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I: Introduction

Purpose of Manual

Establishing a high-quality dual and concurrent enrollment program involves commitment of time and resources on the part of both secondary and post-secondary partners. 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

P-TECH: Pathways in Technology 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 (DCP), Early College High Schools (ECHS), and Pathways in Technology Early College High Schools (P-TECH) 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	P-TECH
School Type	Public, private/charter, or home school	Texas Education Agency-designated as ECHS	Innovative open-enrollment high schools
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	P-TECH students are traditionally those who are least likely to attend college.
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	Up to 60-hours (20 courses) towards an associate degree or baccalaureate degree that is career focused centered in work-based education.
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	Face-to-face or online with a gradual increase in courses taken. P-TECHS offer age appropriate work-based learning opportunities in every grade level.
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

Research shows that students who engage in concurrent enrollment develop a deeper understanding of the college experience and begin to envision themselves as college students. As a result, they are significantly more likely than their peers to graduate high school, enroll in college, and earn a degree (see [NACEP's website](#) for links to research studies).

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, ECHS and P-TECH students, saving them time and money on their college degree.

The program also provides an opportunity for partnerships between secondary and post-secondary institutions. The partnership brings together faculty and staff and fosters a deeper understanding of what students need to know and should be able to do at both the secondary and post-secondary levels resulting in greater alignment of standards and curriculum. Such beneficial partnerships help to strengthen the overall quality of curriculum and better prepare students for additional college-level course work.

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, Early College High School or a P-TECH 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, ECHS and P-TECH 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, ECHS and P-TECH 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.

- i. 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 Colleges District Business Office will communicate with the School District Business Office to provide the appropriate payment to be paid the first full week of December for the Fall semester and the first full week of May for the Spring semester.
- ii. 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 Colleges District Business Office will communicate with the School District Business Office and provide an invoice by mid-January for the Fall semester and the first full week in May for the Spring semester. Each of these invoices are to be paid net 45 days from the date of the invoice.
- iii. 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 Colleges District Business Office will communicate with the School District Business Office and provide an invoice by mid-January for the Fall semester and the first full week in May for the Spring semester. Each of these invoices are to be paid net 45 days from the date of the invoice.

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/academics/college-career-and-military-prep/early-college-high-school-echs>.

Texas Education Agency (TEA) P-TECH Blueprint

Pathways in Technology Early College High Schools (P-TECH) are innovative open-enrollment high schools that allow students least likely to attend college an opportunity to receive both a high school diploma and a credential and/or an associate degree. The hallmark of the P-TECH model is its career focus and the provision of work-based education. Details, including the P-TECH Blueprint, may be found online at: <https://tea.texas.gov/academics/college-career-and-military-prep/pathways-in-technology-early-college-high-school-p-tech-0>.

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.

<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.

Texas Senate Bill 22

Section 29.551- 29.557, Subchapter N of the Education Code, is amended to address Pathways in Technology Early College High School (P-TECH) Program

Texas House Bill 3

<https://tea.texas.gov/sites/default/files/HB%203%20Master%20Deck%20Final.pdf>

Expands the adoptions of college, career and military readiness (CCMR) plans for secondary schools. This bill establishes CCMR Outcomes bonus paid for each annual graduate above a certain threshold percentage. This expansion adds a reimbursement to districts to offer one free college & one free industry entrance exam per student before they graduate.

Additional legislation impacting High School Programs can be found in Appendix Q.

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. Although not accredited by NACEP, we use a model of continuous improvement to ensure NACEP standards are applied throughout PAC's concurrent enrollment program where appropriate and as available. Additional information may be found at <http://www.nacep.org/accreditation/standards/>

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 selection of students, instructional arrangements and the 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 and/or lab 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 and follows the college's academic calendar.

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. Once published, all course syllabi may be found online at [Alamo 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 <https://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 student 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:
<https://mypaccatalog.alamo.edu/content.php?catoid=194&navoid=12995>

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.

Course Materials

The School District will provide all required course materials including: textbooks, syllabi, course packets, and other materials required for enrollment to classes for high school graduation credit and college-level courses to students.

The Course Agreement Form includes a course syllabus that identifies the course materials required for a course.

Course materials are all varieties of materials used to deliver the course instruction, including textbooks. Instructional materials charges are a subset of materials that are defined as electronic or paper materials that will be used during a course where the School District will be invoiced by the Alamo Colleges District Business Office.

