

Dual Credit Programs

**Instructional and Quality
Standards Manual:
Academic Affairs and
Economic Development
Division**

2024-2025

Academic Year



**SOUTH TEXAS
COLLEGE**

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SECTION I: OVERVIEW

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- Classification of Dual Credit Faculty
- Qualification of Dual Credit Faculty
- Teaching Load of Dual Credit Faculty
- Program Evaluation

SECTION I: OVERVIEW

PROGRAM OVERVIEW

South Texas College Dual Credit Programs was established in 1997 to provide dual credit opportunities to high school students. Since 2000, the program has served close to 130,000 students and collaborates with 21 school districts and 70 high school sites.

South Texas College has utilized the Dual Credit Programs as a key strategy to accelerate college readiness and college completion for high school students, and has further demonstrated its commitment to the community it serves by significantly waiving tuition for all participating students in cohort dual credit classes. South Texas College is one of the leaders in the State and nation in creating dual credit initiatives and opportunities for all students.

South Texas College also recognized early on that dual credit opportunities should also be available to students interested in career and technology courses that lead to careers in the applied Workforce fields. In 2003, South Texas College was instrumental in the enactment of HB 415, which opened the door to students interested in these careers.

As a result of the College's efforts and commitment to this program, the participation rate increased from 8 students in 1997 to over 11,000 students annually as of fall 2023. South Texas College aggressively promotes a "college-going" culture through the following offerings:

- Dual Credit Courses: students can earn college credit hours towards STC core curriculum courses
- Career & Technical Education Programs: students can earn a certificate in high-demand technical careers
- Designated High Schools: students can earn college credit up to an associate degree
- Academy Programs: students can earn an associate degree in the STEM, Business, or Criminal Justice field

The **Dual Credit Programs Instructional and Quality Standards Manual** provides detailed program information to partnering School District personnel. The procedures in this Manual have been developed by South Texas College faculty and administrators to ensure that the Program requirements, and most importantly, the college curricula offered by South Texas College with its high school partners, meet the requirements set forth by the Texas Higher Education Coordinating Board (THECB), Southern Association of Colleges and Schools Commission on Colleges (SACSCOC), and the National Alliance of Concurrent Enrollment Partnerships (NACEP).

INTERLOCAL AGREEMENT STATEMENT

The Interlocal Agreement (IA) authorizes the offering of dual credit courses at participating School Districts. South Texas College's Board of Trustees as well as the School Board of each participating School District approves the IA, which outlines the terms and conditions of the agreement between the College and participating School Districts. The IA remains in effect for an entire academic year and must be posted during the term on the College's and School District respective internet websites.

CLASSIFICATION OF DUAL CREDIT FACULTY

Dual Credit Faculty (DCF) are full-time high school instructors who have been approved to teach South Texas College dual credit college courses, assigned by their school district, at their respective high school or within their district. This is facilitated through an Interlocal Agreement (IA) between STC and participating School Districts.

QUALIFICATION OF DUAL CREDIT FACULTY

DCF must meet the minimum credential requirements as stated in **STC Board Policy DBA - Employment Requirements and Restrictions: Credentials and Records**: The policy outlines requirements for postsecondary instructors in the course/discipline to teach college-level courses.

The College District shall employ faculty members who meet faculty credential guidelines consistent with the Southern Association of Colleges and Schools Commission on Colleges' (SACSCOC) Comprehensive Standard, as well as qualifications specified by the Coordinating Board, and other discipline-specific accrediting or licensing authorities.

South Texas College is responsible for ensuring that all dual credit courses are taught by qualified faculty regardless of location of the class (i.e., college campus, high school campus, or satellite site).

TEACHING LOAD OF DUAL CREDIT FACULTY

DCF are full-time employees of their School District and are contractually obligated to teach an assigned number of classes by their School District. The IA between South Texas College and participating School Districts states that "All students must meet dual credit admissions and eligibility requirements as outlined by the Texas Higher Education Coordinating Board laws and regulations, the Texas Administrative Code, Title 19, Part 1, Chapter 4, Subchapter D, Rule § 4.85, and as stated in **STC Board Policy #3232: Dual Credit Student Eligibility Requirements.**" Therefore, the number of classes that are offered for dual credit is determined by the number of qualifying students and may vary from high school to high school and semester to semester.

However, the maximum size for courses should be no more than thirty (30) students per section for DCF, unless in those instances whereby course limitations set the maximum class size lower. These instances include Career and Technology courses, Science courses and Nursing and Allied Health courses.

PROGRAM EVALUATION

The South Texas College Dual Credit Programs will facilitate an annual evaluation of the Dual Credit Programs following the procedures outlined in the Institutional Effectiveness Plan submitted to the Office of Institutional Research. In continuous efforts to improve the Dual Credit Programs, surveys are administered to key stakeholders to evaluate the overall Program.

PROGRAM NON-COMPLIANCE

Non-Compliance Policy for Attendance at Professional Development

South Texas College Dual Credit Programs expects all approved DCF to attend the bi-annual Adjunct and Dual Credit Faculty Professional Development Day held the Saturday prior to the first-class day of each Fall and Spring semester. Please refer to Appendix G for detailed information.

Non-Compliance Policy for Course Content

All South Texas College DCF must adhere to the STC common course outline content, academic rigor and assessment components as outlined and provided by the Faculty Liaison. Non-compliance occurs when a DCF does not adhere to the course content expectations. Please refer to Appendix H for detailed information.

SECTION II: DUAL CREDIT PROGRAMS POLICIES & PROCEDURES

- South Texas College Dual Credit Programs Board Policy Highlights
- Dual Credit Faculty Review and Approval Process
- Monitoring Quality of Instruction
- Dual Credit Faculty Rights & Responsibilities

SECTION II: DUAL CREDIT PROGRAMS POLICIES & PROCEDURES

School Districts that participate in the Dual Credit Programs at South Texas College will comply with Board approved policies. Below are highlights from policies specific to the Dual Credit Programs. Full copies of these policies can be found online in the [**Academic Affairs Webpage**](#).

SOUTH TEXAS COLLEGE DUAL CREDIT BOARD POLICY HIGHLIGHTS

School districts which participate in the Dual Credit Programs at South Texas College will comply with South Texas College Board Policy and the procedures and guidelines published in the *Dual Credit Programs Instructional and Quality Standards Manual*. Highlights of Board policies relating to the Dual Credit Programs are:

- **Board Policy #3230** *Dual Credit Programs with Partnering School Districts*
 - Lists general provisions that partnering school districts must comply with; and
 - States that tuition and fees for dual credit students sponsored by partnering School Districts will be charged as approved by the Board of Trustees.
- **Board Policy #3232** *Dual Credit Student Eligibility Requirements*
 - Outlines the dual credit student eligibility requirements;
 - Stipulates limitations on what courses and how many hours may be taken;
 - Limitations on enrollment for Non-S sections; and
 - Mandates student compliance with Financial Aid Satisfactory Academic Progress (SAP).
- **Board Policy #3320** *Academic Progress Standards*
 - States expectation that students meet academic standards for coursework at STC;
 - Defines levels of academic status GPA criteria; and
 - Explains student academic progress standards including probation, suspension, and readmission.
- **Board Policy #3322** *Student Financial Aid - Satisfactory Academic Progress (SAP)*
 - Cites federal regulations that require the College to monitor Satisfactory Academic Progress (SAP) for all students, including dual credit students, in order to determine financial aid eligibility; and
 - Cites regulations that require the evaluation of both quantitative (67% course completion rate), and qualitative (maintaining at least a 2.0 cumulative GPA) standards, as well as completion of a degree or certificate within 150% of normal time frame.

South Texas College is in the process of replacing its existing Board Policies. As the existing Policies are retired and replaced, the College shall notify partnering School Districts and provide a copy of the replacement policy.

DUAL CREDIT FACULTY REVIEW AND APPROVAL PROCESS

The process and timeline for identifying prospective DCF, submitting an application, reviewing and interviewing by the departmental chair/committee, and final review by the Office of Human Resources can be found in Appendix G at the end of this Manual.

MONITORING QUALITY OF INSTRUCTION

According to the Interlocal Agreement (IA) between STC and participating School Districts; School Districts will work with the College to monitor the quality of instruction in order to assure compliance with the course syllabus, the Dual Credit Course Agreement and the standards established by the State of Texas, the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC), the College, and the School District.

In addition, the College, as an accredited Dual Credit Programs has formally adopted the standards set forth in the *National Alliance of Concurrent Enrollment Partnerships (NACEP) Accreditation Guide*. The standards, required evidence, and guidelines for supplying the evidence can be found in the [NACEP Website](#).

The practices required by the standards include:

- 1) College courses offered in the high school are of the same quality and rigor as the courses offered on-campus at the sponsoring college;
- 2) Students enrolled in dual credit courses are held to the same standards of achievement as students in on-campus courses;
- 3) Instructors teaching college courses through the dual credit program meet the academic requirements for faculty and instructors teaching in the sponsoring postsecondary institution and are trained in course delivery and provided ongoing discipline-specific professional development; and
- 4) Dual credit programs display greater accountability through program evaluation.

