



Number of Dual Credit Teachers by Faculty Qualifications - 2017

Institution: All 22 Indiana Institutions in the ICHE Application

Date: **November 23, 2017**

Discipline	A	B	Master's Outside the Discipline Graduate Credit Hours Needed in the Discipline				No Master's Graduate Credit Hours Needed including 18 in the Discipline					Totals	
	Master's in the Discipline	Tested Experience	0	1 - 6	7 - 12	13 - 18	1 - 6	7 - 12	13 - 18	19 - 24	25 +		
English	158	0	70	48	78	79	0	0	17	21	100	571	
Communications/Speech	36	0	16	13	12	31	0	0	4	5	24	141	
Mathematics	139	0	61	43	78	128	0	0	13	10	120	592	
Biology	45	0	18	18	28	41	0	0	4	8	51	213	
Chemistry	33	0	15	13	23	61	0	0	3	8	43	199	
Geology/Physical Science	6	0	4	1	1	4	0	0	1	1	2	20	
Physics	10	0	7	5	4	19	0	0	5	1	9	60	
Economics	6	0	1	3	6	27	0	0	2	0	9	54	
History	56	0	19	9	20	92	0	0	8	4	62	270	
Political Science/Government	22	0	6	4	11	57	0	0	2	3	35	140	
Psychology	17	0	7	3	14	15	0	0	4	1	7	68	
Sociology	5	1	3	1	0	6	0	0	0	0	2	18	
French	22	0	5	2	10	15	0	0	1	1	18	74	
German	8	0	7	2	5	5	0	0	0	0	5	32	
Spanish	43	0	25	7	17	56	0	0	15	3	57	223	
Totals	606	1	264	172	307	636	0	0	79	66	544	2,675	
Others	87	6	24	3	5	39	0	0	1	2	12	179	
Totals Including Others	693	7	288	175	312	675	0	0	80	68	556	2,854	
Percent	24.3%	0.2%	10.1%	6.1%	10.9%	23.7%	0.0%	0.0%	2.8%	2.4%	19.5%	100.0%	
Combined Totals:	988		1,162				704					2,854	
Percent	34.6%		40.7%				24.7%					100.0%	
	Fully Qualified												

Indiana 2017-18 STEM Teacher Recruitment Grants
HLC Implications
9.25.17

Independent Colleges of Indiana (ICI) - \$2,156,289

STEM Teach III will address the dual-credit credentialing crisis in STEM content area by allow STEM dual-credit teachers with the opportunity to complete the credit hour coursework necessary to meet the Higher Learning Commissions' (HLC) dual-credit teacher requirements. ICI, in partnership with the Center of Excellence in Leadership of Learning (CELL) will bring together independent and public colleges and universities to offer graduate courses to in-service teachers for dual-credit credentialing.

University of Southern Indiana

New Experiences for Instructors of Dual Enrollment (NExIDE) - \$249,102 ○ The NExIDE project will address the need for dual-credit teachers in Southwest Indiana to meet Higher Learning Commission (HLC) credentialing requirements. USI will offer graduate-level course rotations in the Department of Mathematics, Department of Biology, Department of Chemistry and Department of Geology and Physics for secondary mathematics and science teachers to complete the HLC required 18 graduate hours in the STEM fields.

Hoosier STEM Academy - \$1,582,584

Ball State University, Indiana University – Purdue University Indianapolis (IUPUI), Purdue University and Valparaiso University will partner to establish a new program for in-service teachers wishing to be credentialed to teach dual credit secondary, to continue a pre-service STEM teacher fellow program each university participated in as part of the Woodrow Wilson Indiana Teaching Fellowship Program, and to expand graduate-level STEM course offerings to serve both groups. Pre-service will have opportunities to complete six or more credit hours of graduate-level STEM content course as a path to receiving a credential to teach dual-credit secondary STEM courses. Hoosier STEM Academy pre-service teaching fellows will receive a stipend to pursue a one-year master's degree in education with a STEM focus at an Academy partner institution and commit to three years of teaching in an underserved Indiana public school or one facing a shortage of qualified STEM teachers.

