Program Development Proposal

Surveying and Geospatial Technology

AAS & Certificate

Business, Public Safety & Technology

April 25, 2022

SOUTH TEXAS COLLEGE

Introduction

The Division of Business, Public Safety and Technology is in the final stages of a new program development that would lead to a Certificate and Associate of Applied Science in Surveying and Geospatial Technology.

In accordance with program development procedures outlined in the Faculty Handbook, **an extended two-phase program approval process is required** for the creation of a Certificate and/or Associate of Applied Science degree for which the college has no current offerings in its inventory.

The **first phase** would entail seeking approval to develop the program. This would include the review and approval/recommendation for the initial proposal from various institutional committees, including Academic Council, Planning and Development Council, and the Education and Workforce Development Committee. The **second phase** would entail the formation of an advisory committee to review and approve the suggested curriculum, leading to a formal program proposal for the STC Board of Trustees to review and approve prior to submission to the state and accrediting bodies. If approved, the program would be offered Spring 2023.

Surveying and Geospatial Technology AAS & Certificate

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Surveying and Geospatial Technology AAS & Certificate

APPROVAL PROCESS FOR DEVELOPMENT		DATE
✓	Dean Approval	5/23/2021
✓	Academic Council	6/28/2021
✓	Planning and Development Council (PDC)	10/15/2021
✓	Education and Workforce Development Committee (EWDC)	11/9/2021

APPROVAL PROCESS FOR IMPLEMENTATION		DATE
✓	Dean Approval	3/25/2022
✓	Vice President for Academic Affairs Approval	3/25/2022
✓	Advisory Committee	3/7/2022
✓	Division Curriculum Committee	3/24/2022
✓	College-Wide Curriculum Committee	3/24/2022
✓	SACSCOC Liaison • Substantive Change	4/5/2022
✓	Academic Council	3/28/2022
✓	Planning and Development Council (PDC)	4/25/2022
☐	Education and Workforce Development Committee (EWDC)	-
☐	Higher Education Regional Council/Workforce Solutions (Letter of Intent)	-
☐	STC Board of Trustees (Certification Form)	-
☐	Texas Higher Education Coordinating Board (THECB)	-
☐	Southern Association of Colleges and Schools – Commission on Colleges (SACSCOC)	-
☐	Department of Education	-

Program Development Process

Proposed instructional programs at South Texas College are identified either at the college or at divisional level through environmental scans, documented workforce needs, recommendations by Program Advisory Committees, or local business and industry demands. All proposed programs undergo a review process before being approved for development. The approval process includes reviews by department, division, and college-wide curriculum committees, and Academic Council. Programs that receive approval to proceed are then presented to the Planning and Development Council (PDC) for review and recommendation. A program that receives PDC approval to move forward is presented to the Board of Trustees' Education Workforce Development Committee (EWDC) for review and recommendation. Following review by the EWDC, programs are presented to the full Board of Trustees for final review and approval.

Curriculum Department Review: AAS & Certificate in Surveying and Geospatial Technology

The proposed AAS & Certificate degrees would prepare students in using modern surveying and mapping technologies such as Geographic Information Systems (GIS) and Global Positioning Systems (GPS) to collect, map, and analyze geographic data for projects in the Architectural, Engineering, and Construction (AEC) industry. This also includes the use of mapping and visualization tools like 3D laser scanners, Unmanned Aerial Vehicles - UAV (drones) and specialized software to create 2D or 3D maps of engineering and construction projects. The program offers detailed instruction on land, route, control, and engineering design surveying, focusing on learning the legal principles of boundary location, evaluating property corners, describing the land, calculating land areas, and mapping the collected data. According to Economic Modeling Specialists, Inc., which utilizes data from the Texas Workforce Commission, occupations for the Surveying and Geospatial Technology program are expected to grow by the following from 2021 to 2031 in the Lower Rio Grande Regional Area: 14.1%, resulting in an additional 18 job openings for Civil Engineering Technicians; 5.9%, resulting in an additional 9 job openings for Surveying and Mapping Technicians; 0.4%, resulting in an additional 14 job opening for Cost Estimators; and 16.1%, resulting in an additional 73 job

openings for Engineering Technicians. Letters of support from Halff Associates, Inc., Hinojosa Engineering, Inc., and SWG Engineering, LLC. have demonstrated strong employer support to address the need for employment of qualified technicians as hands-on engineers and supervisors for municipal projects as the economic development of the surrounding community continues to grow.

Student demand exists and is documented through student survey data. According to a survey conducted by South Texas College's Research & Analytical Services department, the proposed Surveying and Geospatial Technology program revealed 70% of student respondents "felt it sounded like a good-paying job" and 51% of student respondents "felt it sounded like a job that would make their family proud." Additionally, student demand is supported by enrollment in related programs, which has been persistent over the last five academic years, from the Construction Supervision and Architectural and Engineering Design Technology program. Student enrollment for some of the coursework to be shared with the Surveying and Geospatial Technology program totaled **1,195** students for the past three years. Demand for the profession is also evident in two articles published by The Office of the Texas Governor and Rio Grande Guardian, which discusses the metropolitan planning organization (MPO) merger of Brownsville, Harlingen-San Benito and Hidalgo County to "afford them access to millions of dollars for improvements to transportation infrastructure." This includes a $2.1 billion budget allocated to a 10-year statewide transportation program in which the funding would go towards transportation infrastructure in the Rio Grande Valley.

The cost to implement this program is expected to be above average, due to the purchase of supplies and equipment; however, the revenue, including contact hour reimbursement and student tuition & fees, would bear the cost. Costs for equipment and supplies include but are not limited to, field books, plotter paper rolls, plotter ink, measuring tapes, surveying tripods, prism pole tripods, prism poles, measuring wheels, Trimble R1 GNSS Receiver, VR headsets, GNSS Smart Antenna, and a 3D scanner. Current faculty will likely be utilized with one full-time faculty hired during the 5-year period after implementation due to the anticipated growth.

A review conducted by the Curriculum Department indicates the program complies with the criteria set forth from the Texas Higher Education Coordinating Board and recommends the proposed Associate of Applied Science & Certificate in Surveying and Geospatial Technology continue through the established approval process.

Career & Technical Education/Workforce Programs

Program Demand and Projected Outcomes must be documented prior to the development of any new workforce or academic program. The following questions and checklist serve as an initial guide for program developers that must be completed at the start of the development process.

Proposed Award:

Program Title: AAS & Certificate in Surveying and Geospatial Technology

Program Location: Technology Campus

Academic Year to be Implemented: 2022-2023

Please list any similar programs currently offered by STC in this subject area, if applicable (stackable certificates or degrees, AAS Specializations, etc.)

Construction Supervision Assistant Certificate, Construction Supervision AAS, Architectural and Engineering Design Technology Certificate, Architectural and Civil Engineering Technology Certificate, and the AAS Specialization in Architectural and Civil Engineering Technology

For Curriculum Office Use Only

Program Developer Info:

Name: Laura Salas

Title: AEDT Instructor

Division: Business, Public Safety & Technology

Phone: 956-872-6178

Proposed CIP Code: 15.1102

1. Documentation of Program Checklist:

Category	Standard	Met the Standard	Did not meet the Standard	Comments
1. Occupational Need	**A)** *EMSI data (provided by the Curriculum Department) projects a significant occupational growth rate in **South Texas, the state, and/or nationally.**	✓		Civil Engineering Technicians: South Texas: 14.1% (+18 jobs) Texas: 5.9% (+444 jobs) Nation: 3.9% (+2,855 jobs) Surveying and Mapping Technicians South Texas: 5.9% (+9 jobs) Texas: 3.5% (+366 jobs) Nation: 3.9% (+2,261 jobs) Cost Estimators: South Texas: 0.4% (+1 job) Texas: 3.6% (+633 jobs) Nation: 1.6% (+3,329 jobs) Engineering Technicians South Texas: 16.1% (+73 jobs) Texas: 5.3% (+2,427 jobs) Nation: 4.3% (+19,169 jobs)

Category	Standard	Met the Standard	Did not meet the Standard	Comments
	A-1)*Wage data			<u>Civil Engineering Technicians:</u> South Texas: $18.98/hour Texas: $19.65/hour National: $25.95/hour <u>Surveying and Mapping Technicans:</u> South Texas: $15.86/hour Texas: $20.16/hour National: $22.25/hour <u>Cost Estimators:</u> South Texas: $25.26/hour Texas: $31.41/hour National: $31.92/hour <u>Engineering Technicians</u>: South Texas: $23.35/hour Texas: $28.09/hour National: $29.35/hour
	A-2)*Job Posting Intensity (Average posting intensity is 5:1)			<u>Civil Engineering Technicians:</u> South Texas: 3:1 (35 unique postings out of a total of 93 postings) Texas: 4:1 (1,255 unique postings out of a total of 4,915 postings) <u>Surveying and Mapping Technicians:</u> South Texas: 3:1 (13 unique postings out of a total of 33 postings) Texas: 4:1 (842 unique postings out of a total of 3,036 postings) <u>Cost Estimators:</u> South Texas: 2:1 (35 unique postings out of a total of 75 postings) Texas: 3:1 (4,294 unique postings out of a total of 14,911 postings) <u>Engineering Technicians</u>: South Texas: 5:1 (146 unique postings out of a total of 797 postings) Texas: 5:1 (10,686 unique postings out of a total of 50,002 postings)
	Growth rates and wage data are estimated projections for a 10-year period from 2021-2031. Job Posting Intensity is derived from the time period of February 2021 – August 2021. Data sources include the U.S. Department of Commerce, U.S. Department of Labor, U.S. Census Bureau, U.S. Department of Education. For a complete list, refer to the EMSI Data Source Appendix.			
	B) Occupational Outlook Handbook indicates graduates will have an average or above average job outlook for the next 5 to 10 years **(national data).**	✓		For Civil Engineering Technicians, the projected growth rate is 2%. For Surveying and Mapping Technicians, the projected growth rate is 4% For Cost Estimators, the projected growth rate is 1%.

Category	Standard	Met the Standard	Did not meet the Standard	Comments
	C) Program is on Targeted/In-Demand Occupations lists produced by the **Texas Workforce Commission <u>OR</u>** Program is an emerging and/or evolving occupation for the region or state in the **Texas Workforce Commission's *Labor Market and Career Information.***		✓	
	D) Job demand and wage data is documented through the **survey of 8-12 top local employers.**	N/A		
	E) High employer demand exists and is documented through **letters of support**.	✓		
	F) Educational and/or employer publications or news articles document a growth in the industry or demand for employees.	✓		https://gov.texas.gov/news/post/governor-abbott-signs-rio-grande-valley-metropolitan-planning-organization-merger-agreement https://riograndeguardian.com/rgvmpo-announces-1-1-billion-in-new-transportation-funding-for-hidalgo-and-cameron-counties/
2. Student Demand	Student demand exists and is documented through the use of **student surveys.**	✓		
	High enrollment exists in related programs (Stackable certificates or degrees).	✓		Refer to Program Development Packet
	High number of **graduates** are produced in related programs (Stackable certificates or degrees).	✓		Refer to Program Development Packet
3. Existing Programs	Similar programs from institutions of higher education, as defined by Texas Education Code §61.003, **do not exist** within STC's service area – Hidalgo and Starr Counties (Please include documentation of the nearest similar programs).	✓		Austin Community College (which is approximately 313 miles from McAllen) offers a Certificate and AAS in Geospatial Engineering. Lone Star College - Montgomery (which is approximately 378 miles from McAllen) offers a Certificate in Land Surveying and AAS in Land Surveying & Mapping Technology. Tyler Junior College (which is approximately 541 miles from McAllen) offers a Certificate in Surveying and AAS in Surveying & Geomatics Technology.
4. Program Linkage & Opportunities for Further Education	Courses are currently offered or can be offered within **local high schools via the Dual Enrollment Program.** (Please provide a list of schools and/or districts)	✓		Dual credit courses could potentially be offered since there are currently offered courses. Currently DFTG 1409 is offered at Donna, Edcouch, La Joya, Mission, and

Category	Standard	Met the Standard	Did not meet the Standard	Comments
				Weslaco ISD. DFTG 1470 (formerly DFTG 1493) is offered at Donna, Edcouch, La Joya and Mission.
	Program-specific articulation agreements with other institutions of higher education (IHEs) currently exist or will be pursued in the future (Please include list of IHEs)	✓		For the articulation agreement with UTRGV, there would need to be a class-by-class duplicate for their first two years. At this time, our core for the proposed Surveying and Geospatial Technology is leaning more towards the civil side and does not coincide with their first two years. It will not be possible to form an articulation agreement at this time. However, coursework could be applied to STC's Bachelors of Applied Science in Organizational Leadership and the Bachelors of Applied Technology in Technology Management.

2. Projected Outcomes:

Category	Standard	Met the Standard	Did not meet the Standard	Comments
1. Program Enrollment & Declared Majors	Program projects a steady increase in the **number of declared majors** in the program over the course of five years.	✓		Refer to Enrollment Management Plan.
2. Number of Graduates	Program Review Standard: The Program will achieve a minimum of 5 graduates per year or **25 graduates during** the most recent 5-year period.	✓		Refer to Enrollment Management Plan.
3. Graduate Earnings	EMSI data (provided by the Curriculum Department) projects that program graduates will earn a **median hourly earnings** wage that is above the "living wage" for South Texas, the state, and/or nationally.	✓		<u>Civil Engineering Technicians:</u> South Texas: $18.98/hour Texas: $19.65/hour National: $25.95/hour <u>Surveying and Mapping Technicans:</u> South Texas: $15.86/hour Texas: $20.16/hour National: $22.25/hour <u>Cost Estimators:</u> South Texas: $25.26/hour Texas: $31.41/hour National: $31.92/hour <u>Engineering Technicians</u>: South Texas: $23.35/hour Texas: $28.09/hour National: $29.35/hour **According to**

				the Bureau of Labor Statistics: - Civil Engineering Technicians earned a median salary of $54,080 as of 2020. -Surveying and Mapping Technicians earned a median salary of $46,200 as of 2020. -Cost Estimators earned a median salary of $66,610 as of 2020. Living wage calculation for Texas: $14.01 per hour Source: http://livingwage.mit.edu/states/48

Program Summary

Institution: **South Texas College, McAllen Texas**

Proposed Award: **Associate of Applied Science & Certificate in Surveying and Geospatial Technology**

PROGRAM DESCRIPTION

Program Objective: The objective of the Surveying and Geospatial Technology program is to prepare students in using modern surveying and mapping technologies such as Geographic Information Systems (GIS) and Global Positioning Systems (GPS) to collect, map, and analyze geographic data for projects in the Architectural, Engineering, and Construction (AEC) industry. This also includes the use of mapping and visualization tools like 3D laser scanners, Unmanned Aerial Vehicles - UAV (drones) and specialized software to create 2D or 3D maps of engineering and construction projects. The program offers detailed instruction on land, route, control, and engineering design surveying, focusing on learning the legal principles of boundary location, evaluating property corners, describing the land, calculating land areas, and mapping the collected data of the natural and built environment. Students that complete the Certificate in Surveying and Geospatial Technology will have an opportunity to be certified in the Level I Site Layout credential from the National Center for Construction Education & Research (NCCER). Students that complete the Associate's degree will have an opportunity to be certified in the Level II Site Layout credential. Furthermore, students that complete the Associate's degree and accumulate two years of experience working under a Registered Professional Land Surveyor will have the opportunity to qualify for the Surveyor in Training (SIT) exam for the Texas Board of Professional Engineers and Land Surveyors.

Curriculum: The Certificate consists of 26 semester credit hours (SCH) of technical coursework derived from the Workforce Education Course Manual (WECM). The Associate of Applied Science includes 60 semester credit hours (SCH) of course work. Twenty (20) credit hours are derived from the Academic Course Guide Manual and include 16 semester credit hours in general education required by the regional accreditation. Forty (40) semester credit hours are derived from the Workforce Education Course Manual (WECM) to account for the technical coursework of the program.

Admissions Requirements: The admissions requirements for this program would follow the general admissions policies set forth in the South Texas College catalog.

PROGRAM DEMAND

Occupational Need:

Civil Engineering Technicians
According to Economic Modeling Specialists, Inc. which utilizes data from the Texas Workforce Commission, Civil Engineering Technician occupations are expected to experience a 14.1% growth from 2021 to 2031 in the Lower Rio Grande Regional Area (Cameron, Hidalgo, Starr, and Willacy counties) with 18 additional job openings expected during this time period; a 5.9% growth between 2021 and 2031 in State of Texas with 444 additional job openings expected during this time period; and a 3.9% growth between 2021 and 2031 nationally with a total of 2,855 job openings expected during this time period.

According to the Economic Modeling Specialist Occupation, Inc., the median hourly earnings wage for Civil Engineering Technician occupations is $18.98/hr. for Cameron, Hidalgo, Starr, and Willacy Counties; $19.65/hr. for the State of Texas; and $25.95/hr. as a national average.

The job posting intensity for this occupation for the region was 3:1, meaning for every 3 job postings, there was 1 unique job to fill for a total of 35 unique job postings. The job posting intensity for the state was 4:1, with a total of 1,255 unique job postings.

Surveying & Mapping Technicians
According to Economic Modeling Specialists, Inc. which utilizes data from the Texas Workforce Commission, Surveying & Mapping Technician occupations are expected to experience a 5.9% growth from 2021 to 2031 in the Lower Rio Grande Regional Area (Cameron, Hidalgo, Starr, and Willacy counties) with 9 additional job openings expected during this time period; a 3.5% growth between 2021 and 2031 in State of Texas with 366 additional job openings expected during this time period; and a 3.9% growth between 2021 and 2031 nationally with a total of 2,261 job openings expected during this time period.

According to the Economic Modeling Specialist Occupation, Inc., the median hourly earnings wage for Surveying & Mapping Technician occupations is $15.86/hr. for Cameron, Hidalgo, Starr, and Willacy Counties; $20.16/hr. for the State of Texas; and $22.25/hr. as a national average.

The job posting intensity for this occupation for the region was 3:1, meaning for every 3 job postings, there was 1 unique job to fill for a total of 13 unique job postings. The job posting intensity for the state was 4:1, with a total of 842 unique job postings.

Cost Estimators
According to Economic Modeling Specialists, Inc. which utilizes data from the Texas Workforce Commission, Cost Estimators occupations are expected to experience a 0.4% growth from 2021 to 2031 in the Lower Rio Grande Regional Area (Cameron, Hidalgo, Starr, and Willacy counties) with 1 additional job opening expected during this time period; a 3.6% growth between 2021 and 2031 in State of Texas with 633 additional job openings expected during this time period; and a 1.6% growth between 2021 and 2031 nationally with a total of 3,329 job openings expected during this time period.

According to the Economic Modeling Specialist Occupation, Inc., the median hourly earnings wage for Cost Estimators occupations is $25.26/hr. for Cameron, Hidalgo, Starr, and Willacy Counties; $31.41/hr. for the State of Texas; and $31.92/hr. as a national average.

The job posting intensity for this occupation for the region was 2:1, meaning for every 2 job postings, there was 1 unique job to fill for a total of 35 unique job postings. The job posting intensity for the state was 3:1, with a total of 4,294 unique job postings.

Engineering Technicians

According to Economic Modeling Specialists, Inc. which utilizes data from the Texas Workforce Commission, Engineering Technicians occupations are expected to experience a 16.1% growth from 2021 to 2031 in the Lower Rio Grande Regional Area (Cameron, Hidalgo, Starr, and Willacy counties) with 73 additional job openings expected during this time period; a 5.3% growth between 2021 and 2031 in State of Texas with 2,427 additional job openings expected during this time period; and a 4.3% growth between 2021 and 2031 nationally with a total of 19,169 job openings expected during this time period.

According to the Economic Modeling Specialist Occupation, Inc., the median hourly earnings wage for Engineering Technicians occupations is $23.35/hr. for Cameron, Hidalgo, Starr, and Willacy Counties; $28.09/hr. for the State of Texas; and $29.35/hr. as a national average.

The job posting intensity for this occupation for the region was 5:1, meaning for every 5 job postings, there was 1 unique job to fill for a total of 146 unique job postings. The job posting intensity for the state was 5:1, with a total of 10,686 unique job postings.

EMSI Data Summary

Occupation	Geographic Area	Expected Growth Rate	Additional Job Openings	Median Hourly Wage Earnings	BLS. Gov 2020 Median Pay
Civil Engineering Technicians	Regional	14.1%	18	$18.98	$26.00
	State	5.9%	444	$19.65	
	National	3.9%	2,855	$25.95	
Surveying and Mapping Technicians	Regional	5.9%	9	$15.86	$22.21
	State	3.5%	366	$20.16	
	National	3.9%	2,261	$22.25	
Cost Estimators	Regional	0.4%	1	$25.26	$32.02
	State	3.6%	633	$31.41	
	National	1.6%	3,329	$31.92	
Engineering Technicians	Regional	16.1%	73	$23.35	N/A
	State	5.3%	2,427	$28.09	
	National	4.3%	19,169	$29.35	
Rev. 9/2021					

According to the U.S. Bureau of Labor Statistics, Occupational Outlook Handbook, employment of Civil Engineering Technicians is expected to grow by 2% over the 2020-2030 decade; Surveying and Mapping Technicians are expected to grow by 4%, and Cost Estimators are expected to grow by 1%.

According to the U.S. Bureau of Labor Statistics, Occupational Outlook Handbook, in 2020 the median annual earnings for Civil Engineering Technicians was $54,080 nationally; for Surveying and Mapping Technicians it was $46,200; and for Cost Estimators it was $66,610.

Publications

According to the article from the Office of the Texas Governor "Governor Abbot Signs Rio Grande Valley Metropolitan Planning Organization Merger Agreement", Brownsville, Harlingen-San Benito and Hidalgo County would merge into one metropolitan planning organization (MPO), affording them access to millions of dollars for improvements to transportation infrastructure. Moving forward, this merged MPO would be responsible for securing federal transportation funding to aid in the improvement of the infrastructure and transportation for the region. The article continues to state, "This region plays such an important role in growing the Texas economy and strengthening our international trade partnerships." Governor Abbot continued by stating he looked "forward to the tremendous new opportunities this agreement will create for the people of the Rio Grande Valley."

According to the article "RGVMPO announces $1.1 billion in new transportation funding for Hidalgo and Cameron counties" by Rio Grande Guardian, the Texas Transportation Commission adopted a 10-year plan where nearly $1.1 billion in federal and state funding would be available for transportation projects. In addition, $2.1 billion was awarded to TxDOT for the Pharr district for transportation improvements.

According to the article "President Biden unveils his $2 trillion infrastructure plan – here are the details" by CNBC, President Joe Biden unveiled an infrastructure plan which outlines $2 trillion of spending over an eight-year period in an effort to improve the economy following the pandemic and would result in millions of jobs created. The infrastructure plan includes:

- $621 billion reserved for transportation infrastructure that includes bridges, roads, public transit, ports, and airports,
- $300 billion for drinking water infrastructure, and
- $300 billion for retrofitting affordable housing and constructing and upgrading schools.

These articles seem to be an indication that there will be jobs available in the future for students that pursue this program, particularly for Surveying and Mapping Technicians.

Student Demand:

A survey sample of 8000 students yielded 315 responses (4%). The margin of error associated with this survey is plus/minus 6%. The survey revealed the following results:

- Nineteen percent (19%) of students preferred Surveying and Geospatial Technology to their current major;
- Seventy percent (70%) felt it sounded like a good-paying job;
- Fifty-one percent (51%) felt it sounded like a job that would make their family proud; and

- Forty-six percent (46%) felt it sounded like the kind of job that employers are hiring for in the Rio Grande Valley.

Suggested coursework for this program includes courses currently offered at South Texas College, which include DFTG 1409 – Basic Computer-Aided Drafting and DFTG 1470 (formerly 1493) – Introduction to Civil Drafting. [1]Student enrollment for these shared courses totaled **1,195** students for the past three years and revealed steady growth.

Furthermore, [2]declared majors and graduates in related programs for the past five years have also been persistent among the Civil Engineering group.

No. of Declared Majors					
	Fall 2016	**Fall 2017**	**Fall 2018**	**Fall 2019**	**Fall 2020**
Construction Supervision Assistant Certificate	**31**	**25**	**30**	**27**	**12**
AAS Construction Supervision	**44**	**46**	**30**	**31**	**34**
Architectural & Engineering Design Technology Certificate	**150**	**136**	**110**	**139**	**96**
Architectural & Civil Engineering Technology Certificate	**13**	**41**	**62**	**79**	**52**
AAS Architectural & Civil Engineering Technology	**53**	**99**	**115**	**134**	**129**

[1] Source: Course Schedules from Spring 2018 – Fall 2020 (as of 3/1/21)
[2] Source: STC Factbook

No. of Graduates					
	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020
Construction Supervision Assistant Certificate	3	5	6	6	6
AAS Construction Supervision	3	2	9	6	12
Architectural & Engineering Design Technology Certificate	11	27	75	26	56
Architectural & Civil Engineering Technology Certificate	0	3	6	18	7
AAS Architectural & Civil Engineering Technology	5	0	7	5	8

Existing Programs:

- Austin Community College (which is approximately 313 miles from McAllen) offers a Certificate and AAS in Geospatial Engineering.

- Lonestar College - Montgomery (which is approximately 378 miles from McAllen) offers a Certificate in Land Surveying and AAS in Land Surveying & Mapping Technology.

- Tyler Junior College (approximately 541 miles from McAllen) offers a Certificate in Surveying and an AAS in Surveying & Geomatics Technology.

