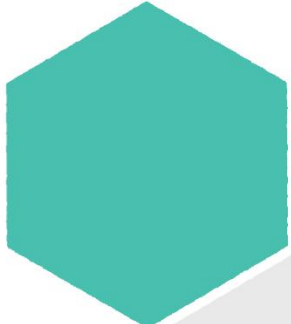
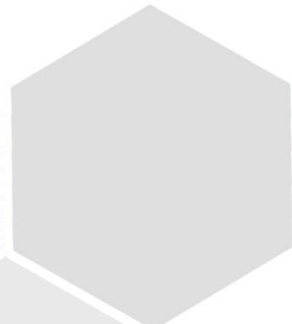
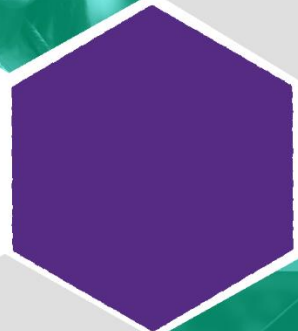


2017 REFERENCE GUIDE



SOUTH TEXAS COLLEGE

ADJUNCT & DUAL CREDIT FACULTY



SOUTH TEXAS
COLLEGE

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SOUTH TEXAS COLLEGE GENERAL INFORMATION

Mission Statement

Vision Statement:

South Texas College is a world-class institution advancing regional prosperity through education for a better quality of life in our community.

Purpose Statement:

South Texas College is an innovative, public, post-secondary institution providing quality education and career pathways for the people and communities of Hidalgo and Starr counties. The College achieves student success, nurtures talent development, and promotes economic vitality through collaborative and creative approaches to teaching, learning, and support services.

Core Values:

1. **Student Success:** We promote student success and completion through the implementation of diverse strategies and initiatives.
2. **Opportunity:** We value providing access and opportunities to students to meet the needs of our communities.
3. **Excellence:** We value excellence in teaching, learning, and all support services.
4. **Innovation:** We encourage creativity and champion innovative approaches to teaching, learning, and services.
5. **Community:** We value engaging the community in students' learning experiences and in the positive transformation of our region.
6. **Professionalism:** We demonstrate professionalism through collegiality, respect, and recognition for each other.
7. **Collaboration:** We value collaboration and communication among STC employees and STC constituents.
8. **Integrity:** We value integrity through honest and transparent communication and courageous dialogue.

Guiding Principles:

1. South Texas College shares collective responsibility for student learning, student success, and regional prosperity.
2. Students succeed through mutual engagement with the College at each stage of their educational pathways.
3. South Texas College champions innovation through its willingness to transform the College's systems to meet the educational and workforce needs and challenges of our region.
4. Collaboration with educational and business partners is key to student, college, and community successes.

Strategic Directions*: (**The development of Strategic Directions incorporated the framework recommended by the American Association of Community Colleges (AACCC)'s report Reclaiming the American Dream. The changes recommended by this framework include changing from Fragmented Course-Taking to Clear Pathways, from Low Success Rate to High Success Rate, from Access to Access and Success, from a Culture of Isolation to Collaboration, and from individual Faculty Prerogative to Collective Responsibility.*)

- **Clear Pathways:** South Texas College provides students with clear pathways to facilitate coherent educational experiences and timely completion of a post-secondary credential leading to relevant employment and/or further educational experiences.
- **Access and Success:** South Texas College is committed to increasing the college-going and college-completing rates in the region.
- **High Success Rate:** South Texas College engages in effective, proven efforts to ensure student success and positively affect the economic and social mobility of residents in our region.
- **Collective Responsibility:** South Texas College empowers faculty to work together within and across disciplines to design best learning experiences for students, leading to their academic success, career readiness, and timely completion.
- **Collaboration:** South Texas College commits to effective interdepartmental and interdivisional collaborations and advances mutually beneficial community and educational partnerships that create a collective impact on student success.
- **Cost Efficiency:** South Texas College seeks innovative redesign of college processes to promote new approaches to cost-consciousness and cost-efficiency.



SOUTH TEXAS COLLEGE



FACT SHEET

ABOUT

Founded in 1993, South Texas College is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools to award baccalaureate and associate degrees. More than 34,000 students attend STC, and a faculty and staff of more than 1,600 serve STC's five state-of-the-art campuses, two teaching centers and one virtual campus.

CREATION

South Texas College was created on September 1, 1993, by Texas Senate Bill 251 to serve Hidalgo and Starr counties. A confirmation election, held on August 12, 1995, established a taxing district for the college. Seven districts, based on population, were also approved for single-member representation on the Board of Trustees. A community leader from each of the seven districts was originally appointed by Governor Ann Richards to serve on the founding Board of Trustees. Since then, elections have been held for all of the seats, and all members have been elected as of May 2002.

DUAL ENROLLMENT

South Texas College is a model of collaboration with public schools and has one of the largest dual enrollment programs in the state of Texas. A variety of dual enrollment programs have been instituted, including five academies, drop-out recovery programs and other unique initiatives with 24 school districts, and over 78 high school sites throughout Hidalgo and Starr counties. The programs allow eligible students to take college courses while attending high school. Combined, over 15,000 students are currently enrolled in these programs. Since 2003, South Texas College has provided tuition-free dual enrollment to over 91,000 students; saving families over \$100 million.

In addition, South Texas College leads the nation in the number of Early College High School partnerships developed with area Independent School Districts. This includes 28 Early College High Schools and two Career and Technical Early College High Schools.

CONTINUING, PROFESSIONAL & WORKFORCE EDUCATION

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

ARTICULATION AGREEMENTS

For those students who wish to continue their education beyond an associate's degree, STC has more than 60 articulation agreements in place with colleges across the country.

ACCREDITATION

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

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

ASSOCIATE DEGREES AND CERTIFICATES

The college offers more than 119 degree and certificate program options, including associate degrees in a variety of art, science, technology and allied health fields of study. The college also offers 18 online associate degrees and certificates options through South Texas College Online.

BACCALAUREATE DEGREES

South Texas College offers Bachelor of Applied Technology degrees in Technology Management, Computer and Information Technologies and Medical and Health Services Management. A new Bachelor of Applied Science in Organizational Leadership is now also offered. South Texas College is proud to be one of three community colleges in the state of Texas accredited to offer Bachelor of Applied Technology degrees.

SOUTH TEXAS COLLEGE ONLINE

Through South Texas College Online, students have access to more than 500 online course sections, full online library services, registration, advising, counseling, payment services, financial aid, bookstore, testing and so much more. Currently, 18 associate degrees, 8 certificates and all four bachelor programs are available online, making it possible for students to earn their degrees without ever setting foot on campus.

INDUSTRY TRAINING & ECONOMIC DEVELOPMENT

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

ADA COMPLIANCE

In accordance with the Americans with Disabilities Act of 1990, Title IX of the Education Amendment of 1972, and Section 504 of the Vocational Rehabilitation Act of 1973, South Texas College provides accommodations as required by law to afford equal educational opportunities to all people. For questions about the accreditation of South Texas College, contact the Commission on Colleges at (404) 579-4500.

LOCATIONS

Pecan Campus
McAllen, TX

Mid-Valley Campus
Weslaco, TX

Starr County Campus
Rio Grande City, TX

Technology Campus
McAllen, TX

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

PRESIDENT

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

BOARD OF TRUSTEES

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Member

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Member

BUSINESS & TECHNOLOGY

ASSOCIATE OF ARTS DEGREE

Field of Study

Business Administration – Transfer Plan

ASSOCIATE OF APPLIED SCIENCE DEGREES

Advanced Manufacturing Technology

Precision Manufacturing Technology

Automotive Technology

Specialization: GM-ASEP

Architectural and Engineering Design Technology

Specializations: Architectural and Civil Engineering Technology
Architectural and Visual Technology

Business Administration

Specializations: Accounting
Import/Export/Logistics
Management
Marketing

Computer & Advanced Technologies

Specializations: Computer Maintenance Technology
Computer Support and
Telecommunication Specialist

Construction Supervision

Culinary Arts

Diesel Technology

Electrician Technology

Fire Science

Fire Science Technology

**Heating, Ventilation, Air Conditioning
& Refrigeration Technology**

Human Resources

Human Resources Specialist

Information Technology

Specializations: Computer Specialist
Digital Forensics Specialist
Networking Specialist

Law Enforcement

Office Administration

Administrative Office Assistant
Legal Office Assistant

Paralegal

Welding**

CERTIFICATES

Advanced Manufacturing Technology

Precision Manufacturing Technology
Fast Start Precision Manufacturing Technology

Architectural and Engineering Design Technology

Architectural and Civil Engineering Technology
Architectural and Engineering Design Technology
Architectural and Visual Technology

Automotive Technology

Automotive Technology
Ford Youth and Adult Training Program

Business Administration

Accounting Clerk
Import/Export
Logistics
Management
Marketing

Computer & Advanced Technologies

Cloud Computing and Virtualization Specialist
Computer and Internet Specialist
Computer Maintenance Specialist
Mechatronics Technology Specialist
Telecommunication Support Specialist
Voice and Data Technician

Construction Supervision Assistant

Culinary Arts

Commercial Baking
Commercial Cooking

Diesel Technology

Electrician Assistant

Fire Science

Basic Firefighter

**Heating, Ventilation, Air Conditioning
& Refrigeration Technology**

Human Resources

Employee and Labor Relations Assistant
Human Resource Assistant
Payroll Assistant
Recruiter Assistant

Information Technology

Computer and Information Technologies Specialist
Computer and Network Specialist
Computer Applications Specialist
Cybersecurity/Digital Forensics Specialist
Multimedia Specialist

Law Enforcement

Basic Peace Officer

Office Administration

Legal Office Specialist
Office Specialist

Welding

Combination Welding
Structural Welding

LIBERAL ARTS & SOCIAL SCIENCES

ASSOCIATE OF ARTS DEGREES

Fields of Study

Fine and Performing Arts--

Drama

Graphic Arts

Music

Visual Arts

Humanities--

English

History

Interdisciplinary Studies

Language and Cultural Studies

Concentrations: American Sign Language
Spanish

Mexican-American Studies

Philosophy

Social and Behavioral Sciences--

Anthropology

Communication

Concentrations: Advertising/Public Relations
Communication Studies

Criminal Justice

Kinesiology

Political Science

Psychology

Social Work

Sociology

ASSOCIATE OF ARTS IN TEACHING

Fields of Study

EC-6 Generalist

4-8 Generalist

Grades 8-12

ASSOCIATE OF APPLIED SCIENCE DEGREES

Social and Behavioral Sciences--

American Sign Language and Interpreter Studies

Specializations: Deaf Support Specialist
Sign Language Interpreter

Child Development

Public Administration

CERTIFICATES

Child Development

Specializations: Administration of Early Childhood Programs
Infant and Toddler
Pre-School

Trilingual Interpreter (Enhanced Skills Certificate)

MATH, SCIENCE & BACHELOR PROGRAMS

ASSOCIATE OF SCIENCE DEGREES

Fields of Study

Biology

Chemistry

Computer Information Systems

Computer Science

Engineering

Mathematics

Physics

Pre-Pharmacy

BACCALAUREATE DEGREES

Bachelor of Applied Science in:
Organizational Leadership

Bachelor of Applied Technology in:
Computer and Information Technologies
Medical and Health Services Management
Technology Management

NURSING & ALLIED HEALTH

ASSOCIATE OF APPLIED SCIENCE DEGREES

SELECTIVE PROGRAMS

Emergency Medical Technology

Emergency Medical Technology-Paramedic

Health and Medical Administrative Services

Health Information Technology

Medical Assistant Technology

Pharmacy Technology

SELECTIVE PROGRAMS-COMPETITIVE ENTRY

Associate Degree Nursing

EMT Paramedic to RN

LVN-RN Transition

Occupational Therapy Assistant

Physical Therapist Assistant

Radiologic Technology

Respiratory Therapy

CERTIFICATES

SELECTIVE PROGRAMS

Emergency Medical Technology

Emergency Medical Technology-Basic

Emergency Medical Technology-Intermediate

Emergency Medical Technology-Paramedic*

Health and Medical Administrative Services

Electronic Health Record Specialist

Medical Coding Specialist

Medical Information/Transcription Specialist

Medical Assistant Technology

Medical Office Specialist

Patient Care Assistant

Pharmacy Technology

SELECTIVE PROGRAMS-COMPETITIVE ENTRY

Radiologic Technology

Diagnostic Medical Sonography (Advanced Technical Certificate)

Vocational Nursing

* This is a two-year certificate

** Pending approval from the Texas Higher Education Coordinating Board and Southern Association of Colleges and Schools Committee on Colleges

STC TIMELINES & DEADLINES

- Academic Calendar
- Final Exam Schedules
- Learning Outcomes Deadlines and Information
- Census Day Roster Validation
- Master Syllabi & Section Outlines
- Curriculum Vitae Instructions
- Grade Reporting
- SmartEvals Course Evaluations



STC TIMELINES & DEADLINES

Academic Calendar

2017-2018 Calendar



Fall Semester 2017 (August 28 - December 17)

