



2021 – 2022

SAINT PAUL COLLEGE

Concurrent Enrollment Program

Faculty Mentor Manual



SAINT PAUL COLLEGE
A Community & Technical College



MINNESOTA STATE
Saint Paul College,
A member of Minnesota State

Greetings Faculty Mentors,

Welcome to Saint Paul College's Concurrent Enrollment Program! Faculty Mentors are integral to the success of our Concurrent Enrollment Program. Faculty Mentors verify that High School Concurrent Enrollment Instructors teach a rigorous, college-level course identical to that offered in an on-campus setting. Thank you for your willingness to work with High School Concurrent Enrollment Instructors to assure the academic rigor of our Concurrent Enrollment Program courses. The 2021-2022 Faculty Mentor Manual contains information pertinent to Saint Paul College's Concurrent Enrollment Program.

As a Faculty Mentor, you will be compensated for your time. Per Article 13 of the 2019-2021 MSCF Master Agreement Section 10. PSEO/Concurrent Enrollment. Payment for assignments for mentoring/monitoring instruction in the college/high school credit programs shall be paid on a pro-rata credit equivalent basis. In no case shall an individual who does not meet minimum qualifications in the credential field of the course be assigned to mentor or do similar work. Mentors for these programs shall be compensated at the rate of one (1) credit for the first time an instructor is mentored in a course and one-half (1/2) credit each successive time. I wish you the best of luck this academic year.

Feel free to contact me at any time to ask questions or share concerns. I am available via phone at 651-846-1637 or by email at katie.pierre@saintpaul.edu.

Sincerely,

Katie Pierre

Katie Pierre
Director of College Partnerships
Saint Paul College

Saint Paul College Mission, Vision, and Values

Mission

Education for Employment...Education for Life

Saint Paul College offers comprehensive learning opportunities in both career and transfer education to enhance personal knowledge and advance economic opportunity for the benefit of a diverse population of constituents which includes students, business/industry/labor and the community.

Vision

Saint Paul College will be a leader in providing comprehensive life-long learning through innovative and quality-focused strategies and services.

Values

Saint Paul College is committed to the following values. The College mission and strategic goals are based on its values which are central to an effective learning organization.

- Excellence
- Integrity
- Success

Customer Service Standards

Saint Paul College is a student-centered institution and we aspire to provide the highest level of customer service to enhance the learning experience

Concurrent Enrollment Program Overview

Saint Paul College's Concurrent Enrollment Program provides high quality, college-level educational opportunities to school districts and high school students in St. Paul and surrounding suburbs. Currently, Saint Paul College's Concurrent Enrollment Program partners with two school districts and one charter school to provide college-level courses to high school students.

According to Minnesota Statutes section 124D.09 and Minnesota State Board Policy 3.5, a Post-Secondary Enrollment Options (PSEO) concurrent enrollment course is a college or university course made available through the PSEO program, offered through a high school, and taught by a high school teacher. Concurrent enrollment courses enroll only high school students who may earn both high school and college credit for satisfactorily completed courses.¹

Saint Paul College's Concurrent Enrollment Program works closely with partner high schools to determine course offerings, identify partner high school teachers credentialed to teach specific courses, and select students who meet the minimum requirements for participation. Creating close, mutually-beneficial partnerships between the College and participating high schools has led to an increase in the number of Concurrent Enrollment Program courses offered and the number of high school students earning both high school and college credit simultaneously while still in high school.

¹ Please see Appendix 1 for Minnesota State Colleges and Universities Board Policy 3.5 and Procedure 3.5.1.

Faculty Mentors

After High School Concurrent Enrollment Instructors are approved to teach Saint Paul College Concurrent Enrollment Program courses, they are assigned Faculty Mentors. These Faculty Mentors are full-time or part-time, credentialed instructors who teach in the same discipline as the High School Concurrent Enrollment Instructor. Along with providing teaching advice, syllabus preparation assistance, and serving as a general resource to High School Concurrent Enrollment Instructors, Faculty Mentors assure that standards of achievement, grading standards, and assessment measures are similar in Concurrent Enrollment Program courses as they are for on-campus courses.

To assure that all standards are the same for Concurrent Enrollment Program courses and corresponding on-campus courses, Faculty Mentors schedule at least one site visit (per semester class) with the High School Concurrent Enrollment Instructors. These visits serve as opportunities to discuss Course Outlines, syllabi, teaching styles, learning styles, assessment standards, grading standards, and grade distribution. Following this visit, Faculty Mentors submit a detailed Concurrent Enrollment Site Visit Report. Faculty Mentors will discuss their thoughts and observations with High School Concurrent Enrollment Instructors prior to submitting any of their Site Visit Reports to Saint Paul College.² High School Concurrent Enrollment Instructors are asked to submit a reflection about this visit to their Faculty Mentor and Director of College Partnerships.³

In addition to the site visit, Faculty Mentors are responsible for offering discipline specific professional development for each of their High School Concurrent Enrollment Instructors once per academic year. The goal of this activity is to further collegial interaction and enhance instructors' pedagogy and breadth of knowledge in the discipline. Faculty Mentors complete a Professional Development Report⁴ and submit any supporting materials to the Director of College Partnerships.

Faculty Mentor Responsibilities and Expectations

The primary responsibilities and expectations of a Faculty Mentor is to verify that High School Concurrent Enrollment Instructors are teaching a rigorous, college-level course identical to that offered in an on-campus setting. Faculty Mentors are expected to work closely with their assigned High School Concurrent Enrollment Instructor to assure that the course(s) they are mentoring are rigorous and being taught at the college-level.

Faculty Mentors must:

- When first being paired, provide new concurrent enrollment instructors with course-specific training in course philosophy, curriculum, pedagogy, and assessment prior to the instructor teaching the course, including:
 - Provide guidance and feedback to the instructor as they develop a course syllabus and assessments.
 - Discuss curriculum and course outline prior to teaching the course.
- Provide course updates and review course evaluations.
- Schedule at least one site visit (per semester class) to:
 - Provide an in-class observation and complete a Saint Paul College Concurrent Enrollment Site Visit Report.
 - Discuss pedagogical, curricular, and assessment procedures/plans to ensure consistency in learning expectations and outcomes.
 - Monitor progress with the class.
 - Ensure that the same standards of achievement are expected of HS students as are expected at the college level.
 - Ensure that the grading agreement is followed.
 - Ensure HS students assessed using the same methods as college students.
 - Discuss any issues that may arise regarding non-compliance.

