



**Montana University System
Office of the Commissioner of Higher Education**

Operational Guidelines for Dual Enrollment

Updated: July 2021

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I. Introduction

Dual enrollment is a research-based strategy for increasing students' postsecondary education engagement, readiness, persistence, and completion. This accelerated learning option has wide-ranging benefits to students, their families, and the state. Dual enrollment connects secondary and postsecondary institutions and faculty to prepare students for a successful transition to postsecondary education and engages a wide variety of student types with content ranging from foundational academics to workforce courses. Through dual enrollment, students gain academic momentum, confidence, and experience preparing for postsecondary courses. Dual enrollment students have higher high school graduation rates, higher rates of college enrollment, higher rates of persistence to degree, better academic performance in postsecondary programs, and markedly higher rates of degree attainment than their non-dual enrolled peers.

Recognizing the value of dual enrollment and its positive impact on students, the Montana University System (MUS) and Office of the Commissioner of Higher Education (OCHE) provide these operational guidelines for its affiliated campuses to ensure Montana students have the highest quality dual enrollment options and the system's programs offer the highest value to students through continuity, consistency, and accessibility.

II. Dual Enrollment Terms and Taxonomy

A. Dual Enrollment

Dual enrollment is the broad term for opportunities for high school students to take college coursework while they are enrolled in high school.

B. Types of Credit for Dual Enrollment

1. Dual Credit

Dual credit courses award high school and college credit simultaneously for the same course taken by a high school student. Each educational institution is responsible for the transcript of their respective credit, according to their institutional procedures.

2. College Credit Only

College credit only courses award college credit, and not high school credit, for a college course taken by a high school student. The college records the credit on a standard transcript for the student. The high school may or may not be aware of the student's enrollment in the college course.

C. Dual Enrollment Delivery Models

1. Early College

Early college courses are standard college classes that are open to high school students and offered on a college campus, online, or as a hybrid course both on a college campus and online. Early college courses may be dual credit or college credit only, depending on the qualifications of the college faculty and acceptance by the school district (see: IV-B).

2. Concurrent Enrollment

Concurrent enrollment courses are college courses taught at a high school to a class of high school students by a college-approved, state-licensed high school teacher who meets or exceeds the qualifications established by Board of Regents (BOR) Policy 730 (see Appendix A). Occasionally, an appropriately qualified college faculty member may teach the course in the high school, via distance education, or team teach with high school faculty. Concurrent Enrollment courses are dual credit. High school students may, with approval from the school district or high school, enroll in a concurrent enrollment course for high school credit only.

D. Usage of Terminology in the Guidelines

The guidelines use the term dual enrollment to refer, generally, to college courses offered to high school students via either the Early College or Concurrent Enrollment models for either dual credit or college credit only. The guidelines use specific terms (Early College, Concurrent Enrollment, Dual Credit, or College Credit Only) when discussing specific models or credit types.

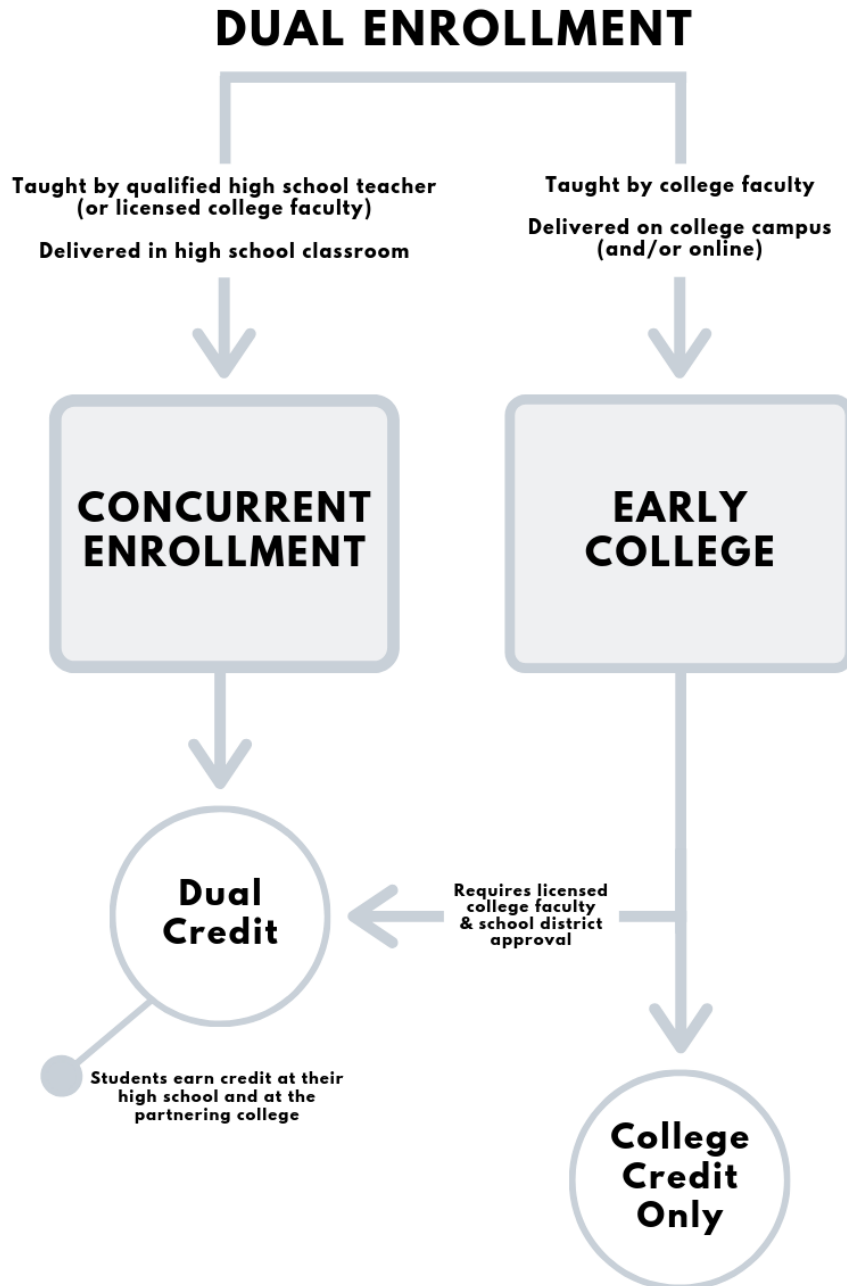


Figure 1. Dual Enrollment Types of Credit and Delivery Models

III. Operational Expectations for MUS Dual Enrollment Programs

A. Role of the Montana's Public Two-Year Degree Colleges

The Montana University System's two-year campuses, two-year programs, and community colleges are the institutions authorized by the Montana Board of Regents of Higher Education to provide dual enrollment opportunities for the system. These campuses will work with school districts directly to strengthen secondary and postsecondary relationships as well as to provide and maintain high quality dual enrollment opportunities for high school students. Their efforts will be coordinated, assisted, and promoted by the Office of the Commission of Higher Education (OCHE).

B. Role of the Office of the Commissioner of Higher Education

OCHE will ensure consistency, compliance, and quality in dual enrollment programs and courses at the state, system-wide level.