Department Chair Responsibilities:

As the immediate supervisor for all departmental faculty, including DCF, the Department Chair has the duty and responsibility to ensure that faculty comply with their duties and responsibilities. When necessary, the Department Chair must implement disciplinary action for those failing to comply. The Faculty Handbook details supervisory responsibility, as well as implementation of disciplinary action for non-compliance, in the section "Department Chair Duties and Responsibilities."

Upon a DCF being approved to teach Dual Credit courses, the Department Chair will:

- Meet with the DCF to discuss the department requirements as needed;
- 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 a 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 the 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 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 prior to the first week of instruction;
- Provide DCF access to the electronic version of the Faculty Handbook so that all DCF can adhere to the professional guidelines, policies, procedures, rules, and expectations;
- Provide DCF access to Student Handbook detailing add/drop and withdrawal policies, student code of conduct, grading policies, critical dates, and other pertinent information;
- Provide assistance to DCF by means of an assigned mentor (a full-time faculty) in the same discipline to ensure that appropriate academic expectations have been set and are being followed. The Department Chair will provide the overall guidance and support to the DCF. The Department Chair will provide information about the DCF mentors to the Department of Dual Credit Programs;
- Inform DCF that they are expected to participate in the College's Professional Development activities for DCF 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 Teaching and Learning Academy (DELTA) Online course during their first semester of teaching DC courses for South Texas College;
- Provide DCF with the meeting schedule before the beginning of the semester, so that DCF can coordinate their teaching responsibilities at the high school in order to attend required department meetings;
- Provide contact hours information to the DCF 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 have the STC-approved textbook, Open Educational Resources (OER), lab manual, and other materials for the course;
- Verify with DCF the availability of textbooks for students and other instructional materials for the course by first day of class.
- 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 Dual Credit Enrollment Services Specialist;
- Verify that DCF have due dates for Course Learning Outcomes (CLO) assessment and instructions on using JagPRIDE;
- 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;
- 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 24 hours of receiving these communications;
- Verify that DCF have provided accurate contact information to which the STC Department Chair will have consistent access to contact them and that the DCF has the STC departmental contact information;
- Verify that DCF are aware of the rights and responsibilities and other information found in the reference guide for faculty teaching Dual Credit courses, IA, Designated High Schools

- IAs and the *Dual Credit Programs Instructional and Quality Standards Manual*; and
- 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.

Addressing Concerns:

The School District will forward any concerns regarding DCF or College faculty teaching the college-level course to the College Department Chair for investigation. To resolve the concerns, a meeting shall take place between the College Department Chair (and/or designee) and the School Principal (and/or other designated high school administrator) to discuss the issues and reach a decision that is mutually agreeable.

Any non-academic complaints or concerns against DCF teaching a college course are required to be reported to the College's Office of Human Resources to the attention of the Director and/or Employee Relations Officers for investigation. The College will collaborate with the identified School District official that serves as the authorized liaison for the College's Office of Human Resources. The College and the School District will work collaboratively and timely share any and all information necessary in the event of an investigation of a personnel matter.

Monitoring Process:

- The Department Chair will have the option to conduct multiple observations during the first year of review that the DCF is teaching the college-level course at the high school. The time for observations should be coordinated with the DCF prior to the observation. Should the Department Chair have difficulty in contacting the DCF through STC and School District email communication or phone calls, the Department Chair may conduct an observation without prior arrangements. These multiple observations could provide assurances to the Department Chair that the DCF is following the college course syllabus and is teaching the course at the required rigor.
- The Department Chair will have the option to require DCF to attend monthly agreed-upon departmental meetings at STC. The meeting schedules will be provided to the DCF before the beginning of semester so that the DCF can coordinate his/her teaching responsibilities at the high school in order to attend the required departmental meetings.

Classroom Observation:

- All DCF teaching dual credit courses shall be observed by a full-time faculty member or administrator using the same criteria as for full-time and/or adjunct faculty.
- New DCF will be observed during their first semester of teaching.
- All DCF will have a minimum of one observation per year. However, the Department Chair of the department has the option to conduct additional observations each semester as part of their monitoring process.
- DCF teaching dual credit courses only in the Fall or Spring semester, must have an observation completed during that term.

Student Evaluation:

- College and School District faculty teaching college-level courses are expected to reach out to students who need academic assistance and direct them to appropriate College or School District support services.
- Each student will be informed by the instructor of his/her grade status prior to the Last Day

to Drop/Withdraw at STC.

- If a student is not maintaining a passing grade, they will be advised by the instructor or the high school counselor to withdraw from the college course in order to avoid future problems related to admissions, financial aid, and scholarships at his/her education institutions.
- Withdrawal from the college course does not result in a withdrawal from the high school course.
- It is the responsibility of the high school personnel to advise the students concerning their academic progress in the high school component of the course.
- STC instructors teaching the college course are prohibited by law from sharing any individual student grade information with anyone but the student taking the class and the high school designated educational designee of the dual student(s). Additional exceptions to this are in the case of a court order or emergency situation.

Student Evaluation of Faculty Performance:

DCF will be evaluated by the students online once a semester using the same evaluation instrument used for on campus course evaluations.

STC Faculty Mentor:

The STC Department Chair may assign a full-time faculty member in the same discipline to mentor the DCF. This mentor can be the Department Chair or a designated full-time faculty member in the department. The mentor will work with the DCF in the articulation of the course, the development of the syllabus, the evaluation of the course and instructor, and will provide any other assistance needed by the instructor. The Department Chair will provide the overall guidance and support to the Dual Credit Faculty. The Chair will provide information about the DCF mentors to the Dual Credit Programs Department.

DUAL CREDIT FACULTY RIGHTS & RESPONSIBILITIES

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 access and update their course outlines or syllabi thru Concourse 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 prior by 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 Dual Credit Enrollment Services Staff. 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 college's advertised withdraw date.
- **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 Dual Credit Enrollment & Scheduling Services 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 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.

SECTION III: DUAL CREDIT PROGRAMS COURSE STRUCTURE

- Composition of Class
- Disability Services
- Textbooks & Contact Hours
- Continuation of Courses & Expectations
- Due Dates for Requesting Courses & Faculty
- Faculty Cost & Stipends
- Tuition & Student Fees

SECTION III: DUAL CREDIT PROGRAMS COURSE STRUCTURE

COMPOSITION OF CLASS

The maximum size for courses taught by DCF should be no more than thirty (30) students per section, unless in those instances whereby course limitations set the maximum class size lower. These instances include Career and Technology courses, Science courses, and Nursing and Allied Health courses.

Classes taught by STC faculty teaching College level dual credit courses at the high school site should be no more than twenty-five (25) students per section.

Dual credit sections assigned to an STC Faculty and/or Dual Credit Faculty must have a minimum of ten (10) students enrolled in Academic sections and seven (7) in Career Technical Education sections. Dual credit sections with fewer than the minimum enrollment can be cancelled by the advertised semester deadline. Dual Credit Programs will work with the School District to determine options to combine dual credit courses with partnering school districts approval, if available.

MIXED CLASS EXCEPTIONS

1. If the course involved is required for completions under the State Board of Education High School Program graduation requirements, and the high school involved is otherwise unable to offer such a course.
2. If the high school credit-only students are College Board Advanced Placement students.
3. If the course is a career and technology/college workforce education course and the high school credit-only students are earning articulated college credits.

Dual Credit sections held at the partner school with a South Texas College faculty must be comprised only of dual credit enrolled students. Partner schools are urged to also follow this practice with Dual Credit sections assigned to their DCF as it decreases grade confusion by non-dual students. It also is more efficient for teachers in assessing and providing college-level lessons to students.

STUDENT ACCESSIBILITY SERVICES

The College and the School District will adhere to Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act of 1990 (ADA), and the ADA Amendments Act of 2008.

The School District will be responsible for implementing policies and procedures to enable students to identify disability needs and to provide academic accommodations for dual credit students. If the class is taught at the high school by a Dual Credit Faculty, the School District's high school will be responsible to provide the academic accommodations. If the class is taught by a STC Faculty at the high school, the College Counselor will coordinate academic accommodations with the high school's Special Education Counselor. Students are not eligible to receive and/or otherwise utilize Individual Education Plans (IEP's) in Dual Credit courses. All procedures and guidelines are outlined in the College Dual Credit Programs Enrollment and Support Services Manual. An electronic copy of this document may be accessed on the Dual Credit Programs webpage at the following link: [Dual Credit Website](#).

TEXTBOOKS & CONTACT HOURS

❖ TEXTBOOKS

- DCF are expected to use approved textbooks as reflected in the Dual Credit Textbook Adoption List during the dual credit course.
- 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 Associate Vice President for 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.
- The College will consider the use of free open educational resources (OER) or low-cost educational resources in courses offered under the program for the School District.
- 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. 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 set deadline provided by program each year.
- Per guidelines in the STC Faculty Handbook and in the college's **TASB Board Policy EDA - Instructional Resources: Instructional Materials**, with the approval of the Department Chair, the School District, and the AVP 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 DCF, the College and the Texas Higher Education Coordinating Board.
- In order to ensure meeting of required contact hours, DCF 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 TASB Policy FC - 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.

