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# Contact Information

# Important Numbers

A complete listing of personnel and departments can be found on the College’s website at the following address: [www.epcc.edu](http://www.epcc.edu/) under College Directories.

|  |  |
| --- | --- |
| **Leticia Guerra**  Assistant Director of Dual Credit/Early College High School ASC B336  (915) 831-2026  [lguerr94@epcc.edu](mailto:lguerr94@epcc.edu) | |
| **Griselda Hermosillo** Administrative Assistant ASC B336  (915) 831-2405/831-2408  [ghermosi@epcc.edu](mailto:ghermosi@epcc.edu) |  |
| **Diana J. Medina**  Home School Counselor  SSC 137 Valle Verde Campus (915) 831-3318  [dcampos5@epcc.edu](mailto:dcampos5@epcc.edu) | **Dianna Williams** Dual Credit Counselor ASC B336  (915) 831-2663  [dwilli47@epcc.edu](mailto:dwilli47@epcc.edu) |

|  |  |  |  |
| --- | --- | --- | --- |
| **Department** | **Director** | **Phone Number** | **Email Address** |
| Admissions/Registration | Daryle E. Hendry | (915) 831-2150 | [dhendry@epcc.edu](mailto:dhendry@epcc.edu) |
| Center for Students with Disabilities | Jan Lockhart | (915) 831-2426 | [jlockha2@epcc.edu](mailto:jlockha2@epcc.edu) |
| Distance Education/Blackboard | Bob Jones | (915) 831-3111 | [rjones35@epcc.edu](mailto:rjones35@epcc.edu) |
| Recruitment and School Relations | Nita Corral-Nava | (915) 831-2575 | [ncorraln@epcc.edu](mailto:ncorraln@epcc.edu) |
| Testing Services | Marisa Pierce | (915) 831-2223 | [mpierce6@epcc.edu](mailto:mpierce6@epcc.edu) |

# Deans’ Contact Information—Discipline Chart

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **VALLE VERDE**  Bel Air Montwood  Bowie North Loop Christian  Burges Paso del Norte Academy (East)  Eastwood Riverside  El Paso Academy (East) Rose of Sharon  Faith Christian Academy Tejas School of Choice Hanks Ysleta  Harmony Science Immanuel Baptist Jesus Chapel Academy Loretto | | | | **TRANSMOUNTAIN & FT. BLISS**  Andress Chapin  Harmony School of Innovation Irvin  Northeast Christian Academy Parkland | |
| **Dr. Jaime Farias** Education and Career & Technical Education Phone: 831-2394  FAX: 2112  Office: A1412 | **Claude Mathis** Communications and Performing Arts Phone: 831-2857  FAX: 2792  Office: MV 10 | **Tonie Badillo**  Architecture, Drafting, Arts, Math and Science Phone: 831-2164  FAX: 2158  Office: A2434 | **Susana Rodarte** English as a Second Language, Reading and Social Sciences Phone: 831-2018  FAX: 2324  Office: A2421 | **Jan Eveler**  Arts, Communications and Social Sciences Phone: 831-5202  FAX: 5206  Office: 1006 | **Rick Webb**  Math, Science and CTE Phone: 831-5015  FAX: 5020  Office: 1000 |
| Accounting | Advertising/Graphic Design | Architecture | Anthropology | Art | Accounting |
| Automotive Technology | ALP Foreign Languages | Art | Economics | Drama | Biology |
| Business Management | ALP Children’s Language Programs | Biology | ESAL | Economics | Business Management |
| Criminal Justice | Dance | Chemistry | ESL | English | Chemistry |
| Child Development | Drama | Drafting and Design | Geography | ESL | Cosmetology |
| Education 1300 | Digital Video Production | Engineering | Government | Foreign Language | Criminal Justice |
| Fire Technology | English | Geology | History | Government | Culinary Arts |
| Information Technology Systems | Foreign Language | Kinesiology | Philosophy | History | Dance |
| Sign Language/Interpreter | Mass Communication | Mathematics | Psychology | Music | Drafting and Design |
| Social Work | Media Production | Physics | Reading/RESL | Philosophy | Education 1300 |
| Teacher Preparation | Music |  | Social Science | Psychology | Fashion Technology |
|  | Speech |  | Sociology | Reading | Geology |
|  |  |  |  | Sociology | Information Technology Systems |
|  |  |  |  | Speech | Interior Design Tech |
|  |  |  |  |  | Kinesiology |
|  |  |  |  |  | Mathematics |
|  |  |  |  |  | Physics |
|  |  |  |  |  | Teacher Preparation |
|  |  |  |  |  | Travel and Tourism |
|  |  |  |  |  |  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **RIO GRANDE**  Austin Father Yermo  Bowie Jefferson  Cathedral Lydia Patterson  Center for Career Maxine Silva Health  and Technology for Health Care  El Paso High Paso del Norte Academy (West) Radford | | **MISSION DEL PASO**  Americas Horizon  Betesda Maranata Clint Mountain View Del Valle San Elizario  Dell City Sierra Blanca  Eastlake Socorro  El Dorado Tornillo  Fabens Van Horn Ft Hancock | **NORTHWEST**  Anthony Canutillo Coronado Da Vinci  El Paso Academy West Franklin | **Gail Meagher** Dean of Nursing Bel Air (GM)  Maxine Silva Magnet (GM)  **Dr. Olga Valerio** ATC Dean Jefferson (Dr. OV) CCTE (Dr. OV) |
| **Dr. Eileen Conklin** Arts, Communications, CTE and Social Sciences  Phone: 831-4432 Fax:4438  Office: E107 | **Dr. Paula Mitchell**  Health, CTE, Math and Science Phone: 831-4030  FAX: 4131  Office: A240C | **Dr. Julie Penley** Instructional Programs Phone: 831-7001  FAX: 7029  Office: Rm. A119 | **Dr. Lydia Tena** Instructional Programs Phone: 831-8818  FAX: 8882  Office: M4 | **Gail Meagher** Dean of Nursing Rio Grande Campus Phone: 831-4530  FAX: 4536  Office: H-224 |
| Accounting | Biology | Accounting | Accounting | Nursing |
| Art | Community Health Worker | Art Appreciation | Anthropology | Vocational Nursing |
| Business Administration | Chemistry | Biology | Art |  |
| Criminal Justice (Dr. Farias) | Dental Assisting | Chemistry | Biology |  |
| Dance | Dental Hygiene | Criminal Justice (Dr. Farias) | Business | **Dr. Olga Valerio**  Dean ATC Valle Verde Campus  Phone: 831-2350  Fax:  Office: ATC1 R107 |
| Drama | Diagnostic Medical Sonography | Economics | Court Reporting |
| Economics | Dietetic Technology | Education 1300 | Chemistry |
| Education 1300 | Emergency Medical Services | English | Criminal Justice |
| English | Geology | ESL | Drama |
| ESL | Health Info. Technology | Geology | Economics | Drafting |
| Foreign Language | Health Professions & Related Sciences | Government | Education 1300 | Welding |
| Government | Kinesiology | History | English | Electrical |
| History | Librarians | Information Tech. System | Foreign Language |  |
| Information Technology Systems | Mathematics | Kinesiology | Geology |  |
| Music | Medical Assisting | Mathematics | Government |  |
| Philosophy | Medical Laboratory Technology | Music | History |  |
| Psychology | Ophthalmic Technology | Philosophy | Information Technology Systems |  |
| Reading | Pharmacy Technology | Psychology | Mathematics |  |
| Sociology | Physical Therapist Assistant | Reading | Music |  |
| Speech | Physics | Sociology | Philosophy |  |
| Teacher Prep | Radiation Therapy | Spanish | Psychology |  |
|  | Radiologic Technology | Speech | Physics |  |
|  | Respiratory Care Technology | Teacher Prep | Speech |  |
|  | Surgical Technology |  | Sociology |  |
|  |  |  | Teacher Prep |  |
| NOTE: Dr. Paula Mitchell – ALL Health Programs Gail Meagher – ALL Nursing Courses | | | | |
| NOTE: Dr. Jaime Farias – Criminal Justice (VV, RG, MdP) Tonie Badillo – ALL Drafting Courses (Except for DFGT1313 and DFTG 1413 Dr. Olga Valerio) | | | | |
| NOTE: Ruth Pena – DC Online ENGL (Claude Mathis) Aimee Harris – DC Online Social Sciences (Susana Rodarte) | | | | |

# Guidelines and Procedures

# Dual Credit Description/General Information

#### Dual Credit Description

El Paso Community College offers fundamental core courses to qualified high school seniors and juniors in their high school campuses during daytime periods. Students receive both high school credit and college credit for the courses they take in the dual credit program. The college class is a replacement rather than an addition. Students take just one class, the college class, and get both high school and college credit for it. The courses are taught by certified college school instructors who have been approved by El Paso Community College.

#### Students

All students must meet the EPCC Early Admission requirements which follow:

* Be a high school junior or senior
* Submit a completed Admissions Application (Apply Texas – online application)
* Submit current high school transcript (include TAKS, SAT or ACT scores)
  + TAKS scores minimum – 2200 for academic
  + 2100 for Workforce - TechPrep
* Submit Early Admission form signed by student, parent, and high school principal
* Take college placement exam and place into college-level course work
* Attend New Student Orientation

#### Teachers

Teachers must meet accreditation requirements by the Commission on Colleges of the Southern Association of Colleges and Schools (SACS) through El Paso Community College:

* Must have Master's Degree with minimum of 18 graduate hours in field to be taught for academic courses
* Must have a minimum of an Associate of Applied Science degree with a minimum of three years work experience (exclusive of teaching) in the related field.
* Must be approved by appropriate EPCC Instructional Dean of academic department
* Instructional Dean must approve Curriculum
* Must meet other certifications as required (e.g. Cisco certification)

#### Courses

* Instruction and materials for the Dual Credit Program must be at the equivalent level of instruction and material used for the identical course taught at the main campuses of the college. Only courses as permitted by TAC 19, Part 1, CH4, Subchapter D, §4.85 (a) identified as college-level academic courses in the current edition of the EPCC Catalog or as college-level workforce education courses in the current edition of the Workforce Education Course Manual (WECM) may be used for dual credit.
* Courses approved for dual credit for an individual student must be applicable to a college or university certificate or degree.

#### Student Services

Students will be given access to the use of all El Paso Community College campus facilities, appropriate privileges, and have adequate library resources convenient for use at the site where Dual Credit is offered. Students will also be eligible to use all EPCC academic support services (academic advising and counseling) with a valid EPCC student identification card.

# Texas Higher Education Coordinating Board (THECB) Rules – Dual Credit

### The following are the Rules and Regulations as stipulated by the Texas Higher Education Coordinating Board (THECB), the regulatory agency for the community college district, in respect to the Dual Credit Program.

**2.2.1 CB Rules and Regulations**[**1**](#_bookmark7)

Chapter 9. Program Development in Public/Junior College Districts and Technical Colleges

Subchapter H. Partnerships Between Secondary Schools and Public Two-Year Associate Degree-Granting Institutions

*NOTE: The Texas Higher Education Coordinating Board makes every effort to ensure that the information published on this Internet site is secure; however, due to the limitations of Internet security, the rules published here are for information only, and do not represent legal documentation.*

### **§**9.141 Purpose

1. The Coordinating Board encourages and supports partnerships between secondary schools and public two-year colleges including such initiatives as Tech-Prep and dual credit which allow secondary students to receive both high school and college-level credit for college-level courses.
2. The purpose of this subchapter shall be to provide rules and regulations for partnership initiatives with secondary schools that are unique to public two-year colleges Rules for partnerships that concern dual credit may be found in Chapter 4, Subchapter D of this title (relating to Dual Credit Partnerships Between Secondary Schools and Texas Public Colleges).

Source Note: The provisions of this §9.141 adopted to be effective May 25, 2004, 29 TexReg 5069

### §9.142 Authority

Texas Education Code, §§29.182, 29.184, 61.076(a), 61.851 through 61.855, 130.001(b)(3)-(4), 130.008, 130.090,

and 135.06(d), authorize the Coordinating Board to adopt policies, enact regulations, and establish rules for public two-year colleges to enter into agreements with secondary schools to offer courses which grant credit toward the student's high school academic requirements and/or college-level credit. In addition, the Carl D. Perkins Vocational and Applied Technology Education Act (hereinafter known as "the Act"), as amended, authorizes the State Board of Education in its capacity as the State Board for Career and Technology Education to designate the Coordinating Board as the administering agency of the Tech-Prep Education Act, or that section, part, or title of the Act referring to Tech-Prep Education.

### **Source Note:** The provisions of this §9.142 adopted to be effective May 25, 2004, 29 TexReg 5069; amended to be effective November 25, 2009, 34 TexReg 8323

1

[http://info.sos.state.tx.us/pls/pub/readtac$ext.TacPage?sl=T&app=9&p\_dir=P&p\_rloc=111452&p\_tloc=&p\_ploc=1&pg=15&p\_t](http://info.sos.state.tx.us/pls/pub/readtac%24ext.TacPage?sl=T&amp;app=9&amp;p_dir=P&amp;p_rloc=111452&amp;p_tloc&amp;p_ploc=1&amp;pg=15&amp;p_t) ac=&ti=19&pt=1&ch=9&rl=142

### §9.143 Types of Partnerships

1. Partnerships for Award of High School Credit Only. Contractual agreements between public school districts and public two-year colleges in which the latter provide instruction in courses to high school students for award of high school credit only. Rules for these agreements are located in Subchapter G, §9.125 of this title (relating to Contractual Agreements for Instruction with Public Secondary Schools).
2. Partnerships for Award of Dual Credit. Partnerships between secondary schools and public two-year colleges in which the latter provide instruction to high school students for immediate award of both high school credit and college certificate and associate degree credit. Rules covering these partnerships may be found in Chapter 4, Subchapter D of this title (relating to Dual Credit Partnerships Between Secondary Schools and Texas Public Colleges).
3. Partnerships for Tech-Prep Programs. Partnerships between public school districts and public two-year colleges to allow for the articulation of high school technical courses taught by the high school to high school students for immediate high school credit and later college credit, to be awarded upon enrollment of the students in a two-year college in an associate degree or certificate program.
4. Partnerships for Remedial or Developmental Instruction for High School Graduates. Partnerships between public school districts and public two-year colleges to provide instruction by the latter to high school students for either remedial course work to prepare students to pass the exit-level Texas Assessment of Knowledge and Skills (TAKS) test or developmental course work to prepare the students to pass an assessment instrument approved by the Board under §4.56 of this title (relating to Assessment Instruments).

Source Note: The provisions of this §9.143 adopted to be effective May 25, 2004, 29 TexReg 5069

### §9.144 Partnership Agreements

1. Need For Partnership Agreement. For any instructional partnership between a secondary school and a public two- year college, an agreement must be approved by the governing boards or designated authorities of both the public school district or private secondary school and the public two-year college.
2. Elements of Partnership Agreements. Any partnership agreement as described in §9.143 of this title (relating to Types of Partnerships) must address the following elements:
   1. student eligibility requirements;
   2. faculty qualifications;
   3. location and student composition of classes;
   4. provision of student learning and support services;
   5. eligible courses;
   6. grading criteria;
   7. transcripting of credit; and
   8. funding provisions.

Source Note: The provisions of this §9.144 adopted to be effective May 25, 2004, 29 TexReg 5069

### §9.146 Remedial and Developmental Instruction for High School Students

* + 1. As outlined under Chapter 9, Subchapter G, §9.125 of this title (relating to Contractual Agreements for Instruction with Public Secondary Schools) two-year colleges may contract with public secondary school districts to provide remedial courses for students enrolled in public secondary schools in preparation for graduation from high school. Such courses are not eligible for state appropriations.
    2. High school students who have passed all sections of the exit-level TAKS test with the high school graduation standard may be permitted to enroll in state-funded developmental courses offered by a college at the college's discretion if a need for such course work is indicated by student performance on an assessment instrument approved by the Board under §4.56 of this title (relating to Assessment Instruments).
    3. Remedial and developmental courses may not be offered for dual credit.
    4. Only a public community college may waive tuition and fees for a Texas public high school student enrolled in a remedial course or a developmental course. Public technical colleges and state colleges may not waive tuition and fees.

Source Note: The provisions of this §9.146 adopted to be effective May 25, 2004, 29 TexReg 5069

### §9.203 General Provisions-

1. The State Board of Education, in its capacity as the Board for Career and Technology Education, is the eligible agency responsible for implementation and evaluation of all programs funded in Texas under the Carl D. Perkins Career and Technical Education Improvement Act of 2006 (the Act), as amended, (20 USC 2301 et seq.) until such time as the Act amends the provision defining the eligible agency.
2. The State Board of Education, in its capacity as the eligible agency, has designated the Texas Higher Education Coordinating Board as the administering agency responsible for the operation and supervision of that section, part, or title of the Act referring to Tech-Prep Education.
3. An entity established after January 1, 2005, may not be a Tech-Prep consortium unless the entity is established or otherwise formed after that date as a result of an action taken under §9.206(f) of this title (relating to Evaluation of Tech-Prep Programs and Consortia).

**Source Note:** The provisions of this §9.203 adopted to be effective August 15, 2006, 31 TexReg 6331; amended to be effective November 25, 2009, 34 TexReg 8325

§9.204 State Administration of Tech-Prep

1. The Board shall annually award Tech-Prep funds to eligible consortia in accordance with the Act, as amended, the Texas Education Code (Code), and these provisions.
2. Annual awards to eligible consortia shall be based upon a formula which shall be adopted by the Board after a public hearing.
3. To be eligible for an award, an eligible consortium shall submit an application and all supporting documentation on an annual basis and in a manner and time frame determined by Board staff that documents and ensures the progress

of local consortium activities addressing the requirements of the Act and the Code and enables the state to meet state goals, objectives, and performance criteria.

1. Board staff shall evaluate local consortia according to the performance measures and standards outlined under

§9.206 of this title (relating to Evaluation of Tech-Prep Programs and Consortia). Board staff shall provide technical assistance to consortia that do not meet evaluation standards or upon request by a consortium.

1. Board staff shall provide oversight of all Tech-Prep activities and programs to ensure that funds provided for Tech-Prep education are expended according to provisions of the Act and the Code.

**Source Note:** The provisions of this §9.204 adopted to be effective August 15, 2006, 31 TexReg 6331

### §9.205 Consortium Responsibilities.

1. The Board shall annually award Tech-Prep funds to eligible consortia in accordance with the Act, as amended, the Texas Education Code (Code), and these provisions.
2. Annual awards to eligible consortia shall be based upon a formula which shall be adopted by the Board after a public hearing.
3. To be eligible for an award, an eligible consortium shall submit an application and all supporting documentation on an annual basis and in a manner and time frame determined by Board staff that documents and ensures the progress of local consortium activities addressing the requirements of the Act and the Code and enables the state to meet state goals, objectives, and performance criteria.
4. Board staff shall evaluate local consortia according to the performance measures and standards outlined under

§9.206 of this title (relating to Evaluation of Tech-Prep Programs and Consortia). Board staff shall provide technical assistance to consortia that do not meet evaluation standards or upon request by a consortium.

1. Board staff shall provide oversight of all Tech-Prep activities and programs to ensure that funds provided for Tech-Prep education are expended according to provisions of the Act and the Code.

**Source Note:** The provisions of this §9.205 adopted to be effective August 15, 2006, 31 TexReg 6331

# EPCC Dual Credit Procedure

For information, contact Institutional Effectiveness: (915) 831-2614

|  |  |  |  |
| --- | --- | --- | --- |
| **6.00.01.30** | **High School Dual Credit**  **Program Requirements** | **APPROVED**: October 31, 2003 | **REVISED**: DRAFT 06/26/10  January 26, 2007 |
|  |  | **AUTHORIZING BOARD POLICY**: 6.00.01 | |

OBJECTIVE: To establish procedures for the implementation of the High School Dual Credit Program. This procedure outlines responsibilities of high schools and El Paso Community College (EPCC) regarding high school dual credit course offerings.

PROCEDURE:

1. Information and requirements contained in the procedure are subject to change without notice to maintain compliance with State education rules. The Dual Credit Standing Committee will review the procedure annually. If recommendations for changes are made, they will be forwarded to the Vice President of Student Services for Cabinet approval.
2. *Texas Education Code Section Chapter 9. Subchapter H Partnerships between Secondary Schools and Texas Public Two-year Associate Degree-Granting Institutions* establishes authority and rules for two-year associate degree- granting institutions to enter into agreements with secondary schools to offer courses that grant credit toward the student’s high school curriculum requirements and college-level credit. A signed formal partnership (see attachment entitled *Dual Credit Agreement*) must be in place prior to offering courses. The Director of Purchasing and Contract Management maintains all signed formal partnership agreements.
3. Timelines
   1. The high school determines course needs and submits completed documentation electronically to the Dual Credit Office within the EPCC timelines provided prior to each semester. For Course Request Form (CRF) and Enrollment Roster Form (ERF) go to: [www.epcc.edu/dualcredit/](http://www.epcc.edu/dualcredit/)
   2. All materials required by EPCC to credential a high school instructor must be submitted to the Dual Credit Office within timelines provided.
   3. All completed registration materials and activities (i.e. Student Admission Application, Early Admission Form, High School Transcript, Placement Testing, Course Request Form [CRF], and Enrollment Roster Form [ERF]) must be received by EPCC within the timelines provided.
   4. Students will not be added to a course after the official EPCC add/drop period.
   5. Any information that prevents a student on an ERF from being registered into a course (e.g. immigrations status, holds, placement testing issues) must be corrected before the EPCC add/drop period ends.
4. Definitions—See the EPCC *Dual Credit Handbook* [www.epcc.edu/dualcredit](http://www.epcc.edu/dualcredit)
5. General Requirements
   1. Courses offered for dual credit must be in the EPCC approved course inventory and pertain to the required high school curriculum (courses identified as college-level academic courses in the current edition of the EPCC Catalog or as college-level workforce education courses in the current edition of the Workforce Education Course Manual [WECM] may be used for dual credit)
      1. Developmental courses shall not be offered to high school students through the Dual Credit Program.
      2. High school students are expected to meet the same academic rigor as regular college-level students.
         1. Dual credit courses offered at the high school must be equivalent to the corresponding course offered at EPCC with respect to curriculum, materials, instruction and rigor.
         2. EPCC course syllabi and textbooks must be used in dual credit courses at all times.
         3. ~~High school must have updated technology for Distance Education (DE) and Instructional Television (ITV) courses.~~
   2. An EPCC Dean shall approve teachers as instructors for the on-site dual credit courses (i.e., those offered face-to-face in the high school classroom). Dual credit high school teachers must meet the credentialing requirements of the Southern Association of Colleges and Schools (SACS) and other applicable agencies.
      1. Dual credit high school instructors shall be employed by EPCC on a voluntary basis.
      2. The appropriate EPCC Dean or Instructional Coordinator shall orient, supervise and evaluate dual credit high school instructors. Dual credit instructors will also be evaluated by dual credit students (*EPCC Procedure 3.22.01.18 Adjunct [Part-Time] Faculty Evaluation and EPCC Procedure 3.22.01.14 Full- Time Faculty Evaluation*). Faculty Evaluations will be distributed to the high school by the Dean or designee. The completed Faculty Evaluations will be submitted to the EPCC Dean or designee within the timelines provided.
   3. Academic Policies and Student Services
      1. All academic policies applicable to courses taught on EPCC campuses shall apply to dual credit high school students. These policies include, but are not limited to, placement testing, grade appeals, student complaints, course withdrawals, and syllabi distribution. Both high school and college credit will transcript immediately upon a student’s completion of the course.
      2. In compliance with the Family Educational Rights and Privacy Act of 1974 (FERPA), EPCC gives notice that directory information will be released to the general public without the written consent of the student. Release of any additional information pertaining to student records must be authorized in writing, by the student, except as authorized under the law. (*EPCC Catalog “Your Privacy Rights”)* [www.epcc.edu](http://www.epcc.edu/)
      3. EPCC will provide student support services to facilitate the admissions, placement testing, evaluation and registration of the students as established in the procedural steps below.
      4. Dual credit students may utilize the same services that are available to other EPCC students, including accommodations through the Center for Students with Disabilities (CSD).
         1. Dual credit faculty who has a student with a disability in the class must follow the same requirements as any other EPCC faculty member. Dual credit classes must reflect college-level work customarily required of all students at the same college level. No modification of the curriculum or instruction is allowed.
         2. A student with a disability may have only the accommodations recommended by the EPCC Counselor from CSD.
      5. Class enrollments will be limited to the optimum levels as determined by EPCC in the Course Optimum Book. [www.epcc.edu/dualcredit](http://www.epcc.edu/dualcredit)

Dual Credit Handbook



* + 1. In order for tuition and fees to be waived for EPCC dual credit courses, the following criteria must be met. Questions regarding the following requirements should be directed to the Dual Credit Office.
       1. Public high school, charter school, and private school students:
          1. The college course is offered at the high school.
          2. The onsite or DE college course is offered as part of the high school schedule.
          3. All required documentation must be completed as outlined under the Dual Credit Program Requirements.
       2. Home schooled students: Documentation consisting of transcripts and curriculum must be provided indicating that the home high school course being replaced by the college course is required for high school graduation.
       3. Career and Technical Education courses being taken for dual credit may be held on EPCC District property when specialized equipment needed for the class is otherwise not available at the high school campus. With the exception of (1) above, all other criteria must be met.
       4. High school students who enroll in non-dual credit courses at EPCC will be considered as early admissions students and will not be eligible for waiver of tuition and fees under this procedure.
  1. Composition of Class. Dual credit courses may be composed of dual credit students only or dual and college credit students. Composition of DE Dual credit courses will be determined by EPCC, based on course availability and enrollment needs of all students. Exceptions for a mixed class, which would also include high school credit-only students, may be allowed under only one of the following conditions:
     1. If the course involved is required for completion under the State Board of Education Recommended or Distinguished Achievement High School Program graduation requirements, and the high school involved is otherwise unable to offer such a course.
     2. If the high school credit-only students are Advanced Placement (AP) students.
     3. If the high school credit-only students are in a career and technical education/college workforce education course (college credit for articulating students will only be awarded after graduation from high school and subsequent enrollment at EPCC).
  2. Student Eligibility
     1. A high school student is eligible to enroll in dual credit courses during their junior and/or senior year.
     2. As a condition of participating in the Dual Credit Program, the principal, student, and parent/legal guardian must sign a *Request for High School Early Admissions/Dual Credit Program form* [www.epcc.edu/dualcredit](http://www.epcc.edu/dualcredit) authorizing EPCC to release assessment scores, grades and academic progress reports to the high school.
     3. Students must complete the admissions application process and take the EPCC placement tests and/or provide EPCC approved additional test scores in math, reading, and writing, as well as course-specific placement test scores where applicable. Students must also meet program-specific requirements (e.g., immigrations status, holds, and placement testing issues). Students will be permitted to enroll only in college level courses for which they are eligible (as determined by the current EPCC course placement rules) and must meet all course prerequisites prior to being included on an ERF.
     4. High school students shall not be enrolled in more than two college-level courses per semester. Exception for a third class will be considered only in the following cases:
        1. If during the first semester in the Dual Credit Program, the student’s high school grade average is 85 or higher.
        2. If the student is continuing in dual credit, the student’s college GPA is 3.0 or higher (Fall/Spring).

Note that Summer enrollment is considered one semester.

