

# Montana University System



## Operational Guidelines for Dual Enrollment and Other Secondary-Postsecondary Credit Opportunities

Submission to the Montana Board of Regents, September 2010



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Montana University System Operational Guidelines for Dual Enrollment and  
Other Secondary-Postsecondary Credit Opportunities

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Dual enrollment and other opportunities for Montana students to earn college credit while they are in high school broaden the range of advanced coursework available to Montana students, support students' academic engagement and college-going focus, strengthen relationships and resource-sharing between Montana's public schools and colleges, and have the potential to reduce students' time and expense as they pursue college degrees. Recognizing these values, the Montana University System provides these operational guidelines for its affiliated campuses to ensure consistency, accessibility, affordability and quality in dual enrollment and other secondary-postsecondary credit opportunities.

## I. **Dual Enrollment Terms and Taxonomy**

**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.

### A. **Dual Enrollment Models for Awarding of Credit**

1. A **dual-credit course** awards both high school credit and college credit for a college course taken by the high school student. (The decision to award high school credit for the college course rests with the school district, provided that the decision is consistent with applicable laws, policies and administrative rules.)
2. A **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.

### B. **Dual Enrollment Delivery Models**

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.<sup>1</sup>

## II. **Operational Expectations for Dual Enrollment**

### A. **Lead Role of Montana's Two-Year Degree Colleges**

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<sup>1</sup> To ensure college-level outcomes, all concurrent enrollment courses will meet the standards for accreditation by the National Alliance of Concurrent Enrollment Partnerships. The NACEP standards are provided in Appendix I to this document or at <http://nacep.org/standards>.

1. Montana's two-year mission campuses – the community colleges, the colleges of technology, Montana State University-Northern and the University of Montana-Western – will be the campuses authorized by the Board of Regents of Higher Education to provide dual enrollment opportunities in Montana. As part of their regional responsiveness mission, these campuses will serve as "regional hubs" for dual enrollment, *working* with school districts in their respective areas to provide dual enrollment opportunities for high school students through the campuses' own offerings or those of other campuses. *[In collaboration with Montana's tribal colleges, regions and non-competitive protocols will be established by January 2011.]*
2. As colleges independent of the Montana University System and separately governed and controlled, Montana's tribal colleges are not subject to these operational guidelines. However, the tribal colleges are encouraged to participate in the Montana University System approach to dual enrollment, adopting or adapting these guidelines as they deem appropriate to expand access to dual enrollment opportunities for all Montana high school students.
3. With the exception of online offerings, each "regional hub" campus will be the primary provider for dual enrollment opportunities in its area, with tuition differentiated to encourage regional participation. However, the regions served by the two-year mission campuses are intended to be inclusive and occasionally overlapping, not rigid perimeters for dual enrollment opportunities.

## **B. Curriculum for Dual Enrollment Courses**

1. General Requirements
  - a. Courses eligible for dual enrollment will be 100- or 200- level college courses included in the college's catalog and having the same course prefix, number, title, credits, and outcomes as those established system-wide by the Montana University System Faculty Learning Outcomes Councils (FLOC)<sup>2</sup>. If the course has not yet established outcomes through the FLOC process, the college's catalog information will be used. Although exceptions for high school courses are provided in II.B(1)c, below, in general school districts wishing to articulate high school courses with college courses for college credit should explore the options of Advanced Placement and C/T START. (See Section III.)
  - b. The syllabus for a dual enrollment course must include the same content, outcomes and bases for assessment of student achievement of outcomes as other on-campus sections of the college's course.
  - c. All students in a dual enrollment course must take the course for college credit, with the following exceptions:
    - i. **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.

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<sup>2</sup> NACEP Standard C1.

- ii. **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.

Courses offered through these exceptions, along with the proportion of students in each course seeking college credit, will be part of the annual report to the Office of the Commissioner of Higher Education and the Office of Public Instruction.

