Clear Form

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. 4526, or email Dr. Kevin Sightler at ksightler@sacscoc.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

St. Philip's College

MAIN CAMPUS CITY + STATE (OR NON-U.S. COUNTRY)
San Antonio, TX

SUBMISSION DATE (MM/DD/YYYY)	INTENDED STARTING DATE (MM/YYYY)
08/29/2017	01/2018

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

DESCRIPTION

NAMES AND ACCREDITORS OF ALL INSTITUTIONS

☐ Change of governance, ownership, control, or legal status

DESCRIPTION

NAMES AND ACCREDITORS OF ALL INSTITUTIONS

☑ Other (PLEASE DESCRIBE)

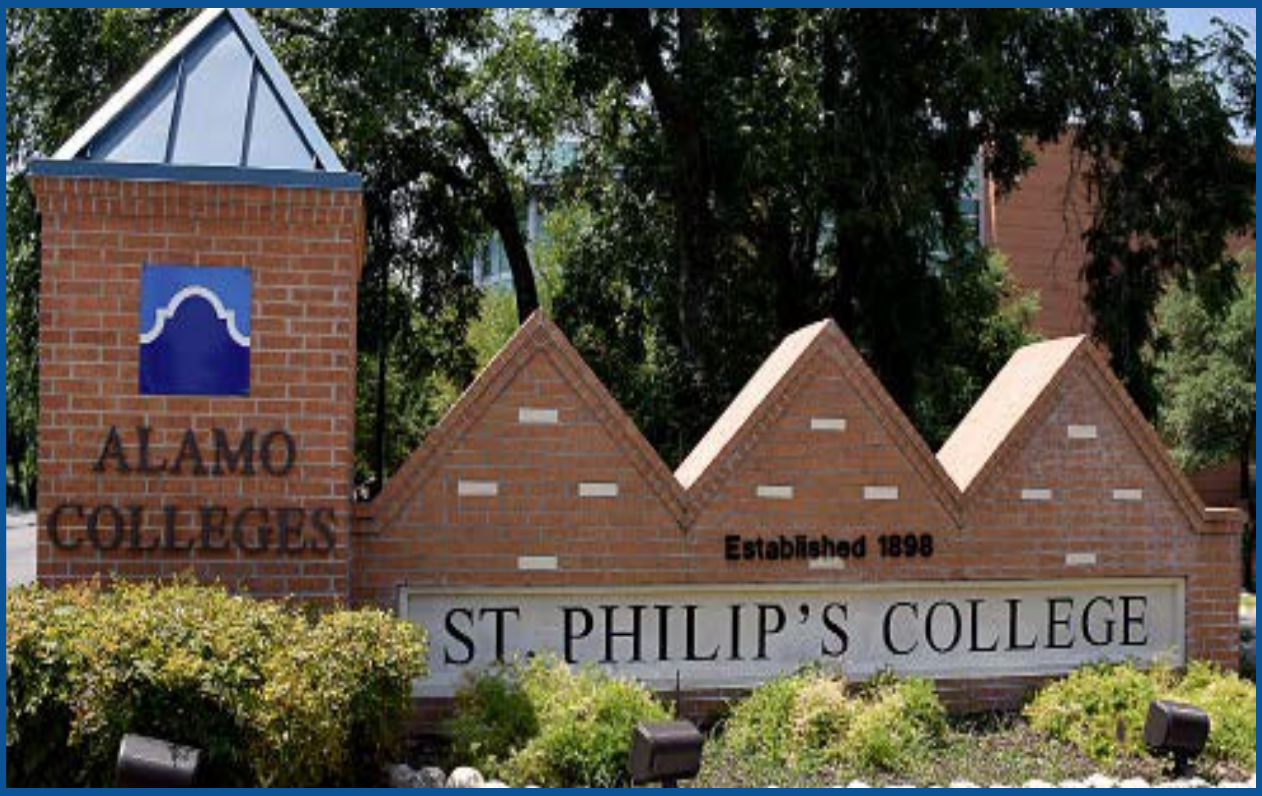
Requesting approval for dual degree agreement

OFFICE USE ONLY		
	☐ On sanction | date imposed: _____ ☐ Sanction recently removed for CR 2.11.1 or CS 3.10.1 | date removed: _____	Institutional ID

ST. PHILIP'S COLLEGE

1801 Martin Luther King Drive, San Antonio, Texas 78203

SACSCOC Substantive Change Prospectus



Substantive Change Prospectus

for approval of a dual degree agreement

Prepared by St. Philip's College

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

ALAMO COLLEGES DISTRICT
St. Philip's College
Office of the President

August 29, 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 providing a prospectus detailing a dual degree program between Wuxi Institute of Technology, People's Republic of China, and St. Philip's College, Alamo Colleges District, United States of America.

The proposed distance education cooperation will offer a three-year full-time program in Mechanical Engineering and Automaton collaboratively designed by both institutions and implemented at Wuxi Institute of Technology. Students must be enrolled and in good standing at Wuxi Institute of Technology prior to applying to St. Philip's College to qualify for admittance into the dual degree program. Awards issued by the institutions will be equivalent to those currently earned by students in the respective majors.

St. Philip's College anticipates providing this additional educational opportunity to distance education students in spring 2018 pending SACSCOC approval.

