

# Board of Trustees

## Education and Workforce Development Committee Meeting

Tuesday, June 09, 2020

3:30 p.m.

Ann Richards Administration  
Building, Board Room  
Pecan Campus  
McAllen, Texas



*In the Making!*

Online Copy

**South Texas College  
Board of Trustees  
Education and Workforce Development Committee  
Ann Richards Administration Building, Board Room  
Pecan Campus, McAllen, Texas  
Tuesday, June 9, 2020 @ 3:30 p.m.**

**AGENDA**

“At anytime during the course of this meeting, the Board of Trustees may retire to Executive Session under Texas Government Code 551.071(2) to confer with its legal counsel on any subject matter on this agenda in which the duty of the attorney to the Board of Trustees under the Texas Disciplinary Rules of Professional Conduct of the State Bar of Texas clearly conflicts with Chapter 551 of the Texas Government Code. Further, at anytime during the course of this meeting, the Board of Trustees may retire to Executive Session to deliberate on any subject slated for discussion at this meeting, as may be permitted under one or more of the exceptions to the Open Meetings Act set forth in Title 5, Subtitle A, Chapter 551, Subchapter D of the Texas Government Code.”

- I. Approval of Minutes for Tuesday, May 12, 2020 Committee Meeting..... 3 - 6
- II. Presentation on the Student Survey Regarding the Transition to Online Instruction in Response to the COVID-19 Pandemic ..... 7 - 22
- III. Review and Discussion of Proposed New Program: Cosmetology ..... 23 - 25
- IV. Review and Discussion of Proposed New Program: Restaurant Management 26 - 28
- V. Review and Action as Necessary on the Proposed Interlocal Agreement for Dual Credit Program Partnerships with Local School Districts ..... 29 - 45
- VI. Review and Recommend Action as Necessary on Proposed New Policy #3111: *Instructional Continuity*..... 46 - 47
- VII. Review and Recommend Action as Necessary on Proposed New Policy #4411: *Faculty Readiness for Instructional Continuity* ..... 48 - 49

## **Approval of Minutes for Tuesday, May 12, 2020 Committee Meeting**

The Minutes for the Education and Workforce Development Committee meeting of Tuesday, May 12, 2020 are presented for Committee approval.

**South Texas College  
Board of Trustees  
Education and Workforce Development Committee  
Ann Richards Administration Building, Board Room  
Pecan Campus, McAllen, Texas  
Tuesday, May 12, 2020 @ 4:00 p.m.**

**MINUTES**

The Education and Workforce Development Committee Meeting was held on Tuesday, May 12, 2020 in the Ann Richards Administration Building Board Room at the Pecan Campus in McAllen, Texas. The meeting commenced at 4:09 p.m. with Mr. Gary Gurwitz presiding.

Members present: Mr. Gary Gurwitz

Other Trustees present: Mr. Paul R. Rodriguez, Ms. Rose Benavidez, and Mr. Rene Guajardo

Members absent: Dr. Alejo Salinas, Jr. and Mrs. Victoria Cantú

Also present: Dr. Shirley A. Reed, Dr. David Plummer, Dr. Anahid Petrosian, Dr. Rebecca De Leon, Dr. Rachel Sale, Dr. Ali Esmaeili, and Mr. Andrew Fish

**Approval of Minutes for Tuesday, March 10, 2020 Committee Meeting**

As the sole committee member present, Mr. Gary Gurwitz approved and adopted the Minutes for the Education and Workforce Development Committee meeting of Tuesday, March 10, 2020 as written.

**Presentation on South Texas College Dual Credit Programs  
Accreditation by the National Alliance of Concurrent Enrollment  
Partnerships (NACEP)**

Dr. Rebecca De Leon, Dean of Dual Credit Programs & School District Partnerships, presented on the College's recent accreditation through the National Alliance of Concurrent Enrollment Partnerships (NACEP).

In February 2018, the South Texas College Dean of Dual Credit Programs & School District Partnerships began researching accreditation options for the College's Dual Credit Programs. Accreditation provides external review of quality assurance, an essential aspect of ensuring program integrity. Finding the right accrediting body is

essential to providing guidelines and best practices, as well as external certification, to ensure that the College's programs are designed and operating at the highest levels.

### **National Alliance of Concurrent Enrollment Partnerships (NACEP)**

During this search, the College identified NACEP as the only national organization directly supporting concurrent and dual enrollment programs.

NACEP was established in 1999 through the collaboration of 20 institutions focused on best practices, research, and policy development for concurrent enrollment programs. NACEP has been issuing accreditation since 2004, starting with the accreditation of 4 concurrent enrollment programs. Currently, there are 116 accredited concurrent enrollment programs in 24 states, while non-accredited membership spans 48 states.

South Texas College is the first NACEP accredited institution of higher education in the State of Texas, and this accreditation confers national recognition of the College's Dual Credit Programs and guarantees that the College meets the rigor of instruction set forth by NACEP. Sixteen other colleges and/or universities in Texas have membership with NACEP, but none have been accredited.

### **Accreditation Process**

To achieve accreditation, South Texas College was required to demonstrate that its policies and practices complied with the NACEP Accreditation Standards. These practices include:

- Monitoring the quality and rigor of instruction;
- Holding dual credit students to the same standards of achievement;
- Requiring dual credit faculty to meet the same academic requirements;
- Requiring dual credit faculty are trained in college-level course delivery;
- Requiring dual credit faculty receive ongoing discipline-specific and course-specific professional development; and,
- Requiring accountability through evaluation in accordance with NACEP standards.

South Texas College developed a self-study steering committee to guide the College toward compliance with these standards, including sub-committees to:

- review the implementation of current standards,
- develop plans to implement standards not yet in place, and
- identify and document evidence of compliance to support the application.

This Steering Committee included faculty and staff from many divisions and departments, representing the academic disciplines and support teams necessary to evaluate, plan, and document compliance with the accreditation standards.

The final application for South Texas College's accreditation through NACEP was filed Summer 2019, and the College received formal confirmation of its accreditation status on May 1, 2020.

Congratulations were extended to the faculty, staff, and school district partners supporting South Texas College's Dual Credit Programs who provide these exciting, life-changing opportunities to the students and families of Hidalgo and Starr Counties.

At the Education and Workforce Development Committee, the trustees commended the Dual Credit Program administration, faculty, staff, students, and school district partners, and asked that this accomplishment be properly celebrated as soon as possible.

The Committee also invited Dr. De Leon to make this presentation to the full Board on Tuesday, May 26, 2020.

This information was presented for the Committee's review, and no action was necessary.

### **Overview of Transition to Online Instruction at South Texas College**

Dr. Anahid Petrosian, Vice President for Academic Affairs, and Dr. Rachel Sale, Dean of Distance Learning, provided an overview of South Texas College's transition to online instruction during the coronavirus pandemic.