1. High School Requirements
   1. Assign a High School Dual Credit Coordinator (Assistant Principal, Counselor or other designated official) to act as liaison with EPCC regarding all program matters.
   2. Identify and certify course(s) to be offered as a dual credit course based on the EPCC approved course inventory and pertaining to the required high school curriculum. An electronic CRF will be submitted to the Dual Credit Office within the timelines provided.
   3. Identify and certify students each semester for participation in the Dual Credit Program and provide the Dual Credit Office with an electronic ERF for each class within the timelines provided.
   4. Identify qualified teachers to apply to EPCC as dual credit Instructors for on-site courses.
   5. Identify a high school facilitator for students enrolled in DE courses.
      1. The facilitator is the high school designee in the classroom who ensures students complete their online assignments. The facilitator, in collaboration with the EPCC instructor, ensures the students do well in their courses. They are not the instructor of record, and they do not submit grades for students. The EPCC instructor of record for DE courses will submit grades.
      2. ~~Verify equipment for online and/or ITV courses are ready for student use and specific materials that may be required (e.g. computer software, tools, specimen needed for Biology, or wiring for a network course).~~
      3. Ensure that every student has the required text and class materials as indicated on the course syllabus prior to the first day of class.
      4. Encourage students to spend 9 to 12 hours per week outside of school on each dual credit course to promote their success.
      5. The high school facilitator must confirm that only the students on the Certified Class Roster are participating in the DE class. Any discrepancies must be reported immediately to the high school Coordinator and instructor of record.
   6. In the event that an electronic CRF and ERF form is not submitted by the deadline provided, then the high school principal will submit a signed CRF and ERF form for each class 30 calendar days prior to the start of an on-site class, or at least 90 calendar days prior to the start of a DE class.
   7. Verify and electronically submit the CRF and the ERF within the timelines noted. If additional students are recommended for the class, an Addendum ERF and all required documents must be received by EPCC at least 20 calendar days prior to the first day of class.
   8. Ensure all registration materials and activities (i.e. Student Admission Application, Early Admission Form, Placement scores, CRF, and ERF) are completed and electronically submitted within the timelines.
   9. Contact EPCC Testing Center and/or Office of Recruitment to schedule test session(s).
   10. Ensure that the prospective on-site dual credit high school instructor agrees to EPCC course syllabus and textbook requirements.
   11. Ensure high school dual credit faculty and facilitators attend mandatory EPCC Faculty Development activities.
   12. Ensure that the high school instructor submits final grades according to the EPCC guidelines and within EPCC timelines.
   13. Ensure that EPCC Student Surveys, Faculty Evaluations and other material are distributed, completed and submitted to EPCC within the timelines noted.
   14. Conduct each class using the highest standards, as defined by Texas Education Agency [www.tea.state.tx.us/](http://www.tea.state.tx.us/)
   15. Provide adequate classroom and other learning facilities.
   16. Review the class rosters provided by the EPCC Admissions/Registrar and make appropriate revision within the timelines noted. Notify the Admissions/Registrar and the Dual Credit Office of changes and corrections.
   17. Provide copies of the official rosters sent by EPCC to the high school registrar and principal to the assigned High School Dual Credit Coordinator, facilitators, and instructors teaching dual credit courses.
   18. Transcribe credit for the corresponding high school course. The high school credit must be the same credit earned for the College course.
   19. Ensure that students transferring from one high school to another submit an Early Admissions Form.
   20. Ensure the following when a student transfers from one high school to another high school or to another school district and from a high school to an alternative school:
       1. For Onsite – the high school coordinator will notify the EPCC Dual Credit Counselor of any student transferring to another high school, school district or alternative school. The EPCC Dual Credit Counselor will contact the coordinator at the new high school to make arrangements for the student to continue in the same course(s). If the course is not available, the student must withdraw from the course(s).
       2. For Online – student should be allowed to continue or withdraw from the course(s) with high school approval. The high school must provide a facilitator and meet all other EPCC DE course requirements.
2. EPCC Requirements
   1. Provide course offerings as agreed to by both parties.
   2. Provide EPCC facilities as appropriate, but predominately use the facilities of the high school campus to conduct dual credit instruction.
   3. Interview and contact instructors from the high school-generated pool of teacher applicants for assignment as on-site faculty in the program. All instructors must meet the requirements as specified by EPCC and SACS. Official Transcripts of instructor credentials must be kept on file at the EPCC Personnel Services.
   4. Select, supervise, and evaluate instructors using the same or comparable procedures used for faculty at the main campus to include on-site visits.
   5. Test all participating students as deemed appropriate for student enrollment. (Note: Some school districts operate approved test centers using the EPCC approved placement test. Test scores from those districts, when officially transmitted to EPCC will be accepted for EPCC course placement purposes for dual credit students.)
   6. Transcript grades immediately upon a student’s completion of the performance required in the course (see The Texas Higher Education Coordinating Board *Chapter 4: Rules Applying to all Public Institutions of Higher Education in Texas, Subchapter D. Dual Credit Partnerships Between Secondary Schools and Texas Public Colleges, Section 4.85 Dual Credit Requirements).*
   7. Provide a certified report of grades to the high school campus for each participating student at the end of each course. Reporting of grades may occur throughout the semester. However, the reporting may not coincide with the high school’s reporting schedule.
   8. Make records available for any high school campus audit requirements
   9. Provide textbook information. The Dual Credit Textbook List is available on-line at <http://www.epcc.edu/Catalog/Pages/default.aspx>
3. EPCC Requirements – Dual Credit Office

The EPCC Dual Credit Office will serve as the liaison between the high school and EPCC to assist with issues related to the overall program.

* 1. Identify potential high school dual credit instructors in collaboration with the High School Coordinator.
  2. Explain the basic credential requirements needed to teach and assist potential dual credit instructors with all required EPCC credentialing and employment documentation.
  3. Prepare completed packet of credentialing documentation and submit to the designated Dean. The designated Dean will determine if the high school instructor meets credential requirements for the course.
  4. Provide high schools with electronic forms for dual credit participation (CRF and ERF).
  5. Request a Course Registration Number (CRN) from the Dean based on the CRF from the high school.
  6. Provide Admissions/Registrar with the completed certified ERF for processing.
  7. Provide the DE Office with the completed certified ERF for their use.
  8. Maintain a list of high school teachers certified by EPCC to teach online courses as provided by the DE Office.
  9. Maintain a list of all credentialed onsite EPCC dual credit instructors as provided by the Deans.
  10. Coordinate a mandatory orientation for all onsite and online high school dual credit faculty and facilitators prior to the first day of classes for an EPCC semester.
  11. Provide Deans with enrollment data from the Office of Enrollment Management.
  12. Notify instructor(s) of DE course when a student transfers from one school to another school or school district and from one school to an alternative school.
  13. Provide instructor(s) of DE course(s) with the name of the school/school district, instructor and facilitator when a student transfers.
  14. Maintain the Dual Credit Webpage

1. EPCC Requirements - Instructional Deans
   1. Credential High School dual credit instructors.
      1. Make arrangements to interview the prospective high school instructor and verify his/her credentials.
      2. Notify the prospective high school instructor and the Dual Credit Office of his/her credentialing status.
      3. Ensure that prospective high school instructors agree to EPCC course syllabus and textbook requirements.
   2. Select, supervise, and ensure instructors are evaluated using the same or comparable procedures used for faculty at the main campus to include on-site visits.
   3. Submit Schedule Revision Form (SRF) to obtain a Course Registration Number (CRN) and provide the CRN to the Dual Credit Office for processing.
   4. Assist the high schools to determine course needs and equivalency.
   5. Provide the Dual Credit Office a list indicating all courses each high school instructor is credentialed to teach.
   6. Track the number of semesters during which dual credit High Schools use each textbook for on-site and on- line classes. All textbooks for on-site and on-line courses must be EPCC discipline-approved.
   7. If possible, offer DE delivery options (on-line or ITV courses) if the high school cannot provide a high school instructor who meets the EPCC faculty credentials requirements.
   8. Coordinate meetings between Faculty Coordinators and high school instructors to review the following: course syllabus, approved course textbook, and go over procedures for class rosters, grade records, specific materials that may be required (e.g. computer software, tools, specimen needed for Biology, or wiring for a network course).
   9. Create DE course sections and assign DE faculty within the limits of available resources. The Dean will inform the Dual Credit Office of the number of DE sections available for a particular semester.
   10. Provide the DE instructor with a copy of the certified ERF.
   11. Coordinate the distribution of Student Faculty Evaluations and ensure that the Student Faculty Evaluations process is explained to the high school instructor.
   12. Verify course contact hours and optimums are met.
   13. Notify High School dual credit faculty of Faculty Development activities and other and mandatory meetings.
2. EPCC Requirements - Office of Recruitment and School Relations
   1. Serve as the Student Services liaison between the high school and EPCC to assist with the following:
      1. Assist students with the completion of all requirements to participate in the Dual Credit Program.
      2. Schedule student/parent information sessions and necessary presentations in collaboration with Dual Credit Counselors.
      3. Coordinate New Student Orientation (NSO) to include NSO packets, ID sessions and campus tours.
      4. Collect required registration forms and distribute these documents to the Dual Credit Office.
      5. Provide the Dual Credit Office with itineraries of scheduled NSO’s and presentations.
   2. Collaborate and support the Dual Credit Office with other matters related to the Dual Credit Program.
3. EPCC Requirements - Admissions and Registration Office
   1. Admissions
      1. A student must apply for admission and be accepted to the College prior to registering in dual credit courses. This requires a one-time completion and submission of the Admissions Application form, Early Admissions Form and current high school transcript https://[www.applytexas.org](http://www.applytexas.org/) and www.epcc.edu\dualcredit

Note: Students transferring from one high school to another must re-submit an Early Admissions Form

* + 1. Admissions will determine each student’s eligibility for admission and residency status based on current State and federal guidelines. Admissions will notify the student, Dual Credit Office and the high school of any discrepancies in the admissions documents. Upon completion of the application file, Admissions will send the student a letter of acceptance.
  1. Registration
     1. Scheduling creates dual credit class sections based upon the SRF’s from the Deans.
     2. Register students into appropriate classes as indicated on the ERF. Notify the Dual Credit Office of any issues related to admissions/registration.
     3. Generate Preliminary and Official First Day Class Rosters to be given to the high school principal, registrar and Dual Credit Office.
     4. Generate official class rosters and census rosters.
     5. Transcript College grades and reports the official college grade to the Registrar and high school coordinator.

1. EPCC Requirements - Testing Services
   1. Provide placement testing sessions according to State and EPCC requirements. Initial assessment and any retesting for students must comply with current EPCC placement testing policies and retest timelines.
   2. Provide accommodations to students who request special test accommodations for documented disabilities as recommended by the EPCC CSD after a thorough review of the request and disability documentation.
2. EPCC Requirements - Dual Credit Counselors
   1. Work with Recruitment to make presentations to students, parents and high school administrators.
   2. Review and discuss test scores with students, parents and high school administrators.
   3. Coordinate with Recruitment on New Student Orientation Sessions (NSO’s).
   4. Assist Admissions/Registrar with any issues related to dual credit student eligibility.
   5. Assist students, parents, and high school administrators in understanding College policies and procedures regarding:
      1. EPCC’s grading system
      2. Conflict in grade received
      3. Petitions to appeal a decision
      4. Scheduling of retests and ensure students’ test scores within the noted timelines
      5. General guidance related to dual credit student success
      6. Withdrawing from College level courses
3. EPCC Requirements - Financial Aid
   1. Financial Aid will appropriately calculate the amount of tuition and appropriate fees to be waived.
4. EPCC Requirements - Distance Education Office
   1. Provide DE modes of delivery (online) if an instructor is not available at the high school.
   2. The DE Office will complete the following activities:
      1. Schedule a technology assessment with the High School Coordinator to assess DE capabilities at the high school.
      2. Identify the DE mode considered to be the most effective for the dual credit students based on the technology assessment and in coordination with the Dean.
      3. The EPCC Dean and the DE office will approve the delivery mode based on the assessment.
   3. Schedule a mandatory DE orientation and training session at EPCC in collaboration with the High School Coordinator prior to the first day of classes for the High School Coordinators, and Facilitators. EPCC Faculty is strongly encouraged to attend.
      1. This orientation and training is required to enable High School Coordinators and Facilitators to teach and assist students with logging on to online courses by the first day of class.
      2. High School Coordinators and Facilitators can verify their online course ID and Password at the orientation and training session.
   4. Provide continuing support (i.e., login assistance, review session, room arrangements, delivery of exams, and mailing of graded homework back to students) once all dual credit DE students are enrolled.
   5. Finalized Class Rosters will be provided to the DE office by the Registrar prior to the EPCC DE class start date to facilitate support requirements.
   6. Maintain a list of high school teachers certified by EPCC to teach online courses.
   7. Provide upon request, additional training and technology assessment updates. High School Coordinators and facilitators should contact the DE office to schedule training and technology assessments.

# Dual Credit Partnership Agreement

#### DUAL CREDIT PARTNERSHIP AGREEMENT

**Between**

***School***

**(Name of District/High School)**

#### And

**El Paso County Community College District**

This Dual Credit Partnership Agreement (Agreement) between ***School*** (District/High School) and El Paso County Community College District (EPCC or the College) is designed to allow high school students an opportunity to earn dual high school credit and college credit. The *Texas Administration Code,* Chapter 9, Subchapter H*, Partnerships between Secondary Schools and Texas Public Two-year Associate Degree-Granting Institutions* establishes authority and rules for two-year associate degree-granting institutions to enter into agreements with secondary schools to offer courses that grant credit toward the student’s high school curriculum requirements and college-level credit. Dual Credit Requirements are identified/outlined in 19 TAC Chapter 4, Subchapter D, *Dual Credit Partnerships Between Secondary Schools and Texas Public Colleges*, §4.85.

The following conditions apply to this agreement in accordance with Texas Higher Education Coordinating Board Rules and Regulations, §4.84:

1.Purpose

The Purpose of this Agreement is to facilitate the cooperation between the College and the School District in the provision of dual credit college courses for qualified students.

1. Eligible Courses
   1. Only courses as permitted by 19 TAC, Part 1, CH4, Subchapter D, §4.85 (a) identified as college-level academic courses in the current edition of the EPCC Catalog or as college-level workforce education courses in the current edition of the Workforce Education Course Manual (WECM) may be used for dual credit.
   2. Courses approved for dual credit for an individual student must be applicable to a college or university certificate or degree.
2. Student Eligibility
   1. High School students will meet State and EPCC requirements for admission to the College.
   2. A High School student is eligible to enroll in dual credit courses in the eleventh and/or twelfth grade if the student demonstrates that he or she has achieved the minimum high school passing standard on the Mathematics section and/or the English/Language Arts section on the tenth or eleventh grade TAKS.
   3. High School students must take the EPCC placement tests and/or provide EPCC approved additional test scores in math, reading, and writing as well as course-specific placement test scores where applicable and have the course prerequisites prior to enrolling in college-level courses.
   4. High School students shall not be enrolled in more than two dual credit courses per semester. An exception to this requirement is granted to students whose high school grade point average is 85 or better upon entering the dual credit program or whose college grade point average is 3.0 or better. For the semester in which he or she meets this qualification, a student may be enrolled in a third dual credit course.
3. Instructional Calendar

The College dual credit courses on the high school campus (not distance education sections, which will comply with the College calendar) comply with the School District’s instructional calendar.

5.Location

* 1. The facilities of the High School campus will predominately be used to conduct dual credit instruction, but EPCC facilities may be used as appropriate.
  2. When the High School does not have an instructor who is qualified and selected by EPCC to deliver a dual credit course onsite at the High School campus, the course may be located online, delivered as an Instructional Television course, or live video conferencing with an instructor provided by the College, depending on the availability of resources.

1. Student Composition of Classes

Courses may be composed of dual credit students only or of dual and college credit students. Exceptions for a mixed class (composed of students taking the course for high school credit only and students taking the course for dual credit) may be allowed only under one of the following conditions:

* 1. If the course involved is required for completion under the State Board of Education Recommended or Distinguished Achievement High School Program graduation requirements, and the high school involved is otherwise unable to offer such a course.
  2. If the high school credit-only students are College Board Advanced Placement students.
  3. If the course is a career and technology/college workforce education course and the high school credit-only students are earning articulated college credit (any college credit for these articulating students will only be awarded after graduation from high school and subsequent enrollment at EPCC).

1. Faculty Selection, Supervision, and Evaluation

All instructors must meet the requirements as specified by the Commission on Colleges of the Southern Association of Colleges and Schools and other pertinent accreditation agencies.

* 1. The College shall select, supervise, and evaluate dual credit high school instructors of dual credit courses using the same procedures used for EPCC faculty teaching on the main campuses and will maintain the same standards for the evaluation of instructional effectiveness and learning outcomes for the College course taught on the High School campus as the same courses taught at the main campuses of the College.
  2. Official transcripts, an adjunct faculty application, and other documents pertinent to credentials verification of dual credit high school instructors will be kept on file at the EPCC Personnel Office.
  3. Qualified, EPCC-selected and trained dual credit high school instructor member teaching the dual credit course at the High School will do so as part of his or her high school teaching assignment. Nevertheless, the dual credit high school instructor will comply with the College’s standards of instruction and evaluation processes. All instructional aspects of the College course will be supervised by the College Instructional Dean.

1. Course Curriculum, Instruction and Grading

EPCC shall ensure that a dual credit course offered at the High School and the corresponding course offered at the main campus of the College are equivalent with respect to the curriculum, contact hours, course maximum, materials, instruction, and method/rigor of evaluation of student performance, regardless of student composition of the class.

* 1. EPCC course syllabi and textbooks must be used in dual credit courses at all times.
  2. The High School will provide each student enrolled in a dual credit course with all textbooks and instructional materials required by the College discipline. Textbooks and other instructional materials may not be shared among multiple students, and students must be allowed to use them both in and out of class as would any College student studying at a main campus of the College.
  3. The EPCC Office of Distance Education will verify that the High School has adequate technology to support online, instructional television, and video conferencing course delivery.
  4. The High School will identify a high school onsite facilitator to enhance the success of dual credit students enrolled in online, instructional television, and video conferencing courses.

1. Academic Policies and Student Support Services
   1. All academic policies applicable to courses taught on EPCC campuses shall apply to dual credit high school students as outlined on EPCC Procedure 6.00.01.30 and in the College Catalog. These policies include the appeal process for disputed grades, drop policy, the communication of grading policy to students, when the syllabus must be distributed, and processes for addressing instructional issues/concerns.
   2. Dual credit students may utilize the same services that are available to other EPCC students. The College is responsible for ensuring timely and efficient access to such services as academic advising and counseling, college-appropriate (non-curricular) accommodations for students with disabilities, to learning materials (e.g., library resources), and student success initiatives (e.g., tutoring).
2. Transcription of Credit

EPCC will transcript college grades immediately upon a student’s completion of the performance required in the course and report the official college grade to the High School Registrar and Coordinator.

1. Funding
   1. The dual credit high school instructors will be compensated by the School in accordance with the School’s Standard Teacher Salary Schedule. It is not contemplated that the School dual credit high school instructors will be teaching any classes in addition to their regular workload by virtue of their participation in the Program, so it is not contemplated that they will receive any supplemental compensation from the School over and above their regular salaries. Said dual credit high school instructors will not receive any monetary compensation from EPCC for their participation in the Program. The dual credit high school instructors teaching courses which result in the award of concurrent credit must meet the same standards, review, and approval procedures used by the College to select faculty responsible for teaching the same courses at the main campus of the College. Dual credit high school instructors will teach courses on a volunteer basis and are entitled to all the rights and privileges accorded to any EPCC part-time faculty member.
   2. EPCC will waive tuition and designated fees for students enrolled in the Dual Credit Program.
   3. The High School is responsible for all textbook and instructional materials. College-approved textbooks purchased by the High School District may be used for a minimum of four years from the date of initial purchase.

This Agreement may only be modified in writing by the School Superintendent and the College President, or their designees, at least 30 days in advance of the modification.

This Agreement will become effective on the date the last party executes the Agreement and will remain in effect for three (3) years or until such time as mutual agreement is made to modify or terminate the Agreement.

#### Dr. William Serrata (Date) Name/Title (Date) President Superintendent/Principal/Administrator

#### Ms. Linda Gonzalez-Hensgen (Date) Print Name

**Vice President, Student Services Superintendent/Principal/Administrator**

**Mr. Steven E. Smith (Date) Interim Vice President, Instruction**

# Dual Credit Optimum/Contact Hours

For a listing of EPCC courses, prerequisites, course descriptions and required contact hours please visit [www.epcc.edu/dualcredit](http://www.epcc.edu/dualcredit) and [www.epcc.edu/catalog/schedules.](http://www.epcc.edu/catalog/schedules) Online/Internet courses allow students access to course materials seven days a week and 24 hours a day. Online course sections are limited to 25 student enrollments or less to maximize the student educational experience.

# Definition of Terms

This section describes terms often used by EPCC in the day-to-day operation of College courses. Please refer to the current EPCC Catalog for more information.

**Certified Roster** – official EPCC document established pursuant to requirements of the Texas Higher Education Coordinating Board (THECB) to certify student enrollment in a course for state reporting purposes.

**Census Date** – the official date used by EPCC as a cutoff to certify class enrollment on the Certified Roster. This date varies depending on the length of the particular semester. For a regular 16 week Fall/Spring semester, it is the 12th day of class from the start of the semester. Note: ‘Day of class’ means any day the College is open and conducting classes.

**Concurrent Enrollment/Credit** – referred to as Dual Credit is a process by which an early admissions student (high school or home school junior or senior) enrolls in a college-level course and receives simultaneous academic credit for the course from both the college and the high school (or home school). A formal program agreement between EPCC and the high school must exist for concurrent enrollment. The college course replaces or substitutes for a required high school course; it is not an addition to the high school curriculum. Academic Credit for Dual Credit courses is transcribed to both high school and college transcripts.

**Credentialed Instructor** – an instructor whose scholarly preparation and whose work or teaching experience has been verified and meets the course/discipline criteria as established by the Southern Association of Colleges and Schools (SACS) to teach for EPCC. The credential process is supervised by an EPCC Dean.

**Dean** – the EPCC official in charge of a division of studies to include the students and faculty. Each Dual Credit high school has been assigned to a campus and depending on the course; there is a specific Dean in charge of administrative matters.

**Drop/Withdrawal** – officially withdraw from a course. If a student drops a course before the Census Date, the course will not appear on their transcript. If a student drops a course after the Census Date but before the “last day to withdraw” date, the course is recorded on the transcript with an assigned grade of “W.” All Dual Credit students must see their High School Counselor and EPCC Dual Credit counselor prior to withdrawing from a course.

**Distance Education** – a course whose delivery is not the traditional face-to-face instruction. It includes online, television, and video conferencing.

**Dual Credit Student** – a high school junior or senior who meets the eligibility requirements for the Dual Credit program and enrolls in an EPCC approved course. Upon successful completion of the course, the student earns credit toward their high school graduation requirements and receives college credit.

**Early Admission** – the attendance of high school students (juniors and seniors) in college courses prior to graduation from high school or home school. Early admissions students receive college-level academic credit transcribed to their EPCC transcript.

**Faculty Evaluation** – process used to evaluate all EPCC faculty. This activity is coordinated through the appropriate Dean’s office.

**Instructor of Record** – the official name listed in EPCC’s database for a specific course. This is the person responsible for validating Certified Rosters, instructing the students, keeping track of all grades, submitting grades at the end of the semester and other course related activities.

**Online Facilitator** – high school designee in the classroom who assists students with their online assignments. They are not the instructor of record.

**SACS** – Southern Association of Colleges and Schools, the accrediting body for the El Paso Community College District.

**Student Code of Conduct** – a system of rights and responsibilities for students at EPCC. See website <http://www.epcc.edu/CurrentStudents/Pages/default.aspx>

**Student Evaluation** – instrument given to students to evaluate their instructor, the course and certain aspects of EPCC.

**Student Survey** – instrument given to students each semester to access the socioeconomic demographics of the student population and used to receive aid from federally funded programs.

**THECB** – Texas Higher Education Coordinating Board, the regulatory agency for the El Paso Community College District. See website [http://www.thecb.state.tx.us/.](http://www.thecb.state.tx.us/)

**TSI** – Texas Success Initiative – a Texas State Legislature mandate to assess all entering undergraduate students for readiness to enroll into college level course work.

**Drop/Withdrawal** – officially withdraw from a course. If a student drops a course before the Census Date, the course will not appear on their transcript. If a student drops a course after the Census Date but before the “last day to withdraw” date, the course is recorded on the transcript with an assigned grade of “W.” All Dual Credit students must see their High School Counselor and EPCC Dual Credit counselor prior to withdrawing from a course.

# Student Guidelines

Welcome to our El Paso Community College family! Congratulations on taking this extra and early step toward your college education.

The Dual Credit Program is a great start toward your college degree. Upon graduation from high school, you might have already earned up to 24 hours of college credit!

Other benefits include:

* Waived tuition
* College resources at your service (tutoring labs, libraries, computer labs)
* Convenience – classes at your high school campus or via online with an on-site facilitator to assist you
* Transition – A taste of college curriculum and life

The program also introduces you to a culture that you may not have had the chance to experience on the high school campus. The information provided to you in this manual about the Dual Credit program will help you become aware of some of the benefits you enjoy as an EPCC student, some responsibilities that will be placed upon you, and some important differences between high school and college settings.

We expect your experience will be challenging yet rewarding!

# Expectations and Responsibilities

1. You may be expected to complete course work to fulfill your high school curriculum requirements along with the college level curriculum. This will require more effort and work to meet the increased rigor of the Dual Credit option.
2. The college grades you earn in a Dual Credit course will become part of your permanent college record and the grades may affect you in various ways. For example, an unsatisfactory grade in a course that is a prerequisite to another course would prevent you from enrolling in the secondary course.
3. High school policies apply regarding the awarding of high school grades. College policies apply regarding the awarding of college grades. EPCC policies can be found in the College Catalog.
4. You will be expected to perform at the college level and to honor all deadlines declared by the College or your instructor. Pay careful attention to your instructor’s grading system. A course syllabus detailing class policies and specific course requirements are distributed by your instructor during the first week of class.

Note for online students: You must pay even more attention to your instructor’s policies since you will have an EPCC instructor as opposed to your high school instructor.

* 1. Many college instructors do not allow students to repeat work to improve grades for low scores on assignments or exams. There may or may not be extra credit assignments to supplement your grade. You should not expect it.
  2. You have the responsibility of staying current with the course.
  3. “Class Attendance” is described by the instructor. This attendance may affect your overall grade.
  4. Advise your online facilitator immediately if you are having difficulties.
  5. The online facilitator may acquire your course progress from the instructor.
  6. Your online EPCC grade is your high school grade. This may affect your GPA calculations for high school purposes.

1. El Paso Community College has established a system of rights and responsibilities for students collectively known as the “Student Code of Conduct.” It helps to explain students’ rights, responsibilities, grievances and complaints procedures, rules and regulations for general student behavior, discipline policies, and general guidelines that all students are expected to follow. Please review these rules found in the College Catalog.

# Student Requirements

1. The student is classified in the eleventh or twelfth grade and demonstrates college readiness by achieving the minimum passing standards under the provisions of the Texas Success Initiative, **or**
   1. The student is an eleventh/twelfth grade student who achieves a score of 2200 on mathematics and/or a score of 2200 on English/Language Arts with a writing subsection score of at least 3 on the tenth grade TAKS relevant to the courses to be attempted, **or**
   2. The student achieves a combined score of 107 on the PSAT/NMSQT with a minimum of 50 on the critical reading and/or mathematics test relevant to the courses to be attempted, **or**
   3. The student achieves a composite score of 23 on the PLAN with a 19 or higher in mathematics and English. An eligible high school student who has enrolled in dual credit under this provision must demonstrate eligibility to enroll in dual credit courses in twelfth grade, **and**
2. The student meets all of the college's regular prerequisite requirements designated for that course (e.g., minimum score on a specified placement test, minimum grade in a specified previous course, etc.), **and**
3. Students must complete the admissions process:
   1. Complete an admissions application at [www.applytexas.com](http://www.applytexas.com/) and await the EPCC Student ID # from Admissions/Registrar.
      1. Complete an Early Admission form (EA) signed by you, the high school principal, and your parent/guardian.
   2. Note: If you transfer to another high school you will need to complete another EA form at the new high school.
   3. Take EPCC placement exams – all students at EPCC must take placement exams to determine appropriate course level for placement purposes; or, provide EPCC additional test scores in math, reading, and writing, as well as course-specific placement test scores where applicable. Students who will take dual credit courses at EPCC must place into college-level course work.
   4. Attend New Student Orientation session – learn more about the College and take a campus tour. Dual Credit students may use College facilities.
   5. Acquire EPCC ID Card.
   6. Familiarize with all aspects of the College by referring to the College Catalog.
   7. Obtain EPCC user name to log-in to the Blackboard System for online courses at [http://www.epcc.edu/OnlineServices/Pages/EPCCUserIDName.aspx.](http://www.epcc.edu/OnlineServices/Pages/EPCCUserIDName.aspx)
   8. Remember that you can only login to Blackboard after you are admitted to the College and registered for the online class. Log in at <https://online.epcc.edu/webct/entryPageIns.dowebct>

# Testing Services Department

## Primary Contacts for Testing Services

|  |  |
| --- | --- |
| Marisa Pierce, Director  Phone (915) 831-2223  [mpierce6@epcc.edu](mailto:mpierce6@epcc.edu) | Gloria M. Palos, Program Assistant  Phone (915) 831-2816  [Gpalos2@epcc.edu](mailto:Gpalos2@epcc.edu) |

[www.epcc.edu/testingservices](http://www.epcc.edu/testingservices)

## Services for Dual Credit Students

**General:** Testing Services supports the Dual Credit Program agreements between El Paso Community College and local area high schools by providing required assessment testing to determine the college readiness of prospective dual credit students.

