

REFERENCE GUIDE

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



2025-2026

Academic Year



**SOUTH TEXAS
COLLEGE**

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STC GENERAL INFORMATION

VISION, MISSION + CORE VALUES



VISION STATEMENT

Changing lives and transforming communities through higher education.

MISSION STATEMENT

South Texas College is a comprehensive public higher education institution that transforms lives through innovative education, holistic learner support, and community engagement. We empower our region and drive socioeconomic advancement through lifelong learning opportunities.

CORE VALUES

STUDENT SUCCESS:

We are committed to the personal, academic and career goals of each student.

EXCELLENCE:

We are committed to excellence and innovation in teaching, learning and services.

OPPORTUNITY:

We are committed to providing access and support for students to achieve their academic and career goals.

CARING:

We are committed to creating a campus culture that embodies respect, empathy, and genuine care for all.

INTEGRITY:

We are committed to being respectful, professional, honest, accountable and transparent.



2025-2026 META-MAJORS | PROGRAM CLUSTERS

Architecture & Construction

- Architectural & Engineering Design Technology
- Architecture
- Construction Supervision
- Electrician Technology
- HVAC-R Technology
- Surveying & Geospatial Technology

Business & Professional Services

- Business Administration (Academic & Workforce)
- Cosmetology
- Culinary Arts
- Human Resources
- Office Administration
- Paralegal

Computer & Information Technology

- Computer Science
- Cybersecurity
- Information Technology

Education & Kinesiology

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

Fine & Performing Arts

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

Health Sciences

- Associate Degree Nursing
- Diagnostic Medical Sonography
- Emergency Medical Services
- Health Information Technology
- Medical Assistant Technology
- Occupational Therapy Assistant
- Patient Care Technician
- Pharmacy Technology
- Physical Therapist Assistant
- Radiologic Technology
- Respiratory Therapy
- Vocational Nursing

Humanities

- Communication
- English
- History
- Interdisciplinary Studies (AA)
- Language & Cultural Studies
- Mexican-American Studies
- Philosophy
- Sign Language Interpreting

Industrial Technology

- Advanced Manufacturing Technology
- Welding

Math, Science & Engineering

- Biology
- Chemistry
- Engineering
- Interdisciplinary Studies (AS)
- Mathematics
- Physics
- Pre-Pharmacy

Public Safety & Administration

- Fire Science
- Law Enforcement
- Public Administration

Social & Behavioral Sciences

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

Transportation

- Automotive Technology
- Diesel Technology





ESSENTIAL QUALITIES of South Texas College Faculty

Commitment to Teaching

Excellence and Student Success:

South Texas College faculty members are dedicated to fostering an environment of excellence in teaching and learning. They remain proficient in their disciplines, employ diverse and innovative teaching methods, and actively contribute to student success through guidance, motivation, and a deep passion for their subjects. Faculty members also demonstrate passion, compassion and patience, ensuring high levels of student engagement and understanding.

Commitment to Student Engagement and Support:

South Texas College faculty members are dedicated to fostering a supportive and engaging learning environment. This is essential for cultivating a sense of community and personal growth among students, thereby enhancing their overall educational experience. Through these efforts, our faculty ensure that every student not only achieves academic success but also feels valued and connected throughout their educational journey at South Texas College.

Commitment to Leadership in Education and Community Engagement:

Faculty members at South Texas College lead by example both within the college and in the broader community. They develop programs, training, and curricula that respond to the evolving educational and community needs. By participating in committees, serving as advisors and mentors, and engaging with local businesses and schools, faculty uphold and spread the College's core values and foster a college-going culture.

LEADERSHIP QUALITIES THAT LEAD TO STUDENT SUCCESS

- ▶ Adaptable
- ▶ Approachable
- ▶ Dedicated
- ▶ Knowledgeable
- ▶ Empathetic
- ▶ Motivating
- ▶ Professional



Commitment to Lifelong Learning and Professional Growth:

Our faculty are committed to continuous professional development to enhance their teaching effectiveness and keep pace with technological and pedagogical advancements. This commitment ensures faculty can provide the best educational experience, adapting to diverse teaching modalities and the changing landscape of higher education.

Updated September 2024

SOUTH TEXAS COLLEGE FACULTY
Committed to Student Success

STC TIMELINES & DEADLINES

ACADEMIC CALENDAR

2025-2026 Calendar

REV: 08/20/25



Fall Semester 2025 (August 25 - December 14)

August 13 (Wednesday)	New Faculty Start Date – New Faculty Benefits & Orientation (Human Resources)
August 18 (Monday)	Faculty Return – Academic Affairs Assembly / Division Meetings
August 19 (Tuesday)	Faculty Preparation Day / Departmental Meetings
August 20 (Wednesday)	Faculty Preparation Day / Departmental Meetings
August 21 (Thursday)	Faculty Preparation Day / Full-Time Faculty Teaching Dual Credit Courses PD Day / Departmental Meetings
August 22 (Friday)	Faculty Preparation Day / Departmental Meetings
August 23 (Saturday)	Adjunct & Dual Credit Faculty Professional and Organizational Development Day
August 25 (Monday)	Classes Begin
September 1 (Monday)	College Closed – Labor Day
September 10 (Wednesday)	Census Day - Twelfth Class Day
September 26 (Friday)	College Closed – Fall Convocation*
November 14 (Friday)	Last Day to Withdraw
November 27 – 30 (Thursday – Sunday)	College Closed - Thanksgiving Holiday
December 8 – 14 (Monday – Sunday)	Finals
December 13 (Saturday)	Commencement Ceremonies*
December 13 (Saturday)	Certificate and Degree Award Date
December 14 (Sunday)	End of Term
December 15 (Monday)	Last Day to Submit Grades
December 18 – January 4 (Thurs. – Sun.)	Winter Break (College Closed)

2025-2026 Calendar



Spring Semester 2026 (January 20 – May 14)

January 5 (Monday)	College Opens – Staff return
January 5 (Monday)	New Faculty Start Date – New Faculty Benefits & Orientation (Human Resources)
January 12 (Monday)	Faculty Return – Division / Department Meetings
January 13 – 16 (Tuesday-Friday)	Faculty Preparation Day / Departmental Meetings
January 17 (Saturday)	Adjunct & Dual Credit Faculty Professional and Organizational Development Day
January 19 (Monday)	Martin Luther King, Jr. Day – College Closed
January 20 (Tuesday)	Classes Begin
January 27 – 30 (Tuesday – Friday)	Distance Learning Symposium*
February 4 (Wednesday)	Census Day - Twelfth Class Day
February 13 (Friday)	College Closed – College-Wide Professional Development Day*
March 16 - 22 (Monday - Sunday)	College Closed - Spring Break
April 2 – 5 (Thursday – Sunday)	College Closed - Semester Break
April 20 (Monday)	Last Day to Withdraw
May 8 – 14 (Friday – Thursday)	Finals
May 14 (Thursday)	End of Term
May 15 – 16 (Friday - Saturday)	Commencement Ceremonies*
May 16 (Saturday)	Certificate and Degree Award Date
May 18 (Monday)	Last Day to Submit Grades
May 25 (Monday)	College Closed – Memorial Day

2025-2026 Calendar



Summer Session 2026 (June 1 – August 7)

June 1 (Monday).....Classes Begin

June 16 (Tuesday)	Census Day - Twelfth Class Day
June 19 (Friday)	College Closed - Juneteenth
July 3 (Friday)	College Closed-Independence Day
July 6 – 7 (Monday & Tuesday)	No classes (For Summer III only)
July 23 (Thursday)	Last Day to Withdraw
August 6 (Thursday)	End of Term/Finals (Classes Meeting M-R)
August 7 (Friday)	End of Term /Finals (Classes Meeting M-F)
August 8 (Saturday)	Certificate and Degree Award Date
August 10 (Monday)	Last Day to Submit Grades

SI – Minimester (June 1 – July 2)

June 1 (Monday).....Classes Begin

June 4 (Thursday)	Census Day - Fourth Class Day
June 19 (Friday)	College Closed - Juneteenth
June 25 (Thursday)	Last Day to Withdraw
July 2 (Thursday)	End of Term/Finals
July 3 (Friday)	College Closed-Independence Day
July 6 (Monday)	Last Day to Submit Grades

