

FACULTY HANDBOOK

2024 - 2025

OFFICE OF THE
VICE PRESIDENT AND PROVOST
Academic Affairs and
Economic Development Division



SOUTH TEXAS
COLLEGE

TABLE OF CONTENTS

COLLEGE ORGANIZATION AND GOVERNANCE	3
COMPREHENSIVE MISSION	6
EXECUTIVE & ADMINISTRATIVE STRUCTURE.....	8
PARTICIPATORY GOVERNANCE.....	11
COLLEGE PROFILE	15
SOUTH TEXAS COLLEGE.....	16
DESCRIPTION OF DEGREES, AND NON-DEGREE CREDENTIALS.....	16
DEGREE AND CERTIFICATE OFFERINGS AT STC	21
FACULTY POLICIES, PROCEDURES AND GUIDELINES.....	24
ACADEMIC EXCELLENCE.....	28
TERMINOLOGY.....	29
DUTIES AND RESPONSIBILITIES	32
CONDITIONS OF EMPLOYMENT	47
FACULTY OFFICE & SERVICE HOURS	53
FACULTY QUALIFICATIONS.....	56
LEADERSHIP ROLES	65
DEPARTMENT CHAIR MAJOR DUTIES AND RESPONSIBILITIES.....	65
COMPENSATION	80
EMPLOYEE LEAVE AND HOLIDAYS.....	123
FACULTY PROFESSIONAL DEVELOPMENT.....	132
PERFORMANCE EVALUATIONS GUIDELINES	134
DUAL CREDIT PROGRAMS PROCEDURES AND GUIDELINES	140
DIGITAL LEARNING.....	146
NONTRADITIONAL DELIVERY OF INSTRUCTION	148
PROGRAM DEVELOPMENT AND CURRICULUM REVISIONS	152
SUBSTANTIVE CHANGE.....	162
PROGRAM REVIEW	168
PROGRAM REVIEW	169
NON-CREDIT AREAS.....	170

FACILITIES USE.....	177
OTHER DEPARTMENTS AND RESOURCES.....	179
EMERGENCY AND SECURITY.....	183
APPENDICES	189
Appendix A – Academic Calendar.....	190
Appendix B – Faculty Salary Plan	193
Appendix C – Telephone Directory.....	197
Appendix D – Final Exam Schedule.....	201
Appendix E – Section Codes/Section Numbers.....	203
Appendix F – Uniform Class Times	205
Appendix G – College-Wide Curriculum Committee Representation	222
Appendix H – College Service Proposal and College Service Hours.....	225
Appendix I – Interdepartmental Faculty Assignment Form	227
Appendix J - Clock Hours Based on # of Weeks.....	228
Appendix K - Competency-Based Education (CBE) Courses: Core/Lower Level and Upper Level.....	229
Appendix L - Nursing and Allied Health- LHE and Minimum Enrollment Table.....	234
Appendix M - FLAC CONTRACT TYPES AND POSITION NUMBERS.....	242

While this handbook was prepared on the basis of the best information available at the time, South Texas College reserves the right to change any information without notice or obligation in keeping with guidelines of the Academic Affairs and Economic Development division and the policies approved by the Board of Trustees of South Texas College. Please refer to the South Texas College Policy Manual for the most up-to-date approved policies.

FY24-25: Due to the College’s transition to TASB Policies, revisions will be published and communicated throughout the academic year.

COLLEGE ORGANIZATION AND GOVERNANCE

Table of Contents

A MESSAGE FROM THE OFFICE OF THE VICE PRESIDENT AND PROVOST FOR ACADEMIC AFFAIRS.....	5
COMPREHENSIVE MISSION	6
WELCOME.....	7
Creation of South Texas College	7
Accreditation.....	7
EXECUTIVE & ADMINISTRATIVE STRUCTURE	8
President.....	8
Vice President and Provost for Academic Affairs	8
Vice President for Student Affairs and Enrollment Management.....	9
Vice President for Finance and Administrative Services.....	8
Vice President for Information Services, Planning, Performance & Strategic Initiatives.....	8
Vice President for Institutional Advancement and Economic Development	8
Associate Vice President for Academic Success and Advancement	9
Associate Vice President for Dual Credit Programs & School District Partnerships.....	9
Associate Vice President for Finance and Management.....	9
Associate Vice President for Technology and Chief Information Officer	9
Campus Administrator.....	9
Dean	9
PARTICIPATORY GOVERNANCE	11
Faculty Participation in Academic and Institutional Affairs.....	11

MESSAGE FROM THE VICE PRESIDENT AND PROVOST

Academic Affairs and Economic Development Division



Welcome to the 2024-2025 Academic Year,

As South Texas College Faculty, you are the trailblazers leading our students toward their educational goals. In this pivotal role, you represent the mission and vision of our college and serve as bold innovators of student success – for that, we thank you!

This Faculty Handbook guides faculty and staff in the Division of Academic Affairs and Economic Development. Within its pages, you'll discover policies and procedures that will keep you well-informed as we fulfill our commitments to our students and colleagues.

With genuine enthusiasm, I look forward to this year's collaborations and connections that will drive our shared mission. The victories we achieve together will undoubtedly leave an indelible mark on the lives of our students and their families.

Welcome once again to the new academic year!

Best regards,

A handwritten signature in black ink that reads "Anahid Petrosian".

Anahid Petrosian, Ph.D.
Vice President and Provost
Academic Affairs and Economic Development Division



VISION, MISSION + CORE VALUES



VISION STATEMENT

Changing lives and transforming communities through higher education.

MISSION STATEMENT

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

CORE VALUES

STUDENT SUCCESS:

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

EXCELLENCE:

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

OPPORTUNITY:

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

CARING:

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

INTEGRITY:

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



BOARD APPROVED JULY 16, 2024

Source document can be found at: <https://www.southtexascollege.edu/about/mission.html>

WELCOME

South Texas College (STC) is committed to serving the higher educational and workforce development needs of south Texas with emphasis on Hidalgo and Starr Counties. The College presently serves a student population of more than 30,000 students through academic, workforce, continuing and online education programs.

Creation of South Texas College

South Texas College was created on September 1, 1993, by Texas Senate Bill 251 to serve Hidalgo and Starr Counties, and is the only community college in Texas to have been established by the Texas Legislature. A confirmation election, held on August 12, 1995, did establish a taxing district for the college. Seven districts, based on population, were also approved for single-member representation on the Board of Trustees. A community leader from each of the seven districts was originally appointed by Governor Ann Richards to serve on the founding Board of Trustees. Since then, an election process has been established and all board members are elected for six-year terms.

In December of 2004, South Texas College was awarded membership from the Southern Association of Colleges and Schools, Commission on Colleges as a Level II-Baccalaureate Degree-granting institution to offer the Bachelor of Applied Technology Degree.

This institution is presently accredited by the Commission on Colleges of the Southern Association of Colleges and Schools to award Bachelor's, Associate of Applied Science, Associate of Arts and the Associate of Science Degrees. It is also approved for veteran's educational training in Certificate and Associate of Applied Science Degree programs by the Texas Education Agency.

Accreditation

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

EXECUTIVE & ADMINISTRATIVE STRUCTURE

President

The President serves as the Chief Executive Officer of the College and oversees the five divisions of South Texas College including the Divisions of Student Affairs and Enrollment Management, Finance and Administrative Services, Academic Affairs and Economic Development, Information Services, Planning, Performance and Strategic Initiatives, and Institutional Advancement and External Affairs. The President provides leadership for all aspects of the multi-campus institution through personal vision, strategic management and student-centered goal development. The President interprets, administers and enforces policies approved by the Board of Trustees. The President sets the standards of performance for the faculty and staff of the College.

Vice President and Provost for Academic Affairs and Economic Development

The Vice President and Provost for Academic Affairs and Economic Development serves as the chief academic officer of the College and provides leadership towards a learner-centered philosophy that focuses on student learning and community success. The Provost assesses the quality and effectiveness of all academic programs and formulates plans for continued improvement. In addition, the Provost collaborates with business and industry for the development of quality academic and workforce programs and promotes inter-institutional cooperation with other institutions of higher learning and school districts. Accreditation, faculty professional development, continuing education, and support for students are also under the Provost. This position provides the leadership for an institutional culture that values the comprehensive mission of the institution, the empowerment of faculty and staff, an ethical approach to academic excellence, the opportunity for leaving a legacy, and a high level of accountability. Additionally, the Provost oversees the Center for Advanced Training and Apprenticeships, the Department of Continuing Education and Workforce Development, and the Regional Center for Public Safety Excellence.

Vice President for Finance and Administrative Services

This position is responsible for maintaining sound fiscal management and for developing and maintaining policies in the areas of finance and administrative services. The Vice President provides leadership for effective management and processes as well as regulatory compliance within the Division of Finance and Administrative Services, including the Business Office, Budgeting and Financial Reporting, Accountability, Risk, and Compliance Department, Internal Audits, Purchasing and Distribution Services, Department of Public Safety, Title IX and 504 Compliance, Facilities Planning and Construction, Human Resources, Food Services, Facilities Operations and Maintenance, Student Accounts, and Office of Title IX and 504 Compliance. The Vice President for Finance and Administrative Services also serves as an investment officer and maintains a strong structure of internal controls in all the areas of the Division.

Vice President for Information Services, Planning, Performance & Strategic Initiatives

This position serves as the college's chief strategy officer, responsible for creating, communicating, implementing, and sustaining the strategic initiatives of the college, facilitating successful strategy execution, and supervising the leadership teams responsible for the college's information and educational technologies, learning resources, institutional intelligence, continuous improvement and strategic management services. This position leads all areas within the Division of Information Services, Planning, Performance & Strategic Initiatives including, Library and Learning Support Services, Information Technology Research and Analytical Services, Institutional Effectiveness and Assessment, and the Information Security Office. The Vice President serves as a strategic, analytical, and technological resource to college leadership for timely and effective strategy formulation and execution across the institution.

Vice President for Institutional Advancement and External Affairs

The Vice President for Institutional Advancement and External Affairs serves as the chief strategy officer responsible for approach for supporting existing divisions and IAEA in building strategic alliances, partnerships, and fundraising opportunities that further the mission and vision of the College. This position leads all areas within the Division of the Institutional Advancement and External Affairs including, the Office of Sponsored Initiatives, the Office of External Affairs, and the Public Relations and Marketing Department. Additionally, the Vice President oversees the South Texas College Foundation established to raise scholarship funds from donors, business partners and philanthropists. The Vice President also serves as the strategic supporter for the pursuit, and acquisition of funding sources, and the cultivation of partnerships and relations with community and business prospects.

Vice President for Student Affairs and Enrollment Management

This position serves as chief student services officer for a multi-campus district and leads all areas within the Division of Student Affairs & Enrollment Management, including the Enrollment Center, Counseling and Advising, Student Services, Student Welcome Centers, Student Information Centers, Student Outreach Services, Testing Services, Veteran Affairs, Career and Employer Services, Special Programs, Health & Wellness Centers, Student Rights and Responsibilities, and Campus Life. This position also develops and implements the enrollment management plan for all campuses. The Vice President also maintains student-centered philosophy and focuses student development initiatives on successful student outcomes including enrollment program selection, retention, graduation, placement and transfer success.

Associate Vice President for Academic Success and Advancement

The Associate Vice President (AVP) for Academic Success and Advancement provides support to the Vice President and Provost for Academic Affairs and Economic Development with instructional divisions throughout the service district. This position provides leadership and direction to the Teaching & Learning Center, Curriculum, Planning and Compliance Department, Learning Outcomes Department, Transfer & Educational Advancement Center, Early Alert System, and the Academic Excellence Program.

Associate Vice President for Dual Credit Programs & School District Partnerships

The Associate Vice President (AVP) for Dual Credit Programs and School District Partnerships provides vision, leadership, and direction for Dual Credit Programs. The AVP is responsible for developing the Dual Credit Programs strategic plan developed in collaboration with the College's leadership, key internal and external stakeholders utilizing relevant methodologies such as environmental scanning, analysis of enrollment and completion trends. The AVP oversees dual credit enrollment services, dual credit courses and scheduling, designated high schools, Dual Credit Partnerships, Academies, and Career Technical Pathways Programs.

Associate Vice President for Finance and Management

The Associate Vice President (AVP) for Finance and Management provides support to the Vice President for Finance and Administrative Services in analytical reporting and management of the financial operations throughout the service district. The AVP oversees departments within the Division of Finance and Administrative Services including Business Process and Accountability, the Business Office, Cashiering, and Purchasing and Distribution Services.

Associate Vice President for Technology and Chief Information Officer

The Associate Vice President (AVP) for Technology and Chief Information Officer (CIO) provides support to the Vice President for Information Services, Planning, Performance & Strategic Initiatives in supporting and promoting the strategic use of technology to advance the overall mission of the College. The AVP provides leadership to the Information Technology Department and Education Technology Department.

Campus Administrator

This position provides leadership and coordination of all activities conducted at the site. The Campus Administrators oversee and safeguard facilities, equipment and parking areas. They supervise and evaluate personnel assigned directly to them and other personnel as requested by respective dean/administrators. The Campus Administrators represent the College in the community and with other education institutions. The Campus Administrators provide orientation to faculty, full-time and adjunct, and to students on the services and operational procedures of the particular sites. They make recommendations for facility improvement and/or expansions to accommodate future growth. The Campus Administrators promote cultural and intellectually stimulating activities at the sites.

Dean

The Dean is responsible and accountable for all district-wide activities, programs, and economic development initiatives within the assigned instructional division and, while providing visionary leadership in a timely, accurate, cost efficient, and effective manner. The Dean leads the faculty of the division in the context of shared academic governance, the recruitment of new faculty and staff, and the management of the division personnel in compliance with personnel policies; evaluation; professional development; in-service training; resolution of complaints; grievances; and disciplinary action. The Dean will also administer, supervise, evaluate and advocate for assigned programs and department chairs. The Dean delegates responsibility and authority to those positions where appropriate and provides leadership for the development and implementation of division strategic and long-range plans including

new program development and the curriculum revision process in accordance with SACSCOC and THECB guidelines.

PARTICIPATORY GOVERNANCE

Faculty Participation in Academic and Institutional Affairs

Faculty at South Texas College are valued as content experts whose primary responsibilities are to work both individually and collaboratively to create and implement learning initiatives to maximize student success. A job description for faculty can be found in the Faculty Handbook. As part of the essential duties and responsibilities, faculty are to contribute to the department, division, and college operations by participating on committees, teams, and task forces to facilitate a climate that continuously promotes learning. To promote the extent of faculty's participation in academic and institutional affairs, South Texas College has created several vehicles and opportunities that welcome and encourage faculty participation through committees, teams, councils and task forces. This process gives the faculty direct input into the decision-making process of the College.

Academic Council

The Academic Council is chaired by the Vice President and Provost for Academic Affairs and Economic Development (AAED) and is composed of the AAED Leadership Team, the Faculty Senate President, and the Council of Chairs President. The Council meets monthly and provides a forum for the development, exchange, and review of academic policies and procedures of the College, and the promotion of ideas and best practices. The Academic Council serves to enhance communication and promote collaboration across the College.

College-Wide Curriculum Committee

The purpose of the STC College-Wide Curriculum Committee is to establish, review, and evaluate curricula culminating in certificates or degrees leading to workforce preparation or transfer to senior institutions. Most importantly, the College-Wide Curriculum Committee will initiate and recommend the content of the College curriculum and any necessary changes in it, assuring compliance with all guidelines from the Texas Higher Education Coordinating Board (THECB), the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) and program-specific accreditation criteria.

Division Curriculum Committee

Each of the College's Instructional Divisions will maintain a Division Curriculum Committee to review and to recommend the content of the College's curriculum and any necessary changes in it, assuring compliance with all guidelines from the Texas Higher Education Coordinating Board (THECB) and the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC). The membership consists of the Dean and the representatives elected to serve as voting members on the College-Wide Curriculum Committee, with additional members being elected as deemed appropriate by the Dean in order to adequately represent all of the programs within the Division. From the membership, the Division Curriculum Committee will elect a chair and a secretary, who will record the deliberations and actions of the Committee.

Institutional Leadership Council

The purpose of the Institutional Leadership Council (ILC) is to maintain effective communication among administrative staff and faculty, encourage teamwork, and provide opportunities for discussion and interaction regarding institutional policies, procedures, and progress toward institutional goals and strategic directions. They will make recommendations on strategic priorities and receive feedback and recommendations when appropriate from the Institutional Planning and Effectiveness Committee (IPEC).

Faculty Senate

The Faculty Senate at South Texas College is a faculty organization dedicated to the promotion of quality education, to improving communication among members of faculty, and to achieving professional relations between Faculty and Administration, as well as with the Board of Trustees.

Faculty Senate represents faculty interests and presents resolutions and recommendations of the college faculty to administration and to the Board of Trustees. Resolutions and recommendations may include, but are not limited to, such matters as curricula, academic standards, salaries, contracts, student development, board policies, institutional goals, and future policies. Faculty Senate operates under a set of By-Laws within a constitution developed by the Faculty Senate. The Faculty Senate represents all Faculty (full-time, adjunct, and lecturers). All faculty members, including full-time regular faculty, adjuncts, and lecturers, are eligible to be elected to the Faculty Senate. Dual

Enrollment faculty may be appointed as a Senator by the Faculty Senate President. Meetings are open to all faculty. The Executive Committee is comprised of elected officers:

President: Daniel A Montez, Mathematics Instructor
President Elect: Vacant
Vice-President: Jaclyn J. Miller, PhD, Associate Professor of History
Secretary: Richard N. Buchli, EdD, Political Science Instructor
Parliamentarian: Mark Murray, Assistant Professor of Political Science

Executive officers are elected every other year and Senators from each division are elected in staggered 2-year terms each academic year in April. Faculty Senate representation also counts toward committee assignments. The Senators provide a valuable link for the sharing of information and concerns between the Faculty Senate and the faculty of their own divisions and departments. The duties and responsibilities of the Faculty Senate President are outlined below:

- Serve as the President for Faculty Senate
- Organize annual retreat for senators in the beginning of the Academic Year
- Hold monthly Faculty Senate meetings
- Develop agendas, minutes, and follow up with issues
- Participate in college-wide committees, Planning and Development Council, and Academic Council
- Recruit faculty for Academic Affairs taskforces and for College-wide committees
- Facilitate Executive Committee meetings with the Executive Administration.
- Bring issues forward for college-level discussions

Council of Chairs

The Council of Chairs is established to enhance communication between all Academic Affairs departments and with other college constituencies. The Council is composed of all career and academic chairs and is chaired by the Council of Chairs President who is elected for a two-year term. The Council meets monthly and provides a forum for chairs to discuss and exchange important information about strategies for best serving their respective departments. The Council plays an important role in facilitating communication between faculty, chairs, and administration by providing timely information regarding issues that impacts Academic Affairs and South Texas College. The Council of Chairs serves as the collective voice for department chairs expressing the departmental perspective on the College's policies and procedures.

The Council of Chairs President is nominated and elected by Department/Program Chairs. The duties and responsibilities are outlined below:

- Serve as the President for Council of Chairs
- Hold monthly Council of Chairs Meetings
- Bring issues forward for college-level discussions
- Bring forward chair issues to Academic Council and college-level discussion
- Represents chairs in College-wide committees and taskforces
- Point-of-contact to recruit faculty for Academic Affairs taskforces and for College-wide committees
- Work closely with the Teaching and Learning Center to update the Chair Reference Booklet for the upcoming Academic Year
- Facilitate review of Academic and College-wide issues by chairs and submits for follow-up with the Council of Chairs members

Academic Classification Committee

In pursuit and recognition of faculty performance and dedication to the college's mission, South Texas College grants four titles to convey faculty classification to active faculty members. In ascending order these are:

1. Assistant Professor
2. Associate Professor
3. (Full) Professor
4. Professor Emeritus

In support of this initiative, the College-wide Academic Classification Committee, under the auspices of the Academic Affairs and Economic Development Division, meets at least once per semester to review portfolios and provide recommendations to the Vice President. Furthermore, the chair and members of the committee serve as points of contact for information regarding the process and provide guidance to interested faculty in how to best compile their documentation. Academic portfolios must be submitted to the Office of the Vice President by November 1st and April 1st.

The committee's membership is comprised of ten (10) faculty members (two from each division) and one Academic Dean. Each division will have two (2) representatives serving staggered 2-year terms, with the possibility of reelection. Members from a division cannot come from the same discipline. Members of the committee, with the exception of the Academic Dean, must hold academic classification. In the event that a division does not have enough currently ranked faculty to fill both positions, they may elect un-classified faculty as a representative on an ad hoc basis. These ad hoc representatives must be eligible for academic classification.

Furthermore, the CWACC is involved in the granting of the additional classification of Professor Emeritus. This additional honorific is reserved to faculty members who have been awarded academic classification (Assistant Professor, Associate Professor or Full Professor) by the College-wide Academic Classification Committee (CWACC) one semester prior to, but no later than one semester after his or her retirement. The emeritus status is limited however. In any given year, the number of emeritus awards to eligible retiring faculty or recently retired faculty shall not exceed one percent (1%) of the number of full-time regular faculty on record for the spring semester of the academic year in which any retiring or retired candidate is nominated for Professor Emeritus classification. Emeritus status is conferred based on recommendation from the faculty member's department, review and recommendation from the CWACC, and approval from the Vice President and Provost of Academic Affairs and Economic Development.

Digital Learning Advisory Council

The Digital Learning Advisory Council (DLAC) is established to enhance collaboration among all Academic Affairs departments and other college stakeholders. The DLAC supports the development of a distance learning that meets the needs of our students in a manner that is consistent with the college's mission and complies with the guidelines and criteria from Texas Higher Education Coordinating Board and Southern Association of Colleges and Schools. The council meets once each semester to identify and recommend best pedagogical distance learning practices; provide advisory support to all college distance learning initiatives; and advocate for high quality digital learning at the college.

Digital Learning Student Advisory Council

The Digital Learning Student Advisory Committee (DLSAC) serves as a bridge presenting the numerous perspectives and needs of the student community to enhance the quality of digital education and create an inclusive and engaging learning environment. The Digital Learning Department is dedicated to transparency in our actions and decision-making processes. This committee upholds accountability and ensures that our initiatives align with the expectations and aspirations of the students we represent.

Dual Credit Programs Task Force

As part of an ongoing review of the Dual Credit Programs and to ensure program quality and student success, South Texas College has established the Dual Credit Program Task Force with college-wide membership including representation from Faculty Senate, Council of Chairs, Dual Credit Programs, and the Office of the Vice President and Provost for Academic Affairs and Economic Development.

The Steering Committee for the task force meets once a year to address issues that concern the Dual Credit Programs. The Dual Credit Programs Task Force has several sub-committees that address specific issues during the

year, if needed. The sub-committees for the 2024-2025 academic year include: Dual Credit Programs Toolkit and Reports; NACEP Accreditation; Procedures and Process; Professional Development; Research Program Quality and Student Success; and Enrollment, Orientation and Transition; Instructional Environments and Textbooks.

Learning Outcomes Committee

- **Purpose:**
The Learning Outcomes Committee provides a platform for faculty to actively engage in the student learning outcomes process. Faculty members serving as division liaisons share information and feedback with the committee, focusing on continuous improvement as mandated by accreditation standards.
- **Liaison Responsibilities:**
Elected liaisons are responsible for attending and actively participating in committee meetings, disseminating information to relevant stakeholders, gathering feedback to guide decisions, and developing strategies for enhancing current practices. If a liaison cannot attend a meeting, they must coordinate with the other division liaisons to ensure their division is represented.
- **Liaison Election Process:**
Faculty members from each division will be nominated and selected as liaisons during the fall division meetings with results shared with the Learning Outcomes department by September 1. A maximum of three liaisons may be elected from each division.
- **College Service Hours per Semester:**
Up to 40 hours

COLLEGE PROFILE

SOUTH TEXAS COLLEGE

Founded in 1993, South Texas College is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools and offers more than 127 degree & certificate options, including associate degrees in a variety of liberal art, social science, business, math, science, technology, advanced manufacturing and allied health fields of study. Additionally, South Texas College is the only community college in the State of Texas to offer five baccalaureate degrees. South Texas College has a faculty and staff of more than 2,700 to serve 30,000 students, on the college's six campuses, two higher education centers, and one virtual campus.

DESCRIPTION OF DEGREES, AND NON-DEGREE CREDENTIALS

For the 2024-2025 academic year, STC has 131 degrees and certificates available to its students: five Baccalaureate Degrees, one Associate of Arts Degree in twenty-three fields of study, one Associate of Arts in Teaching in three fields of study, one Associate of Science Degree in nine fields of study, forty-one Associate of Applied Science Degrees, and fifty Certificates.

Baccalaureate Programs

South Texas College is one of three community colleges in Texas that was approved by the Texas State Legislature to offer baccalaureate degree programs in applied technology. In December of 2004, South Texas College was awarded membership from the Southern Association of Colleges and Schools, Commission on Colleges as a Level II-Baccalaureate Degree granting institution to offer the Bachelor of Applied Technology Degree in Technology Management. STC currently has program approval from the Texas Higher Education Coordinating Board to offer the Bachelor of Applied Technology (B.A.T.) and Bachelor of Applied Science (B.A.S). The B.A.T. /B.A.S. consists of the 42 semester-credit-hours Core Curriculum, 48 semester-credit-hours of lower-level technical specialty courses and 30 semester-credit-hours of upper-level coursework. Additionally, South Texas College was granted legislative authority during the 85th Legislative Session to offer the Bachelor of Science in Nursing. The Bachelor of Science in Nursing consists of a 42 semester-credit-hour Core Curriculum, 47 semester-credit-hours of coursework from an Associate of Applied Science degree in Associate Degree in Nursing, and 31 semester-credit-hours of upper-level coursework.

Associate of Arts and Associate of Science Degrees (A.A. or A.S.)

The Associate of Arts and Associate of Science degrees are designed for students planning to transfer to a baccalaureate degree program at a four-year institution. The curricula in the catalog will satisfy the requirements of most four-year institutions. The Texas Administrative Code outlines the rules regarding Field of Study Curricula for application by the institutions; however, students must consult the catalog of the institutions to which they wish to transfer to determine the specific requirements of the receiving institution. Formal articulation agreements have also been established with several institutions to facilitate the transfer of credit.

Core Curriculum

The Core Curriculum includes courses in communication, mathematics, life & physical sciences, language, philosophy & culture, creative arts, social and behavioral sciences, and a core component option area. All students are required to complete the Core Curriculum before receiving an A.A. or A.S. degree (exceptions apply for some degree plans in accordance with Texas Administrative Code rules). If a student successfully completes the entire 42 semester-credit-hour core curriculum at STC, that block of courses may be transferred to any other public institution of higher education in Texas and must be substituted for the receiving institution's core curriculum. A student shall receive academic credit for each of the courses transferred and may not be required to take additional core curriculum courses at the receiving institution. A student who transfers from one institution of higher education to another without completing the core curriculum of the sending institution shall receive academic credit within the core curriculum of the receiving institution for each of the courses that the student has successfully completed in the core curriculum of the sending institution. Following receipt of credit for these courses, the student may be required to satisfy the remaining course requirements in the core curriculum of the receiving institution.

Field of Study Curriculum

The minimum 18 semester-credit-hours Field of Study Curriculum includes a set of courses that will satisfy the lower division requirements for a baccalaureate degree in a specific academic area. (Exemptions may apply if the institution adopts a Texas Higher Education Board-approved field of study.) All A.S. Fields of Study include a minimum of 6-7 credit hours in mathematics or science.

Associate of Applied Science Degree (A.A.S.)

An Associate of Applied Science degree is a workforce education program consisting of 60 semester-credit-hours (exemptions may apply for some industries) in a technical or professional field, with a significant portion of its courses drawn from a common technical specialty identified by the four- or six-digit CIP code. This ensures that each degree program has clearly-defined subject focus and will provide students with valid opportunities for employment and career advancement. The A.A.S. degree indicates mastery of a prescribed series of competencies with defined employment outcomes required to enter an occupation with marketable skills upon graduation.

Associate of Applied Science Specializations

Some A.A.S. degrees offer specializations, which are variations within one A.A.S. degree that allow students to take different courses. The specialization must match the four-digit CIP code of the approved award and should share at least fifty percent of its technical coursework as per the Guidelines for Instructional Programs in Workforce Education.

General Education Requirement

To comply with SACSCOC guidelines, all workforce education A.A.S. degrees require the completion of 15 semester-credit-hours in general education courses. These 15 hours of general education courses must include at least one course in each of the following three areas: humanities/fine arts; social/behavioral sciences; and natural sciences/mathematics.

Workforce Certificate Programs

Certificates of completion are workforce education programs consisting of 15-51 semester-credit-hours. Credit certificates should consist of a building block toward the A.A.S. degree. At least 50 percent of the course credits should be drawn from a focused technical specialty. The remaining courses may be technical or academic. Level One Certificates consist of 15-42 semester-credit-hours and can be completed by a student in one calendar year or less. Level Two Certificates consist of 30-51 semester-credit-hours. Students enrolling in Level Two Certificates are subject to the Texas Success Initiative (TSI) assessment. Testing requirements vary for the different certificates. Refer to the STC College Catalog for further information.

Advanced Technical Certificate

An Advanced Technical Certificate (ATC) is a certificate that has a defined associate or baccalaureate degree as a prerequisite. In some cases, junior-level standing may be a prerequisite for admission into an ATC. The ATC must consist of at least 16 SCH and no more than 45 SCH. It must be focused, clearly related to the prerequisite degree, and justifiable to meet industry or external agency requirements. An advanced technical certificate attached to an A.A.S. degree must be in the same program area as the A.A.S. degree.

Enhanced Skills Certificate

An Enhanced Skills Certificate, Level Three, is an optional certificate associated with an A.A.S. or A.A.A. degree program that is intended to provide advanced skills, identified by business and industry, which are not part of the degree. The certificate must be clearly defined in course content and outcomes. It must consist of at least 6 SCH and no more than 12 SCH and may extend an A.A.S. or A.A.A. degree to an overall total that must not exceed 72 hours.

Institutional Credentials Leading to Licensure or Certification (ICLC)

A credential awarded by an institution upon a student's completion of a course or series of courses (minimum 9 SCH/144 Contact Hours or 5 SCH/80 Contact Hours in a high demand field) that represent the achievement of identifiable skill proficiency and leading to licensure or certification. This definition includes a credential that meets the definition of an Occupational Skills Award in all respects except that the program may provide training for an occupation that is not included in the Local Workforce Development Board's Target Occupations list.

Occupational Skills Awards

An Occupational Skills Award (OSA) is a sequence of credit courses that meet the minimum standard for program length specified by the Texas Workforce Commission for the federal Workforce Investment Act (WIA) program (9-14 SCH for credit courses or 144-359 contact hours for workforce continuing education courses). An OSA award must meet the following characteristics:

- a. The credential is TSI-waived under Coordinating Board Rule 4.54b;
- b. The content of the credential must be recommended by an external workforce advisory committee, or the occupation must appear on the Local Workforce Development Board's Demand Occupations list;
- c. In most cases, the credential should be composed of WECM courses only. However, non-stratified academic courses may be used occasionally if recommended by the external committee and if appropriate for the content of the credential;
- d. The credential complies with the Single Course Delivery guidelines for WECM courses; and
- e. The credential prepares students for employment in accordance with guidelines established for WIOA.

Occupational Skills Awards do not require Coordinating Board approval.

Third-Party Credential

A certificate as defined in Texas Education Code, §61.003(12)(C), and meets the following requirements:

- The third-party credential is listed in the American Council on Education's ACE National Guide with recommended semester credit hours;
- The third-party credential program content is either embedded in a course, embedded in a program, or is a stand-alone program;
- The third-party credential is conferred for successful completion of the third-party instructional program in which a student is enrolled;
- The third-party credential is included on the workforce education, continuing education, or academic transcript from the college
- The third-party provider of the certificate develops the instructional program content, develops assessments to evaluate student mastery of the instructional content, and confers the third-party credential; and
- The third-party credential includes no fewer than the equivalent of nine (9) semester credit hours or 144 contact hours; or
 - The third-party credential is awarded in a high-demand field as defined in Coordinating Board rule, and includes no fewer than the equivalent of five (5) semester credit hours or 80 contact hours

Undeclared majors

A student who does not plan on earning a degree from South Texas College but plans on transferring to a senior college or university should follow the degree plan from the receiving institution.

STC Board Policy EGC – Academic Achievement: Graduation

South Texas College awards the Bachelor of Applied Science, Bachelor of Applied Technology, Bachelor of Science in Nursing, Associate of Art and Associate of Science degrees, Associate of Applied Science and the Certificate of Completion. A student who enrolls at South Texas College during any academic year and who earns credit for work done during that year may graduate under the degree requirements provision of the catalog in force during the student's first semester of enrollment, provided that the student graduates within seven years for the bachelor degree program, within five years for an associate degree program, and within three years for a certificate program. Otherwise, the student may graduate by fulfilling the degree requirements as published in the catalog in force at the time of the student's graduation.

Commencement exercises are held in May and December or at such other times determined by the Board based upon the needs of the College. Participation in Commencement exercises is limited only to those students who are enrolled in and complete all program requirements in the semester in which they plan to graduate. Students who want to participate in Commencement exercises must participate in the ceremony for the semester in which they are expected to graduate. Students who complete program requirements in the Summer are eligible to participate in the December Commencement exercises. The College Registrar is the Graduation Certifying Official and has the authority to determine eligibility for participation in Commencement exercises.

Bachelor Degrees

To be awarded the Bachelor of Applied Science, Bachelor of Applied Technology, or Bachelor of Science in Nursing, students must satisfy the following requirements:

1. Complete a minimum of 120 total credit hours in the appropriate course of study for the declared program as specified in the College Catalog. Developmental or other non-credit coursework does not apply toward graduation requirements.
2. South Texas College will accept a maximum of 90 semester credits of applicable course work transferred from another accredited college or university toward a Bachelor degree granted by the College. Specific upper level (3000 level or higher) coursework transfer requirements are outlined in the College Catalog.
3. Maintain a minimum average of “C” (2.0 G.P.A.) for all courses in the core curriculum, area of specialization, and a minimum overall cumulative average of “C” (2.0 G.P.A. in all other courses). Some selective programs require a grade of “C” or better in all coursework as outlined in the College Catalog.
4. Pay all debts to the College prior to graduation.

Associate of Art

To be awarded the Associate of Art degree, the student must satisfy the following requirements:

1. Complete the appropriate course of study for an Associate of Art program as listed in the College Catalog. Developmental or other non-credit coursework does not apply toward graduation requirements.
2. South Texas College will accept a maximum of 45 semester credits of applicable course work transferred from another accredited college or university toward an Associate of Art granted by the College.
3. Maintain a minimum average of a “C” (2.0 GPA) for all courses in the core curriculum, area of emphasis or specialization, and a minimum overall cumulative average of "C" (2.0 GPA) in all other courses.
4. Pay all debts to the College prior to graduation.

Associate of Science

To be awarded the Associate of Science degree, the student must satisfy the following requirements:

1. Complete the appropriate course of study for an Associate of Science program as specified in the College Catalog. Developmental or other non-credit coursework does not apply toward graduation requirements.
2. South Texas College will accept a maximum of 45 semester credits of applicable course work transferred from another accredited college or university toward an Associate of Science granted by the College.
3. Maintain a minimum average of a “C” (2.0 GPA) for all courses in the core curriculum, area of emphasis or specialization, and a minimum overall cumulative average of "C" (2.0 GPA) in all other courses.
4. Pay all debts to the College prior to graduation.

Associate of Applied Science

To be awarded the Associate of Applied Science degree, the students must satisfy the following requirements:

1. Complete the appropriate course of study for an Associate of Applied Science program as specified in the College Catalog. Developmental or other non-credit coursework does not apply toward graduation requirements.
2. South Texas College will accept a maximum of 45 semester credits of applicable course work transferred from another accredited college or university toward an Associate of Applied Science granted by the College.
3. Maintain a minimum average of “C” (2.0 GPA) for all courses in the area of specialization and a minimum overall cumulative average of "C" (2.0 GPA) in all other courses. Some selective programs require a grade of “C” or better in all coursework as outlined in the College Catalog.
4. Pay all debts to the College prior to graduation.

Additional Associate Degrees

Students who have earned an Associate Degree may earn an additional Associate Degree provided that the additional degree is a different degree type. Students who are Core Complete may use the Core Curriculum to satisfy degree requirements for the additional degree. Students must meet graduation residency requirements for any additional degree. Students who wish to pursue an additional degree should seek appropriate academic advising prior to declaring an additional degree and enrolling in coursework.

Certificate of Completion

To be awarded the Certificate of Completion, the student must satisfy the following requirements:

1. Complete a course of study for a Certificate of Completion program as specified in the College catalog. Developmental or other non-credit coursework does not apply toward graduation requirements.
2. South Texas College requires that at least 25% of the required semester credits be completed through the College.
3. Maintain a minimum average of a "C" (2.0 GPA) for all courses in the area of specialization and a minimum overall cumulative average of "C" (2.0 GPA) in all other courses. Some selective programs require a grade of "C" or better in all coursework as outlined in the College Catalog.
4. Pay all debts to the College prior to graduation.

DEGREE AND CERTIFICATE OFFERINGS AT STC

2024 - 2025

BACCALAUREATE PROGRAMS

- Bachelor of Applied Science in Organizational Leadership
- Bachelor of Applied Technology in Operations Management
- Bachelor of Applied Technology in Computer & Information Technologies
- Bachelor of Applied Technology in Medical & Health Services Management
- Bachelor of Science in Nursing: RN to BSN

ASSOCIATE OF ARTS DEGREE FIELDS OF STUDY

Business, Public Safety and Technology Division

- Business Administration - Transfer Plan

Liberal Arts Division

- Communication
Concentrations:
 - Communication
 - Advertising & Public Relations
- Dance
- Drama
- English
- Graphic Arts
- History
- Interdisciplinary Studies
- Language and Cultural Studies
Concentrations:
 - American Sign Language
 - Spanish
- Mexican-American Studies
- Music
- Philosophy
- Visual Arts

Social and Behavioral Sciences Division

- Anthropology
- Criminal Justice
- Early Childhood Education
- Kinesiology
- Political Science
- Psychology
- Social Work
- Sociology

ASSOCIATE OF ARTS IN TEACHING FIELDS OF STUDY

- EC-6 Generalist
- 4-8 Generalist
- 8-12

ASSOCIATE OF SCIENCE DEGREE FIELDS OF STUDY

Business, Public Safety and Technology Division

- Architecture

Math, Science, IT & Bachelor Programs Division

- Biology
- Chemistry
- Computer Science
- Engineering
- Interdisciplinary Studies
- Mathematics
- Physics
- Pre-Pharmacy

ASSOCIATE OF APPLIED SCIENCES DEGREES

Business, Public Safety, and Technology Division

- Administrative Office Assistant
- Architectural and Engineering Design Technology
Specializations:
 - Civil Engineering Technology
 - Architectural & Visual Technology
- Automotive Technology
Specialization:
 - GM-ASEP
- Business Administration
Specializations:
 - Accounting
 - Management
 - Marketing
- Construction Supervision
- Culinary Arts
Specialization:
 - Baking and Pastry Arts
 - Restaurant Management
- Diesel Technology
- Electrician Technology
- Fire Science Technology
- Heating, Ventilation, Air Conditioning & Refrigeration Technology
- Human Resource Specialist
- Law Enforcement
- Paralegal

- Precision Manufacturing Technology
- Surveying and Geospatial Technology
- Welding

Liberal Arts Division

- American Sign Language and Interpreting Studies
Specializations:
- Sign Language Interpreter

Social and Behavioral Sciences Division

- Child Development/Early Childhood

Math, Science, IT & Bachelor Programs Division

- Computer & Advanced Technologies
Specializations:
- Computer Support Specialist
- Cybersecurity Specialist
- Information Technology
Specializations:
- Information Systems
- Network Systems
- Public Administration

Nursing/Allied Health Division

- Associate Degree Nursing
Specializations:
- LVN/RN Transition
- EMT Paramedic to RN
- Diagnostic Medical Sonography
- Emergency Medical Services - Paramedic
- Health Information Technology
- Medical Assistant Technology
- Occupational Therapy Assistant
- Pharmacy Technology
- Physical Therapist Assistant
- Radiologic Technology
- Respiratory Therapy

CERTIFICATES

Business, Public Safety, and Technology Division

- Accounting Clerk
- Architectural and Engineering Design Technology
- Architectural and Visual Technology
- Automotive Maintenance and Light Repair
- Automotive Technology
- Basic Firefighter
- Basic Peace Officer
- Civil Engineering Technology
- Combination Welding
- Commercial Baking
- Commercial Cooking

- Construction Supervision Assistant
- Cosmetology Operator
- Diesel Technology
- Electrician Assistant
- Heating, Ventilation, Air Conditioning & Refrigeration Technology
- Human Resource Assistant
- Legal Office Specialist
- Management
- Marketing
- Robotics & Mechatronics Technology
- Office Specialist
- Payroll Assistant
- Precision Manufacturing Technology
- Recruiter Assistant
- Structural Welding
- Surveying and Geospatial Technology

Liberal Arts Division

- Deaf Support Specialist
- Trilingual Interpreter (Enhanced Skills Certificate)

Social and Behavioral Sciences Division

- Child Development and Early Childhood
Specializations:
- Infant & Toddler
- Pre-School
- Personal Trainer

Math, Science, IT & Bachelor Programs Division

- Computer & Information Technologies Specialist
- Computer and Internet Specialist
- Computer Applications Specialist
- Computer Maintenance Specialist
- Cybersecurity Specialist
- Information and Network Systems
- Multimedia Specialist
- Public Services Assistant

Nursing/Allied Health Division

- Diagnostic Medical Sonography (Advanced Technical Certificate)
- Electronic Health Records Specialist
- Emergency Medical Technician - Basic
- Emergency Medical Technician - Advanced
- ¹Emergency Medical Technician - Paramedic
- Medical Assistant Technology
- Medical Coding Specialist
- Medical Office Specialist
- Patient Care Technician
- Vocational Nursing

¹ This is a two-year certificate.

OFF-CAMPUS DELIVERY OF INSTRUCTIONAL SERVICES

South Texas College is committed to providing educational access and opportunity throughout its service area of Hidalgo and Starr counties. This includes serving the needs of students who cannot attend face-to-face classes, employees at their workplace, high school students taking college courses through dual credit, and residents requesting instructional services in their communities.

The Office of Digital Learning, Online Campus, provides students a variety of options for achieving their goals by offering courses via the Internet. South Texas College Online Campus is a Texas Higher Education Coordinating Board (THECB) Exemplary Program that attributes its success to faculty and staff dedication to excellence. The Online Campus also cooperates with the Office of Instruction to provide dual credit courses to high school students. The dual credit program offers thousands of Hidalgo and Starr County students the opportunity to begin their college education while they are enrolled in high school. South Texas College provides these students an accessible and positive first experience in higher education, many choose to continue their course work at one of our six campus locations or at a fully online environment. The Office of the Vice President and Provost for Academic Affairs and Economic Development and Online Campus also support the College's professional development efforts by providing online workshops and services throughout the district.

Ultimately our success in delivering off-campus instructional services accomplishes the South Texas College Mission to empower our constituents to “enhance the quality of their lives and to promote the development of their communities.”

FACULTY POLICIES, PROCEDURES AND GUIDELINES

Table of Contents

Essential Qualities of South Texas College Faculty	27
ACADEMIC EXCELLENCE	28
TERMINOLOGY.....	29
DUTIES AND RESPONSIBILITIES	32
Faculty Duties and Responsibilities.....	32
Adjunct Faculty Duties and Responsibilities.....	34
Teaching Expectations	37
Student Attendance Board Policy 3335	41
Withdrawal from Semester Credit Courses Board Policy 3330	42
Board Policy EGA - Academic Achievement: Grading and Credit.....	42
Confidentiality of Student Educational Records Board Policy 3206	44
Guidelines for the Adoption and Ordering of Textbooks Board Policy 3236	44
CONDITIONS OF EMPLOYMENT.....	47
Board Policy DJ – Assignments, Work Load, and Schedules Full-Time Faculty.....	47
Drug-Free Workplace and Campus Board Policy 4213.....	48
TASB Policy DBF - Employment Requirements and Restrictions : Outside Employment	50
Separation of Employment and Re-Employment Board Policy 4922.....	50
Relationship between Vendors and Employees Board Policy 5212	52
FACULTY OFFICE & SERVICE HOURS.....	53
FACULTY QUALIFICATIONS.....	56
Board Policy DBA – Employment Requirements and Restrictions: Credentials and Records.....	56
Faculty Credentials Justification Procedures.....	57
Faculty Credentials Review Procedures	58
Academic Classification Faculty Board Policy 3813	61
LEADERSHIP ROLES.....	65
Dean Duties and Responsibilities.....	65
Department Chair Major Duties and Responsibilities	65
Centralized Course Scheduling Process.....	70
Prior Learning Assessment	76
Personnel Appointments Board Policy 4115	78

Assistant Chair Duties and Responsibilities.....	79
Program Coordinators Duties and Responsibilities	79
COMPENSATION.....	80
Faculty Salary Plan.....	80
Underloads.....	81
Adjunct and Overload	83
Summer Sessions	85
Police Academy	89
Chair Compensation	91
Departmental Support.....	96
Compensation for External Learning Experiences/Capstones.....	100
Compensation for Select Courses.....	103
Compensation for Large and Small Classes	107
Substitute Pay	109
Non-Traditional Delivery of Instruction.....	112
CBE Courses-Lower and Upper Level	113
Faculty Special Assignments Non-Teaching	117
EMPLOYEE LEAVE AND HOLIDAYS	123
Board Policy DEC - Compensation and Benefits: Leaves and Absences.....	123
FACULTY PROFESSIONAL DEVELOPMENT.....	132
PERFORMANCE EVALUATIONS GUIDELINES	134
TASB Policy DLA - Employee Performance: Evaluation.....	134
Faculty Evaluation Process - Guidelines and Timeline.....	134
Online Faculty Evaluation Procedures.....	136
Chair Evaluation Procedures & Timeline	138
DUAL CREDIT PROGRAMS PROCEDURES AND GUIDELINES	140
Digital Learning	146
NONTRADITIONAL DELIVERY OF INSTRUCTION.....	148
Field and International Studies Courses Board Policy 3120.....	149



ESSENTIAL QUALITIES of South Texas College Faculty

Commitment to Teaching Excellence and Student Success:

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

Commitment to Student Engagement and Support:

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

Commitment to Leadership in Education and Community Engagement:

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

LEADERSHIP QUALITIES THAT LEAD TO STUDENT SUCCESS

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



Commitment to Lifelong Learning and Professional Growth:

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

Updated September 2024

SOUTH TEXAS COLLEGE FACULTY
Committed to Student Success

ACADEMIC EXCELLENCE

On March 21, 2020, the Board of Trustees approved a partnership with the Texas Association of School Boards (TASB) for Policy Management Services. Throughout FY2022-FY2024, the College will be transitioning all Board Policies from the current STC format to the TASB standard format.

It is the responsibility of faculty and staff to review the policies set forth by the Board of Trustees. The College abides by the local board policies and its corresponding legal framework.

The full STC Board Policy manual is available at <http://admin.southtexascollege.edu/president/policies/index.html>
The full TASB South Texas College Board Policy Manual is available at <https://pol.tasb.org/PolicyOnline?key=632>
Policies play an important role in the governance of instructional activities and foster a safe learning environment for our students. The following policies are outlined as key policies in this role:

- [Academic Integrity Board Policy 3010](#)
- [STC Board Policy DGC – Employee Rights and Privileges: Employee Expression and Use of College Facilities](#)
- [TASB Policy CT – Intellectual Property](#)
- [Code of Professional Ethics for the Administration, Faculty and Staff Board Policy 4001](#)
- [Sex Discrimination, Sexual Harassment, Domestic Violence, Dating Violence, Stalking and Retaliation Prohibited Policy 4216](#)
- [Discrimination in Employment Prohibited Board Policy 4206](#)
- [STC Board Policy DBA – Employment Requirements and Restrictions: Credentials and Records](#)

TERMINOLOGY

ACADEMIC INSTRUCTIONAL SEMESTERS/TERMS: The actual days during which long semesters and/or minimesters are in session as listed on the Academic Calendar.

ACADEMIC WORK WEEK: The equivalent of 40 hours per week.

ACADEMIC YEAR: 166 work days, consisting of instructional days, work days, and board-approved holiday/breaks, for Full-Time Regular Faculty (Fall= 83 / Spring= 83).

ADJUNCT FACULTY: Faculty members not on the board-approved staffing plan, employed on a part-time basis with no benefits, and limited to teaching no more than ten lecture hour equivalents per semester.

BASE PAY: Full-Time Regular Faculty base pay is stated on the faculty salary plan and is dependent on education and teaching experience. The faculty salary plan is evaluated at the discretion of the President, and recommendations for changes are made to the Board of Trustees pending approval of the annual budget. Recommended salary increases are contingent upon adequate funding. Salaries, other than those stated on the salary schedule, require approval of the Provost and the President.

COMPENSATION

- **Contact Hour**
 - Each course has a specific number of contact hours, and these contact hours can either be Lecture, Lab, Clinical, or a combination.
- **Lecture Hour Equivalent:** The College distinguishes three (3) types of lecture hour equivalents (LHEs): Lecture, Lab, and Clinical. The course descriptions in the college catalog are used to determine the lecture hours and the lab hours for each course.
 - One lecture hour equals 1 Lecture Hour Equivalent (LHE)
 - One laboratory (lab) hour equals 0.67 LHE.
 - One clinical (lab) hour equals 0.80 LHE (Simulation hours are considered as clinical hours).
- **Hourly Rate**
 - Applies to Trainers / Instructors teaching a course(s) through Continuing Education and Workforce Development or the Center for Advanced Training and Apprenticeships. The hourly rate is determined by the course being taught, relevant education, or years of experience (in lieu of degree).

CONDITIONS OF EMPLOYMENT: As per STC Board Policy DJ – Assignment, Work Load and Schedules, Full-Time Regular Faculty may be required to teach at any of the College’s campuses or teaching sites during time periods that fall outside 8:00 am to 5:00 pm, and/or dual credit courses at high schools throughout the College’s service area. In addition, Full-Time Regular Faculty are expected to work an equivalent of 40 hours per week that includes:

- 15 LHEs of classroom instruction and associated course preparation (approximately 30 hours combined)
- 5 office hours
- 5 college/department service hours

Faculty duties and responsibilities for teaching a course will include preparation prior to the beginning of the instructional term (e.g. syllabus development, LMS shell setup, clinical checklists, etc.) and submission of concluding documentation after the instructional term ends (e.g. JagPride, clinical agency evaluation forms, etc.).

COURSE LHEs: The state funds the College according to student Contact Hours. That is, the total amount of time that a student is in the course. Unless otherwise specified as an exception in the Pay Plan, the Lecture Hour Equivalents (LHEs) for a course are calculated and used during the calculation of a faculty member’s contractual load, overload, and/or adjunct pay.

The total number of hours the College is allowed to pay for the teaching of one section of one course is determined by the Contact Hour / LHE calculation. The total LHEs can be assigned to one faculty member or split among multiple faculty members proportionally according to the number of contact hours each faculty is assigned to teach.

COURSE RELEASE (RELEASE TIME): Faculty is released from teaching 1 to 5 courses based on the extent of the teaching assignment.

DUAL CREDIT FACULTY: Faculty, not on the board-approved staffing plan, actively employed with a local school district, who have been approved by the college, to teach approved college courses.

EDUCATIONAL INCREASES: As degrees and hours are earned, the faculty member must have official transcripts forwarded directly from the accredited institution to the Office of Human Resources by dates indicated in their appointment letter so that payroll changes can be implemented on a timely basis.

FACULTY: Personnel whose primary responsibility is teaching, with additional responsibility for curriculum development, advisement, committee work and other associated activities as determined by the Division of Academic Affairs.

FULL-TIME REGULAR FACULTY: Full-Time Regular Faculty are employees of the college whose primary responsibility is teaching, with additional responsibility for curriculum development, advisement, committee work, and other associated activities. Full time regular faculty are employees of the College whose position is included in the Staffing Plan adopted by the Board of Trustees in conjunction with the College's fiscal year budget.

ADJUNCT - LHE RATE PLACEMENT: Movement to the next educational level LHE rate may be achieved by attainment of a higher degree. Official transcripts sent directly from the accredited institution must be received by September 01, 2023 to be effective for the Fall 2023 semester, by March 01, 2024 to be effective for the Spring 2024 semester, by May 24, 2024 to be effective for the Summer I and Summer III semesters, and July 8, 2024 to be effective for the Summer II semester.

INSTRUCTIONAL CONTINUITY: As per TASB Policy *EBA – Alternate Methods of Instruction: Distance Education*, the Office of the Vice President is authorized to establish an Instructional Continuity Plan that provides the necessary guidelines to support instructional continuity in the event of a natural disaster, pandemic, or other adverse event that affects instruction. This plan requires the use of the College's Learning Management System (LMS) and facilitates college-wide coordination to maintain ongoing instructional activities as much as possible.

INSTRUCTIONAL CONTINUITY- FACULTY READINESS: As per Board Policy EAB, all Full Time Faculty, Lecturers, Adjunct Faculty, and Dual Credit Faculty teaching courses at or on behalf of South Texas College must complete the College's Instructional Continuity training. This training is developed in collaboration with the Office of the Vice President for Academic Affairs and Economic Development and the other divisions at no cost to the faculty, and is updated as necessary. All Faculty are required to update their certification as needed to ensure their preparedness under the Instructional Continuity Plan.

LECTURER: Faculty members not on the board-approved staffing plan, employed on as needed, non-contractual, at will basis with no expectation of continued employment or property rights beyond the assignment.

OVERLOAD PAY: As per STC Board Policy DJ – Assignment, Work Load and Schedules, teaching load of above 15 LHEs is paid at the Adjunct rate for all LHE's beyond 15 per semester or 30 per academic year.

PRO-RATED PAY: Courses with enrollment of less than the minimum number of students needed for a course to make on the first class day are subject to pro-rated LHEs, regardless of instructional medium. Any exceptions will require Division Dean and Provost approval.

TRAINER / INSTRUCTOR: Hired on a temporary basis for the duration of a course, not included in the Board-approved Staffing Plan, to teach courses related to career preparation, career pathways, customized training programs, and personal enrichment courses.

TEACHING LOAD:

- **Full-Time Regular Faculty and Lecturers**
 - Expected to teach a minimum of 15 Lecture Hour Equivalents (LHE's) per semester and maintain a minimum of 5 regularly scheduled and posted office hours for students per instructional week and an additional 5 hours for departmental responsibilities per instructional week.

- **Adjunct Faculty**
 - Expected to teach no more than 10 Lecture Hour Equivalents (LHE's) per semester and have one (1) hour of posted office time per course per week.
- **Trainer / Instructor**
 - Expected to teach no more than 19 hours a week.

UNDERLOAD: As per STC Board Policy DJ – Assignment, Work Load and Schedules, teaching load of less than 15 lecture hour equivalents per semester (Fall and Spring semesters).

Fall Semester: Full-Time Regular Faculty with an underload in the Fall semester must make up the difference during the Spring semester of the same academic year. All Division Deans are responsible for reporting underloads to the Provost and the Office of Human Resources last Monday in October.

Spring: Full-time Regular Faculty who do not make up the difference during the Spring semester or who have an underload during the Spring semester will have their annual pay proportionately reduced by the amount of the underload.

SALARY PAYMENT: Effective with academic years commencing after January 1, 2008, the Internal Revenue Service (IRS) implemented Code §409A which allows faculty an irrevocable choice to have their salary paid out over a nine- or twelve-month period. Such elections must be in writing, completed prior to the beginning of the academic year, and cannot be changed after the commencement of the academic year.

After a faculty member has exercised this election, all salary or future academic years will be paid in the same manner unless a new authorization electing to receive pay over a different pay option is submitted to the Office of Human Resources prior to the commencement of the ensuing academic year. If election is not submitted in accordance with the IRS regulation, faculty members will be placed on a 9-month pay schedule.

DUTIES AND RESPONSIBILITIES

Faculty Duties and Responsibilities

Full-time Faculty Responsibilities

Full-time faculty are expected to carry a 15 semester Lecture Hour Equivalents (usually 5 courses) or a total of 30 LHEs per academic year, and to hold five office hours weekly for students and five hours weekly to serve on committees, advise students, and to engage in recruitment efforts and other college service activities. Course release time, as in the cases of Program Chairs, will be calculated as proportionally equivalent release time from each of these commitments. All faculty are eligible for overload pay once they exceed the 15 Lecture Hour Equivalents. Detailed information regarding Faculty Office & Service Hours can be found on page 50 of the Faculty Handbook.

The conditions of employment for faculty assignments and the instructional workweek apply to all full-time faculty so that the students may have district wide access to full-time faculty, including time periods that fall outside the 8 a.m. to 5 p.m. traditional schedule. Detailed information is found in STC Board Policy DJ – Assignment, Work Load and Schedules.

Essential Duties and Responsibilities include the following. Other duties may be assigned.

1. Mastery of Subject Matter:

- * Demonstrates a thorough and accurate knowledge of the field or discipline.
- * Possesses appropriate educational/ professional credentials to teach in field or discipline.
- * Attempts to connect subject matter with related fields.
- * Maintains currency in subject matter through professional development.

2. Teaching Performance:

- * Plans and organizes instruction in ways which maximize student learning.
- * Effectively employs teaching and learning strategies that promote engagement.
- * Modifies instructional methods and strategies to meet different students' needs.
- * Effectively employs available instructional technology when appropriate.
- * Encourages the development of communication skills and higher order thinking skills through appropriate assignments.
- * Effectively communicates subject matter content to student.
- * Contributes to the selection and development of instructional materials.

3. Evaluation of Student Learning:

- * Participates in the development, implementation, and assessment of departmental student learning outcomes.
- * Develops and uses evaluation methods, which fairly measures student progress toward outcomes.
- * Evaluates and expeditiously returns student work to promote maximum learning.
- * Maintains accurate records of student progress.
- * Submits final grade rosters and supporting documents according to established deadlines.

4. Support of College Policies and Procedures:

- * Maintains familiarity with and adheres to College Policies and Procedures.
- * Fulfills requirements of instructors set forth in the letter of appointment.
- * Maintains regular office hours to ensure accessibility to students and colleagues.
- * Prepares, distributes, and submits syllabi and approved course outlines for all assigned sections in accordance with program, division and College procedures.
- * Prepares and submits First Week Financial Aid Attendance Rosters, Census Rosters, and Learning Outcome Data, by the respective deadlines each semester.
- * Assures confidentiality.

5. Participation in College, Division, and Program Activities:

- * Serves on College, divisional, and program committees, teams, and task forces as assigned.
- * Attends meetings and events as required by College administration.
- * Participates in professional activities which contribute to the educational goals of the College and its constituents.
- * Responds in a timely fashion to information requests from College and division administrators and program chairs.
- * Fosters and maintains effective working relationships with students, colleagues, and supervisors.

- * Assists the chair in developing, reviewing, and revising curriculum.
6. Contribution to the Growth and Enhancement of College Mission and Programs:
- * Participates in student advising.
 - * Maintains familiarity with College goals, mission, and long-range plans.
 - * Contributes to planning and development processes through appropriate channels.
 - * Performs professional responsibilities in accordance with pertinent goals, mission, and plans of College, division, and program.
 - * Facilitates recruitment and retention of students.
7. Performs other duties as assigned.

Faculty Home Base Designation

Full-time regular faculty may be required to teach throughout the College district. If traveling from their “home-base” to another teaching site, mileage reimbursement will be available according to College procedures.

Home Base for faculty is designated by the respective Dean (STC Board Policy DJ – Assignment, Work Load and Schedules). Additional procedures are provided in the Business Office Employee Travel Guide, Procedure 3.09 listed below:

- College departments must coordinate teaching and work schedules that best fits the employee’s and the College’s needs in an effort to minimize the mileage reimbursement costs.
- An employee’s home base must be based on where the majority of courses are taught or where the majority of the employee’s functions are performed.
- The home base must be designated at time of hire by the Division Dean or Department Director and Chair.
- Changes in home base must be approved by the Division Dean or Department Director or Chair.
- Mileage reimbursement eligibility must be determined at the time of class assignments and should be approved by the Division Dean or Department Director and Chair. Justification for the expense must be provided.

Faculty Home Base Designation (Travel Guide 3.9)

<https://finance.southtexascollege.edu/businessoffice/forms/travel/Employee-Travel-Guide.pdf>

Travel between Campuses and Mileage Reimbursement

Faculty can request reimbursement for the mileage incurred between the designated College office location and the secondary assignment location if proper approval has been received. Visit Business Office web pages for guidelines and travel authorization forms.

Lecturer

Faculty members, not on the board-approved staffing plan, employed on as needed, non-contractual, at will basis with no expectation of continued employment or property rights beyond the assignment. Lecturer faculty are expected to teach a minimum of 15 Lecture Hour Equivalents (LHEs) per semester and maintain a minimum of 5 regularly scheduled and posted office hours for students per instructional week and an additional 5 hours for departmental responsibilities per instructional week.

The College expects that Lecturers will perform to the same standards of excellence as Full-Time Faculty, Adjunct, and Dual Credit Faculty and, in turn, will receive the same level of respect for their contributions. The Lecturer member must meet the minimum requirements for a faculty position in a specific discipline and fulfill most duties and responsibilities associated with a Full Time Faculty position, which includes participating in performance review and adhering to the College values, thereby demonstrating the academic responsibility and professionalism expected of all South Texas College faculty members. To promote the success of this temporary relationship, Lecturers will have an opportunity to participate in the TLA (Teaching and Learning Academy) and other in-house professional training opportunities.

Furthermore, Lecturers may:

- Apply for any permanent faculty positions, including the position he/she filled on a temporary basis
- Be eligible to teach overloads
- Serve on committees not requiring voting

Adjunct Faculty Duties and Responsibilities

Adjunct instructors are employed on a semester-by-semester basis, renewable at the option of South Texas College. These adjunct faculty members are not eligible for insurance, sick leave, or vacation leave. Each Department/Program Chairperson is responsible for hiring well-qualified part-time faculty and scheduling teaching assignments. Generally, the schedule for one semester is made early in the preceding semester, but often last-minute changes are necessary because of variations in enrollment. If a course(s) scheduled to be taught by a full-time instructor is cancelled due to insufficient enrollment, then a full-time instructor may be reassigned to a course(s) previously designated for a part-time instructor. To maintain a liaison with the administration on policy matters, all adjunct faculty report to their Department/Chairperson or Dean of the Division.

Essential Duties and Responsibilities include the following. Other duties may be assigned.

1. Assesses learner abilities and student performance; provides feedback to assist students in attaining learning competencies and course objectives stated in the section outline
2. Designs and implements learning options in a variety of formats that are appropriate to reach students of varying educational and experiential backgrounds and learning styles
3. Creates and distributes to students a section outline based on the master syllabi for the course
4. Gives input to chair and full-time faculty for development and revision of curriculum including course content, objectives, and course sequencing to maintain program currency that maximizes student learning
5. Provides content expertise and individual assistance to students by being available for scheduled office hours and keeping arranged appointments
6. Gives input to chair and full-time faculty in the continuous quality improvement process through ongoing program evaluation including course materials, instructional strategies, learning resources, and the use of technology
7. Participates in department/division meetings for adjuncts to facilitate communication and provide continuity of instruction
8. Participates in faculty evaluation and orientation/professional development programs
9. Maintains and submits all records required by regulatory agencies
10. Performs other duties as assigned

Adjunct faculty are limited to ten (10) LHEs per semester. Written approval by the Dean over the respective academic division and the Vice President for Academic Affairs is required for LHEs beyond ten (10) hours. Adjunct faculty are expected to have one (1) hour of posted office time per course per week and are also required to attend orientation/professional development prior to the beginning of the term. During the summer, adjunct faculty may teach no more than 10 LHEs. This total includes all courses taught during summer Sessions I, II, and III. To answer student questions, as an adjunct faculty member you are required to be available to students for one (1) office hour per week per class that you teach. State in your section outline what hours and where you will be available to meet with students. In addition, include your e-mail address on your section outline, so that your students can get in touch with you by e-mail.

Adjunct faculty are not required to serve on committees or to develop curriculum. There shall be no expectation of continued employment or property rights beyond the semester appointment.

Dual Credit Faculty

South Texas College distinguishes Dual Credit Faculty by the following:

- Faculty, employed with the College, who have been assigned to teach dual credit in partnership with a participating school district.
- Faculty, not on the board-approved staffing plan, actively employed with a local school district, who have been approved by the college, to teach approved college courses.

The chart on page 36 provides a comparison between Full-Time Regular Faculty, Lecturer Faculty, Adjunct Faculty, and Dual Credit Faculty positions. The distinctions between the positions relates to salary, title, duties, committee work, faculty classification, letter of appointment, renewal limits, evaluation, office, professional development, travel, eligibility for awards, and board approvals.

Executive Order GA 44

Employees or groups engaged in acts of Antisemitism shall be disciplined in accordance with Administrative Regulations: Disciplinary Action Procedures, Standards of Conduct, and College Policies.