Indiana University Foundation

Dual-Credit STEM pipeline - \$869,949

Indiana University will be working on establishing a long-term, sustainable solution for dual-credit credentialing and teacher preparation to meet current Higher Learning Commission (HLC) dual-credit teacher credentialing requirements. The University will provide graduate courses, teacher stipends and development support for over 200 Advance College Project (ACP) licensed in-service teachers who currently do not possess HLC qualifications to teach STEM dual-credit courses. Along with grant funds, IU will contribute 23% to the initiative. Over 600 course enrollments will be available in Math, Chemistry, Biology and Informatics, with teachers earning an average of 10 credits.

Growing Tomorrow's STEM Teachers (GTST) - \$240,394

Indiana University Southeast will address a regional need for an increase in the number of in-service teachers who are credentialed to teach dual-credit course in high school STEM areas. GTST will recruit and increase the percentage of qualified dual-credit STEM teachers to meet HLC requirements and recruit new pre-service teachers in Math, Science and Technology into teacher education through the University's new accelerated post-baccalaureate secondary education program "Advance to Teaching".



IOWA DEPARTMENT OF EDUCATION

DIVISION OF COMMUNITY COLLEGES AND WORKFORCE PREPARATION

IOWA’S RESPONSE TO HLC’S ASSUMED PRACTICE, SECTION B-2
 FACULTY ROLES AND QUALIFICATIONS

2015-16 Response/Action Timeline:

February: HLC elevated its guideline re: 18 GSH to an **Assumed Practice** (i.e., compliance)

March: IDOE staff attended HLC Conference to discuss statewide plan with liaisons

HLC’s Advice: Consistent method of assessing, documenting faculty credentials

May: Faculty Standards Task Force established (*one member from each of Iowa’s 15 CCs*)

- Created subgroups to accomplish ambitious plan for deliverables/implementation
- Produced and sent a feedback letter to HLC for their June, 2015 Board meeting:
 - ✓ Leniency re: the December 31, 2015 compliance deadline
 - ❖ **Extended compliance deadline to September 1, 2017**
 - ✓ Language to clarify “other factors”
 - ❖ **Added “equivalent experience” to ‘other factors’ as qualification**
 - ✓ CTE instructors be permitted to possess associate degrees, equivalent work experience, or third-party credentials
 - ❖ **Revised wording re: “non-occupational courses” (not requiring masters)**

September: Invited to review and provide input to HLC’s *faculty credentialing guide*

Fall: FSTF touted statewide plan and created guidance, vetted by all statewide groups

- Assessment/Audit of faculty qualifications, including adjunct and CE instructors
- *Faculty Qualification Review Documentation Form*
- Sample notification letters to faculty not meeting ‘new’ standards
- *Professional Development Plan of Action Form*

Spring 2016: Finalized & released all guidance and proposed Iowa Code revision.

The Iowa Community Colleges Guideline for Faculty Qualifications: A Resource for Administrators and Accreditation Reviewers