August 16 (Wednesday)	New Faculty Start Date – New Faculty Benefits & Orientation Human Resources Dept.
August 17 (Thursday)	New Faculty Orientation
August 18 (Friday)	New Faculty Service Area Tour
August 21 (Monday)	Faculty Return – Academic Affairs Convocation / Division Meetings
August 22 (Tuesday)	Faculty Preparation Day / Departmental Meetings
August 23 (Wednesday)	Faculty Preparation Day / FOCUS Academy Kick-Off
August 24 (Thursday)	Faculty Preparation Day / Distance Learning Symposium / Full-Time Faculty Teaching Dual Enrollment Courses PD Day
August 25 (Friday)	Faculty Preparation Day / Departmental Meetings
August 26 (Saturday)	Adjunct & Dual Enrollment Faculty Conference
August 28 (Monday)	Classes Begin
September 4 (Monday)	College Closed – Labor Day
September 13 (Wednesday)	Census Day - Twelfth Class Day
September 22 (Friday)	College Closed – College-Wide Organizational Development Day
November 17 (Friday)	Last Day to Withdraw
November 23-26 (Thursday – Sunday)	College Closed - Thanksgiving Holiday
December 11-17 (Monday – Sunday)	Finals
December 16 (Saturday)	Graduation
December 17 (Sunday)	End of Term
December 18 (Monday)	Grades Due Date
December 18-January 2 (Monday - Tuesday)	Winter Break (College Closed)

Spring Semester 2018 (January 16 – May 10)

January 3 (Wednesday)	College Opens – Staff return
January 8 (Monday)	Faculty Return – Division / Department Meetings
January 9 (Tuesday)	Faculty Preparation Day / New Faculty Benefits & Orientation – Human Resources Dept.
January 10-12 (Wednesday-Friday)	Faculty Preparation Day / Departmental Meetings
January 13 (Saturday)	Adjunct / Dual Enrollment Faculty Professional Development Day
January 15 (Monday)	Martin Luther King, Jr. Day – College Closed
January 16 (Tuesday)	Classes Begin
January 31 (Wednesday)	Census Day - Twelfth Class Day
February 9 (Friday)	College Closed - College-Wide Organizational Development Day
March 12 – 18 (Monday - Sunday)	College Closed - Spring Break
March 29 – April 1 (Thursday – Sunday)	College Closed - Semester Break
April 16 (Monday)	Last Day to Withdraw
May 4-10 (Friday – Thursday)	Finals
May 10 (Thursday)	End of Term
May 11-12 (Friday - Saturday)	Graduation
May 14 (Monday)	Grades Due Date

Summer Sessions 2018



Summer Session I (June 4 – July 6)

May 28 (Monday)	College Closed - Memorial Day
May 29-June 3 (Tuesday-Sunday)	Final registration dates for Summer I, III
June 4 (Monday)	Classes Begin
June 7 (Thursday)	Census Day - Fourth Class Day
June 28 (Thursday)	Last Day to Withdraw
July 4 (Wednesday)	College Closed-Independence Day
July 5 (Thursday)	End of Classes
July 6 (Friday)	Finals / End of Term
July 9 (Monday)	Grades Due Date

Summer Session II (July 10 – August 9)

July 9 (Monday)	Final registration dates for Summer II
July 10 (Tuesday)	Classes Begin
July 13 (Friday)	Census Day - Fourth Class Day
August 2 (Thursday)	Last Day to Withdraw
August 8 (Wednesday)	End of Classes
August 9 (Thursday)	Finals / End of Term
August 13 (Monday)	Grades Due Date

Summer Session III (June 4 – August 9)

May 28 (Monday)	College Closed - Memorial Day
May 29-June 3 (Tuesday-Sunday)	Final registration dates for Summer I, III
June 4 (Monday)	Classes Begin
June 12 (Tuesday)	Census Day - Seventh Class Day
July 4 (Wednesday)	College Closed-Independence Day
July 9 (Monday)	No classes
July 25 (Wednesday)	Last Day to Withdraw
August 8 (Wednesday)	End of Classes
August 9 (Thursday)	Finals / End of Term
August 13 (Monday)	Grades Due Date

STC Fall 2017 Final Exam Schedule

All once-a-week classes that meet:

	Exam Time
Mondays.....	Monday, December 11, first 2 hours of class time (Note: Exams for 5:30 pm classes will begin at 6:00 pm.)
Tuesdays.....	Tuesday, December 12, first 2 hours of class time (Note: Exams for 5:30 pm classes will begin at 6:00 pm)
Wednesdays.....	Wednesday, December 13, first 2 hours of class time (Note: Exams for 5:30 pm classes will begin at 6:00 pm.)
Thursdays.....	Thursday, December 14, first 2 hours of class time (Note: Exams for 5:30 p.m. classes will begin at 6:00 p.m.)
Fridays.....	Friday, December 15, first 2 hours of class time (Note: Exams for 5:30 p.m. classes will begin at 6:00p.m.)
Saturdays.....	Saturday, December 16, first 2 hours of class time (Note: Exams for 5:30 p.m. classes will begin at 6:00 p.m.)
Sundays.....	Sunday, December 17, first 2 hours of class time (Note: Exams for 5:30 p.m. classes will begin at 6:00 p.m.)

Monday, December 11

For MW, MF, MWF, MTWR, or MTWRF classes
 which begin between:

	Exam Time
8:00 and 8:45 am.....	8:00-9:50am
10:00 and 10:45 am.....	10:00-11:50am
12:00 and 12:45 pm.....	12:00-1:50pm
2:00 and 2:45 pm.....	2:00-3:50pm
4:00 and 4:45 pm.....	4:00-5:50pm
6:00 and 6:45 pm.....	6:00-7:50pm
8:00 and 8:45 pm.....	8:00-9:50pm
10:00 and 10:45pm.....	10:00-11:50pm

Wednesday, December 13

For MW, MF, MWF, MTWR, or MTWRF classes
 which begin between:

	Exam Time
7:00 and 7:45 am.....	7:00-8:50am
9:00 and 9:45 am.....	9:00-10:50am
11:00 and 11:45 am.....	11:00-12:50pm
1:00 and 1:45 pm.....	1:00-2:50pm
3:00 and 3:45 pm.....	3:00-4:50pm
5:00 and 5:45 pm.....	5:00-6:50pm
7:00 and 7:45 pm.....	7:00-8:50pm
9:00 and 9:45 pm.....	9:00-10:50pm

Tuesday, December 12

For TR classes
 which begin between:

	Exam Time
8:00 and 8:45 am.....	8:00-9:50am
10:00 and 10:45 am.....	10:00-11:50am
12:00 and 12:45 pm.....	12:00-1:50pm
2:00 and 2:45 pm.....	2:00-3:50pm
4:00 and 4:45 pm.....	4:00-5:50pm
6:00 and 6:45 pm.....	6:00-7:50pm
8:00 and 8:45 pm.....	8:00-9:50pm
10:00 and 10:45pm.....	10:00-11:50pm

Thursday, December 14

For TR classes
 which begin between:

	Exam Time
7:00 and 7:45 am.....	7:00-8:50am
9:00 and 9:45 am.....	9:00-10:50am
11:00 and 11:45 am.....	11:00-12:50pm
1:00 and 1:45 pm.....	1:00-2:50pm
3:00 and 3:45 pm.....	3:00-4:50pm
5:00 and 5:45 pm.....	5:00-6:50pm
7:00 and 7:45 pm.....	7:00-8:50pm
9:00 and 9:45 pm.....	9:00-10:50pm

ALL FINALS MUST BE GIVEN DURING THIS EXAM PERIOD
ANY EXCEPTIONS TO THE FINAL EXAM SCHEDULE
MUST BE APPROVED BY THE DIVISION DEAN

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

STC Spring 2018 Final Exam Schedule

All once-a-week classes that meet:

Exam Time

Fridays.....	Friday, May 4, first 2 hours of class time (Note: Exams for 5:30 p.m. classes will begin at 6:00 p.m.)
Saturdays.....	Saturday, May 5, first 2 hours of class time (Note: Exams for 5:30 p.m. classes will begin at 6:00 p.m.)
Sundays.....	Sunday, May 6, first 2 hours of class time (Note: Exams for 5:30 p.m. classes will begin at 6:00 p.m.)
Mondays.....	Monday, May 7, first 2 hours of class time (Note: Exams for 5:30 p.m. classes will begin at 6:00 p.m.)
Tuesdays.....	Tuesday, May 8, first 2 hours of class time (Note: Exams for 5:30 p.m. classes will begin at 6:00 p.m.)
Wednesdays.....	Wednesday, May 9, first 2 hours of class time (Note: Exams for 5:30 p.m. classes will begin at 6:00 p.m.)
Thursdays.....	Thursday, May 10, first 2 hours of class time (Note: Exams for 5:30 p.m. classes will begin at 6:00 p.m.)

Monday, May 7

For MW, MF, MWF, MTWR, or MTWRF classes

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

Wednesday, May 9

For MW, MF, MWF, MTWR, or MTWRF classes

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

Tuesday, May 8

For TR classes

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

Thursday, May 10

For TR classes

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

ALL FINALS MUST BE GIVEN DURING THIS EXAM PERIOD
ANY EXCEPTIONS TO THE FINAL EXAM SCHEDULE
MUST BE APPROVED BY THE DIVISION DEAN

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

Learning Outcomes Deadlines & Information

The goal of the Learning Outcomes department is to assist academic programs and faculty with discovering ways to productively use assessment data to inform and strengthen student learning and achievement at South Texas College. The department promotes student success and achievement through the belief that student learning is the responsibility of the entire institution. They support a cycle of continuous program improvement by assisting academic departments to develop and assess student learning outcomes, ensuring maintenance and collection of accurate assessment data, and providing training. The website provides learning outcomes assessment information to assist faculty with enhancing student learning and success.

Please visit the Learning Outcomes webpages for training opportunities, answers to FAQs, and deadlines to submit course learning outcomes each semester.
https://academicaffairs.southtexascollege.edu/curriculum/learning_outcomes/index.html.

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

Timeline to Submit: 2017-2017

Summer I 2017	July 10, 2017 – STC Adjunct & Dual Credit Faculty August 31, 2017 – STC Full Time Faculty
Summer II & III 2017	August 14, 2017 – STC Adjunct & Dual Credit Faculty August 31, 2017 – STC Full Time Faculty
Fall 2017	December 18, 2017 – STC Adjunct & Dual Credit Faculty January 26, 2018 – STC Full Time Faculty
Spring 2018	May 14, 2018 – STC Adjunct & Dual Credit Faculty May 31, 2018 – STC Full Time Faculty
Summer I 2018	July 9, 2018 – STC Adjunct & Dual Credit Faculty August 31, 2018 – STC Full Time Faculty
Summer II & III 2018	August 13, 2018 – STC Adjunct & Dual Credit Faculty August 31, 2018 – STC Full Time Faculty

Census Day Roster Validation

Dual Credit Faculty (DCF) are required to validate a census day roster for each dual credit course they teach for South Texas College. This census day roster is also known as the twelfth day roster or the official roster. Dual credit faculty validate these rosters via the web just after the twelfth instructional day of the full fall semester and the full spring semester. The actual date of the census day is always noted in the academic calendar. The census day for minimester and summer sessions varies by session, and a schedule of those dates is included in the academic calendar.

Faculty must complete this validation (sometimes called verification) of the official rosters according to the deadlines set by the College. Faculty are reminded of official roster validation through email from South Texas College, so please watch for these emails. This system for verifying rosters may be accessed 24 hours a day during the validation time period.

The site for completing roster validation and steps to do so are as follows:

- Log on to **JagNet** from the STC homepage at www.southtexascollege.edu.
- Enter your STC username and password.
- Click "**Faculty**" on the left of the window.
- Under Rosters click "**Census Date Rosters**". You might get a pop-up window with a security question – please click "no" to continue.
- Once you open each section showing the students' names, you may click "select all" for rapid approval.
 - You may not add or remove student names at this time. Refer any discrepancies to your dual credit school contact as stated on the statement of approval.
 - You may print the roster for your files through the print screen.
- **Check box and Submit** buttons at the bottom of the approval statement for proper sending and registration of your roster.
- If you failed to complete the process of verifying all your sections, a message to that regard will appear and the system will not let you proceed.

If you encounter any difficulty with your username or password, please call the STC IS&P Helpdesk at 872-2111. If there are errors on the roster at any time during the semester, get in touch with your dual credit high school contact and/or your school's STC Dual2Degree contact immediately.

Master Syllabi & Section Outlines

The **master syllabus** is prepared by the Department/Program Chair and is provided to faculty for the purposes of describing individual course requirements/guidance and outlining course-specific (1) institutional information; (2) Chair's (author) information; (3) course information; (4) course description which includes learning outcomes; (5) departmental course requirements (6) evaluation; (7) required textbook & resources;

and (8) policy statements including Statement of Equal Education and Equal Employment Opportunity, Title IX, and ADA (Students with Disabilities Statement) information. Learning outcomes must be stated in terms of what the student will be able to do by the end of the course. Additionally, master syllabi for *Core Curriculum Courses* must include course-specific core curriculum objectives outlined in the most current STC catalog. Each master syllabus must include *minimum essential information* identified by the Associate Dean of Curriculum & Student Learning.

The **section outline** is prepared by the instructor and is provided to students (during the first week of class) for the purposes of outlining course content, goals, requirements, and methods of evaluation. The section outline must be developed based on requirements and guidance from the (departmental) master syllabus and must describe course-specific (1) Institutional information; (2) Instructor's (author) information; (3) Course information; (4) course description which includes learning outcomes; (5) departmental course requirements (6) evaluation; (7) required textbook & resources; and (8) policy statements including Statement of Equal Education and Equal Employment Opportunity, Title IX, and ADA (Students with Disabilities Statement) information. Learning outcomes must be stated in terms of what the student will be able to do by the end of the course. Additionally, section outlines for *Core Curriculum Courses* must include course-specific core curriculum objectives outlined in the most current STC catalog. Each section outline must include minimum essential information identified by the Associate Dean of Curriculum & Student Learning. The course description (section) must be worded verbatim from the most current STC catalog. Copies of all section outlines should be kept on file in the Chair's office for at least one year.

Section Outlines for each course offered for credit by South Texas College can be found on the Course and Instructor Information website:

<https://courseinfo.southtexascollege.edu/AllCourses>

Questions?