1. OCHE will provide guidance, leadership, oversight, professional development, and updated dual enrollment documents, policies, and procedures, including:
 - Clear and consistent guidelines describing procedures, practices, and policies that govern dual enrollment at all MUS campuses.
 - Clear and consistent procedures at all MUS campuses for the admission, orientation, and entry status of all students bringing dual enrollment credits into their full-time college matriculation.
 - Templates for program forms, customizable by campuses.
2. OCHE will ensure that each campus operating a dual enrollment program will perform an annual program evaluation at the institutional level that meets or exceeds the evaluation standards for accreditation by NACEP (see Appendix G), with institutional evaluations subsequently compiled at the state level.
3. OCHE will provide an annual dual enrollment report to the public, the Board of Regents, and the Board of Public Education.

C. Opportunity for Independent Colleges

Colleges independent of the MUS that are separately governed and controlled (i.e. Montana's private and tribal colleges) are not subject to these operational guidelines.

However, these colleges are encouraged to participate in the MUS approach to dual enrollment program management, adopting or adapting these guidelines as appropriate to expand access to dual enrollment opportunities for all Montana high school students.

D. Regional Service Areas and Noncompetitive Coordination of Concurrent Enrollment

Each MUS two-year campus, two-year program, and community college will serve as a noncompetitive regional service provider for dual enrollment. Campuses should work with neighboring school districts to develop opportunities for students in their service area and coordinate and communicate with other campuses to best meet the needs of Montana students. Figure 2 identifies service areas for the purposes of coordinating concurrent enrollment and provides specific guidance for noncompetitive coordination of programs.

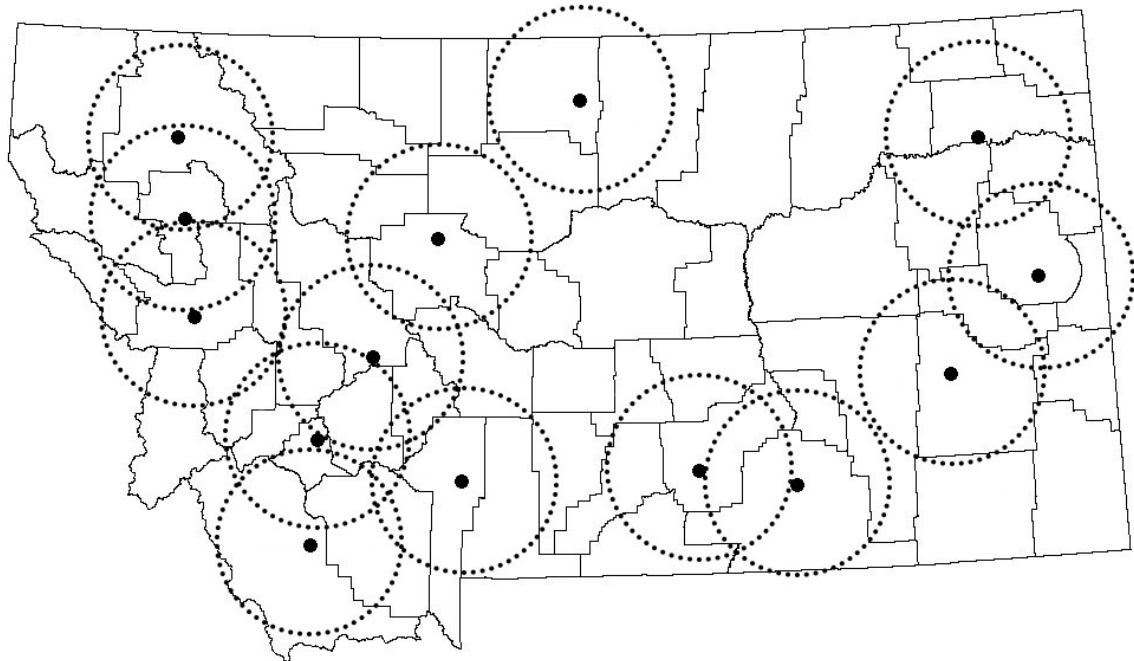


Figure 2. Generalized Regional Service Areas for Montana University System Dual Enrollment Providers

IV. Dual Enrollment Operational Guidance

Dual Enrollment Operational Guidance includes: A. Common Operational Standards applicable to all dual enrollment programs and students, B. Early College Operational Guidance that apply only to Early College students, and C. Concurrent Enrollment Operational Guidance that apply only to Concurrent Enrollment students.

A. Common Operational Standards

1. Campus Requirements for Program Administration

Any college operating a dual enrollment program must maintain sufficient staff and resources to operate a program at a level that meets or exceeds the standards described in these guidelines, specifically:

- Campuses will complete and keep updated a Memorandum of Understanding (MOU) with each partner school district to provide dual enrollment opportunities to Montana students. OCHE provides a template MOU (see Appendix D). Colleges and school districts may add further provisions to the MOU, but each agreement at a minimum should include:
 - An inventory of college courses that will be offered to dual enrollment students in the school district, along with an indication of whether the course is for dual credit or college credit only.
 - Specific information about whether the college, school district, or student assumes costs for tuition, supplies, equipment, and any require program or course fees.
 - Specific information about whether the college, school district, or both the college and school district will make the necessary provisions to accommodate students with disabilities.
 - Reference to publications outlining students' rights and responsibilities, including the requirements, policies, practices, and procedures governing attendance, academic integrity, grading standards, student conduct, timelines for registration, and other campus-specific issues.
 - Expectations for transportation of students.
- Campuses will maintain program quality at a level that ensures that students experience equivalent rigor regardless of where their course occurs.
- Campuses will provide student advising and orientation at a level that gives students the best opportunity for success in their coursework and their transition to postsecondary education.

- Campuses will process program applications and registrations efficiently, and students, parents, and partner schools will receive program information in a clear and timely manner.
- Campuses will provide program staff with opportunities to participate in professional development and learn best practices in dual enrollment.

2. Course Eligibility

- Courses eligible for dual enrollment are lower division (100- or 200-level) Common Course Numbered (CCN) courses that exist in the catalog of a Montana University System two-year campuses, two-year programs, or community colleges, as well as tribal colleges. Developmental education, courses below 100-level, and 300- or 400-level courses are not eligible for dual enrollment programs.
- Embedded two-year colleges and programs: Embedded two-year colleges or programs may coordinate to have access to additional 100- and 200- level courses taught at the four-year campus but not at the two-year college or program. This relationship is common and encouraged and is at the discretion of the educational institutions to establish and maintain. Courses utilized from the university catalog are still held to the same standard of instructor qualification, curriculum alignment, and mentoring as those in the two-year college or program catalog. OCHE dual enrollment staff may assist in facilitating such arrangements and outlining logistical requirements for both programs and their staff.

3. Dual Enrollment Student Eligibility

To be eligible for a dual enrollment course, a student must:

- Be enrolled in a Montana school district.*
 - Homeschool students may enroll in college credit-only courses through the college, or concurrent enrollment courses through their local high school. (See Homeschool Guidance for further information)
 - Foreign exchange students enrolled in a Montana school district that meet all other eligibility requirements are eligible for dual enrollment.
- Be between the ages of 16 – 19 and/or junior/senior standing.**
 - Graduating students are not eligible for dual enrollment in any term after the term of their graduation. For example, a student that graduates in Spring 2020 is eligible for dual enrollment in Spring 2020, but not eligible for dual enrollment in Summer 2020 or any term after that, even if courses for the Summer 2020 term start prior to the students' graduation date.

