



ALAMO COLLEGES DISTRICT  
St. Philip's College

Office of the President

December 14, 2020

Dr. Belle Wheelan, President  
Southern Association of Colleges and Schools  
Commission on Colleges  
1866 Southern Lane  
Decatur, GA 30033

Dear Dr. Wheelan,

In accordance with the Southern Association of Colleges and Schools Commission on Colleges' *Principles of Accreditation: Foundations for Quality Enhancement*, St. Philip's College is pleased to request approval to offer students the opportunity to complete greater than 50% of the coursework required for an Associate of Arts at the following high school location:

**Ingram Tom Moore High School**  
510 Hwy. 39  
Ingram, TX 78025

We anticipate that greater than 50% of the necessary coursework leading to an Associate of Arts may be obtained by students beginning in the fall 2021 semester.

I look forward to continually working to ensure that St. Philip's College complies with all guidelines set forth by the Southern Association of Colleges and Schools Commission on Colleges. Please let me know if you have any questions or need any clarification.

Sincerely,

A handwritten signature in black ink that reads "Adena Williams Loston".

Adena Williams Loston, Ph.D.  
President

C: Melissa Guerrero, Ph.D., SACSCOC Accreditation Liaison, St. Philips College

Cover Sheet for Submission of <b>Substantive Changes Requiring Approval</b>	<b>COMPLETE ONE FORM PER PROSPECTUS OR APPLICATION SUBMITTED.</b> For questions about this form, contact the Substantive Change Office at 404.679.4501, ext. 4526, or email Dr. Kevin Sightler at ksightler@sacscoc.org	<i>Complete, attach to submission, and send to:</i> Dr. Belle Wheelan, President Southern Association of Colleges and Schools Commission on Colleges 1866 Southern Lane Decatur, GA 30033
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OFFICIAL NAME OF INSTITUTION <b>St. Philip's College</b>	MAIN CAMPUS CITY + STATE (OR NON-U.S. COUNTRY) <b>San Antonio, TX</b>
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Type of change (check the appropriate boxes)	SUBMISSION DATE (MM/DD/YYYY) <b>12/16/2020</b>	INTENDED STARTING DATE (MM/YYYY) <b>08/2021</b>
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<input type="checkbox"/>	New program at the current degree level that is a significant departure from current programs
	FULL NAME OF PROPOSED PROGRAM (E.G., CERTIFICATE IN CYBER SECURITY, BACHELOR OF SCIENCE IN CIVIL ENGINEERING)

<input checked="" type="checkbox"/>	New off-campus instructional site where 50% or more of a program's credits are offered
	SITE NAME <b>Ingram Tom Moore High School</b>
	CITY <b>Ingram</b>
	STATE <b>TX</b>
	STREET ADDRESS <b>510 Hwy 39</b>
	ZIP <b>78025</b>
	COUNTRY <b>USA</b>
	Will the site be a <b>branch campus?</b> (see Substantive Change Policy, p. 16, for definition) <input type="radio"/> Yes <input checked="" type="radio"/> No

<input type="checkbox"/>	Distance delivery: approval of the institution to offer 50% or more of programs electronically for the first time
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<input type="checkbox"/>	Competency-based educational program in which 50% or more of the credit is offered by direct assessment (see "Direct Assessment Competency-based Educational Programs" policy)
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<input type="checkbox"/>	Closing a program, instructional site, or institution
	Type of closure: <input type="checkbox"/> Program closure <input type="checkbox"/> Site closure <input type="checkbox"/> Institution closure

<input type="checkbox"/>	Degree Level Change (see Substantive Change Policy, p. 15, for definitions; for changes from Level III to IV and from Level V to VI, an Application is not required; contact Commission staff for guidance)
	FROM LEVEL
	TO LEVEL
	TO OFFER (E.G., BACHELOR OF SCIENCE IN COMPUTER SCIENCE)

<input type="checkbox"/>	Merger / consolidation, program acquisition, or site acquisition	NAMES AND ACCREDITORS OF ALL INSTITUTIONS
	DESCRIPTION	

<input type="checkbox"/>	Change of governance, ownership, control, or legal status	NAMES AND ACCREDITORS OF ALL INSTITUTIONS
	DESCRIPTION	

<input type="checkbox"/>	Other (PLEASE DESCRIBE)
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OFFICE USE ONLY	<input type="checkbox"/> On sanction   date imposed: _____ <input type="checkbox"/> Sanction recently removed for CR 2.11.1 or CS 3.10.1   date removed: _____	Institutional ID
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# ST. PHILIP'S COLLEGE

1801 Martin Luther King Drive, San Antonio, Texas 78203

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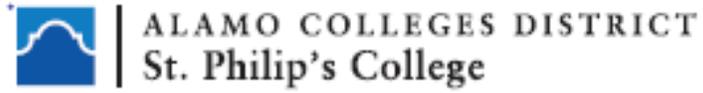
## SACSCOC Substantive Change Prospectus



Substantive Change Prospectus  
for approval of new off-campus instructional site

Prepared by St. Philip's College

Submitted to the Southern Association of Colleges and Schools  
Commission on Colleges



Substantive Change Prospectus  
Implementation of new off-campus instructional site (OCIS): Ingram Tom Moore High School

Prepared by St. Philip's College

Submitted to Southern Association of Colleges and Schools  
Commission on Colleges

December 14, 2020

**Contact for questions regarding the prospectus**

Dr. Melissa Guerrero  
Director, Institutional Planning, Research, and Effectiveness  
(210) 486-2897  
[mguerrero269@alamo.edu](mailto:mguerrero269@alamo.edu)

**List Degrees the institution is authorized to grant:**

- Associate of Arts
- Associate of Arts in Teaching - EC-6, 4-8, EC-12 Special Education FOS
- Associate of Arts in Teaching 7-12 and Other EC-12 FOS
- Associate of Science

St. Philip’s College is authorized to grant the **Associate of Applied Science** degree in the following areas:

Advanced Manufacturing Technology	General Motors Automotive Service Educational Program
Air Conditioning and Heating	Health Information Technology
Air Conditioning and Refrigeration	Histologic Technician
Aircraft Technician Airframe	Hospitality Management
Aircraft Technician Powerplant	Hotel Management
Automated Industrial Process	Information Technology Cybersecurity Specialist
Automotive Technology	Information Technology Network Administrator
Baking and Pastry Arts	Invasive Cardiovascular Technology
Biomedical Engineering Technology	Manufacturing Operations Technician
Bookkeeping Specialist	Medical Laboratory Technician
Business Management and Technology	Nursing: Career Mobility – LVN to RN/Military to RN
CISCO Networking and Integrated Systems	Occupational Therapy Assistant
CNC Manufacturing Technician	Office Systems Technology
Collision/Refinishing Technician	Physical Therapist Assistant
Computer Engineering Technology Technician	Power Generation and Alternative Energy
Construction Business Management	Radiography Technologist
Construction Technology	Respiratory Care Technology
Culinary Arts	Restaurant Management
Diagnostic Medical Sonography	Surgical Technology
Diesel Construction Equipment Technician	Vision Care Technology
Diesel/Light to Heavy Truck Technology	Web and Mobile Developer
Early Childhood and Family Studies	Welder/Welding Technologist
Electrical Trades	

St. Philip’s offers the following **Fields of Study (FOS)**:

- Biology FOS
- Business Administration and Management FOS
- Civil Engineering FOS

- Criminal Justice FOS
- Electrical Engineering FOS
- English Language & Literature FOS
- Mechanical Engineering FOS (Voluntary Transfer Compact)
- Mexican-American Studies FOS
- Music FOS
- Political Science FOS
- Psychology FOS
- Social Work FOS
- Sociology FOS

St. Philip’s College is authorized to grant **Level 2 Certificates** in the following programs/majors:

- Aircraft Mechanic Airframe
- Aircraft Mechanic Powerplant
- Automated Industrial Process Electronics Mechanic
- Baking Principles
- Catering Management
- Computer Engineering Technology Technician
- Culinary Studies
- Early Childhood and Family Studies
- Histologic Technician
- Hospitality Management Fundamentals
- Hotel Select Service Property Management
- HVAC Service
- Office Administration Specialist I (OAS)
- Payroll Specialist
- Power Generation and Alternative Energy
- Restaurant Supervision
- Vocational Nursing

St. Philip’s College is authorized to grant **Level 1 Certificates** in the following areas:

Advanced Diesel Heavy Equipment	Healthcare Technician: Phlebotomy
Aircraft Structures Mechanic	Hotel Rooms Division
Aircraft Turbine Mechanic	HVAC Installer
Artisan Breads & Specialty Desserts	HVAC Service
Automated Industrial Process Associate	Industrial Maintenance Assistant
Automotive Heating and Air Conditioning Specialist	Inert Gas GTAW/GMAW Welder (MSGW)
Automotive Performance Specialist	Information Technology Cybersecurity Specialist
Automotive Technology	Manufacturing Maintenance Associate
Baking Principles	Manufacturing Operations Maintenance Mechanic
Brake and Front End Specialist	MCSE: Server Infrastructure
Cake Decorating	Nurse Aide for Health Care
Catering Management	Office Applications Specialist (OAS)

Chocolates and Plated Desserts	Plumber's Helper
Cisco Systems Networking	Plumbing Trades
CNC Operator	Power Generation and Alternative Energy
Collision Technology	Principles of Hotel Food and Beverage Management
Computer Engineering Technology Assistant	Production Tool Operator / Maintenance Assistant
Construction Technology	Refinishing Technology
Culinary Studies	Refrigeration
Diesel Heavy Equipment	Restaurant Supervision
Diesel/Light to Heavy Truck Technology Brake and Front End Specialist	Small Business Management
Diesel/Light to Heavy Truck Technology	Structural/Pipe Layout
Electrical Trades Helper	Transmission Specialist
Electrical Trades	Web and Mobile Developer
GM Light Maintenance Repair	Welding Entry-level

St. Philip's College is authorized to grant **Occupational Skills Achievement Awards** in the following programs/majors:

Android Application Developer	Human Patient Simulation Technology
Basic HVAC Helper	Information Technology Specialist
Basic HVAC Installer	Leadership Theory & Practice
Cloud Computing	Microsoft Office Specialist
CompTIA Linux+ Certification Preparation	Power Generation and Alternative Energy
CompTIA Security + Certification Preparation	Project Management
Cyber First Responders	Retail Management
Diesel/Light to Heavy Truck Technology Mechanic Helper I	Social Media Specialist
Diesel/Light to Heavy Truck Technology Mechanic Helper II	Web Designer Apprentice I
Fundamentals of Business Communication	Web Designer Apprentice II

### Enhanced Skills Certificate

- Automotive Specialized Tuning and Enhancement Program
- Computed Tomography
- Healthcare Technology Management
- Magnetic Resonance Imaging
- Medical Imaging Technology

### Advanced Technical Certificate

- Cardiac Sonography

**List certificate, diploma and degree programs related to the proposed program**

Associate of Arts Degree

**List of existing approved 50% off-campus sites and their addresses**

<b>Name of Site</b>	<b>Physical Address (street, city, state, country) Do not include PO Boxes.</b>	<b>Courses and Programs</b>
St. Philip's College-Southwest Campus	800 Quintana Road San Antonio, TX 78211	General Academic Courses
Central Texas Technology Center (CTTC)	2189 FM 758 New Braunfels, TX 78130	General Academic and Vocational Courses
Memorial Early College High School with St. Philip's College	1419 N. Business IH-35 New Braunfels, TX 78130	General Academic Courses
Brackenridge Early College High School	4900 Eagleland Drive San Antonio, TX 78210	General Academic Courses
Seguin Early College High School	815 Lamar Street Seguin, TX 78155	General Academic Courses
Alamo Heights High School	6900 Broadway San Antonio, TX 78209	General Academic Courses
Bracken Christian Academy	670 Old Boerne Rd. Bulverde, TX 78163	General Academic Courses
Calvary Chapel Christian Academy	2935 Pat Booker Rd. Suite 118 Universal City, TX 78148	General Academic Courses
Canyon High School	1510 IH 35 North New Braunfels, TX 78130	General Academic Courses
Canyon Lake High School	8555 RM 32 Fischer, TX 78623	General Academic Courses
Career and Technical Education Center (formerly Automotive Technology Academy)	3736 Perrin Central, Bldg. #4 San Antonio, TX 78217	Vocational Courses
Samuel Clemens High School	1001 Elbel Road Schertz, TX 78154	General Academic Courses
Robert G. Cole High School	4001 Winans Rd. San Antonio, TX 78234	General Academic Courses
Cyber P-TECH USA at Sam Houston High School	4635 East Houston St. San Antonio, TX 78220  545 S. W.W. White Road San Antonio, TX 78220	General Academic and Vocational Courses
First Baptist Academy	1401 Pat Booker Road Universal City, TX 78148	General Academic Courses
Gloria Deo Academy	1100 Bulverde Rd. Bulverde, TX 78163	General Academic Courses
Highlands High School	3118 Elgin Ave San Antonio, TX 78210	Vocational Courses

Judson High School	9142 FM 78 Converse, TX 78109	General Academic, Technical and Vocational Courses
Sidney Lanier High School	1514 W. Cesar E. Chavez Blvd. San Antonio, TX 78207	General Academic Courses
La Vernia High School	225 Bluebonnet Rd. La Vernia, TX 78121	General Academic Courses
Lifegate Christian School	395 Lifegate Lane Seguin, TX 78155	General Academic Courses
Lytle High School	18975 W. Farm to Market 2790 S. Lytle, TX 78052	Vocational Courses
Navarro High School	6350 North State Hwy 123 Seguin, TX 78155	General Academic Courses
Poteet High School	800 Leming Road Poteet, TX 78065	Vocational Courses
Smithson Valley High School	14001 Hwy 46 West Spring Branch, TX 78070	General Academic Courses
Southside High School	19190 Hwy 281 South #2 San Antonio, TX 78221	Vocational Courses
Byron P. Steele II High School	1300 FM 1103 Cibolo, TX 78130	General Academic Courses
St. Gerard Catholic High School	521 South New Braunfels Avenue San Antonio, TX 78203	General Academic Courses
Stockdale High School	500 South 4th Street Stockdale, TX 78160	General Academic Courses
Trinity Christian Academy	5401 North Loop 1604 East San Antonio, TX 78247	General Academic Courses
Vanguard Christian Institute	43360 IH 10 West Boerne, TX 78006	General Academic Courses
Karen Wagner High School	3000 N. Foster Rd. San Antonio, TX 78244	General Academic Courses
Earl Warren High School (Construction Careers Academy)	9411 Military Drive West San Antonio, TX 78251	Vocational Courses

**List of existing 25% off-campus sites and their addresses**

Fort Sam Houston	Army Education Center Bldg. 2268, Rm. 207 2478 Stanley Road Fort Sam Houston, TX 78234	General Academic, Technical and Vocational Courses
Lackland Air Force Base	1550 Wurtsmith St. Lackland AFB, San Antonio, TX 78236	General Academic, Technical and Vocational Courses
Randolph Air Force Base	301 B Street West Randolph AFB, San Antonio, TX 78148	General Academic, Technical and Vocational Courses
Agape Christian Academy	La Vernia Christian Teaching Center	General Academic Courses

	10688 U.S. Hwy 87 West La Vernia, TX 78121	
Alamo University Center (AUC)	8300 Pat Booker Road Live Oak, TX 78233	Vocational Courses
Westside Education Training Center (WETC)	563 Southwest 40 <sup>th</sup> Street San Antonio, TX 78237	Vocational Courses
Bandera High School	474 Old San Antonio Hwy. Bandera, TX 78003	Vocational Courses
William J. Brennan High School	2400 Cottonwood Way San Antonio, TX 78253	Vocational Courses
Luther Burbank High School	1002 Edwards St. San Antonio, Texas 78204	Vocational Courses
Davenport High School	23255 FM 3009 San Antonio, TX 78266	General Academic Courses
East Central High School	7173 Farm to Market 1628 San Antonio, TX 78263	Vocational Courses
Thomas Edison High School	701 Santa Monica San Antonio, TX 78212	Vocational Courses
Floresville High School	1813 Tiger Lane Floresville, TX 78114	Vocational Courses
Harlandale High School	114 East Gerald Ave. San Antonio, TX 78214	Vocational Courses
Harmony Science Academy	8505 Lakeside Parkway San Antonio, TX 78245	Vocational Courses
Ingram Tom Moore High School	510 Hwy. 39 Ingram, TX 78025	General Academic Courses
John Jay High School	7611 Marbach Road San Antonio, TX 78227	Vocational Courses
Living Rock Academy	2500 Bulverde Rd. Bulverde, TX 78163	General Academic Courses
James Madison High School	5005 Stahl Rd. San Antonio, TX 78247	Vocational Courses
John Marshall High School	8000 Lobo Ln. San Antonio, TX 78240	Vocational Courses
McCollum High School	500 W. Formosa Blvd San Antonio, TX 78221	Vocational Courses
Memorial High School	1227 Memorial St. San Antonio, TX 78228	Vocational Courses
River City Christian School	5810 Blanco Road San Antonio, Texas 78216	General Academic Courses
San Antonio Christian High School	19202 Redland Rd. San Antonio, TX 78259	General Academic Courses
School of Excellence	Milton B. Lee Academy of Science and Engineering 1826 Basse Rd. San Antonio, TX 78213	General Academic Courses

School of Science and Technology	1450 North East Loop 410 San Antonio, TX 78209-1543	General Academic Courses
South San Antonio High School	7535 Barlite Blvd. San Antonio, TX 78224	Vocational Courses
Southwest High School	11914 Dragon Lane San Antonio, TX 78252	Vocational Courses
Southwest Preparatory School	1258 Austin Hwy., Bldg. 1 San Antonio, TX 78209  6535 Culebra Road San Antonio, TX 78238	General Academic Courses
Town East Christian High School	2030 Bible Street San Antonio, TX 78220	General Academic Courses
Veterans Memorial High School	7618 Evans Road San Antonio, TX 78266	General Academic Courses



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## **ABSTRACT**

St. Philip's College (SPC) Division of Arts & Sciences respectfully requests approval to expand the dual credit program with Ingram Tom Moore High School located at 510 Hwy 39, Ingram, TX 78025. The proposed expansion will offer the opportunity for students to achieve 50% of an Associate of Arts.