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

cc: Maria Hinojosa, Ed.D., SACSCOC Accreditation Liaison, St. Philip's College

ALAMO COLLEGES DISTRICT
St. Philip's College

SUBSTANTIVE CHANGE PROSPECTUS for

St. Philip's College (a SACSCOC member institution) and WXIT (at least one partner institution that is not accredited by a USDE-recognized accreditor)

Prepared by St. Philip's College

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

August 29, 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 degree.
- St. Philip's College is authorized to grant the Associate of Arts in Teaching degree.
- 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
CNC Manufacturing Technician	Network Administrator
Collision/Refinishing Technician	Nursing: Career Mobility – LVN to RN/Military to RN
Computer Maintenance Technology with 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	AGM ASEP Level I
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 areas:

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

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

Associate of Applied Science in Manufacturing Operations Technician
(See Appendix A for details).

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)
4 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 programs:

Associate of Applied Science in Manufacturing Operations Technician (See Appendix A for details).

The proposed Manufacturing Operations Technician dual degree academic program will assist students from (WXIT) an international partner college in obtaining a degree from a recognized American college with specialization in Manufacturing Operations Technician. In addition to the knowledge students gain from their home institution (WXIT), those obtaining a St. Philip's College dual degree are considered 1) knowledgeable in the American best practices and processes with regard to manufacturing, and 2) have a greater level of international competency due to their exposure to American teachers and the associated educational structure and style. Additionally, students obtaining a dual degree in Manufacturing Operations Technician have the opportunity to sit for American manufacturing certifications, which enhances the student's prospects for employment. Upon completion of the dual degree program, students will be prepared to enter the Chinese or American workforce with the skills and knowledge needed to perform successfully in the manufacturing field.

List institutional strengths that facilitate the offering of the proposed program(s):

1. St. Philip's College has a history of meeting the diverse educational and industry needs of the San Antonio Community.
2. Over 100 years of experience offering quality educational opportunities
3. Diversity –Dual Federal designations as a Historically Black College or University (HBCU) and a Hispanic Serving Institution (HSI)
4. Outcomes for educational programs are identified, assessed and used to provide evidence of improvement
5. Cyclical and systemic Planning, Budgeting and Assessment (PBA) Cycle
6. Annual Strategic Planning and Unit Planning Process
7. Strong and substantive Faculty Development programs
8. Information Technology Support
9. Nurturing and supportive environment for students

List of existing approved off-campus sites and their addresses

Name of Site	**Physical Address (street, city, state, country) Do not include PO Boxes.**	**Courses and Programs**
St. Philip's College-Southwest Campus	800 Quintana Road San Antonio, TX 78211	General Academic Courses

Central Texas Technology Center (CTTC)	2189 FM 758 New Braunfels, TX 78130	General Academic and Vocational Courses
Workforce Center of Excellence – Alamo Academies	800 Quintana Road Building 8 San Antonio, TX 78211	Vocational Courses
Memorial Early College High School with St. Philip's College	1419 N. Business IH-35 New Braunfels, TX 78130	General Academic Courses
Brackenridge Early College High School	4900 Eagleland Drive San Antonio, TX 78210	General Academic Courses
Seguin Early College High School	815 Lamar Street Seguin, TX 78155	General Academic Courses

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ABSTRACT

St. Philip's College respectfully requests approval to expand its Manufacturing Operations Technician educational program to include an agreement with a non-accredited degree-granting institution of higher education in China. The planned implementation of this expansion is spring 2018 and the Associate of Applied Science degree in Manufacturing Operations Technician will be completed in two, three to five-week semesters. Enrollment for the first cohort is 51 students (Spring 2018) and enrollment for the second cohort is 42 students (Fall 2018). Initial implementation of the dual degree program will be with students from China with an estimated ongoing enrollment of 40 or more students per cohort, per semester.

Courses will be completed by students online as well as face-to-face in China at the home institution, Wuxi Institute of Technology, No. 1600 Gaolang West Road, Wuxi City, Jiangsu Province, China 214121.

The proposed dual degree program will equip graduates with the skills needed to obtain a degree in Manufacturing in the United States or China and will increase students' rate of employability because of their increased knowledge of best practices of the industry in the both countries.

Background Information

St. Philip's College is the only community college in the nation federally designated as a Historically Black College (HBC) and a Hispanic-Serving Institution (HSI). St. Philip's College was founded in 1898 by the Episcopal Church as a sewing school for young black girls in the San Antonio area. From these humble beginnings, through extreme financial challenges during the depression, desegregation and the civil rights movement in the 1950s and 1960s, massive expansion in the 1970s, and into the present, St. Philip's College has become a pillar in the community and often is referred to as "a point of pride in the community." Over the last 119 years and with the shift from parochial school to public institution, St. Philip's College has developed a culture that respects diversity, provides a nurturing and supportive environment for students, and guides students toward academic excellence as well as development of marketable job skills.

DETERMINATION OF NEED/RELATIONSHIP TO SPC MISSION

The Manufacturing Operations Technician degree program currently offered at St. Philip's College will be expanded for availability to international education partner, Wuxi Institute of Technology and students currently enrolled in the Mechanical Engineering and Automation in China. Opening this educational program to the international community allows students to earn a degree from an American educational partner with a tradition of excellence in technical education instruction. The obtainment of such a degree contributes to the students' ability to become employed in the United States as well as China. Additionally, a pathway is created for

international students wishing to continue their educational pursuits toward a bachelor's degree.