² Please see Appendix 2 for the Saint Paul College Concurrent Enrollment Site Visit Report.

³ Please see Appendix 3 for the Saint Paul College Concurrent Enrollment Site Visit Report Reflection.

⁴ Please see Appendix 4 for CEP Professional Development Report.

- Discuss any student issues that may arise.
- Documentation of each meeting will be submitted to Director of College Partnerships.
- Provide annual discipline-specific professional development to further enhance instructors' pedagogy and breadth of knowledge in the discipline and complete Professional Development Report.
- Approve the final course syllabus.
- In conjunction with the Director of College Partnerships, ensure High School instructor abides by all policies outlined in the College Faculty Handbook and Employee Code of Conduct.
- Ensure that the HS faculty conducts the end-of-course evaluation as is done at SPC.
- Correspond and collaborate with your High School instructor in a professional, timely and courteous manner.

Faculty Mentors will find this information, and MSCF Master Agreement language surrounding PSEO/Concurrent Enrollment on the Faculty Mentorship Agreement document.⁵

In-Class Observations

As stated above, a Faculty Mentor will schedule one site visit (per semester class). Please see Appendix 2 for the Saint Paul College Concurrent Enrollment Site Visit Report.

It is the expectation that the High School Concurrent Enrollment Instructor prepares and teaches an actual lesson during the Faculty Mentor's in-class observation. Please refrain from planning class-long group work activities, laboratories, and/or examinations on the day of an in-class observation. Aspects of all of these may be incorporated into the lesson, but Faculty Mentors expect to see High School Concurrent Enrollment Instructors teaching a lesson. This is an essential part of the in-class observation process and is one way in which Faculty Mentors assure that Concurrent Enrollment Program courses adhere to the strict academic standards of those classes taught on campus.

Faculty Non-Compliance

If SPC faculty are found to be non-compliant with the faculty responsibilities stated above, the college may deny the course request for the following year.

Criteria for Determining High School Concurrent Enrollment Instructor Eligibility

After lengthy discussions with high school administrators, counselors, and teachers, Saint Paul College's Concurrent Enrollment Program determines what courses will be offered for the upcoming academic year. During this process, discussions regarding the expected standards and rigor of the educational opportunities offered to Concurrent Enrollment Program students also take place.

The Saint Paul College Concurrent Enrollment High School Instructor Application⁶ process requires all applicants to submit each of the following: Information Sheet, Cover Letter, Current Resume, Undergraduate Transcripts, Graduates Transcripts, and Recommendation Letter from High School Principal or Secondary Concurrent Leadership. High School Minnesota State Credential Requirements can be found at <https://www.minnstate.edu/system/asa/academicaffairs/cfc/>

High School Concurrent Enrollment Instructor Responsibilities and Expectations

High Schools Concurrent Enrollment Instructors must:

- Attend a course-specific orientation with a Faculty Mentor each year

⁵ Please see Appendix 5 for Faculty Mentor Agreement.

⁶ Please see Appendix 6 for High School Instructor Application.

- Develop a course syllabus and assessments that are reviewed and approved by Faculty Mentor to ensure consistency in learning expectations and outcomes
- Meet with Faculty Mentor at least two times (face-to-face or virtual) to receive course updates and to review course evaluations
 - One visit must be a site visit and include an in-class observation, review site visit report and complete reflection
 - Participate in professional development activity
- Maintain the rigor of the course to meet the on-campus expectations
- Utilize similar grading standards
- Cover all objectives and topics found in the course summary
- If determined necessary through discussion with Faculty Mentor, build and utilize a learning management system / online space for the course and provide access to Faculty Mentor
- Require students to complete course evaluations at the end of the course
- Assign final, whole letter grades
- Provide all necessary documents or paperwork as requested by Dean of Enrollment Management or Director of College Partnerships
- Correspond and collaborate with your Faculty Mentor in a professional, timely, and courteous manner

High School Concurrent Enrollment Instructors teaching in Saint Paul College's Concurrent Enrollment Program are expected to offer students a rigorous, college-level learning experience identical to that offered in an on-campus setting. High School Concurrent Enrollment Instructors are expected to work closely with their assigned Faculty Mentor to assure that the course(s) they are teaching are rigorous and being taught at the college-level. The expectation is also that students are being assessed at the same level as those students taking the same courses on the Saint Paul College campus.

The Course Outline is the guiding document that dictates what material is covered and to what depth this material is to be covered in a particular course. High School Concurrent Enrollment Instructors are expected to use this document, and assistance from Faculty Mentors, to create a syllabus, and a course, that covers all Learning Outcomes and Major Content Areas. Failure to cover ALL Learning Outcomes and Major Content Areas may jeopardize Saint Paul College's ability to give participating students college credit.⁷

High School Concurrent Enrollment Instructors are expected to create a thorough syllabus that is approved by their Faculty Mentor. The course syllabus is an expansion of the Course Outline that includes course details relevant to the instructor, the textbook used, and the semester the course is offered. The syllabus includes a description of the course, including title and number of credits, the grading policy, the instructor's attendance policy, course materials such as texts and supplements, and information on when, where and how the instructor will be available to students outside class. Saint Paul College Concurrent Enrollment Syllabi Expectations and a syllabus template are available for review at the end of this Manual.

High School Concurrent Enrollment Instructors are responsible for remaining vigilant in their communication with representatives of Saint Paul College (Faculty Mentor, Dean of Enrollment Management, Director of College Partnerships, and other Concurrent Enrollment Program staff). Communication is expected to be prompt, professional, and thorough. When documents, class lists, and syllabi are requested by either Faculty Mentors or Concurrent Enrollment Program staff, these requested items are to be sent in a timely manner.