CONTINUATION OF COURSES & EXPECTATIONS

Through the IA, South Texas College waives tuition for in-district dual credit students sponsored by a partnering school district in college courses held at the high school and taught by either DCF or by an STC faculty member teaching the course at the high school. The IA includes the fee schedule titled, "Tuition and Fees for Dual Credit Students Sponsored by Partnering School Districts." The IA is a binding agreement, and should either party fail to adhere to its responsibilities therein, the removal of dual credit courses will be considered if the infraction is not corrected after documentation. These responsibilities include those expected for the DCF, the High School and/or School District, and South Texas College.

❖ EXPECTATIONS OF HIGH SCHOOL AND SCHOOL DISTRICTS

- **For Dual Credit Faculty:**
 - Submit names of all DCF candidates with completed application packets by April 1st for the Fall semester and October 1st for the Spring semester;
 - Support the DCF attendance at STC's two Dual Credit Professional Development Days held on the Saturday before each full semester begins; and
 - Support the DCF attendance at Departmental meetings;
- **For STC Faculty:**
 - Request an STC faculty member to teach a college course at the school by the advertised deadline. Exceptions to these deadlines may be presented to the Department Chair for consideration but the ultimate decision rests in the Department Chair's decision as a result of the impact on the staffing of courses on STC's campuses;
 - Cover the mileage and the instructor's cost based on the number of instructional contact hours for the course; and
 - Provide STC faculty with information regarding important policies.
- **For High School and School District Administration:**
 - Adhere to STC's Board Policies over the School District's Board Policies during the instructional time for the Dual Credit course;
 - Adhere to STC's disciplinary procedures for faculty and students;
 - Adhere to STC's complaint procedures for faculty and students;
 - Ensure instructional integrity by allowing the faculty member to teach the course the same as if taught on STC's campus;
 - Submit requests for new course offerings by the deadline;
 - Purchase and have available the required number of textbooks for all the students by the first day of college courses;
 - Ensure the classroom used to teach dual credit courses is an adequate environment with little or no interruptions, located as much as possible, away from the main student traffic of the school building, and with the technology arrangement adequate for the delivery of classroom instruction;
 - Finalize student enrollment by the established deadlines.
 - Adhere to the faculty member's attendance requirements as supported by **STC Board TASB Policy FC - Attendance.**

DUE DATES FOR REQUESTING COURSES & FACULTY

The Dual Credit Programs Website advertises deadlines that School Districts must adhere to for dual credit course(s) scheduling request changes for each Academic Year. Each High School Campus has a designated representative who has access to the Dual Credit Scheduling Portal to submit requested scheduling changes.

School Districts must adhere to the STC DCF Hiring Process which includes identify prospective DCF that meet the credentialing criteria prior to submission of an application. Additionally, School Districts seeking to offer dual credit courses which require a lab component, must have the required lab equipment inspected and approved by the appropriate Department Chair prior to application submission.

Prospective DCF Application deadlines are as follows:

- Fall semester: April 1
- Spring semester: October 1

DUAL CREDIT FACULTY STIPENDS & REIMBURSEMENT FOR STC FACULTY

When the School District provides the instructor, DCF, tuition and fees are waived and the DCF is compensated a stipend that is \$500 per section, per semester. DCF are limited to teaching six (6) dual credit sections during each Fall and Spring semester; and two (2) dual credit sections during each Summer session. For sections that are approved by the Associate Vice President of Dual Credit Programs & School District Partnerships under a *special exception circumstance* due to not meeting the required minimum enrollment per course, ten (10) students enrolled in Academic sections and seven (7) students in Career & Technical Education sections, the DCF will be compensated accordingly per student. School Districts are encouraged to combine similar sections as much as possible to meet the required minimum enrollment.

Stipend payment(s) for Dual Credit sections will be equally divided according to the semester/session length and paid monthly, as per STC Human Resources' payroll system. Accordingly, Summer and Minimester session stipends will also be divided based on session length. Should a Dual Credit section be reassigned to another Faculty or terminated, the remaining stipend payments would also cease.

The stipend is to compensate the DCF for the additional activities required to comply with college requirements which include:

- Review, update, and submit a syllabus and course outline that complies with the departmental requirement for each dual course via Concourse.
- Verify the class roster for each course via Starfish by the first week of class.
- Cooperate with classroom observations by chair or designee.
- Attend Dual Credit Faculty Professional development session(s) and scheduled department meetings.
- Submit students' grades at the end of the term.
- Report through JagPRIDE the Program and Course Learning Outcomes at the end of each semester
- Provide end-of-course documentation and reporting as required by the department.
- Submit a Curriculum Vitae (CV) housed within the [Concourse Syllabi Management](#) application. A CV is a summary of their professional background regarding education and documented experience, including teaching, administrative and publications.

When STC provides the instructor, tuition and fees will be waived, provided the school district pays for the instructor's cost and mileage. Residency status, as determined by the Office of Admissions, will be waived.

STC Faculty Cost for Academic Year 2024-2025:

As per the IA, the School District is responsible for arranging payment to STC for the amount specified in the Dual Credit Course Agreement for high school Dual Credit sections where an STC instructor is provided.

For AY **2024-2025**, the flat rate section is as follows:

Dual Credit Programs Flat Rate AY 2024-2025	
Contact Hours	Flat Rate Grid
Academic Courses	
3	\$3,500
4	\$4,000
5	\$4,600
6	\$5,000
Credit Hours	Flat Rate Grid
CTE Courses	
3	\$3,800
4	\$4,500

**The mileage rate, .67¢ per mile, could vary from the rate listed to agree with the maximum state mileage reimbursement rate set by the state. Please note, the college reviews mileage rate on a yearly basis.*

Late Cancellation Fee for Dual Credit Sections Assigned to STC Faculty:

As per the IA, when the College provides the faculty, including via distance learning, the School District is responsible for the mileage and faculty cost as stipulated in the Dual Credit Course Agreement (DCCA). School Districts cannot cancel dual credit courses with assigned College Faculty after August 5, 2024 (Fall 2024 semester), January 8, 2025 (Spring 2025 semester), May 19, 2025 (Summer I semester), and June 25, 2025 (Summer II). Should a School District cancel dual credit course(s) with an assigned College Faculty after the advertised deadline, a Late Dual Credit Section Cancellation Fee will be assessed.

TUITION & STUDENT FEES

LATE ENROLLMENT

As approved by the Board of Trustees, a Late Enrollment Fee per course may be assessed for each student admitted after the College's enrollment deadline. This may be assessed for the following reasons:

- Application is not cleared before the first-class day
- Failure to sign a registration form by Census Day
- Failure to submit qualifying test scores to STC before first class day
- Failure to clear student hold by Census Day

The ***Dual Credit Programs Enrollment and Support Services Manual***, is available online and provides students and parents, faculty, administrators and high school counselors with details about the dual credit and registration process. This manual can be accessed on the [Dual Credit Programs](#) website.

SECTION IV: GENERAL AGREEMENTS

- Dual Credit Course Agreement
- Data Sharing
- Human Resources Department, Data Privacy, & Sharing Agreement
- Title IX of the Education Amendments 1972
- Recognition of Higher Education Partner
- Principal Agreement

SECTION IV: GENERAL AGREEMENTS

DUAL CREDIT COURSE AGREEMENT

- The Dual Credit Course Agreement (DCCA) is a legal document, which delineates academic and fiscal arrangements for the Dual Credit course, and is used as a contract when using an STC faculty as the instructor. (See Appendix B)
- Once the IA is signed, the DCCA is initiated as an original document at STC.
- This is signed by the School District and the College and approved by the School District Superintendent (or designee) and Associate Vice President for Dual Credit Programs and School District Partnerships (or designee).
- Signed Dual Credit Course Agreements must be returned to Dual Credit Programs 15 days after receiving, prior to, or just after the College's official census day (twelfth day of class).

DATA SHARING

FERPA allows protected student data to be exchanged between the College and School District for students that are dually enrolled without requiring the consent of either the parents or the student under § 99.34. If the student is under 18, the parents still retain the right under FERPA to inspect and review any education records maintained by the School District, including records that the College disclosed. The College and the School District are expected to meet FERPA requirements to maintain the privacy of student data.

The College will provide data reports to the School District via standard reports as per identified timelines. These reports have been developed in an effort to provide required data in a timely manner to our partners with a signed IA.

The School District shall provide a primary and secondary contact, at the District and at each high school, to receive data via a secure process from the College. These contacts will be responsible for distributing data securely within their assigned area and within FERPA guidelines. Any data received from the College shall not be shared outside the District without prior authorization from the College.

