

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

First Baptist Academy

1401 Pat Booker Rd.
Universal City, TX 78148

Southwest Preparatory High School

Northwest (1):
6535 Culebra Rd.
San Antonio, TX 78238

Northeast (2):

1258 Austin Highway
San Antonio, TX 78209

Town East Christian High School

5866 Hwy. 87 East
San Antonio, TX 78222

Trinity Christian Academy

5401 N. Loop 1604 E
San Antonio, TX 78247

Vanguard Christian Institute

43360 IH 10 W
Boerne, TX 78006

ST. PHILIP'S COLLEGE

1800 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 30, 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:

First Baptist Academy

1401 Pat Booker Rd.
Universal City, TX 78148

Southwest Preparatory High School

Northwest (1):
6535 Culebra Rd.
San Antonio, TX 78238

Northeast (2):
1258 Austin Highway
San Antonio, TX 78209

Town East Christian High School

5866 Hwy. 87 East
San Antonio, TX 78222

Trinity Christian Academy

5401 N. Loop 1604 E
San Antonio, TX 78247

Vanguard Christian Institute

43360 IH 10 W
Boerne, TX 78006

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 spring 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.

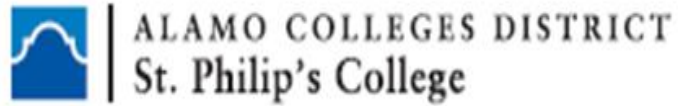
Sincerely,

Adena Williams Loston, Ph.D.

President

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

1801 Martin Luther King Drive • San Antonio, TX 78203 • Phone: (210) 486-2900 • Fax: (210) 486-9270



SUBSTANTIVE CHANGE PROSPECTUS

for approval of a new off-campus site 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 30, 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
--	-----------------------------

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 which are 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

TABLE OF CONTENTS

1. Abstract.....8

2. Determination of Need for Change/Relationship to Mission and Values/Planning and Approval.....9

3. Description of the Change.....11

4. Faculty.....14

5. Library and Learning Resources.....14

6. Student Support Services.....16

7. Physical Resources.....19

8. Financial Support.....21

9. Evaluation and Assessment.....21

10. Appendices

- Appendix A: Memorandum of Understanding
- Appendix B: Associate of Arts degree requirements and proposed courses
- Appendix C: Faculty Roster Forms
- Appendix D: High School Library Resources/Electronic Databases
- Appendix E: Assessment and Student Learning Outcomes
- Appendix F: St. Philip’s College Scorecard, 2017-2018

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, 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>First Baptist Academy</u> 1401 Pat Booker Rd. Universal City, TX 78148	<u>Town East Christian High School</u> 5866 Hwy. 87 East San Antonio, TX 78222	<u>Vanguard Christian Institute</u> 43360 IH 10 W Boerne, TX 78006
<u>Southwest Preparatory High School</u> Northwest (1): 6535 Culebra Rd. San Antonio, TX 78238 Northeast (2): 1258 Austin Highway San Antonio, TX 78209	<u>Trinity Christian Academy</u> 5401 N. Loop 1604 E San Antonio, TX 78247	

The proposed dual credit course offerings program will serve the mandate from state congressional leaders and meet a unique need 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 trades.

Instructional delivery will be accomplished primarily through 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 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 that is 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 expansions in the 1970s, and into the present, St. Philip's College has become a pillar in the community and often is referred to as "a point of pride in the community." Over the last 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.

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.

Dual Credit has been established at St. Philip's College since 1995. The program is designed so that all qualifying students have the opportunity to earn college credits 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 their 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 married the ideology of the Dual Credit program with St Philip's College's mission to empower our diverse student population through personal educational growth, ethical decision-making, career readiness, and community leadership.

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 the partnerships with area high schools is evidenced by faculty and staff awareness and participation since its initial development. Dual Credit students are anticipated 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.

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 the dual credit course offerings supports Strategic Objective 1 and 2 in that it facilitates 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.

The Associate of Arts degree or up-to 60 college credit hours will be offered at the following area high schools: First Baptist Academy, Southwest Preparatory High School - Northwest (1) and Northeast (2), Town East Christian High School, Trinity Christian Academy, Vanguard Christian Institute.

Coursework for the Associate of Arts degree or up-to 60 college credit hours will be available to the above-posted list of high schools. The Alamo Colleges District Board 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 Colleges 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.

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:

<p><u>First Baptist Academy</u> 1401 Pat Booker Rd. Universal City, TX 78148</p>	<p><u>Town East Christian High School</u> 5866 Hwy. 87 East San Antonio, TX 78222</p>	<p><u>Vanguard Christian Institute</u> 43360 IH 10 W Boerne, TX 78006</p>
<p><u>Southwest Preparatory High School</u> Northwest (1): 6535 Culebra Rd. San Antonio, TX 78238 Northeast (2): 1258 Austin Highway San Antonio, TX 78209</p>	<p><u>Trinity Christian Academy</u> 5401 N. Loop 1604 E San Antonio, TX 78247</p>	

The high schools listed above will have students who take college level courses 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 in 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 the 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 school 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 may be seen in Appendix B. Below is a sample of courses students can take if SACSCOC approval is provided and faculty have been adjunct approved (Sample from Vanguard Christian Institute; for full proposed courses list, see Appendix B):