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**.**

Key educational programs, offerings, and services at St. Philip's College include a Manufacturing Operations Technician program, Associate Degree programs, credit courses, and student support services. These educational programs, offerings, and services are vital for the institution to realize its vision and achieve its mission. Helping students gain individual economic independence, as well as supporting the community's workforce demands are at the heart of the St. Philip's College culture.

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

Key SPC 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 SACS-COC Response Reports and QEP Proposal

PROGRAM PLANNING/APPROVAL

Expansion of the Manufacturing Operations Technician (MOT) program supports Strategic Objective I and II in that it facilitates students' opportunities to reach their educational goals and provides a rigorous international learning experience that enhances the degree completion experience of students' home institution. Strategic Objective III facilitates partnerships with international colleges and universities, thereby allowing students to enhance the degree from the home institution by acquiring a second degree from an American institution.

The A.A.S. dual degree in Manufacturing Operations Technician will be a new academic program, which will be delivered through St. Philip's College at the Southwest Campus location. Coursework in the A.A.S. degree will be available to the students of Wuxi Institute of Technology who are currently majoring in Mechanical Engineering and Automation at their home institution but also seek a second degree from St. Philip's College. The Alamo Community College District Board is the legal authority entity 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 College District (ACCD).

The process of establishing a dual degree program with education partners in China began with a letter of invitation from Wuxi Institute of Technology (WXIT) to American community colleges through a community college consortium. Working with the district Office of International Programs, St. Philip's College submitted a letter of interest to WXIT to explore the possibility of developing a program.

In November 2015, senior administrators from WXIT visited St. Philip's College to begin discussions about establishing a dual degree program at St. Philip's College that is comparable to the Mechanical Engineering and Automation degree program at WXIT (See Appendix B). A second visit was held in San Antonio in April 2016 to begin preliminary course mapping and to identify program details (See Appendix C). A dual degree agreement promotes the mission of St. Philip's College to empower our diverse student population through educational achievement and career readiness and aligns to Goal 1: Student Success, the objective of which is to provide academic and student support and align labor market-based pathways to achieve student completion.

DESCRIPTION OF THE SUBSTANTIVE CHANGE

This change will allow WXIT students to take the courses necessary to begin the requirements and program level outcomes for an A.A.S. degree in Manufacturing Operations Technician from

St. Philip's College while attending courses at WXIT. General Education Student Learning Outcomes at St. Philip's College are:

- Critical Thinking: Ability to use inquiry and analysis, evaluation and synthesis of information and creative thinking and innovation.
- Communication: Ability to develop, interpret and express ideas through effective written, oral and visual communication for various academic and professional contexts.
- 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.

WXIT students who take college level courses at St. Philip's College 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 Implementation Agreement between WUXI Institute of Technology The Peoples Republic of China and Alamo Colleges District/St. Philip's College. (See Appendix D).

The A.A.S. comes under the supervision of the Dean of Applied Science and Technology at St. Philip's College and receives support from the Academic Success Division. The Dean serves as the college liaison to WXIT and provides support by facilitating student advising, registering students for classes, coordinating acquisition of textbooks, posting grades, ensuring transcript availability, and by providing oversight of the faculty and curriculum through the department chairs. The Dean works with key personnel at St. Philip's College to help arrange support services for students such as internet access to library resources.

Faculty for the program will be hired, if not currently employed, by Wuxi Institute of Technology. St. Philip's College reviews faculty credentials to assure that all faculty meet SACSCOC and local instructor credentialing requirements prior to teaching college level courses. Once confirmed by St. Philip's College, faculty are invited to participate when possible in the same training and information sessions as all other 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 Dean, subject matter expert, and Department Chair reviewed course descriptions provided to align with the courses in the Manufacturing Operations Technician AAS.

SpanTran, a certified evaluation company that St. Philip's College uses to evaluate and certify all transcripts of our International Students, was used to officially evaluate the transcripts of the Wuxi Institute of Technology students (see Appendix E).

Dean and subject matter expert traveled to Wuxi, China to inspect and confirm that the Wuxi Institute of Technology Labs have the adequate equipment to meet the student learning outcomes of the MOT AAS. It was determined that the physical labs in China do meet the SLO's of the MOT AAS.

Proposed courses and student learning outcomes offered by St. Philip's College include:

- RBTC – 1305 Robotic Fundamentals: Student Learning Outcomes
  1. Describe the history of robotics and its impact on production and the labor force.
  2. Define the term robot and describe general characteristics.
  3. Explain the physics of robot motion and use different teaching pendants.
  4. Describe the characteristics of different types of robot control systems, applications of robots, and end-of-arm tooling.

- RBTC – 2347 Computer Intergraded Manufacturing (CIM): Student Learning Outcomes
  1. Describe product design and its function in a fully-integrated CIM system plan.
  2. Define the CIM Manufacturing Production Planning and Scheduling System.
  3. Describe the role of automation in a fully-implemented CIM environment and apply advanced specialized processes and machine tools to the CIM philosophy.

- RBTC – 1347 Electromechanical Devices: Student Learning Outcomes
  1. Install wiring for electro-mechanical applications.
  2. Analyze transformer applications.
  3. Troubleshoot related electrical components found in automated systems.

- ELPT – 1441 Motor Control: Student Learning Outcomes
  1. Identify practical applications of jogging and plugging.
  2. Describe the types of motor braking and their operating principles.
  3. Explain different starting methods for large motors.
  4. Demonstrate proper troubleshooting methods on circuits using wiring and schematic diagrams.

