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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 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.
COLLEGE ORGANIZATION AND GOVERNANCE
# College Organization and Governance

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A Message from the President

Welcome!

I extend a warm welcome to our new faculty and returning faculty. You are part of an elite group of faculty and among the very best in your commitment to student success.

South Texas College will celebrate its 24th anniversary in September 2017. Its humble and hopeful beginning in the fall of 1993 with just over 1,000 students on a small campus in McAllen has grown to over 34,000 students across five campuses as well as South Texas College Online.

The last 24 years have been a time of unprecedented growth and change in Hidalgo and Starr counties with never imagined social and economic benefit to the region.

South Texas College has served as the catalyst for regional economic development and social mobility. The College has been recognized as a world-class institution of higher education and has earned numerous recognitions for the success of its students, quality of its programs and its many special initiatives to improve the economic and social mobility of its citizens. It is no small task to achieve such growth with nationally merited scholarship and excellence. It takes bold planning, creative ideas, committed partnerships, a supportive Board of Trustees, and an unwavering commitment to change the lives of communities and to transform the quality of life in our communities. The commitment to the success of the students selecting South Texas College is an institutional priority and we all share in that commitment.

The future planning for South Texas College continues to build on the already established foundation of serving as a dynamic world class higher education institution in a rapidly growing and developing region of deep South Texas. South Texas College has made the opportunity to attend college a possibility for every child and every family. Exciting opportunities are still to come from South Texas College.

With warm regards,

Shirley A. Reed, M.B.A., Ed.D
President
THE VISION, PURPOSE, CORE VALUES, GUIDING PRINCIPLES, AND STRATEGIC DIRECTIONS CONSTITUTE THE COMPREHENSIVE MISSION for SOUTH TEXAS COLLEGE

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

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

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

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

STRATEGIC DIRECTIONS
(The development of Strategic Directions incorporated the framework recommended by the American Association of Community Colleges (AACC) report Reclaiming the American Dream. The changes recommended by this framework include changing from Fragmented Course-Taking to Clear Pathways, from Low Success Rate to High Success Rate, from Access to Access and Success, from a Culture of Innovation to Collaboration, and from Individual Faculty Prerogative to Collective Responsibility.)

Clear Pathways
South Texas College provides students with clear pathways to facilitate coherent educational experiences and timely completion of a post-secondary credential leading to relevant employment and/or further educational experiences.

Access and Success
South Texas College is committed to increasing the college-going and college-completing rates in the region.

High Success Rate
South Texas College engages in effective, proven efforts to ensure student success and positively affect the economic and social mobility of residents in our region.

Collective Responsibility
South Texas College empowers faculty to work together within and across disciplines to design best learning experiences for students, leading to their academic success, career readiness, and timely completion.

Collaboration
South Texas College commits to effective interdepartmental and interdivisional collaborations and advances mutually beneficial community and educational partnerships that create a collective impact on student success.

Cost Efficiency
South Texas College seeks innovative redesign of college processes to promote new approaches to cost-consciousness and cost-efficiency.
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 34,000 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 Commission on Colleges of the Southern Association of Colleges and Schools to award the Baccalaureate, Associate Degrees. Contact the Commission on Colleges at 1866 Southern Lane, Decatur, Georgia 30033-4097 or call 404-679-4500 for questions about the accreditation of South Texas College.

EXECUTIVE & ADMINISTRATIVE STRUCTURE

President

The President serves as the Chief Executive Officer of the College. 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 for Academic Affairs

The Vice President for Academic Affairs 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 Vice President assesses the quality and effectiveness of all academic programs and formulates plans for continued improvement. In addition, the Vice President 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, professional development, and support for students are also under the Vice President for Academic Affairs. The Vice President for Academic Affairs 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.

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, Career Services, Career Placement, Special Programs, Student Judicial Affairs, 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.
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, Risk Management, Purchasing, Safety and Security, Facilities Planning and Construction, Human Resources, Food Services, Facilities Operations and Maintenance, Student Accounts, and Accountability Services. 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. 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.

Assistant Vice President for Academic Advancement
The Assistant Vice President for Academic Affairs provides support to the Vice President for Academic Affairs with instructional divisions throughout the service district. This position provides leadership and direction to the development of Curriculum, Academic Programs, Instructional Projects, High School Programs and Services, Professional Development, and the Academic Excellence Programs which include Valley Scholars, Honors Programs, and Phi Theta Kappa Honor Society.

Assistant Vice President for Strategic Initiatives
The Assistant to the Vice President for Strategic Initiatives is responsible for supporting the Vice President’s role in overseeing the planning and execution of student access and success initiatives across all units of the college and aids in institutionalizing best practice for achieving the college’s completion agenda. Areas of responsibility include tactical and operational planning, execution management, communications efficiency, and the successful implementation of strategic initiatives resulting from the effective leveraging of talent and capital from across the institution and its partners.

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 and programs within the assigned instructional division, 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 for Academic Affairs and is composed of the Academic Affairs 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) and 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 initiate 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.

Planning and Development Council
The Planning and Development Council (PDC) is established by the President of the College to maintain an institutional culture of planned, continuous quality improvement in accord with expectations of both internal and external stakeholders. The Planning and Development Council facilitates the strategic planning of the institution, ensures the fulfillment of the institution’s purpose and mission by providing oversight for the implementation of the comprehensive plan at all levels of the institution, and encourages the free flow of communication between all functions and levels of the institution through the formal planning process.

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

Faculty Senate represents faculty interests and presents resolutions and recommendations of the college faculty to the 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. Membership is open to all faculty, full-time and adjunct. The Executive Committee is comprised of elected officers:

President: Diane Teter, Associate Professor of Biology
President Elect: G. Nathan England, Art Instructor
Vice-President: Bruce Griffiths, Computer and Advanced Technology Instructor
Secretary: Yolanda Hake, Political Science Instructor
Past President: William Carter, Professor of History

Executive officers and representatives from each division are elected each academic year in April, which also serve as committee assignments. The representatives provide a link for the sharing of information and concerns between the Faculty Senate and the faculty of their divisions and departments.

**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

In support of this initiative, the College-wide Academic Classification Committee, under the auspices of the Academic Affairs 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.

The committee’s membership is comprised of eight (8) faculty members representing all divisions and one Academic Dean. An academic division’s representation is based off of proportionality according to each division’s total number of full-time faculty. Each division elects faculty to serve two-year terms, with the possibility of reelection. Members of the committee, with the exception of the Academic Dean, must hold academic classification, unless that division has no currently ranked faculty.

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 of Academic Affairs.

**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.

**Distance Learning Advisory Council**

The Distance Learning Advisory Council (DLAC) is established to enhance collaboration among all Academic Affairs departments and with 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 twice 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 distance learning at the college.

**Dual Credit Program Task Force**

As part of an ongoing review of the Dual Credit Program 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, Enrollment Services, High School Programs and Services, and the Office of the Vice President for Academic Affairs.

The Steering Committee for the task force meets several times during the year to address issues that concern the Dual Credit Program. The Dual Credit Program Task Force has several sub-committees that address on specific issues during the year. The sub-committees for the 2017-2018 academic year include: Procedures and Process, Admissions and Registration, Research Program Quality and Student Success, Instructional Technology, Learning Resources and Textbooks, Professional Development, and Leadership Summit.
COLLEGE PROFILE
SOUTH TEXAS COLLEGE

Approximately 95 percent of the student population is Hispanic. More than 70% of the student population are the first in family to attend college and more than 35% of students go on to immediately pursue a bachelor’s degree. STC is funded by state, local taxpayers, the federal government, students and private gifts. Some programs are funded in part or full by either state or federal grants. STC is committed to serving the needs of the Rio Grande Valley and dedicated to offering the best post-high school educational services possible. Quality instruction is the main objective.

DESCRIPTION OF DEGREES, CERTIFICATES AND AWARDS

Programs of study include technical and academic areas which lead to Certificate, Associate, and Bachelor degrees. Other areas include continuing, remedial, and compensatory education.

For the 2017-2018 academic year, STC has 121 degrees and certificates available to its students: four Baccalaureate Degrees, one Associate of Arts Degree in nineteen fields of study, one Associate of Arts in Teaching in three fields of study, one Associate of Science Degree in nine fields of study, thirty Associate of Applied Science Degrees, and fifty-six 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, 33-48 semester-credit-hours of lower level technical specialty courses and 30-45 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 credits to a baccalaureate degree program at a four-year institution. The curricula in this catalog will satisfy the requirements of most four-year 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 been established with several other institutions to facilitate the transfer of credit. For more information, consult your advisor. The A.A. and A.S. degrees consist of the STC approved 42 semester-credit-hour Core Curriculum and a minimum 18 semester-credit-hour Field of Study.

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; contact an academic advisor for more information). If a student successfully completes the entire 42 semester-credit-hour core curriculum at STC, that block of courses must be transferred to any other public institution of higher education in Texas and will be substituted for the receiving institution's core curriculum. A course approved as a Texas Core Curriculum course at one institution must be applied to the student's set of core courses at any other institution in Texas.

Field of Study Curriculum
The 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. 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 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 does not result in a different A.A.S. award and is not listed on the CB inventory but may result in a different certificate award. The specialization must match the four-digit CIP code of the approved award and should share at least fifty percent of its technical courses.

**General Education Requirement**

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 TSI requirements. Testing requirements vary for the different certificates. See the college catalog for TSI requirements.

**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 Awards**

In addition to awards recognized by the Coordinating Board, colleges may offer institutional awards of fewer than 15 SCH or 360 continuing education contact hours for completion of a course or series of courses that represent achievement of an identifiable skill proficiency. Institutional Awards do not require Coordinating Board approval and do not appear in the Board’s Workforce Education Inventory.

**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 award is TSI-waived under Coordinating Board Rule 4.54b;

b. The content of the award 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 award 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 award;

d. The award complies with the Single Course Delivery guidelines for WECM courses; and

e. The award prepares students for employment in accordance with guidelines established for WIA.
Occupational Skills Awards do not require Coordinating Board approval and do not appear in the Board’s Workforce Education Inventory.

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.

South Texas College awards the Bachelor of Applied Science, Bachelor of Applied Technology, 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. The ceremony for graduation is held in May or at such other times determined by the Board based upon the needs of the College.
Those who have satisfied the following requirements may be graduated.

Bachelor of Applied Science and Bachelor of Applied Technology
To be awarded the Bachelor of Applied Science or Bachelor of Applied Technology, the student must satisfy the following requirements:
1. Complete the appropriate course of study for a Bachelor of Applied Science or Bachelor of Applied Technology 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 of Applied Science or Bachelor of Applied Technology granted by STC.
3. Maintain a minimum average of “C” (2.0 G.P.A.) for all courses in the area of specialization and a minimum overall cumulative average of “C” (2.0 G.P.A. in all other courses).
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 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 AA granted by STC.
3. Maintain a minimum average of a “C” (2.0 GPA) for all courses in the 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 AS granted by STC.
3. Maintain a minimum average of a “C” (2.0 GPA) for all courses in the 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 student must satisfy the following requirements:
1. Complete the appropriate course of study for a 2 year
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 coursework transferred from another accredited college or university toward an AAS granted by STC.

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.

4. Pay all debts to the College prior to graduation.

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 STC.

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.

4. Pay all debts to the College prior to graduation. (END POLICY)
DEGREE AND CERTIFICATE OFFERINGS AT STC
2017-2018

BACCALAUREATE PROGRAMS
- Bachelor of Applied Science in Organizational Leadership
- Bachelor of Applied Technology in Technology Management
- Bachelor of Applied Technology in Computer & Information Technologies
- Bachelor of Applied Technology in Medical & Health Services Management

ASSOCIATE OF ARTS DEGREE FIELDS OF STUDY
Division of Business, Public Safety and Technology
- Business Administration - Transfer Plan

Liberal Arts and Social Sciences Division
- Anthropology
- Communication
- Criminal Justice
- Drama
- English
- Graphic Arts
- History
- Interdisciplinary Studies
- Kinesiology
- Language and Cultural Studies
- Mexican-American Studies
- Music
- Philosophy
- Political Science
- Psychology
- Social Work
- Sociology
- Visual Arts

ASSOCIATE OF ARTS IN TEACHING FIELDS OF STUDY
- EC-6 Generalist
- 4-8 Generalist
- 8-12

ASSOCIATE OF SCIENCE DEGREE FIELDS OF STUDY
Math and Science Division
- Biology
- Chemistry
- Computer Information Systems
- Computer Science
- Engineering
- Interdisciplinary Studies
- Mathematics
- Physics
- Pre-Pharmacy

ASSOCIATE OF APPLIED SCIENCES DEGREES
Division of Business, Public Safety, and Technology
- Architectural and Engineering Design Technology Specializations:
  - Architectural & Civil Engineering Technology
  - Architectural & Visual Technology
- Automotive Technology Specialization:
  - GM-ASEP
- Business Administration Specializations:
  - Accounting
  - Import/Export/Logistics
  - Management
  - Marketing
- Construction Supervision
- Culinary Arts Specialization:
  - Baking and Pastry Arts
- Diesel Technology
- Electrician Technology
- Computer & Advanced Technologies Specializations:
  - Computer Maintenance Technology
  - Computer Support and Telecommunication Specialist
- Fire Science Technology
- Heating, Ventilation, Air Conditioning & Refrigeration Technology
- Human Resource Specialist
- Information Technology Specializations:
  - Computer Specialist
  - Cybersecurity Specialist
  - Networking Specialist
- Law Enforcement
- Legal Office Assistant
- Administrative Office Assistant
- Paralegal
- Precision Manufacturing Technology
- Welding Technology

Social Sciences Division
- American Sign Language and Interpreter Studies
Specializations:
- Sign Language Interpreter
- Deaf Support Specialist
- Child Development
- Public Administration

Nursing/Allied Health Division
- Associate Degree Nursing
- LVN/ADN Transition
- EMT Paramedic to RN
- Emergency Medical Technology - Paramedic
- Health Information Technology
- Medical Assistant Technology
- Occupational Therapy Assistant
- Pharmacy Technology
- Physical Therapist Assistant
- Radiologic Technology
- Respiratory Therapy

CERTIFICATES
Division of Business, Public Safety, and Technology
- Accounting Clerk
- Architectural and Civil Engineering Technology
- Architectural and Engineering Design Technology
- Architectural and Visual Technology
- Automotive Technology
- Basic Firefighter
- Basic Peace Officer
- Cloud Computing and Virtualization Specialist
- Combination Welding
- Commercial Baking
- Commercial Cooking
- Computer and Information Technologies Specialist
- Computer and Internet Specialist
- Computer and Network Specialist
- Computer Applications Specialist
- Computer Maintenance Specialist
- Construction Supervision Assistant
- Cybersecurity Specialist
- Diesel Technology
- Electrician Assistant
- Employee and Labor Relations Assistant
- Ford Youth and Adult Training Program
- Heating, Ventilation, Air Conditioning & Refrigeration Technology
- Human Resource Assistant
- Import/Export
- Legal Office Specialist
- Logistics
- Management
- Marketing
- Mechatronics
- Multimedia Specialist
- Office Specialist
- Payroll Assistant
- Precision Manufacturing Technology
- Precision Manufacturing Technology – Fast Start
- Recruiter Assistant
- Structural Welding
- Telecommunication Support Specialist
- Voice and Data Technician

Social Sciences Division
- Administration of Early Childhood Programs
- Child Development
  Specializations:
  - Infant & Toddler
  - Pre-School
- Trilingual Interpreter (Enhanced Skills Certificate)
- Deaf Support Specialist

Nursing/Allied Health Division
- Diagnostic Medical Sonography (Advanced Technical Certificate)
- Electronic Health Record Specialist
- Emergency Medical Technology - Basic
- Emergency Medical Technology - Intermediate
- Emergency Medical Technology - Paramedic*
- Medical Assistant Technology
- Medical Coding Specialist
- Medical Information/Transcription Specialist
- Medical Office Specialist
- Patient Care Assistant
- Pharmacy Technology
- Vocational Nursing

*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 concurrent enrollment, and residents requesting instructional services in their communities.

The Office of Distance Learning, Virtual Campus, provides students a variety of options for achieving their goals by offering courses via the Internet. South Texas College Virtual Campus is a THECB Exemplary Program that attributes its success to faculty and staff dedication to excellence. The Virtual Campus also cooperates with the Office of Instruction to provide concurrent enrollment/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. Because STC provides these students an accessible and positive first experience in higher education, many choose to continue their course work at one of our five campus locations. The Office of the Vice President for Academic Affairs and Virtual 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 STC Mission to empower our constituents to “enhance the quality of their lives and to promote the development of their communities.”
COLLEGE POLICIES
The South Texas College Board Policy Manual is the official policy manual approved by the Board of Trustees. This manual contains the policies governing the operation of South Texas College in accordance with state and federal regulations. Policies remain in effect unless amended or repealed.

It is the responsibility of faculty and staff to review the policies set forth by the Board of Trustees. The full STC policy manual is available at http://admin.southtexascollege.edu/president/policies/index.html

View Chapter 1: Board Governance (900-1900)
Chapter 1 comprises of board governance policies to regulate the authority and election of board committee members. Policies in this chapter address the authority and functions of the College President and Board Committee members, goals for Trustees, meeting procedures, code of ethics and many more.

View Chapter 2: Administration (2100-2700)
Chapter 2 comprises of administration policies to regulate the duties and responsibilities of the College President. Policies in this chapter address goals, evaluation, qualifications of the President and more.

View Chapter 3: Instruction and Student Services (3000-3840)
Chapter 3 comprises of instructional and student services policies regarding student recruitment, student records and faculty expectations. Policies in this chapter address academic integrity, student admissions, dual credit, grade reporting, student attendance, graduation requirements, academic advising, faculty evaluations, conditions of employment, teaching loads, and many more.

View Chapter 4: Personnel (4000-4923)
Chapter 4 comprises of personnel policies regarding employment, benefits & compensation, and disciplinary actions. Policies in this chapter address the code of ethics, employment documentation, employee leave, worker’s compensation, compensation for overtime, resignation and many more.

View Chapter 5: Fiscal (5100-5940)
Chapter 5 comprises of fiscal policies regarding financial activities relating to the institution and the student population. Policies in this chapter address purchasing, third-party contracts, budget & financial reporting, tuition & fees and many more.

View Chapter 6: Facilities (6100-6900)
Chapter 6 comprises of policies relating to the institutional facilities and prohibited practices. Policies in this chapter address use of college facilities, campus security, transportation management, master planning and many more.
FACULTY POLICIES, PROCEDURES AND GUIDELINES
# Faculty, Policies, Procedures and Guidelines

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ESSENTIAL QUALITIES
OF SOUTH TEXAS COLLEGE FACULTY

South Texas College has endeavored to advance regional prosperity through the educational advancement of its students. Nevertheless, transforming our students’ hopes and dreams into realities would not be possible without a strong foundation - the South Texas College faculty, who embody the College’s mission and values. Thus, South Texas College seeks faculty who champion the Institution’s core values: excellence, student success, innovation, professionalism, collaboration, community, and integrity.

A COMMITMENT TO EXCELLENCE IN TEACHING AND LEARNING
South Texas College faculty members exhibit the highest levels of professionalism, remain current and competent in their fields, and excel in a collaborative environment. Faculty members are familiar with diverse teaching methods and use these tools to encourage high levels of student engagement and student understanding.

A COMMITMENT TO STUDENT SUCCESS
South Texas College faculty members are committed to student success. They guide, advise, motivate, and enhance student learning through passion for their discipline and demonstrate compassion and patience for their students. In addition, they are innovative in their teaching and seek all opportunities to identify strategies they can implement, which will motivate students to succeed.

A COMMITMENT TO LEADERSHIP AND COLLEGE SERVICE
South Texas College faculty members lead at local, regional, state, and national levels. Faculty leaders at South Texas College recommend and develop programs, trainings, and curricula that meet the ever-changing needs of the community. They contribute to student success by participating in committees and serving as student club advisors, mentors to students, and as a vital resource for new faculty.

A COMMITMENT TO EXCELLENCE THROUGH PROFESSIONAL DEVELOPMENT
South Texas College faculty members are committed to life-long learning. They participate in professional development opportunities to improve their teaching, maintain currency with technological advances, and incorporate diverse teaching modalities into their courses.

A COMMITMENT TO COMMUNITY SERVICE AND CREATING A COLLEGE-GOING CULTURE
South Texas College faculty members serve the community by participating in outreach initiatives, public speaking, dual enrollment, or community organizations. They interact with local businesses and schools to promote South Texas College’s core values and strategic directions.

SOUTH TEXAS COLLEGE FACULTY – CHAMPIONS OF STUDENT SUCCESS

Updated: August 18, 2015
ACADEMIC EXCELLENCE

Statement of Instructional Philosophy Board Policy 3000 (rev. 8/19/04)
The Board of Trustees, President, Executive Officers, Administration, Faculty, Staff and Students of the College are committed to providing the people of Hidalgo and Starr counties a premiere institution of higher learning.

With this desired outcome, the College:
- Provides instructional programs and courses of the highest quality, regardless of mode of delivery, location or level.
- Promotes academic integrity, scholarship, and empowerment.
- Nurtures an environment of academic freedom in partnership with dignity and respect for all faculty and learners.
- Promotes diversity, opportunity, access, and equity.
- Focuses on proactive and innovative initiatives for student success.
- Understands its role as an essential component of the economic growth of the region. (END POLICY)

Academic Integrity Board Policy 3010 (rev. 8/19/04)
The College community is committed to academic integrity and standards of excellence of the highest quality in all courses and programs and, as an institution, has adopted the following principles:
1. Excellence in teaching and learning through the continuous evaluation of the teaching and learning process.
2. Accountability in academic integrity for students and faculty.
3. Academic standards that are not compromised to retain students.
4. A consistent and fair evaluation of student performance.
5. A fair process for grade appeals.
6. A commitment to maintaining public confidence in the academic integrity of the College. (END POLICY)

Academic Freedom and Responsibility Board Policy 3030 (11/9/95)
South Texas College, as an institution of higher education, serves the common good, which depends upon an uninhibited search for truth and its open expression. The points enumerated below constitute the College’s position on academic freedom:
1. Faculty members of STC are appointed to impart to their students and to their communities the truth as they see it in their respective disciplines. The teacher’s right to teach preserves the student’s right to learn.
2. The mastery of a subject makes faculty members qualified authorities in their discipline and competent to choose how to present its information and conclusions to students. The following are among the freedoms and responsibilities which should reside primarily with the faculty: participation in planning and revising curricula, selecting textbooks and readings, selecting classroom films and other teaching materials.
3. Faculty members of STC are citizens, and, therefore, possess the rights of citizens. These rights include, among others, the right as private citizens to speak freely outside the classroom on matters of public concern and to participate in lawful political activities.
4. Prior restraint or sanctions should not be imposed upon faculty members of STC in the exercise of their rights as citizens or duties as teachers, and faculty members should not fear reprisals for exercising their civic rights and academic freedom.
5. Faculty members of STC have a right to expect the Board of Trustees and administrators to uphold vigorously the principles of academic freedom and to protect their faculty from harassment, censorship, or interference from outside groups and individuals.
6. Academic freedom should not be used to infringe on student rights or abilities.
7. Individual faculty members will be responsible for choosing instructional methodologies, assigning grades, and maintaining classroom discipline.

The academic freedom of faculty members is accompanied by equally compelling obligations and responsibilities to their profession, their students, their institutions, and their communities. Faculty members must defend the rights of academic freedom while accepting willingly the responsibilities enumerated below:
1. Faculty members of STC should be judicious in the introduction of material in the classroom without forfeiting the instructional benefits of controversy.
2. Faculty members of STC are entitled to all rights and privileges of academic freedom in the classroom while discussing the subjects they teach. No faculty member, however, should attempt to force on his or her students a personal viewpoint intolerant of the rights of others to hold or express diverse opinions.

3. Faculty members of STC recognize their responsibility to maintain competence in their disciplines through continued professional development and to demonstrate that competence through consistently adequate preparation and performance.

4. Faculty members of STC recognize that the public will judge their institutions and their profession by their public conduct. Therefore, faculty members should always make clear that the views they express are their own and should avoid creating the impression that they speak or act on behalf of their employing institutions or of their profession.

It is the policy of South Texas College to: (1) entitle each faculty member freedom in the classroom in discussion of the subject which he or she teaches; (2) hold each faculty member responsible for judicious use of controversial material in the classroom and limit introduction of such material only as it has clear relationship to the approved curriculum and subject; and (3) hold faculty responsible for maintenance of competencies, exercising professional integrity, being professional in conduct with students, and recognizing and exercising the faculty member’s right to freedom of expression which must be balanced with the interest of the college as an employer, so as not to nullify constitutional protection. (END POLICY)

**Intellectual Property Board Policy 3830 (rev. 9/18/08)**

**Intent:**
The Policy on Intellectual Property applies to all students and employees and addresses the definition, ownership, compensation, benefits and revenue, and copyright derived from the creation and production of all Intellectual Property.

**Definition:**
The College recognizes Intellectual Property as an important asset to the educational community and to a broad range of intellectual endeavors. Intellectual Property denotes legal rights to products of the mind, including but not limited to inventions, discoveries, trade secrets, trade and service marks, writings, art works, musical compositions and performances, software, literary works, architecture and any other property type defined as Intellectual Property by law.

**Ownership:**
The College owns the Intellectual Property created by its students or employees under one or more of the following conditions: If created within the scope of employment, if created on College time, if created with the use of College resources, if created with College financial support, if commissioned by the College, if created under the copyright law of works for hire, or if related to the student or employee’s work responsibilities.

The student or employee owns the Intellectual Property under the following conditions: If created outside the scope of employment, if not created on College time, if not created using College resources, if not created with College financial support, if not commissioned by the College, if not created under the copyright law of works for hire, and if unrelated to the student or employee’s work responsibilities.

The College and the student or employee may enter into a co-ownership of Intellectual Property when a negotiated contract that sets forth all pertinent factors regarding ownership of materials, compensation, copyright issues, benefits, use of revenue and other conditions are developed prior to the development of Intellectual Property.

**Process:**
A student or employee desiring to develop co-ownership of Intellectual Property should initiate, in writing, an inquiry to the President through the respective Executive Officer or designee so that the means of development, ownership, equity and other pertinent documentation can be negotiated and a contract signed.

The student or employee will have no claim of compensation, benefits or use of revenue from Intellectual Property aside from what is specified in the negotiated contract in writing by the College President. (END POLICY)

**Federal Copyright Statutes**
College personnel will adhere to the Copyright Law (PL94-553) relating to the fair use and reproduction of copyrighted materials. Copyrighted materials may not be used without the originator’s permission. However, the “fair use” (17 U.S.C. 107) of copyrighted work, including such use by reproduction of copies for purposes such as criticism,
comment, news reporting, teaching (including multiple copies for classroom or library use), scholarship or research, with certain constraints, is not an infringement of copyright, except in the case of computer software as noted below.

The doctrine of “fair use” encompasses four conditions, all of which must be met if duplication of copyrighted material is to fall under the “fair use” doctrine.

1. The purpose and character of the use. The use must be for such purposes as teaching or scholarship and must be nonprofit. The use must be one time only and for a single class. Repeated use and anthologizing are not allowed without copyright permission.

2. The nature of the copyrighted work. A copy of the article might be accepted as “fair use” while copying a workbook for use in class would not be accepted.

3. The amount and substantiality of the portion used in relation to the copyrighted work as a whole. For instance, no more than 10 percent or 1000 words of text (whichever is less) of prose should be copied.

4. The effect of the use upon the potential market for the copyrighted work. If resulting economic loss can be shown, making a single copy might be an infringement. Each instance of reproduction should be evaluated on its own merits in relation to the “fair use” doctrine as outlined below.

The guidelines offered by the Federal Copyright Office in making single copies for teachers, multiple copies for teachers, multiple copies for classroom or library use, educational use of music, off-air recording of programs (whether recorded at the College or elsewhere), apply if permission of the copyright holder has not been obtained. Employees should be familiar with the proviso of the copyright law (17 U.S.C. 107 and 108) which prohibit systematic reproduction of copyrighted materials. The guidelines governing fair use are understood to be minimum compliance of the copyright law.

Generally, in the case of computer software, only ONE archival copy of a program can be made, with either that copy or the original copy being the only one in use. Use is restricted to a single machine at any given time. Further restrictions or rights are granted within the license agreement that accompanies a software package. In the absence of a licensing agreement, the general rules prevail. Copyright law makes no provision for multiple copies of computer software for classroom use.

**Code of Professional Ethics for the Administration, Faculty and Staff Board Policy 4001 (rev.8/22/17)**

It shall be the professional responsibility of the administration, faculty and staff to strive to help each student realize his or her potential as a learner and as a human being by creating a learning environment that embodies the core values of student success, opportunity, excellence, innovation, community, professionalism, collaboration, and integrity.

In order to fulfill their professional responsibilities to their students, to their fellow employees, and to their communities, the administration, faculty, and staff adopt and hold each other accountable to the following Code of Professional Ethics:

a) The administration, faculty, and staff shall strive to create a collegial educational and workplace environment in which all persons are treated with respect, dignity, and justice, and are not discriminated against on any basis such as personal ideology, race, color, national or ethnic origin, age, religion, disability, sex, sexual orientation, gender identity and expression, veteran status, social station, or any other characteristic protected under applicable federal or state law.

b) The administration, faculty, and staff shall observe, practice, and uphold the highest standards of honesty and integrity.

c) The administration, faculty, and staff shall encourage and defend the free exchange of ideas, respect the inherent worth and dignity of all persons, and express their own ideas with scholarly objectivity and tolerance of other viewpoints.

d) The administration, faculty, and staff, recognizing the necessity of many roles in the educational enterprise, shall work in such a manner as to enhance cooperation and collegiality among students, faculty, administrators, and staff.

e) The administration, faculty, and staff shall demonstrate competence through consistent and adequate preparation and performance, and seek to enhance competence by accepting and applying constructive feedback and evaluation.

f) The administration, faculty, and staff shall exercise the highest professional standards in the use of time and resources.
g) The administration, faculty, and staff shall participate in the governance of the institution by accepting a fair share of committee and institutional responsibilities.

h) The administration, faculty and staff shall abide by all South Texas College policies, support the goals and ideals of the institution, act in public and private affairs in such a manner as to reflect positively on the institution, and uphold the ethical guidelines of one’s discipline and profession.

i) The administration, faculty and staff shall make reasonable effort to protect individuals from conditions harmful to learning or to health and safety.

j) The administration, faculty, and staff shall not engage in, condone, or support unethical or professionally incompetent behavior.

k) The administration, faculty, and staff shall accept the rights and responsibilities of civic engagement, while judiciously avoiding use of the privileges of one’s public position for private or partisan advantage. (END POLICY)

Discrimination, Harassment, Retaliation, and Sexual Misconduct Board Policy 4216 (04/26/16)

I. Purpose
South Texas College is committed to providing an environment that respects the dignity and worth of every member of its community. Members of the campus community are entitled to an educational, learning, and working environment free of discrimination, harassment, retaliation, and sexual misconduct. To ensure compliance with federal and state civil rights laws, the College has developed internal policies that will provide a supportive process for individuals who report discrimination, harassment, retaliation, or sexual misconduct. These laws include, but are not limited to, Title II of the Americans with Disabilities Act of 1990, Title VII of the 1964 Civil Rights Act; Title IX of the Education Amendments of 1972; Section 504 of the Rehabilitation Act of 1973, the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act, as amended by Section 304 of the Violence Against Reauthorization Act of 2013, and H.B. 699 84th Legislature.

II. Title IX Statement
Title IX of the Education Amendments 1972 (20 U.S.C. s1681 et seq.) and it’s implementing regulations, 34 C.F.R. Part 106 (Title IX),

“No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance.”

The College strives to maintain a healthy and safe environment where all members of the community, students, faculty and staff feel welcome on College campuses and classrooms. Students, faculty and staff are thus prohibited from conducting themselves in a way that results in any form of sexual harassment, sex-based harassment and/or sexual violence.

III. Prohibited Conduct
Prohibited conduct includes discrimination, harassment, retaliation and sexual misconduct as defined by this policy, even if the behavior does not rise to the level of unlawful conduct. Specific acts of prohibited conduct are described in this policy. Prohibited conduct, by any employee or student, is subject to disciplinary action up to and including dismissal or expulsion from the College.

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

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

V. Pregnancy and Parenting
The College prohibits discrimination on the basis of sex, including pregnancy and parental status, in any educational activity or program.
Employee: The College prohibits discrimination on the basis of sex. The term ‘on the basis of sex’ includes, but is not limited to, because of or on the basis of pregnancy, childbirth, or related medical conditions; and women affected by pregnancy, childbirth, or related medical conditions shall be treated the same for all employment-related purposes, including receipt of benefits under fringe benefit programs, as other persons not so affected but similar in their ability or inability to work.

