

Cover Sheet for Submission of Substantive Changes Requiring Approval

COMPLETE ONE FORM PER PROSPECTUS OR APPLICATION SUBMITTED.

For questions about this form, contact the Substantive Change Office at 404.679.4501, ext. 4571, or email Dr. Sarah Armstrong at sarmstrong@sacsoc.org

Complete, attach to submission, and send to:
 Dr. Belle Wheelan, President
 Southern Association of Colleges and Schools
 Commission on Colleges
 1866 Southern Lane
 Decatur, GA 30033

OFFICIAL NAME OF INSTITUTION

MAIN CAMPUS CITY + STATE (OR NON-U.S. COUNTRY)

SUBMISSION DATE
(MM/DD/YYYY)

INTENDED STARTING
DATE (MM/YYYY)

Type of change (check the appropriate boxes)

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)

New off-campus instructional site where 50% or more of a program's credits are offered

SITE NAME

CITY

STATE

STREET ADDRESS

ZIP

COUNTRY

Will the site be a **branch campus?** (see Substantive Change Policy, p. 16, for definition) Yes No

Distance delivery: approval of the institution to offer 50% or more of programs electronically for the first time

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)

Closing a program, instructional site, or institution

Type of closure:

Program closure

Site closure

Institution closure

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)

Merger / consolidation, program acquisition, or site acquisition

NAMES AND ACCREDITORS OF ALL INSTITUTIONS

DESCRIPTION

Change of governance, ownership, control, or legal status

NAMES AND ACCREDITORS OF ALL INSTITUTIONS

DESCRIPTION

Other (PLEASE DESCRIBE)

OFFICE USE ONLY

On sanction | date imposed: _____
 Sanction recently removed for CR 2.11.1
 or CS 3.10.1 | date removed: _____

Institutional ID

Canyon High School

1510 IH 35 North
New Braunfels, TX 8130

Canyon Lake High School

8555 FM 32
Fischer, TX 78623

Samuel Clemens High School

1001 Elbel Rd.
Schertz, TX 78154

Judson High School

9142 Farm to Market Road 78
Converse, TX 78109

La Vernia High School

225 Bluebonnet Dr.
La Vernia, TX 78121

Navarro High School

6350 North State Hwy 123
Seguin, TX 78155

Smithson Valley High School

14001 Hwy 46 West
Spring Branch, TX 78070

Bryon P. Steele II High School

1300 Farm to Market 1103
Cibolo, TX 78108

ST. PHILIP'S COLLEGE

1801 Martin Luther King Drive, San Antonio, Texas 78203

SACSCOC Substantive Change Prospectus



Substantive Change Prospectus
for approval of new off-campus site

Prepared by St. Philip's College

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



August 28, 2017

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 degree at the following high school locations:

Canyon High School

1510 IH 35 North
New Braunfels, TX 8130

Canyon Lake High School

8555 FM 32
Fischer, TX 78623

Samuel Clemens High School

1001 Elbel Rd.
Schertz, TX 78154

Judson High School

9142 Farm to Market Road 78
Converse, TX 78109

La Vernia High School

225 Bluebonnet Dr.
La Vernia, TX 78121

Navarro High School

6350 North State Hwy 123
Seguin, TX 78155

Smithson Valley High School

14001 Hwy 46 West
Spring Branch, TX 78070



Bryon P. Steele II High School

1300 Farm to Market 1103

Cibolo, TX 78108

We anticipate that greater than 50% of the necessary coursework leading to the Associate of Arts degree may be obtained by students beginning in the fall 2018 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.

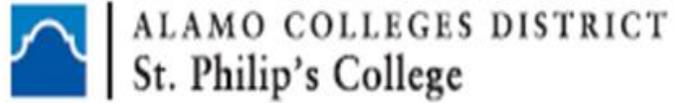
Sincerely,

A handwritten signature in black ink, reading "Adena Williams Loston".

Adena Williams Loston, Ph.D.

President

c: Maria Hinojosa, Ed.D., SACS-COC Accreditation Liaison, St. Philips College



SUBSTANTIVE CHANGE PROSPECTUS
for approval of new off-campus sites where 50% or more course credits may be earned

Prepared by St. Philip's College

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

August , 2017

Contact for questions regarding the prospectus

Dr. Maria Hinojosa
Director of Institutional Planning, Research and Effectiveness
(210) 486-2897
chinojosa32@alamo.edu

List Degrees the institution is authorized to grant

St. Philip’s College is authorized to grant the **Associate of Arts**.

St. Philip’s College is authorized to grant the **Associate of Arts in Teaching**.

St. Philip’s College is authorized to grant the **Associate of Science**.

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

Accounting Technology	Electrical Trades
Administrative Office Technology	Electronics Technology, Instrumentation
Advanced Manufacturing Technology	General Motors Automotive Service Educational Program
Air Conditioning and Heating	Health Information Technology - Health Management with Allied Health Technical Specialties
Aircraft Technician Airframe	Health Information Technology
Aircraft Technician Powerplant	Hospitality Management
Automotive Technology - Option II Ford	Hotel Management
Automotive Technology	Information Assurance and Cybersecurity
Baking and Pastry Arts	Invasive Cardiovascular Technology
Biomedical Equipment Technology	Manufacturing Operations Technician
Business Management and Technology	Medical Laboratory Technician
CNC Manufacturing Technician	Network Administrator
Collision/Refinishing Technician	Nursing: Career Mobility – LVN to RN/Military to RN
Computer Maintenance Technology with Network Cisco Specialization	Occupational Therapy Assistant
Computer Maintenance Technology	Physical Therapist Assistant
Construction Business Management	Power Generation and Alternative Energy
Construction Technology	Radiography Technologist
Culinary Arts	Refrigeration Technology
Diagnostic Medical Sonography	Respiratory Care Technology
Diesel Construction Equipment Technician	Restaurant Management
Diesel/Light to Heavy Truck Technology	Surgical Technology
Early Childhood and Family Studies	Vision Care Technology
Early Childhood and Family Studies – Specialization in Accreditation Leadership	Web and Mobile Developer

Early Childhood and Family Studies Specialization in Language and Literacy Preschool	Welder/Welding Technologist
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St. Philip's offers the following Fields of Study (FOS):

- Associate of Arts in Teaching, Teacher Certification: 7-12, and Other EC-12
- Associate of Arts in Teaching, Teacher Certification: EC-6, 4-8, EC-12, and Special Education
- Business
- Computer Science
- Criminal Justice
- Mechanical Engineering (Voluntary Transfer Compact)
- Music
- Speech Communication

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

Administrative Office Assistant Technology	GM ASEP Level 1
Air Conditioning and Heating	Hospitality Management Fundamentals
Aircraft Structures Mechanic	Hotel Limited Service Property Management
Aircraft Turbine Mechanic	Inert Gas GTAW/GMAW Welder
Automotive Heating and Air Conditioning Specialist	Information Assurance and Cybersecurity
Automotive Performance Specialist	Machinist/Machine Technologist
Automotive Technology	Manufacturing Operations Maintenance Mechanic
Baking Principles	Manufacturing Skills Trade Helper
Brake and Front End Specialist	MCSE: Server Infrastructure
Catering Management	Microsoft Office Specialist (MOS)
Cisco Systems Networking	Nurse Aide for Health Care
CNC Operator	Payroll Clerk
Collision Technology	Plumber's Helper
Computer Maintenance with Cisco Specialization	Plumbing Trades
Construction Technology	Power Generation and Alternative Energy
Culinary Studies	Production Tool Operator/Maintenance Assistant
Diesel Heavy Equipment	Refinishing Technology
Diesel/Light to Heavy Duty Truck Technology Brake and Front End Specialist	Refrigeration
Diesel/Light to Heavy Truck Technology	Restaurant Supervision
Early Childhood Studies	Structural/Pipe Layout
Electrical Trades	Transmission Specialist
Entrepreneurship	Web and Mobile Developer
Ford Maintenance and Light-Duty Repair	

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

- Aircraft Mechanic Airframe Certificate

- Aircraft Mechanic Power plant Certificate
- Histologic Technician Certificate
- Vocational Nursing Certificate

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

***Occupational Skills Achievements (OSA)**

Aircraft Technology (OSA)	Customer Service Specialist (OSA)
Adobe Desktop Publishing (OSA)	Cyber First Responders (OSA)
Air Conditioning Systems - Installation (OSA)	Diesel/Light to Heavy Truck Technology Mechanic Helper I (OSA)
Air Conditioning Systems - Service (OSA)	Diesel/Light to Heavy Truck Technology Mechanic Helper II (OSA)
Android Application Developer (OSA)	Electronics Assistant (OSA)
Beginning Accounting Technician (OSA)	Human Patient Simulators (OSA)
Business Communications Specialist (OSA)	Microsoft Certified Technology Specialist Microsoft Exchange Server (OSA)
Certified Database Specialist (OSA)*	Power Generation and Alternative Energy (OSA)
Certified Legal Receptionist (OSA)	Project Management (OSA)
Certified Medical Receptionist (OSA)	Project Team Leader (OSA)
Cloud Computing (OSA)	Retail Management (OSA)
Community Leadership (OSA)	Social Media Specialist (OSA)
CompTIA A+ and Network+ Certification Preparation (OSA)	Web Designer Apprentice I (OSA)
CompTIA Linux+ Certification Preparation (OSA)	Web Designer Apprentice II (OSA)
CompTIA Security + Certification Preparation (OSA)	

Enhanced Skills Certificate

- Automotive Specialized Tuning and Enhancement Program, Enhanced Skills Certificate
- Computed Tomography Enhanced Skills Certificate
- Healthcare Technology Management Enhanced Skills Certificate
- Magnetic Resonance Imaging Enhanced Skills Certificate

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

Associate of Arts; See Appendix B for details.

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

Name of Site	Physical Address (street, city, state, country) Do not include PO Boxes.	Courses and Programs
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
Workforce Center of Excellence – Alamo Academies	800 Quintana Road Building 8 San Antonio, TX 78211	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

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ABSTRACT

St. Philip’s College (SPC) Division of Arts and Sciences respectfully requests approval to offer greater than 50% of the Associate of Arts (AA) degree to our off-campus dual credit programs. The planned implementation for this change is the spring 2018 semester. Although students will not be able to achieve the AA degree, as many as 42 hours of the AA degree may be completed in four academic years. The enrollment of the first cohort (ongoing) will be approximately 20 students per high school campus.

The courses in this program will be held at the following off-campus sites:

<u>Canyon High School</u> 1510 IH 35 North New Braunfels, TX 8130	<u>Judson High School</u> 9142 Farm to Market Road 78 Converse, TX 78109	<u>Smithson Valley High School</u> 14001 Hwy 46 West Spring Branch, TX 78070
<u>Canyon Lake High School</u> 8555 FM 32 Fischer, TX 78623	<u>La Vernia High School</u> 225 Bluebonnet Dr. La Vernia, TX 78121	<u>Bryon P. Steele II High School</u> 1300 Farm to Market 1103 Cibolo, TX 78108
<u>Samuel Clemens High School</u> 1001 Elbel Rd. Schertz, TX 78154	<u>Navarro High School</u> 6350 North State Hwy 123 Seguin, TX 78155	

The proposed dual credit course offerings program will serve the mandate from Texas state congressional leaders and meet a unique need in our service area. The program targets high school students who have an interest in acquiring college credit while pursuing a high school diploma. Not only will the successful completion of the dual credit courses reduce the time to complete a bachelor’s degree and cost of higher education, it provides an avenue for students who desire workforce training to forge a road to apprenticeship opportunities in the skilled trades.

Instructional delivery will be accomplished through a combination of face-to-face instruction offered at the high school(s) and online courses accessible through the College’s website.

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 3.7.1)
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 federally designated as a Historically Black College (HBC) 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 expansion 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 119 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 the St. Philip's College culture. The importance of Associate Degree 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.

Dual Credit at St. Philip's College was established in 1995. The program is designed so that all qualifying students have the opportunity to earn college credits – tuition free – while they are still in high school. In 2006, HB1 required school districts to implement a program under which students may earn the equivalent of at least 12 semester credit hours of college credit in high school. The Dual Credit program and course offerings have seen steady growth, and many students have experienced the benefit of accelerating their college education while simultaneously completing high school graduation requirements. As a Historically Black College (HBC) and Hispanic Serving Institution (HSI), St. Philip's College is committed to serving the traditionally underserved and at-risk student. Entering the Dual Credit agreement marries the ideology of the Dual Credit program with St Philip's College's mission "to empower our diverse student population through educational achievement and career readiness."

St. Philip's College core competencies of quality instruction, student engagement, and community engagement are steeped within our mission. Quality instruction is an imperative for St. Philip's College to be able 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 is skillfully trained and

intellectually ready to perform effectively on the job. Four-year colleges also depend on St. Philip’s College to prepare students to transfer to their institutions academically equipped to achieve. The St. Philip’s College external community depends on St. Philip’s College to prepare residents for the workforce and academic opportunity.

Key St. Philip’s College Goals and Strategic Objectives

#	Goal	Strategic Objective
1	Student Success	Provide academic and student support and align labor market-based pathways to achieve student completion
2	Leadership	Provide opportunities for St. Philip’s College students and employees to develop as leaders
3	Performance Excellence	Continuously improve our employee, financial, technological, physical and other capacities to enhance efficiency and effectiveness
4	Reaffirmation	Successful submission of the decennial SACSCOC Response Reports and QEP Proposal

Expansion of St. Philip’s College’s dual credit partnerships supports Strategic Objective 1 and 2 in facilitating students’ opportunities to more easily reach their educational goals and provides a rigorous learning experience while allowing early access to higher education and an accelerated path to degree completion. Strategic Objective 3 facilitates partnerships with four-year universities and businesses that provide opportunities for students in the areas they wish to explore.

Coursework for the Associate of Arts degree or up to 60-college credit hours will be available to the following high schools: Canyon High School, Canyon Lake High School, Samuel Clemens High School, Judson High School, La Vernia High School, Navarro High School, Smithson Valley High School, Byron P. Steele II High School.

The Alamo Community College District Board of Trustees is the legal authority governing St. Philip’s College today. St. Philip’s College has authority under state law to offer courses in the eight county service area of the Alamo Community College District.

EDUCATION CODE
TITLE 3. HIGHER EDUCATION
SUBCHAPTER J. JUNIOR COLLEGE DISTRICT SERVICE AREAS

Sec. 130.161. DEFINITIONS. In this subchapter:

- (1) "Services" means the courses and programs described by Sections 130.0011 and 130.003(e)*
- (2) "Service area" means:*
 - (A) the territory within the boundaries of the taxing district of a junior college district; and*
 - (B) the territory outside the boundaries of the taxing district of a junior college district in which the junior college district provides services.*

Added by Acts 1995, 74th Leg., ch. 971, Sec. 1, eff. Sept. 1, 1995.

Sec. 130.162. ALAMO COMMUNITY COLLEGE DISTRICT SERVICE AREA. The service area of the Alamo Community College District includes the territory within:

- (1) Bexar, Bandera, Comal, Kendall, Kerr, and Wilson counties;
- (2) Atascosa County, except the territory within the Pleasanton Independent School District; and
- (3) Guadalupe County, except the territory within the San Marcos Consolidated Independent School District.

Alamo Community College District (ACCD) Board of Trustees and St. Philip’s College operate under the authority of the Texas Higher Education Coordinating Board (THECB), which supervises all Texas Junior College Districts.

The Dual Credit program at St. Philip’s is under the leadership of the Dean of Arts and Sciences who has responsibility for the facilitation of the Associate of Arts degree. St. Philip’s College’s dedication to partnerships with area high schools is evidenced by faculty and staff awareness and participation dating from initial development. Dual Credit students are invited to attend on-campus events such as the President’s Lecture Series and theatrical productions. Scheduling issues require that more college classes be offered at area high schools so students will have the opportunity to take advantage of this free program.

DESCRIPTION OF CHANGE

This change will allow the Dual Credit students to take the general education courses necessary to begin the requirements and program level outcomes for an Associate of Arts degree from St. Philip’s College, while attending courses at the following listing of high schools:

<u>Canyon High School</u> 1510 IH 35 North New Braunfels, TX 8130	<u>Judson High School</u> 9142 Farm to Market Road 78 Converse, TX 78109	<u>Smithson Valley High School</u> 14001 Hwy 46 West Spring Branch, TX 78070
<u>Canyon Lake High School</u> 8555 FM 32 Fischer, TX 78623	<u>La Vernia High School</u> 225 Bluebonnet Dr. La Vernia, TX 78121	<u>Bryon P. Steele II High School</u> 1300 Farm to Market 1103 Cibolo, TX 78108
<u>Samuel Clemens High School</u> 1001 Elbel Rd. Schertz, TX 78154	<u>Navarro High School</u> 6350 North State Hwy 123 Seguin, TX 78155	

Students who take college level courses at the above-listed high schools 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 each respective high school listed above.*** (See Appendix A).

Dual Credit courses at aforementioned high schools come under the supervision of the Dean of Arts and Sciences at St. Philip’s College and receive support from the Dual Credit Program, also under the Dean of Arts and Sciences. The Dean, Director of High School Programs, and High School Program staff 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 support services for students such as Disability Services as well as access to library resources.

High School faculty at area high schools will be hired, if not currently employed, by their respective school districts. St. Philip’s College reviews faculty credentials to assure all faculty meet SACSCOC and local instructor credentialing requirements prior to teaching college level courses (Comprehensive Standard 3.7.1). 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.

The Associate of Arts Program Level Outcomes 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.
- Teamwork: Ability to work effectively with other 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 (Sample from La Vernia High School; for full proposed courses list, see Appendix B):

2018-2019	
Fall	Spring
BIOL 1406: Biology for Science Majors I	BIOL 1407: Biology for Science Majors II
ENGL 1301: Composition I	ENGL 1302: Composition II
MATH 1414: Pre-cal track	MATH 2412: Precalculus
HIST 1301: US History I	HIST 1302: US History II
GOVT 2305: Federal Government	ECON 2301: Principles of Macroeconomics (online)
PSYC 2301: General Psychology (online)	SOCI 1301: Introductory Sociology (online)
ARTS 1316: Drawing I	ARTS 1317: Drawing II

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 95 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 pre-requisite 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 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.

*St. Philip’s assigns a ratio of contact hours to Student Contact Hours for each course according to the parameters established by the Texas Higher Education College Board (THECB) as defined in the Lower-Division Academic Course Guide Manual (ACGM). The college’s eCatalog provides access to all courses and uses the Texas Common Course Numbering System (TCCN) naming structure, identifies any prerequisites or basic skill requirements for the course, provides a description of the course and identifies the semester credit hours. For example: **ENGL 1301 - Composition I***

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

Faculty who will be teaching college-level courses in Dual Credit programs 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 districts and will be assigned to teach at their respective high schools. 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 Dual Credit and Early College High Schools 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 Forms).

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 physically 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 mission of the St. Philip's College Center for Learning Resources (CLR) is to provide an educational environment, which supports and enhances the instructional programs offered by the College, stimulates leadership, personal growth, and lifelong appreciation for learning while focusing on the importance of being responsible to a population rich in its ethnic, cultural, and socioeconomic diversity. 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. Photocopiers and printers are also provided, as well as rooms for

library instruction and media viewing. Students may also check out iPads 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 collections include books, music, CDs, videos, 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 books, articles, and other media through the St. Philip’s College online library catalog and electronic databases. As these tools are web-based, students can easily access library holdings and resources from any Academic College Library or from their home or high school through the library’s web site.

Other resources found on the web site include general library information, 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:

- St. Philip’s College Library Catalog
- Electronic Databases
- InterLibrary Loan (ILL)
- 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
- Copy Machines
- Current Magazines and Periodicals
- Individual and Group Study Areas

St. Philip’s College students can request information and research related needs through an online “Ask a Librarian” service. This service is available 24/7 for research assistance within 24 hours. In addition, there is a chat service available. Faculty and students can request library instruction training. 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 College Learning Resources offers computers that are available for student projects, email, Internet browsing, and research.

High School Library Hours are as follows:

Canyon High School Mon., Wed. – Fri. 7:45 AM – 4:15 PM, Tues. 7:45 AM – 5:00 PM	Judson High School Mon.-Fri. 8:00 AM-4:30 PM	Smithson Valley High School Mon. – Thur. 7:45 AM – 4:15 PM, Fri. 7:45 AM – 4:00 PM
Canyon Lake High School Mon. – Fri. 7:45 AM-4:15 PM.	La Vernia High School Mon. – Fri. 7:45 AM - 4:30 PM	Bryon P. Steele II High School Mon. – Fri. 8:00 AM – 4:15 PM

Samuel Clemens High School Mon. – Fri. 7:45 AM – 4:30 PM	Navarro High School Mon., Wed., Thur. 7:30 AM - 5:30 PM Tue 7:30 AM - 7:00 PM Fri. 7:30 AM - 4:00 PM	
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Each high school includes a library managed by a Library Resource Consultant. The library provides access to the St. Philip’s College library as well as electronic databases and resources. (Appendix D contains high school resource/electronic database screenshots).

STUDENT SUPPORT SERVICES

Students at each high school 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 Department 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, 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, counseling, financial aid, bursar’s services, dual credit, and G.E.D. testing. The offices of Veterans’ Affairs, Enrollment Management, and Financial Aid are located in the Welcome Center. Dual Credit and Early College High schools students and faculty will be encouraged to participate in any applicable service offerings.

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 SMARThinking for tutoring assistance. SMARThinking 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.

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 a staff of Instructional Skills Specialists. 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 Support 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 Center 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, teleconference, clinical, internships, 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

Student Life department 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 activities, such as student organizations, campus and recreation activities, and social development activities. In addition, the department supports students by providing the following services: *bus cards, lockers, student laptops for personal use, and a student lounge/recreation area.*

Job, Family, or Personal Concerns

Career and Transfer Services Department provides 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. The Career and Transfer Center provides 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. The Career and Transfer Center staff 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. College Fair Days, Graduation Audits, Arrange University and College Campus Visits, Transfer and Degree Advising, Tours to 4 College Catalogs.

The Career and Transfer Services Department also provides students with information on Joint Admission Agreements, Transfer Scholarships, and Transfer Equivalency Guides. Career development and the pursuit to increase ones 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, the Career and Transfer Services Department seeks to serve all students registered with the Center.

The **Student Health Center** is staffed with professionally trained and licensed nurses. The center seeks to inform and educate the campus community in the art of "staying well." The staff is readily available to respond and administer first aid to on-site emergency injuries and illnesses. A wide assortment of health-related services are available at the Health Center.

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 assist in student's adjustment to college life and contribute to their efforts in resolving issues that are vital to healthy emotional development, as well as necessary for coping with personal difficulties, issues, or crises. Counselors are also available to provide academic advising, support and scholastic intervention as needed. Counseling Services strives to collaborate with the college community to promote the personal, social, and mental well-being of students. Collaboration occurs through outreach services, classroom visits, topic-specific workshops, and consultation with faculty, staff, and administration. Counseling Services strives to enhance the practice of college counseling through promoting ethical and responsible professional practice, and fostering an accepting and inclusive campus culture which will value, affirm, and respect the differences among all members.

PHYSICAL RESOURCES

The location and physical description of each facility follows:

Canyon High School, 1510 IH 35 North, New Braunfels, TX 78130

In 1959, Comal Independent School District (CISD) built Canyon High School (CHS) in what is now Churchill Middle School. Canyon High School moved to its current location in 1976. The facility is 414,120 square feet. It contains an open environment with soft seating for students to congregate, state of the art classrooms and labs, and distance learning capabilities. The facility houses a multi-media learning resource center and technology space and an eatery where students can purchase and/or prepare meals and snacks. Faculty and students have access to ACES (Alamo Colleges Educational Services) portal, which provides access to email, Banner and campus announcements.

CISD maintains equipment at their facility, and the quality is comparable to those at SPC. The day-to-day operations of the facilities of CHS are managed by CISD with oversight by SPC and will have minimal impact on existing programs and services at SPC.

Canyon Lake High School, 8555 FM32, Fischer, Texas 78623

Comal Independent School District (CISD) completed the building of Canyon Lake High School (CLHS) in the fall of 2007. The \$42 million construction budget came from the Bond 1999 Project with a 1,500-student capacity. The building is 309,000 square feet. It has state-of-the-art classrooms and labs, as well as distance learning capabilities.

The mission of Canyon Lake High School is to empower each student to graduate from high school with the essential knowledge and life skills to become a lifelong learner and productive citizen.

CISD maintains equipment at their facility, and the quality is comparable to those at SPC. The day-to-day operations of the facilities of CLHS are managed by CISD with oversight by SPC and will have minimal impact on existing programs and services at SPC.

Samuel Clemens High School, 1001 Elbel Rd., Schertz, TX 78154

In 1967, Samuel Clemens High School was established and built on Elbel Road in seven segments. The original building and field house were completed in 1967. The first vocational building was constructed in 1970. Rapid growth required the north classroom wing and an addition to the field house in 1972. The second vocational building was added in 1974. The science, library, and ROTC wings along with the practice gym were completed in 1990. Increased student growth required the construction of a new dining center, band hall, choir room, and additional classrooms in 1995. In 2008, the new science wing was completed with major renovation upgrades to the entire campus. Other additions include the

Shelton Athletic Complex. Ongoing campus improvements include expanding square footage and renovating existing space to increase design capacity from 2,230 to 3,300 students.

Presently, the campus includes: general classrooms, science classrooms attached to individual labs, a library, an auditorium, and two gyms (one in the main campus and a newer gym outside the main building), a dance studio, large mall area, student dining center, choir room, courtyard, band hall, and a wing for JRTOC program including facilities. The campus also includes a culinary arts program with a professional cooking and preparation area. Next to the main campus, Samuel Clemens High School has a Career Technology Building that houses a wood shop, a metal fabrication shop, an agriculture classroom, a criminal justice program classroom with a lab, and a health organization student classroom; additionally a number of portable classrooms housing different subject areas. The campus also holds the Schertz Cibolo Universal City Independent School District (SCUCISD) stadium, baseball field, track field, and soccer field.

Judson High School, 9142 Farm to Market Road 78, Converse, TX 78109

Originally built in 1959, the current facility was built in 2008 and renovated in 2014. Comprised of approximately 439,000 square feet, the school holds approximately 4800 students. Constructed in 1998, the 66,899 square foot Performing Arts Center (PAC) houses the band, choir, orchestra, and drama classes. The PAC facility has a recital hall that seats 216 individuals, while the auditorium has 840 seats. The PAC facility is physically connected to Judson High School via vestibule. The mission is for all Judson ISD students to receive a quality education enabling them to become successful in a global society.

La Vernia High School, 225 Bluebonnet Dr., La Vernia, TX 78121

The LVHS campus is approximately 300,000 square feet. The main campus was constructed in 1974. With the growth in the community, LVHS added approximately 160,000 square feet to the campus 2010. Campus enrollment is now over 1,000 students. LVHS has 3 fully functional computer labs, one of which is devoted entirely to Dual Credit (DC) online classes. Each student who takes an online DC course is assigned to the designated lab for the period in which the course is scheduled. A certified teacher oversees the DC lab at all times. If the student takes 2 online courses, the student is scheduled in the lab for 2 periods per day. Students are provided the opportunity to work on assignments everyday under the supervision of a certified teacher. The school offers a variety of programs, 2 cafeterias, and a strong learning resource center.

LVHS maintains equipment at their facility, and the quality is comparable to those at SPC. The daily operations of DC are managed by LVISD with oversight by SPC. An excellent working relationship between LVISD and SPC insures a viable, effective, and growing program.

Navarro High School, 6350 North Highway 123, Seguin, TX 78155

Navarro Independent School District (ISD) has been serving students in the northern region of Guadalupe County (just north of the city of Seguin, TX) for over 100 years. While not an incorporated city, the community of Geronimo has been home to Navarro ISD and has grown to service not only rural families in an area characterized by a considerable amount of farming, but also growing suburban areas that extend outward from Seguin, New Braunfels, and San Marcos.

The current facility for Navarro High School opened in August of 2006. The facility is 109,287 square feet and is designed to house 650 students. The building features three wings of traditional classrooms, four fully furnished science labs, four fully furnished computer labs, and a culinary arts kitchen-classroom. Theater and art classes enjoy a fine arts wing of the building that directly accesses display areas and the

cafetorium stage. There is an additional computer lab in the library and media resource area that is used for online testing, as well as instructional activities.

In addition to these fixed features, Navarro ISD has made a commitment to expand the use of Chromebooks among staff and students to the point that every student will have a Chromebook to work from. Between our computer labs and Chromebook initiative, students have access to ACES (Alamo Colleges Educational Services) portal which provides access to email, Banner, and SPC campus announcements. Online dual credit students are supported through computer labs and multi-media services stemming from the expansive library and media resource center. The adjunct faculty at Navarro High School works with SPC departments to help insure that dual credit students have available to them the equipment and instructional technology that emulates what is available on the SPC campus.

Smithson Valley High School, 14001 Hwy 46 West, Spring Branch, TX 78070

Smithson Valley High School (SVHS) opened in the fall of 1976 in rural central Comal County. Prior to its opening, students from the area were bussed to Canyon High School. Due to growth in the area, the “new” high school campus was opened in March of 1988, and the “old” campus became Smithson Valley Middle School. In its early years, the extracurricular emphasis was on agriculture and building trades; now the school offers advanced academic classes as well as vocational offerings such as health science technology and hospitality. The attendance zone for SVHS includes northern San Antonio, western Boerne, southern Blanco, Fischer, Canyon Lake, Bulverde, Spring Branch, and the Smithson Valley area. Current improvement projects consist of projector system and network upgrades, new agricultural building, and several new amenities including restroom facilities at baseball fields, concession stand, ticket booth, and stadium entrance.

CISD maintains equipment at their facility, and the quality is comparable to those at SPC. The day-to-day operations of the facilities of SVHS are managed by CISD with oversight by SPC and will have minimal impact on existing programs and services at SPC.

Byron P. Steele II High School, 1300 FM 1103, Cibolo, TX. 78108

The high school opened its doors to the students of the Schertz Cibolo Universal City Independent School District (SCUCISD) in August of 2005. The facility is 435, 572 square feet and is the epitome of modern design with state of the art classrooms and labs and distance learning capabilities. The facility houses a multi-media learning resource center and multiple technology labs, a contemporary and exhaustive library, a spacious student dining center where students can purchase and/or prepare meals and snacks, and several outdoor meeting spaces. Faculty and students have access to ACES (Alamo Colleges Educational Services) portal, which provides access to email, Banner and campus announcements.

SCUCISD maintains equipment at their facility, and the quality is comparable to those at SPC. The daily operations of the facilities of Steele are managed by SCUCISD with oversight by SPC and will have minimal impact on existing programs and services at SPC.

FINANCIAL SUPPORT

Financial support for each of the following high schools uses the same protocols for funding as any comprehensive high school in their respective districts: **Canyon High School, Canyon Lake High School,**

Samuel Clemens High School, Judson High School, La Vernia High School, Navarro High School, Smithson Valley High School, and Byron P. Steele II High School. The Independent School District receives federal, state and local revenues and salaries of faculty and administrative personnel are funded by independent taxing districts.

St. Philip’s College does not provide financial support for the operation for each 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 departments/programs operational budgets.

Costs:

- Dean of Arts & Sciences \$91,000 at 5% = \$4,550
- Director of High School Programs \$89,019 at 5% = \$4,451
- Director of Student Support Services \$77,905 at 5% = \$3,895
- College Coordinator of High School Programs \$50,856 at 60% = \$30,514

All other associated costs are absorbed by the 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 2016-2017.

FY 16-17 Expenses by Functional Category	
Instruction	\$28,107,330
Academic Support	\$5,461,864
Student Services	\$5,998,689
Institutional Support	\$3,750,402
Public Services	\$144,444
Operations and Maintenance	\$37,497
Scholarships & Fellowships	\$0
Auxiliary	\$113,425
Transfers	\$653,425
Total	\$44,266,771

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 Council, 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.

The **Dual Credit** and Early College High school 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 Operation 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 was issued in spring 2016 and will next be administered in 2018. 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 will be issued to students in spring 2019, having last been administered Spring 2017.

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 of 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, Team Work, 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 Instructional 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. The College uses the Educational Testing Service (ETS) Proficiency Profile test to measure Instructional Student Learning Outcomes (ISLOs), except critical thinking. Critical thinking measures are based upon the Quality Enhancement Plan Student Learning Outcomes (QEP SLOs) assessment process that utilize faculty developed rubrics with specific skills identified and assessed.

Each educational program includes these competencies through the core curriculum requirements. This process assures students engage in learning activities that address all of the Instructional Student Learning Outcomes (ISLOs). (See Appendix E).

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) and Educational Testing Center (ETS) 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 F).

Appendix A: Memoranda of Understanding

Comal Independent School District

Schertz-Cibolo-Universal City Independent School District

Judson Independent School District

La Vernia Independent School District

Navarro Independent School District



ALAMO COLLEGES DISTRICT
St. Philip's College

To: Dr. Jo Carol Fabianke, Vice Chancellor of Academic Success

Thru: Dr. Adena Williams Loston, President

Thru: Mr. Lacy Hampton, Vice President of College Services

Thru: Mr. Randall Dawson, Interim Vice President of Academic Success

From: Mr. George Johnson, Interim Dean of Arts and Sciences

Date: July 25, 2017

Re: Dual Credit MOU for Comal ISD

Adena Williams Loston 7/24/17
Lacy Hampton 7/26/17
Randall Dawson 7/26/17
George Johnson 7/25/17

-
- Please sign the attached Dual Credit MOU and return to Interim Dean Johnson.
 - The MOU will be sent from the Dean's office to Rosena Garcia at District Support Operations.
 - Ms. Garcia will present to the Vice Chancellor's office for Dr. Fabianke's signature.
 - Ms. Garcia will email the signed copy to SPC and Comal ISD once Vice Chancellor Fabianke has signed.