Enrollment Data Comparison					
	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020
Austin Community College	14	11	17	27	39
Lonestar College - Montgomery	27	28	33	19	28
Tyler Junior College	46	56	59	67	51

Graduation Data Comparison										
	Fall 2016		Fall 2017		Fall 2018		Fall 2019		Fall 2020	
	Cert	AAS	Cert	AAS	Cert	AAS	Cert	AAS	Cert	AAS
Austin Community College	5	N/A	2	5	5	1	3	2	13	3
Lonestar College - Montgomery	N/A	3	1	3	N/A	6	6	6	2	4
Tyler Junior College	14	11	12	12	13	9	26	15	14	19

Program Linkage and Opportunities for Further Education: Coursework from the Workforce Education Course Manual (WECM) should transfer to other community or technical

colleges offering the same courses within a related program. Currently, the South Texas College Bachelors of Applied Science in Organizational Leadership and Bachelors of Applied Technology in Technology Management would accept credits from the technical coursework for the proposed Associate of Applied Science (AAS) in Surveying and Geospatial Technology towards the lower-division requirements for the degrees. The proposed AAS would have a minimum 15-credit general education requirement to comply with the Southern Association of Colleges and Schools Commission on Colleges accreditation requirements. This 15-credit general education requirement could also be applied towards the Core Curriculum requirements of the Bachelor degrees.

Currently, some of the suggested technical coursework for this award is offered as dual credit. Courses offered include DFTG 1409 – Basic Computer-Aided Drafting, currently offered at Donna, Edcouch, La Joya, Mission, Sharyland and Weslaco ISDs. DFTG 1470 (formerly 1493) – Introduction to Civil Drafting is offered at Donna, Edcouch, La Joya, and Mission ISDs.

Students that complete the Certificate in Surveying and Geospatial Technology will have an opportunity to be certified in the Level I Site Layout credential from the National Center for Construction Education & Research (NCCER). Students that complete the Associate's degree will have an opportunity to be certified in the Level II Site Layout credential. Furthermore, students that complete the Associate's degree and accumulate two years of experience working under a Registered Professional Land Surveyor will have the opportunity to qualify for the Surveyor in Training (SIT) exam for the Texas Board of Professional Engineers and Land Surveyors.

Expected Enrollment & Declared Majors:
The projected enrollment is based on three factors. The first being current student demand based on historical enrollment in shared coursework. Some of the coursework for the proposed award could be shared with other current programs at STC, such as Architectural & Engineering Design Technology and Construction Supervision. This will factor into the increase of projected enrollment. The projected data below is based on actual data from enrollment in current coursework.

The second factor would be planned recruitment efforts used to increase projected enrollment. Targeted groups would include graduating high school students enrolled in the Architectural & Engineering Design Technology program with an interest in civil engineering related careers, college students enrolled in the Civil Engineering Technology specialization that want to enhance their degree, and individuals from the AEC industries who want a second career in a related industry. The third enrollment factor is based on the Texas Department of Transportation $8 billion-dollar budget allocation from the Bridge Division, Unified Transportation program, and the traffic division for the Pharr district and the employment opportunities that come with it. These factors will drive projected growth in declared majors and number of graduates in the program.

Projected Declared Majors in Certificate and AAS in Surveying and Geospatial Technology

Years	**2022-2023**	**2023-2024**	**2024-2025**	**2025-2026**	**2026-2027**
Certificate	4	14	28	38	41
AAS	6	30	60	70	75

PROGRAM SUPPORT

Faculty

It is anticipated that some of the proposed shared coursework will be taught by existing faculty in the Architectural & Engineering Design Technology program. However, it is expected that 1 full-time faculty would be hired following the implementation. Adjuncts would be hired to support the program, if needed. The courses would average 12 students per course.

Facilities and Equipment

Supplies & Materials costs would cover, but not be limited to, field books, plotter paper rolls, plotter ink, measuring tapes, flags and vests. Costs for equipment will be used to cover the purchase of equipment needed, including surveying tripods, prism pole tripods, prism poles, measuring wheels, a 3D scanner, Trimble R1 GNSS Receivers, and software renewals. With regards to facilities, existing classrooms and labs will be used for course offerings with the expected purchase of new computers in the third year.

New Costs

Total costs for this program are projected to be $647,195.10. The funding to defray the costs of this program will come from state appropriations: $217,797.12 and tuition & fees: $571,908.00. The total projected 5-year revenue is $789,705.12. See attached specific budget details.

INSTITUTIONAL EFFECTIVENESS

Program Review and Improvement Plans

The Program Review and Improvement Process at South Texas College is embedded within the bi-annual Institutional Effectiveness (IE) Plan cycle. Academic, administrative, and educational support units of the College develop, implement, and monitor IE Plans. This continuous improvement process establishes expected outcomes at the unit level which support the achievement of STC's strategic plan and mission. IE Plans for academic units generally establish goals and action plans that focus on enhancements or innovations, as well as addressing any element of the program that needs to be improved, as indicated by the annual program review criteria, student learning assessment results, or individual program accreditation requirements.

Each educational program undergoes an annual program review, including criteria such as: enrollment, awards of degrees and certificates, persistence, course success rate, transfer rate, job placement rate, professional accreditations or certifications, licensure/credential exam pass rate, and program advisory committee meetings.

Program learning outcomes (PLOs) are developed for each educational program at STC. Each year, all educational programs assess student learning to demonstrate the level to which students have attained the knowledge or skills that make up these outcomes. Assessment data are collected and reported each year and form the bases for improvement strategies developed and implemented by program instructional staff.

Accreditation

The Associate of Applied Science and Certificate in Surveying and Geospatial Technology is designed to be consistent with the standards of the Southern Association of College and Schools Commission on Colleges and Schools (SACSCOC).

Enrollment Management Plan

POTENTIAL SOURCE OF STUDENTS

The number of students identified as potential sources of program participants for the Associate of Applied Science & Certificate in Surveying and Geospatial Technology include various sources. Students in the program will be drawn from the general current STC student body, adult learners, and dual credit students. The student applicant pool will include, but not be limited to current students majoring in technology, high school graduates, adults currently working in municipal, state, and commercial businesses, adults completing their GED education programs, returning adults seeking a career change, and staffing agencies like Express Employment and R&D personnel. Technicians working for municipalities like the City of McAllen, Texas Department of Transportation, and subcontracting companies like HALFF Associates, Inc. would benefit from the Surveying and Geospatial Technology program.

MARKETING

The Associate of Applied Science & Certificate in Surveying and Geospatial Technology will be marketed to various potential groups for continued growth. Targeted populations include traditional high school students, state agencies and commercial businesses, as well as dual enrollment students. Continued success of the program will also involve coordination with student recruitment, campus outreach and information centers, and enrollment management. Promotion of the program through posters, brochures, and informational sessions in coordination with human resources departments from the local municipalities will also be utilized.

RETENTION

Faculty advising will be a main source of direct contact with students to ensure retentions and graduation from the program. Students will be encouraged to take advantage of the various student services available from the Center for Learning Excellence (CLE), including academic support and tutoring. Students will also be encouraged to participate in the wide variety of programs and services available to them through student services, including student activities, welcome centers, and supplemental instruction.

ENROLLMENT PROJECTIONS

The projected enrollment is based on three factors. The first being current student demand based on historical enrollment in shared coursework. Some of the coursework for the proposed award could be shared with other current programs at STC, such as Architectural & Engineering Design Technology and Construction Supervision. This will factor into the increase of projected enrollment. The projected data below is based on actual data from enrollment in current coursework.

The second factor would be planned recruitment efforts used to increase projected enrollment. Targeted groups would include graduating high school students enrolled in the Architectural & Engineering Design Technology program with an interest in civil engineering related careers, college students enrolled in the Civil Engineering Technology specialization that want to enhance their degree, and individuals from the AEC industries who want a second career in a related industry. The third enrollment factor is based on the Texas Department of Transportation $8 billion-dollar budget allocation from the Bridge Division, Unified Transportation program, and the traffic division for the Pharr district and the employment opportunities that come with it. These factors will drive projected growth in declared majors and number of graduates in the program.

Projected Declared Majors in Certificate and AAS in Surveying and Geospatial Technology

Years	**2022-2023**	**2023-2024**	**2024-2025**	**2025-2026**	**2026-2027**
Certificate	4	14	28	38	41
AAS	6	30	60	70	75

PROJECTED NUMBER OF GRADUATES

The department projects that 32% of students enrolled in the program will complete the award. This percentage is based on the historical graduation rate for the institution.

Years	**2022-2023**	**2023-2024**	**2024-2025**	**2025-2026**	**2026-2027**
Certificate Graduates	1	4	9	12	13
AAS Graduates	2	10	19	22	24

Student Survey Summary

Research & Analytical Services
Student Survey
Geospatial Engineering New Program
Field Dates: October 21-November 11, 2020
Sample Size: n=315, margin of error +/- 6%
Matt Dabrowski, Qualitative Researcher

Summary

Research & Analytical Services conducted a survey of students for the Curriculum & Student Learning Office. The eligible cohort was traditional students aged 18 and over enrolled in the Fall 2020 semester, from which a sample of 8,000 was drawn. Three hundred and fifteen (n=315, 4%) responded. The sample was post-stratified and weighted by gender and program division to create a representative portrait of the traditional student body. The margin of error associated with this survey is plus/minus 6%. The data reported in this document is weighted.

Student interest in an AAS Geospatial Engineering Technology program was assessed. The correct interpretation of the data is to compare against other tested programs.

For AAS Geospatial Engineering, students expressed an average interest of 3.5 on a 1-to-10 scale, compared to 4.1 for the three-year average (three-year maximum 5.3). Math & Science (MS) majors expressed an average interest of 4.6.

Students rated the program on attributes that included:

- *Prefer this program to my current major* (19% vs. three-year average 28%, three-year maximum 42%, MS 26%);
- *Sounds like a good-paying job* (70% vs. three-year average 70%, three-year maximum 88%, MS 72%);
- *Sounds like the kind of job that would make my family proud* (51% vs. three-year average 61%, three-year maximum 83%, MS 60%); and
- *Sounds like the kind of job that employers are hiring for here in the Valley* (46% vs. three-year average 59%, three-year maximum 80%, MS 49%).

The core market for this program is Math & Science (4.6), Business & Technology (4.5), and Technology (4.4) majors. Up to a quarter of students (26%, *job that employers are hiring for*) felt uninformed on this topic to the point that they answered *Don't know* on several metrics.

Curriculum & Course Descriptions

Surveying & Geospatial Technology

AAS & Certificate Proposal

AY 2022-2023

SOUTH TEXAS COLLEGE

Program: Surveying and Geospatial Technology — FICE CODE: 031034

Specialization: N/A — CIP CODE: 15.1102

Award Title: CT1 Surveying and Geospatial Technology — Major: CT1-SGT

TSI Exempt

Semester One			Lecture Hours	Lab Hours	External Hours	Contact Hours	Credit Hours
SRVY	1301	Introduction to Surveying	2	4	0	96	3
DFTG	1409	Basic Computer-Aided Drafting	3	3	0	96	4
SRVY	2343	Surveying - Legal Principles I	3	0	0	48	3
DFTG	1470	Introduction to Civil Drafting	3	3	0	96	4
		Total Semester Hours:	**11**	**10**	**0**	**336**	**14**

Semester Two			Lecture Hours	Lab Hours	External Hours	Contact Hours	Credit Hours
SRVY	1341	Land Surveying	2	4	0	96	3
SRVY	1335	Land Surveying Applications	2	4	0	96	3
SRVY	2344	Surveying - Legal Principles II	3	0	0	48	3
SRVY	2309	Computer Aided Mapping	2	4	0	96	3
		Total Semester Hours:	**9**	**12**	**0**	**336**	**12**

Total Contact Hours: 672

Total Credit Hours: 26

STC Inventory Coursework

SOUTH TEXAS COLLEGE

Program: Surveying and Geospatial Technology — FICE CODE: 031034
Specialization: N/A — CIP CODE: 15.1102
Award Title: AAS Surveying and Geospatial Technology — Major: AAS-SGST

TSI LIABLE

Semester One			Lecture Hours	Lab Hours	External Hours	Contact Hours	Credit Hours
SRVY	1301	Introduction to Surveying	2	4	0	96	3
DFTG	1409	Basic Computer-Aided Drafting	3	3	0	96	4
SRVY	2343	Surveying - Legal Principles I	3	0	0	48	3
SPCH	1321	Business & Professional Communication	3	0	0	48	3
		Total Semester Hours:	**11**	**7**	**0**	**288**	**13**

Semester Two			Lecture Hours	Lab Hours	External Hours	Contact Hours	Credit Hours
SRVY	1341	Land Surveying	2	4	0	96	3
SRVY	1335	Land Surveying Applications	2	4	0	96	3
SRVY	2344	Surveying - Legal Principles II	3	0	0	48	3
SRVY	2309	Computer Aided Mapping	2	4	0	96	3
MATH	1414	College Algebra	4	0	0	64	4
		Total Semester Hours:	**13**	**12**	**0**	**400**	**16**

Semester Three			Lecture Hours	Lab Hours	External Hours	Contact Hours	Credit Hours
PSYC	2301	General Psychology **or** SOCI 1301	3	0	0	48	3
ENGL	1301	Composition I	3	0	0	48	3
		Total Semester Hours:	**6**	**0**	**0**	**96**	**6**

Semester Four			Lecture Hours	Lab Hours	External Hours	Contact Hours	Credit Hours
GISC	1311	Introduction to Geographic Information Systems (GIS)	2	4	0	96	3
SRVY	2339	Engineering Design Survey	2	4	0	96	3
SRVY	2341	Engineering Design Survey Lab	2	4	0	96	3
MATH	2412	Pre-Calculus Math	4	1	0	80	4
		Total Semester Hours:	**10**	**13**	**0**	**368**	**13**

Semester Five			Lecture Hours	Lab Hours	External Hours	Contact Hours	Credit Hours
SRVY	2331	Geodetic Surveying and Mapping	2	2	0	64	3
SRVY	2335	Geodetic Surveying and Mapping Application	2	4	0	96	3
ARCH	1301	Architectural History I	3	0	0	48	3
SRVY	1380	Cooperative Education - Survey Technology/Surveying	1	0	20	336	3
		Total Semester Hours:	**8**	**6**	**20**	**544**	**12**

Identifies courses to fulfill 15 credit hour general education requirement

STC Inventory Coursework

Total Contact Hours: 1696
Total Credit Hours: 60

Surveying and Geospatial Technology
Course Descriptions – Workforce Courses

SRVY 1301 – INTRODUCTION TO SURVEYING
CRT HRS:03 LEC HRS:02 LAB HRS:04 OTH HRS:00
An overview of the surveying profession. The history of surveying and its impact on the world. Review of the mathematics used in surveying. Introduction to basic surveying equipment with emphasis on measurements. Instruction on surveying procedures and the limitation of errors. Calculation to determine precision and error of closure.
Prerequisite: None.

Course Learning Outcomes

- Describe the surveying profession and its historical impact.
- Apply basic surveying terminology, surveying equipment and measurements.
- List the steps required in performing a survey.
- Apply mathematical principles and use scientific calculators to calculate survey error and adjustment.

DFTG 1409 – BASIC COMPUTER-AIDED DRAFTING
CRT HRS:04 LEC HRS:03 LAB HRS:03 OTH HRS:0
This course is an introduction to basic computer-aided drafting. Emphasis is placed on basic computer operating principles, hardware descriptions and requirements, drawing setup; creating and modifying geometry; storing and retrieving predefined shapes; placing, rotating, and scaling objects, adding text and dimensions, using layers, coordinating systems; as well as input and output devices.
Prerequisite: None.

Course Learning Outcomes

- Identify terminology and basic functions used with CAD software.
- Use CAD hardware and software to create, organize, display, and plot/print working drawings.
- Use file management techniques.

SRVY 2343 - SURVEYING - LEGAL PRINCIPLES I
CRT HRS:03 LEC HRS:03 LAB HRS:00 OTH HRS:0
The study of location, conveyance, ownership and transfer of real property under the laws of the State of Texas. Emphasis on the history of disposition of public land, interpreting written descriptions, dignity of calls and evidence, and record search of public and private land records.
Prerequisite: Completion of or concurrent enrollment in SRVY 1301.

Course Learning Outcomes

- Discuss the history of the disposition of public land in Texas and list the sources of public and private land records.
- Identify the documents associated with the conveyance of real property.
- Interpret written descriptions.
- Identify applicable statute law.

DFTG 1470 – INTRODUCTION TO CIVIL DRAFTING
CRT HRS:04 LEC HRS:03 LAB HRS:03 OTH HRS:0
This course discusses basic concepts in civil drafting, map scales, map features, survey fundamentals, contour lines, plot plans, road layout and profiles, earthwork, and utilization of CAD systems in the development of various civil engineering related projects. The topic of study chosen by the instructor may change from semester to semester.
Prerequisite: None.

Course Learning Outcomes

- Learning outcomes/objectives are determined by local occupational need and business and industry trends.

SRVY 1341 – LAND SURVEYING
CRT HRS:03 LEC HRS:02 LAB HRS:04 OTH HRS:0
A study of the measurement and determination of boundaries, areas, shapes, location through traversing techniques. Instruction in a variety of adjustment methods using calculators and computers. Addresses methods of traversing and adjustment of errors according to prevailing professional standards.
Prerequisite: SRVY 2343.

Course Learning Outcomes

- Analyze a project using collected data.
- Process and reduce measurements.
- Report findings according to prevailing standards.

SRVY 1335 – LAND SURVEYING APPLICATIONS
CRT HRS:03 LEC HRS:02 LAB HRS:04 OTH HRS:0
Structured experience with the equipment, techniques and hardware necessary to measure horizontal and vertical angles and distances used in surveying.
Prerequisite: Completion of or concurrent enrollment in SRVY 1341.

Course Learning Outcomes

- Measure the size, shape and location of a parcel of land and determine the precision and accuracy of the measurements.
- Analyze measurement data.

SRVY 2344 - SURVEYING - LEGAL PRINCIPLES II
CRT HRS:03 LEC HRS:03 LAB HRS:00 OTH HRS:0
An advanced course in legal principles, retracement and boundary location with application of legal principles and Rules of Construction; writing survey reports and property descriptions; and a review of boundary law cases.
Prerequisite: SRVY 2343.

Course Learning Outcomes

- Analyze a survey for the placement of a boundary line using evidence and the dignity of calls.
- Prepare a boundary plat.
- Write a field note description and prepare a survey report.
- Research General Land Office records and review boundary location court cases.

SRVY 2309 – COMPUTER AIDED MAPPING
CRT HRS:03 LEC HRS:02 LAB HRS:04 OTH HRS:0
Production of survey maps using appropriate computer aided drafting software. Includes plats, civil engineering design drawings and topographic maps.
Prerequisite: DFTG 1409.

Course Learning Outcomes

- Create a variety of survey related maps from an imported database of coordinate points
- Design and produce practical, accurate and attractive maps.
- Create a database of the coordinates for points on a map.

GISC 1311 – INTRODUCTION TO GEOGRAPHIC INFORMATION SYSTEMS (GIS)
CRT HRS:03 LEC HRS:02 LAB HRS:04 OTH HRS:0
Introduction to basic concepts of vector GIS using several industry specific software programs including nomenclature of cartography and geography.
Prerequisite: SRVY 2309.

Course Learning Outcomes

- Explain basic concepts of using GIS in mapping the earth in spatial terms and populating the GIS's system to access data.
- Create and access data in the GIS's system using an appropriate software package.
- Develop and print maps with industry standard legends.
- Operate industry standard GIS packages on a personal computer.
- Capture positional and attribute information with correct and accurate geographic referencing.
- Convert geographic information among several coordinate systems.
- Acquire GIS's system information from databases, existing maps, and the Internet.
- Annotate output for finished maps, documents, and reports.

SRVY 2339 – ENGINEERING DESIGN SURVEYING
CRT HRS:03 LEC HRS:02 LAB HRS:04 OTH HRS:0
A study of the theory and field methods of surveying alignments, to include highway routes, pipelines, utility and waterway construction, transmission lines and site stakeout, including the study of horizontal curves, vertical curves, areas, and earthwork volumes.
Prerequisite: SRVY 2309 and concurrent enrollment in SRVY 2341.

Course Learning Outcomes

- Explain the concepts and calculations associated with the inspection, evaluation and design of a route.

SRVY 2341 – ENGINEERING DESIGN SURVEYING LAB
CRT HRS:03 LEC HRS:02 LAB HRS:04 OTH HRS:0
The companion lab for Engineering Design Surveying. Emphasis on field methods of surveying alignments.
Prerequisite: Completion of or concurrent enrollment in SRVY 2339.

Course Learning Outcomes

- Stake horizontal and vertical curves; and prepare topographic maps.

SRVY 2331 – GEODETIC SURVEYING AND MAPPING
CRT HRS:03 LEC HRS:02 LAB HRS:02 OTH HRS:0
A study of field astronomy, Polaris and solar observations, State Plane Coordinate Systems, and Global Positioning System.
Prerequisite: GISC 1311 and concurrent enrollment in SRVY 2335.

Course Learning Outcomes

- Calculate the true meridian of line, and set up the orientation of a project based upon such observations.
- Plan the control for projects based upon State Plane Coordinates.
- Plan data capture from satellite observations.

SRVY 2335 – GEODETIC SURVEYING AND MAPPING APPLICATION
CRT HRS:03 LEC HRS:02 LAB HRS:04 OTH HRS:0
Emphasis on the field techniques of making astronomic observations, recovering control monuments, setting control monuments, and the planning and use of Global Positioning System receivers in data collection.
Prerequisite: Completion of or concurrent enrollment in SRVY 2331.

Course Learning Outcomes

- Observe the true meridian of line.
- Recover existing control monumentation.
- Set control for a project.

SRVY 1380 – COOPERATIVE EDUCATION - SURVEY TECHNOLOGY/ SURVEYING
CRT HRS:03 LEC HRS:01 LAB HRS:00 OTH HRS:20
Career-related activities encountered in the student's area of specialization offered through an individualized agreement among the college, employer, and student. Under the supervision of the college and the employer, the student combines classroom learning with work experience. Includes a lecture component.
Prerequisite: Completion of or concurrent enrollment in SRVY 2335.

Course Learning Outcomes

- As outlined in the learning plan, apply the theory, concepts, and skills involving specialized materials, tools, equipment, procedures, regulations, laws, and interactions within and among

political, economic, environmental, social, and legal systems associated with the occupation and the business/industry.

- Will demonstrate legal and ethical behavior, safety practices, interpersonal and teamwork skills, and appropriate written and verbal communication skills using the terminology of the occupation and the business/industry.

Instructional Costs & Projected Revenue

Instructional Costs and Projected Revenue
for
AAS & Certificate in Surveying and Geospatial Technology

Faculty Salary & Benefits	2022-2023	2023-2024	2024-2025	2025-2026	2026-2027	Totals
No. Sections						
LHE Rate	$ 575.00	$ 575.00	$ 575.00	$ 575.00	$ 575.00	
Avg. # of LHE's per Course	4.05	4.15	4.33	4.33	4.33	
Subtotal	$ 2,328.75	$ 2,386.25	$ 2,489.75	$ 2,489.75	$ 2,489.75	
# of Sections Taught by Adjunct	5	17	9	9	9	
# of Sections Taught by Current F/T	3	6	9	9	9	
# of Sections Taught by New F/T	0	0	8	8	8	
Salary Breakdown						
Adjunct/Overload Compensation	$ 18,630.00	$ 54,883.75	$ 44,815.50	$ 44,815.50	$ 44,815.50	
Benefits Rate for Adjunct/Overload (18%)	1.18	1.18	1.18	1.18	1.18	
Compensation + Benefits for Adjunct/OV	$ 21,983.40	$ 64,762.83	$ 52,882.29	$ 52,882.29	$ 52,882.29	$ 245,393.10
F/T Faculty @ $48,000 avg salary	$0	$0	$48,000	$48,000	$96,000	
Benefit Rate for F/T (30%)	1.30	1.30	1.30	1.30	1.30	
Salary + Benefits for F/T	$0	$0	$62,400	$62,400	$124,800	$249,600.00
Administrative Costs	$3,450	$3,450	$3,450	$3,450	$3,450	
Benefits Rate for Stipends (18%)	1.18	1.18	1.18	1.18	1.18	
Compensation + Benefits for Stipends	$4,071	$4,071	$4,071	$4,071	$4,071	$20,355.00
Cost for Faculty Salary/Benefits	**$ 26,054.40**	**$ 68,833.83**	**$ 119,353.29**	**$ 119,353.29**	**$ 181,753.29**	**$ 515,348.10**

Projected Revenue	2022-2023	2023-2024	2024-2025	2025-2026	2026-2027	Totals
***State Appropriations**						
# of Sections	8	23	26	26	26	
# of Students per Section	10	12	12	14	15	
Total # of Students per Year	80	276	312	364	390	
# of Contact Hours per Student	96	96	96	96	96	
Total Contact Hours	7680	26496	29952	34944	37440	
Multiplied by State Funding Rate (2.74)	$ 2.74	$ 2.74	$ 2.74	$ 2.74	$ 2.74	
State Appropriations Generated	$ 21,043.20	$ 72,599.04	$ 82,068.48	$ 95,746.56	$ 102,585.60	
State Appropriations Received	$ 21,043.20	$ 21,043.20	$ 21,043.20	$ 72,599.04	$ 82,068.48	**$ 217,797.12**

* State Appropriations funding is based on average funding per contact hour from previous biennium

Tuition						
Enrollment # Projected	80	276	312	364	390	
Tuition Rate per SCH	$ 77.00	$ 77.00	$ 77.00	$ 77.00	$ 77.00	
Subtotal	$ 6,160.00	$ 21,252.00	$ 24,024.00	$ 28,028.00	$ 30,030.00	
# of SCH per Course	3	3	3	3	3	
Total Tuition	$ 18,480.00	$ 63,756.00	$ 72,072.00	$ 84,084.00	$ 90,090.00	$ 328,482.00
Student Fees						
Registration Fee ($150/term)	$ 3,000.00	$ 3,600.00	$ 5,400.00	$ 6,300.00	$ 6,750.00	
Institutional Fees ($33/SCH)	$ 7,920.00	$ 27,324.00	$ 30,888.00	$ 36,036.00	$ 38,610.00	
Differential Tuition Fee ($15/SCH)	$ 3,600.00	$ 12,420.00	$ 14,040.00	$ 16,380.00	$ 17,550.00	
Lab Fees ($96/stu 1st yr, $120/ stu 2nd yr)	$ 2,160.00	$ 2,592.00	$ 2,592.00	$ 3,024.00	$ 3,240.00	
Total Fees:	$ 16,680.00	$ 45,936.00	$ 52,920.00	$ 61,740.00	$ 66,150.00	$ 243,426.00
Total Tuition & Fees:	$ 35,160.00	$ 109,692.00	$ 124,992.00	$ 145,824.00	$ 156,240.00	**$ 571,908.00**

Notes: LHE rate of $575 was used as this program would need faculty with a minimum of an Associate's Degree with demonstrated competencies in Surveying. The average number of LHEs per course was derived from the proposed 5-year course schedule and based on the respective academic year. Contact Hours per student was derived from an average of 96 contact hours per course section. Number of credit hours per course is averaged at 3 for the technical coursework. Number of sections is based on projected enrollment for the shared coursework and new courses in Surveying and Geographic Information Systems.