Student: The College specifically prohibits discrimination against a student based on pregnancy, childbirth, false pregnancy, termination of pregnancy, or recovery from any of these conditions. The College prohibits applying any rule related to a student’s parental, family, or marital status that treats students differently based on their sex.

The College prohibits excluding a pregnant student from participating in any part of an educational program. This prohibition applies to specific classes such as advanced placement or honors classes, extracurricular programs, interscholastic sports, honor societies, and opportunities for student leadership, among other activities. Pregnant students shall be allowed to participate in classes and extracurricular activities without having to present a doctor’s note, unless the College requires a doctor’s note from all students who have a physical or emotional condition requiring treatment by a doctor.

In addition, the College shall excuse a student’s absences because of pregnancy or childbirth for as long as the student’s doctor deems the absences medically necessary. When a student returns to school, she must be allowed to return to the same academic and extracurricular status as before her medical leave began.

Pregnant students shall be allowed to make up work and tests missed because of pregnancy leave.

Pregnant students shall be provided reasonable adjustments necessary because of pregnancy, such as larger desks, elevator access, and more bathroom breaks as necessary.

Any special services provided to students who have temporary medical conditions must also be provided to a pregnant student.

VI. Harassment

Employee: Prohibited harassment of an employee is defined as physical, verbal, or nonverbal conduct based on an employee’s race, color, national origin, religion, age, sex, sexual orientation, gender, gender identity, physical or mental disability, genetic information, veteran status, or any other basis prohibited by law, when the conduct is so severe, persistent, or pervasive that the conduct:

1. Has the purpose or effect of unreasonably interfering with the employee’s work performance;
2. Creates an intimidating, threatening, hostile, or offensive work environment; or
3. Otherwise adversely affects the employee’s performance, environment, or employment opportunities.

Student: Prohibited harassment of a student is defined as physical, verbal, or nonverbal conduct based on the student’s race, color, national origin, religion, age, sex, sexual orientation, gender, gender identity, physical or mental disability, genetic information, veteran status, or any other basis prohibited by law, when the conduct is so severe, persistent, or pervasive that the conduct:

1. Affects a student’s ability to participate in or benefit from an educational program or activity, or creates an intimidating, threatening, hostile, or offensive educational environment;
2. Has the purpose or effect of substantially or unreasonably interfering with the student’s academic performance; or
3. Otherwise adversely affects the student’s educational opportunities.

VII. Racial Harassment
Racial harassment occurring in any campus, division, department, or any work unit by any employee or student is unacceptable behavior, and any practice or behavior that constitutes racial harassment will be dealt with appropriately.

Any employee or student who is found to have engaged in such conduct shall be subject to appropriate disciplinary action, up to and including dismissal or expulsion, in accordance with procedural and applicable due process requirements.

Racial harassment in the workplace and schools is an illegal practice under Section 703 of Title VII of the 1964 Civil Rights Act, as amended, and Title IX of the Education Amendments of 1972, as amended.

Examples of conduct that constitutes racial harassment include racially derogatory remarks, racial slurs or any other racially motivated action.

Such conduct is a violation when:
1. The employee's or student's submission to such conduct is an explicit or implied condition of employment or academic efforts; or
2. The employee's or student's response to such conduct becomes a basis for employment or academic decision; or
3. The conduct produces an intimidating, hostile, or offensive work or study environment.

Nothing in this policy should be interpreted to prohibit or restrict speech that is permitted by the Texas or U.S. Constitutions.

VIII. Retaliation
The College prohibits retaliation against an employee or student who makes a claim alleging to have experienced discrimination or harassment, or against another employee or student who, in good faith, makes a report, serves as a witness, or otherwise participates in an investigation.

IX. Sexual Misconduct
This policy prohibits any form of sexual misconduct. Sexual misconduct includes, but is not limited to, behaviors often described as sexual harassment, sex or gender discrimination, sexual violence, rape, stalking, and relationship violence (including domestic violence and dating violence). It is a violation of policy and the law, including Title IX, to commit these acts or attempt to commit them. Sexual misconduct can occur in any sex or gender configuration regardless of sex and gender identity whether it be an employee or student.

Any employee or student who is found to have engaged in sexual misconduct shall be subject to appropriate disciplinary action, up to and including dismissal or expulsion and may be prosecuted under State law. This policy shall be applied without regard to the gender of the person involved.

A. Sexual Harassment
South Texas College assumes an affirmative posture to prevent and eliminate sexual misconduct, including sexual harassment in any division, department, or any unit by any individual. It is the policy of South Texas College to provide an educational and working environment for its students, faculty, staff, guests and visitors that is free from sex discrimination and sexual harassment. It is the policy of the College that any practice or behavior that constitutes sexual harassment will not be tolerated. This policy has been developed to reaffirm this principle and to provide recourse for those individuals whose rights have been violated.

Sexual Harassment is unwelcome verbal or physical conduct that is,

- sufficiently severe, persistent or pervasive that it, unreasonably interferes with, denies or limits someone’s ability to participate in or benefit from the College’s educational program and/or activities, and is
- based on power differentials (quid pro quo), the creation of a hostile environment, or retaliation.

1. Physical conduct that, depending on the totality of circumstances present, including frequency and severity, may constitute sexual harassment includes, but is not limited to:
   - Unwelcome intentional touching; or
   - Deliberate physical interference with or restriction of movement.
2. **Verbal conduct** is defined as oral, written, or symbolic expressions that:

- Personally describe or are personally directed at a specific individual or group of identifiable individuals; and
- Are not necessary to an argument for or against the substance of any political, religious, philosophical, ideological, or academic idea.

Verbal conduct that, depending on the totality of circumstances present, may constitute sexual harassment includes, but is not limited to:

- Explicit or implicit propositions to engage in sexual activity;
- Gratuitous comments, jokes, questions, anecdotes or remarks of a sexual nature about clothing or bodies;
- Gratuitous remarks about sexual activities or speculation about sexual experiences;
- Persistent, unwanted sexual or romantic attention;
- Subtle or overt pressure for sexual favors;
- Exposure to sexually suggestive visual displays such as photographs, graffiti, posters, calendars or other materials;
- Deliberate, repeated humiliation or intimidation based upon sex.

Sexual harassment in the workplace and schools is an illegal practice under Section 703 of Title VII of the 1964 Civil Rights Act, as amended, and Title IX of the Education Amendments of 1972, as amended.

**B. Consensual Relationships**

It is the policy of South Texas College that supervisors and faculty shall not enter into any type of consensual romantic or sexual relationship with staff whom they supervise or with students enrolled in their courses. Employees with direct teaching, supervisory, advisory, or evaluative responsibility over other employees, students and/or student employees recognize and respect the ethical and professional boundaries that must exist in relationships with students or employees of the College.

**C. Consent**

Consent is:

- Permission to engage in sexual activity
- Clear, knowing and voluntary, prior to and during sexual activity
- Active, not passive. Silence, in and of itself, cannot be interpreted as consent.

Consent can be given by words or actions, as long as those words or actions create mutually understandable clear permission regarding willingness to engage in (and the conditions of) sexual activity.

- Consent to any one form of sexual activity does not automatically imply consent to any other forms of sexual activity.
- Previous relationships or prior consent does not imply consent to future sexual acts.
- In order to give effective consent, one must be of legal age. In Texas, the age of consent is 17.
- Sexual activity with someone who one should know to be -- or based on the circumstances should reasonably have known to be -- mentally or physically incapacitated (by alcohol or other drug use, unconsciousness or blackout), constitutes a violation of this policy.

**D. Coercion**

Coercion is unreasonable pressure for sexual activity. When someone makes clear to you that they do not want sex, that they want to stop, or that they do not want to go past a certain point of sexual interaction, continued pressure beyond that point can be coercive.

There is no requirement that a party resists the sexual advance or request, but resistance is a clear demonstration of non-consent. The presence of force is not demonstrated by the absence of resistance. Sexual activity that is forced is by definition non-consensual, but nonconsensual sexual activity is not by definition forced.
E. Incapacitation
Incapacitation is a state where someone cannot make rational, reasonable decisions because they lack the capacity to give knowing consent (e.g., to understand the “who, what, when, where, why or how” of their sexual interaction).

F. Sexual Exploitation
Defined as taking non-consensual or abusive sexual advantage of another and the conduct does not fall within the definitions of sexual harassment, non-consensual sexual intercourse, or nonconsensual sexual contact.

Examples of sexual exploitation include, but are not limited to, engaging in the following activities without the other person(s) consent:

- Sexual voyeurism (such as watching a person undressing, using the bathroom, or engaging in sexual acts without the consent of the person observed).
- Taking pictures or recording another in a sexual act, or in any other private activity (such as allowing another person to hide in a closet and observe sexual activity, or disseminating sexual pictures without the photographed person’s consent).
- Exposing one’s genitals or breasts in non-consensual circumstances or inducing another to expose his or her genitals or breasts.
- Prostitution
- Engaging in sexual activity with another person while knowingly infected with human immunodeficiency virus (HIV) or other sexually transmitted disease (STD) and without informing the other person of the infection.
- Administering alcohol or drugs (such as “date rape” drugs) to another person.

G. Dating Violence
Defined as violence by a person who has been in a romantic or intimate relationship with the victim. Whether there was such a relationship will be gauged by its length, type and frequency of interaction.

H. Domestic Violence
Domestic violence includes asserted violent misdemeanor and felony offenses committed by the victim’s current or former spouse, current or former cohabitant, person similarly situated under domestic or family violence law, or anyone else protected under domestic or family violence law.

I. Sexual Violence
Sexual violence is any unwanted physical conduct perpetrated against a person’s will or where a person is incapable of giving consent (e.g. due to the person’s use of drugs or alcohol, or because an intellectual, mental or physical disability prevents the person from having the capacity to give consent). Such conduct includes but is not limited to: sexual assault; sexual exploitation, sexual coercion; and unwanted sexual intercourse (rape).

- Prohibited sexual misconduct and sexual violence could be committed by force, intimidation, or use of victim’s incapacity (physical, mental, or through use of drugs or alcohol).
- All sexual contact between individuals must be with each person’s consent.

The sexual orientation and/or gender identity of individuals engaging in sexual violence is not relevant to allegations under this policy.

1. Non-Consensual Sexual Intercourse
Defined as any sexual penetration or intercourse (anal, oral, or vaginal), however slight, with any object by a person upon another person that is without consent and/or by force.

   Sexual penetration includes vaginal or anal penetration by a penis, tongue, finger, or object, or oral copulation by mouth-to-genital contact or genital-to-mouth contact.

2. Non-Consensual Sexual Contact
Defined as any intentional sexual touching, however slight, with any object by a person upon another person that is without consent and/or by force.
Sexual touching includes any bodily contact with the breasts, groin, genitals, mouth, or other bodily orifice of another individual or any other bodily contact in a sexual manner.

J. Stalking
Defined as a course of conduct directed at a specific person that would cause a reasonable person to fear for his or her, or others’ safety, or to suffer substantial emotional distress.

X. Off Campus Conduct
Conduct that occurs off campus can be the subject of a complaint or report and will be evaluated to determine whether it violates this policy and if off-campus harassment has continuing effects that create a hostile environment on campus.

XI. Other Prohibited Conduct
This policy prohibits other offenses of a discriminatory, harassing, and/or retaliatory nature not included in the previous sections as follows:

- Intimidation, defined as implied threats or acts that cause a reasonable fear of harm in another on the basis of actual or perceived membership in a protected class
- Hazing, defined under this policy as acts likely to cause physical or psychological harm or social ostracism to any person within the College community when related to the admission, initiation, pledging, joining, or any other group-affiliation activity on the basis of actual or perceived membership in a protected class.
- Bullying, defined under this policy as repeated and/or severe aggressive behavior likely to intimidate or intentionally hurt, control or diminish another person, physically or mentally on the basis of actual or perceived membership in a protected class.
- Violation of any other College rule, when it is motivated by sex or gender or the actual or perceived membership of the victim in a protected class, may be pursued using this policy and process.

XII. Hostile Environment
A hostile environment may be created by oral, written, graphic or physical conduct that is sufficiently severe, persistent or pervasive and objectively offensive that interferes with, limits or denies the ability of an individual to participate in or benefit from educational programs, services, opportunities, or activities or the individual’s employment access, benefits or opportunities. Mere subjective offensiveness is not enough to create a hostile environment.

In determining whether conduct is severe, persistent or pervasive, and thus creates a hostile environment, the following factors will be considered: (a) the degree to which the conduct affected one or more individuals’ education or employment; (b) the nature, scope, frequency, duration, and location of the incident(s); (c) the identity, number, and relationships of persons involved; (d) the perspective of a “reasonable person” in the same situation as the person subjected to the conduct, and (e) the nature of higher education.

XIII. Reporting
Students are encouraged to report crimes and incidents to the Conflict Resolution Center, the Office of the Dean of Student Affairs and to report any crime to the South Texas College Police Department.

Guests and visitors are encouraged to report to the Office of Human Resources or to the South Texas College Police Department.

Every College employee, except for licensed Counselors, must promptly report incidents of prohibited conduct that come to their attention to either the Office of Human Resources, the Title IX Coordinator, Deputy Title IX Coordinator, or to the South Texas College Police Department.

Incidents and crimes should be reported as soon as possible after the time of their occurrence. No person is required to report sexual misconduct to the alleged offender.

XIV. Title IX Coordinator
The Title IX Coordinator has primary responsibility for coordinating efforts related to investigation, resolution, and implementation of corrective measures and monitoring to stop, remediate, and prevent discrimination, harassment, retaliation, or sexual misconduct. The Title IX Coordinator will assign the investigation to a Deputy Title IX Coordinator or other appropriate College official.
Inquiries or complaints may be addressed to the College’s Vice President of Finance and Administrative Services, 3201 W Pecan Blvd, McAllen, TX 78501 Office Location: Annex - Pecan Campus; Second Floor Phone: 956.872.3558.

Complaints may also be filed with the Office for Civil Rights, Dallas Office, U.S. Department of Education, 1999 Bryan St., Suite 1620, Dallas, Texas 75201-6810, Telephone: 214-661-9600

**XV. Filing of False Complaints**
Any person who knowingly and intentionally files a false complaint under this policy is subject to disciplinary action up to and including dismissal or expulsion from the College.

**XVI. Effect on Pending Personnel Actions**
The filing of a sexual misconduct or retaliation complaint will not stop or delay any evaluation or disciplinary action related to the complainant who is not performing up to acceptable standards or who has violated the College’s rules, regulations, or policies.

**XVII. Relationship of Complaint Process to Outside Agency Time Limits**
The filing of a sexual misconduct complaint under this policy does not excuse the complainant from meeting the time limits of outside agencies.

**XVIII. Title IX Procedures**
Complaint procedures may be found at the Office of Human Resources, the Conflict Resolution Center, and College website [http://www.southtexascollege.edu/about/notices/title-ix.html](http://www.southtexascollege.edu/about/notices/title-ix.html).

The College’s Board of Trustees will review this policy each biennium and will revise the policy as necessary. (END POLICY)

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**Confidentiality of Records and Business Matters Board Policy 4711 (rev. 9/2/99)**
South Texas College maintains the confidentiality of its records and matters relating to the conduct of its business as permitted by the Texas Public Information Acts and Student Confidentiality Statutes. No employee of the College is permitted to reveal information of a confidential nature that concerns any students or former, active or prospective personnel, financial records, management information, and other records of a privileged and non-public nature.

Employees with access to such information will be asked to sign a Statement of Confidentiality and to comply with the provisions of that statement. (END POLICY)
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.

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.

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 diverse 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 (Board Policy 3800: Section 3). 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)

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.

Faculty Responsibilities for the Bachelor of Applied Science in Organizational Leadership (BAS-OL) Lower and Upper-Level Competency Based Courses
Faculty assigned to teach BAS-OL competency courses will be responsible for accomplishing the following activities:
- All new faculty, without exception, will attend the New Faculty Orientation for OL program.
- Faculty will develop and provide an orientation session to students enrolled in the assigned competency course.
- Faculty will monitor student progress toward completion of required competencies in the course and provide proactive assistance to students to ensure timely completion of the competencies of the course.
- Faculty will assist students as issues come up with the online platform that supports the course competencies.
- Faculty will report Course Learning Outcomes for each course to the college at the end of each 7-weeks term.
- Faculty will review course competencies and provide recommendations to enhance the competencies and learning outcomes established in their courses.
- Faculty will monitor student participation and report on student attendance by the assigned deadlines through designated college channels.
- Faculty teaching upper-level competency course will ensure that artifacts from upper-level courses are developed for inclusion in student’s e-portfolio.
- Faculty will maintain a minimum of 1 regularly scheduled and posted office hour 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.
- Faculty are required to attend and participate in scheduled activities during the period of their appointment with the BAS-OL Program.
• Faculty are expected to demonstrate knowledge of and proficiency with technology used in competency based modalities.
• Faculty will inform department chair to place a textbook on reserve in the appropriate campus library for each class instructed.
• Faculty should be aware of all relevant dates in the BA-OL program, and understand that they diverge from the dates that are applicable to conventional classes and activities.

Adjunct Faculty Duties and Responsibilities
In order 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 attend orientation/professional development each semester. During the summer, adjunct faculty may teach up to a total of two courses. This total includes all courses taught during summer Sessions I, II, and III.

In order to answer student questions, as an adjunct faculty member you are required to be available to students for one 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.

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.

Instructor of Record
South Texas College’s policies, procedures, and practices are all clear regarding the instructor of record as the sole individual authorized to issue grades. The instructor of record is responsible for maintaining the academic rigor of each class, ensuring that the course syllabus is followed, assessing the skills and competencies of each student, and issuing appropriate grades.
According to STC Policy 3312, “the primary responsibility for assigning grades in a course belongs to the faculty member, and in the absence of compelling evidence of discrimination, differential treatment, or procedural irregularities, the judgment of the faculty member responsible for the course must remain determinant.”

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

**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. 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.

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

Learning Outcomes Assessment
At South Texas College we believe that a full commitment to teaching and learning must include assessing and documenting what and how much students are learning and using this information to improve the educational experiences being offered. Learning Outcomes Assessment is a process many educators practice already; taking what they have learned in the classroom and making changes to improve student performance and achievement. South Texas College’s approach to Learning Outcomes Assessment focuses primarily on improving student learning by formalizing the reporting process of student learning attainment.

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

Comprehensive Standard 3.3.1: The institution identifies expected outcomes, assesses the extent to which it achieves these outcomes, and provides evidence of improvement based on analysis of the results in each of the following areas:
- 3.3.1.1 educational programs, to include student learning outcomes
- 3.5.1 The institution identifies college-level general education competencies and the extent to which students have attained them.

All faculty (full-time and adjunct) teaching academic, general education, and workforce education courses are required to participate in Learning Outcome Assessment reporting every semester.

The reporting database opens at the beginning of each academic term (fall, spring & summer) and closes when the term is concluded. Faculty are to enter an activity description for each learning outcome listed in their courses. An activity description indicates the assignment used by the instructor that measures the learning of the specific course outcome listed. Faculty are to also enter the performance standard used for the assignment they enter. It is optional to upload examples of activities which includes, but is not limited to, course syllabi, assignments, projects, exams, rubrics, and samples of student work and performance. Generally, the deadlines to submit course reporting are when grades are due for the specific term.

The Office of Curriculum and Student Learning supports a cycle of continuous program improvement by assisting academic departments with developing program learning outcomes (PLOs) and creating assessment maps while also ensuring the maintenance and collection of accurate assessment data. Additionally, faculty are expected to engage in discussion of the assessment results and how they may be used to improve student performance.

JagPride, South Texas College’s customized reporting database system, tracks student learning outcomes, program objectives, and core objectives. JagPride generates comprehensive data reports that monitors and reflects program improvement. The easy-to-use system also supports accreditation planning and reporting and assists administrators in identifying areas requiring additional attention. Training is provided throughout the year to assist faculty with navigating the reporting system.

Benefits of Learning Outcomes Assessment
- Faculty can design instruction to target the knowledge and skill levels students should have upon finishing a course and better determine the levels of thinking or reasoning appropriate for the course.
- Faculty can engage in more productive conversations about the status of student achievement and make better decisions about how it might be improved.
- Faculty can make reliable decisions about innovations or experimental projects in instruction and share successes more easily.
- Faculty can become the primary decision-makers in regard to setting learning outcomes, identifying processes for assessing them, determining whether they have been reached, and recommending future directions.
For more information about Learning Outcomes Assessment please visit the Learning Outcomes homepage at http://academicaffairs.southtexascollege.edu/curriculum/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 rosters from all instructors. The instructors use the rosters 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.

Faculty are required to verify three rosters, a First-Week Attendance Roster, a Second Week Verification Roster, and the Census Day Roster each semester.

Verification of rosters takes place through Jagnet. Notification of roster submission deadlines are announced and distributed though faculty/staff email. Verification of student attendance on the First Week Attendance Rosters is required for all course sections, except for sections that are exclusively for Dual Credit (“S” sections). The Second Week Verification Roster process, will list only those students that faculty have reported as non-attending and will give faculty the opportunity to identify those students who have begun attending class. This roster is designed to give faculty the ability to prevent a student from a scheduled drop. Verification of the Census Day rosters is required of ALL faculty for ALL sections.

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.

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

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

<table>
<thead>
<tr>
<th>Example Calculations of 10% Absence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Term</td>
</tr>
<tr>
<td>------------------------------------</td>
</tr>
<tr>
<td>16 week-1 day a week</td>
</tr>
<tr>
<td>16 week-2 days a week</td>
</tr>
<tr>
<td>16 week-3 days a week</td>
</tr>
<tr>
<td>5 week MTF (Summer I &amp; II)</td>
</tr>
<tr>
<td>5 week MTFR (Summer I &amp; II)</td>
</tr>
<tr>
<td>10 week MTW (Summer III)</td>
</tr>
<tr>
<td>10 week MTWR (Summer III)</td>
</tr>
</tbody>
</table>

Title IX and Pregnancy Related Absences
South Texas College does not discriminate against any student on the basis of pregnancy, parenting or related conditions. Pregnant or parenting students seeking additional information should contact the Conflict Resolution Center immediately at 956-872-2180 or crc@southtexascollege.edu.

Under Title IX of the Education Amendments of 1972, and its implementing regulation at 34 C.F.R. Part 106 (Title IX), schools must excuse absences for students who are pregnant, who give birth, who are parenting, or who experience a related condition for as long as that student’s doctor determines is necessary. At the conclusion of that period, the student must be given a reasonable amount of time to make up the work they missed.

**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)

Grading System: Credit Programs Board Policy 3310 (rev. 7/28/05)
The following grading system is used at South Texas College:

<table>
<thead>
<tr>
<th>Grade Mark</th>
<th>Interpretation</th>
<th>Grade Point per Semester Hour</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Excellent</td>
<td>4</td>
</tr>
<tr>
<td>B</td>
<td>Good</td>
<td>3</td>
</tr>
<tr>
<td>C</td>
<td>Satisfactory</td>
<td>2</td>
</tr>
<tr>
<td>D</td>
<td>Minimum Passing</td>
<td>1</td>
</tr>
<tr>
<td>F</td>
<td>Failing</td>
<td>0</td>
</tr>
<tr>
<td>I</td>
<td>Incomplete</td>
<td>Not Computed</td>
</tr>
<tr>
<td>W</td>
<td>Withdraw</td>
<td>Not Computed</td>
</tr>
<tr>
<td>AUD</td>
<td>Audit</td>
<td>Not Computed</td>
</tr>
<tr>
<td>CR</td>
<td>Credit Given For</td>
<td>Not Computed</td>
</tr>
<tr>
<td>N</td>
<td>Non-Credit</td>
<td>Not Computed</td>
</tr>
<tr>
<td>S</td>
<td>Passing</td>
<td>Not Computed</td>
</tr>
<tr>
<td>P</td>
<td>Passing</td>
<td>Not Computed</td>
</tr>
<tr>
<td>NP</td>
<td>Not Passing</td>
<td>Not Computed</td>
</tr>
<tr>
<td>IP</td>
<td>In Progress</td>
<td>Not Computed</td>
</tr>
</tbody>
</table>

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. (END POLICY)

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 from the Enrollment Center. (Refer to Appendix M for Change of Grade Form)

**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 on the final examination schedule. Students receive an “I” for incomplete when grades are not submitted on time, or when a student is not issued a grade. The instructor is then required to complete a Change of Grade Form for each student to correct the transcript file.

While college policy prohibits the public posting of final grades, students may get their grades 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:

**ADOPTION**
- The Program/Department Chairs in conjunction with faculty will develop textbook selection criteria based on course goals and objectives.
- Instructors 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.
- Concurrent Enrollment requires that the same textbook be used for 3 years. This will be honored provided this text is the same text used at STC for the equivalent course.
- 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.

**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

Full-Time Faculty Teaching During Academic Year (On Board Approved Staffing Plan)

Assignments and Workloads as Conditions of Employment Board Policy 3800 (rev. 3/31/15)

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 five (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.

“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 Board Policy 3803 (rev. 1/26/16)
The following guidelines are applicable to full-time faculty on 9-month contracts teaching during summer terms:

1. Full-time faculty employed during the summer are expected to hold office hours. Standards for required office hours will be established by the chief academic officer of the college and will be published in advance of each summer term.
2. Faculty employed during the summer are not required to participate in other summer college activities unless they are employed under a prorated contract during the summer terms or unless they are receiving a Chair stipend during summer months. 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 9-month contract period (i.e. committee work, registration assistance, student advisement, etc.) as defined in Policy 3802, paragraph 1.
3. Compensation for full-time faculty during summer terms will follow the same pay plan as for overload and adjunct assignments, and published in the College’s Employee Salary Pay Plans.
4. All teaching loads in excess of 9 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 for Academic Affairs. Loads of this magnitude during Summer I, II or III will only be approved if no other reasonable alternatives are available. (END POLICY)

Drug-Free Workplace and Campus Board Policy 4213 (11/9/95)
The policy of South Texas College is to maintain a drug-free workplace and campus. For the purpose of this policy “workplace and campus” is defined as College property, any College-sponsored activity, or any other site for the performance of work for the College. Activities prohibited by this policy shall be considered good cause, as that term is used in policies, for discipline, including but not limited to suspension, non-renewal or immediate termination of employment, if the activities occur on College property or at College-sponsored activities or at any other site for the performance of the work of the College. The provisions of policies shall apply to violations of this policy. Prohibited activities under this policy include unlawful manufacture, distribution, dispensation, possession, or use of a controlled substance, as defined in schedules I through V of section 202 of 21 U.S.C. S 812, 21 C.F.R. Sections 1308.11-1308.15, as amended from time to time, in the workplace, as defined by this policy.

To implement this policy, the administration shall establish a program to inform employees of the following:

1. Standards of Conduct that clearly prohibit, at a minimum, the unlawful possession, use, or distribution of drugs and alcohol by students and employees on the property of the College or at any part of the College’s activities;
2. College policy of maintaining a drug-free workplace and campus;
3. Any available drug counseling, rehabilitation, and employee assistance programs; and
4. A clear statement that South Texas College will impose sanctions on students and employees (consistent with local, state and federal law) and a description of these sanctions, up to and including expulsion or termination of employment and referral for prosecution for violations of the standards of conduct.

All College employees shall be provided a copy of this policy. As a condition of employment, all College employees must comply with this policy. 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 College no later than 5 days after the conviction. 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 or otherwise. Within 30 days after receiving notice of the conviction described in this policy, the College shall impose discipline on, or require satisfactory participation
in a drug abuse assistance or rehabilitation program by, any employee who is convicted of a violation of a criminal
drug statute if the violation occurred in the workplace. (END POLICY)

**Outside Employment Board Policy 4800** (11/9/95)
An employee of the College may engage in outside employment, operate a business, or hold elective or non-elective
office when such is in compliance with the following applicable State statutes and regulations and when:
1. The outside job/activity does not interfere with performance of assigned duties and responsibilities;
2. There is no conflict of interest;
3. The outside employment is not undertaken with the claim that the individual is an official representative of
   South Texas College;
4. No resources of the College are used in conjunction with the outside employment; and
5. The immediate supervisor provides written approval and is notified of activity, including scheduled times,
   place and telephone or other contact source. (END POLICY)

**Guidelines:**
Faculty should inform their immediate supervisor of their outside employment in writing, 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

**Interdepartmental Faculty Assignments**
Full-Time Faculty may teach a course in a program/department outside of their own. Such assignments will require
the approval of both the Chair of the faculty member’s Program/Department, and the Chair who serves as the owner
of the course to be taught. The Interdepartmental Faculty Assignment form is included in Appendix O.

**Disciplinary Documentation Procedures** Board Policy 4911 (rev. 01/31/2017)

**Purpose**
This policy establishes a procedure for guiding supervisors in disciplining employees under their supervision who
engage in conduct that fails to conform to the College’s employee standards of conduct.

**Disciplinary Action Concerning Employees:**
Disciplinary action concerning employees shall be initiated by the immediate supervisor or by the department head.
Provided, all disciplinary action above verbal reprimand shall be approved by the department head. Supervisory
personnel should take into consideration the following:
1. Severity of the offense;
2. Frequency of the offense, if appropriate;
3. Duration of employment;
4. Conduct of the employee;
5. Effect of the action of the employee on the general public, fellow workers, and the College; and
6. All other extenuating circumstances relating to the particular facts of the situation.

The decision to discipline an employee should be made within a reasonable time after the occurrence of conduct or
incident warranting disciplinary action. Supervisory personnel shall consult the Director of Human Resources for
assistance and guidance in disciplinary actions other than verbal reprimands.

**Disciplinary Action: Verbal Warning**
A verbal warning is a basic disciplinary action where an employee is verbally informed by an immediate supervisor,
or other supervisor within the chain of command, that the employee has engaged in conduct which fails to conform to
the standards of conduct for College employees, and is admonished about the possible adverse consequences of
engaging in the non-conforming conduct. In addition to a verbal warning, an employee may be counseled by a
supervisor, or other supervisor within the chain of command, about how the employee may improve his/her conduct.
A verbal warning or counseling session may be noted by the immediate supervisor, or other supervisor within the
chain of command, maintained internally by the immediate supervisor.
Disciplinary Action: Written Reprimand
An immediate supervisor and/or department head may issue a written reprimand to an employee whose conduct fails to conform to the College’s standard of conduct for employees. A written reprimand need not be proceeded by a verbal warning. But, a written reprimand shall be issued if the employee fails to correct his or her conduct after having received a verbal warning. A written reprimand shall identify the employee’s non-conforming conduct and admonishes the employee about the possible adverse consequences for engaging in the same or other non-conforming conduct. Written reprimand shall be discussed with the employee and be placed in the employee’s personnel file at the Office of Human Resources. An employee may file a written response to the disciplinary action within 3 business days after receipt which response will be filed with the Office of Human Resources to be placed in the employee’s file. Procedures and guidance for the written reprimand may be obtained from the Office of Human Resources.

Disciplinary Action: Conduct and Performance Improvement Plan
Where an employee’s conduct fails to conform to the College’s standard of conduct after having received a verbal warning and/or a written reprimand, the immediate supervisor and/or department head may, in lieu of recommending termination, place the employee on a written Conduct and Performance Improvement Plan. This plan should be developed with the assistance of the Director of Human Resources or the Employee Relations Officer. The Conduct and Performance Improvement Plan may be for no more than three (3) months, and should follow the procedures established and maintained at the Office of Human Resources. A conduct and Performance Improvement Plan may be modified, as needed, to assist the employee in conduct improvement. A Conduct and Performance Improvement Plan is to be placed in the employee’s personnel file. An employee who fails to satisfactorily complete a Conduct and Performance Improvement Plan is subject to termination from employment for such failure and for the conduct precipitating the improvement plan.

Disciplinary Action: Suspension Without Pay
An at-will employee may be suspended without pay to discipline the employee for engaging in conduct that fails to conform to the College’s standards of conduct for employees. This disciplinary action may be taken to empress upon an employee the serious nature of the employee’s non-conforming conduct. An employee should consider this disciplinary action as a notice that the employee is facing possible termination if his/her conduct does not immediately improve. The supervisor will consult the department head and the Director of Human Resources before administering this disciplinary action. A suspension without pay shall not exceed 10 business days. Suspension without pay of an employee employed under a letter of appointment shall conform to the notice and hearing provisions of Policy 4118: Provision of Letter of Appointment: Faculty, Administrative, or Executive Employees. In addition to this disciplinary action, an employee may be issued a Written Reprimand and the employee placed on an Improvement Plan.