## 2. Dual-credit Course Requirements

- a. Dual-credit courses must meet the content and performance standards for the local district curriculum and all other applicable accreditation standards, as well as the college outcomes for the course approved by the college and published by the appropriate Montana University System FLOC.
- b. Only the local school district has the authority, within the parameters of state law, policy, accreditation standards, and administrative rules, to determine whether a dual enrollment course will also earn high school credit and therefore be a dual-credit course.
- c. Dual-credit courses may not replace the high school curriculum. When a school district allows a dual-credit course to substitute for a specific high school graduation requirement (e.g., U.S. History; 1 credit of Practical Arts), the dual-credit offering cannot be the sole source available to the high school’s students for fulfilling the requirement and cannot be used by a school district to fulfill its obligation to provide the high school curriculum.

## 3. Concurrent Enrollment Course Requirements

College faculty in the discipline and/or the appropriate academic administrator, will verify through site visits and other measures that the curriculum of concurrent enrollment courses reflects the pedagogical, theoretical and philosophical orientation of the sponsoring college.<sup>3</sup>

## C. Assessment of Learning in Dual Enrollment Courses

1. The learning outcomes for all dual enrollment courses are the same learning outcomes established by the appropriate FLOC as part of the Transfer Initiative. Assessment of those outcomes in dual enrollment courses will be based on the same kinds of assignments, examinations, etc., and the same grading criteria applied to college students in the college course.<sup>4</sup>
2. In early college classes, dual enrollment students are required to complete the same graded work and be assessed with the same assessment standards applied to all other students in the class.

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<sup>3</sup> NACEP Standards C2 and C3.

<sup>4</sup> NACEP Standards A1, A2, and A3.

3. In concurrent enrollment classes, the college will employ specific strategies to ensure that students are held to the same standard of achievement as those expected of students in on-campus sections of the course.<sup>5</sup>

#### **D. Dual Enrollment Faculty**

1. All dual enrollment faculty members must be approved by the college and must meet the minimum qualifications for faculty established by the Board of Regents in Policy 730.<sup>6</sup>
2. In addition to the minimum qualifications established by the Board of Regents in Policy 730, faculty members teaching dual-credit courses must have the K-12 licensure (Class 1, 2, 4, or 8) required by the Board of Public Education or the course will not be eligible for high school credit.
3. 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.
4. Dual enrollment faculty members are college faculty and will be selected, oriented, supervised, and evaluated using the same processes and criteria the college uses for non-dual enrollment faculty members.<sup>7</sup> These processes may be modified for concurrent enrollment faculty in collaboration with the school district, but the processes will meet or exceed the faculty standards for accreditation by NACEP:
  - a. The college will provide new concurrent enrollment faculty members with discipline-specific training and orientation regarding, but not limited to, course curriculum, assessment criteria, pedagogy, course philosophy and administrative responsibilities and procedures prior to teaching the course.<sup>8</sup>
  - b. The college will provide annual discipline-specific professional development activities and ongoing collegial interaction to address course content, course delivery, assessment, evaluation, and/or research from the field.<sup>9</sup>
  - c. The college will establish and reinforce expectations for supervision, professional development, and evaluation of concurrent enrollment faculty.<sup>10</sup>

#### **E. Dual Enrollment Students**

1. To be eligible for a dual enrollment course, the student must:
  - a. be enrolled in a high school which has a current interlocal dual enrollment agreement with the higher education institution (to participate in dual enrollment opportunities, home-schooled students may enroll through the school district in which they reside);
  - b. be at least 16 years of age or a high school junior;

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<sup>5</sup> NACEP Standard A1.

<sup>6</sup> NACEP Standard F1.

<sup>7</sup> NACEP Standard F2.

<sup>8</sup> NACEP Standard F2.

<sup>9</sup> NACEP Standard F3.

<sup>10</sup> NACEP Standards F3 and F4.



- c. have successfully completed the required high school classes at that grade level and be on track for high school graduation within a four-year construct; and
- d. meet the same requirements for admission that on-campus students must meet, other than the high school diploma. (See BOR Policy 301.)

