

2020-2021



SOUTH TEXAS
COLLEGE

REFERENCE GUIDE

for

Adjunct, Dual Credit Faculty, & STC
Faculty Teaching Dual Credit Courses



SOUTH TEXAS
COLLEGE

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STC GENERAL INFORMATION

- STC Vision, Mission, & Core Values
- Fact Sheet
- Programs of Study
- Essential Qualities of STC Faculty

VISION, MISSION, & CORE VALUES

2019-2025: South Texas College Vision, Mission, & Core Values

Vision Statement:

South Texas College will be a global model in educational innovation serving as a catalyst to drive regional prosperity, economic development, and the social mobility of those we serve.

Mission Statement:

South Texas College is a public institution of higher education that provides educational opportunities through excellence in teaching and learning, workforce development, cultural enrichment, community service, and regional and global collaborations.

Core Values:

1. **Student Success:** We are committed to the personal, academic and career goals of each student.
2. **Excellence:** We are committed to excellence and innovation in teaching, learning, and services.
3. **Opportunity:** We are committed to providing access and support for students to achieve their academic and career goals.
4. **Community:** We are committed to equitable results through inclusion, diversity, collaboration, and engagement.
5. **Integrity:** We are committed to being respectful, professional, honest, accountable, and transparent.



**SOUTH TEXAS
COLLEGE**



FACT SHEET



ABOUT

Founded in 1993, South Texas College is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools to award baccalaureate and associate degrees. Over 32,000 credit and over 13,000 non-credit students attend STC, and a faculty and staff of more than 2,600 serve STC's five state of the art campuses, two Higher Education Centers and one virtual campus.

CREATION

South Texas College was created on September 1, 1993, by Texas Senate Bill 251 to serve Hidalgo and Starr counties. A confirmation election, held on August 12, 1995, established a taxing district for the college. Seven districts, based on population, were also approved for single-member representation on the Board of Trustees. A community leader from each of the seven districts was originally appointed by Governor Ann Richards to serve on the founding Board of Trustees. Since then, an election process has been established, and all board members are elected for six year terms.

DUAL CREDIT

South Texas College is a model of collaboration with public schools and has one of the largest dual enrollment programs in the state of Texas. A variety of dual enrollment programs have been instituted, including six academies, drop-out recovery programs and other unique initiatives with 23 school districts, and 70 high school partners throughout Hidalgo and Starr counties. The programs allow eligible students to take college courses while attending high school. Combined, over 15,000 students are currently enrolled in these programs. Since 2000, South Texas College has provided tuition-free dual enrollment to over 106,000 students; saving families over \$200 million. In addition, South Texas College leads the nation in the number of Early College High School partnerships developed with area Independent School Districts. This includes 29 Early College High Schools and two Career and Technical Early College High Schools.

CONTINUING, PROFESSIONAL & WORKFORCE EDUCATION

The program provides opportunities for lifelong learners who want to upgrade their skills, change careers, renew licenses and certifications, or seek personal enrichment. There is a wide variety of course offerings including online classes. Additionally the division also offers customized training to area businesses, industries and the community. Training programs are tailored to a client's specific needs in terms of content, schedule and location.

ARTICULATION AGREEMENTS

For those students who wish to continue their education beyond an associate's degree, STC has more than 80 articulation agreements in place with colleges across the country.

ACCREDITATION

South Texas College is accredited by the Southern Association of Colleges and Schools Commission on Colleges to award the Baccalaureate and Associate degrees. Contact the Commission on Colleges at 1866 Southern Lane, Decatur, Georgia 30033-4097 or call 404-679-4500 for questions about the accreditation of South Texas College.

South Texas College's offerings are approved by the Texas Higher Education Coordinating Board and the Texas Education Agency.

ASSOCIATE DEGREES AND CERTIFICATES

South Texas College offers 121 degree and Certificate program options, including Associate's degrees in a variety of art, science, technology and allied health fields of study. The college also offers 32 online associate degrees and certificates options through South Texas College Online.

BACCALAUREATE DEGREES

South Texas College is proud to be one of four community colleges in the State of Texas accredited to offer baccalaureate degrees in Applied Technology and Applied Science. South Texas College offers Bachelor of Applied Technology degrees in Technology Management, Computer and Information Technologies, and Medical and Health Services Management. A Bachelor of Applied Science in Organizational Leadership is also offered. Additionally, South Texas College was granted legislative authority during the 85th Legislative Session to offer the Bachelor of Science in Nursing.

SOUTH TEXAS COLLEGE ONLINE

Through South Texas College Online, students not only have access to more than 241 unique online courses, full online library services, registration, advising, counseling, payment services, financial aid, bookstore and testing, and so much more. Currently 19 associate degrees, 9 certificates and all four bachelor programs are available online, making it possible for students to earn their degrees without ever setting foot on campus.

INDUSTRY TRAINING & ECONOMIC DEVELOPMENT

South Texas College is the fiscal agent and home of the executive offices for the North American Advanced Manufacturing Research and Education Initiative (NAAMREI). In addition, the Institute for Advanced Manufacturing (IAM) is linked to all community and technical colleges in the region. South Texas College has taken the lead in helping train workers to fuel a regional manufacturing economy and to support innovations in rapid response manufacturing.

ADA COMPLIANCE

In accordance with the Americans with Disabilities Act of 1990, Title IX of the Education Amendment of 1972, and Section 504 of the Vocational Rehabilitation Act of 1973, South Texas College provides accommodations as required by law to afford equal educational opportunities to all people. For questions about the accreditation of South Texas College, contact the Commission on Colleges at (404) 679-4500.

LOCATIONS

Pecan Campus
McAllen, TX

Mid-Valley Campus
Weslaco, TX

Starr County Campus
Rio Grande City, TX

Technology Campus
McAllen, TX

**Dr. Ramiro R. Casso
Nursing & Allied Health
Campus**
McAllen, TX

**STC Center
for Public Safety Excellence**
Pharr, TX

Higher Education Center: La Joya
La Joya, TX

Higher Education Center: Pharr
Pharr, TX

PRESIDENT

Shirley A. Reed
M.B.A., Ed.D

BOARD OF TRUSTEES

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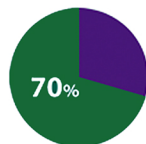
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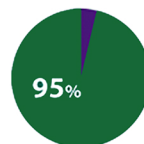
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Dr. Alejo Salinas, Jr.
Member

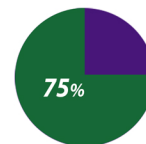
VITAL STATISTICS



More than 70% of student population are the first in their families to attend college



More than 95% of students are Hispanic



More than 75% take advantage of some form of financial aid (excluding dual enrollment students)

Class size averages 26 students per faculty member



For the 2020-2021 academic year, STC offers 127 degree and certificate options. The awards available to its students include: three Bachelor of Applied Technology (B.A.T.), one Bachelor of Applied Science (B.A.S.), one Bachelor of Science in Nursing (B.S.N.), one Associate of Arts (A.A.) Degree in 22 fields of study, one Associate of Arts in Teaching (A.A.T.) in 3 fields of study, one Associate of Science (A.S.) Degree in 9 fields of study, 39 Associate of Applied Science (A.A.S) Degrees, and 49 Certificates of Completion.

Business

- Administrative Office Assistant
- Business Administration (AA)
- Business Administration (AAS)
- Culinary Arts
- Human Resources Specialist

Computer & Information Technology

- Computer and Advanced Technologies
- Computer Information Systems
- Computer Science
- Cybersecurity
- Information Technology

Education & Kinesiology

- Child Development/Early Childhood
- Education EC-6 Generalist
- Education 4-8 Generalist
- Education 8-12
- Kinesiology

Fine and Performing Arts

- Dance
- Drama
- Graphic Arts
- Music
- Visual Arts

Health Sciences

- Diagnostic Medical Sonography
- Emergency Medical Technology
- Health Information Technology
- Medical Assistant Technology
- Nursing
- Occupational Therapy Assistant
- Patient Care Technician
- Pharmacy Technology
- Physical Therapist Assistant
- Radiological Technology
- Respiratory Therapy

Humanities

- American Sign Language and Interpreting
- Communication
- English
- History
- Interdisciplinary Studies
- Mexican-American Studies
- Philosophy

Math, Science, & Engineering

- Biology
- Chemistry
- Engineering
- Interdisciplinary Studies
- Mathematics
- Physics
- Pre-Pharmacy

Public Safety

- Fire Science
- Law Enforcement
- Paralegal
- Public Administration

Social and Behavioral Sciences

- Anthropology
- Criminal Justice
- Political Science
- Psychology
- Social Work
- Sociology

Technology

- Architectural and Engineering Design Technology
- Automotive Technology
- Construction Supervision
- Diesel Technology
- Electrician Technology
- HVACR Technology
- Precision Manufacturing Technology
- Welding

SouthTexasCollege.edu

1-855-GoToSTC

BACCALAUREATE DEGREES

- Bachelor of Applied Science in **Organizational Leadership**
- Bachelor of Applied Technology in **Computer and Information Technologies**
- Bachelor of Applied Technology in **Medical and Health Services Management**
- Bachelor of Applied Technology in **Technology Management**
- Bachelor of Science in **Nursing: RN to BSN**



ESSENTIAL QUALITIES & CHARACTERISTICS OF SOUTH TEXAS COLLEGE FACULTY

South Texas College has endeavored to advance regional prosperity through the educational advancement of its students. Nevertheless, transforming our students' hopes and dreams into realities would not be possible without a strong foundation - the South Texas College faculty, who embody the College's mission and values. Thus, South Texas College seeks faculty who champion student success.

FACULTY ESSENTIAL QUALITIES

A COMMITMENT TO EXCELLENCE IN TEACHING AND LEARNING

South Texas College faculty members exhibit the highest levels of professionalism, remain current and competent in their fields, and excel in a collaborative environment. Faculty Members are familiar with diverse teaching methods and use these tools to encourage high levels of student engagement and student understanding.

A COMMITMENT TO STUDENT SUCCESS

South Texas College faculty members are committed to student success. They guide, advise, motivate, and enhance student learning through passion for their discipline and demonstrate compassion and patience for their students. In addition, they are innovative in their teaching and seek all opportunities to identify strategies they can implement, which will motivate students to succeed.

A COMMITMENT TO LEADERSHIP AND COLLEGE SERVICE

South Texas College faculty members lead at local, regional, state and national levels. Faculty leaders at South Texas College recommend and develop programs, trainings, and curricula that meet the ever changing needs of the community. They contribute to student success by participating in committees and serving as student club advisors, mentors to students, and as a vital resource for new faculty.

A COMMITMENT TO EXCELLENCE THROUGH PROFESSIONAL DEVELOPMENT

South Texas College faculty members are committed to life-long learning. They participate in professional development opportunities to improve their teaching, maintain currency with technological advances, and incorporate diverse teaching modalities into their courses.

A COMMITMENT TO COMMUNITY SERVICE AND CREATING A COLLEGE-GOING CULTURE

South Texas College faculty members serve the community by participating in outreach initiatives, public speaking, dual enrollment, or community organizations. They interact with local businesses and schools to promote South Texas College's core values and strategic directions.



STC TIMELINES & DEADLINES

- Academic Calendar
- Final Exam Schedules
- Attendance Verification
- Learning Outcomes
- Master Syllabi & Section Outlines
- Curriculum Vitae Instructions
- SmartEvals Course Evaluations
- Final Grade Submission

STC ACADEMIC CALENDAR

2020-2021 Calendar



Final: 10/29/2019

Fall Semester 2020 (August 24 - December 13)

August 12 (Wednesday)	New Faculty Start Date – New Faculty Benefits & Orientation (Human Resources)
August 13 (Thursday)	New Faculty Orientation
August 14 (Friday)	New Faculty Service Area Tour
August 17 (Monday)	Faculty Return – Academic Affairs Convocation / Division Meetings
August 18 (Tuesday)	Faculty Preparation Day / Departmental Meetings
August 19 (Wednesday)	Faculty Preparation Day / Departmental Meetings
August 20 (Thursday)	Faculty Preparation Day / Distance Learning Symposium / Full-Time Faculty Teaching Dual Credit Courses PD Day / Departmental Meetings
August 21 (Friday)	Faculty Preparation Day / Departmental Meetings
August 22 (Saturday)	Adjunct & Dual Credit Faculty Development Day
August 24 (Monday)	Classes Begin
September 7 (Monday)	College Closed – Labor Day
September 9 (Wednesday)	Census Day - Twelfth Class Day
September 25 (Friday)	College Closed – College-Wide Organizational Development Day
November 13 (Friday)	Last Day to Withdraw
November 26 – 29 (Thursday – Sunday)	College Closed - Thanksgiving Holiday
December 7 – 13 (Monday – Sunday)	Finals
December 12 (Saturday)	Commencement Ceremonies*
December 12 (Saturday)	Certificate and Degree Award Date
December 13 (Sunday)	End of Term
December 14 (Monday)	Grades Due Date
December 17 – January 3 (Thurs. – Sun.)	Winter Break (College Closed)

* May vary depending on facility availability.

Spring Semester 2021 (January 19 – May 13)

January 4 (Monday)	College Opens – Staff return
January 6 (Wednesday)	New Faculty Start Date – New Faculty Benefits & Orientation (Human Resources)
January 11 (Monday)	Faculty Return – Division / Department Meetings
January 12 – 15 (Tuesday-Friday)	Faculty Preparation Day / Departmental Meetings
January 16 (Saturday)	Adjunct / Dual Credit Faculty Professional Development Day
January 18 (Monday)	Martin Luther King, Jr. Day – College Closed
January 19 (Tuesday)	Classes Begin
February 3 (Wednesday)	Census Day - Twelfth Class Day
February 12 (Friday)	College Closed - College-Wide Organizational Development Day
March 15 – 21 (Monday - Sunday)	College Closed - Spring Break
April 1 – 4 (Thursday – Sunday)	College Closed - Semester Break
April 19 (Monday)	Last Day to Withdraw
May 7 – 13 (Friday – Thursday)	Finals
May 13 (Thursday)	End of Term
May 14 – 15 (Friday - Saturday)	Commencement Ceremonies*
May 14 – 15 (Friday - Saturday)	Certificate and Degree Award Date
May 17 (Monday)	Grades Due Date
May 31 (Monday)	College Closed – Memorial Day

*May vary depending on facility availability.

Summer Session 2021 (June 7 – August 13)

June 7 (Monday)Classes Begin
 June 15 (Tuesday)Census Day - Seventh Class Day
 July 5 (Monday)College Closed-Independence Day
 July 12 – 13 (Monday & Tuesday)No classes
 July 29 (Thursday)Last Day to Withdraw
 August 12 (Thursday)End of Term/Finals (Classes Meeting M-R)
 August 13 (Friday)End of Term /Finals (Classes Meeting M-F)
 August 16 (Monday)Grades Due Date

SI – Minimester (June 7 – July 8)

June 7 (Monday)Classes Begin
 June 10 (Thursday)Census Day - Fourth Class Day
 June 30 (Wednesday)Last Day to Withdraw
 July 5 (Monday)College Closed-Independence Day
 July 8 (Thursday)End of Term/Finals
 July 12 (Monday)Grades Due Date

SII – Minimester (July 14 – August 13)

July 14 (Wednesday)Classes Begin
 July 19 (Monday)Census Day - Fourth Class Day
 August 6 (Friday)Last Day to Withdraw
 August 12 (Thursday)End of Term/Finals (Classes Meeting M-R)
 August 13 (Friday)End of Term /Finals (Classes Meeting M-F)
 August 16 (Monday)Grades Due Date

FINAL EXAM SCHEDULES

The South Texas College [Final Exam Schedule](#) can be found on the Academic Affairs website.

Final Exam Schedule – Fall 2020

Once-a-week Classes

Once-a-week Classes that meet:	Exam Time:
Mondays	Monday, December 7, first 2 hours of class time (Note: Exams for 5:30 p.m. classes will begin at 6:00 p.m.)
Tuesdays	Tuesday, December 8, first 2 hours of class time (Note: Exams for 5:30 p.m. classes will begin at 6:00 p.m.)
Wednesdays	Wednesday, December 9, first 2 hours of class time (Note: Exams for 5:30 p.m. classes will begin at 6:00 p.m.)
Thursdays	Thursday, December 10, first 2 hours of class time (Note: Exams for 5:30 p.m. classes will begin at 6:00 p.m.)
Fridays	Friday, December 11, first 2 hours of class time (Note: Exams for 5:30 p.m. classes will begin at 6:00 p.m.)
Saturdays	Saturday, December 12, first 2 hours of class time (Note: Exams for 5:30 p.m. classes will begin at 6:00 p.m.)
Sundays	Sunday, December 13, first 2 hours of class time (Note: Exams for 5:30 p.m. classes will begin at 6:00 p.m.)

Monday, December 7

For MW, MF, MWF, MTWR, or MTWRF classes which begin between:	Exam Time
8:00 and 8:45am	8:00-9:50am
10:00 and 10:45am	10:00-11:50am
12:00 and 12:45pm	12:00-1:50pm
2:00 and 2:45pm	2:00-3:50pm
4:00 and 4:45pm	4:00-5:50pm
6:00 and 6:45pm	6:00-7:50pm
8:00 and 8:45pm	8:00-9:50pm
10:00 and 10:45pm	10:00-11:50pm

Wednesday, December 9

For MW, MF, MWF, MTWR, or MTWRF classes which begin between:	Exam Time:
7:00 and 7:45am	7:00-8:50am
9:00 and 9:45am	9:00-10:50am
11:00 and 11:45am	11:00-12:50pm
1:00 and 1:45pm	1:00-2:50pm
3:00 and 3:45pm	3:00-4:50pm
5:00 and 5:45pm	5:00-6:50pm
7:00 and 7:45pm	7:00-8:50pm
9:00 and 9:45pm	9:00-10:50pm

Tuesday, December 8

For TR classes which begin between:	Exam Time:
8:00 and 8:45am	8:00-9:50am
10:00 and 10:45am	10:00-11:50am
12:00 and 12:45pm	12:00-1:50pm
2:00 and 2:45pm	2:00-3:50pm
4:00 and 4:45pm	4:00-5:50pm
6:00 and 6:45pm	6:00-7:50pm
8:00 and 8:45pm	8:00-9:50pm
10:00 and 10:45pm	10:00-11:50pm

Thursday, December 10

For TR classes which begin between:	Exam Time:
7:00 and 7:45am	7:00-8:50am
9:00 and 9:45am	9:00-10:50am
11:00 and 11:45am	11:00-12:50pm
1:00 and 1:45pm	1:00-2:50pm
3:00 and 3:45pm	3:00-4:50pm
5:00 and 5:45pm	5:00-6:50pm
7:00 and 7:45pm	7:00-8:50pm
9:00 and 9:45pm	9:00-10:50pm

All finals must be given during this exam period. Any exceptions to the final exam schedule must be approved by the Division Dean.

This final exam schedule was developed for traditional classes. Faculty teaching Hybrid or Minimester courses that do not fall within the meeting times of this final exam schedule should work with students to resolve possible final exam conflicts.

ATTENDANCE VERIFICATION

South Texas College has implemented the **Starfish Early Alert System** to assist in communication between faculty and students. The **Starfish Early Alert System** is a tool that increases engagement between students, faculty, and support services.

In an effort to optimize the Starfish Early Alert System, faculty are reminded that they must set up their Starfish profiles. In addition, faculty are asked that they either set-up or update their office hours so that students can make an appointment to visit with the faculty when a flag is raised.