VP Academic Success

VPCS
RECEIVED
JUL 26 2017

RECEIVED JUL 25 2017

ARTS & SCIENCES
RECEIVED JUL 25 2017



2017-2020
DUAL CREDIT MEMORANDUM OF UNDERSTANDING
BETWEEN
COMAL ISD
AND
ST. PHILIP'S COLLEGE
ALAMO COLLEGES DISTRICT

This Dual Credit Memorandum of Understanding (“MOU” or “Agreement”) is entered into by and between ST. PHILIP’S COLLEGE (herein referred to as “the College”), a college of the ALAMO COMMUNITY COLLEGE DISTRICT (herein referred to as “Alamo Colleges District”), and the COMAL ISD (herein referred to as the “School District”), a Texas Independent School District contracting on behalf of its High School(s) listed at the Alamo Colleges District High School Programs Website (<http://www.alamo.edu/hsprograms>) (herein collectively referred to as “School”), or a private or charter high school (hereinafter referred to as both “School” and “School District”), to facilitate the cooperation between the College and School in the provision of instruction of Dual Credit courses for their School. Each College and School are herein referred to as a “Party,” and collectively as “Parties.” The Parties enter into this Agreement under the general provisions of the Interlocal Cooperation Act, Texas Government Code Chapter 791.

TERM AND TERMINATION: This Agreement shall be in effect from the beginning of the School semester, August 2017, to the end of the academic year, June 2020. College shall have a right to initiate a negotiated revision of this MOU prior to the commencement of each of the Fall and Spring semesters during the term hereof. The College and School will complete an Annual Agreement as hereinafter specified. The Annual Dual Credit Timeline, located on the Alamo Colleges District High School Programs Website (<http://www.alamo.edu/hsprograms>) will define all deadlines for the actions defined in this agreement. The College and School reserve the right to terminate this Agreement upon service of written notice to the other party sixty (60) days prior to the expiration of any academic term.

ACADEMIC AGREEMENTS

1. **AGREEMENTS BETWEEN THE COLLEGE AND SCHOOL:** The Dual Credit program will function through three (3) documents: this MOU, a Course Agreement, and a College Enrollment Annual Agreement (“Annual Agreement”). Each School will have a college designated as its primary provider (“Primary College”). 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 for each School will be shown on the Alamo Colleges District High School Programs Website (<http://www.alamo.edu/hsprograms>). This MOU and the Course Agreement will be in effect for three years, subject to amendment as herein provided. The Annual Agreement will be entered into online at <http://www.alamo.edu/hsprograms>. Certain specific responsibilities of the College and School are defined in **EXHIBIT A**, which is attached hereto and made a part hereof for all purposes, with deadlines defined in the Annual Timeline.

2. **ACADEMICS:** This MOU hereby incorporates, by reference, all Dual Credit requirements defined in the Texas Administrative Code (“TAC”) and the accreditation requirements established by the Southern Association of Colleges and Schools Commission on Colleges (herein referred to as “SACSCOC”), as such may be amended during its term.

Dual Credit courses may include, courses in the core curriculum listing available in the college catalog, a career and technical education / workforce course that applies to any certificate or associate degree, or a foreign language course. Dual Credit course schedules will be determined by the location of the course delivery, provided that the required contact hours and prerequisites must first be met. 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 testing requirements of the students to ensure students may take all required State examinations without penalty. Should a School choose to enroll students in courses taught at the College, it may be necessary for its students attending dual credit courses at the College to attend classes on days when the School District is closed (e.g., different within-term holiday closures). During days when the two institutions are out of alignment on days of operation, and students must attend classes that are in session at the College site, the School District will provide at least one staff member with administrative authority to be available in case of emergency.

Semester grades and grading policies shall be outlined in each instructor’s course syllabus. Teachers will assign grades by the deadline defined in the Annual Timeline. Grades are awarded on a 4.0 scale at the College, and School will convert them to School letter grades according to its procedures.

According to Title 19 Texas Administrative Code § 4.85, students taking Dual Credit courses should have demonstrated college readiness by achieving the minimum passing standards under the provisions of the Texas Success Initiative Assessment. Students must meet the basic skills requirements for the courses and programs defined by the colleges of the Alamo Colleges District. To continue in the College’s Dual Credit program, students must be in good standing as defined in the College catalog. Students who are not progressing to successful completion in any Dual Credit course will be counseled by the course instructor, the School and the College. Faculty will follow the College policies for Early Alert and grade posting. Students taking dual credit courses will be informed by the instructor of academic progress/grade status at the third week and at mid-semester. Students struggling to maintain a passing grade will be provided with options for the student’s successful completion or be advised by the instructor, the high school counselor, assigned high

school staff, and/or the College academic representative on consequences of withdrawing from the College course in order to minimize future problems related to admissions, financial aid, and scholarships. Students performing poorly in any Dual Credit course may be dropped from the college-level course prior to the drop deadline. Students enrolled following the drop deadline will receive the grade earned. Withdrawal from the College course does not result in a withdrawal from the high school course. Both the School staff and the designees from the College's Office of High School Programs are responsible for monitoring these actions.

Students may find appropriate resources to support their college experience at www.alamo.edu/hsprograms/student-resources. Students enrolled in High School Programs (Dual Credit, Early College High School or Alamo Academies) have access to services similar to traditional college students who have graduated from high school.

3. **COURSE AGREEMENTS:** Course Agreements will be developed by the College and the School District for each Dual Credit course taught, regardless of instructional site. Academic representatives from both the College and the School District will agree on alignment of college course outcomes and School District curriculum, including but not limited to, length of the course, whether the AP curriculum is appropriate for college-level course, and approved textbook(s) and instructional materials that will be supplied to students by the School District. The Course Agreement requirement for Dual Credit extends to designation of academic and workforce courses for Traditional Dual Credit, Early College High Schools ("ECHS") and the Alamo Area Academies. College, School District and School shall ensure that a Dual Credit course and the corresponding course offered at the School are equivalent. In collaboration, the academic representatives from both the College and the School will develop a Dual Credit syllabus satisfying requirements of both institutions to include: course identifying information, faculty qualifications, text(s), student learning outcomes, and performance measures.
 - A. 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. School shall agree on the Dual Credit courses offered at the School which will be listed on the Alamo Colleges District High School Programs website (<http://www.alamo.edu/hsprograms>). This list will be reviewed and revised prior to the beginning of each academic year. College and School will develop a timeline for completing a Course Agreement by the beginning of each Fall semester for each course currently offered as Dual Credit. 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. 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 the section hereof captioned "Instructional Materials." The adoption of any course materials, print or electronic, after a Course Agreement is signed will require an agreed and signed addendum.

- B. Course Agreements will identify those College programs requiring more frequent textbook cycles than the otherwise applicable three-year cycle. Refer to Section 10 - Instructional Materials where details related to the application of instructional materials fees and how these may be incurred by the School District as defined herein.
4. **COLLEGE ENROLLMENT ANNUAL AGREEMENT:** The Annual Agreement will list the courses offered each semester and will be finalized with the School by the date listed on the Annual Timeline. The student enrollment on census day will be the basis for compensation between the parties.
5. **COMPOSITION OF DUAL CREDIT CLASSES:** Dual Credit designated courses offered on the School campus must be composed of Dual Credit students only, except as follows.

Exceptions for a mixed class that includes Dual Credit and high school credit-only students may be allowed only under one of the following conditions:

- A. If the course involved is required for completion under the State Board of Education Foundation High School Program or Distinguished Level of Achievement and/or Performance Acknowledgements graduation requirements, and the School involved is otherwise unable to offer such a course.
- B. If the high school credit-only students are simultaneously enrolled in a comparable College Board Advanced Placement course.
- C. If the course is a career and technology/college workforce education course and the high school credit-only students are earning articulated college credit.

Students in Dual Credit, Early College High School or Alamo Academies enrolled in college courses with traditional College Students may be co-enrolled in the same sections only under the following conditions:

- A. The School does not have its own instructor meeting the qualifications defined in the Course Agreement.
 - B. Dual Credit and Early College High School (ECHS) students may be co-enrolled in either an ECHS high school designated class or a Dual Credit designated class per Course Agreement.
6. **IDENTIFYING AND ADMITTING DUAL CREDIT STUDENTS:** Each School will assume responsibility for providing information to potential Dual Credit students under the direction of the College. College may collaborate with the School to hold an information session at the School for potential students and their parents. College will work with School to identify classes to be offered from the Course Agreement list. Time frames for each process will be included in the Annual Timeline.
7. **STUDENT ELIGIBILITY AND ENROLLMENT REQUIREMENTS:** Students meeting admission requirements by the deadlines defined by the College in the Annual Timeline may be accepted for Dual Credit courses. In compliance with the State-mandated STAAR and TSI Laws,

the Assessment Policy of the College, and the School requirements, students must meet the eligibility criteria and demonstrate the following academic prerequisites at the time of enrollment into the Dual Credit course(s):

- A. Achievement of the required basic skills prerequisites as defined for each course. Placement scores and course requirements can be viewed through the Alamo Colleges District High School Programs web site (<http://www.alamo.edu/hsprograms>).
- B. Achievement of appropriate School eligibility criteria and satisfactory completion of School Course(s).
- C. Must be in the ninth through twelfth grade as documented in the verification form.
- D. Must be in good standing as defined by the College catalog.
- E. School is responsible for ensuring all Dual Credit students have up-to-date bacterial meningitis documents on file per their records.

These requirements may be modified if the College's requirements are changed. School will be notified of any changes by the date designated on the Annual Timeline.

8. **STUDENT DATA SHARING.** While both Parties maintain information on shared students, each agree to share data not available to the other to ensure data integrity as both Parties use data for enrollment into courses, state reporting, financial matters, and other official business related to the High School Programs listed herein. Parties agree to share student information exclusively for those students who are shared in High School Programs. Parties agree to adhere to the confidentiality requirements set forth by the Family Educational Rights and Privacy Act, 20 U.S.C. §1232g as implemented by 34 C.F.R. part 99 ("FERPA") and will encrypt the student data before it is transmitted electronically. 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 the Banner, the College's system of record, and used exclusively for official business pertaining to all High School Programs.
9. **SCHOOL OBLIGATION OF STUDENT ASSESSMENT.** If the School is authorized to administer the Texas Success Initiative (herein referred to as "TSI") approved assessment test, then the following requirements shall apply. If the School is not so qualified, then the School shall notify the College in writing of that non-qualification within 30 days after the completion of signature of this MOU.
 - A. School will perform on behalf of College the requirement of TSI Rule 4.55 (19 Texas Administration Code 4.55) that each test-taking student be provided pre-assessment activities ("Activities") that address, at a minimum, the defined Activities components in an effective and efficient manner, such as through workshops, orientations, and/or online modules. Upon request by the College, the School will provide the College an explanation of said Activities and how they are provided. By administering the approved assessment test, the School certifies that the student has been provided the Activities.

- B. The School shall administer a Texas Success Initiative (TSI) college placement exam to all prospective students, abiding by the rules set forth by the College Board to ensure compliance, to assess college readiness, provide students with appropriate academic advising, design individual instructional plans, and enable students to begin college courses based on their performance.
- C. The School shall implement a plan for TSI success, including academic preparation classes for accepted students and academic interventions for students who do not pass TSI, which interventions shall occur before retesting. The School shall report to the College the number of students who have currently passed each section of the TSI assessment.
Results from TSI exams administered by the School District as a College Board approved test site will be submitted to the College in the required technical format that facilitates official delivery/receipt.
The School District will share the results from TSIA administered via ISD/College Board-approved-test-sites and submit to the College in the required technical format that facilitates official delivery/receipt. The TSIA scores will be electronically input into the College's official system of records. The College agrees to adhere to the confidentiality requirements set forth by the Family Educational Rights and Privacy Act, 20 U.S.C. §1232g as implemented by 34 C.F.R. part 99 ("FERPA"). The College will use students' TSIA assessment score data exclusively for official business related to the dual credit program.

10. **INSTRUCTIONAL MATERIALS:** The School District will provide all course materials, including textbooks, instructional materials, syllabi, course packets, and other materials needed for enrollment in classes.

- A. For courses in which Dual Credit students are placed into traditional College classes at the College, the College selects the instructional materials required, and no maintenance period is committed. Notwithstanding anything appearing elsewhere herein to the contrary, for courses taught on the College campus in which Dual Credit students are placed into traditional College classes with non-Dual Credit students, whether face-to-face or online, the College selects the Instructional Materials required and the required materials may change at the discretion of the College: (i) no instructional material continuity commitment applies; and (ii) Instructional Materials fees will be incurred by the School District.
- B. For Dual Credit courses sections taught at the School District or the College containing exclusively Dual Credit students, 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 dependent upon the signed Course Agreement. The adoption of any course materials, print or electronic, after the signed Course Agreement will require an Addendum.
- C. For some classes where Dual Credit students are enrolled in course sections with Traditional College Students and Instructional Materials are included in the registration process, the School will be invoiced for the Dual Credit students enrolled. Individual Course Agreements will contain details on the type of instructional materials required for each dual credit course. The Department Chair of each discipline of the College maintains discretion to designate instructional materials for courses in their discipline.

D. The School must consult with the College High School Programs office to determine, prior to enrolling students in courses defined in this section, if Instructional Materials fees are applicable, as the School District will be billed for these fees. The Alamo Colleges District Business Office will bill the School District for those students who are enrolled in these courses on the College's census date. Students who withdraw after census will be billed per Alamo Colleges District billing policy.

11. **ENROLLMENT PROCESS:** Students desiring academic credit from the College must be enrolled for each course during the registration period. In coordination with the School, the College will conduct enrollment each fall and spring semester. The School will meet the deadlines defined in the College Annual Timeline. Students failing to complete the process by the published deadlines will not be eligible for the Dual Credit program. The College must adhere to these deadlines to meet all requirements prior to the published first day of class.
12. **CHANGES IN STUDENT STATUS THROUGHOUT SEMESTER:** The College has a defined process for Students withdrawing from courses. Student withdrawals following census date require the teacher of record or the College's approval in order to process the Student's request. Once processed, the withdrawal will appear on the Student's college transcript. Census rolls are the documentation of Dual Credit students enrolled in classes. Students not listed on the census roll will not be eligible to receive a grade in the course.
13. **GRANTING COLLEGE AND HIGH SCHOOL CREDIT:** In order to have a grade assigned, students must be enrolled at the beginning of the class, must be on the census roll as approved by the instructor of record, and must complete all requirements for the course. Exceptions may be made to these requirements if approved by the School principal and the College's chief academic officer or designated representatives.
14. **TRANSCRIPTION OF COLLEGE COURSES:** All Dual Credit courses will be transcribed immediately upon a student's completion of the performance required in the course. Students enrolled through the census date will have the courses recorded on their permanent student transcript.

ACADEMIC ADVISING AGREEMENTS

15. **SCHOOL OBLIGATION OF ACADEMIC ADVISING:** The School and College through the academic advising process will develop either a two-year or four-year course of study plan (grades 9-12) that meets the requirements of Applicable Law, provides a seamless transition for students from high school to post-secondary education or the workforce and represents high levels of rigor, acceleration, and support. The plan will provide pathways to a certificate, an associate degree or baccalaureate degree, and must follow the courses defined by the College. Designees from the College's Office of High School Programs and the School will be responsible for working to develop and refine a clear and coherent academic course sequence across the two institutions for curriculum alignment.

- A. The School District will provide the School Counselors, School Dual Credit Liaisons and/or other appropriate staff who manage, enroll or otherwise provide guidance to students expressing interest in participating in High School Programs, release time during the summer months or the regular Academic Year to attend the designated workshop session(s) on High School Programs delivered by the College or other Alamo Colleges District Staff. These professional development workshop sessions will prepare participants to provide guidance to high school students throughout the time they are enrolled in High School Programs courses. The workshop series will contain language, guidance, and resources used by the College staff.
- B. The School will assist students to take courses that will count toward the degree at their respective 4 year universities of choice or a degree or certificate from the College.
- C. Staff from the College Student Success will provide students with academic advising on their chosen AlamoINSTITUTE and program of study. Each student will select a high school graduation and college degree plan. The selected plans of study will align with the student's selected high school endorsement.
- D. The Parties must review and agree to the appropriateness of students' enrollment in online courses for each semester.
- E. To enroll in any college-level course, students must meet all of the regular College-course prerequisites. The Parties will assess each student for overall readiness to engage in any college-level course. Any out-of-pocket costs associated with said courses shall be borne by School District. Based on such assessment, designees from the College's Office of High School Programs and the School will determine what forms of assistance and remediation may be needed by a student in order to meet enrollment requirements for any college-level course.
- F. If a student fails a course, any retake will be outside the regularly scheduled academic plan and all Early Admission requirements will apply. Tuition and any applicable fees will be imposed and must either be paid by the School District as fiscal agent or by the student's parent / guardian.
- G. Students taking Dual Credit courses are subject to the same academic policies and procedures as all post-secondary students enrolled in the College. This includes, but is not limited to the Academic, Probationary, Dismissal and Withdrawal policies and procedures of the College.

FINANCIAL OBLIGATIONS

- 16. **FISCAL AGENCY:** For the purpose of this MOU, the School District will act as the fiscal agent. Any fees incurred by students from the corresponding School District will be billed to the School District as the fiscal agent. The School District may, by policy, elect to recover fees incurred by students and paid to the Alamo Colleges District by the School District as fiscal agent to the extent permitted by Applicable Law. Should the School District fail to meet its payment responsibilities as fiscal agent regarding a student, College shall refuse enrollment of that student for the next Academic Year after determination of payment default.
- 17. **COST SHARING:** The Alamo Colleges District and the School District will share costs of all Dual Credit Programs (Traditional Dual Credit, Early College High School and Alamo Academies) by payments from one to another determined by which of them primarily funds the cost of the Dual

Credit Instructor as detailed below.

- A. When the School District contracts the Dual Credit Instructor to teach a Dual Credit course section, the Alamo Colleges District will pay \$600 for each course section that contains at least 15 students, but not otherwise. The official student enrollment count will be taken on the course section census date. The Alamo Colleges District Business Office will communicate with the School District Business Office to provide the appropriate payment to be paid net 45 days after the applicable course section census date.
- B. When the College contracts the Dual Credit Instructor to teach a Dual Credit course section and the School District's student enrollment in that course section totals less than 80% of the total student enrollment of the said course, the School District will pay \$100 per student in that course section to the Alamo Colleges District. The official student enrollment count will be taken on the course section census date. The Alamo Colleges District Business Office will communicate with the School District Business Office and provide an invoice to be paid net 45 days after the applicable course section census date.
- C. When the College contracts the Dual Credit Instructor to teach a Dual Credit course section and the School District's student enrollment in that course section totals to 80% or more of the total student enrollment of that course section, 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 section census date. The Alamo Colleges District Business Office will communicate with the School District Business Office and provide an invoice to be paid net 45 days after the applicable course section census date.
- D. Should the School District fail to meet its cost-sharing payment responsibilities, the College may decline to enter into the Annual Agreement and so terminate the Dual Credit relationship, for the next Academic Year after determination of uncured default in payment from the School District.

18. **TUITION AND FEES:** Subject to the cost-sharing noted above, Alamo Colleges District will waive tuition and fees for students enrolled in Dual Credit courses. Students in Traditional Dual Credit may take a maximum of 14 courses in total from the various Colleges of the Alamo Colleges District during their high school tenure based on the approved course load listed in this MOU. Course loads will vary per semester depending on the student's grade level classification and the College's approval. All tuition promotions, incentives or discounts as published by Alamo Colleges District or the College via www.alamo.edu, in printed format, or other broadcast media do not apply to students enrolled in Dual Credit, Early College High School or the Alamo Academies. Examples of promotional incentives include the "*Summer Momentum Plan*" published in the Alamo Colleges District web site, www.alamo.edu/free.

19. **DUAL CREDIT COURSE OPTIONS:** As part of the Alamo Colleges District High School Programs offerings, students may enroll in Dual Credit courses following an academic or workforce program of study. As appropriate, students may enroll in a combination of academic and workforce courses, but shall not exceed 14 courses per student as a cumulative total during their time in high school. Should students chose to enroll in both programs, both students and their parents or guardians must be made aware of the implications of enrolling in multiple

programs. Students wishing to take or retake any additional college courses should apply for Early Admission status. All Early Admission tuition and fees will apply.

20. **TRANSPORTATION:** The School District will be responsible to provide for such student transportation as may be required to and from the College by means meeting the requirements of Applicable Law pursuant to applicable School District rules and procedures.

PROGRAM QUALITY ASSURANCE

21. **FACULTY SELECTION, SUPERVISION AND EVALUATION:** All instructors teaching Dual Credit courses for college credit 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 must be approved as faculty by the College prior to teaching Dual Credit courses. The same credentialing and hiring will apply for all dual-credit faculty as for College faculty teaching regular credit courses, per SACSCOC requirements. The College will designate personnel to supervise and evaluate the instructors of the Dual Credit course(s) using the same or comparable procedures used for faculty at the main campus of the College. The instructor(s) will be responsible for providing instruction for the minimum contact hours required for the Dual Credit course(s) (e.g., a 3-semester-hour course requires 48 contact hours). The School District will be responsible for compensating instructors on its staff who teach Dual Credit designed course sections.
- A. 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. School District will be responsible for monitoring and ensuring the quality of instruction for the exclusive high school credit courses offered by the College. College faculty teaching dual credit courses will teach using the respective course Student Learning Outcomes ("SLOs"). Alignment of objectives between School District TEKS and the College SLOs are addressed in the individual Course Agreements.
 - B. Faculty teaching Dual Credit classes at the School will be evaluated at least annually by School District and the College. Student evaluation of instruction takes place each semester and will be a part of the annual evaluation process. Performance evaluation of all dual-credit faculty will adhere to College and academic division protocols and schedules as pertain to all other College adjunct faculty, per SACSCOC requirements, as well as those required by the Texas Education Agency.
 - C. Instructors' Dual Credit classes may include both traditional dual credit and ECHS students.
 - D. Faculty teaching Dual Credit classes at the School are expected to participate in the early alert system. This system is designed to assist the student and the College to determine when interventions or academic suspensions are required. All Dual Credit instructors must adhere to applicable Alamo Colleges District and College policies. Alamo Colleges District policies are located at: alamo.edu/district/policies/, particularly sections E, F & H. College

academic policies are located at the College's eCatalog and Title IX policies are directly available on the Alamo Colleges District Web site: <http://www.alamo.edu/alamocares/>.

- E. The College and School District will provide professional development opportunities to their respective employees in accordance with their respective institutional policies. The College will provide professional development in critical thinking, leadership, student engagement, and other areas deemed necessary.
22. **PARENT OUTREACH:** The School District will take the lead on parent outreach efforts to ensure parents understand the long-term implications of students earning college credits. These long-term implications could pose challenges to their college careers and federal financial aid eligibility, 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. The parties may agree that College representatives could be involved in recruitment events. To ensure that students and parents are aware of college credit opportunities, it is highly recommended that meetings are held on middle school or high school campuses to appropriately explain the opportunities, required commitment and all other implications of students taking college courses during their high school tenure.
23. **COMMUNICATION WITH PARENTS / GUARDIANS:** The School District or School staff will be responsible for all communication with parents. The College personnel will not be expected to communicate with parents.
24. **COMMUNICATION WITH STUDENTS:** In the absence of available School staff, College staff in the High School Programs office will communicate directly with students to ensure that all pertinent details are available to enroll students into courses for the following semester.

LEGAL MATTERS, POLICIES & COMPLIANCE

ACCREDITATION: The College is accredited by SACSCOC, but has been placed on warning status. The warning is not a reflection of the College's quality of instruction, but related to issues of autonomy of each college within the Alamo Colleges District. The College has until December 2017 to address the accreditation principles cited in the warning notification and is taking corrective action. In the event that the College accreditation status changes, another accredited institution within the Alamo Colleges District will fulfill the responsibilities outlined in the MOU.

25. **STUDENT SAFETY:** 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. Students traveling for College events will be required to sign an Alamo Colleges District General Participation Release as a condition of participation as are all Alamo Colleges District students.

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 School District.

26. **STUDENT ATTENDANCE POLICIES:** Students enrolled in Dual Credit courses 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. Detailed attendance requirements may be found at the College Catalog section titled Academic Standards. The catalog is accessible at www.alamo.edu for the College.
27. **STUDENT CONDUCT:** Students enrolled in Dual Credit courses 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 College eCatalog and the Alamo Colleges District Student Code of Conduct, Student Handbook, and Title IX / Clery Act materials in the same manner as all other students enrolled in the College. In the event of a conflict between the policies of School District and College, the Parties will collaborate to resolve any conflict. Students who do not comply with policies and codes of conduct will be subject to the code of conduct process as outlined in the College catalog. For more detailed information on the Student Code of Conduct, please refer to the Alamo College District Board Policies <http://alamo.edu/district/policies/> under section F.4.2.
28. **STUDENT RECORDS:** In accordance with Applicable Law, School District will maintain student records pertaining to School and provide College copies of the grades, progress, and other informational data on student assessment, promotion, retention, 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.
29. **APPLICABLE LAW:** The parties agree to operate the Dual Credit program 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 ("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 29.908 and Chapter 39; (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").

College disability support services are provided to students attending classes at an Alamo Colleges site or online and may include special testing arrangements, readers, 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. Therefore, a student 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 must provide a copy of the student's current 504 plan to the Disability Student Services (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 College DSS office may require additional documents to provide needed clarification. The College 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, who then 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. The Parties agree to operate the Dual Credit program in compliance with applicable College and School District board policies and procedures and policies and procedures. The foregoing as set forth in this section 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.

30. **CIVIL RIGHTS AND 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 prohibits discrimination based on sex (gender) of employees and students at educational institutions receiving federal financial assistance. Sex and gender discrimination under Title IX 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 has 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 involving any Dual Credit students must promptly be shared with the Alamo Colleges District Coordinator of Title IX and the School District's Title IX Coordinator. Title IX Coordinators from the Alamo Colleges District and School District will collaborate to address the complaint. At all times, the Coordinator and the School District will keep each other informed of complaints reported. The results of the investigation and sanctions will also be communicated to the extent permitted by Applicable Law.

All students will have access to AlamoCARES (<http://www.alamo.edu/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, harassment, and retaliation, including sexual harassment and violence.

31. **NO WAIVER OF IMMUNITY:** Neither College nor School District waiver or relinquish 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.
32. **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.
33. **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.
34. **AMENDMENTS/REVISIONS:** This Agreement, except to the extent of any right of College to make ministerial revisions elsewhere herein specified, may only be amended by mutual written agreement of the parties.
35. **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.

All notices, demands, or requests to the College shall be given or mailed to:

School District:

Comal ISD
ATTN: Superintendent of Schools
1404 IH 35 N
New Braunfels, Texas 78130

College:

St. Philip's College
ATTN: College President
1801 Martin Luther King Drive
San Antonio, Texas 78203

Alamo Colleges District:

Additional Notice to:

Alamo Community College District
ATTN: Vice Chancellor for Academic Success
201 W. Sheridan
San Antonio, TX 78204

Name:

Title:

Address:

General Counsel
Alamo Colleges District
San Antonio, Texas 78204
Tel: 210-485-0050
Email: pmeurin@alamo.edu

Tel:

Email:

36. **CHOICE OF LAW:** This Agreement is to be performed in Bexar County, Texas, and is governed by the Constitution and the internal laws of the State of Texas. The exclusive venue of any suit arising from this Agreement shall be in Bexar County, Texas.
37. **NONASSIGNABILITY:** Parties herein shall not assign any interest in this Agreement and shall not transfer any interest in same without prior written consent of both parties.
38. **INDEPENDENT CONTRACTOR:** Parties shall provide services pursuant hereto, as independent contractors. Both parties understand that the tasks, the details of which both parties do not have legal right to control and no such control are assumed by this Agreement. This Agreement does not create an employment relationship, partnership, or joint venture between the parties (or its employees). Neither party nor its employees shall be deemed employees of each other for any purpose whatsoever, and neither shall be eligible to participate in any benefit program provided by either party.
39. **NO THIRD PARTY BENEFICIARIES:** Nothing in this Agreement, express or implied, is intended or shall be construed to confer upon any person, firm or corporation other than the parties hereto and their respective successors or assigns, any remedy or claim under or by reason of this Agreement or any term, covenant or condition hereof, as third party beneficiaries or otherwise, and all of the terms, covenants and conditions hereof shall be for the sole and exclusive benefit of the parties hereto and their successors and permitted assigns.
40. **ENTIRE AGREEMENT:** This Agreement along with the Course Agreement and the Annual Agreement and any and all exhibits attached thereto shall constitute the complete agreement between the parties relating to the subject matter herein and supersedes all prior and contemporaneous

proposals, agreements, understandings, representations, purchase orders, invoices and communications, whether oral or written relating to the subject matter herein. In the event of conflict between these three documents, the order of precedence shall be (1) this MOU, (2) the Course Agreement, and (3) the Annual Agreement.

IN WITNESS WHEREOF, the Parties have caused this Agreement to be signed by its duly authorized officer, to become effective as of the date stated above.

Alamo Colleges District

Participating School District or School:

Jo-Carol
Fabianke

Digitally signed by Jo-Carol Fabianke
DN: cn=Jo-Carol Fabianke, o=Alamo
Colleges, ou=Vice Chancellor for
Academic Success,
email=jfabianke@alamo.edu, c=US
Date: 2017.07.31 08:44:19 -05'00'

7/31/17

Jo-Carol Fabianke, Ph.D.
Vice-Chancellor for Academic Success
Alamo Colleges District

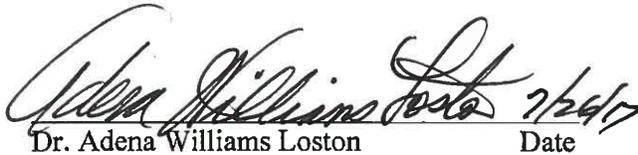
Date



6-7-17

Mr. Andrew Kim
Superintendent / CEO
Comal ISD

Date



Dr. Adena Williams Loston
College President
St. Philip's College

Date

Approved as to form only



EXHIBIT A

Responsibilities of School and College

I. Responsibilities of School:

- a. School teacher/lead for discipline shall collaborate with College on curriculum, syllabus, text for course as defined in Course Agreement;
- b. School teacher/lead for discipline shall collaborate with College on instructors and syllabus for each section as defined in Annual Agreement;
- c. School shall collaborate with College on promotion of Dual Credit opportunities; School representative(s) will work with School Dual Credit ("DC") instructor to provide presentations;
- d. School shall distribute student admission and enrollment materials and assist students with completing the Admission Checklist;
- e. School shall provide time and support for students to complete the ApplyTexas application and work with School DC instructors to schedule class time to work on the ApplyTexas application;
- f. School shall provide College with a certified list of students eligible to enroll in Dual Credit classes. This will serve as the unofficial transcript;
- g. School shall collect all application, enrollment and course documentation required and provide same to College in accordance with the College defined timeline (if available, this documentation should be scanned and forwarded to College by email);
- h. School shall collaborate with College using on-going reporting to ensure that all documentation is provided by specified enrollment dates as provided in the Annual Agreement;
- i. School shall ensure that the School DC instructor provides all faculty hiring materials to the appropriate College academic contact within hiring timelines;
- j. School shall designate a School DC representative to work with School DC instructors to ensure the instructors are verifying their rosters online and that the instructor provides the School DC representative a copy of their final roster;
- k. School shall designate a School DC representative to work with School DC instructors to ensure they post their college grades online by the deadline and that they provide the School DC Representative with a copy of student grades for posting onto high school transcript;
- l. School shall designate a School DC representative to work with School DC instructors to ensure that all participate in evaluation of instruction as requested by the College DC representative and/or College discipline chair/lead;
- m. School shall ensure that the School DC representative and School DC instructors provide all communication to students, and parents where appropriate, regarding eligibility status and missing paperwork. **At no time** will the College directly contact parents of the students;
- n. School DC representative and School DC instructors will submit FINAL School class rosters to College by the first Monday in August for fall enrollment and the last Monday in November for spring enrollment;
- o. School DC representative will serve as liaison for any individual students enrolling in regular college for Dual Credit, including assuming responsibility for working with parents to ensure that tuition and fees are paid by designated deadlines; and

II. Responsibilities of College:

- a. College academic lead will coordinate all academic decisions;
- b. College chair or designee and/or discipline lead will collaborate with School DC discipline lead on curriculum, syllabus, text for course as defined in Course Agreement;
- c. College chair or designee and/or discipline lead will collaborate with School DC discipline lead on instructors and syllabus for each section as defined in Annual Agreement;
- d. College chair or designee and/or discipline lead will approve eligible faculty as adjunct faculty and ensure that School DC faculty are approved by the Alamo Colleges District governing board;
- e. College DC representative will collaborate with School on promotion of Dual Credit opportunities;
- f. College will serve as advocate for all colleges' Dual Credit partnerships;
- g. College will provide potential student/parent orientations;
- h. College will provide training for School counselors on DC and College enrollment materials required and ApplyTexas application process and all requirements for enrollment;
- i. College will coordinate student admission and provide enrollment materials to School;
- j. College will provide assessment opportunities for potential DC students on the College main campus;
- k. College will confirm eligibility of students for enrollment in the DC program;
- l. College will provide appropriate reports to School on each student's required documentation until all materials are received or the student is dropped from the DC program;
- m. College will provide residency verification for all DC students;
- n. College will notify School of missing grades after the deadlines established in the Annual Agreement;
- o. College will post grades to student transcripts;
- p. College will provide college transcripts at students' request upon receiving an official high school transcript from the student with graduation date; and
- q. College will provide reimbursement payment to School based on DC instructor student enrollment ratio in accordance with the Academic Agreement.





2015-2018
SCHOOL DUAL CREDIT ACADEMIC AGREEMENT
BETWEEN

SCHERTZ - CIBOLO - UNIVERSAL CITY ISD

AND
ALAMO COMMUNITY COLLEGE DISTRICT

This Dual Credit Academic Agreement is entered into by and between the Alamo Community College District ("Alamo Colleges"), a public junior college district and political subdivision of the State of Texas, and SCHERTZ - CIBOLO - UNIVERSAL CITY ISD, either a Texas independent school district contracting on behalf of its high school(s) listed in **EXHIBIT A** (herein collectively referred to as "School"), or a public charter or private high school (hereinafter referred to as "School"), to facilitate the cooperation between Alamo Colleges and School in the provision of instruction of dual credit courses for School.

