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I. OVERVIEW

ABOUT THE DUAL CREDIT PROGRAM

The dual credit program at Houston Community College is approved and regulated by the Texas Higher Education Coordinating Board. The class offerings are college level classes taught by college faculty using the same curricula, materials, and rigor as classes taught on a regular college campus. This program enables a high school student to earn credit towards high school graduation while simultaneously earning college credit towards an Associate's degree or workforce program certificate.

THE BENEFITS OF DUAL CREDIT

The benefits to students who participate in the dual credit program are many. The dual credit experience helps to ease the transition from high school to college and enables students to get a considerable head start with their educational and career goals. In addition, data reveals a higher success rate in college courses upon high school graduation for dual credit students.

Yet, this journey also involves parents who find that they transition alongside their dual credit student. Parental guidance of a college student becomes more supportive while encouraging their student to take charge of his/her own college responsibilities and career. This allows the student to go through the enrollment process with greater independence, handling matters of enrollment paperwork, asking questions, organizing and managing time effectively, following policies and procedures, and generally rising to standards and expectations of college life.

Students also find that the program helps develop those skills needed to be successful in college such as following a syllabus, meeting classroom and course requirements, conducting themselves appropriately, using self-discipline, and improving and applying higher-level thinking skills.

Dual credit students also enjoy access to Houston Community College libraries, open labs, writing labs, counseling, financial aid information, and many other services provided to general college students. Participating students and their parents benefit by significant savings on both immediate and long-term costs of a college education. The Houston Community College Board of Trustees has waived tuition and fees for dual credit students.

Finally, by completing two dual credit classes with a GPA of 3.0 or higher, students may satisfy part of the requirement of the state Distinguished Achievement.
**THE P-16 MISSION**

The mission of the Houston Community College Dual Credit Program is to provide high school students a seamless pathway into post-secondary education by providing courses aligned with academic or workforce degrees and/or certificates, while being the higher education institution of choice for public, private, and charter high school partners.

**THE P-16 STRATEGIC PLAN**

**ACCESS:** P-16 provides an entry point into higher education by providing access to educational resources thus leading to opportunities to obtain college credit.

**EQUITY:** P-16 is committed to bridging the gap of limitations to include equal opportunities for all students.

**ENGAGEMENT:** P-16 empowers students to take an active role in their education by linking them to resources and student services to engage students in the learning process.

**SUCCESS:** P-16 values the commitment of fully supporting students as they transition into future career and college endeavors having a lifelong impact.

**STRATEGIC GOALS**

1. Provide college access to high school students by providing them with a seamless pathway to post-secondary education;
2. Provide courses that allow high school students to begin their post-secondary education and prepare students for high-skill employment in high-demand workforce occupations through advanced, rigorous coursework;
3. Prepare students to reach college readiness standards; and
4. Become the preferred institution of higher education partner for secondary education.

**DUAL CREDIT PROCESS**

- Initial meeting with prospective partners to determine pathway of student population/interest survey
- Development of crosswalk
- Creation of Memorandum of Understanding
- Dual Credit orientation and information on Student Services provided
- Collection of relevant paperwork
- Online enrollment
- Senior transition
**ROLES AND RESPONSIBILITIES**

**The Associate Vice Chancellor of College Readiness is responsible for:**

Responsible for academic assessment, instructional support, and transitional programs. Collaborates with the Office of Student Success for strategic planning and compliance with Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) and Texas Higher Education Coordinating Board (THECB) mandates and standards. Responsibilities include developing long-term goals and objectives, compliance with state and federal regulations, grant requirements, implementing and tracking academic policies and procedures, and developing financial, statistical reports for internal use to include external funding sources and regulatory bodies. Provides direct leadership for oversight of Developmental Education, Adult Education, and Dual Credit & Early College High Schools.

**Essential Duties and Responsibilities**

- Provides strategic vision and operational leadership and development of internal and external relationships
- Develops and implements operational budgets for areas of accountability, staying abreast of accreditation, related policies, and state-of-the-art practices
- Develops and manages appropriate contracts and budgets and provides to Vice Chancellor for final approval
- Plans, delegates and/or manages multiple projects and tasks
- Ensures compliance with Federal, State, and local laws, regulations, codes, and/or standards and grant regulations; coordinating activities between multiple departments or functions among multiple campuses
- Provide strategic vision and long-term operational leadership for Academic Affairs and related programs and services; actively engages in strategic planning and strategic enrollment management planning and execution
- Maintain an outcome based operation that anticipates and responds to potential issues and implementing a plan of action to address the issue
- Actively participates on committees, task forces and advisory groups. Ensure effective communication with departments and campuses. Provides ongoing training and development for faculty and staff on related issues
- Use of data analytics to inform and update stakeholders on progress towards enrollment, retention and student success goals; regularly conducts internal audits to test and improve all related business processes and systems
- Uses data to make informed recommendations and decisions, monitors and tracks operations, student and programmatic outcomes, and curriculum
- Responsible for other reasonable, related duties as assigned
- Overseeing the Dual Credit Program, including implementation of dual credit policies and procedures.
- Overseeing scheduling of dual credit courses.
ROLES AND RESPONSIBILITIES CONT’D

• Certifying to the Coordinating Board of Higher Education (CBHE) that HCC is in full compliance with guidelines on dual credit.
• Submitting an annual report verifying HCC’s compliance with state policy guidelines

The P-16 Director is responsible for:

The P-16 Director, is to provide leadership and coordination for the development and administration of the off-campus high school dual credit program. Builds relationships with high schools to increase dual credit enrollment by assessing the needs of off-campus high school dual credit students and school districts, coordinating with academic departments of Huston Community College.

Essential Duties and Responsibilities:

• Promotes the growth, development, marketing, and administration of the Dual Credit Program, including the development and dissemination of guidelines for instructors, schools, students, and academic departments, making presentations at schools, initiating formal agreements with schools, recommending policy and procedural changes, overseeing orientation activities for students and instructors, coordinating with academic departments, solving problems, and responding to constituencies in a timely manner.

• Contributes to the achievement of recruitment and retention goals by identifying new dual credit courses, locations, and deliveries, working closely with high schools to respond to their needs, collaborating with the offices of admissions, registration, computer services, and enrollment management, and encouraging dual credit students.

• Works cooperatively with Marketing and Promotions staff to develop and implement effective recruitment and marketing strategies related to the Dual Credit Program, including assistance with web content, preparation of publications, distribution of brochures and catalogs, etc.

• Works cooperatively with Access and Outreach’s Registration Services and other staff to ensure that special registration assistance is provided for dual credit students, including visits to area high schools in a timely manner to collect admission and registration materials to meet specified registration deadlines.

• Assists in achieving the goals by collaborating with colleagues in Outreach, providing supervision and coordination of direct reports, and promoting esprit d’ corps with campus and off-campus organizational units, especially area schools and school districts.

• Contributes to a work environment that encourages knowledge of, respect for, and development of skills to engage with those of other cultures or backgrounds.

• Remains competent and current through self-directed professional reading, developing professional contacts with colleagues, attending professional development courses, and attending training and/or courses as directed by the Associate Provost for Access and Outreach.

• Contributes to the overall success of the Access and Outreach by performing these duties in a manner consistent with the mission, goals, values, and priorities of the University and by performing all other duties as assigned.
The P-16 College Directors are responsible for:

Provides leadership of Dual Credit through positive collaboration with high school principals at area ISDs for a particular service area. Collaborates with other HCC instructional and student services areas to provide support for the enrollment, registration, certification, and records processes at the college level. Assist the District-wide Director of P-16 initiatives in sustaining and monitoring of Early College High Schools.