The School District may request data outside of the scheduled report distribution schedule provided:

An IA has been executed and is active between the School District and the College. The data request is submitted, at minimum, three (3) business days prior to the requested delivery date

PLEASE NOTE: Requests are **NOT** guaranteed to be delivered by the requested delivery date and may be delayed depending on the data team's existing request volume. Requests will be prioritized depending on identified need.

The School District may submit an e-mail request for reports to:

dccdatarequest@southtexascollege.edu

HUMAN RESOURCES DEPARTMENT, DATA PRIVACY, & SHARING AGREEMENT

The School District will collaborate with the College to ensure that all School District faculty applying to teach in the Dual Credit Programs meet the credential requirements as stated in the College's **Board Policy Manual DBA - Employment Requirements and Restrictions: Credentials and Records**, under the section [Faculty Qualifications](#).

TITLE IX OF THE EDUCATION AMENDMENTS 1972

The School District will comply with Title IX of the Education Amendments 1972 (20 U.S.C. § 1681 et seq.) and its implementing regulations as stated in the **Board TASB Policy DIAA – Freedom from Discrimination, Harassment, and Retaliation: Sex and Sexual Violence** and the School District Title IX policy in resolving incidents and complaints.

Title IX of the Education Amendments of 1972 (20 U.S.C. § 1681 et seq) and its implementing regulations, 34 C.F.R. Part 107 (Title IX) state: "No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance."

Title IX resources, policies, and procedures, including the names and contact information of the Title IX Coordinator and the Title IX Deputy Coordinators for the College are located at the following link: <https://www.southtexascollege.edu/about/notices/title-ix.html>.

The School District will designate a specific School District official **who is trained to investigate and address matters relating Title IX and civil rights issues, including but not limited to Title VI and Title VII of the Civil Rights Act** to serve as the authorized liaison with South Texas College Office of Human Resources and/or the Title IX Coordinator, the School District official and the College's representative(s) will work collaboratively and timely to share any and all information necessary in the event of an investigation of a personnel matter.

Title IX Protocol

- a) The College and the School District acknowledge that jurisdiction over incidents falling within Title IX can be difficult to determine with respect to Dual Credit Programs, and sometimes jurisdiction is shared by both parties. This protocol is agreed to by the College and the School District to establish clarity and coordination with a set of consistent guidelines for each to follow. The general principle is one of establishing a nexus, and determining which party has the strongest nexus to the alleged misconduct, or whether a nexus reasonably exists with respect to the jurisdiction of both parties, in which case jurisdiction exists for both and in most cases will result in collaborative investigations and separate resolutions in accordance with the policies of each party. In all collaborative processes, the parties agree to share investigation-related information with each other to the extent permitted by law.
- b) In any complaint where the law permits, the College and the School District agree to share information about the outcome of the complaint with the other party to the extent the outcome impacts the other party or its students/employees.
- c) In any circumstance where the parties agree to do so, or where the respondent dual credit student or employee is arguably under the jurisdiction of both parties (regardless

of who controls the venue), investigations can be conducted jointly with (at least) one representative from each party. The results of the investigation (one joint investigation report encompassing the policies of both parties) will be made available to both parties, with appropriate redactions as necessary. The parties may then each use the results of the investigation to pursue their own independent resolutions of the complaint. Where investigation procedures of the parties differ substantially, it may be impossible for a collaborative investigation to comply with both, in which case separate investigations should be conducted.

- d) Where one party controls the venue of the alleged misconduct and the respondent is a student or employee of that same party, that party shall normally have primary jurisdiction over the complaint.
- e) Where a party controls the venue in which the complainant is its student/employee and the respondent is the student or employee of another party, the complainant will have the right to file a complaint within the other party's grievance process. The party in which the complainant is enrolled is responsible for providing supportive measures to the complainant.
- f) Where a party provides only instruction/credit for a course, and is not otherwise involved in any way in an act of misconduct, that party shall have no responsibility under this protocol except as policy otherwise requires (e.g., mandated reporting responsibilities)g) Where a party controls only the venue of a course, and is not otherwise involved in any way in an act of misconduct, that party will review any needed remedial measures related to the safety of the venue and implement them accordingly.
- g) Control:
 - i. A party who controls the venue and the instruction, provides an employee for instruction, and provides credit for the course controls that course.
 - ii. A party who provides instruction in the venue of the other party does not control that venue.
- h) Each party's employees are expected/encouraged to participate as witnesses in any resolution process, as necessary.
- i) Student:
 - i. A student enrolled in a dual-credit/early college course is a student of both parties, regardless of which party has the primary relationship with the student.
 - ii. Any party's policies and procedures will explicitly be made applicable to its students, including those who are dual-enrolled/participating in early college.
- j) Imposing consequences on a respondent by two parties is appropriate when the student is enrolled within the educational program of both parties, though the parties can agree that only one party will enforce its policies and procedures in a given situation. In such situations, the parties may agree that the party with the primary relationship to the student will take the lead and/or enforce its policies and procedures, or that the party in whose program the incident took place will normally have primary jurisdiction.

- k) Each course should clearly designate which party's educational program the course is part of, and/or whether more than one party is the sponsor/provider of a course.

RECOGNITION OF HIGHER EDUCATION PARTNER

The School District, when reporting and publicizing high school students' completion of dual credit courses, degrees, or certificates, will recognize all Higher Education partners, including South Texas College. Furthermore, when the School District advertises and/or publicizes including but not limited to, designations, awards received, tuition saved, and articles written in social media, television commercials and print ads for dual credit, the School District will recognize South Texas College as their Higher Education partner. The following statement must be included in all the School District's publications and/or advertisements in regards to the Dual Credit Programs:

"[ISD name] saves families hundreds of thousands of dollars in tuition and fees by collaborating with South Texas College, our Higher Education partner, to offer college credit hours, college certificates and degrees."

In addition, the School District shall adhere to the format and style of all advertising, marketing, reporting, and publicity materials, which includes billboards, print ads, and television commercials, as set forth in the College's Branding, Marketing, and Advertising Guidelines for South Texas College Dual Credit Programs at www.southtexascollege.edu/go/dual-credit-marketing.

PRINCIPAL AGREEMENT

The Dual Credit Programs Principal Agreement outlines College Policies and Procedures for Dual Credit classes taught by STC Faculty and Dual Credit Faculty. The Principal Agreement signed on a semester and/or yearly basis by the Campus Administrator and STC Associate Vice President for Dual Credit Programs and School District Partnerships outlines the Classroom & Teaching Environment, Grading Procedures, District Administrator Responsibilities and STC Faculty Responsibilities.

SECTION V: ADMISSION & REGISTRATION

- Admission Process
- Registration Process

SECTION V: ADMISSION & REGISTRATION

ADMISSION PROCESS

- Students must submit an admission application to South Texas College to be eligible for registration in dual credit courses. All students must declare a major when applying to the College.
- All applications must be submitted online via [Apply Texas](#) by the College's Dual Credit admission application deadline.
- High schools shall provide an official copy of each student's high school transcript and qualifying test scores. It is the responsibility of each student to provide his or her counselor with test scores which may be used to determine eligibility for dual credit courses. Necessary documentation, such as transcripts from high schools or institutions of higher education as well as test scores, must be provided to the Dual Credit Enrollment Department by the College's deadline.
- Dual Credit students may not enroll in college level courses until the Spring semester of their 9th grade year, and then limited to no more than two (2) dual credit 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, and 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 (2) dual credit courses for Summer term II; as stated in the College's ***Board Policy #3232: Dual Credit Student Eligibility Requirement.***

REGISTRATION PROCESS

Registration of high school students in dual credit "S" sections shall be determined by the College's Dual Credit Admission & Registration Timeline and process as stipulated in the **Dual Credit Program Enrollment & Support Services Manual.**

For students, from a school district with a Dual Credit Programs IA with STC, individually enrolling themselves in college courses in non-S sections as "Independents", must be approved by the Associate Vice President for Dual Credit Programs and School District Partnerships. Students can only be enrolled into courses within their declared major. Independent tuition for students approved to enroll in a regular (non-S) section(s) will be waived but applicable fees may be assessed, based on the Board Approved Tuition & Fee Schedule. Dual credit students who do not receive approval to enroll in a regular (non-S) section(s), may still enroll, but will be assessed the independent student tuition and fee based on the Board Approved Tuition & Fee table.

For students from School District without an STC IA, a fee per credit hour, plus other applicable course fees will be assessed to the student as indicated on the official Board approved Tuition & Fees schedule for 2024-2025. Total student enrollment of Independents in any regular (non-S) section, may not exceed 1/3 of the seat limit of the class.

In addition, all students may enroll in the same course only up to two times. A fee per credit hour will be assessed to partnering school districts for students wishing to repeat the same course more than twice, as stated on the Tuition and Fees schedule. A fee per class of \$200 will also be assessed for each student enrolled after the College's Census Day when it is determined that the student or school was responsible for not meeting the deadline. All fees are as approved by the Board on the Tuition and Fee schedule.