COMPARISON CHART BY FACULTY CATEGORY

Criteria	Full-Time Regular Faculty	Lecturer Faculty	Adjunct Faculty
Title	Faculty / Assistant Professor / Associate Professor / Professor	Lecturer	Adjunct
Hiring Procedures	Conducted through Faculty Search Committee	Faculty Search Committee <u>OR</u> Emergency Hire Procedures	As per HR hiring manual
Salary	Compensated based on academic attainment level and prior work and/or teaching experience following board approved salary plan tables and compensation guidelines	Compensated based on academic attainment level and prior work and/or teaching experience following board approved salary plan tables and compensation guidelines	Based on LHE's per course
Board Approved Staffing Plan	Yes	No	No
Employment Period	9 month contract	1 or 2 semesters	1 semester
Appointment Letter	Yes	No Hired through Notice of Employment	No Hired through Notice of Employment
Renewal	Yes Notice on or before February 15 April for new Faculty	Based on enrollment needs	Based on enrollment needs
Employer Benefits	Full –TRS/ORP/ERS	Full-TRS/ORP/ERS if more than 4.5 months	May be benefit eligible if exceeding 10 LHEs
Duties	Teaching Load: Min. 15 LHE's Office Hours: 5 hours per week Service Hours: 5 hours per week (Department, Division, and College Service)	Teaching Load: Min. 15 LHE's Office Hours: 5 hours per week Service Hours: 5 hours per week (Department, Division, and College service based on Chair Recommendation)	Teaching Load: Max 10 LHE's Office Hour: One hour per course per week
Committees	College, Division, and Department Committees, where faculty representation is requested and needed	Non-voting committees only	None required
Academic Classification	Eligible	Ineligible	Ineligible
Evaluation	Full Time Regular Faculty Evaluation Plan	Lecturer/Adjunct/Dual Credit Faculty Evaluation Plan	Lecturer/Adjunct/Dual Credit Faculty Evaluation Plan
Designated Office	Yes	Yes To be vacated at the end of the assignment	No Access to Adjunct Workspace
Professional Development	Required: Academic Affairs and Economic Development Assembly College-Wide Professional Development Instructional Continuity Certification HR Mandated Trainings	Required: Academic Affairs and Economic Development Assembly College-Wide Professional Development Instructional Continuity Certification HR Mandated Trainings Optional but Recommended Academies	Required: Adjunct Professional Development DELTA Academy –To be completed within first year of employment Instructional Continuity Certification HR Mandated Trainings
Professional Development Out of State Travel	Yes	No	No
Eligibility for Awards	Awards for Full Time Regular Faculty	Awards for Lecturer/Adjunct/ Dual Credit Faculty	Awards for Lecturer/Adjunct/ Dual Credit Faculty
Commencement	Yes Attend one ceremony (Fall or Spring) per Academic Year	Optional – Not Required	No

Teaching Expectations

Teaching standards of the highest quality are expected. At South Texas College, where teaching is the primary function, the subject matter and development of appropriate instructional behaviors need to be student-centered. Instructors must develop their own most effective techniques, and they are expected to vary them to the extent necessary to reach the objectives of students who have varied backgrounds and interests. Instructors must give a sufficient number of tests and other graded work each term so that there is a valid measurement of the student's learning in the course. Instructors must be available for and encourage interaction with students. Instructors should hold conferences whenever necessary with their students. This should be done so that there is greater and clearer understanding of the student's work and the possibility for improvement in the student's course work.

Faculty Member of Record

South Texas College's policies, procedures, and practices are all clear regarding the faculty member of record as the sole individual authorized to issue grades. The faculty member of record is responsible for maintaining the academic rigor of each class, ensuring that the course syllabus is followed, assessing the skills and competencies of each student, and issuing appropriate grades. According to *STC Board Policy 3312*, "the responsibility for assigning grades in a course belongs to the faculty member. The only grounds for appealing a course grade would be compelling evidence of discrimination, differential treatment, grading error, and/or other procedural irregularities. In circumstances where the faculty member of record is no longer an active employee of the college, this responsibility will rest with the program chair."

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

Faculty Absences

College policy calls for faculty to meet each scheduled class at the designated place for the entire class period. If faculty have to be absent, they should notify their Department/Program Chairperson or Dean in writing or by phone. Additionally, the faculty should notify the Site Coordinator when the class is being held at a campus or center other than the Pecan Campus. The Department/Program Chairperson must approve any substitute, and the substitute's documentation forwarded to the Dean. If the absence is a result of a last-minute problem in the evening, the instructor should notify the Department/Program Chairperson so that an appropriate message can be delivered to the class. Faculty should obtain prior approval by the department chair if, on any occasion, some learning activity is planned away from the scheduled classroom. In addition to notifying students well in advance, the instructor should post a notice on the classroom door indicating where the class is being held. Any absence from class that results in the class being cancelled will necessitate that the faculty reschedule the class so that the requisite number of contact hours are in fact held for the class during the semester.

An accurate record of all faculties' absences from classes is necessary. All faculty members will request and record each time they are absent from class utilizing the TimeClock Plus system. Absences to be recorded within the TimeClock Plus system include, but are not limited to, sick leave, jury duty, funeral leave, educational activities leave, and personal business. Documentation must still be submitted to Human Resources for leave requests regarding jury duty, FMLA, military, or other extended leaves of absences. Absences are to be reviewed and approved by the Chairpersons' office. Since STC has no provisions for fringe benefits for adjunct faculty, instructor absences, regardless of the reason, will result in a proportionate reduction in pay. Deans should request payment for substitutes from the Business Office and the Office of Human Resources.

Submission of Required Documents

The duties and responsibilities of faculty members of South Texas College include the preparation and submission of course syllabi, curriculum vitae, First Week Financial Aid Rosters, Census Rosters, and Learning Outcome Data by the respective deadlines every semester, and attendance at certain scheduled College-Wide, Divisional, and Departmental meetings and events throughout the academic year.

Utilization of Class Time

Because of the pressure to complete course work within the scope of the schedule, it is important that classes begin promptly and continue in session until the scheduled time for the class to end. The dismissal of a class before this time is disturbing to the other classes in session. Moreover, the early dismissal of a class, except in an emergency, is a

violation of the contract between the College and the Texas Higher Education Coordinating Board which provides financial support to the College based upon contact hours.

Laboratories

Faculty members are expected to handle their own laboratories and to remain with the groups until the end of the laboratory periods. Students should not be allowed to work in the laboratories unless the faculty member is present to supervise the work and provide for safety.

Course Section Outlines

Concourse Syllabi Management (CSM) is a cloud-based application, which utilizes workflow for the centralized management and review of master syllabi and section outlines. This application integrates with our LMS/SIS system to achieve consistency among the creation of section outlines and streamline the collection and posting of information in accordance with HB 2504. In addition, the application simplifies the syllabi content process by providing faculty a user-friendly platform to not only add content to their syllabi, but to copy it to other section outlines in current and for future terms.

Within the CSM tool, the section outline is prepared by the faculty of record for the class and is made available to students (during the first week of class) for the purposes of outlining course content, goals, requirements, and methods of evaluation. The section outline is cloned from the master syllabus template (completed by the department chair) and must describe course-specific (1) Institutional information; (2) Faculty (author) information; (3) Course information; (4) Course description which includes learning outcomes; (5) Departmental course requirements; (6) Evaluation; (7) Required textbook & resources; and (8) approved institutional policy statements. Learning outcomes must be stated in terms of what the student will be able to do by the end of the course. Additionally, section outlines for Core Curriculum courses must include course-specific core curriculum objectives and the core objectives matrix. Each section outline must include minimum essential information identified by the Office of the Vice President for Academic Affairs and Economic Development. Within the CSM tool, section outlines will be archived and accessible by students, faculty, and the public through STC's [Course and Faculty Information](#) webpage.

Curriculum Vitae (CV)

Pursuant to HB2504, 51.974 – Internet Access to Course Information, a curriculum vitae (CV) for each faculty must be made available on the institution's website by the 7th class day. The CV should list the faculty's postsecondary education, teaching experience, and any significant professional publications. Effective Fall 2022, the Concourse Syllabi Management (CSM) tool became the primary source of curriculum vitae (CV) for all South Texas College faculty. New faculty are responsible for completing their CV through their user profile in the CSM tool and updating thereafter, as needed.

End of the Course Evaluations

The College administers online end-of-course evaluations for all faculty teaching courses during regular fall, spring, and summer semesters including minimesters. Clinicals, practicums and other external learning experiences are currently exempt from the course evaluation process. Faculty receive email reminders throughout the evaluation period. Students are contacted via JagMail at the beginning of the evaluation period and continue to receive e-mail reminders until they complete the evaluation or until the evaluation period ends. Drop uploads are processed periodically during the evaluation period to ensure students that dropped from a course are removed from the evaluations in SmartEvals. Faculty are strongly encouraged to participate in the evaluation process by making class announcements and offering students class time to complete evaluations. If the faculty member chooses to utilize class time to complete the evaluations, the faculty member must leave the room while students are completing the course evaluations. After the close of each semester's evaluation period, course evaluation results will be available through the SmartEvals application 5 days after grades are due for departmental/program chairs. Faculty are able to access results via SmartEvals 10 days after grades have been submitted.

HB 2504 End of Course Evaluations Requirements

Pursuant to HB 2504 (2009), South Texas College developed a plan to make the end of course evaluations available on the College's website. Effective Fall 2020 semester, the results of the End of Course Evaluations for individual faculty members were published on the same webpage as faculty syllabi and archived curriculum vitae and can be accessed on the [Course and Instructor Information](#) webpage.

Learning Outcomes Assessment

At South Texas College, we believe a comprehensive commitment to teaching and learning includes the reflective practice of assessment. The assessment process measures and documents aligned student learning outcomes, methodologies, data, and instructional improvement plans to enrich the student learning experience. Learning Outcomes Assessment is an essential practice educators regularly implement, evaluating what students have learned in their coursework and applying revisions to improve performance and achievement. South Texas College's approach to Learning Outcomes Assessment focuses primarily on improving student learning by collecting various forms of data to identify areas of strength and refinement.

Student learning outcomes assessment is required by the Southern Association of College and Schools Commission on Colleges (SACSCOC) and documented in the SACSCOC Principles of Accreditation:

Section 8.2

The institution identifies expected outcomes, assesses the extent to which it achieves these outcomes, and provides evidence of seeking improvement based on analysis of the results in the areas below:

- a. Student learning outcomes for each of its educational programs. (*Student outcomes: educational programs*)
- b. Student learning outcomes for collegiate-level general education competencies of its undergraduate degree programs. (*Student outcomes: general education*)

Faculty (full-time, adjunct, and dual credit) teaching academic, general education, and workforce education courses selected for summative assessment are required to participate in the Learning Outcome Assessment data submission every semester the courses are offered.

The reporting database opens a few weeks before (fall, spring, and summer) grades are due for each session and closes at the end of the semester. The faculty determines each learning outcome's course alignment, assessment methodology, and expected proficiency. The assessment methodology is the activity that measures student performance in alignment with *Program Learning Outcomes or Core Objectives*. In the database, selected faculty members enter each student's proficiency level per learning outcome.

The deadline to submit *Program Learning and Core Objective* outcomes is the same date grades are due for each session.

The Learning Outcomes Department supports a cycle of continuous improvement by assisting program chairs and faculty members with the following while ensuring the maintenance and collection of accurate assessment data:

- Program Learning Outcomes (PLOs)
- Core Objectives (COs)
- Course Learning Outcomes (CLOs)
- Assessment and Instructional Strategies
- Curriculum Mapping

Faculty are expected to actively participate in assessment result discussions and develop strategies to improve student performance.

JagPRIDE, South Texas College's customized reporting database system, tracks Program Learning Outcomes and Core Objectives data. The Learning Outcomes Department generates comprehensive data reports and updates assessment plans, providing departments with an overview of the Program Learning Outcome and Core Objective student performance. Based on the data, faculty develop instructional improvement plans to enhance student mastery of skills. This process supports required accreditation reporting. The Learning Outcomes Department provides year-round training to support faculty.

Learning Outcome Type	Reference
Core Objectives (COs)	Texas Higher Education Coordinating Board Elements of the Texas Core Curriculum
Course Learning Outcomes (CLOs)	Academic Course Guide Manual (ACGM) Lower-Division Academic Course Guide Manual 2019 (texas.gov) Workforce Education Course Manual (WECM) http://board.theccb.state.tx.us/apps/WorkforceEd/wecm/

Program Learning Outcomes (PLOs)	Program faculty identify end of program skills and develop descriptions. Minimum PLO number for each type of award: - Certificate, 3 - Associate and Bachelor Degrees, 5
Programmatic Accreditation Organization Standards and Criteria	Determined by partnering programmatic accreditation organizations

Benefits of Learning Outcomes Assessment

- The process provides a scheduled review of student learning department goals with historical data supporting instructional and curricular decisions.
- Faculty determine instructional goals and levels of proficiency to meet program and industry standards.
- Faculty meet to discuss learning outcome data and develop instructional improvement plans to enhance student learning.
- Faculty attain reliable results relating to innovations or experimental projects in instruction and share successes.
- Faculty actively participate as decision-makers regarding learning outcomes, identifying assessment processes, determining goal achievement, and recommending future directions.

For more information about Learning Outcomes Assessment, please visit the Learning Outcomes homepage at https://academicaffairs.southtexascollege.edu/learning_outcomes/

Attendance Roster Verification Process

The U.S. Department of Education requires that higher education institutions document that students are in attendance to finalize their Federal Pell Grant eligibility. South Texas College documents attendance for Federal Pell Grant purposes by collecting online early alert system (EAS) reports from all faculty. The faculty use the reports to indicate whether a student has attended or not. Students must attend each class in which they are enrolled at least once between the first day of classes and the Census Day of each term to be counted as being in attendance in that class for Federal Pell Grant eligibility purposes.

Student Financial Services is now utilizing “Starfish” to report attendance. All faculty (Full-time, Adjunct, and Lecturers) should use Starfish to report attendance during the first two weeks of the semester. At the beginning of the semester, faculty will receive an email from Starfish announcing the upcoming survey. Once Student Financial Services has launched the survey rosters, faculty may begin verifying attendance and submitting rosters. After the launch of the survey rosters, faculty will receive two deadline reminders. Verification of student attendance for financial aid is required for all course sections, except for sections that are exclusively for Dual Credit (“S” sections).

For all students who are reported as not attending during the first week but who start attending class during week two, faculty will have an opportunity to clear their “Financial Aid Not Attended” flag during the second week, before Census Day. This will allow Student Financial Services to clear Financial Aid holds and release final refunds to the students who have now started attending class.

In cases where students do not attend class at least once, Federal Pell Grant eligibility will be adjusted based on the enrollment status for the number of credits that they are actually attending. If this adjustment results in a student not having sufficient grant funds to pay for any charges or advances that they have incurred or received, that student will be responsible to pay South Texas College for the difference between their adjusted eligibility and the original amount of the cost of their tuition and fees as well as any advances that the student received.

Attendance rosters for all Dual courses (S-courses) will be established during the first week of each semester, following the same pattern as the Financial Aid Attendance verification process. Concerns or flags for Dual students not attending will be compiled into reports after the survey has closed. These reports will be provided to the Dual Credit Division, which will then share the attendance records with the respective High Schools. High School Counselors will use these reports to follow up with students. Faculty will be notified via Starfish email that the High School has been informed of the concerns or flags.

Student Attendance Board Policy 3335 (rev. 7/20/06)

As a premier learning-centered higher education institution, student attendance and participation is paramount to academic success; therefore, regular and punctual attendance in class and laboratories is expected of all students.

It is the student's responsibility to communicate with the faculty member concerning any absence as specified by the respective course syllabus. The student may be required to present evidence to support an absence and make-up work for class absences will be permitted only as specified by the faculty in the course syllabus.

Dropping a course is the responsibility of the student and not taking the appropriate steps may result in an "F" for the course.

In addition to Division based guidelines related to attendance, faculty may drop students, prior to the withdrawal deadline when, in the opinion of the faculty, the student would have difficulty in successfully completing the course. (END POLICY)

Student Attendance Guidelines

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

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

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

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

Example Calculations of 10% Absence

Term	No. of Meetings	10% of Class Meetings	Student Dropped after X Days
16 week-1 day a week	16	1.6	2
16 week-2 days a week	31	3.1	4
16 week-3 days a week	46	4.6	5
5 week MTF (Summer I & II)	15	1.5	2
5 week MTR (Summer I & II)	19	1.9	2
10 week MTW (Summer III)	33	3.3	4
10 week MTWR (Summer III)	38	3.8	4

Title IX Statement

Title IX of the Education Amendments of 1972 protects individuals from discrimination on the basis of sex in any educational program or activity operated by recipients of federal financial assistance. Sexual harassment, which includes acts of sexual violence, is a form of sex discrimination prohibited by Title IX. Resources, questions or requests for information regarding Title IX, including complaints of sexual harassment, sexual assault, sexual violence, or other sexual misconduct should be directed to the Title IX Coordinator or Deputy Title IX Coordinators as listed at <http://www.southtexascollege.edu/about/notices/title-ix.html>. You may refer to South Texas College Board Policy: 4216 Harassment, Discrimination, and Sexual Misconduct at <https://admin.southtexascollege.edu/president/policies/pdf/4000/4216.pdf>.

Pregnant and Parenting Students

South Texas College does not discriminate against any student on the basis of pregnancy, parenting or related conditions. Pregnant or parenting students seeking accommodations should contact Counseling and Student Disability Services immediately at 956-872-2173 or disability@southtexascollege.edu. You may refer to Policy 4216 Harassment, Discrimination, and Sexual Misconduct at: <https://admin.southtexascollege.edu/president/policies/pdf/4000/4216.pdf>.

Withdrawal from Semester Credit Courses Board Policy 3330 (rev. 5/6/04)

Initiation of Withdrawal

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

A student who decides to withdraw from a specific course(s) should initiate withdrawal procedures by securing a drop form from the Enrollment Center. The form must be turned in to the Enrollment Center prior to the published deadline for withdrawals. Students who are failing a course and have not withdrawn as of the established deadline will receive an “F.” A student who is not progressing satisfactorily toward completion of course objectives due to non-attendance may be withdrawn from the course by the instructor prior to the published deadline for withdrawals.

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

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

STC Board Policy EGA – Academic Achievement: Grading and Credit

The following grading system is used at South Texas College:

Grade Mark	Interpretation	Grade Point per Semester Hour
A	Excellent	4
B	Good	3
C	Satisfactory	2
D	Minimum Passing	1
F	Failing	0
I	Incomplete	Not Computed

Grade Mark	Interpretation	Grade Point per Semester Hour
W	Withdrew	Not Computed
AUD	Audit	Not Computed
CR	Credit Given For	Not Computed
N	Non-Credit	Not Computed
S	Passing	Not Computed
P	Passing	Not Computed
NP	Not Passing	Not Computed
IP	In Progress	Not Computed

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

The grade of “I” (for Incomplete) may be given by an instructor in certain circumstances for a course in which a student was unable to complete all of the objectives for the passing grade level attempted. The student must complete all of the objectives as dictated by the instructor by the end of the next long (fall or spring) term. Failure to complete all requirements by the end of the next long (fall or spring) term will result in a final grade of “F” or “NP” for the course. With the exception of the “I”, all grades are considered final unless College error is involved. In the event of a grade dispute, an appeal process is provided.

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

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

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

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

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

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

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

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

Grade Changes Refer to Board Policy 3312

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

If an instructor initiates a grade change, the instructor must fill out a Change of Grade Form obtained through JagNet.

Final Examinations

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

The final exam schedule is developed for traditional classes. Faculty teaching Hybrid or Minimester courses that do not fall within the meeting times of the final exam schedule should work with students to resolve possible final exam conflicts. Refer to Appendix D for the final exam schedule.

On-Line Grade Submission

Instructors submit grades on-line and should observe the deadlines indicated within each semester on the [Academic Calendar page](#). Students receive an “I” for incomplete when grades are not submitted on time, or when a student is not issued a grade. The instructor is then required to complete a Change of Grade Form for each student to correct the transcript file.

While college policy prohibits the public posting of final grades, students may get their grades on-line at any College computer lab or kiosk after grades have been posted to the system, and each student will receive a grade mailer if they do not have a hold. Do not tell students to call the Enrollment Center or the faculty secretary for grade results; grades cannot be given out by phone. **A copy of grade book sheets with grade weighting should be submitted to the chairperson at the end of each semester.** This information must be on file for questions concerning grades.

Confidentiality of Student Educational Records Board Policy 3206 (2/13/97)

It is the policy of South Texas College to maintain confidentiality of its student educational records and to be in compliance with the provisions of all federal and state laws governing the release of student educational records. An outline of the College’s procedures regarding compliance with the Family Educational Rights and Privacy Act (FERPA) and the Texas Open Records Act shall be published in the STC catalog. (END POLICY)

Guidelines for the Adoption and Ordering of Textbooks Board Policy 3236 (6/19/03)

The Office of the Vice President for Academic Affairs is responsible for establishing guidelines for the adoption and ordering of textbooks with input from the instructional community.

The guidelines will be reviewed on a biennial basis and will be available through the Office of the Vice President for Academic Affairs upon request. (END POLICY)

Every two years, a committee appointed by the Vice President for Academic Affairs will review the Process and Guidelines for the Adoption and Ordering of Textbooks and the committee will make recommendation(s) to the Vice President for Academic Affairs at Academic Council.

The Current Procedures and Guidelines are as follows:

PROCEDURE

If a faculty-authored, co-authored, or customized textbook or educational material is being considered as a required or recommended text for use in the faculty author(s) course, the following procedure applies prior to the adoption of the textbook or educational material.

1. Faculty author(s) will submit the Adoption Request form and a copy of the self-authored textbook or educational resource(s) to the Department Chair.
2. The Department Chair will forward the request for Departmental consideration. Neither faculty authors nor their members or sponsored dependents may participate in such consideration.
3. The Department will consider the following in its review:
 - a. Appropriateness of the textbook or educational material for the course in question;

- b. Availability of other suitable resources covering required CLOs and PLOs;
 - c. The extent to which the textbook or educational material is used outside the college;
 - d. The cost effectiveness to the students; and
 - e. Compliance with federal/state law as well as other University policies.
4. The Department will indicate approval of the use of the textbook or educational material on the Adoption Request form. If the Department does not approve the request, they shall attach reasons for their decision. Faculty author(s) may appeal the decision by submitting additional documentation that addresses the reason for denial to the Department for reconsideration. If approval is not obtained, no further appeals are possible.
5. The Department Chair will forward the results of the Adoption Request to the College Dean for review and approval.
6. The Faculty author(s) will be provided a copy of the signed form.
7. The completed form will be submitted to the Vice President for Academic Affairs for approval.
8. Approvals are valid for only three (3) years.

ADOPTION

- The Program/Department Chairs in conjunction with faculty will develop textbook selection criteria based on course goals and objectives.
- Faculty of online courses will have the opportunity to select a different textbook, provided all faculty teaching the online course agree to its use.
- If 10 full-time faculty teach the same course, an alternate textbook may be selected provided 4 or more of these faculty commit to its use. If 20 full-time faculty teach the same course, a third textbook may be selected, etc.
- Once a textbook is adopted, it will be the book of choice for a minimum of 3 years. When alternate textbooks are selected, they will follow the same 3-year cycle.
- In addition to the required textbook, supplemental materials may be selected with approval by the Program Chair.
- Once a custom book is adopted, it will be used until the supply is exhausted.
- The Dean may grant exceptions to these guidelines. In turn, the Dean shall be required to submit appropriate rationale to the Vice President for Academic Affairs to explain the exception.
- **Instructional Resources used for Dual Credit course.** Dual credit courses will utilize OER or zero textbook cost option. Requests for exception need to be submitted with an action plan to the Dean and OVPAA. All STC faculty teaching dual credit course and all Dual Credit faculty will utilize OER or zero textbook cost option. Departments will submit to the Division Deans their selection (OER/zero cost textbook).
- Adjuncts and New Faculty. Courses taught by Adjuncts and New Faculty will utilize departmental default textbook or established OER.

ORDERING

- Once a textbook is adopted, it will be the book of choice for a minimum of 3 years. If no later editions of adopted texts and materials are desired, this should be indicated on the order form.
- With approval of the Department/Program Chair, faculty may require supplemental texts and materials provided the aggregate cost does not exceed \$50.
- Shrink-wrapped packages including textbooks and other materials will not be used; this will enable students to resell their used textbooks.
- Supplemental materials should be ordered separately from textbooks.
- All textbook orders will be issued by the Chair. Chairs are required to submit accurate estimates of texts and materials. The Bookstore agrees to order based on past history plus 20%.
- The Dean may grant exceptions to these guidelines. In turn, the Dean shall be required to submit appropriate rationale to the Vice President for Academic Affairs to explain the exception.

Chair Guidelines for Approval of Instructional Resources

In accordance to the college's initiative of reducing textbook costs and removing barriers for students, the use of alternative instructional resources, such as open source and online materials is encouraged, where instructionally appropriate.

In evaluating the prospective use of these resources, the department/program chairs should use his or her judgment:

- as to whether accessing these resources imposes an undue hardship on students (e.g. videos which may be difficult to access due to high bandwidth requirements);
- as to how comprehensive the materials are compared to the printed textbook, understanding that learning outcomes may also be met through faculty led activities and not only open source and online materials;
- as to how the materials tie into each of the course's learning outcomes.

Furthermore, it is recommended, that to allow for adequate faculty preparation and department textbook orders, all requests to use alternate resources in lieu of a textbook be submitted to the chair at least 30 days prior to the start of the semester. At the department's discretion, materials review could be reviewed either by the chair, chair designee(s), or by departmental committee.

To pilot the use of these resources, chairs should track the number of faculty opting to use these resources in lieu of textbooks in order to report on the faculty members' experiences and student effectiveness of their use.

CONDITIONS OF EMPLOYMENT

STC Board Policy DJ – Assignments, Work Load, and Schedules Full-Time Faculty

Teaching During Academic Year (On Board Approved Staffing Plan)

Full-time regular faculty are employees of the college whose primary responsibility is teaching, with additional responsibility for curriculum development, advisement, committee work, and other associated activities. Full-time regular faculty are employees of the College whose position is included in the Staffing Plan adopted by the Board of Trustees in conjunction with the College's fiscal year budget. Full-time regular faculty and Department/Program Chairs are required to work the equivalent of a 40-hour work week.

1. The workload includes instruction, office hours, course preparations, community service, advising and mentoring, committee work, curriculum development, and various other College service activities as assigned.
2. Full-time regular faculty may be required to teach day, evening or weekend classes and at time periods that fall outside the 8 a.m. to 5 p.m. traditional schedule, or dual enrollment courses taught throughout the College's service area.
3. Full-time regular faculty may be required to teach throughout the College district. If traveling from their "home-base" to another teaching site, mileage reimbursement will be available according to College procedures. Home base for faculty is designated by the respective Dean.
4. Full-time regular faculty must maintain a minimum of 5 regularly scheduled and posted office hours per instructional week. Office hours, office location, and instructor phone number must be publicized to students through the course handouts/syllabus and must also be posted each semester.
5. Full-time regular faculty must be available for an additional 5 hours for arranged student conferences, advising, division or department meetings, and committee work and/or departmental responsibilities per instructional week.
6. Upon approval by the Chair, full-time regular faculty may accept an overload up to six (6) Lecture Hour Equivalents (LHEs) each fall or spring semester for additional compensation. The respective Dean must approve any overload over 6 LHEs. The Vice President for Academic Affairs must approve any overload over 11 LHEs. Since this is extra work for extra pay, faculty members are expected to perform all regular duties and responsibilities with no degradation in the quality of instruction or services resulting from the overload.
7. Full-time regular faculty are required to attend and participate in scheduled activities during the period of their appointment letter and on the Board-adopted academic calendar which include the dates set as faculty report to work days at the commencement of each semester, graduation days, professional development, and other days as required by the College.
8. Expectations of full-time regular faculty teaching during summer term are established in Policy 3803.
9. Full-time regular faculty may participate in "Non-traditional instruction." This includes online instruction, asynchronous instruction, non-classroom recorded telecourses, print or computer-based independent study courses, and courses taught via telecommunications to students at sites other than the location of the faculty.

Teaching Expectations

30 Lecture Hour Equivalents (LHEs) per academic year (fall and spring semesters) for each full-time regular faculty member

- One lecture hour equals 1 Lecture Hour Equivalent (LHE)
- One laboratory (*lab*) hour equals 0.67 *LHE*. The course descriptions in the official college catalog are used to determine the lecture hours and the lab hours for each course.

Exceptions

"Overload" refers to additional LHEs above the regular teaching load. These are paid at the adjunct rate.

"Underloads" refer to a teaching load of less than 15 LHEs per academic semester (fall and spring semesters). Full-time regular faculty with an underload in the fall semester must make up the difference during the spring semester of the same academic year. Full-time regular faculty who do not make up the difference during the spring semester or who have an underload during the spring semester will have their annual pay proportionately reduced by the amount of the underload. When a faculty member is requested to teach a course outside of his/her department, the

Interdepartmental Faculty Assignment Form should be completed. The department chair will complete the form and submit it to the receiving department/program chair. The initiating department will prepare an NOE if the course results in a overload. The receiving department chair will confirm if the course will be used toward faculty load or as an overload course and return the signed form to the initiating department. There is no action needed if the course will be counted toward faculty load.

“Courseload reduction” refers to releasing faculty members from all or part of their full-time teaching duties.

Scheduling

Scheduling of both traditional and non-traditional instructional courses; creating additional sections; assigning, changing, or reassigning faculty rests with the appropriate Department/Program Chair.

Deans are ultimately responsible for monitoring and managing the workloads of faculty and Department/Program Chairs within their respective Academic Divisions. (END POLICY)

Conditions of Employment of Full-Time Faculty Teaching during Summer Terms

Full-time faculty on nine-month contracts employed during the summer terms are expected to hold office hours. Standards for required office hours will be established by the chief academic officer of the College District and will be published in advance of each summer term.

Faculty employed during the summer terms are not required to participate in other summer college activities unless they are employed under a prorated contract/special assignment during the summer terms or unless they are receiving a Chair stipend during summer terms. Other summer activities are activities that do not pertain directly to the classes being taught but are usually considered to be a required part of each faculty member’s responsibility during the regular nine-month contract period (i.e. committee work, registration assistance, student advisement, etc.).

Compensation for full-time regular faculty during summer terms will follow the same pay plan as for overload and adjunct assignments, and are published in the College’s Employee Salary Pay Plans.

Full-time regular faculty teaching loads in excess of nine LHE’s during each of Summer I or Summer II, or in excess of 12 LHE’s in Summer III, must be approved in advance by the Division Dean and the Vice President and Provost for Academic Affairs. Loads of this magnitude during Summer I, II or III will only be approved if no other reasonable alternatives are available.

Drug-Free and Alcohol-Free Workplace and Campus Board Policy 4213 (9/27/22)

I. Purpose

South Texas College (College) is committed to maintaining a drug-free and alcohol-free workplace and campus for employees. The following policy is established for employees at South Texas College, with this goal in mind.

II. Policy

All College employees shall be provided a copy of this policy. As a condition of employment, all College employees must comply with this policy.

It is the policy of South Texas College to prohibit the unlawful manufacture, distribution, dispensation, possession, or use of a controlled substance or alcohol in the workplace or campus, by any College employee.

South Texas College prohibits any employee from being under the influence of alcohol or any nonprescribed controlled substance while in the workplace or campus.

South Texas College prohibits any employee from being under the influence of any legally prescribed drug while on duty with the College at any workplace or campus if it impairs the employee’s ability to perform the essential functions of the position or if such impairment jeopardizes the safety of the employee or any other person.

Permissible Use

The use of alcohol is permitted as part of the Culinary Arts Program, Enology or Wine Technology Program, Brewing, or Beer Technology Program, where the alcohol is used solely for instructional purposes. A student who is 18 years of age or older may taste the alcohol for educational purposes as part of the curriculum for the Culinary Arts Program, Enology or Wine Technology, Brewing or Beer Technology Program, provided that the service and tasting of the alcohol is supervised by a faculty or staff member who is at least 21 years of age in accordance with Sec. 106.16 of the Alcoholic Beverage Code. For this purpose, "taste" means to draw the alcohol into the mouth without swallowing or otherwise consuming the alcohol. The Culinary Arts Program, Enology or Wine Technology Program, and the Brewing and Beer Technology Program shall maintain written procedures regarding the use and safeguarding of alcohol.

The College President is authorized by the Board to approve the serving and consumption of alcohol at College facilities and/or functions and instructional programs or classes as permitted by law.

Sanctions

1. An employee who engages in conduct prohibited by this policy shall be subject to disciplinary action, suspension, or other adverse action, including termination or expulsion under this policy and/or under Administrative Regulations on Standards of Conduct. The decision to discipline an employee should be made in accordance with Administrative Regulations on Disciplinary Action Procedures.
2. An employee who engages in conduct prohibited by this policy may be subject to referral for prosecution.
3. Any College employee who has been convicted under any criminal drug statute for a violation occurring in the workplace, as defined by this policy, must report that conviction to the Office of Human Resources no later than 5 days after the conviction in accordance with Administrative Regulations on Self-Reporting of Criminal Conduct. If the convicted employee was performing work pursuant to a federal grant or to a federal contract for the procurement of goods or services valued at \$25,000 or more, the administration shall notify the federal contracting or granting agency of the conviction from the employee. Within 30 days after receiving notice of the conviction described in this paragraph, the College shall impose discipline on the employee, or require the employee to enroll in a College-approved drug abuse assistance or rehabilitation program. A convicted employee shall be required to satisfactorily complete the College-approved drug abuse assistance or rehabilitation program, as a condition of continued employment.

Drug and Alcohol Testing

The College shall conduct testing to bus drivers in accordance with federal regulations, 49 CFR Part 655 (Federal Transit Administration funding received through agreement with the Lower Rio Grande Valley Development Council), and 49 C.F.R. Part 40, and in accordance with South Texas College Department of Public Safety's Student Transportation Services Drug and Alcohol-Free Workplace Procedures.

All applicants recommended for employment into safety-sensitive positions or individuals being transferred into safety-sensitive positions from non-safety sensitive positions are required to be given a pre-employment drug and alcohol test before making an offer of employment or transfer. Random, reasonable suspicion, and post-accident drug testing shall be conducted on all safety-sensitive employees. The South Texas College Department of Public Safety maintains written procedures regarding drug and alcohol testing.

III. Definitions:

For purposes of this policy:

1. Alcohol – shall mean alcoholic beverages, distilled spirits, liquor, wine or vinous liquor, ale, malt liquor, wine cooler, mixed beverage, or beer, as these terms are defined in Chapter 1 of the Texas Alcoholic Beverages Code, as amended.
2. Controlled substances – as defined by Title 21 U.S.C. Controlled Substances Act, Chapter 13, Part A, Section 802, shall mean a drug or other substance, or immediate precursor, included in schedule I, II, III, IV, or V, as amended; the Texas Controlled Substances Act, the Texas Dangerous Drugs Act, and the Texas Simulated Control Substances Act.
3. Safety Sensitive Positions – shall mean a duty position or job category that requires the performance of a safety-sensitive function of Police Officers and Police Dispatchers.
4. Workplace or campus – shall mean any property or premises owned or otherwise under the possession and control of the College, any College-sponsored activity, or any other site used for the performance of work

for the College or for teaching College students.

IV. History

Origination Date Approved by Board	November 9, 1995
Date Amended and Approved by Board	June 22, 2021 September 27, 2022

(END POLICY)

TASB Policy DBF –Employment Requirements and Restrictions: Outside Employment

Adopted: 1/31/2023

An employee of the College District shall not engage in employment with another employer or as self-employment when such employment interferes with the employee's performance of his or her job duties and obligations with the College District or creates a conflict between the employee's personal interests and the interests of the College District.

An employee shall expeditiously notify, in writing, his or her immediate supervisor of any employment that he or she has with another employer or as self-employment. At a minimum, the employee shall disclose to his or her supervisor the name, address, and telephone number of the other employer or of the self-employment activity, the working days and hours, and the job duties and responsibilities in the other employment. The supervisor may request such additional information from the employee that will reasonably assist the supervisor in determining whether the employee's other employment interferes with the employee's job duties and responsibilities at the College District or creates a conflict between the employee's personal interests and the interests of the College District.

A violation of this policy may result in disciplinary action and/or termination of employment.

SOUTH TEXAS COLLEGE
DBF(LOCAL)-X
LDU 2023.01
DATE ISSUED: 2/21/2023

Separation of Employment and Re-Employment Board Policy 4922 (rev. 6/28/16)

Separation of Employment

Employees voluntarily separating from employment with the College are expected to give advance written notice to their supervisor and the Office of Human Resources to allow for an orderly transition of work activities and to be eligible for consideration of re-employment with the College.

Executive and Administrative staff are required to continue employment for the duration specified in their letter of appointment.

To remain in good standing at the end of the appointment period, an Executive and Administrative staff member employed under a Letter of Appointment, shall be required to submit a written notice of separation of employment with the Office of Human Resources and the appropriate supervisor not later than the 45th day before the last effective date of appointment, not including vacation days and scheduled non-working days as listed on the Academic Calendar approved by the Board of Trustees.

Executive and Administrative staff may submit advance written notice requesting to be released from their appointment. Approval of release of appointment must be obtained from the appropriate supervisor(s), the Director of Human Resources, and the President.

Faculty

To resign in good standing, a Faculty Member employed under a Letter of Appointment shall be required to file a written resignation with the Office of Human Resources or the President's designee not later than the 45th day before the first day of instruction of the following academic year. A written resignation mailed by prepaid certified or registered mail to the Office of Human Resources, the President or the President's designee at the post office address of the College is considered filed at the time of mailing.

A Faculty Member employed under a Letter of Appointment may request a release from the Letter of Appointment in good standing at any other time with the consent of the President or the President's designee.

A Faculty Member who does not resign in good standing shall not be eligible for re-employment.

Professional/Technical Support employees are expected to provide advance written notice of at least thirty (30) calendar days, not including vacation days and scheduled non-working days as listed on the Board-approved Academic Calendar, prior to the effective date of separation. A reduced minimum notice of not less than fifteen (15) calendar days may be approved by the immediate supervisor and appropriate financial manager.

Classified employees are expected to provide notice of at least ten (10) calendar days, not including vacation days and scheduled non-working days as listed on the Board-approved Academic Calendar, prior to the effective date of separation.

Part Time Direct Wage employees are expected to provide a notice of at least five (5) calendar days, prior to the effective date of separation. Employees planning to retire with the College must provide advance written notice of at least forty-five (45) calendar days, not including vacation days and scheduled non-working days as listed on the Board-approved Academic Calendar, prior to the effective date of separation.

Re-Employment of Retirees

An employee of the College who has retired under the Teacher Retirement System (Subtitle C, Title 8, Government Code) or the Optional Retirement Program (Chapter 830, Government Code) may be re-hired if:

- 1) the person has been retired for at least 30 calendar days before the effective date of the employment; and
- 2) The person is eligible for re-employment

Eligibility for Re-Employment

Employees failing to comply with the provision of appropriate advance written notice as stated above and/or who fail to be approved for release from their appointment will not be eligible for re-employment with the College.

On the last day of work, an employee shall complete the exiting clearance procedures through the Office of Human Resources. (END POLICY)

Faculty Release of Employment/Resignation

Because of the detrimental effect on the student learning process caused by a change of faculty in mid-term, full time faculty are expected to continue employment through the end of the academic year. To resign in good standing a faculty member employed under a Letter of Appointment whose term has not yet commenced, shall be required to file a written request to be released from the contract with the Office of Human Resources and Talent Development or the President's designee not later than the 45th calendar day before the effective date of the contract of the following academic year. A faculty member employed under a contract may request a release from the contract in good standing at any other time with the approval of the President or the President's designee by submitting a written request to be released from the contract not less than 45 calendar days prior to the effective date of the resignation. A faculty member who does not resign in good standing shall not be eligible for re-employment.

Relationship between Vendors and Employees Board Policy 5212 (rev. 11/17/05)

Employees of South Texas College shall:

1. Work to maintain the good name of the College by developing and maintaining good relations between the College and its vendors;
2. Promote positive vendor relationships through courtesy and impartiality in all phases of the purchasing cycle.

Employees of South Texas College shall not:

1. Accept gifts, either in-kind or of money from a vendor;
Gifts include any items not obviously of an advertising nature. Items of an advertising nature are all those with the name of the firm affixed which do not have a unit value of more than \$50.
2. Accept meals with a value over \$50, transportation beyond district boundaries, and overnight accommodations.
3. Be involved in any transaction with a vendor in which there exists a conflict of interest;
A conflict of interest may exist when an employee has a relationship with a vendor that may render the employee partial toward the vendor or otherwise inhibits the impartiality of the employee's business judgment.
4. Take any action without authority that binds the College to a contractual obligation;
Any employee, who individually obligates the credit of the College without adhering to the procedures outlined in the purchasing policies of the College, shall be individually responsible for payment to the vendor or return of the item.
5. Make any false statement about his/her authority to conduct business for the College or make any false statement with intent to deceive;
6. Participate in transactions that take personal advantage of opportunities created by the employee's relationship with the College;
7. Disclose confidential information from a vendor's proposal to another vendor so as to give an advantage to one vendor over another in a potential contract with the College. (END POLICY)

FACULTY OFFICE & SERVICE HOURS

STC Board Policy DJ – Assignment, Work Load, and Schedules

All regular full-time staff and 9-month faculty are required to work the equivalent of 40 hours per week. When necessary, campus offices or departments may be kept open during hours and days outside the typical 8:00 a.m. to 5:00 p.m. Monday through Friday work schedule. The supervising administrator is responsible for scheduling the 40 hours per week schedule based on the needs of students, the office or department.

Full-time faculty are expected to work the equivalent of a 40 hour week (refer to Board Policy 3800), which include:

- 15 hours of classroom instruction and associated course preparation (approximately 30 hours combined)
- 5 office hours
- 5 hours college/department service hours

Academic Year Office Hours

Full-time Regular Faculty and Lecturers are expected to carry a 15 semester Lecture Hour Equivalents (usually 5 courses) or a total of 30 LHEs per academic year. All full-time regular faculty and lecturers are also expected to hold five (5) office hours weekly for students and five (5) hours weekly to serve on committees, advise students, and to engage in recruitment efforts and other college service activities. All full-time regular faculty and lecturers are to hold office hours on campus within the faculty's respective office and/or designated area. All full-time regular faculty and lecturers are eligible for overload pay once they exceed the 15 Lecture Hour Equivalents.

Summer Term/Regular Faculty Office Hours

The STC Board Policy DJ – Assignment, Work Load, and Schedules states that the standards for required office hours will be established by the Chief Academic Officer of the College and will be published in advance of the summer terms.

The current guidelines are as follows: (This applies to faculty on 9-month contracts)

- One Class 2 Hours per Week
- Two Classes 4 Hours per Week
- Three or More Classes 5 Hours per Week

The desired outcome is to schedule these hours at times that best serve students. The office hours should be approved by the Program/Department Chairs and/or Deans.

Adjunct Office Hours

Adjunct faculty are expected to have one (1) hour of posted office time per course per week for the fall, spring, and summer terms.

Online Office Hours

Full-time faculty teaching Distance Learning courses, specifically online, as part of their 15 LHE full-time teaching load during the fall and spring semesters, may elect to combine online office hours into their minimum of 5 posted office hours in direct proportion to the number of face-to-face/online courses of their total course load. For example, a faculty member teaching five 3 LHE courses, of which two are online, may elect to hold 2 online and 3 on campus office hours a week, for a total of 5 office hours.

Office hours should be scheduled to provide equitable and convenient instructor access for the student. Faculty are already limited to teaching no more than 60% of their full-time contractual load online without prior Dean approval. Therefore, full-time faculty would be limited to holding no more than 3 of their required 5 office hours online (see Tables 1 and 2 below).

Part-time faculty teaching Distance Learning courses, specifically online, may elect to combine online office hours into their required posted office hours in direct proportion to the number of face-to-face/online courses that they are teaching. Full-time faculty teaching online summer courses may also elect to combine online office hours into their required posted office hours in direct proportion to the number of face-to-face/online courses that they are teaching.

For example, a full-time faculty member teaching solely online during the summer could choose to hold all his/her hours online.

Table 1. Allowable Online Office Hours - 3 LHE
(Fall and Spring Semesters)

Total Courses	Face-to-Face	Online	Office Hours
5	5	0	0
5	4	1	1
5	3	2	2
5	2	3	3
6	2	4	3
7	2	5	3

Table 2. Allowable Online Office Hours - 4 LHE
(Fall and Spring Semesters)

Total Courses	Face-to-Face	Online	Office Hours
3	3	0	0
3	2	1	1
3	1	2	2
4	1	3	3
5	1	4	3
6	1	5	3

Hybrid Courses Office Hours

Full-time faculty teaching hybrid courses as part of their 15 LHE full-time teaching load during the fall and spring semesters, may elect to combine online office hours into their minimum of 5 posted office hours. For hybrid courses, 50% of the required office hours for that particular course may be held online. For example, a faculty member teaching five 3 LHE hybrid courses, of which two are hybrid, may elect to hold 1 online and 4 on campus office hours a week, for a total of 5 office hours (*see Tables 3 and 4 below*).

Part-time faculty teaching hybrid courses, as well as full-time faculty teaching hybrid courses during the summer, may also elect to combine online office hours into their required posted office hours using the same guidelines as specified above.

Table 3. Allowable Online Office Hours for Hybrid Courses- 3 LHE
(Fall and Spring Semesters)

Total Courses	Face-to-Face	Online	Office Hours
5	5	0	0
5	4	1	1
5	3	2	1
5	2	3	1
6	2	4	2
7	2	5	2

Table 4. Allowable Online Office Hours for Hybrid Courses- 4 LHE
(Fall and Spring Semesters)

Total Courses	Face-to-Face	Online	Office Hours
3	3	0	0
3	2	1	1
3	1	2	1
4	1	3	1

Total Courses	Face-to-Face	Online	Office Hours
5	1	4	2
6	1	5	2

Common Hours

The common hour provides the structure that enables full-time faculty to participate in various committees and group activities.

Tuesdays and Thursdays from 4:00 p.m. to 5:20 p.m.

The following guidelines are to be used for the common hour:

1st Tuesday: Council of Chairs

1st Thursday: Division Curriculum Committees

2nd Tuesday: Open

2nd Thursday: Open

3rd Tuesday: College-Wide Curriculum Committee

3rd Thursday: Department Meetings

4th Tuesday: Faculty Senate

4th Thursday: Open

College Service Hours

In addition to holding five posted office hours each week during the fall and spring semesters, a full-time faculty member is required to be available for an additional 5 hours for arranged student conferences, advising, division or department meetings, and committee work and/or departmental responsibilities per instructional week. Additional time will be dedicated to curriculum development and learning outcomes assessment activities. At the beginning of each semester, all faculty members will submit a *College Service Proposal* to their Chairs for approval. This proposal can be submitted in person, by fax, or via e-mail.

The following are possible options that could be included in the *College Service Proposal*:

1. Participate in the Honors Program as Honors Faculty.
2. Serve on or chair one or more college-wide committees, teams, or task forces.
3. Serve on college-sanctioned projects such as health fairs, art fairs, computer contests, etc.
4. Participate in recruitment activities such as visiting high schools, etc.
5. Serve as the advisor for an STC-sanctioned student club.
6. Serve on or chair one or more search committees.
7. Actively advise students beyond the five posted office hours.
8. Tutor students beyond posted office hours. This may be scheduled in a faculty office, a lab, or other specified location.
9. Participate in professional development provided by the Office of Teaching and Learning Center including academies, trainings, workshops, etc.
10. Facilitate workshops for faculty sponsored by the Office of Teaching and Learning Center or Digital Learning Department.
11. Travel time from a faculty member's assigned campus to additional teaching sites (up to 10 hours per month)
12. Carry out other special projects assigned by the Department or Division such as new program development or a self-study for program accreditation.

Minutes of committee, team, and task force meetings should be published and distributed to the members, including the meeting's date and time, a list of the members present and absent with a reason for the absence, if known. After each meeting, the Chair will notify the Department/Program Chair(s) of each committee member who is absent via e-mail. If questions should arise regarding committee attendance, the Department Chair may request copies of the minutes of the committee meeting. (See Appendix H for the College Service Proposal and College Service Hours Form)

FACULTY QUALIFICATIONS

STC Board Policy DBA – Employment Requirements and Restrictions: Credentials and Records

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

When determining acceptable qualifications of faculty, the College will give primary consideration to the highest earned degree in the discipline in accordance with the guidelines listed below. The College will also consider competence, effectiveness, and capacity, including, as appropriate, undergraduate and graduate degrees, related work experiences in the field, professional licensure and certifications, honors and awards, continuous documented excellence in teaching, or other demonstrated competencies and achievements that contribute to effective teaching and student learning outcomes. The College assumes responsibility for justifying and documenting the qualifications of its faculty.

The College has adopted the *Commission Guidelines for Faculty Credentials*, published by the Southern Association of Colleges and Schools for defining faculty qualifications:

- a. Faculty teaching general education courses at the undergraduate level:
-doctorate or master's degree in the teaching discipline or a doctorate or master's degree with a minimum of 18 graduate semester hours in the teaching discipline.
- b. Faculty teaching associate degree courses designed for transfer to a baccalaureate degree:
-doctorate or master's degree in the teaching discipline or a doctorate or master's degree with a minimum of 18 graduate semester hours in the teaching discipline.
- c. Faculty teaching associate degree courses not designed for transfer to the baccalaureate degree:
-a minimum of a bachelor's degree in the teaching discipline, or associate's degree and demonstrated competencies in the teaching discipline.
- d. Faculty teaching baccalaureate courses:
-doctorate or master's degree in the teaching discipline or a doctorate or master's degree with a minimum of 18 graduate semester hours in the teaching discipline.

In addition, the College will hire faculty that meet or exceed the following minimum qualifications for Certificate and Developmental courses:

- a. Faculty teaching certificate courses that are not included in an associate degree:
-certificate of completion and significant demonstrated work experience.
- b. Faculty teaching certificate courses that are included in an associate degree:
-associate's degree and demonstrated competencies in the teaching discipline.
- c. Faculty teaching developmental courses:
-bachelor's degree in the teaching discipline related to their teaching assignment and either classroom experience in a discipline related to their teaching assignment or graduate semester hours in education.

It is the responsibility of the Search Committee to recommend prospective full-time regular faculty finalists to the respective Dean for consideration. The names of the recommended candidates are then forwarded to the Office of Human Resources for transcript evaluation and to document that the candidates meet the requirements as established by the Commission Guidelines for Faculty Credentials, published by the Southern Association of Colleges and Schools and the College policies and procedures regarding academic and professional credentials for faculty. Following the evaluation and documentation by the Office of Human Resources, the names of the final candidates are forwarded to the Vice President for Academic Affairs for final selection of the candidate.

All degrees earned by faculty and which fulfill the requirements of the Southern Association of Colleges and Schools Principles of Accreditation must be from a regionally accredited institution and the College is committed to recruiting and selecting faculty whose highest degree is earned from a broad representation of regionally accredited institutions. Aside from the aforementioned guidelines which represent commonly-accepted good practice for the academic qualifications of faculty, the College concurs with the Commission on Colleges that qualifications other than academic

credentials (or combined with credentials) may be appropriate for teaching particular courses. For this reason, the College has put in place procedures for the review of faculty qualifications when justifications are deemed appropriate.

Faculty Credentials Justification Procedures (rev. 7/25/18)

South Texas College has established Credential Justification Procedures for situations when a faculty member's qualifications do not align with credentials required for teaching a specific course. The justification process requires a careful and thorough process that demonstrates the linkage between the various components of the faculty qualifications and the proposed course description and Course Learning Outcomes (CLO).

When a justification is needed, a **Credential Review Packet** is developed to document qualifications of a faculty to teach a specific course. Credential Review Packet will contain the following items:

- The Credential Review Form;
- A memo from Division Dean that summarizes the academic qualifications, credentials, and professional experiences relevant to the assigned course(s);
- A crosswalk that provides justifications for each Course Learning Outcomes (CLO) in the course to be taught; and
- Other existing documents to support the crosswalk (transcripts, certifications, etc.).

The following items are **required** to justify faculty qualifications:

- For academic courses:
 1. Graduate Coursework aligned with Course Learning Outcomes;
 2. In rare cases, faculty members not meeting the required academic preparation may be considered based on documented evidence of extensive professional experience and demonstrated contributions to the discipline aligned with Course Learning Outcomes.
Note: This type of justification must be reviewed by the Credential Review Committee.
- For workforce courses:
 1. Undergraduate coursework aligned with Course Learning Outcomes
and
36 months non-instructional work experience directly related to the teaching assignment (documented at Human Resources);
 2. In rare cases, faculty members not meeting the academic and work experience may be considered based on documented evidence of extensive training in a closely related discipline and the competencies needed to teach the course objectives.
Note: This type of justification must be reviewed by the Credential Review Committee.

The following items can be used to **support** the justification; however, they cannot be used as the primary reasons for justification.

- Training certification in discipline from state or national organizations;
- Certifications and/or licensure in the field;
- Recognition in journals or textbooks in the discipline;
- Professional presentations;
- Apprenticeships;
- Teaching experience in the discipline;
- Honors and awards directly related to the discipline.

Faculty Credentials Review Procedures

Full-Time Faculty Member - New

Prospective full-time faculty members submit an application via the online portal at the Office of Human Resources webpage. Full-time faculty are referred as Full-time Regular Faculty on the staffing plan and Lecturers are hired for one or two semesters based on enrollment needs.

Step 1: Office of Human Resources

1. The Office of Human Resources verifies that applications are complete and that credentials are from regionally accredited institutions and the candidate has the minimum credentials as advertised for the position then forwards complete applications to the Search Committee Chair. Applicants submitting employment applications with foreign transcripts must provide transcript equivalency documentation from an approved evaluation service. The evaluation service must be a member of The National Association of Credential Evaluation Services (NACES).

Step 2: Department and Division

1. The Search Committee Chair and members conduct a review of prospective faculty members' credentials and qualifications and recommends the top candidates to the Division Dean.
2. The Division Dean reviews the credentials and qualifications of the recommended candidates and forwards Dean's recommendation list to the Office of the Vice President and Provost for Academic Affairs and Economic Development (OVPAED).
3. The Vice President for Academic Affairs and Economic Development reviews and selects the final candidates, so the process of developing an official hiring packet can begin.

Step 3: Office of Human Resources and OVPAED

1. The Office of Human Resources will forward the hiring proposal(s) to the OVPAED to verify qualifications are documented properly and aligned with assigned courses.
 - a. If credentials and qualifications are documented properly, Human Resources will approve the hiring proposal on the People Admin System and the hiring process continues.
 - b. If the credentials and qualifications are not properly documented, the VPAED is notified and the Credential Review Process can be started by the Division Dean.
2. The Office of the Vice President for Academic Affairs and Economic Development will conduct a final review the credentials and qualifications of candidates recommended by the Division Deans, and if all qualifications are aligned with the assigned courses, the prospective faculty will be approved for stated courses.

Note: According to administrative regulations found in the Employee Handbook official transcripts must be received by Human Resources by the first-class day, unless a 7-week extension is approved by the respective Division Dean and the Vice President for Academic Affairs.

Full-Time Faculty Member – Currently Employed

A review of credentials for currently employed faculty should occur when a faculty member is assigned a new course (not previously taught) and/or following a faculty credentials review audit. The primary responsibility to submit credentials and qualifications is at the faculty level. As per administrative regulations found in the Employee Handbook: "Official transcripts must be sent directly from the issuing institution to the College's Office of Human Resources to document compliance with Southern Association for Colleges and Schools Commission on College (SACSCOC) requirements, or for placement of the employee on the appropriate salary schedule, or to document that the employee meets the necessary educational requirements for the position." The following steps relate to faculty members who are already under review for teaching a new course.

Step 1: Department Chair Level

- The faculty member must provide his or her credentials and qualifications to the Office of Human Resources and to the Department Chair. The Department Chair makes the preliminary determination whether credentials and qualifications are adequate.
- When faculty credentials or qualifications for a particular course do not clearly adhere to *STC Board Policy DBA – Employment Requirements and Restrictions: Credentials and Records* and the *College's Handbook of Faculty Credential Requirements for Courses by Discipline/Program* for the proposed course

assignment, the faculty member has the option to provide Supporting Documentation to the Office of Human Resources and his or her respective Department Chair.

- Supporting documentation may include transcripts documenting additional credentials or hours completed, additional certifications, and documentation of work experience.
- If the Chair determines that the Supporting Documentation is adequate, then the Department Chair submits a **Credential Database Modification Form** to their respective Division Dean for review. If credentials and qualifications align with the requested course, and they are approved by the VPAAED, it will be added to the faculty member's approved course list on the Faculty Credentials Database.
- The Credential Database Modification form will be routed to Office of Human Resources by the Office of the VPAAED as supporting documentation of record to be placed in faculty member's personnel file.

Step 2: Elective Level – Department/Faculty Review

- If there are questions regarding a faculty member's credentials and qualifications, the faculty member or Department Chair has the option to request a Department Faculty Review Committee. Once the Committee has been requested it must be convened within 3 weeks of requests. The committee membership will include three faculty members from the department (two selected by the Department Chair and one by the faculty member) with credentials and qualifications closely aligned to the course in question. The committee will review and research credentials and qualifications for best faculty/course match. Subsequent reviews for the same faculty member and course will require additional/new information for a review to be convened.
- The committee will review and research credentials and qualifications and provide a summary of findings to the Department Chair and the faculty member in question.
- The Department routes the summary of findings to the Division Dean.
 - If the Dean determines that the Supporting Documentation is adequate, then the Dean will communicate approval to the Chair. The Chair will then submit a **Credential Database Modification Form** to their respective Division Dean for review. If credentials and qualifications align with the requested course, and if they are approved by VPAAED, the course will be added to the faculty member's approved course list on the Faculty Credentials Database.
 - The Credential Database Modification Form will be routed to the Office of Human Resources by the Office of the VPAAED as supporting documentation to be placed in the faculty member's personnel file.

Step 3: Divisional Level – Credential Review Packet (CRP)

- If the current faculty member's credentials and qualifications with the Supporting Documentation do not clearly adhere to *STC Board Policy DBA – Employment Requirements and Restrictions: Credentials and Records* and the College's *Handbook of Faculty Credential Requirements for Courses by Discipline/Program* for the proposed course assignment, the faculty member, Department Chair, or Division Dean may request the creation of a Credential Review Packet (CRP) to determine if the faculty member can / should be justified for the course assignment.
 - The CRP will contain the following items:
 - The Credential Review Form
 - A memo from Division Dean that summarizes the academic qualifications, credentials, and professional experiences relevant to the teaching assignment;
 - A crosswalk that provides a justification for each Course Learning Outcome (CLO) in the courses to be taught;
 - Other existing documents to support the justifications refer to South Texas College *Faculty Credentials Justification Procedures*.
- The Division Dean will review the CRP. If approved, the Division Dean will submit the CRP to the Office of the Vice President for Academic Affairs and Economic Development.
- The Vice President for Academic Affairs and Economic Development will review the CRP. The Vice President will render a decision and will communicate the decision to the Division Dean. If approved, the course will be added to the faculty member's approved course list on the Faculty Credentials Database.*

Step 4: College Level – Credentials Review Committee (CRC)

- The Division Dean may choose to submit a request for a credential review meeting by the Credential Review Committee (CRC) in cases where there is disagreement over the outcome of the initial credential

review process. The CRC provides a recommendation to the Vice President of Academic Affairs and Economic Development. CRC membership includes:

- Permanent Membership
 - VP designee as acting CRC Chair
 - SACSCOC Liaison
 - Academic Affairs Faculty Credential Reviewer
 - Human Resources Designee
 - President of Faculty Senate (or their designee)
 - Division Dean (depending on Faculty member's credentials under review)
 - Department Chair (depending on Faculty member's credentials under review)
- Rotating Membership
 - Two faculty members that will serve as a resource/expert within the content area (one faculty selected by Department Chair and one faculty by faculty under review).
- When credentials are verified and the committee reaches a recommendation, all members of the committee will sign a document to signify their approval or disapproval of the committee's recommendation.
- The recommendations are routed to the Vice President for Academic Affairs and Economic Development for final review.
- The Vice President for Academic Affairs and Economic Development, as Chief Academic Officer, will review the committee's recommendation and render a final decision. If approved, the course will be added to the faculty member's approved course list on the Faculty Credentials Database.* Supporting documents will be forwarded to the Office of Human Resources to be placed in the faculty member's personnel file.
- In cases where the Vice President's final decision is not in agreement with the committee recommendation, the Vice President will render a written decision.

Adjunct/Part-Time and Dual Credit Faculty

All new, adjunct/part-time, dual credit faculty credentials will be reviewed and evaluated using the same procedures and policies used to evaluate full time regular faculty credentials.

1. Credentials and qualification requirements are identical to full time regular faculty.
2. Official transcripts must be submitted prior to start date, in accordance with administrative regulations found in the Employee Handbook.
3. When an adjunct/part-time and Dual Credit Faculty member's credentials and qualifications do not clearly adhere to *STC Board Policy DBA - Employment Requirements and Restrictions: Credentials and Records* and the College's *Handbook of Faculty Credential Requirements for Courses by Discipline/Program* for teaching a specific course the Department Chair/Division Dean will follow the Faculty Credentials **Justification Procedures** and submit the required forms and packets for review and evaluations of the faculty credentials and qualifications.

Faculty Roster

South Texas College prepares Faculty Rosters for each semester to meet the requirements of SACSCOC standard 6.2a, which states "Institutions should use the Commission's 'Faculty Roster Form for Full-time and Part-Time Faculty' to report the qualifications of all faculty. Information presented on the roster should be provided for all full-time and part-time faculty teaching credit courses that can be part of a degree, certificate, diploma, or other credential. Faculty teaching developmental/remedial courses should also be included."

Credential Database

South Texas College has developed a Credential Database listing the courses for which faculty members already have been approved to teach. The Credential Database contains the historical information for the past several years and therefore may not be complete. The Database is regularly updated through an established process published in the Faculty Credentials & Qualifications Manual. Furthermore, the addition of courses to a faculty member's course inventory does not necessarily indicate the faculty member will be teaching the course. Staffing of courses is a Department Chair and Division responsibility.

Faculty Credentials and Qualification Guidelines and Procedures Manual and the Handbook of Credential Requirements for Courses by Discipline/Program are published on the [South Texas College/Academic Affairs/Faculty Resources Webpage](#).

Academic Classification Faculty Board Policy 3813 (rev 6/27/17)

South Texas College is committed to serving the students and communities of south Texas by recruiting and retaining faculty who are committed to academic excellence, integrity, and scholarship.

Four titles are granted to convey faculty classification. In ascending order these are:

1. Instructor
2. Assistant Professor
3. Associate Professor
4. (Full) Professor*

Criteria for the designation of academic classification for faculty shall include: Education, Years of Service, Teaching Effectiveness, Service to College, Service to Community, Professional Activities, and Scholarly Pursuit.

General definitions for criteria include, but are not limited to, the following:

- Education: Degrees completed through a regionally accredited institution.
- Years of Service: Length of employment as a full time regular faculty member at a regionally accredited institution of higher education as determined by the STC Office of Human Resources.
- Department/Program Standards: Leadership or active participation in the strategic plan of the department or program.
- Teaching Effectiveness: Successful student learning outcomes in relation to the academic discipline.
- Service to College: Leadership or active participation in projects related to the Vision and Mission of the College.
- Service to Community: Leadership or active participation on external initiatives or projects positively impacting the region of south Texas.
- Professional Activities: Leadership or active participation in professional development conferences, seminars or workshops that enhance the contribution to the students and communities of the College.
- Scholarly Pursuit: Leadership or active participation in regional, state or national councils, committees, task forces, accrediting/licensing/registry agencies or through the presentation of proposals, abstracts, or papers in journals or publications.

*As “Professor” is often used colloquially to refer to any ranked faculty member, the title of “(Full) Professor” designates the highest academic classification that the college bestows on a faculty member

Faculty Classifications:

Instructor:

Full-time regular faculty prior to classification eligibility and selection.

Assistant Professor:

Minimum Eligibility includes: Educational requirement, years of service, compliance with department/program standards and leadership/ participation in criteria for Assistant Professor.

Education	Minimum Years of Service	Criteria Documentation (Portfolio) in Teaching Effectiveness and one of the three categories.
Doctorate or Master’s Degree	2	<ul style="list-style-type: none"> • Service to College • Service to Community • Professional Activity
Baccalaureate Degree	3	
Associate Degree	4	

Associate Professor:

Minimum Eligibility includes: Educational requirement, years of service, minimum one year of service since being awarded classification of Assistant Professor, compliance with departmental/program standards and leadership/participation in criteria for Associate Professor.

Education	Minimum Years of Service	Criteria Documentation (Portfolio) in Teaching Effectiveness and one of the four categories.
Doctorate	5	<ul style="list-style-type: none"> • Service to College • Service to Community • Professional Activity • Scholarly Pursuit
Master's Degree	10	

(Full) Professor:

Minimum Eligibility includes: Educational requirement, years of service, minimum two years of service since being awarded classification of Associate Professor, leadership with department/ program standards and leadership in criteria for (Full) Professor.

Education	Minimum Years of Service	Criteria Documentation (Portfolio) in Teaching Effectiveness and two of the four categories.
Doctorate	10	<ul style="list-style-type: none"> • Service to College • Service to Community • Professional Activity • Scholarly Pursuit

Faculty currently employed with STC, during the initial implementation may apply for the highest eligible classification.

Faculty with full-time regular teaching experience at other regionally accredited colleges or universities will be credited with two years for every three years towards the years of service requirement for academic classification, with a maximum of eight years upon employment with STC.

A faculty member may be hired at the classification of Assistant Professor or Associate Professor under the following conditions:

1. Meets the educational requirement.
2. Meets the following years of service.
 - a. For Assistant Professor, a minimum of four (4) years as a full-time regular faculty member from a regionally accredited institution of higher education.
 - b. For Associate Professor, a minimum of eight (8) years as a full-time regular faculty member from a regionally accredited institution of higher education.
3. Complies with the criteria of teaching effectiveness and additional categories for the appropriate level by providing support documentation.
4. Receives departmental recommendation.
5. The search committee must submit a recommendation to the Department/Program Chair for consideration. The Department/Program chair will route a recommendation to the Academic Classification Committee, who will provide a recommendation to the Vice President for Academic Affairs for final approval.

No credit will be awarded for part-time college or full- or part-time elementary or secondary school teaching experience.

Academic classifications are not used for salary placement or salary determination. This policy does not negate Policy 4115 (Personnel Appointments) or Policies 4911 (Disciplinary Documentation Procedures for Non-Annual Employees and Non-Renewal of Annual Employees) or 4921 (Termination of Annual Employees during the Term of Their Letter of Appointment).

Expectations for faculty with Academic Classification will include leadership with achieving departmental/program goals, leadership/participation in criteria for the respective classification, and compliance with Board approved policies.

The evaluation of faculty with Academic Classification will include faculty evaluations by department/program Chair or respective Division Dean and student evaluations.

Emeritus Status:

The additional classification of Professor Emeritus may be granted, according to established procedures, to a faculty member who has been awarded academic classification (Assistant Professor, Associate Professor or Full Professor) by the College-wide Academic Classification Committee (CWACC) one semester prior to, but no later than one semester after his or her retirement. The emeritus status is limited however. In any given year, the number of emeritus awards to eligible retiring faculty or recently retired faculty shall not exceed one percent (1%) of the number of full-time regular faculty on record for the spring semester of the academic year in which any retiring or retired candidate is nominated for Professor Emeritus classification. (END POLICY)

Faculty Procedures for Academic Classification

Important note: *Applications which do not meet the years of service or educational requirements will be returned to the applicant.*

1. The faculty member must print out the Application for Academic Classification and fill out the top section. The faculty member must also take the Application to Human Resources to have them fill out the second section. Note that the Human Resources personnel may not be able to fill out the form while you wait. They will probably return it to you via campus mail.
2. Each individual faculty member is responsible for assembling his/her portfolio. They may ask the chair's or department secretary's assistance in locating documentation. However, photocopying/scanning and inputting are the responsibility of the faculty member. Please see the guidelines for assembling your portfolio below.