Essential Duties and Responsibilities

- Provides leadership and direction for dual credit in the service area
- Ensures the implementation of procedures that guide the installation of Early College High Schools
- Oversees the operational budget
- Oversees the registration process for all dual credit students in the service area
- Coordinates special events involving community, college educators, and high school participants
- Ensures successful implementation of the recruitment plan for dual credit faculty
- Ensures the successful implementation of a marketing plan for dual credit
- Implement a recruitment plan for students
- Implements a plan for student and parental engagement
- Presents orientation sessions for college faculty, ISD counselors, and high school students
- Directs building the college course schedule for each semester
- Oversees the offering of college courses for dual credit program
- Attends the workplace regularly, reports to work punctually and follows a work schedule to keep up with the demands of the worksite
- Completes all required training and professional development sessions
- Supports the values of the College: diversity, teaching excellence, student success, innovation and creativity and service to the College
Dual Credit Success Coaches are responsible for:

Plans and coordinates the Dual Credit Program at a given Independent School District, linking high school students to community college coursework for college credit.

**Essential Duties and Responsibilities**

- Provides proactive outreach and coaching for students; assists with student support activities.
- Presents information to students in one-on-one and group meetings on various aspects of college programs such as course selection, majors, transferability, admissions, financial aid, assessments, career choices etc.
- Facilitates student learning strategies in traditional and online courses.
- Refers students to appropriate resources (i.e. advising, counseling, tutoring, Student Life, Library Services, etc.)
- Documents student interactions in appropriate college systems promptly.
- May provide reports and other analytics regarding student interactions, academic progress, interventions, etc.
- May monitor student progress and assist in the development of ways to engage students fully in the learning progression.
- Facilitates workshops, activities, and the creation of learning communities in the Learning Center.
- Serves as a liaison with various academic departments to ensure support aligns with course/program outcomes.
- Plans and coordinates the Dual Credit Program at a given Independent School District, linking high school students to community college coursework for college credit.
- Presents orientation sessions for college faculty, ISD counselors, and high school students.
- Implements the recruitment plan for students.
- Meets regularly with students and parents to identify needs to ensure a smooth transition into college.
- Develops and implements a transition plan and coaching for dual credit students into college.
- Coordinates events involving high school participants.
- Attends workshops and conferences related to dual credit.
- Supports the values of the College: diversity, teaching excellence, student success, innovation and creativity and service to the College.
Department Chairs are responsible for:

The Department Chair will be responsible for the daily operation of the department and the department programs. The Department Chair will promote excellence in department programs within the University. Chair responsibilities are classified as professional duties requiring leadership and mentoring of faculty, administrative expertise to include vision, long-term and short-term planning, decision-making and coordination of instruction.

Essential Duties and Responsibilities

- Complying with HCC policy guidelines in developing and implementing local procedures.
- Evaluating teacher applications to ensure the same qualifications are met as required of adjunct faculty teaching the same course on campus.
- Attending dual credit meetings as needed.
- Active communication, when necessary, with P-16 Directors.
- Observing dual credit faculty, as needed.
- Assist with the preparation of each semester’s schedule.
- Prepare and assist with assessment.
- Assist in the evaluation and improvement of courses.
- Conduct annual performance reviews of department faculty and adjuncts.
- Review and determine faculty members to be forwarded to the College Dean for teaching and research
- Identify, recommend, and mentor qualified adjunct instructors. • Advise students and ensure department level availability throughout the year
- Respond to student concerns and attempt to resolve those concerns before submission to the College Dean.
- Represent administration to faculty and faculty to administration.
- Consider faculty input for departmental decisions to ensure all departmental units are represented.
- Update department programs as needed.
- Engage in, encourage, and assist department faculty with scholarly activities and the development of quality curriculum and instruction.
- Lead and assist with accreditation and program reviews.
**ROLES AND RESPONSIBILITIES CONT’D**

**High School Dual Credit Faculty are responsible for:**

High school Dual Credit instructors are considered to be employees of Houston Community College in the course of their Dual Credit instruction, as well as faculty members of their own high school. High School. Dual credit instructors provide a vital service by helping students bridge the gap between high school and college by establishing a rigorous standard.

**Essential Duties and Responsibilities**

- Participate in the discipline-specific workshop held at HCC each year
- Conduct the student course evaluations each term
- Attend the Dual Credit Teacher In-Service Training.
- Verify the class roster.
- Use the same textbook as is selected for the respective dual credit course taught on campus or a text approved by the department liaison.
- Submit grades to HCC promptly by expected due date.
- Active communication, when necessary, with the High School Liaison and P-16 Directors.
- Notify High School Liaisons and P-16 Directors of impending absences.
- Provide final letter grades to the high school registrar or designee.
- Monitor the quality and rigor of instruction in college courses offered in partner high schools.
- Hold DC students to the same standards of achievement as students in on-campus courses.

**High School Liaisons are responsible for:**

Provides leadership and oversight for the development, expansion, and administration of the high school dual credit program in accord with guidelines established by the Houston Community College. Promotes the growth, development, marketing, and administration of the Dual Credit Program. The Dual Credit High School liaison promote growth in the Dual Credit Program by working collaboratively with HCC personnel through recruitment efforts, adhering to policy and procedural changes, supporting Dual Credit orientation activities for students and parent and solving problems in a timely manner.

**Essential Duties and Responsibilities**

- Ensuring dual credit eligibility for all dual credit applicants.
- Working with College Connection Coordinators to arrange placement testing as required.
- Assisting in the enrollment process.
• Serving as a liaison between the high school and HCC.

• Preparing application and enrollment paperwork.

• Actively communicating, when necessary, with P-16 Directors.

• Provides direct services/liaison to Dual Credit students.

• Provides information to support the enrollment of students.

• Troubleshoots student problems, i.e., registration, adding/dropping classes.

• Promotes and markets Dual Credit to high school students.

• Participates in high school Dual Credit Orientations and Parent Cafes.
P-16 SERVICE AREAS AND CONTACT INFORMATION

HCC is a large system with regional colleges located across Houston. Each of the regional colleges (Central, Northeast, Northwest, Southeast, Southwest and Coleman) has designated contact as noted below.

**HCC-Central College** collaborates with the following high schools:
DeBakey HS, HSPVA HS for Visual Performing Arts, HAIS Houston Academy for INTL Students, Jones HS, Lamar HS, Law and Justice HS, Madison HS, South ECHS, STEM Energize Academy, Yates HS, Young Women’s Prep Academy, Worthing Early College HS, and KIPP Sunnyside.

HCC-Central contact:
CE College P-16 Director 713-718-6119

**HCC-Northeast College** collaborates with the following high schools:
Barbara Jordan HS, Booker T. Washington HS, Furr HS, Heights High School, Houston Heights, Kashmere HS, North ECHS, Northside HS, North Forest HS, Sam Houston MTSC HS, Scarborough HS, St. Pius X, Waltrip HS, and Wheatley HS.

HCC-Northeast contact:
Dr. Gabriel Slack
NE College P-16 Director 713-718-8250
gabriel.slack@hccs.edu

**HCC-Northwest College** collaborates with the following high schools:
Academy of Choice, Alief ECHS, Alief CTE ECHS, Alief-Elsik HS, Alief-Hastings HS, Alief-Kerr HS, Alief-Taylor HS, Calvin Nelms, Capstone Academy, Cinco Ranch HS, Guthrie Center, Harmony School of Innovative, Katy, Harmony Science Academy, Houston Quran Academy Iman, Katy HS, Mayde Creek HS, Memorial HS, Morton Ranch HS, Northbrook HS, Seven Lakes HS, Stratford HS, Spring Woods HS, Taylor HS, Tompkins HS, Westchester Academy and Westside HS.

HCC-Northwest contact:
Lilian Baldwin
NW College P-16 Director 713-718-5716
lilian.baldwin@hccs.edu

**HCC-Southeast College** collaborates with the following high schools:
Austin HS, Chavez HS, East Early CHS, Eastwood HS, Genesis Christian School, George R. Sanchez, Houston Can Academy Elite, Houston Gateway Academy Elite, Milby HS, Middle College HS, Mount Carmel Academy, Raul Yzaguirre School for Success, and Sterling HS.