1. **AGREEMENTS BETWEEN ALAMO COLLEGES AND SCHOOL:** The dual credit program will function through three (3) documents: this Agreement, a Course Agreement, and a College Enrollment Annual Agreement ("Annual Agreement"). Each School will have a college designated as its primary provider ("College" or "Primary College"). Any courses offered by a college other than the Primary College shall be coordinated through the Primary College. This Academic Agreement and the Course Agreement will be in effect for three years unless amended as herein provided. The Annual Agreement may be modified through a spring semester revision. Certain specific responsibilities of the Alamo Colleges and School are defined in **EXHIBIT B**, which is attached hereto and made a part hereof for all purposes, with deadlines defined in the Annual Timeline.
2. **ACADEMIC AGREEMENT:** This Academic Agreement ("Agreement") hereby incorporates by reference all dual credit requirements defined in the Texas Administrative Code ("TAC") and the accreditation requirements established by the Southern Association of Colleges and Schools, as such may be amended during its term.
3. **AAAI AGREEMENT EXCEPTION.** In the case of students enrolled in Alamo Area Academies, Inc. ("AAAI") curriculum and program of studies, Alamo Colleges, AAAI, participating Schools, and other parties will enter into an agreement ("AAAI Agreement") regarding dual credit and other AAAI program services and obligations. If School enters into an AAAI Agreement, School agrees to adhere to all terms and provisions of this Agreement, and in the event this Agreement conflicts with the AAAI Agreement, the AAAI Agreement will take precedence over this Agreement.
4. **COURSE AGREEMENT:** The course agreement will be developed by the College and the School for all courses taught at the School. College and School academic representatives will agree on alignment of college course outcomes and School curriculum including but not limited to length of the course, whether the AP curriculum is appropriate for college-level course, approved textbook(s) and instructional materials that will be supplied to students by School, and designation of career and technical courses as "dual credit," or "AAAI curriculum and program of studies." College shall ensure that a dual credit course and the corresponding course offered at the main campus of College are equivalent. The academic representatives will develop a basic dual credit syllabus satisfying requirements of both institutions to

include: Course identifying information, faculty qualifications, text(s), student learning outcomes, and performance measures.

A Course Agreement will include all the above plus 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. School shall agree on the dual credit courses offered at the School which will be listed on the Alamo Colleges Dual Credit website. This list will be reviewed and revised prior to the beginning of each academic year. College and School will develop a timeline for completing a Course Agreement by Fall for each course currently offered as dual credit. Courses offered at the School must have an approved Course Agreement. The Course Agreement will be effective for three years unless either party requests a modification.

5. **COLLEGE ENROLLMENT ANNUAL AGREEMENT:** The courses offered each semester will be listed in the Annual Agreement, will be finalized with the School by the date listed on the Annual Timeline, and will be the basis for reimbursement to the School.
6. **FACULTY SELECTION, SUPERVISION, AND EVALUATION:** College will select instructors for dual credit courses from among the School's teachers who meet the qualifications defined in the Course Agreement and approval procedures used by College to select faculty responsible for teaching the same course on the main campus of College to be approved as Alamo Colleges' adjunct faculty. College will designate personnel to supervise and evaluate the instructors of the dual credit course(s) using the same or comparable procedures used for faculty at the main campus of College. The instructor(s) will be responsible for providing instruction for the minimum contact hours required for the dual credit course(s) (e.g., a 3-semester-hour course requires 48 contact hours). The School will be responsible for compensating School instructors who teach dual credit designated course sections.
7. **COMPOSITION OF DUAL CREDIT CLASSES:** Dual credit designated courses offered on the School campus are composed of dual credit students only.

Exceptions for a mixed class that includes dual credit and high school credit-only students may be allowed only under one of the following conditions:

- A. If the course involved is required for completion under the State Board of Education Foundation High School Program or Distinguished Level of Achievement and/or Performance Acknowledgements graduation requirements and the high school involved is otherwise unable to offer such a course.
- B. If the high school credit-only students are College Board Advanced Placement students.
- C. If the course is a career and technology/college workforce education course and the high school credit-only students are earning articulated college credit.

Exceptions for classes that include both dual credit and college-credit-only students may be allowed only if the School does not have an instructor who meets the qualifications defined in the course agreement.

Dual Credit and Early College High School (ECHS) students may not be co-enrolled in either an ECHS designated class or a dual credit designated class

8. **LOCATION OF CLASSES:** Courses will be held at one of the following locations:
 - A. The dual credit class held at the School that has been approved as dual credit through a Course Agreement.
 - B. The class is held at the College.

9. **IDENTIFYING AND ADMITTING DUAL CREDIT STUDENTS:** Each School will assume responsibility for providing information to potential dual credit students under the direction of the College. College may collaborate with the School to hold an information session at the School for potential students and their parents. College will work with School to identify classes to be offered from the Course Agreement list. Time frames for each activity will be included in the annual timeline.
10. **STUDENT ELIGIBILITY AND ENROLLMENT REQUIREMENTS:** Students meeting admission requirements by the deadlines defined in the Annual Timeline may be accepted for dual credit courses. In compliance with the State-mandated STAAR and TSI Laws, the Assessment Policy of the College, and the School requirements, students must meet the eligibility criteria and demonstrate the following academic prerequisites at the time of enrollment into the dual credit course(s):
- A. Achievement of the required basic skills prerequisites as defined for each course. Placement scores and course requirements can be viewed through the Alamo Colleges' web sites.
 - B. Achievement of appropriate School eligibility criteria and satisfactory completion of School Course(s).
 - C. Must be in the eleventh or twelfth grade. Exceptions may be made for ninth and tenth graders if approved by the School principal and the College's chief academic officer or representatives.
 - D. Be 16 years of age by the start of the academic year for courses taken on the college campus (does not apply to fully on-line courses).
 - E. Cannot have received a grade of "D or F" in any previous dual credit course
 - F. School is responsible for ensuring all Dual Credit students have up-to-date Bacterial Meningitis documents on file in their student records.

These requirements may be modified if the College's requirements are changed. School will be notified of any changes by the date designated on the Annual Timeline.

11. **CIVIL RIGHTS and ALAMO COLLEGES POLICIES:** The Alamo Colleges 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 prohibits discrimination based on sex (gender) of employees and students at educational institutions receiving federal financial assistance. Sex and gender discrimination under Title IX cover sexual harassment and sexual assaults and violence occurring on campus.

The Alamo Colleges do 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 have designated a Title IX/VII/ADA/4Coordinator 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.

All dual credit 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, harassment, and retaliation, including sexual harassment and violence.

12. **DISABILITY SERVICES:**

A disabled student may request an accommodation of his/her disability to participate in the educational programs and activities of the Alamo Colleges. Accommodations are provided through the Disability Support Services (“DSS”) office at each Alamo College. Accommodations may include special testing arrangements, readers, scribes, and note-taking services. However, an Alamo College is neither able nor required to provide the level of disability support services required by the public school system. Therefore, a dual credit student requiring disability support services may have differing levels of assistance from the School District and the College. For a dual credit student to receive disability support services at the College, the School counselor must provide a copy of the student’s current 504 plan to the DSS office at the College. Should the 504 plan not provide adequate information to determine the impact of the disability and to identify appropriate accommodations, the College DSS office may require additional documents to provide needed clarification. The College DSS office will review said documentation and will produce one or more official College accommodations letters for the dual credit student. The letters will be given to the dual credit student and the School District counselor, who then provides 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. At all times, the Coordinator and the School District will keep each other informed of requests for accommodation and accommodation complaints regarding dual credit students.

13. **SCHOOL OBLIGATION OF STUDENT ASSESSMENT.** If the School is authorized to administer the TSI-approved assessment test, School will perform on behalf of Alamo Colleges the requirement of TSI Rule 4.55 (19 Texas Administration Code 4.55), that each test-taking student be provided pre-assessment activities (“Activities”) that address, at a minimum, the defined Activities components in an effective and efficient manner, such as through workshops, orientations, and/or online modules. Upon request by the Alamo Colleges, the School will provide the Alamo Colleges an explanation of said Activities and how they are provided. By administering the approved assessment test, the School certifies that the student has been provided the Activities.

14. **EXCEPTION FOR SOPHOMORE:** To request an exception to enroll as a freshman or sophomore dual credit student, in addition to meeting all dual credit eligibility requirements, the School will validate the student’s proven progress in prior academics and a high degree of self-management, self-awareness and intention to assume responsibility for his/her own learning.

15. **ENROLLMENT PROCESS:** Students desiring academic credit from the College will be enrolled for each course during the registration period. Upon mutual agreement with the School, the College will conduct enrollment each fall and spring semester. The School will meet the deadlines defined in the Annual Timeline. Students failing to complete the process by the published deadlines will not be eligible for the dual credit program. The College must adhere to these deadlines to meet all requirements prior to the published first day of class.

16. **TUITION AND FEES:** A student will be exempt from payment of all College tuition and fees for **two (2)** dual credit course(s) (6-8 semester hours) per semester.

17. **INSTRUCTIONAL MATERIALS:** The School District will provide all course materials, including textbooks, instructional materials, syllabi, course packets, and other materials needed for enrollment in classes at no cost to the student. 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. For courses in which dual credit students are placed into traditional College classes, the College selects the instructional materials required, and no maintenance period is committed. The school will provide the instructional materials (and associated technology, such as tablets/computers) for all courses taken as dual credit in regular college sections. For some classes, instructional materials are included in the registration process and the School will be invoiced for the dual credit students enrolled.

18. **CHANGES IN STUDENT STATUS THROUGHOUT SEMESTER:** The School will document any drops or changes in student status and inform the College for processing. Census rolls are the documentation of dual credit students enrolled in classes. Students not listed on the census roll will not be eligible to receive a grade in the course.
19. **ACADEMIC POLICIES AND STUDENT SUPPORT SERVICES:** Regular academic policies and procedures applicable to regular college courses will also apply to dual credit courses. Students in dual credit courses will be eligible to utilize the same or comparable support services that are afforded to other College students. College is responsible for ensuring timely and efficient access to such services (*e.g.*, academic advising and counseling), to learning materials (*e.g.*, library resources), and to other benefits for which the student may be eligible.
20. **GRANTING COLLEGE AND HIGH SCHOOL CREDIT:** In order to have a grade assigned, students must be enrolled at the beginning of the class, must be on the census roll as approved by the instructor of record, and must complete all requirements for the course. Exceptions may be made to these requirements if approved by the School principal and the College's chief academic officer or designated representatives.
- A. According to the Texas Administrative Code §4.85, students taking dual credit courses should have demonstrated outstanding academic performance and capability. To continue in the Alamo Colleges' dual credit program, students must earn a "C" or better in all dual credit courses. Students performing poorly in dual credit course(s) will be counseled by teacher and School and may be dropped from the college-level course prior to the drop deadline. Students enrolled following the drop deadline will receive the grade earned. The college grade will be assigned following the scale of the College as defined in the College Bulletin. Teachers will assign grades by the deadline defined in the Annual Timeline.
- B. All dual credit courses, high school as well as college credit, will be transcribed immediately upon a student's completion of the performance required in the course.
21. **REIMBURSEMENT:** Reimbursement by Alamo Colleges to School in the amount of six hundred dollars (\$600.00) will be made on an average of twenty students per School instructor for the courses taught on the School campus by the School instructor and listed in the Annual Agreement. The enrollment will be determined by the official enrollment count on the College's census date. College will provide the School with the official enrollment count each semester. The School through the School will provide the College with an invoice based on the Annual Agreement and the official enrollment count by the date defined on the Annual Timeline, and Alamo Colleges shall remit the reimbursement to the School.
22. **TERM AND TERMINATION:** This agreement shall be in effect from the beginning of the School semester, **August 2015**, to the end of the academic year, **May 2018**. All dual credit courses offered at the School require a Course Agreement as defined in this agreement. The College and School will complete the Annual Agreement under the conditions defined in these agreements. The Annual Dual Credit Timeline, located on the Alamo Colleges' Dual Credit Website will define all deadlines for the actions defined in this agreement.

Alamo Colleges and School reserve the right to terminate this Agreement upon service of written notice to the other party sixty (60) days prior to the expiration of any academic semester.

Upon written agreement signed by Alamo Colleges and School, the parties may renew this Agreement for one additional year until **May 2019**. If the parties agree to renew this Agreement, the parties also agree to review the terms of this Agreement and, if determined to be appropriate, execute an amendment prior to **May 2018**.

23. **COMPLIANCE:** Alamo Colleges and School agree:
- A. To certify that their sites are ADA compliant;
 - B. To comply with all applicable provisions of the Family Education Rights and Privacy Act, 20 U.S.C. §1232g as implemented by 34 CFR Part 99;
 - C. In all cases, to comply with all federal, state, and local laws applicable to this Agreement; and
 - D. To have in place and abide by a policy prohibiting sexual harassment.
24. **AMENDMENTS/REVISIONS:** This Agreement may only be amended by mutual written agreement of the parties.
25. **NOTICE:** All notices, demands, or requests from one party to the other may be personally delivered or sent by email and mail, certified or registered, postage prepaid, to the addresses stated in this section, and are considered to have been given at the time of personal delivery or mailing.

All notices, demands, or requests to Alamo Colleges shall be given or mailed to:

Associate Vice Chancellor for Academic Partnerships and Initiatives
 Alamo Colleges
 201 W. Sheridan
 San Antonio, Texas 78204
 Tel: 210-485-0160
 Email: rdalrymple2@alamo.edu

With Copy To:

General Counsel
 201 W. Sheridan
 Alamo Colleges
 San Antonio, Texas 78204
 Tel: 210-485-0050
 Email: pmeurin@alamo.edu

All notices, demands, or requests to School shall be given or mailed to:

Mike Wohlfarth _____ [Name]
 Director of Secondary Education _____ [Title]
 200 W. Schlather _____ [Address]
 Cibolo, Texas 78108
 Tel: 210/ 945-6266
 Email: mwohlfarth@scuc.txed.net

26. **CHOICE OF LAW:** This Agreement is to be performed in Bexar County, Texas, and is governed by the Constitution and the internal laws of the State of Texas. The exclusive venue of any suit arising from this Agreement shall be in Bexar County, Texas.
27. **NONASSIGNABILITY:** Parties herein shall not assign any interest in this Agreement and shall not transfer any interest in same without prior written consent of both parties.
28. **INDEPENDENT CONTRACTOR:** Parties shall provide services pursuant hereto, as independent contractors. Both parties understand that the tasks, the details of which both parties do not have legal right to control and no such control are assumed by this Agreement. This Agreement does not create an employment relationship, partnership, or joint venture between the parties (or its employees). Neither

party nor its employees shall be deemed employees of each other for any purpose whatsoever, and neither shall be eligible to participate in any benefit program provided by either party.

- 29. **NO THIRD PARTY BENEFICIARIES:** Nothing in this Agreement, express or implied, is intended or shall be construed to confer upon any person, firm or corporation other than the parties hereto and their respective successors or assigns, any remedy or claim under or by reason of this Agreement or any term, covenant or condition hereof, as third party beneficiaries or otherwise, and all of the terms, covenants and conditions hereof shall be for the sole and exclusive benefit of the parties hereto and their successors and permitted assigns.
- 30. **COUNTERPARTS:** This Agreement may be executed in counterparts, each one of which shall be an original, and different parties may sign different counterparts, all of which shall constitute but one document.
- 31. **ENTIRE AGREEMENT:** This Agreement along with the Course Agreement and the Annual Agreement and any and all exhibits attached thereto shall constitute the complete agreement between the parties relating to the subject matter herein and supersedes all prior and contemporaneous proposals, agreements, understandings, representations, purchase orders, invoices and communications, whether oral or written relating to the subject matter herein. In the event of conflict between these three documents, the order of precedence shall be (1) the Dual Credit Terms, (2) this Agreement, (3) the Course Agreement, and (4) the Annual Agreement. If School and Alamo Colleges have entered into an AAAI Agreement, the AAAI Agreement shall take precedence over this Agreement in the event of conflict.

IN WITNESS WHEREOF, the Parties have caused this Agreement to be signed by its duly authorized officer, to become effective as of the date stated above.

ALAMO COMMUNITY COLLEGE DISTRICT

By: _____ 8/3/15
Dr. Jo-Carol Fabianke Date
Vice Chancellor for Academic Success

APPROVED
AS TO FORM ONLY
[Signature]
Date: 08/03/15
www.alamo.edu

ISD / SCHOOL:

By: *[Signature]*
Date

Print Name: Dr. Greg Gibson
Title: Superintendent / Principal

EXHIBIT A

Schertz - Cibolo - Universal City ISD

Independent School District enters into this Agreement on behalf of the following Schools under the ISD. (Primary College Provider is listed. Any other agreements will be coordinated through the Primary Provider.):

<u>Bexar County</u>	<u>Primary Provider</u>
Alamo Heights ISD	
Alamo Heights HS	St. Philip's College
East Central ISD	
East Central HS	Palo Alto College
Edgewood ISD	
Edgewood Academy	Palo Alto College
Kennedy HS	Palo Alto College
Memorial HS	Palo Alto College
Ft. Sam Houston ISD	
Cole HS	St. Philip's College
Harlandale ISD	
Harlandale HS	Palo Alto College
McCollum HS	Palo Alto College
Frank Tejada Academy	Palo Alto College
Judson ISD	
Judson HS	St. Philip's College
Judson Learning Academy	St. Philip's College
Wagner HS	St. Philip's College
Lackland ISD	
Virginia A. Stacey HS	Northwest Vista College
Northeast ISD	
Academy of Creative Education	San Antonio College
Churchill HS	San Antonio College
International School of America	San Antonio College
Lee HS	San Antonio College
MacArthur HS	San Antonio College
Madison HS	San Antonio College
Reagan HS	San Antonio College
Roosevelt HS	San Antonio College
Johnson HS	San Antonio College
NEISD Career & Technology	San Antonio College
Northside ISD	
Brandeis HS	Northwest Vista College
Brennan HS	Northwest Vista College
Business Careers HS	Northwest Vista College
Clark HS	Northwest Vista College
Communication Arts HS	Northwest Vista College
Health Careers HS	Northwest Vista College
Holmes HS	Northwest Vista College
Jay HS	Northwest Vista College
Marshall HS	Northwest Vista College
O'Connor HS	Northwest Vista College
Stevens HS	Northwest Vista College
Taft HS	Northwest Vista College
Warren HS	Northwest Vista College
Randolph Field ISD	
Randolph Field ISD	Palo Alto College
San Antonio ISD	
Brackenridge HS	St. Philip's College
Burbank HS	Palo Alto College

Cooper Academy	St. Philip's College
Edison HS	San Antonio College
Fox Tech HS	San Antonio College
Healy Murphy Center	St. Philip's College
Highlands HS	St. Philip's College
Houston HS	St. Philip's College
Jefferson HS	San Antonio College
Lanier HS	St. Philip's College
Navarro HS	San Antonio College
Young Women's Leadership Academy	San Antonio College

Somerset ISD	
Somerset HS	Palo Alto College
South San Antonio ISD	
South San Antonio HS	Palo Alto College
Southside ISD	
Southside HS	Palo Alto College
Southwest ISD	
Southwest HS	Palo Alto College

Atascosa County **Primary Provider**

Charlotte ISD	
Charlotte HS	Palo Alto College
Jourdanton ISD	
Jourdanton	Palo Alto College
Lytle ISD	
Lytle HS	Palo Alto College
Poteet ISD	
Poteet HS	Palo Alto College

Bandera County **Primary Provider**

Bandera ISD	
Bandera HS	San Antonio College
Medina ISD	
Medina HS	San Antonio College

Comal County **Primary Provider**

Comal ISD	
Canyon HS	St. Philip's College
Canyon Lake HS	St. Philip's College
Smithson-Valley HS	St. Philip's College
New Braunfels ISD	
New Braunfels HS	San Antonio College
NBISD Learning Center	San Antonio College

Guadalupe County **Primary Provider**

Marion ISD	
Marion HS	Palo Alto College
Navarro ISD	
Navarro HS	St. Philip's College
Schertz-Cibolo-Universal City ISD	
Clemens HS	St. Philip's College
Steele HS	St. Philip's College
Allison Steele Enhanced Learning	St. Philip's College

Seguin ISD	
Seguin HS	St. Philip's College
Mercer & Blumberg Lrn. Ctr.	St. Philip's College

Kendall County **Primary Provider**

Boerne ISD	
Boerne HS	Northwest Vista College
Boerne Samuel Champion HS	Northwest Vista College
Comfort ISD	
Comfort HS	Palo Alto College

Kerr County **Primary Provider**

Center Point ISD	
Center Point HS	San Antonio College
Ingram ISD	
Ingram Tom Moore HS	Palo Alto College
Kerrville ISD	
Tivy HS	San Antonio College
Hill Country HS	San Antonio College

Wilson County **Primary Provider**

Floresville ISD	
Floresville HS	Palo Alto College
LaVernia ISD	
LaVernia HS	St. Philip's College
Poth ISD	
Poth HS	Palo Alto College
Stockdale ISD	
Stockdale HS	St. Philip's College

EXHIBIT B

Responsibilities of School and Alamo Colleges (College)

I. **Responsibilities of School:**

- a. School teacher/lead for discipline shall collaborate with College on curriculum, syllabus, text for course as defined in Course Agreement;
- b. School teacher/lead for discipline shall collaborate with College on instructors and syllabus for each section as defined in Annual Agreement;
- c. School shall collaborate with College on promotion of dual credit opportunities; School representative(s) will work with School dual credit ("DC") instructor to provide presentations;
- d. School shall distribute student admission and enrollment materials and assist students with completing the Admission Checklist;
- e. School shall provide time and support for students to complete the ApplyTexas application and work with School DC instructors to schedule class time to work on the ApplyTexas application;
- f. School shall provide College with a certified list of students eligible to enroll in Dual Credit classes. This will serve as the unofficial transcript;
- g. School shall collect all application, enrollment and course documentation required and provide same to College in accordance with the College defined timeline (if available, this documentation should be scanned and forwarded to College by email);
- h. School shall collaborate with College using on-going reporting to ensure that all documentation is provided by specified enrollment dates as provided in the Annual Agreement;
- i. School shall ensure that the School DC instructor provides all faculty hiring materials to the appropriate College academic contact;
- j. School shall designate a School DC representative to work with School DC instructors to ensure the instructors are verifying their rosters online and that the instructor provides the School DC representative a copy of their final roster;
- k. School shall designate a School DC representative to work with School DC instructors to ensure they post their college grades online by the deadline and that they provide the School DC Representative with a copy of student grades for posting onto high school transcript;
- l. School shall designate a School DC representative to work with School DC instructors to ensure that all participate in evaluation of instruction as requested by the College DC representative and/or College discipline chair/lead;
- m. School shall ensure that the School DC representative and School DC instructors provide all communication to students, and parents where appropriate, regarding eligibility status and missing paperwork. **At no time** will the College directly contact parents of the students;
- n. School DC representative and School DC instructors will submit FINAL School class rosters to College by the first Monday in August for fall enrollment and the last Monday in November for spring enrollment;
- o. School DC representative will serve as liaison for any individual students enrolling in regular college for dual credit, including assuming responsibility for working with parents to ensure that tuition and fees are paid by designated deadlines; and

II. **Responsibilities of College:**

- a. College academic lead will coordinate all academic decisions;
- b. College chair or designee and/or discipline lead will collaborate with School DC discipline lead on curriculum, syllabus, text for course as defined in Course Agreement;
- c. College chair or designee and/or discipline lead will collaborate with School DC discipline lead on instructors and syllabus for each section as defined in Annual Agreement;
- d. College chair or designee and/or discipline lead will approve eligible faculty as adjunct faculty and ensure that School DC faculty are approved by the Alamo Colleges' governing board;
- e. College DC representative will collaborate with School on promotion of dual credit opportunities;

- f. College will serve as advocate for all colleges' dual credit partnerships;
- g. College will provide potential student/parent orientations;
- h. College will provide training for School counselors on DC and College enrollment materials required and ApplyTexas application process and all requirements for enrollment;
- i. College will coordinate student admission and provide enrollment materials to School;
- j. College will provide assessment opportunities for potential DC students on the College main campus;
- k. College will confirm eligibility of students for enrollment in the DC program;
- l. College will provide appropriate reports to School on each student's required documentation until all materials are received or the student is dropped from the DC program;
- m. College will provide residency verification for all DC students;
- n. College will notify School of missing grades after the deadlines established in the Annual Agreement;
- o. College will post grades to student transcripts;
- p. College will provide college transcripts at students' request upon receiving an official high school transcript from the student with graduation date; and
- q. College will provide reimbursement payment to School based on DC instructor student enrollment ratio in accordance with the Academic Agreement.



ALAMO COLLEGES DISTRICT
St. Philip's College

To: Dr. Jo Carol Fabianke, Vice Chancellor of Academic Success

Thru: Dr. Adena Williams Loston, President

Thru: Mr. Lacy Hampton, Vice President of College Services

Thru: Mr. Randall Dawson, Interim Vice President of Academic Success

From: Mr. George Johnson, Interim Dean of Arts and Sciences

Date: July 27, 2017

Re: Dual Credit MOU for Judson ISD

Adena Williams Loston
8/27/17 3/1/17

Randall Dawson
8/1/17

George Johnson
7/27/17

-
- Please sign the attached Dual Credit MOU and return to Interim Dean Johnson.
 - The MOU will be sent from the Dean's office to Rosena Garcia at District Support Operations.
 - Ms. Garcia will present to the Vice Chancellor's office for Dr. Fabianke's signature.
 - Ms. Garcia will email the signed copy to SPC and Judson ISD once Vice Chancellor Fabianke has signed.

VPCS
RECEIVED
AUG 01 2017

VP Academic Success
RECEIVED JUL 31 2017

ARTS & SCIENCES
RECEIVED JUL 27 2017



**2017-2020
DUAL CREDIT MEMORANDUM OF UNDERSTANDING
BETWEEN
JUDSON ISD
AND
ST. PHILIP'S COLLEGE
ALAMO COLLEGES DISTRICT**

This Dual Credit Memorandum of Understanding (“MOU” or “Agreement”) is entered into by and between ST. PHILIP’S COLLEGE (herein referred to as “the College”), a college of the ALAMO COMMUNITY COLLEGE DISTRICT (herein referred to as “Alamo Colleges District”), and the JUDSON ISD (herein referred to as the “School District”), a Texas Independent School District contracting on behalf of its High School(s) listed at the Alamo Colleges District High School Programs Website (<http://www.alamo.edu/hsprograms>) (herein collectively referred to as “School”), or a private or charter high school (hereinafter referred to as both “School” and “School District”), to facilitate the cooperation between the College and School in the provision of instruction of Dual Credit courses for their School. Each College and School are herein referred to as a “Party,” and collectively as “Parties.” The Parties enter into this Agreement under the general provisions of the Interlocal Cooperation Act, Texas Government Code Chapter 791.

TERM AND TERMINATION: This Agreement shall be in effect from the beginning of the School semester, August 2017, to the end of the academic year, June 2020. College shall have a right to initiate a negotiated revision of this MOU prior to the commencement of each of the Fall and Spring semesters during the term hereof. The College and School will complete an Annual Agreement as hereinafter specified. The Annual Dual Credit Timeline, located on the Alamo Colleges District High School Programs Website (<http://www.alamo.edu/hsprograms>) will define all deadlines for the actions defined in this agreement. The College and School reserve the right to terminate this Agreement upon service of written notice to the other party sixty (60) days prior to the expiration of any academic term.

ACADEMIC AGREEMENTS

1. **AGREEMENTS BETWEEN THE COLLEGE AND SCHOOL:** The Dual Credit program will function through three (3) documents: this MOU, a Course Agreement, and a College Enrollment Annual Agreement (“Annual Agreement”). Each School will have a college designated as its primary provider (“Primary College”). 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 for each School will be shown on the Alamo Colleges District High School Programs Website (<http://www.alamo.edu/hsprograms>). This MOU and the Course Agreement will be in effect for three years, subject to amendment as herein provided. The Annual Agreement will be entered into online at <http://www.alamo.edu/hsprograms>. Certain specific responsibilities of the College and School are defined in **EXHIBIT A**, which is attached hereto and made a part hereof for all purposes, with deadlines defined in the Annual Timeline.

2. **ACADEMICS:** This MOU hereby incorporates, by reference, all Dual Credit requirements defined in the Texas Administrative Code (“TAC”) and the accreditation requirements established by the Southern Association of Colleges and Schools Commission on Colleges (herein referred to as “SACSCOC”), as such may be amended during its term.

Dual Credit courses may include, courses in the core curriculum listing available in the college catalog, a career and technical education / workforce course that applies to any certificate or associate degree, or a foreign language course. Dual Credit course schedules will be determined by the location of the course delivery, provided that the required contact hours and prerequisites must first be met. 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 testing requirements of the students to ensure students may take all required State examinations without penalty. Should a School choose to enroll students in courses taught at the College, it may be necessary for its students attending dual credit courses at the College to attend classes on days when the School District is closed (e.g., different within-term holiday closures). During days when the two institutions are out of alignment on days of operation, and students must attend classes that are in session at the College site, the School District will provide at least one staff member with administrative authority to be available in case of emergency.

Semester grades and grading policies shall be outlined in each instructor’s course syllabus. Teachers will assign grades by the deadline defined in the Annual Timeline. Grades are awarded on a 4.0 scale at the College, and School will convert them to School letter grades according to its procedures.

According to Title 19 Texas Administrative Code § 4.85, students taking Dual Credit courses should have demonstrated college readiness by achieving the minimum passing standards under the provisions of the Texas Success Initiative Assessment. Students must meet the basic skills requirements for the courses and programs defined by the colleges of the Alamo Colleges District. To continue in the College’s Dual Credit program, students must be in good standing as defined in the College catalog. Students who are not progressing to successful completion in any Dual Credit course will be counseled by the course instructor, the School and the College. Faculty will follow the College policies for Early Alert and grade posting. Students taking dual credit courses will be informed by the instructor of academic progress/grade status at the third week and at mid-semester. Students struggling to maintain a passing grade will be provided with options for the student’s successful completion or be advised by the instructor, the high school counselor, assigned high

school staff, and/or the College academic representative on consequences of withdrawing from the College course in order to minimize future problems related to admissions, financial aid, and scholarships. Students performing poorly in any Dual Credit course may be dropped from the college-level course prior to the drop deadline. Students enrolled following the drop deadline will receive the grade earned. Withdrawal from the College course does not result in a withdrawal from the high school course. Both the School staff and the designees from the College's Office of High School Programs are responsible for monitoring these actions.

Students may find appropriate resources to support their college experience at www.alamo.edu/hsprograms/student-resources. Students enrolled in High School Programs (Dual Credit, Early College High School or Alamo Academies) have access to services similar to traditional college students who have graduated from high school.

3. **COURSE AGREEMENTS:** Course Agreements will be developed by the College and the School District for each Dual Credit course taught, regardless of instructional site. Academic representatives from both the College and the School District will agree on alignment of college course outcomes and School District curriculum, including but not limited to, length of the course, whether the AP curriculum is appropriate for college-level course, and approved textbook(s) and instructional materials that will be supplied to students by the School District. The Course Agreement requirement for Dual Credit extends to designation of academic and workforce courses for Traditional Dual Credit, Early College High Schools ("ECHS") and the Alamo Area Academies. College, School District and School shall ensure that a Dual Credit course and the corresponding course offered at the School are equivalent. In collaboration, the academic representatives from both the College and the School will develop a Dual Credit syllabus satisfying requirements of both institutions to include: course identifying information, faculty qualifications, text(s), student learning outcomes, and performance measures.
 - A. 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. School shall agree on the Dual Credit courses offered at the School which will be listed on the Alamo Colleges District High School Programs website (<http://www.alamo.edu/hsprograms>). This list will be reviewed and revised prior to the beginning of each academic year. College and School will develop a timeline for completing a Course Agreement by the beginning of each Fall semester for each course currently offered as Dual Credit. 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. 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 the section hereof captioned "Instructional Materials." The adoption of any course materials, print or electronic, after a Course Agreement is signed will require an agreed and signed addendum.

- B. Course Agreements will identify those College programs requiring more frequent textbook cycles than the otherwise applicable three-year cycle. Refer to Section 10 - Instructional Materials where details related to the application of instructional materials fees and how these may be incurred by the School District as defined herein.
4. **COLLEGE ENROLLMENT ANNUAL AGREEMENT:** The Annual Agreement will list the courses offered each semester and will be finalized with the School by the date listed on the Annual Timeline. The student enrollment on census day will be the basis for compensation between the parties.
 5. **COMPOSITION OF DUAL CREDIT CLASSES:** Dual Credit designated courses offered on the School campus must be composed of Dual Credit students only, except as follows.

Exceptions for a mixed class that includes Dual Credit and high school credit-only students may be allowed only under one of the following conditions:

- A. If the course involved is required for completion under the State Board of Education Foundation High School Program or Distinguished Level of Achievement and/or Performance Acknowledgements graduation requirements, and the School involved is otherwise unable to offer such a course.
- B. If the high school credit-only students are simultaneously enrolled in a comparable College Board Advanced Placement course.
- C. If the course is a career and technology/college workforce education course and the high school credit-only students are earning articulated college credit.