2018-2019	
Fall	Spring
ENGL 1301: Composition I (online)	ENGL 1302: Composition II (online)
HIST 1301: US History I (online)	HIST 1302: US History II (online)
HUMA 1301: Intro. to Humanities I (online)	
MATH 1314: College Algebra (online)	
GOVT 2305: Federal Government (online)	GOVT 2305: Federal Government (online)
PSYC 2301: General Psychology (online)	

St. Philip’s College adheres to the Carnegie Unit and the Student Hour definition of a credit hour as it is used 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, which in turn are 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 Manuel (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 that will be teaching college-level courses at Dual Credit and Early College High schools meet the 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 of their respective high school districts and will be assigned to teach at their respective high school. Consequently, there will be minimal impact on faculty workload at St Philip's College, beyond the department chair's oversight of adjuncts teaching at each high school. Adjunct faculty members at 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 school. The mission of the St. Philip's College Center for Learning Resources 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 their 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:

<p><u>First Baptist Academy</u> Mon. – Fri. 8:10 AM – 12:00 PM</p>	<p><u>Southwest Preparatory High School</u> Northwest/Northeast: N/A – electronic library/learning resources only</p>	<p><u>Town East Christian High School</u> N/A - electronic library/learning resources only</p>
<p><u>Trinity Christian Academy</u> Mon. – Thur. 8:00 AM – 1:30 PM</p>		<p><u>Vanguard Christian Institute</u> Mon. – Thur. 8:00 AM – 3:00 PM</p>

Specific high school information below:

First Baptist Academy

First Baptist Academy’s (FBA) kindergarten through twelfth grade library services are available to all students during school hours and until 4:00 pm each school day. The library has approximately 15,415 books and media (iPads) for check out. Although the library is available to them, the majority of high school students make use of online resources. FBA has an agreement with TexShare Online Databases to access the Schertz Public Library. Dual Credit students are required by their adjunct professors to use St. Philip’s online library resources through their ACES account. Over ninety percent of FBA 11th and 12th grade students are in Dual Credit. These services are available around the clock.

Southwest Preparatory High School (Northwest and Northeast campuses)

Campuses do not have libraries on site, but all classrooms have notebook computer carts for students to use for research and learning. Some of the available sites are as follows: The Library of Congress, Ebsco Host, Plato Learning, Discovery Education, and Google Scholar. Additional resource sites specific to classroom core content are made available and distributed to students by the instructor. Dual credit students also have access to St. Philip's College library through Canvas/ACES.

Town East Christian High School

While there is not a library on the campus, students are provided internet access to St. Philip's College library and other resource materials/sites.

Trinity Christian Academy

Library contains 14,500 holdings with 7,250 specifically available for high school students. Computer lab next door to library where students are able to access St. Philip's College library through Canvas.

Vanguard Christian Institute

The campus includes a 600 square foot library containing 3000 books and resources, as well as internet access to St. Philip's College library and other research sites for students and teachers.

(See Appendix D for additional information on First Baptist Academy and Southwest Preparatory High School).

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 Division of Arts and Sciences. The administration of these divisions 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 & 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 SMARTThinking for tutoring assistance. SMARTThinking 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 as many as 50 Dell 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 progress through 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 exploration of life goals, exploration of educational/career goals, selection of educational program, selection of coursework, and 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, both 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:

First Baptist Academy, 1401 Pat Booker Rd., Universal City, TX 78148

Opening its doors in 1979, First Baptist Academy (FBA), is housed in the building of First Baptist Church of Universal City and located near Randolph Air Force Base. Students come from the north region of San Antonio and surrounding areas. The facility is more than 152,000 square foot and serves approximately 400 students from three year old children to twelfth grade students. High school classes are limited to a maximum of 24 students and average 16 students. The majority of high school classes take place in the newest part of the building, which opened in August 2014. FBA maintains a college preparatory stance to academics and character development.

High School students at FBA are permitted to bring laptops for educational purposes and access our public Wi-Fi system in all classrooms. For students without laptops, dedicated student-use laptops and iPads are available for check out. The school also has a supervised computer lab with 27 computers (custom built PC with at least 8 gigs of RAM) they may access as needed. These computers contain the full business package of Microsoft products, as well as Adobe Photoshop, InDesign, Illustrator, Dreamweaver, iMovie, and Premiere Pro needed for Graphic Arts and Computer Applications.

Southwest Preparatory School Northwest, 6535 Culebra Road, San Antonio, TX 78238

Southwest Preparatory School District is an open enrollment charter school in the state of Texas. Founded in 2001, the district serves students from Bexar County for grades K-12. The facility on Culebra Road has a square footage of 17,862 ft. All campuses meet OSHA and ADA requirements. Classrooms and work areas have computer access and WIFI capabilities for students to work on class assignments. Chromebooks, laptops, and desktop computers are available for student use.

Southwest Preparatory School Northeast, 1258 Austin Highway, San Antonio, TX 78209.

Southwest Preparatory School District is an open enrollment charter school in the state of Texas. Founded in 2001, the district serves students from Bexar County for grades K-12. The facility on Austin Highway has a square footage of 19,723 ft. All campuses meet OSHA and ADA requirements. Classrooms and work areas have computer access and WIFI capabilities for students to work on class assignments. Chromebooks, laptops, and desktop computers are available for student use.