What to include in your portfolio:

- A cover letter to the committee, mentioning the rank for which the portfolio is submitted and the areas included in the portfolio;
- Sample teaching evaluations for more than one year (student and supervisor);
- Attendance at non-STC professional development activities and STC professional development activities beyond the regularly scheduled professional development days;
- College service, including committees served on, advising responsibilities, etc.
- Research published or presented in a professional venue;
- Community service;
- Other activities that do not fall into the above categories

What not to include in your portfolio:

- Attendance at regularly scheduled STC professional development days;

Portfolio Submission:

- Portfolios must be voted on by the department and submitted to the Office of the Vice President for Academic Affairs by November 1st and April 1st
3. Wherever possible, documentation should be provided for each portfolio entry. See below for examples of appropriate documentation. It may not be possible to document each entry. However, the more documentation presented the stronger your portfolio will be. Portfolios with insufficient documentation will be returned to the faculty member with a request for more documentation.
 4. The faculty member must make his/her portfolio available at least two weeks prior to the department meeting where it will be voted on. At that time, the faculty member must also turn the Application for Academic Classification in to his/her department chair.

Portfolio Guidelines for Academic Classification

1. Place your Application for Academic Classification at the front of your portfolio. Application form must have the HR section completed.
2. Create a separate section for each of the following categories in this order:
 - a. Teaching effectiveness
 - b. College service
 - c. Community Service
 - d. Professional activities
 - e. Scholarly pursuits
 - f. Other

Tab each section with a label for easy reference. Please also number each page in your portfolio. This way, if it gets dropped it can easily be put back into order. Do not include a section if you have no activities

appropriate for that section. Finally, please present your materials in a binder or in another professional manner, so that the materials will not easily get out of order or fall out.

3. The first item in each section should be a list, in chronological order, of all the items/activities appropriate to that section. This list should clearly indicate if an item is not documented. (Note: you should make every effort to make the documentation of items in your portfolio as complete as possible. However, it may not be possible to document everything, especially older items.) The list for the various sections should contain the following information:

- a) Teaching effectiveness
 - i. Student evaluation or classroom observation
 - ii. Date
 - iii. Overall Average
- b) College service
 - i. Name of committee/role
 - ii. Committee chair or supervisor
 - iii. Dates of membership
 - iv. Frequency of meetings/approximate number of meetings attended

Note: if your department uses activity reports for college service, you may submit them in place of the list if you wish. However, college service activities should still be documented wherever possible.
- c) Community Service
 - i. Name of organization
 - ii. Role
 - iii. Dates of involvement
 - iv. Frequency/time commitment
- d) Professional activities (including professional development)
 - i. Event
 - ii. Date
 - iii. Location
- e) Scholarly pursuits (research)
 - i. Title
 - ii. Publication or presentation details
- f) Other
 - i. Description
 - ii. Date

Following the list, place your documentation for each item/activity. Documentation should be placed in the same order as the list at the beginning of the section. Examples of documentation might include the following:

- Teaching effectiveness – copies of teaching evaluations
- Professional development – event agenda/program cover; travel voucher
- College service – copy of minutes or agenda; copy of email regarding the committee; sign-in sheet; note from chair of committee or supervisor if not a committee activity
- Research – copy of page from conference program showing presentation date/time; title page/first page of publication
- Community service – letter from supervisor; sign-in sheet

Note: This is a professional portfolio and should reflect that fact. All items should be typed. Where appropriate, letters used for documentation should be on letterhead.

LEADERSHIP ROLES

Dean Duties and Responsibilities

The Dean administers an academic or technical division and its programs; manages departmental curricula district-wide; and provides visionary, results-oriented leadership to the division.

1. Directs the development, implementation, and evaluation of a learner-centered curriculum and the performance indicators of the division with an emphasis on quality of instruction and the innovative use of technology.
2. Manages the division's faculty and staff and recommends hiring, advancement, and retention. Appoints and evaluates program chairs, evaluates the division's support staff, and administers personnel procedures
3. Develops, recommends, implements, and administers the annual division budget. Monitors program expenditures to ensure compliance with approved budget. Oversees procurement, usage, and disposition of division properties and materials.
4. Manages faculty utilization and workload. Ensures that qualified faculty are available for staffing of courses
5. Facilitates responsiveness of support services to meet needs of the division faculty, staff, and students
6. Recommends and implements marketing, promotion, recruitment, and retention strategies for programs in the division in cooperation with the Office of Public Relations and Marketing and community leaders and organizations.
7. Approves program class schedules developed by program chairs, schedule changes, and initiates class cancellations.
8. Submits required reports and provides specific information to college administrators and regulatory bodies as requested.
9. Serves as a member of standing college councils, committees, and task forces.

DEPARTMENT CHAIR MAJOR DUTIES AND RESPONSIBILITIES

STC Board Policy DEA – Compensation and Benefits: Salaries and Wages

Career Program and Academic Department Chairs shall be appointed by the Vice President for Academic Affairs, upon the recommendation of the appropriate Division Dean, each August for the subsequent academic year. The structure for compensation and responsibilities to be performed will be determined during the annual salary plan process.

Updated March 9, 2023

Prior to acceptance of assignment, the employee must disclose to appropriate Dean, Vice President, and Human Resources whether relationships exist (per Policy 4212 Employment and Supervisory Relationship of Relatives), which may present a conflict of interest.

Summary of Department/Program Chair Duties

The Chair serves as immediate supervisor for all departmental faculty and staff and provides district-wide leadership for planning, development, evaluations, and improvement of instruction within the department/program to ensure student success, retention, and transfer/placement/graduation.

1. Manages department/program enrollment by recruiting, advising, and participating in outreach activities to attract new program majors. Coordinates with division-based advisor(s) all academic advising and registration processes for students majoring in department/program offerings.
2. Coordinates community events to promote their program in collaboration with Public Relations and Marketing departments.

3. Coordinates with division- based advisor(s) all academic advising and registration processes for students majoring in department/program offerings.
4. Works cooperatively with College student support services to ensure student progress toward program completion and placement.
5. Supervises planning and program evaluation to achieve student success.
6. Assists the Deans with the preparation and management of departmental/program budget and maintains minutes of all meetings.
7. Prepares class schedules, assigns teaching loads, monitors class coverage, oversees instructional facilities, and addresses student concerns.
8. Evaluates all departmental faculty and staff and coordinates the evaluation of adjunct and dual credit faculty.
9. Interviews and recommends qualified adjunct faculty, lecturer, dual credit, and full-time faculty.
10. Coordinates the development, revision, and implementation of section outlines and master syllabi to ensure consistency in course competencies across the District.
11. Maintains the department's program compliance with standards of accreditation.
12. Coordinates departmental textbook selection and submits order forms on a timely basis.
13. Works with the Partnership for Community, Business, and Industry Training to meet the continuing education needs of the community.
14. Oversees the development of required college documents including IE plans, Learning Outcome reports, Faculty Compensation related documents.
15. Conducts regular departmental meetings.
16. Supervises departmental faculty and full time and part-time staff.
17. Performs other duties as assigned by the Dean.

Supervisory Responsibilities:

Supervises departmental faculty and staff.

Professional Development for New Chairs:

As part of our continuous improvement plan, it is important that all interim chairs and new chairs participate in the Chair Academy (CA). Participating in the academy is essential to fulfill the chair duties and responsibilities. The (CA) is designed to offer opportunities and resources to build leadership capacity.

In addition to the Chair Academy, the Office of Human Resources provides various leadership workshops and trainings throughout the year. To ensure effective leadership and best practices, the Office of Human Resources makes available trainings central to chair responsibilities that all interim chairs and new chairs are encouraged to attend.

Submission of Required Documents

As the duties and responsibilities of faculty members of South Texas College include the preparation and submission of course syllabi, curriculum vitae, First Week Financial Aid Rosters, Census Rosters, and Learning Outcome Data by the respective deadlines every semester, and attendance at certain scheduled College-Wide, Divisional, and Departmental meetings and events throughout the academic year, it is the responsibility of the Department/Program Chair to ensure faculty compliance in these matters both by communicating the relevant dates and/or deadlines in question, and, when necessary, implementing disciplinary action for those failing to meet the minimum reporting and/or attendance requirements. This applies to Full-time Faculty, Lecturer, Adjunct Faculty, and Dual Credit Faculty. Among the best practices adopted by various Department/Program chairs at the College are, in ascending order of severity:

- a. Maintaining a running, faculty specific departmental list of missed deadlines/meetings
- b. Email reminders, phone calls, and/or in-person office visits, requesting reasons for late (or no) submission of reports, or requiring leave form submission for missed meetings
- c. Face-to-face discussion regarding missed deadlines/meetings – i.e., casual counseling
- d. Face-to-face discussion regarding missed deadlines/meetings – i.e., official verbal warning
- e. Comments on annual faculty evaluations
- f. Reduction of overload assignments
- g. Official written warning and action plan

Master Syllabi

Concourse Syllabi Management (CSM) is a cloud-based application, which utilizes workflow for the centralized management and review of master syllabi, section outlines, and curriculum vitae.

The master syllabus for each course is prepared by the Department/Program Chair through the CSM application for the purposes of describing individual course requirements/guidance and outlining course-specific (1) institutional information; (2) Chair's (author) information; (3) course information; (4) learning outcomes; (5) departmental course requirements (6) evaluation; (7) required textbook & resources; and (8) policy statements. Learning outcomes must be stated in terms of what the student will be able to do by the end of the course. Additionally, master syllabi for Core Curriculum Courses must include course-specific core curriculum objectives outlined in the most current STC catalog. Each master syllabus must include minimum essential information identified by the Office of the Vice President and Provost for Academic Affairs and Economic Development. Prior to the start of each semester, department/program Chairs are provided an opportunity to update the master syllabi templates through the CSM application. The templates serve as the foundation for the section outlines when generated in the CSM application.

Once the syllabi are generated and the term commences, department/program chairs are responsible for ensuring syllabi and curriculum vitae are submitted/completed by their faculty to comply with [HB2504](#). The Office of Curriculum Planning and Compliance will distribute compliance reports periodically throughout the term to provide a status of completion for each department.

Learning Outcomes Assessment - Chair Responsibilities

Department/Program Chairs play an essential role in leading the Learning Outcomes Assessment process. The duties and responsibilities are as follows:

- Regularly review and discuss the following with faculty:
 - Student skill attainment of Course Learning Outcomes (CLOs), Program Learning Outcomes (PLOs), Core Objectives (COs), and department Accreditation Standards.
 - Program Learning Outcome descriptions, course alignment, assessment methodologies, assessment tools, expected proficiencies, PLO targets, data, instructional improvement strategies, Curriculum Maps, and findings.
- Develop and revise the PLO Assessment Plan:
 - Year 1 – Complete ½ of the instructional strategies to improve student mastery of aligned skills
 - Year 2 – Complete remaining ½ of the instructional strategies to improve student mastery of aligned skills
 - Year 3 – Complete findings and submit assessment plan revisions for the next assessment cycle
- Stay up-to-date with changes to Course Learning Outcomes in the Workforce Education Course Manual (WECM) and Academic Course Guide Manual (ACGM).
- Ensure consistency of learning outcome language and accreditation standards in the syllabi and published documentation.
- Encourage and support faculty in completing accurate JagPRIDE data entry on time.
- Collaborate with the Learning Outcomes Department to coordinate ongoing department training.
- Share course updates with the Learning Outcomes Department.
 - Example: Change in the number of course credit hours

For more information about Learning Outcomes Assessment, please visit the Learning Outcomes homepage at http://academicaffairs.southtexascollege.edu/curriculum/learning_outcomes/

Advisory Committee Meetings

According to the South Texas College's Program Review measures, all Workforce Program Chairs are to convene a minimum of two Advisory Committee meetings per academic year. Information regarding the functions and composition of an advisory committee are adopted from Chapter Three of the Guidelines for Instructional Programs in Workforce Education (GIPWE) and published in the **Summary of Advisory Committee Meeting Procedures For Department Chairs**. This information can be requested from the Academic Initiatives Officer in the Office of the Vice President for Academic Affairs. **Minutes from all Advisory Committee meetings must be maintained by the Program Chair, in accordance with the guidelines.** Refer to the Program Development and Curriculum Revisions section for information on Advisory Committees.

Faculty Evaluations

Department/Program Chairs are responsible for evaluating every full-time faculty member each year (January - December). New Adjunct faculty (including Dual Credit) must be evaluated their first semester, and then each year following. Department/Program Chairs must have a system in place for tracking and maintaining completed evaluations for each faculty member and must submit this information to the Division Dean by required deadlines. Please refer to the [Performance Evaluation Guidelines](#) in this handbook.

Overload Assignment

It is the responsibility of the Department Chairs to submit a cost-effective class schedule that offers optimal opportunity for students district-wide to complete their degree in a timely manner. If such a schedule offers more sections than can be covered by full-time faculty, the chair may evenly distribute overloads among volunteer full-time faculty (and/or adjuncts). Overload assignments need to be equally shared, among willing faculty, with consideration for parity over districts and time slots. Since this is extra work for extra pay, faculty members are expected to perform all regular duties, responsibilities, and college service, and still maintain the quality of instruction and services. For information regarding compensation for overload assignments, refer to the Compensation section of the handbook.

Recruitment and Assignment

In conjunction with the Office of Human Resources, each department is responsible for the recruitment of qualified faculty members for vacancies. Information regarding the hiring and onboarding process can be found on the Human Resources webpage for South Texas College.

Final Examinations

In accordance with Texas Administrative Code, Chapter 4, Subchapter A, Rule §4.5, “a semester normally shall include 15 weeks for instruction and one week for final examinations or a total of 16 weeks instruction and examinations combined.” To fulfill the required contact hours of a course as prescribed by the Texas Higher Education Coordinating Board, a final exam or instructional activity is required on the last week of the semester, typically known as Finals Week. Minimester and Summer Sessions require a finals day, where either a final exam or other meaningful instructional activity is implemented. The College calendar schedules days at the end of the semester providing two-hour blocks for testing. During this time, classes will not meet except during their scheduled testing time. Since summer classes meet for at least two-hour blocks, they will test during their last scheduled meeting. For some courses, a Departmental Final Examination may be mandated. Faculty should check with their Chair to determine if their department uses a departmental final. If, for any reason, faculty believe that they should not follow the official examination schedule, they should discuss the matter with the Chair before making any announcement to the class. Changes to the final exam schedule may result in room conflicts. Faculty are requested to submit two copies of each final examination to the Chair after it has been administered. The Chair will forward one copy to the appropriate chairperson.

The final exam schedule is developed for traditional classes. Faculty teaching Hybrid or Minimester courses that do not fall within the meeting times of the final exam schedule should work with students to resolve possible final exam conflicts. Refer to Appendix D for the final exam schedule.

Outside Employment

Chairs will comply with *TASB Policy DBF – Employment Requirements and Restrictions: Outside Employment* and request that Faculty submit in writing any outside employment within two weeks of each semester. Chairs will collect this information and submit them to the Division Dean.

The written statement should include the following information:

- Type of activity
- Scheduled times
- Place and telephone information
- Contact person

Department Meeting

Department chairs conduct a formal departmental meeting per month (minimum of 3 meetings per semester) and if necessary additional informal meeting. The purpose of the meetings is to coordinate the departmental activities as listed under chair duties and responsibilities. The meetings are also the platform to share important college-wide information, coordinate the required activities and projects for the department.

Travel Guidelines for Faculty Professional Development

South Texas College allocates funds to each department for faculty professional development activities. Budgets are overseen by the Department Chair, Division Dean, and the Provost for Academic Affairs and Economic Development.

A request for travel for Professional Development purposes will require a departmental approval process. Below are the recommended guidelines for the Professional Development Travel Approval Process by Departments.

Departmental Guidelines:

- Department/Program Chair will regularly provide an updated travel budget during department/program meetings. The report should include:
 - Balance of the travel budget;
 - List of all faculty who have traveled as of that date and the conference (or other event) information; and
 - List of all faculty whose travel has already been approved but has not yet occurred.

Pre-Travel Process:

- Departments/programs will develop guidelines for prioritization of requests for travel. Funds will be approved based on these priorities and will be used until they are exhausted.
- Any upcoming request for travel will be presented during a departmental meeting (or via email) prior to the scheduled travel for discussion and feedback.
- Requests to use professional development funds to present at a conference must be approved prior to submission of the presentation proposal.

For Professional development travel funds for faculty can be used for activities that:

- Directly benefit the College's instructional programs, faculty effectiveness, program development, etc.;
- Are cost effective;
- Do not unduly burden other faculty/staff members because of the absence of the faculty member travelling; and
- Relate to the content, associated student learning outcomes, and/or instructional delivery of the course(s) taught by the faculty member.

Post-Travel Process:

- All faculty who use departmental travel funds to travel will be asked to share highlights and take-aways from the conference during one of the department meetings and, if applicable, other college professional development events.

Faculty on an improvement plan will only be eligible for professional development travel explicitly included in the improvement plan.

Guidelines for Scheduling Classes

Department/Program Chairpersons are responsible for scheduling of both traditional and non-traditional instructional courses; creating additional sections; assigning, changing, or reassigning faculty rests with the appropriate Department/Program Chair. Deans are ultimately responsible for monitoring and managing the workloads of faculty and Department/Program Chairs within their respective Academic Divisions. The following guidelines for scheduling classes have been developed to ensure a positive learning environment for students and efficient and effective utilization of classroom space.

Centralized Course Scheduling Process

The growth in course offerings at STC has made it necessary to establish a centralized course scheduling process. The scheduling process for traditional courses will be managed and monitored by the Curriculum Planning & Compliance Department. Dual credit scheduling is managed by the Director of Dual Credit Scheduling and Enrollment Services. This process will be in place for all STC campuses and any future teaching sites. Scheduling Specialists at the Curriculum Planning & Compliance Department will be the authorized individuals to enter courses and classroom assignments into the Banner system, as provided by the Department/Program Chairs, according to the Classroom Distribution List established for each Campus. At such time when the initial schedules for each semester are completed, and additional courses are added, the Scheduling Specialists will assist the Department/Program Chairs in locating appropriate available classrooms. In this process, Campus Administrators will play an important role by providing advice regarding the classroom usage at their campus.

General Scheduling Guidelines

1. Each course that is scheduled must be in the current course inventory.
2. If a course is in neither the ACGM nor the WECM, then it can only be scheduled if a Unique Need, Local Needs or Special Topics application has been approved by the Texas Higher Education Coordinating Board (THECB).
3. Only Department/Program Chairs and Deans may submit course schedules to the Scheduling Specialists. Co-Chairs need approval from the appropriate Chair and/or Dean if they are to schedule classes. Scheduling requests can be submitted via an excel file or an email to the Scheduling Specialists. The Associate Vice President for Dual Credit Programs and School District Partnerships will submit the schedule for Dual Credit and Academy courses.
5. Each course that is scheduled must include all the details (course modality, part of term, etc.).
6. Each course that is scheduled must have a location and time assigned in order to comply with the international student regulations. The exceptions to this rule include online and external learning experiences.
6. Each course that is scheduled must be offered to:
 - Serve the entire College District; and
 - Meet the sequence of course offerings published in the college catalog.
7. The schedule should be created by analyzing past patterns of classes that made and did not make, using data obtained through any of the college's approved systems, such as Argos and the Banner system. The proposed schedule should provide for expected growth at all campuses, sites, and instructional mediums throughout the College's two-county service district.

First Review Procedures

Schedule Roll

When the schedule is rolled for each term, the course schedule is copied from the same previously offered term (i.e. Spring to Spring). In preparation for the schedule roll, the part of terms from the previous offered term are reviewed and new dates are drafted to align with the academic calendar for the specific term. The start date, end date, and number of weeks is verified and are reviewed to ensure there is no overlapping with other regular terms. The drafted session calendar for all part of terms is reviewed by the respective department/program chairs and the Director of Dual Credit Scheduling and Enrollment Services to confirm acceptable dates of the part of terms. Next, the Director of Student Financial Services reviews that the part of terms are in compliance with federal aid regulations. Finally, the Coordinator of Compliance reviews and creates the part of terms in the Banner system to include start/end dates, census date, last day to withdraw, and reinstatement dates. Thereafter, the Curriculum Planning & Compliance Department will roll the schedule and prepare the course schedules files to be shared with Division Deans for distribution to Department/Program Chairs. The course schedules are processed according to the timelines below.

Timelines

1. The schedules are pulled from Banner according to the following schedule:

Term	Roll Schedule	Tentative Deadline for 1st Review
Spring Schedule	May	June 30th
Summer Schedule	September	September 30th
Fall Schedule	December	January 31st

Minimesters

South Texas College offers minimester classes during the Fall, Spring, and Summer that range from 3 weeks to 14 weeks. Minimester sessions previously offered that are not utilized or approved to be offered temporarily will be removed. Department/Program Chairs requiring a minimester for dates and number of weeks not already offered are required to submit a memorandum to the Curriculum Planning & Compliance Department and must include a substantive justification for the request of a new minimester. The request is reviewed and forwarded to the Associate Vice President for Academic Success & Advancement and the Division Dean for approval. Upon approval, the request is reviewed by the Director of Student Financial Services and the Coordinator of Compliance to ensure the dates are in compliance with federal regulations and for the creation of the minimester. The Department/Program Chair is notified once the part of term has been created so that they can proceed with submitting their scheduling request to the Scheduling Specialists at the Curriculum Planning & Compliance Department. All requests for a new minimester must be received and approved before registration begins for the requested term.

Submission Guidelines

The entire schedule submitted by the Chair to the Scheduling Specialists must:

- Be submitted by the deadline. First review deadlines are communicated to the deans and chairs via email;
- Include a classroom assignment for **all campuses**, according to the pre-assigned Classroom Distribution List;
- Be balanced between primetime, non-primetime, and weekends;
- Have the approval of the Associate Vice President for Dual Credit Programs & School District Partnerships for all dual courses;
- Be scheduled according to the Uniform Class Times. The following exceptions may be allowed depending on the availability of facilities and class time offering:
 - Courses taught at the Technology, NAH and Starr County campus. (Note: The Office of Curriculum Planning & Compliance will evaluate the impact of these offerings on other class offerings within the same campus to minimize conflicts.)
 - Courses that fall outside the hours of 8:00 am – 4:00 pm during the weekday and anytime on the weekends.
 - Courses offered in external facilities.
 - Courses offered in specialized classrooms in which no other department may be able to utilize. These include:
 - Culinary kitchen
 - Science labs
 - Classrooms with specialized equipment
 - Grant-funded classrooms
 - Courses offered as Guided Self-Studies (GSS) / Independent Study (IS) and any other non-traditional delivery of instruction.

Any exceptions to the Uniform Class Times that do not fall within the conditions listed above must have prior approval from the Associate Vice President for Academic Success & Advancement and Division Dean. Approved exceptions are only valid for the semester requested.

The Uniform Class Times have been established to comply with the Texas Higher Education Coordinating Board (THECB) guidelines which define a contact hour as a time unit of instruction consisting of 60 minutes, of which 50 minutes must be direct instruction. This allows for a 10-minute break for each instructional hour. While the institution's uniform class times accommodate these breaks to support effective instruction and student well-being, some instructional programs may utilize the entire instructional hour to comply with programmatic state and/or licensing requirements.

The Scheduling Specialist will conduct course schedule audits to ensure accuracy in scheduling data and compliance with instructional time.

All online courses offered must have been approved for online instruction and staffed with certified online faculty. To ensure compliance with SACSCOC and THECB allowable percentages for online degrees, the Dean for Digital Learning will review the schedule of online and hybrid offerings and may request changes accordingly.

The Classroom Distribution List will be adhered to by the Scheduling Specialists for any courses scheduled prior to the deadlines listed above. After the deadlines, courses submitted without room assignments will be assigned to any available room, if no rooms are available from the department's assigned classrooms. The Scheduling Specialists will attempt to schedule in rooms from the same Division whenever possible. Starting three (3) months prior to the start of a semester, courses for which room assignments are not available (TBA's) will not be added to the schedule.

Expanded Meeting Times

Department chairs should utilize the Expanded Meeting Times found in Appendix F in order to meet the required contact hours for courses scheduled once-a-week. The Expanded Meeting Times document is updated annually in alignment with the STC board-approved Academic Calendar. For assistance with a calculation of the instructional time, you may contact the scheduling staff at the Curriculum Planning & Compliance office.

The Section Codes/Numbers, and Uniform Class Times including Expanded Meeting Times, can be found in the appendix area (Appendix E – F.)

Guidelines for Class Maximums Instructional Efficiency

1. All classes requiring the use of a classroom will have class maximums set to the room capacity figures established by the Facilities Department; exceptions are noted below. Room capacity figures are established by the available furniture in the classroom and are aligned to municipal Fire Code restrictions. By default, course sections will be set at the **approved cap**, as noted below. Increasing the cap to the **allow to enroll up to** will be at the department chair's request.

Exceptions include the following:

Discipline	Approved Cap	Allow to Enroll Up to
ARTS 1301, ARTS 1303, ARTS 1304 in G-115 (Weslaco)	30	30
ARTS 2313, ARTS 2333, ARTS 2348, ARTS 2356	16	16
AUMT 1201, AUMT 1407, AUMT 1410, AUMT 1416, AUMT 1419, AUMT 2417, AUMT 2421, AUMT 2425, AUMT 2434, AUMT 2313, AUMT 1345, AUMT 1267, AUMT 1316, AUMT 2266, AUMT 2267	15	15
AUMT 1266	14	14
CDEC 1313, CDEC 1319, CDEC 1321, CDEC 1323, CDEC 1358, CDEC 1356, CDEC 1359, CDEC 2326, CDEC 2328, CDEC 2336, CDEC 2307	24	24
CDEC 1167, CDEC 2166, CDEC 2167	20	20
CHEM 1411, CHEM 1412, CHEM 2423, CHEM 2425	24	24
CSFH 0101	24	24

CSIR 1355	15	15
DEMR 1401, DEMR 1405, DEMR 1410, DEMR 1229, DEMR 1442, DEMR 2432, DEMR 1416, DEMR 1323, DEMR 1417, DEMR 1230, DEMR 1303	16	16
DEMR 1266	14	14
Developmental English, Developmental Reading	22	24
Developmental Mathematics	30	30
DRAM 1330	20	22
DRAM 1351, DRAM 1352	24	26
DRAM 1120, DRAM 1121, DRAM 2120	8	8
EDUC 2301, EDUC 1301	24	26
ELMT 1411	14	14
ELPT 1429, ELPT 1419, ELPT 1411, ELPT 1420, ELPT 1445, ELPT 1357, ELPT 2319	14	14
ELPT 1325, ELPT 2325	18	18
ENGL 1301, ENGL 1302	22	24
HART 1401, HART 1407, HART 1410	14	14
Kinesiology Courses	Dependent on facility	
MUAP -Applied Courses	1	10
MUEN -Ensemble Courses (Small)	5	10
MUEN -Ensemble Band & Choir Courses (Large)	10	25
MUSI -Guitar Class	5	Room Cap
MUSI -Piano Class	Dependent on facility	16
SPCH 1311, SPCH 1315, SPCH 1318, SPCH 1321	24	25
SPAN 1411, SPAN 1412	24	25
TECA 1303, TECA 1311, TECA 1318, TECA 1354	24	24
WIND 2359	14	14

- Registration overrides to the class maximums are discouraged. If overrides are approved, it is the responsibility of the Chair and Dean to ensure that the overrides do not result in course attendance/enrollment that exceeds the capacity of the room or violation of fire codes.
- Class sizes for exceptions will be reverted back to their approved caps the day before census date for the report on instructional efficiency.

Discipline	Approved Cap	Allow to Enroll Up to
Online classes	25	28

- A week prior the start of the semester, the Office of Curriculum Planning & Compliance will send an email to the Department/Program Chairs reminding them of the blanket approval to increase online class capacities to 32.

Exceptions include the following:

Discipline-Online courses	Approved Cap	Allow to Enroll Up to
CDEC 1167, CDEC 2166, CDEC 2167	20	20
Developmental English, Developmental Reading	22	24
EDUC 2301, EDUC 1301	24	26
ELPT 1325, ELPT 2325	28	28
ENGL 1301, ENGL 1302 -ENGL/INRW Corequisite Sections	20 20	22 22
SPAN 1411, SPAN 1412	20	22

Discipline-Hybrid courses	Approved Cap	Allow to Enroll Up to
AUMT 1201, AUMT 1407, AUMT 1410, AUMT 1416, AUMT 1419, AUMT 2417, AUMT 2421, AUMT 2425, AUMT 2434, AUMT 2313, AUMT 1345, AUMT 1267, AUMT 1316, AUMT 2266, AUMT 2267	15	15
AUMT 1266	14	14
CSIR 1355	15	15
DEMR 1401, DEMR 1405, DEMR 1410, DEMR 1229, DEMR 1442, DEMR 2432, DEMR 1416, DEMR 1323, DEMR 1417, DEMR 1230, DEMR 1303	16	16
DEMR 1266	14	14
ELPT 1429, ELPT 1419, ELPT 1411, ELPT 1420, ELPT 1445, ELPT 1357, ELPT 2319, ELPT 2437	14	14
ELMT 1411	14	14
HART 1401, HART 1407, HART 1410, HART 2431, HART 1445, HART 2445, HART 2438, HART 2441, HART 2442, HART 2434	14	14
WIND 2359	14	14

4. Rooms with a capacity larger than 60 will be limited to 60 students, unless specifically set by the Chair of the department.
5. Any other exceptions to these guidelines must have written approval of the appropriate Division Dean and the Associate Vice President for Academic Success & Advancement.
6. Dual credit classes taught at the high schools by STC Faculty will be determined by the fire code limit of the classrooms at each high school, not to exceed 25 students per class. Classes with more than 25 students will result in additional compensation for the faculty based on the established formula.
7. Allied Health class size maximums may be set at numbers lower than 25 or the classroom capacity when required by Professional Accreditation Standards.

Nursing & Allied Health Programs

Program	Theory Class Size	Skills Theory Class Size	Lab Class Size
EMT	30	30	10
HMAS	24	n/a	20
HITT 1305	30	n/a	n/a
MAT	16	16	16
OTA	25 Hybrid Classes	20	10
PTCA	20	20	10
PHARM	30	n/a	10
PTA	20	20	10
RADT	22	22	10
RESP	30	20	10
VN	30	20	10

Associate Degree Nursing		
Program	Theory Class Size	Lab Class Size
RNSG 1140	30	30
RNSG 1144	30	10
RNSG 1205	30	10
RNSG 1209	30	n/a
RNSG 1301	30	n/a
RNSG 1341	30	n/a
RNSG 1343	30	n/a
RNSG 1412	30	n/a
RNSG 1417	30	30
RNSG 1513	30	n/a
RNSG 2213	30	30
RNSG 2221	40	n/a
RNSG 2331	40	40

Prior Learning Assessment

Prior Learning Assessment (PLA) is the evaluation of an individual's learning outside of the college classroom and gives students an opportunity to earn college credits for college-level knowledge they have acquired through experience, including licensure/certification, advanced high school courses, non-credit to credit course completion, or internal credit by exam. Course credit is awarded when content mastered through an experience is comparable to the student learning outcomes of an STC course.

The role of the Department/Program Chair in prior learning assessment includes the assessment and evaluation of competencies based on the learning outcomes of a course(s). This can be achieved through internal credit by examinations, external exams, continuing education mirror coursework, and/or through professional licensure/certifications.

For further information regarding options available for Prior Learning Assessment, please refer to South Texas College's Prior Learning Assessment Guidelines and Procedures Manual available on the Academic Affairs website: <https://academicaffairs.southtexascollege.edu/pdf/pla-guidelines-and-procedures-manual.pdf>

Internal Credit by Examination

Credit by Examination for **technical courses only** may be earned by departmental examination. The Program Chair along with department faculty determine which courses can be challenged and the competencies that will be assessed based on the learning outcomes for the course. Program chairs are responsible for administering the internal credit by examinations. All assessments are similar to exams administered in a traditional course, and the same assessment is used at all STC campuses. Depending upon the nature of the course, the examination may consist of practical demonstration(s) of competence.

External Exams

Department Chairs are responsible for maintaining the eligibility standards for students regarding Advanced Placement (AP), College-Level Examination Program (CLEP) and International Baccalaureate Diploma (IBD) examinations. This includes a review of the minimum score requirements for STC credit, the validation of the subject areas for credit, and the advisement of students to determine if the credit by examination is applicable to their degree plan. Faculty and students should refer to the **College Catalog** for eligibility criteria and required scores for approved course subjects for Advanced Placement (AP), College Level Examination Program (CLEP), and International Baccalaureate (IB).

Department Chairs that wish to revise the external exam requirements, including updating the minimum score requirements and/or add to or modify the STC course credit equivalencies should contact the Transfer and Educational Advancement Center. Modifications approved will be updated for the next catalog cycle.

Department Chairs should refer to the score scales for each examination below to determine course grade equivalencies as a determining factor for awarding credit.

Advanced Placement (AP)

While attending high school, students are able to pursue college-level studies with the opportunity to earn college credit by taking AP exams. The score scale below serves as a guide for course grade equivalencies.

AP Exam Score	Recommendation	College Course Grade Equivalent
5	Extremely well qualified	A+ or A
4	Very well qualified	A-, B+ or B
3	Qualified	B-, C+ or C
2	Possibly qualified	-
1	No recommendation	-

Source: <https://www.collegeboard.org>

In accordance with Texas Education Code, Section §51.968, in establishing the minimum required score on an Advanced Placement examination for granting course credit for a particular lower-division course, an institution of higher education may not require a score of higher than three unless the institution's chief academic officer determines, based on evidence, that a higher score on the examination is necessary to

indicate a student is sufficiently prepared to be successful in a related, more advanced course for which the lower-division course is a prerequisite.

College Level Examination Program (CLEP)

A CLEP exam allows students to demonstrate mastery of college-level knowledge in a particular subject. The American Council on Education's (ACE) recommended scores for each subject area are published on the College Board website. (<https://clep.collegeboard.org/pdf/what-your-score-means.pdf>) The raw examination score is converted into a scaled score ranging from 20 – 80 points, with a score of 50 set as an equivalent to the letter grade of “C”. The score equivalency to the letter grade of “B” varies by subject area but are referenced on the College Board website.¹ Department Chairs/Program Chairs should review the score equivalencies annually to ensure minimum score requirements are up-to-date on the College Catalog.

In accordance with Texas Education Code, Section §51.968, in establishing the minimum required score on a CLEP examination for granting course credit for a particular lower-division course, an institution of higher education may not require a score higher than the minimum score recommended by the American Council on Education for granting course credit for that examination unless the institution's chief academic officer determines, based on evidence, that a higher score on the examination is necessary to indicate that a student is sufficiently prepared to be successful in a related, more advanced course for which the lower-division course is a prerequisite.

Credit for International Baccalaureate Diploma (IBD)

The International Baccalaureate Diploma is an international program of courses and exams offered at the high school level for students that follow the IB curriculum. Students with IB diplomas or certificates may receive up to 24 credit hours based upon minimum scores of four in either the Standard Level (SL) or Higher Level (HL) subject group examinations. Texas Education Code, Section §51.968 states the “institution may grant fewer than 24 semester credit hours if the student received a score of less than four on an examination administered as part of the diploma program.” The IB does not assign passing scores for individual courses. A student simply receives a course score between one through seven. The grade descriptions for each course give an indication of the level of achievement a student reached for any given score and can be found on the IB website.²

STC Non-Credit to Credit Conversion

The STC Continuing Education Program has designed the Career Pathways Project which implements an agreement between Continuing Education and Academic Divisions for awarding SCH for qualifying CEUs. Program Chairs are responsible for collaborating with the Continuing Education department to approve the syllabus, curriculum, student learning outcomes, and the faculty credentials for the instructor of the course. For further information, Program Chairs should contact the Continuing Education department or reference the [Prior Learning Assessment Manual](#).

Licensure and Professional Certification

STC provides educational pathways for individuals who earn professional certification locally, regionally, and nationally. Credit is based on competencies demonstrated through successful completion of the certification or state licensure assessment. The Program Chair is responsible for evaluating the license and/or certificate to determine if credit can be granted. A crosswalk between the certifying or licensing agency's competencies and the course offerings at the College should be established to document the awarding of credit for compliance purposes. Procedures for granting credit can be found in the Prior Learning Assessment Guidelines and Procedures Manual available on the Academic Affairs website: <https://academicaffairs.southtexascollege.edu/pdf/pla-guidelines-and-procedures-manual.pdf>

¹ <https://clep.collegeboard.org/develop-your-clep-program/create-a-clep-policy/ace-credit-recommendations/b-level-score-recommendations>

² <https://www.ibo.org/contentassets/0b0b7a097ca2498ea50a9e41d9e1d1cf/dp-grade-descriptors-en.pdf>

Personnel Appointments Board Policy 4115 (rev. 06/27/2017)

The President of the College or the President's designee(s) is (are) authorized to employ, set the terms of employment, terminate, suspend, and otherwise make personnel decisions concerning personnel for Board approved Staffing Plan and temporary positions. No employee of the College other than the President has any authority to make oral or written representations or agreements with any employee for employment for any specified length of time or for employee benefits.

Employees whose positions fall within the Executive, Administrative, or Faculty job classifications, with the exception of the College President, are employed on a one (1) year or less employment contract basis with no expectation of continued employment or property rights beyond the length of appointment. The letter of appointment must be electronically or manually signed by the President and by the respective employee and returned to the Office of Human Resources by stated deadline.

Adjunct, lecturer, and dual credit faculty are employed on an as needed basis, non-contractual, at will, basis with no expectation of continued employment or property rights beyond the semester assignment.

Grant funded employees, not employed under a letter of appointment, are employed as an as needed, non-contractual, at-will basis with no expectation of continued employment or property rights beyond the assignment or timeline of the grant.

All non-faculty employees whose positions fall within the Full Time Temporary category, including Professional/Technical Support, Classified, Direct Wage, or Workstudy job classifications are employed on a non-contractual, at-will basis with no expectation of continued employment or property rights beyond the assignment term.

A full-time regular faculty and non-faculty employees are employees whose position are included in the Staffing Plan adopted by the Board of Trustees in conjunction with the College's fiscal year budget.

All new hires are considered to be officially employed after they have completed the required hiring documents. Each individual shall report to the Office of Human Resources, provide the necessary documents required by the Immigration Naturalization Service, present his/her social security document for the College payroll system and complete all other new hire paperwork. When the orientation process is concluded, an Authorization to Work form will be given to the new employee authorizing him/her to report to their respective Department and Supervisor.

Personnel appointments are graded and compensated per the Board approved Employee Pay Plan and Staffing Plan. Employees may not earn additional compensation for work/projects for the college which requires the same skills or consists of the same responsibilities inherent in their position with the college and included in the position's job description. (END POLICY)

Faculty Appointment Procedures

It is the policy of South Texas College that employees whose positions fall within full-time regular Faculty job Classifications are employed on a one (1) year or less employment contract basis with no expectation of continued employment or property rights beyond the length of appointment. The term contract must be electronically or manually signed by the President and by the respective employee and returned to the Office of Human Resources and Talent Development by the stated deadline.

The President of STC is the only official of South Texas College authorized to issue faculty or administrative and executive term contracts. Nothing in the term contract, or any document used by the College, shall be construed to imply a right of expectation of employment beyond the appointment term.

Assistant Chair Duties and Responsibilities

The Assistant Chair is recommended by the Chair and is approved by the Division Dean approval and is compensated by a non-teaching special assignment (3 LHEs per semester) and performs activities and duties upon the Chair's request. Assignment period is for one semester. Prior to acceptance of assignment, the employee must disclose to appropriate Dean, Vice President, and Human Resources whether relationships exist (per Policy 4212 Employment and Supervisory Relationship of Relatives), which may present a conflict of interest.

Depending on the department and its unique needs, the Assistant Chair will be assigned to one or more of the following activities that may include:

- Scheduling of courses
- Program development and research
- Facilitating departmental initiatives such as major fairs and promotional visits
- Working with majors for advising and retention purposes
- Representing the department at Mid Valley and Starr County
- Performing faculty observations on Dual Credit Faculty, Lecturers, and Adjunct Faculty
- Monitoring and facilitating PRIDE submissions
- Coordinating Advisory Committee meetings
- IE plan facilitating/data gathering
- Assisting with dual credit program activities
- Other duties as assigned

Program Coordinators Duties and Responsibilities

Program Coordinators

The Program Coordinator is a full-time regular faculty who is assigned to assist the Program Chair of a multi-discipline department with oversight of a program/specialization/or discipline within that department to ensure that the institution assigns responsibility for program coordination, as well as for curriculum development, to an academically qualified full-time faculty for each major in a degree program.

COMPENSATION

Faculty Salary Plan

Purpose

The purpose of the faculty salary plan is to offer competitive salaries to faculty, as well as to reward attaining advanced degrees and to reward years of service.

The main factors in the salary plan are education and experience. LEVELS are determined by education. STEPS are determined by the years of experience in higher education or equivalent public education or field related technical work experience.

Following initial placement on the salary plan (Appendix B), faculty members may advance within the salary schedule by meeting stated incremental requirements for education and experience.

Relationship Between Contact Hours and LHEs

For courses where compensation is not based on individual student enrollment, Lecture Hour Equivalent (LHE) calculations for courses are based on the number and type of Contact Hours, regardless of session length.

The College distinguishes three types of contact hours: Lecture, Lab, and Clinical.

- Lecture-based Contact Hours are 1 to 1 (i.e. 1 Lecture Hour equals 1 Lecture Hour Equivalent)
- Lab-based Contact Hours are 1 to .67 (i.e. 1 Lab Hour Equals .67 Lecture Hour Equivalent)
- Clinical-based Contact Hours are 1 to .80 (i.e. 1 Clinical Hour Equals .80 Lecture Hour Equivalent)*

To calculate the total LHE for a course, the number and type of hours are multiplied by the modifying ratio listed above and, in case of courses with different types of contact hours, the subtotals are added together. Refer to table below for examples.

Lecture Hour Equivalent (LHE) Calculation Table					
Course	Title	Lecture	Lab	Other (Clinical)	Total LHEs
GOVT2305	Federal Government	3	0	0	
	Modifier Ratio	1	0.67	0.8	
		3	0	0	
BIOL2401	Anatomy & Physiology I	3	3	0	
	Modifier Ratio	1	0.67	0.8	
		3	2.01	0	
INRW0304	Int. Reading & Writing	3	1	0	
	Modifier Ratio	1	0.67	0.8	
		3	0.67	0	
RNSG2163	Clinical IV	0	0	4	
	Modifier Ratio	1	0.67	0.8	
		0	0	3.2	

The number of Contact Hours the student experiences is calculated by simply taking the total of the type of hours and multiply it by 16 (regardless of session length). Refer to table below for examples.

Contact Hours Calculation Table					
Course	Title	Lecture	Lab	Other (Clinical)	Total Contact Hours
GOVT2305	Federal Government	3	0	0	48
	Calculation Constant	16	16	16	
		48	0	0	
BIOL2401	Anatomy & Physiology I	3	3	0	96
	Calculation Constant	16	16	16	
		48	48	0	
INRW0304	Int. Reading & Writing	3	1	0	64
	Calculation Constant	16	16	16	
		48	16	0	
RNSG2163	Clinical IV	0	0	4	64
	Calculation Constant	16	16	16	
		0	0	64	

As per common use, all courses are listed in the course catalog with the number of lecture, lab, and other (clinical) contact hours that would be offered during one week of a 16 week semester. If a section is offered during a compressed session (i.e. minimester), the overall number of contact hours remains the same, as do the LHEs. However, to meet contact hours, the total number of contact hours would need to be divided by the session length to arrive at the appropriate number of contact hours per week.

**Clinical hours can be offered both as external experiences and also as on-campus simulations.*

Underloads

Standard Teaching Assignment: Faculty are expected to teach a minimum of 15 Lecture Hour Equivalents (LHE's) per semester. The baseload is comprised of teaching courses during the long semester and minimester sessions. Teaching loads of less than 15 lecture hour equivalents per semester (Fall or Spring semester) must be reported by the Chair to the Dean, Provost, and the Office of Human Resources.

Fall Semester Reporting:

1. Faculty have the opportunity to meet baseload (15 LHEs) during the same semester by teaching assigned courses throughout the long semester (16 weeks) and/or minimesters.

Review and Approval: The Chair is responsible for reporting Faculty underloads to the Dean and Provost, on the last Monday in October, through a memo that outlines the assigned courses which should complete the baseload.

2. Faculty who still do not meet the baseload **by Census Day of the last minimester session** must make up the difference during the Spring semester of the same academic year.

Review and Approval: The Dean is responsible for officially reporting Faculty underloads to the Provost and the Office of Human Resources by Census Day of the last minimester session through a memo stating the faculty will end the semester with an underload to be completed during the Spring semester.

Spring Semester Reporting:

1. Faculty have the opportunity to meet baseload (15 LHEs) during the same semester by teaching assigned courses throughout the long semester (16 weeks) and/or minimesters.

Review and Approval: The Chair is responsible for reporting Faculty underloads to the Dean and Provost, on the last Monday in March, through a memo that outlines the assigned courses which should complete the baseload.

2. Faculty who still do not meet the baseload **by Census Day of the last minimester session, or who do not make up the difference during the Spring semester**, will have their annual pay proportionately reduced by the amount of the underload.

Review and Approval: The Dean is responsible for officially reporting Faculty underloads to Provost and the Office of Human Resources through a justification memo indicating that the baseload was not met and request that the annual pay be proportionately reduced by the amount of the underload.

Exceptions: To fulfill the difference of the underload during the Spring semester, Non-Teaching Assignments listed in the FY 2024-2025 Pay Plan should be requested no later than the last Monday in March to ensure that the total clock hours per week based on the assignment period are met. All Non-Teaching Assignment requests are submitted by the Dean through a justification memo and are subject to review and pre-approval by the Provost and the Office of Human Resources.

Fall/Spring Teaching: Adjunct and Overload Overload Pay Rates

Standard Teaching Assignment: Full-Time Regular Faculty and Lecturers are paid at the Adjunct rate for all LHE's beyond 15 per semester or 30 per academic year. Upon approval by the Chair, Full-Time Regular Faculty may accept an overload up to six (6) LHE's each Fall and Spring semester for additional compensation. The Dean must approve any overload over six (6) LHE's. The Provost must approve any overload over eleven (11) LHE's. Since this is extra work for extra pay, faculty members are expected to perform all regular duties and responsibilities and still maintain the quality of instruction and services.

In the event of an overload assignment in excess of sixteen (16) LHE's, request for approval must be submitted through a justification memo and Action Plan to the Provost for consideration. Loads of this magnitude will only be approved for one semester and if no other reasonable alternative is available.

Adjunct Faculty will be paid according to the FY 2024-2025 Adjunct LHE Rate. Adjunct Faculty are limited to ten (10) LHE's per semester (refer to STC Board Policy DJ- Assignment, Work Load, and Schedules). Written approval by the Dean over the respective academic division and the Provost is required for LHE's beyond ten (10) LHEs. Adjunct Faculty are expected to have one (1) hour of posted office time per course per week. They are also required to attend orientation/professional development prior to the beginning of the term.

STC Exempt Staff Teaching as Adjunct Faculty

- Procedure: The requesting department will initiate the Request to Hire – STC Faculty/Staff to Teach Non-Credit and Credit Courses form to the immediate supervisor for review and approval.
 - Exempt Staff are limited to a maximum of ten (10) LHE's per semester.
 - Teaching workload must be conducted outside of the regular work schedule.

Adjunct Faculty with Benefits: In rare circumstances, and due to urgent need, if an adjunct faculty is teaching more than the allowed LHEs (10 LHEs) then the faculty will qualify for benefits. The faculty will not qualify for any other compensation such as educational, certification, and/or professional stipends. These benefits are reserved for lectures with 15 LHEs and for Full Time Regular Faculty.

Adjunct Faculty teaching 20 or more hours per week for more than 4.5 month will be eligible for Part Time Benefits. Adjunct Faculty teaching 30 or more hours per week for more than 4.5 months will be eligible for Full Time Benefits. Please note rules are subject to change without notice (refer to current Benefits Handbook). The faculty will not qualify for any other compensation such as educational, certification, and/or professional stipends. These benefits are reserved for lectures with 15 LHEs and for Full Time Regular Faculty.

FLAC: Faculty workload processed through the FLAC Module in Banner will be uploaded electronically for compensation and will follow the Standard Teaching Assignment. The Contract Type and Position Number used to identify the Faculty Type for the respective session can be found in Appendix M.

Records not locked and not acknowledged according to the Lock Records and Faculty Acknowledgement due dates will have the Contract Type, Position Number, and Suffix removed from SIASSGN. The Program/Department will create the NOE for the teaching assignment and provide a justification memo requesting the change in compensation method.

FY Adjunct LHE Rate	
Degree	Adjunct LHE Rate
Associate	\$675
Bachelor	\$725
Master	\$850
Doctorate	\$950

FTR Faculty / Lecturer- Overload Approvals				
	Chair	Dean	Provost	Justification Memo with Action Plan <i>Pre-approval required</i>
Up to 11.00 LHEs	√	√	-	-
11.01 – 16.00 LHEs	√	√	√	-
Over 16.01 LHEs	√	√	√	√

Adjunct NOE Approvals					
	Chair	Dean	Provost	HR	Justification Memo with Action Plan <i>Pre-approval required</i>
Up to 10.00 LHEs	√	√	-	-	-
Over 10.01 LHEs	√	√	√	-	√

Dual Credit Stipend Approvals – No Process						
	Chair	Dean	Assoc. VP-DCP	Provost	HR	Justification Memo with Action Plan <i>Pre-approval required</i>
Up to 3 sections			√	-	-	-
Up to 6 sections			√	-	-	-
Over 7+ sections			√	X	X	X

College Faculty Teaching Dual Credit Courses

Faculty, employed with the College, who have been assigned to teach dual credit in partnership with a participating school district.

Compensation: Should a Dual Credit assignment be reassigned to another Faculty or terminated, the remaining stipend payment(s) would also cease. No extra compensation for teaching Dual Credit course(s) except a) when required to teach extra days, or b) in the case of an overload of students exceeding the class size enrollment maximum.

a. The extra day(s) are paid at a rate using the following formula:

$(\text{Base Salary} \div 166) \times (\text{number of additional days as required by public school schedule}) = \text{amount of additional pay}$

b. The over the class size limit is calculated using the following formula:

$(\text{Number of students over the class limit} \div \text{class limit}) \times (\text{number of course LHEs}) \times (\$850 \text{ for Master's or } \$950 \text{ for doctorate}) = \text{amount of additional pay}$

Faculty Compensation Summer Sessions

Full-Time Regular Faculty (Board-Approved Position in the Staffing Plan)

FY 2024-2025 Adjunct LHE Rate	
Degree	Adjunct LHE Rate
Associate	\$675
Bachelor	\$725
Master	\$850
Doctorate	\$950

Faculty Summer Compensation Method		
Faculty Type	Compensation Method	Exceptions
Full-Time Regular Faculty	Overload NOE / FLAC	<ul style="list-style-type: none"> ○ Faculty Load and Compensation (FLAC) – If Faculty record(s) is not locked <u>and</u> not acknowledged, then the record(s) reverts to paper-based NOE.
Lecturer (Transitioning to Adjunct Status)	Adjunct NOE / FLAC	
Adjunct	Adjunct NOE / FLAC	
Dual Credit	FLAC	

Standard Teaching Assignment: During the summer, Full-Time Regular Faculty may teach up to 12 LHEs in an individual summer session or 15 LHEs in combined summer sessions. Compensation will follow the pay scale according to the Adjunct/Overload LHE Rate.

FLAC: Faculty workload processed through the FLAC Module in Banner will be uploaded electronically for compensation and will follow the summer Standard Teaching Assignment. The Contract Type and Position Number used to identify the Faculty Type for the respective session can be found in Appendix M.

Records not locked and not acknowledged according to the Lock Records and Faculty Acknowledgement due dates will have the Contract Type, Position Number, and Suffix removed from SIASSGN. The Program/Department will create the Overload NOE for the teaching assignment and provide a justification memo requesting the change in compensation method.

Exception: Teaching loads in excess of 12 LHE’s during any summer session (S1, S2, S3) or over 15 LHE’s during the combined Summer Sessions must be pre-approved by the Dean and the Provost before the first class day. Loads of this magnitude during Summer S1, S2, or S3 will only be approved if no other reasonable alternatives are available (Refer to STC Board Policy DJ- Assignment, Work Load, and Schedules).

During the summer, Lecturer faculty who were benefit eligible during the Spring Semester may teach up to 15 LHE’s, combined Summer I, II, and III sessions. Lecturers who were not benefit eligible during the Spring Semester may teach up to a total of 10 LHE’s. Any teaching assignment above these limits will require written approval from the Provost.

Review and Pre-Approval: The Chair is required to submit a justification memo to the Division Dean and the Provost, requesting pre-approval for Full-Time Regular Faculty who exceed the standard summer teaching loads.

FTR Faculty / Benefit Eligible Lecturers - Overload Approvals				
Maximum LHEs allowed during combined summer sessions (June-August) is 15 LHEs.				
Summer Sessions	Approval Required			
Individual / Combined S1, S2, or S3 (includes minimesters)	Chair	Dean	Provost	Justification Memo with Action Plan Pre-approval required
Individual Summer Session - Up to 12 LHEs	√	√	X	X
Individual Summer I, or II, or III - 12.01-15 LHEs (Emergencies Only)	√	√	√	X
Total Combined I, & II, & III - Over 15.01 LHEs (Emergencies Only)	√	√	√	√

Adjunct Faculty Compensation Summer Sessions

Adjunct Faculty Summer Teaching Assignment (includes Lecturers Transitioning to Adjunct)

Prior to Summer Teaching Assignment: Chairs who assign summer teaching assignments to Adjunct Faculty (includes Lecturers transitioning to Adjunct), during any summer session (S1, S2, S3), must complete either the Intent to Rehire form or complete an Intent to Hire packet *before* assignment begins.

Intent to Rehire Form (S1/S3 or S2)

- Faculty who return to the same discipline within one year
- Faculty is hired one semester and is intended for rehire the following semester
- Faculty who have not taught at the College in the past 6 months. HR will notify faculty to update personnel documents.

Intent to Hire Packet (S1/S3 or S2)

- Faculty has not taught at the College within one year
- HR clearance required *before* assignment begins

Standard Teaching Assignment: During the summer, Adjunct Faculty may teach no more than 10 LHEs. These maximums include all courses taught during the combined Summer Session S1/S3 and S2 (Refer to STC Board Policy DJ- Assignment, Work Load, and Schedules).

FLAC: Faculty workload processed through the FLAC Module in Banner will be uploaded electronically for compensation and will follow the summer Standard Teaching Assignment. The Contract Type and Position Number used to identify the Faculty Type for the respective session can be found in Appendix M.

Records not locked and not acknowledged according to the Lock Records and Faculty Acknowledgement due dates will have the Contract Type, Position Number, and Suffix removed from SIASSGN. The Program/Department will create the Adjunct NOE for the teaching assignment and provide a justification memo requesting the change in compensation method.

Exception: Adjunct teaching loads in excess of 10 LHEs during the combined Summer Sessions (S1/S3 and S2) must be pre-approved by the Dean and the Provost before the first class day.

Review and Approval: The Chair is required to submit a justification memo to the Division Dean and the Provost, requesting pre-approval for those Faculty who exceed the standard summer teaching loads.

Adjunct Faculty - Summer Teaching Assignments		
<i>Lecturers become Adjuncts in the Summer</i>		
Combined Summer Sessions	LHEs Allowed	Approvals
S1, S2, or S3 (Includes minimesters)	May teach up to 10 LHEs combined	Chair and Division Dean
Combined Summer Sessions	Pre-Approval Required	
S1, S2, or S3 (Includes minimesters)	Excess of 10 LHEs	Chair, Division Dean, and Provost Justification Memo Required

*Refers to a standard 3-LHE course.

Dual Credit Stipend Approvals – No Process						
	Chair	Dean	Assoc. VP- DCP	Provost	HR	Justification Memo with Action Plan <i>Pre-approval required</i>
Up to 3 sections			√	X	X	X
Over 6 sections			√	X	X	X
Over 7 sections			√	X	X	X

Nursing and Allied Health Faculty Summer Extensions

Nursing and Allied faculty are hired with 9-month contracts with required teaching load of 15 LHEs per Fall and Spring semester (16 weeks). Since some programs run year-round, faculty are given extensions to assure courses are covered during the summer months with required teaching loads. The salary for summer extensions are Board approved through the Staffing Plan.

Description: NAH Faculty with a summer term contractual agreement are expected to work as per the table below. All LHE's exceeding the accepted summer load will be compensated in accordance to the Adjunct/Overload LHE Rate scale.

Summer Extension for NAH Minimester Sessions			Required Load	Administrative Hours Per Week
Months	Weeks	Days	LHE	Equivalent to Required LHEs
1 month	4 - 5 weeks	NAH Minimester Sessions	4 LHEs	15 hours per week
1.5 months	6 weeks	NAH Minimester Sessions	6 LHEs	20 hours per week
2 months	8 - 9 weeks	NAH Minimester Sessions	8 LHEs	30 hours per week
3 months*	12 weeks	June 1 – August 31	40-hour work week	40 hours per week

*Based on accreditation requirements from the Texas Board of Nursing, the following three (3) programs require that the program chair is assigned with a 3-month extension to be available year-round to maintain accreditation and licensure requirements.

- Bachelor of Science in Nursing
- Associate Degree Nursing
- Vocational Nursing

The Office of Human Resources classifies the three (3) program chairs as faculty with 12-month contracts and they earn vacation days equivalent to full-time staff and are expected to work 40-hours per week during the year.

Exceptions: In cases where an extension is not on the Staffing Plan, and is necessary, funding for the extension will be compensated through the division Faculty Extension pool. The NOE and justification memo is submitted to the Provost. The dollar amount for this extension will be calculated by the Office of Human Resources.

In situations where the contractual agreement cannot be fulfilled during the summer session(s), this should be reported on a justification memo to the Dean, the Provost, and Human Resources prior to the first class day. The faculty will fulfil the requirement through non-teaching assignments that will require specific administrative hours.

Example: Faculty needs to meet the underload of 1.66 LHEs for Summer extension.

- 3 LHE course release for 16 week semester equals 8 hours per week
- 1.66 LHE course release for 16 weeks semester equals 4.42 hours per week for total hours of $4.42 \times 16 = 70$ hours
To complete 70 hours in a 6 week assignment will require 12 hours per week.

Police Academy Faculty Contract and Teaching Assignment

Full time faculty hired in the Law Enforcement Department who are assigned to teach for the Police Academy will be hired with a 12-month contract. The Police Academy runs for 6 months at a time, so faculty are needed year-round, Monday through Friday from 8 a.m. to 5 p.m. (40 hours per week).

Teaching Load for the Academic Year

- Fall, Spring, and Summer: The required teaching load for each Fall and Spring semester are 15 LHEs and the required teaching load for Summer is 12 LHEs.
- Overload: All LHEs exceeding the accepted load will be compensated in accordance to the Adjunct/Overload LHE Rate scale.

Academic Structure

The Police Academy includes six courses, listed below with the appropriate lecture/lab hours, the LHEs per course, and the total contact hours.

Police Academy Curriculum				
Course Name	Lecture	Lab	LHEs	Contact Hours
Basic Peace Officer I	3	77	7.69	160
Basic Peace Officer II	3	7	7.69	160
Basic Peace Officer III	3	7	7.69	160
Basic Peace Officer IV	3	7	7.69	160
Basic Peace Officer V	2	7	6.69	144
Police Academy Fitness I	0	3	2.01	48
Total				832

Academy Offerings

STC offers two Police Academies per calendar year. Currently, one Police Academy starts in January and ends in June. A second Police Academy begins in July and ends in December. STC is also able to accommodate the offering of additional Police Academies outside of this timeline based on the needs of our community.

To ensure each Police Academy is fully staffed, full time Law Enforcement Faculty with a 12-month contractual agreement are expected to work as per the tables below (Academy 1 shows a sample January start date and Academy 2 shows a July start date).

Academy 1 (January to June) – Contact Hours Per Week						
January Start Date / Full-Time Academy						
January - May	Day	Time	Day	Time	Contact Hours	
Basic Peace Officer I	MTWR	7:30 a.m. – 9:30 a.m.	F	8:00 a.m. – 9:10 a.m.	160	10 hours/week
Basic Peace Officer II	MTWR	9:40 a.m. – 11:40 a.m.	F	9:20 a.m. – 10:30 a.m.	160	10 hours/week
Basic Peace Officer III	MTWR	12:50 p.m. – 2:50 p.m.	F	10:40 a.m. – 11:50 a.m.	160	10 hours/week
Basic Peace Officer IV	MTWR	3:00 p.m. – 5:20 p.m.			160	10 hours/week
Police Academy Fitness I	MWR	5:30 p.m. – 6:30 p.m.			48	3 hours/week
May - June	Day	Time	Day	Time	Contact Hours	
Basic Peace Officer V	MTWR	8:00 a.m. – 4:10 p.m.			144	28 hours 48 minutes/week

Academy 2 (July – December) – Contact Hours Per Week						
July Start Date / Full-Time Academy						
July – August	Day	Time	Day	Time	Contact Hours	
Basic Peace Officer I	MTWR	8:00 a.m. – 5:00 p.m.			160	32 hours/week
August – December	Day	Time	Day	Time	Contact Hours	
Basic Peace Officer II	MTWR	7:30 a.m. – 9:30 a.m.	F	8:00 a.m. – 9:10 a.m.	160	10 hours/week
Basic Peace Officer III	MTWR	9:40 a.m. – 11:40 a.m.	F	9:20 a.m. – 10:30 a.m.	160	10 hours/week
Basic Peace Officer IV	MTWR	12:50 p.m. – 2:50 p.m.	F	10:40 a.m. – 11:50 a.m.	160	10 hours/week
Basic Peace Officer V	MTWR	3:00 p.m. – 5:05 p.m.			144	9 hours/week
Police Academy Fitness I	MWR	5:15 p.m. – 6:15 p.m.			48	3 hours/week

Department Chair

The Law Enforcement Department Chair will be assigned a 12-month contract and they will earn vacation days equivalent to full-time staff. At this time the Law Enforcement Department Chair has an 80% release time and is required to teach one course of 3 LHE to fulfill his assignment. Teaching additional courses will also receive additional compensation in accordance to the Adjunct LHE Rate scale.

Chair Compensation Fall and Spring Semesters

Nepotism Review: Prior to acceptance of assignment, the employee must disclose to appropriate Dean, Vice President, and Human Resources whether relationships exist (per Policy 4212 Employment and Supervisory Relationship of Relatives), which may present a conflict of interest.

Description: The **Chair** is a Full-Time Regular Faculty member who is appointed by the Provost, upon the recommendation of the appropriate Division Dean each August for the subsequent academic year (refer to STC Board Policy DEA – Compensation and Benefits: Salaries and Wages). The Chair serves as immediate supervisor for all departmental faculty and provides district-wide leadership for planning, development, evaluation, and improvement of instruction within the program/department to ensure student success, retention, and transfer/placement/graduation. The assignment period is for Fall and/or Spring semesters, subject to renewal upon recommendation of the appropriate Division Dean.

Compensation: Full-Time Regular Faculty are exempt college employees who are expected to work the equivalent of a 40-hour week (refer to STC Board Policy DJ- Assignment, Work Load, and Schedules) which include:

- 15 LHEs of classroom instruction and associated course preparation (approximately 30 hours combined)
- 5 office hours
- 5 college/department service hours

The total hours combined are equivalent to a 40-hour work week.

A weekly (40 hour) schedule for a faculty member with chair assignment duties will include the appropriate administrative hours based on their release time.

Example: A faculty member overseeing a large department with 80% release time will have a weekly schedule, which must include at least:

- 32 hours of administrative duties (schedule submitted to the Dean)
- 8 hours (that includes their teaching assignment, related preparation work, office hours, and college service)

Chairs receive **monthly stipends** and **course release** as compensation for performing their program and/or departmental responsibilities.

**Details published in the Faculty Handbook*

Chair Stipend: Chairs receive monthly stipends as compensation for performing their chair responsibilities before the beginning of the semester and after the semester is officially over, to submit required documentation (scheduling, NOEs, etc.) and respond to students, faculty, and administrators' questions and concerns.

- Chairs will require advanced approval from the Dean and the Vice President for Academic Affairs for teaching Overload in excess of 6 LHEs during Fall and Spring semester
- Each Academic/Workforce Chair must teach one (1) course during the Fall and Spring semesters
 - A justification memo submitted by the Dean to the Provost is required
- Chairs will be required to submit documentation regarding administrative hours to the respective Dean
- Chairs will receive a \$400 per month stipend during the Fall and Spring semesters (Sept., Oct., Nov., Dec. = 4 months and Jan., Feb. Mar., Apr., May = 5 months)

Course Release: Chairs qualify for course release (reduction of required teaching load) to fulfill their chair responsibilities. The percentage of the course release is based on the number of sections offered. Chairs overseeing multiple programs/departments will combine the total number of sections to determine the course release. A standard course release ranges from 2 to 4 courses per semester.

Course Release for Academic Chair				
Number of Sections	Course Release Percentage	Release Time Based on LHE	Courses Equal to Release Time	Administrative Hours Per Week
1 - 40	40%	6 LHE's	2 Courses	16
41 - 80	60%	9 LHE's	3 Courses	24
81 - 120	80%	12 LHE's	4 Courses	32
121 - 159	80% Plus One Assistant Chair	12 LHE's	4 Courses	32
160 - 200	80% Plus Two Assistant Chairs	12 LHE's	4 Courses	32
201 - 240	80% Plus Three Assistant Chairs	12 LHE's	4 Courses	32
<ul style="list-style-type: none"> • Departments with more than 240+ sections will qualify for one (1) additional Assistant Chair. • Department/Program with a large number of Dual Credit Faculty qualify for one (1) Dual Credit Faculty Coordinator. 				

Note: Each Academic Chair will be required to teach a minimum of one (1) 3 LHE course each Fall and Spring semester.

In addition to the regular chair release time, the Drama Department chair will receive one (1) additional course release since the chairs directs a number of plays during the semester.

