



Concurrent Enrollment Program

# Faculty Liaison Handbook



MINNESOTA STATE

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# Saint Paul College Concurrent Enrollment Program Faculty Liaison Handbook

Greetings Faculty Liaisons,

Welcome to Saint Paul College's Concurrent Enrollment Program! Faculty Liaisons are integral to the success of our Concurrent Enrollment Program. Faculty Liaisons 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 Faculty Liaison Handbook contains information pertinent to Saint Paul College's Concurrent Enrollment Program.

As a Faculty Liaison, you will be compensated for your time. Per Article 13 of the 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](mailto:katie.pierre@saintpaul.edu).

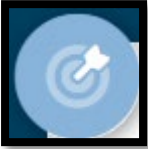
Sincerely,

A handwritten signature in black ink that reads "Katie Pierre". The signature is written in a cursive, flowing style.


Katie Pierre  
Director of College Partnerships  
Saint Paul College

# Saint Paul College Mission, Vision, and Values



## Mission

	Grounded in equity and inclusion, Saint Paul College educates and empowers students to lead purposeful lives and discover rewarding careers.
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## Vision

	Saint Paul College advances racial equity; enriches community vibrancy; and inspires students to reach their full potential.
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## Values

	We believe students are the heart of our work.
With compassion and dedication, we collaborate to create an inclusive and supportive learning environment to meet student needs, interests, and goals. When all students have access to resources and support, they are empowered to achieve success.	
	We are excellence-minded, equity-driven.
Diversity enriches our intellectual and professional community. Saint Paul College cultivates an environment of safety and transparency where all members are heard, valued, and respected. We apply anti-racism, trauma-informed practices that work to eliminate racism and increase access and opportunity for all.	



We are guided by evidence-based decision-making.

As a learning organization, we continually strive for improvement through purposeful and transparent decision-making with intentional consideration to identify what will best serve our students and the community.



We strive to bring value to our community.

We value collaborating and establishing partnerships that foster and enhance community connections. We are dedicated to meeting the needs of the changing labor market, supporting economic vitality and preparing students to contribute to a more socially just world.

## Concurrent Enrollment Program Overview

Saint Paul College's Concurrent Enrollment Program has been providing high quality, college-level educational opportunities to school districts and high school students in St. Paul and surrounding suburbs since 2014. At this time, the CEP partners with two school districts to deliver concurrent enrollment courses to high school students.

According to Minnesota Statutes section 124D.09 ([www.revisor.mn.gov/statutes/cite/124d.09](http://www.revisor.mn.gov/statutes/cite/124d.09)) and Minnesota State Colleges and Universities 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. [Click the links to view Minnesota State [policy 3.5](#) and [Procedure 3.5.1](#).]

Saint Paul College's Concurrent Enrollment Program works closely with partner high schools to determine course offerings, identify partner high school faculty 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. **A high school may allow non-concurrent enrollment students to take concurrent enrollment courses for high school credit only, but the majority of the students in the course must be taking it for college credit.**

# Faculty Liaisons

After High School Concurrent Enrollment Instructors are approved to teach Saint Paul College Concurrent Enrollment Program courses, they are assigned Faculty Liaisons. These Faculty Liaisons 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 Liaisons 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 Liaisons schedule at least one site visit (per semester class) with the High School Concurrent Enrollment Faculty. 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 Liaisons submit a detailed Concurrent Enrollment Site Visit Report. Faculty Liaisons will discuss their thoughts and observations with High School Concurrent Enrollment Faculty prior to submitting any of their [Site Visit Reports](#) to Saint Paul College. High School Concurrent Enrollment Faculty are asked to submit a [reflection](#) about this visit to their Faculty Liaison and Director of College Partnerships.

In addition to the site visit, Faculty Liaisons are responsible for offering discipline specific professional development for each of their High School Concurrent Enrollment Faculty 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 Liaisons complete a [Professional Development Report](#) and submit any supporting materials to the Director of College Partnerships.

## Faculty Liaison Responsibilities and Expectations

The primary responsibilities and expectations of a Faculty Liaison 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 Liaisons are expected to work closely with their assigned High School Concurrent Enrollment Instructor to assure that the course(s) they are liaisoning are rigorous and being taught at the college-level.

Faculty Liaisons 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.
- 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 Liaisons will find this information, and MSCF Master Agreement language surrounding PSEO/Concurrent Enrollment on the [Faculty Liaison Agreement document](#).

## High School Site Visits

Faculty Liaisons will conduct a [Site Visit](#) at least once during the course.

It is the expectation that the High School Concurrent Enrollment Faculty prepares and teaches an actual lesson during the Faculty Liaison's site visit. 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 Liaisons expect to see High School Concurrent Enrollment Faculty teaching a lesson. This is an essential part of the site visit process and is one way in which Faculty Liaisons assure that Concurrent Enrollment Program courses adhere to the strict academic standards of those classes taught on campus.

