

Dual Enrollment Reference Guide

2021-22 GUIDE FOR STUDENTS, PARENTS, FACULTY & ADMINISTRATION



**LAREDO
COLLEGE**

EST. 1947

www.laredo.edu/dual

1. Contact Information

Albert Hernandez, MPA, MA
Associate Dean of Dual Enrollment
albert.hernandez@laredo.edu
956-794-4113

Vicky Villalobos
Administrative Assistant
956-794-4113
vvillalobos@laredo.edu

Arnie Treviño
Assistant Director of Dual Enrollment
arnulfo.trevino@laredo.edu
956-721-5472
Serves high schools: Lyndon B Johnson HS/Early College HS/Biotechnology & Life Science
Innovation Academy Early College HS

Roxy Castillo
Dual Enrollment Coordinator
roxana.castillo@laredo.edu
956-794-4111
Serves high schools: Alexander HS & Martin HS/Cantu Early College HS

Edgar Gomez
Dual Enrollment Coordinator
edgar.gomez@laredo.edu
956-721-5130
Serves high schools: United South HS/United South High School Early College Academy, Nixon
HS/Business Industry & Public Service Early College Academy, Harmony School
Excellence/Harmony Early College HS

Rosa Santo
Dual Enrollment Coordinator
rosa.santos@laredo.edu
956-721-5150
Serves high schools: United HS, Cigarroa HS/Pathways in Technology Early College HS/Sabas
Perez Early College Academy

Rebecca Blevins
Dual Enrollment Coordinator
rebecca.blevins@laredo.edu
956-721-5157
Serves Schools: Zapata HS/Zapata Early College Academy, San Augustine HS, Bruni HS, Piedra
Angular Academic Ministries, Valdez HS & VMT HS.

Distribution Email address to all contacts listed above: dualenrollment@laredo.edu

2. What is Dual Enrollment

Dual Enrollment is an umbrella term used to describe students that are enrolled in college level course(s) while still classified as a high school student. Laredo College (LC) has three different models under Dual Enrollment, the first is **dual credit** which allows students to earn college credit used to satisfy course(s) requirements for high school graduation. College credit hours earned varies by the academic or workforce program selected by the school district along with the availability of courses at each of its campuses. The second model is the **early college** program that provides an opportunity for students to earn college credit leading to an Associates of Arts (AA), Associate of Science (AS) or an Associate of Applied Science (AAS) degree while the student is still classified as a high school student. Not all partnering school districts and high schools offer an early college program to their students but, those that do select the type of degree offered to their students. The final model is **early enrollment**, this model is for high school students not participating in a dual credit or early college program but, want to earn college credit only. The early enrollment model is an atypical model not in partnership with a particular school district, charter school or private school. Students following this model are responsible for full-tuition and fees.

LC has partnerships with local school districts and private schools to provide eligible high school students with the opportunity to earn college credits before high school graduation. LC complies with the Texas Administrative Code Title 19 Part 1 Chapter 4 Subchapter D Rule §4.85 requirement of courses offered for **dual credit** by public two-year associate degree granting institutions must be identified as college-level academic courses in the current edition of the Lower Division Academic Course Guide Manual or as college-level workforce education courses in the current edition of the Workforce Education Course Manual. Course offered for dual credit must be (1) in the core curriculum of the public institution of higher education providing the credit; (2) a career and technical education course; or (3) a foreign language course. Any college course for dual credit offered as part of an **early college** program must be a core curriculum course, a career and technical education course, a foreign language course, or a course that satisfies specific degree plan requirements leading to the completion of a certificate, Associate of Arts, Associate of Science, Associates of Applied Science degree. However, the school district makes the determination of which courses and the number of credits earned that will be applied as dual credit to replace the high school credit for both academic and workforce course offerings. Student must satisfy the minimum standards under the provisions of the Texas Success Initiative (TSI) or through waivers and exemptions allowed by the state, **Level I Workforce Certificates** are TSI exempt. Students who are enrolled in private or non-accredited secondary schools or who are home-schooled must satisfy the TSI College Readiness Standards. Student must meet all the college's regular prerequisite requirements designated for the dual credit course.

3. Benefits of Dual Enrollment

- a. Early access to a college education and college student support services.
- b. Experience early development of college level study habits and academic expectations.
- c. Supported exploration of college education interests.
- d. Earn college credit while in high school.
- e. Reduce duplication of course between high school and college curriculum applicable to Dual Credit and Early College courses.
- f. Time reduction needed to complete college educational goals.
- g. Cost savings of tuition, applicable fees and textbooks expenses making college more affordable.
- h. Facilitates the transition from high school to college.

