



Dreams. Delivered.

August 28, 2019

Dr. Marc Puig
Beeville Independent School District
201 N. St. Mary's Street
Beeville, TX 78102

Dear Dr. Puig,

In preparation for the 2019-2020 academic year, we are sending you the *Early College Program Memorandum of Understanding*. This partnership agreement defines the roles, responsibilities, and the expectations of our respective institutions as they are to align with HB1638 State Goals passed in Fall 2018. Some of its topics include:

- Eligible Courses
- Student Eligibility
- Location of Classes
- Student Composition of the Class
- Faculty Selection, Supervision, and Evaluation
- Course Curriculum, Alignment, Instruction, and Grading
- Academic Policies and Student Support Services
- Courses of Study
- Funding
- And more

We have enclosed two original agreements executed by Del Mar College. Please sign both agreements, return one in the enclosed self-addressed stamped envelope provided for your convenience, and keep the second original for your files.

For further information related to dual credit and/or the Early College Program, you may contact Mr. Robert Montez, Del Mar College Early College Programs Director, by phone at (361) 698-1634 or via email at rmontez8@delmar.edu.

Del Mar College appreciates your commitment to this Program and looks forward to another successful academic year.

Sincerely,

A handwritten signature in blue ink, appearing to read 'Beth Lewis'.

Dr. Beth Lewis
Executive Vice President and Chief Academic Officer

Enclosures

**MEMORANDUM OF UNDERSTANDING
BETWEEN DEL MAR COLLEGE DISTRICT AND BEEVILLE INDEPENDENT SCHOOL
DISTRICT
DUAL CREDIT & CONTINUING EDUCATION PROGRAMS**

Del Mar College (DMC) and Beeville Independent School District (BISD) enter into this Memorandum of Understanding and Articulation Agreement (collectively hereinafter "Agreement") concerning the concurrent enrollment of students at BISD and DMC for simultaneous academic high school and college credit and continuing education programming.

This Agreement defines the roles, responsibilities, and expectations of DMC and BISD for dual credit and continuing education. In accordance with HB1638, those elements of this MOU specifically aligning with state dual credit goals (SDCG) are outlined in Appendix I and are identified as such.

NOW, THEREFORE, for and in consideration of the foregoing, and in further consideration of mutual benefits, the parties to the agreement, BISD and DMC, agree as follows:

I. ELIGIBLE COURSES

- A. Courses offered by the College for dual credit must be identified as college-level academic courses in the current edition of the Lower Division Academic Course Guide Manual (ACGM), or as college-level workforce education courses in the current edition of the Workforce Education Course Manual (WECM) adopted by the Texas Higher Education Coordinating Board.
- B. DMC does not offer remedial and developmental courses for dual credit.
- C. DMC and BISD enter an agreement of allowing students to enroll in courses leading to a State board approved certificate, AA, AS, or AAS degree program as defined in Title 19, part 1, Chapter 9 Subchapter A, Rule 9.1-Definitions Administrative Code. Expansion of the courses and programs offered at a location are subject to the policies and deadlines of the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC). DMC must seek approval from SACSCOC to offer 50% or more of a certificate or degree at a location based on the following SACSCOC deadlines: to expand or start a new program in the Fall, the proposal must be submitted to SACSCOC by January 1. To expand or start a new program in the Spring, the proposal must be submitted to SACSCOC by July 1. DMC must be given at least 30 days' notice in order to research, write, and process the proposal before submitting it to SACSCOC by their deadlines. Requests are processed in the order in which they are received from all DMC locations.
- D. Continuing education courses may be offered for select career and technical education and/or workforce education related programs of study in accordance to the current edition of the Workforce Education Course Manual (WECM) and as prescribed by the Texas Higher Education Coordinating Board's rules and policies.