Visit the EPCC website at [www.epcc.edu/testingservices](http://www.epcc.edu/testingservices) for updated information on:

#### Test Site Set Up/Maintenance:

* Configuring ACCUPLACER for College Readiness Initiative (CRI)
* Tips for a Successful Test Administration
* Sample Test Instructions

#### Pre-Testing Orientations for Students and Parents

* Placement Testing Overview
* ACCUPLACER Web for Students

#### Post-Testing Score Interpretation (for counselors/students)

* What Your Test Scores Represent
* Interpretation of ACCUPLACER Test Scores

#### Score Reporting (for ISD responsible for reporting scores to EPCC and UTEP)

* Transfer of Test Scores to EPCC/UTEP

## Coordination of Testing Dates

**High School Dual Credit Contact Person:** Contact Gloria Palos at 915-831-2816 to set up a testing date after the high school group of 15 or more have completed the Admission's process and have obtained their EPCC's ID numbers. Testing staff will coordinate directly with high school point of contact to arrange for inspection of the computer lab/test facility at the high school. Testing Services staff will confirm a test date upon the approval of the computer lab.

It is highly recommended students test at the high school on scheduled test dates. If dual credit students test at EPCC campuses, they must identify themselves as a dual credit student and request for their test scores be sent to their high school.

**ISD ACCUPLACER Test Sites under the Memorandum of Understanding**: May schedule and administer placement testing and/or retesting as needed. Test scores from EPCC approved ACCUPLACER test sites will be accepted when test scores are officially transmitted to EPCC directly from the high school.

**Special Accommodations for Students with Disabilities**: There is no initial test fee for students who qualify for testing with special accommodations as determined by the Center for Students with Disabilities. Fees for retests are

the student's responsibility. Testing done by Testing Services staff off campus will be administered under standard conditions and within the four hour allotted for the placement test.

**Test Score Reports**: Test scores are available immediately after testing. A copy of the test scores will be given to the high school dual credit contact person and to the EPCC dual credit counselor for student advisement.

## Test Fees

**Test Fees**: There is no charge for the initial dual credit tests if taken at the high school. There will be a $29 charge if taken at an EPCC test center. Retests per one subject area will be $15 regardless of where they test. Test fees must be paid prior to scheduling a test appointment. Test fees are valid for four months from the date of payment and are forfeited if the student misses a scheduled test appointment.

**Retests**: All dual credit retests are required to obtain a dual credit test referral approved by the EPCC Dual Credit counselor. There is a retest fee of $15 per subject area. EPCC will only accept the first test score in the event there are more test scores on a given day. EPCC only allows students to take ACCUPLACER test once a day.

## Acceptable Forms of Identification

Security requirements include what you need to bring to the test in order to prove your identity and what you are allowed to bring in to the testing room.

The ID should include the student’s name, signature, and a recognizable photograph. Acceptable forms of photo identification include:

* A current driver’s license
* A state approved ID card
* A college ID
* A current state or federal ID card
* Current passport
* A tribal ID card
* A naturalization card or certificate of citizenship
* A High School issued Identification Card

#### No other forms of ID will be accepted.

## Important Information for Day of Test

No cell phones, pagers, beepers, dictionaries or other electronics devices will be allowed in the testing room. Examinees must comply to the Testing Services policies and procedures and guidelines.

ACCUPLACER discourages test-takers leaving the testing room during the test. You are allowed to leave the room only under urgent circumstances. Be sure to get the room proctor’s permission before leaving the room and make sure you know where you may go. Do not take anything with you if you leave the room. Try not to leave the room (for a bathroom break) if you can possibly help it. Most people do not come back more focused; their leaving is a form of avoidance.

## Placement Testing: ACCUPLACER

All students must complete placement testing in reading, writing and math areas for Texas Success Initiative (TSI) purposes. TSI approved test scores are valid for two years and must be current the first day of class.

Dual Credit Handbook



EPCC accepts ACCUPLACER, COMPASS, ASSET, THEA, ACT, SAT, TAKS, PLAN and PSAT to assess college readiness (Per the Texas Higher Education Coordinating Board [THECB] requirements) outlined in the Texas Administrative Code: Title 19, Part 1, Chapter 44.58.

EPCC Testing Services administers the ACCUPLACER at the high schools for dual credit purposes at the request of the high school. To view ACCUPLACER sample questions and learn more about the computerized adaptive ACCUPLACER tests visit the Testing Services website at: [www.epcc.edu/testing](http://www.epcc.edu/testing) services. Click on - Placement Testing - ACCUPLACER Computerized Information link. In preparation for the ACCUPLACER test review the practice test links to the AIMS Study Guide and Study Guide Zone (by ACCUPLACER) located on the Testing Services website under Placement Testing.

TAKS test scores to be considered for placement purposes must be submitted to EPCC Admission/Registrar's office from the high school or sent electronically on the transcript from the high school. Hand carried copies of test scores will not be accepted for TSI Admission's purposes.

ACT, SAT, PSAT, PLAN and THEA, ASSET and COMPASS test scores to be considered for placement purposes must be sent from the testing publisher at the request of the student to the Admission/Registrar's office.

All examinees are required to present at least one form of photo identification. It must be a recognizable photo with the student's name and signature. A school or staff official cannot vouch for anyone's ID. High school IDs will be accepted without a signature.

**Use of calculators with online tests**: Some of the mathematics items within ACCUPLACER have pop-up calculators for students to use when answering some of the math questions. The items were written so that the use of a calculator will not help the student answer the questions, but is provided simply as a tool for the student to use.

Calculators are not available for all items. The calculator icon will appear on the bottom left-hand corner of the test screen for items when the test question allows for it. The calculator is a basic four function calculator.

## Dealing with Test Anxiety. Handling Test Stress[1](#_bookmark24): Parents and Students

Practical Tips

In high school, a student’s life is a whirlwind of tests, from midterms and finals to the PSAT/NMSQT® and SAT® tests. With all this experience, it may seem like taking tests should be a breeze for the student. Unfortunately, this isn't always the case. Pressure to get high marks can increase a student's anxiety over grades, and make tests a nerve- wracking experience.

Good Stress and Bad Stress

Some stress before a test can actually be helpful. Just as stress at a job can push you to work harder, test stress can motivate students to put forth their best effort. However, too much anxiety can weaken students' confidence. The anxiety that students feel when faced with an exam can create a kind of noise or static in their minds. Unless they're able to relax, that noise can block their ability to recall important information. It can also impair their comprehension and reasoning, which makes problem-solving very difficult. As a result, students may receive grades that don't really reflect their hard work and abilities.

#### Tips for Calming Test-Time Jitters

Students get nervous before tests for classes; encourage your son/daughter (herein after referred to as the *student*) to try the following tips and strategies for keeping anxiety down and energy up for the next big exam.

#### Before the Test

**Don't cram:** Studying like crazy the night before an exam can leave a student exhausted and more stressed out than before, so encourage the student to study in small doses over several days.

**Take practice tests:** Knowing the format and style of a test can keep anxiety at bay, so have the student take practice exams if they're available.

**Get a good night's sleep:** Lack of sleep contributes heavily to anxiety. Be sure the student goes to bed early the night before an exam.

**Eat a healthy breakfast:** Blood sugar is at its lowest in the morning. In order for the student to think and problem- solve effectively, she needs a good breakfast.

**Exercise:** Encourage the student to engage in physical activity before the test to reduce body tension. For example, take a brisk walk or jog.

**Come early and prepared:** By arriving to the test early and with the right supplies (e.g., No.2 pencils, calculator), the student can avoid stressing out about small details. This will allow her to focus on the task at hand.

#### During the Test

**Preview the exam and budget time:** By previewing the test, the student can avoid any unexpected surprises (and anxiety). It will also give her the opportunity to budget her time so she doesn't spend too long on any one section.

**Jot notes:** Jotting down brief notes right away can help the student feel less anxious about forgetting important facts or key information.

**Read all directions:** Some students are so anxious to get the test over with that they fail to read the directions.

**Answer easy questions first:** Getting the easier questions out of the way allows the student to focus her energy and time on the harder questions.

**Rephrase difficult questions:** Putting difficult questions in her/his own words can help the student slow down and really think about the problem. But the student should be careful not to change the questions' meanings when rewriting them.

**Organize thoughts before writing:** The student should organize her responses to short-answer and essay questions before diving in. Having a plan will help her feel confident while she's writing.

**Think positively:** Negative thoughts during a test (e.g., "I'm going to fail") can destroy the student's confidence. Encourage her to override negative thoughts with positive ones (e.g., "I studied hard and I know my facts. I'll do great on this test.")

**Relax:** If the student starts to feel stress during a test, she should try quick relaxation techniques, such as:

* Taking deep breaths, and letting out tension with each exhale
* Tensing muscles for five seconds and releasing, repeating three times
* Visualizing a peaceful and relaxing setting
* Keep in mind that using the tips above won't necessarily keep anxiety away completely. However, practicing these techniques can give the student the right skills to manage test stress when it does happen.

# Withdrawing From College Level Courses under the Dual Credit Program

If a dual credit student withdraws from (drops) a course before the Census Date, the course will not appear on the EPCC transcript. It is the responsibility of the student to check with the instructor or their course syllabus for the Census Date. Students who withdraw from (drop) a course on or after the census date will receive a “W” on their EPCC transcript.

Students may withdraw from (drop) a course up to the “Last Day to withdraw with a W.” It is the responsibility of the student to check with the instructor or the course syllabus for date of the “Last day to withdraw with a ‘W’.” These withdrawals/drops will result in a “W” on the EPCC transcript.

Having “W’s” on college transcripts may impact Federal Financial Aid eligibility after graduation from high school. Speak to your counselor for details.

Before deciding to withdraw from class, students should first talk to their instructor. After talking with the instructor the student must visit their high school Counselor. The high school counselor will have to sign the “Student Initiated Withdrawal Form” before it can be processed by EPCC.

For more information contact EPCC Dual Credit Counseling at 831-2663.

## El Paso Community College Withdrawal Procedure

**EL PASO COMMUNITY COLLEGE PROCEDURE**

For information, contact Institutional Effectiveness: (915) 831-2614

|  |  |  |  |
| --- | --- | --- | --- |
| **7.04.05.18** | **Withdrawal and**  **Reinstatement of Students** | **APPROVED**: May 28, 1985 | **REVISED**: March 11, 2005 |
|  |  | **AUTHORIZING BOARD POLICY**: 7.04.03, 7.04.05, 7.05.00 | |

OBJECTIVE: To establish the guidelines for student withdrawal from and/or reinstatement to a class. PROCEDURE:

1. Withdrawal Actions
   1. Student Withdrawals
      1. After a student has completed registration and paid the required tuition and fees, he/she is considered enrolled until an official drop action has been received and processed through the Office of the Registrar. When the student decides to drop a course or withdraw from the college, i.e., drop all courses, it is his/her responsibility to obtain the appropriate form from the Registrar's Office, secure the appropriate signatures and return the completed form to the Registrar's Office. Forms received after the deadline each semester for withdrawal, will not be accepted.
      2. Courses will be dropped by the student, in person. However, if the student is unable to appear, he/she may submit a written request to the Registrar's Office. Such drops become effective on the date the letter is postmarked.
      3. Students who cease to attend non-remedial courses without officially withdrawing from his/her courses will receive a grade of “F” unless withdrawal has been authorized within the timeliness of this procedure.
   2. Faculty Withdrawals

Faculty may initiate withdrawal actions for non-pursuit of course objectives as specified in college procedure - Criteria for Determining Course Pursuit by Students 7.04.05.14 (Formerly 2.02.03).

* 1. Administrative Withdrawals

Withdrawal of a student may be initiated by a designated member of the administrative staff of the District under the following conditions:

* + 1. The student has an outstanding financial obligation which is due to the District
    2. The student has been placed on academic suspension,
    3. The student has been placed on disciplinary suspension; and/or
    4. The student has not attended at least one (1) class session during the census period.

NOTE: Administrative withdrawals must be submitted to the Registrar's Office for processing. Withdrawals for non- attendance will be effective the date of roster certification by the instructor.

* 1. General Considerations Concerning Withdrawals
     1. Timelines
        1. After completing his/her registration, a student may withdraw from any or all classes from that point up to the twelfth week for sessions of sixteen (16) weeks, and half the time for shorter periods of time.
        2. The student will receive no grade for any withdrawal occurring prior to the census date of the semester for which he/she is enrolled.
        3. After the census date, the student will receive a grade of "W".
        4. Following the deadline for withdrawals, the student will receive a final grade, as determined by the instructor.
     2. Administrative withdrawal actions may be initiated at any time and will be effective on the date of initiation by the Administrative Officer.
     3. Students dropped by either their own action or by administrative actions will not be permitted to remain in class and will not be allowed to receive a final grade other than a "W" unless officially reinstated.

1. Reinstatement Actions
   1. Reinstatement Conditions And Process
      1. A student may not be reinstated to a course from which he/she officially withdrew.
      2. Students will not be reinstated into a course they did not attend during the census period.
      3. A student may not be reinstated into a course from which he/she was dropped for course pursuit considerations, except on appeal to the Dean and with concurrence of the instructor.
      4. Except for a Dean reinstatement on appeal of a withdrawal for non-pursuit of course objectives, a student may not be administratively reinstated to courses for which final exams have begun.
      5. A student may not be administratively reinstated on a retroactive basis for a semester/session that has officially ended.
   2. Administrative Reinstatements
      1. Students administratively withdrawn may be reinstated only through actions by the administrative area initiating the withdrawal.
      2. Students may be administratively reinstated only once in a semester/session in any one course.
      3. Exceptions to the reinstatement provisions of this procedure may be authorized through the office of the ~~Associate~~ Vice President of Student Services.
2. Reporting Withdrawals/Reinstatements
   1. The Registrar's Office has the responsibility to report withdrawals/reinstatements that have been received and processed. Reports of these actions will be forwarded to:
      1. Instructors
      2. Veterans' Affairs Office
      3. Student Financial Services Office
      4. Business Office
   2. The reports are to be distributed at least once a week.

# Campus Life

Campus Life provides activities throughout the academic year. These activities are intended to motivate and increase your understanding of arts, athletics, culture, current events and your community. Some activities are simply for your enjoyment. These experiences are brought to you through special programs, art exhibits, lecture series and films and much more! How do you participate? Just show up, all of our activities are free to students with a valid ID-card.

Campus Life has many activities planned; these are a few of the activities to look forward to this year: Martin Luther King Jr. Remembrance and Variety Show Art Exhibits

Black History Month Bands

Valentine’s Day Activities Blood Drives

Women’s History Month Cultural Events

Cesar Chavez Celebration Karaoke

9/11 Remembrance Mariachis

16th of September Celebration Speakers

Hispanic Month Halloween Costume Contest

Christmas Celebration

#### Office Locations and Phone Numbers

|  |  |  |
| --- | --- | --- |
| ***Mission Del Paso Campus***  Room C-143 831-7045 | ***Northwest Campus***  Room M-11 831-8848 | ***Rio Grande Campus***  Room B-101 831-4041 |
| ***Transmountain Campus***  Room 1701  831-5034 | ***Valle Verde Campus***  Room C-105 831-2660 |  |

## Student Identification Card

**EPCC Best Start ID Cards**

Students who register and pay for one or more credits are eligible to receive an EPCC Best Start ID Card. The first card is issued free of charge to all students. There will be a $5.00 charge for replacement of any type; lost or stolen cards, name change, changing from linked to unlinked, etc.

#### Obtaining a Best Start ID Card

Student EPCC Best Start ID cards are available after tuition payment is made and as soon as student information is available in the ID system.

Your EPCC Best Start ID Card is intended to be used for student identification purposes and help facilitate business transactions. These uses include, but are not limited to, campus bookstore purchases, access to EPCC library and computer labs, checking out of books and resource materials, checking out of items such as physical education equipment, participation in intramural sporting events, as well as participation in Campus Life and Student Government Association events and programs (some activities may require an additional fee for admission).

Additionally, your EPCC Best Start ID Card can be used for Student Discounts at identified locations.

Students can go to any Campus Life Office, have their picture taken, and receive their EPCC Best Start ID Card. All students must present a photo ID and a copy of their current class schedule with proof of payment to receive their EPCC Best Start ID Card. (In the event that a student does not have a valid ID, the student must provide two alternate forms of identification.)

#### Proof of Identification

In place of a valid ID, a student can use any TWO of the following documents as proof of identification from column B:

|  |  |
| --- | --- |
| **A) Acceptable ID with Photo** | **B) Acceptable ID without Photo** |
| * Passport | * Birth Certificate |
| * Employment ID/Badge | * Social Security Card |
| * Credit Card | * Pay Stub (w/ SS#, less than six months old) |
| * Sun Metro ID | * License Renewal |
| * High School ID (less than two years old) | * Matricula |
| * Other College ID | * Voter Registration Card |
| * Food Handlers Card |  |
| * Sam’s/Costco Club Card |  |
| * Yearbook Picture (less than two years old) |  |
| * Military ID |  |

#### Maintaining the EPCC Best Start ID Card

Each semester, the student must visit any Campus Life Office to receive a semester validation sticker. The sticker will be placed on the current EPCC Best Start ID Card. This sticker verifies the students’ current enrollment.

Without this sticker, the student’s card is invalid.

The care, custody, and control of the EPCC Best Start ID Card are the responsibility of the card holder. This card is nontransferable and should not be modified; the lending out of a student’s ID card subjects the student and holder to disciplinary action and forfeiture of the ID card privileges.

Any department has the right to reject the EPCC Best Start ID Card based upon its condition. If this occurs, the cardholder should take immediate steps to replace the card at their own expense.

#### Lost or Stolen EPCC Best Start ID Cards

Lost or stolen cards should be immediately reported to the EPCC Police Department. A police report must be filled. You must bring the case number and proof of payment to the Campus Life Office in order to have a replacement card issued.

#### How to Replace EPCC Best Start ID Cards and Stickers

Students, staff or faculty requiring a replacement ID due to loss, theft, or normal wear and tear, new photo, name change, etc., will incur a replacement charge of $5.00. Replacement fees are paid at the Campus Cashier and you must present a payment receipt and your filed police report before a new card or sticker is issued.

# Center for Students with Disabilities

## EPCC Students with Disabilities Office Information

Any student classified as a Special Education/Resource or otherwise identified as having a disability and requesting accommodations will need to come through the Center for Students with Disabilities (CSD).

A student with a disability, desiring to take a Dual Credit class, is covered by Section 504 of the Rehabilitation Act of 1973, which applies to both secondary and post secondary institutions. While IDEA applies to high school students, it does not apply when a high school student takes a Dual Credit course. It is important that students understand their rights and responsibilities as a student with a disability. The law prohibits discrimination on the basis of disability no **“**otherwise qualified individual with a disability be denied access to the benefits of, or be subjected to discrimination, under any program or activity receiving federal financial assistance.” The Americans with Disabilities Act of 1990 also prohibits discrimination on the basis of disability. Nearly every school district and postsecondary school in the United States is subject to one or both of these laws. If a disabled student qualifies for admission into a Dual Credit class, then they are seen to be "as otherwise qualified.” All Dual Credit Students must do the same quality of work as any other college student, regardless of their disability. The Office of Civil Rights recognizes that post secondary institutions have the prerogative to define their educational programs and that they do not have to change, lower, waive, or eliminate essential academic requirements, nor must they modify any policy, practice, or procedure, where the modification would fundamentally alter the nature of the program.

Appropriate accommodations will be determined based on disability and individual needs. Accommodations may include extended test time, note taker, scriber, reader, recording devices, sign language interpreter, use of a computer with screen-reading, voice recognition or other adaptive software or hardware.

In providing accommodations, EPCC is not required to lower or effectually change the essential requirements of the course. Some examples of modifications that are not allowed in a Dual Credit class are: reduced number of test questions, open book tests, modification of a test that makes it less rigorous, retaking of failed tests, less homework, or more time to complete class work.

Steps in the registration process for CSD:

* A student must self identify if accommodations are requested.
* A student must call the office at any campus to make an appointment to see a CSD counselor for an intake and to make arrangements for placement testing. Documentation is to be taken to the appointment.
* Documentation of disability must be provided that indicates the nature of the disability and how it affects academic performance.
* The CSD counselor and the student will decide on the appropriate accommodations to be made.
* The ACCUPLACER may be administered in the CSD office.
* It is the student’s responsibility to inform the instructors of their accommodations. The students will be provided with fliers with information regarding the accommodations. These fliers must be given to the instructors to inform them of these accommodations.

A Dual Credit instructor must follow the same requirements as any other EPCC faculty member. No modification to the curriculum may be made. Only the accommodations recommended by the CSD counselor will be allowed. Dual Credit classes are not remedial and coursework must reflect college-level work customarily required of all students at the same college level.

Participation in a Dual credit course will provide an excellent opportunity for students with disabilities, while still in high school, to learn what is expected of them in college and to learn about the services and accommodations provided to all college students with disabilities.

#### Office Locations and Phone Numbers

|  |  |  |
| --- | --- | --- |
| **Campus** | **Room Location** | **Phone and TTY** |
| Valle Verde | C-112 | 831-2426 |
| Transmountain | 1400 | 831-5808 |
| Rio Grande | B-201 | 831-4198 |
| Northwest | M-54 | 831-8815 |
| Mission del Paso | A-125 | 831-7024 |

For information on Section 504 and the ADA and their application to auxiliary aids and services for disabled students in postsecondary schools, or to obtain additional assistance, see the list of OCR's 12 enforcement offices containing the address and telephone number for the office that serves your area, or call 1-800-421-3481.

To receive more information about the civil rights of students with disabilities in education institutions, contact us at: Customer Service Team Phone: 1-800-421-3481

Office for Civil Rights TDD: 1- 877-521-2172

U.S. Department of Education Email: [ocr@ed.gov](mailto:ocr@ed.gov)

Washington, D.C. 20202-1100 Internet home page: <http://www.ed.gov/ocr>

# Instructor Credentialing

### All instructors must be credentialed in the area they are to teach. The college shall select instructors of dual credit courses. These instructors must be regularly employed faculty members of the college or must meet the same standards (including minimal requirements of the Southern Association of Colleges and Schools Commission on Colleges) and approval procedures used by the college to select faculty responsible for teaching the same courses at the main campus of the college. (Texas Administrative Code Title 19, Part 1, Chapter 4, Subchapter D, Rule §4.85).

For more detailed information see college procedure on faculty credentialing available on the college website.

# Instructor Screening

Upon the recommendation of the high school administration, candidates will follow the same procedures used for hiring new adjunct faculty. This process begins with contacting the appropriate Instructional Dean and an interview with the appropriate Instructional Coordinator, who makes hiring recommendations to the Dean. The Dual Credit Office can be contacted in order to direct potential instructors to the correct Instructional Dean.

## Academic Requirements for Teaching Credit Transfer Courses

### For faculty teaching college-level courses, the minimum academic requirement is a master’s degree in the teaching discipline or a master’s degree with a minimum of 18 graduate semester hours in the teaching discipline. For example, to teach ENGL 1301, an instructor needs a Master’s degree in English or any Master’s degree with a minimum of 18 graduate hours in English. Contact the appropriate Dean’s office for information on specific credentialing areas visit: <http://www.epcc.edu/EmploymentOpportunities/Documents/academic_requirements.pdf> for general information regarding requirements.

## Requirements for Teaching Credit Technical (WECM) Courses

Generally, for faculty teaching career and technical courses, as outlined in the Workforce Education Course Manual (WECM), the minimum requirements are: a baccalaureate degree in the teaching discipline or an associate degree and demonstrated competencies in the teaching discipline. Demonstrated competencies are generally construed to mean work experience. Some courses also require certifications by a particular governing body. Contact the appropriate Dean’s office for information on specific credentialing areas. Visit: <http://www.epcc.edu/EmploymentOpportunities/Documents/academic_requirements.pdf>for general information regarding requirements.

# Credentials Verification Requirements

To complete the process, the following forms and documents must be submitted by the applicant to the appropriate Dean for review. The complete credentials verification packet will be forwarded to the appropriate dean/director. Visit [www.epcc.edu/dualcredit](http://www.epcc.edu/dualcredit) for a complete packet that includes all forms.

**Credential Forms/Materials Collected for *all* Dual Credit Faculty**

* Letter of Interest (optional)
* EPCC Employment Application, available at jobs.epcc.edu
* Resume (Optional)
* EPCC Employment Application, available atjobs.epcc.edu
* Authorization for Release of Information
* Biographical Data Form
* Dual Credit Faculty Non-Employee Statement of Release Form
* Unofficial transcripts for initial review,
* Work Experience Form (only for Career and Technical Education Courses)
* Written Language Proficiency (done in the presence of an authorized representative of El Paso Community College)

**Transcripts**

Upon hiring, official transcripts from the Higher Education Institution reflecting required academic credentials with degree awarded must be sent directly to:

El Paso Community College El Paso Community College Personnel Department Personnel Department **ATTN: Lucy Rosas OR ATTN: Lucy Rosas**

### P.O. Box 20500 9050 Viscount

El Paso, Texas 79998 El Paso, Texas 79925

*If mailing via “express” mail, please use street address. Foreign transcripts must be translated.*

## Additional Forms/Materials Collected for Credit Career and Technical Faculty

### Proof of necessary certifications/licenses

# Credential Forms Description

**Letter of Interest Resume – optional**

**EPCC Employment Application (jobs.epcc.edu) –**

**Authorization for Release of Information** – this form is used for occupational/technical dual credit instructors only (e.g. automotive, medical technology, child development). It is an authorization that allows El Paso Community College to contact your employers to verify work experience. For occupational/technical instructors, 3 years work experience in the field is generally required exclusive of teaching.

**Biographical Data Form** – used to collect demographic information used for Federal, State and local reporting.

**Dual Credit Faculty Non-Employee Statement of Release** – form used to convey that a particular person is volunteering their work for EPCC and will not receive compensation.

**Official Transcripts** – issued directly from the issuing institution to the Community College.

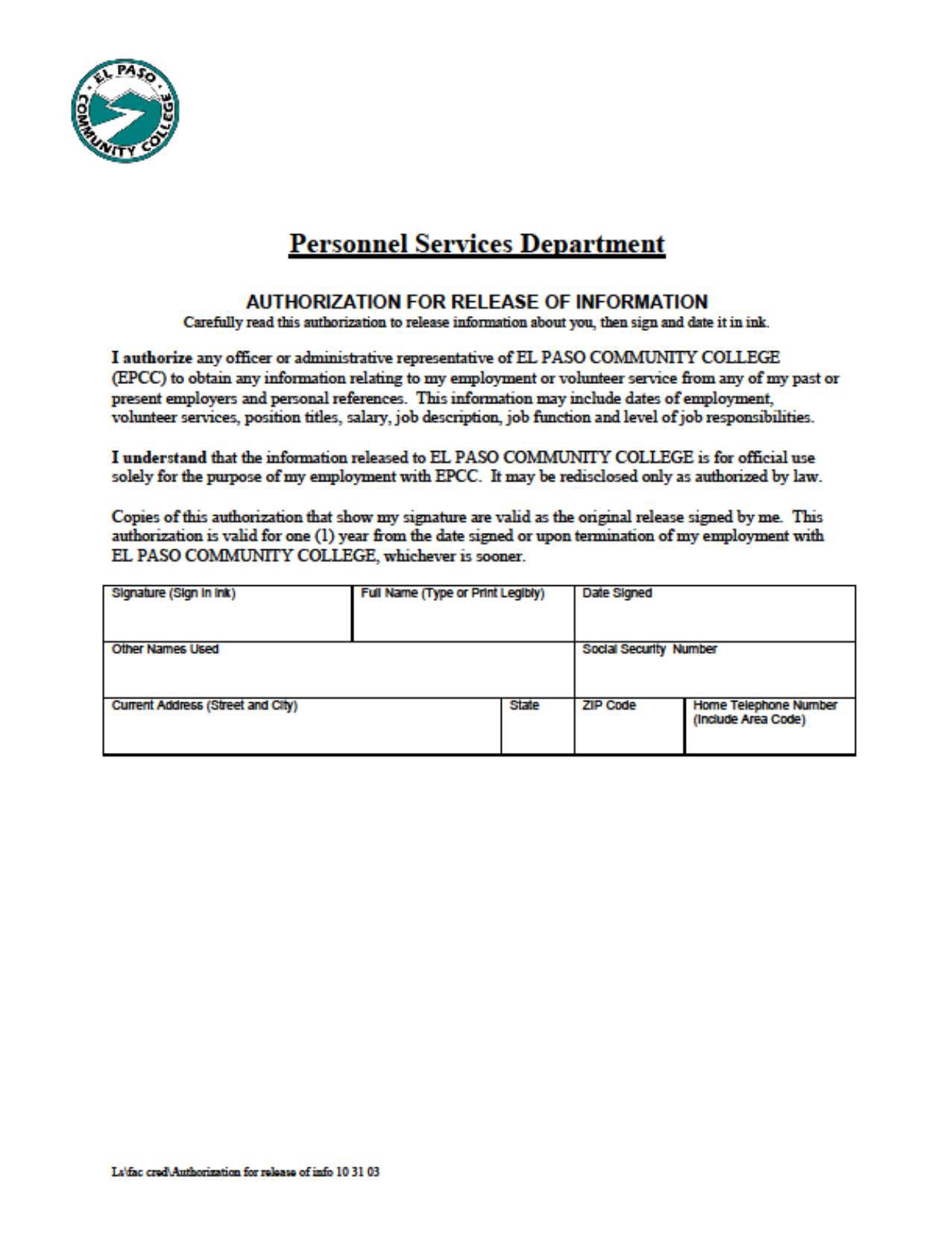
**Transcript Request Form** – this form is necessary if the Community College does not have official transcripts on file as required by the Southern Association of College and Schools (SACS). Preliminary evaluation of credentials can be performed with student issued transcripts, or copies. However, official transcripts are required to complete the credentialing process. Foreign Transcripts must be translated??