All course materials utilized in each course must be equivalent to those used in courses taught at the College campus. Any deviation from the approved course materials must be reviewed and approved by the designated Department Chair prior to the start of the first instructional day.

Instructional Materials Charge requirements are determined by the respective College discipline based on how and where the course is taught.

- a. Courses taught at the School:
 - i. As part of the Course Agreements, the College includes the Instructional Materials Charge, if applicable, or other required materials for courses.
 - ii. Instructional Materials Charges are applied every semester on courses that specify the need for said charges.
 - iii. The Instructional Materials Charge selection will be acceptable until the course SLOs or the content for the course changes with a minimum time frame of three academic years to maximize the use of the School's textbook investment.
 - iv. Any changes will be documented in an updated Course Agreement.
 - v. The College's Academic Departments operate on a textbook adoption cycle and should be considered at the time a course is requested.
- b. Courses taught on College campus or online:
 - i. The College includes the Instructional Materials Charge as part of the Course Agreements.
- c. School enrollments with Students comingled in College campus sections

- i. The College will follow the Guidelines for Selection of Instructional Materials for all courses. College will let the School know the requirement for each course considered for Student enrollments.
 - ii. IM Direct are electronic materials codes required of each student and required for enrollment in specified classes. If the College uses IM Direct for any courses, the School must be notified at the time discussion for dual credit enrollments are underway or prior to enrolling students into courses with IM Direct fees if course changes are required.
 - iii. The College will communicate any changes in IM, including IM Direct, to the School by the second full week of April for the following fall, unless the change in course occurs after the second full week of April. In the event Instructional Materials change for the term, the College will notify the School by the first full week of September.
 - iv. The College and School will discuss the required Instructional Materials before agreeing to enroll students in the college section.
- d. Enrollment of Students in course sections comingled with post-secondary students is acknowledgement of agreement to required Instructional Materials Charges.

The designee of the College's Office of High School Programs will meet with the School District or School prior to enrolling students into courses and inform the School District of any courses that will have Instructional Materials charges attached. Once Students are enrolled in the agreed upon course sections, the School District assumes financial responsibility of courses with and without Instructional Materials Charges. The School District will be invoiced for the cost of the IM Direct.

The School will use the Course Agreement Forms to determine what Instructional Materials are applicable to each course. When the requirement for Instructional Materials Charges change for courses taught at the College, the College will notify the School and School District by the second full week of April for fall terms and by the last Friday of October for spring terms, unless the change in course occurs after said dates due to unforeseen circumstances. Enrolling students in classes is acknowledgement of required materials for a course. The School District will ensure that all Students, whether enrolled in courses at the School or the College, will have the required course materials by the first instructional day.

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 approved 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 teachers 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, vice president of academic success, human resources, and the Board of Trustees 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 department 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 in the teaching field or a master's degree in a related discipline 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 15 for fall teaching or October 15 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 15 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, ECHS and P-TECH

PAC Department Chair

1. Work closely with faculty members in the formulation, justification, and revision of courses and curriculum. 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 High School Programs 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 DCP, ECHS, and/or P-TECH 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 (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 end of semester checklists and faculty Canvas resource page 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 DCP/ECHS Faculty Liaison Coordinator

DCP/ECHS/P-TECH Faculty Liaison Coordinator

1. Represent Discipline Specific Liaisons (DSLs) and faculty at the monthly DCP/ECHS/P-TECH Consortium meetings.
2. Assist Chairs and DSLs in addressing faculty concerns, questions, that may arise regarding the academic environment/atmosphere of DCP/ECHS/P-TECH sections.
3. Attend Division meetings (as needed) to represent DSL and DCP/ECH/P-TECH faculty.
4. Attend DCP/ECHS/P-TECH team meetings (as needed).
5. Meet monthly with Dean and/or VP of Academic Success to determine priorities for DCP/ECHS/P-TECH faculty.
6. Voice concerns of the Academic Success Team to Student Success/DCP/ECHS/P-TECH Team regarding decisions that may impact the academic integrity of the DCP/ECHS/P-TECH courses.
7. Provide input from the Academic Success Team to the DCP/ECHS/P-TECH team in regard to academic concerns which may impact the master schedule.
8. Conduct one DCP/ECHS/P-TECH Teaching Circle a semester to address faculty concerns/needs.
9. Plan/Facilitate needed DCP/ECHS/P-TECH faculty Development during convocation week.
10. Provide any DCP/ECHS/P-TECH policy updates to DSLs and faculty as the need arises.
11. Assist in the development and maintenance of the DCP/ECHS/P-TECH faculty Handbook.
12. Compile and circulate high school testing dates to DSLs to pass on to faculty.
13. Work with DCP/ECHS/P-TECH 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 courses in the 16-week, 14-week, flex I, or flex II parts of term, 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 concerned that 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