To assist with communication between faculty and students, all faculty are asked to participate in a Starfish Assignment on the first-class day. The Assignment will help students gain a better understanding about Starfish, while encouraging them to update their contact information. The Starfish Early Alert System provides interventions and raises awareness about available tools and resources to help students succeed.

Financial Aid Verification: Student Financial Services will launch the survey rosters, typically around the third day after the semester starts, and faculty may begin verifying attendance for all traditional students. Faculty will receive two deadline reminders. Based on these rosters, Student Financial Services will place a hold on all the financial aid recipients reported as not attending class(es). This hold will prevent financial aid final refunds from going to students reported as not attending.

Faculty will have an opportunity to clear the "Financial Aid Not Attended" flag for any student that was initially reported as not attending. Based on these rosters, Student Financial Services will clear holds and release final refunds to the students that have begun attending class. All financial aid recipients who remain with the "Financial Aid Not Attended" flag will be dropped from their class(es).

Important:

- All rosters will default to "Student Attended" and you will have to check the "Student has not attended your course at least once since the term" box.
- Attendance verification is required for all course sections except for sections that are exclusively Dual Enrollment ("S" sections). Financial Aid Attendance Rosters do not have to be verified for "S" sections.

Starfish Training Material can be found on the [Academic Affairs website](#).

For any issues or questions, please contact Dr. Maricela G. Silva at 956.872.8313

Notes:

Though Financial Aid Attendance Rosters do not have to be verified for "S" sections, rosters for "S" sections should be checked for accuracy, and any discrepancies should be reported to the partner school dual credit contact and the STC Dual2Degree specialist assigned to that school.

LEARNING OUTCOMES

The goal of the Learning Outcomes department is to support programs and faculty with Program Learning Outcomes, Curriculum Mapping, and Core Objective data entry. The assessment data informs and strengthens student learning and achievement at South Texas College.

The department promotes student success and achievement through the belief that student learning is the responsibility of the entire institution. They support a cycle of continuous program improvement by assisting programs in developing and assessing student learning outcomes, ensuring maintenance and collection of accurate assessment data, and providing training.

Please visit the [Learning Outcomes](#) web page for learning outcomes assessment information, answers to FAQs, and deadlines to submit course learning outcomes. For additional assistance with JagPRIDE, the College's customized reporting database system, please contact the following:

JagPRIDE Help Number: (956) 872-4411
Office Hours: Mon-Fri 8:00 AM – 5:00 PM
E-mail: pride@southtexascollege.edu

TIMELINE TO SUBMIT

TIMELINE TO SUBMIT	
Fall 2020	December 14, 2020 (Opens November 23rd) Adjunct Faculty, Full Time Faculty, & Dual Enrollment Faculty
Spring 2021	May 17, 2021, (Opens April 12th) Adjunct Faculty, Full Time Faculty, & Dual Enrollment Faculty
Summer 2021	August 16, 2021 (opens August July 21st) Adjunct Faculty, Full Time Faculty, & Dual Enrollment Faculty

MASTER SYLLABI & SECTION OUTLINES

Effective Spring 2020, South Texas College implemented the Concourse Syllabi Management application. Concourse Syllabi Management (CSM) is a cloud-based application, which utilizes workflow for the centralized management of master syllabi and section outlines. The **master syllabus** for each course is prepared by the Department/Program Chair through the Concourse Syllabi Management application for the purposes of describing individual course requirements/guidance and outlining course-specific information. Department/Program Chairs are provided an opportunity, prior to the start of each semester, to update the master syllabi templates through the Concourse Syllabi Management application.

Within the CSM tool, the **section outline** is prepared by the instructor and is made available to students (during the first week of class) for the purposes of outlining course content, goals, requirements, and methods of evaluation. The section outline is cloned from the master syllabus template (completed by the department chair) and must describe course-specific information.

Learning outcomes must be stated in terms of what the student will be able to do by the end of the course. Additionally, master syllabi and section outlines for *Core Curriculum Courses* must include course-specific core curriculum objectives and the core objectives matrix. Each master syllabus and section outline must include *minimum essential information* identified by the Office of the Vice President of Academic Affairs.

Within the CSM tool, section outlines will be archived and accessible by students, faculty, and the public through STC's Course and Instructor Information webpage.

Section Outlines for each course offered for credit by South Texas College can be found on the [Course and Instructor Information](#) webpage.

Questions?

Phone: (956) 872-6472 • syllabi@southtexascollege.edu

CURRICULUM VITAE INSTRUCTIONS

Collection Procedures

- In order to collect Faculty Curriculum Vitae in a timely manner, department and program chairs will submit the Faculty Curriculum Vitae for their department (complete set of full-time and adjunct) to the Dean's Office. **Vitae must only be submitted for any new faculty teaching for whom vitae were not previously submitted.** Faculty may also submit updated curriculum vitae, as needed. Faculty should use the [Update Your CV](#) link in the database.
- The Faculty Vitae's should be reviewed for correct format, grammar, and spelling before conversion to PDF format (see format requirements below).
- The Dean's Office will submit all Division Vitae to curriculum@southtexascollege.edu. The CVs will be uploaded to the College's Course and Instructor Information website.

Required Components for Faculty Curriculum Vitae can be found

- **FACULTY NAME:** Name and STC Email Address
- **EDUCATION:** Provide post-secondary educational experience for each degree earned
 - Title of the Degree earned (place the date of graduation)
 - Name of the University, City and State
- **TEACHING EXPERIENCE**
 - List the names of higher education institutions (place the range of the years that you have taught at that institution)
 - Teaching discipline: lists all disciplines that you have taught
- **ADMINISTRATIVE POSITIONS** relevant to higher education
 - List administrative positions relevant to higher education
 - List the name of the institutions, positions held, beginning and end dates
 - A brief description of the position's responsibilities
 - If there is no relevant administrative positions place **None** in this section.
- **PROFESSIONAL PUBLICATIONS**
 - List of significant professional publications relevant to the academic positions held, including full publication data for each entry. This section is more related to university faculty. If there is no major publication, place **None** in this section.
- **OPTIONAL LINKS TO EXPANDED VITAE**
 - If a faculty member wishes to provide access to a more expansive vitae that is posted on the departmental webpage or other STC website, they may do so by placing the link at the bottom of this one page vitae with the following statement:
"An expanded vitae for (Insert faculty name) is available at the following link: (insert link to vitae)."
 - **The link must go to an official STC website.**

Format Requirements:

- **One page:** Faculty Curriculum Vitae should be no longer than one page.
- **PDF format:** In order to facilitate the uploading of the Faculty Curriculum Vitae to the web, the Vitae should be converted to a PDF format prior to submission. This can be accomplished by clicking the **File, Save and Send** function in Microsoft Word 2010, and selecting **Create PDF/XPS Document**.
- **File name:** When saving to the PDF version the following file name structure should be utilized.
 - *Faculty email username (Example: mknecht)*

SMARTEVALS COURSE EVALUATIONS

The College administers online end-of-course evaluations for all faculty teaching courses during regular fall, spring, and summer semesters as well as minimesters (with few exempted courses). Faculty receive email reminders throughout the evaluation period. Students are contacted via JagMail at the beginning of the evaluation period and continue to receive e-mail reminders until they complete the evaluation or until the evaluation period ends.

Faculty are strongly encouraged to participate in the evaluation process by making class announcements and offering students class time to complete evaluations. If the faculty member chooses to utilize class time to complete the evaluations, the faculty member must leave the room while students are completing the course evaluations. After the close of each semester's evaluation period, course evaluation results will be available through the SmartEvals application within two to five (2-5) days for academic deans and departmental/program chairs. Faculty are able to access results via SmartEvals seven to ten (7 -10) days after grades have been submitted.

What is SmartEvals?

SmartEvals is an online evaluation system used by South Texas College to improve teaching methods and assist in annual performance reviews of its faculty. Near the end of the semester email reminders will be sent to faculty asking them to encourage students to complete course evaluations. Evaluation answers will be stored anonymously.

Student Resources Purpose

SmartEvals is an anonymous Course and Instructor evaluation system that replaced the paper-based system. Each semester students will be invited to complete a short 10-minute survey about teaching effectiveness for each course they are enrolled in. The success of the evaluation process depends on student participation and on the quality of answers provided. The College encourages students to take the time to provide thoughtful answers.

Student Instructions

SmartEvals can be accessed through any computer, smartphone, or tablet by doing either of the following:

Click the link in the emails STC sends about course evaluations.

OR

Login at [SmartEvals](#) using JagNet username and password.

Faculty Resources Evaluation Period Overview

Students will receive an email when their classes become available for evaluation. They will be able to click the evaluation link in the e-mail to go directly into the evaluations. They can also access the evaluations by going straight to the [SmartEvals](#) web page using their JagNet credentials to login.

Students will access evaluations only for the courses in which they are enrolled, as indicated by their registration records in Banner. If your students are not able to access the link or receive an error message, please ask them to email curriculum@southtexascollege.edu for assistance.

Blackboard Course Evaluation Instructions, Student FAQs, Faculty FAQs, and Faculty Videos are available at the [Course Evaluations](#) (SmartEvals) webpage.

FINAL GRADE SUBMISSION

The Office of Admissions and Records will send email notifications through Faculty/Staff News with instructions and deadlines for online grade submission near the end of each term.

If grades are not submitted by the deadline, students will receive an 'I' for Incomplete, requiring a Change of Grade Form to be submitted. Faculty have 2 options to submit final grades.

Option 1:

Please **follow the simple instructions below to login:**

1. **Open the STC webpage (www.southtexascollege.edu)**
2. **Click on 'JAGNET'**
3. **Enter your assigned STC username (e-mail without domain) and password.**
4. **Look for 'Faculty Tools.'**
5. **Click on 'Faculty Grade Entry'.**
6. **Search by CRN or Term (i.e. Fall 2020).**
7. **Select a course.**
8. **At this point you should be able to enter grades for the selected course.**

The Office of Admissions and Records would like to provide a few quick hints to help you enter your grades quickly. Once you login (above) to JagNet and access the Final Grades area just follow these easy steps:

1. **Grades** – simply enter the letter grade for the student in the “Grades” section. Your grades are real-time, and once you click “submit” they are in the system. **CAUTION!** Make sure that you click outside of the grade box after you enter each grade because you may inadvertently scroll your mouse to a different grade in the pull-down menu.
2. **“Last Date Attended”** – You only need to indicate last date of attendance (mm/dd/yyyy) if the student receives a grade of “F”, “NP”, “I”, or “IP”. This will help us determine student financial aid status.
3. **Withdrawn students** – They do not need grades or dates and will show as withdrawn on your grade roster. **CAUTION!** If you place a date for a student who has withdrawn, your grades will still post if you click “submit” but you will get a warning message.
4. **Students who never attended** – Submit the earned grade and leave the attend date blank.
5. **JagNet**—please login/access JagNet as soon as possible to identify if there are any issues with roster, username and password.
6. **FYI**—grades will be available/viewable to students via JagNet by the date announced.

Once you enter all grades, “complete” will appear and save. The message will read, “The changes you made were saved successfully” and then you may select the next class.

If you encounter any difficulty with your username or password, please contact the STC ITS helpline at 872-2111 (press 4 after the recording starts).

If you have any questions or need help, please contact the Office of Admissions and Records at 872-8323, 872-6401 or 872-2181.

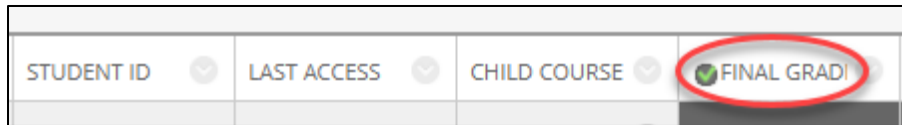
Option 2: Blackboard -Banner Grade Submission Process

Blackboard now has the functionality to submit final grades into our Banner Student Information System (SIS). To accomplish the task you'll need to do some basic set-up of your Blackboard Grade Center. Full details of setting up a grade book and calculating grades in Blackboard are provided in additional documents.

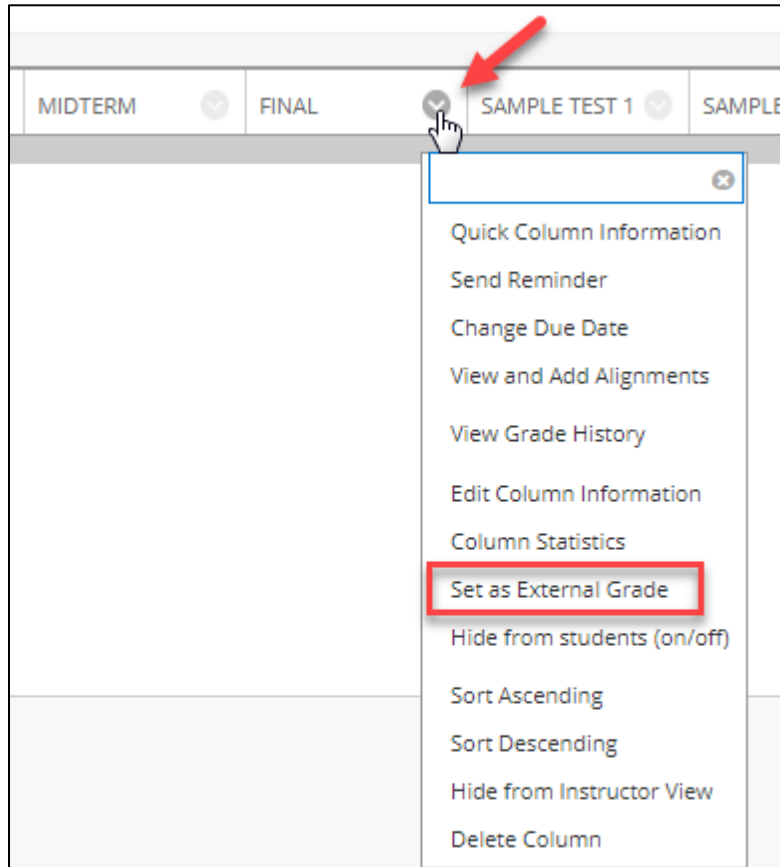
Why would you use this feature:Instructors are able to submit their final grades directly to the Banner Student Information System (SIS) from the Blackboard grade book. The Final Grade Submission course tool provides two options for grade entry which are auto-populate from the grade book or manual entry.

PRIOR TO USING THIS FEATURE:

1. You must have a column that has grades in it. The column can be a total column, a weighted column, or a plain column in which you manually enter grades
2. The column you want to initially populate in the Final Grade Submission course tool must be marked as “External Grade” in the Blackboard grade book. The External Grade column is indicated by a green check mark to the left of the column name.



To set a column as the “External Grade” navigate to the column in the Grade Center and click on the drop-down menu for that column. Select “Set as External Grade” and the green check mark will appear to the left of the column name.



3. Set the primary display in the Final Grade column as a numeric display either score or percentage.
4. Do not set the secondary display.

SUBMITTING GRADES USING THE AUTO-POPULATE FEATURE FROM THE GRADE CENTER:

1. Left side menu of your course, click on Course Tools -> Final Grade Submission
2. Click on Final Grades
3. Under “Populate final grade from current grade” select the column you wish to populate as the destination. (“External Grade” Column)
4. The grades are now listed under “Current Grade” and populated into the “Final Grade” column. Please verify the grades are correct by having another tab comparing the Grade Center. Click on “Submit Grades” to send grades to JagNet.

SUBMITTING GRADES THROUGH MANUAL ENTRY:

5. When you click on Final Grades, enter manually each student's grade in the appropriate location "Final Grade" column. After verifying the grades are correct, click on Submit to send the grades to JagNet.

TIPS:

- Acceptable Letters are the following: A, B, C, D, F, I.
- The last date of attendance is not enforced using the Final Grade Submission tool when a failing grade is entered, but it should still be submitted as Admissions require it for Financial Aid purposes. The acceptable format is MM/DD/YYYY. Ex. 01/01/2019
- Admissions must have the grading period open in banner before this Final Grade Submission tool works properly. Grades can only be submitting during the open grading period Admissions sets, and it is not controlled by the Distance Learning department. Final Grade Submission tool in Blackboard will become unavailable at midnight of the due date, and the instructor will need to go into their JagNet account to submit your final grades if the tool becomes unavailable in Blackboard.
- You can correct grades as needed until the grades are "rolled" (every night) by the Admissions' office at which time they are not editable, and you will need to contact the Admissions office for any corrections.
- Please disregard the Column for "Extension Date." It is not being used by banner and will not generate any information if used.
- When using Auto-Populate feature of the Final Grade Submission tool, it does not automatically round grades. For example, if a student has a grade value of 89.7 (using the default grade schema), it will not round this grade up to an A. If you wish, you may manually change the grade before you press the Submit button.

If you have any questions or need help, please contact the Distance Learning Department at 872-2598 or support@southtexascolleg.edu .

NOTE: Federal Regulations require that the Student Financial Services Department return funds for students who received NON-passing grades and who stopped attending before the Financial Aid completion date of the semester. So please enter last date of attendance for students who have grades of F, I or IP.

Attendance Definition for Financial Aid purposes: Attendance must be "academic attendance" or "attendance at an academically-related activity". Examples of this include:

- physically attending a class where there is an opportunity for direct interaction between the instructor and students;
- submitting an academic assignment;
- taking an exam, completing an interactive tutorial, or participating in computer-assisted instruction;
- attending a study group that is assigned by the school;
- participating in an online discussion about academic matters; and
- initiating contact with a faculty member to ask a question about the academic subject studied in the course.

Examples of acceptable evidence of academic attendance and attendance at an academically-related activity in a distance education program include:

- student submission of an academic assignment,
- student submission of an exam,
- documented student participation in an interactive tutorial or computer-assisted instruction,
- a posting by the student showing the student's participation in an online study group that is assigned by the institution,
- a posting by the student in a discussion forum showing the student's participation in an online discussion about academic matters, and
- an e-mail from the student or other documentation showing that the student initiated contact with a faculty member to ask a question about the academic subject studied in the course.

For more information on Attendance for Financial Aid purposes access [Attendance Definition](#).

COLLEGE KNOWLEDGE FOR FACULTY

- JagNet Self-Service
- Course Rosters & Submit Final Grades
- Creating a College Experience for Your Students
- Academic Dishonesty
- Family Educational Rights & Privacy Act (FERPA)
- Student Discipline in the Classroom
- Student Conduct Incident Report Form
- College Grading System and Other Faculty Responsibilities
- Dual Credit Faculty Responsibilities
- Guided Pathways
- Starfish Early Alert System
- Grade Reporting and Eligibility

JAGNET SELF-SERVICE

JagNet is South Texas College's web portal that provides personalized access to web services. You may customize JagNet so that the information and tools you need and want are available when you log in. All registered students, faculty and staff have access to course information, group tools, campus life, work life, personal calendars, email, and more — anytime, anywhere.

How do I login to JagNet?

Point your web browser to <http://jagnet.southtexascollege.edu> and login using your STC username and your STC password. You can also click on the "JAGNET" link found at the STC homepage: <https://www.southtexascollege.edu/>.

(Note: It is a good idea for instructors to check with students to make sure they are informed about the use of their STC username and STC password for JagNet web portal and Blackboard login.)

What is my JagNet Username and Password?

The Office of Admissions and Records generates a JagNet password for a student once all required information such as transcripts, test scores and completed application has been submitted. The JagNet password will be mailed to the student or it can be picked up at the Office of Admissions and Records or Student Information Center with a picture ID.