The planned implementation for this change is the Fall 2021 semester. It is projected that **Ingram Tom Moore High School** will eventually serve 350 students. The partnership between St. Philip's College and Ingram Tom Moore High School will be ongoing. The courses in this program will be held at the following off-campus site:

**Ingram Tom Moore High School**  
510 Hwy 39  
Ingram, TX 78025

The proposed Associate of Arts program will offer college classes at a lowered cost and meet a need in our service area. The program targets high school students who have an interest in acquiring an associate degree while pursuing a high school diploma. Not only will successful completion of the program reduce the time to complete a college degree and cost of higher education, this program also starts students on their path in an environment where they have added support systems in place.

Instructional delivery will be accomplished through a combination of face-to-face and online courses offered at Ingram Tom Moore High School.

### ***Institutional strengths that facilitate the offering of the proposed program***

1. Over 100 years of experience offering quality educational opportunities
2. Diversity – Dual federal designations as a Historically Black College or University (HBCU) and a Hispanic Serving Institution (HSI)
3. Outcomes for educational programs are identified, assessed, and used to provide evidence of improvement
4. Cyclical and systemic Planning, Budgeting and Assessment (PBA) Cycle
5. Annual Strategic Planning and Unit Planning Process
6. Long and healthy history of dual enrollment offerings across the service area including those with the school districts addressed in this prospectus
7. Highly qualified and experienced staff and faculty (SACSCOC, Comprehensive Standard 6.2.a)
8. Strong and substantive faculty development programs
9. Information technology support
10. Nurturing and supportive environment for students

## **DETERMINATION OF NEED/RELATIONSHIP TO SPC MISSION**

### **Background Information**

St. Philip's College is the only community college in the nation that is federally designated as a Historically Black College (HBCU) and a Hispanic-Serving Institution (HSI). St. Philip's College was founded in 1898 by the Episcopal Church as a sewing school for young black girls in the San Antonio area. From these humble beginnings, through extreme financial challenges during the depression, desegregation and the civil rights movement in the 1950s and 1960s, massive expansions in the 1970s,

and into the present, St. Philip’s College has become a pillar in the community and often is referred to as “a point of pride in the community.” Over the last 122 years and with the shift from parochial school to public institution, St. Philip’s College has developed a culture that respects diversity, provides a nurturing and supportive environment for students, and guides students toward academic excellence as well as development of marketable job skills.

Key educational programs, offerings, and services at St. Philip’s College include Associate Degree programs, Certificate programs, credit courses, and student support services. These educational programs, offerings, and services are vital for the institution to realize its vision and achieve its mission. St. Philip’s College Mission Statement reads:

St. Philip's College, founded in 1898, is a comprehensive public community college whose mission is to empower our diverse student population through educational achievement and career readiness. As a Historically Black College and Hispanic Serving Institution, St. Philip's College is a vital facet of the community, responding to the needs of a population rich in ethnic, cultural, and socio-economic diversity. St. Philip's College creates an environment fostering excellence in academic and technical achievement while expanding its commitment to opportunity and access.

Helping students gain individual economic independence, as well as supporting the community by being responsive to workforce demands is at the heart of St. Philip’s College culture. The importance of Associate Degree and Certificate programs in meeting the St. Philip’s College mission is substantial. Earning an associate degree or taking credit courses allows students an affordable pathway to transfer to a 4-year institution and/or to enter the workforce with skills to earn a living.

St. Philip’s College core competencies of quality instruction, student engagement, and community engagement are steeped within the mission. Quality instruction is imperative for St. Philip’s College to effectively respond to the needs of business and industry. Business stakeholders and constituencies depend on St. Philip’s College to provide a reliable workforce who are skillfully trained and intellectually ready to perform effectively on the job. Four-year colleges also depend on St. Philip’s College to adequately prepare students for transfer to their institutions academically ready to achieve success. The St. Philip’s College external community depends on St. Philip’s College to prepare residents for the workforce and academic opportunity, while empowering students through personal educational growth, ethical decision-making, career readiness, and community leadership.

**Key St. Philip’s College Goals and Strategic Objectives**

#	Goal	Strategic Objective
1	<b>Student Success</b>	Provide academic and student support and align labor market-based pathways to achieve student completion
2	<b>Leadership</b>	Provide opportunities for St. Philip’s College students and employees to develop as leaders
3	<b>Performance Excellence</b>	Continuously improve our employee, financial, technological, physical and other capacities to enhance efficiency and effectiveness

## DESCRIPTION OF THE SUBSTANTIVE CHANGE

This change will allow Ingram Tom Moore High School students to fulfill the course requirements and program level outcomes for an Associate of Arts Degree from St. Philip's College, while attending courses at the following location:

**Ingram Tom Moore High School (Ingram ISD)**  
**510 Hwy 39**  
**Ingram, Texas 78025**

Students who take college level courses at the above-listed high school have to meet the same requirements for admissions, curriculum, and graduation requirements as the general population of students who attend St. Philip's College. Students must meet the basic skill requirements and rigor for any college course they take, and must maintain a 2.0 GPA to graduate. Students enrolled in this program must meet the requirements to be enrolled according to the Memorandum of Understanding in place between *St. Philip's College – Alamo Colleges District and Ingram Tom Moore High School P-Tech in partnership with St. Philip's College*. (See Appendix A).

**Ingram Tom Moore High School** comes under the supervision of the Dean for Academic Success Creative and Communication Arts, Science and Technology and receives support from the Dual Credit programs, also under the Dean for Academic Success Creative and Communication Arts, Science and Technology. The Director of High School Programs, Student Support Services staff and relevant academic faculty serve as the college liaisons to area high schools and provide support by facilitating student advising, registering students for classes, coordinating acquisition of textbooks, posting grades, ensuring transcript availability, and ensuring oversight of the faculty and curriculum through the department chairs. The Dean and Director also work with key personnel at St. Philip's College to help arrange student support services such as Disability Services as well as access to library resources.

Faculty will be hired, if not currently employed, by Ingram Independent School District. St. Philip's College reviews faculty credentials to assure all faculty meet SACSCOC and local instructor credentialing requirements prior to teaching college level courses (2018 *Principles* 6.2.a). Once confirmed by St. Philip's College, faculty are considered adjunct faculty of St. Philip's College and participate in training and information sessions as do all other St. Philip's College adjuncts. Courses are taught with the same rigor as on-campus classes and students are assessed with the same student learning outcomes criteria as all other students attending St. Philip's College.

General Education Student Learning Outcomes at St. Philip's College are:

- Critical Thinking: Ability to use inquiry and analysis, evaluation and synthesis of information and creative thinking and innovation.
- Communication: Ability to develop, interpret and express ideas through effective written, oral and visual communication for various academic and professional contexts.
- Empirical and Quantitative Skills: Ability to manipulate and analyze numerical data or observable facts resulting in informed conclusions.
- Teamwork: Ability to work effectively with others to support a shared purpose or goal and consider different points of view.
- Social Responsibility: Ability to demonstrate intercultural competency, civic knowledge, and the ability to engage effectively in regional, national and global communities.

- Personal Responsibility: Ability to connect choices, actions and consequences to ethical decision-making.

Associate of Arts degree requirements are listed in Appendix B. Below is a proposal of courses students can take following SACSCOC approval and faculty vetting:

Proposed Course Offerings	
Fall	Spring
ENGL 1301 Composition I	ENGL 1302 Composition II
ENGL 2322 British Literature I Anglo Saxon through the Neoclassical	ENGL 2323 British Literature II: Romanticism to the Present
	MATH 1414 College Algebra (Precal Track)
	MATH 2412 Precalculus
MATH 2413 Calculus I	MATH 1342 Statistics
HIST 1301 United States History I	HIST 1302 United States History II
HIST 2321 World Civilizations I	HIST 2322 World Civilizations II
GOVT 2305 Federal Government	ECON 1301 Introduction to Economics
GOVT 2306 Texas Government	SPCH 1321 Public Speaking
BIOL 2306 Environmental Biology (lecture)	BIOL 1308 Biology for Non-Science Majors
BIOL 2401 Anatomy and Physiology I	BIOL 2402 Anatomy and Physiology II
PSYC 2301 General Psychology	ARTS 1301 Art Appreciation
MUSI 1306 Music Appreciation	DRAM 1310 Theatre Appreciation
	SOCI 1301 Introduction to Sociology
ITSC 1316 Linux Installation and Configuration	ITNW 1308 Implementing and Supporting Client Operating Systems
ITNW 1425 Fundamentals of Networking Technologies	ITNW 2405 Network Administration

St. Philip’s College adheres to the Carnegie Unit and the Student Hour definition of a credit hour as it applies today. A credit hour is the equivalent of one hour (50 minutes) of lecture time for a single student per week over the course of a semester, which is 16 weeks for St. Philip’s College. Dual credit courses offered will follow the same credit hour requirements as all other St. Philip’s College courses. All two-year Community Colleges in the State of Texas are under the guidance of the Texas Higher Education Coordinating Board (THECB) and must adhere to their guidelines when offering credit courses, as governed by the Texas Legislature. For general academic courses, the Lower-Division Academic Course Guide Manual (ACGM) defines the rules and regulations for assigning a semester credit hour (SCH) to courses within the college’s program offerings.

All pre-approved courses listed in the Lower-Division Academic Course Guide Manual (ACGM) correspond to course designations of the Texas Common Course Numbering System (TCCNS). Each entry begins with a common course prefix and number. In some cases, there may be a list of courses. Beneath the course or list of courses, a brief description appears along with a line listing the 10-digit approval number for the course and information about maximum Student Contact Hours (SCH) per student, maximum Student Contact Hours per course, and maximum contact hours per course. St. Philip’s College is in compliance with the Lower-Division Academic Course Guide Manual (ACGM). The following is an excerpt from the Lower-Division Academic Course Guide Manual (ACGM), page 94:

**ENGL 1301 Composition I**

*Intensive study of and practice in writing processes, from invention and researching to drafting, revising, and editing, both individually and collaboratively. Emphasis on effective rhetorical choices, including audience, purpose, arrangement, and style. Focus on writing the academic essay as a vehicle for learning, communicating, and critical analysis.*

**Note:** ENGL 1301 is a prerequisite for all 2000-level literature courses.

Approval Number .....	23.1301.51 12
maximum SCH per student .....	3
maximum SCH per course .....	3
maximum contact hours per course .....	64

**Learning Outcomes**

*Upon successful completion of this course, students will:*

- 1. Demonstrate knowledge of individual and collaborative writing processes.*
- 2. Develop ideas with appropriate support and attribution.*
- 3. Write in a style appropriate to the audience and purpose.*
- 4. Read, reflect, and respond critically to a variety of texts.*
- 5. Use edited American English in academic essays.*

**Credit Hours**

*A traditional course offered for 48 contact hours of lecture over a 16-week semester will earn three semester credit hours and carry a 3 in the second digit of the common course number. In general, one semester credit hour is awarded per 16 contact hours of lecture instruction and one semester credit hour is awarded per 32 to 48 contact hours of laboratory instruction.*

*Prerequisites: Demonstrate College Readiness through appropriate placement scores and/or completion of developmental sequence in English and/or Reading.*

*Integrated Reading & Writing Basic Skills Prerequisite: [INRW 0420](#)*

*Intensive study of and practice in writing processes, from invention and researching to drafting, revising, and editing, both individually and collaboratively. Emphasis on effective rhetorical choices, including audience, purpose, arrangement, and style. Focus on writing the academic essay as a vehicle for learning, communicating, and critical analysis.*

*This course fulfills the Communication foundational component area of the core and addresses the following required objectives: Critical Thinking, Communication, Teamwork, and Personal Responsibility.*

*Semester Hours: (3-3-0)*

*CIP: 23.0401.51 12*

**FACULTY QUALIFICATIONS**

Faculty who will be teaching college-level courses at Ingram Tom Moore High School will meet SACSCOC credentialing guidelines and will be identified as adjunct faculty for St. Philip’s College. The majority of faculty will be employed as full-time teachers in their respective high school district/other site and will be assigned to teach at their respective high school. Consequently, there will be minimal impact on

faculty workload at St Philip's College beyond the department chair's oversight of adjuncts teaching at each high school. Adjunct faculty members at Ingram Tom Moore High School will be provided the same oversight as all St. Philip's College adjunct faculty and will be expected to participate in professional development opportunities and required college and department meetings. All adjuncts have access to professional development and attend events such as the All College Meeting, Fiesta of Teaching Technologies, Master Teacher Certification, Canvas training, and other required or optional activities. Faculty will be evaluated according to Alamo Colleges District's procedures. (See Appendix C for Faculty Roster Form).

## **LIBRARY AND LEARNING RESOURCES**

Students will have access to the same library services as any student attending St. Philip's College (SPC). Resources can be accessed in the St. Philip's College Center for Learning Resources (library) while the students are on the St. Philip's College campus, or through Internet access using the college's portal system - Alamo Colleges Educational Services (ACES) - or the College's website. In addition, students will have access to the library located at their respective high schools. The Library's mission is to develop and maintain a collection in a wide variety of formats, including electronic resources, document-delivery and other library services available to face-to-face, hybrid, and Distance Education learners and educators. The library strives to be responsive, professional, and sensitive to the needs of the diverse populations that St. Philip's College increasingly serves to include Distance Education and Campus-based full time and part-time students and educators. Resources are available for faculty and staff to enhance classroom instruction and meet the needs of students, faculty, staff, and administrators.

The St. Philip's College Library has two locations. The main location is in the Center for Learning Resources (CLR) located at 1801 Martin Luther King Dr. The second location is at Southwest Campus, Building 1, located at 800 Quintana Rd. Both libraries feature quiet, comfortable study areas, including group and individual study rooms. They offer computers with Internet and software programs for student projects, email, and research. Scanners and printers are provided, as well as rooms for library instruction and media viewing. Students may also check out laptops for in-library use. The Reference and Instruction librarians give tours and are available during operating hours for help with research and information literacy needs.

The Library's physical collections include books, music, CDs and DVDs, all of which may be checked out, as well as numerous print periodicals and reference materials for in-library use. If desired, videos may be viewed in the TV/DVD viewing room.

The library's web site provides patrons with quick online access to electronic resources such as e-books, articles, and other streaming media through the St. Philip's College online library catalog and electronic databases.

Other resources found on the web site include general library information, the catalog of library holdings, library guides, and library-service request forms. St. Philip's College faculty may contact any Librarian or complete a request form to schedule bibliographic/library instruction.

The following resources are available to all students:

- Library Catalog
- Electronic Databases
- InterLibrary Loan (ILL)

- TexShare Card
- Individual Research Assistance
- Ask Us (Email/Chat)
- How to Videos
- Links to Other Libraries

For further assistance to students and their research related needs, the College provides:

- Anatomical Models
- Assistive Technology for Special Needs
- Computers with Microsoft Office and Internet
- Printing and Scanning
- Current Magazines and Periodicals
- Individual and Group Study Areas
- Mobile Whiteboards
- Calculator Checkout

St. Philip’s College students can request information and research related needs through an online “Ask Us” service. This service provides students the ability to email questions 24/7. In addition, students have the ability to chat with a librarian during library operating hours. Faculty and students can request library instruction training on-site or via video conferencing. Also available to students are Library Guides compiled by the librarians to assist students with their research and provide subject-specific assistance and other helpful information.