South Texas College was prepared for Spring Break 2020 from March 16 – 22. However, in the weeks before, administration was closely following news of the coronavirus pandemic as it began affecting our nation, region, and even local communities.

On Friday, March 13, 2020, administration made the difficult decision to suspend on-campus, face-to-face classes, with the plan to switch all on-campus classes to an online format on Monday, March 30.

Pursuant to Governor Abbott's Executive order GA-16, this online format will continue through the remainder of the school year, including the Summer 2020 sessions.

While there are very limited exceptions, following rigorous health and safety standards, the vast majority of academic and workforce programs will be conducted online through Fall 2020, and further as necessary.

### **Academic Continuity - Emergency Management Plan**

Dr. Petrosian highlighted the College's Academic Continuity Plan through her division's Emergency Management Plan.

The South Texas College Academic Affairs Division has maintained its Emergency Management Plan, which specifies a continuation of instruction through the College's Learning Management System (LMS), through the Blackboard online platform.

As a result of the Emergency Management Plan, over 5,000 courses have an online template which provides for a student roster, course information, and course gradebooks in the LMS.

With the transition to online instruction, administration activated the Emergency Management Plan. Academic Deans and Program Chairs conducted a detailed assessment of program offerings and options for transition to online instruction. They further assessed the faculty training needs and developed a list of faculty who required additional assistance for this transition.

Prior to the coronavirus pandemic, most faculty had been certified to teach online. In light of the pandemic, and through focused training programs supported by the Distance Learning Department, over 100 full-time faculty, and another 250 dual credit and adjunct faculty have received necessary training for online course delivery and continuation of instruction.

### **Distance Learning Comprehensive Plan**

Dr. Sale discussed the activities of the Distance Learning Department in helping this transition to online instruction, supporting the students, faculty, and staff to help make this transition successful.

The Distance Learning Department developed a comprehensive plan to address the needs of faculty and students in response to the coronavirus pandemic and its disruption of classroom learning. To facilitate this institution-wide transition to online instruction, the team:

- Developed training for faculty new to online teaching, and refresher training for faculty on LMS functionality;
- Offered online orientation for students on the use of the LMS;
- Developed tutorial videos online for both faculty and students;
- Prepared departmental staff so they could respond to student issues;
- Developed Online Teaching Guides and Tools to assist students and faculty; and,
- Collaborated with PR & Marketing to provide a webpage to assist students in this transition.

With faculty and staff training and increased support services for students, the Distance Learning Department has supported the unexpected transition to online learning. Dr. Sale will outline additional plans to support the adding of courses for Summer 2020 enrollment.

Administration recognized the resilience and hard work of the students, faculty, and staff that have helped transition to online instruction in this difficult time, and especially thanked the Distance Education Team for their guidance of all stakeholders through this process.

This information was presented for the Committee's review, and no action was necessary.

## **Adjournment**

There being no further business to discuss, the Education Workforce Development Committee Meeting of the South Texas College Board of Trustees adjourned at 4:56 p.m.

I certify that the foregoing are the true and correct Minutes of the May 12, 2020 Education and Workforce Development Committee of the South Texas College Board of Trustees.

---

Dr. Alejo Salinas, Jr.  
Presiding



## **Presentation on the Student Survey Regarding the Transition to Online Instruction in Response to the COVID-19 Pandemic**

When the scale of the disruptive impact of COVID-19 became apparent, the College transitioned all courses, including in-classroom, face-to-face instruction in the Spring 2020 semester to online delivery.

On May 12, 2020, administration delivered a presentation to the Education and Workforce Development Committee on the training and resource development that went into this unexpected and full conversion of all Spring semester course offerings to online instruction.

In March 2020, administration understood this transition would be difficult for students as well as the faculty and staff. To gauge the impact from this transition and guide improvements as necessary, administration asked the College's Research and Analytical Services (RAS) team to conduct an initial survey, as well as a follow-up survey toward the end of the Spring 2020 semester. Both surveys also asked about the respondents' plans to enroll in Fall 2020, to help inform enrollment projections and to understand and address perceived obstacles to Fall 2020 enrollment.

Mr. Matt Dabrowski, Qualitative Researcher for Research & Analytical Services, will present and discuss the following surveys with the Committee:

1. First RAS Survey: April 2 – 6
  - a. This survey was sent to all traditional students 18 years and older, and received over 2,300 responses.
  - b. The survey gauged student experience during the transition, and provided respondents the opportunity to answer open-ended questions.
  - c. Student Mood was 2.7 on a scale of 1 – 5, below the midpoint of 3.0.
  - d. Mr. Dabrowski will review technical challenges and specific courses issues reported by students in this initial survey.
2. Second RAS Survey: May 8 – 13
  - a. This was a follow-up survey to the same cohort, and received over 1,600 responses.
  - b. This survey gauged the change in responses compared to the first survey.
  - c. Student Mood was 3.3 on a scale of 1 – 5, above the midpoint of 3.0.
  - d. An overall improvement was noted in the responses, and Mr. Dabrowski will address these, as well as areas of ongoing concern, such as broadband internet access.

Administration has also reviewed a survey administered by the Texas Association of Community Colleges (TACC) to gauge students' responses to similar transitions at other colleges statewide. Statewide responses corresponded closely to the College's surveys, especially regarding the impact of the pandemic on student employment and financial concerns.

During the presentation, Mr. Dabrowski will discuss the findings and how the data analysis may guide administration and the Board in addressing enrollment, student engagement, and student success issues moving forward.

This item is for the Committee's information, and no action is needed.



SOUTH TEXAS  
COLLEGE

## Student Opinion and the Coronavirus Transition

June 2020  
Research & Analytical Services  
Matt Dabrowski, Qualitative Researcher

### Understanding Crisis Survey Research

What RAS was asked to do:

- Understand and **identify challenges**, so staff can address them
- Fast turnaround, to promote agile response
- Let **student voices** be heard
- Separating general worries or anxiety vs. specific issues under the College's control

Three surveys discussed here:

- First RAS survey, April 2-6
- Second RAS survey, May 8-13
- TACC survey, April



2

# Technology Through the Crisis



3

## April: Challenges with Access to Technology

Do you have the **technology needed to complete your coursework?**  
Please let me know for each of the following tools.

	<u>Yes</u>	<u>No</u>	<u>Unsure</u>
Internet connection	84%	13%	4%
Hardware (computer/tablet/etc.)	85%	12%	3%
Software	69%	18%	13%

Do you **know how to use the technology** needed to complete your coursework?

	<u>Yes</u>	<u>No</u>	<u>Unsure</u>
Know how to use	83%	6%	11%



Source: South Texas College survey, April 2-6, 2020, n=2,342.

