DUAL CREDIT PROGRAM & EARLY COLLEGE HIGH SCHOOL

ALAMO COLLEGES DISTRICT

Palo Alto College

PARTNER MANUAL

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I: Introduction

Purpose of Manual

The primary purpose of this manual is to provide an overview and guidance to members of the Dual Credit Program (DCP) and Early College High School (ECHS) partnerships. The manual provides information on process steps, forms, timelines and relevant policies and procedures. Information regarding how courses are created and delivered is included along with how students are recommended, qualified and registered.

Please note that the manual is subject to change and updates may be provided by Palo Alto College. The information provided in this manual is not intended to supersede applicable federal, state, college or other regulatory policies and procedures.

Common Terms Used

PAC liaison: The staff member at Palo Alto College (PAC) assigned to assist the high school staff and students in administering the program, including providing enrollment and advising services.

HS administrator/counselor: The individual high school (HS) staff member(s) assigned to assist the students through the concurrent enrollment process and communicate/provide information to the PAC liaison.

DCP: Dual Credit Program

ECHS: Early College High School

Concurrent enrollment: Dual Credit and/or ECHS courses, students or programs

II. Program Purpose and Partnerships

Mission
To enhance student success by providing educational opportunities through concurrent enrollment pathways.

Vision
To transform and empower our community by providing access to higher education through concurrent partnerships.

Purpose
The Dual Credit Program and Early College High Schools enable eligible students to enroll in college-level courses and earn college credits while completing their high school requirements. A brief overview of each program is provided in the table below.

	Dual Credit	**ECHS**
School Type	Public, private/charter, or home school	Texas Education Agency-designated as ECHS
Student Type	High school students who are college-ready for the courses selected	ECHS students (typically underserved/at-risk) who are college-ready for the courses selected students
Course Type	Up to 14 core curriculum, Professional Technical Education (PTE), or foreign language courses	Up to 60-hours (20 courses) towards an associate degree or baccalaureate degree
Course Mode	Most often face-to-face on the high school campus or online	Face-to-face or online with a gradual increase in courses taken at the college campus
Location	Courses taught at high school, PAC campus, or online	
Instruction	Courses taught by high school teachers approved in the relevant discipline as a PAC adjuncts or PAC instructors	

Benefits
Students who successfully complete one or more concurrent enrollment courses at PAC earn credit that can be applied toward an associate degree and/or may transfer to other colleges and universities.

The Alamo Colleges District waives tuition and fees for DCP and ECHS students, saving them time and money on their college degree.

Students participating in concurrent enrollment programs are more likely to persist and succeed in high school and college.

The program also provides an opportunity for partnerships between secondary and post-secondary institutions. Instructors collaborate on curriculum development and jointly facilitate the students' academic progress. Such beneficial partnerships help to strengthen the overall quality of curriculum and

better prepare students for additional college-level course work. Conversely, the partnership helps college-level instructors gain insight into the learning needs of high school students.

Partnerships

A listing of independent schools with which PAC has a current Memorandum of Understanding (MOU) on file to offer concurrent enrollment courses is available in Appendix A.

Schools interested in forming a partnership with PAC are encouraged to contact the Alamo Colleges District high school programs office (see Appendix O). This manual is intended to provide information on the steps that follow an established partnership.

Memorandum of Understanding

A Dual Credit or Early College High School MOU is a legal document that defines the parameters of the partnership. The MOU includes information on, but is not limited to: academics, student eligibility, cost share plan, instructional materials, school district responsibility, and College responsibility. The MOU is initiated at the Alamo Colleges District level and sent to the school district superintendent or designee for signature. Then, the MOU is returned to the Alamo Colleges District and forwarded to PAC. The MOU is signed by the PAC president and the chancellor or vice chancellor for academic success. In order to conduct concurrent enrollment courses, an MOU must be fully executed and on file prior to: (1) PAC's first day of class; (2) cost share stipend payments being made to the school district.

Service Area

Each college of the Alamo Community College District (Palo Alto College, Northeast Lakeview College, Northwest Vista College, San Antonio College, and St. Philip's College) partners directly with the high schools nearest in proximity. Exceptions may be made if a school is seeking a specific program only available at a particular college. Appendix A provides a current listing of DCP and ECHS partners with PAC.

Alamo Colleges District Board Policy A.1.2 Geographical Boundaries and Services Areas states:

> The service area of the Alamo Community College District is listed as described in Education Code 130.162.

> The service area of the Alamo Community College District includes the territory within:

> 1. Bexar, Bandera, Comal, Kendall, Kerr, and Wilson counties;
> 2. Atascosa County, except the territory within the Pleasanton Independent School District; and
> 3. Guadalupe County, except the territory within the San Marcos Consolidated Independent School District.

III: Concurrent Enrollment Program Funding

The concurrent enrollment program provides an opportunity for students enrolled in public, private, charter high schools, and home school students to graduate with college credit at a savings of the regularly assessed tuition and fees. Public institutions of higher education are permitted to waive all, part, or none of the mandatory tuition and fees for concurrent enrollment courses. The Board of Trustees of the Alamo Colleges District has consciously chosen to provide DCP and ECHS students with scholarships in the form of waived tuition and fees for a limited number of approved concurrent enrollment courses during their high school career. A cost share plan between the Alamo Colleges District and the high school partners has been implemented to ensure fiscal sustainability for these critical high school programs.

Texas Education Code 130.008 Course for Joint High School and Junior College Credit

(a) Under an Agreement with a school district or, in the case of a private high school, with the organization or other person that operates the high school, public junior college may offer a course in which a student attending a high school operated in this state by the school district, organization, or other person may enroll and for which the student may simultaneously receive both:

> (1) Course credit toward the student's high school academic requirements; and

> (2) Course credit as a student of the junior college, if the student has been admitted to the junior college or becomes eligible to enroll in and is subsequently admitted to the junior college.

(b) The junior college may waive all or part of the tuition fees for a high school student enrolled in a course for which the student may receive joint credit under this section.

(c) The contact hours attributable to the enrollment of a high school student in a course offered for joint high school and junior college credit under this section shall be included in the contact hours used to determine the junior college's proportionate share of the state money appropriated and distributed to public junior colleges under Sections 130.003 and 130.0031, even if the junior college waives the tuition fee for the student under Subsection (b).

(d) For instances when state funding is provided to both a school district and a public junior college for a student enrolled in courses offered by a junior college under Subsection (a), the commissioner of education and the commissioner of higher education shall jointly develop a mechanism to identify and eliminate duplication of state funding.

(e) In admitting or enrolling high school students in a course offered for joint high school and junior college credit under Subsection (a), a public junior college must apply the same criteria and conditions to each student wishing to enroll in the course without regard to whether the student attends a public school or a private or parochial school, including a home school. For purposes of this section, a student who attends a school that is not formally organized as a high school and is at least 16 years of age is considered to be attending a high school.

Source: Texas Education Code – Texas Legislature Online
https://statutes.capitol.texas.gov/Docs/ED/htm/ED.130.htm

Alamo Colleges District Cost Sharing Structure

The Cost-Sharing Model was implemented beginning with the 2017-18 Academic Year. Following the model of who primarily funds the cost of the Dual Credit Instructor, the Alamo Colleges District will either pay a stipend to the School District or the School District will pay the Alamo Colleges District the appropriate amount listed below. The College will verify all enrollments as of census date.

a. Where the School District contracts the instructor to teach college courses, the Alamo Colleges District will pay $600 for each course section that contains at least 15 students. The official student enrollment count will be taken on the course sections' census date. The Alamo College Business Office will communicate with the School District Business Office to provide the appropriate payment to be paid net 45 days from the part of term's census date.

b. Where the College contracts the college instructor to teach a course section and the student enrollment in each specific course section totals less than 80% of the total student enrollment of the said course, the School District will pay $100 per student to the Alamo Colleges District. The official student enrollment count will be taken on the course sections' census date. The Alamo College Business Office will communicate with the School District Business Office and provide an invoice to be paid net 45 days from the part of term's census date.

c. Where the College contracts the college instructor to teach a course section and the student enrollment in each specific course section totals to 80% or greater of the total student enrollment of the said course, the School District will pay $2,800 per course to the Alamo Colleges District. The official student enrollment count will be taken on the course sections' census date. The Alamo College Business Office will communicate with the School District Business Office and provide an invoice to be paid net 45 days from the part of term's census date.

IV: Applicable Regulatory References

The Texas Education Agency (TEA), Texas Higher Education Coordinating Board (THECB), Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) each provide minimum standards, rules and regulations that high schools and colleges must meet for high school students to receive concurrent enrollment course credit.

Texas Education Agency (TEA) ECHS Blueprint

Under the authority of Texas Education Code (TEC) §29.908(b) and Texas Administrative Code (TAC) §102.1091, the TEA developed a designation process for Early College High Schools. The designation process ensures that districts and colleges operating ECHS campuses maintain the integrity of the model, which was researched and designed to target and serve students who might not otherwise attend college. Details, including the ECHS Blueprint, may be found online at: https://tea.texas.gov/ECHS/.

Texas High Education Coordinating Board (THECB) Rule: Chapter 9, Subchapter H: Partnerships

THECB Rule: Chapter 9, Subchapter H. Partnerships between Secondary Schools and Public Two-Year Associate Degree-Granting Institutions provide the rules and regulations for community colleges in partnership initiatives with secondary schools. It is the Texas Education Code, Sections 29.182 29.184, 61.076 (a), 61.851 through 61.851, 130.001 (6) (3) (4), 130.008, 130.090, and 135.06 (d) that authorizes the Coordinating Board to adopt the policies, enact regulations, and establish the rules for developing Agreements with secondary schools to offer courses which grant credit toward a student's high school academic requirements and/or college level credit.

Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) Dual Enrollment Policy Statement

Institutions accredited by the SACSCOC must ensure that their dual enrollment courses and programs comply with the Principles of Accreditation. This applies to all such educational programs and services, wherever located or however delivered. In addition to the Principles of Accreditation, SACS has developed a policy statement specific to dual enrollment programs addressing items such as: substantive change requirements for off-campus instructional sites, instructor qualifications and oversight, course content and rigor, and appropriate student resources and support services.

Please note that the June 2018 policy statement specifically states, "Institutions may not offer courses which combine students enrolled in the college course with students who are only receiving high school credit."

Source: SACSCOC Dual Enrollment Policy statement (June 2018): http://www.sacscoc.org/pdf/081705/Dual%20Enrollment.pdf)

Texas House Bill 5

HB 5 restructured the state's graduation requirements, moving from the "4x4" graduation plan to a 22-credit foundation high school program that allows students to earn endorsements in specific areas of study by completing four additional credits. The endorsements include STEM; business & industry; public service; arts & humanities; and multidisciplinary studies.

Texas House Bill 505

Section 28.009(b), Education Code, is amended to read as follows:

(b) The agency shall coordinate with the Texas Higher Education Coordinating Board as necessary in administering this section. The commissioner may adopt rules as necessary concerning the duties under this section of a school district. The Texas Higher Education Coordinating Board may adopt rules as necessary concerning the duties under this section of a public institution of higher education. A rule may not limit:

> (1) the number of dual credit courses or hours in which a student may enroll while in high school;
> (2) the number of dual credit courses or hours in which a student may enroll each semester or academic year; or
> (3) the grade levels at which a high school student may be eligible to enroll in a dual credit course.

SECTION 2. Section 130.008(f), Education Code, is repealed.
SECTION 3. This Act applies beginning with the 2015-2016 school year.
SECTION 4. This Act takes effect immediately if it receives a vote of two-thirds of all the members elected to each house, as provided by Section 39, Article III, Texas Constitution. If this Act does not receive the vote necessary for immediate effect, this Act takes effect September 1, 2015.

National Alliance of Concurrent Enrollment Partnerships (NACEP)

In addition to the regulatory requirements above, PAC adheres to the standards for concurrent enrollment programs provided by NACEP. PAC is in the process of applying to become the first institution in Texas to be accredited by NACEP. This is accomplished through a self-study to ensure NACEP standards are applied throughout PAC's concurrent enrollment program and submitting an application in the summer 2019. Additional information may be found at http://www.nacep.org/accreditation/benefits-accreditation/.

NACEP works to ensure that college courses taught by high school teachers are as rigorous as courses offered on the sponsoring college campus. As the sole national accrediting body for concurrent enrollment partnerships, NACEP helps these programs adhere to the highest standards so students experience a seamless transition to college and teachers benefit from meaningful, ongoing professional development.

NACEP standards are measurable criteria that address quality in concurrent enrollment programs. The standards promote the implementation of policies and practices such that:
1. College courses offered in the high school are of the same quality and rigor as the courses offered on-campus at the sponsoring college or university
2. Students enrolled in concurrent enrollment courses are held to the same standards of achievement as students in on-campus courses
3. Instructors teaching college courses through the concurrent enrollment program meet the academic requirements for faculty and instructors teaching in the sponsoring postsecondary institution and are trained in course delivery and provided ongoing discipline-specific professional development
4. Concurrent enrollment programs display greater accountability through program evaluation

NACEP's standards of program quality were first adopted in 2002, revised in 2009, and revised again in 2017. The 16 revised standards cover six categories: 1) Partnerships, 2) Curriculum, 3) Faculty, 4) Students, 5) Assessment, and 6) Program Evaluation.

V: Courses

The development of dual credit courses is a shared responsibility between the college and the school district. Collective decisions are made on such items as the curriculum, selection of students and instructors, course prerequisites, the course syllabus, textbook(s), instructional arrangements, and the teaching schedule. Personnel from various departments of the college assist in these tasks.

A list of commonly-articulated courses between the college and a high school partner are provided in Appendix B.

Course Agreement

The college and high school discipline teams compare the Texas Higher Education Coordinating Board (THECB) course student learning outcomes with the high school course TEKS to determine which course would be appropriate to offer for concurrent enrollment. Based on this process, the course is recommended for approval by the appropriate academic administrators at the college and high school. The department and/or discipline lead from the college determines the required academic prerequisite skills (reading, writing, math and/or others) and the textbook(s) and other required student materials to be used in the course.

As each new course is developed, a Course Agreement Form (see Appendix C) is completed, and the course syllabus is prepared by the college instructor. Every three academic years, each Course Agreement is reviewed for updates and resubmitted for approval. These materials must be on file at the college as well as the high school on the first day of instruction.

Annual Agreement

The HS administrator/counselor submits an Annual Agreement to the college. This agreement lists the courses requested by the high school for the academic year and must be approved and signed by the high school principal or designated official. Refer to Appendix M for a current registration timeline.

Location and Time

Class Location

Courses may be offered as face-to face instruction at the high school, face-to-face at the college, or online.

The high school will provide instructional arrangements for location and time for courses taught by a high school instructor on the high school campus within guidelines set by PAC in regards to maximum enrollment and required classroom resources. PAC will provide instructional arrangements of location and time for courses taught on the college campus or online, along with consideration of the high school scheduling needs.

The Semester

The high school and college calendars may differ in terms of start and end dates of the semester and student holidays. The semester of a secondary school usually begins at the same time as the college semester and frequently extends one or two weeks after the college semester ends-though with the block schedule it can end much sooner. Instruction for a concurrent enrollment course at the high school is expected to begin on the first day of class and end on the last day of the college calendar unless other arrangements are made. The college will work with the high school on reporting

schedules. College academic calendars for each school year may be found in the PAC catalog at http://mypaccatalog.alamo.edu and are included in Appendix N.

20-week Part of Term

This term is frequently used for classes held at the high school and taught by a high school teacher approved as a PAC adjunct.

16-week Part of Term

This term is typically used for classes taught by a PAC instructor at the college campus or online.

Contact Hours

Generally, the required number of contact hours for a concurrent enrollment course during a high school academic semester is less than those required for the secondary course. Contact hour requirements for college courses are specified and calculated according to the credit hours earned for the course. For example, a three-hour course generally requires 48 contact hours of instruction while a four-hour course (lecture and lab) can vary in the number of instructional contact hours (usually between 64 and 112). To ensure that the required number of contact hours is met, the College and high school partners should carefully plan the schedule to accommodate required contact hours.

Course Enrollment Maximums

Concurrent enrollment courses must not exceed course enrollment maximum requirements established by each academic department (see Appendix D).

Syllabus

All college instructors (including high school teachers approved as PAC adjunct faculty teaching a college course) are required to provide students with a syllabus approved by their academic department at the beginning of each semester. A copy of the syllabus must be submitted to the department chair/lead instructor and be on file at the college in the office of the appropriate department. Every syllabus must be posted online using Concourse.