II. PARTNERSHIP RESPONSIBILITIES (SDCG-1, 2 & 3)

- A. DMC and BISD will collaborate on the following requirements as per the State goals mandated in HB1638:
 - 1. DMC hosting updated "Dual Credit 101" and continuing education orientation sessions for BISD high school counselors;
 - 2. DMC and BISD posting dual credit information on their individual webpages reflecting the most current information;
 - 3. DMC and BISD creating a marketing campaign on dual credit and continuing education benefits.
 - 4. DMC and BISD documenting and summarizing outreach efforts.
 - 5. DMC and BISD ensuring student college readiness with respect to qualifying for and succeeding in entry-level, credit-bearing college courses leading to an associate or certificate without the need for remedial or developmental course work.

- B. **DMC** and **BISD** will collaborate to provide a course equivalency crosswalk or other method of equating high school courses with continuing education courses and college courses that identifies the number of credits that may be earned for each course completed through the dual credit (refer to Appendix II) or continuing education Program.
- C. If the **ISD** is requesting a letter of support from **DMC**, the **ISD** must provide **DMC** a complete application for review at least 10 working days prior to any grant deadline.

III. STUDENT ELIGIBILITY FOR DUAL CREDIT

DMC requires **BISD**'s dual credit students to follow the College's enrollment procedures, guidelines, deadlines, and regular prerequisite requirements designated for that course (e.g. minimum scores on a specified placement test, minimum grade in a specified previous course, etc.). The Executive Vice President & Chief Academic Officer at **DMC** and the **BISD** high school principal must approve the application. A **BISD** high school student is eligible to enroll in:

- A. **DMC** academic dual credit courses if the student:
 - 1. Demonstrates college readiness for reading, writing, and/or math intensive courses by achieving the minimum passing standards under the provisions of the Texas Success Initiative authorized by Texas Education Code Sec. 51.333 and specified in Texas Administrative Code, Chapter 4, Subchapter C, Section 4.57 as follows: Reading-351, Math-350, Writing - a placement score of at least 340 and an essay score of at least 4 or a placement score of less than 340 and an ABE Diagnostic level of at least 4 and an essay score of at least 5; or
 - 2. The student achieves a score of 4000 on the English II STAAR EOC and/or a score of 4000 on the Algebra I STAAR EOC and in conjunction, a passing grade in the Algebra II course relevant to the courses to be attempted; or
 - 3. On a PSAT/NMSQT exam administered on or after October 15, 2015, the student achieves a score of 460 on the evidence-based reading and writing test and/or a score of 510 on the mathematics test relevant to the courses to be attempted; or
 - 4. The student achieves a composite score of 23 on the PLAN with a 19 or higher in mathematics and/or English, or a mathematics score of 431 and/or an English score of 435 on the ACT-Aspire relevant to the course to be attempted; or
 - 5. On an SAT taken on or after March 5, 2016, and taken within 5 years from the testing date, the student must achieve a 480+ on evidence-based Reading and Writing and a 530+ in Mathematics.
- B. 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, shall not be required to provide demonstration of college readiness or dual credit enrollment eligibility.
- C. **DMC** workforce education dual credit courses contained in a Level 2 certificate or applied associate degree program must meet the following conditions:
 - 1. Demonstrates college readiness for reading, writing, and/or math intensive courses by achieving the minimum passing standards under the provisions of the Texas Success Initiative authorized by Texas Education Code Sec. 51.333 and specified in Texas Administrative Code, Chapter 4, Subchapter C, Section 4.57 as follows: Reading-351, Math-350, Writing - a placement score of at least 340 and an essay score of at least 4 or a placement score of less than 340 and an ABE Diagnostic level of at least 4 and an essay score of at least 5; or
 - 2. The student achieves a score of 4000 on the English II STAAR EOC and/or a score of 4000 on the Algebra I STAAR EOC and in conjunction, a passing grade in the Algebra II course relevant to the courses to be attempted; or

