



Concurrent Enrollment Program

High School Faculty Handbook

Saint Paul College

Concurrent Enrollment Program

High School Faculty Handbook

Greetings High School Faculty,

Welcome to Saint Paul College's Concurrent Enrollment Program (CEP). As High School Faculty for our Concurrent Enrollment Program, you are an integral member of the College community.

The High School Faculty Handbook contains information pertinent to Saint Paul College's CEP. In this handbook, you will find an introduction to Saint Paul College's CEP, information about the responsibilities and expectations of High School Faculty, and pertinent policies, procedures, and practices of our CEP.

I look forward to working with you as you expand the educational opportunities available to your students. Do not hesitate to contact me at any time to ask questions or share concerns. My email address is katie.pierre@saintpaul.edu and my phone number is 651-846-1637.

I wish you and your students the best of luck this academic year.

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.

Vision



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

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) 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.**

Cost Structure

Saint Paul College charges partner high schools for each Concurrent Enrollment Program course offered at their institution. SPC charges \$3,000 per course, per mentor-mentee relationship, per term, regardless of the class size. SPC aligns with the Minnesota State common pricing structure for all participating Minnesota State two-year colleges.

Textbooks

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

High School Faculty

High School Faculty Credentialing

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.

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 Faculty Expectations

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.

Communication with Saint Paul College

It is the expectation that High School Faculty remain vigilant and timely in their communication with their Faculty Liaison and Saint Paul College Concurrent Enrollment Program Staff.

Communication between High School Faculty and representatives from Saint Paul College will take place primarily through email. Timely replies are essential when Faculty Liaisons are requesting information and/or attempting to set-up classroom observations. Your cooperation in remaining vigilant and timely in your communication with Saint Paul College representatives, especially Faculty Liaisons, is greatly appreciated and expected.

High School Faculty Responsibilities

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 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.

Saint Paul College 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

Addressing 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/1c0p1.html to access the Employee Code of Conduct.

Faculty Liaisons

Faculty Liaison Expectations

After High School Concurrent Enrollment Faculty 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 Faculty. Along with providing teaching advice, syllabus preparation assistance, and serving as a general resource to High School Concurrent Enrollment Faculty, 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.

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 CEP 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 CEP 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.

Application Process

Interested students are required to apply online to Saint Paul College. High School students will complete the online application using concurrent enrollment application instructions.

Course Registration Process

The Director of College Partnerships will coordinate course registration with high school partners. Once the application is complete, a student can 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 Faculty. Once the class had completed registration, the High School Faculty will send a final roster to the Faculty Liaison and Director of College Partnerships.

Adding, Dropping or Withdrawing from a Class

Before adding, dropping, or withdrawing from a course, it is highly recommended students meet with their high school counselor. Some high schools require a meeting before students can adjust their class. See your counselor for details.

Add

Concurrent Enrollment students may add a course through the 10th day after the start of class.

Drop

Concurrent Enrollment students are allowed to drop a course through the 10th day after the start of class. Dropped courses do not appear on a transcript and do not impact academic standing.

Withdraw

Concurrent Enrollment students can withdraw from a course through approximately 80% of the term. Withdraws appear on a transcript as a 'W' and have a direct impact on their academic standing.

Grading Information

Grade Point Average Standard

A college-level cumulative grade point average of 2.0 (C) is required to graduate with a degree, diploma, certificate or completion of the Minnesota Transfer Curriculum.

Grade Point Average Computation

For each grade students earn in a course, they will be assigned honor points.

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

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.

Satisfactory Academic Progress

Saint Paul College is dedicated to providing all students with the opportunity to reach their educational goals. Students are responsible for maintaining an acceptable level of academic progress. To support their efforts to meet academic standards, students should attend class regularly and actively engage in the learning process. Students are also expected to monitor their own academic progress.

Federal regulations require that a college develop a standard of satisfactory academic progress. This satisfactory academic progress standard must have both a qualitative standard (grade point average) and a quantitative standard (course completion). Students bear primary responsibility for their own academic progress and for seeking assistance when experiencing academic difficulty. The following standards are used to determine a student's academic and financial aid standing. Satisfactory Academic Progress is reviewed at the end of the Fall Semester, Spring Semester, and Summer Term of each academic year.

Qualitative Standard

Students must maintain a minimum 2.0 cumulative GPA for all coursework including withdrawals, incompletes and non-credit courses. For repeated courses, the highest grade achieved will be used for the GPA. Transfer credits do not affect the student's GPA.

Quantitative Standard

Students must complete 67% of the cumulative credits attempted based on their enrollment status. All credits attempted will be calculated into the completion percentage. This includes courses that are designated with a withdrawal, incomplete, non-credit courses and courses that have been repeated. Any coursework that has been accepted as transfer credit toward current program completion will also be included in progress made toward the current program.