SII – Minimester (July 8 – August 7)

July 8 (Wednesday).....Classes Begin

July 13 (Monday)	Census Day - Fourth Class Day
July 31 (Friday)	Last Day to Withdraw
August 6 (Thursday)	End of Term/Finals (Classes Meeting M-R)
August 7 (Friday)	End of Term /Finals (Classes Meeting M-F)
August 10 (Monday)	Last Day to Submit Grades

FINAL EXAM SCHEDULE

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

Once-a-week Classes

Once-a-week Classes that meet:	Exam Time:
Fridays	Friday, May 9, first 2 hours of class time (Note: Exams for 5:30 p.m. classes will begin at 6:00 p.m.)
Saturdays	Saturday, May 10, first 2 hours of class time (Note: Exams for 5:30 p.m. classes will begin at 6:00 p.m.)
Sundays	Sunday, May 11, first 2 hours of class time (Note: Exams for 5:30 p.m. classes will begin at 6:00 p.m.)
Mondays	Monday, May 12, first 2 hours of class time (Note: Exams for 5:30 p.m. classes will begin at 6:00 p.m.)
Tuesdays	Tuesday, May 13, first 2 hours of class time (Note: Exams for 5:30 p.m. classes will begin at 6:00 p.m.)
Wednesdays	Wednesday, May 14, first 2 hours of class time (Note: Exams for 5:30 p.m. classes will begin at 6:00 p.m.)
Thursdays	Thursday, May 15, first 2 hours of class time (Note: Exams for 5:30 p.m. classes will begin at 6:00 p.m.)

Monday, May 12

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

Tuesday, May 13

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

Wednesday, May 14

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

Thursday, May 15

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

All finals must be given during this exam period. Any exceptions to the final exam schedule must be approved by the Division Dean. This final exam schedule was developed for traditional classes. Faculty teaching Hybrid or Minimester courses that do not fall within the meeting times of this final exam schedule should work with students to resolve possible final exam conflicts. Final exams for dual credit ("S") courses should be held within the approved semester meeting time, unless otherwise approved by the Department Chair.

ATTENDANCE VERIFICATION

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

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

To assist with communication between faculty and students, all faculty are asked to deploy the 1st Week Starfish Access Assignment on the first-class day. The Assignment will help students gain a better understanding of Starfish, while encouraging them to update their contact information. The Starfish Early Alert System provides interventions and raises awareness about available tools and resources to help students succeed.

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

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

Important:

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

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

For any issues or questions, please contact Shannon Perales at 956.872.1954

Notes:

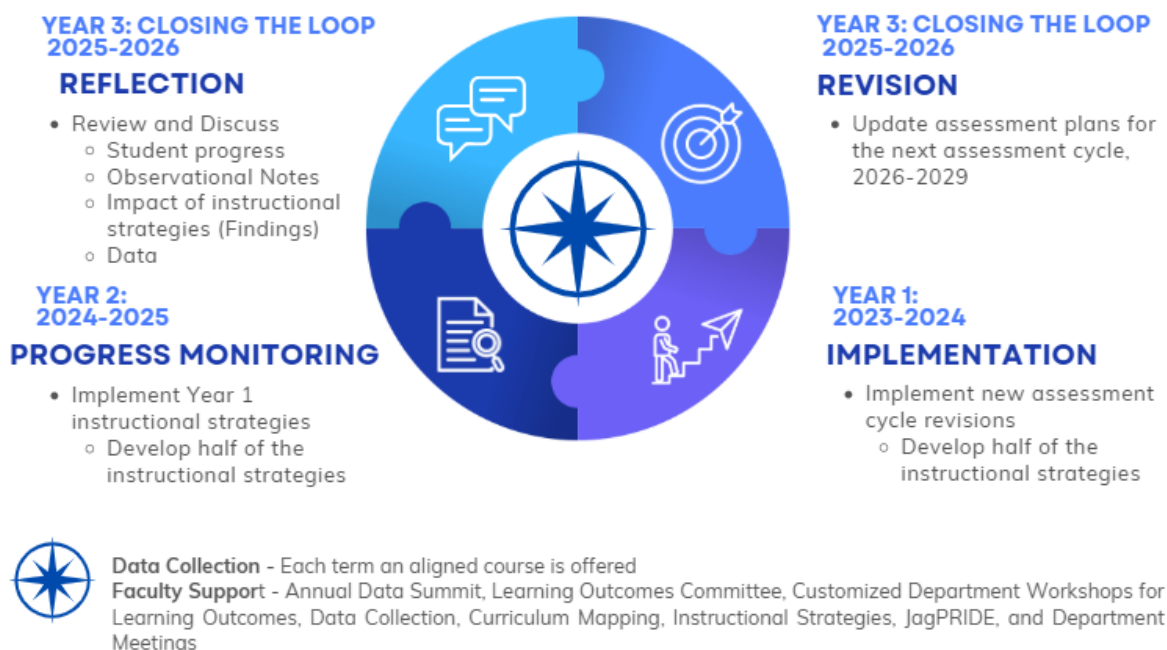
Though Financial Aid Attendance Rosters do not have to be verified for "S" sections, rosters for "S" sections should be checked for accuracy, and any discrepancies should be reported to the partner school dual credit contact and the STC Dual Credit Enrollment Services Specialist assigned to that school.

LEARNING OUTCOMES

DEPARTMENT OVERVIEW

The mission of the Learning Outcomes Department is to support programs and faculty in the ongoing enhancement of student learning outcomes through effective curriculum mapping, documentation, and data collection. This ensures a reliable and valid foundation for meaningful analysis. Through collaborative departmental discussions, faculty can then identify and implement strategies that enhance student learning and promote skill mastery.

LEARNING OUTCOMES PROCESS - STARTING WITH THE END IN MIND



JAGPRIDE APPLICATION

The **JagPRIDE** application facilitates the collection of Program Learning Outcome (PLO) and Core Objective (CO) data for aligned courses at the conclusion of each session. This data is documented in the assessment plans, which inform departmental reviews and guide the development of instructional strategies aimed at enhancing student skill attainment.

2025-2026 JagPRIDE Data Entry Deadlines



**JAGPRIDE DATA IS DUE THE SAME DAY
GRADES ARE DUE**

All **Adjunct, Full-Time, and Dual Credit Faculty** instructing courses aligned to Program Learning Outcomes and Core Objectives are required to submit data. **Please ensure the timely and accurate submission of JagPRIDE data to support continuous improvement efforts.**

RESOURCES & SUPPORT

Please visit the [Learning Outcomes](#) web page for access to

- [Core Objective Rubrics](#)
- [JagPRIDE Core Objectives User Guide](#)
- [JagPRIDE PLO User Guide](#)
- Additional assessment resources

For assistance with student learning outcomes, JagPRIDE, or to request individual or group training, please contact:



JagPRIDE Helpline: (956) 872-4411



Email: pride@southtexascollege.edu



Office Hours

- Monday – Thursday: 8:00 AM – 5:00 PM
- Friday: 8:00 AM – 12:00 PM



Summer Hours

- Monday – Thursday: 8:00 AM – 5:00 PM

MASTER SYLLABI & SECTION OUTLINES

Concourse Syllabi Management (CSM) is a cloud-based application, which utilizes workflow for the centralized management and review of master syllabi, section outlines, and curriculum vitae. The **master syllabus** for each course is prepared by the Department/Program Chair through the CSM application for the purposes of describing individual course requirements/guidance and outlining course-specific information. Prior to the start of each semester, Department/Program Chairs are provided an opportunity to update the master syllabi templates through the CSM application. The master syllabi template serves as the foundation for the sections outlines when generated in the CSM application.

Section outlines are typically generated 1-2 weeks before the start of the term. A notification to faculty will be sent via Faculty/Staff News once the section outlines are available for updating. Within the CSM application, the section outline is prepared by the faculty and is made available to students (during the first week of class) for the purposes of outlining course content, goals, requirements, and methods of evaluation. The section outline is cloned from the master syllabus template (completed by the department chair) and must describe course-specific information.