HCC-Southeast contact:
Yolanda M. Cardenas
SE College P-16 Director 713-718-5906
yolanda.cardenas@hccs.edu

**HCC-Southwest College** collaborates with the following high schools:

HCC-Southwest contact:
Athena Walker
SW College P-16 Director 713-718-8618
athena.walker@hccs.edu
Students shall choose a pathway that leads to: 1) a credential or certification, 2) an associate degree (AA/AS/AAS), or 3) a bachelor’s degree (BA/BS). Students enroll in classes that are aligned with their pathway.

- A pathway will follow the course sequence listed on the core academic pathway and the website for the selected credential or degree.
- Students shall enroll in one pathway and may not substitute courses between pathways.
- Students, upon completion of a credential pathway—while still enrolled in high school, may continue to earn credits towards a degree pathway (completion of an associate or bachelor’s degree).
- Private school students are eligible to participate in the dual credit program. These students are subject to the same qualification and provisional policies as are public school students.
- Home school students are eligible to participate in the dual credit program. These students are subject to the same qualification and provisional policies as are public school students.

Students take courses in their chosen pathway. Pathways may lead to a credential or degree.

**DUAL CREDIT STUDENT ELIGIBILITY**

To qualify for a dual credit class, a high school student must meet several key requirements:

- Meet school district or high school requirements for taking a dual credit class.
- Be recommended for dual credit by his/her high school authority.
- Pass the applicable areas of a Texas Success Initiative test (TSI) to determine college readiness. (The student may be exempt from state-mandated TSI testing if he/she meets the qualifying standards on applicable areas of the ACT, PSAT, SAT or STAAR EOC; for certificate programs, consult with a student Success Coach.)
  - Meet course prerequisite requirements.
  - Level I programs do not have TSI requirements.
  - Texas Success Initiatives [TSI](https://www.thecommunitycollege.org/programs/texas-success-initiative/)
  - [SB1091](https://www.capitol.texas.gov/ResearchAndLegislation/TitleSBList/Summary/1091) – Dual Credit
HOME SCHOOL, CHARTER SCHOOL, & PRIVATE HIGH SCHOOL

Home schooled students may attend Houston Community College as dual credit students. They must meet the same requirements as dual credit students enrolled in public or private high schools and follow the same process of admittance to Houston Community College. In addition, they must document their status as home school students, along with all pertinent information required to register for classes at Houston Community College.

The Houston Community College P-16 Council facilitates processes, consistency, standards and procedures for homeschoolers who attend Houston Community College as dual credit students.

Private and charter school students may take dual credit at Houston Community College, but must work through the administration of their high school. Private and charter schools who want dual credit as an option for their students must have established partnerships with Houston Community College.

ONLINE COURSE REQUIREMENT

Class Attendance
All students are expected to attend classes regularly, thus online students must login to their course(s) on a regular basis. Online students who do not login and actively participate before the Official Day of Record may be automatically withdrawn for non-attendance. An automatic withdrawal from a course does not erase the course from the student’s record or excuse you from paying for the courses.

Restricted Courses
English courses may not be taken online.

Official Day of Record
The instructor will define what "active participation" is for the course. Active participation may be one or more of the following:

1. Quiz/test on either the syllabus or another assignment
2. Essay response to an instructor's prompt
3. Discussion response to an instructor's question

If the student has technical difficulties and cannot login, contact the instructor and the Eagle Online Help desk at 713-718-5275, option 3 for assistance.

Campus Meeting Requirements
Some HCC Online courses may require students to participate in campus-based laboratory sessions or proctored examinations. The student should review the course syllabus to determine if the online course has an on-campus laboratory or examination requirement.
Repeating and Dropping Courses

Repeating a class more than three times or dropping more than six courses over an entire academic career can affect the price the student pays for courses and/or the financial aid award. For more information, please see the HCC Student Rights and Policies.

BACTERIAL MENINGITIS VACCINATION

Bacterial Meningitis is a serious, potentially deadly disease that can progress extremely fast – so take utmost caution. It is an inflammation of the membranes that surround the brain and spinal cord. The bacteria that cause meningitis can also infect the blood. This disease strikes about 3,000 Americans each year, including 100-125 on college campuses, leading to 5-15 deaths among college students every year. There is a treatment, but those who survive may develop severe health problems or disabilities.

Meningococcal (Bacterial Meningitis) Vaccine Requirement for All Houston Community College Students Entering in January 2012 and Thereafter

Texas Senate Bill 1107, passed in May 2011, requires all students entering a public, private, or independent institution of higher education in Texas as of January 2012 and thereafter to provide documentation that they have had a meningococcal (bacterial meningitis) vaccine or “booster” dose – within five years of the first class day of the semester they will enter that institution and no later than 10 days before the first day of classes in that same semester. Unless exempted as noted below, entering students must comply with this requirement.

All first-time students of an institution of higher education or private or independent institution of higher education. This includes dual enrollment students regardless of where or how they are taking classes for credit from Houston Community College. All students who are transferring from any institution of higher education to Houston Community College. All students who previously attended an institution of higher education, including Houston Community College, and who are enrolling or re-enrolling in Houston Community College following a break in enrollment of at least one fall or spring semester. You are EXEMPT from this requirement if:

- You will be thirty years old on the first day of class (no documentation required). For classes that begin after January 1, 2014, the exemption age requirement has been lowered to 22 years old.

- You cannot take the vaccine for medical reasons. You must submit an HCC Meningitis Vaccination Verification Form and an affidavit or a certificate signed by a physician who is duly registered and licensed to practice medicine in the United States and in which it is stated that, in the physician’s opinion, the vaccination required would be injurious to the health and well-being of the student.

- You decline the vaccine due to reasons of conscience, including a religious belief. You must complete an Exemption from Meningococcal Vaccination Requirements for Reasons of Conscience Form available online at corequestjc.dshs.texas.gov.

- You are a dual-credit student attending on a high school campus (no documentation required).
TRANSFERABILITY

• Dual credit students who successfully complete college-level classes earn college course credit. Public institutions of higher education in the State of Texas are required, by State law, to accept most college-level academic courses in transfer from another state public institution as core, field of study, or elective credit. Most dual credit students are taking core courses required for most majors.

• Students may verify the transferability of credit by asking the college/university or Student Success Coach if the target university will accept Houston Community College college-level courses in transfer. While many private and out-of-state institutions accept our college-level courses in transfer, students are advised to confirm transferability with the private or out-of-state institution.

• Workforce courses may or may not be transferable depending upon whether Houston Community College and the targeted college or university have a signed articulation agreement for the particular program and courses in question. Consult with a Student Success Coach for additional details.

• In accordance with Texas Higher Education Coordinating Board regulations, dual credit instruction follows the same curriculum, materials, grading, and rigor used in any classes on the regular campus. Houston Community College department chairs, through continual monitoring, assure the integrity and rigor of the

• Curriculum in all sections of their discipline or program, both on-campus and dual credit.
III. OPERATING PROCEDURES

STUDENT APPLICATION PROCEDURE

Dual Credit Student Checklist

Step 1: Apply to HCC
- Apply for Admissions at applytexas.org by the deadline of April 16th.
- Make a note of your 9 digit HCC ID from the ApplyTexas email received within three (3) days

Step 2: Request Dual Credit at Your School
- Complete the “Dual Credit Waiver Approval Form.” This form verifies parental and school approval to take college classes and receive a tuition waiver. Submit your completed form to your high school liaison with your transcript request by the deadline your school has established.

Step 3: Check Your Eligibility for Dual Credit
- Check with your Counselor to verify if you qualify for dual credit. If not, request to take the Texas Success Initiative (TSI) exam immediately (see Step 4).
- I understand it is my responsibility to ensure I have met the requisites to take Dual Credit classes by the designated deadline.

Step 4: Take the TSI Test
- Complete “Pre-Assessment Activity” at www.hccs.edu/ksi.
- HCC Testing Centers require a printout of “Completion Verification,” proving that you have completed the activity.
- HCC Testing Centers require a photo ID to test.