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 for St. Philip's College may be obtained in 16 weeks and 8 week flex terms. WXIT courses 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 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) [Ref 1] defines the rules and regulations for assigning semester credit hour (SCH) to courses within the college's program offerings.

All pre-approved courses listed in the 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 semester credit hours (SCH) per student, maximum SCH per course, and maximum contact hours per course. St. Philip's College is in compliance with the ACGM.

The following is an excerpt from the 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.

Career and Technical Education

In the state of Texas for the Career Technical Education (CTE) courses the Workforce Education Course Manuel (WECM) is the guide defines the rules and regulations for assigning semester credit hour (SCH) to courses within the college's program offerings. The WECM is also the guide for standardized course descriptions, end-of-course outcomes, as well as acceptable lecture and lab combinations that match the semester credit hours for each CTE course in the state of Texas.

The following is an excerpt from the online WECM resource provided by the Texas Higher Education Coordinating Board (THECB)

http://www.thecb.state.tx.us/apps/wecm/PubDispRegular.cfm?CRSID=6327

Robotic Fundamentals

CIP	Rubric	Number	Course Title	Status	Semester Credit Hrs	Min Cont Hrs	Max Cont Hrs
15.0405	RBTC	1005	Robotic Fundamentals	Active	0	64	128
15.0405	RBTC	1305	Robotic Fundamentals	Active	3	48	96
15.0405	RBTC	1405	Robotic Fundamentals	Active	4	64	128

Course Level: Introductory
Course Description: An introduction to flexible automation. Topics include installation, repair, maintenance, and development of flexible robotic manufacturing systems.
End-of-Course Outcomes: Describe the history of robotics and its impact on production and the labor force; define the term "robot" and describe general characteristics; explain the physics of robot motion and use different teaching pendants; and describe the characteristics of different types of robot control systems, applications of robots, and end-of-arm tooling.
Lab Recommended
CIP Code Description: 15.0405 (Robotics Technology/Technician)
Effective Date: September 1, 2016

St. Philip's assigns a ratio of contact hours to SCH for each course according to the parameters established by the THECB as defined in the ACGM and the WECM. The college's ecatalog provides access to all courses and uses the 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.

FACULTY

The faculty that will be teaching college-level courses at WXIT will meet the SACSCOC credentialing guidelines. Consequently, there will be minimal impact on faculty workload at SPC, beyond the dean and chair of the department to provide oversight to adjuncts teaching in the program. Adjunct faculty teaching at WXIT will be provided the same oversight as all SPC adjunct faculty and are expected to participate in professional development opportunities and required college and department meetings. All adjuncts have access to online professional development opportunities and are invited to attend events such as the All College Meeting,

Fiesta of Teaching Technologies, Master Teacher Certification, Canvas training, and other activities as possible. Faculty will be evaluated according to Alamo Colleges' procedures. Below are anticipated course offerings.

Online course offered through SPC distance learning:
ARTS 1301 – Art Appreciation
PHYS 1305 – Introductory Physics Lecture
Face-to-Face courses offered at WXIT facilities:
RBTC – 1305 Robotic Fundamentals
RBTC – 2347 Computer Intergraded Manufacturing
RBTC – 1347 Electromechanical Devices
ELPT – 1441 Motor Control

(See Appendix F for faculty roster).

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) if 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 WXIT. The mission of the St. Philip's College Center for Learning Resources (CLR) is to provide an educational environment, which supports and enhances the instructional programs offered by the College, stimulates leadership, personal growth, and lifelong appreciation for learning while focusing on the importance of being responsible to a population rich in its ethnic, cultural, and socioeconomic diversity. Resources are available for faculty and staff to enhance classroom instruction and meet the needs of students, faculty, staff, and administrators.

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

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

The library's web site provides patrons with quick online access to books, articles, and other media through the St. Philip's College online library catalog and electronic databases. As these

tools are web-based, students can easily access library holdings and resources from any Academic College Library or from their home or high school through the library‘s web site.

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

The following resources are available to all students:

- St. Philip’s College Library Catalog
- Electronic Databases
- InterLibrary Loan (ILL)
- Links to Other Libraries

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

- Anatomical Models
- Assistive Technology for Special Needs
- Computers with Microsoft Office and Internet
- Copy Machines
- Current Magazines and Periodicals
- Individual and Group Study Areas

St. Philip’s College students can request information and research related needs through an online “Ask a Librarian” service. This service is available 24/7 for research assistance within 24 hours. In addition, there is a chat service available. Faculty and students can request library instruction training. Available to students are Library Guides compiled by the librarians to assist students with their research and provide subject-specific assistance and other helpful information. The College Learning Resources offers computers that are available for student projects, email, Internet browsing, and research.

The library at WXIT is located on campus at 1600 West Gaolang Road and is open to students 8:30 a.m. – 9:30 p.m. daily. The library features computer labs for student use as well as quiet rooms for group or private study. Students using the library services have access to computer laboratories as well as quiet study rooms. Students may check out a variety of books, magazines, videos, CDs, and music from the library’s extension collection.

STUDENT SUPPORT SERVICES

Students have access to support services while they are on campus and through the St. Philip’s College website. St. Philip’s College Mission Statement requires that the college empower our diverse student population through personal educational growth, ethical decision-making, career readiness, and community leadership. The support of students is a collaborative effort among the Divisions of Student Success, Academic Success, Interdisciplinary Programs, and the

Department of Arts and Sciences. The administration of these entities works continuously to strengthen the services, programs, and activities for every student population served by the College: traditional/non-traditional, developmental/college-ready, dual credit, international, and distance education, to assure every student has the opportunity to "walk in their passion." For off-campus students, services can be accessed online or by phone.