Exceptions:

Chairs overseeing both Academic and Workforce Programs/Departments will combine the total section from both and will follow the criteria below to determine the Course Release:

- If over 50% of the combined sections are Academic, then use the Course Release Percentage from the Academic Chair Table
- If over 50% of the combined sections are Workforce, then use the Course Release Percentage from the Workforce Chair Table
- If the proportion of the combined section are exactly 50/50 between Academic and Workforce, then use the Course Release Percentage from the Academic Chair Table

Course Release for Workforce Chair				
Number of Sections	Course Release Percentage	Release Time Based on LHE	Courses* Equal to Release Time	Administrative Hours Per Week
1 - 20	40%	6 LHE's	2 Courses	16
21 - 40	60%	9 LHE's	3 Courses	24
41 - 79	80% Plus One Assistant Chair	12 LHE's	4 Courses	32
80 - 120	80% Plus Two Assistant Chairs	12 LHE's	4 Courses	32
121 - 160	80% Plus Three Assistant Chairs	12 LHE's	4 Courses	32
<ul style="list-style-type: none"> • Programs with more than 160+ sections will qualify for one (1) additional Assistant Chair. • Department/Program with a large number of Dual Credit Faculty qualify for one (1) Dual Credit Faculty Coordinator. 				

Note: Each Workforce Chair will be required to teach a minimum of one (1) 3 LHE course each Fall and Spring semester.

*Based on accreditation requirements from the Texas Board of Nursing, the following three (3) programs require that the program chair is assigned a full course release during Fall and Spring to maintain accreditation and licensure requirements.

- Bachelor of Science in Nursing
- Associate Degree Nursing
- Vocational Nursing

The Office of Human Resources classifies the three (3) program chairs as faculty with 12-month contracts and they earn vacation days similar to full time staff and are expected to work 40-hours per week during the year.

Chair Compensation Summer Sessions

Neptism Review: Prior to acceptance of assignment, the employee must disclose to appropriate Dean, Vice President, and Human Resources whether relationships exist (per Policy 4212 Employment and Supervisory Relationship of Relatives), which may present a conflict of interest.

Description: Chair duties and responsibilities are assigned from September 1 to August 31. However, summer months are structured differently as Chairs work off-contract. Chairs assigned to a department during the summer sessions will need to be available before the summer session begins and after the session ends to respond to questions and address issues related to the department and students.

Stipend Compensation: The Chair Stipend NOE is based on combining the total number of sections offered during minimester(s) and summer sessions starting prior to the respective summer session. Sections starting after the first class day of the summer session will be combined with the number of sections offered in the subsequent summer session.

- **Example 1:** Minimesters beginning in May will be combined with the sections offered during S1 and S3 summer sessions.
- **Example 2:** Minimesters beginning after the S1/S3 first class day will be combined with the sections offered during S2 summer session.

Overload Compensation: The Chair Overload NOE is based on the teaching load. Chairs requesting to exceed the allowed teaching load (above 12 LHEs) will require advanced approval by the Dean and Provost.

Exceptions: In cases where a Chair is unable to fulfill the duties and responsibilities during the summer session, the chair may request that the Dean reassign the chair duties and responsibilities for a specified period of time to a chair designee. Requests of up two (2) weeks can be agreed upon with the Division Dean without reduction in chair stipend. If the request is for more than two (2) weeks, then the Dean will assign the duties to another faculty member for that time period, and this will reduce the chair stipend accordingly.

- Chair for Child Development will receive a \$600 stipend to oversee the Child Development Center during S1 session.
- Nursing Chairs (BSN, ADN, and VN) with a 12-month contract will receive \$600 (\$200 per month) for the combined summer sessions (S1/S3 and S2).

Review and Approval: All department chairs are required to submit documentation regarding administrative hours to the respective Dean. The Dean will submit the recommended Notice of Employment and justification memo to the Provost for review and approval on the first class day.

Academic Chair Summer Sessions S3/S1 and S2		
Sections	Administrative Hours per week	Compensation
1 - 9	5	\$600
10 - 29	10	\$1,200
30 - 49	15	\$1,800
50+	20	\$2,400

Workforce Chair Summer Sessions S3/S1 and S2		
Sections	Administrative Hours per week	Compensation
1 - 5	5	\$600
6 - 10	10	\$1,200
11 - 24	15	\$1,800
25+	20	\$2,400

Sections offered during Summer 3 session (long summer session)

Counting of sections for Summer 1: If the Department Chair plans to perform chair duties for all 3 months of summer, then sections offered for Summer 3 session will be added to the Summer 1 in order to calculate the total compensation for Summer 1.

Counting of sections for Summer 2: If the Department Chair plans to oversee the departmental duties only for Summer 1 session, and another faculty will take care of the chair duties for Summer 2 session, then the sections offered for the Summer 3 session will be divided between the two faculty to determine compensation and required administrative hours based on sections.

Example:

- Summer 1 sections offered = 21
- Summer 2 sections offered = 16
- Summer 3 sections offered = 11*

**Divided by half = 5.5 sections. However, since there cannot be half sections the sections will be computed as follow:*

Summer 1 Department Chair will round up the sections from 5.5 to 6. This number will be added to the Summer 1 sections to calculate their total sections for summer 1. Therefore, the Department Chair overseeing summer 1 will have the following sections: $21 + 6 = 27$.

Summer 2 Department Chair will round down the sections from 5.5 to 5. This number will be added the Summer 2 sections to calculate their total sections for summer 2. Therefore, the Department Chair overseeing summer 2 will have the following sections: $16 + 5 = 21$.

Departments that offer mixed sections (Academic and Workforce Program) will use the workforce chart to determine compensation and number of administrative hours.

Chair Compensation 3 Month Summer Extension

Three (3) Month Summer Extension for Very Large Departments

Nepotism Review: Prior to acceptance of assignment, the employee must disclose to appropriate Dean, Vice President, and Human Resources whether relationships exist (per Policy 4212 Employment and Supervisory Relationship of Relatives), which may present a conflict of interest.

Description: As part of ongoing review of chair duties, responsibilities, and the type of support they need to manage departments effectively, the OVPAED developed a plan to offer 3-month extensions to chairs who oversee very large departments.

Procedures:

- Each year the Office of the Vice President for Academic Affairs and Economic Development will identify the list of chairs with very large departments.
- Chairs who decide not to proceed with the summer extension option may continue with the current summer compensation.
- The faculty who will serve as chair for the department will receive their regular 9-month contract for teaching.
- The faculty will receive the special assignment for chair responsibilities for Fall and Spring semesters based on course release and chair stipend.
- The faculty will receive a special assignment memo in September (copied to HR) regarding the summer option that includes:
 - o Faculty will receive a 3-month extension for Summer (June 1 to August 31)
 - o Faculty who serve as chair in the summer months will work the regular hours of the College 8 a.m. to 5 p.m.
 - o Faculty will have up to 2 weeks of vacation during the summer months that is agreed upon with the Division Dean

Compensation

- During the month of May, the department or division office will initiate the NOE for the summer extension for the months of June, July, and August and submit the NOE to the Dean, Provost and VPFAS for processing.
- Total pay for the summer will be calculated by taking the faculty base salary for the nine (9) months and dividing it by 9 to get to monthly salary, then multiplying by 3 to get the full compensation for Summer. There will be no additional chair stipend (\$400 per month) for the summer months.
- Based on accreditation requirements from the Texas Board of Nursing, the following three (3) programs require that the Department Chair is assigned with a 3-month extension to be available year-round to maintain accreditation and licensure requirements.
 - o Bachelor of Science in Nursing
 - o Associate Degree Nursing
 - o Vocational Nursing

The Office of Human Resources classifies the three (3) Department Chairs as faculty with 12-month contracts and they earn vacation days equivalent to full-time staff and are expected to work 40-hours per week during the year.

Department Chairs – Transition

Nepotism Review: Prior to acceptance of assignment, the employee must disclose to appropriate Dean, Vice President, and Human Resources whether relationships exist (per Policy 4212 Employment and Supervisory Relationship of Relatives), which may present a conflict of interest.

Description: The Department Chair is a Full-Time Regular Faculty member who is appointed by the Provost, upon the recommendation of the appropriate Division Dean each August for the subsequent academic year (refer to STC Board Policy DEA – Compensation and Benefits: Salaries and Wages).

There are circumstances when a current department chair may not be appointed for the following academic year including:

- Chair decision not to continue with Department Chair responsibilities
- Chair Assignment cycle review process. A search is conducted for departments with a chair that has served over three (3) years.
- Division Dean’s option to recommend a new chair for the new academic year, based on their review of a chair’s performance or faculty evaluation of the chair.

Chair Transition: Chair transition usually takes place during summer in preparation for next academic year. As part of division tradition, the current chair who is stepping down provides training to the new incoming chair who will begin their assignment beginning of Fall semester. Most chairs do this as part of their administrative duties and as part of “other assigned duties” listed as one of the chair responsibilities. In some cases, when a current chair cannot provide support to the new incoming chair, the Dean will assign another veteran chair to become a mentor for the new chair.

Chair Absence: There are circumstances when a Department Chair needs to be absent and cannot fulfil the duties of the Department Chair. If the Dean expects the chair to return and assume their chair responsibilities after an approved absence, then the Dean will assign another faculty to be point-of-contact for the department to take care of the urgent needs of the department until the chair returns.

Departmental Support

Assistant Department Chair

Nepotism Review: Prior to acceptance of assignment, the employee must disclose to appropriate Dean, Vice President, and Human Resources whether relationships exist (per Policy 4212 Employment and Supervisory Relationship of Relatives), which may present a conflict of interest.

Description: The **Assistant Department Chair** assignment is for one semester and is based on the number of sections offered by the Program/Department Chairs. Duties and Responsibilities of the Assistant Chairs are published in the Faculty Handbook.

Compensation: The compensation for each Assistant Department Chair is based on a non-teaching assignment of 3 LHEs. Large departments (over 160 sections) may select:

- To assign assistant chair responsibilities based on allowed LHEs to several assistant chairs with up to 3 LHEs each
- To assign assistant chair responsibilities based on allowed LHEs to fewer assistant chairs with up to 6 LHEs each

Review and Approval: An Assistant Department Chair is recommended by the Department Chair and is approved by the Division Dean. The NOE and justification memo is submitted by the Chair to the Dean and Provost for review and approval.

Program Coordinator

Description: The **Program Coordinator** is assigned to assist the Program Chair of a multi-discipline department, during the Fall and Spring semesters, with oversight of a program/specialization/or discipline within that department to ensure that the institution assigns responsibility for program coordination, as well as for curriculum development, to an academically qualified Full-Time Faculty for each major in a degree program.

Program Coordinator responsibilities may include:

- Performing curriculum related items (curriculum maps, CLOs and PLOs assessment and analysis)
- Scheduling course and lab assignments
- Coordinating Advisory Committee meeting to update/revise curriculum
- Assisting the chair with the IE Plan and Budget for the program
- Coordinating club events with advisors
- Assisting the chair with the evaluations of Adjunct and Dual Enrollment faculty
- Assisting the chair with program accreditation activities
- Assisting with other program related activities

Program Coordinators		
Division	Programs/Disciplines	LHEs
Business, Public Safety and Technology	Cosmetology	4
	Design & Building Technology	
	o Heating Ventilation and Air Conditioning (HVAC)	4
	o Construction Supervision	4
	o Electrician Assistant	4
	Surveying & Geospatial Technology	4
	Welding – AWS (LHE and One Course Release)	3
Liberal Arts	Interdisciplinary Studies- Associate of Arts	3
	Interpreter Training Program (ITP)- Cohort Coordinators	3
	Philosophy	3
Math, Science, Information Technology and Bachelor Programs	Computer and Advanced Technologies	3
	Engineering	4
	Interdisciplinary Studies- Associate of Science	3
Nursing & Allied Health	Medical Assistant Technology o Program Coordination o Managing Clinical Sites (LHE and One Course Release)	3
	Health Medical and Information o Program Coordination o Overseeing Program Accreditation (LHE and One Course release)	3

**For reporting Course Release(s), refer to Compensation section above.*

Compensation: The compensation for Program Coordinators will be determined as a special assignment via an NOE with a justification memo that details the list of responsibilities and the compensation and required clock-hours.

Course Coordinator

Description: The **Course Coordinator** is assigned to assist with activities directly related to courses listed below:

- College Success for Healthcare
- Developmental English/Reading
- Developmental Math

Departments qualify for one (1) Course Coordinator during each Fall, Spring, and if needed for Summer Sessions (S1/S3 or S2).

Compensation: Course Coordinators will be compensated based on the number of sections listed in the chart below.

Review and Approval: The justification memo, and administrative hours is submitted prior to the assignment start date by the Chair to the Division Dean and Provost for review and approval.

Course Release	Course Coordinator Fall and Spring Semesters			
	Number of Sections	Course Release Percentage	Release Time Based on LHEs	Administrative Hours Per Week
	1 - 40	20%	3 LHEs	8
	41 - over	40%	6 LHEs	15
The course release will be determined based on the total number of minimester sections and the regular semester sections.				

NOE	Course Coordinator Summer Sessions (S3/S1 or S2)		
	Number of Sections	Administrative Hours Per Week	Compensation
	1 – 20	8	\$600
	21 – over	15	\$1,200
Combine minimesters beginning in May with the number of sections offered for summer session S1/S3.			

Departments with Large Number of Dual Credit Faculty

Departments with a large number of Dual Credit Faculty qualify for one (1) Dual Credit Faculty Coordinator. This coordinator is a Full-Time Faculty who is assigned to assist the chair that has a large number of Dual Credit Faculty. The Dual Credit Faculty Coordinator assists in overseeing dual credit courses taught at the high schools sites.

Compensation: The table below indicates the compensation for a Dual Credit Faculty Coordinator based on the number of Dual Credit Faculty within large departments. The number of LHEs will differ based on the number of Dual Credit Faculty. If needed, the department chair can assign two (2) Faculty to assist and can split the number of LHEs amongst the two (2) Faculty.

Compensation for Dual Credit Faculty Coordinator			
Number of Dual Credit Faculty	LHEs	Administrative Hours per week (16 weeks)	Total Clock Hours for the Semester
15 - 24	2	3	48
25 - 50	3	4	64
51 - 79	4	5	80
80+	5	7	108

The department chair and the coordinator work collaboratively to develop a teaching schedule that allows for the coordinator to visit high school partners during the day. The duties and responsibilities are outlined below.

- Develop a schedule for the observation of Dual Credit Faculty by departmental faculty.
- Review course syllabi and STC expectations with Dual Credit Faculty.
- Review and collect samples of Dual Credit Faculty graded student work.
- Assist department chair in addressing and resolving issues in collaboration with the Dean for Dual Credit Programs and School District Partnerships.
- Schedule professional development trainings for Dual Credit Faculty and upload necessary documentation onto the Teaching and Learning Center tracking system.
- Conduct initial Dual Credit Faculty summative evaluations and reviews evaluations with Dual Credit Faculty
- Review Dual Credit faculty evaluations with department chair.
- Serve as Liaison between the department and the Dual Credit Program
- Tracks submission of required documentation from Dual Credit Faculty.
- Assist Chair with submitting required documentation for Dual Credit Program accreditation requirements.

Compensation for adjunct faculty teaching semester-hour credit courses is paid in four (4) equal payments for the fall and spring. In the fall semester, the payments are made on the last business day of September, October, November, and December. Payments for the spring semester are made on the last business day of February, March, April, and May. Compensation for Summer I and Summer II is made at the end of each session while Summer III compensation is made in two equal payments. Earnings of adjunct faculty are subject to mandated tax withholding. Only those adjuncts who are currently employed full-time at another TRS-covered institution will be required to contribute TRS deductions into their active TRS (Teacher Retirement System) account. Adjunct faculty who are not participants in RS are not entitled to any additional benefits. Please refer to the Human Resources website for additional information. Adjunct faculty share the same degree of academic freedom and responsibility for student learning as full-time faculty.

Compensation for External Learning Experiences/Capstones

Compensation for External Learning Experiences/Capstones: (Practicums, Internships, Co-Ops, and Clinicals)

Scope of responsibilities and expected duties for faculty supervising external learning experiences:

- A. Faculty will be responsible for utilizing the following forms and maintaining a file for each participating student:
 - External Experience Agreement Form (Site Agreement) for use with external agencies/industries/businesses
 - Student Learning Plan detailing intended student learning outcomes
 - Contact Report form, documentation of conferences and phone/e-mail correspondence)
 - Agency Supervisor’s Evaluation of Student Performance
 - Student’s Performance Self Evaluation
 - Faculty Summary Conference on Overall Student’s Performance Evaluation
 - Student’s Evaluation of affiliation site
 - Daily Log form
- B. Faculty will be responsible for accomplishing the following activities for each practicum/internship/coop/or clinical supervised:
 - Identify students and place them in an appropriate external agency/industry/business setting
 - Monitor student completion of Student Learning Plan objectives using the individual NAH program’s form returned to the instructor on a regular basis (timeframe determined by program) by each student and the in-term performance evaluations and action plan developed in consultation with agency supervisor and student
 - Conduct a minimum of two documented contacts with the agency/industry/business, with at least one visit per practicum period per site, using the individual NAH programs form to:
 - Monitor student performance
 - Monitor employer and student satisfaction
 - Monitor compliance with practicum/internship/coop/clinical guidelines by student and employer
 - Collect completed agency supervisor and student evaluation forms
 - Maintain appropriate documentation/files of student activities, progress, and demonstration of competencies
 - Assess student performance on the external learning experience and assign grades
- C. Load for faculty supervising external learning experiences in the Academic and Workforce Programs will be based on enrollment in the course according to the table below:

ACADEMIC AND WORKFORCE PROGRAMS EXTERNAL LEARNING EXPERIENCES	
Faculty Load	Per Student Enrollment and Weekly Conferences
Load for faculty supervising external learning experiences in the Business, Public Safety and Technology Division, Bachelor Programs, Child Development Programs, Personal Trainer program, Social Work programs, Sociology, and the Sign Language Interpreter programs.	
½ LHE	1 – 2 Students and Weekly Conferences
1 LHE	3 - 5 Students and Weekly Conferences
2 LHEs	6 - 10 Students and Weekly Conferences
3 LHEs	11 – 15 Students and Weekly Conferences
4 LHEs	16 – 20 Students and Weekly Conferences
5 LHEs	21+ Students and Weekly Conferences
Mileage Reimbursement	Mileage reimbursement will be available according to college procedures. Mileage rate to comply with the maximum state mileage reimbursement rate.

NURSING AND ALLIED HEALTH EXTERNAL LEARNING EXPERIENCES		
Faculty Load	Program	
LECTURE and LAB		
Lecture @ 1 LHE per 1 contact hour of Lecture.	<ul style="list-style-type: none"> • ADN • EMS • HAS • OTA 	<ul style="list-style-type: none"> • PCT • Pharmacy • PTA • Radiology/Sonography • Respiratory • VN
Lab @ 0.67 LHE per 1 contact hour of Lab.	<ul style="list-style-type: none"> • ADN • EMS • HAS • OTA 	<ul style="list-style-type: none"> • PCT • Pharmacy • PTA • Radiology/Sonography • Respiratory • VN
CLINICAL @ 0.80 LHE per 1 Contact Hour		
Provide 100% onsite supervision of students.	<ul style="list-style-type: none"> • ADN • EMS • PCA 	<ul style="list-style-type: none"> • Respiratory • Sonography • VN
Preceptor Clinical for supervision of 20-24 students and 20-24 preceptors at 5 clinical sites. On-call 24 hours/day-7 days/week. Must be available to students and preceptors on rotating shifts that include nights and weekends.	<ul style="list-style-type: none"> • ADN 	

Assignment of faculty load for external learning experiences will be made in a manner that will not increase the College's cost for the total number of students registered for the course, (i.e., 15 students warrants total compensation of 3 LHE's.) The assignment may be for 1 faculty member or divided equally among as many as 3 faculty members.

Examples of dividing the assignment between amongst Faculty:

- 15 students to 1 faculty member for a load of 3 LHE's
- 5 students to 3 faculty members for a load of 1 LHE each
- 10 students to 1 faculty member for a load of 2 LHE's and remaining 5 students to a second faculty member for a load of 1 LHE

D. Load for faculty supervising external learning experiences in Nursing/Allied Health programs will be based as follows:

PRACTICUM Calculated at 0.67 LHE per Contact Hour					
Programs in the Nursing and Allied Health Division will be based on enrollment in the course according to the following guidelines:					
Min Enrl	Course	Course Title	Contact Hours for Practicum	Total LHE Pay per Section	
6	EMSP 1166	Basic Practicum	7	4.69	○ Emergency Medical Services – Provide daily on-site supervision of students between 2-3 affiliation site/class period
6	EMSP 1167	EMS EMTI Practicum	7	4.69	
6	EMSP 2166	Capstone: Paramedic Practicum	10	6.70	
5	DMSO 1166	Practicum I	7	4.69	○ Radiology/Sonography – Provide daily on-site supervision of students between 2-3 affiliation site/class period
5	DMSO 1167	Practicum II	7	4.69	
5	DMSO 2366	Practicum III	21	14.07	
5	DMSO 2367	Practicum IV	21	14.07	
5	RADR 1267	Practicum II	14	9.38	
5	RADR 1360**	Clinical	18	12.06	
5	RADR 1266	Practicum I	19	12.73	
5	RADR 2166	Capstone: Practicum V	7	4.69	
5	RADR 2266	Practicum III	19	12.73	
5	RADR 2267	Practicum IV	19	12.73	

* If enrollment is below the Minimum Enrollment as listed for full pay, the section should be prorated according to the number of students in the section.

**RADR1360 is paid at 0.67, as course supervision is more closely aligned with the requirements of practicum courses than clinical-based courses.

PRACTICUM Calculated at Per Student Enrollment		
Programs in the Nursing and Allied Health Division will be based on enrollment in the course according to the following guidelines:		
Faculty Load		Program
½ LHE	1-2 students	○ Health and Medical Administrative Services ○ Medical Assistant Technology ○ Pharmacy – Includes student weekly conferences – Mileage Reimbursement
1 LHE	3-5 students	
2 LHE	6-10 students	
3 LHE	11-15 students	
4 LHE	16-20 students	
5 LHE	21+ students	
1 LHE	1-2 students	○ Occupational Therapy Assistant ○ Physical Therapist Assistant – Includes student weekly conferences and/or communication – Mileage Reimbursement
2 LHE	3-4 students	
3 LHE	5-7 students	
4 LHE	8--10 students	
5 LHE	11-15 students	
6 LHE*	16 students*	
* 6 LHE per 16 OTA/PTA practicum students in individual affiliation sites; must visit student on site during semester, have weekly direct conference with each student, and maintain documentation according to accreditation standards.		

Assignment of faculty load for external learning experiences will be made in a manner that will not increase the College's cost for the total number of students registered for the course, (i.e., 15 students warrants total compensation of 3 LHEs.) The assignment may be for 1 faculty member or divided equally among as many as 3 faculty members.

Compensation for Select Courses

Compensation For Applied Dance Studio Classes (DANC)

Scope of responsibilities and expected duties for faculty teaching Dance Studio classes (DANC):

- A. Faculty will be responsible for tracking student's progress detailing student activities, technique, and demonstration of competencies.
- B. Faculty will be responsible for accomplishing the following activities for each supervised class:
 - Choreograph dance pieces appropriate to the skill level of the class
 - Create an individualized course of study for the ensemble that takes into account their current knowledge and ability while charting a path forward that prepares them to successfully transfer to a four-year institution
 - Provide individualized and group instruction appropriate to the class' skill level
 - Choose repertoire that is appropriate for the class' level and facilitates growth in their technique and performance
 - Organizing at least one dance performance for the college community
- C. Load for faculty teaching classroom dance classes in the Theatre & Dance Department (Division of Liberal Arts):
 - 2.01 LHE's for student enrollment of 5+ students for:
 - DANC 1128 – Ballroom and Social Dance
 - 3.01 LHE's for student enrollment of 5+ students:
 - DANC 1245 – Beginning Modern
 - DANC 2245 – Intermediate Modern
 - DANC 1201 – Dance Composition – Improvisation
 - 3.34 LHE's for student enrollment of 5+ students:
 - DANC 1301 – Dance Composition - Choreography
 - 3.01 LHE's for student enrollment of 5+ students (to include split section enrollment of both levels of dance)
 - DANC 1241 – Beginning Ballet
 - DANC 2241 – Intermediate Ballet
 - DANC 1247 – Beginning Jazz
 - DANC 2247 – Intermediate Jazz
 - DANC 1151 – Freshman Dance Performance
 - DANC 2151 – Sophomore Dance Performance

Example:

DANC 1241 – Beginning Ballet (Split Section) 2 Students
DANC 2241 – Intermediate Ballet (Split Section) 3 Students
Total Ballet Students in Section 5 Students = 3.01 LHE's

Pro-rated Example:

DANC 1247 – Beginning Jazz (Split Section) 2 Students
DANC 2151 – Intermediate Jazz (Split Section) 2 Students
Total Jazz Students in Section 4 Students = need calculation

Dance Studio Courses Considered for Approved Cap

Discipline	Approved Cap	Allow to enroll up to
DANC 1241 – Beginning Ballet	5	12
DANC 2241 – Intermediate Ballet	5	12
DANC 1245 – Beginning Modern	5	12
DANC 2245 – Intermediate Modern	5	12
DANC 1247 – Beginning Jazz	5	12
DANC 2247 – Intermediate Jazz	5	12
DANC 1201 – Dance Composition – Improvisation	5	12
DANC 1301 – Dance Composition – Choreography	5	12
DANC 1151 – Freshman Dance Performance	5	12
DANC 2151 – Sophomore Dance Performance	5	12
DANC 1128 – Ballroom and Social Dance	5	12

Compensation for Applied Music Lessons (MUAP)

Scope of responsibilities and expected duties for faculty teaching Music Applied (MUAP) lessons:

- A. Faculty will be responsible for utilizing the following forms and maintaining a file for each participating student:
 - Student Applied Lesson Log (tracks the progress/attendance/assignments of each student)
 - Course syllabus that contains specific student learning outcomes
 - End of Semester Jury Sheet
- B. Faculty will be responsible for accomplishing the following activities for each supervised lesson:
 - Create an individualized course of study for each student that takes into account their current knowledge and ability while charting a path forward that prepares them to successfully transfer to a four-year institution
 - Provide one 50-minute lesson per week/per student for duration of semester
 - Provide instruction appropriate to the student skill level
 - Choose repertoire that is appropriate for each student’s level and facilitates musical growth
- C. Load for faculty teaching applied lessons in the Music Department (Division of Liberal Arts) will be based on total enrollment for all applied sections assigned to the individual faculty member:
 - 0.67 LHE per student enrolled (each student enrollment equates to 16 Lab-based Contact Hours)

Example:

MUAP1209 Applied French Horn I	2 Students
MUAP1229 Applied French Horn I I	1 Students
MUAP2209 Applied French Horn I II	1 Students
MUAP2229 Applied French Horn I V	2 Students

Total Applied Students

6 Students X 0.67 = 4.02 LHE’s

Compensation for Ensemble Music Courses (MUEN)

Scope of responsibilities and expected duties for faculty teaching Music Ensemble (MUEN) courses:

- A. Faculty will be responsible for utilizing the following forms and maintaining a file for each participating student:
 - Progress Report detailing student activities, progress, and demonstration of competencies
- B. Faculty will be responsible for accomplishing the following activities for each supervised class:
 - Select repertoire appropriate to the skill level and instrumentation of ensemble membership
 - Create an individualized course of study for the ensemble that takes into account their current knowledge and ability while charting a path forward that prepares them to successfully transfer to a four-year institution
 - Provide individualized and group instruction appropriate to the ensemble’s skill level

- Choose repertoire that is appropriate for ensemble's level and facilitates musical growth
- Organizing at least one ensemble performance for the college community

C. Load for faculty teaching music ensembles in the Music Department (Division of Liberal Arts) will be based on the Academic Course Guide Manual's ensemble size classification:

Large Instrumental Ensembles	MUEN xx21 through MUEN xx30
Small Instrumental Ensembles	MUEN xx31 through MUEN xx40
Large Vocal Ensembles	MUEN xx41 through MUEN xx50
Small Vocal Ensembles	MUEN xx51 through MUEN xx60

- 2 LHE's for Small Instrumental and Vocal Ensembles (Minimum Class Size 5 students)
- 2.67 LHE's for Large Instrumental and Vocal Ensembles (Minimum Class Size 10 students)

Examples:

MUEN1141 Choir Ensemble (Large Vocal) with 12 students = 2.67 LHE's
 MUEN1132 Jazz Ensemble (Small Instrumental) with 10 students = 2 LHE's

Pro-rated Examples:

MUEN1121 Band Ensemble (Large Instrumental) with 8 students: LHE would be pro-rated as follows: $(8 \div 10) \times 2.67 \text{ LHE's} = 2.14 \text{ LHE's}$
 MUEN1136 Woodwind Ensemble (Small Instrumental) with 4 students: LHE would be pro-rated as follows: $(4 \div 5) \times 2 \text{ LHE's} = 1.6 \text{ LHE's}$

Compensation for Classroom Piano Courses

Scope of responsibilities and expected duties for faculty teaching ensemble courses:

- A. Faculty will be responsible for utilizing the following forms and maintaining a file for each participating student:
 - Progress Report detailing student activities, progress, and demonstration of competencies
- B. Faculty will be responsible for accomplishing the following activities for each supervised class:
 - Provide two class sessions per week for duration of semester
 - Monitor and document weekly individual student progress
 - Provide individualized instruction appropriate to the students' skill levels
 - Assign repertoire appropriate to students' skill levels
- C. Load for faculty teaching classroom piano classes in the Music Department (Division of Liberal Arts):
 - 2.01 LHE's for student enrollment of 10+ students (to include split section enrollment of all three levels of piano)

Example:

MUSI1181 Piano Class I (Split Section)	5 Students
MUSI1181 Piano Class II (Split Section)	3 Students
MUSI1181 Piano Class III (Split Section)	4 Students
Total Piano Students in Section	12 Students = 2.01 LHE's

Pro-rated Example:

MUSI1181 Piano Class I (Split Section)	2 Students
MUSI1181 Piano Class II (Split Section)	3 Students
MUSI1181 Piano Class III (Split Section)	4 Students
Total Piano Students in Section	9 Students = 1.81 LHE's

Adjusting NAH Courses Laboratory Pay (Vocational Nursing)

As per Texas Board of Nursing guidelines, the laboratory portion of VNSG1323 and VNSG2331 should have a faculty to student ratio of no more than 1:10. The Lecture portion, however, can have a ratio of 1:20.

Therefore, to maximize the number of students that can be taught in a cohort, the lecture portions of each of these two courses may be taught together by one faculty member.

Compensation: The lecture portions of two sections may be treated as one section of 20 students for compensation purposes. Meanwhile, the laboratory portions are taught by two different faculty, and each would be compensated for the full portion of the laboratory LHEs when they teach 100% of the lab contact hours.

Compensation for the lecture portion would be as follows:

Sections Taught (10 students each)	LHEs Pay
1-2	2
3	3

In compliance with other Pay Plan guidelines, compensation of a single section will not exceed the maximum LHEs for one section.

Example:

Lecture		
VNSG2331A01 (Lec Portion)	Faculty A	Compensated with 2 LHEs
VNSG2331A02 (Lec Portion)		
Lab		
VNSG2331A01 (Lab Portion)	Faculty B	Compensated with 2.68 LHEs
VNSG2331A02 (Lab Portion)	Faculty C	Compensated with 2.68 LHEs

Compensation for Large Classes and Small Classes

LARGE CLASSES COMPENSATION BASED ON LARGE ENROLLMENT AND CENSUS DAY	
Compensation	Student Enrollment
LARGE CLASSROOM-BASED CLASSES	
No Additional Compensation	<ul style="list-style-type: none"> • 0 – 40 students
Pro-rated Pay for one (1) course overload based on: <ul style="list-style-type: none"> ○ Number of students enrolled after Census Date* ○ Faculty Teaching Schedule (1F5) in Argos ○ Faculty’s credentials - (Not to exceed the Adjunct rate for an additional course) 	<ul style="list-style-type: none"> • 41 students and above
Example: 52 students in a 3 LHE course taught by a Master’s degreed faculty would be compensated at: $12 \div 40 \times 3 \text{ LHE's} \times \$850 = \$765.00$	
LARGE LAB-BASED CLASSES	
No Additional Compensation	<ul style="list-style-type: none"> • 0 – 36 students
Pro-rated Pay for one (1) course overload based on: <ul style="list-style-type: none"> ○ Number of students enrolled after Census Date* ○ Faculty Teaching Schedule (1F5) in Argos ○ Faculty’s credentials - (Not to exceed the Adjunct rate for an additional course) 	<ul style="list-style-type: none"> • 37 students and above
Example: 42 students in a 4.68 LHE lab course taught by a Master’s degreed faculty would be compensated at: $6 \div 36 \times 4.68 \text{ LHE's} \times \$850 = \$663.00$	
DISTANCE EDUCATION – LARGE ENROLLMENT	
No Additional Compensation	<ul style="list-style-type: none"> • 0 – 28 students
Pro-rated Pay for one (1) course overload based on: <ul style="list-style-type: none"> ○ Number of students enrolled after Census Date* ○ Faculty Teaching Schedule (1F5) in Argos ○ Faculty’s credentials - (Not to exceed the Adjunct rate for an additional course) 	<ul style="list-style-type: none"> • 29 students and above
Example: 31 students in a 3 LHE class taught by a Master’s degreed faculty would be compensated at: $3 \div 28 \times 3 \text{ LHE's} \times \$850 = \$273.21$	

*Run Argos 1F5 report the day after Census to allow time for Census Day updates to take place.

SMALL CLASSES COMPENSATION BASED ON LOW ENROLLMENT AND 1 ST DAY OF SEMESTER*	
Compensation	Student Enrollment
REQUIRED CORE CLASSES ENGL 1301, ENGL 1302, GOVT 2305, GOVT 2306	
Required Core Classes with low enrollment (fewer than <u>15</u> students) on the first class meeting date will result in pro-rated LHE'S and compensation for faculty. <i>Exceptions will require Division Dean and Provost approval.</i>	
Pro-rated LHEs for one (1) course overload based on: ○ Number of students enrolled on first class meeting date	<ul style="list-style-type: none"> • > 15 students on first-class meeting date
Example: 12 students in a 3 LHE class. LHE would be pro-rated as: $(12 \div 15) \times 3 \text{ LHE's} = 2.4 \text{ LHE's}$	
Pro-rated Pay for one (1) course overload based on: ○ Pro-rated LHE's (above) ○ Faculty's credentials - (Not to exceed the Adjunct rate for an additional course)	
Example 1: 12 students in a 3 LHE class taught by a Master's degreed faculty would be compensated at: $2.4 \text{ LHE's} \times \$850 = \$2,040.00$	
Example 2: 12 students in a 3 LHE class taught by a Ph.D. degreed faculty would be compensated at: $2.4 \text{ LHE's} \times \$950 = \$2,280.00$	

SMALL CLASSES COMPENSATION BASED ON LOW ENROLLMENT AND 1 ST DAY OF SEMESTER	
Compensation	Student Enrollment
FIELD OF STUDY, ELECTIVE CORE CLASSES, FRESHMEN/SOPHOMORE (NON-CORE), AND LAB-BASED CLASSES	
Classes with low enrollment (fewer than 12 students) on the first class meeting date, regardless of instructional medium, will result in pro-rated LHEs and compensation for faculty. <i>Exceptions will require Division Dean and Provost approval.</i>	
Pro-rated LHEs for one (1) course overload based on: ○ Number of students enrolled on first class meeting date	<ul style="list-style-type: none"> • > 12 students on first-class meeting date
Example: 9 students in a 3 LHE class. LHE would be pro-rated as: $(9 \div 12) \times 3 \text{ LHE's} = 2.25 \text{ LHE's}$	
Pro-rated Pay for one (1) course overload based on: ○ Pro-rated LHE's (above) ○ Faculty's credentials - (Not to exceed the Adjunct rate for an additional course)	
Example 1: 9 students in a 3 LHE class taught by a Master's degreed faculty would be compensated at: $2.25 \text{ LHE's} \times \$850 = \$1,912.50$	
Example 2: 9 students in a 3 LHE class taught by a Ph.D. degreed faculty would be compensated at: $2.25 \text{ LHE's} \times \$950 = \$2,137.50$	

*First day of Semester indicates:
 Long semesters (Fall and Spring)
 Minimesters (Fall, Spring, and Summer)
 Terms for Bachelor Programs

Substitute Pay

In unexpected, or unavoidable situations where a faculty of record is unable to fulfill their assigned teaching responsibilities, and it is necessary for another qualified faculty to substitute in their absence, the department will provide compensation to the substituting faculty. Determination as to whether the department will provide a substitute instructor is made by the chair on a case-by-case basis in consultation with the absent instructor. Requests for substitute pay for qualified faculty must be approved by the Division Dean and the Provost.

Short-Term Absence- Department chairs have several options to address short-term absences lasting fewer than 2 weeks. Factors such as the length of time the course will be substituted and the instructional method will be considered to ensure minimal disruption to student learning.

Leave requests should, preferably, be communicated through email to the Department Chair and Secretary. Any phone calls to the Department Chair or Secretary regarding an absence should be followed up with an email as soon as possible. Any substitution NOE submitted to the Division Dean and the Provost should note the date the faculty member submitted their absence in to TimeClock Plus along with the date the Department Chair verified and approved the absence(s).

All absences should be submitted within 3 days upon the faculty member's return. If the absence is more than 3 days, the faculty member will need to coordinate with the Benefits staff in Human Resources to make the necessary arrangements regarding their leave and TimeClock Plus.

1. Resumption of instructional duties:
 - a. When the return date of the Faculty of Record is confirmed, the chair can proceed with appropriate planning for their return to teaching their courses
2. College Service Hours:
 - a. Faculty members who are qualified in the discipline, if they choose, may substitute as part of their college service hours
3. Professional Courtesy:
 - a. Faculty members who are qualified in the discipline may, if they choose, substitute for each other as a professional courtesy between colleagues, without pay.
4. Substitution for Pay:
 - a. Faculty members who are qualified in the discipline may substitute for another faculty member for prorated pay for the days that are substituted.

Department Chairs Only

Department chairs who are qualified in the discipline have the option to use their scheduled Administrative Hours to substitute, for short-term absences (less than 2 weeks), while they identify a faculty to substitute the course.

Long-Term Absence - In situations where an extended absence is expected to be longer than 2 weeks, the chair should evaluate the circumstances and take course of action based on pre-established criteria in consultation with the Office of the Vice President of Academic Affairs and Economic Development.

1. Reassignment of Course(s):
 - a. Courses should be reassigned in the event that the Faculty of Record is unable to fulfill teaching duties for the remainder of the semester. The new faculty will become the Faculty of Record.
 - b. Courses may be reassigned in the event the Faculty of Record returns from an extended absence and will not be returning to teach their original courses. To fulfill the contractual requirement of 15 credit hours per semester there is an option for assignment of additional responsibilities via a special assignment. This type of activity must be planned, coordinated, and approved before the faculty returns to work.

Note: An employee shall submit medical certification and/or documentation of the need for leave if the employee is absent more than three consecutive work-days because of personal illness or illness in the immediate family. DEC (Local).

1. Type of Hours (Schedule Code – Argos 1F5 Report)	
Lecture	1:1
Lab	1:.67
Clinical	1:.80
Practicums/GSS/Coop/Internship*	Per Student or Contact Hours

2. Modality	
Face-to-Face (F2F)	Based on # days the course meets
Online, Asynchronous, Synchronous	Based on # of weeks the course meets
Hybrid (F2F and Online)	Based on both # of meets and # of weeks

3. FY 2024-2025 Adjunct LHE Rates		
Degree	Adjunct LHE Rate	Note: In accordance with STC Board Policy DJ-Assignment, Work Load, and Schedules, qualified substitutes will be paid by the College at the FY2024-2025 Adjunct LHE Rate , in accordance with their educational level.
Associate	\$675	
Bachelor	\$725	
Master	\$850	
Doctorate	\$950	

Calculations are based on the following steps:

A faculty has substituted a course(s) and payment will need to be processed

1. Review the assigned teaching schedule of the Faculty of Record which includes:
 - a. Course LHEs or Contact Hours
 - b. Part of Term - the duration of the term in number of days or weeks, accounting for finals week if applicable
2. Identify the Types of Hours (refer to Table 1) and their corresponding ratio number
3. Determine the Modality (refer to Table 2)
 - a. For F2F courses: Identify the specific Date(s) and Time(s) when the class substitution took place
 - b. For Online courses: Identify the weeks during which the substitutions were made
 - c. For Hybrid courses: Determine the modality for each type of hours and the allocation of the LHEs in relation to each
4. Identify the Adjunct/Overload LHE rate of pay (refer to Table 3) for the substituting faculty

GENERAL FORMULA						
Number of days or weeks substituted	/	Total semester course meetings or weeks met (include finals week, if applicable)	X	Total LHEs assigned to the course	X	Adjunct LHE Rate based on credentials = Pay Amount

Face-to-Face (F2F) Substitution Examples

To determine the amount to be paid for a substitute, the following formula should be used:

A doctorate degree faculty member substituting for an Academic English course (**3.00 LHEs**). The calculation assumes 4 of 30 classes substituted, and an Adjunct pay rate of \$950.

(Lecture only) 4 / 30 = 0.133	X	3.00 = 0.40	X	\$950	= \$380.00
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A faculty member with a doctorate degree substitutes for a biology course (**5.01 LHEs**) which meets on Mondays for lecture (**3.00 LHEs**) and Wednesdays for lab (**2.01 LHEs**). The faculty substituted the lecture portion on one Monday and the lab portion one Wednesday. The calculation assumes 1 of 16 classes substituted for the lecture portion which includes the day for final exam and 1 of 15 days substituted for the lab portion, and an Adjunct pay rate of \$950.

(Lecture) 1 / 16 = 0.063	X	5.00 = 0.31	X	\$950	= \$294.50
(Lab) 1 / 15 = 0.067	X	2.01 = 0.13	X	\$950	= \$123.50

A faculty member with a master's degree substitutes for an EMS course (**6.68 LHEs**) which meets on Tuesday morning for Lecture (**4.00 LHEs**) and Tuesday afternoon for Lab (**2.68 LHEs**). The faculty substituted the lecture portion on Tuesday morning and the lab portion on Tuesday afternoon. The calculation assumes 2 of 13 classes substituted, and an Adjunct pay rate of \$850.

(Lecture) 1 / 16 = 0.063	X	4.00 = 0.25	X	\$850	= \$212.50
(Lab) 1 / 15 = 0.067	X	2.68 = 0.18	X	\$850	= \$153.00

Online Course Substitution Example

To determine the amount to be paid for a substitute, the following formula should be used:

A faculty member with a doctorate degree substitutes for an online History course (**3.00 LHEs**). The calculation assumes 2 of 16 weeks substituted, and an Adjunct pay rate of \$950.

(Lecture) 2 / 16 = 0.125	X	3.00 = 0.38	X	\$950	= \$361.00
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Hybrid Course Substitution Example

To determine the amount to be paid for a substitute, the following formula should be used:

A faculty member with a doctorate degree substitutes for a Hybrid course (**5.01 LHEs**) which meets on Mondays (F2F) for lecture and lab (3.00 LHEs) and also meets Online for lecture and lab (**2.01 LHEs**). The faculty substituted on Monday (F2F) and had access to the shell therefore taught the online responsibilities throughout the week. The calculation assumes 1 of 16 classes substituted for the F2F portion which includes the day for final exam and assuming 1 of 15 weeks substituted for the online portion, and an Adjunct pay rate of \$950.

Hybrid Course Substitution with Access to Shell					
(F2F LLB) 1 / 16 days = 0.063	X	3.00 = 0.19	X	\$950	= \$180.50
(Online LLB) 1 / 15 weeks = 0.067	X	2.01 = 0.13	X	\$950	= \$123.50

Hybrid Course Substitution <u>without</u> Access to Shell					
(F2F LLB) 1 / 16 days = 0.063	X	3.00 = 0.19	X	\$950	= \$180.50

**Once access is granted to online shell, the LHEs for the online portion will be calculated.*

Non-Traditional Delivery of Instruction

Guided Self-Studies (GSS) / Independent Study (IS) / Synchronous Remote Delivery Courses (Z) are educational alternatives in which traditional courses are taught in a non-traditional setting.

Guided Self-Studies (GSS) and Independent Study (IS)

Guided Self-Studies and Independent Study are self-paced courses offered by programs to meet a unique curriculum and graduation requirement for our students.

Remote Delivery Courses

Section codes that include Z are designated synchronous remote delivery courses that can be offered in tandem with a face-to-face offerings. These additional course offerings allow students to register for courses that may not otherwise be offered due to low enrollment. An example of a synchronous remote delivery section code is GZ1. The G identifies the Starr Campus and Z denotes instructional delivery method.

Number of Students	Compensation*
01-03	25%
04-06	50%
07-11	75%
12-15	100%

*Compensation based on Adjunct Faculty Rate.

FY 2024-2025 Adjunct LHE Rate	
Degree	Adjunct LHE Rate
Associate	\$675
Bachelor	\$725
Master	\$850
Doctorate	\$950

Example 1: 12 or more students in a 3 LHE class taught by a Master's degreed Faculty would be compensated at 100%: $3 \text{ LHE's} \times \$850 = \mathbf{\$2,550}$

Example 2: 9 students in a 3 LHE class taught by a Master's degreed Faculty would be compensated at 75%: $3 \text{ LHE's} \times \$850 = \$2,550$ | $\$2,550 \times 0.75 = \mathbf{\$1,912.50}$

Example 3: 5 students in a 3 LHE class taught by a Master's degreed Faculty would be compensated at 50%: $3 \text{ LHE's} \times \$850 = \$2,550$ | $\$2,550 \times 0.50 = \mathbf{\$1,275}$

Example 4: 2 students in a 3 LHE class taught by a Master's degreed Faculty would be compensated at 25%: $3 \text{ LHE's} \times \$850 = \$2,550$ | $\$2,550 \times 0.25 = \mathbf{\$637.50}$

In Person-Hybrid Alternate Instructional Delivery

To meet restrictions mandated due to the COVID-19 pandemic, the College has developed strategies to deliver limited Face-to-Face instruction. The sections offered that meet the following criteria will be compensated with an additional \$1,500 stipend per section (for a maximum of two sections). The total amount will be paid in equal monthly payments while the alternate instructional delivery method is in place. For example, monthly payments will be paid to a faculty member while the In Person-Hybrid sections is in place, but if due to additional restrictions the section has to be changed to remote delivery, the remaining stipend payment will cease.

Criteria for additional compensation:

- Online Dual Credit Sections taught by STC faculty, and requiring Face-to-Face lab portions taught at High School sites.
- In Person-Hybrid sections offered at STC campuses. In addition to preparing the course to be ready for online delivery, the faculty will divide the students into two cohorts and meet with each group once a week. In total, 2 Face-to-Face meeting times for each section per week.

CBE Courses – Lower and Upper Level

Competency-based Education (CBE) Courses- Core/Lower/Upper Level

Competency-based Education (CBE) courses allow students to demonstrate mastery of competencies at their own pace. Courses for Core, Lower Level, and Upper Level Classes (1000 - 2000 and 3000 - 4000) are offered year-round in six 7-week sessions (see appendix K).

Outlined below are the following CBE courses that will result in pro-rated LHEs and compensation for faculty based on the first class meeting date:

- **Core and Lower Level Courses (1000 – 2000)**
- **Upper Level Bachelor Courses (3000 – 4000)**

Compensation for Core and Lower Level Courses (1000 – 2000) - 1ST Class Day

Courses with an enrollment of less than **12 students** on the first class meeting date, will result in pro-rated LHEs and compensation for faculty. The Department owning the course generates the NOE and is responsible for compensation. The Inter-departmental Faculty Assignment Form is not required since the course belongs to the department.

Number of Students	Compensation
1 – 3	1 LHE
4 – 11	Pro-rated based on number of students

Example: 6 students in a 3 LHEs class (ENGL1301), Faculty with Master Degree:

- LHE prorated as follows: $(6/12) \times 3 \text{ LHEs} = 1.5 \text{ LHEs}$
- Faculty with Master Degree \$850 per LHE
- Compensation: $1.5 \text{ LHE} \times \$850 = \$1,275$

Example: 6 students in a 5.01 LHEs class (PHYS1401), Faculty with Master Degree:

- LHE prorated as follows: $(6/12) \times 5.01 \text{ LHEs} = 2.51 \text{ LHEs}$
- Faculty with Mater Degree \$850 per LHE
- Compensation: $2.51 \text{ LHEs} \times \$850 = \$2,133.50$

Compensation for Upper Level Bachelor Courses (3000 – 4000) – 1ST Class Day

Bachelor courses with enrollment of less than **10 students** in the first class meeting date, will result in pro-rated LHEs and compensation for faculty. The Bachelor Programs department generates the NOE. The Inter-departmental Faculty Assignment Form is required if the faculty’s primary department is not Bachelor Programs (ex: Philosophy instructor teaching ORGL course). The Bachelor Programs department chair initiates the Inter-Departmental form and submits it to the faculty’s primary department chair to determine if the course will be used toward faculty load or as an overload course and return the signed form to the initiating department. There is no action needed if the course will be conducted toward faculty load.

Number of Students	Compensation
1 – 3	1 LHE
4 – 9	Pro-rated based on number of students

Example: 6 students in a 3 LHEs class, Faculty with Doctorate Degree:

- LHE would be pro-rated as follows: $(6/10) \times 3 \text{ LHEs} = 1.8 \text{ LHEs}$
- Faculty with Doctoral Degree \$950 per LHE
- Compensation: $1.8 \text{ LHEs} \times \$950 = \$1,710$

CBE Large Class Enrollment

Competency-based Education (CBE) courses with new students added from week 1 up to the fourth (4th) Monday in each session, will result in additional compensation* for faculty and will be calculated based on the chart below.

Number of Students	Compensation*
0 – 28	No Additional Compensation
29 – Above	Pro-rated based on number of students

Example: 31 students in a 3 LHE (MSHM 4351), Faculty with Master Degree:

- LHE prorated as follows: $(3/28) \times 3 \text{ LHEs} = 0.32 \text{ LHE}$
- Faculty with Master Degree \$850 per LHE
- Compensation: $0.32 \text{ LHE} \times \$850 = \$272^{**}$

*See Requirements for Adjusting CBE Compensation Model

**Use Worksheet Template for consistent decimal rounding

***Use a regular NOE for large class stipends

PROCEDURES: NEW STUDENT ENROLLMENT AND ADJUSTMENTS

New Student Enrollment Procedures

CBE courses are designed to allow students to enroll up to the fourth (4th) Monday in each session. The calendars below provide a breakdown of the CBE activities for each semester.

CBE Calendar - FALL 2024 Semester					
Session	Classes Begin	Census Date	Last Day to Add Students	Review Small and Large Enrollment	Classes End
K1	Refer to dates published on the Fall 2024 Academic Calendar for dates related to: Classes Begin, Census Date and Classes End				
K2	Refer to dates published on the Fall 2024 Academic Calendar for dates related to: Classes Begin, Census Date and Classes End				
	New students may be added from week 1 up to the fourth (4 th) Monday in each session. Faculty receive notification of additional students from: Academic Coach/SSS and Admissions (automated email).			Process adjustment to compensation using the A or B Model	

CBE Calendar - SPRING 2025 Semester					
Session	Classes Begin	Census Date	Last Day to Add Students	Review Small and Large Enrollment	Classes End
K1	Refer to dates published on the Spring 2025 Academic Calendar for dates related to: Classes Begin, Census Date and Classes End				
K2	Refer to dates published on the Spring 2025 Academic Calendar for dates related to: Classes Begin, Census Date and Classes End				
	New students may be added from week 1 up to the fourth (4 th) Monday in each session. Faculty receive notification of additional students from: Academic Coach/SSS and Admissions (automated email).			Process adjustment to compensation using the A or B Model	

CBE Calendar – SUMMER 2025 SEMESTER					
Session	Classes Begin	Census Date	Last Day to Add Students	Review Small and Large Enrollment	Classes End
K1	Refer to dates published on the Summer 2025 Academic Calendar for dates related to: Classes Begin, Census Date and Classes End				
K2	Refer to dates published on the Summer 2025 Academic Calendar for dates related to: Classes Begin, Census Date and Classes End				
	New students may be added from week 1 up to the fourth (4 th) Monday in each session. Faculty receive notification of additional students from: Academic Coach/SSS and Admissions (automated email).			Process adjustment to compensation using the A or B Model.	

Procedures for Adjusting CBE Compensation Model

The models below should only be used for compensating faculty **after** week 4 enrollment review based on the CBE Calendar.

A. CBE Assignments Processed on Paper NOE
<ol style="list-style-type: none"> 1. Department owning the course is responsible for revising the NOE and compensation. 2. Run the Academic Affairs 1F5 Argos report to verify increased enrollment and justify additional compensation. 3. The LHE and compensation amounts are revised in red (strikethrough) on a copy of the original NOE. 4. Attach Academic Affairs 1F5 Argos report and the CBE Calculation Spreadsheet for the increased LHEs to the revised NOE. 5. Financial Manager will initial changes on NOE. Keep a copy of the documentation for your records. 6. Route NOE to Division Dean and Provost for approval. 7. NOE submitted to the Office of Human Resources for compensation processing. End of the compensation process. <p>Example:</p> <p>First class day: 4 students enrolled, Faculty with Doctorate Degree:</p> <ul style="list-style-type: none"> • Copy of original NOE: $(4/10) \times 3 \text{ LHEs} = 1.2 \text{ LHEs} \times \\$950 = \\$1,140^{**}$ <p>Fourth Week (Monday): 5 additional students enroll. Run Argos 1F5 report (Tuesday)</p> <ul style="list-style-type: none"> • Revised NOE: $(9/10) \times 3 \text{ LHEs} = 2.7 \text{ LHEs} \times \\$950 = \\$2,565$ • New NOE is the difference between first and fourth week $2.7 \text{ LHEs} - 1.2 \text{ LHEs} = 1.5 \text{ LHEs} \times \\$950 = \\$1,425$

B. CBE Assignments Processed through FLAC

1. Department owning the course is responsible for creating a new NOE* and compensation.
 - Full-time Faculty - use an Overload NOE
 - Adjunct Faculty - use an Adjunct NOE
2. Run the Academic Affairs 1F5 Argos report to verify increased enrollment and justify additional compensation.
3. Only the difference in LHEs will be compensated.
4. Attach the Academic Affairs 1F5 Argos report and the CBE Calculation Spreadsheet for the increased LHEs to the revised NOE.
5. Write “FLAC- Additional Compensation” and the Faculty’s position and suffix number on top of NOE. This notifies HR Payroll of adjustment to the FLAC record. Keep a copy of the documentation for your records.
6. Route NOE to Division Dean and Provost for approvals.
7. NOE submitted to the Office of Human Resources for compensation processing. End of the compensation process.

Example:

First class day: 4 students enrolled, Faculty with Doctorate Degree:

- FLAC Record: $(4/10) \times 3 \text{ LHEs} = 1.2 \text{ LHEs} \times \$950 = \$1,140$

Fourth Week (Monday): 5 additional students enroll. Run Argos 1F5 report (Tuesday)

- Calculation: $(9/10) \times 3 \text{ LHEs} = 2.7 \text{ LHEs} \times \$950 = \$2,565$
 - $\$2,565 - \$1,140 = \$1,425$ or $2.7 \text{ LHEs} - 1.2 \text{ LHEs} = 1.5 \text{ LHEs}$
- New NOE: $1.5 \times \$950 = \$1,425$

*Adjustment(s) must be made on a new paper NOE since the record has been locked and cannot be adjusted.

C. CBE Assignments Processed through FLAC (Summer records not locked)

1. Department owning the course is responsible for the revised compensation.
2. Run the Academic Affairs Division 1F5 Argos report to verify increased enrollment and justify additional compensation.
3. Only the difference in LHEs will be compensated.

Example:

First class day: 4 students enrolled, Faculty with Doctorate Degree:

- FLAC Record: $(4/10) \times 3 \text{ LHEs} = 1.2 \text{ LHEs} \times \$950 = \$1,140$

Fourth Week (Monday): 5 additional students enroll. Run Argos 1F5 report (Tuesday)

- Calculation: $(9/10) \times 3 \text{ LHEs} = 2.7 \text{ LHEs} \times \$950 = \$2,565$
 - $\$2,565 - \$1,140 = \$1,425$ or $2.7 \text{ LHEs} - 1.2 \text{ LHEs} = 1.5 \text{ LHEs}$
- New NOE: $1.5 \times \$950 = \$1,425$

*If the record(s) has not been locked, adjustments must be made in Banner under SIAASGN and no paperwork is needed.

Faculty Special Assignments Non-Teaching

Special Assignments Non-Teaching must be submitted prior to the assignment start date, with a justification memo that details the specific duties and responsibilities, along with the timeline and deliverables that Faculty needs to fulfill the assignment.

South Texas College Faculty, as part of their contract, contribute to the College’s Mission through non-instructional college service hours, which include serving on committees and taskforces, conducting outreach and recruitment, serving as club advisors, and participating in special projects for their department. As part of instructional efficiency, special assignments may be used to reduce or eliminate the need of additional full-time staffing positions. Additionally, some Faculty have unique skill sets and/or experience that allows for implementation of projects in a timely manner.

In situations when Faculty are asked to support the College’s initiatives, projects, grants, and activities with a **specific set of duties and responsibilities, with specific timelines and deliverables**, Faculty are invited to support these activities by accepting a non-teaching special assignment, which they fulfill in addition to their required teaching load and Faculty responsibilities.

Review and Approval: Special Assignments requested at the division level will be reviewed and approved by the immediate Supervisor, Division Dean, and Provost.

Special assignments requested at the Vice President level is submitted to the President for review and approval. The Office of Human Resources reviews and approves all requests prior to assignment start date.

Compensation for Non-Teaching Assignments: The compensation for the special assignment depends on the extent of time and effort required for the assignment and can be compensated by one of the following:

- Stipends
- Overload Pay / LHE-based
- Course Release
- Flat Rate

NON-TEACHING ASSIGNMENTS			
	Departmental Assignment	Stipend	Course Release
Compensation Method	LHE-BASED (Adjunct LHE Rate)	Flat Rate or Fixed Amount	Released from Teaching Full Load (Ranges from 1-5 courses)
Reference Examples	<ul style="list-style-type: none"> • Department Assistant Chair • Dual Credit Faculty Coordinator • Program Coordinator 	<ul style="list-style-type: none"> • Staffing Plan- Chair Stipends • NAH Educational, Professional, and Certification Stipends • Large Class Adjustments 	<ul style="list-style-type: none"> • Interim Assignments • Chairs
Occurrence	Fall, Spring, and Summer	Fall, Spring, and Summer	Fall and Spring
Required Documents for Fall/Spring	<ul style="list-style-type: none"> • NOE Required • Justification Memo with Duties • Argos 1F5 Teaching Schedule • Weekly Schedule based on Calculation of Required Clock Hours 	<ul style="list-style-type: none"> • NOE Required • Justification Memo with Duties • Argos 1F5 Teaching Schedule • Weekly Schedule based on Calculation of Required Clock Hours 	<ul style="list-style-type: none"> • NOE Not Required • Justification Memo • Argos 1F5 Teaching Schedule • Weekly Schedule
Required Documents for Summer	<ul style="list-style-type: none"> • NOE for each semester • Justification Memo with Duties 	<ul style="list-style-type: none"> • NOE for each semester • Justification Memo with Duties 	<ul style="list-style-type: none"> • NA

Comparison: Non-Teaching Assignments

The table below shows the comparison between the two methods of Non-Teaching Faculty Assignments.

COMPARISON CHART FOR NON-TEACHING ASSIGNMENTS		
Criteria	Course Release	Overload Pay Based on LHEs
Compensation and Expectation	<ul style="list-style-type: none"> Released from teaching load. Number of course release (1 to 5 courses) depending on the extent of the assignment. Perform all regular duties and responsibilities with no degradation in the quality of instruction or services resulting from the special assignment. 	<ul style="list-style-type: none"> Compensated based on LHEs. Number of LHEs depends on the deliverables and duties (overload pay). Perform all regular duties and responsibilities with no degradation in the quality of instruction or services resulting from the special assignment
Timeline and Approval	<ul style="list-style-type: none"> Request should be submitted several weeks prior to assignment start date, so that proper approval is secured. Request must be submitted by the immediate supervisor to the Division Dean and Provost for review and approval. New Special assignments not listed in the Pay Plan is submitted to the Provost and HR for review and approval. 	
Required Documentation	<ul style="list-style-type: none"> NOE (Notice of Employment) is not required. Justification memo detailing specific duties and responsibilities, timeline, and deliverables to fulfill the assignment. 	<ul style="list-style-type: none"> NOE (Notice of Employment) is required. Justification memo detailing specific duties and responsibilities, timeline, and deliverables to fulfill the assignment.
Assignment Hours/ Clock Hours	<ul style="list-style-type: none"> Required clock hours based on number of course release. Calculation of clock hours based on the <u>Calculation of Required Clock Hours for Course Release Chart</u>. Weekly assignment hours must be published to the person supervising the non-teaching assignment. The weekly schedule indicates the required administrative hours for the non-teaching responsibilities of their assignment. 	<ul style="list-style-type: none"> Required clock hours based on number of LHEs. Calculation of clock hours based on the <u>on the Calculation of Required Clock hours base on Overload Pay Chart</u>. Weekly assignment hours must be published to the person supervising the non-teaching assignment. The weekly schedule indicates the required administrative hours for the non-teaching responsibilities of their assignment.

Compensation: Non-Teaching Assignment Based on Course Release

- **Description:** Faculty is released from teaching their full load. Depending on the extent of the assignment, faculty may be released from teaching 1 to 5 courses based on a 3 LHE course.
- **Review and Approval:** The request for a Course Release is submitted through a justification memo, which describes the activities that need to be completed. This memo is routed to the Dean and the Office of the Vice President for Academic Affairs and Economic Development for review and approval. An NOE (Notice of Employment) is not required. The course release assignment for faculty is compensated through their base pay. The faculty will submit a weekly schedule (for each semester) to the person supervising the non-teaching assignment. The weekly schedule indicates the required administrative hours for the non-teaching responsibilities of their assignment.
- Policy 3800 states that Full-Time Regular Faculty are required to work an equivalent of 40-hours a week.

Calculation of Required Clock Hours Based on Course Release for a 40-hour Work Week

Number of LHE's	Hours of Non-Teaching Duties
3	8
6	16
9	24
12	32
15	40

Compensation: Non-Teaching Assignment Based on Overload Pay

- **Description:** Faculty are required to fulfill their full load of teaching and in addition, may accept to do additional non-teaching work as a special assignment. Since this is extra work for extra pay, Faculty members are expected to perform all regular duties and responsibilities with no degradation in the quality of instruction or services resulting from the overload.
- **Review and Approval:** The request for the non-teaching assignment listed in the FY 2024-2025 Pay Plan is submitted prior to the assignment start date, with a justification memo that details the specific duties and responsibilities, along with the timeline and deliverables to fulfill the assignment. An NOE (Notice of Employment) is created based on overload pay and the LHE is determined based on the extent of the activity. The request is reviewed and approved by the immediate Supervisor, Division Dean, and Provost.

Special assignments requested at the Vice President level is submitted to the President for review and approval. The Office of Human Resources reviews and approves all requests prior to assignment start date.

New special assignments/compensation not listed in pay plan requires the following approvals: Provost and Human Resources.

Guidelines for Calculating Clock Hours for Non-Teaching Assignments Based on Overload Pay Rate is presented in the table below. Additional weeks (full table) can be found in Appendix J.

Calculation of Required Clock Hours

Base Information				Clock Hours Based on # of Weeks				
LHE	Actual Hours	Rounded Hours	Total Hours-16 weeks	16	8	6	5	4
6	7.98	8.00	128	8.00	16.00	21.25	25.50	32.00
5	6.65	6.75	108	6.75	13.50	18.00	21.50	27.00
4	5.32	5.25	84	5.25	10.50	14.00	16.75	21.00
3	3.99	4.00	64	4.00	8.00	10.75	12.75	16.00
2	2.66	2.75	44	2.75	5.50	7.25	8.75	11.00
1	1.33	1.25	20	1.25	2.50	3.25	4.00	5.00
* Each LHE averages to 1.33 clock hours. Rounded up or down to the nearest quarter. .25 = 15 minutes .50 = 30 minutes .75 = 45 minutes								

• **Formula to Establish the Non-Teaching Required Clock Hours**

The formula used to establish the clock hour for non-teaching assignment was based on a faculty who teaches a class (3 LHEs) and is paid at the adjunct rate. Below is an example of estimated hours that Faculty devote to teach such course.

Monday	6:30 – 7:50 (class time)	1 hour 20 minutes
Wednesday	6:30 – 7:50 (class time)	1 hour 20 minutes
Wednesday	5:30 – 6:30 (office hour)	1 hour
Weekly preparation/meetings/students		20 minutes

Based on this formula, a 3 LHE non-teaching assignment will equal to 4 actual clock hours.

Below is the formula used to calculate the Required Clock Hours for different assignment weeks.

FORMULA

$$\begin{array}{l}
 \text{Base Information} \\
 \hline
 \text{\# of LHEs} = \text{Total Hours Required for a 16 week Assignment} \div \text{Number of Weeks for the Assignment} = \text{Total Clock Hours per Week Based on Assignment Period}
 \end{array}$$

EXAMPLE: 2 LHEs for 12 week assignment

$$\begin{array}{l}
 \frac{2}{\text{\# of LHEs}} = \frac{44}{\text{Total Hours Required for a 16 week Assignment}} \div \frac{12}{\text{Number of Weeks for the Assignment}} = \frac{3.66}{\text{Total Clock Hours per Week Based on Assignment Period}} = 4
 \end{array}$$

Examples of Course Release Assignments

The list below provides examples of course release assignments categorized by focus areas. Course release assignments may be created based on college needs not listed with approval of the Vice President for Academic Affairs, President, and Human Resources.