4

## April: Specific Technical Difficulties

While we know it's early, have you had **any technical difficulties** so far?  
(Check all that apply)

<u>Overall Responses</u>	<u>Response</u>	<u>"Other" Verbatims (11%)</u>	<u>Response</u>
No issues, Don't know	52%	No access to hardware, Internet	33%
Unstable Internet access	31%	Blackboard, Blackboard Collaborate	9%
Blackboard issues	18%	Pearson MyMathLab, Cengage WebAssign	7%
Software issues	10%	Audio-visual problems	6%
Hardware issues	9%	Instructor, tutor noncommunicative	5%
Login issues	8%	Issues with Lockdown Browser	5%
Other (see responses at right)	11%	Instructor unprepared, unreasonable	3%
		Childcare, family problems	3%
		Need advising	3%



Source: South Texas College survey, April 2-6, 2020, n=2,342.

5

## April: Specific Course Issues

Are you experiencing any difficulties in completing your coursework due to the transition to the online format? **Let me know which course**, if any, is giving you the most trouble.

<u>Top Classes</u>	<u>Top Subject Codes</u>
MATH 1414	RNSG
ENGL 1302	MATH
BIOL 2402	BIOL
BIOL 2401	PHYS
ENGL 1301	ARTS

- Roughly 600 students (26%) reported issues in specific courses.
- The **core classes** will rise to the top of this list on account of their higher enrollments, as will subjects **more conducive to in-person formats**.



Source: South Texas College survey, April 2-6, 2020, n=2,342.

6

## May: Technical Pressures Lightened Somewhat

During the **past week**, have you had any technical difficulties?

	<u>Response</u>
Problems with your Internet access	<b>40%</b>
Problems with your computer, printer or scanner	<b>29%</b>
Audio or video problems	<b>16%</b>
Issues with communication with your instructor	<b>15%</b>
Issues with the Blackboard	<b>13%</b>
Issues with Microsoft Office	<b>13%</b>
Issues with the Lockdown Browser	<b>11%</b>
No issues	<b>35%</b>
Don't know	<b>6%</b>



Source: South Texas College survey, May 8-13, 2020, n=1,670.

7

## Student Barriers



8

## May: Computers in the Home a Barrier

How many computers do you have in your home? And how many individuals live in your home, including yourself?

	<u>Average</u>	<u>People Per Computer</u>
Persons in the household	4.3	
Computers in the household	1.5	2.9
Computers in households of 1	1.2	1.2
Computers in households of 3+	1.6	3.1
Zero computers in the home (total)	5%	



Source: South Texas College survey, May 8-13, 2020, n=1,670.

9

## TACC Survey in Context

- Conducted by TACC, April 1-April 21
- Over 22,000 respondents from all Texas community colleges. Close to 1,500 respondents from STC
- Responses from our students are **very similar to elsewhere**:
  - *Negative employment experiences*
  - *Increased concerns at home (medical care, responsibilities in the home, concerns for paying bills, food insecurity, etc.)*
- **External factors like technology access** remain a local issue
  - *Uncertainty in academic plans related uncertainty in health, jobs, household situation, and technology.*
    - *Some could take fewer classes*
    - *Some could stop out for a semester ("Moving forward, how likely are the following changes to your educational plans? Leave college temporarily.")*



10

# Student Mood



11

## April: Overall Mood

Now that classes have resumed for one week, **how are you feeling** about things in general? Use the slider so the face looks like how you feel. The happier the smile, the better you feel; the sadder the smile, the more concerned you feel.

1-to-5 scale, midpoint 3.0



Mean

All students

2.7

Students who reported no complaints

3.2



Source: South Texas College survey, April 2-6, 2020, n=2,342.

12



## April: General Comments (Verbatims)

When thinking about completing your coursework online, is there **anything else you think South Texas College should know?**

Top verbatim responses:

	Response
Don't want online classes	14%
No access to hardware, Internet	13%
Excessive assignments	5%
Instructor unprepared, unreasonable	5%
Issues with classes (specific course)	4%
Childcare, family problems	4%
Instructor, tutor noncommunicative	4%
Worried about health	3%
Displeasure (general)	2%



Source: South Texas College survey, April 2-6, 2020, n=2,342.

13

## May: Overall Mood Improved

Now that the semester is nearly over, **how are you feeling** about things in general? Use the slider so the face looks like how you feel. The happier the smile, the better you feel; the sadder the smile, the more concerned you feel.

1-to-5 scale, midpoint 3.0



All students **Before** 2.7 **After** 3.3

Source: South Texas College survey, May 8-13, 2020, n=1,670.

14

## May: Rating the College's Response

Do you agree or disagree with the following statement? "This college has **done a good job helping me adapt** to the changes in instruction that have happened because of the COVID-19 pandemic."

	<u>Response</u>	
Strongly agree	42%	] 80%
Somewhat agree	38%	
Somewhat disagree	11%	
Strongly disagree	6%	
Don't know/NA	4%	



Source: South Texas College survey, May 8-13, 2020, n=1,670.

15

## Fall Enrollment



16

## May: Sentiment on Fall Enrollment

- We asked students to **rate their likelihood of fall enrollment** on a 1-to-5 scale, with 5 being the highest.
- In May, the average score was **3.8**.
- **Last year, this metric was 4.4**. That fall, actual enrollment in the eligible cohort was **flat compared to the previous fall (0%)**.
- **Two years ago, this metric was also 4.4**. That fall, actual enrollment in the eligible cohort was **down compared to the previous fall (-3%)**.
- While not a prediction, this is additional anecdotal evidence that fall enrollment may drop.



	<u>Survey Metric</u>
Current survey for Fall 2020	<b>3.8</b>
Spring survey for Fall 2019 (i.e. one year ago)	<b>4.4</b>
Spring survey for Fall 2018 (i.e. two years ago)	<b>4.4</b>

Source: South Texas College survey, May 8-13, 2020, n=1,670; South Texas College survey, April 5-17, 2019, n=338; South Texas College survey, May 1-7, 2018, n=635.

17

## May: Issues with Fall Enrollment

Which of the following issues are **most likely to cause you not to register** for classes at South Texas College for the Fall semester?

	<u>Response</u>
I don't like online classes/prefer face-to-face	<b>34%</b>
Personal finances	<b>27%</b>
Financial Aid concerns	<b>24%</b>
Problems with my computer, Internet access	<b>22%</b>
Change in employment status	<b>18%</b>
Health concerns	<b>9%</b>
No, I definitely plan to register	<b>32%</b>



Source: South Texas College survey, May 8-13, 2020, n=1,670.

18

# Conclusions



19

## Conclusions

- As with other industries, this **crisis moved faster than higher education's ability to measure it** accurately.
- Overall mood has improved from the April survey.
- The upcoming **decision about the Fall semester remains a key pivot** for many students.
- Reliable broadband Internet access remains a concern.