4. Some Differences Between High School & College

High School	College
Teachers are certified educators that may or may not be experts in the subjects that they teach.	Professors are academic experts in the subject area that they teach in. They may also have done research in the field or may be professional practitioners in their discipline.
Classroom rules may include strict attendance policies, ask to be excused to leave the classroom etc.	Attendance rule may vary by college and program rules. Students are treated like adults regardless if the student is under 18 years of age.
Homework is usually done on a weekly basis with regularly scheduled assignments.	College assignments average about 4 test and a final exam. Some assignments do not carry a weighted grade.
Course & schedule selection is done by counselors.	Courses are part of a degree plan and schedule is built by the student. Changing degree plan may set the student back as courses may not be applicable. Some courses require pre-requisites. Student should seek advising from program department or academic advisors.
Notes and reteaching are provided by the teacher.	Notes are taken by the student and they are responsible for their own notes.
High administration tracks students' performance & work with teachers to give students multiple opportunities to improve grades.	Performance is up to the student & they should be proactive to discuss concerns with the professor. Grading methodology is determined by the instructor/instructional department & late work or make up assignments may not be allowed.
In high school students typically learn by listening & having multiple activities to support instruction. Reading may be done in group and classroom activities.	In college a significant portion of learning comes from reading assignments and further research of similar content. College material changes rapidly and concepts are more advance and difficult to follow.

5. Who Covers Tuition & Fee Expenses

a. College

- i. The Texas Administrative Code Title 19 Part 1 Chapter 4 Subchapter D Rule §4.85 provisions over dual credit state that public colleges may waive all or part of tuition and fees for a Texas high school student enrolled in a course for which the student may receive dual course credit.
- ii. The college has agreements with local school districts and private schools that provide tuition waivers or reduced tuition opportunities. School districts or private schools participating in a reduced tuition program may pass on the expense to the student. The college does not offer tuition waivers or reduced tuition directly to the student.

b. High School

- i. For more information regarding tuition and fees students should contact their high school dual enrollment representative.

6. FERPA

- a. Dual enrolled students are college students and FERPA gives parents certain rights with respect to their children's education records. These rights transfer to the student when he or she reaches the age of 18 or **enrolls** in college.

The Family Educational Rights and Privacy Act of 1974 protects the privacy of educational records, establishes the right of a student to inspect and review his/her educational record, and provides guidelines for the correction of inaccurate or misleading data. Laredo College complies with the provisions of this Act and informs students of their rights by publishing the general policy in the College Catalog and specific policy and procedure in the Student Handbook. Copies are available in the Registrars and Admissions Office.

Students have the right to file a complaint with the Family Educational Rights and Privacy Act (FERPA) Office concerning alleged failure by the College to comply with the Act.

Student information may be provided to parents/legal guardians without written consent by the student if the student is a financial dependent of his/her parents or legal guardian as defined under section 152 of the Internal Revenue Code of 1954.

The Registrars and Admissions Office maintains a Directory of Records which lists all educational records kept on students by this institution. All the rights and protections given students under FERPA belong to the student.

Parents of students under the age of 18 enrolled in high school and a postsecondary institution retain the rights under FERPA at the high school and may inspect, review, and request any records sent to the high school or shared with the high school by the postsecondary institution. However, a student attending a postsecondary institution - at any age - the rights under FERPA have transferred to the student. Laredo College will protect student's rights under FERPA, Laredo College must have written permission from the student in order to release any information from a student's education record. However, student information may be provided to parents/legal guardians without written consent by the student if the student is a financial dependent of his/her parents or legal guardian as defined under section 152 of the Internal Revenue Code of 1954.

7. Student Eligibility

- a. High School Eligibility
 - i. Each school district and private school establishes the eligibility criteria for dual credit, early college and other related dual enrollment programs. Typically, most local high schools require a grade point average of 85. Students should contact their high school dual enrollment representative to determine eligibility requirements pertaining to that campus and availability of programs.
- b. College Eligibility
 - i. To be eligible for enrollment in dual credit courses high school students must meet the college's admission criteria. This includes requiring students to have a processed admission application and enrollment packets along with the proper permission forms approved by the district and the college.