High School Instructor Non-Compliance

High School Concurrent Enrollment Instructors are integral members of the Saint Paul College community. By teaching in SPC's Concurrent Enrollment Program, High School Concurrent Enrollment Instructors agree to uphold the rigor of their classes to the same standards of those taught on our campuses. Along with teaching a rigorous, college-level course in the

⁷ Please see Appendix 7 Concurrent Enrollment Course Syllabus Expectations.

high school, High School Concurrent Enrollment Instructors also agree to attend all Professional Development Opportunities and remain vigilant in their communications with Saint Paul College representatives.

If a Faculty Mentor determines via correspondence or an in-class observation that the class being taught by a High School Concurrent Enrollment Instructor does not meet the rigorous, college-level standards that are expected, a meeting will be held to discuss ways in which this issue can be addressed.

If a High School Concurrent Enrollment Instructor cannot attend any of the Professional Development Opportunities hosted by Saint Paul College's Concurrent Enrollment Program, it is the responsibility of the Concurrent Enrollment Instructor to inform the Dean of Enrollment Management or Director of College Partnerships of his/her absence. If continual absences become a problem, a meeting will be held to discuss the reason for these absences. On most occasions, High School Concurrent Enrollment Instructors will consult with the Dean of Enrollment Management or Director of College Partnerships, who oversees the Concurrent Enrollment Program, to determine what needs to be done to make up for the absence at a Professional Development Opportunity.

Saint Paul College's Concurrent Enrollment Program reserves the right to de-certify, suspend, or dismiss any High School Concurrent Enrollment Instructor at any time for gross misconduct or non-compliance with Saint Paul College policies and procedures.

Concurrent Enrollment Eligibility

To participate in Saint Paul College's Concurrent Enrollment Program, students must meet a number of eligibility requirements. Students must meet class rank requirements established by the Minnesota Statutes section 124D.09 and Minnesota State Colleges and Universities Board Policy 3.5 and Procedure 3.5.1.⁸

Saint Paul College's Concurrent Enrollment Program places the onus of verifying the enrollment eligibility of students taking its courses squarely on the Partner High School. Failing to adhere to eligibility requirements and/or registration policies and procedures may jeopardize Saint Paul College's ability to offer Concurrent Enrollment Program courses at institutions and/or award college credit to students enrolled in courses. Thus, it is extremely important that Partner High Schools abide by the eligibility requirements.

Course Registration Information

The Director of College Partnerships will coordinate course registration with high school partners. High School students will complete the online application following concurrent enrollment application instructions. Once the application is complete, a student will be able to register for their course by logging into eServices and using the directions the Director of College Partnerships or college staff will provide to their High School Instructor. Once the class had completed registration, the High School Instructor will send a final roster to the Faculty Mentor and Director of College Partnerships.

Saint Paul College CEP Grading Policy

To support meaningful, beneficial partnerships that give students the opportunity to earn college credit while in high school, Saint Paul College's High School Partners are responsible for adhering to the policies, procedures, and practices of the Concurrent Enrollment Program. Failing to adhere to these policies, procedures, and practices jeopardizes Saint Paul College's ability to offer Concurrent Enrollment Program classes at secondary institutions and/or award college credit to students taking these courses. Adherence is critical.

⁸ Please see Appendix 1 for Minnesota State Colleges and Universities Board Policy 3.5 and Procedure 3.5.1.

It is expected that High School Administrators, Counselors/Deans, and Teachers provide the same academic rigor at all Concurrent Enrollment (CE) Program secondary institutions as found in on-campus Saint Paul College courses. A clear grading policy for CE courses at the Concurrent Enrollment secondary institution that is consistent with Saint Paul College on-campus courses reinforces that students taking Concurrent Enrollment Program courses are graded and assessed at a level consistent with on-campus college courses.

Awarding extra credit is not an acceptable Saint Paul College practice. Thus, this practice should not take place in CE courses at the Concurrent Enrollment secondary institution. Opportunities where students can re-test or re-learn for mastery of content and learner outcomes are acceptable.

Saint Paul College's Concurrent Enrollment Program's grading policy is grounded in National Alliance for Concurrent Enrollment Partnerships (NACEP) Accreditation Standards.⁹ Students taking Saint Paul College Concurrent Enrollment Program courses are to be held to the same learning expectations and outcomes, same grading standards, and assessed using the same methods as students in on-campus sections. The grade given for Saint Paul College credit must be the same grade given for high school credit.

Textbooks

Appropriate textbook or reading materials should be ordered/used in consultation with the faculty mentor and the high school instructor. The cost of the textbooks is the responsibility of the Partner High School. Supplemental materials may suffice for a textbook with approval from the faculty mentor.

⁹ Please see Appendix 8 NACEP Assessment Standard A1 reads, "The college/university ensures concurrent enrollment students' proficiency of learning outcomes is measured using comparable grading standards and assessment methods to on campus sections."

Appendix 1:

Board Policy 3.5 Post-Secondary Enrollment Options (PSEO) Program

Part 1. Definitions.

Subpart A. Post-Secondary Enrollment Options Program or "PSEO." The Post-Secondary Enrollment Options Program is the program established by Minnesota State Statutes 124D.09 to "promote rigorous educational pursuits and provide a wider variety of options for students." Through PSEO, high school students may earn both secondary and postsecondary credit for college or university courses completed on a college or university campus, at a high school, or at another location.

Subpart B. PSEO Concurrent enrollment course. A PSEO concurrent enrollment course is a college or university course made available through the PSEO program, offered through a secondary school, and taught by a secondary teacher.

Part 2. Postsecondary Enrollment Options Expectations. The Minnesota State Colleges and Universities shall provide opportunities for students to participate in the Post-Secondary Enrollment Options Program. Students shall be admitted according to criteria that promote progress through college-level coursework and that augment their continued academic growth consistent with board policies and system procedures.

Subpart A. Enrollment on campus. Enrollment of PSEO students in courses on a college or university campus shall be allowed on the basis of available space as defined by the college or university.

Subpart B. Compliance with standards. Colleges and universities shall require PSEO students to perform to the college's or university's academic and student conduct standards.

Subpart C. Developmental Courses. Colleges and universities shall not enroll students in developmental courses through PSEO.