STC has an official password standard that is aimed at creating hard-to-guess passwords. The password must meet or exceed the minimum requirements below. Passwords must:

- Be at least 8 characters long
- Contain seemingly random or uncommon information
- Be easy to remember but hard to guess by others
- Contain characters from at least three of the following four categories:
 1. Uppercase characters (A-Z)
 2. Lowercase characters (a-z)
 3. Numbers (0-9)
 4. Special characters (!, @, #, \$, %, ^, &, *)

JagMail Setup

When students receive a JagNet Username and Password, the JagMail account can be accessed following these steps.

- Click <http://outlook.com/stu.southtexascollege.edu> to access the sign-in page.
- Enter your Username and Password. The format of a student username is `jagnetusername@stu.southtexascollege.edu`
- If completing the login for the first time, you will be prompted to choose a:
 1. preferred language
 2. preferred time zone

Can't login to JagMail? Are you able to log in to JagNet but not to JagMail?

1. Click <http://mypassword.southtexascollege.edu>

2. Select "Change my Password".
3. Enter the same password you are using for JagNet and follow the instructions.

Please note: If you reset your password in JagNet, the JagMail password is also changed allowing you to use the same password in both systems.

Is my information secure? Why don't I see the key lock security symbol at the bottom of the screen?

Security for JagNet is provided by Verisign. Because most pages are actually frames within a page you may not see the key icon that indicates a secure page; however, the pages are secure.

Your personal information on JagNet is protected through your username and password. Only by logging on with your username and password can your information be accessed. For this reason, it is very important that you do not share your username and password with anyone. No one, including support staff, needs to know your password for any reason. For your protection, it is essential that you log out of JagNet whenever you leave your computer so that your personal information is not exposed.

When is JagNet available and how long is the time-out for inactivity?

JagNet is available 24 hours a day, 7 days a week. Some data is provided from systems that may be down for backup and maintenance during the evening. These data may not be available in the portal during that time.

If you forget to log out of JagNet, the portal will automatically time out after **15 minutes** of inactivity. This is a security feature that helps prevent others from gaining access to your private information (student records, financial information, your online coursework, etc.), particularly when you are using a public computer. **Warning:** This is not a substitute for logging out. The only way to absolutely ensure that your information remains secure is to LOG OUT before you leave the computer.

How do I get help with JagNet?

For general help with JagNet click the Help icon in the upper right corner of the JagNet screen. If you have questions or problems, contact the IS&P Help Desk at (956) 872-2111. Live Support Online is also available.

Why don't my browser's "back" and "forward" buttons work properly?

The best way to navigate through the portal is to use the tabs and the links within JagNet. The "back" and "forward" buttons in your browser may move from tab to tab or page to page, but if changes have been made or other logins have occurred, using the browser's navigation buttons may not have the desired effect.

Why is my connection to JagNet timed out after I have successfully logged in using SBC Global?

At this time SBC Global does not use a supported browser. Please use Internet Explorer to login. For more information visit [JagNet Self Service FAQ webpage](#)

Do faculty, staff, and students all see the same view of JagNet?

No. Faculty and staff see a different default view of JagNet than students see. The content that an individual sees is determined by their role at South Texas College.

Currently the possible roles are student, faculty, and staff. Individuals are presented with a different set of tabs and channels containing the default content for their role.

How do students get a JagNet username?

The Office of Admissions and Records generates a JagNet username for the student once the student submits all required and missing information such as transcripts, test scores and admissions application. The username and the password information can be provided to students when they are enrolled or dual credit students can ask the high school dual credit counselor or their STC instructor for help with their assigned username and password. The STC password initially follows a specific format. This format is Ammddy####! until the user changes their password.

How do new faculty get a JagNet username?

The Office of Human Resources will work with the Information Services and Planning Division (IS&P) to generate a username for a new faculty as part of the hiring process. New faculty will be informed of their username and password in the hiring process through Human Resources or from their STC department office. Faculty should use their STC username and STC password when logging on to STC services. JagNet services are available to faculty both on and off campus through internet access.

One Username, One Password

Technology Resources implemented the "One Username, One Password" initiative to facilitate access to computer systems used throughout the college. With this initiative, students, faculty, and staff are able to login to lab computers (Open Labs, CLE, Instructional Labs) and applications such as JagNet, Blackboard, JagMail, Faculty/Staff E-mail, Argos, and other online applications using their one username and their one password. (Note: The one username and the one password information is provided to students when they are enrolled and to faculty and staff when they become employed with the College.)

For information or help please visit <https://mypassword.southtexascollege.edu/> which provides self-service password management information. Help is also available through the IS&P Help Desk at (956) 872-2111 or isphelp@southtexascollege.edu.

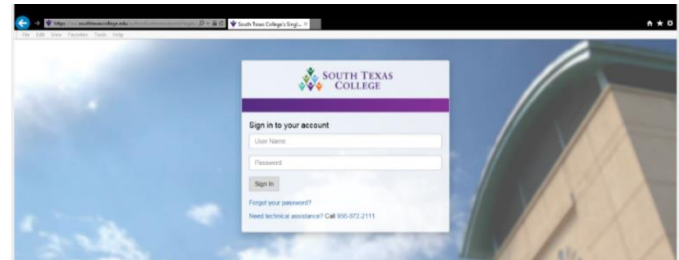
All students, faculty and staff are required to use one username and one password to login to the applications listed above as explained at <http://isp.southtexascollege.edu/ouop/>.

myPassword

myPassword is a self-service password management system that allows users to reset or change their password. Users are required to change their password every 180 days to address security. To access myPassword go to <https://mypassword.southtexascollege.edu/>. The first step is to complete your profile by clicking on the "Edit My Profile" link. Follow the instructions provided to complete your profile and change your password.

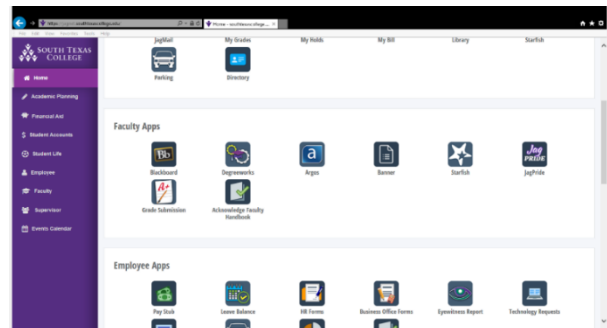
How To Log On To Jagnet

1. Go to STC's homepage www.southtexascollege.edu and click on the JAGNET button at the top of the page.



2. Login to JAGNET using your username and password. Click the Sign In icon. If you need assistance with your username or password, call the IS&P Help Desk at (956) 872-2111.

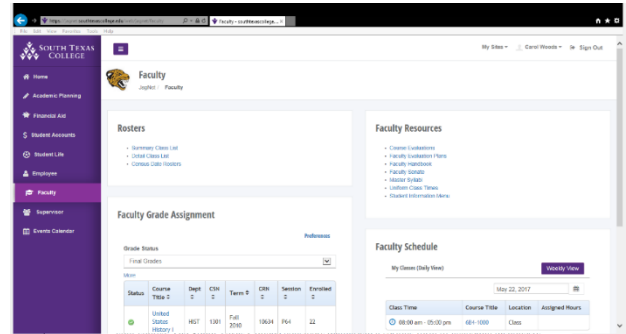
3. Click on the **Faculty** button in the window on the left side of the screen.



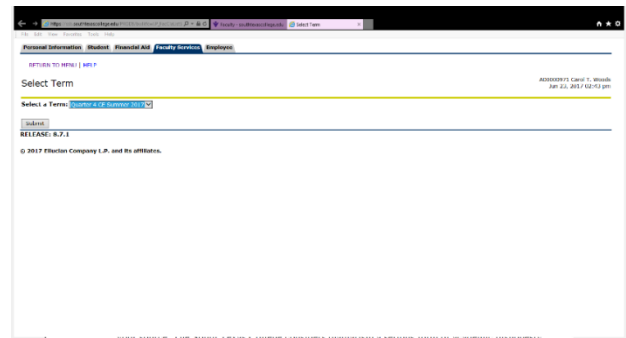
COURSE ROSTERS & SUBMIT FINAL GRADES

Jagent Grade Submission Process

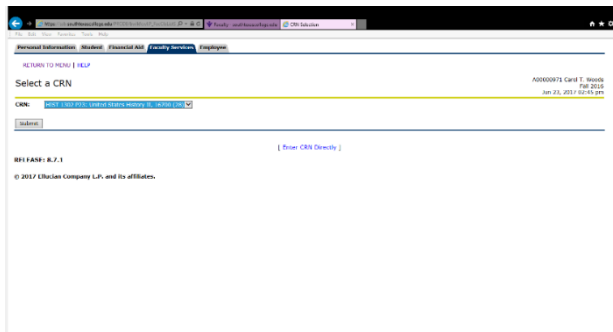
1. Under **Rosters** click on the **Summary Class List** button to access class lists.



2. Select the correct term from the drop down menu. Once the term has been selected, click Submit



3. Select the appropriate course.



Final Grades

- Print your roster for the semester. To print a clean and clear roster, you can highlight all fields that you need and paste it to an Excel spreadsheet.

Summary Class List

An asterisk will appear next to the appropriate field if any of the following conditions exist: 1) The student has a secondary curriculum that is different from that in his/her primary curriculum.
If a "Yes" appears in the Issues column, the Cashier's Office needs to be contacted for further information regard

If the word Confidential appears next to a student's name, the personal information is to be kept confidential.

Course Information
College Algebra - MATH 1414 P39
 CRN: 17783
 Duration: Aug 26, 2013 - Dec 15, 2013
 Status: Open

Enrollment Counts

	Maximum	Actual	Remaining
Enrollment:	30	30	0
Cross List:	0	0	0

Summary Class List

Record Number	Student Name	ID	Reg Status
1	Alderette, Lorenzo	A0042626	**Web Registered**
2	CedRo, Beatrice	A00160320	**Web Registered**
3	Chapa, Anisha K.	A00356938	**Web Registered**
4	Chuz, Miguel A.	A00157612	**Web Registered**
5	Escobar, Alberto	A00378739	**Web Registered**
6	Gonzalez, Moses	A00174496	**Web Registered**
7	Gutierrez, Judith Confidential	A00182954	**Web Registered**
8	Hernandez, Jaclyn N.	A00382046	**Web Registered**
9	Hernandez, Raul L.	A00402830	**Web Registered**
10	Itzaparis, Anna G.	A00408910	**Web Registered**
11	Longoria, Sarah L.	A00391040	**Web Registered**

- To access grades, go to the **Faculty Services** tab and select the **Final Grades** link.

The screenshot shows the elucian website interface. At the top, there are navigation tabs: Personal Information, Student, Faculty Services, and Employee. The Faculty Services tab is selected. Below the tabs, there is a list of links under the heading "Faculty Services". The "Final Grades" link is highlighted in blue.

- Click on a **course number** to begin entering grades.

The screenshot shows the "Final Grades Summary" page. At the top, there are navigation tabs: Personal Information, Student, Faculty Services, and Employee. The Faculty Services tab is selected. Below the tabs, there is a "HELP" link and a "Final Grades Summary" heading. On the left, there is a list of terms: Fall 2012, Spring 2013, Summer I 2013, Summer II 2013, Quarter 3 CE Spring 2012, and Quarter 4 CE Summer 2012. On the right, there is a table titled "For Summer I 2013 --- Click on a Course Number to begin entering g".

COURSE NUMBER	TITLE
MATH 1414 (V70)	College Algebra
MATH 1442 (P20)	Statistics

If you would like a different term, please select a term from the above menu.

RELEASE: STC -- 2.0

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CREATING A COLLEGE EXPERIENCE

Helping Students Recognize the Differences between High School and College

For new college students, transitioning to college takes some time. For new dual credit students, the transition might be puzzling since they are often still physically in the high school and are expected to follow two sets of rules and policies. Even so, as their STC instructor you can help them take control of their education and help them learn to think of themselves as scholars. Some good advice you can give them would be to get to know their professors, create their own support systems, seek help when they realize they may need it, and take advantage of workshops, tutoring, and other learning support. If students follow this advice, then they will be well on their way to success in their dual credit courses.

For those students in transition, the following information provides comparisons between high school and college in regards to rules, attendance, completing work, testing and grades. It would be helpful to go over this information with new dual credit students emphasizing their perspective. Students should take some time to understand the differences, as doing so will help create a smoother transition into college.

Following the Rules in High School	Choosing Responsibly in College
High school is mandatory and usually free.	College is a voluntary option and it is not free.
Student time is structured by others.	Students manage their own time.
Students can count on parents and teachers to remind them of their responsibilities and to give guidance in setting priorities.	Students must balance responsibilities and set priorities. Students will face moral and ethical decisions they may not have faced before.
Each day, students proceed from one class directly to another, spending 6 hours each day--30 hours a week--in classes.	Students might have hours between classes; class times vary throughout the day and evening; and a student might spend only 12 to 16 hours each week in classes.
Most classes are arranged for students.	Students arrange their own schedule in consultation with their adviser. Schedules tend to look lighter than they really are.
Students are not solely responsible for knowing what it takes to graduate.	Students are expected to know graduation requirements that apply even if these requirements differ from year to year or from college to college.
<p>Guiding Principle: Students will usually be told what to do and will be corrected if their behavior is out of line.</p>	<p>Guiding Principle: Students are expected to take responsibility for what they do and don't do, as well as for the consequences of their decisions.</p>

Succeeding in High School Classes	Succeeding in College Classes
The school year is 36 weeks long; some classes extend over both semesters and some do not.	The academic year is divided into two separate 15-week semesters, plus a week at the end of each semester for exams.
Classes generally have no more than 35 students.	Classes can vary in size. A professor may have one hundred or more students per class.
Students might study outside of class as little as 0 to 2 hours a week, and this may be mostly last-minute test preparation.	Students need to study at least 2 to 3 hours outside of class for each hour in class.
Students seldom need to read anything more than once, and sometimes listening in class is enough.	Students need to review class notes and textbook material regularly.
Students are expected to read short assignments that are then discussed, and often re-taught, in class.	Students are assigned substantial amounts of reading and writing which may not be directly addressed in class.
Guiding Principle: Students will usually be told in class what is needed to learn from assigned readings.	Guiding Principle: Students are expected to read and understand the assigned material. Lectures and assignments proceed from the assumption that students have already read the assigned material.

Tests in High School	Tests in College
Testing is frequent and covers small amounts of material.	Students need to organize the material to prepare for tests. A particular course may have only two or three tests in a semester which may be cumulative and may cover large amounts of material.
Retesting opportunities are often available.	Retesting is seldom an option.
Teachers frequently rearrange test dates to avoid conflict with school events.	Professors in different courses usually schedule tests without regard to the demands of other courses or outside activities.
Teachers frequently conduct review sessions, pointing out the most important concepts.	Professors rarely can fit review sessions into the class schedule, and when they do, they expect students to be an active participant who comes prepared.
Guiding Principle: Mastery is usually seen as students' ability to reproduce what was taught in the form in which it was presented, or to solve the kinds of problems they were shown how to solve.	Guiding Principle: Mastery is often seen as students' ability to apply what they have learned to new situations or to solve new kinds of problems.

High School Instruction	College Professors
Teachers check students' completed homework.	Professors may not always check completed homework, but they will assume students can perform the same tasks on tests.
Teachers remind students of incomplete work.	Professors might not remind students of incomplete work.
Teachers will approach a student if they believe that a student needs assistance.	Professors are usually open and helpful, but most expect students to initiate contact if assistance is needed.
Teachers are often available for conversation before, during, or after class.	Professors expect and want students to attend their scheduled office hours.
Teachers have been trained in teaching methods to assist in imparting knowledge to students.	Professors have been trained as experts in their particular areas of research and may or may not have been trained in teaching methods.
Teachers provide students with information missed when that student was absent.	Professors expect a student who misses class to get notes from classmates.
Teachers present material to help students understand the material in the textbook.	Professors may not follow the textbook. Instead, to amplify the text, they may give illustrations, provide background information, or discuss research about the topic being studied. Or they may expect students to relate the information to the textbook readings.
Teachers often write information on the board to be copied in student notes.	Professors may lecture nonstop, expecting students to identify the important points in their notes. When professors write on the board, it may be to amplify the lecture, not to summarize it. Good notes are a must.
Teachers impart knowledge and facts, sometimes drawing direct connections and leading you through the thinking process.	Professors expect you to think about and synthesize seemingly unrelated topics.
Teachers often take time to remind students of assignments and due dates.	Professors expect students to read, save, and consult the course syllabus (course outline); the syllabus spells out exactly what is expected of students, when it is due, and how students will be graded.
Teachers carefully monitor class attendance.	Professors might not formally take roll, but they are still likely to know whether or not students attended class.
<p>Guiding Principle: High school is a teaching environment in which students acquire facts and skills.</p>	<p>Guiding Principle: College is a learning environment in which students take responsibility for thinking through and applying what they have learned.</p>

Grades in High School	Grades in College
Grades are given for most assigned work.	Grades might not be provided for all assigned work. Some assigned work is to help students learn, not to give the professor something to grade.
Consistently good homework grades may raise students' overall grade when test grades are low.	Grades on tests and major papers usually provide most of the course grade. Homework may not even be a component of the course grade.
Extra credit projects are often available to help students raise their grade.	Extra credit projects cannot, generally speaking, be used to raise a grade in a college course.
Initial test grades, especially when they are low, might not have an adverse effect on a student's final grade.	Students must watch out for their first tests. These are usually "wake-up calls" that let students know what is expected--but they also may account for a substantial part of a student's course grade. Students may be shocked when they get their grades.
Students might graduate as long as they have passed all required courses with a grade of D or higher.	Students may graduate only if their average in classes meets the departmental standard--typically a 2.0 or C average. Courses with a grade of D might not be accepted for credit in an South Texas College degree or for transfer credit by other colleges and universities.
<p>Guiding Principle: Effort counts. Courses are usually structured to reward a "good-faith effort."</p>	<p>Guiding Principle: Results count. Though "good-faith effort" is important in regard to the professor's willingness to help students achieve good results, it will not substitute for results in the grading process.</p>

ACADEMIC DISHONESTY

The Student Code of Conduct is available in the STC Student Handbook, which can be accessed online at the [Student Rights & Responsibilities](#) webpage. The section on Academic Dishonesty is in Section 5: Conduct Violations. Faculty should discuss academic integrity with their students early in the semester, and stress what constitutes academic dishonesty along with the consequences for failing to adhere to this principle. Continuing instruction in what constitutes academic dishonesty is advised early in the semester, as well as throughout the semester as needed. Faculty determine the appropriate academic penalty guided by College policy, and faculty must include this information in their course syllabus.

42. Academic dishonesty. Students attending South Texas College are responsible for adhering to standards of academic integrity. Academic integrity is the pursuit of scholarly activity in an open, honest and responsible manner. Academic integrity is a basic guiding principle for all academic activity at South Texas College and students are expected to act in accordance with this principle. Failing to adhere to academic integrity constitutes academic dishonesty. Academic dishonesty is considered to be a violation of the behavior expected of a student in an academic setting as well as a student conduct violation. A student found

responsible for academic dishonesty is subject to appropriate academic penalty as determined by the faculty member. Students who engage in academic dishonesty also face additional sanctions from the Office of Student Conduct, including expulsion from the College, as outlined in the South Texas College Code of Student Conduct.