Disciplinary Action: Termination
An employee may be recommended for termination for disciplinary reasons, based on documented acts or omissions. Prior to recommending termination of an employee for disciplinary reasons, the employee’s immediate supervisor and any other appropriate administrator will meet with the employee to inform the employee of the reason(s) the employee is being recommended for termination. The employee may attend the meeting and respond to the reasons or the employee may submit a written response in lieu of attending the pre-termination meeting. This is not a due process hearing.

The President shall receive the recommendation for termination and shall review the disciplinary action to determine whether additional information needs to be presented and if the disciplinary action is an appropriate management response to the employee conduct. The President may modify, approve or disapprove such action. The decision of the President shall be final on all such action. A copy of the decision shall be delivered by the Office of the President to the employee. The final action shall be placed in the employee’s personnel file.

Administrative/Executive and Faculty Employed under a Letter of Appointment
Termination of an employee employed under a letter of appointment shall conform to Policy 4118: Provision of Letter of Appointment: Faculty, Administrative, or Executive Employees.

This policy is only a guide and not intended to require progressive discipline procedure prior to recommending termination of an employee for disciplinary or other legitimate reasons. Nothing in this policy is intended to prohibit administrative suspension with pay of an employee.
Suspension With Pay
An employee may be suspended with pay pending investigation of allegations of the employee engaging in conduct that fails to conform to the College’s standards of conduct for employees. Suspension pending investigation is considered when:

a. an employee’s continued attendance in the workplace may hinder the investigation
b. the employee’s continued attendance presents a risk to the employee or others; or
c. when the alleged actions interfere with the mandate of the College, either by damage to reputation or otherwise.

The supervisor will consult the department head and the Director of Human Resources before administering this action. The department head may suspend the employee with pay for up to 30 calendar days. The department head may extend the suspension for an additional 30 calendar days if further investigation is necessary. The total period of suspension with pay pending investigation may not exceed 60 calendar days.

An employee on suspension pending investigation must be available for in-person interviews throughout the entire suspension period. The employee is responsible for providing current contact information to the Office of Human Resources.

This policy does not preclude an employee from filing a grievance, under Policy 4904 Employee Complaint Procedure, after a disciplinary action, other than termination, becomes final, or from placing a written response in his/her personnel file to any disciplinary action.

This policy is not intended to create any property interest in continued employment. (END POLICY)

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, faculty are expected to continue employment at least through the end of the semester, or more appropriately, 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 Letter of Appointment with the Office of Human Resources or the President’s designee not later than the 45th calendar day before the effective date of the Letter of Appointment of the following academic year. 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 approval of the President or the President’s designee by submitting a written request to be released from the Letter of Appointment not less than 45 calendar days prior to the effective date of 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

Full-time faculty are expected to work the equivalent of a 40 hour week, and as the 40 hour week is calculated as 15 hours of classroom instruction + 15 hours of course prep + 5 office hours + 5 hours of other college service.

Academic Year Office Hours
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. All full-time faculty are also expected 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. All faculty are eligible for overload pay once they exceed the 15 Lecture Hour Equivalents.

Summer Term/Regular Faculty Office Hours
The Board Policy 3803 states that 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.

Online Office Hours
Full-time faculty teaching Distance Learning courses, specifically online, as part of their 15 LHE full-time teaching load during the spring and fall 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 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 previous 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)

<table>
<thead>
<tr>
<th>Total Courses</th>
<th>Face-to-Face</th>
<th>Online</th>
<th>Office Hours</th>
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<tbody>
<tr>
<td>5</td>
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Table 2. Allowable Online Office Hours - 4 LHE
(Fall and Spring Semesters)

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<tr>
<th>Total Courses</th>
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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 (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)

<table>
<thead>
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<th>Total Courses</th>
<th>Face-to-Face</th>
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<th>Office Hours</th>
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Table 4. Allowable Online Office Hours for Hybrid Courses- 4 LHE
(Fall and Spring Semesters)

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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:

1. 1st Tuesday: Council of Chairs
2. 1st Thursday: Open
3. 2nd Tuesday: Division Curriculum Committees
4. 2nd Thursday: Open
5. 3rd Tuesday: College-Wide Curriculum Committee
6. 3rd Thursday: Department Meetings
7. 4th Tuesday: Faculty Senate
8. 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. Serve on or chair one or more college-wide committees, teams, or task forces.
2. Serve on college-sanctioned projects such as health fairs, art fairs, computer contests, etc.
3. Participate in recruitment activities such as visiting high schools, etc.
4. Serve as the advisor for an STC-sanctioned student club.
5. Serve on or chair one or more search committees.
6. Actively advise students beyond the five posted office hours.
7. Tutor students beyond posted office hours. This may be scheduled in a faculty office, a lab, or other specified location.
8. 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 L for the College Service Proposal Form)
FACULTY QUALIFICATIONS

Academic and Professional Credentials for Faculty Board Policy 4151 (rev. 8/21/08)

South Texas College recruits and employs the most competent faculty members qualified to accomplish the mission and goals of the institution.

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.
(END POLICY)

**Faculty Credentials and Qualifications**

**Credentials Review Procedures**

*Approved by the Vice President for Academic Affairs: June 2007 (rev. 01/2016)*

Guiding Principle: A premier learning-centered higher education institution where student and community success are paramount.

Key to serving South Texas as a premier learning-centered institution is having appropriately credentialed and qualified faculty. The College is committed to employing faculty with the appropriate credentials and qualifications and has established the following guidelines.

**New Hires**

1. The Office of Human Resources verifies that applications are complete and that credentials are from regionally accredited institutions, then forwards applications to the search committee chair.
2. The search committee chair along with committee members conduct a review of faculty credentials and ensure that it meets the minimum credential requirements as stated in *STC Board Policy 4151*.
3. Following interviews, the search committee chair routes the recommendations to the Dean.
4. The Dean interviews finalists and forwards recommendation to the Office of Human Resources for final documentation verification.
   a. When the potential faculty member’s credentials and qualifications do not clearly adhere to STC Policy 4151 for the proposed course assignment and may require a justification, the department may submit a Credential Review Packet (CRP) for review and approval by the Division Dean and the Vice President for Academic Affairs. The CRP will contain the following items:
      - A memo that summaries the academic qualifications, credentials, and professional experiences relevant to the teaching assignment;
      - A crosswalk that provides a justification for each student learning outcome (SLO) in the courses to be taught;
      - Other existing documents to support the justifications (transcripts, certifications, etc.)
   b. The Credential Review Packet will be submitted to the Office of Curriculum and Student Learning for an initial review. Recommendations will be submitted to the Division Dean and the Vice President of Academic Affairs. In cases involving Dual Credit Faculty, the Administrator for High School Programs and Services will have the option to review the CRP.
   c. The Division Dean will review the Credential Review Packet and the recommendations of the Office of Curriculum and Student Learning and of the Administrator for High School Programs (if applicable). If approved, the Division Dean will forward the CRP to the Vice President for Academic Affairs for review.
   d. The Vice President of Academic Affairs will review the Credential Review Packet and the recommendations of the Office of Curriculum and Student Learning and of the Administrator for High School Programs (if applicable). The Vice President will render a decision and will communicate the decision to the Division Dean.
5. 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 includes faculty, administrators, and the STC SACS Liaison. The President of Faculty Senate (or their designee) also serves on this committee. When a case is forwarded to this committee, the Division Dean and the Department Chair will serve on the committee and assign one faculty member, who teaches in the same or related discipline, to serve on this committee. In cases involving Dual Credit Faculty, the Associate Dean for High School Programs and Services will have the option to also serve on the Credential Review Committee.
   a. 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.
   b. The recommendations are routed to the Vice President for Academic Affairs for final review.
6. The Vice President for Academic Affairs, as Chief Academic Officer, will review the committee’s recommendation and render a final decision.
7. 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.

Currently Employed Faculty:
1. The primary responsibility to submit credentials and qualifications is at the faculty level. The Department/Program Chair makes the determination whether credentials and qualifications are adequate.
2. When faculty credentials or qualifications for a particular course do not clearly adhere to STC Policy 4151 for the proposed course assignment, the faculty member must provide supporting documentation to respective Department/Program Chair.
3. Department/Program Chair convenes a Department/Program Credential and Qualifications Committee for review. The Committee should include a minimum of three additional faculty to review and research credentials and qualifications.
4. The Committee provides recommendation to Department/Program Chair.
5. The Department/Program Chair routes recommendation to Division Dean.
6. The Division Dean, in coordination with the Office of Human Resources, provides recommendation to Vice President for Academic Affairs.
   a. When the current faculty member’s credentials and qualifications do not clearly adhere to STC Board Policy 4151 for the proposed course assignment and may require a justification, the Division Dean should request the creation of a Credential Review Packet to determine if the faculty member can/should be justified for the course assignment.
   b. The Credential Review Packet will be submitted to the Office of Curriculum and Student Learning for an initial review. Recommendations will be submitted to the Division Dean and the Vice President of Academic Affairs. In cases involving Dual Credit Faculty, the Administrator for High School Programs and Services will have the option to review the CRP.
   c. The Division Dean will review the Credential Review Packet and the recommendations of the Office of Curriculum and Student Learning and of the Administrator for High School Programs (if applicable). If approved, the Division Dean will forward the CRP to the Vice President for Academic Affairs for review.
   d. The Vice President of Academic Affairs will review the Credential Review Packet and the recommendations of the Office of Curriculum and Student Learning and of the Administrator for High School Programs (if applicable). The Vice President will render a decision and will communicate the decision to the Division Dean.
7. 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 includes faculty, administrators, and the STC SACS Liaison. The President of Faculty Senate (or their designee) also serves on this committee. When a case is forwarded to this committee, the Division Dean and the Department Chair will serve on the committee and assign one faculty member, who teaches in the same or related discipline, to serve on this committee. In cases involving Dual Credit Faculty, the Associate Dean for High School Programs and Services will have the option to also serve on the Credential Review Committee.
   a. 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.
   b. The recommendations are routed to the Vice President for Academic Affairs for final review.
8. The Vice President for Academic Affairs, as Chief Academic Officer, will review the committee’s recommendation and render a final decision.
9. 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.

Full-time Temporary, Adjunct, and Dual Credit Faculty:
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 STC Policy 4152.
3. All new full-time temporary, adjunct, and Dual Credit faculty credentials will be reviewed and evaluated using the same procedures and policies used to evaluate full-time regular faculty credentials.
4. When a prospective faculty member’s credentials and qualifications do not clearly adhere to STC policy 4151 and may require a justification, the Division Dean should request the creating of a Credential Review Packet to determine if the faculty member can/should be justified.
a. The Credential Review Packet will be submitted to the Office of Curriculum and Student Learning for an initial review. Recommendations will be submitted to the Division Dean and the Vice President of Academic Affairs. In cases involving Dual Credit Faculty, the Administrator for High School Programs and Services will have the option to review the CRP.

b. The Division Dean will review the Credential Review Packet and the recommendations of the Office of Curriculum and Student Learning and of the Administrator for High School Programs (if applicable). If approved, the Division Dean will forward the CRP to the Vice President for Academic Affairs for review.

c. The Vice President of Academic Affairs will review the Credential Review Packet and the recommendations of the Office of Curriculum and Student Learning and of the Administrator for High School Programs (if applicable). The Vice President will render a decision and will communicate the decision to the Division Dean.

5. 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 includes faculty, administrators, and the STC SACS Liaison. The President of Faculty Senate (or their designee) also serves on this committee. When a case is forwarded to this committee, the Division Dean and the Department Chair will serve on the committee and assign one faculty member, who teaches in the same or related discipline, to serve on this committee. In cases involving Dual Credit Faculty, the Associate Dean for High School Programs and Services will have the option to also serve on the Credential Review Committee.

a. 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.

b. The recommendations are routed to the Vice President for Academic Affairs for final review.

6. The Vice President for Academic Affairs, as Chief Academic Officer, will review the committee’s recommendation and render a final decision.

7. 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.

Note: In all cases, the decision from the Vice President for Academic Affairs is final.

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.

<table>
<thead>
<tr>
<th>Education</th>
<th>Minimum Years of Service</th>
<th>Criteria Documentation (Portfolio) in Teaching Effectiveness and one of the three categories.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Doctorate or Master’s Degree</td>
<td>2</td>
<td>Service to College</td>
</tr>
<tr>
<td>Baccalaureate Degree</td>
<td>3</td>
<td>Service to Community</td>
</tr>
<tr>
<td>Associate Degree</td>
<td>4</td>
<td>Professional Activity</td>
</tr>
</tbody>
</table>

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.

<table>
<thead>
<tr>
<th>Education</th>
<th>Minimum Years of Service</th>
<th>Criteria Documentation (Portfolio) in Teaching Effectiveness and one of the four categories.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Doctorate</td>
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<td>Service to College</td>
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<tr>
<td>Master’s Degree</td>
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<td>Service to Community</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Professional Activity</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Scholarly Pursuit</td>
</tr>
</tbody>
</table>

(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.

<table>
<thead>
<tr>
<th>Education</th>
<th>Minimum Years of Service</th>
<th>Criteria Documentation (Portfolio) in Teaching Effectiveness and two of the four categories.</th>
</tr>
</thead>
<tbody>
<tr>
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<td>Service to College</td>
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<td>Professional Activity</td>
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<td></td>
<td></td>
<td>Scholarly Pursuit</td>
</tr>
</tbody>
</table>

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 or recently retired faculty or recently 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;

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.

Assistant Dean Duties and Responsibilities
An Assistant Dean for Program Development and Student Success is appointed by the Vice President for Academic Affairs upon the recommendation of the Dean. Collaborating with Department/Program Chairs, the Assist Dean will promote student success and persistence initiatives in their respective areas including:

- Focus on initiatives that will improve student persistence and completion.
- Evaluation and improvement of successful course completion rates and graduates.
- Development of new programs and initiatives, and/or services designed to best serve student needs.
- Monitor and oversee the successful delivery of Dual Credit offerings.
- Improvement of the methods of assessment and reporting of Core Objectives and Program Learning Outcomes, and the subsequent utilization of the results of these assessments for improvements in student success.
- Assist in development of promotional materials and activities to assist the growth of the Associate of Arts degree programs including the delineation of clear pathways for majors in these programs.
- Promote community outreach through recruitment, special programs, and initiatives that build bridges from the community to the College.
- Work closely with University Relations in the successful completion of 2+2 style articulations and the maintenance of regular contact with Bachelor of Arts degree-granting institutions in the state of Texas.
- Continue to collaborate with the Office of Professional Development and the Office of High School programs in the development and deployment of various training “modules” for faculty, including adjunct and Dual Credit Faculty.
- Work closely with the college’s Public Relations Department to develop promotional activities to assist the growth of the programs, including the delineation of clear pathways for majors in these programs.
- Serve on college-wide committees, initiatives, projects, and lead Academic Affairs task-forces, and/or committees, as requested.
- Attend various meetings and/or events, especially when and where the Dean of Liberal Arts and Social Sciences may not be able to attend.
- Sign paperwork in the absence of the Dean of the Liberal Arts and Social Sciences Division.
Department/Program Chair Duties and Responsibilities
Career Program and Academic Department Chair Compensation and Responsibility
Board Policy 3804 (rev. 9/30/99)

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. (END POLICY)

Department/Program Chair Duties
The Chair serves as immediate supervisor for all departmental faculty 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. Works cooperatively with College student support services to ensure student progress toward program completion and placement.
3. Prepares class schedules, assigns teaching loads, monitors class coverage, and addresses student concerns.
4. Evaluates all departmental faculty and coordinates the evaluation of adjunct faculty.
5. Interviews and recommends qualified adjunct faculty.
6. Coordinates the development, revision, and implementation of section outlines and master syllabi to ensure consistency in course competencies across the District.
7. Supervises planning and program evaluation to achieve student success.
8. Maintains the department’s program compliance with standards of accreditation.
9. Coordinates departmental textbook selection and submits order forms on a timely basis.
10. Assists the Deans with the preparation and management of departmental/program budget and maintains minutes of all meetings.
11. Works with the Partnership for Community, Business, and Industry Training to meet the continuing education needs of the community.
12. Performs other duties as assigned by the Dean.

Supervisory Responsibilities:
Supervises departmental faculty.

Submission of Required Documents
As the duties and responsibilities of faculty members of South Texas College include the preparation and submission of 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
The master syllabus is prepared by the Department/Program Chair and is provided to faculty for the purposes of describing individual course requirements/guidance and outlining course-specific (1) institutional information; (2) Chair’s (author) information; (3) course information; (4) course description which includes learning outcomes; (5)
departmental course requirements (6) evaluation; (7) required textbook & resources; and (8) policy statements including Statement of Equal Education and Equal Employment Opportunity, Title IX, and ADA (Students with Disabilities Statement) information. Learning outcomes must be stated in terms of what the student will be able to do by the end of the course. Additionally, master syllabi for Core Curriculum Courses must include course-specific core curriculum objectives outlined in the most current STC catalog. Each master syllabus must include minimum essential information identified by the Associate Dean of Curriculum & Student Learning. The Master Syllabus Templates for Core Curriculum and Non-Core Curriculum Courses are provided in Appendix K.

**Learning Outcomes Assessment**
Department/Program Chairs play a key role in leading the Learning Outcomes Assessment process. The duties and responsibilities are as follows:
- Review curriculum maps, which includes program learning outcomes (PLOs), course learning outcomes (CLOs), and specific associations found between them and update accordingly once a year.
- Stay current and up-to-date with changes to course learning outcomes in the Workforce Education Course Manual (WECM) and Academic Course Guide Manual (ACG).
- Encourage and support full-time and adjunct faculty within the department to complete course level reporting in a timely fashion.
- Discuss and share student learning attainment results, including Program Learning Outcome (PLO) and Core Objective (CO) data, with department faculty.
- Submit annual Program Learning Outcome (PLO) and Core Objective (CO) reports.
  - At the conclusion of the academic year, Department/Program chairs are to:
    - Review learning attainment of Program Learning Outcomes (PLO) and Core Objectives (CO) if applicable.
    - Determine if program learning attainment percentages met the department target.
    - Summarize the assessments used by the department to measure the learning of the PLO.
    - Design an action plan at the end of the academic year that shares department experience with the last action plan implement, new expectations for the academic year, and steps to be taken to increase the quality of student learning as it relates to Program Learning outcomes and Core Objectives.

For more information about Learning Outcomes Assessment please visit the Learning Outcomes homepage at [http://academicaffairs.southtexascollege.edu/curriculum/learning_outcomes/](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 two Advisory Committee meetings per academic year. Information regarding the functions and composition of an advisory committee are published in Chapter Three of the Guidelines for Instructional Programs in Workforce Education (GIPWE). Minutes from all Advisory Committee meetings must be maintained by the Program Chair. Refer to the Program Development 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 equity 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
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.

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 in order to ensure a positive learning environment for students and efficient and effective utilization of classroom space.

Centralized Process
The growth in course offerings at STC has made it necessary to establish a centralized course scheduling processes. The scheduling process will be managed and monitored by the Curriculum & Student Learning Department. This process will be in place for all STC campuses and any future teaching sites. Scheduling Technicians at the Curriculum & Student Learning 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 Technicians will assist the 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 Technicians. Assistant Chairs need written permission from the appropriate Dean if they are to schedule classes. The Administrator for High School Programs and Services will submit the schedule for Dual Credit and Academy courses.
4. Each course that is scheduled must be submitted on the proper form to the Scheduling Technician.
5. Each course that is scheduled must be offered to:
   - Serve the entire College District; and
   - Meet the sequence of course offerings listed in the Program’s degree/certificate information as published in the college catalog.
6. 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.

Submission Guidelines
The entire schedule submitted by the Chair to the Scheduling Technician must:
• Be submitted by the deadline. First review and second 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;
• Be scheduled according to the Uniform Class Times. The following exceptions may be allowed depending on the availability of facilities and class time offering:
  o Courses taught at the Technology, NAH and Starr County campus. (Note: The Office of Curriculum & Student Learning will evaluate the impact of these offerings on other class offerings within the same campus to minimize conflicts.)
  o Courses that fall outside the hours of 8:00 am – 4:00 pm during the weekday and anytime on the weekends
  o 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

Any exceptions to the Uniform Class Times that do not fall within the conditions listed above must have prior approval from the Vice President for Academic Affairs and Division Dean signature. Approved exceptions are valid only for the semester requested;
• Have the approval of the Administrator for High School Programs and Services for all dual and contract training courses;
• All online courses offered must have been approved for online instruction and staffed with certified online faculty. To ensure compliance with SACSCOC allowable percentages for online degrees, the Dean for Distance Learning will review the schedule of online and hybrid offerings and may request changes accordingly.

**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.

Exceptions include the following:

<table>
<thead>
<tr>
<th>Discipline</th>
<th>Approved Cap</th>
<th>Allow to enroll up to</th>
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<tr>
<td>SPAN 1411, SPAN 1412</td>
<td>24</td>
<td>25</td>
</tr>
<tr>
<td>TECA 1303, TECA 1311, TECA 1318, TECA 1354, TECA 1311</td>
<td>24</td>
<td>24</td>
</tr>
</tbody>
</table>
2. 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.

3. Class sizes for online courses will be set at 25.

<table>
<thead>
<tr>
<th>Discipline</th>
<th>Approved Cap</th>
<th>Allow to enroll up to</th>
</tr>
</thead>
<tbody>
<tr>
<td>Online classes</td>
<td>25</td>
<td>28</td>
</tr>
</tbody>
</table>

Exceptions include the following:

<table>
<thead>
<tr>
<th>Discipline-Online courses</th>
<th>Approved Cap</th>
<th>Allow to enroll up to</th>
</tr>
</thead>
<tbody>
<tr>
<td>Developmental English</td>
<td>22</td>
<td>24</td>
</tr>
<tr>
<td>Developmental Reading</td>
<td>22</td>
<td>24</td>
</tr>
<tr>
<td>EDUC 2301, EDUC 1301</td>
<td>24</td>
<td>26</td>
</tr>
<tr>
<td>ENGL 1301, ENGL 1302</td>
<td>20</td>
<td>22</td>
</tr>
<tr>
<td>SPAN 1411, SPAN 1412</td>
<td>20</td>
<td>22</td>
</tr>
</tbody>
</table>

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 Vice President for Academic Affairs.

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

<table>
<thead>
<tr>
<th>Program</th>
<th>Theory Class Size</th>
<th>Skills Theory Class Size</th>
<th>Lab Class Size</th>
</tr>
</thead>
<tbody>
<tr>
<td>EMT</td>
<td>30</td>
<td>30</td>
<td>10</td>
</tr>
<tr>
<td>HMAS</td>
<td>24</td>
<td>n/a</td>
<td>20</td>
</tr>
<tr>
<td>HITT 1305</td>
<td>30</td>
<td>n/a</td>
<td>n/a</td>
</tr>
<tr>
<td>MAT</td>
<td>16</td>
<td>16</td>
<td>16</td>
</tr>
<tr>
<td>OTA</td>
<td>25 Hybrid Classes</td>
<td>20</td>
<td>10</td>
</tr>
<tr>
<td>PTCA</td>
<td>20</td>
<td>20</td>
<td>10</td>
</tr>
<tr>
<td>PHARM</td>
<td>30</td>
<td>n/a</td>
<td>10</td>
</tr>
<tr>
<td>PTA</td>
<td>20</td>
<td>20</td>
<td>10</td>
</tr>
<tr>
<td>RADT</td>
<td>22</td>
<td>22</td>
<td>10</td>
</tr>
<tr>
<td>RESP</td>
<td>30</td>
<td>20</td>
<td>10</td>
</tr>
<tr>
<td>VN</td>
<td>30</td>
<td>20</td>
<td>10</td>
</tr>
</tbody>
</table>

### Associate Degree Nursing

<table>
<thead>
<tr>
<th>Program</th>
<th>Theory Class Size</th>
<th>Lab Class Size</th>
</tr>
</thead>
<tbody>
<tr>
<td>RSNG 1205</td>
<td>24</td>
<td>10</td>
</tr>
<tr>
<td>RSNG 1209</td>
<td>30</td>
<td>n/a</td>
</tr>
<tr>
<td>RSNG 1244</td>
<td>24</td>
<td>10</td>
</tr>
<tr>
<td>RSNG 1251</td>
<td>24</td>
<td>n/a</td>
</tr>
<tr>
<td>RSNG 1301</td>
<td>30</td>
<td>n/a</td>
</tr>
<tr>
<td>RSNG 1327</td>
<td>30</td>
<td>n/a</td>
</tr>
<tr>
<td>RSNG 1341</td>
<td>25</td>
<td>n/a</td>
</tr>
<tr>
<td>RSNG 1413</td>
<td>24</td>
<td>n/a</td>
</tr>
<tr>
<td>RSNG 2201</td>
<td>24</td>
<td>n/a</td>
</tr>
<tr>
<td>RSNG 2121</td>
<td>50</td>
<td>n/a</td>
</tr>
</tbody>
</table>
Timelines

1. The schedules are pulled from Banner for publication in the Tabloids according to the following schedule:
   - **SPRING Schedule**: Pulled AUGUST 1st
   - **SUMMER Schedule**: Pulled DECEMBER 1st
   - **FALL Schedule**: Pulled JANUARY (first Monday after Winter Break)

2. The Classroom Distribution List will be adhered to by the Scheduling Technicians for any courses scheduled prior to the PR deadlines listed above.

3. After the PR 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 Technicians will attempt to schedule in rooms from the same Division whenever possible.

4. 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.

The Section Codes/Numbers, Off-Campus Location Codes, Minimester Session Codes and Uniform Class Times can be found in the appendix area (Appendix E – H.) For Scheduling Request Forms refer to the webpage at http://academicaffairs.southtexascollege.edu/curriculum/curriculum.html

**Documentation of Official Transcripts for All Employees Board Policy 4152 (rev. 8/21/03)**

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 (SACS) 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. This policy applies to full and part-time employees. This requirement must be met before beginning employment with the College.

An extension for submitting the official transcripts may be granted in an emergency, provided copies of the transcripts are on file in the Office of Human Resources. Granting the extension is subject to the approval from the appropriate Dean or supervising Director, the appropriate Vice President and the Director of Human Resources. This extension cannot exceed beyond the first seven weeks of employment with the College. If an extension is granted, employment is contingent upon receiving the official transcripts. (END POLICY)

**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)

Procedures for Hiring and Paying Employees from Grant and Contract Funds

STC hiring procedures shall be followed when hiring employees for grant positions.

Procedures:
- Ensure there is adequate funding for a position;
- Submit a Personnel Requisition Form and job description;
- If adequate funding is available, administrator must obtain signature and approval by the Business Office;
- Once the Business Office has approved position, the Personnel Requisition Form is processed in the Office of Human Resources and the final approval of the President is obtained;
- Human Resources advertises vacant position;
- Search Committees interview candidates;
- Search Committees check references of candidates to be interviewed;
- Search Committee recommends candidate for hire;
- Obtain approval from the appropriate Vice President and President before placement of new employees;
- Inform hired employee that upon completion of project (or other extenuating circumstance occurs) grant funding closes, the position may no longer exist and, therefore, employee will no longer be employed;
- If another grant is awarded, implement the hiring process for all applicants applying for the position for the new grant;
- Extension of employment from one grant to another is unacceptable, unless the President has given special approval (under special circumstances).

Grant salaries will be determined by the responsibilities outlined on job descriptions, which correlates to regular full-time positions in our approved salary plan.

Each individual grant salary will be determined by:
- Salary range for position
- Education and experience of qualified candidate.

Faculty Appointment Procedures

It is the policy of South Texas 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 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 the stated deadline.

The President of STC is the only official of South Texas College authorized to issue faculty or administrative and executive letters of appointment.

All STC letters of appointment for employment are for a specified duration and do not create a property right to, or expectation of, continued employment beyond the period specified.
Assistant Chair Duties and Responsibilities
The Assistant Chair is appointed by the Department Chair with Dean’s 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.

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 and staffing
- Program development and research
- Facilitating departmental initiatives such as major fairs and promotional visits
- Representing the department in the chair’s absence
- Facilitating meetings in the chair’s absence
- Working with majors for advising and retention purposes
- Representing the chair at Mid Valley and Starr County
- Performing faculty observations
- Monitoring and facilitating PRIDE submissions
- Providing information to the Department Chair to be shared with Dean and VP
- Coordinating Advisory Committee meetings
- IE plan facilitating/data gathering
- Assisting with dual credit program
- Other duties as assigned

Program Coordinators/Lead Faculty Duties and Responsibilities

Lead Faculty
For each major in a degree program, the institution assigns responsibility for program coordination, as well as for curriculum development and review, to lead faculty academically qualified in the field. Individuals assigned to this role can develop, coordinate and review the degree program.

Program Coordinators
The Program Coordinator is a full-time 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. The compensation for each Program Coordinator will be determined as a special assignment with a justification memo that details the list of responsibilities and the compensation.

At this time, Program Coordinators are assigned in the following programs/disciplines:
- Interdisciplinary Studies (Associate of Arts)
- Mexican American Studies
- Engineering
- Heating, Ventilation, Air Conditioning and Refrigeration
- Electrician Technology
COMPENSATION
Faculty Salary Plan
Fiscal Year 2017-2018

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, faculty members may advance within the salary schedule by meeting stated incremental requirements for education and experience.

TERMINOLOGY
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.

Full-time regular faculty are expected to teach a minimum of 30 Lecture Hour Equivalents (LHEs) per academic year (fall and spring semesters).

Full-time regular faculty must maintain a minimum of 5 regularly scheduled and posted office hours for students per instructional week.

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. Additional time will be dedicated to curriculum development.

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

The chart below provides a comparison between Full-Time Regular and Lecturer Faculty positions. The distinctions between the two 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.
### Full-Time Regular and Lecturer Faculty Position Distinctions

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Full-Time Regular Faculty 9 month contract</th>
<th>Lecturer Faculty Assignment for one or two semesters</th>
</tr>
</thead>
<tbody>
<tr>
<td>Salary</td>
<td>Compensated based on academic attainment level and prior work and/or teaching experience following board approved salary plan tables and compensation guidelines</td>
<td>Compensated based on academic attainment level and prior work and/or teaching experience following board approved salary plan tables and compensation guidelines</td>
</tr>
<tr>
<td>Title</td>
<td>Instructor, Assistant Professor, Associate Professor, Professor</td>
<td>Lecturer</td>
</tr>
<tr>
<td>Duties</td>
<td>Teaching Professional Development, Department, Division, and College service</td>
<td>Teaching Optional Professional Development limited Department, Division, and College service</td>
</tr>
<tr>
<td>Committees</td>
<td>College, Division, and Department committees where faculty representation is requested and needed</td>
<td>Non-voting committees only</td>
</tr>
<tr>
<td>Faculty Classification</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Hiring Procedures</td>
<td>Conducted through Faculty Search Committee</td>
<td>Either through Faculty Search Committee or through Emergency Hire Procedures</td>
</tr>
<tr>
<td>Hiring Letter</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Contract Letter to be signed</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Renewal</td>
<td>Yes, notice on or before February 15, April for new Faculty</td>
<td>Based on enrollment needs Only possible for three years consecutively</td>
</tr>
<tr>
<td>Evaluation</td>
<td>Full Time Faculty Evaluation Plan</td>
<td>Adjunct Faculty Evaluation Plan</td>
</tr>
<tr>
<td>Employer Benefits</td>
<td>Full – TRS/OPR/ERS if more than 4.5 months</td>
<td>Full-TRS/OPR/ERS</td>
</tr>
<tr>
<td>Office</td>
<td>Yes, but to be vacated at the end of the assignment</td>
<td>Yes</td>
</tr>
<tr>
<td>Professional Development</td>
<td>Yes</td>
<td>Optional</td>
</tr>
<tr>
<td>Professional Development Out of State Travel</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Eligibility for Awards</td>
<td>Yes</td>
<td>Adjunct awards</td>
</tr>
<tr>
<td>Board Approved Staffing Plan</td>
<td>Yes</td>
<td>No</td>
</tr>
</tbody>
</table>

**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.

Adjunct faculty are expected to maintain a minimum of one office hour per week per course plus additional preparation time.

Adjunct faculty are also required to attend orientation/professional development prior to the beginning of the term. 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:** 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 course
LECTURE HOUR EQUIVALENT: Defined as follows:
- One lecture hour equals 1 Lecture Hour Equivalent (LHE).
- One laboratory (lab) hour equals 0.67 LHE. The course descriptions in the college catalog are used to determine the lecture hours and the lab hours for each course.
- One clinical (lab) hour equals 0.80 LHE.

CAREER PROGRAM CHAIR AND ACADEMIC DEPARTMENT CHAIR: Full-time faculty who are appointed by the Vice President for Academic Affairs, upon the recommendation of the appropriate Division Dean, each August for the subsequent academic year.