20

## Conclusion & Time for Questions

**Thank you.**



21

## Methodology

- Conducted by RAS
- Cohort: Eligible traditional students, n=16,746
- April survey
  - Field dates: April 2-6, 2020
  - Sample: n=2,342 respondents (14%)
- May survey
  - Field dates: May 8-13, 2020
  - Sample: n=1,670 respondents (10%)



22

## Appendix: April: Some Verbatim Comments

Some responses to the open-ended questions included:

- "I'm currently **working in one of the ERs** during this COVID crisis. I will do my best to complete my assignments."
- "It's very difficult managing time, I am the only one in my family who is still working and also going to school. **I need to work to help my family but I also need my education.**"
- "My laptop messed up & **won't turn on anymore** & I'm freaking out. there's no money to fix it due to not working because of COVID."
- "**I am hearing impaired**, and I've always had a hard time understanding through video chats."
- "I have more work due in this one class then all my other 3 classes combined, he is **giving us more work now then he did when classes were in person.**"



SOUTH TEXAS  
COLLEGE

Source: South Texas College survey, April 2-6, 2020, n=2,342.

23

## **Review and Discussion of Proposed New Program: Cosmetology**

Administration would like feedback from the Education and Workforce Development Committee on the preliminary development of a new program that could lead toward a Certificate and/or Associate Degree in Cosmetology.

A Cosmetology program at South Texas College would enable students to take the state exam for licensure to offer hair and beauty services, either self-employed or through an employer. Careers served by this program include:

- Barbers
- Hairstylists
- Cosmetologists
- Manicurists
- Pedicurists
- Skincare Specialists

While this industry is currently impacted by the coronavirus pandemic, occupational growth was projected to grow nearly 12% in the region and 15% across Texas from 2020 to 2030, with nearly 9,000 new jobs expected statewide.

The nearest comparable regionally accredited program is located at Del Mar College in Corpus Christi. There are a number of proprietary schools in the area currently offering non-accredited programs.

Due to the nature of this new program and its difference from current programs offered by the College, an extended, two-phase approval process is required by the Texas Higher Education Coordinating Board.

With Committee support, administration would further develop the proposal. It would be brought back before the Education and Workforce Development Committee in Fall 2020 for approval to develop the curriculum and an advisory committee, leading to a formal program proposal for the Board's review prior to submission to the state and accrediting authorities. Administration believes the College could offer this program by Spring 2022, with support from the Committee and Board.

This item is presented for the Committee's feedback, and no action is needed at this time.

# Program Development Brief

## ✧ Cosmetology ✧

South Texas College is proposing a Certificate and Associate Degree in Cosmetology.

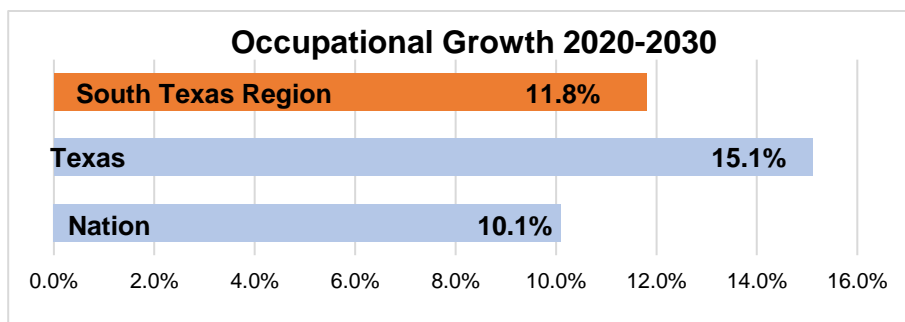
### PROGRAM DESCRIPTION

The Cosmetology Program will allow graduates to gain the skills and competencies required to provide hair and beauty services to patrons through an employer or self-employment. Upon completion of this program, students will be eligible to take the state licensing exam through the *Texas Department of Licensing and Regulation*.

### PROGRAM DEMAND

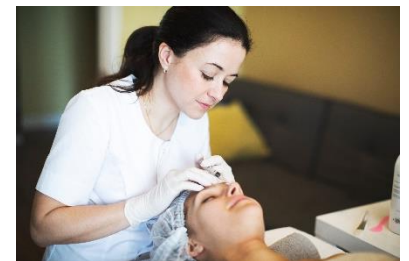
<b>Occupational Growth</b>	Occupational growth in the field of Cosmetology* for the South Texas region** is projected to be <b>11.8%</b> between 2020 to 2030. Occupational growth for the State of Texas is projected to be <b>15.1%</b> .
<b>Number of New Jobs</b>	In <b>Texas</b> , approximately 8,987 new jobs in the field of Cosmetology* are expected between 2020 to 2030.
<b>Pay Level</b>	In the South Texas region, the projected median pay level for professionals in this field is <b>\$10.67</b> an hour. The U.S Bureau of Labor Statistics reports a median hourly wage of <b>\$12.63</b> for Barbers, Hairstylists, and Cosmetologists, and a median hourly wage of <b>\$16.39</b> for Skincare Specialists.
<b>Careers in Cosmetology</b>	Jobs in the field of Cosmetology include Barbers, Hairstylists, Cosmetologists, Manicurists, Pedicurists. and Skincare Specialists.
<b>Existing Programs</b>	The nearest comparable regionally accredited program is located at Del Mar College (approximately 152 miles).

Source: *Economic Modeling Specialists International (EMSI)*



\*EMSI and Bureau of Labor Statistics report references include Hairdressers, Hairstylists & Cosmetologists, and Skincare Specialists.

\*\***South Texas Region:** Counties of Cameron, Hidalgo, Starr, and Willacy.





<b>Academic Affairs</b> <b>Program Development Timeline: Cosmetology Program</b> This program is developed on two step process and will require Substantive Change Prospectus to SACSCOC Updated May 8, 2020		
Time Frame	Activities	Comments
Summer 2020	<ul style="list-style-type: none"> <li>Develop the one-page New Program Development Proposal to review at Cabinet</li> <li>Compile Program Development Packet</li> </ul>	
Fall 2020	<ul style="list-style-type: none"> <li>1<sup>st</sup> Round of Approvals</li> </ul>	<ul style="list-style-type: none"> <li>Cabinet</li> <li>Academic Council</li> <li>Planning &amp; Development Council</li> <li>EWDC (Information Item)</li> <li>STC Board of Trustees (Information Item)</li> </ul>
Spring 2021	<ul style="list-style-type: none"> <li>Formation of Advisory Committee and Approval of Curriculum</li> <li>2<sup>nd</sup> Round of Approvals</li> <li>SACSCOC Preparation of Prospectus (May)</li> </ul>	<ul style="list-style-type: none"> <li>Division Curriculum Committee</li> <li>College-Wide Curriculum Committee</li> <li>Cabinet</li> <li>Academic Council</li> <li>Planning &amp; Development Council</li> <li>EWDC</li> <li>STC Board of Trustees</li> </ul>
Summer 2021	<ul style="list-style-type: none"> <li>Submission of SACSCOC Prospectus (July 1<sup>st</sup> for Spring Implementation)</li> <li>THECB Submission</li> <li>Department of Education Approval</li> </ul>	SACSCOC Prospectus: <ul style="list-style-type: none"> <li>Resources</li> <li>Equipment</li> <li>Facilities</li> <li>Finalized Curriculum</li> <li>At least one faculty identified that is credentialed to teach for the program and courses.</li> </ul>
Fall 2021	<ul style="list-style-type: none"> <li>Preparation for Spring 2022 Launch</li> </ul>	<ul style="list-style-type: none"> <li>Online Catalog Update (with pending approval notation)</li> <li>Marketing</li> <li>Course Scheduling</li> <li>Student Registration</li> </ul>
Spring 2022	<ul style="list-style-type: none"> <li>1<sup>st</sup> Semester of Offering</li> </ul>	