Town East Christian High School, 5866 Hwy. 87 East, San Antonio, TX 78222

Town East Christian High School is located on the east side of San Antonio in an 11,600 square foot facility. Founded in 1969, Town East Christian School started with a kindergarten class, and TECS held its first Senior Graduation in 1975. In 2004, the preschool and kindergarten classes moved to the Highway 87 campus, joined by first and second grade students in 2005. As of fall 2017, grades three through twelve will be located at the Highway 87 facility.

Students have access to laptops for dual credit courses while they are on the campus.

Trinity Christian Academy, 5401 N. Loop 1604 E, San Antonio, TX 78247

Trinity Education Center, which became Trinity Christian Academy (TCA) in 1994, was founded in 1980 to provide a quality Christian education for the children of Trinity Church and the surrounding northeast area of San Antonio. Beginning in 1993, a new high school grade was added each year with the first class of seniors graduating in 1997.

As the school population continued to grow, more space and improved facilities were needed. In 1999, the leadership and congregation of Trinity Church committed to relocating and did so in 2002. Trinity Christian Academy is located on 30 acres of property on North Loop 1604 in San Antonio, Texas. The Academy is housed in 3 buildings: an Elementary Building, a Secondary Building, and a large Life Center that contains a full-sized gymnasium with locker rooms and an auditorium. The Secondary Building houses a well-appointed Science Lab, Computer Lab, and Library. In addition to classroom space, TCA has tennis courts and a soccer field. Trinity offers Dual Credit, honors and regular education classes for 9 - 12th graders. Students participate in on-line classes and SAT preparation courses in addition to face-to-face course offerings. Athletic opportunities include soccer, volleyball, basketball, and tennis. Development has continued into the present day with the addition of the computer lab, athletic field, tennis courts, outdoor picnic areas, and playground expansions.

Vanguard Christian Institute, 43360 IH 10 W, Boerne, TX 78006

Vanguard Christian Institute is a full facility campus hosting Pre K - 12th grade students on 17 acres in the heart of the Texas Hill Country. Inside the 27,000 square foot educational facilities, classrooms with large windows filter in natural light and encourage productivity. The Institute contains labs for science classes and auto shop labs for interested students. Vanguard's gym includes surrounding classrooms and serves as a fully functional basketball and volleyball court and a complete stage for drama productions. Students are encouraged to participate in outdoor activities and to appreciate the natural setting of the campus. Students are also asked to help cultivate and preserve the grounds by picking up trash and maintaining their personal spaces when outdoors. Additionally, Vanguard Christian Institute boasts a world class robotics program and classes throughout the year dedicated to building and programming. A normal graduating class will see approximately 90 percent of graduates attend college or vocational programs.

FINANCIAL SUPPORT

Financial support for the following high school(s) uses the same protocols for funding as any comprehensive high school in its respective district: **Southwest Preparatory 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.

First Baptist Academy, Town East Christian High School, Trinity Christian Academy and Vanguard Christian Institute are private schools who charges each student according to their published tuition and fee schedule.

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 all 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. This 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 impact 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 impact 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 (Appendix F).

Appendix A: Memoranda of Understanding

First Baptist Academy

Southwest Preparatory High School

Town East Christian High School

Trinity Christian Academy

Vanguard Christian Institute



2015-2018
SCHOOL DUAL CREDIT ACADEMIC AGREEMENT
BETWEEN

FIRST BAPTIST ACADEMY OF UNIVERSAL CITY

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 FIRST BAPTIST ACADEMY OF UNIVERSAL CITY, 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 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:

TINA SAN ROMAN	[Name]
GUIDANCE COUNSELOR	[Title]
1401 PAT BOOKER RD	[Address]
UNIVERSAL CITY, TEXAS 78148	
Tel: 210/ 65/-5331	
Email: <u>TSANROMAN@FBAUC.COM</u>	

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 AAI Agreement, the AAI 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: _____ 6/15/16
 Dr. Jo-Carol Fabianke Date
 Vice Chancellor for Academic Success

APPROVED
 AS TO FORM ONLY

Dr. Jo-Carol Fabianke
 Vice Chancellor for Academic Success
 Alamo Community College District
 6/15/16

ISD / SCHOOL:

By: Bob Paton 2-23-16
 Date

Print Name: BOB PATON
 Title: Superintendent / Principal

EXHIBIT A

FIRST BAPTIST ACADEMY

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
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

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

ST. PHILIP'S COLLEGE
Dual Credit

MEMORANDUM

DATE: August 10, 2016

TO: Dr. Jo-Carol Fabianke
Vice Chancellor for Academic Success

THROUGH: Dr. Adena Williams Loston *Adena Williams Loston 8/16/16*
President, St. Philip's College

THROUGH: Lacy Hampton *Lacy Hampton*
Vice President of College Services

THROUGH: Maureen A. Cartledge *Maureen A. Cartledge 8-15-16*
Vice President of Academic Success

THROUGH: Randall Dawson *Randall Dawson 8/10/16*
Dean of Arts and Sciences

FROM: Dr. Karlene Fenton *Dr. Karlene Fenton 8/10/2016*
Director of High Schools Programs

SUBJECT: Dual Credit Academic Agreement (MOU)

Attached are Dual Credit Academic Agreements (MOU's) with Alamo Colleges for the following private/charter schools. All agreements require Dr. Fabianke's signature. Please return a signed copy of the documents to the St. Philip's College Dual Credit Office.