Phone: (956) 872-6469

curriculum@southtexascollege.edu

Master Syllabi & Section Outline Templates

The department chair will provide faculty with the current master syllabus for courses. Templates can be also be found online at:

<https://academicaffairs.southtexascollege.edu/syllabi/index.html>

[Master Syllabus Template for Core Curriculum Courses](#) (PDF)

[Master Syllabus Template for Non-Core Courses](#) (PDF)

[Section Outline Template](#) (PDF)

Curriculum Vitae Instructions

Collection Procedures

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

Required Components for Faculty Curriculum Vitae

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

Format Requirements:

- **One page:** Faculty Curriculum Vitae should be no longer than one page.
- **PDF format:** In order to facilitate the uploading of the Faculty Curriculum Vitae to the web, the Vitae should be converted to a PDF format prior to submission. This

can be accomplished by clicking the **File, Save and Send** function in Microsoft Word 2010, and selecting **Create PDF/XPS Document**.

- **File name:** When saving to the PDF version the following file name structure should be utilized.
 - Faculty email username (Example: mknecht)

Grade Reporting

Dual Credit Faculty (DCF) are required to submit final course grades for each dual credit course they teach for South Texas College. The deadlines for submitting grades can be found in the academic calendar. Grades are submitted online through JagNet. **If grades are not submitted by the deadline, students will receive an "I" for Incomplete**, requiring a Change of Grade Form to be submitted.

Below are the steps to follow:

- Log on to <http://jagnet.southtexascollege.edu>.
- Login by entering your STC Username and your STC Password. Unless you have changed your password, it will be the same one you have used for accessing other STC online applications.
- Scroll to "Faculty Apps" and click on "Grade Submission" which should bring you to the "Final Grades Summary" page located under the "Faculty Services" tab.
- Select a Term. All the sections you are teaching for the term will appear.
- Select the course class section to grade by clicking on it.
- Once the course is opened showing the students' names, click the semester final grade for each student and then click "Submit" at the bottom of the student roster.
 - "Last Attended Date" and "Attended Hours" columns do not need to be posted for dual credit students and should be ignored.
 - If any student has withdrawn from the class on or before the final withdrawal deadline for that semester, a "W" will already be showing and should be left alone. Do not submit a "W" for anyone.
 - You may not add or remove student names at this time. Refer any discrepancies to your dual credit school contact.
 - You may print the roster for your files. Printing may be done after submitting the file.
- After submitting each graded roster the following will appear, "The changes you made were saved successfully."
- Click the back arrow or "return to previous" at the bottom of the page to continue with other class sections until finished.

If you encounter any difficulty, please call the STC IS&P helpline at 872-2111 (press 4 after the recording starts). For other questions or problems concerning grade reporting, you may call Admissions at 872-2098, or the High School Programs and Services office at 872-6443.

SmartEvals Course Evaluations

What is SmartEvals?

SmartEvals is an online evaluation system used by South Texas College to improve teaching methods and assist in annual performance reviews of its faculty. Near the end of the fall and spring semesters, the Curriculum and Student Learning office will send email reminders to faculty asking them to encourage students to complete course evaluations. For more details see the webpage <https://academicaffairs.southtexascollege.edu/smartevals/>. Please e-mail Curriculum and Student Learning with any technical issues or questions regarding SmartEvals at: curriculum@southtexascollege.edu.

Student Resources: Purpose

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

Student Instructions

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

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

OR

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

Faculty Resources: Evaluation Period Overview

Students will receive an email when their classes become available for evaluation. They will be able to click the evaluate link next to the course listed in the e-mail to go directly into the evaluations. They can also access the evaluations by going straight to the SmartEvals web page, <https://www.smartevals.com/login.aspx?s=southtx>, using their JagNet credentials to login. Evaluation answers will be stored anonymously.

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

Faculty Videos

Welcome to the Eval Center
Percentile Rank Report
Are Results Valid?
Custom Reports
Improving Your Response Rates

Financial Aid Attendance Verification

Beginning Fall 2017, Student Financial Services will use an application called "STARFISH" to report attendance. Attendance verification is required for all course sections except for sections that are exclusively Dual Credit ("S" sections). Financial Aid Attendance Rosters do not have to be verified for "S" sections.

The Department of Education requires that a school must have a procedure in place to know whether a student has begun attendance in all classes for purposes of the Federal Pell Grant Program.

All faculty should have access to STARFISH and should be able to report attendance in a timely manner, so Student Financial Services can adjust or cancel the Federal Pell Grant, and drop students awarded federal aid if they have not attended their classes at least once before census day.

For Fall 2017 the timeline is that faculty will receive an email from STARFISH on Monday, August 28th announcing the upcoming survey launch; at this point take time to verify you have an active STARFISH account or you will not be able to submit your Financial Aid Attendance Roster (FAAR) verification. On Wednesday, August 30th Student Financial Services will launch the survey rosters and you may begin verifying attendance and submit your rosters. After the launch of the survey rosters, you will receive two deadline reminders, one on Friday, September 1st and another one on Monday, September 4th. Please note all survey rosters will close on the deadline of Tuesday, September 5th by 4:00 PM. After this, Student Financial Services will place a hold on all the financial aid recipients reported as not attending class(es). This will prevent financial aid final refunds from going to students reported as not attending.

For all students reported as not attending, you will have an opportunity to clear their "Financial Aid Not Attended" flag from Wednesday, September 6th through Monday, September 11th before 3:00pm. This will allow Student Financial Services to clear Financial Aid holds and release final refunds to the students that have begun attending class. All financial aid recipients who remain with their "Financial Aid Not Attended" flag will be dropped from their class(es) after 3:00pm on September 11th.

Important:

- All rosters will default to "Student Attended" and you will have to check the "Student has not attended your course in the beginning of the term" box.
- Attendance verification is required for all course sections except for sections that are exclusively Dual Credit ("S" sections). Financial Aid Attendance Rosters do not have to be verified for "S" sections.
- Survey rosters must be submitted before 4:00 p.m. on [Wednesday, September 5th](#).

Please review the step by step instructions sent with the notification email, and if you have any issues with your STARFISH access please contact Dr. Maricela G. Silva at extension 8313; for questions on STARFISH navigation please contact Dr. Nelson at extension 6715.

COLLEGE KNOWLEDGE FOR FACULTY

- JAGnet Self-Service FAQs
- How to Log on to Jagnet
- How to get your Course Rosters and Final Grades
- Creating a College Experience for Your Students
- Academic Dishonesty
- Family Educational Rights & Privacy Act (FERPA)
- Student Discipline in the Classroom
- Student Conduct Incident Report Form
- College Grading System and Other Dual Credit Faculty Responsibilities
- Withdrawal from Semester Credit Courses
- Guided Pathway and Starfish Early Alert System



COLLEGE KNOWLEDGE FOR FACULTY

JagNet Self-Service FAQs

What is JagNet?

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

How do I login to JagNet?

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

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

What is my JagNet Username and Password?

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

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

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

JagMail Setup

Students can retrieve their JagMail account by following these steps.

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

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

1. Click <http://mypassword.southtexascollege.edu>
2. Select "Change my Password".
3. Enter the same password you are using for JagNet and follow the instructions.

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

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

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

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

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

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

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

How do I get help with JagNet?

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

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

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

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

At this time SBC Global does not use a supported browser. Please use Internet Explorer to login.

JagNet FAQs can be found at <https://isp.southtexascollege.edu/service/jagnet-self-service/>.

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

No. Faculty and staff see a different default view of JagNet than students see. The content that an individual sees is determined by their role at South Texas College. Currently the possible roles are student, faculty, and staff. Individuals are presented with a different set of tabs and channels containing the default content for their role.

How do students get a JagNet username?

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

How do new faculty get a JagNet username?

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

One Username, One Password Initiative

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

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

All students, faculty and staff are required to use one username and one password to login to the applications listed above as explained at <http://isp.southtexascollege.edu/ouop/>. Until a user changes their password, the one password initially is the upper case letter A, date of birth in the mmddyy format, and the last 4 digits of the A# followed by an exclamation point (Ammdyy####!).

myPassword

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

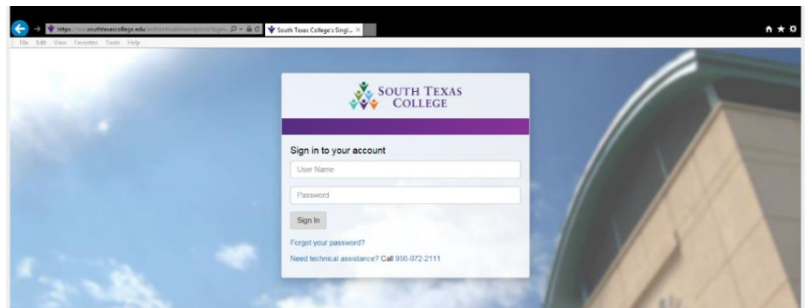
STC has an official password standard that is aimed at creating hard to guess passwords. The password must meet or exceed the minimum requirements below. Passwords must:

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

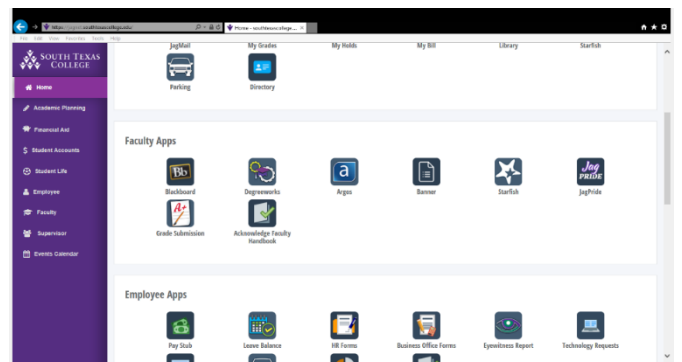
How To Log On To Jagnet

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

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

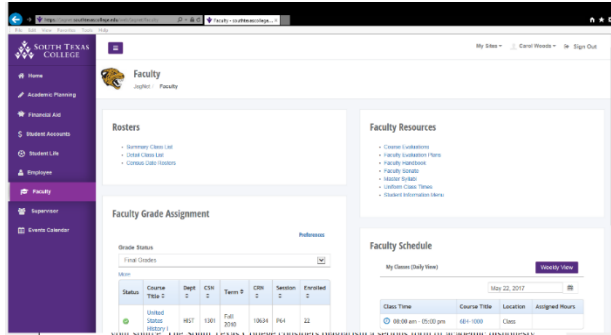


3. Click on the **Faculty** button in the window on the left side of the screen.

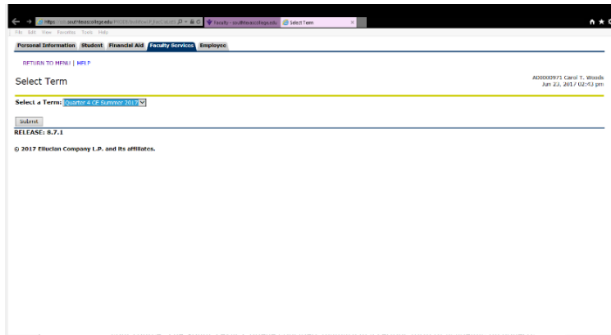


How To Get Your Course Rosters & Final Grades

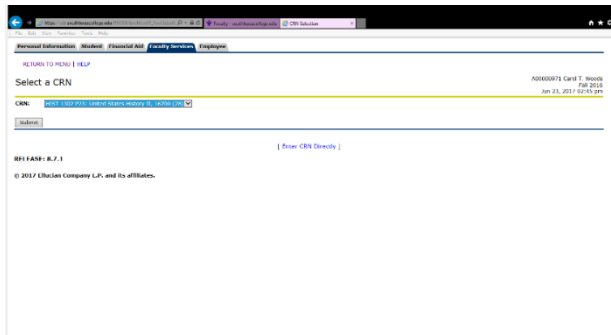
1. Under **Rosters** click on the **Summary Class List** button to access class lists.



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



3. Select the appropriate course.



Final Grades

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

Summary Class List

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

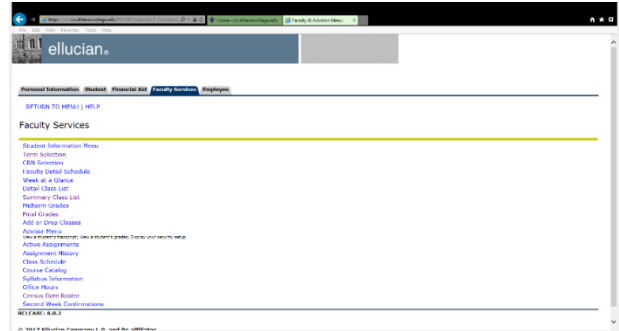
If the word Confidential appears next to a student's name, the personal information is to be kept confidential.