**The Ingram Tom Moore High School (ITMHS) Library** is currently being remodeled as a College and Career Research Center (library) and is scheduled for completion by the end of the 2020-2021 school year. Students have access to a 4,000 square foot library open Monday through Thursday from 7:30 AM to 4:30 PM and Friday from 7:30 AM to 4:00 PM. The library is staffed by one full-time staff member, and additionally the high school counselor’s office is located in the library.

The ITMHS library collection includes more than 15,000 printed books along with digital resources that include eBooks with thousands of titles, magazines, journals, and newspapers through TexQuest. TexQuest is a collection of digital instructional resources for K-12 public schools and is partially funded by the state legislature and Ingram ISD. Students have access to nearly 30 authoritative digital resources, including various Gale digital resources.

### Databases

Texquest assemblage of online resources, contains the following:

Gale - Academic Onefile	Britannica High School
Britannica Escolar	Britannica Enciclopedia Moderna
Gale - Chilton Library	EBSCO eBooks High School
Learning Express	Gale Literature
Gale Ebooks	Gale - General Onefile
Gale in Context - Environmental Studies	Gale - Health & Wellness
Gale - Informe Academico	Gale Onefile - News
Learn 360	Gale Literature Litfinder
Gale in Context - Opposing Viewpoints	Gale - Power Search
ProQuest SIRS Discoverer	Gale in Context - Science

Gale - Scribner Writer Series	Gale in Context - High School
TeachingBooks	Gale - Twayne's Author Series
Gale Onefile - High School Edition	

ITMHS is a 1:1 campus where each student has their own Chromebook device. In addition to the Chromebook devices, the ITMHS College and Career Research Center will offer a variety of technology to meet students' needs, including a copier, student printing center, multiple TVs that can be connected to students' Chromebooks for collaboratively working or presenting, and a computer lab next to the library with 20 desktop computers. The new space includes flexible furniture that lends itself to collaborative settings for students to learn together or study, as well as two separately enclosed spaces that students can utilize for study groups and projects.

## STUDENT SUPPORT SERVICES

Students have access to support services while they are on campus and through the St. Philip's College website. St. Philip's College Mission Statement requires that the college empower our diverse student population through personal educational growth, ethical decision-making, career readiness, and community leadership. The support of students is a collaborative effort among the Divisions of Student Success, Academic Success, Interdisciplinary Programs, and the Division of Arts and Sciences. The administration of these entities works continuously to strengthen the services, programs, and activities for every student population served by the College: traditional/non-traditional, developmental/college-ready, dual credit, military, international, and distance education, to assure every student has the opportunity to "walk in their passion." For off-campus students, services can be accessed online or by phone.

St. Philip's eCatalog and the Student Services webpage are key resources for current students and provide detailed information about each of the support programs. The array of programs, services, and activities available to all students fall under the following headings:

- Registration
- Academic Assistance
- Academic Programs
- Financial Aid
- Campus Life
- Job, Family, or Personal Concerns

Services accessed by students most often are highlighted below.

### **Registration**

The **Welcome Center** serves as a one-stop center that supports students transitioning into college. The Center is designed to help students receive assistance in all aspects of the admission and enrollment processes, including advising, assessment, financial aid, bursar's services, and G.E.D. testing. The offices of Veterans' Affairs, Enrollment Management, and Financial Aid are located in the Welcome Center.

### **Academic Assistance**

The **Tutoring and Technology (TNT) Center** provides a range of student academic support services. These services include free professional and peer tutoring in more than fifteen subject areas, including Accounting, Biology, Calculus, Chemistry, English, History, Math, and Physics. All students, including

online and off-campus students are able to access Brainfuse for tutoring assistance. Brainfuse is an online tutoring site available to students 24/7 through the Alamo Colleges Educational Services (ACES) portal, providing students with access to online tutors. The TNT Center is home to state-of-the-art equipment. Students use the assistive technology to explore new ways of accessing information and improve learning. Students can utilize Wi-Fi Wireless Internet access and numerous computers located throughout the Center. Students have access to a variety of software applications to assist them with their coursework.

**Byrd Sanctuary** is a free tutoring lab available exclusively to students at St. Philip's College to utilize throughout the entire academic year in order to succeed in their studies in the Natural Sciences. The Byrd delivers essential tutoring services to students in a motivational and stimulating environment with materials and study resources, to include the full breadth of Anatomy and Physiology models as well as a complete catalogue of textbooks.

**MathWorld** is an on-campus lab available to students who may be experiencing roadblocks as they progress through their math courses. In the lab, students have access to computer programs, such as MyMathLab and individuals that can assist with their math homework.

**Math Emporium** is St Philip's College Southwest Campus' open learning lab for mathematics.

**Rose R. Thomas Writing Center** is a writing lab to assist students in their English and writing courses. The lab offers computerized instruction, guided by faculty. In addition to completing skills modules in writing, the staff conducts workshops that enhance student understanding of key writing concepts.

**The Reading Lab** at St. Philip's College provides students with the opportunity to work on their class work, receive tutoring, and participate in other instructional activities. Lab activities consist of computer and written programs focused on assisting students to gain valuable success skills and to enhance learning.

The **Disability Services** provides reasonable academic support to eligible students. The staff follows best practices to ensure students have access to the latest information and technologies. Students are provided with assistance through the registration process, Testing Accommodations (ex: extended time, quiet room, readers and/or scribes), Adaptive Technology and Equipment, and Interpreter Services. At St. Philip's College, the goal is to create an accessible and effective learning environment where students with disabilities can complete their education and training. The Disability Services office provides reasonable academic support to eligible students to level the learning field.

St. Philip's College subscribes to an intrusive, progressive **academic advising** model, which is a system of shared responsibility between students, faculty, and academic advisors. The goal of academic advising is to assist students in developing educational and career plans, provide opportunities for refining academic and life skills, provide accurate information about academic progression and degree requirements, assist in understanding academic policies and procedures, access campus resources to promote academic success, and enhance retention and success through developing personal interactions with faculty and staff. Academic advising at St. Philip's College seeks (a) to improve and expand faculty academic advising for all students across the college and (b) to unite assessment and advisement in support of developmental education and retention programs of the college. The advising process is composed of five steps to assist the student with their educational goal. These steps include (1) exploration of life goals, (2) exploration of educational/career goals, (3) selection of educational

program, (4) selection of coursework, and (5) the scheduling of classes. Academic advisors assist students with navigating requirements of their degree program.

### ***Academic Programs***

To accommodate student needs, St. Philip's College provides a variety of course delivery modes and flexible class scheduling. In addition to traditional face-to-face courses, the College offers distance learning through Internet, hybrid, clinical, internships, practicums, dual credit, and classes taught at remote locations. The myriad class offerings and delivery modes are available during day, evening and weekend hours to serve all learners. Student support services are also available online; local, off-campus, and distance learning students can take care of needs and issues without coming on campus. Chat rooms are available along with traditional email and phone support. The **Center for Distance Learning** provides resources to students currently enrolled or anticipating enrolling in coursework via distance education.

### ***Campus Life***

**The Department of Student Life** supports the mission of the College by engaging students in activities to enhance the student's college experience. Students connect with the College by participating in academic co-curricular opportunities, leadership and professional development, cultural/ethnic events, intramural/extramural activities, recreational activities, student organizations, health and wellness activities, social events, and much more.

The Turbon Student Center (MLK) contains a six-lane bowling alley, pool tables, ping-pong tables, gaming stations for PlayStation and Xbox, lockers, and areas for student lounging. The Southwest Campus Student Center is equipped with pool tables, ping-pong tables, PlayStation and Xbox, and a fitness area with a treadmill, exercise spin bicycle, free weights, and more.

### ***Job, Family, or Personal Concerns***

**Academic Advising** - Certified Advisors provide current and former students with the necessary support, skills, and resources to assist them with choosing careers and obtaining employment and or long range educational goals while ensuring that the transition is a seamless process. Certified Advisors provide students with comprehensive information on career and transfer opportunities. Career Exploration and Job Search Services assist students with identifying personal goals, interests, and abilities. Computerized job market information allows students to explore career options. Certified Advisors eagerly assist students with information regarding criteria for admission, selectivity of specific colleges, on and off-campus housing, tuition, financial aid and scholarship information and when and where one can apply. Additionally, they assist with College Fair Days, Graduation Audits, Arrange University and College Campus Visits, and conduct Transfer and Degree Advising.

Certified Advisors also provide students with information on Joint Admission Agreements, Transfer Scholarships, and Transfer Equivalency Guides. Career development and the pursuit to increase one's knowledge is fundamentally a lifelong process geared toward the acquisition of skills, which will strengthen students' ability to live meaningful, enjoyable, and economically rewarding lives. Career and Transfer Services staff devotes to every individual the opportunity to discover, determine, and develop his/her way of life. Lastly, seek to serve all students registered with SPC.

The **Student Health Centers** at the MLK and SW Campuses are staffed with professionally trained and licensed nurses. The centers seek to inform and educate the campus community in the art of "staying well." The staff is readily available to respond and administer first aid for on-site emergency injuries and

illnesses. A wide assortment of health-related services and resource information are available at the Health Centers.

The mission of **Counseling Services** is to support student success by providing professional counselors who are available to discuss personal, social, educational, and psychological concerns. Counseling Services strives to collaborate with the college community to promote the personal well-being of students via outreach services such as classroom visits, topic-specific workshops, and consultation with faculty, staff, and administration. Counseling Services fosters an accepting and inclusive campus culture, which values, affirms, and respects the differences among all members.

The mission of the **Safe SPACE Student Success and Advocacy Center** is to empower our community through academic, economic and social engagement initiatives to promote self-efficacy and awareness. The center offers student support services, food and personal hygiene products, financial literacy assistance, community referral activities, and associated case management to help students overcome barriers and remain on their educational pathway towards degree and/or certification completion.

## **PHYSICAL RESOURCES**

The location and physical description of the facility follows:

**Ingram Tom Moore High School**, 510 Hwy 39, Ingram, Texas 78025

Ingram is a rural community approximately 70 miles northwest of San Antonio along the I-10 West corridor. Opened in 1980, Ingram Tom Moore High School (ITMHS) facilities include six main buildings combining to an approximate total of 177,800 square feet. The six main buildings include: Main building (90,000 sq. ft.), Library/College & Career Center Building (8,000 sq. ft.), STEM Building (13,000 sq. ft.), Agricultural Building (8,700 sq. ft.), Gym (24,300 sq. ft.), Theatre/Auditorium (27,300 sq. ft.), and Cafeteria (6,500 sq. ft.). The facilities include 28 classrooms with the capacity to fit up to 30 students each.

ITMHS is the “Pride of the Hill Country” with approximately 325 students following pathways in Arts, Animal Science, Applied Agricultural Engineering, Education & Teaching, Health Science/Nursing, and Cybersecurity/Networking. Students may also select a multidisciplinary pathway that allows them to fulfill the requirements of the 42 Core Curriculum and/or an Associate Degree. The College and Career Center is available before and after school to support student learning, and students can elect to take AVID or College Transition courses for additional support as they take their dual credit college courses.

Ingram Tom Moore High School is a 1:1 device campus where the school provides each student with their own Chromebook. ITMHS has a surplus of Chromebooks on hand to immediately replace a student’s Chromebook if it stops working, gets broken, or other issues occur. Every classroom is equipped with a promethean board, document camera, and each teacher utilizes Google Classroom as a platform to assist with content distribution.

Ingram Tom Moore High School includes three functional computer labs, open seating environments inside and outside the building, and three individual/group study rooms for use on an as-needed basis. The large computer lab contains 20 desktop computers while the other two computer labs are utilized for the cybersecurity program. One cyber lab contains 24 high-performing desktop computers, and the other lab will provide the networking lab space (currently under remodel). When the second lab is

remodeled, it will contain 6 workstations with 2 high-performing desktops at each station complete with racks, switches, and routers.

**FINANCIAL SUPPORT**

Financial support for Ingram Tom Moore High School comes from Ingram Independent School District and the federal, state, and local revenues it receives. Salaries of faculty and administrative personnel are funded by the independent taxing districts. St. Philip’s College does not provide financial support for operation of the high school. Student tuition and fees are set by Alamo Colleges District and St. Philip’s College receives funding from the state based upon contact hour generation through enrollment in college courses. All institutional support expenditures for areas such as student services, IT, Dual Credit, and library services are budgeted within and absorbed by the respective department/program operational budgets.

**Costs:**

Dean for Academic Success - Creative and Communication Arts, Science and Technology: \$103,080 at 5% = \$5,154  
 Chair: \$87,629 x 5% = \$4,381  
 Faculty: \$70,002 at 3% = \$2,100  
 Director of High School Programs: \$94,440 x 5% = \$4,722

All other costs are absorbed by various departments as part of their normal cost of doing business.

The following table provides expenditures for St. Philip’s College for the academic year 2020-2021.

FY 20-21 Expenses by Functional Category	
Instruction	\$29,341,298
Academic Support	\$6,202,489
Student Services	\$7,030,695
Institutional Support	\$3,659,304
Operations and Maintenance	\$22,900
Public Service	\$114,862
Auxiliary	\$117,353
Transfers	\$1,336,511
Total	\$47,825,412

**EVALUATION AND ASSESSMENT**

St. Philip’s College uses integrated and cyclical processes for overall institutional assessment and improvement, including Strategic Planning as well as Operational Unit and Assessment Planning (OUAP). This process applies to all off-campus sites and locations. Additional institution-wide assessments that are specific to educational programs include Student Learning Outcomes Assessment and Instructional Unit Review. Collectively these approaches provide broad-based student, faculty, staff, and administrative participation in assessment activities that affect the whole college community.

**Strategic Planning** occurs as part of the College's Good to Great (G2G) initiative and engages all employees who make decisions about human and/or financial resources as well as Faculty Senate, Staff Senate, and Student Government representatives. Using these Good to Great sessions two times per year (more if needed), St. Philip's College practices a cohesive and inclusive approach to college-wide assessment.

Ingram Tom Moore High School dual credit courses offered are equivalent to those offered at St. Philip's College; the procedures for systematic evaluation and assessment of instructional results, including the process of monitoring and evaluating programs are the same. Educational content and student learning outcomes for the Associate of Arts Degree are identical. St. Philip's College assesses overall institutional effectiveness through the Planning, Budgeting, and Assessment (PBA) Cycle. The goal of the intensive College-wide review process is to determine effectiveness of programs and services to support the College mission and goals and to identify opportunities for improvement. The Operational Unit and Assessment Planning (OUAP) component of this process is performed annually and affords departments the opportunity to regularly review data, including pertinent Key Performance Indicators such as graduation and transfer rates, perform environmental scanning, and research best practice.

St. Philip's College assesses student satisfaction of support programs and services using the national **Ruffalo Noel-Levitz Student Satisfaction Inventory (SSI)**, administered every *even* year, spring semester. The survey most recently was administered in 2018 with the next administration occurring fall 2020, having been postponed from spring 2020 due to COVID-19. The instrument helps to determine student perceptions of the College, including importance of and satisfaction with educational support programs and services. The SSI aggregates the survey questions and responses under eight scales: Academic Advising, Admissions and Financial Aid, Campus Climate, Campus Services, Instructional Effectiveness, Registration Effectiveness, Safety and Security, and Student Centeredness.

St. Philip's College also participates in a national survey focusing on student perception of teaching, learning, and retention in community colleges. The **Community College Survey of Student Engagement (CCSSE)** indicates that students perform better and are more satisfied at colleges that are committed to their success and that cultivate positive working and social relationships among groups on campus. The Community College Survey of Student Engagement (CCSSE) is administered each *odd* year, spring semester. The survey is scheduled for spring 2021, having been administered spring 2019.

St. Philip's mission is to empower our diverse student population through personal educational growth, ethical decision-making, career readiness, and community leadership. The college has made great progress in analyzing, designing, developing, implementing, and evaluating its performance in all modes of instructional delivery. The Vice President for Academic Success (VPAS) oversees educational programs implemented by faculty and supporting departments. Using input from regulatory agencies, business and industry, students, educational institutions, and a scan of best practices, faculty design curriculum and learning environments based on best practices, engage in professional development, develop instructional strategies and assessments, implement new or enhanced instruction, assess instruction through formal processes, and make improvements based upon the evidence gained from the assessments to ensure quality output.

Key to the development of curriculum and teaching strategies is a definition of student learning outcomes. St. Philip's College adopts its **Institutional Student Learning Outcomes (ISLOs)** for educational programs from the Texas Higher Education Coordinating Board (THECB). Effective fall 2014, the Texas Higher Education Coordinating Board (THECB) promoted the following core objectives and

competencies: Critical Thinking, Communication, Empirical and Quantitative Skills, Teamwork, Social Responsibility, and Personal Responsibility. In conjunction with these core objectives, the College's Quality Enhancement Plan (QEP) assesses Ethical Decision Making. All of the competencies described in the Institutional Student Learning Outcomes (ISLOs) are embedded within the College's general education core. Instruction within the core contains educational experiences that help students achieve and demonstrate competency in all areas. (See Appendix D).