Step 5: Enroll in your Dual Credit Class by Designated Deadline
- Go to myeagle.hccs.edu
- Click on Student System Sign-In
- This will take you to the login for Student System Sign-In.
  - Enter your HCC User ID (example: W123456789)
Enter your password (If you don’t have one, click on “First Time User” and answer the questions; if you forgot your password, click on “Reset My Password” and answer the questions. For these actions, you will need your Social Security Number (or “P” number if applicable).

- This will take you to the Student Center page. Under Academics click on:
  - Enroll – you will be taken to the page to add classes.
  - Under “Add Classes” Select “Term”
- This will take you to the page Select Classes to Add where you enter the course number of the class (es) you will be taking.
- Carefully review and confirm your information. Click “Next”. You will receive a green confirmation that class (es) have been added to your Shopping Cart.
  - Click on “Proceed” to continue with enrollment.

**TUITION AND FEES**

**The Cost of Dual Credit Classes**
The Houston Community College Board of Trustees has waived tuition and fees for dual credit students. Students living within taxing districts (In-District) may take dual credit classes at no charge. Students living outside of the taxing district (Out-of-District) do not pay tuition, but they do pay tuition out-of-district fees.

**Textbooks for Dual Credit Classes**
Dual credit students, like all college students, are responsible for purchasing required textbooks and other essential course materials. The exception would be in cases where the high school provides textbooks.

**Dual Credit Students and Financial Aid**
Dual credit students cannot receive financial aid. Students must earn a high school diploma or GED to be eligible for financial aid.

**Course Loads for Dual Credit Students**
House Bill 505 removed limitations on the number of classes a student may take.
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<tr>
<th>Type of Assessment</th>
<th>Minimum- Scores for Reading &amp; Writing based classes English/History/Government</th>
<th>Minimum- Scores for Reading, Writing and Math based classes eg, Economics</th>
<th>Minimum- Scores for Math based classes eg, College Algebra</th>
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<td>ACT (TSI Exemption)</td>
<td>English 19&lt;br&gt;Composite 23</td>
<td>English 19&lt;br&gt;Math 19&lt;br&gt;Composite 23</td>
<td>Math 19&lt;br&gt;Composite 23</td>
</tr>
<tr>
<td>SAT (TSI Exemption)</td>
<td>Evidence-Based Reading &amp; Writing - 480</td>
<td>Evidence-Based Reading &amp; Writing - 480&lt;br&gt;Math Section Score - 530</td>
<td>Math - 530</td>
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<td>PSAT (TSI Waiver)</td>
<td>Reading &amp; Writing - 460</td>
<td>Reading &amp; Writing - 460</td>
<td>Math Section Score - 510</td>
</tr>
<tr>
<td>STAAR EOC (TSI EXEMPTION)</td>
<td>Combined English III - 4000</td>
<td>Combined English III - 4000 &amp; Algebra II - 4000</td>
<td>Algebra II - 4000</td>
</tr>
<tr>
<td>STAAR EOC (TSI WAIVER)</td>
<td>Combined English II - 4000</td>
<td>Combined English II - 4000 &amp; Algebra I - 4000</td>
<td>Algebra I - 4000</td>
</tr>
<tr>
<td>TSI ASSESSMENT</td>
<td>READ - 351 +&lt;br&gt;WRITE - 340 +&lt;br&gt;WS - 4 +</td>
<td>READ - 351 +&lt;br&gt;WRITE - 340 +&lt;br&gt;WS - 4 +</td>
<td>Math - 350 +</td>
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WORKFORCE (CTE) PROGRAM

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<thead>
<tr>
<th>Level I Certificate</th>
<th>Waived</th>
</tr>
</thead>
</table>
| Level II Certificate| STAAR EOC  
English II- 3872  
Algebra- 4000 |

Source HCC Website: https://www.hccs.edu/programs/dual-credit/

SCHOLASTIC DISHONESTY

Students are responsible for conducting themselves with honor and integrity in fulfilling course requirements. Penalties and/or disciplinary proceedings may be initiated by college district officials against a student accused of scholastic dishonesty. “Scholastic Dishonesty” includes, but is not limited to, cheating on a test, plagiarism and collusion. Possible punishments for academic dishonesty may include a grade of “0” or “F” on the particular assignment, failure in the course, and/or referral to the college Dean of Student Services for disciplinary action up to and including expulsion. Students have the right to appeal the decision.

FACULTY/INSTRUCTOR QUALIFICATIONS

Before the College P-16 Office is notified that a high school instructor would like to teach college courses in a dual credit environment, the high school instructor is required to ensure the request for hire has been vetted by the campus- and district-level administrators to provide their initial approval:

Initial Approval Steps:

1. High school instructor submits a transcript(s), and résumé to the P-16 Office to then be forwarded and prescreened by the appropriate HCC academic/workforce department or credentialing office.

2. If the instructor meets the credentialing standards for the appropriate course(s), they can proceed forward to apply for the position at the HCC employment Web site: https://hccs.referrals.selectminds.com/. If necessary, the P-16 office can provide the prospective instructor a direct link to this position.

3. The applicant needs to notify the P-16 office that they have applied for the position and uploaded all necessary documentation (transcripts, résumé, etc.). The P-16 team will contact the appropriate HR representative to confirm that the high school instructor appears in the adjunct pool.

4. The P-16 office will notify the prospective instructor and high school support team once HR has confirmed the applicant appears in the adjunct pool.
5. Before notifying the appropriate HCC department that they can start the hiring process for this candidate, the following items related to the high school instructor’s dual credit course need to be verified by the P-16 office (in conjunction with the district-level high school administrators):

   a. Test scores have been verified to support the student headcount
   b. Costs related to textbooks have been confirmed

6. Each student’s high school schedule has time allocated for the dual credit course

   a. Campus-level administrators (e.g., teaching schedule can accommodate the request, students and/or textbooks have been confirmed, etc.).
   b. District-level personnel (e.g., confirm crosswalk, costs of equipment and instructional material, etc.)

The College P-16 office will collaborate with the district office to have all of these candidates reflected in a prospective faculty database. This document will reflect the progression of the hiring process.

The following links better explain the minimum academic and/or workforce requirements to teach at HCC.

- [http://imc02.hccs.edu/ccp/sacs/academic.htm](http://imc02.hccs.edu/ccp/sacs/academic.htm)
- [http://imc02.hccs.edu/ccp/sacs/workforce.htm](http://imc02.hccs.edu/ccp/sacs/workforce.htm)

**FACULTY/ INSTRUCTOR SUPPORT**

**Faculty Handbook**

[https://myhcc.hccs.edu/Division-of-Instructional-Services/Pages/Faculty-and-Administrative-Support.aspx](https://myhcc.hccs.edu/Division-of-Instructional-Services/Pages/Faculty-and-Administrative-Support.aspx)

**NEW** Handbook includes consolidated information from the old Faculty Advising Handbook and the Instructional Leader Guidelines. The new handbook provides faculty with institutional information such as Policies and Procedures, Instructional Operations, Curriculum, etc.

Dual credit faculty can count on support from department chairs, P-16 College Directors, Dual Credit High School Liaisons, and the entire HCC P-16 team. Find the contact information in this handbook, and to support the communication process for any concerns as they arise. P-16 College Directors confer with each dual credit instructor several times throughout the academic year. These meeting opportunities include the annual dual credit instructor in-service training and faculty workshops, or any other time you feel the need to meet.
1. Faculty Visits Academic departments are required to observe your classes at least once per academic year. These visits are typically carried out by the chair or in the case of large departments, by a full-time faculty member of the discipline. The purpose of these visits is to provide support and assistance for dual credit courses and to ensure class content is the same or comparable to courses delivered for undergraduate credit only.

2. Professional Development The dual credit office facilitates professional development activities specifically designed for dual credit instructors. These events include annual teacher in-service training, Canvas, and other training opportunities as needed. Professional development also includes popular events, such as the HCC Faculty Association Annual Conference, an all-day affair at a downtown hotel with breakfast, lunch and interesting speakers. Breakout sessions have presenters from HCC faculty and staff, and always include dual credit topics.