Students in Dual Credit, Early College High School or Alamo Academies enrolled in college courses with traditional College Students may be co-enrolled in the same sections only under the following conditions:

- A. The School does not have its own instructor meeting the qualifications defined in the Course Agreement.
 - B. Dual Credit and Early College High School (ECHS) students may be co-enrolled in either an ECHS high school designated class or a Dual Credit designated class per Course Agreement.
6. **IDENTIFYING AND ADMITTING DUAL CREDIT STUDENTS:** Each School will assume responsibility for providing information to potential Dual Credit students under the direction of the College. College may collaborate with the School to hold an information session at the School for potential students and their parents. College will work with School to identify classes to be offered from the Course Agreement list. Time frames for each process will be included in the Annual Timeline.
 7. **STUDENT ELIGIBILITY AND ENROLLMENT REQUIREMENTS:** Students meeting admission requirements by the deadlines defined by the College in the Annual Timeline may be accepted for Dual Credit courses. In compliance with the State-mandated STAAR and TSI Laws,

the Assessment Policy of the College, and the School requirements, students must meet the eligibility criteria and demonstrate the following academic prerequisites at the time of enrollment into the Dual Credit course(s):

- A. Achievement of the required basic skills prerequisites as defined for each course. Placement scores and course requirements can be viewed through the Alamo Colleges District High School Programs web site (<http://www.alamo.edu/hsprograms>).
- B. Achievement of appropriate School eligibility criteria and satisfactory completion of School Course(s).
- C. Must be in the ninth through twelfth grade as documented in the verification form.
- D. Must be in good standing as defined by the College catalog.
- E. School is responsible for ensuring all Dual Credit students have up-to-date bacterial meningitis documents on file per their records.

These requirements may be modified if the College's requirements are changed. School will be notified of any changes by the date designated on the Annual Timeline.

- 8. **STUDENT DATA SHARING.** While both Parties maintain information on shared students, each agree to share data not available to the other to ensure data integrity as both Parties use data for enrollment into courses, state reporting, financial matters, and other official business related to the High School Programs listed herein. Parties agree to share student information exclusively for those students who are shared in High School Programs. Parties agree to adhere to the confidentiality requirements set forth by the Family Educational Rights and Privacy Act, 20 U.S.C. §1232g as implemented by 34 C.F.R. part 99 ("FERPA") and will encrypt the student data before it is transmitted electronically. 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 the Banner, the College's system of record, and used exclusively for official business pertaining to all High School Programs.
- 9. **SCHOOL OBLIGATION OF STUDENT ASSESSMENT.** If the School is authorized to administer the Texas Success Initiative (herein referred to as "TSI") approved assessment test, then the following requirements shall apply. If the School is not so qualified, then the School shall notify the College in writing of that non-qualification within 30 days after the completion of signature of this MOU.
 - A. School will perform on behalf of College the requirement of TSI Rule 4.55 (19 Texas Administration Code 4.55) that each test-taking student be provided pre-assessment activities ("Activities") that address, at a minimum, the defined Activities components in an effective and efficient manner, such as through workshops, orientations, and/or online modules. Upon request by the College, the School will provide the College an explanation of said Activities and how they are provided. By administering the approved assessment test, the School certifies that the student has been provided the Activities.

- B. The School shall administer a Texas Success Initiative (TSI) college placement exam to all prospective students, abiding by the rules set forth by the College Board to ensure compliance, to assess college readiness, provide students with appropriate academic advising, design individual instructional plans, and enable students to begin college courses based on their performance.
- C. The School shall implement a plan for TSI success, including academic preparation classes for accepted students and academic interventions for students who do not pass TSI, which interventions shall occur before retesting. The School shall report to the College the number of students who have currently passed each section of the TSI assessment.
Results from TSI exams administered by the School District as a College Board approved test site will be submitted to the College in the required technical format that facilitates official delivery/receipt.
The School District will share the results from TSIA administered via ISD/College Board-approved-test-sites and submit to the College in the required technical format that facilitates official delivery/receipt. The TSIA scores will be electronically input into the College's official system of records. The College agrees to adhere to the confidentiality requirements set forth by the Family Educational Rights and Privacy Act, 20 U.S.C. §1232g as implemented by 34 C.F.R. part 99 ("FERPA"). The College will use students' TSIA assessment score data exclusively for official business related to the dual credit program.

10. **INSTRUCTIONAL MATERIALS:** The School District will provide all course materials, including textbooks, instructional materials, syllabi, course packets, and other materials needed for enrollment in classes.

- A. For courses in which Dual Credit students are placed into traditional College classes at the College, the College selects the instructional materials required, and no maintenance period is committed. Notwithstanding anything appearing elsewhere herein to the contrary, for courses taught on the College campus in which Dual Credit students are placed into traditional College classes with non-Dual Credit students, whether face-to-face or online, the College selects the Instructional Materials required and the required materials may change at the discretion of the College: (i) no instructional material continuity commitment applies; and (ii) Instructional Materials fees will be incurred by the School District.
- B. For Dual Credit courses sections taught at the School District or the College containing exclusively Dual Credit students, 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 dependent upon the signed Course Agreement. The adoption of any course materials, print or electronic, after the signed Course Agreement will require an Addendum.
- C. For some classes where Dual Credit students are enrolled in course sections with Traditional College Students and Instructional Materials are included in the registration process, the School will be invoiced for the Dual Credit students enrolled. Individual Course Agreements will contain details on the type of instructional materials required for each dual credit course. The Department Chair of each discipline of the College maintains discretion to designate instructional materials for courses in their discipline.

- D. The School must consult with the College High School Programs office to determine, prior to enrolling students in courses defined in this section, if Instructional Materials fees are applicable, as the School District will be billed for these fees. The Alamo Colleges District Business Office will bill the School District for those students who are enrolled in these courses on the College's census date. Students who withdraw after census will be billed per Alamo Colleges District billing policy.
11. **ENROLLMENT PROCESS:** Students desiring academic credit from the College must be enrolled for each course during the registration period. In coordination with the School, the College will conduct enrollment each fall and spring semester. The School will meet the deadlines defined in the College Annual Timeline. Students failing to complete the process by the published deadlines will not be eligible for the Dual Credit program. The College must adhere to these deadlines to meet all requirements prior to the published first day of class.
 12. **CHANGES IN STUDENT STATUS THROUGHOUT SEMESTER:** The College has a defined process for Students withdrawing from courses. Student withdrawals following census date require the teacher of record or the College's approval in order to process the Student's request. Once processed, the withdrawal will appear on the Student's college transcript. Census rolls are the documentation of Dual Credit students enrolled in classes. Students not listed on the census roll will not be eligible to receive a grade in the course.
 13. **GRANTING COLLEGE AND HIGH SCHOOL CREDIT:** In order to have a grade assigned, students must be enrolled at the beginning of the class, must be on the census roll as approved by the instructor of record, and must complete all requirements for the course. Exceptions may be made to these requirements if approved by the School principal and the College's chief academic officer or designated representatives.
 14. **TRANSCRIPTION OF COLLEGE COURSES:** All Dual Credit courses will be transcribed immediately upon a student's completion of the performance required in the course. Students enrolled through the census date will have the courses recorded on their permanent student transcript.

ACADEMIC ADVISING AGREEMENTS

15. **SCHOOL OBLIGATION OF ACADEMIC ADVISING:** The School and College through the academic advising process will develop either a two-year or four-year course of study plan (grades 9-12) that meets the requirements of Applicable Law, provides a seamless transition for students from high school to post-secondary education or the workforce and represents high levels of rigor, acceleration, and support. The plan will provide pathways to a certificate, an associate degree or baccalaureate degree, and must follow the courses defined by the College. Designees from the College's Office of High School Programs and the School will be responsible for working to develop and refine a clear and coherent academic course sequence across the two institutions for curriculum alignment.

- A. The School District will provide the School Counselors, School Dual Credit Liaisons and/or other appropriate staff who manage, enroll or otherwise provide guidance to students expressing interest in participating in High School Programs, release time during the summer months or the regular Academic Year to attend the designated workshop session(s) on High School Programs delivered by the College or other Alamo Colleges District Staff. These professional development workshop sessions will prepare participants to provide guidance to high school students throughout the time they are enrolled in High School Programs courses. The workshop series will contain language, guidance, and resources used by the College staff.
- B. The School will assist students to take courses that will count toward the degree at their respective 4 year universities of choice or a degree or certificate from the College.
- C. Staff from the College Student Success will provide students with academic advising on their chosen AlamoINSTITUTE and program of study. Each student will select a high school graduation and college degree plan. The selected plans of study will align with the student's selected high school endorsement.
- D. The Parties must review and agree to the appropriateness of students' enrollment in online courses for each semester.
- E. To enroll in any college-level course, students must meet all of the regular College-course prerequisites. The Parties will assess each student for overall readiness to engage in any college-level course. Any out-of-pocket costs associated with said courses shall be borne by School District. Based on such assessment, designees from the College's Office of High School Programs and the School will determine what forms of assistance and remediation may be needed by a student in order to meet enrollment requirements for any college-level course.
- F. If a student fails a course, any retake will be outside the regularly scheduled academic plan and all Early Admission requirements will apply. Tuition and any applicable fees will be imposed and must either be paid by the School District as fiscal agent or by the student's parent / guardian.
- G. Students taking Dual Credit courses are subject to the same academic policies and procedures as all post-secondary students enrolled in the College. This includes, but is not limited to the Academic, Probationary, Dismissal and Withdrawal policies and procedures of the College.

FINANCIAL OBLIGATIONS

- 16. **FISCAL AGENCY:** For the purpose of this MOU, the School District will act as the fiscal agent. Any fees incurred by students from the corresponding School District will be billed to the School District as the fiscal agent. The School District may, by policy, elect to recover fees incurred by students and paid to the Alamo Colleges District by the School District as fiscal agent to the extent permitted by Applicable Law. Should the School District fail to meet its payment responsibilities as fiscal agent regarding a student, College shall refuse enrollment of that student for the next Academic Year after determination of payment default.
- 17. **COST SHARING:** The Alamo Colleges District and the School District will share costs of all Dual Credit Programs (Traditional Dual Credit, Early College High School and Alamo Academies) by payments from one to another determined by which of them primarily funds the cost of the Dual

Credit Instructor as detailed below.

- A. When the School District contracts the Dual Credit Instructor to teach a Dual Credit course section, the Alamo Colleges District will pay \$600 for each course section that contains at least 15 students, but not otherwise. The official student enrollment count will be taken on the course section census date. The Alamo Colleges District Business Office will communicate with the School District Business Office to provide the appropriate payment to be paid net 45 days after the applicable course section census date.
 - B. When the College contracts the Dual Credit Instructor to teach a Dual Credit course section and the School District's student enrollment in that course section totals less than 80% of the total student enrollment of the said course, the School District will pay \$100 per student in that course section to the Alamo Colleges District. The official student enrollment count will be taken on the course section census date. The Alamo Colleges District Business Office will communicate with the School District Business Office and provide an invoice to be paid net 45 days after the applicable course section census date.
 - C. When the College contracts the Dual Credit Instructor to teach a Dual Credit course section and the School District's student enrollment in that course section totals to 80% or more of the total student enrollment of that course section, 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 section census date. The Alamo Colleges District Business Office will communicate with the School District Business Office and provide an invoice to be paid net 45 days after the applicable course section census date.
 - D. Should the School District fail to meet its cost-sharing payment responsibilities, the College may decline to enter into the Annual Agreement and so terminate the Dual Credit relationship, for the next Academic Year after determination of uncured default in payment from the School District.
18. **TUITION AND FEES:** Subject to the cost-sharing noted above, Alamo Colleges District will waive tuition and fees for students enrolled in Dual Credit courses. Students in Traditional Dual Credit may take a maximum of 14 courses in total from the various Colleges of the Alamo Colleges District during their high school tenure based on the approved course load listed in this MOU. Course loads will vary per semester depending on the student's grade level classification and the College's approval. All tuition promotions, incentives or discounts as published by Alamo Colleges District or the College via www.alamo.edu, in printed format, or other broadcast media do not apply to students enrolled in Dual Credit, Early College High School or the Alamo Academies. Examples of promotional incentives include the "*Summer Momentum Plan*" published in the Alamo Colleges District web site, www.alamo.edu/free.
19. **DUAL CREDIT COURSE OPTIONS:** As part of the Alamo Colleges District High School Programs offerings, students may enroll in Dual Credit courses following an academic or workforce program of study. As appropriate, students may enroll in a combination of academic and workforce courses, but shall not exceed 14 courses per student as a cumulative total during their time in high school. Should students chose to enroll in both programs, both students and their parents or guardians must be made aware of the implications of enrolling in multiple

programs. Students wishing to take or retake any additional college courses should apply for Early Admission status. All Early Admission tuition and fees will apply.

20. **TRANSPORTATION:** The School District will be responsible to provide for such student transportation as may be required to and from the College by means meeting the requirements of Applicable Law pursuant to applicable School District rules and procedures.

PROGRAM QUALITY ASSURANCE

21. **FACULTY SELECTION, SUPERVISION AND EVALUATION:** All instructors teaching Dual Credit courses for college credit 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 must be approved as faculty by the College prior to teaching Dual Credit courses. The same credentialing and hiring will apply for all dual-credit faculty as for College faculty teaching regular credit courses, per SACSCOC requirements. The College will designate personnel to supervise and evaluate the instructors of the Dual Credit course(s) using the same or comparable procedures used for faculty at the main campus of the College. The instructor(s) will be responsible for providing instruction for the minimum contact hours required for the Dual Credit course(s) (e.g., a 3-semester-hour course requires 48 contact hours). The School District will be responsible for compensating instructors on its staff who teach Dual Credit designed course sections.
 - A. 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. School District will be responsible for monitoring and ensuring the quality of instruction for the exclusive high school credit courses offered by the College. College faculty teaching dual credit courses will teach using the respective course Student Learning Outcomes ("SLOs"). Alignment of objectives between School District TEKS and the College SLOs are addressed in the individual Course Agreements.
 - B. Faculty teaching Dual Credit classes at the School will be evaluated at least annually by School District and the College. Student evaluation of instruction takes place each semester and will be a part of the annual evaluation process. Performance evaluation of all dual-credit faculty will adhere to College and academic division protocols and schedules as pertain to all other College adjunct faculty, per SACSCOC requirements, as well as those required by the Texas Education Agency.
 - C. Instructors' Dual Credit classes may include both traditional dual credit and ECHS students.
 - D. Faculty teaching Dual Credit classes at the School are expected to participate in the early alert system. This system is designed to assist the student and the College to determine when interventions or academic suspensions are required. All Dual Credit instructors must adhere to applicable Alamo Colleges District and College policies. Alamo Colleges District policies are located at: alamo.edu/district/policies/, particularly sections E, F & H. College

academic policies are located at the College's eCatalog and Title IX policies are directly available on the Alamo Colleges District Web site: <http://www.alamo.edu/alamocares/>.

- E. The College and School District will provide professional development opportunities to their respective employees in accordance with their respective institutional policies. The College will provide professional development in critical thinking, leadership, student engagement, and other areas deemed necessary.
22. **PARENT OUTREACH:** The School District will take the lead on parent outreach efforts to ensure parents understand the long-term implications of students earning college credits. These long-term implications could pose challenges to their college careers and federal financial aid eligibility, as well as possible consequences that a student may experience as a result of course withdrawals, failures, retaking courses and taking excess hours beyond their degree or program requirements. The parties may agree that College representatives could be involved in recruitment events. To ensure that students and parents are aware of college credit opportunities, it is highly recommended that meetings are held on middle school or high school campuses to appropriately explain the opportunities, required commitment and all other implications of students taking college courses during their high school tenure.
23. **COMMUNICATION WITH PARENTS / GUARDIANS:** The School District or School staff will be responsible for all communication with parents. The College personnel will not be expected to communicate with parents.
24. **COMMUNICATION WITH STUDENTS:** In the absence of available School staff, College staff in the High School Programs office will communicate directly with students to ensure that all pertinent details are available to enroll students into courses for the following semester.

LEGAL MATTERS, POLICIES & COMPLIANCE

ACCREDITATION: The College is accredited by SACSCOC, but has been placed on warning status. The warning is not a reflection of the College's quality of instruction, but related to issues of autonomy of each college within the Alamo Colleges District. The College has until December 2017 to address the accreditation principles cited in the warning notification and is taking corrective action. In the event that the College accreditation status changes, another accredited institution within the Alamo Colleges District will fulfill the responsibilities outlined in the MOU.

25. **STUDENT SAFETY:** 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. Students traveling for College events will be required to sign an Alamo Colleges District General Participation Release as a condition of participation as are all Alamo Colleges District students.

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 School District.

26. **STUDENT ATTENDANCE POLICIES:** Students enrolled in Dual Credit courses 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. Detailed attendance requirements may be found at the College Catalog section titled Academic Standards. The catalog is accessible at www.alamo.edu for the College.
27. **STUDENT CONDUCT:** Students enrolled in Dual Credit courses 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 College eCatalog and the Alamo Colleges District Student Code of Conduct, Student Handbook, and Title IX / Clery Act materials in the same manner as all other students enrolled in the College. In the event of a conflict between the policies of School District and College, the Parties will collaborate to resolve any conflict. Students who do not comply with policies and codes of conduct will be subject to the code of conduct process as outlined in the College catalog. For more detailed information on the Student Code of Conduct, please refer to the Alamo College District Board Policies <http://alamo.edu/district/policies/> under section F.4.2.
28. **STUDENT RECORDS:** In accordance with Applicable Law, School District will maintain student records pertaining to School and provide College copies of the grades, progress, and other informational data on student assessment, promotion, retention, 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.
29. **APPLICABLE LAW:** The parties agree to operate the Dual Credit program 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 ("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 29.908 and Chapter 39; (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").

College disability support services are provided to students attending classes at an Alamo Colleges site or online and may include special testing arrangements, readers, 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. Therefore, a student 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 must provide a copy of the student's current 504 plan to the Disability Student Services (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 College DSS office may require additional documents to provide needed clarification. The College 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, who then 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. The Parties agree to operate the Dual Credit program in compliance with applicable College and School District board policies and procedures and policies and procedures. The foregoing as set forth in this section 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.

30. **CIVIL RIGHTS AND 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 prohibits discrimination based on sex (gender) of employees and students at educational institutions receiving federal financial assistance. Sex and gender discrimination under Title IX 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 has 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 involving any Dual Credit students must promptly be shared with the Alamo Colleges District Coordinator of Title IX and the School District's Title IX Coordinator. Title IX Coordinators from the Alamo Colleges District and School District will collaborate to address the complaint. At all times, the Coordinator and the School District will keep each other informed of complaints reported. The results of the investigation and sanctions will also be communicated to the extent permitted by Applicable Law.

All students will have access to AlamoCARES (<http://www.alamo.edu/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, harassment, and retaliation, including sexual harassment and violence.

31. **NO WAIVER OF IMMUNITY:** Neither College nor School District waiver or relinquish 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.
32. **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.
33. **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.
34. **AMENDMENTS/REVISIONS:** This Agreement, except to the extent of any right of College to make ministerial revisions elsewhere herein specified, may only be amended by mutual written agreement of the parties.
35. **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.

All notices, demands, or requests to the College shall be given or mailed to:

School District:

Judson ISD
ATTN: Superintendent of Schools
8012 Shin Oak Drive
Live Oak, Texas 78233

College:

St. Philip's College
ATTN: College President
1801 Martin Luther King Drive
San Antonio, Texas 78203

Alamo Colleges District:

Alamo Community College District
ATTN: Vice Chancellor for Academic Success
201 W. Sheridan
San Antonio, TX 78204

Additional Notice to:

Name:

Title:

Address:

Tel:

Email:

General Counsel
Alamo Colleges District
San Antonio, Texas 78204
Tel: 210-485-0050
Email: pmeurin@alamo.edu

36. **CHOICE OF LAW:** This Agreement is to be performed in Bexar County, Texas, and is governed by the Constitution and the internal laws of the State of Texas. The exclusive venue of any suit arising from this Agreement shall be in Bexar County, Texas.
37. **NONASSIGNABILITY:** Parties herein shall not assign any interest in this Agreement and shall not transfer any interest in same without prior written consent of both parties.
38. **INDEPENDENT CONTRACTOR:** Parties shall provide services pursuant hereto, as independent contractors. Both parties understand that the tasks, the details of which both parties do not have legal right to control and no such control are assumed by this Agreement. This Agreement does not create an employment relationship, partnership, or joint venture between the parties (or its employees). Neither party nor its employees shall be deemed employees of each other for any purpose whatsoever, and neither shall be eligible to participate in any benefit program provided by either party.
39. **NO THIRD PARTY BENEFICIARIES:** Nothing in this Agreement, express or implied, is intended or shall be construed to confer upon any person, firm or corporation other than the parties hereto and their respective successors or assigns, any remedy or claim under or by reason of this Agreement or any term, covenant or condition hereof, as third party beneficiaries or otherwise, and all of the terms, covenants and conditions hereof shall be for the sole and exclusive benefit of the parties hereto and their successors and permitted assigns.
40. **ENTIRE AGREEMENT:** This Agreement along with the Course Agreement and the Annual Agreement and any and all exhibits attached thereto shall constitute the complete agreement between the parties relating to the subject matter herein and supersedes all prior and contemporaneous

proposals, agreements, understandings, representations, purchase orders, invoices and communications, whether oral or written relating to the subject matter herein. In the event of conflict between these three documents, the order of precedence shall be (1) this MOU, (2) the Course Agreement, and (3) the Annual Agreement.

IN WITNESS WHEREOF, the Parties have caused this Agreement to be signed by its duly authorized officer, to become effective as of the date stated above.

Alamo Colleges District

Participating School District or School:

Jo-Carol Fabianke Digitally signed by Jo-Carol Fabianke
DN: cn=Jo-Carol Fabianke, o=Alamo
Colleges, ou=Vice Chancellor for
Academic Success,
email=jfabianke@alamo.edu, c=US
Date: 2017.08.04 13:36:31 -05'00' 8/4/17
Jo-Carol Fabianke, Ph.D. Date
Vice-Chancellor for Academic Success
Alamo Colleges District

Dr. Carl A. Montoya 07/24/17
Dr. Carl Montoya Date
Superintendent / CEO
Judson ISD

Adena Williams Loston 8/4/17 Approved as to form only
Rose Langford
Dr. Adena Williams Loston Date
College President
St. Philip's College

EXHIBIT A

Responsibilities of School and College

I. Responsibilities of School:

- a. School teacher/lead for discipline shall collaborate with College on curriculum, syllabus, text for course as defined in Course Agreement;
- b. School teacher/lead for discipline shall collaborate with College on instructors and syllabus for each section as defined in Annual Agreement;
- c. School shall collaborate with College on promotion of Dual Credit opportunities; School representative(s) will work with School Dual Credit ("DC") instructor to provide presentations;
- d. School shall distribute student admission and enrollment materials and assist students with completing the Admission Checklist;
- e. School shall provide time and support for students to complete the ApplyTexas application and work with School DC instructors to schedule class time to work on the ApplyTexas application;
- f. School shall provide College with a certified list of students eligible to enroll in Dual Credit classes. This will serve as the unofficial transcript;
- g. School shall collect all application, enrollment and course documentation required and provide same to College in accordance with the College defined timeline (if available, this documentation should be scanned and forwarded to College by email);
- h. School shall collaborate with College using on-going reporting to ensure that all documentation is provided by specified enrollment dates as provided in the Annual Agreement;
- i. School shall ensure that the School DC instructor provides all faculty hiring materials to the appropriate College academic contact within hiring timelines;
- j. School shall designate a School DC representative to work with School DC instructors to ensure the instructors are verifying their rosters online and that the instructor provides the School DC representative a copy of their final roster;
- k. School shall designate a School DC representative to work with School DC instructors to ensure they post their college grades online by the deadline and that they provide the School DC Representative with a copy of student grades for posting onto high school transcript;
- l. School shall designate a School DC representative to work with School DC instructors to ensure that all participate in evaluation of instruction as requested by the College DC representative and/or College discipline chair/lead;
- m. School shall ensure that the School DC representative and School DC instructors provide all communication to students, and parents where appropriate, regarding eligibility status and missing paperwork. **At no time** will the College directly contact parents of the students;
- n. School DC representative and School DC instructors will submit FINAL School class rosters to College by the first Monday in August for fall enrollment and the last Monday in November for spring enrollment;
- o. School DC representative will serve as liaison for any individual students enrolling in regular college for Dual Credit, including assuming responsibility for working with parents to ensure that tuition and fees are paid by designated deadlines; and

II. Responsibilities of College:

- a. College academic lead will coordinate all academic decisions;
- b. College chair or designee and/or discipline lead will collaborate with School DC discipline lead on curriculum, syllabus, text for course as defined in Course Agreement;
- c. College chair or designee and/or discipline lead will collaborate with School DC discipline lead on instructors and syllabus for each section as defined in Annual Agreement;
- d. College chair or designee and/or discipline lead will approve eligible faculty as adjunct faculty and ensure that School DC faculty are approved by the Alamo Colleges District governing board;
- e. College DC representative will collaborate with School on promotion of Dual Credit opportunities;
- f. College will serve as advocate for all colleges' Dual Credit partnerships;
- g. College will provide potential student/parent orientations;
- h. College will provide training for School counselors on DC and College enrollment materials required and ApplyTexas application process and all requirements for enrollment;
- i. College will coordinate student admission and provide enrollment materials to School;
- j. College will provide assessment opportunities for potential DC students on the College main campus;
- k. College will confirm eligibility of students for enrollment in the DC program;
- l. College will provide appropriate reports to School on each student's required documentation until all materials are received or the student is dropped from the DC program;
- m. College will provide residency verification for all DC students;
- n. College will notify School of missing grades after the deadlines established in the Annual Agreement;
- o. College will post grades to student transcripts;
- p. College will provide college transcripts at students' request upon receiving an official high school transcript from the student with graduation date; and
- q. College will provide reimbursement payment to School based on DC instructor student enrollment ratio in accordance with the Academic Agreement.



2015-2018
SCHOOL DUAL CREDIT ACADEMIC AGREEMENT
BETWEEN

La Vernia Independent School District

AND
ALAMO COMMUNITY COLLEGE DISTRICT

This Dual Credit Academic Agreement is entered into by and between the Alamo Community College District (“Alamo Colleges”), a public junior college district and political subdivision of the State of Texas, and St. Philip’s College, either a Texas independent school district contracting on behalf of its high school(s) listed in **EXHIBIT A** (herein collectively referred to as “School”), or a public charter or private high school (hereinafter referred to as “School”), to facilitate the cooperation between Alamo Colleges and School in the provision of instruction of dual credit courses for School.

1. **AGREEMENTS BETWEEN ALAMO COLLEGES AND SCHOOL:** The dual credit program will function through three (3) documents: this Agreement, a Course Agreement, and a College Enrollment Annual Agreement (“Annual Agreement”). Each School will have a college designated as its primary provider (“College” or “Primary College”). Any courses offered by a college other than the Primary College shall be coordinated through the Primary College. This Academic Agreement and the Course Agreement shall be coordinated through the Primary College. This Academic Agreement and the Course Agreement will be in effect for three years unless amended as herein provided. The Annual Agreement may be modified through a spring semester revision. Certain specific responsibilities of the Alamo Colleges and School are defined in **EXHIBIT B**, which is attached hereto and made a part hereof for all purposes, with deadlines defined in the Annual Timeline.
2. **ACADEMIC AGREEMENT:** This Academic Agreement (“Agreement”) hereby incorporates by reference all dual credit requirements defined in the Texas Administrative Code (“TAC”) and the accreditation requirements established by the Southern Association of Colleges and Schools, as such may be amended during its term. .
3. **AAAI AGREEMENT EXCEPTION.** In the case of students enrolled in Alamo Area Academies, Inc. (“AAAI”) curriculum and program of studies, Alamo Colleges, AAAI, participating Schools, and other parties will enter into an agreement (“AAAI Agreement”) regarding dual credit and other AAAI program services and obligations. If School enters into an AAAI Agreement, School agrees to adhere to all terms and provisions of this Agreement, and in the event this Agreement conflicts with the AAAI Agreement, the AAAI Agreement will take precedence over this Agreement.
4. **COURSE AGREEMENT:** The course agreement will be developed by the College and the School for all courses taught at the School. College and School academic representatives will agree on alignment of college course outcomes and School curriculum including but not limited to length of the course, whether the AP curriculum is appropriate for college-level course, approved textbook(s) and instructional materials that will be supplied to students by School, and designation of career and technical courses as “dual credit,” or “AAAI curriculum and program of studies.” College shall ensure that a dual credit course and the corresponding course offered at the main campus of College are equivalent. The academic representatives will develop a basic dual credit syllabus satisfying requirements of both institutions to

include: Course identifying information, faculty qualifications, text(s), student learning outcomes, and performance measures.

A Course Agreement will include all the above plus 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. School shall agree on the dual credit courses offered at the School which will be listed on the Alamo Colleges Dual Credit website. This list will be reviewed and revised prior to the beginning of each academic year. College and School will develop a timeline for completing a Course Agreement by Fall for each course currently offered as dual credit. Courses offered at the School must have an approved Course Agreement. The Course Agreement will be effective for three years unless either party requests a modification.

5. **COLLEGE ENROLLMENT ANNUAL AGREEMENT:** The courses offered each semester will be listed in the Annual Agreement, will be finalized with the School by the date listed on the Annual Timeline, and will be the basis for reimbursement to the School.
6. **FACULTY SELECTION, SUPERVISION, AND EVALUATION:** College will select instructors for dual credit courses from among the School's teachers who meet the qualifications defined in the Course Agreement and approval procedures used by College to select faculty responsible for teaching the same course on the main campus of College to be approved as Alamo Colleges' adjunct faculty. College will designate personnel to supervise and evaluate the instructors of the dual credit course(s) using the same or comparable procedures used for faculty at the main campus of College. The instructor(s) will be responsible for providing instruction for the minimum contact hours required for the dual credit course(s) (e.g., a 3-semester-hour course requires 48 contact hours). The School will be responsible for compensating School instructors who teach dual credit designated course sections.
7. **COMPOSITION OF DUAL CREDIT CLASSES:** Dual credit designated courses offered on the School campus are composed of dual credit students only.

Exceptions for a mixed class that includes dual credit and high school credit-only students may be allowed only under one of the following conditions:

- A. If the course involved is required for completion under the State Board of Education Foundation High School Program or Distinguished Level of Achievement and/or Performance Acknowledgements graduation requirements and the high school involved is otherwise unable to offer such a course.
- B. If the high school credit-only students are College Board Advanced Placement students.
- C. If the course is a career and technology/college workforce education course and the high school credit-only students are earning articulated college credit.

Exceptions for classes that include both dual credit and college-credit-only students may be allowed only if the School does not have an instructor who meets the qualifications defined in the course agreement.

Dual Credit and Early College High School (ECHS) students may not be co-enrolled in either an ECHS designated class or a dual credit designated class

8. **LOCATION OF CLASSES:** Courses will be held at one of the following locations:
 - A. The dual credit class held at the School that has been approved as dual credit through a Course Agreement.
 - B. The class is held at the College using College

9. **IDENTIFYING AND ADMITTING DUAL CREDIT STUDENTS:** Each School will assume responsibility for providing information to potential dual credit students under the direction of the College. College may collaborate with the School to hold an information session at the School for potential students and their parents. College will work with School to identify classes to be offered from the Course Agreement list. Time frames for each activity will be included in the annual timeline.
10. **STUDENT ELIGIBILITY AND ENROLLMENT REQUIREMENTS:** Students meeting admission requirements by the deadlines defined in the Annual Timeline may be accepted for dual credit courses. In compliance with the State-mandated STAAR and TSI Laws, the Assessment Policy of the College, and the School requirements, students must meet the eligibility criteria and demonstrate the following academic prerequisites at the time of enrollment into the dual credit course(s):
- A. Achievement of the required basic skills prerequisites as defined for each course. Placement scores and course requirements can be viewed through the Alamo Colleges' web sites.
 - B. Achievement of appropriate School eligibility criteria and satisfactory completion of School Course(s).
 - C. Must be in the eleventh or twelfth grade. Exceptions may be made for ninth and tenth graders if approved by the School principal and the College's chief academic officer or representatives.
 - D. Be 16 years of age by the start of the academic year for courses taken on the college campus (does not apply to fully on-line courses).
 - E. Cannot have received a grade of "D or F" in any previous dual credit course
 - F. School is responsible for ensuring all Dual Credit students have up-to-date Bacterial Meningitis documents on file in their student records.

These requirements may be modified if the College's requirements are changed. School will be notified of any changes by the date designated on the Annual Timeline.

11. **CIVIL RIGHTS and ALAMO COLLEGES POLICIES:** The Alamo Colleges 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 prohibits discrimination based on sex (gender) of employees and students at educational institutions receiving federal financial assistance. Sex and gender discrimination under Title IX cover sexual harassment and sexual assaults and violence occurring on campus.

The Alamo Colleges do 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 have designated a Title IX/VII/ADA/4Coordinator 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.

All dual credit 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, harassment, and retaliation, including sexual harassment and violence.

12. **DISABILITY SERVICES:**

A disabled student may request an accommodation of his/her disability to participate in the educational programs and activities of the Alamo Colleges. Accommodations are provided through the Disability Support Services (“DSS”) office at each Alamo College. Accommodations may include special testing arrangements, readers, scribes, and note-taking services. However, an Alamo College is neither able nor required to provide the level of disability support services required by the public school system. Therefore, a dual credit student requiring disability support services may have differing levels of assistance from the School District and the College. For a dual credit student to receive disability support services at the College, the School counselor must provide a copy of the student’s current 504 plan to the DSS office at the College. Should the 504 plan not provide adequate information to determine the impact of the disability and to identify appropriate accommodations, the College DSS office may require additional documents to provide needed clarification. The College DSS office will review said documentation and will produce one or more official College accommodations letters for the dual credit student. The letters will be given to the dual credit student and the School District counselor, who then provides 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. At all times, the Coordinator and the School District will keep each other informed of requests for accommodation and accommodation complaints regarding dual credit students.