The college uses a **Scorecard** to tie goals, measures, benchmarks, supporting documentation and results in a consolidated format. It also provides trend data, which is used to inform targets for the next year. The scorecard makes it very easy to see where and how data is being used. For example, Quality Enhancement Plan (QEP) results influence our productive grade, employment, transfer, and licensure passage rates. They are also components of our overall performance excellence. Programs can use the scorecard to see how they are part of the college's overall performance and goals. (See Appendix E).

## Appendix A

**2020-2023  
DUAL CREDIT MEMORANDUM OF UNDERSTANDING**

**BETWEEN**

**INGRAM ISD**

**AND**

**ST. PHILIP'S COLLEGE  
ALAMO COLLEGES DISTRICT**

ST. PHILIP'S COLLEGE (herein referred to as “the College”), a college of the ALAMO COLLEGE DISTRICT (herein referred to as “Alamo Colleges District”), and the INGRAM ISD (herein referred to as the “School District”), a Texas Independent School District contracting on behalf of its High Schools (herein referred to as the “School”), enter the following Memorandum of Understanding (herein referred to as “MOU”) to facilitate the cooperation between the College and the School in the provision of instruction in which an eligible high school student (herein referred to as “Student”) enrolls in college courses and receives credit for the courses from both the college and high school (herein referred to as “Dual Credit”) for their School. Collectively the partners are referred to as “Parties.” The Parties enter into this Agreement under the general provisions of the Interlocal Cooperation Act, Texas Government Code Chapter 791.

Each School will have a College from the Alamo Colleges District designated as its primary provider. Where courses are offered by a College from the Alamo Colleges District other than the Primary College, a separate MOU will be executed with each Secondary College. Primary and Secondary Colleges will be published on the Alamo Colleges District – High School Programs web site at: <https://www.alamo.edu/hsprograms>.

The School District will not exclude or discourage the enrollment of any of the subpopulations of at-risk students, as defined by The Public Education Information Management System (PEIMS), including, but not limited to, students who are of limited English proficiency or who have failed a state administered assessment. Enrollment decisions shall not be based on state assessment scores, discipline history, teacher recommendation, or minimum grade point average (GPA).

**1. TERM**

The Initial Term of this MOU shall be June 1, 2020– August 31, 2023. The College shall have the right to initiate a negotiated revision of this MOU prior to commencement of each academic year during the term hereof. The College will define all deadlines for the actions defined in this agreement and will be communicated to the School through the College’s Office of High School Programs.

**2. APPLICABLE LAW**

The Parties agree to operate in compliance with the applicable federal, state, and local laws, implementing regulations, executive orders, and interpreting authorities, including, without limitation: (a) the following federal statutes as may be amended: Title VI of the Civil Rights Act

of 1964; Title VII of the Civil Rights Act; Title IX of the Education Amendments of 1974; Section 504 of the Rehabilitation Act of 1973; the Age Discrimination Act of 1975; the Americans with Disabilities Act; the Family Educational Rights and Privacy Act of 1974 (herein referred to as "FERPA"); Title IV of the Higher Education Act of 1965; and the Individuals with Disabilities in Education Act; (b) the Texas constitution; (c) applicable provisions of the Texas Education Code, including, without limitation, Section 28.009 – College Credit Program, and Chapter 39 – Public School System Accountability; (d) State and federal laws regarding the reporting of any and all alleged child abuse, school-related crimes, and sexual molestation of students; (e) State record retention laws; (f) applicable provisions of Title 19 of the Texas Administrative Code, including, without limitation, Chapter 4, Subchapters D and G; Section 102.1091; and Chapters 110-125; (g) TEA guidelines and requirements, including the Student Attendance Accounting Handbook ("Attendance Handbook") and the Financial Accountability System Resource Guide; (h) THECB guidelines and requirements, including, without limitation, course conformity in accordance with the Lower Division Academic Course Guide Manual ("LDACGM") and the Workforce Education Course Manual ("WECM"); and (i) all applicable requirements of the Southern Association of Colleges and Schools Commission on Colleges ("SACSCOC").

The Parties agree to operate in compliance with applicable College and School District board policies and procedures that may be agreed upon by the Parties. The Parties agree to comply with all requirements from TEA and any additional requirements for the Dual Credit program adopted by the THECB. The foregoing as set forth in this Section 2 and any other laws, rules, and guidelines applicable to the subject matter of this MOU, including, without limitation, the requirements of accrediting authorities, collectively, shall be referred to as "Applicable Law" when used herein.

### **3. REPORTING**

The 86th Texas Legislative Session passed SB 502 that requires the College to submit an annual report to the THECB and the Texas Legislature by not later than March 1 of each year describing any courses in the Lower-Division Academic Course Guide Manual ("ACGM") or its successor adopted by the coordinating board for which a student who transfers to the institution from another institution of higher education is not granted:

- (1) academic credit at the receiving institution; or
- (2) if the student has declared a major and has not changed majors, academic credit toward the student's major at the receiving institution.

A report required by this section must indicate:

- (1) the course name and type;
- (2) which institution of higher education provided academic credit for the course; and
- (3) the reason why the receiving institution did not grant academic credit for the course.

A report on courses taken by students who, during the preceding academic year, transferred to a general academic teaching institution or earned an associate degree at the college. The report must include the total number of:

- (1) courses attempted and completed at the college, including the total number of semester credit hours for those courses, disaggregated by whether the course is in:

- (A) the Workforce Education Course Manual or its successor adopted by the coordinating board; or
- (B) the Lower-Division Academic Course Guide Manual or its successor adopted by the coordinating board;
- (2) courses attempted and completed at the college that are not in the recommended core curriculum developed by the THECB under Section 61.822; and
- (3) dual credit courses, including courses for dual credit and college credit under Section 130.008, attempted and completed at the college.

**4. DISABILITY SUPPORT SERVICES**

College disability support services are provided to students attending classes at the College site or online and may include special testing arrangements, appropriate adaptive technologies, scribes, and note-taking services. The College is neither able nor required to provide the level of disability support services required by the public-school system. A Student enrolled in any dual credit course requiring disability support services may have differing levels of assistance from School District and College. For a Student to receive disability support services at the College, the School counselor or student must provide a copy of the Student’s current 504 plan to the College Disability Student Services (herein referred to as “DSS”) office at College. Should the 504 plan not provide adequate information to determine the impact of the disability and to identify appropriate accommodations, the DSS office may require additional documents to provide needed clarification. The DSS office will review said documentation and will produce one or more official College accommodations letters for the Student. The letters will be given to the Student and the School counselor. The DSS office will also provide the letters to the Student’s respective faculty members. Accommodations required by state law or School District policy exceeding those applicable to College, if any, shall be the responsibility of School District.

**5. COMMUNICATIONS**

- a. To adhere to the requirements listed in the goals outlined in House Bill 1638 (“HB1638”) passed during the 85<sup>th</sup> Texas Legislative Session, Regular Session, and codified in the Texas Education Code, Section 28.009 (b-1) and (b-2), the College and the School District will ensure that documentation summarizing collaboration and outreach efforts of College and School District will be readily available and posted.
- b. Once fully executed, this MOU will be posted to the School District and College websites.
- c. Metrics required by Statewide Goals for Dual Credit will be posted on both the School District and the College web sites.
  - i. Documentation summarizing collaboration and outreach efforts of Institutions of Higher Education and Secondary School partners will be readily available and posted.
  - ii. Analysis of measures in enrollment in and persistence through postsecondary education, disaggregated by student sub-population.
  - iii. Analysis of measures in enrollment and degree completion, disaggregated by student sub-population.
  - iv. Analysis of performance in subsequent course work.

- d. To adhere to the requirements set forth by legislative bills passed during the 86<sup>th</sup> Texas Legislative Session, Parties shall follow the reporting guidelines herein under Section 2 – Applicable Law.

## **8. PARENT INVOLVEMENT AND OUTREACH**

- a. The School District and School will take the lead on parent involvement and outreach efforts to ensure parents understand the Dual Credit program whereby students are earning college credits that may have long-term ramifications on their college careers and federal financial aid eligibility. High-level behavior and academic standards are expected of Students and parents are highly encouraged to ensure that their child dedicates sufficient time and effort to achieve the expected learning outcomes for each Dual Credit course taken. The Parties agree that College representatives may be involved in recruitment events.
- b. School District and School personnel, including, but not limited to, Counselors and Administrators, will be responsible for all communication with parents. Questions or concerns from parents should be directed to the School Principal, Counselor or designee. The College personnel will not be expected to communicate with parents.
- c. FERPA is a federal law designed to protect the privacy of educational records, to establish the right of students to inspect and review their educational records and to provide guidelines for the correction of inaccurate and misleading data through informal and formal hearings.
- d. FERPA allows the release of certain student record information without specific consent under certain conditions, but does not require it. If required, general disclosures are made, one such exception is called “directory information.” Items that may be released are called directory information. The Alamo Colleges District has classified these items as directory information: student’s name, dates of attendance, major, classification, enrollment status (full-time or part-time), previous institution(s) attended, degree(s) awarded, academic honors/awards.
- e. College staff are prohibited from discussing or disclosing any information specific to students’ grades, conduct or other related matters with individuals other than the Student or staff in the School District or School. Parents must secure a FERPA consent form from the College whereby the Student, by signature, grants, retracts and denies permission to the parent to discuss college student record information with the College as contrasted with the School.
- f. An electronic version of the College FERPA Consent Form may be obtained at: <https://www.alamo.edu/academics/academic-resources/student-forms/>

## **9. BUILDING A COLLEGE CULTURE**

The School District, in collaboration with the College, will establish a learning community that blends high school and college, instilling a college-going culture among the Students.

- a. The 86<sup>th</sup> Texas Legislative Session passed SB 1324 stating that a Student enrolled in dual credit courses shall file a degree plan with the College at the end of the second regular

semester or term, immediately following the semester or term in which the Student earned a cumulative total of 15 or more semester credit hours for dual credit courses successfully completed by the Student.

- b. A four-year crosswalk will be developed to demonstrate Students' progress toward their selected plan of study, including alignment of high school and college level courses. The selected plan of study will outline the required courses toward specific certificate programs, associate degrees, or a baccalaureate degree. The Student and College Advisor will meet and design a degree plan that will be submitted into the College's system of record.
- c. The Students will gain college-readiness skills through a program identified by the School District. The College may provide the School District resources during the regular school schedule to support college-readiness preparation.
- d. The Student will participate in dual credit courses receiving both high school and college credit.
- e. The Students will have the same access to student services and facilities as post-secondary college students, including but not limited to the use of academic and support facilities including the library, computer labs, study rooms, student services, bookstore, and food services. A College identification card is required for specific services, so Students should carry their identification card at all times. It is recognized that Students may gain access on the College campus to the unrestricted internet access afforded to post-secondary College students. See Student Safety section herein.

#### **10. DUAL CREDIT INFORMATION SESSIONS**

The School District will inform students beginning in 8<sup>th</sup> grade and at each high school grade level annually of dual credit opportunities.

- a. The information sessions may include:
  - i. A web page or link on the School District's or School's website that will provide Dual Credit admissions information;
  - ii. Presentations of Dual Credit programs with materials available to all students interested in participating;
  - iii. Meetings with middle school counselors, as applicable, to discuss the Dual Credit program options and answer questions;
  - iv. Student/parent meetings held at middle school campuses so the School and College can explain the opportunities and total commitment required of Students, as well as possible consequences that a Student may experience as a result of course withdraws, failures, retaking courses and taking excess hours beyond their degree or program requirements.

- v. Development of recruitment and admission information presented in both English and Spanish.
  - vi. The College will require all Students to submit a Student/Parent Consent form upon entry into the program. The School will have each student and a parent or guardian sign the consent form defining the requirements and expectations of the Dual Credit program. The School will maintain all consent forms documents and provide an electronic copy of said to the College.
  - vii. To adhere to the requirements set forth by HB1638, the College and the School will implement purposeful outreach efforts to inform all students and parents of the costs and benefits of Dual Credit programming.
- b. Students must meet the Texas Success Initiative Assessment (TSIA) course and degree plan requirements and abide by the College's placement scores, policies, and prerequisite requirements.
  - c. The School is responsible for ensuring that all Students have up-to-date Bacterial Meningitis documents on file in their student records throughout time they participate in the Dual Credit program. The School will safeguard all vaccination documents and provide an electronic copy of said to the College upon request.

## **11. CURRICULUM**

- a. The School shall administer the TSIA college placement exam to all prospective Students or refer Students interested in taking Dual Credit courses to the College's Testing Center, if the School is not a College Board testing site, prior to submitting their name to the College Office of High School Programs for enrollment into courses requiring specific TSIA scores, abiding by the rules set forth by the College Board and the College. Students must attain TSIA scores aligned with the courses in their selected degree plan to ensure appropriate college level placement, assess college readiness, design individual instructional plans, and enable students to begin college courses based on their performance.
- b. The School shall implement a plan for TSIA success, including academic preparation classes for Students. The School, in partnership with the College, will provide academic interventions for Students who do not pass TSIA. Such Students will be administered the identified interventions prior to retesting any portion of the TSIA that was not mastered with required score(s). The School shall make any TEA required TSIA reports regarding the number of students who have currently passed each section of the TSIA, including a breakdown of TSIA data for subpopulations of targeted students. The School will share the report with the College Testing Center or College Designee.
- c. The School District will share the results from TSIA administered via School District - College Board approved test sites and electronically submit to the College in the required technical format that facilitates official delivery/receipt. The TSIA scores will be electronically uploaded

into the College's official system of records. The College agrees to adhere to the confidentiality requirements of FERPA. The College will use students' TSIA assessment score data exclusively for official College business.

- d. The College Academic Chairs or Faculty Liaison, along with the School Principal or designee, will be responsible for developing and refining a clear and coherent academic program across the two institutions for curriculum alignment for Students participating in the Dual Credit program.
- e. The 86<sup>th</sup> Texas Legislative Session passed SB 25, which states each institution of higher education shall develop at least one recommended course sequence for each undergraduate certificate or degree program offered by the institution. Each recommended course sequence must:
  - (1) Identify all required lower-division courses for the applicable certificate or degree program;
  - (2) Include for each course, if applicable:
    - (A) The course number or course equivalent under the common course numbering system approved by the coordinating board under Section 61.832; and
    - (B) The course equivalent in the Lower-Division Academic Course Guide Manual or its successor adopted by the coordinating board;
  - (3) Be designed to enable a full-time student to obtain a certificate or degree, as applicable, within:
    - (A) For a 60-hour degree or certificate program, two years; or
    - (B) For a 120-hour degree program, four years; and
  - (4) Include a specific sequence in which courses should be completed to ensure completion of the applicable program within the time frame described.
- f. The Southern Association of Colleges and Schools Commission on Colleges (SACS-COC) approved a policy statement in December 2018 that directed its institutions to ensure that course content and rigor of dual enrollment courses be comparable to that of the same courses taught to the institution's other students.
- g. To adhere to the requirements set forth in the goals outlined in HB1638, the College and the School District will maintain course agreements for each course taught at the School, regardless of instructional site. The College will provide the college course outcomes in the Course Agreement Form and the respective syllabi. The form will include the length of the course, number of credits awarded, and approved textbook(s) and/or instructional materials that will be required for Students to use in their respective courses. The course agreement requirement for the School extends to designation of academic and workforce courses for Traditional Dual Credit and ECHS. College, School District and School shall ensure that a dual credit course and the corresponding college course offered at the School are equivalent. Academic representatives from the College will develop and publish the student learning outcomes in the course syllabus to satisfy the requirements each College course. The School District will identify the corresponding Texas Essential Knowledge and Skills that align to each College course, thereby allowing students to attain dual credit from both institutions.

- h. The College will provide the School District and School the minimum number of instructional minutes required to meet the contact hour requirement, per course, taught on the School site.
- i. The 86<sup>th</sup> Texas Legislative Session passed HB 3650 which requires that the School District and the College consider the use of free or low-cost open educational resources in courses offered as dual credit, for which the School uses as part of its course offering to satisfy the prescribed courses in the identified degree plans.
- j. Course Agreements will include any additional instructional requirements, any required faculty development/training, and the requirements for evaluation of teaching. A Course Agreement will be completed by the deadline designated in the yearly Dual Credit Timeline for any course, but not later than the start of the first instructional day that course is delivered. All courses offered for Dual Credit must have an approved Course Agreement. The Course Agreement will be effective for three years unless either party requests a modification or if the publisher makes changes to the current Instructional Materials. For course sections taught at the School, the College will maintain the same instructional materials and editions for Dual Credit courses taught at the high school campus for a minimum of three years, unless otherwise specified in the applicable Course Agreement or as otherwise specified in Section 13 - Course Materials. The adoption of any course materials, print or electronic, after a Course Agreement is signed will require an agreed and signed addendum.
- k. Course Agreements will identify those College programs requiring more frequent textbook cycles than the otherwise applicable three-year cycle. Refer to Section 13 – Course Materials where details related to the application of instructional materials and how these may be incurred by the School District as defined herein.
- l. Within the Dual Credit framework, Students may earn the School *Distinguished Level of Achievement diploma with Performance Acknowledgement* within a four-year timeframe with up to 42 college credit hours, which may include courses in the core curriculum listing available in the College catalog (including a foreign language), courses from the career and technical education / workforce as prescribed by the selected degree plan towards an Occupational Skills Award, Level 1 Certificate or 2 Certificate, Associate degree and/or Baccalaureate degree. If applicable, students may also be certified as Core Complete as denoted in the College transcript awarded by the College.
- m. The College will provide the School District and School information about the Alamo Academies work-based learning programs spanning the junior and senior years, so that Students are aware of its opportunities. A Student enrolling in the Alamo Academies must follow the prescribed courses as listed in the selected degree plan. The course hour limitations for all Dual Credit programs, including the Alamo Academies, is strictly limited to 42 hours. A Student considering enrollment in the Alamo Academies during the junior year should limit Dual Credit courses taken during their freshman and sophomore years to avoid accumulation of credit hours preventing eligibility to complete a full Alamo Academies degree plan.