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 for 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.

OVERLOAD PAY: Compensation for Full-Time Regular Faculty and Lecturer are paid at the adjunct rate for all LHEs 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) LHEs each fall and spring semester for additional compensation. Any overload over six (6) LHEs require the Dean’s approval. The Vice President for Academic Affairs must approve any overload over eleven (11) LHEs. Since this is extra work for extra pay, Full-Time Regular 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.

UNDERLOAD PAY: Teaching load of less than 15 lecture hour equivalents per 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.

ACADEMIC YEAR: Defined as 166 work days for full-time faculty.

ACADEMIC WORK WEEK: Defined as the equivalent of 40 hours per week.

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 Vice President for Academic Affairs and the President.

A newly employed faculty member is placed on the faculty salary plan according to a Step and Level Formula. A maximum of 8 steps is allowed for the initial placement of new faculty on the salary plan. This includes retired faculty with more than 30 days break in service.

### Department/Program Chair Compensation and Course Release
#### Fall and Spring Semesters
Fiscal Year 2017-2018

<table>
<thead>
<tr>
<th>Workforce Program Chair</th>
<th>Number of Sections</th>
<th>Course Release Percentage</th>
<th>Administrative Hours per Week</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1-20</td>
<td>40%</td>
<td>16</td>
</tr>
<tr>
<td></td>
<td>21-40</td>
<td>60%</td>
<td>24</td>
</tr>
<tr>
<td></td>
<td>41-79</td>
<td>80% Plus One Assistant Chair</td>
<td>32</td>
</tr>
<tr>
<td></td>
<td>80-120</td>
<td>80% Plus Two Assistant Chairs</td>
<td>32</td>
</tr>
</tbody>
</table>

Note: Each Workforce Chair will be required to teach a minimum of one course each fall and spring semester.
### Academic Department Chair

<table>
<thead>
<tr>
<th>Number of Sections</th>
<th>Course Release Percentage</th>
<th>Administrative Hours per Week</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-40</td>
<td>40%</td>
<td>16</td>
</tr>
<tr>
<td>41-80</td>
<td>60%</td>
<td>24</td>
</tr>
<tr>
<td>81-120</td>
<td>80%</td>
<td>32</td>
</tr>
<tr>
<td>121-159</td>
<td>80% Plus One Assistant Chair</td>
<td>32</td>
</tr>
<tr>
<td>160-200</td>
<td>80% Plus Two Assistant Chairs</td>
<td>32</td>
</tr>
<tr>
<td>201-240</td>
<td>80% Plus Three Assistant Chairs</td>
<td>32</td>
</tr>
</tbody>
</table>

Departments with more than 240+ sections will qualify for an additional Assistant Chair for each additional 40 sections.

Note: Each Academic Department Chair will be required to teach a minimum of one course each fall and spring semester.

As Program/Department Chairs are expected to work the equivalent of a 40 hour week, and as the 40 hour week is calculated for full-time faculty as 15 hours of classroom instruction + 15 hours of course prep + 5 office hours + 5 hours of other college service, the ‘Course Release Percentage’ for Department/Program Chairs is calculated as release time from the 40 hour week thus calculated. Consequently, a 40%, 60%, or 80% release is a release of 40%, 60%, or 80% from the time otherwise allotted for classroom instruction, course prep, office hours, and college service hours, for an equivalent (40%, 60%, or 80% of the 40 hour week) of Administrative Hours.

- Department/Program Chairs will require Dean approval for teaching over 6 LHEs during fall and spring semesters. Overloads in excess of 6 LHEs, will require advance approval from the Dean and the Vice President for Academic Affairs.
- Chairs will be required to submit documentation regarding administrative hours to the respective Dean.
- Department/Program Chairs receive a $400 per month stipend during the fall and spring semesters.

### Assistant Chair: The assistant chair is appointed by the Department Chair with Dean’s approval and is compensated by a non-teaching assignment (3 LHEs per semester). The assignment period is for one semester.

### Department/Program Chair Summer Compensation
**Summer I & III or Summer II**
**Fiscal Year 2017-2018**

<table>
<thead>
<tr>
<th>Workforce Program Chair</th>
<th>Stipend</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sections</td>
<td>Administrative Hours per Week</td>
</tr>
<tr>
<td>1-5</td>
<td>5</td>
</tr>
<tr>
<td>6-10</td>
<td>10</td>
</tr>
<tr>
<td>11-24</td>
<td>15</td>
</tr>
<tr>
<td>25+</td>
<td>20</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Academic Department Chair</th>
<th>Stipend</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sections</td>
<td>Administrative Hours per Week</td>
</tr>
<tr>
<td>1-9</td>
<td>5</td>
</tr>
<tr>
<td>10-29</td>
<td>10</td>
</tr>
<tr>
<td>30-49</td>
<td>15</td>
</tr>
<tr>
<td>50+</td>
<td>20</td>
</tr>
</tbody>
</table>

Note: These guidelines apply to chairs with 9-month contracts.

- Dean will submit the recommended Notice of Employment Forms to the Vice President for Academic Affairs for review and approval.
- Chairs will be required to submit documentation regarding administrative hours to the respective Dean.
- Chairs compensated on the $600 per summer session will not be required to submit documentation on administrative hours.
Chairs requesting to exceed the Allowed Teaching Load (above 12 LHEs) will require advance approval by the Dean and the Vice President for Academic Affairs.

Adjunct/Overload Compensation
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.

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 attend orientation/professional development each semester. During the summer, adjunct faculty may teach up to a total of two courses. This total includes all courses taught during summer Sessions I, II, and III.

Overload Compensation:
- Full-time regular faculty are paid at the adjunct rate for all LHEs beyond 15 per semester or 30 per academic year.
- Upon approval by the Chair, a full-time faculty member may accept an overload assignment of up to six (6) LHEs each fall and spring semester for additional compensation.
- The Dean must approve any overload assignment over six (6) LHEs.
- The Vice President for Academic Affairs must approve any overload assignment over eleven (11) LHEs. 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) LHEs, request for approval must be submitted through a justification memo and Action Plan to the Vice President for Academic Affairs for consideration. Loads of this magnitude will only be approved for one semester and if no other reasonable alternative is available.

### Adjunct/Overload Pay Rates

<table>
<thead>
<tr>
<th>Degree</th>
<th>Adjunct</th>
</tr>
</thead>
<tbody>
<tr>
<td>Associate</td>
<td>$575</td>
</tr>
<tr>
<td>Bachelor</td>
<td>$625</td>
</tr>
<tr>
<td>Master</td>
<td>$750</td>
</tr>
<tr>
<td>Doctorate</td>
<td>$850</td>
</tr>
</tbody>
</table>

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 TRS 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.

### Summer Faculty Pay Rates

**Fiscal Year 2017-2018**

(Reference Board Policy 3803)

<table>
<thead>
<tr>
<th>Degree</th>
<th>Adjunct</th>
<th>FT Regular</th>
</tr>
</thead>
<tbody>
<tr>
<td>Associate</td>
<td>$575</td>
<td>$575</td>
</tr>
<tr>
<td>Bachelor</td>
<td>$625</td>
<td>$625</td>
</tr>
</tbody>
</table>
All teaching loads in excess of 9 LHEs during Summer I, Summer II, or Summer III sessions, must be approved in advance by the Dean. Teaching loads in excess of 12 LHEs must be approved in advance by the Dean and the Vice President for Academic Affairs. In addition, teaching loads in excess of 15 LHEs during the combined Summer Sessions (I, II, III) must be approved in advance by the Dean and the Vice President for Academic Affairs. Loads of this magnitude during Summer I, II, or III will only be approved if no other reasonable alternatives are available.

<table>
<thead>
<tr>
<th>Per Summer Session Course Assignment Summer I, II, III</th>
<th>Combined Summer Sessions Course Assignment Summer I, II, III</th>
<th>Approval Process</th>
</tr>
</thead>
<tbody>
<tr>
<td>Up to 9</td>
<td></td>
<td>Department Chair</td>
</tr>
<tr>
<td>Over 9</td>
<td></td>
<td>Preapproval Division Dean and Vice President</td>
</tr>
<tr>
<td>Over 12</td>
<td></td>
<td>Preapproval Division Dean and Vice President</td>
</tr>
<tr>
<td>Only emergency situations</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Over 15</td>
<td></td>
<td>Preapproval Division Dean and Vice President for Academic Affairs</td>
</tr>
</tbody>
</table>

## Adjunct Faculty Summer Teaching Assignment

During the summer, adjunct faculty may teach up to a total of two courses. This total includes all courses taught during Summer Session I, II, and III. Adjunct teaching loads in excess of two courses during the combined Summer Sessions (I, II, III) must be approved in advance by the Dean and the Vice President for Academic Affairs.

### Nursing & Allied Health Summer Extension and Faculty Load

Nursing and Allied faculty are hired with 9 month contracts with required teaching load of 15 LHE per fall and spring semester (16 weeks). Because some programs run year round, faculty are given extensions for the summer to assure courses are covered during the summer with required teaching load of 12 LHEs for long summer sessions (12 weeks). The following is a breakdown of the required summer load for each extension.

<table>
<thead>
<tr>
<th>Months</th>
<th>Weeks</th>
<th>Days</th>
<th>LHE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 month</td>
<td>4 - 5 weeks</td>
<td>June 1 - June 30</td>
<td>4 LHE</td>
</tr>
<tr>
<td>1 ½ months</td>
<td>6 weeks</td>
<td>College Calendar Summer I or II session</td>
<td>6 LHE</td>
</tr>
<tr>
<td>2 months</td>
<td>8 - 9 weeks</td>
<td>June 1 - July 31</td>
<td>8 LHE</td>
</tr>
<tr>
<td>3 months</td>
<td>12 weeks</td>
<td>College Calendar Summer III session</td>
<td>12 LHE</td>
</tr>
</tbody>
</table>
Compensation for External Learning Experiences/Capstones
(Practicums -Internships -Co-Ops -Clinicals)
FY 2017-2018

Compensation for External Learning Experiences/Capstones:
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 Division of Business, Public Safety, and Technology, Bachelor Programs, and the Child Development Programs and Sign Language Interpreter programs in the Liberal Arts and Social Science Division will be based on enrollment in the course according to the following guidelines:
   - ½ LHE for student enrollment of 1-2 students and weekly conferences
   - 1 LHE for student enrollment of 3-5 students and weekly conferences
   - 2 LHEs for student enrollment of 6-10 students and weekly conferences
   - 3 LHEs for student enrollment of 11-15 students and weekly conferences
   - 4 LHEs for student enrollment of 16-20 students and weekly conferences
   - 5 LHEs for enrollment of 21 or more students and weekly conferences
   - 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 warrant total compensation of 3 LHEs. The assignment may be for 1 faculty member or divided equally among as many as 3 faculty members, such as 15 students to one faculty member for a load of 3 LHEs, 5 each to 3 faculty members for a load of 1 LHE each, or 10 to one faculty member for a load of 2 LHEs and 5 to a second faculty member for a load of 1 LHE
   - Mileage reimbursement for all visits to the job sites job sites will be at the college approved mileage reimbursement rate
D. Load for faculty supervising external learning experiences in Nursing/Allied Health programs will be based as follows:

<table>
<thead>
<tr>
<th>Program</th>
<th>Lecture @ 1 LHE per 1 contact hour of lecture</th>
<th>Lab @ 0.67 LHE per 1 contact hour of Lab</th>
<th>Clinical @ 0.80 LHE per 1 contact hour of Clinical providing on-site supervision of students 100%</th>
<th>Clinical @ 0.80 LHE per 1 contact hour for 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</th>
<th>Practicum @ 0.67 per 1 contact hour providing daily on-site supervision of students between 2-3 affiliation sites/class period</th>
</tr>
</thead>
<tbody>
<tr>
<td>ADN</td>
<td>•</td>
<td>•</td>
<td>•</td>
<td>N/A</td>
<td>*</td>
</tr>
<tr>
<td>EMT</td>
<td>•</td>
<td>•</td>
<td>N/A</td>
<td>N/A</td>
<td>*</td>
</tr>
<tr>
<td>HMAS</td>
<td>•</td>
<td>•</td>
<td>N/A</td>
<td>N/A</td>
<td>*</td>
</tr>
<tr>
<td>MAT</td>
<td>•</td>
<td>•</td>
<td>N/A</td>
<td>N/A</td>
<td>*</td>
</tr>
<tr>
<td>OTA</td>
<td>•</td>
<td>•</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>PCA</td>
<td>•</td>
<td>•</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Pharmacy</td>
<td>•</td>
<td>•</td>
<td>N/A</td>
<td>N/A</td>
<td>*</td>
</tr>
<tr>
<td>PTA</td>
<td>•</td>
<td>•</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Radiology/Sonography</td>
<td>•</td>
<td>•</td>
<td>N/A</td>
<td>N/A</td>
<td>•</td>
</tr>
<tr>
<td>Respiratory</td>
<td>•</td>
<td>•</td>
<td>N/A</td>
<td>N/A</td>
<td>•</td>
</tr>
<tr>
<td>VN</td>
<td>•</td>
<td>•</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
</tbody>
</table>

*Load for faculty supervising external learning experiences in the Health and Medical Administrative Services, Pharmacy, and Medical Assistant Technology Programs in the Nursing and Allied Health Division will be based on enrollment in the course according to the following guidelines:

- ½ LHE for student enrollment of 1-2 students and weekly conferences
- 1 LHE for student enrollment of 3-5 students and weekly conferences
- 2 LHE for student enrollment of 6-10 students and weekly conferences
- 3 LHE for student enrollment of 11-15 students and weekly conferences
- 4 LHE for student enrollment of 16-20 students and weekly conferences
- 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 warrant total compensation of 3 LHEs.) The assignment may be for 1 faculty member or divided equally among as many as 3 faculty members, such as 15 students to one faculty member for a load of 3 LHEs, 5 each to 3 faculty members for a load of 1 LHE each, or 10 to one faculty member for a load of 2 LHEs and 5 to a second faculty member for a load of 1 LHE.

Mileage reimbursement for all visits to the job sites will be at the College approved mileage reimbursement rate.

**ADN Preceptor Coordinator – 4 LHEs**
Responsible for planning, coordinating, facilitation, administration, and monitor activities on behalf of the academic program and in coordination with clinical preceptors.
OTA Fieldwork Coordinator – 4 LHEs
Plans, coordinates, and documents Fieldwork placements for approximately 18-20 students for OTHA - 2160 Clinical (20 placements), OTHA 2366 (20 placements) and OTHA 2367 (20 placements). In addition, the Fieldwork Coordinator is responsible for the program’s compliance with fieldwork education requirements.

Pharmacy Technology Clinical Education Director - 4 LHEs
Responsible for administration, planning, development, and evaluation of general effectiveness of clinical sites, preceptors and experiences for students enrolled in the pharmacy technology program according to accreditation standards.

PTA Academic Coordinator of Clinical Education Director (ACCE) – 4 LHEs
Responsible for planning, coordinating, continuous review, facilitation, administration, and monitoring activities on behalf of the academic program and in coordination with academic and clinical faculty. In addition, the ACCE is responsible for the ongoing development of clinical education faculty and the program’s compliance with CAPTE accreditation requirements related to clinical education.

Respiratory Therapy Clinical Education Director – 4 LHEs
Responsible for organization, administration, continuous review, planning, development, and general effectiveness of clinical experiences for students enrolled in the respiratory care program.

Compensation for Large Classes, Small Classes, Bachelor Programs, Substitute Pay, Guided Studies/Independent Study and Special Assignments
Fiscal Year 2017-2018

1. Compensation for faculty who teach large classroom-based classes:
   • 0-40 students
     No additional compensation
   • 41 students and above
     Pro-rated pay for a one course overload based upon the number of students enrolled on census date and the faculty member’s credentials. (Not to exceed the adjunct rate for an additional course) Example: 52 students in a 3 LHEs course taught by a Master’s degree faculty would be compensated at 12 ÷ 40 x 3 LHEs x $750 = $675.00.

2. Compensation for faculty who teach large lab-based classes:
   • 0-36 students
     No additional compensation
   • 37 students and above
     Pro-rated pay for a one course overload based upon the number of students enrolled on census date and the faculty member’s credentials. Example: 42 students in a 4.68 LHE lab course taught by a Master’s degree faculty would be compensated at 6÷36 x 4.68 LHEs x $750 = $585.00

3. Distance Learning - Large Enrollment Classes:
   • 0-28 students
     No additional compensation
   • 29 students and above
     Pro-rated pay for a one course overload based upon the number of students enrolled on census date and the faculty member’s credentials. (Not to exceed the adjunct rate for an additional course) Example: 31 students in a 3 LHE class taught by a Master’s degree faculty would be compensated at 3÷28 x 3 LHEs x $750 = $241.07.
4. Compensation for Low Enrollment in Required Core Classes:
Required Core Curriculum classes (ENGL 1301, ENGL 1302, HIST 1301, HIST 1302, HIST 2327, HIST 2328, GOVT 2305, GOVT 2306) with low enrollment (fewer than 15 students on the first class meeting date) will result in pro-rated LHEs and compensation for faculty. Exceptions will require Division Dean and Vice President for Academic Affairs approval. These courses will not be a part of the faculty member’s 15 LHEs required load.

LHEs will be prorated as follows:
- Pro-rated LHEs for a one course overload are based on the number of students enrolled on the first class meeting date.

Example: 12 students in a 3 LHE class: LHE would be prorated as follows: \((12 \div 15) \times 3 \text{ LHEs} = 2.4 \text{ LHEs}\).

Compensation will be pro-rated as follows:
- Pro-rated pay for a one course overload is based on the prorated LHEs and the faculty member’s credentials.

(Example 1: 12 students in a 3 LHE class taught by a Master’s degreed faculty would be compensated at 2.4 LHEs x $650 = $1,560.00)

Example #1: 12 students in a 3 LHE class taught by a Master’s degreed faculty would be compensated at 2.4 LHEs x $750 = $1,800.00

Example #2: 12 students in a 3 LHE class taught by a Ph.D. faculty would be compensated at 2.4 LHEs x $850 = $2,040.00

5. Compensation for Low Enrollment in Developmental, 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. Exceptions will require Division Dean and Vice President for Academic Affairs approval. These courses will not be a part of the faculty member’s 15 LHEs required load.

LHEs will be prorated as follows:
- Pro-rated LHEs for a one course overload are based on the number of students enrolled on the first class meeting date.

Example: 9 students in a 3 LHE class: LHE would be prorated as follows: \((9 \div 12) \times 3 \text{ LHEs} = 2.25 \text{ LHEs}\).

Compensation will be pro-rated as follows:
- Pro-rated pay for a one course overload is based on the prorated LHEs and the faculty member’s credentials.

Example #1: 9 students in a 3 LHE class taught by a Master’s degreed faculty would be compensated at 2.25 LHEs x $750 = $1,687.50.

Example #2: 9 students in a 3 LHE class taught by a Ph.D. faculty would be compensated at 2.25 LHEs x $850 = $1,912.50.

Bachelor Programs

1. Low Enrollment in Junior and Senior Level Classes:
Classes with low enrollment (fewer than 8 students on the first class meeting date) will result in pro-rated LHEs and compensation for faculty. Exceptions will require Division Dean and Vice President for Academic Affairs approval. These courses will not be a part of the faculty member’s 15 LHEs required load.

LHEs will be prorated as follows:
- Pro-rated LHEs for a one course overload are based on the number of students enrolled on the first class
  meeting date.

Example: 6 students in a 3 LHE class: LHE would be prorated as follows: \( (6 \div 8) \times 3 \text{ LHEs} = 2.25 \text{ LHEs} \).

Compensation will be pro-rated as follows:

- Pro-rated pay for a one course overload is based on the prorated LHEs and the faculty member’s credentials.

Example: 6 students in a 3 LHE class taught by a Doctorate degreeed faculty would be compensated at 2.25 LHEs \( \times \$850 = \$1,912.50 \)

2. Competency Based (CB) Freshman and Sophomore Classes:

<table>
<thead>
<tr>
<th>Number of Students</th>
<th>Compensation*</th>
</tr>
</thead>
<tbody>
<tr>
<td>01-05</td>
<td>1 LHE</td>
</tr>
<tr>
<td>06-10</td>
<td>2 LHE</td>
</tr>
<tr>
<td>11-15</td>
<td>3 LHE</td>
</tr>
<tr>
<td>16-25</td>
<td>4 LHE</td>
</tr>
</tbody>
</table>

*Compensation based on Adjunct Faculty Rate.

Substitute Pay
Substitute pay for qualified faculty will be calculated based on the following two steps.

Step 1: Determine the Hourly Rate

In accordance with policy, qualified substitutes will be paid by the College at the Adjunct Rates per Lecture Hour Equivalent, in accordance with their educational level. Below are the Adjunct LHE Rates as per the Faculty Pay Plan:

<table>
<thead>
<tr>
<th>Degree</th>
<th>Adjunct LHE Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Certificate</td>
<td>$360</td>
</tr>
<tr>
<td>Associate</td>
<td>$575</td>
</tr>
<tr>
<td>Bachelor</td>
<td>$625</td>
</tr>
<tr>
<td>Master</td>
<td>$750</td>
</tr>
<tr>
<td>Doctorate</td>
<td>$850</td>
</tr>
</tbody>
</table>

Step 2: Determine the Total Amount to be Paid

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

\[
\text{Number of classes substituted/Total semester class meetings (minus finals week)} \times \text{Total LHEs assigned to the course} \times \text{Adjunct LHE rate based upon credentials} = \text{Substitute Pay Amount}
\]

Examples:

A Master’s degree faculty member substituting for a Developmental English course would be paid as follows, assuming 2 of 30 classes substituted; a 3.67 LHE course; and an adjunct pay rate of $750.

\[
\frac{2}{30} = 0.06666667 \times 3.67 = .24 \times 750 = 183.50
\]

A doctorate degree faculty member substituting for an Academic English course would be paid as follows, assuming 4 of 30 classes substituted; a 3.00 LHE course; and an adjunct pay rate of $850.

\[
\frac{4}{30} = 0.1333333 \times 3.00 = .40 \times 850 = 340
\]
Guided Self-Studies/Independent Study
Guided Self-Studies (GSS)/Independent Study (IS) are educational alternatives in which traditional courses are taught in a non-traditional setting.

<table>
<thead>
<tr>
<th>Number of Students</th>
<th>*Compensation</th>
</tr>
</thead>
<tbody>
<tr>
<td>01-03</td>
<td>25%</td>
</tr>
<tr>
<td>04-06</td>
<td>50%</td>
</tr>
<tr>
<td>07-11</td>
<td>75%</td>
</tr>
<tr>
<td>12-15</td>
<td>100%</td>
</tr>
</tbody>
</table>

*Compensation based on Adjunct Faculty Rate.

Faculty Special Assignments Non-Teaching
(Non-Teaching Projects vs Course Load Release)
The purpose of faculty special assignments is to award faculty members for non-teaching projects. The purpose of Course Load Release is to grant release time to faculty members to perform non-teaching duties. A faculty with a course release will submit a weekly schedule (for each semester) of hours in which he/she intends to implement the non-teaching responsibilities of their assignment.

Guidelines on Calculating Hours for Special Assignments:

Non-Teaching Special Assignments (Based on Overload Pay Rate)
Calculation of required clock hours

<table>
<thead>
<tr>
<th>Assignment Based on LHE</th>
<th>Clock Hours Per Week Formula (LHE x 1.33)*</th>
<th>Total Clock Hours Required for 16 week Assignment Formula: (Total Clock Hours x 16)</th>
<th>Required Hours Per Week for 16 week Assignment Formula: (Total Clock Hours/Number of Weeks)</th>
<th>Required Hours Per Week for 8 week Assignment Formula: (Total Clock Hours/Number of Weeks)</th>
<th>Required Hours Per Week for 4 week Assignment Formula: (Total Clock Hours/Number of Weeks)</th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
<td>8</td>
<td>128</td>
<td>8</td>
<td>16</td>
<td>32</td>
</tr>
<tr>
<td>5</td>
<td>7</td>
<td>112</td>
<td>7</td>
<td>14</td>
<td>28</td>
</tr>
<tr>
<td>4</td>
<td>5</td>
<td>80</td>
<td>5</td>
<td>10</td>
<td>20</td>
</tr>
<tr>
<td>3</td>
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</tr>
<tr>
<td>2</td>
<td>3</td>
<td>43</td>
<td>3</td>
<td>6</td>
<td>11</td>
</tr>
<tr>
<td>1</td>
<td>1.33</td>
<td>22</td>
<td>1.5</td>
<td>3</td>
<td>6</td>
</tr>
</tbody>
</table>

*Non-Teaching Assignments require 4 clock hours for each 3 LHE assignment (4/3 = 1.33).

Course Release (Based on Regular Pay Rate)
Calculation of course release hours
Policy 3800 states that full-time faculty are required to work an equivalent of 40-hours a week. Calculations of release time based on a 40-hour work schedule:
3 LHEs = 8 hours of non-teaching duties
6 LHEs = 16 hours of non-teaching duties
9 LHEs = 24 hours of non-teaching duties
12 LHEs = 32 hours of non-teaching duties
15 LHEs = 40 hours of non-teaching duties
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.

Faculty Renewal and Development Leave Board Policy 3820 (11/995)
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. (END POLICY)

Guidelines for Sabbatical Leave
Sabbatical leave may be granted to administrators, full-time faculty (on current staffing plan) and professional-technical staff for the purpose of self-improvement through study and/or research. Certain conditions apply. Approval for sabbatical leave rests with the Board of Trustees.

Sabbatical Leave
• Sabbatical leave may be granted to administrators, full-time faculty members or professional-technical staff by the South Texas College Board of Trustees upon the recommendation of the President.
• Sabbatical leave shall be granted for the purpose of self-improvement through study, research, acquisition of new skills to stay abreast with new technologies in the discipline/field.

Eligibility
• Any administrator, full-time faculty member or professional-technical staff who has rendered at least six (6) consecutive uninterrupted full-time years of service to South Texas College is eligible to request a sabbatical leave.
• Sabbatical leave may be applied for leave of one full academic year or leave for one full semester.
• After a sabbatical leave, either one-semester or one year, has been taken, an additional six consecutive years of service is required for re-eligibility. Leave time for previous sabbaticals is not included in the number of years of service required for the purpose of eligibility.

Purposes for Which Sabbatical Leave May Be Granted
• A planned program of courses or relevant activity which relates to the professional growth of applicant.
• Research, technical training in field/discipline, curriculum/program development and/or writing that relates to the present or newly assigned responsibilities of the applicant.
• Fellowship, grants, lectureships, or field experience of such a nature and extent that they will materially increase the proficiency of the applicant’s area of responsibility or will be of benefit to South Texas College in fulfilling its mission and purpose.

Number of Sabbatical Leaves Granted
• The number of sabbatical leaves granted to full-time faculty will be restricted to no more than two full-time faculty members for each year. Full-time non-faculty, which include administration and professional-technical staff, will be restricted to no more than one employee for each year.
• The Board of Trustees reserves the right to adjust these numbers based on the financial conditions of the College.

Application for Sabbatical Leave
• Applications must be submitted before November 1st of the academic year preceding that for which the leave is desired.
• Applicants shall present their applications for a sabbatical leave through Office of Human Resources; application will be presented through supervisory channels to the respective Vice-President.
• The respective Vice-President will submit a recommendation to the President for Board approval.
• The Application Shall Include the Following Information:
  • Detailed plans giving all specifics, which would aid in evaluating the request.
  • A full explanation of how each study, research, curriculum/program development, or technical training will improve the applicant’s contributions to South Texas College.
  • If a grant or fellowship is being accepted, written confirmation from the grant agency stating acceptance of the applicant for an award or a grant, a fellowship, or other arrangements.
  • Acceptance by the higher education and/or technical training institution.
  • Letter of acceptance to participate in industry-sponsored training or work experience programs.
  • Signed promissory note agreeing to repayment of salary received during leave period, including 3% interest compounded annually if sabbatical leave agreement is not fulfilled.
Criteria for Selection

- The selection will be made by the respective Vice-President; selected applicant(s) will be sent to the Office of the President, then submitted to the Board of Trustees for final approval.
- Selection will be based upon the applicant’s performance evaluations at the College in the preceding six years, and the relative potential benefit of the proposed leave to South Texas College.

Notification of Applicant Regarding Acceptance of Application

- Following the board meeting, the appropriate Vice-President will notify the applicant of the Board of Trustees’ decision concerning the sabbatical request. Copy of notification will be sent to Human Resources for personnel file and to the Office of the President.

Conditions under Which Sabbatical Leave Is Granted

- Applicant shall agree in writing to serve South Texas College for a period of two academic years after leave is taken.
- If this agreement is not fulfilled, the applicant shall be required to repay the College the salary received during the leave period, including interest at 3% compounded annually. Promissory Note will be completed and submitted with application.
- Signed agreement to submit post-sabbatical documentation/report of accomplishments during sabbatical leave.
- This obligation shall be cancelled if death, serious accident, permanent disability, or other extenuating circumstances prevent the applicant from fulfilling the terms of the written leave contract upon the recommendation of the respective Vice-President and approval of the College President.
- Approval of a sabbatical leave for full-time faculty members shall be contingent upon finding satisfactory replacement(s).
- If it is in the best interest of South Texas College, the Board of Trustees may require the sabbatical leave to be restricted to a specific semester, or be postponed.

Pay of Sabbatical Leave

- For one academic year (i.e., fall and spring semesters), the applicant shall receive 50 percent of his/her base salary under a full-time approved sabbatical leave.
- Professional Support applicant may request to work 50 percent employment to earn the second half of his/her base salary and to ensure continuous operation/function of the department.
- For sabbatical leave approved for one semester, the applicant shall receive 100 percent of his/her base salary.
- Applicants approved for sabbatical leave may not earn in excess of 100 percent of the applicant’s base salary during the leave.
- Should the applicant’s monthly base salary increase as a result of employment during leave, the leave payments will be adjusted.
- Payments shall be made on a monthly basis, per College payroll procedures.
- Exceptions to this manner of compensation may be made by the College President.
- Employees on sabbatical leave shall be permitted to continue to receive full benefits to the extent allowed by law.
- Business-related and travel expenses are not paid during sabbatical leave.

Notification by Employee before Returning to College from Leave

- The employee will notify, in writing, the respective Vice-President and Human Resources of his/her intent to return to South Texas College 60 days prior to the end of his/her sabbatical leave.

Written Report

- Upon return from sabbatical leave, a written report shall be submitted within 30 days from the date of return to regular duties by the employee.
- The report shall be submitted through appropriate supervisory channels, with a copy submitted to Human Resources for personnel file, and shall summarize the study, skills, acquisition, or research completed while on sabbatical leave; outline the activities engaged in during the sabbatical leave; and explain the benefits of this experience to South Texas College.
- Report is subject to publication/posting on HR website and/or STC newsletter.
Pay Following Sabbatical Leave

- The sabbatical leave shall be considered as time in service to the College for salary schedule purposes. It shall be credited for retirement purpose as governed by the employee’s specific retirement policy(ies).
- Retirement deductions will be made in proportion to the salary received.

Assignment Following Sabbatical Leave

- Upon returning from sabbatical leave, the employee shall normally, unless otherwise agreed upon, be reinstated in the position held at the time the sabbatical leave started.
- If it is impossible due to unforeseen circumstances, the employee will be placed in a position equal in salary to the one held when the sabbatical leave started.

Cancelled Sabbatical Leave

- A sabbatical leave may be cancelled if the program for which the leave was granted is cancelled or basically altered before the leave becomes effective.
- In the event of emergency termination of a sabbatical program already underway, or in the event circumstances prevent pursuit of the objectives for which the leave was granted, the President shall be immediately advised and the sabbatical leave salary may be terminated, unless a substitute program acceptable to the President is agreed upon.
- Normally, South Texas College will be unable to reassign a faculty member as a regular full-time employee during a period for which sabbatical leave has been requested and approved, but cancelled as a consequence of an outside program change.

Sabbatical Leave Candidate’s Relationship to the College While on Leave

- Employee granted leave from South Texas College will not officially represent the College while on leave.

Educational Activities Leave Board Policy 4230 (11/26/13)

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. (END POLICY)

Employee Leave, Spring Break, Semester Break and Holidays Board Policy 4305 (rev. 5/24/01)

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
Sick Leave Deduction for Faculty Board Policy 4309 (rev. 6/11/98)
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. (END POLICY)

Personal Leave Board Policy 4311 (rev. 7/29/14)
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. (END POLICY)

Funeral Leave Board Policy 4312 (11/95)
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. (END POLICY)

Family and Medical Leave Board Policy 4313 (rev. 01/27/15)
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. 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 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, 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 of a covered service member.