13. **SCHOOL OBLIGATION OF STUDENT ASSESSMENT.** If the School is authorized to administer the TSI-approved assessment test, School will perform on behalf of Alamo Colleges the requirement of TSI Rule 4.55 (19 Texas Administration Code 4.55), that each test-taking student be provided pre-assessment activities (“Activities”) that address, at a minimum, the defined Activities components in an effective and efficient manner, such as through workshops, orientations, and/or online modules. Upon request by the Alamo Colleges, the School will provide the Alamo Colleges an explanation of said Activities and how they are provided. By administering the approved assessment test, the School certifies that the student has been provided the Activities.

14. **EXCEPTION FOR SOPHOMORE:** To request an exception to enroll as a freshman or sophomore dual credit student, in addition to meeting all dual credit eligibility requirements, the School will validate the student’s proven progress in prior academics and a high degree of self-management, self-awareness and intention to assume responsibility for his/her own learning.

15. **ENROLLMENT PROCESS:** Students desiring academic credit from the College will be enrolled for each course during the registration period. Upon mutual agreement with the School, the College will conduct enrollment each fall and spring semester. The School will meet the deadlines defined in the Annual Timeline. Students failing to complete the process by the published deadlines will not be eligible for the dual credit program. The College must adhere to these deadlines to meet all requirements prior to the published first day of class.

16. **TUITION AND FEES:** A student will be exempt from payment of all College tuition and fees for **two (2)** dual credit course(s) (6-8 semester hours) per semester.

17. **INSTRUCTIONAL MATERIALS:** The School District will provide all course materials, including textbooks, instructional materials, syllabi, course packets, and other materials needed for enrollment in classes at no cost to the student. 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. For courses in which dual credit students are placed into traditional College classes, the College selects the instructional materials required, and no maintenance period is committed. The school will provide the instructional materials (and associated technology, such as tablets/computers) for all courses taken as dual credit in regular college sections. For some classes, instructional materials are included in the registration process and the School will be invoiced for the dual credit students enrolled.

18. **CHANGES IN STUDENT STATUS THROUGHOUT SEMESTER:** The School will document any drops or changes in student status and inform the College for processing. Census rolls are the documentation of dual credit students enrolled in classes. Students not listed on the census roll will not be eligible to receive a grade in the course.
19. **ACADEMIC POLICIES AND STUDENT SUPPORT SERVICES:** Regular academic policies and procedures applicable to regular college courses will also apply to dual credit courses. Students in dual credit courses will be eligible to utilize the same or comparable support services that are afforded to other College students. College is responsible for ensuring timely and efficient access to such services (*e.g.*, academic advising and counseling), to learning materials (*e.g.*, library resources), and to other benefits for which the student may be eligible.
20. **GRANTING COLLEGE AND HIGH SCHOOL CREDIT:** In order to have a grade assigned, students must be enrolled at the beginning of the class, must be on the census roll as approved by the instructor of record, and must complete all requirements for the course. Exceptions may be made to these requirements if approved by the School principal and the College's chief academic officer or designated representatives.
 - A. According to the Texas Administrative Code §4.85, students taking dual credit courses should have demonstrated outstanding academic performance and capability. To continue in the Alamo Colleges' dual credit program, students must earn a "C" or better in all dual credit courses. Students performing poorly in dual credit course(s) will be counseled by teacher and School and may be dropped from the college-level course prior to the drop deadline. Students enrolled following the drop deadline will receive the grade earned. The college grade will be assigned following the scale of the College as defined in the College Bulletin. Teachers will assign grades by the deadline defined in the Annual Timeline.
 - B. All dual credit courses, high school as well as college credit, will be transcribed immediately upon a student's completion of the performance required in the course.
21. **REIMBURSEMENT:** Reimbursement by Alamo Colleges to School in the amount of six hundred dollars (\$600.00) will be made on an average of twenty students per School instructor for the courses taught on the School campus by the School instructor and listed in the Annual Agreement. The enrollment will be determined by the official enrollment count on the College's census date. College will provide the School with the official enrollment count each semester. The School through the School will provide the College with an invoice based on the Annual Agreement and the official enrollment count by the date defined on the Annual Timeline, and Alamo Colleges shall remit the reimbursement to the School.
22. **TERM AND TERMINATION:** This agreement shall be in effect from the beginning of the School semester, **August 2015**, to the end of the academic year, **May 2018**. All dual credit courses offered at the School require a Course Agreement as defined in this agreement. The College and School will complete the Annual Agreement under the conditions defined in these agreements. The Annual Dual Credit Timeline, located on the Alamo Colleges' Dual Credit Website will define all deadlines for the actions defined in this agreement.

Alamo Colleges and School reserve the right to terminate this Agreement upon service of written notice to the other party sixty (60) days prior to the expiration of any academic semester.

Upon written agreement signed by Alamo Colleges and School, the parties may renew this Agreement for one additional year until **May 2019**. If the parties agree to renew this Agreement, the parties also agree to review the terms of this Agreement and, if determined to be appropriate, execute an amendment prior to **May 2018**.

23. **COMPLIANCE:** Alamo Colleges and School agree:
- A. To certify that their sites are ADA compliant;
 - B. To comply with all applicable provisions of the Family Education Rights and Privacy Act, 20 U.S.C. §1232g as implemented by 34 CFR Part 99;
 - C. In all cases, to comply with all federal, state, and local laws applicable to this Agreement; and
 - D. To have in place and abide by a policy prohibiting sexual harassment.
24. **AMENDMENTS/REVISIONS:** This Agreement may only be amended by mutual written agreement of the parties.
25. **NOTICE:** All notices, demands, or requests from one party to the other may be personally delivered or sent by email and mail, certified or registered, postage prepaid, to the addresses stated in this section, and are considered to have been given at the time of personal delivery or mailing.

All notices, demands, or requests to Alamo Colleges shall be given or mailed to:

Associate Vice Chancellor for Academic Partnerships and Initiatives
 Alamo Colleges
 201 W. Sheridan
 San Antonio, Texas 78204
 Tel: 210-485-0160
 Email: rdalrymple2@alamo.edu

With Copy To:

General Counsel
 201 W. Sheridan
 Alamo Colleges
 San Antonio, Texas 78204
 Tel: 210-485-0050
 Email: pmeurin@alamo.edu

All notices, demands, or requests to School shall be given or mailed to:

La Vernia High School
De De Braun [Name]
Dual Credit Counselor [Title]
225 Blumhennet Rd. [Address]
La Vernia, TX 78121
 Tel: 210 830-779-4630
 Email: *dede.braun@wisd.org*

26. **CHOICE OF LAW:** This Agreement is to be performed in Bexar County, Texas, and is governed by the Constitution and the internal laws of the State of Texas. The exclusive venue of any suit arising from this Agreement shall be in Bexar County, Texas.
27. **NONASSIGNABILITY:** Parties herein shall not assign any interest in this Agreement and shall not transfer any interest in same without prior written consent of both parties.
28. **INDEPENDENT CONTRACTOR:** Parties shall provide services pursuant hereto, as independent contractors. Both parties understand that the tasks, the details of which both parties do not have legal right to control and no such control are assumed by this Agreement. This Agreement does not create an employment relationship, partnership, or joint venture between the parties (or its employees). Neither

party nor its employees shall be deemed employees of each other for any purpose whatsoever, and neither shall be eligible to participate in any benefit program provided by either party.

29. **NO THIRD PARTY BENEFICIARIES:** Nothing in this Agreement, express or implied, is intended or shall be construed to confer upon any person, firm or corporation other than the parties hereto and their respective successors or assigns, any remedy or claim under or by reason of this Agreement or any term, covenant or condition hereof, as third party beneficiaries or otherwise, and all of the terms, covenants and conditions hereof shall be for the sole and exclusive benefit of the parties hereto and their successors and permitted assigns.
30. **COUNTERPARTS:** This Agreement may be executed in counterparts, each one of which shall be an original, and different parties may sign different counterparts, all of which shall constitute but one document.
31. **ENTIRE AGREEMENT:** This Agreement along with the Course Agreement and the Annual Agreement and any and all exhibits attached thereto shall constitute the complete agreement between the parties relating to the subject matter herein and supersedes all prior and contemporaneous proposals, agreements, understandings, representations, purchase orders, invoices and communications, whether oral or written relating to the subject matter herein. In the event of conflict between these three documents, the order of precedence shall be (1) the Dual Credit Terms, (2) this Agreement, (3) the Course Agreement, and (4) the Annual Agreement. If School and Alamo Colleges have entered into an AAAI Agreement, the AAAI Agreement shall take precedence over this Agreement in the event of conflict.

IN WITNESS WHEREOF, the Parties have caused this Agreement to be signed by its duly authorized officer, to become effective as of the date stated above.

ALAMO COMMUNITY COLLEGE DISTRICT

By: _____ Date: 7/15/15
Dr. Jo-Carol Fabianke
Vice Chancellor for Academic Success

APPROVED
AS TO FORM ONLY
[Signature]
Date: 07/15/15

ISD / SCHOOL: *La Vernia*

By: *[Signature]* Date: *7-15-15*

Print Name: *Jose H. Moreno, Superintendent*
Title: *Superintendent / Principal*

EXHIBIT A

Independent School District enters into this Agreement on behalf of the following Schools under the ISD. (Primary College Provider is listed. Any other agreements will be coordinated through the Primary Provider.):

<u>Bexar County</u>	<u>Primary Provider</u>
Alamo Heights ISD	
Alamo Heights HS	St. Philip's College
East Central ISD	
East Central HS	Palo Alto College
Edgewood ISD	
Edgewood Academy	Palo Alto College
Kennedy HS	Palo Alto College
Memorial HS	Palo Alto College
Ft. Sam ISD	
Cole HS	St. Philip's College
Harlandale ISD	
Harlandale HS	Palo Alto College
McCullum HS	Palo Alto College
Frank Tejada Academy	Palo Alto College
Judson ISD	
Judson HS	St. Philip's College
Judson Learning Academy	St. Philip's College
Wagner HS	St. Philip's College
Lackland ISD	
Virginia A. Stacey HS	Northwest Vista College
Northeast ISD	
Academy of Creative Education	San Antonio College
Churchill HS	San Antonio College
International School of America	San Antonio College
Lee HS	San Antonio College
MacArthur HS	San Antonio College
Madison HS	San Antonio College
Reagan HS	San Antonio College
Roosevelt HS	San Antonio College
Johnson HS	San Antonio College
NEISD Career & Technology	San Antonio College
Northside ISD	
Brandeis HS	Northwest Vista College
Brennan HS	Northwest Vista College
Business Careers HS	Northwest Vista College
Clark HS	Northwest Vista College
Communication Arts HS	Northwest Vista College
Health Careers HS	Northwest Vista College
Holmes HS	Northwest Vista College
Jay HS	Northwest Vista College
Marshall HS	Northwest Vista College
O'Connor HS	Northwest Vista College
Stevens HS	Northwest Vista College
Taft HS	Northwest Vista College
Warren HS	Northwest Vista College
Randolph Field ISD	
Randolph Field ISD	Palo Alto College
San Antonio ISD	
Brackenridge HS	St. Philip's College
Burbank HS	Palo Alto College

Cooper Academy	St. Philip's College
Edison HS	San Antonio College
Fox Tech HS	San Antonio College
Healy Murphy Center	St. Philip's College
Highlands HS	St. Philip's College
Houston HS	St. Philip's College
Jefferson HS	San Antonio College
Lanier HS	St. Philip's College
Navarro HS	San Antonio College
Young Women's Leadership Academy	San Antonio College
Somerset ISD	
Somerset HS	Palo Alto College
South San Antonio ISD	
South San Antonio HS	Palo Alto College
Southside ISD	
Southside HS	Palo Alto College
Southwest ISD	
Southwest HS	Palo Alto College
<u>Atascosa County</u>	<u>Primary Provider</u>
Charlotte ISD	
Charlotte HS	Palo Alto College
Jourdanton ISD	
Jourdanton	Palo Alto College
Lytle ISD	
Lytle HS	Palo Alto College
Poteet ISD	
Poteet HS	Palo Alto College
<u>Bandera County</u>	<u>Primary Provider</u>
Bandera ISD	
Bandera HS	San Antonio College
Medina ISD	
Medina HS	San Antonio College
<u>Comal County</u>	<u>Primary Provider</u>
Comal ISD	
Canyon HS	St. Philip's College
Canyon Lake HS	St. Philip's College
Smithson-Valley HS	St. Philip's College
New Braunfels ISD	
New Braunfels HS	San Antonio College
NBISD Learning Center	San Antonio College
<u>Guadalupe County</u>	<u>Primary Provider</u>
Marion ISD	
Marion HS	Palo Alto College
Navarro ISD	
Navarro HS	St. Philip's College
Schertz-Cibolo-Universal City ISD	
Clemens HS	St. Philip's College
Steele HS	St. Philip's College
Allison Steele Enhanced Learning	St. Philip's College

Seguin ISD	
Seguin HS	St. Philip's College
Mercer & Blumberg Lrn. Ctr.	St. Philip's College

Kendall County **Primary Provider**

Boerne ISD	
Boerne HS	Northwest Vista College
Boerne Samuel Champion HS	Northwest Vista College
Comfort ISD	
Comfort HS	Palo Alto College

Kerr County **Primary Provider**

Center Point ISD	
Center Point HS	San Antonio College
Ingram ISD	
Ingram Tom Moore HS	Palo Alto College
Kerrville ISD	
Tivy HS	San Antonio College
Hill Country HS	San Antonio College

Wilson County **Primary Provider**

Floresville ISD	
Floresville HS	Palo Alto College
LaVernia ISD	
LaVernia HS	St. Philip's College
Poth ISD	
Poth HS	Palo Alto College
Stockdale ISD	
Stockdale HS	St. Philip's College

EXHIBIT B

Responsibilities of School and Alamo Colleges (College)

I. Responsibilities of School:

- a. School teacher/lead for discipline shall collaborate with College on curriculum, syllabus, text for course as defined in Course Agreement;
- b. School teacher/lead for discipline shall collaborate with College on instructors and syllabus for each section as defined in Annual Agreement;
- c. School shall collaborate with College on promotion of dual credit opportunities; School representative(s) will work with School dual credit ("DC") instructor to provide presentations;
- d. School shall distribute student admission and enrollment materials and assist students with completing the Admission Checklist;
- e. School shall provide time and support for students to complete the ApplyTexas application and work with School DC instructors to schedule class time to work on the ApplyTexas application;
- f. School shall provide College with a certified list of students eligible to enroll in Dual Credit classes. This will serve as the unofficial transcript;
- g. School shall collect all application, enrollment and course documentation required and provide same to College in accordance with the College defined timeline (if available, this documentation should be scanned and forwarded to College by email);
- h. School shall collaborate with College using on-going reporting to ensure that all documentation is provided by specified enrollment dates as provided in the Annual Agreement;
- i. School shall ensure that the School DC instructor provides all faculty hiring materials to the appropriate College academic contact;
- j. School shall designate a School DC representative to work with School DC instructors to ensure the instructors are verifying their rosters online and that the instructor provides the School DC representative a copy of their final roster;
- k. School shall designate a School DC representative to work with School DC instructors to ensure they post their college grades online by the deadline and that they provide the School DC Representative with a copy of student grades for posting onto high school transcript;
- l. School shall designate a School DC representative to work with School DC instructors to ensure that all participate in evaluation of instruction as requested by the College DC representative and/or College discipline chair/lead;
- m. School shall ensure that the School DC representative and School DC instructors provide all communication to students, and parents where appropriate, regarding eligibility status and missing paperwork. **At no time** will the College directly contact parents of the students;
- n. School DC representative and School DC instructors will submit FINAL School class rosters to College by the first Monday in August for fall enrollment and the last Monday in November for spring enrollment;
- o. School DC representative will serve as liaison for any individual students enrolling in regular college for dual credit, including assuming responsibility for working with parents to ensure that tuition and fees are paid by designated deadlines; and

II. Responsibilities of College:

- a. College academic lead will coordinate all academic decisions;
- b. College chair or designee and/or discipline lead will collaborate with School DC discipline lead on curriculum, syllabus, text for course as defined in Course Agreement;
- c. College chair or designee and/or discipline lead will collaborate with School DC discipline lead on instructors and syllabus for each section as defined in Annual Agreement;
- d. College chair or designee and/or discipline lead will approve eligible faculty as adjunct faculty and ensure that School DC faculty are approved by the Alamo Colleges' governing board;
- e. College DC representative will collaborate with School on promotion of dual credit opportunities;

- f. College will serve as advocate for all colleges' dual credit partnerships;
- g. College will provide potential student/parent orientations;
- h. College will provide training for School counselors on DC and College enrollment materials required and ApplyTexas application process and all requirements for enrollment;
- i. College will coordinate student admission and provide enrollment materials to School;
- j. College will provide assessment opportunities for potential DC students on the College main campus;
- k. College will confirm eligibility of students for enrollment in the DC program;
- l. College will provide appropriate reports to School on each student's required documentation until all materials are received or the student is dropped from the DC program;
- m. College will provide residency verification for all DC students;
- n. College will notify School of missing grades after the deadlines established in the Annual Agreement;
- o. College will post grades to student transcripts;
- p. College will provide college transcripts at students' request upon receiving an official high school transcript from the student with graduation date; and
- q. College will provide reimbursement payment to School based on DC instructor student enrollment ratio in accordance with the Academic Agreement.



ALAMO COLLEGES DISTRICT
St. Philip's College

To: Dr. Jo Carol Fabianke, Vice Chancellor of Academic Success

Thru: Dr. Adena Williams Loston, President *Adena Williams Loston*

Thru: Mr. Lacy Hampton, Vice President of College Services *Lacy Hampton*

Thru: Mr. Randall Dawson, Interim Vice President of Academic Success *Randall Dawson*
6/21/17

From: Mr. George Johnson, Interim Dean of Arts and Sciences *G Johnson*

Date: June 19, 2017

Re: Dual Credit MOU for Navarro ISD

-
- Please sign the attached Dual Credit MOU and return to Interim Dean Johnson.
 - The MOU will be sent from the Dean's office to Rosena Garcia at District Support Operations.
 - Ms. Garcia will present to the Vice Chancellor's office for Dr. Fabianke's signature.
 - Ms. Garcia will email the signed copy to SPC and Navarro ISD once Vice Chancellor Fabianke has signed.

EMAILED
RG 6/22/17

VPCS
RECEIVED
JUN 21 2017

VP Academic Success
RECEIVED JUN 20 2017

ARTS & SCIENCES
RECEIVED JUN 19 2017



2017-2020
DUAL CREDIT MEMORANDUM OF UNDERSTANDING
BETWEEN

NAVARRO ISD

AND

ST. PHILIP'S COLLEGE
ALAMO COLLEGES DISTRICT

This Dual Credit Memorandum of Understanding ("MOU" or "Agreement") is entered into by and between ST. PHILIP'S COLLEGE (herein referred to as "the College"), a college of the ALAMO COMMUNITY COLLEGE DISTRICT (herein referred to as "Alamo Colleges District"), and the NAVARRO ISD (herein referred to as the "School District"), a Texas Independent School District contracting on behalf of its High School(s) listed at the Alamo Colleges District High School Programs Website (<http://www.alamo.edu/hsprograms>) (herein collectively referred to as "School"), or a private or charter high school (hereinafter referred to as both "School" and "School District"), to facilitate the cooperation between the College and School in the provision of instruction of Dual Credit courses for their School. Each College and School are herein referred to as a "Party," and collectively as "Parties." The Parties enter into this Agreement under the general provisions of the Interlocal Cooperation Act, Texas Government Code Chapter 791.

TERM AND TERMINATION: This Agreement shall be in effect from the beginning of the School semester, August 2017, to the end of the academic year, June 2020. College shall have a right to initiate a negotiated revision of this MOU prior to the commencement of each of the Fall and Spring semesters during the term hereof. The College and School will complete an Annual Agreement as hereinafter specified. The Annual Dual Credit Timeline, located on the Alamo Colleges District High School Programs Website (<http://www.alamo.edu/hsprograms>) will define all deadlines for the actions defined in this agreement. The College and School reserve the right to terminate this Agreement upon service of written notice to the other party sixty (60) days prior to the expiration of any academic term.

ACADEMIC AGREEMENTS

1. **AGREEMENTS BETWEEN THE COLLEGE AND SCHOOL:** The Dual Credit program will function through three (3) documents: this MOU, a Course Agreement, and a College Enrollment Annual Agreement ("Annual Agreement"). Each School will have a college designated as its primary provider ("Primary College"). 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 for each School will be shown on the Alamo Colleges District High School Programs Website (<http://www.alamo.edu/hsprograms>). This MOU and the Course Agreement will be in effect for three years, subject to amendment as herein provided. The Annual Agreement will be entered into online at <http://www.alamo.edu/hsprograms>. Certain specific responsibilities of the College and School are defined in **EXHIBIT A**, which is attached hereto and made a part hereof for all purposes, with deadlines defined in the Annual Timeline.

2. **ACADEMICS:** This MOU hereby incorporates, by reference, all Dual Credit requirements defined in the Texas Administrative Code (“TAC”) and the accreditation requirements established by the Southern Association of Colleges and Schools Commission on Colleges (herein referred to as “SACSCOC”), as such may be amended during its term.

Dual Credit courses may include, courses in the core curriculum listing available in the college catalog, a career and technical education / workforce course that applies to any certificate or associate degree, or a foreign language course. Dual Credit course schedules will be determined by the location of the course delivery, provided that the required contact hours and prerequisites must first be met. 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 testing requirements of the students to ensure students may take all required State examinations without penalty. Should a School choose to enroll students in courses taught at the College, it may be necessary for its students attending dual credit courses at the College to attend classes on days when the School District is closed (*e.g.*, different within-term holiday closures). During days when the two institutions are out of alignment on days of operation, and students must attend classes that are in session at the College site, the School District will provide at least one staff member with administrative authority to be available in case of emergency.

Semester grades and grading policies shall be outlined in each instructor’s course syllabus. Teachers will assign grades by the deadline defined in the Annual Timeline. Grades are awarded on a 4.0 scale at the College, and School will convert them to School letter grades according to its procedures.

According to Title 19 Texas Administrative Code § 4.85, students taking Dual Credit courses should have demonstrated college readiness by achieving the minimum passing standards under the provisions of the Texas Success Initiative Assessment. Students must meet the basic skills requirements for the courses and programs defined by the colleges of the Alamo Colleges District. To continue in the College’s Dual Credit program, students must be in good standing as defined in the College catalog. Students who are not progressing to successful completion in any Dual Credit course will be counseled by the course instructor, the School and the College. Faculty will follow the College policies for Early Alert and grade posting. Students taking dual credit courses will be informed by the instructor of academic progress/grade status at the third week and at mid-semester. Students struggling to maintain a passing grade will be provided with options for the student’s successful completion or be advised by the instructor, the high school counselor, assigned high

school staff, and/or the College academic representative on consequences of withdrawing from the College course in order to minimize future problems related to admissions, financial aid, and scholarships. Students performing poorly in any Dual Credit course may be dropped from the college-level course prior to the drop deadline. Students enrolled following the drop deadline will receive the grade earned. Withdrawal from the College course does not result in a withdrawal from the high school course. Both the School staff and the designees from the College's Office of High School Programs are responsible for monitoring these actions.

Students may find appropriate resources to support their college experience at www.alamo.edu/hsprograms/student-resources. Students enrolled in High School Programs (Dual Credit, Early College High School or Alamo Academies) have access to services similar to traditional college students who have graduated from high school.

3. **COURSE AGREEMENTS:** Course Agreements will be developed by the College and the School District for each Dual Credit course taught, regardless of instructional site. Academic representatives from both the College and the School District will agree on alignment of college course outcomes and School District curriculum, including but not limited to, length of the course, whether the AP curriculum is appropriate for college-level course, and approved textbook(s) and instructional materials that will be supplied to students by the School District. The Course Agreement requirement for Dual Credit extends to designation of academic and workforce courses for Traditional Dual Credit, Early College High Schools ("ECHS") and the Alamo Area Academies. College, School District and School shall ensure that a Dual Credit course and the corresponding course offered at the School are equivalent. In collaboration, the academic representatives from both the College and the School will develop a Dual Credit syllabus satisfying requirements of both institutions to include: course identifying information, faculty qualifications, text(s), student learning outcomes, and performance measures.
 - A. 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. School shall agree on the Dual Credit courses offered at the School which will be listed on the Alamo Colleges District High School Programs website (<http://www.alamo.edu/hsprograms>). This list will be reviewed and revised prior to the beginning of each academic year. College and School will develop a timeline for completing a Course Agreement by the beginning of each Fall semester for each course currently offered as Dual Credit. 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. 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 the section hereof captioned "Instructional Materials." The adoption of any course materials, print or electronic, after a Course Agreement is signed will require an agreed and signed addendum.

B. Course Agreements will identify those College programs requiring more frequent textbook cycles than the otherwise applicable three-year cycle. Refer to Section 10 - Instructional Materials where details related to the application of instructional materials fees and how these may be incurred by the School District as defined herein.

4. **COLLEGE ENROLLMENT ANNUAL AGREEMENT:** The Annual Agreement will list the courses offered each semester and will be finalized with the School by the date listed on the Annual Timeline. The student enrollment on census day will be the basis for compensation between the parties.

5. **COMPOSITION OF DUAL CREDIT CLASSES:** Dual Credit designated courses offered on the School campus must be composed of Dual Credit students only, except as follows.

Exceptions for a mixed class that includes Dual Credit and high school credit-only students may be allowed only under one of the following conditions:

- A. If the course involved is required for completion under the State Board of Education Foundation High School Program or Distinguished Level of Achievement and/or Performance Acknowledgements graduation requirements, and the School involved is otherwise unable to offer such a course.
- B. If the high school credit-only students are simultaneously enrolled in a comparable College Board Advanced Placement course.
- C. If the course is a career and technology/college workforce education course and the high school credit-only students are earning articulated college credit.

Students in Dual Credit, Early College High School or Alamo Academies enrolled in college courses with traditional College Students may be co-enrolled in the same sections only under the following conditions:

- A. The School does not have its own instructor meeting the qualifications defined in the Course Agreement.
- B. Dual Credit and Early College High School (ECHS) students may be co-enrolled in either an ECHS high school designated class or a Dual Credit designated class per Course Agreement.

6. **IDENTIFYING AND ADMITTING DUAL CREDIT STUDENTS:** Each School will assume responsibility for providing information to potential Dual Credit students under the direction of the College. College may collaborate with the School to hold an information session at the School for potential students and their parents. College will work with School to identify classes to be offered from the Course Agreement list. Time frames for each process will be included in the Annual Timeline.

7. **STUDENT ELIGIBILITY AND ENROLLMENT REQUIREMENTS:** Students meeting admission requirements by the deadlines defined by the College in the Annual Timeline may be accepted for Dual Credit courses. In compliance with the State-mandated STAAR and TSI Laws,

the Assessment Policy of the College, and the School requirements, students must meet the eligibility criteria and demonstrate the following academic prerequisites at the time of enrollment into the Dual Credit course(s):

- A. Achievement of the required basic skills prerequisites as defined for each course. Placement scores and course requirements can be viewed through the Alamo Colleges District High School Programs web site (<http://www.alamo.edu/hsprograms>).
- B. Achievement of appropriate School eligibility criteria and satisfactory completion of School Course(s).
- C. Must be in the ninth through twelfth grade as documented in the verification form.
- D. Must be in good standing as defined by the College catalog.
- E. School is responsible for ensuring all Dual Credit students have up-to-date bacterial meningitis documents on file per their records.

These requirements may be modified if the College's requirements are changed. School will be notified of any changes by the date designated on the Annual Timeline.

- 8. **STUDENT DATA SHARING.** While both Parties maintain information on shared students, each agree to share data not available to the other to ensure data integrity as both Parties use data for enrollment into courses, state reporting, financial matters, and other official business related to the High School Programs listed herein. Parties agree to share student information exclusively for those students who are shared in High School Programs. Parties agree to adhere to the confidentiality requirements set forth by the Family Educational Rights and Privacy Act, 20 U.S.C. §1232g as implemented by 34 C.F.R. part 99 ("FERPA") and will encrypt the student data before it is transmitted electronically. 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 the Banner, the College's system of record, and used exclusively for official business pertaining to all High School Programs.
- 9. **SCHOOL OBLIGATION OF STUDENT ASSESSMENT.** If the School is authorized to administer the Texas Success Initiative (herein referred to as "TSI") approved assessment test, then the following requirements shall apply. If the School is not so qualified, then the School shall notify the College in writing of that non-qualification within 30 days after the completion of signature of this MOU.
 - A. School will perform on behalf of College the requirement of TSI Rule 4.55 (19 Texas Administration Code 4.55) that each test-taking student be provided pre-assessment activities ("Activities") that address, at a minimum, the defined Activities components in an effective and efficient manner, such as through workshops, orientations, and/or online modules. Upon request by the College, the School will provide the College an explanation of said Activities and how they are provided. By administering the approved assessment test, the School certifies that the student has been provided the Activities.

- B. The School shall administer a Texas Success Initiative (TSI) college placement exam to all prospective students, abiding by the rules set forth by the College Board to ensure compliance, to assess college readiness, provide students with appropriate academic advising, design individual instructional plans, and enable students to begin college courses based on their performance.
- C. The School shall implement a plan for TSI success, including academic preparation classes for accepted students and academic interventions for students who do not pass TSI, which interventions shall occur before retesting. The School shall report to the College the number of students who have currently passed each section of the TSI assessment. Results from TSI exams administered by the School District as a College Board approved test site will be submitted to the College in the required technical format that facilitates official delivery/receipt. The School District will share the results from TSIA administered via ISD/College Board-approved-test-sites and submit to the College in the required technical format that facilitates official delivery/receipt. The TSIA scores will be electronically input into the College's official system of records. The College agrees to adhere to the confidentiality requirements set forth by the Family Educational Rights and Privacy Act, 20 U.S.C. §1232g as implemented by 34 C.F.R. part 99 ("FERPA"). The College will use students' TSIA assessment score data exclusively for official business related to the dual credit program.

10. **INSTRUCTIONAL MATERIALS:** The School District will provide all course materials, including textbooks, instructional materials, syllabi, course packets, and other materials needed for enrollment in classes.

- A. For courses in which Dual Credit students are placed into traditional College classes at the College, the College selects the instructional materials required, and no maintenance period is committed. Notwithstanding anything appearing elsewhere herein to the contrary, for courses taught on the College campus in which Dual Credit students are placed into traditional College classes with non-Dual Credit students, whether face-to-face or online, the College selects the Instructional Materials required and the required materials may change at the discretion of the College: (i) no instructional material continuity commitment applies; and (ii) Instructional Materials fees will be incurred by the School District.
- B. For Dual Credit courses sections taught at the School District or the College containing exclusively Dual Credit students, 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 dependent upon the signed Course Agreement. The adoption of any course materials, print or electronic, after the signed Course Agreement will require an Addendum.
- C. For some classes where Dual Credit students are enrolled in course sections with Traditional College Students and Instructional Materials are included in the registration process, the School will be invoiced for the Dual Credit students enrolled. Individual Course Agreements will contain details on the type of instructional materials required for each dual credit course. The Department Chair of each discipline of the College maintains discretion to designate instructional materials for courses in their discipline.

- D. The School must consult with the College High School Programs office to determine, prior to enrolling students in courses defined in this section, if Instructional Materials fees are applicable, as the School District will be billed for these fees. The Alamo Colleges District Business Office will bill the School District for those students who are enrolled in these courses on the College's census date. Students who withdraw after census will be billed per Alamo Colleges District billing policy.
11. **ENROLLMENT PROCESS:** Students desiring academic credit from the College must be enrolled for each course during the registration period. In coordination with the School, the College will conduct enrollment each fall and spring semester. The School will meet the deadlines defined in the College Annual Timeline. Students failing to complete the process by the published deadlines will not be eligible for the Dual Credit program. The College must adhere to these deadlines to meet all requirements prior to the published first day of class.
 12. **CHANGES IN STUDENT STATUS THROUGHOUT SEMESTER:** The College has a defined process for Students withdrawing from courses. Student withdrawals following census date require the teacher of record or the College's approval in order to process the Student's request. Once processed, the withdrawal will appear on the Student's college transcript. Census rolls are the documentation of Dual Credit students enrolled in classes. Students not listed on the census roll will not be eligible to receive a grade in the course.
 13. **GRANTING COLLEGE AND HIGH SCHOOL CREDIT:** In order to have a grade assigned, students must be enrolled at the beginning of the class, must be on the census roll as approved by the instructor of record, and must complete all requirements for the course. Exceptions may be made to these requirements if approved by the School principal and the College's chief academic officer or designated representatives.
 14. **TRANSCRIPTION OF COLLEGE COURSES:** All Dual Credit courses will be transcribed immediately upon a student's completion of the performance required in the course. Students enrolled through the census date will have the courses recorded on their permanent student transcript.

ACADEMIC ADVISING AGREEMENTS

15. **SCHOOL OBLIGATION OF ACADEMIC ADVISING:** The School and College through the academic advising process will develop either a two-year or four-year course of study plan (grades 9-12) that meets the requirements of Applicable Law, provides a seamless transition for students from high school to post-secondary education or the workforce and represents high levels of rigor, acceleration, and support. The plan will provide pathways to a certificate, an associate degree or baccalaureate degree, and must follow the courses defined by the College. Designees from the College's Office of High School Programs and the School will be responsible for working to develop and refine a clear and coherent academic course sequence across the two institutions for curriculum alignment.