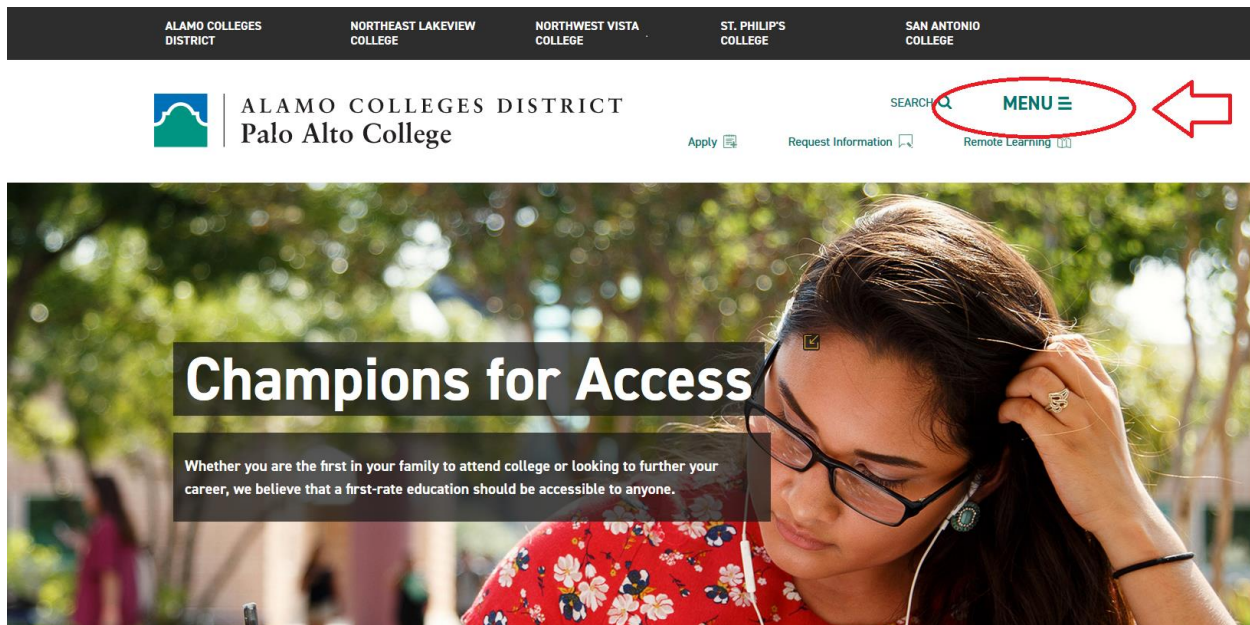
Each student must complete an Apply Texas application at applytexas.org. Once the application is processed, the student will receive two emails—one from ApplyTexas and one from Alamo Colleges District. The Alamo Colleges District email will include instructions and information for ACES and AlamoENROLL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