Similarly, Alamo Academies Students should not enroll in other Dual Credit courses outside the selected Alamo Academies degree plan to avoid being barred from completion of the Alamo Academies degree plan by accumulating excessive total Dual Credit hours. The College will ensure that Students are not enrolled into Dual Credit courses outside those listed in the selected degree plan to avoid adverse consequences in the Student's subsequent educational pathway.

- n. The College is responsible for ensuring that course goals and standards are understood and that the same standards of expectation and assessment are applied where College courses are offered, to include departmental exams and student learning outcomes. Students will participate in college-level work and will be subject to material deemed college level. The School District and School are aware that the content in college level courses may contain topics intended for mature audiences or adult age groups. The Department Chairs and respective Academic Deans or Vice Presidents of Academic Success will monitor the quality of instruction in order to ensure compliance with the Student Learning Outcomes (SLOs) and the standards established by Applicable Law, SACSCOC, and the College. School District Administrative staff and Curriculum Specialists from the respective disciplines will monitor and ensure that the required Texas Essential Knowledge and Skills (TEKS) are met during the delivery of dual credit courses taught by their high school faculty.
- o. The College will utilize various programs that are either system- or computer- based in both face-to-face and online learning environments. These educational resources are intended to support learning and meet the Student Learning Outcomes and comply with requirements from SACSCOC and state standards.
- p. The School District will ensure that technology devices or resources are available to the Students so they may successfully access the required course content and educational resources. Internet accessibility, and the use of technical means to manage, restrict or prohibit the access of specific web sites, software, or other educational resources, should be enabled, vetted and coordinated by technical staff from both the School District and College to ensure that the Students taking dual credit courses may have the same successful academic experience as those on the College facilities. In the event that the School District or School are unable to provide technology devices or resources to meet the required technical requirements for the Dual Credit courses to be delivered through the School, the School District, School Principal or designee will coordinate with designees from the College to identify possible solutions.
- q. The School District shall be responsible for ensuring that high school curriculum courses will meet the requirements of the Texas Essential Knowledge and Skills (TEKS) and all other law applicable to Texas public school districts and that School District students are able to meet all high school graduation requirements, including all End of Course examinations, while earning college credit.
- r. To enroll in any college-level course, Students must meet all of the College course prerequisites. The College and School District will assess each student for overall readiness to engage in any college-level course, and any out-of-pocket costs of same shall be borne by the

School District. Based on such assessment, the College Coordinator of High School Programs and the School Principal or designee will determine the forms of assistance and remediation that may be needed by a student in order to meet enrollment requirements for any college-level course.

- s. The College maintains a defined process for Students to withdraw from Dual Credit courses. Approval by the College or faculty of record is required to process Student withdrawal requests following the census date for the respective part of term. Once processed, the withdrawal will appear on the Student's College transcript. Census rolls document the Students enrolled in all classes. Failure to list a Student on the census roll by the College's deadline will result in the Student's ineligibility to receive a grade in the respective course.
- t. The College requires students to be officially enrolled by the part of term's census date, to meet the number of contact hours required for the respective course and to complete all required assignments to be eligible to receive credit in the form of a grade.
- u. The College maintains deadlines for drop requests from all courses. Students enrolled in a course following the drop deadline will receive the grade earned on their transcript. The faculty or School Counselor should advise a Student performing poorly in any Dual Credit course of the value of dropping that course before its drop deadline to avoid recording a poor grade. The School Counselor will contact the College's Office of High School Programs to initiate a timely Student drop request should the Student agree to withdrawal. Withdrawal from the College course does not result in a withdrawal from the high school course.
- v. Students will be subject to the same academic policies and procedures as students enrolled in the College. This includes, but is not limited to the Academic, Probationary, Dismissal, Withdrawal and Grievance policies and procedures of the Alamo Colleges District. Refer to the College's catalog under the Academic Standards section for specific information: <https://myspccatalog.alamo.edu/content.php?catoid=173&navoid=10926>.

## **12. ADVISING**

To adhere to the requirements set forth by HB1638, the Dual Enrollment Policy Statement approved during the SACSCOC December 2018 annual meeting, and legislative bills passed during the 86<sup>th</sup> Texas Legislative Session, the College and the School District will provide academic advising as listed herein.

- a. The 86<sup>th</sup> Texas Legislative Session passed SB 1324, which states that a student shall file a degree plan with the college not later than:
  - 1. the end of the second regular semester or term immediately following the semester or term in which the student earned a cumulative total of 15 or more semester credit hours of course credit for dual credit courses successfully completed by the student; or
  - 2. if the student begins the student's first semester or term at the college with 15 or more semester credit hours of course credit for dual credit courses successfully completed, the end of the student's second regular semester or term at the college.

- b. SB 1324 further states that a student enrolled in a multidisciplinary studies associate degree program must meet with an academic advisor to complete a degree plan and account for all remaining credit hours required for the completion of the degree program. The College staff and the Student must also account for the Student's transition to a particular four-year college or university that the Student chooses and preparations for the Student's intended field of study or major at the four-year college or university.
- c. Through the School counselor(s), each Student will receive advising on the five high school endorsements. The College will provide information on the AlamoINSTITUTES appropriate to the Student's selected career pathway. Each Student will select a high school endorsement and higher education degree plan. Information on the AlamoINSTITUTES can be found at: <https://www.alamo.edu/enroll/plan/>.
- d. The 86<sup>th</sup> Texas Legislative Session passed SB1276, which requires that the College establish advising strategies and terminology related to dual credit and college readiness. The College and the School District will provide the alignment of high school endorsements described by Texas Education Code Section 28.025(c-1) offered by the School District, and dual credit courses offered under the agreement that apply towards those endorsements, with postsecondary pathways and credentials at the institution and industry certifications.
- e. The School Counselor or School designee will work with the College Advising Staff and College Coordinator of High School Programs to review and register students into courses that may count toward the degree at the 4-year university of the Student's choice or a degree or certificate from the College.
- f. The Alamo Colleges District Transfer Advising Guides ("TAGs") are available resources to provide Students with information for transfer pathways while minimizing loss of credits in the transfer process. Transfer Advising Guides depict a degree plan from a University in the Alamo Colleges District Transfer Compact. The Transfer Advising Guides can be found at: <http://myalamocatalog.alamo.edu/content.php?catoid=157&navoid=9481>. The documents delineate the courses that are offered at the Colleges of the Alamo Colleges District. They provide valuable information about special requirements or considerations for transfer. Transfer Advising Guides are intended for advising purposes only and not an exhaustive list to be applied to all academic transfer situations or all degree plans within the Universities in the Alamo Colleges District Transfer Compact. While the Alamo Colleges District maintains articulation agreements with universities in the Alamo Colleges District Transfer Compact, it is highly recommended that the College, School District, School and Students communicate with the intended transfer institution to minimizing loss of applicable college course credits in the selected degree plan.

### 13. COURSE MATERIALS

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

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

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

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

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

- a. Courses taught at the School:
  - i. As part of the Course Agreements, the College includes the Instructional Materials Charge, if applicable, or other required materials for courses.
  - ii. Instructional Materials Charges are applied every semester on courses that specify the need for said charges.
  - iii. The Instructional Materials Charge selection will be acceptable until the course SLOs or the content for the course changes with a minimum time frame of three academic years to maximize the use of the School's textbook investment.
  - iv. Any changes will be documented in an updated Course Agreement.
  - v. The College's Academic Departments operate on a textbook adoption cycle and should be considered at the time a course is requested.
- b. Courses taught on College campus or online:
  - i. The College includes the Instructional Materials Charge as part of the Course Agreements.
- c. School enrollments with Students comingled in College campus sections
  - i. The College will follow the Guidelines for Selection of Instructional Materials for all courses. College will let the School know the requirement for each course considered for Student enrollments.
  - ii. IM Direct are electronic materials codes required of each student and required for enrollment in specified classes. If the College uses IM Direct for any courses, the School must be notified at the time discussion for dual credit enrollments are underway or prior to enrolling students into courses with IM Direct fees if course changes are required.
  - iii. The College will communicate any changes in IM, including IM Direct, to the School by the second full week of April for the following fall, unless the change in course occurs after

the second full week of April. In the event Instructional Materials change for the term, the College will notify the School by the first full week of September.

- iv. The College and School will discuss the required Instructional Materials before agreeing to enroll students in the college section.
- d. Enrollment of Students in course sections comingled with post-secondary students is acknowledgement of agreement to required Instructional Materials Charges.

The designee of the College's Office of High School Programs will meet with the School District or School prior to enrolling students into courses and inform the School District of any courses that will have Instructional Materials Charges attached. Once Students are enrolled in the agreed-upon course sections, the School District assumes financial responsibility for courses and all course-related charges. The School District will be invoiced for the cost of the IM Direct.

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

#### **14. FACULTY**

- a. All instructors teaching dual credit courses must meet the College's academic requirements as outlined by SACSCOC Faculty Credentialing requirements, as determined by the College. All instructors teaching dual credit classes at the School site must be approved and hired as faculty by the College prior to teaching dual credit courses. The faculty credentialing process used by the College for faculty on the College site will apply for faculty on the School site. The College will designate staff in the respective discipline to supervise and evaluate the faculty on the School site using the same or comparable procedures used with faculty on the College site.
- b. Faculty on the School site will be evaluated at least annually by the College or on a comparable schedule as Faculty on the College site.
- c. All Faculty, regardless of where the delivery of instruction occurs, must adhere to applicable Alamo Colleges District and College policies and procedures, particularly sections E, F and H. Alamo Colleges District policies are accessible at: <https://www.alamo.edu/about-us/leadership/board-of-trustees/board-policies/>.
- d. When unforeseen situations arise and the instructor scheduled to teach a course for the College cannot deliver instruction through the entirety of the scheduled course, the School Principal or designee will immediately notify the College's Office of High School Programs. The College, as per SACSCOC guidelines, must identify a credentialed instructor that can teach the remainder of the college course. An instructor that has not been credentialed and approved by

the College may not serve as a substitute to teach the remainder or any portion of a college course. If the instructor identified by the College to teach the remaining portion or any portion of the course is employed by the College, the School District will be responsible to pay the College for the compensation for the period of service of the identified instructor.

- e. Instructors teaching dual credit courses at the School will be either high school teachers credentialed by the respective College Faculty Chairs adhering to SACSCOC guidelines or faculty from the respective discipline at the College. The cost-sharing model approved by the Alamo Colleges District Board of Trustees is based on which party pays the instructor. Please refer to Section 29 - Fiscal Matters herein. The School District is highly encouraged to hire teachers approved by the College as adjunct instructors to teach dual credit courses. The School District is encouraged to provide incentives to have instructors earn the college hours required for qualification and should coordinate approval of eligibility with the College.
- f. Student evaluation of instruction takes place each semester and will be a part of the faculty annual evaluation process, regardless of where the dual credit courses are offered. Performance evaluation of all dual credit faculty will adhere to College and Academic Division protocols and schedules as it pertains to all other College adjunct faculty, per SACSCOC requirements, as well as those required by the Texas Education Agency.
- g. Faculty teaching dual credit courses will teach using the respective course syllabus that contains the Student Learning Objectives (Herein referred to as “SLOs”). Faculty based on the School site must upload course syllabi onto Concourse, the College’s official reporting system.
- h. Dual Credit classes may include both ECHS and traditional dual credit students. Dual Credit students constitute those in traditional Dual Credit or ECHS.
- i. At the end of each semester, all faculty, regardless of where the instruction is delivered, must submit the End of Semester Clearance report to the designated College department chair by the final grades deadline.
- j. To adhere to the requirements outlined in House Bill 2504 (“HB2504”), all faculty will publish a curriculum vitae that will include post-secondary education and teaching experience on the official system of record where the course syllabus taught by faculty are maintained.

#### **15. PROFESSIONAL DEVELOPMENT FOR NON-INSTRUCTIONAL HIGH SCHOOL STAFF**

The School District will provide School staff responsible for providing guidance to students on courses yielding dual credit, enrolling students into dual credit courses or any other facet of responsibility related to dual credit programming with release time to attend professional development sessions offered by the College. The College will confer with School District and School Administration to schedule the professional development sessions to the extent that session logistics allow. The professional development sessions will include topics on issues impacting students taking dual credit college level courses while in high school, such as selecting courses

leading to the student's goal, implications of taking college courses, and transferability of courses to upper level institutions for specific academic programs and degree applicability. The workshop will include terminology, career guidance, and resources similar to that used by the College Advisors. The intent of the sessions is for the School staff to provide structured guidance to students and their parents regarding decisions students will make that impact their college experience and accumulation of semester hours. Sessions may be delivered in either face to face or online formats. Periodic update sessions may be required. Staff from the Colleges and the Alamo Colleges District will deliver the sessions and will work with the School District to identify the times for the sessions.

## **16. PROFESSIONAL DEVELOPMENT FOR ADJUNCT INSTRUCTORS FROM THE SCHOOL SITE**

The College and School District will provide professional development opportunities to their respective faculty in accordance with their respective institutional policies. The College will provide professional development in critical thinking, leadership, student engagement, discipline-specific topics and other areas deemed necessary.

The School District will provide its faculty hired as College Adjunct Instructors the necessary time to participate in professional development identified by the College. College Adjunct Instructors and Faculty teaching on the College site shall engage in equivalent professional development. . In instances where Adjunct Instructors are contracted outside the hiring deadlines, the department Chair will assign a College Faculty in the respective discipline to assist during the first college semester transition.

## **17. SCHOOL CALENDAR**

The Dual Credit course schedule will be determined by the location of the course delivery, provided that the required contact hours and prerequisites are met.

The instructional calendar for the high school portion of the School will be based on the School District calendar and comply with all related TEA regulations for school attendance. The School District will adjust its schedule as necessary to enable Students to enroll in and attend the college-level courses provided by College. The School District and College will coordinate the State Student assessment requirements to ensure said assessments are administered without penalty. The School District, School and College will ensure that the School calendar accounts for the required per-semester contact hours for courses. When the instructional delivery is on the College site, it may be necessary for Students to attend classes on days when the School District is closed (*e.g.*, different holiday closures). When Students take classes at the College scheduled on days when School is closed, the School District will ensure that at least one staff member with administrative authority be on call and available to be reached by the College's Office of High School Programs or other College staff in case of emergency. The designated School staff member will have access to Student emergency contact information.

While the College agrees to make scheduling accommodations for required State assessments, including the STAAR and End of Course Exams, all contact hour requirements must be met. For assessments not mandated by the State, the College and School District will come to a mutual

agreement on administration dates in order to appropriately manage disruptions of college courses and ensure contact hour requirements are met.

## **18. ACADEMIC POLICIES**

- a. The academic policies of the School District and College shall apply to all students enrolled in the Dual Credit programs as applicable.
- b. Students are expected to meet academic standards (including academic progress) for College coursework. Semester grades and grading policies shall be outlined in each instructor's course syllabus. College grades are awarded on a 4.0 scale at the College. The School will convert the college course grades according to its grading procedures. The College's Office of High School Programs will provide the School with academic progress or grade status at mid-semester for their respective Students enrolled in Dual Credit courses. Students struggling to maintain a passing grade will be provided with options by their corresponding faculty and be advised by their College advisor or the high school counselor to withdraw from the College course in order to avoid future problems related to admissions, financial aid, and scholarships. Withdrawal from the College course does not result in a withdrawal from the high school course. The School personnel are responsible for advising Students concerning academic progress in high school courses and the College is responsible for such advising for college courses. The School staff and the College designee are responsible for advising and monitoring these actions.
- c. Students who begin any semester term in Good Academic Standing, but fail to maintain a cumulative institution GPA of 2.0 or higher are placed on Academic Probation. Notification of probationary status is communicated electronically through students' ACES email addresses. Academic Probation status is cleared when students earn both term and cumulative 2.0 institution GPA and returns to Good Academic Standing. Students who fail to earn a minimum term institution GPA of a 2.0 while on Academic Probation (cumulative institution GPA remains below 2.0) will be placed on Academic Dismissal. The College Catalog provides details on the Academic Standing Policy. Academic policies are accessible on the College's eCatalog website at <https://myspccatalog.alamo.edu/content.php?catoid=173&navoid=10926>.
- d. Students taking courses for dual credit must be enrolled in courses coded as "Dual Credit" in the School's student information system.
- e. The College, in fulfillment of SACSCOC requirements, will develop the off-site notification and substantive change notification letter and submit it to SACSCOC. It will begin the process of creating the corresponding prospectus to outline degree requirements that the School will pursue. The College will provide the School a schedule of when supporting documentation is required from the School. The School District and School will assist the College by providing relevant information supporting the SACSCOC processes, including, but not limited to, information on the campus facilities, computer lab descriptions, square footage of facility, a

list faculty teaching dual credit courses, and relevant courses taught to fulfill the requirements toward the selected degree plans for the School.