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

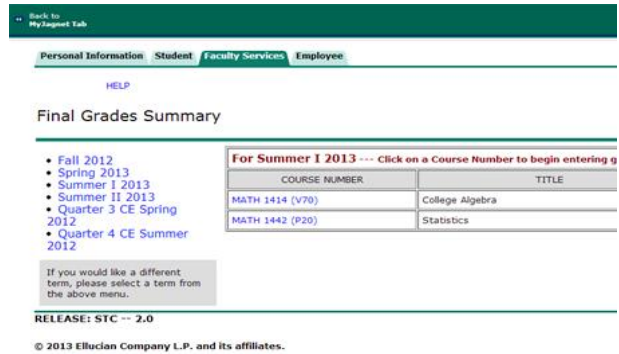
Enrollment Counts
Maximum Actual Remaining
Enrollment: 30 30 0
Cross List: 0 0 0

Summary Class List Record Number	Student Name	ID	Reg Status
1	Aldrette, Lorenzo	A00402626	***Web Registered**
2	Cedillo, Beatrice	A00189329	***Web Registered**
3	Chapa, Anisha K.	A00359638	***Web Registered**
4	Chuz, Miguel A.	A00157612	***Web Registered**
5	Escobar, Alberto	A00379739	***Web Registered**
6	Gonzalez, Moses	A00174496	***Web Registered**
7	Gutierrez, Judith Confidential	A00182654	***Web Registered**
8	Hernandez, Jaclyn H.	A00382046	***Web Registered**
9	Hernandez, Raul I.	A00402630	***Web Registered**
10	Itagarte, Anna C.	A00408910	***Web Registered**
11	Longoria, Sarah L.	A00391040	***Web Registered**

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



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



Creating the College Experience for Your Students

Helping Students Recognize the Differences between High School and College

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

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

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

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

Tests in High School	Tests in College
Testing is frequent and covers small amounts of material.	Students need to organize the material to prepare for tests. A particular course may have only two or three

	tests in a semester which may be cumulative and may cover large amounts of material.
Retesting opportunities are often available.	Retesting is seldom an option.
Teachers frequently rearrange test dates to avoid conflict with school events.	Professors in different courses usually schedule tests without regard to the demands of other courses or outside activities.
Teachers frequently conduct review sessions, pointing out the most important concepts.	Professors rarely can fit review sessions into the class schedule, and when they do, they expect students to be an active participant who comes prepared.
Guiding Principle: Mastery is usually seen as students' ability to reproduce what was taught in the form in which it was presented, or to solve the kinds of problems they were shown how to solve.	Guiding Principle: Mastery is often seen as students' ability to apply what they have learned to new situations or to solve new kinds of problems.
High School Instruction	College Professors
Teachers check students' completed homework.	Professors may not always check completed homework, but they will assume students can perform the same tasks on tests.
Teachers remind students of incomplete work.	Professors might not remind students of incomplete work.
Teachers will approach a student if they believe that a student needs assistance.	Professors are usually open and helpful, but most expect students to initiate contact if assistance is needed.
Teachers are often available for conversation before, during, or after class.	Professors expect and want students to attend their scheduled office hours.
Teachers have been trained in teaching methods to assist in imparting knowledge to students.	Professors have been trained as experts in their particular areas of research and may or may not have been trained in teaching methods.
Teachers provide students with information missed when that student was absent.	Professors expect a student who misses class to get notes from classmates.
Teachers present material to help students understand the material in the textbook.	Professors may not follow the textbook. Instead, to amplify the text, they may give illustrations, provide background information, or discuss research about the topic being studied. Or they may expect students to relate the information to the textbook readings.
Teachers often write information on the board to be copied in student notes.	Professors may lecture nonstop, expecting students to identify the important points in their notes. When professors write on the board, it may be to amplify the lecture, not to summarize it. Good notes are a must.
Teachers impart knowledge and facts, sometimes drawing direct connections and leading you through the thinking process.	Professors expect you to think about and synthesize seemingly unrelated topics.
Teachers often take time to remind students of assignments and due dates.	Professors expect students to read, save, and consult the course syllabus (course outline); the syllabus spells out exactly what is expected of students, when it is due, and how students will be graded.

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

Academic Dishonesty

The Student Code of Conduct is available in the 2017-2018 Student Handbook, which can be found online at <https://www.southtexascollege.edu/current/index.html>.

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

dishonesty also face additional sanctions from the Office of Student Conduct, including expulsion from the College, as outlined in the South Texas College Student Code of Conduct.

Students are responsible for adhering to course requirements as specified by the faculty member in the course syllabus. Students assume full responsibility for the content and integrity of the coursework they submit. Information from instructors regarding the rules and guidelines for examinations, papers, projects, presentations, and other assignments are included in the course syllabus.

A student's lack of understanding is not a valid defense to a charge of academic dishonesty. Types of academic dishonesty include, but are not limited to:

- a. **Cheating** - Using or intending to use unauthorized materials, information, notes or study aids in any academic exercise; or any other actions taken to gain unfair advantage over others.
 1. Copying from another student's exam or quiz or providing answers to another student during an exam or quiz.
 2. Substituting for another person, or permitting another person to substitute for one's self, in taking an exam or completing an assignment.
 3. Using, buying, stealing, transporting or soliciting some or all of the contents of an un-administered test, homework answer sheet, computer program or answer key.
 4. Looking at another student's paper, talking, or using an external aid such as notes, books, calculators or cell phones (unless the course instructor has indicated in advance that this will be allowed) during an exam or quiz.
 5. Obtaining answers or information for a homework assignment, exam or quiz from an unauthorized source. This includes, but is not limited to, using commercial term paper companies, purchasing answer sets to homework from tutoring companies, and obtaining information from students who have previously taken the course.
 6. Reviewing previous copies of an exam or quiz without the permission of the course instructor.

- b. **Plagiarism** - Using someone else's words, ideas or images and submitting that work for credit as if it were one's own without appropriate acknowledgment to the author.
 1. Submission of any written assignment or oral presentation implies that the work is the result of that student's own thought.
 2. Use of someone else's words, ideas and images must be documented by proper use of quotation marks, references, and footnotes. This includes Internet sources.
 3. Students must be able to authenticate their work if requested by their course instructor.

- c. **Multiple Submissions** - Multiple submissions are submissions of the same or substantially the same work for credit in two or more courses, including but not limited to courses being retaken for credit. Multiple submissions shall include the use of any prior academic effort previously submitted for academic credit at this or a different institution. Multiple submissions shall not include those situations where the prior written approval by the instructor in the current course is given to the student to use a prior academic work or endeavor.
- d. **Fabrication** - The intentional and unauthorized falsification or invention of information or citation in an academic exercise.
 - 1. Inventing data or results, and recording or reporting them as factual.
 - 2. Inventing or altering citations, footnotes, etc.
 - 3. Providing a fabricated document to a course instructor in order to obtain an excused absence or to satisfy a course requirement.
- e. **Collusion** - Unauthorized collaboration with another person in the preparation of an academic assignment. All assignments are to be completed individually unless the course instructor indicates otherwise.
- f. **Complicity** - Assisting or attempting to help another student commit academic dishonesty.
 - 1. Providing information about test questions before a scheduled exam, quiz unless authorized to do so by the course instructor.
 - 2. Allowing another student to copy from one's paper during an exam, quiz or homework assignment.
 - 3. Taking an exam or quiz for another student.
 - 4. Signing another student's name on an academic exercise or attendance sheet.
 - 5. Conspiring with one or more persons to commit, or to attempt to commit, any act of scholastic dishonesty.
- g. **Failing to Report Academic Dishonesty** - Failing to report an incident of academic dishonesty to your course instructor.

Family Educational Rights and Privacy Act (FERPA)

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

- To appropriate STC officials, who require access to academic records in order to perform their legitimate duties, which means the information or records

requested is relevant and necessary to accomplish a task or make a determination, and the task or determination is any employment-related responsibility of the inquirer or is a properly assigned duty for the inquirer.

- To officials of other schools in which the student seeks or intends to enroll, upon request of these officials, and upon the condition that the student be notified and receive a copy of the record, if desired.
- To federal, state or local officials or agencies authorized by law.
- In connection with a student's application for or receipt of financial aid.
- To accrediting agencies or organizations conducting educational studies, provided that these entities do not release personally identifiable data.
- To the parents of a dependent student, as defined in section 152 of the Internal Revenue Code of 1954, provided a reasonable effort is made to notify the student in advance.

As permitted under section 99.34 (a) (1) (ii) of the Family Educational Rights and Privacy Act of 1974 as amended, and upon request of The University of Texas-Pan American (UTPA), South Texas College will forward academic records for students who seek or intend to enroll at UTRGV.

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

Additional guidelines on Family Educational Rights and Privacy Act (FERPA) and sharing of student information with regards to the Student Code of Conduct can be found online in the South Texas College **2017-2018 Student Handbook** on pages 69-75. <https://www.southtexascollege.edu/current/index.html>.

Student Discipline in the Classroom

The following information on the right of faculty to maintain discipline in the classroom, steps for removing a student temporarily and/or permanently from a course, and the appeal process are found in Section 9, pages 130-132 in the **2017-2018 Student Handbook** online at: <https://www.southtexascollege.edu/current/index.html>. You can find sample course syllabus statements relating to classroom discipline at: <https://life.southtexascollege.edu/wp-content/uploads/2014/01/Sample-Course-Syllabus-Statement.pdf>.

Section 9: Student Discipline in the Classroom

Students at South Texas College are expected to exhibit the highest standards of academic integrity. An act of academic dishonesty is considered an offense against the college. For that reason, the college rules prescribe disciplinary consequences for

academic dishonesty administered by the faculty member and the Office of Student Conduct, or their designee.

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

The primary responsibility for managing the classroom environment rests with the course instructor; this includes instances of academic dishonesty. Each course instructor determines what behavior is appropriate or not appropriate in their classroom. Examples of inappropriate behavior include speaking on a cellular telephone, using a camera during class, persistently speaking without being called upon, refusing to be seated, and disrupting the class by leaving and entering the room without authorization.

An academic unit such as a program, department, or division, may also make an academic assessment in the case of academic dishonesty provided there is a standing review procedure that describes an academic relation between academic dishonesty and progress in the program that the appropriate dean and the Vice President for Academic Affairs has approved. Students must be notified of additional expectations and procedures in written program materials, including class syllabi.

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

Temporary Dismissal from a Course

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

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

Instances where there have been multiple temporary dismissals from a course are, at the instructor's discretion, sufficient grounds for permanent dismissal from that instructor's course. The course instructor **MUST** provide notice to the student of the

permanent removal and the reasons for the removal. The instructor must also inform the student of their right to appeal the removal to the appropriate Program Chair.

Steps for Temporary Removal from a Course:

The instructor **MUST** speak with the student and inform them of the rule, or standard that the student has violated. Provide notice that future violation may result in permanent dismissal from the course, lab or clinical. If the alleged violation is serious enough to warrant immediate removal from class, the course instructor may withdraw the student from class and assign a grade of "W" or "F" after the first occurrence. All removals should be documented and reported to the appropriate Program Chair, Dean and a Student Conduct Incident Report Form - SCIRF should be submitted to the Dean of Students/ Office of Student Conduct.

Steps for Permanent Removal from a Course:

The instructor may dismiss a student from a course for the remainder of the semester in instances where the student has exhibited multiple infractions of classroom, lab, or clinical rules, or in cases where the alleged violation prevents instruction of the course from taking place or is so egregious that allowing the student to remain in class may pose a danger to the safety of others. Instructors **MUST** provide a written statement that includes the following:

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

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

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

Not more than 2 business days, after the incident that caused the dismissal from class, the instructor **MUST** submit their written statement to their Department Chair, their Dean and then submit a Student Conduct Incident Report Form - SCIRF to the Dean of Students/ Office of Student Conduct.

In instances where the violation may be so egregious that a faculty member may be concerned about the health and safety of the other students in the course the faculty member may remove the student immediately, without a second occurrence;

additionally, it is recommended that the faculty member notify Campus Police immediately.

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

I. Student Discipline in the Classroom - Appeal Process

The student may appeal the decision of the course instructor to the appropriate program chair. This appeal must be made in writing and received by the program chair within 5 working days of the student receiving notice of the course instructor's decision. Upon receipt of the appeal, the program chair shall review the appeal, hear witnesses if he/she so chooses, and render a decision. The program chair shall notify both the student and the instructor of record in writing once a decision has been made. The decision of the program chair concludes the approved South Texas College appeal process for instances of student discipline in the classroom.

An appeal to the Program Chair may result in one of the following:

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

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

Student Conduct Incident Report Form

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

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

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

For detailed complaint procedures and steps in filing a complaint see pages 47-51 in the **2017-2018 Student Handbook** online at:

<https://www.southtexascollege.edu/current/index.html>.

Visit the Student Conduct webpage and click on the "Make a Report" button to submit a report.

<https://life.southtexascollege.edu/student-rights-and-responsibilities/student-conduct/>.

A "Report Concerning or Threatening Behavior" button can also be found at the Behavioral Intervention Team webpage: <https://life.southtexascollege.edu/student-rights-and-responsibilities/behavioral-intervention-team/>.

College Grading System and Other Dual Credit Faculty Responsibilities

Instructor of Record

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

According to STC Policy 3312, "the primary responsibility for assigning grades in a course belongs to the faculty member, and in the absence of compelling evidence of discrimination, differential treatment, or procedural irregularities, the judgment of the faculty member responsible for the course must remain determinant."

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

<http://admin.southtexascollege.edu/president/policies/pdf/3000/3312.pdf>

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

When a faculty member issues a grade of "I" (Incomplete), documentation should be provided to both the student and the faculty member's department/program chair which includes the following:

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

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

A copy of the course syllabus, or section outline, specific to the section in which the student is enrolled, should also be attached.

<http://admin.southtexascollege.edu/president/policies/pdf/3000/3310.pdf>

Grade Changes Refer to Board Policy 3312

If a student requests a grade change in writing, justifying the change, and the instructor agrees to change the grade, the instructor should fill out a Change of Grade Form obtained from the Office of Admissions and Records and attach it to the request. The Dean must approve changes made later than one year after the end of the semester in which the course was taken. Grade changes must be made within 30 days to affect scholastic probation status.

If an instructor initiates a grade change, the instructor must fill out a Change of Grade Form obtained from the Office of Admissions and Records. (Refer to Appendix N for Change of Grade Form)

<http://admin.southtexascollege.edu/president/policies/pdf/3000/3312.pdf>

On-Line Grade Submission

Instructors submit grades on-line and should observe the deadlines indicated on the final examination schedule. Students receive an "I" for incomplete when grades are not submitted on time, or when a student is not issued a grade. The instructor is then required to complete a Change of Grade Form for each student to correct the transcript file.