Procedure 3.5.1 Post-Secondary Enrollment Options (PSEO) Program for Board Policy 3.5

Part 1. Purpose. In accordance with Minn. Stat. §124D.09 and Policy 3.5, this procedure governs the implementation of the Post-Secondary Enrollment Options program by system colleges and universities.

Part 2. Admissions Requirements for PSEO Students.

Subpart A. Eligibility Standards. PSEO participation shall be available to juniors and seniors enrolled through a Minnesota high school, home school, or alternative learning center who present evidence of the ability to perform college-level work. Such evidence includes the following:

1. for juniors, class rank in the upper one-third of their class or a score at or above the 70th percentile on a nationally standardized, norm-referenced test;
2. for seniors, class rank in the upper one-half of their class or a score at or above the 50th percentile on a nationally standardized, norm-referenced test; or
3. for juniors or seniors, documentation other than that specified in Part 2, Subpart A1 and Subpart A2 of this procedure of the student's readiness and ability to perform college-level work as determined by the college or university.

A college or university may set higher standards than those specified in Part 2 Subpart A1 and Subpart A2 for all students as needed to ensure student success.

Subpart B. Eligibility Review Process. Each college and university shall have a process for reviewing evidence presented by students seeking to participate in the PSEO program. This process shall address each of the criteria in Part 2 Subpart A of this procedure and shall include faculty participation as appropriate.

Subpart C. Career and Technical Education. Notwithstanding the eligibility standards established in Part 2, Subpart A of this procedure, a student who is in 10th grade and has attained a passing score on the 8th grade Minnesota Comprehensive Assessment in reading and meets any the other course prerequisites or course enrollment standards established by the college, including but not limited to assessment test scores, program admission, or other requirements, may enroll in a career or technical education course at a system college. If the student receives a grade of C or better in the course, the student shall be allowed to take additional career or technical education courses in subsequent terms. A career or technical course is a course that is part of a career and technical education program that provides individuals with coherent, rigorous content aligned with academic standards and relevant technical knowledge and skills needed to prepare for further education and careers in current and emerging professions and provides technical skill proficiency, an industry recognized credential, and a certificate, diploma, or an associate degree.

A student who first enrolls under this provision while in 10th grade and wishes to enroll in general education courses as an 11th or 12th grade student must take the system Assessment for Course Placement and achieve the required scores prior to enrollment.

Students admitted under this provision may be required to attend counseling or advising sessions at the discretion of the college.

Part 3. PSEO Student Support, Enrollment, and Performance.

Subpart A. Student Support. A college or university offering courses through the PSEO program shall ensure that PSEO students are provided with information that:

1. describes available academic and student support services and
2. outlines student responsibilities, including their responsibility to communicate with their high school about their academic performance in courses offered through PSEO.

Subpart B. Student Enrollment. Students choosing to enroll in PSEO courses, including PSEO concurrent enrollment courses, shall meet the requirements of Board Policy 3.3 and System Procedure 3.3.1, Assessment for Course Placement, before enrolling.

Subpart C. Student Performance and Program Effectiveness. A college or university shall collect data about the performance of each student enrolled in courses through PSEO for use in monitoring student progress and measuring PSEO program effectiveness. These data shall be reported to the system office.

Part 4. PSEO Offered through Concurrent Enrollment Courses.

Subpart A. Definition. As defined in Policy 3.5, a PSEO concurrent enrollment course is a college or university course made available through the PSEO program, offered through a high school, and taught by a high school teacher. As specified in Minn. Stat. §124D.09, concurrent enrollment courses enroll only high school students who may earn both high school and college credit for satisfactorily completed courses.

Subpart B. PSEO Concurrent Enrollment Courses. 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.

Subpart C. Concurrent Enrollment Agreements. Each college or university and school district wishing to offer one or more concurrent enrollment courses shall complete an agreement, signed by the appropriate representative of each party, which shall, at a minimum, address:

1. qualifications and responsibilities of high school instructors as defined in Subparts E and F of this procedure, including documentation of high school teacher qualifications;
2. college/university support to be provided to the instructor as defined in Subpart D of this procedure;
3. other resources, such as laboratory space and course materials, needed to support quality concurrent enrollment teaching and learning;
4. compliance with student participation requirements as specified in Part 2 and Part 4, Subpart H of this procedure;
5. financial arrangements for offering the course(s); and
6. duration of the agreement and frequency of its review, which shall be at least annually.

The form of the agreement between a district and a college or university and the financial arrangements for delivering concurrent enrollment courses shall be in conformance with system-determined practices for concurrent enrollment agreements that exist at the time the agreement is signed.

Subpart D. PSEO Concurrent Enrollment Instructor Support. For each high school teacher approved to provide PSEO instruction as a concurrent enrollment instructor, the college or university shall:

1. 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
2. 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.

Subpart E. PSEO Concurrent Enrollment Instructor Designation. Designation of a high school teacher to be a concurrent enrollment instructor requires:

1. completion of an application by the high school teacher;
2. approval by the teacher's principal as part of the application; and
3. approval by the college or university after consultation with faculty in the relevant discipline, consistent with Subpart F of this procedure.

Participation in a concurrent enrollment program by a high school teacher shall require compliance with all expectations for communicating with the college or university faculty member and participation in any required orientation and professional development activities, as outlined in the concurrent enrollment agreement and as described in Subparts C and D of this procedure.

Subpart F. PSEO Concurrent Enrollment Instructor Qualifications. The minimum qualifications for concurrent enrollment instructors shall be those determined by the college or university of record, consistent with the following:

1. 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;
2. for state universities, minimum qualifications for faculty are determined by academic departments.

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:

1. on-line courses taught by college or university faculty members;
2. on-campus college or university courses; and
3. college and university courses offered by a college or university faculty member in the high school.

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:

1. completion of additional graduate coursework;
2. field experiences; or
3. a program of structured independent study appropriate to the discipline or credential field within mutually agreed upon time parameters.

A high school teacher who was approved as a concurrent enrollment instructor prior to November 10, 2008 may continue to teach the same course or courses at the discretion of the college or university of record after consultation with the faculty member assigned to work with that high school teacher.