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

It is the responsibility of the faculty to ensure their section outlines have been completed and submitted to comply with [HB2504](#). The Office of Curriculum, Planning and Compliance will distribute compliance reports periodically to the Deans and Department/Program Chairs throughout the semester to provide a list of faculty who are out of compliance.

Section outlines are accessible by students, faculty, and the public through the [Concourse Syllabi Management](#) application to comply with HB2504.

Questions?

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

CURRICULUM VITAE INSTRUCTIONS

The Concourse Syllabus Management (CSM) application is the source of Curriculum Vitae (CV). All faculty, including dual credit, will be required to complete their CV through the application. Faculty will also be able to update their CV as needed. Resources to assist faculty including video tutorials, a user guide, and FAQs can be found on the [Master Syllabi and Section Outlines](#) web page.

Required Components for Faculty Curriculum Vitae include:

- **EDUCATION** Provide post-secondary educational experience for each degree earned
 - Title of the Degree earned (include the date of graduation)
 - Name of the Institution, City and State
- **EXPERIENCE**
 - List the names of higher education institutions (include the range of years that you have taught at that institution; be sure to include current teaching assignments).
 - Teaching discipline: lists all disciplines that you have taught
 - List administrative positions **relevant** to higher education
 - Name of the institutions, positions held, beginning and end dates
 - A brief description of the position's responsibilities
- **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, state **None** in this section or leave blank.

Curriculum Vitae Reports:

- At the beginning of each semester, the Office of Curriculum, Planning & Compliance will run a report to generate a list of faculties with missing Curriculum Vitae. This report will be emailed to Deans and Department/Program Chairs to follow up with faculty to complete their CVs within the CSM application.

SMARTEVALS COURSE EVALUATIONS

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 each session email reminders will be sent to faculty asking them to encourage students to complete course evaluations.

The College administers online end-of-course evaluations for all faculty teaching courses during regular fall, spring, and summer semesters as well as minimesters (with few exempted courses). Faculty are strongly encouraged to participate in the evaluation process by making class announcements and offering students class time to complete evaluations. For in-person classes, if the faculty member chooses to utilize class time to complete the evaluations, the faculty member must leave the room while students are completing the course evaluations. After the close of each semester's evaluation period, course evaluation results will be available through the SmartEvals application ten (10) days after grades have been submitted.

Student Purpose

Each semester students will be invited to complete a short ten-minute survey about teaching effectiveness for each course in which they are enrolled. 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

Students receive an email to their JagMail account and alternate email listed under their student account when their classes become available for evaluation. They will continue to receive email reminders until they complete the evaluation or until the evaluation period ends.

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

Faculty receive email reminders throughout the evaluation period to notify them of availability. Faculty are able to check on their response rates in real time and send an email using SmartEvals to those students who have not completed the survey. Course evaluation results are completely anonymous and maintained by the Office of Curriculum, Planning & Compliance.

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

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

FINAL GRADE SUBMISSION

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

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

Option 1: JagNet Grade Submission Process

1. **Open the STC webpage** (www.southtexascollege.edu)
2. **Click on 'JAGNET'**
3. **Enter your assigned STC username (e-mail without domain) and password**
4. **Look for 'Faculty Tools'**
5. **Click on 'Faculty Grade Entry'**
6. **Search by CRN or Term (i.e., Fall 2025)**
7. **Select a course**
8. **At this point you should be able to enter grades for the selected course**

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

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

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

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

If you have any questions or need help, please contact the Office of Admissions and Records at 872-2156, 872-2181 or 872-8308.

Option 2: Blackboard - Banner Grade Submission Process

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

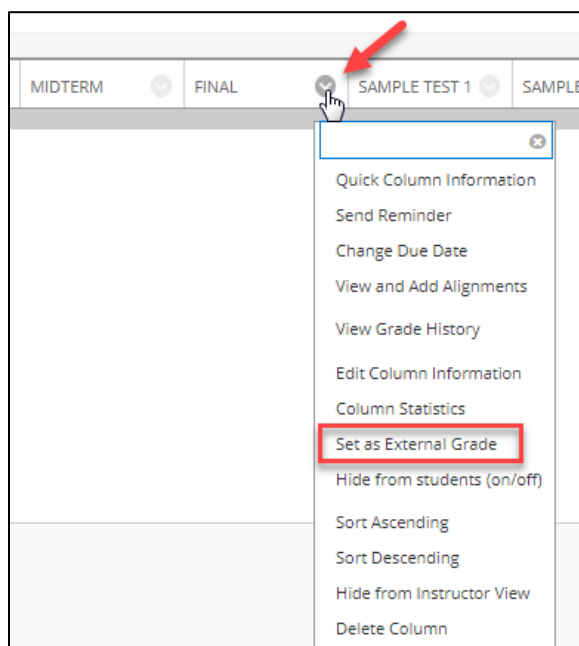
Why would you use this feature: Instructors are able to submit their final grades directly to the Banner Student Information System (SIS) from the Blackboard grade book. The Final Grade Submission course tool provides two options for grade entry which are auto-populate from the grade book or manual entry.

PRIOR TO USING THIS FEATURE:

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

STUDENT ID	LAST ACCESS	CHILD COURSE	FINAL GRADE
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To set a column as the "External Grade" navigate to the column in the Grade Center and click on the drop-down menu for that column. Select "Set as External Grade" and the green check mark will appear to the left of the column name.



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

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

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

SUBMITTING GRADES THROUGH MANUAL ENTRY:

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

TIPS:

- Acceptable Letters are the following: A, B, C, D, F, I.
- The last date of attendance is not enforced using the Final Grade Submission tool when a failing grade is entered, but it should still be submitted as Admissions require it for Financial Aid purposes. The acceptable format is MM/DD/YYYY. Ex. 01/01/2025
- Admissions must have the grading period open in banner before this Final Grade Submission tool works properly. Grades can only be submitted during the open grading period Admissions sets, and it is not controlled by the Digital Learning department. Final Grade Submission tool in Blackboard will become unavailable at midnight of the due date, and the instructor will need to go into their JagNet account to submit your final grades if the tool becomes unavailable in Blackboard.
- You can correct grades as needed until the grades are "rolled" (every night) by the Admissions Office at which time they are not editable, and you will need to contact the Admissions office for any corrections.
- Please disregard the Column for "Extension Date." It is not being used by banner and will not generate any information if used.
- When using Auto-Populate feature of the Final Grade Submission tool, it does not automatically round grades. For example, if a student has a grade value of 89.7 (using the default grade schema), it will not round this grade up to an A. If you wish, you may manually change the grade before you press the Submit button.

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

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

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

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

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

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

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

COLLEGE KNOWLEDGE FOR FACULTY

JAGNET SELF-SERVICE

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 log in to JagNet?

Point your web browser to <http://jagnet.southtexascollege.edu> and log in using your STC username and password.

What is my JagNet Username and Password?

Office of Admissions and Records generates JagNet passwords for the 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 12 characters long
- Contain seemingly random or uncommon information
- Be easy to remember but hard to guess by others
- Contain characters from at least three of the following four categories:
 1. Uppercase characters (A-Z)
 2. Lowercase characters (a-z)
 3. Numbers (0-9)
 4. Special characters (!,@,#,\$,%,^,&,*)

JagMail Setup

When you receive your JagNet Username and Password you can then retrieve your 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@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. If you still cannot get into JagMail, please contact the Service Desk at [956.872.2111](tel:956.872.2111)

If you see an error in red that states: Selected user account does not exist in tenant "South Texas College" please call the Service Desk at [956.872.2111](tel:956.872.2111)

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, 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 956-872-2111.

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.

COLLEGE-GOING CULTURE

Cultivating a college-going culture lays the foundation for student success and opportunity. Dual Credit Faculty engagement empowers students and creates pathways to higher education. By fostering a supportive environment, we encourage:

- academic success,
- inspire future leaders,
- develop essential skills, and
- ease the transition to higher education.

TOGETHER, we make a difference!

Empowering students through a college-going culture is a shared responsibility. We can create an environment that promotes academic achievement and career readiness. Together, we can inspire students to envision and pursue their futures with confidence.