## **Review and Discussion of Proposed New Program: Restaurant Management**

Administration would like feedback from the Education and Workforce Development Committee on the preliminary development of a new program that would lead toward an Associate of Applied Science Degree in Restaurant Management.

A Restaurant Management program at South Texas College would prepare students to manage people, products and facilities within the food-service industry, providing training for individuals seeking entry-level management positions within the hospitality industry. Careers served by this program include:

- Food Service Director
- Banquet Manager
- Restaurant Manager
- Kitchen Manager

While this industry is currently impacted by the coronavirus pandemic, occupational growth was projected to grow by 7% in the region and nearly 15% across Texas from 2020 to 2030, with 86 new jobs expected in the Rio Grande Valley, in addition to incumbent workers seeking career advancement into newly vacant positions. New jobs data are calculated by Economic Modeling Specialists International using industry data and staffing patterns.

This program would be built upon South Texas College's existing Culinary Arts programs, which served 1,228 students for the past two years, and would provide current students and graduates with an opportunity to develop essential skills to advance their careers. By building upon existing Culinary Arts programs, there will be a relatively low cost to offer the new Restaurant Management program, and it will meet existing and anticipated local demand.

The nearest comparable regionally accredited programs are located at Del Mar College in Corpus Christi and Alamo Colleges in San Antonio.

Developing this specialization within an existing program is a one-year approval process.

With Committee support, administration would further develop the proposal. It would be brought back before the Education and Workforce Development Committee for approval to develop the curriculum and an advisory committee, leading to a formal program proposal for the Board's review in Fall 2020 prior to submission to the state and accrediting authorities. With support from the Committee and Board, Administration believes the College could offer this program by Fall 2021.

This item is presented for the Committee's feedback, and no action is needed at this time.

# Program Development Brief

## Restaurant Management

### South Texas College is proposing as Associate of Applied Science in Culinary Arts: Specialization – Restaurant Management

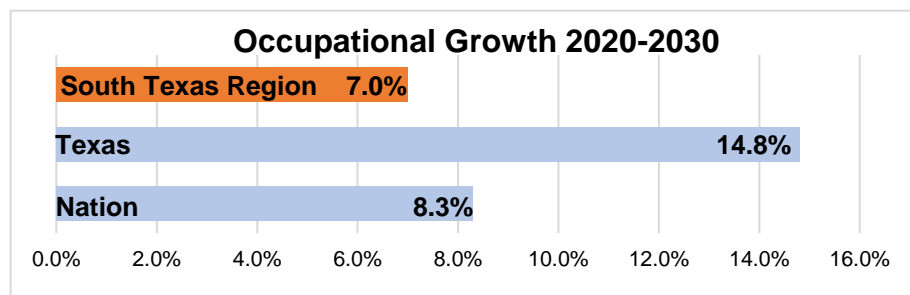
#### PROGRAM DESCRIPTION

The Associate of Applied Science in Culinary Arts: Specialization – Restaurant Management will prepare students to manage people, products and facilities in the food-service industry. The program is designed to provide trained individuals for entry-level management positions in the hospitality industry.

#### PROGRAM DEMAND

<b>Occupational Growth</b>	Occupational growth in the field of Food Service Managers for the South Texas region* is projected to be <b>7.0%</b> between 2020 to 2030. Occupational growth for the state of Texas is projected to be <b>14.8%</b> .
<b>Number of New Jobs</b>	In <b>Texas</b> , approximately 3,187 new jobs in the field of Food Service Managers are expected between 2020 to 2030.  In the <b>Rio Grande Valley</b> , approximately 86 new jobs in the field of Food Service Managers are expected between 2020 to 2030.
<b>Pay Level</b>	In the South Texas region, the projected median pay level for professionals in this field is <b>\$21.66</b> an hour. The U.S Bureau of Labor Statistics reports an annual salary of <b>\$55,320</b> for Food Service Managers in 2019.
<b>Careers in Restaurant Management</b>	Jobs in the field of Restaurant Management include Food Service Director, Banquet Manager, Restaurant Managers and Kitchen Managers.
<b>Existing Programs</b>	The nearest comparable regionally accredited programs are at Del Mar College (approximately 152 miles) and Alamo Colleges (approximately 238 miles).
<b>Did You Know</b>	Student enrollment for STC's Culinary Arts courses that would be shared with this specialization totaled 1,228 students for the past two years.

Source: Economic Modeling Specialists International (EMSI)



\*South Texas Region: Counties of Cameron, Hidalgo, Starr, and Willacy.



<b>Academic Affairs</b> <b>Program Development Timeline: AAS Culinary Arts: Specialization: Restaurant Management</b> Updated May 20, 2020		
<b>Time Frame</b>	<b>Activities</b>	<b>Comments</b>
Summer 2020	<ul style="list-style-type: none"> <li>• Develop the one-page New Program Development Proposal to review at Cabinet</li> <li>• Finalize Program Development Packet</li> </ul>	
Fall 2020	<ul style="list-style-type: none"> <li>• Approvals <ul style="list-style-type: none"> <li>○ Advisory, Division and College-Wide Curriculum Approvals were obtained Fall 2019.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>○ Cabinet</li> <li>○ Academic Council</li> <li>○ Planning &amp; Development Council</li> <li>○ EWDC</li> <li>○ STC Board of Trustees</li> </ul>
Spring 2021	<ul style="list-style-type: none"> <li>• THECB Submission <ul style="list-style-type: none"> <li>○ Submitted as a revision through CB Portal.</li> </ul> </li> </ul>	Online Catalog Update (with pending THECB approval notation)
Summer 2021	<ul style="list-style-type: none"> <li>• Preparation for Fall 2021 Launch</li> </ul>	<ul style="list-style-type: none"> <li>• Marketing</li> <li>• Course Scheduling</li> <li>• Student Registration</li> </ul>
Fall 2021	<ul style="list-style-type: none"> <li>• 1<sup>st</sup> Semester of Offering</li> </ul>	

## **Review and Action as Necessary on the Proposed Interlocal Agreement for Dual Credit Program Partnerships with Local School Districts**

The Education and Workforce Development Committee is asked to recommend Board action as necessary on the Interlocal Agreement for Dual Credit Programs partnerships with local school districts for academic year 2020 – 2021.