An annual report of high school teachers approved by a college or university as concurrent enrollment instructors shall be provided to the system office. The report shall include the total number of concurrent enrollment instructors, the number of concurrent enrollment instructors who do not meet the minimum qualifications, and information about the basis for approving those concurrent enrollment instructors who do not meet minimum qualifications.

Subpart G. Students in PSEO Concurrent Enrollment Courses. PSEO concurrent enrollment courses shall not simultaneously enroll PSEO and non-PSEO high school students except as provided in Subpart H of this procedure.

Subpart H. PSEO Concurrent Enrollment Exceptions. A high school that wishes to have a college or university offer a PSEO concurrent enrollment course to its students, but cannot generate sufficient enrollment to offer that course only to 11th and 12th grade students who meet the PSEO eligibility requirements of Part 2, Subpart A may:

1. request approval for an exception from the president of the college or university to allow 9th or 10th grade students who rank in the upper one-tenth of their class or attain a score at or above the 90th percentile on a nationally standardized, norm-referenced test, or have a favorable recommendation from a designated high school official to enroll in that course; or
2. request approval for an exception from the president of the college or university to allow non-PSEO students to enroll in that course. The president of the college or university shall approve or deny the request after the appropriate college or university consultation process. In any concurrent enrollment course that enrolls both PSEO and non-PSEO students:
 - a. PSEO students shall be the majority of the students in the course; and

- b. the concurrent enrollment instructor and college or university faculty member shall ensure that all PSEO students are held to college-level course standards.

An annual report of all concurrent enrollment exceptions granted by a college or university shall be provided to the system office and shall include information about efforts made to reduce the number of exceptions approved.

Appendix 2:

Saint Paul College Concurrent Enrollment Site Visit Report

**CONCURRENT ENROLLMENT
SITE VISIT REPORT**

Completed by faculty mentor

Expectation: This concurrent enrollment course is equivalent to a Saint Paul College course. The evaluation chart and questions 9-16 are specific to the required site visit. The goal is to evaluate the course through this observation.

High School	College Faculty Mentor
Instructor	Department
Course Number	Course Title
Date of Visit	

Faculty Mentor Evaluation (NACEP Accreditation Standard)	Needs Improvement	Meets Expectations	Excellent	Not Applicable
1. Implementation of college curriculum, adherence to Saint Paul College course outline (C-3).				
2. Coherence and completeness of Concurrent Enrollment Program Syllabus (C-3).				
3. Course reflects pedagogical, theoretical, and philosophical orientation of the sponsoring academic division/course outcomes (C-2).				
4. Course assignment and requirements meet college expectations (A-1).				
5. Student assessed using similar methods (e.g. papers, portfolios, quizzes, labs) as their on-campus counterparts (A-3).				
6. Final grades based on sound evaluations of course objectives (A-2).				
7. Use of Saint Paul College resources and high school community resources (S-3).				
8. Communication with Saint Paul College faculty mentor (F-3).				

9. What is the intended outcome of observed activity (from the Saint Paul College course outline)?

10. What teaching methodology is used to present the outcome?

11. Are the students able to show they learned the outcome consistent with the expectation of the on-campus SPC course (is it college-level)?

12. What assessments are being used to show that the skill, concept, or outcome was practiced or learned?

13. Is the student skill performance appropriate for this time in the semester/term?

14. Are there any suggestions for improvement?

15. Is follow-up necessary? If yes, what is the collaboratively planned follow-up?

16. Any other relevant observations?

Summary: Provide a summary of your observation if you feel it is appropriate.

Concurrent Enrollment Instructor Signature

Date

Faculty Member Signature

Date

Appendix 3:

Saint Paul College Concurrent Enrollment Site Visit Report Reflection

**CONCURRENT ENROLLMENT
SITE VISIT REPORT REFLECTION**

Completed by high school instructor

Expectation: After the site visit by the faculty mentor, the high school instructor needs to complete a reflection on the visit. Please submit the completed form to your faculty mentor and Director of College Partnerships.

High School

College Faculty Mentor

Instructor

Department

Course Number

Course Title

Date of Visit

Date Reflection Form Completed

In this reflection, please include your thoughts about the site visit and feedback from the faculty mentor.

Concurrent Enrollment Instructor Signature

Date

Appendix 4:

Saint Paul College Concurrent Enrollment Professional Development Report

Concurrent Enrollment Program Faculty Mentor Professional Development Report

NACEP Faculty Standard 3: CE instructors participate in college/university provided annual discipline-specific professional development and ongoing collegial interaction to further enhance instructors' pedagogy and breadth of knowledge in the discipline.

Faculty partners are responsible for offering annual discipline specific professional development for each of their high school partners. Annual discipline-specific professional development may include, but is not limited to:

- Saint Paul College campus visit consisting of:
 - Meeting with faculty mentors
 - Visiting discipline-specific classrooms
 - Lunch
 - Discussion in large group
 - Grade-norming activity
- Discipline-specific conference attendance
- Small group instructional feedback addressing discipline-specific issues/ideas
- Current literature – professional article on course objectives or content
- Division meeting attendance, if focus is on discipline content versus SPC policies or issues
- Grade-norming activity
- Graduate course completion in discipline area (course description and unofficial transcript is evidence)

Name of training, conference, workshop, or seminar:	
Date of Training:	
Start & End Time:	
Provided By:	
Location:	
Name of College Faculty Mentor:	
Name of High School:	
Name of High School Teacher:	
Course Name/Number:	
School Year:	
Date of Report:	

Please provide a summary of the training or attach the agenda, materials, and email exchanges as appropriate. Describe how this professional development enhances the instructors' pedagogy and breadth of knowledge in the discipline.

Appendix 6:

Concurrent Enrollment Instructor Application Process

Concurrent Enrollment (CE) Instructor Application Process

In order to teach in the Concurrent Enrollment Program (CEP), a high school instructor must complete an application and be approved by the college. CEP instructors must meet the college minimum credentials for faculty members. Credentials needed to teach courses in the Minnesota State system are determined at the system level.