While college policy prohibits the public posting of final grades, students may get their grades online at any College computer lab or kiosk after grades have been posted to the system, and each student will receive a grade mailer if they do not have a hold. Do not tell students to call the Office of Admissions and Records or the faculty secretary for grade results; grades cannot be given out by phone. A copy of grade book sheets with grade weighting and attendance rosters should be given to the chairperson at the end

of each semester. If teaching at an off-campus location, these can be turned in to the Site Coordinator. This information must on file for questions concerning grades.

Dual Credit Faculty Responsibilities when Teaching a STC Dual Credit Course Curriculum, Course Competencies, and Teaching Requirements

- Dual credit faculty will develop the course outlines or syllabi, including the following: a description of content, teaching strategies, performance measures, grading standards, resource materials, objectives/outcomes, and course calendar. The syllabus must be reviewed and approved by the STC Department Chair of the discipline within the first week of instruction;
- Dual credit faculty will complete all STC departmental requirements such as diagnostic tests and Student Learning Outcomes/Exemplary Educational Objectives (for appropriate courses);
- Dual credit faculty will teach the course. Because of the Texas Higher Education Coordinating Board and the Southern Association of Colleges and Schools, if a dual credit faculty is unable to teach the course, arrangements must be made by contacting the Department Chair prior to absence;
- Dual credit faculty will advise students concerning their academic progress prior to the last day to drop/withdraw from STC;
- Dual credit faculty 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, student completion of course requirements. A grade change form should be submitted to the Department Chair. Should a dual credit faculty 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;
- Dual credit faculty will provide the Chair of the Department at STC, 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;
- Dual credit faculty will participate in aligning the high school and college course competencies with the assigned STC Program Chair;
- Dual credit faculty will attend STC planning meetings and staff development activities, including dual credit training workshops; and
- Dual credit faculty will assist in the identification of potential dual credit students.

The section for Grading Policies can be viewed on pages 38-40 in the **2017-2018 Student Handbook**: <https://www.southtexascollege.edu/current/index.html>.

Withdrawal from Semester Credit Courses

Initiation of Withdrawal

Withdrawal from a course results in a grade of “W” and may occur through action taken by the student, the course instructor, the instructor's immediate supervisor, or the appropriate administrator. A student taking courses at South Texas College who decides to withdraw from a course should initiate withdrawal procedures by completing a drop form. The form must be turned in to the Office of Admissions and Records prior to the published deadline for withdrawals.

Withdrawing/Dropping a Dual Credit Class

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

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

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

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

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

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

For further information see the Student Affairs and Enrollment Management website at: <https://studentservices.southtexascollege.edu/>.

Guided Pathways

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

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

Guided Pathways Essential Practices

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

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

<https://academicaffairs.southtexascollege.edu/pathways/index.html>.

Starfish Early Alert System

Development of the Starfish Early Alert System was completed in August 2016, piloted in the Fall of 2016, and was fully implemented during Spring 2017. It is focused on critical “gateway” courses at STC, but all faculty, and all students, have access to the system.

Faculty have access to Starfish through JagNet. The system is designed to coordinate communication between faculty, advising, counseling, and other staff as needed to help determine when students are performing poorly and to offer advising, counseling and other services as appropriate to that student's needs. Starfish helps enhance already existing systems, such as DegreeWorks, which have been implemented to increase student success, by allowing faculty to alert students when they are, for instance, at risk of failing. Starfish intentionally engages faculty to recognize students when they doing great work, notify students of their progress twice during a semester, and alert students who are at risk of failing.

COLLEGE KNOWLEDGE FOR STUDENTS

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



COLLEGE KNOWLEDGE FOR STUDENTS

Are Your Students College Ready?

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

Cognitive Strategies and Content Knowledge

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

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

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

Self-Management Skills

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

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

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

Do cognitive and self-management skills need development?

South Texas College's Centers for Learning Excellence (CLE) offer free tutoring, both in person and online, as well as online paper review. They also offer other services and student workshops that focus on topics for personal enrichment and growth such as: time management, critical thinking, memory techniques, note-taking, test-taking strategies, and test anxiety. Special sessions in content specific areas are also available. Schedules are available in all Centers for Learning Excellence and online at:

<http://academicaffairs.southtexascollege.edu/cle/index.html>. Students need their Student ID card or number to access services at the CLE. Please contact the Centers for Learning Excellence at 872-8311 for further assistance.

Helping Your Students Understand College

Currently, 67% of the students at South Texas College are the first in their family to attend college. Getting into college while still in high school makes the transition from high school to college smoother because there is help along the way. An important part of this progression is understanding degree plans and other processes. To read more about degrees and opportunities at STC visit:
<https://www.southtexascollege.edu/about/>.

A high school counselor is available to help students choose a college, apply for financial aid and adjust to college life. High school teachers and counselors are a valuable resource. Each high school has a designated STC Dual2Degree specialist to assist students in learning about the specific policies and procedures at STC. The Dual2Degree specialist is there for dual credit orientation about STC as well as the individual who helps register students for dual credit courses at the beginning of each semester.

To enroll, students need to make sure that they have already turned in an application. All applications must be submitted online via the following website:
www.applytexas.org by the College's Dual Credit admission application deadline. If the school is not yet participating in online student self-enrollment in classes, then the student must be present in class on the day the Dual2Degree specialist goes to their school to get student signatures on the S-form so the student's enrollment in the class will be completed.

All prospective dual credit students must attend a mandatory dual credit orientation at their high school prior to enrolling in dual credit courses their first semester. The College and the School District offer comprehensive college advising services for dual credit students consisting of a General Advising Module, group enrollment advising using Degree Works, face-to-face advising and a College Advising Training Program for High School District Counselors. New dual credit students are required to complete a General Advising Module for eligibility into the Dual Credit Program effective Spring 2017. The Module must be completed prior to registration.

Dual Credit students may not enroll in college level courses until the Spring semester of their 9th grade, and then limited to no more than two (2) courses for that semester from an approved list of recommended courses. All 10th grade students will be limited to only two (2) dual credit courses per semester, and 11th and 12th grade students should not exceed 16 credit hours per semester; as stated in the College's **Board Policy #3232 Dual Credit Student Eligibility Requirement**.

Dual credit students shall be limited to courses within their declared major and corresponding degree plan. Students may attempt a maximum of 68 credit hours, with the exception of students pursuing the Associate of Science in Engineering. In addition, dual credit students must comply with the College's Academic Progress Standards as outlined in Board Policy #3320 and the Financial Aid Satisfactory Academic Progress (SAP) Policy #3322. Federal Financial Aid SAP requirements measure all students' GPA

and progression regardless if they are receiving aid or not, and are applicable to dual credit students who are still in high school.

Student Code of Conduct

The sections below are from pages 69-75 of the **2017-2018 Student Handbook** and address the Mission, Vision, Philosophy, Ethos Statement, Introduction, and Jurisdiction of the **Student Code of Conduct**. The full text of the Student Code of Conduct can be found in the Student Handbook online:

<https://www.southtexascollege.edu/current/index.html>.

Section 1: Mission and Vision Statement

South Texas College Vision Statement:

South Texas College is a world-class institution advancing regional prosperity through education for a better quality of life in our community.

Office of Student Conduct Vision Statement:

The Office of Student Conduct at South Texas College is committed to fostering a campus environment that is conducive to academic inquiry, a productive campus life and thoughtful study and discourse. The Office of Student Conduct is committed to an educational and developmental process that balances the interests of individual students with the interests of South Texas College.

Section 2: Introduction to the Student Code of Conduct

The Student Code of Conduct is an articulation of South Texas College's commitment to maintaining an environment that recognizes and supports the rights of its students, while providing a guide for defining behaviors the College considers inappropriate. When students fail to act in accord with the rules and regulations of the South Texas College community, the College must hold them accountable for their actions.

The purpose of the student conduct system is not solely to punish students for transgressions, but to help them understand and accept their obligations as citizens of an academic community. Whenever possible, sanctions for violations of the Student Code of Conduct will be educational in nature.

The Office of Student Conduct has primary authority and responsibility for the administration of student discipline.

South Texas College Policy 3650, Student Conduct and Discipline:

<http://admin.southtexascollege.edu/president/policies/pdf/3000/3650.pdf>

Section 3: Jurisdiction

Students at South Texas College are provided a copy of the Student Code of Conduct annually in the form of a link on the South Texas College website. Hard copies are available upon request from the Office of Student Conduct. Students are responsible for having read and abiding by the provisions of the Student Code of Conduct.

The Student Code of Conduct and the Administrative Student Conduct Process apply to the conduct of individual students, and all College-affiliated student organizations. For the purposes of student conduct, the College considers any individual to be a student who is assigned a Student ID Number (A00000000), is enrolled in a course (for credit or non-credit course work) and as long as the individual has a continuing educational interest in the College. The Office of Student Conduct is unable to sanction non-students.

The College retains conduct jurisdiction over students who choose to take a leave of absence, withdraw or have graduated for any misconduct that occurred prior to the leave, withdrawal or graduation. If sanctioned, a hold may be placed on the student's ability to re-enroll, or obtain official transcripts or graduate and all sanctions must be satisfied prior to re-enrollment eligibility. In the event of serious misconduct committed while still enrolled but reported after the accused student has graduated, the College reserves the right to invoke these procedures and should the former student be found responsible, the College may revoke that student's degree.

The Student Code of Conduct applies to behaviors that take place on the campus, at College-sponsored events and may also apply to off-campus incidents when the Dean of Student Affairs or designee determines that the off-campus conduct affects a substantial College interest. A substantial College interest is defined to include:

- Any situation where it appears that the student's conduct may present a danger or threat to the health or safety of him/herself or others; and/or
- Any situation that significantly impinges upon the rights, property or achievements of self or others or significantly breaches the peace and/or causes social disorder; and/or Any situation that is detrimental to the educational mission and/or interests of the College;

The Student Code of Conduct may be applied to behavior conducted online, via email or other electronic medium. Students should also be aware that online postings such as blogs, web postings, chats and social networking sites are in the public sphere and are not private. These postings can subject a student to allegations of conduct violations if evidence of policy violations is posted online. The College does not regularly search for this information but may take action if and when such information is brought to the attention of College officials.

Please note that most online speech by students not involving College networks or technology will be protected as free expression and not subject to this Code, with two notable exceptions:

- A true threat, defined as “a threat a reasonable person would interpret as a serious expression of intent to inflict bodily harm upon specific individuals”;
- Speech posted online about the College or its community members that causes a significant on-campus disruption.

The Student Code of Conduct applies to guests of community members whose hosts may be held accountable for the misconduct of their guests. The Code may also be applied to resident nonstudents, campers and high school bridge/extension/partner/dual-credit and continuing education programs by contractual agreements. Visitors to and guests of College may seek resolution of violations of the Student Code of Conduct committed against them by members of College community.

There is no time limit on reporting violations of the Student Code of Conduct; however, the longer someone waits to report an offense, the harder it becomes for College officials to obtain information and witness statements and to make determinations regarding alleged violations.

Though anonymous complaints are permitted, doing so may limit the College's ability to investigate and respond to a complaint. Those who are aware of misconduct are encouraged to report it as quickly as possible to the Office of Student Conduct and/or to Campus Police and Public Safety.

A responding student facing an alleged violation of the Code of Student Conduct may withdraw from the College; however, the Administrative Conduct Process shall continue as outlined within this document. Students wishing to withdraw must follow the College's stated withdrawal policy and may be subject to the College's refund policy. Once the Administrative Student Conduct Process is completed, if the student is sanctioned, the student must complete the sanctions before becoming eligible to re-enroll, if at all.

College email is the Office of Student Conduct and the College's primary means of communication with students. Students are responsible for all communication delivered to their College email address.

The Student Code of Conduct and Student Judicial Process outlines the rights and responsibilities of students and student organizations at South Texas College. The Student Code of Conduct applies to all College sponsored events, activities, trips, etc., which may occur on or off campus. Any student who violates the Student Code of Conduct and/or breaks the law is subject to College, civil, and/or criminal authorities. The College, at its sole discretion, may pursue disciplinary action against a student while the student is also subject to criminal proceedings. The College reserves the right to proceed with an Administrative Hearing even if criminal charges are pending, reduced, or dismissed.

The South Texas College Student Judicial Process is the responsibility of the Vice President for Student Affairs and Enrollment Management and the Dean of Student Services. The Dean of Student Services and the Director of Judicial Affairs or designee of the Office of Judicial Affairs is responsible for the day to day operation and

administration of the Student Judicial Process. The Director or designee shall develop policies and procedures for the administration of the Student Judicial Process, which includes procedural rules for conducting hearings. The Director or designee, in consultation with appropriate College officials and students, will revise and update all regulations and processes; conduct training sessions for hearing officers and bodies; and manage and maintain all student disciplinary records.

Parental Notification

South Texas College and the Office of Student Conduct reserves the right to notify parents/guardians of dependent students regarding any health or safety risk, change in student status or conduct situation, particularly alcohol and other drug violations. South Texas College and the Office of Student Conduct may also notify parents/guardians of non-dependent students who are under age 21 of alcohol and/or drug policy violations.

Where a student is not dependent, South Texas College and the Office of Student Conduct will contact parents/guardians to inform them of situations in which there is a significant and articulable health and/or safety risk. South Texas College and the Office of Student Conduct also reserves the right to designate which college officials have a need to know about individual conduct complaints pursuant to the Family Educational Rights and Privacy Act.