- Have successfully completed the required high school classes at their grade level and be on track for high school graduation within a four-year construct. A high school diploma is not a requirement for Dual Enrollment admission per BOR Policy 301 (see Appendix B).

**Enrollment in Montana high school district exceptions: The Commissioner's Directive on Early Enrollment and Tuition Waivers includes a provision allowing traditional high school age students enrolled in GED programs, home school students, and middle school students to qualify for the dual enrollment student tuition rate in a qualifying program (See Appendix E).*

***Age and graduation progress eligibility exceptions: Exceptional circumstances may exist for individual students. When students do not meet one or more of the dual enrollment eligibility requirements listed above, the high school's designated official may request an exception. Exceptions are most often requested for age, and less frequently graduation progress. The request must be in writing, explain the reason the exception is being requested, and provide evidence that the student can benefit from dual enrollment in the specific course, learn at the collegiate level in the course, and manage the combined high school and college course load. The designated college official or committee must concur in writing that an exception is warranted for the student to participate in the dual enrollment opportunity. In no case may exceptions be used to meet minimum class size requirements. Eligibility exceptions do not apply to required course prerequisites and required placement tests or scores (commonly required for mathematics and composition/writing courses). Homeschool students may request exceptions. Each institution may determine what non-parent individual should serve in lieu of a designated high school official as well as the process for determining exceptions.*

4. Student Procedural Requirements and Policies

- Dual enrollment students must complete an Application for Dual Enrollment and submit it to their desired college or university within the appropriate deadlines set by the campus.
 - Students only need to apply once, but they must complete registration paperwork for each semester they intend to enroll in courses.
 - All campuses must use the Application for Dual Enrollment form.
 - Acceptance for dual enrollment does not constitute permanent or regular admission to the individual campuses offering the program.
- Students must have approval signatures of a designated high school official and a parent or guardian (if the student is not yet 18 years of age) to participate in a dual enrollment course. A designated college official (generally dual enrollment program staff) must also approve students' participation.
- 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, including those students seeking college credit in “honors” classes, 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.

- Dual enrollment students are not required to meet college admissions scores, as they are not applying for standard admission.
- Dual Enrollment students will be responsible for their own transportation unless otherwise stipulated by the college or high school in the Memorandum of Understanding (see Appendix D, page 31).
- Students in Dual Enrollment courses will follow the timelines, policies, and procedures of campuses where they are enrolled.
- Students admitted to a college or university for dual enrollment do not qualify for federal financial aid for higher education, but they may qualify for scholarships or privately funded financial assistance.
- Students admitted to a college or university for dual enrollment are not eligible for Board Designated Tuition Waivers.***

****Board Designated Tuition Waivers: The Commissioner’s Directive on Early Enrollment and Tuition Waivers includes a provision noting that dual enrollment students are not eligible for several Board Designated Tuition Waivers due to the reduced dual enrollment tuition rate and no assessment of fees (See Appendix E).*

5. Homeschool Guidance

Dual enrollment opportunities are open to eligible homeschool students. Homeschool students may have access to dual credit or college credit only courses, depending on several factors, such as method of enrollment, type of diploma or equivalency sought, and homeschool program policies.

- Homeschool students may enroll in a concurrent enrollment course offered at the high school through the school district where they reside. School district enrollment and general policies will determine the availability of concurrent enrollment opportunities. Contact the school district to determine available options.
- Students intending to earn their high school equivalency via HiSET will not need high school credit for college courses.

- Many accredited homeschool programs will accept college courses for high school credit. It is the student’s responsibility to verify whether their homeschool program will accept college courses for high school credit. Colleges and universities can only transcript college credit.
- Homeschool dual enrollment students will receive the same access to advising resources as high school dual enrollment students.
- Homeschool students are held to the same criteria for Student Eligibility and Student Procedural Requirements as high school students (see IV-A-3 & IV-A-4).
 - College or university dual enrollment staff will assist in identifying an appropriate third-party to serve as a proxy in lieu of the “designated high school official” required to approve students’ participation in dual enrollment (see IV-A-4).
 - Homeschool students seeking exceptions should contact college or university dual enrollment staff with their request. Staff will assist in identifying an appropriate third-party to serve as a proxy in lieu of the “designated high school official” needed to facilitate an exception request (see IV-A-3).
 - Colleges and universities may require additional information to assess academic status, such as academic transcripts, non-parental letters of recommendation, staff/faculty interview with the student, or other materials.
- College and university decisions on student eligibility, academic standing, placement, graduation track, and other criteria are made in good faith and are final for the purposes of dual enrollment.

6. Enrollment Guidance and Policies

Program staff should work with high schools to identify students who would best benefit from participating in dual enrollment and develop a formal program to connect a diverse group of students to both Career and Technical Education and General Education opportunities.

- Registration Management: Colleges will use their own authority in managing registration of dual enrollment students. The decision to give priority to traditional, degree seeking students, to “reserve” seats for dual enrollment students in a section, overenroll, open additional sections, or manage enrollment in some other way is at the discretion of each college or university (or department) as long as campus practices do not impede the degree progress of traditional students.

- Credit Limits: The MUS sets no limit on the number of credits a student may take through dual enrollment, neither by semester nor through their “lifetime eligibility” in the program, as long as the student:
 - Has been identified as capable of college-level coursework and continues to demonstrate that capability.
 - Remains in good academic standing in high school (or homeschool) and with the college or university.
 - Has successfully completed required high school classes at the student’s grade level and is on track for high school graduation within a four-year construct.
 - And meets or has met all course prerequisites.
- Registrars should code dual enrollment students as Student Type “H” and admit them as non-degree seeking students.
- Dual enrollment students that graduate from high school and matriculate to the Montana University System are considered “First-Time” students.
- Per Commissioner’s Directive, dual enrollment students may receive two courses or up to six credits tuition-free through the One-Two-Free program.
 - The One-Two-Free program does not include tribal colleges.
 - Individual campuses may have other free- or reduced-tuition programs.
 - The dual enrollment tuition rate for students after their first six credits is 50% of the resident two-year tuition rate (or 50% of the undergraduate rate at Montana State University Northern and the University of Montana Western).
 - See Appendix E.
- Dual enrollment students are exempt from fees but are responsible for books, supplies, course-specific fees, and other course-related materials and costs.

7. Academic and Student Services Guidance

- Campuses provide standard college students with advising, orientation, and access to student services. Dual Enrollment students should receive the same academic and student services. Campus dual enrollment staff should work together with high schools to develop a process for advising and orienting dual enrollment students.
- Campus and high school staff should advise all dual enrollment students that dual enrollment courses become part of their permanent college transcript that they must provide to any college or university they attend in the future.