Operating Costs and Revenue Projections

CATEGORY	INITIAL COST 2022-2023	BUDGET 2ND YEAR 2023-2024	BUDGET 3RD YEAR 2024-2025	BUDGET 4TH YEAR 2025-2026	BUDGET 5TH YEAR 2026-2027	TOTAL BUDGET 2022-2027
Faculty Salaries and Benefits	$26,054.40	$68,833.83	$119,353.29	$119,353.29	$181,753.29	$515,348.10
Supplies and Materials (Operating)	$3,745.00	$2,230.00	$2,680.00	$2,900.00	$2,230.00	$13,785.00
Library Resources	$550.00	$500.00	$350.00	$700.00	$300.00	$2,400.00
Equipment and Software (Capital)	$23,720.00	$600.00	$15,100.00	$13,584.00	$7,700.00	$60,704.00
Facilities (Furniture) (Operating)	$0.00	$0.00	$48,958.00	$0.00	$0.00	$48,958.00
Faculty Professional Development/(Travel)	$0.00	$0.00	$2,000.00	$2,000.00	$2,000.00	$6,000.00
Subtotal - Instructional & Operating Budget	$54,069.40	$72,163.83	$188,441.29	$138,537.29	$193,983.29	$647,195.10
Total Budget Per Year	**$54,069.40**	**$72,163.83**	**$188,441.29**	**$138,537.29**	**$193,983.29**	**$647,195.10**

CATEGORY	REVENUE 2022-2023	REVENUE 2023-2024	REVENUE 2024-2025	REVENUE 2025-2026	REVENUE 2026-2027	TOTAL REVENUE 2022-2027
State Appropriations	$ 21,043.20	$ 21,043.20	$ 21,043.20	$ 72,599.04	$ 82,068.48	$ 217,797.12
Tuition & Fees	$ 35,160.00	$ 109,692.00	$ 124,992.00	$ 145,824.00	$ 156,240.00	$ 571,908.00
TOTAL REVENUE	**$ 56,203.20**	**$ 130,735.20**	**$ 146,035.20**	**$ 218,423.04**	**$ 238,308.48**	**$ 789,705.12**

Supporting Documentation

AAS & Certificate
Surveying and Geospatial Technology
Advisory Committee Membership

Name	Title	Contact
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Isaac Huacuja, EIT, Associate

July 8, 2020

Re: Geospatial Engineering
Technology Program

Ms. Laura Salas, M. Ed.
Program Chair / Associate Professor
South Texas College
3700 W. Military Hwy.
McAllen, TX 78503

Ms. Salas,

SWG Engineering is delighted to hear about the proposed new Geospatial Engineering program being considered at South Texas College.

Geospatial engineers are the newest addition to the engineering family; they play a lead role in land development, mapping, and engineering construction. Steady growth of the Rio Grande Valley has increased the need of geospatial engineers in our region and we look forward to having South Texas College fill that need.

I know that students and our community will benefit greatly from the Geospatial Engineering program and it will open doors otherwise inaccessible. We are excited to support the Geospatial Engineering Program at South Texas College and are eager to work hand in hand with future STC Geospatial Engineering students and graduates.

Sincerely,
SIGLER, WINSTON, GREENWOOD
& ASSOC., LLC.

Jose G. Reyes, P.E.

JGR:cdz

HALFF

July 16, 2020

Laura Salas, M.Ed.
Program Chair & Associate Professor
Architectural & Engineering Design Technology
3700 W. Military Hwy
McAllen, Tx 78503

RE: Geospatial Engineering Technology

Dear Ms. Salas:

Halff Associates, Inc. (Halff) fully supports South Texas College's (STC) new Geospatial Engineering Technology Program. Our industry relies on quality topographic and boundary surveys to be able to provide the needed planning and design services to our clients who are responsible for our community's critical infrastructure and development. Unfortunately, we have found surveyors to be in short supply locally. Having a program at STC that trains students in both the field work as well as the survey data processing is a step toward filling the need we are seeing now and one that we know will continue into the future.

We are certain that students of STC's new Geospatial Engineering Technology Program will have local employment opportunities. We look forward to having a local program that will help prepare students for the state certification as a surveyor-in-training and supply the local architectural and engineering community with a skilled workforce.

Halff is proud to be part of this community and we appreciate all the efforts STC has taken in support of the architecture and engineering community. We welcome any opportunity to help STC in the quest to educate and train the local community for careers in our industry.

Sincerely,

HALFF ASSOCIATES, INC.

Robert L. Saenz, P.E., CFM, PMP
Vice President

HALFF ASSOCIATES, INC.

5000 WEST MILITARY HIGHWAY, SUITE 100
McALLEN, TX 78503-7446

TEL (956) 664-0286
FAX (956) 664-0282

WWW.HALFF.COM

HINOJOSA ENGINEERING, INC.
Civil Engineering • Structural Engineering
Registration Number F-908 Expiration Date 09/30/2020
108 West 18th Street Mission, Texas 78572
(956) 581-0143 Fax (956) 581-2074

July 8, 2020

Ms. Laura Salas, M.Ed.
Program Chair & Associate Professor
Architectural & Engineering Design Technology
South Texas College
3700 W. Military Hwy
McAllen, Texas 78503

Dear Ms. Salas,

It is my pleasure to submit this letter of support for the proposed new program, **Geospatial Engineering Technology**, being submitted by your Architectural & Engineering Design Technology (AEDT) department at South Texas College.

I fully support the efforts of the AEDT department as they seek expanding academic opportunities at South Texas College. The Geospatial Engineering Technology program will provide students more educational options that can help students make better decisions that can lead to other career pathways. This new program, Geospatial Engineering Technology that is being proposed, will benefit students, campus, and the community at large.

Sincerely,

San Isidro P. Navarro
Director of Civil Engineering
Hinojosa Engineering, Inc.
108 W 18th Street
Mission, Texas 78572

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Program Development Proposal

Cosmetology Operator

Certificate

Business, Public Safety & Technology

April 28, 2022

SOUTH TEXAS COLLEGE

Cosmetology Operator Certificate

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- **Advisory Committee Membership**
- **Letters of Support**

Cosmetology Operator Certificate

APPROVAL PROCESS FOR IMPLEMENTATION		DATE
✓	Dean Approval	3/25/2022
✓	Vice President for Academic Affairs Approval	3/25/2022
✓	Advisory Committee	3/3/2022
✓	Division Committee	3/24/2022
✓	College-Wide Curriculum Committee	3/24/2022
✓	SACSCOC Liaison • Substantive Change	4/5/2022
✓	Academic Council	3/28/2022
✓	Planning and Development Council (PDC)	4/22/2022
☐	Education and Workforce Development Committee (EWDC)	-
☐	Higher Education Regional Council/Workforce Solutions (Letter of Intent)	-
☐	STC Board of Trustees (Certification Form)	-
☐	Texas Higher Education Coordinating Board (THECB)	-
☐	Southern Association of Colleges and Schools – Commission on Colleges (SACSCOC)	-
☐	Texas Department of Licensing and Regulation	-
☐	Department of Education	-

Program Development Process

Proposed instructional programs at South Texas College are identified either at the college or at divisional level through environmental scans, documented workforce needs, recommendations by Program Advisory Committees, or local business and industry demands. All proposed programs undergo a review process before being approved for development. The approval process includes reviews by department, division, and college-wide curriculum committees, and Academic Council. Programs that receive approval to proceed are then presented to the Planning and Development Council (PDC) for review and recommendation. A program that receives PDC approval to move forward is presented to the Board of Trustees' Education Workforce Development Committee (EWDC) for review and recommendation. Following review by the EWDC, programs are presented to the full Board of Trustees for final review and approval.

Curriculum Department Review: Certificate in Cosmetology Operator

The proposed certificate degree would prepare students for a career in the cosmetology profession. It would offer instruction in the latest salon technology, nail services, skincare, the artistry of hair design, hair coloring, and safety and sanitation laws. This credential would prepare students to pass the state licensing exams required to work in this industry. According to Economic Modeling Specialists, Inc., which utilizes data from the Texas Workforce Commission, occupations for the Cosmetology program are expected to grow by the following from 2021 to 2031 in the Lower Rio Grande Regional Area: 15.6%, resulting in an additional 326 job openings for Hairdressers, Hairstylists and Cosmetologists; 40.7%, resulting in an additional 42 job openings for Skincare Specialists; and 40.2%, resulting in an additional 74 job openings for Manicurists and Pedicurists. Letters of support from Little Thrills Salon, Spa La Posada, and De Sanchez Day Spa & Salon have demonstrated strong employer support to address the need for skilled professionals with passion for their craft in this industry.

Student demand exists and is documented through student survey data. According to a survey conducted by South Texas College's Research & Analytical Services department, the proposed

Cosmetology Operator Certificate revealed 52% of student respondents "felt it sounded like a good-paying job" and 50% of student respondents "felt it sounded like the kind of job that employers are hiring for in the Rio Grande Valley."

The cost to implement this program is expected to be above average, due to the purchase of supplies and equipment for initial setup as the College does not currently have any related programs in this field. However, the revenue, including contact hour reimbursement and student tuition, would bear the cost. Expenses include the costs associated with the Texas Department of Licensing and Regulation application for a Texas Cosmetology school, including the inspection and license fees. Funding will also be allocated for equipment and supplies which include materials and accessories associated with hairstyling, manicuring, eyelash application, and disposable products for hands-on practice. Funding for manicure chairs and tables, service trays, and dryers will also be included. One full-time faculty is expected to be hired to oversee the program and teach the curriculum with adjuncts hired to support the course overloads.

A review conducted by the Curriculum Department indicates the program complies with the criteria set forth from the Texas Higher Education Coordinating Board and recommends the proposed Certificate in Cosmetology Operator continue through the approval process.

Career & Technical Education/Workforce Programs

Program Demand and Projected Outcomes must be documented prior to the development of any new workforce or academic program. The following questions and checklist serve as an initial guide for program developers which must be completed at the start of the development process.

Proposed Award:

Program Title: Cosmetology

Program Location: PSJA Elvis J. Ballew College

Academic Year to be Developed: AY 2021-2022

Please list any similar programs currently offered by STC in this subject area, if applicable (stackable certificates or degrees, AAS Specializations, etc.)
N/A

For Curriculum Dept. Use Only

Program Developer Info:

Name: Sandra Charles

Title: Faculty

Division: BPST

Email: scharles_9464@southtexascollege.edu

Proposed CIP Code: 12.0401

1. Documentation of Program Checklist:

Category	Standard	Met the Standard	Did not meet the Standard	Comments
1. Occupational Need [1]	**A)** *EMSI data (provided by the Curriculum Department) projects a significant occupational growth rate in **South Texas, the state, and/or nationally.**	✓		Hairdressers, Hairstylists and Cosmetologists South Texas: 15.6% (+326 jobs) Texas: 24.2% (+10,204 jobs) Nation: 13.00% (+86,828 jobs) Skincare Specialists South Texas: 40.7% (+42 jobs) Texas: 43.1% (+2,550 jobs) Nation: 25.3% (+18,894 jobs) Manicurists and Pedicurists South Texas: 40.2% (+74 jobs) Texas: 53% (+4,473 jobs) Nation: 25.7% (+38,369 jobs)
	A-1)*Wage data			Hairdressers, Hairstylists and Cosmetologists South Texas: $10.65/hour Texas: $11.39/hour National: $13.23/hour Skincare Specialists South Texas: $13.38/hour

[1] Occupational groups for "Skincare Specialist" and "Manicurists and Pedicurists" were included for the purposes of supporting future growth in the program for additional credentials, including an associate's degree.

Category	Standard	Met the Standard	Did not meet the Standard	Comments
				Texas: $14.82/hour National: $16.74/hour <u>Manicurists and Peducurists</u> South Texas: $11.54/hour Texas: $12.53/hour National: $12.98/hour
	A-2)*Job Posting Intensity (Average posting intensity is 5:1)			<u>Hairdressers, Hairstylists and Cosmetologists</u> South Texas – 4:1 (82 unique postings out of a total 292 postings) Texas – 6:1 (3,513 unique postings out of a total of 20,020) <u>Skincare Specialists</u> South Texas – 3:1 (4 unique postings out of a total 11 postings) Texas –10:1 (301 unique postings out of a total of 2,951) <u>Manicurists and Pedicurists</u> South Texas – 2:1 (32 unique postings out of a total 69 postings) Texas – 5:1 (338 unique postings out of a total of 1,743)
	Growth rates and wage data are estimated projections for a 10-year period from 2021-2031. Job Posting Intensity is derived from the time period of August 2021 – February 2022. Data sources include the U.S. Department of Commerce, U.S. Department of Labor, U.S. Census Bureau, U.S. Department of Education. For a complete list, refer to the EMSI Data Source Appendix.			
	B) Occupational Outlook Handbook indicates graduates will have an average or above average job outlook for the next 5 to 10 years **(national data).** The average growth rate is 8 percent.	✓		For Skincare Specialists, the projected growth rate is 29% (much faster than average). For Manicurists and Pedicurists, the projected growth rate is 33% (much faster than average). No growth-rate information available for Hairdressers, Hairstylists and Cosmetologists.
	C) Program is on Targeted/In-Demand Occupations lists produced by the **Texas Workforce Commission <u>OR</u>** Program is an emerging and/or evolving occupation for the region or state in the **Texas Workforce Commission's *Labor Market and Career Information.***		✓	Not listed.

Category	Standard	Met the Standard	Did not meet the Standard	Comments
	D) Job demand and wage data is documented through the **survey of 8-12 top local employers.**	***If requested by VPAA.***		
	E) High employer demand exists and is documented through **letters of support**.	✓		
	F) Educational and/or employer publications or news articles document a growth in the industry or demand for employees.		✓	
2. Student Demand	Student demand exists and is documented through the use of **student surveys.**	✓		
	High enrollment exists in related programs (Stackable certificates or degrees).	***N/A***		
	High number of **graduates** are produced in related programs (Stackable certificates or degrees).	***N/A***		
3. Existing Programs	Similar programs from institutions of higher education, as defined by Texas Education Code §61.003, **do not exist** within STC's service area – Hidalgo and Starr Counties (Please include documentation of the nearest similar programs).	✓		Del Mar College (which is approximately 152 miles from McAllen) offers a Certificate in Cosmetology. Coastal Bend College (which is approximately 179 miles from McAllen) offers an AAS, Advanced Certificate and Certificate in Cosmetology. Alamo Colleges – Palo Alto College (which is approximately 238 miles from McAllen) offers several awards including an AAS and Certificates in Cosmetology Esthetician, Cosmetology Operator and Nail Technician. Southwest Texas Junior College (which is approximately 297 miles from McAllen) offers a Certificate in Beautician and a Certificate in Cosmetology Instructor.
4. Program Linkage & Opportunities for Further Education	Courses are currently offered or can be offered within **local high schools via the Dual Enrollment Program.** (Please provide a list of schools and/or districts)	✓		Vanguard ISD are interested in potentially offering the Cosmetology program at their site; Weslaco ISD is already offering this program at their site but is interested in having their faculty teach the program as dual credit at their site.
	Program-specific articulation agreements with other institutions of higher education (IHEs) currently exist or will be pursued in the future (Please include list of IHEs)		✓	Currently, will not be pursued since credential is a certificate.

2. Projected Outcomes:

Category	Standard	Met the Standard	Did not meet the Standard	Comments
1. Program Enrollment & Declared Majors	Program projects a steady increase in the **number of declared majors** in the program over the course of five years.	✓		
2. Number of Graduates	Program Review Standard: The Program will achieve a minimum of 5 graduates per year or **25 graduates during** the most recent 5-year period.	✓		
3. Graduate Earnings	EMSI data (provided by the Curriculum Department) projects that program graduates will earn a **median hourly earnings** wage that is above the "living wage" for South Texas, the state, and/or nationally.	✓		Hairdressers, Hairstylists and Cosmetologists South Texas: $10.65/hour Texas: $11.39/hour National: $13.23/hour Skincare Specialists South Texas: $13.38/hour Texas: $14.82/hour National: $16.74/hour Manicurists and Peducurists South Texas: $11.54/hour Texas: $12.53/hour National: $12.98/hour According to the Bureau of Labor Statistics: • Hairdressers, Hairstylists and Cosmetologists earned a median salary of $32,740 as of 2020. • Skincare Specialists earned a median salary of $36,510 as of 2020. • Manicurists and Pedicurists earned a median salary of 27,870 as of 2020. Living wage calculation for Texas: $14.01 per hour Source: http://livingwage.mit.edu/states/48

Program Summary

Institution: **South Texas College, McAllen Texas**

Proposed Award: **Cosmetology Operator Certificate**

PROGRAM DESCRIPTION

Program Objective: The objective of the Cosmetology Operator Certificate is to prepare students for a career in the cosmetology profession. The program would offer instruction in the latest salon technology, nail services, skincare, the artistry of hair design, hair coloring, and safety and sanitation laws. This credential would prepare students to pass the state licensing exams required to work in this industry.

Curriculum: The Cosmetology Operator Certificate consists of 31 semester credit hours of coursework derived from the Workforce Education Course Manual (WECM).

Admissions Requirements: The admissions requirements for this program would follow the general admissions policies set forth in the South Texas College catalog.

PROGRAM DEMAND

Occupational Need:

Hairdressers, Hairstylists and Cosmetologists
According to Economic Modeling Specialists, Inc. which utilizes data from the Texas Workforce Commission, Hairdressers, Hairstylists and Cosmetologists occupations are expected to experience a 15.6% growth from 2021 to 2031 in the Lower Rio Grande Regional Area (Cameron, Hidalgo, Starr, and Willacy counties) with 326 additional job openings expected during this time period; a 24.2% growth between 2021 and 2031 in State of Texas with 10,204 additional job openings expected during this time period; and 13% growth between 2021 and 2031 nationally with 86,828 additional job openings expected during this time period.

According to the Economic Modeling Specialist Occupation, Inc., the median hourly earnings wage for Hairdressers, Hairstylists and Cosmetologists occupations is $10.65/hr. for Cameron, Hidalgo, Starr, and Willacy Counties; $11.39/hr. for the State of Texas; and $13.23/hr. as a national average.

The job posting intensity for this occupation for the region was 4:1, meaning for every 4 job postings, there was 1 unique job to fill for a total of 82 unique job postings. The job posting intensity for the state was 6:1, with a total of 3,513 unique job postings.

Skincare Specialists
According to Economic Modeling Specialists, Inc. which utilizes data from the Texas Workforce Commission, Skincare Specialist occupations are expected to experience a 40.7% growth from 2021 to 2031 in the Lower Rio Grande Regional Area (Cameron, Hidalgo, Starr, and Willacy counties) with 42 additional job openings expected during this time period; a 43.1% growth between 2021 and 2031 in State of Texas with 2,550 additional job openings expected during this time period; and a 25.3% growth between 2021 and 2031 nationally with 18,894 additional job openings expected during this time period.

According to the Economic Modeling Specialist Occupation, Inc., the median hourly earnings wage for Skincare Specialist occupations is $13.38/hr. for Cameron, Hidalgo, Starr, and Willacy Counties; $14.82/hr. for the State of Texas; and $16.74/hr. as a national average.

The job posting intensity for this occupation for the region was 3:1, meaning for every 3 job postings, there was 4 unique jobs to fill for a total of 11 unique job postings. The job posting intensity for the state was 10:1, with a total of 301 unique job postings.

Manicurists and Pedicurists
According to Economic Modeling Specialists, Inc. which utilizes data from the Texas Workforce Commission, Skincare Specialist occupations are expected to experience a 40.2% growth from 2021 to 2031 in the Lower Rio Grande Regional Area (Cameron, Hidalgo, Starr, and Willacy counties) with 74 additional job openings expected during this time period; a 53% growth between 2021 and 2031 in State of Texas with 4,473 additional job openings expected during this time period; and a 25.7% growth between 2021 and 2031 nationally with 38,369 additional job openings expected during this time period.

According to the Economic Modeling Specialist Occupation, Inc., the median hourly earnings wage for Manicurists and Pedicurists occupations is $11.54/hr. for Cameron, Hidalgo, Starr, and Willacy Counties; $12.53/hr. for the State of Texas; and $12.98/hr. as a national average.

The job posting intensity for this occupation for the region was 2:1, meaning for every 2 job postings, there was 1 unique job to fill for a total of 32 unique job postings. The job posting intensity for the state was 5:1, with a total of 338 unique job postings.

According to the U.S. Bureau of Labor Statistics, Occupational Outlook Handbook, employment of Skincare Specialists is expected to grow by 29% (much faster than average); employment for Manicurists and Pedicurists is expected to grow by 33% (much faster than average).

According to the U.S. Bureau of Labor Statistics, Occupational Employment Statistics, in 2020 the median annual earnings for Hairdressers, Hairstylists and Cosmetologists was $32,740 nationally; for Skincare Specialists it was $36,510; and for Manicurists and Pedicurists it was $27,870.

Student Demand:
A survey sample of 7000 students yielded 430 responses (6%). The margin of error associated with this survey is plus/minus 5%. The survey revealed the following results:

- Fifty-two percent (52%) felt it sounded like a good-paying job;
- Thirty-two percent (32%) felt it sounded like a job that would make their family proud; and
- Fifty percent (50%) felt it sounded like the kind of job that employers are hiring for in the Rio Grande Valley.

Existing Programs:

- Del Mar College (which is approximately 152 miles from McAllen) offers a Certificate in Cosmetology.

- Coastal Bend College (which is approximately 179 miles from McAllen) offers a Certificate in Cosmetology.

- Alamo Colleges – Palo Alto College (approximately 238 miles from McAllen) offers a Certificate in Cosmetology Operator.

- Southwest Texas Junior College (approximately 279 miles from McAllen) offers a Certificate in Beautician.

The data tables below demonstrate the comparison of enrollment and graduation figures for the existing programs in nearby Texas community colleges.

Texas Community Colleges Enrollment Data Comparison					
	Fall 2016	**Fall 2017**	**Fall 2018**	**Fall 2019**	**Fall 2020**
Alamo CCD – Palo Alto	88	89	122	140	137
Coastal Bend College	120	96	95	82	70
Del Mar College	97	108	108	128	93
Southwest Texas Junior College	57	82	72	84	68

Texas Community Colleges Graduation Data Comparison					
	Fall 2016	**Fall 2017**	**Fall 2018**	**Fall 2019**	**Fall 2020**
Alamo CCD – Palo Alto	N/A	16	31	29	42
Coastal Bend College	36	27	23	11	28
Del Mar College	42	41	47	36	60
Southwest Texas Junior College	11	14	17	12	17

In researching local proprietary schools, South Texas College would be able to provide this program at more than 50% less cost than the average competitor. Tuition for the 31 – semester credit hour certificate, including lab fees, registration fees, etc. would average **$4,132** per student.

Rio Grande Valley Proprietary School Cost Comparison			
	Tuition	**No. of Attendees**	**Accreditation**
South Texas College	$4,132		
Vogue College of Cosmetology	$11,515	317	TDLR/NACCAS
University of Cosmetology Arts & Sciences (UCAS) - McAllen	$14,132	156	TDLR/NACCAS
G.A Beauty and Barber School	$14,600	90	TDLR/NACCAS
Southern Texas Careers Academy	$16,250	Unavailable	TDLR/NACCAS
University of Cosmetology Arts & Sciences (UCAS) - Harlingen	$17,355	105	TDLR/NACCAS
University of Cosmetology Arts & Sciences (UCAS) – La Joya	$19,194	60	TDLR/NACCAS

TDLR – Texas Department of Licensing and Regulation
NACCAS – National Accrediting Commission of Career Arts & Sciences

Program Linkage and Opportunities for Further Education: Coursework from the Workforce Education Course manual (WECM) should transfer to other community or technical colleges offering the same courses within a related program. Currently, South Texas College will be partnering with the Pharr, San-Juan, Alamo school district to offer courses for the certificate at one of their early college high schools. It is the expectation that South Texas College will add additional credentials in the future which will expand the opportunities for further education for our students.

Expected Enrollment & Declared Majors:
Enrollment projection is based on the projected STC student population demand stemming from the community and high schools based on marketing, recruitment, and retention efforts. After comparing the estimated cost of tuition for our institution with the cost of tuition at local proprietary schools, the cosmetology program at STC would be the affordable choice. Enrollment will have a maximum capacity of 25 students given there is only one classroom and one lab available for use based on the partnership with PSJA ISD. The current site has a classroom with seating for up to 25 students and 14 stylist stations available in the lab. A maximum of two students can use 1 styling station at a time. The College anticipates a gradual increase of projected enrollment to maximum capacity by AY 24-25 due to increased marketing efforts.

Projected Declared Major in Certificate – Cosmetology Operator

Years	2022-2023	2023-2024	2024-2025	2025-2026	2026-2027
Cohort (1)	20	22	25	25	25

PROGRAM SUPPORT

Faculty

This is a new award in a new CIP code offered at South Texas College. Therefore, 1 full-time faculty would be hired to oversee the program and teach some of the coursework. An adjunct instructor will also be hired starting in the first year to supplement instruction as the full-time faculty will have a course release for administrative duties. Adjunct faculty will be hired as needed moving forward to support the full-time faculty. The courses would average 20 students per course.

Facilities and Equipment

Currently, South Texas College will be partnering with the Pharr, San-Juan, Alamo school district to offer courses for the certificate at one of their early college high schools. A memorandum of understanding was finalized between both parties in which South Texas College would reimburse PSJA ISD a total of $4,000 per semester for the use of facilities and services, up to 100 students. Using a calculation of $40 per student and the max enrollment for the Cosmetology cohort, the result of $1000 per semester was applied to the operating costs in the budget.