*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. 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, can learn at the collegiate level in the course, and can manage the combined high school and college course load. The designated college official or committee must concur in writing that an exception is warranted in order for the student to participate in the dual enrollment opportunity. In no case may exceptions be used to meet minimum class size requirements.*

2. Without exception, all dual enrollment students must meet the same prerequisites as on-campus students for courses that require specific placement tests, scores, or prerequisite courses. Students seeking placement in mathematics and composition courses, including those students seeking college credit in excepted "honors" and "differentiated instruction" classes (see II.B.[c]), must meet the requirements of Board of Regents Policies 301.15, 301.16, and 301.17. *(If consolidated admissions policies are approved by the Board of Regents in September 2010, these policies will be replaced by the single policy BOR Policy 301.1.)* The college must keep on file copies of official placement scores and/or prerequisite transcripts.
3. In order to participate in any dual enrollment course, the student must have approval signatures of a parent or guardian (if the student is not 18 years of age), a designated high school official, and a designated college official.
4. Students will be responsible for their own transportation unless the interlocal agreement establishes other arrangements.
5. Students admitted to the college for dual enrollment do not qualify for federal financial aid for higher education; however, they may qualify for scholarships or privately funded financial assistance.

#### **F. Academic and Student Services**

1. Counseling and advising of prospective students by appropriate college officials, high school counselors, teachers, and parents will be an integral part of all dual enrollment programs. Advising materials must state that as a college course, the dual enrollment course becomes part of the permanent college transcript that must be provided by the student to any college he or she eventually attends.
2. Student services in both the high school and the college settings will ensure that dual enrollment students have access to academic resources (e.g., library materials) and student services (e.g., orientation, advising, procedural information) that are important to the class and available to adult students taking the same course.
3. To avoid displacing adult students in the college courses, enrollment processes for dual enrollment students should give priority to the college's regular students.
4. Dual enrollment students will have access to the same privileges and opportunities available to adult students taking the same course or courses.

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

#### **G. Administrative Issues**

1. A template of an interlocal agreement will be created for statewide use. Local college and high schools may add further provisions, but the interlocal agreements should include, at a minimum:
  - a. An inventory of the 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 for college credit only;
  - b. Specific information about whether the college, the school district, or the student assumes costs for tuition and mandatory fees, supplies, equipment, and special course or program fees;
  - c. Specific information about whether the college, the school district, or some combination of the two will make the necessary provisions to accommodate students with disabilities;
  - d. Reference to publication(s) outlining students rights and responsibilities, including the requirements, policies, practices, and procedures governing attendance; academic integrity; grading standards; student conduct; timelines for registration, drop, and withdrawal; and other campus-specific issues;<sup>11</sup>
  - e. Expectations for transportation of students; and
  - f. Expectations for selection, orientation, supervision, and evaluation of concurrent enrollment faculty.
2. At the state level, consistency, compliance, and quality in dual enrollment offerings should be ensured through:
  - a. a template for the student application form, which can be customized for local circumstances, but is basically the same form used statewide;
  - b. comprehensive and current information about dual enrollment opportunities in publications and web sites of the Office of Public Instruction and the Office of the Commissioner of Higher Education, as well as the Board of Public Education and the Board of Regents of Higher Education;<sup>12</sup>
  - c. clear and consistent procedures at all MUS-affiliated campuses for the admission, orientation, and entry status of all students bringing dual enrollment credits into their full-time college matriculation;
  - d. program evaluation at the institutional level meeting or exceeding the evaluation standards for accreditation by NACEP (Appendix A or <http://nacep.org/standards>), with institutional evaluations subsequently compiled at the state level (Appendix 1 or

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<sup>11</sup> NACEP Standard S3.

<sup>12</sup> NACEP Standard S3.