The components of a course syllabus must include the following:

1. PAC course number, name, and the number of credits
2. PAC catalog description of course (taken directly from the most recent college catalog at http://mypaccatalog.alamo.edu/) along with pre-requisites. Since students will receive credit on both the high school and college level, it is recommended that a statement specifying the Texas Essential Knowledge and Skills (TEKS) for the course is also included in the syllabus.
3. PAC departmentally approved course objectives and Lower-Division Academic Course Guide Manual (ACGM) course learning outcomes
4. Tentative schedule of topics being covered each week of the semester
5. Instructional methods
6. Course requirements (Specify clearly)
   a. Readings, papers, projects, tests, etc.
   b. Field trips, field experiences, labs, etc.
7. Evaluation/grading procedures/method of assessment/grading scale (may NOT be changed once syllabus is distributed to students)

      a. Grading Scale (e.g. point system; percentage; letter grade of A, B, C, D, or F)

      b. The student should be able to determine his or her grade equivalent throughout the course by referring to the grading scale.

      c. Students will be informed of the difference in the grading policy for the high school course if the policy does not match the grading policy for the PAC course

8. Textbook(s) and other required learning materials
9. Institutional/College Policies
10. Disability Access Statement
11. Student responsibilities with respect to attendance and course success
12. Resources/bibliography (if relevant)

      a. On-campus

         i. Books and other resources available in library to support the course

         ii. Campus provided resources

      b. Off-campus

         i. Agencies, museums, libraries, etc.

         ii. External resources

13. Link to *Academic Standards* in PAC catalog:
   http://mypaccatalog.alamo.edu/content.php?catoid=152&navoid=8910
14. Link to *Student Code of Conduct* in PAC catalog*:*
   http://mypaccatalog.alamo.edu/content.php?catoid=152&navoid=8893
15. Link to *Student Handbook* in PAC catalog*:*
   http://mypaccatalog.alamo.edu/content.php?catoid=152&navoid=8875

The instructor can individualize these departmental syllabi with specific information about conference hours, teaching methodologies, and evaluation/grading of student performance. In addition, the instructor should work closely with the PAC department chair/discipline lead instructor for additional recommendations.

Textbooks, Instructional Materials (IM), and Supplemental Materials

The discipline team from the college will determine the textbook(s), IMs, equipment, and supplemental materials to be used in the high school course.

All textbooks, IMs, equipment, and supplemental materials required for courses taught at the high school will be provided by the high school at no cost to the student. The college will maintain the same textbooks and instructional materials for courses taught at the high school campus for a minimum of three years, dependent upon the publisher's edition changes. The three-year minimum shall not apply to the timing of any transition to electronic instructional materials that are free of charge (i.e. open educational resources). No minimum maintenance period is guaranteed for courses taught on the college campus, although faculty maintain instructional materials for the greatest length of time consistent with discipline currency, student success, and changes imposed by publishers.

For courses that use IMs, materials will be provided to the student by the college and a fee will be assessed. The IM fees will be incurred by the School District and assessed as part of the cost sharing plan.

Academic Rigor

Courses taken by high school students, regardless of location, must be taught by college-approved instructors. Instructors are expected to maintain college-level rigor in all their courses regardless of the type of student enrolled in the course (this includes embedded and/or high school-only classes) and regardless of the location at which the course is being taught (on or off the PAC campus).

Students should understand that the amount of work necessary to succeed in college courses may be greater than that of high school courses. In addition, concurrent enrollment high school courses become a part of a student's permanent college record and transcript.

VI: Instructors

Concurrent enrollment courses may be taught by: (1) high school teachers who meet the qualifications for teaching collegiate instruction and who have been as a PAC adjunct or (2) PAC instructors. The type of instructor impacts the cost share plan referenced in the Program Funding section of this manual.

High school teacher interested in teaching concurrent enrollment courses should contact the HS administrator/counselor at their high school. Instructors who teach dual credit are required to complete the adjunct faculty application process and must be approved by the department chair, dean of academic success and vice president of academic success before the semester begins.

Instructor Qualifications

High school teachers who meet the SACSCOC and THECB requirements for Community College instructors may teach the dual credit course. Teaching credentials may vary for the teachers per academic department and are subject to review and approval by the college academic chair, dean of academic success, and vice president of academic success.

SACSCOC provides guidelines for faculty credentials in Standard 6.2.a (*Faculty qualifications*) of the *Principles of Accreditation*.

In order to teach academic transfer courses, a master's degree with 18 graduate hours in the teaching field is required. In the occupational and technology area, faculty should have both academic preparation and work experience, the typical combination being a bachelor's degree with appropriate work experience. A master's degree is required in disciplines where college transfer is a goal or where substantial numbers of students transfer to senior institutions.

PAC is responsible for ensuring that all concurrent enrollment courses are taught by qualified faculty regardless of the location of the class (i.e. college campus, high school campus, or satellite site). High school teachers approved as PAC adjuncts and paid by the school district shall be limited to a reasonable semester credit load to ensure academic responsibilities outlined later in this section can be met.

Instructor Hiring Process

There are four steps that prospective dual credit instructors need to follow to teach college courses for PAC at their high school.

Step 1: Initial Review

The high school principal or designee will forward an unofficial transcript to the PAC liaison by April 1 for fall teaching or October 1 for spring teaching.

The unofficial transcript will be pre-screened by the appropriate PAC department chair or lead instructor. If the applicant has the required credentials to teach the course, then the process moves forward.

Step 2: Follow Up Review

The PAC academic department or liaison will inform either the high school principal or designee of the department chair's preliminary approval of the applicant's unofficial transcript.

The applicant will then proceed to complete the online employment application at the Alamo Colleges job listing site by May 1 for fall teaching or October 15 for spring teaching. The specific job requisition number will be provided to the applicant via the PAC liaison.

The PAC department chair will then schedule an interview with the applicant.

Step 3: Review by department chair and/or committee

The applicant will be notified of the department's decision, after the department has reviewed the application packet and completed an interview.

If the applicant is recommended, he/she will need to submit an official transcript to the department administrative services specialist before the application packet can proceed for review by the dean and vice president of academic success.

Step 4: Review by Human Resources

If approved by the vice president of academic success, the application packet will then be forwarded to Alamo College District's human resources for final approval.

If the applicant is approved by human resources, he/she will be assigned a Banner ID number and email account and will be classified as an adjunct dual credit or ECHS instructor. The applicant will then receive authorization from Human Resources to begin teaching concurrent enrollment courses. A separate application must be submitted to be considered for a position to teach as an adjunct instructor paid directly by PAC.

A concurrent enrollment instructor may continue teaching dual credit courses without the need to undergo the approval process again, contingent upon the following items:

1. Instructor continuously teaches each year in the same discipline and/or teaching area
2. Instructor teaching the course adequately meets all faculty evaluation requirements, departmental requirements, responsibilities, and procedures.

Academic Responsibilities Related to DCP and ECHS

PAC Department Chair

1. Work closely with faculty members in the formulation, justification, and revision of courses and curricula. Ensure that all program specific accreditation criteria and documentation requirements are met.
2. Ensure that needed courses are scheduled and staffed each semester; monitor enrollment and perform strategic section analyses; and make adjustments to schedules as needed and appropriate.
3. Review and approve course agreements.
4. Work with ECHS/DC team so that they ensure all relevant accreditation standards are met.
5. Supervise, train, monitor, coach, and evaluate the work of others in the department. Coordinate, process and maintain employment-related documents.
6. Hire/approve adjuncts as needed.
7. Schedule and invite DC/ECHS off-campus instructors to attend departmental meetings during the semester.

8. Forward the timeline of Institutional Learning Objectives (ILOs) to be evaluated each semester (provided by ILO lead to chairs) to instructors or through leads.
9. Oversee appropriate procedures for student or faculty grievances as well as grade appeals.
10. Work to ensure that off-campus instructors are included in departmental communication.

PAC Discipline Lead/Discipline Liaison (DSLs)

1. Work with the Chair to train newly hired instructors prior to the first teaching semester regarding:
   a. Requirements/Expectations for syllabus
   b. Student Learning Objectives (SLOs) and Institutional Learning Objectives (ILOs) for each course taught
   c. Discipline-specific philosophies and/or pedagogy for course
   d. Textbook considerations/requirements and/or Open Educational Resources Guidelines
   e. Course grading expectations, grading standards, and course rigor
2. Work with Chair to provide Instructors (per course taught):
   a. Discipline approved textbook/resources
   b. Samples of key assignments/assessments that meet discipline Institutional Learning Objectives (ILO) and Student Learning Objectives
   c. Samples of syllabus
   d. Access to faculty manual detailing: attendance requirements, instructional hours, non-compliance, professional guidelines, policies, rules, and expectations, add/drop and withdrawal policies, student code of conduct, grading policies, critical semester dates, etc.
3. Work with the Chair to coordinate the schedule for off-site classroom observations.
   a. First year instructors will be observed during each semester of the first year of teaching the college-level course at the high school. Thereafter, the instructor will have a classroom observation conducted once a year; however, the discipline unit (at the direction of the Chair) may decide to conduct additional observations each semester as part of the monitoring process.
   b. The time for observations will be coordinated with the instructor prior to the observation. These classroom observations provide assurances to the chair that the instructor is following the college course syllabus and are teaching the course at the required rigor.
4. Assist the department chair in scheduling courses as requested.
5. Assist the department chair with the completion/approval of course agreements as requested.
6. Provide assistance to the instructor as a mentor (or coordinate mentorship with another instructor) to ensure that appropriate academic expectations have been set and are being followed.
7. Work with instructors to inform proctors of best practices/needs for discipline.
8. Maintain on-going communication with instructors including:
   a. Professional Development Opportunities
   b. Reminders of deadlines for grades, early alerts, etc.
   c. Discipline specific research/strategies for teaching enhancements, course improvements, etc.
   d. Items requested by ECHS/DC Faculty Liaison Coordinator

ECHS/DC Faculty Liaison Coordinator

1. Represent Discipline Specific Liaisons (DSLs) and faculty at the monthly ECHS/DC Consortium meetings.
2. Assist Chairs and DSLs in addressing faculty concerns, questions, that may arise regarding the academic environment/atmosphere of ECHS-DC sections.
3. Attend Division meetings (as needed) to represent DSL and ECHS-DC faculty.
4. Attend ECHS-DC team meetings (as needed).
5. Meet monthly with Dean and/or VP of Academic Success to determine priorities for ECHS-DC faculty.
6. Voice concerns of the Academic Success Team to Student Success/ECHS-DC Team regarding decisions that may impact the academic integrity of the ECHS-DC courses.
7. Provide input from the Academic Success Team to the ECHS-DC team in regard to academic concerns which may impact the master schedule.
8. Conduct one ECHS-DC Teaching Circle a semester to address faculty concerns/needs.
9. Plan/Facilitate needed ECHS-DC faculty Development during convocation week.
10. Provide any ECHS-DC policy updates to DSLs and faculty as the need arises.
11. Assist in the development and maintenance of the ECHS-DC faculty Handbook.
12. Compile and circulate high school testing dates to DSLs to pass on to faculty.
13. Work with ECHS/DC team to maintain current roster of instructors, courses, proctors and coordinators.

Instructor Responsibilities

1. Attend mandatory PAC departmental meetings, adjunct convocation, training, and discipline specific professional development.
2. Submit/Complete the following per dates outlined by the college:
    a. Verify accuracy of class roster in ACES by census date. After census date, students may not be added, and students withdrawn will receive a grade of W.
    b. Publish syllabus in Concourse within ACES (use discipline specific syllabus templates as a guide).
    c. Publish course within canvas (even if full functionality is not used, this allows students to access resources/tutoring).
    d. Submit key assignments related to the Institutional Learning Objectives and Student Learning Outcomes for the course
    e. Submit midterm grades).
    f. For faculty teaching on campus at PAC, submit first and second early alerts.
    g. Submit final grades: Assign each student a letter grade for a PAC course through the Alamo Colleges' ACES system within the posted college timeframe for that term. Failure to submit final grades by the posted deadline could result in the instructor's loss of teaching privileges for future semesters.
    h. Participate in the evaluation process of the instruction and course, including observation by a PAC faculty member and student end-of-course evaluation each semester.
    i. Submit Adjunct End of Semester Checklist along with required documentation, keys, textbooks, etc. to departmental administrative services specialist. (See Appendix E)
3. Ensure that the academic rigor in a course matches expectations of courses taught at the college. Ensure Institutional Learning Objectives and Student Learning Objectives are met/evaluated.

4. Submit an incident report through the PAC Cares website (https://www.alamo.edu/pac/cares/) when concerned about student behavior, a student code of conduct violation has taken place, academic or non-academic misconduct, or are worried a potential Title IX issue has occurred. The PAC Student Conduct Officer will review and assess all reports that come in.
5. Participate in mentorship/oversight by discipline lead (or faculty designee).

Faculty Dismissal Process

Alamo Colleges District Board Policy D.9.1.3 Procedures for Termination of Non-Benefited Employees outlines the dismissal process for non-benefited employees. Policy D.9.1.3, states "Non-contract employees of the College District serve 'at-will,' meaning that employment has no specified term and that the employment relationship may be terminated any time at the will of either party with or without notice to the other." Reasons for dismissal as a PAC adjunct should be provided by the department chair and the office of high School programs for dissemination back to the instructor and high school district administration. Termination from teaching college courses does not imply dismissal from school district teaching. PAC also reserves the right to request that the school district not assign an instructor to dual credit or early college teaching assignments.

VII: Student Eligibility and Admissions

Steps to Become a Concurrent Enrollment Student

Apply

Each student must complete an Apply Texas application at applytexas.org. Once the application is processed, the student will receive two emails—one from ApplyTexas and one from Alamo Colleges District. The Alamo Colleges District email will include instructions and information for ACES and AlamoENROLL START HERE tab.

The HS administrator/counselor will then create a list of all students' names and dates of birth, using the Recommendation Form (see Appendix I), to submit to the PAC liaison. This list will be used to identify students' Banner IDs and ACES usernames. Process time for admissions is 4–5 business days.

Log in to ACES Account

Once the students have received their emails from the Alamo Colleges District with their ACES information, they should access www.alamoaces.alamo.edu and click on *How do I get my username and password?* If students experience difficulty with their login, please direct them to contact the PAC Helpdesk at 210-486-3777 for assistance.

Complete AlamoENROLL Modules

All students are required to complete two AlamoENROLL college-readiness testing modules in ACES (the GoFAARR Module and the TestPrep Module).

To begin the AlamoENROLL modules in ACES:

1. Have students login to ACES
2. Click on the START HERE tab
3. Click on the ENROLL button to complete the GoFAARR module
4. Click on the ENROLL button to complete the Test prep module

Once complete, it may take up to 24 hours to mark as 'Complete' in the student's ACES checklist.

Take Assessment Test

Students may take the Texas Success Initiative Assessment (TSIA) at high schools that are designated test sites or at any Alamo Colleges District campus.

- Please note that the entire TSIA must be taken for the student's initial test. After the initial test, students can retest in individual subjects.
- Once a TSIA has been administered, scores must be submitted for upload to the college testing center. Please refer to Appendix G for upload instructions.

To test at PAC, please contact your PAC liaison for assistance with scheduling. The fee for the test is $32 for the first initial exam, and re-tests are $12 per subject.

Refer to Appendix F for more information regarding testing placement.

Submit a Signed Parent Consent Form (Dual Credit Program students only)

The Parent Consent Form is an agreement with the student, parent, and PAC which defines the student's responsibilities to enroll and remain in the program. The Parent Consent Form is signed by the

student, parent or guardian, and HS administrator/counselor. Parent Consent Forms are collected by the HS administrator/counselor and submitted to the PAC liaison before students can be registered.

Review Student Schedule

All registration is processed by the PAC liaison. High school students are responsible for reviewing their schedule prior to the first day of class for each term.

Student

1. Login to *ACES* at alamoaces.alamo.edu
2. Click on the Student tab
3. Click on *Web Services* link
4. Click on *Student* link
5. Click on *Registration* link
6. Click on *Select Term* link and select the appropriate term
7. Click on *Student Detailed Schedule* link

If the student sees the statement "You are not currently registered for the term," they must inform the HS administrator/counselor immediately.

High School Administrator/Counselor Responsibilities

Verification of Eligibility

High school students are not required to submit an official high school transcript. In its place, schools are required to submit the Verification of Eligibility Form. This document certifies that each student recommended for the upcoming academic year is eligible for participation and:

- has completed an ApplyTexas application;
- has completed the GoFAARR module;
- has completed a TSI assessment and/or alternative instrument(s) to qualify for the program and course selection;
- is in good academic standing at the high school;
- has the appropriate bacterial meningitis immunization documents on file per school district/high school records

Submit High School Recommendation Form with Courses

Steps to completing the Recommendation List:

1. The HS administrator/counselor will create a list of all students in their school on the Recommendation Form provided by the PAC liaison (see Appendix I).
2. Template will include the student's full name, date of birth, ApplyTexas application ID number and courses being recommended for the term. More information may be requested on a case-by-case basis.
3. *ECHS only: Include all students, even those that will not be enrolled in college courses that term.*
4. PAC liaison will use this list to review eligibility criteria.
5. The PAC liaison will notify the HS administrator/counselor if any items are missing from the steps listed above and if the student needs to re-test in any area.

6. Once the recommendation form has been reviewed, and all the prior steps to admission have been completed, the PAC liaison will begin processing registration.

For more information regarding testing placement, please see Appendix F.

Registration Report Verification

All registration is processed by the PAC liaison. A registration report will be sent listing all classes in which students are enrolled prior to the first day of class. The HS administrator/counselor is responsible for reviewing the unofficial registration report for all courses being offered at their campus. If any modifications are needed, please notify the PAC liaison so that appropriate changes can be made. If all students are listed in the correct courses, please make corrections and return to your PAC liaison per the registration timeline in the Appendix M. A final signed document must be submitted after census.

Transfer Students

If the student has previously earned dual credit through a college or university or is transferring from one ECHS to another, they will need to submit all official college transcripts. The credit earned will be considered for pre-requisite completion. This information can be submitted directly to your PAC liaison for processing.

Home School Students

Students must complete all enrollment steps and must submit the following documents:

1. Bacterial Meningitis immunization record through Magnus via the student's ACES Portal. Please note that a $10 fee is charged.
2. Official home school transcript that is signed by a notary public official.
3. TSI Test scores from PAC testing department

Texas Success Initiative (TSI) Requirements

The TSI is a state mandated program designed to help determine college readiness in the general areas of reading, writing, and mathematics (Texas Administrative Code Chapter 4, Subchapter C). The program assists students in identifying type of courses or interventions to be prepared for college level course work.