Notification of Outcomes

The outcome of an Administrative Student Conduct Hearing is part of the education record of the responding student and is protected from release under the Federal Education Rights and Privacy Act (FERPA), except under certain conditions. As allowed by the Federal Education Rights and Privacy Act (FERPA), when a student is accused of a violation of the Student Code of Conduct or a South Texas College policy that would constitute a "crime of violence" or forcible or non-forcible sex offense, the College will inform the alleged victim or party bringing the complaint in writing of the final results of a hearing regardless of whether the College concludes that a violation was committed. Such release of information may only include the alleged student's name, the violation committed, and the sanctions assigned when applicable. In cases of sexual misconduct and other offenses covered by Title IX, only, the rationale for the outcome will also be shared with all parties to the complaint in addition to the finding and sanction(s).

In cases where the College determines through the Administrative Student Conduct Process that a student violated a policy that would constitute a "crime of violence" or non-forcible sex offense, the College may also release the above information publicly and/or to any third party.

Federal Education Rights and Privacy Act (FERPA) defines a "crimes of violence" to include:

1. Arson
2. Assault offenses (includes stalking)
3. Burglary

4. Criminal Homicide - manslaughter by negligence
5. Criminal Homicide - murder and nonnegligent manslaughter
6. Destruction/damage/vandalism of property
7. Kidnapping/abduction
8. Robbery
9. Forcible sex offences
10. Non-forcible sex offences

Failure to Complete or Comply with Conduct Sanctions

All students, as members of the College community, are expected to complete and/ or comply with conduct sanctions within the timeframe specified by the Office of Student Conduct or the Administrative Student Conduct Hearing. Failure to follow through on conduct sanctions by the date specified, whether by refusal, neglect or any other reason, may result in additional sanctions and/or suspension from the College. A suspension will only be lifted when compliance with conduct sanctions is satisfactorily achieved. This determination will be made by either the Dean of Student Affairs or the Office of Student Conduct, or their designee.

Notice of changes to the Student Code of Conduct

South Texas College and the Office of Student Conduct reserves the right to make any changes to the content of this document at any time without advance notice.

Student Conduct Records

The Office of Student Conduct has adopted a policy with respect to student conduct records consistent with the requirements and regulations of the Family Educational Rights and Privacy Act. The Family Educational Rights and Privacy Act (FERPA), is a Federal law that protects the privacy of student education records. Family Educational Rights and Privacy Act FERPA places limitations on the disclosure of personally identifiable information maintained by South Texas College with respect to students and limits access to educational records, including the right to access, the right to obtain copies, the right to seek correction of such records through informal and formal internal procedures, and the right to place a statement in such educational records explaining any information which the student believes to be inaccurate or misleading.

Inspection, Review and Retention of Student Conduct Records

The Office of Student Conduct will maintain student conduct files, which contain all necessary and appropriate student conduct correspondence, hearing officer and student conduct board decisions, and other documentation pertinent to any cases involving a student. Student conduct files will be maintained as follows:

1. Student Conduct Records shall be maintained for a period of seven (7) years.
2. Student Conduct Records pertaining to suspension, expulsion, sexual misconduct and Title IX shall be maintained indefinitely.
3. The College reserves the right to retain all disciplinary files for longer periods as may be deemed necessary.
4. Complete the request to Review or Receive Copies of Student Conduct Records.

Family Educational Rights and Privacy Act

The Family Educational Rights and Privacy Act of 1974, as amended, is a federal law that controls the confidentiality of, and access to, student education records. The Family Educational Rights and Privacy Act defines records of a student engaged in a disciplinary process as private. Information about the disciplinary process may only be shared with the student of record, their parents or guardian if a dependent, an academic college dean or adviser or other school officials with a legitimate educational interest. The student must give written permission for anyone else to have access to this information, unless otherwise permitted by federal or state law. For additional information regarding FERPA, see the Family Educational Rights and Privacy Act.

South Texas College shall not deny a student access to their education records; however, South Texas College reserves the right to deny a request for **COPIES** of education records, including transcripts, diplomas and certificates. To request to review or receive copies of conduct records a applicable student must complete the Request to Review or Receive Copies of Student Conduct Records form.

In accordance with the Family Educational Rights and Privacy Act, South Texas College shall provide access to educational records made by a parent or eligible student within a reasonable period of time, but not more than **45 calendar days** after receipt of a request in writing. The Office of Student Conduct shall also provide an explanation and interpretation of education records within a reasonable period of time, but not more than **45 calendar days** after receipt of a request in writing.

South Texas College shall hold an administrative hearing within a reasonable time after it has received a request from the parent or eligible student challenging the content of the student's education records on the grounds that the information contained in the education records is inaccurate, misleading, or in violation of the privacy rights of the student.

Additionally, under the Family Educational Rights and Privacy Act, consent to Inspect or Review records **CANNOT** be given orally; consent for disclosure of information from education records **MUST**:

1. Be given in writing;
2. Be signed and dated;
3. Specify the records that may be disclosed;
4. State the purpose of the disclosure; and
5. Identify the party or class of parties to whom the disclosure may be made.

Helping Your Students Understand Inappropriate Classroom Behavior

1. Addressing the instructor in a casual manner

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

2. Habitually arriving late to class

While some instructors are lenient about tardiness, other instructors have zero tolerance for tardiness even to the point of locking the classroom door and/or counting students absent. Student tardiness is disruptive to the lecture or other activities when all heads turn to watch the tardy student enter. If a student's schedule just won't permit them to get to class on time, they should drop the class and take one that is more convenient. Instructors have their own way of doing roll call. If a student is late to class, the student should consider themselves absent. Students need to remember that in college, possibly even with excused absences, they may be automatically dropped (students should check their syllabus).

3. Habitually leaving class early

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

4. Dominating classroom discussion

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

5. Answering or looking at cell phone in class

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

6. Eating and drinking in class

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

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

Fellow students appreciate a quiet learning environment and resent students who continually disrupt the environment, especially when they are voicing their opinion, are asking questions, or are presenting. This behavior can land a chatting student in trouble with the instructor.

8. Angrily confronting the instructor

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

9. Missing class without notifying the instructor

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

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

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

Sanctions of Students for Conduct Violations

South Texas College and the Office of Student Conduct, or their designee reserves the right to impose conduct sanctions that may include changes in its programs, courses, schedules, policies, services, and requirements with or without advance notice.

All sanctions listed may be imposed upon groups or organizations found to have violated the Code of Student Conduct. This includes but is not limited to deactivation, de-recognition, loss of all privileges which can include revocation of status as a registered group or organization by the College, for a specified period of time.

Types of Sanctions

Should the result of the investigation and the Administrative Student Conduct Hearing determine that the student has violated the Student Code of Conduct; the Office of Student Conduct, or their designee will issue an administrative decision imposing one of the sanctions:

1. Verbal or Written warning
2. Restitution
3. Probation
4. Community Service Hours
5. Loss of Privileges
6. Confiscation of Prohibited Property
7. Behavioral Requirement
8. Educational Program
9. Campus or Academic Reassignment
10. Suspension
11. Expulsion
12. Eligibility Restriction
13. Delayed Conferral of Degree
14. Strike or Ban
15. Mental Health Assessment and Mandatory Treatment
16. Additional or Other Sanctions: Additional or alternate sanctions may be created and designed as deemed appropriate to the offense with the approval of the Dean of Student Affairs and the Director of Student Conduct or designee. In Addition to the sanctions above, the administrative decision may include additional requirements.

Descriptions of sanctions can be found on pages 116-119 in the **2017-2018 Student Handbook**: http://www.southtexascollege.edu/pdf/Student_Code_Of_Conduct.pdf

Office of Student Rights and Responsibilities

At the Center for Student Rights and Responsibilities webpage you will find information regarding the Student Conduct Code, the Administrative Student Conduct Process, on and off campus resources for students, faculty/staff, and parents, as well as the other services that the office provides. If you have questions regarding the information presented, or need further clarification, please contact the Office of Student Rights and Responsibilities at (956) 872-2180 or at <https://life.southtexascollege.edu/student-rights-and-responsibilities/>.

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

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

- Ombuds Services
- Student Conduct
- Behavioral Intervention
- C.A.R.E. Team
- Student Rights and Responsibilities Training Request

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

The Student Code of Conduct is available in the Student Handbook, which can be found online at <https://www.southtexascollege.edu/current/index.html>.

Statement of Student Rights and Responsibilities

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

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

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

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

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

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

For more information please go to Part II of the Student Handbook, which can be found online at: <https://www.southtexascollege.edu/current/index.html>. The Statement of Student Rights and Responsibilities is found on page 34 in the **2017-2018 Student Handbook**.

Student Appeal of Course Grades

Students at South Texas College have the right to appeal final course grades which they consider manifestly unjust or erroneous.

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

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

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

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

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

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

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

Step 1

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

1. The student is required to provide notice in writing to the faculty member that they are appealing their grade.
2. The faculty member is required to meet with the student that has initiated an appeal of course grades. If the student is not living within the service delivery area of STC, communication can be electronic. The student is required to present the South Texas College Grade Appeal form to the faculty member. Appeals submitted without using the approved form will not be heard. The burden of proof lies with the student and it is the student's responsibility to provide evidence that the grade should be changed.
3. The faculty member may choose to deny the appeal, approve the appeal or work with the student to reach a solution that is agreeable to both parties.
4. If the faculty member is not currently teaching, is no longer employed at South Texas College, or the student is simply unable to reach the faculty member; the student must contact the appropriate Division Dean no later than 30 calendar days after the end of the semester in which the grade was issued to initiate the grade appeal process.
 - a. If the faculty member is still employed at South Texas College but not currently teaching, the Division Dean will attempt to contact the faculty member to address the issue. If they are unable to reach the faculty member, the grade appeal will be delayed until the faculty member returns to teach, as long as the faculty member returns no later than the next full (fall or spring) semester.
 - b. If the faculty member is no longer employed at South Texas College or is not scheduled to return for the next full (fall or spring) semester, the student will advance to Step 3 of the grade appeal process. If the student wishes to continue the Grade Appeal Process, it is their responsibility to contact the Office of Admissions & Records no later than 15 calendar days from the date of being notified that the faculty member is no longer available.

5. Once a decision is reached by the faculty member, the faculty member will note the decision on the Grade Appeal Form, sign the form, and return the completed form to the student. The student is responsible for submitting the completed form to the Office of Admissions & Records.
 - a. The faculty member should maintain a completed Grade Appeal Form for their records.
 - b. If necessary, the faculty member must submit a signed Change of Grade form to the appropriate Department Chair/Dean within 15 calendar days. The Department Chair/Dean must forward a signed change of grade form to the Office of Admissions & Records and Records within 15 calendar days.
6. If the student appeal is denied, the student will then have 15 calendar days to initiate Step 2 of the Grade Appeal process.

Step 2

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

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

Step 3 -Final Review

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

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

South Texas College Student Handbook & Student Code of Conduct 2017-2018. (42-46) can be accessed online at <https://www.southtexascollege.edu/current/index.html>.

Student Attendance in College Courses

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

In case of absence, it is the student's responsibility to contact the instructor prior to the absence. The student is expressly responsible for any work missed regardless of the

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

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

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

Example Calculations of 10% Absence

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

The information above can be found on pages 35-36 the **2017-2018 South Texas College Student Handbook**. High school and college attendance policies differ in that while attendance policies in high school follow a 90% rule, when a student's

attendance rate is between 75% and 90% the student might still meet the instructional requirements for the class by participating in a remedial plan or through appeal to attendance committees. There is no such committee in college. The college course instructor determines the maximum number of days that a student can be absent and still succeed in the class.

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

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

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

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

Students should be advised that dual credit courses taught by qualified high school teachers (dual credit faculty) might exceed the number of contact hours mentioned above. Therefore, as with both STC faculty members and dual credit faculty members at the high school, the number of absences an instructor deems permissible is accepted and supported by the College.

Scholastic Progress Standards

In an effort to promote student success, South Texas College has established categories of students based on the student's scholastic progress.

Students are expected to meet academic standards for coursework completed at South Texas College. Students who fail to maintain a cumulative grade point average of at least 2.00 (C average) are considered scholastically deficient and will be placed on academic probation, continued academic probation or academic suspension as appropriate. All grade points earned by a student will be included in the computation of the current semester grade point average. All grade points earned by a student, including developmental courses and the College Success course, will be included in the computation of the cumulative grade point average. In the case of a repeated course, the last grade recorded will be used in the computation.

The scholastic progress standards for students attending the College are as follows:

Level of Academic Status	GPA Criteria
Good standing	Cumulative GPA is 2.00 or above
Academic Probation	Cumulative or current semester GPA, including developmental coursework, below 2.00
Continued Academic Probation	Previously on Academic Probation and current semester GPA is below 2.00
Academic Suspension	Previously on Continued Academic Probation and current semester GPA is below 2.00

Good Standing, Academic Probation, Continued Academic Probation, and Academic Suspension will be determined each regular (Fall or Spring) semester on the basis of the student's current semester grade point average, including developmental studies and College Success coursework. Academic suspension may last for one regular fall or spring semester. Students placed on academic suspension may enroll for summer sessions for the purpose of raising their cumulative GPA to the level required for good standing.

Academic Probation

Academic Probation is a system of monitoring student grades in all South Texas College courses in order to identify those who are experiencing difficulty in making satisfactory progress.

Academic Probation occurs at the end of any semester when a student's current semester GPA drops below 2.00.

Continued Academic Probation

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

Academic Suspension

Academic Suspension is a system of forced interruption in attendance at the College in those instances where a student is unable to maintain satisfactory academic progress. Academic Suspension occurs when the student who has previously been on Continued Academic Probation fails to earn a 2.00 in the current semester.

Readmission after a Period of Suspension

After a period of scholastic suspension, a student may be readmitted on academic probation. Before readmission under probationary status, the suspended student must report to Office of Counseling and Advising for an academic counseling interview.