- Campus and high school staff should provide dual enrollment students with information typically provided to traditional college students, including:
 - Course drop and withdrawal dates, fees and/or forfeitures associated with the drops and withdrawals, and any procedures or forms needed to complete a course drop or withdrawal.
 - How and when to pay fees.
 - How to access the student’s online account.
 - How to access and use the campus’s online learning interface (if applicable).
 - How to get textbooks.
 - Campus parking.
 - Tutoring resources.
 - Library resources.
 - How to seek an accommodation for a disability.

- Campus and high school staff should advise dual enrollment students that college level courses may expose them to mature content and/or ideas outside of their comfort or belief set. Learning to respectfully respond to, and interact with, new ideas is part of the college experience.

- Administrators, faculty, and staff in both high school and college settings providing dual enrollment opportunities will comply with all FERPA and ADA guidelines.

8. Assessment of Learning for Dual Enrollment Students

Dual enrollment students, including those enrolled in Early College and Concurrent Enrollment courses, will have the same form of assessment of learning and will be held to the same expectations and standards as traditional college students.

B. Early College Operational Guidance

1. Campus Requirements for Program Administration

- Campus leadership and administration will decide how it will leverage staff to administer Early College programs and available courses and will document Early College student procedures.

- Campuses will determine the times, locations, and methods of delivery of courses available to Early College students. Delivery and timing of courses may include in-person on campus, online, interactive video, at alternative sites, and at times beyond a traditional school day and year, such as summer, evenings, or weekends.

- Campuses may choose to require Early College students to adhere to campus immunization policies (online students are subject to standard campus policy).
- Campuses may determine how dual credit for Early College programs will be coordinated with high schools. Policies should be clear and established in a Memorandum of Understanding.

2. Curriculum

- Campus faculty and staff determine the content and learning outcomes and objectives for college-level courses available to Early College students.

3. Qualification for Dual Credit

- Only the local school district has the authority, within the parameters of state law, policy, accreditation standards, and administrative rules, to determine whether an Early College course will also qualify for high school credit. The local high school has the authority and responsibility to determine if the course meets the content and performance standards set for the local district curriculum and whether to accept any college course for high school credit. Ultimately, the district school board may approve granting high school credit for a course taken by a dual enrollment student.

4. College Faculty Requirements for Dual Credit

- For a Montana school district to consider a postsecondary course for dual credit, college faculty must possess a Class 1, 2, or 4 license (with appropriate endorsement) or a Class 8 Montana educator license. A Class 8 Montana educator license is exclusively for faculty teaching dual enrollment. The decision to award high school credit for any college course rests with the school district.

5. Support not Supplant

- Dual Enrollment courses may not replace the high school curriculum. When a school district allows a dual enrollment course to substitute for a specific high school graduation requirement, the course cannot be the sole source available to a high school's students for fulfilling the graduation requirement and cannot be used solely by a school district to fulfill its obligation to provide the high school curriculum.

C. Concurrent Enrollment Operational Guidance

1. Campus Requirements for Program Administration

- Campus staff and high school staff will work together to ensure Concurrent Enrollment courses are high quality and deliver college-level experiences to students in their high school classrooms.
- High schools and school districts will determine the times, locations, and methods of delivery of courses available to Concurrent Enrollment students. Delivery and timing of courses may include courses in-person at a high school, live interactive video, or courses at alternative sites, such as a career center or another nearby high school.
- Concurrent Enrollment instructors will be selected, oriented, supervised, and evaluated using the same or similar processes and criteria the college uses for all other faculty members. These processes may be modified for Concurrent Enrollment high school instructors in collaboration with the school district, but the processes will meet or exceed the following standards:
 - The college will provide new Concurrent Enrollment instructors with discipline-specific training and orientation regarding, but not limited to, college rigor in the course, alignment of the course curriculum to the college model, assessment criteria, pedagogy, course philosophy, and administrative responsibilities and procedures prior to teaching the course.
 - The college will provide Concurrent Enrollment instructors with annual, discipline-specific professional development activities and ongoing collegial interaction to address course content, course delivery, assessment, evaluation, and emerging research from the field.
 - The college will establish and reinforce expectations for supervision, professional development, and evaluation of Concurrent Enrollment instructors.
 - The college will provide training and information to Concurrent Enrollment high school instructors, as well as administrative and counseling staff, about college procedures, deadlines, and other vital information.
 - The college will include, whenever possible or practical, Concurrent Enrollment high school instructors in relevant continuing education events, seminars, and professional development available to other college faculty.
 - If possible or practical, the college will develop content for continuing education and professional development specifically for Concurrent Enrollment high school instructors.
- The coordinating college may choose to hire, appoint, or otherwise designate Concurrent Enrollment instructors as representatives of the college. They may be adjunct faculty, faculty affiliates, concurrent enrollment faculty/instructors, or have some other title. The affiliation of the Concurrent Enrollment instructor with the coordinating college may come with or without pay, depending on local

collective bargaining and the agreement between the high school and the college.

- Concurrent Enrollment students are exempt from sexual assault and alcohol education programs (i.e. Haven, PETA, and AlcoholEdu) (see *Appendix F*).

2. Instructor Qualifications

- High school instructors must possess a Class 1, 2, 4, or 5 license (with appropriate endorsement) and meet or exceed the qualifications established by BOR Policy 730 (see Appendix A) to teach Concurrent Enrollment courses.
 - Concurrent Enrollment high school instructors may also teach on a temporary waiver per BOR Policy 730.1 (see Appendix A). To teach on a temporary waiver, instructors must complete the Temporary Waiver Concurrent Enrollment Instructor form, obtain the explicit permission of their collaborating two-year college, and submit the form to their collaborating two-year college.
- College faculty must meet or exceed the qualifications established by BOR Policy 730 (see Appendix A) and possess a Class 1, 2, or 4 license (with appropriate endorsement) or a Class 8 Montana educator license to teach a Concurrent Enrollment course in a high school.
- Team teaching models that pair college faculty with a high school educator, thus fulfilling both criteria, have been successfully utilized when there is a shortfall in requirements/credentials.
- Concurrent Enrollment courses taught by instructors that fail to meet the instructor qualifications may not be eligible for college credit, high school credit, or both college and high school credit.

3. Instructor Compensation

- Compensation of Concurrent Enrollment high school instructors (i.e. school district faculty teaching a dual enrollment course as part of their school district assignment), will be addressed through the collective bargaining process of the local school district and the local bargaining unit.
- The decision to compensate Concurrent Enrollment instructors for any time commitments and responsibilities outside their normal school district teaching requirements is at the discretion of the coordinating college.
- Generally, compensation of Concurrent Enrollment instructors is delineated in the Memorandum of Understanding between the coordinating college and

the high school. The Montana University System provides a generalized template for a Memorandum of Understanding for use in dual enrollment (see Appendix D, page 32).

4. Course Requirements

- Concurrent enrollment courses must meet all applicable college accreditation standards, including course outcomes and learning objectives. Course outcomes can be found in the Montana University System CCN Course Guide. Campus dual enrollment staff and coordinating faculty will ensure fidelity between sections of courses taught as Concurrent Enrollment and traditional courses on campus.

