



Voice For Greater Minnesota Education

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Dear Pakou,

Thank you for the clearly evident significant work MnSCU and the working group have done on the Framework for Tested Experience (TE). Thank you, too, for soliciting feedback from all stakeholders with your webinars this week; your PowerPoint and discussion were very helpful. MREA and MnSCU both want concurrent enrollment and its positive outcomes to continue and grow for Minnesota's current and future high school students.

On behalf of MREA's 215 member school districts and as an analytical friend, I urge MnSCU to make the following changes and additions to the TE Framework:

1. **Create an inviting tone for high school teachers.** The latest HLC document on Tested Experience (TE) begins as follows, "Tested experience may substitute for an earned credential or portions thereof." This is an open and inviting statement for teachers.

The MnSCU statement from version 1 of the PowerPoint, "Tested experience should only be used for cases in exception and should not be construed as normal practice," nor version 2, "In cases of exception, if a concurrent enrollment instructor has subject-matter expertise that represents a depth and breadth of graduate-level knowledge in the field, he/she may be able to qualify for tested experience" are not inviting statements nor reflective of the latest HLC document. (my underlining)

MnSCU needs to consistently demonstrate throughout the framework its commitment to Concurrent Enrollment, valued partnerships, and collaboration with K-12 partners, rather than to simply list these values on a slide. Currently the Framework is a mixed message and unlikely to cultivate the trust of the K-12 community that you, Chancellor Rosenstone, and MnSCU desire.

2. **Address the applicability of previously earned graduate credits.** MnSCU has extensively surveyed the discipline-specific courses teachers have already completed. However, this document does not address MnSCU's criteria and requirements for courses to qualify for applicable credits. HLC clearly states in their guidelines that within more general masters degrees, specific courses "when inclusive of graduate-level content in the discipline and methods courses that are specifically for the teaching of that discipline, satisfy HLC's dual credit faculty expectations."

MnSCU's framework would be more useful if it included applicable course criteria, the evidence a teacher needs for a course to meet eligibility under this provision, and the submission and appeal processes regarding prior graduate course credits. This also would enable post-secondary institutions to maximize the applicability of courses for dual credit credentialing when designing Masters in Curriculum and Instruction.

3. **Add an 'Other' category to Group B and include HS teachers within disciplines to provide examples of 'Other' experience.** Although the list is extensive, there likely will be omissions of items that demonstrate rigorous content knowledge. As an example, HS teacher experiences such as working in teams to create common assessments with rubrics that require an in-depth understanding of the subject are not included.
4. **Add review and appeal processes.** There should be a systematic process to ensure updating of the list as the diverse experiences of HS teachers evolve and are evaluated for TE. Teachers who initially are denied TE or the applicability of previously earned graduate credits also should have access to an appeals process.
5. **Provide guidance for teachers choosing between Credit for Prior Learning (CPL) and TE as routes to dual credit credentialing.** CPL is listed in the document but omits sufficient information to help teachers determine whether to credential with CPL or TE. When you post this policy, a chart or decision tree to help teachers compare and consider these two routes to acquire some or all of the necessary credentialing would be very helpful. You did an excellent job explaining this in the webinar.

This is an extensive list of recommendations requiring thoughtful discussion and decisions, and I am sure other stakeholders will have recommendations. However, while the timeline included in the PowerPoint indicates one final work group meeting next week and a June Leadership Council decision, it does not include a meeting of stakeholder representatives with Leadership Council representatives.

To truly partner on this Framework, I propose the work group address the recommendations and the Leadership Council at its June meeting table any recommendations from the work group. The council should then appoint a combined Leadership Council and Work Group delegation to meet over the summer with representatives of high schools and business and community groups to address these issues and set up sub-groups to develop specific language. Subsequently, the Leadership Council in the fall can consider for action a more comprehensive, collaboratively developed Dual Credentialing Framework.

This can be submitted to HLC as part of a five-year extension of the imposition of qualifications and be the foundation of any necessary legislation to implement the Framework in the '17 session.

I would be happy to discuss these changes, additions and recommendations with you or other representatives of MnSCU at your convenience.

Respectfully submitted,



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