<http://nacep.org/standards> ), with institutional evaluations subsequently compiled at the state level;<sup>13</sup> and

- e. an annual OPI/OCHE report to the Board of Education on the dual enrollment offerings in the state, information on courses offered and students served under the exceptions for honors courses and differentiated instruction courses, the numbers of exceptions to student eligibility requirements requested and approved, the numbers of students successfully completing dual enrollment courses, comparisons of common assessment of learning outcomes, and successful transfer/expedited progress toward degree in Montana colleges and universities.
3. Equality of access to dual enrollment programs should be assured through outreach efforts and tuition assistance to targeted populations—e.g., rural students, low-income students, minority students.

**Note:** Upon approval of the above guidelines for dual enrollment, a representative committee of two-year college leaders and campus CFOs will make recommendations on fiscal issues – tuition, fees, FTE/ANB, etc. – to the Board of Regents in November 2010 for implementation in Academic Year 2011-2012.

### III. College Credit for High School Courses

Dual enrollment is not the only way high school students can earn college credit. Many high schools also offer high school courses with curriculum aligned to college course outcomes. At the end of the course, students take an examination; if they achieve a pre-determined score on the examination, they receive college credit, advanced standing at the college, or a waiver of the college's requirement for that course. This section clarifies models and practices for the prevalent **college-credit high school courses** in Montana.

#### A. **Models of College-Credit High School Courses**

1. **Advanced Placement:** Administered by the College Board, AP courses provide students with challenging coursework in general education disciplines. At the end of the course, the student takes a national examination. If the student achieves a score pre-determined by the college, he or she may (a) receive college credit for the course, (b) be granted advanced standing by the college, or (c) be allowed to waive the requirement for that course.
2. **C/T Statewide ARTiculation (START):** Administered by the Montana Office of the Commissioner of Higher Education, C/T START recognizes the outcomes of high school career/technical coursework as equivalent to the outcomes of college career/technical coursework. (For more information, visit the C/T START website at <http://mus.edu/wd/default.asp> )
  - a. All such articulations must be approved by the appropriate Montana University System FLOC and colleges participating in the agreement if the credited course is offered by more than one campus affiliated with the System.
  - b. At the end of the high school course or courses, students take an examination approved by the FLOC in the discipline and approved by the colleges participating in the articulation. If the

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<sup>13</sup> NACEP Standards E1, E2, E3, and E4.

student achieves the minimum score identified by the FLOC, the student will receive credit for the equivalent college course.

3. **International Baccalaureate Diploma Programme:** Designed as an academically challenging, balanced selection of courses from several disciplines, the IB Baccalaureate Diploma Programme requires periodic assessments of knowledge and proficiencies within the discipline, as well as final written examinations to earn the IB Diploma at the end of the program.
  - a. Based on their scores on the periodic assessments students may (a) receive college credit for the equivalent course, (b) be granted advanced standing by the college, or (c) have the requirement for that course waived by the college.
  - b. Based on their scores on the IB Diploma, students may (a) be awarded an associate degree by the receiving college or (b) be admitted with junior standing by the receiving college.

#### **B. Practices for College-Credit High School Courses**

1. Unlike dual enrollment courses, students do not receive college credit for a college-credit high school course while they are in high school. After they graduate, they submit their test scores to the college where they have been admitted and request college credit, advanced standing, or the waiving of the requirement for the equivalent course.
2. The decision to grant college credit, advanced standing, or requirement waiver for an Advanced Placement score or an IB score is the prerogative of the college. The decision to award an associate degree and/or junior standing for the completion of an IB Diploma is also the prerogative of the college.
3. The decision to grant college C/T START credit is proposed by the FLOC and approved by each college. Colleges which grant C/T START credit for a particular score on a pre-approved assessment are listed on the articulation agreement for the course. (See <http://mus.edu/wd/default.asp> )
4. If a college affiliated with the Montana University System accepts an Advanced Placement, International Baccalaureate, or C/T START score for college credit, the college transcript course will list the college course, with the grade P and the indication AP for Advanced Placement, IB for International Baccalaureate, or C/T for Career/Technical Statewide ARTiculation (C/T START).
5. Students receiving college credit for high school courses are not included in the campus's FTE calculations.
6. All campuses affiliated with the Montana University System will publish their policies and practices for awarding credit/advancing standing/waiver for AP, IB, and C/T START programs.