- Bracken Christian School
- Southwest Preparatory School District
- Trinity Christian Academy

If you have any questions, don't hesitate to contact me.

Thank you.

Attachments

VP Academic Success

VPCS
RECEIVED

RECEIVED AUG 12 2016

AUG 15 2016

RECEIVED AUG 10 2016

ARTS & SCIENCES



2015-2018
SCHOOL DUAL CREDIT ACADEMIC AGREEMENT
BETWEEN

Southwest Preparatory 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 Southwest Preparatory School District, 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 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:

James Hope	[Name]
Dual Credit Coordinator	[Title]
1258 Austin Highway	[Address]
San Antonio, TX 78209	
Tel: 210/ 829-8017	
Email: james.hope@swprep.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: _____ 8/22/16
Dr. Jo-Carol Fabianke Date
Vice Chancellor for Academic Success

APPROVED
Digitally signed by Don
Gonzalez
DN: cn=Don Gonzalez, o=Alamo
Colleges, email=don.gonzalez@alamo.edu,
c=US
Date: 2016.08.22 10:29:42
-0700

ISD / SCHOOL:

By: Dr. Gary Short 7-26-16
Date

Print Name: Dr. Gary Short
Title: Superintendent / Principal

EXHIBIT A

Southwest Preparatory School District

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

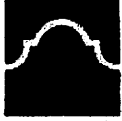
Responsibilities of School and Alamo Colleges (College)

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;



2015-2018
SCHOOL DUAL CREDIT ACADEMIC AGREEMENT
BETWEEN

Town East Christian School

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 Town East Christian School, 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 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:

J.D. King [Name]
Principal [Title]
2030 Bible [Address]
SA, TX 78220
 Tel: 210/ 648-2601
 Email: JDONKING@GMAIL.COM

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: _____ 6/15/16
 Dr. Jo-Carol Fabianke Date
 Vice Chancellor for Academic Success

APPROVED
 AS TO FORM ONLY
 Alamo Community College District
 Office of Legal Services
 Date: 06/15/16 10:29:57
 4887

ISD / SCHOOL:

By: J. D. KING
 _____ Date

Print Name: _____
 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

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

ST. PHILIP'S COLLEGE
Dual Credit

MEMORANDUM

DATE: August 10, 2016

TO: Dr. Jo-Carol Fabianke
Vice Chancellor for Academic Success

THROUGH: Dr. Adena Williams Loston *Adena Williams Loston 8/16/16*
President, St. Philip's College

THROUGH: Lacy Hampton *Lacy Hampton*
Vice President of College Services

THROUGH: Maureen A. Cartledge *Maureen A. Cartledge 8-15-16*
Vice President of Academic Success

THROUGH: Randall Dawson *Randall Dawson 8/10/16*
Dean of Arts and Sciences

FROM: Dr. Karlene Fenton *Dr. Karlene Fenton 8/10/2016*
Director of High Schools Programs

SUBJECT: Dual Credit Academic Agreement (MOU)

Attached are Dual Credit Academic Agreements (MOU's) with Alamo Colleges for the following private/charter schools. All agreements require Dr. Fabianke's signature. Please return a signed copy of the documents to the St. Philip's College Dual Credit Office.

- Bracken Christian School
- Southwest Preparatory School District
- Trinity Christian Academy

If you have any questions, don't hesitate to contact me.

Thank you.

Attachments

VP Academic Success

VPCS
RECEIVED
AUG 15 2016

RECEIVED AUG 12 2016

RECEIVED AUG 10 2016
ARTS & SCIENCES



2015-2018
SCHOOL DUAL CREDIT ACADEMIC AGREEMENT
BETWEEN

TRINITY CHRISTIAN ACADEMY
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 TRINITY CHRISTIAN ACADEMY, 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 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:

Susan Oldfield [Name]
Principal [Title]
8401 N. Loop 1604 E. [Address]
San Antonio, TX 78247
 Tel: 210/653-2800
 Email: Susan.oldfield@tca-sa.com

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 AAI Agreement, the AAI 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: _____ 8/22/16
 Dr. Jo-Carol Fabianke Date
 Vice Chancellor for Academic Success

APPROVED
 ALL TO FORMS ONLY

Signature required
 Date required

ISD / SCHOOL:

By: Susan Oldfield 7/26/16
 Date

Print Name: Susan Oldfield
 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
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.



2015-2018
SCHOOL DUAL CREDIT ACADEMIC AGREEMENT
BETWEEN

Vanguard Institute

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 *Vanguard Institute*, 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/504 Coordinator to coordinate the investigation and resolution District-wide of complaints under the Civil Rights Policy and Procedure. All civil rights complaints should be reported or routed to the District Title IX/Title VII/ADA/504 Coordinator for handling and processing. At all times, the Coordinator and the school district will keep each other informed of complaints raised against each other.