3. On a PSAT/NMSQT exam administered on or after October 15, 2015, the student achieves a score of 460 on the evidence-based reading and writing test and/or a score of 510 on the mathematics test relevant to the courses to be attempted; or
 4. The student achieves a composite score of 23 on the PLAN with a 19 or higher in mathematics and/or English, or a mathematics score of 431 and/or an English score of 435 on the ACT-Aspire relevant to the course to be attempted.
 5. On an SAT taken on or after March 5, 2016, and taken within 5 years from the testing date, the student must achieve a 480+ on evidence-based Reading and Writing and a 530+ in Mathematics.
- D. A **BISD** student who is exempt from taking STAAR EOC assessments may be otherwise evaluated by an institution to determine eligibility for enrolling in workforce education dual credit courses.
 - E. **BISD** shall assess each student for college readiness to engage in any college-level curriculum offered for college credit prior to the student's enrollment in such curriculum.
 - F. For this assessment, **BISD** may use any instrument otherwise approved by the Board for Texas Success Initiative purposes in accordance with §4.54 (relating to Exemptions, Exceptions, and Waivers), §4.56 (relating to Assessment Instrument), and §4.57 (relating to College Ready and Adult Basic Education (ABE) Standards) of the Texas Administrative Code.
 - G. After assessment, **BISD**, using guidelines established by **DMC**, shall determine what forms of assistance and remediation, if any, are necessary prior to a student's enrollment in any college-level curriculum based on the results of the assessment and other indicators of student readiness.
 - H. **DMC** may impose additional requirements for enrollment in courses for dual credit that do not conflict with this section.
 - I. **DMC** is not required, under the provisions of this section, to offer dual credit courses for high school students.

IV. CONTINUING EDUCATION ENROLLMENT PROCEDURES

Students must complete and/or submit all original documents to the Continuing Education Department at **DMC**. All original documents shall remain with the Continuing Education Department at **DMC**. Once eligibility is determined, eligible students will be allowed to register. A **BISD** student will need to complete the following procedures:

1. Complete a **DMC** Registration Form, which must be signed by the student, parent/guardian, high school counselor/principal and a **DMC** official;
2. For specialized programs, complete an application packet and provide requested documentation (varies by program).

V. LOCATION OF CLASS

Dual credit and continuing education courses may be taught at the following locations with the following provisions:

- A. The **BISD** high school campus: **BISD** will work with **DMC** to ensure that the high school's facilities meet the expectations and criteria required for college classes, and are appropriate for college-level instruction which include the following:
 1. ensure that College faculty and dual credit and continuing education students have appropriate access to available instructional resources and essential technology;
 2. permit access to the College's electronic learning resources;
 3. for high schools offering science courses, the schools shall meet the laboratory safety standards and have material/equipment that comply with the College's science course program requirements;

4. schedule courses to meet state-mandated contact hours required for college and continuing education courses;
 5. designate a classroom for the College dual credit and continuing education classes;
 6. display the signs provided by DMC outside of the classroom that indicate "College Course is in Session";
 7. assure no interruptions take place in the College dual credit or continuing education class while in session, such as removing students for high school activities.
- B. **DMC Campus(es) and Center(s):** DMC may offer dual credit and continuing education courses at any of the following locations:
1. East Campus
 2. West Campus
 3. Northwest Center
 4. Center for Economic Development
 5. Any official DMC Off-Campus Facility
- C. **Electronically online**
1. **DMC will:**
 - a. comply with the standards and criteria of the Southern Association of Colleges and Schools Commission on Colleges; (SDCG-4)
 - b. adhere to criteria outlined in the Principles of Good Practice for Academic Degree and Certificate Programs and Credit Courses Offered Electronically; (SDCG-4)
 - c. provide students with academic support services appropriate for distance education, such as advising, career counseling, library, and other learning resources; (SDCG-3)
 - d. provide online technical support via the Del Mar College Help Desk during its regularly scheduled operating hours; (SDCG-3)
 - e. use the College's approved Learning Management System; (SDCG-3)
 - f. offer support and training for high school online course facilitators; and,
 - g. provide BISS access to monitor student completion of the College's approved Learning Management System student orientation module/course.
 2. **BISS will:**
 - a. ensure that students who enroll in online courses complete the College's approved Learning Management System's online student orientation module/course prior to enrollment to measure student readiness; and, (SDCG-3)
 - b. provide trained, online facilitators for courses that are offered online.
 - c. provide appropriate equipment (computer, mouse, webcam, etc.) and network access to allow for students to participate in online course.
 - d. ensure that district networks and network security will allow students to access all DMC library and learning support services electronically via the district's network.