- A. The School District will provide the School Counselors, School Dual Credit Liaisons and/or other appropriate staff who manage, enroll or otherwise provide guidance to students expressing interest in participating in High School Programs, release time during the summer months or the regular Academic Year to attend the designated workshop session(s) on High School Programs delivered by the College or other Alamo Colleges District Staff. These professional development workshop sessions will prepare participants to provide guidance to high school students throughout the time they are enrolled in High School Programs courses. The workshop series will contain language, guidance, and resources used by the College staff.
- B. The School will assist students to take courses that will count toward the degree at their respective 4 year universities of choice or a degree or certificate from the College.
- C. Staff from the College Student Success will provide students with academic advising on their chosen AlamoINSTITUTE and program of study. Each student will select a high school graduation and college degree plan. The selected plans of study will align with the student's selected high school endorsement.
- D. The Parties must review and agree to the appropriateness of students' enrollment in online courses for each semester.
- E. To enroll in any college-level course, students must meet all of the regular College-course prerequisites. The Parties will assess each student for overall readiness to engage in any college-level course. Any out-of-pocket costs associated with said courses shall be borne by School District. Based on such assessment, designees from the College's Office of High School Programs and the School will determine what forms of assistance and remediation may be needed by a student in order to meet enrollment requirements for any college-level course.
- F. If a student fails a course, any retake will be outside the regularly scheduled academic plan and all Early Admission requirements will apply. Tuition and any applicable fees will be imposed and must either be paid by the School District as fiscal agent or by the student's parent / guardian.
- G. Students taking Dual Credit courses are subject to the same academic policies and procedures as all post-secondary students enrolled in the College. This includes, but is not limited to the Academic, Probationary, Dismissal and Withdrawal policies and procedures of the College.

FINANCIAL OBLIGATIONS

- 16. **FISCAL AGENCY:** For the purpose of this MOU, the School District will act as the fiscal agent. Any fees incurred by students from the corresponding School District will be billed to the School District as the fiscal agent. The School District may, by policy, elect to recover fees incurred by students and paid to the Alamo Colleges District by the School District as fiscal agent to the extent permitted by Applicable Law. Should the School District fail to meet its payment responsibilities as fiscal agent regarding a student, College shall refuse enrollment of that student for the next Academic Year after determination of payment default.
- 17. **COST SHARING:** The Alamo Colleges District and the School District will share costs of all Dual Credit Programs (Traditional Dual Credit, Early College High School and Alamo Academies) by payments from one to another determined by which of them primarily funds the cost of the Dual

Credit Instructor as detailed below.

- A. When the School District contracts the Dual Credit Instructor to teach a Dual Credit course section, the Alamo Colleges District will pay \$600 for each course section that contains at least 15 students, but not otherwise. The official student enrollment count will be taken on the course section census date. The Alamo Colleges District Business Office will communicate with the School District Business Office to provide the appropriate payment to be paid net 45 days after the applicable course section census date.
 - B. When the College contracts the Dual Credit Instructor to teach a Dual Credit course section and the School District's student enrollment in that course section totals less than 80% of the total student enrollment of the said course, the School District will pay \$100 per student in that course section to the Alamo Colleges District. The official student enrollment count will be taken on the course section census date. The Alamo Colleges District Business Office will communicate with the School District Business Office and provide an invoice to be paid net 45 days after the applicable course section census date.
 - C. When the College contracts the Dual Credit Instructor to teach a Dual Credit course section and the School District's student enrollment in that course section totals to 80% or more of the total student enrollment of that course section, 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 section census date. The Alamo Colleges District Business Office will communicate with the School District Business Office and provide an invoice to be paid net 45 days after the applicable course section census date.
 - D. Should the School District fail to meet its cost-sharing payment responsibilities, the College may decline to enter into the Annual Agreement and so terminate the Dual Credit relationship, for the next Academic Year after determination of uncured default in payment from the School District.
18. **TUITION AND FEES:** Subject to the cost-sharing noted above, Alamo Colleges District will waive tuition and fees for students enrolled in Dual Credit courses. Students in Traditional Dual Credit may take a maximum of 14 courses in total from the various Colleges of the Alamo Colleges District during their high school tenure based on the approved course load listed in this MOU. Course loads will vary per semester depending on the student's grade level classification and the College's approval. All tuition promotions, incentives or discounts as published by Alamo Colleges District or the College via www.alamo.edu, in printed format, or other broadcast media do not apply to students enrolled in Dual Credit, Early College High School or the Alamo Academies. Examples of promotional incentives include the "*Summer Momentum Plan*" published in the Alamo Colleges District web site, www.alamo.edu/free.
19. **DUAL CREDIT COURSE OPTIONS:** As part of the Alamo Colleges District High School Programs offerings, students may enroll in Dual Credit courses following an academic or workforce program of study. As appropriate, students may enroll in a combination of academic and workforce courses, but shall not exceed 14 courses per student as a cumulative total during their time in high school. Should students chose to enroll in both programs, both students and their parents or guardians must be made aware of the implications of enrolling in multiple

programs. Students wishing to take or retake any additional college courses should apply for Early Admission status. All Early Admission tuition and fees will apply.

20. **TRANSPORTATION:** The School District will be responsible to provide for such student transportation as may be required to and from the College by means meeting the requirements of Applicable Law pursuant to applicable School District rules and procedures.

PROGRAM QUALITY ASSURANCE

21. **FACULTY SELECTION, SUPERVISION AND EVALUATION:** All instructors teaching Dual Credit courses for college credit 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 must be approved as faculty by the College prior to teaching Dual Credit courses. The same credentialing and hiring will apply for all dual-credit faculty as for College faculty teaching regular credit courses, per SACSCOC requirements. The College will designate personnel to supervise and evaluate the instructors of the Dual Credit course(s) using the same or comparable procedures used for faculty at the main campus of the College. The instructor(s) will be responsible for providing instruction for the minimum contact hours required for the Dual Credit course(s) (*e.g.*, a 3-semester-hour course requires 48 contact hours). The School District will be responsible for compensating instructors on its staff who teach Dual Credit designed course sections.
 - A. 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. School District will be responsible for monitoring and ensuring the quality of instruction for the exclusive high school credit courses offered by the College. College faculty teaching dual credit courses will teach using the respective course Student Learning Outcomes ("SLOs"). Alignment of objectives between School District TEKS and the College SLOs are addressed in the individual Course Agreements.
 - B. Faculty teaching Dual Credit classes at the School will be evaluated at least annually by School District and the College. Student evaluation of instruction takes place each semester and will be a part of the annual evaluation process. Performance evaluation of all dual-credit faculty will adhere to College and academic division protocols and schedules as pertain to all other College adjunct faculty, per SACSCOC requirements, as well as those required by the Texas Education Agency.
 - C. Instructors' Dual Credit classes may include both traditional dual credit and ECHS students.
 - D. Faculty teaching Dual Credit classes at the School are expected to participate in the early alert system. This system is designed to assist the student and the College to determine when interventions or academic suspensions are required. All Dual Credit instructors must adhere to applicable Alamo Colleges District and College policies. Alamo Colleges District policies are located at: alamo.edu/district/policies/, particularly sections E, F & H. College

academic policies are located at the College's eCatalog and Title IX policies are directly available on the Alamo Colleges District Web site: <http://www.alamo.edu/alamocares/>.

- E. The College and School District will provide professional development opportunities to their respective employees in accordance with their respective institutional policies. The College will provide professional development in critical thinking, leadership, student engagement, and other areas deemed necessary.
22. **PARENT OUTREACH:** The School District will take the lead on parent outreach efforts to ensure parents understand the long-term implications of students earning college credits. These long-term implications could pose challenges to their college careers and federal financial aid eligibility, 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. The parties may agree that College representatives could be involved in recruitment events. To ensure that students and parents are aware of college credit opportunities, it is highly recommended that meetings are held on middle school or high school campuses to appropriately explain the opportunities, required commitment and all other implications of students taking college courses during their high school tenure.
23. **COMMUNICATION WITH PARENTS / GUARDIANS:** The School District or School staff will be responsible for all communication with parents. The College personnel will not be expected to communicate with parents.
24. **COMMUNICATION WITH STUDENTS:** In the absence of available School staff, College staff in the High School Programs office will communicate directly with students to ensure that all pertinent details are available to enroll students into courses for the following semester.

LEGAL MATTERS, POLICIES & COMPLIANCE

ACCREDITATION: The College is accredited by SACSCOC, but has been placed on warning status. The warning is not a reflection of the College's quality of instruction, but related to issues of autonomy of each college within the Alamo Colleges District. The College has until December 2017 to address the accreditation principles cited in the warning notification and is taking corrective action. In the event that the College accreditation status changes, another accredited institution within the Alamo Colleges District will fulfill the responsibilities outlined in the MOU.

25. **STUDENT SAFETY:** 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. Students traveling for College events will be required to sign an Alamo Colleges District General Participation Release as a condition of participation as are all Alamo Colleges District students.

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 School District.

26. **STUDENT ATTENDANCE POLICIES:** Students enrolled in Dual Credit courses 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. Detailed attendance requirements may be found at the College Catalog section titled Academic Standards. The catalog is accessible at www.alamo.edu for the College.
27. **STUDENT CONDUCT:** Students enrolled in Dual Credit courses 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 College eCatalog and the Alamo Colleges District Student Code of Conduct, Student Handbook, and Title IX / Clery Act materials in the same manner as all other students enrolled in the College. In the event of a conflict between the policies of School District and College, the Parties will collaborate to resolve any conflict. Students who do not comply with policies and codes of conduct will be subject to the code of conduct process as outlined in the College catalog. For more detailed information on the Student Code of Conduct, please refer to the Alamo College District Board Policies <http://alamo.edu/district/policies/> under section F.4.2.
28. **STUDENT RECORDS:** In accordance with Applicable Law, School District will maintain student records pertaining to School and provide College copies of the grades, progress, and other informational data on student assessment, promotion, retention, 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.
29. **APPLICABLE LAW:** The parties agree to operate the Dual Credit program 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 ("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 29.908 and Chapter 39; (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").

College disability support services are provided to students attending classes at an Alamo Colleges site or online and may include special testing arrangements, readers, 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. Therefore, a student 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 must provide a copy of the student's current 504 plan to the Disability Student Services (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 College DSS office may require additional documents to provide needed clarification. The College 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, who then 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. The Parties agree to operate the Dual Credit program in compliance with applicable College and School District board policies and procedures and policies and procedures. The foregoing as set forth in this section 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.

30. **CIVIL RIGHTS AND 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 prohibits discrimination based on sex (gender) of employees and students at educational institutions receiving federal financial assistance. Sex and gender discrimination under Title IX 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 has 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 involving any Dual Credit students must promptly be shared with the Alamo Colleges District Coordinator of Title IX and the School District's Title IX Coordinator. Title IX Coordinators from the Alamo Colleges District and School District will collaborate to address the complaint. At all times, the Coordinator and the School District will keep each other informed of complaints reported. The results of the investigation and sanctions will also be communicated to the extent permitted by Applicable Law.

All students will have access to AlamoCARES (<http://www.alamo.edu/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, harassment, and retaliation, including sexual harassment and violence.

31. **NO WAIVER OF IMMUNITY:** Neither College nor School District waiver or relinquish 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.
32. **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.
33. **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.
34. **AMENDMENTS/REVISIONS:** This Agreement, except to the extent of any right of College to make ministerial revisions elsewhere herein specified, may only be amended by mutual written agreement of the parties.
35. **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.

All notices, demands, or requests to the College shall be given or mailed to:

School District:

Navarro ISD
ATTN: Superintendent of Schools
6450 N State Hwy 123
Seguin, Texas 78155

College:

St. Philip's College
ATTN: College President
1801 Martin Luther King Drive
San Antonio, Texas 78203

Alamo Colleges District:

Additional Notice to:

Alamo Community College District
ATTN: Vice Chancellor for Academic Success
201 W. Sheridan
San Antonio, TX 78204

Name:

Title:

Address:

General Counsel
Alamo Colleges District
San Antonio, Texas 78204

Tel:

Tel: 210-485-0050

Email:

Email: pmeurin@alamo.edu

36. **CHOICE OF LAW:** This Agreement is to be performed in Bexar County, Texas, and is governed by the Constitution and the internal laws of the State of Texas. The exclusive venue of any suit arising from this Agreement shall be in Bexar County, Texas.
37. **NONASSIGNABILITY:** Parties herein shall not assign any interest in this Agreement and shall not transfer any interest in same without prior written consent of both parties.
38. **INDEPENDENT CONTRACTOR:** Parties shall provide services pursuant hereto, as independent contractors. Both parties understand that the tasks, the details of which both parties do not have legal right to control and no such control are assumed by this Agreement. This Agreement does not create an employment relationship, partnership, or joint venture between the parties (or its employees). Neither party nor its employees shall be deemed employees of each other for any purpose whatsoever, and neither shall be eligible to participate in any benefit program provided by either party.
39. **NO THIRD PARTY BENEFICIARIES:** Nothing in this Agreement, express or implied, is intended or shall be construed to confer upon any person, firm or corporation other than the parties hereto and their respective successors or assigns, any remedy or claim under or by reason of this Agreement or any term, covenant or condition hereof, as third party beneficiaries or otherwise, and all of the terms, covenants and conditions hereof shall be for the sole and exclusive benefit of the parties hereto and their successors and permitted assigns.
40. **ENTIRE AGREEMENT:** This Agreement along with the Course Agreement and the Annual Agreement and any and all exhibits attached thereto shall constitute the complete agreement between the parties relating to the subject matter herein and supersedes all prior and contemporaneous

proposals, agreements, understandings, representations, purchase orders, invoices and communications, whether oral or written relating to the subject matter herein. In the event of conflict between these three documents, the order of precedence shall be (1) this MOU, (2) the Course Agreement, and (3) the Annual Agreement.

IN WITNESS WHEREOF, the Parties have caused this Agreement to be signed by its duly authorized officer, to become effective as of the date stated above.

Alamo Colleges District

Participating School District or School:

Jo-Carol
Fabianke

Digitally signed by Jo-Carol Fabianke
DN: cn=Jo-Carol Fabianke, o=Alamo Colleges, ou=Vice Chancellor for Academic Success, email=jfabianke@alamo.edu, c=US
Date: 2017.06.26 11:49:05 -05'00'

6/26/17

Jo-Carol Fabianke, Ph.D.
Vice-Chancellor for Academic Success
Alamo Colleges District

Date

Dee Carter 6-19-17

Mrs. Dee Carter
Superintendent / CEO
Navarro ISD

Date

Adena Williams Loston 6/21/17
Dr. Adena Williams Loston
College President
St. Philip's College

Date

Approved as to form only

Rose Langford

by [Signature]

II. Responsibilities of College:

- a. College academic lead will coordinate all academic decisions;
- b. College chair or designee and/or discipline lead will collaborate with School DC discipline lead on curriculum, syllabus, text for course as defined in Course Agreement;
- c. College chair or designee and/or discipline lead will collaborate with School DC discipline lead on instructors and syllabus for each section as defined in Annual Agreement;
- d. College chair or designee and/or discipline lead will approve eligible faculty as adjunct faculty and ensure that School DC faculty are approved by the Alamo Colleges District governing board;
- e. College DC representative will collaborate with School on promotion of Dual Credit opportunities;
- f. College will serve as advocate for all colleges' Dual Credit partnerships;
- g. College will provide potential student/parent orientations;
- h. College will provide training for School counselors on DC and College enrollment materials required and ApplyTexas application process and all requirements for enrollment;
- i. College will coordinate student admission and provide enrollment materials to School;
- j. College will provide assessment opportunities for potential DC students on the College main campus;
- k. College will confirm eligibility of students for enrollment in the DC program;
- l. College will provide appropriate reports to School on each student's required documentation until all materials are received or the student is dropped from the DC program;
- m. College will provide residency verification for all DC students;
- n. College will notify School of missing grades after the deadlines established in the Annual Agreement;
- o. College will post grades to student transcripts;
- p. College will provide college transcripts at students' request upon receiving an official high school transcript from the student with graduation date; and
- q. College will provide reimbursement payment to School based on DC instructor student enrollment ratio in accordance with the Academic Agreement.

Appendix B: Associate of Arts Degree Requirements
and Proposed Course Offerings

Associate Of Arts Degree Requirements

Total Credit Hours Required: 60

Core Area	Courses
Communication (10) Core - 2 courses (6 credit hours)	ENGL 1301 - Composition I ENGL 1302 - Composition II
Mathematics (20) Core - 1 course (3 credit hours)	MATH 1314 - College Algebra MATH 1324 - Mathematics for Business & Social Sciences MATH 1332 - Contemporary Math I (Math for Liberal Arts Majors I) MATH 1414 - College Algebra (Precal Track) MATH 1442 - Elementary Statistical Methods MATH 2412 - Precalculus MATH 2413 - Calculus I
Life and Physical Sciences (30) Core - 2 courses (6 credit hours)	BIOL 1322 - Nutrition & Diet Therapy BIOL 1406 - Biology for Science Majors I BIOL 1407 - Biology for Science Majors II BIOL 1408 - Biology for Non-Science Majors I BIOL 1409 - Biology for Non-Science Majors II BIOL 2306 - Environmental Biology (Lecture) BIOL 2401 - Human Anatomy and Physiology I BIOL 2402 - Human Anatomy and Physiology II BIOL 2404 - Human Anatomy and Physiology BIOL 2420 - Microbiology for Nursing and Allied Health CHEM 1405 - Introductory Chemistry I CHEM 1407 - Introductory Chemistry II CHEM 1411 - General Chemistry I CHEM 1412 - General Chemistry II

	<p> GEOL 1301 - Earth Sciences Lecture I GEOL 1345 - Oceanography GEOL 1403 - Physical Geology PHYS 1305 - Introductory Physics I Lecture PHYS 1401 - General Physics I PHYS 2425 - University Physics I PHYS 2426 - University Physics II </p>
<p>Language, Philosophy & Culture (40) Core - 1 course (3 credit hours)</p>	<p> ENGL 2322 - British Literature I: Anglo Saxon through Neoclassical ENGL 2323 - British Literature II: Romanticism to the Present ENGL 2327 - American Literature I: Precolonial through the Romantic Period ENGL 2328 - American Literature II: Realism to the Present ENGL 2332 - World Literature I: Antiquity through the Renaissance ENGL 2333 - World Literature II: Neoclassical to the Present ENGL 2341 - Forms of Literature ENGL 2351 - Mexican American Literature FREN 2311 - Intermediate French I FREN 2312 - Intermediate French II GERM 2311 - Intermediate German I GERM 2312 - Intermediate German II HIST 2321 - World Civilizations I HIST 2322 - World Civilizations II HUMA 1301 - Introduction to the Humanities I HUMA 1302 - Introduction to the Humanities II HUMA 1305 - Introduction to Mexican-American Studies HUMA 2319 - American Minority Studies HUMA 2323 - World Cultures 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 </p>

	SPAN 2312 - Intermediate Spanish II
Creative Arts (50) Core - 1 course (3 credit hours)	ARTS 1301 - Art Appreciation ARTS 1303 - Art History Survey (Pre 1300) ARTS 1304 - Art History Survey (Post 1300) 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 1309 - Music Literature II MUSI 1310 - American Music
American History (60) Core - 2 courses (6 credit hours)	HIST 1301 - United States History I HIST 1302 - United States History II or HIST 2327 - Mexican-American History I HIST 2328 - Mexican-American History II or HIST 1301 - United States History I HIST 2328 - Mexican-American History II or HIST 2327 - Mexican-American History I HIST 1302 - United States History II or HIST 2301 - Texas History and one from the following list: HIST 1301 - United States History I HIST 1302 - United States History II HIST 2327 - Mexican-American History I HIST 2328 - Mexican-American History II
Government/Political Science (70) Core - 2 courses (6 hours)	GOVT 2305 - Federal Government GOVT 2306 - Texas Government

Social and Behavioral Sciences (80) Core - 1 course (3 credit hours)	CRIJ 1301 - Introduction to Criminal Justice ECON 1301 - Introduction to Economics ECON 2301 - Principles of Macroeconomics ECON 2302 - Principles of Microeconomics GEOG 1303 - World Regional Geography GOVT 2304 - Introduction to Political Science PSYC 2301 - General Psychology PSYC 2306 - Human Sexuality PSYC 2308 - Child Psychology PSYC 2315 - Psychology of Adjustment PSYC 2319 - Social Psychology SOCI 1301 - Introductory Sociology SOCI 1306 - Social Problems
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
Additional Language, Philosophy & Culture (90) Core - 1 course (3 credit hours)	ENGL 2322 - British Literature I: Anglo Saxon through Neoclassical ENGL 2323 - British Literature II: Romanticism to the Present ENGL 2327 - American Literature I: Precolonial through the Romantic Period ENGL 2328 - American Literature II: Realism to the Present ENGL 2332 - World Literature I: Antiquity through the Renaissance ENGL 2333 - World Literature II: Neoclassical to the Present ENGL 2341 - Forms of Literature ENGL 2351 - Mexican American Literature FREN 2311 - Intermediate French I FREN 2312 - Intermediate French II GERM 2311 - Intermediate German I GERM 2312 - Intermediate German II HIST 2321 - World Civilizations I HIST 2322 - World Civilizations II

	<p>HUMA 1301 - Introduction to the Humanities I HUMA 1302 - Introduction to the Humanities II HUMA 1305 - Introduction to Mexican-American Studies HUMA 2319 - American Minority Studies HUMA 2323 - World Cultures 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</p>																		
<p>Optional Elective Courses (18 credit hours)</p>	<p>Multiple elective tracks available. Areas include:</p> <table data-bbox="892 662 1701 1008"> <tr> <td>Art</td> <td>Liberal Arts</td> </tr> <tr> <td>Business Administration</td> <td>Music</td> </tr> <tr> <td>Criminal Justice</td> <td>Political Science</td> </tr> <tr> <td>Digital Arts and Media</td> <td>Psychology</td> </tr> <tr> <td>Drama</td> <td>Sociology</td> </tr> <tr> <td>Economics</td> <td>Spanish</td> </tr> <tr> <td>English</td> <td>Speech</td> </tr> <tr> <td>Humanities</td> <td></td> </tr> <tr> <td>Kinesiology</td> <td></td> </tr> </table>	Art	Liberal Arts	Business Administration	Music	Criminal Justice	Political Science	Digital Arts and Media	Psychology	Drama	Sociology	Economics	Spanish	English	Speech	Humanities		Kinesiology	
Art	Liberal Arts																		
Business Administration	Music																		
Criminal Justice	Political Science																		
Digital Arts and Media	Psychology																		
Drama	Sociology																		
Economics	Spanish																		
English	Speech																		
Humanities																			
Kinesiology																			

Dual Credit Courses: Canyon High School

2018-2019	
Fall	Spring
BIOL 2401: Human Anatomy & Physiology I	BIOL 2402: Human Anatomy & Physiology II
ENGL 1301: Composition I	ENGL 1302: Composition II
ENGL 2322: British Literature I	ENGL 2323: British Literature II
HIST 1301: US History I	HIST 1302: US History II
MATH 1414: Pre-cal track	MATH 1314: College Algebra
	MATH 2412: Precalculus
SPAN 1411: Elementary Spanish I	SPAN 1412: Elementary Spanish II
SPAN 2311: Intermediate Spanish I	SPAN 2312: Intermediate Spanish II
GERM 1411: Elementary German I	GERM 1412: Elementary German II
GERM 2311: Intermediate German I	GERM 2312: Intermediate German II

Dual Credit Courses: Canyon Lake High School

2018-2019	
Fall	Spring
ENGL 1301: Composition I	ENGL 1302: Composition II
MATH 1414: Pre-cal track	MATH 1314: College Algebra
	MATH 2412: Precalculus
SPAN 1411: Elementary Spanish I	SPAN 1412: Elementary Spanish II
SPAN 2311: Intermediate Spanish I	SPAN 2312: Intermediate Spanish II

Dual Credit Courses: Samuel Clemens High School

2018-2019	
Fall	Spring
BIOL 1406: Biology for Science Majors I	BIOL 1407: Biology for Science Majors II
BIOL 2401: Human Anatomy & Physiology I	BIOL 2402: Human Anatomy & Physiology II
ENGL 1301: Composition I	ENGL 1302: Composition II
ENGL 2322: British Literature I	ENGL 2323: British Literature II
MATH 1314: College Algebra	
MATH 1414: Pre-cal track	
MATH 2413: Calculus I	MATH 2412: Precalculus
HIST 1301: US History I	HIST 1302: US History II
GOVT 2305: Federal Government	GOVT 2305: Federal Government
GOVT 2306: Texas Government	
ECON 2301: Principles of Macroeconomics (online)	ECON 2301: Principles of Macroeconomics (online)

Dual Credit Courses: Judson High School

2018-2019	
Fall	Spring
ENGL 1301: Composition I	ENGL 1302: Composition II
ENGL 2322: British Literature I	ENGL 2323: British Literature II
MATH 1414: Pre-cal track (online)	MATH 1314: College Algebra (online)
HIST 1301: US History I (online)	HIST 1302: US History II (online)
ECON 2301: Principles of Macroeconomics (online)	ECON 2301: Principles of Macroeconomics (online)
PSYC 2301: General Psychology (online)	PSYC 2301: General Psychology (online)
GOVT 2305: Federal Government (online)	SPCH 1311: Intro. to Speech Communication
CRIJ 1301: Intro. to Criminal Justice	SOCI 2301: Marriage and the Family (online)
ARTS 1301: Art Appreciation (online)	ARTS 1301: Art Appreciation (online)
DRAM 1310: Intro. to Theater (online)	DRAM 1310: Intro. to Theater (online)
SPAN 1411: Elementary Spanish I (online)	SPAN 1412: Elementary Spanish II (online)

Dual Credit Courses: La Vernia High School

2018-2019	
Fall	Spring
BIOL 1406: Biology for Science Majors I	BIOL 1407: Biology for Science Majors II
ENGL 1301: Composition I (online)	ENGL 1302: Composition II (online)
MATH 1414: Pre-cal track	MATH 2412: Precalculus
HIST 1301: US History I (online)	HIST 1302: US History II (online)
GOVT 2305: Federal Government	ECON 2301: Principles of Macroeconomics (online)
PSYC 2301: General Psychology (online)	SOCI 1301: Introductory Sociology (online)
ARTS 1316: Drawing I	ARTS 1317: Drawing II

Dual Credit Courses: Navarro High School

2018-2019	
Fall	Spring
ENGL 1301: Composition I	ENGL 1302: Composition II
MATH 1314: College Algebra (online)	MATH 1314: College Algebra (online)
BIOL 1406: Biology for Science Majors I	BIOL 1407: Biology for Science Majors II
HIST 1301: US History I	HIST 1302: US History II
GOVT 2305: Federal Government (online)	GOVT 2305: Federal Government (online)
	GOVT 2306: Texas Government (online)
PSYC 2301: General Psychology (online)	PSYC 2301: General Psychology (online)
	SOCI 1301: Introductory Sociology (online)
SPCH 1311: Intro. to Speech Communication (online)	SPCH 1311: Intro. to Speech Communication (online)

Dual Credit Courses: Smithson Valley High School

2018-2019	
Fall	Spring
ENGL 1301: Composition I	ENGL 1302: Composition II
ENGL 2322: British Literature I	ENGL 2323: British Literature II
MATH 1414: Pre-cal track	MATH 1314: College Algebra
BIOL 2401: Human Anatomy & Physiology I	BIOL 2402: Human Anatomy & Physiology II
SPAN 1411: Elementary Spanish I	SPAN 1412: Elementary Spanish II
SPAN 2311: Intermediate Spanish I	SPAN 2312: Intermediate Spanish II
HIST 1301: US History I	HIST 1302: US History II

Dual Credit Courses: Bryon P. Steele II High School

2018-2019	
Fall	Spring
BIOL 1406: Biology for Science Majors I	BIOL 1407: Biology for Science Majors II
BIOL 2401: Human Anatomy & Physiology I	BIOL 2402: Human Anatomy & Physiology II
ENGL 1301: Composition I	ENGL 1302: Composition II
ENGL 2322: British Literature I	ENGL 2323: British Literature II
MATH 1314: College Algebra	MATH 1314: College Algebra
MATH 1414: Pre-cal track	MATH 2412: Precalculus
MATH 2413: Calculus I	
PHYS 1401: General Physics I	PHYS 1402: General Physics II
HIST 1301: US History I	HIST 1302: US History II
ECON 2301: Principles of Macroeconomics (online)	ECON 2301: Principles of Macroeconomics (online)
GOVT 2306: Texas Government	GOVT 2306: Texas Government
GOVT 2305: Federal Government	

Appendix C: Faculty Roster Forms

Canyon High School

Canyon Lake High School

Samuel Clemens High School

Judson High School

La Vernia High School

Navarro High School

Smithson Valley High School

Byron P. Steele II High School

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 Canyon High School

Academic Term(s) Included:

Date Form Completed:

1	2	3	4
NAME (F, P)	COURSES TAUGHT Including Term, Course Number & Title, Credit Hours (D, UN, UT, G)	ACADEMIC DEGREES & COURSEWORK Relevant to Courses Taught, Including Institution & Major List specific graduate coursework, if needed	OTHER QUALIFICATIONS & COMMENTS Related to Courses Taught
Adams, Dawn (P) * Dual Credit	FALL 2016 ITSW 1301 Introduction to Word Processing, 3 (UN) ITSC 1301 Introduction to Computers, 3 (UN) SPRING 2017 ITSW 1310 Introduction to Presentation Graphics Software, 3 (UN) ITSC 2335 Application Problem Solving, 3 (UN)	Texas State University, Home B.S. Economics/Consumer Science	TEACHING EXPERIENCE: 24+ yrs teaching secondary level WORK EXPERIENCE: 5+ yrs business related experience as retail buyer, HR Manager, and working with and training business related applications, also certified as a Microsoft Office specialist in Word, Excel, PowerPoint and Access
Candia, Abel B (P)	FALL 2016 BIOL 2401, Human Anatomy & Physiology I, 4, UT SPRING 2017 BIOL 2401, Human Anatomy & Physiology I, 4, UT	Texas A & I University, M.S., School Admin University of Texas-San Antonio, with more than 18 graduate hours in Biology to include: BIO 5513 Adv Biochemistry (3) BIO 5053 Seminar in Life Sci (3), BIO 5543 Phar and Toxicol (3), BIO 6953 Indep Study(6),	

		BIO 5973 Directed Research(6)	
Davenport, Michelle (P) * Dual Credit	FALL 2016 Math 1414 College Algebra, 4 (UT) SPRING 2017 Math 2412 Precalculus, 4 (UT)	Texas State University MS Mathematics	
Kitchens, Kayla (P) *Dual Credit	SPRING 2017 ENGL 1302: Composition II, 3 (UT) Fall 2016 ENGL 1301: Composition I, 3 (UT)	Texas State University MA—Literature	
Pickett, William (P) *Dual Credit	SPRING 2017 GERM 1412: Elementary German II, 4 (UT) GERM 2312: Intermediate German II, 3 (UT) FALL 2016 GERM 1411: Elementary German I, 4 (UT) GERM 2311: Intermediate German I, 3 (UT)	Texas Tech University MA—German	
Power, Paul (P) *Dual Credit	SPRING 2017 SPAN 1412: Elementary Spanish II, 4 (UT) SPAN 2312: Intemediate Spanish II, 3 (UT) FALL 2016 SPAN 1411: Elementary Spanish I, 4 (UT) SPAN 2311: Intemediate Spanish I, 3 (UT)	Texas State University MA—Spanish	
Walker, Frances (P) *Dual Credit	SPRING 2017 ENGL 2323: British Literature II: Early Modern To Contemporary, 3 (UT) FALL 2016	Texas State University MA—ED. Graduate Hours In English Texas Women’s University ENG 5243: Studies In The Romantic Period Texas A&M University Commerce	

	ENGL 2322: British Literature I: Anglo Saxon Through Neoclassica, 3 (UT)	ENG 597 Humor In LiteratuRE ENG 578 Workshop On Writing ENG 513 Learning Thru Composing West Texas A&M ENGL 6680E Professional Writing (6 HOURS)	
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F, P: Full-time or Part-time; D, UN, UT, G: Developmental, Undergraduate Nontransferable, Undergraduate Transferable, Graduate

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 Canyon Lake High School

Academic Term(s) Included:

Date Form Completed:

1	2	3	4
NAME (F, P)	COURSES TAUGHT Including Term, Course Number & Title, Credit Hours (D, UN, UT, G)	ACADEMIC DEGREES & COURSEWORK Relevant to Courses Taught, Including Institution & Major List specific graduate coursework, if needed	OTHER QUALIFICATIONS & COMMENTS Related to Courses Taught
Ceyanes, Robert (P) *Dual Credit	FALL 2016 Math 1314 College Algebra, 3 (UT) Math 1414 College Algebra, 4 (UT) SPRING 2017 Math 1314 College Algebra, 3 (UT) Math 2412 Precalculus, 4 (UT)	West Texas A & M University MS Mathematics	
Gomez, Omar (P) *Dual Credit	SPRING 2017 SPAN 1412: Elementary Spanish II, 4 (UT) SPAN 2312: Intermediate Spanish II, 3 (UT) FALL 2016 SPAN 1411: Elementary Spanish I, 4 (UT) SPAN 2311: Intermediate Spanish I, 3 (UT)	Texas State University MA—Spanish	
Reynolds, Karen (P) Dual Credit	SPRING 2017 ENGL 1302: Composition II, 3 (UT)	The University Of Texas-Pan American	

	FALL 2016 ENGL 1301: Composition I, 3 (UT)	MA -English	
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F, P: Full-time or Part-time; D, UN, UT, G: Developmental, Undergraduate Nontransferable, Undergraduate Transferable, Graduate

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 Samuel Clemens High School

Academic Term(s) Included:

Date Form Completed:

1	2	3	4
NAME (F, P)	COURSES TAUGHT Including Term, Course Number & Title, Credit Hours (D, UN, UT, G)	ACADEMIC DEGREES& COURSEWORK Relevant to Courses Taught, Including Institution & Major List specific graduate coursework, if needed	OTHER QUALIFICATIONS & COMMENTS Related to Courses Taught
Fies, David (P)	SPRING 2017 Math 2412 Precalculus, 4 (UT) FALL 2016 Math 1414 College Algebra, 4 (UT)	University of Texas at San Antonio MA Education Math 6963 Topics: Mathematics Education 12 hrs MAT 6973 SP Math: Math Topics for Teachers 3 hr MAT 6973 SP: MS Math Part II 3 hrs	
Jordan, Rachel*Dual Credit	FALL 2016 ENGL 1301 Composition I, 3 (UT)	University Of Texas At San Antonio MA—English	
Martinez, Frank (P)	SPRING 2017 HIST 1302 United States History II, 3 (UT) GOVT 2305 Federal Government, 3(UT) SPRING 2016	University of Texas at San Antonio M Ed Ed Leadership & Policy Studies HIS 6153 History of Sexuality 3 hrs HIS 5023 Historical Methods 3 hrs HIS 5203 U.S. Political History 3 hrs	