- ii. Any high school student can demonstrate eligibility to enroll in dual credit courses by meeting (1) Texas Success Initiative and dual credit standards; (2) LC's course placement requirements; and (3) high school grade point average of 85.
- iii. Students must meet all the college's regular academic prerequisite requirements for each designated dual credit course.
- iv. Effective 2015-16 school year as per House Bill 505 institutions of higher education to not limit the number of dual credit courses or hours in which a student may enroll while in high school or the grade level at which a high school student may be eligible to enroll in dual credit course. However, partnering school districts or private high schools may place limitations on selection of students and course availability.
- v. Students must remain in good academic standing at their high school and at LC while enrolled at both institutions. Students identified to not be in good academic standing will not be allowed to enroll for subsequent semesters. However, students have the option to submit an appeal form with credit hours limited to 7 credit hours. LC's Academic Standing procedures will apply to dual enrolled students. Each school district or private high school must approve enrollment for each regular school semester. Grades of "F" earned at LC and students with a GPA below a 2.0 will indicate that students are not in academic standing.

8. Texas Success Initiative (TSI)

- a. Students must demonstrate college readiness by achieving the minimum passing standards under the provisions of the Texas Success Initiative.
- b. A high school student is eligible to enroll in workforce education dual credit courses contained in a Level 1 certificate program, or a program leading to a credential of less than a Level 1 certificate, at a public junior college or public technical institute and shall not be required to provide demonstration of college readiness or dual credit enrollment eligibility.

9. Courses/Programs Are Available for Students

- a. College
 - i. Laredo College only offers dual credit courses that are identified as:
 - 1. College-level academic courses in the current edition of the Lower Division Academic Course Guide Manual
 - 2. College-level workforce education courses in the current edition of the Workforce Education Course Manual.
 - 3. Course offered for dual credit must be:
 - a. Part of the core curriculum of the public institution of higher education providing the credit.
 - b. Career and technical education course.
 - c. A foreign language course.
- b. High School
 - i. Each participating school district/high school campus or private school selects the college level academic or career technical courses to be offered to their student. The course selection may vary on several factors such as selection of courses to be applied as dual credit, availability of workforce/career technical educational programs, availability of high school instructors and availability of resources.

10. Transferability of Credits

- a. Courses listed in the "Course Descriptions" section of this catalog, which have a Texas Higher Education Coordinating Board (THECB) approval number, are generally acceptable for transfer to other Texas public institutions of higher education, provided that the earned grades are acceptable to the receiving institution. However, developmental courses do not transfer and are not applicable for degree credit. Courses without a THECB number transfer at the discretion of the receiving institution. LC accepts transfer credit from Texas public colleges in accordance with these provisions.

Students planning to transfer should consider completing the LC Core Curriculum or an Associate of Arts/Science Degree. Both programs will prepare students for transfer to a university.

Students should be mindful that each college or university determines its own list of courses required for a particular kind of degree which may vary from requirements set by other institutions. It is strongly recommended that students obtain a catalog from the college or university to which he/she expects to transfer. The catalog will list the courses required for the degree sought.

Academic and faculty advisors at LC are equipped to assist students in choosing courses that are both transferable and applicable to the program being sought. Students are also encouraged to use the online resources available on the Student Success Center transfer webpage.

As with any degree, students should avoid taking courses that are not required by their program of study. Doing so will lead to the accumulation of credits that may not be applicable toward degrees and may compromise future financial aid.

Students considering an Associate of Applied Science (A.A.S.) degrees or a Technical Vocational Certificates should know that these programs are designed for employment and career advancement opportunities. The degree and certificate coursework are drawn by the college through industry participation in advisory committees. These degrees and certificates help structure course sequencing that allows the learners to achieve a technical specialty. In some programs of study, articulated coursework may be recognized through articulations and limited number of course credits can also be transferred toward certain Baccalaureate Degree programs.

11. Secondary Education Partnerships

- a. The college has local agreements for dual credit with the following School Districts and private schools.
 - i. United ISD
 - ii. Laredo ISD
 - iii. Zapata County ISD
 - iv. Webb Consolidated ISD
 - v. San Augustine High School
 - vi. Piedra Angular Academic Ministries
 - vii. Harmony School of Excellence

12. Who Teaches Dual Enrollment Courses

- a. In accordance with the Texas Administrative Code Title 19 Part 1 Chapter 4 Subchapter D Rule §4.85:

- i. The college shall select instructors of dual credit courses. These instructors 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.
 - ii. The college shall supervise and evaluate instructors of dual credit courses using the same or comparable procedures used for faculty at the main campus of the college.
- b. While the school district may have eligible teachers meeting the college standards to teach college level courses the college does not select the high school teachers assigned on behalf of the high school to serve as adjunct faculty.
- c. High school faculty assigned and approved by the college to serve as adjunct faculty who do not receive the successful evaluations conducted by the college will not be renewed to continue serving as adjunct faculty.

