

**MEMORANDUM OF UNDERSTANDING**  
**Guidelines for Campus Dual Enrollment MOU Development**

**TERM**

The term of this Memorandum of Understanding (MOU) is Date \_\_\_\_ through Date \_\_. This MOU, definitions and guidelines appendices and concurrent enrollment course list addendum are reviewed and signed annually.

In order to best understand the intention and roles in this MOU, definitions are provided:

**Dual Enrollment** is the overarching term used to describe college-credit programs/courses available to high school students in which the student earns credit on both their college and high school transcripts. Programs/Courses included in dual enrollment are concurrent enrollment and dual credit (defined below).

**High School Based Concurrent Enrollment** courses are college courses taking place in the high school, during the high school day, being taught by high school faculty who have been approved (as per Board of Regents Policy 730) to instruct said college-level courses as part of their duties as a school district employee. High school students participating in concurrent enrollment will earn a grade on the permanent college and high school transcripts. These courses have been approved as having equivalent course content, learning objectives and outcomes, and work assignments as an on-campus college course.

**College Based Dual Credit** courses are college courses taking place at the college or through the college online offerings, taught by college faculty, in which qualified high school students are enrolled and will earn a grade on the permanent college and high school transcripts. The high school student will be treated as equal to any college student in that course. Faculty identified for college-based dual enrollment courses will hold a Montana Class 8, Class 4, Class 2, or Class 1 License with an appropriate endorsement.

**[MUS] COLLEGE ROLE**

- Establish and communicate tuition schedule;
- Coordinate details of Admission/ Registration process with partner school district;
- Approve of faculty credentials;
- Coordinate faculty- to- faculty communication;
- Provide partner school district with college course academic requirements/outcomes;
- Provide remuneration to partner school district, where applicable.
- Ensure all MUS Board of Regents policy and procedures are met.

**PARTNER SCHOOL DISTRICT ROLE**

- Propose course/instructor for concurrent enrollment classes;

- Coordinate dual enrollment process with [MUS College] dual enrollment personnel and faculty;
- Communicate process for admission and registration to students and parents;
- Coordinate of faculty to faculty communication;
- Communicate and adhere to course academic requirements/outcomes;
- Provide access to all textbooks and required materials;
- Ensure grades and student withdrawals are reported according to [MUS College] deadlines.
- Ensure all Montana Board of Public Education administrative rules are met.

### **STUDENT RESPONSIBILITIES**

- Complete application materials;
- Complete placement tests, if required;
- Provide prerequisite documentation, if required;
- Pay for tuition and course fees in accordance with college deadlines;
- Obtain required dual credit textbooks and materials, if not provided by the school district;
- Pay applicable course drop and add fees;
- Follow all [MUS College] student policies and procedures, including procedures for initiating official withdrawal from courses;
- Determine transportation unless otherwise stipulated by [MUS College] or high school.

### **HOLD HARMLESS AND INDEMNIFICATION**

Each party shall be solely liable for its own tortuous acts or omissions or breaches of third party contractual rights, related to this Agreement; and each party shall fully indemnify and hold harmless the other party from all legal claims and liabilities arising out of the tortuous acts or omissions or breaches of third party contractual rights by the indemnifying party, including all litigation costs and attorney fees. In addition, these covenants shall extend to [MUS College], the Montana University System, plus all University and System agents, representatives, and employees.

### **NON-DISCRIMINATION**

The parties to this Agreement do not discriminate on the basis of race, creed, religion, sex, marital status, color, age, physical or mental handicap, or because of national origin, unless based on reasonable grounds, in compliance with the requirements of the Civil Rights Act of 1964, Title IX of the Educational Amendments of 1972, Titles VII and VIII of the Public Health Service Act, the Rehabilitation Act of 1973, and the Montana Human Rights Act.

### **ANNUAL REVIEW AND REVISION**

The designated [MUS College] official and designated school district official may annually

review and revise the agreement in order to continue this partnership.

[MUS College] and [Partner School District], enter into a Memorandum of Understanding (MOU) for dual enrollment with qualified high school students to receive college credit for specified dual enrollment courses.

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Designated [MUS College] Official

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Date

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Designated School District Official

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Date

### **Dual Enrollment Appendices**

The purpose of this agreement is to establish a partnership that provides post-secondary opportunities for eligible high school students, specifically in dual enrollment classes. Additionally, the purpose of this agreement is to define the procedures related to concurrent enrollment and dual credit of high school students in college classes.