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:

Rhonda Tracy [Name]
Adm. [Title]
43360 1st 10 W [Address]
Boerne, Tex 78006
 Tel: 210/
 Email: officeatvanguard@yahoo.com

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: 12/17/15
 Dr. Jo-Carol Fabianke
 Vice Chancellor for Academic Success

Digitally signed by Rose
Langford
DN: cn=Rose Langford,
ou=Alamo Colleges, email=rlangford@alamo.edu,
c=US
 APPROVED
 AS TO FORM ONLY
 Rose Langford
 Date: 2015.01.08 14:26:17
 -0500

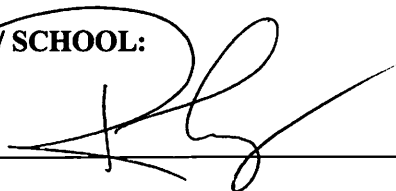
ISD / SCHOOL: _____
 By:  Date: 7-16-15
 Print Name: Rhonda Tracy
 Title: Superintendent / Principal

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 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

<u>Kendall County</u>	<u>Primary Provider</u>
------------------------------	--------------------------------

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

<u>Kerr County</u>	<u>Primary Provider</u>
---------------------------	--------------------------------

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

<u>Wilson County</u>	<u>Primary Provider</u>
-----------------------------	--------------------------------

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.

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="884 662 1900 1005"> <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: First Baptist Academy

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 2412: Precalculus (online)
HIST 1301: US History I	HIST 1302: US History II
GOVT 2305: Federal Government (online)	
GOVT 2306: Texas Government (online)	
PSYC 2301: General Psychology (online)	

Southwest Preparatory School

1258 Austin Hwy., Bldg 1

San Antonio, TX 78209

Southwest Preparatory School

6535 Culebra Road

San Antonio, TX 78238

Dual Credit Courses: Southwest Preparatory School

2018-2019	
Fall	Spring
HIST 2321: World Civilizations I (online)	HIST 2322: World Civilizations II (online)
GOVT 2306: Texas Government (online)	
SPAN 1411: Elementary Spanish I (online)	SPAN 1412: Elementary Spanish II (online)

Dual Credit Courses: Town East Christian High School

2018-2019	
Fall	Spring
HIST 1301: US History I (online)	HUMA 1301: Intro. to Humanities I (online)
HIST 1302: US History II (online)	ENGL 1301: Composition I (online)
ENGL 1302: Composition II (online)	ENGL 1302: Composition II (online)
MATH 1314: College Algebra (online)	
GOVT 2305: Federal Government (online)	GOVT 2306: Texas Government (online)
MUSI 1310: American Music (online)	PSYC 2301: General Psychology (online)

Dual Credit Courses: Trinity Christian Academy

2018-2019	
Fall	Spring
ENGL 1301: Composition I (online)	ENGL 1302: Composition II (online)
ENGL 2322: British Literature I (online)	ENGL 2323: British Literature II (online)
	ENGL 2327: American Literature I (online)
	ENGL 2332: World Literature I (online)
MUSI 1306: Music Appreciation (online)	MUSI 1306: Music Appreciation (online)
HIST 1301: US History I (online)	HIST 1302: US History II (online)
GOVT 2305: Federal Government (online)	GOVT 2306: Texas Government (online)
SOCI 1301: Introductory Sociology (online)	ECON 2301: Principles of Macroeconomics (online)

Dual Credit Courses: Vanguard Christian Institute

2018-2019	
Fall	Spring
ENGL 1301: Composition I (online)	ENGL 1302: Composition II (online)
HIST 1301: US History I (online)	HIST 1302: US History II (online)
HUMA 1301: Intro. to Humanities I (online)	
MATH 1314: College Algebra (online)	
GOVT 2305: Federal Government (online)	GOVT 2305: Federal Government (online)
PSYC 2301: General Psychology (online)	

Appendix C: Faculty Roster Forms

First Baptist Academy

Southwest Preparatory High School

Town East Christian High School

Trinity Christian Academy

Vanguard Christian Institute

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 First Baptist Academy

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
Aberle, Judeen (P) * Dual Credit	Spring 2017 ENGL 1302: Composition I, 3 (UT), ENGL 2323: British Literature II: Romanticism To The Present, 3 (UT) Fall 2016 ENGL 1301: Composition I, 3 (UT) ENGL 2322: British Literature I: Anglo Saxon Through Neoclassical, 3 (UT)	Sul Ross State University MA—English	
Dotzler, Brian (P)	SPRING 2017 HIST 1302 United States History II, 3(UT) FALL 2016 HIST 1301 United States History I, 3(UT)	Sam Houston State University MA History	
Johnson, George (F)	Fall 2016 Math 1414 College Algebra, 4 (UT)	Texas Tech University MS Mathematics	

	Spring 2017 Math 2412 Precalculus, 4 (UT)		
Stuebben, Christi (P) * Dual Credit	Fall 2016 ARTC 1302 Digital Imaging I, 3 (UN) Spring 2017 IMED 1301 Introduction to Multimedia, 3 (UN)	Sinclair Community College, A.A.S. in Visual Communications, Wayland Baptist University, B.A. Computer Education	TEACHING EXPERIENCE: 9+ yrs of adjunct experience at college level, 12+ teaching secondary level WORK EXPERIENCE: 3+ yrs as gallery director, lab tech and running print and design jobs for clients

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 Southwest Preparatory Academy