Includes the **Academic Credentialing Chart** – statewide collaboration

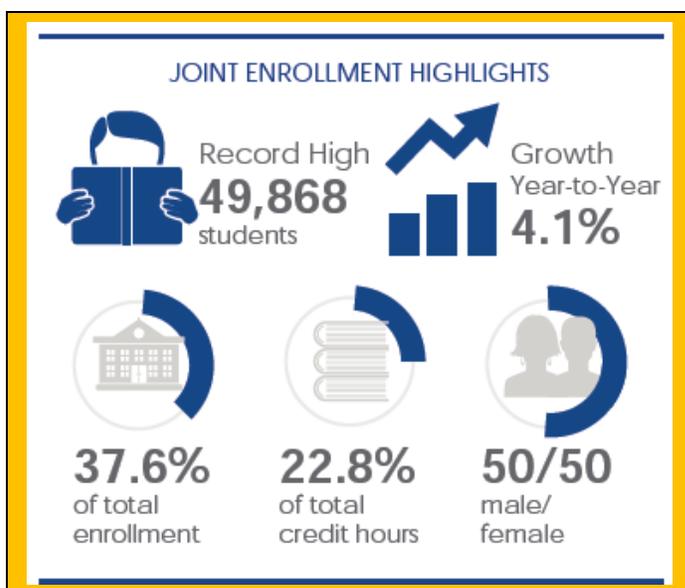
Course Prefix	Minimum Teaching Requirements	Qualifying Graduate Fields/Majors (Bolded & Listed First) or Content-specific Courses within other Majors Listed	Alternative Qualifications for Specified Types of Courses
BIO *	Master’s degree in Biology or a master’s degree with at least 18 GSH in a combination of the qualifying fields that provide a foundation in the specific subject matter being taught.	Biology (all types) Biochemistry Biomedical Sciences Botany Environmental Sciences Horticulture Marine Biology Microbiology Science Education Virology Zoology	For Anatomy/Physiology courses: Advanced degree to practice medicine with foundational graduate coursework in Anatomy and Physiology, such as D.O. (Osteopathic Medicine), D.D.S. (Dental Surgery), D.C.M. (Chiropractic Medicine), D.P.T. (Physical Therapy), D.V.M. (Veterinary

Iowa's Strengths that Helped with Faculty Qualifications Transition:

State Accreditation Process guided by Accreditation Advisory Committee

- Historically, strict adherence to Faculty Qualifications – 12 GSH for ALL instructors
- CE instructors treated as CC faculty regarding
 - ✓ qualification review – discipline deans and HR staff
 - ✓ faculty orientation and professional development opportunities
 - ✓ student and peer 'evaluation'
- NACEP Standards/Accreditation Status used for “Senior Year Plus” accreditation criteria
 - ✓ CCs have detailed contracts with school districts
 - ✓ CC discipline-specific faculty serve as peer reviewers
 - ✓ Held to same standards re: qualifications, course syllabi, assessments, etc.
 - ✓ CC can discontinue a CE instructor's teaching assignment

Iowa leads the nation in percentage of students < 18 taking college courses!



Supplementary Weighting

State funding for all Senior Year Plus options

Resources:

The Iowa Community Colleges Guideline for Faculty Qualifications

<https://www.educateiowa.gov/sites/files/ed/documents/Faculty%20Quals%20%26%20Accred%20Guide%20line%20%28rev.%20May%202018%29.pdf>

Senior Year Plus Guide for Educators and Educational Administrators

<https://www.educateiowa.gov/sites/files/ed/documents/SYP%20Guide%20for%20Educators%20and%20Ed.%20Administrators%205-3-16.pdf>

Joint Enrollment Annual Report (Academic Year 2016-2017)

<https://www.educateiowa.gov/sites/files/ed/documents/ATTACHMENT.3.Joint%20Enrollment%20Annual%20Report%20FY%202017VladWithMapFINAL.03.28.18.pdf>

The 2017 Annual Condition of Iowa's Community Colleges

<https://www.educateiowa.gov/sites/files/ed/documents/Condition%20Report%202017.pdf>