Students are responsible for adhering to course requirements as specified by the faculty member in the course syllabus. Students assume full responsibility for the content and integrity of the coursework they submit. Information from instructors regarding the rules and guidelines for examinations, papers, projects, presentations, and other assignments are included in the course syllabus. A student's lack of understanding is not a valid defense to a charge of academic dishonesty. Types of academic dishonesty include, but are not limited to:

- a. **Cheating** - Using or intending to use unauthorized materials, information, notes or study aids in any academic exercise; or any other actions taken to gain unfair advantage over others.
 1. Copying from another student's exam or quiz or providing answers to another student during an exam or quiz.
 2. Substituting for another person, or permitting another person to substitute for one's self, in taking an exam or completing an assignment.
 3. Using, buying, stealing, transporting or soliciting some or all of the contents of an un-administered test, homework answer sheet, computer program or answer key.
 4. Looking at another student's paper, talking or using an external aid such as notes, books, calculators or cell phones (unless the course instructor has indicated in advance that this will be allowed) during an exam or quiz.
 5. Obtaining answers or information for a homework assignment, exam or quiz from an unauthorized source. This includes, but is not limited to, using commercial term paper companies, purchasing answer sets to homework from tutoring companies, and obtaining information from students who have previously taken the course.
 6. Reviewing previous copies of an exam or quiz without the permission of the course instructor.
- b. **Plagiarism** - Using someone else's words, ideas or images and submitting that work for credit as if it were one's own without appropriate acknowledgment to the author.
 1. Submission of any written assignment or oral presentation implies that the work is the result of that student's own thought.
 2. Use of someone else's words, ideas and images must be documented by proper use of quotation marks, references, and footnotes. This includes Internet sources.
 3. Students must be able to authenticate their work if requested by their course instructor.
- c. **Multiple Submissions** - Multiple submissions are submissions of the same or substantially the same work for credit in two or more courses, including but not limited to courses being retaken for credit. Multiple submissions include the use of any prior academic effort previously submitted for academic credit at this or a different institution. Multiple submissions will not include those situations

where the prior written approval by the instructor in the current course is given to the student to use a prior academic work or endeavor.

- d. **Fabrication** - The intentional and unauthorized falsification or invention of information or citation in an academic exercise.
 1. Inventing data or results, and recording or reporting them as factual.
 2. Inventing or altering citations, footnotes, etc.
 3. Providing a fabricated document to a course instructor in order to obtain an excused absence or to satisfy a course requirement.
- e. **Collusion** - Unauthorized collaboration with another person in the preparation of an academic assignment. All assignments are to be completed individually unless the course instructor indicates otherwise.
- f. **Complicity** - Assisting or attempting to help another student commit academic dishonesty.
 1. Providing information about test questions before a scheduled exam or quiz unless authorized to do so by the course instructor.
 2. Allowing another student to copy from one's paper during an exam, quiz or homework assignment.
 3. Taking an exam or quiz for another student.
 4. Signing another student's name on an academic exercise or attendance sheet.
 5. Conspiring with one or more persons to commit, or to attempt to commit, any act of scholastic dishonesty.
- g. **Failing to Report Academic Dishonesty** - Failing to report an incident of academic dishonesty to your course instructor.

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT

The Family Educational Rights and Privacy Act and the Texas Open Records Act are federal and state laws, respectively, that provide for the review and disclosure of academic records. In accordance with these laws, South Texas College will not permit access to or the release of personally identifiable information contained in academic records to any party without the written consent of the student, except:

- to appropriate South Texas College officials, who require access to academic records in order to perform their legitimate duties, which means the information or records requested is relevant and necessary to accomplish a task or make a determination, and the task or determination is an employment-related responsibility of the inquirer or is a properly assigned duty for the inquirer.
- to officials of other schools in which the student seeks or intends to enroll, upon request of these officials, and upon the condition that the student be notified and receive a copy of the record, if desired.
- to federal, state or local officials or agencies authorized by law.
- in connection with a student's application for or receipt of financial aid.
- to accrediting agencies or organizations conducting educational studies, provided that these entities do not release personally identifiable data.
- to the parents of a dependent student, as defined in section 152 of the Internal Revenue Code of 1954, provided a reasonable effort is made to notify the student in advance.

Notice:

As permitted under section 99.34 (a)(1)(ii) of the Family Educational Rights and Privacy Act of 1974 as amended, and upon request of The University of Texas Rio Grande Valley (UTRGV), STC will forward academic records for students who seek or intend to enroll at UTRGV. For more information visit the [South Texas College Catalog](#).

South Texas College is committed to serving the students and communities of South Texas through collaborative work with school districts in the College's service area. This includes sharing critical student performance information when needed for high school reporting. Guidelines for sharing student performance information have been developed by Academic Affairs at STC and are available to faculty through their STC department office.

Additional guidelines on Family Educational Rights and Privacy Act (FERPA) and sharing of student information with regards to the Student Code of Conduct can be found online in the [South Texas College Student Handbook](#):

STUDENT DISCIPLINE IN THE CLASSROOM

The following information is available in the STC Student Handbook, which can be accessed online at the [Student Rights & Responsibilities](#) webpage.

Section 8: Student Discipline in the Classroom

Students at South Texas College are expected to exhibit the highest standards of academic integrity. An act of academic dishonesty is considered an offense against the college. For that reason, the college rules prescribe disciplinary consequences for academic dishonesty administered by the faculty member and the Office of Student Conduct, or their designee.

South Texas College supports the right of faculty to maintain discipline in the classroom. When a student is alleged to have committed an act academic dishonesty, been disruptive in the classroom, clinical or other academic setting, the course instructor or clinical supervisor (in consultation with the Program Chair, when appropriate) may move to sanction the student, which may include temporarily or permanently removing that student from class according to procedures outlined in this Section of the Code of Conduct.

The primary responsibility for managing the classroom environment rests with the course instructor; this includes instances of academic dishonesty. Each course instructor determines what behavior is appropriate or not appropriate in their classroom. For a detailed list of classroom rules, please review the individual course instructors syllabus, the program handbook or consult with the individual course instructor directly.

An academic unit such as a program, department, or division, may also make an academic assessment in the case of academic dishonesty provided there is a standing review procedure that describes an academic relation between academic dishonesty and progress in the program that the appropriate Dean (or their Designee) and the

Vice President for Academic Affairs has approved. Students must be notified of additional expectations and procedures in written program materials, including class syllabi.

When a student exhibits inappropriate behavior in the classroom, clinical or other academic setting, the course instructor may move to sanction the student, which may include temporarily or permanently removing that student from class according to the following procedures:

Temporary Dismissal from a Course

The Instructor, at their discretion, may dismiss a student temporarily from a course for no more than two class periods or equivalent. In such instances, and no later than one working day after the dismissal, instructors **MUST** report the temporary dismissal to their Department Chair, their Dean (or their Designee), and the Office of the Dean of Students/ Office of Judicial Affairs by submitting an Eye-Witness-Report.

Students who are dismissed temporarily **MUST** leave the class while instruction is ongoing, the student **MUST** comply immediately. After the student have been removed, student and the instructor are required to meet face to face and resolve the matter with their instructor prior to the next regularly scheduled class, lab, or clinical meeting. If this is not possible, they may meet with the Department Chair, Associate Dean, or Dean to review the dismissal and seek resolution.

Instances where there have been multiple temporary dismissals from a course are, at the instructor's discretion, sufficient grounds for permanent dismissal from that instructor's course. The course instructor **MUST** provide notice to the student of the permanent removal and the reasons for the removal. The instructor must also inform the student of their right to appeal the removal to the appropriate Dean (or their Designee).

Steps for Temporary Removal from a Course:

The instructor **MUST** speak with the student and inform them of the rule, or standard that the student has violated prior to the next regularly scheduled class, lab, or clinical meeting. Provide written or verbal notice that future violations may result in permanent dismissal from the course, lab or clinical. If the alleged violation is serious enough to warrant immediate removal from class, the course instructor may withdraw the student from class and assign a "W"; if the instructor wishes to assign a letter grade of "F" they must submit a change of grade form to the Office of Admissions and Records at the end of the semester. The instructor should also notify the student in writing of their intention to assign a letter grade of "F". All removals should be documented and reported to the appropriate Program Chair, Dean (or their Designee) and an Eye-Witness-Report should be submitted to the Dean of Students/ Office of Student Conduct.

Steps for Permanent Removal from a Course:

The instructor may dismiss a student from a course for the remainder of the semester in instances where the student has exhibited multiple infractions of classroom, lab, or

clinical rules, or in cases where the alleged violation prevents instruction of the course from taking place or is so egregious that allowing the student to remain in class may pose a danger to the safety of others.

Instructors **MUST** provide a written statement that includes the following:

- The name of the individual(s) being dismissed
- Specific reasons for the dismissal;
- The factual details of the incident;
- The names of any and all witnesses; and
- Any applicable dates, times and location of the incident(s).

Not more than 2 business days after the incident that caused the dismissible from class, the instructor **MUST** provide the student with the following information:

- Specific reasons for the dismissal;
- The factual details of the incident;
- The names of any and all witnesses; and
- Any applicable dates, times and location of the incident(s).
- Notification of their right to appeal within 5 working days the removal from class to their Dean (or their Designee) in writing.

Not more than 2 business days, after the incident that caused the dismissible from class, the instructor **MUST** submit their written statement to their Department Chair, their Dean (or their Designee) and then submit an Eye-Witness-Report to the Dean of Students/ Office of Student Conduct.

In instances where the violation may be so egregious that a faculty member may be concerned about the health and safety of the other students in the course the faculty member may remove the student immediately, without a second occurrence; additionally, it is recommended that the faculty member notify Campus Police immediately. Please note, removal of a student from an individual instructor's course may not constitute grounds for removal of a student from the College as a whole, please refer to the Administrative Conduct Process outlined on Section 7 of the Code of Student Conduct.

In instances where a student is alleged to have committed a violation of academic dishonesty, the instructor of record shall inform the student at the earliest possible date after becoming aware of the violation. The student may request a meeting to review the information that was used to determine that a violation has occurred. Both the faculty member and the student have a right to request mediation services from the Office of Ombuds Services to help facilitate the discussion. The Office of Ombuds Services shall serve in the capacity of third party neutral and shall not be placed in a position to determine if the student has committed an act of academic dishonesty or violation of the Code of Student Conduct.

I. Student Discipline in the Classroom - Appeal Process

The student may appeal the decision of the course instructor to the appropriate Dean (or their Designee). This appeal must be made in writing and received by the Dean (or their Designee) within 5 working days of the student receiving notice of the course

instructor's decision. Upon receipt of the appeal, the Dean (or their Designee) shall review the appeal, hear witnesses if he/she so chooses, and render a decision.

The Dean (or their Designee) shall notify both the student and the instructor of record in writing once a decision has been made. The decision of the Dean (or their Designee) concludes the approved South Texas College appeal process for instances of student discipline in the classroom.

An appeal to the Dean (or their Designee) may result in one of the following:

1. Affirm the action of the course instructor.
2. Dismiss, reduce, or modify the penalty imposed by the course instructor.

If the student fails to submit their appeal in writing to the program chair within 5 working days of the student being notified of the instructor's decision, the instructor may then sanction the student.

STUDENT CONDUCT INCIDENT REPORT FORM

South Texas College endeavors to provide and maintain a safe and healthy environment for students, employees and visitors. When an individual violates the Student Code of Conduct or exhibits behavior that is overly aggressive or threatening to others, it is disruptive to the mission of the College and may be indicative of future and potentially escalated threats to the College community.

Make A Report: Reporting Violations of the Student Code of Conduct, Odd, Concerning, or Threatening Behavior

In an emergency your first call should be to 911 or the STC Security Department at 956-872-2589.

Parties submitting a report may submit an anonymous report using the Student Conduct Incident Report Form – SCIRF (For Complaints Against Students). However, due to the nature of many of the reports, federal regulations under Title IX, the Clery Act, Violence Against Women Act (VAWA), and the Campus Sexual Violence Elimination Act (SaVE) parties are encouraged to provide their contact information to ensure an appropriate response to their concerns and to ensure that all necessary steps can be taken to ensure the health and safety of all members of the South Texas College community. This allows the College to provide you with information about the outcome of your report and to provide victims assistance information when appropriate.

For detailed complaint procedures and steps in filing a complaint, see the **Student Handbook** located in the [Student Rights & Responsibilities webpage](#).

COLLEGE GRADING SYSTEM & OTHER FACULTY RESPONSIBILITIES

Instructor of Record

South Texas College's policies, procedures, and practices are all clear regarding the instructor of record as the sole individual authorized to issue grades. The instructor of record is responsible for maintaining the academic rigor of each class, ensuring that the course syllabus is followed, assessing the skills and competencies of each student, and issuing appropriate grades.

According to STC **Board Policy 3312 Student Appeal of Course Grades**, "the primary responsibility for assigning grades in a course belongs to the faculty member, and in the absence of compelling evidence of discrimination, differential treatment, or procedural irregularities, the judgment of the faculty member responsible for the course must remain determinant." The Dual Credit Memorandum of Understanding contains a statement that College and School District officials will not interfere with the faculty member's responsibility for assigning College grades. The final course grade for the College will be a letter grade and for the high school a numeric grade that might differ from the College grade.

Faculty bears a heavy responsibility in the issuance of grades. A faculty member may not independently accept grades from another faculty member for students in his/her classes. No individual, except the instructor of record, is allowed to make grade changes or to influence the grading process.

See Board Policy 3312 and access all other Board policies online the South Texas College [Board Policy Manual webpage](#). Information on faculty responsibilities is also found in the Faculty Handbook.

Withdrawal from Semester Credit Courses Board Policy 3330 (rev. 5/6/04)

Initiation of Withdrawal - Withdrawal from a course results in a grade of "W" and may be affected through action taken by the affected student, the course instructor, the instructor's immediate supervisor, or the appropriate administrator.

A student who decides to withdraw from a specific course(s) should initiate withdrawal procedures by securing a drop form from the Office of Admissions and Records. The form must be turned in to the Office of Admissions and Records prior to the published deadline for withdrawals. Students who are failing a course and have not withdrawn as of the established deadline will receive an "F." A student who is not progressing satisfactorily toward completion of course objectives due to non-attendance may be withdrawn from the course by the instructor prior to the published deadline for withdrawals.

It is the student's responsibility to initiate the withdrawal process. The College is not responsible for any liabilities incurred as a result of the student's failure to officially withdraw from the College. Students whose circumstances require them to discontinue attending a course should promptly take steps through the Enrollment Center to officially withdraw from it. Failure to withdraw properly will result in a grade of "F" in the

course. Instructors are authorized, but not required, to withdraw students that in their opinion are not able to successfully complete a course. A student may appeal an instructor-initiated withdrawal.

Course withdrawals may occur at any time after the official reporting date of a semester and up to the established deadline for withdrawals in each semester. The established deadline will be approximately three weeks prior to the end of each semester. The specific deadline will be published in a timely manner in the appropriate College publications.

Six “W” Limit

Students enrolling as first-time freshmen at a public institution of higher education in Texas in Fall 2007 or thereafter will be limited to a total of six dropped courses during their entire undergraduate career.

Grading System: Credit Programs Board Policy 3310 (rev. 7/28/05)

The grading system used at South Texas College is explained in **Board Policy 3310 Grading System: Credit Programs** and can be accessed on the South Texas College [Board Policy Manual webpage](#). Information on can also found in the Faculty Handbook.

Grade Mark	Interpretation	Grade Point per Semester Hour
A	Excellent	4
B	Good	3
C	Satisfactory	2
D	Minimum Passing	1
F	Failing	0
I	Incomplete	Not Computed
W	Withdrew	Not Computed
AUD	Audit	Not Computed
CR	Credit Given For	Not Computed
N	Non-Credit	Not Computed
S	Passing	Not Computed
P	Passing	Not Computed
NP	Not Passing	Not Computed
IP	In Progress	Not Computed

Certain grades are utilized in particular courses. Each course syllabus will indicate the grades that may be issued in the course.

The grade of "I" (for Incomplete) may be given by an instructor in certain circumstances for a course in which a student was unable to complete all of the objectives for the passing grade level attempted. The student must complete all of the objectives as dictated by the instructor by the end of the next long (fall or spring) term. Failure to complete all requirements by the end of the next long (fall or spring) term will result in a final grade of "F" or "NP" for the course. With the exception of the "I", all grades are

considered final unless College error is involved. In the event of a grade dispute, an appeal process is provided.

In the case of a repeated course, the last grade received will be used for degree plan requirements as applicable and as part of the student's cumulative grade point average.

South Texas College accepts the responsibility to establish and maintain standards of excellence in the courses taught and to subscribe to the following principles:

1. We recognize the need for consistency and fairness in the evaluation of student performance.
2. We fully recognize the need to maintain public confidence in the academic integrity of the College.

Guidelines for Issuing a Grade of "I" (Incomplete)

The issuance of a grade of "I" (Incomplete) is explained in **Board Policy 3310 Grading System: Credit Programs** and can be found in the **Faculty Handbook**. When a faculty member issues a grade of "I" (Incomplete), documentation should be provided to both the student and the faculty member's department/program chair which includes the following:

- The student's name, A#, and contact information
- The faculty member's name
- The course, section number, and semester for which the "I" is being awarded
- A brief explanation of the reason for which the I is being awarded
- A summary of the coursework already completed by the student, and the grades, points, and/or scores earned and recorded for that work
- A summary of the coursework still required from the student in order to merit a change of grade from an "I" to a letter grade (A, B, C, D, F), and the relative weight of each pending item toward the final course grade
- The date by which all of the coursework needs to be completed by the student

All of the above should be contained on a single form, with signature lines for the student, the faculty member, and the faculty member's department/program chair, each of whom should receive a copy.

A copy of the course syllabus, or section outline, specific to the section in which the student is enrolled, should also be attached. The *Issuance Of A Grade Of I (Incomplete) Form* can be used for this purpose.

Grade Changes

Grade changes are explained in **Board Policy 3312: Student Appeal of Course Grades** and can be found in the Faculty Handbook.

If a student requests a grade change in writing, justifying the change, and the instructor agrees to change the grade, the instructor should fill out a Change of Grade Form obtained from the Enrollment Center and attach it to the request. The Dean must approve changes made later than one year after the end of the semester in which the

course was taken. Grade changes must be made within 30 days to affect scholastic probation status.

If an instructor initiates a grade change, the instructor must fill out a Change of Grade Form obtained from the Enrollment Center. (Refer to the Appendix in the Faculty Handbook for the Change of Grade Form for non-dual credit students and refer to the Grade Change form in this reference guide for dual credit students.)

Final Examinations

The following information can be found in the [Faculty Handbook](#). The College calendar schedules days at the end of the semester providing two-hour blocks for testing. During this time, classes will not meet except during their scheduled testing time. Since summer classes meet for at least two-hour blocks, they will test during their last scheduled meeting. For some courses, a Departmental Final Examination may be mandated. Check with your department chair to determine if your department uses a departmental final. If, for any reason, faculty believe that they should not follow the official examination schedule, they should discuss the matter with the Chair before making any announcement to the class. Changes to the final exam schedule may result in room conflicts. **Faculty are requested to submit two copies of each final examination to the Chair after it has been administered. The Chair will forward one copy to the appropriate Dean.**

The final exam schedule is developed for traditional classes. Faculty teaching Hybrid or Minimester courses that do not fall within the meeting times of the final exam schedule should work with students to resolve possible final exam conflicts. Refer to the Appendix in the Faculty Handbook for the final exam schedule. The Final Exam Schedule can also be found online and in this reference guide.