- Liberal Arts or General Education high school instructors must possess a Master's degree in field (Math, English, Sociology, etc.) OR a Master's degree in any field with 18 credits in the discipline of the course (Math, English, Sociology, etc.).
- High school instructors who have a Master's degree and are taking classes from an approved university to complete the 18 credits can teach concurrent enrollment classes, if they meet the following criteria:
 - 2019-2020: minimum Master's + 9 grad credits
 - 2020-2021: minimum Master's + 12 grad credits
 - 2021-2022: minimum Master's + 15 grad credits
 - All high school instructors teaching CE courses with Saint Paul College must meet the credentials for their field by 2022, as identified by the Higher Learning Commission (HLC).
- Career and Technical Education instructors must meet the faculty credentials set forth by Minnesota State's joint faculty credentialing board. These criteria include appropriate education requirement, occupational experience requirement, and work recency. Review each credential field individually.
- Search Credential Field:
<http://minnstate.edu/system/asa/academicaffairs/cfc/fields/Code/credentials.php?action=list>
- Minn. State Board Policy 3.32 College Faculty Credentialing:
www.minnstate.edu/board/policy/332.html
- Procedure 3.32.1 College Faculty Credentialing:
www.minnstate.edu/board/procedure/332p1.html

Application Materials

1. Letter of intent describing why you would like to teach a concurrent enrollment course and what course you are interested in teaching
 2. Application
 3. Resume or CV outlining education and occupational history
 4. For instructors in the process of completing the 18 credits, you will need to complete a professional development plan. You also will need to submit unofficial transcripts upon completion of each course to verify progress.
 5. College transcripts – undergraduate and graduate
- Please note: If approved to teach concurrent enrollment classes, you will need to submit official transcripts to Saint Paul College, per HLC requirements. In order to for the transcript to be considered official, Human Resources needs to receive it directly from the school or be hand delivered in a sealed envelope.
 - Transcripts can be sent electronically to Marna Pringle at marna.pringle@saintpaul.edu or by mail to: Marna Pringle, Human Resource Representative, Saint Paul College, 235 Marshall Avenue, St. Paul, MN 55102

Application Deadline

Instructors should complete an application by May 1st if they wish to teach in fall and September 1st if they wish to teach the next spring to ensure adequate time for application review and if meets credentials, pairing with a faculty mentor and course planning.

Application Process

1. The college will review the applicant's materials, determine the capacity to offer the concurrent enrollment course, and make a recommendation to approve, provisionally approve, or deny the applicant. The applicant will receive communication indicating approval, provisional approval or denial from the college.
 - a. Provisional approval will require a meeting to discuss a professional development plan, which will be monitored by the college and the high school administration for successful progress and completion.
 - b. If satisfactory progress is not made within the agreed upon timeframe, the college reserves the right to revoke the provisional status which will discontinue Concurrent Enrollment courses at the end of the term.
 - c. For instructors who receive approval or provisional approval, the Human Resources Office will complete a faculty credentialing validation form and keep it in the instructor's file in their office. For those provisionally approved and working on a professional development plan, their validation form will be updated after each course is completed to track progress.
2. The interested high school instructor will submit all of the application materials to the Director of College Partnerships.
3. The Academic Dean for the department, Director of Human Resources, and the Director of College Partnerships will review all submitted materials and make a decision.
4. If Saint Paul College has capacity to offer the course, the high school instructor and administration will receive notice of the decision (approved, provisionally approved, or denied) from the college along with an explanation and next steps to take for the instructor.
 - a. If approved, the new CE instructor will receive details about scheduling a program and course orientation.
 - b. If provisionally approved, the new CE instructor will work with the college to make a plan towards meeting proper requirements and receive details about scheduling a program and course orientation. *If this is the case, a written plan must be approved by the college that specifies exact activities the high school instructor must engage in to meet college credentialing.*
 - c. If denied, the instructor may continue working with the college to move towards the proper credentialing to potentially teach the course in the future. *If this is the case, a written plan must be approved by the college that specifies exact activities the high school instructor must engage in to meet college credentialing.*
 - d. If the applicant is not credential eligible and is not eligible for a professional development plan, the college informs the instructor of denial.
5. For approved and provisionally approved instructors, a faculty mentor will be assigned by the college and the course outline will be sent to the new CE instructor.
 - a. The CE Instructor Handbook will be emailed to the new CE instructor.
 - b. It is expected that the CE Instructor reviews the CE Handbook.
6. The high school t instructor will receive information from the faculty mentor on how to create equivalent syllabi, examples of equivalent textbooks, course templates, etc.
7. The faculty mentor will remain in contact with the CE instructor and work with the new instructor on ensuring the syllabus, course expectations, and rigor are equivalent to that of the on-campus course.

Appendix 7:

Saint Paul College Syllabus Checklist

Saint Paul College Course Syllabus Expectations

Concurrent Enrollment (CE) instructors are required to hand out a college approved course syllabus at the beginning of each semester or year (depending on duration of course) that is aligned with the equivalent Saint Paul College course syllabus. Before the first day of school, CE teachers should submit the course syllabus to their mentor (i.e. SPC Faculty) for review and approval. CE faculty mentor reviews the course syllabus and, if approved, notifies the mentee (i.e. high school teacher), and then submits a copy of the syllabus to the Director of College Partnerships. Faculty mentors should work with high school instructor to make necessary changes should syllabus not be up to par with institutional standards.

Below is syllabus checklist to assist in developing your course syllabus.