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

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

Services accessed by students most often are highlighted below.

Registration

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

Academic Assistance

The **Tutoring and Technology (TnT) Center** provides a range of student academic support services. These services include free professional and peer tutoring in more than fifteen subject areas, including Accounting, Biology, Calculus, Chemistry, English, History, Math, and Physics. All students, including online and off-campus students are able to access SMARThinking for tutoring assistance. SMARThinking is an online tutoring site available to students 24/7 through the Alamo Colleges Educational Services (ACES) portal, providing students with access to online tutors. The TnT Center is home to state-of- the-art equipment. Students use the assistive technology to explore new ways of accessing information and improve learning. Students can utilize Wi-Fi Wireless Internet access and numerous computers located throughout the Center. Students have access to a variety of software applications to assist them with their coursework.

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

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

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

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

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

St. Philip's College subscribes to an intrusive, progressive **academic advising** model, which is a system of shared responsibility between students, faculty, and academic advisors. The goal of academic advising is to assist students in developing educational and career plans, provide opportunities for refining academic and life skills, provide accurate information about academic progression and degree requirements, assist in understanding academic policies and procedures, access campus resources to promote academic success, and enhance retention and success through developing personal interactions with faculty and staff. Academic advising at St. Philip's College seeks (a) to improve and expand faculty academic advising for all students across the college and (b) to unite assessment and advisement in support of developmental education and retention programs of the college. The advising process is composed of five steps to assist the student with their educational goal. These steps include (1) exploration of life goals, (2) exploration of educational/career goals, (3) selection of educational program, (4) selection of coursework, and (5) the scheduling of classes. Academic advisors assist students with navigating requirements of their degree program.

Academic Programs

To accommodate student needs, St. Philip's College provides a variety of course delivery modes and flexible class scheduling. In addition to traditional face-to-face courses, the College offers distance learning through Internet, hybrid, teleconference, clinical, internships, dual credit, and classes taught at remote locations. The myriad class offerings and delivery modes are available during day, evening and weekend hours to serve all learners. Student support services are also

available online; local, off-campus, and distance learning students can take care of needs and issues without coming on campus. Chat rooms are available along with traditional email and phone support. The **Center for Distance Learning** provides resources to students currently enrolled or anticipating enrolling in coursework via distance education.

Campus Life

Student Life department supports the mission of the College by engaging students in activities to enhance the student's college experience. Students connect with the College by participating in activities, such as student organizations, campus and recreation activities, and social development activities. In addition, the department supports students by providing the following services: *bus cards, lockers, student laptops for personal use, and a student lounge/recreation area.*

Job, Family, or Personal Concerns

Career and Transfer Services Department provides current and former students with the necessary support, skills, and resources to assist them with choosing careers and obtaining employment and or long range educational goals while ensuring that the transition is a seamless process. The Career and Transfer Center provides students with comprehensive information on career and transfer opportunities. Career Exploration and Job Search Services assist students with identifying personal goals, interests, and abilities. Computerized job market information allows students to explore career options. The Career and Transfer Center staff eagerly assist students with information regarding criteria for admission, selectivity of specific colleges, on and off-campus housing, tuition, financial aid and scholarship information and when and where one can apply. College Fair Days, Graduation Audits, Arrange University and College Campus Visits, Transfer and Degree Advising, Tours to 4 College Catalogs.

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

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

The mission of **Counseling Services** is to support student success by providing professional counselors who are available to discuss personal, social, educational, and psychological concerns. Counseling Services assist in student's adjustment to college life and contribute to their efforts in resolving issues that are vital to healthy emotional development, as well as

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

PHYSICAL RESOURCES

The location of the facility is:

Wuxi Institute of Technology
No. 1600 Gaolang West Road
Wuxi City, Jiangsu Province, China 214121

WXIT was founded in March 1959 as an independent, full-time public higher vocational institute authorized by the Chinese National Education Ministry and under jurisdiction of the Jiangsu Education Office in China. In 2012, in collaboration with Jiangsu University, WXIT received approval to offer four joint four-year educational programs in order to train high-quality professional and technical talent at the bachelor degree level.

To-date, WXIT has two campuses, Zhongqiao Campus and Taihu Campus, which occupy a 664,200 square meter area with approximately 12,000 full-time students residing on campus and more than 780 faculty in various teaching positions. The spacious campus features student and faculty cafeterias in addition to a library that students may access from 8:30 a.m. – 9:30 p.m. daily. Students using the library services have access to computer laboratories as well as quiet study rooms. Students may check out a variety of books, magazines, videos, CDs, and music from the library's extension collection. WXIT maintains equipment at their facility and the quality is comparable to those at SPC.

FINANCIAL SUPPORT

Financial support for the dual degree program will be funded by WXIT through funding from the Chinese Ministry of Education's Sino foreign collaboration effort. Funding is provided per invoice for each cohort enrolled in a particular semester and includes costs for admission, tuition, and fees. SPC does not provide financial support to students participating in the dual degree program. However, the College does receive 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. The Dean will spend approximately 5% dedicated work time to this effort.