Supplies & Materials

Costs would cover costs associated with the application and licensure fee from the Texas Department of Licensing and Regulations. Funding will also be allocated for equipment and supplies which include materials and accessories associated with hairstyling, manicuring, eyelash application, and disposable products for hands-on practice. Funding for manicure chairs and tables, service trays, and dryers will also be included. Furthermore, the average cost for a student kit per student for the program totals $500, which is also included.

New Costs

Total costs for this program are projected to be $637,102.00. The funding to defray the costs of this program will come from state appropriations: $328,361.60 and tuition: $494,694.00. The total projected 5-year revenue is $823,055.60. See attached specific budget details.

INSTITUTIONAL EFFECTIVENESS

Program Review and Improvement Plans

The Program Review and Improvement Process at South Texas College is embedded within the bi-annual Institutional Effectiveness (IE) Plan cycle. Academic, administrative, and educational support units of the College develop, implement, and monitor IE Plans. This continuous improvement process establishes expected outcomes at the unit level which support the

achievement of STC's strategic plan and mission. IE Plans for academic units generally establish goals and action plans that focus on enhancements or innovations, as well as addressing any element of the program that needs to be improved, as indicated by the annual program review criteria, student learning assessment results, or individual program accreditation requirements.

Each educational program undergoes an annual program review, including criteria such as: enrollment, awards of degrees and certificates, persistence, course success rate, transfer rate, job placement rate, professional accreditations or certifications, licensure/credential exam pass rate, and program advisory committee meetings.

Program learning outcomes (PLOs) are developed for each educational program at STC. Each year, all educational programs assess student learning to demonstrate the level to which students have attained the knowledge or skills that make up these outcomes. Assessment data are collected and reported each year and form the bases for improvement strategies developed and implemented by program instructional staff.

Accreditation

The Certificate in Cosmetology is designed to be consistent with the standards of the Southern Association of College and Schools Commission on Colleges and Schools (SACSCOC). Furthermore, the program is undergoing the application process with the Texas Department of Licensing & Regulation as an approved Texas Cosmetology school to offer the program and prepare students for the state license examination in Cosmetology Operator.

Enrollment Management Plan

POTENTIAL SOURCES OF STUDENTS

A variety of student populations have been identified as potential sources of students for the certificate in Cosmetology Operator. Students are expected to be from varied backgrounds including special populations. The enrollment pool may include young adults graduating from high school, GED completers, returning adults seeking career changes, as well as current STC students. Our student survey results indicate that students are likely to enroll for this program to increase their probability of employment in the industry, for economic advantage and to increase their knowledge and skills to improve career opportunities.

MARKETING

The certificate in Cosmetology Operator will be marketed towards future cosmetology students. Target areas of marketing will be in the community and high schools. Digital marketing campaigns (visible media), social media, shopping malls, local events, seasonal festivals, career fairs, and on and off campus college fairs are just a few activities that will be used to increase exposure to the degrees offered and to recruit new students. The department will work with the Public Relations department to increase exposure prior to the first semester offering.

RETENTION

Several strategies will be implemented to retain students in the program. The program will have reports to compare results or aggregate results by criteria such as pass rates, course completion, and program learning outcomes. Faculty advising is one approach for the identification and clarification of student's goals and directions. Another approach, intervention using the Starfish Early Alert system, can be used to facilitate communication, increase engagement, and set up appointments with students. Student feedback from course evaluations is one way to know if the learning experience matches student needs. Academic assistance is another support strategy for academic performance and retention. Student participation and interaction with a wide variety of college support programs and student services on campus is another technique that can be implemented for retention purposes.

ENROLLMENT PROJECTIONS

Enrollment projection is based on the projected STC student population demand stemming from the community and high schools based on marketing, recruitment, and retention efforts. After comparing the estimated cost of tuition for our institution with the cost of tuition at local proprietary schools, the cosmetology program at STC would be the affordable choice. Enrollment will have a maximum capacity of 25 students given there is only one classroom and one lab available for use based on the partnership with PSJA ISD. The current site has a classroom with seating for up to 25 students and 14 stylist stations available in the lab. A maximum of two students can use 1 styling station at a time. The College anticipates a gradual increase of projected enrollment to maximum capacity by AY 24-25 due to increased marketing efforts.

Projected Declared Major in Certificate – Cosmetology Operator

Years	2022-2023	2023-2024	2024-2025	2025-2026	2026-2027
Cohort (1)	20	22	25	25	25

PROJECTED NUMBER OF GRADUATES

The program is projected to have 32% of students enrolled to successfully complete the certificate in Cosmetology Operator. This percentage is based on the historical graduation rate for the institution. The program will maximize class size and continue to produce graduates in accordance with classroom/lab capacity and Texas Department of Licensing and Regulation.

Years	2022-2023	2023-2024	2024-2025	2025-2026	2026-2027
Graduates (32% of Cohort)	6	7	8	8	8

Student Survey

SOUTH TEXAS COLLEGE

Research & Analytical Services
Student Survey
Cosmetology New Program

Field Dates: January 28-February 11, 2021
Sample Size: n=430, margin of error +/- 5%
Matt Dabrowski, Qualitative Researcher

Summary

Research & Analytical Services conducted a survey of students for the Curriculum Office. The eligible cohort was traditional students aged 18 and over enrolled in the Spring 2021 semester, from which a sample of 7,000 was drawn. Four hundred and thirty (n=430, 6%) responded. The sample was post-stratified and weighted by gender and program division to create a representative portrait of the traditional student body. The margin of error associated with this survey is plus/minus 5%. The data reported in this document is weighted.

Student interest in an AAS Cosmetology program was assessed. Since programs have their unique potential markets, each program should be assessed on its own merits.

For AAS Cosmetology, students expressed an average interest of 3.0 on a 1-to-10 scale. This represents currently enrolled students alone and does not reflect new students that may be drawn into the program. Social Science (SS) majors expressed an average interest of 3.4 and female students averaged at 3.7.

Students rated the program on attributes that included:

- *Prefer this program to my current major* (17%, SS 26%);
- *Sounds like a good-paying job* (52%, SS 66%);
- *Sounds like the kind of job that would make my family proud* (32%, SS 43%); and
- *Sounds like the kind of job that employers are hiring for here in the Valley (*50%, SS 63%).

Proposed Curriculum
&
Course Descriptions

Cosmetology

Certificate Proposal

AY 2022-2023

Program: Cosmetology — FICE CODE: 031034

Specialization: N/A — CIP CODE: 12.0401

Award Title: CT1 Cosmetology Operator — Major: CT1-COSM

TSI Exempt

Semester One			Lecture Hours	Lab Hours	External Hours	Contact Hours	Credit Hours
CSME	1401	Orientation to Cosmetology	3	4	0	112	4
CSME	1405	Fundamentals of Cosmetology	2	5	0	112	4
CSME	1348	Principles of Skin Care	2	4	0	96	3
CSME	1443	Manicuring and Related Theory	2	5	0	112	4
		Total Semester Hours:	**9**	**18**	**0**	**432**	**15**

Semester Two			Lecture Hours	Lab Hours	External Hours	Contact Hours	Credit Hours
CSME	1451	Artistry of Hair, Theory, and Practice	2	5	0	112	4
CSME	2401	The Principles of Hair Coloring and Related Theory	2	5	0	112	4
CSME	1453	Chemical Reformation and Related Theory	2	5	0	112	4
CSME	2441	Prep. For the State Licensing Examination	3	4	0	112	4
		Total Semester Hours:	**9**	**19**	**0**	**448**	**16**

Total Contact Hours:	**880**
Total Credit Hours:	**31**

Cosmetology
Course Descriptions – Workforce Courses

CSME 1401 – ORIENTATION TO COSMETOLOGY
CRT HRS:04 LEC HRS:03 LAB HRS:04 OTH HRS:00
This course is an overview of the skills and knowledge necessary for the field of cosmetology.
Prerequisite: None.

Course Learning Outcomes
- Demonstrate introductory skills, professional ethics, safety and sanitation.
- Explain the laws and rules of the state.

CSME 1405 – FUNDAMENTALS OF COSMETOLOGY
CRT HRS:04 LEC HRS:02 LAB HRS:05 OTH HRS:00
This course covers the basic fundamentals of cosmetology. Topics include safety and sanitation, service preparation, manicure, facial, chemical services, shampoo, haircut, wet styling, and comb out.
Prerequisite: None.

Course Learning Outcomes
- Identify fundamental concepts related to skills required by the Texas Department of Licensing and Regulation (TDLR);
- Demonstrate basic required skills by TDLR standards.

CSME 1348 – PRINCIPLES OF SKIN CARE
CRT HRS:03 LEC HRS:02 LAB HRS:04 OTH HRS:00
This course is an introduction of the theory and practice of skin care.
Prerequisite: CSME 1401 and CSME 1405.

Course Learning Outcomes
- Define terminology related to skin care treatments.
- Demonstrate skin care procedures.
- Practice safety and sanitation according to the laws and rules of the state licensing agency.
- Exhibit workplace competencies in skin care.

CSME 1443 – MANICURING AND RELATED THEORY
CRT HRS:04 LEC HRS:02 LAB HRS:05 OTH HRS:00
This course is a presentation of the theory and practice of nail services. Topics include terminology, application, and workplace competencies related to nail services.
Prerequisite: CSME 1401 and CSME 1405.

Course Learning Outcomes
- Define terminology related to nail services.
- Demonstrate the basic procedures of nail services.
- Practice safety and sanitation according to the laws and rules of the state licensing agency.
- Exhibit workplace competencies in nail services.

CSME 1451 – ARTISTRY OF HAIR, THEORY, AND PRACTICE
CRT HRS:04 LEC HRS:02 LAB HRS:05 OTH HRS:00
This course is an instruction in the artistry of hair design. Topics include theory, techniques, and application of hair design.
Prerequisite: CSME 1401 and CSME 1405.

Course Learning Outcomes
- Practice basic competencies related to the artistry of hair design.
- Demonstrate use of tools.
- Exhibit basic manipulative skills.
- Follow safety and sanitation laws and rules according to the state licensing agency.

CSME 2401 – THE PRINCIPLES OF HAIR COLORING AND RELATED THEORY
CRT HRS:04 LEC HRS:02 LAB HRS:05 OTH HRS:00
This course is a presentation of the theory, practice, and chemistry of hair color. Topics include terminology, application, and workplace competencies related to hair color.
Prerequisite: CSME 1401 and CSME 1405.

Course Learning Outcomes
- Define terminology.
- Demonstrate hair color application.
- Practice safety and sanitation according to the laws and rules of the state licensing agency.
- Practice workplace competencies related to hair color.

CSME 1453 – CHEMICAL REFORMATION AND RELATED THEORY
CRT HRS:04 LEC HRS:02 LAB HRS:05 OTH HRS:00
This course is a presentation of the theory and practice of chemical reformation including terminology, application, and workplace competencies.
Prerequisite: CSME 1401 and CSME 1405.

Course Learning Outcomes
- Define terminology related to chemical reformation.
- Follow safety and sanitation laws and rules according to the state licensing agency.
- Exhibit workplace competencies related to chemical reformation.

CSME 2441 – PREPARATION FOR THE STATE LICENSING EXAMINATION
CRT HRS:04 LEC HRS:03 LAB HRS:04 OTH HRS:00
This course is a preparation for the state licensing examination.
Prerequisite: CSME 1401, CSME 1405, CSME 1348, CSME 1443, CSME 1451, CSME 2401 and CSME 1453.

Course Learning Outcomes
- Review for the written state licensing exam.
- Prepare for the practical state licensing exam.
- Practice safety and sanitation according to the laws and rules of the state licensing agency.

Instructional Costs & Projected Revenue

Faculty Salary & Benefits	2022-2023	2023-2024	2024-2025	2025-2026	2026-2027	Totals
No. Sections						
LHE Rate	$ 575.00	$ 575.00	$ 575.00	$ 575.00	$ 575.00	
Avg. # of LHE's per Course	5.35	5.35	5.35	5.35	5.35	
Subtotal	$ 3,076.25	$ 3,076.25	$ 3,076.25	$ 3,076.25	$ 3,076.25	
# of Sections Taught by Adjunct/Overload	4	4	4	4	4	
# of Sections Taught by Current F/T	0	0	0	0	0	
# of Sections Taught by New F/T	4	4	4	4	4	
Salary Breakdown						
Adjunct/Overload Compensation	$ 12,305.00	$ 12,305.00	$ 12,305.00	$ 12,305.00	$ 12,305.00	
Benefits Rate for Adjunct/Overload (18%)	1.18	1.18	1.18	1.18	1.18	
Compensation + Benefits for Adjunct/OV	$ 14,519.90	$ 14,519.90	$ 14,519.90	$ 14,519.90	$ 14,519.90	$ 72,599.50
F/T Faculty @ $48,000 avg salary	$48,000	$48,000	$48,000	$48,000	$48,000	
Benefit Rate for F/T (30%)	1.30	1.30	1.30	1.30	1.30	
Salary + Benefits for F/T	$62,400	$62,400	$62,400	$62,400	$62,400	$312,000.00
Administrative Costs	$5,175	$5,175	$5,175	$5,175	$5,175	
Benefits Rate for Stipends (18%)	1.18	1.18	1.18	1.18	1.18	
Compensation + Benefits for Stipends	$6,107	$6,107	$6,107	$6,107	$6,107	$30,532.50
Cost for Faculty Salary/Benefits	**$ 83,026.40**	**$ 83,026.40**	**$ 83,026.40**	**$ 83,026.40**	**$ 83,026.40**	**$ 415,132.00**

Projected Revenue	2022-2023	2023-2024	2024-2025	2025-2026	2026-2027	Totals
***State Appropriations**						
# of Sections	8	8	8	8	8	
# of Students per Section	20	22	25	25	25	
Total # of Students per Year	160	176	200	200	200	
Avg. # of Contact Hours per Course	110	110	110	110	110	
Total Contact Hours	17600	19360	22000	22000	22000	
Multiplied by State Funding Rate (2.74)	$ 2.74	$ 2.74	$ 2.74	$ 2.74	$ 2.74	
State Appropriations Generated	$ 48,224.00	$ 53,046.40	$ 60,280.00	$ 60,280.00	$ 60,280.00	
State Appropriations Received	$ 48,224.00	$ 48,224.00	$ 48,224.00	$ 53,046.40	$ 60,280.00	**$ 257,998.40**

* State Appropriations funding is based on average funding per contact hour from previous biennium

Tuition						
Enrollment # Projected	160	176	200	200	200	
Tuition Rate per SCH	$ 77.00	$ 77.00	$ 77.00	$ 77.00	$ 77.00	
Subtotal	$ 12,320.00	$ 13,552.00	$ 15,400.00	$ 15,400.00	$ 15,400.00	
# of SCH per Course	4	4	4	4	4	
Total Tuition	$ 49,280.00	$ 54,208.00	$ 61,600.00	$ 61,600.00	$ 61,600.00	$ 288,288.00
Student Fees						
Registration Fee ($150/term)	$ 6,000.00	$ 6,600.00	$ 11,250.00	$ 11,250.00	$ 11,250.00	
Institutional Fees ($33/SCH)	$ 21,120.00	$ 23,232.00	$ 26,400.00	$ 26,400.00	$ 26,400.00	
Differential Tuition Fee ($15/SCH)						
Lab Fees ($144/stu 1st yr, $168/ stu 2nd yr)	$ 6,240.00	$ 6,864.00	$ 7,800.00	$ 7,800.00	$ 7,800.00	
Total Fees:	$ 33,360.00	$ 36,696.00	$ 45,450.00	$ 45,450.00	$ 45,450.00	$ 206,406.00
Total Tuition & Fees:	$ 82,640.00	$ 90,904.00	$ 107,050.00	$ 107,050.00	$ 107,050.00	**$ 494,694.00**

Notes: LHE rate of $575 was used as this program would need faculty with a minimum of an Associate's Degree with demonstrated competencies in Cosmetology. The average number of LHEs per course was derived from the proposed 5-year course schedule and based on the respective academic year. Contact Hours per student was derived from an average of 110 contact hours per course section. Number of credit hours per course is averaged at 4 for the technical coursework. Number of sections is based on projected enrollment on one cohort.

CATEGORY	INITIAL COST 2022-2023	BUDGET 2ND YEAR 2023-2024	BUDGET 3RD YEAR 2024-2025	BUDGET 4TH YEAR 2025-2026	BUDGET 5TH YEAR 2026-2027	TOTAL BUDGET 2022-2027
Faculty Salaries and Benefits	$83,026.40	$83,026.40	$83,026.40	$83,026.40	$83,026.40	$415,132.00
Supplies and Materials (Operating)	$26,401.00	$29,420.00	$32,762.00	$34,788.00	$37,017.00	$160,388.00
Library Resources	$4,353.30	$0.00	$0.00	$0.00	$0.00	$4,353.30
Equipment and Software (Capital)	$9,953.00	$0.00	$0.00	$0.00	$0.00	$9,953.00
Facilities (Furniture) (Operating)	$3,000.00	$3,000.00	$3,000.00	$3,000.00	$3,000.00	$15,000.00
Faculty Professional Development/(Travel)	$1,000.00	$1,000.00	$1,000.00	$1,000.00	$1,000.00	$5,000.00
Subtotal - Instructional & Operating Budget	$127,733.70	$116,446.40	$119,788.40	$121,814.40	$124,043.40	$609,826.30
Total Budget Per Year	**$127,733.70**	**$116,446.40**	**$119,788.40**	**$121,814.40**	**$124,043.40**	**$609,826.30**

CATEGORY	REVENUE 2022-2023	REVENUE 2023-2024	REVENUE 2024-2025	REVENUE 2025-2026	REVENUE 2026-2027	TOTAL REVENUE 2022-2027
State Appropriations	$ 48,224.00	$ 48,224.00	$ 48,224.00	$ 53,046.40	$ 60,280.00	$ 257,998.40
Tuition & Fees	$ 82,640.00	$ 90,904.00	$ 107,050.00	$ 107,050.00	$ 107,050.00	$ 494,694.00
TOTAL REVENUE	**$130,864.00**	**$ 139,128.00**	**$ 155,274.00**	**$ 160,096.40**	**$ 167,330.00**	**$ 752,692.40**

Supporting Documentation

- Advisory Committee List
- Letters of Support

Cosmetology Operator Certificate
Advisory Committee Membership

Name	Title	Contact
Balleza, Carla M.	Fabo's Beauty Salon 221 Holy Innocents Elsa, TX 78572	956-457-2659 cballeza@yahoo.com
Guerra, Linda M.	Claudia Renee's Hair, Skin & Nail Salon 2901 N. 10th St. McAllen, TX 78501	956-500-0174 lmg1764@yahoo.com
Posada, Alexandria	Spa La Posada 4500 N. 10th St. Suite 120 McAllen, TX 78504	956-687-7544 alexandria@spalaposada.com
Valdez, Cynthia	Little Thrills Salon 214 N. 16th St. Suite 110 McAllen, TX 78501	512-767-9637 cvaldezv@gmail.com
Villarreal, Claudia R.	Claudia Renee's Hair, Skin & Nail Salon 2901 N. 10th St. McAllen, TX 78501	956-970-1160 renee6927@gmail.com

Little Thrills Salon
214 N. 16th St. Ste. 110
McAllen, TX 78501

To Whom It May Concern:

On behalf of Little Thrills Salon & co. we would like to extend our support for the development of the Cosmetology Program at South Texas College. We understand the importance of providing a skilled workforce and the value of receiving a certificate or associate's degree from an institution of higher education. As a professional in the field of beauty for years we have fought against the stigma of "JUST" being hairdressers even though we are an active part of a multimillion-dollar industry that contributes to a very active economy in the USA and the world.

A well-trained hairdresser can make just as much as a professional in the medical field, however Our technical skills are just reduced to being a "second "option or a career someone chooses when college fails which is completely false for me and most of my colleagues. As a second-generation beauty professional and growing up in this industry I have seen the constant fight to have to validate our career as much more than just hair. Beauty entails an individual that is highly caring, that has knowledge in chemistry, training in skin diseases and cross contamination.

We are individuals that are also trained in identifying human trafficking, abuse (mental and physical) and often times we are the source of medical referrals when it comes to skin diseases, skin cancer and abnormalities in the scalp. On top of this basics we learn geometry, face shapes, textures, how to chemically change the hair texture and color while being completely and personally responsible to follow EPA and OSHA regulations to keep our clients, employees and ourselves safe. We are business owners and manage on our own teams of 20+ people with payroll, accountants and thousands /millions in revenue a year.

MOST of this training we are responsible to continue on our own after receiving a license, that is because the government itself is constantly attacking us by reducing our training hours, lowering the basic requirements and in some states of the USA we are even threatened to being deregulated as an industry. We are not just kitchen hairdressers and its time institutions step in and validate this growing career that has sat in the back burner since forever. We have statistics in the beauty industry that shows only a very SMALL amount of beauty graduates make it past 5 years in this industry and most of those that leave our industry is due to lack of proper beginner training, lack of information on advanced education and a system that hands out licenses without any intention of grooming the person to be the best they can be in their career.

Our industry needs a higher standard and professionalism that institutions like yours can grow and support while creating jobs that enhance our community. You can make a difference and be an example for the entire country when it comes to providing a higher standard for our industry and embracing programs that prepare not just hairdressers but successful business people to be part of our community. We are committed to supporting South Texas College and are very excited that they will be able to improve our local job market by enhancing the Cosmetology program. Please feel free to reach out to me at 512.767.9637 or littlethrillsco@gmail.com if you have any questions or need additional information.

Sincerely,
Cynthia Valdez
Hairstylist + Owner, Little Thrills Salon & Co.

Little Thrills Salon

EMPOWERING WOMEN THROUGH BEAUTY

Spa La Posada

4500 N. 10TH ST. #120 McALLEN, TX 78504

December 30,2020

To Whom It May Concern,

Hello and thank you for reaching out to our organization. Spa La Posada is so fortunate to be a part of this industry and your proposed project – program development in Cosmetology is something that can potentially help us in our business as well.

We understand the involvement required of this industry and assisting you with this letter of support serves to provide your College with accomplishing your goals.

After speaking with the Dean at your College, I learned about how there may be an opportunity for current and future students to take classes in Cosmetology, an industry that I consider to be valuable and that is close to our heart.

Day to day we service clients and do so with integrity and we are proud with what we have achieved. We have been in this business for 31 years and have seen how cosmetology provides personal care services that include caring for people's hair, skin, and nails, among many other areas under the umbrella of cosmetology.

We understand how beauty professionals employed in the cosmetology industry can benefit from having a profession that can contribute with jobs in this region, the Rio Grande Valley, an area that is much need of people having gainful employment.

This initiative at South Texas College, which seeks to develop a program of Cosmetology to the current list of programs available is good since it will help students prepare for the state licensing exam in Texas, which is key to practicing Cosmetology.

As the Vice President of Spa La Posada, I encourage you to open and establish this program. I am eager to hear what the results are should your mission to prepare students in the area be a success.

Alexandria Posada
Vice President
Spa La Posada

4500 N. 10th St. Ste #120 | Mcallen, TX 78504 | 956.687.7544

Wednesday, July 29, 2020

To Whom It May Concern:

On behalf of de Sanchez Day Spa & Salon, we would like to extend our support for the development of the Cosmetology Program of South Texas College. We understand the importance of providing a skilled workforce and the added value of receiving a certificate or an associate degree from an institution of higher education.

I strongly believe that a solid foundation and added studies will help our Cosmetologist in the real world. As General Manager of de Sanchez Day Spa & Salon in McAllen, TX. As an employer, we have personally observed individuals do not receive any type of personally development. This development is important in real world scenarios. For example, some individuals do not know how to solve a simple math problem such as giving back correct change or figuring out their commission based off their percentage and number of services provided.

Obtaining a certification from South Texas College will also increase the marketability and an increase in earning potential and economic stability for an individual. In return the individual will have higher job satisfaction and allow employers to motivate and train up an individual who has potential to be a top tier stylist. This will be a positive return on the individual investment.

Most importantly, with a Cosmetology Program and Certification students will be better equipped to handle and overcome adversity. This is their chance to gain valuable insight and how to learn from their mistakes to better their chance at success.

de Sanchez Day Spa & Salon are committed to supporting South Texas College and we are excited that they will be able to improve our local job market by enhancing the Cosmetology program.

Please feel free to reach out to me at 956-682-1306 or eric@desanchez.com if you are in need of any additional information.

Sincerely,

Eric Castaneda
General Manager
956-682-1306
eric@desanchez.com

1308 NORTH 15TH STREET
McALLEN, TEXAS 78501
956 682-1306
fax 956 682-2238

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SOUTH TEXAS COLLEGE

2022-2023 Dual Credit Programs Interlocal Agreement
Recommended Revisions

South Texas College Dual Credit Programs Interlocal Agreement outlines the roles and responsibilities of the College and partnering school districts. The following reflects the recommended revisions in the ***2022-2023 Dual Credit Programs Interlocal Agreement***:

IA Formatting

- **Non-Discrimination**
  - Section was moved from page 1 to page 13.
- **Title IX of the Education Amendments 1972**
  - Association of Title IX Administrators (ATIXA) Consultant recommended to add a section on Page 13.

Academic Policies & Procedures

- **Section vii.** (page 3) added the following language:
  - The DELTA Online Academy course includes required training on Title IX and related Texas laws, and covers topics including but not limited to mandatory reporting duties, sexual harassment under federal and state law, and prevention techniques.
- **Section ix.** (page 3) added the following language:
  - The School District will allow release time from School District duties for all high school librarians to attend no more than two required library summits organized by the College held on week days during the school year.
- **Section xiii.** (page 4) added the following language:
  - Texas House Bill 3979 and Senate Bill 3 (87th Legislature), which relates to civic instruction and instruction policies in public schools in state, does not apply to community colleges or to dual credit students, as long as the curriculum being taught is the College's curriculum. This is the case if the College curriculum is taught by a high school teacher in their capacity as a Dual Credit Faculty member.