VI. STUDENT COMPOSITION OF CLASS

Dual credit courses may be composed of the following:

- A. **Dual credit students only**
 1. **BISS will ensure a minimum and maximum number of enrollments mutually agreed upon by BISS and DMC's Executive Vice President & Chief Academic Officer. (for courses taught at the BISS campus by DMC faculty)**
- B. **Dual credit and college students.**
- C. **Mixed dual and high school students only under the following conditions:**

1. if the course involved is required for completion under the State Board of Education High School Program graduation requirements, and the high school involved is otherwise unable to offer such a course; or,
2. if the high school credit-only students are College Board Advanced Placement students; or,
3. if the course is a career and technology/college workforce education, continuing education course and the high school credit-only students are earning articulated college credit.

If a **BISD** high school enrolls non-dual credit high school students in a dual credit course, the high school must submit a memo with subject line "Course Exception Report Memorandum" to the College by Census Day (as defined by **DMC**). The report will include the name of the students, student ID numbers, the applicable exception and justification. **BISD** high school must notify both students and parents that the student has been enrolled in the class for high school credit only and will not receive college credit.

VII. FACULTY SELECTION, SUPERVISION, AND EVALUATION

DMC shall select instructors of dual credit and continuing education 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. Each approved dual credit or continuing education faculty member will be supervised by **DMC**'s respective department chair or designee. (**SDCG-4**)

A. **BISD will:**

1. For **BISD**-employed faculty (hereby referred to as "embedded"):
 - a. assist in identifying potential dual credit and continuing education faculty;
 - b. notify **DMC** of any embedded faculty changes or absences to ensure that credentialed faculty instruct the course during the embedded faculty member's absence;
 - c. allow release time from **BISD** duties to attend the announced dual credit or continuing education professional development trainings and required College instructional departmental meetings provided by **DMC** (**SDCG-Requirement**)
2. For **DMC**-employed faculty and adjuncts who teach at the high school campus (hereby referred to as "on-site"):
 - a. ensure that **DMC** on-site faculty meet **BISD**'s background screening requirements and comply with required codes of conduct for public school educators; and
 - b. provide faculty orientation prior to the start of the new academic year to discuss issues including, but not limited to, campus protocols, classroom assignments, equipment, network access, computer usage, safety, testing, special events, and points of contact.

B. **DMC will:**

1. For embedded faculty: provide training, points of contact, and administrative support relevant to faculty duties including certifying class rolls, submitting class rosters by **DMC**'s Census Day (as defined by **DMC**), submitting online grades, etc.;
2. For on-site faculty:
 - a. contact **BISD**'s dual credit or continuing education point of contact for faculty absences;
 - b. provide support via an assigned Dual Credit or Continuing Education Coordinator.