Academic Warning

Students who do not meet the cumulative standards at the end of a semester of enrollment will be placed on Academic Warning for the next semester of enrollment. When the warning is issued a registration hold is placed on the student's account. Students must complete the online Academic Warning Agreement Form to have the hold removed and are strongly encouraged to meet with their Pathway Advisor to develop a success plan to improve their academic standing. Students who successfully earn a cumulative 2.0 GPA and cumulative 67% completion rate while on warning will return to good standing.

Academic Suspension

Students on warning who fail to meet the cumulative standards at the end of their following term of enrollment will be placed on Academic Suspension for two semesters. Students on suspension are not allowed to register for future terms. Any registered courses for future terms will be dropped from the student's account. All students placed on suspension must appeal to be reinstated. Students who were suspended prior to the start of their Concurrent Enrollment class have until the end of the first week of their high school class to submit a [Suspension](#)

[Appeal](#). If the appeal is approved by the Director of Advising, the student *must* meet with the Concurrent Enrollment advisor for a Return From Suspension meeting before the add/drop deadline for the course.

Suspension for Extraordinary Circumstances

The College may immediately suspend a student in certain circumstances, such as but not limited to:

- A student who was previously suspended and whose academic performance falls below acceptable levels during a subsequent semester.
- A student who registered for but does not earn any credits in their first semester by earning all FN/FW/F grades.

Academic Suspension Appeal

Students who believe they failed to achieve satisfactory academic progress due to extenuating circumstances may file an appeal prior to waiting two semesters. However, students must provide documentation supporting their claim of extenuating circumstances interfering with their ability to be successful in school. Students who have served their two-semester suspension period must appeal for reinstatement by completing the Academic Suspension Appeal Packet, which can be obtained in the One Stop or via the Saint Paul College website.

Students with approved appeals will not be allowed register until meeting with a Pathway Advisor to develop an academic success plan.

Probation

Students who have successfully appealed their suspension will be placed on probation for the next enrolled semester. During probation, students must meet the college's 2.0 cumulative grade point average and cumulative 67% completion rate requirement to return to good standing at the end of the semester. Students who fail to meet the cumulative requirements for GPA and completion will be placed back on suspension. Students who fail to meet the conditions specified in their academic plan will also be placed back on suspension.

Notification of Status and Appeal Results

Results of Satisfactory Academic Progress evaluations at the end of a semester are sent to the student's official college email account. Appeal results are sent to the student's official college email account and personal email.

Saint Paul College Policies and Procedures

Students taking CEP courses through Saint Paul College are beholden to the same rules, policies, and procedures as all other students. Students taking CEP courses are held to the same standards of achievement as those expected of students enrolled in on-campus sections. Grading standards are also the same as those used in on-campus sections at Saint Paul College.

Each student is responsible for being familiar with all student rights, responsibilities, and all campus-wide College Policies. All policies are published yearly in the Student Handbook and available on the College website. The following policies are included in the official Saint Paul College Policies section in the Student Handbook: Academic Integrity Policy, Code of Student Conduct, Computer Usage Policy, Drug and Alcohol-Free Campus, Smoking/Tobacco Policy, Transfer of Credit Policy.

Student Code of Conduct

Every student at Saint Paul College is expected to conduct themselves in accordance with [MinnState Board Policy 3.6](#) and generally accepted norms of conduct to preserve SPC's safe and supportive learning environment. SPC has the right to act to support and protect the safety and well-being of the college community. Faculty has the responsibility to manage the classroom environment.

You can review the entire Student Code of Conduct here: www.saintpaul.edu/student-services/code-of-student-conduct

Plagiarism is serious. Plagiarism includes, but is not limited to, the use of paraphrase or direct quotation of the published or unpublished work of another person without full and clear acknowledgement, or the unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or other academic materials. If you are in doubt about plagiarism, ask your Faculty Liaison or other academic professional.

Parent/Guardian Access to Information

Once a student enrolls in courses school beyond the high school level (Concurrent Enrollment), the rights to educational records are transferred to the student alone.

This means that we cannot give out information to relatives or anyone else concerning a student's school record(s) without their written, signed permission. However, the Concurrent Enrollment contract does allow Saint Paul College to collaborate with high schools and high school faculty regarding enrollment and grades each semester.

Accommodations

A student enrolled in a Saint Paul College course may qualify for accommodations if they have a documented disability. They must request their accommodations through the Office of Access and Disability Resources (ADR) at SPC. Though the accommodations granted may be similar to what they had in regular high school courses, the process to grant the accommodations in SPC courses is different. The student needs to self-identify and request accommodations from the college.