Student Enrollment & Support Services

- **Advising** (Page 10) added the following language:
  - ….TX SB 25 (2019) and TX SB 1324 (2019), which collectively address measures public institutions of higher education must take to facilitate successful transfer, academic progress, and timely graduation through, among other things, the filing of degree plans at certain milestones and the publication of course sequences.
  - …. TX SB 1277 (2021), including but not limited to designating at least one employee from either institution to provide academic advising to each student who enrolls in a dual credit course before beginning the course.
- **Counseling and Student Accommodations** (Page 10)
  - The School District will be responsible for implementing policies and procedures to enable students to identify disability needs and to provide academic accommodations for dual credit students.
  - Students are not eligible to receive and/or otherwise utilize Individual Education Plans (IEP's) in Dual Credit courses.
- **Student Complaints** (Pages 10-11) added the following language:
  - …. and follow the process and procedures as detailed in the College's Student Handbook and/or Employee Handbook, depending on whether the report or complaints relating to a Dual Credit course to the College. If the student chooses to report to the School District, the School District shall promptly report the matter to the College. The College shall be responsible for implementing the College's Grievance and/or Complaint procedures only if the College has jurisdiction over the individuals and/or environment involved in the report or complaint, including but not limited to, jurisdiction over the educational program or activity, the complainant, and respondent.
  - Student reports and complaints alleging sex-based discrimination, harassment, domestic violence, dating violence, stalking, or other sexual misconduct in a Dual Credit course will be handled in accordance with the policy and procedures outlined in….

Interlocal Agreement

South Texas College Dual Credit Programs

SOUTH TEXAS COLLEGE (herein called the "College") and_____ SCHOOL DISTRICT (herein called the "School District") enter into the following Interlocal Agreement (IA), and for the terms of which WITNESS THE FOLLOWING:

TERM

This IA shall be in effect from August 2~~3~~2, ~~2021~~2022 to August 2~~3~~2, ~~2022~~2023, and posted during this term on the College's and School District's respective internet websites.

OVERVIEW

The College is committed to serving the students and communities of South Texas through collaborative work with school districts in the College's service area. A major initiative promoting a college-going and college graduation culture is the **South Texas College Dual Credit Programs**, which complies with the rules set forth by the State of Texas (TAC Title:19 Chapter 4, Subchapter D, Rule § 4.84) for dual credit partnerships between secondary schools and Texas public colleges to offer dual credit to qualified students; therefore,

~~**NON-DISCRIMINATION**~~

~~The College prohibits discrimination, including harassment, against any employee, applicant for employment, student or applicant for admission on the basis of any protected class or any other basis prohibited by law. Protected classes at the College include: race, color, national origin, religion, age, sex, sexual orientation, gender, gender identity, physical or mental disability, genetic information, veteran status or any other basis prohibited by law.~~

~~Discrimination is defined as prohibited conduct directed at an employee or student on the basis of race, color, national origin, religion, age, sex, including pregnancy and parental status, sexual orientation, gender, gender identity, physical or mental disability, genetic information, veteran status, or any other basis prohibited by law, that adversely affects the employee's employment or that adversely affects the student.~~

~~For more information, please visit ***Board Policy #4216 Sex Discrimination, Sexual Harassment, Domestic Violence, Dating Violence, Stalking and Retaliation Prohibited.***~~

1) **IA PURPOSE**

   The purpose of this IA is to outline the roles and responsibilities of the College and the School District that participate in the Dual Credit Programs. This IA is the agreement that encompasses all programs and initiatives under the Dual Credit Programs as required by the Texas Higher Education Coordinating Board (THECB). An additional IA is required by the Texas Education Agency for Early College High Schools, T-STEM and P-TECH schools.

2) **RECOGNITION OF HIGHER EDUCATION PARTNER**

   The School District, when reporting and publicizing high school *students' completion* of dual credit **courses**, **degrees**, or **certificates**, will recognize ~~all Higher Education partners, including~~ South Texas College. Furthermore, when the School District advertises and/or publicizes including but not limited to,

designations, awards received, tuition saved, and articles written in social media, television commercials and print ads for dual credit, the School District will recognize South Texas College as their Higher Education partner. The following statement must be included in all the School District's publications and/or advertisements in regards to the Dual Credit Programs:

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

In addition, the School District shall adhere to the format and style of all advertising, marketing, reporting, and publicity materials, which includes billboards, print ads, and television commercials, as set forth in the College's ***Branding, Marketing, and Advertising Guidelines for South Texas College Dual Credit Programs*** at www.southtexascollege.edu/go/dual-credit-marketing (see Exhibit B for Sample Recognition). Failure to follow this provision will result in a non-compliance notification as stated in Section 9 of this document.

3) ACADEMIC POLICIES & PROCEDURES

~~Regular a~~ Academic policies and procedures applicable to regular college courses and students will also apply to dual credit courses and dual credit students. A degree plan with a defined sequence of courses will be available through Degree Works for all dual credit students.

a) *Eligible Courses*
Academic courses offered by the College for dual credit are developed based on the guidelines published in the Academic Course Guide Manual. Workforce courses are developed based on the guidelines published in the Workforce Education Course Manual. The College does not offer kinesiology, guided studies, competency-based or developmental courses for dual credit.

b) *Faculty Qualification, Selection, Supervision, and Evaluation*
The College has established an approval process for selecting and/or approving qualified School District faculty (those approved will herein be called "Dual Credit Faculty") to teach dual credit course(s). Each approved Dual Credit Faculty will be supervised by the College's respective department chair or designee and be evaluated and monitored to ensure quality of instruction and compliance with the College's policies and procedures in accordance with the standards established by the State of Texas and the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC). For a comprehensive view of the Faculty Credentials and Qualification, Selection, Supervision, and Evaluation process, refer to the ***Dual Credit Programs Instructional and Quality Standards Manual - Academic Affairs Division.***

i. The School District will collaborate with the College to ensure that the School District instructor applying to teach in the Dual Credit Programs meets the credential requirements as stated in the College's ***Board Policy #4151*** ***Academic and Professional Credentials for Faculty***, which includes the criteria used by the College to determine teaching eligibility.

ii. The College will ensure that College Faculty requested to teach dual credit courses at the School District sites have met acceptable national criminal background checks.

iii. School District faculty approved as Dual Credit Faculty must be cleared by the College's Office of Human Resources to teach any dual credit courses.

iv. Dual Credit Faculty will submit all required reporting documents such as rosters, learning

outcome results, syllabi/section outlines, and grades by the deadlines set by the College.

v. New Dual Credit Faculty approved for the upcoming Academic Year must satisfactorily complete the LMS Fundamentals and Academic Continuity Certifications offered through the College's Distance Learning Department, prior to teaching dual credit courses.

vi. College and Dual Credit Faculty teaching dual credit courses should check their class rosters during the first week of classes by accessing Starfish through JagNet to make sure that all students attending the class are enrolled in the dual credit course. Refer students not on the roster to the appropriate School District counselor and the ~~Dual2Degree~~ Dual Credit Enrollment Services Department. Any student not listed on the roster by the 12th day of class (Census Day) will not be enrolled in the dual credit course.

vii. New Dual Credit Faculty approved for the upcoming Academic Year must satisfactorily complete the *DELTA Online Academy* course offered through the College's Office of Professional and Organizational Development during the first semester teaching dual credit courses. Dual Credit Faculty not completing this Academy will not be allowed to continue teaching the following academic year. This Academy focuses on relevant College policies, and procedures, resources, faculty responsibilities, and maintaining a college environment in the classroom. The *DELTA Online Academy* course includes required training on Title IX and related Texas laws, and covers topics including but not limited to mandatory reporting duties, sexual harassment under federal and state law, and prevention techniques.

viii. The School District will allow release time from School District duties for all Dual Credit Faculty to attend required College departmental meetings, discipline and course-specific College professional development training, and the two Dual Credit professional development days organized by the College held on the Saturday before each full semester begins. The department chairs will provide the meeting schedule to the Dual Credit Faculty before the beginning of the semester, so that the Dual Credit Faculty can coordinate their teaching responsibilities at the high school in order to attend required department meetings.

ix. The School District will allow release time from School District duties for all high school librarians to attend no more than two required library summits organized by the College held on week days during the school year.

x. College Faculty and Dual Credit Faculty teaching college-level courses are expected to communicate with students who need academic assistance and direct them to the appropriate College or School District support services. College provides students access to college resources, and support services at no cost.

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

xii. The Dual Credit Faculty or College Faculty assigned to teach a dual credit course is charged with the duties and responsibilities of the instructor of record. In cases where the course is a Distance Learning course taught at the partner school, as stated in ***Board Policy***

#3115 ***Distance Education***, the instructor of record, not an assistant, is the one responsible for delivery of instruction and evaluation of student progress. Online students shall be informed that they are able to access the online course at any time, not only during a designated time at the high school.

xiii. Texas House Bill 3979 and Senate Bill 3 (87th Legislature), **which relates to civic instruction and instruction policies in public school in the state**, does not apply to community colleges or to dual credit students, as long as the curriculum being taught is the College's curriculum. This is the case even if the College curriculum is taught by a high school teacher in their capacity as a Dual Credit Faculty member.

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

xiv. This IA recognizes the unique and sometimes challenging position of Dual Credit Faculty. Nevertheless, although Dual Credit Faculty are full-time employees of the School District where they teach College courses(s), Dual Credit Faculty shall follow all applicable College policies during dual credit instructional time. Accordingly, Dual Credit Faculty are expected to fulfill their responsibilities as Dual Credit Faculty while also complying with the expectations, policies, and responsibilities of their School District and Principal.

xv. Expectations of Dual Credit Faculty ~~Rights and Responsibilities~~ when teaching a College-level Course for the College:

- College-Level Course Work: The rigor of college-level course work ~~can~~ often requires additional time outside of class for students to meet course learning objectives and outcomes.~~; therefore,~~ Dual Credit Faculty should not ~~be coerced to~~ decrease the amount of out-of-class work assigned to students enrolled in Dual Credit course(s).
- Issuing of College Grade: Dual Credit Faculty should not inflate the college letter grade, which might differ from the high school numeric grade.
- Contact Hours Pertaining to Dual Credit Students: Just as Dual Credit Faculty are expected to meet the required number of contact hours per semester, students enrolled in dual credit courses are required to maintain regular and punctual attendance in classes and laboratories. In accordance with the College ***Board Policy #3335*** ***Student Attendance***, the student is responsible for communicating 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.
- Dual Credit Faculty shall treat students equally and should not ~~must not be coerced to take~~ unreasonable measures to help a particular student who, in the estimation of the Dual Credit Faculty member, is failing the course due to the student's classroom performance, lack of participation and/or excessive student absences.

c) *Location, Facilities, Teaching Environment, and College Courses*
The location of dual credit courses will be held at approved instructional sites in accordance with SACSCOC standards.

i. Facilities
The School District will work with the College to ensure that the School District's facilities meet the expectations and criteria required for college classes and are appropriate for college-level instruction by the first day of class including the following:

- School District will ensure that College Faculty and dual credit students have appropriate access to all available instructional facilities, resources, and essential technology;
- School District will permit access to the College's electronic learning resources when the course is taught at the School District; and
- School District offering science courses will meet the laboratory safety standards and have material/equipment required for College courses available in all labs in which classes are being taught to comply with the College science program requirements.

ii. Teaching Environment
The School District will ensure that the classroom environment is conducive to college-level learning by:

- Designating a classroom for the dual credit classes;
- Displaying the signs provided by the College outside of the classroom that indicate "College Course is in Session";
- Assuring no interruptions take place in the College dual credit class while in session, such as removing students for high school activities, or making announcements except for official business or emergencies. Interruptions for official announcements must be minimized; and
- Accepting the faculty member's attendance requirements as stated in the course syllabus and as supported by ***Board Policy #3335*** ***Student Attendance***. This policy provides guidelines related to student attendance and authorizes faculty to drop a student, prior to the withdrawal deadline, when in the opinion of the faculty, the student would have difficulty in successfully completing the course.

iii. College Courses
Faculty teaching dual credit courses must use the College's approved Learning Management System. The College maintains security measures to protect faculty and students while learning in an online environment. More detailed information can be accessed on the Dual Credit Programs webpage at the following link: https://www.southtexascollege.edu/dual/index.html.

iv. Course Delivery
The School District will ensure that all dual credit courses taught by Dual Credit Faculty are conducted through face-to-face instruction~~,~~. Only in circumstances, ~~except~~ when a State of Emergency is activated, may ~~it is when~~ a Dual Credit Faculty ~~may~~ be approved to conduct online instruction to adhere to the College's Instructional Contingency Plan, using the College's Learning Management System.

d) *Course Curriculum, Instruction, and Grading*
School Districts that participate in the Dual Credit Programs at the College will comply with procedures and guidelines as published in the ***Dual Credit Programs Principal Agreement***, and

Dual Credit Programs Instructional and Quality Standards Manual, including the following:

i. Academic Instructional Calendar
Dual credit classes will follow the College Academic Calendar. Exceptions may be arranged through collaboration between the College and the School District. When the requested exception involves the Final Exam Schedule for ~~long~~ full semester classes, the College Department Chair and Division Dean ~~should~~ will be involved in any decision. The College requires that the Division Dean approve any exception. Notification of conflicts between mandatory State testing and final exams must be made well in advance of final exams. College courses and exams should take reasonable priority over School District activities.

ii. Monitoring Instruction
The School District will work with the College so College personnel will have the opportunity to monitor the quality of instruction in compliance with the College course syllabus and the standards established by the State of Texas, SACSCOC, and the School District.

iii. Books and Supplemental Materials
The School District will provide textbooks for each registered student, equipment, and supplemental materials required for the cohort (S sections) classes. The College will consider the use of free or low-cost open educational resources in courses offered under the program for School District. 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 textbooks earlier than four (4) years, if the textbooks are for technology-based courses or with reasonable justification. Required textbooks and materials shall be available to each registered student on the first class day. Exceptions must be discussed with the Dean of Dual Credit Programs and the Department Chair.

iv. Transportation
The School District will provide transportation to students enrolled as required, deemed necessary, and appropriate under State law and School District rules and procedures. Students enrolled in dual credit courses at the College may be transported by the School District.

v. Grading Procedures
All Dual Credit Faculty will follow the College Grading System as stated in the College's ***Board Policy #3310*** ***Grading System: Credit Programs***, as well as the grading criteria in the department approved syllabus.

vi. Submission of College Grade
The primary responsibility for assigning College 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. College and School District officials will not interfere with the faculty member's responsibility for assigning College grades. The final course grade submitted for the College will be a letter grade, and for the high school a numeric grade based on a standard 100-point scale, which will be provided by STC Faculty, upon request. Request must be submitted by the School District to the STC Faculty ~~before the end of~~ by the Friday before the College's finals week. The final course grade recorded for

the College will be a letter grade and for the high school a numeric grade that may differ from the College letter grade.

vii. Grade Appeal
The School District will direct students to follow the College's Grade Appeal process. An electronic copy of these documents may be accessed on the Academic Affairs Department webpage at the following link:
https://academicaffairs.southtexascollege.edu/grade_appeals/.

viii. Reporting Required Critical Student Performance Information
The College has developed guidelines for sharing critical student performance information when needed for high school reporting.

STC Faculty

- 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 2022 ~~2021~~ and Spring 2023 ~~2022~~: First Week Attendance Verification, and two Progress Surveys (Weeks 5-6 & Weeks 11-12)
  - Summer 2023 ~~2022~~: First Week Attendance Verification, and one Progress Survey (Week 3)

Dual Credit Faculty

- Guidelines indicate reporting requirements and responsibilities of the Dual Credit Faculty regarding parent inquiries, progress reports, and discipline matters which are found in the ***Dual Credit Programs Instructional and Quality Standards Manual*.**

e) *Dual Credit Policies*

i. ***Board Policy #3230*** ***Dual Credit Programs with Partnering School Districts***

- Lists general provisions that partnering School District must comply with; and
- States that tuition and fees for dual credit students sponsored by partnering School District will be charged as approved by the College's Board of Trustees.

ii. ***Board Policy #3232*** ***Dual Credit Student Eligibility Requirements***

- Outlines the dual credit student eligibility requirements;
- Stipulates limitations on what courses and how many hours may be taken;
- Mandates student compliance with Financial Aid Satisfactory Academic Progress (SAP); and
- Levies the independent student tuition and fees for students enrolled in (non-S) section(s) with approval by the College.

iii. ***Board Policy #3320*** ***Academic Progress Standards***

- States expectation that students meet academic standards for coursework at the College;
- Defines levels of academic status GPA criteria; and
- Explains student academic progress standards including probation, suspension, and readmission.

iv. ***Board Policy #3322*** ***Student Financial Aid - Satisfactory Academic Progress (SAP)***

- Cites Federal regulations that require the College to monitor Satisfactory Academic Progress (SAP) for all students, including dual credit students, in order to determine financial aid eligibility; and
- Cites regulations that require the evaluation of quantitative (67% course completion rate and maintaining at least a 2.0 cumulative GPA) standards, as well as completion of a degree or certificate within 150% of normal time frame.

4) STUDENT ENROLLMENT & SUPPORT SERVICES

a) *Student Eligibility*

The College requires the School District to follow all College enrollment procedures and guidelines for dual credit students. All procedures and guidelines are outlined in the College's ***Dual Credit Programs Enrollment and Support Services Manual***. An electronic copy of this document may be accessed on the Dual Credit Programs webpage at the following link: https://www.southtexascollege.edu/dual/index.html.

All students must meet dual credit admissions and eligibility requirements as outlined by the THECB laws and regulations, the Texas Administrative Code, Title 19, Part 1, Chapter 4, Subchapter D, Rule § 4.85, and as stated in the College's ***Board Policy #3200*** ***Student Admissions.*** The School District will work with the College to make certain that all dual credit students are enrolled by the first day of class to help ensure student success and will comply with the College Dual Credit Programs Admission and Registration Timeline. An electronic copy of this document may be accessed on the Dual Credit Programs webpage at the following link: https://www.southtexascollege.edu/dual/index.html.

High school students are eligible to participate in the Dual Credit Programs upon meeting the Texas Success Initiative (TSI) Assessment minimum passing scores established by the THECB and the College dual credit course pre-requisites as published in the College's ***Dual Credit Programs Enrollment and Support Services Manual***.

Dual credit students must comply with the College's Academic Progress Standards as outlined in ***Board Policy #3320*** and ***Board Policy #3322***. Federal Financial Aid SAP requirements measure all students' GPA and progression regardless of whether or not they receive aid and these requirements are applicable to dual credit students who are still in high school.

b) *Collaboration and Outreach Efforts*

The College provides informational sessions for students and parents regarding dual credit opportunities, benefits, cost, and resources. Sessions are available throughout the academic year upon request by the School District. The College disseminates the most current dual credit information regarding enrollment, resources, and requirements for the program on the College's dual credit website.

c) *Course Load*

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

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

Non-S Section Enrollment
Students who want to enroll in regular (non-S) section(s) must submit a request and be approved by the Dean of Dual Credit Programs and School District Partnerships. Students can only be enrolled in courses within their declared major. Any student approved to enroll in a regular (non-S) section(s) will not be assessed the independent student tuition and fee rates based on the Board Approved Tuition & Fee Schedule. Dual credit students who do not receive approval to enroll in a regular (non-S) section(s), may still enroll, but will be assessed the independent student tuition and fee based on the Board Approved Tuition & Fee Schedule.

Non-S section requests for 10 or more students in the same course type during the same semester will require an "S" section to be created by the School District. Criteria is available on the Dual Credit Programs website, which includes the eligibility of enrollment of only 11th and 12th graders.

d) *Student Composition of Class*
As outlined in the Texas Administrative Code, Title 19, Part 1, Chapter 4, Subchapter D, Rule 4.85, the school district may not enroll both dual credit and non-dual credit students in the same section unless the development ~~creation~~ of a high school credit-only class is not financially viable for the high school and only under one of the following conditions:

i. If the course is required for completion under State Board of Education High School graduation requirements, and the school is otherwise unable to offer such a course.

ii. If the high school credit-only students are College Board Advanced Placement or International Baccalaureate students.

iii. If the course is a career and technology/college workforce education course and the high school credit-only students are eligible to earn articulated college credits.

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

e) *Advising*
The College and the School District offers college advising services for dual credit students, in addition to a College Advising Training Program for High School District Counselors held by the College.

The College offers advising services for dual credit students regarding transferability and applicability to baccalaureate degree plans of all college credit offered and earned.

In active collaboration with the College, the School District shall take whatever actions deemed reasonably necessary by the College to fully comply with the advising mandates delineated in TX SB 25 (2019)~~,~~ and TX SB 1324 (2019), which collectively address measures public institutions of higher education must take to facilitate successful transfer, academic progress, and timely graduation through, among other things, the filing of degree plans at certain milestones and the publication of course sequences. The College and the School District shall also take necessary actions to ensure compliance with any and all advising requirements of TX SB 1277 (2021), including but not limited to designating at least one employee from either institution to provide academic advising to each student who enrolls in a dual credit course before beginning the course.

f) *Pathways Alignment*
The College provides a comprehensive guide to the alignment of High School endorsements, dual credit courses, post-secondary pathways, credentials at the institution, and industry certifications.

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

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

h) *Student Complaints*
The College's Grievance and/or Complaint procedures for handling student complaints regarding college courses are applicable to all students, including those enrolled in dual credit courses. Dual credit students who would like to submit ~~with~~ reports or complaints shall adhere to ***Board Policy #3313, Student Grievance or Complaint*** and follow the process and procedures as detailed in the College's Student Handbook and/or the Employee Handbook, depending on whether the report reports or complaint relates to another College student or College employee. Generally, students should report complaints relating to a Dual Credit course to the College. If the student chooses to report to the School District, the School District shall promptly report the matter to the College. The College shall be responsible for implementing the College's Grievance and/or Complaint procedures only if the College has jurisdiction over the individuals and/or environment involved in the report or complaint, including but not limited to, jurisdiction over the educational program or activity, the complainant, and respondent.

Student reports and complaints alleging sex-based discrimination, harassment, domestic violence, dating violence, stalking, or other sexual misconduct in a Dual Credit course will be handled in

accordance with the policy and procedures outlined in ***Board Policy #4216*** ***Sex Discrimination, Sexual Harassment, Domestic Violence, Dating Violence, Stalking and Retaliation Prohibited*** ~~compliance with Title IX ***Student Grievance or Complaint and specifically detailed in.***~~ A student may report a grievance or compliant at the following link: https://www.southtexascollege.edu/report/index.html.

i) *Student Conduct*
All students, including dual credit students, are subject to discipline and appropriate sanctions, ranging from verbal or written warning to suspension and expulsion from the College and all related programming, under the College's Student Handbook and Code of Student Conduct. The Code of Student Conduct is an articulation of the College's commitment to maintaining an environment that recognizes and supports the rights of its students, while providing a guide for defining behaviors the College considers inappropriate. Procedures, including a list of violations, potential sanctions, and a list of individual rights for each student, are listed in the College's Student Handbook, Chapter 2, Code of Student Conduct. Dual credit students who receive a sanction of suspension or expulsion from the College must be removed from the college course and placed in a high school credit course or a traditional high school setting by the School District; and in accordance with Texas State law shall have a transcript notation of suspension or expulsion placed on their official record. On request by the student, the College may remove the notation from the official transcript. Further, the College reserves the right to refer cases to the Behavioral Intervention Team for review and threat assessment. An electronic copy of this Student Handbook and Code of Conduct may be accessed on following link: https://www.southtexascollege.edu/pdf/student_code_of_conduct.pdf

j) *Transcription of Credit*
The College and the School District will transcript dual credit courses for both college credit and high school credit immediately upon student completion of the performance required in each course.

k) *Commencement Ceremonies*
To become eligible to participate in the College Commencement Ceremonies held in May, December, or at such time determined by the Board of Trustees, dual credit students must be enrolled in all final coursework for their declared program and all coursework must be completed at the end of the semester of graduation. Dual Credit students who are eligible to participate cannot defer participation to a later Commencement Ceremony date, except when a State of Emergency is activated. The College Registrar is the Graduation Determination Official and has the final authority to determine dual credit eligibility for graduation and ceremony participation. Dual credit students must meet all graduation requirements as outlined in College Policy to be eligible for graduation and participation in the Commencement Ceremonies.

5) FINANCE SUPPORT SERVICES

a) *Faculty Stipend*
School District instructors approved by the College to be Dual Credit Faculty and approved to teach college level courses will be paid a stipend by the College per class, per semester, as outlined in the College ***Dual Credit Programs Instructional and Quality Standards Manual.***

b) *Tuition & Fees*
The School District will be charged tuition and fees as outlined in *Exhibit A:* ***Board Approved Tuition & Fees for Dual Credit Students Sponsored by Partnering School Districts for FY 2022-2023*** ~~***2021-2022***~~. The College's Board of Trustees reserves the right to adjust tuition and fees as deemed necessary during the year.

c) *Invoicing*
The College will invoice the School District that sponsors the student for the applicable charges, in accordance with the ***Board Approved Tuition & Fees for Dual Credit Students Sponsored by Partnering School Districts for FY 2022-2023*** ~~***2021-2022***~~., as approved by the College Board of Trustees (see Exhibit A).

d) *Faculty Charges*
When the College provides the faculty, including via distance learning, the School District is responsible for the mileage and faculty cost as stipulated in the Dual Credit Course Agreement (DCCA). School Districts cannot cancel dual credit courses with assigned College Faculty after August 8, 2022 ~~6, 2021~~ (Fall 2022 ~~2021~~ semester), January ~~4,2022~~ 9, 2023 (Spring 2023 ~~2022~~ semester), May 22, 2023 ~~23, 2022~~ (Summer I semester), and June 28, 2023 ~~29, 2022~~ (Summer II). Should a School District cancel dual credit course(s) with an assigned College Faculty after the advertised deadline, a Late Dual Credit Section Cancellation Fee will be assessed.
This agreement is outlined in the ***Dual Credit Programs Instructional and Quality Standards Manual***. An electronic copy of this document may be accessed on the Dual Credit Programs webpage at the following link: https://www.southtexascollege.edu/dual/index.html.

6) DATA SHARING

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

The School District agrees to provide directory information for all 11th and 12th grade students enrolled in the district for recruitment purposes. The School District will provide an electronic secure file to the Director of College Connections and Admissions for Traditional students by the end of September. The file will include student names, school emails, home phone numbers, and home addresses.

