

MONTANA DUAL ENROLLMENT LANDSCAPE 2010

Model #1: High School Teacher Teaches College Course to a Class of High School Students (Concurrent Enrollment)

Campus	High Schools You Partner w/2008-2009 Headcount at each HS	Course(s) Taught at High School (indicate dual credit as DC, college credit only as CCO)	Minimum Qualifications for HS Faculty	\$ for Faculty	Faculty Evaluation	Student Eligibility	Total tuition & Fees Students Pay for 3-credit course	Measures to ensure college-level outcomes
MSU	None							
MSU Billings	Park City (7)	Intro to Public Speaking (DC)	Master's degree in related discipline	Payment to the School District is \$100 per enrolled student up to a maximum of \$1,000.	Student Course Evaluations per MSU Billings Collective Bargaining Agreement	Student enrolled in public school or home school. Parent and School Official Signature to attest student is at the level needed to be successful in college. Students must take the COMPASS exam for appropriate placement.	\$300 (\$100 /cr)	Graded Assignments, Speeches, and Final
MSU Northern	Great Falls (4) Havre (0) Great Falls (6)* Great Falls (6)* [* Spr 2010]	Auto 117 – 4 cr (DC) Auto 119 – 4 cr (DC) Auto 128 - 5 cr (DC)	Appropriate degree for discipline	\$0	Principal	Counselor/ Teacher/ Principal rec.	\$228.90	NATF Standards

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MSU Great Falls	Great Falls HS 32 enrollments 20 undup HC	<i>POLS 206 US Gov't (DC)</i> <i>MATH 216 Stats (DC)</i> <i>MATH 217 Adv Stats (DC)</i> <i>BIO 107 Fund of H Biology*</i> <i>[*Spr 2010]</i>	BOR Policy 730	\$500/class	High Schools Evaluate and submit copies to COT – through Director of Adjunct Services	Junior or Senior with appropriate placement scores & HS support	\$205.83	Varies – examples are common exams, assignments, and projects. Collaboration between College and High School faculty is the key to success with this model.
	CMR HS 38 enrollments 26 undup HC	<i>POLS 206 US Gov't (DC)</i> <i>MATH 216 Stats (DC)</i> <i>MATH 217 Adv Stats (DC)</i> <i>HIST 103 US History I (DC)</i> <i>HIST 104 US History II (DC)</i> <i>BIO 107 Fund of H Biology*</i> <i>[*Spr 2010]</i>						
UM Missoula	Sentinel	Pre Calculus, WR (DC) Prob. & Linear (DC)	BOR Policy 730	No extra comp	Discipline liaison visits class twice/yr – formative communication w/faculty - no student evaluations	Junior/senior. MUSWA score, B or better in previous math. Rec. of counselors, faculty, parents	\$111 (\$37/cr) Text is extra	Common final in math Portfolio review in writing (liaison + 2 baccalaureate and masters faculty)
	Hellgate	Pre Calculus, WR (DC) Prob. & Linear (DC)						
	Big Sky	Pre Calculus, WR (DC) Prob. & Linear (DC)						
	Seeley-Swan	Pre Calculus (DC)						
	Hamilton	Pre Calculus, WR (DC)						
	Loyola (215 total HC)	Prob. & Linear (DC)						

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UM Helena	Belgrade Fall 08 (14)	<i>ENG 101</i> College Writing (DC) <i>ENG 201</i> Approaches to Literature (DC) <i>OT 123</i> Adv Word Processing (DC) <i>PHYS 101</i> Physics with lab (DC)	BOR Policy 730	Same as current adjunct pay. Paid to the school.	Course Evaluations by students Classroom observations by Assoc Dean as feasible Communication with full-time faculty in discipline	Junior and Seniors Appropriate ACT/SAT/MUSW scores Will also allow instructor approval	\$201.08	Use approved course outcomes. Use approved textbook. Communicate with full-time faculty in discipline to ensure rigorous student assessment. Course syllabus approved through Associate Dean.
	Broadwater Fall 08 (33) Spring 09 (15)	<i>BIOL 101</i> Biology w/Lab (DC) <i>COMM 131</i> Intro to Public Speaking (DC) <i>ENG 101</i> College Writing						
	Capital Fall 08 (16) Spring 09 (11)	<i>BIOL 207</i> A&P I (DC) <i>MA 108</i> College Alg. (DC) <i>MA 112</i> College Trig (DC) <i>MAT 110T</i> Tech Math (DC) <i>BIOL 208</i> A&P II (DC) Added Chemistry 09-10						
	Drummond Fall 08 (5) Spring 09 (7)	<i>MA 120</i> Calculus (DC) <i>PSYC 101</i> – Intro to Psychology (DC) <i>MA 220</i> Statistics (DC)						