13. Faculty

- a. Selection of Faculty
 - i. LC will select instructors for college level dual credit courses.
 - ii. Instructors must be regularly employed faculty members of LC or must be regularly employed high school faculty that meet the same standards (including minimal requirements of the Southern Association of Colleges and Schools) and approval procedures used by LC to select faculty responsible for teaching the same college level courses at the college.
 - iii. Dual credit students will evaluate their instructors using the same evaluation instruments and procedures that are used for faculty at LC.
 - iv. High school teachers selected to teach dual credit courses must meet the same approved criteria that LC uses for adjunct faculty.
 - v. Adjunct faculty although not eligible for tenure, adjunct faculty members are evaluated with the same instruments as all other faculty. Their evaluations consist of the following:
 - 1. Student evaluation of faculty conducted in every lecture and laboratory sections, as appropriate, every semester and summer session. These student evaluations are conducted at the end of the course in order to meet the requirements of Texas Education Code 51.974(h).
 - 2. Evaluation by the department chair based on the at least one class visit per semester. Additional class visits may be conducted at the discretion of the department chair or dean.

An evaluation by a tenured peer at the request of the faculty member may also be conducted for self-improvement but shall not be part of the formal process.
- b. Faculty Roles
 - i. Full-time & Adjunct

All faculty (full-time, adjunct, high school adjunct) report to their Department Chairperson and/or Dean of the Division, faculty are expected to:

 - 1. Develop course/program curriculum to address the particular area of

2. Instruction.
3. Prepare lesson plans, course syllabi, and Course Verification Forms (certified rosters).
4. Keep accurate attendance records.
5. Submit required paperwork in a timely manner.
6. Participate on in-service training activities offered by the department.
7. Work a flexible schedule as determined by instructional activities.
8. Coordinate instructional activities with other faculty/staff in order to plan and promote the most effective instructional programs possible.
9. Perform other duties assigned by the Department Chair, Dean of the Division, Provost/Vice President of Academic Affairs and/or President.
10. Maintain communication with high school teacher counterpart and share student progress, grades and provide access to Canvas or other instructional platforms such as mymathlab or other related e-access platforms.

ii. High School Adjunct

1. High school teachers approved to serve as adjunct faculty for dual credit courses follow the same procedures expected of adjunct faculty however, there is no compensation provided by the college. High school adjuncts remain employees of their high school/school districts but, must abide by the college's policy, procedures and instructional expectations outlined in their job description. Failure to comply with the college's standard could result in termination of High School Adjunct status.

iii. High School Teacher Roles (non-college faculty)

1. Teachers assigned by their high school campus are expected to provide instructional support to the students. For specific expectations and duties, teachers should their campus dual enrollment representative.

15. Course Curriculum, Instruction, and Grading.

- a. The college shall ensure that a dual credit course and the corresponding course offered at the main campus of the college are equivalent with respect to the curriculum, materials, instruction, and method/rigor of student evaluation. These standards must be upheld regardless of the student composition of the class.

16. Where Are Courses Taught

- a. Dual credit courses may be taught on the college campus or on the high school campus. For dual credit courses taught exclusively to high school students on the high school campus and for dual credit courses taught electronically, public colleges shall comply with applicable rules and procedures for offering courses at a distance in. In addition, dual credit courses taught electronically shall comply with the Board's adopted Principles of Good Practice for Courses Offered Electronically.

17. Academic Policies and Student Support Services.

- a. Regular academic policies applicable to courses taught at the college's main campus must also apply to dual credit courses. These policies could include the appeal process for disputed grades, drop policy, the communication of grading policy to students, when the syllabus must be distributed, etc.
- b. Students in dual credit courses must be eligible to utilize the same or comparable support services that are afforded college students on the main campus. The college is responsible

for ensuring timely and efficient access to such services (e.g., academic advising and counseling), to learning materials (e.g., library resources), and to other benefits for which the student may be eligible.

- c. The College District's primary concern is the student. It attempts to provide for all students an environment that is conducive to academic endeavor, social growth, and individual self-discipline. The College District presumes that the student has an earnest purpose and studious and courteous habits, and this presumption in the student's favor continues until, by the neglect of duty or misconduct, the student reverses it. Every student is expected to obey all federal, state, and local laws and College District regulations and is expected to familiarize himself or herself with the requirements of such laws. Any student who violates any provision of those laws shall be subject to disciplinary action, including expulsion, notwithstanding any action taken by civil authorities on account of the violation. The College District reaffirms to each student the privilege of exercising his or her rights of citizenship under the Constitution of the United States. Special care shall be taken to ensure due process and to spell out defined routes of appeal when a student feels his or her rights have been violated.
- d. Each student is expected to be fully acquainted with all published policies, rules, and regulations of the College District, copies of which shall be available to each student for review in the LC Catalog, Student Handbook, and Manual of Policy, each of which can be viewed on-line or at the office of the associate vice president for student services. The College District will hold each student responsible for compliance with these policies, rules, and regulations.