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

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

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

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

PLEASE NOTE: Requests are **NOT** guaranteed to be delivered by the requested delivery date and may be delayed depending on the data team's existing request volume. Requests will be prioritized depending on identified need.
The School District may submit an e-mail request for reports to: dcdatarequest@southtexascollege.edu.

7) HUMAN RESOURCES DEPARTMENT. DATA PRIVACY & SHARING AGREEMENT

The School District will collaborate with the College to ensure that all School District faculty applying to teach in the Dual Credit Programs meet the credential requirements as stated in the College's ***Board Policy #4151*** ***Academic and Professional Credentials for Faculty,*** and submit all required documents for the approval/hiring process to the Human Resources Department as well as agree to full information sharing in the event of an investigation of a personnel matter regarding Dual Credit Faculty.

a) Any non-academic incidents or complaints against Dual Credit Faculty teaching a College course are required to be reported to the College's Office of Human Resources to the attention of the Director and/or Employee Relations Officers for investigation.

8) TITLE IX OF THE EDUCATION AMENDMENTS 1972

The School District will comply with Title IX of the Education Amendments 1972 (20 U.S.C. § 1681 et seq.) and its implementing regulations as stated in the College's ***Board Policy #4216*** ***Sex Discrimination, Sexual Harassment, Domestic Violence, Dating Violence, Stalking and Retaliation Prohibited*** and the School District Title IX policy in resolving incidents and complaints. An electronic copy of the College's Board Policy may be accessed on following link: https://admin.southtexascollege.edu/president/policies/pdf/4000/4216.pdf.

~~Title IX Statement:~~

Title IX of the Education Amendments of 1972 (20 U.S.C. s1681 et seq) and it's implementing regulations, 34 C.F.R. Part 107 (Title IX) state: "No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance."

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

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

9) NON-DISCRIMINATION

The College prohibits discrimination, including harassment, and sexual misconduct against any employee, applicant for employment, student or applicant for admission on the basis of any protected class or any other basis prohibited by law. Protected classes at the College include: race, color, national origin, religion, age, sex, sexual orientation, gender, gender identity, physical or mental disability, genetic information, veteran status or any other basis prohibited by law.

Discrimination is defined as prohibited conduct directed at an employee or student on the basis of race, color, national origin, religion, age, sex, including pregnancy and parental status, sexual orientation, gender, gender identity, physical or mental disability, genetic information, veteran status, or any other basis prohibited by law, that adversely affects the employee's employment or that adversely affects the

student.

For more information, please visit ***Board Policy #4216*** ***Sex Discrimination, Sexual Harassment, Domestic Violence, Dating Violence, Stalking and Retaliation Prohibited.***

10) INTERLOCAL AGREEMENT (IA)

This IA may be amended by mutual written agreement of both parties.

The College and the School District reserve the right to terminate this IA, by notice from either party in accordance with this IA or by operation of law. The College or the School District may terminate the IA no fewer than ninety (90) days prior to the intended date of termination. To be effective, notice must be submitted in writing, signed by the College President or the School District Superintendent and personally delivered to the other party to this IA.

11) NOTIFICATION OF NON—COMPLIANCE AND TERMINATION OF AGREEMENT

Failure to act in accordance with any provision in this IA will result in a Notification of Non-Compliance (Notice), which may be initiated by either party. The Notice shall be in writing and shall state in particular the alleged non-compliance. The Notice will be provided to the College President and School District Superintendent for review and action. Failure to correct non-compliance may result in termination of this agreement.

EXECUTED IN TWO (2) Original counterparts on this _____day of _____20_____.

Dr. Ricardo J. Solis President South Texas College	Superintendent School District
Chairman, Board of Trustees South Texas College	President, Board of Trustees School District

EXHIBIT A

TUITION AND FEES FOR DUAL CREDIT STUDENTS SPONSORED BY PARTNERING SCHOOL DISTRICTS

FOR FY ~~2021-2022~~ 2022-2023

	Board Approved FY 2020-2021	Board Approved FY 2021-2022	Board Approved FY 2022-2023
DUAL CREDIT TUITION:			
Per credit hour tuition for in-district dual credit students sponsored by partnering school districts	0.00	0.00	0.00
DIFFERENTIAL TUITION PER CREDIT HOUR FOR COURSES OFFERED ON A SOUTH TEXAS COLLEGE CAMPUS OR FACULTY:			
Associate Degree Nursing	75.00	0.00	0.00
Emergency Medical Technology	55.00	0.00	0.00
Occupational Therapy Assistant	55.00	0.00	0.00
Patient Care Assistant	35.00	0.00	0.00
Pharmacy Tech	55.00	0.00	0.00
Physical Therapist Assistant	55.00	0.00	0.00
Radiologic Technology/Sonography	65.00	0.00	0.00
Respiratory Therapy	65.00	0.00	0.00
Vocational Nursing	75.00	0.00	0.00
COURSE FEES:			
Electronic Distance Learning/VCT Course Fee per credit hour (Summer 2020 Sessions - Fee waived) (Fall 2020 Session - Fee waived)	10.00	10.00	10.00
Hybrid Course Fee per credit hour	0.00	0.00	0.00
NAH and Other Course Fees: *Liability Insurance/Exams/Booklets/Badges/Special Program ID/Certificates/Pinning Ceremony/Other Activities*	Recovery of costs and processing fees	Recovery of costs and processing fees	Recovery of costs and processing fees
INCIDENTAL FEES:			
Fee per credit hour for dual credit students attempting a course three or more times	125.00	125.00	125.00
Dual Credit Late Processing Fee per course per student after Census Day	200.00	200.00	200.00

Board Approved_DualCreditTuitionandFees FY 2022-2023_February 22, 2022 ~~FY2021-2022_February 23, 2021~~

~~Approved by STC Board~~
Updated: April 27, 2022

Exhibit B

Sample Recognition

PSJA Career & Technical Education
@PSJACTE

Congratulations to our @PSJAISD students earning their Electrician Assistant Certificate! Any current 10th grade students interested in joining the program next year, please contact your high school counselor. @PsjaCollege @stcdual #PSJACTE #CareerReady

2:07 PM · May 14, 2021 · Twitter for iPhone

Sharyland ISD
@SISDnews

Go Cobras!!! Congratulations SA3 Class of 2021 🎓 South Texas College ✨

10:05 PM · May 27, 2021 · Twitter for iPhone

Rio Grande City CISD
@rgccisd

Important information from Preparatory for Early College High School.

11:03 AM · Feb 23, 2021 · Twitter Web App

~~Approved by STC Board~~
Updated: April 27, 2022

EXHIBIT C

School District Title IX Investigator/Coordinator

As stated in Section 7C, the School District will designate a specific School District official ~~that~~ who is trained to investigate and address matters relating Title IX and civil rights issues, including but not limited to Title VI and Title VII of the Civil Rights Act ~~is certified as a Title IX Investigator~~ to serve as the authorized liaison for South Texas College Office of Human Resources and Title IX Coordinator. The School District official and the College's representative(s) will work collaboratively and timely to share any and all information necessary in the event of an investigation of a personnel matter.

The School District Liaison contact information is as follows:

School District Name: _____

High School Name: _____

Liaison's Name: _____

Position Title: _____

Contact Phone Number: _____

Email: _____

This form must be completed in its entirely and submitted to:

Title IX Coordinator
Lauren Starnes, J.D.
Director of Interim Director of Institutional Equity
3201 West Pecan Blvd. A-101
956-872-2307
~~Mary Elizondo, CPA, MBA, CFE, CGMA~~
~~Vice President – Finance and Administrative Services~~
~~3201 West Pecan Blvd. X224~~
~~McAllen, TX 78501~~
~~956-872-3558~~
TitleIX@southtexascollege.edu

For any questions, please contact:

Laura Requena, MBA, MPAcc, PHR, SHRM-CP
Director of Human Resources
2501 West Pecan Blvd.
McAllen, TX 78501
956-872-3646
HR_Administrators@southtexascollege.edu

~~Approved by STC Board~~
Updated: April 27, 2022

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SOUTH TEXAS COLLEGE

2022-2023 Dual Credit Programs
Out-of-District Interlocal Agreement
Recommended Revisions

South Texas College Dual Credit Programs Out-of-District Interlocal Agreement outlines the roles and responsibilities of the College and partnering school districts. The following reflects the recommended revisions in the ***2022-2023 Dual Credit Programs Out-of-District Interlocal Agreement***:

IA Formatting

- **Non-Discrimination** (Page 13)
  - Section was moved from Page 1 to Page 13.
- **Title IX of the Education Amendments 1972**
  - Association of Title IX Administrators (ATIXA) Consultant recommended to add a section on Page 13.
- **Dual Credit Faculty** (entire document)
  - Out-of-District Schools are not approved SACSCOC Site, thus Dual Credit Faculty will not be hired to teach dual credit courses sections. All sections previously included and referencing Dual Credit Faculty have been omitted.

Academic Policies & Procedures

- **Section xii.** (Pages 3- 4) added the following language:
  - Texas House Bill 3979 and Senate Bill 3 (87th Legislature), which relates to civic instruction and instruction policies in public schools in state, does not apply to community colleges or to dual credit students, as long as the curriculum being taught is the College's curriculum.

Student Enrollment & Support Services

- **Advising** (Page 9) added the following language:
  - ….TX SB 25 (2019) and TX SB 1324 (2019), which collectively address measures public institutions of higher education must take to facilitate successful transfer, academic progress, and timely graduation through, among other things, the filing of degree plans at certain milestones and the publication of course sequences.
  - …. TX SB 1277 (2021), including but not limited to designating at least one employee from either institution to provide academic advising to each student who enrolls in a dual credit course before beginning the course.
- **Counseling and Student Accommodations** (Pages 9-10)
  - The School District will be responsible for implementing policies and procedures to enable students to identify disability needs and to provide academic accommodations for dual credit students.
  - Students are not eligible to receive and/or otherwise utilize Individual Education Plans (IEP's) in Dual Credit courses.
- **Student Complaints** (Page 10) added the following language:
  - …. and follow the process and procedures as detailed in the College's Student Handbook and/or Employee Handbook, depending on whether the report or complaints relating to a Dual Credit course to the College. If the student chooses to report to the School District, the School District shall promptly report the matter to the College. The College shall be responsible for implementing the College's Grievance and/or Complaint procedures only if the College has jurisdiction over the individuals and/or environment involved in the report or complaint, including but not limited to, jurisdiction over the educational program or activity, the complainant, and respondent.
  - Student reports and complaints alleging sex-based discrimination, harassment, domestic violence, dating violence, stalking, or other sexual misconduct in a Dual Credit course will be handled in accordance with the policy and procedures outlined in….

Interlocal Agreement

South Texas College Dual Credit Programs

SOUTH TEXAS COLLEGE (herein called the "College") and_____ SCHOOL DISTRICT (herein called the "School District") enter into the following Interlocal Agreement (IA), and for the terms of which WITNESS THE FOLLOWING:

TERM

This IA shall be in effect from August 2~~3~~2, ~~2021~~2022 to August 2~~3~~2, ~~2022~~2023, and posted during this term on the College's and School District's respective internet websites.

OVERVIEW

The College is committed to serving students through collaborative work with school districts that are out-of-district and within the College's service area. A major initiative promoting a college-going and college graduation culture is the **South Texas College Dual Credit Programs**, which complies with the rules set forth by the State of Texas (TAC Title:19 Chapter 4, Subchapter D, Rule § 4.84) for dual credit partnerships between secondary schools and Texas public colleges to offer dual credit to qualified students; therefore,

~~**NON-DISCRIMINATION**~~

~~The College prohibits discrimination, including harassment, against any employee, applicant for employment, student or applicant for admission on the basis of any protected class or any other basis prohibited by law. Protected classes at the College include: race, color, national origin, religion, age, sex, sexual orientation, gender, gender identity, physical or mental disability, genetic information, veteran status or any other basis prohibited by law.~~

~~Discrimination is defined as prohibited conduct directed at an employee or student on the basis of race, color, national origin, religion, age, sex, including pregnancy and parental status, sexual orientation, gender, gender identity, physical or mental disability, genetic information, veteran status, or any other basis prohibited by law, that adversely affects the employee's employment or that adversely affects the student.~~

~~For more information, please visit ***Board Policy #4216 Sex Discrimination, Sexual Harassment, Domestic Violence, Dating Violence, Stalking and Retaliation Prohibited.***~~

1) **IA PURPOSE**

   The purpose of this IA is to outline the roles and responsibilities of the College and the School District that participate in the Dual Credit Programs. This IA is the agreement that encompasses all programs and initiatives under the Dual Credit Programs as required by the Texas Higher Education Coordinating Board (THECB). An additional, Interlocal Agreement is required by the Texas Education Agency for Early College High Schools, T-STEM and P-TECH schools.

2) **RECOGNITION OF HIGHER EDUCATION PARTNER**

   The School District, when reporting and publicizing high school *students' completion* of dual credit **courses**, **degrees**, or **certificates**, will recognize South Texas College. Furthermore, when the School District advertises and/or publicizes including but not limited to, designations, awards received, tuition saved, and articles written in social media, television commercials and print ads for dual credit, the

School District will recognize South Texas College as their Higher Education partner. ~~The following statement must be included in all the School District's publications and/or advertisements in regards to the Dual Credit Programs:~~

~~"[ISD name] collaborates with South Texas College, our Higher Education partner, to offer college credit hours, college certificates and degrees, while saving families hundreds of thousands of dollars by waiving tuition and fees."~~

In addition, the School District shall adhere to the format and style of all advertising, marketing, reporting, and publicity materials, which includes billboards, print ads, and television commercials, as set forth in the College's ***Branding, Marketing, and Advertising Guidelines for South Texas College Dual Credit Programs*** at www.southtexascollege.edu/go/dual-credit-marketing (see Exhibit B for Sample Recognition). Failure to follow this provision will result in a non-compliance notification as stated in Section 9 of this document.

3) ACADEMIC POLICIES & PROCEDURES

~~Regular a~~ Academic policies and procedures applicable to regular college courses and students will also apply to dual credit courses and dual credit students. A degree plan with a defined sequence of courses will be available through Degree Works for all dual credit students.

a) *Eligible Courses*

Academic courses offered by the College for dual credit are developed based on the guidelines published in the Academic Course Guide Manual. Workforce courses are developed based on the guidelines published in the Workforce Education Course Manual. The College does not offer kinesiology, guided studies, competency-based or developmental courses for dual credit.

~~b) *Faculty Qualification, Selection, Supervision, and Evaluation*~~

~~The College has established an approval process for selecting and/or approving qualified School District faculty (those approved will herein be called "Dual Credit Faculty") to teach dual credit course(s). Each approved Dual Credit Faculty will be supervised by the College's respective department chair or designee and be evaluated and monitored to ensure quality of instruction and compliance with the College's policies and procedures in accordance with the standards established by the State of Texas and the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC). For a comprehensive view of the Faculty Credentials and Qualification, Selection, Supervision, and Evaluation process, refer to the ***Dual Credit Programs Instructional and Quality Standards Manual – Academic Affairs Division.***~~

~~i. The School District will collaborate with the College to ensure that the School District instructor applying to teach in the Dual Credit Programs meets the credential requirements as stated in the College's ***Board Policy #4151 Academic and Professional Credentials for Faculty***, which includes the criteria used by the College to determine teaching eligibility.~~

~~ii. The College will ensure that College Faculty requested to teach dual credit courses at the School District sites have met acceptable national criminal background checks.~~

~~iii. School District faculty approved as Dual Credit Faculty must be cleared by the College's Office of Human Resources to teach any dual credit courses.~~

~~iv. Dual Credit Faculty will submit all required reporting documents such as rosters, learning outcome results, syllabi/section outlines, and grades by the deadlines set by the College.~~

~~v. New Dual Credit Faculty approved for the upcoming Academic Year must satisfactorily complete the LMS Fundamentals and Academic Continuity Certifications offered through the College's Distance Learning Department prior to teaching dual credit courses.~~

~~vi. College and Dual Credit Faculty teaching dual credit courses should check their class rosters during the first week of classes by accessing Starfish through JagNet to make sure that all students attending the class are enrolled in the dual credit course. Refer students not on the roster to the appropriate School District counselor and the Dual2Degree Department. Any student not listed on the roster by the 12th day of class (Census Day) will not be enrolled in the dual credit course.~~

~~vii. New Dual Credit Faculty approved for the upcoming Academic Year must satisfactorily complete the *DELTA Online Academy* course offered through the College's Office of Professional and Organizational Development during the first semester teaching dual credit courses. Dual Credit Faculty not completing this Academy will not be allowed to continue teaching the following academic year. This Academy focuses on relevant College policies and procedures, resources, faculty responsibilities, and maintaining a college environment in the classroom.~~

~~viii. The School District will allow release time from School District duties for all Dual Credit Faculty to attend required College departmental meetings, discipline and course-specific College professional development training, and the two Dual Credit professional development days organized by the College held on the Saturday before each full semester begins. The department chairs will provide the meeting schedule to the Dual Credit Faculty before the beginning of the semester, so that the Dual Credit Faculty can coordinate their teaching responsibilities at the high school in order to attend required department meetings.~~

ix. College Faculty ~~and Dual Credit Faculty~~ teaching college-level courses are expected to communicate with students who need academic assistance and direct them to the appropriate College or School District support services. College provides students access to college resources, and support services at no cost.

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

xi. The ~~Dual Credit Faculty or~~ College Faculty assigned to teach a dual credit course is charged with the duties and responsibilities of the instructor of record. In cases where the course is a Distance Learning course taught at the partner school, as stated in ***Board Policy #3115*** ***Distance Education***, the instructor of record, not an assistant, is the one responsible for delivery of instruction and evaluation of student progress. Online students shall be informed that they are able to access the online course at any time, not only during a designated time at the high school.

xii. Texas House Bill 3979 and Senate Bill 3 (87th Legislature), **which relates to civic instruction and instruction policies in public school in the state**, does not apply to

community colleges or to dual credit students, as long as the curriculum being taught is the College's curriculum.

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

~~xiii. Expectations of Dual Credit Faculty Rights and Responsibilities when teaching a College-level Course for the College:~~

- ~~College-Level Course Work: The rigor of college-level course work can often requires additional time outside of class for students to meet course learning objectives and outcomes.; therefore, Dual Credit Faculty should not be coerced to decrease the amount of out-of-class work assigned to students enrolled in Dual Credit course(s).~~
- ~~Issuing of College Grade: Dual Credit Faculty should not inflate the college letter grade, which might differ from the high school numeric grade.~~
- ~~Contact Hours Pertaining to Dual Credit Students: Just as Dual Credit Faculty are expected to meet the required number of contact hours per semester, students enrolled in dual credit courses are required to maintain regular and punctual attendance in classes and laboratories. In accordance with the College ***Board Policy #3335 Student Attendance***, the student is responsible for communicating 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.~~
- ~~Dual Credit Faculty shall treat students equally and should not must not be coerced to take unreasonable measures to help a particular student who, in the estimation of the Dual Credit Faculty member, is failing the course due to the student's classroom performance, lack of participation and/or excessive student absences.~~

c) *Location, Teaching Environment, and College Courses*

The location of dual credit courses will be held at approved instructional sites in accordance with SACSCOC standards.

i. Location

The School District will work with the College to ensure that the School District meets the expectations and criteria required for college classes and are appropriate for college-level instruction by the first day of class including the following:

- School District will ensure that dual credit students have appropriate access to all available instructional resources, and essential technology; and
- School District will permit access to the College's electronic learning resources.

ii. Teaching Environment

The School District will ensure that the classroom environment is conducive to college-level learning by:

- Assuring no interruptions take place in the College dual credit class while in session, such as removing students for high school activities, or making announcements except for official business or emergencies. Interruptions for official announcements must be minimized; and
- Accepting the faculty member's attendance requirements as stated in the course syllabus and as supported by ***Board Policy #3335*** ***Student Attendance***. This policy provides guidelines related to student attendance and authorizes faculty to drop a student, prior to the withdrawal deadline, when in the opinion of the faculty, the student would have difficulty in successfully completing the course.

iii. College Courses
Faculty teaching dual credit courses must use the College's approved Learning Management System. The College maintains security measures to protect faculty and students while learning in an online environment. More detailed information can be accessed on the Dual Credit Programs webpage at the following link: https://www.southtexascollege.edu/dual/index.html.

iv. ~~Course Delivery~~
~~The School District will ensure that all dual credit courses taught by Dual Credit Faculty are conducted through face-to-face instruction,. Only in circumstances, except when a State of Emergency is activated, may it is when a Dual Credit Faculty may be approved to conduct online instruction to adhere to the College's Instructional Contingency Plan, using the College's Learning Management System.~~

d) *Course Curriculum, Instruction, and Grading*
School Districts that participate in the Dual Credit Programs at the College will comply with procedures and guidelines as published in the ***Dual Credit Programs Principal Agreement***, and ***Dual Credit Programs Instructional and Quality Standards Manual***, including the following:

i. Academic Instructional Calendar
Dual credit classes will follow the College Academic Calendar. Exceptions may be arranged through collaboration between the College and the School District. When the requested exception involves the Final Exam Schedule for ~~long~~ full semester classes, the College Department Chair and Division Dean ~~should~~ will be involved in any decision. The College requires that the Division Dean approve any exception. Notification of conflicts between mandatory State testing and final exams must be made well in advance of final exams. College courses and exams should take reasonable priority over School District activities.

ii. Monitoring Instruction
The School District will work with the College so College personnel will have the opportunity to monitor the quality of instruction in compliance with the College course syllabus and the standards established by the State of Texas, SACSCOC, and the School District.

iii. Books and Supplemental Materials
The School District will provide textbooks for each registered student, equipment, and supplemental materials required for the cohort (S sections) classes. The College will consider the use of free or low-cost open educational resources in courses offered under the program for School District. 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 textbooks earlier than four (4) years, if the textbooks are for technology-based courses or with reasonable justification. Required textbooks and materials shall be available to each registered student on the first class day. Exceptions must be discussed with the Dean of Dual Credit Programs and the Department Chair.

~~iv. Transportation~~
~~The School District will provide transportation to students enrolled as required, deemed necessary, and appropriate under State law and School District rules and procedures. Students enrolled in dual credit courses at the College may be transported by the School District.~~

v. Grading Procedures
~~All Dual Credit~~ Faculty will follow the College Grading System as stated in the College's ***Board Policy #3310*** ***Grading System: Credit Programs***, as well as the grading criteria in the department approved syllabus.

vi. Submission of College Grade
The primary responsibility for assigning College 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. College and School District officials will not interfere with the faculty member's responsibility for assigning College grades. The final course grade submitted for the College will be a letter grade, and for the high school a numeric grade based on a standard 100-point scale, which will be provided by STC Faculty, upon request. Request must be submitted by the School District to the STC Faculty b~~ before the end of~~ by the Friday before the College's finals week. The final course grade recorded for the College will be a letter grade and for the high school a numeric grade that may differ from the College letter grade.

vii. Grade Appeal
The School District will direct students to follow the College's Grade Appeal process. An electronic copy of these documents may be accessed on the Academic Affairs Department webpage at the following link:
https://academicaffairs.southtexascollege.edu/grade_appeals/.

viii. Reporting Required Critical Student Performance Information
The College has developed guidelines for sharing critical student performance information when needed for high school reporting.

STC Faculty

- 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 2022 ~~2021~~ and Spring 2023 ~~2022~~: First Week Attendance Verification, and two Progress Surveys (Weeks 5-6 & Weeks 11-12)
    - Summer 2023 ~~2022~~: First Week Attendance Verification, and one Progress Survey (Week 3)

~~**Dual Credit Faculty**~~

- ~~Guidelines indicate reporting requirements and responsibilities of the Dual Credit Faculty regarding parent inquiries, progress reports, and discipline matters which are found in the ***Dual Credit Programs Instructional and Quality Standards Manual.***~~

e) *Dual Credit Policies*

i. ***Board Policy #3230*** ***Dual Credit Programs with Partnering School Districts***

- Lists general provisions that partnering School District must comply with; and
- States that tuition and fees for dual credit students sponsored by partnering School District will be charged as approved by the College's Board of Trustees.

ii. ***Board Policy #3232*** ***Dual Credit Student Eligibility Requirements***

- Outlines the dual credit student eligibility requirements;
- Stipulates limitations on what courses and how many hours may be taken;
- Mandates student compliance with Financial Aid Satisfactory Academic Progress (SAP); and
- Levies the independent student tuition and fees for students enrolled in (non-S) section(s) with approval by the College.

iii. ***Board Policy #3320*** ***Academic Progress Standards***

- States expectation that students meet academic standards for coursework at the College;
- Defines levels of academic status GPA criteria; and
- Explains student academic progress standards including probation, suspension, and readmission.

iv. ***Board Policy #3322*** ***Student Financial Aid - Satisfactory Academic Progress (SAP)***

- Cites Federal regulations that require the College to monitor Satisfactory Academic Progress (SAP) for all students, including dual credit students, in order to determine financial aid eligibility; and
- Cites regulations that require the evaluation of quantitative (67% course completion rate and maintaining at least a 2.0 cumulative GPA) standards, as well as completion of a degree or certificate within 150% of normal time frame.

4) STUDENT ENROLLMENT & SUPPORT SERVICES

a) *Student Eligibility*

The College requires the School District to follow all College enrollment procedures and guidelines for dual credit students. All procedures and guidelines are outlined in the College's ***Dual Credit Programs Enrollment and Support Services Manual***. An electronic copy of this document may be accessed on the Dual Credit Programs webpage at the following link: https://www.southtexascollege.edu/dual/index.html.

All students must meet dual credit admissions and eligibility requirements as outlined by the THECB laws and regulations, the Texas Administrative Code, Title 19, Part 1, Chapter 4, Subchapter D, Rule § 4.85, and as stated in the College's ***Board Policy #3200*** ***Student Admissions.*** The School District will work with the College to make certain that all dual credit students are enrolled by the first day of class to help ensure student success and will comply with the College Dual Credit Programs Admission and Registration Timeline. An electronic copy of this document may be accessed on the Dual Credit Programs webpage at the following link:

https://www.southtexascollege.edu/dual/index.html.