SECTION VI: GRANTING OF COLLEGE CREDIT

- Transcripts
- State Approved Credit
- Transfer of Academic Dual Credit Courses
- Test Scores for Student Eligibility

SECTION VI: GRANTING OF COLLEGE CREDIT

TRANSCRIPTS

- STC is responsible for maintaining the college transcript.
- The high school and school district are responsible for maintaining the high school transcript.
- All courses are identified on the college transcript as regular college-level course work.
- Upon a student's request, the College will provide an official STC transcript showing credit for the completed college-level course work to the student or college/university of transfer.
- Students may view course grades upon completion of the course using their JagNet accounts.
- Dual credit students who receive a sanction of suspension or expulsion from the institution must be removed from the college course and placed in a high school credit course or a traditional high school setting by the School District and in accordance with Texas State law shall have a transcript notation place on their official transcript for the duration of the suspension or expulsion.

STATE APPROVED CREDIT

- For a student to receive state-approved high school credit for the college course, the student's high school transcript must have a designation for the high school course as being a Dual Credit (DC) course.
- Students, who are approved to enroll independently at one of the STC campuses in a regular (non-S) college section, are encouraged to verify with their high school counselor or administrator the dual credit status of a particular college course and the school district's policies concerning independent course credit.

TRANSFER OF ACADEMIC DUAL CREDIT COURSES

- Each college or university reserves the right to:
 - Accept college credits transferred from another higher education institution, and to;
 - Apply them appropriately to a student's transcript.
- It is the responsibility of the students to seek information from institutions to which they desire to transfer concerning the acceptance of dual credit course work and their application to a degree in the desired major.
- The College and the School District offers college advising services for dual credit students, in addition to a College Advising Training Program for High School District Counselors held by the College.
- The College offers advising services for dual credit students regarding transferability and applicability to baccalaureate degree plans of all college credit offered and earned.

TEST SCORES FOR STUDENT ELIGIBILITY

High school students are eligible to participate in courses within their declared major in the Dual Credit Programs upon meeting the minimum passing scores on the assessment instruments approved by the Texas Higher Education Coordinating Board.

To be eligible to enroll in academic courses, a high school student must demonstrate College Readiness as stipulated in Charts. Obtaining at least a minimum passing score on the following charts will permit a student to take coursework. High school students enrolled in Level 1 workforce education courses are exempt from meeting test-score prerequisites, but must meet established course pre-requisites.

Chart 1: College Readiness Scores

TEXAS SUCCESS INITIATIVE (TSIA) (on or after 1/11/2021)	
ELAR	945 AND Essay 5 - 8, OR 910 - 944 AND Diagnostic Level 5 - 6 AND Essay 5 - 8
Math	950, OR 910 - 949 AND Diagnostic Level 6
TEXAS SUCCESS INITIATIVE (TSIA) (on or before 1/10/2021)	
Reading	351
Writing	Essay Score of 5, OR Essay Score of 4 & Multiple Choice of 340
Math	350
SAT (on or after 3/5/2016)	
Evidence-Based Reading and Writing	480
Math	530
Combined	No requirement
ACT (on or Before 2/15/23)	
English	19
Math	19
Composite	23
ACT (on or After 2/15/23)	
English	40
Math	22

Dual credit students shall be limited to courses within their declared major and corresponding degree plan. Students who declare a major leading to 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 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 rules and regulations of the Texas Higher Education Coordinating Board (THECB), other state and federal regulations, and College policies and procedures as applicable. Students who want to enroll in regular (non-S) section(s) must be approved by the Associate Vice President for Dual Credit Programs and School District Partnerships. Students can only be enrolled into courses within their declared major.

Dual credit students must comply with the College's Academic Progress Standards as outlined in [**Board TASB Policy EGA - Academic Achievement: Grading and Credit**](#) and **Board Policy #3322**. In addition, Federal Financial Aid Satisfactory Academic Progress (SAP) standards 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.

SECTION VII: CONTACT INFORMATION

- Dual Credit Programs

SECTION VII: CONTACT INFORMATION

DUAL CREDIT PROGRAMS

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SECTION VIII: APPENDIX

- Dual Credit Programs Interlocal Agreement & Principals Agreement
- Dual Credit Course Agreement Form
- Dual Credit Programs Recommended Pathways
- Guidelines for Reporting Required Critical Student Performance Information
- State Laws & Funding
- Dual Credit Prospective Faculty Review & Approval Process
- Non-Compliance Policy for Attendance at Professional Development
- Non-Compliance Policy for Course Content

APPENDIX A: Dual Credit Programs Interlocal Agreement & Principals Agreement

South Texas College Dual Credit Programs has the following agreements with partnering school districts, which can be found on the [Dual Credit Programs](#) webpage.

- [Interlocal Agreement](#) (General - Signed by Superintendents)
- [Principal Agreement](#) (Signed by Principals)

APPENDIX B: Dual Credit Course Agreement



DUAL CREDIT COURSE AGREEMENT

Sample

(STC Instructor Name)

Name of High School

STC COURSE	STC SECTION	HS COURSE CREDIT	INSTRUCTOR NAME	INSTRUCTOR COST PER SECTION	# OF SECTIONS	TOTAL INSTRUCTOR COST	MILEAGE	TOTAL
Soci	S0	Sociology				\$ -		\$ -
						\$ -		\$ -
						\$ -		\$ -
						\$ -		\$ -
						\$ -		\$ -
						\$ -		\$ -
								\$ -

The cooperating School District hereby agrees to arrange payment for the Dual Credit classes approved by STC and by the school prior to the start of classes on **0/0/0000**. The mileage and instructor cost for the students enrolled by the district for the **Fall 2021** semester is in the amount of **\$0.00**. The college will invoice the School District after the twentieth-class day of the regular semester and after the seventh-class day during summer semesters. We hereby certify that all students enrolled in the college course(s) have met the THECB and/or STC prerequisites as established by law.

Approvals:

School District Administrator Date

Dean for Dual Credit Programs Date

Billing Address:

Name of Principal
Name of High School
Mailing Address
City, State, and Zip

APPENDIX C: Dual Credit Programs Recommended Pathways

Recommended Pathways for Designated High Schools and Traditional High Schools

The College is committed to providing pathways for the success of all students. Dual Credit students taking Academic or Workforce Program Courses through the Dual Credit Programs are afforded the opportunity to complete the Core Curriculum and advance their studies to earn a certificate or an associate degree.

- Dual credit students must comply with the College's Academic Progress Standards as outlined in [Board TASB Policy EGA - Academic Achievement: Grading and Credit](#) and Satisfactory Academic Progress (SAP) in #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.
- As outlined in Board Policy #3232, 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.
- The Dual Credit Programs are subject to all applicable College policies and procedures. As per Board Policy #3232, Students who want to enroll in regular (non-S) section(s) must be approved by the Dean of Dual Credit Programs and School District Partnerships. Students can only be enrolled into courses within their declared major. Any student approved to enroll in a regular (non-S) section(s) will not be assessed the independent student tuition and fee rates based on the Board Approved Tuition & Fee Schedule. Dual credit students who do not receive approval to enroll in a regular (non-S) section(s), may still enroll, but will be assessed the independent student tuition and fee based on the Board Approved Tuition & Fee table.
- South Texas College Recommended Pathways for Designated High Schools (ECHS, P-TECH, and Traditional High Schools) has been outlined and established with each individual high school through an Instructional Plan. For more information regarding your individual high school Instructional Plan, please contact the Office of Dual Credit Pathways.

Core Curriculum Requirements

The State of Texas Core Curriculum is 42 credit hours and is comprised of 9 areas: Communication; Language, Philosophy, and Culture; Creative Arts; Social and Behavioral Sciences; American History; Mathematics; Political Science; Life and Physical Sciences; and the Component Area Option. Once a student is core-complete at one state institution, he or she is deemed complete at all other public higher education institutions in Texas. The chart below indicates South Texas College Core Curriculum required hours:

Core Curriculum Areas		Required Hours
1	Communication	6
2	Mathematics	3-4
3	Life & Physical Sciences	8
4	Language, Philosophy & Culture	3
5	Creative Arts	3
6	American History	6
7	Government/Political Science	6
8	Social & Behavioral Sciences	3
9	Component Area Option	3-4
	Core Hours	42

South Texas College is committed to developing and fostering strong partnerships with our public-school partners. The College depends on these strong partnerships to fulfill its mission in serving the students and communities of South Texas. Please do not hesitate to contact us to assist you to create the most effective pathways toward college programs and ensure that all dual credit students have the opportunity to earn college credits that are aligned with their educational and career goals.

Recommended Pathways for Designated High Schools and Traditional High Schools

The College is committed to providing pathways for the success of all students. Dual Credit students are afforded the opportunity to enroll in Academic or Workforce Program Courses to advance their studies and work towards completing a certificate or an associate degree.

- Dual credit students must comply with the College's Academic Progress Standards as outlined in [Board TASB Policy EGA - Academic Achievement: Grading and Credit](#) and Satisfactory Academic Progress (SAP) in #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.
- As outlined in Board Policy #3232, 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.
- The Dual Credit Programs are 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.

