

# Statewide Delivery Model for Concurrent Enrollment Credentialing

Pathways to Postsecondary 2.0 Summits

2014-2015

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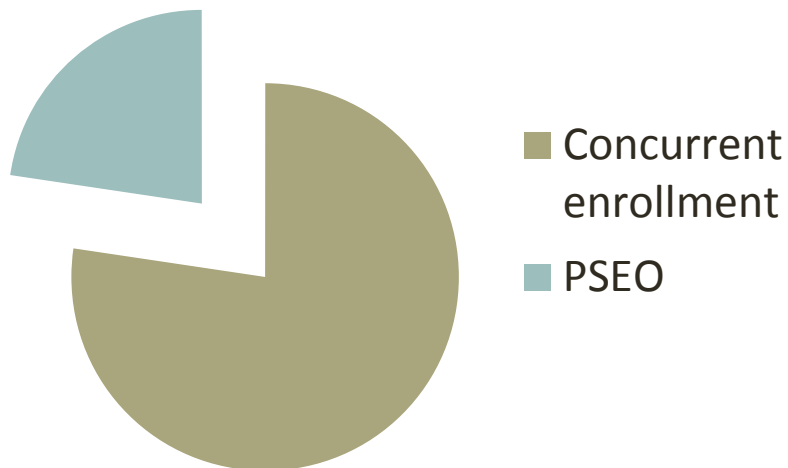
# Goals/Outcomes:

- Overview of concurrent enrollment and credentialing
- Proposal of education delivery model

Your feedback is  
valued and  
welcomed!

# Concurrent Enrollment in MN

**Dual enrollment options -  
Student enrollment in MN**



- Concurrent enrollments in 2013-2014
  - 40,269 enrollments in 2162 general education courses
  - 4,931 enrollments in 353 CTE courses

# Concurrent Enrollment in MN

- Most offered concurrent enrollment courses
  - General education/Liberal arts: Math, English, Biology, Chemistry, Psychology, and Spanish
  - CTE (Perkins eligible): Business

# Concurrent Enrollment compared to PSEO

## *PSEO*

- College course
- Offered at college/  
university/at the high  
school/online or flipped
- Taught by college/ university  
faculty
- No cost to student
- HS loses allocation
- Can be contract based with  
a district

## *Concurrent Enrollment*

- College course
- Offered at high school
- Taught by HS teacher
  - Qualified, departmentally  
approved, and  
participates in  
professional development
- No cost to student
- State allocation stays with  
HS
- Push for NaCEP  
accreditation

# Concurrent Enrollment

- PSEO concurrent enrollment courses
  - shall be college-level courses approved through the college or university curriculum process,
  - shall meet institutional standards required for accreditation, and
  - shall follow the college- or university-approved course outline.

(MnSCU Board Procedure 3.5.1)

# Concurrent Enrollment: Student Eligibility

- MnSCU Eligibility:
  - Juniors: top third of class OR score at or above 70th percentile on a nationally standardized, norm-referenced test
  - Seniors: top half of class OR score at or above 50th percentile on a nationally standardized, norm-referenced test
  - Juniors or seniors: documentation (other than that above) of the student's readiness and ability to perform college-level work as determined by the college or university
- Legislation: If courses can not be run on the basis of enrollment with eligible juniors and seniors, 9<sup>th</sup> and 10<sup>th</sup> graders can enroll in course
  - MnSCU: Must be upper 90<sup>th</sup> percent class rank or performance on a nationally normed exam. Must still meet prerequisite guidelines for the course including Accuplacer

# Concurrent Enrollment: College/University Commitments

- Provide a **college or university faculty member who shall communicate regularly with the concurrent enrollment instructor** and monitor assignments, exams, projects, student academic achievement, and instructional effectiveness to ensure that the **course meets the learning outcomes** contained in the course outline approved by the college or university and that students are held to college-level standards; and
- Provide each **concurrent enrollment instructor with a required orientation** to the concurrent enrollment program and on-going opportunities to participate in appropriate campus-based and/or program-specific faculty development activities.