This request should be done shortly after the student has applied to the college and in advance of the course so that all accommodations and resources are ready for the student on the first day of classes. Any accommodations granted after the start of the class will start immediately upon approval and will not apply retroactively. More Information can be found on the ADR page here: www.saintpaul.edu/student-services/access-disability-resources/

Academic and Student Resources

All Concurrent Enrollment Program students have the same level of access to learning resources as students taking classes on our campus. For a complete listing of student resources and schedules for these resources and services, please visit: www.saintpaul.edu/student-services

Students will receive access to the full [Saint Paul College Concurrent Enrollment Student Handbook](#) on the SPC Concurrent Enrollment Program website, an introduction to the Concurrent Enrollment program via the [orientation video](#), and links to other student resources: www.saintpaul.edu/student-services/#resources

Star ID Information

Upon application to Saint Paul College, students are given a Star ID and set up a password for their account. The Star ID login information allows students to access their SPC eServices account, library resources, email, and D2L Brightspace.

If a student loses their Star ID information or need to reset their password, they can do so at:
starid.minnstate.edu

eServices

eServices is a Minnesota State system-wide online platform that allows students to manage any Minnesota State institution they have attended. Through eServices, students can update their personal contact information, track degree progress, view final grades, and obtain unofficial transcripts. To log in, students just use their Star ID and Password. eServices can be accessed by visiting the Saint Paul College homepage and selecting eServices from the Current Students drop down menu.

Saint Paul College Email Account

All Concurrent Enrollment students will have a Saint Paul College school email assigned to them. Concurrent Enrollment Students are not required to use their SPC email, but it can be used to stay connected to SPC resources and events.

D2L Brightspace

D2L Brightspace is Saint Paul College's online learning platform. Here students can access online tutoring resources to assist them in their college courses. Students can log into D2L Brightspace with their Star ID and password from the Current Students dropdown on the SPC homepage. Some SPC high school faculty may use D2L for their entire course or just a few assignments.

Photo ID

All Concurrent Enrollment students are eligible to receive Saint Paul College Photo ID. To obtain a Photo ID, the student must present both a valid, current, government-issued picture ID as well as proof they are currently registered for classes, either with a printed class schedule or by showing the eServices enrollment screen on their mobile device in Admissions & Financial Aid, Room 1300.

This ID will give students access to the library, student events, various on campus programming, and discounts at participating local businesses.

Academic Resources

College Catalog	https://catalog.saintpaul.edu/
Tutoring Services	www.saintpaul.edu/student-services/academic-support-centers/
Campus Library	www.saintpaul.edu/campus/library/

Access and Disability Resources	www.saintpaul.edu/student-services/access-disability-resources/
---------------------------------	--

Student Resources

Academic Advising	www.saintpaul.edu/academics/academic-advising/
Academic Calendar	www.saintpaul.edu/academics/academic-calendar/
GPA Calculator	www.saintpaul.edu/gpa-calculator/
IT Services	www.saintpaul.edu/student-services/it-services/
Student Policies and Procedures	www.saintpaul.edu/current-students/student-policies/
Code of Student Conduct	www.saintpaul.edu/current-students/student-rights/
Course Placement	www.saintpaul.edu/admissions/placement/
Data Practices Policy	www.saintpaul.edu/student-data-privacy-policy/

Transfer Planning and Resources

Saint Paul College wants to make sure that students are making the most of the SPC courses available at their high school! There are some resources that can help students before, during, and after their time as a Concurrent Enrollment student.

Transferology

Making a FREE account at transferology.com offers students the ability to see how their credits might transfer to local, regional and national colleges and universities. If a school isn't listed, there is often transfer information listed on the college/university's website.

Saint Paul College Transfer and Degree Guides

Are students thinking of heading to SPC after high school graduation? They can get a jump start on their planning by looking at our available [degree](#) and [transfer](#) guides. Then, have the student meet with our College Partnerships Advisor!

Sending Saint Paul College Transcripts

Once students have completed their SPC courses, they can request to have their transcript set on to the college or university they plan on attending.

Minnesota State (MinnState) Schools:

Most MinnState schools can simply pull in a transcript from Saint Paul College at no cost. Encourage students to talk to the MinnState school directly for their process.

MinnState Schools include all of the Community and Technical colleges in Minnesota along with the following state universities: Bemidji, MSU: Mankato, MSU: Moorhead, Winona, Metropolitan, St. Cloud, and Southwest MSU.

Private, Out-of-State, and University of Minnesota:

Students will need to request an official Saint Paul College transcript to be sent by going to studentclearinghouse.org and selecting Order-Track-Verify. There is typically a small fee per transcript.