**Work Experience Verification** – for Credit Occupational courses, 3 years work experience in the field exclusive of teaching is generally required. This form is used to help document work experience.

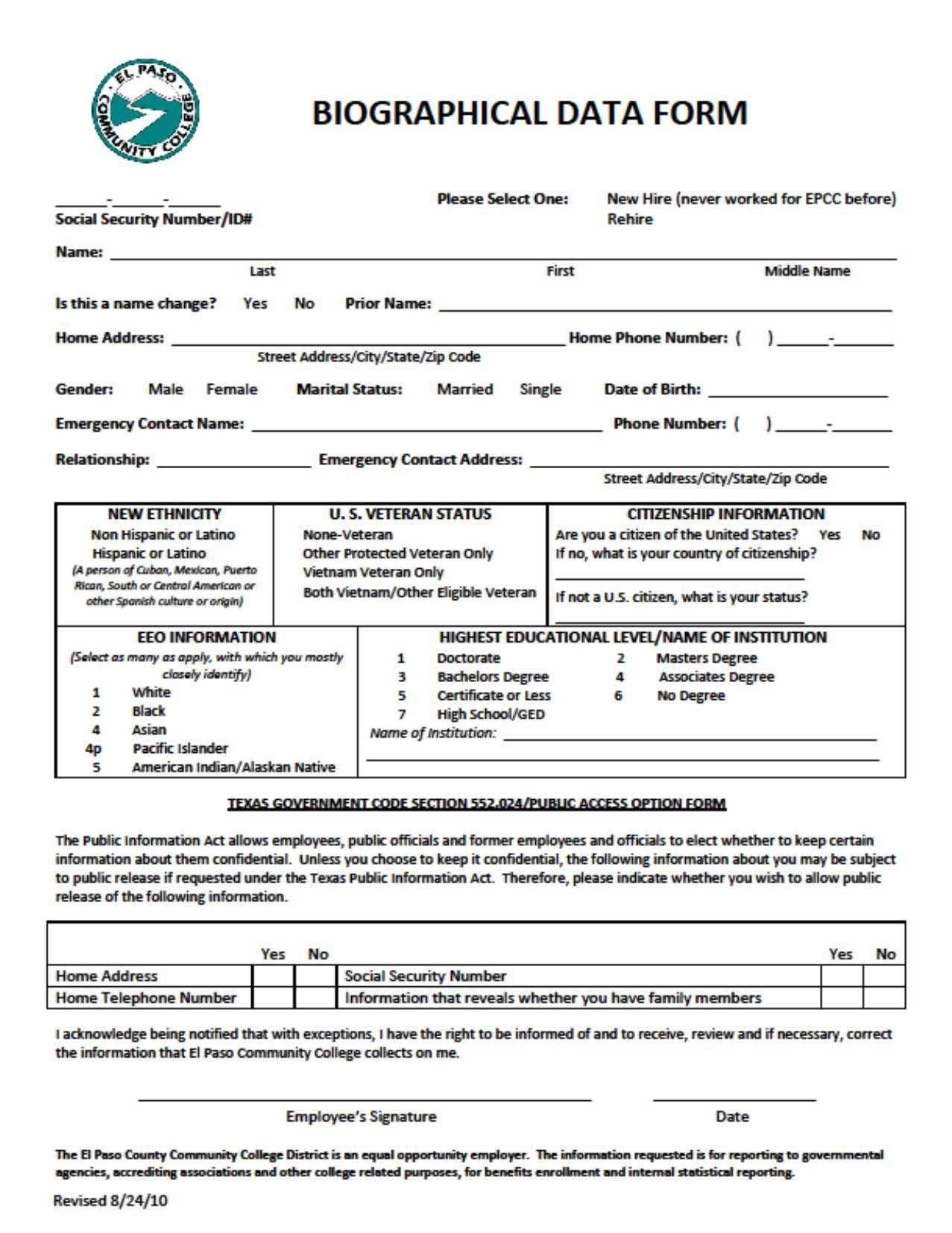
**Written Language Proficiency** – this form is used to demonstrate written competency in the English language. It must be completed in the presence of a representative of El Paso Community College.

# Forms

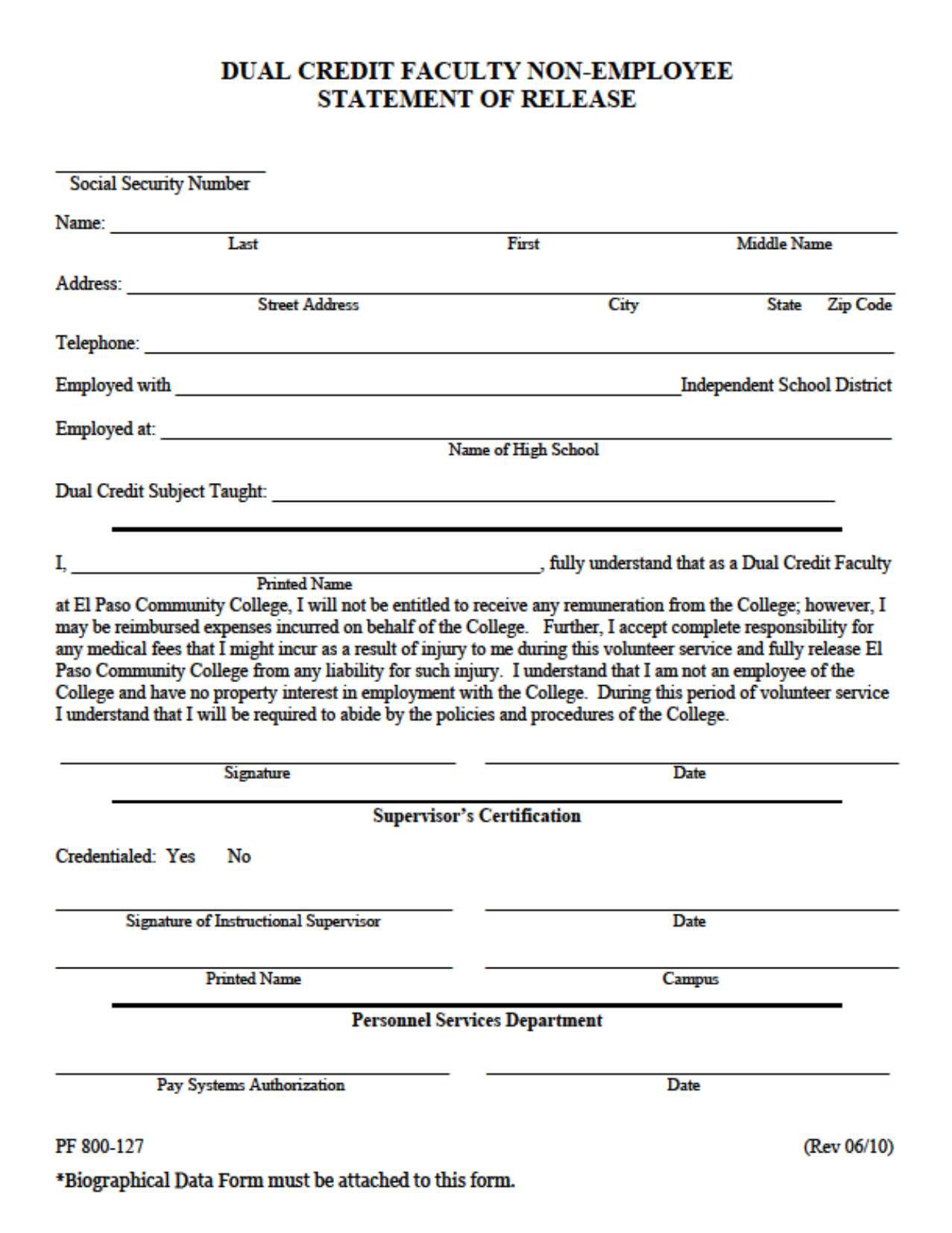
## Authorization for Release of Information



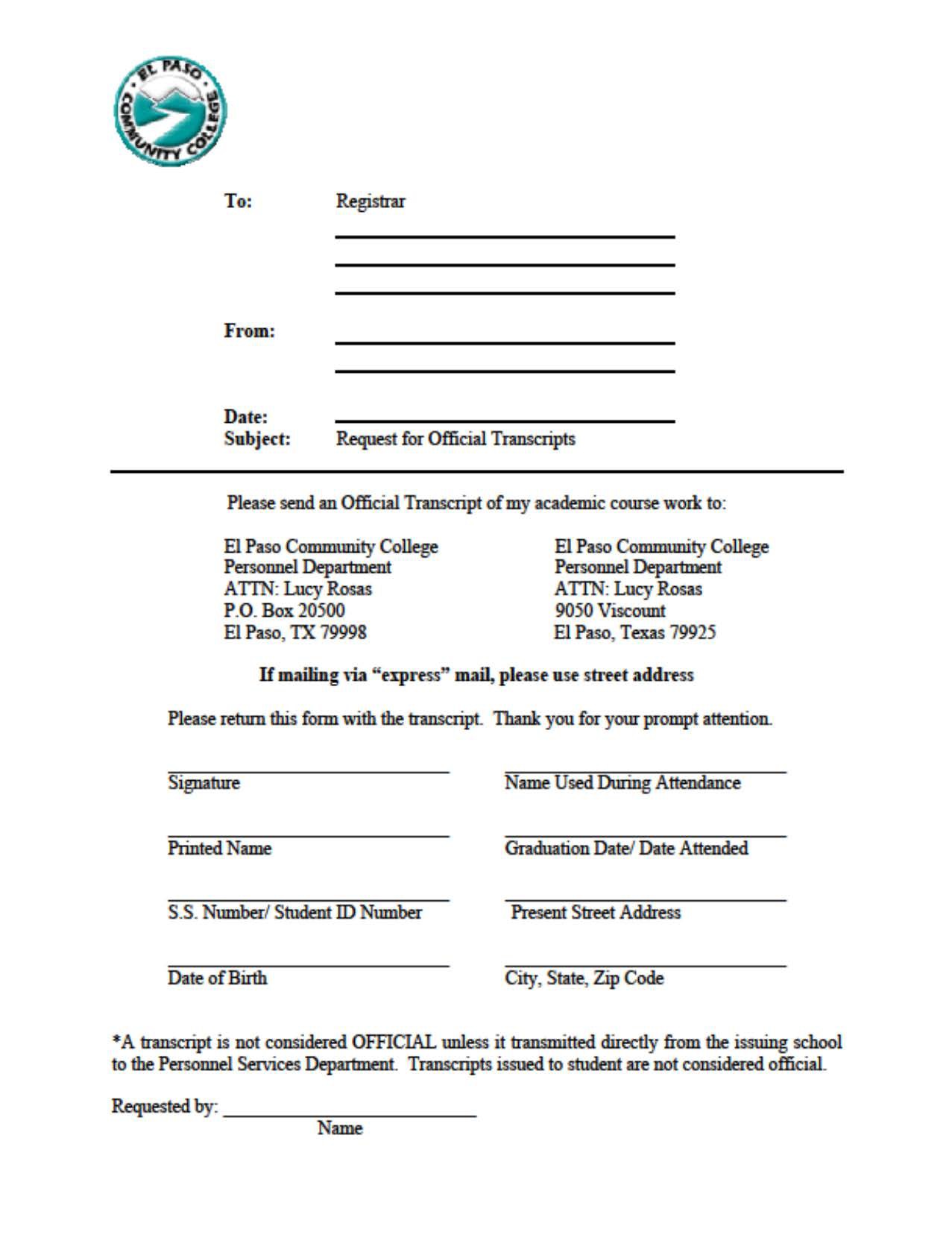
## Biographical Data Form



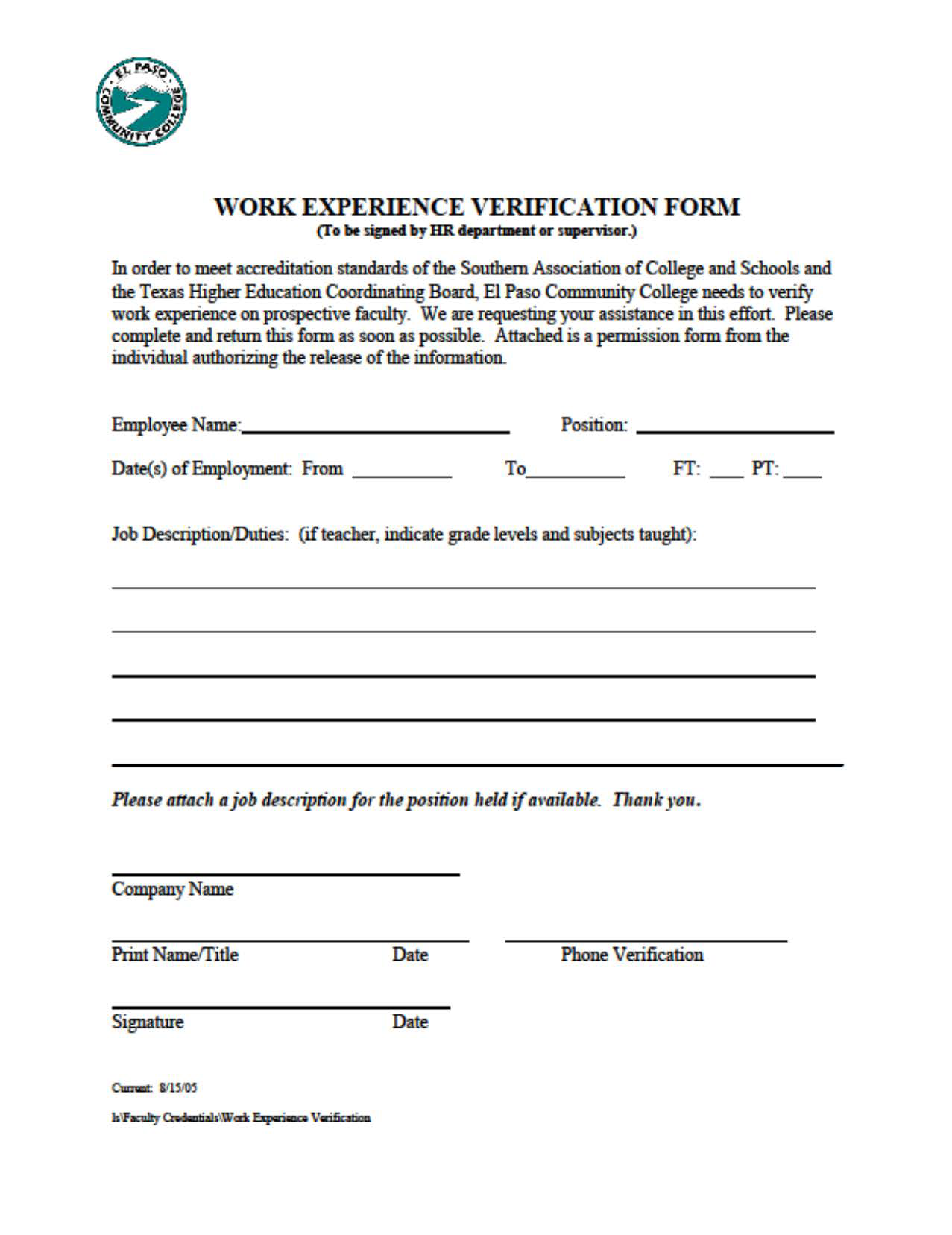
## Dual Credit Faculty Non-Employee Statement of Release



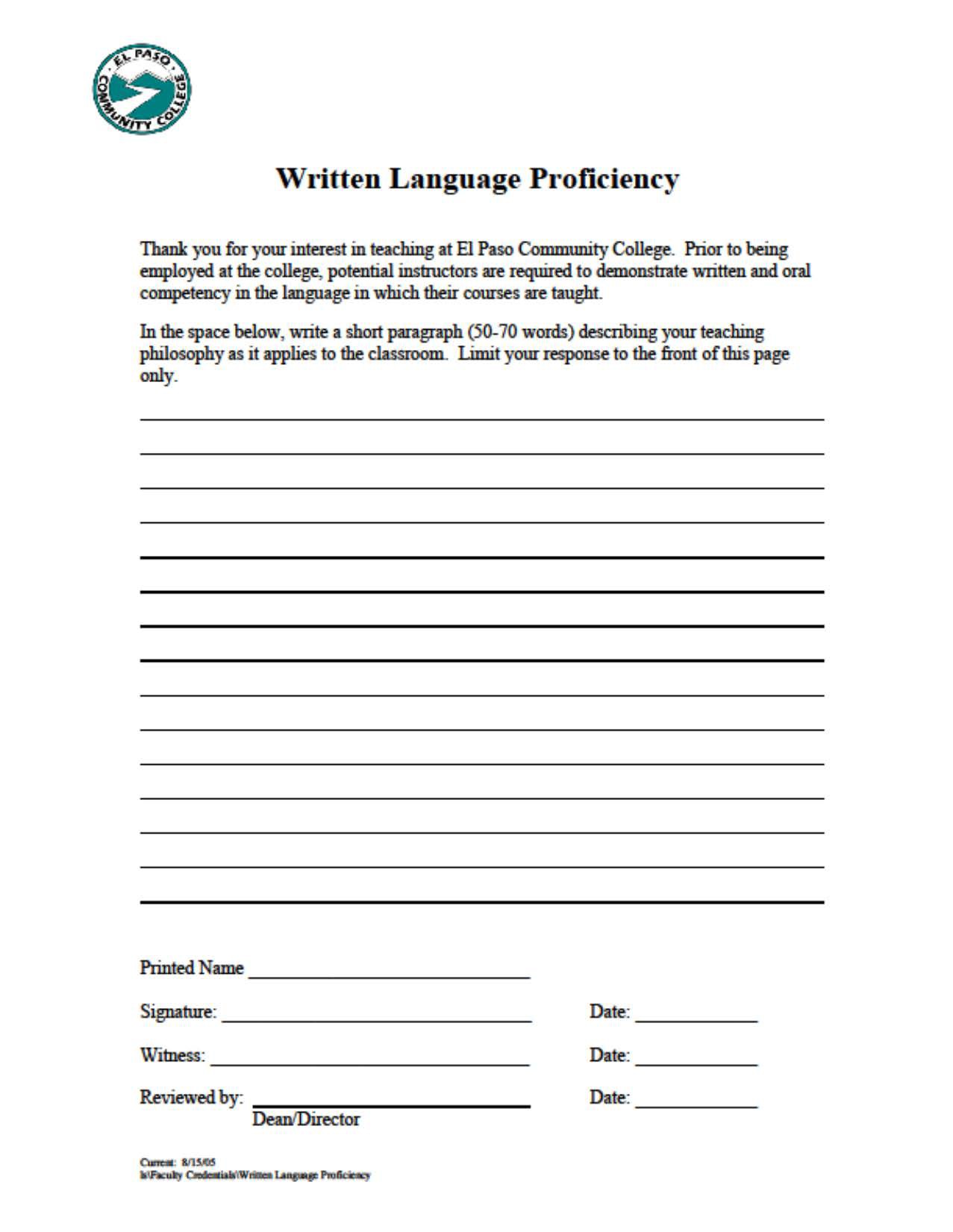
## Transcripts Request Form



## Work Experience Verification Form



## Written Language Proficiency



# Faculty Information

# E-mail Access Instructions

* Find faculty’s user name and EPCC ID number at <http://www.epcc.edu/OnlineServices/Pages/default.aspx>
* Click on EPCC User ID/Name
* Enter faculty’s social security number
* Search Results indicate your Name, EPCC ID Number and Username
* If you cannot retrieve user name and EPCC ID number:
* Contact the assigned campus Dean that signed the letter of credentialing approval.
* Contact your assigned Faculty Coordinator to request Outlook Email access; give your:
  + Name
  + EPCC ID number
  + Teaching Start Date
* Faculty Coordinator will request an email account from the Information Technology department.
  + Faculty Coordinator will provide faculty with a generic password that can be changed after first login
* Go to mail.epcc.edu
* Enter the user name and generic password
* Change the generic password

# Part-time (adjunct) Faculty Job Description

## Welcome: We are proud that you are part of the Dual Credit process.

General Summary: Responsible for providing instruction in accordance with the philosophy and objectives of the College.

Principal Duties and Responsibilities**:**

* Acquaints all students with the course requirements, including specific objectives, means of attaining them, and methods of evaluation by the end of the first week of classes.
* Uses teaching methods which are appropriate to reach students of varying educational and experiential backgrounds and learning styles.
* Allows the student to continually assess his/her own progress.
* Allows reasonable opportunity for each student to master the objectives of the course.
* Maintains office hours as per institutional guidelines.
* Accepts other responsibilities with respect to registration and maintenance of records as required by the College or Administrative procedures.
* Makes provisions for students to evaluate instruction and submits evaluations to the designated office.
* Participates in faculty orientation sessions and professional development seminars and activities to enhance professional development; accepts the responsibility for professional awareness and growth.
* Develops and revises curriculum and instructional materials; adheres to course outline and provides students with a course syllabus.
* Participates in divisional and departmental activities and responsibilities, as appropriate; works with other faculty to accomplish the goals of the discipline, division and College.
* Assists in the selection of textbooks and instructional materials.
* Acknowledges and supports EPCC’s mission to serve the community.

Reporting Relationship: Reports to Instructional Dean, Non-Credit Instructional Coordinator or Director

# Official Course Syllabus

#### EL PASO COMMUNITY COLLEGE PROCEDURE

For information, contact Institutional Effectiveness: (915) 831-2614

**6.04.02.10 Official Course Syllabus APPROVED**: October 15, 1991 **REVISED**: January 5, 2007

**AUTHORIZING BOARD POLICY**: 6.04.02

OBJECTIVE: To establish a standardized process with guidelines and formats for the development of the official course syllabus.

PROCEDURE:

1. Course Syllabus (Part I) Instructor’s Course Requirements
   1. The Instructor’s Course Requirements part of the syllabus will be a detailed description of each instructor’s specific course requirements, such as assignments, grading criteria, text(s) and materials, classroom policies and procedures and course calendar.
   2. This part of the course syllabus will be prepared by the instructor, based on the course description, learning objectives and college-wide evaluation criteria from the Official Course Description part of the syllabus. Disciplines may elect to use a standardized version of this part for some courses.
   3. The Instructor’s Course Requirements must contain the following sections: Course Number and Instructor Information

Text(s) and Materials Course Requirements Instructor’s Policies Course Calendar

* 1. All of the individual instructor’s requirements should be explicitly stated in the Instructor’s Course Requirement part of the syllabus.
  2. The instructor will follow the established official course syllabus format.
  3. The instructor will update Part I of the syllabus each semester in which the course is taught.

1. Course Syllabus (Part II): Official Course Description
   1. The “Official Course Description” section of the syllabus will be developed by the entire discipline and will include the course description from the current *College Catalog*, identification of specific course objectives, and evaluation criteria which will be applied college-wide.
   2. Learning objectives for the course will be discussed and agreed upon by the members of the discipline.
   3. Evaluation criteria in this section will be discussed and agreed upon by the members of the discipline and apply to all sections of the course being taught college-wide.
   4. The Official Course Description section of the syllabus will be developed by the discipline and will follow the established official course syllabus format.
   5. The Disability Statement (Americans with Disabilities Act [ADA]) will be included in all syllabi.
   6. The official course description will be reviewed by the discipline every three years or sooner, if revisions to the course have been made.
2. Distribution:
   1. The entire course syllabus (The Instructor’s Course Requirements and The Official Course Description) will be distributed to the student during the first week of class.
   2. The Official Course Description (Part II) of the syllabus will be on file electronically in the Curriculum Office. The Curriculum Office will be the central repository of this document for all disciplines. The District Wide Discipline Coordinators are responsible for providing the documents to the Curriculum Office. Whenever the Official Course Descriptions are changed, the revised copy must be provided to the Curriculum Office in electronic format.
   3. The Instructor’s Course Requirements section of the syllabus shall be submitted to the Dean or Director at the beginning of each semester or session.
   4. The Curriculum Office will be responsible for uploading the syllabi to the web.

**El Paso Community College Syllabus**

**(Part I)**

**Instructor’s Course Requirements Semester and Year**

[This document is the individual instructor’s contract with the students who have enrolled for the course. It must be attached to the “Official Course Description” (Part II) which has been developed by the college-wide discipline.]

[The Instructor’s Course Requirements must contain the elements described below in sections I-V.

[Syllabus should be formatted in a clearly readable font at least 10 point such as Times New Roman or Arial. Overly animated and scriptive font should be avoided.]

#### Course Number and Instructor Information

[Include Course Rubric, Number and Title, followed by the instructor’s name, office number or location in which the instructor can be contacted, phone number (either office phone or other phone at which messages can be left), e-mail address and office hours.]

#### Text(s) and Materials

[Include required and optional texts and materials, listed in bibliographical format. Use the format found in any current research paper guide or English handbook. If other resources are listed, indicate where these are available.]

#### Course Requirements

[Include the individual instructor’s course requirements, specific grading policies, grading scale, policies regarding late work, and other evaluation methods. Discipline-wide evaluation policies will be noted in the “Evaluation” section of “Official Course Description” part of this Syllabus.]

#### Instructor’s Policies

[Attendance Policy: The College Catalog contains two statements on this issue, which may be used as a reference. Instructors are free to set their own attendance policies, but the policies must be included in the syllabus.] [The instructor’s rules (such as class conduct requirements, cell phones being turned off, children not being allowed in the class, etc. should be stated). Instructors may choose to refer to the Student Code of Conduct as published in the *College Catalog* and the *Student Handbook*. Having the policies explicitly stated in the syllabus helps the College defend the instructor if a student challenges a policy.]

#### Calendar:

[Attach a calendar of subjects to be studied, activities, and assignments. This may be a detailed calendar specifying daily, weekly, or unit activities/assignments, or it may be a more general calendar specifying assignments on a week-by-week basis. A statement is needed indicating that the calendar is subject to change.]