## Course Assessments

High School Faculty will be responsible for administering a Saint Paul College [course-level assessment](#) for their course. All Concurrent Enrollment courses must conduct either the department created assessment or one of their own, to be submitted annually.

Towards the end of the course, High School Faculty will be expected to administer an End of Course Evaluation to their students. This evaluation will assess course content and instruction. SPC's CEP staff will provide high school faculty with the assessment tool in the final month of their course. High school faculty are expected to set aside class time for students to complete the survey. Survey results are provided to high school faculty and their faculty liaison the following academic year.

## 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.

# High School Faculty

## Criteria for Determining High School Concurrent Enrollment Instructor Eligibility

All high school faculty who teach with the Saint Paul College Concurrent Enrollment Program are approved through an application process similar to what our on-campus faculty go through. SPC CEP high school faculty must meet the Higher Learning Commission's requirement of having the same minimum credentialing requirements of SPC's on campus instructors.

High school faculty must meet Minnesota State credentialing requirements for the subject area in which they teach concurrent enrollment courses. Credential requirements can be found at <https://www.minnstate.edu/system/asa/academicaffairs/cfc/>

Concurrent enrollment faculty applicants must submit their official undergraduate and graduate transcripts, resume, application, along with a cover letter stating their interest in teaching Concurrent Enrollment courses, credentials and experiences.

## High School Concurrent Enrollment Instructor Responsibilities and Expectations

As concurrent enrollment high school faculty for Saint Paul College, I agree to:

- Attend a course-specific training with faculty liaison when first starting in program prior to teaching the course at the high school
  - Topics covered at course-specific training will include:
    - Course philosophy, curriculum, pedagogy, and course outline
    - Guidance and feedback to the instructor as they develop a course syllabus and assessments
- Utilize similar grading standards
  - Assign final, whole letter grades
  - Cover all objectives and topics found in the course summary
  - Provide course gradebook for review if requested by faculty liaison
- Develop course syllabus and assessments that are reviewed and approved by faculty liaison to ensure consistency in learning expectations and outcomes
- Provide course syllabus and paired assessments to Director of College Partnerships for accreditation documentation
- Meet with faculty liaison as needed to receive course updates and discuss class concerns
- Correspond and collaborate with your faculty liaison in a professional, timely, and courteous manner
- Coordinate with faculty liaison at least one site visit/class observation (per semester class)
- Review Site Visit Report completed by faculty liaison and complete brief Reflection Form
- Maintain course rigor to maintain “on-campus” expectations
- Participate in annual discipline-specific professional development activity with faculty liaison to further enhance CE HS faculty members’ pedagogy and breadth of knowledge in the discipline
- Provide all necessary documents/paperwork as requested by the Director of College Partnerships

- Attend Concurrent Enrollment Program Convening each fall
- Provide students with campus resources including showing orientation video and sharing student CEP web page and manual
- Require students to complete end of course evaluation and discuss results with faculty liaison

High School Faculty teaching in Saint Paul College's CEP are expected to offer students a rigorous, college-level learning experience. High School Faculty are expected to work closely with their assigned Faculty Liaison 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 campus at Saint Paul College.

The [Common 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 Faculty are expected to use this document in conjunction with assistance from Faculty Liaisons, to create a syllabus, and a course that covers all Learning Outcomes and Major Areas of Course Content. **Failure to cover ALL Learning Outcomes and Major Areas of Course Content may jeopardize Saint Paul College's ability to give participating students college credit.**

High School Faculty are expected to create a thorough [syllabus](#) in cooperation with their Faculty Liaison. All learner outcomes must be listed on the syllabus, and faculty liaisons must approve and submit a copy of the syllabus prior to the course start as part of the preliminary visit. The course syllabus is an expansion of the Common Course Outline that includes grading policies and procedures and due dates for all major course events. Saint Paul College Faculty Liaisons work closely with High School Faculty to determine appropriate expectations for Concurrent Enrollment courses, and all policies listed in the Concurrent Enrollment syllabus should be upheld by the school district.

### **Instructor Leave and Substitute Policy**

In the event that a concurrent enrollment instructor is unable to teach their course for an extended period (longer than three weeks), the high school or district must notify the Director of College Partnerships and the designated faculty liaison as soon as possible. The college and high school will work collaboratively to determine an appropriate plan on a case-by-case basis.

If the high school or district has advance notice of an instructor's planned leave (e.g., maternity/paternity leave, adoption, scheduled surgery, or dependent care), the school is expected to make a reasonable effort to identify another instructor who meets the college's credentialing requirements to serve as a substitute. The school must consult with the Director of College Partnerships and the faculty liaison to coordinate an appropriate instructional plan.