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UM Helena (continued)	Granite Fall 08 (12) Spring 09 (11) Helena HS Fall 08 (69) Spring 09 (58)	<i>COMM 131</i> Pblc Spkg (DC) <i>ENG 101</i> Coll. Writing (DC) <i>HIST 201</i> US History: Settle to Reconstruction (DC) <i>ENG 210</i> Approaches to Literature <i>HIST 202</i> US History: Recons to Present <i>ACCT 110</i> Accounting I (DC) <i>ENG 101</i> College Writing (DC) <i>MA 108</i> College Algebra (DC) <i>MA 120</i> Calculus (DC) <i>MA 112</i> College Trig (DC) <i>MAT 110T</i> Technical Math (DC) <i>DFT 150</i> Autocad 2D <i>DFT 200</i> Autocad 3D (DC) <i>MA 220</i> Statistics (DC)	BOR Policy 730	Same as current adjunct pay. Paid to the school's foundation. Same as current adjunct pay. Paid to the school district.	Course Evaluations by students Classroom observations by Assoc Dean as feasible Communication with full-time faculty in discipline	Junior and Seniors Instructor approval Started collecting MUSW scores this year	\$201.08 Phillipsburg usually gives students a scholarship	Use approved course outcomes. Use approved textbook. Communicate with full-time faculty in discipline to ensure rigorous student assessment. Course syllabus approved through Associate Dean.

Model #1: High School Teacher Teaches College Course to a Class of High School Students (Concurrent Enrollment)

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UM Helena (continued)	<p>Jefferson Fall 08 (2)</p> <p>Three Forks Spring 09 (20)</p>	<p><i>All DC:</i> <i>BIOL 201</i> Biology II w/Lab <i>ENG 201</i> Brit Lit Pre 1800 <i>ARTS 120</i> Intro to Theatre <i>COMM 131</i> Public Spkg <i>LANG 102</i> Elem Spanish II</p> <p><i>All DC:</i> <i>ENG 201</i> Approaches to Literature <i>LANG 101</i> Elem Spanish I <i>LANG 201</i> Elem Spanish II</p>	BOR Policy 730	Same as current adjunct pay. Paid to the school.	<p>Course Evaluations by students</p> <p>Classroom observations by Assoc Dean as feasible</p> <p>Communication with full-time faculty in discipline</p>	<p>Junior and Seniors</p> <p>Instructor Approval</p>	\$201.08	<p>Use approved course outcomes.</p> <p>Use approved textbook.</p> <p>Communicate with full-time faculty in discipline to ensure rigorous student assessment.</p> <p>Course syllabus approved through Associate Dean.</p>
MT Tech UM	<p>Anaconda Headcount: 54</p> <p>Butte Central Catholic Headcount: 23</p> <p>Butte Headcount: 47</p>	<p>College Writing (DC) Intro to Lit (DC) American, State & Local Government (DC) American History I (DC) American History II (DC)</p> <p>American History I (DC) American History II (DC) American, State & Local Govt 2836 & 2846 (DC)</p> <p>College Writing (DC) Intro to Lit (DC) Microcmpr Software (DC)</p>	Master's degree in subject matter	No extra comp	Student evaluations	Must be 16 years old, 2.75 Cumulative GPA, written permission from school and parent;	\$452.17	Common syllabus Common text book where required; approval of curriculum by appropriate Department Head.

Model #1: High School Teacher Teaches College Course to a Class of High School Students (Concurrent Enrollment)

Campus	High Schools You Partner w/2008-2009 Headcount at each HS	Course(s) Taught at High School (indicate dual credit as DC, college credit only as CCO)	Minimum Qualifications for HS Faculty	\$ for Faculty	Faculty Evaluation	Student Eligibility	Total tuition & Fees Students Pay for 3-credit course	Measures to ensure college-level outcomes
MT Tech UM (continued)	Ennis Headcount: 8 Great Falls Headcount: 7 Plains: No Headcount, new agreement Powell County Headcount: 6 Red Lodge Headcount: 9	College Writing (DC) Intro to Lit (DC) General Chemistry I & II plus Labs(DC) College Physics 1026 & 1036 (DC) Amer. History I and II (DC) Amer. Government (DC) Writing 101 (DC) Intro to Lit (DC) College Writing (DC) Intro to Lit (DC) College Physics 1026 & 1036 (DC)	Master's degree in subject matter	No extra comp	Student evaluations	Must be 16 years old, 2.75 Cumulative GPA, written permission from school and parent	\$452.17	Common syllabus Common text book where required; approval of curriculum by appropriate Department Head.
UM Western	Beaver Co (0)	App Sc –Molecular Tech	Masters in Sc Ed	\$0		Teacher rec.	\$115	Work with on campus Biology Inst
DCC	Circle (12)	Gen Psychology	Bach in Psych plus related Masters	None	Student evaluation	16 or older with counselor rec.	\$273.60	Common syllabus

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FVCC	Glacier and Flathead (36 between the two HS)	WRIT 122 – DC M 115 – DC	BOR Policy 730	FVCC pays school district at adjunct rate (\$1700)	Student evaluations Self- evaluation Observation Meeting w/division chair	Juniors or seniors Must have appropriate COMPASS scores, but HS faculty can override scores with affirmation of readiness for college-level work	\$235.20	College syllabus Common final in math Same text Same pace Same calendar
MCC	Custer County District HS 146 students Colstrip High 45 students Powder River County HS 8 students	<i>All DC</i> Chorale American Government Intro to Humanities Calculus I Pre-Calculus College Writing Intro. to Literature Intro to CAD General Chemistry Principles of Biology General Chemistry College Trigonometry Survey of Calculus Survey of Calculus	BOR Policy 730	\$10/credit/student	Done by HS principal; with periodic visit by MCC Associate Dean or faculty member.	Must be junior or senior status with teacher approval.	\$129	Comparability of course objectives and assessment.