## 5.3.2 Syllabus Part II

**El Paso Community College Syllabus**

**(Part II)**

#### Official Course Description

**SUBJECT AREA Use only approved subject area COURSE RUBRIC AND NUMBER Rubric and number**

**COURSE TITLE Title as it appears in Catalog**

**COURSE CREDIT HOURS :**

**Credits Lec Lab**

1. **Catalog Description**

##### *[Include the verbatim description as it appears in the current Catalog as well as prerequisites, co-requisites, and lab fees.]*

***[Include other specialized entrance requirements, if applicable.]***

1. **Course Objectives**

***[Three options are available: 1.) the discipline will determine whether to list the course objectives only, 2.) to use unit titles and list a set of objectives for each unit, or 3.) to list general objectives, followed by unit titles and specific objectives. Unit titles are optional.]***

***[A basic-level performance objective is the minimum statement of an objective that is acceptable for the syllabus. It must be achievable and measurable. The minimum acceptable statement of performance for an objective will contain 1.) an action verb (e.g. write, draw, define), and 2.) a description of what the student will be able to do/demonstrate at the end of the course.]***

***[Option one—Include learning objectives only]***

Upon satisfactory completion of this course, the student will be able to:

* 1. *[Objective 1]*
  2. *[Objective 2]*
  3. *[Objective3] [etc.]*

##### *[Option two—Include unit titles and objectives. While six units are suggested for most courses that choose this option, the number of units will vary, depending on the course content.]*

1. Unit I *[Title of Unit]*
   1. [*Objective 1]*
   2. [*Objective 2]*
   3. [*Objective 3] [etc.]*
2. Unit II *[Title of Unit]*
   1. [*Objective 1]*
   2. [*Objective 2]*
   3. [*Objective 3] [etc.]*
3. Unit III *[Title of Unit],[ etc.]*

[Course Rubric and Number]; Revised Fall XXXX]

##### *[Option three—Include general objectives, followed by unit titles with specific objectives for each unit.]*

[Course Rubric and Number]; Revised Fall 2001

Upon satisfactory completion of this course, the student will be able to:

1. *[General Objective 1]*
2. *[General Objective 2]*
3. *[General Objective 3] [ etc.]*
   1. Unit I *[Title of Unit]*
      1. *[Specific Objective 1]*
      2. *[Specific Objective 2]*
      3. *[Specific Objective 3] [etc.]*

#### Evaluation

*[Include all the requirements for the course as determined by the college-wide discipline. Individual instructors will describe their specific grading criteria in the “Instructor’s Course Requirements” which will precede this section of the syllabus.]*

*[Several items may be appropriate in this section: 1) The general guidelines for grading as agreed on by the faculty of a discipline, 2) The criteria to be used to determine whether students have met the stated objectives of the course, and/or 3) The processes of preassessment (whether for challenge or diagnosis), postassessment, and remediation. Single space any narrative material.]*

#### Disability Statement (Americans with/Disabilities Act [ADA])

# 5.4 Classroom Performance Evaluation

All instructors teaching for EPCC are evaluated periodically. This in-class performance evaluation is done by a Dean, Discipline Coordinator or full-time member teaching in the discipline.

The evaluations are used by your Division Dean’s office to point out strengths, address weaknesses and offer a variety of suggestions to increase the quality of instruction. It is used as a tool to continually improve on instructional methods.

The performance evaluation follows so you will have some idea as to the type of information that is garnered and evaluated during this process. The following is the form used in the evaluation process.

## 5.4.1 Adjunct (Part-time) Faculty Evaluation Procedure

#### EL PASO COMMUNITY COLLEGE PROCEDURE

For information, contact Institutional Effectiveness: (915) 831-2614

* + - 1. **Adjunct (Part-Time) APPROVED:** September 19, 2003 **REVISED:** October 16, 2009

#### Faculty Evaluation

**AUTHORIZING BOARD POLICY**: 3.22.01

**OBJECTIVE:** The objectives of the Part-Time Faculty Evaluation Procedure are these:

* + - * 1. To promote the delivery of quality instruction and services.
        2. To strengthen the supervisor/faculty relationship by developing a mutual understanding of responsibilities, expectations, goals, and performance in instructional delivery and/or services for which the adjunct faculty member is responsible.
        3. To identify areas for improvement and areas of outstanding performance.
        4. To enhance professional development of all faculty and the growth of the College as a whole.

#### PROCEDURE:

1. Orientation to Adjunct Faculty Evaluation:

Important faculty evaluation information is to be included in the Employee *Handbook* on the EPCC Web Site. Dean/Directors or Faculty Coordinators shall also answer any faculty questions about the evaluation procedure or forms.

1. Evaluation Cycles and Scheduling Considerations for all Adjunct Faculty, teaching and non-teaching:
   1. Evaluation cycles:
      1. Two-year cycle: Evaluation of adjuncts who have either taught or worked in the library or counseling for at least ten long semesters within a six-year period shall ordinarily occur during the second year of a two- year cycle, unless the Dean/Director documents to the faculty member the need for more frequent evaluation.
      2. One-year cycle: All other adjuncts shall be evaluated on an annual basis.
      3. Exception: Student Survey evaluations shall be conducted annually for all adjuncts regardless of cycle.
      4. Appeal: After a discussion with the Faculty Coordinator, and if necessary, the Dean/Director, adjuncts who wish to contest a one-year cycle classification have the option of appealing to the appropriate Vice President.
   2. Scheduling considerations:
      1. Generation of master schedule: In order to avoid confusion, it is advised that Deans/Directors/Faculty Coordinators develop a master schedule for evaluation of all adjuncts within their divisions, indicating semester(s) when particular evaluation materials are to be generated. Adjuncts shall be duly informed of these timelines.
      2. Overall time frame concerns: Wherever possible, it is recommended that Deans/Directors/Faculty Coordinators balance the workload by evaluating some adjuncts in the fall and others in the spring of their evaluation year. As a further consideration, half of those on the two-year cycle shall most likely be evaluated one year, and the other half, the next.
      3. Special scheduling considerations: Newly hired teaching adjuncts shall always be evaluated for Classroom-Performance Evaluations and Student Surveys in the first semester for which they are hired and shall ideally be those first evaluated for Classroom-Performance during any given semester. Newly hired non-teaching adjuncts shall always be evaluated based on Student Surveys during the first semester for which they are hired.
2. Common Components of the Faculty Evaluation Program for all Adjunct Faculty, teaching and non-teaching:
   1. Self-Evaluation and Reflection:
      1. Purpose: The Self-Evaluation and Reflection consists of a self-analysis of an adjunct’s teaching or delivery of instruction (if applicable), of his/her performance of certain other professional duties (if applicable), and of his/her professional development accomplishments. The process provides adjuncts the opportunity to reflect on their accomplishments and on any areas in which they wish or need to further develop and to make recommendations for improving College services. (See form *Faculty Self- Evaluation and Reflection*, attached to this procedure 3.22.01.18: *Adjunct (Part-Time) Faculty Evaluation*)
      2. Timelines and Exceptions: Whenever possible, during the appropriate semester of the evaluation year, teaching adjuncts shall give the completed Self-Evaluation and Reflection to the appropriate evaluator so that it can be discussed at the Classroom-Performance Post-Visitation Conference, which could also coincide with a discussion of the Composite Evaluation if feasible. Non-teaching adjuncts shall give their completed Self-Evaluation and Reflection to the appropriate evaluator prior to their Composite Evaluation.
      3. Guidelines:
         1. Period covered: Ordinarily, the Self-Evaluation and Reflection shall cover the previous year for those on a one-year cycle or previous two years for those on a two-year cycle, normally beginning where the last Self-Evaluation and Reflection left off and continuing up to the current evaluation. It is recommended that new hires complete their Self-Evaluation and Reflection during the latter half of their first year of employment. For new hires or for adjuncts scheduled intermittently, Self-Evaluation and Reflections may cover a period of less than one year.
         2. Evaluator responsible for review: Faculty Coordinators shall ordinarily review, discuss, and sign the evaluation for adjuncts. The Dean/Director is required to review and sign the completed form.
         3. Adjuncts with duties in more than one division: For adjuncts with duties in more than one division, the Classroom Performance Evaluation is generated under the auspices of the division in which the adjunct was hired or in which the adjunct performs the largest share of his or her duties (teaching or non-teaching), but other Deans/Directors/Faculty Coordinators to whom the adjunct also reports shall be provided copies upon request.
   2. Composite Evaluation:
      1. Purpose: A Composite Evaluation provides a means of generating an overall performance profile of an adjunct based on a synthesis of all other sources of evaluative data (including the special components for teaching adjuncts under IV below or the special components for non-teaching adjuncts under V and VI below) and on the Composite evaluator's special knowledge of an adjunct’s efforts. As such, the Composite provides a means of identifying patterns of strengths and weaknesses (if any) in an adjunct’s

overall performance, of making individual recommendations (as needed or for purposes of enhancing performance) based on such an overall analysis, and of providing praise and recognition where it is due.

* + 1. Timelines: Composite Evaluations shall be completed by the end of November of the evaluation year for adjuncts evaluated in the fall and by the end of April of the evaluation year for adjuncts evaluated in the spring. Comments related to student surveys may need to be added the following semester once the results become available***.***
    2. Guidelines:
       1. Period covered: Ordinarily, the Composite Evaluation shall cover the previous year for those on a

one-year cycle or previous two years for those on a two-year cycle, normally beginning where the last Composite Evaluation left off and continuing up to the present evaluation. For new hires, a Composite Evaluation shall be completed at the end of their first year, unless they are hired in the spring or for only one semester, in which case it must be completed during that same semester. The Composite Evaluation shall cover the period from the point of hire to the present evaluation.

* + - 1. Evaluators responsible: The first several sections of the Composite Evaluation are ordinarily completed for adjuncts by the Faculty Coordinator and the last section, which provides a supervisory perspective, is completed by the Dean/Director, although the Dean/Director may complete all sections.
      2. Adjuncts with duties in more than one division: Composite Evaluations for adjuncts with duties in more than one division shall be administered in the division through which they perform the majority of their workload; the evaluation shall relate to their fulfillment of duties in that division. This Dean/Director shall contact the other Dean(s)/Director(s)/Faculty Coordinator(s) to whom an adjunct also reports to provide them the option of attaching further comments to the Composite related to the adjunct’s performance in that area***.***
      3. Processing and conferring about the completed form: The evaluator forwards the completed Composite Evaluation to the adjunct member for review, comment, and signature. The evaluator shall also schedule a meeting with the adjunct to discuss the contents of the evaluation when there is either exceptionally high or low achievement and/or (for teaching adjuncts) to discuss attrition or grade distribution. If such a meeting is not required, the adjunct has the option of scheduling one on his or her own. During this conference, adjuncts are encouraged to share other sources of data that they believe give additional insight into their performance. In some cases, the evaluator may need to revise the composite document as a result of this conference. For teaching adjuncts, an ideal time to discuss Composite Evaluations and/or other components of the evaluation process is at the time of the Post- Visitation Conference (see IV.G.4.c. below).
      4. Appeal: If any problem cannot be directly resolved by the adjunct and evaluator, the adjunct may appeal a Composite Evaluation to the next higher administrative level, usually the Dean/Director, or if necessary, the appropriate Vice President.

1. Additional Components of the Faculty Evaluation Program for Adjunct Teaching Faculty:
   1. Syllabus Review:
      1. Purpose: Syllabus Review provides a means of assessing an adjunct’s syllabus materials from the professional perspective of the Dean/Director or other qualified individual(s) as appointed by the Dean/Director (usually Faculty Coordinators) in order to ascertain whether these materials meet official curriculum guidelines and other standards in terms of content and format.
      2. Timelines: At least once a year (although more frequent monitoring is recommended); Syllabus Reviews shall be completed by the end of the fourth week of a given long semester. Syllabus materials for new

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hires shall be evaluated the first semester they teach. Likewise, whenever an adjunct is assigned a new course, such syllabus materials shall be evaluated at that time, regardless of the semester.

* + 1. Guidelines for Division responsibility: Each division is responsible for devising written, standardized methods of evaluating adjuncts’ syllabi or syllabus supplements as appropriate for its various disciplines. (Models of such reviews are available as part of the Faculty Evaluation package). Syllabus supplements are used in courses in which a standardized syllabus given to students requires the individual adjunct to augment an official syllabus with his or her own special policy and calendar handout. Syllabus Reviews shall not be conducted for courses in which students are provided a self-contained standardized syllabus that requires no additional supplementation.
    2. Appeal: If any problem related to a Syllabus Review cannot be directly resolved by the adjunct and the evaluator, the adjunct may appeal a Syllabus Review to the next higher administrative level, usually the Dean/Director, depending upon who performed the evaluation.
  1. Student Evaluation of Instructor Performance -- Traditional Classroom, Video-Conferencing Classroom, and the Americana Language Program:
     1. Purpose: The Student Evaluation of Instructor Performance Survey process enables adjuncts to benefit from student perceptions and enables Deans/Directors/Faculty Coordinators to identify strengths and potential weaknesses in the delivery of instruction in any of the disciplines in their divisions and to respond appropriately. (See attached to this procedure, 3.22.01.18: *Adjunct (Part-Time) Faculty Evaluation*, the survey forms *Credit and ALP Student Evaluation of Instructor Performance and Non- Credit Student Evaluation of Instructor Performance*.)
        1. All adjuncts with instructional responsibilities shall be included in the Student Evaluation of Instructor Performance Survey process.
        2. All processed evaluation packet(s) and two copies of the reports must be at the appropriate Dean’s office one day after grades are due.
        3. All evaluated adjuncts shall receive a copy of their completed evaluation report(s), along with the original survey forms, after the end of the semester from the appropriate Dean through a secure and confidential means.
     2. Guidelines:
        1. Implementation: Once every year during a given long semester and during the summer (both the first five-week session and the ten-week session), the Student Evaluation of Instructor Performance survey shall be administered in all classes and credit laboratories. When a class and a laboratory share the same enrollment, only the lecture class will be evaluated***.***
        2. Timelines: The Student Evaluation of Instructor Performance Survey shall be conducted at a point between two-thirds to three-fourths of course completion. For example, the survey will be administered between the tenth and the twelfth weeks of the 16-week semester. All adjuncts shall be sent a summary of their student evaluation surveys, both for individual classes and for all sections of the same course delivered together, no later than the third week of the following long semester.
        3. Classroom considerations: Adjuncts must not be present during the evaluation periods; instead, a student monitor (or a faculty colleague selected by the adjunct in the case of Level I ESL) shall conduct the evaluation in his/her absence following a rubric provided for that purpose. ESL Levels I and II courses will be provided with Spanish language forms plus five or more English language forms.

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* + - 1. Data interpretation: Because raw data from the Student Evaluation of Instructor Performance Surveys do not provide a statistically valid basis for deriving evaluative conclusions, import related to personnel decisions based on such data alone is not appropriate. To have such import, these data must be statistically analyzed and compared to norms relevant for a comparable group. Otherwise, these data shall only be used for one’s own information.
      2. Re-evaluations: As a result of statistically invalid results, unusually low results, or other extenuating circumstances, the Dean/Faculty Coordinator or adjunct may request additional evaluation(s) during the same or next semester in all or in particular classes taught by that adjunct. The reason for any additional evaluation requests shall be provided in writing to either the adjunct by the Dean/Faculty Coordinator or the Dean/Faculty Coordinator by the instructor. If the above criteria are sufficiently established, all such additional evaluation requests shall be honored. The results of the additional evaluation may supplement or replace the results of the original evaluation at the adjunct’s discretion.
  1. Student Evaluation of Instructor Performance -- Television Courses:

This evaluation process follows the same process as established above in Section B Student Evaluation of Instructor Performance -- Traditional Classroom, Video-Conferencing Classroom, and the Americana Language Program. However, the evaluation instrument is mailed to the students to be completed and returned through the U.S.P.S.

* 1. Student Evaluation of Instructor Performance -- Traditional Classroom with Computers:

This evaluation process follows the same process as established above in Section B Student Evaluation of Instructor Performance -- Traditional Classroom, Video-Conferencing Classroom, and the Americana Language Program. However, it will be administered on a computer instead of the traditional paper format.

* 1. Student Evaluation of Instructor Performance -- Online Courses:

This evaluation process follows the same process as established above in Section B Student Evaluation of Instructor Performance -- Traditional Classroom, Video-Conferencing Classroom, and the Americana Language Program. However, it will be administered on a computer instead of the traditional paper format and will use the online evaluation instrument.

* 1. Student Evaluation of Instructor Performance -- Non-Credit Evaluation Surveys:

Non-credit classes will also be evaluated on an on-going basis. Evaluations are to be conducted on the last day of the course. Non-credit survey forms will be provided to the appropriate continuing education director for issuance to the faculty. The Directors will also be responsible for returning the completed packets within three working days to the Office of Institutional Research for processing upon completion of the evaluation. The Office of Institutional Research will provide the Continuing Education Directors/Coordinators with the non-credit evaluation reports no later than three working days after it has received the completed surveys.

The Directors/Coordinators will provide the adjunct with the results of these evaluations.

* 1. Classroom-Performance Evaluation:
     1. Purpose: Classroom-Performance Evaluation provides a means of assessing a teaching adjunct’s delivery of instruction from the professional perspective of the divisional leadership in order to monitor quality of instruction and make any recommendations for improving or further enhancing instruction. (See form *Classroom-Performance Evaluation*, attached to this procedure, 3.22.01.18:*Adjunct (Part-Time) Faculty Evaluation*)
     2. Timelines: Fall observations of faculty shall be completed by November 15 of the evaluation year and spring observations by March 31 of the evaluation year.
     3. Guidelines:

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* + - 1. Evaluator responsible: Adjuncts are generally evaluated by Faculty Coordinator whenever possible or a designated full-time faculty member. The Dean/Director, however, must review and sign all Classroom-Performance Evaluations and may also perform such evaluations.
      2. Evaluator orientation: All evaluators must be officially oriented to the process before conducting any Classroom-Performance Evaluations, or they shall not be allowed to conduct the evaluation. All evaluators of on-line courses must have completed the on-line faculty training or must have had an orientation by a trained faculty member who has had at least one year’s online teaching experience. Afterward, they shall be updated from time to time as needed. (See form *Online Instruction- Performance Evaluation*, attached to this procedure, 3.22.01.18: *Adjunct (Part-Time) Faculty Evaluation)*
      3. Adjuncts who teach at more than one campus but in the same discipline or area: For adjuncts teaching at more than one campus but in the same discipline or area, the appropriate Faculty Coordinators on some equitable basis must determine at which campus the evaluation shall be administered. ***Multiple Classroom-Performance Evaluations of the same adjunct during his or her cycle to accommodate different divisions shall not occur without sufficient reason presented to the adjunct, who may request the explanation in writing.*** Examples of sufficient reasons include the fact that the adjunct is teaching another course other than the one being evaluated at the other campus, particularly if it is a course he or she has never taught before; as a precaution when there are an unusual number of complaints about an adjunct (whether the complaints are valid or not); special circumstances or priorities pertinent to one campus but not another.
      4. Arrangement of the Classroom Visitation: Visitation of an adjunct’s class shall be prearranged between the adjunct and the evaluator, who shall initiate the contact. Evaluators may visit a class without prearrangement under two circumstances: when the adjunct permits or when the adjunct has remained unresponsive to an evaluator's contact efforts over a two-week period. In the first case, the Pre-Visitation Conference described below may be more general in nature and in the second may be impossible altogether.
    1. Stages of the Process:
       1. Pre-Visitation Conference: During a Pre-Visitation Conference, the adjunct to be observed provides the evaluator with the following information: a copy of the course syllabus and calendar for the evaluator to review in advance (if needed), a description of the learning objectives and expected outcomes for the class meeting, and an explanation of how the session to be evaluated fits in with the adjunct’s plans for meeting overall official course objectives.
       2. Classroom Visitation: During a prearranged Classroom Visitation, the evaluator is to observe the adjunct and student behavior in order to evaluate the teaching/learning process. Evaluators shall check off items related to classroom behavior on individual checklists on the form. To indicate superior performance or performance requiring improvement, written comments under the relevant categories must be provided that specifically document such perceptions. In all cases, the evaluator must provide overall narrative/summary remarks at the end of the evaluation. The evaluator must stay the length of time as necessary and fair in his/her judgment for determining whether an adjunct has exhibited a minimal set of behaviors required for the appropriate delivery of the subject matter or until sufficient evidence indicates those behaviors are unlikely to be performed. Because behavior related to all areas on the instrument may not be manifested during a given session or may occur less frequently in different types of courses or with different teaching methodologies, the neutral N/A marking is not to be perceived as reflecting any weakness in an adjunct’s performance.
       3. Post-Visitation Conference: The evaluator shall return the completed evaluation to the adjunct and conduct a Post-Visitation Conference within ***three*** weeks to discuss the evaluation. The adjunct acknowledges this discussion by signature and is invited to respond in writing on the report. Adjuncts are encouraged to complete a Classroom-Performance Evaluation form for the same class they were

evaluated in before reading the evaluator's comments and to share it with the evaluator. A discussion of similarities and differences between the two reports can serve as the basis for a profitable dialogue and could conceivably result in the evaluator's revising his/her evaluation. Faculty Coordinators shall forward their completed Classroom-Performance Evaluation forms to the Dean/Director for signature and comments.

* + 1. Reevaluations: As a result of a less than satisfactory evaluation, the Dean/Director/Faculty Coordinator or adjunct may request a re-evaluation in either the same or the next semester. The reason for any reevaluation request shall be provided in writing to either the adjunct (by the Dean/Director/Faculty Coordinator) or the Dean/Director/Faculty Coordinator (by the adjunct). In some cases, a new evaluator may need to be assigned. The results of the reevaluation may supplement or replace the results of the original evaluation at the adjunct’s discretion.
    2. Appeal: After the Post-Visitation Conference, the adjunct may appeal a Classroom-Performance Evaluation to the next higher administrative level, usually the Dean/Director/Faculty Coordinator, depending upon who performed the evaluation.
  1. Peer Collaboration Option:
     1. Purpose: Many faculty indicate a need for some type of involvement over and beyond the traditional administrative Classroom-Performance Evaluation. For such faculty, the Peer Collaboration Program is available for optional use as an alternative or in addition to standard Classroom-Performance Evaluation. This program is designed to be a risk-free opportunity for adjuncts to enhance their teaching abilities by meaningfully interacting with their peers.
     2. Guidelines/timelines for implementation:
        1. Team formation: Faculty shall team up for a semester or longer period to collaborate as pairs or triads. While it is suggested that adjuncts team up with full-time faculty and that members of the same or related disciplines team with each other, other arrangements are also possible as long as all parties believe mutual benefit can be gained.
        2. As an alternative to Classroom-Performance Evaluation: With the approval of the appropriate Dean(s)/Director(s), adjuncts on a two-year cycle may participate in the Peer Collaboration Program as an alternative to the Classroom-Performance Evaluation process. Approval shall be granted if such adjuncts have a history of good evaluations both from evaluators and students. With the ongoing approval of the Dean/Director, adjuncts can participate in the Peer Collaboration Program as often as they wish, even in off-cycle periods when they are not required to be evaluated, but this program may not replace standard Classroom-Performance Evaluation for more than two sequential evaluation cycles.
        3. As an addition to classroom performance evaluation: With notification of the appropriate Dean(s)/Director(s), other adjuncts may opt to participate in the program in addition to the Classroom-Performance Evaluation.
        4. Generating volunteer list: A list of volunteers willing to be considered for participation in the Peer Collaboration Program shall be generated by the Dean/Director or Faculty Coordinator(s) by the end of third week of a long semester at the very latest, and participants shall set up their teams as early as possible.

d. Scheduling concerns: Because visitations of one another’s classes are part of the process, the teaching schedules of group members shall accommodate such exchanges. If collaborative groupings are established before the semester begins, the Dean(s)/Director(s) or Faculty Coordinator(s) shall attempt to arrange compatible scheduling for group members.

* + 1. Guidelines/timelines for collaborative activities:
       1. Collaborative Plan of Action: Within two weeks of beginning the collaborative process, group members shall present a Collaborative Plan of Action to the appropriate Dean(s)/Director(s) for approval. It shall outline the objectives they would like to meet, the specific activities they plan to undertake, and the timelines they plan to follow. Faculty Coordinators may be involved in reviewing such plans. With Dean/Director approval***,*** a group may choose to renegotiate its plan during the collaborative process. All plans, however, shall be in accordance with the following minimal guidelines.
       2. Team meetings: Minimally, the collaborative group shall meet three times a semester. At these meetings, the participants shall discuss teaching concerns, philosophies, and techniques; issues specifically related to teaching in particular disciplines; and/or materials developed for use in a particular course or courses.
       3. Classroom Visitations: Participants shall also visit two or three classes of each of the other group members and discuss the visits afterward. For such Classroom Visitations, observers may wish to use the Classroom-Performance Evaluation form as a means of formulating their observations; observed adjuncts may wish to complete the same form for themselves independently and discuss any variations in perception with the other group member(s). Discussing videotapes of one another's classes in lieu of personal visitations is another option, which may also provide adjuncts so observed a more objective means of viewing their own classroom behavior. Participants are also encouraged to keep and share learning logs of the collaborative process with one another.
    2. Guidelines/timelines for completing the collaborative group process:
       1. Follow-up for process completed as scheduled: Within a month after the end of the process, each participating adjunct shall prepare a report explaining how he or she benefited from the collaborative process. Adjuncts may elect to attach copies of evaluations from peers to their reports and may also choose to comment on the positive insights they have gained from the process on the Self-Evaluation and Reflection form. The Dean/Director shall prepare a memo indicating that all the steps listed on the Collaborative Plan of Action have been completed.
       2. Follow-up for process not completed as scheduled: If the Collaborative Plan of Action was not completed, then a memo of explanation from the adjunct participant(s), together with a memo from the coordinator containing any recommendations for extending or terminating the process, shall be prepared instead.
       3. Document retention: Documentation for the Peer Collaboration Program shall be kept in each adjunct’s divisional file and shall consist of the Collaborative Plan of Action and follow-up reports.
       4. Exit conference: If adjunct participants, Dean(s)/Director(s), or Faculty Coordinator(s) believe it would be beneficial, a special meeting could be set up among all involved parties to discuss the outcome of the completed collaborative process.

1. Additional Components of the Faculty Evaluation Program for Adjunct Library Faculty:
   1. Student Survey of Librarian Instruction:
      1. Purpose: The Student *Evaluation of Librarian Instruction* Survey process enables public services librarians to benefit from student perceptions of their instruction and Deans/Directors/supervisors to identify strengths and potential weaknesses in the delivery of instruction and to respond appropriately.

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* + 1. Timelines: The Student *Evaluation of Librarian Instruction* survey of library instruction is conducted throughout the semester. Student *Evaluation of Librarian Instruction* survey packets are generated from the supervisor's office and kept on hand for distribution.
    2. Guidelines:
       1. Implementation: Every year each public services librarian, regardless of his or her evaluation cycle, shall be evaluated in his or her instruction classes up to three times per long semester and once during a summer session, if applicable. The classes selected for evaluation shall represent different disciplines if possible.
       2. Classroom considerations: The adjunct librarian shall give the student survey packet to the instructor in charge of the class, who shall give the survey forms to the students to complete after the library class presentation. The instructor shall then collect and return the forms to the Office of Institutional Research for processing. If the instructor is not in attendance, the instructor’s designee shall forward the student survey packet to the instructor, who shall then complete the process. Limited English proficiency students shall be provided the option of completing a Spanish version of the survey form.
       3. Data Interpretation: Because raw data from student evaluation forms do not provide a statistically valid basis for deriving evaluative conclusions, import related to personnel decisions based on such data alone is not appropriate. To have such import, these data must be statistically analyzed and compared to norms relevant for a comparable group. Otherwise, these data shall only be used for one’s own information. The appropriate Dean shall review and analyze the collective data for each adjunct librarian. A summary of the results shall be shared and discussed with each public services adjunct librarian.
       4. Re-evaluations: As a result of statistically invalid results, unusually low results, or other extenuating circumstances, the Dean/Director or adjunct librarian may request additional evaluation(s) during the same or next semester. The reason for any additional evaluation requests shall be provided in writing to either the adjunct librarian by Dean/Director or the Dean/Director by the adjunct librarian. If the above criteria are sufficiently established, all such additional evaluation requests shall be honored. The results of the additional evaluation may supplement or replace the results of the original evaluation at the adjunct librarian’s discretion.
  1. Classroom-Performance Evaluation for Librarians:
     1. Purpose: The Classroom Performance Evaluation for Librarians enables public services adjunct librarians to benefit from supervisory perceptions of their presentations and delivery of information.
     2. Timelines and Guidelines: Public services adjunct librarians shall be evaluated by their supervisor once every evaluation cycle in one of their library instruction classes using the same procedure (see IV.G.) and using the same form as those used by teaching adjuncts (but with both adapted to the special circumstances of library adjunct faculty). (See form *Classroom-Performance Evaluation*, attached to this procedure, 3.22.01.18: *Adjunct (Part-Time) Faculty Evaluation*)

1. Additional Components of the Faculty Evaluation Program for Adjunct Counseling Faculty:
   1. Student Evaluation of Counselor Performance:
      1. Purpose: The Student Evaluation of Counselor Performance process enables adjunct counseling faculty to benefit from student perceptions of their delivery of individual counseling services. Based on this form, the Dean/Coordinator shall identify strengths and potential weaknesses in the delivery of these services and respond appropriately.
      2. Timelines: For each adjunct counselor, the Student Evaluation of Counselor Performance shall be conducted once during the academic year for a thirty-day period.
      3. Guidelines:
         1. Implementation: The Student Evaluation of Counselor Performance shall be distributed from the Dean’s office for implementation. Evaluations shall be distributed and collected by the counseling front office personnel and forwarded to the Dean’s Office which will forward said evaluations to the Office of Institutional Research for processing. The adjunct counseling faculty member must not be present while the student completes the instrument. Limited English proficiency students shall be provided the option of completing a Spanish version of the form.
         2. Data compilation: The Office of Institutional Research shall tabulate and summarize the student surveys, which are to be considered confidential. The Dean/Coordinator shall review and analyze the collective data for each adjunct counseling faculty member. A summary of the results shall be shared and discussed with each adjunct counseling faculty member by the end of the evaluation cycle.
         3. Data interpretation: Because raw data from student evaluation forms do not provide a statistically valid basis for deriving evaluative conclusion, import related to personnel decisions based on such data alone is not appropriate. To have such import, these data must be statistically analyzed and compared to norms relevant for a comparable group. Otherwise, this data shall only be used for one’s own information.

e. Re-evaluations: As a result of statistically invalid results, unusually low results, or other extenuating circumstances, the Dean Coordinator or adjunct counselor may request additional evaluation(s) during the same or next semester. The reason for any additional evaluation requests shall be provided in writing to either the adjunct counselor by the Dean Coordinator or the Dean Coordinator by the adjunct counselor. If the above criteria are sufficiently established, all such additional evaluation requests shall be honored. The results of the additional evaluation may supplement or replace the results of the original evaluation at the adjunct counselor’s discretion.