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)	Fall 2016 ARTS 1301, Art Appreciation, 3 (UT) Spring 2017 ARTS 1301, Art Appreciation, 3 (UT)	University of Texas at San Antonio, M.F.A., Art	
De Luna, Robert (F)	Fall 2016 GOVT 2305, Federal Government, 3 (UT)	St. Mary's University, M.A., Political Science	
Gershman, Michael L. (F)	Fall 2016 BCIS 1305, Business Computer Applications, 3 (UN) Spring 2017 BCIS 1305, Business Computer Applications, 3 (UN)	New York University M.S. Computer Science	INDUSTRY CERTIFICATIONS: Microsoft Office Specialist Certified; Sun Certification in Java Programming TEACHING EXPERIENCE: 6+ yrs college-level teaching experience WORK EXPERIENCE: 30+ yrs in computer field
Hannay, Allen B. (F)	Fall 2016 ENGL 1301, Composition I, 3 (UT)	University of Iowa, M.F.A., English	

	<p>ENGL 2322, British Literature I: Anglo Saxon through Neoclassical, 3 (UT)</p> <p>Spring 2017 ENGL 1302, Composition II, 3 (UT) ENGL 2323, British Literature II: Romanticism to the Present, 3 (UT)</p>		
Hardy, Vincent (F)	<p>Spring 2017 DRAM 1310 Introduction to Theater, 3 (UT) DRAM 1351 1352, Acting, 3 (UT) DRAM 1121, 2120 Theater Practicum, 1 (UT)</p> <p>Fall 2016 DRAM 1310 Introduction to Theater, 3 (UT) DRAM 1351, 1352 Acting DRAM 2336 Voice and Diction, 3 (UT)</p>	Cornell University MFA	
Hudock, Matthew (F)	<p>Spring 2017 Math 1414 College Algebra, 4 (UT)</p>	North Carolina State Univ. MS Mathematics	
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>Spring 2017 ECON 2301, Principles of Macroeconomics, 3 (UT)</p>	University of Texas at San Antonio, M.A., Economics	
Rodriguez, Carlos A. (F)	<p>Fall 2016 SOC1 1301, Introductory Sociology, 3 (UT)</p>	University of Texas at San Antonio, M.A., Sociology	

	Spring 2017 SOCI 1301, Introductory Sociology, 3 (UT)		
Snavelly, Sandra A. (F)	Fall 2016 PSYC 2301, General Psychology, 3 (UT) Spring 2017 PSYC 2301, General Psychology, 3 (UT)	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 PSYC 6325 Vocational & Aptitude Assessment 3 hrs Total of 18 graduate hours	

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 Town East Christian 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
Cottier, Mary (F)	Fall 2016 Math 1314 College Algebra, 3 (UT)	East Texas State University MS Computer Science MATH 501 Math Statistics 3 hrs MATH 517 Calculus Finite DF 3 hrs MATH 502 Math Statistics 3 hrs MATH 531 Intro Theory of Matrices 3 hrs MATH 520 Complex Number System 3 hrs MATH 560 Foundation Euclidean Geometry 3 hrs Total of 18 graduate hours	
De Luna, Robert (F)	SPRING 2017 GOVT 2306 Texas Government, 3(UT) FALL 2016 GOVT 2305 Federal Government, 3(UT)	St. Mary's University MA Political Science	
Gonzales, Gregory (F)	Fall 2016	University of Texas at Austin	

	MUSI 1310 American Music, 3 (UT)	M Mus.	
Hamilton, Allen L. (F)	SPRING 2017 HIST 1302 United States History II, 3(UT) FALL 2016 HIST 1301 United States History I, 3(UT)	University of Texas at Arlington MA History	
Hannay, Allen (F)	Spring 2017 ENGL 1302: Composition II, 3 (UT) Fall 2016 ENGL 1301: Composition I, 3 (UT)	University Of Iowa MFA—English	
Nawrocik, Jack L. (F)	SPRING 2017 HUMA 1301 Introduction to the Humanities I, 3(UT)	University of Texas at San Antonio MA History Gratz College MA Holocaust and Genocide Studies HIS 5013 Modern European History 3 hrs HIS 6423 Top-HIS: Stalinism 3 hrs HIS 6423 Top-HIS: Medieval 3 hrs HIS 4953 SS: Russia before Peter the Great HIST 40503-OL Women in the Holocaust 3 hrs HIST 30510-OL The Holocaust and European Mass Murder 3 hrs Total of 18 hours	
Snively, Sandra (F)	SPRING 2017 PSYC 2301 General Psychology, 3(UT)	Incarnate Word University MA Education PS 6353 - Adult Personality Changes 3 hrs PS 6375 - Personal Decision Making 3 hrs PS 6398 - Motive & Emotion in Stress 3 hrs	

		Our Lady of the Lake University 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	
--	--	---	--

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 Trinity Christian Academy

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
De Luna, Robert (F)	SPRING 2017 GOVT 2306 Texas Government, 3(UT) FALL 2016 GOVT 2305 Federal Government, 3(UT)	St. Mary's University MA Political Science	
Gonzales, Gregory (F)	Spring 2017 MUSI 1306 Music Appreciation, 3 (UT) Fall 2016 MUSI 1306 Music Appreciation, 3 (UT)	University of Texas at Austin M Mus.	
Grayson, Chris Del Anna (F)	FALL 2016 SOVI 1301 Introduction to Sociology, 3(UT)	University of Texas at Austin MA Sociology	
Hamilton, Allen L. (F)	SPRING 2017 HIST 1302 United States History II, 3(UT)	University of Texas at Arlington MA History	