VIII. COURSE CURRICULUM, INSTRUCTION, GRADING AND TESTING

- A. **DMC** shall ensure that a dual credit or continuing education course is equivalent to the corresponding course offered at the campus of the College 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. **(SDCG-4)**
- B. Dual credit and continuing education courses provide advanced academic instruction beyond, or in greater depth than, the Texas Essential Knowledge and Skills (TEKS) for a corresponding high school course.
- C. **Instructional Calendar**
 - 1. Dual credit and continuing education classes will follow the **DMC's** Academic Calendar.
 - 2. Exceptions may be arranged through collaboration between the Early College Programs or Continuing Education Office and **BISD**.
- D. **Instructional Materials: Textbooks and Supplemental Materials**
 - 1. Students or **BISD** will be responsible for purchasing all textbooks, equipment, and supplemental materials required for dual credit and continuing education classes. **(SDCG- Requirement)**
 - 2. **DMC** will make every effort to use the same College-approved textbooks for three (3) years based on the **DMC** department's current cycle. Chairs or the Director of Continuing Education may require a change of textbooks earlier than three (3) years if the textbooks are for technology-based courses.
 - 3. **BISD** shall make textbooks and materials to students available on the first class day.
 - 4. Exceptions must be discussed with the Early College Programs or Continuing Education Director and the College Department Chair.
- E. **Grading**
 - 1. All dual credit and continuing education faculty will follow the grading criteria in the department-approved syllabus. **(SDCG-4)**
 - 2. **DMC** will provide **BISD** midterm and end-of-semester numeric grades electronically via a secured network for dual credit and continuing education courses.
 - 3. For Dual Credit courses, **BISD** will submit final semester letter grades according to **DMC's** electronic grade submission protocol by the agreed upon date.
- F. **Online Testing**
 - 1. **BISD** will provide proctors for all **DMC** online exams throughout the fall and spring semesters.
 - 2. All test proctors must be employees of **BISD** and cannot be students, mentors, or other non-employee volunteers.
 - 3. All testing proctors/facilitators must validate the identity of each student prior to the start of each exam. Each student is required to show a valid ID such as a current school ID, state-issued ID, or passport. If a student does not have an ID, the test will not be administered.
 - 4. All **BISD** students are required to sign in with the test proctor/facilitator before the start of the exam. **BISD** proctors/facilitators will provide a separate sign-in sheet for each exam/class/instructor. The sign-in sheet will include the time and date of the exam.
 - 5. **BISD** facilitators will submit scanned copies of all exam sign-in sheets to the **DMC** instructor of record and eLearning (dcproctor@delmar.edu) by email no later than 48 hours after the exam.
 - 6. Each proctor will assist in keeping the academic integrity of the course and exams. This means maintaining an environment that fosters the prevention of plagiarism, collusion, or cheating.

7. Proctors will make allowances for additional testing materials and accessibility accommodations.

IX. ACADEMIC POLICIES AND STUDENT SUPPORT SERVICES

- A. Regular academic policies applicable to courses taught at **DMC's** campuses must also apply to dual credit and continuing education courses taught at the **BISD** campus. These policies include the appeal process for disputed grades, drop policy, the communication of the grading policy to students, when the syllabus must be distributed, etc. (**SDCG-3**)
- B. Students requesting disability accommodations for TSI, continuing education and/or dual credit classes must schedule an intake appointment with **DMC's** Student Disability Service Office.
- C. Students must provide appropriate documentation such as assessment reports, letters from qualified evaluators and/or professionals, ARD, or 504 documents.

X. STUDENT ENROLLMENT AND ATTENDANCE

BISD will monitor student attendance according to their protocols; **DMC** will follow College Policy and course syllabi attendance requirements.

XI. COST/FINANCIAL ASSISTANCE

1. Courses that fall under the dual credit guidelines are eligible at a reduced tuition rate set by **DMC's** Board of Regents. (**SDCG- Requirement**)
2. Dual credit participating students are eligible to apply for **DMC** internal scholarships.
3. Tuition cost for continuing education courses will follow the current tuition and fee schedule for continuing education. Please note that additional fees may be applicable for background checks, drug testing, license testing, uniforms, supplies and tools/equipment. All tuition costs and associated fees are the responsibility of the student or **BISD**.
4. A \$1,500 annual fee will be incurred by **BISD** as an out-of-district cost and shall be paid to **DMC**.

XII. TRANSCRIPTING OF CREDIT

DMC and **BISD** will transcript dual credit and continuing education courses for both college credit and high school credit immediately upon student completion of the performance required in each course.

XIII. FUNDING

- A. The state funding for dual credit courses will be available to both public school districts and colleges based on the current funding rules of the State Board of Education and the Texas Higher Education Coordinating Board. (**SDCG-5**)
- B. **DMC** may only claim funding for students getting college credit in core curriculum, career and technical education, and foreign language dual credit courses. This provision does not apply to students enrolled in approved early college high school programs.
- C. For continuing education courses, **DMC** may only claim funding for students meeting the age and grade level policy requirements prescribed in 19 TAC §§9.112 - 9.117.
- D. All public colleges, universities, and health-related institutions may waive all or part of the tuition and fees for a Texas high school student enrolled in a course for which the student may receive dual course credit. (**SDCG- Requirement**)

XIV. CONDITIONS FOR RENEWAL AND TERMINATION

This Agreement will take effect on the date signed and will remain in effect upon the parties signing a "Letter of Notification" on an annual basis. DMC and BISD reserve the right to terminate this Agreement at the end of a semester by providing written notice to the other party at least sixty (60) days prior to the date of termination. Termination agreements will be agreed between both parties.