Model #1: High School Teacher Teaches College Course to a Class of High School Students (Concurrent Enrollment)

What are the plusses in your experience, of using this model?

- (MSU-B) Appears this will be convenient for the student.
- (MSU-B) Provides the advantage of students earning both high school and college credit.
- (MSU-GF) Students on same schedule since all on the HS campus.
- (MSU-GF) Getting instruction from faculty they already know.
- (MSU-GF) Most of these courses are taught in a year instead of semester – so more time with the materials.
- (MSU-GF) Some of HS faculty are adjuncts & teach for us online or on campus.
- (UM-H) Access to college credit for students.
- (UM-H) Support of high school infrastructure.
- (UM-H) Strengthen partnerships with K-12 system.
- (MT Tech UM) The dual credit model generates the greatest buy-in and support from HS staff because the student benefit is more visible to the staff.
- (MT Tech UM) It doesn't provide competition or even perceived competition to the AP course offerings in the school.
- (MT Tech UM) It is a pro-teacher model that we have found, usually generates extra interest in the program.
- (MT Tech UM) Once one teacher is instructing for dual credit other teachers want to be able to offer credit for their classes too.
- (MT Tech UM) Student time is maximized; they don't have to make a choice between college credit and playing sports or working.
- (MT Tech UM) Dual credit model requires no instructional budget.
- (MT Tech UM) A plus of open communication between the campus department heads and the high school instructor is when the campus approves the high school text book for the course – thereby saving the students from having to purchase the textbook on top of paying tuition. This is not always the case as seen above. The departments that require common textbooks as outcome insurance are adding the expense of the textbook to the students.
- (DCC) Good relationship with high school.
- (DCC) Students get college level experience.
- (FVCC) Teachers are well-qualified and used to teach for FVCC, so they know college-level standards and have proven effectiveness.
- (FVCC) No need for students to travel – a barrier for some students to coming on campus.
- (FVCC) Helps relationships with teachers in the high school – they want to teach a college course, so this is a great opportunity for them.
- (MCC) Ability to serve students who live a great distance from a college campus. If this opportunity was not available, along with online or ITV classes offered for dual enrollment, our most rural students would be penalized.

What are the minuses in your experience, of using this model?

- (MSU-GF) Concerns about pacing and rigor of high school courses offered in the high school for college credit by high school instructors. In our high school, the classes span the whole year, approximately 180 hours versus a college semester, 45 hours. That is something we need to look into – it may or may not be a concern. Perhaps it would be good to look at some research on best practices for this model.
- (MSU-GF) Concerned that this model eliminates a large group of students who might really benefit from college course work while still in high school. The model seems to favor the brightest kids who want to pick up college credit. It is convenient to do it this way. They mix in other students and some who really could benefit might be missed.

- (MSU-GF) Concerned about the lack of diversity in the learning environment – for the college course staying in the high school.
- (MSU-GF) Concerned that 4 year schools in the system are doing dual credit outside the regional hub model. The privates and 4-years do not have to honor BOR policy 730 – this may or may not be an issue. But, we have UGF and Tech in our community, offering concurrent courses and I am not sure they have to adhere to either instructor qualifications or the appropriate licensure with the arrangement currently in place.
- (MSU-GF) Very concerned about this strange mixture of AP and dual credit. Also, in Great Falls, we have a private offering “dual credit” using AP somehow and not charging anybody anything- until they register with UGF as students.
- (MSU-GF) Administrative challenges – for faculty evaluation and outcomes and assessment for the courses. This is more of a problem for the College than the High schools.
- (MT Tech UM) The downside is two teachers in the same building are in some ways then being compensated differently depending on the model in which they are teaching.
- (MT Tech UM) The dual credit teachers can’t be paid (district/union policies) but the teachers we hire as adjunct faculty for night courses can and are.
- (DCC) Lack of connection.
- (FVCC) It’s not the college experience; when we bring students on campus, they comment on how valuable this sense of being “collegiate” is.
- (FVCC) Some parents think that because the course is at the high school it should be free.
- (MCC) Finding faculty that meet the credential requirements of a master’s degree in a high school setting. They may be master teachers who can teach advanced placement courses, but they do not have the degree to teach dual enrollment.

Model #2: College Faculty Teaches College Course to a Class of High School Students, either at HS or at College

Campus	High Schools You Partner With Using this Model/2008-2009 Headcount	Course(s) Taught at High School (indicate whether DC for dual credit or CCO for college credit only)	Minimum Qualifications for College Faculty	\$ for Faculty	Faculty Evaluations	Student Eligibility	Total tuition & Fees Students Pay for 3-credit course	Measures to ensure college-level outcomes
MSU MSU Billings UM Missoula UM Helena UM Western DCC MCC	None							
MSU Northern	Havre (5) [Spr 2010]	WRIT 101(DC)	Class 8	\$1950 overload	Based on Collective Bargaining Agreement	Early Admit	\$579.04	Common syllabus & common final
MSU Great Falls	Great Falls 22 enrollments 6 undup HC CMR 12 enrollments 4 undup HC	<i>All DC:</i> <i>TB 112</i> Auto & Paint Safety <i>TB 130</i> Basic Auto Constr <i>TB 134</i> Correcting Sheet Mtl <i>TB 141</i> Surface Prp <i>TB 142</i> Top Coat App <i>EMS 137</i> EMT-Basic <i>Weld 194</i> (Spr 2010)	BOR Policy 730 Appropriate licensure (Class 1, 2, 4, or 8)	Has been included in regular workload for FT fac. Adjunct pay for adjuncts and overload (\$700 cr.)	College Evaluation – either full-time or adjunct	Junior or Senior with appropriate placement scores & HS support	\$205.83	Varies – examples are common exams, assignments, and projects. Collaboration between College and High School faculty is the key to success with this model.
MT Tech	Anaconda Headcount: 30 Plains: No Headcount; new agreement	*Intro to Psychology (CCO) *Intro to Sociology (CCO) College Algebra	Master's degree in subject matter	Instructor receives \$2,496 per three credits	Student evaluations	Must be 16 years old, 2.75 Cumulative GPA, written permission from school and parent	\$452.17	Common syllabus Common text book where required