Federal/HLC Requirement	Quality Matters Recommended	On My Syllabus	<h1>Syllabus Essentials</h1>
✓			Course Schedule Identifier: Course Name, Number, and Section (i.e. MATH 1730.20)
✓			Semester and Year/Academic Year (if yearlong course)
✓			Date & Times of Class Meeting
✓			Number of Credit Hours
✓			Instructor Contact Information
✓			Office Hours: per faculty contract (varies by division) General Education Discipline: 1 hour of weekly availability time for every 3 credits; a 15-credit course load = minimum of 5 office hours per week Career & Technical Discipline: 2 hours per week of availability time. Online Courses: Ideally conducted in an online format (chat) and can be proportionate to the number of credits taught online.
✓			Semester Start & End Dates: Also designated dates if partial semester.
	✓		Course Add/Drop & Withdrawal Dates
✓			Course Delivery Format: face-to-face, hybrid, online
✓			Course Description: This must match the description on the official course outline. It cannot be different from what is in the course catalog. Copy and paste from the official course online outline.
✓			Required Pre-Requisites/Co-Requisites
✓	✓		Minnesota Transfer Curriculum Goal(s) covered by the course.
✓			Learning Outcomes: The outcomes listed must match the official course outline. Copy and paste from the official course online outline. At least one course outcome will align with a college-wide learning outcome (CLO).
✓			Required Text & References: Include ISBN numbers for all books and/or direct digital link and/or description.
	✓		Required Materials & Supplies
	✓		Required Technology Skills

	✓	Required Technical Access: a computer system, Star ID, internet access, college e-mail account, Office 365, etc.
	✓	Netiquette
✓		Course Requirements & Grading Policies
	✓	Assessment Types: (e.g. participation, quizzes, exam, journals, performances, portfolios, etc.). If class participation and/or attendance are factored in, explain how these are evaluated, weighting of assignments, grading scale to be used.
	✓	Visual Representation of Grading Scale: e.g. graphs, pie charts, etc.
✓		Weekly Course Schedule: out of class assignments must represent two hours of work per credit per week. For example, a 3-credit class should show that the work students do outside of the class is equivalent to 6 hours per week (can be generic e.g. quiz, test, read chapters 1-2).
✓		<u>ADA Statement</u>
✓		"This syllabus is available in alternate formats upon request."
✓		<u>Veteran's Services</u>
	✓	Attendance Policy
	✓	<u>Academic Integrity Policy</u>
	✓	Last Day of Attendance Policy
	✓	<u>Academic Support:</u> online and on campus resources
	✓	<u>Student Support Services:</u> counseling services, computer open lab, advising, tutoring, One Stop, etc.
	✓	<u>Student Support Statements:</u> transgender statement, religious observance, sexual violence, etc.
	✓	Class Cancellation Procedure
	✓	Safety Alerts
	✓	Student Conduct Expectations



**2017 National Concurrent Enrollment Partnership Standards and Evidence
Standards Revised May 2017, Effective 2018-19 School Year
Required Evidence Revised September 2019**

Partnership Standards

Partnership 1 (P1)	<p>The concurrent enrollment program aligns with the college/university mission and is supported by the institution's administration and academic leadership.</p> <p>Required Evidence:</p> <ol style="list-style-type: none">1. Organization chart that shows how and where the concurrent enrollment program fits into the institution.2. Description of concurrent enrollment staff structure, including services provided by other departments of the college/university.3. A listing of all Faculty Liaisons by discipline and a description of Faculty Liaison role, including comprehensive faculty liaison procedures and practice guide or handbook.4. College/university mission statement, strategic plan or other guiding document and description of how the concurrent enrollment program aligns. Both Program Director and Chief Academic Officer will sign the NACEP Partnership Form or provide a letter that both individuals sign.
Partnership 2 (P2)	<p>The concurrent enrollment program has ongoing collaboration with secondary school partners.</p> <p>Required Evidence:</p> <ol style="list-style-type: none">1. A description of the ongoing collaboration between partners and the roles and responsibilities of each stakeholder. Include evidence that supports the collaboration, such as event materials, stakeholder survey results, partner meeting minutes, or advisory board feedback.2. A sample Memorandum of Understanding (MOU) or partnership agreement, if available, between the college/university and district or high school. If not available, description of the process under which a school/district leadership and concurrent enrollment program establish a partnership and the extent of the relationship.

Faculty Standards

Faculty 1 (F1)	<p>All concurrent enrollment instructors are approved by the appropriate college/university academic leadership and must meet the minimum qualifications for instructors teaching the course on campus.</p> <p>Required Evidence:</p> <ol style="list-style-type: none"> 1. Description of the process and timeline for appointing, approving, or denying concurrent enrollment instructors, and how the process is publicized or made available to high school partners. 2. Listing of minimum instructor credentials by course or discipline and a description of the process by which those qualifications are established by the institution's academic leadership. 3. Three completed samples of concurrent enrollment instructor applications, representing varied departments, that include documents required by the concurrent enrollment program (with secure information removed) and corresponding approval/appointment letters listing course/s for which instructor is approved.
Faculty 2 (F2)	<p>Faculty Liaisons at the college/university provide all new concurrent enrollment instructors with course-specific training in course philosophy, curriculum, pedagogy, and assessment prior to the instructor teaching the course.</p> <p>Required Evidence:</p> <ol style="list-style-type: none"> 1. For each discipline, a sample of course-specific training materials and agenda for new concurrent enrollment instructor training. 2. For each of these examples, a description written by the faculty liaison of how new instructors are trained. Include a description on how the materials provided for evidence are used. 3. Attendance tracking report documenting the date each new concurrent enrollment instructor received initial course-specific training.
Faculty 3 (F3)	<p>Concurrent enrollment instructors participate in college/university provided annual discipline-specific professional development and ongoing collegial interaction to further enhance instructors' pedagogy and breadth of knowledge in the discipline.</p> <p>Required Evidence:</p> <ol style="list-style-type: none"> 1. Provide all seminar descriptions, materials, event minutes, conference reports, or individualized meeting summaries utilized from each discipline's annual professional development activity. 2. For each discipline a description of how the example of the concurrent enrollment program's annual professional development further enhances course-content and delivery knowledge and/or addresses research and development in the field. This description should include the format, delivery method, frequency, and an explanation of how annual professional development is distinct from new instructor training. 3. Procedures and/or policy describing how the concurrent enrollment program ensures and tracks professional development participation, and follows up with those who do not attend. A tracking report documenting when each concurrent enrollment instructor most recently participated in annual professional development.
Faculty 4 (F4)	<p>The concurrent enrollment program ensures instructors are informed of and adhere to program policies and procedures.</p> <p>Required Evidence:</p> <ol style="list-style-type: none"> 1. A comprehensive concurrent enrollment instructor procedures and practice guide. 2. A description of the concurrent enrollment program's administrative orientation for new instructors, including agenda, materials, and format. 3. A copy of the procedures for instructor non-compliance. If you have had a non-compliant instructor/s, please provide documentation of the process followed.