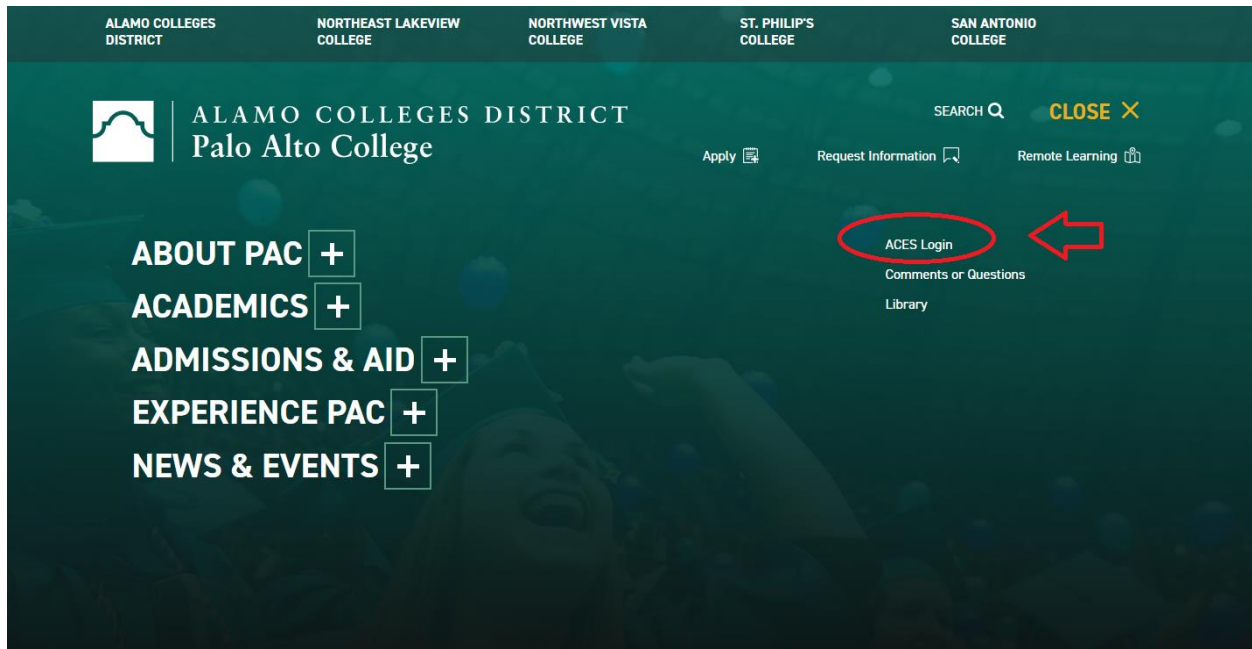
Log in to ACES Account

Students will receive an email from Apply Texas to the email they provided that should give them access to ACES, in addition to that their high school Counselor will also provide the student with their ACES information. If students experience difficulty logging into ACES, please direct them to contact the PAC Helpdesk at 210-486-3777. Please see the step by step process on how to log into ACES.

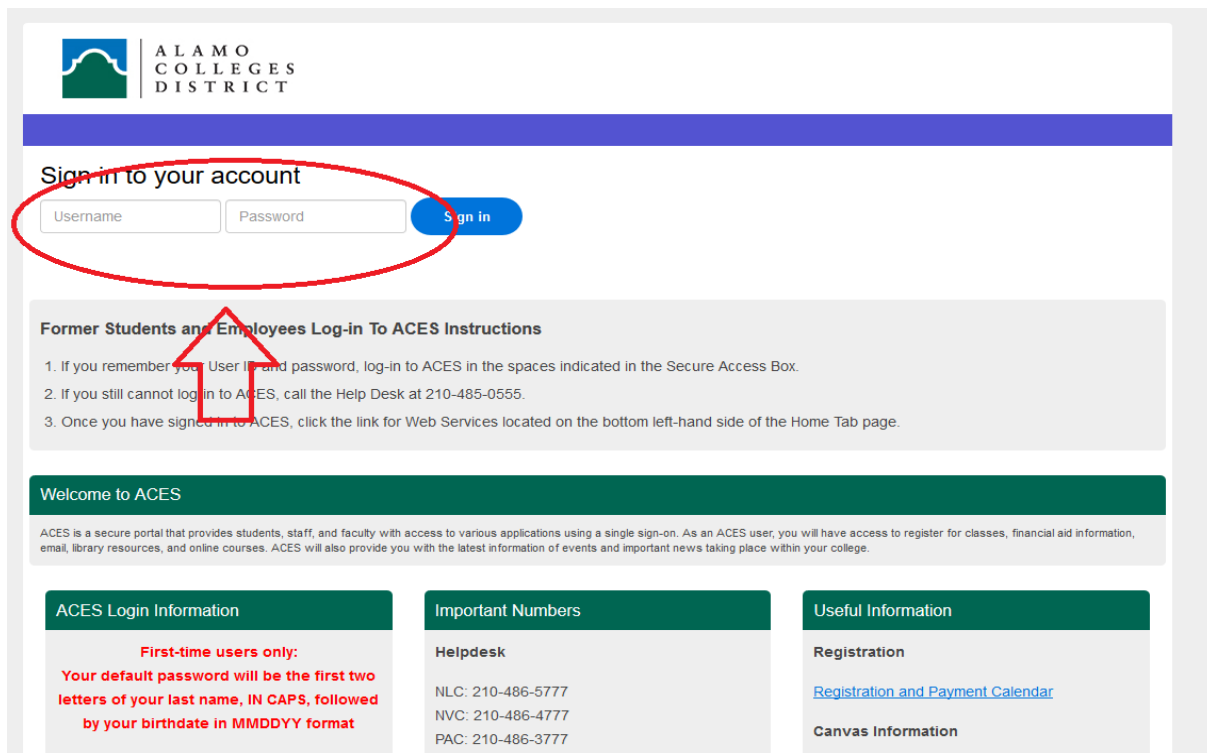
Step 1. Once on the PAC website click the “Menu” option shown here.