Focus Area	Course Release <i>For Course Release requests, refer to Compensation: Non Teaching Assignment Based on Course Release section</i>	Course Release in LHEs
Nursing & Allied Health Division		
Nursing & Allied Health Division	<ul style="list-style-type: none"> Academic Coach Coordinates overall activities for the program by planning and /or assisting in conceptual focused tutorials with concept coordinators. Collects, analyzes, and interprets data related to student progress to identify students' area for improvement and initiate referrals as needed. 	One Course Release (6 LHEs)
	<ul style="list-style-type: none"> NAH Compliance & Accreditation (NCA) Responsible for the monitoring the compliance of the NAH Division Strategic Plan. Review state, programmatic accreditation, and grant report to ensure the currency, accuracy, and timeliness submitted to the agency. 	One Course Release (3 LHEs)
Occupational Therapy Assistant	<i>Based on the Accreditation Council for Occupational Therapy Education (ACOTE) Standard</i> <ul style="list-style-type: none"> Program Director The program must identify an individual as the program director who is assigned to the occupational therapy educational program as a full-time core faculty member as defined by ACOTE. The director may be assigned other institutional duties that do not interfere with the management and administration of the program. The institution must document that the program director has sufficient release time to ensure that the needs of the program are being met. 	One Course Release (3 LHEs)
Physical Therapist Assistant	Based on the Commission on Accreditation in Physical Therapy Education (CAPTE) Standard 3C the following assignment will be designated as a course release to comply in a manner that recognizes and supports the academic and technical aspects of the program. <ul style="list-style-type: none"> PTA CAPTE - Academic Coordinator of Clinical Education Director (ACCE) Responsible for planning, coordinating, continuous review, facilitation, administration, and monitoring activities on behalf of the academic program and in coordination with academic clinical faculty. Ensures ongoing development of clinical education faculty and the program's compliance with CAPTE accreditation requirements related to clinical education. 	One Course Release (3 LHEs)

Grant Funded Non-Teaching Assignments

Many grants at South Texas College include specific activities and professional development/trainings as part of the grant requirement and may utilize Faculty to fulfil specific activities of a grant.

Depending on the requirements and specific activities outlined in the grant, assigned Faculty may be compensated through a stipend, using LHEs, or a flat rate. Such cases are considered non-teaching assignments. Grant funded non-teaching assignments follow procedures as outlined by the Grant Development, Management and Compliance Department.

Compensation for specific activities and responsibilities assigned to fulfil grant requirement.

A faculty member assigned to specific grant activities and responsibilities may be compensated by a stipend. The Guidelines for Calculating Clock Hours for Special Assignments Based on Overload Pay Rate will be used to determine the number of hours and LHEs.

Compensation for professional development/training activities.

A faculty member receiving a special assignment where the activity is mainly professional development and/or passive activity (e.g. not creating curriculum or using his or her knowledge and skills towards the completion of a project), will be compensated a flat rate based on a \$750 per LHE rate regardless of educational level.

$\$750 \times 3 = \$2,250 / 60 = \$37.50$ (since this is non-teaching activity, 60 clock hours for a 3 LHE non-teaching assignment hours are used to calculate the pay rate).

- For example, faculty required to participate to attend 4 one-hour sessions (4 hours total) will receive a stipend of $4 \times \$37.50 = \150 . To receive compensation, commitment will be based on grant requirements.

EMPLOYEE LEAVE AND HOLIDAYS

Faculty Absences

College policy calls for faculty to meet each scheduled class at the designated place for the entire class period. If faculty have to be absent, they should notify their Department/Program Chairperson or Dean in writing or by phone. Additionally, the faculty should notify the Site Coordinator when the class is being held at a campus or center other than the Pecan Campus. The Department/Program Chairperson must approve any substitute, and the substitute with documentation forwarded to the Dean. If the absence is a result of a last minute problem in the evening, the instructor should notify the Department/Program Chair so that an appropriate message can be delivered to the class. Faculty should obtain prior approval by the Department/Program chair if, on any occasion, some learning activity is planned away from the scheduled classroom. In addition to notifying students well in advance, the instructor should post a notice on the classroom door indicating where the class is being held. Any absence from class that results in the class being cancelled will necessitate that the faculty reschedule the class so that the requisite number of contact hours are in fact held for the class during the semester.

An accurate record of all faculties' absences from classes is necessary. All faculty members will request and record each time they are absent from class utilizing the TimeClock Plus system. Absences to be recorded within the TimeClock Plus system include, but are not limited to, sick leave, jury duty, funeral leave, educational activities leave and personal business. Documentation must still be submitted to Human Resources for leave requests regarding jury duty, FMLA, military, or other extended leaves of absences. Faculty is required to validate timecards for leave requested on a daily/weekly basis. Absences are to be reviewed and approved by the Chairpersons' office. Since STC has no provisions for fringe benefits for adjunct faculty, instructor absences, regardless of the reason, will result in a proportionate reduction in pay. Deans should request payment for substitutes from the Business Office and the Office of Human Resources.

STC Board Policy DEC – Compensation and Benefits: Leaves and Absences

Faculty Renewal and Development Leave

Public two year colleges in Texas may grant leaves of absence for professional development with pay, as cited in Vernon's Texas Civil Statutes, Texas Education Code, Chapter 51, Section 51.105(a).

A faculty member on professional development leave may be revitalized professionally for a semester or a year while retaining all or partial income benefits. Faculty development leaves may be granted for study, research, writing, consultation, work in industry, or other appropriate purposes.

The faculty member on faculty development leave may be paid one-half of the faculty member's 9 month salary or full salary for one-half of the 9 month contract.

South Texas College affirms the following principles of faculty renewal and development:

1. Faculty members recognize their responsibility to maintain competence in their disciplines through continued professional development and performance.
2. Faculty members also recognize that excellence in teaching requires more than competence in their disciplines. They know that teaching excellence is enhanced when faculty members have opportunities to renew themselves emotionally and physically as well as academically.
3. Faculty members, therefore, are concerned with a wide range of activities which promote the values and sensitivities that support classroom instruction.
4. Faculty members and their institutions share an equal responsibility for faculty renewal and development. Faculty members must assume the initiative for their own development; institutions must provide the incentives and rewards.

Faculty renewal and development programs include faculty grants, tuition reimbursement stipends, developmental leaves, and sabbaticals. Such programs are considered a prudent investment in the integrity of instructional programs and demonstrate the continued commitment to the well-being of faculty.

The College provides the following elements as necessary to ensure orderly and productive faculty renewal and development programs:

1. Adequate financial incentives for faculty renewal and development.

2. Financial support to faculty members for improving the quality of the instruction; for enhancing instructional strategies; for continuing to reevaluate and redesign curricula; and for special opportunities for research which promise benefits to students, teachers, and institutions.
3. A stated philosophy or rationale which clearly states eligibility requirements, defines guidelines for application, and ensures equitable treatment for all applicants.

Development Leave (Policy DEC (Local))

A faculty member [see definition at DEC(LEGAL) Development Leaves of Absence] may be granted faculty development leave for study, research, writing, field observations, or other suitable purpose.

Eligibility: To qualify for development leave, a faculty member must serve at least three consecutive academic years performing full-time academic duty as an instructor or as an assistant, associate, or full professor, or an equivalent rank. The work need not include teaching.

Alternatively, the faculty member may qualify for development leave as an administrator if the faculty member has had significant administrative duties relating to the operation of the College District for more than four years.

Application: To be granted development leave for the subsequent academic year, a faculty member must apply to the College President by March 1 on a signed and dated form created by the administration. The application shall contain:

1. The requested effective date and duration of leave.
2. A description of the specific purpose for which the leave is requested.
3. An explanation as to how the leave is consistent with the mission and purpose of the College District and the benefit of the leave to the College District.
4. An assurance that the faculty member intends to return to the College District following the completion of the development leave to serve for a period equal to the amount of time the faculty member received for development leave, if approved, and that, if the faculty member does not return, the employee shall repay the College District for any benefits paid to or on behalf of the employee during the leave period.
5. Any other information deemed appropriate by the College President.

Approval Procedure: A development leave committee shall be elected annually by the general faculty membership on a date determined by the College President to be no later than the application deadline. The committee shall be composed of 10 members and shall elect a chair during the first meeting. The chair shall be responsible for scheduling and presiding over each meeting of the committee.

After reviewing the applications for development leave, the committee chair shall forward the committee's recommendation to the College President. After review of the committee's recommendation, the College President shall make a recommendation as to which applications should be granted for consideration at a Board meeting to occur before the end of the spring semester. No more than six percent of the College District's faculty members may be on development leave at any one time.

The College President shall inform the applicants of the final determination by the Board.

Duration and Compensation: Development leave shall be for one academic year at one-half of the faculty member's regular salary or for one-half academic year at full regular salary.

Exception: If the faculty member qualifies for development leave as an administrator, the Board may grant development leave at the faculty member's full, regular salary for one year.

Outside Employment: A faculty member granted development leave is prohibited from accepting employment with another employer without permission of the Board.

Return to Work: The faculty member must agree to return to the College District following the conclusion of the development leave to serve for a period equal to the amount of time the faculty member received for development leave and if not, to repay the College District for any benefits paid to or on behalf of the faculty member during the leave period.

Report: Upon returning from development leave, the faculty member must report to the Board in writing regarding whether the purpose of the leave was fulfilled with a description regarding the manner in which it was fulfilled or if it was not fulfilled, the reasons why the leave was not fulfilled.

Educational Activities Leave

In accordance with Section 661.206 of the Texas Government Code, employees may use up to eight hours of accrued sick leave each fiscal year to attend educational activities of the employee's child who is a student attending a grade from prekindergarten through 12th grade.

An educational activity is defined as a school-sponsored activity, including a parent-teacher conference, tutoring, a volunteer program, a field trip, a classroom program, a school committee meeting, an academic competition, and an athletic, music, or theater program. Parent means a person standing in parental relation.

Employee shall give reasonable advanced notice of intention to use the sick leave to attend an educational activity.

Employee Leave, Spring Break, Semester Break and Holidays

Holidays, Spring Break and Semester Break which the College observes for employees and students will be listed in the Board approved academic calendar of the current College Catalog.

Paid holidays, Spring Break, and Semester Break are applicable only to regular employees holding staffing plan positions and limited to only those days listed on the academic calendar. Employees must be on an active payroll status for the entire pay period(s) during which a paid holiday, Spring break or semester break falls in order to be entitled to the paid days as approved on the academic calendar by the Board.

Staffing plan employees, excluding students employed in positions which require student status as a condition of employment, are entitled to the established employee benefits which include leaves and holidays. A "regular employee" means one who is employed to work at least 20 hours per week for a period of at least four and one-half (4.5) months.

Entitlements under Employee Leave and Holidays include:

Vacation Leave
Sick Leave
Personal Leave
Funeral Leave
Family and Medical Leave
Jury and Witness Duty
Leave without Pay
Military Leave
Professional Leave

Sick Leave Deduction for Faculty - Administrative Regulation

Faculty members have schedules that vary from day to day and may include evening and weekend courses, so there is need for a consistent standard which may be applied for all faculty. Faculty members are required to use sick leave even though no classes are missed, if the absence due to illness occurs during the normal college workday. Sick leave must be taken in units of not less than one-half day (four hours). Faculty must report all days ill, not just days on which classes are missed.

Therefore, the following standards will be applied in computing sick leave deduction for faculty members:

1. Faculty will have sick leave deducted in 4 hour increments;
2. Faculty missing 4 hours or less will be required to submit documentation for a 4 hour absence; and;
3. Faculty missing more than 4 hours will be required to submit documentation for an 8 hour absence.

Faculty members are expected to contact the immediate supervisor when absent due to illness. It is the responsibility of the faculty member requesting absence from work due to sickness to provide lesson plans and to take any necessary steps so that students do not miss an instructional day. Division Deans may request medical verification from a licensed U.S. doctor.

Exceptions to this 4 hour incremental policy may be made with appropriate documentation and approval by both the Division Dean and the Vice President for Academic Affairs. Adjunct faculty members (part-time) are not eligible for sick leave benefits.

Personal Leave

Employees may use up to a maximum of 3 days of accrued sick leave during any fiscal year as personal leave to be used for funerals not covered by bereavement leave, religious observances or for sick leave for persons outside the immediate family. Full-time faculty who do not accrue vacation leave may use two of such personal leave days to conduct essential personal business which cannot be accomplished at times outside the instructional schedule.

Personal leave is deducted from the employee's accumulated sick leave.

All personal leave must be approved by the employee's supervisor and the supervising Dean in advance, and the proper forms forwarded to the Office of Human Resources.

Funeral Leave

An employee shall be granted bereavement leave because of a death in the employee's family and may take a maximum of 3 days which are to be taken from sick leave, vacation leave or leave without pay. Under this provision, an employee's family is defined as the employee's spouse, employee's and spouse's parents, children, brothers, sisters, grandparents, and grandchildren.

Family and Medical Leave

The college complies with the Family and Medical Leave Act of 1993, 29 CFR § 825. The Family and Medical Leave Act (FMLA) covers only certain employers; affects only those employees eligible for the protections of the law; involves entitlement to leave, maintenance of health benefits during leave, and job restoration after leave; sets requirements for notice and certification of the need for FMLA leave; and protects employees who request or take FMLA leave.

Eligibility For Leave. To be eligible for FMLA leave, an employee **must work for a covered employer and:**

1. have worked for that employer for at least 12 months; and
2. have worked at least 1,250 hours during the 12 months prior to the start of the FMLA leave; and,
3. work at a location where at least 50 employees are employed at the location or within 75 miles of the location.

The 1,250 hours refers to hours actually worked and does not include any paid time off.

Entitlement To Leave. Eligible College employees are entitled, to job-protected leave under the Family and Medical Leave Act (FMLA) for a total of 12 weeks of leave during a "rolling" 12-month period measured backward from the date an employee uses any FMLA leave, except in the case of leave to care for a covered servicemember with a serious injury or illness, for one or more of the following:

1. or incapacity due to pregnancy, prenatal medical care, or child birth;
2. to care for the employee's child after birth, or the placement for adoption or foster care;
3. to care for the employee's spouse, son, daughter, or parent with a serious health condition;
4. because of a serious health condition that makes the employee unable to perform the functions of the employee's job.
5. Eligible employees whose spouse, son, daughter or parent is on covered active duty or call to covered active duty or call to covered active duty status may use their 12-week leave entitlement to address certain qualifying exigencies. Qualifying exigencies may include attending certain military events, arranging for alternative child care, addressing certain financial and legal arrangements, attending certain counseling sessions, and attending post-deployment reintegration briefings.

FMLA also includes a special leave entitlement that permits eligible employees to take up to 26 weeks of leave to care for a covered service member during a single 12-month period.

A covered service member is:

1. a current member of the Armed Forces, including a member of the National Guard or Reserves, who is undergoing medical treatment, recuperation or therapy, is otherwise in outpatient status, or is otherwise on the temporary disability retired list, for a serious injury or illness; or
2. a veteran who was discharged or released under conditions other than dishonorable at any time during the five-year period prior to the first date the eligible employee takes FMLA leave to care for the covered veteran,

and who is undergoing medical treatment, recuperation or therapy for a serious injury or illness care for the covered veteran, and who is undergoing medical treatment, recuperation or therapy for a serious injury or illness.

Expiration of Entitlement. The entitlement to leave for a birth or placement of a son or daughter shall expire at the end of the 12-month period beginning on the date of such birth or placement.

Intermittent Leave or Reduced Leave Schedule. Leave taken after the birth, or for the adoption, or foster care of son or daughter shall not be taken by an employee intermittently or on a reduced leave schedule unless the employee and College agree otherwise. Subject to certification requirements under the FMLA, leave taken for purposes of a serious health condition or a serious injury or illness of a covered service member may be taken by an employee intermittently or on a reduced leave schedule when medically necessary. Subject to certification requirements under the FMLA, leave taken for purposes of a qualifying exigency may be taken by an employee intermittently or on a reduced leave schedule. Employees must make reasonable efforts to schedule leave for planned medical treatment so as not to unduly disrupt the employer's operations. Leave due to qualifying exigencies may also be taken on an intermittent basis. Only the amount of leave actually taken while on intermittent/reduced schedule leave may be charged as FMLA leave. Employees may not be required to take more FMLA leave than necessary to address the circumstances that cause the need for leave. (CFR Section 203)

Substitution of Paid Leave.

- 1) **In General.** The College requires the employee, to substitute applicable accrued paid leave of the employee for leave taken with respect to the birth, adoption, or foster care of a child or for a qualifying exigency for any part of the 12-week period.
- 2) **Serious Health Condition.** The College requires the employee, to substitute applicable accrued paid leave of the employee for leave taken with respect to a serious health condition or taking care of a qualifying relative with a serious health condition for any part of the 12-week period of such leave, except that the College is not required to provide paid leave in any situation in which such employer would not normally provide any such paid leave.
- 3) **Service Member Family Leave.** The College requires the employee, to substitute any of the accrued paid leave of the employee for leave taken for a serious injury or illness of a covered service member for any part of the 26-week period, except that the College shall not be required to provide paid leave in any situation in which the College would not normally provide any such paid leave.

Unpaid Leave. If an employee exceeds available paid leave for fewer than 12 workweeks or 26 workweeks in the case of service member family leave, the additional weeks of leave necessary, up to 12 workweeks or 26 workweeks, as appropriate, of the leave will be taken as leave without compensation.

Maintenance of Health Benefits/Job Restoration after Leave.

An employee's application shall specify the period and purpose of the leave requested. The application must include the required medical certification from the health care provider of the eligible employee, child, spouse or parent as appropriate.

All requests for Family and Medical Leave will be forwarded to the Office of Human Resources and will be retained in the Employee Benefits Record file.

Requirement of Notice. Employees must provide 30 days advance notice of the need to take FMLA leave when the need is foreseeable. When 30 days' notice is not possible, the employee must provide notice as soon as practicable and generally must comply with an employer's normal call in procedures. In any case in which the necessity for leave for the employee's serious health condition or to care for a qualifying relative with a serious health condition or for service member family leave is foreseeable based on planned medical treatment, the employee--

- a) shall make a reasonable effort to schedule the treatment so as not to disrupt unduly the operations of the College, subject to the approval of the health care provider of the employee or the health care provider of the son, daughter, spouse, or parent of the employee, as appropriate; and
- b) shall provide the College with not less than 30 days' notice, before the date the leave is to begin, of the employee's intention to take such leave, except that if the date of the treatment requires leave to begin in less than 30 days, the employee shall provide such notice as is practicable.

(2) Notice For Leave Due To Qualifying Exigency. In any case in which the necessity for leave for a qualifying exigency is foreseeable, whether because the spouse, or a son, daughter, or parent, of the employee is on active duty, or because of notification of an impending call or order to active duty in support of a contingency operation, the employee shall provide such notice to the employer as is reasonable and practicable.

Spouses Employed By The College.

- 1) In General. Spouses employed by the same employer may be limited to a **combined** total of 12 workweeks of family leave for the following reasons:

The birth and care of a child, for the placement of a child for adoption or foster care and to care for the newly placed child and to care for an employee's parent with a serious health condition.

- 2) Service member Family Leave. The aggregate number of workweeks of leave to which both that husband and wife may be entitled to care for a covered service member with a serious injury or illness may be limited to 26 workweeks during the single 12-month period prescribed by the FMLA if the leave is Servicemember Family Leave or a combination of Servicemember Family Leave and other leave provided under the FMLA. However, when leave is combined, leave other than Servicemember Family Leave shall be limited to not more than 12 weeks.

Certification Requirements.

- 1) The College may require that a request for leave for a serious health condition or to care for the employee's immediate family member be supported by a certification issued by a health care provider. The employee shall provide a copy of such certification to the College in a timely manner. The College will allow at least 15 calendar days (additional time may be required in some circumstances).
- 2) Qualifying Exigency Leave. The College may require that a request for leave because of any qualifying exigency arising out of the fact that the spouse, or a son, daughter, or parent of the employee is on active duty (or has been notified of an impending call or order to active duty) in the Armed Forces in support of a contingency operation be supported by a certification issued. The same timing requirements for certification apply to all requests for FMLA leave, including those for military family leave. Thus, an employee must provide any requested certification to the college within the time frame requested (which must allow at least 15 calendar days after the employer's request).
- 3) Failure To Return From Leave. The College may recover the premium that the employer paid for maintaining coverage for the employee under the College's group health plan during any period of unpaid leave under this policy if:
 - A. the employee fails to return from leave after the period of leave to which the employee is entitled has expired; and
 - B. the employee fails to return to work for a reason other than—
 - (i) the continuation, recurrence, or onset of a serious health condition that entitles the employee to FMLA leave or Servicemember Family Leave; or
 - (ii) other circumstances beyond the control of the employee.

In addition to certification required for failure to return to work from other FMLA leave, the College may require that a claim that an employee is unable to return to work because of the continuation, recurrence, or onset of the serious injury or illness of a covered Servicemember be supported by) a certification issued by the health care provider of the Servicemember being cared for by the employee, in the case of an employee unable to return to work.

During FMLA leave, the employer must maintain the employee's health coverage under any "group health plan" on the same terms as if the employee had continued to work. Upon return from FMLA leave, most employees must be restored to their original or equivalent positions with equivalent pay, benefits, and other employment terms. Use of FMLA leave cannot result in the loss of any employment benefit that accrued prior to the start of an employee's leave.

Definitions.

"Active Duty" means:

1. in the case of a member of the Regular Armed Forces, duty during the deployment of the member with the Armed Forces to a foreign country; and,
2. in the case of a member of the Reserve components of the Armed Forces, duty during the deployment of the member with the Armed Forces to a foreign country under a Federal call or order to active duty in support of a contingency operation under a provision of law referred to in section 101(a)(13)(B) of Title 10, United States Code. See also §825.126(a).

“Contingency Operation” means a military operation that:

1. is designated by the Secretary of Defense as an operation in which members of the Armed Forces are or may become involved in military actions, operations, or hostilities against an enemy of the United States or against an opposing military force; or
2. results in the call or order to, or retention on, active duty of members of the uniformed services under section 688, 12301(a), 12302, 12304, 12305, or 12406 of Title 10 of the United States Code, chapter 15 of Title 10 of the United States Code, or any other provision of law during a war or during a national emergency declared by the President or Congress. See also § 825.126(a) (2).

“Covered Service Member” means:

1. a current member of the Armed Forces, including a member of the National Guard or Reserves, who is undergoing medical treatment, recuperation, or therapy, is otherwise in outpatient status, or is otherwise on the temporary disability retired list, for a serious injury or illness, or
2. a covered veteran who is undergoing medical treatment, recuperation, or therapy for a serious injury or illness.

“Next of Kin”, means the nearest blood relative other than the covered servicemember’s spouse, parent, son, or daughter, in the following order of priority: blood relatives who have been granted legal custody of the covered servicemember by court decree or statutory provisions, brothers and sisters, grandparents, aunts and uncles, and first cousins, unless the covered Servicemember has specifically designated in writing another blood relative as his or her nearest blood relative for purposes of military caregiver leave under the FMLA. When no such designation is made, and there are multiple family members with the same level of relationship to the covered Servicemember, all such family members shall be considered the covered servicemember’s next of kin and may take FMLA leave to provide care to the covered Servicemember, either consecutively or simultaneously. When such designation has been made, the designated individual shall be deemed to be the covered servicemember’s only next of kin. See also § 825.127(d) (3).

“Outpatient Status” with respect to a covered service member, means the status of a member of the Armed Forces assigned to—

- A. a military medical treatment facility as an outpatient; or
- B. a unit established for the purpose of providing command and control of members of the Armed Forces receiving medical care as outpatients.

“Parent” means a covered servicemember’s biological, adoptive, step or foster father or mother, or any other individual who stood in loco parentis to the covered Servicemember. This term does not include parents “in law.”

“Qualifying Exigency” is one of the two new military family leave provisions. It may be taken for any qualifying exigency arising out of the fact that a covered military member is on active duty or call to active duty status. The Department’s new regulations include a broad list of activities that are considered qualifying exigencies and will permit eligible employees who are family members of a covered military member to take FMLA leave to address the most common issues that arise when a covered military member is deployed, such as attending military-sponsored functions, making appropriate financial and legal arrangements, and arranging for alternative childcare.

“Serious Health Condition” means an illness, injury, impairment, or physical or mental condition that involves:

- any period of incapacity or treatment connected with inpatient care (i.e., and overnight stay) in a hospital, hospice, or residential medical care facility; or
- any period of incapacity requiring absence of more than three consecutive days from work, school, or other regular daily activities that also involves continuing treatment by (or under the supervisor of) a health care provider.
- any period of incapacity due to pregnancy, or for prenatal care; or
- any period of incapacity (or treatment therefor) due to a chronic serious health condition (e.g., asthma, diabetes, epilepsy, etc.); or
- a period of incapacity that is permanent or long-term due to a condition for which treatment may not be effective (e.g., Alzheimer’s, stroke, terminal diseases, etc.); or,
- any absences to receive multiple treatments (including any period of recovery therefrom) by, or on referral by, a health care provider for a condition that likely would result in incapacity of more than three consecutive days if left untreated (e.g., chemotherapy, physical therapy, dialysis, etc.).

“Serious Injury or Illness”, In the case of a current member of the Armed Forces, including a member of the National Guard or Reserves, an injury or illness that was incurred by the covered Servicemember in the line of duty on active duty in the Armed Forces or that existed before the beginning of the member’s active duty and was aggravated by service in the line of duty on active duty in the Armed Forces and that may render the Servicemember medically unfit to perform the duties of the member’s office, grade, rank, or rating; and

In the case of a covered veteran, an injury or illness that was incurred by the member in the line of duty on active duty in the Armed Forces (or existed before the beginning of the member’s active duty and was aggravated by service in the line of duty on active duty in the Armed Forces) and manifested itself before or after the member became a veteran, and is:

1. A continuation of a serious injury or illness that was incurred or aggravated when the covered veteran was a member of the Armed Forces and rendered the Servicemember unable to perform the duties of the servicemember’s office, grade, rank, or rating; or
2. A physical or mental condition for which the covered veteran has received a U.S. Department of Veterans Affairs Service-Related Disability Rating (VASRD) of 50% or greater, and such VASRD rating is based, in whole or in part, on the condition precipitating the need for military caregiver leave; or
3. A physical or mental condition that substantially impairs the covered veteran’s ability to secure or follow a substantially gainful occupation by reason of disability or disabilities related to military service, or would do so absent treatment; or
4. An injury, including psychological injury, which is the basis on which the covered veteran has been enrolled in the Department of Veterans’ Affairs Program of Comprehensive Assistance for Family Caregivers. See also § 825.127(c).

“Son or Daughter” means a biological, adopted, or foster child, a stepchild, a legal ward, or a child of a person standing in loco parentis, who is a “biological, adopted, or foster child, a stepchild, a legal ward, or a child of a person standing in loco parentis, who is

- A. under 18 years of age; or
- B. 18 years of age or older and incapable of self-care because of a mental or physical disability.” §See 29 C.F.R. § 825.122(d).

The FMLA does not require that a biological or legal relationship exist between the employee and the child. See 29 C.F.R. § 825.122(d)(3).

The FMLA definition of “son or daughter” therefore includes a child of a person standing in loco parentis—those with day-to-day responsibilities to care for or financially support a child.

A child under 18 years of age is a “son or daughter” under the FMLA without regard to whether or not the child has a disability. An eligible employee requesting FMLA leave to care for a son or daughter under 18 years of age must only show a need to care for the child due to a serious health condition.

However, in order to meet the FMLA’s definition of a “son or daughter,” an adult child (i.e., one who is 18 years of age or older) must have a mental or physical disability and be incapable of self-care because of that disability. The FMLA regulations adopt the ADA’s definition of “disability” as a physical or mental impairment that substantially limits a major life activity (as interpreted by the EEOC) to define “physical or mental disability.” 29 C.F.R. § 825.122(d) (2). The FMLA regulations define “incapable of self-care because of mental or physical disability” as when an adult son or daughter “requires active assistance or supervision to provide daily self-care in three or more of the ‘activities of daily living’ (ADLs) or ‘instrumental activities of daily living’ (IADLs).”

§825.122(d) (1).A parent will be entitled to take FMLA leave to care for a son or daughter 18 years of age or older, if the adult son or daughter is “incapable of self-care because of a mental or physical disability” at the time that FMLA leave is to commence.

“Spouse” means a husband or wife as defined or recognized under state law for purposes of marriage in the state where the employee resides, including “common law” marriage and same-sex marriage.

Documenting relationships. For purposes of confirmation of family relationship, the College may require the employee giving notice of the need for leave to provide reasonable documentation or statement of family relationship. This documentation may take the form of a simple statement from the employee, or a child’s birth certificate, a court document, etc. The College is entitled to examine documentation such as a birth certificate, etc., but the employee is entitled to the return of the official document submitted for this purpose.

Accommodations for Major Religious Holy Days

South Texas College respects the diversity of religious observances and seeks to reasonably accommodate such practices and requirements.

Wherever possible, the College will make reasonable accommodations to allow employees to practice their religious observances when such requests are made in time for rescheduling hours worked, and the College and the employee agree on the conditions by which work time will be rescheduled. Employees shall submit a written request for a modified work schedule, approved by the immediate supervisor and Financial Manager, to the Office of Human Resources.

FACULTY PROFESSIONAL DEVELOPMENT

Several types of faculty professional development programs are, or may be, available for both full-time, adjunct, and dual credit faculty through the Teaching and Learning Center, their division, department, or other departments at South Texas College. A partial list includes the following:

1. College-wide, divisional or departmental meetings and/or workshops;
2. Leadership Academies;
3. Teaching and Learning Academy (onboarding for new Faculty);
4. FOCUS Academy (researched-based teaching strategies)
5. DELTA Online (onboarding for adjunct and dual credit faculty)
6. Seminars or special training activities;
7. Mandated Adjunct and Dual Credit Faculty Professional Development Day at the beginning of fall/spring semesters;
8. Sparking Course Alignment (Online)
9. Informal workshops on topics of mutual concern;
10. A mentoring program for new faculty and adjunct faculty members wishing to be paired with a seasoned faculty member. (See Department/Program Chair for more information).

Professional Development Team

Professional development is an integral part of the mission of STC. Because of this, each of the four employee groups at STC is represented by a Professional Development Team (PDT). Each of the four teams is supported by the Teaching and Learning Center (TLC) Associate Dean who collaborates with them to implement their plans.

TLC Advisory Committee

Responsibilities:

- Work with Department/Program professional development representatives to recommend activities for discipline – specific faculty professional development
- Review evaluations for each activity
- Make activity recommendations for upcoming year’s institutional professional development plan
- Assist in development of activities to implement individual development plans

Membership:

- 9 representative members (standing and ad-hoc members)
- Associate Dean of the Teaching and Learning Center
- Others as necessary

Institutional Tuition Grant for Employees (Formerly Tuition Waiver)

South Texas College is committed to lifelong learning opportunities for its regular full-time faculty and staff. The College offers an institutional tuition grant, subject to availability of funds, for active benefit-eligible full-time faculty and staff for eligible credit courses taken at the College; eligible courses include the Competency Based Education (CBE) Bachelor Programs. Adult Continuing Education courses may be covered under this plan if the course directly benefits the employee with their job at STC. The employee must have completed at least one year of service without a break of employment before the program’s benefits can be granted. Upon meeting eligibility, a maximum of nine hours can be granted and a combined total of \$3400 can be granted for CBE Bachelor Programs. The combined total is per fiscal year and the maximum number of hours listed are per semester both consisting of three semesters- Fall, Spring, and Summer (I, II, III). **Note: Complete guidelines and application may be obtained from the Office of Human Resources or may be downloaded from the STC website under “Human Resources – Forms, Guidelines, and Procedures”.**

Institutional Tuition Grant for Dependents

The College offers an institutional tuition grant, subject to availability of funds, for active benefit-eligible full-time faculty and staff for eligible credit courses taken at the College, including courses in the Competency Based Education (CBE) Bachelor Programs. Adult Continuing Education courses are not covered under the Tuition Grant for dependents. An eligible dependent is defined as a legal spouse, or son/daughter of the age of 25 or younger whom reside with the employee. Eligible dependents may apply to take courses that comply with a substantive specified degree plan or statement of educational purpose. Upon meeting eligibility, a maximum of twelve hours can be granted and a maximum combined total of \$3400 can be granted for CBE Bachelor Programs. The combined total is per fiscal year and the maximum number of hours are per semester, both consisting of three semesters- Fall, Spring, and Summer (I, II, III).

Maximum hours and maximum combined total eligibility are based on the years of service of the employee. **Note: *Complete guidelines and application may be obtained from the Office of Human Resources or may be downloaded from the STC website under “Human Resources – Forms Guidelines, and Procedures”.***

Employee Tuition and Fee Reimbursement for Employees

South Texas College is committed to lifelong learning opportunities for its benefit-eligible full-time faculty and staff. As a result, the College offers a tuition and fee reimbursement, subject to availability of funds, for courses taken at another regionally accredited public or private post-secondary institution within the State of Texas that comply with a specified degree plan or are directly job related. In addition, the College will offer a tuition and fee reimbursement, subject to availability of funds, for graduate distance learning courses at regionally accredited out-of-state institutions as well as for graduate and undergraduate distance learning courses at regionally accredited in-state institutions, according to the guidelines. All benefit eligible full-time faculty and staff who have been employed in a full-time position at STC for a minimum of one year are eligible to participate. **Note: *Complete guidelines and application may be obtained from the Office of Human Resources or may be downloaded from the STC website under “Human Resources – Forms Guidelines, and Procedures”.***

Applications for all tuition waivers and/or reimbursements must be submitted on the appropriate forms, appropriate department approvals and in accordance with the required timelines in order to be processed.

PERFORMANCE EVALUATIONS GUIDELINES

TASB Policy DLA – Employee Performance: Evaluation

Adopted: 3/28/2023

The College District shall regularly evaluate the effectiveness of each employee in accordance with the criteria and procedures developed with employee input and described in administrative regulations.

SOUTH TEXAS COLLEGE
DLA(LOCAL)-AJC
LDU 2023.04
DATE ISSUED: 4/19/2023
LEGAL FRAMEWORK

Evaluation of Adjunct Faculty

The students in each of their classes evaluate all adjunct faculty during the fall and spring semesters. The student evaluation survey via SmartEvals is the same as that used by full-time faculty. Department/Program Chairpersons and/or full-time faculty for the department will conduct the evaluation of adjunct faculty reviewing the results of the student evaluation and observing each adjunct faculty member at least once a year.

Forms

Refer to the following link: <http://academicaffairs.southtexascollege.edu/evalplan/> for copies of the complete Faculty Evaluation Plan including the Classroom Observation Evaluation, Faculty Self-Evaluation and Supervisor Evaluation Forms.

South Texas College Faculty Evaluation Process - Guidelines and Timeline

Definitions

Full-time Faculty: All full-time Regular Faculty and Lecturer members.

Adjunct Faculty: All Adjunct and Dual Credit Faculty members.

Timeline

Every full-time faculty member must be evaluated each year (January-December). New Adjunct faculty (including Dual Credit) must be evaluated their first semester, and then each year following.

Tracking and Maintain Evaluations

Deans should have a system in place for tracking and maintaining the completed evaluations for each faculty member.

Evaluation Components:

Self-Evaluation

1. Full-time faculty must complete the Self-Evaluation each year.
2. Adjunct and Dual Credit Faculty do not complete the Self-Evaluation.

Classroom Observation

1. The Classroom Observation is required for full-time faculty, and are scheduled between from the 3rd to 12th weeks of the semester. Full-time faculty members are observed the first two years. If two consecutive evaluations are Acceptable, the classroom observation occurs every third year.
2. If a full-time faculty member receives an Unacceptable evaluation, they must have a Classroom Observation the following year.
3. Full-time faculty member must still be evaluated annually even if the Classroom Observation is not required.
4. Adjunct faculty (including Dual Credit) must have the Classroom Observation the first semester they teach at STC. Subsequently, adjuncts who receive an Acceptable evaluation will be observed once per year.
5. Classroom Observations may be conducted by a designee of the Department/Program Chair.

Supervisory Summary and Final Conference

1. The Supervisory Summary must be completed for all faculty members (full-time, adjunct, dual credit).
2. A Final Conference must be held with each faculty member (full-time, adjunct, Dual Credit) every year.

3. The faculty member must receive a copy of the Evaluation Packet with the signature of the Chair at the time of the Final Conference.

Faculty Evaluation Process Summary

Full-Time Faculty	Adjunct Faculty
1. Faculty completes Self Evaluation.	1. No Self Evaluation is required.
2. Classroom Observation is conducted (based upon evaluation cycle-first two years, then every third year if acceptable evaluations).	2. Classroom Observation is conducted by the Department/Program Chair or a designee during the first semester of teaching and then once per year.
3. Department/Program Chair completes Supervisor Evaluation.	3. Department/Program Chair completes Supervisor Evaluation.
4. Department/Program Chair conducts a Final Conference with faculty to review the results of the Self Evaluation, Classroom Observation (if required), and the Supervisor Evaluation. Evaluation packet is signed by the faculty member. The faculty member must receive a copy of the evaluation at the final conference	4. Department/Program Chair conducts a Final Conference with faculty to review the results of the Classroom Observation, and the Supervisor Evaluation. Evaluation packet is signed by the faculty member. The faculty member must receive a copy of the evaluation at the final conference
5. Department/Program Chair submits completed evaluation packet to the Dean for review and signature.	5. Department/Program Chair submits completed evaluation packet to the Dean for review and signature.
6. A copy of the completed packet is provided to the faculty member during the final conference. (Recommended that chair make two sets of copies for the final conference so at the end of the meeting both copies can be signed and faculty can take a signed evaluation packet with them.)	6. A copy of the completed packet is provided to the faculty member during the final conference. (Recommended that chair make two sets of copies for the final conference so at the end of the meeting both copies can be signed and faculty can take a signed evaluation packet with them.)

Online Faculty Evaluation Procedures

Purpose

The main purpose of the online faculty evaluation is to improve teaching effectiveness in the online environment. This evaluation form is intended to supplement the other components of the overall faculty evaluation plan (face-to-face course observation, instructor self-evaluation, supervisor evaluation).

All aspects of a faculty evaluation not discussed below are governed by the original Faculty Evaluation Plan.

Evaluator and Timeline

1. Each faculty member who teaches online will be evaluated from January – December. Beginning in 2008, all faculty who have received two (2) consecutive satisfactory evaluations for online courses will be placed on a 3-year rotation that parallels that of the face-to-face course observation. (A satisfactory evaluation is defined as a score of 3 or higher on the Overall Rating on the Rating Summary.) In other words, once an online faculty member has been satisfactorily evaluated online for 2 consecutive years, s/he will then be observed once every three years in the online environment. This observation will coincide with the year of the faculty member's face-to-face course observation, so that the observations can be weighted accordingly on the "long form" version of the instructor evaluation.
2. All program/department chairs are required to have online certification (Blackboard Certification and Online Teaching Certification); it is preferred that the chair has experience teaching online. As with the face-to-face evaluation, the Chair will be responsible for doing online observations of all full-time faculty in his/her department. If the department has an Assistant Chair or other faculty members who have been certified and who are familiar with the delivery system of the course being observed, the chair may delegate the observation to the assistant chair or other online faculty member. All Deans will be responsible for doing online observations of their program/department chairs. Class selections for online observations should be rotated to eventually cover all courses taught online by the faculty member within his or her department. Classroom observations for full-time instructors who teach online as adjuncts for other departments may be arranged by mutual consent.
3. Online course evaluations will be scheduled at a time mutually agreeable for both the observer and the faculty member from the 3rd to 12th week of the semester (or equivalent dates for a mini-mester).

The procedure for the observation is as follows:

1. The faculty member and observer will sit down together prior to the observation, so that the faculty member can show the observer the unit/chapter/module (hereafter called "session") that s/he will be entering. This is necessary because the students in the course will already understand the course expectations and outcomes for that particular session; the observer should have the same familiarity with the course session as the students.
2. The observer will be enrolled as a student in the course for a minimum of two days, or 48 hours. The rationale for this period of time is as follows:
 - I. 1 hour of class time in a 15-week class is 1/45 of total class time for a 3-hour course and 1/60 of total class time for a 4-hour course.
 - II. Assuming that a 15-week online course is 24 hours a day, 7 days a week for 15 weeks, equivalent observation time for a 3-hour course is 1/45 of 2,520 hours, or 56 hours, or about 2 days; for a 4- hour course, it is 42 hours, again about 2 days.

If the course being observed is a mini-mester, the faculty member and the observer will agree to a mathematically equivalent period of time for the observer to be enrolled in the course. If the faculty member wishes for the observer to be enrolled in the course for a longer period of time, the observer will participate in the course for a mutually agreed upon length of time exceeding two days.

3. The faculty member and the observer will sit down within 48 hours after the observation period to discuss what the observer has experienced. At that time, the faculty member may elect to show the observer materials that were not available to him/her while enrolled as a student in the course. These materials could include materials hidden from the observer through selective release, e-mails between the faculty member and other students of the course, or archived materials from previous course sessions. In the interests of privacy, all students should be made aware of STC Policy 4713: "Electronic communications are considered to be College property and may be retrieved from storage even though they have been deleted by the sender and the receiver."
4. The observer will share the results of the observation with the faculty member within 10 days of the conclusion of the observation period.

5. Additional observations may be conducted by mutual agreement of the observer and the faculty member. If the original observer performs observations of multiple course sessions, the most recent observation shall be used for evaluation purposes.
6. All faculty members may elect to have a second observation. Each year at the distance educators' meeting prior to classes starting in the fall, the distance learning faculty will elect two representatives from each division to comprise a pool of observers. The second observer must have certification (Blackboard Certification and Online Teaching Certification) AND online teaching experience. A faculty member requesting a second observation shall choose one of the designated observers from his/her division to conduct the second online evaluation. The second observer will not be given the results of the first evaluation. When a second observation is complete, the dean from the faculty member's division will calculate an average of the two observations and use that average in calculating the score to be used for the online portion of the observation criterion in the *Rating Summary*. The faculty member's dean will consult with the chair and will then conduct the *Final Conference* and develop the *Instructor's Goals and Plan of Action* with the faculty member.
7. The Department/Program Chair may select full-time instructors who are certified to teach online and who are familiar with the delivery system of the course being observed to observe adjunct faculty who teach online. Faculty members will receive equivalent office hour credit for travel and observation time.
8. Observers will receive mileage according to College procedures.

The Place of the Online Observation in the *Rating Summary*

Currently, the face-to-face instructor observation form comprises 30% of the *Rating Summary*. For faculty who do not teach online, this will not change.

For faculty who teach online, their online observation and their face-to-face observation will be weighted in proportion to the number of courses taught in each environment.

For instance, if a faculty member teaches 6 courses, 2 online and 4 face-to-face, then 1/3 of the 30% allotted to observations will come from the score on the online course observation; the other 2/3 will come from the score of the face-to-face observation.

Chair Evaluation Procedures & Timeline

As the Department/Program Chair is the primary functional liaison between faculty and administration, the regular and meaningful evaluation of the Chair's performance in this role is of paramount importance for the continued functioning of the institution at all levels.

Accordingly, every year each Department/Program Chair will be subject to an evaluation by the faculty in their Program/Department, the results of which will be made available to the Chair's Dean. The Dean will then meet with each Chair individually to discuss the results of their evaluations.

Timeline: Spring

February 1	List of faculty and lecturers teaching full-time both Fall and Spring terms is requested from the Human Resources Information Systems (HRIS) Officer to populate the data feeds for the survey.
February 28	Notification is sent to the Deans to share with faculty the details on the upcoming scheduled evaluation period.
March 1	Evaluation survey instrument becomes available for faculty
March 31	Last day to submit online surveys
April 1	Curriculum Department makes reports available to Deans via SmartEvals.
April 1 – April 30	Deans meet with chairs to discuss results
May 1	Curriculum Department makes reports available to Chairs via SmartEvals.

Chair Assignment Cycle Process

Chair Assignment:

STC Board Policy DEA – Compensation and Benefits: Salaries and Wages states chairs are “appointed by the Vice President for Academic Affairs, upon the recommendation of the appropriate Division Dean, each August for the subsequent academic year. The structure for compensation and responsibilities to be performed will be determined during the annual salary plan process.” (END POLICY)

Chair Assignment Cycle:

Beginning Academic Year 2020-2021, the Office of the Vice President for Academic Affairs (OVPA) will implement a Chair Assignment Cycle whereby, assignments will be reviewed based on cohort and number of years the faculty has served as chair. To implement this process, all existing programs and department chairs have been alphabetically, by department name, placed into three cohorts. Departments that have chairs who have been performing the chair assignment for three or more consecutive years will go through this process. Departments with chairs with fewer than 3 years of service will be exempt for that cycle and they will go through this during the cohort’s next assigned cycle.

This new chair assignment review cycle does not change the following:

- Dean’s annual process of chair recommendations to the VPAA for the following academic year
- Dean’s option to recommend a new chair for the new academic year, based on their review of chair's performance or faculty evaluation of the chair
- New Division Deans will have the option to review and assess all existing chairs before making recommendations to the VPAA for the next academic year

Purpose:

To develop a process where department chairs will go through a review cycle and all faculty will have the opportunity (including the current chair) to apply for the assignment.

Establishment of Chair Assignment Cycle:

To establish this new process, all existing programs and department chairs were alphabetically, by department name, placed into three cohorts. The Chair Cohort information is presented on the Academic Affairs webpage: <https://academicaffairs.southtexascollege.edu/chaircycle/>

DUAL CREDIT PROGRAMS PROCEDURES AND GUIDELINES

Dual Credit Faculty Procedures and Guidelines

The selection and offering of Dual Credit courses are a shared responsibility between STC and each School District. Each institutional representative is responsible for upholding all course requirements and agreements.

Interlocal Agreement

The Interlocal Agreement (IA) authorizes the offering of Dual Credit courses at participating School Districts. South Texas College's Board of Trustees as well as the School Board of each participating School District approves the IA, which outline the terms and conditions of the agreement between STC and participating School Districts. The IA remains in effect unless amended by mutual written agreement by both parties.

Classification of Dual Credit Faculty

Dual Credit Faculty are full-time high school teachers who have been approved to teach STC Dual Credit college courses at their high school sites during the school day. This is facilitated through an Interlocal Agreement between STC and participating School Districts.

Credentialing of Dual Credit Faculty

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

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

Dual Credit Faculty Teaching Load

Dual Credit Faculty are full-time teachers of their School District and are contractually obligated to teach an assigned number of classes during the day by their School District. The IA between STC and participating school districts states that "High school students are eligible to participate in the Dual Credit Programs upon meeting the Texas Success Initiative Assessment (TSIA) minimum passing scores established by the THECB and the College dual credit course pre-requisites..." Therefore, the number of classes that are offered for dual credit is determined by the number of qualifying students and may vary from high school to high school.

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

Dual Credit Faculty Compensation:

Dual Credit Faculty (DCF) are paid a stipend of \$500 per section, per semester, regardless of the scheduled time of each Dual Credit section. DCF are limited to teaching six (6) dual credit courses during each Fall and Spring semester; and two (2) dual credit courses during each Summer session. Stipend payment(s) for Dual Credit courses will be equally divided according to the semester/session length and paid monthly, as per STC Human Resources' payroll system. Accordingly, Summer and Minimester session stipends will also be divided based on session length. Should a Dual Credit assignment be reassigned to another Faculty or terminated, the remaining stipend payments would also cease.

The stipend is to compensate the DCF for the additional activities required to comply with College requirements which includes, but is not limited to:

- Develop and submit a syllabus and course outline that complies with the departmental requirement for each dual course.
- Verify the class roster for each course.
- Cooperate with classroom observations by chair or designee
- Attend STC staff development session and scheduled department meetings.
- Submit students' grades at the end of the term
- Report through JagPRIDE the Program and Course Learning Outcomes at the end of each semester
- Provide end-of-course documentation and reporting as required by the department
- Submit the one-page CV before the first semester of teaching and updates only thereafter.

Dual Credit Programs Procedures

The responsibilities of the School Districts and of South Texas College as well as the process for identification, application, and approval for Dual Credit Faculty are outlined as follows:

School District Identification of Dual Credit Faculty

The High School Principal or designee will:

- Identify prospective Dual Credit Faculty who will meet the credentialing criteria prior to published deadlines;
- Submit the STC Adjunct/Dual Credit Application packet for any faculty who meet the requirements for teaching STC courses to South Texas College's Office for Dual Credit Programs by published deadlines.;
- Submit information on the prospective Dual Credit Faculty indicating the faculty member's teaching history and potential contributions to the Dual Credit Programs and to South Texas College by published deadlines.

STC's Office for Dual Credit Programs Responsibilities

- Communicate with the School District the qualifications for college faculty;
- Provide the STC Adjunct/Dual Credit Application Form for interested high school instructors to complete;
- Evaluate the prospective Dual Credit Faculty's credentials and official transcripts before forwarding the documents to Department Chair;
- Submit the application packet to the STC Office of Human Resources for review and processing after approval by the respective STC Chair and Dean;
- Process the stipend for Dual Credit Faculty each semester based on the number of sections they teach.

Dual Credit Faculty Selection Process

A high school teacher who is identified as a prospective dual credit faculty member must complete an STC application packet that will include:

- STC Application
- Letter of Intent
- Résumé
- Any certifications, awards, and/or any other documents pertinent to the course that the applicant will be teaching or pertinent to professional credentialing
- List of Professional References (STC Department Chair will have the option to conduct reference checks)

Dual Credit Faculty must ensure that an official transcript(s) from an accredited college or university where the degree was awarded is mailed directly to the STC Office of Human Resources (HR). The official transcript(s) must be received at HR before the start of the college semester in order to secure the Dual Credit Faculty's member status as such and to ensure the course offering for the semester.

The prospective Dual Credit Faculty is responsible for contacting the Dual Credit Programs Department to determine application deadlines and procedures. Additionally, the prospective faculty may call (956) 872-4448 or visit the HR office located at 2613 W. Pecan, McAllen.

Dual Credit Faculty Dismissal Process

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

Reasons for non-approval of any candidate, or for dismissal from the program as a Dual Credit Faculty, should be provided by the Chair and the Dual Credit Programs Department for dissemination back to the Dual Credit Faculty and the School District Administration.

Dual Credit Faculty Approval Process

The approval process for the Dual Credit Faculty who will teach a dual credit course will be consistent with the standards used to hire a faculty member for the course taught on the STC campus. Merely having the credentials to teach college courses, is no assurance of approval into the program. The department chair has full authority to interview and to make the final decision regarding the approval and dismissal of faculty teaching courses for STC in the high schools based on credentials, teaching experience, presentation, subject knowledge and other instructional factors related to the subject matter. A high school teacher who is identified as a prospective Dual Credit Faculty must

be approved by the STC Department/Program Chair in the teaching discipline, by the Dual Credit Programs Department, and by the Office of Human Resources and meet the same qualifications as STC Faculty.

Initial Approval of High School Instructor as Dual Credit Faculty

Department Chair will use the following procedures as part of the approval process:

- Chair examines candidate's application packet
- Chair conducts the initial interview with the applicant
- Chair reviews and confirms that the candidate's academic credentials meet STC Board Policy DBA - Employment Requirements and Restrictions: Credentials and Records
- Chair has the option to use a division/department standing committee (a standing committee will have up to three faculty members who teach in that discipline and one faculty from outside the department). When a standing committee is used the applicant will be asked to meet with the committee for an interview and to demonstrate teaching proficiency. If this option is selected by the chair, the committee will conclude their activities and submit their assessment form to the Dean and the Dual Credit Programs Department.
- Chair submits the Intent to Hire form for applicants who receive approval to the Dean and to HR for processing of the candidate.

Continuation of High School Instructor as Dual Credit Faculty

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

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

Dual Credit Course Monitoring Process

According to the Interlocal Agreement (IA) between STC and participating School Districts, the College will monitor the quality of instruction in order to assure compliance with the Dual Credit Course Agreement and the standards established by the state of Texas, the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC), National Alliance of Concurrent Enrollment Partnerships (NACEP), the College, and the School District.

Department/Program Chair Responsibilities:

Upon being approved for Dual Credit courses, the Department/Program Chair should:

- Meet with the Dual Credit Faculty (DCF) to discuss department requirements as needed;
- Provide DCF access to the electronic version of the faculty handbook so that all faculty can adhere to the professional guidelines, policies, procedures, rules, and expectations;
- Provide DCF access to Student Handbook detailing add/drop and withdrawal policies, student code of conduct, grading policies, critical dates, and other pertinent information;
- Provide assistance to DCF by means of an assigned mentor (a full-time faculty) in the same discipline to ensure that appropriate academic expectations have been set and are being followed. The Department Chair will provide the overall guidance and support to the DCF. The Department Chair will provide information about the DCF mentors to the Department of Dual Credit Programs;
- Inform DCF that they are required to participate in the College's 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 teaching responsibilities at the high school in order to attend required department meetings.
- Provide contact hours information to the DCF explaining how many instructional hours need to be met to ensure fulfilling required contact hours, reporting faculty absences, as well as the STC policy on the use of a qualified substitute for a class meeting;

Monitoring Process:

- The Department/Program Chair will have the option to conduct multiple observations during the first year of review that the DCF is teaching the college-level course at the high school. The time for observations should be coordinated with the DCF prior to observation. Should the Department/Program Chair have difficulty in contacting the dual credit faculty through STC and School District e-mail communication or phone calls, the Department/Program Chair may conduct an observation without prior arrangements. These multiple observations

could provide assurances to the chair that the DCF is following the college course syllabus and is teaching at the required rigor.

- The Department Chair will have the option to require DCF to attend monthly agreed-upon departmental meetings at STC. The meeting schedules will be provided to the DCF before the beginning of semester so that the DCF can coordinate his/her teaching responsibilities at the high school in order to attend the required departmental meetings.

Classroom Observations:

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

STC Board Policy and Procedures

Even though Dual Credit Faculty are full-time employees of the School District wherein they teach the college course(s), Dual Credit Faculty are expected to follow all STC policies as applicable during the instructional time designated for Dual Credit courses.

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

- **Syllabus:** DCF will access and update their course outlines or syllabi thru Concourse Syllabi, including the following: a description of content, teaching strategies, performance measures, grading standards, resource materials, objectives/outcomes, and course calendar. The syllabus must be reviewed and approved by the STC Department Chair of the discipline prior by the first week of instruction.
- **Rigor:** The syllabus for the dual credit course should reflect comparable academic rigor, curriculum, academic integrity, reference to hand-held electronics use, attendance requirements, participation, level and pace of instruction, content, learning outcomes, and assessment as the corresponding course held on an STC campus.
- **Learning Outcomes:** DCF will complete all STC departmental requirements such as diagnostic tests and Student Learning Outcomes/Exemplary Educational Objectives (for appropriate courses) according to the deadlines set by the College.
- **Aligning Competencies:** DCF will participate in aligning the high school and college course competencies with the assigned STC Department Chair.
- **Potential DC Students:** DCF will assist in the identification of potential dual credit students.
- **Reporting Requirements:** College and DCF teaching dual credit courses should check their class rosters during the first week of classes by accessing Starfish through JagNet to make sure that all students attending the class are enrolled in the dual credit course. Refer students not on the roster to the appropriate School District Counselor and the Dual Credit Enrollment Services Staff. Any student not listed on the roster by the 12th day of class (Census Day) will not be enrolled in the dual credit course.
- **College-Level Course Work:** More time is required outside of class for students to do the work required in a college level course, and DCF should not be pressured to decrease the amount of out of class work given to students or water down the course.
- **Substitutes:** DCF are required to teach the course. College policy calls for faculty to meet each scheduled class at the designated place for the entire class period. STC policy on the use of a qualified substitute for a class meeting needs to be adhered to. Because of the THECB and SACSCOC requirements, if a DCF is unable to teach the course, arrangements must be made by contacting the Department Chair prior to absence. The Department/Program Chair must approve any substitute, and the substitute's documentation forwarded to the Dean.

Textbooks

- DCF are expected to use approved textbooks as reflected in the Dual Credit Textbook Adoption List during the dual credit course.

- The required textbooks and supplemental materials shall be provided to each registered student on the first day of class.
- According to the established IA, 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 open educational resources or low-cost educational resources in courses offered under the program for the 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 Associate Vice President of Dual Credit Programs and the Department Chair.

Contact Hours Pertaining to Dual Credit Faculty

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

Contact Hours Pertaining to Dual Credit Students

- Also, contact hours for students are equally important. Students enrolled in Dual Credit courses are required to maintain regular and punctual attendance in class and laboratories. According to Board TASB Policy FC—Attendance, the student is responsible to communicate with faculty members concerning any absence. The student may be required to present evidence to support an absence, and make-up work for class absences will be permitted only as specified by the faculty in the course syllabus. Dropping a course is the responsibility of the student and the dual credit high school “contact.” In addition to Division based guidelines related to attendance, faculty may determine that a student(s) be dropped, prior to the withdrawal deadline when, in the opinion of the faculty, the student would have difficulty in successfully completing the course. Faculty should inform the high school contact whenever possible.
- In line with the importance of contact hours and attendance, students may not be added to a course after Census date, unless an error in the registration process occurs.

Student Evaluation of Faculty Performance

Dual Credit Faculty will be evaluated by the students once a semester using the same evaluation instrument (Smart Evals) used on campus.

Continuation of Dual Credit Course Offerings

Through the IA, STC waives all student tuition for college courses held at the high school and taught by either Dual Credit Faculty or by an STC faculty member teaching the course at the high school. The IA is a binding agreement, and should either party fail to adhere to its responsibilities therein, the removal of Dual Credit courses will be considered if the infraction is not corrected after documentation. These responsibilities include those expected for the dual credit faculty, the High School and/or School District, and STC.

Expectations of High Schools and School Districts

For Dual Credit Faculty:

- Submit names of Dual Credit Faculty by April 1st for Fall and October 1st for Spring;
- Support the dual credit faculty’s attendance to STC’s Professional Development Days; and
- Support the dual credit faculty attendance to Departmental meetings.

For STC Faculty:

- Request an STC faculty member (part-time or full-time) to teach a college course at the school by published deadlines. Exceptions to these deadlines may be presented to the Chair for consideration but the ultimate decision rests in the Chair’s decision as a result of the impact on the staffing of courses on STC’s campuses;
- Cover the mileage and the instructor’s cost based on the number of instructional contact hours for the course; and
- Provide STC faculty with information regarding important policies.

For High School and School District Administration:

- Adhere to STC’s Board Policies over the School District’s Board Policies during the instructional time for the dual credit course;
- Adhere to STC’s disciplinary procedures for faculty and students;
- Adhere to STC’s complaint procedures for faculty and students;
- Ensure instructional integrity by allowing the faculty member to teach the course the same as if taught on STC’s campus;
- Submit requests for new course offerings by the published deadline;
- Purchase and have available the required number of textbooks for all the students prior to the first day of college courses;
- Ensure the classroom used to teach dual credit courses is an adequate environment with little or no interruptions, located as much as possible, away from the main student traffic of the school building, and with the technology arrangement adequate for the delivery of classroom instruction;
- Finalize student enrollment prior to the start of the class for classes taught by STC faculty. Schedule changes to add students to a course should not be made after two class meetings. Additional enrollments beyond two class meetings and above the maximum class size require the faculty member approval;
- Provide information with two class days prior notice regarding changes to instructional time including, but not limited to, school assemblies, pep-rallies, special events, Benchmark Testing, and standardized testing (**EOC, AP or TSIA**);
- Accept the faculty member’s attendance requirements as supported by Board TASB Policy FC—Attendance.

DIGITAL LEARNING

Procedure for Offering Digital Courses at South Texas College

To ensure our process of Instructional Continuity is maintained, all courses are hosted, with content, in the Blackboard Learning Management System. All new courses should work with the Digital Learning Department to submit a Course Approval Form.

- In February, the Chair submits the course to Dean of Digital Learning (DDL) for inclusion in the accreditation report of course offerings for the next academic year. Proposed, but not approved, should also be submitted as an addendum.
- Add course to schedule.
- No fewer than 30 days prior to the beginning of the term in which the course will be offered, the Digital Learning Course Design Approval Form will be completed and submitted for review and approval. This form will allow the assigned instructional designer, the department or program chair, the division dean and the Dean of Digital Learning to review the overall course and approve at each step. The Form Approval Process is designed to be completed in a business week. Any delay time will be documented for the instructor in the Approval Notes section. After the form is reviewed by each approver, the form will be electronically archived for the instructor and appropriate College documentation access.
- Approval or Disapproval of a course.
 - recommendations for improvement.
 - Not fewer than 5 days prior to the beginning of the term, re-evaluate the course.
 - If after the second review, the course is not approved for delivery, the Chair, Dean of Digital Learning, Instructional Designer, or designee and Instructor will determine the feasibility of preparing the course for delivery in time for the beginning for the semester. Final review of a course undergoing modification must occur no fewer than 5 working days prior to the beginning. If the course is not approved for delivery, the Digital Learning (DL) department will notify the dean and chair of the department no less than 3 working days prior to the semester.
 - Any course not approved for delivery will be removed from the schedule.
- Course Approval Evidence Records are available by request from the Digital Learning Department. Approvals will be reviewed every five years for a renewal process.
 - Instructors or Master Course Teams will be notified of any needed updates.
 - An Update Course Approval form must be submitted within five days of the next semester the course is offered.

Procedure for Assigning Instructors to Courses at South Texas College

- All faculty must complete Learning Management System Certification prior to being assigned as a course instructor. This certification does not require renewal unless the instructor leave STC employment for more than one calendar year.
- All faculty must complete and maintain Instructional Continuity Certification (IC). This certification must be renewed every three years.
- Instructors teaching Online, Hybrid, or Dual Credit courses must obtain and renew the STC Online Teaching Certificate (OTC). The original certification may be obtained by completing a course offered each month via the Digital Learning Department or submitting equivalent Quality Matters certification. The renewal is done by submitting evident for at least 15 clock hours of professional development related to teaching and learning in a digital environment.

All Certifications may be enrolled and tracked through the Digital Learning Portal.

Full-time Faculty Procedures:

- Chairs confirm that instructors are either:
 - Already certified to teach DL courses;
 - In the process of receiving certification for teaching DL courses;
 - Scheduled for DL Certification training AND have taught the course in question in a classroom setting.

- Full-time Faculty members may be assigned up to 60% of their full-time teaching load to online classes. Teaching assignments greater than 60% online require Dean approval. Overload assignments for online classes are subject to the same rules as on-campus classes.
- Chairs submit schedule to Scheduling Specialist, including faculty names for DL courses.

To comply with TEACH Act guidelines, instructors are asked to include the following statement as a footer in each online class home page.

South Texas College Digital Learning faculty must comply with the Digital Learning Course Design Approval Form when they submit courses for online delivery. Compliance with the Digital Learning Course Design Approval Form demonstrates adherence to:

1. THECB Guide for incorporating the Principles of Good Practice into Electronically-Based Courses,
2. Requirement of the THECB Institutional Report on Distance Learning and Off-Campus Instruction,
3. The SACSCOC Distance Learning Policy Statement, and
4. The SACSCOC Best Practices for Electronically Offered Degree and Certificate Programs.

The criteria is an adaptation of the THECB Guide for incorporating the principles of good practice into electronically-based courses and the CSU-Chico rubric for online instruction.

To access the Digital Learning Course Design Approval Form, refer to the Digital Learning Portal at <https://www.southtexascollege.edu/dlportal> . Click on the Course Approvals followed by Submit Request. The user will need their JagNet/Blackboard username and password to access the DL Portal and Course Approval form.

South Texas College Copyright Notice for courses offered through our learning management system (Blackboard). Course materials may be protected by copyright. United States copyright law, Title 17 USC and South Texas College policy prohibit unauthorized use, duplication, or retransmission of course materials. See <http://www.copyright.gov/title17>

Guidelines for Online Merged Courses

Within the College's Learning Management System (LMS), courses may be combined to create a merged course shell. Merging sections with low enrollment can provide benefits for student-to-student interaction. However, online shells with too many students can also hamper the perceived faculty-to-student interaction. Furthermore, LMS integration with other College systems and issues among different dual credit district partners requires some basic parameters for which courses may be merged and when.

Merging sections of different instructional types creates reporting issues and can also create confusion for students. Therefore, sections that are requested to be merged together must be of the same type: face-to-face with face-to-face, hybrid with hybrid, and online with online. Once a section has been merged, it will remain merged regardless of enrollment. A merged section may be separated if a staffing change occurs with one of the sections.

Limits on Merged Sections:

- Dual Credit Sections: Up to three dual credit sections may be merged if all sections are offered to students from the same high school. Dual credit sections cannot be merged with non-dual credit sections.
- STC Sections (Non-Dual): Up to three sections of the same course may be merged, as long as the total number of students does not exceed 70.
- Exceptions to the number of sections to merge for purposes of programmatic accreditation and supervision can be made with Dean approval.

Deadline to Request Merged Sections:

- Due to the manual processes involved in merging courses and creating matching syllabi in Concourse, section merge requests must be submitted no later than 5 days before the start of classes.

Deadlines will be as follows:

Fall regular semester: Wednesday, August 21, 2024
 Spring regular semester: Thursday, January 16, 2025
 Minimesters: 5 days before the first-class meeting date

Only requests submitted by the deadlines listed above will be merged.

NONTRADITIONAL DELIVERY OF INSTRUCTION

Guided Self-Studies (GSS) / Independent Study (IS) / Synchronous Remote Delivery Courses (Z) are educational alternatives in which traditional courses are taught in a non-traditional setting.

Guided Self-Study (including Independent Studies)

Definition

Guided Self-Study sections are special sections of courses already listed in the College's Course Inventory. These are essentially self-study sections in which the student either works on a flexible schedule or in which traditional courses are taught in a non-traditional setting. Guided Self Studies are self-paced courses offered by programs to meet a unique curriculum or graduation requirement for our students. The student(s) has contact with the faculty member either at a regularly scheduled time or by-arrangement for a minimum of 1 hour per week. Contact or meeting with the faculty member may be in-person or electronically based, and it is for the purpose of presentation of material, assignment submission, or answer questions about the material.

Enrollment Maximums

Because of the nature and purpose of these courses, GSS sections should not have more than 12 students for a field of study course or 15 students for a Core Curriculum course. Sections at and over these caps should be converted to either a traditional face-to-face, hybrid, or online section.

Scheduling Guided Self-Studies Courses

Guided Self-Studies courses will be designated with "Q". The courses may also have classroom and labs available throughout the semester for students to meet with the faculty member. Because the student(s) has contact with the faculty member either at a regularly scheduled time or by-arrangement for a minimum of 1 hour per week, GSS courses cannot be set as TBA. All GSS courses must have a classroom and meeting time assigned in Banner. Some workforce programs may schedule an extended amount of time for the purposes of allowing the use of equipment to satisfy course requirements, including hands-on practice. For this reason, scheduled times for GSS sections may vary. If the GSS section is meeting through electronic means, the classroom can be set as the Faculty Member's office.

Semester Hour Limitation

GSS should be exceptions to the normal schedule. However, in certain circumstances, such as low-enrolled programs, up to 49 percent of the hours required to complete a program of study may be taken as Guided Self-Study courses.

Student Responsibilities

Self-paced courses are designed for the disciplined/motivated student who can master course material without traditional classroom instruction. Students interested in self-paced courses must meet the following guidelines:

- Students will meet with the faculty member during the scheduled class/lab hours to receive guidance, complete assignments, and take tests.
- Depending on the course structure, students may be able to work at their own pace; however, they must complete the course within the semester they have enrolled.
- Students must complete all course material to ensure the completion and understanding of the course objectives.