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

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

All students are responsible for knowing whether they are eligible to continue at the College. An ineligible student who nevertheless registers shall be dropped and cannot attend classes. Students shall not receive special consideration for lack of knowledge of scholastic status, regardless of whether the student registered and paid fees.

This information can be found in the **2017-2018 STC Academic Catalog**, which is updated annually. <http://www.southtexascollege.edu/academics/catalogs/>.

DegreeWorks – Self Advising

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

For Students, Degree Works:

- Provides real-time advice and counsel
- Speeds time to graduation

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

For Advisors, Degree Works:

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

Students - Go to the Degree Works page to Login with your JagNet username:

<http://studentservices.southtexascollege.edu/advising/degreeworks/>

Faculty - Go to the Degree Works page for links to Training for Faculty & Advisors:

<http://studentservices.southtexascollege.edu/advising/degreeworks/>

Answers to Degree Works Frequently Asked Questions can be found at:

<http://studentservices.southtexascollege.edu/advising/degreeworks/faq.html>

Degrees and Certificates

South Texas College offers more than 100 degree and certificate program options, including associate degrees in a variety of art, science, technology and allied health fields of study. The College also offers online associate degrees.

South Texas College is one of only three Texas community colleges approved by the Texas Higher Education Coordinating Board to offer Bachelor's degrees. South Texas College currently offers three Bachelor of Applied Technology degrees and a Bachelor of Applied Science Degree.

Degree plans for STC degrees and certificates can be viewed at the Academic Affairs webpages:

<https://bachelors.southtexascollege.edu/index.html>

Helping Your Students Login to Blackboard

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

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

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

Once a student has logged in with their initial password, they should set up a profile and change their initial password to a strong password to protect their information. The Username and Password can be managed through the options at the MyPassword Online Assistant webpage at <https://mypassword.southtexascollege.edu/>. Users can change their password, reset their password, edit their profile, or unlock their account from this page.

To login to Blackboard

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

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

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

STC RESOURCES

- Satisfactory Academic Progress (Dual Credit and Financial Aid)
- Hours of Operation (Library, Open Labs, CLE)
- DELTA Online Course



STC RESOURCES

Satisfactory Academic Progress (Dual Credit and Financial Aid)



DUAL CREDIT AND FINANCIAL AID?

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



Maintain a 2.0 cumulative GPA

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



Maintain 67% Unit Completion

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



Maximum Time Frame Requirement*

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



Failure to meet the above SAP Standards:

A yellow triangle with a black exclamation mark inside. Warning	You will be placed on warning after one semester of not meeting SAP. You may remain eligible to receive financial aid.
A red circle with a diagonal slash through it. Suspension	If you fail to meet SAP after one semester on warning status, you will be placed on suspension . Students on suspension after graduating from high school are not NOT eligible to receive financial aid.
A blue square with a white checkmark and a folded corner effect. Appeal	If suspended, you have the opportunity to appeal with the South Texas College financial aid department.

DUAL²DEGREE

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

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

Frequently Asked Questions

What will happen if I drop a course?

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

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

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

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

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

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

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

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

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

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

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

What financial aid programs are affected by SAP?

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

How can I see my academic progress?

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

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

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

Hours of Operation (Library, Open Labs, CLE)

LIBRARY SERVICES		
Mid-Valley Campus Building A-101A 956.447.6663	Monday-Thursday Friday Saturday Sunday	8:00 a.m. - 6:00 p.m. 8:00 a.m. - 4:00 p.m. 10:00 a.m. - 2:00 p.m. Closed
Nursing & Allied Health Campus Room 1208 956.872.3121	Monday-Thursday Friday Saturday Sunday	7:30 a.m. - 7:00 p.m. 7:30 a.m. - 5:00 p.m. Closed Closed
Pecan Campus Building F-122 956.872.8330	Monday-Thursday Friday Saturday Sunday	7:00 a.m. - 10:00 p.m. 7:00 a.m. - 5:00 p.m. 9:00 a.m. - 6:00 p.m. 1:00 p.m. - 6:00 p.m.
Starr County Campus Building F-1.500 956.488.5820	Monday-Thursday Friday Saturday Sunday	7:30 a.m. - 5:30 p.m. 8:00 a.m. - 5:00 p.m. Closed Closed
Technology Campus Building A- 179 956.872.6120	Monday-Thursday Friday Saturday Sunday	8:00 a.m. - 5:30 p.m. 8:00 a.m. - 5:00 p.m. Closed Closed
OPEN LABS		
Mid-Valley Campus Building G-270 956.973.1024	Monday-Thursday Friday Saturday Sunday	7:30 a.m. - 8:00 p.m. 8:00 a.m. - 5:00 p.m. Closed Closed
Nursing & Allied Health Campus Room 1208 - J 956.872.3067	Monday-Thursday Friday Saturday Sunday	7:30 a.m. - 10:00 p.m. 7:30 a.m. - 5:00 p.m. Closed Closed
Pecan Campus Building F - 130 956.872.7208	Monday-Thursday Friday Saturday Sunday	6:30 a.m. - 9:30 p.m. 8:00 a.m. - 7:00 p.m. Closed Closed
Starr County Campus Building J - 108 956.488.5862	Monday-Thursday Friday Saturday Sunday	8:00 a.m. - 6:30 p.m. 9:00 a.m. - 1:00 p.m. Closed Closed
Technology Campus Building B -141 956.872.2719	Monday-Thursday Friday Saturday Sunday	8:00 a.m. - 5:00 p.m. 8:00 a.m. - 12:00 p.m. Closed Closed
CENTERS FOR LEARNING EXCELLENCE (CLE-TUTORING CENTER)		
Mid-Valley Campus Building A - 101 956.447.6675	Nursing & Allied Health Campus 956.872.3044	Pecan Campus Building C 956.872.8303
Starr County Campus Building B - 201 956.488.5824	Technology Campus Building B -150 956.872.2756	

DELTA Online Course for Adjunct and Dual Credit Faculty

Purpose

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

Timeline

Participants will have six weeks to complete all course requirements but are encouraged to complete each module on a weekly basis. DELTA courses are offered twice during full semesters.

Participation

Participants can register online or be assigned by department chairs. All Dual Credit Faculty will be expected to complete the academy, but preference is given to new faculty. Beginning Fall 2017 adjunct faculty can enroll in the course. Visit the Office of Professional and Organizational to see course dates.

Registration is done through Professional Development:

<https://apps.esc1.net/ProfessionalDevelopment/STC>

Learning Modules

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

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

STC IMPORTANT FORMS

- Dual Credit Agreement (Principal and Student)
- Dual Credit Record Change Form
- One page Help Guide for Faculty Teaching DC Courses
- STC Door Sign



STC IMPORTANT FORMS

Dual Credit Agreement (Principal and Student)



SOUTH TEXAS
COLLEGE

Dual Credit Program PRINCIPAL AGREEMENT

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

Name of ISD [Enter name]
Name of High School [Enter Name]

The School District, when reporting and publicizing high school students' completion of dual credit courses, degrees or certificates, will recognize South Texas College as their Higher Education partner. Failure to follow this provision will result in a non-compliance notification as stated in Section 9 of the Dual Credit Program MOU.

Partner School Administrators should be familiar with and abide by the provisions found in the South Texas College Dual Credit Programs Memorandum of Understanding and in the *Dual Credit Program Instructional and Quality Standards Manual*.

Fulfillment of the following requirements will ensure that Dual Credit students who are enrolled in college-level courses at your school have a college-level experience.

COLLEGE POLICIES & PROCEDURES

- **Academic Instructional Calendar:** Dual Credit classes will follow the College Calendar. Exceptions may be arranged through collaboration between the College and the School Principal.
- **Grading Procedures:** All Dual Credit Faculty will follow the College Grading System as stated in the College's Board Policy #3310, Grading System: Credit Programs, as well as the grading criteria in the department approved syllabus.
- **Grade Appeal:** The High School Principal shall direct students who would like to appeal their College Course grade to follow the College's Grade Appeal process. An electronic copy of these documents may be accessed on the Academic Affairs Department webpage.
- **Classroom & Teaching Environment:** The School Principal will ensure an appropriate college-level instruction including the following:
 - Designating a classroom for the college dual credit classes;
 - Displaying the signs provided by College outside of the classroom that indicates "College Course is in Session"; and
 - Assuring no interruptions take place of the college dual credit class while in session, except for official business or emergencies. Removing students for high school activities should be avoided.
 - Ensure that College faculty and dual credit students have appropriate access to all available instructional resources and essential technology;
 - Permit access to the College's electronic learning resources when the course is taught at the High School; and
 - Meet the laboratory safety standards when offering science courses and have material/equipment that comply with College science program requirements.
 - Textbooks and materials shall be available to students on the first class day. Exceptions must be discussed with the High School Programs and Services Administrator and the

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- Department Chair.
- o Dual Credit courses offered must use the College's approved Learning Management System.

Oversight

High School Administrator will ensure that the following requirements are met:

- **Enrollment Cap:** Cap enrollment at 25 students for College faculty teaching at the High School site.
- **Class Cancellations:** Will not cancel Dual Credit Courses assigned to STC Faculty within two weeks of the start of the semester.
- **First Week Rosters:** Assure that all faculty teaching dual credit courses verify the First Week Class Roster to validate all students are enrolled in the dual credit class and refer students not on the roster to the appropriate High School counselor. Any student not listed on the official 12th Day Verification Census Date Roster will not be enrolled in the dual credit course.
- **Required Reports:** Dual Credit Faculty (DCF) will submit all required reporting documents such as: roster verification, learning outcome results, syllabi/section outlines, and submission of grades by the deadline set by the College.
- **Meeting Attendance:** Will allow release time so all Dual Credit Faculty can attend required College departmental meetings and the two (2) required professional development days organized by the College and held on the Saturday before each full semester begins.
- **Concerns, Issues, with Faculty:** Will forward any concerns regarding Dual Credit Faculty (DCF) or College Faculty teaching the college-level course to the College Department Chair for investigation.
- **Instructor of Record:** The faculty assigned to teach a course is charged with the duties and responsibilities of the instructor of record. In cases where the course is a Distance Learning course taught at the partner school, as stated in *Board Policy #3115 Distance Education*, the instructor of record, not an assistant, is the one responsible for delivery of instruction and evaluation of student progress. Online students shall be informed that they are able to access the online course at any time, not only during a designated time at the high school.
- **Assist in informing students that:**
 - Students who are not present for the entire class may be counted as absent and absences may jeopardize their college credit.
 - Student behaviors that distract from the educational environment will not be tolerated and may result in student removal from the class.
 - Review attached information with Dual Credit students and parents.

In support of the partnership between STC and ISD, STC Faculty will:

- Contact the school when planning to be absent or delayed to class;
- Allow students to be absent for school-required state exams without penalty;
- Not remove any student from the class without notifying a school official;
- Provide critical student information when needed for high school reporting as allowed by FERPA rules and as stated in the Guidance Letter for Reporting Requirements as published in the *Dual Credit Program Instructional and Quality Standards Manual*.

Name of Principal

Date

Nicolas Gonzalez, HSPS

Date

July 28, 2017

**SOUTH TEXAS COLLEGE
STUDENT/PARENT PRINCIPLES OF PARTICIPATION**

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

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

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

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

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Dual Credit Record Change Form



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

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

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

Grade Submittal Form

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

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

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

One Page Help Guide for Faculty Teaching Dual Credit Courses

Issue	What to do
Twelfth Day Census roster validation corrections and other roster discrepancies	Get in touch with dual credit contact at partner school and STC Dual2Degree specialist assigned to partner school. Rosters must be validated according to deadlines set by the College and any discrepancies must be corrected through the STC Dual2Degree Department.
Student Identification Number and Username	Instructors can download a list of student identification numbers (A numbers) and usernames through JagNet, Argos, or Blackboard. The STC Dual2Degree specialist and the partner school dual credit contact also have access to this information. When students are unfamiliar with accessing Blackboard or JagNet, then they will need to be provided with instructions on how to logon with their username and the format for their initial password (Ammddy####!). If students still have difficulty with logon, then refer them to the Blackboard Help Desk or the JagNet Help Desk.
JagNet logon difficulties	Contact IS&P Technology Help Desk by clicking on the link in the JagNet homepage or by calling the IS&P Help Desk at (956) 872-2111.
Students are on class roster, but are not on Blackboard roster and cannot logon to Blackboard.	Student access to Blackboard is automatically updated from the STC rosters, but instructors can also go to the Blackboard homepage and click on the "live help" icon or email the Blackboard Help Desk at support@southtexascollege.edu to request that a student be added. The Blackboard Help Desk phone number is (956) 872-2598.
Jaguar P.R.I.D.E. learning outcomes reporting difficulties	Call the JagPRIDE Help Number (956) 872-4411 or contact the Learning Outcomes office online at http://academicaffairs.southtexascollege.edu/curriculum/index.html .
Textbooks unavailable for students	If partner school cannot correct this issue right away, then contact the STC Chair; so the Chair can contact High School Programs and Services to help resolve this issue.
Classroom technology or other classroom facility difficulties	Speak with dual credit high school contact at partner school for help. If issue is not corrected, contact your STC Chair; so Chair can contact High School Programs and Services to help resolve issue.
Questions on STC academic policies and procedures	Contact your STC Chair with questions on academic policies and procedures.
STC Faculty and Partner School Procedures	Know how to contact the STC Dual2Degree specialist assigned to partner school. Visit the partner school before classes begin to become familiar with the facility and its procedures. Introduce yourself to the dual credit contact at the school. Examine the classroom and/or laboratory assigned for your classes. Ask the dual credit contact to provide you with information such as bell schedules, when daily announcements are scheduled, high school rosters for your classes if needed, how to access instructional technology, textbook access, copier codes, workroom area, school attendance procedures, state-mandated testing schedules that could impact your class meetings, parking passes, library services, fire drill procedures, emergency procedures, alert notifications, room access procedures, rest room or hall pass procedures, disciplinary procedures, how to summon school authorities if needed, instructor absence procedures, whether the school wants you to submit progress grades, and any other details that would be useful for you to be aware of. You might also want to make contact with other faculty who are teaching dual credit classes at the partner school. Wear your STC identification badge whenever you are at the partner school campus. Post the STC door sign to help prevent interruptions.
Partner school procedures that are adversely impacting your class	If the dual credit contact at partner school cannot help you resolve the issue, contact your STC Chair; so the Chair can contact High School Programs and Services to help resolve the issue.



