

Faculty Senate Meeting
12/16/13

- Call to Order—Michelle Anderson, Tyler Seacrest, Kurt Steadman, Seamus Manley, Megan Chilson, Michael Francisconi, Dana Cotton, Bethany Blankenship, Richard Storey, Karl Ulrich
- Approval of Minutes—Kurt moved to approve, Tyler seconded. Motion passed.
- Communications
- Academic Administrative Council, Senior Staff updates (Seacrest, Cotton)
 - AAC—Northwest report to be completed by March 1, visit to take place in April, BOR is seeking feedback on the BOR dual enrollment policy (Appendix A), new UMW magnetic IDs
 - SS—see attachment
- C. Walters request re: academic calendar (full discussion after winter break)
- M. Anderson
 - We need to think about drafting our own policy about double blocking and overload
- Reports of Committees
 - LIT 110 CP—Michael moved to approve, Dana seconded, motion carried.
 - Assessment committee – Sean Eudaily has resigned from the committee
 - Reports of all committees in spring (Gen Ed, Academic Standards, Advising)
- Reports of the Chancellor
 - Spring enrollments are projected to be down some
 - Fundraising is still on-going to finish Main Hall (phase III) funding
- Unfinished Business
 - 12/17 strategic plan forum agenda
- New Business
 - Faculty Senate agenda planning for spring via e-mail over break
- The Good and Welfare/Question and Answer
- Michael moved to end the meeting. Kurt seconded. Motion carried.

Appendix A

Montana University System



Guidelines for Dual Enrollment

Submission to the Montana Board of Regents, November 2013

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Dual Enrollment is a broad term describing various opportunities for Montana students to earn college credit while in high school (See also: High School for College Credit Guidelines). The goal is to broaden the range of available advanced coursework, support students’ academic engagement and college-going focus, strengthen relationships and resource-sharing between Montana’s public schools and colleges, and reduce students’ time and expense toward 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. Part I: Operational Expectations - Dual Enrollment

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 authorized by the Board of Regents of Higher Education to provide dual enrollment and high school for college opportunities in Montana. These campuses and programs will work with school districts through Big Sky Pathways and other initiatives and programs to strengthen secondary and postsecondary relationships and provide dual enrollment and high school for college credit course offerings for high school students.

Note: Colleges independent of the Montana University System that are separately governed and controlled, (i.e. Montana’s private and tribal colleges) are not subject to these operational guidelines. However, the 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.

Commented [SJ2]: The 3 CC’s are also separately governed. (BOR has coordinating oversight.) Revise to reflect.

II. Part II: Dual Enrollment

Dual Enrollment is the broad term for various types of opportunities for high school students to take college coursework and earn credit while 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.

B. Dual Enrollment Delivery Methods

Dual Enrollment courses can be delivered at the high school, at the college, online, through interactive video, at alternative sites, and beyond the “traditional” school day and year – including summer, evenings, and weekends.

C. Curriculum for Dual Enrollment Courses

1. General Requirements

- a. Eligible courses are college courses offered at the 100- or 200- level.
- b. The syllabus for a dual enrollment course must include the same content, outcomes and basis for assessment of student achievement of outcomes as other traditional on-campus sections of the college's courses
- c. Dual Enrollment course listings will be collected and tracked by OCHE Staff on a rolling basis, but must be submitted **by mid March** of each year to qualify for Summer and Fall Semester, and early to mid October of each year to qualify for Spring Semester.

2. Dual-Credit Course Requirements & Standards

- a. 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.
- b. Dual Enrollment courses must meet all applicable college accreditation standards, including course outcomes. Course outcomes can be found in the [Montana University System CCN Course Guide](#). The local high school has the authority to determine if the course meets the content and performance standards set for the local district curriculum.
- 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 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.

D. Assessment of Learning in Dual Enrollment Courses

1. In college-credit only classes, 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.
2. All standards for a dual enrollment course are the same as on-campus sections of the course.

E. 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.
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.

Commented [SJ3]: New policy/process- Is it possible to implement team teaching situation where college faculty supervises high school faculty with Master's but perhaps does not have all the 9 credits in the subject area?

3. Compensation of 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.
4. Dual enrollment faculty members are either full-time or adjunct college faculty and will be selected, oriented, supervised, and evaluated using the same processes and criteria the college uses for all faculty members. These processes may be modified for dual enrollment faculty in collaboration with the school district, but the processes will meet or exceed the following faculty standards:
 - a. The college will provide new dual 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.
 - b. 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.
 - c. The college will establish and reinforce expectations for supervision, professional development, and evaluation of dual enrollment faculty.