Step 2. After clicking the “Menu” option then you will click the “ACES Login” option.



Step 3. Once clicking the “ACES Login” option you will see where you can enter your ACES username and password. Again, if you have difficulty logging or do not have your ACES username, the PAC IT number is listed on this page. Remember to have you Banner ID available when calling the IT department.



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.

Student must meet TSIA requirements based on rule 4.85 of the [Texas Administrative Code](#).

- 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 full 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

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 TSIA 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, Banner ID, Aces User Name, ApplyTexas application ID number, date of birth, and courses being recommended for the term. The HS administrator/counselor will identify if a student is entering the program for the first time. More information may be requested on a case-by-case basis.
3. PAC liaison will use this list to review eligibility criteria.
4. 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.
5. 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. Once students are listed in the correct courses, 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. TSIA Test scores from PAC testing department

Texas Success Initiative Assessment (TSIA) Requirements

The TSIA 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 TSIA 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 TSIA exemption if they meet certain criteria, such as SAT, PSAT, and STAAR test scores. Please refer to Appendix F for TSIA college readiness scores and exemptions.

The ECHS shall implement a plan for TSIA success, including academic preparation classes for accepted students and academic interventions for students who do not pass TSIA, which interventions shall occur before retesting. The ECHS shall make any TEA required TSIA reports regarding the number of students who have currently passed each section of the TSIA, including a breakdown of TSIA data for subpopulations of targeted students. The ECHS will share the report with the College Coordinator of High School Programs or College Designee.

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 TSIA 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 [Student Handbook](#) provides details on Smart Start and Attendance.

Reporting Official Grades

The [PAC Catalog](#) 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](#). 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](#):

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](#):

Non-Academic and 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 Director of Student Conduct, 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 Director of Student Conduct will contact all 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/P-TECH 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
- S.H.A.R.E. Center (food pantry, health services, financial wellness, counseling and career preparation)
- IT Services

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

Students may checkout laptops by following the steps on the PAC IT website:

<https://www.alamo.edu/pac/experience-pac/campus-life/campus-resources/it-services/>

Students may also check-out calculators from the PAC Math Learning Center by contacting Darlene Price-Johnson via email, dprice-johnson@alamo.edu or phone 210-486-3273, or visiting the Math Learning Lab located in the Gutierrez Learning Labs.

Directions to the Math Learning Lab: <https://cdn-map1.nucloud.com/nucloudmap/index.html?map=121#>

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 ([Fire Drill, Lockdown Drill, Shelter in Place, Evacuation and Reverse Evacuation Drills](#))
- 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 [PAC Catalog](#).

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](#)

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 (TSIA) requirements

Graduation Ceremony

Students completing their degree or certificate will be invited to complete an application for graduation. Upon completion of all requirements for graduation, the student 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. TSIA Common Entry Requirements
- G. TSIA Score Upload Instructions
- H. Common Courses and Pre-Requisites
- I. Recommendation Form
- J. Grade Conversion Chart
- K. ECHS Advising Syllabi (*Dual Credit to come*)
- L. Campus & Community Resources
- M. Crosswalk Template
- N. DCP, ECHS and P-TECH Registration Timeline and Year at a Glance
- O. PAC Academic Calendar
- P. Contact List for High School Programs
- Q. Canvas External User Request Form
- R. Proctor Agreement Form
- S. Additional legislation impacting High School Programs
- T. FERPA Consent Form
- U. Parent Consent Form
- V. Apply Texas Application Steps
- W. Annual Agreement
- X. Early Admit Form
- Y. Graduation Application Form
- Z. Add-Drop Form
- AA. . PAC Student Feedback Form
- BB. HSP Verification of Enrollment Form
- CC. Student Conduct Facts