Dual Enrollment Expansion Workgroup

April 16, 2014, 2—5 p.m.
OCHE 201C

Present: Donna Bakke, John Cech, Curtis Biggs, Daniel Bingham, Dena Wagner-Fossen, Marco Ferro, Heidi Pasek, Sue Jones, Bernie Phelps, Lynn Stocking, Marsha Riley, Neil Moisey, Terry Kendrick

Absent: Karin Janssen, Kristin Jones, Kim Schrenk, Shannon O’Brien

Progress To-Date (Policies and Guidelines)

MOU/Guidelines for Campus MOU Development

- Proposed Language to consider/Marco Ferro---using MT Digital Academy as a model for this proposal.

  Teachers teaching a concurrent enrollment course who instruct as a regular school district employee during the normal school day shall be given a stipend of $500 per course. A cost of living increase shall be applied annually calculated from Consumer Price Index Urban (CPIU) November. A sliding scale will be applied for course enrollments that have less than 12 students enrolled.

  The MUS College will reimburse the local school district at the above mentioned compensation rate and the following employment costs; FICA, MEDICARE, Worker’s Compensation, Unemployment Insurance and TRS, for any teacher, employed by the local district, who teaches a concurrent enrollment course. The reimbursement will be made following the end of each semester of the school year or by February 15 and June 15 respectively.

- John mentioned that the OCHE cabinet requested clarification in regard to:
  1). The $500 transfer is to the school district per concurrent enrollment class taught; 2). The BOR does not have jurisdiction to either pay or instruct the District to use the funds to pay the concurrent enrollment teacher a stipend as the teacher is an employee of the district (concurrent enrollment is when a course is taught by a qualified high school teacher for both college credit and high school credit during the school day at a high school; 3). OCHE would like a survey of the amounts MUS colleges are transferring to school districts whose teachers are participating in concurrent enrollment courses.

- Daniel projects that teachers are currently receiving between $500-$1800 for a three credit course. (Others noted that they pay as little as $250.)

- Why not just contract separately for the concurrent enrollment faculty for their time outside of the classroom. (i.e. prep time, etc.)

Recommendations:

- Strike last bullet from [MUS] College Role on page 1.
- Strike last bullet under “Faculty Approval and Stipend” on page 4.
- Strike paragraph #2 under Faculty Approval and Stipend on pages 3 and 4
- Program Coordination and Quality – strike last bullet as it is previously mentioned in the document on page 5.
- Dual Enrollment definitions (types of) should be added in beginning and appendix.
CTE Attachment (High School for College Credit Guidelines)

- Sue explained that Kali separated the HS for College Credit guidelines from the Dual Enrollment guidelines at the recommendation of the Dual Enrollment workgroup. This helped to clarify and simplify both the Dual Enrollment Guidelines and the HS for College Credit guidelines.

- Dena will distribute and collect feedback from the MACRAO group.

- Neil will do the same with the CAO’s.

Discussion of ELGA Presentation and Discussion

- Presentation and discussion was deemed successful.

Strategies for Increasing Dual Enrollment

Recommendation #1: *Convene a group to explore factors which will incentivize and motivate high school teachers who already have a Master’s degree but need to earn up to nine graduate credits in the discipline with the goal of increasing concurrent enrollment courses offered by high school teachers in the high schools.*

- Regarding MT BOR Policies and Procedures Manual/Subject: Personnel/Policy 730 Minimum Qualifications for Faculty in Two-Year Degree Programs
  
  - Neil – if a high school teacher has made progress in a Master’s plus nine credits in a subject area, could there be an easing of the requirement of having completed the nine credits?
  
  - Daniel – concerns about credibility when faculty hasn’t made the benchmark. Would like to maintain the nine credit (3 grad cse) requirements, but take some of the DC money to pay for the class, and use as an incentive. Teachers may be currently enrolled in a class.
  
  - Pool of money for hs teachers to go back and earn the credit. Concentrate on the highly enrolled, transferrable courses.

  - **Suggested Language to Propose to Board of Regents:**
    
    *High school teacher with Master’s Degree are provisionally approved to teach dual enrollment courses in specific subject areas as they complete the nine graduate credits in a subject areas approved by the college CAO.*

    *The nine credits must be completed in three academic years.*

Recommendation #4: *Convene a group to explore allowing the National Board Certification within a disciplinary focus to be an alternative for the nine graduate credits in the subject area.*
1. Marsha--The two NBC faculty identified in Billings are already qualified to teach. (one had a PhD, for example)
2. NBC is very helpful in preparing folks to be better teachers; you get content knowledge, but we’re not sure “who” that person would be.
3. Terry- Angela McLain has NBC – it would be good to talk to her and others like her to find out what their experience is.
4. Marsha-we know that if we’re talking about rural students, we have a entirely different situation.
5. Daniel-perhaps some of the NBC could cover part of the 9 credits.

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

Tyler, John and Commissioner Christian support creating a Dual Enrollment website shared between OCHE and OPI and link and have a “One-Stop Shopping” site. Campuses connections would be a key component to the site.