On-Line Grade Submission

The following information can be found in the [Faculty Handbook](#). Instructors submit grades on-line and should observe the deadlines indicated on the final examination schedule. Students receive an "I" for Incomplete when grades are not submitted on time, or when a student is not issued a grade. The instructor is then required to complete a Change of Grade Form for each student to correct the transcript file. While College policy prohibits the public posting of final grades, students may get their grades online at any College computer lab or kiosk after grades have been posted to the system, and each student will receive a grade mailer if they do not have a hold. Do not tell students to call the Enrollment Center or the faculty secretary for grade results; grades cannot be given out by phone. **A copy of grade book sheets with grade weighting should be submitted to the chairperson at the end of each semester.** This information must on file for questions concerning grades.

DUAL CREDIT FACULTY RIGHTS & RESPONSIBILITIES

STC Policy and Procedures

Even though DCF members are full-time employees of the School District wherein they teach the college course(s), DCF are expected to follow all STC policies as applicable during the instructional time designated for dual credit courses. Because DCF are employed by both STC and the ISD they are confronted with unique challenges, but should have the same rights, responsibilities, academic freedom, and privileges as STC Faculty teaching a dual credit course at a high school site. They must fulfill their responsibilities as DCF while acting in accordance with the expectations, policies, and responsibilities required by their School District and Principal.

DCF Rights and Responsibilities when teaching a STC Dual Credit Course: Curriculum, Course Competencies, and Teaching Requirements:

❖ Course Syllabus and Reports

- **Syllabus:** DCF will develop the course outlines or syllabi, including the following: a description of content, teaching strategies, performance measures, grading standards, resource materials, objectives/outcomes, and course calendar. The syllabus must be reviewed and approved by the STC Department Chair of the discipline within the first week of instruction.
- **Rigor:** The syllabus for the dual credit course should reflect comparable academic rigor, curriculum, academic integrity, reference to hand-held electronics use, attendance requirements, participation, level and pace of instruction, content, learning outcomes, and assessment as the corresponding course held on an STC campus.
- **Learning Outcomes:** DCF will complete all STC departmental requirements such as diagnostic tests and Student Learning Outcomes/Exemplary Educational Objectives (for appropriate courses) according to the deadlines set by the College.
- **Aligning Competencies:** DCF will participate in aligning the high school and college course competencies with the assigned STC Department Chair.
- **Potential DC Students:** DCF will assist in the identification of potential dual credit students.
- **Reporting Requirements:** College and DCF teaching dual credit courses should check their class rosters during the first week of classes by accessing Starfish through JagNet to make sure that all students attending the class are enrolled in the dual credit course. Refer students not on the roster to the appropriate School District counselor and the Dual2Degree Department. Any student not listed on the roster by the 12th day of class (Census Day) will not be enrolled in the dual credit course.

❖ Teaching Expectations

- **College-Level Course Work:** More time is required outside of class for students to do the work required in a college level course, and DCF should not be pressured to decrease the amount of out of class work given to students or water down the course.
- **Substitutes:** DCF are required to teach the course. College policy calls for faculty to meet each scheduled class at the designated place for the entire class period. STC policy on the use of a qualified substitute for a class meeting

needs to be adhered to. Because of the THECB and SACSCOC requirements, if a DCF is unable to teach the course, arrangements must be made by contacting the Department Chair prior to absence. The Department/Program Chair must approve any substitute, and the substitute's documentation forwarded to the Dean.

❖ Issuing of Grades

- **College Grade:** DCF should not be pressured to inflate the college grade, which might differ from the high school grade.
- **Student Academic Progress:** DCF will advise students concerning their academic progress prior to the last day to drop/withdraw from STC.
- **Assigning Grades and Grade Changes:** DCF will assign the student a letter grade for STC through JagNet. Once grades are entered into JagNet, grades can only be changed as a result of an error in the grade issued, an error in processing the grade, or in the instance with an "Incomplete" grade with student completion of course requirements. A grade change form should be submitted to the Department Chair. Should a DCF member continue instruction beyond the STC semester, the grade reported to the high school might differ as the grade might include additional work or work differing from the requirements of the college course.
- **Copy of Grades:** DCF will provide the Department Chair, as requested, a copy of the grade sheet for the class showing all exam scores, the term paper score (if any), the final exam score, and the final course grade.
- **Grade Appeal:** College procedures should be followed by dual credit students who wish to appeal a grade by contacting their school counselor or the Dual2Degree Department for direction on the process.

❖ Class Disruptions

- **Classroom Assignment:** DCF, as much as possible, should remain in their usual room for class meetings and not be moved around from room to room at the convenience of the school.
- **Class Instructional Time:** Pulling DCF from their class instructional time to perform hallway monitoring or other duties during school-wide testing days or other events, should be minimal or avoided as much as possible.
- **Student Code of Conduct:** All dual credit students are expected to comply with STC's student handbook and student code of conduct as well as the district's code of conduct. Additionally, DCF can include additional conduct expectations which will be reflected in the syllabus. The decision of which disciplinary support structure to use in individual cases is left to the professional judgment of the faculty.
- **Announcements and Classroom Visits:** Except for official business or cases of emergency, dual credit classes should not be interrupted for announcements or visits by school personnel.

❖ Meetings

- **STC Meetings, Professional Development, and Training:** DCF will attend STC planning meetings and staff development activities, including Dual Credit training workshops, discipline and course-specific professional development, and the professional development days scheduled prior to the beginning of each long semester; so, time needs to be provided by ISDs for DCF to

participate in these activities. STC strives to minimize the number of meetings that conflict with the high school teaching day, since this places an undue hardship on the hiring and paying of substitutes. STC Department Chairs are encouraged to schedule meetings after school as much as possible.

- **STC Department Chairs will document dates and attendance** at departmental meetings, discipline and course-specific professional development training, as well as the agenda and materials used for these departmental sponsored activities. Department chairs need to document DCF compliance with required attendance and the repercussions for non-compliance as outlined in the Faculty Handbook in the section "Department/Program Chair Duties and Responsibilities." In compliance with NACEP Accreditation requirements, STC Department Chairs must use the Professional Development Documentation System to indicate meeting dates, times, and location.

Textbooks

- DCF are **expected to use approved textbooks** during the STC course. Textbooks must be College-level and approved by the Department Chairs.
- The Dual Credit Textbook Adoption list is reviewed and updated annually by College Department Chairs and lists the textbooks, lab manuals, and supplemental materials approved for use in Dual Credit courses. These are the adoptions supported by the IA, and any exceptions should be discussed and agreed upon by the School District, the College Department Chair, and the Dean of Dual Credit Programs and School District Partnerships.
- The required **textbooks and materials shall be provided to each registered student** on the first day of class.
- According to the established IA, College-approved textbooks purchased by the school district, as required for a college course, are allowed to be used for four (4) years. Department Chairs may request a change of textbook earlier than four (4) years, if the textbook is for a technology-based course, or with reasonable justification.
- A new textbook adoption needs to be communicated by the STC Department Chair to STC's Dual Credit Programs by the 1st of March of each year.
- Per guidelines in the STC Faculty Handbook and in **Board Policy #3236 Guidelines** for the Adoption and Ordering of Textbooks, with the approval of the Department Chair, the School District, and the Dean of Dual Credit Programs and School District Partnerships:

Contact Hours Pertaining to Dual Credit Faculty

- DCF are **obligated to meet the required number of contact hours** per semester. Therefore, excessive absences, dismissal of classes, and early release (except in emergency), are in violation of the contract between the Dual Credit Faculty member, the College and the Texas Higher Education Coordinating Board.
- In order to ensure meeting of required contact hours, Dual Credit Faculty are expected to make up lost contact hours as needed.

Contact Hours Pertaining to Dual Credit Students

- Contact hours for students are equally important. Students enrolled in dual credit courses are required to maintain regular and punctual attendance in class and laboratories. According to STC Board Policy #3335: Student Attendance, the student is responsible to communicate with faculty members concerning any

absence. The student may be required to present evidence to support an absence, and make-up work for class absences will be permitted only as specified by the faculty in the course syllabus. Dropping a course is the responsibility of the student and not taking the appropriate steps may result in an "F" for the course. In addition to Division based guidelines related to attendance, faculty may notify the school counselor to drop students, prior to the withdrawal deadline when, in the opinion of the faculty, the student would have difficulty in successfully completing the course.

- In line with the importance of contact hours and attendance, students may not be added to a course after Census date, unless an error in the registration process occurs, as determined by the South Texas College Office of Admissions.

Withdrawing/Dropping a Dual Credit Course

Dual credit students are required to complete and sign a South Texas College drop form in order to withdraw from a dual credit course. The student should schedule an appointment with the high school counselor who can guide them through the process of withdrawal from a course. In a course being taken for dual credit, completion of the withdrawal procedures might necessitate changes to a student's high school schedule. In addition, the student might need to complete work in the high school course to meet the requirements to earn credit for high school. Once the student has decided upon completing the withdrawal procedures, the drop form should be completed with the high school dual credit contact.

Dual credit students are college students and must abide by STC guidelines for withdrawing or dropping a class. Students who drop the class before the College's 12th class day will be dropped without penalty. The class will not appear on the student's college transcript. However, if a student withdraws or drops a class after the College's 12th class day, the class will be included on the students' college transcript, and **can affect the student's financial aid eligibility and/or admission to an institution of higher learning.**

A student or high school counselor must not assume an instructor will complete withdrawal procedures for a student who is not progressing satisfactorily toward completion of course objectives or no longer attending the course. It is the student's responsibility to initiate the withdrawal process. Instructors are authorized, but are not required, to withdraw students that in their opinion are not able to successfully complete a course. A student may appeal an instructor-initiated withdrawal.

Course withdrawals may occur at any time after the official reporting date of a semester and up to the established deadline for withdrawals in each semester. The established deadline will be approximately three weeks prior to the end of each semester. The specific deadline will be published in a timely manner in the appropriate College publications.

The College is not responsible for any liabilities incurred as a result of the student's failure to officially withdraw from the College. A student who is not progressing satisfactorily toward completion of course objectives due to non-attendance may be withdrawn from the course by the instructor. Students whose circumstances require them to discontinue attending a course should promptly take steps to officially withdraw

from the course. Failure to withdraw properly in these cases will result in a grade of “F” in the course.

For further information visit the [Student Services website](#).

GUIDED PATHWAYS

The Texas Pathways Model is an **integrated, system-wide** approach to student success based on intentionally designed, clear, coherent and structured educational experiences, informed by available evidence, that guide each student effectively and efficiently from the selection of their high school degree program to her/his point of postsecondary entry through to attainment of high-quality credentials and careers with value in the labor market.

Central to the Pathways model are clear, educationally coherent program maps—which include specific course sequences, progress milestones, and program learning outcomes—that are aligned to what will be expected of students upon program completion in the workforce and in education at the next level in a given field. Students are helped from the start to explore academic and career options, choose a program of study, and develop a plan based on the program maps. These plans simplify student decision-making, and they enable high schools, colleges, and universities to provide predictable schedules, frequent feedback, and targeted support as needed to help students stay on track and complete their programs more efficiently. They also facilitate efforts by teachers and faculty to ensure that students are building the skills across their programs that they will need to succeed in employment and further education.

Guided Pathways Essential Practices

1. *Clarify paths to student end goals*
2. *Help students choose and enter a pathway*
3. *Help students stay on path*
4. *Ensure that students are learning*

South Texas College began the process of implementation of the Guided Pathways strategy in the fall of 2017. This approach is focused on better structuring student connection, entry, progress, and completion of certificates and degrees with market value or transfer to four-year institutions with junior standing in a major. For more information on the Guided Pathways approach, the implementation process, and timeline at STC please visit the [Academic Affairs](#) webpage and click on the Texas Pathways quick link.

STARFISH EARLY ALERT SYSTEM

South Texas College has implemented the Starfish Early Alert system to assist in communication between faculty and students. In order to optimize Starfish as an Early Alert System, faculty are reminded that they must set up their Starfish profiles. In addition, faculty are asked that they either set-up or update their office hours so that students can make an appointment to visit with the faculty whenever a flag is raised.

Starfish is a tool that should increase engagement between students, faculty, and support services. The Starfish Early Alert System also provides opportunities for interventions and raises awareness about available tools and resources to help students succeed.

Visit the [Starfish Training Materials](#) page for links to Starfish Tutorials. These tutorials were designed to help provide faculty and student profiles, how to clear a flag once a student has completed their assignment, how to set up or update office hours, and/or how to clear flags from a previous semester.

- Starfish Timeline - Semester
- Module 1 – How to Access Starfish
- Module 2 – How to Set Up Your Profile
- Module 3 – How to Set Up Office Hours
- Module 4 – Financial Aid Attendance Verification (Traditional)
- Module 4a – Attendance Verification Instructions for Dual Credit Programs
- Module 5 – Clearing the Financial Aid Flag
- Module 6 – Progress Survey Instructions

GRADE REPORTING AND ELIGIBILITY

The reporting of grades to a high school throughout the semester is an extra duty that South Texas College faculty who teach dual credit classes are sometimes asked to perform. Grade reporting at the high school is a state requirement known as "No Pass No Play" that is used to determine the eligibility of students to participate in extracurricular activities. No Pass No Play was enacted as part of a series of reforms included in House Bill 72, which was enacted by the Texas Legislature and took effect in 1984 under the direction of then-Governor Mark White.

The No Pass No Play rule stipulates that Texas public school students who participate in extracurricular activities must achieve a passing grade (a 70 or higher) each six-week grading period in order to qualify to continue participating in extracurricular activities such as athletics, band, and orchestra. If a student receives at least one failing grade on his or her report card during a given six-week grading period, that student is forbidden or ineligible to participate in extracurricular activities until the failing grade or grades have been improved to passing levels. No Pass No Play affects all students involved in extracurricular activities equally in all school districts.

Not all dual credit students participate in extracurricular activities. However, grade reporting to a counselor (which FERPA allows) helps faculty in a number of ways. When counselors and administrators know how the student is doing, the high school can implement its own initiatives to help students understand college expectations when additional support is needed. Also, counselors and administrators can communicate with parents who might be concerned about how their child's progress affects the high school grade. Finally, the counselors and administrators can motivate and encourage students.

A counselor's or administrator's suggestion to change grades or help students by altering their grades should never be accepted. If you encounter a situation such as this, please report the incident to the Dean of Dual Credit Programs.

If grade reporting is difficult as a result of how a class's final average is determined as in the case with weighted grades or a point-system, a faculty can turn in a "passing" or "not passing" grade to counselors and administrators. If a counselor or an administrator is unwavering about having a numerical grade, an approximate grade can be given. However, be very clear that grades might not be accurately determined until the end of semester and that the grade is an approximate grade. The best strategy is to place a statement within the course syllabus regarding how grades will be reported in the event the school requests progress grades. Communication about this with partner school contacts is imperative. Stress your grade scale to the counselor or administrator and how the grade was determined when communicating with them about grades. Providing a syllabus to the high school counselor or contact is always a good practice for these purposes.

Consult the high school calendar or dual credit contact at the school for the dates of the six-week periods and when grades might be requested.

COLLEGE KNOWLEDGE FOR STUDENTS

- Are Your Students College Ready?
- Helping Your Students Understand College
- Student Code of Conduct
- Helping Your Students Understand Inappropriate Classroom Behavior
- Conduct Violations
- Office of Student Rights & Responsibilities
- Student Rights and Responsibilities
- Student Appeal of Course Grades
- Student Attendance in College Courses
- Scholastic Progress Standards
- Degree Works Self-Advising
- Helping Your Students Login to Blackboard

ARE YOUR STUDENTS COLLEGE READY?

Many high school students become South Texas College Dual Credit students by doing well on a standardized test. Standardized tests are only one component of being ready for college. The level of work and skills necessary to succeed in college can differ from what is needed in high school depending on the courses. Students should examine the following strategies and skills to understand how they can increase their chances of being successful in college. At South Texas College there are ways to develop those areas which students want to strengthen, and high schools can offer help as well. Students should expect to make adjustments to how they study and what they can do to become a successful college student.

Cognitive Strategies and Content Knowledge

The expectation of how a college student acquires knowledge differs from the expectation of a high school student. The college student is expected to acquire knowledge through the use of reasoning, intuition, and perceptions. Students are more likely to succeed if they can:

- formulate, investigate, and propose solutions to non-routine problems;
- understand and analyze conflicting explanations of phenomena or events;
- evaluate the credibility and utility of source material and then integrate sources into a paper or project appropriately;
- think analytically and logically, comparing and contrasting differing philosophies, methods, and positions to understand an issue or concept; and
- exercise precision and accuracy throughout the course.

College students need to manage sets of big ideas and key concepts. Also, they are expected to have basic foundation knowledge in the subject area prior to the semester they take the course. If a specific subject is not their strongest, they will need to put in extra study time and work harder to connect basic knowledge with new information in the course.

Self-Management Skills

In college, students must keep track of massive amounts of information and organize themselves to meet competing deadlines and priorities. Students must:

- plan their time carefully to complete tasks;
- be able to study independently and in study groups;
- know when to seek help from academic support services and when to cut their losses and drop a course.

These tasks require self-management, a skill that individuals must develop over time, with considerable practice and trial-and-error.

Do cognitive and self-management skills need development?

South Texas College's Centers for Learning Excellence (CLE) offer free tutoring, both in person and online, as well as online paper review. They also offer other services and student workshops that focus on topics for personal enrichment and growth such as: time management, critical thinking, memory techniques, note-taking, test-taking strategies, and test anxiety. Special sessions in content specific areas are also available. Schedules are available in all [Centers for Learning Excellence webpage](#). Students need their Student ID card or number to access services at the CLE. Please contact the Centers for Learning Excellence at 872-8311 for further assistance.

HELPING YOUR STUDENTS UNDERSTAND COLLEGE

Founded in 1993, South Texas College is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools to award baccalaureate and associate degrees. South Texas College was created on September 1, 1993, by Texas Senate Bill 251 to serve Hidalgo and Starr counties.

Currently, 70% of the students at South Texas College are the first in their family to attend college. Getting into college while still in high school makes the transition from high school to college smoother because there is help along the way. An important part of this progression is understanding degree plans and other processes. To read more about degrees and opportunities visit the [About South Texas College webpage](#).

Academic advisors help students to define and develop realistic education goals and to help students understand the objective/requirements necessary to meet those goals. Students should meet with their advisor on a regular basis to monitor student progress towards completion. There are many resources available to students that can be utilized to reach completion. New students at South Texas College, should visit the Enrollment Center to ensure the admissions process is complete prior to meeting with an advisor. For more information on academic advising visit the [Student Services webpage](#).

As stated in the College's Board Policy #3232, Dual Credit Student Eligibility Requirement, Dual Credit students may not enroll in college-level courses until the Spring semester of their 9th grade year, and then are limited to no more than two (2) courses for that semester from an approved list of recommended courses. All 10th grade students will be limited to only two (2) dual credit courses per Fall and Spring semester. All 11th and 12th grade students should not exceed four (4) dual credit courses per Fall and Spring semesters. Summer session is limited to two (2) dual credit courses for Summer Term I/III and two dual credit courses (2) for Summer Term II.

Dual credit students shall be limited to courses within their declared major and corresponding degree plan. Students who declare a major leading to a Career Technical Education (CTE) certificate or associate degree, may also enroll in academic dual credit courses limited to English 1301, Mathematics/Natural Science Electives, Humanities Electives, Social and Behavioral Electives, and other Associate of Applied Science (AAS) Electives needed to complete their Certificate and/or AAS degree, while not exceeding the limitation on dual credit courses per semester described above below. Students may attempt a maximum of 68 credit hours, with the exception of students pursuing the Associate of Science in Engineering and Associate of Science in Pre-Pharmacy.