The dual credit program is designed to serve Montana high school juniors and seniors from the ages of 16-19, or by approval/exception who have the proven academic ability, maturity, self-discipline, time management, and motivation to meet college level challenges, responsibilities and requirements. The program affords qualified students the opportunity to earn college credit at a cost of 50% of the two-year college rate while completing the requirements of a high school diploma. Applicable costs are the obligation of the student and his/her parent or guardian. Students approved for dual credit will pay the reduced tuition as approved by the Board of Regents.

The concurrent enrollment program only applies to college-level classes numbered 100 and 200. The dual credit or early college may include college level classes 100 to 400 depending on the policies of the partnering university. Students enrolled in approved dual credit courses will be awarded both high school and college credit upon successful completion of courses.

High standards exist for students to enter the dual credit program and participation requires appropriate score(s) on [MUS College] placement examination(s). High school students enrolling in dual enrollment courses including dual credit, concurrent enrollment and early college must meet the college standards for those courses, including placement scores and prerequisites, with exception of high school diploma/high school equivalency.

### **Course Offerings**

The [MUS College] will collaborate with appropriate personnel at the local high school to identify potential dual enrollment courses. [MUS College] dual enrollment personnel will be available to address inquiries and suggestions, facilitate faculty and staff meetings, and attend to any other matter pertaining to dual enrollment.

Any concurrent enrollment course(s) offered will first be agreed upon by the appropriate discipline faculty from both participating institutions and approved by the secondary principal or superintendent and the [MUS College Chief Academic Officer] prior to publicizing the course.

College-based dual credit courses will be taught by college faculty who hold a Montana Class 8, Class 4, Class 2, or Class 1 License with an appropriate endorsement.

### **Faculty Approval**

High school faculty who teach concurrent enrollment courses are affiliate or adjunct faculty of the [MUS College]. Therefore, their application to teach a college course is reviewed in the same manner and according to the same standards as all [MUS College] adjunct or affiliate faculty. The faculty credential approval process shall be consistent with college accreditation requirements and Montana University System requirements.

College faculty who teach dual credit courses hold a Montana Class 8, Class 4, Class 2, or Class 1 License with an appropriate endorsement.

All college courses approved for dual credit meet or exceed the outcomes of the corresponding high school course.

All high school courses approved for dual credit meet or exceed the outcomes of the corresponding college course.

The faculty member for each course will be responsible for all routine instructional activities, classroom conduct, and record keeping.

Student evaluation of instruction will be conducted in every course being taught under this agreement by the participating faculty member, using the [MUS College] evaluation instrument (in addition to any evaluation instruments used by the participating high school).

### **Student Eligibility**

To be eligible for a dual enrollment, the student must:

1. Be a minimum of age 16 through age 19, or by approval/exception and be enrolled as a Montana High School junior or senior or equivalent.

Note: Home schooled students may enroll in dual credit or concurrent enrollment classes via the district in which they reside.

2. 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.).
  - a. This includes completion and submission of the Dual Enrollment application form. This form is a streamlined application form to be used by all [MUS

College] campuses that waive the college application fee, but does not constitute permanent or regular admission to the individual campuses offering dual enrollment.

3. Have approval signatures of a parent or guardian (if the student is not yet 18 years of age), the designated high school official, and the designated college official.

Students must complete [MUS College] prerequisites and placement tests prior to the first class day of the registered course and register within designated dual enrollment timelines. Students will be placed into courses according to current placement requirements established by [MUS College]. Upon successful completion of a dual enrollment course, participating students will receive academic credit at the participating high school on both the high school and [MUS College] transcript.

### **Program Coordination & Quality**

[MUS College] shall provide a designated college official responsible for coordinating course schedules, regular and standardized communications, course transferability, and support services.

The high school will provide a designated high school official at the high school to serve as the point of contact on matters related to dual enrollment. Duties include (but are not limited to) coordination of appropriate paperwork (student enrollment requirements, student registration, etc.), act as communication liaison for college with faculty and students, assist [MUS College] personnel in implementation of course evaluations, etc. The designated high school official will also assure that all dual enrollment registration forms are completed, including necessary signatures, in timely fashion.