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
- under 18 years of age; or
- 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. (END POLICY)

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**Accommodations for Major Religious Holy Days Board Policy 4318 (rev. 7/29/14)**

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. (END POLICY)
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 Office of Professional & Organizational Development – Center for Teaching and Learning, their division or their department. A partial list includes the following:

1. College-wide, divisional or departmental meetings and/or workshops;
2. South Texas Leadership Academies;
3. Teaching and Learning Academy (New Faculty);
4. FOCUS Academy
5. DELTA Online (Dual Credit Faculty)
6. Seminars or special training activities;
7. Mandated Adjunct Faculty Orientation at the beginning of fall/spring semesters;
8. Informal workshops on topics of mutual concern;
9. 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 Office of Professional and Organizational Development (OPOD) Associate Dean who assists them in implementing their plans.

Each PDT is responsible for identifying the professional development needs of the employee group they represent. The team then submits recommendations for planning and funding both activities and travel to the Associate Dean of the Office of Professional and Organizational Development.

Elections are held in early fall. Members of the Faculty Professional Development Team must be current faculty members who have been selected by their Academic Divisions. Their term of service is not to exceed two consecutive three-year terms.

Members of the Faculty PDT work with the OPOD Associate Dean and the Professional Development Representatives from each Department/Program within their division to plan discipline-specific training. They also help to design and implement comprehensive professional development programs for the College.

Faculty Professional Development Team
Responsibilities:
- Work with Department/Program Professional Development representatives to recommend activities for discipline-specific faculty professional development and make budget requests for each
- 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 Voting Members
- 1 Faculty member elected from each academic division, one from each campus/center and a representative from Faculty Senate.
- Ex-officio Members:
- Associate Dean of Professional and Organizational Development
- Others as necessary

Departmental/Program PD Representatives:
- One member from each Department/Program will be selected to serve as the Professional Development Representative for his/her area. This representative will work with the PDT Member from his/her division to create discipline-specific training for each area.

Professional Development Travel
South Texas College allocates funds to each department for faculty professional development activities. Budgets are overseen by the Department Chair, Division Dean, and the Vice President for Academic Affairs.
In addition to South Texas College travel authorization approval process, a request for travel for professional development purposes will require a departmental approval process as well. Below are the recommended guidelines for the Professional Development Travel Approval Process by Departments:

**Departmental Guidelines:**
- Department/Program Chair will provide an updated travel budget in each department/program meeting. The report will include:
  - Balance of the travel budget.
  - List of all faculty who have traveled as of that date and the conference information.
  - 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) 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.

**Professional development travel funds must 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.
- 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 make use of departmental travel funds will be required to present on the conference to which they traveled at a specifically designated departmental meeting and/or at one of the College’s annual Professional Development Day sessions.

**Individual Professional Development Plan**
Each employee will develop an Individual Professional Development Plan as part of the job evaluation. Based upon the evaluation, the employee will identify one area that needs improvement or one of the employee’s professional goals. The Individual PD Plan will then be used until the next evaluation at which time a new plan will be developed.

The Individual PD Plan is submitted to the immediate supervisor. The supervisor compiles a summary of activities based upon the information from the Individual PD Plan and submits it to the appropriate employee group team. The summary will be used to develop an Institutional Professional Development Plan.

**Individual Professional Development Plan Procedures**
Step 1: An Individual Professional Development Plan will be prepared by each employee within ten working days following the completion of the employee evaluation. The Plan will contain two parts.

A. Part One will list each employment responsibility that was identified during the evaluation process as needing improvement. For each area needing improvement, a specific professional development activity will be proposed that will help the employee strengthen the weakness before the next evaluation period. The employee will prioritize if more than one development activity is requested.

B. Part Two will list at least one professional goal of the employee that is not addressed in Part One. For each goal identified, one or more specific activities will be requested to help the employee fulfill the goal(s). Multiple requests will be prioritized.

Each request in Part One and Part Two should provide the supervisor with as much information as possible to aid in the development of the appropriate activity. Requests should include a possible format (e.g., workshop, credit courses, seminar), suggested topic (e.g., teaching tips, test-making, assertiveness training) as well as a specific presenter.
Step 1: The employee will present the Plan to the immediate supervisor for endorsement. The supervisor may make recommendations for additions, deletions, or modifications.

Step 2: The employee will revise the Plan as necessary within five working days.

Step 3: The Plan will be returned to the department supervisor for final comment.

Step 4: When the department supervisor has accepted the employee’s Plan, the supervisor will sign and date the Plan, along with the employee.

Step 5: Each department supervisor will collate and prioritize all proposals from employees within the department. All employee identification attached to the individual requests will be totally and permanently removed. Individual Plans will be returned to the employee.

Step 6: Finalized proposal lists will then be forwarded to the next higher level supervisor. This supervisor will collate the lists and make a final prioritization.

Step 7: The final proposal list will be forwarded to the chair of the appropriate employee group team to await further consideration.

Employee Tuition and Fee Waiver
The College offers an institutional tuition grant, subject to availability of funds, for active benefit eligible full-time faculty and staff who have been employed by the College for at least one year. Eligible employees may apply to take courses that comply with a specified degree plan or are directly job related. Coursework undertaken solely for self-enrichment does not qualify for waiver. 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”.

The College offers an institutional tuition grant, subject to availability of funds, for family members of active benefit eligible full-time faculty and staff for eligible credit courses taken at the College. This plan does NOT include Adult Continuing Education courses for employee dependents. The dependents of full-time faculty and staff who have been employed for a minimum of two years, effective September 1, 2009, are eligible for this benefit. 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 specified degree plan or statement of educational purpose. 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”.

Employee Tuition and Fee Reimbursement
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”.

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

Faculty Evaluation Board Policy 3812 (11/9/95)

Evaluation is a continuous process designed to improve the performance of those being evaluated. As part of this process, at least once a year all faculty members of the College will be evaluated in accordance with the Faculty Evaluation Procedures, which specify the means and extent of participation by students, peers, supervisor and self.

Evaluation of faculty performance should take place under the policies which declare the College’s values regarding instruction and which make clear its expectations of instructors. The development and implementation of the faculty evaluation policy is a shared responsibility of both faculty and administration. No faculty member is to be subject to an evaluation characterized by unilateral judgments based upon insufficient data and casual procedures.

The criteria for evaluation should be clearly stated and disseminated to faculty. The procedures for applying these criteria and the time schedule for the evaluation process should be specified.

Successful faculty evaluation depends upon open communication between those who are evaluated and those who evaluate. Evaluation of faculty performance inevitably involves judgment and subjectivity. Therefore, the administrators of the evaluation policy should be judicious in recognizing the complex nature of teaching, the broad range of effective teaching styles, and the variety of teaching methods. Procedures for faculty input in the development and review of evaluation policies are provided.

The evaluation policies recognize the concepts of academic freedom and responsibility and provide for due process whenever grievances arise. (END POLICY)

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/](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

<table>
<thead>
<tr>
<th></th>
<th>Full-Time Faculty</th>
<th>Adjunct Faculty</th>
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</thead>
<tbody>
<tr>
<td>1.</td>
<td>Faculty completes Self Evaluation.</td>
<td>1. No Self Evaluation is required.</td>
</tr>
<tr>
<td>2.</td>
<td>Classroom Observation is conducted (based upon evaluation cycle-first two years, then every third year if acceptable evaluations).</td>
<td>2. Classroom Observation is conducted by the Department/Program Chair or a designee during the first semester of teaching and then once per year.</td>
</tr>
<tr>
<td>3.</td>
<td>Department/Program Chair completes Supervisor Evaluation.</td>
<td>3. Department/Program Chair completes Supervisor Evaluation.</td>
</tr>
<tr>
<td>4.</td>
<td>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</td>
<td>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</td>
</tr>
<tr>
<td>5.</td>
<td>Department/Program Chair submits completed evaluation packet to the Dean for review and signature.</td>
<td>5. Department/Program Chair submits completed evaluation packet to the Dean for review and signature.</td>
</tr>
<tr>
<td>6.</td>
<td>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.)</td>
<td>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.)</td>
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</tbody>
</table>
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.

Student Evaluation
1. Student evaluations will be conducted for every online section during the first two years of instruction online. Once the faculty member is on the 3-year observation cycle, s/he may elect to have students in all online courses evaluate the course, but at least one online course per semester must be evaluated by students.
2. These evaluations are conducted online and sent directly to RAS.

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 2018

<table>
<thead>
<tr>
<th>Date</th>
<th>Event Description</th>
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<tbody>
<tr>
<td>January 30</td>
<td>The Office of the Vice President for Academic Affairs (OVPAA) distributes the timeline for the Faculty Evaluation Process and submits the list of chairs for each department and program to the office of Research and Analytical</td>
</tr>
<tr>
<td>February 28</td>
<td>RAS creates the web access for all departmental faculty and sends access information to the Deans, who forward it to the Chair.</td>
</tr>
<tr>
<td>March 1</td>
<td>Evaluation survey instrument becomes available for faculty; Chairs determine whether they will provide hard-copy or online access to faculty. Hard copy submissions will have to be submitted to a designated staff member in the division who will enter the information in the system.</td>
</tr>
<tr>
<td>March 30</td>
<td>Last day to submit hard copies of survey to division designee</td>
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<tr>
<td>April 21</td>
<td>Last day to submit online surveys</td>
</tr>
<tr>
<td>Date</td>
<td>Event Description</td>
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<tr>
<td>April 28</td>
<td>RAS makes reports available to Chairs and Deans</td>
</tr>
<tr>
<td>May 31-December 1</td>
<td>Deans meet with chairs to discuss results</td>
</tr>
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</table>
DUAL CREDIT PROGRAM PROCEDURES AND GUIDELINES

Dual Credit Faculty Procedures and Guidelines
The selection and offering of Dual Credit courses is a shared responsibility between STC and each School District. Each institutional representative is responsible for upholding all course requirements and agreements.

Memorandum of Understanding
The Memorandum of Understanding (MOU) 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 MOU, which outline the terms and conditions of the agreement between STC and participating School Districts (Dual Credit Manual). The MOU remains in effect unless amended by mutual written agreement by both parties.

Classification of Dual Credit Faculty
Dual Credit Faculty are high school instructors who have been approved to teach STC Dual Credit college courses at their high schools during the school day. This is facilitated through a Memorandum of Understanding (MOU) between STC and participating School Districts (STC, Faculty Handbook).

Credentialing of Dual Credit Faculty
Dual Credit Faculty must meet the minimum credential requirements as stated in STC Board Policy 4151: Academic and Professional credentials of Faculty for postsecondary instructors in the course/discipline for teaching college-level courses...."The College has adopted the Commission Guidelines for Faculty Credentials, published by the Southern Association of Colleges and Schools for defining faculty qualifications."...."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."

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 employees of their School District and are contractually obligated to teach an assigned number of classes during the day by their School District. The MOU between STC and participating school districts states that “...the College will conduct enrollment registration at the School District each semester for all qualified students who have met the TSI, or the STARR End of Course, requirements as established by THECB and are requesting enrollment...”. 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 25-30 students per section, unless in those instances whereby course limitations set the maximum class size lower. These instances include Career and Technology courses, Nursing and Allied Health courses, and Early College High School courses.

Dual Credit Program 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 by mid-semester of each year;
- Submit the transcripts of any faculty who meet the requirements for teaching STC courses to South Texas College’s Office for High School Programs and Services by April 15th;
- Submit information on the prospective Dual Credit Faculty indicating the faculty member’s teaching history and potential contributions to the Dual Credit program and to South Texas College by same date.
STC’s Office for High School Programs and Services Responsibilities

- Communicate with the School District the qualifications for college faculty;
- Meet with the prospective Dual Credit Faculty member and provide the STC Employee 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 & Dismissal Process

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 STC Office of Human Resources to determine application deadlines and procedures. The faculty may call (956) 872-3722 or visit the HR office located at 2613 W. Pecan, McAllen.

Dual Credit Faculty Dismissal Process

STC Board Policy 4115 outlines the dismissal process for faculty members. Policy 4115, states that, “Adjunct, lecturer and 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 High School Programs and Services Office 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 member 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 member must be approved by the STC Department/Program chair in the teaching discipline, by the High School Programs and Services Office, 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 4151: Academic and Professional Credentials of Faculty
- 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 High School Programs and Services Office by the end of May.

- 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 Memorandum of Understanding (MOU) 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), 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 to discuss the particular requirements for the department as needed;
- Provide dual credit faculty access to the electronic version of the faculty handbook so that all dual credit faculty can adhere to the professional guidelines, policies, procedures, rules, and expectations;
- Provide dual credit faculty 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 the dual credit faculty as a mentor or assign a full-time faculty mentor in the same discipline to ensure that appropriate academic expectations have been set and are being followed. The Chair will provide the overall guidance and support to the dual credit faculty. The Chair will provide information about the dual credit faculty mentors to the Office of the High School Programs and Services Liaison;
- Inform dual credit faculty that they are expected to participate in the College’s Professional Development activities;
- Provide the dual credit faculty with the opportunity to attend at least one department meeting during the semester; and
- Provide contact hours information to the dual credit faculty and explain how many instructional hours need to be met to ensure fulfilling required contact hours.

Monitoring Process:

- The Department/Program Chair will have the option to conduct multiple observations during the first year of review that the Dual Credit faculty is teaching the college-level course at the high school. The time for observations should be coordinated with the dual credit faculty 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 Dual credit faculty is following the college course syllabus and is teaching at the required rigor.
- Chair will have the option to require dual credit faculty to attend monthly agreed-upon departmental meetings at STC. The meeting schedules will be provided to the dual credit faculty before the beginning of semester so that the dual credit faculty can coordinate his/her teaching responsibilities at the high school in order to attend the required departmental meetings.

Classroom Observations:

- All dual credit faculty 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 dual credit faculty will be observed during their first semester of teaching.
- All Dual Credit Faculty will have a minimum of one observation per year. However, the Chair of the department has the option to conduct additional observations each semester as part of their monitoring process.
STC Policy and Procedures
Even though dual credit faculty members 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 Requirements
- Dual credit faculty will develop the course outlines or syllabi, including the following: a description of content, teaching strategies, performance measures, grading standards, resource materials, objectives/outcomes, and course calendar. The syllabus must be reviewed and approved by the STC Department Chair of the discipline within the first week of instruction;
- Dual credit faculty will complete all STC departmental requirements such as diagnostic tests and Student Learning Outcomes/Exemplary Educational Objectives (for appropriate courses);
- Dual credit faculty will teach the course. Because of the Texas Higher Education Coordinating Board and the Southern Association of Colleges and Schools, if a dual credit faculty is unable to teach the course, arrangements must be made by contacting the Department Chair prior to absence;
- Dual credit faculty will advise students concerning their academic progress prior to the last day to drop/withdraw from STC;
- Dual credit faculty will assign the student a letter grade for STC through JagNet. Once grades are entered into JagNet, grades can only be changed as a result of an error in the grade issued, an error in processing the grade, or in the instance with an “Incomplete” grade, student completion of course requirements. A grade change form should be submitted to the Department Chair. Should a dual credit faculty member continue instruction beyond the STC semester, the grade reported to the high school might differ as the grade might include additional work or work differing from the requirements of the college course;
- Dual credit faculty will provide the Chair of the Department at STC, as requested, a copy of the grade sheet for the class showing all exam scores, the term paper score (if any), the final exam score, and the final course grade;
- Dual credit faculty will participate in aligning the high school and college course competencies with the assigned STC Program Chair;
- Dual credit faculty will attend STC planning meetings and staff development activities, including dual credit training workshops; and
- Dual credit faculty will assist in the identification of potential dual credit students.

Textbooks
- Dual credit faculty are expected to use approved textbooks during the STC course. Textbooks must be College-level approved by the Department Chairs.
- The textbooks have to be available to the students on the first day of class.
- According to the established MOU, College-approved textbooks purchased by the school district may be used for a minimum of three years from the date of the purchase. ECHS may use them for four. Chairs may request for a change of textbook earlier than three years, if the textbook is for a technology-based course. A new textbook adoption needs to be communicated to the High School Programs and Services Office by the 1st of March of each year.

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 member, 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 STC Board Policy 3335, 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 Memorandum of Understanding (MOU), STC waives all student tuition and fees 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 MOU 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 all Dual Credit Faculty by April 15th;
- 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 June 1st for fall semester classes, and October 1st for the spring semester. 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;
- Comply with STC Board Policy 3010: Academic Integrity, STC Board Policy 3021: Student Recruitment and Instructional Integrity, and STC Board Policy 3030: Academic Freedom;
- Submit requests for new course offerings by the 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 TSI);
- Accept the faculty member’s attendance requirements as supported by STC Board Policy 3335.

**Due Dates**
- January 1 - School Districts will submit requests by the end of April for the addition of new courses to be offered on their campus for the fall semester.

- March 1 STC Chairs will communicate new textbook adoption needs to the High School Programs and Services Office by the 1st of March of each year.

- April 15 School Districts will identify and submit information on prospective dual credit faculty who could meet the credentialing criteria by April 15th of each year for fall semester.

- May 31 STC Chair who uses division/department standing committee to approve a dual credit faculty will conclude their activities and submit their assessment form to the Dean of the High School Programs and Services Office by the end of May.

- June 1 School Districts will submit their requests for a STC faculty member (part-time or full-time) to teach a college course at the high school by June 1, for fall semester.

- June 30 School Districts will submit requests for the addition of new courses to be offered on their campus for the spring semester.

- September 1 School Districts will submit their request for a STC faculty member (part-time or full-time) to teach a college course at the high school by October 1, for spring semester.
DISTANCE LEARNING

Procedure for Offering Distance Learning Courses at South Texas College

- In February, the Chair submits the course to Dean of Distance Learning (DDL) for inclusion on accreditation report of course offerings for the next academic year.
- Assign an online certified instructor to the course.
- Add course to schedule. List name of faculty member who will teach the course.
- No fewer than 60 days prior to the beginning of the term in which the course will be offered, the Distance Education Course Development Criteria (DECDC) will be completed and submitted to the Dean of Distance Learning, Instructional Designer, or designee for review and approval.
- Approval or Disapproval of a course.
  - If the course is not approved for delivery, the Distance Learning (DL) department will make recommendations for improvement.
  - Not fewer than 30 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 Distance Learning, Instructional Designer, or designee and Instructor will determine the feasibility of preparing the course for delivery in time for the beginning of the semester. Final review of a course undergoing modification must occur no fewer than 21 days prior to the beginning of the semester.
  - Any course not approved for delivery will be removed from the schedule.

Procedure for Assigning Full-Time Instructors to Distance Learning Courses at South Texas College

- Department/Program Chairs offer the opportunity to teach DL courses to their faculty and/or Faculty express interest in teaching DL courses to their Chairs.
- Chairs determine which courses they want to offer via distance learning in the next academic year.
- Chairs submit course list to Dean of Distance Learning for inclusion in accreditation reports.
- Chairs confirm DL course offerings and assign instructors to DL classes/sections.
- 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.
- Faculty member 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 Technician, including faculty names for DL courses.

Use of South Texas College Distance Education Course Development Criteria

Compliance with the STC Distance Education Course Development Criteria (DECDC) is required of all STC Distance Learning courses. Instructors use the instrument as a guide to course development and best practices in Distance Learning.

As per Distance Learning Procedure 001:

- No fewer than 60 days prior to the beginning of the term in which the course will be offered, the DECDC will be completed and submitted to the Dean of Distance Learning, Instructional Design Specialist, or designee for review and approval.
- Approval or Disapproval of the course.
- Minimal satisfaction of the requirements on this document is defined as follows:
  - Satisfactory completion of all open-ended questions (as determined by those whose signatures appear on the form).
  - A response of “Yes” for all Yes/No questions (“In Progress” is acceptable for the questions pertaining to fair use).
  - Use of the minimum number of components required in question 4A under Organization and Design, question 1 under Assessment, and question 1 under Teaching with Technology.
- If the course is not approved for delivery, the DL department will make recommendations for improvement.
- Not fewer than 30 days prior to the beginning of the term, the department will re-evaluate the course.
• If after the second review, the course is not approved for delivery, the Chair, Dean of Distance Learning, Instructional Designer, or designee and Instructor will determine the feasibility of preparing the course for delivery in time for the beginning of the semester. Final review of a course undergoing modification must occur no fewer than 21 days prior to the beginning of the semester.
• Any course not approved for delivery will be removed from the schedule.

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 Distance Learning faculty must comply with the Distance Learning Course Development Criteria when they submit courses for online delivery. Compliance with the Distance Learning Course Development Criteria 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

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 Distance Learning Course Development Criteria, refer to https://southtexascollege.blackboard.com. Click on the Faculty Tab followed by Faculty Resources. The user will need their JagNet username and password to access the form.

South Texas College Copyright Notice for Distance Learning and Web-Enhanced Classes
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 and STC Policy at http://admin.southtexascollege.edu/president/policies/pdf/3000/3835.pdf
NONTRADITIONAL DELIVERY OF INSTRUCTION

Independent Study
Definition
Independent 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 works on a flexible schedule. In Independent Study sections, the student reads the textbook and supplemental materials, does assignments, turns these in to the instructor, and then moves on to the next assignment at a pace determined by the student. The student meets with the instructor by-arrangement for a minimum of 1 hour per week.

Enrollment
In order to enroll in an Independent Study section, the student should first contact the Chair of the department. The Chair will evaluate the student’s skills and academic background prior to granting permission for the student to enroll in an Independent Study section. If the student is not a major in the department, the Chair should discuss this with the Chair of the department in which the student is majoring. It is recommended that a student possess a minimum of a 2.5 GPA. Students taking an Independent Study section must demonstrate the following skills:

1. Efficient time-management skills with an ability to set their own deadlines
2. Strong reading, writing, and problem-solving skills
3. Basic computer skills, depending on the course

Scheduling Independent Study Courses
Before creating an Independent Study section, the Chair must review the teaching loads of the Department’s Faculty to determine if a qualified instructor is available.

The Chair would then submit a Schedule Change Request Form to the Dean for approval prior to sending it to the Scheduling Technician requesting that the section be added to the schedule for the term requested. All Independent Study sections will be designated with an “I” in the center position of the section number (e.g., COSC 1301.PI1). After the Scheduling Technician creates the section, he or she will ask the Associate Dean of Curriculum and Student Learning to add a prerequisite of Permission of Department to this section. The student wishing to take the Independent Study section will then register for that specific section.

The Instructor assigned to the Independent Study section will create a Section Outline detailing all the assignments that the student is expected to complete. All course objectives and competencies listed in the Master Syllabi for the course must be demonstrated in the Section Outline for the Independent Study section. Both the Dean and the Chair, unless the Chair is the Instructor of Record, must write memos stating that they have reviewed the Section Outline for any Independent Study section and found that any student completing this Independent Study section will have demonstrated the same outcomes required in the Master Syllabi. A copy of the Section Outline along with the memos from the Chair and Dean must be kept on file in the division.

Semester Hour Limitation
In order to be eligible to enroll in an Independent Study section, the student must obtain permission from the Chair of the department. Students may apply no more than 6 credit hours from Independent Study sections to a certificate or associate degree. All course requirements must be completed by the student prior to the end of the term in which the student registered for the course. If the student does not complete the requirements for the course, the student should withdraw prior to that deadline and re-register for the next semester.

Guided Self-Studies
Definition
Guided Self-Studies (GSS) is an educational alternative 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 and graduation requirement for our students.

Scheduling Guided Self-Studies Courses
Guided Self-Studies courses will be designated with “Q”. The courses will also have classroom and labs available throughout the semester for students to meet with instructors.

Enrollment
Entry: Students can enter GSS courses at the usual beginning of the semester, or at the beginning of each Mini-mester. GSS courses should be scheduled for each session separately.
Semester Hour Limitation
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:

- Student must contact the Department Chair to enroll in the GGS course. Once enrolled, the student will need to attend the first day orientation to obtain the course syllabus and receive instructions on how to complete the courses requirements.
- Students will meet with the instructor during the scheduled class/lab hours to receive guidance, complete assignments, and take tests.
- Students can work at their own pace; however, they must complete the course within the semester they have enrolled.
- Students must complete all course Modules to ensure the completion and understanding of the course objectives. After completing a module, students will submit the completed module to the instructor for evaluation.

Faculty Responsibilities
The instructor assigned to a Guided Self-Studies course must comply with the following guidelines:

- The Instructor will create the Modules for the entire course. Upon completion of the Modules, they will need to be submitted to the Department Chair for approval.
- The Instructor will create a Section Outline detailing the Modules that the student is expected to complete during the semester.
- The Instructor will make the modules available to students through Blackboard.
- The Instructor will be available to students during scheduled class/lab hours, for a minimum of at least one hour per week. Instructor will provide guidance to students so that they can achieve course objectives and requirements.
- Upon completion of each Module, Instructor must assess and evaluate student. Instructor will create an examination for each Module. Students will be evaluated, and they will receive a grade for each Module.
- The Instructor will be required to monitor student progress toward course completion.
- The Instructor 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. Any course that has a reduced on-campus seat time of 15-49% can be considered a hybrid course. Any course that is over 85% online is considered an online course. 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.

Credit By Examination
Technical Courses
Credit by Examination for technical courses only may be earned by departmental examination. Currently enrolled students may attempt credit by examination if they have not earned a grade other than “W” in the course, unless the course is otherwise unavailable and is required for graduation. Grades for credit by examination are recorded as credit and are not considered in computing grade point averages.

Credit earned by students not yet enrolled at STC are held in escrow until the student earns six traditional credit hours at STC. Students may earn no more than 15 credit hours by examination. Credit awarded for testing at South Texas College may or may not meet minimum requirements for credit at other institutions. It is the students’ responsibility to check with the school they intend to attend to verify transfer requirements.

Cost of Credit by examination is tuition only (based on the student’s residency status). The tuition cost for the course must be paid to the Business office and a receipt presented to the instructor before the student is permitted to take the examination. The instructor must submit the credit by examination form and a copy of the exam to the Enrollment Center.
A student may receive up to fifteen (15) hours of undergraduate credit by examination through the following programs:
*College Entrance Examination Board Advanced Placement (AP) Tests
*College Level Examination Program (CLEP)

College Entrance Examination Board (CEEB)
High school seniors anticipating advanced placement through CEEB Advanced Placement should make arrangements with their counselors to take the proper examination. This should be far enough in advance of their first college semester for their scores to be received by the college and to be evaluated before the first registration period begins. A student must have taken the CEEB within the last five (5) years in order to receive credit.

Required scores for CEEB credit are listed below:

<table>
<thead>
<tr>
<th>Subject</th>
<th>Min. Score</th>
<th>STC Course</th>
<th>Hrs. Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Biology</td>
<td>3</td>
<td>BIOL 1408, 1409</td>
<td>8</td>
</tr>
<tr>
<td>Environmental Science</td>
<td>3</td>
<td>BIOL 2406</td>
<td>4</td>
</tr>
<tr>
<td>Chemistry</td>
<td>3</td>
<td>CHEM 1411, 1412</td>
<td>8</td>
</tr>
<tr>
<td>Computer Science (A)</td>
<td>3</td>
<td>COSC 1436</td>
<td>4</td>
</tr>
<tr>
<td>Macroeconomics</td>
<td>3</td>
<td>ECON 2301</td>
<td>3</td>
</tr>
<tr>
<td>Microeconomics</td>
<td>3</td>
<td>ECON 2302</td>
<td>3</td>
</tr>
<tr>
<td>English Lit. &amp; Comp</td>
<td>3</td>
<td>ENGL 1301</td>
<td>3</td>
</tr>
<tr>
<td>English Lit. &amp; Comp</td>
<td>3</td>
<td>ENGL 1301, 1302</td>
<td>6</td>
</tr>
<tr>
<td>United States History</td>
<td>3</td>
<td>HIST 1301, 1302</td>
<td>6</td>
</tr>
<tr>
<td>European History</td>
<td>3</td>
<td>HIST 2311, 2312</td>
<td>6</td>
</tr>
<tr>
<td>Calculus AB</td>
<td>3</td>
<td>MATH 2413</td>
<td>4</td>
</tr>
<tr>
<td>Calculus BC</td>
<td>4</td>
<td>MATH 2413, 2414</td>
<td>8</td>
</tr>
<tr>
<td>Physics</td>
<td>3</td>
<td>PHYS 1401, 1402</td>
<td>8</td>
</tr>
<tr>
<td>US Gov. &amp; Politics</td>
<td>3</td>
<td>GOVT 2305, 2306</td>
<td>6</td>
</tr>
<tr>
<td>Span Lang/Lit</td>
<td>3</td>
<td>SPAN 1411</td>
<td>4</td>
</tr>
<tr>
<td>Span Lang/Lit</td>
<td>4</td>
<td>SPAN 1411, 1412</td>
<td>8</td>
</tr>
</tbody>
</table>

College Level Examination Program (CLEP)

CLEP Subject Examinations are standardized, 90-minute, multiple-choice tests designed for credit-granting purposes in specific areas. The exams are given by arrangement, and one or two tests can be taken in one day of testing. For a list of test dates, visit the Testing Center. In preparing for the test, the examinee may purchase a publication titled “The Official Student Guide for the CLEP Examinations”, available in the bookstore, or order one from the College Board using the form attached to the CLEP Registration Admission Form. An examinee does not have to be enrolled at STC to take a CLEP test on campus; however, no STC credit will be posted to a transcript until the student officially enrolls and earns six (6) hours of academic credit. A student must have taken the CLEP exam within the last five (5) years in order to receive credit.

Individuals planning on transferring to other institutions may take the exams at this center. However, the individual is responsible for checking with the institution at which he or she is planning to enroll to verify which CLEP tests are accepted for credit.

Required scores for CLEP Subject Examination credit are listed below:

<table>
<thead>
<tr>
<th>Subject</th>
<th>Min. Score</th>
<th>STC Course</th>
<th>Hrs. Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Info. Systems &amp; Computer Applications</td>
<td>50</td>
<td>COSC 1301</td>
<td>3</td>
</tr>
<tr>
<td>Financial Accounting</td>
<td>50</td>
<td>ACCT 2401, 2402</td>
<td>8</td>
</tr>
<tr>
<td>Biology</td>
<td>50</td>
<td>BIOL 1408, 1409</td>
<td>8</td>
</tr>
<tr>
<td>Introductory Business Law</td>
<td>50</td>
<td>BUSI 2301</td>
<td>3</td>
</tr>
<tr>
<td>Chemistry</td>
<td>50</td>
<td>CHEM 1411, 1412</td>
<td>8</td>
</tr>
<tr>
<td>Principles of Microeconomics</td>
<td>50</td>
<td>ECON 2302</td>
<td>3</td>
</tr>
</tbody>
</table>
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 diverse 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 corequisite, 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 schedule an appointment with the Associate Dean of Curriculum and Student Learning to ensure that the proposed courses are a part of the College’s current course inventory. At this meeting 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 Associate Dean of Curriculum and Student Learning 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 early in the spring semester.
8. Upon approval by the members of the Regional Higher Educational Council of the proposed out-of-district courses, the Associate Dean of Curriculum and Student Learning 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 Board Policy 3620 - College Sanctioned Travel for Students for the student travel policy.
PROGRAM DEVELOPMENT AND CURRICULUM REVISIONS
Program Development and Curriculum Revisions

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Overview
The Office of Curriculum and Student Learning 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 State guidelines and are approved by the required curriculum committees. After approval of proposed revisions, the Curriculum and Student Learning staff submit all necessary documentation for external approval, update the necessary information in the South Texas College Catalog, and update all applicable applications, including Banner, Degree Works and the Student Education Planner. The Curriculum and Student Learning 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 role of an advisory committee is to 1) help a college document the need for a workforce education program and 2) ensure that the program has adequate resources and a well-designed curriculum to provide students with the knowledge, skills, and abilities essential for employment. 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 published in Chapter Three of the Guidelines for Instructional Programs in Workforce Education (GIPWE). Minutes from all Advisory Committee meetings must be maintained by the Program Chair. A sample format for recording advisory committee meeting minutes may be found in Appendix J.

Division Curriculum Committee
Each of the College’s Instructional Divisions will maintain a Division Curriculum Committee to initiate 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) and the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) and program-specific accreditation criteria.

Voting Membership
The voting membership of the 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 is responsible for coordinating the faculty elections in August of each year. The total voting membership equals 30 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 | SS | 1
Political Science | SS | 1
Social Behavioral Science | SS | 1
Mathematics | MS | 1
Life & Physical Sciences | MS | 1
**Total Core Curriculum Representation** |  | **8**

Programs by Division | Division | # of Representatives
--- | --- | ---
Business, Public Safety, and Technology | B&T | 6
Nursing Allied Health | NAH | 4
Liberal Arts | LA | 4
Social Sciences | SS | 4
Math & Science | MS | 3
Bachelor Programs | BAT | 1
**Total Core Curriculum Representation** |  | **22**
**Total Voting Membership** |  | **30 Representatives**

*NOTE: One representative elected for every 3 programs within the Division. (Refer to detailed list in Appendix I).*

**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 *Robert’s Rules of Order*, and fosters discussion and compromise among committee members. The elected committee chair may relinquish their voting rights to an alternate from their Division. The Associate Dean of Curriculum and Student Learning will assist the College-Wide Curriculum Committee Chair with his or her duties. 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 of an action for the action to be approved.

