
Procedure **Dual Enrollment Guidelines**

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Approved by: ASCRC and the Faculty Senate
References: [MUS Operational Guidelines](#)

This procedure was a collaborative effort by representatives from ASCRC, Missoula College, the Office for Student Success, and the Provost's Office. It was modeled after established MUS Dual Enrollment guidelines and specifically adapted to the Academic Standards of the University of Montana. The principles of quality laid out are intended to serve as a resource for future discipline-specific supervisors, faculty, and students participating in dual enrollment and is intended to serve as the foundation for all future Program Administration policies and guidelines.

***Preface:** The following guidelines are to serve as a dual enrollment resource for the University of Montana. Missoula College serves as the "regional hub" for dual enrollment at the University of Montana (including Bitterroot College). 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 1 of "[Montana University System Operational Guidelines for Dual Enrollment and Other Secondary-Postsecondary Credit Opportunities](#)."*

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.

Both dual-credit courses and college-credit-only courses can be delivered in the high school, at the college, online, through interactive video, at alternative sites, and at times beyond the "traditional" school day and year – including summer, evenings, and weekends. Dual Enrollment Delivery Models include:

1. **Early college:** The college course is taught, typically on campus or online, by a college faculty member to a class that includes college students and dual enrollment students.
2. **Concurrent enrollment:** The college course is taught, usually at the high school, to a class of high school students by an appropriately qualified college faculty member, or, more commonly, by an appropriately qualified high school teacher serving as an adjunct faculty member for the college offering the course.

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

Reporting: The Dual Enrollment Coordinator shall submit an annual report each fall to ASCRC summarizing all Dual Enrollment activities for the UM Campus, the Missoula College Campus and affiliated campuses for the prior academic year. The report shall include a roster of all Dual Enrollment courses, instructors, and faculty supervisors. The report should also include evaluations of courses as well as any complaints, problems, suggestions, or other relevant information for ASCRC and Faculty Senate attention. ASCRC shall consider the Dual Enrollment report and transmit their findings and actions to Faculty Senate.

Dual Enrollment Courses: Each Dual Enrollment course has a **parent course** that has been approved by the Faculty Senate, 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 Board common course numbering practices, they 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 Board policies.
2. A complete dual enrollment course syllabus, equivalent to the related parent course syllabus, shall be provided to all prospective dual enrollment students in a timely manner prior to registration. The syllabus shall contain the fore mentioned course information (section I.A.1) but it must also include 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. All [university policies](#) governing a course syllabus are applicable to all dual enrollment courses.
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 UM policies. The courses will be designed and taught following the aforementioned guidelines. Students with disabilities seeking modifications for Dual Enrollment Courses should contact the University Disability Services for Students Office at 243.2243 or dss@umontana.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 and START.

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 legal employer and are subject to those provisions only).

1. Dual enrollment instructors shall be approved, supervised and evaluated according to proper procedures as defined in the Board guidelines and the Dual Enrollment Administration Recommendations.
2. 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, section A.1 (see appendix).
3. 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. They shall, at a minimum, have successfully completed the proposed dual enrollment course or an acceptable equivalent or greater, as a qualification PRIOR to acceptance for teaching the proposed dual enrollment course.
4. Each dual enrollment instructor shall have a designated *discipline specific supervisor*, 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. Failure to maintain dual enrollment academic standards or sustain qualifications shall result in disqualification of instructors 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 Administration section (II) of this document and the Board's Dual Enrollment Guidelines.

1. All students in a dual enrollment course must take the course for college credit, with the following exceptions (From MUS Policy, Page 2-3):
 - a. **High school honors courses.** The course is in a core discipline (communication arts, mathematics, social studies, or science), the course is designated "honors," and the district has demonstrated to the credit-granting college that all students in the class have the appropriate academic preparation for the course.
 - b. **Differentiated instruction courses.** When the college course is not available for dual credit online or on a nearby campus of the Montana University System, an equivalent AP or C/T START course is not available locally or through the Montana Digital Academy and the number of potential students seeking the course is too small to justify an "honors" course or a separate college-level class, the college may agree to oversee the

differentiation of instruction in a high school class for students seeking college credit. The college must ensure that the differentiated course content, instruction, and assessment create college-level expectations and outcomes for students seeking college credit.

2. Students shall demonstrate the necessary maturity to maintain effective faculty-student interaction, cooperation, motivation, intellectual commitment, and personal development.
3. 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.
4. Dual enrollment students must meet university admission standards as on-campus students (Policies 301 and 301.1), except for a possession of a high school diploma.
5. 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.