18. Course Curriculum, Instruction, & Grades

- a. College
 - i. The college shall ensure that a dual credit course and the corresponding course offered at the main campus of the college are equivalent with respect to the curriculum, textbooks, materials, instruction, and method/rigor of student evaluation.
 - ii. A student who wishes to question a grade received for a class should first discuss the situation with the instructor of record who issued the grade. If the issue is not resolved, the student should contact the appropriate Department Chairperson to review the concern. If the student is not satisfied with the Department Chairperson's decision, the student may contact the appropriate Dean of Instruction for assistance. If necessary, the student may request a review by the Provost/Vice President of Academic Affairs after all other avenues have been exhausted. Established departmental policies will be utilized to resolve concerns related to grades received for a class.
- b. High School
 - i. Students should contact their high school dual enrollment representative to determine if students will be provided with the college level textbooks, e-books, or e-access codes or if students are responsible to obtain their own.
 - ii. Students should contact their high school dual enrollment representative to determine how the college credit is weighted and applied to the high school credit and grades.

19. Course Withdrawals

- a. Students in Dual Enrollment courses regardless of the instructional modality must initiate the drop or withdrawal process through their high school guidance counselors.

- b. Students dropped from a course prior to the census date (6th class date for an 8 week course and 12th class date from a 16 week course) are removed from the transcript as if the student had never been enrolled in the course.
- c. Students dropped from a course after the census period will receive “W” on the student’s transcripts.
- d. Students must be mindful that although still high school students, dual enrolled courses are college courses and the student is starting a college record of courses documented on their transcripts.

20. Advising, Career and Transfer Center

- a. College
 - i. Dual Enrolled students needing services are eligible like any other college student for services regarding advising, careers and transferring to another institution.
 - ii. The Advising, Career & Transfer (ACT) Center is committed to helping students address their advising, career, and transfer needs. Our friendly staff encourages personal, academic, and professional growth by providing quality assistance.
 - iii. Our advising and transfer services are designed to help students create a realistic and attainable academic plan so that they can achieve their goal of earning a degree and perhaps transferring to a university to expand their studies.
 - iv. Our career services and resources are intended to assist students with career exploration, workforce readiness, and job search.
 - v. Contact information

Email: advisingcenter@laredo.edu

Website: www.laredo.edu/ssc

Fort McIntosh Campus
 Lerma Peña Building Rm 201
 West End Washington St.
 Laredo, TX 78040
 956-721-5153

South Campus
 Billy Hall Student Center Rm A131
 5500 South Zapata Hwy
 Laredo, TX 78046
 956-794-4135

- b. High School
 - i. High school programs may include a select choice of degree plans available to their students depending on the programs offered to their students. Such programs may vary from school to school within a district. Students are encouraged to visit with their high school representative regarding dual enrollment programs for further information
 - ii. Students taking additional courses outside of the school course offerings are encouraged to seek advising from the College. Students in their senior year of high school are encouraged to seek advising from the College to either continue with their coursework to complete their degree plan or transfer to another institution.

21. Special Services & Counseling Center (Student Accommodations)

- a) College
 - i. Dual Enrolled students needing services are eligible like any other college student for services regarding advising, careers and transferring to another institution.
 - ii. Special Services

Students with disabilities needing accommodations should contact the Special Services Counselor at the Special Services and Counseling Center as soon as possible as timely notice is needed to coordinate services. The Special Services and Counseling Center focuses on being supportive and targets a population that may find it more difficult than the traditional student to succeed in a college setting.

iii. Counseling Services

Laredo College counselors are available to help students adjust to the demands of higher education while fostering and promoting the intellectual, emotional, social and cultural development of students. By utilizing a variety of college services, online resources, and community referrals, counselors provide students with the support and guidance needed to ensure a healthy and enriching college experience. Students needing counseling should call the Special Services and Counseling Center for an appointment. Walk-ins are also welcome.

iv.

i. Contact information

Email: SpecialServicesandCounselingCenter@laredo.edu

Website: **TBD**

Fort McIntosh Campus
Kazen Center Rm 132
West End Washington St.
Laredo, TX 78040
956-721-5137

South Campus
Advanced Technology Center C156
5500 South Zapata Hwy
Laredo, TX 78046
956-721-5137

b. High School

- i. Students should contact their high school dual enrollment representative to determine how the high school will support the student to ensure that appropriate accommodations eligible for college level courses are requests.