High school students are eligible to participate in the Dual Credit Programs upon meeting the Texas Success Initiative (TSI) Assessment minimum passing scores established by the THECB and the College dual credit course pre-requisites as published in the College's ***Dual Credit Programs Enrollment and Support Services Manual***.

Dual credit students must comply with the College's Academic Progress Standards as outlined in ***Board Policy #3320*** and ***Board Policy #3322***. Federal Financial Aid SAP requirements measure all students' GPA and progression regardless of whether or not they receive aid and these requirements are applicable to dual credit students who are still in high school.

b) *Collaboration and Outreach Efforts*
The College provides informational sessions for students and parents regarding dual credit opportunities, benefits, cost, and resources. Sessions are available throughout the academic year upon request by the School District. The College disseminates the most current dual credit information regarding enrollment, resources, and requirements for the program on the College's dual credit website.

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

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

Non-S Section Enrollment
Students who want to enroll in regular (non-S) section(s) must submit a request and be approved by the Dean of Dual Credit Programs and School District Partnerships. Students can only be enrolled in courses within their declared major. Any student approved to enroll in a regular (non-S) section(s) will not be assessed the independent student tuition and fee rates based on the Board Approved Tuition & Fee Schedule. Dual credit students who do not receive approval to enroll in a regular (non-S) section(s), may still enroll, but will be assessed the independent student tuition and fee based on the Board Approved Tuition & Fee Schedule.

Non-S section requests for 10 or more students in the same course type during the same semester will require an "S" section to be created by the School District. Criteria is available on the Dual Credit Programs website, which includes the eligibility of enrollment of only 11th and 12th graders.

d) *Student Composition of Class*

As outlined in the Texas Administrative Code, Title 19, Part 1, Chapter 4, Subchapter D, Rule 4.85, the school district may not enroll both dual credit and non-dual credit students in the same section unless the development ~~creation~~ of a high school credit-only class is not financially viable for the high school and only under one of the following conditions:

i. If the course is required for completion under State Board of Education High School graduation requirements, and the school is otherwise unable to offer such a course.

ii. If the high school credit-only students are College Board Advanced Placement or International Baccalaureate students.

iii. If the course is a career and technology/college workforce education course and the high school credit-only students are eligible to earn articulated college credits.

Dual Credit Sections

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

e) *Advising*

The College and the School District offers college advising services for dual credit students, in addition to a College Advising Training Program for High School District Counselors held by the College.

The College offers advising services for dual credit students regarding transferability and applicability to baccalaureate degree plans of all college credit offered and earned.

In active collaboration with the College, the School District shall take whatever actions deemed reasonably necessary by the College to fully comply with the advising mandates delineated in TX SB 25 (2019)~~,~~ and TX SB 1324 (2019), which collectively address measures public institutions of higher education must take to facilitate successful transfer, academic progress, and timely graduation through, among other things, the filing of degree plans at certain milestones and the publication of course sequences. The College and the School District shall also take necessary actions to ensure compliance with any and all advising requirements of TX SB 1277 (2021), including but not limited to designating at least one employee from either institution to provide academic advising to each student who enrolls in a dual credit course before beginning the course.

f) *Pathways Alignment*

The College provides a comprehensive guide to the alignment of High School endorsements, dual credit courses, post-secondary pathways, credentials at the institution, and industry certifications.

g) *Counseling and Student Accommodations*

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

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

h) *Student Complaints*

The College's Grievance and/or Complaint procedures for handling student complaints regarding college courses are applicable to all students, including those enrolled in dual credit courses. Dual credit students who would like to submit ~~with~~ reports or complaints shall adhere to ***Board Policy #3313, Student Grievance or Complaint*** and follow the process and procedures as detailed in the College's Student Handbook and/or the Employee Handbook, depending on whether the report or complaint relates to another College student or College employee. Generally, students should report reports or complaints relating to a Dual Credit course to the College. If the student chooses to report to the School District, the School District shall promptly report the matter to the College. The College shall be responsible for implementing the College's Grievance and/or Complaint procedures only if the College has jurisdiction over the individuals and/or environment involved in the report or complaint, including but not limited to, jurisdiction over the educational program or activity, the complainant, and respondent.

Student reports and complaints alleging sex-based discrimination, harassment, domestic violence, dating violence, stalking, or other sexual misconduct in a Dual Credit course will be handled in accordance with the policy and procedures outlined in ***Board Policy #4216*** ***Sex Discrimination, Sexual Harassment, Domestic Violence, Dating Violence, Stalking and Retaliation Prohibited*** ~~compliance with Title IX ***Student Grievance or Complaint and specifically detailed in.***~~ A student may report a grievance or compliant at the following link: https://www.southtexascollege.edu/report/index.html.

i) *Student Conduct*

All students, including dual credit students, are subject to discipline and appropriate sanctions, ranging from verbal or written warning to suspension and expulsion from the College and all related programming, under the College's Student Handbook and Code of Student Conduct. The Code of Student Conduct is an articulation of the College's commitment to maintaining an environment that recognizes and supports the rights of its students, while providing a guide for defining behaviors the College considers inappropriate. Procedures, including a list of violations, potential sanctions, and a list of individual rights for each student, are listed in the College's Student Handbook, Chapter 2, Code of Student Conduct. Dual credit students who receive a sanction of suspension or expulsion from the College must be removed from the college course and placed in a high school credit course or a traditional high school setting by the School District; and in accordance with Texas State law shall have a transcript notation of suspension or expulsion placed on their official record. On request by the student, the College may remove the notation from the official transcript. Further, the College reserves the right to refer cases to the Behavioral Intervention Team for review and threat assessment. An electronic copy of this Student Handbook and Code of Conduct may be accessed on following link: https://www.southtexascollege.edu/pdf/student_code_of_conduct.pdf

j) *Transcription of Credit*
The College and the School District will transcript dual credit courses for both college credit and high school credit immediately upon student completion of the performance required in each course.

k) *Commencement Ceremonies*
To become eligible to participate in the College Commencement Ceremonies held in May, December, or at such time determined by the Board of Trustees, dual credit students must be enrolled in all final coursework for their declared program and all coursework must be completed at the end of the semester of graduation. Dual Credit students who are eligible to participate cannot defer participation to a later Commencement Ceremony date, except when a State of Emergency is activated. The College Registrar is the Graduation Determination Official and has the final authority to determine dual credit eligibility for graduation and ceremony participation. Dual credit students must meet all graduation requirements as outlined in College Policy to be eligible for graduation and participation in the Commencement Ceremonies.

5) FINANCE SUPPORT SERVICES

~~a) *Faculty Stipend*~~
~~School District instructors approved by the College to be Dual Credit Faculty and approved to teach college level courses will be paid a stipend by the College per class, per semester, as outlined in the College ***Dual Credit Programs Instructional and Quality Standards Manual.***~~

b) *Tuition & Fees*
The School District will be charged tuition and fees as outlined in *Exhibit A:* ***Board Approved Tuition & Fees for Dual Credit Students Sponsored by Partnering School Districts for FY 2022-2023*** ~~***2021-2022***~~. The College's Board of Trustees reserves the right to adjust tuition and fees as deemed necessary during the year.

c) *Invoicing*
The College will invoice the School District that sponsors the student for the applicable charges, in accordance with the ***Board Approved Tuition & Fees for Dual Credit Students Sponsored by Partnering School Districts for FY 2022-2023*** ~~***2021-2022***~~, as approved by the College Board of Trustees (see Exhibit A).

d) *Faculty Charges*
When the College provides the faculty, including via distance learning, the School District is responsible for the mileage and faculty cost as stipulated in the Dual Credit Course Agreement (DCCA). School Districts cannot cancel dual credit courses with assigned College Faculty after August 8, 2022 ~~6, 2021~~ (Fall 2022 ~~2021~~ semester), January ~~4,2022~~ 9, 2023 (Spring 2023 ~~2022~~ semester), May 22, 2023 ~~23, 2022~~ (Summer I semester), and June 28, 2023 ~~29, 2022~~ (Summer II). Should a School District cancel dual credit course(s) with an assigned College Faculty after the advertised deadline, a Late Dual Credit Section Cancellation Fee will be assessed.
This agreement is outlined in the ***Dual Credit Programs Instructional and Quality Standards Manual***. An electronic copy of this document may be accessed on the Dual Credit Programs webpage at the following link: https://www.southtexascollege.edu/dual/index.html.

6) DATA SHARING

FERPA allows protected student data to be exchanged between the College and School District for students that are dually enrolled without requiring the consent of either the parents or the student under § 99.34. If the student is under 18, the parents still retain the right under FERPA to inspect and review

any education records maintained by the School District, including records that the College disclosed. The College and the School District are expected to meet FERPA requirements to maintain the privacy of student data.

The School District agrees to provide directory information for all 11th and 12th grade students enrolled in the district for recruitment purposes. The School District will provide an electronic secure file to the Director of College Connections and Admissions for Traditional students by the end of September. The file will include student names, school emails, home phone numbers, and home addresses.

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

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

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

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

PLEASE NOTE: Requests are **NOT** guaranteed to be delivered by the requested delivery date and may be delayed depending on the data team's existing request volume. Requests will be prioritized depending on identified need.
The School District may submit an e-mail request for reports to: dcdatarequest@southtexascollege.edu.

7) HUMAN RESOURCES DEPARTMENT, DATA PRIVACY & SHARING AGREEMENT

The School District will collaborate with the College to ensure that all School District faculty applying to teach in the Dual Credit Programs meet the credential requirements as stated in the College's ***Board Policy #4151*** ***Academic and Professional Credentials for Faculty,*** and submit all required documents for the approval/hiring process to the Human Resources Department as well as agree to full information sharing in the event of an investigation of a personnel matter regarding Dual Credit Faculty.

~~a) Any non-academic incidents or complaints against Dual Credit Faculty teaching a College course are required to be reported to the College's Office of Human Resources to the attention of the Director and/or Employee Relations Officers for investigation.~~

8) TITLE IX OF THE EDUCATION AMENDMENTS 1972

The School District will comply with Title IX of the Education Amendments 1972 (20 U.S.C. § 1681 et seq.) and its implementing regulations as stated in the College's ***Board Policy #4216*** ***Sex Discrimination, Sexual Harassment, Domestic Violence, Dating Violence, Stalking and Retaliation Prohibited*** and the School District Title IX policy in resolving incidents and complaints. An electronic copy of the College's Board Policy may be accessed on following link: https://admin.southtexascollege.edu/president/policies/pdf/4000/4216.pdf.

~~Title IX Statement:~~
Title IX of the Education Amendments of 1972 (20 U.S.C. s1681 et seq) and it's implementing

regulations, 34 C.F.R. Part 107 (Title IX) state: "No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance."

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

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

9) NON-DISCRIMINATION

The College prohibits discrimination, including harassment, and sexual misconduct against any employee, applicant for employment, student or applicant for admission on the basis of any protected class or any other basis prohibited by law. Protected classes at the College include: race, color, national origin, religion, age, sex, sexual orientation, gender, gender identity, physical or mental disability, genetic information, veteran status or any other basis prohibited by law.

Discrimination is defined as prohibited conduct directed at an employee or student on the basis of race, color, national origin, religion, age, sex, including pregnancy and parental status, sexual orientation, gender, gender identity, physical or mental disability, genetic information, veteran status, or any other basis prohibited by law, that adversely affects the employee's employment or that adversely affects the student.

For more information, please visit ***Board Policy #4216*** ***Sex Discrimination, Sexual Harassment, Domestic Violence, Dating Violence, Stalking and Retaliation Prohibited.***

10) INTERLOCAL AGREEMENT (IA)

This IA may be amended by mutual written agreement of both parties.

The College and the School District reserve the right to terminate this IA, by notice from either party in accordance with this IA or by operation of law. The College or the School District may terminate the IA no fewer than ninety (90) days prior to the intended date of termination. To be effective, notice must be submitted in writing, signed by the College President or the School District Superintendent and personally delivered to the other party to this IA.

11) NOTIFICATION OF NON—COMPLIANCE AND TERMINATION OF AGREEMENT

Failure to act in accordance with any provision in this IA will result in a Notification of Non-Compliance (Notice), which may be initiated by either party. The Notice shall be in writing and shall state in particular the alleged non-compliance. The Notice will be provided to the College President and School District Superintendent for review and action. Failure to correct non-compliance may result in termination of this agreement.

EXECUTED IN TWO (2) Original counterparts on this _____day of _____20_____.

Dr. Ricardo J. Solis President South Texas College	Superintendent School District
Chairman, Board of Trustees South Texas College	President, Board of Trustees School District

EXHIBIT A

TUITION AND FEES FOR DUAL CREDIT STUDENTS SPONSORED BY PARTNERING SCHOOL DISTRICTS

FOR FY ~~2021-2022~~ 2022-2023

	Board Approved FY 2019-2020	Board Approved FY 2020-2021	Board Approved FY 2021-2022
DUAL CREDIT TUITION:			
Per credit hour tuition for in-district dual credit students sponsored by partnering school districts	0.00	0.00	0.00
Per credit hour tuition for Out-of-District dual credit students sponsored by partnering school districts			87.00
Per credit hour tuition for Non-Resident dual credit students sponsored by partnering school districts			87.00
DIFFERENTIAL TUITION PER CREDIT HOUR FOR COURSES OFFERED ON A SOUTH TEXAS COLLEGE CAMPUS OR FACULTY:			
Associate Degree Nursing	75.00	0.00	0.00
Emergency Medical Technology	55.00	0.00	0.00
Occupational Therapy Assistant	55.00	0.00	0.00
Patient Care Assistant	35.00	0.00	0.00
Pharmacy Tech	55.00	0.00	0.00
Physical Therapist Assistant	55.00	0.00	0.00
Radiologic Technology/Sonography	65.00	0.00	0.00
Respiratory Therapy	65.00	0.00	0.00
Vocational Nursing	75.00	0.00	0.00
COURSE FEES:			
Electronic Distance Learning/VCT Course Fee per credit hour (Summer 2020 Sessions - Fee waived) (Fall 2020 Session - Fee waived)	10.00	10.00	10.00
Hybrid Course Fee per credit hour	0.00	0.00	0.00
NAH and Other Course Fees: *Liability Insurance/Exams/Booklets/Badges/Special Program ID/Certificates/Pinning Ceremony/Other Activities*	Recovery of costs and processing fees	Recovery of costs and processing fees	Recovery of costs and processing fees
INCIDENTAL FEES:			
Fee per credit hour for dual credit students attempting a course three or more times	125.00	125.00	125.00
Dual Credit Late Processing Fee per course per student after Census Day	200.00	200.00	200.00

Board Approved_DualCreditTuitionandFees FY 2022-2023_February 22, 2022 ~~FY2021-2022_February 23, 2021~~

~~Approved by STC Board~~
Updated: April 18, 2022

Exhibit B

Sample Recognition

~~Approved by STC Board~~
Updated: April 18, 2022

EXHIBIT C
School District Title IX Investigator/Coordinator

As stated in Section 7C, the School District will designate a specific School District official ~~that~~ who is trained to investigate and address matters relating Title IX and civil rights issues, including but not limited to Title VI and Title VII of the Civil Rights Act ~~is certified as a Title IX Investigator~~ to serve as the authorized liaison for South Texas College Office of Human Resources and Title IX Coordinator. The School District official and the College's representative(s) will work collaboratively and timely to share any and all information necessary in the event of an investigation of a personnel matter.

The School District Liaison contact information is as follows:

School District Name: _____

High School Name: _____

Liaison's Name: _____

Position Title: _____

Contact Phone Number: _____

Email: _____

This form must be completed in its entirely and submitted to:

Title IX Coordinator
Lauren Starnes, J.D.
Director of Institutional Equity
3201 West Pecan Blvd. A-101
956-872-2307
~~Mary Elizondo, CPA, MBA, CFE, CGMA~~
~~Vice President – Finance and Administrative Services~~
~~3201 West Pecan Blvd. X224~~
~~McAllen, TX 78501~~
~~956-872-3558~~
TitleIX@southtexascollege.edu

For any questions, please contact:

Laura Requena, MBA, MPAcc, PHR, SHRM-CP
Director of Human Resources
2501 West Pecan Blvd.

~~Approved by STC Board~~
Updated: April 18, 2022

McAllen, TX 78501
956-872-3646
HR_Administrators@southtexascollege.edu

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SOUTH TEXAS COLLEGE

2022-2023 Dual Credit Programs
Non-Resident Memorandum of Understanding
Recommended Revisions

South Texas College Dual Credit Programs Non-Resident Memorandum of Understanding outlines the roles and responsibilities of the College and partnering international schools. The following reflects the recommended revisions in the ***2022-2023 Dual Credit Programs*** Non-Resident Memorandum of Understanding:

IA Formatting

- **International School** (entire document)
  - Upon recommendation from current partners, changed "School District" to reflect "International School."
- **Non-Discrimination** (page13)
  - Section was moved from page 1 to page 13.
- **Title IX of the Education Amendments 1972**
  - Association of Title IX Administrators (ATIXA) Consultant recommended to add a section on Page 12-13.
- **Dual Credit Faculty** (entire document)
  - International Schools are not approved SACSCOC Site, thus Dual Credit Faculty will not be hired to teach dual credit courses sections. All sections previously included and referencing Dual Credit Faculty have been omitted.

Academic Policies & Procedures

- **Section xii.** (page 3) added the following language:
  - Texas House Bill 3979 and Senate Bill 3 (87th Legislature), do not apply to community colleges or to dual credit students, as long as the curriculum being taught is the College's curriculum.

Student Enrollment & Support Services

- **Advising** (Page 9) added the following language:
  - ….TX SB 25 (2019) and TX SB 1324 (2019), which collectively address measures public institutions of higher education must take to facilitate successful transfer, academic progress, and timely graduation through, among other things, the filing of degree plans at certain milestones and the publication of course sequences.
  - …. TX SB 1277 (2021), including but not limited to designating at least one employee from either institution to provide academic advising to each student who enrolls in a dual credit course before beginning the course.
- **Counseling and Student Accommodations** (Page 9-10)
  - The International School will be responsible for implementing policies and procedures to enable students to identify disability needs and to provide academic accommodations for dual credit students.
  - Students are not eligible to receive and/or otherwise utilize Individual Education Plans (IEP's) in Dual Credit courses.
- **Student Complaints** (Pages 10) added the following language:
  - …. and follow the process and procedures as detailed in the College's Student Handbook and/or Employee Handbook, depending on whether the report or complaints relating to a Dual Credit course to the College. If the student chooses to report to the School District, the School District shall promptly report the matter to the College. The College shall be responsible for implementing the College's Grievance and/or Complaint procedures only if the College has jurisdiction over the individuals and/or environment involved in the report or complaint, including but not limited to, jurisdiction over the educational program or activity, the complainant, and respondent.
  - Student reports and complaints alleging sex-based discrimination, harassment, domestic violence, dating violence, stalking, or other sexual misconduct in a Dual Credit course will be handled in accordance with the policy and procedures outlined in….

Memorandum of Understanding

South Texas College Dual Credit Programs

SOUTH TEXAS COLLEGE (herein called the "College") and_____(herein called the "International School ~~District~~") enter into the following Memorandum of Understanding (MOU), and for the terms of which WITNESS THE FOLLOWING:

TERM

This MOU shall be in effect from 2~~3~~2, ~~2021~~2022 to August 2~~3~~2, ~~2022~~2023, and posted during this term on the College's and International School's respective internet websites.

OVERVIEW

The College is committed to serving students through collaborative work with international school ~~district~~ that are non-resident and not within the College's service area. A major initiative promoting a college-going and college graduation culture is the **South Texas College Dual Credit Programs**, which complies with the rules set forth by the State of Texas (TAC Title:19 Chapter 4, Subchapter D, Rule § 4.84) for dual credit partnerships between secondary schools and Texas public colleges to offer dual credit to qualified students; therefore,

~~**NON-DISCRIMINATION**~~

~~The College prohibits discrimination, including harassment, against any employee, applicant for employment, student or applicant for admission on the basis of any protected class or any other basis prohibited by law. Protected classes at the College include: race, color, national origin, religion, age, sex, sexual orientation, gender, gender identity, physical or mental disability, genetic information, veteran status or any other basis prohibited by law.~~

~~Discrimination is defined as prohibited conduct directed at an employee or student on the basis of race, color, national origin, religion, age, sex, including pregnancy and parental status, sexual orientation, gender, gender identity, physical or mental disability, genetic information, veteran status, or any other basis prohibited by law, that adversely affects the employee's employment or that adversely affects the student.~~

~~For more information, please visit ***Board Policy #4216 Sex Discrimination, Sexual Harassment, Domestic Violence, Dating Violence, Stalking and Retaliation Prohibited.***~~

1) **MOU PURPOSE**

   The purpose of this MOU is to outline the roles and responsibilities of the College and the International School ~~District~~ that participate in the Dual Credit Programs. This MOU is the agreement that encompasses all programs and initiatives under the Dual Credit Programs as required by the Texas Higher Education Coordinating Board (THECB). An additional, Interlocal Agreement is required by the Texas Education Agency for Early College High Schools, T-STEM and P-TECH schools.

2) **RECOGNITION OF HIGHER EDUCATION PARTNER**

   The International School ~~District~~, when reporting and publicizing high school *students' completion* of dual credit **courses**, **degrees**, or **certificates**, will recognize South Texas College. Furthermore, when the International School ~~District~~ advertises and/or publicizes including but not limited to, designations, awards received, tuition saved, and articles written in social media, television commercials and print ads

for dual credit, the International School ~~District~~ will recognize South Texas College as their Higher Education partner. ~~The following statement must be included in all the School District publications and/or advertisements in regards to the Dual Credit Programs:~~

~~"[ISD name] collaborates with South Texas College, our Higher Education partner, to offer college credit hours, college certificates and degrees, while saving families hundreds of thousands of dollars by waiving tuition and fees."~~

In addition, the International School ~~District~~ shall adhere to the format and style of all advertising, marketing, reporting, and publicity materials, which includes billboards, print ads, and television commercials, as set forth in the College's ***Branding, Marketing, and Advertising Guidelines for South Texas College Dual Credit Programs*** at www.southtexascollege.edu/go/dual-credit-marketing (see Exhibit B for Sample Recognition). Failure to follow this provision will result in a non-compliance notification as stated in Section 9 of this document.

3) ACADEMIC POLICIES & PROCEDURES

Regular academic policies and procedures applicable to regular college courses and students will also apply to dual credit courses and dual credit students. A degree plan with a defined sequence of courses will be available through Degree Works for all dual credit students.

a) *Eligible Courses*

Academic courses offered by the College for dual credit are developed based on the guidelines published in the Academic Course Guide Manual. Workforce courses are developed based on the guidelines published in the Workforce Education Course Manual. The College does not offer kinesiology, guided studies, competency-based or developmental courses for dual credit.

b) ~~*Faculty Qualification, Selection, Supervision, and Evaluation*~~

~~The College has established an approval process for selecting and/or approving qualified School District faculty (those approved will herein be called "Dual Credit Faculty") to teach dual credit course(s). Each approved Dual Credit Faculty will be supervised by the College's respective department chair or designee and be evaluated and monitored to ensure quality of instruction and compliance with the College's policies and procedures in accordance with the standards established by the State of Texas and the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC). For a comprehensive view of the Faculty Credentials and Qualification, Selection, Supervision, and Evaluation process, refer to the~~ ~~***Dual Credit Programs Instructional and Quality Standards Manual – Academic Affairs Division.***~~

i. ~~The School District will collaborate with the College to ensure that the School District instructor applying to teach in the Dual Credit Programs meets the credential requirements as stated in the College's~~ ~~***Board Policy #4151 Academic and Professional Credentials for Faculty***~~~~, which includes the criteria used by the College to determine teaching eligibility.~~

ii. ~~The College will ensure that College Faculty requested to teach dual credit courses at the School District sites have met acceptable national criminal background checks.~~

iii. ~~School District faculty approved as Dual Credit Faculty must be cleared by the College's Office of Human Resources to teach any dual credit courses.~~

iv. ~~Dual Credit Faculty will submit all required reporting documents such as rosters, learning outcome results, syllabi/section outlines, and grades by the deadlines set by the College.~~

v. ~~New Dual Credit Faculty approved for the upcoming Academic Year must satisfactorily complete the LMS Fundamentals and Academic Continuity Certifications offered through the College's Distance Learning Department prior to teaching dual credit courses.~~

vi. ~~College and Dual Credit Faculty teaching dual credit courses should check their class rosters during the first week of classes by accessing Starfish through JagNet to make sure that all students attending the class are enrolled in the dual credit course. Refer students not on the roster to the appropriate School District counselor and the Dual2Degree Department. Any student not listed on the roster by the 12th day of class (Census Day) will not be enrolled in the dual credit course.~~

vii. ~~New Dual Credit Faculty approved for the upcoming Academic Year must satisfactorily complete the DELTA Online Academy course offered through the College's Office of Professional and Organizational Development during the first semester teaching dual credit courses. Dual Credit Faculty not completing this Academy will not be allowed to continue teaching the following academic year. This Academy focuses on relevant College policies and procedures, resources, faculty responsibilities, and maintaining a college environment in the classroom.~~

viii. ~~The School District will allow release time from School District duties for all Dual Credit Faculty to attend required College departmental meetings, discipline and course-specific College professional development training, and the two Dual Credit professional development days organized by the College held on the Saturday before each full semester begins. The department chairs will provide the meeting schedule to the Dual Credit Faculty before the beginning of the semester, so that the Dual Credit Faculty can coordinate their teaching responsibilities at the high school in order to attend required department meetings.~~

ix. College Faculty ~~and Dual Credit Faculty~~ teaching college-level courses are expected to communicate with students who need academic assistance and direct them to the appropriate College or International School ~~District~~ support services. College provides students access to college resources, and support services at no cost.

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

xi. The ~~Dual Credit Faculty or~~ College Faculty assigned to teach a dual credit course is charged with the duties and responsibilities of the instructor of record. In cases where the course is a Distance Learning course taught at the partner school, as stated in ***Board Policy #3115*** ***Distance Education***, the instructor of record, not an assistant, is the one responsible for delivery of instruction and evaluation of student progress. Online students shall be informed that they are able to access the online course at any time, not only during a designated time at the high school.

xii. Texas House Bill 3979 and Senate Bill 3 (87th Legislature) do not apply to community colleges or to dual credit students, as long as the curriculum being taught is the College's curriculum.