COSTS:
Dean of Applied Science and Technology $94,345 at 2% = $1,887
Subject Matter Expert $61, 128 at 3.5% = $2,139.50
Department Chair $87,765 at 3.5% = $3,072

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

SPC 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 of the college community.

Strategic Planning occurs as part of the College's Good to Great 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, the College practices a cohesive and inclusive approach to college-wide assessment.

Educational content and student learning outcomes for the Manufacturing Operations Technician program at WXIT are equivalent to those at SPC. The college assesses overall institutional effectiveness through the Planning, Budgeting and Assessment 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 as well as to identify opportunities for improvement. The Operation Unit and Assessment Planning component of this process is

performed annually and enables departments the opportunity to regularly review data, including pertinent Key Performance Indicators such a graduation and transfer rates, perform environmental scanning and research best practice.

SPC assesses student satisfaction of support programs and services using the national **Ruffalo Noel-Levitz Student Satisfaction Inventory** (SSI). The instrument helps to determine student perceptions of the College, including importance of and satisfaction with educational support programs and services. The Noel-Levitz aggregates the survey questions and responses under eight scales: Student Centeredness, Instructional Effectiveness, Safety and Security, Academic Advising Effectiveness, Campus Services, Registration Effectiveness and Campus Climate. The SSI is administered every *even* year, spring semester and will next be issued in 2018.

SPC also participates in the national survey focusing on student perception of teaching, learning and retention in community colleges. The **Community College Survey of Student Engagement** (CCSSEE) 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 CCSSEE is administered every *odd* year, spring semester and will next be offered in 2019.

St. Philip's mission is to provide a quality educational environment, which stimulates leadership, personal growth and a lifelong appreciation for learning. 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 the 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 the new or enhanced instruction, assess the 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 defines 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. (See Appendix G).

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, QEP and 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 H).

Appendix A
Associate of Applied Science in Manufacturing Operations Technician

Student ID:_____
Student Name:_____
Adviser Name:_____

Publication: St. Philip's College Schedule/Catalog 2017-2018
Program: Manufacturing Operations Technician, A.A.S.
Minimum Credits Required:_____

Manufacturing Operations Technician, A.A.S.

The Manufacturing Operations Technician AAS is designed to prepare students for careers as maintenance technicians in high performance manufacturing environments. The program provides training in Fluid Power, Programable Logic Controls and Welding, among other skill areas.

With this award, you may seek jobs such as:

Facilities Maintenance Technicians, New Equipment Installers, Production Line Technician, Process Control Technician.

Related Awards

Manufacturing Operations Maintenance Mechanic Level 1 Certificate

Total Credit Hours Required: 60

Semester I

Course Name	Term Taken	Grade	Gen Ed
MCHN 1320 - Precision Tools and Measurement			
MCHN 1302 - Print Reading for Machining Trade			
MCHN 1438 - Basic Machine Shop I			
INMT 2303 - Pumps, Compressors and Mechanical Drives			
MATH 1332 - Contemporary Mathematics (Quantitative Reasoning)			
or a course from Mathematics (20) Core .			

Semester II

Course Name	Term Taken	Grade	Gen Ed
ELMT 1305 - Basic Fluid Power			
ELPT 1319 - Fundamentals of Electricity I			
RBTC 1347 - Electromechanical Devices ***			
WLDG 1428 - Introduction to Shielded Metal Arc Welding (SMAW)			
ENGL 1301 - Composition I			
or a course from Communication (10) Core .			

Semester III

Course Name	Term Taken	Grade	Gen Ed
RBTC 1305 - Robotic Fundamentals			
ITSC 1301 - Introduction to Computers			
or COSC 1301 Introduction to Computing			

Semester IV

Course Name	Term Taken	Grade	Gen Ed
RBTC 2347 - Computer Integrated Manufacturing			
ELPT 2419 - Programmable Logic Controllers I			
ELPT 1441 - Motor Control			
ARTS 1301 - Art Appreciation			
or a course from Creative Arts (50) Core			
ECON 1301 - Introduction to Economics			
or a course from Social and Behavioral Sciences (80) Core .			

Semester V

Course Name	Term Taken	Grade	Gen Ed

MCHN 2266 - Practicum (or Field Experience) - Machine Tool Technology/Machinist			
PHYS 1305 - Introductory Physics I Lecture			
or a course from Life and Physical Sciences (30) Core .			

Milestone Course(s)

*** denotes Milestone course(s).
A milestone course is a course that is critical for success in this program.

NOTES

CIP Code: 48.0501
Major Code: MFOT

Notes:

St. Philip's College St. Philip's College Schedule/Catalog 2017-2018

Manufacturing Operations Technician, A.A.S.

The Manufacturing Operations Technician AAS is designed to prepare students for careers as maintenance technicians in high performance manufacturing environments. The program provides training in Fluid Power, Programable Logic Controls and Welding, among other skill areas.

With this award, you may seek jobs such as:

Facilities Maintenance Technicians, New Equipment Installers, Production Line Technician, Process Control Technician.

Related Awards

Manufacturing Operations Maintenance Mechanic Level 1 Certificate

Total Credit Hours Required: 60

Semester I

- MCHN 1320 - Precision Tools and Measurement
- MCHN 1302 - Print Reading for Machining Trade
- MCHN 1438 - Basic Machine Shop I
- INMT 2303 - Pumps, Compressors and Mechanical Drives

- MATH 1332 - Contemporary Mathematics (Quantitative Reasoning)
  or a course from Mathematics (20) Core .