	<p>GOVT 2305 Federal Government, 3(UT) GOVT 2306 Texas Government, 3(UT) HIST 1301 United States History I, 3(UT)</p>	<p>HIS 5093 Designing a History Course 3 hrs HIS 6483 Topics in Comparative History 3 hrs HIS 5123 American Revolution 1763-1789 3 hrs Total of 18 hours</p> <p>American Public University POLS 510 The U.S. Presidency, Congress, and Bureaucracy 3 hrs POLS 620 Legislatures and Legislative Behavior 3 hrs POLS511 Political Parties and Interest Group Behavior 3hrs POLS514 Gender and American Politics 3 hrs POLS630 The Presidency, Institution and Performance 3 hrs POLS Judicial Politics, Process, and Policy Making 3 hrs Total of 18 hours</p>	
Oelke, Nathan C. (F)	<p>SPRING 2017 ECON 2301 Principles of Macroeconomics, 3(UT)</p> <p>FALL 2016 ECON 2301 Principles of Macroeconomics, 3(UT)</p>	<p>University of Texas at San Antonio MA Economics</p>	
Pusateri, Joseph (P) *Dual Credit	<p>Spring 2017 ENGL 1302: Composition II, 3 (UT) ENGL 2323: British Literature II: Early Modern To Contemporary, 3 (UT)</p> <p>FALL 2016</p>	<p>City College Of New York MA—English</p>	

	ENGL 2322: British Literature I: Anglo Saxon Through Neoclassical, 3 (UT)		
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F, P: Full-time or Part-time; D, UN, UT, G: Developmental, Undergraduate Nontransferable, Undergraduate Transferable, Graduate

**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 Judson High School

Academic Term(s) Included:

Date Form Completed:

1	2	3	4
NAME (F, P)	COURSES TAUGHT Including Term, Course Number & Title, Credit Hours (D, UN, UT, G)	ACADEMIC DEGREES & COURSEWORK Relevant to Courses Taught, Including Institution & Major List specific graduate coursework, if needed	OTHER QUALIFICATIONS & COMMENTS Related to Courses Taught
Agricola Mojica, Jennifer R. (F)	<p>Fall 2016 ARTS 1301, Art Appreciation, 3 (UT)</p> <p>Spring 2017 ARTS 1301, Art Appreciation, 3 (UT)</p>	University of Texas at San Antonio, M.F.A., Art	
Castaneda, Robert (F)	<p>Fall 2016 COSC 1301, Introduction to Computing, 3 (UT) ITSC 1301 Introduction to Computers, 3 (UN)</p> <p>Spring 2017 COSC 1301, Introduction to Computing, 3 (UT) ITSC 1301 Introduction to Computers, 3 (UN)</p>	<p>University of Texas at San Antonio Ph.D Computer Science</p> <p>University of Texas at San Antonio M.S. Computer Science</p> <p>University of Texas at San Antonio B.S. Computer Science</p>	<p>TEACHING EXPERIENCE: 15 yrs full time and part time community college and university teaching experience;</p> <p>WORK EXPERIENCE: 2000-2001 Software Engineer--Developed software for wireless networks using GPRS technology/ emulating movement of wireless devices; maintained life cycle of software; tested overload of incoming data into a wireless device; Trouble shoot/debugged software; Wrote technical reports analyzing/outlining software</p>

			projects;1994 – 1995 Associate Researcher--Analyzed various hardware vs. software algorithms performances on shared-memory computers; In-depth analysis of comparison between different architectural designs of shared-memory computers; 1993 – 1994 Assistant Researcher--Researched shared-memory computers and proposed algorithms to implement on shared-memory computers
De Luna, Robert (F)	Fall 2016 GOVT 2305, Federal Government, 3 (UT)	St. Mary's University, M.A., Political Science	
Hardy, Vincent C. (F)	Fall 2016 DRAM 1310, Introduction to Theatre - Theatre Appreciation, 3 (UT) Spring 2017 DRAM 1310, Introduction to Theatre - Theatre Appreciation, 3 (UT)	Cornell University, M.F.A., Theatre	
Hollon, Lynne E. (P)	Fall 2016 ENGL 1301, Composition I, 3 (UT) ENGL 2322, British Literature I: Anglo Saxon through Neoclassical, 3 (UT) Spring 2017 ENGL 1302, Composition II, 3 (UT) ENGL 2323, British Literature II: Romanticism to the Present, 3 (UT)	Texas A&I University, M.S., English	
Lee, Paul W. (F)	Fall 2016	The University of Southern Mississippi, M.S., Mathematics	

	<p>MATH 1414, College Algebra (Precal Track), 4 (UT)</p> <p>Spring 2017 Math 1314 College Algebra, 3 (UT)</p>		
Manzo, Jude Thomas (F)	<p>Fall 2016 SPAN 1411, Elementary Spanish I, 4 (UT)</p> <p>Spring 2017 SPAN 1412, Elementary Spanish II, 4 (UT)</p>	Yale University, Ph.D., Spanish	
Nawrocik, Jack L. (F)	<p>Fall 2016 HIST 1301, United States History I, 3 (UT)</p> <p>Spring 2017 HIST 1302, United States History II, 3 (UT)</p>	University of Texas at San Antonio, M.A., History	
Oelke, Nathan C. (F)	<p>Fall 2016 ECON 2301, Principles of Macroeconomics, 3 (UT)</p> <p>Spring 2017 ECON 2301, Principles of Macroeconomics, 3 (UT)</p>	University of Texas at San Antonio, M.A., Economics	
Rodriguez, Carlos A. (F)	<p>Spring 2017 SOC 1301, Introductory Sociology, 3 (UT)</p>	University of Texas at San Antonio, M.A., Sociology	
Snavelly, Sandra A. (F)	<p>Fall 2016 PSYC 2301, General Psychology, 3 (UT)</p> <p>Spring 2017 PSYC 2301, General Psychology, 3 (UT)</p>	<p>Incarnate Word College, M.A., Education</p> <p>PS 6353 - Adult Personality Changes 3 hrs</p> <p>PS 6375 - Personal Decision Making 3 hrs</p> <p>PS 6398 - Motive & Emotion in Stress 3 hrs</p>	

		Our Lady of the Lake University PSYC 5330 - Violence Prvntn & Intervention 3 hrs PSYC 6359 Applied Learning & Development 3 hrs PSYC 6325 Vocational & Aptitude Assessment 3 hrs Total of 18 hours	
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F, P: Full-time or Part-time; D, UN, UT, G: Developmental, Undergraduate Nontransferable, Undergraduate Transferable, Graduate

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 La Vernia High School

Academic Term(s) Included:

Date Form Completed:

1	2	3	4
NAME (F, P)	COURSES TAUGHT Including Term, Course Number & Title, Credit Hours (D, UN, UT, G)	ACADEMIC DEGREES & COURSEWORK Relevant to Courses Taught, Including Institution & Major List specific graduate coursework, if needed	OTHER QUALIFICATIONS & COMMENTS Related to Courses Taught
Dech, Michelle (P)	SPRING 2017 GOVT 2305 Federal Government	American Public University MA Political Science	
Haass, Paige E. (P)	Fall 2016 MATH 1414, College Algebra (Precal Track), 4 (UT) Spring 2017 MATH 2412, Precalculus, 4 (UT)	University of Houston, M.A., Interdisciplinary Studies MAS 6300 Math Modeling w/Applications 3 hrs MAS 6310 Chaos, Fractals & Dynamic Sys 3 hrs MAS 6311 Combinatrcs & Number Theory 3 hrs MAS 6313 Abstract Algebra 3 hrs MAS6312 Multivariate Stat Analysis 3 hrs MAS 6300 Applied Mathematics I 3 hrs Total of 18 hours	
Hannay, Allen B. (F)	Fall 2016 ENGL 1301, Composition I, 3 (UT) Spring 2017 ENGL 1302, Composition II, 3 (UT)	University of Iowa, M.F.A., English	

Haye, Teri A. (P)	<p>Fall 2016 BIOL 1406, Biology for Science Majors I, 4 (UT)</p> <p>Spring 2017 BIOL 1407, Biology for Science Majors II, 4 (UT)</p>	University of Texas Health Science Center at San Antonio, M.S., Microbiology	
Mills, Jenean E. (P)	<p>Fall 2016 ARTS 1316, Drawing I, 3 (UT)</p> <p>Spring 2017 ARTS 1317, Drawing II, 3 (UT)</p>	Savannah College of Art and Design, M.A.	
Moore, Larry (P)	<p>Fall 2016 HIST 1301, United States History I, 3 (UT)</p> <p>Spring 2017 HIST 1302, United States History II, 3 (UT)</p>	University of Texas, Austin, M.A., History	
Oelke, Nathan C. (F)	Fall 2016 ECON 2301, Principles of Macroeconomics, 3 (UT)	University of Texas at San Antonio, M.A., Economics	
Rodriguez, Carlos A. (F)	Spring 2017 SOC 1301, Introductory Sociology, 3 (UT)	University of Texas at San Antonio, M.A., Sociology	
Snaveley, Sandra A. (F)	Fall 2016 PSYC 2301, General Psychology, 3 (UT)	<p>Incarnate Word College 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 PSYC 5330 - Violence Prvntn & Intervention 3 hrs PSYC 6359 Applied Learning & Development 3 hrs</p>	

		PSYC 6325 Vocational & Aptitude Assessment 3 hrs Total of 18 hours	
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F, P: Full-time or Part-time; D, UN, UT, G: Developmental, Undergraduate Nontransferable, Undergraduate Transferable, Graduate

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 Navarro High School

Academic Term(s) Included:

Date Form Completed:

1	2	3	4
NAME (F, P)	COURSES TAUGHT Including Term, Course Number & Title, Credit Hours (D, UN, UT, G)	ACADEMIC DEGREES & COURSEWORK Relevant to Courses Taught, Including Institution & Major List specific graduate coursework, if needed	OTHER QUALIFICATIONS & COMMENTS Related to Courses Taught
Bower, Charles A. (P)	Fall 2016 MATH 1314, College Algebra, 3 (UT) Spring 2017 MATH 1314, College Algebra, 3 (UT)	Incarnate Word College, M.A., Mathematics	
De Luna, Robert (F)	Fall 2016 GOVT 2305, Federal Government, 3 (UT) Spring 2017 GOVT 2305, Federal Government, 3 (UT) GOVT 2306, Texas Government, 3 (UT)	St. Mary's University, M.A., Political Science	
Korn, Susan (P)	Fall 2016 ENGL 1301, Composition I, 3 (UT) Spring 2017 ENGL 1302, Composition II, 3 (UT)	Texas State University, M. Ed., Secondary Education ENG 5381 MOD BRI + AM DR (3 hrs) ENG 5387 M&M TCHNG ENG&LNG ART (3 hrs)	

		<p>ENG 5325 REF LIF L+L SW (3 hrs) ENG 5388A Adolescent Literature (3 hrs) ENG 5354E 17th C LIT/HIS (3 hrs) ENG 5353 STUD in Medieval L (3 hrs) Total: 18 graduate hours in English</p>	
Mosley, Audrey L. (F)	<p>Fall 2016 SPCH 1311, Introduction to Speech Communication, 3 (UT)</p> <p>Spring 2017 SPCH 1311, Introduction to Speech Communication, 3 (UT)</p>	<p>Capella University, Ph.D., Education Clarion State University, M. Ed., Speech Pathology</p>	<p>Degree Verified and Certified by SPANTRAN Services. Speech faculty for 40 years. Master teacher facilitator. Distance Learning Faculty Coordinator. Former department Chair. Piper Professor Nominee. Winner of the Instructional Innovation Award NISOD Faculty Excellence Award recipient.</p>
Oelke, Nathan C. (F)	<p>Fall 2016 ECON 2301, Principles of Macroeconomics, 3 (UT)</p>	<p>University of Texas at San Antonio, M.A., Economics</p>	
Rodriguez, Carlos A. (F)	<p>Fall 2016 SOCL 1301, Introductory Sociology, 3 (UT)</p> <p>Spring 2017 SOCL 1301, Introductory Sociology, 3 (UT)</p>	<p>University of Texas at San Antonio, M.A., Sociology</p>	
Seals, Kathy L. (P)	<p>Fall 2016 HIST 1301, United States History I, 3 (UT)</p> <p>Spring 2017 HIST 1302, United States History II, 3 (UT)</p>	<p>Southwest Texas State University, M. Ed., History</p>	
Snavely, Sandra A. (F)	<p>Fall 2016</p>	<p>Incarnate Word College</p>	

	<p>PSYC 2301, General Psychology, 3 (UT)</p> <p>Spring 2017 PSYC 2301, General Psychology, 3 (UT)</p>	<p>MA Education</p> <p>PS 6353 - Adult Personality Changes 3 hrs</p> <p>PS 6375 - Personal Decision Making 3 hrs</p> <p>PS 6398 - Motive & Emotion in Stress 3 hrs</p> <p>Our Lady of the Lake University</p> <p>PSYC 5330 - Violence Prvntn & Intervention 3 hrs</p> <p>PSYC 6359 Applied Learning & Development 3 hrs</p> <p>PSYC 6325 Vocational & Aptitude Assessment 3 hrs</p> <p>Total of 18 hours</p>	
<p>Springs, Rissa L. (P)</p>	<p>Fall 2016 BIOL 1406, Biology for Science Majors I, 4 (UT)</p> <p>Spring 2017 BIOL 1407, Biology for Science Majors II, 4 (UT)</p>	<p>Texas A & M University, M.S., Toxicology</p> <p>BIOL 611 Molec Biol Diff & Dev (3)</p> <p>VPAT 676 Gen & Molecular Toxic (3)</p> <p>BICH 601 Funds of Biochem I (3)</p> <p>BICH 602 Funds of Biochem II (3)</p> <p>NUTR 613 Protein Metabolism (3)</p> <p>VPAT 673 Metabolic & Detox Mech (3)</p> <p>Total: 18 graduate hours</p>	

F, P: Full-time or Part-time; D, UN, UT, G: Developmental, Undergraduate Nontransferable, Undergraduate Transferable, Graduate

**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 Smithson Valley High School

Academic Term(s) Included:

Date Form Completed:

1 NAME (F, P)	2 COURSES TAUGHT Including Term, Course Number & Title, Credit Hours (D, UN, UT, G)	3 ACADEMIC DEGREES & COURSEWORK Relevant to Courses Taught, Including Institution & Major List specific graduate coursework, if needed	4 OTHER QUALIFICATIONS & COMMENTS Related to Courses Taught
Degutis, Rene (P)	Fall 2016 ENGL 1301, Composition I, 3 (UT) Spring 2017 ENGL 1302, Composition II, 3 (UT)	Texas State University, M.A., English	
Heldmann, Laura (P)	Fall 2016 SPAN 1411, Elementary Spanish I, 4 (UT) SPAN 2311, Intermediate Spanish I, 3 (UT) Spring 2017 SPAN 1412, Elementary Spanish II, 4 (UT) SPAN 2312, Intermediate Spanish II, 3 (UT)	Roosevelt University, M.A., Spanish	
Nipper, Denise (P)	Spring 2017 MATH 1314, College Algebra, 3 (UT)	University of Texas at San Antonio, M.S., Mathematics	
Plunkett, Terry P. (P)	Fall 2016 ENGL 2322, British Literature I: Anglo Saxon through Neoclassical, 3 (UT)	Texas Women's University, M.A., English	

	Spring 2017 ENGL 2323, British Literature II: Romanticism to the Present, 3 (UT)		
Rutledge, Kathryn (P)	Spring 2017 MATH 1442, Elementary Statistical Methods, 4 (UT)	Southwest Texas State University (now Texas State University) M. Ed Mathematics MATH 5390 Statistics 3 hrs MATH 5345 Regression Analysis 3 hrs MATH 5381 Set Theory 3 hrs MATH 5382 Real Analysis 3 hrs MATH 5384 Abstract Algebra 3 hrs MATH 5388 Discrete Mathematics 3 hrs Total of 18 hours	
Saberian, Michael (P)	Fall 2016 HIST 1301, United States History I, 3 (UT) Spring 2017 HIST 1302, United States History II, 3 (UT)	Texas A&M University, College Station, M.A., History	
Speelman, Carol (P)	Fall 2016 BIOL 2401, Human Anatomy & Physiology I, 4, UT Spring 2017 BIOL 2402, Human Anatomy & Physiology II, 4, UT	University of the Incarnate Word, M.S., Multidisciplinary Sciences with 18 graduate credit hours in Biology to include: Louisiana State University in Shreveport: BIOS 740 Ecological Meth (3) Louisiana Tech University: BIOSC 458 Environ Law (3) University of Texas at San Antonio: BIOL 63SC Multidis Sci Implementation (3)	

		BIOL 6305 Topics in Ecology & Diversity (3) BIOL 6310 Topics in Cell & Molecular Bio (3) BIOL 6973 Comparative Animal Physiology (3)	
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F, P: Full-time or Part-time; D, UN, UT, G: Developmental, Undergraduate Nontransferable, Undergraduate Transferable, Graduate

**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 Byron P. Steele II High School

Academic Term(s) Included:

Date Form Completed:

1 NAME (F, P)	2 COURSES TAUGHT Including Term, Course Number & Title, Credit Hours (D, UN, UT, G)	3 ACADEMIC DEGREES & COURSEWORK Relevant to Courses Taught, Including Institution & Major List specific graduate coursework, if needed	4 OTHER QUALIFICATIONS & COMMENTS Related to Courses Taught
Barnes, Debra A. (Tegarden) (P)	<p>Fall 2016 MATH 1414, College Algebra (Precal Track), 4 (UT)</p> <p>Spring 2017 MATH 2412, Precalculus, 4 (UT) MATH 1314, College Algebra, 3 (UT)</p>	<p>University of Texas at San Antonio, M.S., Mathematics Education MAT 5003 Modern Math for Teachers 3 hrs MAT 5033 Foun & Fund Concept of Math 3 hrs MAT 5103 Intro to Mathematical Analysis 3 hrs MAT 5043 Euclidean & No-Eucl Geometry 3 hrs MAT 5283 Linear Algebra & Matrix Theory 3 hrs MAT 6973 SP: Integrated Math Science 3 hrs Total 18 hours</p>	
Matthews, Courtney (P)	<p>Fall 2016 ENGL 2322, British Literature I: Anglo Saxon through Neoclassical, 3 (UT)</p> <p>Spring 2017</p>	<p>University of Houston, Clear Lake, M.A., Literature</p>	

	ENGL 2323, British Literature II: Romanticism to the Present, 3 (UT)		
Moravits, William (P)	Fall 2016 GOVT 2305, Federal Government, 3 (UT)	Texas State University, M.A., Political Science	
Oelke, Nathan C. (F)	Spring 2017 ECON 2301, Principles of Macroeconomics, 3 (UT)	University of Texas at San Antonio, M.A., Economics	
Perdue, Tiffany J. (P)	Fall 2016 ENGL 1301, Composition I, 3 (UT) Spring 2017 ENGL 1302, Composition II, 3 (UT)	Our Lady of the Lake University, M.A., English	
Talley, Ryan J. (P)	Fall 2016 HIST 1301, United States History I, 3 (UT) Spring 2017 HIST 1302, United States History II, 3 (UT)	University of Richmond, M.A., History	

F, P: Full-time or Part-time; D, UN, UT, G: Developmental, Undergraduate Nontransferable, Undergraduate Transferable, Graduate

Appendix D: High School Library Resources

Canyon High School

Canyon Lake High School

Samuel Clemens High School

Judson High School

La Vernia High School

Navarro High School

Smithson Valley High School

Byron P. Steele II High School

Welcome to the Canyon High School Virtual Library

Look up books in the Catalog, log-in to view your library information, scroll down for Research Databases & Citation Help, or use the links below for reading or research assistance. For passwords and log-in information, visit the Canyon High School Library.

School & District Websites

- Canyon High School Website
- College & Career Center Website
- Comal ISD

Research Paper Help

- CISD Research Central
- How to Recognize & Avoid Plagiarism
- Purdue Online Writing Lab

RESEARCH DATABASES

- ABC-CLIO History, Govn't. Geography, etc.
- Biographies in Context from Gale
- Britannica Online School Edition
- Daily Life through History
- Ebsco E books (non-fiction)
- Litfinder Poems, Plays, Speeches Essays
- Thomson Gale Databases- Literature Resource Center, Opposing Viewpoints, E-Books, Biographies and more!
- World Book Online

Career Research

- CHS College & Career Center
- Occupational Outlook Website-Updated Career Info

Citation Help

- Citation Formats
- Citation Machine
- How to Recognize & Avoid Plagiarism
- Ottobib ISBN Book Citation Generator
- Purdue University's Online Writing Lab

Quick Reference Links

- Biography.com
- Infoplease.com
- Mapquest
- Merriam-Webster Dictionary Online

Tayshas Videos, Book Talks & More

- Tayshas 2015 Reading List
- Tayshas 2016 list of books
- Tayshas Online Book Talks, Reviews, Author Info
- Tayshas Reading Lists

Test Preparation & Practice

- Testing & Education Reference Center by Gale-SAT, ACT, GED, Firefighter & Nursing Exams, AP Tests and many more.
- World History Final Review
- World History Khan Academy Videos

Great Reading Lists to Explore

- 2015 TAYSHAS Reading List
- ALA Best Books for Young Adults
- Best for Young Adults from the Carnegie Library Pittsburgh
- Boy Meets Book: Best Boy Reads
- Flamingnet.com- Reviews of Young Adult books by Young Adults!
- Free e books!
- Guys Read
- LibriVox- Free audiobooks from the public domain.
- Novelist Plus
- ReadingRants! Out of the Ordinary Teen Booklists!
- TeenReads.com
- Texas's best 2016 Tayshas

News

- Austin Statesman
- Christian Science Monitor
- New Braunfels Herald-Zeitung
- San Antonio Express-News
- The New York Times



Canyon Lake High School

[Home](#) [Catalog](#)

Click on the "Catalog" tab above to go into the library's catalog system.

Library hours are Monday through Friday from 7:45 AM-4:15 PM. Librarian: Brandi Stringer (brandi.stringer@comalisd.org) Book check out is two weeks with the option to renew.

ABC-CLIO



Gale

Encyclopedia



Comal ISD Links


[Comal ISD Homepage](#)

[StudyWiz](#)

[Parent Connection](#)

CLHS Main Links

- [CLHS Home Page](#)
- [Comal ISD Home Page](#)
- [FollettShelf \(ebook collection\)](#)
- [WORLD BOOK ENCYCLOPEDIA](#)

Online Subscription Resources

- [ABC-CLIO](#)
- [Britannica](#)
- [Gale](#)
- [teachingbooks.net](#)
- [World Book Encyclopedia](#)

Researching Resources

- [Landmarks Citation Machine](#)

Additional Resources

- [StudyWiz](#)

College & Career Resources

- [Occupational Outlook Handbook](#)
- [Testing & Education Reference Center w/Career Module](#)

Project and Presentation Resources

- [Museum Box](#)
- [Prezi.com](#) (presentation software like PowerPoint, but more fun!)

Quick Reference Resources

- [Bartleby Quotations](#)
- [Infoplease.com](#)
- [Merriam-Webster Dictionary Online](#)

Webquests

- [Forensic Science Evidence Webquest](#)

News Links

- [Austin Statesman](#)
- [Houston Chronicle](#)
- [New York Times](#)
- [San Antonio Express](#)

Social Studies Resources

- [CIA World Factbook](#)
- [FirstGov](#)
- [Handbook of Texas](#)

Enter Keyword Here [SCHOOL HOME](#) [DISTRICT HOME](#) [CONTACT](#) [SITEMAP](#) [f](#) [t](#) [PARENTS](#) [STUDENTS](#) [STAFF](#)





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[Samuel Clemens High School](#) » [Library/Media Center](#) » [Resources](#)

Resources

Samuel Clemens High

Resources

- About Us
- Student Registration
- Buff Notes (Suggestions, Concerns, Observations & Compliments)
- Morning Announcements
- Academics
- Administration
- Library/Media Center
 - Library Homepage
 - Students
 - Rules and Policies
 - Resources**
 - Teachers
 - Parents
 - UIL Current Issues
 - Homepage
 - Screencasts
- Attendance
- Campus Goals & Accountability
- Departments
- School Forms
- Student Activities
- Summer School
- Grading Guidelines
- Calendar of Events
- Staff Directory
- Student Handbook & Code of Conduct
- Communities in Schools
- School News
- School Store
- TeacherSites
- Nutrition
- Clemens Correspondent Online
- Bullying Information
- Bus Route Info
- Auditorium Request Info
- Connections
- TXConnect
- Tutoring Schedules
- Student 2 Student
- Summer Assignments

The Samuel Clemens Library/Media Center subscribes to the following databases and resources for your use. All of the material on these resources is reliable and credible, written by authors who are experts in their fields of study. You may obtain user names and passwords from the librarian.

	Allows students to create and save citations in APA, Chicago, and MLA formats, use virtual notecards and dynamic outlining, and to import citations from third-party databases. Requires the student to log in with school password and create an account.
	Leading source of high quality video and multimedia for academic, vocational and life-skills content. Can be used by teachers and students alike.
	This database will guide you through a complete search of all of the Gale Databases at one time. If you need something more specific, use the one below which most closely aligns with your subject.
	Academic OneFile is the premier source for peer-reviewed, full-text articles from the world's leading journals and reference sources. With extensive coverage of all academic disciplines.
	You can research authors and their works, literary movements and genres. Search across your library's Literature databases to find full text of literary works, journal articles, literature criticism, reviews, biographical information and overviews.
	Educator's Reference Complete is a selection of more than 450 full-text academic journals, hundreds of full-text reports, and many premier reference sources. Included content focuses on educational principles, child development and psychology, and best practices in education.
	News articles on a wide range of topics: business, computers, current events, economics, education, environmental issues, health care, hobbies, humanities, law, literature and art, politics, science, social science, sports, technology, and many general interest topics.
	The Global Reference on the Environment, Energy, and Natural Resources focuses on the physical, social, and economic aspects of environmental issues. Topic, organization, and country portals form research centers around issues covering energy systems, health care, agriculture, climate change, population, and economic development.
	Find alternative medicine-focused magazines, journals, newspapers, definitions, directories, videos, & reference information on: Medicine, Nutrition, Diseases, Public Health, Pregnancy, Herbal remedies, etc. Included are links to diet, cancer, health assessment sites & government databases.
	Una colección de revistas hispánicas con textos completos. Abarca negocios, salud, tecnología, cultura, temas de actualidad y otras materias.
	<i>Opposing Viewpoints in Context</i> is for those seeking information and opinions on hundreds of today's hottest social and controversial issues.

Google™ Translate
 Select Language ▼

Schertz, TX 78154
 (210) 945-6501
 Fax: (210) 945-6590

	<p><i>Student Resources In Context</i> is for those seeking information on a broad range of topics, people, places, and events. Includes full-text magazines, academic journals, news articles, primary source documents, images, videos, and audio files.</p>
	<p>Gale Virtual Reference Library is a database of encyclopedias and specialized reference sources for multidisciplinary research.</p>
	<p>Over 12,000 interactive maps, videos, animations, games, news articles, lesson plans, and activities on topics like Geography, History, Earth Science, Spanish and more. Features content from National Geographic and Bing.</p>
	<p>The Worlds Largest Online Library. Access the best in academic resources like Books, Journals, Articles, Encyclopedias and more. 77,000 books and 4 million articles. A single 24/7 research destination. Full text online library.</p>
	<p>ABC-CLIO provides digital resources that support librarians, patrons, educators, and students in the development and communication of informed positions on complex topics. Integrating secondary school and college curricula with subject-specific reference collections and expert perspectives, ABC-CLIO Solutions proudly foster 21st-century skills, independent critical thinking, and the exploration and understanding of key historical issues.</p>

Schertz-Cibolo Universal City

Mission Statement: Schertz-Cibolo-Universal City ISD provides a safe, secure and challenging learning environment, through the responsible use of all resources, to afford opportunities for all students to realize their individual potential and to become responsible and productive members of society.



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-  [Home](#)

-  [Find a Book!](#)

-  [Research Tools](#)

-  [Virtual Reference Library](#)

-  [Library Schedule and Reservation Form](#)

JUDSON HIGH SCHOOL LIBRARY

Virtual Reference Library
Resources on the Web



Here are a few links that will help you with your research. If there is something you need, which is not listed, please see the librarian.

Almanac Search Page	The World Factbook	Internet Public Library	Home of the Office of Health	Centers for Disease Control
Current widget is not available				
Encyclopedia				National Institutes of Health
Bartleby.com: Great Books On				National Science Foundat
U.S. Bureau of Labor Statist	Google Scholar	Occupational Safety and Heal	U.S. Fish and Wildlife Serv	Comprehensive Cancer Informa



[DISTRICT HOME](#) [SCHOOLS](#) [MY HOME](#) [CONTACT](#)

QUICK LINKS

-  [Home](#)
- [» About the Library Staff](#)
- [» Internet Safety Training](#)
-  [Find a Book!](#)
-  [Research Tools](#)
-  [Virtual Reference Library](#)
-  [Library Schedule and Reservation Form](#)

JUDSON HIGH SCHOOL LIBRARY



The mission of the Judson High School Library is to ensure that students and staff are lifelong readers and effective users of ideas and information.



To view password information from home, **first** login to [JUDSON ISD GOOGLE ACCOUNT](#) and **then** click this link: [Home Access](#).

JHS Library Resources

JHS Library Catalog	Digital Resources	
		
		
Other Libraries	eBook Collections	
	 To download digital content to your e-device, use the Brytewave app (free).	
		 You must have a San Antonio Public Library card to download content from Overdrive. The Overdrive app is free.

Visit the Library Hub! You'll find more research resources, library news, and the library blog!

[Judson Library Hub](#)

ROCKET PRIDE!



La Vernia High School Library



Search this site

DIGITAL RESOURCES

[SEARCH FOR BOOKS](#)

[INSTRUCTIONAL VIDEOS](#)

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[WCPLS PARTNERSHIP](#)

[SITEMAP](#)

[Home >](#)

Digital Resources

****Please see Mrs. Ellis or Mrs. Reinhard in the LVHS Library for usernames and passwords!****

DIGITAL RESOURCES TABLE FOR WEBSITE

Databases	 Main suite of databases!			 For teachers and faculty
Databases				
Databases				
Databases	 Spanish/Portuguese resources			
Digital Encyclopedias			 Practice Tests for Driver's Ed	 Resources in Spanish
Other	 ** Mrs. Ellis's favorite!			

Student Resources

[Click here for Student Email](#)

Databases

[Gale Databases](#)
[Britannica Online](#)
[Britannica Spanish Reference Center](#)
[World Book Online Reference Center](#)
[Access America West](#)
[Access American Indian Histories and Cultures](#)
[TurnItIn](#)

[Discovery Education](#)

[Awesome Stories](#)
[Brain Pop Jr.](#)
[Brain Pop](#)
[Brain Pop Espanol](#)
[Salem History](#)

[AR](#)
[AR BookFinder](#)

Research Sites

[Paper Rater](#)
[Library of Congress](#)
[National Geographic](#)
[National Geographic Publication Index](#)
[Smithsonian](#)
[American Rhetoric - Online Speech Bank](#)
[Newseum Interactive Museum](#)
[National Archives Digital Vaults](#)
[Our Documents - Documents of American History](#)
[CIA World Factbook](#)
[Questia Online Library of Books and Journals](#)
[Virtual Library of Useful Websites grouped by Dewey](#)
[Sweet Search Biographies](#)
[Infomine](#) - Internet resource collection covering numerous topics from history to science.
[Bartleby Quotations](#)
[Sweet Search for High School Students](#) - - Links to tons of websites sorted by school subject. Also has information for college applications, test preparation, etc.
[Virtual LRC](#)
[eThemes](#)

[Friends of Casa Navarro](#)
[Portal to Texas History](#)
[Texas State Library and Archive Commission - Texas Records and Information Locator](#)
[Texas Archival Resources Online](#)
[Texas State Library and Archive Commission - Map Collection](#)
[Texas Heritage](#)
[Texas State Library and Archive Commission - Online Exhibits](#)
[Texas State Library and Archive Commission - About Texas](#)
[Texas State Historical Association - Handbook of Texas](#)

Reference Tools

-

[Home](#)

[Library Information](#)

[Destiny OPAC](#)

[Bookstore](#)

Student Resources

[Teacher Resources](#)

[Parent Resources](#)

[Staff](#)

TechTerms

RefDesk - Ref Desk provides reference information, facts and news. © Navarro High School 16350 North State Hwy. 123, Seguin, TX 78155 (830) 372-1931

Acronym Finder - Type in any acronym or abbreviation, and this site will tell you what it stands for.

eHow

iTools - iTools provides access to some of the internet's best tools such as a translator, web search, dictionary, quotations, biographies, etc.

Government Reference - Find anything you need to know about the United States government on this site.

University of Albany Reference Page - The reference page at the University at Albany provides links for all your needs. This page is extremely useful!

Rhyme Zone - Trying to find a rhyming word? Type your word in the blank, and the site returns words that rhyme with it.

Visuwords - Find out how words are related and what part of speech they belong to with this graphical dictionary.

Thesaurus.com

Altapedia - This site provides physical and political maps of the world as well as facts and statistics.

