



Concurrent Enrollment Update May 2018

Minnesota State Comprehensive Plan for Faculty Credentialing and Program Sustainability

In November 2016, Education Minnesota, Minnesota State College Faculty (MSCF), Inter Faculty Organization (IFO), and Minnesota State collaboratively developed a concurrent enrollment comprehensive plan to support the vitality of high-quality concurrent enrollment programs and to assist concurrent enrollment instructors in meeting the Higher Learning Commission (HLC) faculty qualification requirements. Minnesota State is currently implementing the various elements of the plan to help ensure all concurrent enrollment instructors meet faculty qualifications no later than 2022, including any future high school teachers scheduled to teach concurrent enrollment courses after 2022. Below is an update of three components of the six-part plan:

1. Review of Instructor Minimum Qualifications and Opportunities for Discipline Graduate Courses and Programs

Campuses have local processes that support concurrent enrollment instructors in meeting minimum faculty qualifications. These include a review of postsecondary transcripts and the development of professional development plans that identify what requirements are needed (i.e., additional graduate-level credits) and timeline expectations. Prior to enrolling in any graduate courses, concurrent enrollment instructors should consult with the partnering college or university to ensure that a graduate course(s) will count toward meeting minimum faculty qualifications for that postsecondary institution. Several Minnesota State universities are offering online (or options accessible for working professionals), discipline-specific, graduate coursework and degree programs. On the [Minnesota State website](#), the division of Academic and Student Affairs provides information on graduate course offerings available across Minnesota State universities. This website will continue to be updated as more courses and programs become available. Concurrent enrollment instructors may also qualify for state funding to support tuition for graduate-level coursework (see sidebar for information and links).

Concurrent Enrollment Update
Academic and Student Affairs

State Funding Support for Graduate Coursework for Concurrent Enrollment Instructors

As a result of legislation passed in 2016 and 2017, funding was appropriated by the Minnesota Legislature to provide tuition support to concurrent enrollment instructors pursuing discipline-specific graduate coursework.

Two programs currently provide financial support for graduate coursework. Learn more about [18 Online](#) and the [Statewide Partnership for Concurrent Enrollment](#) on their websites for information on program benefits, criteria, and processes.

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2. Tested Experience via Credit for Prior Learning

Minnesota State is recognizing the experiences that concurrent enrollment instructors may have that illustrate the breadth and depth of discipline expertise outside of the classroom, as allowed by HLC's provision for tested experience, by evaluating this learning and experience and awarding graduate-level credit for prior learning. Minnesota State universities are working to develop graduate-level credit for prior learning options that award graduate-level credit to concurrent enrollment instructors who demonstrate graduate-level learning and experience through a portfolio review process. Southwest Minnesota State University is exploring and developing options in the 2018-19 academic year. In addition, professional development trainings will be provided to universities to assist in developing these graduate-level credit for prior learning opportunities.

3. Team-Teaching Model

Concurrent enrollment team-teaching, which allow for concurrent enrollment high school instructors and college/university faculty members to team-teach concurrent enrollment courses offered at high schools, is also available for postsecondary institutions and high schools as a possible option. The team-teaching approach may be used as a bridge or transition for concurrent enrollment instructors working on meeting minimum qualifications or as an ongoing option used in unique circumstances. During 2017-2018, Lake Superior College and Minnesota West Community and Technical Colleges successfully implemented the team-teaching model with two local school districts. Minnesota State institutions and high schools or school districts interested in pursuing this option for a particular course should work together collaboratively to determine the details involved with implementing this option, including workload of both instructors, design of the team-taught course, and program costs.

Introduction to Education Courses and Concurrent Enrollment

As a result of legislation passed in 2017, the Minnesota Department of Education awarded grants in December 2017 to postsecondary institutions to offer Introduction to Teaching concurrent enrollment courses. These courses are a part of a multi-pronged effort to address teacher shortages in Minnesota and to encourage high school students to explore a career as a K-12 educator. Grants that were awarded to Minnesota State colleges and universities: Anoka-Ramsey Community College; Itasca Community College; Minnesota State University, Mankato; Minnesota West Community and Technical College; Normandale Community College; St. Cloud State University; and Southwest Minnesota State University.

NACEP Accreditation

The concurrent enrollment programs at Alexandria Technical and Community College and Inver Hills Community College were recently awarded accreditation by the National Alliance of Concurrent Enrollment Partnerships (NACEP) Accreditation Commission. Minnesota State University, Mankato's concurrent enrollment program was awarded re-accreditation. Congratulations to these programs for this achievement! With the addition of the two new programs, there are now 12 Minnesota State concurrent enrollment programs that hold NACEP accreditation. By 2020-2021, all concurrent enrollment programs in Minnesota will need to achieve accreditation by NACEP.