## **19. STUDENT SAFETY**

The Parties agree that when a Student attending a College facility expresses to any College employee a suicidal intention or a threat of physical harm to others, a protocol to be agreed prior to the effective date of this MOU will be executed. The protocol will prioritize ensuring that the Student does not pose a threat to self or others. The College will prioritize transitioning management of the issue to School District, the parent / guardian of the student or the most appropriate authority or entity to address the crisis at hand. Often the College Police Department will assess the situation and coordinate that transition with its School District counterpart. School District designates College as its agent under any applicable statutory authority or parent / guardian consent to treatment for the limited purpose of this crisis-response intervention.

When on the College campus, Students will follow the policies and procedures of the College to ensure the safety and well-being of the fellow classmates, faculty, staff and visitors. The Colleges will develop standard protocols for various emergency situations.

To ensure safety precautions, the College enrolls all students, faculty and staff, including Students in Dual Credit programs, into emergency alert messages. These messages are sent to all groups mentioned via the College email, robocalls and text messages to the telephones listed in the system of record.

Alamo Colleges District is subject to legislation requiring it to allow licensees to carry concealed handguns on its campuses effective August 1, 2017, and Students will potentially encounter license holders availing themselves of this privilege. Any notice of these facts to parents of Students will be the responsibility of the School District.

Students traveling for College events will be required to sign an Alamo Colleges District General Participation Release as a condition of participation as is required of all students from each of the Colleges of the Alamo Colleges District.

## **20. STUDENT ATTENDANCE POLICIES**

Students are required to maintain regular and punctual attendance in class and laboratories to meet the required number of contact hours per semester. Absences, dismissal of classes, and early release (except in emergency or inclement weather, when permitted by Applicable Law, or when related to state-mandated assessment days) shall be avoided. For additional information on the College attendance policies, please refer to the College's Course Catalog at <https://myspccatalog.alamo.edu/content.php?catoid=197&navoid=13012#Attendance>.

## **21. STUDENT CONDUCT**

Students are required to adhere to School District and College policies, procedures, and regulations regarding facilities and equipment usage and both School District and College codes of student conduct as well as the Alamo Colleges District Student Responsibility for Success Policy. All

disciplinary action, including suspension and dismissal from the College, shall be in conformity with the Codes of student conduct of the Parties. All Students will be provided access to the Alamo Colleges District eCatalog, Student Code of Conduct, Student Handbook, and Title IX / Clery Act materials in the same manner as all other students enrolled in the College. For additional information on the College student conduct policies, please refer to the College's Catalog at <https://myspccatalog.alamo.edu/content.php?catoid=175&navoid=10909>. In the event of a conflict between the policies of School District and College, the Parties will collaborate to resolve any conflict.

The School District and the College will inform one another of complaints against a Student. The party which receives a complaint of non-academic misconduct may investigate the complaint and reach a decision on responsibility for violations of the applicable student code of conduct, but must notify the other party of sanctions before they are issued. Students who are in violation of policies and codes of conduct will, where appropriate, return to the School District's high school, if any, and will not be allowed to return to any College facility. The Parties will cooperate fully with each other in any investigation involving student misconduct or conduct that threatens or potentially threatens the safety of others and the college campus. The Parties will cooperate fully with each other as necessary in all matters pertaining to complaints, grievances and appeals regarding student conduct issues. The definition of "cooperation" includes providing access to students or other persons who may be witnesses or persons with knowledge of relevant facts. Students may be sanctioned the same as other post-secondary College students and may be subject to exclusion from the College campus and College properties.

The Alamo Colleges District board policy F.4.5 states that Students who violate federal or state statutes, the Student Code of Conduct, Alamo Colleges District policy, or other applicable requirements related to alcohol and drug use shall be subject to appropriate disciplinary action. Such disciplinary action may include referral to drug and alcohol counseling or rehabilitation programs or student assistance programs, suspension, expulsion, and referral to appropriate law enforcement officials for prosecution.

## **22. STUDENT SUPPORT SERVICES**

The Parties will identify and collaborate on measures to assist those students who may not be performing satisfactorily to succeed. The School will seek guidance from the College designee(s) in the areas of test preparation, tutoring, College Connection services, academic advising, and the development of an integrated support system for Students across the two institutions. Students will have access to the same or similar tutoring and other academic support as provided for other students in the School District, School and College. To promote academic success, the Parties will provide academic support services as may be needed. The School counselor and its designee will work to ensure Students receive pertinent information regarding higher education, financial assistance, and assistance waivers for tuition and fees. As needed, each Party will assist families as they complete initial application and admission requirements per the respective organizations' processes. The School District will be responsible for non-academic counseling services and the College is authorized, but not required, to provide emergency counseling intervention services. See section 4 – Disability Support Services.

## **23. EXTRACURRICULAR ACTIVITIES AND STUDENT ENGAGEMENT ACTIVITIES**

- a. The School District may allow students to participate in high school activities as long as participation does not interfere with academic requirements of the dual credit courses.
- b. Students may participate in age-appropriate activities on the College campus so long as participation does not interfere with the academic requirements of the School. From time to time, Students may be assigned to off-site academic course assignments which require the Student to travel to satisfy course objectives that could include, without limitation, museum visits or job-site internships. Students engaging in any College-related, off-site travel must be transported by a parent, guardian, parent/guardian written designee, or School District-sponsored travel arrangement; transportation by College, its employees or other post-secondary college students is strictly prohibited.

## **24. STUDENT DATA SHARING**

Parties agree to share student data for the purpose of administering and managing the participating Dual Credit programs. Parties agree to regularly share data not otherwise available to the other party to ensure that data is current and has integrity, as both Parties use data for enrollment into courses, state reporting, financial matters, Title IX matters, student conduct and other official business related to the participating Dual Credit programs. Each Party shall also promptly notify the other of any onsite or offsite behaviors of Students participating in any Dual Credit program known to the Party which threaten or cause harm to others, including, without limitation, violence, threats, weapons, sexual assault, sexual contact of minors, and Title IX complaints.

Parties agree to adhere to the confidentiality requirements of FERPA and will encrypt the student data before it is transmitted electronically. As Parties are held to FERPA guidelines, each is entitled to student information from students that are shared under the condition of being school officials with legitimate educational interest and as appropriate officials in cases of health and safety emergencies. Notwithstanding the foregoing, the School shall coordinate signature of and collect the High School Programs Student/Parent Consent Form during the student on-boarding process.

The School District will transmit the Student data to a secure location mutually agreed upon by both Parties. The College will retrieve and delete the student data from the secure location so as not to expose any sensitive student information. The Student data retrieved from the School District will be entered into Banner, the College's system of record, and used exclusively for official business pertaining to all applicable areas of High School Programs.

## **25. STUDENT RECORDS**

In accordance with Applicable Law, School District will maintain student records pertaining to Dual Credit programs and provide College copies of the letter grades, and other informational data on student assessment, promotion, retention, academic transcripts, award of diplomas, and other student data necessary and advisable for College to perform its obligations under this MOU. Each Party will be responsible for maintaining student records and records pertaining to the Program in conformity with the Texas Record Retention laws and the federal FERPA. Each Party designates the other Party as its agent with a legitimate educational interest in students' education records for

purposes of FERPA, and each Party agrees in its capacity as such agent to comply with the FERPA requirements set forth, without limitation, at 20 CFR 99.33. Each Party shall institute policies and procedures reasonably designed to ensure that its employees and agents comply with these and all other federal and state laws, including, without limitation, FERPA, governing the rights of Students with respect to educational records, and shall protect student education records against accidental or deliberate re-disclosure to unauthorized persons.

## **26. TRANSCRIPTION OF COLLEGE CREDIT**

*St. Philip's College is accredited by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) to award associate level degrees. Contact the Commission on Colleges at 1866 Southern Lane, Decatur, Georgia 30033-4097 or call (404) 679-4500 for questions about the accreditation of St. Philip's College.*

College credit for each Student appears on the College transcript as students complete each college course. Transcription of college credit is the responsibility of the College and transcription of high school credit is the responsibility of the School District. The School District determines how the college grades will be recorded in the high school transcript for GPA and ranking purposes. The School District, through the School staff, will ensure that parents are aware and knowledgeable of this and other procedures regarding transcription of grades. See policies procedure F.4.1.1 in <https://www.alamo.edu/experience-the-alamo-colleges/current-students/transcripts-and-records/>.

## **27. CIVIL RIGHTS UNDER ALAMO COLLEGES DISTRICT POLICIES**

The Alamo Colleges District Policy and Procedure on Civil Rights prohibits discrimination, harassment, and retaliation in violation of several statutes, including but not limited to Title VII of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Act. In particular, Section 504 prohibits discrimination and the denial of benefits or participation in any program or activity receiving federal financial assistance on the basis of disability. The protection extends to employees and Students. Title IX provides that no person shall on the basis of sex shall be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving federal assistance. Title IX prohibits discrimination based on sex (gender) of employees and students at educational institutions receiving federal financial assistance. "Sex" and gender discrimination under Title IX includes gender discrimination, cover sexual harassment and sexual assaults and violence occurring on campus.

The Alamo Colleges District does not tolerate discrimination, harassment, or retaliation on the basis of any protected criteria, including gender or disability. To ensure compliance with the Civil Rights Policy and Procedure on Civil Rights Discrimination, Harassment, and Retaliation, the Alamo Colleges District have designated a Title IX/VII/ADA/504 Coordinator to coordinate the investigation and resolution District-wide of complaints under the Civil Rights Policy and Procedure. All civil rights complaints should be reported or routed to the District Title IX/Title VII/ADA/504 Coordinator for handling and processing. At all times, the Coordinator and the school district will keep each other informed of complaints raised against each other. If the complaint

involves a student as the accused or accuser, the Parties will agree on which party will undertake the investigation.

All Students will have access to AlamoCARES, a prevention, education and support program regarding dating violence, domestic violence, sexual assault, and stalking. Within the AlamoCARES site, students will find information on rights granted by Title IX and other federal statutes and resources to help educate and assist them when dealing with gender or disability discrimination, retaliation, and sexual harassment and violence. For more information, please visit: <https://www.alamo.edu/about-us/compliance/title-ix/>.

## **28. PROGRAM EVALUATION**

The School District and the College will develop a plan for the evaluation of the Dual Credit program to be completed each year. The evaluation will include, but is not limited to, disaggregated attendance and retention rates, GPA of high-school-credit-only courses and college courses, satisfactory progress in college courses, state assessment results, SAT/ACT, as applicable, TSIA readiness by grade level, and adequate progress toward the college-readiness of the students in the program. The School District commits to collecting longitudinal data as specified by the College, and making data and performance outcomes available to the College upon request. HB 1638 and SACSCOC require the collection of data points to be longitudinally captured by the School District, in collaboration with the College, will include, at minimum: student enrollment, GPA, retention, persistence, completion, transfer and scholarships. School District will provide parent contact and demographic information to the College upon request for targeted marketing of degree completion or workforce development information to parents of Students. School District agrees to obtain valid FERPA releases drafted to support the supply of such data if deemed required by counsel to either School District or the College. The College conducts and reports regular and ongoing evaluations of the Dual Credit program effectiveness and uses the results for continuous improvement.

## **29. FISCAL MATTERS**

- a. The School District will provide all required Course Materials (textbooks and electronic materials) and will be billed for applicable Instructional Materials charges embedded in courses requiring electronic materials in accordance with the College respective course agreement.
- b. The School District will act as the fiscal agent for purposes of this MOU, including student fees. Based on School District policies, the School District may recover fees incurred by students.
- c. Any transportation and applicable food services required for Students participating in Dual Credit programs at the College site will be provided by the School District.
- d. All personal fines, late fees, parking tickets, etc. incurred by Student at the College are the student's individual responsibility.

- e. Adjunct Instructors at the School site delivering dual credit courses may teach students enrolled in ECHS and Traditional Dual Credit in the same course section. However, Alamo Colleges District will only pay dual credit stipends for dual credit courses with 15 dual credit students or more in each course section. Dual Credit students constitute those in traditional Dual Credit or ECHS.
  
- f. The Cost-Sharing Model was implemented beginning with the 2017-18 Academic Year. Following the model of who primarily funds the cost of the Dual Credit Instructor, the Alamo Colleges District will either pay a stipend to the School District or the School District will pay the Alamo Colleges District the appropriate amount listed below. The College will verify all student enrollments per College census dates.
  - i. Where the School District contracts the instructor to teach college courses, the Alamo Colleges District will pay \$600 for each course section that contains at least 15 students. The official student enrollment count will be taken on the course sections' census date. The Alamo Colleges District Business Office will communicate with the School District Business Office to provide the appropriate payment to be paid the first full week of December for the Fall semester and the third full week of April for the Spring semester.
  
  - ii. Where the College contracts the college instructor to teach a course section and the student enrollment in each specific course section totals less than 80% of the total student enrollment count of the said course section, the School District will pay \$100 per student to the Alamo Colleges District. The official student enrollment count will be taken on the course sections' census date. The Alamo Colleges District Business Office will communicate with the School District Business Office to provide an invoice by mid-January for the Fall semester and the third full week of April for the Spring semester. Each of these invoices are to be paid net 45 days from the date of the invoice.
  
  - iii. Where the College contracts the college instructor to teach a course section and the student enrollment in each specific course section totals to 80% or greater of the total student enrollment of the said course, the School District will pay \$2,800 per course to the Alamo Colleges District. The official student enrollment count will be taken on the course sections' census date. The Alamo Colleges District Business Office will communicate with the School District Business Office to provide an invoice by mid-January for the Fall semester and the third full week of April for the Spring semester. Each of these invoices are to be paid net 45 days from the date of the invoice.
  
  - iv. Where Students are required to use Course Materials as part of the prescribed courses in their degree plan, as referenced in Section 13 – Course Materials, the Alamo Colleges District Business Office will communicate with the School District Business Office to provide an invoice by mid-January for the Fall semester and the

third full week of April for the Spring semester. Each of these invoices are to be paid net 45 days from the date of the invoice.

- g. School District's failure to meet its financial responsibilities as the fiscal agent will result in a College's refusal of enrollment of its Students for the next Academic Year after determination of payment default and may be subject to outside collection agency action.
- h. Tuition promotions, incentives or discounts vary during each academic year. All current promotions are published on the Alamo Colleges District web site at: [www.alamo.edu](http://www.alamo.edu), and are available in printed or electronic formats. Applicability of said for students enrolled in Dual Credit programs, Early College High School or Alamo Academies must be verified at the time of enrollment. Examples of promotional incentives include the "Summer Momentum Plan" published in the Alamo Colleges District web site at: <http://www.alamo.edu/free>.

### **30. AMENDMENTS OR REVISIONS TO THE MOU**

This MOU may only be amended by mutual written agreement of the Parties.

### **31. TERMINATION OF THE MOU**

Either Party may terminate this MOU through written notice to the other party given not later than the last calendar day in December and to be effective for the ensuing academic fall semester. In the event of termination, the School District, School and College will prepare an agreeable plan of dissolution in accordance with all Applicable Laws to be submitted and approved by the authorized representatives from both Parties as listed herein.

### **32. TRANSPORTATION**

The School District will provide for such student transportation as may be required to and from the College as required under State law, and for any off-site academic course assignments which require the Student to travel to satisfy course objectives that could include, without limitation, museum visits or job-site internships, or approved School and College field trips or extra-curricular activities, each pursuant to applicable School District rules and procedures.

### **33. STUDENT DIRECTORY INFORMATION**

Upon enrolling in the Dual Credit program, each Student's general directory information (defined by the College, pursuant to FERPA, to exclude student addresses) will become part of the College's student general directory information, and will be subject to the Texas Public Information Act.

### **34. FOOD SERVICES**

The School District will provide for all applicable Student meals as required by State and Federal law and School District rules and procedures as applicable when students attend a College site. Students may purchase food from College food service facilities when on the College campus.