	FALL 2016 HIST 1301 United States History I, 3(UT)		
Hannay, Allen (F)	Spring 2017 ENGL 1302: Composition II, 3 (UT) ENGL 2323: British Literature II: Early Modern To Contemporary, 3 (UT) ENGL 2327: American Literature I: Precolonial Through The Romantic Period, 3 (UT) ENGL 2332: World Literature I: Antiquity Through The Renaissance, 3 (UT) Fall 2016 ENGL 1301: Composition I, 3 (UT) ENGL 2322: British Literature I: Anglo Saxon Through Neoclassical, 3 (UT)	University Of Iowa MFA—English	
Kisel, David (F)	SPRING 2017 ECON 2301 Principles of Macroeconomics, 3(UT)	Texas A&M University MS Economics	

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 Vanguard Christian Institute

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 (F)	Fall 2016 ARTS 1301 Art Appreciation, 3 (UT)	University of Texas at San Antonio MFA Art	
Bass-Wright, Shirley (F)	SPRING 2017 PSYC 2301 General Psychology, 3(UT)	Eastern Michigan University MS Clinical Psychology	
De Luna, Robert (F)	FALL 2016 GOVT 2305 Federal Government, 3(UT)	St. Mary's University MA Political Science	
Grayson, Chris Del Anna (F)	SPRING 2017 SOCI 1301 Introduction to Sociology, 3(UT)	University of Texas at Austin MA Sociology	
Nawrocik, Jack L. (F)	SPRING 2017 HIST 1302 United States History II, 3(UT) HUMA 1301 Introduction to the Humanities I, 3(UT) FALL 2016 HIST 1301 United States History I, 3(UT)	University of Texas at San Antonio MA History Gratz College MA Holocaust and Genocide Studies HIS 5013 Modern European History 3 hrs HIS 6423 Top-HIS: Stalinism 3 hrs HIS 6423 Top-HIS: Medieval 3 hrs	

	HUMA 1301 Introduction to the Humanities I, 3(UT)	HIS 4953 SS: Russia before Peter the Great HIST 40503-OL Women in the Holocaust 3 hrs HIST 30510-OL The Holocaust and European Mass Murder 3 hrs Total of 18 hours	
Ruiz-Velasco, Alejandro (F)	Spring 2017 BIOL 1408, Biology Non Science Majors I, 4, UT	University of Texas at El Paso, M.S., Biology	

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

Appendix D: High School Library Resources

First Baptist Academy

Southwest Preparatory High School

Town East Christian High School

Trinity Christian Academy

Vanguard Christian Institute



- Home
- Prospective Families ▾
- SOS ▾
- Current Families ▾
- Student Links ▾
- Parent's Corner
- Faculty & Staff ▾
- Eagle Alumni
- Contact Us



2nd loves learning with middle school help



Library



Library Science Classes are taught to grades Kindergarten through 4th grades.

Upper school students use our library for research, as well as a resource for required and leisure reading.

FBA Grove Gazette

FBA Grove Gazette

- [FBA Grove Gazette 5-17-17](#)
- [FBA Grove Gazette 5-10-17](#)
- [FBA Grove Gazette 5-3-17](#)

Quick Links

- [Welcome Back Letters](#)
- [FBA School Supply List](#)
- [FBA School Calendar](#)
- [2017-18 Important Dates](#)
- [Summer Reading](#)
- [Praxi Login](#)
- [Upcoming Events](#)

Athletic Website



First Baptist Church



Site Search

First Baptist Academy 1401 Pat Booker RD. Universal City, Texas 78148 210-658-5331 Fax 210-658-7024



POWERED BY [TEMPERA](#) & [WORDPRESS](#).



Remove ads for \$2.49/mo

Maps Dictionary Thesaurus

- Home
- SOS
- Notes
- Summer Coding Camp 2017
- Kindergarten
- 1st Grade
- 2nd Grade
- 3rd Grade
- 4th Grade
- 5th Grade
- 7th Grade
- 6th Grade
- Computer Coding Club
- MWTab
- Bookmarks

Bookmarks

- Amazon
- Wikipedia
- Google
- Protopage Blog

College Prep

- College Board - SAT prep
- Nasa Scholarship

Universal City, TX

84°

Today: Light rain starting in the afternoon, continuing until evening



Feels like 91° Wind 2 mph Humidity 75%

36% chance of rain

High 94° / Low 74°

Sat	Sun	Mon	Tue
91° / 77°	93° / 77°	93° / 79°	87° / 77°



10 Top Websites and Apps of 2016

- Top 10 Websites and Apps of 2016

Things I use

- weebly page (still working on it)
- Tech Terms Quiz Questions

Websites to explore

- Nova Website
- Nasa's climate kids

Safe Picture Site for Projects

- Photos for use

Why code??

- top 10 reasons to code
- x ray googles

Coding/Programming

- How to code for beginners

Coding Club

- Scratch tutorial lesson 1
- Khan Academy

Typing Websites

- Keyboarding Tutor
- Sail boat game
- Typing games
- Learn to type
- Typing Test.com
- Keyboard practice
- united states patents

Hour of Code

- Watch video: about hour of code

Video's to watch

- Inside a computer
- computer basics
- Cloud
- Typewriter history - pay to subscribe
- typewriter by Micheal
- typing through time: keyboard history

teacher

- digital life 101
- Parent tips
- digital life 102
- searching lesson
- testimony

Bookmarks

- IT skills assessment
- ideas
- lesson idea

A Life in the Day of...