XV. NOTICES

All written notices provided to the parties pursuant to this Agreement shall be forwarded to each party at the address indicated below. Such notices shall be considered duly and properly given when delivered in person or actually received by either party via U.S. mail or any other delivery service provider.

XVI. MEDIATION

Except for the immediate remedy of injunctive relief, neither party will resort to litigation without first submitting any dispute regarding the subject matter of this Agreement to mediation.

XVII. GOVERNING LAW AND VENUE

The validity of this Agreement, and of its terms or provisions, as well as the rights and duties of the parties hereunder, shall be governed by the laws of the State of Texas. Any legal action brought in state court shall have venue in Nueces County, Texas.

XVIII. ENTIRE AGREEMENT

This Agreement supersedes any and all other agreements, either oral or written, between the parties hereto with respect to the subject matter hereof, and no other agreement, statement, or promise relating to the subject matter that is not contained herein shall be valid or binding.

XIX. EQUAL OPPORTUNITY

The parties shall provide all services and fulfill all obligations associated with the subject matter of this Agreement in compliance with the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972 (34 C.F.R. § 106, et seq.), and all other applicable anti-discrimination laws.

XX. LEGAL CONSTRUCTION

In case any one or more of the provisions contained in this Agreement shall for any reason be held to be invalid, illegal, or unenforceable in any respect, such invalidity, illegality, or unenforceability shall not affect any other provision hereof, and this Agreement shall be construed as if such invalid, illegal, or unenforceable provision had never been contained herein.

DEL MAR COLLEGE
101 Baldwin Boulevard
Corpus Christi, TX 78404-3897



Mark Escamilla, Ph.D.
President and CEO



Elizabeth Lewis, Ed.D.
Executive Vice President and Chief Academic Officer

8.28.19

Date

Aug. 28, 2019

Date

Beeville ISD
201 N. St. Mary's Street
Beeville, TX 78102

Dr. Marc A. Puig
Superintendent

Date

APPENDIX-I

HB 1638 requires that on or after September 1, 2018, any new, revised, or renewed dual credit MOU or articulation agreement must include the following:

- A description of how the goals of the dual credit program align with the statewide goals;
- A course equivalency crosswalk or other method of equating high school courses with college courses that identifies the number of credits that may be earned for each course completed through the dual credit program;
- A description of the academic supports and guidance that will be provided to students participating in the dual credit program;
- A description of the ISD and IHE respective roles and responsibilities in providing for and ensuring the quality and instructional rigor of the dual credit program; and
- A description of the sources of funding for dual credit courses offered under the program including, at a minimum, the sources of funding for tuition, transportation, and any required fees or textbooks for students participating in the dual credit program.

On or after September 1, 2018, and each subsequent year, all dual credit MOUs, regardless if new, revised, or renewed, must be posted each year to the ISDs and IHEs respective websites.

The statewide dual credit goals are as follows:

Goal 1: Independent school districts and institutions of higher education will implement purposeful and collaborative outreach efforts to inform all students and parents of the benefits and costs of dual credit, including enrollment and fee policies.

Goal 2: Dual credit programs will assist high school students in the successful transition to and acceleration through postsecondary education.

Goal 3: All dual credit students will receive academic and college readiness advising with access to student support services to bridge them successfully into college course completion.

Goal 4: The quality and rigor of dual credit courses will be sufficient to ensure student success in subsequent courses.