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MINNESOTA STATE

Concurrent Enrollment Teacher Credential

HISTORICAL TEACHER CREDENTIAL LANDSCAPE IN MINNSEOATA

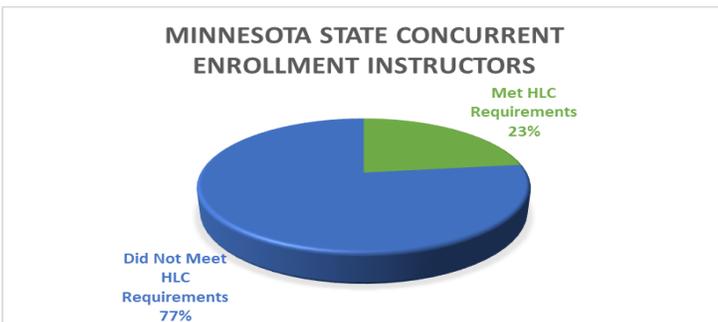
Systems of Postsecondary Institutions in Minnesota			
Minnesota State Colleges and Universities (Minnesota State)		University of Minnesota	Private and Independent Colleges and Universities
30 Two-Year Colleges	7 Four-Year Universities	5 Campuses	17 private colleges and number of for-profit institutions
Liberal arts and sciences: * Required minimum of Mas- ter's degree in field or Mas- ter's degree in any field with 16 graduate credits in field	Liberal arts and sciences: Institutional and department- level; generally required termi- nal degree in field	Liberal arts and sciences: Institutional and department- level; generally required termi- nal degree in field	No information at this time
* Minnesota State System Procedure 3.5.1 allowed for concurrent enrollment instructors who did not meet minimum to be ap- proved to teach concurrent enrollment courses contingent upon: additional graduate coursework; field experiences; or approved structured independent study appropriate to discipline field.			

MINNESOTA STATE RESPONSE TO HLC RE-CLARIFICATION OF FACULTY QUALIFICATIONS

Minnesota State Action Steps:

- ⇒ Conducted an analysis of all concurrent enrollment instructor qualifications (i.e., reviewed transcripts) to identify data.
- ⇒ Submitted systemwide application for HLC Extension for all 33 concurrent enrollment programs; Extension approved to 2022.
- ⇒ Developed Comprehensive Plan for Faculty Credentialing and Program Sustainability in partnership with statewide faculty col-
lective bargaining associations from K-12 and higher education.
- ⇒ Created website that provides information on graduate course offerings available across Minnesota State universities.

TEACHER CREDENTIALS IN MINNESOTA STATE



Of the concurrent enrollment instructors who did not meet HLC qualifications: 74% had a Master's in Education and 62% needed 18 graduate credits in field.

QUICK FACTS

- Concurrent enrollment has increased 111% in last decade (28,282 headcount in FY2017)
- 458 high schools offering concurrent enrollment
- 1,422 concurrent enrollment high school teachers
- 178,745 credits earned by concurrent enrollment students

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 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.

- I. Create **processes** (i.e., review of transcripts, development of professional development plans) that support concurrent enrollment instructors to meet the credentialing standards by 2022.
- II. Create **pathways** (i.e., graduate courses and programs) to support concurrent enrollment instructors to meet the minimum credentialing requirement.
- III. Provide opportunities to **award graduate-level credit** to high school teachers who elect to **demonstrate graduate-level learning and experience** through a portfolio evaluation process (tested experience via credit for prior learning).
- IV. Offer the option for concurrent enrollment instructors and college or university faculty members to **team-teach concurrent enrollment courses** as a bridge or transition for concurrent enrollment instructors working on meeting minimum qualifications or as an ongoing option used in unique circumstances.
- V. Work collaboratively to address concurrent enrollment credentialing on an **ongoing and sustainable basis** (i.e., Master's in Education programs that include 18 discipline credits; local school district and teacher agreements that encourage Master's in discipline).
- VI. Seek **options and resources** to support the long-term sustainability of concurrent enrollment programs and to support concurrent enrollment instructors in meeting the minimum faculty qualification standards.

For more information, contact:

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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.

The **18 Online** program (\$3m appropriation in FY2017) is offered through Minnesota State University Moorhead:

- Priority registration for high school teachers in northwest region; then, open to all teachers through application process
- Online courses in key disciplines
- Reduced graduate tuition and textbooks covered by the program
- School districts provide extra incentives for high school teachers

The **Statewide Partnership for Concurrent Enrollment Program** (\$275k appropriation for four fiscal years):

- Open to all pre-approved high school teacher through school district process
- Online courses in key disciplines offered by pre-approved universities
- Tuition partially covered by program



MINNESOTA STATE

Urban School District Challenges



- 53,000 Ss, 7 High Schools, 75% FRL, 113+ Languages
- AP/DE, CTE DE, 5 PS partners
- Mission: *Every Student. Every Day. Prepared for Success.*

 OmahaPublicSchools

 @OmahaPubSchool

 /OmahaPubSchool

Accelerating the Great Divide or the Great Equalizer?