## **In Appreciation**

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Daniel Bingham, UM-Helena	Jim Cargill, Dawson Community College
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Arlene Walker-Andrews, The University of Montana



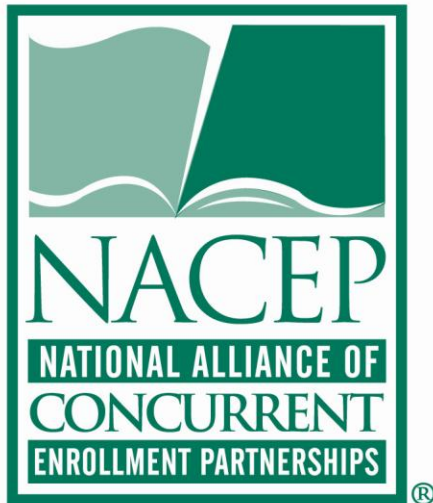
## **Appendices**





**Appendix A – Accreditation Standards of the National Alliance for Concurrent Enrollment Partnerships  
(NACEP)**





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# **National Concurrent Enrollment Partnership Standards**

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**Adopted April 2002  
Revised December 2009**

**Effective January 1, 2011**

## NACEP Concurrent Enrollment Partnership Standards

### Overview

<p><b>About NACEP</b></p>	<p>NACEP is a professional organization for high schools and colleges that fosters and supports rigorous concurrent enrollment. Established in 1999 in response to the dramatic increase in concurrent enrollment courses throughout the country, NACEP serves as a national accrediting body and supports all members by providing standards of excellence, research, communication, and advocacy.</p>
<p><b>Definition</b></p>	<p>Through Concurrent Enrollment Partnerships (CEPs), qualified students can earn college credit prior to high school graduation. Concurrent enrollment is sometimes identified by other terms such as “dual credit,” “dual enrollment,” or “college in the high schools.” While these terms encompass several different models of accelerated learning, NACEP defines a concurrent enrollment program as one that offers college courses to high school students:</p> <ul style="list-style-type: none"> <li>▪ In the high school,</li> <li>▪ During the regular school day,</li> <li>▪ Taught by high school teachers.</li> </ul> <p>Such programs provide a direct connection between secondary and postsecondary institutions and an opportunity for collegial collaboration. Although concurrent enrollment programs may have some elements or characteristics of the programs stated below, concurrent enrollment is distinct from the following:</p> <ul style="list-style-type: none"> <li>▪ Programs in which the high school student travels to the college campus to take courses prior to graduation during the academic year or during the summer.</li> <li>▪ Programs where college faculty travel to the high school to teach courses to the high school students.</li> <li>▪ The College Board Advanced Placement Program and the International Baccalaureate Diploma Programme where standardized tests are used to assess students’ knowledge of a curriculum developed by a committee consisting of both college and high school faculty.</li> </ul>
<p><b>Standards Purpose</b></p>	<p>NACEP’s <i>Standards</i> are measurable criteria that address quality in concurrent enrollment programs. The standards promote the implementation of policies and practices to ensure that:</p> <ul style="list-style-type: none"> <li>▪ Concurrent enrollment courses offered in the high school are the same as the courses offered on-campus at the sponsoring college or university;</li> <li>▪ Students enrolled in concurrent enrollment courses are held to the same standards of achievement as students in on-campus courses; and</li> <li>▪ Instructors teaching college or university courses through the concurrent enrollment program meet the academic requirements for faculty and instructors teaching in the sponsoring postsecondary institution.</li> </ul> <p>Additionally, the standards encourage greater accountability for concurrent enrollment programs through required impact studies, student surveys, and course and program evaluations.</p> <p>The standards are the basis for accreditation, but all concurrent enrollment programs can benefit by using the standards as a framework for program development.</p>
<p><b>Categories of Standard</b></p>	<ul style="list-style-type: none"> <li>▪ Curriculum (C)</li> <li>▪ Faculty (F)</li> <li>▪ Student (S)</li> <li>▪ Assessment (A)</li> <li>▪ Program Evaluation (E)</li> </ul>