5. Curriculum

- Syllabi for Concurrent Enrollment courses taught at a high school must include the same content, learning outcomes and objectives, as well as the same basis for assessment of student achievement for outcomes as other sections of the courses taught by college faculty on college campuses (or online).
- All additional academic elements and standards for Concurrent Enrollment courses must be the same as sections of the courses on college campuses (or online). This may include, but is not limited to, textbooks, assessments, course pacing/sequencing, calculation of grades, summative assessments, final exams/projects/portfolios, and other elements.
- Modification of the academic elements of courses is at the discretion of the coordinating two-year college. Any changes must still comply with published Montana University System CCN course outcomes as well as adhere to applicable Northwest Commission on Colleges and University policies.
- Coordinating colleges may require Concurrent Enrollment courses to utilize the same textbook (or a recent edition) as the sections of the courses on college campuses (or online). This will help ensure continuity in learning between a section taught via Concurrent Enrollment and one taught on campus (or online). Coordinating two-year colleges have the right to waive or modify textbook requirements for courses. Alternatively, having assessed the text in use, faculty may choose to waive the textbook requirement.

V. Guidance for Regional Service Areas and Noncompetitive Coordination of Concurrent Enrollment

High schools and their students benefit from forming strong collaborative relationships between their nearby local two-year or community college for dual enrollment. A 50-mile radius is a rough approximation of the “service area” for a college. Due to the concentration of colleges and communities in the state, this radius produces overlap and voids in service areas (Figure 3). Many colleges already have established Concurrent Enrollment programs in place in overlapping regions, or outside their service areas. There are also examples of multiple colleges coordinating Concurrent Enrollment within the same high school. The intent of this guidance is not to compel termination of established programs or prohibit growth, but rather to provide guidance on service areas and how to coordinate noncompetitively across the state for the mutual benefit of colleges and students. OCHE and its dual enrollment program staff will be the arbiter, should clarification of policies or practices be required.

Note: Online dual enrollment courses are not subject to regional service areas. Colleges may offer courses to students across the state via online education. The Montana Digital Academy currently operates as a portal where students may request online courses from MUS dual enrollment programs across the state.

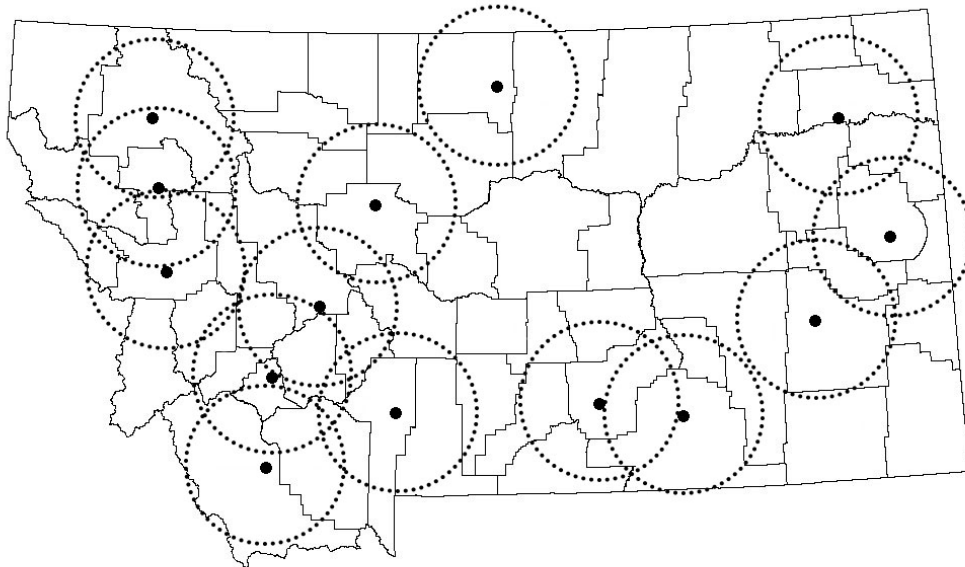


Figure 3. Generalized Regional Service Areas for Montana University System Dual Enrollment Providers

A. Program Practices

1. Colleges that communicate with a high school within another college's service area will inform the dual enrollment staff of the local college prior to starting plans for a partnership for a Concurrent Enrollment course to ensure the course is not available from the local college.
2. The local college in a high school service area has the first right of refusal in partnering on a course for Concurrent Enrollment.
3. The local college in a high school service area will facilitate a connection with another college if they are unable to fulfill a Concurrent Enrollment course requested by a high school or cannot move forward in a timely manner.
4. When moving forward with developing a course within another college's service area, the outside college dual enrollment staff or leadership will notify the local college dual enrollment staff or leadership and OCHE dual enrollment staff, for the purpose of transparency.
5. Where multiple colleges overlap, all should communicate to determine which provider is in the best interest of the students. This may be determined by several factors, including availability of a faculty mentor, availability of student services, historic number of high school students that matriculate to the college, and the existence of a Montana Career Pathway. OCHE staff can assist, as needed.
6. When working with a high school that is outside any college service area, college dual enrollment staff should notify all neighboring colleges and OCHE dual enrollment staff in the interest of transparency.
7. When it is in the best interest of Montana students, multiple colleges may coordinate dual enrollment within the same high school or district. Although it should be minimized to avoid logistical confusion for students and parents and may not result in course duplication (see guidance), there is no prohibition on the practice. In this event, coordinating colleges are charged to coordinate their efforts to best communicate and avoid confusion.

B. Prohibited Practices

1. Colleges will not establish policies or engage in practices that are competitive or contrary to the interests of Montana students. OCHE dual enrollment program staff shall be the arbiter, as needed, for the resolution of issues reported, identified, and perceived.

2. Colleges will not duplicate identical course offerings in a high school that are already offered through another college without clear benefit to students and express approval from OCHE.
3. Colleges will not deviate from the tuition rate described in the Commissioner's directive, except with approval from OCHE, particularly for the purposes of competing with another college (see Appendix E).
4. Colleges will not deviate from the dual enrollment instructor qualifications described in this document, particularly for the purposes of competing with another college (see Appendix A).
5. Colleges will not deviate from the type of courses eligible for use as dual enrollment courses described in this document, particularly for the purposes of competing with another college.
6. Colleges will not deviate from the student eligibility criteria for dual enrollment courses described in this document, particularly for the purposes of competing with another college.

C. Guidance for High School Partners

1. High schools may seek a course from a college outside their service area, recognizing that they may be referred to their local college should the course be available through that provider.
2. High schools may contact OCHE dual enrollment staff for referrals to colleges that offer specific courses.
3. High schools may contact OCHE dual enrollment staff to discuss concerns about access to courses for concurrent enrollment or the timeliness of the process.
4. High schools may contact OCHE dual enrollment staff with concerns about instructor qualifications and the approval process.

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: Montana Board of Regents Policy 301

MONTANA BOARD OF REGENTS OF HIGHER EDUCATION Policy and Procedures Manual

SUBJECT: ACADEMIC AFFAIRS

Policy 301 – Admission Requirements

Adopted: October 28, 1977; Revised: January 1, 2014

I. General Policies: Student Responsibilities

A. Students must have graduated from a high school accredited by the state accrediting agency, *OR* have a high school equivalency completion assessment designated by the Montana Board of Public Education to be admitted to any campus of the Montana University System. At the discretion of the institution, for students who complete their secondary education through home schooling or at unaccredited secondary schools, this requirement may be met by “satisfactory performance” on the ACT, SAT, or a recognized testing instrument defined in the Federal Register as indicative of a student’s “ability to benefit.”