HLC credentialing requirements create equity/access challenge for Urban Schools. Dual enrollment is pervasive and becoming entrenched in K-12 & PS strategic missions/visions.

- 1) Equity: Dual/concurrent enrollment opportunities differ widely school to school due to the lack of credentialed staff.
- 2) Teacher Retention: More challenges, Large class sizes, Mixed classes. Positions with affluent - suburban districts more appealing.
- 3) Teacher Incentives: No monetary incentives in negotiated agreements. Varied / unequal stipends

The OPS story: AP/DE

3 overarching K-12 challenges that stem from HLC credentialing requirements

Access	Funding / Cost	Requirements
Equitable student access to DE is directly impacted by T's lack of credentials <ul style="list-style-type: none"> ▪ Graduate course availability @ PS ▪ Type of delivery ▪ Time to complete 	No coordinated effort exists in Nebraska at state level <ul style="list-style-type: none"> ▪ Student cost: PS determine tuition, can differ by model ▪ Teacher cost: cost of graduate hours, no real monetary incentives to instruct DE 	Ambiguity: PS's interpret HLC requirements differently – vary PS to PS, Dept. to Dept. Dean to Dean CTE – HLC “Tested Experience” doesn't include teaching - KILLS opps.

Factors that facilitate expansion

Efforts HLC could endeavor

- Allow teaching experience to count towards Tested Experience in CTE disciplines
- Explore Competency & Skills based criteria for all disciplines
- Explore new improvement plan for new T's looking obtaining credentials

Innovative Partnerships

- Early College partnerships – “Superpartnerships”

State Innovation

- Nebraska statewide “Secondary and Postsecondary Alignment” task force CTE
- Data collection
- Funding appropriations

MHEC May 16, 2018 Panel Discussion - School District of Florence County

The School District of Florence County is one of two countywide school districts in Wisconsin (there are 422 public schools in WI). The district covers 488 square miles, is minimally aided by the state of Wisconsin due to its high property value (approximately only 5% of revenues come from state aid). The district relies heavily on local taxpayers in the funding of its schools, and just passed its fourth consecutive operating referendum in November of 2017, in addition to a \$14.5 million dollar capital referendum in November of 2016 for renovation of its high school campus. With a countywide population of just under 4,500 residents, and 385 students in its school district, the dynamics of economies of scale and geography provide many challenges. To put this in perspective, our eight bus routes travel 600 miles per day, the equivalent of a trip to and from our state capital in Madison... 180 days per year.

Addressing the HLC challenges is paramount for our district. Both our county and school recognize the importance of post-secondary opportunities. Our past three graduating classes (95 students) have earned 739 post-secondary credits, saving them and their families more than \$107,000 in tuition. Many of these credits, although earned through the two-year, technical college, also transfer to four-year programs. We only desire to expand our transcribed credit offerings for our students and families. As a district, we are historically above 50% free and reduced lunch, as the household income of Florence County is more than \$6,000 less than the state average - Florence County continually ranks in the top 5 of the lowest household and per capita incomes in Wisconsin. Continuing and expanding our post-secondary offerings provides not only significant savings, and incentive, for families that otherwise cannot afford to see their children attain a post-secondary education, but it's a catalyst to provide first family post-secondary opportunities. As a school district, we want to contribute to the financial challenges that hinder a post-secondary education for many of our students.