(MnSCU Board Procedure 3.5.1)



# Concurrent Enrollment: Credentialing Requirements

- Require the **same level of credentials and qualifications** for secondary teachers in dual credit courses that that is required for postsecondary instructors in postsecondary courses. The faculty credentials and qualifications may vary on the specific discipline.
- The minimum qualifications for concurrent enrollment instructors shall be those determined by the college or university of record, consistent with the following:
  - for **two-year colleges, the system established credential fields and minimum qualifications for faculty are designated** in Board Policy 3.32 and System Procedure 3.32.1 College Faculty Credentialing.
  - for **state universities, minimum qualifications for faculty are determined by academic departments.**

# Concurrent Enrollment: Faculty minimum qualifications at two-years colleges

- **Liberal arts and sciences credential fields** minimum qualifications.
  - Educational requirement. A master's degree in the credential field or a master's degree in any field with a minimum of 16 graduate semester credits (24 graduate quarter credits) in the credential field.
- **Career, technical, and professional credential fields** minimum qualifications.
  - Educational requirement. The minimum educational requirement for career, technical, and professional credential fields shall be based on established industry standards and accepted higher education standards. This educational requirement shall be established at a level that accommodates all academic awards offered throughout the system in a specific program area aligned with a specific credential field. The educational criteria for this requirement shall comply with the following except as provided for in item 1.a.
  - Occupational experience requirement,
  - State and/or national industry licensure/certification requirement
  - Program Accreditation Requirement

# Concurrent Enrollment: Credentialing Requirements

- When no teacher in the high school meets these qualifications, the partners shall **explore a variety of options for providing access to courses through the PSEO program**, including:
  - on-line courses taught by college or university faculty members;
  - on-campus college or university courses; and
  - college and university courses offered by a college or university faculty member in the high school.

(MnSCU Board Procedure 3.5.1)

- If the partners determine that none of these options is feasible, and with the approval of the school district and the college or university as specified in Subpart E of this procedure, **a teacher who does not meet the minimum qualifications may be approved to teach a concurrent enrollment course based on evidence of a combination of substantial teaching experience, advanced coursework appropriate to the discipline, and/or other relevant experience and expertise.** Approval to teach a PSEO concurrent enrollment course on this basis may be made **contingent upon:**
  - completion of additional graduate coursework;
  - field experiences; or
  - a program of structured independent study appropriate to the discipline or credential field within mutually agreed upon time parameters.

# Concurrent Enrollment Challenges

- High school teacher qualifications and credentials
- Variances in postsecondary institutions' application of credentialing and waivers
- Higher Learning Commission on faculty credentials and qualifications

# Proposed Delivery Model

- MnSCU universities collaborate to provide
  - Technology-enhanced delivery of required graduate level curriculum (16 credits) in specific areas
  - Courses delivered online and/or hybrid (online and face-to-face)
  - Courses scheduled to meet adult learners needs
  - Credits could apply to a master's degree

# Proposed Delivery Model

- MnSCU collaboration/consortium
  - Specific institutions create content-specific graduate certificates (areas of distinctiveness)
  - Formalized agreements amongst consortium
    - Offering courses in a consistent manner
    - Accepting credits among institutions for master's programs
  - Joint marketing in collaboration with system office