All students must complete all three sections of the TSI Assessment (TSIA) as a diagnostic tool to determine reading, writing, and mathematics basic skills. Performing their best on the test will affect the amount of time and tuition cost students will have to spend on preparing for many of Alamo Colleges District's programs and courses. Students may retest on TSIA at any time.

Students may qualify for a TSI exemption if they meet certain criteria, such as SAT, PSAT, and STAAR test scores. Please refer to Appendix F for TSI college readiness scores and exemptions.

If students are required to take the TSIA, several options are available for students to review and prepare for the test. Spending a short time reviewing information about the test and the type of questions students can expect may assist them in maximizing performance on the exam. Please request information about these options from your PAC liaison.

Students will be advised based on the results of their TSIA scores and the courses they plan to take. Students will not be denied admission to the Alamo Colleges District based on their TSIA scores.

Course Placement

Once students have taken their TSIA, the HS administrator/counselor will submit scores to testing office using the TSI upload instructions in Appendix G. The PAC liaison will review eligibility criteria based on the courses the high school is recommending. All students must meet the course placement and pre-requisite requirements for all college courses as indicated in the PAC catalog (http://mypaccatalog.alamo.edu). Concurrently enrolled students are not permitted to enroll in developmental courses.

A list of common concurrent enrollment courses along with TSIA placement and pre-requisite information is included in Appendix H.

VIII: Attendance, Grading and Academic Standards

The instructor who teaches a concurrent enrollment course must certify students' enrollment and record students' grades in accordance to the set deadline.

Official Census Dates

Enrollment services provides official census dates for enrollment certification. Certification by the instructor is a requirement of the Coordinating Board for contact hour reimbursement. Additional students cannot be enrolled after the first class session. Instructors are required to view their online class rosters and note any discrepancies to the HS administrator/counselor to ensure students are properly enrolled by the official census date.

Attendance

Students are expected to be actively engaged in learning during enrollment at PAC, including attending class on the first day and throughout the semester. Students should contact their online instructor via email if they cannot login to ACES and inform the instructor of accessibility issues.

Student absences will be recorded from the first day the class meets. Regular and punctual attendance in all classes and laboratories, day and evening, is required. All students must attend and/or login to their course(s) on the first day of class. Failure to do so may result in automatic withdrawal from the course by the instructor.

Students who are absent for any reason should always contact their instructor prior to their absence or as soon as possible after their absence. Course syllabi provide specific information regarding attendance, including online activities that constitute "attendance" for internet courses. Also, both tardiness and early departure from class may be considered forms of absenteeism. In all cases, students will be held responsible for completion of course requirements covered in their absence. Although the instructor may drop a student for failure to attend or participate in class, it is ultimately the student's responsibility to drop the course before the deadline if the students wants a "W" rather than a letter grade at the end of the term.

Smart Start Drop

There is a connection between attendance, classroom participation and academic success. The students' first week of class, especially the first day, provides them with important information for the rest of the semester. Students taking courses on the college site or through distance learning/internet courses will be held to the Smart Start policy. Students must complete assignments as outlined in course syllabi (often the 3rd day of class) to prove their participation and readiness. Failure to attend class and/or complete required early assignments may result in automatic withdrawal from the course by the instructor. In addition, students who do not attend the first scheduled class meeting and also fail to contact the instructor may be dropped.

The PAC catalog (http://mypaccatalog.alamo.edu) provides details on Smart Start and Attendance.

Reporting Official Grades

The PAC catalog (http://mypaccatalog.alamo.edu) contains a description of the grading system. At the end of each course, grades for all students should be reported in ACES.

In concurrent enrollment courses, two grades are awarded by the instructor: one grade for the college transcript and one grade for the high school transcript. Permanent college grades are recorded at the end of the semester/session. Some of the college grades used, as they pertain to dual credit, are:

"A" (excellent/exceptional performance beyond mastery)

"B" (above average/beyond basic mastery)

"C" (average/basic mastery)

"D" (below average)

"F" (failure)

"I" (incomplete)

"W" (withdrew)

For more information on the college grading system and reports, refer to the PAC catalog (http://mypaccatalog.alamo.edu). The high school grade is recorded as a numerical grade usually on a 70 to 100-point scale. Instructors are encouraged, but not required, to use the high school to college conversion charts located in the Appendix J for high school grades and transcripts. The conversion chart provides the high school with a weighted average for the calculation of a students' grade. College instructors who teach concurrent enrollment courses are required to use the PAC grading scale.

Changing a Grade

Once grades are entered and posted, grades can only be changed if one of the following apply: an error is found in issuing the grade, there was an error in processing the grade, or to change an "Incomplete" grade upon completion of course requirements. If a grade of "Incomplete" is to be assigned, appropriate documentation must be submitted to the department chair with an explanation of the requirements for the student to complete the course. If a grade change is necessary, the change of grade form must be submitted to and approved by the department chair.

If a final grade must be changed, the instructor must complete a Change of Grade Form for the student. The form must be approved and signed by the academic department chair, then sent through proper administrative channels for approval by the appropriate academic dean.

If approved, and once all signatures have been obtained, the form will be forwarded to the admissions and records office where the grade will be officially changed. If not approved, the HS administrator/counselor will be notified. As per the PAC catalog (http://mypaccatalog.alamo.edu):

> A student has a maximum of one (1) year from the end of the semester or term in which the final grade was issued to request a review of the grade or petition for a change of grade. The responsibility for determining all grades and for judging the quality of academic performance in a course rests with the instructor assigned to the course. A student who believes that the grade received is incorrect should schedule a conference with the instructor and provide supporting documentation to resolve the issue.

If students are not satisfied with an instructor's decision, they may initiate an Academic grievance within five (5) days of the instructor's decision.

Academic Grievance Policy

Faculty are responsible for classroom management, teaching strategies, testing, and evaluation of student performance. At academic institutions conflicts may develop within the educational process that require academic intervention using the Academic Grievance process. If the grievance process is to function smoothly, a serious effort must be made to resolve such conflicts expeditiously. When student complaints cannot be resolved through informal interaction with a faculty member or chair/coordinator, students are directed to use the Academic Grievance procedure by filing a Student Academic Grievance form, available from any department chair. Students are encouraged to use the Academic Grievance process only when there is clear and convincing evidence that a faculty member has treated the student unfairly, arbitrarily, or capriciously. The Academic Grievance procedure allows for unresolved complaints to continue moving from student, to instructor, to division chair, to dean until consensus is reached or final decision affirming or denying the grievance is made by the appropriate dean.

Academic Standards

Once enrolled, concurrent enrollment students should maintain a cumulative GPA of 2.0 with the college to ensure academic success in the program.

All students who fail to meet academic standards in concurrent enrollment courses will be advised by the PAC liaison. The student may drop from the college-level course to avoid future problems related to admissions, financial aid, and scholarships at future institutions. After census date, students will receive a W or an F as deemed appropriate by the instructor. If a student is dropped from the college-level course, the high school should make suitable arrangements for the student to complete the high school course.

If the student receives a failing grade in the course, the student has the option to continue in the program. However, students that do not maintain a cumulative GPA of 2.0 or higher will be subject to the college's policy regarding academic standing and probation, as outlined in the PAC catalog (http://mypaccatalog.alamo.edu).

Academic Misconduct

Any faculty or staff who are worried about the behavior of a student, are concerned a student code of conduct violation has taken place, academic or non-academic misconduct, or are worried a potential Title IX issue has occurred are encouraged to submit an incident report to the student conduct officer, who reviews and assesses all incident reports.

All conduct, SOBI and Title IX concerns can be reported through the incident reporting form on the PAC Cares website at https://www.alamo.edu/pac/cares/. The student conduct officer will contact the parties involved as necessary.

IX: Student Support Services

Students enrolling in concurrent enrollment courses will be given the same rights and opportunities as all Alamo Colleges District students. Examples of such include library services, computer lab services, tutoring, transfer center activities, student activities and support services. Many of these student support services are on the Internet and can be accessed at www.alamo.edu/pac.

Advising

In addition to the support provided by the HS administrator/counselor and other staff, the assigned PAC liaison will provide students with advising support services. Please refer to the Advising Syllabus for Dual Credit or ECHS in the Appendix K for topics by semester and grade/year.

Campus Resources

PAC strives to equip students with what they need to exceed. Our wide-ranging resources help support our students academically, physically, and mentally. Available resources on the PAC campus include, but are not limited to:

- Library
- Tutoring services and workshops (on campus and online)
- STEM Center
- Academic Learning Studio and IT Services
- S.H.A.R.E. Center (food pantry, health services, financial wellness, counseling and career prep)

For more information, see Appendix L. Campus & Community Resources or visit
https://www.alamo.edu/pac/experience-pac/campus-life/campus-resources/

Free or Low-Cost Computer and Internet Service

The Alamo Colleges District has partnered with Connect2Compete, a national nonprofit, to provide students and employees low-cost computers and free or low-cost internet service, along with the hardware and the digital skills to effectively and safely use the internet.

Depending on home location, students may qualify for fast free service or a discounted high-speed Internet data plan. Low-cost computers are also available. Apply online by visiting connect2compete.org/alamocolleges or by calling toll free 1-877-848-2810.

Transportation

The school district will provide student transportation as required to and from the college as required under State law, and for any required field trips, each pursuant to applicable school district rules and procedures.

Emergency Management

For college courses held at the high school campus, all high school emergency management policies will apply.

PAC will provide a safe learning environment for all students taking courses on the college campus. For more information about our Campus Safety and Campus Police services, visit: https://www.alamo.edu/pac/about-pac/compliance/campus-safety/. For more information about Alamo Colleges Enterprise Risk Management, including Emergency Management and Environmental

Health and Safety support, visit https://www.alamo.edu/about-us/offices-departments/departments/risk-management/.

ECHS Emergency Management

To enhance the safety of the students at the college and address the specific needs of the Early College High School Program, additional safety measures were developed.

In addition to the Emergency Operations Plan and the Standard Operating Procedures of the college, an ECHS Emergency Management plan is in place. Additional safety measures include:

- ECHS Emergency Management Plan
- Annual Campus Safety training available to all ECHS students
- Designated ECHS emergency management contact person

Family Educational Rights and Privacy Act (FERPA)

The Family Educational Rights and Privacy Act of 1974, also known as the Buckley Amendment, is a federal law that governs the release of and access to education records. FERPA applies to all schools that receive funds under an applicable program of the U.S. Department of Education. In accordance with applicable Law, the school district will maintain student records pertaining to concurrent enrollment and provide college copies of the grades, progress, and informational data on student assessment, promotion, retention, award of diplomas, and other student data necessary and advisable for college to perform its obligations under this MOU. Each party will be responsible for maintaining student records and any records pertaining to the program in conformity with the Texas Record Retention laws and the federal Family Education Rights and Privacy Act ("FERPA") (20 USC §1232g; 20 CFR Part 99). Each party designates the other party as its agent with a legitimate educational interest in students' education records for purposes of FERPA; and each party agrees in its capacity as such agent to comply with the FERPA requirements set forth, without limitation, at 20 CFR 99.33. Each party shall institute policies and procedures reasonably designed to ensure that its employees and agents comply with these and all other federal and state laws, including, without limitation, FERPA, governing the rights of ECHS students with respect to educational records; and shall protect student education records against accidental or deliberate re-disclosure to unauthorized persons.

If you would like more information, please go to
http://www.ed.gov/policy/gen/guid/fpco/ferpa/index.html

Student Complaints

PAC is committed to our students' success and has processes and procedures in place to help students finish the semester successfully and address any concerns they might have. PAC categorizes formal complaints into the following:

1. Grade appeal: Students' opportunity to request a review of a course grade.

2. Academic grievance: Students may file these complaints when disagreements arise between a student and an instructor.

3. Non-academic grievance: Students may submit a grievance if he or she feels they have been treated unfairly by a staff member.

4. Discrimination and/or harassment: PAC follows Alamo Colleges District Board policies and procedures when handling discrimination, sexual harassment, and/or harassment allegations.

5. General/other: Students may submit a general complaint on any subject for which they are seeking resolution.

Dual Credit or Early College High School students who wish to file a complaint in one of the above categories can begin the process with their HS administrator/counselor. The HS administrator/counselor will then contact the assigned PAC representative who will assist with the appropriate procedure.

For additional information on the policies referenced above or to submit a complaint/incident report, please visit PAC Cares at https://www.alamo.edu/pac/about-pac/pac-cares/.

X: Granting College Credit

Transcripts

The College is responsible for maintaining the college transcript. The high school is responsible for maintaining the high school transcript. All college courses are identified on the college transcript. No designation is given on the college transcript to indicate that a dual credit course was taken while the student was still enrolled in high school. Students can request official college transcripts via their ACES student account.

At the end of the course, students may access their college grades on the internet by entering www.alamo.edu and clicking on ACES. They will then:

1. Go the Student tab
2. Click on Web Services
3. Click on Student and Financial Aid
4. Click on Student Records
5. Click on View grade

These grades will be recorded on a college transcript at the end of the appropriate semester. Official transcripts of PAC coursework will be released when official high school transcripts, including graduation date, is on file. Students requiring evidence of coursework completed through PAC may submit a request to admissions and records by logging into their ACES account or may fax a request to (210) 486-3301. Students must include their name, Banner ID number, and address of receiving individual or institution.

1. Go the Student Tab
2. Click on Web services
3. Click on Student and Financial Aid
4. Click on Student Records
5. *Request Printed Transcript*

*Please note that the first transcript is free. Any additional copies will be assessed a $10 fee.

State-Approved Credit

For the student to receive state-approved high school credit for a college course, the college class must have a state-accredited counterpart in the high school curriculum. Students who enroll in college courses not included on the approved list will not receive credit toward high school graduation.

University's Acceptance of Dual Credit Courses

Each college or university reserves the right to determine how it will apply transfer credits from another college or university towards program and degree requirements. It is the responsibility of the student to seek information from institutions in which he/she desires to transfer concerning the acceptance of coursework and its application to a degree in the desired major. The Alamo Colleges District has developed transfer advising guides with many partner universities. These are available in the PAC catalog at http://mypaccatalog.alamo.edu/.

College Core and Degree Completion Requirements

Core Curriculum

The core curriculum is defined by the state of Texas and consists of the general educational requirements, often referred to as "the basics." The core curriculum provides options that may be limited by what is available as a concurrent enrollment course at the school district or by the student's choice of pre-major or major with their intended transfer university. In addition, the core is a substantial portion of the requirements for an associate degree, and with only 18 additional semester credit hours (approximately six courses), students will have completed an associate degree.

A complete core curriculum selection list and additional information may be found in the PAC catalog at http://mypaccatalog.alamo.edu/.

Degree or Certificate Completion

To be awarded an associate degree or certificate, students must:

- Complete all required courses and semester credit hours for the specific degree or certificate
- Achieve a minimum cumulative GPA of 2.0 in the coursework that applies to the student's degree certificate program completed at the college in the Alamo Colleges District awarding the associate degree or certificate
- Submit official transcripts of all coursework attempted at other colleges and universities
- Earn a grade of "C" or better in all technical courses directly relating to the technical program, (i.e. Associate of Applied Science degree or certificate programs)
- Earn at least 25 percent of degree hours required for graduation in residency at the college granting the degree or certificate
- Fulfill all Texas Success Initiative (TSI) requirements

Graduation Ceremony

Students completing their degree or certificate will be invited to participate in the annual PAC commencement ceremony in May or June each year. School district administrators/counselors, family and friends will be invited to celebrate with students. More information will be provided through the PAC liaison.