CREATING A COLLEGE EXPERIENCE

Helping Students Recognize the Differences between High School and College

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

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

Following the Rules in High School	Choosing Responsibly in College
High school is mandatory and usually free.	College is a voluntary option and it is not free.
Student time is structured by others.	Students manage their own time.
Students can count on parents and teachers to remind them of their responsibilities and to give guidance in setting priorities.	Students must balance responsibilities and set priorities. Students will face moral and ethical decisions they may not have faced before.
Each day, students proceed from one class directly to another, spending 6 hours each day--30 hours a week--in classes.	Students might have hours between classes; class times vary throughout the day and evening; and a student might spend only 12 to 16 hours each week in classes.
Most classes are arranged for students.	Students arrange their own schedule in consultation with their advisor. 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.

High School Instruction	College Professors
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 a 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

Academic dishonesty. Students attending South Texas College are responsible for adhering to standards of academic integrity. Academic integrity is the pursuit of scholarly activity in an open, honest and responsible manner. Academic integrity is a basic guiding principle for all academic activity at South Texas College and students are expected to act in accordance with this principle. Failing to adhere to academic integrity constitutes academic dishonesty.

Academic dishonesty is considered to be a violation of the behavior expected of a student in an academic setting as well as a student conduct violation. A student found responsible for academic dishonesty is subject to appropriate academic penalty as determined by the faculty member. Students who engage in academic dishonesty also face additional sanctions from the Office of Student Conduct, including expulsion from the College, as outlined in the South Texas College Code of Student Conduct.

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

Any assessment/exam administered by Student Assessment Center including, but not limited to, ACT, GED, GED Online, TSI Assessment on Campus, TSI Online, Pearson Vue, HESI, and TCOLE/TCFP are subject to sanctions imposed by vendor.

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.
 - 6. 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.

7. 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.
 4. The unauthorized use or misuse of Artificial Intelligence (AI).
- c. **Multiple Submissions** - Multiple submissions are submissions of the same or substantially the same work for credit in two or more courses, including but not limited to courses being retaken for credit. Multiple submissions include the use of any prior academic effort previously submitted for academic credit at this or a different institution. Multiple submissions will not include those situations where the prior written approval by the instructor in the current course is given to the student to use a prior academic work or endeavor.
- d. **Fabrication** - The intentional and unauthorized falsification or invention of information or citation in an academic exercise.
1. Inventing data or results, and recording or reporting them as factual.
 2. Inventing or altering citations, footnotes, etc.
 3. Providing a fabricated document to a course instructor in order to obtain an excused absence or to satisfy a course requirement.
- e. **Collusion** - Unauthorized collaboration with another person in the preparation of an academic assignment. All assignments are to be completed individually unless the course instructor indicates otherwise.
- f. **Complicity** - Assisting or attempting to help another student commit academic dishonesty.
1. Providing information about test questions before a scheduled exam or quiz unless authorized to do so by the course instructor.
 2. Allowing another student to copy from one's paper during an exam, quiz or homework assignment.
 3. Taking an exam or quiz for another student.
 4. Signing another student's name on an academic exercise or attendance sheet.

5. Conspiring with one or more persons to commit, or to attempt to commit, any act of scholastic dishonesty.

g. Failing to Report Academic Dishonesty - Failing to report an incident of academic dishonesty to your course instructor.

Other Policies. Violations of other published College regulations or policies not listed in the Code of Student Conduct. This includes but is not limited to, computer use, use of College facilities, parking rules and regulations and regulations governing student organizations.

Student Conduct Authority

Usually, only the Dean of Student Affairs or the Director of the Office of Student Rights and Responsibilities - Student Conduct may find a student responsible for violating the Code of Student Conduct. However, the Title IX Coordinator, the College President, Vice-Presidents, the Director of Human Resources and the Dean of Student Affairs are designated as "Officials with Authority" under Policies DIAA (Local) and FFDA (Local): Freedom from Discrimination, Harassment, and Retaliation: Sex and Sexual Violence who may also institute corrective measures on behalf of the College.

In cases where faculty maintain (initial, original) jurisdiction over matters such as Academic Negligence and Academic Dishonesty, the faculty member may administer discipline in accordance with class syllabi and program/ department standards as outline under Section 8 of this code. Faculty are required to notify the student of their due process right to appeal any imposed sanctions as described within this code under Section 8: Student Discipline in the Classroom. Faculty are encouraged to notify the Office of Student Rights and Responsibilities - Student Conduct of instances of academic dishonesty to ensure that institutional standards for academic dishonesty are maintained.

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT

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

Notice: As permitted under section 99.31 (a)(ii)(2) of the Family Educational Rights and Privacy Act of 1974 as amended, and upon request of The University of Texas Rio Grande Valley (UTRGV), STC will forward academic records for students who seek or intend to enroll at UTRGV.

STUDENT DISCIPLINE IN THE CLASSROOM

The following information is available in the STC Student Handbook, which can be accessed [here](#).

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 and Responsibilities - Student Conduct.

South Texas College supports the right of faculty to maintain discipline in the classroom. When a student is alleged to have committed an act academic dishonesty, been disruptive in the classroom, clinical or other academic setting, the course instructor or clinical supervisor (in consultation with the Program Chair, when appropriate) may move to sanction the student, which may include temporarily or permanently removing that student from class according to procedures outlined in this Section of the Code of Student Conduct. The primary responsibility for managing the classroom environment rests with the course instructor; this includes instances of academic dishonesty. Each course instructor determines what behavior is appropriate or not appropriate in their classroom. For a detailed list of classroom rules, please review the individual course instructor's syllabus, the program handbook or consult with the individual course instructor directly.

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

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

Temporary Dismissal from a Course:

The instructor, at their discretion, may dismiss a student temporarily from a course for no more than two class periods or equivalent. In such instances, and no later than one working day after the dismissal, instructors must report the temporary dismissal to their Department Chair, their Dean, and the Office of the Dean of Students/ Office of Student and Responsibilities-Student Conduct by submitting a Complaints Concerning Students.

Students who are dismiss temporarily must leave the class while instruction is ongoing, the student must comply immediately. After the student have been removed, student and the

instructor are required to meet face to face and resolve the matter with their instructor prior to the next regularly scheduled class, lab, or clinical meeting. If this is not possible, they may meet with the Department Chair, Associate Dean, or Dean to review the dismissal and seek resolution.

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

Steps for Temporary Removal from a Course:

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

Steps for Permanent Removal from a Course:

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

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

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

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

Not more than 2 business days, after the incident that caused the dismissible from class, the instructor must submit their written statement to their Department Chair, their Dean and the

submit a Complaints Concerning Students to the Dean of Student Affairs/ Office of Student Rights and Responsibilities - 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 others 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 South Texas College Department of Public Safety immediately. Please note, removal of a student from an individual instructors' course may not constitute grounds to removal of a student from the college as a whole, please refer to the Student Administrative Conduct Process outlined on Section 7 of the Code of Student Conduct.

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

Student Discipline in the Classroom - Appeal Process:

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

An appeal to the Dean may result in one of the following:

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

If the student fails to submit their appeal in writing to the program Dean 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.

Make a Report:

Reporting Violations of the Student Code of Conduct, Odd, Concerning, or Threatening Behavior.

In an emergency your first call should be to 911 or the STC Security Department at 956-872-4444

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 insure the health and safety of all members of the South Texas College community. This allows the College to provide you with information about the outcome of your report and to provide victims assistance information when appropriate.

For detailed complaint procedures and steps in filing a complaint, see the [Student Handbook](#).

COLLEGE GRADING SYSTEM & OTHER FACULTY RESPONSIBILITIES

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

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 FLD (Local) Student Rights and Responsibilities - Student Complaints**, the purpose of this policy is to provide provisions for the administrative process for final course grade appeals.

Students at South Texas College have the right to appeal final course grades. It is the responsibility of the student to initiate the grade appeal process by contacting the faculty member directly no later than 30 calendar days after the end of the semester in which the grade was issued.

The responsibility for assigning grades in a course belongs to the faculty member. The only grounds for appealing a course grade would be compelling evidence of discrimination, differential treatment, grading error, and/or other procedural irregularities. In circumstances where the faculty member of record is no longer an active employee of the college, this responsibility will rest with the program chair.