The Dual Credit Programs is subject to all applicable College policies and procedures. Therefore, independently enrolled dual credit students must additionally comply with the normal course load limits set for all students during a summer session.

In addition, dual credit students must comply with the College's Academic Progress Standards as outlined in [Board Policy #3320](#) and [Board Policy #3322](#). Federal

Financial Aid SAP requirements measure all students' GPA and progression regardless of whether or not they receive aid and these requirements are applicable to dual credit students who are still in high school.

STUDENT CODE OF CONDUCT

Detailed information regarding South Texas College's expectations for students is presented in the Code of Student Conduct. The Code of Student Conduct is an articulation of South Texas College's commitment to maintaining an environment that recognizes and supports the rights of its students and provides a guide for defining behaviors the College considers inappropriate.

The Code of Student Conduct is available in the Student Handbook located in the [Student Rights & Responsibilities webpage](#).

HELPING YOUR STUDENTS UNDERSTAND INAPPROPRIATE CLASSROOM BEHAVIOR

1. Addressing the instructor in a casual manner

Even if the instructor dresses or behaves casually, students should avoid personal comments or questions about their manner of dress or family. The instructor may be friendly, but the instructor is not a "buddy" to students.

2. Habitually arriving late to class

While some instructors are lenient about tardiness, other instructors have zero tolerance for tardiness even to the point of not allowing late students into the class session and/or counting students absent. Student tardiness is disruptive to the lecture or other activities. If a student's schedule just won't permit them to get to class on time, it may be advisable for the student to drop the class and take one that is more convenient. Instructors have their own way of taking attendance. If a student is late to class, the student should consider themselves absent. Students need to remember that in college, possibly even with excused absences, they may be automatically dropped (students should check their syllabus).

3. Habitually leaving class early

Students should not schedule appointments or activities during class hours or expect that instructors will dismiss class early. Students should plan to stay until the end of class. If and when students need to leave class early, they should let the instructor know ahead of time.

4. Dominating classroom discussion

Some students jump into classroom discussion so enthusiastically that they trample through the instructor's lecture interjecting comments even to the point of interrupting the instructor with some point they want to make. This type of student usually upsets the instructor and annoys classmates with this behavior.

5. Answering or looking at cell phone in class

Students should turn OFF their cell phones before entering class. Being occupied with a cell phone is disrespectful and impolite. Texting is not acceptable during a college class. Instructors have the right to ask a student to leave their class. If the instructor has incorporated "bring your own device" activities into the class, permission will be given as needed for these activities.

6. Eating and drinking in class

Although some instructors may tolerate eating and drinking in class, other instructors might not. The instructor is likely to follow campus rules if it is a dual credit course on a high school campus.

7. Chatting during class discussion or while fellow students are giving oral reports

Fellow students appreciate a quiet learning environment and resent students who continually disrupt the environment, especially when they are voicing their opinion, are asking questions, or are presenting.

8. Angrily confronting the instructor

Having a public temper tantrum about a grade or sending the professor an email to complain about something is not constructive behavior. If a student has a legitimate complaint about a graded assignment or a final grade, they should seek out the professor in person during office hours and discuss the situation in a mature manner. If a student takes the time to see an instructor in person, their concern will be taken seriously and, even if adjustments aren't made, the instructor will be impressed with a student's maturity level, which leaves a positive impression. Students should spend time understanding the course syllabus and requirements from the start to cut down on later misunderstandings.

9. Missing class without notifying the instructor

Although some instructors are relaxed about attendance, a student should contact their instructor when they need to miss class for any reason. Students can also ask another student for copies of notes for the missed class. A student may even be able to obtain copies of lecture notes or schedule a meeting during the instructor's office hours to discuss what was missed. A student should not, however, ask the instructor in class to go over missed material because that student didn't attend the class that the material was covered in. When alerting the instructor about having to miss a class, students should be cautioned not to begin the conversation with the question: "Are we doing anything important in the next class because I have to miss it."

10. Avoid signaling or sending signs that class time is over

This includes such signals as books closing loudly, unzipping and zipping backpacks, and making other noises that class time is over. It is usually presumptuous and rude for students to tell the instructor that class is over, unless the instructor has asked them to watch the time and signal when class time is up. Some instructors might go beyond the allotted class time, but this is usually an attempt to finish discussing the topic.

CONDUCT VIOLATIONS

South Texas College endeavors to provide and maintain a safe and healthy environment for students, employees and visitors. When an individual violates the student code of conduct, exhibits behavior that is overly aggressive or threatening to others, it is disruptive to the mission of the College and may be indicative of future and potentially escalated threats to the College community.

See the Student Code of Conduct in the Student Handbook for examples of violations that may be subject to sanctions. The **Student Handbook** is located in the [Student Rights & Responsibilities webpage](#).

OFFICE OF STUDENT RIGHTS & RESPONSIBILITIES

At the Student Rights and Responsibilities webpage you will find information regarding the Student Code of Conduct, the Administrative Student Conduct Process, on and off campus resources for students, faculty/staff, and parents, as well as the other services that the office provides. If you have questions regarding the information presented, or need further clarification, please contact the [Office of Student Rights and Responsibilities](#) at (956) 872-2180 or visit their webpage.

The **mission** of the Office of Student Rights and Responsibilities is to promote student responsibility by encouraging fairness, honesty, integrity, and respect through education and awareness in conjunction with behavioral standards, as well as, supporting individual rights while promoting the development of self-advocacy skills.

To address the needs of the South Texas College community while maintaining a safe and healthy learning environment through the collaborative use of the following services:

- [Ombuds Services](#)
- [Student Conduct](#)
- [Behavioral Intervention](#)
- [C.A.R.E. Team](#)
- [Interested in Serving as a Student Conduct Panelist? Apply Here!](#)
- [Student Rights and Responsibilities Training Request](#)

STUDENT RIGHTS AND RESPONSIBILITIES

As a premier learning-centered higher education institution, South Texas College is committed to academic integrity and standards of excellence of the highest quality in all courses and programs and to providing an environment that fosters the educational process and the well-being of the campus community.

South Texas College recognizes that student success is a shared responsibility between the student and the College. Students attending South Texas College are expected to accept and adhere to the following responsibilities:

1. Student attendance and participation is paramount to academic success. Regular and punctual attendance in class and laboratories is expected of all students.
2. Students are expected to exercise personal responsibility and self discipline as they engage in the rigors of discovery and scholarship. Inappropriate behavior may result in disciplinary action against the student.
3. Students attending South Texas College are responsible for adhering to standards of academic integrity. Academic dishonesty may result in disciplinary action against the student.

In support of the rights of its students, South Texas College is committed to:

1. A consistent and fair evaluation of student performance and an impartial process for grade appeals that allows students to appeal academic decisions or actions which they consider manifestly unjust or improper.
2. Ensuring that students are treated with fundamental fairness and personal dignity that includes an impartial process for students to appeal disciplinary sanctions imposed by the College or to file a complaint or grievance when they believe that they were unjustly or improperly treated by the College, College employees, or other students.

Detailed information regarding South Texas College's expectations for students is presented in the Student Code of Conduct. The Student Code of Conduct is an articulation of South Texas College's commitment to maintaining an environment that recognizes and supports the rights of its students and provides a guide for defining behaviors the College considers inappropriate.

For more information please go to the **Student Handbook** which is located in the [Student Rights & Responsibilities webpage](#).

STUDENT APPEAL OF COURSE GRADES

Students at South Texas College have the right to appeal final course grades which they consider manifestly unjust or erroneous, as outlined in South Texas College Policy Number 3312.

The primary responsibility for assigning grades in a course belongs to the faculty member, and in the absence of compelling evidence of discrimination, differential treatment, or procedural irregularities, the judgment of the faculty member responsible for the course must remain determinative.

No grade appeals will be accepted with the desired resolution being anything other than a change of grade. Complaints and grievances must follow the procedures outlined in South Texas College Policy #3313 - Student Grievance or Complaint.

The student is expected to follow the appropriate procedures as outlined in this document. Deviating from the approved grade appeal process includes skipping steps in the process, continuing to contact college staff regarding your appeal after the appeal process is complete, or any other activity outside the approved grade appeal process.

Group appeals will not be considered. Students must file appeals individually.

If the student fails to comply with the designated time frames (as outlined below in Steps 1, 2, and 3), the appeal process may be terminated. If terminated, the student will not be allowed to begin the process again or to appeal outside the approved South Texas College grade appeal process. Only under conditions warranting exception will the time constraint for initiating the grade appeal process be extended. Exceptions might include unexpected call to military service, extreme health issues and severe life disruption. Exceptions to the time constraint require verifiable documentation.

The Office of Admissions & Records staff will explain and clarify College policies and procedures while encouraging all parties to follow the approved policies and procedures.

To appeal a grade, the following procedures must be observed:

Step 1

It is the responsibility of the student to initiate the grade appeal process by contacting the appropriate faculty member no later than 30 calendar days after the end of the semester in which the grade was issued.

1. The student is required to provide notice in writing to the faculty member that they are appealing their grade.
2. The faculty member is required to meet with the student that has initiated an appeal of course grades. If the student is not living within the service delivery area of STC, communication can be electronic. The student is required to present the South Texas College Grade Appeal form to the faculty member. Appeals submitted without using the approved form will not be heard. The burden of proof lies with the student and it is the student's responsibility to provide evidence that the grade should be changed.
3. The faculty member may choose to deny the appeal, approve the appeal or work with the student to reach a solution that is agreeable to both parties.
4. If the faculty member is not currently teaching, is no longer employed at South Texas College, or the student is simply unable to reach the faculty member; the student must contact the appropriate Division Dean no later than 30 calendar days after the end of the semester in which the grade was issued to initiate the grade appeal process.
 - a. If the faculty member is still employed at South Texas College but not currently teaching, the Division Dean will attempt to contact the faculty member to address the issue. If they are unable to reach the faculty member, the grade appeal will be delayed until the faculty member returns to teach, as long as the faculty member returns no later than the next full (fall or spring) semester.

- b. If the faculty member is no longer employed at South Texas College or is not scheduled to return for the next full (fall or spring) semester, the student will advance to Step 3 of the grade appeal process. If the student wishes to continue the Grade Appeal Process, it is their responsibility to contact the Office of Admissions & Records no later than 15 calendar days from the date of being notified that the faculty member is no longer available.
5. Once a decision is reached by the faculty member, the faculty member will note the decision on the Grade Appeal Form, sign the form, and return the completed form to the student. The student is responsible for submitting the completed form to the Office of Admissions & Records.
 - a. The faculty member should maintain a completed Grade Appeal Form for their records.
 - b. If necessary, the faculty member must submit a signed Change of Grade form to the appropriate Department Chair/Dean within 15 calendar days. The Department Chair/Dean must forward a signed change of grade form to the Office of Admissions & Records and Records within 15 calendar days.
6. If the student appeal is denied, the student will then have 15 calendar days to initiate Step 2 of the Grade Appeal process.

Step 2

If speaking with the faculty member does not resolve the issue to the student's satisfaction, it is the responsibility of the student to continue the grade appeal process by contacting the Office of Admissions & Records no later than 15 calendar days from the date Step 1 is completed.

1. The student must submit the [South Texas College Grade Appeal Form](#) with the signature of the faculty member to the Office of Admissions & Records to document they completed Step 1 of the grade appeal process.
2. The student must submit their grade appeal in writing to the Office of Admissions & Records. The burden of proof lies with the student and it is the student's responsibility to provide evidence that the grade should be changed.
3. The Office of Admissions & Records will forward the written appeal to the appropriate Division Dean for review.
4. Upon receiving the grade appeal, the Division Dean will consult with the Department Chair and faculty member to attempt to resolve the dispute. The Division Dean may not initiate a grade change without consent from the faculty member.
5. Once a decision is reached, the Division Dean will notify the Office of Admissions & Records and the Office of Admissions & Records will advise the student regarding the outcome.
 - a. If the solution offered is accepted by the student, the Division Dean and faculty member will be informed in writing by the Office of Admissions & Records.
 - b. If the student is not satisfied with the resolution offered by the Division Dean and faculty member, the student will then have 15 calendar days to initiate Step 3 of the Grade Appeal process.

Step 3 -Final Review

If the student does not accept the decision or solution offered by the Division Dean and faculty member from Step 2, it is the responsibility of the student to continue the grade appeal process by contacting the Office of Admissions & Records no later than 15 calendar days from the date Step 2 is completed.

1. The student must inform the Office of Admissions & Records that they wish to progress to Step 3 of the grade appeal process. The Office of Admissions & Records will then forward the written appeal to the Vice President for Academic Affairs.
2. The Vice President for Academic Affairs will request written responses from the faculty member and Division Dean.
3. The Vice President for Academic Affairs will convene the South Texas College Grade Appeal Committee. The Grade Appeal Committee consists of two faculty representatives from each of the instructional divisions. The chair of the committee will be selected from the faculty on the committee. To meet quorum, a minimum of six committee members must be present at the meeting.
4. The Grade Appeal Committee's responsibility will be:
 - a. To review the student's written appeal and evidence.
 - b. To consider all written responses addressed towards the complaint.
 - c. To call any witnesses, if appropriate, to corroborate documentary evidence directly related to the specific grade being appealed. If summoned, the student, faculty member, Program Chair or Division Dean may decline in writing to testify.
 - d. To inform the Vice President for Academic Affairs of their recommendation. The Grade Appeal Committee may recommend:
 - * letting the grade stand
 - * initiating a grade change by submitting a grade change form to the VP for Academic Affairs
 - * offering a solution of having the student withdraw from the class or being dropped without consent from the faculty member, Program Chair or Division Dean.
5. The Vice President for Academic Affairs will communicate the final decision in writing, to the student, faculty member, Program Chair, Division Dean and Office of Admissions & Records. This step concludes the approved South Texas College Grade Appeal Process.

STUDENT ATTENDANCE IN COLLEGE COURSES

Class Attendance and Participation

Class attendance and participation are essential to student success. Regular and punctual class attendance is expected at South Texas College. Student absences will be recorded from the first day the class meets. It is imperative that students attend on the first day of class. This is when the course syllabus, schedule, deadlines, and class expectations will be discussed.

In case of absence, it is the student's responsibility to contact the instructor prior to the absence. The student is expressly responsible for any work missed regardless of the cause of the absence. The student must discuss such work with the instructor and should

do so immediately on returning to school. Communication between the student and faculty member is most important, and it is the student's responsibility to initiate such communication. The faculty member will determine, based on policies outlined in the course syllabus, whether the student will be permitted to make up work and will decide on the time and nature of the makeup. If a student does not appear at the prearranged time or meet the prescribed deadline for makeup work, they forfeit their rights for further makeup of that work. A student who stops attending class for any reason should contact the faculty member and the Admission's office to officially withdraw from the class. Failure to officially withdraw may result in a failing grade for the course.

The following attendance guidelines will apply. **Some departments or divisions may have stricter policies:**

- A student in an on-campus course missing a cumulative of **10 percent (10%)** of the class meetings may be dropped by the faculty member in accordance with the policy or policies outlined in the course syllabus.
- A student in an online course is required to successfully complete the online course orientation, if applicable, **and** actively participate in the course as described in the faculty member's course requirements. A student not meeting these requirements may be dropped in accordance with the policy outlined in the course syllabus.
- A student's absence on official school business is entitled to make up coursework missed but should contact the faculty member prior to scheduled absence to make proper arrangements on course work that will be missed.
- In addition to published guidelines related to attendance, faculty may drop a student prior to the withdrawal deadline when the faculty member determines that the student will be unable to successfully complete the course.

Example Calculations of 10% Absence

Term	# of Meetings	10% of Class Meetings	Student Dropped after X Days
16 week-1 day a week	16	1.6	2
16 week-2 days a week	31	3.1	4
16 week-3 days a week	46	4.6	5
5 week MTF (Summer I & II)	15	1.5	2
5 week MTR (Summer I & II)	19	1.9	2
10 week MTW (Summer III)	33	3.3	4
10 week MTWR (Summer III)	38	3.8	4

The information above can be found in the South Texas College Student Handbook.

Dual Credit Course Attendance

High school attendance policies for high school courses and college attendance policies differ. While attendance policies in high school follow a 90% rule, when a student's attendance rate is between 75% and 90% the student might still meet the instructional requirements for the class by participating in a remedial plan or through appeal to attendance committees. There is no such committee in college. **The college**

course instructor determines the maximum number of days that a student can be absent and still succeed in the class.

The syllabus typically lists the number of days and policies related to the impact of the absences on the final grade. After the student exceeds that number, the faculty may drop students, prior to the withdrawal deadline when, in the opinion of the faculty, the student would have difficulty in successfully completing the course. This right is supported by South Texas College's Board of Trustees, Student Attendance Policy #3335.

High schools are required to be in session according to an amount of time specified by law, so following the 90% rule for high school, a student can be absent a certain number of days and still comply with the 90% rule for high school attendance. College semesters are centered on the number of contact hours and the length of the semester, not the number of days a student attends class. Academic courses often have 3 or 4 contact hours and Career and Technology courses have 5 or 6 contact hours per week. STC's regular semester is 16 weeks long. Much different than high school, the number of hours of required instruction varies depending on the course and the number of weeks in the semester.

So, what are a dual credit student's options? Does a student have to miss all of their high school events? The answer to these questions is that a student needs to consider participation in some activities carefully, and plan accordingly. In college, the student is responsible to communicate with the instructor concerning any absence. The student may be required to present evidence to support an absence and make-up work for class absences will be permitted only as specified by the faculty in the course syllabus. If a student notifies the instructor of an absence immediately through email or a phone call, it might provide opportunities to make arrangements so that the absence does not impact a student's success in the class.

More importantly, perhaps, is that the student should consider whether attending certain events is to their benefit. For example, sometimes students miss class to assist with blood drives, meet with the counselor, or make posters. Absences related to events like these might not be in a student's best interest. Some students might miss class because of legitimate sickness, but other students schedule doctor's appointments for non-emergency reasons during school hours. It's understandable that a student may not have control over exactly when parent(s) might be able to take them to an appointment. Even so, students should consider each absence carefully to determine if being out of class is absolutely necessary.

Therefore, as with both STC faculty members and dual credit faculty members at the high school, the number of absences an instructor deems permissible is accepted and supported by the College.

SCHOLASTIC PROGRESS STANDARDS

Students are expected to meet academic standards for coursework completed at South Texas College. Students with a cumulative grade point average below 2.00 (C average) will be placed on academic probation, continued academic probation or academic suspension as appropriate.

Semester and Cumulative GPA Calculation

All grade points earned by a student, including developmental courses and the College Success course, will be included in the computation of the semester grade point average and cumulative grade point average. In the case of a repeated course, the last grade recorded will be used in the computation.

The scholastic progress standards for students attending the College can be found on the [South Texas College Catalog](#).

Scholastic Progress Standards

Level of Academic Status	GPA Criteria
Good Standing	Cumulative GPA is 2.00 or above
Academic Probation	Cumulative GPA has dropped below 2.00
Continued Academic Probation	Previously on Academic Probation or Continued Academic Probation and cumulative GPA is below 2.00, but current semester GPA is 2.00 or above
Academic Suspension	Previously on Academic Probation or Continued Academic Probation and cumulative GPA is below 2.00 and current semester GPA is below 2.00

Academic Probation

Academic Probation is a system of monitoring student grades in all South Texas College courses in order to identify students who are experiencing difficulty in making satisfactory progress. Academic Probation occurs at the end of any semester when a student's cumulative GPA drops below 2.00.