3. In-Service Training, Dual Credit Rigor Institute, & Department Meetings. Every summer before the new academic year begins, a general orientation session will be hosted by Dr. O’Brien, Associate Vice Chancellor for College Readiness, along with the HCC P-16 Team. All dual credit faculty are invited and required to attend. The purpose of this training is to update dual credit instructors (and other dual credit facilitators) on any changes regarding dual credit forms, policies or procedures that will apply to the upcoming school year. It is also a great opportunity for dual credit faculty to exchange ideas and experiences. You will also be expected to attend pre-semester department meetings in your academic discipline, hosted by the HCC Department Chair.

MAXIENT

Procedure for Documenting Incidents of Scholastic Dishonesty

1) When an instructor has confirmed an incident of scholastic dishonesty (for example, plagiarized paper submitted for grade, collusion on exam, or student using unauthorized materials for exam), the instructor will use the Maxient link (provided on the myHCC homepage and the Faculty Resources Page; https://cm.maxient.com/reportingform.php?HoustonCC&layout_id=1) to report all the details of the incident, including any consequences assessed by the instructor at the classroom level to the student and any recommendations for the deans. Using the Maxient report link, the instructor should include all relevant attachments associated with the incident.

2) The Maxient report will be routed to the Dean of Student Success and Engagement on the campus where the incident occurred. For online students, the report will be directed to the college to which the section is assigned in PeopleSoft. Instructional Deans will be responsible for monitoring repeated incidents in their programs, and Deans of Student Success and Engagement will be responsible for monitoring repeated incidents at each college. Further, in cases involving dual-credit students located on high-school campuses, copies of the report will be routed to the relevant P-16 Director, who will notify local school administrators. In cases of repeated incidents, collaborative follow-up work may be required between the associated deans.
3) Once the report has been “closed,” it will automatically be sent to the Office of Records Management. Records of reported incidents will be retained until the student graduates or 5 years after the date of last attendance.

MEMORANDUM OF UNDERSTANDING (MOU)

A memorandum of Understanding is a legal document that as utilized as an agreement between two parties. The document expresses a common goal in which both parties participate in identification, intention, consideration, and acceptance. The MOU should specifically state who the parties are, the scope of the document, and each parties’ roles and responsibilities. The MOU would only be developed when submitting a request involving a collaborative partner. After discussions are completed, a final MOU is drafted and signed by both parties.

Checklist for the process to establish a Memorandum of Understanding (MOU) with HCC P16

- School Administration meet with the HCC P16 Director
- Determine a pathway for courses being offered
  - Academic
  - CTE
- Program Plan mapped out over 2 years
- Crosswalk for each course
- Determine the course meeting patterns
- Determine if the school has embedded faculty
- If there are no embedded faculty coordinate with the HCC department chairs to confirm the availability of the faculty
- Confirm student headcount and college readiness
- Minimum of 20 students per course for courses to take place at the high school campus
- Lower number of students embed at the HCC campus
- Meeting with College President to discuss the potential partnership
- Site visit to the high school campus with department chairs to confirm the classrooms and labs have all of the equipment and technology to offer the courses
- Final approval is granted by Associate Vice Chancellor of College Readiness, Dr. O’ Brien and sent to the Vice Chancellor of Instruction
- Once all of the above steps have been completed and verified the MOU process will begin
Houston Community College is accredited by the Southern Association of Colleges and Schools Commission on Colleges to award associate degrees.

Contact the Commission of Colleges at 1866 Southern Lane, Decatur, Georgia 30033-4097 or call 404-679-4500 for questions about the Accreditation of Houston Community College.

In accordance with the accreditation standards of the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC), HCC must notify SACSCOC of any potential or actual substantive changes in programs, facilities, centers, or program delivery in a timely fashion, and in many cases, must obtain prior approval from SACSCOC prior to the implementation of such a change.

Substantive Change Process: Dual Credit

**EVENTS FOR WHICH NEITHER PRIOR NOTICE NOR PRIOR APPROVAL IS REQUIRED:**

- New instructional location at which less than 25% of a program is available
- Name changes for instructional locations
- Address changes for instructional locations
- Closing a location that has not been approved for 50%+ instruction in a program

**EVENTS FOR WHICH PRIOR APPROVAL IS NOT REQUIRED, BUT PRIOR NOTICE IS REQUIRED:**

- Initiating coursework at a dual credit site that equals 25-49% of a program

**EVENTS FOR WHICH PRIOR APPROVAL IS REQUIRED:** (See Appendices?)

- Initiating coursework leading to 50% or more of an award at a dual credit site
Retest Policy:

If the student does not achieve college level placement for the desired subject area after the second attempt that academic term, the individual must wait until the semester has concluded before retesting at no cost. Students wanting to complete any subject-specific TSI test for the third time during the same semester will need to pay a testing fee for that section.

The TSI Academy is an intervention tool for high school students who have not achieved college-level placement for the desired subject area after the first attempt of the TSI Assessment exam.

Any student enrolled in a TSI Academy will have the opportunity re-take the TSI Assessment exam upon completion of the academy regardless of their initial TSI Assessment score at no cost.

TSI Academy Criteria: The student is eligible to participate in the TSI Academy if the exam scores are between the below – noted range per section:

<table>
<thead>
<tr>
<th>Subject</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Math</td>
<td>344 -349</td>
</tr>
</tbody>
</table>
| Writing  | Multiple Choice less than 340 and Essay of 4  
            Multiple Choice of at least 340 and Essay of 3 |
| Reading  | 345-350                                 |

TSI Academy Timeline: The students will attend the TSI Academy the summer semester before enrollment for the fall semester. The students who have re-tested and placed in college-level as per subject area will have successfully completed the TSI Academy. Therefore, the students will be prepared to participate and perform in rigorous college courses within a dual credit environment or at an HCC College campus delivered in a face-to-face, online, or hybrid platform.

TSI Academy Implementation Process: High School Dual Credit Liaison: Responsible for ensuring students complete the TSI Pre-Assessment.

TSI Pre-Assessment Activity Link: [http://ctle.hccs.edu/gcpass/PREP_Home.htm](http://ctle.hccs.edu/gcpass/PREP_Home.htm)
Source Share Point: DC Re-Testing Recommendation (via Smartsheet).

1. The High School Dual Credit Liaison must provide their respective HCC P-16 team the names (with HCC ID#) and certificate of completion for the TSI Pre-Assessment Activity of the students wanting to participant in the TSI Academy. This information should be received by April 27th (last Friday of the month).

2. The P-16 team will be responsible for reviewing testing scores to determine the eligibility of the dual credit students that are to participant the TSI Academy
   a. The students test score must meet the aforementioned test range criteria.

3. The P-16 Team will collaborate with HCC’s Testing Center personnel to retrieve the diagnostic data because of the TSI Assessment.

4. The P-16 Team will collaborate with Tutorial/Academic Services personnel to review the diagnostic data on each student before the start of the TSI Academy. The goal of the collaboration will be to determine an academic plan as to what activities will be implemented daily as well as how the TSI Academy will be organized to ensure students are working on a deficiency.

5. The suggested recommendations will allow for a seamless implementation across multiple HCC college campuses to large numbers of students while being mindful of budgetary cost and practical use of HCC resources.
   a. The development of the holistic academic and social/emotional curriculum with academic/library services and student/student life/career services to minimize funding resources. The delivery of the TSI Academy can be face-to-face, computer-based, or a combination of both formats.
   b. HCC Curriculum Support Material: The TSI Activities document can include PowerPoint presentations, lesson plans, and activities that have been developed by academic, library, and support services teams or if funding is available, the hire of TSI Coaches.
   c. Data Collection and Analysis: Pre-assessment and post-assessment collection and analysis.

6. The P-16 Team will collaborate with respective HCC’s college campus leadership team to support the organization and creativity to assist with the leading the TSI Academy. This collaboration will need to be purposeful and organized for the targeted audience, the high school student.
   a. The P-16 team with their respective HCC college campus leadership team will help to ensure all tasks are appropriately managed.