Appendix

A. DCP and ECHS Partner Listing
B. Commonly-Articulated Course Listing
C. Course Agreement Form
D. Course Enrollment Maximums
E. Adjunct and FTT Semester Checklist
F. TSI Common Entry and Placement Charts
G. TSIA Score Upload Instructions
H. Common Courses and Pre-Requisites
I. Recommendation Form
J. Grade Conversion Chart
K. Advising Syllabi
L. Campus & Community Resources
M. DC and ECHS Registration Timeline
N. PAC Academic Calendar
O. Contact List for Palo Alto College

Dual Credit Partner School	Counselor	Email	Phone	Principal	Email	Mailing Address
Athlos Leadership Academy	Valerie Valadez	valerie.valadez@jubileeacademic.org	(210) 278-3880	Hector Gomez	hector.gomez@jubileeacademic.org	4427 Chandler Rd, San Antonio, TX 78222
Brooks Academy of Science and Engineering	Mark Vargas	mark.vargas@brooksacademy.org	(210) 633-9006	Bonnie Salas	bonnie.salas@brooksacademy.org	3803 Lyster Rd, San Antonio, TX 78235
Burbank	Silvia Holguin	sholguin1@saisd.net	(210) 228-1210	Miguel Elizondo	melizondo2@saisd.net	1002 Edwards, San Antonio, TX 78204
Charlotte	Terrel Harris	tharris@charlotteisd.org	(830) 277-1432	Denise Cruz	dcruz@charlotteisd.org	70 Trojan Dr, Charlotte, TX 78011
Comfort	Leia Webb	leia.webb@comfortisd.net	(830) 955-6430	Darren Williams	darren.williams@comfortisd.net	143 US-87, Comfort, TX 78013
East Central	Vicki Watts	vicki.watts@ecisd.net	(210) 649-2951	Shane McKay	shane.mckay@ecisd.net	7173 FM1628, San Antonio, TX 78263
Floresville	Kimberly Ackley	kackley@fisd.us	(830) 393-5370	Michael Schroller	mschroller@fisd.us	1813 Tiger Ln, Floresville, TX 78114
Harlandale	Denise Florez	denise.flores@harlandale.net	(210) 989-1043	Fred Anthony	alfred.anthony@harlandale.net	114 E Gerald Ave, San Antonio, TX 78214
Ingram	Lisa Arledge	larledge@ingramisd.net	(830) 367-4111	Justin Crittenden	jcrittenden@ingramisd.net	700 TX-39, Ingram, TX 78025
James Madison	Laurie Guerrero	lguerr5@neisd.net	(210) 356-1477	Steve Zimmerman	szimmerman@neisd.net	5005 Stahl Rd, San Antonio, TX 78247
Jourdanton	Marie Fanno	mfanno@jisdtx.us	(830) 769-5408	Virginia Parsons	vparsons@jisdtx.us	200 Zanderson Ave, Jourdanton, TX 78026
Judson	Tammy Cantu	tcantu@judsonisd.org	(210) 945-1100	Jesus Hernandez	jhernandez@judsonisd.org	9142 FM 78, Converse, Texas 78109
Kennedy	Stephanie Acker	sacker@eisd.net	(210) 444-4808	Graciela Martinez	gmartinez@eisd.net	1922 S General McMullen Dr, San Antonio, TX 78226
KIPP	Yesenia Hernandez	yhernandez@kippsa.org	(210) 643-4974	Tina DeValk	tdevalk@kippsa.org	731 Fredericksburg Rd, San Antonio, TX 78201
La Vernia	Jana Acosta	jana.acosta@lvisd.org	(830) 779-6630	Kimberley Martin	kimberley.martin@lvisd.org	225 Blue Bonnet Road, La Vernia, TX 78121
Lytle	Catherine Hoffman	catherine.hoffman@lytleisd.org	(830) 709-5100	Loretta Zavala	lzavala@lytleisd.com	18975 W Farm To Market 2790 S, Lytle, TX 78052
Marion	Robyn O'Bryan	robryan@marionisd.net	(830) 914-1078	Stacia Snyder	ssnyder@marionisd.net	506 Bulldog Ln, Marion, TX 78124
McCollum	Michelle Tallon	michelle.tallon@harlandale.net	(210) 989-1547	Jacob Garcia	jacob.garcia@harlandale.net	500 W Formosa Blvd, San Antonio, TX 78221
Memorial	Theresa Fisher	tfisher@eisd.net	(210) 444-8300	Pamela J. Reece	preece@eisd.net	1227 Memorial St, San Antonio, TX 78228
O'Connor	Kendall Ellis	kendall.ellis@nisd.net	(210) 397-8770	Jackie Horras	jackie.horras@nisd.net	12221 Leslie Rd, Helotes, TX 78023
Poteet	Jozelle Guerra	jguerra@poteetisd.org	(830) 742-3521	Tony Dominguez	dakers@poteetisd.org	1020 Farm to Market 1470, Poteet, TX 78065
Randolph	Brooke Justice	justice@rfisd.net	(210) 357-2400	Mark Malone	malone@rfisd.net	1225 Perimeter Rd, Universal City, TX 78148
Somerset	Susan Melendez	susan.melendez@sisdk12.net	(866) 852-9861	Rick Flores	rick.flores@sisdk12.net	7650 S Loop 1604 W, Somerset, TX 78069
South San	Patricia Hernandez	pahernandez@southsanisd.net	(210) 977-7020	Lee Hernandez	lhernandez@southsanisd.net	7535 Barlite Blvd, San Antonio, TX 78224
Southside	GayLynn Hayes	gaylynn.hayes@southsideisd.org	(210) 882-1606	Henry Yzaguirre	henry.yzaguirre@southside.org	1460 Martinez Losoya Rd., San Antonio, TX 78221
Southwest	Elisha Frausto	efrausto@swisd.net	(210) 622-4500	Aracelie Bunsen	abunsen@swisd.net	11914 Dragon Ln, San Antonio, TX 78252
Southwest CAST STEM	Amanda Hardy	ahardy7666@swisd.net	(210) 623-6539	Dr. Aja Gardner	agardner7283@swisd.net	4495 SW Verano Pkwy. Bldg 100 Von Ormy, TX 78073
Southwest Legacy	Alexandra Vallejo	avallejo7183@swisd.net	(210) 623-6539	Joseph Guidry	jguidry@swisd.net	4495 SW Verano Pkwy. Bldg 100 Von Ormy, TX 78073

ECHS Partner School	Counselor	Email	Phone	Principal	Email	Mailing Address
Harlandale S.T.E.M. Early College High School	Priscilla Chavez	priscilla.chavez@harlandale.net	(210) 989-3507	Michael Littlefield	Michael.littlefield@myhisd.net	4440 Apollo Street, San Antonio, TX 78214
Frank L. Madla Early College High School	Khalid Zakaria	kzakaria@newfrontierscharter.org	(210) 486-3687	Jeff Flores	jflores@newfrontierscharter.org	1400 W. Villaret Blvd. San Antonio, TX 78224
Kennedy Early College High School	Stephanie Acker	sacker@eisd.net	(210) 444-4808	Graciela Martinez	gmartinez@eisd.net	1922 S General McMullen Dr, San Antonio, TX 78226
Memorial Early College High School	Esmeralda Aguirre	Esmeralda.aguirre@eisd.net	(210) 444-8309	Pamela J. Reece	preece@eisd.net	1227 Memorial St, San Antonio, TX 78228
Somerset ZECLA	Steve Mercado	steve.mercado@sisdk12.net	(866) 852-9858	Melissa Holguin	melissa.holguin@sisdk12.net	P.O. Box 279 Somerset, TX 78069
South San Early College Academy	Anna Neaves	aneavez@southsanisd.net	(210) 977-7400	Lee Hernandez	lhernandez@southsanisd.net	7535 Barlite Blvd, San Antonio, TX 78224
Southside Early College High School	Jimmy Aldape	jimmy.aldape@southsideisd.org	(210) 882-1606	Henry Yzaguirre	henry.yzaguirre@southside.org	1460 Martinez-Losoya Rd, San Antonio, TX 78221

Appendix B. Commonly-Articulated Course Listing

The following is a listing of past and current articulated high school and college courses. In order to offer any particular course, a Dual Credit Course Agreement Form must be submitted and approved. See Core Curriculum for additional course information and prerequisite information.

High School Course	High School Credit	College Course(s)	College Course Title	College Hours
English Language Arts (4 Credits Required)				
English 3 AP-DC (Semester I)	0.5	ENGL 1301	English Composition I	3.0
English 4 AP-DC (Semester I)	0.5	ENGL 1301	English Composition I	3.0
English 3 AP-DC (Semester II)	0.5	ENGL 1302	English Composition II	3.0
English 4 AP-DC (Semester II)	0.5	ENGL 1302	English Composition II	3.0
Creative Image Writing/Humanities-DC (Semester II)	0.5	ENGL 1302	English Composition II	3.0
Literary Genre-DC (Semester II)	0.5	ENGL 1302	English Composition II	3.0
English 4 AP-DC (Semester I)	0.5	ENGL 2322	British Literature I	3.0
English 4 AP-DC (Semester II)	0.5	ENGL 2323	British Literature II	3.0
Math (4 Credits Required)				
Pre-Calculus DC (Semester I)	0.5	MATH 1314	College Algebra	4.0
Pre-Calculus DC (Semester I)	0.5	MATH 1414	College Algebra (Pre-Calculus Track)	4.0
Fourth Math Course (Pre-Req. MATH 1414)	0.5	MATH 1442	Elements of Statistics	4.0
Pre-Calculus DC (Semester II)	0.5	MATH 2412	Pre-Calculus	4.0
Calculus AP/DC (Semester I)	0.5	MATH 2413	Calculus I	4.0
Calculus AP/DC (Semester II)	0.5	MATH 2414	Calculus II	4.0
Science* (4 Credits Required) *HS Lab Approval Required with Course Request *				
Biology AP-DC (Semester I)	0.5	BIOL 1408 (w/Lab)	Biology for Non-Science Majors I	4.0
Biology AP-DC (Semester II)	0.5	BIOL 1409 (w/Lab)	Biology for Non-Science Majors II	4.0
Biology AP-DC (Semester I)	0.5	BIOL 1411 (w/Lab)	Botany	4.0
Biology AP-DC (Semester II)	0.5	BIOL 1413 (w/Lab)	Zoology	4.0
Biology-Anatomy & Physiology (Semester I)	0.5	BIOL 2401 (w/Lab)	Human Anatomy & Physiology I	4.0
Biology-Anatomy & Physiology (Semester II)	0.5	BIOL 2402 (w/Lab)	Human Anatomy & Physiology II	4.0
Chemistry AP-DC (Semester I)	0.5	CHEM 1411 (w/Lab)	General Chemistry I	4.0
Chemistry AP-DC (Semester II)	0.5	CHEM 1412 (w/Lab)	General Chemistry II	4.0
Physics AP-DC (Semester I)	0.5	PHYS 1401 (w/Lab)	General Physics I	4.0
Physics AP-DC (Semester II)	0.5	PHYS 1402 (w/Lab)	General Physics II	4.0
Social Studies (3.5 Credits Required)				
U.S. History (Semester I)	0.5	HIST 1301	History of the US Part I	3.0
U.S. History (Semester II)	0.5	HIST 1302	History of the US Part II	3.0
World History AP-DC (Semester I)	0.5	HIST 2311	Western Civilization to 17th Century	3.0

Appendix B. Commonly-Articulated Course Listing

High School Course	High School Credit	College Course(s)	College Course Title	College Hours
World History AP-DC (Semester II)	0.5	HIST 2312	Western Civilization Since the 17th Century	3.0
U.S. Government AP-DC (One Semester)	0.5	GOVT 2305	American Government I (National)	3.0
Economics (.5 Credit Required)				
Economics (One Semester)	0.5	ECON 2301	Principles of Macroeconomics	3.0
Language other than English (3 Levels in the Same Language)				
Spanish III AP-DC(Semester I) DC Pre-Req: 2 years HS Spanish	0.5	SPAN 2311	Intermediate Spanish I	3.0
Spanish III AP-DC (Semester II)	0.5	SPAN 2312	Intermediate Spanish II	3.0
Health Education (0.5 Credit Required				
Health Education PA	0.5	KINE 1304	Personal & Community Health	3.0
Fine Arts (1 Credit Required)				
Dual Credit Art Appreciation	0.5	ARTS 1301	Art Appreciation	3.0
Humanities Elective	0.5	HUMA 1311	Mexican-American Fine Arts Appreciation	3.0
Dual Credit Music Theory	0.5	MUSI 1306	Music Appreciation	3.0
Dual Credit Music Theory	0.5	MUSI 1311	Music Theory I	3.0
Technology Applications (1 Credit Required)				
Business Information Management	0.5	ITSC 1309	Integrated Software Applications I	3.0
Business Information Management	0.5	POFI 1301	Computer Applications I	3.0
Business Information Management	0.5	POFT 1301	Business Communications	3.0
Speech (0.5 Credit Required)				
Public Speaking	0.5	SPCH 1315	Public Speaking	3.0
Additional Components/Elective Courses (2.5 Credits Required)				
Horticultural Sciences	0.5	AGRI 1315	Prin. of Horticulture	3.0
Wildlife Recreation & Management	0.5	AGRI 2330	Wildlife Management	3.0
Principles & Elements of Floral Design	0.5	FMKT 1301	Floral Design	3.0
Criminal Justice	0.5	CRIJ 1301	Intro to Criminal Justice	3.0
Crime in America	0.5	CRIJ 1307	Crime in America	3.0
Criminal Law	0.5	CRIJ 1310	Fund. Of Criminal Law	3.0
Psychology	0.5	PSYC 2301	Intro to Psychology	3.0
Sociology	0.5	SOCI 1301	Intro to Sociology	3.0

Appendix B. Commonly-Articulated Course Listing

High School Course	High School Credit	College Course(s)	College Course Title	College Hours
Wildlife Recreation & Management	0.5	AGRI 2330	Wildlife Management	3.0
Principles & Elements of Floral Design	0.5	FMKT 1301	Floral Design	3.0
Landcape & Turfgrass	0.5	HALT 1322	Landscape Design	3.0
Accounting	0.5	ACNT 1303	Intro to Accounting I	3.0
Criminal Justice	0.5	CRIJ 1301	Introduction to Criminal Justice	3.0
Crime in America	0.5	CRIJ 1307	Crime in America	3.0
Criminal Law	0.5	CRIJ 1310	Fund. Of Criminal Law	3.0
Psychology	0.5	PSYC 2301	Intro to Psychology	3.0
Sociology	0.5	SOCI 1301	Intro to Sociology	3.0

Appendix C: Course Agreement Form

ALAMO COLLEGES DISTRICT
Northeast Lakeview College

ALAMO COLLEGES DISTRICT
San Antonio College

ALAMO COLLEGES DISTRICT
Northwest Vista College

ALAMO COLLEGES DISTRICT
St. Philip's College

ALAMO COLLEGES DISTRICT

ALAMO COLLEGES DISTRICT
Palo Alto College

High School Programs Course Agreement

In compliance with the *Texas Administrative Code, §4.84, Institutional Agreements*, all high schools of the
_____ ISD/Private High School (herein called High School) and _____
College (herein called College) in partnership have agreed to the following concerning:

College Course(s): _____ and

Dual Credit for High School Course(s): _____

Course Information

I. The class will be held (***check all that apply***):
   a. ☐ At the high school.
   b. ☐ At the college campus. The high school will arrange transportation, if applicable, to the college
   c. ☐ Via Distance Learning with an AC distance learning certified instructor.

II. The course syllabus will include the College SLOs (Student Learning Outcomes). Depending on where the course is held, one of the following syllabus will be on file with this Course Agreement:
   a. ☐ For courses delivered at the High School, the High School is responsible for ensuring the TEKS requirements for high school and the learning outcomes for college are included in the attached basic College Course Syllabus.
   b. ☐ For courses delivered at the College, whether online or face to face, the syllabus will only include the learning outcomes of the college which are included in the attached basic College Course Syllabus. The High School is responsible for ensuring the TEKS requirements for high school are met.
   c. ☐ For courses delivered at the High School and taught by a College instructor, the syllabus will only include the learning outcomes of the college which are included in the attached basic College Course Syllabus. The High School is responsible for ensuring the TEKS requirements for high school are met.

III. The textbook/material(s)[1] has been approved by the College as comparable to the college-level textbook/material(s) and is identified in the attached basic College Course Syllabus.
   a. The high school will have the required materials to cover curriculum in the classroom, as outlined in the Memorandum of Understanding (MOU).
   b. This subject(s) will have an Instructional Materials charge applied to some or all CRNs created during schedule build. The Instructional Materials charge will be applied to each student enrolled, however, the student will not be charged. An invoice will be generated and distributed to the High School after Census per part of term per semester. The College will identify the CRNs with the IM charge and notify the High School.

   ☐ Yes, _____   ☐ No, _____ [2]
   Chair Initials   *Chair Initials*

ALAMO COLLEGES DISTRICT
Northeast Lakeview College

ALAMO COLLEGES DISTRICT
San Antonio College

ALAMO COLLEGES DISTRICT
Northwest Vista College

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St. Philip's College

ALAMO
COLLEGES
DISTRICT

ALAMO COLLEGES DISTRICT
Palo Alto College

High School Programs Course Agreement

c. This subject(s) will have electronic materials that are unavailable through any vendor or source other than that which is specified in this section. Previously purchased textbooks are no longer acceptable to meet the requirements of this course.

☐ Yes, _____   ☐ No, _____
   Chair Initials   *Chair Initials*

Electronic materials vendor/source information: _____
_____
_____
_____

IV. This subject will award the following type of credit:

Dual Credit/Alamo Academies/Phoenix:
   a. ☐ Transfer credit[3] which is a requirement in the Alamo College's core curriculum requirements, or
   b. ☐ Career/technical credit which is a requirement in an Alamo College's certificate and/or an AAS degree[3]
   c. ☐ EDUC 1300, which is not a subject for academic or transfer credit. This subject is simply a means of providing dual credit students with an orientation prior to starting college level programs/courses.

Early College High School:
   a. ☐ Transfer credit[3] which is a requirement in an Alamo College's degree and part of the core curriculum requirements, or
   b. ☐ Academic credit which is a requirement in an Alamo College's degree but not required of the core curriculum, or
   c. ☐ Career/technical credit which is a requirement in an Alamo College's certificate and/or an AAS degree[3]
   d. ☐ EDUC 1300, which is not a subject for academic or transfer credit. This subject is simply a means of providing dual credit students with an orientation prior to starting college level programs/courses.

V. The length of each individual section/class listed will be:
   a. ☐ One semester
   b. ☐ Two semesters
   c. ☐ Other: _____

VI. The course is aligned with and will be offered with another course which is:
   a. _____
   b. ☐ N/A

VII. The performance measures (how the course will be graded) for the course does meet the requirements of the college and are included in the attached basic College Course Syllabus.

Faculty Qualifications and Requirements

VIII.   In compliance with *Alamo Colleges Board Policy, D.2.3.2 (Procedure) Faculty and Department Chair Positions;* the course(s) offered at the high school or college, will be taught by a high school teacher or College instructor qualified for this course as stated below:

a.   ☐ For general education courses in the arts and sciences: doctorate or master's degree in teaching discipline or master's degree with a concentration in the teaching discipline (a minimum of 18 graduate semester hours in the teaching discipline)

b.   ☐ For career/technical courses: academic preparation and work experience should be obtained, typically a combination being a bachelor's degree with appropriate work experience. A master's degree is required for faculty teaching courses where college transfer is a goal or where substantial numbers of students transfer to senior institutions.