~~xiii. Even though Dual Credit Faculty are full-time employees of the School District wherein they teach the college course(s), they are expected to follow all the College's policies as applicable during the instructional time designated for dual credit courses. Since Dual Credit Faculty are employed by both the College and the School District, they are confronted with unique challenges; nonetheless, they should have the same rights, responsibilities, and privileges as College Faculty teaching a dual credit course at a high school site. They must fulfill their responsibilities as Dual Credit Faculty while acting in accordance with the expectations, policies, and responsibilities required by their School District and Principal.~~

~~xiv. Dual Credit Faculty Rights and Responsibilities when teaching a College-level Course for the College:~~

- ~~College-Level Course Work: The rigor of college-level course work can often require additional time outside of class for students to meet course learning objectives and outcomes; therefore, Dual Credit Faculty should not be coerced to decrease the amount of out-of-class work assigned to students.~~
- ~~Issuing of College Grade: Dual Credit Faculty should not inflate the college letter grade, which might differ from the high school numeric grade.~~
- ~~Contact Hours Pertaining to Dual Credit Students: Just as Dual Credit Faculty are expected to meet the required number of contact hours per semester, students enrolled in dual credit courses are required to maintain regular and punctual attendance in classes and laboratories. In accordance with the College ***Board Policy #3335 Student Attendance***, the student is responsible for communicating 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.~~
- ~~Dual Credit Faculty must not be coerced to take unreasonable measures to help a student who, in the estimation of the Faculty member, is failing the course due to the student's classroom performance, lack of participation and/or excessive student absences.~~

c) *Location, Teaching Environment, and College Courses*

The location of dual credit courses will be held at approved instructional sites in accordance with SACSCOC standards.

i. Location

The International School ~~District~~ will work with the College to ensure that the International School ~~District~~ meets the expectations and criteria required for college classes and are appropriate for college-level instruction by the first day of class including the following:

- International School ~~District~~ will ensure that dual credit students have appropriate access to all available instructional resources, and essential technology; and
- International School ~~District~~ will permit access to the College's electronic learning resources.

ii. Teaching Environment

The International School ~~District~~ will ensure that the classroom environment is conducive to college-level learning by:

- Assuring no interruptions take place in the College dual credit class while in session, such as removing students for high school activities, or making announcements except for official business or emergencies. Interruptions for official announcements must be minimized; and

- Accepting the faculty member's attendance requirements as stated in the course syllabus and as supported by ***Board Policy #3335*** ***Student Attendance***. This policy provides guidelines related to student attendance and authorizes faculty to drop a student, prior to the withdrawal deadline, when in the opinion of the faculty, the student would have difficulty in successfully completing the course.

iii. College Courses

Faculty teaching dual credit courses must use the College's approved Learning Management System. The College maintains security measures to protect faculty and students while learning in an online environment. More detailed information can be accessed on the Dual Credit Programs webpage at the following link: https://www.southtexascollege.edu/dual/index.html.

iv. ~~Course Delivery~~

~~The School District will ensure that all dual credit courses taught by Dual Credit Faculty are conducted using the College's Learning Management System.~~

d) Course Curriculum, Instruction, and Grading

International School ~~District~~ that participate in the Dual Credit Programs at the College will comply with procedures and guidelines as published in the ***Dual Credit Programs Principal Agreement***, and ***Dual Credit Programs Instructional and Quality Standards Manual***, including the following:

i. Academic Instructional Calendar

Dual credit classes will follow the College Academic Calendar. Exceptions may be arranged through collaboration between the College and the International School ~~District~~. When the requested exception involves the Final Exam Schedule for long semester classes, the College Department Chair and Division Dean will be involved in any decision. The College requires that the Division Dean approve any exception. Notification of conflicts between mandatory State testing and final exams must be made well in advance of final exams. College courses and exams should take reasonable priority over International School ~~District~~ activities.

ii. Monitoring Instruction

The International School ~~District~~ will work with the College so College personnel will have the opportunity to monitor the quality of instruction in compliance with the College course syllabus and the standards established by the State of Texas, SACSCOC, and the International School ~~District~~.

iii. Books and Supplemental Materials

The International School ~~District~~ will provide textbooks for each registered student, equipment, and supplemental materials required for the cohort (S sections) classes. The College will consider the use of free or low-cost open educational resources in courses offered under the program for International School ~~District~~. College-approved textbooks purchased by the International School ~~District~~ as required for a college course are allowed to be used for four (4) years. Chairs may request a change of textbooks earlier than four (4) years, if the textbooks are for technology-based courses or with reasonable justification. Required textbooks and materials shall be available to each registered student on the first class day. Exceptions must be discussed with the Dean of Dual Credit Programs and the Department Chair.

iv. ~~Transportation~~

~~The School District will provide transportation to students enrolled as required, deemed necessary, and appropriate under State law and School District rules and procedures. Students enrolled in dual credit courses at the College may be transported by the School District.~~

v. Grading Procedures
~~All Dual Credit~~ Faculty will follow the College Grading System as stated in the College's ***Board Policy #3310*** ***Grading System: Credit Programs***, as well as the grading criteria in the department approved syllabus.

vi. Submission of College Grade
The primary responsibility for assigning College 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. College and International School ~~District~~ officials will not interfere with the faculty member's responsibility for assigning College grades. The final course grade submitted for the College will be a letter grade, and for the high school a numeric grade based on a standard 100-point scale, which will be provided by STC Faculty, upon request. Request must be submitted by the International School ~~District~~ to the STC Faculty ~~before the end of~~ by the Friday before the College's finals week. The final course grade recorded for the College will be a letter grade and for the high school a numeric grade that may differ from the College letter grade.

vii. Grade Appeal
The International School ~~District~~ will direct students to follow the College's Grade Appeal process. An electronic copy of these documents may be accessed on the Academic Affairs Department webpage at the following link:
https://academicaffairs.southtexascollege.edu/grade_appeals/.

viii. Reporting Required Critical Student Performance Information
The College has developed guidelines for sharing critical student performance information when needed for high school reporting.

STC Faculty

- Will only provide final course numeric grades based on a standard 100-point scale to the International School ~~District~~, upon request. Request must be submitted by the International 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 2022 ~~2021~~ and Spring 2023 ~~2022~~: First Week Attendance Verification, and two Progress Surveys (Weeks 5-6 & Weeks 11-12)
    - Summer 2023 ~~2022~~: First Week Attendance Verification, and one Progress Survey (Week 3)

~~**Dual Credit Faculty**~~

- ~~Guidelines indicate reporting requirements and responsibilities of the Dual Credit Faculty regarding parent inquiries, progress reports, and discipline matters which are found in the ***Dual Credit Programs Instructional and Quality Standards Manual.***~~

e) Dual Credit Policies

i. Board Policy #3230 Dual Credit Programs with Partnering School Districts

- Lists general provisions that partnering School District must comply with; and
- States that tuition and fees for dual credit students sponsored by partnering School District will be charged as approved by the College's Board of Trustees.

ii. ***Board Policy #3232*** ***Dual Credit Student Eligibility Requirements***

- Outlines the dual credit student eligibility requirements;
- Stipulates limitations on what courses and how many hours may be taken;
- Mandates student compliance with Financial Aid Satisfactory Academic Progress (SAP); and
- Levies the independent student tuition and fees for students enrolled in (non-S) section(s) with approval by the College.

iii. ***Board Policy #3320*** ***Academic Progress Standards***

- States expectation that students meet academic standards for coursework at the College;
- Defines levels of academic status GPA criteria; and
- Explains student academic progress standards including probation, suspension, and readmission.

iv. ***Board Policy #3322*** ***Student Financial Aid - Satisfactory Academic Progress (SAP)***

- Cites Federal regulations that require the College to monitor Satisfactory Academic Progress (SAP) for all students, including dual credit students, in order to determine financial aid eligibility; and
- Cites regulations that require the evaluation of quantitative (67% course completion rate and maintaining at least a 2.0 cumulative GPA) standards, as well as completion of a degree or certificate within 150% of normal time frame.

4) STUDENT ENROLLMENT & SUPPORT SERVICES

a) *Student Eligibility*

The College requires the International School ~~District~~ to follow all College enrollment procedures and guidelines for dual credit students. All procedures and guidelines are outlined in the College's ***Dual Credit Programs Enrollment and Support Services Manual***. An electronic copy of this document may be accessed on the Dual Credit Programs webpage at the following link: https://www.southtexascollege.edu/dual/index.html.

All students must meet dual credit admissions and eligibility requirements as outlined by the THECB laws and regulations, the Texas Administrative Code, Title 19, Part 1, Chapter 4, Subchapter D, Rule § 4.85, and as stated in the College's ***Board Policy #3200*** ***Student Admissions.*** The International School ~~District~~ will work with the College to make certain that all dual credit students are enrolled by the first day of class to help ensure student success and will comply with the College Dual Credit Programs Admission and Registration Timeline. An electronic copy of this document may be accessed on the Dual Credit Programs webpage at the following link: https://www.southtexascollege.edu/dual/index.html.

High school students are eligible to participate in the Dual Credit Programs upon meeting the Texas Success Initiative (TSI) Assessment minimum passing scores established by the THECB and the College dual credit course pre-requisites as published in the College's ***Dual Credit Programs Enrollment and Support Services Manual***.

Dual credit students must comply with the College's Academic Progress Standards as outlined in

Board Policy #3320 and ***Board Policy #3322***. Federal Financial Aid SAP requirements measure all students' GPA and progression regardless of whether or not they receive aid and these requirements are applicable to dual credit students who are still in high school.

b) *Collaboration and Outreach Efforts*

The College provides informational sessions for students and parents regarding dual credit opportunities, benefits, cost, and resources. Sessions are available throughout the academic year upon request by the International School ~~District~~. The College disseminates the most current dual credit information regarding enrollment, resources, and requirements for the program on the College's dual credit website.

c) *Course Load*

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

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

Non-S Section Enrollment

Students who want to enroll in regular (non-S) section(s) must submit a request and be approved by the Dean of Dual Credit Programs and International School ~~District~~ Partnerships. Students can only be enrolled in courses within their declared major. Any student approved to enroll in a regular (non-S) section(s) will not be assessed the independent student tuition and fee rates based on the Board Approved Tuition & Fee Schedule. Dual credit students who do not receive approval to enroll in a regular (non-S) section(s), may still enroll, but will be assessed the independent student tuition and fee based on the Board Approved Tuition & Fee Schedule.

Non-S section requests for 10 or more students in the same course type during the same semester will require an "S" section to be created by the International School ~~District~~. Criteria is available on the Dual Credit Programs website, which includes the eligibility of enrollment of only 11th and 12th graders.

d) *Student Composition of Class*

As outlined in the Texas Administrative Code, Title 19, Part 1, Chapter 4, Subchapter D, Rule 4.85, the International School ~~District~~ may not enroll both dual credit and non-dual credit students in the same section unless the development ~~creation~~ of a high school credit-only class is not financially viable for the high school and only under one of the following conditions:

i. If the course is required for completion under State Board of Education High School

graduation requirements, and the school is otherwise unable to offer such a course.

ii. If the high school credit-only students are College Board Advanced Placement or International Baccalaureate students.

iii. If the course is a career and technology/college workforce education course and the high school credit-only students are eligible to earn articulated college credits.

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

e) *Advising*
The College and the International School ~~District~~ offers college advising services for dual credit students, in addition to a College Advising Training Program for ~~High School~~ International School ~~District~~ Counselors held by the College.

The College offers advising services for dual credit students regarding transferability and applicability to baccalaureate degree plans of all college credit offered and earned.

In active collaboration with the College, the International School ~~District~~ shall take whatever actions deemed reasonably necessary by the College to fully comply with the advising mandates delineated in TX SB 25 (2019)~~,~~ and TX SB 1324 (2019), which collectively address measures public institutions of higher education must take to facilitate successful transfer, academic progress, and timely graduation through, among other things, the filing of degree plans at certain milestones and the publication of course sequences. The College and the International School ~~District~~ shall also take necessary actions to ensure compliance with any and all advising requirements of TX SB 1277 (2021), including but not limited to designating at least one employee from either institution to provide academic advising to each student who enrolls in a dual credit course before beginning the course.

f) *Pathways Alignment*
The College provides a comprehensive guide to the alignment of High School endorsements, dual credit courses, post-secondary pathways, credentials at the institution, and industry certifications.

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

The International School ~~District~~ will be responsible for implementing policies and procedures to enable students to identify disability needs and to provide academic ~~classroom~~ accommodations for dual credit students. ~~If the class is taught at the high school by a Dual Credit Faculty, the School District's high school will be responsible to provide the classroom accommodations~~. If the class is taught by a STC Faculty at the high school, the College Counselor will coordinate academic ~~class~~ accommodations with the International School's ~~District's~~ Special Education Counselor. Students are not eligible to receive and/or otherwise utilize Individual Education Plans (IEP's) in Dual Credit

courses. All procedures and guidelines are outlined in the College ***Dual Credit Programs Enrollment and Support Services Manual***. An electronic copy of this document may be accessed on the Dual Credit Programs webpage at the following link: https://www.southtexascollege.edu/dual/index.html.

h) *Student Complaints*

The College's Grievance and/or Complaint procedures for handling student complaints regarding college courses are applicable to all students, including those enrolled in dual credit courses. Dual credit students who would like to submit ~~with~~ reports or complaints shall adhere to ***Board Policy #3313, Student Grievance or Complaint*** and follow the process and procedures as detailed in the College's Student Handbook and/or the Employee Handbook, depending on whether the report reports or complaint relates to another College student or College employee. Generally, students should report complaints relating to a Dual Credit course to the College. If the student chooses to report to the International School, the International School shall promptly report the matter to the College. The College shall be responsible for implementing the College's Grievance and/or Complaint procedures only if the College has jurisdiction over the individuals and/or environment involved in the report or complaint, including but not limited to, jurisdiction over the educational program or activity, the complainant, and respondent.

Student reports and complaints alleging sex-based discrimination, harassment, domestic violence, dating violence, stalking, or other sexual misconduct in a Dual Credit course will be handled in accordance with the policy and procedures outlined in ***Board Policy #4216*** ***Sex Discrimination, Sexual Harassment, Domestic Violence, Dating Violence, Stalking and Retaliation Prohibited*** ~~compliance with Title IX ***Student Grievance or Complaint and specifically detailed in.***~~ A student may report a grievance or compliant at the following link: https://www.southtexascollege.edu/report/index.html.

h) *Student Conduct*

All students, including dual credit students, are subject to discipline and appropriate sanctions, ranging from verbal or written warning to suspension and expulsion from the College and all related programming, under the College's Student Handbook and Code of Student Conduct. The Code of Student Conduct is an articulation of the College's commitment to maintaining an environment that recognizes and supports the rights of its students, while providing a guide for defining behaviors the College considers inappropriate. Procedures, including a list of violations, potential sanctions, and a list of individual rights for each student, are listed in the College's Student Handbook, Chapter 2, Code of Student Conduct. Dual credit students who receive a sanction of suspension or expulsion from the College must be removed from the college course and placed in a high school credit course or a traditional high school setting by the International School ~~District~~; and in accordance with Texas State law shall have a transcript notation of suspension or expulsion placed on their official record. On request by the student, the College may remove the notation from the official transcript. Further, the College reserves the right to refer cases to the Behavioral Intervention Team for review and threat assessment. An electronic copy of this Student Handbook and Code of Conduct may be accessed on following link: https://www.southtexascollege.edu/pdf/student_code_of_conduct.pdf

i) *Transcription of Credit*

The College and the International School ~~District~~ will transcript dual credit courses for both college credit and high school credit immediately upon student completion of the performance required in each course.

j) *Commencement Ceremonies*

To become eligible to participate in the College Commencement Ceremonies held in May, December, or at such time determined by the Board of Trustees, dual credit students must be enrolled in all final coursework for their declared program and all coursework must be completed at the end of

the semester of graduation. Dual Credit students who are eligible to participate cannot defer participation to a later Commencement Ceremony date, except when a State of Emergency is activated. The College Registrar is the Graduation Determination Official and has the final authority to determine dual credit eligibility for graduation and ceremony participation. Dual credit students must meet all graduation requirements as outlined in College Policy to be eligible for graduation and participation in the Commencement Ceremonies.

5) FINANCE SUPPORT SERVICES

a) ~~*Faculty Stipend*~~
~~School District instructors approved by the College to be Dual Credit Faculty and approved to teach college level courses will be paid a stipend by the College per class, per semester, as outlined in the College ***Dual Credit Programs Instructional and Quality Standards Manual.***~~

b) *Tuition & Fees*
The International School ~~District~~ will be charged tuition and fees as outlined in *Exhibit A:* ***Board Approved Tuition & Fees for Dual Credit Students Sponsored by Partnering School Districts for FY 2022-2023*** ~~***2021-2022***~~. The College's Board of Trustees reserves the right to adjust tuition and fees as deemed necessary during the year.

c) *Invoicing*
The College will invoice the International School ~~District~~ that sponsors the student for the applicable charges, in accordance with the ***Board Approved Tuition & Fees for Dual Credit Students Sponsored by Partnering School Districts for FY 2022-2023*** ~~***2021-2022***~~, as approved by the College Board of Trustees (see Exhibit A).

a) *Faculty Charges*
When the College provides the faculty, including via distance learning, the International School ~~District~~ is responsible for the mileage and faculty cost as stipulated in the Dual Credit Course Agreement (DCCA). School Districts cannot cancel dual credit courses with assigned College Faculty after August 8, 2022 ~~6, 2021~~ (Fall 2022 ~~2021~~ semester), January ~~4,2022~~ 9, 2023 (Spring 2023 ~~2022~~ semester), May 22, 2023 ~~23, 2022~~ (Summer I semester), and June 28, 2023 ~~29, 2022~~ (Summer II). Should a International School ~~District~~ cancel dual credit course(s) with an assigned College Faculty after the advertised deadline, a Late Dual Credit Section Cancellation Fee will be assessed.
This agreement is outlined in the ***Dual Credit Programs Instructional and Quality Standards Manual***. An electronic copy of this document may be accessed on the Dual Credit Programs webpage at the following link: https://www.southtexascollege.edu/dual/index.html.

6) DATA SHARING

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

The International School ~~District~~ agrees to provide directory information for all 11th and 12th grade students enrolled in the district for recruitment purposes. The International School ~~District~~ will provide an electronic secure file to the Director of College Connections and Admissions for Traditional students

by the end of September. The file will include student names, school emails, home phone numbers, and home addresses.

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

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

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

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

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

The International School ~~District~~ may submit an e-mail request for reports to: dcdatarequest@southtexascollege.edu.

7) HUMAN RESOURCES DEPARTMENT, DATA PRIVACY & SHARING AGREEMENT

The International School ~~District~~ will collaborate with the College to ensure that all International School ~~District~~ faculty applying to teach in the Dual Credit Programs meet the credential requirements as stated in the College's ***Board Policy #4151*** ***Academic and Professional Credentials for Faculty,*** and submit all required documents for the approval/hiring process to the Human Resources Department as well as agree to full information sharing in the event of an investigation of a personnel matter ~~regarding Dual Credit Faculty~~.

a) ~~Any non-academic incidents or complaints against Dual Credit Faculty teaching a College course are required to be reported to the College's Office of Human Resources to the attention of the Director and/or Employee Relations Officers for investigation.~~

8) TITLE IX OF THE EDUCATION AMENDMENTS 1972

The International School ~~District~~ will comply with Title IX of the Education Amendments 1972 (20 U.S.C. § 1681 et seq.) and its implementing regulations as stated in the College's ***Board Policy #4216*** ***Sex Discrimination, Sexual Harassment, Domestic Violence, Dating Violence, Stalking and Retaliation Prohibited*** and the International School ~~District~~ Title IX policy in resolving incidents and complaints. An electronic copy of the College's Board Policy may be accessed on following link: https://admin.southtexascollege.edu/president/policies/pdf/4000/4216.pdf.

~~Title IX Statement:~~

Title IX of the Education Amendments of 1972 (20 U.S.C. s1681 et seq) and it's implementing regulations, 34 C.F.R. Part 107 (Title IX) state: "No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education

program or activity receiving Federal financial assistance."

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

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

9) NON-DISCRIMINATION

The College prohibits discrimination, including harassment, and sexual misconduct against any employee, applicant for employment, student or applicant for admission on the basis of any protected class or any other basis prohibited by law. Protected classes at the College include: race, color, national origin, religion, age, sex, sexual orientation, gender, gender identity, physical or mental disability, genetic information, veteran status or any other basis prohibited by law.

Discrimination is defined as prohibited conduct directed at an employee or student on the basis of race, color, national origin, religion, age, sex, including pregnancy and parental status, sexual orientation, gender, gender identity, physical or mental disability, genetic information, veteran status, or any other basis prohibited by law, that adversely affects the employee's employment or that adversely affects the student.

For more information, please visit ***Board Policy #4216*** ***Sex Discrimination, Sexual Harassment, Domestic Violence, Dating Violence, Stalking and Retaliation Prohibited.***

10) MEMORANDUM OF UNDERSTANDING (MOU)

This MOU may be amended by mutual written agreement of both parties.

The College and the International School ~~District~~ reserve the right to terminate this MOU, by notice from either party in accordance with this MOU or by operation of law. The College or the International School ~~District~~ may terminate the MOU no fewer than ninety (90) days prior to the intended date of termination. To be effective, notice must be submitted in writing, signed by the College President or the International School ~~District~~ Superintendent and personally delivered to the other party to this MOU.

11) NOTIFICATION OF NON—COMPLIANCE AND TERMINATION OF AGREEMENT

Failure to act in accordance with any provision in this MOU will result in a Notification of Non-Compliance (Notice), which may be initiated by either party. The Notice shall be in writing and shall state in particular the alleged non-compliance. The Notice will be provided to the College President and School District Superintendent for review and action. Failure to correct non-compliance may result in termination of this agreement.

EXECUTED IN TWO (2) Original counterparts on this_____day of_____20_____.

Dr. Ricardo J. Solis President South Texas College	~~Superintendent~~ ~~School District~~ Director International School
Chairman, Board of Trustees South Texas College	~~President, Board of Trustees~~ ~~School District~~

EXHIBIT A

TUITION AND FEES FOR DUAL CREDIT STUDENTS SPONSORED BY PARTNERING SCHOOL DISTRICTS

FOR FY ~~2021-2022~~ 2022-2023

	Board Approved FY 2020-2021	Board Approved FY 2021-2022	Board Approved FY 2022-2023
DUAL CREDIT TUITION:			
Per credit hour tuition for in-district dual credit students sponsored by partnering school districts	0.00	0.00	0.00
Per credit hour tuition for Out-of-District dual credit students sponsored by partnering school districts			87.00
Per credit hour tuition for Non-Resident dual credit students sponsored by partnering school districts			87.00
DIFFERENTIAL TUITION PER CREDIT HOUR FOR COURSES OFFERED ON A SOUTH TEXAS COLLEGE CAMPUS OR FACULTY:			
Associate Degree Nursing	75.00	0.00	0.00
Emergency Medical Technology	55.00	0.00	0.00
Occupational Therapy Assistant	55.00	0.00	0.00
Patient Care Assistant	35.00	0.00	0.00
Pharmacy Tech	55.00	0.00	0.00
Physical Therapist Assistant	55.00	0.00	0.00
Radiologic Technology/Sonography	65.00	0.00	0.00
Respiratory Therapy	65.00	0.00	0.00
Vocational Nursing	75.00	0.00	0.00
COURSE FEES:			
Electronic Distance Learning/VCT Course Fee per credit hour (Summer 2020 Sessions - Fee waived) (Fall 2020 Session - Fee waived)	10.00	10.00	10.00
Hybrid Course Fee per credit hour	0.00	0.00	0.00
NAH and Other Course Fees: *Liability Insurance/Exams/Booklets/Badges/Special Program ID/Certificates/Pinning Ceremony/Other Activities*	Recovery of costs and processing fees	Recovery of costs and processing fees	Recovery of costs and processing fees
INCIDENTAL FEES:			
Fee per credit hour for dual credit students attempting a course three or more times	125.00	125.00	125.00
Dual Credit Late Processing Fee per course per student after Census Day	200.00	200.00	200.00

Board Approved_DualCreditTuitionandFees FY 2022-2023_February 22, 2022 ~~FY2021-2022_February 23, 2021~~

~~Approved by STC Board~~
Updated: May 4, 2022

Exhibit B

Sample Recognition

~~Approved by STC Board~~
Updated: May 4, 2022

EXHIBIT C
School District Title IX Investigator/Coordinator

As stated in Section 7C, the International School ~~District~~ will designate a specific International School ~~District~~ official ~~that~~ who is trained to investigate and address matters relating Title IX and civil rights issues, including but not limited to Title VI and Title VII of the Civil Rights Act ~~is certified as a Title IX Investigator~~ to serve as the authorized liaison for South Texas College Office of Human Resources and Title IX Coordinator. The International School ~~District~~ official and the College's representative(s) will work collaboratively and timely to share any and all information necessary in the event of an investigation of a personnel matter.

The International School ~~District~~ Liaison contact information is as follows:

International School ~~District~~ Name: _____

High School Name: _____

Liaison's Name: _____

Position Title: _____

Contact Phone Number: _____

Email: _____

This form must be completed in its entirely and submitted to:

Title IX Coordinator
Lauren Starnes, J.D.
Director of Institutional Equity
3201 West Pecan Blvd. A-101
956-872-2307
~~Mary Elizondo, CPA, MBA, CFE, CGMA~~
~~Vice President – Finance and Administrative Services~~
~~3201 West Pecan Blvd. X224~~
~~McAllen, TX 78501~~
~~956-872-3558~~
TitleIX@southtexascollege.edu

For any questions, please contact:

Laura Requena, MBA, MPAcc, PHR, SHRM-CP
Director of Human Resources2501 West Pecan Blvd.
McAllen, TX 78501
956-872-3646
HR_Administrators@southtexascollege.edu