Conclusion: An HCC community approach for the implementation of TSI Academy will afford high schools students’ the opportunity to achieve academic, personal, and career success. Good stewardship of resources will provide the framework for a collaborative “agenda-setting” effort to identify and begin to help address the need for College and Career Readiness the system-wide for the external stakeholder served, dual credit students and their communities.
**Khan Academy:** HISD led initiative

This computer-based resource provides content specific to several standardized tests (e.g., SAT, GMAT, etc.) and core subjects (e.g., Economics, Art History, etc.). However, its most robust offerings relate to the subject of mathematics. [https://www.khanacademy.org](https://www.khanacademy.org)

**Video tutorials:** Similar to Khan Academy, these videos provide instruction that can be used by the TSI Coach to explain a concept further. This resource also can allow the TSI Coach time to provide face-to-face support for students who already have mastered the idea related to the online video tutorial.

**Online Practice Problems:** Students can practice problems directly through the Khan Academy website. This online resource includes scratch paper and a calculator component to assist students.

**The NROC (Network Resources Open College & Career) Project:**

This project ([http://thenrocproject.org/](http://thenrocproject.org/)) serves as a laboratory for free instructional resources provided via EdReady and HippoCampus. It provides TSI Coaches access to a wide range of textbooks and video resources related to the TSI Academy.

**Lesson Plans:** The NROC project also provides access to various online lessons that include practice exercises for students.

**Edgenuity:**

Empowers educators with the knowledge necessary to efficiently use courses and curriculum, digital tools, data and reports, and learning systems. The Edgenuity team also shares instructional strategies and classroom routines that educators to help students stay engaged, show progress and achieve real learning for students to become college ready.

The cost of products, services, and personalized TSI test preparation is **$50.00 per student for the concurrent enrollment access.** All school districts **with the exception of HISD and SBISD in our area have full licenses so they have no cost.**
**DATES TO KNOW/ DEADLINES**

**Fall Semester Deadlines**

<table>
<thead>
<tr>
<th>Date</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Oct. 1st (prior to targeted school year)</td>
<td>HCC department has met and reviewed the credentials of ISD instructor interested in teaching dual credit the following school year.</td>
</tr>
<tr>
<td>Sept. 1st – Oct. 15th</td>
<td>Compile a list of schools and awards that will need prospectuses before the following Sept.</td>
</tr>
<tr>
<td>Sept. 1st – Oct. 15th</td>
<td>Contact program coordinator/dean/dept. chair overseeing the workforce awards planned for the following September. 1) Arrange for an inspection of the school facilities; 2) Get written approval of all new workforce facilities to attach to the prospectus; 3) PROPOSED NEW FACULTY? — Mark, what should they do?</td>
</tr>
<tr>
<td>October 15th</td>
<td>Deadline for prospectuses to be submitted to the Accreditation Compliance Office for the following September</td>
</tr>
<tr>
<td>Dec. 15th</td>
<td>Deadline to mail prospectus to SACSCOC (for the following September)</td>
</tr>
<tr>
<td>January 1st</td>
<td>Deadline for prospectus at SACSCOC (for the following September)</td>
</tr>
<tr>
<td>January 2018</td>
<td>High School has approved instructor.</td>
</tr>
<tr>
<td>February – March</td>
<td>Dual credit orientation for fall term (still need to complete application).</td>
</tr>
<tr>
<td>March 20th</td>
<td>College P16 Directors Identify Schools that need Letter or Prospectus for 2019-2020 School year.</td>
</tr>
<tr>
<td>February – April</td>
<td>1st attempt TSI Academy intervention for fall term (reading, writing, and/or math remediation).</td>
</tr>
<tr>
<td>Feb. 1st</td>
<td>Submit estimated class meeting patterns for fall course requests.</td>
</tr>
<tr>
<td>March 1st</td>
<td>Submit student estimates related to fall course requests.</td>
</tr>
<tr>
<td>March 31st</td>
<td>Last day for existing ISD faculty to start hiring process.</td>
</tr>
<tr>
<td>April 16th</td>
<td>Application deadline for dual credit fall enrollees.</td>
</tr>
<tr>
<td>May 15th</td>
<td>Deadline to give list of schools and awards that are going to reach the 25% threshold in the fall semester to the Accreditation Compliance office</td>
</tr>
<tr>
<td>June 1st – June 29th</td>
<td>2nd attempt TSI Academy intervention for fall term (reading, writing, and/or math remediation).</td>
</tr>
<tr>
<td>June 1st</td>
<td>Completion of HCC hiring process for existing ISD faculty.</td>
</tr>
<tr>
<td>June 15th</td>
<td>All student paperwork submitted to P-16 Offices.</td>
</tr>
<tr>
<td>June 15th</td>
<td>Finalize meeting pattern and students last day to make changes to Fall Schedule.</td>
</tr>
<tr>
<td>Date</td>
<td>Event Description</td>
</tr>
<tr>
<td>---------------------------</td>
<td>----------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>July 1&lt;sup&gt;st&lt;/sup&gt;</td>
<td>Deadline to identify high school faculty not needing to be rehired by HCC.</td>
</tr>
<tr>
<td>July 1&lt;sup&gt;st&lt;/sup&gt; – July 15&lt;sup&gt;th&lt;/sup&gt;</td>
<td>Dual credit rosters submitted to High Schools for approval.</td>
</tr>
<tr>
<td>August 1&lt;sup&gt;st&lt;/sup&gt;</td>
<td>Priority Deadline for receiving rosters from High Schools for enrollment.</td>
</tr>
<tr>
<td>August 15&lt;sup&gt;th&lt;/sup&gt;</td>
<td>Final Deadline for receiving rosters from High Schools for enrollment.</td>
</tr>
<tr>
<td>Wednesday prior to start of semester</td>
<td>All students enrolled on HCC rosters.</td>
</tr>
<tr>
<td>End of first week of class</td>
<td>Schools return rosters for corrections (includes evidence of both rosters).</td>
</tr>
<tr>
<td></td>
<td>Students also need to confirm their schedule. Last time to add/drop students.</td>
</tr>
<tr>
<td>One week before HCC’s last day to complete administrative withdrawal</td>
<td>P-16 team administers system-wide roster check; complete withdrawals</td>
</tr>
<tr>
<td>Nov. 15&lt;sup&gt;th&lt;/sup&gt;</td>
<td>Deadline to give list of schools and awards that are going to reach the 25% threshold in the spring semester or summer semester to the Accreditation Compliance office</td>
</tr>
</tbody>
</table>
# SPRING SEMESTER DEADLINES