Semester II

- ELMT 1305 - Basic Fluid Power
- ELPT 1319 - Fundamentals of Electricity I
- RBTC 1347 - Electromechanical Devices ***
- WLDG 1428 - Introduction to Shielded Metal Arc Welding (SMAW)

- ENGL 1301 - Composition I
  or a course from Communication (10) Core .

Semester III

- RBTC 1305 - Robotic Fundamentals

- ITSC 1301 - Introduction to Computers
  or COSC 1301 Introduction to Computing

Semester IV

- RBTC 2347 - Computer Integrated Manufacturing
- ELPT 2419 - Programmable Logic Controllers I
- ELPT 1441 - Motor Control

- ARTS 1301 - Art Appreciation
  or a course from Creative Arts (50) Core

- ECON 1301 - Introduction to Economics
  or a course from Social and Behavioral Sciences (80) Core .

Semester V

- MCHN 2266 - Practicum (or Field Experience) - Machine Tool Technology/Machinist

- PHYS 1305 - Introductory Physics I Lecture
  or a course from Life and Physical Sciences (30) Core .

Milestone Course(s)

*** denotes Milestone course(s).
A milestone course is a course that is critical for success in this program.

NOTES

CIP Code: 48.0501
Major Code: MFOT

Appendix B
Mechanical Engineering and Automaton degree program at WXIT

WXIT Degree Plan

Degree Plan Title:	Mechanical Engineering & Automation		Effective Term		Fall 2015
Degree Plan Description:					
(description here...)					
Semester I	**Lecture**	**Lab**	**External**	**Contact**	**Credit**
Chinese Ethics and Policy	3	0	0	48	3
Advanced Mathematics I	3	0	0	48	3
Integrated English I	4	0	0	64	4
English Listening and Speaking I	2	0	0	32	2
English Reading and Writing I	4	0	0	64	4
College Physics III	1	0	0	16	1
Basics of Science and Technology	2	1	0	48	3
Mechanical Drawing	3	1	0	64	4
Bench-work Practice Teaching I	0	1	0	16	1
1st Semester Totals	**22**	**3**	**0**	**400**	**25**
Semester 2	**Lecture**	**Lab**	**External**	**Contact**	**Credit**
Applied Maths	4	0	0	64	4
Integrated English II	4	0	0	64	4
English Listening and Speaking II	2	0	0	32	2
English Reading and Writing II	4	0	0	64	4
College Physics IV	1	0	0	16	1
Basics of Computer Application	0	3	0	48	3
CAD Ⅱ	0	5	0	80	5
Basics of Mechanics I	3	0	0	48	3
Turning Machining Training I	0	1	0	16	1
2nd Semester Totals	**18**	**9**	**0**	**432**	**27**
Semester 3	**Lecture**	**Lab**	**External**	**Contact**	**Credit**
Maoism and Chinese Socialism	4	0	0	64	4
Integrated English III	2	0	0	32	2
English Reading and Writing III	2	0	0	32	2
CAD Ⅲ	0	5	0	80	5
Basics of Mechanics II	4	0	0	64	4
Course Exercise in Mechanical Design	0	1	0	16	1
Engineering Materials and Manufacturing Process	3	0	0	48	3
Machine Processes Ⅰ	2	3	0	80	5
3rd Semester Totals	**17**	**9**	**0**	**416**	**26**
Semester 4	**Lecture**	**Lab**	**External**	**Contact**	**Credit**
Integrated English IV	2	0	0	32	2
English Reading and Writing IV	2	0	0	32	2
Basics of Electrician	2	1	0	48	3
Public Speaking	3	0	0	48	3
Expository Writing	3	0	0	48	3
Manufacturing Processes Ⅰ	3	0	0	48	3
Manufacturing Processes Ⅰ Lab	0	3	0	48	3
Hydraulics/Pneumatics	2	3	0	80	5
CNC Programming	2	1	0	48	3
4th Semester Totals	**19**	**8**	**0**	**432**	**27**
Semester 5	**Lecture**	**Lab**	**External**	**Contact**	**Credit**

WXIT Degree Plan

Degree Plan Title:	Mechanical Engineering & Automation			Effective Term		Fall 2015
Degree Plan Description:						
(description here...)						
CNC Turning		1	3	0	64	4
CNC Milling		1	3	0	64	4
Machinery Manufacturing Technology		4	0	0	64	4
Course Exercise in Machinery Manufacturing Technology		0	1	0	16	1
Machine Electricity Control and PLC		2	1	0	48	3
Machine Electricity Control and PLC Lab		0	1	0	16	1
Engineering Project		0	3	0	48	3
	5th Semester Totals	**8**	**12**	**0**	**320**	**20**
Semester 6		**Lecture**	**Lab**	**External**	**Contact**	**Credit**
Graduation Project Design		0	8	0	128	8
Graduation Project Practice		0	10	0	160	10
	6th Semester Totals	**0**	**18**	**0**	**288**	**18**
	Program Totals	**84**	**59**	**0**	**2288**	**143**
						Total Degree Plan hours *(above)*

Comment: There are 16 class hours in one credit for each course.