**35. ENTIRE AGREEMENT**

This MOU supersedes all prior agreements, written or oral, between College and School District and constitutes the entire agreement and understanding between the Parties with respect to the subject matter hereof. This MOU and each of its provisions may not be waived, modified, amended or altered except by a subsequent writing signed by authorized representatives for each respective Party. Services Agreements may be entered into by College and School District in order to address more specific logistical concerns. Notwithstanding anything appearing in such Service Agreements, in case of any conflict with this MOU, the terms of this MOU shall prevail.

**36. NO WAIVER OF IMMUNITY**

Neither College nor School District waives or relinquishes any immunity or defense on behalf of itself, its trustees, officers, employees, and agents as a result of the execution of this MOU and the performance of the covenants contained herein.

**37. COUNTERPARTS**

This MOU may be executed in any number of counterparts, each of which shall be deemed to be an original and all of which together shall be deemed to be one and the same instrument. A signature transmitted by facsimile or similar equipment shall be deemed an original signature.

**38. SEVERABILITY**

In the event any provision of this MOU shall be found invalid, void and/or unenforceable, for any reason, neither this MOU generally nor the remainder of this MOU shall thereby be rendered invalid, void and/or unenforceable, but instead each such provision, and (if necessary) other provisions hereof shall be reformed by a court of competent jurisdiction so as to effect, insofar as is practicable, the intention of the Parties as set forth in this MOU; provided, however, that if such court is unable or unwilling to effect such reformation, the remainder of this MOU shall be construed and given effect as if such invalid, void and/or unenforceable provisions had not been a part hereof.

**39. NOTICE**

Any notice required by or permitted under this MOU must be made in writing. Any notice required by this MOU will be deemed to be delivered (whether actually received or not) when deposited with the United States Postal Service, postage prepaid, U.S. certified or registered mail, return receipt requested, and addressed to the intended recipient at the address shown in the signature block of each Party below. Any address for notice may be changed by written notice delivered as provided herein. Such addresses may be changed or additional addresses added from time to time by written notice of such change given in accordance with this section.

Email notice shall always be a permitted option, and shall be mandatory during the pendency of any epidemic or pandemic affecting the city or county of the notice address of either party, or during any period during which either party has implemented limited office staffing or a temporary work-from-home program by reason of an emergency declared by authorities with jurisdiction over that area. All email notices given pursuant to this Agreement shall be effective upon receipt, rebuttably

presumed received with evidence of sending, and irrebuttably presumed received with evidence of email confirmation of receipt.

**School District:**

Ingram ISD  
ATTN: Superintendent of Schools  
510 College St.  
Ingram, TX 78025  
**rtempleton@ingramisd.net**

**College:**

St. Philip's College  
ATTN: College President  
1801 Martin Luther King Dr.  
San Antonio, Texas 78224  
aloston@alamo.edu

**Alamo Colleges District:**

Alamo Colleges District  
ATTN: Vice Chancellor of Academic Success  
2222 N. Alamo St.  
San Antonio, TX 78215  
grailey@alamo.edu

Alamo Colleges District  
ATTN: General Counsel  
2222 N. Alamo St.  
San Antonio, TX 78215  
rlaughead@alamo.edu

**40. NON-APPROPRIATION**

The Parties hereto acknowledge that College and School District are governmental entities subject to certain budgetary constraints and agree that, in the event funding for the provision of services of performance hereunder by either College or School District is not appropriated or provided for in the budget for its next fiscal year, College and District may immediately terminate this MOU without penalty and its duties hereunder shall cease to exist.

**41. NO-THIRD PARTY BENEFICIARY**

This MOU inures to the benefit of and obligates only the Parties executing it. No term or provision of this MOU shall benefit or obligate any person or entity not a party to it. The Parties hereto shall cooperate fully in opposing any attempt by any third person or entity to claim any benefit, protection, release or other consideration under this MOU.

**42. HEADINGS**

The description headings used in this MOU are inserted for reference only and do not and shall not be deemed to modify the construction of any of the provisions of this MOU.

**43. RELATIONSHIP**

The relationship of the School District and College shall, with respect to that part of any service or function undertaken as a result of or pursuant to this MOU, be that of independent contractors. Nothing contained herein shall be deemed or construed by the Parties, or by any third party, as creating the relationship of principal and agent, partners, joint venturers, or any other similar such relationship between the Parties.

Intending to be bound, the Parties sign below.

**SERVICING COLLEGE / ALAMO COLLEGES DISTRICT**



By: *Adena Williams Loston* Aug 4, 2020  
Dr. Adena Williams Loston Date  
College President  
St. Philip's College

By: *George Railey* Aug 4, 2020  
George Railey (Aug 4, 2020 14:39 CDT) Date  
Dr. George Railey, Jr.  
Vice Chancellor for Academic Success

**INGRAM ISD**

By: *Bobby Templeton* Aug 4, 2020  
Bobby Templeton (Aug 4, 2020 12:17 CDT) Date  
Dr. Robert Templeton  
Superintendent of Schools

## Appendix B

# St. Philip's College

# St. Philip's College Schedule/Catalog 2020-2021

## Associate of Arts

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The Associate of Arts is designed as the equivalent of the first half of a Baccalaureate Degree. This is a general plan and may or may not satisfy the requirements of a specific transfer university. Please check with your advisor for specific transfer requirements.

### Total Credit Hours Required: 60

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#### Communication (10) Core - 2 courses (6 credit hours)

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- [ENGL 1301 - Composition I](#)
- [ENGL 1302 - Composition II](#)

#### Mathematics (20) Core - 1 course (3 credit hours)

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Select 1 course from the [Mathematics \(20\) Core](#)

#### Life and Physical Sciences (30) Core - 2 courses (6 credit hours)

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Select 2 courses from the [Life and Physical Sciences \(30\) Core](#)

#### Language, Philosophy & Culture (40) Core - 1 course (3 credit hours)

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Select 1 course from the [Language, Philosophy & Culture \(40\) Core](#)

#### Creative Arts (50) Core - 1 course (3 credit hours)

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Select 1 course from the [Creative Arts \(50\) Core](#)

#### American History (60) Core - 2 courses (6 credit hours)

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Select 2 courses from the [American History \(60\) Core](#)

#### Government/Political Science (70) Core - 2 courses (6 hours)

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Select 2 courses from the [Government/Political Science \(70\) Core](#)

#### Social and Behavioral Sciences (80) Core - 1 course (3 credit hours)

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Select 1 course from the [Social and Behavioral Sciences \(80\) Core](#)

## **Additional Communication (90) Core - 1 course (3 credit hours)**

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Select 1 course from the [Additional Communication \(90\) Core](#)

## **Additional Language, Philosophy and Culture (90) Core - 1 course (3 credit hours)**

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Select 1 course from the [Additional Language, Philosophy and Culture \(90\) Core](#)

## **Additional Requirements (18 credit hours)**

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- Any 18 hours of college-level Arts & Science courses, as approved by advisor.

### **Note:**

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Courses from the Additional Requirements area may not be used to satisfy Core Curriculum requirements.

A course may be used only once to fulfill degree requirements.

The student is encouraged to carefully examine requirements at the transfer institution. Requirements vary from institution to institution and can change from one year to the next.

Program CIP: 24.0100

Major Code: LBAT

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Associate of Arts Curriculum Crosswalk

CORE CURRICULUM	HIGH SCHOOL GRADE LEVEL	HIGH SCHOOL REQUIREMENT			COLLEGE COURSE REQUIREMENT	
		Course Name	Course Credits	PEIMS Code		
<b>Communication Core</b> 6 credit hours	11	English 3	1.0	03220300	Composition I Composition II	ENGL 1301 ENGL 1302
<b>Mathematics Core</b> 3 credit hours	10 or 11	Honors Algebra 2	1.0	03100600	College Algebra (Precal Track) - Spring	MATH 1414* *one excess hour
<b>Life and Physical Sciences Core</b> 6 credit hours	10 or 11	Environmental Systems	1.0	03020000	Environmental Systems Biology for Non-Science Majors I (Lecture)	BIOL 2306 BIOL 1308
<b>Language, Philosophy, &amp; Culture Core</b> 3 credit hours	10 - or - 12	World History - or - English 4	0.5 0.5	03340400 03220400	World Civilizations - Fall British Literature I - Fall	HIST 2321 - or - ENGL 2322
<b>Creative Arts Core</b> 3 credit hours	9	Art 1 - or - Theatre I - or - Music Appreciation	1.0 1.0 1.0	03500110 03250100 03155600	Art Appreciation Intro to Theatre Appreciation Music Appreciation	ARTS 1301 - or - DRAM 1310 - or - MUSI 1306
<b>American History Core</b> 6 credit hours	11	US History (OnRamps or Dual)	1.0	03340100	History of the US I History of the US II	HIST 1301 HIST 1302
<b>Government/Political Science Core</b> 6 credit hours	12 11, 12, or 13	Government Special Topics	0.5 0.5	03330100 03380002	Federal Government Texas Government	GOVT 2305 GOVT 2306
<b>Social and Behavioral Sciences Core</b> 3 credit hours	12	Psychology	0.5	03350100	General Psychology	PSYCH 2301
<b>Additional Communication Core</b> 3 credit hours	11, 12, or 13	Communication Applications	0.5	03241400	Public Speaking**	SPCH 1315
<b>Additional Language, Philosophy, &amp; Culture</b> 3 credit hours	10 - or - 12	World History - or - English 4	0.5 0.5	03340400 03220400	World Civilizations II- Spring British Literature II - Spring	HIST 2322 - or - ENGL 2323
<b>TOTAL CORE HOURS</b>						<b>42</b>
<b>Additional Requirements***</b> 18 hrs of any college-level arts & sciences <i>Courses listed represent one example of how students can complete the 18 hours</i> 18 credit hours	11, 12, or 13 11, 12, or 13 12 11, 12, or 13	Anatomy & Physiology Precalculus Economics Sociology	1.0 1.0 0.5 0.5	13020600 03101100 03310300 03370100	Anatomy & Physiology I Anatomy & Physiology II Precalculus - Spring Principles of Macroeconomics Introduction to Sociology	BIOL 2401 BIOL 2402 MATH 2412 ECON 2301 SOC1 1301
<b>TOTAL ADDITIONAL REQUIREMENTS HOURS</b>						<b>18</b>
**Students interested in pursuing a Bachelor degree related to business should speak to their advisor about the best course option for these core areas. ***Students should speak with their advisor to select the best options aligned to their Bachelor degree plan for the university they plan to attend.						
<b>TOTAL ASSOCIATE OF ARTS DEGREE HOURS</b>						<b>60</b>

## Core Curriculum Course Listing 2020-2021

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### Communication (10) Core—2 courses (6 credit hours)

ENGL 1301 - Composition I  
ENGL 1302 - Composition II  
ENGL 2311 - Technical Writing

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### Mathematics (20) Core—1 course (3 credit hours)

MATH 1314 - College Algebra	MATH 1414 - College Algebra (Precal Track)
MATH 1324 - Mathematics for Business and Social Sciences I	MATH 1442 - Elementary Statistical Methods
MATH 1332 - Contemporary Math I (Math for Liberal Arts Majors I)	MATH 2412 - Precalculus
MATH 1342 - Elementary Statistical Methods	MATH 2413 - Calculus I

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### Life & Physical Sciences (30) Core—2 courses (6 credit hours)

ANTH 2301 - Physical Anthropology	CHEM 1311 - General Chemistry Lecture I
ASTR 1303 - Stars and Galaxies Lecture	CHEM 1312 - General Chemistry Lecture II
ASTR 1304 - Solar System Lecture	CHEM 1405 - Introductory Chemistry I
BIOL 1308 - Biology for Non-Science Majors I (Lecture)	CHEM 1407 - Introductory Chemistry II
BIOL 1309 - Biology for Non-Science Majors II (Lecture)	CHEM 1411 - General Chemistry I
BIOL 1322 - Nutrition	CHEM 1412 - General Chemistry II
BIOL 1323 - Consumer Nutrition Non-Science Majors	ENVR 1301 - Environmental Science (lecture)
BIOL 1406 - Biology for Science Majors I	GEOG 1301 - Physical Geography
BIOL 1407 - Biology for Science Majors II	GEOL 1301 - Earth Sciences Lecture I
BIOL 1408 - Biology for Non-science Majors I	GEOL 1303 - Physical Geology Lecture
BIOL 1409 - Biology for Non-Science Majors II	GEOL 1304 - Historical Geology Lecture
BIOL 1411 - General Botany	GEOL 1305 - Environmental Geology Lecture
BIOL 1413 - General Zoology	GEOL 1345 - Oceanography
BIOL 2306 - Environmental Biology (Lecture)	GEOL 1401 - Earth Sciences I
BIOL 2401 - Human Anatomy and Physiology I	GEOL 1403 - Physical Geology
BIOL 2402 - Human Anatomy and Physiology II	GEOL 1404 - Historical Geology
BIOL 2404 - Human Anatomy and Physiology	PHYS 1301 - General Physics I Lecture
BIOL 2406 - Environmental Biology (Lecture & Lab)	PHYS 1305 - Introductory Physics I Lecture
BIOL 2420 - Microbiology for Allied Health Majors	PHYS 1401 - General Physics I
CHEM 1305 - Introductory Chemistry Lecture I	PHYS 2425 - University Physics I
CHEM 1307 - Introductory Chemistry Lecture II	PHYS 2426 - University Physics II

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### Language, Philosophy, & Culture (40) Core—1 course (3 credit hours)

ARAB 2311 - Intermediate Arabic I	FREN 2312 - Intermediate French II
ARAB 2312 - Intermediate Arabic II	GERM 2311 - Intermediate German I
CHIN 2311 - Intermediate Chinese I	GERM 2312 - Intermediate German II
CHIN 2312 - Intermediate Chinese II	HIST 2321 - World Civilizations I
ENGL 2322 - British Lit I: Anglo Saxon through Neoclassical	HIST 2322 - World Civilizations II
ENGL 2323 - British Lit II: Romanticism to the Present	HUMA 1301 - Introduction to the Humanities I
ENGL 2327 - American Lit I: Precolonial through the Romantic Period	HUMA 1302 - Introduction to the Humanities II
ENGL 2328 - American Lit II: Realism to the Present	HUMA 1305 - Introduction to Mexican-American Studies
ENGL 2332 - World Lit I: Antiquity through the Renaissance	HUMA 2319 - American Minority Studies
ENGL 2333 - World Lit II: Neoclassical to the Present	HUMA 2323 - World Cultures
ENGL 2341 - Forms of Literature	ITAL 2311 - Intermediate Italian I
ENGL 2351 - Mexican American Literature	ITAL 2312 - Intermediate Italian II
FREN 2311 - Intermediate French I	JAPN 2311 - Intermediate Japanese I
	JAPN 2312 - Intermediate Japanese II
	LATI 2311 - Intermediate Latin I

LATI 2312 – Intermediate Latin II  
PHIL 1301 - Introduction to Philosophy  
PHIL 1304 - Introduction to World Religions  
PHIL 2303 - Introduction to Logic

PHIL 2306 - Introduction to Ethics  
SPAN 2311 - Intermediate Spanish I  
SPAN 2312 - Intermediate Spanish II

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**Creative Arts (50) Core—1 course (3 credit hours)**

ARCH 1301 - History of Architecture I  
ARCH 1302 - History of Architecture II  
ARCH 1311 - Architecture, Society, and Culture  
ARTS 1301 - Art Appreciation  
ARTS 1303 - Art History I  
ARTS 1304 - Art History II  
DANC 1305 - World Dance

DANC 2303 - Dance Appreciation  
DRAM 1310 - Introduction to Theatre - Theatre Appreciation  
HUMA 1311 - Mexican-American Fine Arts Appreciation  
HUMA 1315 - Fine Arts Appreciation  
MUSI 1306 - Music Appreciation  
MUSI 1310 - American Music

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**American History (60) Core—2 courses (6 credit hours)**

HIST 1301 - United States History I **and** HIST 1302 - United States History II  
or  
HIST 2327 - Mexican-American History I **and** HIST 2328 - Mexican-American History II  
or  
HIST 1301 - United States History I **and** HIST 2328 - Mexican-American History II  
or  
HIST 2327 - Mexican-American History I **and** HIST 1302 - United States History II  
or  
HIST 2381 - African-American History **and** HIST 1302 - United States History II  
or  
HIST 2381 - African-American History **and** HIST 2328 - Mexican-American History II  
or  
HIST 2301 - Texas History **and** HIST 1301 or HIST 1302 or HIST 2327 or HIST 2328 or HIST 2381

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**Government/Political Science (70) Core—2 courses (6 credit hours)**

GOVT 2305 - Federal Government  
GOVT 2306 - Texas Government

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**Social and Behavioral Sciences (80) Core—1 course (3 credit hours)**