<table>
<thead>
<tr>
<th>Date</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>July 1&lt;sup&gt;st&lt;/sup&gt;</td>
<td>Deadline for prospectus at SACSCOC (for the following January)</td>
</tr>
<tr>
<td>Sept. 15&lt;sup&gt;th&lt;/sup&gt;</td>
<td>Dual credit orientation for following Spring (still need to complete application).</td>
</tr>
<tr>
<td>Sept. 15&lt;sup&gt;th&lt;/sup&gt;</td>
<td>HCC department has met and reviewed the credentials of ISD instructor interested in teaching dual credit the following school year.</td>
</tr>
<tr>
<td>October – Nov. 15&lt;sup&gt;th&lt;/sup&gt;</td>
<td>TSI Academy intervention for Spring term (reading, writing, and/or math remediation).</td>
</tr>
<tr>
<td>Oct. 1&lt;sup&gt;st&lt;/sup&gt;</td>
<td>High School has approved instructor.</td>
</tr>
<tr>
<td>Oct. 1&lt;sup&gt;st&lt;/sup&gt;</td>
<td>Application deadline for dual credit Spring enrollees.</td>
</tr>
<tr>
<td>Oct. 4&lt;sup&gt;th&lt;/sup&gt;</td>
<td>Finalize meeting patterns and students for Spring course request.</td>
</tr>
<tr>
<td>Oct. 15&lt;sup&gt;th&lt;/sup&gt;</td>
<td>Students identified to take dual credit.</td>
</tr>
<tr>
<td>Nov. 15&lt;sup&gt;th&lt;/sup&gt;</td>
<td>All student paperwork submitted to P-16 Offices.</td>
</tr>
<tr>
<td>Nov. 15&lt;sup&gt;th&lt;/sup&gt;</td>
<td>Completion of hiring process for existing ISD faculty.</td>
</tr>
<tr>
<td>Nov. 15&lt;sup&gt;th&lt;/sup&gt;</td>
<td>Deadline to give list of schools and awards that are going to reach the 25% threshold in the spring semester or summer semester to the Accreditation Compliance office</td>
</tr>
<tr>
<td>Dec. 1&lt;sup&gt;st&lt;/sup&gt;</td>
<td>Deadline for High Schools to Submit Roster for Spring</td>
</tr>
<tr>
<td>Dec. 1&lt;sup&gt;st&lt;/sup&gt; – Dec. 15&lt;sup&gt;th&lt;/sup&gt;</td>
<td>Dual credit rosters submitted to High Schools for approval.</td>
</tr>
<tr>
<td>Dec. 15&lt;sup&gt;th&lt;/sup&gt;</td>
<td>Deadline for meeting patterns for Fall term</td>
</tr>
<tr>
<td>Wednesday prior to start of semester</td>
<td>All students enrolled on rosters.</td>
</tr>
<tr>
<td>End of first week of class</td>
<td>Schools return rosters for corrections (includes evidence of both rosters). Students also need confirm their schedule. Last time to add/drop students.</td>
</tr>
<tr>
<td>One week before last day of official withdrawal</td>
<td>P-16 team administers system-wide roster check; complete withdrawals.</td>
</tr>
</tbody>
</table>

# SUMMER DEADLINE

<table>
<thead>
<tr>
<th>Date</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>March 10&lt;sup&gt;th&lt;/sup&gt;</td>
<td>All dual credit paperwork collected by P-16 office for summer enrollees.</td>
</tr>
</tbody>
</table>
IV. STUDENT SYSTEM OF SUPPORT

ADVISING

The following is a list of expectations of an advisor throughout the required advising process:

- Understand and effectively communicate the curriculum, graduation requirements, and university and college policies and procedures
- Encourage and guide students to develop realistic academic and career goals
- Support students to gain the skills necessary to develop clear and attainable educational plans
- Educate students on strategies for utilizing available resources and services on campus
- Assist in understanding the benefits of higher education and its impact on lives
- Monitor and accurately document students’ progress toward meeting their goals.

ACADEMIC, CAREER AND TECHNOLOGY EDUCATION DEGREE PLANS

- Academics
- Automotive
- Business
- Construction
- Consumer Arts and Sciences
- Digital & Information Technology
- Engineering
- Global Energy Institute
- Health Sciences
- Logistics
- Manufacturing
- Material Science
- Media Arts & Technology
- Public Safety
- Visual & Performing Arts

Source HCC Website: https://www.hccs.edu/programs/dual-credit/
HCC Counselors include masters or doctoral level licensed professionals (LPC, LMFT, LCSW, and LP) and Counseling interns under supervision. HCC Counselors provide the following confidential services for HCC students:

- Educational Counseling
- Career Counseling and Coaching
- Personal and Mental Health Counseling
- Substance Abuse Counseling
- Title IX related counseling (domestic/sexual violence, sexual harassment)
- Successful Learning Intervention Program (SLIP)
- SLIP Survey
- Student Success Workshops (anxiety and stress management, goal-setting, etc.)
- Degree Plan Completion and Transfer Planning
- Early Alert Assessment and Intervention
- Behavioral Intervention and Threat Assessment Team (BITAT) Consultation
- Referral Counseling
- Referral Resources
- Disability Services
Ability Services

Houston Community College is committed to creating an accessible learning community where individuals with disabilities have an equal opportunity to pursue their educational goals, limited only by their abilities, not their disabilities. Ability Services strives to empower students, foster independence, and promote achievement of the student’s career and educational goals.

In compliance with Section 504 of the Rehabilitation Act and under the Americans with Disabilities Act, Ability Services at each College within the Houston Community College System is responsible for arranging reasonable accommodations for all qualified students with a documented disability (e.g. physical, learning, psychiatric, vision, hearing, etc.) to ensure equal access to all programs and activities at the College. Students who need to arrange reasonable accommodations must contact Ability Services at the College(s) (Central, Coleman, Northeast, Northwest, Southeast, Southwest) the student plans to attend. Due to the high demand for services and the nature of certain disabilities, it is recommended that students meet with an ADA Counselor at least 60 days prior to the beginning of each term. Every effort will be made to arrange accommodations; however, failure to provide sufficient advance notice may impede service delivery.

The process for obtaining reasonable accommodations is an interactive one that begins with the student’s disclosure of his/her disability. The student has the responsibility of providing Ability Services with the appropriate documentation from a qualified Physician or Clinician who has diagnosed his/her disability. Students with disabilities should contact Ability Services directly. The contact must be made by the student and not a representative of the student, however parents/family are encouraged to participate in the process.

Students must be on file with our office in order to obtain services including, but not limited to:

- Placement testing with reasonable accommodations, if needed
- Reasonable classroom accommodations
- Interpreting or CART services
- Textbooks in an alternate format
- Assistive technology
- Referral to agencies such as the Department of Assistive and Rehabilitative Services (DARS), Mental Health Mental Retardation Agency of Harris County (MHMRA), etc.

Note: Ability Services works closely with other College departments, but does not replicate those services. We direct students to the appropriate service and facilitate referral as needed.

Whether you are a student with a disability, or an Instructor working with a student with a disability, we look forward to assisting you.
ABILITY SERVICES CONTACT INFORMATION

Central
Jette (Yetta) E. Lott, EdS, MA, CRC, LPC, NCC
713.718.6164
Jette.lott@hccs.edu

Senta Eastern, M. Ed, LPC
713.718.36164
Senta.eastern@hccs.edu

Coleman
Brandy Lerman, M. Ed, LPC
713.718.7376
b.berman@hccs.edu

Northeast
Cynthia De Los Santos, MA, LMFT
713.718.8322
Cynthia.delossantos@hccs.edu

Northwest
LaRonda Y. Ashford, EdD, LPC
713.718.5408
Laronda.ashford@hccs.edu

Lisa Parkinson, M.Ed., LPC
713.718.5667
lisa.parkinson@hccs.edu

Southeast
E.J. Sit, LPC-S
713.718.7053
Estelle.sit@hccs.edu

Southwest
Greta Brooks, MS, M.Ed., LPC, CRC
713.718.7448
Greta.brooks@hccs.edu

Becky Hauri, Ph.D., Licensed Psychologist
713.718.7909
Becky.hauri@hccs.edu

Link for more information:
Source HCC Website:
https://www.hccs.edu/support-services/disability-services/ability-services-office-locations/
In support of the HCC Mission to promote success and retention, the library system, an integral and vital part of the educational process, endeavors to provide the best possible human, material, and digital resources and services to support, enhance and supplement student learning.

The library system, which is made up of libraries and electronic resource centers (ERCs) provides the student with an extensive, up-to-date collection of resources, including books, magazines and newspapers—in both paper and digital formats—as well as videos. Professional librarians are available face-to-face and online via chat to show the student how to use the library and to help the student locate information and materials.

**Chromebooks and Netbooks**

Students may check out any library materials, including Chromebooks and Netbooks. Any lost items are the financial responsibility of the student.

**How Do I Find What I Want?**

An online library catalog is available from all internet-connected computers and devices at library.hccs.edu. This offers an easy-to-use source for finding books at HCC libraries. Books at every campus can be requested by students through the online catalog and will be delivered to any other campus library. Student HCC picture ID cards are used to check out books and other materials from the library. The home page also provides access to our extensive databases of magazine, professional journal, newspaper articles, eBooks, and streaming videos. Eagle Library Search provides a one-stop search of the catalog, databases, and select open access resources. To access the databases from off a HCC campus or to view licensed content from an Eagle Library Search, the student will use their HCC username and password.