B. As part of the application process to a four-year campus, all first-time traditional undergraduate students must submit their results from either the ACT or SAT college admissions exam. Applicants to two-year campuses may submit these test results, if available, to assist with placement decisions.

C. The two-year campuses and some two-year programs of the four-year campuses of the Montana University System are open admission, in which the only academic requirement is (A) above. However, individual programs of study within those institutions may have more selective admission requirements.

D. Students in credit-bearing continuing education courses must meet the same admission requirements and academic standards as students in regular academic courses.

G. Falsification or willful suppression by a student of any information called for on an application for admission may be grounds for cancellation *or denial* of admission.

H. Before enrolling for an initial term, all post-secondary students must comply with immunization requirements of ARM 37.114.701-721:

1. Students born in 1957 or later must provide evidence that they have received two measles and two rubella immunizations, with dose one administered at 12 months of age or later and dose two administered at least 28 days after dose one. No

measles vaccination before 1967 is valid. No rubella vaccination before 1969 is valid. As an alternative, a student may supply a laboratory report from a CLIA approved laboratory indicating that the student is immune to measles and/or rubella.

2. Under ARM 37.114.711, a student may be conditionally enrolled for an initial term if the student has not received the second dose of measles and/or rubella vaccine provided they receive the second dose at least 28 days after the first dose and before the beginning of the succeeding school term.
3. A student may be exempt from the above requirements for medical reasons (ARM 37.114.715) providing the student supplies a statement from a physician (MD or DO) holding a license to practice in the United States or Canada stating: a) The specific immunization that is contraindicated; b) The time period the immunization is contraindicated; and c) The reasons for the contraindication
4. A student may be exempt from the above requirements for religious reasons providing the student supplies a notarized statement that immunizations are contrary to the student's religious beliefs. This notarized statement must be submitted annually by any student claiming a religious exemption (ARM 37.114.716).
5. Individual campuses or programs may have additional immunization/testing requirements.

I. Transfer applicants must present at least a 2.0 cumulative grade point average (i.e. equivalent to a "C" on a 4.0 scale), based on transferable credits carried from all colleges or universities previously attended to be eligible for **full** admission to a four-year campus.

J. The requirements in this section apply to admission to colleges and universities in the Montana University System. Specific academic programs (such as nursing or engineering) may have additional admission requirements, which can be found in the program catalogues and websites.

II. General Policies: Campus Procedures

A. Campuses will adhere to the non-discrimination policy contained in section 703 of the policy and procedures manual.

B. Campuses may establish a cut-off date for the submission of complete credentials for admission, and any applicant who does not submit a complete application by that date may be required to delay entrance until a subsequent semester.

C. In order to grant college credit, campuses may establish procedures for the admission of students enrolled simultaneously in high school and a campus of the Montana university system (MUS), and for admission of non-high school graduates prior to the time their high school class has graduated. Such admission shall be selective and shall be

confined to students who present evidence of the ability and maturity to successfully complete the college course(s). Such admission shall be based on providing educational opportunities that are not available in the high school setting. Such procedures must include the requirement that the high school principal or counselor approve participation of a student in the college program. In addition, procedures for the admission of high school students in dual enrollment opportunities must be consistent with Operational Guidelines on Dual Enrollment, including test scores and prerequisites for courses with placement requirements.

D. Campuses may establish the category of special or non-degree student. This category will allow admission for the purpose of taking a limited number of credits without the complete documentation required in a regular application for admission.

E. Any campus may deny or condition admission, readmission, or continuing enrollment of any individual who, in the judgment of the campus, presents an unreasonable risk to the safety and welfare of the campus and persons thereon. In making such judgment, the campus may, among other things, take into account the individual's history and experience relative to (1) violence and destructive tendencies, (2) behavior at other educational institutions, and (3) any rehabilitative therapy the individual may have undergone. A decision to utilize the authority conferred by this paragraph shall be communicated to the individual in writing. Each campus shall have a procedure by which such decisions may be appealed.

F. Campuses are authorized to control the number of out-of state first-time and transfer students. In addition, campuses shall require applicants from non-English speaking countries to present evidence of proficiency in the use of the English language. Campuses may impose additional requirements on applicants from foreign countries.

G. The Montana University System will establish a uniform system for monitoring performance of all students based on admission criteria, including Proficiency Standards, ACT or SAT scores, high school GPA, age, high school rank and course of study to facilitate evaluation and analysis of the admissions requirements.

III. Scholarships

A. To encourage a high level of academic preparation for students who wish to pursue higher education, the board of regents of higher education hereby adopts the following procedures:

1. Only students who have completed the rigorous high school core shall be eligible for regents' high school honor scholarships. (See 301.1 B5.)
2. Other state-supported scholarships, fee waivers, or grants-in-aid are awarded on the basis of academic achievement. In unusual circumstances this provision may be waived for students who have been graduated from high school for more than three years.

B. In awarding scholarships based on academic achievement, special consideration should be given to students who have completed available academic core courses beyond those specified in the college preparatory program. Honors and advanced placement courses should be given extra weighting

IV. Definitions of Terms Found in 301 and 301.1:

A. For purposes of admissions, a *transfer student* is one who has completed 12 or more GPA or pass credits in college-level courses at another college or university, who is entering a new institution for the first time, and whose credits at the previous institution have been accepted by the receiving institution.

B. *GPA* and *pass credits* mean those college-level credits for which grade points apply toward graduation.

C. *College-level work* means those courses that are applicable toward an associate of arts, associate of science or baccalaureate degree at their respective institution. Developmental (remedial) courses, numbered below 100 are not considered college-level.

D. *Traditional students* are those who enter college within three years of high school graduation or within three years from the date when they would have graduated from high school.

E. *Full admission* status describes students who have met all the admissions standards and are not admitted under exemptions, exceptions, conditions, or provisions.

F. *Provisional admission* status is reserved for students who do not meet one or both of the proficiency standards (mathematics or writing). During this temporary provisional status, students must satisfactorily complete developmental coursework or additional tests to demonstrate the proficiency required for college-level work.

G. *Open admission* refers to a non-competitive college admission process in which the only academic criterion for entrance is a high school diploma or high school equivalency completion assessment designated by the Montana Board of Public Education.

H. *Early admission* refers to the admission of a high-school aged student prior to his or her high school graduation. The student may earn college credit while enrolled high school.

I. *Non-degree admission* is for students who do not intend to pursue a degree program.

J. *Program* can be found in two contexts in higher education: 1) a degree/credential program, such as a certificate, associate, or baccalaureate degree program; or 2) an academic program, such as a nursing or engineering program. Admissions requirements apply to both types of programs.

K. *Ability to Benefit* exams are required of students who do not have US high school diplomas or recognized equivalents such as GEDs in order to be eligible to receive financial aid under any Title IV Higher Education Act program. The ATB exams, chosen from a list approved by the United States Department of Education, demonstrate the students' ability to benefit from the training offered.