APPENDIX-II

DMC-BISD COURSE CROSSWALK

COURSE	COURSE TITLE	COLLEGE CREDIT HOURS	HS COURSE TITLE	HS CREDIT
ARTS-1301	Art Appreciation	3	Art 1	1
BIOL-1308	General Biology: Fundamentals of Cell Biology	3	Biology Dual	0.5
BIOL-2401	Human Anatomy and Physiology I	4	Anatomy and Physiology Dual	0.5
BIOL-2402	Human anatomy and Physiology II	4	Anatomy and Physiology Dual	0.5
ECON-2301	Principles of Macroeconomics	3	Economics Dual	0.5
ENGL-1301	Composition I	3	English 4 Dual A	0.5
ENGL-1302	Composition II	3	English 4 Dual B	0.5
ENGL-2322	British Literature I	3	English 4 Dual A	0.5
ENGL-2323	British Literature II	3	English 4 Dual B	0.5
ENGL-2327	American Literature I	3	Independent Study in English 1	0.5
GOVT-2305	Federal Government: Federal Constitution and Topics	3	U.S. Government Dual	0.5
GOVT-2306	Texas Government: Texas Constitution and Topics	3	Social Studies Advance Studies	0.5
HIST-1301	United States History I	3	U.S. History Dual	0.5
HIST-1302	United States History II	3	Statistics Dual	0.5
MATH-1314	College Algebra	3	Independent Study in Math 1	1
MATH-1316	Plane Trigonometry	3	Independent Study in Math 2	1
MATH-1324	Mathematics for Business and Social Sciences I	3	Independent Study in Math 1	1
MATH-1342	Elementary Statistical Methods	3	Statistics Dual	1
MUSI-1306	Music Appreciation	3	Music Appreciation 1	1
PHIL-2306	Introduction to Ethics	3	Special Topics in Social Studies	0.5
PSYC-2301	General Psychology	3	Psychology Dual	0.5
SOCI-1301	Introduction to Sociology	3	Sociology Dual	0.5
SPCH-1315	Fundamentals of Public Speaking	3	Communication Applications	0.5

**APPENDIX-III
DEL MAR COLLEGE RESOURCES**

ACADEMIC RESOURCES

Help Desk

Help Desk is the central point of contact for all computer, software, and web-related questions. We are here to serve students, faculty, and staff.

Students Support:

- Assist students with web navigation to course materials.
- Assist students with plug-in problem resolutions.
- Solve the browser's compatibility issues.
- Provide connectivity assistance.
- Get students started with course related application usage.
- Assist with Del Mar College campus equipment issues.

Wireless Internet-Students:

- Wireless access is available for all currently registered students. Students can now bring personal laptops to the campus and have access to the internet.
- Requirements: Must be currently enrolled student.
- Must have an anti-virus software that is current and up to date.
- Must have all Microsoft Window's critical updates completed.

Library

The Del Mar College Libraries located on the East and West campuses are dedicated to providing access to learning resources, promoting information literacy, fostering creative thinking and intellectual curiosity, and supporting lifelong learning opportunities for our community. Student learning is our highest priority.

Registrar Office

The office of the registrar can assist students with:

- Student academic actions including adding/dropping course sections
- Verification of enrollment
- Requests for official Del Mar College transcripts
- Evaluation and articulation of transfer credits
- Applying for Graduation
- Application for Reclassification of Residency
- Change of Major
- Personal Information Update

Student Engagement and Retention

The Department of Student Engagement Retention (SER) Services is part of the Division of Students Affairs and is under the direction of the Dean of Student Engagement and Retention. SER coordinates the efforts of multiple offices whose work involves support for students. These include Disability Services, Retention Services, Student Success Center, and Veterans Services.

In the spirit of providing our students a quality education, SER Office offers an appropriate array of support services and provides assistance to any student to identify options and resources to find a solution to their concerns and answer any questions.

The Office of the Dean of Student Engagement and Retention (SER) coordinates the Student Conduct Administration processes, serves as an advocate for students facing challenges to their success as students, and assist students in filing Student Complaints. We have staff ready to assist students, staff, faculty, family members, and community members with student issues and concerns.