ANTH 2302 - Archaeology  
ANTH 2351 - Cultural Anthropology  
COMM 1307 - Introduction to Mass Communications  
CRIJ 1301 - Introduction to Criminal Justice  
ECON 1301 - Introduction to Economics  
ECON 2301 - Principles of Macroeconomics  
ECON 2302 - Principles of Microeconomics  
GEOG 1302 - Cultural Geography  
GEOG 1303 - World Regional Geography  
GOVT 2304 - Introduction to Political Science  
KINE 1301 - Foundations of Kinesiology  
KINE 1304 - Personal/Community Health  
KINE 1338 - Concepts of Physical Fitness  
KINE 1346 - Drug Use & Abuse  
GOVT 2304 - Introduction to Political Science  
PSYC 2301 - General Psychology  
PSYC 2306 - Human Sexuality  
PSYC 2307 - Adolescent Psychology I  
PSYC 2308 - Child Psychology  
PSYC 2315 - Psychology of Adjustment  
PSYC 2319 - Social Psychology  
SOC1 1301 - Introductory Sociology  
SOC1 1306 - Social Problems

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**Additional Communication (90) Core—1 course (3 credit hours)**

SPCH 1311 - Introduction to Speech Communication  
SPCH 1315 - Public Speaking  
SPCH 1318 - Interpersonal Communication  
SPCH 1321 - Business and Professional Communication

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**Additional Language, Philosophy, & Culture (90) Core—1 course (3 credit hours)**

ARAB 2311 - Intermediate Arabic I	HIST 2322 - World Civilizations II
ARAB 2312 - Intermediate Arabic II	HUMA 1301 - Introduction to the Humanities I
CHIN 2311 - Intermediate Chinese I	HUMA 1302 - Introduction to the Humanities II
CHIN 2312 - Intermediate Chinese II	HUMA 1305 - Introduction to Mexican-American Studies
ENGL 2322 - British Lit I: Anglo Saxon through Neoclassical	HUMA 2319 - American Minority Studies
ENGL 2323 - British Lit II: Romanticism to the Present	HUMA 2323 - World Cultures
ENGL 2327 - American Lit I: Precolonial through the Romantic Period	ITAL 2311 - Intermediate Italian I
ENGL 2328 - American Lit II: Realism to the Present	ITAL 2312 - Intermediate Italian II
ENGL 2332 - World Lit I: Antiquity through the Renaissance	JAPN 2311 - Intermediate Japanese I
ENGL 2333 - World Lit II: Neoclassical to the Present	JAPN 2312 - Intermediate Japanese II
ENGL 2341 - Forms of Literature	LATI 2311 - Intermediate Latin I
ENGL 2351 - Mexican American Literature	LATI 2312 – Intermediate Latin II
FREN 2311 - Intermediate French I	PHIL 1301 - Introduction to Philosophy
FREN 2312 - Intermediate French II	PHIL 1304 - Introduction to World Religions
GERM 2311 - Intermediate German I	PHIL 2303 - Introduction to Logic
GERM 2312 - Intermediate German II	PHIL 2306 - Introduction to Ethics
HIST 2321 - World Civilizations I	SPAN 2311 - Intermediate Spanish I
	SPAN 2312 - Intermediate Spanish II

***Not all courses that satisfy core requirements are offered at all colleges in the Alamo Colleges District.***

## Appendix C

**Faculty Roster Form**  
**Qualifications of Full-Time and Part-Time Faculty**

Name of Institution: St. Philip's College

Name of Primary Department, Academic Program, or Discipline: Dual Credit at Ingram Tom Moore High School

Academic Term(s) Included: Fall 2021 – Spring 2022

Date Form Completed: 12/03/2020

1	2	3	4
NAME (F, P)	COURSES TAUGHT Including Term, Course Number & Title, Credit Hours (D, UN, UT, G) [Dual] Note – for substantive change prospectuses/applications, list the courses to be taught, not historical teaching assignments	ACADEMIC DEGREES & COURSEWORK Relevant to Courses Taught, Including Institution & Major List specific graduate coursework, if needed	OTHER QUALIFICATIONS & COMMENTS Related to Courses Taught
Athyala, Sailaja (P)	ECON 1301 – Intro to Economics, Fall/Spring	Texas A&M University, College Station Ph. D., Curriculum and Instruction  Andhra University, Waltair, India MA International Economics  Central University, Hyderabad, India M.Phil Economics	
Balog, Michael (P)	HIST 2321 – World Civilizations I, Fall/Spring HIST 2322 – World Civilizations II, Fall/Spring	Texas A&M University - College Station Ph.D – Educational Administration MA - History	
Bass-Wright, Shirley (F)	PSYC 2301 – General Psychology Fall/Spring	Eastern Michigan University MS Clinical Psychology	
Bigott, Samuel	MUSI 1306 Music Appreciation, Spring and Fall, 3 hours	Texas Tech University Bachelor of Music Majors: Music, Saxophone, Teacher Prep All-Level Music Certificate: Jazz  Texas Tech University Master of Music Major: Music	

Abbreviations: F, P: Full-time or Part-time; D, UN, UT, G: Developmental, Undergraduate Nontransferable, Undergraduate Transferable, Graduate; Dual: High School Dual Enrollment Course

Form Updated: April 2018

		Minor: Performance	
Bowlin, Bill (P)	HIST 1301 – US History I, Fall HIST 1302 – US History 2, Spring	University of Alabama – Birmingham MA History	
Cannon, William	ITNW 1308 Implementing and Supporting Client Operating Systems, Spring, 3 hours ITSC 1316 Linux Installation and Configuration, Fall, 3 hours ITNW 1425 Fundamentals of Networking Technologies, Fall, 3 hours ITNW 2405 Network Administration, Spring, 3 hours	Baylor University Bachelor of Business Administration Majors: Entrepreneurship & Computer Information Systems Concentration: Management Information Systems  Dallas Baptist University Master of Business Administration Major: Business Administration Minor: Management Information Systems	AT&T IT Technical Director/IT Manager January 2000 - September 2014
Carlisle, Kimberly (F)	HIST 1301 – US History I, Fall HIST 1302 – US History 2, Spring	University of Texas At San Antonio Master of Arts in History	
Dinsmore, Cynthia (F)	HIST 2321 – World Civilizations I, Fall/Spring HIST 2322 – World Civilizations II, Fall/Spring HIST 1301 – US History I, Fall HIST 1302 – US History 2, Spring	Texas State University, San Marcos MA History, MA Political Science	
Grayson, Chris Del Anna (F)	SOCI 1301 – Introduction to Sociology Fall/Spring	University of Texas at Austin MA Sociology	
Grover, Daniel D. (P)	HIST 1301 – US History I, Fall HIST 1302 – US History 2, Spring	Southwest Texas State University (now Texas State University) MA History	
Herbin, C. Victor (P)	HIST 1301 – US History I, Fall HIST 1302 – US History 2, Spring HIST 2321 – World Civilizations I, Fall HIST 2322 – World Civilizations II, Fall/Spring	University of California MA History	

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Form Updated: April 2018

Johnson, Monique (F)	PSYC 2301 – General Psychology Fall/Spring	University of Phoenix MS Psychology	
Kennedy, Charles	BIOL 2306 Environmental Biology, Fall, 3 hours.  BIOL 1308, Biology for Non-Science Majors. Spring, 3 hours  BIOL 2401 Human Anatomy and Physiology I, Fall, 4 hours  BIOL 2402, Human Anatomy and Physiology II, Spring, 4 hours	Texas A&M at Commerce Bachelor of Science Majors: Biological Sciences, Kinesiology & Sports Studies  Texas A&M University at Commerce Master of Education Major: Secondary Education (with 18 hours in graduate-level Biology courses)	
Kisel, David (F)	ECON 1301 – Intro to Economics, Fall/Spring	Texas A&M University MS Economics	
Konkright, Kelsey (F)	GOVT 2305 – Federal Government, Fall/Spring GOVT 2306 – Texas Government, Fall/Spring	St. Mary's University MA Political Science	
Gibson, Stephanie (F)	ENGL 1301 Composition I, Fall, 3 hours.  ENGL 1302 Composition II, Spring, 3 hours  ENGL 2322 British Literature I Anglo Saxon through the Neoclassical  ENGL 2323 British Lit II: Romanticism to the Present	THE UNIVERSITY OF TEXAS AT SAN ANTONIO MA—ENGLISH 2008	
Lopez, Sylvester J. (P)	GOVT 2305 – Federal Government, Fall/Spring GOVT 2306 – Texas Government, Fall/Spring	St. Mary's University MS Public and Institutional Administration  University of Texas at San Antonio POL 5013 Research Methods 3 hrs POL 5403 Top-Pol Com & Behavior 3 hrs POL 5103 Topics in Americans Politics 3 hrs POL 5003 Political Inquiry 3 hrs	

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Form Updated: April 2018

		POL 5123 Ethnic Politics 3 hrs POL 5413 Political Psychology 3 hrs Total of 18 hours Political Science	
Martinez, Oscar	ARTS 1301 Art Appreciation, Spring, 3 hours	Angelo State University Bachelor of Arts Major: Sociology Minor: Art  Angelo State University Master of Fine Art Major: Art	
McRorey, Joe	MATH 1414 College Algebra (PreCal Track), Spring 4 hours  MATH 2412 PreCalculus, Spring 4 hours  MATH 2413 – Calculus I, Fall  MATH 1342 – Statistics, Spring	Lubbock Christian University Bachelor of Science in Organizational Management  Texas Tech University Master of Arts Major: Mathematics	
Nanivazo, Joelle (F)	ECON 1301 – Intro to Economics, Fall/Spring	Southern Illinois University Carbondale PhD Economics	
Olsen, Ashley (P)	PSYC 2301 – General Psychology Fall/Spring	University of Incarnate Word MS Psychology	
Pelletier, Micky	DRAM 1310 Theatre Appreciation, Spring, 3 hours	Texas Tech University Bachelor of Fine Art Major: Theatre Arts  New York University Master of Arts Major: Teachers of Ed Theatre in Coll & Comm	
Robles, Denise (F)	GOVT 2305 – Federal Government, Fall/Spring GOVT 2306 – Texas Government, Fall/Spring	California State University at Los Angeles MA Political Science	
Rodriguez, Carlos A. (P)	SOCI 1301 – Introduction to Sociology Fall/Spring	University of Texas at San Antonio MA Sociology	
Rolland-Adkins, Kelli (P)	SOCI 1301 – Introduction to Sociology Fall/Spring	Our Lady of the Lake University MSW Social Work MA Sociology Texas State University	

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Form Updated: April 2018

Snavely, Sandra (F)	PSYC 2301 – General Psychology Fall/Spring	Incarinate Word University MA Education PS 6353 - Adult Personality Changes 3 hrs PS 6375 - Personal Decision Making 3 hrs PS 6398 - Motive & Emotion in Stress 3 hrs Our Lady of the Lake University	
Thomas, Jonathan (F)	HIST 2321 – World Civilizations I, Fall/Spring HIST 2322 – World Civilizations II, Fall/Spring	University of Southern Mississippi MA History	
Williams, Tyrell	SPCH 1321- Business Professional Communications	UNIVERSITY OF TEXAS AT AUSTIN MA—SPEECH COMMUNICATION 1995	

Abbreviations: F, P: Full-time or Part-time; D, UN, UT, G: Developmental, Undergraduate Nontransferable, Undergraduate Transferable, Graduate; Dual: High School Dual Enrollment Course

Form Updated: April 2018

## Appendix D

## INSTITUTIONAL STUDENT LEARNING OUTCOMES

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St. Philip's College ensures that students develop the essential knowledge and skills they need to be successful in college, career, community and life by embedding cross-disciplinary student learning outcomes in academic courses and co-curricular activities.



### Critical Thinking

St. Philip's College students will demonstrate the ability to use inquiry and analysis, evaluation and synthesis of information, and creative thinking and innovation.



### Communication

St. Philip's College students will demonstrate the ability to develop, interpret, and express ideas through effective written, oral, and visual communication for various academic and professional contexts.



### Empirical and Quantitative Skills

St. Philip's College students will demonstrate the ability to manipulate and analyze numerical data or observable facts resulting in informed conclusions.



### Teamwork

St. Philip's College students will demonstrate the ability to work effectively with others to support a shared purpose or goal and consider different points of view.



### Social Responsibility

St. Philip's College students will demonstrate intercultural competency, civil knowledge, and the ability to engage effectively in regional, national and global communities.



### Personal Responsibility

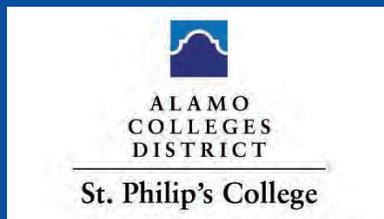
St. Philip's College students will demonstrate the ability to connect choices, actions, and consequences to ethical decision-making.

## Appendix E

**St. Philip's College Scorecard FY 2021**

For a detailed review of SPC Student Achievement Goals: <http://www.alamo.edu/mainwide.aspx?id=43716>

<b>Results of Mission:</b> Empower our diverse student population through educational achievement and career readiness. <b>Vision:</b> Best in the nation in Student Success and Performance Excellence. <b>Values:</b> Students First   Respect For All   Community Engaged   Collaboration   Can Do Spirit   Data Informed <b>Core Competencies:</b> Quality Instruction of Educational Programs   Student Engagement   Community Engagement							
STRATEGIC OBJECTIVES	INSTITUTIONAL PRIORITIES	SUPPORTING DOCUMENTS LEADING INDICATORS	BENCHMARKS	RESULTS			TARGET
				Fall 17	Fall 18	Fall 19	Fall 20
Student Success	Productive Grade Rate (PGR)	<ul style="list-style-type: none"> <li>SLO Assessment Results (QEP and ETS)</li> <li>Early Alert/Follow-Up Reports</li> <li>Tutoring</li> <li>Student Engagement (CCSSE Survey) 4E, 4L, 4P, 21</li> <li>Ruffalo Noel Levitz 1-16</li> </ul>	AC baseline (Fall 2006) = 67.3%	83.6%	83.6%	83.1%	83.4%
	Persistence FT FTIC Fall-to-Fall	<ul style="list-style-type: none"> <li>On-Site Wait Times</li> <li>Ruffalo Noel Levitz 1-16, 43,32,15,65</li> <li>CCSSE 4O, 4E, 4P, 9B</li> <li>Tutoring/Advising</li> <li>Explorance Blue</li> </ul>	State & VLCC Best (San Jacinto) = 71.8% VLCC Average = 62.7% Statewide = 58.5%	64.0%	56.9%	62.7%	63.0%
	Graduation Rate FT FTIC 4-year	<ul style="list-style-type: none"> <li>Enrollment</li> <li>Productive Grade Rate (PGR)</li> <li>Early Alert Follow-Up Reports</li> <li>Tutoring/Advising</li> <li>Weekly Degree Audits (45+ Hrs.)</li> </ul>	VLCC Best (San Jacinto North) = 41.4% VLCC Average = 25.2%, State Best (Lee College) = 41.5% State Average = 24.8%	Fall 13 Cohort 22.5%	Fall 14 Cohort 32.5%	Fall 15 Cohort 33.4%	Fall 16 Cohort 33.7%
Leadership	Ethical Decision Making (EDM)	<ul style="list-style-type: none"> <li>Student Engagement and Satisfaction (CCSSE, Ruffalo Noel Levitz)</li> <li>Rubric Assessment Ethical Decision Making/Personal Responsibility</li> </ul>	CCSSE every odd year (spring) Target: 50.0% RNL every even year (spring) Ethical Decision Making (EDM)/Personal Responsibility Baseline (Fall 2014) = 73%	17/18	18/19	19/20	20/21
				Assessed Biannually	CCSSE ACL 49.1 SE 46.0 AC 47.4 SFI 47.8 SFL 52.5	Assessed Biannually	CCSSE ACL 50.0 SE 50.0 AC 50.0 SFI 50.0 SFL 53.0
				Summary Score RNL 5.64	Next Assessment Fall 20	Assessment TBD	5.84
Performance Excellence		<ul style="list-style-type: none"> <li>College Climate Survey (PACE)</li> <li>Employee Professional development</li> </ul>	PACE every year (Fall) target 3.76	3.81	3.95	4.09	4.12
	SACSCOC Compliance and Sustainability	<ul style="list-style-type: none"> <li>Alumni Constituent Survey (ACS)</li> <li>Action Plans Sustainability Plans for Submission of the 5<sup>th</sup> year Report in 2021</li> <li>Most Cited Standards</li> <li>Substantive Change Notifications and Prospectuses</li> </ul>	Alumni (EDM) SPC Constituent Survey Spring 2016 Average (first survey) = 80.1% Best in the region (SACSCOC): 0 Recommendations; 2.5 (Average); SPC below average on cited recommendations SACSCOC due dates and dates of implementation SACSCOC Acceptance and Approval, respectively	85.1%	91.1%	91.9%	92.2%



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#goSPC