For more information

https://library.hccs.edu/home
TUTORING SERVICES

Houston Community College (Office of Success and Completion) is committed to your success, so we offer free face-to-face and online tutoring to our students. Face-to-face tutoring takes place at our comprehensive Learning Centers, which can be found at our campuses. Faculty tutors, peer tutors and lab aides are available to help with English, Math, Biology, Physics, Chemistry, Accounting, Spanish, ESOL and much more. We can help you stay on track with your coursework, understand assignments, and improve your study skills. You don't need an appointment and there is no charge for use of our services.

Tutoring services are offered by department tutors to provide assistance with classroom material. The college also provides access to writing centers and math labs. Students can access tutors specializing in a specific area on-campus or online at https://www.hccs.edu/resources-for/current-students/tutoring/. Students can also access tutoring 24 hours a day 365 day a year through utilizing HCC online tutoring network AskOnline http://hccs.askonline.net/

FINANCIAL AID

Dual credit students cannot receive financial aid. Students must earn a high school diploma or GED to be eligible for financial aid.
FERPA affords students in “attendance” at Houston Community College certain rights with respect to their education records. “Attendance”, as defined by Houston Community College, begins on the first day of the term in which a student is enrolled. These rights include:

1. The right to inspect and review the student’s education records within 45 days of the day the College receives a request for access. A student should submit to the registrar a written request that identifies the record(s) the student wishes to inspect. The college official will make arrangements for access and notify the student of the time and place where the records may be inspected. If the records are not maintained by the college official to whom the request was submitted, that official shall advise the student of the correct official to whom the request should be addressed.

2. The right to request the amendment of the student’s education records that the student believes are inaccurate, misleading, or otherwise in violation of the student’s privacy rights under FERPA. A student who wishes to ask the College to amend a record should write the College official responsible for the record, clearly identify the part of the record the student wants changed, and specify why it should be changed. If the College decides not to amend the record as requested, the College will notify the student in writing of the decision and the student’s right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing.

3. The right to provide written consent before the College discloses personally identifiable information from the student’s education records, except to the extent that FERPA authorizes disclosure without consent. The College may disclose education records without a student’s prior written consent under several FERPA exceptions including:
   - Disclosure to school officials with legitimate educational interests
   - A school official is a person employed by the College in an administrative, supervisory, academic or research, or support staff position (including law enforcement unit personnel and health staff); a person or company with whom the College has contracted as its agent to provide a service instead of using College employees or officials (such as an attorney, auditor, or collection agent); a person serving on the Board of Trustees; or a student serving on an official committee, such as a disciplinary or performing his or her tasks.
   - A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibilities for the College.
   - The student’s application for financial aid
   - Submitting proof of dependency
   - Response to a judicial order or subpoena
• A bona fide health or safety emergency

• Information requested by other schools in which the student seeks or intends to enroll

• As of January, 2012, The U.S. Dept. of Education’s FERPA regulations expand the circumstances under which your education records and personally identifiable information (PII) contained in such records—including your SSN, grades, or other private information—may be accessed without your consent.

• Second, Federal and State Authorities may allow access to your education records and PII without your consent to researchers performing certain types of studies, in certain cases even when we object or do not request such research. Federal and State Authorities must obtain certain use-restriction and data security promises from the entities that they authorize to receive your PII, but the Authorities need not maintain direct control over such entities.

• In addition, in connection with Statewide Longitudinal Data Systems, State Authorities may collect, compile, permanently retain, and share without your consent PII from your education records, and they may track your participation in education and other programs by linking such PII to other personal information about you that they obtain from other Federal or State data sources, including workforce development, unemployment insurance, child welfare, juvenile justice, military service, and migrant student records systems. • The Family Educational Rights and Privacy Act (FERPA) of 1974, as amended, designates certain information related to a student as “Directory Information.” FERPA gives the College the right to disclose such information to anyone inquiring without having to ask a student for permission, unless the student specifically requests in writing that all such information not be made public without written consent (Registration/Forms/confidentiality.pdf) except by the National Student Clearinghouse to loan guarantors.

  o Houston Community College has designated the following as “Student Directory Information:”

  o Student’s Name

  o Address and telephone number

  o Date of birth

  o Major field of study

  o Enrollment status (full/part-time)

  o Dates of attendance at Houston Community College

  o Number of semester hours completed & in progress

  o Student classification
o Degrees earned and dates awarded

o Most recent previous educational institution attended

4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the College to comply with the requirements of FERPA. The name and address of the Office that administers FERPA is:
   Family Policy Compliance Office
   U.S. Department of Education
   400 Maryland Avenue, SW
   Washington, DC 20202-5901
   ferpa@ed.gov

STUDENT RIGHTS, POLICIES & PROCEDURES

According to its policy on student conduct, Houston Community College views college-level students as adults who subscribe to a basic standard of conduct, which requires that they not violate any municipal, state or federal laws. Accordingly, HCC has a duty and corollary disciplinary power to protect its educational purpose of setting standards of conduct and regulations of the use of district property. Moreover, a student’s membership in the community of scholars is a privilege and carries with its obligations to participate in and contribute to the educational mission of the college and to avoid any behavior that is contrary to that mission. Therefore, no student may disrupt or otherwise interfere with any educational activity being performed by a member of the college district.

Source HCC Website: http://www.hccs.edu/about-hcc/procedures/student-rights-policies--procedures/
GLOSSARY OF TERMS

**Academic Courses**: Academic courses are those typically required of students who intend to transfer from Houston Community College and pursue a traditional baccalaureate degree at a four-year institution.

**Adjunct**: A professor employed by a college or university for a specific purpose or length of time and often part-time.

**Contact Hour**: A unit of measure that represents an hour of scheduled instruction given to a student.

**Career and Technical (CTE)**: CTE Career and technical education programs offer a sequence of courses that provides students with coherent and rigorous content. CTE content is aligned with challenging academic standards and relevant technical knowledge and skills needed to prepare for further education and careers in current or emerging professions.

**Dual Credit**: A program through which high school students are enrolled in college level courses, taught at their high school that fulfill both high school graduation requirements and earn the student college credits.

**Early College High Schools**: Combines high school and the first several years of college in an accelerated curriculum. Students take college-level classes, earning both college and high school credit. Tuition is at no cost to students and their families.

**Embed**: Taking classes on a Houston Community College campus.

**Embedded Instructors**: Houston Community College instructors who are also full-time teachers of the high school.

**External Instructors**: Houston Community College instructors who are not full-time teachers of the high school.

**In-District Residency**: Students who have met the basic Texas residency requirements and have a street address (post office boxes and dormitory addresses cannot be used) in the Houston.

**Out-of-District Residency**: Students who have met the basic Texas residency requirements and live outside the Houston Community College districts.

**Out-of-State Residency**: A student who has not resided in Texas for 12 months immediately preceding registration. A non-resident student classification is presumed to be correct as long as the residence in the state is primarily used for the purpose of attending school. To be reclassified as a resident (after one or more years of residency), the student must show proof of intent to establish Texas as his/her permanent legal residence.
**Pathways in Technology Early College High School (PTECH):** PTECH is an open-enrollment program that provides students with work-based education. P-TECH programs

**Special Admissions:** Students who have not completed their sophomore year in high school may petition for admission. Students must present evidence of their ability to benefit from college classes. Requirements include an application, a letter of interest from the student, a letter of approval from the high school principal, high school transcripts, three letters of recommendation, test scores from an approved assessment, and an interview. Interested students should contact the appropriate instructional dean at the college one month prior to start of classes. Special admissions students are not dual credit students and are ineligible for a waiver.

**Student Success Courses:** The student success course combined helps students to gain the skills and knowledge necessary to succeed in college.

**Transfer Credit:** Credit granted toward a degree for work completed at another recognized institution.

**Workforce Courses:** Courses intended primarily to prepare students with entry-level job skills.
A. Organizational Chart