### **Background**

South Texas College works with partnering school districts to execute an agreement to specify the partnership terms that help the College and Districts maintain a high level of quality and service to participating dual credit high school students. The agreement is updated annually, and includes all Board-approved changes to the tuition and fee structures and policies that impact dual credit programs.

### **Proposed Interlocal Agreement**

Administration recommends the approval and adoption of the Interlocal Agreement for academic year 2020 - 2021 by the South Texas College Board of Trustees, as well as the governing board of each partnering district.

This agreement will assist in the communication of and response to any compliance concerns with administration of partnering districts and the College.

The South Texas College Board of Trustees will be asked to approve the form and content of the agreement for academic year 2020 - 2021, which will then be sent to each partnering district for review and approval by the governing boards.

### **Changes for FY 2020 - 2021**

The proposed agreement includes minor grammatical changes, as well as the following substantive revisions:

- Section 3(b)(v) requiring Dual Faculty to complete training in alignment with the College's Instructional Continuity Plan;
- Section 3(c)(iv) requiring face-to-face instruction, except when disrupted by a State of Emergency and approved for online instruction in adherence with the College's Instructional Continuity Plan;
- Section 3(d)(i) requiring that College courses and exams take priority over school district activities;
- Section 4(d) requiring a minimum of 10 students for a dual credit section assigned to an STC Faculty and/or Dual Credit Faculty, providing an option at the College's determination to combine course enrollment among partnering Districts;
- Section 4(e), requiring school district compliance with state advising mandates as deemed necessary by the College;
- Section 4(g), clarifying that school districts are responsible to provided ADA accommodations as appropriate for courses taught at their campuses by their Dual Credit Faculty;

- Section 4(i), clarifying that official transcripts will include State-mandated transcript notations reflecting any suspensions or expulsions;
- Section 5(d), requiring notice of cancellation of any course assigned to College Faculty at least two weeks prior to the first day of class;
- Section 7(c), requiring the school district to identify a district official who is certified as a Title IX Investigator and who will serve as an authorized liaison with the College's Office of Human Resources to collaborate as needed on relevant investigations;

The Education and Workforce Development Committee is asked to recommend Board approval of the Interlocal Agreement for dual credit program partnerships with local school districts for academic year 2020 – 2021.



## **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 24, **2020** to August 24, **2021**, 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: Harassment, Discrimination, and Sexual Misconduct** <https://admin.southtexascollege.edu/president/policies/pdf/4000/4216.pdf>

#### **1) IA PURPOSE**

The purpose of this **IA** is to outline the roles and responsibilities of the College and the School Districts 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 **Memorandum of Understanding** 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](http://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 DegreeWorks 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 remedial, kinesiology, 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 Blackboard Fundamentals and Academic Continuity Trainings offered through the College's Distance Learning Department prior to or during their first semester teaching Dual Credit Program 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 12<sup>th</sup> 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 summer prior to, or the Fall semester of, their first academic year. 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 his/her 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 reach out to students who need academic assistance and direct them to the appropriate College or School District support services.
- 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 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 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. Even though Dual Credit Faculty members 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. Because Dual Credit Faculty are employed by both the College and the School District, they are confronted with unique challenges, but 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. 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 shall 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 a lack of effort and/or excessive student absences.

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

The location of dual credit courses will be held at approved high school sites in accordance with SACSCOS 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 shall permit access to the College's electronic learning resources when the course is taught at the School District; and
- School District offering science courses shall 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, except when a State of Emergency is activated, is when a Dual Credit Faculty may be approved to conduct online instruction to adhere to the College's Academic 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 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 semester classes, the College Department Chair and Division Dean should 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. 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. 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.

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

vi. 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/](https://academicaffairs.southtexascollege.edu/grade_appeals/).

vii. Reporting Required Critical Student Performance Information

The College has developed guidelines for sharing critical student performance information when needed for high school reporting. The guidelines indicate reporting requirements and responsibilities of the Dual Credit Faculty regarding parent inquiries, progress reports, and discipline matters. These guidelines 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) without prior 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 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 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 12 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 11<sup>th</sup> and 12<sup>th</sup> 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 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. Dual credit sections with fewer than ten (10) students will be cancelled prior to the first-class day. Dual Credit Programs will work with the School District to determine options to combine dual credit courses with partnering school districts, if available.

#### e) *Advising*

The College and the School District shall offer college advising services for dual credit students consisting of a general first-time dual credit student advising, group enrollment advising using DegreeWorks, face-to-face advising, and a College Advising Training Program for High School District Counselors.

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).

#### f) *Pathways Alignment*

The College shall provide 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, the Americans with Disabilities Act of 1990 (ADA), and the ADA Amendments Act of 2008.

The School District will provide classroom accommodations for dual credit students. If the class is taught at the high school by a high school Dual Credit Faculty, the School District's high school will be responsible to provide the classroom accommodations. If the class is taught by a College Faculty at the high school, the College Counselor will coordinate class accommodations with the high school Special Education Counselor. 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*

Grievance 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 with complaints shall follow the procedures as stated in the College's ***Board Policy #3313, Student Grievance or Complaint, and Board Policy #4216 Harassment, Discrimination, and Sexual Misconduct***. A student may report a grievance or complaint at <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.

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 2020-2021*. 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 2020-2021*, as approved by the College Board of Trustees (see Exhibit A).

### d) Faculty Charges

When the College provides the faculty, including via interactive 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 an assigned College Faculty no later than two weeks prior to the first-class day. 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 the consent of either the parents or the student under § 99.34. If the student is under 18, the parents still retain the right under FERPA to inspect and review any education records maintained by the School District, including records that the College disclosed. The College and the School District are expected to meet FERPA requirements to maintain the privacy of student data.

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

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

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

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



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

The School District may submit an e-mail request for reports to: [dcdatarequest@southtexascollege.edu](mailto: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 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.
- b) The School District will comply with Title IX of the Education Amendments 1972 (20 U.S.C. § 1681 et seq.) regulations as stated in the College's [Board Policy #4216](#) *Harassment, Discrimination, and Sexual Misconduct*, and the School District Title IX policy in resolving incidents and complaints. An electronic copy of the College's 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. §1681 et seq) and its implementing regulations, 34 C.F.R. Part 107 (Title IX) state: "No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance."