We are fortunate to have a great partnership with Northeast Wisconsin Technical College (NWTC), and the support of its president, Dr. Jeff Rafn, in addition to two other colleges in the University of Wisconsin System. Led by Dr. Rafn, we are working collaboratively throughout Northeast Wisconsin via NEWERA (Northeast Wisconsin Education Resource Alliance) and our HLC workgroup to assure continued post-secondary opportunities for students during their high school years. Our state legislature recently provided grant dollars to cover some of the costs of tuition in addressing the educational requirements for our limited staff to attain credentials per the HLC. Yet, we also need to find ways to incentivize our select staff members to pursue this credentialing. We are optimistic, that in the next year, we can convince our state legislature to provide funding for additional compensation, as it does now for nationally board certified teachers, for those who pursue and attain credentials. For our rural school districts to offer sufficient incentives, as well as covering all tuition costs within budgets that are already frugal, poses an obstacle, especially in the sustainment of incentives linked to compensation.

Beyond the dollars to cover the direct costs of further credit attainment by our professional staffs, perhaps the greatest challenge in more ways than one is "time." Time to work on the coursework, and not just in book time. Our closest campuses are often a two hour drive, one way, at minimum. Cohorts are a challenge, as even in a regional location, to attract enough interest teachers from our rural districts collectively poses a challenge. Often, distance education and technology is looked upon as a solution for this, yet this doesn't replace the value our professionals' desire in face-to-face dialogue.

Via surveys distributed to teachers throughout the NWTC network, the priority medium of desired delivery of course content was a hybrid model of distance education and face-to-face. This alone speaks to the quality of educators we employ, in that they realize the easy way isn't necessarily the best model alone for professional growth.

Time in workload for our teachers is surely a barrier. With the rarest of exceptions, the 20 teachers we have in our high school, of which 5 are also shared with our elementary school, teach a different prep each hour of our 8-hour schedule. In conversations with those staff interested in pursuing credentialing, they are concerned about what may have to be sacrificed, specifically in that for course offerings,. They likely will need additional time in review of preparation for instruction, reviewing papers/projects and meeting with students. Also, there is concern that they may have to forego other duties, such as committee work and service as coaches and advisor in co-curricular activities. Some have suggested offering a "zero hour" to overcome this challenge, yet again adequate compensation for the additional time commitment is a challenge.

What I've shared is only a high-level overview of the challenges, and I can assure solutions are more difficult to come by. Numerous thoughts, ideas and options have been discussed both internally, and externally, and unfortunately for our rural districts the challenge is capacity. Capacity in time and capacity in resources. We only desire, as do our post-secondary partners at NWTC and the University of Wisconsin system, to find solutions. Further support from our state legislature can help, but I would also encourage the HLC to be open and receptive to discussion in our challenges. With respect to the HLC, and the value of accreditation, are there other ideas for consideration that can be explored that better balance the integrity of accreditation with the practical, real-world experience of these educators? The attainment of graduate level degrees and/or course work as the basis for determining that college course rigor is sustained seems flawed, at best. Can our post-secondary institutions be given more discretion in the consideration of how they determine whether an individual is or is not qualified to teach a course? Are there not other ways to assure that course rigor and college outcomes are met, whether this be through student assessment of learning, support of high school teachers by college faculty, and/or evaluation of student success once in college? Ultimately, this reflects back upon the high schools and the granting post-secondary institutions. As reputable institutions of learning, I'm confident there would be fidelity of the local institution in making such a determination.

We must continue in our collective endeavors to address these challenges in the moment, but I also encourage the HLC to be receptive to continued conversation, and openness for change that better balances the many dynamics of preparing today's students for the numerous careers in demand tomorrow and beyond. Without consideration of alternative methods of assuring course rigor, I fear the rural schools and others with scarce resources will be unable to offer dual credit courses thereby perpetuating the inequities brought about by geography and external factors outside the control of our students. With each passing day there are only more unfilled technical or professionally skilled vacancies. If we don't find a better balance to encourage, support and prepare today's students for numerous post-secondary opportunities for these students while in high school, we are only going to see an escalation of an unfilled, under qualified workforce in our society.