Faculty Responsibilities

The faculty member assigned to a Guided Self-Studies course must comply with the following guidelines:

- The faculty member will create the Modules for the entire course, if course is to use electronically enabled communication for instruction. Upon completion of the Modules, they will need to be submitted to the Department Chair for approval.
- The faculty member will create a Section Outline detailing the Modules that the student is expected to complete during the semester.
- The faculty member will make the modules available to students through Blackboard.
- The faculty member will be available to students during scheduled class/lab hours, for a minimum of at least one hour per week. The faculty member will provide guidance to students so that they can achieve course objectives and requirements.
- The faculty member will be required to monitor student progress toward course completion.
- The faculty member will assign the final grade of the course.

Hybrid Courses

Hybrid courses are those that meet **both** on-campus and online, but meet less frequently on campus than traditional classes. For example, a TR class may meet on-campus only on Tuesdays and the rest of the course time will be completed online. The Texas Higher Education Coordinating Board defines a hybrid course as “a distance education course in which more than 50 percent but less than 100 percent of instructional activity takes place when the student(s) and instructor(s) are in separate physical locations.” When scheduling Hybrid courses, a “Y” should be used in the section code. When Hybrid sections are scheduled, the on-campus meeting times must be clearly identified and should not be altered during the semester.

Supplemental Instruction

Supplemental Instruction (SI) is an academic assistance program that targets historically high-risk courses (defined as courses with high D/F and W rates). The SI Leader attends all classes for designated sections and provides regularly scheduled out-of-class review sessions. SI is designed to help students improve their grades, master course content, and become independent learners. Students who regularly attend SI sessions statistically earn one letter grade higher than those who do not. Students enrolled in SI courses are charged an additional \$15.00 per credit hour. SI sections are coded in Banner by adding “SI-Add'l Fee” to the course name and the code also appears on student schedules.

Learning Communities

A Learning Community is a grouping of two or more courses of different disciplines. Learning Communities stress the interrelationships between ideas and fields of study in a setting which promotes cooperation and collegiality. Faculty who teach these courses will collaborate closely on curriculum issues and assignments and may team teach the classes. Studies have shown that students who work in such communal environments have improved rates of completion and retention.

Learning Communities may be structured as linked or fully integrated courses. For linked Learning Communities, two or more classes are connected in theme and topic, but are otherwise independent. For fully integrated Learning Communities, courses are team taught and share a coordinated schedule and student cohort.

At South Texas College, students registering for a Learning Community will see an “L” in the section code. For example, at the Pecan Campus, the section might read .L01. For the Mid-Valley Campus, the section would read .WL1, and for the Starr County Campus, the section would read .GL1. For example, the section would read .LC1 at the Pecan Campus, but read the same as above for the Mid-Valley and Starr County campuses. Because of a co-requisite, students may not register for only one-half of a Learning Community. Depending on the type of Learning Community, a student may not be able to drop one half of a Learning Community and remain enrolled in the other half.

Field and International Studies Courses Board Policy 3120 (11/9/95)

Combining study and travel is an important alternative learning experience for students. Field courses taught away from the College and international studies courses taught outside the United States incorporate substantial learning experiences that take advantage of environments not available in a traditional classroom setting. All such courses will:

1. Be of college-level rigor and complexity;
2. Be in the approved Course Inventory Listing and be offered as described in the college catalog;
3. Meet all applicable regulations stipulated by the Texas Higher Education Coordinating Board, the Southern Association of Colleges and Schools, and any other applicable accrediting agencies;
4. Be planned and structured in cooperation with the appropriate academic units of the College if college credit is awarded;
5. Incorporate a core of stated learning outcomes or activities which all students are required to demonstrate in order to successfully complete the course;
6. Require individual assessment to determine which students have acquired the learning outcomes;
7. Be taught, evaluated, or directly supervised by an instructor who has met the institutions' qualifications for appointment to the College faculty; and
8. Conform to all applicable College procedures. (END POLICY)

Out-Of-District Courses

An Out-Of-District Course is a course that is to be taught outside of Hidalgo and Starr counties either within the United States or in another country. The following procedures should be initiated by the Faculty member in the fall semester. All steps necessary for obtaining approval for an Out-of-District course offering must be completed by the end of the fall semester for courses to be offered beginning in the following summer session. (e.g., process completed fall 2017, courses may be offered beginning summer 2018.)

1. The faculty member must secure initial approval from her/his Chair for the proposed Out-of-District course or courses. If the faculty member is the Chair, the faculty member must receive approval from his/her Dean.
2. The Department/Program Chair must secure approval from the Dean to offer the proposed Out-of-District course.
3. After the necessary Dean approval has been secured, the Chair should ensure that the proposed courses are a part of the College's current course inventory. The Faculty member will be given a checklist, which includes:
 - Beginning and ending dates the Out-of- District instruction will take place.
 - Location of Out-of-District instruction.
 - Courses to be taught Out-of-District.
 - Section outlines for all Out-of-District courses, including when and where the courses will be taught as well as when and where the course assignments will take place, and the manner of assessment.
 - Detailed itinerary and costs involved.
4. After this meeting, the faculty member should set up an appointment with the Comptroller of the College. At this meeting, the Chair will be asked to provide firm figures on the cost per participant based on:
 - The amount of tuition and fees.
 - Any scholarships or TPEG monies that can be applied to the program costs.
 - Per student insurance rates. (The Risk Assessment Manager for the College can provide per student insurance rates to the Business Office and Chair for inclusion into the overall cost of the program.)
 - Cost of transportation, meals and lodging.
 - (The Business Office can assist the Chair in securing firm prices for transportation, meals and lodging to be included in the overall cost of the program.)
 - Contractual relationships with other IHEs. (The Business Office can assist the Faculty member in securing any contractual relationships with other IHEs such as in the case of a foreign country.)

Upon completion of the above, the Business Office will assign the Faculty member an account number for the proposed program in which the Out-of-District courses will be offered.
5. The Chair will complete the Out-of-District course forms that the Texas Higher Education Coordinating Board (THECB) requires as part of the approval process for an Out-of- District course. The THECB Liaison can assist the Chair in completing these forms.
6. Upon approval by the Division Curriculum Committee of the Out-of- District course offerings, the Vice President for Academic Affairs will review and sign the necessary forms that must accompany the Out-of-District application to the THECB.
7. The Vice President for Academic Affairs will submit the Out-of-District Course to the Regional Higher Educational Council by the designated deadline from THECB.
8. Upon approval by the members of the Regional Higher Educational Council of the proposed out-of-district courses, the THECB Liaison will submit the application to the THECB.

Auditing a Course

Permission to audit a course(s) may be granted to individuals who are eligible for admission to STC and who either already have credit in the course(s) or do not wish credit for the work.

Auditors will not be permitted to register for course(s) until the drop-and-add period during registration. They may then add the course(s) on a space-available basis if approved by one of the following: instructor, chairperson of the department, or dean of the division. Since auditors are only observers, students auditing a course may not under any circumstances claim credit for the course. Change from credit to audit status must be done before the twelfth class day (or the fourth class day in summer sessions).

Guest Lecturers

Guest lecturers must be approved in advance by the Dean. Requests to utilize guest lecturers should be sent to the Program Chair who will then contact the Dean with the request. You need to inform the Program Chair and the Dean of the guest lecturer at least one week prior to the requested date.

Field Trips

Instructors are encouraged to utilize the resources of the community through appropriate field trips. Requests for field trips should be forwarded to the Dean at least 30 days in advance. Field trips should be designed to assist in meeting the specified objectives of a particular course. Because of the need to secure appropriate authorizations and student waivers of liability, trips must be planned and approved well in advance. Do not take unauthorized field trips. Please refer to *STC Board Policy 3620 - College Sanctioned Travel for Students* for the student travel policy.

PROGRAM DEVELOPMENT AND CURRICULUM REVISIONS

Table of Contents

Overview	154
Curriculum Committees	154
Curriculum Revision Process	155
Program Development	158
Articulation Agreements.....	161
Substantive Change	162

Overview

The Office of Curriculum, Planning & Compliance oversees the Curriculum Revision Process and the Program Development Process at South Texas College. The Office ensures that all recommended curriculum revisions are compliant with the Texas Higher Education Coordinating Board guidelines and are approved by the required curriculum committees. After approval of proposed revisions, the Curriculum staff submit all necessary documentation for external approval, update the necessary information in the South Texas College Catalog, student information system, and update all applicable third-party applications. The Curriculum Staff also ensure the accuracy of all course-related data for state reporting.

Curriculum Committees

Advisory Committee

Institutions must establish separate industry-based advisory committees for each workforce education program. The Advisory Committee's primary role is to serve as the link between the expectations of the industry and South Texas College. During a program's initial stages, the Advisory Committee's functions are to serve as content matter experts who help *develop* the program's curriculum, set program learning outcomes, and, generally, shape the proposed program. It is in this phase, that the Advisory Committee helps establish the workplace competencies that align with the expectations of the industry ensuring students meet the learning outcomes that will prepare them for post-graduation employment. The Advisory Committee also provides the College with invaluable information that helps ensure the program has the adequate resources, including facilities and equipment, to provide students with the knowledge, skills and abilities essential for employment in that field. The advisory committee is one of the principal means of ensuring meaningful business and industry participation in program creation and revision. According to the South Texas College's Program Review measures, all Workforce Program Chairs are to convene two Advisory Committee meetings per academic year. Information regarding the functions and composition of an advisory committee are adopted from Chapter Three of the Guidelines for Instructional Programs in Workforce Education (GIPWE) and published in the **Summary of Advisory Committee Meeting Procedures for Department Chairs**. This information can be requested from the Academic Initiatives Officer in the Office of the Vice President and Provost for Academic Affairs and Economic Development. **Minutes from all Advisory Committee meetings must be maintained by the Program Chair, in accordance with the guidelines.**

Division Curriculum Committee

Each of the College's Instructional Divisions will maintain a Division Curriculum Committee to review and to recommend the nature of the College's curriculum and any necessary changes in it, assuring compliance with all guidelines from the Texas Higher Education Coordinating Board (THECB) and the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC). The membership consists of the Dean and the representatives elected to serve as voting members on the College-Wide Curriculum Committee, with additional members being elected as deemed appropriate by the Dean in order to adequately represent all of the programs within the division. From the membership, the Division Curriculum Committee will elect a chair and a secretary, who will record the deliberations and actions of the committee.

College-Wide Curriculum Committee

The purpose of the STC College-Wide Curriculum Committee is to review and evaluate curricula culminating in certificates or degrees leading to workforce preparation or transfer to senior institutions. The committee will review and approve the nature of the College curriculum and any necessary changes in it, assuring compliance with all guidelines from the Texas Higher Education Coordinating Board (THECB), the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC), and program-specific accreditation criteria.

Voting Membership

The voting membership of the College-Wide Curriculum Committee is elected by the faculty from each of the Instructional Divisions based upon the chart listed below. An alternate member for each of the positions listed below must also be elected by the Faculty in each Division. The Dean of each instructional division is responsible for coordinating the faculty elections in August of each year. The total voting membership equals 31 members. **The voting membership of the College-Wide Curriculum Committee must also serve as members of the Division Curriculum Committee from their respective Divisions.**

Core Curriculum	Division	# of Representatives
Communication	LA	1
Language, Philosophy & Culture	LA	1
Creative Arts	LA	1
History	LA	1
Political Science	SBS	1
Social & Behavioral Science	SBS	1
Mathematics	MSITB	1
Life & Physical Sciences	MSITB	1
Total Core Curriculum Representation		8
Programs by Division	Division	# of Representatives
Business, Public Safety, and Technology	BPST	6
Nursing Allied Health	NAH	4
Liberal Arts	LA	4
Social & Behavioral Sciences	SBS	4
Math, Science & IT	MSITB	4
Bachelor Programs	MSITB	1
Total Core Curriculum Representation		23
Total Voting Membership		31 Representatives

NOTE: One representative elected for every 3 programs within the Division. (Refer to detailed list in Appendix G).

Officers

A Chair for the College-Wide Curriculum Committee will be elected from the voting membership. The Chair reviews the proposed major curriculum revisions before meetings, conducts each meeting following a simplified version of *Robert's Rules of Order*, and fosters discussion and compromise among committee members. The elected committee chair must be a member of the College-Wide Curriculum Committee in order to assume the role and may relinquish their voting rights to an alternate from their division. The Director of Curriculum, Planning & Compliance will assist the College-Wide Curriculum Committee Chair with their duties, as needed. (If the Committee Chair is unable to attend a scheduled meeting, the Director of Curriculum, Planning & Compliance may begin the meeting and entertain a motion for a temporary chair to preside over the meeting.) A Curriculum Specialist will act as secretary and record the deliberations and actions of the committee, as well as create and distribute the committee agendas. A majority of the voting members present at a meeting must vote in favor for the action to be approved.

Ex-Officio Membership

The Director of Curriculum, Planning & Compliance, Director of Learning Outcomes, Dean of Digital Learning, SACSCOC Liaison, Library Services Liaison, Dual Credit Liaison, Dean for Continuing Education & Workforce Development, Dean for Center for Advanced Training & Apprenticeships, and Student Services Liaison are all ex-officio members. Ex-Officio members may be added as need.

Curriculum Revision Process

Each academic year, South Texas College's instructional leaders have the opportunity to review and revise the curriculum of their academic and workforce programs for the upcoming catalog year. Any changes to curricular or program requirements must go through the appropriate approval processes before they are included within the College Catalog and other curricular-related applications.

Advisory Committee (*Workforce Education Programs Only*)

An ongoing function of the Advisory Committee is to help in the *evaluation* of the goals and objectives of the curriculum. As industry standards change, the Advisory Committee assesses the changes and communicates with their industry peers to provide revision recommendations to South Texas College. These revisions may relate to curriculum and/or competencies in alignment with local workforce and labor market needs. The Advisory Committee reviews suggested revisions by the Program Chair and approves the final revisions. The Committee's recommendations are vital to *improving* the program and increasing student success in a changing environment, which is why the role of the Advisory Committee is held to a high standard by South Texas College.

Department/Program Chair and Dean

The Department/Program Chair completes a [Revision Request Form](#). The Chair must review the proposed revisions to ensure compliance with the THECB and SACSCOC. The Revision Request must include supporting documentation such as a revised curriculum outline, revised course descriptions, revised prerequisites, revised lecture-lab hours, etc. The revised curriculum outline must include a semester-by-semester recommended course sequence. For new additions to the Core Curriculum, departments must follow the established procedures for **Core Curriculum Course Proposals**. Chairs should contact the Office of Curriculum, Planning & Compliance for further information and allow for 1-2 months to complete the documentation required.

Division Curriculum Committee

The Chair submits the Revision Request to the Division Curriculum Committee for approval. Once approved, the Division Curriculum Committee Chairperson will submit the Revision Request to the Office of Curriculum, Planning & Compliance. The following documentation must be included: the Revision Request form (with all required signatures) with attached supporting documentation, Advisory Committee minutes (Workforce Education Programs only) *and* Division Curriculum committee minutes. Revision Request forms that are incomplete or lacking any of the required documentation **will not** move forward for processing until complete.

After verifying that all necessary documentation is present, the Office of Curriculum, Planning & Compliance will log *minor* revisions, which are kept on file for inclusion in the next catalog.

Minor Revisions Include:

- Change in course sequencing
- Change in course title, pre-requisite/co-requisite, contact hours and/or catalog description for non-Core Curriculum courses
- Course addition/deletion to the institution's inventory
- Unique Need, Local Needs, or Special Topics course requests
- Changes to application requirements for selective programs

College-Wide Curriculum Committee

The Office of Curriculum, Planning & Compliance will place *major* revisions on the agenda for the next College-Wide Curriculum Committee meeting for final review and approval. Since the College-Wide Curriculum Committee is considered the official record of faculty involvement, the Committee will review and vote on *major* revisions to ensure compliance with THECB and SACSCOC requirements.

Major Revisions Include:

(Require Division Curriculum Committee and College-Wide Curriculum Committee approval)

- Any change that affects another program or department outside of the Division from which the program originates
- Addition of a new degree or non-degree credential^{1**}
- Addition/Revision of development education courses
- Award title change
- The addition, reduction or any change that affects the Core Curriculum course listing
- SACSCOC Substantive Change Policy Items such as:
 - The reduction or addition of 25% or more of course credits in Field of Study or Program/Degree **and** results in an increase or decrease of time to completion by more than one term. **
 - Closure of a Field of Study or deactivation of an existing program**
 - Closure of a program at a location (on-campus or off-campus instructional site, such as a Dual Enrollment High School site)² **

All major/minor revisions are implemented at the beginning of the subsequent fall semester. For items subject to SACSCOC approval, implementation is dependent on securing approval from SACSCOC. **All Revision Request Forms must be submitted to the Curriculum, Planning & Compliance Department by November 15th for**

¹This includes Certificates, Occupational Skills Awards, Institutional Credentials leading to Licensure or Certification (ICLC) and Third-Party Credentials as defined by the Texas Administrative Code, Chapter 2, Subchapter L, §2.262.

² Informational non-voting item

implementation the following fall semester and for inclusion in the next catalog. Revisions should not be implemented during the spring semester, as this would affect the integrity of the college catalog.

Changes to Application Requirements for Selective Programs

Students are admitted to South Texas College through the provisions of *FB – Admissions*. General admission to the College does not imply admission to all programs of the College. South Texas College offers Selective Programs with application requirements which are included in the South Texas College Catalog. Changes to the application requirements for selective programs at South Texas College are reviewed and approved by the program's Advisory Committee (if applicable), the Division Curriculum Committee, Academic Council, and by the Admissions Policy Review Committee. Changes are effective the following academic year and will be published in the College Catalog.

Submission to the THECB

If the appropriate College committees vote to approve the revisions, the Curriculum, Planning & Compliance Department will prepare all of the necessary revision forms and submit the revision(s) to the THECB in accordance with Texas Administrative Code rules.

SACSCOC Notification**

By February 1st of each academic year, the Director of Curriculum, Planning & Compliance will communicate to the SACSCOC Liaison the list of items for which a Letter of Notification will need to be sent to the Southern Association of Colleges and Schools, Commission on Colleges. These items include, but may not be limited to, the following:

- Addition of a new program with 25-49% new content. (Note, programs with 50-100% new content are subject to substantive change and require pre-approval via submission prospectus)
- The reduction or addition of 25% or more of course credits in Field of Study or Program/Degree **and** results in an increase or decrease of time to completion by more than one term.
- Closure of a Field of Study or deactivation of an existing program
- Closure of a program at a site (on-campus or off-campus instructional site, such as a Dual Enrollment High School site)

A program, a program delivery method, or a program offering at a specific site (on-campus or off-campus) that is scheduled for closure may require a teach-out plan. Please see the **Program Closure** section for additional guidance.

Department of Education (DOE)

By June 1st, newly approved certificate or revisions to any certificates offered at South Texas College will need to be reported to the Department of Education for financial aid eligibility. Revisions include, but are not limited to:

- Award Title Changes
- Change in Major Code
- Change in CIP Code
- Change in Credits/Contact Hours
- Change in program time to completion

Notifications are submitted annually to the Department of Student Financial Services.

Guidelines for Assigning Credit Hours

In compliance with the Southern Association of Colleges and Schools Commission on Colleges, South Texas College has procedures for determining the credit hours awarded for courses and programs that conform to commonly accepted practices in higher education and to the Southern Association Commission on Colleges Credit Hour policy. South Texas College adheres to the rules and guidelines of the Texas Higher Education Coordinating Board for the awarding of credit for coursework. The guidelines for assigning credit hours for academic general education coursework are provided in the [Lower-Division Academic Course Guide Manual \(ACGM\)](#). The ACGM provides the expectation for lecture hours, laboratory hours, and contact hours based upon the semester credit hours assigned to the course and serves as the repository for all academic transferable courses.

The guidelines for assigning credit hours for workforce education coursework are provided in the [Guidelines for Instructional Programs in Workforce Education](#) (GIPWE). The GIPWE provides the expectation for lecture hours, laboratory hours, and contact hours based upon the semester credit hours assigned to the course, and includes recommendations for traditional lecture or lab-based coursework, practicums, internships, cooperative education, and clinical coursework. The Workforce Education Course Manual (WECM) serves as the repository for all workforce

courses. Compliance with these guidelines is monitored by the THECB through mandatory state reporting of all courses offered by the institution at all sites.

Program Development

The Office of Curriculum, Planning & Compliance guides and facilitates the development of new academic and workforce education programs (both credit and non-credit) at South Texas College. Department Chairs interested in developing a new credential should gain approval from their Dean before initiating the program development process. The Dean of each Instructional Division will provide the list of the non-degree credentials, degrees, and specializations that will be developed each academic year. For non-credit development, the Dean for Continuing Education & Workforce Development and the Dean for Center for Advanced Training & Apprenticeships will provide the list of potential non-credit credentials. An overall list of the Proposed Instructional Programs is maintained by the Office of Curriculum, Planning & Compliance, with modifications approved by the Vice President and Provost for Academic Affairs & Economic Development.

Program Developer

For the credit side, the Dean will assign a Department/Program Chair or faculty member to serve as the Program Developer for any proposed credential. For the non-credit side, the Dean for Continuing Education & Workforce Development or the Dean for Center for Advanced Training & Apprenticeships will serve as the Program Developer, or assign a staff member from their area. The Program Developer is tasked with collecting information and conducting the research that is required for the program development process. The Program Developer must contact the Office of Curriculum, Planning & Compliance in order to initiate the program development process. The Director of Curriculum, Planning & Compliance will provide training to educate developers on the program development process. Information regarding deadlines and requirements will be communicated to the developers during the training. The complete program development process can generally take 1-2 academic years; Program Developers are advised to keep their target implementation date in mind and complete/submit the requirements in a timely manner.

Program Development Checklist

The Office of Curriculum, Planning & Compliance maintains the Program Development Checklists for academic and workforce education programs. The checklists include the standards that new programs are required to meet in order to be approved for development. The Program Developer, in partnership with the Office of Curriculum, Planning & Compliance, conducts the research necessary to complete the checklist. The Office of Curriculum, Planning & Compliance reviews the completed checklist and assesses whether the proposed program meets the criteria to proceed with program development. In cases where the proposed program does not meet the criteria, the Office of Curriculum, Planning & Compliance, in conjunction with the Office of the Vice President and Provost for Academic Affairs & Economic Development, provides recommendations regarding how the development can be strengthened. The recommendations are shared with all parties as applicable. A completed and approved checklist forms the basis of the Program Development Proposal.

Program Development Proposal

The Program Development Proposal is a multi-part document that includes the information to comply with the Texas Administrative Code rules and the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) for all new programs. The Office of Curriculum, Planning & Compliance works collaboratively with Program Developers to create the Program Development Proposal.

Program Proposals contain the following components:

Workforce Programs	Academic Programs
Program Development Approval Checklist	Program Development Approval Checklist
Curriculum, Planning & Compliance Department Review	Curriculum, Planning & Compliance Department Review
Program Development Checklist	Program Development Checklist
Program Development Summary	Program Development Summary
<ul style="list-style-type: none"> • Program Objective 	<ul style="list-style-type: none"> • Program Objective
<ul style="list-style-type: none"> • Evidence of state/local demand via student demand for similar programs and/or labor market information 	<ul style="list-style-type: none"> • Evidence of state/local demand via student demand for similar programs and/or labor market information

<ul style="list-style-type: none"> Provides a credential of value as defined by the Chapter 13, Subchapter S, Rule§13.556 	<ul style="list-style-type: none"> Provides a credential of value as defined by the Chapter 13, Subchapter S, Rule§13.556
<ul style="list-style-type: none"> Program Linkages and Opportunities for Further Education 	<ul style="list-style-type: none"> Program Linkages, Opportunities for Further Education, & Articulation Agreements (highly emphasized for academic programs)
<ul style="list-style-type: none"> Demonstration of Non-Duplication (Existing Programs) 	<ul style="list-style-type: none"> Demonstration of Non-Duplication (Existing Programs)
<ul style="list-style-type: none"> Enrollment Projections 	<ul style="list-style-type: none"> Enrollment Projections
<ul style="list-style-type: none"> Program Support 	<ul style="list-style-type: none"> Program Support
<ul style="list-style-type: none"> Institutional Effectiveness 	<ul style="list-style-type: none"> Institutional Effectiveness
Enrollment Management Plan	Enrollment Management Plan
Student Survey Summary (for-credit programs only)	Student Survey Summary
Instructional Costs and Projected Revenue	Instructional Costs and Projected Revenue
Proposed Curriculum, Course Descriptions, and Program Learning Outcomes	Proposed Curriculum, Course Descriptions, and Program Learning Outcomes
*Advisory Committee Membership	
Letters of Support	

*Advisory Committee Formation

Institutions must establish an industry-based advisory committee for each workforce education program. If there is an existing advisory committee that would serve the discipline of the new development, then the existing advisory committee may be utilized, provided that each program is reviewed, the committee has the necessary expertise, and ample time is allotted for each program. For programs that require the formation of a new advisory committee, the Program Developer shall complete the following tasks:

- Study the GIPWE: Review the New Program Approval Process found in the Guidelines for Instructional Programs in Workforce Education (GIPWE), Chapter 5.
- Selection of Advisory Committee Members: Refer to “Effective Use of Advisory Committees” from GIPWE, Chapter 3, for guidance on the composition and the role the advisory committee plays. South Texas College requires advisory committees to meet at least two times per year. The program chair is responsible for organizing and maintaining the agenda, members’ packets, sign-in sheets, and minutes for each Advisory Committee meeting. The point of contact for guidelines on advisory committee meetings is the Academic Initiatives Officer from the Office of the Vice President and Provost for Academic Affairs and Economic Development.
- Curriculum Design: The Advisory Committee will structure curriculum upon industry standards, if available, and upon competencies identified; the members will vote on the final curriculum to be used for the program development.

Program Approval Process

The following individuals and groups at South Texas College must review and/or approve the Program Development Proposal and relevant documentation for approval:

- Advisory Committee (Workforce Education programs only)
- Program/Department Chair (if applicable)
- SACSCOC Liaison (Prospectus Review)
- Dean for Continuing Education & Workforce Development / Dean for Center for Advanced Training & Apprenticeships (if applicable)
- Vice President and Provost for Academic Affairs & Economic Development
- Division Curriculum Committee
- College-Wide Curriculum Committee
- Substantive Change Committee
- Academic Council
- Institutional Leadership Council
- Education & Workforce Development Board Committee
- South Texas Higher Education Regional Council/Local Workforce Development Board (Workforce Education programs only)
- STC Board of Trustees

After the proposed program has received approval by the Division Curriculum Committee, the Office of Curriculum, Planning & Compliance will oversee the remainder of the program approval process and will submit the required documentation for review and/or approval. The Program Developer is expected to attend all committee meetings during which the new Program will be reviewed in order to share information about the proposed program and to address any questions or concerns that arise.

The development process usually takes about 6-7 months. The internal program approval process can take between 3-6 months. If revisions are recommended or required by the reviewers, the process may take longer. New programs that warrant the submission of a SACSCOC prospectus would have an extended approval process, due to the established deadlines for submission by SACSCOC. Thus, the overall time frame of developing a new award can be anywhere between 1- 2 academic years.

Submission to the THECB

Following the internal approval process, the Certification Form is submitted to the Texas Higher Education Coordinating Board (THECB). The THECB will post the application to the Coordinating Board website for 30 days for public comment. Colleges will receive notification of approval by the THECB 30-45 days after the comment period ends, provided there are no unresolved objections.

SACSCOC Notification

By February 1st of each academic year, the Director of Curriculum, Planning & Compliance will communicate to the SACSCOC Liaison the list of new credit programs for which a Letter of Notification will need to be sent to the Southern Association of Colleges and Schools, Commission on Colleges. Programs that are deemed a significant departure, as per the Substantive Change Policy, will require SACSCOC approval prior to implementation. The SACSCOC Liaison will advise the Program Developer on the deadline and requirements for a prospectus to be submitted.

Submission to Department of Education

If the new workforce program includes a Level I or Level II Certificate, a notification must be submitted to the Department of Education to request approval for the certificate to be eligible for federal financial aid funding (Pell). The Director of Curriculum, Planning & Compliance will submit this notification to the Office of Student Financial Services by the required deadline.

Program Closure

When the decision is made to close a program, a program delivery method, or a program offering at a specific site (on-campus or off-campus), the information must be communicated as soon as possible in order to comply with our regional accreditation guidelines. As per SACSCOC, a “closure” is defined as “closed to admission or entry”. Any program intending to close must adhere to the curriculum revision approval process and may be subject to SACSCOC approval prior to terminating admission of students.

The institution is responsible for having a plan and process in place to provide students reasonable completion options that minimize disruption and additional costs.

Department/Program chairs and Deans will be responsible for compiling a teach-out plan and should include the following:

1. Date of closure (date when new students will no longer be admitted);
2. An explanation of how affected parties (students, faculty, staff) will be informed of the impending closure;
3. An explanation of how all affected students will be helped to complete their programs of study with minimal disruption or additional costs;
4. An indication as to whether the teach-out plan will incur additional charges/expenses to the students and, if so, how the students will be notified,
5. Copies of signed teach-out agreements with other institutions, if applicable; and
6. How faculty and staff will be redeployed or helped to find new employment.

Department/Program chairs and Deans should consult with the institution’s SACSCOC Liaison for guidance on the teach-out plan.

Articulation Agreements

The College has been successful in developing articulation agreements with some of our neighboring senior Institutions of Higher Education (IHE). These agreements are initiated and handled by the Office of the Vice President for Academic Affairs. The Director of Transfer and Educational Advancement Center will coordinate all future College to senior IHE articulation agreements.

The Director of Transfer and Educational Advancement Center coordinates all of the necessary tasks to ensure that College department to IHE department articulation agreements occur. If a department has certain courses that need to be articulated with a counterpart department at a senior IHE, a designee from the Department should take the following steps:

5. If the senior IHE is located in Texas, obtain specific details about the course in question from either the Academic Course Guide Manual (ACGM) or the Workforce Education Manual (WECM).
6. Obtain a copy of the senior IHE catalog description of the course that the College department is trying to articulate with the senior IHE.
7. Obtain the name, address, phone number, and the fax number of the Department/Program Chair at the senior IHE with which the College department wishes to establish an articulation agreement.
8. After the above three steps have been taken, the Department designee should make an appointment with the Director of Transfer and Educational Advancement Center.
9. During this meeting between the Program designee and the Director of Transfer and Educational Advancement Center, there will be a decision made on how best to contact the senior IHE Department/Program Chair about articulating courses between the senior IHE department and the College.
10. The outcome of that meeting will dictate whether the Program Chair, with the assistance of the Director of Transfer and Educational Advancement Center does the “crosswalks” between the College’s program and the senior IHE department.
11. When the crosswalks between the College and the senior IHE have been drafted in written form and agreed to by both the College and the senior IHE, the Director of Transfer and Educational Advancement Center will work with both the Department designee and the senior IHE Department/Program Chair to draft a formal articulation agreement.
12. When this draft is acceptable to both the College and the senior IHE, the document will be printed and prepared for signatures as required at both institutions.
13. The agreement will be scanned and retained electronically, as well as placed on the Transfer Center webpage.

The original articulation agreements will be kept on file in the Transfer and Educational Advancement Center.

SUBSTANTIVE CHANGE

The Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) requires all member institutions to have a policy and procedures for reporting substantive changes. The SACSCOC requirements are codified in their Substantive Change Policy and Procedures. Substantive change is a significant modification or expansion of the nature and scope of an accredited institution. Substantive change includes high-impact, high-risk changes and changes that can impact the quality of educational programs and services. Substantive changes, including those required by federal regulations, include:

- Substantially changing the established mission or objectives of an institution or its programs.
- Changing the legal status, form of control, or ownership of an institution.
- Changing the governance of an institution.
- Merging / consolidating two or more institutions or entities.
- Acquiring another institution or any program or location of another institution.
- Relocating an institution or an off-campus instructional site of an institution (including a branch campus).
- Offering courses or programs at a higher or lower degree level than currently authorized.
- Adding graduate programs at an institution previously offering only undergraduate programs (including degrees, diplomas, certificates, and other for-credit credentials).
- Changing the way an institution measures student progress, whether in clock hours or credit-hours; semesters, trimesters, or quarters; or time-based or non-time-based methods or measures.
- Adding a program that is a significant departure from the existing programs, or method of delivery, from those offered when the institution was last evaluated.
- Initiating programs by distance education or correspondence courses.
- Adding an additional method of delivery to a currently offered program.
- Entering into a cooperative academic arrangement.
- Entering into a written arrangement under 34 C.F.R. § 668.5 under which an institution or organization not certified to participate in the title IV Higher Education Act (HEA) programs offers less than 25% (notification) or 25-50% (approval) of one or more of the accredited institution's educational programs. An agreement offering more than 50% of one or more of an institution's programs is prohibited by federal regulation.
- Substantially increasing or decreasing the number of clock hours or credit hours awarded or competencies demonstrated, or an increase in the level of credential awarded, for successful completion of one or more programs.
- Adding competency-based education programs.
- Adding each competency-based education program by direct assessment.
- Adding programs with completion pathways that recognize and accommodate a student's prior or existing knowledge or competency.
- Awarding dual or joint academic awards.
- Re-opening a previously closed program or off-campus instructional site.
- Adding a new off-campus instructional site/additional location including a branch campus.
- Adding a permanent location at a site at which an institution is conducting a teach-out program for students of another institution that has ceased operating before all students have completed their program of study.
- Closing an institution, a program, a method of delivery, an off-campus instructional site, or a program at an off-campus instructional site.
- Non-enumerated changes: SACSCOC reserves the right to consider an institutional change as constituting a substantive change even if not specifically enumerated within the *Substantive Change Policy and Procedures*.

Procedures for Reporting Substantive Change

The following procedures have been established to ensure ongoing compliance with the Principles of Accreditation from SACSCOC and *South Texas College Board Policy GK- Relations with Educational Accreditation Agencies*

Substantive Change Committee: For purposes of monitoring and reporting on institutional substantive change across the college district, the college has established the Substantive Change Committee. The Substantive Change Committee is the official body of the institution that regularly reviews and revises the *Procedures for Reporting Substantive Change* and determines if institutional changes are considered a substantive change.

Distribution: These procedures are distributed to the Academic Council, the Institutional Leadership Council (ILC), and the College-Wide Curriculum Committee (CWCC) at the beginning of each academic year. In addition, these procedures are published in the Faculty Handbook.

Important Disclosure: The following guidance compiles the procedures for complying with substantive change policy most frequently affecting South Texas College, usually touching on new or deactivated: (1) programs, (2) off-campus instructional sites, and (3) program instructional modalities. As needed, this guidance will be updated to conform with SACSCOC and STC requirements. The SACSCOC Substantive Change Policy and Procedures contain additional requirements for substantive changes not included below. The SACSCOC policy and its associated procedures are updated and amended from time to time and will always supersede the following procedures.

CHANGES IN COURSES OR PROGRAMS

The development of new instructional programs, substantial change in the credit hours awarded for the successful completion of a program, and permission to deactivate or close an existing instructional program must follow the established procedures for curriculum development and revisions found in the Faculty Handbook, which require review and approval through the established College-Wide Curriculum Committee. Submission details for materials to be submitted to the Southern Association of Colleges and Schools Commission on Colleges is included in the Faculty Handbook. The Accreditation Liaison serves on the College-Wide Curriculum Committee as a non-voting member.

Approval of new programs or collaborative academic arrangements and subsequent notification to the SACSCOC will follow the procedures below.

1. All submissions and due dates must adhere to the timeline as published by the Office of Curriculum, Planning and Compliance and in the Faculty Handbook.
2. Once fully developed, the new program will be submitted by the Director of Curriculum, Planning and Compliance to the Accreditation Liaison for review and determination if the change is considered a significant departure, as per the Commission's Substantive Change Policy.
3. The curriculum for the new instructional program will be placed on the agenda for the College-Wide Curriculum Committee for the next available meeting after the approval from the Division Curriculum Committee is received. The curriculum will be presented in the form of a proposal following the criteria established in the Program Development portion of the Faculty Handbook.
4. Upon review by the Accreditation Liaison, the new program will be submitted to the Academic Council for review and approval.
5. Upon recommendation by the Academic Council, the new program will be submitted to the Institutional Leadership Council for feedback.
6. Upon review and feedback by the Institutional Leadership Council, the new instructional program will be placed on the agenda for the Education and Workforce Development Committee (EWDC) of the Board of Trustees for review and approval.
7. Following approval by the EWDC, the new instructional program will be placed on the agenda for approval by the Board of Trustees.
8. If the new program is deemed as not a significant departure from already approved programs, the Director of Curriculum, Planning and Compliance will provide to the Vice President for Academic Affairs and Economic Development and the Accreditation Liaison the necessary information to include in the letter of notification to the Commission on Colleges. If SACSCOC asserts that it is a significant departure, a prospectus may be required. The Accreditation Liaison will coordinate with the appropriate subject matter experts in the preparation of the prospectus and submit it to SACSCOC.
9. In cases where STC deems the new program to be a significant departure from already approved programs, the Accreditation Liaison will coordinate with the appropriate subject matter experts in the preparation of the prospectus and submit it to SACSCOC.
10. Prospectuses are due as follows: 1) for programs scheduled to start in the Fall semester, the prospectus is due to SACSCOC by January 1 of that calendar year and 2) for programs scheduled to start in the Spring semester, the prospectus is due to SACSCOC by July 1 of the previous calendar year.
11. No new programs may be initiated until required notifications or approvals have occurred as delineated by the Program Development procedures.

Approval to deactivate existing programs and subsequent notification to the Commission will follow the procedures below.

1. A request to deactivate an existing instructional program must be approved by the Division Curriculum Committee from which the existing program originates and then be submitted to the Office of Curriculum, Planning and Compliance.
2. The Office of Curriculum, Planning and Compliance will place the request for program deactivation on the agenda for the next available meeting of the College-Wide Curriculum Committee for review and approval.
3. Once approved by the College-Wide Curriculum Committee, the Director of Curriculum, Planning and Compliance will notify the Vice President for Academic Affairs and Economic Development and the Accreditation Liaison by March 1st of each academic year of any program deactivations that have been approved for implementation the following fall semester.
4. The Accreditation Liaison will work with the Department/Program Chair to complete a Teach-Out Plan. All program deactivations and corresponding Teach-Out Plans must be approved by SACSCOC prior to deactivation. A letter for approval must be submitted to the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC). The Office of Curriculum, Planning and Compliance will provide to the Accreditation Liaison and the Vice President for Academic Affairs and Economic Development the necessary information to include in the letter to SACSCOC. The Accreditation Liaison will submit the letter to SACSCOC for approval. The Accreditation Liaison and the Director of Curriculum, Planning and Compliance will ensure SACSCOC approval prior to deactivation.
5. Programs that are deactivated are closed to new enrollment. Typically, courses for the program will continue to be taught for an additional 3 academic years to allow existing students to complete the program, though there may be other alternatives (especially for program closings at an off-campus instructional site). After the three year time period, the program will be officially closed.

THE TEACH-OUT PLAN

The notification of program closure, site closure, or curtailment of an instructional modality for a program requires a teach-out plan, including notification of students who have not completed their field of study, providing options for program completion, including any additional costs that may be involved. The notification of closure also requires addressing the deployment of any instructional and other staff affected by the site or program closure. Different options may be available. Contact the Accreditation Liaison for additional details regarding this process.

LOCATIONS GEOGRAPHICALLY APART FROM THE MAIN CAMPUS

Approval of a new instructional site (non-dual credit) geographically apart from the main campus and subsequent notification to SACSCOC will follow the procedures below. The Accreditation Liaison maintains a list of all off-campus instructional sites and the level of course offerings approved for each site.

1. The offering of courses at a new instructional site (non-dual credit) must be approved by the Vice President for Academic Affairs and Economic Development.
2. Once a new instructional site has been approved, the Accreditation Liaison will monitor the scheduled offerings for the site prior to each semester via input from the Director of Curriculum Planning and Compliance. When the site has its first program approaching 25% of coursework towards any of the Bachelor's, Associate's Degrees, or Certificates, the Accreditation Liaison will notify the Vice President for Academic Affairs and Economic Development and the Office of Curriculum, Planning and Compliance that a letter of notification must be sent to SACSCOC prior to the start of the semester in which the 25% will be met. When a notification is required, the Vice President for Academic Affairs and Economic Development will provide the Accreditation Liaison the necessary information to include in the letter of notification to and the Accreditation Liaison will submit the letter.
3. If the new instructional site reaches a point at which one of its programs will offer more than 49% of coursework is planned to be offered towards any of the Bachelor's, Associate's Degrees, or Certificates, the Accreditation Liaison will notify the Vice President for Academic Affairs and Economic Development and the Office of Curriculum, Planning and Compliance that a prospectus must be sent to the Commission on Colleges. The Accreditation Liaison will coordinate with the appropriate subject matter experts in the preparation of the prospectus and submit it to SACSCOC.
4. A prospectus is due as follows: 1) for sites planning to exceed 49% of coursework in any program to be offered in the Fall semester, the prospectus is due to SACSCOC by January 1 of that calendar year and 2) for sites planning to exceed 49% of coursework in any program to be offered in the Spring semester, the prospectus is due to SACSCOC by July 1 of the previous calendar year.
5. The site will not be allowed to exceed 49% program offering until approval from SACSCOC is secured.

Approval of a new Dual Credit High School sites and subsequent notification to the Commission will follow the procedures outlined below.

1. The offerings of courses at a new Dual Credit High School site are approved by the Department/Program Chairs, Associate Vice President of Dual Credit Programs and School District Partnerships and then by the Vice President for Academic Affairs and Economic Development.
2. Once a new Dual Credit High School site has been approved, the Dean for Dual Credit Programs and School District Partnerships is responsible for adding the new Dual Credit High School site to the ongoing monitoring mechanism instituted to monitor the scheduled offering at each of the Dual Credit sites, managed by the Dual Credit Scheduling and Enrollment Services Director.
3. The Accreditation Liaison, along with the Dual Credit Scheduling and Enrollment Services Director, will monitor the scheduled offerings prior to each semester. When the site has its first program approaching 25% of coursework towards any of the Associate's Degrees or Certificates, the Accreditation Liaison will notify the Vice President for Academic Affairs and Economic Development and the Associate Vice President for Dual Credit Programs and School District Partnerships that a letter of notification must be sent to the Commission on Colleges prior to the start of the semester in which the 25% will be met. When a notification is required, the Vice President for Academic Affairs and Economic Development and the Associate Vice President for Dual Credit Programs and School District Partnerships will provide the Accreditation Liaison the necessary information to include in the letter of notification to and the Accreditation Liaison will submit the letter.
4. If the Dual Credit High School site reaches a point at which more than 49% of coursework is planned to be offered towards any of the Associate's Degrees or Certificates, the Accreditation Liaison will notify the Vice President for Academic Affairs and Economic Development and the Associate Vice President for Dual Credit Programs and School District Partnerships that a prospectus must be sent to the Commission on Colleges. When a prospectus is required, the Accreditation Liaison will coordinate with the appropriate subject matter experts in the preparation of the prospectus and submit it to SACSCOC.
5. A prospectus is due as follows: 1) for sites planning to exceed 49% of coursework in any program to be offered in the Fall semester, the prospectus is due to SACSCOC by January 1 of that calendar year and 2) for sites planning to exceed 49% of coursework in any program to be offered in the Spring semester, the prospectus is due to SACSCOC by July 1 of the previous calendar year.
6. The site will not be allowed to exceed 49% program offering until approval from SACSCOC is secured.

Approval for deactivating a dual credit off-campus instructional site and subsequent notification to the SACSCOC will follow the procedures outlined below:

1. Scheduling director will inform the Accreditation Liaison when the decision is made to close a site.
2. Site Coordinator will submit the required information for the proposed Teach-Out Plan (see Teach-Out Section for more details) as soon as the decision is made to close the site. For purposes of these procedures a site closure is date at which students are no longer admitted to the site, not the date of last instruction.

Approval for deactivating a program completion option at a site and subsequent notification to the SACSCOC will follow the procedures outlined below:

3. Scheduling manager will inform the Accreditation Liaison when the decision is made to close the program option at the site
4. Site Coordinator will submit the required information for the proposed Teach-Out Plan (see Teach-Out Section for more details)

INSTRUCTIONAL MODALITIES

SACSCOC requires all member institutions to provide a notification when more than 49% of any program (Bachelor's, Associate's, or Certificate) is offered in the following methods of delivery (instructional modalities):

- 1) Face-to-face courses
- 2) Online (at least 50% of the course is taught online) courses
- 3) Competency-based courses

Prior to offering more than 49% of a program in a new method of delivery (modality), notification must be sent to SACSCOC. It may be possible to teach programs in more than one modality. CAVEAT: SACSCOC would consider most hybrid courses as online, as there is no "hybrid" method of delivery for SACSCOC purposes.

Prior to curtailing an existing method of delivery, STC must notify SACSCOC of that fact prior to implementing the cessation of the teaching of the program in that modality. This process requires a teach-out process. For example, if out-of-state students are in a field of study where online instruction will cease, they need to know how they will be able to continue their studies.

MONITORING THE MODALITIES

Face-to-face method of delivery – for all non-dual sites – Office of Curriculum Planning and Compliance

Face-to-face method of delivery – for dual sites – Office of Dual Credit Programs

Online* (non-CBE) method of delivery – all students – Digital Learning

Competency-Based Education – all students (online) – Office of University Relations

Each department will track the percentage of program courses being offered in the method of delivery they are tracking. As any program approaches 49% of the program being offered in the method of delivery, the department tracking this activity will report it to the Accreditation Liaison and the Director of Curriculum Planning and Compliance. In addition to supporting substantive change notifications for new methods of delivery to be reported, it also informs on the percentage of programs offered face-to-face by site, which forms a part of the required Institutional Summary Form for Commission Review.

ADDING A NEW METHOD OF DELIVERY

1. If any new program reaches a point at which more than 49% of coursework is planned to be offered towards any Certificate, Associate or Bachelor's Degree, the Department/Program Chair will need to follow the established curriculum revision process to obtain approval from the College-Wide Curriculum Committee. The CBE method of delivery must be approved by the Office of University Relations and the Office of Curriculum Planning and Compliance. The distance education method of delivery requires approval of the Dean of Digital Learning.
2. Upon approval from CWCC, the Office of Curriculum Planning and Compliance will notify the Accreditation Liaison of the program offering.
3. The Accreditation Liaison will notify SACSCOC of the proposed program and implementation date.
4. The program will not exceed 49% course offering until the Accreditation Liaison has sent the notification letter to SACSCOC.

Approval for deactivating method of delivery as a program completion option and subsequent notification to the Commission will follow the procedures outlined below:

1. Program Chair will inform the appropriate office for monitoring the method of delivery when that modality will no longer be offered
2. Program Chair will submit the required information for the proposed Teach-Out Plan (see Teach-Out Section for more details)

CHANGES IN MISSION OR GOVERNANCE

Before any action is taken, the Board is responsible for approving any changes in the established mission or objectives of the College including the addition of courses or programs of study at a degree or credential level different from that which is included in the College's current reaffirmation of accreditation. The Board is responsible for initiating any changes to the legal status, form of control or ownership of the College or merging with another institution. Should such changes be proposed, the Accreditation Liaison is responsible for securing, under direction of the Board, necessary approvals from SACSCOC. Timelines for notification and/or approval of these types of changes are included in the SACSCOC Policy Statement Substantive Change for Accredited Institutions of the Commission on Colleges published at www.sacscoc.org.

COOPERATIVE ACADEMIC ARRANGEMENTS AND JOINT ACADEMIC AWARDS

At the time of this publication, STC is not a party to any cooperative academic arrangements or joint academic awards. These activities are defined in the SACSCOC Substantive Change Policy and Procedures along with the requirements surrounding forming these types of agreements and notifying or applying for SACSCOC approval to implement such plans. Criteria are based, in part, on the institutions/organizations involved and/or their accreditation or Title IV award authority, among other factors. Before proceeding, please contact the Accreditation Liaison if opportunities for these types of arrangements present themselves.

Please reference most updated SACSCOC Substantive Change Policy here:
<https://sacscoc.org/app/uploads/2019/08/SubstantiveChange.pdf>. Any revisions in policy referenced in the link supersede the procedures and guidance given in this document.

PROGRAM REVIEW

PROGRAM REVIEW

PROGRAM REVIEW AND IMPROVEMENT PROCESS

The Program Review and Improvement Process at South Texas College works in conjunction with the bi-annual Institutional Effectiveness (IE) Plan cycle. Academic, administrative, and educational support units within the Division of Academic Affairs and Economic Development 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. Program Review Key Performance Indicators (KPIs) are aligned with THECB rules/regulations and College priorities.

IE Plans for academic units generally establish goals and action plans focusing on enhancements or innovations, as well as addressing any program element(s) and/or KPIs that need to be improved. Possible improvements are identified through the annual program review process, student learning assessment results, institutional goals, or individual program accreditation requirements.

Each educational program undergoes an annual program review, which includes criteria such as, but not limited to, enrollment, degrees and certificates awarded, course success rate, transfer rate, job placement rate, professional accreditations or certifications, licensure/credential exam pass rate, and program advisory committee meetings.

In addition, 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. These strategies are embedded into the department/programs IE plans when appropriate.

NON-CREDIT AREAS

NON-CREDIT AREAS

South Texas College non-credit courses are offered through three (3) different areas:

- Continuing Education and Workforce Development (CEWD)
- Center for Advanced Training and Apprenticeships (CATA)
- Public Safety Training (PST) - offered at the Regional Center

The non-credit areas will employ Trainer / Instructors on a temporary basis for the duration of a course to train, certify, or teach courses related to career and industry fields.

The tables below outline the compensation for Trainers / Instructors teaching for CEWD, CATA, and PST. All Trainers / Instructors are part-time positions with assignments of no more than 19 hours per week. All pay rates listed include instructor prep time and planning time with supervisors. Instructors hired from credit divisions will be paid according to the degree that is relevant to the course taught, regardless of how they are being paid on the credit side. The requesting supervisor will initiate the Request to Hire form and submit to the immediate supervisor for review and approval.

Grants or Contract Training Agreements: Classes under Grants or Contract Training Agreements require a maximum number of students that is less than 11. If the Trainer / Instructor is not willing to accept the assignment under the graduated pay scale for classes with 10 students or less, then pay according to the classes with 11 or more students' table. The NOE will require Dean's approval.

Classes with 10 students or less: Compensation will follow the pay scale according to the table below.

Classes with 10 students or less	
No. Students	Hourly Rate
Less than 5	\$15.50 (requires approval*)
5-6	\$15.50
7-8	\$20.50
9-10	\$25.50 (or \$30.50 if Certificate or 1 year of experience in lieu of degree)

**Approval required on NOE from Dean- CEWD or Dean- CATA.*

High School Continuing Education Trainers / Instructors will be compensated at \$7.29 per hour for a class of five (5) or more students. Classes with less than five students require Dean's approval.

Classes with 11 or more students: Compensation will follow the pay scale according to the table below.

Classes with 11 or more students		
Type of Degree*	Hourly Rate	Years of Experience** (in lieu of degree)
Certificate	\$28.00	1
Associate	\$32.25	2 to 3
Bachelor	\$33.00	4 to 5
Master	\$36.50	6 to 7
Doctorate, including M.D.	\$40.00	8 or more

**Must be relevant to course taught.*

***Must be documented and verified using Trainer Summarization of Skills.*

Exceptions: Compensation will follow the pay scale according to the table below. The 19 hours per week of course load applies.

ESL, GED, Other Languages, Citizenship, Speaking Skills, Communication Skills, Presentation Skills	
No. Students	Hourly Rate
Less than 5	\$15.50 (requires approval*)
5-6	\$15.50
7-8	\$20.50
9-10	\$25.50
11 and above	\$30.50 (or \$29.50 if Associate's degree)

Minimum degree is Associate.

**Approval required on NOE from Dean- CEWD or Dean- CATA.*

Texas Commission on Law Enforcement (TCOLE) Training	
No. Students	Hourly Rate
Less than 5	\$15.50 (requires approval*)
5-6	\$15.50
7-8	\$20.50
9-10	\$25.50
11 and above	\$35.50

Minimum TCOLE Instructor Proficiency Certificate and TCOLE Certified Advanced Peace Officer.

**Approval required on NOE from Dean- BPST or RCPSE- Site Administrator.*

Training in a Public Safety area other than TCOLE	
No. Students	Hourly Rate
Less than 5	\$15.50 (requires approval*)
5-6	\$15.50
7-8	\$20.50
9-10	\$25.50
11 and above	\$35.50

Minimum 12 years' experience as Subject Matter Expert in that particular Public Safety area.

**Approval required on NOE from Dean- BPST or RCPSE- Site Administrator.*

Cake Decorating, Healthy Cooking	
No. Students	Hourly Rate
Less than 5	\$15.50 (approval required*)
5-6	\$15.50
7-10	\$20.50
11 or above	\$20.50 (or according to relevant degree)

Minimum High School Diploma or GED and 1 year experience.

**Approval required on NOE from Dean- CEWD or Dean- CATA.*

Floral Design, Dancing	
No. Students	Hourly Rate
Less than 5	\$15.50 (approval required*)
5-6	\$15.50
7-10	\$20.50
11 or above	\$20.50 (or according to relevant degree)

Minimum High School Diploma or GED required and 3 years' experience.

**Approval required on NOE from Dean- CEWD or Dean- CATA.*

Career and Industry Trainings	
Course	Hourly Rate
Assessment and Development	
Advisor	\$14 per hour (minimum Bachelor's degree required)
Curriculum Development (no class / students / course description)	\$25 per hour
Needs Assessment (No class/ students/ course description)	\$20 per hour
Program / Project Development	Refer to Table - Classes with 11 or More Students for compensation
Certifications	
Food Handler for Managers Certification	\$100 per student (NOE- indicate 1 hour)
Food Handler Certification	\$50 per student (NOE- indicate 1 hour)
Community and Personal Enrichment	
Kids College / Summer Camps	\$30 per hour (Bachelor's degree or minimum 4 years' experience in the camp topic required)
Jewelry Design	\$13 per hour (minimum High School Diploma or GED required)
Practicums	
Billing and Coding Practicum	\$93 per student (NOE- indicate 1 hour)
Certified Dietary Manager Practicum	\$150 per student (NOE- indicate 1 hour)
Dental Assistant Practicum	\$187 per student (NOE- indicate 1 hour)
HVAC Practicum	\$67 per student (NOE- indicate 1 hour)
Logistics Practicum	\$100 per student (NOE- indicate 1 hour)
Phlebotomy Practicum	\$100 per student (NOE- indicate 1 hour)
Testing and Training	
American Welding Society (AWS) Testing	\$100 per student (NOE- indicate 1 hour)
Truck Driving	\$32 per hour (CDL and minimum 3 years of over-the-road experience required)

Trainer Assistant		
Degree	Hourly Rate	Years of Experience (in lieu of degree)
Minimum High School Diploma or GED	\$15.50	NA

Tutoring		
Degree	Hourly Rate	Years of Experience (in lieu of degree)
Minimum Certificate or Certification	\$15.50	1

Course Specific with Minimum Requirements		
Course	Minimum Requirements	Hourly Rate / Years of Experience (in lieu of degree)
Certified Nursing Assistant	Credit: Registered Nurse (RN), minimum of an associate's degree, and two years of nursing experience (in any healthcare setting) Non-credit: Licensed Vocational Nurse (LVN), minimum of two years of nursing experience (in any healthcare settings). Either the program director or a program instructor must have at least one year of experience providing long-term care services in a nursing facility.	To determine compensation, refer to Table - Classes with 11 or More Students.
Real Estate	Real Estate License	
Welding	Certificate or Certification	

Determining Hourly Rate Examples

The examples below followed the hourly rate established in the Classes with 11 or more students' table.

- A trainer / instructor is hired to teach Welding. The trainer / instructor has a bachelor's degree in Technology Management and 10 years of documented and verified experience as a certified welder.
 - The hourly rate should be set at \$29.00, since the trainer / instructor is a certified welder. The hourly rate would not be set at \$33.00, since the bachelor's degree is not relevant to the course being taught.
- A trainer /instructor is hired to teach Interior Design. The trainer / instructor has a master's degree in Education and a one-year program certificate in Interior Design.
 - The hourly rate should be set at \$29.00, since the instructor has a certificate. The hourly rate would not be set at \$36.50 since the master's degree is not relevant to the course being taught.
- A trainer / instructor is hired to teach Real Estate. The trainer / instructor has a bachelor's degree in Education, a bachelor's degree in Business Administration, and 20 years of document and verified experience as a licensed realtor.
 - The hourly rate should be set at \$40.00, since the trainer / instructor has 20 years of experience. The hourly rate would not be set at \$33.00, since the years of experience as a licensed realtor would override the degree.

If a situation does not fit any of the above guidelines, contact Human Resources at least 1 week prior to the first day of class in order to set an hourly rate relevant to education, experience, and course being taught. Collect the following information below from the prospective Course Instructor:

- Course Name
- Degree(s) relevant to course being taught
- Documented and verified experience relevant to course

Certificate Training with Additional Requirements			
Certifying Entity	Certification Required for Teaching	Additional Requirements	Flat Rate
American Heart Association	Basic Life Support (BLS) Certification/ Heartsaver CPR, First Aid and CPR Certification		\$34.00
	Advanced Cardiovascular Life Support (ACLS), Pediatric Advanced Life Support (PALS)		\$45.00
TX Department of Public Safety	CDL with Hazardous Materials (HazMat) Endorsement for Commercial Driver's License (CDL) and 3 years' of driving experience	3 years driving experience	\$32.00

Certificate Training			
Certifying Entity	Certification Required for Teaching	Pay Based on Experience w/Certification	
		1-5 yrs.	6+ yrs.
American Society for Quality, The Council for Six Sigma Certification	Six Sigma Yellow Belt	\$32.00	\$42.00
	Six Sigma Black Belt	\$46.00	\$61.00
American Society of Safety Professionals	Certified Safety Professional (CSP)	\$45.00	\$53.00
Association for Supply Chain Management	Certified Supply Chain Professional (CSCP)	\$36.00	\$48.00
	Certified in Production and Inventory Management (CPIM)	\$34.00	\$45.00
Board of Global EHS Credentialing	Certified Industrial Hygienist (CIH)	\$41.00	\$53.00
Cisco	Cisco Certified Network Associate (CCNA)	\$32.00	\$44.00
CompTIA	CompTIA A+	\$32.00	\$38.00
	CompTIA Network+, CompTIA Security+, CompTIA Server+	\$34.00	\$40.00
Council of Supply Chain Management Professionals	SCPro™ Certification	\$41.00	\$53.00
Customs Border Patrol	Licensed Custom Broker	\$36.00	\$48.00
FANUC/NOCTI	Certified Robot Operator Level 1 (FCR-O1), Level 2 (FCR-O2)	\$34.00	\$38.00
	Certified Technician Level 1 (FCR-T1), Level 2 (FCR-T2)	\$36.00	\$40.00

Certificate Training Cont d			
Certifying Entity	Certification Required for Teaching	Pay Based on Experience w/Certification	
		1-5 yrs.	6+ yrs.
Institute for Supply Management	Certified Professional in Supply Management (CPSM)	\$41.00	\$53.00
International Society of Automation	Certified Automation Professional (CAP)	\$41.00	\$53.00
Manufacturing Skills Standards Council (MSSC)	Certified Forklift Technician (CFT)	\$34.00	\$38.00
	Certified Technician-Supply Chain Automation (CT-SCA)	\$34.00	\$43.00
	Certified Logistics Technician (CLT), Certified Production Technician (CPT)	\$34.00	\$38.00
Microsoft	Microsoft Certified: Fundamentals	\$33.00	\$44.00
	Microsoft Office Specialist (MOS)	\$34.00	\$40.00
National Association of Safety Professionals	Certified Safety Manager (CSM)	\$36.00	\$48.00
National Center for Construction Education & Research (NCCER)	Core: Introduction to Basic Construction Skills	\$33.00	\$36.00
	Level 1 Certifications	\$34.00	\$43.00
National Coalition of Certification Centers (NC3)	FESTO Level 1 Certifications - Fundamentals	\$34.00	\$40.00
	FESTO Level 2 Certifications - Applied	\$36.00	\$48.00
	FESTO Certified Industry 4.0 Technician - Applied	\$41.00	\$53.00
National Institute of Metalworking Skills	Single Module Certifications	\$33.00	\$36.00
	Machining Level 1 Certification	\$34.00	\$55.00
Outreach Training Institute, TEEKS, UT Arlington	Occupational Safety and Health Administration (OSHA) 10-Hour, 30-Hour Certification	\$50.00	\$65.00
Project Management Institute	Project Management Institute (PMI)	\$36.00	\$48.00
	Project Management Professional (PMP)	\$41.00	\$53.00
	Certified Associate in Project Management (CAPM)	\$34.00	\$45.00
Robotic Industries Association	Certified Robotic Systems Integrator	\$41.00	\$53.00
Safeland USA	Petroleum Education Council (PEC) Certification	\$50.00	\$65.00
Scrum Alliance	Certified ScrumMaster (CSM)	\$36.00	\$48.00
SME, Various Train-the-Trainer	Powered Industrial Truck - Mobile Elevated Working Platforms/Forklifts	\$28.00	\$34.00
	Hazardous Waste Operations and Emergency Response (HAZWOPER)	\$34.00	\$44.00
Technical Institute of America	Certified Information Systems Security Professional (CISSP)	\$46.00	\$61.00

FACILITIES USE

Safety Notice on Covering of Classroom and Office Door Windows

All windows on classroom and office doors must remain uncovered for the following reasons:

Enhanced visibility: Keeping the windows on doors uncovered allows for increased visibility both inside and outside of offices. This is particularly important in emergency situations, as it enables employees to quickly assess potential risks and respond accordingly.

Improved communication: Uncovered windows facilitate visual communication between employees, promoting a collaborative work environment. It helps team members easily identify if someone is available, occupied, or in need of assistance.

Deterrence of unauthorized activities: Visible, uncovered windows act as a deterrent to unauthorized activities, as they provide a level of transparency and accountability. This can contribute to maintaining a safer and more secure workplace for employees and students.

Emergency response readiness: In the event of an emergency, uncovered windows on doors allow first responders to quickly assess the situation and respond accordingly. It enables them to identify the presence of individuals inside the room and take appropriate action without delay.

An **Active Shooter** response is the exception to the covering of classroom and office windows. Once a lockdown has been initiated all classroom and office windows should be covered or obstructed completely to block natural surveillance into the room. This is to prevent bad actors from determining room occupancy or targeting individuals inside a room. Here is a link to the College Active Shooter Preparation Checklist.

To ensure the safety and security of our workplace, **Supervisors** must **ensure adherence** to these procedures. Failure to comply may result in the necessary corrective actions being taken, as the safety and well-being of our employee is our utmost priority.

If you have any questions or need further clarification regarding these guidelines, please feel free to contact the Office of Human Resources at HR_Administrators@southtexascollege.edu.

Animals in the Workplace

Administrative Regulation

Summary/Purpose: South Texas College is committed to assuring the health and safety of all employees. In keeping with this objective, employees are not permitted to bring their pets or other animals to work.

South Texas College does not permit employees to bring their pets or other animals to work. Any employee with a disability who seeks a workplace accommodation to utilize a service animal in the workplace should contact the Office of Human Resources at 956-872-4448 or at hr_benefits@southtexascollege.edu to seek an accommodation. In accordance with College's operations and procedures, employees are not allowed to bring animals onto College property or to College-sponsored events, unless the animals are necessary for authorized instructional purposes or are "service animals" approved through the ADA accommodation process. A service animal is defined as "any dog that is individually trained to do work or perform tasks for the benefit of an individual with a disability." An "emotional support" or "comfort" animal does not meet the definition as a service animal.

An employee who violates this administrative regulation may be subject to disciplinary action and may be liable for any injuries or any damage to personal property caused by an unapproved animal. Any repair or cleaning/maintenance costs incurred by an unapproved animal will be charged in full to the owner.

Related Resources/College Policies:

[Americans with Disabilities Act](#)

[ADA Requirements: Service Animals](#)

[FAB \(Legal\) – Equal Educational Opportunity: Service Animals](#)

OTHER DEPARTMENTS AND RESOURCES

CLIENT SERVICES/ IT SERVICE DESK

Client Services is responsible for maximizing operational efficiency in the college by providing timely solutions to client requests related to technology issues and efficiently managing change to continuously improve the quality of the Information Technology Service Desk services, the usability of the system and the effectiveness of training. The I. T. Service Desk can be contacted for services such as computer installations, reports or upgrades, network issues, internet connection issues and for instructional technology equipment or software training requests. For assistance, please submit a service ticket at our portal: <https://isphelp.southtexascollege.edu/> or contact our Service Desk at 956-872-2111.

HUMAN RESOURCES

The Office of Human Resources is excited about the future transformation of the College and we are committed to serving our college district employees, customer-departments, and the public with excellence.

We consider our campus constituents to be a critical element in helping us successfully accomplish our ambitious plan to transform the foundational aspects of our Human Resources and Talent Development operations by pursuing goals in our four strategic focus areas of Strategy and Operations Administration, Talent Development and Training, Culture and People, and Continuous Improvement.

The Office of Human Resources will be accountable for fiscal responsibility, for acquiring resources in a timely manner, for recruiting qualified personnel, for providing a safe and adequate work environment and for all other support services necessary to ensure a productive learning and working environment. For more information regarding employee benefits, please refer to the South Texas College Employee Benefits Handbook at <https://hr.southtexascollege.edu/PDF/benefits/EmployeeBenefitsHandbook.pdf>

OFFICE OF TITLE IX, & 504 COMPLIANCE

The Office of Title IX & 504 Compliance implements and carries out programs, policies and procedures designed to ensure that South Texas College (the “College”) complies with and meets its obligations under Title IX of the Education Amendments of the 1972 Civil Rights Act (Title IX), the Violence Against Women Act Reauthorization of 2013 (VAWA), the Campus Sexual Violence Elimination Act (Campus SaVE), the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act (Clery Act), Section 504 of the Rehabilitation Act of 1973, as amended (Section 504), Title II of the Americans with Disabilities Act (ADA) of 1990, and other related state and federal laws prohibiting sex- and disability-based discrimination. The Office of Title IX & 504 Compliance supports the College’s efforts in oversight, training, and leadership for all Title IX, VAWA, Campus SaVE, Clery Act and Section 504/ADA compliance efforts and offers training and education corresponding to its various programs to students, faculty, staff and members of the community. For more information, contact the Office of Title IX & 504 Compliance at: TitleIX@southtexascollege.edu

INSTITUTIONAL RESEARCH, EFFECTIVENESS & STRATEGIC PLANNING

IRESP coordinates the activities of RAS and IEA to ensure systematic, comprehensive, research-based planning and evaluation processes for the institution. This area also leads the institutional Strategic Planning and reporting. The Dean of IRESP also serves as the SACSCOC Accreditation Liaison. In this role, the Dean of IRESP coordinates all communication and reporting to SACSCOC.