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

- e) The School District will designate a specific School District official that is certified as a Title IX Investigator/Coordinator to serve as the authorized liaison for South Texas College Office of Human Resources. 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).

8) **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**.

9) **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\_\_\_\_\_.

---

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

	Board Approved FY 2018- <del>2019</del>	Board Approved FY 2019- <del>2020</del>	Board Approved FY 2020- <del>2021</del>
<b>DUAL CREDIT TUITION:</b>			
Per credit hour tuition for in-district dual credit students sponsored by partnering school districts	0.00	0.00	0.00
<b>DIFFERENTIAL TUITION PER CREDIT HOUR FOR COURSES OFFERED ON A SOUTH TEXAS COLLEGE CAMPUS OR FACULTY:</b>			
Associate Degree Nursing	55.00	75.00	0.00
Emergency Medical Technology	45.00	55.00	0.00
Occupational Therapy Assistant	45.00	55.00	0.00
Patient Care Assistant	25.00	35.00	0.00
Pharmacy Tech	45.00	55.00	0.00
Physical Therapist Assistant	45.00	55.00	0.00
Radiologic Technology/Sonography	45.00	65.00	0.00
Respiratory Therapy	45.00	65.00	0.00
Vocational Nursing	55.00	75.00	0.00
<b>COURSE FEES:</b>			
Electronic Distance Learning/VCT Course Fee per credit hour (Summer 2020 Sessions - 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: <i>Liability Insurance/Exams/Booklets/Badges/Special Program ID/Certificates/Pinning Ceremony/Other Activities</i>	Recovery of costs and processing fees	Recovery of costs and processing fees	Recovery of costs and processing fees
American Welding Society Certification Testing and Material Fee (per certification)  <ul style="list-style-type: none"> <li>Dual Credit Students enrolled in the following Academic Welding courses are eligible to take industry certifications aligned with each course. School Districts have the option to schedule the test dates and transport student to STC Technology Campus for certification testing for the following courses: <ul style="list-style-type: none"> <li>WLDG 1312</li> <li>WLDG 1457</li> <li>WLDG 1428</li> <li>WLDG 2406</li> <li>WLDG 2451</li> </ul> </li> </ul>			School Districts will be responsible for the following fees:  \$50.00 Testing fee paid directly to South Texas College per certification/per student.  Registration and associated fees as determined by AWS and paid directly to AWS for each student upon successful completion of each certification exam.
<b>INCIDENTAL FEES:</b>			
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

Including students enrolled in “s” sections and “non-s” section approved per Policy #3232 Dual Credit Student Eligibility Requirements.

# Exhibit B

## Sample Recognition

SUNDAY, MAY 24, 2020 | The Monitor, www.themonitor.com



### LA JOYA ISD THANK YOU PARTNERS!

The Academies of La Joya ISD would like to offer a special THANK YOU to the various business and community partners involved in the academic success of our Academy students throughout the 2019-2020 school year. The sharing of your experiences, ideas and challenges, as well as opening the opportunity for student internships and job shadowing for our students and teachers has left an insurmountable impact on the educational lives of our students. La Joya ISD thanks the following individuals for being a partner in education for our students!

#### BUSINESS PARTNERS

- Alamo Police Department
- M2 Engineering, PLLC
- Buckner Children & Family Services
- Izaguirre Engineering
- The Honorable Judge Keno Vasquez
- The Honorable Judge Nereida Lopez
- Workforce Solutions
- Terry Physical Therapy
- Walgreens (Palmview)
- La Joya Dental Associates
- Rio Grande Valley Vocational Services
- T-N-T Automotive Specialist
- Diesel Fleet Care Ironshark Tow & Transport
- Dillard's
- USDA
- Bert Ogden
- Doctors Hospital at Renaissance

#### COMMUNITY PARTNERS

- City of La Joya
- Sullivan City
- City of Mission
- La Joya ISD Police Department
- LJISD Food & Nutrition Dept.

The Academies of La Joya ISD also wishes to extend a most gracious THANK YOU to our educational partners, who like La Joya ISD, are committed to the educational success of our students. Thank you SOUTH TEXAS COLLEGE and the UNIVERSITY OF TEXAS-RIO GRANDE VALLEY for your grand partnership with La Joya ISD. We look forward to the great partnerships that are on the horizon for our students.

#### EDUCATIONAL PARTNERS

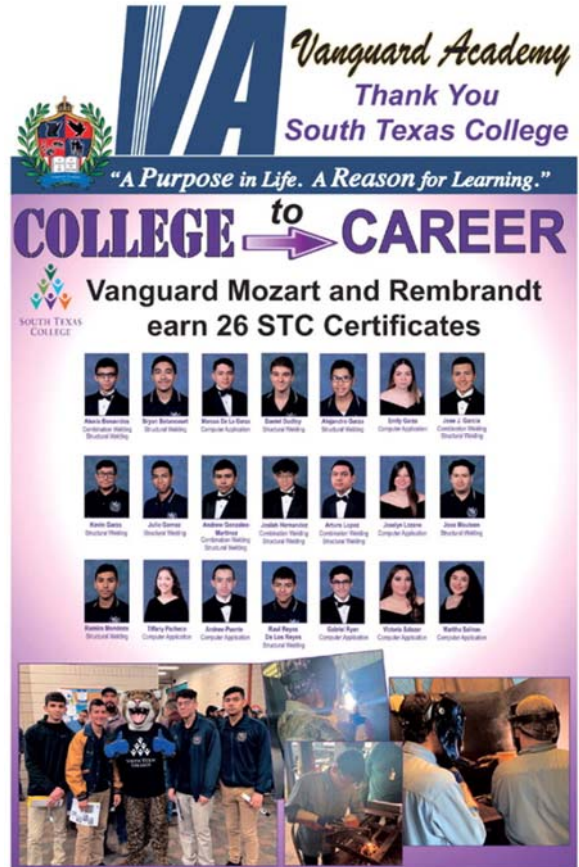



**Thank You!**

**Superintendent of Schools**  
Dr. Gisela Saenz

**LJISD Board of Trustees**  
Espie Ochoa, President  
Mary T. Hernandez, Vice-President  
Oscar "Coach" Salinas, Secretary

**Nereyda Cantu, Member**  
Armin Garza, Member  
Claudia Ochoa, Member  
Alex Cantu, Member





### Vanguard Academy Thank You South Texas College

"A Purpose in Life. A Reason for Learning."