Disability Services

Del Mar College faculty and staff in general — and the Disability Services Office (DSO) staff in particular — are committed to ensuring equal access to College services, programs, and activities for qualified students with disabilities in accordance with The Americans with Disabilities Act (ADA) of 1990, The ADA Amendments Act of 2008, Section 504 of the Rehabilitation Act of 1973, and applicable Texas state laws. As such, students shall not be excluded from participation in, denied the benefits of, or be subjected to discrimination under any program or activity of the College.

The mission of the DSO is to eliminate physical, instructional, and attitudinal barriers across the Del Mar College community by providing support services—including reasonable accommodations—to promote maximum academic potential, participation in the college experience, and self-sufficiency for students with disabilities.

Retention Services

Retention Case Managers (RCMs) incorporate multi-tier models of support - to include recovery programs and best-practice early alert warning systems - backed by appreciative advising theory with students experiencing situations that may impede academic success.

Student Self-Referrals:

Students experiencing situations that may be impeding their academic success - to include having difficulty in balancing life's priorities with the demands of attending college - are encouraged to contact the Office of Retention Services to schedule an appointment with a Case Manager.

Academic Recovery Program (ARP):

The ARP, RCMs employ an outreach/connection/triage/linkage/follow-up sequence across a Start Strong/Stay Strong/Finish Strong framework with students on academic probation or suspension (cumulative GPA below 2.0) to raise their GPA and attain "Good Scholastic Standing" with the College.

Student Success Center (SSC)

The Student Success Center (SSC) is located on the first floor of the St. Clair building on the East Campus. The SSC is committed to providing students with the facilities, resources and services designed to enhance learning. DMC students will find peer tutoring, workshops and seminars, and technology resources to assist them to succeed and promote positive learning outcomes. Supplemental Instruction (SI) is an additional service that is housed at the SSC.

Veterans Services

The mission of the Del Mar College Veterans Center is to provide services to Veterans, Active Service Members and dependents that will aid them in pursuing a quality education, workforce preparation and lifelong learning by providing guidance and assistance, awareness and recognition programs, and coordinating services to address the academic, financial, physical and social needs of students.

Testing Center

The mission of the Testing Center is to support student retention and success by providing various assessments and resources to students, prospective students and members of the community while maintaining an optimal testing environment.

TUTORING & LEARNING CENTERS

Foreign Languages Lab

The Languages Lab provides additional instruction in Spanish or French through tutoring, conversation sessions, computer software, and audio-visual materials for study or pleasure. The lab is open to any student or member of the community.

Each student in a foreign language course at the 1411 and 1412 levels is required to complete two hours of lab activities per week.

The Math Learning Center

The Math Learning Center (MLC) offers free math tutoring to Del Mar College students on a walk-in basis.

Our mission is to better prepare students to succeed in numerous math related classes and assist you in becoming a more confident, effective, and independent learner. The MLC's experienced tutors will improve student's knowledge and develop skills by encouraging and enabling students to do their own work through a collaborative and interactive process.

Speech Communication Center

The Speech Communication Center (SCC) provides instructional resources that aid students in the application of effective communication skills. Trained staff are available for one-on-one tutoring assistance in the entire speechmaking process, which includes researching, organizing, and practicing. In addition, the SCC's mission is to provide a non-threatening environment for clients to identify and practice effective interpersonal and group communication skills.

The SCC has multiple computers, video-viewing equipment, conference room, and practice/meeting rooms equipped with Destination units. Clients are aided in the creation of computer-generated visuals, and then have the opportunity to practice how to effectively incorporate visuals in speech delivery. An important step in the improvement of speaking skills involves using available camcorders to practice and then self-critique. The SCC also has numerous instructional videotapes/DVDs that cover specific communication content areas giving students the opportunity for additional clarification of information.

Stone Writing Center

The mission of the Stone Writing Center (SWC) is to help students and the community develop writing skills in communicating critical thought. The SWC supports student learning of grammar, composition, literature and research through instruction, resources, technology, and facilities.

Technology Resource Center (TRC)

The Technology Resource Center (TRC) provides student computer workstations for academic support and includes a variety of software programs and the Internet. The TRC also has a loaner program for laptops and graphing calculators for student checkouts. A valid Del Mar College ID card must be presented to checkout laptops and calculators. Students must be in good standing.