L. *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, either for dual credit or college-credit only. (*Operational Guidelines for Dual Enrollment*)

E. History

Board action April 1, 1929 (rescinded); Item 18-002-R1077, Admission Requirements: General Policies; Montana University System, October 28, 1977 as revised April 13, 1984, May 3, 1985, December 1986, December 16, 1988, September 14, 1989, March 22, 1990, April 26, 1990, November 20, 1997, and January 28, 1999; editorial changes made July 14, 2004; Item 148-104-R0910 clarification and consolidation, September 23, 2010. Item 162-101-R0114, revised to reflect the Montana Board of Public Education policy, January 1, 2014.

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.

Appendix D: Example Dual Enrollment Memorandum of Understanding

[Insert college branding here]

[Insert effective academic year]

Memorandum of Understanding for Dual Enrollment [Partner School District] and [MUS College]

Purpose:

This document outlines the responsibilities of [MUS College] and [Partner School District] (hereinafter referred to as “The School District”) in entering into an agreement to provide dual enrollment opportunities for Montana students. [MUS College] invests in this type of collaborative partnership in order to provide high school students with the opportunity to earn college credit while in high school through courses provided or facilitated by [MUS College]. This document was prepared in accordance with the Montana University System Operational Guidelines for Dual Enrollment and Other Secondary-Postsecondary Credit Opportunities.

Student Eligibility:

The [MUS College] dual enrollment program is designed to serve students who have demonstrated academic or workforce ability and motivation. In order to be eligible a student must:

- Be at least 16 years of age or a high school junior/senior.
 - An exceptional student, under this age/academic grade, may be considered based on a letter of recommendation from a high school official stating the student is prepared for, and will be successful in, college level coursework.
 - Home school students may participate via the district in which they reside
- Have signed approval from a parent or guardian, if under the age of 18.
- Have received prior, signed authorization from a high school official (principal, counselor, instructor) indicating that they are prepared for college course work.
- Have completed all application and enrollment paperwork provided by [MUS College] by the appropriate deadlines.
- Have satisfied any prerequisites for the desired course(s), either by placement testing or ACT/SAT scores
- Take only 100- or 200-level courses.
- Not displace [MUS College] standard degree-seeking students. In requesting courses online or at the college campus, standard, degree-seeking college students have priority over dual enrollment students. [MUS College] reserves the right to restrict or release seats to dual enrollment students on timelines set by the college. As a result, these may be later than standard college enrollment periods and offset from high school timelines. There will be no wait-list for on-campus dual enrollment classes, when offered.

Staff Eligibility:

All high school dual enrollment instructors must be approved by [MUS College] and must meet minimum qualifications for faculty under Montana Board of Regents (BOR) Policy 730 or may, at the discretion of [MUS College] operate under the temporary waiver option outlined in BOR Policy 730.1. [MUS College] faculty may teach a course offered for dual credit so long as they are in possession of a current Montana educator's license (Class 8 or Class 1, 2, or 4 with appropriate endorsement). [MUS College] will maintain records of faculty licensure and provide them as requested to [Partner High School]. The decision to award high school transcript credit for a dual credit eligible college course is at the discretion of the high school.

Modes of Dual Enrollment Delivery:

This agreement covers all modes of dual enrollment delivery offered or facilitated by [MUS College], whether it is concurrent enrollment (college course taught by an approved high school instructor or college faculty at the high school), early college (students attending on campus or online for dual or college credit only). Specific policies, procedures, and guidelines exist concerning the modes of educational delivery. See policies below.

Policies:

The Office of the Commissioner of Higher Education [and MUS College] provides guidelines for its dual enrollment stakeholders including its faculty, high school administrators, and dual enrollment high school instructors. By entering into this agreement the School District, and its employees involved in dual enrollment, agree to abide by all the policies and procedures set forth in the guideline documents.

Transcript of Credit:

The School District agrees to award transcript credit to students who successfully complete dual enrollment courses listed on the "Approved Dual Credit Eligible Courses" in this Memorandum of Understanding utilizing their standard policies and procedures. [MUS College] agrees to award college transcript credit for the courses listed in this agreement to students who successfully complete coursework; accomplished by enrolling/registering students, receiving grades from the instructor, and providing course grades to the [MUS College] Office of the Registrar.

Program Financial Elements:

- Whether students are seeking dual credit or college credit only, the tuition rate for students enrolled through the School District with this program is as follows: 50% of the in-state [MUS College] tuition rate. **For the _____ school year the cost to the student is \$ _____ per credit.** Students pay no application or mandatory fees (course, material, and other optional fees may apply).
- The School District understands that textbooks, supplies, materials, travel and transportation costs, and/or special fees associated with a particular class are solely the responsibility of the School District. It is at the discretion of the district whether they pass any of these costs along to the student.
- High school dual enrollment (concurrent enrollment) instructors work for the School District teaching a college course. Compensation of school district faculty

teaching a concurrent enrollment course as part of their school district assignment will be addressed through the collective bargaining process of the local school district and the local bargaining unit. Remuneration, such as an instructor stipend, should be provided to the partner school/school district, if applicable.

- Each instructor will receive a \$_____ stipend per course for the additional responsibilities and collaboration concurrent enrollment instruction entails.
- Method for Payment of Instructor: The School District invoices [MUS College] for reimbursement stipulating the name of the instructor, the class taught, and term of instruction on the invoice. The School District invoices [MUS College] for reimbursement stipulating the name of the instructor, the class(es) taught, and term of instruction on the invoice. [MUS College] compensates the school district which, in turn, pays the stipend to the instructor. [MUS College] stipulates that all teaching duties must be completed for the college to consider the instructor responsibilities satisfactorily discharged and stipend eligible.

Course Offerings for _____ School Year and Anticipated Stipends:

Note: [MUS College] reserves the right to require minimum student enrollment in order to offer a course.

- The following stipends are anticipated for the _____ academic year:
(Note: Stipends will be issued if X or more students are enrolled for dual credit, failing that a stipend will not be issued)

APPROVED DUAL CREDIT ELIGIBLE COURSES

DE Type	Course	Instructor	Type of credit	High School	College	Education Requirement Met	Notes	Stipend
Early College	M121	Mrs. Sample	CC only	CMR, GFHS, PGHS	Great Falls College MSU	Pending approval of Class 8, out for review.	Students may use previous edition of textbook	None, college faculty
Concurrent Enrollment	WRIT101	Ms. English	DC	CMR	Great Falls College MSU	BoR 730.1 Temporary Waiver-In progress (2016 completion)	6 of 9 Cr. Complete 2015	\$XXX/course
Concurrent Enrollment	M145	Mrs. Math	DC	GFHS, CMR	Great Falls College MSU	Class 8, GFC MSU staff	Online, accepted as Math 4 for HS credit	None, college faculty
Concurrent Enrollment	ACTG101	Mr. Taxman	DC	GFHS	Great Falls College MSU	BoR 730.1		\$XXX/course
Concurrent Enrollment	AHMS 144	Mr. Smith	DC	Three Forks HS	Great Falls College MSU	BoR 730.1	Stipend put into scholarship fund for students (contact Anna K. at district office)	\$XXX/course

Term:

This agreement will remain in effect for the _____ academic year. [MUS College] and The School District will meet to review the Memorandum of Understanding and course offerings annually. Termination of this agreement may be approved by one party, while continuation or modification requires agreement by all parties. Continuation, termination, or modification of the agreement is generally discussed at the time of renewal. The undersigned agree to the terms of this agreement for the academic year herein stated.