Model #2: College Faculty Teaches College Course to a Class of High School Students, either at HS or at College

Campus	High Schools You Partner With Using this Model/2008-2009 Headcount	Course(s) Taught at High School (indicate whether DC for dual credit or CCO for college credit only)	Minimum Qualifications for College Faculty	\$ for Faculty	Faculty Evaluations	Student Eligibility	Total tuition & Fees Students Pay for 3-credit course	Measures to ensure college-level outcomes
FVCC	Flathead (20) Columbia Falls (12)	Certified Nurs Asst (DC)	BOR Policy 730	Faculty are adjuncts paid at the adjunct rate: \$1700 for 3-cr course	The college's evaluation policy for adjunct faculty.	Junior or senior; ASSET score of at least 40, which hs recommend can override	District 5 pays for the course so that students won't have to	College faculty College syllabus College text CAN test at end Calendar not aligned

Model #2: College Faculty Teaches College Course to a Class of High School Students, either at HS or at College

What are the plusses of this model, in your experience?

- (MSU GF) High school students get instruction from College faculty.
- (MT Tech) It also allows for members from the community to take a course that otherwise may not be offered in that community by the college (e.g., Job Corps and Parents who enroll and attend).
- (MT Tech) It allows qualified high school staff to teach courses to students that their high school schedule may not allow for.
- (MT Tech) Employing HS teachers as adjunct eliminates the need to talk tenured faculty into obtaining a class 8 licensure and makes recruitment of students easier because teachers have access to students all day.
- (FVCC) Gives students employability skills – they can go out and get a well-paid job.
- (FVCC) Faculty are among our most veteran DE faculty – we know and have confidence in them.
- (FVCC) Allows school districts to “purchase” curriculum and instruction they wouldn’t otherwise have – and in doing o, students get an extremely affordable option.

What are the minuses of this model, in your experience?

- (MSU GF) Students have to travel from HS campus to college campus – time of day for scheduling becomes important. Or, if on HS campus, College faculty must travel to high schools.
- (MSU GF) Students have a HS schedule & calendar to follow as well as a college schedule & calendar to follow – for instance spring break isn’t the same.
- (MSU GF) Some tension between local High School and College faculty. HS faculty feel that College faculty are “taking their premium classes”, e.g. Calculus. And, there is concern that HS jobs may be lost.
- (MSU GF) Maturity level of the HS student in the College classroom.
- (MSU GF) Learning and developmental support – either location.
- (MSU GF) Lack of diversity of learning environment when all high school students – whether on high school or college campus.
- (MSU GF) Making sure that College faculty are meeting OPI certification if students are getting DC – link on our DC website so HS can find these lists.
- (MT Tech) The downside is two teachers in the same building are in some ways then being compensated differently depending on the model in which they are teaching. The dual credit teachers can’t be paid (district/union policies) but teachers we hire as adjunct faculty for night courses can and are.
- (MT Tech) Differing opinions from high schools on what is required for high school credit has created different treatment of courses in the past. For example, Butte Central grants high school credit to their students who come to campus and take a course taught by our faculty. However, our faculty who teach courses in Anaconda are not able to grant high school credit to them because of concerns about the difference in seat-hour requirements.
- (MT Tech) Campus requirement for a 3-credit course is 2025 seat hours, but for the course to grant high school credit they would be required to meet 4050 minutes.
- (UM Western) Faculty are not interested in obtaining necessary credentials.
- (FVCC) Differences in faculty compensation between on-campus course and in high school (longer term).

Model #3: College Faculty Teaches College Course on College Campus with HS Students Allowed to Enroll with Other College Students