In the event of an appeal, the South Texas College Grade Appeal Process must be followed. Appeals reaching the final level of review will be heard by the STC Grade Appeal Committee. Procedures for appealing course grades are available in the Student Handbook and on the South Texas College web site. The decision of the STC Grade Appeal Committee is final and concludes the approved South Texas College grade appeal process.

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

Policy ECC (Local) Instructional Arrangements - Course Load and Schedules

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

A student who decides to withdraw from a specific course(s) should initiate withdrawal procedures by logging into JAGNET and withdraw from course. Students who are failing a course and have not withdrawn as of the established deadline will receive an "F." A student

who is not progressing satisfactorily toward completion of course objectives due to non-attendance may be withdrawn from the course by the instructor prior to the published deadline for withdrawals.

It is the student's responsibility to initiate the withdrawal process. The College is not responsible for any liabilities incurred as a result of the student's failure to officially withdraw from the College. Students whose circumstances require them to discontinue attending a course should promptly take steps through the Enrollment Center to officially withdraw from it. Failure to withdraw properly will result in a grade of "F" in the course. Instructors are authorized, but not required, to withdraw students that in their opinion are not able to successfully complete a course. A student may appeal an instructor-initiated withdrawal.

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

Six "W" Limit

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

The following grading system is used at south Texas College:

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

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

The grade of "I" (for Incomplete) may be given by an instructor in certain circumstances for a course in which a student was unable to complete all of the objectives for the passing grade level attempted. The student must complete all of the objectives as dictated by the instructor by the end of the next long (Fall or Spring) term. Failure to complete all requirements by the

end of the next long (Fall or Spring) term will result in a final grade of "F" or "NP" for the course.

With the exception of the "I", all grades are considered final unless College error is involved. In the event of a grade dispute, an appeal process is provided.

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

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

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

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

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.

Policy FLD (Local) Student Rights and Responsibilities - Student Complaints

If a student requests a grade change in writing, justifying the change, and the instructor agrees to change the grade, the instructor initiates the online Change of Grade Request form and once approved by the Chair, the Office of Admissions and Records will process and complete 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 or appeals must be made no later than 30 days from which the grade was issued.

Final Examinations

The following information can be found in the [Faculty Handbook](#). The College calendar schedules days at the end of the semester providing two-hour blocks for testing. During this time, classes will not meet except during their scheduled testing time. Since summer classes

meet for at least two-hour blocks, they will test during their last scheduled meeting. For some courses, a Departmental Final Examination may be mandated. Check with your department chair to determine if your department uses a departmental final. If, for any reason, faculty believe that they should not follow the official examination schedule, they should discuss the matter with the Chair before making any announcement to the class. Changes to the final exam schedule may result in room conflicts. **Faculty are requested to submit two copies of each final examination to the Chair after it has been administered. The Chair will forward one copy to the appropriate Dean.**

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

Online Grade Submission

Instructors submit grades online 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 an online 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. Students should not call the Enrollment Center or the faculty secretary for grade results; grades cannot be given out by phone. A copy of grade book sheets with grade weighting 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 remain on file for questions concerning grades.

Professional Attire Guidelines for Faculty Teaching Dual Credit Courses

As representatives of South Texas College, faculty teaching at dual credit high school sites are expected to model professionalism in both conduct and appearance. Professional attire not only supports the credibility of the instructor but also strengthens the College's partnerships and public image.

District Expectations:

Each partnering school district has its own standards of professional dress. Faculty are responsible for aligning with these expectations and ensuring their attire reflects the professionalism associated with the College.

Prohibited Attire:

Shorts and other casual clothing are not considered appropriate for classroom instruction at high school sites.

Recommended Attire:

While formal business attire is not required, faculty should dress in a manner that conveys professionalism and respect for both the classroom setting and the partnership with the district. Business casual or higher standards of dress are encouraged.

DUAL CREDIT FACULTY RIGHTS & RESPONSIBILITIES

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

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

Course Syllabus and Reports

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

Teaching Expectations

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

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

Issuing of Grades

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

Class Disruptions

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

Meetings

- **STC Meetings, Professional Development, and Training:** DCF will attend STC planning meetings and staff development activities, including Dual Credit training workshops, discipline and course-specific professional development, and the professional development days scheduled prior to the beginning of each long semester; so, time needs to be provided by ISDs for DCF to participate in these activities. STC strives to minimize the number of meetings that conflict with the high school teaching day, since this places an undue hardship on the hiring and paying of

substitutes. STC Department Chairs are encouraged to schedule meetings after school as much as possible.

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

Textbooks

- DCF are expected to use approved textbooks as reflected in the Dual Credit Textbook Adoption List during the dual credit course.
- The Dual Credit Textbook Adoption list is reviewed and updated annually by College Department Chairs and lists the textbooks, lab manuals, and supplemental materials approved for use in Dual Credit courses. These are the adoptions supported by the IA, and any exceptions should be discussed and agreed upon by the School District, the College Department Chair, and the Associate Vice President for Dual Credit Programs and School District Partnerships.
- The required textbooks and materials shall be provided to each registered student on the first day of class.
- The College will consider the use of free open educational resources (OER) or low-cost educational resources in courses offered under the program for the School District.
- According to the established IA, College-approved textbooks purchased by the school district, as required for a college course, are allowed to be used for four (4) years. Chairs may request a change of textbook earlier than four (4) years, if the textbook is for a technology-based course, or with reasonable justification.
- A new textbook adoption needs to be communicated by the STC Department Chair to STC's Dual Credit Programs by set deadline provided by program each year.
- Per guidelines in the STC Faculty Handbook and in the college's **Policy EDA - Instructional Resources: Instructional Materials**, with the approval of the Department Chair, the School District, and the AVP of Dual Credit Programs and School District Partnerships.

Contact Hours Pertaining to Dual Credit Faculty

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

Contact Hours Pertaining to Dual Credit Students

- Contact hours for students are equally important. Students enrolled in dual credit courses are required to maintain regular and punctual attendance in class and laboratories. According to **Policy FC - Attendance**, the student is responsible to communicate with faculty members concerning any absence. The student may be

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

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

Withdrawing/Dropping a Dual Credit Course

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

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

Students requesting to withdraw after Census Day must initiate the withdrawal process by sending a request to the Office of Admissions and Records. The student must submit a Schedule Change Form or email with instructor approval to the Office of Admissions and Records by the established deadline for withdrawals. Requests may be submitted in person or emailed to admissions@southtexascollege.edu

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

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

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

them to discontinue attending a course should promptly take steps to officially withdraw from the course. Failure to withdraw properly in these cases will result in a grade of "F" in the course.

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

GUIDED PATHWAYS

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

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

Guided Pathways Essential Practices

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

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

STARFISH EARLY ALERT SYSTEM

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

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

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

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

GRADE REPORTING AND ELIGIBILITY

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

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

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

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

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

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

Additionally, the College developed guidelines for sharing critical student performance information when needed for high school reporting. STC Faculty are responsible for the following:

- Will only provide final course numeric grades based on a standard 100-point scale to the School District, upon request. Request must be submitted by the School District to the STC Faculty before the end of College's finals week.
- Will not be required to submit midterm course grade
- Will provide the following Starfish Early Alert Surveys:
 - Fall 2025 and Spring 2026: First Week Attendance Verification, and two Progress Surveys (Weeks 5-6 & Weeks 11-12)
 - Summer 2026: First Week Attendance Verification, and one Progress Survey (Week 3)

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 managing test anxiety. Special sessions in content specific areas are also available. Schedules are available at the [Centers for Learning Excellence webpage](#). Students need their Student ID card or number to access services at the CLE. Please contact the Centers for Learning Excellence at 872-8311 for further assistance.

HELPING YOUR STUDENTS UNDERSTAND COLLEGE

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

Currently, 60% of the students at South Texas College are the first in their family to attend college. Getting into college while still in high school makes the transition from high school to college smoother because there is help along the way. An important part of this progression is understanding degree plans and other processes. To read more about degrees and opportunities visit the [About South Texas College webpage](#).

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

As stated in the College's **Policy GH - Relations with Schools and Districts** High school students who may benefit from taking college-level courses to satisfy high school graduation requirements or who wish to begin their post-secondary education prior to graduation from secondary school are eligible to participate in the College's dual credit program.