F. Dual Enrollment Student Eligibility

1. To be eligible for a dual enrollment course, the student must:
 - a. be enrolled in a Montana high school district (to participate in dual enrollment opportunities).
 - b. home schooled students may enroll in dual enrollment classes via the district in which they reside);
 - c. be between the ages of 16 – 19.
 - d. 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
 - e. meet the requirements for admission as per the universal Application for Dual Enrollment. A high school diploma is not a requirement for Dual Enrollment admission (See BOR Policy 301.)
 - i. This includes completion and submission of the Dual Enrollment application form. This form is a streamlined application form to be used by all two-year campuses that waives the college application fee, but does not constitute permanent or regular admission to the individual campuses offering dual enrollment.

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

Commented [skj4]: From TK: Let's consider standardizing the application process for dual enrollment students. It already says here that they are not granted permanent admission. Recommend removing the testing requirement. When they apply for permanent student status, then they can take the required entrance test.

Commented [Sj5]: Terry K. All jrs. Will be taking ACT in the spring. It would be good to have students at the beginning of their jr. year take DE classes. I feel strongly that we eliminate the testing requirement and use GPA and teacher recommendation unless the specific class requires a pre-requisite or ability to test into the class.

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seeking placement in mathematics and composition courses, including those students seeking college credit in accepted "honors" classes must meet the requirements of Board of Regents Policy 301.17. The college must keep on file copies of official placement scores and/or prerequisite transcripts.

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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 yet 18 years of age), a designated high school official, and a designated college official.
4. Dual Enrollment students will be responsible for their own transportation unless otherwise stipulated by the college or high school.
5. Students in Dual Enrollment courses will follow the campus' timelines, catalog, policies and procedures.
6. 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.

G. 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. For high school students taking dual credit courses, grades will be on file at both the high school and the college at the conclusion of the course(s).
3. 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.
4. To avoid displacing adult students in the college courses, enrollment processes for dual enrollment students should give priority to the college's regular students.
5. Dual enrollment students will have access to the same privileges and opportunities available to adult students taking the same course or courses.
6. Administrators, faculty, and staff in both high school and college settings providing dual enrollment opportunities will comply with all FERPA and respective ADA requirements.
7. Dual Enrollment/Early College students do not qualify for Federal Financial Aid.0

H. Administrative Procedures

1. All MUS dual enrollment courses will have a *common approach which involves:
 - a. Tuition per credit will be 50% of the current resident tuition.
 - b. Mandatory fees will not be assessed.

- c. Books, supplies, materials, course fees, program fees, and travel costs will be paid by either the student or the school district.
*Board of Regents Item 152-102-R0811
2. An operating agreement will be created between the local college and high schools and should include, at a minimum:
- 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. A list of these courses will be posted on the MUS website and will be updated annually.
 - Specific information about whether the college, the school district, or the student assumes exam or course fees.
 - 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;
 - 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;¹¹
 - Expectations for transportation of students;
 - Expectations for selection, orientation, supervision, and evaluation of dual enrollment faculty.
3. At the state level, consistency, compliance, and quality in dual enrollment offerings will be ensured through:
- A standard, template dual enrollment checklist and application form:
<http://www.mus.edu/2yr/CollegeNOW/DualEnrollmentChecklist.doc>
 - 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;
 - Clear and consistent process for transcribing dual credit at the high school level;
 - 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;
 - Frequent assessment and evaluation of the dual enrollment and high school for college credit program at the institutional level to determine areas for improvement and opportunities for advancing dual enrollment;
 - An annual joint OPI/OCHE report to the Board of Education and Board of Regents on the dual enrollment offerings in the state, the numbers of exceptions to student eligibility requirements requested and approved, the numbers of students successfully completing dual enrollment courses, number of new dual enrollment courses formed during the year, and successful transfer/expedited progress toward degree in Montana colleges and universities.

Commented [skj6]: From DF: Concerned about an inventory list. Since our target is to grow DE opportunities, I believe making students only take classes on the list, actually limits the options. At GFC MSU our schedule is open to students, they work with their district about what courses to take.

4. Equality of access to dual enrollment programs should be assured by the Montana University System through outreach efforts and tuition assistance to targeted populations—e.g., rural students, low-income students, minority students.