### **Recommended Specific Outcomes Prior to Instruction**

Where possible prior to the first dual enrollment offering of a class, both [MUS College] and designated high school instructors will meet to adequately discuss the following elements:

#### Course Elements

Course content and specific learning outcomes are set by the college syllabus and in accordance with MUS common course outcomes. The college syllabus is used in concurrent enrollment courses and provided to all students at the beginning of the course. The syllabus should also provide reference to the [MUS College] Student Resources/Policies. (insert MUS College policy link here)

Census and final grade rosters, course drop forms, and all other dual enrollment documents will be completed and submitted by the student or participating school district personnel, according to procedures and timelines established by [MUS College]. Documents/forms submitted outside of the established timeline may be refused by [MUS College].

#### Assignments

The [MUS College] faculty member should communicate the number and types of assignments expected in the course; both instructors should discuss any adjustments in pacing or format.

#### Exams

It is recommended dual enrollment students take the same exams as their traditional college campus counterparts.

Any variance in the examination of students (differences in the number, type, or format of exam) must be agreed upon with the [MUS College] faculty member and documented prior to the start of instruction of the class to ensure that common outcomes assessment can be conducted for the course.

### Grading Criteria

The syllabus for the [MUS College] course sets the grading criteria for the class and the method by which student grades are to be calculated. Any deviance from the grading criteria set in the college syllabus must be agreed upon and documented prior to the start of the class.

### Course Duration

If the college and high school agree to offer a single semester concurrent enrollment course over the entire high school year, then both institutions must agree upon, prior to the start of the class, a fair, constant, and logical method for the calculation of grades that is generally in alignment with the on-campus, single-semester version of the course.

### Textbook

Unless otherwise approved by the college, concurrent enrollment classes shall utilize the same textbook as college-based courses to ensure that the same material is covered at the same level. Variance in text must be approved and documented. The school district and/or its students are responsible for purchasing textbooks for the class, if necessary. Books, supplies, materials, course fees, and travel costs will be paid by either the student or the school district.

### Academic Rigor in Mixed Enrollment Classes

In the event that there are high school students in a concurrent enrollment class who are not enrolled for the college credit (high school credit only), the expectation is that non-dual credit students will be assessed and graded as if they are dual credit. They take the same exams, on the same timeline, complete the same assignments, and are subject to the same grading criteria, etc. as the dual credit students. A concurrent enrollment student may choose to drop the college credit component of the class while continuing in the high school class; however, they are held to the same standards and must adhere to the [MUS College] deadline to add or drop a course. All college drop/add deadlines shall apply to applicable circumstances in this case.

### **Tuition and Fees**

The common approach to dual enrollment tuition will apply to students enrolled in all dual enrollment regardless of where/how the course is being taught (dual credit, early college, online, etc.).

The common approach states that:

1. Tuition per credit will be 50% of the current resident tuition
2. Mandatory fees will not be assessed (specific course fees may apply)
3. Tuition plus applicable course fees will be charged

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.

### **Refunds**

In the case of student withdrawal from dual enrollment courses, refunds will be made according to regular college policies as stated in the college catalog and/or online. (or specifically outlined as required due to varying start and end dates)

### **College Resources**

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 college-based students taking the same course. Campuses reserve the right whether or not to grant access to physical education/exercise facilities.

Where special needs accommodations may be required, each institution shall follow their own required policies in meeting the educational need(s) of the student.

### **Data Collection and Analysis**

To assist schools and colleges in assessment of student course outcomes, data on student participation and performance in dual enrollment coursework, high school graduation, success in subsequent academic coursework and workforce, persistence of post-secondary programs toward certificate and/or degree completion may be collected. The Montana University System has implemented common course names and numbers which may facilitate data analysis. Courses numbered identically, i.e., "WRIT 101 College Writing I" is offered across the Montana University System and is transferable across the system. Any data and/or results will be made available, by request, to educational providers, educational researchers, and governmental entities with an appropriate rationale.

**Addendum:****High School/MUS College Concurrent Enrollment 2014-2015**

<b>HS Instructor</b>	<b>HS Course</b>	<b>College Course</b>	<b>Year or Semester</b>	<b>Transfer or CTE</b>	<b>CR HRS</b>
Sample E. Jones	Algebra Math	M121 College Algebra	Fa	T	3
Sample. R. Fine	Welding III	WELDG124 Welding Theory, Technology and Safety	Y	CTE	3
Sample T. Smith	Health Occupations	AHMS144 Medical Terminology	Sp	CTE	3

Sp = Spring Semester Fa = Fall Semester Y = Year-Long (Both Semesters)

T = Transfer/Gen Ed CTE = Career & Technical Education