South Texas College Recommended Pathways Designated High Schools & Traditional High Schools

Academic Year: 2024-2025

Academic Programs				
From Core Curriculum, Associate of Arts, and Associate of Science Programs				
Grade Level	9 th Grade	10 th Grade	11 th Grade	12 th Grade
Academic Courses	Up to Two College Courses in Spring Semester	Up to Two College Courses Per Semester	Up to Four College Courses Per Semester (12-16 Credits)	Up to Four College Courses Per Semester (12-16 Credits)
Fall	No College Level Courses	Up to 2 courses from degree plan -Optional and if applicable	Select from the following options: <ul style="list-style-type: none"> o History 1301 o English 1301 • Up to 2 courses from degree plan 	Select from the following options: <ul style="list-style-type: none"> o Government 2305* o Elective - Field of Study • Up to 2 courses from degree plan
Spring	Up to 2 courses from degree plan -Optional and if applicable	Up to 2 courses from degree plan -Optional and if applicable	Select from the following options: <ul style="list-style-type: none"> o History 1302 o English 1302 • Up to 2 courses from degree plan 	Select from the following options: <ul style="list-style-type: none"> o Government 2306* o Elective - Field of Study • Up to 2 courses from degree plan

Academic Programs

From Core Curriculum, Associate of Arts, and Associate of Science Programs

Courses can be taken within any semester and any grade level if applicable:

- Math Course from Degree Plan (e.g., MATH-1414; MATH-1442)
- Life & Physical Science Courses from Degree Plan (e.g., BIOL-1406; CHEM-1411; PHYS-1401)
- Elective(s) - Field of Study
- Creative Arts Course from Degree Plan (e.g., ARTS-1301; MUSI-1306)
- Political Science (e.g., GOVT 2305 and GOVT 3206)
- **Note: must be taken in 11th and 12th Grade Only*
- Language, Philosophy, and Culture Course from Degree Plan (e.g., SPAN-2313; PHIL-2306; ENGL-2321) note: Literature courses require the prior completion of both ENGL-1301 and ENGL-1302
- Component Area Option Course from Degree Plan (e.g., COSC-1301; SPCH-1311)
- Social & Behavioral Science Course from Degree Plan (e.g., CRIJ-1301; PSYC-2301; SOCI-1301)
- *note: CRIJ-1301; SOCI-1301 (10th to 12th Grade Only) and PSYC-2301 (11th and 12th Grade Only)*

Workforce Programs

From Certificate and Associate of Applied Science Degree Programs

Students declaring a Career Technical Education certificate or associate degree may enroll in select academic core courses

Grade Level	9 th Grade	10 th Grade	11 th Grade	12 th Grade
Workforce Courses	Up to Two College Courses in Spring Semester	Up to Two College Courses Per Semester	Up to Four College Courses Per Semester (12-16 Credits)	Up to Four College Courses Per Semester (12-16 Credits)
Fall	No College Level Courses	Select up to two courses from degree plan	Select up to four courses from degree plan	Select up to four courses from degree plan
Spring	Select up to two courses from degree plan	Select up to two courses from degree plan	Select up to four courses from degree plan	Select up to four courses from degree plan

Core Curriculum Requirements

The State of Texas Core Curriculum is 42 credit hours and is comprised of 9 areas: Communication; Language, Philosophy, and Culture; Creative Arts; Social and Behavioral Sciences; American History; Mathematics; Political Science; Life and Physical Sciences; and the Component Area Option. Once a student is core-complete at one state institution, he or she is deemed complete at all other public higher education institutions in Texas. The chart below indicates South Texas College Core Curriculum required hours:

South Texas College is committed to developing and fostering strong partnerships with our school district partners. The College depends on these strong partnerships to fulfill its mission in serving the students and communities of South Texas. Please do not hesitate to contact us to assist you to create the most effective pathways toward college programs and ensure that all dual credit students have the opportunity to earn college credits that are aligned with their educational and career goals.

APPENDIX D: Guidelines for Reporting Required Critical Student Performance Information

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.** To assist with questions that have been raised concerning this responsibility, we have prepared the chart below, which indicates reporting requirements and responsibilities of the faculty teaching dual credit courses regarding parent inquiries, progress reports, and discipline matters.

Sharing student information electronically with a high school official should be minimized and done only when it would not be compromised. When sending information through email, it is important that there is a legitimate reason for sending the information and that the message is sent only to the intended recipient at their official school email address. When at the high school teaching class, the information can be provided directly and not via email.

Core Curriculum Areas		Required Hours
1	Communication	6
2	Mathematics	3-4
3	Life and Physical Sciences	8
4	Language, Philosophy & Culture	3
5	Creative Arts	3
6	American History	6
7	Government/Political Science	6
8	Social and Behavioral Sciences	3
9	Component Area Option	3-4
Core Hours		42

The Reporting Requirements and faculty responsibilities for submitting Critical Student Performance should be followed by all faculty teaching Dual Credit College level courses. The chart on the next page, provides detailed information on the following criteria: Parental Inquiry, Progress & Performance Report, and Discipline Matters.

Reporting Requirements & Faculty Responsibilities		
Criteria	Dual Credit Faculty (DCF) High School Teachers who teach College Course(s)	South Texas College Faculty who teach dual credit courses
Parental Inquiry	Meet with and/or respond to questions and status of the individual student regarding the high school part of the course, and how performance on the college course may affect the high school credit.	Inform the parent or school making the inquiry to contact the high school counselor for the academic status information of the student(s), which will be provided.
Progress & Performance Report	Provide the required progress grade reporting for the high school dual credit part of the course as requested. Provide critical student performance information when needed for high school reporting, for the College dual credit part of the course as requested.	Provide critical student performance information when needed for high school reporting. May include grades and/or "passing" or "not passing" information to school counselors or other school officials, whether the class is held at the high school or on an STC campus.
Discipline Matters	All students, including dual credit students, are subject to discipline and appropriate sanctions, ranging from verbal or written warning to suspension and expulsion from the College and all related programming, under the College's Student Handbook and Code of Student Conduct. Student discipline matters that occur in the high school campus dual classroom must follow the procedures and rules established at that high school. The DCF has a right to request that a student be removed from the class when the student's behavior becomes obstructive in conducting the proper college environment, in which case the DCF's supervisor at the high school and the College need to be informed and involved in accordance with applicable STC and School District policies and procedures.	All students, including dual credit students, are subject to discipline and appropriate sanctions, ranging from verbal or written warning to suspension and expulsion from the College and all related programming, under the College's Student Handbook and Code of Student Conduct. The Code of Student Conduct is an articulation of the College's commitment to maintaining an environment that recognizes and supports the rights of its students, while providing a guide for defining behaviors the College considers inappropriate. Procedures, including a list of violations, potential sanctions, and a list of individual rights for each student, are listed in the College's Student Handbook, Chapter 2, Code of Student Conduct. For more information, reference the Dual Credit Programs Interlocal Agreement, Student Conduct Section.

APPENDIX E: State Laws & Funding

STATE LAWS

The Texas Education Agency (TEA), Texas Higher Education Coordinating Board (THECB), and Southern Association of Colleges and Schools (SACS) each provide minimum standards that high schools and colleges must meet in order for high school students to receive academic dual credit.

Texas Administrative Code, Title 19, Part 1, Chapter 4, Subchapter D, Rule §4.85

The rules adopted by the State Board of Education (SBOE) and the Commissioner of Education are part of a larger body of state agency rules that are collected and published by the Office of the Secretary of State as the Texas Administrative Code (TAC). SBOE and commissioner's rules are codified in the TAC. Title 19 is Education; Part 1 is the Texas Higher Education Coordinating Board; Chapter 4 rules apply to all public institutions of higher education in Texas; Subchapter D covers dual credit partnerships between secondary schools and Texas public colleges; and Rule Section 4.85 addresses dual credit requirements.

Education Code 21.116:

The Commissioner of Education and the Commissioner of Higher Education shall jointly develop recommendations for a statewide program allowing public and non-public high school students to enroll in courses in post-secondary institutions for both secondary credit and post-secondary credit.

Southern Association of Colleges and Schools (SACSCOC) Rules:

Post-Secondary institutions which enter into programmatic partnerships with secondary Schools, which result in the award of college credit, such as technical and Dual Credit programs, must ensure that the credit awarded is at the collegiate level and is in compliance with the Criteria, and with Section IV (Education Programs) in particular. The participating institution of higher education must evaluate partnerships regularly. The participating institution must assume full responsibility for academic quality and integrity of partnerships as measured by the Criteria.

STATE FUNDING

Texas Education Code:

Section 130.008 (d) was repealed by the enactment of HB415 during the 78th Texas Legislative Session and therefore, eliminated all time and funding limitations established heretofore.