- pre plan - storyboard
- story board

Laugh

- Run
- Easily Influenced
- Cool Dad
- Chewbacca
- Evil genius



Access These Exclusive e-Resources

A program of the [Texas State Library & Archives Commission](#), supported by grants from the Institute of Museum and Library Services

The Texshare database page is only accessible for patrons of Texshare member libraries. You can obtain your TexShare Login ID and password from your local library staff.

User
Password

[Log in](#)

Powered by [Index Data](#). Managed by [Texas State Library and Archives Commission](#)

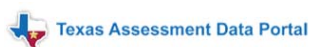


Home	About Us	Schools	Parent Info	Student Link	Staff	HR	Athletics	SASPC	Health Co-op
----------------------	--------------------------	-------------------------	-----------------------------	------------------------------	-----------------------	--------------------	---------------------------	-----------------------	------------------------------

Southwest Preparatory School District » Student Link

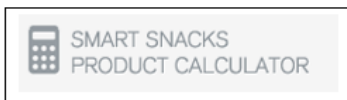
Student Link

Everything you need to be a success!



IMPORTANT CHANGES FOR STAAR TESTING
 Click [HERE](#) for Information

NEW - How do you know if what you are eating is healthy for you? Try the Snack Calculator!



Welcome to Southwest Preparatory School. Please find below the links to the online curriculum and tools we use - see your instructor for log on information.

Immunizations - Medical Policy

Sexting Prevention Program - On June 17, 2011, Governor Rick Perry signed into Texas legislation Senate Bill 407, which addresses the issue of sexting between minors. [Read More...](#)



Fine tune your skills by trying the released State of Texas assessments tests...



Online resources for research...



EDUPHORIA...Online Student Testina

Staff Directory
Member Districts
Joining the Co-op
Mission and Vision
Services
Training Opportunities
Parent Resources
Teacher Resources
News
Human Resources

Southwest Preparatory School District - SASPC - Services

Services

The SASPC provides special education professional development, an electronic records management system, assessments, related services, materials for students with disabilities, support with reporting to TEA (policies and SPP data), ARD meeting support, and technical assistance as needed.

- *Related services include:*
 - *AI (Auditory Impairment) Services*
 - *Counseling as a Related Service*
 - *Occupational Therapy*
 - *Orientation & Mobility Services*
 - *Physical Therapy*
 - *Speech Therapy*
 - *VI (Visual Impairment) Services*
 - *Other as required by IEP*

©2012 Southwest Preparatory School District. All rights reserved.

Counselor's Corner

Parent Resources

2016-17 Parent Brochure.pdf

Tutor.com Tutor.com for U.S. Military Families, funded by the U.S. Department of Defense and Coast Guard Mutual Assistance, is a program that allows eligible students (grades K-12) and service members in U.S. military families to connect to a live tutor online at any time for one-to-one help with homework, studying, test prep, proofreading and more at no cost. Students can get personalized help in 40 Math, Science, Social Studies, English and World Language subjects, including Algebra, Statistics, Biology, Essay Writing, Spanish, German and French. Tutors can also help students prepare for the SAT, ACT or other standardized tests. Native Spanish speakers are also able to work with Science, Math and Social Studies tutors in their native language.

Graduation Resources

Career Clusters Kids Can Understand
Automatic College Admission Required Posting.pdf
Foundation Graduation Plan Endorsements Overview.pdf
Foundation Graduation Program Overview.pdf
Graduation Toolkit.pdf

College Resources

www.fadsa.gov
www.cafecollege.org
www.studentaid.gov

Scholarships

Interested in applying for scholarships? Follow the link below for more than 70 no cost scholarship opportunities.

http://www.college-scholarships.com/free_scholarship_searches.htm

www.goodcallscholarship.com

Programs and Services To Assist Homeless Students

Texas Homeless Education Office Website can be found at www.utdanacenter.org/theo

Emergency Shelters.pdf

Other Helpful Websites
www.texaschildrenshealthplan.org

Appendix E: Assessment and Student Learning Outcomes

Alamo Colleges
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:
--

Jason Malcolm (NLC)	jmalcolm@alamo.edu	486-5234
June Pedraza (NVC)	vpedraza@alamo.edu	486-4831
Vicente Guillot (PAC)	vguillot@alamo.edu	486-3230
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:

Alan Miller (NLC)	amiller142@alamo.edu	486-5214
Qiaoying [Joy] Zhou (NVC)	qzhou2@alamo.edu	486-4383
Patrick Lee (PAC)	plee18@alamo.edu	486-3282
Said Fariabi (SAC)	sfariabi@alamo.edu	486-0289
Renita D Mitchell (SPC)	rmitchell@alamo.edu	486-2607

For High School Programs Students Only:

[Top](#)

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."*

Alamo Colleges

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

St. Philip's College
1801 Martin Luther King Drive, 78203 | 800 Quintana Road, 78211
San Antonio, Texas
(210) 486-2000 | alamo.edu/spc
#goSPC