* 1. Classroom-Performance Evaluation for Counselors:
     1. Purpose: The Classroom-Performance Evaluation for Counselors enables adjunct counseling faculty to benefit from supervisory perceptions of their presentations and delivery of information.
     2. Timelines and Guidelines: Adjunct counselors shall be evaluated by their supervisor once every evaluation cycle in one of their New Student Orientation (NSO) sessions using the same procedure (see IV.G.) and the same form as those used by teaching faculty, but with both adapted to the special circumstances related to counseling faculty. (See form *Classroom-Performance Evaluation*, attached to this procedure, 3.22.01.18: *Adjunct (Part-Time) Faculty Evaluation*)

1. Record-keeping for all faculty:

Signed and completed original evaluation documents shall be kept in the faculty member's file in the division office for at least five years. Within two weeks of the Dean's/ Coordinator’s receipt of each, copies of all signed and completed evaluation documents shall be provided to the faculty member by the Dean/Coordinator’s for retention in the faculty member's personal files.

1. Confidentiality:

All discussions and completion of forms pertaining to the evaluation of faculty members are to be treated in a confidential manner. Release of such information or discussion with other individuals not involved in the evaluation process is prohibited (Open Records Act, Section 3 (2), Art. 6252-17a). Unless special accrediting standards so require, Faculty Coordinators shall not have direct access to divisional personnel files.

#### Faculty Self Evaluation and Reflection

For College Procedure 3.22.01.18:

*Adjunct (Part-Time) Faculty Evaluation*

#### FACULTY SELF-EVALUATION AND REFLECTION

**(for all teaching and nonteaching faculty)**

NAME

PT FT CAMPUS

DIVISION DISCIPLINE

Faculty members will ordinarily perform this evaluation and reflection at the end of their evaluation cycle. Responses to items should begin where the last self-evaluation left off and continue up to the present.

Covering period from to

1. INSTRUCTIONAL DEVELOPMENT

Note: All comments related to your efforts to improve your instructional services are considered to show strength and dedication, rather than weakness for not being perfect. Likewise, any comments about areas of the College needing improvement are considered to be constructive, not complaining.

* 1. Assess any new or ongoing efforts on your part to provide instruction or other services more effectively. Troubleshoot any problem areas. *EXAMPLES: methodologies/technologies used; techniques, materials, or approaches implemented; new courses taught; old courses revitalized.*
  2. Discuss how you addressed any significant challenges or frustrations you encountered as a faculty member. If possible, provide practical ways to cope with such situations in the future. *EXAMPLES: situations involving textbooks, facilities, class size, library holdings, scheduling, placement of students, types of students, resources and opportunities, national trends, community characteristics.*

Note: N/A is considered an acceptable neutral response to anything below not directly related to your specific job description.

1. PROFESSIONAL INVOLVEMENT
   1. Explain your contributions to non-instructional activities at the College. Include any special awards, recognitions or achievements. *EXAMPLES: committees, task forces or other groups, special assignments, compensated time projects, liaison responsibilities.*
   2. Comment on your community service activities, community presence, professional involvements or publications, research, or creative undertakings. Include any special awards, achievements, or recognitions. *EXAMPLES: boards of directors, presentations, articles or books, software development, professional organizations and agencies, in-services conducted, consulting work, projects with other educational institutions.*
2. PROFESSIONAL DEVELOPMENT
   1. Discuss the significance of your professional development efforts. Include your efforts to stay current in your field. *EXAMPLES: course work, degrees completed or under way, workshops, in-service training, professional conferences, private study, work in your field (internships, externships), special projects to remain technically current, leaves of absence, travel.*
   2. Discuss the significance, from your perspective, of any evaluative data you have received.

*EXAMPLES: student surveys, syllabus evaluations, classroom-performance or composite evaluations, peer collaboration, any other written feedback or comments (indicate whether solicited or unsolicited).*

1. Provide objectives for areas you want to explore, skills you want to develop, or any other projects you wish to undertake as ways of enhancing your teaching or your other involvements at the College. Include any specific plans for achieving such objectives and note any financial or other resources the College might need to provide (presuming availability). Attach additional sheets as necessary.

*EXAMPLES: graduate study, service on College committees, compensated time projects, serving as instructional coordinator, participation in community organizations, course development work, media development projects, implementation of innovative teaching techniques, research or publications, service with accrediting or professional organizations.*

1. Assess your efforts to complete any objectives you may have set for yourself on your last self-evaluation that you have not already discussed elsewhere on this form.
2. List any faculty development activities you think would help you become a more effective College employee. Are there any such activities you feel qualified to present or assist in presenting?

*EXAMPLES: special workshops, retreats, guest speakers, hands-on activities, teleconferences.*

1. CLOSURE (signatures of those other than faculty member do not imply agreement with content of this evaluation)

FACULTY MEMBER SIGNATURE DATE

FACULTY MEMBER: Initial here to indicate you have discussed this evaluation with the evaluator.

RESPONSE OF EVALUATOR (optional except for indicating any plans you have to forward or act upon any ideas/suggestions from the evaluation or follow-up discussion):

EVALUATOR SIGNATURE DATE

TITLE

OPTIONAL COMMENTS OF DIVISION CHAIR/SUPERVISOR (if not the same as evaluator):

DIVISION CHAIR/SUPERVISOR SIGNATURE DATE

(required]

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#### Classroom- Performance Evaluation

For College Procedure 3.22.01.18:

*Adjunct (Part-Time) Faculty Evaluation*

#### CLASSROOM-PERFORMANCE EVALUATION

1. COURSE/INSTRUCTOR INFORMATION

INSTRUCTOR: DISCIPLINE:

DIVISION: PT FT

EVALUATOR: TITLE:

SEMESTER/ACADEMIC YEAR: CAMPUS:

* 1. Course name and number for class being observed:
  2. Date, time, location of class observed:
  3. Total number of students present out of total currently enrolled: out of
  4. Topic(s)/Activity(ies) of class:
  5. Methodology(ies) used (such as discussion, lecture, group work, demonstration)

1. PRELIMINARY CONSIDERATIONS

\

* 1. Before evaluating an instructor's classroom performance, all evaluators are required to:
     1. be officially oriented toward the classroom evaluation process;
     2. be familiar with the instructor's syllabus or syllabus supplement;
     3. discuss with the instructor the evaluative process (as needed), plans for the class to be observed, and relevance to overall course objectives.
  2. Did you fulfill the requirements in #1? Y N
  3. Is the instructor making effective use of the required textbook(s) in the course?

Y S N N/A (S=Somewhat) OPTIONAL SECTIONS A and B COMMENTS:

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1. THE EVALUATION

**Explanation:** *The major emphases of the evaluation are found in the overall questions that begin each of the eight areas. The follow-up “Yes, Somewhat, No, N/A” questions represent specific concerns in each area, but are neither exhaustive in intent nor necessarily applicable to all teaching fields. Some overlapping among areas and questions is also unavoidable. Evaluator comments/suggestions should address the overall question in each area evaluatively and constructively.*

* 1. COURSE ORGANIZATION: What was the degree of overall course organization as suggested by this class session?

Y S N N/A

1. Did the timing of material presented in this class suggest proper planning needed to complete all official course objectives?

Y S N N/A

1. Were activities of this class session related to the instructor's calendar?

COMMENTS/SUGGESTIONS:

* 1. COMMUNICATION SKILLS: How did the instructor communicate with students to promote comprehension?

Y S N N/A

1. Did the purpose of the class presentation or activities seem clear to the students?

Y S N N/A

1. Did the communication strategies used by the instructor promote the comprehension of the students?

Y S N N/A C. Did the instructor sufficiently emphasize main points or concepts?

Y S N N/A

D. Did the instructor manage the class environment efficiently in light of his or her approach?

Y S N N/A E. Did the instructor listen to students carefully and accurately?

Y S N N/A

F. Did the instructor give clear and specific instructions for assignments and activities?

COMMENTS/SUGGESTIONS:

* 1. OPENNESS AND FAIRNESS: How did the instructor treat/deal with students?

Y S N N/A A. Did the instructor treat students equally and fairly?

Y S N N/A

B. Was the instructor sensitive (or at least not insensitive) in any references related to human diversity?

Y S N N/A C. Was the instructor open to listening to different opinions?

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Y S N N/A

1. Did the instructor deal with wrong answers or approaches in a positive manner?

Y S N N/A

1. Did the instructor respond appropriately to questions calling for further explanation or any suggestions from students to aid their learning?

Y S N N/A F. Did the instructor demonstrate respect for his/her students?

COMMENTS/SUGGESTIONS:

* 1. ENCOURAGEMENT OF STUDENTS AS LEARNERS: How did the instructor encourage students in the learning process?

Y S N N/A

1. Did the instructor encourage students to seek extra help out of class if needed?

Y S N N/A

1. Did the instructor show interest and enthusiasm in teaching the subject to his/her students?

Y S N N/A C. Did the instructor encourage student participation?

Y S N N/A D. Did the instructor encourage students to learn and succeed?

COMMENTS/SUGGESTIONS:

* 1. LEARNING ACTIVITIES/METHODOLOGIES: How did the instructor's methodology(ies) contribute to student learning?

Y S N N/A A. Were class activities appropriate for the students in this class?

Y S N N/A B. Did the class activities demonstrate sufficient presentational variety?

Y S N N/A

1. Was/were the teaching methodology(ies) used by the instructor effective in helping students meet the course objectives?

COMMENTS/SUGGESTIONS:

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* 1. CRITICAL THINKING: How did the instructor foster critical thinking?

Y S N N/A A. Were students required to analyze?

Y S N N/A B. Were students required to synthesize?

Y S N N/A C. Were students required to apply concepts?

Y S N N/A D. Were students required to evaluate?

Y S N N/A E. Were students required to make decisions?

COMMENTS/SUGGESTIONS:

* 1. TIME MANAGEMENT: How did the instructor manage class time?

Y S N N/A

A. Were the class presentation and/or other activities well organized?

Y S N N/A B. Did the instructor properly pace the presentation/activities?

Y S N N/A

C. Did the instructor bring proper closure to the presentation/activities?

COMMENTS/SUGGESTIONS:

* 1. SUBJECT COMPETENCE: How accurately and appropriately did the instructor present/treat the subject matter itself?

#### Note to Evaluator: *I*f your answer to the following question is “No,” your observations in this area, although valued and not to be ignored, will be considered impressionistic.

Y N

Do you meet minimal academic requirements for a full-time faculty member to teach in the same area as the faculty member being evaluated?

Y S N N/A

1. Was the instructor's presentation accurate in terms of subject competence?

Y S N N/A

1. Were the presentation and/or methodologies used appropriate in terms of current thinking in the field?

Y S N N/A

1. Were examples used or references made appropriate in terms of content?

COMMENTS/SUGGESTIONS:

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1. CLOSURE
   1. FINAL EVALUATOR RESPONSE (mandatory):

EVALUATOR SIGNATURE DATE

1. INSTRUCTOR RESPONSE:

I received this evaluation and discussed it with the evaluator within three weeks. Y N

OPTIONAL COMMENTS:

1. What have you learned from this evaluation?
2. What response do you have to the evaluator's comments or the evaluation process?

(Your signature does not imply agreement with the content of this evaluation.)

INSTRUCTOR SIGNATURE DATE

1. OPTIONAL COMMENTS OF THE DIVISION CHAIR/SUPERVISOR (if not the same as evaluator):

DIVISION CHAIR/SUPERVISOR SIGNATURE DATE

(mandatory)

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#### Online Instructor-Performance Evaulation

For College Procedure 3.22.01.18:

*Adjunct (Part-Time) Faculty Evaluation*

#### ONLINE INSTRUCTION-PERFORMANCE EVALUATION

1. **COURSE/INSTRUCTOR INFORMATION**

INSTRUCTOR: DISCIPLINE:

DIVISION: PT FT

EVALUATOR: TITLE:

SEMESTER/ACADEMIC YEAR: CAMPUS:

* 1. Course name and number for class being observed:
  2. Date, time, location of class observed:
  3. Total number of students present out of total currently enrolled: out of
  4. Topic(s)/Activity(ies) of class:
  5. Methodology(ies) used (such as discussion, lecture, group work, demonstration)

#### PRELIMINARY CONSIDERATIONS

* 1. Before evaluating an instructor’s online instructional performance, all evaluators must be officially oriented toward the online instructional evaluation process by one of the following methods. **Check the one that applies to you.**

EPCC Online Faculty Training:

Orientation by trained faculty who has at least 1 year online teaching experience: Trainer’s Name:

* 1. Before evaluating an instructor’s online instructional performance, all evaluators:

must be familiar with the instructor’s syllabus or syllabus supplement. Y N discuss with the instructor the evaluative process (as needed). Y N

* 1. Temporary **(no more than three days)** Login: Evaluator must obtain a temporary **student** login from the Distance Education Office.
  2. Is the instructor making use of the required textbook(s) in the course?

Yes Somewhat No Not Applicable

#### OPTIONAL SECTIONS A and B COMMENTS:

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#### THE EVALUATION

*Explanation: The major emphases of the evaluation are found in the overall questions that begin each of the eight areas. The follow-up “Yes, Somewhat, No, N/A” questions represent specific concerns in each area, but are neither exhaustive in intent nor necessarily applicable to all teaching fields. Some overlapping among areas and questions is also unavoidable. Evaluator comments/suggestions should address the overall question in each area evaluatively and constructively.*

#### COURSE ORGANIZATION: To what degree is the course organization user-friendly as suggested by the structure of the online course?

Y S N N/A Y S N N/A

* 1. Do the instructional materials support the stated learning objectives, and do they have sufficient breadth and depth for the student to learn the subject?
  2. Are activities of the online course at the time of this observation related to the instructor’s calendar?

Y S N N/A

* 1. Are instructional materials presented in a format appropriate to the online environment, and are they easily accessible to and usable by the student?

Y S N N/A

##### *COMMENTS/SUGGESTIONS:*

* 1. Are all resources and materials used in the online course appropriately cited?

**COMMUNICATION SKILLS**: How does the instructor communicate with students to promote comprehension?

Y S N N/A

* + 1. Are the purposes of the course elements (content, instructional methods, technologies and course materials) evident?

Y S N N/A

* + 1. Do the communication strategies used by the instructor promote student comprehension?

Y S N N/A 3. Does the instructor sufficiently emphasize main points or concepts?

Y S N N/A

1. Is the instructor’s management of the online environment clear and user friendly?

Y S N N/A

1. Does the instructor set clear standards and time frames for responding to student email, posting grades, and availability for assistance?

Y S N N/A

1. Does the instructor give clear and specific instructions for assignments and activities?

Y S N N/A

1. Are the requirements for course interaction clearly articulated in the syllabus?

Y S N N/A 8. Is the instructor actively engaged with students?

##### *COMMENTS/SUGGESTIONS:*

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**OPENNESS AND FAIRNESS:** How does the instructor interact with students?

Y S N N/A 1. Does the instructor treat students equally and fairly?

Y S N N/A 2. Is the instructor open to accepting different opinions?

Y S N N/A

1. Does the instructor deal with wrong answers or approaches in a positive manner?

Y S N N/A

1. Does the instructor respond appropriately to questions calling for further explanation or any suggestions from students to aid their learning?

Y S N N/A 5. Does the instructor demonstrate respect for his/her students?

##### *COMMENTS/SUGGESTIONS:*

**ENCOURAGEMENT OF STUDENTS AS LEARNERS:** How does the instructor encourage students in the learning process?

Y S N N/A

1. Does the instructor encourage students to seek extra help outside of the online format if needed?

Y S N N/A

1. Does the instructor provide instructions and link/s to EPCC’s academic support systems (library, Distance Education Office, computer labs, tutorials) and other resources?

Y S N N/A

1. Do learning activities foster instructor-student, and if appropriate to this course, student-to-student interaction?

Y S N N/A 4. Does the instructor encourage students to learn and to succeed?

##### *COMMENTS/SUGGESTIONS:*

**LEARNING ACTIVITIES/METHODOLOGIES:** How does the instructor’s methodology(ies) contribute to student learning?

Y S N N/A 1. Are course activities appropriate for the students in an online course?

Y S N N/A 2. Do the course activities demonstrate sufficient presentational variety?

Y S N N/A

1. Are the teaching methodology(ies) used by the instructor effective in helping students meet the course objectives?

Y S N N/A

1. Does the online course meet equivalent learning expectations and offer equivalent learning opportunities as a traditional onsite course?

**CRITICAL THINKING:** How does the instructor foster critical thinking?

Y S N N/A 1. Are students required to analyze?

Y S N N/A 2. Are students required to synthesize?

Y S N N/A 3. Are students required to apply concepts?

Y S N N/A 4. Are students required to evaluate?

Y S N N/A 5. Are students required to make decisions?

##### *COMMENTS/SUGGESTIONS:*

**COURSE MANAGEMENT:** How does the instructor manage the course?

Y S N N/A

1. Are the course lectures, presentations and/or other activities well organized?

Y S N N/A 2. Does the instructor provide adequate time for presentation/activities?

Y S N N/A 3. Does the instructor bring proper closure to the presentation/activities?

##### *COMMENTS/SUGGESTIONS:*

**COURSE TECHNOLOGY:** How does the instructor explain technical requirements and computer skills necessary for taking an online course?

Y S N N/A

1. Does the course contain navigational instructions that make the organization of the course easy to understand?

Y S N N/A

1. Are netiquette expectations **clearly stated, or is a link to this information (such as a link to the Student Code of Conduct) provided?**

Y S N N/A

#### 3. Does the course provide an explanation or a link to the technical requirements for the course?

Y S N N/A

4. Does the instructor provide instructional materials in easily accessible format such as PDF, html, RTF’s?

**SUBJECT COMPETENCE:** How accurately and appropriately does the instructor present the subject matter?

Note to Evaluator: If your answer to the following question is “No,” your observations in this area, although valued and not to be ignored, will be considered impressionistic.

Y N

Do you meet minimal academic requirements for a full-time faculty member to teach in the same area as the faculty member being evaluated?

Y S N N/A 1. Is the instructor’s course format accurate in terms of subject ompetence?

Y S N N/A

2. Are the presentation and/or methodologies used in the course appropriate in terms of current thinking in the field?

Y S N N/A 3. Are examples used or references made appropriate to content?

##### *COMMENTS/SUGGESTIONS:*

1. **CLOSURE**
   1. FINAL EVALUATOR RESPONSE (mandatory):

EVALUATOR SIGNATURE DATE

* 1. INSTRUCTOR RESPONSE:

I received this evaluation and discussed it with the evaluator within three weeks. Yes No

##### *OPTIONAL COMMENTS:*

1. What have you learned from this evaluation?
2. What response do you have to the evaluator’s comments or the evaluation process?

(Your signature does not imply agreement with the content of this evaluation.)

INSTRUCTOR SIGNATURE DATE

* 1. OPTIONAL COMMENTS OF THE DIVISION CHAIR/SUPERVISOR (if not the same as evaluator):

DIVISION CHAIR/SUPERVISOR SIGNATURE DATE

(mandatory)

# Composite Evaluation

## FOR PART-TIME/DUAL CREDIT TEACHING FACULTY

**(for 2007-2008 Implementation)**

FACULTY MEMBER SEMESTER

CYCLE: 1 yr. 2 yr DISCIPLINE DIVISION

EVALUATOR TITLE

**INSTRUCTIONS:** Evaluator should complete Parts A, B, and C in conjunction with the Classroom Performance Evaluation. The Division Dean/Supervisor should complete Part D within a month thereafter, but during the following semester may attach an additional commentary based on faculty member’s most recent student survey returns. Faculty member’s written responses (if any) to evaluator’s and/or supervisor’s comments are also considered part of this form, *but not a Plan for Improvement*. Faculty member and Human Resources Dept. are provided copies of completed form and any addenda. (Note: Evaluator and division dean/supervisor may be the same).

1. **EVALUATIVE MATERIAL COMPLETION:** Y, N, or N/A indicates which of the following evaluative materials have been generated for this faculty member during this cycle (perhaps more than once):

|  |  |  |
| --- | --- | --- |
|  | Syllabus Review | Classroom-Performance Evaluation |
|  | Self-Evaluation and Reflection | Student Survey (or date anticipated) |

1. **OTHER JOB DUTIES:** Based on evaluator’s discussion with faculty member or on other knowledge, Y, N, or N/A indicates whether faculty member has complied with college and divisional/disciplinal procedures related to:

Picking Up/Returning Certified Rosters Announcing/Keeping Office Hours

Submitting Syllabi or Syllabi Addenda Submitting Final Grades

Meeting Class Regularly and for Allotted Time

Other (Identified in Advance):

1. **EVALUATOR COMMENTS:** These should include areas marked **“N” in “A” and “B” or** any **other** aspect of faculty member’s job performance the evaluator knows about, such as participation in non-instructional activities.

No Comments Needed Comments Attached

1. **DEANS/SUPERVISOR COMMENTS:** These should relate to any item above or any other aspect of faculty member’s job performance. Comment particularly and specifically on patterns of superior performance or those requiring improvement. (Attrition and grade distribution must be discussed with faculty member before identification of problem).

No Comments Needed Comments Attached

EVALUATOR SIGNATURE/DATE FACULTY MEMBER SIGNATURE/DATE

( Comments Attached)

EXECUTIVE DEAN SIGNATURE/DATE (optional per faculty, evaluator, or dean request)

# Faculty Development Information

Welcome to El Paso Community College! We hope teaching here at the College will be a rewarding as well as a challenging experience.

Because the College is committed to providing you with a quality professional and personal development program, there are many opportunities available for all faculty. Please keep in mind that the staff and faculty in the Faculty Development Office and in the Technology Resource Center are here to support your efforts.

If we can be of assistance, please come by the Valle Verde Campus and visit your Faculty Development Office, A- 2419; or visit Technology Resource Center in room C-201. The Faculty Development Office Coordinators or Ana Resendez will be happy to be of help.

Best wishes in your professional endeavors.

Faculty Development Office Staff (915) 831-2201

## 5.6.1 Faculty Development Office PHILOSOPHY

EPCC believes that individuals, departments, and institutions have almost limitless capability for growth and development. It also believes we are a vigorous catalytic support group for helping faculty teach, for helping students learn, and for helping the institution serve the community--while stretching our own skills and knowledge. Based on these beliefs, the college has made a commitment to assure the resources necessary to provide a comprehensive program which will meet the constantly changing needs we face in our multicultural society.

## MISSION

To improve instruction by addressing the professional and personal developmental needs of all EPCC faculty, to prepare them to teach effectively in a multi-cultural, bilingual city, and to familiarize them with the College mission, goals, and objectives.

## GOALS

The goals and objectives of the Faculty Development Office are to provide activities which meet both the professional and personal development needs of all faculty.

General goals include:

* To enhance teaching effectiveness.
* To foster organizational development. Activities in this area are primarily concerned with developing a better understanding and support of the College mission and its goals and objectives, as well as focusing on increasing management effectiveness.
* To provide needs-based programs and activities.
* To provide ongoing activities for professional and personal development.
* To acquaint faculty with College resources and services.

To develop a sense of "collegiality" among all College employees.

## FACULTY DEVELOPMENT ACTIVITIES

During the week before each Fall and Spring semester, the Faculty Development Office organizes and coordinates Faculty Development activities throughout the district. Each faculty member receives a handbook of all activities so that they may attend the activities of their choice.

## REQUIREMENTS

Faculty Participation during Faculty Development Week

Specific requirements for attendance of activities have been established by the College Administrative Team. Mandates from the Texas Coordinating Board concerning Professional Development activities have contributed to the decision-making process. (See the specifications below.)

* Full-Time Faculty are required to attend a minimum of two workshops that provide Professional Development Credit.
* Adjunct Faculty are required to attend a minimum of one workshop that provides Professional Development Credit.
* New Faculty (full-time, adjunct and dual credit) are required to attend the New Faculty Orientation – Tuesday of Faculty Development week.
* All Faculty Members (full-time and adjunct) are required to attend the evening Orientation Sessions with their Deans and Coordinators.
* All Faculty, Staff and Administrators are strongly encouraged to attend the General Session.

Our own faculty members are presenting many outstanding workshops during Faculty Development week. Please feel free to attend all that interest you.

# Dual Credit Roster-Access Class List

EPCC Faculty must use the Banner system to access their class list.

#### LOGIN TO BANNER

1. Go to the EPCC Homepage at [**http://www.epcc.edu**](http://www.epcc.edu/)
2. Go to **Online Services** on the left navigation bar; click **Banner System**. You are on the EPCC Web Banner page.
3. Enter your **User ID**. You may use your employee ID number that begins with 880 or 800; or your Social Security Number (without the dashes).
4. Your default **PIN** is your birth date (**MMDDYY**). You use the same PIN for the Smart Start Network, Blackboard and Web Banner. If you have changed your PIN, use your new PIN.
5. Click the **Login** button or press the **<ENTER>** key.

You should now be at the ***EPCC WEB BANNER – Main Menu****.* You will see several links such as ***Personal Information****,* ***Student & Financial Aid*** (if you have ever registered for classes), ***Faculty Services***, ***Employee,*** etc***.***

#### BANNER SECURITY: THE PIN

If you cannot remember your PIN or you are not able to login, you must contact the IT Service Desk at **831-6440** to have your PIN reset. Your PIN will be reset to your birth date (MMDDYY).

If this is the first time you have logged into Banner, you will be asked to create a security question. The purpose of the security question is to verify your identity if you forget your PIN in the future. You will be able to click the **Forgot PIN?** button and the security question will be displayed.

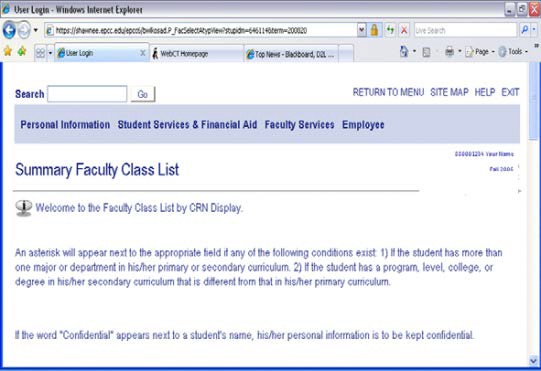
It is recommended that you change your PIN to something other than your birth date.

