
1. Introductions
Shannon O’Brien spoke of Governor Bullock’s support for dual enrollment; high points from the Hellgate High School; the Your Guide is a very useful tool.

2. Brief overview of Dual Enrollment Guidelines revision efforts
Sue discussed the latest iteration of the Guidelines; ideas being considered; college admissions test.
Kali discussed the Implementation Guide, articulation agreements; high school-for-college-credit;
Lyle-discussed NOCTI expert process; pilot tested this Spring.
John-in Bozeman last week; conversations continued returning to dual credit.
John discussed Tyler’s bar graph: 53% increase in dual enrollment head count.

3. Background – Dual Enrollment in Montana

a. Representatives from campuses report out on current dual enrollment efforts
   i. Helena College-Dean Bingham, being consistent with all the high school students; most of these courses are taught in the high schools; also an on-campus course
   ii. Butte-Amy Verlanic,
   iii. Great Falls College- Dena and Heidi: 44 dual enrollment agreements with high school students;
   iv. Missoula College-Lynn & Donna; 477 students in dual enrollment courses vs. 327 last year; due to offering writing 101; intro to business is being taught at local high school; CAD, biology, computer science; identifying how dual enrollment will work in this area of the country; Missoula College is the point of contact, and Bitterroot College is identified as the other.
   v. FVCC-40 most dually enrolled students are also dual credit; first six credits are free; 30% concurrent;

Action Step: how many home-schooled students?
The only data we can report is how many high school students enrolled in at least one course.

**b. Terry Kendrick’s Montana Qualitative**

4. **What are the Gaps?**

   a. *Lack of dual enrollment courses offered by high school teachers in high school classrooms approved to teach college level courses as per BOR Policy (attached)*—John briefly discussed.

   b. *Lack of available graduate courses in the content area needed by high school teachers who have masters degrees but do not have 9 graduate credits in the content area*—Daniel discussed issue of ensuring the dual credit course taught at the high school is of the same standard as the college course; standards for all teachers teaching that class; Marco—the classes being taught in concurrent make a difference; Dena—pace is different for class taught in the high school year compared with when it is taught within a semester; Terry—the dual credit experience really helps the high school student be prepared for the college pacing; John—when a college accepts advanced placement; Heidi—includes standardized exam; Neil—moving forward, we all need to feel comfortable that students will have the same quality of courses, regardless of where they took the course; Daniel—how do we treat the other students? Adjunct faculty teaching in the high school are evaluated the same as when they teach on the college campus; would prefer taking some of that money back into professional development; Marco—with MT Digital Academy, one MOU works statewide; Heidi—$500 stipend to coordinate with the college faculty; Dena—the amount is flat, regardless of number of students or amount of load; Lynn—Missoula College does not identify those faculty as college faculty; they are considered affiliates; Kristen—FVCC pays the adjunct rates to the school, which decides who to spend; Amy—Butte $500 stipend is to the high school teacher paid at the end; they need to use the same textbook, training on the campus’s computer lab; paid by both the college and high school—more buy-in by those teachers; Daniel—we should systemize this to work across the state; Marco—if schools want to participate in the Digital Academy, they know the single MOU; can incentivize both the Class 8 license and the 9 credits; John—there are Master’s level teachers without the 9 graduate-level credits in that discipline; Commissioner suggested this group consider the model for pricing for dual enrollment; reach out to the practicing teachers who have a Master’s, financially help them pursue those 9 credits; system-level interest exists to expand dual enrollment opportunities; Perry—what is the source of that funding? Have to have the money to pick up that cost, which does not exist; Doug—if someone has a vested interest in the topic, advocates 50% waiver; Marco—experience of 25 years teaching; what’s the incentive for a teacher with Master’s degree already, what is the incentive? Marco—nat bd certification—portfolio exercises, video and written and content area, 200-300 hour
investment, rigorous, scored at the national level; Perry-graduate students who teach are usually doctoral level; a faculty member gets credit for supervising/mentoring; John-could we develop a similar mentor model for faculty pursuing their 9 extra credit hours? Daniel-regular mentor scale is used, but Daniel cannot afford both that and a mentor; the revenue model is already half of that received for a regular college student; Marco-dual enrollment sounds like a revenue stream for the school district and the faculty member; John-ideas for broader discussion: consistency across the system regarding these issues (expectations, costs, status of faculty members); Amy-but each campus needs to keep some ownership; John-college enters agreement with high school x, what is the connectivity with college faculty; do we want consistency for high school faculty teaching on the high school campus: gets paid x dollar, and the college faculty mentor gets paid y dollars; Daniel-policy already exists for the qualifications; recommendation is to explore; Daniel-current conversation;

Recommendation #1: 50% tuition reduction and fee waiver for up to nine graduate-level semester credits in the academic discipline for practicing teachers who already have a Master’s degree. The teacher would have a three-year period to earn this and can continue teaching during this period. If it takes the teacher longer than three years, the teacher can no longer teach until they meet the qualifications. Teachers must take a minimum of three credits each of the three years. Participating teachers may not extend this beyond three years.

Recommendation #2: Convene a group to review the Class 8 process to see how we can update, streamline, make it more efficient.

Recommendation #3: Create consistent standards as it pertains to concurrent enrollment, in areas including but not limited to pay, assessment, textbooks, site visits, evaluations, participation in campus orientations.

Recommendation #4: To explore allowing the National Board Certification to be an alternative for the nine graduate credits in the subject area.

Recommendation #5: Review the dual enrollment process and check for adherence to standards.

Recommendation #6: Review the funding model for the current and future expansion of the dual enrollment program.

Kansas Bill 155, DE expansion

Daniel-BOR policy does not require this licensure because it becomes a union issue; but to teach dual credit, this is an option;

c. Rural nature of Montana and the challenges in delivery

d. Lack of creative alternatives (mentoring, etc)
e. Perceptions that Class 8 License is a barrier

f. Other

5. What are some possible solutions? Group will brainstorm.

6. Draft some potential BOR Policy recommendations designed to foster and support dual enrollment growth in Montana

7. Adjourn

Lyle-demand, tie this back to BSP program; math and English are the big ones; look at campuses where there is no dual enrollment and beef up those locations; certification at high school level is subject area-specific

SUBJECT: PERSONNEL
Policy 730 - Minimum Qualifications for Faculty in Two-Year Degree Programs
Effective May 30, 2008; Issued June 23, 2008

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.

1. Faculty in transfer programs/disciplines. The minimum requirement for faculty teaching general education or career/technical coursework designed for transfer as part of the Board of Regents’ 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 must be obtained to employ faculty without the minimum qualifications.

2. 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 the Office of the Commissioner of Higher Education must be obtained to employ faculty without the minimum qualifications.

3. 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.