The minimum requirement will be supplemented as necessary in accordance with criteria established by appropriate professional, regional, and national accrediting agencies.

The high school dual credit teacher shall be hired by the College through the adjunct hiring process before the course begins. Instructors with foreign degrees need translation and course equivalency certification from an accredited certification in the United States.

Enter any additional hiring information, if necessary:
_____
_____

Here is a list of approved agencies in the United States to have foreign transcripts translated:
_____
_____

IX.   Faculty development/training required for eligibility to teach the course is:

a.   ☐ Not applicable or

b.   ☐ (**list requirements**):
_____
_____

X.   Regular evaluation of the course, in accordance with the Alamo College's Faculty Evaluation Procedures, will consist of the following, at a minimum:

a.   Course Syllabus

b.   Student Surveys each semester in each class

c.   Classroom Observations as defined in the Faculty Evaluation Procedures

Student Requirements

XI.   The students in the course will consist of (***check all that apply – options on page 4***):

ALAMO COLLEGES DISTRICT
Northeast Lakeview College

ALAMO COLLEGES DISTRICT
Northwest Vista College

ALAMO COLLEGES DISTRICT
Palo Alto College

ALAMO COLLEGES DISTRICT
San Antonio College

ALAMO COLLEGES DISTRICT
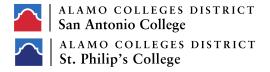St. Philip's College

ALAMO COLLEGES DISTRICT

High School Programs Course Agreement

Dual Credit and Early College High School:
a. ☐ Dual credit students only (for courses held at the high school campus or college campus).
b. ☐ Dual credit students and AP students.
c. ☐ Dual credit students and Pre-AP students.
d. ☐ Dual credit students and high school credit-only students - The course involved is required for completion under the State Board of Education's applicable graduation plans and the high school is otherwise unable to offer the course.
e. ☐ Dual credit students and regular college students on the college campus.
f. ☐ A distance learning course with regular college students and dual credit students.
g. ☐ A distance learning course with dual credit students only (for courses held at the high school campus or college campus).
h. ☐ A mix of dual credit students, early college high school students, and/or academy students, whether face to face or online.

Alamo Academies:
a. ☐ Dual credit students only, on the College campus.
b. ☐ Dual credit students and regular college students, on the College campus.
c. ☐ A mix of dual credit students, early college high school students, and/or academy students, whether face to face or online.

XII.   The eligibility requirements (basic skills prerequisites, college credit prerequisites and assessment placement score requirements) for enrollment in the subject are:

_____
_____
_____
_____
_____

XIII.   A basic College Course Syllabus with course description, textbooks, and student learning outcomes is attached.

Agreement is for three academic years from start term. Request for review and revision may be made by either party during the three-academic year period. Any revision must be accompanied with a revised syllabus.

Agreement can be made with ISD for all high schools or with individual high schools not associated with an ISD (Private/Public Charter).

[1]The textbook/material(s) for courses delivered by the College are on a three year cycle that may interfere with this agreement. Written notification will be provided to the High School when change occurs with textbook/material requirements.

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Northeast Lakeview College

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ALAMO
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Palo Alto College

High School Programs Course Agreement

[2]Caution: The Instructional Materials (IM) charge applied to subjects delivered by the College cannot be removed from individual student records if dual credit students are enrolled with regular college students. Therefore, the High School will be invoiced for each enrolled student in courses with IM charges delivered by the College regardless of the instructional method. Prices vary per subject and possibly per CRN built for the subject depending on the College's program needs for the subject in question.

[3]Transfer credit clarification. The College's reference to transfer credit is in compliance with the *Texas Administrative Code, §4.24, Transfer of Credit, Core Curriculum and Field of Study Curricula.* Although, the course listed in this agreement is fully transferable among public institutions and can be substituted for the equivalent course at the receiving institution; the rule allows the receiving institution to determine the applicability of transferred courses for specific programs. Additionally, this rule applies specifically to academic courses and degree programs, and does not apply to technical courses or technical degree programs.

Start Term: Fall _____   Spring _____

Signatures required on the next page.

_____   _____
High School Chair/Dean/Curriculum Specialist   Date

_____   _____
High School Financial Representative   Date

_____   _____
College Chair   Date

_____   _____
College Dean (optional)   Date

_____   _____
College Department   Date

_____   _____
College   Date

Appendix D: Course Enrollment Maximums

All high school courses must meet the college academic department course enrollment maximums requirements. Course enrollment maximums are implemented by the respective academic department in order to best serve our students. Dual Credit courses located at the high school may request an increase in the course enrollment maximums (typically up to 2 seats) by contacting their PAC Liaison whom will process the request to the academic chair. Please see table below for course enrollment maximums.

Department	Subject	Course	Course Max
Behavioral Science/ Education/Humanities/ Student Development	CRIJ	1301	30
	CRIJ	1306	30
	CRIJ	1307	30
	CRIJ	1310	30
	CRIJ	2313	30
	CRIJ	2328	30
	EDU	1300	24
	EDUC	1301	24
	EDUC	2301	24
	HUMA	1301	30
	HUMA	1302	30
	HUMA	1305	30
	HUMA	1311	30
	HUMA	2323	30
	PHIL	1301	30
	PHIL	1304	30
	PHIL	2303	30
	PHIL	2306	30
	PSYC	2301	30
	PSYC	2306	30
	PSYC	2308	30
	PSYC	2314	30
	PSYC	2316	30
	PSYC	2319	30
	SOCI	1301	30
	SOCI	1306	30
	SOCI	2301	30
	SOCW	2361	30
	SOCW	2362	30
Business/Agriculture/Horticulture/ Logistics	AGRI	1307	30
	AGRI	1319	24
	AGRI	2330	30
	BMGT	1307	30
	FMKT	1301	24
	POFI	1301	24

Appendix D: Course Enrollment Maximums

Department	Subject	Course	Course Max
Computer Information Systems/ Computer Science	COSC	1301	30 Online 24 Face to Face
	COSC	1336	15
	COSC	1437	15
	ITSE	1302	10
	ITSE	1307	10
English/COMM/Foreign Language	ENGL	1301	26
	ENGL	1302	26
	ENGL	All Literature	30
	SPAN	1411	25
Fine & Performing Arts/Speech	ARTS	1301	32
	DRAM	1310	30
	MUSI	1306	30
	SPCH	1311	25
	SPCH	1315	20
	SPCH	1318	25
	SPCH	1321	25
Mathematics/Accounting/Engineering	ACCT	2301	30
	ENGR	ALL	24
	MATH	ALL	30
Science/Kinesiology	BIOL	1308	30
	BIOL	1406	24
	BIOL	2306	30
	BIOL	1323 Online	27
	CHEM	1405	24
	CHEM	2123	20
	CHEM	2323	30
	GEOL	1301	27
	KINE	LAB	25 Online 20 Face to Face
	KINE	LEC	25 Online 24 Face to Face
	PHYS	1401	24
	All Other Lab Science	LAB	24
	All other Lecture Science	Lecture	30
Social Sciences	ECON	ALL	30
	GEOG	1301	30 Online 24 Face to Face
	GOVT	ALL	30
	HIST	ALL	30

PALO ALTO COLLEGE ADJUNCT/FULL-TIME TEMP FACULTY

COURSE CHECKLIST AND END OF SEMESTER PACKET

Name: _____

Banner: _____

Semester*: _____Discipline: _____

If you are employed by a high school, please provide name of school:

The following must be completed per terms of employment. This completed document must be signed by your department chair and submitted as part of your semester close-out packet.

Please check the box ☐ when you have completed the following:

1. Attend adjunct convocation and/or meet with discipline lead/chair at the beginning of the semester:

    ☐ Date of convocation session or meeting: _____

2. Publish course(s) in Canvas (even if you don't use full functionality, this allows students to access resources/tutoring): ☐

3. Update e-syllabus in Concourse prior to the beginning of the semester:☐

4. Confirm census roster and complete "Smart Start Drop" on-time:☐

5. Submit Mid-term grades in ACES on-time:☐

6. Submit Mid-term progress reports (Midterm Early Alerts, if requested) on-time: ☐

7. Submit Final Grades in ACES on-time:☐

Please check the box ☐ when you have attached a copy of the following:

1. Final Grades submitted in ACES ☐

2. Copy of attendance records for face-to-face courses ☐

3. Copy of your grade book ☐

4. Textbook/keys (turn in to departmental admin if you are not returning next semester) ☐

5. Copy of final examination or description of final project ☐

8. Attach an example of a key-assignment (seek assistance from discipline lead with any questions) for ILO within your discipline. ☐

9. Classroom observation was completed ☐ Provide the date and name of PAC approved faculty member who completed your classroom observation (or date of scheduled observation if set for next semester) _____

Appendix E. Adjunct and FTT Semester Checklist

Please provide details of your professional development:

1. Provide the date and the description of annual discipline specific training (for example, if you attended the adjunct evening convocation and chair discussion, provide the date of that training and brief description of training provided):

   _____

   _____

2. Provide dates and descriptions of additional professional development. A full catalog of professional development opportunities may be requested from your chair or unit lead.

   _____

   _____

   _____

   _____

3. While not required, have you served the college/district in a capacity outside of the classroom? For example, assisted on committees, mentorship, adjunct committee service, etc…? If so, please list:

   _____

   _____

   _____

**Please complete the following (1-3) ONLY if this was your FIRST semester teaching with PAC. Please check the box to confirm the following:

1. Did you receive course-specific training prior to the beginning of the semester in:
   a. Requirements/Expectations for syllabus? ☐
   b. Student Learning Objectives (SLOs) and Institutional Learning Objectives (ILOs) for each course taught? ☐
   c. Discipline-specific philosophies and/or pedagogy for course? ☐
   d. Textbook considerations/requirements and/or Open Educational Resources Guidelines? ☐
   e. Did your chair/lead/discipline liaison discuss attendance requirements, instructional hours, and non-compliance? ☐
   f. Course grading expectations, grading standards, and course rigor? ☐

   Date of Training: _____

2. Did you receive an example of a course-specific key assignment that meets SLOs and ILOs for your course(s)? ☐
3. Did you receive a copy of text(s) prior to the start of the semester? ☐

End of Semester Signature of Adjunct/Full-time temp:

_____   Date: _____

Signature of Department Chair (Sign upon receipt of all documents listed above):

_____   Date: _____

Alamo Colleges District
Texas Success Initiative (TSI)
Common Entry Requirements
Updated 05/29/2018

Information Areas:

- o [What is the Texas Success Initiative (TSI)](#)
- o [Students requiring developmental coursework](#)
- o [For High School Program Students Only](#)

What is the Texas Success Initiative (TSI)?

The Texas Success Initiative is a state mandated program, effective August 26, 2013, designed to help determine college readiness in the general areas of reading, writing, and mathematics (Texas Administrative Code Chapter 4, Subchapter C). The program assists students in identifying type of courses or interventions to be prepared for college level course work.

All students not meeting the exemptions defined below (Tables 1 and 2) must take the TSI Assessment as a diagnostic tool to determine reading, writing, and mathematics readiness. Performing your best on the test will affect the amount of time and tuition cost you will have to spend on preparing for many of Alamo Colleges' programs and courses. Students may retest on TSI Assessment at any time.

Following the TSI Assessment, your goals/program of study/transfer goals will determine what level (if any) of developmental coursework and/or interventions may be required. If you are required to take the TSI Assessment, several options are available for you to review and prepare for the test. Spending a short time reviewing information about the test and the type of questions you can expect may assist you in maximizing your performance on the exam. Please request information about these options.

You will be advised based on the results of your TSI Assessment scores and the courses you plan to take. ***You will not be denied admission to the Alamo Colleges based on your TSI Assessment scores.***

Table 1: TSI Exemptions			
Academic Exemptions (not required to take TSI Assessment)			
1. **Exam**	**Combination Score**	**English/Reading**	**Math**
ACT *(scores valid for 5 years)*	(A050) = 23+ Composite	(A010) = 19+ English	(A020) = 19+ Math
SAT *(scores valid for 5 years)* *Note: SAT taken on or AFTER March 5, 2016*	NA	(S11) = 480 Evidenced-Based Reading and Writing	(S12) = 530 Math
SAT *(scores valid for 5 years)* *Note: SAT taken prior to March 5, 2016*	(STOT) = 1070+ CR + Math	(S01) = 500+ Critical Reading	(S02) = 500+ Math
Exit Level TAKS *(scores valid for 5 years)*	NA	(TKEE) = 2200+ English/Language Arts (TKEW) = 3+ Writing Essay	(TKEM) = 2200+ Math
STAAR end-of-course (EOC) *(scores valid for 5 years)*		(STRR) and (STRW) = 4000+combined English III = minimum score of Level II	(STRM) = 4000+ Algebra II minimum score of Level II
2. A student who has graduated with an associate or baccalaureate degree from an institution of higher education.			
3. A student who transfers to an institution from a private or independent institution of higher education or an accredited out-of-state institution of higher education and who has satisfactorily completed college-level coursework as determined by the receiving institution (see Table 2).			
4. A student who has previously attended any institution and has been determined to have met readiness standards by that institution.			

Other Exemptions or Exceptions (not required to take TSI Assessment)
5. A student who is serving on active duty as a member of the armed forces of the United States, the Texas National Guard, or as a member of a reserve component of the armed forces of the United States and has been serving for at least three years preceding enrollment. *[Students who meet this exemption are encouraged to take the TSI Assessment for diagnostic purposes to aid in program and course selection during advising.]*
6. A student who on or after August 1, 1990, was honorably discharged, retired, or released from active duty as a member of the armed forces of the United States or the Texas National Guard or service as a member of a reserve component of the armed forces of the United States. *[Students who meet this exemption are encouraged to take the TSI Assessment for diagnostic purposes to aid in program and course selection during advising.]*
7. A student who earns a grade of 75 or above for ELAR and/or Mathematics College Preparatory Course under Texas Education Code §28.014 is exempt for a period of twenty-four (24) months from the date of high school graduation and must register in respective course of content area within one (1) year of enrollment date. This exemption applies only at the institution of higher education that partners with the school district (MOU) in which the student is enrolled. Evidence for completion of CP course may include PEIMS Code on High School Transcripts AND/OR any other Local Design Evidence: **CP110100** College Preparatory Course English Language Arts / **CP111200** College Preparatory Course Mathematics
8. Students will not need to take the TSI Assessment if they have met **both** of the following prior to fall 2013:   1) Taken one of the four previously approved tests for TSI purposes (ACCUPLACER, THEA, COMPASS, Asset)   2) Received a letter grade (A,B,C,D,F, IP or W) for any course while they attended a public Texas college or university Test scores will be honored for placement purposes for five years from the test administration date.

Certificate Seekers
9. A student who is seeking a certificate program of one year or less (Level-One certificates, 42 or fewer semester credit hours or the equivalent) will not be required to take any formal developmental courses, but will be administered the TSI Assessment for diagnostic purposes only.

Table 2: TSI – Courses Satisfying Compliance with College Readiness Grade of "C" or Better *(unless otherwise noted)*	
Writing/English	ENGA 0351 with a B or better, ENGA 0361, INRW 0420, ENGL 0301, ENGL 1301, ENGL 1302
Reading	READ 0303, ENGA 0353 with a "B" or better, ENGA 0363, INRW 0420, ENGL 1301, ENGL 1302, ENGL 2322, ENGL 2323, ENGL 2327, ENGL 2328, HIST 1301, HIST 1302, PSYC 2301
Mathematics	MATH 0303, MATH 0320, MATH 1314, MATH 1324, MATH 1325, MATH 1332, MATH 1333, MATH 1350, MATH 1351, MATH 1414, MATH 1442, MATH 2412, MATH 2413, MATH 2414, MATH 2415

Table 3: TSI Minimum Standards for College Readiness *(scores valid for 5 years)*	
TSI Assessment	**Minimum Passing Scores for College-Level Coursework**
Writing TSI Scores (TSIW) Essay (TSIS)	[340+ AND Essay of 4+] OR [<340 AND ABE of at least 4 AND Essay of 5
Reading TSI Scores (TSIR)	351-390
Math TSI Scores (TSIM)	350-390

Students requiring Developmental Education (DE) coursework:

You will be required to enroll in developmental coursework if you plan to enroll in **college-level transfer courses** and do not meet a TSI exemption (Table 1), the TSI Minimum Standards (Table 3), or placement scores based on the TSI Assessment. The basic skills requirements for transfer courses are included with the course description in the eCatalog. Tables 4 and 5 provide course placement information.