## COLLEGE to CAREER

Vanguard Mozart and Rembrandt  
earn 26 STC Certificates

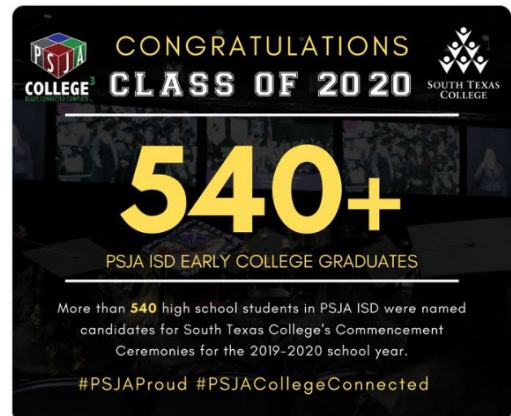
South Texas College liked  
PSJAISD @PSJAISD

Breaking a district record, 541 PSJA ISD seniors were named candidates to receive Associate Degrees from @stcjaguars during the 2019-2020 school year!

Congrats to our amazing PSJA Early College Graduates!

Read more: [bit.ly/3cTJSKz](https://bit.ly/3cTJSKz)

#PSJAProud #onlyatPSJA



CONGRATULATIONS  
CLASS OF 2020

# 540+

PSJA ISD EARLY COLLEGE GRADUATES

More than 540 high school students in PSJA ISD were named candidates for South Texas College's Commencement Ceremonies for the 2019-2020 school year.

#PSJAProud #PSJACollegeConnected

3:30 PM · May 21, 2020 · Sprout Social



**McALLEN ISD**

IB MIDDLE YEARS ACADEMY AT  
DE LEON MIDDLE SCHOOL

- SMALL, SPECIALIZED COMMUNITY
- RIGOROUS, ENRICHING PROGRAM FOR ADVANCED LEARNERS

**Apply Today!**

DEADLINE IS FRIDAY, APRIL 24TH

**632-8800**

UTRGV Thank you for your Dual Enrollment Programs! SOUTH TEXAS COLLEGE

## **EXHIBIT C**

### **School District Title IX Investigator/Coordinator**

As stated in Section 7C, the School District will designate a specific School District official that is certified as a Title IX Investigator to serve as the authorized liaison for South Texas College Office of Human Resources. 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 entirety and submitted to:

Title IX Coordinator  
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](mailto:TitleIX@southtexascollege.edu)

For any questions, please contact:

Laura Requena, MBA, MPAcc, PHR, SHRM-CP  
Interim Director of Human Resources  
2501 West Pecan Blvd.  
McAllen, TX 78501  
956-872-3646  
[HR\\_Administrators@southtexascollege.edu](mailto:HR_Administrators@southtexascollege.edu)

## **Review and Recommend Action as Necessary on Proposed New Policy #3111: *Instructional Continuity***

The Education and Workforce Development Committee is asked to recommend Board approval of the proposed new Policy #3111: *Instructional Continuity*.

Justification – The proposed new policy would authorize the Office of the Vice President for Academic Affairs to establish an Instructional Continuity Plan. This plan would provide the necessary guidelines to support instructional continuity in the event of a disruptive event, such as the current coronavirus pandemic crisis.

The proposed policy supports the required use of the College's Learning Management System (LMS) in the event of a natural disaster, pandemic, or other adverse event that affects instruction. This requirement will facilitate college-wide coordination to maintain ongoing instructional activities during potentially disruptive events.

Enclosed Documents - The proposed new policy is provided in the packet for the Committee's review and information.

It is requested that the Education and Workforce Development Committee recommend for Board approval the proposed new Policy #3111: *Faculty Readiness for Instructional Continuity*, as presented and which supersedes any previously adopted Board policy.

## MANUAL OF POLICY

<b>Title</b>	<b>Instructional Continuity</b>	<b>3111</b>
<b>Legal Authority</b>	<b>Approval of the Board of Trustees</b>	<b>Page 1 of 1</b>
<b>Date Approved by Board</b>	<b>Board Minute Order Dated June 23, 2020</b>	

### **I. Purpose**

The purpose of this policy is to establish parameters for South Texas College's Instructional Continuity Plan.

### **II. Policy**

In the event of a natural disaster, pandemic, or other adverse event, in which instruction is affected at any or all of the South Texas College's campuses or centers, instruction shall continue and/or be facilitated through the use of the College's Learning Management System.

South Texas College, in accordance to local, state, and federal guidelines, will continue instruction for academic and workforce courses in an online format, with face-to-face instruction as permitted, to ensure the safety of students, faculty, and staff.

Specific guidelines for instructional continuity during the specific event will be developed by the Office of the Vice President for Academic Affairs collaboratively with the other divisions to ensure compliance with governmental and accrediting bodies.

### **III. Definitions**

**Academic Courses:** Courses designed to either transfer or lead to a baccalaureate degree.

**Workforce Courses:** Courses not designed to transfer to a baccalaureate degree.

**Learning Management System:** The College's selected software used for the administration, reporting, and delivery of educational courses and programs.

### **IV. History**

Origination Date Approved by Board



### **Review and Recommend Action as Necessary on Proposed New Policy #4411: *Faculty Readiness for Instructional Continuity***

The Education and Workforce Development Committee is asked to recommend Board approval of the proposed new Policy #4411: *Faculty Readiness for Instructional Continuity*.

Justification – The proposed new policy would support the South Texas College Instructional Continuity Plan by requiring that all new faculty complete the College's Instructional Continuity training.

This training would be developed by the College and offered at no cost to the faculty, and would be updated as necessary.

All faculty would be required to update their certification as needed to ensure their preparedness under the Instructional Continuity Plan.

This policy would apply to all Full Time Faculty, Lecturers, Adjunct Faculty, and Dual Credit Faculty teaching courses at or on behalf of South Texas College.

Enclosed Documents - The proposed new policy is provided in the packet for the Committee's review and information.

It is requested that the Education and Workforce Development Committee recommend for Board approval the proposed new Policy #4411: *Faculty Readiness for Instructional Continuity*, as presented and which supersedes any previously adopted Board policy.



## MANUAL OF POLICY

<b>Title</b>	<b>Faculty Readiness for Instructional Continuity</b>	<b>4411</b>
<b>Legal Authority</b>	<b>Approval of the Board of Trustees</b>	<b>Page 1 of 1</b>
<b>Date Approved by Board</b>	<b>Board Minute Order Dated June 23, 2020</b>	

### **I. Purpose**

The purpose of this policy is to support the College's Instructional Continuity Policy through readiness of all faculty members at the College to provide instruction in an online environment, should the College deem necessary.

### **II. Policy**

By the end of their first semester of employment at the College, all new faculty members are required as per letter of appointment or notice of employment to complete the College's Instructional Continuity training provided by the College.

The Instructional Continuity training will be updated as technology changes and therefore, all faculty will be required to update their certification as needed.

Procedures detailing these requirements will be developed and housed in the Office of the Vice President for Academic Affairs.

### **III. Definitions**

**Faculty member:** The faculty of record for any course offered by South Texas College, including Full Time Faculty, Lecturers, Adjunct Faculty, and Dual Credit Faculty.

### **IV. History**

Origination Date Approved by Board June 23, 2020