Continued Academic Probation

Continued Academic Probation is a system of monitoring student grades in all South Texas College courses for students placed on Academic Probation in order to identify students who continue to experience difficulty in making satisfactory progress. Continued Academic Probation occurs at the end of the semester following Academic Probation when a student's cumulative GPA remains below 2.00.

Academic Suspension

Academic Suspension is a system of forced interruption in attendance at the College in those instances where a student is unable to maintain satisfactory academic progress. Academic Suspension occurs when the student who has previously been on Academic Probation or Continued Academic Probation and cumulative GPA is below 2.00 and

current semester GPA is below 2.00. Academic suspension may last for one regular fall or spring semester. Students placed on academic suspension may enroll for summer sessions for the purpose of raising their cumulative GPA to the level required for good standing.

Readmission After A Period of Suspension

After a period of Academic Suspension, a student may be readmitted on academic probation. Before readmission under probationary status, the suspended student must report to Counseling and Student Disability Services for an academic counseling session to develop an Academic Improvement Plan.

Students on Academic Suspension who raise their cumulative GPA to 2.00 or higher can be reinstated in good standing following application to the Office of Admissions and Records. Removal from suspension can be most effectively accomplished by re-enrolling for courses in which the student has a failing grade.

If a student who has been suspended feels that unusual circumstances warrant a review, the student may provide a written appeal to the Academic Appeals Committee in care of the Counseling and Student Disability Services.

Developmental Studies Program

South Texas College offers students the opportunity to develop college-level skills in mathematics, reading, writing and college success. South Texas College provides Developmental Education options to students that contain the essential academic skills to successfully complete academic/technical coursework.

Students not meeting Placement Standards to enroll in freshman-level coursework and not qualifying for a TSI exemption are required to enroll in and attend developmental course(s) work until they meet the Placement Standards for those skills. Students placing in one or more Developmental courses must also enroll in and attend a College Success course ([EDCS 0101](#) Educational College Success, [EDUC 1300](#) Learning Framework, [PSYC 1300](#) Learning Framework, [CSFH 0101](#) College Success for Healthcare) during their first semester, until they successfully exit the course. Students who fail to comply with policies and procedures may be withdrawn from all of their classes except College Success and may not earn any college credit hours for the semester. Students who withdraw, are withdrawn from, or do not enroll in their required developmental classes are entitled to a one semester-long waiver which will allow them not to be withdrawn from all their academic classes, but they must enroll in the appropriate developmental class(es) the following semester or sooner. Being withdrawn from academic classes will affect Financial Aid status.

This information can be found in the [South Texas College Catalog](#), which is updated annually.

DEGREEWORKS – SELF ADVISING

DegreeWorks is a comprehensive, easy-to-use, web-based academic advising and degree audit tool that helps students and their advisors successfully navigate curriculum requirements. Students can create a Degree Works audit to review past, current and "planned" coursework that provides information on completed and outstanding requirements necessary to complete a degree/major/minor/concentration.

For Students, Degree Works:

- Provides real-time advice and counsel
- Speeds time to graduation
- Streamlines the graduation process
- Allows direct access to multiple related services and advice through hyperlinks to catalog information, class schedules, and FAQs

For Advisors, Degree Works:

- Supports real-time delivery of academic advice through intuitive web interfaces
- Minimizes errors through consistent degree plans
- Supports more timely degree certification
- Reduces paperwork and manual program check sheets
- Supports and monitors unique program changes

For more information on DegreeWorks, visit the [DegreeWorks – Self Advising webpage](#).

Degrees and Certificates

South Texas College offers more than 120 associate degree and certificate program options, including associate degrees in a variety of art, science, technology and allied health fields of study. Many degrees are also available online.

South Texas College is one of only three Texas community colleges approved by the Texas Higher Education Coordinating Board to offer Bachelor's degrees. South Texas College currently offers three Bachelor of Applied Technology degrees and one Bachelor of Applied Science Degree. For more information regarding programs and degrees, visit the [South Texas College Catalog](#).

HELPING YOUR STUDENTS LOGIN TO BLACKBOARD

All students, faculty and staff are required to use their South Texas College Username and Password to login to STC applications and computers. A student's username is the same as the username portion of their JagMail address and the same username they use when logging in to JagNet and JagMail. Until the student sets up a strong password for STC logins, there will be an initial password. Students usually receive this information as part of the enrollment process at the College, but many will need additional help until they become familiar with the login steps. Dual credit students are added to Blackboard as course rosters are finalized by the STC Dual2Degree department.

The initial password is a combination of the uppercase letter A, date of birth (in the mmddyy format), the last four digits of the student ID number (represented as #### in the password format), and in most cases an additional character. The format of the initial password for those assigned a password after summer 2012 includes an “!” character, so the initial password is in the Ammddyy####! format. The format must be followed exactly for the initial password to work until the student changes it to a strong password.

If a student is still not able to login or they have forgotten their username, they should contact the IS&P Help Desk at 872-2111 or isphelp@southtexascollege.edu or the Blackboard Help Desk at 872-2598 or support@southtexascollege.edu as well as Live Support at either login page. For security reasons, anyone calling for their username information will be asked to provide their employee/student ID (known as the A#). Students can also find their username and A# on their student ID card.

Once a student has logged in with their initial password, they should set up a profile and change their initial password to a strong password to protect their information. The Username and Password can be managed through the options at the [MyPassword Online Assistant webpage](#). Users can change their password, reset their password, edit their profile, or unlock their account from this page.

To login to Blackboard

1. Go to the South Texas College website
2. Click on Blackboard at the top of the STC Homepage
3. Type your username in the “Username” box
4. Type your password in the “Password” box
5. Click on the Login button
6. Students will then see a list of the classes they are enrolled in and can click on the link for each class to enter the course content in Blackboard for that course.

When first using Blackboard, a set of diagnostics will be run to ensure that the computer being used is set up to effectively work with Blackboard. The diagnostics will determine compatibility with the browser and whether the correct version of Java is installed. Blackboard users should watch for messages advising that pop-up blockers need to be disabled. Follow the information regarding diagnostics to prepare a computer for Blackboard use. Additional orientation and support can be found online at the [South Texas College Online website](#). If a student has problems with this step, they should contact the Blackboard Help Desk online or at 956-872-2598.

It is a good idea for faculty to be prepared to assist students who might need help to initially login to Blackboard. Faculty can find student usernames and student ID numbers (A#) in the Blackboard roster, through JagNet applications, or they can ask a Dual2Degree specialist or dual credit contact at the high school for help with this. The form below may be useful for making sure students have the information they need when they are first learning to login to Blackboard.

Student Handout on How to Login to Blackboard

The password uses the Amddyy####! format

- The initial password is a combination of the letter A (use uppercase A)
- Date of birth in the mddyy format. If the month or day is a single digit, then a zero must be included to make it two digits. The "yy" uses the last two digits of the year of birth.
- The last four digits of the student ID number (represented as #### in the password format)
- An additional "!" character is added

The format must be followed exactly for the initial password to work until the student changes it to a strong password.

Username: _____

Student ID Number: _____

Initial Password Format: Amddyy####!

Your password: A_ _ _ _ _ _ _ _ _ _ !

If a student is still not able to login or they cannot remember their username, they should contact the IS&P Help Desk at 872-2111 or isphelp@southtexascollege.edu or the Blackboard Help Desk at 872-2598 or support@southtexascollege.edu as well as Live Support at either login page. For security reasons, anyone calling for their username information will be asked to provide their employee/student ID (known as the A#). Students can also find their username and A# on their student ID card.

Once a student has logged in with their initial password, they should set up a profile and change their initial password to a strong password to protect their information. To manage the STC Username and STC Password, visit the [MyPassword Online Assistant webpage](#). Users can change their password, reset their password, edit their profile, or unlock their account from this page.

STC RESOURCES

- Satisfactory Academic Progress
- Learning Excellence Services
 - Library
 - Open Labs
 - CLE Services and Support
- DELTA Academy

SATISFACTORY ACADEMIC PROGRESS



DUAL CREDIT AND FINANCIAL AID?

In order to be eligible for financial aid after high school
You must meet Satisfactory Academic Progress (SAP)
Standards while taking Dual Credit courses



Maintain a 2.0 cumulative GPA

Receive an average letter grade of C in all courses you have completed.



Maintain 67% Unit Completion

Complete at least 67% of your attempted units with a grade of A, B, C, or D.






Maximum Time Frame Requirement*

Complete your program within 150% of the published program's required units



Failure to meet the above SAP Standards:

 Warning	<p>You will be placed on warning after one semester of not meeting SAP. You may remain eligible to receive financial aid.</p>
 Suspension	<p>If you fail to meet SAP after one semester on warning status, you will be placed on suspension. Students on suspension after graduating from high school are not NOT eligible to receive financial aid.</p>
 Appeal	<p>If suspended, you have the opportunity to appeal with the South Texas College financial aid department.</p>

DUAL²DEGREE

Department
3201 W. Pecan Blvd., Bldg. K
Suite 2.200D McAllen, TX 78501
(956) 872-8391

To Calculate Your GPA and Unit Completion search "SAP" at www.southtexascollege.edu/finaid

Frequently Asked Questions

What will happen if I drop a course?

Courses dropped before the 12th college class day (see Academic Calendar) will not show on your official college transcript. Students who drop a course after the 12th college class day, risk not satisfying the 67% rule. In addition dropping after this date will result in receiving a "W" for that course and will not be considered an earned credit for the 67% rule.

I am planning on attending STC after graduating from high school, but I am on suspension. Can I get Financial Aid?

If you are on Financial Aid *suspension* after graduating from high school, though you may qualify for financial aid, the college will not be able to disburse some of your financial aid unless you submit an appeal and it is approved by the office of Student Financial Services. Students who fail to meet the policy because of unusual circumstances, such as serious illness, death in the family, accidents, etc., have the right to appeal for financial aid. If your Financial Aid status is in *Suspension* upon enrolling as a regular student at South Texas College, you may submit an appeal.

Financial Aid appeals must be submitted to the office of Student Financial Services for review.

For more information contact your Dual Credit Specialist or the South Texas College Student Financial Services at 956-872-8375.

What will happen if I drop all my dual enrollment courses in a semester?

Students who drop all their courses after the 12th college class day will have a lower completion percentage. These courses will be counted as attempted; however, they will not be counted as earned (passed) in favor of the 67% rule.

What will happen to my status if I skip a semester?

It will remain unchanged. If your status was **warning**, it will remain on **warning**. If your status was **suspension**, it will remain on **suspension**.

What happens with my SAP status if I transfer to another college or university?

Most Colleges and Universities require for students to submit previous college level coursework before admitting a student into their programs. Therefore, your SAP status at South Texas College may impact your eligibility to receive financial aid and/or admittance into other universities.

What financial aid programs are affected by SAP?

Programs governed by the policy include the Federal Pell Grant, Federal Perkins Loan, Federal Supplemental Educational Opportunity Grant (FSEOG), Alabama State Grant, Federal Work Study (FWS), the Federal Direct Student Loans, Federal Direct Parent PLUS loans, and Federal Direct Graduate PLUS loans.

How can I see my academic progress?

Students can check their progress through Degree Works via JagNet at:
<https://jagnet4x.southtexascollege.edu/cp/home/displaylogin>

Degree Works is a web-based academic self-advising tool that allows students to review their degree plan, GPA, grades, and any classes that are needed for a specific degree. Log into JagNet after every semester to monitor your financial aid status.

Equal Education and Equal Employment Opportunity: South Texas College is an equal education and equal employment opportunity/affirmative action employer. As an equal opportunity employer, the College does not discriminate on the basis of race, color, national origin, religion, age, sex, sexual orientation, gender, gender identity, disability, genetic information, or veteran status. Discrimination is prohibited and the College will comply with all applicable College policies, and state and federal legislation. This policy extends to individuals seeking employment with and admission to the College.

LEARNING EXCELLENCE SERVICES

Library Services

South Texas College Library Services is committed to providing a welcoming, learning-centered environment, rich in quality information resources and outstanding services to meet the research, instructional and learning needs of the South Texas College students, faculty, staff, and community.

South Texas College provides library services at the Mid-Valley Campus, Dr. Ramiro R. Casso Nursing and Allied Health Campus, Pecan Campus, Starr County Campus, Technology Campus, Regional Center for Public Safety Excellence and the Higher Education Center at La Joya.

Library services and resources include:

- print and electronic books, magazines, journals, newspapers, video, and audio recordings
- online Research Guides and library tutorials
- computer labs and printing services
- librarians and library staff who provide assistance in person, by email, phone, or chat
- study rooms and group computer workstations

To learn more about Library Services or hours of operation visit the [Library Services webpage](#).

Academic Outreach Librarians offer **library instruction sessions** on campus or at the College's partner high schools. In these sessions, librarians teach students about the Library's many services. Librarians will show students how to find items within the South Texas College library and in online databases. Students do not need to be in an on campus library to access online databases. Library instruction sessions will help to develop and strengthen students' research skills. The Library also offers online instruction sessions, and a series of online tutorials and support where in-person sessions may not be feasible. Librarians will further collaborate with partner high school librarians to extend the service reach the College's Library.

The **Learning Commons & Open Labs** provide Microsoft Office applications and assistance, specialized software, printing, basic Blackboard assistance, multimedia editing software and assistance, JagNet password reset, and wireless device configuration. To learn more, visit the [Open Labs webpage](#).

Centers for Learning Excellence (CLE) Overview

The Centers for Learning Excellence (CLE) offer comprehensive academic learning support at all STC campuses: Mid-Valley, Nursing and Allied Health, Pecan, Starr County, and Technology. Limited services are also available at the Regional Center for Public Safety Excellence. CLE services are free and available to all STC students, including Early College High School students and other students participating in dual enrollment or distance education courses. Comprehensive face-to-face services include academic coaching, drop-in tutoring, appointment-based tutoring, embedded tutoring, group tutoring, Supplemental Instruction support, learning support workshops,

and individual test proctoring. Online services include synchronous and asynchronous tutoring, and 24/7 access to student success workshops.

The CLE offers a welcoming and comfortable environment where students may access computer lab support with a variety of specialized software programs, private study rooms for student use with or without tutoring assistance, adaptive learning equipment, and a variety of reference materials and learning resources.

All services offered through the CLE are free to all enrolled students of South Texas College. To learn more about the services or hours of operation, visit the [CLE webpage](#).

DELTA ACADEMY

Purpose

The Developing Excellence in Learning and Teaching Academy (DELTA) for Dual Credit and Adjunct Faculty is an online course that helps these faculty become part of the South Texas College family. DELTA course will provide participants with support and guidance as well as information on faculty expectations, resources, policies, procedures, and creating a college environment even when the class is being taught in a high school setting.

Timeline

Participants will have six weeks to complete all course requirements but are encouraged to complete each module on a weekly basis. DELTA courses are offered twice during full semesters and in the summer depending upon enrollment. Enrollment is limited, so enrollees need to be committed to participating in the discussions and other course work.

Participation

New Dual Credit Faculty are required to successfully complete the DELTA course during the summer prior to or during their first semester of teaching dual credit courses for South Texas College. All Dual Credit Faculty will be expected to eventually complete the academy, but preference is given to new faculty. Visit the webpages for the Office of Professional and Organizational Development to see course dates and enroll.

Enroll online at the [Office of Professional & Organizational Development](#) webpage by clicking on the Register for Workshops link.

Learning Modules

The Academy is fully online and consists of six learning modules:

- Introduction to South Texas College
- The College Classroom Environment
- Reporting Expectations
- College Knowledge for Faculty
- Connecting Students to College Resources
- Dual Credit Faculty (customized module)
- Adjunct Faculty (customized module)

STC IMPORTANT FORMS

- Principal Agreement
- Dual Credit Record Change Form
- STC Door Sign

PRINCIPAL AGREEMENT

Dual Credit Programs PRINCIPAL AGREEMENT

Fall 2020

For Dual Credit classes taught by STC Faculty and Dual Credit Faculty

Name of ISD: _____ Name of High School: _____

School District Administrators should be familiar with and abide by the provisions found in the South Texas College Dual Credit Programs Interlocal Agreement and in the *Dual Credit Program Instructional and Quality Standards Manual*.

South Texas College will host all Dual Credit “S” sections through online delivery in the Fall 2020 semester. Thus, fulfillment of the following College Policies and Procedures below will ensure that dual credit students who are enrolled in college-level online courses have a college-level experience.

COLLEGE POLICIES & PROCEDURES

- **Academic Instructional Plan:** Dual Credit Faculty approved by their respective Department Chair to teach in the Fall 2020 session must complete the Distance Learning Certifications by July 31, 2020. Failure to successfully complete will lead to cancellation of their assigned dual credit course(s).
- **Academic Instructional Calendar:** Dual Credit classes must adhere to the College’s Academic Instructional Calendar. Exceptions may be arranged through collaboration between the College and the School District Administrator.
- **Teaching Environment:** In order for dual credit students to receive the appropriate college level instruction, the School District Administrator will ensure:
 - Dual credit students must have appropriate access to all available instructional resources and essential technology such as an electronic device, wireless technology, internet access, and a Webcam to access their dual credit course(s);
 - Identification of a Campus Liaison for Information Technology assistance:
Name: _____
Email: _____
Phone: _____
 - Students can download the Respondus Lockdown Browser (on the school computer or home computer);
 - Dual credit students must successfully complete the Blackboard Student Orientation and the exam by no later than the first week of classes;
 - Dual credit students receive their Textbooks and required Material/Consumables prior to the first-class day. Exceptions must be discussed with the Dean of Dual Credit Programs and the Department Chair.
 - Dual Credit Faculty must utilize the College’s approved Learning Management System (Blackboard) for their dual credit course(s);
- **Classroom/Lab Environment:** In order for dual credit students to receive the appropriate college-level instruction, the School District Administrator will:
 - Designate a high school staff or teacher to support students enrolled in college-level online dual credit courses;
 - Facilitate limited face to face delivery for Career and Technical Education and/or Academic courses which require Laboratory. Dual Credit courses held at approved High School Sites must a Safety Plan to their assigned Dual Credit Pathways Staff by no later than August 3, 2020.

- Meet the laboratory safety standards when offering science courses and have material/equipment that comply with College’s Science Program requirements.
- Display the “College Course is in Session” signs provided by College outside of the classroom and/or laboratory.
- **Oversight Grading Procedures:** All Dual Credit Faculty will follow the College’s Grading System as stated in the College’s *Board Policy #3310, Grading System: Credit Programs*, as well as the grading criteria in the department’s approved syllabus.

The School District Administrator will ensure that the following requirements are met:

- **Enrollment Cap:** Cap enrollment at 25 students for dual credit sections.
- **Class Cancellations:** High School Campus **will not** cancel Dual Credit courses assigned to STC Faculty after August 7, 2020.
- **Enrollment:** Dual Credit sections assigned to an STC Faculty and/or Dual Credit Faculty must have a minimum of ten (10) students enrolled. Dual Credit sections with less than ten (10) students enrolled will be cancelled.
- **First Week Rosters:** Assure that Dual Credit Faculty teaching dual credit courses verify the *First Week Class Roster* to validate all dual credit students are enrolled and refer students not on the roster to the appropriate High School counselor. Any student not listed on the official 12th Day Verification Census Date Roster will be removed from the dual credit course.
- **Required Reports:** Dual Credit Faculty will submit all required reporting documents such as: roster verification, learning outcome results, syllabi/section outlines, and submission of grades by the deadlines set by the College.
- **Transportation:** Provide dual credit students, including Academy Program students, transportation for lab courses held at STC Campus, if required.
- **Meeting Attendance:** Will allow release time to all Dual Credit Faculty to attend required College departmental meetings and the two (2) required professional development days organized by the College and held on the Saturday before each full semester begins.
- **Concerns/ Issues with Faculty:** Will forward any concerns regarding Dual Credit Faculty or College Faculty teaching the college-level course to the Dual Credit Programs Department.
- **Instructor of Record:** Faculty assigned to teach a dual credit course is charged with the duties and responsibilities of the instructor of record. As stated in *Board Policy #3115, Distance Education*, the instructor of record, not an assistant, is the one responsible for delivery of instruction and evaluation of student progress. All Dual Credit students shall be informed that they are able to access the online course at any time, not only during a designated time at the high school.