In emergency situations—such as illness, accident, death, immediate resignation prior to the term, or deployment into military service—where a credentialed replacement is not available, a non-credentialed instructor may be permitted to teach the course for the remainder of that term. However, they will not be eligible to teach any future concurrent enrollment courses unless full credentialing requirements are met. Immediate notification to the Director of College Partnerships and faculty liaison is required to initiate onboarding and support for the interim instructor.

For short-term, unplanned leaves, the college will work with the high school to determine options for maintaining instructional continuity using appropriately credentialed personnel. These may include temporary coverage by a credentialed faculty member, guest lectures, or grading support from a faculty liaison or adjunct. If a suitable arrangement cannot be made, the institution reserves the right to administratively withdraw students from the course. Student teachers may not assume instructional duties, as they are not credentialed or approved by the college.

## High School Instructor Non-Compliance

As part of being a part of SPC's Concurrent Enrollment Program, High School Faculty agree to uphold the rigor of their classes to the same standards of those taught on our campus. Along with teaching a rigorous, college-level course in the high school, the High School Faculty also agree to attend annual Professional Development Opportunities and remain vigilant in their communications with Saint Paul College representatives.

If a Faculty Liaison determines via correspondence or a site visit that the class being taught by a High School Faculty does not meet the rigorous, college-level standards that are expected, the Faculty Liaison and Director of College Partnerships will meet with the High School Faculty to discuss ways in which this issue can be addressed.

If a High School Faculty cannot attend any of the Professional Development Opportunities hosted by Saint Paul College's CEP, it is the responsibility of the High School Faculty to inform the 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 Faculty will consult with the Faculty Liaison and Director of College Partnerships, who oversees the CEP, to determine what needs to be done to make up for the absence.

Saint Paul College's Concurrent Enrollment Program reserves the right to de-certify, suspend, or dismiss any High School Faculty at any time for gross misconduct or non-compliance with Saint Paul College policies and procedures. Please visit [www.minnstate.edu/board/procedure/1cOp1.html](http://www.minnstate.edu/board/procedure/1cOp1.html) to access the Employee Code of Conduct.

## Student Information

### Concurrent Enrollment Eligibility

To participate in Saint Paul College's CEP, students must meet several eligibility requirements. Students must meet class rank requirements established by the [Minnesota Statutes section 124D.09](#) and Minnesota State Board [Policy 3.5](#) and [Procedure 3.5.1](#).

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 Placement

All Saint Paul College Concurrent Enrollment students must meet the specific course placement requirement (prerequisites) for the courses they plan to take. Many of the courses in the Concurrent Enrollment Program require only certain reading placements to enroll, however there are some that may require certain Math or English placement levels. High Schools are responsible for ensuring that all students have met the placement/prerequisite requirements of their registered courses.

Students can meet the placement requirements for courses a variety of ways: through assessments (Accuplacer/ACT/SAT/MCA) or high school GPA.

Specific course placement requirements can be found on Saint Paul College's Course Descriptions pages. The SPC Concurrent Enrollment team will also provide course placement/pre-requisites information for all scheduled classes to each school, each year.

## 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 Liaison 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 Saint Paul College. Failing to adhere to these policies, procedures, and practices jeopardizes Saint Paul College's ability to offer CEP classes at secondary institutions and/or award college credit to students taking these courses. Adherence is critical.

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

Opportunities where students can re-learn for mastery of content and learner outcomes are acceptable on a limited basis. High School Faculty should consult with their Faculty Liaison and dean of subject area to determine appropriate college practices for re-learning material.

Saint Paul College's Concurrent Enrollment Program's grading policy is grounded in [National Alliance for Concurrent Enrollment Partnerships \(NACEP\) Accreditation Standards](#). Students taking Saint Paul College

Concurrent Enrollment Program courses are to be held to the same learning expectations and outcomes and assessed using similar methods as students in on campus sections.

**Saint Paul College Grading System:**

Grade	Honor Points
A: Superior Achievement	4 grade points per credit
B: Above Average Achievement	3 grade points per credit
C: Average Achievement	2 grade points per credit
D: Below Average Achievement	1 grade point per credit
F: Inadequate Achievement	0 grade points per credit
I: Incomplete [temporary grade based on written agreement between student and instructor]	0 grade points per credit
FN: Failure for Non-Attendance	0 grade points per credit
FW: Failure due to Unofficial Withdraw	0 grade points per credit
P: Pass [average work ("C") or above and suitable for transfer (arranged with instructor)]	0 grade points per credit
AU: Audit [student registers, pays and attends, but receives no credit (initiated/declared at registration)]	0 grade points per credit
W: Withdraw [student initiated by deadlines in course schedule]	0 grade points per credit
IP: In-Progress [class(es) currently in progress]	0 grade points per credit

Students earning D/F/Ws in SPC courses should meet with their High School Counselor or SPC Advisor to determine if taking more SPC courses is appropriate.

## Textbooks

Appropriate textbook or reading materials should be ordered/used in consultation with the faculty liaison 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 liaison.