This is the first class in which I’m treated as an adult.

—ENGL 1001W student at Washington Technology Magnet School
Dual Credit Programs: Setup for Success

It’s a significant responsibility to help bright, eager high school students transition to college, a responsibility that the College in the Schools (CIS) and Post-Secondary Enrollment Options (PSEO) programs take very seriously. We want to see every concurrently enrolled student succeed. We want to offer everyone who’s capable of succeeding the chance to do so. It’s a fine line to walk; not all excellent students fit into the same box called “most likely to succeed;” that spark of potential often shows up in unexpected places.

We strive to provide the very best courses, teachers, advising, and support systems so every high school student who enters a U of M classroom, whether on campus in PSEO or in a high school with CIS, has the same opportunity to walk out at term’s end having met a higher challenge. What does that look like?

In PSEO, it begins with the highly selective student admissions process and continues through orientation for every single new student, midterm alerts for struggling students, all interspersed with one-on-one advising at key points and as needed in between. For CIS, it means careful selection of well-qualified high school teachers and adherence to U of M course requirements from syllabus through grading. Ongoing professional development for the teachers—facilitated by U of M faculty—addresses the content, pedagogy, and assessment of the U of M course and engages teachers in professional activities about current developments in their discipline.

It also means imparting some of the softer, nonacademic skills associated with college—time management, goal setting, effective study habits, seeking help when needed.

We can’t, of course, do the hard work of studying and earning high grades for our students, but we endeavor to set them up with everything they need in order to do that important work for themselves.

Warm regards,

Scott Coenen, Director
Post-Secondary Enrollment Options
612-626-1666
scoenen@umn.edu

Julie Williams, Director
College in the Schools
612-626-8179
juliew@umn.edu

Two Types of Dual Credit in Minnesota

The Minnesota Post-Secondary Enrollment Options (PSEO) Act provides for two distinct types of dual-credit opportunities for high school students. PSEO students take college courses on the college campus with post-secondary faculty, while concurrent enrollment students take college courses at the high school with high school instructors who are selected, prepared, and supported by the college department. Both are free to students; in PSEO, a percentage of high schools’ per-pupil state formula pays the post-secondary institution while schools contract directly with post-secondary institutions for concurrent enrollment. In both cases, credit transfers to most other post-secondary institutions.

On the University of Minnesota’s Twin Cities campus, the concurrent enrollment program is College in the Schools (CIS).

Your Dual Credit Team

College in the Schools
Julie Williams, Director
Jan M. Erickson, Associate Director
Cynthia Tidball, Communications Director
Koleen Knudson, Course and Workshop Manager
Maria French, Administrative Assistant
Susan Henderson, Special Projects Coordinator, Liaison to State Legislature

Post-Secondary Enrollment Options
Scott Coenen, Director
Andrew Kopeelman, Academic Adviser
Anja Hovde, Academic Adviser
Amanuel Zewdie, Operations and Student Services Specialist
Courtney Swanson, Student Office Assistant
Program Overview

College in the Schools (CIS) at the University of Minnesota—Twin Cities is a nationally accredited concurrent enrollment program serving high school students, teachers, and schools. Students experience for themselves the rigor and pace of challenging University course work in their familiar high school setting, teachers are re-energized by strong, continuous professional development, and schools deepen connections to the University as they participate in high school–university articulation.

2014–15 program statistics

- Partnering high schools: 133
- Participating students: 8,549
- Students of color: 22% (8% did not report ethnicity)
- Participating teachers: 390
- Course registrations: 13,277
- College credits earned: 52,729

2014–15 courses

- English and Communications Studies – 4 courses
- Social Sciences – 7 courses
- Mathematics – 2 courses
- World and Classical Languages – 21 courses
- Science – 5 courses

Funding

Participating schools or districts pay a fee of $145 per student per registration, a significant reduction from resident undergraduate tuition at the U of M. This fee has not been increased since 2009–2010. State funding is available to high schools to partially offset the costs of offering high quality concurrent enrollment courses.

Contact information

For complete program information, visit our website at cce.umn.edu/cis or contact Julie Williams, Director of College in the Schools, at juliew@umn.edu.