High school students who may benefit from taking college-level courses to satisfy high school graduation requirements or who wish to begin their post-secondary education prior to graduation from secondary school are eligible to participate in the College's dual credit program.

Students who participate in dual credit programs must meet state requirements for eligibility. In addition, within the scope of Texas Education Code, students must meet the College's regular prerequisite requirements for the courses in which they enroll.

Dual credit students shall be limited to courses within a cohesive course of study that can lead to a certificate or associate degree. Students who complete a credential may declare a major leading to an additional credential, while not exceeding the limitation on dual credit courses per semester of the maximum number of credit hours.

Courses offered for dual credit are limited to academic courses in the current edition of the Lower Division Academic Course Guide Manual and college-level workforce education courses in the current edition of the Workforce Education Course Manual as prescribed by the Texas Higher Education Coordinating Board.

Dual Credit Students may attempt a maximum of 68 credit hours, with the exception of students pursuing the Associate of Science in Mathematics, Associate of Science in Engineering and Associate of Science in Pre-Pharmacy. Course loads for Dual Credit Students in excess of 68 credit hour maximum shall require approval by the Academic Affairs and Economic Development Division Designee.

Dual credit students may not enroll in a course load until the spring semester of their 9th grade, and then limited to no more than two (2) dual credit course load for no more than 6 hours that semester from an approved list of recommended courses. All 10th grade students will be limited to only two (2) dual credit courses for no more than 7 hours per Fall and Spring semester. The normal course load for 11th and 12th grade students in the fall or spring semester shall be four (4) dual credit courses for no more than 14 hours. Summer sessions after 10th grade are limited to two (2) dual credit courses for no more than 8 hours in Summer Term I/III and two dual credit courses (2) for no more than 8 hours in Summer Term II.

Non-degree seeking dual credit students may be limited to fewer credit hours per semester, as stated in an interlocal agreement between the district and the college. Course loads in excess of grade level maximum semester hours per term shall require approval by the Academic Affairs and Economic Development Division Designee. Nevertheless, no excess course loads will be approved that do not adhere with policy ECC(LOCAL).

Dual credit students must comply with federal law standards. Dual credit student academic standing is calculated on a semester basis to confirm their eligibility for continuation within the dual credit program. The dual credit student academic status will determine enrollment eligibility for the future academic semester.

Students who want to enroll in non-dual credit section(s) must be approved by the Academic Affairs and Economic Development Division Designee. Students can only be enrolled into courses within their current declared major. Any student approved to enroll in a non-dual credit section(s) will not be assessed the independent student tuition and fee rates based on the Board Approved Tuition & Fee Schedule. Dual credit students who do not receive approval to enroll in a non-dual credit section(s), may still enroll, but will be assessed the independent student tuition and fee based on the Board Approved Tuition & Fee table.

The dual credit program is subject to all rules and regulations of the Texas Higher Education Coordinating Board (THECB), other state and federal regulations, and College policies and procedures as applicable.

STUDENT CODE OF CONDUCT

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

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

HELPING YOUR STUDENTS UNDERSTAND INAPPROPRIATE CLASSROOM BEHAVIOR

1. Addressing the instructor in a casual manner

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

2. Habitually arriving late to class

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

3. Habitually leaving class early

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

4. Dominating classroom discussion

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

5. Use of cell phone device in class

In accordance with Texas Legislature House Bill 1481, Students are prohibited from using personal communication devices that can send or receive data on school property during the school day. Devices must be powered off and out of sight, stored in the student's backpack and/or purse.

6. Eating and drinking in class

Although some instructors may tolerate eating and drinking in class, other instructors might not. The instructor is likely to follow campus rules if it is a dual credit course on a high school campus. Should an instructor seek to incorporate food into their lesson and/or class period, permission must be received by the Campus Administration.

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

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

8. Angrily confronting the instructor

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

9. Missing class without notifying the instructor

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

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

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

CONDUCT VIOLATIONS

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

See the Student Code of Conduct in the [Student Handbook](#) for examples of violations that may be subject to sanctions.

OFFICE OF STUDENT RIGHTS & RESPONSIBILITIES

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

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

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

- [Ombuds Services](#)
- [Student Conduct](#)
- [Behavioral Intervention](#)
- [C.A.R.E. Team](#)
- [Student Rights and Responsibilities Training Request](#)

STUDENT RIGHTS AND RESPONSIBILITIES

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

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

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

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

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

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

For more information, please go to the [Student Handbook](#) provided online.

STUDENT APPEAL OF COURSE GRADES

Students at South Texas College have the right to appeal final course grades which they consider manifestly unjust or erroneous, as outlined in South Texas College **Policy FLD (Local) Student Rights and Responsibilities - Student Complaints**.

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.

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 FLD (Local) Student Rights and Responsibilities - Student Complaints**.

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

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

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

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

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

Step 1

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

1. The student is required to provide notice in writing to the faculty member that they are appealing their grade.
2. The faculty member is required to meet with the student that has initiated an appeal of course grades. If the student is not living within the service delivery area of STC, communication can be electronic. The student is required to present the South Texas College Grade Appeal form to the faculty member. Appeals submitted without using

- the approved form will not be heard. The burden of proof lies with the student and it is the student's responsibility to provide evidence that the grade should be changed.
3. The faculty member may choose to deny the appeal, approve the appeal or work with the student to reach a solution that is agreeable to both parties.
 4. If the faculty member is not currently teaching, is no longer employed at South Texas College, or the student is simply unable to reach the faculty member; the student must contact the appropriate Division Dean no later than 30 calendar days after the end of the semester in which the grade was issued to initiate the grade appeal process.
 - a. If the faculty member is still employed at South Texas College but not currently teaching, the Division Dean will attempt to contact the faculty member to address the issue. If they are unable to reach the faculty member, the grade appeal will be delayed until the faculty member returns to teach, as long as the faculty member returns no later than the next full (fall or spring) semester.
 - b. If the faculty member is no longer employed at South Texas College or is not scheduled to return for the next full (fall or spring) semester, the student will advance to Step 3 of the grade appeal process. If the student wishes to continue the Grade Appeal Process, it is their responsibility to contact the Office of Admissions & Records no later than 15 calendar days from the date of being notified that the faculty member is no longer available.
 5. Once a decision is reached by the faculty member, the faculty member will note the decision on the Grade Appeal Form, sign the form, and return the completed form to the student. The student is responsible for submitting the completed form to the Office of Admissions & Records.
 - a. The faculty member should maintain a completed Grade Appeal Form for their records.
 - b. If necessary, the faculty member must submit a signed Change of Grade form to the appropriate Department Chair/Dean within 15 calendar days. The Department Chair/Dean must forward a signed change of grade form to the Office of Admissions & Records and Records within 15 calendar days.
 6. If the student appeal is denied, the student will then have 15 calendar days to initiate Step 2 of the Grade Appeal process.

Step 2

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

1. The student must submit the [South Texas College Grade Appeal Form](#) with the signature of the faculty member to the Office of Admissions & Records to document they completed Step 1 of the grade appeal process.
2. The student must submit their grade appeal in writing to the Office of Admissions & Records. The burden of proof lies with the student and it is the student's responsibility to provide evidence that the grade should be changed.
3. The Office of Admissions & Records will forward the written appeal to the appropriate Division Dean for review.

4. Upon receiving the grade appeal, the Division Dean will consult with the Department Chair and faculty member to attempt to resolve the dispute. The Division Dean may not initiate a grade change without consent from the faculty member.
5. Once a decision is reached, the Division Dean will notify the Office of Admissions & Records and the Office of Admissions & Records will advise the student regarding the outcome.
 - a. If the solution offered is accepted by the student, the Division Dean and faculty member will be informed in writing by the Office of Admissions & Records.
 - b. If the student is not satisfied with the resolution offered by the Division Dean and faculty member, the student will then have 15 calendar days to initiate Step 3 of the Grade Appeal process.