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STC FAQ's

- STC FAQ's



Frequently Asked Questions: STC's High School Programs & Services Dual Credit Programs

What is Dual Enrollment?

Dual enrollment is a general term that refers to programs that allow high school students to enroll in college courses while still enrolled in high school. Dual enrollment programs exist throughout the United States.

What is Dual Credit?

Dual credit is a process through which a student may simultaneously earn both high school credit and college credit for successfully completing a college course that provides advanced academic instruction beyond, or in greater depth than, a corresponding high school course. The "dual credit" earned is both college credit and high school credit for one course.

At South Texas College, eligible high school students can earn academic college or career and technology credit toward a post-secondary certificate or degree. Students admitted to the program must meet the same requirements as all other college students. College credit earned upon successful completion of a course may be applied toward an associate degree at South Texas College or may transfer to other colleges and universities.

What is the difference between dual enrollment and dual credit?

Dual enrollment means that while still in high school a student is also enrolled in one or more courses at a college, but not necessarily earning both high school credit and college credit for a course. Dual credit means a student is earning both high school credit and college credit for a course. Students may earn college credit through dual enrollment, but may only earn both high school credit and college credit simultaneously for a course through the dual credit agreement between the high school and the college.

Can any student enroll in college courses for dual credit?

No. Dual credit students must be enrolled in a partnering high school, the Academies Program, or a designated Early College High School (ECHS), and have met the STAAR (EOC) or TSI standard scores. Students must complete the enrollment process and participate in a dual credit orientation at the partnering high school or online. The *Dual Credit Program Enrollment and Support Services Manual*, by the Student Affairs & Enrollment Management Division, is available online and provides students, parents, faculty, administrators and high school counselors with details about the dual credit and registration process.

Is there a difference between the dual credit course and a college course taught at STC?

Dual credit courses are college courses. Students should understand that the amount of work necessary to succeed in dual credit courses may be greater than that of high school courses. In addition, dual credit courses become a part of a student's **permanent college record and transcript.**

How many college courses for dual credit may a student take?

Under HB 505 effective beginning with the 2015-2016 school year, the THECB may not make any rules which limit the number of dual credit courses or hours in which a student may enroll while in high school or limit the number of dual credit courses or hours in which a student may enroll each semester or academic year. Colleges may create dual credit rules irrespective of the new laws that were enacted. The prohibition of rules is specifically directed at the THECB.

At South Texas College, dual credit students may not enroll in college level courses until the spring semester of their 9th grade, and then limited to no more than two (2) courses for that semester from an approved list of recommended courses. All 10th grade students will be limited to only two (2) dual credit courses per semester, and 11th and 12th grade students should not exceed 16 credit hours per semester, for a total of 68 attempted credits, with the exception when pursuing the Associate of Science in Engineering degree; as stated in the College's **Board Policy #3232 Dual Credit Student Eligibility Requirement**. Exceptions to these rules will require the approval of High School Programs & Services (HSPS) and the Dual2Degree Department or the ECHS Director on the Course Overload form. In addition, dual credit students must comply with the College's Academic Progress Standards as outlined in Board Policy #3320 and the Financial Aid Satisfactory Academic Progress (SAP) Policy #3322.

Who is responsible for the content of a course offered for dual credit?

Because the course is a college course, the college is responsible for the content. However, because the high school is also awarding credit, the school district is responsible for ensuring that the student has an opportunity to master the requirements set for the high school credit for the course. The district may do so through a review of the course syllabus as it is taught at the partner institution. If it is determined that all the high school requirements are not included in the course, the district may work with the institution of higher education to augment the course and/or may provide supplemental instruction.

Will dual credit transfer to other four-year colleges and universities?

Not all dual credit hours earned at STC may be applied toward the completion of a 4-year degree. Some degrees require academic courses. STC offers both academic and career and technology courses. Students should understand that while college credit for all courses will be for credit at STC, not all courses are transferable. Students should inquire at institutions of interest to learn which courses will transfer.

Why does STC have these programs?

STC's vision is to create a better quality of life for our communities and does this through promoting student success, excellence, innovation, community, professionalism, collaboration, and integrity. The Dual Credit Program creates the opportunity for developing a college-going culture for the community so that higher education is not only expected, but is also a viable possibility.

What is an Early College High School (ECHS)?

An ECHS is a school designated by the Texas Education Agency (TEA) that provides the outreach, curricula, and student learning and support programs that enable the participating student to combine high school courses and college-level courses during grades 9 through 12. Students in an ECHS are able to complete the Recommended High School Program or the Distinguished Achievement Program while earning up to 60 semester credit hours toward an associate or baccalaureate degree by the time they graduate from high school. All ECHSs must be approved and so designated by TEA (Texas Administrative Code §102.1091 and §4.153).

An ECHS works on the premise that every student deserves the opportunity to attend college, including underserved students. An ECHS consists of a small cohort of students of often no more than 100 students per grade level and students are admitted based on motivation, being first-time-in college, and low-socioeconomic level—not on test scores and past academic performance. These students will undergo a rigorous curriculum with instructional and learning support. The curriculum between high school and college is blended and well-aligned so that student learning is accelerated.

What are the Academies?

Academies are two-year dual credit programs. High school students may apply to enroll in an Academy as juniors and earn an associate degree by the end of their senior year of high school. Academy program structure is designed to allow students to take high school courses in the morning and dual credit college courses in the afternoon at STC. South Texas College has the following academies:

DEMESA - Dual Enrollment Medical Science Academy

DEEA - Dual Enrollment Engineering Academy

DECSA - Dual Enrollment Computer Science Academy

DECJA - Enrollment Criminal Justice Academy

SCADE - School to Career Academy in Dual Enrollment

- Welding

DEBBA - Dual Enrollment Business Administration Academy (First Cohort Fall 2017)

What is the difference between Dual Credit, the Academies, and Early College High School (ECHS)?

Each program serves different student populations. Dual Credit, as a whole, affords students with the opportunity to complete coursework in a number of subjects. Most often, public schools are able to offer some of the core curriculum to any student who qualifies. On the other hand, the Academies are designed for academically high achieving students who already know what field of study they want to focus on. The Academies are two-year Dual Credit programs for students who are interested in earning an associate degree at STC. ECHS is designed to reach students who might be at risk of not attending college otherwise. It offers an opportunity to earn a high school diploma and two years of college credit. More importantly, the transition from high

school to college is eased by blending high school and college curriculum into a cohesive unit.

What is Dual2Degree?

South Texas College leads the state in providing dual credit opportunities to over 16,000 high school students. STC partners with numerous area high school sites, middle schools, and elementary schools to promote a "college-going" culture through dual credit courses and academies, dropout recovery programs, early college high schools, and college enrollment initiatives. South Texas College's Dual2Degree designation encompasses many activities, programs, and initiatives all in support of transitioning dual credit students from high school to South Texas College.

Where can more information be found about Dual2Degree initiatives?

The *Dual Credit Program Enrollment and Support Services Manual* created by the STC Student Affairs & Enrollment Management Division provides students and parents, faculty, administrators and high school counselors with details about the dual credit registration process and support services. This manual can be accessed through the link at: <http://studentservices.southtexascollege.edu/outreach/index.html>.

Also available online is the STC brochure entitled, "Dual2Degree HB 5 Career Pathway Framework – From Dual Courses to Career Opportunities." This brochure provides detailed information on implementing these initiatives and can be accessed at: <http://academicaffairs.southtexascollege.edu/highschool/guides.html>.

What steps do teachers at partner schools take to apply to teach as dual credit faculty for STC?

High school teachers should work with their administrators to get their support before applying to STC to teach dual credit courses. The current process for applying to teach as Dual Credit Faculty can be found in the *Dual Credit Programs Instructional and Quality Standards Manual*.

Will Dual Credit Faculty have an academic mentor from STC that they can contact with questions?

The primary STC academic contact for dual credit faculty is the STC department chair. STC instructional departments can assign faculty members to take on the role of dual credit mentors. These contacts are vital to the success of dual credit courses and to help ensure that these courses compare in rigor and quality to courses taught on campus.

What are CRNs?

CRN stands for course registration numbers. STC's Registrar designates a unique number that identifies the time, days, instructor and location of every course section. The CRN is entered on the enrollment form to make sure that students are enrolled in the correct course and section.

Why does STC need faculty to approve their class roster by the deadlines?

It is critical for faculty to verify that their roster is correct in the College's information system (JagNet) and that they provide the high school dual credit contact with a list of discrepancies, so errors can be corrected in time for the 12th Class Day Census Verification. Rosters become official after 12 days into the term, and school districts will be billed for these students when using an STC Faculty. Students taking dual credit classes expect to receive college credit. If a student is missing from the class roster, they will not be eligible to earn college credit for the course.

How can faculty review their class rosters and submit final grades?

JagNet is the portal to course and student information and much more. Login to JagNet to access the "Faculty" tab where faculty can verify class rosters as well as submit final course grades electronically.

Will Dual Credit Faculty have an opportunity to attend orientation, STC department meetings, or professional development workshops at STC?

STC is committed to providing professional development opportunities for Dual Credit Faculty. Professional development events facilitate communication between Dual Credit Faculty in numerous districts and the college. Dual Credit Faculty can find out more about professional development opportunities from the STC Office of Professional & Organizational Development and from STC chairs. In addition, Dual Credit Faculty should attend any required STC department meetings during the semester.

Will someone from STC be observing Dual Credit Faculty teaching class?

Dual Credit Faculty can be observed as part of the faculty evaluation process. Guidelines for the observation process are detailed in the STC faculty evaluation plan and in the *Dual Credit Programs Instructional and Quality Standards Manual*.

Is it necessary for Dual Credit Faculty to use the college syllabus?

Dual Credit Faculty agree to use STC's syllabus, learning outcomes and approved textbooks. This is done to ensure course quality standards, consistency, and rigor across disciplines. Faculty must submit a course syllabus/outline for each course to the STC chair at the beginning of each semester. As a model, a master course syllabus will be provided for each course taught.

Is it necessary to use college-approved textbooks?

Instructors teaching transferable academic classes agree to use college-level textbooks that have been approved by the STC chair for the course. For dual credit classes this would be the STC approved textbook. With the approval of the STC chair, the state-approved AP textbook may be used. Instructors should share the AP text information with their respective STC chairs. The textbooks must be available to dual students on the first day of the college class. According to the established MOU, College-approved textbooks purchased by a school district may be used for a minimum of three years from the date of the purchase. An Early College High School is allowed to use textbooks for at least four years from the date of purchase or as mutually agreed upon by both institutions. Chairs may request a change of textbook earlier than three years, if the textbook is for a technology-based course.

What is the student course evaluation process?

It is College policy that students are given the opportunity to evaluate their courses and instructors, and this includes dual credit courses. Instructions for completing these online evaluations will be available for students each semester during the last weeks of the semester. An analysis of the student course evaluations will be available to the instructor and the appropriate Academic Dean at the College.

Do faculty have reporting responsibilities when critical student performance information is needed by high schools?

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

Can faculty share critical performance information electronically with high school counselors and/or administrators?

Sharing student information electronically should be minimized and done only when it would not be compromised. When sending information through email, it is important to send the message only to the intended recipient at their official school email address. When at the high school teaching class, the information can be provided directly to students' school counselor or administrator.

Where can I find more information about High School Programs and Services and the Dual Credit Programs?

Visit the webpages for the High School Programs and Services Department for information on all its programs at <http://academicaffairs.southtexascollege.edu/highschool/> and to access links to reports, research, guides, and the *Dual Credit Programs Instructional and Quality Standards Manual*.

QUICK LINKS

- Quick Links



QUICK LINKS

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

Academic Calendars

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

Academic Catalogs

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

Centers for Learning Excellence (CLE)

<http://academicaffairs.southtexascollege.edu/cle/index.html>

Course Evaluations (SmartEvals)

<https://academicaffairs.southtexascollege.edu/smartevals/>

Curriculum & Student Learning

<http://academicaffairs.southtexascollege.edu/curriculum/index.html>

Degree Plans

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

Dual 2 Degree Manual

<http://studentservices.southtexascollege.edu/outreach/>

Faculty Evaluation Plans

<http://academicaffairs.southtexascollege.edu/evalplan/>

Faculty Handbook

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

Final Exam Schedule

<http://academicaffairs.southtexascollege.edu/>

High School Programs and Services (HSPS)

<http://academicaffairs.southtexascollege.edu/highschool/index.html>

Office of Professional & Organizational Development

<https://www.southtexascollege.edu/profdev/>

Student Affairs and Enrollment Management

<http://studentservices.southtexascollege.edu/>

Student Services website for resources including Student Handbook

<https://www.southtexascollege.edu/current/index.html>

STC CONTACT INFORMATION

- High School Programs & Services Department
- Dual2Degree Department



SOUTH TEXAS COLLEGE CONTACT INFORMATION

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SOUTH TEXAS COLLEGE

Equal Education and Equal Employment Opportunity (EEO)

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

South Texas College Accreditation

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