**Ex-Officio Membership**

The Associate Dean of Curriculum and Student Learning, Dean of Distance Learning, SACSCOC Liaison, Library Services Liaison, Dual Credit Liaison and Student Services Liaison are all ex-officio members.

**Curriculum Revision Process**

Each academic year, South Texas College’s instructional leaders have the opportunity to review and make revisions to the curriculum of their academic and career & technical education 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 applications, including Degree Works.

For revisions mandated by the Texas Higher Education Coordinating Board via revisions to WECM (Workforce Education Course Manuel) or ACGM (Academic Course Guide Manual) courses, approvals from the Program Advisory Committee (if applicable), Division Curriculum Committee and College-Wide Curriculum Committee are not required; however, the committees must be informed of the revision for the purpose of keeping members up-to-date on changes to curriculum.

**Program Advisory Committee (Workforce Education Programs Only)**

The Program Advisory Committee collaborates with the Program Chair and faculty to propose program changes. The Program Advisory Committee suggests revisions to the curriculum or program in alignment with local workforce and labor market needs, reviews suggested revisions made by the Program Chair and faculty, and approves the final revisions.

**Department/Program Chair and Dean**

With the approval of the Dean, the Department/Program Chair completes a Revision Request Form (available on the Curriculum and Student Learning Department website at: [http://academicaffairs.southtexascollege.edu/curriculum/](http://academicaffairs.southtexascollege.edu/curriculum/)). The Chair must review the proposed revisions to ensure compliance with the THECB and SACSCOC. The Revision Request must include supporting documentation to the revision requested, 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.

**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 and Student Learning. The following documentation must be included: the Revision Request form (with all required signatures) with attached supporting documentation (described above), Program Advisory Committee minutes (Workforce Education Programs only) and Division Curriculum committee minutes.

After verifying that all necessary documentation is present, the Office of Curriculum and Student Learning will log minor revisions, which will be kept on file for inclusion in the next catalog.

**Minor Revisions Include:**
- Less than 25% of course credit changes in Field of Study/Program
- Change in course sequencing
- Change in course title, pre-requisite/co-requisite, contact hours and/or catalog description
- Course addition/deletion
- Unique Need course requests (see procedures for Unique Need applications)
- Out-of-Country course offerings (see procedures for Out-of-Country course offerings)

**College-Wide Curriculum Committee**
The Office of Curriculum and Student Learning will place major revisions on the agenda for the next College-Wide Curriculum Committee meeting for final review and approval. The College-Wide Curriculum Committee will review the 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
- Award name change
- Revision or addition of 25% or more of course credits in Field of Study or Program/Degree
- Any change that affects the Core Curriculum
- Request Online delivery of an existing program**
- Removal of a Field of Study/Closure or deactivation of an existing program**

All major/minor revisions are implemented at the beginning of the subsequent fall semester. All Revision Request Forms must be submitted to the Curriculum and Student Learning Department by November 15th for implementation the following fall semester and for inclusion in the next catalog. Revisions will not be implemented during the spring semester, as this would affect the integrity of the college catalog. Exceptions to this cycle will be allowed only with the approval of the Vice President for Academic Affairs.

**Submission to the THECB**
If the appropriate College committees vote to approve the revisions, The Curriculum and Student Learning Department will prepare all of the necessary revision forms and submit the revision to the THECB.

**SACSCOC Notification**
By March 1st of each academic year, the Associate Dean of Curriculum and Student Learning will communicate to the SACSCOC Liaison the list of new programs, changes in credit/contact hours for certificates or Online Delivery or program deactivations/closures for which a Letter of Notification will need to be sent to the Southern Associate of Colleges and Schools, Commission on Colleges.

**Definition of Semester Credit Hours Board Policy 3301 (01/26/16)**
South Texas College employs sound and acceptable practices for determining the amount and level of credit awarded for courses. The College adheres to the Texas Lower Division Academic Course Guide Manual for academic transfer courses and the Texas Workforce Education Course Manual for technical courses to determine the amount and level of credit awarded for all courses whether face-to-face, online, hybrid, or other delivery modes.
The semester credit hour provides the basis for measuring the amount of engaged learning time expected of a typical student enrolled in the traditional classroom settings and in laboratories, internships, studios, clinicals, practicums, and cooperative education experiences and in distance and correspondence education. The value of a credit hour can be determined by contact time, the educational experience, and out-of-class preparation by the student.

A semester credit hour is an amount of work represented in intended learning outcomes and verified by evidence of student achievement, for the various modes of instruction offered at South Texas College, in accordance with the following:

1. For traditionally-delivered courses during traditional long semesters, meet not less than one (1) hour each week during a traditional long semester, approximately sixteen (16) weeks. This includes not less than one (1) hour each week for approximately fifteen (15) weeks of direct faculty instruction, a minimum of two (2) hours out-of-class student work each week for each credit hour; plus additional contact hours for a final examination or final experience.

2. Face-to-face courses that are offered in less than a sixteen (16) week semester will consist of the same number of class contact hours have the same learner outcomes and quality of instruction as sixteen (16) week semester courses.

3. At least an equivalent amount of work is required for other academic activities including laboratories, internships, studios, clinicals, practicums, and cooperative education experiences and other academic work that lead to the award of credit.

4. Online, hybrid and other nontraditional modes of delivery, may not meet the contact hours assigned above. In such instances, the semester credit hour is based upon the learning outcomes and estimated contact hours required to successfully meet those outcomes. Faculty review these courses to ensure that the learning outcomes and quality of instruction is equivalent to traditionally-delivered courses.

5. In determining the amount of coursework to achieve learning competencies and outcomes, South Texas College takes into account and considers alternative delivery methods, measurements of student work, academic calendars, disciplines, and degree levels.

6. These definitions and this policy pertain to all courses offered by the South Texas College regardless of location or mode of delivery. (END POLICY)

Guidelines for Assigning Credit Hours
In compliance with the Southern Association of Colleges and Schools Commission on Colleges, Federal Requirement 4.9 (Definition of Credit Hours) from the Principles of Accreditation, 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 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.

The guidelines for assigning credit hours for workforce education coursework are provided in the Guidelines for Instructional Programs in Workforce Education/Workforce Education Course Manual (GIPWE/WECM). The GIPWE/WECM 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.

Compliance with these guidelines is monitored by the THECB through mandatory state reporting of all courses offered by the institution at all sites. The guidelines from both the ACGM and GIPWE are provided in Appendix N.

Unique Need Course Requests
The College, in order to facilitate transferring credits, schedules courses that are part of the Academic Course Guide Manual (ACGM). On rare occasions, the College petitions the Texas Higher Education Coordinating Board (THECB) to approve a Unique Need Course. To offer a course that is not part of the ACGM, the course must meet following criteria to be submitted for THECB approval. (Refer to ACGM.)

For courses to be included in an institution’s inventory as unique need courses, each specific course must meet the following criteria:
1. The course requested must be academic and have college-level rigor. Courses designed to meet a community service, leisure, career/technical, or avocational need are inappropriate for unique need approval.
2. The course must be a freshman- or sophomore-level. Upper-division courses shall not be approved for unique need. A course may be considered to be lower-division if a majority of public universities in Texas offering an equivalent course classify it as a lower-division in their catalogs.
3. The course must be acceptable for transfer and apply toward baccalaureate degree requirements at a minimum of three or more Texas public universities. If a university’s degree program requirements could be satisfied by an existing course in the ACGM, then that university cannot count as one of the required three.
4. An exception may be granted for a unique need course that transfers to a single university if the college documents that its students transfer to that university on a yearly basis into a discipline-specific major of which the course is a required component, and the course is part of a current, documented articulation agreement between the two-year college and the university. The articulation agreement documentation must demonstrate that the course is a degree program requirement and not merely an option or elective.

The procedures for unique need approval are:
1. The application for each unique need course submitted to the Coordinating Board must be accompanied by a statement of need for the course and a syllabus which includes a course description, detailed course outline, objectives. Except as specified in criteria no. 4 on the previous section, the application must be accompanied by documentation from universities that clearly indicate the basis for transferability of the course as a degree program requirement.
2. Once approved, a unique need course shall be placed on the college inventory for three years. Colleges must reapply for approval of unique need courses every three years. Unique need courses may not be included in the institution’s core curriculum.

Requests for Unique Need Courses must be submitted by the Department/Program Chair to the Division Curriculum Committee for approval. The Division Curriculum Committee Chair will submit the Unique Need Course Request to the Associate Dean of Curriculum and Student Learning. The STC Revision Request form (with all signatures) and all of the documentation required for the Unique Need Course Request must be submitted. The information will be kept on file for inclusion in the next catalog (if approved by the College-Wide Curriculum Committee). The Associate Dean of Curriculum and Student Learning will submit the Unique Need Course Request to the THECB.

Program Development

The Office of Curriculum and Student Learning guides and facilitates the development of new academic and workforce education programs at South Texas College. Faculty members interested in developing new certificates or degrees should gain approval from their Department/Program Chair and Dean before initiating the program development process. The Dean of each Instructional Division identifies the certificates, degrees, and specializations that will be developed each academic year. A list of the Proposed Instructional Programs is included within South Texas College’s Comprehensive Plan.

Program Developer

The Dean will assign a Department/Program Chair or faculty member to serve as the Program Developer for any proposed certificate or degree. 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 and Student Learning in order to initiate the program development process. The complete program development process generally lasts one to two academic years; Program Developers are advised to keep their target implementation date in mind and begin the development process early.

Program Development Checklist

The Office of Curriculum and Student Learning 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 and Student Learning, conducts the research necessary to complete the checklist. The Office of Curriculum & Student Learning reviews the completed checklist and determines 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 & Student Learning provides recommendations regarding how the program can be strengthened. The recommendations are shared with the Program Developer, the Dean, and the Vice President of Academic Affairs. A completed and approved checklist forms the basis of the Program Summary.
Program Summary
The Program Summary is a multi-part document that includes the information required by the Texas Higher Education Coordination Board (THECB) and the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) for all new programs. The Office of Curriculum & Student Learning works collaboratively with Program Developers to create the Program Summary.

Program Summaries for Workforce Education Programs contain the following components:

- Program Description & Objective
- Description of Curriculum & Curriculum Outline
- Documentation of Workforce Demand (highly emphasized for workforce programs)
- Documentation of Student Demand
- Program Linkages and Opportunities for Further Education
- Demonstration of Non-Duplication (Existing Programs)
- Enrollment Management Plan with Enrollment & Graduation Projections
- Assurance of Adequate Funding & Resources
- Program Review and Improvement Plans
- External Agency Approval, Certification, and Accreditation
- Assurance of Basic and Workforce Skills
- Advisory Committee Minutes

Program Developers for Workforce Education Programs may also utilize the THECB’s Guidelines for Instructional Programs in Workforce Education (GIPWE) as a resource.

Program Summaries for Academic Programs contain the following components:

- Program Description & Objective
- Description of Curriculum & Curriculum Outline
- Documentation of Workforce Demand
- Documentation of Student Demand
- Program Linkages, Opportunities for Further Education, & Articulation Agreements (highly emphasized for academic programs)
- Demonstration of Non-Duplication (Existing Programs)
- Enrollment Management Plan with Enrollment & Graduation Projections
- Assurance of Adequate Funding & Resources
- Program Review and Improvement Plans
- External Agency Approval, Certification, and Accreditation

Program Developers for Academic Programs may also utilize the THECB’s Standards for Academic Associate Degree Programs as a resource.

Program Approval Process*
The following individuals and groups at South Texas College must review the Program Summary and relevant documentation for approval:

- Dean
- Vice President for Academic Affairs
- Advisory Committee (Workforce Education programs only)
- Division Curriculum Committee
- Academic Council
- College-Wide Curriculum Committee
- Planning and Development Council
- Education & Workforce Development Board Committee
- Board of Trustees
A separate approval process is required for proposed Workforce Education programs in a new CIP code area and for new A.A.S. degrees in an area in which the College currently only offers a certificate. A description of this extended process can be found below.

After the proposed program has received approval by the Division Curriculum Committee, the Office of Curriculum and Student Learning will oversee the remainder of the program approval process and will submit the required documentation to the reviewers for approval. The Program Developer is expected to attend all group 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 internal program approval process can take between 3-6 months. If revisions are recommended or required by the reviewers, the process may take longer.

**The Two-Phase Program Approval Process for Workforce Education Programs in a New CIP code Area or a New A.A.S. Degree in an Area in Which the College only offers a Certificate**

An extended, two-phase program approval process is required under the following circumstances:

- To create a certificate or A.A.S./A.A.A. degree in a four- or six-digit CIP code area for which the college has no current offerings on its inventory.
- To create an A.A.S./A.A.A. degree in a four- or six-digit CIP code area in which the college has only certificate offerings on its inventory.

**Phase I: Approval to Develop New Program**

During Phase I, the Program Developer will seek to gain approval to develop the new program. A Program Advisory Committee may not yet be in place at this time and the curriculum will not have been developed. The Program Developer will serve the same role as described above. The Program Checklist will be completed with support from the Office of Curriculum and Student Learning, which will form the basis of the Program Brief.

Program Briefs for Workforce Education Programs during Phase I of development will contain the following components:

- Program Description & Objective
- Documentation of Workforce Demand (highly emphasized for workforce programs)
- Documentation of Student Demand
- Program Linkages and Opportunities for Further Education
- Demonstration of Non-Duplication (Existing Programs)
- Enrollment Management Plan with Enrollment & Graduation Projections
- Assurance of Adequate Funding & Resources
- External Agency Approval, Certification, and Accreditation

**Program Approval**

The following individuals and groups at South Texas College must review the Program Brief and relevant documentation for approval during Phase I:

- Dean
- Vice President for Academic Affairs
- Division Curriculum Committee
- Academic Council
- College-Wide Curriculum Committee
- Planning and Development Council
- Education & Workforce Development Board Committee
- Board of Trustees

**Phase II: Approval of New Program**

After receiving approval to develop the new program, the process enters Phase II. At this time, the Program Developer will 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: Collect 10 to 15 names of potential Advisory Committee members from leaders in the program area who work in Hidalgo and Starr Counties. Advisory Committees should also represent the demographics, including the ethnic and gender diversity, of the institution’s service area as well as the demographics of the occupational field. Programs with Tech-Prep articulation agreements should include members from secondary and higher education as well as business and industry. Study “Effective Use of Advisory Committees” from GIPWE, Chapter 3, Organize agenda, members’ packets, sign-in sheets, and minutes for each Advisory Committee meeting.

• Curriculum Design: The Advisory Committee will structure curriculum upon industry standards, if available, and upon competencies identified.

• Advisory Committee Meetings Schedule: A recommended committee meeting schedule for new Advisory Committees (with related agenda items and goals) is available from the Office of Curriculum and Student Learning.

• Program Summary: The Program Developer will create the Program Summary in collaboration with the Office of Curriculum and Student Learning.

Program Summaries for Workforce Education Programs during Phase II of development contain the following components:

• Program Description & Objective
• Description of Curriculum & Curriculum Outline
• Documentation of Workforce Demand (highly emphasized for workforce programs)
• Documentation of Student Demand
• Program Linkages and Opportunities for Further Education
• Demonstration of Non-Duplication (Existing Programs)
• Enrollment Management Plan with Enrollment & Graduation Projections
• Assurance of Adequate Funding & Resources
• Program Review and Improvement Plans
• External Agency Approval, Certification, and Accreditation
• Assurance of Basic and Workforce Skills
• Advisory Committee Minutes

Program Approval
The following individuals and groups at South Texas College must review the Program Summary and relevant documentation for approval during Phase II:

• Dean
• Vice President for Academic Affairs
• Advisory Committee
• Division Curriculum Committee
• Academic Council
• College-Wide Curriculum Committee
• Planning and Development Council
• Education & Workforce Development Board Committee
• Board of Trustees

After the proposed program has received approval by the Division Curriculum Committee, the Office of Curriculum and Student Learning will oversee the remainder of the program approval process and will submit the required documentation to the reviewers for approval. The Program Developer is expected to attend all group 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 Two-Phase internal program development process can take between 1 to 2 years. If revisions are recommended or required by the reviewers, the process may take longer.
Submission to the THECB
Following the internal approval process, the Program Summary, related documentation, and a required Certification Form are 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.

South Texas Regional Higher Education Council
The Vice President of Academic Affairs will notify the South Texas Regional Higher Education Council of any new programs to be offered each year.

SACSCOC Notification
By March 1st of each academic year, the Associate Dean of Curriculum and Student Learning will communicate to the SACSCOC Liaison the list of new programs or Online Delivery or program deactivations/closures for which a Letter of Notification will need to be sent to the Southern Associate of Colleges and Schools, Commission on Colleges.

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 eligible for federal financial aid funding (Pell). The Associate Dean of Curriculum and Student Learning will submit this notification to the Office of Student Financial Services by the required deadline.

Institutional Awards
In addition to awards recognized by the Coordinating Board, colleges may offer institutional awards of fewer than 15 SCH or 360 continuing education contact hours for completion of a course or series of courses that represent achievement of an identifiable skill proficiency. Institutional Awards do not require Coordinating Board approval and do not appear in the Board’s Workforce Education Inventory.

Institutional awards shall be based on existing WECM courses in the STC course inventory or approved Local Needs inventory. Institutional awards shall not be part of the Coordinating Board Program Inventory. In order to develop an Institutional Award, follow these steps:

1. Convene the Advisory Committee in order to select less than 15 hours of coursework from an existing A.A.S. or certificate program.
2. The Advisory Committee will develop a rationale as to the benefit of this institutional award.
3. The Program Chair submits a Revision Request Form including a list of courses required, the rationale for Institutional Award to Division Curriculum Committee, and the Advisory Committee minutes.
4. If approved by Division Curriculum Committee, the Division Curriculum Committee Chair submits the Revision Request Form with related documentation and the minutes of the Division Curriculum Committee to the Office of Curriculum and Student Learning.
5. The Office of Curriculum and Student Learning will place the Institutional Award on the agenda for the next meeting of the College-Wide Curriculum Committee.

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:

- The award is TSI-waived under Coordinating Board Rule 4.54b;
- The content of the award must be recommended by an external workforce advisory committee, or the occupation must appear on the Local Workforce Development Board’s Demand Occupations list;
- In most cases, the award 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 award;
- The award complies with the Single Course Delivery guidelines for WECM courses and
- The award prepares students for employment in accordance with guidelines established for WIAO.

Occupational Skills Awards do not require Coordinating Board approval and do not appear in the Board’s Workforce Education Inventory.
In order to develop an Occupational Skills Award, follow these steps:

1. Convene the Advisory Committee in order to select 9 – 14 hours of coursework from an existing A.A.S. or certificate program.
2. The Advisory Committee will develop a rationale as to the benefit of this Occupational Skills Award.
3. The Program Chair submits a Revision Request Form including a list of courses required, the rationale for the Occupational Skills Award to Division Curriculum Committee, and the Advisory Committee minutes.
4. If approved by Division Curriculum Committee, Division Curriculum Committee Chair submits the Revision Request Form with related documentation and minutes of the Division Curriculum Committee to the Office of Curriculum and Student Learning.
5. The Office of Curriculum and Student Learning will place the Occupational Skills Award on the agenda for the next meeting of the College-Wide Curriculum Committee.

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 Vice President for Academic Affairs (VPAA) or a designee will coordinate all future College to senior IHE articulation agreements.

The Dean for Math, Science and Bachelor Programs 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 Texas senior IHE, a designee from the Department should take the following steps:

1. Obtain specific details about the course in question from either the Academic Course Guide Manual (ACGM) or the Workforce Education Manual (WECM).
2. Obtain a copy of the senior IHE catalog description of the course that the College department is trying to articulate with the senior IHE.
3. 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.
4. After the above three steps have been taken, the Department designee should make an appointment with the Assistant Vice President for Academic Affairs or a designee.
5. During this meeting between the Program designee and the Vice President for Academic Affairs designee, 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.
6. The outcome of that meeting will dictate whether the Program Chair, with the assistance of the Vice President for Academic Affairs office staff does the “crosswalks” between the College’s program and the senior IHE department.
7. 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 Vice President for Academic Affairs or a designee will work with both the Department designee and the senior IHE Department/Program Chair to draft a formal articulation agreement.
8. When this draft is acceptable to both the College and the senior IHE, the document will be placed on College stationery for the College’s VPIS, Dean, and Chair as well as the senior IHE Chief Academic Officer’s (CAO), and Chair’s signature.

The original articulation agreements will be kept on file in the Office of the Vice President for Academic Affairs.
INSTITUTIONAL EFFECTIVENESS & PROGRAM REVIEW
Accreditation

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

INSTITUTIONAL EFFECTIVENESS

The Office of Institutional Effectiveness & Assessment (IEA) works to empower the college community to integrate effective planning and meaningful assessment into all institutional practices through collaborative inquiry, self-reflection, and continuous improvement. IEA also maintains two institutional Factbooks (internal & External) that provide institutional data for research and reporting. All operating units including instructional programs are required to develop Institutional Effectiveness (IE) biennium plans that systematically state programmatic objectives that are aligned to the college’s strategic directions, assess those objectives, and develop action plans for continuous improvement. For all instructional programs, the program review is in incorporated into this IE process.

Substantive Change Reporting Board Policy 3347 (11/27/12)

In accordance with The Principles of Accreditation, Comprehensive Standard 3.12, of the Southern Association of Colleges and Schools, Commission on Colleges (SACS-COC), South Texas College maintains established procedures for complying with the SACS-COC policy on Substantive Change for Accredited Institutions of the Commission on Colleges and as required, seeks approval from SACS-COC prior to the initiation of changes. The established procedures address any significant modification or expansion of the nature and scope of the College as defined by federal regulations and published in the Substantive Change policy of SACS-COC. (END POLICY)

Procedures for Reporting Substantive Change

The following procedures have been established to ensure ongoing compliance with Comprehensive Standard 3.12 of the Principles of Accreditation from the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) and South Texas College Board Policy 3347-Substantive Change Reporting.

Distribution: These procedures are distributed to the Academic Council, the Planning and Development Council, and the Curriculum and Program Review Committee at the beginning of each academic year. In addition, these procedures are published in the Faculty Handbook.

Definition: Substantive change is a significant modification or expansion of the nature and scope of an accredited institution. Under federal regulations, substantive change includes:

- Any change in the established mission or objectives of the institution;
- Any change in legal status, form of control, or ownership of the institution;
- The addition of courses or programs that represent a significant departure, either in content or method of delivery, from those that were offered when the institution was last evaluated;
- The addition of courses or programs of study at a degree or credential level different from that which is included in the institution’s current accreditation or reaffirmation;
- A change from clock hours to credit hours;
- A substantial increase in the number of clock or credit hours awarded for successful completion of a program;
- The establishment of an additional location geographically apart from the main campus at which the institution offers at least 50 percent of an educational program;
- The establishment of a branch campus;
- Closing a program, off-campus site, branch campus or institution;
- Entering into a collaborative academic arrangement such as a dual degree program or a joint degree program with another institution;
- Acquiring another institution or a program or location of another institution;
- Adding a permanent location at a site where the institution is conducting a teach-out program for a closed institution;
• Entering into a contract by which an entity not eligible for Title IV funding offers 25% or more of one or more of the accredited institution’s programs; and
• Additional changes identified by the SACSCOC Board of Trustees

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, entering into a collaborative academic arrangement such as a dual degree program or joint degree program with another institution, 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 Curriculum and Program Review Committee. Submission of a letter of notification to the Southern Association of Colleges and Schools Commission on Colleges is included in the Faculty Handbook procedures. The Accreditation Liaison serves as the institutional curriculum officer and monitors and reviews all curriculum changes submitted for approval, and serves on the Curriculum Committee as a non-voting member.

Approval of new programs or collaborative academic arrangements and subsequent notification to the Commission will follow the procedures below.

1. Once fully developed, the new program or collaborative academic arrangement will be submitted by the Accreditation Liaison to the Academic Council for review and approval.
2. Upon recommendation by the Academic Council, the new program or collaborative academic arrangement will be submitted to the Planning and Development Council for approval.
3. Upon review and approval by the Planning and Development Council, the new instructional program or collaborative academic arrangement will be placed on the agenda for the Education and Workforce Development Committee (EWDC) of the Board of Trustees for review and approval.
4. Following approval by the EWDC, the new instructional program or collaborative academic arrangements will be placed on the agenda for approval by the Board of Trustees.
5. The Curriculum for the new instructional program or collaborative academic arrangement will be placed on the agenda for the Curriculum and Program Review Committee for the next available meeting after the approval from the Division Committee is received. This may occur prior to or concurrently with steps 1-4.
6. The Accreditation Liaison will notify the Vice President for Academic Affairs of any new instructional programs or collaborative academic arrangements that have completed the development procedures and approvals or of any new instructional programs that will be completed for implementation. At the time of notification, the Accreditation Liaison will provide to the Vice President for Academic Affairs the necessary information to include in the letter of notification to the Commission on Colleges.
7. Depending upon the response from the Commission on Colleges, a prospectus may be required.
8. No new programs or collaborative academic arrangements may be initiated until required notifications or approvals have occurred.
9. Timelines for notification and/or approval of actions related to new instructional programs are shown on the attached table.

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 Accreditation Liaison.
2. The Accreditation Liaison will place the request for program deactivation on the agenda for the next available meeting of the Curriculum and Program Review Committee for review and approval.
3. Once approved by the Curriculum and Program Review Committee, the Accreditation Liaison will notify the Vice President for Academic Affairs by March 1st of each academic year of any program deactivations that have been approved for implementation the following fall semester for which a letter of Notification must be submitted to the Commission on Colleges. At the time of notification, the Accreditation Liaison will provide to the Vice President for Academic Affairs the necessary information to include in the letter of notification to the Commission on Colleges.
4. Programs that are deactivated are closed to new enrollment. Courses for the program will continue to be taught for an additional 3 academic years to allow existing students to complete the program. After the three year time period, the program will be officially closed.
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 the Commission 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.
2. Once a new instructional site has been approved, the Accreditation Liaison will monitor the scheduled offerings for the site prior to each semester. Upon reaching 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 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. At the time of notification, the Accreditation Liaison will provide the Vice President for Academic Affairs the necessary information to include in the letter of notification to the Commission on Colleges.
3. If the new instructional site reaches a point at which 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 that a prospectus must be sent to the Commission on Colleges. At the time of notification, the Accreditation Liaison will provide to the Vice President for Academic Affairs the necessary information to include in the letter of notification to the Commission on Colleges.
4. A prospectus will be submitted 8 months prior to the semester in which the course offerings are planned to exceed 49% of coursework towards a degree or Certificate.
5. No program offerings may be initiated at a site until required notifications or approvals have occurred.
6. Timelines for notification and/or approval of actions related to off-campus sites are shown on the attached table.

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, High School Programs Administrator and then by the Vice President for Academic Affairs.
2. Once a new Dual Credit High School site has been approved, the High School Programs Administrator 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 Planning and Scheduling Manager.
   The Accreditation Liaison, along with the Dual Credit Planning and Scheduling Manager, will monitor the scheduled offerings prior to each semester. Upon reaching 25% of coursework towards any of the Associate’s Degrees or Certificates, the Accreditation Liaison will notify the Vice President for Academic Affairs 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. At the time of notification, the Accreditation Liaison will provide to the Vice President for Academic Affairs the necessary information to include in the letter of notification to the Commission on Colleges.
3. 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 that a prospectus must be sent to the Commission on Colleges. At the time of notification, the Accreditation Liaison will provide to the Vice President for Academic Affairs the necessary information to include in the letter of notification to the Commission on Colleges.
4. A prospectus will be submitted 8 months prior to the semester in which the course offerings are planned to exceed 49% of coursework towards a degree or Certificate.
5. No program offerings may be initiated at a site until required notifications or approvals have occurred.
6. 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.

DISTANCE EDUCATION

South Texas College has been approved to offer 50% or more of programs via distance learning in all curricular areas and approval was in place during the last reaffirmation. Therefore, adding subsequent programs offered via distance learning does not require advanced notification to SACSCOC.
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.
PROGRAM REVIEW

Program Review of Degree and Certificate Programs
Instructional programs are subject to Program Review by the Institutional Effectiveness Process on a yearly basis. Required Program Review standards are incorporated into the Institutional Effectiveness plans for each instruction program in order to assess program viability, effectiveness, and student achievement through a variety of outcomes including the number of graduates, transfer rates, licensure/certification pass rates, graduate placement, program specific accreditations, and use of community advisory committees.

Instructional Programs report on the required standards through the mid-biennium and biennial Institutional Effectiveness (IE) reporting cycles. In addition, a Program Review Report, including the data required for Standards 1-4 (listed below) is provided to the Vice-President for Academic Affairs Each fall semester for the most recently completed academic year. The results for each instructional program are evaluated yearly by the Academic Council and the Planning and Development Committee (PDC), the college-wide committee charged with oversight for planning, plan implementation, and reporting.

The required Program Review Standards are as follows:

1. All Degrees and Certificates
   Standard: The Program will achieve a minimum of 5 graduates per year or 25 graduates during the most recent 5 year period.

2. Academic Transfer Programs only
   Standard: The Program will experience an increased transfer rate for its majors.

3. Workforce/NAH Programs only
   Standard: Ninety percent (90%) of program graduates are placed within one (1) year of graduation, based upon the most recent 3 year period for which data is available.

4. Workforce/NAH Programs only
   Standard: Ninety percent (90%) of students tested on a specific license/credential exam pass, or the percentage of students who tested on specific license/credential exams and pass is no more than five percent (5%) below state average for the last three (3) years for the specific license/credential exam. This data is provided by RAS.

5. Applicable Accredited Programs only
   Standard: The program holds additional professional accreditation, certification, or other form of official approval, other than Coordinating Board/SACS approval, that is customarily held by programs in that particular discipline.

6. Workforce/NAH Programs only
   Standard: The program will convene a minimum of two Program Advisory Committee meetings per academic year. If possible a quorum should be present.
OTHER DEPARTMENTS AND RESOURCES
CLIENT SERVICES/HELP 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 manage change to continuously improve the quality of the IS&P Help Desk services, the usability of the system and the effectiveness of training. The Help Desk can be contacted for services such as computer installations, reports or upgrades, network issues, internet connection issues, requests for instructional technology equipment or software training. For assistance, please contact Help Desk at 956-872-2111 or via email at isphelp@southtexascollege.edu

HUMAN RESOURCES
The Office of Human Resources provides “Services for Success” in innovative ways to ensure a cooperative relationship with all divisions of the College. The Office of Human Resources is responsible for fiscal responsibility, recruiting and retaining qualified personnel, guidance and support to employees of the College and overseeing employee benefits. For more information regarding employee benefits, including health insurance, holiday leave and FMLA, please refer to the South Texas College Employee Handbook at http://hr.southtexascollege.edu/handbook.html

INSTITUTIONAL EFFECTIVENESS
Institutional Effectiveness (IE) is, most simply, the process of determining how closely STC and every individual operating unit within it come to accomplishing its mission. We understand “effectiveness” to be a measure of how successful we are in meeting meaningful, pre-specified strategic outcomes that support the institution’s mission to the people of Hidalgo and Starr counties. The questions we are seeking to answer through IE are: (1) are we accomplishing the things we intend, and (2) to what degree or level. We use the answers to these questions as guidelines in planning for improvements. At STC we believe that institutional effectiveness is a result of office- or program-level effectiveness. Therefore, the intentions of the College are defined, planned, and linked to unit-level operations, in daily activities by faculty and staff, and the broadly stated intentions of the College in its comprehensive Mission Statement are defined more specifically and more finely at each successively lower organizational level in vice-presidential, divisional, departmental, and office mission statements and IE Plans. For more information about Institutional Effectiveness and the IE plans, refer to the department webpage at http://iea.southtexascollege.edu/

EDUCATIONAL TECHNOLOGIES
The Educational Technologies department provides faculty and staff with the use of specialized classroom audio-visual equipment. Equipment such as, cameras, laptops, document cameras, projectors and other types are available for faculty to check out. To reserve equipment, please contact the IS&P Help Desk at 956-872-2111. Or for more information regarding the equipment available and the process for reserving, refer to the department webpage at http://isp.southtexascollege.edu/instructional-technology/

LIBRARY SERVICES
The library collects and organizes information resources to support the academic needs of STC students and faculty. STC libraries hold over 195,000 cataloged items in its collection, including print and electronic books, videos, and audio recordings, and subscribes to over 240 print serial publications (newspapers, magazines and journals). For more information regarding locations, hours, public access to the library catalog, interlibrary loans and other faculty resources, refer to the department webpage at http://library.southtexascollege.edu

PUBLIC RELATIONS AND MARKETING
The Office of Public Relations and Marketing leads the planning, creation and implementation of South Texas College marketing, external communications and brand management goals, policies and initiatives. Our creative team communicates the College as an exceptional institution of higher education to prospective and current students, alumni, parents, supporters, and the local community.