1. Click the **Personal Information** link.
2. Follow the screen directions to change your PIN.
3. Click the **Faculty Services** link at the top of the Personal Information page to access Summary Class List.

#### SUMMARY CLASS LIST

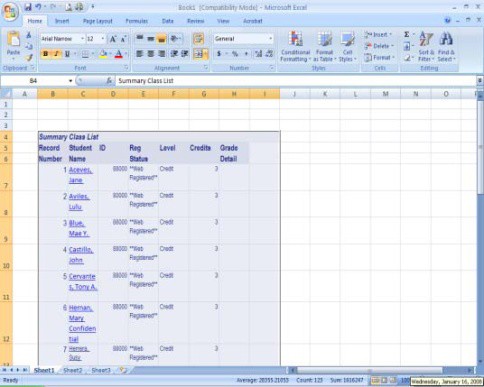
On the ***Faculty Services*** page, you must first select the current semester and then the course you want to work with.

1. Click **Term Selection.**



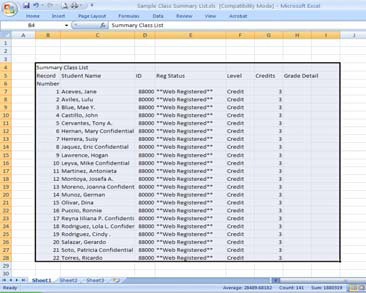
1. Select the current term and click the **Submit** button.
2. Click **CRN Selection**.
3. Click the **CRN** text box to view all the courses assigned to you.
4. Select the correct course; click the **Submit** button.
5. Click **SUMMARY CLASS LIST**. The Summary Class List will only display 25 students per page; you may need to click on the next page link at the bottom to see the entire class. You may click the **CRN Selection** at the bottom of the page to go back and select a different class.

#### COPY AND PASTE STUDENT DATA

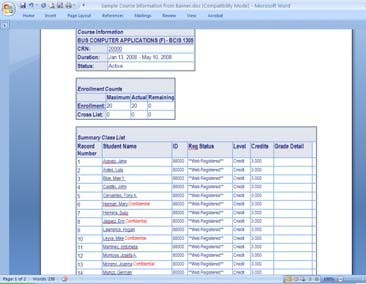


**Excel**

1. Start Microsoft Excel. Click to open or maximize the Web Banner window that displays the student roster for the class you are working with.
2. Select the student names and ID numbers displayed on the *Summary Faculty Class List* by dragging the mouse over the list.
3. Once the names are highlighted, hold the **Ctrl** key down and press the letter “C” key to place the selected names into memory.

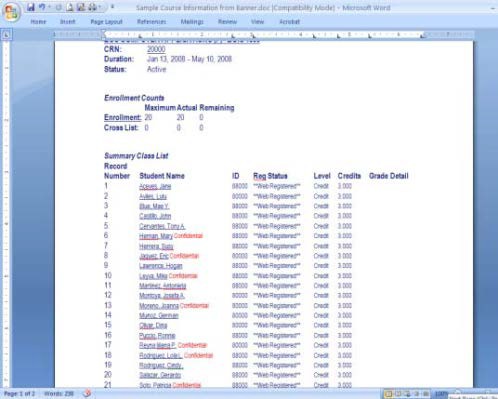


1. Right-click in a cell, and select **Paste** from the menu to paste the student information into the spreadsheet.
2. Click the arrow next to the **Clear** button and click **Clear Formats** (**Home** tab, **Editing** group) to clear any formatting (such as hyperlinks) that is applied to the selected cells.
3. Move the mouse over the lines between column letter headers so that the pointer becomes a double-headed arrow. Then click and drag the mouse right or left to resize the columns so that the student names and ID numbers
4. Click the **Microsoft Office Button** and click **Save**.



#### Word

1. Start Microsoft Word. Click to open or maximize the Web Banner window that displays the student roster for the class you are working with.
2. Select student names and ID numbers and copy as stated above in steps 2 and 3.
3. Right-click in the Word document and click Paste the student information into the new document.



1. Delete any columns of information you do not wish to keep.
2. If necessary, drag the mouse over the dividing lines between columns to make them larger in order to fit the student names and ID numbers.
3. If you wish to change the table format to paragraph format:

* Select the rows or table that you want to convert to paragraphs.
* Click (**Table Tools**, **Layout** tab, **Data** group)
* Under **Separate text at**, click the option for **Tabs** to use in place of the column boundaries.

1. Right-click the name of each student and select **Remove Hyperlink**.
2. Click the **Microsoft Office Button** and click **Save**.

# Standard Grade Record

### EL PASO COMMUNITY COLLEGE PROCEDURE

|  |  |  |  |
| --- | --- | --- | --- |
| **7.04.02.10** | **Standard Grade Record** | APPROVED: April 3, 1981 | REVISED: September 1, 1995 |
|  |  | AUTHORIZING BOARD POLICY: 7.04.02, 7.04.05, 7.04.03 | |

OBJECTIVE: To establish and implement a uniform procedure for recording student grade information. PROCEDURE:

1. Student Grade Record
   1. Instructors are required to maintain an accurate record of student grades from the first day through the end of each semester/session. The original copy of this document is considered the exclusive property of the District and must be submitted to the Registrar's Office at the end of the semester/session. Duplicate copies will be made available for faculty who wish to retain a copy for their files.
   2. Grade Record Format

The grade record will be made available to faculty on the day following the census date for any semester\session. This computer generated record will include the following information:

* + 1. Course Information
       1. Course prefix
       2. Course number
       3. Section number
       4. Semester\year
       5. Class meeting days
       6. Class time
       7. Class location (campus)
       8. Class meeting room
    2. Instructor Information
       1. Name
       2. Social Security number
    3. Student Information
       1. Student ID number
       2. Student name
    4. Grading Legend
       1. The official college legend for maintaining grade records is as follows: EX = Examination DOD = Date of Drop

RP = Report DOR = Date of Reinstatement PO = Project

* + - 1. Other codes may be used to designate activities not included in this legend so long as the codes are identified on the grade record.

1. Instructions for Completing the Grade Record
   1. Class Date

In these columns, enter the month and date on which an activity resulting in the awarding of a grade occurred.

* 1. Grade Legend

Under each date entered in item A, above, enter the appropriate code from the grading legend to designate the source of the grade.

* 1. Grade

Enter the appropriate numeric or letter grade for each student.

* 1. Date of Drop

If, under the provisions of institutional Policy and procedure, the student withdraws or is dropped for unsatisfactory pursuit of course objectives, enter the effective date of the drop action in the column headed "DOD.”

* 1. Date of Reinstatement

If a student appeals a drop action and is reinstated, enter the date of reinstatement in the column headed “DOR.” The reinstatement date must be the same as the effective date of the drop. No reinstatement is permitted for a student initiated withdrawal.

* 1. End of Semester Grade Reporting

At the end the semester, instructors will be provided with grade scanners for use in assigning final grades. The final grade recorded on the scanner is to be entered on the grade record in the column headed "final grade.”

Upon completion of this activity, the instructor will sign the grade record and return it, along with the grade scanner, to the Registrar's Office. The yellow copy of the grade record may be retained by the instructor for his/her files.

1. Loss of Records

In the event that the grade record is lost during the course of the semester/session, the instructor will immediately notify the appropriate Dean. The Dean will then contact the Registrar to request the generation of new copies of the missing document. When the new document is made available, the instructor will be responsible for recreating the total record for that semester/session.

EPCC does not discriminate on the basis of race, color, national origin, religion, gender, age or disability.

# Grades and Grading System Procedure

For information, contact Institutional Effectiveness: (915) 831-2614

## EL PASO COMMUNITY COLLEGE PROCEDURE

|  |  |  |  |
| --- | --- | --- | --- |
| **7.04.02.18** | **Grades and Grading** | APPROVED: June 21, 1985 | REVISED: September 1, 1995 |
|  |  | AUTHORIZING BOARD POLICY: 7.04.02, 7.04.05, 7.04.03 | |

OBJECTIVE: To establish a grading system consistent with the curricula of the District and to define the grades awarded.

PROCEDURE:

1. Grade Structure

Grades will be distributed to students at the end of each term, i.e., semester. The grades which follow represent the level of achievement indicated and carry with them the grade points as listed.

Semester Credit Hour Grades

GRADE EXPLANATION GRADE POINT PER CREDIT HOUR PER SEMESTER

* 1. Excellent 4
  2. Above Average 3
  3. Average 2
  4. Below Average 1

F Failing 0

I Incomplete 0

WC (Reporting Compliance) 0

W Withdrawal Not computed in determining grade point average.

The following CR, NC, A\*, B\*, C\*, D\* F\* and I\* grades are assigned for Basic Academic Skills, ESL, and Developmental courses. Students passing the proficiency exam for a course will be assigned a “CR” grade. The “AU” designation indicates the student was authorized to enroll for the course with the understanding that no credit would be received. Audits will not be reflected on academic transcripts.

|  |  |  |
| --- | --- | --- |
| A\* | Excellent | Not computed in determining grade point average. |
| B\* | Above Average | Not computed in determining grade point average. |
| C\* | Average | Not computed in determining grade point average. |
| D\* | Below Average | Not computed in determining grade point average. |
| F\* | Failing | Not computed in determining grade point average. |
| I\* | Incomplete | Not computed in determining grade point average. |
| CR | Credit Earned | Not computed in determining grade point average. |
| NC | No Credit | Not computed in determining grade point average. |
| AU | Approved Audit | Not computed in determining grade point average. |

1. Definition of Grades
2. The grade of “F” means that the student has not satisfactorily met the academic requirement and objectives of the course and must repeat the course to receive credit toward completion of degree requirements.
3. The “I” or “I\*” grade is assigned when the student has arranged with the instructor to postpone completion of the requirements of the course. (See College Procedure 7.04.02.26, Requirements for Awarding the “I” Grade). To be eligible for an “I” or “I\*”, the student must be passing the course.
   1. The student will have four (4) calendar months from the end of the semester in which the “I” or “I\*” is awarded to complete the course requirements as specified in the agreement with the instructor.
   2. If the requirements are not met within four (4) months, the “I” or “I\*” will be converted to the grade indicated by the instructor.
   3. When the “I” is converted, the GPA is to be recalculated, and the satisfactory progress status is to be adjusted accordingly. When the “I\*” is converted, the satisfactory progress status is to be adjusted accordingly.
4. A “W” grade is assigned for withdrawals which occur after the official census date. The “W” grade means that a student withdrew from the course or was withdrawn by the instructor or administrative action. A “WC” grade is the same as a “W” but is used to track compliance with THECB requirements.
   1. The instructor initiated withdrawal authorization must be received by the Registrar’s Office up to the: 11th week for sessions of 16 weeks

10th week for sessions of 14 and 15 weeks 9th week for sessions of 13 weeks

8th week for sessions of 11 and 12 weeks 7th week for sessions of 10 weeks

6th week for sessions of 8 and 9 weeks 5th week for sessions of 7 weeks

4th week for sessions of 5 and 6 weeks 3rd week for sessions of 4 weeks

* 1. A student initiated withdrawal must be received by the Registrar’s Office up to the: 12th week for sessions of 15 and 16 weeks

11th week for sessions of 14 weeks 10th week for sessions of 13 weeks

9th week for sessions of 11 and 12 weeks 8th week for sessions of 10 weeks

7th week for sessions of 9 weeks

6th week for sessions of 7 and 8 weeks 5th week for sessions of 6 weeks

4th week for sessions of 5 weeks 3rd week for sessions of 4 weeks

* 1. Administrative Initiated Drop: An administrative initiated drop can be submitted up to the last day of class.

1. Final Course Grade Changes and Appeal of a Course Grade Change
2. A student may request in writing to the instructor a change of grade within forty-five (45) days after the final grade is awarded.
3. If the student is not satisfied with the instructor’s decision, the student may initiate a student appeal of the final course grade per the procedure titled *Student Appeal of a Final Course Grade* (7.04.04.10).
4. Grade Point Calculations and Repeat of Courses
5. If a student repeats a course, the grade will be counted only once in computing the cumulative GPA. Only the highest grade will be used in determining the cumulative GPA, unless the course is repeatable for credit.
6. To determine the GPA, multiply the number of grade points for each grade received, by the number of semester credit-hours for the course; then, divide the total number of grade points by the total number of semester credit-hours completed, including hours for “I” grades.
7. Grades with an asterisk prior to Fall 2001 will be calculated in the GPA. Asterisked grades earned during and after the Fall 2001semester are not calculated into the GPA.

# Grade Changes

## EL PASO COMMUNITY COLLEGE PROCEDURE

For information, contact Institutional Effectiveness: (915) 831-2614

|  |  |  |  |
| --- | --- | --- | --- |
| **7.04.02.22** | **Final Course Grade Change** | **APPROVED**: July 20, 1981 | **REVISED**: April 28, 2008 |
|  |  | **AUTHORIZING BOARD POLICY**: 7.04.02 | |

OBJECTIVE: To establish a standardized system for making final course grade changes. PROCEDURE:

1. Final grades may only be changed with the appropriate Dean’s approval.
2. Student Responsibilities
   1. A student may request in writing to the instructor a change of grade within forty-five (45) days after the final grade is awarded.

### The request must be initiated within forty-five (45) days from the last day of the term or session for which the grade was assigned.

1. Instructor Responsibilities
   1. If the instructor agrees to change the grade, he/she will obtain a *Change of Grade Form* from the Registrar's Office. The instructor will complete, sign and submit the form along with supporting documentation to the Dean for a decision.
   2. If the change of grade is approved, the Dean forwards documentation to the Registrar's Office for processing.
   3. If the change of grade is not approved, the Dean returns the form to the instructor indicating reason(s) for non-approval, and notifies the student of the action.

### Requirements for Awarding an “I” Grade

**EL PASO COMMUNITY COLLEGE PROCEDURE**

For information, contact Institutional Effectiveness: (915) 831-2614

|  |  |  |  |
| --- | --- | --- | --- |
| **7.04.02.26** | **Requirements for Awarding**  **the “I” Grade** | **APPROVED**: July 20, 1981 | **REVISED**: September 14, 2004 |
|  |  | **AUTHORIZING BOARD POLICY**: 7.04.02 | |

OBJECTIVE: To clarify the institutional requirements for the awarding of the Incomplete "I" grade. PROCEDURE:

1. Criteria for the Awarding of an “I” Grade

Under the institutional grading policy, the awarding of an "I" grade requires a contractual agreement between the student and faculty member to establish the requirements for the student to satisfactorily complete the course.

The form for this agreement is the *Request for Incomplete Grade Form*, which is submitted by the instructor to the Registrar's Office and is signed by the student.

1. Completion of *Request for Incomplete Grade Form*

Any *Request for Incomplete Grade Form* submitted to the Registrar's Office, without fulfilling the requirements below, will be considered invalid, and the instructor will be required to submit a letter grade other than "I" or "W" before his/her grade records will be accepted by the Registrar's Office. Requirements:

* 1. Specific information on the assignments required for the student to complete the course.
  2. The grade to which the "I" is to be converted, if the student has not fulfilled the assignments required within four (4) months of the final exam for the course.
  3. The student's signature. When the student is not physically available to sign the *Request for Incomplete Grade Form*, written verification of the request for an “I” is acceptable either in a letter or by fax.

1. Extension for *Request for Incomplete Grade Form*

For an extension of the “I” grade for an additional four (4) months, the student will submit a written request to the instructor explaining the extenuating circumstances with supporting documentation.

* 1. The instructor will forward the request to the Dean for approval. If the request is approved, the Dean will forward the request to the Registrar’s Office.
  2. If the request is not approved, the Dean will notify the instructor and the student.
  3. Extensions of the “I” grade will be limited to an additional four (4) months after the original *Request for Incomplete Grade Form* was submitted to the Registrar’s Office.
  4. Students will be limited to one semester at a time for a “Request for Incomplete Grade.”

EPCC does not discriminate on the basis of race, color, national origin, religion, gender, age or disability.

# Grading Scales of EPCC versus High School

### EPCC posts only letter grades as the official final college grade. Conversion of the letter grade to a college

4.0 numerical grading scale is as follows:

|  |  |  |
| --- | --- | --- |
| A | 4 grade points | Excellent |
| B | 3 grade points | Above Average |
| C | 2 grade points | Average |
| D | 1 grade point | Below Average |
| F | 0 grade points | Failing |
| I | 0 grade points | Incomplete |

Upon completion of the dual credit class, the official college grade will be posted to the student’s EPCC academic history and reported to the high school.

High schools are responsible for establishing their own guidelines for the conversion of the official college grade to a high school grade and how it will be posted to the high school academic transcript.

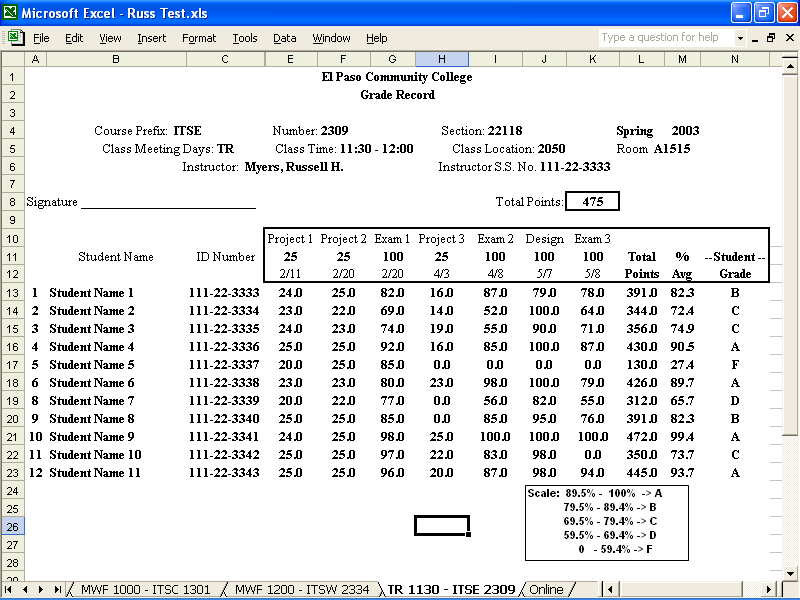
# Grade Input Requirements/Instructions

These instructions will assist the Dual Credit instructor with the two-part process of submitting grades for students participating in a Dual Credit course. NOTE: Facilitators of on-line courses DO NOT submit grades for students. The EPCC instructor of record for on-line courses will submit grades.

#### Part 1: A printout or hardcopy.

1. Make a copy of your printout for your records.
2. Your hard copy (either original sheet or printout from a software application) may be a standard size 8.5” x 11” or legal size 8.5” x 14”. You may print portrait or landscape style as necessary.
3. Some instructors use software such as Microsoft Excel to record their grades. This is acceptable as long as:
   1. The software version hard copy (or other instrument) has the same pertinent information:
   2. Instructor Name and SSN
   3. Correct Course Prefix and Section Number known as the CRN (Ex: MATH 0300-21237)
   4. Semester (Ex: Fall 2003)
   5. Students’ names and Student ID numbers.
   6. Please double check this information as your paperwork may be misfiled if it is incorrect. A printout from an instructor who uses Microsoft Excel is attached as an example.
4. Hard copy submittals are microfiche for future reference:
   1. Do not use any background shading.
   2. Use a 12-point font.
   3. Use black color for characters.

The screen print shows a grade sheet that could be printed and submitted to the registrar’s office. Note that it has all pertinent information about the course.



#### Part 2: Electronic Posting of Grades

EPCC Faculty must use the Banner system to enter their final grades online in addition to submitting grade sheets at the Admissions and Registration Office at any campus.

#### LOGIN TO BANNER

1. Go to the EPCC Homepage at [http://www.epcc.edu](http://www.epcc.edu/)
2. Point to **Online Services** on the left navigation bar and click **Online Registration**. This link will take you to the EPCC Web Banner page.
3. Enter your **User ID**. You may use your employee ID number that begins with 880 or 800; or your Social Security Number (without the dashes).
4. Your default **PIN** is your birth date (**MMDDYY**). You use the same PIN for the Smart Start Network, Blackboard and Web Banner. If you have changed your PIN, use your new PIN.
5. Click the **Login** button or press the **<ENTER>** key.

You should now be at the ***EPCC WEB BANNER – Main Menu****.* You will see links to ***Personal Information****,* ***Student & Financial Aid*** (if you have ever registered for classes), ***EPCC – Online Book Store***, ***Faculty Services***, ***Employee,*** *and* ***Blackboard.***

#### BANNER SECURITY: THE PIN

If you cannot remember your PIN or you are not able to login, you must contact the Help Desk at **831-6440** to have your PIN reset. Your PIN will be reset to your birth date (MMDDYY).

If this is the first time you have logged into Banner, you will be asked to create a security question. The purpose of the security question is to verify your identity if you forget your PIN in the future. You will be able to click the

**Forgot PIN?** button and the security question will be displayed. Answer it correctly and you will be allowed to reset your PIN. Create a security question to which only you know the answer. For example, “What is your mother’s maiden name?”

It is recommended that you change your PIN.

1. Click the **Personal Information** link.
2. Follow the screen directions to change your PIN.
3. Click the **Faculty Services** link at the top of the Personal Information page to access Final Grades.

# Grade Input

On the *Faculty Services* page, you must first select the current semester and then the course you want to work with:

1. Click **Term Selection.**
2. Select the current term and click the **Submit** button.
3. Click **CRN Selection**.
4. Click the **CRN** text box to view all the courses assigned to you.
5. Select the course you wish to work with and then click the **Submit** button.
6. Click **Final Grades**. You may need to scroll down to see the Final Grades link.
7. Students will be listed in alphabetical order. Click the text box in the **Grade** column to see the drop-down grade menu. Grades are listed as “A, A\*, B, B\*, C, C\*, CR and NC. See **NOTES ON GRADES** below for more information.
8. Select the grade the student earned by clicking on the grade.
9. Click the **Submit Grades** button at the bottom of the page when you are finished entering your grades.

Your students may be listed on more than one page if you have a large class.

You may click the **CRN Selection** at the bottom of the page to go back and select a different class. Once you have finished entering and submitting all of your grades, you must **Exit** the Banner system and close your web browser completely.

# Frequently Asked Questions

**What if I forget my PIN?** Call the IT Service Desk at **831-6440**. Your PIN will be reset to your birth date.

**What if a student’s name is not listed on the Final Grades page?** If you think a mistake has been made, call the Registrar’s Office at **831-3121/2757/2591**.

**How do I assign an “Incomplete”?** Do not assign a grade online. You must submit a completed “Request for Assignment for Incomplete Grade Form” along with your grade sheet to any Admissions and Registration Office. The Registrar will post the Incomplete to the student’s record.

**What if a student has been reinstated to my class?** If a student has been reinstated to your class you will see a final grade of “W”. You will not be able to insert a new grade online. You must submit a “Missing Grade Form” along with your grade sheet and turn both into the Admissions and Registration Office at any campus. The Registrar’s Office will post the grade to the student’s record.

**What if I cannot enter grades?** If your screen does not allow you to enter grades, you may not have been designated as the instructor of record in the system. Contact your Dean for verification.

**When and where do I turn in my grade records?** You must submit your grades via the Web Banner system and you must submit a hard copy of your grade record to the Registrar’s office. You may enter and submit grades via Web Banner during Final Exams week beginning Monday through the following Monday after finals.

**Do I need to turn in my grade record to the Registrar’s office at the campus I teach?** You may turn in your grade records to any Registrar’s Office at any campus. The Valle Verde Registrar’s Office is open on Saturday of final’s week from 8:00 am to 12:00 noon.

**Where can I enter my grades?** You can enter your grades using any computer with Internet access. The Registrar’s Office provides computers for your use during Final Exams week. The Academic Computing Services (ACS) Labs are also available during Final Exams week. The Technology Resource Centers at Valle Verde and Rio Grande are open Monday through Friday from 8:00 am to 5:00 pm, Transmountain is open Monday through Friday from 10:00 to 2:00 p.m. Libraries also have computers with Internet access.

**Once I enter the final grades, am I finished for the semester? No! You MUST turn in your grade sheet to the Registrar’s Office.** You may use a spread sheet instead of the grade sheet provided. Include your name, control number, subject, course, section, year, signature and a grade key.

**What if I make a mistake when I enter my grades?** If you catch a mistake before the **Grades Due deadline**, you can change it online. If you catch the mistake after the deadline, you must fill out a **Change of Grade** form and get your Dean’s approval.

**How can I get more information on how to input grades?** If you have any questions about Banner you may contact IT Service Desk at **831-6440**.

# Technology Resource Center

### The Technology Resource Center (TRC) provides services and resources to assist faculty and staff in becoming more effective and creative employees. Any employee (faculty or staff, full or part-time) may use the services of the center. Up-to-date equipment, hi-speed printers, scanners, webcams, and other peripherals make it easy to complete a project. The TRC also has fax machines, and typewriters.

Professionals are available to provide quick assistance.

All TRC events are free to faculty and staff and any EPCC employee can attend any workshop or webinar at any campus. Workshops and webinars are offered throughout the district during each semester on a wide variety of topics. Since seating is often limited, reservations are highly encouraged. Special arrangements can be made to bring a workshop to your campus.

Teleconferences and webinars are routinely offered from a variety of sources and offered throughout the district.

The Centers are open between semesters and during the summer except during official college holidays.

|  |  |  |  |
| --- | --- | --- | --- |
| **Campus** | **Room** | **Phone** | **Hours of Operation** |
| Rio Grande | B500 | 831.4631 | Monday-Friday 8:00 am - 5:00 pm |
| Transmountain | 1504 | 831.5221 | Monday-Friday 10:00 am - 2:00 pm |
| Valle Verde | C202 | 831.2542 | Monday-Friday 8:00 am – 5:00 pm |

# Distance Education Dual Credit Course Information

The information in this section outlines the general requirements for participation in distance education delivered dual credit courses. Detailed information for students is available on the EPCC Distance Education web site [http://www.epcc.edu/DistanceEd/Pages/default.aspx.](http://www.epcc.edu/DistanceEd/Pages/default.aspx) High school staff facilitating classes will find comprehensive facilitator support information and detailed responsibilities information at [http://www.epcc.edu/DistanceEd/Pages/DualCredit.aspx.](http://www.epcc.edu/DistanceEd/Pages/DualCredit.aspx)

Technical requirements and Technical support information for Distance Education delivery is provided on the Distance Education Web site. Online class sections are limited to 25 or fewer students in order to maximize *student to student* and *student to faculty* interaction.

Students enrolled in online classes at EPCC use online course management software called Blackboard. Students access their online Internet classes by logging into the EPCC Online website at https://online.epcc.edu/Blackboard/entryPageIns.doBlackboard which lists their classes.

Student work is submitted online. Communications between instructors, facilitators, and students enrolled in online classes use Blackboard mail unless other instructions are provided by the EPCC instructor.

Student “Getting Started” information is available online and in the Student Responsibilities section of this document. [http://www.epcc.edu/DistanceEd/Pages/epcconline.aspx.](http://www.epcc.edu/DistanceEd/Pages/epcconline.aspx)

# Online Internet Course Software and Minimum Hardware Requirements

Recommended computer hardware and software requirements are listed below.

#### Microsoft Windows

Windows XP, VISTA or Windows 7

Cable, DSL or LAN access is recommended Sound Card & Speakers

Microsoft Internet Explorer 8 or higher is recommended Firefox 3.6 is recommended

Safari 5 is recommended

#### Macintosh OS

Mac OS X 10.5 or higher

Cable, DSL or LAN access is recommended Sound Card & Speakers

Safari 5 is recommended Firefox 3.6 is recommended

Other Internet Browsers may be compatible, contact the Distance Education office for the latest update. EPCC online courseware is compatible with assistive technology. Some examples are:

* + - JAWS
    - Window-Eyes
    - Tutorials & Information Services

For more information regarding assistive technology call the Distance Education office at 915.831.3111.