Signatures:

Superintendent [Partner School District] **Date**

Principal [Partner High School] **Date**

Dual Enrollment Staff [MUS College] **Date**

Other [MUS College] **Staff (Dean/CEO/CAO, etc.)** **Date**

Appendix E: Commissioner's Directive on Early College Student Tuition and Ineligibility for Board Designated Waivers

MONTANA UNIVERSITY SYSTEM COMMISSIONER'S DIRECTIVE ON EARLY COLLEGE STUDENT TUITION AND INELIGIBILITY FOR BOARD DESIGNATED WAIVERS

EFFECTIVE DATE: Immediately (Issued March 14, 2014)

Definitions:

Early College Students (i.e. Dual Enrollment): A student who has not yet graduated from high school but has been admitted to earn college credit while attending a Montana high school (including MT residents that are home schooled, in middle school, or traditional high school age students enrolled in GED programs). This definition is intended to cover all early college admits, whether they are receiving dual credit or not. Once these students graduate from high school and if they continue to enroll in the MUS, they would then be considered "First-time" students.

Tuition Rates: The tuition amount will be 50% of the Resident 2-year tuition rate (or 50% of lower division undergraduate rate at MSUN and UMW). Mandatory and non-mandatory fees will not be assessed, except for applicable course fees. No distance learning fees will be assessed regardless if they are considered course fees or a flat fee. (Note: this is a tuition rate, this is not a rate derived from waiving of tuition) **Coding:**

All Early College Student tuition will be assessed using the existing detail code for Resident 2year tuition, regardless of the campus where the students are admitted (ex. high school students enrolling in courses at UM or MSU will be charged the 2-year rate), except at MSUN and UMW where there are no specific 2-year rates; at MSU-Northern and UM-Western students will be assessed the lower division undergraduate rate.

Waiver Eligibility:

Due to the reduced tuition rate and no assessment of fees, Early College Students are **NOT** eligible for Board Designated Tuition Waivers.

Board Designated Tuition Waivers Include: Montana University System Honor Scholarships, Community College Honors Scholarships, Honor Scholarship for National Merit Scholarship
Semi-Finalists, American Indian Waiver, Faculty and Staff Tuition Waiver, Honorably Discharged

Veteran Waiver, War Orphans Waiver, Surviving Dependents of Montana National Guard Member Waiver, September 11, 2001 Victims Waiver, Surviving Dependents of Montana Firefighters/Peace Officers Waiver, Tuition Waiver for Dependents.

[Directives are official interpretations and guidance issued by the Commissioner of Higher Education; they remain in effect as system directives until withdrawn or revised by the Commissioner or superseded by action of the Board of Regents.]

Appendix F: Commissioner's Directive for Student Completion of Educational Programs on Sexual Assault Awareness and Prevention, Alcohol Use and Abuse, and Financial Literacy

COMMISSIONER'S DIRECTIVE

Protocol for student completion of educational programs on sexual assault awareness and prevention, alcohol use and abuse, and financial literacy.

Effective: October 15, 2014

This directive supports improvement in three major areas identified by campus student affairs officers as barriers to student success. At the initiative of the Board of Regents of Higher Education, the Commissioner of Higher Education directs:

Effectively immediately, all new full-time and part-time students, as well as new transfer students entering each semester at the undergraduate and graduate level, must complete the authorized programs in alcohol education and sexual assault awareness and prevention.

As of the issuance of this directive, the authorized sexual assault education program is Haven (an EverFi product) or PETSA (a University of Montana developed product). The authorized alcohol education program is AlcoholEdu (an EverFi product).

Starting Fall Semester 2015, students who do not complete Haven/PETSA and AlcoholEdu will be unable to register for classes.

Concurrently enrolled high school students taking dual-credit courses in their high school are exempt from these requirements. Students enrolled solely in continuing education courses are also exempt.

Campuses are encouraged to make the financial literacy education program (offered through the EverFi product known as Transit) available to all students on campus. Additionally, campuses are encouraged to make the Haven/PETSA and AlcoholEdu programs available for all students, including any who are expressly exempt as noted above but who may desire the programs.

Clayton T. Christian
Commissioner of Higher Education

Executive Orders are directives, interpretations and guidance issued by the Commissioner of Higher Education; they remain in effect as system directives until withdrawn or revised by the Commissioner or superseded by action of the Board of Regents.]

Appendix G: National Concurrent Enrollment Partnerships Standards

**2017 NATIONAL CONCURRENT ENROLLMENT PARTNERSHIP STANDARDS
Adopted May 2017**

Partnership Standards	
Partnership 1 (P1)	The concurrent enrollment program aligns with the college/university mission and is supported by the institution's administration and academic leadership.
Partnership 2 (P2)	The concurrent enrollment program has ongoing collaboration with secondary school partners.
Faculty Standards	
Faculty 1 (F1)	All concurrent enrollment instructors are approved by the appropriate college/university academic leadership and must meet the minimum qualifications for instructors teaching the course on campus.
Faculty 2 (F2)	Faculty liaisons at the college/university provide all new concurrent enrollment instructors with course-specific training in course philosophy, curriculum, pedagogy, and assessment prior to the instructor teaching the course.
Faculty 3 (F3)	Concurrent enrollment instructors participate in college/university provided annual discipline-specific professional development and ongoing collegial interaction to further enhance instructors' pedagogy and breadth of knowledge in the discipline.
Faculty 4 (F4)	The concurrent enrollment program ensures instructors are informed of and adhere to program policies and procedures.
Assessment Standard	

Assessment 1 (A1)	The college/university ensures concurrent enrollment students' proficiency of learning outcomes is measured using comparable grading standards and assessment methods to on campus sections.
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Curriculum Standards	
Curriculum 1 (C1)	Courses administered through a concurrent enrollment program are college/university catalogued courses with the same departmental designations, course descriptions, numbers, titles, and credits.
Curriculum 2 (C2)	The college/university ensures the concurrent enrollment courses reflect the learning objectives, and the pedagogical, theoretical and philosophical orientation of the respective college/university discipline.
Curriculum 3 (C3)	Faculty liaisons conduct site visits to observe course content and delivery, student discourse and rapport to ensure the courses offered through the concurrent enrollment program are equivalent to the courses offered on campus.
Student Standards	
Student 1 (S1)	Registration and transcribing policies and practices for concurrent enrollment students are consistent with those on campus.
Student 2 (S2)	The concurrent enrollment program has a process to ensure students meet the course prerequisites of the college/university.
Student 3 (S3)	Concurrent enrollment students are advised about the benefits and implications of taking college courses, as well as the college's policies and expectations.

Student 4 (S4)	The college/university provides, in conjunction with secondary partners, concurrent enrollment students with suitable access to learning resources and student support services.
Program Evaluation Standards	
Evaluation 1 (E1)	The college/university conducts end-of-term student course evaluations for each concurrent enrollment course to provide instructors with student feedback.
Evaluation 2 (E2)	The college/university conducts and reports regular and ongoing evaluations of the concurrent enrollment program effectiveness and uses the results for continuous improvement.