RESEARCH & ANALYTICAL SERVICES (RAS)

To support data-informed decision-making towards accomplishments of the college’s strategic plan and unit level operational and IE plans, RAS collaborates with all units to provide institutional data to measure improvement and success. All data requests for institutional use need to be submitted via the online form that can be found at <https://datarequests.southtexascollege.edu>. Furthermore, all institutional and personal research involving human subjects require an Institutional Review Board (IRB) application that can be found on RAS web site: <https://ras.southtexascollege.edu/irb/>. Applicants should give ample time to allow the IRB to accept and process applications. Though South Texas College tries to process applications within two weeks after acceptance, we caution strongly that this is only an estimate. Circumstances beyond our control, including college breaks, unforeseen events, or the need to convene the full Board, may result in delays.

INSTITUTIONAL EFFECTIVENESS AND ASSESSMENT (IEA)

IEA provides support to each unit to measure its effectiveness and to facilitate the creation of action plans leading to new initiatives, improvements, and/or enhancements impacting: 1) the type and quality of STC's programs and services; 2) student achievement; and 3) efficient processes and procedures. These planning-based initiatives come about through the development of Comprehensive Operational Plans and the Institutional Effectiveness (IE) planning process, both facilitated by IEA. The department also assists the Dean of Institutional Research, Effectiveness and Strategic Planning with accreditation and program review duties. In addition, IEA supports program level accreditation and assessment of grants and new initiatives. IEA and RAS together promote the use and understanding of data sets found in the college's fact book and data portal, which contain frequently referenced reports and key performance indicators aligned to STC's Strategic Plan and Comprehensive Mission. For more information, please refer to the IEA web page at <https://iea.southtexascollege.edu/>.

EDUCATIONAL TECHNOLOGIES

The Educational Technologies (ET) department provides faculty and staff with educational technologies, audio-visual technologies, and collaborative tools to enhance learning and information sharing to achieve student success. The Educational Technologies department supports technology resources in classrooms, conference rooms, meeting facilities, digital signage and auditoriums throughout South Texas College. Educational Technologies also provides audio-visual (AV) support for live event production, such as graduation commencement ceremonies and College-Wide Professional Development Day, including live-streaming of Faculty Senate, Council of Chairs, and Board Meetings. The Educational Technologies department provides training on emerging technologies, instructional software, web applications, assistive technologies, and specialized audio-visual equipment. The Educational Technologies department maintains an inventory of equipment that can be checked out for instructional support. For more information regarding the equipment available and the process of requesting, refer to the department webpage at <https://et.southtexascollege.edu/>. To reserve equipment, please contact the IT Help Desk at 956-872-2111.

LIBRARY SERVICES

The Library collects and organizes information resources to support the educational needs of STC students and faculty members. The Library provides access to a collection of over 110,000 cataloged items including print books and electronic books. The Library also provides faculty, students, and staff with access to over 749,000 electronic items including eBooks, streaming videos, and audio recordings. The Library subscribes to over 85 print serial publications and over 125 electronic databases containing full-text serial publications (newspapers, magazines and journals).

For more information regarding locations, hours, remote access to the library catalog and electronic databases, interlibrary loans and other faculty resources, refer to the department webpage at <https://library.southtexascollege.edu>.

PUBLIC RELATIONS AND MARKETING

The Office of Public Relations and Marketing develops and implements strategic marketing and communication plans with the goal of promoting South Texas College and supporting the overall mission of access and success for all students.

This innovative multimedia group works to produce creative collateral that is distributed across all digital platforms and media channels to support recruitment efforts, campus department initiatives, alumni engagement and donor commitment.

This team manages and protects the college's visual identity and serves as the brand steward. For more information or details on services, go online at: <http://admin.southtexascollege.edu/pr/index>

OFFICE OF STUDENT AFFAIRS

The Office of Student Affairs enhances the student experience through the development, delivery and evaluation of policies, programs, services and facilities that complement the academic mission of South Texas College and address issues of retention and graduation through ongoing assessment, interpretation, and response to changing students. The Office of Student Affairs at South Texas College is committed to providing quality district-wide advising, coaching, counseling, student accessibility, career, employment, judicial affairs, conflict resolution, student activities and basic needs services to engage students and help them meet their academic, personal and educational goals. Additional information can be found at:

-Comprehensive Advising and Mentoring Services:

<https://studentservices.southtexascollege.edu/advising/>

-Counseling and Student Accessibility Services:

<https://studentservices.southtexascollege.edu/counseling/index.html>

<https://studentservices.southtexascollege.edu/disability/index.html>

-Career and Employers Services:

<https://studentservices.southtexascollege.edu/careerservices/index.html>

-Office of Student Rights and Responsibilities:

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

-Student Activities and Wellness:

<https://life.southtexascollege.edu/>

STUDENT ASSESSMENT CENTER

Under Texas Education Code, Title 3, Subtitle A, Chapter 51, Subchapter F-1, it requires the implementation of the Texas Success Initiative for Texas public institutions of higher education. It is the intent of the Texas Higher Education Coordinating Board that Texas public institutions of higher education use the flexibility and responsibility granted under these rules to improve individualized programs to ensure the success of students in higher education. The Student Assessment Center provides various examinations for the students entering South Texas College. Exams include the TSI Assessment Exam, HESI exam, TCOLE exam, the American College Test (ACT), General Educational Development (GED) and others from Pearson VUE. Information on test dates, registration deadlines, and general information is available online at <http://studentservices.southtexascollege.edu/testing/>

STUDENT FINANCIAL SERVICES

The Student Financial Services department oversees the delivery of student aid and implementation of financial aid programs while complying with federal government rules and regulations. The different programs offered include federal and state grants, loans, work study, scholarships, and third party programs. For more information regarding the application process, eligibility requirements, and other general information, visit the department's website at <http://studentservices.southtexascollege.edu/finaid/>

VETERAN AFFAIRS

The Office of Veterans Affairs promotes educational opportunities to military veterans, active duty, reservists, veteran's spouses and/or dependents who are eligible under the U.S. Department of Veterans Affairs educational assistance programs and/or state veteran educational benefits by providing support, guidance and a variety of services and programs to students attending South Texas College. South Texas College is approved for training veterans under the provisions of the various public laws commonly called the G.I. Bill®. Students receiving VA educational benefits must also adhere to the VA Satisfactory Academic Progress Policy. For more information on Veterans Educational Benefits, please refer to the department website at <http://southtexascollege.edu/veterans/>

EMERGENCY AND SECURITY

Emergencies

If an emergency occurs when you are teaching on any campus, dial 911 or (956-872-4444) for South Texas College Department of Public Safety assistance. Report the nature and location of the emergency.

Faculty is responsible for coordinating the evacuation of students from the building. Building Responders will go through the building to make sure that everyone has evacuated. (Please see the South Texas College Multi-Hazard Emergency Operations Plan located on the South Texas College Emergency Preparedness website for further information.)

NOTE: The most important things to remember when accidents or medical emergencies occur are:

1. Call or send for help.
2. Never leave the student or employee alone.
3. Stay with the student or employee until help arrives.

In the event of witnessing a crime, call 911 or (956-872-4444) for the South Texas College Department of Public Safety. In the event of finding a suspicious package, leave it alone and contact the South Texas College Department of Public Safety (956-872-4444).

Evacuation Procedures for Classrooms

Evacuating students during an emergency, an instructor should:

1. Remain calm.
2. Lead class to nearest safe exit.
3. Proceed to a safe distance upwind of building.
4. Take roll (confirm everyone is accounted for).
5. Wait for further instructions.

Each classroom has a primary and secondary route map. One or both of the exit routes may be blocked, so proceed with caution.

Campus Security

From time to time, situations arise which may threaten the security and safety of students or instructors. Faculty and staff are expected to wear identification badges for identification while on campus to assist students and visitors with any situation that may arise. If an incident occurs or seems imminent, or if a condition exists which may be harmful, call the South Texas College Department of Public Safety (956-872-4444). The security and safety of your students should be included in the day-to-day operations of the College.

Liability and Insurance

All faculty members should exercise reasonable precaution to avoid the possibility of being held liable for accidental injury.

To minimize the likelihood of being held liable for damages, certain rules should be stated. Students must never be permitted to use equipment that is unsafe or be exposed to undue or needless hazards or dangerous situations. Neither should they be permitted to use equipment without prior instruction about its safe operation, and they must demonstrate to the instructor's satisfaction that they know and understand how to operate it in a safe manner.

Students should never be left unsupervised in a shop or laboratory. Adequate precautions should be taken in those instances when students are permitted in shops or laboratories on an individual basis to do make-up or additional work. Similarly, faculty should establish regulations to safeguard students against unscheduled usage of equipment by students.

Concealed Carry and Weapons on Campus Board Policy 6326

South Texas College is committed to providing a safe environment for students, employees, college affiliates, and visitors, and to respecting the right of individuals licensed to carry a handgun in the state of Texas.

Subject to applicable Texas or federal laws, effective August 1, 2017, South Texas College shall allow individuals who hold a valid license to carry a concealed handgun (Concealed Handgun License or License to Carry) on land and in buildings owned or leased by South Texas College subject to the reasonable rules, regulations, and other provisions regarding the carrying of concealed handguns by license holders as established by the President of South Texas College and approved by South Texas College Board of Trustees.

The College President established these rules, regulations, and other provisions after consulting with South Texas College students, staff, and faculty regarding the nature of the student population, specific safety considerations, and the uniqueness of the campus environment. The provisions do not generally prohibit or have the effect of generally prohibiting license holders from carrying concealed handguns. The President may amend the provisions as necessary for campus safety. Any changes to this policy, shall be submitted to the Board of Trustees for approval.

This policy applies to all students, employees, college affiliates, and visitors of the college while on land or in buildings owned or leased by South Texas College. This policy does not apply to those individuals exempted by law.

License holders carrying a handgun on campus must carry it on or about their person at all times or secure their handgun in a locked, privately-owned or leased motor vehicle. No handgun storage shall be provided for license holders.

At all times, the responsibility of maintaining ownership and control of a concealed handgun rests with the holder. A license holder is responsible for complying with the applicable state and federal laws.

State law strictly prohibits open carry of a handgun or other prohibited weapons on the campuses of an institution of higher education. Open carry of a handgun or unlicensed individuals carrying a handgun are not permitted on South Texas College campuses.

Policy Exclusion Zones

A license holder is prohibited from carrying a concealed handgun on the following premises. Temporary Exclusion:

- a) Polling Locations - State law prohibits license holders of handguns from carrying a handgun on premises of a polling place on the day of an election or while early voting is in process. A sign shall be posted at any polling place located on campus from early voting through Election Day that reads either "Polling Place" or "Vote Here".

Permanent Exclusions:

- a) Board Room - State law excludes license holders of handguns from carrying a handgun in room or rooms where a meeting of a governmental entity is held if the meeting is an open meeting subject to Chapter 551, Government Code, and the entity provided notice as required by that chapter.
- b) Mid-Valley Child Development Center - The concealed carry of handguns is prohibited on the premises of the day care facilities to ensure safety to minors.
- c) Testing Center Pecan Plaza - The concealed carry of handguns is prohibited on the premises where by state or federal law or contract, at the sole discretion of the state or federal government or organization with whom the contract is entered, requires exclusion of a handgun in a specific location.
- d) Other areas where contractual obligations prohibit concealed carry of handguns.
- e) Other areas prohibited by state or federal law.

Effective notice under Section 30.06, Penal Code shall be provided for each of these premises.

Distribution of Rules, Regulations, or other Provisions

1. South Texas College shall widely distribute the rules, regulations, or other provisions as required by law to the college students, faculty, and any college visitors including the publishing of the provisions on the College website and on student and employee handbooks.
2. South Texas College shall display, in conformance with state law, a notice both in English and Spanish, to the buildings/premises where a concealed handgun is prohibited.
3. All notices/signage and other documentation used to indicate Policy Exclusion Zones shall be approved by the College President.
4. Any individual who, without authorization, modifies or removes, tampers with, defaces any notice/signage provided under this policy is subject to disciplinary action including, suspension, expulsion, removal from the campus, termination or non-renewal of appointment or termination of a business relationship, and may be subject to criminal prosecution.

Reporting Requirements

The President of South Texas College shall submit a report by September 1st of each even numbered year to the legislature and to the standing committees of the legislature with jurisdiction over the implementation and continuation of the campus carry policy, which explains the reasons the College has established the provisions. Any changes to this policy, shall be submitted by the College President to the Board of Trustees for approval in accordance with the timelines provided by state law.

Policy Violations

Any violations to South Texas College policy regarding the carrying or storage of firearms is considered an offense and may be subject to criminal prosecution under state law. Any individual who violates this policy is subject to disciplinary action including, suspension, expulsion, removal from the campus, termination or non-renewal of appointment, or termination of a business relationship.

Definitions

- a) License Holder – “License Holder” means a person licensed to carry a handgun under Subchapter H, Chapter 411, Government Code.
- b) Handgun – “Handgun” means any firearm that is designed, made, or adapted to be fired with one hand.
- c) Concealed Handgun Carry – “Concealed Handgun Carry” means a handgun not openly discernable to the ordinary observation of a reasonable person.
- d) Exclusion Zone – “Exclusion Zone” means any premise in which the carry of a concealed handgun is prohibited by virtue of Texas statute or these rules.
- e) Entry – “Entry” means the intrusion of the entire body.
- f) Notice – “Notice” means a sign or signs posted on the property or at the entrance to the building, reasonably likely to come to the attention of intruders, indicating that entry is forbidden.
- g) Minor – “Minor” means a person younger than 17 years of age.
- h) Campus – “Campus” means all land and buildings owned or leased by an institution of higher education. Gov’t Code 411.2031(a) (1), .2032.
- i) Premises – “Premises” means a building or a portion of a building. The term does not include any public or private driveway, street, sidewalk or walkway, parking lot, parking garage, or other parking area. Penal Code 46.03(c)(1), .035(f)(3); Gov’t Code 411.2031(a)(3).
- j) Firearm – A “firearm” is any device designed, made, or adapted to expel a projectile through a barrel by using the energy generated by an explosion or burning substance or any device readily convertible to that use. Penal Code 46.01(3).

- k) College Affiliates – “College Affiliates” includes, but not limited to, volunteers, contractors, contractor employees, governmental agency employees, vendors, independent contractors, independent contractor employees, service providers and all College visitors.

The College will maintain guidelines and information including frequently asked questions, for reference which will be posted on the College website and may be obtained from the Department of Public Safety.

(END OF POLICY)

STC Board Policy CHA – Site Management: Security

South Texas College does not tolerate acts of violence or hostility committed by or against employees, students, contractual workers, temporary employment agency workers, volunteers, visitors, or other third parties on/in College facilities or on College grounds or during any College related or sponsored activity.

College employees and students are responsible for reporting either to the Human Resources, the Title IX Coordinator, Deputy Title IX Coordinator, or to the South Texas College Police Department instances of violent behavior. A person reporting such behavior shall be protected from any acts of retaliation for reporting such behavior.

“Prohibited Conduct,” for purposes of this policy, is any Violent Act committed by a student or employee whether on College grounds or at a College-related, sponsored or sanctioned event. A “Violent Act,” includes, regardless of the medium used which could be telephonic or through any form of transmission, any physical assault, including any unwanted touching, or threatening or intimidating physical or abusive verbal behavior, engaging in unwanted pursuit or attention, or intentional damage to or destruction of property.

“Prohibited Conduct” shall subject the student or employee to disciplinary action, including, termination from employment for an employee and suspension, for a student. Any disciplinary action shall be separate and apart from any criminal penalty.

“Prohibited Conduct” also includes the use of any method of communication such as email, comments posted on websites, or other paper or electronic media. Use of any College automated systems for these purposes may violate other policies, laws, and regulations regarding the use of computers and the internet.

A violation of this policy shall be considered unacceptable conduct and subject to disciplinary actions under the appropriate faculty, staff, and student policies, up to and including dismissal or expulsion.

Individuals who violate this policy may also be subject to arrest for trespassing and violation of the appropriate state criminal statute and be barred from the campus.

The College Behavioral Intervention Team shall evaluate threats of violence and assess a threat level for those individuals who display behaviors of concern.

Office Safety

To prevent accidents, avoid overloading circuits or using extension cords. Never disconnect electrical appliances by the cord rather than the plug. Report any bad electrical connections to the Maintenance Department by using the [Job Request Form](#). Use all equipment as directed by the manufacturer. Take care in lifting heavy objects. Call the custodial staff at (956) 872-2107 or (956) 872-2553 if you need help, or submit a custodial job request to the Custodial Department by using the [Job Request Form](#).

Inclement Weather Conditions

South Texas College has developed a [Multi-Hazard Emergency Operations Plan \(EOP\)](#) that will enhance its emergency response capability. The purpose of the EOP is to describe the coordinated response and recovery to a range of natural and man-made occurrences with the potential to disrupt normal operations of the College and threaten the safety of students, faculty, and staff.

It is the policy of South Texas College to cancel classes in the event that inclement weather poses a threat to travel for students, faculty, and staff. Notification of class cancellations is made through local radio and television announcements. In compliance with the Texas Higher Education Coordinating Board Rules and Regulations,

regularly scheduled class days missed due to bad weather are to be rescheduled during the semester in progress by the President.

Only the President has the authority to call for school to be closed or delayed. The communication of any closure will be sent through the college's RAVE Alert Emergency Notification system. For more information you may visit: <https://www.southtexascollege.edu/stcdps/stcrave.html>.

Identification Card/Name Tags

To be properly identified by campus security officers, fellow employees and visitors, all STC staff are provided with identification cards and/or name tags and are encouraged to wear them at all times while on campus premises. New employee identification cards and name tags are issued only after showing the proper documentation provided by the Office of Human Resources (Report to Work Authorization Form) and a valid picture ID. Faculty/Staff identification cards and name tags are available at campus Student Information Centers district-wide.

Campus Access

South Texas College enables both faculty and staff to perform their duties to the best of their ability. It is, therefore, the intent of the College to permit faculty and staff access to controlled buildings from 6 AM to 11 PM, seven days a week, including periods when the College is closed. Contact Facilities Operations & Maintenance Department at ext. 2107 or for after-hours contact the Department of Public Safety (956-872-4444) to enter a building after it has been locked. Access to buildings not on the controlled system and/or beyond the access times, shall be considered on an individual basis.

Access cards shall be requested from, and distributed by, the Director of Facilities Operations and Operations and/or the satellite campus Site Coordinators. Fees associated with the loss and/or replacement of an access card, and other associated procedural information are set forth in the procedures for access card distribution and management. For more information on safety and security, including parking rules and regulations, visit the STC Department of Public Safety webpage: <https://www.southtexascollege.edu/stcdps/>

APPENDICES

2024-2025 Calendar



STC Board Approved 7/25/23

Fall Semester 2024 (August 26 - December 15)

August 14 (Wednesday)	New Faculty Start Date – New Faculty Benefits & Orientation (Human Resources)
August 15 (Thursday)	New Faculty Orientation
August 16 (Friday)	New Faculty Service Area Tour
August 19 (Monday)	Faculty Return – Academic Affairs Assembly / Division Meetings
August 20 (Tuesday)	Faculty Preparation Day / Departmental Meetings
August 21 (Wednesday)	Faculty Preparation Day / Departmental Meetings
August 22 (Thursday)	Faculty Preparation Day / Full-Time Faculty Teaching Dual Credit Courses PD Day / Departmental Meetings
August 23 (Friday)	Faculty Preparation Day / Departmental Meetings
August 24 (Saturday)	Adjunct & Dual Credit Faculty Professional and Organizational Development Day
August 26 (Monday)	Classes Begin
September 2 (Monday)	College Closed – Labor Day
September 11 (Wednesday)	Census Day - Twelfth Class Day
September 27 (Friday)	College Closed – Fall Convocation*
November 15 (Friday)	Last Day to Withdraw
November 28 – Dec. 1 (Thursday – Sunday)	College Closed - Thanksgiving Holiday
December 9 – 15 (Monday – Sunday)	Finals
December 14 (Saturday)	Commencement Ceremonies*
December 14 (Saturday)	Certificate and Degree Award Date
December 15 (Sunday)	End of Term
December 16 (Monday)	Last Day to Submit Grades
December 19 – January 5 (Thurs. – Sun.)	Winter Break (College Closed)

* Subject to change depending on availability of venue.

Spring Semester 2025 (January 21 – May 15)

January 6 (Monday)	College Opens – Staff return
January 6 (Monday)	New Faculty Start Date – New Faculty Benefits & Orientation (Human Resources)
January 13 (Monday)	Faculty Return – Division / Department Meetings
January 14 – 17 (Tuesday-Friday)	Faculty Preparation Day / Departmental Meetings
January 18 (Saturday)	Adjunct & Dual Credit Faculty Professional and Organizational Development Day
January 20 (Monday)	Martin Luther King, Jr. Day – College Closed
January 21 (Tuesday)	Classes Begin
January 28 – February 1 (Tuesday – Saturday)	Distance Learning Symposium
February 5 (Wednesday)	Census Day - Twelfth Class Day
February 14 (Friday)	College Closed – College-Wide Professional Development Day*
March 17 – 23 (Monday - Sunday)	College Closed - Spring Break
April 17 – 20 (Thursday – Sunday)	College Closed - Semester Break
April 21 (Monday)	Last Day to Withdraw
May 9 – 15 (Friday – Thursday)	Finals
May 15 (Thursday)	End of Term
May 16 – 17 (Friday - Saturday)	Commencement Ceremonies*
May 17 (Saturday)	Certificate and Degree Award Date
May 19 (Monday)	Last Day to Submit Grades
May 26 (Monday)	College Closed – Memorial Day

**Subject to change depending on availability of venue.*

Summer Session 2025 (June 2 – August 8)

June 2 (Monday)	Classes Begin
June 17 (Tuesday)	Census Day - Twelfth Class Day
June 19 (Thursday).....	College Closed - Juneteenth
July 4 (Friday)	College Closed-Independence Day
July 7 – 8 (Monday & Tuesday).....	No classes (For Summer III only)
July 24 (Thursday)	Last Day to Withdraw
August 7 (Thursday)	End of Term/Finals (Classes Meeting M-R)
August 8 (Friday).....	End of Term /Finals (Classes Meeting M-F)
August 9 (Saturday).....	Certificate and Degree Award Date
August 11 (Monday)	Last Day to Submit Grades

SI – Minimester (June 2 – July 3)

June 2 (Monday)	Classes Begin
June 5 (Thursday)	Census Day - Fourth Class Day
June 19 (Thursday).....	College Closed - Juneteenth
June 26 (Thursday).....	Last Day to Withdraw
July 3 (Thursday)	End of Term/Finals
July 4 (Friday)	College Closed-Independence Day
July 7 (Monday).....	Last Day to Submit Grades

SII – Minimester (July 9 – August 8)

July 9 (Wednesday)	Classes Begin
July 14 (Monday).....	Census Day - Fourth Class Day
August 1 (Friday).....	Last Day to Withdraw
August 7 (Thursday)	End of Term/Finals (Classes Meeting M-R)
August 8 (Friday).....	End of Term /Finals (Classes Meeting M-F)
August 11 (Monday)	Last Day to Submit Grades

Appendix B – Faculty Salary Plan

FACULTY SALARY PLANS AND RATES SALARY PLACEMENTS FOR FACULTY Fiscal Year 2024-2025

Years	Associate s	Bachelor's	Master s	Doctorate
0	47,700	49,290	53,000	60,420
1	48,834	50,462	54,260	61,856
2	49,734	51,392	55,260	62,996
3	50,634	52,322	56,260	64,136
4	51,534	53,252	57,260	65,276
5	52,434	54,182	58,260	66,416
6	53,334	55,112	59,260	67,556
7	54,234	56,042	60,260	68,696
8	55,134	56,972	61,260	69,836
9	56,034	57,902	62,260	70,976
10	56,934	58,832	63,260	72,116
11	57,744	59,669	64,160	73,142
12	58,554	60,506	65,060	74,168
13	59,364	61,343	65,960	75,194
14	60,174	62,180	66,860	76,220
15	61,344	63,389	68,160	77,702
16	62,154	64,226	69,060	78,728
17	62,964	65,063	69,960	79,754
18	63,774	65,900	70,860	80,780
19	64,584	66,737	71,760	81,806
20+	65,394	67,574	72,660	82,832

Upon employment, faculty are placed on Levels based on educational degrees from regionally accredited institutions of higher education. While initial placement on the faculty salary plan provides for a maximum step of 20, continuing full-time faculty are eligible for STC Board-approved annual percentage increases contingent upon adequate funding.

Placement on the appropriate Step is based on the following:

1. College/university teaching experience is equated on a 1-to-1 ratio.
2. Public school teaching experience is equated on a 2-to-1 ratio. Two years of public school teaching experience is equal to one year of college teaching experience.
3. Professional and/or practical field related work experience may be equated on a 2-to-1 ratio. Two years of professional and/or practical experience may be equal to 1 year of college teaching experience.
4. International teaching experience is equated on a 2-to-1 ratio. Two years of international school teaching experience is equal to one year of college teaching experience.

5. Adjunct (part-time) teaching experience is equated on a 2-to-1 ratio.

EDUCATIONAL INCREASES

Faculty who have earned additional college-level credit or degrees since previous placement on the salary schedule should request to have their official transcripts from an accredited institution submitted directly to the Office of Human Resources by the dates indicated in their appointment letter so that payroll changes can be implemented on a timely basis.

A newly employed faculty member is placed on the faculty salary placement chart according to a Step and Level Formula.

In support of, and to accomplish the College's mission and vision, faculty are highly encouraged to continue professional growth and achieve educational attainment to obtain the highest degree in their discipline. All faculty are responsible for meeting and maintaining the academic and professional credential requirements published in *STC Board Policy 4151, Academic and Professional Credentials of Faculty*.

Movement to the next educational level may be achieved by attainment of additional college level credit or higher degrees. Official transcripts sent directly from the accredited institution must be received by September 01, 2024 to be effective for the Fall 2024 semester, or by March 01, 2025 to be effective for the Spring 2025 semester, by May 24, 2025 for Summer I and III, and by July 08, 2025 for Summer II. An adjustment in compensation may be made based on the evaluation and review of eligibility for educational increase or movement on Employee Compensation Plan.

FACULTY COMPENSATION STIPENDS

The Educational, Certification, and Professional Stipends related to the Nursing & Allied Health Division are listed and budgeted in the College Staffing Plan.

STIPENDS – NURSING & ALLIED HEALTH

Educational Stipend: Only Nursing and Allied Health Full-Time Regular Faculty and Lecturers will receive an educational stipend based on his/her educational degree when entering any of the following programs:

- Bachelors of Nursing
- Associate Degree Nursing
- Diagnostic Medical Sonography
- Occupational Therapy Assistant
- Patient Care Assistant
- Pharmacy Technology
- Physical Therapist Assistant
- Radiologic Technology
- Respiratory Therapy
- Vocational Nursing

Faculty are ineligible to receive the educational stipend if they are hired within another NAH department (or another academic division) that does not require specific certification and/or professional experience necessary to instruction.

To qualify for the educational stipend, the degree earned must be directly related to the teaching discipline or credential requirement(s) for the field.

- Bachelor's degree - \$5,000* (\$2,500 for Fall / \$2,500 for Spring)
- Master's degree - \$10,000* (\$5,000 for Fall / \$5,000 for Spring)
- Doctorate degree - \$15,000* (\$7,500 for Fall / \$7,500 for Spring)

**Any update regarding educational degree within the fiscal year will be applicable for the next fiscal year. Appropriation of educational stipends is contingent upon availability of funds for the current fiscal year. Details published in the Pay Plan.*

Certification and Professional Stipends: Nursing and Allied Health Faculty who teach in any of the following programs listed below and have attained additional certification and/or professional experience that are necessary to instruction are eligible to receive a salary stipend as outlined below. Faculty are ineligible to receive the salary stipend if he/she is hired within another NAH department that does not require specific certification and/or professional experience necessary to instruction.

Certification Stipend

Diagnostic Medical Sonography Faculty with:

- Certification for Abdomen - \$1,000
- Certification for Obstetrics and Gynecology - \$1,000*
- Certification of Vascular Technology - \$1,000*

Emergency Medical Service

- NAEMSE Level I Faculty- \$1,000.00*

Patient Care Assistant Faculty with:

- EKG Certification - \$1,000*
- Phlebotomy Certification - \$1,000*

Professional Stipend

Emergency Medical Services Faculty with:

- Three years to five years of Fieldwork Experience = \$5,000*
- Six years and above of Fieldwork Experience = \$10,000*

Occupational Therapy Assistant/Physical Therapy Faculty with:

- Three years to five years of Fieldwork Experience = \$5,000*
- Six years and above of Fieldwork Experience = \$10,000*

Patient Care Assistant Faculty with:

- One Year experience in long term care – \$2,500*

STIPENDS – COSMETOLOGY

- Three years to five years of Fieldwork Experience = \$2,000*
- Six years and above of Fieldwork Experience = \$4,000*

**Appropriation of certification and professional stipends is contingent upon availability of funds for the current fiscal year.*

Criteria for faculty not having completed a minimum of an Associate Degree

Under special circumstances, with the approval of the Provost, faculty not possessing a minimum of an Associate's Degree may be employed in specific workforce programs on a full-time, but temporary basis.

Initial salary placement will be at the Associate Degree level, Step 0, and there will be no additional salary steps in regard to practical experience until the Associate Degree is completed. Board approved salary increases will apply.

Applicable to Faculty Salary Plan and Rates Only

(Board Provision effective as of FY2013-2014)

- The Southern Association of Colleges and Schools Commission on Colleges has provided verification through the College's SACS liaison that the Master of Fine Arts (MFA) is recognized as a terminal degree.
- The Texas Higher Education Coordinating Board has confirmed that the MFA is an eligible doctoral equivalent.
- Faculty with a MFA will be placed at the doctoral degree level.

Appendix C – Telephone Directory

Telephone Directory			
Executive Staff		Support Staff	
Dr. Ricardo J. Solis, President	872-8366	Gardenia Perez, Chief of Staff	872-3541
Dr. Rodney Rodriguez, Vice President for Institutional Advancement and Economic Development	872-8366	Maritza Hernandez, Executive Administrative Assistant	872-2048
Dr. Jesús Campos, Interim Vice President for Information Services, Planning, Performance and Strategic Initiatives	872-2528	Maria J. Chapa, Executive Administrative Assistant	872-1683
Mary G. Del Paz, Vice President for Finance & Administrative Services/Title IX Coordinator	872-3559	Taylor Hernandez, Executive Administrative Assistant	872-3558
Dr. Matthew Hebbard, Vice President for Student Affairs & Enrollment Management	872-2147	Haydee Y. Hubbard, Executive Administrative Assistant	872-2647
Dr. Anahid Petrosian, Vice President and Provost for Academic Affairs	872-6790	Rose Colorado, Executive Administrative Assistant	872-8393
Associate Vice Presidents		Support Staff	
Myriam M. Lopez, Associate Vice President -Finance and Management	872-4655	Vacant	TBD
Dr. Rebecca M. De Leon, Associate Vice President - Dual Credit Programs and School District Partnerships	872-2607	Nicole Garcia, Senior Administrative Assistant	872-3520
Dr. Brett J. Millan, Associate Vice President of Academic Success & Advancement	872-7263	Kailyn Salinas, Senior Administrative Assistant	872-8360
Lucio Gonzalez, Associate Vice President of Technology and Chief Information Officer	872-5552	Maria D. Rodriguez, Administrative Assistant	872-5556
Deans		Support Staff	
Olivia D. De La Rosa, Dean of Continuing Education and Workforce Development	872-3856	Carmina Pedraza, Administrative Assistant	872-1694
Dr. Christopher Nelson, Dean of Liberal Arts	872-6715	Maricela Martinez, Senior Administrative Assistant	872-6425
Dr. Eric Reittinger, Dean for Social & Behavioral Sciences	872-2622	Jessica Veliz, Senior Administrative Assistant Carol Ramirez, Administrative Assistant	872-2105 872-8310
Dr. Ali Esmaeili, Dean for Math, Science, Information Technology & Bachelor Programs	872-7270	Lucy Martinez, Senior Administrative Assistant	872-2672
Dr. Jesús Campos, Dean of Library & Learning Support Services	872-2528	Cintia Munoz, Senior Administrative Assistant	872-2645
Elizabeth S. Hollenbeck, Associate Dean of Library Services	872-3482	Orlinda Cabrera, Administrative Assistant	872-6743
Pablo Hernandez Jr., Dean of Student Affairs	872-2182	Rosie Peña, Senior Administrative Assistant Aldila Casiano-Cano, Administrative Assistant	872-3535 872-1989
Dr. Sara Lozano, Dean for Business, Public Safety & Technology	872-6116	Aleida Hinojosa, Senior Administrative Assistant	872-2763
Dr. Fernando Chapa, Dean of Inst Research & Effectiveness and Strategic Planning	872-3508	Joann Martinez, Senior Administrative Assistant	872-5587
Dr. Carlos Margo, Dean Center for Advanced Training and Apprenticeships	872-6109	Sylvia Rodriguez, Secretary	872-2770
Otoniel "Tony" Matamoros, Dean of Enrollment Services	872-2026	Rebecca Urbina, Executive Administrative Assistant	872-2123
Cynthia A. Blanco, Dean of Enrollment Systems and Registrar	872-2112	Maria E. King, Administrative Assistant	872-8307
Dr. Rachel A. Sale, Dean of Digital Learning	872-2576	Diana Saenz, Administrative Assistant	872-2538
Dr. Margo Vargas-Ayala, Interim Dean for Nursing & Allied Health	872-3113	Vacant, Senior Administrative Assistant	872-3114

Telephone Directory

Administrative Staff		Support Staff	
Gardenia Perez, Chief of Staff	872-3541	Guadalupe Cantu, Secretary	872-8366
Venisa Earhart, Board Relations Administrator	872-3555	Guadalupe Cantu, Secretary	872-8366
Dr. Zachary Suarez, Executive Director of Human Resources and Talent Development Deputy Title IX Coordinator	872-3646	Rosalba Ramirez, Senior Administrative Assistant	872-2326
Maria Alonso, Director of Student Rights and Responsibilities	872-3526	Claudia Tovar, Administrative Assistant	872-2180
Dr. Larry Barroso, Director of College Connections & Admissions – Traditional Students	872-2088	Vacant, Administrative Assistant	872-2115
Vacant, Director of Student Records & Registrar	TBD	Maria E. King, Administrative Assistant	872-8307
Katarina Bugariu, Director of Fiscal Services	872-4622	Isabel Ramirez, Senior Administrative Assistant	872-4605
Bradley W. Davis, Director of Institutional Effect., Assessment & Accreditation	872-2134	Vacant, Senior Administrative Assistant	872-3809
Leonardo Castañeda, Director of Academic and Career Technology Pathways	872-5403	Aileen Cepeda, Administrative Assistant	872-2619
Deyadira A. Leal, Director of Purchasing	872-4686	Dolores M. Valdez, Administrative Assistant	872-4681
Todd Nelson, Contracts and Regulatory Resources Officer- Title IX & 504 Coordinator	872-4664	Roxanna Sanchez, Administrative Assistant	872-4681
Serkan Celtek, Director of Research & Analytical Services	872-5548	Alicia Ruiz, Administrative Assistant	872-5577
Carla M. Rodriguez, Executive Director for Sponsored Initiatives	872-6760	San Juanita Garcia, Administrative Assistant	872-6765
Samantha Uriegas, Director-Project Alignment	872-6763	San Juanita Garcia, Administrative Assistant	872-6765
Vacant, Director - Global Affairs and Economic Development	TBD	Maritza Hernandez, Executive Administrative Assistant	872-2048
Robert Cuellar, Director of Facilities Planning & Construction	872-3653	Yajaira Albor, Secretary	872-3737
Dr. Kelli Davis, Director of Transfer & Educational Advancement Center	872-1990	Vacant, Administrative Assistant	872-2659
Luis De la Garza, Director of Facility Maintenance Services	872-2557	Victoria Montalvo, Administrative Assistant	872-7252
Ricardo De La Garza, Executive Director of Facilities Planning & Construction	872-3714	Yajaira Albor, Secretary	872-3737
Daniela Masten, Director of Continuing Education and Workforce Development	872-1693	Gloria Franklin, Administrative Assistant	872-3587
Yolanda Martinez, Director of Educational Technologies	872-1997	Maria Salinas, Administrative Assistant	872-1688
Joel Flores, Assistant Director of Educational Technology	872-2644	Maria Salinas, Administrative Assistant	872-1688
Juan M. Galvan, Director of Student Financial Services	872-3419	Angelita Moreno, Administrative Assistant	872-3420
Dr. Nancy Garcia, Director of Comprehensive Advisement & Mentoring Services	872-1689	Marisela Santa Maria, Administrative Assistant	872-6315
Lynell R. Williams, Director of Centers for Learning Excellence	872-2114	Belinda Diaz, Administrative Assistant	872-2688
Luis Gonzalez, Chief Information Security Officer	872-5538	Marina Cisneros, Administrative Assistant	872-5517
Vacant, Asst. CIO for Infrastructure and Software Development	TBD	Maria De Lourdes Rodriguez, Administrative Assistant	872-5556
Vacant, Asst. CIO for IT Services	TBD	Maria De Lourdes Rodriguez, Administrative Assistant	872-5556
Frank Jason Gutierrez, Director of Business Process and Accountability	872-3566	Vacant, Accountability, Risk, and Compliance Assistant	872-6747

Telephone Directory

Artemio Romero, Administrative Officer-Finance and Administrative Services	872-3562	Lesly Hinojosa, Secretary	872-3558
Christina Y. Cavazos, Director of Curriculum, Planning and Compliance	872-6422	Elizabeth Garcia, Administrative Assistant	872-6472
Yolonda E. Jaramillo, Director of Learning Outcomes	872-8309	Elizabeth Garcia, Administrative Assistant	872-6472
Vacant, Director of Student Accounts & Bursar	TBD	Nancy Medina, Administrative Assistant	872-7279
Vacant, Associate Director of Purchasing	TBD	Roxanna Sanchez, Administrative Assistant	872-4681
Leonel Garcia, Director - Center for Advanced Training and Apprenticeships	872-6109	Sylvia Rodriguez, Secretary	872-2770
Vacant, Comptroller	TBD	Isabel Ramirez, Senior Administrative Assistant	872-4605
Jose L. Salinas, Financial Information Systems Officer	872-4663	Isabel Ramirez, Senior Administrative Assistant	872-4605
Adrian Lozano, Director of Testing Services	872-2217	Cynthia Gonzalez, Administrative Assistant	872-3485
Vacant, Director of Student Engagement and Completion Services	872-2026	Melissa Perez Zuniga, Administrative Assistant	872-8391
George McCaleb, Executive Director of Facilities Operations & Maintenance	872-8396	Yesenia Lopez Aguirre, Administrative Assistant	872-2556
Luis Silva, Director - Custodial Support Services	872-6447	Yesenia Lopez Aguirre, Administrative Assistant	872-8556
Jaime "Jim" Navarro, Employee Relations Officer	872-3805	Cynthia J. Magro, Employee Relations Coordinator	872-3816
Louann M. Sarachene, Employee Relations Officer	872-3636	Sergio Trevino, Employee Relations Coordinator	872-3717
Vacant, Talent Acquisition and Development Officer	TBD	Rosalba Ramirez, Senior Administrative Assistant	872-2326
Eli Nguma, Director of Student Activities & Wellness	872-2515	Melissa Dhuse, Administrative Assistant	872-7222
Celinda E. Salinas, Director of Career & Employer Services	872-6319	Claudia Quintanilla, Administrative Assistant	872-6318
Adam T. McGrath, Director of Creative Arts	872-5623	San Juanita Rojas, Senior Administrative Assistant	872-2593
Frank Morris, Director of Video Production and Content Strategy	872-2382	San Juanita Rojas, Senior Administrative Assistant	872-2593
Santa Elisa Peña, Director of Counseling and Student Accessibility Services / Title IX Coordinator Liaison	872-2140	Marcela Garcia, Secretary	872-2173
Antonio De La Cruz, Associate Dean for Dual Credit Programs	872-2148	Nicole Garcia, Senior Administrative Assistant	872-3520
Alejandra Cantu, Director - Dual Credit Scheduling and Enrollment Services	872-3568	Nicole Garcia, Senior Administrative Assistant	872-3520
Aaron Guajardo, Director of Dual Credit Academic Pathways	872-7217	Christian Caratachea, Administrative Assistant	872-6442
Lynda Lopez, Executive Director of Public Relations & Marketing	872-2580	San Juanita Rojas, Senior Administrative Assistant	872-2593
Olivia Gomez, Director - External Affairs	872-2377	Aylin Luna, Administrative Assistant	872-3791
Nadia Ochoa, Director of Fundraising and Foundation	872-1998	Aylin Luna, Administrative Assistant	872-3791
Alicia Correa, Director of Human Resources-Benefits and Compensation	872-3815	Rosalba Ramirez, Senior Administrative Assistant	872-2326
Claudia Olivares, Director of Human Resources-Employee Relations and Staffing	872-3799	Rosalba Ramirez, Senior Administrative Assistant	872-2326
Arturo Solano, Director of Learning Commons and Open Labs	872-7209	Jeanale Ledesma, Administrative Assistant	872-2693
Ruben Suarez, Chief of Police	872-2330	Concepcion Hernandez, Administrative Assistant	872-3879

Telephone Directory

Robert Vela, Site Administrator for Regional Center for Public Safety Excellence	872-4203	Amy Espericueta, Administrative Assistant	872-4200
Jessica Galloso, Assoc Dean Teaching and Learning Center	872-7280	Isabel Echazarreta, Administrative Assistant	872-7269
Dr. Jayson T. Valerio, Regional Healthcare Liaison	872-3654	Rose Colorado, Executive Administrative Assistant	872-8393
Monica M. Perez, Academic Operations Officer	872-3522	Jocelyn Saenz, Support Specialist	872-5695
Andrew Fish, Academic Initiatives Officer	872-5682	Cristina Perez, Secretary	872-3579
Khalil Abdullah, Internal Auditor	872-6709		

STC Campus Administrators

Support Staff

Daniel Montez, Campus Administrator Mid-Valley Campus	447-6635	Carolina Rodriguez, Administrative Assistant	447-6631
Dr. Arturo Montiel, Campus Administrator Starr County Campus	488-5808	Adriana Barrera, Administrative Assistant	488-5880
Dr. Sara Lozano, Dean for Business, Public Safety & Technology	872-6116	Aleida Hinojosa, Senior Administrative Assistant	872-2763
Dr. Margo Vargas-Ayala, Interim Dean for Nursing & Allied Health	872-3113	Vacant, Senior Administrative Assistant	872-3114

Welcome Centers

Pecan Campus 872-8311
 Technology Campus 872-6100
 Mid-Valley Campus 872-6600
 Starr County Campus 488-8181
 NAH Campus 872-3100

Appendix D – Final Exam Schedule

Final Exam Schedule – Fall 2024

Once-a-week Classes

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

Monday, December 9

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

Tuesday, December 10

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

Wednesday, December 11

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

Thursday, December 12

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

All finals must be given during this exam period. Any exceptions to the final exam schedule must be approved by the Division Dean.

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

Final Exam Schedule – Spring 2025

Once-a-week Classes

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

Monday, May 12

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

Wednesday, May 14

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

Tuesday, May 13

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

Thursday, May 15

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

All finals must be given during this exam period. Any exceptions to the final exam schedule must be approved by the Division Dean.

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

Appendix E – Section Codes/Section Numbers

Guidelines for Assigning Section Codes

Section Codes are 3 characters and consists of a combination of letters and numbers based upon the following guidelines for assigning codes.

Location Section Codes	Building Codes
J __ STC Higher Education Center – La Joya	LJJC, LJJD, LJJG
W __ Mid Valley Campus	MVC, MVCA, MVCB, MVCC, MVCD, MVCG, MVCH, MVCK
A __ Nursing & Allied Health Campus	NAHA, NAHB, NAH
P __ Pecan Campus	PCN, PCNB, PCNC, PCND, PCNG, PCNH, PCNJ, PCNL, PCNM, PCNP, PCNT, PCNV, PCNY
Portable Buildings	PB
Pecan Plaza	PCN2
C __ STR Higher Education Center – Pharr	CCTC
G __ Starr County Campus	STR, STRB, STRC, STRD, STRE, STRF, STRJ, STRL
T __ Technology Campus	TEC, TECA, TECB, TECE
R __ Regional Center for Public Safety Excellence	RCPS

Fall and Spring Schedules

Section	Description
1-69	Day Classes
70-80	Evening Classes (5:00 pm & after)

Day Codes

Code	Description
M	Monday
T	Tuesday
W	Wednesday
R	Thursday
F	Friday
S	Saturday
U	Sunday
TBA	To be Arranged
M-F	Mon., Tues., Wed., Thurs., and Friday
TR	Tues. and Thurs.
MW	Mon. and Wed.

Summer Schedule

Section	Description
1-19	Summer I – Day Classes
20-29	Summer I – Evening Classes (5:00 pm & after)
30-49	Summer II – Day Classes
50-59	Summer II – Evening Classes (5:00 pm & after)
60-79	Summer III – Day Classes
80-89	Summer III – Evening Classes (5:00 pm & after)
90-99	Summer III – Saturday Classes

Special Section Codes

Section Code	Description
V	Online Classes
Q	Guided Studies
S	Dual Credit Courses
H	Honor Classes
Y	Hybrid Class
I	Independent Studies
K	Competency-Based Courses
W	Weekend Course
F	Flex Schedule
O	Off-site Course

Course Codes

Code	Description
LAB	Lab
LEC	Lecture
LLB	Lecture and Lab
CLN	Clinical
COO	Cooperative
PRA	Practicum

Appendix F – Uniform Class Times
PECAN CAMPUS, MID-VALLEY CAMPUS, & STARR COUNTY CAMPUS

Revised June 2024

3 Contact Hours		4 Contact Hours		5 Contact Hours	
MWF	7:00am-7:50am	M-R	7:00am-7:50am	M-F	7:00am-7:50am
	8:00am-8:50am		8:00am-8:50am		8:00am-8:50am
	9:00am-9:50am		9:00am-9:50am		9:00am-9:50am
	10:00am-10:50am		10:00am-10:50am		10:00am-10:50am
	11:00am-11:50am		11:00am-11:50am		11:00am-11:50am
	12:00pm-12:50pm		12:00pm-12:50pm		12:00pm-12:50pm
	1:00pm-1:50pm		1:00pm-1:50pm		1:00pm-1:50pm
	2:00pm-2:50pm		2:00pm-2:50pm		2:00pm-2:50pm
	3:00pm-3:50pm		3:00pm-3:50pm		3:00pm-3:50pm
	4:00pm-4:50pm				
	5:00pm-5:50pm	MW or	8:00am-9:45am	MWF	7:00am-8:35am
	6:00pm-6:50pm	TR	10:00am-11:45am		9:00am-10:35am
	7:00pm-7:50pm		12:00pm-1:45pm		11:00am-12:35pm
	8:00pm-8:50pm		2:00pm-3:45pm		1:00pm-2:35pm
	9:00pm-9:50pm		4:00pm-5:45pm		3:00pm-4:35pm
PCN only	10:00pm-10:50pm		6:00pm-7:45pm		
PCN only	11:00pm-11:50pm		8:00pm-9:45pm	TR	7:30am-9:50am
		PCN only	10:00pm-11:45pm		10:00am-12:20pm
TR or	7:00am-8:15am				12:30pm-2:50pm
MW	8:30am-9:45am				1:00pm-3:20pm
	10:00am-11:15am				3:00pm-5:20pm
	11:30am-12:45pm				5:30pm-7:50 pm
	1:00pm-2:15pm				6:00pm-8:20pm
	2:30pm-3:45pm				
	4:00pm-5:15pm			PCN only	9:00pm-11:20pm
	5:30pm-6:45pm				
	7:00pm-8:15pm			MW	12:30pm-2:50pm
	8:30pm-9:45pm				3:00pm-5:20pm
	10:00pm-11:15pm				5:30pm-7:50pm
					6:30pm-8:50pm
T	5:30pm-8:15pm				
W	5:30pm-8:15pm				

Source document can be found at:
https://academicaffairs.southtexascollege.edu/schedules/pdf/uniform_classtime_Pecan_Mid-Valley_Starr.pdf

PECAN CAMPUS, MID-VALLEY CAMPUS, & STARR COUNTY CAMPUS

Revised June 2024

6 Contact Hours		7 Contact Hours	
MWF	7:00am-8:50am	MWF	7:00am-9:10am
	9:00am-10:50am		9:30am-11:40am
	11:00am-12:50pm		12:00pm-2:10pm
	1:00pm-2:50pm		2:30pm-4:40pm
	3:00pm-4:50pm		5:00pm-7:10pm
	6:00pm-7:50pm		7:30pm-9:40pm
	8:00pm-9:50pm		
TR	7:00am-9:50am	TR	7:00am-10:20am
	10:00am-12:50pm		10:30am-1:50pm
	1:00pm-3:50pm		2:00pm-5:20pm
	6:30pm-9:20pm		6:00pm-9:20pm
MW	7:00am-9:50am	MW	7:00am-10:20am
	10:00am-12:50pm		10:30am-1:50pm
	1:00pm-3:50pm		2:00pm-5:20pm
	4:00pm-6:50pm		6:00pm-9:20pm
	7:00pm-9:50pm		
		WF	same as MW
WF	same as MW	MF	same as MW
MF	same as MW		

*The formula for lecture class time is 50 minutes per week per credit hour. Instructors teaching during time slots that include extra minutes beyond this formula may utilize breaks to equalize the time spent in class.

*1-Contact hour or 2-Contact hour classes should be scheduled as a subset of the options available for 3-Contact hour or above classes; they should NOT overlap multiple time slots.

A 1-Contact hour classes meet one time per week for 50 minutes.

A 2-Contact hour classes meet one time per week for 1 hour and 50 minutes, or two times per week for 50 minutes.

For any number contact hours that is not covered in the uniform class times, the Scheduling Specialist can assist with instruction times that align with the uniform class times.

*Only classes that conform to the Uniform Times will be entered into the system. Any exceptions to the Uniform Times will require a justification from the Department/Program Chair to be submitted for approval from the Dean and the Associate Vice President

Source document can be found at:

https://academicaffairs.southtexascollege.edu/schedules/pdf/uniform_classtime_Pecan_Mid-Valley_Starr.pdf

TECHNOLOGY CENTER & NAH CENTER

Revised June 2024

3 Contact Hours	
MWF	7:30am-8:20am
	8:30am-9:20am
	9:30am-10:20am
	10:30am-11:20am
	11:30am-12:20pm
	12:30pm-1:20pm
	1:30pm-2:20pm
	2:30pm-3:20pm
	3:30pm-4:20pm
	4:30pm-5:20pm
TR	8:00am-9:20am
	9:30am-10:50am
	11:00am-12:20pm
TR or MW	2:00pm-3:20pm
	3:30pm-4:50pm
	5:30pm-6:50pm
	7:00pm-8:20pm
	8:30pm-9:50pm
MW	5:30pm-6:50pm
	7:00pm-8:20pm
	8:30pm-9:50pm
T or W	5:30pm-8:20pm

4 Contact Hours	
M-R	8:30am-9:20am
	9:30am-10:20am
	10:30am-11:20am
	11:30am-12:20pm
	12:30pm-1:20pm
	1:30pm-2:20pm
	2:30pm-3:20pm
	3:30pm-4:20pm
MW	7:30am-9:20am
	9:30am-11:20am
	11:30am-1:20pm
	1:30pm-3:20pm
	3:30pm-5:20pm
	6:00pm-7:50pm
	8:00pm-9:50pm
TR	7:30am-9:20am
	9:30am-11:20am
	11:30am-1:20pm
	1:30pm-3:20pm
	3:30pm-5:20pm
	6:00pm-7:50pm
	8:00pm-9:50pm

5 Contact Hours	
M-F	8:30am-9:20am
	9:30am-10:20am
	10:30am-11:20am
	11:30am-12:20pm
	12:30pm-1:20pm
	1:30pm-2:20pm
	2:30pm-3:20pm
	3:30pm-4:20pm
MWF	7:45am-9:20am
	9:45am-11:20am
	11:45am-1:20pm
	1:45pm-3:20pm
	3:45pm-5:20pm
TR	7:00am-9:20am
	9:30am-11:50am
	12:30pm-2:50pm
	6:30pm-8:50pm
MW	6:30pm-8:50pm

TECHNOLOGY CENTER & NAH CENTER

Revised June 2024

6 Contact Hours		7 Contact Hours	
MWF	7:30am-9:20am	MWF	8:00am-10:10am
	9:30am-11:20am		9:30am-11:40am
	11:30am-1:20pm		12:00pm-2:10pm
	1:30pm-3:20pm		2:30pm-4:40pm
	3:30pm-5:20pm		5:00pm-7:10pm
	6:00pm-7:50pm		7:30pm-9:40pm
	8:00pm-9:50pm		
		TR or MW	8:00am-11:20am
TR	8:00am-10:50am		11:30am-2:50pm
	11:00am-1:50pm		3:00pm-6:20pm
	2:00pm-4:50pm		6:30pm-9:50pm
	6:30pm-9:20pm		
		WF	same as MW
MW	7:30am-10:20am	MF	same as MW
	10:30am-1:20pm		
	1:30pm-4:20pm		
	7:00pm-9:50pm		

*The formula for lecture class time is 50 minutes per week per credit hour. Instructors teaching during time slots that include extra minutes beyond this formula may utilize breaks to equalize the time spent in class.

*1-Contact hour or 2-Contact hour classes should be scheduled as a subset of the options available for 3-Contact hour or above classes; they should NOT overlap multiple time slots.

A 1-Contact hour classes meet one time per week for 50 minutes.

A 2-Contact hour classes meet one time per week for 1 hour and 50 minutes, or two times per week for 50 minutes.

For any number contact hours that is not covered in the uniform class times, the Scheduling Specialist can assist with instruction times that align with the uniform class times.

*Only classes that conform to the Uniform Times will be entered into the system. Any exceptions to the Uniform Times will require a justification from the Department/Program Chair to be submitted for approval from the Dean and the Associate Vice President Academic

Source document can be found at:

https://academicaffairs.southtexascollege.edu/schedules/pdf/uniform_classtime_Tech_NAH.pdf

HYBRID CLASSES
PECAN CAMPUS, MID-VALLEY CAMPUS, & STARR COUNTY CAMPUS
 Revised July 2024

3 Contact Hours	
MW	7:00am-7:50am
	8:00am-8:50am
	9:00am-9:50am
	10:00am-10:50am
	11:00am-11:50am
	12:00pm-12:50pm
T or R	7:00am-8:25am
	8:30am-9:55am
	10:00am-11:25am
	11:30am-12:55pm
M or W	1:00pm-2:25pm
or	2:30pm-3:55pm
T or R	4:00pm-5:25pm
	5:30pm-6:55pm
	7:00pm-8:25pm
	8:30pm-9:55pm

4 Contact Hours	
M or W	8:00am-9:55am
or	10:00am-11:55am
T or R	12:00pm-1:55pm
	2:00pm-3:55pm
	4:00pm-5:55pm
	6:00pm-7:55pm
	8:00pm-9:55pm

5 Contact Hours	
MW	7:00am-8:10am
	9:00am-10:10am
	11:00am-12:10pm
	1:00pm-2:10pm
	3:00pm-4:10pm
M or W	7:30am-9:55am
or	10:00am-12:25pm
T or R	1:00pm-3:25pm
	6:00pm-8:25pm

6 Contact Hours	
MW	7:00am-8:25am
	9:00am-10:25am
	11:00am-12:25pm
	1:00pm-2:25pm
	3:00pm-4:25pm
	6:00pm-7:25pm
	8:00pm-9:25pm
M or W	7:00am-9:55am
or	10:00am-12:55pm
T or R	1:00pm-3:55pm
	4:00pm-6:55pm
	7:00pm-9:55pm
WF	same as MW
MF	same as MW

As per the Texas Higher Education Coordinating Board, a hybrid Course is a distance education course in which more than 50 percent but less than 100 percent of instructional activity takes place when the student(s) and faculty are in separate physical locations.

Source document can be found at:

https://academicaffairs.southtexascollege.edu/schedules/pdf/uniform_classtime_Hybrid.pdf

**HYBRID CLASSES
TECHNOLOGY CAMPUS
Revised August 2024**

3 Contact Hours	
MW	7:00am-7:50am
	8:00am-8:50am
	9:00am-9:50am
	10:00am-10:50am
	11:00am-11:50am
	12:00pm-12:50pm
T or R	7:00am-8:25am
	8:30am-9:55am
	10:00am-11:25am
	11:30am-12:55pm
M or W	1:00pm-2:25pm
or	2:30pm-3:55pm
T or R	4:00pm-5:25pm
	5:30pm-6:55pm
	7:00pm-8:25pm
	8:30pm-9:55pm

4 Contact Hours	
M or W	8:00am-9:55am
or	10:00am-11:55am
T or R	12:00pm-1:55pm
	2:00pm-3:55pm
	4:00pm-5:55pm
	6:00pm-7:55pm
	8:00pm-9:55pm

5 Contact Hours	
MW	7:00am-8:10am
	9:00am-10:10am
	11:00am-12:10pm
	1:00pm-2:10pm
	3:00pm-4:10pm
M or W	7:30am-9:55am
or	10:00am-12:25pm
T or R	1:00pm-3:25pm
	6:00pm-8:25pm
M or W	8:00am-10:25am

6 Contact Hours	
MW	7:00am-8:25am
	9:00am-10:25am
	11:00am-12:25pm
	1:00pm-2:25pm
	3:00pm-4:25pm
	6:00pm-7:25pm
	8:00pm-9:25pm
M or W	7:00am-9:55am
or	10:00am-12:55pm
T or R	1:00pm-3:55pm
	4:00pm-6:55pm
	7:00pm-9:55pm
WF	same as MW
MF	same as MW
M, T, or R	8:00am-10:55am
T or R	9:00am-11:55am
M or W	11:00am-1:55pm
T or W	12:00pm-2:55pm
W	2:00pm-4:55pm
M	3:00pm-5:55pm
T	5:30pm-8:25pm
M or W	6:00pm-8:55pm

7 Contact Hours	
M,T,W, or F	8:00am-11:15am
T, W, or F	1:00pm-4:15pm
T,W,R, or F	6:00pm-9:15pm

8 Contact Hours	
M,T,W,R or F	8:00am-11:50am
M,T,W, or R	1:00pm-4:50pm
T or W	6:00pm-9:50pm

10 Contact Hours	
M, T, or R	8:00am-12:45pm
M,T,R, or F	1:00pm-5:45pm
W or R	6:00pm-10:45pm

As per the Texas Higher Education Coordinating Board, a hybrid Course is a distance education course in which more than 50 percent but less than 100 percent of instructional activity takes place when the student(s) and faculty are in separate physical locations.

SUMMER SESSIONS – PECAN CAMPUS, MID-VALLEY CAMPUS, & STARR COUNTY CAMPUS

Revised January 2023

Summer I

3 Contact Hours	
M-F	8:00am-9:45am
	10:00am-11:45am
	12:00pm-1:45pm
	2:00pm-3:45pm
	4:00pm-5:45pm
	6:00pm-7:45pm
	8:00pm-9:45pm
MTWR	7:30am-9:45am
	10:00am-12:15pm
	12:30pm-2:45pm
	3:00pm-5:15pm
	6:00pm-8:15pm

4 Contact Hours	
M-F	7:30am-9:45am
	10:00am-12:15pm
	12:30pm-2:45pm
	3:00pm-5:15pm
	5:30pm-7:45pm
	8:00pm-10:15pm
MTWR	8:00am-11:15am
	1:00pm-4:15pm
	5:00pm-8:15pm

5 Contact Hours	
M-F	7:30am-10:50am
	11:00am-2:20pm
	3:00pm-6:20pm
	6:30pm-9:50pm
MTWR	8:00am-12:00pm
	1:00pm-5:00pm
	6:00pm-10:00pm

6 Contact Hours	
M-F	8:00am-11:50am
	1:00pm-4:50pm
	6:00pm-9:50pm
MTWR	7:30am-12:20pm
	8:00am-12:50pm
	1:00pm-5:50pm
	1:30pm-6:20pm
	2:00pm-6:50pm
	6:00pm-10:50pm
	6:30pm-11:20pm

Summer I

3 Contact Hours	
MTW	8:30am-9:50am
	10:00am-11:20am
	11:30am-12:50pm
	1:30pm-2:50pm
	3:00pm-4:20pm
	4:30pm-5:50pm
	6:30pm-7:50pm
	8:00pm-9:20pm
MW or	7:30am-9:45am
TR	10:00am-12:15pm
	12:30pm-2:45pm
	3:00pm-5:15pm
	7:00pm-9:15pm
S	7:30am-12:00pm
	1:00pm-5:30pm

4 Contact Hours	
M-R	8:30am-9:50am
	10:00am-11:20am
	11:30am-12:50pm
	1:30pm-2:50pm
	3:00pm-4:20pm
	4:30pm-5:50pm
	6:30pm-7:50pm
	8:00pm-9:20pm
MTW	8:00am-9:50am
	10:00am-11:50am
	1:00pm-2:50pm
	3:00pm-4:50pm
	6:00pm-7:50pm
	8:00pm-9:50pm
MW	8:00am-11:20am
TR	1:00pm-4:20pm
	6:30pm-9:50pm

5 Contact Hours	
MTW	7:30am-9:50am
	10:30am-12:50pm
	2:30pm-4:50pm
	6:30pm-8:50pm
MTWR	8:00am-10:00am
	10:00am-12:00pm
	1:00pm-3:00pm
	3:00pm-5:00pm

6 Contact Hours	
M-F	8:00am-9:50am
	10:00am-11:50am
	1:00pm-2:50pm
	3:00pm-4:50pm
	5:00pm-6:50pm
MTW	7:00am-9:50am
	10:00am-12:50pm
	2:00pm-4:50pm
	6:00pm-8:50pm
TWR	7:00am-9:50am
	10:00am-12:50pm
	2:00pm-4:50pm
	7:00pm-9:50pm
MTWR	7:00am-9:25am
	10:00am-12:25pm
	1:00pm-3:25pm
	3:00pm-5:25pm

Source document can be found at:

<https://academicaffairs.southtexascollege.edu/schedules/pdf/summer-session-pcn-str-mv.pdf>

SUMMER SESSIONS – TECHNOLOGY & NAH CAMPUSES

Revised January 2023

Summer I & II

3 Contact Hours	
M-F	8:00am-9:50am
	10:00am-11:50am
	12:00pm-1:50pm
	2:00pm-3:50pm
	4:00pm-5:50pm
	6:00pm-7:50pm
	8:00pm-9:50pm
MTWR	7:30am-9:50am
	10:00am-12:20pm
	12:30pm-2:50pm
	3:00pm-5:20pm
	6:00pm-8:20pm

4 Contact Hours	
M-F	7:30am-9:50am
	10:00am-12:20pm
	12:30pm-2:50pm
	3:00pm-5:20pm
	5:30pm-7:50pm
	8:00pm-10:20pm
MTWR	8:00am-11:15am
	1:00pm-4:15pm
	5:00pm-8:15pm

5 Contact Hours	
M-F	7:30am-10:50am
	11:00am-2:20pm
	3:00pm-6:20pm
	6:30pm-9:50pm
MTWR	8:00am-12:00pm
	1:00pm-5:00pm
	6:00pm-10:00pm

6 Contact Hours	
M-F	8:00am-11:50am
	1:00pm-4:50pm
	6:00pm-9:50pm
MTWR	8:00am-12:50pm
	1:00pm-5:50pm
	6:00pm-10:50pm

Summer III

3 Contact Hours	
MTW	8:30am-9:50am
	10:00am-11:20am
	11:30am-12:50pm
	1:30pm-2:50pm
	3:00pm-4:20pm
	4:30pm-5:50pm
	6:30pm-7:50pm
	8:00pm-9:20pm
MW or TR	7:30am-9:50am
	10:00am-12:20pm
	12:30pm-2:50pm
	3:00pm-5:20pm
	7:00pm-9:20pm
S	7:30am-12:00pm
	1:00pm-5:30pm

4 Contact Hours	
M-R	8:30am-9:50am
	10:00am-11:20am
	11:30am-12:50pm
	1:30pm-2:50pm
	3:00pm-4:20pm
	4:30pm-5:50pm
	6:30pm-7:50pm
	8:00pm-9:20pm
MTW	8:00am-9:50am
	10:00am-11:50am
	1:00pm-2:50pm
	3:00pm-4:50pm
	6:00pm-7:50pm
	8:00pm-9:50pm
MW	8:00am-11:20am
TR	1:00pm-4:20pm
	6:30pm-9:50pm

5 Contact Hours	
MTW	7:30am-9:50am
	10:30am-12:50pm
	2:30pm-4:50pm
	6:30pm-8:50pm
MTWR	8:00am-10:00am
	10:00am-12:00pm
	1:00pm-3:00pm
	3:00pm-5:00pm

6 Contact Hours	
M-F	8:00am-9:50am
	10:00am-11:50am
	1:00pm-2:50pm
	3:00pm-4:50pm
	5:00pm-6:50pm
MTW	7:00am-9:50am
	10:00am-12:50pm
	2:00pm-4:50pm
	6:00pm-8:50pm
MTWR	7:00am-9:25am
	10:00am-12:25pm
	1:00pm-3:25pm
	3:00pm-5:25pm

Source document can be found at:

<https://academicaffairs.southtexascollege.edu/schedules/pdf/summer-session-tech-nah.pdf>

Uniform Class Times - 3 Week Sessions

Updated May 13, 2021

3 Contact Hours	
MTWRF	8:00am-10:50am
	11:00am-1:50pm
	2:00pm-4:50pm
	6:00pm-8:50pm
MTWR	8:30am-12:00pm
	1:00pm-4:30pm
	5:00pm-8:30pm
MWF	8:00am-12:50am
	1:00pm-5:50pm
	6:00pm-10:50pm

MTWRF and MTWR Course includes time for one break

*MWF Course Includes time for two breaks

4 Contact Hours	
MTWR	8:00am-12:50pm
	1:00pm-5:50pm
	5:00pm-9:50pm
MWF	8:00am-2:15pm
	2:00pm-8:15pm
	7:00pm-1:15am

*Course Includes time for two breaks

5 Contact Hours	
MTWRF	8:00am-12:50pm
	1:00pm-5:50pm
	6:00pm-10:50pm

*Course Includes time for two breaks

6 Contact Hours	
MTWRF	8:00am-1:40pm
	2:00pm-7:40pm
	7:00pm-12:40am

*Course Includes time for two breaks

For any number of contact hours that are not covered in the Uniform Class Times, the Scheduling Specialists can assist with instruction times that align with the uniform class times.