# Example of Potential Content-Specific Graduate Certificates

**Note: This is only an example and does not constitute programs in place.**

Economics &  
Psychology

16 graduate credits  
Offered F, S, SS  
Weekend cohort

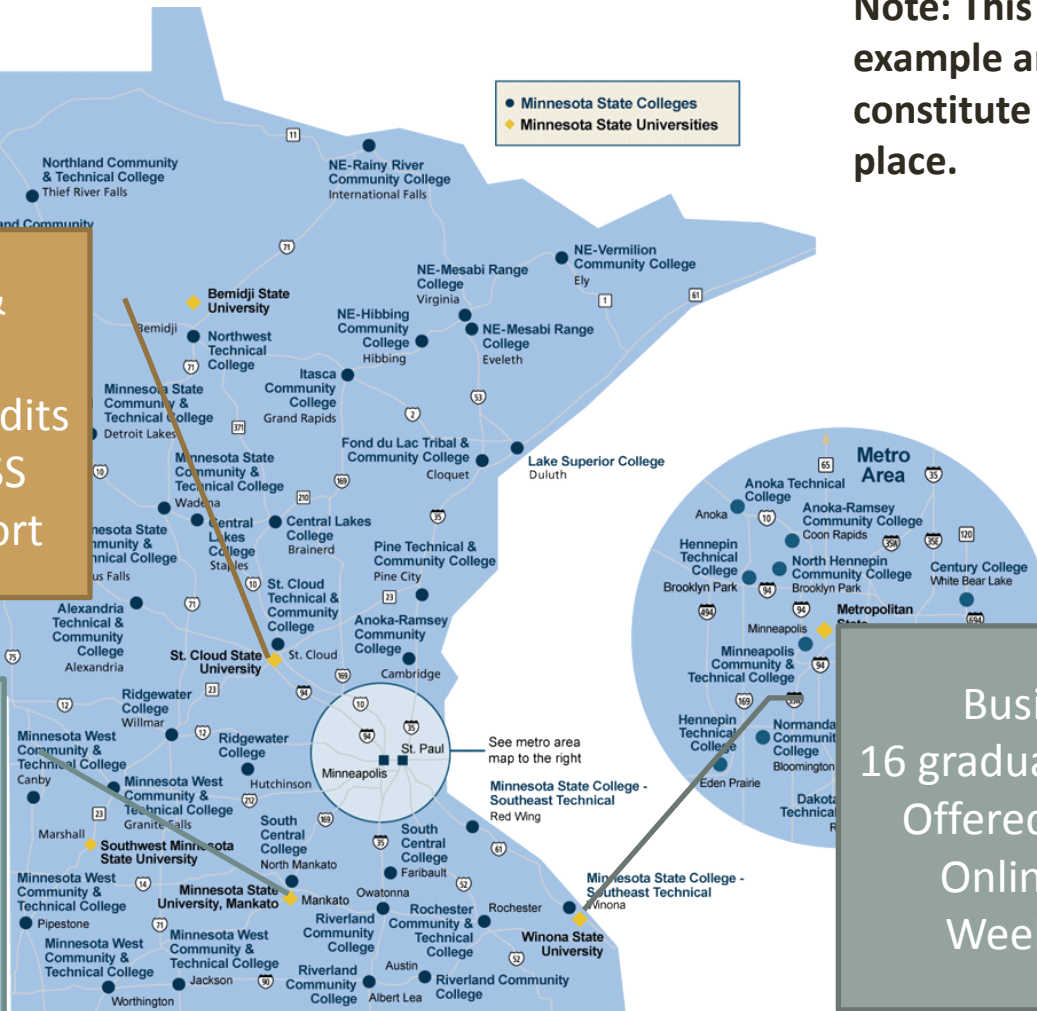
English &

Mathematics

16 graduate credits  
Offered F, S, SS  
Online and Hybrid

Business

16 graduate credits  
Offered F, S, SS  
Online and  
Weekends





# Next Steps

- MnSCU Deans of Colleges/Schools of Education are supportive of delivery model; MnSCU will work with discipline deans to implement
- Map current MnSCU graduate-level courses offered via online, blended, and other delivery modes – to be shared
- Future collaborations on additional graduate-level courses to be offered via various delivery modes or courses that need to be designed

# Professional Development for Secondary Teachers

- Legislation allows for use of staff development revenue for secondary teachers to meet credentials
  - **Coursework and training.** A school district may use the revenue reserved under subdivision 1 for grants to the district's teachers to pay for coursework and training leading to certification as a college in the schools or concurrent enrollment teacher. In order to receive a grant, the teacher must be enrolled in a program that includes coursework and training focused on teaching a core subject. (Mn Stat. § **122A.61**)
- High school teachers can earn CEUs for the coursework
- School districts could provide incentives for teachers

# Discussion and Feedback

- How will this model be of value to you?
- What academic disciplines or career/technical programs does your district need faculty to secure required credentials to be qualified to teach concurrent enrollment courses?
  - What are the top 1-3 priority areas for next year?
- What additional feedback do you have as we build this model?

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**Contact Us!**