Effective Fall, 2018			Table 4: DE English/Reading Placement			
	Writing/English TSI Score (TSIW/TABW/TSIS)		**Reading TSI Score** (TSIR/TABR)	**ACCUPLACER** (ACSS/ACRS/ACWS)	**REFRESHER Exit Score** (INRW)	**THEA-IBT** (THET/THIT) (THES/THIS)
*ABE Referral Options (I-Best or Region 20 AEL)	310-335 w/ABE 1-2	**Or**	310-335 w/ABE 1-2	NA	5	N/A
INRW 0420	310-339 w/ABE 3-4	**And**	310-350 w/ABE 3 -4	WRIT<49 AND READ 34-77	10	N/A
				WRIT 50-79 and a minimum of 5 on writing sample AND READ 34-48		
ENGL 1301+0201 (1301++)	310-349 w/Essay 3 or below	**And**	351-390	WRIT<49 AND READ 78+	20	N/A
	351-390 w/Essay 4 or below	**And**	343-350			
	340-390 w/Essay 4 or higher	**And**	310-329	WRIT 80+ and 6 on writing sample AND READ 34-64		
	310-390 w/Essay 5+	**And**	310-329			
ENGL 1301+0100 (1301+) Ready, Set, Go (RSG)	310-390 w/Essay 5+	**And**	330-350	WRIT 70+ and a minimum of 5 on writing sample AND READ 65+ OR A student who has completed ENGL 0300 and READ 78+	30	220+ and 3/ college level required for READ
	350-390 w/Essay 3 or below	**And**	351-390			
	340-390 w/Essay 4 or 5	**And**	330-350			
	310-339 w/Essay 4	**And**	351-390			
ENGL 1301	340-390 w/ Essay of 4	**And**	351-390	WRIT 80+ and 6 on writing sample AND READ 78+	40	220+ and 3/ college level required for READ
	310-339 w/Essay Score of 5+ AND ABE 4, 5, or 6	**And**	351-390			

*TSI ABE Levels 1-2 Referral Options: Contact DE Chairs and/or Advising Directors for more Information
I-BEST (Integrated Basic Education Skills Training) / AEL (Adult Education Literacy)

Questions? **English Department Chairs:**

Jason Malcolm (NLC)	jmalcolm@alamo.edu	486-5234
June Pedraza (NVC)	vpedraza@alamo.edu	486-4831
Vicente Guillot (PAC)	vguillot@alamo.edu	486-3230
Mike Burton (SAC)	gburton@alamo.edu	486-0660
Tyrell Williams (SPC)	twilliams160@alamo.edu	486-2166

Note: Subject to change based on THECB rules   05/29/2018

Effective Fall, 2018	Table 5: DE Mathematics Placement Chart				
	Math TSI Score (TSIM/TABM)	MATH Refresher Exit Exam (MATH)	ACCUPLACER (ACEA/ACAR/ACCL)	ACT (A020)	SAT (S12)
*ABE Referral Options (I-Best or Region 20 AEL)	310-335 w/ABE 1 – 2	10	N/A	N/A	N/A
Math 0410 + 0105	310 – 335 w/ABE 3-4	20	N/A	N/A	N/A
Math 0410	310-335 w/ ABE 5-6 Or 336-342	30	EAR 30-69	N/A	N/A
MATH 0320 (STEM/Business Only)	343-349	40	EAR 70-85	17-18	480-529
Co-Requisites					
Note: Placement in Math Co-Requisites are based on student's program of study and transfer goals**					
1314 + 0114 College Algebra	343-349	40	EAR ≥ 70	17-18	480-529
1332 + 0132 Liberal Arts Math	343-349	40	EAR ≥ 70	17-18	480-529
1442 + 0142 Statistics	343-349	40	EAR ≥ 70	17-18	480-529
1324 + 0124 (NVC & SPC Only) Business Math	343-349	40	EAR ≥ 70	17-18	480-529
College Ready					
MATH 1332 or 1442	350-390	50	EAR ≥ 86	19-25	530-580
MATH 1314 or 1414 or 1324	350-390	50	EAR ≥ 86	19-25	530-580
MATH 1316, 2412	N/A	N/A	CLM ≥ 85	26-27	581-639
MATH 2413 or higher	N/A	N/A	CLM ≥ 103 AND with permission from Math Dept	28+	640+

*TSI Levels 1-2 Referral Options: Contact DE Chairs and/or Advising Directors for more information
I-BEST (Integrated Basic Education Skills Training) / AEL (Adult Education Literacy)
**See Transfer Advising Guides (TAGs)

Questions? Math Department Chairs:

Allen Miller (NLC)   amiller142@alamo.edu   486-5214
Qiaoying [Joy] Zhou (NVC)   qzhou2@alamo.edu   486-4383
Patrick Lee (PAC)   plee18@alamo.edu   486-3282
Said Fariabi (SAC)   sfariabi@alamo.edu   486-0289
Renita D Mitchell (SPC)   rmitchell@alamo.edu   486-2607

Note: Subject to change based on THECB rules   05/29/2018

For High School Programs Students Only:

Table 6: High School Programs Exam Eligibility			
TSI Exemptions and Minimum Standards Apply: See Table 1: TSI Exemptions and Table 3: TSI Minimum Standards for College Readiness			
Exam	**Combination Score**	**English/Reading**	**Math**
STAAR end-of-course (EOC) alternate option *(Regular STAAR EOC for ISD)* *(scores valid for 5 years)*		English II = Level II final recommended score of 4000 (STDW)	Algebra I = Level II final recommended score of 4000 and a passing grade in the Algebra II course (STDM) (Grade: DCMG)
PSAT – Dual Credit & ECHS Students Only New PSAT/NMSQT (on or after October 15, 2015) **Scores eligible effective May 29, 2018*** *(scores valid for 5 years)*		EBRW = 460 (PSRW)	Math = 510 PSMA
*Note: Mixing or combining scores from the PSAT/NMSQT administered prior to October 15, 2015 and the PSAT/NMSQT administered on or after October 15, 2015 is not allowable. Also note that dual credit eligibility scores on the PSAT/NMSQT do not determine a student's college readiness under Texas Success Initiative (TSI) statue or rules			
PSAT – Dual Credit & ECHS Students Only PSAT/NMSQT (Prior to October 15, 2015) Scores eligible only if taken on PSAT/NMSQT version prior to 10-15-2015 *(scores valid for 5 years)*	CR + Math = 107+ (PSTL) (Former=PTOT)	Critical Reading = 50+ (PS01) (Former=P01)	Math = 50+ (PS02) (Former=P02)
PLAN – Dual Credit & ECHS Students Only **PLAN Scores eligible only if taken prior to Spring 2014** *(scores valid for 5 years)*	Composite = 23+ (PLCO)	English = 19+ (PLEN)	Math = 19+ (PLMT)
ACT – Aspire *(scores valid for 5 years)*		English = 435+ (ASPE)	Math = 431+ (ASPM)

Updated 9/1/2017

CSV REPORTING OF TSI SCORES

Palo Alto and the other Alamo Colleges can now upload high school TSI scores into the Banner system using csv files that are produced by the high school or ISD's ACCUPLACER Institution Administrator (IA). The report will be run after the school tests any group of students. The report will include the following information in this order: Site ID #, Last Name, First Name, Student ID (must be Banner), DOB, Test Start, TSI Write Sample score, TSI Math, TSI Read, TSI Writing, ABE Math, ABE Read, ABE Writing

Scores without Banner ID numbers will be rejected.

Schools that do not use Banner ID numbers to test will run the csv report and input the Banner numbers in the Student ID block prior to emailing the roster. The roster should be emailed to your Palo Alto point of contact and the Palo Alto Test Center which will submit the roster to the Alamo Colleges District. The data is uploaded daily at midnight. The Test Center email address is pac-testcenter@alamo.edu

HOW TO PRODUCE A CSV ROSTER

STEP 1: Log on as Institution Administrator or Institution Reporter if you are submitting a csv for multiple test sites. Log on as Site Manager or Site Reporter if you are submitting a csv for a single test site. After you log on, you should look at the top, right corner of the page. It should show your username, institution, and title.

STEP 2: Click **Reports** which will be in the left column of your home screen. Then choose **Roster Reports** and then **Score Roster Report**.

STEP 3: Click **Load a Saved Query**. If you see **Alamo Colleges csv report**, you can choose that and click **Submit**. This will produce a roster of every student who tested within the past 30 days. Print this roster and edit (if needed) to include Banner ID numbers. If you don't have a saved query, go to step 4.

STEP 4: Click **Find Student by Search Filter**. Choose **<ALL>** in the Branching, Score, and Site filter boxes. This ensures that all tests are reported. Do not separate tests by program since this is a batch load. Make sure that **Test Start Date** is checked and the **Filter by Test Date** is for the last 30 days.

STEP 5: Click **Select Fields for Report.** Under **Field Categories**, you will first choose **Basic Information**. In the **Available Fields** box you will highlight **Site ID, Last Name, First Name, Student ID, Birth Date, Test Start** and move each over to **Selected Fields.** It is important that the information is in the order as listed.

Appendix G. TSIA Score Upload Instructions

STEP 6: Click **Field Categories** again and this time choose **Test Scores.**   In the **Available Fields** box, you will choose **TSI WritePlacer 2017** (or the WritePlacer that was used at the time of the examination), **TSI Mathematics Placement, TSI Reading Placement, TSI Writing Placement, ABE Mathematics Diagnostics, ABE Reading Diagnostics, ABE Writing Diagnostics** move each over to **Selected Fields.** It is important that the information is in the order as listed.

STEP 7: Click **Download File Format Settings**. You will choose Yes for **Include header in output file?** Date format should be MM/DD/YYYY. Text Delimited is **Pipe**. File Formats is **Windows** and Download Format is **CSV.**

STEP 8: Under **Save Query**, you will choose **Create New Query** and type in **Alamo Colleges CSV Report** and **Save**.

STEP 9: Click **Submit**. You will see a message that says, "Score Roster Report is being generated." When the report is ready, you will see a download message. Click download and the file will pop up. If you see a message that says, "The report is taking too long," just click on **Report Queue** and you can see the status. Once it says "Completed" you can then click the download icon under **Action** and the csv file will pop up.

STEP 10: Check the student ID numbers and make corrections as needed to ensure all scores submitted to the Alamo Colleges have Banner ID numbers attached. It is a good practice for the IA to change the Student Profile in ACCUPLACER to reflect the Banner ID for all future reports.

STEP 11: Save the csv file but do not change the name of the file and email the file to your Alamo Colleges Test Center contact. Palo Alto's address for csv reports is pac-testcenter@alamo.edu

Although many steps are needed to set up the query, you only have to do this once. When the query is saved, all you have to do is choose the query, click submit, save the file, and then email.

Appendix H: Commonly-Articulated Courses and TSI Placement/Prerequisites

College Course	TSI Course Requirement
(10) ENGL 1301 Composition I	**Writing 340+ w/Essay 4 and Reading of 351+ OR** **Writing 310+ Essay 5+ ABE 4,5, or 6 and Reading of 351+**
(10) ENGL 1302 Composition II	**MUST pass English 1301 with a grade of "C" or better**
(40) (90) ENGL 2322 British Literature I	**MUST pass English 1301 with a grade of "C" or better AND MUST pass ENGL 1302 with a grade of "C" or better**
(40) (90) ENGL 2323 British Literature II	**MUST pass English 1301 with a grade of "C" or better AND MUST pass ENGL 1302 with a grade of "C" or better**
(20) MATH 1314 College Algebra	**Writing 340+ w/Essay 4 and Reading of 351+ OR** **Writing 310+ Essay 5+ ABE 4,5, or 6 and Reading of 351+** **AND** **MATH TSI score 350+**
(20) MATH 1414 (Pre-Cal Track) College Algebra	**Writing 340+ w/Essay 4 and Reading of 351+ OR** **Writing 310+ Essay 5+ ABE 4,5, or 6 and Reading of 351+** **AND** **MATH TSI score 350+**
MATH 2412 – Pre Calculus **MATH 2413 –** Calculus I **MATH 2414 –** Calculus II	**Writing 340+ w/Essay 4 and Reading of 351+ OR** **Writing 310+ Essay 5+ ABE 4,5, or 6 and Reading of 351+** **AND MUST pass Math 1414 with a grade of "C" or better** **Writing 340+ w/Essay 4 and Reading of 351+ OR** **Writing 310+ Essay 5+ ABE 4,5, or 6 and Reading of 351+** **AND MUST pass Math 2412 with a grade of "C" or better** **Writing 340+ w/Essay 4 and Reading of 351+ OR** **Writing 310+ Essay 5+ ABE 4,5, or 6 and Reading of 351+** **AND MUST pass Math 2413 with a grade of "C" or better**
(30) BIOL 1406 Biology for Science Majors I	**Writing 340+ w/Essay 4 and Reading of 351+ OR** **Writing 310+ Essay 5+ ABE 4,5, or 6 and Reading of 351+** **AND TSI score MATH 343+ OR ALEKS 60-79**

Appendix H: Commonly-Articulated Courses and TSI Placement/Prerequisites

College Course	TSI Course Requirement
(30) BIOL 1407 Biology for Science Majors II	**Writing 340+ w/Essay 4 and Reading of 351+ OR** **Writing 310+ Essay 5+ ABE 4,5, or 6 and Reading of 351+** **AND MUST pass BIOL 1406 with a grade of "C" or better**
(30) GEOL 1301 Earth Science Lecture I & II	**Writing 340+ w/Essay 4 and Reading of 351+ OR** **Writing 310+ Essay 5+ ABE 4,5, or 6 and Reading of 351+** **AND TSI score MATH 343+ OR ALEKS 60-79**
(40) (90) HIST 2321 & **(40) (90) HIST 2322** World Civilization I & II	**Writing 340+ w/Essay 4 and Reading of 351+ OR** **Writing 310+ Essay 5+ ABE 4,5, or 6 and Reading of 351+**
(40) (90) HUMA 1301 Humanities	**Writing 340+ w/Essay 4 and Reading of 351+ OR** **Writing 310+ Essay 5+ ABE 4,5, or 6 and Reading of 351+**
(40) (90) PHIL 1301 Intro to Philosophy	**Writing 340+ w/Essay 4 and Reading of 351+ OR** **Writing 310+ Essay 5+ ABE 4,5, or 6 and Reading of 351+**
(50) MUSI 1306 Music Appreciation	**Have tested all areas of TSI**
(50) ARTS 1301 Art Appreciation	**Writing 310-339 w/ ABE 3-4 AND Reading** **310-350 w/ABE 3-4**
(50) DRAM 1310 Intro to Theatre – Theatre Appreciation	**Have tested all areas of TSI**
(60) HIST 1301 & (60) HIST 1302 United States History I & II	**Writing 340+ w/Essay 4 and Reading of 351+ OR** **Writing 310+ Essay 5+ ABE 4,5, or 6 and Reading of 351+**
(70) GOVT 2305 & (70) GOVT 2306 Federal Government & Texas Government	**Writing 340+ w/Essay 4 and Reading of 351+ OR** **Writing 310+ Essay 5+ ABE 4,5, or 6 and Reading of 351+**
(80) ECON 2301 Principles of Macroeconomics	**Writing 340+ w/Essay 4 and Reading of 351+ OR** **Writing 310+ Essay 5+ ABE 4,5, or 6 and Reading of 351+** **AND TSI score MATH 343+ OR ALEKS 60-79**

Appendix H: Commonly-Articulated Courses and TSI Placement/Prerequisites

College Course	TSI Course Requirement
(90) SPCH 1311 Intro to Speech Communication **(90) SPCH 1321** Business & Professional Communication	**Writing 310-339 w/ ABE 3-4 AND Reading 310-350 w/ABE 3-4**
EDUC 1300 Learning Framework	**Writing 310-339 w/ ABE 3-4 AND Reading 310-350 w/ABE 3-4**
(80) PSYC 2301 General Psychology	**Writing 340+ w/Essay 4 and Reading of 351+ OR Writing 310+ Essay 5+ ABE 4,5, or 6 and Reading of 351+**
(80) SOCI 1301 Introductory Sociology	**Writing 340+ w/Essay 4 and Reading of 351+ OR Writing 310+ Essay 5+ ABE 4,5, or 6 and Reading of 351+**
KINE 1301 – Foundations of Kinesiology **KINE 1304 –** Personal/Community Health **KINE 1306 –** First Aid	**Writing 340+ w/Essay 4 and Reading of 351+ OR Writing 310+ Essay 5+ ABE 4,5, or 6 and Reading of 351+ AND TSI score MATH 343+ OR ALEKS 60-79**
CRIJ 1301 Introduction to Criminal Justice	**Writing 340+ w/Essay 4 and Reading of 351+ OR Writing 310+ Essay 5+ ABE 4,5, or 6 and Reading of 351+**
COSC 1301 Introduction to Computing	**Writing 310-339 w/ ABE 3-4 AND Reading 310-350 w/ABE 3-4 AND TSI score MATH 343+ OR ALEKS 60-79**
COMM 1307 Introduction to Mass Communication	**Writing 340+ w/Essay 4 and Reading of 351+ OR Writing 310+ Essay 5+ ABE 4,5, or 6 and Reading of 351+**

High School Name _____

Term _____

Last Name	First Name	ApplyTX #	DOB	Banner ID	ACES Username	Grade Level	Comments	Subject 1	Course 1 #	Notes	Subject 2	Course 2 #	Notes
Martinez	Joe	1234567	1/1/2000			11		ENGL	1301		HIST	1302	

Appendix J. Grade Conversion Chart

College and High School Letter Grade	Palo Alto College Numerical Grade	High School Numerical Grade
A	100	100
A	99	99
A	98	99
A	97	98
A	96	97
A	95	96
A	94	96
A	93	95
A	92	94
A	91	93
A	90	93
B	89	92
B	88	91
B	87	90
B	86	90
B	85	89
B	84	88
B	83	87
B	82	87
B	81	86
B	80	85
C	79	84
C	78	84
C	77	83
C	76	82
C	75	81
C	74	81
C	73	80
C	72	79
C	71	78
C	70	78
D	69	77
D	68	76
D	67	75
D	66	75
D	65	74
D	64	73
D	63	72
D	62	72
D	61	71
D	60	70
F	59 and Below	69 and Below

October 2017

PALO ALTO COLLEGE | DUAL CREDIT ADVISING SYLLABUS 2018-2019

Dual Credit Advising Student Learning Outcomes

1. Students will know and understand how to complete the 42 Hour Core Curriculum requirement.
2. Students will identify and utilize campus support services.
3. Students will know and understand how to maintain Good Academic Standing.