Campus	High Schools You Partner With Using this Model/2008-2009 Headcount	Course(s) Taught at High School (indicate dual credit with DC, college credit only w/CCO)	Minimum Qualifications for College Faculty	\$ for Faculty	Faculty Evaluation	Student Eligibility	Total tuition & Fees Students Pay for 3-credit course	Measures to ensure college-level outcomes
MSU UM Missoula UM Western MCC	None							
MSU Billings	Baker-0 Blgs Central-3 Billings Sr-10 Blgs West-18 Blgs Skyview-7 Columbus-0 Grass Range-1 Huntley Proj-2 Laurel-1 Red Lodge-0 Ryegate-0 Shepherd-0 Winifred-0 Home Schooled-19 [Seven of these students were also enrolled in one or more online courses. (One from Huntley Project and 6 Home Schooled students).]	Principles of Acctg I Art History Survey Three-D Design Intro to Drawing Survey of Biology Survey of Biol Lab Anat & Phys I Anat & Phys I Lab Intro to Business Business Law I Fund of Gnrl Chem Genrl Chem Lab Intro to Computers & Applications Intro to Web Page Design Interpersonal Comm Intro to Public Speaking Intro to Intercltrl Comm Adv. Public Speaking Society, Schools&Teachers English Essentials College Composition Reading & Rspndng to Lit Fund of Creative Writing Elem French II First Aid & CPR West&World to 1648	N/A	Per Faculty Contract.	Per each campus.	Student enrolled in public school or home school. Parent and School Official Signature to attest student is at the level needed to be successful in college. Students must take the COMPASS exam for appropriate placement.	\$300 (\$100/cr)	Successful completion of the course with a "C" or better.

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Campus	High Schools You Partner With Using this Model/2008-2009 Headcount	Course(s) Taught at High School (indicate dual credit with DC, college credit only w/CCO)	Minimum Qualifications for College Faculty	\$ for Faculty	Faculty Evaluation	Student Eligibility	Total tuition & Fees Students Pay for 3-credit course	Measures to ensure college-level outcomes
MSU Billings (continued)		West & World since 1648 US History to 1877 US History since 1877 US History Since 1877 Intro to HVAC Elem Foreign Lang I Elem Foreign Lang II Interm Foreign Lang II Math Fundamentals Introductory Algebra Esntl Math for the Trades Alg for College Students Precalculus Mathematical Computing Calculus I Calculus II Finite Mathematics College Math for Technlgy Contemp. Mathematics Music Appreciation Applied Voice Applied Piano Music Theory I Aural Skills I Music Theory II Aural Skills II Concert Choir Flute & Single Reed Pedagogy Workshop Piano Pedagogy I Intro to Nursing Ethics Phil & Rel China,Tibet ...	N/A	Per Faculty Contract.	Per each campus.	Student enrolled in public school or home school. Parent and School Official Signature to attest student is at the level needed to be successful in college. Students must take the COMPASS exam for appropriate placement.	\$300 (\$100/cr)	Successful completion of the course with a "C" or better.

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MSU Billings (continued)		The Bible as Literature Earth, Air, Fire & Water Earth, Air, Fire & Water Lab US Government Amer., State & Local Govt General Psychology Intro to Sociology Elem Spanish I Elem Spanish II Intermed Spanish II Independent Study Hispanic Culture & Civ I (300 course) Intro to Statistics Statistical Methods	N/A	Per Faculty Contract.	Per each campus.	Student enrolled in public school or home school. Parent and School Official Signature to attest student is at the level needed to be successful. Students must take COMPASS exam for placement.	\$300 (\$100/cr)	Successful completion of the course with a "C" or better.
MSU Northern	Havre (3)		BS/MS	Part of load	Standard	Early Admit	\$527.02	College final
MSU GF	Belt HS 2 enrollments 1 undup HC Centerville HS 1 enrollment CMR HS 4 enrollments 1 undup HC	<i>Students can enroll in any college course for which they are eligible. In 2008-2009, they enrolled in:</i> SOC 111 Intro to Sociology NAS 215 Nat Am Religion ART 140 Drawing I ENGL 121 Composition I PSY 101 Gen Psychology COMM 135 Intrprs. Comm NURS 100 Intro to Nursing	BOR Policy 730 Appropriate K-12 licensure	Part of contracted workload	College Evaluation – either full-time or adjunct Course evaluations completed by students	Junior or Senior w/appropriate placement scores & HS support	\$205.83	Students take the same tests, complete the same assignments as traditional college students also in the class.

Model #3: College Faculty Teaches College Course on College Campus with HS Students Allowed to Enroll with Other College Students

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MSU Great Falls (continued)	Dutton HS 1 enrollment	<i>ENGL 214</i> Lit of the West	BOR Policy 730 Appropriate K-12 licensure	Part of contracted workload	College Evaluation – either full-time or adjunct Course evaluations completed by students	Junior or Senior w/appropriate placement scores & HS support	\$205.83	Students take the same tests, complete the same assignments as traditional college students also in the class.
UM Helena	Any high school student that is able to attend the class Fall 08 – 18 Spring 09 - 26	Any course in which there are open seats	BOR Policy 730	Part of contracted workload	College Evaluation – either full-time or adjunct Course evaluations completed by students	Junior and Senior Must meet pre-req for course	Approx \$125 to \$140 - depends on varying fees for courses	Students take the same tests, complete the same assignments as traditional college students also in the class.
MT Tech	Any student (who meets the eligibility requirements) who can come to Montana Tech to attend class Headcount: 11	Students are eligible to take any course on the 4-year (CCO) or 2-year (CCO & DC) campus as long as they meet the prerequisites.	N/A	No extra compensation for teaching high school students	Student Evaluation	16 years old 2.75 Cum GPA Permission of parent and school	\$452.17	Students take the same tests, complete the same assignments as traditional college students also in the class.