UT PCL Map Collection**Citation Tools & Information****Easy Bib****Citation Machine****Purdue Owl Citation Help****LIU Color-Coded Citation Help****Copyright Guidelines****Copyright with Cyberbee****How NOT to Plagiarize****Research Helps****OSLIS Citation Creator****IPL Resources****Persuasive Essay Thesis Builder****Popular Sites Used by NISD Classes****Read Write Think****Multiplication.com****NASA for Students****Texas Parks & Wildlife - Keep Texas Wild****National Geographic Animals****Discovery Education - Science Fair Central****Vocabulary.com****Lit2Go - Downloadable Stories & Poems****Google LitTrips****Free Audiobooks****Free Classic Audiobooks****Librivox****Internet Archive: Audio****Teen Websites**

- Need a suggestion on what to read next? Check out the numerous suggestion sites [here](#).

School Tube**Bibliomania** - Free Online Literature and Study Guides**BPL Teens - Series & Sequels****Fantastic Fiction** - Find new releases and information on series & sequels**IPL Teenspace****Teenreads.com**

Homework Helper - Find links to numerous helpful sites here or search by school subject to get sites specific to

[Contact Us](#)

your class.

[Quiz Hub](#)

[Homework Center](#) - Find links to useful tools to help you in any subject.

[Quizlet](#) - Make your own flashcards.

[Study Stack](#) - Another flashcard site.

[Kids.gov](#)

[SlimeKids](#)

[KidsReads](#)

[Book Adventure](#)

[Tutor.com](#) - Free tutoring for military families

For Fun

-

[Poetry 180](#)

[SAT Question of the Day](#)

[Travel Pod Geography Challenge](#)

[Spelling and Vocabulary City](#)

[Sporcle](#)

[Free Rice Vocabulary Challenge](#)

[Sheppard Software Games](#) - Search by subject.

[Gamequarium](#) - More games by subject.

College Information & Assistance

-

[College for Texans](#) - Everything you need to know to plan for college.

[Apply Texas](#) -Texas Common Application

[FASFA](#) - Financial Aid

[FinAid!](#)

[Adventures in Education](#)

[Fast Web](#) - Free Scholarship Search

[Scholastic Art & Writing Awards](#)

[Find Tuition](#)

[Saving for College with the 529 Plan](#)

[Writing Effective Admission Letters](#)

[Application Letters & Resumes](#)

[U.S. Universities by State](#)

[Navarro Wiki](#) - This page has links to everything you need to know to choose a college, pick a career, prepare for tests and write college entry essays.

Search Engines

-

[eThemes](#) - Student safe online resources from the University of Missouri.

[Ask](#)

[Google Scholar](#) - Driven by Google, Google Scholar "Provides a search of scholarly literature across many disciplines and sources, including theses, books, abstracts and articles."

Clipart, Images, Sounds & More

[321 Clipart](#)

[Creative Commons Search](#)

[Morgue File](#)

[Pics4Learning](#)

[Image Base](#)

[Purple Planet Royalty Free Music](#)

[Free Sound](#)

[Incompetech Royalty Free Music](#)

[International Music Score Library Project](#)

[ELyrics](#)

[Lyrics](#)

[A to Z Lyrics](#)

Local Community Sites

[Seguin-Guadalupe County Public Library](#)

[New Braunfels Public Library](#)

[San Marcos Public Library](#)

[Seguin Gazette-Enterprise Newspaper](#)

[New Braunfels Herald-Zeitung Newspaper](#)

[San Marcos Record Newspaper](#)

[Austin American Statesman](#)

[San Antonio Express News](#)

[Dallas Morning News](#)

[Houston Chronicle](#)

[KWED AM 1580 - Seguin Radio Station](#)

[KGNB AM 1420 - New Braunfels Radio Station](#)

[Seguin Chamber of Commerce](#)

[New Braunfels Chamber of Commerce](#)

[San Marcos Chamber of Commerce](#)

Alamo Colleges Dis... X Employee - ala... X Bradford, Shan... X comal isd smit... X Smithson Valle... X

svh.comalisd.org/pages/Smithson_Valley_High_School/Library Search

SMITHSON VALLEY HIGH SCHOOL : LIBRARY



Smithson Valley High School

About Us | Administration | Athletics | Library | Calendar | Parents & Students | Staff | Comal ISD

Library Calendar

Online Catalog

Student and Staff Resources

ABC-CLIO Database

Bloom's Literary Reference Online

Gale Databases

World Book Online

CISD Librarians on Facebook

SVHS Library



Librarian: Amanda Trussell
Phone Number: 885-1034
[Email](mailto:amanda.trussell@comalisd.org) | amanda.trussell@comalisd.org

Library Hours:
Monday-Thursday: 7:45 a.m. - 4:15 p.m.
Friday: 7:45 a.m. - 4:00 p.m.

Enter Keyword Here SCHOOL HOME DISTRICT HOME CONTACT SITEMAP PARENTS STUDENTS STAFF



ACADEMICS STUDENT ACTIVITIES ADMINISTRATION DEPARTMENTS LIBRARY ABOUT US

Byron P. Steele II High School » Library » Online Databases

Online Databases

Byron P. Steele II High

http://www.jstor.org The Steele High School Library subscribes to the following databases for your use. All of the material on these databases is reliable and credible, written by authors who are experts in their fields of study. **You may obtain user names and passwords from the librarian or your teacher.**

- txConnect
- 2017-2018 Returning & New Student Registration Information
- Academics
- Student Activities
- Administration
- Departments
- Library
 - Online Catalog
 - Rules and Policies
 - Online Databases**
- About Us
- Bus Routes
- School News
- Squire Magazine
- Morning Announcements
- 2016 TEA Accountability Rating
- SCUC Parent/Student Handbook
- SCUC Student Code of Conduct
- Summer Assignments (SY 17-18)
- Bell Schedules
- Staff Directory
- Teacher Sites
- Attendance

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Byron P. Steele II High School
 1300 FM 1103
 Cibolo, TX 78108
 (210) 619-4000
 Fax: (210) 619-4057

	Allows students to create and save citations in APA, Chicago, and MLA formats, use virtual notecards and dynamic outlining, and to import citations from third-party databases. Requires the student to log in with school password and create an account.
	Leading source of high quality video and multimedia for academic, vocational and life-skills content. Can be used by teachers and students alike.
	This database will guide you through a complete search of all of the Gale Databases at one time. If you need something more specific, use the one below which most closely aligns with your subject.
	Academic OneFile is the premier source for peer-reviewed, full-text articles from the world's leading journals and reference sources. With extensive coverage of all academic disciplines.
	You can research authors and their works, literary movements and genres. Search across your library's Literature databases to find full text of literary works, journal articles, literature criticism, reviews, biographical information and overviews.
	Educator's Reference Complete is a selection of more than 450 full-text academic journals, hundreds of full-text reports, and many premier reference sources. Included content focuses on educational principles, child development and psychology, and best practices in education.
	News articles on a wide range of topics: business, computers, current events, economics, education, environmental issues, health care, hobbies, humanities, law, literature and art, politics, science, social science, sports, technology, and many general interest topics.
	The Global Reference on the Environment, Energy, and Natural Resources focuses on the physical, social, and economic aspects of environmental issues. Topic, organization, and country portals form research centers around issues covering energy systems, health care, agriculture, climate change, population, and economic development.
	Find alternative medicine-focused magazines, journals, newspapers, definitions, directories, videos, & reference information on: Medicine, Nutrition, Diseases, Public Health, Pregnancy, Herbal remedies, etc. Included are links to diet, cancer, health assessment sites & government databases.
	Una colección de revistas hispánicas con textos completos. Abarca negocios, salud, tecnología, cultura, temas de actualidad y otras materias.
	<i>Opposing Viewpoints in Context</i> is for those seeking information and opinions on hundreds of today's hottest social and controversial issues.
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This presentation will show you how each of our Online Databases can be used.

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Schertz-Cibolo Universal City

Mission Statement: Schertz-Cibolo-Universal City ISD provides a safe, secure and challenging learning environment, through the responsible use of all resources, to afford opportunities for all students to realize their individual potential and to become responsible and productive members of society.

Appendix E: Assessment and Student Learning Outcomes

Texas Success Initiative (TSI)

Updated 08/01/2017

Information Areas:

- [What is the Texas Success Initiative \(TSI\)](#)
- [Students requiring developmental coursework](#)
- [For High School Program Students Only](#)

What is the Texas Success Initiative (TSI)?

The Texas Success Initiative is a state mandated program, effective August 26, 2013, designed to help determine if you are ready for college-level course work in the general areas of reading, writing, and mathematics (Texas Administrative Code (TAC) Chapter 4, Subchapter 3). The program will help you know what type of courses or interventions will assist you be prepared for college level course work.

All students not meeting the exemptions defined below (Tables 1 and 2) must take the TSI Assessment as a diagnostic tool to determine reading, writing, and mathematics basic skills. Performing your best on the test will affect the amount of time and tuition cost you will have to spend on preparing for many of Alamo Colleges' programs and courses. Students may retest on TSI Assessment at any time if they want to advance in their developmental course sequence.

Following the TSI Assessment, your goal/major will determine what level (if any) of developmental coursework and/or interventions will be required.

If you are required to take the TSI Assessment, several options are available for you to review and prepare for the test. Spending a short time reviewing information about the test and the type of questions you can expect may assist you in maximizing your performance on the exam. Please request information about these options.

You will be advised based on the results of your TSI Assessment scores and the courses you plan to take.

You will not be denied admission to the Alamo Colleges based on your TSI Assessment scores.

Table 1: TSI Exemptions			
Academic Exemptions (not required to take TSI Assessment)			
1. Exam	Combination Score	English/Reading	Math
ACT <i>Can't be more than 5 years old</i>	(A050) Composite = 23+	(A010) English = 19+	(A020) Math = 19+
SAT <i>Can't be more than 5 years old</i> Note: SAT taken on or after March 5, 2016	NA	(S11) Evidenced-Based Reading and Writing (EBRW) = 480	(S12) Math = 530
SAT <i>Can't be more than 5 years old</i> Note: SAT taken prior to March 5, 2016	(STOT) CR + Math = 1070+	(S01) Critical Reading = 500+	(S02) Math = 500+
Exit Level TAKS <i>Can't be more than 5 years old</i>	NA	(TKEE) ELA = 2200+ (TKEW) WSAM = 3+	(TKEM) Math = 2200+
STAAR end-of-course (EOC) <i>Can't be more than 5 years old</i>		English III = minimum score of Level II of 4000+ combined (STRR)Reading and (STRW)Writing	(STRM) Algebra II = minimum score of Level II of 4000+
2. A student who has graduated with an associate or baccalaureate degree from an institution of higher education.			
3. A student who transfers to an institution from a private or independent institution of higher education or an accredited out-of-state institution of higher education and who has satisfactorily completed college-level coursework as determined by the receiving institution (see Table 2).			
4. A student who has previously attended any institution and has been determined to have met readiness standards by that institution.			

Other Exemptions or Exceptions (not required to take the TSI Assessment)	
5.	A student who is serving on active duty as a member of the armed forces of the United States, the Texas National Guard, or as a member of a reserve component of the armed forces of the United States and has been serving for at least three years preceding enrollment. <i>[Students who meet this exemption are encouraged to take the TSI Assessment for diagnostic purposes to aid in program and course selection during advising.]</i>
6.	A student who on or after August 1, 1990, was honorably discharged, retired, or released from active duty as a member of the armed forces of the United States or the Texas National Guard or service as a member of a reserve component of the armed forces of the United States. <i>[Students who meet this exemption are encouraged to take the TSI Assessment for diagnostic purposes to aid in program and course selection during advising.]</i>
7.	A student who earns a grade of 75 or above for ELAR and/or Mathematics College Preparatory Course under Texas Education Code §28.014 is exempt for a period of twenty-four (24) months from the date of high school graduation and must register in respective course of content area within one (1) year of enrollment date. This exemption applies only at the institution of higher education that partners with the school district (MOU) in which the student is enrolled. Evidence for completion of CP course may include PEIMS Code on High School Transcripts AND/OR any other Local Design Evidence: CP110100 College Preparatory Course English Language Arts / CP111200 College Preparatory Course Mathematics
8.	Students will not need to take the TSI Assessment if they have met both of the following prior to fall 2013: <ol style="list-style-type: none"> 1) Taken one of the four previously approved tests for TSI purposes (ACCUPLACER, THEA, COMPASS, Asset) 2) Received a letter grade (A,B,C,D,F, IP or W) for any course while they attended a public Texas college or university Test scores will be honored for placement purposes for five years from the test administration date.
Certificate Seekers	
9.	A student who is seeking a certificate program of one year or less (Level-One certificates, 42 or fewer semester credit hours or the equivalent) will not be required to take any formal developmental courses, but will be administered the TSI Assessment for diagnostic purposes only.

Table 2: TSI – Courses Satisfying Compliance with College Readiness Grade of “C” or Better (unless otherwise noted)	
Writing/English	ENGA 0351 with a B or better, ENGA 0361, INRW 0420, ENGL 0301, ENGL 1301, ENGL 1302
Reading	READ 0303, ENGA 0353 with a “B” or better, ENGA 0363, INRW 0420, ENGL 1301, ENGL 1302, ENGL 2322, ENGL 2323, ENGL 2327, ENGL 2328, HIST 1301, HIST 1302, PSYC 2301
Mathematics	MATH 0303, MATH 0320, MATH 1314, MATH 1324, MATH 1325, MATH 1332, MATH 1333, MATH 1350, MATH 1351, MATH 1414, MATH 1442, MATH 2412, MATH 2413, MATH 2414, MATH 2415

Table 3: TSI Minimum Standards for College Readiness	
TSI Assessment	Minimum Passing Scores for College-Level Coursework
Writing TSI Scores (TSIW) Essay (TSIS)	[340+ AND Essay of 4+] OR [<340 AND ABE of at least 4 AND Essay of 5
Reading TSI Scores (TSIR)	351-390
Math TSI Scores (TSIM)	350-390

Students requiring developmental coursework:[Top](#)

You will be required to enroll in developmental coursework if you plan to enroll in **college-level transfer courses** and do not meet a TSI exemption (Table 1), the TSI Minimum Standards (Table 3), or placement scores based on the TSI Assessment. The basic skills requirements for transfer courses are included with the course description in the eCatalog. Tables 4 and 5 provide course placement information.

Table 4: English/Reading Placement					
	Writing/English TSI Score (TSIW/TABW/TSIS) AND	Reading TSI Score (TSIR/TABR)	ACCUPLACER (ACSS/ACRS/ACWS)	REFRESHERS (INRW)	THEA-IBT (THET/THIT) (THES/THIS)
INRW 0120 + 0420	310-350 w/ABE 3-4	310-342 w/ABE 3 -4	WRIT<49 AND READ 34-77	10	N/A
			WRIT 50-79 and a minimum of 5 on writing sample AND READ 34-48		
INRW 0420	310-339 with Essay 3 or below	343-390	WRIT<49 AND READ 78+	20	N/A
	351-362	310-350	WRIT 50+ and a minimum of 5 on writing sample AND READ 49+		
	363-390 with Essay 4 or below	310-342	N/A		
	340-390 with Essay 4	310-342	WRIT 80+ and 6 on writing sample AND READ 34-64		
	Essay Score of 5+	310-342			
ENGL 1301+ Ready, Set, Go (RSG) ENGL 1301	340-362 with Essay 3 or below	351-390	WRIT 70+ and a minimum of 5 on writing sample AND READ 65+ OR A student who has completed ENGL 0300 and READ 78+	30	220+ and 3/ college level required for READ
	363-390 with Essay 4 or below	343-390			
	340-390 with Essay 4	343-350			
	Essay Score of 5+	343-350			
ENGL 1301	340-390 w/ Essay of 4	351-390	WRIT 80+ and 6 on writing sample AND READ 78+	40	220+ and 3/ college level required for READ
	Essay Score of 5+	351-390			

*TSI ABE Levels 1-2 Referrals: DE Chairs and/or Advising Directors

*Refreshers Scores of 0 or 5, use original TSI placement

*ENGL 1301 + Ready, Set, Go = ENGL 1301 with a 1 hour support course

*INRW 0120 + INRW 0420 = INRW 0420 with a 1 hour support course

Questions? English Department Chairs:
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Mike Burton (SAC)	gburton@alamo.edu	486-0660
Tyrell Williams (SPC)	twilliams160@alamo.edu	486-2166

Table 5: Mathematics Placement Chart

	Math TSI Score (TSIM/TABM)	MATH Refresher Exit Exam (MATH)	ACCUPLACER (ACEA/ACAR/ACLM)	THEA-IBT (THIM/THEM)
ABE Referral to I-Best or Region 20	310-335 w/ABE 1 – 2	10	NA	NA
Math 0305 + 0105 Before Fall 2017	310-335 w/ABE 3 – 4	10 & ABE 3 – 4	NA	NA
MATH 0305 (Pre-Algebra) Before Fall 2017	336 or 310 – 335 w/ABE 5 –	10 & ABE 5 – 6	EAR < 50	≤ 179
MATH 0310 (Begin. Alg) Before Fall 2017	337-342	20	EAR 50 – 69	180-229
Math 0410 + 0105 Effective Fall 2017	310 – 335 w/ABE 3 -4*	20	NA	≤ 179
Math 0442 Before Fall 2017	321 - 342	20	EAR > 30	140 – 269
Math 0442 + 0105 Effective Fall 2017	310 – 335 w/ABE 3 -4*	20	NA	≤ 179
Math 0410 or Math 0442 Effective Fall 2017	336 – 342 or 310 – 335 w/ABE 5 -6	30	EAR 30 – 69	180-229
MATH 0320 (Inter. Alg)	343-349	30 (Before Fall 2017) 40 (Eff. Fall 2017)	EAR 70 – 85	230-269
RGS 1314 + 0100	343-349	40	EAR ≥ 70	EAR ≥ 230
MATH 1333 (Will not be offered Eff. Fall 2017)	TSI ≥ 337	20	EAR ≥ 41 and AR ≥ 57	≥ 140
MATH 1332 or 1442	TSI ≥ 343	30 (Before Fall 2017) 40 (Eff. Fall 2017)	EAR ≥ 70	EAR ≥ 230
MATH 1314 or 1414 or 1324	TSI ≥ 350	50	EAR ≥ 86	≥ 270
MATH 1316 or 2412	N/A	N/A	CLM ≥ 85	N/A
MATH 2413 or higher	N/A	N/A	CLM ≥ 103 AND permission from Math Dept.	N/A
Legend	Effective Fall 2017	Change in Refresher Score only	Deleted from course inventory Fall 2017	

*TSI Levels 1-2 Referrals: DE Chairs and/or Advising Directors

Questions? Math Department Chairs:

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Renita D Mitchell (SPC)	rmitchell@alamo.edu	486-2607

For High School Programs Students Only:

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Table 8: High School Programs Eligibility	
Dual Credit Seniors	Students entering dual credit for the first time in their senior year can submit any of the following test results, through the crediting entity: TSI, SAT, ACT. The test(s) should be taken during the junior year. See Tables 1, 3, and 8.1.
Dual Credit Juniors	Students entering dual credit for the first time in their junior year can submit any of the following test results, through the crediting entity: TSI, SAT, ACT, PSAT, PLAN. The test(s) should be taken during the sophomore year. See Tables 1, 3, and 8.1.
Dual Credit Sophomores and Freshmen	Students entering dual credit for the first time in their sophomore or freshman year can submit any of the following test results, through the crediting entity: TSI, SAT, ACT, PSAT, and Plan. See Tables 1, 3, and 8.1.

Table 8: High School Programs Exam Eligibility			
TSI Exemptions and Minimum Standards Apply: See Table 1: TSI Exemptions and Table 3: TSI Minimum Standards for College Readiness			
Exam	Combination Score	English/Reading	Math
STAAR end-of-course (EOC) alternate option <i>(Regular STAAR EOC for ISD)</i>		English II = Level II final recommended score of 4000 (STDW)	Algebra I = Level II final recommended score of 4000 and a passing grade in the Algebra II course (STDM) (Grade: DCMG)
PSAT – Dual Credit & ECHS Students Only New PSAT/NMSQT Scores not eligible Effective 10-14-2015 Note: Scores eligible only if taken on former PSAT version prior to October 2015.	CR + Math = 107+ (PSTL) (Former=PTOT)	Critical Reading = 50+ (PS01) (Former=P01)	Math = 50+ (PS02) (Former=P02)
PLAN – Dual Credit & ECHS Students Only PLAN Scores eligible only if taken prior to Spring 2014	Composite = 23+ (PLCO)	English = 19+ (PLEN)	Math = 19+ (PLMT)
Traditional and Early College High School Dual Credit Students: An eligible high school student who enrolls in a dual credit course requiring TSI completion in reading, writing, or mathematics under the PSAT/NMSQT or PLAN provisions and earns a grade of C or better has demonstrated eligibility to enroll in dual credit courses in the 12 th grade. A request to demonstrate eligibility in the 12 th grade may occur if the student is seeking a subject area not earned in the previous academic year.			

Student Learning Outcomes Assessment Process as it pertains to the Texas Higher Education Coordinating Board (THECB) Core Courses taught at Dual Credit High School locations in partnership with St. Philip's College, Alamo Colleges District, and respective Independent School Districts

For submission with SACSCOC Substantive Change Prospectus for approval of a new off-campus site where 50% or more of the course credits may be earned.

St. Philip's College provides for a systematic evaluation of educational programs, including evaluation of courses at off-campus sites where 50% or more of the course credits may be earned, and ensures that results are used for improvement. Comparability of off-site and on-campus programs and courses are ensured by the evaluation of educational effectiveness, including assessment of student learning outcomes.

Assessment of Institutional Student Learning Outcomes for courses and educational programs at both on-campus and off-campus sites aligns directly with the St. Philip's College Strategic Plan. Specifically, assessment ties back to the following College Goal and Action Plan.

Goal 1 STUDENT SUCCESS (Provide academic and student support and align labor market-based pathways to achieve student completion) and

Action Plan 1.6 (Assess and improve student learning outcomes/competencies for all academic and workforce programs).

In addition, assessment of Institutional Student Learning Outcomes for courses and educational programs at both on-campus and off-campus sites aligns directly with Texas Higher Education Coordinating Board (THECB) expectations as outlined in the St. Philip's College Core Curriculum Assessment Plan and the expectation as outlined in SACSCOC Comprehensive Standard 3.3.1.1 addressing the following:

- a. Identifies expected outcomes
- b. Assesses the extent to which it achieves these outcomes
- c. Provides evidence of improvement

To ensure that these requirements are met for Dual Credit and Early College High School courses, a Course Agreement Form is prepared and approved by the St. Philip's College Dean and Chairperson associated with the specific St. Philip's College course being taught and by the Curriculum Specialist at the high school. Course Instructors meet with department chairs to ensure that all material is appropriate and that the agreement includes all course material and expected student learning outcomes as outlined in the course syllabus as taught both on- and off-campus. The Dual Credit Course Agreement Form specifies that *"The course requirements listed in the attached St. Philip's Course Syllabus identifies the learning outcomes of the college course listed above. The high school syllabus addresses the Texas Essential Knowledge and Skills (TEKS) requirements for the high school class identified above. Both sets of outcomes will be covered in the course taught at the high school."*

St. Philip's College and Alamo Colleges District

Dual Credit Course Agreement

In compliance with the *Texas Administrative Code, §4.84, Institutional Agreements*, _____ High School of the _____ ISD (herein called the High School) and St. Philip's College, one of the Alamo Colleges (herein called College) in partnership have agreed to the following concerning:

College Course: _____ and

Dual Credit for High School Class _____

Course Information

- I. The course requirements listed in the attached St. Philip's Course Syllabus identifies the learning outcomes of the college course listed above. The high school syllabus addresses the TEKS requirements for the high school class identified above. Both sets of outcomes will be covered in the course taught at the high school.
- II. The textbook(s) has been approved by the College as comparable to the college-level text and is identified in the attached St. Philip's Course Syllabus.
- III. The course is one of the following:
 - a. ___ A transfer course which is part of the core curriculum requirements of the Alamo Colleges, or
 - b. ___ A career/technical course which is a requirement in a St. Philip's Colleges' certificate and/or AAS degree.
- IV. The length of the section/class will be
 - a. ___ One semester
 - b. ___ Two semesters
 - c. Other: _____
- V. The course is aligned with and must be offered with another course which is:

- VI. The performance measures (how the course will be graded) for the course meets the requirements of the college and is included in the attached St. Philip's Course Syllabus.
- VII. The section/class will be held (indicate all that apply)
 - a. ___ At the high school
 - b. ___ At the college campus with high school arranging transportation to the college
 - c. ___ Via Distance Learning with instructor that has AC distance learning certification

Faculty Qualifications and Requirements

- VIII. The section/class will be offered at the high school and will be taught by a high school teacher qualified for this course as stated below
 - a. ___ For general education courses, doctorate or master's degree in teaching discipline or master's degree with a concentration in the teaching discipline (a minimum of 18 graduate semester hours in the teaching discipline)
 - b. ___ For career/technical courses, bachelor's degree in the teaching discipline or associate's degree and demonstrated competencies in the teaching discipline

The dual credit teacher shall be hired by the Alamo Colleges through the adjunct hiring process before the section/class begins.

- IX. Faculty development/training required for eligibility to teach this specific course is
 - a. ___ Not applicable or
 - b. ___ (list requirements) – attendance at Fall and Spring Adjunct Faculty Meetings
- X. Regular evaluation of the section/class, in accordance with the Alamo Colleges' Faculty Evaluation Procedures, will consist of the following, at a minimum:
 - a. Course Syllabus
 - b. Student Surveys each semester for each section/class
 - c. Classroom Observations as defined in the Faculty Evaluation Procedures

Student Requirements

- XI. The students in each class/section will consist of (indicate all that apply)
 - a. ___ Dual credit students only.
 - b. ___ Dual credit students and AP students.
 - c. ___ Dual credit students and high school credit students earning articulated college credit
 - d. ___ Dual credit students and high school credit-only students if the course involved is required for completion under the State Board of Education Recommended or Distinguished Achievement High School Program graduate requirements and the high school is otherwise unable to offer the course.
 - e. ___ Dual credit students and college students on the college campus (all dual credit students will meet minimum 16-year old requirement by first day of class).
 - f. ___ A distance learning section/class with regular college students and dual credit students.
- XII. The eligibility requirements (basic skills requirements and any other prerequisites) for enrollment in the course are: Contact the Dual Credit Office at your home college for the current requirements.
- XIII. The St. Philip's Course Syllabus with course description, textbooks, and student learning outcomes is attached.

Agreement is for three years from date of approval. Request for review and revision may be made by either party during the three-year period. Any revision must be accompanied with a revised syllabus.

Agreement can be made with ISD for all high schools or with individual high schools within the ISD.

Date of Agreement: _____

High school chair/dean/curriculum specialist

College chair, _____ Department, SPC

Dean _____, SPC

12.10.2012

The process for monitoring and evaluating student learning outcomes at off-campus sites is comparable to the process for evaluating student learning outcomes on-campus. Dual Credit and Early College High School students who are enrolled in an online course or a St. Philip's College campus course are assessed following the institutional student learning outcomes assessment process as described in Description of Student Learning Outcomes Assessment Process below. In those cases, students are assessed like any other student through random sampling of courses.

Students enrolled in a course that take place on the high school campus are assessed through St. Philip's College department faculty overseeing the course. This addresses the challenge of identifying and pulling students enrolled in a different part of term. As an example of how departments conduct assessment, the Communications and Learning Department collects student artifacts from high school instructors and assesses these artifacts using institution-wide assessment rubrics used for ISLO assessment to determine competency attainment.

Description of Student Learning Outcomes Assessment Process

St. Philip's College uses consistent structure and set of institutional processes to identify, assess, and improve expected outcomes for educational programs. It **identifies Institutional Student Learning Outcomes (ISLOs)** through adoption of competencies defined by the Texas Higher Education Coordinating Board (THECB). Through academic year 2012-2013, St. Philip's College adopted intellectual competencies: Reading, Writing, Speaking, Listening, Critical Thinking and Computer Literacy as the College ISLOs. Definitions for these ISLOs were derived from Texas Higher Education Coordinating Board (THECB) descriptors with the exception of Critical Thinking which was derived from the Quality Enhancement Plan.

In August 2013, St. Philip's College adopted new Institutional Student Learning Outcomes based on competencies newly established by Texas Higher Education Coordinating Board (THECB), now called Core Objectives: Critical Thinking, Communication, Empirical and Quantitative Skills, Teamwork, Social Responsibility and Personal Responsibility. Definitions are derived from Texas Higher Education Coordinating Board (THECB) descriptors. The Core Objectives are aligned with core course instruction and, through degree program plans, are embedded in all educational programs.

St. Philip's College uses a variety of instruments to assess progress toward and attainment of **Institutional Student Learning Outcomes**. The following list illustrates instruments used to assess outcomes. Administration cycles show the level of maturity for each instrument. Instruments are administered according to the assessment cycle associated with each instrument and data are collected as provided below.

- Educational Testing Service Proficiency Profile, 2008 to 2016 (ongoing)
- QEP Personal Responsibility rubric assessment, 2014 to 2016 (ongoing)
- Texas Higher Education Coordinating Board (THECB) Core Objectives rubric assessment, Cycle I, 2013-2014; Cycle II, 2014-2015 (ongoing) Core Objectives rubric assessment, Cycle I, 2015-2016;
- Community College Survey of Student Engagement, 2007, 2009, 2011, 2013, 2015 (alternating spring semesters, ongoing)
- Noel-Levitz Student Satisfaction Inventory, 2010, 2012, 2014, 2016 (alternating spring semesters, ongoing)

Sampling is used to administer both direct and indirect college-wide assessments. It uses standardized sampling procedures that can be replicated to yield representative results during each assessment cycle. Consequently, a number of factors are considered when selecting sampling methods. These include size of the population and the use of stratification approaches to ensure all programs are represented. St. Philip's College utilizes random sampling with all four assessment instruments: Educational Testing Service Proficiency Profile Exam, Texas Higher Education Coordinating Board Core Objectives rubric assessment, Community College Survey for Student Engagement and Noel-Levitz Inventory.

The Student Learning Outcomes Assessment Report monitors compliance with the assessment process and documents improvement based on results.

St. Philip's College **improves Program Student Learning Outcomes** by ensuring that academic programs use results to inform curricular decisions and to continually update programs to ensure continued alignment, relevance and performance excellence. The Program Student Learning Outcomes Reflective Report requires that program coordinators:

1. Clearly define program outcomes.
2. Describe how program is assessed.
3. Determine success at achieving program outcomes, including the analysis approach for evaluating results.
4. Describe how information and/or data are used to improve programs by providing specific examples.

St. Philip's College **improves Institutional Student Learning Outcomes** through annual evaluations of the assessment process. Faculty are asked to comment on successes and areas that need improvement. Resulting recommendations are presented to administration for consideration and action as appropriate.

Appendix F: St. Philip's College Scorecard

St. Philip's College Scorecard FY 2017

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

Results of Mission: Empower our diverse student population through educational achievement and career readiness. Vision: Best in the nation in Student Success and Performance Excellence. Values: Students First Respect For All Can Do Spirit Community Engaged Data Informed Collaboration Core Competencies: Quality Instruction of Educational Programs Student Engagement Community Engagement							
STRATEGIC OBJECTIVES	INSTITUTIONAL PRIORITIES	SUPPORTING DOCUMENTS LEADING INDICATORS	BENCHMARK	RESULTS			TARGET
Student Success	Productive Grade Rate (PGR)	<ul style="list-style-type: none"> SLO Assessment Results (QEP and ETS) Early Alert/Follow-Up Reports Tutoring Student Engagement (CCSSE Survey) 4E, 4L, 4P, 21 Noel Levitz 1-16 	AC baseline (Fall 2006) = 67.3% Dual Credit = 93.8% Non-Dual Credit = 75.3%	Fall 14	Fall 15	Fall 16	Fall 17
	Persistence FT FTIC Fall-to-Fall	<ul style="list-style-type: none"> On-Site Wait Times Noel Levitz 1-16, 43,32,15,65 CCSSE 4O, 4E, 4P, 9B Tutoring/Advising Class Climate 	State & VLCC Best (San Jacinto South) = 70.7% VLCC Average = 62.8% Statewide = 58.5% AC developmental education 50.8%				
	Graduation Rate FT FTIC 3-year	<ul style="list-style-type: none"> Enrollment Productive Grade Rate (PGR) Early Alert Follow-Up Reports Tutoring/Advising Weekly Degree Audits (45+ Hrs) 	VLCC Best (San Jacinto North) = 28.7% VLCC Average = 15.8%, State Average = 17.6%	Fall 11 Cohort	Fall 12 Cohort	Fall 13 Cohort	Fall 14 Cohort
Leadership	Ethical Decision Making (EDM)	<ul style="list-style-type: none"> Rubric Assessment Ethical Decision Making/Personal Responsibility Student Engagement and Satisfaction (CCSSE, Noel Levitz) 	CCSSE every odd year (spring) Target: 50.0% NL every even year (spring) Ethical Decision Making (EDM)/Personal Responsibility Baseline (Fall 2014) = 73%	14/15	15/16	16/17	17/18
				CCSSE ACL 51.3 SE 49.5 AC 49.0 SFI 50.8 SFL 53.7	Assessed Biannually	CCSSE Available 7/2017	CCSSE ACL 51.8 SE 50.0 AC 50.0 SFI 51.3 SFL 54.2
				Assessed Biannually	Summary Score NL 5.90	Next Assessment Spring 18	Summary Score 6.4
Performance Excellence		<ul style="list-style-type: none"> College Climate Survey (PACE) Employee Professional development 	PACE every year (Fall) target 3.76	3.68	3.76	3.86	3.91
Reaffirmation	SACSCOC Reaffirmation	<ul style="list-style-type: none"> Alumni Constituent Survey (ACS) Submission of Autonomy Report and Response Report BOT Review/Recommendations Dec.2017 Action Plans Sustainability Plans for Submission of the 5th year Report in 2021 	Alumni (EDM) SPC Constituent Survey Spring 2016 Average = 80.1% Best in the region (SACSCOC); 0 Recommendations; 2.5 (Average); SPC below average on cited recommendations	TBD	80.1%	84.3%	84.8%



ALAMO
COLLEGES
DISTRICT

St. Philip's College

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