The office accomplishes this through many different mediums by coordinating and facilitating the development of high quality print publications, website content and design, electronic media and the cultivation of favorable mainstream and online media coverage.

Working closely with campus departments, the office provides support and direction for marketing to the College’s various audiences.
For more information about the different media and print services provided, refer to the department webpage at http://admin.southtexascollege.edu/pr/index.html

RESEARCH & ANALYTICAL SERVICES
Research & Analytical Services conducts institutional research on student success and other topics of importance to the College by collecting and analyzing data from college’s student information system, college stakeholders, and other sources. RAS also oversees the Institutional Review Board (IRB) process. If faculty is interested in conducting research involving human subjects an IRB application must be submitted prior to conducting of any form of research. IRB applications must be submitted to RAS at least three (3) weeks before the researcher intends to start the research. For more information about Research & Analytical Services, surveys or to request institutional data, refer to the department webpage at http://ras.southtexascollege.edu/

STUDENT ACTIVITIES & SUPPORT SERVICES
The Department 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 student needs. These areas include Student Activities, Career and Employment Services, Counseling and Conflict Resolution. For more information about the many student services available, refer to the department webpage at http://life.southtexascollege.edu/

STUDENT ASSESSMENT CENTER
Under Texas Education Code, §51.307, 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, 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 upon 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 Veteran Affairs promotes education opportunities to community members who are eligible for Veterans Educational Benefits and provides support, guidance and a variety of services and programs to students attending South Texas College who are using educational benefits under the department of Veteran Affairs educational assistance programs. South Texas College is approved for training veterans under the provisions of the various public laws commonly called the G.I. Bill. A spouse or child of a veteran may receive benefits under certain conditions. 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 (956-872-2589) 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. Custodial staff and Building Responders will also go through the building to make sure that everyone has evacuated. (Please see the South Texas College All Hazards Emergency Management Plan at the Department of Public Safety 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 (956-872-2589) 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 (956-872-2589).

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 (956-872-2589). The security and safety of your students should be included in the day-to-day operations of the College.

Liability and Insurance

The laws governing faculty liability for injuries sustained by students are vague, and the extent to which faculty may be held liable is inconclusive. 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.

Prohibition of Weapons Board Policy 6325 (1/31/12)

Texas Penal Code §46.03(a) states, “A person commits an offense if the person intentionally, knowingly, or recklessly possesses or goes with a firearm, illegal knife, club, or prohibited weapon listed in Section 46.05(a): (1) on the physical premises of a school or educational institution, any grounds or building on which an activity sponsored by a school or educational institution is being conducted, or a passenger transportation vehicle of a school or educational institution, whether the school or educational institution is public or private, unless pursuant to written regulations or written
authorization of the institution.” Texas Penal Code §46.03 (f) states, “It is not a defense to prosecution under this section that the actor possessed a handgun and was licensed to carry a concealed handgun under Subchapter H, Chapter 411, Government Code.”

Pursuant to Texas Penal Code §46.03(a), South Texas College permits the following two exceptions to the prohibitions of Texas Penal Code §46.03:

Firearms which are:
- in the lawful possession of faculty, staff, and students participating in law enforcement training programs at shooting practice facilities that are not located on college property;
- being used for educational or training purposes as part of a credit or continuing education law enforcement program or course of study offered by the College; and
- of the caliber commonly used in the educational or training activity.

Batons and Tasers which are:
- in the lawful possession of faculty, staff, and students participating in law enforcement training programs;
- and
- being used for educational or training purposes as part of a credit or continuing education law enforcement program or course of study offered by the College.

Faculty, staff, and students participating in law enforcement training programs must obtain, and carry in their possession, advance written authorization from the Director of Security and the College President.

South Texas College prohibits a person from intentionally, knowingly, or recklessly possessing a firearm, illegal knife, club, firearm ammunition, or prohibited weapon listed in Section 46.05(a) of the Texas Penal Code, on the premises (as defined by law) or physical grounds of any campus or other property owned, leased, or controlled by the College, unless otherwise permitted by law.

The Director of Security is hereby authorized and directed to post appropriate notices on all College premises to notify all persons of this policy. The President of South Texas College is authorized to adopt guidelines reasonably necessary for the implementation of this policy. (END POLICY)

Note: Effective August 1, 2017 Texas Senate Bill 11 "Campus Carry" permits license holders to carry concealed handguns on campus, except in restricted areas designated by the college.

Campus and Workplace Violence Prevention Board Policy 4214 (rev. 5/26/15)
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. (END POLICY)

**Office Safety**

In order 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 Maintenance Work Request form located on the STC Web Page. Use all equipment as directed by the manufacturer. Take care in lifting heavy objects. Call the custodial staff if you need help.

**Bad Weather Days**

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 cancellation is made through local radio, television announcements, and a mass notification system. 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.

**Identification Card/Name Tags**

In order to be properly identified by campus security officers, fellow employees and visitors, all STC staff are provided with identification cards. All employees are encouraged to wear their name tags so that they can be readily identified when students and visitors need to ask for assistance. 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 the South Texas College Department of Public Safety (956-872-2589) 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 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 Police Department webpage: [http://police.southtexascollege.edu](http://police.southtexascollege.edu)
APPENDICES
# Appendix A – Academic Calendar

## 2017-2018 Calendar

### Fall Semester 2017 (August 28 - December 17)

<table>
<thead>
<tr>
<th>Date</th>
<th>Event Description</th>
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<tbody>
<tr>
<td>August 16</td>
<td>New Faculty Start Date – New Faculty Benefits &amp; Orientation Human Resources Dept.</td>
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<tr>
<td>August 17</td>
<td>New Faculty Orientation</td>
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<tr>
<td>August 18</td>
<td>New Faculty Service Area Tour</td>
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<tr>
<td>August 21</td>
<td>Faculty Return – Academic Affairs Convocation / Division Meetings</td>
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<tr>
<td>August 22</td>
<td>Faculty Preparation Day / Departmental Meetings</td>
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<tr>
<td>August 23</td>
<td>Faculty Preparation Day / FOCUS Academy Kick-Off</td>
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<tr>
<td>August 24</td>
<td>Faculty Preparation Day / Distance Learning Symposium / Full-Time Faculty Teaching Dual Enrollment Courses PD Day</td>
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<tr>
<td>August 25</td>
<td>Faculty Preparation Day / Departmental Meetings</td>
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<tr>
<td>August 26</td>
<td>Adjunct &amp; Dual Enrollment Faculty Conference</td>
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<tr>
<td><strong>August 28</strong></td>
<td><strong>Classes Begin</strong></td>
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<tr>
<td>September 4</td>
<td>College Closed – Labor Day</td>
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<tr>
<td>September 13</td>
<td>Census Day - Twelfth Class Day</td>
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<tr>
<td>September 22</td>
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### Spring Semester 2018 (January 16 – May 10)

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<td>Faculty Preparation Day / New Faculty Benefits &amp; Orientation – Human Resources Dept.</td>
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<td>January 10-12</td>
<td>Faculty Preparation Day / Departmental Meetings</td>
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<td>January 13</td>
<td>Adjunct / Dual Enrollment Faculty Professional Development Day</td>
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<tr>
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Summer Sessions 2018

**Summer Session I (June 4 – July 6)**

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<td>June 7 (Thursday)</td>
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<tr>
<td>July 5 (Thursday)</td>
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**Summer Session II (July 10 – August 9)**

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**Summer Session III (June 4 – August 9)**

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### Appendix B – Faculty Salary Plan

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**Salary Placements for New Faculty**

A newly employed faculty member is placed on the faculty salary placement chart according to a Step and Level Formula. A maximum of 8 steps is allowed for the initial placement of new faculty on the schedule. This includes retired faculty with more than 30 days break in service.

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 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.

Placement on the appropriate Level will be based on the following:
Upon employment faculty are placed on Levels based on educational degrees and hours earned from regionally accredited institutions of higher education.

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

Additional Educational, Certification, and/or Professional Salary Stipend for Nursing and Allied Health Faculty:

Educational Stipend:
Associate Degree Nursing, Vocational Nursing, Patient Care Assistant, Pharmacy Technology, Radiological Technology, Diagnostic Medical Sonography, Respiratory Therapy, Occupational Therapy, Pharmacy Technology, Physical Therapy
- Bachelor's degree - $5,000
- Master's degree - $10,000
- Doctorate degree - $15,000

Certification Stipend:
Patient Care Assistant Faculty with:
- EKG Certification - $1,000
- Phlebotomy Certification - $1,000
Diagnostic Medical Sonography Faculty:
- Certification for Abdomen - $1000;
- Certification for Obstetrics and Gynecology - $1,000
- Certification of Vascular Technology - $1,000

Professional Stipend:
Patient Care Assistant Faculty with:
- One Year experience in long term care - $2,500

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 Board Policy 4151, Academic and Professional Credentials of Faculty.

Faculty who have earned additional college level credit or degrees since previous placement on the salary schedule should request to have their official transcripts submitted directly to the Office of Human Resources for review and eligibility of educational increase.

Placement on the faculty salary plan provides for a maximum step based on educational level as listed below. Faculty who have reached the maximum step in prior fiscal year will be placed into the next step (shaded area) at current salary with a 2% increase for FY2017-2018 and remain at that level. 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 issuing institution must be received by September 18, 2017 to be effective for the Fall 2017 semester, or by March 1, 2018 to be effective for the Spring 2018 semester, by June 5, 2018 for Summer I and III, and by July 10, 2018 for Summer II. An adjustment in compensation may be made based on the evaluation and review of eligibility for educational increase or movement on pay plan.

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<td>V</td>
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<td>VI</td>
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<tr>
<td>VII</td>
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</table>

Criteria for faculty not having completed a minimum of an Associate Degree

Under special circumstances, with the approval of the Vice President for Academic Affairs, faculty not having a minimum of an Associate's Degree may be employed in specific workforce programs on a full-time, but temporary basis.
Salary placement will be at the Associate Degree level, Step 0, and there will be no additional salary steps or salary increases in regard to practical experience until the Associate Degree is completed.

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 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 Master of Fine Arts (MFA) will be placed at the doctoral degree level.
### Executive Directory

#### Executive Staff

<table>
<thead>
<tr>
<th>Name</th>
<th>Title</th>
<th>Telephone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dr. Shirley Reed</td>
<td>President</td>
<td>872-8366</td>
</tr>
<tr>
<td>Mary Elizondo</td>
<td>Vice President for Finance &amp; Administrative Services</td>
<td>872-8359</td>
</tr>
<tr>
<td>Matthew Hebbard</td>
<td>Vice President for Student Affairs &amp; Enrollment Management</td>
<td>872-6495</td>
</tr>
<tr>
<td>Carlos Margo</td>
<td>Assoc Dean Industry Training &amp; Economic Development</td>
<td>872-6109</td>
</tr>
<tr>
<td>Dr. Anahid Petrosian</td>
<td>Interim Vice President for Academic Affairs</td>
<td>872-8790</td>
</tr>
<tr>
<td>Dr. David Plummer</td>
<td>Vice President for Information Services, Planning &amp; Strategic Initiatives</td>
<td>872-5575</td>
</tr>
<tr>
<td>Wanda Garza</td>
<td>Executive Officer for External Affairs</td>
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#### Support Staff

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<tr>
<td>Gardenia Perez</td>
<td>Executive Assistant</td>
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</tr>
<tr>
<td>Vacant</td>
<td>Executive Assistant</td>
<td>872-3558</td>
</tr>
<tr>
<td>Haydee Y Hubbard</td>
<td>Executive Assistant</td>
<td>872-8379</td>
</tr>
<tr>
<td>Susan Lemus</td>
<td>Administrative Assistant</td>
<td>872-6166</td>
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<tr>
<td>Isabel Ornelas</td>
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#### Deans

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<tr>
<td>Juan Carlos Aguine</td>
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<tr>
<td>Dr. Margaretha Bischoff</td>
<td>Dean of Lib. Arts &amp; Social Sciences</td>
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<tr>
<td>Miguel Carranza</td>
<td>Associate Dean of Stu. Financial Svcs, Testing &amp; VA</td>
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<tr>
<td>Dr. Ali Esmaeili</td>
<td>Dean for Math, Science &amp; Bach Programs</td>
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<tr>
<td>Cody Gregg</td>
<td>Dean of Library &amp; Learning Support Services</td>
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<tr>
<td>Dr. Jesus Campos</td>
<td>Associate Dean of Library Services</td>
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<tr>
<td>Paul Hernandez</td>
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<tr>
<td>Mario Reyna</td>
<td>Dean for Business &amp; Technology</td>
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<tr>
<td>Dr. Laura Boyer Sanchez</td>
<td>Assoc Dean of Inst Research &amp; Effectiveness</td>
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<td>Dr. Jayeon Valerio</td>
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#### Administrative Staff

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<td>Brenda J Balderaz</td>
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<tr>
<td>Karey Barnes</td>
<td>Director of Judicial Affairs</td>
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<tr>
<td>Larry Barroso</td>
<td>Director of College Connections &amp; Admissions</td>
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<tr>
<td>Cynthia Blanco</td>
<td>Director of Student Records &amp; Registrar</td>
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<tr>
<td>Katarina Bugariu</td>
<td>Associate Comptroller</td>
</tr>
<tr>
<td>Dr. Fernando Chapa</td>
<td>Director of Institutional Effect. &amp; Assessment</td>
</tr>
<tr>
<td>Rebecca Cavaoa</td>
<td>Director of Purchasing</td>
</tr>
<tr>
<td>Serkan Celtek</td>
<td>Director of Research &amp; Analytical Services</td>
</tr>
<tr>
<td>Dr. Virginia Champion</td>
<td>Director of Grant Dev., Mgmt. &amp; Compliance</td>
</tr>
<tr>
<td>Luis de la Garza</td>
<td>Asst. Director of Operations &amp; Maint.</td>
</tr>
<tr>
<td>Ricardo de la Garza</td>
<td>Director of Facilities, Planning &amp; Const.</td>
</tr>
<tr>
<td>Dr. Rebecca De Leon</td>
<td>Director of Academies &amp; High School Projects</td>
</tr>
<tr>
<td>Maria Evans</td>
<td>Director of Instructional Technologies</td>
</tr>
<tr>
<td>Juan M Galvan</td>
<td>Director of Student Financial Services</td>
</tr>
<tr>
<td>Nancy Garcia</td>
<td>Director of Comp. Advise &amp; Mentoring Serv.</td>
</tr>
<tr>
<td>Teresa Garcia</td>
<td>Director of Centers for Learn. Excell.</td>
</tr>
<tr>
<td>Alicia Gomez</td>
<td>Chief Information Officer</td>
</tr>
<tr>
<td>Lucio Gonzalez</td>
<td>Asst CIO for Infrastructure</td>
</tr>
<tr>
<td>Nick Gonzalez</td>
<td>Administrator for HS Programs &amp; Services</td>
</tr>
<tr>
<td>Victor Gonzalez</td>
<td>Chief Information Security Officer</td>
</tr>
<tr>
<td>Frank Jason Gutierrez</td>
<td>Director of Accountability, Risk &amp; Compliance</td>
</tr>
<tr>
<td>Luis Guzman</td>
<td>Director of Food Services</td>
</tr>
<tr>
<td>Norma Jimenez</td>
<td>Director of Student Accounts &amp; Bursar</td>
</tr>
<tr>
<td>Fernando Lamas</td>
<td>Associate Director of Purchasing</td>
</tr>
<tr>
<td>Myriam Lopez</td>
<td>Comptroller</td>
</tr>
</tbody>
</table>

#### Support Staff

<table>
<thead>
<tr>
<th>Name</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dolores Briones</td>
<td>Administrative Assistant</td>
</tr>
<tr>
<td>Maria Figueroa</td>
<td>Secretary</td>
</tr>
<tr>
<td>Humberto Zuniga</td>
<td>Administrative Assistant</td>
</tr>
<tr>
<td>Margaret Golden</td>
<td>Administrative Assistant</td>
</tr>
<tr>
<td>Isabel Ramirez</td>
<td>Administrative Assistant</td>
</tr>
<tr>
<td>Ashley D Gonzalez</td>
<td>Administrative Assistant</td>
</tr>
<tr>
<td>Nashia Saenz</td>
<td>Administrative Assistant</td>
</tr>
<tr>
<td>Alicia Ruiz</td>
<td>Administrative Assistant</td>
</tr>
<tr>
<td>Elena King</td>
<td>Administrative Assistant</td>
</tr>
<tr>
<td>Aida Gonzalez</td>
<td>Administrative Assistant</td>
</tr>
<tr>
<td>Aleida Hinojosa</td>
<td>Senior Administrative Assistant</td>
</tr>
<tr>
<td>Alicia Ruiz</td>
<td>Administrative Assistant</td>
</tr>
<tr>
<td>Mary Jo Chapa</td>
<td>Administrative Assistant</td>
</tr>
<tr>
<td>Mansol Alvarado</td>
<td>Administrative Assistant</td>
</tr>
<tr>
<td>Dr. John Altman</td>
<td>Executive Assistant</td>
</tr>
<tr>
<td>Maria De La Garza</td>
<td>Secretary</td>
</tr>
<tr>
<td>Nydia Garcia</td>
<td>Administrative Assistant</td>
</tr>
<tr>
<td>Angelita Moreno</td>
<td>Administrative Assistant</td>
</tr>
<tr>
<td>Aida Gonzalez</td>
<td>Administrative Assistant</td>
</tr>
<tr>
<td>Marleen Harris</td>
<td>Secretary</td>
</tr>
<tr>
<td>Anita North</td>
<td>Administrative Assistant</td>
</tr>
<tr>
<td>Dr. Fernando Chapa</td>
<td>Director of Institutional Effect. &amp; Assessment</td>
</tr>
<tr>
<td>Adriana Martinez</td>
<td>Administrative Assistant</td>
</tr>
<tr>
<td>Mary Jo Chapa</td>
<td>Administrative Assistant</td>
</tr>
<tr>
<td>Maria De La Garza</td>
<td>Secretary</td>
</tr>
<tr>
<td>Angelita Moreno</td>
<td>Administrative Assistant</td>
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<tr>
<td>Aida Gonzalez</td>
<td>Administrative Assistant</td>
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<tr>
<td>Marleen Harris</td>
<td>Secretary</td>
</tr>
<tr>
<td>Anita North</td>
<td>Administrative Assistant</td>
</tr>
<tr>
<td>Maria De Lourdes Rodriguez</td>
<td>Administrative Assistant</td>
</tr>
<tr>
<td>Lupita Reyes</td>
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</tr>
<tr>
<td>Yesenia Maravilla</td>
<td>Administrative Assistant</td>
</tr>
<tr>
<td>Danielサラzar</td>
<td>Accountability Assistant</td>
</tr>
<tr>
<td>n/a</td>
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</tr>
<tr>
<td>Nashia Saenz</td>
<td>Administrative Assistant</td>
</tr>
<tr>
<td>Isabel Ramirez</td>
<td>Administrative Assistant</td>
</tr>
<tr>
<td>Name</td>
<td>Title/Department</td>
</tr>
<tr>
<td>-------------------------------</td>
<td>----------------------------------------</td>
</tr>
<tr>
<td>Adrian Lozano</td>
<td>Director of Testing Services</td>
</tr>
<tr>
<td>Otoniel Matamoros</td>
<td>Director of College Connections &amp; Adm Dl Enr</td>
</tr>
<tr>
<td>George McCaleb</td>
<td>Director of Operations</td>
</tr>
<tr>
<td>Jim Navarro</td>
<td>Employee Relations Officer</td>
</tr>
<tr>
<td>Eli Nguma</td>
<td>Director of Student Activities &amp; Wellness</td>
</tr>
<tr>
<td>Celinda Palacios</td>
<td>Director of Career Planning &amp; Placement</td>
</tr>
<tr>
<td>Rey Pedraza</td>
<td>Asst Director of Public Relations &amp; Marketing</td>
</tr>
<tr>
<td>Sofia Pena</td>
<td>Director of Counseling</td>
</tr>
<tr>
<td>Dr. Kristina Wilson</td>
<td>Assoc Dean of Curriculum &amp; Student Learning</td>
</tr>
<tr>
<td>Dr. Jayson Valero</td>
<td>Interim Dean, Casso NAH Campus</td>
</tr>
</tbody>
</table>

**Welcome Centers**

- Pecan Campus 872-8311
- Technology Campus 872-6100
- Mid-Valley Campus 872-6600
- Starr County Campus 488-8181
- Casso NAH Campus 872-3100
### Appendix D – Final Exam Schedule

**STC Fall 2017 Final Exam Schedule**

**All once-a-week classes that meet:**

<table>
<thead>
<tr>
<th>Monday, December 11</th>
<th>Wednesday, December 13</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>For MW, MF, MWF, MTWR, or MTWRF classes which begin between:</strong></td>
<td><strong>For MW, MF, MWF, MTWR, or MTWRF classes which begin between:</strong></td>
</tr>
<tr>
<td>6:00 and 6:45 am</td>
<td>7:00 and 7:45 am</td>
</tr>
<tr>
<td>10:00 and 10:45 am</td>
<td>9:00 and 9:45 am</td>
</tr>
<tr>
<td>12:00 and 12:45 pm</td>
<td>11:00 and 11:45 am</td>
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<tr>
<td>2:00 and 2:45 pm</td>
<td>1:00 and 1:45 pm</td>
</tr>
<tr>
<td>4:00 and 4:45 pm</td>
<td>3:00 and 3:45 pm</td>
</tr>
<tr>
<td>6:00 and 6:45 pm</td>
<td>5:00 and 5:45 pm</td>
</tr>
<tr>
<td>8:00 and 8:45 pm</td>
<td>7:00 and 7:45 pm</td>
</tr>
<tr>
<td>10:00 and 10:45 pm</td>
<td>9:00 and 9:45 pm</td>
</tr>
</tbody>
</table>

**Tuesday, December 12**

<table>
<thead>
<tr>
<th>Thursday, December 14</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>For TR classes which begin between:</strong></td>
</tr>
<tr>
<td>8:00 and 8:45 am</td>
</tr>
<tr>
<td>10:00 and 10:45 am</td>
</tr>
<tr>
<td>12:00 and 12:45 pm</td>
</tr>
<tr>
<td>2:00 and 2:45 pm</td>
</tr>
<tr>
<td>4:00 and 4:45 pm</td>
</tr>
<tr>
<td>6:00 and 6:45 pm</td>
</tr>
<tr>
<td>8:00 and 8:45 pm</td>
</tr>
<tr>
<td>10:00 and 10:45 pm</td>
</tr>
</tbody>
</table>

**Exam Time**

- 8:00-9:50 am
- 10:00-11:50 am
- 12:00-1:50 pm
- 2:00-3:50 pm
- 4:00-5:50 pm
- 6:00-7:50 pm

**ALL FINALS MUST BE GIVEN DURING THIS EXAM PERIOD**

**ANY EXCEPTIONS TO THE FINAL EXAM SCHEDULE MUST BE APPROVED BY THE DIVISION DEAN**

This final exam schedule is developed for traditional classes. Faculty teaching Hybrid or summer semester courses that do not fall within the meeting times of this final exam schedule should work with students to resolve possible final exam conflicts.
## STC Spring 2018 Final Exam Schedule

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

### Monday, May 7

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

<table>
<thead>
<tr>
<th>Exam Time</th>
<th>8:00 and 8:45 am</th>
<th>9:00-9:50pm</th>
</tr>
</thead>
<tbody>
<tr>
<td>10:00 and 10:45 am</td>
<td>10:00-11:50pm</td>
<td>12:00-1:50pm</td>
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<tr>
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<td>11:00-12:50pm</td>
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<td>2:00-3:50pm</td>
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<tr>
<td>8:00 and 8:45 pm</td>
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</tr>
<tr>
<td>10:00 and 10:45 pm</td>
<td>10:00-11:50pm</td>
<td></td>
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</tbody>
</table>

### Wednesday, May 9

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

<table>
<thead>
<tr>
<th>Exam Time</th>
<th>7:00 and 7:45 am</th>
<th>7:00-8:50am</th>
</tr>
</thead>
<tbody>
<tr>
<td>9:00 and 9:45 am</td>
<td>9:00-10:50am</td>
<td>11:00-12:50pm</td>
</tr>
<tr>
<td>11:00 and 11:45 am</td>
<td>11:00-12:50pm</td>
<td></td>
</tr>
<tr>
<td>1:00 and 1:45 pm</td>
<td>1:00-2:50pm</td>
<td></td>
</tr>
<tr>
<td>3:00 and 3:45 pm</td>
<td>3:00-4:50pm</td>
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### Tuesday, May 8

For **TR** classes which begin between:

<table>
<thead>
<tr>
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<th>9:00-9:50pm</th>
</tr>
</thead>
<tbody>
<tr>
<td>10:00 and 10:45 am</td>
<td>10:00-11:50pm</td>
<td>12:00-1:50pm</td>
</tr>
<tr>
<td>12:00 and 12:45 pm</td>
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<tr>
<td>2:00 and 2:45 pm</td>
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<tr>
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</tr>
<tr>
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</table>

### Thursday, May 10

For **TR** classes which begin between:

<table>
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<th>Exam Time</th>
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<th>7:00-8:50am</th>
</tr>
</thead>
<tbody>
<tr>
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<tr>
<td>9:00 and 9:45 pm</td>
<td>9:00-10:50am</td>
<td></td>
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</tbody>
</table>

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**ALL FINALS MUST BE GIVEN DURING THIS EXAM PERIOD**

**ANY EXCEPTIONS TO THE FINAL EXAM SCHEDULE MUST BE APPROVED BY THE DIVISION DEAN**

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

<table>
<thead>
<tr>
<th>Location Section Codes</th>
<th>Building Codes</th>
</tr>
</thead>
<tbody>
<tr>
<td>HT _ Hidalgo Training Center</td>
<td>HTTC</td>
</tr>
<tr>
<td>J _ _ La Joya Teaching Center</td>
<td>LJNS or LJJC</td>
</tr>
<tr>
<td>W _ _ Mid-Valley Campus</td>
<td>WESL</td>
</tr>
<tr>
<td>A _ _ Nursing &amp; Allied Health Campus</td>
<td>NAHC</td>
</tr>
<tr>
<td>P _ _ Pecan Campus</td>
<td>PCNB, PCNC, PCND, PCNF, PCNG, PCNH, PCNJ, PCNK, PCNM</td>
</tr>
<tr>
<td>Portable Buildings</td>
<td>PB</td>
</tr>
<tr>
<td>Pecan Plaza</td>
<td>PCN2</td>
</tr>
<tr>
<td>C _ _ Pharr College &amp; Career Teaching Center/Ballew HS</td>
<td>CCTC</td>
</tr>
<tr>
<td>G _ _ Starr County Campus</td>
<td>STRC</td>
</tr>
<tr>
<td>T _ _ Technology Campus</td>
<td>TECH</td>
</tr>
<tr>
<td>T _ F Technology Campus/Ford Motors</td>
<td>TECH</td>
</tr>
<tr>
<td>GM _ Technology Campus/General Motors</td>
<td>TECH</td>
</tr>
<tr>
<td>TP _ Technology Campus/Precision Manufacturing</td>
<td>TECH</td>
</tr>
</tbody>
</table>
Fall and Spring Schedules:

1-69  Day Classes
70-80  Evening Classes (5:00 pm & after)

Weekend Schedule:
Friday afternoon through Sunday
Two letters and a number - _ _ _ (PW3)
1st character = Site Location
2nd character = W
3rd character = a number

Summer Schedule:
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:
V  _  e-STC Virtual Campus (formerly Distance Education)
_ F  _  Flex Schedule
Q  _  Guided Studies
S  _  High School Dual Credit
H  _  Honor Classes
_ Y  _  Hybrid Class
_ I  _  Independent Studies
B  _  Organizational Leadership
_ S  _  Supplemental Instruction
_ W  _  Weekend College Courses
(Friday Courses after 5:30, Saturday and Sunday Courses)

Day Codes:

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 Fri.
TR  Tues. and Thurs.
MW  Mon. and Wed.