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DCC	Dawson Co	Chemistry Pre-calculus Writing 110 Psync	Masters in related discipline	standard	Standard	Counselor or Principal recommend	\$135	Same tests, same assignments as traditional college students also in the class.
FVCC	Flathead Bigfork Columbia Falls White Fish Glacier Lincoln City Troy Mt Academy Polson Home school [281 total]	FVCC opens it courses to whatever DE students are interested in and qualified for. FVCC can't provide DC vs. CCO data they leave the DC decision to the school district	BOR Policy 730	Part of regular faculty assignment	Regular faculty evaluation processes	Junior or senior; high school and college consent; appropriate placement scores if relevant - exception if HS approves	\$235.20	College class on college campus with college faculty, classmates, syllabus, text, assessments

Model #3: College Faculty Teaches College Course on College Campus with HS Students Allowed to Enroll with Other College Students

What are the plusses and minuses of this model, in your experience?

- (MSU GF) High school students get instruction from College faculty in College environment.
- (MSU B) The feedback from parents and University Connections students is positive.
- (MSU B) Students earn college credit and get experience on a college campus.
- (MSU B) Students aren't limited to one or two courses taught at the high school, but have a wide range of choices.
- (MSU B) In consultation with their high school guidance counselor, parents, and academic advisor, students can choose the course that is the best "fit" for them. All students in the program are assigned an Academic Advisor to assist with course selection and registration and a College Coach for assistance with general questions.
- (MT Tech) It allows qualified students to experience campus. They see college students and realize "yes" I can succeed.
- (MT Tech) It allows qualified students to enroll in additional courses that are not offered at their respective high schools.
- (DCC) Student gets college class and challenges.
- (DCC) Instructor not concerned about changing class expectations.
- (FVCC) True college experience.
- (FVCC) Extremely positive feedback from students.

What are the minuses of this model, in your experience?

- (MSU GF) Students have to travel from HS campus to college campus.
- (MSU GF) Students have a HS schedule & calendar to follow as well as a college schedule & calendar to follow – for instance spring break isn't the same.
- (MSU GF) Maturity level of the HS student in the College classroom is occasionally a problem.
- (MSU GF) Difficulties when HS learners lag behind College learners – placement really helps with this.
- (MSU GF) Making sure college faculty are meeting OPI certification if students are getting DC – link on our DC website so HS can find DC-qualified faculty.
- (MSU GF) HS students have to wait to request enrollments for after the College campus population enrolls.
- (MSU B) Students don't typically earn credit toward high school graduation in this model unless the high school grants such credit on an individual basis.
- (MT Tech) Some college courses are offered to high school students for a discount, then as a COT course on the COT fee schedule and as a north campus course on the north campus fee schedule so conceivably one course by one instructor could have three students in it each paying something different.
- (MT Tech) In the past, seat hours were a concern for some schools so the course is offered to some students for college credit and others for both. (i.e. Butte Central and Anaconda High example cited above in other model applies here too).
- (MT Tech) Class 8 licensure is now required by for faculty in order to give dual credit.
- (DCC) Students don't get same college exposure.
- (DCC) High School and College student calendars don't always match (sports play offs/tournaments).
- (FVCC) Transportation is required.
- (FVCC) Students must wait till to register till after returning and new students have registered.

Model #4: College Faculty Teaches College Course Online or on Interactive Video which includes HS students w/regular college students

Campus	High Schools You Partner With Using this Model/2008-2009 Headcount	Course(s) Taught at High School (indicate dual credit with DC, college credit only w/CCO; also indicate online (OL) or interactive video (IV)	Minimum Qualifications for College Faculty	\$ for Faculty	Faculty Evaluation	Student Eligibility	Total tuition & Fees Students Pay for 3-credit course	Measures to ensure college-level outcomes
MSU MSU Northern UM Missoula UM Helena DCC	None							
MSU Billings	Baker-1 Billings West-1 Columbus-1 Grass Range-1 Huntley Project-2 Laurel-1 Red Lodge-2 Ryegate-3 Shepherd-3 Winifred-2 Home Schooled-8 [Seven of these students were also enrolled in one or more on campus courses-1 from Huntley Project and 6 Home Schooled students)	Principles of Accounting I Survey of Biology Intro Computers & Applications Excel Human Relations Interpersonal Comm Intro to Intercltrl Comm Tech for Communication English Essentials Research Writing World Geography Core Concepts in Health West & the World to 1648 Elem Foreign Lang I Introductory Algebra Finite Mathematics Coll. Math for Technology Info Access & Organization Philosophies of Life General Psychology Intro to Sociology Intro to Statistics	N/A	Per Faculty Contract.	Per each campus.	Student enrolled in public school or home school. Parent and School Official Signature to attest student is at the level needed to be successful in college. Students must take the COMPASS exam for appropriate placement.	\$300 (\$100/cr)	Successful completion of the course with a "C" or better.