YEAR	SEMESTER	TYPE	TOPICS
1st Year	Fall	DC NSO (September)	• The campus resources available to all Dual Credit students • Learn how to navigate ACES • Learn how to become core complete by taking dual credit courses • Academic Integrity and Conduct
	Spring	Group Information Sessions (February-April)	• Dual Credit Program overview • Which courses you can take for Dual Credit at your HS; CORE Complete/CTE Pathways • ACES Navigation
Intermediate Year	Fall	Group Advising (October-December)	• Review ACES • Know the process and consequences of withdrawing from courses • Transcript content overview; importance of grades • Learn about the 42-Core Courses
	Spring	Group Advising (February-April)	• Senior Year Prep • Course Transferability • 42 Core Review • Transfer Guides • Alamo GPS review
Senior Year	Fall	Exit Group Advising (October-December)	• Know how to access your college transcripts • Know which HS documents to submit to PAC for official transcript release • Learn about Reverse Transfer • Alamo GPS if applicable • Support Services (ex., Library, Tutoring, etc.) at four-year institution
	Spring	Ididvidual Advising (February-May)	• 1-on-1 10-minute session with PAC DC Advisor focused on: • Four-year transfer guide reviews • DC Transcript Review

Individual advising sessions may also be scheduled as needed.

ALAMO COLLEGES DISTRICT
Palo Alto College

Appendix K. Advising Syllabi

PALO ALTO COLLEGE | EARLY COLLEGE HIGH SCHOOL ADVISING SYLLABUS 2018-2019

ECHS Advising Student Learning Outcomes

1. Students will demonstrate understanding of the four-year graduation plan by using Alamo GPS.
2. Students will identify and utilize campus resources for student success.
3. Students with 30+ hours will track progress toward completion of the associate's degree and set goals for academic transfer or career pathways.

YEAR	SEMESTER	TYPE	TOPICS
9th Grade	Fall	Group Advising (30 Students)	• ECHS Program Overview • Sudent Responsibilities • ACES Navigation
	Spring	New Student Convocation	• Academic Integrity • College/Classroom Expectations • Campus Resources • 4 Year Plan Review
10th Grade	Fall	Group Advising (30 Students)	• Ensuring College success: Supporting Progress and Intervention Strategies
	Spring	Group Advising (30 Students)	• 4 Year Plan review and Update
11th Grade	Fall	Small Group Advising (20 Students)	• Academic Progress • Impact of GPA on Transfer • Transfer Advising Guides • Credit Accumulation and GPA
	Spring	Small Group Advising (20 Students)	• GPS Degree Audit • Senior Year Planning: Final Course Scheduling
12th Grade	Fall	Group and individual advising (15 Students)	• Academic Progress • Transcript Request (If needed) • Revers Transfer (If needed)
	Spring	Group and individual advising (15 Students)	• Applying for graduation • Planning for graduation activities

Individual advising sessions may also be scheduled as needed.

10/3/2018

ALAMO COLLEGES DISTRICT
Palo Alto College

ALAMO COLLEGES DISTRICT
Palo Alto College

CAMPUS & COMMUNITY RESOURCES

Palo Alto College strives to ensure the long–term personal and academic success of its students. Student Life has provided a list of campus and community resources in various categories for students who may need assistance while completing their goals.

For more information, contact:
Student Life
Student Center 101
210–486–3125

For immediate community help, contact:
United Way
2–1–1

GET CONNECTED to resources that can improve your life!

Campus & Community Resources information is available online for the following categories:

- **Medical Care**
- **Dental Care**
- **Food Pantries**
- **Domestic Violence**
- **Legal Assistance**
- **Childcare**
- **Mental Healthcare**
- **Personal Counseling**
- **Advising**
- **Tutoring**
- **Campus Safety**
- **AlamoCARES**
- **Financial Aid**
- **Scholarships**
- **Disability Support Services**
- **Veterans Affairs**
- **GED/ESL**

CAMPUS RESOURCES
alamo.edu/pac/community-resources

Advising Centers:
BOLD 210–486–3366
SEED 210–486–3131
STEM 210–486–3660

AlamoCARES: *Access via ACES— "Student" tab*
210–485–0200
alamo.edu/alamocares

Alamo Colleges Virtual Career Center:
myalamocareer.org

Assessment and Testing:
210–486–3444

Business Office:
210–486–3200

Campus Police:
210–485–0099 Non–emergency
210–485–0911 Emergency

Campus Recreation:
210–486–3135

Career Coach:
www.emsicareercoach.alamo.edu

Career Services Website: *Online career resources*
alamo.edu/pac/career–services

Community Programs:
210-486-3409

Computer Lab/Laptop Check–Out:
210-486-3790

Disability Support Services:
210-486-3020

Free or Low Cost Computer and Internet Service:
1–877–848–2810

Ozuna Library:
210-486-3555

Personal Counseling:
210-486-3750

Scholarships:
210-486-3117

S.H.A.R.E. Center:
210-486-3121

Student Conduct Officer:
210-486-3755
alamo.edu/pac/cares

Student Financial Aid:
210-486-3600

Student Life:
210-486-3125

Transcripts and Enrollment Services:
210-486-3700

Tutoring Services:
210-486-3350
CIS/COSC Learning Center:
210–486–3314

Math Learning Center:
210–486–3273

INRW Learning Center:
210–486–3262

Science Learning Centers:
Frio Hall: 210–486–3281
Brazos Hall: 210–486–3232

Writing Assistance Center:
210–486–3257

Veterans Affairs:
210-486-3111

Welcome Center:
210-486-3100

Appendix L: Campus & Community Resources

HOTLINES

United Way of San Antonio Helpline: *Referrals to various programs for food, clothing, shelter, safety*
2–1–1

Bexar County Community Resource Program: *Utility Assistance Program*
210–335–6770

Center for Health Care Services (CHCS): *24–hr Crisis and Substance Use Hotline*
210–223–7233/1–800–316–9241

CPS Energy Customer Assistance Programs:
210–353–2222

Family Violence Prevention Services, Inc.: *Battered Women's Hotline, Emergency Shelter and other services*
210–733–8810

GLBT Support Line: *The Trevor Project*
1–866–488–7386

National Domestic Violence Hotline:
1–800–799–SAFE

National Eating Disorder Association Helpline:
1–800–931–2237

National Sexual Assault Hotline:
1–800–656–HOPE

National Suicide Prevention Lifeline:
1–800–273–8255

Rape Crisis Center Hotline:
210–349–7273

San Antonio Family Assistance Centers: *Emergency Bill Payment Assistance*
210–207–7830

Substance Abuse and Mental Health Services Association (SAMHSA): *Hotline and Treatment Services Locator*
1–800–662–HELP

MEDICAL

Affordable Care Act: *Health insurance information*
1–800–318–2596

CentroMed (Several locations): *Medical, dental, psychiatric, mental health, and optometry*
210–922–7000

CommuniCare Health Centers: *Family medicine, women's health, dental, behavioral health, and other services; Student discount program offered.*
210–233–7000

La Mision Family Health Care: *Medical, dental, need–based financial assistance*
210–626–0600

Wesley Health and Wellness Center: *Medical, dental, sliding scale*
210–692–0234

Needy Meds: *Informational resource on healthcare programs*
1–800–503–6897

University Health System, CareLink: *Financial assistance for quality healthcare services*
1–800–844–6202

University Health System: *Urgent Care Services*
210–358–5510

DENTAL

Centro Med: *Various locations*
210–924–7344

CommuniCare Health Centers: *Family medicine, women's health, dental, and behavioral health; Student discount program offered*
(210)–233–7000

La Mision Family Health Care: *Medical, dental, need–based financial assistance*
210–626–0600

Wesley Health & Wellness Center: *Medical, dental, sliding scale*
210–692–0234

San Antonio Christian Dental Clinic:
210–220–2300

UT Health Science Center Dental School:
210–450–3700

FINANCIAL ASSISTANCE

Bexar County Community Resource Program: *Utility Assistance Program*
210–335–6770

CPS Energy Customer Assistance Programs:
210–353–2222

Family Endeavors Veterans Services: *Financial, housing, benefits assistance*
210–431–6466

San Antonio Family Assistance Centers: *Emergency Bill Payment Assistance*
210–207–7830

San Antonio Financial Empowerment Centers: *Free financial counseling*
210–352–7087 or 210–431–4425

VITA Year Round Tax Clinic: *By appointment only*
210–431–7541

FOOD PANTRIES

Bethesda Assembly of God:
210–922–7017

DePaul Social Services:
210–334–2327

Mayfield Park Baptist Church:
210–923–2241

DOMESTIC VIOLENCE SUPPORT

Bexar County Family Justice Center:
210–631–0100

Family Violence Legal Hotline: *Texas Advocacy Project*
1–800–374–4673

Family Violence Prevention Services:
210–733–8810

PEACE Initiative:
210–533–2729

SAPD Family Assistance Crisis Team:
210–207–8701

LEGAL ASSISTANCE

Catholic Charities:
210–433–3256

Community Justice Program:
210–227–8828

St. Mary's Law School: *Immigration, criminal, housing issues*
210–431–2596

San Antonio Community Law Center: *Sliding scale pay*
210–271–9595

CHILD CARE SERVICES

Palo Alto College Ray Ellison Family Center:
210–486–3500

MENTAL HEALTHCARE

Alamo Children's Advocacy Center:
210–675–9000

CentroMed: *(Several locations) Medical, dental, psychiatric, mental health, and optometry*
210–922–7000

Communicare Health Centers: *Medical, dental, behavioral health, and other services; College student program*
210–233–7000

Family Endeavors Steven A. Cohen: *Military Family Clinic*
210–399–4VET

Military Veteran Peer Network:
210–865–8595

OLLU Community Counseling:
210–434–1054

UTSA Sarabia Family Counseling Center:
210–458–2055

DISABILITY SUPPORT

ARC: *(2 locations):*
210–490–4300 or 210–682–4200

Autism Treatment Center:
210–590–2107

Brighton School Inc.:
210–826–4492

CHADD: *Children & Adults with AD/HD*
1–800–233–4050

Easter–Seals Rehabilitation Services:
210–614–3911

Texas Department of Assistive and Rehabilitation Services:
210–785–2750

Dual Credit/Early College High School Registration Timeline - Spring 2019 (revised 8/27/18)

	Aug-18	Sep-18	Oct-18	Nov-18	Dec-18	Jan-19	Feb-19
Students		Apply Texas (new students) 9/15/18 - 10/5/18	TSI Testing- New Students 10/8-17/18			ECHS Convocation 1/17/19 or 1/18/19	Spring Census Date 2/6/19
			AlamoENROLL Modules 10/8-26/18			First Day of Classes 1/22/19	
HS Counselors		New students complete & submit ApplyTexas 9/15/18 - 10/5/18	Students complete AlamoENROLL Modules 10/8-26/18		Review Books 12/3/18	ECHS New Student Convocation 1/17/19 or 1/18/19	Spring Census Date 2/6/19
		Annual Agreement (DC=review, ECHS=new), Recommendation List (DC=continuing, ECHS=PAC sections), and TSI Retest Upload (DC=continuing, ECHS=PAC sections) 9/21/18	TSI Testing - New Students 10/8-17/18	New Faculty Hiring Deadline 10/15/18	Submit PO for Books 12/7/18	1st Reg Report Verification 1/18/19	2nd Reg Report Verification 1/22/19
			Verification of Eligibility, Parent Consent Forms (DC=new), Course Agreements, Recommendation List (HS sections)-10/5/18	TSI Upload for DC New Students and ECHS HS sections 10/19/18			
PAC	Draft Rollover Course Requests 9/1-14/18	Send Banner & ACES IDs for new students 9/5/18 - 10/26/18		Master Schedule Review with Chairs 11/7/18	Registration 11/12/18 - 12/3/18	Review Books 12/3/18	ECHS New Student Convocation 1/17&18/19	Spring Census Date 2/6/19
		Build Course Requests for Chairs 9/24-28/18	Academic Chairs work on Schedule Build 10/1-31/18	Banner Coding Prep for Registration	Add CRNs to Master Schedule to Prep for Reg 11/1-9/18		1st Reg Report Verification 1/18/19	2nd Reg Report Verification 1/22/19

Student Deadlines:

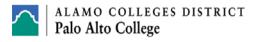|	
ApplyTexas (New Students)	October 5, 2018
TSI Test (New, Retests)	October 17, 2018
AlamoENROLL Modules	October 26, 2018
ECHS New Student Convocation	January 17 or 18, 2019
Spring Census Date	February 6, 2019

HS Counselor Deadlines:

Annual Agreement	September 21, 2018
Recommendation List for continuing DC or ECHS PAC sections	September 21, 2018
TSI Retest Upload for continuing DC or ECHS PAC sections	September 21, 2018
ApplyTexas for new students	October 5, 2018
Verification of Eligibility	October 5, 2018
Parent Consent Forms for new DC	October 5, 2018
Course Agreements (new or renewal)	October 5, 2018
Recommendation List for HS sections	October 5, 2018
Submit Transcripts for New Faculty	October 15, 2018
TSI Upload for DC New Students and ECHS HS sections	October 19, 2018
Complete AlamoENROLL Modules	October 26, 2018
Review Books with PAC liaison	December 3, 2018
Submit Request for Quote to Bookstore	December 4, 2018
Submit PO for Books	December 7, 2018
1st Registration Report Verification	January 18, 2019
2nd Registration Report Verification	January 22, 2019
Spring Census Date	February 6, 2019

PAC Deadlines

Draft Rollover Course Requests	September 14, 2018
Build Course Requests for Chairs	September 28, 2018
Banner and ACES IDs sent to HS	October 26, 2018
Spring Academic Schedule Build	Ooctber 1-31, 2018
Master Schedule Prep	November 9, 2018
Spring Registration Complete	December 3, 2018
1st Registration Report Verification	January 18, 2019
2nd Registration Report Verification	January 22, 2019
Spring Census Date	February 6, 2019

ALAMO COLLEGES DISTRICT
Palo Alto College

Dual Credit/Early College High School Registration Timeline - Fall 2019 (revised 8/15/18)

	Oct-18	Nov-18	Dec-18	Jan-19	Feb-19	Mar-19	Apr-19	May-19	Jun-19	Jul-19	Aug-19		Sep-19
Students		Apply Texas for new students 10/15/18 - 11/30/18 / AlamoENROLL Modules 12/3-14/2018	TSI Testing - New Students 12/16/18 - 2/1/19								First Day of Class 8/26/19		DC New Student Orientation 9/13/19
HS Counselors		Students complete & submit ApplyTexas 10/15/18 - 11/30/18 / Students complete AlamoENROLL Modules 12/3-14/2018		TSI Upload 2/1/19	Annual Agreement, Verification of Eligibility, Parent Consent Forms (DC), Course Agreements, & Recommendation List 2/15/19	Submit transcripts for New Faculty 4/15/19		Review Books with PAC Liaison 5/31/19	Submit Request for Quote to Bookstore 7/1/19	Submit PO for Books 8/1/19	1st Reg Report Verification 8/16/19	2nd Reg Report Verification 8/27/19	Census Date TBD
PAC		Send Banner IDs and ACES IDs for new students 12/14/18			Master Schedule 3/1/19	Academic Schedule Build 3/1-31/19		Fall Registration 6/1/19			1st Reg Report Verification 8/16/19	2nd Reg Report Verification 8/27/19	Census Date TBD / DC New Student Orientation 9/13/19

Student Deadlines:

ApplyTexas (New Students)	November 30, 2018
Complete AlamoENROLL Modules	December 14, 2018
TSI Test Scores Due (New, Retests)	February 1, 2019
Dual Credit New Student Orientation	September 13, 2019

HS Counselor Deadlines:

ApplyTexas for new students	November 30, 2018
Complete AlamoENROLL Modules	December 14, 2018
TSI Upload Submitted (New, Retests)	February 1, 2019
Annual Agreement (Fall and Spring)	February 15, 2019
Verification of Eligibility	February 15, 2019
Parent Consent Forms for DC	February 15, 2019
Course Agreements (New or Renewal)	February 15, 2019
Recommendation List	February 15, 2019
Submit Transcripts for New Faculty	April 15, 2019
Review Books with PAC Liaison	May 31, 2019
Submit Request for Quote to Bookstore	July 1, 2019
Submit PO for Books	August 1, 2019
1st Reg Report Verification	August 16, 2019
2nd Reg Report Verification	August 27, 2019
Fall Census Date	TBD
Dual Credit New Student Orientation	September 13, 2019

PAC Coordinator/Advisor Deadlines:

Banner and ACES IDs sent to HS	December 14, 2018
Master Schedule	March 1, 2019
Academic Schedule Build	March 1-29, 2019
Fall Registration	June 1, 2019
1st Reg Report Verification	August 16, 2019
2nd Reg Report Verification	August 27, 2019
Fall Census Date	TBD
Dual Credit New Student Orientation	September 13, 2019

ALAMO COLLEGES DISTRICT
Palo Alto College

Appendix N. PAC Academic Calendar

Palo Alto College   Palo Alto College Schedule/Catalog 2018-2019

Academic Calendar

2018-2019 Academic Calendar

Fall 2018

- Regular 16-week
- Start II 14-week
- Flex 1
- Flex 2

Spring 2019

- Regular 16-week
- Start II 14-week
- Flex 1
- Flex 2

Summer 2019

- Maymester
- First Summer Session
- Eight-week Session
- Second Summer Session

DAILY WEB REGISTRATION HOURS OF OPERATION

The Student Portal ACES will be available 23 hours a day, 7 days a week. It will be down from 1:00 a.m.-2:00 a.m. daily.