Course Codes:

LAB  Lab
LEC  Lecture
LLB  Lecture and Lab
CLN  Clinical
COO  Cooperative
PRA  Practicum
## OFF CAMPUS LOCATION CODES
### Instructional Sites and Codes

<table>
<thead>
<tr>
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<th>ROOM</th>
<th>LOCATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>AECH</td>
<td>TBA</td>
<td>Achieve Early College High School</td>
</tr>
<tr>
<td>ATHN</td>
<td>TBA</td>
<td>Athenaeum for University Preparation, 1407 W. Moore Rd., Pharr, TX</td>
</tr>
<tr>
<td>BETA</td>
<td>TBA</td>
<td>Business, Education, Technology Academy, Edinburg</td>
</tr>
<tr>
<td>BGCL</td>
<td>Gym or Pool</td>
<td>Boys &amp; Girls Club, 2620 W. Galveston, McAllen</td>
</tr>
<tr>
<td>BGRC</td>
<td>TBA</td>
<td>Boys &amp; Girls Club (Roney Ctr.)</td>
</tr>
<tr>
<td>BHSB</td>
<td>TBA</td>
<td>Ballew HS Science Bldg., Pharr, TX</td>
</tr>
<tr>
<td>CCLJ</td>
<td>TBA</td>
<td>DEH-College &amp; Career Center, 201 E. Exp. 83, La Joya, TX 78560</td>
</tr>
<tr>
<td>CCTA</td>
<td>TBA</td>
<td>DEH-College Career &amp; Technology Academy, 1100 E. Hwy, Pharr</td>
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<td>TBA</td>
<td>Pharr College &amp; Career T.C.</td>
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<td>D3DA</td>
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<td>DEH-3D Academy 2006 Silver Ave., Donna, TX</td>
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<tr>
<td>DHAR</td>
<td>CLN</td>
<td>Doctor’s Hospital at Renaissance</td>
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<tr>
<td>DONN</td>
<td>TBA</td>
<td>Donna High School</td>
</tr>
<tr>
<td>ECEC</td>
<td>TBA</td>
<td>Edinburg Collegiate ECHS</td>
</tr>
<tr>
<td>ECHH</td>
<td>CLN</td>
<td>Edinburg Children’s Hospital, 1102 W. Trenton, Edinburg, TX</td>
</tr>
<tr>
<td>ECNE</td>
<td>TBA</td>
<td>Economedes ECHS</td>
</tr>
<tr>
<td>ECNO</td>
<td>TBA</td>
<td>Economedes H.S., 1414 N. Alamo St., Edinburg</td>
</tr>
<tr>
<td>EDHI</td>
<td>TBA</td>
<td>Edinburg High School, 801 E. Canton Rd.</td>
</tr>
<tr>
<td>EDHO</td>
<td>TBA</td>
<td>Edinburg Regional Medical Center</td>
</tr>
<tr>
<td>EDNO</td>
<td>TBA</td>
<td>Edinburg North H.S., 3101 N. Closer</td>
</tr>
<tr>
<td>EDTC</td>
<td>TBA</td>
<td>Edinburg Career Center, 1000 E. Ebony Lane, Edinburg, TX</td>
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<td>EEEC</td>
<td>TBA</td>
<td>Edcouch Elsa Early College HS</td>
</tr>
<tr>
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<td>TBA</td>
<td>Edcouch/Elsa High School</td>
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<td>Edinburg North Early College HS</td>
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<td>TBA</td>
<td>Edinburg Vision Academy of Exc</td>
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<tr>
<td>FBWL</td>
<td>Lanes</td>
<td>Flamingo Bowl, 3301 N. 23rd, McAllen</td>
</tr>
<tr>
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RVEC TBA Robert Vela Early College High School
RVHS TBA Robert Vela High School, Edinburg TX
SAAA TBA Sharyland Advanced Academic Academy
SCIA TBA The Science Academy, Mercedes
STHCCH LDH South TX Health Co., Children’s Hospital
SCMH TBA Starr County Memorial Hospital
SHRY TBA Sharyland High School, 1106 N. Shary Rd., Mission
SJDC TBA San Juan Diego Catholic High School
SOLA CLN Solara Hospital, 301 W. Exp. 83, 8th Fl., McAllen, TX
SOLA TBA Sharyland Pioneer High School
SSHS TBA Sonia Sotomayor HS-PSJA
SWEC TBA PSJA Southwest ECHS
TAPP TBA DEH-PSJA Teen Age Parenting Program, 302 S. Gumwood, Pharr
TJEC TBA Thomas Jefferson T-STEM ECHS, PSJA ISD
TSSE TBA Thelma Salinas STEM ECHS, La Joya
ULTF TBA Ultimate Fitness Center, 310 W. Expressway 83, Weslaco, TX
VAN TBA Vanguard Academy, 1200 E. Kelly St., Pharr, TX
VCAT TBA Veterans Memorial Mission CTE
VETM TBA Veterans Memorial H. S., 700 Mayberry, Mission
VVEC TBA Valley View T-STEM ECHS
VVHS TBA Valley View High School
WECH TBA Weslaco Early College High School
WEEC TBA Weslaco East Early College High School
WEHI TBA Weslaco High School, 1005 W. Pike, Weslaco
WEPK TBA Weslaco City Park (Tennis Courts), 300 N. Airport Rd., Weslaco
WESH TBA Weslaco East High School, 810 So. Pleasant View Dr., Weslaco
WETC TBA Weslaco Technology Building Mile 10 North & 51/2 West, Weslaco
WSPC TBA West Side Park Softball Complex
WSPI TBA Weslaco South Palm Garden High School
WTEC TBA Weslaco CTE Early College High School
Appendix G – Minimester Session Codes

Mini-Mester Session Codes

### General Mini-Mester Codes

| Session | No. of Weeks | FALL 2017 Dates  | Session | No. of Weeks | Spring 2018 Dates |
|---------|--------------|------------------)|---------|--------------|-------------------|
| Reg     | 16           | Aug 28 - Dec 17 | Reg     | 16           | Jan 16 - May 10   |
| N1      | 12           | Aug 28 - Nov 17 | N5      | 7            | Jan 8 - Feb 24    |
| B1      | 7            | Aug 28 - Oct 13 | N12     | 7            | Jan 16 - Mar 2    |
| M10     | 8            | Aug 28 - Oct 20 | B1      | 7            | Jan 16 - Mar 2    |
| M2      | 10           | Sept 5 - Nov 10 | M10     | 8            | Jan 16 - Mar 9    |
| M0      | 14           | Sept 9 - Dec 15 | N1      | 12           | Jan 16 - Apr 13   |
| N6      | 10           | Oct 9 - Dec 15  | M2      | 10           | Jan 22 - Apr 6    |
| B2      | 7            | Oct 23 - Dec 8  | M0      | 14           | Jan 29 - May 11   |
| M3      | 8            | Oct 23 - Dec 15 | N4      | 10           | Feb 26 - May 11   |
|         |              |                  | M3      | 8            | Mar 19 - May 11   |
|         |              |                  | N13     | 7            | Mar 19 - May 4    |
|         |              |                  | B2      | 7            | Mar 19 - May 4    |

### Accelerated Mini-Mester Codes

| Session | No. of Weeks | Fall 2017 Dates  | Session | No. of Weeks | Spring 2018 Dates |
|---------|--------------|------------------)|---------|--------------|-------------------|
| N5      | 6            | Aug 28 - Oct 7  | M5      | 6            | Jan 29 - Mar 9    |
| N9      | 5            | Sept 5 - Oct 6  | N6      | 6            | Feb 26 - Apr 13   |
| N10     | 6            | Sept 5 - Oct 13 | N7      | 6            | Mar 26 - May 4    |
| M5      | 6            | Sept 9 - Oct 27 | M6      | 6            | Apr 2 - May 11    |
| N4      | 6            | Oct 9 - Nov 17  | N10     | 5            | Apr 9 - May 11    |
| M8      | 5            | Nov 13 - Dec 15 | N11     | 4            | Apr 16 - May 11   |
| N11     | 4            | Nov 20 - Dec 15 |         |              |                   |
### Uniform Class Times

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- **3 Contact Hours**
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- **5 Contact Hours**
- **6 Contact Hours**
- **7 Contact Hours**

*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.*

*Classes that meet one or two hours per week should be scheduled as a subset of the times listed for classes in the first column; they should NOT overlap two time slots in the first column.*

1. Contact hour classes meet one time per week for 50 minutes.
2. Contact hour classes meet two times per week for 50 minutes, or one time per week for 1 hour and 50 minutes, or two times per week for 50 minutes.

*Exceptions may be made for programs that require block schedules.*

*Only classes that conform to the Uniform Times will be entered into the system.*

*Any exceptions to the Uniform Times will require that the Chair present to the Scheduling Technician for approval from the Associate Dean of Curriculum & Student Learning and AVP for the exception.*

*MW daytime classes can be scheduled in the new classrooms on the TR schedule with the Dean's approval.*
### TECHNOLOGY CENTER & NAH CENTER

Revised March 2017

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*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.

*Classes that meet one or two hours per week should be scheduled as a subset of the times listed for classes in the first column; they should NOT overlap two time slots in the first column.

1. Contact hour classes meet one time per week for 50 minutes.
2. Contact hour classes meet one time per week for 1 hour and 50 minutes, or two times per week for 50 minutes.

*Exceptions may be made for programs that require block schedules.

*Only classes that conform to the Uniform Times will be entered into the system.

*Any exceptions to the Uniform Times will require that the Chair present to the Scheduling Technician for approval from the Associate Dean of Curriculum & Student Learning and AVP for the...
HYBRID CLASSES
PECAN CAMPUS, MID-VALLEY CAMPUS, & STARR COUNTY CAMPUS
Revised March 2017

<table>
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<tr>
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<th>5 Contact Hours</th>
<th>6 Contact Hours</th>
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Hybrid classes need to meet 51% of the contact hours online. Therefore a 3 hour class that meets only once week will meet an additional 5 minutes online. The face-to-face portion of the hybrid class will end 5 minutes earlier than a regular face-to-face class.
### Summer I & II

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Contact Hours:
- 3 Contact Hours
- 4 Contact Hours
- 5 Contact Hours
- 6 Contact Hours

Revised July 2014

SUMMER SESSIONS
## Calculation of Expanded Meeting time for once a week classes that meet on Mondays, Fridays, Saturdays, and Sundays only

The once a week classes that meet on Mondays, Fridays, Saturdays, and Sundays have 14 weeks of meeting time for the Academic Calendar. In order to meet the required contact hours for these classes, it is necessary to expand the meeting time for the above classes.

**Example:**

<table>
<thead>
<tr>
<th>Contact Hours</th>
<th>Formula</th>
<th>Result</th>
<th>Additional Meeting Time</th>
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<tr>
<td>1 contact Hour class</td>
<td>1 x 50 minutes x 16 = 800 minutes - 1 x 50 minutes x 14 = 700 minutes (800 - 700 = 100 short)</td>
<td>100 minutes divided up by 14 weeks = 7 minutes additional meeting time each week</td>
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<tr>
<td>2 contact Hour class</td>
<td>2 x 50 minutes x 16 = 1600 minutes - 2 x 50 minutes x 14 = 1400 minutes (1600 - 1400 = 200 short)</td>
<td>200 minutes divided up by 14 weeks = 14 minutes additional meeting time each week</td>
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<tr>
<td>3 contact Hour class</td>
<td>3 x 50 minutes x 16 = 2400 minutes - 3 x 50 minutes x 14 = 2100 minutes (2400 - 2100 = 300 short)</td>
<td>300 minutes divided up by 14 weeks = 20 minutes additional meeting time each week</td>
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<tr>
<td>4 contact hours</td>
<td>4 x 50 minutes x 16 = 3200 minutes - 4 x 50 minutes x 14 = 2800 minutes (3200 - 2800 = 400 short)</td>
<td>400 minutes divided by 14 weeks = 29 minutes or 30 minutes additional meeting time</td>
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<tr>
<td>5 contact hours</td>
<td>5 x 50 minutes x 16 = 4000 minutes - 5 x 50 minutes x 14 = 3500 minutes (4000 - 3500 = 500 short)</td>
<td>500 minutes divided by 14 weeks = 36 minutes or 40 minutes additional meeting time</td>
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<tr>
<td>6 contact hours</td>
<td>6 x 50 minutes x 16 = 4800 minutes - 6 x 50 minutes x 14 = 4200 minutes (4800 - 4200 = 600 short)</td>
<td>600 minutes divided by 14 weeks = 42 or 45 minutes additional meeting time</td>
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<tr>
<td>7 contact hours</td>
<td>7 x 50 minutes x 16 = 5600 minutes - 7 x 50 minutes x 14 = 4900 minutes (5600 - 4900 = 700 short)</td>
<td>700 minutes divided by 14 weeks = 50 minutes additional meeting time</td>
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### MINISESSIONS SESSIONS

**Uniform Class Times - 3 Week Sessions**

*Updated 10/19/2010*

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</table>

*Course Includes time for:
- two breaks

**MTWRF and MTWR**

Course includes time for:
- one break

*MWF Course Includes time for two breaks*
<table>
<thead>
<tr>
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<th>4 Contact Hours</th>
<th>5 Contact Hours</th>
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*Course Includes time for two breaks

*MWF Course Includes time for two breaks

MINIMESTERS SESSIONS
Uniform Class Times - 4 Week Sessions
Updated 3/22/2017
## MINIMESTERS SESSIONS

Uniform Class Times - 5 Week Sessions (N Sessions Only)

Updated 3/22/2017

<table>
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*Breaktime is included for all classes; Mealtime is included in MW/TR courses*
### MINIMESTERS SESSIONS

**Uniform Class Times - 6 Week Sessions**  
*Updated 3/22/2017*

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<tbody>
<tr>
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<td><strong>M I W R</strong> 8:00am-10:15am</td>
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*Breaktime is included in 3 day and 4 day courses. Two-day courses include a 60 minute mealtime break.*
## MINISTERS SESSIONS

Uniform Class Times - 8 Week Sessions

Updated 3/30/2009

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</tbody>
</table>

*Breaktime is included in 4 day and 3 day course. Two-day courses include a 40 minute mealtime break.*
### MINIMESTERS SESSIONS

*Uniform Class Times - 12 Week Sessions*

*Updated 03/22/2017*

#### 3 Contact Hours

<table>
<thead>
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#### 5 Contact Hours

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#### 6 Contact Hours

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*Breaktime is included in M or F courses*
### Uniform Class Times - 14 weeks sessions

#### 6 Contact Hours

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<th>Days</th>
<th>Time</th>
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<td>MWRF</td>
<td>10:00am-11:30am</td>
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#### 5 Contact Hours

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<th>Time</th>
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<tbody>
<tr>
<td>M</td>
<td>8:00am-9:15am</td>
<td>MWRF</td>
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<td>W</td>
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<td>F</td>
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#### 3 Contact Hours

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<th>Time</th>
<th>Days</th>
<th>Time</th>
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</thead>
<tbody>
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<td>M</td>
<td>8:00am-9:45am</td>
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<tr>
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<td>12:00pm-1:30pm</td>
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**Updated 3/22/2017**
Minutes = minutes per day X days X number of weeks

<table>
<thead>
<tr>
<th>Contact Hours</th>
<th>Required Minutes</th>
<th>Based on Regular Semester 16 Weeks</th>
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<tr>
<td>3 contact hours = 2400 minutes</td>
<td>3 contact hours x 16 weeks = 48 total contact hours</td>
<td></td>
</tr>
<tr>
<td>4 contact hours = 3200 minutes</td>
<td>4 contact hours x 16 weeks = 64 total contact hours</td>
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<tr>
<td>5 contact hours = 4000 minutes</td>
<td>5 contact hours x 16 weeks = 80 total contact hours</td>
<td></td>
</tr>
<tr>
<td>6 contact hours = 4800 minutes</td>
<td>6 contact hours x 16 weeks = 96 total contact hours</td>
<td></td>
</tr>
<tr>
<td>7 contact hours = 5600 minutes</td>
<td>7 contact hours x 16 weeks = 112 total contact hours</td>
<td></td>
</tr>
</tbody>
</table>

Example:
<table>
<thead>
<tr>
<th>3 contact hours x 16 weeks = 48 contact hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>48 divided by 16 weeks equal 3 hours per week</td>
</tr>
<tr>
<td>48 divided by 14 weeks equal 3.42 hours per week</td>
</tr>
<tr>
<td>48 divided by 12 weeks equal 4 hours per week</td>
</tr>
<tr>
<td>48 divided by 8 weeks equal 6 hours per week</td>
</tr>
<tr>
<td>48 divided by 6 weeks equal 8 hours per week</td>
</tr>
<tr>
<td>48 divided by 5 weeks equal 9.6 hours per week</td>
</tr>
<tr>
<td>48 divided by 4 weeks equal 12 hours per week</td>
</tr>
<tr>
<td>48 divided by 3 weeks equal 16 hours per week</td>
</tr>
</tbody>
</table>

Example:
<table>
<thead>
<tr>
<th>5 contact hours x 16 weeks = 80 contact hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>80 divided by 16 weeks equal 5 hours per week</td>
</tr>
<tr>
<td>80 divided by 14 weeks equal 5.71 hours per week</td>
</tr>
<tr>
<td>80 divided by 12 weeks equal 6.67 hours per week</td>
</tr>
<tr>
<td>80 divided by 8 weeks equal 10 hours per week</td>
</tr>
<tr>
<td>80 divided by 6 weeks equal 13.3 hours per week</td>
</tr>
<tr>
<td>80 divided by 5 weeks equal 16 hours per week</td>
</tr>
<tr>
<td>80 divided by 4 weeks equal 20 hours per week</td>
</tr>
<tr>
<td>80 divided by 3 weeks equal 26.6 hours per week</td>
</tr>
</tbody>
</table>

Example:
<table>
<thead>
<tr>
<th>7 contact hours x 16 weeks = 112 total contact hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>112 divided by 16 weeks equal 7 hours per week</td>
</tr>
<tr>
<td>112 divided by 14 weeks equal 8 hours per week</td>
</tr>
<tr>
<td>112 divided by 12 weeks equal 9.33 hours per week</td>
</tr>
<tr>
<td>112 divided by 8 weeks equal 14 hours per week</td>
</tr>
<tr>
<td>112 divided by 6 weeks equal 18.7 hours per week</td>
</tr>
<tr>
<td>112 divided by 5 weeks equal 22.4 hours per week</td>
</tr>
<tr>
<td>112 divided by 4 weeks equal 28 hours per week</td>
</tr>
<tr>
<td>112 divided by 3 weeks equal 37.3 hours per week</td>
</tr>
</tbody>
</table>
**Appendix I – College-Wide Curriculum Committee Representation**

**REPRESENTATIVES FOR THE COLLEGE-WIDE CURRICULUM COMMITTEE BASED UPON PROGRAMS BY DIVISION**

**DIVISION OF BUSINESS, PUBLIC SAFETY, AND TECHNOLOGY**

<table>
<thead>
<tr>
<th></th>
<th>Program</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Advanced Manufacturing Technology</td>
</tr>
<tr>
<td>2</td>
<td>Architectural and Engineering Design Technology</td>
</tr>
<tr>
<td>3</td>
<td>Automotive</td>
</tr>
<tr>
<td>4</td>
<td>Business Administration (Academic)</td>
</tr>
<tr>
<td>5</td>
<td>Business Administration (Technical)</td>
</tr>
<tr>
<td>6</td>
<td>Computer and Advanced Technologies</td>
</tr>
<tr>
<td>7</td>
<td>Construction Supervision</td>
</tr>
<tr>
<td>8</td>
<td>Culinary Arts Program</td>
</tr>
<tr>
<td>9</td>
<td>Diesel</td>
</tr>
<tr>
<td>10</td>
<td>Electrician Assistant</td>
</tr>
<tr>
<td>11</td>
<td>Fire Science</td>
</tr>
<tr>
<td>12</td>
<td>Heating Ventilation, Air Conditioning and Refrigeration</td>
</tr>
<tr>
<td>13</td>
<td>Human Resources</td>
</tr>
<tr>
<td>14</td>
<td>Information Technology</td>
</tr>
<tr>
<td>15</td>
<td>Law Enforcement</td>
</tr>
<tr>
<td>16</td>
<td>Office Administration</td>
</tr>
<tr>
<td>17</td>
<td>Paralegal</td>
</tr>
<tr>
<td>18</td>
<td>Welding</td>
</tr>
</tbody>
</table>

18 BT Programs ÷ 3 = 6 representatives

**NURSING & ALLIED HEALTH**

<table>
<thead>
<tr>
<th></th>
<th>Program</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Associate Degree Nursing</td>
</tr>
<tr>
<td>2</td>
<td>College Success for Healthcare</td>
</tr>
<tr>
<td>3</td>
<td>Emergency Medical Technology</td>
</tr>
<tr>
<td>4</td>
<td>Health &amp; Medical Administrative Services</td>
</tr>
<tr>
<td>5</td>
<td>Licensed Vocational Nursing</td>
</tr>
<tr>
<td>6</td>
<td>Medical Assistant Technology</td>
</tr>
<tr>
<td>7</td>
<td>Occupational Therapy Assistant Program</td>
</tr>
<tr>
<td>8</td>
<td>Patient Care Assistant Program</td>
</tr>
<tr>
<td>9</td>
<td>Pharmacy Technology</td>
</tr>
<tr>
<td>10</td>
<td>Physical Therapist Assistant Program</td>
</tr>
<tr>
<td>11</td>
<td>Diagnostic Imaging Program</td>
</tr>
<tr>
<td>12</td>
<td>Respiratory Therapy</td>
</tr>
</tbody>
</table>

12 NAH Programs ÷ 3 = 4 representatives

**LIBERAL ARTS**

<table>
<thead>
<tr>
<th></th>
<th>Program</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Communication</td>
</tr>
<tr>
<td>2</td>
<td>Developmental Reading</td>
</tr>
<tr>
<td>3</td>
<td>Developmental Writing</td>
</tr>
<tr>
<td>4</td>
<td>Drama</td>
</tr>
<tr>
<td>5</td>
<td>English</td>
</tr>
<tr>
<td>6</td>
<td>Graphic Arts</td>
</tr>
<tr>
<td>7</td>
<td>History</td>
</tr>
<tr>
<td>No.</td>
<td>Department</td>
</tr>
<tr>
<td>-----</td>
<td>-----------------------------------</td>
</tr>
<tr>
<td>8</td>
<td>Language and Cultural Studies</td>
</tr>
<tr>
<td>9</td>
<td>Mexican-American Studies</td>
</tr>
<tr>
<td>10</td>
<td>Music</td>
</tr>
<tr>
<td>11</td>
<td>Philosophy</td>
</tr>
<tr>
<td>12</td>
<td>Visual Arts</td>
</tr>
</tbody>
</table>

12 LA Programs ÷ 3 = 4 representatives

<table>
<thead>
<tr>
<th>No.</th>
<th>Department</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>American Sign Language and Interpreting Studies</td>
</tr>
<tr>
<td>2</td>
<td>Anthropology</td>
</tr>
<tr>
<td>3</td>
<td>Child Development Program</td>
</tr>
<tr>
<td>4</td>
<td>College Success</td>
</tr>
<tr>
<td>5</td>
<td>Criminal Justice</td>
</tr>
<tr>
<td>6</td>
<td>Education</td>
</tr>
<tr>
<td>7</td>
<td>Kinesiology</td>
</tr>
<tr>
<td>8</td>
<td>Political Science</td>
</tr>
<tr>
<td>9</td>
<td>Psychological Science</td>
</tr>
<tr>
<td>10</td>
<td>Public Administration</td>
</tr>
<tr>
<td>11</td>
<td>Social Work</td>
</tr>
<tr>
<td>12</td>
<td>Sociology</td>
</tr>
</tbody>
</table>

12 SS Programs + 3 = 4 representatives

<table>
<thead>
<tr>
<th>No.</th>
<th>Department</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Biology</td>
</tr>
<tr>
<td>2</td>
<td>Chemistry</td>
</tr>
<tr>
<td>3</td>
<td>Computer Information Systems</td>
</tr>
<tr>
<td>4</td>
<td>Computer Science</td>
</tr>
<tr>
<td>5</td>
<td>Developmental Math</td>
</tr>
<tr>
<td>6</td>
<td>Engineering</td>
</tr>
<tr>
<td>7</td>
<td>Mathematics</td>
</tr>
<tr>
<td>8</td>
<td>Physics</td>
</tr>
<tr>
<td>9</td>
<td>Pre-Pharmacy</td>
</tr>
</tbody>
</table>

9 MS Programs + 3 = 3 representatives

<table>
<thead>
<tr>
<th>No.</th>
<th>Department</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Organizational Leadership</td>
</tr>
<tr>
<td>2</td>
<td>Technology Management</td>
</tr>
<tr>
<td>3</td>
<td>Computer and Information Technologies</td>
</tr>
<tr>
<td>4</td>
<td>Medical and Health Services Management</td>
</tr>
</tbody>
</table>

4 Bachelor Programs ÷ 3 = 1 representatives
Appendix J – Advisory Committee Meeting Minutes Template

<table>
<thead>
<tr>
<th>CHAIRPERSON:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>MEETING DATE:</th>
<th>MEETING TIME:</th>
<th>MEETING PLACE:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>RECORDER:</th>
<th>PREVIOUS MEETING:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>MEMBERS: (P = Present)</th>
<th>OTHERS PRESENT:</th>
</tr>
</thead>
<tbody>
<tr>
<td>(P?) Name and Title (list all members)</td>
<td>Business Affiliation</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>AGENDA</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Agenda Item</th>
<th>Action, Discussion, Information</th>
<th>Responsibility</th>
</tr>
</thead>
<tbody>
<tr>
<td>Approve Minutes from Last Meeting</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Old Business:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>New Business:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Curriculum Decisions:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other:</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>MINUTES</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Key Discussion Points</th>
<th>Discussion</th>
</tr>
</thead>
<tbody>
<tr>
<td>Old Business:</td>
<td></td>
</tr>
<tr>
<td>New Business:</td>
<td></td>
</tr>
<tr>
<td>Curriculum Decisions:</td>
<td></td>
</tr>
<tr>
<td>Other:</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>CHAIRPERSON SIGNATURE (or designee):</th>
<th>DATE:</th>
<th>NEXT MEETING:</th>
</tr>
</thead>
</table>
Appendix K – Master Syllabus/Section Outline Templates

Master Syllabus Template for Core Curriculum Courses
SOUTH TEXAS COLLEGE
Division of Name of Division
Department Name Master Syllabus
Semester & Year

Chair’s Information:
1. Name of Chair: Name of Chair
2. Office Location: Building/Room#/Campus
3. Telephone #: (xxx) xxx-xxxx
4. FAX #: (xxx) xxx-xxxx (FAX Location)
5. E-mail Address: address@southtexascollege.edu

Course Information:
1. Course Name: Course Name
2. Course #: Course #
3. Catalog Course Description: Verbatim catalog course description from the most recent STC catalog.
4. Prerequisites: Verbatim as listed in the most recent STC catalog
5. Program Learning Outcomes (List only the Program learning outcomes that correspond to this course.)
6. Course Learning Outcomes
7. Required Core Objectives for Core Component Area (Listed verbatim)

CRITICAL THINKING SKILLS: to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information.

COMMUNICATION SKILLS: to include effective development, interpretation and expression of ideas through written, oral and visual communication.

EMPIRICAL AND QUANTITATIVE SKILLS: to include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions.

TEAMWORK: to include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal.

SOCIAL RESPONSIBILITY: to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities.

PERSONAL RESPONSIBILITY: to include the ability to connect choices, actions, and consequences to ethical decision-making.

Departmental Course Requirements:

Evaluation:
   a. Grading Criteria
   b.

Required Textbook & Resources:

Developmental Studies Policy Statement: The College’s Developmental Education Plan requires TSI Liable students who have not met the college readiness or exemption standards in reading, writing, and/or mathematics to
enroll in Developmental Studies courses including College Success. Failure to attend these required classes may result in the student's withdrawal from ALL college courses.

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

**Title IX Statement:** Title IX of the Education Amendments of 1972 protects individuals from discrimination based on 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. More information on Title IX policy and procedures can be found at [http://www.southtexascollege.edu/about/notices/title-ix.html](http://www.southtexascollege.edu/about/notices/title-ix.html). Questions regarding Title IX or concerns about accommodations, including complaints of sexual harassment, sexual assault, sexual violence, or other sexual misconduct should be directed to our Conflict Resolution Center at 956-872-2180 or [crc@southtexascollege.edu](mailto:crc@southtexascollege.edu).

**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 the Conflict Resolution Center immediately at 956-872-2180 or [crc@southtexascollege.edu](mailto:crc@southtexascollege.edu).

**Alternative Format Statement:** This document is available in an alternative format upon request by calling (insert phone number of the department contact person who maintains the syllabus and can provide a copy upon a student request).

**ADA Statement:** Individuals with disabilities requiring assistance or access to receive services should contact disABILITY Support Services at (956) 872-2173.

(Optional additional statement)

**Veterans Statement:** The STC Office of Veterans Affairs provides support services to our military veterans and their dependents, and assists them in applying for and obtaining their educational benefits. Contact the Office of Veterans Affairs at 956-872-6723 for questions or to set an appointment.

**ADDENDUM**

The following matrix identifies the process for assessment of the required Core Objectives.

<table>
<thead>
<tr>
<th>Required Core Objectives (three to four per component area) (Remove those that do not apply to the course)</th>
<th>Applied to (Course appropriate topic-Department or faculty determined)</th>
<th>Assessment (Department or faculty determined)</th>
<th>Passing Standard (College-wide approved)</th>
<th>Target: Expected % of Students Meeting Core Objective (College wide approved)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Critical Thinking Skills</td>
<td>Approved passing standard on Institutional Rubric</td>
<td>70%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Communication Skills</td>
<td>Approved passing standard on Institutional Rubric</td>
<td>70%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Empirical and Quantitative Skills</td>
<td>Approved passing standard on Institutional Rubric</td>
<td>70%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teamwork</td>
<td>Approved passing standard on Institutional Rubric</td>
<td>70%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Personal Responsibility</td>
<td>Approved passing standard on Institutional Rubric</td>
<td>70%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Social Responsibility</td>
<td>Approved passing standard on Institutional Rubric</td>
<td>70%</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Master Syllabus Template for Non-Core Courses

SOUTH TEXAS COLLEGE

Division of Name of Division

Department Name Master Syllabus

Semester & Year

Chair’s (Author’s) Information:
1. Name of Chair: Name of Chair or Author
2. Office Location: Building/Room#/Campus
3. Telephone #: (xxx) xxx-xxxx
4. FAX #: (xxx) xxx-xxxx (FAX Location)
5. E-mail Address: address@southtexascollege.edu

Course Information:
1. Course Name: Course Name
2. Course #: Course #
3. Catalog Course Description: Verbatim catalog course description from the most recent STC catalog.
4. Prerequisites: Verbatim as listed in the most recent STC catalog

5. Program Learning Outcomes:
6. (List only the Program learning outcomes that correspond to this course)
7. Course Learning Outcomes: (Learning Outcomes developed for the specific course as written by the Department or Instructor)

8. Departmental Course Requirements, Evaluation Methods, and Grading Criteria:

Required Textbook & Resources:

Developmental Studies Policy Statement: The College’s Developmental Education Plan requires TSI Liable students who have not met the college readiness or exemption standards in reading, writing, and/or mathematics to enroll in Developmental Studies courses including College Success. Failure to attend these required classes may result in the student's withdrawal from ALL college courses.

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harassment, which includes acts of sexual violence, is a form of sex discrimination prohibited by Title IX. More information on Title IX policy and procedures can be found at http://www.southtexascollege.edu/about/notices/title-ix.html. Questions regarding Title IX or concerns about accommodations, including complaints of sexual harassment, sexual assault, sexual violence, or other sexual misconduct should be directed to our Conflict Resolution Center at 956-872-2180 or crc@southtexascollege.edu

**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 the Conflict Resolution Center immediately at 956-872-2180 or crc@southtexascollege.edu.

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(Optional additional statement)

**Veterans Statement:** The STC Office of Veterans Affairs provides support services to our military veterans and their dependents, and assists them in applying for and obtaining their educational benefits. Contact the Office of Veterans Affairs at 956-872-6723 for questions or to set an appointment.
Section Outline Format & Checklist - (Minimum Essential Information)
The following essential minimum information must be included in the Section Outline:

**Institutional Information:**
1. Name of Institution (*South Texas College*)
2. Name of Department
3. Document Title (*Section Outline*)
4. Semester and Year

**Instructor Information:**
1. Instructor’s Name
2. Office/Building/Campus Location
3. Office Telephone Number
4. FAX Number
5. E-mail Address
6. Office Hours

**Course Information:**
1. Course Name
2. Course Number and Section Number (*include all section numbers that apply if the same outline is used for multiple sections*)
3. Classroom Location
4. Days and Time Class Meets
5. Catalog Course Description
6. Program Learning Outcomes (From Master syllabus)
7. Course Learning Outcomes (From Master syllabus)
8. **Required Core Objectives for Core Component Area (Listed verbatim from Master syllabus)** - Academic Core Courses only (not required for technical courses)
9. Course Requirements, Evaluation Methods, and Grading Criteria
10. Required Textbook & Resources
11. Each Major Assignment and Examination
12. General description of each lecture or discussion

**Developmental Studies Policy Statement:** The College’s Developmental Education Plan requires TSI Liable students who have not met the college readiness or exemption standards in reading, writing, and/or mathematics to enroll in Developmental Studies courses including College Success. Failure to attend these required classes may result in the student's withdrawal from ALL college courses.

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(Optional additional statement)

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Veterans Affairs at 956-872-6723 for questions or to set an appointment.

**Topic Outline**
Appendix L – College Service Proposal

<table>
<thead>
<tr>
<th>Name</th>
<th>Semester</th>
<th>Year</th>
</tr>
</thead>
</table>

**COLLEGE SERVICE PROPOSAL**

<table>
<thead>
<tr>
<th>ACTIVITY</th>
<th>AVERAGE HOURS PER WEEK</th>
<th>DATES</th>
<th>TOTAL HOURS PER SEMESTER</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
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**APPROVED**

Faculty Signature ___________________________ Date ___________

Chair Signature ______________________________ Date ___________
Appendix M – Change of Grade Form

CHANGE OF GRADE
Office of Admissions and Records

please print clearly

Year: _______  Check One Term:  □ Fall  □ Spring  □ Summer I  □ Summer II  □ Summer III

Name: _______________________________  □:________________________
    Last  First  Middle

Subject / Course Number / Section: _______________________________  Change grade from:_____ to:_____

Please Select One:  □ error in grade issued by instructor  □ error in processing grade submittal
    □ student completed course requirements  □ other

Explanation: ___________________________________________________________

Note: This form must be submitted to the Office of Admissions and Records by full-time employees, not students.

Printed Name of Instructor _______________________________  Printed Name of Program Chair / Dean _______________________________

Signature of Instructor _______________________________  Signature of Program Chair / Dean _______________________________

Statement of Equal Opportunity: No person shall be excluded from participation in, denied the benefits of, or be subject to discrimination under any program or activity sponsored or conducted by South Texas College on the basis of race, color, national origin, religion, sex, age, veteran status or disability. Individuals with disabilities requiring assistance or access to receive these services should contact disABILITY Support Services at (956) 872-2173.

CHANGE OF GRADE
Office of Admissions and Records

please print clearly

Year: _______  Check One Term:  □ Fall  □ Spring  □ Summer I  □ Summer II  □ Summer III

Name: _______________________________  □:________________________
    Last  First  Middle

Subject / Course Number / Section: _______________________________  Change grade from:_____ to:_____

Please Select One:  □ error in grade issued by instructor  □ error in processing grade submittal
    □ student completed course requirements  □ other

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*Preferred contact hours and combinations are those that typically represent best practices or the most common course patterns.
**Range includes Preferred Combinations and Other Allowable Combinations.
***Other allowable combinations are available for specific circumstances.
Appendix O – Interdepartmental Faculty Assignment Form

INTERDEPARTMENTAL FACULTY ASSIGNMENT FORM

The Interdepartmental Faculty Assignment Form will be used when hiring a faculty member outside your respective department to teach a course within your department.

Date:

To:        (Receiving Department Chair)

From:     (Sending Department Chair)

Subject:  Interdepartmental Faculty Assignment: (Faculty Name)

This form is to inform you that (Faculty Name, Title, Department), has agreed to teach the following course(s) for our program, (program name):

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Please confirm receipt by initialing and returning a copy of this form to the sender. Should you have any concerns with or questions about this assignment, please contact the sender, otherwise our department will generate the overload NOE for this assignment.
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