## NACEP Concurrent Enrollment Partnership Standards

### Curriculum

<b>Curriculum 1 (C1)</b>	Courses administered through a CEP are college/university catalogued courses with the same departmental designations, course descriptions, numbers, titles, and credits.
<b>Curriculum 2 (C2)</b>	College/university courses administered through a CEP reflect the pedagogical, theoretical and philosophical orientation of the sponsoring college/university departments.
<b>Curriculum 3 (C3)</b>	Faculty site visits ensure that college/university courses offered through the CEP are the same as the courses offered on campus.

## NACEP Concurrent Enrollment Partnership Standards

### Faculty

<b>Faculty 1 (F1)</b>	CEP instructors are approved by the respective college/university departments and meet academic department requirements for teaching the college/university course.
<b>Faculty 2 (F2)</b>	The college/university provides new CEP instructors with discipline-specific training and orientation regarding, but not limited to, course curriculum, assessment criteria, pedagogy, course philosophy and administrative responsibilities and procedures prior to the instructor teaching the course.
<b>Faculty 3 (F3)</b>	The CEP provides annual discipline-specific professional development activities and ongoing collegial interaction to address course content, course delivery, assessment, evaluation, and/or research in the development in the field. The CEP ensures CEP instructor participation.
<b>Faculty 4 (F4)</b>	CEP procedures address instructor non-compliance with the college/university's expectations for courses offered through the CEP (for example, non-participation in CEP training and/or activities).

## NACEP Concurrent Enrollment Partnership Standards

### Student

<b>Student 1 (S1)</b>	The college/university officially registers or admits CEP students as degree-seeking, non-degree seeking, or non-matriculated students of the college/university and records courses administered through a CEP on official college/university transcripts.
<b>Student 2 (S2)</b>	The CEP ensures its students meet the course prerequisites of the college/university.
<b>Student 3 (S3)</b>	The CEP provides students and schools with a comprehensive publication that outlines rights and responsibilities of enrolled college/university students.

## NACEP Concurrent Enrollment Partnership Standards

### Assessment

<b>Assessment 1 (A1)</b>	CEP students are held to the same standards of achievement as those expected of students in on campus sections.
<b>Assessment 2 (A2)</b>	The college/university ensures that CEP students are held to the same grading standards as those expected of students in on campus sections.
<b>Assessment 3 (A3)</b>	CEP students are assessed using the same methods (e.g. papers, portfolios, quizzes, labs, etc.) as students in on campus sections.

## NACEP Concurrent Enrollment Partnership Standards

### Program Evaluation

<b>Evaluation 1 (E1)</b>	The CEP conducts end-of-term student university/college course evaluations for each course section offered through the CEP.
<b>Evaluation 2 (E2)</b>	The CEP conducts an annual survey of CEP alumni who are one year out of high school. Survey includes NACEP essential questions (additional questions may be used). Methodology includes one follow-up contact with non-respondents. Qualified institutional evaluator/researcher collaborates with the CEP to develop the survey and analyze the data.
<b>Evaluation 3 (E3)</b>	The CEP conducts a survey of CEP alumni who are four years out of high school at least once every three years. Survey includes NACEP essential questions (additional questions may be used). Methodology includes one follow-up contact with non-respondents. Qualified institutional evaluator/researcher collaborates with the CEP to develop the survey and analyze the data.
<b>Evaluation 4 (E4)</b>	The CEP conducts surveys of participating high school instructors, principals, and guidance counselors at least once every three years. Survey includes NACEP essential questions (additional questions may be used). Methodology includes one follow-up contact with non-respondents. Qualified institutional evaluator/researcher collaborates with the CEP to develop the survey and analyze the data.

**Appendix B – Regions of Service for the “Regional Hubs” [to be developed in consultation with tribal colleges]**

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