A community of lifelong learners. A high school–University of Minnesota collaboration. A group of friends.

Ann Marie Froehle, a 26-year veteran teacher at Cretin–Derham High School in St. Paul, finds all of these in one place—the U of M’s College in the Schools’ Human Anatomy and Physiology teacher cohort.

He has selected them and prepared them, and he provides oversight and constant support for them, all of whom are teaching Essentials of Human Anatomy and Physiology. Froehle reports that the cohort regularly hears from him twice a week.

Professor Emerita Toni McNaron is the recipient of five University teaching awards, including the Morse-Alumni Outstanding Teaching Award and the College of Liberal Arts Distinguished Teacher Award. In her role as faculty coordinator for College in the Schools (CIS), McNaron is responsible for ensuring that her deep knowledge of English literature and of University standards is shared by CIS instructors teaching the U of M course ENGL 1001W (Introduction to Literature).

McNaron leads five days of professional development for CIS teachers annually. She also observes them in their classrooms. “Teachers develop a sophisticated understanding of major critical lenses such as modernism, postmodernism, and feminist/gender theory,” says McNaron. “They also practice creative pedagogy. Many use interdisciplinary approaches, such as the visual arts, in their instruction.”

During a recent visit to Washington Technology Magnet School in St. Paul, McNaron heard students discussing August Wilson’s Fences at a level she describes as “normally heard in a 3XXX-level course on campus.” And at Hastings High School, she observed that students discussing Toni Morrison’s Sula clearly understood the structure of the novel and how the metaphors work. “The students demonstrated that they knew textual evidence must always be given for any interpretation of literature,” says McNaron.

While the CIS instruction and student performance were consistently high in both schools, the schools are very different. In Washington Technology Magnet School, 5% of the student body is white and 93% are eligible for free or reduced lunch. The student body of Hastings High School, on the other hand, is primarily white; the school serves smaller rural towns as well as Hastings itself. “The ability to reach such a diverse group of students is one of the strengths of the CIS program,” notes McNaron. “It’s wonderful outreach for the University.”

College in the Schools

is accredited by
“The professional development provided by CIS is top-notch, inspiring me and encouraging me to dig deeper on discussed topics,” Froehle claims. “We hear terrific speakers, from the U of M and elsewhere, and get to engage with them on their fields of expertise. Dr. Jensen helps us to continually develop and share new lab activities that require student inquiry and scientific thinking.”

Froehle has a voracious appetite for learning. She participated in the U of M’s two-week Brain U, for example, and she recently took an art-and-anatomy tour of Italy, seeing very old wax replicas of human organs and visiting the place where Michelangelo dissected human cadavers to inform his painting and sculpture.

As a direct result of being in CIS, she has also attended the meetings of the Human Anatomy and Physiology Society (HAPS). Froehle says she would never have known about this professional organization, much less attended its conferences, were it not for CIS and the encouragement of Professor Jensen.

At age 27, Peter Schmitt is CEO of City Compost MN. He founded this St. Paul-based enterprise in 2014–15 on the St. Paul U of M campus, taking food waste, processing it, and returning it to its origins: farms. Now, in 2015, he has two employees.

He’s also a graduate student at the U of M, expecting to receive an MBA from Carlson School of Management and a Master of Public Policy from the Humphrey School of Public Affairs, both in May 2016.

This young entrepreneur attributes much of his success in both business and education to his skill in making presentations and his comfort with interacting with others. He believes he acquired these skills from his College in the Schools German course and his work at the Concordia Languages Camp.

Schmitt explains that Cassandra Glynn, then CIS instructor for Intermediate German 1003 and 1004 at Hopkins High School and now assistant professor at Concordia College, required students to create and perform dramatic sketches for each other and participate in relay races for conjugating German verbs. Fulfilling these assignments, students gained experience in speaking in front of others and quickly learning new material (new vocabulary in this case).

Schmitt has used his German language skills in several ways. He worked in Wörgl, Austria (population 13,000), as a summer research intern, creating a report to evaluate the town’s recycling system. He then presented the report to local politicians, who later voted to implement his recommendations. A year earlier he had completed two years of work in Austria as an English language assistant in a Fulbright-sponsored program, designing lesson plans for Austrian students.