APPENDIX F: Dual Credit Prospective Faculty Review and Approval Process

DUAL CREDIT FACULTY REVIEW AND APPROVAL PROCESS

The process for identifying prospective Dual Credit Faculty, submission of a complete application, supporting documentation, review by the departmental chair/committee, and final review by the Office of Human Resources are outlined in the steps below:

STEP 1 - IDENTIFICATION AND INITIAL REVIEW OF PROSPECTIVE DUAL CREDIT FACULTY

High school principals will identify currently employed high school teachers with the minimum credentials* to teach college-level courses, and those instructors may submit their transcripts to STC's Dual Credit Programs for initial review as prospective Dual Credit Faculty. School Districts and/or Campus Administration seeking to offer dual credit courses which require a lab component, must have the lab equipment inspected and approved by the appropriate Department Chair prior to application submission.

** Minimum required credentials are a combination of degree requirements, teaching experience, certification, and skills determined by respective program chair approved by STC Office of Human Resources*

Due Dates and Documents for Submission:

- **Due Dates for Fall Semester (April 1) and Spring semester (Oct 1)**
- **Documents:** A copy of transcripts and signed **Review Outcome Notification Acknowledgment Form** must be submitted to STC's Dual Credit Programs before the initial review can begin.

Initial Review - STC's Dual Credit Programs:

- The STC's Dual Credit Programs will conduct the initial review to determine whether or not the credentials meet the minimum requirement. If the prospective applicant does have the minimum required credentials, then the prospective applicant and principal will be notified to proceed with submitting the application.
- The department chair will notify the respective STC division dean and STC's Dual Credit Programs staff of the initial review outcome.
- If the prospective applicant does not have the minimum required credentials, then the prospective applicant and principal will be given written notification that the prospective applicant does not meet the minimum requirement to teach at STC.
- The department chair will notify the respective STC division dean and STC's Dual Credit Programs staff of the initial review outcome.

STEP 2 - SUBMISSION OF APPLICATION TO SOUTH TEXAS COLLEGE

A high school teacher who is approved to proceed with the application process will be instructed to submit an online application via the college's Career Webpage and upload their transcript(s) (undergraduate and graduate transcripts), and all documents required by Human Resources, to STC's Dual Credit Programs.

STEP 3 - REVIEW BY DEPARTMENTAL CHAIR AND COMMITTEE

Department Chair Review:

The respective department chairs examine the applicant's application packet to review and confirm that the applicant's academic credentials meet **STC Board Policy DBA -**

Employment Requirements and Restrictions: Credentials and Records and schedule a day and time for conducting interviews before a committee.

The review process and standards for approving an applicant as Dual Credit Faculty to teach a Dual Credit course will be the same standards used to assess any faculty hired by STC to teach college-level courses. Merely having the credentials to teach college courses is no assurance of approval into the program. The department chair has the authority to interview and to make the decision regarding the approval of faculty teaching courses for STC in the high schools based on credentials, teaching experience, presentation, subject knowledge and other instructional factors related to the subject matter.

Departmental Committee Review:

The Department Chair has the option to use a division /department standing committee (a standing committee will have up to three faculty members who teach in that discipline and two faculty from outside of the discipline. When a standing committee is used, the applicant will be asked to meet with the committee for an interview and to demonstrate teaching proficiency. If this option is selected by the chair, the committee will conclude their activities and provide the outcome of review process (Recommended or Not Recommended) to the Division Dean and STC's Dual Credit Programs within one week after the conclusion of the interviews.

For **qualified Fall semester applicants**, all interviews will be completed and the outcome submitted to Dual Credit Programs.

For **qualified Spring semester applicants**, all interviews will be completed and the outcome submitted to Dual Credit Programs.

Exceptions, as allowed by the STC's Dual Credit Programs and at the discretion of the STC Department chair, which are only for the replacement of a current DCF who has left the program after the application deadline. The Departmental committee will utilize the following assessment criteria during the interview:

- **Interview Assessment Criteria:** Based on *Faculty Duties & Responsibilities* listed in the *Faculty Handbook* and on the procedures described in the *Dual Credit Programs Instructional and Quality Standards Manual*; the committee will evaluate, but not limit to the following:
 - Teaching Experience: Years and Grade levels
 - Presentation: Communication, interpersonal, and organizational skills
 - Subject Knowledge: Mastery of the subject matter
 - Other Instructional factor: Evaluation of student learning at college level
- **Informing Applicants:**
 - Department chair will notify STC's Dual Credit Programs and Division Dean of the outcome of the interviews (Recommended or Not Recommended).
 - The STC's Dual Credit Programs will provide written notification to each applicant and the high school principal to inform them of the outcome of the interview (Recommended or Not Recommended).
 - Please note; the Dual Credit Program Office cannot disclose further information regarding reason for recommendation or non-recommendation from respective department chair and/or hiring committee.

If recommended to teach Dual Credit courses, then the applicant can proceed to the next step of review by the South Texas College Human Resources (HR) Department.

STEP 4 - REVIEW BY THE OFFICE OF HUMAN RESOURCES

If the applicant receives approval from the respective division and department chair, the department chair prepares and submits the **Intent to Hire** paperwork for the applicant to the South Texas College Human Resources Department.

To comply with **STC Board Policy DBA - Employment Requirements and Restrictions: Credentials and Records**, prospective Dual Credit Faculty must request official transcript(s) from the accredited college or university where the degree was awarded to be sent via mail or electronic directly to the college's Office of Human Resources (HR). The official transcript(s) must be received at HR before the start of the college semester.

The prospective Dual Credit Faculty can contact the STC HR Department with questions about the transcript submission procedures at (956) 872-3722 or visit their physical location at 2501 W. Pecan, McAllen, Texas.

- **If cleared by HR**
 - Applicant will complete the required paperwork and will be assigned an STC ID# and email account and will be classified as Dual Credit Faculty (DCF) by STC.
 - DCF will receive authorization from HR to begin teaching college dual courses when scheduled.
- **If not cleared by HR**
 - Applicant will be informed of the reasons by HR staff.

Continuation of High School Instructor as DC Faculty

After initial approval, a Dual Credit Faculty may continue teaching Dual Credit courses without the need to undergo the approval process again contingent upon the following two items:

- 1) Dual Credit courses being taught continuously each year in the same discipline and/or teaching area; and
- 2) Dual Credit Faculty teaching the course adequately meets all faculty evaluation requirements, departmental requirements, responsibilities, and procedures

Non-continuation of Dual Credit Faculty

South Texas College has the Board TASB Policy DCC: Employment Practices: At- Will Employment. Dual credit faculty are employed on an as needed, non-contractual, at will, basis with no expectation of continued employment or property rights beyond the assignment.

Due Dates for Prospective Dual Credit Faculty Applications

April 1st	School Districts will identify prospective DC Faculty who could meet the credentialing criteria. Completed application packets must be submitted by April 1 st for Fall semester.
October 1st	School Districts will identify prospective DC Faculty who could meet the credentialing criteria. Completed application packets must be submitted by October 1 st for Spring semester.

DUAL CREDIT FACULTY STIPENDS & REIMBURSEMENT FOR STC FACULTY

When the School District provides the instructor (approved Dual Credit Faculty- DCF), tuition and fees are waived and the DCF is compensated a stipend that is \$500 per section, per semester. Stipend payment(s) for Dual Credit sections will be equally divided according to the semester/session length and paid monthly, as per STC Human Resources' payroll system. Accordingly, Summer and Minimester session stipends will also be divided based on session length. Should a Dual Credit section be reassigned to another Faculty or terminated, the remaining stipend payments would also cease. For sections that are approved by the Dean for Dual Credit Programs & School District Partnerships under a *special exception circumstance* due to not meeting the required minimum enrollment per course, ten (10) students enrolled in Academic sections and seven (7) students in Career & Technical Education sections, the DCF will be compensated a stipend per student. The stipend of \$100 per student is applicable for special exception courses with enrollment under 5 students only.

PROFESSIONAL DEVELOPMENT

South Texas College offers strong professional development programming for all faculty. Specific programs support STC faculty who teach at high school sites and DCF who teach college courses at their high schools.

Twice a year, faculty receive targeted professional development during designated days in the Fall and Spring Semesters. In the Fall, the **Adjunct and Dual Credit Faculty Conference** is held with sessions including effective teaching techniques, active learning strategies, and specific training on the College's course management systems and student portal systems. Instructional departments will also schedule discipline and course-specific professional development. In Fall 2015, OPOD launched a new academy for DCF. The **Developing Excellence in Learning and Teaching Academy (DELTA) Online** helps DCF and Adjunct faculty to become part of the South Texas College family. DELTA Online provides participants with support and guidance as well as information on faculty expectations, resources, policies, procedures, and creating a college environment.

In addition, each year, the "[Dual Credit Faculty Reference Guides](#)" is developed for South Texas College faculty who teach dual courses and for high school instructors that teach dual credit courses. The Reference Guides provides faculty with updated information that covers College and high school specific information. Furthermore, on a regular basis the needs of faculty who participate in the Dual Credit Programs are assessed, and specialized training is developed to address those needs.



SOUTH TEXAS COLLEGE

DUAL CREDIT FACULTY 4-STEP REVIEW PROCESS

There are **4** steps that school districts and prospective Dual Credit Faculty (DCF) need to follow to be reviewed for potential approval to teach Dual Credit courses for South Texas College.