Fall 2018

Fall Time Ticketing Registration is reserved for students currently enrolled during Spring/Summer 2018 semesters and is based on the total number of earned hours and posted on the student's Alamo Colleges District's Banner Student Record. The student's record includes the hours earned at the primary institutional college with hours earned at other colleges recorded as transfer hours. The student's record combines all hours earned from each of the colleges in the Alamo Colleges District in addition to any transfer that has been posted and credit awarded.

April 16-17	**Registration begins for students with 46+ hours**
April 18	**Registration begins for students with 31+ hours**
April 19-22	**Registration begins for students with 16+ hours**
April 23-29	**Registration begins for students with 1+ hours**
April 30	**Registration begins for ALL students**

Regular 16-Week Fall Session 2018

See above for Time Ticketing information.

August 20	Monday	Alamo Colleges District Convocation
August 27	Monday	Classes begin
September 1	Saturday	Weekend classes begin
September 3	*Monday*	*Labor Day Holiday-College Closed*
		Weekend classes will meet.
September 12	Wednesday	Census date
October 26	*Friday*	

		Employee Development Day-College Closed
		Evening classes will meet after 5:00 PM.
November 16	Friday	Last day to withdraw
November 22-November 25	*Thursday-Sunday*	*Thanksgiving-Weekend College Closed*
December 10-15	Monday-Saturday	Final Examinations - See college catalog for schedule
December 15	Saturday	End of Session*
December 20-January 2	*Thursday-Wenesday*	*Winter Break-College Closed*

*Last day for Incomplete ("I") grades to be completed is April 15, 2019

Start Two 14-Week Fall Session 2018

See above for *Time Ticketing* **information. For Start Two, first day for ALL STUDENTS to register is August 20, 2018.**

September 10	Monday	Classes begin
September 21	Friday	Census date
October 26	*Friday*	*Employee Development Day-College Closed*
		Evening classes will meet after 5:00 PM.
November 21	Wednesday	Last day to withdraw
November 22-November 25	*Thursday-Sunday*	*Thanksgiving-Weekend College Closed*
December 10-15	Monday-Saturday	Final Examinations - See college catalog for schedule
December 15	Saturday	End of Session*
December 20-January 2	*Thursday-Wednesday*	*Winter Break-College Closed*

*Last day for Incomplete ("I") grades to be completed is April 15, 2019

Fall Flex Session I 2018 (First Eight Weeks)

See above for *Time Ticketing* **information**

August 27	Monday	Classes begin
September 3	*Monday*	*Labor Day Holiday-Weekend College Closed*
		Weekend classes will meet.
September 4	Tuesday	Census Date
October 5	Friday	Last day to withdraw
October 17-20	Wednesday-Saturday	Final Examinations - See college catalog for schedule
October 20	Saturday	End of Session*

*Last day for Incomplete ("I") grades to be completed is April 15, 2019

Fall Flex Session II 2018 (Second Eight Weeks)

See above for *Time Ticketing* **information**

		Flex II Registration Continues
October 22	Monday	Classes begin

Appendix N. PAC Academic Calendar

October 26	*Friday*	*Employee Development Day-College Closed*
		Evening classes will meet after 5:00 PM.
October 29	Monday	Census Date
November 22-November 25	*Thursday-Sunday*	*Thanksgiving-Weekend College Closed*
November 30	Friday	Last day to withdraw
December 12-15	Wednesday-Saturday	Final Examinations - See college catalog for schedule
December 15	Saturday	End of Session*
December 20-January 2	*Thursday-Wednesday*	*Winter Break-College Closed*

*Last day for Incomplete ("I") grades to be completed is April 15, 2019

Spring 2019

Spring Time Ticketing Registration is reserved for students currently enrolled during Fall 2018 semester and is based on the total number of earned hours and posted on the student's Alamo Colleges District's Banner Student Record. The student's record includes the hours earned at the primary institutional college with hours earned at other colleges recorded as transfer hours. The student's record combines all hours earned from each of the colleges in the Alamo Colleges District in addition to any transfer that has been posted and credit awarded.

Monday & Tuesday,	**Registration begins for students with 46+ hours**
Wednesday,	**Registration begins for students with 31+ hours**
Thursday,	**Registration begins for students with 16+ hours**
Friday-Monday,	**Registration begins for students with 1+ hours**
Tuesday,	**Registration begins for ALL students**

Regular 16-Week Spring Session 2019

Time-ticketing information TBD

January 3	Monday	College opens
January 14	Monday	Faculty Report
January 21	*Monday*	*Martin Luther King Day-College Closed*
January 22	Tuesday	Classes begin
January 26	Saturday	Weekend classes begin
February 6	Wednesday	Census date
March 11-17	*Monday-Sunday*	*Spring Break (All administrative offices will be closed Monday-Sunday.)*
April 19-21	*Friday-Sunday*	*Easter Holiday-College Closed*
April 22	Monday	Last day to withdraw
April 26	*Friday*	*Fiesta Holiday-College Closed Weekend classes will meet.*
May 13-18	Monday-Saturday	Final Examinations - See college catalog for schedule
May 18	Saturday	End of Session**

**Last day for Incomplete ("I") grades to be completed is September 16, 2019

Start Two 14-Week Spring Session 2019

Time-ticketing information TBD

February 4	Monday	Classes begin
February 15	Friday	Census date
March 11-17	*Monday-Sunday*	*Spring Break*
		(All administrative offices will be closed Monday-Sunday)
April 19-21	*Friday-Sunday*	*Easter Holiday-College Closed*
April 26	*Friday*	*Fiesta Holiday-College Closed*
		Weekend classes will meet.
April 29	Monday	Last date to drop
May 7-12	Monday-Saturday	Final Examinations - See college catalog for schedule
May 12	Saturday	End of Session**

**Last day for Incomplete ("I") grades to be completed is September 16, 2019

Spring Flex Session I 2019 (First Eight Weeks)

Time-ticketing information TBD

January 22	Tuesday	Classes begin
January 29	Tuesday	Census date
March 1	Friday	Last day to withdraw
March 11-17	*Monday-Sunday*	*Spring Break*
		(All administrative offices will be closed Monday-Sunday)
March 20-23	Wednesday-Saturday	Final Examinations - See college catalog for schedule
March 23	Saturday	End of Session**

**Last day for Incomplete ("I") grades to be completed is September 16, 2019

Spring Flex Session II 2019 (Second Eight Weeks)

*Time-ticketing information TBD****

March 25	Monday	Classes begin
April 1	Monday	Census date
April 19-21	*Friday-Sunday*	*Easter Holiday-College Closed*
April 26	*Friday*	*Fiesta Holiday-College Closed*
		Weekend classes will meet.
May 3	Friday	Last day to withdraw
May 15-18	Wednesday-Saturday	Final Examinations - See college catalog for schedule
May 18	Saturday	End of Session**

**Last day for Incomplete ("I") grades to be completed is September 16, 2019

Summer 2019

Time Ticketing Registration is reserved for students currently enrolled during Spring 2019 semester and is based on the total number of earned hours and posted on the student's Alamo Colleges District's Banner Student Record. The student's record includes the hours earned at the primary institutional college with hours earned at other colleges recorded as transfer hours. The student's record combines all hours earned from each of the colleges in the Alamo Colleges District in addition to any transfer that has been posted and credit awarded.

Monday & Tuesday,	**Registration begins for students with 46+ hours**
Wednesday,	**Registration begins for students with 31+ hours**
Thursday,	**Registration begins for students with 16+ hours**
Friday,	**Registration begins for students with 1+ hours**
Monday,	**Registration begins for ALL students**

Maymester Session 2019

Time-ticketing information TBD

May 20	Monday	Classes begin
May 21	Tuesday	Census date
June 3	Monday	Last day to withdraw
		Memorial Day - Colleges are Open
June 6	Thursday	Last day of classes and Final Examinations
June 6	Thursday	End of Session***
June 7	*Friday*	*College Closed*

***Last day for Incomplete ("I") grades to be completed is December 16, 2019

First Summer Session 2019

Time-ticketing information TBD

June 10	Monday	Classes begin
June 13	Thursday	Census date
June 14	*Friday*	*College closed*
June 21	*Friday*	*College closed*
June 28	*Friday*	*College closed*
July 3	Wednesday	Last day to withdraw
July 4	*Thursday*	*Independence Day Holiday-College Closed*
July 5	*Friday*	*College closed*
July 10-11	Wednesday-Thursday	Final Examinations+
July 11	Thursday	End of Session***

***Last day for Incomplete ("I") grades to be completed is December 16, 2019

Eight-Week Session 2019

Time-ticketing information TBD

June 10	Monday	Classes begin
June 14	*Friday*	*College closed*
June 18	Tuesday	Census date

June 21	*Friday*	*College closed*
June 28	*Friday*	*College closed*
July 4	*Thursday*	*Independence Day Holiday-College Closed*
July 5	*Friday*	*College closed*
July 12	*Friday*	*College closed*
July 18	Thursday	Last day to withdraw
July 19	*Friday*	*College closed*
July 26	*Friday*	*College closed*
July 31 & August 1	Wednesday & Thursday	Final Examinations
August 1	Thursday	End of Session***

***Last day for Incomplete ("I") grades to be completed is December 16, 2019

Second Summer Session 2019

Time-ticketing information TBD

July 15	Monday	Classes begin
July 18	Thursday	Census date
July 19	*Friday*	*College closed*
July 26	*Friday*	*College closed*
July 27	*Friday*	*College closed*
August 7	Friday	Last day to withdraw
August 14 & 15	Wednesday & Thursday	Final Examinations
August 15	Thursday	End of Session***

***Last day for Incomplete ("I") grades to be completed is December 16, 2019

Important Dates - Fall 2018

as of 5/24/2018

16-Weeks, Flex I, Flex II, 1st 12-Weeks	16-wks (1)	Flex I 8-wks (F1)	Flex II 8-wks (F2)	
SEMESTER DATES	SDEV 16-wks (S1)	SDEV Flex I 8-wks (SF1)	SDEV Flex II 8-wks (SF2)	
First Class Day	8/27/2018	8/27/2018	10/22/2018	
Census Date (last date for online Smart Start drops)	9/12/2018	9/4/2018	10/29/2018	
Grading opens (for after-census drops)	9/13/2018	9/5/2018	10/30/2018	
1st Early Alert email sent (from dst-academicsuccess)	9/12/2018	9/5/2018	10/31/2018	
1st Early Alert Due (via emailed link)	9/17/2018	9/10/2018	11/5/2018	
Midterm Early Alert email sent (from dst-academicsuccess)	10/17/2018	9/19/2018	11/14/2018	
Midterm Early Alert Due (via emailed link)	10/22/2018	9/24/2018	11/19/2018	
Midterm Grades Due (ACES)	10/22/2018	9/24/2018	11/19/2018	
Last date to withdraw	11/16/2018	10/5/2018	11/30/2018	
End of Course Student Survey Opens	11/19/2018	10/1/2018	11/26/2018	
Last date of Classes	12/8/2018	10/16/2018	12/11/2018	
End of Course Student Survey Closes	12/9/2018	10/14/2018	12/9/2018	
Final Exams	12/10/2018-12/15/2018	10/17/2018-10/20/2018	12/12/2018-12/15/2018	
End of Part of Term	12/15/2018	10/20/2018	12/15/2018	
Final Grades Due (11:59pm)* (ACES)	12/17/2018	10/22/2018	12/17/2018	
Grades rolled (1am)	12/18/2018	10/23/2018	12/18/2018	
Incomplete due date	4/15/2019	4/15/2019	4/15/2019	
* Your college/dept may have an earlier deadline				

Start II, Last 12-Weeks	Start II 14-wks (14)		Student Holidays	
SEMESTER DATES	SDEV Start II 14-wks (S14)	Last 12-wks (12)	9/3/2018: Labor Day Holiday	
First Class Day	9/10/2018	9/24/2018	*(Weekend classes will meet.)*	
Census Date (last date for online Smart Start drops)	9/21/2018	10/4/2018	10/26/2018: Employee Development Day	
Grading opens (for after-census drops)	9/22/2018	10/5/2018	*(Evening classes will meet after*	
1st Early Alert email sent (from dst-academicsuccess)	9/19/2018	10/3/2018	*5:00 pm)*	
1st Early Alert Due (via emailed link)	9/24/2018	10/8/2018	11/22/18-11/25/18: Thanksgiving Weekend	
Midterm Early Alert email sent (from dst-academicsuccess)	10/24/2018	10/31/2018	*(Colleges Closed)*	
Midterm Early Alert Due (via emailed link)	10/29/2018	11/5/2018	12/20/18-1/2/19: Winter Break	
Midterm Grades Due (ACES)	10/29/2018	11/5/2018	*(Colleges Closed)*	
End of Course Student Survey Opens	11/19/2018	11/19/2018		
Last date to withdraw	11/16/2018	11/21/2018		
End of Course Student Survey Closes	12/9/2018	12/9/2018		
Last date of Classes	12/8/2018	Coincides with Final		
Final Exams	12/10/2018-12/15/2018	12/10/2018-12/15/2018		
End of Part of Term	12/15/2018	12/15/2018		
Final Grades Due (11:59pm)* (ACES)	12/17/2018	12/17/2018		
Grades rolled (1am)	12/18/2018	12/18/2018	Items in red are required, and are completed in ACES.	
Incomplete due date	4/15/2019	4/15/2019	Verify your census roster by Census Date.	
* Your college/dept may have an earlier deadline				
			Items in blue are required, and are completed in GradesFirst, using the emailed link.	

Dual Credit 20-Weeks, Dual Credit Full Year	Dual Credit 20-wks	Dual Credit Full Year 40-wks	For an excel version of this document, email the Office of Vice Chancellor for Academic Success at dst-academicsuccess@alamo.edu
SEMESTER DATES	(DC)	(DCY)	
First Class Day	8/27/2018	8/27/2018	
Census Date (last date for online Smart Start drops)	9/12/2018	9/12/2018	
Grading opens (for after-census drops)	9/13/2018	9/13/2018	
Midterm Grades Due (ACES)	11/5/2018	1/14/2019	
End of Course Student Survey Opens	11/19/2018	4/26/2019	
Last date to withdraw	12/7/2018	4/29/2019	
End of Course Student Survey Closes	12/9/2018	5/12/2019	
Last date of Classes	Coincides with Final	Coincides with Final	
Final Exams	1/14/2019-1/18/2019	6/3/2019-6/6/2019	
End of Part of Term	1/18/2019	6/6/2019	
Final Grades Due (11:59pm)* (ACES) *(yes, Friday)*	1/18/2019	6/6/2019	
Grades rolled (1am)	1/19/2019	6/7/2019	
Incomplete due date	4/15/2019	9/16/2019	
* Your college/dept may have an earlier deadline			

4-Week Sessions	1st 4-wks (41)	2nd 4-wks (42)	3rd 4-wks (43)	4th 4-wks (44)
SEMESTER DATES				
First Class Day	8/27/2018	9/24/2018	10/22/2018	11/19/2018
Census Date (last date for online Smart Start drops)	8/29/2018	9/26/2018	10/24/2018	11/21/2018
Grading opens (for after-census drops)	8/30/2018	9/27/2018	10/25/2018	11/22/2018
Midterm Early Alert email sent (from dst-academicsuccess)	9/5/2018	10/3/2018	10/31/2018	11/28/2018
Midterm Early Alert Due (via emailed link)	9/10/2018	10/8/2018	11/5/2018	12/3/2018
Midterm Grades Due (ACES)	9/10/2018	10/8/2018	11/5/2018	12/3/2018
End of Course Student Survey Opens	9/10/2018	10/8/2018	11/5/2018	12/3/2018
Last date to withdraw	9/14/2018	10/12/2018	11/9/2018	12/7/2018
End of Course Student Survey Closes	9/16/2018	10/14/2018	11/11/2018	12/9/2018
Last date of Classes	Coincides with Final	Coincides with Final	Coincides with Final	Coincides with Final
Final Exams	9/21/2018	10/19/2018	11/16/2018	12/14/2018
End of Part of Term	9/22/2018	10/20/2018	11/17/2018	12/15/2018
Final Grades Due (11:59pm)* (ACES)	9/24/2018	10/22/2018	11/19/2018	12/17/2018
Grades rolled (1am)	9/25/2018	10/23/2018	11/20/2018	12/18/2018
Incomplete due date	4/15/2019	4/15/2019	4/15/2019	4/15/2019
* Your college/dept may have an earlier deadline				

Appendix O: Palo Alto College Contact List

Department	Title	Name	Phone	Email
High School Programs	Dean of High School Pre-College Programs	Monica Ayala Jimenez	(210) 486-3170	mayala5@alamo.edu
High School Programs	College Director of High School Programs	Virginia Leggett	(210) 486-3169	vleggett@alamo.edu
High School Programs	Administrative Services Specialist	Barbara Rodriguez	(210) 486-3170	brodriguez244@alamo.edu
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Early College High School	College Coordinator of High School Programs	Diana Rangel	(210) 486-3191	dmontoya@alamo.edu
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Appendix O: Palo Alto College Contact List

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Business, Admin Tech, Logistics & Agriculture/Horticulture, CIS/COSC	Interim Chair of Business, Admin Tech, Logistics & Agriculture/Horticulture, CIS/COSC	Joseph Coppola	(210) 486-3085	jcoppola2@alamo.edu