Assessment Standard

Assessment 1 (A1)	<p>The college/university ensures concurrent enrollment students' proficiency of learning outcomes is measured using comparable grading standards and assessment methods to on campus sections.</p> <p>Required Evidence:</p> <ol style="list-style-type: none">1. A Statement of Equivalency written by each discipline's faculty liaison that follows the NACEP Statement of Equivalency Guidelines. A standard response is not appropriate.2. Paired student assessment tools from on-campus and concurrent enrollment sections – one paired example from each discipline for side-by-side comparisons (such as final exam, lab exercise, essay assignment, or grading rubric).
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Curriculum Standards

Curriculum 1 (C1)	<p>Courses administered through a concurrent enrollment program are college/university catalogued courses with the same departmental designations, course descriptions, numbers, titles, and credits.</p> <p>Required Evidence:</p> <ol style="list-style-type: none"> 1. A publicly available list of all courses offered through the concurrent enrollment program with descriptions that are linked to the college/university course catalog.
Curriculum 2 (C2)	<p>The college/university ensures the concurrent enrollment courses reflect the learning objectives, and the pedagogical, theoretical and philosophical orientation of the respective college/university discipline.</p> <p>Required Evidence:</p> <ol style="list-style-type: none"> 1. Paired syllabi from on campus and concurrent enrollment sections from one course per discipline, with the learning objectives highlighted. 2. A Statement of Equivalency for each discipline written by each discipline's faculty liaison that follows the NACEP Statement of Equivalency Guidelines. A standard response is not appropriate.
Curriculum 3 (C3)	<p>Faculty Liaisons conduct site visits to observe course content and delivery, student discourse and rapport to ensure the courses offered through the concurrent enrollment program are equivalent to the courses offered on campus.</p> <p>Required Evidence:</p> <ol style="list-style-type: none"> 1. A description of what happens during a typical site visit and an explanation of how site visits are used to provide feedback from college/university faculty to concurrent enrollment program instructors. 2. A description of how site visits are tracked by the concurrent enrollment program and an explanation of the concurrent enrollment program-defined site visit frequency of (1) first time instructors and (2) veteran instructors. 3. Provide tracking documentation that lists the most recent site visit date for each instructor and the name of the site visitor and title. 4. One site visit report representing each discipline performed by a faculty member with content knowledge of the discipline.

Student Standards

<p>Student 1 (S1)</p>	<p>Registration and transcripting policies and practices for concurrent enrollment students are consistent with those on campus.</p> <p>Required Evidence:</p> <ol style="list-style-type: none"> 1. Official letter from the college/university registrar verifying compliance with the standard. 2. Sample student transcript from the college/university with identifying information redacted. 3. Registration calendar(s) for concurrent enrollment, with explanations of any notable differences in registration, add/drop, and withdrawal timeframes compared with those for on-campus students.
<p>Student 2 (S2)</p>	<p>The concurrent enrollment program has a process to ensure students meet the course prerequisites of the college/university.</p> <p>Required Evidence:</p> <ol style="list-style-type: none"> 1. Published outline of registration process and sample application provided to students and schools, including any prerequisites for each college/university course offered for concurrent enrollment. 2. Description of process used to verify that students meet prerequisites.
<p>Student 3 (S3)</p>	<p>Concurrent enrollment students are advised about the benefits and implications of taking college courses, as well as the college’s policies and expectations.</p> <p>Required Evidence:</p> <ol style="list-style-type: none"> 1. Provide example materials addressing topics including, but not limited to: <ul style="list-style-type: none"> • College/university student conduct policies such as academic integrity, consequences of plagiarism, and academic dishonesty; • Advising issues such as college programs of study, prerequisites, pre-testing, course load, grading standards, and credit transferability; • Enrollment processes such as course cancellations and registration; • Legal rights under FERPA and ADA; and • Impact on future financial aid. 2. Description of the process of advising students, including format, delivery method, timeline, who conducts advising, and what information is provided.
<p>Student 4 (S4)</p>	<p>The college/university provides, in conjunction with secondary partners, concurrent enrollment students with suitable access to learning resources and student support services.</p> <p>Required Evidence:</p> <ol style="list-style-type: none"> 1. A description and documented evidence of the learning resources available to concurrent enrollment students, and how they are informed. 2. A description and documented evidence of the student support services available to concurrent enrollment students, and how they are informed.

Program Evaluation Standards

Evaluation 1 (E1)	<p>The college/university conducts end-of-term student course evaluations for each concurrent enrollment course to provide instructors with student feedback.</p> <p>Required Evidence:</p> <ol style="list-style-type: none"> 1. Survey instrument. If there is variation among departments, submit one sample of each type of evaluation instrument used. 2. Sample of an evaluation report that instructors receive regarding the college/university course. If there is variation among departments, submit one sample for each type of evaluation report used. 3. Description of process used to share student course evaluation results with concurrent enrollment instructors and faculty liaisons, as well as any follow-up actions that the concurrent enrollment program may take based on the results.
Evaluation 2 (E2)	<p>The college/university conducts and reports regular and ongoing evaluations of the concurrent enrollment program effectiveness and uses the results for continuous improvement.</p> <p>Required Evidence:</p> <ol style="list-style-type: none"> 1. Provide a detailed report describing a research study or set of evaluations that the concurrent enrollment program conducted within or on progress during the last two academic years prior to applying. This report should include abstract or executive summary which includes why the study was needed (i.e. what question did it answer), methodology, results, and discussion sections. Provide the research instrument such as surveys and interview questions, as appropriate. Some studies will rely on data pulls from existing data systems and will not have a research instrument. 2. Describe how the results and any improvement plans are being communicated with the college and school leadership, as well as how the program continues to track whether the improvement plan is yielding beneficial results. 3. Describe the types and frequency of program evaluation methods used by the program to assess student success, impact on school partners and/or other program goals.