APPLICATION DUE DATE: FALL SEMESTER-APRIL 1ST & SPRING SEMESTER-OCTOBER 1ST

Application Due Date may vary at the discretion of the Dual Credit Programs, please contact the Dual Credit Programs office for more information.

Refer to the Dual Credit Programs website: www.southtexascollege.edu/dual
or the Dual Credit Program Instructional & Quality Standards Manual, Appendix F for the detailed packet.

1

IDENTIFICATION & INITIAL REVIEW OF PROSPECTIVE DCF STC DUAL CREDIT PROGRAMS

Before South Texas College (STC) can begin an initial review of a prospective DCF applicant, the **Review Outcome Notification Acknowledgement Form** must be signed by both the applicant and high school principal and submitted to STC's Dual Credit Programs. School District (SD) and/or prospective DCF applicant can forward a copy of their transcripts to STC's Dual Credit Programs for initial review with the signed acknowledgment form.

If the prospective applicant does not have the minimum required credentials:

- The department chair will confirm the initial review by STC's Dual Credit Programs
- The department chair will notify the respective STC division dean and STC's Dual Credit Programs staff of the initial review outcome
- The prospective applicant will be given written notification by STC's Dual Credit Programs that they do not meet the minimum requirement to teach at STC

If the applicant does have the minimum required credentials:

- The department chair will confirm the initial review by the STC's Dual Credit Programs
- The department chair will notify the respective STC division dean and STC's Dual Credit Programs staff of the initial review outcome
- Applicant will be given written notification by STC's Dual Credit Programs that the process can move forward

2

SUBMISSION OF APPLICATION TO SOUTH TEXAS COLLEGE

Applicant is contacted by the STC's Dual Credit Programs and is informed to complete the interview packet that will include the STC application, resume, references, copy of transcript(s) (undergraduate and graduate), letter of intent, and any certifications, awards, and documents related to their professional experience.

- Thereafter, the applicant meets with STC's Dual Credit Programs staff for preliminary interview
- Afterwards, the STC's Dual Credit Programs staff will set up an interview for the applicant with the departmental chair/committee

3

REVIEW BY DEPARTMENTAL CHAIR & COMMITTEE

After the departmental review and interview is completed:

If the applicant is recommended

- Applicant will be notified that they have been recommended
- **Intent to Hire** form along with applicant's documents will be sent to HR

If the applicant is not recommended

- The department chair will notify the respective STC division dean and STC's Dual Credit Programs staff of the outcome
- Applicant will be given written notification by STC's Dual Credit Programs that they did not receive a recommendation

4

REVIEW BY THE OFFICE OF HUMAN RESOURCES

After complete documents have been submitted to HR by the departmental chair, along with **Intent to Hire** form, HR will complete its review.

If cleared by HR

- New DCF will complete the required paperwork, will be assigned an STC ID# and email account
- DCF can begin teaching college dual credit courses when scheduled
- Complete the required Blackboard (STC's Learning Management System) Trainings

If not cleared by HR:

- Applicant will be informed of the reason

APPENDIX G: NON-COMPLIANCE POLICY FOR ATTENDANCE AT PROFESSIONAL DEVELOPMENT

Dual Credit Programs Approved Dual Credit Faculty Non-Compliance Policy for Attendance at Professional Development

South Texas College Dual Credit Programs expects all approved Dual Credit Faculty to attend the bi-annual Adjunct and Dual Credit Faculty Professional Development Day held the Saturday prior to the first-class day of each Fall and Spring semester. During the event, Dual Credit Faculty receive updates regarding initiatives and expectations at the College and dual credit level. Moreover, the afternoon session is comprised of department meetings that Dual Credit Faculty must attend to receive updates and discipline specific training.

Through the utilization of the South Texas College Office of Professional & Organizational Development documentation portal, attendance reports are generated for the Dual Credit Programs Department. These reports are reviewed to determine Dual Credit Faculty non-compliance. The Dual Credit Programs Department notifies the Faculty Liaison, via email, of their respective Dual Credit Faculty who are in danger of non-compliance with participation.

In the occurrence of a Dual Credit Faculty missing the Adjunct and Dual Credit Faculty Professional Development Day events and the departmental meeting, without prior notice to the Faculty Liaison requesting to meet on an individual basis, the following procedures will be implemented:

1. The Faculty Liaison will contact the Dual Credit Faculty to coordinate an individual meeting that will serve as an alternative, one-time substitution, for the required discipline specific training.
2. If the alternate discipline specific training is not completed by October 1st (Fall) or March 1st (Spring), the Faculty Liaison will notify the Dual Credit Programs Department. Official written notice will be sent to the High School Administration and Dual Credit Faculty advising that their course(s) is in jeopardy of being cancelled. The Dual Credit Faculty will be responsible for contacting the Faculty Liaison to schedule a meeting prior to the advertised deadline.
3. If the Dual Credit Faculty does not attend the professional development nor meets with the Faculty Liaison for discipline specific training prior to the advertised deadline, the Dual Credit Faculty will be placed on probation for one-year. The Dual Credit Programs Department will notify the High School Administration and provide consequences of non-compliance. During the probationary period, the Dual Credit Faculty must meet with the Faculty Liaison and attend the bi-annual Adjunct and Dual Credit Faculty Professional Development Days and discipline specific training.
4. If at the end of the probationary year, the Dual Credit Faculty remains non-compliant, the Dual Credit Programs Department will notify the Dual Credit Faculty, Faculty Liaison, and High School Administration by providing a final written notification of non-compliance. At that time, the dual credit course(s) offering will be cancelled for the next academic year and the faculty member will no longer be approved to teach the assigned courses.

APPENDIX H: NON-COMPLIANCE POLICY FOR COURSE CONTENT

Dual Credit Programs Non-Compliance Policy for Course Content

All South Texas College (STC) Dual Credit Faculty (DCF) must adhere to the STC common course outline content, academic rigor and assessment components as outlined and provided by the Faculty Liaison. Non-compliance occurs when a DCF does not adhere to the course content expectations. Each academic year, a Faculty Liaison or appointed designee, is assigned to conduct a site visit classroom observation for their respective DCF. If during an observation, a Faculty Liaison or appointed designee identifies an area of concern(s) regarding a DCF adhering to the course content, academic rigor, assessment components, and/or instructional issues, they will be addressed immediately through the following procedures:

1. The Faculty Liaison or appointed designee conducts the site visit classroom observation using the STC Faculty Evaluation Plan. After the observation, the Faculty Liaison or appointed designee provides feedback to the DCF and makes recommendations to address any minor concerns. During this time, the Faculty Evaluation Plan is signed by the DCF and Faculty Liaison or the appointed designee.
2. Major concerns are mentioned during the classroom observation, if applicable, and a meeting is scheduled to complete the Faculty Evaluation Packet. The Faculty Liaison meets with the DCF to review the results of the site visit classroom observation and to complete the Supervisor Evaluation section within the Faculty Evaluation Plan. During this meeting, the Concern(s) are discussed and an action plan(s) are developed, if necessary, to address the major concerns. The Faculty Liaison will inform the DCF that they are recommended as Acceptable with Improvements for the upcoming semester and a follow up classroom observation will occur in the next full-term. During this time, the Faculty Evaluation Plan packet is signed by the DCF and Faculty Liaison. The DCF receives a copy of the evaluation and the original is added to the DCF's personnel file located at the Academic Division Office.
3. In the event the concerns are urgent or continued non-compliance is identified, the Faculty Liaison will notify the STC Dean of their respective academic division, who may provide an action plan to be discussed with the DCF. The action plan will include a timeline for completion of each identified milestone. Written documentation of the action plan will be kept in the DCF's personnel file located at the Office of Human Resources.
4. The Associate Vice President for Dual Credit Programs will assist the Faculty Liaison in contacting the high school administration to schedule a meeting with the DCF, Campus Principal, Dean of Instruction and Academic Dean to discuss instructional concerns and the established action plan. To ensure the identified concerns have been addressed, the Faculty Liaison will conduct the follow-up classroom observation. If the concerns have not been addressed, an additional meeting will be held in which the Faculty Liaison will request for the Associate Vice President for Dual Credit Programs

and School District Partnerships Programs and Campus Administration to be in attendance.

5. If the action plan is not adhered to, the Faculty Liaison, and STC Academic Dean will meet to determine the continuation of the DCF teaching for the College. After thorough review and consideration, the course may be canceled for the next academic year and the high school instructor will no longer be approved to teach the assigned courses. The high school administration will be informed of the College's decision, and the Dual Credit Programs Department will work with the high school campus to identify another instructor, if appropriate.

**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 Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) to award Baccalaureate and Associate degrees. South Texas College also may offer credentials such as certificates and diplomas at approved degree levels. Questions about the accreditation of South Texas College may be directed in writing to the Southern Association of Colleges and Schools Commission on Colleges at 1866 Southern Lane, Decatur, GA 30033-4097, by calling (404) 679-4500, or by using information available on SACSCOC's website (<https://sacscoc.org/>).

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.