CIS alums say…

My U of M classes through CIS are helping me complete all the required Spanish classes for my Spanish degree as a sophomore.

89% of students who requested credit recognition from colleges and universities other than the U of M were successful at having some or all of their U of M credits earned through CIS recognized.*

These were my favorite courses of my entire high school career. CIS was so rewarding and allowed me to prove to myself I could thrive outside of my comfort zone.

97% rated their overall experience with College in the Schools as excellent or good.*

I thoroughly enjoyed taking a U of M class through College in the Schools. It was both fun and challenging, while also exposing me to the rigor of college coursework. I feel like taking this class helped to prepare me for college better than any other class I took.

85% felt that as a result of taking U of M courses through CIS they were better prepared academically for college.*

College in the Schools is a great way to save money and get a jump start on college credits. I strongly recommend it to anyone looking to further their education beyond high school.

98% stated that they would recommend CIS to current high school students.*

*From results of a survey of CIS alums who graduated from high school in 2013. For complete survey results, visit the CIS website at cce.umn.edu/cis.
Program Overview

Post-Secondary Enrollment Options at the University of Minnesota−Twin Cities allows advanced high school students to explore the rigor of college coursework as well as, in most cases, the unique atmosphere of a college classroom and campus while they are still living at home and making their decisions about what to do after high school. The program allows students to register part time, enabling them to continue participating in high school classes, or full time, providing the opportunity for immersion into the college setting. Perhaps because of their experience in the PSEO Program, many students make the decision to remain at the University of Minnesota−Twin Cities after high school graduation.

2014–15 program statistics

- Served students from over 134 Minnesota public and private high schools.

- 606 students participated, through on-campus classes and Online and Distance Learning, and they earned 11,502 U of M credits through PSEO. The average number of credits per student was 19 for the academic year.

- Over 1000 prospective students submitted PSEO applications for 500 available on-campus spots.

- Served an ethnically diverse student population, with 29% of the PSEO population self-reporting as students of color (8% did not report ethnicity).

- 57% of the participants were female, and 67% were in their senior year in high school.

- The average U of M GPA for PSEO students was 3.46.

Courses

PSEO students can take almost any course a freshman student can take, but some of the most popular courses include ECON 1101 (Principles of Microeconomics), MATH 1271 (Calculus I), WRIT 1301 (University Writing), CHEM 1061 (Chemical Principles I), MATH 1151 (Precalculus II), PSY 1001 (Introduction to Psychology), POL 1001 (American Democracy in a Changing World), and MATH 1272 (Calculus II).

Funding

Tuition and textbook costs for students participating in PSEO are paid for by the Minnesota Department of Education (MDE). MDE reimburses the post-secondary institution at a per-credit rate that is determined annually by the state legislature.

Contact information

For complete program information please visit our website at cce.umn.edu/pseo or call 612-626-1666.

Post-Secondary Enrollment Options

PSEO Director Scott Coenen is keenly aware that starting a U of M GPA early—as a high school student—can help or hurt students in their future academic lives. He says the program’s admission policies, as well as its academic advising protocols, are geared to identifying and supporting “students who can be successful at the U.” The stories below demonstrate that the program regularly meets this primary goal.

Praveen Pallegar is a pianist, a violinist, and a future neurosurgeon. He is fast-tracking his goal of becoming a neurosurgeon by participating for two years in the U’s PSEO program, completing by May 2016 a total of 62 U of M credits. If the 2015–16 academic year goes as planned, 18 of those credits will be in upper-level courses. And his Directed Study in Neuroscience (NSCI 4994) will add even more credits.

Pallegar’s directed study is in the lab of Professor Alfonso Araque. Since June 2015, he has been working with Araque’s team, which is studying “how astrocytes respond to neuronal activity, how they control neuronal activity and synaptic transmission and plasticity, and how they are involved in neural network function.”

Music has played and continues to play a large role in Pallegar’s life. He studies violin with U of M Associate Professor Young-Nam Kim. But piano is his primary instrument. In addition to winning MacPhail’s Concerto and Aria competition in 2014, he also qualified for the second round of the International Junior e-Piano Competition in 2014–15.