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Appendices

Link to Dual Credit Process (Under Construction)

Link to Common Templates:

[Dual Enrollment Checklist and Application](#)

[Dual Enrollment Registration Form](#)

[Dual Enrollment Release Information](#)

Coming Soon – Operating Agreement Form



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In Appreciation

The Office of the Commissioner of Higher Education is grateful for the collaboration and dedication of several individuals and groups who contributed to updating this document while serving under the leadership of Dr. John E. Cech, Deputy Commissioner of Two-Year & Community College Education and Dr. Neil Moisey, Deputy Commissioner, Academic, Research & Student Affairs.

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**Denotes Team Leader*



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Montana University System A Guide To High School For College Credit



High School for College Credit

A **High School for College Credit** Course awards college credit for a course or series of high school courses where students achieve learning outcomes, skills, and abilities comparable to those covered in a college course. The Montana University System currently offers two methods of awarding high school for college credit:

1. **Advanced Placement (AP):** is 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 successful 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 (<https://apscore.collegeboard.org/creditandplacement/how-to-earn-credit-for-your-scores>).
2. **Local Articulation** refers to the process by which a high school student **may** earn college credit through successful completion of a certain high school course or a series of high school courses where students achieve learning outcomes, skills, and abilities comparable to those covered in a college course through an articulation agreement with a specific postsecondary institution. The process, which **may** culminate in state or nationally recognized exam, allows the alignment of high school and postsecondary curricula to create a sequence of course offerings without duplication, allowing high school students to move smoothly into postsecondary education. *Note: All courses that have gone through Common Course Numbering and are locally articulated will be accepted throughout the Montana University System. Students and Parents are responsible to work with college and high school counselors and advisors to research determine how coursework will transfer and whether it will satisfy particular program requirements.*

In order to establish a local articulation, a **valid articulation agreement must be completed and executed by the partnering college/university and high school**. The goal of **Articulation Agreements** is to outline the essential elements of the



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agreement, with the overall goal of expanding opportunities for students to earn high school for college credit at two- and four-year institutions in the state that offer the student's particular Program of Study.

All Articulation agreements in the State of Montana should include the following (See Sample in Appendix):

- A clear explanation of purpose of agreement (courses being articulated, equivalent college courses, identified and agreed upon course outcomes)
- Student requirements for articulation eligibility, and any additional requirements necessary for transcription of credit
- Effective date, process for amendments and termination of agreement
- Fees (Transcription or Examination, if applicable)
- Explanation of credit transfer process (how/when credit will show up on student's transcript)

Copies of executed articulation agreements must be turned into OCHE's Two-Year and Community College Education Division at [ENTER E-MAIL](#). Completed agreements should also be posted on institutional websites.

For electronic forms, and for more information on High School for College Credit, see our website at: <http://mus.edu/BigSkyPathways/HSFCC.asp>.



SAMPLE
Articulation Agreement
For
High School for College Credit
between

BLANK College/University and **BLANK High School**

This agreement is entered into as of **DATE** by and between **BLANK College/University** and **BLANK High School**. This agreement sets out the terms and conditions of articulation of High School for College Credit between the two institutions as required by the High School for College Credit Guidelines of the Montana University System.

1. **Purpose.** The purpose of this articulation agreement is to provide a basis for a cooperative effort between the aforementioned institutions to benefit committed high school students who wish to earn high school for college credit. This document will serve as evidence of a formal agreement between the two parties to offer college credit for specific high school course work, or for a series of specific high school courses, as agreed upon by both parties.
 - a. **Courses.**
 - i. Name and Course Number of **BLANK High School** Course:
7240: Welding and Machining Level 2 – (Full Year 2-credits)
7250: Welding and Machining Level 3 – (Full Year 2-credits)
 - ii. Name and Course Number of **BLANK College/University** **Equivalent** Courses:
MFTG 341: CAD/CAM Applications – (3 Credit Hours)
MFTG 342: CAD/CAM Applications – (3 Credit Hours)
2. **Student Academic Standards.** In order to meet eligibility to receive # articulated credits, the student must meet all of the following:
 - a. Complete and pass the following **BLANK High School** courses with a 90% average (Identified and agreed upon course outcomes attached as Attachment A):
 - i. **7240: Welding and Machining Level 2**
 - ii. **7250: Welding and Machining Level 3**
 - b. Complete and pass **Hass Milling Level 2 Certification** program
 - c. Successfully complete and present Senior Project to parents and administration at **BLANK High School** at the end of their senior year (verified by instructor)
 - d. Present a completed portfolio of **CAD/CAM/CNC** work from their senior year to the **MFTG 341 and 342 Instructor** at **BLANK College/University**