Step 3 -Final Review

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

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

STUDENT ATTENDANCE IN COLLEGE COURSES

Class Attendance and Participation

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

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

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

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

Example Calculations of 10% Absence

Term	# of Meetings	10% of Class Meetings	Student Dropped after X Days
16 week -1 day a week	16	1.6	2
16 week -2 days a week	31	3.1	4
16 week -3 days a week	46	4.6	5
5 week MTF (Summer I & II)	15	1.5	2

Term	# of Meetings	10% of Class Meetings	Student Dropped after X Days
5 week MTR (Summer I & II)	19	1.9	2
10 week MTW (Summer III)	33	3.3	4
10 week MTWR (Summer III)	38	3.8	4

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

Dual Credit Course Attendance

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

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

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

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

More importantly, perhaps, is that the student should consider whether attending certain events is to their benefit. For example, sometimes students miss class to assist with blood drives, meet with the counselor, or make posters. Absences related to events like these might not be in a student's best interest. Some students might miss class because of legitimate sickness, but other students schedule doctor's appointments for non-emergency reasons during school hours. It's understandable that a student may not have control over exactly

when parent(s) might be able to take them to an appointment. Even so, students should consider each absence carefully to determine if being out of class is absolutely necessary.

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

SCHOLASTIC PROGRESS STANDARDS

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

Semester and Cumulative GPA Calculation

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

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

Scholastic Progress Standards

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

Academic Probation

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

Continued Academic Probation

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

Academic Suspension

Academic Suspension is a system of forced interruption in attendance at the College in those instances where a student is unable to maintain satisfactory academic progress. Academic Suspension occurs when the student who has previously been on Academic Probation or Continued Academic Probation and cumulative GPA is below 2.00 and current semester GPA is below 2.00. Academic suspension may last for one regular fall or spring semester. Students placed on academic suspension may enroll for summer sessions for the purpose of raising their cumulative GPA to the level required for good standing.

Length of Status

Academic Probation or Suspension will be determined each semester based on the student's current semester and cumulative grade point average. A dual credit student who raises their cumulative GPA to 2.00 or higher can be reinstated in good standing by meeting with Dual Credit Pathways Staff successfully completing the College's Dual Credit Enrollment Services Student Success Module available through Blackboard. Students will be enrolled into the Student Success Module after college grades for the semester have been posted. Repeating courses in which the student have a low or failing grade can assist in elevation of academic success status.

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 utilize Degree Works to review past, current and "planned" coursework, and provides information on requirements necessary to complete a degree or certificate program.

For Students, Degree Works:

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

For Advisors, Degree Works:

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

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

Degrees and Certificates

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

South Texas College is one of only three Texas community colleges approved by the Texas Higher Education Coordinating Board to offer Bachelor's degrees. South Texas College currently offers three (3) Bachelor of Applied Technology degrees, one (1) Bachelor of Applied Science Degree, and one (1) Bachelor of Nursing. For more information regarding programs and degrees, visit the [South Texas College Catalog](#).

HELPING YOUR STUDENTS LOGIN TO BLACKBOARD

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

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

The IT department has recently released a new feature called the My Password Assistant can be found on the new mypassword.southtexascollege.edu website. This new feature is very exciting because once you have registered your preferred authentication methods, it will allow you to reset your own password **24/7** without any additional assistance.

There are a few key points that we would like you to be aware of. We strongly encourage you to register pro-actively and to please share this information with your faculty and students and encourage them to register as well.

Important FAQs about the self-service password reset assistant (SSPR):

- You are required to log in to your STC account in order to complete the registration. This means you will need to register pro-actively before your password expires.
- You must register two authentication methods before you can use the self-service password reset feature.
- You will want to use authentication methods that do not change frequently and that you have access to regardless of your location. For example, a cell phone and a personal email you can access from your phone.
- If you sign in to register and see that information is already prefilled in the authentication method section, please verify the information. If it is not correct you can follow the instructions in the video on the main page to update the information.

For detailed instructions on how to register and how to use the feature to reset your password we encourage you to take a few minutes and watch the instructional videos on the mypassword.southtexascollege.edu site.

If you or any of your students have any questions about the process, please contact the IT Service Desk at (956) 872-2111 for assistance.

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.

To login to Blackboard

1. Go to the South Texas College website
2. Click on Blackboard at the top of the STC Homepage
3. Type your username in the "Username" box
4. Type your password in the "Password" box
5. Click on the Login button
6. Students will click on "Courses" from the left side menu in order to 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.

Additional orientation and support can be found online at the Online Learning Student Support Center at <https://southtexascollege.edu/DLsupport> (Student must enter the same STC username and password to access the DL Student Support Center). If a student has problems with this step, they should contact the Blackboard Help Desk at 956-872-2598 or use the question mark located at the bottom right side inside Blackboard.

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 Dual Credit Enrollment Services specialist or dual credit contact at the high school for help with this. The form below may be useful for making sure students have the information they need when they are first learning to login to Blackboard.

Student Handout on How to Login to Blackboard

The password uses the Ammdyy####! format

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

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

Username: _____
Student ID Number: _____
Initial Password Format: Ammdyy####!
Your password: A_ _ _ _ _ _ _ _ _ _ !

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.

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, we highly recommend you visit our website at: <https://mypassword.southtexascollege.edu/> to register your account by clicking on "Sing up or Update..." The My Password assistant will allow you to reset your password yourself **24/7** by answering the secure questions assigned to your profile.

STC RESOURCES

LEARNING EXCELLENCE SERVICES

Library Services

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

South Texas College provides library services at the Mid-Valley Campus, Dr. Ramiro R. Casso Health Science Professions Campus, Pecan Campus, Starr County Campus, Technology Campus, and the Regional Center for Public Safety Excellence.

Library services and resources include:

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

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

Library Instruction Services teach users a set of skills tailored to help meet their information needs, including search techniques, choosing appropriate resources, and using information effectively. The Library Instruction team partners with faculty to support the curriculum by providing fully customized lessons online or in person at any STC campus, or at the College's partner high school locations. Librarians regularly collaborate with partner high school librarians to extend the service reach of the College's Library and exchange updates to keep current with new resources. To request a library instruction session, visit the [Library Instruction webpage](#).

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

Centers for Learning Excellence (CLE) Overview

The Centers for Learning Excellence (CLE) offer comprehensive academic learning support at all STC campuses: Mid-Valley, Nursing and Allied Health, Pecan, Starr County, and Technology. Limited services are also available at the Regional Center for Public Safety Excellence. CLE services are free and available to all STC students, including Early College High School students and other students participating in dual enrollment or digital learning courses. Comprehensive face-to-face services include academic coaching, drop-in tutoring, appointment-based tutoring, embedded tutoring, group tutoring, and Supplemental Instruction support. Online services include drop-in tutoring, appointment-based tutoring, paper review, academic coaching, TSI preparation resources, and 24/7 access to student success workshops.

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

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

DELTA ACADEMY

Purpose

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

Timeline

Participants will have six weeks to complete all course requirements but are encouraged to complete each module on a weekly basis. DELTA courses are offered once per semester. Enrollment is limited, so enrollees need to be committed to participating in the discussions and other course work.

Participation

New Dual Credit Faculty are required to successfully complete the DELTA course during their first semester of teaching dual credit courses for South Texas College. Visit the webpages for the Office of Professional and Organizational Development to see course dates and enroll.

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)

USEFUL LINKS

The following forms can be found the [Dual Credit Programs](#) webpage.

- [Principal Agreement](#)
- [STC Door Sign](#)

For Faculty needing to change a grade for a student, they are to submit the change via their (faculty) JagNet portal.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

CONTACT INFORMATION

ADMINISTRATIVE STAFF

Dr. Rebecca De Leon
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CHECKLISTS

STC FACULTY TEACHING DC COURSES AT A PARTNER SCHOOL

Visit Partner School Before Classes Begin

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

Partner School Facilities

- ☐ Examine the classroom and/or laboratory assigned for your class(es) and verify the appropriateness of the facilities, equipment, and supplies. Dual Credit Courses that utilize a laboratory need to meet the STC department's laboratory requirements by first day of class.
- ☐ Verify how you will gain entry to the classroom/lab for your class meetings.
- ☐ Verify that you have access to partner school instructional technology. Inquire the school's point of contact to address any instructional technology issues.
- ☐ Determine when and where to hold student office hours (classroom, school library, or other room).
- ☐ Obtain a partner school campus map and a parking pass if required.