Model #4: College Faculty Teaches College Course Online or on Interactive Video which includes HS students w/regular college students

Campus	High Schools You Partner With Using this Model/2008-2009 Headcount	Course(s) Taught at High School (indicate dual credit with DC, college credit only w/CCO; also indicate online (OL) or interactive video (IV)	Minimum Qualifications for College Faculty	\$ for Faculty	Faculty Evaluation	Student Eligibility	Total tuition & Fees Students Pay for 3-credit course	Measures to ensure college-level outcomes
MSU Great Falls	<p>Belt 17 enrollments 9 undup HC</p> <p>Broadwater 3 enrollments 3 undup HC</p> <p>Centerville 15 enrollments 9 undup HC</p>	<p><i>Students can choose any online (OL) college course for which they are eligible. In 2008-2009, students chose:</i></p> <p><i>PSY 101 Gen Psychology</i> <i>PSY 109 Devlpmntl Psy</i> <i>DE 164 Historic Interiors</i> <i>DE 165 Contemp Interiors</i> <i>ANT 101 Intro to Anthro</i> <i>HIST 210 Montana History</i> <i>ENGL 121 Composition I</i> <i>BUS 106 Intro to Business</i> <i>BUS 249 Global Marking</i> <i>SOC 111 Intro to Sociology</i></p> <p><i>PSY 101 Gen Psychology</i></p> <p><i>AH 145 Intro to Med Terms</i> <i>AH 185 Basic Med Terms</i> <i>BUS 106 Intro to Business</i> <i>BUS 249 Global Marking</i> <i>ART 101 Intro to Vis Arts</i> <i>Gen Psychology</i> <i>Am Music</i> <i>Intro to Sociology</i> <i>Composition I</i></p>	BOR Policy 730 K-12 Appropriate licensure	Part of contracted faculty workload	College Evaluation – either full-time or adjunct	Junior or Senior with appropriate placement scores & HS support	\$205.83	Same tests, same assignments as traditional college students also in the class.

Model #4: College Faculty Teaches College Course Online or on Interactive Video which includes HS students w/"regular college students

Campus	High Schools You Partner With Using this Model/2008-2009 Headcount	Course(s) Taught at High School (indicate dual credit with DC, college credit only w/CCO; also indicate online (OL) or interactive video (IV)	Minimum Qualifications for College Faculty	\$ for Faculty	Faculty Evaluation	Student Eligibility	Total tuition & Fees Students Pay for 3-credit course	Measures to ensure college-level outcomes
MSU Great Falls (continued)	<p>CMR 1 enrollment</p> <p>Choteau 6 enrollments 6 undup HC</p> <p>Dutton 7 enrollments 1 undup HC</p> <p>Fairfield 20 enrollments 13 undup HC</p> <p>Great Falls 1 enrollment</p> <p>Heart Butte 2 enrollments 1 undup HC</p>	<p><i>SOC 111</i> Intro to Sociology</p> <p><i>AH 150</i> Fitness for Life <i>PSY 101</i> Gen Psychology <i>MATH 216</i> Stats <i>ENGL 121</i> Composition I <i>MUS 214</i> World Music</p> <p><i>ENGL 121</i> Composition I <i>MUS 210</i> Am Music <i>PHIL 101</i> Intro to Philsphy <i>BIO 205</i> Personal Nutrition <i>MATH 216</i> Stats <i>PSY 101</i> Gen Psychology <i>PSY 109</i> Devlpmntl Psy</p> <p><i>SOC 111</i> Intro to Sociology <i>PHYS 110</i> Survey of Nat Sci <i>HIST 210</i> Montana History <i>GEOL 101</i> Intro Geol/Lab <i>PSY 101</i> Gen Psychology <i>ENGL 121</i> Composition I <i>ART 101</i> Intro to Visual arts <i>NAS 201</i> MT Am Indians <i>ANT 101</i> Intro to Anthro</p> <p>MATH 108 Algebra for College Students (CCO)</p> <p><i>ENGL 121</i> Composition I <i>HIST 210</i> Montana History</p>	<p>BOR Policy 730 K-12 Appropriate licensure</p>	<p>Part of contracted faculty workload</p>	<p>College Evaluation – either full-time or adjunct</p>	<p>Junior or Senior with appropriate placement scores & HS support</p>	<p>\$205.83</p>	<p>Same tests, same assignments as traditional college students also in the class.</p>

Model #4: College Faculty Teaches College Course Online or on Interactive Video which includes HS students w/"regular college students

Campus	High Schools You Partner With Using this Model/2008-2009 Headcount	Course(s) Taught at High School (indicate dual credit with DC, college credit only w/CCO; also indicate online (OL) or interactive video (IV))	Minimum Qualifications for College Faculty	\$ for Faculty	Faculty Evaluation	Student Eligibility	Total tuition & Fees Students Pay for 3-credit course	Measures to ensure college-level outcomes
MSU Great Falls (continued)	Valier 15 enrollments 8 undup HC Winifred 5 enrollments 5 undup HC	<i>ENGL 121</i> Composition I <i>HIST 210</i> Montana History <i>SOC 111</i> Intro to Sociology <i>PSY 101</i> Gen Psychology <i>ANT 101</i> Intro to Anthro	BOR Policy 730 K-12 Appropriate licensure	Part of contracted faculty workload	College Evaluation – either full-time or adjunct	Junior or Senior with appropriate placement scores & HS support	\$205.83	Same tests, same assignments as traditional college students also in the class.
MT Tech	Open to any high school or home school student in Montana Headcount (10)	Students are eligible to take any course on the 4-year or 2-year campus as long as they meet the prerequisites. (CCO) (OL)	It is taught by a Montana Tech approved instructor or adjunct professor who is hired by Montana Tech	No additional pay to faculty. The students are incorporate into the regular class.	Student Evaluation	16 years old 2.75 Cum GPA Permission of parent and school	\$452.17 plus \$60 on-line fee	Graded as regular college student
MT Tech	Whitehall Harlowton Anaconda	Health 110 (CCO) Health 110 (Lab) (CCO) {CNA Course}		Instructor is paid \$2,496 for a 3-credit course	Student Evaluation	16 years old 2.75 Cum GPA Permission of parent and school	\$215.28 for a 3-credit course, \$60 on-line fee and \$30 registration fee + lab fee	COT syllabus and purchase required text book