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- e. Student must successfully complete the following LearnHaas.com modules:
 - i. Tool Room Mill
 - ii. Lathe Training
 - iii. Blueprint Reading
 - iv. Shop Math
3. **Transcripting Credit.** In order to receive the articulated credits the student must:
- a. Apply for admission to BLANK College/University within 5 years of High School Graduation (BOR 301.5.2) and meet established admission requirements.
 - b. Submit a written request to both BLANK High School and BLANK College/University to transcript articulated credit.
 - c. Provide an official high school transcript and proof of meeting the above requirements (as verified by BLANK College/University CAD/CAM Instructor).
 - d. Credit Will:
 - i. be recorded on HS transcript as A/C (Articulated Credit)
 - ii. Be recorded on the college transcript as articulated credit (Pass/Fail) but will not be calculated in determining GPA.
4. **Administrative Process**
- a. A copy of this executed agreement will be forwarded to OCHE's Two-Year and Community College Education Division at [ENTER EMAIL](#). OCHE will be made aware of any amendments or extensions to this agreement.
5. **Tuition & Fees.** Because the courses involved are at the high school level, the student pays no tuition. However, following fees may apply:
- a. Transcription – If there is a fee to transcript the student's credit, insert that language here.
 - b. Test – if the local articulation culminates in a state or national test which has an associated fee, insert that language here.
6. **Books & Materials.** BLANK High School and/or the students themselves agree to assume responsibility for all textbooks, lab materials, etc.
7. **Effective Date, Amendments, & Termination.**
- a. The conditions of this agreement and specific course competencies are subject to review on an annual basis by the signatory parties. This agreement shall continue as modified through the annual review unless terminated or amended by either party by way of a written notice at any time.



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- b. Each institution will inform the other in writing of any institutional plans or changes that have impact on the contents of this articulation agreement prior to implementing those plans or changes.
 - c. Written notice of intent to terminate or withdraw from this articulation agreement will be submitted by the academic head of either institution **not less than 30 days** prior to the proposed date of termination/withdrawal.
8. **Compliance with law.** All parties to this agreement shall at all times comply with all applicable local, state, and federal law.
9. **Signatures**

High School Instructor, Date

High School Principal/Superintendent, Date

College/University Department Chair, Date

College/University Dean/CEO, Date



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Attachment A.

Learning Outcomes

7240: Welding and Machining Level 2

7250: Welding and Machining Level 3

OBJECTIVES- Upon completion of the courses, the student will be able to:

1. Design and create 2d and 3d machinable parts and models using wireframe geometry creation.
2. Design and create 2d and 3d machinable parts and models using ruled, loft, coons, revolved, draft, fillet, swept, and flat boundary surfaces.
3. Design and create 2d and 3d machinable parts and models using primitive, extrude, revolve, sweep, loft, fillet, chamfer, Boolean add, Boolean remove, and common solid modeling techniques.
4. Program 2d contour, drill, pocket, facing, engraving, rigid tapping, and boring toolpaths using Mastercam software.
5. Program 3d rough & finish parallel, radial, flowline, contour, pocket, plunge, project and shallow toolpaths using Mastercam software.
6. Dial in a vise on a milling machine with .001 tolerance.
7. Dial in a round milling part within .0005 tolerance using a coaxial indicator.
8. Set all work offsets using variations of g54 in the part program.
9. Set all tool offsets for a Haas milling machine.
10. Identify and select proper tooling for milling operations.
11. Identify and select proper tooling for lathe turning operations.
12. Figure feeds and speeds for milling and turning of various materials.
13. Accurately read dial calipers and micrometers.
14. Design and machine various fixtures and workholding devices for holding parts to be machined on a mill.
15. Write hand written G and M program language for various 2d parts.
16. Successfully write proper G and M code programs and machine all required parts according to the Haas Level 2 milling certification using
G00,G01,G02,G03,G12,G13,G17,G18,G19,G20,G21,G28,G91,G40,G41,G42,
G43,G54
G70,G71,G72,G80,G81,G83,G84,G85,G90,G91,G99,G150,M00,M01,M30,M03,MO4,M05,M06,M
08,M09,M31,M33,M98,M97,M99, F, S, R, D and all codes needed for canned cycle and thread
milling toolpaths.
17. Program lathe parts using Mastercam software for facing, roughing, finishing, drilling, boring, tapping, grooving, cutoff and internal and external threading toolpaths.
18. Drill, tap, bore, chamfer, turn, groove, and thread parts using the Haas Intuitive software.
19. Write hand written G & M code programs for 4th axis machining using a Haas rotary 4th axis work holder.