Source document can be found at:

https://academicaffairs.southtexascollege.edu/schedules/pdf/mini_3wk.pdf

MINIMESTERS SESSIONS

Uniform Class Times - 4 Week Sessions

Updated May 13, 2021

3 Contact Hours	
MTWRF	8:00am-10:40am
	11:00am-1:40pm
	2:00pm-4:40pm
	6:00pm-8:40pm
MTWR	8:00am-11:20am
	12:00pm-3:20pm
	5:00pm-8:20pm
MWF	8:00am-12:20pm
	1:00pm-5:20pm
	6:00pm-10:20pm

4 Contact Hours	
MTWRF	8:00am-11:30am
	12:00pm-3:30pm
	4:00pm-7:30pm
	8:00pm-11:30pm
MTWR	8:00am-12:20pm
	1:00pm-5:20pm
	6:00pm-10:20pm
MWF	8:00am-1:50pm
	2:00pm-7:50pm

*MWF Course Includes
time for two breaks

5 Contact Hours	
MTWRF	7:30am-11:10am
	1:00pm-4:40pm
	5:30pm-9:10pm

6 Contact Hours	
MTWRF	8:00am-12:30pm
	1:00pm-5:30pm
	5:30 pm-10:00pm

*Course Includes time for
two breaks

For any number of contact hours that are not covered in the Uniform Class Times, the Scheduling Specialists can assist with instruction times that align with the uniform class times.

Source document can be found at:

https://academicaffairs.southtexascollege.edu/schedules/pdf/mini_4wk.pdf

MINIMESTERS SESSIONS

Uniform Class Times - 5 Week Sessions

Updated May 13, 2021

3 Contact Hours	
MTWR	8:00am-10:00am
	10:20am-12:20pm
	12:40pm-2:40pm
	3:00pm-5:00pm
	5:20pm-7:20pm
	7:40pm-9:40pm
MWF	8:00am-10:50am
	11:10am-2:00pm
	2:20pm-5:10pm
	5:30pm-8:20pm
MW or	8:00am-12:10pm
TR	12:40pm-4:50pm
	5:20pm-9:30pm

*Breaktime is included in
MW/TR courses

4 Contact Hours	
MTWR	8:00am-10:50am
	11:00am-1:50pm
	2:00pm-4:50pm
	5:30pm-8:20pm
MWF	8:00am-11:50am
	12:00pm-3:50pm
	4:00pm-7:50pm
MW or	8:00am-2:50pm
TR	3:00pm-9:50pm

*Breaktime is included for all
classes; Mealttime is
included in MW/TR courses

5 Contact Hours	
MTWR	8:00am-11:40am
	12:00pm-3:40pm
	4:00pm-7:40pm
MWF	8:00am-12:50pm
	1:00pm-5:50pm

6 Contact Hours	
MTWR	8:00am-12:00pm
	12:10pm-4:10pm
MWF	8:00am-1:40pm
	2:00pm-7:40pm

For any number of contact hours that are not covered in the Uniform Class Times, the Scheduling Specialists can assist with instruction times that align with the uniform class times.

Source document can be found at:

https://academicaffairs.southtexascollege.edu/schedules/pdf/mini_5wk.pdf

MINIMESTERS SESSIONS

Uniform Class Times - 6 Week Sessions

Updated May 13, 2021

3 Contact Hours	
MWRF	8:00am-9:40am
	10:00am-11:40am
	12:00pm-1:40pm
	2:00pm-3:40pm
	4:00pm-5:40pm
	6:00pm-7:40pm
	8:00pm-9:40pm
MWF	8:00am-10:15am
	10:30am-12:45pm
	1:00pm-3:15pm
	3:30pm-5:45pm
	5:30pm-7:45pm
	8:00pm-10:15pm
MW or TR	8:00am-11:20am
	12:30pm-3:50pm
	4:00pm-7:20pm

4 Contact Hours	
MTWR	8:00am-10:15am
	10:30am-12:45pm
	1:00pm-3:15pm
	3:30pm-5:45pm
	5:30pm-7:45pm
MWF	8:00am-11:00am
	11:00am-2:00pm
	2:00pm-5:00pm
	5:00pm-8:00pm
MW or TR	8:00am-1:15pm
	1:30pm-6:45pm

*Breaktime is included in
MW/TR courses

5 Contact Hours	
MTWR	8:00am-10:50am
	11:00am-1:50pm
	2:00pm-4:50pm
	5:00pm-7:50pm
MWF	8:00am-11:45am
	12:00pm-3:45pm
	4:00pm-7:45pm
MW or TR	8:00am-1:35pm
	2:00pm-7:35pm

6 Contact Hours	
MTWR	8:00am-11:50pm
	12:30pm-4:20pm
	4:00pm-7:50pm
MWF	8:00am-1:30pm
	2:00pm-7:30pm
MW or TR	8:00am-3:50pm

*Breaktime is included in 4
day and 3 day courses.
Two-day courses include a
60 minute mealtime break.

For any number of contact hours that are not covered in the Uniform Class Times, the Scheduling Specialists can assist with instruction times that align with the uniform class times.

Source document can be found at:

https://academicaffairs.southtexascollege.edu/schedules/pdf/mini_6wk.pdf

MINIMESTERS SESSIONS

Uniform Class Times - 8 Week Sessions

Updated May 13, 2021

3 Contact Hours	
MWRF	8:00am-9:15am
	9:30am-10:45am
	11:00am-12:15pm
	12:30pm-1:45pm
	2:00pm-3:15pm
	3:30pm-4:45pm
	5:00pm-6:15pm
	6:30pm-7:45pm
	8:00pm-9:15pm
MWF	8:00am-9:40am
	10:00am-11:40am
	12:00pm-1:40pm
	2:00pm-3:40pm
	4:00pm-5:40pm
	6:00pm-7:40pm
	8:00pm-9:40pm
MW or	8:00am-10:50am
TR	11:00am-1:50pm
	2:00pm-4:50pm
	5:00pm-7:50pm

4 Contact Hours	
MTWR	8:00am-9:50am
	10:00am-11:50am
	12:00pm-1:50pm
	2:00pm-3:50pm
	4:00pm-5:50pm
	6:00pm-7:50pm
	8:00pm-9:50pm
MWF	8:00am-10:15am
	10:00am-12:15pm
	1:00pm-3:15pm
	4:00pm-6:15pm
	5:30pm-7:45pm
MW or	8:00am-11:30am
TR	12:00pm-3:30pm
	4:00pm-7:30pm

*Breaktime is included in
MW/TR courses

5 Contact Hours	
MTWR	8:00am-10:10am
	10:00am-12:10pm
	1:00pm-3:10pm
	3:00pm-5:10pm
	6:00pm-8:10pm
MWF	8:00am-10:55am
	11:00am-1:55pm
	2:00pm-4:55pm
	6:00pm-8:55pm
MW or	8:00am-12:20pm
TR	1:00pm-5:20pm

6 Contact Hours	
MTWR	8:00am-10:40am
	11:00am-1:40pm
	2:00pm-4:40pm
	5:00pm-7:40pm
MWF	8:00am-11:30am
	12:00pm-3:30pm
	4:00pm-7:30pm
MW or	8:00am-1:50pm
TR	2:00pm-7:50pm

*Breaktime is included in 4
day and 3 day course.
Two-day courses include a
40 minute mealtime break.

For any number of contact hours that are not covered in the Uniform Class Times, the Scheduling Specialists can assist with instruction times that align with the uniform class times.

Source document can be found at:

https://academicaffairs.southtexascollege.edu/schedules/pdf/mini_8wk.pdf

MINIMESTERS SESSIONS

Uniform Class Times - 12 Week Sessions

Updated May 13, 2021

3 Contact Hours	
MWRF	8:00am-8:50am
	9:00am-9:50am
	10:00am-10:50am
	11:00am-11:50am
	12:00pm-12:50pm
	1:00pm-1:50pm
	2:00pm-2:50pm
	3:00pm-3:50pm
	4:00pm-4:50pm
	5:00pm-5:50pm
	6:00pm-6:50pm
	7:00pm-7:50pm
	8:00pm-8:50pm
	9:00pm-9:50pm
MWF	8:00am-9:10am
	9:00am-10:10am
	10:00am-11:10am
	12:00pm-1:10pm
	1:00pm-2:10pm
	2:00pm-3:10pm
	4:00pm-5:10pm
	5:00pm-6:10pm
	6:00pm-7:10pm
	8:00pm-9:10pm
MW or TR	8:00am-9:45am
	10:00am-11:45am
	12:00pm-1:45pm
	2:00pm-3:45pm
	4:00pm-5:45pm
	6:00pm-7:45pm
	8:00pm-9:45pm
M	8:00am-11:50am
	12:00pm-3:50pm
	4:00pm-7:50pm

4 Contact Hours	
MWRF	8:00am-9:10am
	9:00am-10:10am
	10:00am-11:10am
	12:00pm-1:10pm
	1:00pm-2:10pm
	2:00pm-3:10pm
	4:00pm-5:10pm
	5:00pm-6:10pm
	6:00pm-7:10pm
	8:00pm-9:10pm
MWF	8:00am-9:30am
	10:00am-11:30am
	12:00pm-1:30pm
	1:00pm-2:30pm
	3:00pm-4:30pm
	5:00pm-6:30pm
	6:00pm-7:30pm
	8:00pm-9:30pm
MW or TR	8:00am-10:15am
	10:00am-12:15pm
	1:00pm-3:15pm
	4:00pm-6:15pm
	6:00pm-8:15pm
M	8:00am-12:30pm
	1:00pm-5:30pm

5 Contact Hours	
MWRF	8:00am-9:25am
	9:00am-10:25am
	11:00am-12:25pm
	1:00pm-2:25pm
	2:00pm-3:25pm
	4:00pm-5:25pm
	5:00pm-6:25pm
	7:00pm-8:25pm
MWF	8:00am-9:55am
	10:00am-11:55am
	1:00pm-2:55pm
	3:00pm-4:55pm
	5:00pm-6:55pm
	7:00pm-8:55pm
MW or TR	8:00am-10:50am
	11:00am-1:50pm
	2:00pm-4:50pm
	6:00pm-8:50pm
M	8:00am-1:45pm
	2:00pm-7:45pm

*Breaktime is included in M courses

6 Contact Hours	
MWRF	8:00am-9:40am
	10:00am-11:40am
	12:00pm-1:40pm
	2:00pm-3:40pm
	4:00pm-5:40pm
	6:00pm-7:40pm
	8:00pm-9:40pm
MWF	8:00am-10:15am
	10:00am-12:15pm
	1:00pm-3:15pm
	4:00pm-6:15pm
	6:30pm-8:45pm
MW or TR	8:00am-11:20am
	12:00pm-3:20pm
	4:00pm-7:20pm
M or F	8:00am-2:50pm
	1:00pm-7:50pm

*Breaktime is included in M or F courses

For any number of contact hours that are not covered in the Uniform Class Times, the Scheduling Specialists can assist with instruction times that align with the uniform class times.

Source document can be found at:

https://academicaffairs.southtexascollege.edu/schedules/pdf/mini_12wk.pdf

MINIMESTERS SESSIONS

Uniform Class Times - 14 weeks sessions

Updated May 13, 2021

3 Contact Hours		4 Contact Hours		5 Contacts Hours		6 Contact Hours	
MWRF	8:00am-8:45am	MWF	8:00am-9:20am	MWRF	8:00am-9:15am	MWRF	8:00am-9:30am
	9:00am-9:45am		9:00am-10:20am		9:00am-10:15am		10:00am-11:30am
	10:00am-10:45am		11:00am-12:20pm		11:00am-12:15pm		1:00pm-2:30pm
	11:00am-11:45am		1:00pm-2:20pm		1:00pm-2:15pm		3:00pm-4:30pm
	12:00pm-12:45pm		2:00pm-3:20pm				5:00pm-6:30pm
	1:00pm-1:45pm		4:00pm-5:20pm		3:00pm-4:15pm		6:00pm-7:30pm
	2:00pm-2:45pm		6:00pm-7:20pm		5:00pm-6:15pm		8:00pm-9:30pm
	3:00pm-3:45pm		8:00pm-9:20pm		7:00pm-8:15pm		
	4:00pm-4:45pm					MWF	7:00am-8:55am
	5:00pm-5:45pm	MW or	8:00am-9:55am	MWF	8:00am-9:35am		10:00am-11:55pm
	6:00pm-6:45pm	TR	10:00am-11:55pm		10:00am-11:35am		1:00pm-2:55pm
	7:00pm-7:45pm		1:00pm-2:55pm		12:00pm-1:35pm		3:00pm-4:55pm
	8:00pm-8:45pm		3:00pm-4:55pm		2:00pm-3:35pm		6:00pm-7:55pm
	9:00pm-9:45pm		6:00pm-7:55pm		4:00pm-5:35pm		
					6:00pm-7:35pm		
MW or	8:00am-9:30am	M	8:00am-11:50pm	MW or	8:00am-10:25am	MW or	7:00am-9:55am
TR	10:00am-11:30am		1:00pm-4:50pm	TR	11:00am-1:25pm	TR	10:00pm-12:55pm
	12:00pm-1:30pm				2:00pm-4:25pm		4:00pm-6:55pm
	2:00pm-3:30pm				6:00pm-8:25pm		
	4:00pm-5:30pm					M or F	7:00am-12:45pm
	6:00pm-7:30pm						1:00pm-6:45pm
	8:00pm-9:30pm						
				M	8:00am-12:50pm		
M	8:00am-10:55am				2:00pm-6:50pm		
	12:00pm-2:55pm						
	4:00pm-6:55pm						

For any number of contact hours that are not covered in the Uniform Class Times, the Scheduling Specialists can assist with instruction times that align with the uniform class times.

Source document can be found at:

https://academicaffairs.southtexascollege.edu/schedules/pdf/mini_14wk.pdf

Expanded Meeting Times

Fall 2024

The once-a-week classes that meet on **Mondays, Thursdays, Saturdays or Sundays** have **15** weeks of meeting time for the Fall 2023 semester. To meet the required contact hours for these classes, it is necessary to expand the meeting time as indicated in the table below.

The once-a-week classes that meet on **Fridays** have **14** weeks of meeting time for the Fall 2024 semester. To meet the required contact hours for these classes, it is necessary to expand the meeting time as indicated in the table below.

No. of Contact Hours	Additional Meeting Time Per Week (in minutes) For Mon., Thurs., Sat., Sun.	Additional Meeting Time Per Week (in minutes) For Fri.
1	4	8
2	7	15
3	10	22
4	14	29
5	17	36
6	20	43
7	24	50

Spring 2025

The once-a-week classes that meet on **Mondays or Thursdays** have **15** weeks of meeting time for the Spring 2025 semester. To meet the required contact hours for these classes, it is necessary to expand the meeting time as indicated in the table below.

The once-a-week classes that meet on **Saturdays or Sundays** have **14** weeks of meeting time for the Spring 2025 semester. To meet the required contact hours for these classes, it is necessary to expand the meeting time as indicated in the table below.

The once-a-week classes that meet on **Fridays** have **13** weeks of meeting time for the Spring 2025 semester. In order to meet the required contact hours for these classes, it is necessary to expand the meeting time as indicated in the table below.

No. of Contact Hours	Additional Meeting Time Per Week (in minutes) For Mon., Thurs.	Additional Meeting Time Per Week (in minutes) For Sat., Sun.	Additional Meeting Time Per Week (in minutes) For Fri.
1	4	8	12
2	7	15	24
3	10	22	35
4	14	29	47
5	17	36	58
6	20	43	70
7	24	50	81

Appendix G – College-Wide Curriculum Committee Representation

COLLEGE-WIDE CURRICULUM COMMITTEE REPRESENTATION

BUSINESS, PUBLIC SAFETY AND TECHNOLOGY

19 BPST Programs ÷ 3 = 6 representatives

No.	Program
1	Administrative Office Assistant
2	Architectural and Engineering Design Technology
3	Architecture
4	Automotive Technology
5	Business Administration- Transfer (Academic)
6	Business Administration (Technical)
7	Construction Supervision
8	Cosmetology
9	Culinary Arts
10	Diesel Technology
11	Electrician Technology
12	Fire Science
13	Heating Ventilation, Air Conditioning and Refrigeration Technology
14	Human Resources
15	Law Enforcement
16	Paralegal
17	Precision Manufacturing Technology
18	Surveying and Geospatial Technology
19	Welding

NURSING & ALLIED HEALTH

13 NAH Programs ÷ 3 = 4 representatives

No.	Program
1	Associate Degree Nursing
2	Diagnostic Medical Sonography
3	Emergency Medical Services
4	Health Information Technology
5	Medical Assistant
6	Occupational Therapy Assistant
7	Patient Care Technician
8	Pharmacy Technology
9	Physical Therapist Assistant
10	Radiologic Technology
11	Respiratory Therapy
12	RN-to-BSN
13	Vocational Nursing

LIBERAL ARTS

13 LA Programs ÷ 3 = 4 representatives

No.	Program
1	American Sign Language and Interpreting
2	Communication
3	Dance
4	Drama
5	English
6	Graphic Arts
7	History
8	Interdisciplinary Studies
9	Language and Cultural Studies
10	Mexican-American Studies
11	Music
12	Philosophy
13	Visual Arts

SOCIAL & BEHAVIORAL SCIENCES

12 SBS Programs ÷ 3 = 4 representatives

No.	Program
1	Anthropology
2	Child Development/Early Childhood
3	Criminal Justice
4	Early Childhood Education
5	Education- EC-6 Generalist
6	Education- Grades 4-8 Generalist
7	Education – Grades 8-12
8	Kinesiology
9	Political Science
10	Psychology
11	Social Work
12	Sociology

MATH, SCIENCE & IT

12 MSIT Programs ÷ 3 = 4 representatives

No.	Program
1	Biology
2	Chemistry
3	Computer and Advanced Technologies
4	Computer Science
5	Cybersecurity
6	Engineering
7	Information Technology
8	Interdisciplinary Studies
9	Mathematics
10	Physics
11	Pre-Pharmacy
12	Public Administration

BACHELOR PROGRAMS
4 Bachelor Programs ÷ 3 = 1 representatives

No.	Program
1	Computer and Information Technologies
2	Medical and Health Services Management
3	Operations Management
4	Organizational Leadership

Appendix H – College Service Proposal and College Service Hours

College Service Hours

College Service Hours Options

As per STC Board Policy DJ (LOCAL) – Assignment, Work, Load, and Schedules*, full-time regular faculty must be available for an additional 5 hours for arranged student conferences, advising, division or department meetings, and committee work and/or departmental responsibilities per instructional week. Faculty College Service Hours are equivalent to 80 clock hours per semester.

*<https://pol.tasb.org/PolicyOnline/PolicyDetails?key=632&code=DJ#localTabContent>

Departmental Responsibilities to Fulfill College Service Hours

At the beginning of each semester, the department chair will communicate the specific goals and needs of the department for the semester. Activities related to these goals and needs will be high priority for faculty College Service Hours for that semester. Any remainder of the college-service hours may be selected from the following list.

All full-time faculty will submit, to department chair for approval, their preference of activities by which they will complete College Service Hours. (Please make your selection/s on the list below.)

- Attend division and department meetings (required)
- High Priority Activities Outlined by the Chair for the semester (required)
- Participate in the Honors Program as Honors Faculty
- Serve on, or chair, one or more college-wide or department committees, teams, or task forces
- Serve on college-sanctioned projects, such as health fairs, art fairs, computer contests, etc.
- Participate in recruitment activities, such as visiting high schools, etc.
- Serve as the advisor for an STC-sanctioned student club
- Serve on, or chair, one or more search committees
- Faculty can post up to 5 additional hours per week in the weekly schedule to be available to students for advising, tutoring, or starfish activities.
- Participating in Professional development provided by Teaching and Learning Center including academies, trainings, workshops, etc.
- Facilitating workshops for faculty sponsored by the Teaching and Learning Center or Digital Learning Department
- Faculty members who are qualified in the discipline, may substitute for other faculty, without pay, as part of their college service hours.
- Travel time from a faculty member's assigned campus to additional teaching sites (up to 10 hours per month)
 - Department Chair can allow additional hours based on unexpected circumstances.
- Other department or division activities; please specify: _____

Faculty Signature: _____ Date: _____

Chair Signature: _____ Date: _____

OVPAA Updated: Feb, 21, 2025

Appendix - College Service Hours Chart

Submission of College Services Hours Chart

To document College Service Hours completed, all full-time faculty will complete and submit the following chart based on established departmental timeline. (Appendix – College Service Hours Chart)

Appendix College Service Hours Chart

Name: _____ A#: _____

Semester: _____ Year: _____

ACTIVITY	AVERAGE HOURS PER WEEK	DATES	TOTAL HOURS PER SEMESTER
TOTAL SERVICE HOURS			

APPROVED

Faculty Signature _____ Date _____

Chair Signature _____ Date _____

OVPAA Updated: Feb, 21, 2025

Appendix I – Interdepartmental Faculty Assignment Form

INTERDEPARTMENTAL FACULTY ASSIGNMENT FORM



Date:

From Borrowing Dept.:

To Primary Dept.:

Subject: Interdepartmental Faculty Assignment – Semester:

INSTRUCTIONS

The Interdepartmental Faculty Assignment Form is used when a faculty member is requested to teach a course outside of his/her respective primary department during Fall/Spring/Summer semesters.

Primary department is determined by the Board Approved Staffing Plan or the Intent to Hire Form.

Borrowing Department: The Department/Program Chair will complete this form and submit to the primary Department/Program Chair in a timely manner. (at least one week before the semester/minimester starts)

Borrowing Chair responsibilities:

- Review assigned course(s) and ensure faculty is qualified to teach the course(s) via credential database
- If the course(s) result in overload LHEs: Submit an **NOE** or approve respective course(s) via **FLAC**
- If the total LHEs exceed the limits stated in the Pay Plan: **NOE** - Submit justification memo or **FLAC** - Submit FLAC report

**There is no action taken if the course(s) will be counted towards the 15 LHE baseload*

Primary Department: The Department/Program Chair will review and confirm if the course(s) will be counted towards the faculty baseload or as overload course(s). The form will be signed and sent back to the initiating department.

FACULTY/COURSE INFORMATION

This is to inform you that the following faculty has agreed to teach the course(s) listed below:

Faculty Name: _____ A Number: _____

Primary Department: _____

Borrowing Department List Course Information			Primary Department Check mark each course as baseload or overload	
Course/Section	Days and Times	LHEs	Baseload	Overload
1.			<input type="checkbox"/>	<input type="checkbox"/>
2.			<input type="checkbox"/>	<input type="checkbox"/>
3.			<input type="checkbox"/>	<input type="checkbox"/>
Subtotal LHEs:				

Primary Department Acknowledgment: The Chair has reviewed the information and is in agreement for the faculty to teach the course(s) listed.

Chair Name:

Signature: _____ Date: _____

Appendix J - Clock Hours Based on # of Weeks

Base Information				Clock Hours Based on # of Weeks															
LHE	Actual HRS	Rounded HRS	Total Hrs-16 weeks	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1
6	7.98	8.00	128	8.00	8.50	9.25	9.75	10.75	11.75	12.75	14.25	16.00	18.25	21.25	25.50	32.00	42.75	64.00	128.00
5	6.65	6.75	108	6.75	7.25	7.75	8.25	9.00	9.75	10.75	12.00	13.50	15.50	18.00	21.50	27.00	36.00	54.00	108.00
4	5.32	5.25	84	5.25	5.50	6.00	6.50	7.00	7.75	8.50	9.25	10.50	12.00	14.00	16.75	21.00	28.00	42.00	84.00
3	3.99	4.00	64	4.00	4.25	4.50	5.00	5.25	5.75	6.50	7.00	8.00	9.25	10.75	12.75	16.00	21.25	32.00	64.00
2	2.66	2.75	44	2.75	3.00	3.25	3.50	3.75	4.00	4.50	5.00	5.50	6.25	7.25	8.75	11.00	14.75	22.00	44.00
1	1.33	1.25	20	1.25	1.25	1.50	1.50	1.75	1.75	2.00	2.25	2.50	2.75	3.25	4.00	5.00	6.75	10.00	20.00

* Each LHE averages to 1.33 clock hours. Rounded up or down to the nearest quarter. .25 = 15 minutes .50 = 30 minutes .75 = 45 minutes

Appendix K - Competency-Based Education (CBE) Courses: Core/Lower Level and Upper Level

COMPETENCY BASED EDUCATION (CBE) COURSES		
CORE/LOWER LEVEL		
Core/Lower Level <ul style="list-style-type: none"> Owned by the Department (varies) Offered during 7-week CBE session Department Processes NOE and Pays for Course 		
BPST		
ACCT	Prin. of Financial Acct -CBE	ACCT2401
BMGT	Supervision - CBE	BMGT1301
BUSG	Principle of Finance- CBE	BUSG1303
BUSG	Small Bus Mgmt/Entrepr - CBE	BUSG2309
BUSI	Business Principles -CBE	BUSI1301
BUSI	Business Law -CBE	BUSI2301
CNBT	Basic Construction Safety	CNBT1210
CNBT	Field Engineering	CNBT1315
CNBT	Building Codes and Inspections	CNBT1342
CNBT	Mechanical, Electrical & Plumbing Systems in Construction I	CNBT1402
CNBT	Construction Materials and Methods I	CNBT1411
CNBT	Residential and Light Commercial Construction Drawings	CNBT1411
CNBT	Construction Tools and Techniques	CNBT1418
CNBT	Construction Estimating I	CNBT1446
CNBT	Green Building	CNBT2317
CNBT	Project Scheduling	CNBT1459
CNBT	Construction Management II	CNBT2344
CNBT	Construction Management I	CNBT2442

ECON	Principle of Econ. I-MACRO-CBE	ECON2301
ECON	Principle of Econ. II-MACRO-CBE	ECON2302
ELMT	Solar Fundamentals	ELPT1411
ELPT	National Electrical Code I	ELPT1325
ELPT	Industrial Wiring	ELPT1357
ELPT	Basic Electrical Theory	ELPT1411
ELPT	Fundamentals of Electricity I	ELPT1419
ELPT	Fundamentals of Electricity II	ELPT1420
ELPT	Residential Wiring	ELPT1429
ELPT	Commercial Wiring	ELPT1445
ELPT	Programmable Logic Controllers I	ELPT2319
ELPT	National Electrical Code II	ELPT2325
ELPT	Electrical Planning and Estimating	ELPT2437
HART	Basic Electricity for HVAC	HART1401
HART	Refrigeration Principles	HART1407
HART	HVAC Shop Practices and Tools	HART1410
HART	Gas and Electrical Heating	HART1445
HART	Advanced Electricity for HVAC	HART2431
HART	Advanced Air Conditioning Controls	HART2434
HART	Capstone: Air Conditioning Installation and Startup	HART2438
HART	Commercial Air Conditioning	HART2441
HART	Commercial Refrigeration	HART2442
HART	Residential Air Conditioning Systems Design	HART2445
HRPO	Human Resources Mgmt - CBE	HRPO2301
HRPO	Organizational Behavior - CBE	HRPO2307
WIND	Wind Power Delivery System	WIND2359
MSITB		

ITSE	Computer Programming	ITSE1402
MATH	Contemporary Mathematic CBE	MATH1332
MATH	Elementary Statis Methods CBE	MATH1442
PHYS	Physical Science I - CBE	PHYS1415
PHYS	Physical Science Ii - CBE	PHYS1417
LA		
ARTS	Art Appreciation- CBE	ARTS1301
ENGL	Composition I - CBE	ENGL1301
ENGL	Composition II - Rhetoric-CBE	ENGL1302
PHIL	Introduction to Ethics - CBE	PHIL2306
HIST	United States History I- CBE	HIST1301
HIST	United States History II- CBE	HIST1302
SPAN	Beg Spanish I- Non Span Sp-CBE	SPAN1411
SPAN	Beg Spanish II- Non Span Sp-CBE	SPAN1412
SPCH	Intro. to Spch Comm- CBE	SPCH1311
SPCH	Bus & Prof. Communication- CBE	SPCH1312
NAH		
HITT	Healthcare Stats	HITT1255
HITT	Medical Terminology	HITT1305
MCDA	Medical Insurance	MCDA1343
POFM	Intermediate Medical Coding	POFM2310
SBS		
CRIJ	Intro. to Criminal Justice-CBE	CRIJ1301
GOVT	Federal Government - CBE	GOVT2305
GOVT	Texas Government -CBE	GOVT2306
SOCI	Introductory Sociology -CBE	SOCI1301

**COMPETENCY BASED EDUCATION (CBE) COURSES
UPPER LEVEL**

Upper Level

- Owned by the Bachelor Program (varies)
- Offered during 7-week CBE session
- Bachelor Program Processes NOE and Pays for Course

BASOL

Issues Organization Leadership	ORGL3311
Behavior/Ethics/Leadership I	ORGL3322
Data Driven Decision-Making I	ORGL3321
Behavior/Ethics/Leadership II	ORGL3332
Data Driven Decision-Making II	ORGL3331
Management Theory I	ORGL4341
Organizational Change	ORGL4342
Management Theory II	ORGL4351

CITP

Survey of Programming Lang.	CITP3310
Advanced Network Security	CITP4330
Capstone: Computer & Info Tech	CITP4301
Special Topics Course-CIT	CITP4340
Advanced Computer Programming	CITP4350
System Analysis & Design - CBE	CITP3305
Survey of Programming Lang - CBE	CITP3310
Cyber Law & Digital Forensics	CITP4346
Fundamentals of Info. Secu-CBE	CITP3312
Principle of Cybersecurity-CBE	CITP4347
Internet/Intranet Server Integ	CITP3306

MHSM

Principles of Health Care Mgmt	MHSM3300
U.S. Health Care Delivery	MHSM3302

Statistics for Hlth Care Mngrs	MHSM3303
Legal Issues in Health Care	MHSM3310
Financial Mgt for Hlth Care Mgr	MHSM3335
Health Care Info Tech - CBE	MHSM3411
Risk Management for Hlth Prof	MHSM4304
HR in Health Care Management	MHSM4310
Ethics for Health Care Prof	MHSM4348
Public & Comm Health Mgmt	MHSM4351
Project Mgmt. for Healthcare	MHSM4352
OPMG	
Business & Econ. Statistics	OPMG3302
Organizational Theory & Pract.	OPMG 3305
Decision Making - CBE	OPMG 3310
Tech in Enterprise Mgmt - CBE	OPMG 3311
Management and Law	OPMG 3336
Accounting for Managers	OPMG 3338
Safety & Risk Management - CBE	OPMG 4304
Resource Management	OPMG 4312
Organizational Design Seminar	OPMG 4320
Purchasing and Supply Manage.	OPMG 4341
Supply Chain Security - CBE	OPMG 4342
International Business Seminar	OPMG 4353

Appendix L - Nursing and Allied Health- LHE and Minimum Enrollment Table

If a difference is identified between the information in this Appendix and the South Texas College Catalog, the Catalog information will be used as the definitive source for NOE calculations.

NURSING AND ALLIED HEALTH LHE AND MINIMUM ENROLLMENT TABLE

BACHELOR OF SCIENCE IN NURSING LHE AND MINIMUM ENROLLMENT TABLE

Min Enrl	Course	Course Title	Credit Hours	Lecture Hours	Lab Hours	OTH Hrs		Total LHE Pay per Section	Contact Hours
						Clinical 100% Supervision	Practicum		
				1	0.67	0.80	0.67		
10	NURS 3102	Population Focused Community Health Care – Clinical*	1			4		3.20	64
10	NURS 3108	Leadership and Management in Professional Nursing – Clinical*	1			4		3.20	64
8	NURS 3301	Nursing Capstone – Capstone*	3				5	3.35	80
10	NURS 3302	Contemporary Issues in Nursing and Healthcare	3	3				3.00	48
10	NURS 3304	Holistic Assessment Across the Lifespan	3	2	2			3.34	64
10	NURS 3310	Evidence-Based Nursing Practice and Research	3	2	2			3.34	64
10	NURS 3312	Nursing Informatics	3	2	2			3.34	64
10	NURS 3320	Public and Global Health Policy	3	3				3.00	48
10	NURS 3370	Professional Development and Inter-professional Collaboration	3	3				3.00	48
10	NURS 3401	Population Focused Community Health Care	4	4				4.00	64
10	NURS 3408	Leadership and Management in Professional Nursing	4	4				4.00	64
Total Contact Hours									672

*May be conducted as simulation.

COLLEGE SUCCESS HEALTH CARE LHE AND MINIMUM ENROLLMENT TABLE

Min Enrl	Course	Course Title	Credit Hours	Lecture Hours	Lab Hours	OTH Hrs		Total LHE Pay per Section	Contact Hours
						Clinical 100% Supervision	Practicum		
				1	0.67	0.80	0.67		
12	CSFH 0101	College Success for Healthcare	3	3				3.00	48
Total Contact Hours									48

**DIAGNOSTIC IMAGING
LHE AND MINIMUM ENROLLMENT TABLE**

Min Enrl	Course	Course Title	Credit Hours	Lecture Hours 1	Lab Hours 0.67	OTH Hrs		Total LHE Pay per Section	Contact Hours
						Clinical 100% Supervision 0.80	Practicum 0.67		
5	DMSO 1166	Practicum I*	1				7	4.69	112
5	DMSO 1167	Practicum II*	1				7	4.69	112
5	DMSO 1210	Introduction to Sonography	2	2				2.00	32
5	DMSO 1302	Basic Ultrasound Physics	3	3	1			3.67	64
5	DMSO 1342	Intermediate Ultrasound Physics	3	3	1			3.67	64
5	DMSO 1441	Abdominopelvic Sonography	4	4	1			4.67	8
5	DMSO 1460	Clinical*	4			15		12.00	240
5	DMSO 2230	Capstone: Advanced Ultrasound and Review	2	2	1			2.67	48
5	DMSO 2342	Sonography of High Risk Obstetrics	3	3	1			3.67	64
5	DMSO 2351	Doppler Physics	3	3				3.00	48
5	DMSO 2353	Sonography of Superficial Structures	3	3				3.00	48
5	DMSO 2366	Practicum III*	3				21	14.07	336
5	DMSO 2367	Practicum IV*	3				21	14.07	336
5	DMSO 2405	Sonography of Obstetrics/Gynecology	4	4	1			4.67	80
5	DMSO 2441	Sonography of Abdominopelvic Pathology	4	4	1			4.67	80
Total DMSO Contact Hours									1,744
5	RADR 1313	Principles of Radiographic Imaging I	3	2	3			4.01	80
5	RADR 1267	Practicum II*	2				14	9.38	224
5	RADR 1309	Introduction to Radiography and Patient Care	3	3				3.00	48
5	RADR 1411	Basic Radiographic Procedures	4	3	2		18	4.34	80
5	RADR 1360	Clinical*	3				19	12.06	288
5	RADR 1266	Practicum I*	2					12.73	304
5	RADR 2217	Radiographic Pathology	2	2			7	2.00	32
5	RADR 2166	Capstone: Practicum V*	1					4.69	112
5	RADR 2305	Principles of Radiographic Imaging II	3	2	3			4.01	80
5	RADR 2313	Radiation Biology & Protection	3	3				3.00	48
5	RADR 2335	Capstone: Radiologic Technology Seminar	3	2	3			4.01	80
5	RADR 2401	Intermediate Radiographic Procedures	4	3	2			4.34	80
5	RADR 2309	Radiographic Imaging Equipment	3	2	3			4.01	80
5	RADR 2266	Practicum III*	2				19	12.73	304
5	RADR 2267	Practicum IV*	2				19	12.73	304
5	RADR 2331	Advanced Radiographic Procedures	3	2	3			4.01	80
Total RADR Contact Hours									2,224
Grand Total Contact Hours									3,968

*May be conducted as simulation.

**EMERGENCY MEDICAL SERVICES
LHE AND MINIMUM ENROLLMENT TABLE**

Min Enrl	Course	Course Title	Credit Hours	Lecture Hours 1	Lab Hours 0.67	OTH Hrs		Total LHE Pay per Section	Contact Hours
						Clinical 100% Supervision 0.80	Practicum 0.67		
6	EMSP 1160	Basic Clinical*	1			6		4.80	96
6	EMSP 1161	EMT-Advanced Hospital Clinical*	1			6		4.80	96
6	EMSP 1166	Basic Practicum*	1				7	4.69	112
6	EMSP 1167	EMS EMT-Advanced Practicum*	1				7	4.69	112
6	EMSP 1208	Emergency Vehicle Operations	2	1	2			2.34	48
6	EMSP 1338	Introduction to Advanced Practice	3	2	4			4.68	96
6	EMSP 1355	Trauma Management	3	2	2			3.34	64
6	EMSP 1356	Patient Assessment & Airway Management	3	2	4			4.68	96
6	EMSP 1371	EMS Documentation	3	3				3.00	48
6	EMSP 1472	Emergent Issues in EMS	4	3	2			4.34	80
6	EMSP 1501	Emergency Medical Technician	5	4	4			6.68	128
6	EMSP 2160	Paramedic Clinical I*	1			6		4.80	96
6	EMSP 2161	Paramedic Clinical II*	1			6		4.80	96
6	EMSP 2166	Capstone: Paramedic Practicum	1				10	6.70	160
6	EMSP 2205	EMS Operations	2	1	4			3.68	80
6	EMSP 2330	Special Populations	3	2	4			4.68	96
6	EMSP 2434	Medical Emergencies	4	3	4			5.68	112
6	EMSP 2444	Cardiology	4	3	4			5.68	112
Total Contact Hours									1,728

*May be conducted as simulation.

**HEALTH INFORMATION TECHNOLOGY
LHE AND MINIMUM ENROLLMENT TABLE**

Min Enrl	Course	Course Title	Credit Hours	Lecture Hours 1	Lab Hours 0.67	OTH Hrs		Total LHE Pay per Section	Contact Hours
						Clinical 100% Supervision 0.80	Practicum 0.67		
12	POFM 1317	Medical Administrative Support	3	2	4			4.68	96
*	HITT 1166	Coding Practicum	1					0.00	160
*	HITT 1167	Capstone: Practicum	1					0.00	160
12	HITT 1211	Health Information Systems	2	1	4			3.68	80
12	HITT 1253	Legal & Ethical Aspects of Health Information	2	2				2.00	32
12	HITT 1255	Health Care Statistics	2	1	2			2.34	48
12	HITT 1301	Health Data Content & Structure	3	2	2			3.34	64
12	HITT 1305	Medical Terminology	3	3				3.00	48
10	HITT 1341	Coding & Classification Systems	3	2	2			3.34	64
12	HITT 1345	Health Care Delivery Systems	3	2	2			3.34	64
12	HITT 1349	Pharmacology	3	3				3.00	48
*	HITT 2166	Practicum I	1					0.00	160
*	HITT 2167	Capstone: Practicum II	1					0.00	160
12	HITT 2231	Advanced Medical Terminology	2	2				2.00	32
10	HITT 2335	Coding & Reimbursement Methodologies	3	2	2			3.34	64
12	HITT 2339	Health Information Organization and Supervision	3	3				3.00	48
12	HITT 2343	Quality Assessment and Performance Improvement	3	3				3.00	48
10	HITT 2371	Current Procedural Terminology Coding CPT-4	3	2	2			3.34	64
10	HITT 2372	Advanced CPT Coding-CPT-4	3	2	2			3.34	64
12	HPRS 2301	Pathophysiology	3	3				3.00	48
Total Contact Hours									1,552

**MEDICAL ASSISTANT TECHNOLOGY
LHE AND MINIMUM ENROLLMENT TABLE**

Min Enrl	Course	Course Title	Credit Hours	Lecture Hours	Lab Hours	OTH Hrs		Total LHE Pay per Section	Contact Hours
						Clinical 100% Supervision	Practicum		
				1	0.67	0.80	0.67		
*	MDCA 1166	Practicum I	1					0.00	144
*	MDCA 1167	Practicum II	1					0.00	128
10	MDCA 1205	Medical Law & Ethics	2	2				2.00	32
*	MDCA 1154	Medical Assisting Credentialing Exam Review	1	1				1.00	16
8	MDCA 1317	Procedures in a Clinical Setting	3	2	3			4.01	80
8	POFM 1400	Basic Medical Coding	4	2	4			4.68	96
8	POFM 2310	Intermediate Medical Coding	3	2	4			4.68	96
8	MDCA 1321	Administrative Procedures	3	2	2			3.34	64
10	MDCA 1302	Human Disease/Pathophysiology	3	3				3.00	48
8	ECRD 1111	Electrocardiography	1	1	1			1.67	32
8	MDCA 1343	Medical Insurance	3	2	2			3.34	64
8	MDCA 1348	Pharmacology & Administration of Medications	3	2	4			4.68	96
8	MDCA 1352	Medical Assistant Laboratory Procedures	3	2	4			4.68	96
8	PLAB 1223	Phlebotomy	2	1	3			3.01	64
8	MDCA 1309	Anatomy & Physiology for Medical Assistants	3	2	4			4.68	96
*	MDCA 2266	Capstone: Practicum III	2					0.00	256
Total Contact Hours									1,408

**NURSING
LHE AND MINIMUM ENROLLMENT TABLE**

Min Enrl	Course	Course Title	Credit Hours	Lecture Hours 1	Lab Hours 0.67	OTH Hrs		Total LHE Pay per Section	Contact Hours
						Clinical 100% Supervision 0.80	Practicum 0.67		
8	RNSG 1140	Professional Nursing Skills for Articulating Students	1		4			2.68	64
8	RNSG 1144	Nursing Skills II	1		3			2.01	48
8	RNSG 1162	Transition Clinical*	1			4		3.20	64
8	RNSG 1205	Nursing Skills I	2	1	4			3.68	80
15	RNSG 1209	Introduction to Nursing	2	2				2.00	32
8	RNSG 1262	Clinical I*	2			8		6.40	128
12	RNSG 1301	Pharmacology	3	3				3.00	48
15	RNSG 1341	Common Concepts of Adult Health	3	3				3.00	48
15	RNSG 1343	Complex Concepts of Adult Health	3	3				3.00	48
15	RNSG 1412	Nursing Care of the Childbearing and Childrearing	4	4				4.00	64
15	RNSG 1417	Concepts of Professional Nursing Practice I for Articulating Students	4	4	1			4.67	80
15	RNSG 1513	Foundations for Nursing Practice	5	5				5.00	80
8	RNSG 2161	Clinical - Medical/Surgical*	1			6		4.80	96
8	RNSG 2162	Clinical - Mental Health*	1			6		4.80	96
8	RNSG 2163	Clinical IV*	1			4		3.20	64
12	RNSG 2213	Mental Health Nursing	2	2	1			2.67	48
12	RNSG 2221	Professional Nursing: Leadership and Management	2	2				2.00	32
8	RNSG 2260	Clinical - Pediatrics/Maternal/Infant*	2			8		6.40	128
8	RNSG 2331	Advanced Concepts of Adult Health	3	3	1			3.67	64
8	RNSG 2361	Clinical - Complex Medical Surgical*	3			9		7.20	144
8	RNSG 2363	Clinical V*	3			10		8.00	160
Total Contact Hours									1,616

*May be conducted as simulation.

**OCCUPATIONAL THERAPY ASSISTANT
LHE AND MINIMUM ENROLLMENT TABLE**

Min Enrl	Course	Course Title	Credit Hours	Lecture Hours	Lab Hours	OTH Hrs		Total LHE Pay per Section	Contact Hours
						Clinical 100% Supervision	Practicum		
						0.80	0.67		
10	OTHA 1253	Occupational Performance for Elders	2	1	4			3.68	80
10	OTHA 1305	Principles of Occupational Therapy	3	2	4			4.68	96
6	OTHA 1341	Occupational Performance from Birth to Adolescence	3	2	4			4.68	96
6	OTHA 1349	Occupational Performance of Adulthood	3	2	4			4.68	96
6	OTHA 1409	Human Structure and Function in Occupational Therapy	4	3	3			5.01	96
10	OTHA 1415	Therapeutic Use of Occupations or Activities I	4	3	4			5.68	112
6	OTHA 1419	Therapeutic Interventions I	4	2	4			4.68	96
10	OTHA 2160	Clinical - Occupational Therapy Assistant	1			3		2.40	48
10	OTHA 2201	Pathophysiology in Occupational Therapy	2	1	3			3.01	64
10	OTHA 2209	Mental Health in Occupational Therapy	2	1	4			3.68	80
10	OTHA 2330	Workplace Skills for the OTA	3	2	2			3.34	64
10	OTHA 2335	Health Care Management in Occupational Therapy	3	2	2			3.34	64
*	OTHA 2366	CAPSTONE: Practicum-OTA (A)	3					0.00	336
*	OTHA 2367	CAPSTONE: Practicum-OTA (B)	3					0.00	336
6	OTHA 2405	Therapeutic Interventions II	4	2	4			4.68	96
Total Contact Hours									1,760

**PATIENT CARE TECHNICIAN
LHE AND MINIMUM ENROLLMENT TABLE**

Min Enrl	Course	Course Title	Credit Hours	Lecture Hours	Lab Hours	OTH Hrs		Total LHE Pay per Section	Contact Hours
						Clinical 100% Supervision	Practicum		
						0.80	0.67		
5	NURA 1160	Clinical I*	1			6		4.80	96
5	NURA 1401	Nurse Aide for Health Care	4	3	4			5.68	112
5	NURA 1407	Body Systems	4	3	2			4.34	80
5	NUPC 1320	Patient Care Technician/Assistant	3	2	2			3.34	64
5	PLAB1323	Phlebotomy	3	2	2			3.34	64
5	ECRD 1211	Electrocardiography	2	2	1			2.67	48
5	NUPC 1360	Capstone: Clinical II*	3			14		11.20	224
Total Contact Hours									688

*May be conducted as simulation.

**PHARMACY TECHNOLOGY
LHE AND MINIMUM ENROLLMENT TABLE**

Min Enrl	Course	Course Title	Credit Hours	Lecture Hours	Lab Hours	OTH Hrs		Total LHE Pay per Section	Contact Hours
						Clinical 100% Supervision	Practicum		
				1	0.67	0.80	0.67		
*	PHRA 1166	Practicum II: Advanced Level Practice	1					0.00	160
*	PHRA 1143	Pharmacy Technician Certification Review	1	1				1.00	16
8	PHRA 1201	Introduction to Pharmacy	2	2				2.00	32
5	PHRA 1202	Pharmacy Law	2	2				2.00	32
8	PHRA 1209	Pharmaceutical Mathematics I	2	2	1			2.67	48
5	PHRA 1215	Pharmacy Terminology	2	2				2.00	32
*	PHRA 1265	Practicum I: Entry Level Practice	2					0.00	320
5	PHRA 1304	Pharmacotherapy and Disease Process	3	3				3.00	48
5	PHRA 1305	Drug Classification	3	3				3.00	48
5	PHRA 1306	Computerized Drug Delivery Systems	3	2	4			4.68	96
5	PHRA 1347	Pharmaceutical Mathematics II	3	2	2			3.34	64
5	PHRA 1413	Community Pharmacy Practice	4	2	4			4.68	96
5	PHRA 1441	Pharmacy Drug Therapy & Treatment	4	4				4.00	64
5	PHRA 1445	Compounding Sterile Preparations	4	2	6			6.02	128
5	PHRA 1449	Institutional Pharmacy Practice	4	2	6			6.02	128
5	PHRA 1491	Advanced Pharmacy Technology Practice	4	3	2			4.34	80
Total Contact Hours									1,392

**PHYSICAL THERAPIST ASSISTANT
LHE AND MINIMUM ENROLLMENT TABLE**

Min Enrl	Course	Course Title	Credit Hours	Lecture Hours	Lab Hours	OTH Hrs		Total LHE Pay per Section	Contact Hours
						Clinical 100% Supervision	Practicum		
				1	0.67	0.80	0.67		
*	PTHA 1266	Practicum I	2					0.00	224
10	PTHA 1321	Pathophysiology for the PTA	3	2	2			3.34	64
6	PTHA 1405	Basic Patient Care Skills	4	3	3			5.01	96
10	PTHA 1409	Introduction to Physical Therapy	4	3	2			4.34	80
10	PTHA 1413	Functional Anatomy	4	3	3			5.01	96
6	PTHA 1531	Physical Agents	5	3	6			7.02	144
6	PTHA 2201	Essentials of Data Collections	2	1	4			3.68	80
10	PTHA 2205	Neurology	2	2				2.00	32
*	PTHA 2266	Practicum II	2					0.00	240
*	PTHA 2267	Practicum III	2					0.00	240
10	PTHA 2339	CAPSTONE: Professional Issues	3	3				3.00	48
6	PTHA 2431	Management of Neurological Disorders	4	2	6			6.02	128
6	PTHA 2435	Rehabilitation Techniques	4	2	6			6.02	128
6	PTHA 2509	Therapeutic Exercise	5	3	6			7.02	144
Total Contact Hours									1,744

**RESPIRATORY THERAPY
LHE AND MINIMUM ENROLLMENT TABLE**

Min Enrl	Course	Course Title	Credit Hours	Lecture Hours 1	Lab Hours 0.67	OTH Hrs		Total LHE Pay per Section	Contact Hours
						Clinical 100% Supervision 0.80	Practicum 0.67		
10	RSPT 1201	Introduction to Respiratory Care	2	2				2.00	32
10	RSPT 1137	Basic Dysrhythmia Interpretation	1	1				1.00	16
7	RSPT 1141	Respiratory Home Care/ Rehabilitation	1	1				1.00	16
5	RSPT 1260	Clinical I	2			12		9.60	192
5	RSPT 1261	Clinical II	2			12		9.60	192
7	RSPT 1325	Respiratory Care Sciences	3	2	3			4.01	80
7	RSPT 1410	Respiratory Care Procedures I	4	3	3			5.01	96
7	RSPT 1411	Respiratory Care Procedures II	4	3	3			5.01	96
7	RSPT 2139	Advanced Cardiac Life Support	1		3			2.01	48
7	RSPT 2217	Respiratory Care Pharmacology	2	2	1			2.67	48
7	RSPT 2231	Simulations in Respiratory Care	2	1	4			3.68	80
7	RSPT 2325	Pulmonary Diagnostics	3	2	2			3.34	64
10	RSPT 2310	Cardiopulmonary Disease	3	3				3.00	48
7	RSPT 2314	Mechanical Ventilation	3	2	4			4.68	96
7	RSPT 2319	Mechanical Ventilation for the Neonatal/Pediatric Patient	3	2	4			4.68	96
7	RSPT 2353	Neonatal/Pediatric Cardiopulmonary Care	3	2	4			4.68	96
5	RSPT 2362	Clinical III	3			18		14.40	288
5	RSPT 2363	Clinical IV	3			18		14.40	288
Total Contact Hours									1,872

**VOCATIONAL NURSING
LHE AND MINIMUM ENROLLMENT TABLE**

Min Enrl	Course	Course Title	Credit Hours	Lecture Hours 1	Lab Hours 0.67	OTH Hrs		Total LHE Pay per Section	Contact Hours
						Clinical 100% Supervision 0.80	Practicum 0.67		
10	VNSG 1105	NCLEX-PN Review	1	1				1.00	16
6	VNSG 1160	Clinical I – A*	1			6		4.80	96
6	VNSG 1161	Clinical I – B*	1			6		4.80	96
6	VNSG 1162	Clinical II – A*	1			6		4.80	96
10	VNSG 1230	Maternal-Neonatal Nursing	2	2				2.00	32
10	VNSG 1234	Pediatrics	2	2				2.00	32
6	VNSG 1261	Clinical II – B*	2			12		9.60	192
10	VNSG 1304	Foundations for Nursing	3	3				3.00	48
10	VNSG 1323	Basic Nursing Skills	3	2				2.00	32
6	VNSG 1323	Basic Nursing Skills Lab			4			2.68	64
10	VNSG 1327	Essentials of Medication Administration	3	3	1			3.67	64
6	VNSG1362	Clinical III*	3			18		14.40	288
10	VNSG 1420	Anatomy and Physiology for Allied Health	4	4				4.00	64
10	VNSG 1500	Nursing in Health & Illness I	5	5	1			5.67	96
10	VNSG 1509	Nursing in Health & Illness II	5	5	1			5.67	96
10	VNSG 2331	Advanced Nursing Skills	3	2				2.00	32
6	VNSG 2331	Advanced Nursing Skills Lab			4			2.68	64
10	VNSG 2510	Nursing in Health & Illness III	5	5	1			5.67	96
10	HPRS 1106	Essentials of Medical Terminology	1	1				1.00	16
Total Contact Hours									1,520

*May be conducted as simulation. Reference Adjusting NAH Courses Laboratory Pay (Vocational Nursing) section for example on compensation of a single section not exceeding the maximum LHEs for one section.

Appendix M - FLAC CONTRACT TYPES AND POSITION NUMBERS

FLAC CONTRACT TYPES AND POSITION NUMBERS			
Fall and Spring Semesters			
Regular Term (1)			
Faculty Type	Contract Type Assigned	Position Numbers	
		Fall Semester	Spring Semester
Full-Time Regular Faculty Lecturers -Includes STC Faculty Teaching Dual Credit Course(s)	90 (Baseload)	Full-Time Position No. & Suffix	Full-Time Position No. & Suffix
	OV (Overload)	670***	671***
Adjunct Faculty -Includes STC Faculty Teaching Dual Credit Course(s)	45	370***	371***
ISD Dual Credit Teachers -Employed by a Partnering ISD and Teaching College-level Course(s)	DC	330***	331***
	PS (Pro-rated)	330***	331***
Minimesters (K, L, M, N Sessions)			
Faculty Type	Contract Type Assigned	Position Numbers	
		Fall Semester	Spring Semester
Full-Time Regular Faculty Lecturers -Includes STC Faculty Teaching Dual Credit Course(s)	90 (if part of baseload)	Full-Time Position No. & Suffix	Full-Time Position No. & Suffix
	OV	678***	678***
Adjunct Faculty -Includes STC Faculty Teaching Dual Credit Course(s)	45	378***	378***
ISD Dual Credit Teachers -Employed by a Partnering ISD and Teaching College-level Course(s)	DC	338***	338***
	PS (Pro-rated)	338***	338***
Cross-Listed and Honors Courses (Regular Term/Minimesters)			
Faculty Type	Contract Type and Suffix	Position Numbers Applies to All Terms (FA/SP/SU)	
		Cross-Listed Courses	Honors Courses
Full-Time Regular Faculty Lecturers o Includes STC Faculty Teaching Dual Credit Course(s)	NA (Use for both Contract Type and Suffix)	675*** (OVL Cross-Listed)	676*** (OVL Honors)
Adjunct Faculty o Includes STC Faculty Teaching Dual Credit Course(s)	NA (Use for both Contract Type and Suffix)	375*** (ADJ Cross-Listed)	376*** (ADJ Honors)

*** = Time Loc

FLAC CONTRACT TYPES AND POSITION NUMBERS
Summer Sessions

Summer Sessions (S1, S2, S3)				
Faculty Type	Contract Type Assigned	Position Numbers		
		S1 Summer Session	S2 Summer Session	S3 Summer Session
Full-Time Regular Faculty ○ Board-Approved Position ○ Includes STC Faculty Teaching Dual Credit Course(s)	OV (Overload)	672***	673***	674***
Adjunct Faculty/Lecturers ○ Lecturers Assigned to Teach in the Summer Transitioning to Adjunct Status ○ Includes STC Faculty Teaching Dual Credit Course(s)	45	372***	373***	374***
ISD Dual Credit Teachers ○ Employed by a Partnering ISD and Teaching College-level Course(s)	DC	332***	333***	334***
	PS (Pro-rated)	332***	333***	334***
Summer Minimesters (K, L, M, N Sessions)				
Faculty Type	Contract Type Assigned	Position Numbers		
		S1 Summer Session	S2 Summer Session	S3 Summer Session
Full-Time Regular Faculty ○ Board-Approved Position ○ Includes STC Faculty Teaching Dual Credit Course(s)	OV (Overload)	678***	678***	678***
Adjunct Faculty/Lecturers ○ Lecturers Assigned to Teach in the Summer Transitioning to Adjunct Status ○ Includes STC Faculty Teaching Dual Credit Course(s)	45	378***	378***	378***
ISD Dual Credit Teachers ○ Employed by a Partnering ISD and Teaching College-level Course(s)	DC	338***	338***	338***
	PS (Pro-rated)	338***	338***	338***
Cross-Listed and Honors Courses (All Summer Sessions/Minimesters)				
Faculty Type	Contract Type and Suffix	Position Numbers Applies to All Terms (FA/SP/SU)		
		Cross-Listed Courses	Honors Courses	
Full-Time Regular Faculty Board-Approved Position Includes STC Faculty Teaching Dual Credit Course(s)	NA (Use for both Contract Type and Suffix)	675*** (OVL Cross-Listed)	676*** (OVL Honors)	
Adjunct Faculty/Lecturers Lecturers Assigned to Teach in the Summer Transitioning to Adjunct Status Includes STC Faculty Teaching Dual Credit Course(s)	NA (Use for both Contract Type and Suffix)	375*** (ADJ Cross-Listed)	376*** (ADJ Honors)	

*** = Time Loc

INDEX

A

Accreditation	7
Articulation Agreements	161

B

Board Policy 3120 - Field and International Studies Courses.....	149
Board Policy 3206 - Confidentiality of Student Educational Records.....	44
Board Policy 3236 - Guidelines for the Adoption and Ordering of Textbooks.....	44
Board Policy 3330 - Withdrawal from Semester Credit Courses.....	42
Board Policy 3335 - Student Attendance.....	41
Board Policy 3813 - Academic Classification Faculty.....	61
Board Policy 4115 - Personnel Appointments	78
Board Policy 4213 - Drug-Free Workplace and Campus.....	48
Board Policy 4922 – Separation of Employment and Re-Employment.....	50
Board Policy 5212 - Relationship between Vendors and Employees.....	52
Board Policy 6326 - Concealed Carry and Weapons on Campus	185
Board Policy CHA – Site Management Security.....	187
Board Policy DBA – Employment Requirements and Restrictions Credentials and Records	56
Board Policy DEA – Compensation and Benefits Salaries and Wages.....	65
Board Policy DEC – Compensation and Benefits Leaves and Absences.....	123
Board Policy DJ - Assignment, Work Load, and Schedules.....	53
Board Policy DJ – Assignments, Work Load, and Schedules Full-Time Faculty.....	47
Board Policy EGA – Academic Achievement Grading and Credit.....	42
Board Policy EGC – Academic Achievement Graduation.....	18

C

Campus Access.....	188
Campus Security	184
CBE Courses – Lower and Upper Level.....	113
Chair Evaluation Procedures & Timeline	138
Chair Guidelines for Approval of Instructional Resources.....	45
Compensation	
Adjunct and Overload	83
Assistant Department Chair	96
Chair Compensation - 3 Month Summer Extension.....	95
Chair Compensation – Fall and Spring Semesters.....	91
Chair Compensation - Summer Sessions	93
Course Coordinator	98
Dual Credit Faculty Coordinator	99
Faculty Special Assignments Non-Teaching	117
Large and Small Classes	107
Non-Traditional Delivery of Instruction.....	112

Police Academy	89
Program Coordinator.....	97
Substitute Pay	109
Summer Sessions	85
Compensation for External Learning Experiences/Capstones	100
Compensation for Select Courses.....	103
Adjusting NAH Courses Laboratory Pay (Vocational Nursing).....	105
Applied Dance Studio Classes (DANC).....	103
Applied Music Lessons (MUAP).....	104
Classroom Piano Courses.....	105
Ensemble Music Courses (MUEN)	104
Comprehensive Mission.....	6
Credential Database	60
Curriculum Committees	
Advisory Committee.....	154
College-Wide Curriculum Committee	154
Division Curriculum Committee	154
Ex-Officio Membership	155
Officers.....	155
Voting Membership	154
Curriculum Revision Process	155
Guidelines for Assigning Credit Hours	157

D

Degree & Certificate Offerings at STC.....	21
Department/Program Chair	
Advisory Committee Meetings	67
Centralized Course Scheduling Process.....	70
Chair Transition.....	96
Faculty Evaluations.....	68
Final Examinations.....	68
Master Syllabi	66
Overload Assignment.....	68
Recruitment and Assignment.....	68
Submission of Required Documents	66
Description of Awards	
Advanced Technical Certificate.....	17
Associate of Applied Science	17
Associate of Applied Science Specializations.....	17
Associate of Arts/Associate of Science	16
Baccalaureate Programs	16
Core Curriculum	16
Enhanced Skills Certificate.....	17
Field of Study.....	17
Institutional Credentials Leading to Licensure or Certification (ICLC)	17
Occupational Skills Awards.....	18

Workforce Certificate Programs.....	17
Development Leave.....	124
Digital Learning	
Guidelines for Online Merged Courses.....	147
Procedure for Assigning Full-Time Instructors to Digital Learning Courses.....	146
Procedure for Offering Digital Learning Courses.....	146
Dual Credit Faculty Procedures and Guidelines.....	140
Dual Credit Program	
Approval Process.....	141
Classification.....	140
Compensation.....	140
Contact Hours.....	144
Continuation of Course Offering.....	144
Course Monitoring Process.....	142
Credentialing.....	140
Dismissal Process.....	141
Expectations of High Schools and School Districts.....	144
Faculty Responsibilities.....	143
Faculty Teaching Load.....	140
Selection Process.....	141
Textbooks.....	143
Duties & Responsibilities	
Adjunct Faculty.....	34
Assistant Chair.....	79
Dean.....	65
Department Chair.....	65
Full-Time Faculty.....	32
Lecturer.....	33
Program Coordinators.....	79

E

Emergencies.....	184
Employee Leave and Holidays.....	123
Employee Tuition and Fee Reimbursement.....	133
Employee Tuition and Fee Waiver.....	132
Evacuation Procedures for Classrooms.....	184
Executive & Administrative Structure	
Associate Vice President for Academic Success and Advancement.....	9
Associate Vice President for Dual Credit Programs & School District Partnerships.....	9
Associate Vice President for Finance and Management.....	9
Associate Vice President for Technology and Chief Information Officer.....	9
Campus Administrator.....	9
Dean.....	9
President.....	8
Vice President and Provost for Academic Affairs and Economic Development.....	8
Vice President for Finance and Administrative Services.....	8

Vice President for Information Service, Planning & Strategic Initiatives	8
Vice President for Institutional Advancement and External Affairs	8
Vice President for Student Affairs and Enrollment Management	9

F

Facilities Use

Animals in the Workplace.....	178
Safety Notice on Covering of Classroom and Office Door Windows	178
Faculty Absences.....	123
Faculty Appointment Procedures	78
Faculty Credentials Justification Procedures.....	57
Faculty Credentials Review Procedures	58
Faculty Evaluation Process - Guidelines and Timeline.....	134
Faculty Home Base Designation	33
Faculty Office & Service Hours	
Academic Year	53
Adjunct Faculty	53
College Service Hours.....	55
Common Hours	55
Hybrid Courses.....	54
Online.....	53
Summer Term/Regular Faculty	53
Faculty Procedures for Academic Classification.....	63
Faculty Professional Development	
Faculty Professional Development Team	132
Professional Development Team	132
Faculty Release of Employment/Resignation.....	51
Faculty Salary Plan	193
Certification and Professional Stipends	195
Educational Increases	194
Educational Stipend - Nursing & Allied Health	194
Faculty Teaching Expectations	37
Final Examinations	44
Full-Time Faculty Duties and Responsibilities.....	32

G

General Education Requirement	17
Guidelines for Scheduling Classes	69

I

Identification Card/Name Tags.....	188
Inclement Weather Conditions	187

L

Liability and Insurance.....	184
-------------------------------------	------------

N

Non-Credit Areas.....171

Nontraditional Delivery of Instruction

- Auditing a Course150
- Enrollment Maximums.....148
- Faculty Responsibilities.....148
- Field Trips.....151
- Guest Lecturers.....150
- Guided Self Study (including Independent Studies)148
- Hybrid Courses.....149
- Learning Communities.....149
- Out-of-District Courses149
- Scheduling Guided Self-Studies Courses.....148
- Semester Hour Limitation.....148
- Student Responsibilities148
- Supplemental Instruction.....149

O

Office of Title IX, 504, and Compliance180

Office Safety187

Online Faculty Evaluation Procedures136

Other Departments & Resources

- Client Services/Help Desk.....180
- Educational Technologies181
- Human Resources180
- Institutional Effectiveness and Assessment (IEA).....180
- Institutional Research Effectiveness & Strategic Planning180
- Library Services181
- Office of Student Affairs.....181
- Public Relations and Marketing181
- Research & Analytical Services (RAS).....180
- Student Assessment Center182
- Student Financial Services.....182
- Veteran Affairs.....182

P

Participatory Governance

- Academic Classification Committee.....13
- Academic Council11
- College-Wide Curriculum Committee11
- Council of Chairs.....12
- Digital Learning Advisory Council13
- Digital Learning Student Advisory Council.....13
- Division Curriculum Committee11
- Dual Credit Programs Task Force.....13

Faculty Participation in Academic and Institutional Affairs.....	11
Faculty Senate	11
Institutional Leadership Council.....	11
Learning Outcomes Committee	14
Prior Learning Assessment	76
Procedures for Reporting Substantive Change.....	162
Program Development.....	158

T

TASB Policy DBF - Employment Requirements and Restrictions	
Outside Employment.....	50
TASB Policy DLA - Employee Performance	
Evaluation	134
Teaching Expectations	37
Attendance Roster Verification Proceses	40
Course Section Outlines	38
Curriculum Vitae (CV)	38
End of the Course Evaluations	38
Faculty Absences	37
Final Examinations.....	44
Grade Changes	43
Guidelines for Issuing a Grade of "I" (Incomplete).....	43
HB 2504 End of Course Evaluations Requirements.....	38
Instructor of Record	37
Laboratories	38
Learning Outcomes Assessment	39
On-line Grade Submission	44
Pregnant and Parenting Students	42
Student Attendance Guidelines.....	41
Submission of Required Documents	37
Title IX Statement	42
Utilization of Class Time	37
Travel Between Campuses and Mileage Reimbursement	33

U

Undeclared majors.....	18
Underloads.....	81