Model #4: College Faculty Teaches College Course Online or on Interactive Video which includes HS students w/ regular college students

Campus	High Schools You Partner With Using this Model/2008-2009 Headcount	Course(s) Taught at High School (indicate dual credit with DC, college credit only w/CCO; also indicate online (OL) or interactive video (IV))	Minimum Qualifications for College Faculty	\$ for Faculty	Faculty Evaluation	Student Eligibility	Total tuition & Fees Students Pay for 3-credit course	Measures to ensure college-level outcomes
UM Western	Beaverhead Co Lima Sheridan Plains Ennis W. Yellowstone Whitehall	College Writing Becoming a Professional Educator	Masters +	Paid as part of load or overload	Same as normal	Jr./Sr. standing Counselor, teacher & parent (fiscal responsibility) recommend	\$305	Same as regular class
FVCC	Flathead Bigfork Columbia Falls White Fish Glacier Lincoln City Troy Mt Academy Polson St. Regis Home school	All online courses are made available to HS students	BOR 730	Part of their regular assignment and compensation	Regular faculty evaluation processes	Junior or senior; high school and college consent; appropriate placement scores if relevant - exception if HS approves	\$235.20 + \$90 online fee (\$30/cr)	College class with college faculty, classmates, syllabus, text, assessments
MCC	Roy High School 3 students	Public Speaking (DC)	NA, taught by College instructor.	Part of regular load.	Conducted by the VP of Academic Affairs	Junior or Senior in standing and consent of school counselor.	\$234	The course is taught on campus so high school students are meeting the same objectives as the college students.

Model #4: College Faculty Teaches College Course Online or on Interactive Video which includes HS students w/”regular college students

What are the plusses of this model, in your experience?

- (MSU B) The feedback from parents and University Connections students is positive.
- (MSU B) Students earn college credit and get experience in an online college environment.
- (MSU B) Students aren’t limited to one or two courses taught at the high school, but have a wide range of choices.
- (MSU B) In consultation with high school guidance counselor, parents, and academic advisor, students choose the course that is the best “fit” for them.
- (MSU B) Students have an Academic Advisor to assist with course selection and registration and a College Coach for assistance with general questions.
- (MSU GF) No travel for student.
- (MSU GF) Encourage online orientation on campus prior to semester start-up .
- (MSU GF) All our partner schools have a contact for online troubleshooting issues.
- (MSU GF) Students have a HS schedule & calendar to follow as well as a college schedule & calendar to follow – for instance spring break isn’t the same.
- (MSU GF) Getting instruction from College faculty.
- (MSU GF) Maturity level of the HS student in the College classroom.
- (MSU GF) Making sure College faculty are meeting OPI certification if students are getting DC – link on our DC website so HS can find licensure info.
- (MT Tech) Students are exposed to college faculty and the college classroom setting.
- (MT Tech) Students build confidence when successful in the course.
- (MT Tech) On-line delivery is available to rural Montana students.
- (MT Tech) Students are eligible to sit for the CNA test; if successful they increase their employability.
- (FVCC) Students have the opportunity to take college classes, even though they do not live close to a college campus.
- (FVCC) They interact with other college students and gain the college experience albeit via telecommunications.
- (FVCC) These students are required to enroll via the high school counselor, so that they are the liaison between the college and the high school for grading purposes.

What are the minuses of this model, in your experience?

- (MSU B) Students don’t typically earn credit toward high school graduation in this model unless the high school chooses to grant such credit on an individual basis.
- (MT Tech) It can be hard for students to be disciplined enough to keep up with the online course.
- (MT Tech) Depending on the course they may not interact with fellow students.
- (FVCC) Online courses require more discipline from the high school students.

Model #5: College Faculty Teaches College Course Online or on Interactive Video to a Class of HS Students Only

Campus	High Schools You Partner With Using this Model/2008-2009 Headcount	Course(s) Taught at High School (indicate dual credit with DC, college credit only w/CCO; also indicate online (OL) or interactive video (IV)	Minimum Qualifications for HS Faculty	\$ for Faculty	Faculty Evaluation	Student Eligibility	Total tuition & Fees Students Pay for 3-credit course	Measures to ensure college-level outcomes
MSU MSU Billings MSU Great Falls MSU Northern Montana Tech UM Helena UM Western DCC FVCC MCC	None							
UM Missoula	Confucius Institute – Grant through Mansfield Library with support through the UM Continuing Education . . . is changing to MT Virtual Academy for HS credit only.	Chinese (CCO, IV, 5 cr. After one academic year of course.) Is in transition and will change for this next year—AY11.	<i>Need more information</i>			<i>HS counselor/school official consent, placement testing, HS grades; parent/guardian approval</i>	Student will pay 1/3 of total credit amt.; student or school district assumes cost of textbooks, transport, and any other associated regular costs	

What are the plusses and minuses of this model, in your experience? N/A

None given, as by next year there will no no campuses using this model.