In support of the partnership between STC and School District, STC Faculty teaching dual credit courses will:

- Conduct a first week virtual meeting with dual credit students assigned to their course(s);
- Offer Virtual Office Hours throughout the semester;
- Not remove/drop any student from the online course without notifying a school official;
- Implement and utilize Starfish for student retention and success; and
- Provide critical student information when needed for high school reporting as allowed by FERPA rules and as stated in the Guidance Letter for Reporting Requirements as published in the *Dual Credit Program Instructional and Quality Standards Manual*.

Campus Administrator

Date

Dr. Rebecca De Leon, Dean

Date

SOUTH TEXAS COLLEGE STUDENT/PARENT PRINCIPLES OF PARTICIPATION

Success in Dual Credit Programs is dependent upon academic readiness, social maturity, and motivation. Students who choose to enter dual credit college-level courses are subject to the same rules and regulations as other college students. Course content is college level and may contain material, situations, and examples that may offend immature students. Students choosing to take college-level classes do so with the understanding that course rigor and content is intended for a mature, college-level student.

Classes at South Texas College include mature, adult students from diverse backgrounds and life experiences. A dual credit student that attends a college campus, will experience the same freedom and lack of direct supervision that adult students experience. There is no process to monitor student social situations or behavior. Dual Credit students on the South Texas College (STC) campus are expected to conduct themselves as adults.

College course-level expectations include, but are not limited to the following:

- Students are expected to be in class from the first day and should attend class regularly. Students may be withdrawn by the instructor for excessive absences that equate to two week's college work.
- Two to three hours of homework or study should be completed for each hour spent in class.
- Assignment deadlines are firm.
- Any letter grade below a C in any NAH Dual Credit course will remove the student for eligibility for the following full term (fall/spring).
- All Dual Credit grades are calculated in a student's GPA and will appear on the permanent college transcript.
- All Dual Credit grades, including a W for withdrawal, become a part of the student's permanent college transcript and may affect subsequent postsecondary admission and financial aid.
- While appropriate for college-level study, course materials/class discussions may reflect topics not typically included in secondary courses which some parents may object to for "minors." Courses will not be modified to accommodate variations in student age and/or maturity.
- Student should consult a college counselor and/or advisor regarding the selection of courses to meet college degree requirements or for transfer to a specific course of study at another institution.
- Poor performance in classes and poor selection of classes may result in excess college hours or impact availability of future financial aid or scholarships.
- Final course grade for the college will be a letter grade and for the high school a numeric grade that might not be the same.

Updated June 3, 2020

DUAL CREDIT RECORD CHANGE FORM



South Texas College
Office of Admissions and Records, P.O. Box 9701, McAllen, TX 78502
Dual Enrollment Record Change Form

Student Last Name	Student First Name	MI	Student SSN
Counselor Name	Counselor Phone number	High School	
Class prefix and number	Section	<input type="checkbox"/> Fall <input type="checkbox"/> Spring	<input type="checkbox"/> Summer I <input type="checkbox"/> Summer II <input type="checkbox"/> Summer III
Year			
Please describe issue/situation and required action:			
STC Use only	Recommendation:	<input type="checkbox"/> Approved	<input type="checkbox"/> Disapproved
_____ STC Public School Relations Director /Outreach Coordinator Signature			

NOTE: If the request involves a change of grade, please fill out the Grade Submittal Form below and submit it to the STC Office of Admissions and Records. Fill out a separate form for each class and obtain signatures from the Dual Enrollment High School Official and each Instructor of Record. Please have STC personnel deliver Grade Submittal Forms to the Office of Admissions and Records or mail forms to the address above. Grade Submittal Forms **will not** be accepted from students. The STC Office of Admissions and Records personnel will submit the form to the appropriate Program Chair or Division Director for approval. If approved, the form will be processed. Do not fax forms; only original forms will be processed. Please call (956) 688-2098 for more information.

Grade Submittal Form

Date:	Semester:
Student's Name:	SSN:
Please Change Grade From: _____ To: _____	
Course Number and Section: _____	
Reason for Change:	
<input type="checkbox"/> Error in grade issued by instructor	
<input type="checkbox"/> Error in processing grade submitted	
<input type="checkbox"/> Student completed course requirements	
<input type="checkbox"/> Other	
Please explain: _____	

Print Instructor Name	Dual Enrollment HS Official Signature and Printed Name
Instructor Signature	Program Chair/ Division Director Signature and Printed Name

No person shall be excluded from participation in, denied the benefits of, or be subject to discrimination under any program or activity sponsored or conducted by South Texas College on the basis of race, color, national origin, religion, sex, age, veteran status, or disability. Individuals with disabilities requiring assistance or access to receive services should contact disABILITY Support Services at 956-688-2006

STC DOOR SIGN



**SOUTH TEXAS
COLLEGE**

COLLEGE CLASS

IN SESSION

PLEASE DO NOT DISTURB

USEFUL LINKS

USEFUL LINKS

Academic Affairs website to access General Resources and Faculty Resources
<http://academicaffairs.southtexascollege.edu/>

Academic Calendars
<http://www.southtexascollege.edu/academics/calendar/index.html>

Academic Catalogs
<http://www.southtexascollege.edu/academics/catalogs/index.html>

Centers for Learning Excellence (CLE)
<https://www.southtexascollege.edu/cle/index.html>

Course Evaluations (SmartEvals)
<https://academicaffairs.southtexascollege.edu/smartevals/>

Curriculum & Student Learning
<http://academicaffairs.southtexascollege.edu/curriculum/index.html>

Degree Plans
<http://academicaffairs.southtexascollege.edu/degreeplans/index.html>

Degree Works FAQs
<https://studentservices.southtexascollege.edu/advising/degreeworks/faq.html>

Dual Credit Programs (DCP)
<https://www.southtexascollege.edu/dual/index.html>

Faculty Evaluation Plans
<http://academicaffairs.southtexascollege.edu/evalplan/>

Faculty Handbook
<http://academicaffairs.southtexascollege.edu/handbook/>

Final Exam Schedule
https://www.southtexascollege.edu/academics/final_exam/

Library
<https://library.southtexascollege.edu/>

Office of Professional & Organizational Development
<https://www.southtexascollege.edu/profdev/>

Student Affairs and Enrollment Management
<https://studentservices.southtexascollege.edu/index.html>

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- Dual Credit Programs Department
- Dual2Degree Department

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CHECKLISTS

- STC Faculty Teaching at a Partner school
- Dual Credit Faculty Onboarding Checklist
- One Page Help Guide for STC Faculty Teaching Dual Credit Courses

STC FACULTY TEACHING DUAL CREDIT COURSES AT A PARTNER SCHOOL

Visit Partner School Before Classes Begin

- Visit the partner school before classes begin to become familiar with the facility.
- Meet the partner school dual credit contact and ask to be introduced to other staff at the school.
- Provide the dual credit contact at the partner school with a copy of your course syllabus.
- Obtain copies of bell schedules and find out when daily announcements are made.
- Obtain a copy of the partner school academic calendar and note their grading periods and holidays.
- Ask partner school contact if any of the state-mandated testing dates will impact your class meetings/location, especially regarding your final exams dates.
- If needed, obtain a copy of the partner school rosters for your classes to compare with STC rosters.
- Ask about any other details and procedures that would be helpful to you.

Partner School Facilities

- Examine the classroom and/or laboratory assigned for your classes and verify the appropriateness of the facilities, equipment, and supplies.
- Verify how you will gain entry to the classroom/lab for your class meetings.
- Verify that you have access to partner school instructional technology.
- Determine when and where to hold student office hours (classroom, school library, or other room).
- Obtain a partner school campus map and a parking pass if required.

Textbooks and Course Materials

- Verify that textbooks and other required course materials are available for each student, and find out when and how students will be issued these materials by the first college class meeting.

Partner School Procedures

- Locate the workroom area, the printers and copiers, and obtain a copier code if needed.
- If the partner school is requesting that you submit progress grades, determine the procedure.
- If the partner school needs daily attendance reporting, determine the procedure.
- Become familiar with the school's hall pass procedures for students.
- Become familiar with partner school library services and library pass procedures for students.
- Ask about fire drill procedures and obtain a copy of the procedures and exit route to follow.
- Ask partner school contact about emergency procedures that you may need to become familiar with.
- Ask about disciplinary procedures and if you are to call the corresponding vice principal or the counselor for referrals if needed.
- Determine the procedure for summoning school authorities if needed.
- Share your contact information with the partner school contact, so you can receive alerts on sudden changes in the school schedule or a bad weather day.
- Ask who to notify at the partner school if you need to be absent, and make sure to also notify your STC Chair.

Helping Your Students With STC Policies and Procedures

- Be prepared to assist students with their STC username and student identification number (A#).

- Be prepared to introduce students to JagNet, Blackboard, and STC Library login and navigation.
- If your students need instruction on how to use Library resources for writing research papers, contact the STC Dual Credit Outreach Librarian to request an in-class informational session (872-7216).
- Be familiar with how the Family Educational Rights and Privacy Act (FERPA) rules impact minor students and the STC guidelines on sharing student grade information for the college course while maintaining students' FERPA rights. Refer questions from parents/guardians to the dual credit counselor at the partner school as needed.
- Be prepared to review STC's academic policies and procedures with high school students who may be unfamiliar with college-level protocols and standards. Examples are those policies governing attendance, academic integrity, and the Student Code of Conduct.

STC Procedures at Partner School

- Note the name and contact information for the STC Dual2Degree specialist assigned to the partner school and/or the name of the STC ECHS Coordinator assigned to partner school.
- Network with other faculty who are teaching at the partner school.
- Wear your STC employee identification badge at all times when you are at the partner school.
- Post the STC "College Class In Session – Please Do Not Disturb" door sign to help prevent interruptions.
- As much as possible, indicate in a visible way that this is a classroom/lab where South Texas College courses are taught.
- Be familiar with the Dual Credit Programs information found in the *Faculty Handbook*, the reference guide for faculty teaching dual credit courses, the general Dual Credit IA and/or Designated High School MOU, and the *Dual Credit Programs Instructional and Quality Standards Manual*.
- Be familiar with how to inform STC, as warranted, to report student conduct issues as well as the procedures in place for removal of a student from your class if necessary.
- If you experience issues at the partner school that you cannot resolve with the school, then contact your STC chair to liaison with the Dual Credit Programs department to determine a solution.

DUAL CREDIT FACULTY ONBOARDING CHECKLIST

The department chair/assistant chair/dual credit faculty liaison should use the following checklist to ensure that each new Dual Credit Faculty (DCF) is aware of departmental expectations, protocol, and curriculum and course philosophy. The items on this checklist should be completed before the DCF begins teaching dual credit courses for the College.

Departmental Expectations

- Meet with DCF to discuss particular requirements for the department.
- Verify that DCF credentials have been approved for the assigned course(s), and subsequently verify that credentials have been approved for any newly assigned course(s) that DCF is later scheduled to teach.
- Prior to the DCF teaching the course, determine if a pre-approval visit to the classroom(s)/lab(s) used by the DCF is needed in addition to the classroom observation site visit done for the Faculty Evaluation.
- Review required course assessments and rigor of the course with the DCF to assure that the standards of achievement are the same as expected in on-campus sections.
- Review with DCF any discipline and course-specific philosophy, curriculum, assessment, learning objectives, and/or pedagogy for the course.
- Provide course grading expectations and check that DCF understands the grading standards for the course.
- Provide assistance to the DCF as a mentor or assign a full-time faculty mentor in the same discipline to ensure that appropriate academic expectations have been set and are being followed. The Chair will provide the overall guidance and support to the DCF. The Chair will provide information about the DCF mentors to the Department of Dual Credit Programs.
- Address other areas as needed to help ensure that the DCF feels prepared to offer this course as a match for the on-campus sections.

College Policies and Procedures

- Provide requirements and expectations for the syllabus and course outline, inform DCF of deadlines for submitting syllabus/course outline, and review and approve the syllabus and course outline within the first week of instruction.
- Provide DCF access to the electronic version of the Faculty Handbook so DCF is familiar with and adhere to professional guidelines, policies, procedures, rules, and expectations.
- Provide DCF access to student handbook detailing add/drop and withdrawal policies, Code of Student Conduct, grading policies, critical dates, and other pertinent information.
- Provide contact hours information to the Dual Credit Faculty explaining how many instructional hours need to be met to ensure fulfilling required contact hours, reporting faculty absences, as well as the STC policy on the use of a qualified substitute for a class meeting.
- Verify that DCF are aware of the rights and responsibilities and other information found in the reference guide for faculty teaching Dual Credit courses, the Dual Credit IA and/or the Designated High School MOU, and the *Dual Credit Programs Instructional and Quality Standards Manual*.

Professional Development, Department Meetings and Training

- Inform DCF that they are expected to participate in the College's Professional Development activities for dual credit faculty that include professional development days scheduled prior to the beginning of each long semester and any required discipline and course-specific professional development.

- Inform new DCF that they are expected to successfully complete the Developing Excellence in Learning and Teaching Academy (DELTA) Online course prior to or during their first semester of teaching DC courses for South Texas College.
- Provide DCF with the department's meeting schedule before the beginning of the semester, so that DCF can coordinate teaching responsibilities at the high school in order to attend required department meetings.

Textbooks and Course Materials

- Verify that DCF have the STC-approved textbook, lab manual, ancillaries, and other materials for the course.
- Verify with DCF the availability of textbooks for each student and how and when students will be issued required textbooks and other instructional materials for the course.

STC Documentation

- Provide DCF with instructions on how to check class rosters and refer students not on the roster to the appropriate School District counselor and the STC Dual2Degree specialist.
- Verify that DCF has due dates for CLO assessment and has instructions on using PRIDE.
- Instructions have been provided on accessing SmartEvals and the periods of submission.
- Verify that DCF know how to access the Faculty Evaluation Plan and are aware that they fall under the guidelines and evaluation timeline defined for Adjunct Faculty.

Contact Information

- Verify that DCF agrees to set up and regularly check South Texas College email.
- Obtain acknowledgment from DCF that they are expected to respond to emails and phone calls from the departmental office within one day of receiving these communications.
- Verify that DCF has provided accurate contact information to which the STC department chair will have consistent access to contact them and that the DCF has STC departmental contact information.

Dual Credit Faculty Name

Dual Credit Faculty Signature

Date

Department Chair Name

Department Chair Signature

Date

Department

Course(s) Approved to Teach

ONE PAGE HELP GUIDE FOR FACULTY TEACHING DUAL CREDIT COURSES

One-Page Help Guide for Faculty Teaching Dual Credit Courses	
Issue	What to do
Twelfth Day Census roster validation corrections and other roster discrepancies	Get in touch with dual credit contact at partner school and STC Dual2Degree specialist assigned to partner school. Rosters must be validated according to deadlines set by the College and any discrepancies must be corrected through the STC Dual2Degree Department.
Student Identification Number and Username	Instructors can download a list of student identification numbers (A numbers) and usernames through JagNet, Argos, or Blackboard. The STC Dual2Degree specialist and the partner school dual credit contact also have access to this information. When students are unfamiliar with accessing Blackboard or JagNet, then they will need to be provided with instructions on how to logon with their username and the format for their initial password (Ammddy####!). If students still have difficulty with logon, then refer them to the Blackboard Help Desk or the JagNet Help Desk.
JagNet logon difficulties	Contact IS&P Technology Help Desk by clicking on the link in the JagNet homepage or by calling the IS&P Help Desk at (956) 872-2111.
Students are on class roster, but are not on Blackboard roster and cannot logon to Blackboard.	Student access to Blackboard is automatically updated from the STC rosters, but instructors can also go to the Blackboard homepage and click on the "live help" icon or email the Blackboard Help Desk at support@southtexascollege.edu to request that a student be added. The Blackboard Help Desk phone number is (956) 872-2598.
Jaguar P.R.I.D.E. learning outcomes reporting difficulties	Call the JagPRIDE Help Number (956) 872-4411
Textbooks unavailable for students	If partner school cannot correct this issue right away, then contact the STC Chair; so the Chair can contact the Dual Credit Programs to help resolve this issue.
Classroom technology or other classroom facility difficulties	Speak with dual credit high school contact at partner school for help. If issue is not corrected, contact your STC Chair; so Chair can contact the Dual Credit Programs to help resolve issue.
Questions on STC academic policies and procedures	Contact your STC Chair with questions on academic policies and procedures.
STC Faculty and Partner School Procedures	Know how to contact the STC Dual2Degree specialist assigned to partner school. Visit the partner school before classes begin to become familiar with the facility and its procedures. Introduce yourself to the dual credit contact at the school. Examine the classroom and/or laboratory assigned for your classes. Ask the dual credit contact to provide you with information such as where you can conduct office hours for students, bell schedules, when daily announcements are scheduled, high school rosters for your classes if needed, how to access instructional technology, textbook access, copier codes, workroom area, school attendance procedures, state-

One-Page Help Guide for Faculty Teaching Dual Credit Courses

	<p>mandated testing schedules that could impact your class meetings, parking passes, library services, fire drill procedures, emergency procedures, alert notifications, room access procedures, rest room or hall pass procedures, disciplinary procedures, how to summon school authorities if needed, instructor absence procedures, whether the school wants you to submit progress grades, and any other details that would be useful for you to be aware of. You might also want to make contact with other faculty who are teaching dual credit classes at the partner school. Wear your STC identification badge whenever you are at the partner school campus. Post the STC door sign to help prevent interruptions. (Refer to the checklist for STC Faculty)</p>
<p>Partner school procedures that are adversely impacting your class</p>	<p>If the dual credit contact at partner school cannot help you resolve the issue, contact your STC Chair; so the Chair can contact the Dual Credit Programs to help resolve the issue.</p>



SOUTH TEXAS COLLEGE

Notice of Non-Discrimination

South Texas College is an equal education and equal employment opportunity/affirmative action employer. As an equal education institution and equal opportunity employer, the College does not discriminate on the basis of race, color, national origin, religion, age, sex, sexual orientation, gender, gender identity, disability, genetic information, or veteran status. Discrimination is prohibited and the College will comply with all applicable College policies, and state and federal legislation. This statement extends to individuals seeking employment with and admission to the College.

South Texas College Accreditation

South Texas College is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools to award the Baccalaureate and Associate degrees. Contact the Commission on Colleges at 1866 Southern Lane, Decatur, Georgia 30033-4097 or call 404-679-4500 for questions about the accreditation of South Texas College.

Dual Credit Programs NACEP Accreditation Statement

South Texas College Dual Credit Programs is accredited by the National Alliance of Concurrent Enrollment Partnerships in meeting the highest standards in concurrent enrollment, dual credit initiatives, and displaying greater accountability through program evaluation. Contact the National Alliance of Concurrent Enrollment Partnerships at P.O. Box 578 Chapel Hill, NC 27514 or call 919-593-5205 for questions about accreditation of South Texas College Dual Credit Programs.