# Recommended Minimum Skills for Students Taking Internet Classes

|  |  |  |  |
| --- | --- | --- | --- |
| **Computer** | **Word-Process** | **E-mail** | **Internet** |
| Write down and understand your computer type (i.e., PC); hard disk size (in GB), memory (RAM), and software programs.  Organize files, rename files, and navigate (locate) programs and files, open and close files.  Load files from the Internet or CD-ROM.  Perform routine maintenance on your computer such as updating and running anti-virus and spyware removal software weekly. | Select and open a word- processing program such as Microsoft Word or a compatible processor that can save in .docx format.  Create and format paragraphs and documents, cut and paste text, and change fonts.  Name and save documents as files.  Save files in different formats such as .docx,  .pptx, .xlsx, etc. | Send and receive e-mail messages using the online e-mail.  Locate saved files, attach files to e-mail, and send to instructor.  Open, save, update, and upload e-mail with attachments. | Type in a URL and navigate to websites. Move backward and forward in an Internet Browser, use links, scroll bars, bookmarks, and refresh tools.  Use search engines, such as Google, Yahoo!, Bing, etc.  Identify sites with relevant information, bookmark those sites, and organize bookmarks.  Maintain recent versions of Web browser by down- loading latest versions off the Web. Activate the “cookies” and Java Script features of your Internet browser  Install plugins  Allow pop-ups from your course site. |

# High School Instructional Facilitator and EPCC Instructor Distance Education Dual Credit Responsibilities and Activities

As the Instructional Facilitator you will not be teaching the class. All teaching of the college class curriculum will be conducted by the assigned El Paso Community College instructor. The role of the Instructional Facilitator is to provide support and guidance at the high school to ensure our students successfully complete their college courses.

Let's work together to support the students participating in the dual credit program and positively start their college experience.

Contact the Manager, Distance Education Programs at 915.831.3111 for questions concerning High School Instructional Facilitator and EPCC Instructor Responsibilities and Activities.

## High School Instructional Facilitator Responsibilities and Activities

Your active participation as an Instructional Facilitator is required along with frequent collaboration with the EPCC instructor, to ensure the students do well in their courses. For example, past experience shows your involvement is critical to insure students complete and submit assignments as listed in the class schedule.

Students enrolled in online courses at EPCC use online course management software called Blackboard. Students access their online courses by logging into the online course website at [https://online.epcc.edu](https://online.epcc.edu/) which lists their enrolled courses. Student work is submitted online, and communications between instructors, facilitators and students enrolled in online courses use Blackboard unless other instructions are provided by the EPCC instructor.

Instructional Facilitators are assigned a Blackboard course login for the online classes they support to facilitate student support and to review the online course and become familiar with course requirements and the schedule.

Students enrolled in distance education courses are mailed a postcard before classes begin from the Distance Education Office to remind them to login and review getting started information.

* + - 1. The first week of class:
         * Contact the EPCC instructor and jointly verify that each student who is listed on the high school Dual Credit class roster is enrolled in the class on the EPCC class roster. Contact the EPCC Dual Credit office to resolve any discrepancies. Students who are not listed on the EPCC class roster will not have their online courses listed in until their EPCC enrollment is completed.
         * Verify that every student has the required textbooks and class materials as indicated in the online syllabus. Contact the Dual Credit office if you need more information or assistance.
         * Inform students that they will need to spend 9 to 12 hours per week on each online course to insure successful completion of courses.
         * Assist Students with Logging in and Course Review Activities.

*Step 1* Login User Name - Click on <http://www.epcc.edu/OnlineServices/Pages/EPCCUserIDName.aspx>

*Step 2* Enter your EPCC ID number or social security number with no dashes or spaces between numbers and click on the Search button. Your User Name is on the third line. If you need assistance, see the help information listed below.

*Step 3* Password

New students - Your password is your birth date in MMDDYY order with no punctuation; an example for January 2, 1979 is 010279.

Returning students - If you have changed your password from your birth date, use your current password.

*The EPCC Banner System uses the term PIN instead of password. The terms password and PIN are the same.*

*Step 4* Course Website

EPCC Internet course website address: [https://online.epcc.edu](https://online.epcc.edu/)

Type in your User Name and password and click the Login button. Clicking the Login button will take you to your online homepage, which will list your classes. Click on the class name to enter the class.

*Step5* Students must review each individual course.

* Check that each enrolled course is listed on the course page. If a course(s) is not listed, the Instructional Facilitator should compile a list of the missing courses by student and contact the Distance Education office.
* Send an e-mail from each course using Blackboard Mail to his or her instructor for each class. This is an important activity to verify attendance and ensure students are not dropped from the class on the census date, which is the twelfth day of class.
* Read any “getting started” instructions from the faculty and the syllabus.
* Review calendar information in the syllabus, assignments or in the online calendar.
* Click each icon on the home page of the Internet course to become familiar with the course content.
* Complete the online Blackboard Tutorials

#### Help

**Blackboard Technology Help Desk**:

The EPCC Blackboard Help Desk provides technical assistance logging in to Internet courses, accessing course materials or assignments, testing, or other technical problems. The Blackboard Technology Help Desk: 800.630.8849 is toll free and available 24 hours a day, seven days a week.

#### EPCC Information Technology Help Desk:

If students are having trouble identifying or finding their Login ID, call the EPCC Information Technology Help Desk at 915.831.6440.

If a student has forgotten their password or needs a password reset use the Banner System self service menu at <https://kickapoo.epcc.edu/epcc/plsql/twbkwbis.P_WWWLogin>enter the EPCC User ID number which begins with “880” and click the “Forgot PIN?” button. If additional assistance is needed contact the EPCC Information Technology Help Desk.

The EPCC Information Technology Help Desk operates:

* + Monday through Thursday, 6:00 a.m. to 10:00 p.m.

 Friday, 6:00 a.m. to 5:00 p.m.

* + Saturday, 8:00 a.m. to 4:00 p.m.

For guidance in determining who to contact for assistance Instructional Facilitators and students are welcome to contact the Distance Education office.

* + - 1. Online class activities:

1. Contact the EPCC instructor and coordinate a visit to meet you and the students. EPCC instructors are encouraged to meet with facilitators and students.
2. Conduct a calendar review to identify dates students will be absent due to school activities or holidays. Identify any conflicts with assignment, quiz or exam due dates and coordinate alternatives with the EPCC instructor.
3. Encourage any students with special needs to contact the EPCC Center for Students with Disabilities at 915.831.2426. Additional information is online at <http://www.epcc.edu/departments/CSD/>
4. Verify students have an EPCC ID card. An EPCC ID card is needed to use the ACS Computer Labs, the Libraries and other services. If students do not have an ID, arrangements can be made with your campus recruiter from the EPCC Office of Recruitment and School Relations to get the students an ID.
   * + 1. Ongoing Semester Activities:
5. If you are facilitating an online class log into the course frequently and communicate with the EPCC instructor using the e-mail tool.
6. As the Instructional Facilitator, it is important that you be aware of when assignments are due and when tests will be given in order to remind students to complete and submit assignments as listed in the class schedule and be prepared for testing.
7. Refer students who are having problems to the Dual Credit Counselor for assistance.
8. Facilitate student instructor communication.
9. Instructional Facilitators should request grade information from EPCC instructors as needed. The grading frequency and the number of grades will vary with each EPCC instructor. Refer parents to the EPCC Dual Credit Counselor for grade information.
10. Encourage and assist students who do not understand assignments to contact the EPCC instructor as soon as possible. EPCC instructors’ office hours and contact information are listed on the syllabus.

Students should identify themselves as enrolled in the dual credit class when leaving voicemail messages for EPCC instructors.

1. Help students by giving encouragement and monitoring assignment due dates.
2. Provide grade information and information concerning the distance education dual credit student’s academic status to high school administrators.
3. Review the support services available at EPCC in the class schedules and catalog and be prepared to advise students as needed. Information about support services offered at EPCC may also be found on the EPCC web site at [http://www.epcc.edu](http://www.epcc.edu/) and on the distance education web site at <http://www.epcc.edu/DistanceEd>.
4. Contact the Distance Education office if you need additional information about support services offered at EPCC.
5. Receive Television course exams and materials and distribute to students as requested by the EPCC instructor.
6. Provide a testing area where students can test undisturbed. Serve as a proctor during online and Television course testing. Request assistance from your high school administration if you need to leave the testing area or will be absent the day of scheduled testing.

# EPCC Faculty Responsibilities and Activities

* + 1. Assigned as the “Instructor of Record”.
    2. Responsible for teaching the EPCC curriculum.
    3. Contact for instructional questions.
    4. Responsible for student assignments and activities.
    5. Responsible for assigning grades to all assignments, activities and the final course grade.
    6. Coordinates with the Instructional Facilitator to meet the students at the high school. EPCC instructors are encouraged to meet with students at the beginning of the semester and one or more times during the semester. The Distance Education office is available to assist EPCC instructors in coordinating these visits.
    7. Provides grade information to the high school Instructional Facilitator or high school administrators when requested. High schools need both a letter and a numerical grade.
    8. Works with the Instructional Facilitator to make alternative arrangements for dates students will be absent due to school activities or holidays in order to resolve conflicts with assignment, quiz or exam due dates.
    9. Coordinates testing activities with the Instructional Facilitator. Course testing is done at the high school. EPCC instructors may request assistance from the Distance Education office to send and receive materials to the high school or the EPCC instructor may choose to coordinate this process directly with the Instructional Facilitator. The Instructional Facilitator will serve as a proctor during online and Television course testing and will request assistance from the high school administration as needed.
    10. Contact the Dual Credit Counselor for counseling assistance to students who are having problems or considering dropping the course. Students must be officially withdrawn from a course at EPCC so it is important that the EPCC Dual Credit Counselor be involved in any action taken.

# Blackboard Information - Student Information

#### Getting Help

For help connecting, logging in or other technical problems:

* Return to login Entry Page and read the help notes
* Visit the Learning Technology Support Center at <https://sungardhe.service-now.com/>from the Learning Technology Support Center page send an email request for help
* Call the EPCC Blackboard helpdesk at 800.630.8849 (toll free)
* The help desk is open and staffed 24 hours a day, 7 days a week. Help desk emails are usually answered within 24 hours after receipt

#### What you need to do after you Login

Online classes begin on the same date as on-campus classes and follow the same semester schedule. After Registration, your enrollment information will be entered into the online course delivery system. You will not be able to access your classes until the start date of the current semester.

If you are registering after the semester has started, you should be able to login to your classes 24 hours after you are enrolled.

It is very important for you to login as soon as possible. Confirm your attendance in your online classes by sending your instructors an email. Your email will verify you have logged in to your classes and will prevent you from being dropped from your classes for nonattendance.

You will have assignment(s) due the first week of class. If you have difficulties understanding or submitting an assignment, email or contact your instructor as soon as possible.

Your instructor’s email address and office phone number is listed in the online syllabus or you can call the College telephone operators Monday through Friday, 8:00 a.m. to 5:00 p.m. at 915.831.3722. The operator will connect you to your instructor. If your instructor is not available, please leave a voice mail message with your name, phone number and class information so your instructor can contact you.

If you need to contact the Distance Education office for more information, call 915.831.3111. The Distance Education office is open Monday through Friday from 8:00 a.m. until 5:00 p.m.

# Distance Education Information

## What is Distance Education?

Distance Education is the delivery of instruction which is mediated by technology and provided by instructors who are geographically separated from their students.

#### What can EPCC’s Distance Education do for its Students and the El Paso Community?

El Paso Community College Distance Education works with community partners and serves everyone throughout the community and region. Distance Education reaches those students who may be unable to attend regular classes because of distance, transportation limitations, and scheduling problems. It allows parents and community members to become involved in their schools, not only through online information access but also through synchronous (occurring at the same time) and asynchronous (not occurring at the same time) television activities.

Student access is provided to programs and classes offered by networked institutions such as The University of Texas at El Paso, Texas A&M, New Mexico State University, and virtually all of the other higher education institutions throughout the country through distance education. These collaborative programs broaden students’ exposure to different programs and eventually help to expand and enhance their concepts and ideas.

Finally, it is the goal of EPCC’s Distance Education to become linked to different communities, states and countries to allow our students to share information, experiences, and work together to make a better world through education—to prepare for tomorrow today!

Whether you want to take a class close to work or home, through your television or the Internet-we can help you! We have Distance Education classrooms at the following campus locations:

* Mission del Paso
* Northwest
* Rio Grande
* Transmountain
* Valle Verde

Distance Education Mission Statement:

To increase accessibility to educational opportunities and services through the development of telecommunication networks with local, state, national and international entities. El Paso Community College Distance Education serves internal constituents and external communities in the pursuit of personal and professional goals.

## Distance Education Delivery Types

EPCC offers a variety of ways to complete credit classes. Classes are offered via Broadcast television, video conferencing, and online through the Internet.

## Video Conferencing

* Six high tech distance education classrooms are available in the College District.
* Less travel, attend classes closer to your home or business.
* Live classes are offered in multiple locations using two-way audio/video technology.
* Classes are offered simultaneously and interactively students can see and speak to the instructor and the other students.
* These courses may contain an online instructional component.

## Internet

* Online access to course materials seven days a week and 24 hours a day.
* Faculty post syllabi, instructions, readings and assignments online for students to complete on their own or in a group.
* Faculty members are available via e-mail, telephone or by appointment.
* Students use online communication features (email, discussion board and chat).
* Students may also interact with each other online.
* Assignments are turned in by email.
* Students need a working knowledge of Microsoft Windows, the Internet, email, word processing programs (Microsoft Word), and depending on the class, database (Access), presentations (PowerPoint), and/or spreadsheet (Excel) programs.
* An Internet connected computer or access to one at least three times a week is required.
* A student help desk is available seven days a week and 24 hours a day. The help desk may be contacted by e- mail or toll-free telephone.
* An online student orientation is available at <http://www.epcc.edu/Programs/Distance/Orientation/orient_online_start.htm>.

## Distance Education Contact Information

#### Distance Education Office

Phone: 915.831.3111

Fax: 915.831.2322

[distanceed@epcc.edu](mailto:distanceed@epcc.edu)

#### Support Help Desks

EPCC Blackboard Help Desk - Online Class support for Login, Getting Started, and Technical Issues 800.630.8849

https;//sungardhe.service-now.com

EPCC Information Technology Service Desk – Non-working login ID and Password Resets 915.831.6440

[ithelpdesk@epcc.edu](mailto:ithelpdesk@epcc.edu)

#### Instructional Support

Hector Arriola, Program Manager 915. 831. 2827

[harriola@epcc.edu](mailto:harriola@epcc.edu)

Sylvia A. Gonzalez, Program Assistant 915.831.3111

[Sgonz191@epcc.edu](mailto:Sgonz191@epcc.edu)

#### Technology Support

Andrew Lawrence, Network Specialist Phone: 915.831.2087

[alawren5@epcc.edu](mailto:alawren5@epcc.edu)

Andres Lopez Phone: 915.831.2453

[alopezlo@epcc.edu](mailto:alopezlo@epcc.edu)

#### Administration

Bob Jones, Director Phone: 915.831.3112

[rjones35@epcc.edu](mailto:rjones35@epcc.edu)

Revised 3-30-2011

# Textbooks

## Textbooks Procedure

**EL PASO COMMUNITY COLLEGE PROCEDURE**

For information, contact Institutional Effectiveness: (915) 831-2614

|  |  |  |  |
| --- | --- | --- | --- |
| **3.05.10.10** | **Selection and Ordering**  **of Textbooks** | **APPROVED**: November 8, 1979 | **REVISED**: February 7, 2006 |
|  | **AUTHORIZING BOARD POLICY**: 3.05.10 | |

OBJECTIVE: To establish guidelines for the selection and ordering of textbooks.

GENERAL: Textbooks are a normal requirement for instruction. Faculty in the various disciplines have the sole responsibility for choosing appropriate textbooks, supplementary and optional readings, as well as ancillary materials, including study guides and computer assisted instructional materials regardless of delivery system. These guidelines are to be followed in the selection and ordering process. For the purposes of the guidelines, “textbook” also refers to “set of texts” for those courses requiring several texts all used together, such as a book of readings and a dictionary, or a lab manual and a workbook.

PROCESS:

1. Selection
   1. Faculty in each discipline shall determine a process for textbook selection. The textbook process should be appropriately documented. Criteria such as the number of textbooks required per course, whether alternate text choices will be permitted for a particular course, and cost to the student should be established by the discipline. Disciplines, at their discretion, may choose to involve adjunct faculty in making the final selection(s). Each discipline will decide which textbook(s) will be used by adjunct faculty *District-wide and for Dual Credit District-wide*.
   2. All textbook and ancillary material to be considered for selection must be available in an accessible location (e.g. Deans’ offices or campus libraries) for a reasonable length of time determined by the discipline for review by all full-time and adjunct faculty in the discipline.
   3. A normal textbook adoption cycle should not be less than two years, and disciplines which are able to adopt a longer cycle without degrading instructional quality are encouraged to do so. For purposes of the adoption cycle, a change in textbook edition is not viewed as “adoption of a new text.” If the bookstore verifies that sufficient copies of the originally adopted edition will be available to meet student demand, the original edition will be used. As long as sufficient copies are available of the original edition within the adoption cycle, the original edition will be used. Disciplines may approve up to a four-year adoption cycle for Dual Credit courses.
   4. A discipline has the option of field-testing a new textbook prior to full-fledged adoption. This option can be exercised only with the approval of the Dean.
   5. The faculty of the discipline have the option of selecting three textbooks and ancillary materials sets per course. Disciplines with only one or two full-time faculty are strongly encouraged to adopt the same textbook(s) per course. In disciplines in which, for pedagogical reasons, additional choices may be appropriate, such an option is permitted with the approval of the Dean(s).

Textbooks recommended for selection should be significantly different in content, pedagogy, philosophy, or approach; however, each textbook should support course objectives. In addition, the prices should not vary significantly. When a textbook is adopted for both parts of a two-semester course series, and different textbooks are adopted at different teaching locations, instructors will accommodate the needs of students who transfer between locations in consecutive semesters by allowing them to continue using the previously purchased text and providing alternatives, including books on reserve at the library, handouts, etc. This accommodation does not apply to expendables (consumable workbooks, lab manuals, and like materials).

* 1. In order not to delay or otherwise hinder the ordering process either at the level of the division or the bookstore, each discipline must determine, with the approval of the Dean, a process for individual discipline faculty to choose their particular textbooks in a timely fashion and to provide a system for textbook selection for faculty assigned after the cutoff deadline for ordering texts.
  2. New additions and new textbooks should only be adopted for implementation in the fall semester. This will avoid mid-year textbook changes.

1. Ordering
   1. Textbooks, supplementary and optional readings, and ancillary materials to be used by students are ordered and sold through the El Paso County Community College District Bookstore.
   2. A separate order will be completed for each text or ancillary material item and must contain the following,
      1. Author
      2. Complete Tide
      3. Publisher
      4. Edition
      5. ISBN
      6. Enrollment projections
      7. Dean’s signature
      8. Semester/session/beginning date of class
   3. Orders will be based on the class schedule submitted by the Dean to the Scheduling Office.
   4. Textbook order will be completed by the Dean and forwarded to the bookstore based on these deadlines:

|  |  |  |
| --- | --- | --- |
| Semester/Session | Submit to Dean | Submit to Bookstore |
| Fall | April 1 | April 15 |
| Spring | October 1 | October 15 |
| Summer | March 1 | March 15 |
| Other | At least 60 days before class starts | At least 45 days before class starts |

1. Changes
   1. If, after an order has been submitted and before registration information becomes available, a change to that order is required (e.g. cancellation of courses or sections or the addition of new sections); the Dean shall inform the bookstore. After registration print-outs become available, the obligation for keeping track of such information becomes the responsibility of the bookstore, except in the case of complete course cancellation, which shall be communicated to the bookstore by the division as soon as possible.
   2. If registration shows that the enrollment is greater or less than the order, the bookstore may, with the approval of the originating Dean, alter the number of the original order.
   3. The bookstore will inform the Dean of all problems associated with orders as soon as those problems are known to the bookstore. This includes delayed orders, late orders, and out-of-print materials, change of publishers, changes in editions, and other factors which directly affect the availability of texts and other materials to students.

## Alternate Textbook Request Form

### EL PASO COMMUNITY COUNTY COLLEGE DISTRICT

#### ALTERNATE TEXTBOOK REQUEST FORM

Course: High School District/School

Current Date: or EPCC Discipline:

Initiator: Semester/Year:

(name/title)

Requested Alternate Textbook (Include Title, Author, Edition, Publisher and ISBN number):

Rationale:

|  |  |
| --- | --- |
| Approved: Yes No  District-Wide Coordinator  (Confirms that the discipline has reached a consensus regarding the above decision)  If not approved, state the reasons. | Approved: Yes No  Dean of Corresponding High School (Confirms discipline approval.)  If not approved, state the reasons. |

High School Dual Credit Only On-Campus Alternate Text

Review Date:

(Recommended every two years.)

Copies to: District-Wide Coordinator Revised 11-08-05.

Corresponding Deans Dual Credit Coordinator

EPCC does not discriminate on the basis of race, color, national origin, religion, gender, age or disability.

# Checklists

# Checklist for Facilitators

Welcome to the El Paso Community College dual credit program. Your role as facilitator is essential to the successful management of the online dual credit course. While the college instructor is responsible for all academic and instructional decisions and is in charge of the course, your assistance is vital to the smooth functioning of this important program. Below is a list of the facilitator's responsibilities. *If you have any questions, contact the online dual credit professor. Once again, the college appreciates your assistance and thanks you for your service!*

1. Maintain consistent communication with the professor through Blackboard email and phone.
2. Log in to Blackboard and maintain current knowledge of course assignments, tests, and any changes made by the professor.
3. Maintain academic integrity by familiarizing yourself with the professor's policies and procedures as stated in his or her course syllabus.
4. Familiarize yourself with the professor's grading scale and grading schedule. College professors do not maintain a six-week average.
5. Remind parents that the Family Educational Rights and Privacy Act (FERPA) protects student privacy in higher education; consequently, grades cannot be released to parents without the student's written permission and/or presence.
6. Remind students of approaching deadlines. Stress that students in extracurricular activities must complete work according to the professor's calendar or make arrangements with the professor to submit work early.
7. Familiarize yourself with EPCC's Student Code of Conduct which may be found in the college catalogue. Monitor student activities during class time to ensure academic honesty and adherence to the college's policy on plagiarism. Academic dishonesty of any kind can result in a failing grade for the assignment and, depending on the severity of the particular incident, could also result in an "F" in the course and possible expulsion from the school.
8. Healthy, effective communication with the professor is an essential aspect of the college student/professor relationship. As facilitator, encourage this direct communication by referring the student to the professor should he or she have any questions or concerns regarding the course. While it is understood that you wish to help, please do not interfere or advocate for students or take any position of opposition to the college professor's decisions.
9. If a student has a grievance regarding the course, which he or she has not been able to resolve after discussing it with the EPCC professor, remind the student of the right to present a grievance in writing to the dean of the discipline. The dean will facilitate further discussion between student and professor until the grievance is resolved. (See Student Rights in El Paso Community College's Student Code of Conduct, Part C: Academic- Related Grievances.)
10. For questions or problems concerning placement, attendance, drops, reinstatement, online course options, course transferability, or personal issues related to continuation in the online course, etc., advise the student to contact the high school dual credit contact (counselor and/or assistant principal). The student may contact the EPCC dual credit counselor for additional advice or assistance.
11. Remind any student wishing to withdraw from the course with a "W," to consult the course syllabus or the academic calendar in EPCC's Credit Class Schedule for the official last day to withdraw with a "W."

# Checklist for Parents

***Lista de Revisión para los Padres***

El Paso Community College is delighted that your daughter or son is enrolled in a course in the dual credit program. Because college is different from high school in certain key aspects, it is important that you understand some of the issues that could affect the success of your daughter or son. Please familiarize with the items on the list below.

*El Paso Community College tiene el placer de que su hijo o hija esté inscrito(a) en un curso de nuestro Programa de Crédito Dual. Porque el Colegio es distinto a la preparatoria en ciertos aspectos clave, es importante que usted entienda los asuntos que pudieran afectar el éxito de su hija o hijo. Por favor, familiarícese con los asuntos que se le enlistan a continuación:*

1. The Family Educational Rights and Privacy Act (FERPA) protects students’ privacy in higher education; consequently, grades cannot be released to parents without the student's written permission and/or presence. Your daughter or son signed this form during the application process.

*La Ley de Derechos y Privacidad Educativa de la Familia (FERPA por sus siglas en Inglés) protege la privacidad del estudiante de educación superior; por tanto las calificaciones no se pueden entregar a los padres sin la autorización escrita del estudiante y/o en su presencia.*

1. Assignments and requirements for the class can be found on the course syllabus. Encourage your daughter or son to share this information with you so that you can stay involved. Missing a deadline can result in a zero or a much reduced score for an assignment. It is also important to note that many instructors do not accept late work. Encourage your daughter or son to submit assignments well in advance of the stated deadline.

*Los señalamientos y requerimientos para la clase se pueden encontrar en la planeación de la clase (course syllabus). Para que usted esté involucrado, estimule a su hijo o hija a compartir esta información con usted. Si el alumno(a) no entrega algún trabajo que tiene fecha de entrega límite, puede obtener una calificación de cero o una reducción significativa en la calificación de esa tarea. Es también importante que tome en cuenta que hay muchos profesores que no aceptan la entrega de trabajos tardíos. Anime a su hijo o hija a entregar sus tareas con anticipación a la fecha de entrega.*

1. Students are responsible for their progress and success in the course. Encourage your daughter or son to communicate directly with the instructor regarding any questions or problems.

*Los estudiantes son los responsables por su avance y éxito académico en su curso. Anime a su hijo o hija a comunicarse directamente con su maestro(a), en relación a cualquier pregunta o problema.*

1. Dual credit students are treated as college students, not as high school students, and are expected to follow all college standards.

*Los estudiantes de crédito dual son tratados como estudiantes de colegio, no como estudiantes de preparatoria y se espera que mantengan todos los estándares establecidos por el colegio.*

1. Students are expected to keep track of their own grades and progress throughout the semester.

*Los estudiantes deberán estar al tanto de sus grados durante el semestre.*

1. The dual credit teacher manages all course work and decisions made regarding all course issues based on the policies and procedures stated in the course syllabus. The syllabus is the instructional contract between EPCC and the student.

*El maestro(a) del colegio maneja todos los trabajos del curso y toma decisiones relacionadas a los asuntos del mismo basados en las políticas y procedimientos establecidos en la planeación del curso. Esta programación del curso es un contrato educativo entre EPCC y el estudiante.*

If you have any questions, please raise them with the dual credit teacher or the administrator who handles dual credit classes at your daughter's or son's school.

*Si tiene cualquier pregunta, por favor hágaselas llegar al maestro(a) o al directivo a cargo del Programa de Crédito Dual en la escuela de su hijo o hija.*

# Checklist for Students

#### Welcome to the El Paso Community College dual credit program. We know you want to succeed in any course you take. Below are listed some issues that could affect your performance in a dual credit class. If you have a problem in any of these areas, please contact your college instructor immediately and directly.

1. Because this is a college course, you will be treated as a college student and held to college standards, which are different from high school standards.
2. The syllabus contains information that you need to know about the course, such as assignments and activities, course textbooks, schedules and due dates, policies on late work and withdrawal from class. It is your responsibility to understand its content and keep up with the calendar. The syllabus is your instructional contract with EPCC.
3. As a college student, it is important that you familiarize yourself with EPCC's Student Code of Conduct, which may be found in the college catalogue. The code explains your rights as a student as well as your responsibilities.
4. Academic dishonesty of any kind, including plagiarism, can result in your receiving a failing grade for the assignment or test. And, depending on the severity of the particular incident, it could also result in your receiving an "F" in the course and other possible action from the high school and the College. See EPCC's Student Code of Conduct.
5. As a college student, you are expected to keep track of your own grades and progress throughout the semester.
6. If you have questions or problems in the course, contact your instructor. You will find the instructor’s office hours, and telephone number in the course syllabus.
7. If you have a concern regarding instructional issues in the course that you have not been able to resolve by first talking it over with your dual credit high school instructor’s, you have the right to present your grievance in writing to the dean of the discipline. The dean will facilitate further discussion between you and your instructor until the grievance is resolved. (See Student Rights in El Paso Community College's Student Code of Conduct, Part C: Academic-Related Grievances.)
8. For questions or problems concerning placement, attendance, drops, reinstatement, online course options, course transferability, personal issues related to your continuation in the online course, etc., contact the EPCC dual credit counselor for advice or assistance.
9. If you wish to withdraw from the course with a "W," consult your dual credit instructor for high school and El Paso Community withdrawal dates.
10. Time management is a valuable skill. On average, you should expect to work outside of the classroom six to nine hours per week per course. Manage your time wisely.

*Please read this checklist carefully and keep a copy.*

*Once again, welcome to El Paso Community College—the best place to start!*