Pallegar notes: “I really value the opportunity PSEO provides to explore a wide range of courses and to take advanced courses, opportunities I would never have had at my high school.” He completed his sophomore year at the International School of Minnesota before going full time in PSEO.

“PSEO is for dreamers.” That’s what Liam Tomson-Moylan declares when he reflects on why he decided to take University of Minnesota classes through PSEO. “There are [so] many things I want to do in life and so that’s why I did PSEO—to get a head start on my college education so I could have a wealth of opportunities in life.”

He doesn’t know for certain what college major he will settle on, but his current interests include biomedical engineering, computer science, and Russian. He’s not afraid of hard work. For example, his first year in PSEO he prepared independently for two Advanced Placement examinations, wrote the code for his high school robotics team (which qualified for the international championship competition), and took 17 credits’ worth of classes at the U. “I struggled and worked harder than I ever have before and I’m stronger from it.”
Now he’s taking CHEM 2301, Organic Chemistry I; PHYS 1301, Introductory Physics for Scientists and Engineers I; CSCI 1113, Programming for Scientists and Engineers; RUSS 4103, Intermediate Russian I; PE 1046, Tae Kwon Do; and PE 1048, Bowling.

Tomson-Moylan’s PSEO experience has, he believes, given him the skills to greatly strengthen his application for colleges. “When I began my college search I knew exactly what I was looking for, and in my applications and interviews I was able to write stronger essays and speak to what I wanted from each university I applied to.”

PSEO staff take great care to select students who will be successful in their U of M studies. Originally from St. Paul Central High School, Tomson-Moylan is living proof that the PSEO program’s careful selection of students pays off.

A highly talented harpist, Brooke Knoll knew she wanted to keep music in her life after college. But she had no clear vision of how she would do that... until she was in PSEO and started working with her academic adviser, Scott Coenen. PSEO students meet at least twice a year with their advisers. In these meetings, they talk about a wide range of topics: high school graduation requirements, career interests, and appropriate course selections. After a conversation or two, Coenen realized that Knoll was looking for something in addition to, or instead of, music performance. He suggested to Knoll, a high school senior, that she consider applying not only to the U’s School of Music but also to the Carlson School of Management. Understanding the greater range of opportunities this combination would provide, Knoll enthusiastically applied to Carlson and was accepted. This is no small feat, given that the Carlson School is one of the most difficult colleges at the U of M to get into.

Knoll has always been very independent—she started driving from her Stillwater home to Minneapolis for harp lessons when she was 16. As a PSEO student, she has become even more independent. Because commuting every day from Stillwater in rush-hour traffic wasted a lot of time, Knoll decided, with the support of her parents, to stay weeknights in the Minneapolis apartment of friends.

Her PSEO experience has clearly influenced Knoll’s thinking about college: “My experiences this year at the U—especially with the wonderful TAs in my classes and experienced music faculty—have made the U one of my top choices for college next year. I am still applying and auditioning for other schools, but these experiences along with my early acceptance to Carlson make the U a top contender and a smart choice.”

Participants say...

“I really value the opportunity PSEO provides to explore a wide range of courses and to take advanced courses, opportunities I would never have had at my high school.

—Praveen Pallegar, PSEO Student

There are [so] many things I want to do in life and so that’s why I did PSEO—to get a head start on my college education so I could have a wealth of opportunities in life.

—Liam Tomson-Moylan, PSEO Student

My experiences this year at the U—especially with the wonderful TAs in my classes and experienced music faculty—have made the U one of my top choices for college next year. I am still applying and auditioning for other schools, but these experiences along with my early acceptance to Carlson make the U a top contender and a smart choice.

—Brooke Knoll, PSEO Student
CIS and PSEO do an outstanding job of positioning high school students for success in higher education. This is no small feat! CIS focuses on highly qualified high school teachers and their ongoing professional development, effectively immersing each teacher in a professional learning community on the cutting edge of knowledge and practice in their field. PSEO provides comprehensive student services to support their success as they launch into classes offered on campus or online, advising them on options for advancing their education and careers. CIS and PSEO students graduate from high school well prepared for the challenges that lie ahead of them.

—Mary Nichols, Dean of College of Continuing Education, University of Minnesota