Textbooks and Course Materials

- ☐ Verify with school's point of contact how and when textbooks and other required course materials will be distributed to dual credit students.
- ☐ Ensure on the first day of class, that each student enrolled in your class(es) has a textbook, supplemental material or access to online resources if course will utilize an Open Educational Resource (OER) via the course Blackboard shell.

Partner School Procedures

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

- Ask who to notify at the partner school if you need to be absent, and make sure to also notify your respective STC Program/Department Chair.

Helping Your Students with STC Policies and Procedures

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

STC Procedures at Partner School

- Note the name and contact information for the STC Dual Credit Enrollment Services specialist assigned to the partner school and/or the name of the STC Pathways Coordinator assigned to partner school. (STC Dual Credit Programs will provide via email contact list in beginning of every semester).
- Network with other faculty who are teaching at the partner school.
- Wear your STC employee identification badge at all times when you are at the partner school.
- Post the **STC "College Class In Session - Please Do Not Disturb"** door sign to help prevent interruptions.
- Become familiar with the Dual Credit Programs information and services found in the following reference guides and resources. Resources can also be found online <https://www.southtexascollege.edu/dual/manuals.html> :
 - Faculty Handbook
 - Reference Guide for Faculty Teaching Dual Credit Courses
 - General Dual Credit Interlocal Agreement (IA)
 - Designated High School IA
 - Dual Credit Programs Instructional and Quality Standards Manual
- Be familiar with how to inform STC, as warranted, to report student conduct issues as well as the procedures in place for removal of a student from your class if necessary.
- If you experience issues at the partner school that you cannot resolve with the school, then contact your respective STC Department/Program chair to liaison with the Dual Credit Programs department to determine a solution as soon as possible.

DUAL CREDIT FACULTY ONBOARDING CHECKLIST

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

Departmental Expectations

- ☐ Provide DCF important department contact information
- ☐ Inform DCF that assigned STC email address is main point of contact between Department/Program Chair and DCF for college related communication, including professional development, department meetings, and other essential college communication
- ☐ Verify that DCF credentials have been approved for the assigned course(s), and subsequently verify that credentials have been approved for any newly assigned course(s) that DCF is later scheduled to teach.
- ☐ Prior to the DCF teaching the course, determine if a pre-approval visit to the classroom(s)/lab(s) used by the DCF is needed in addition to the classroom observation site visit for the Faculty Evaluation.
- ☐ Inform DCF that Program Chair will provide the overall guidance and support to the DCF.
- ☐ Explain to DCF that Program Chairs may serve as their guide or assign a Full-Time faculty mentor in the same discipline to ensure that appropriate academic expectations have been set and are being followed.
- ☐ Review required course assessments and rigor of the course with the DCF to assure that the standards of achievement are the same as expected in on-campus sections.
- ☐ Review with DCF any discipline and course-specific philosophy, curriculum, assessment, learning objectives, and/or pedagogy for the course.
- ☐ Provide course grading expectations and check that DCF understands the grading standards for the course.
- ☐ Address other areas as needed to help ensure that the DCF is prepared to teach dual credit courses at the collegiate and academic rigor expected

College Policies and Procedures

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

Professional Development, Department Meetings and Training

- Verify with DCF to set-up their profile with the college's Professional & Organizational Development online system in order to register for required professional development events, department meetings, and course-specific discipline workshops.
- Inform DCF that they are expected to participate in the College's Dual Credit Professional Development activities for Dual Credit Faculty that include professional development days scheduled prior to the beginning of each long semester and required discipline and course-specific professional development.
- Inform new DCF that they are expected to successfully complete the Developing Excellence in Learning and Teaching Academy (DELTA) Online during their first semester of teaching DC courses for South Texas College.
- Provide DCF with the department's meeting schedule before the beginning of the semester, so that DCF can coordinate teaching responsibilities at the high school in order to attend required department meetings.
- Notify new DCF that they are expected to complete the required Digital Learning Training Certifications prior to teaching dual and be current with their trainings as needed by the college's Digital Learning Department.

Textbooks and Course Materials

- Verify that DCF have the approved textbook, lab manual, ancillaries, consumables, and access codes (if applicable), for the course.
- Verify with the DCF they contacted their school's point of contact regarding the logistics and timeline of the textbook distribution and other required course materials to dual credit students.
- Ensure on the first day of class, that each student enrolled in your class(es) has a textbook.

STC Required Documentation Submission

- Provide DCF with instructions on how to check class rosters and refer students not on the roster to the appropriate School District counselor and the STC Dual Credit Enrollment Services Specialist.
- Review with DCF **STARFISH** Timeline and report student attendance for Financial Aid Attendance Roster Verification.
- Identify how the course supports the department **student learning outcomes** and if the course is aligned for **JagPRIDE** data collection. All data is due when grades are due. Provide user guides and training opportunities to navigate application.
- Review and provide instructions on accessing the college's Online course evaluation system **SmartEvals** and the periods of submission.
- Review with DCF the **Faculty Evaluation Plan** guidelines, timeline, and expectations
- Review with DCF to verify teaching assignment via **FLAC (Faculty Load and Compensation)** portal

Contact Information

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

ONE PAGE HELP GUIDE FOR FACULTY TEACHING DUAL CREDIT COURSES

One-Page Help Guide for Faculty Teaching Dual Credit Courses	
Issue	What to do
Twelfth Day Census roster validation corrections and other roster discrepancies	Get in touch with dual credit contact at partner school and STC Dual Credit Enrollment Services 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 Dual Credit Scheduling & Enrollment Services 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 Dual Credit Enrollment Services 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. Submit a ticket at: https://southtexascollege.edu/DLhelpdesk
Student Learning Outcomes and/or JagPRIDE	For assistance, please contact the Learning Outcomes Team at (956) 872-4411 or via email at pride@southtexascollege.edu .
Textbooks unavailable for students	If partner school cannot correct this issue right away, then contact the STC Department Chair; the Chair can contact the Dual Credit Programs to help resolve this issue.
Classroom technology or other classroom facility difficulties	Speak with dual credit high school contact at partner school for help. If issue is not corrected, contact your STC Department Chair; Chair can contact the Dual Credit Programs to help resolve issue.
Questions on STC academic policies and procedures	Contact your STC Chair with questions on academic policies and procedures.
STC Faculty and Partner School Procedures	Know how to contact the STC Dual Credit Enrollment Services Specialist assigned to partner school. Visit the partner school before classes begin to become familiar with the facility and its procedures. Introduce yourself to the dual credit contact at the school. Examine the classroom and/or laboratory assigned for your classes. Ask the dual credit contact to provide you with information such as where you can conduct office hours for students, bell schedules, when daily announcements are

One-Page Help Guide for Faculty Teaching Dual Credit Courses

Issue	What to do
	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. (Refer to the checklist for STC Faculty)
Partner School ISD Security Measures	Effective November 2022, the Texas Education Agency (TEA) released a proposed school safety standards for all K-12 public schools in the state. Please note changes to district protocols may occur thus, communication with District Contacts is essential to ensure we support their compliance measures.
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 Department/Program Chair; so, the Chair can contact the Dual Credit Programs to help resolve the issue.
Advocate college Resources to dual credit students for their course success	Share with students the Dual College Readiness Padlet. It includes a variety of resources to help students be successful every step of the way. The Padlet includes: • First Day of College Class Checklist • JagNet Login Guide • Center for Learning Excellence (Tutoring Center) • Degree Works • Library Services • Counseling • Student Rights and Responsibilities



SOUTH TEXAS COLLEGE

Notice of Non-Discrimination

South Texas College does not discriminate or tolerate discrimination against any employee, applicant for employment, student, or applicant for admission on the basis of race, color, national origin, ethnicity, religion, age, sex, sexual orientation, gender, gender identity, gender expression, pregnancy, parental status, disabilities, genetic information, veteran status, or any other protected category under applicable local, state, or federal law. Conduct that excludes participation, denies benefits or subjects others to discrimination is prohibited. The College complies with all applicable policies and state and federal legislation in order to combat discrimination.

South Texas College Accreditation

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

Dual Credit Programs NACEP Accreditation Statement

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