Appendix C
Course Mapping and Program Development

Manufacturing Operations Technician, A.A.S.
Dual Degree Program Course Mapping
Wuxi Institute of Technology (WXIT)

Course Equivalency Map

St. Philip's College Course Name	WXIT Course Name	SCH
MCHN 1320 - Precision Tools and Measurement	Machine Processes I	3
MCHN 1302 - Print Reading for Machining Trade	Mechanical Drawing	3
MCHN 1438 - Basic Machine Shop I	Turning Machining Training I Bench-work Practice Teaching I CNC Turning CNC Miling	4
INMT 2303 - Pumps, Compressors and Mechanical Drives	Basics of Machines II	3
MATH 1332 - Contemporary Mathematics (Quantitative Reasoning) or a course from Mathematics (20) Core .	Applied Maths	3
ELMT 1305 - Basic Fluid Power	Hydraulics/Pneumatics	3
ELPT 1319 - Fundamentals of Electricity I	Basics of Electrician	3
RBTC 1347 - Electromechanical Devices	Course taught by St. Philip's College	3
WLDG 1428 - Introduction to Shielded Metal Arc Welding (SMAW)	Basics of Mechanics I	4
ENGL 1301 - Composition I	Integrated English I English Reading & Writing III	3
or a course from Communication (10) Core .		
RBTC 1305 - Robotic Fundamentals	Course taught by St. Philip's College	3
ITSC 1301 - Introduction to Computers	Basics of Computer Application	3
or COSC 1301 Introduction to Computing		3
RBTC 2347 - Computer Integrated Manufacturing	Course taught by St. Philip's College	3
ELPT 2419 - Programmable Logic Controllers I	Machine Electricity Control and PLC Machine Electricity Control and PLC Lab	4
ELPT 1441 - Motor Control	Course taught by St. Philip's College	4
ARTS 1301 - Art Appreciation or a course from Creative Arts (50) Core	Course taught by St. Philip's College	3
ECON 1301 - Introduction to Economics or a course from Social and Behavioral Sciences (80) Core .	Chinese Ethics and Policy	3
MCHN 2266 - Practicum (or Field Experience) - Machine Tool Technology/Machinist	Graduation Project Design Graudation Project Practice	2
PHYS 1305 - Introductory Physics I Lecture or a course from Life and Physical Sciences (30) Core .	Course taught by St. Philip's College	3

Appendix D
Implementation Agreement

IMPLEMENTING AGREEMENT

Between

Wuxi Institute of Technology

The People's Republic of China

And

Alamo Colleges District

St. Philip's College
United States of America

August 2017

Agreement Between

Party A: Wuxi Institute of Technology
Address: West Gaoland Road 1600, Wuxi, Binhu District,
Jiangsu Province, China 21421
Legal Representative: Gong Fanghong
Contact person: Xinog Ying
Tel: 0510-81838700 Fax: 0510-81838702
E-mail: xiongy@wxit.edu.cn

Party B: Alamo Colleges District St. Philip's College
1801 Martin Luther King Drive
San Antonio, TX 78211
Legal Representative: Dr. Adena Loston
Contact person: Carol Fimmen
Tel: (210) 485-0159 Fax: (210) 486-9286
E-mail: cfimmen@alamo.edu

In accordance with Regulations of the People's Republic of China on Chinese-Foreign Cooperation in Running Schools and Regulations of the People's Republic of China on Implementation Methods for Chinese-Foreign Cooperation in Running Schools, for the purpose of sharing the outstanding educational resources between them, carrying out reform on the curriculum structure and teaching content in Mechanical Engineering and Automation at Wuxi Insitute of Technology and Manufacturing Operations Technician (MOT) at St. Philip's College an accredited institution of the Alamo Colleges District, raising the level of training for high quality students with the ability to apply knowledge, the two parties enter into this Agreement on the basis of discussion and deep understanding, after friendly negotiation, for non-profit, and with a willingness to have a fair, mutual beneficial cooperation.

1 CONTENT AND MODEL

1.1 Cooperation Specialization

The cooperation between Party A and Party B offers a three-year program in Mechanical Engineering and Automation to be implemented at Party A with the third year of study being in Manufacturing Operations Technician to be implemented in-country at Party A by Party B.

1.2 Collaboration Length of Schooling

The length of the dual degree program is three years of full-time study with instruction delivered by both Party A and B. Students who can afford to travel abroad may choose to study at Party A in the first two years and then study as an international student at Party B in the third year.

Students studying at Party A for three years will enroll in courses taught by Party A as well as courses taught by Party B. Courses taught by Party B may be delivered either online or in-country at Party A.

1.3 Student Entrance Requirements

Students entering the dual degree program must fulfill the following requirements:

a) Complete and submit an application for the dual degree program while enrolled at Wuxi Institute of Technology;
b) Apply and be admitted to St. Philip's College ;
c) Complete an English language pre-assessment or provide evidence of completion of the TOEFL examination with a score of at least 500. Students not meeting language proficiency requirements must enroll in an English as a Second Language (ESL) program at with Alamo Colleges District upon admission into the Dual Degree Program; and
d) Complete a minimum of 30 credit hours at Wuxi Institute of Technology and be in good academic and disciplinary standing prior to the start of the dual degree program.

1.4 Awards

Students registered in the dual degree program study for three years. After completing two years of study at Party A, students may apply to the dual degree program with Party B. Following the completion of all courses in the dual degree program and acquiring 121 credit hours (105 credit hours with Party A and 19 credit hours with Party B), Party A will issue a Wuxi Institute of Technology diploma, and Party B will issue a St. Philip's College diploma which is exactly the same certificate as all current students graduating from Party B within the same major field of study. If students cannot complete all course work, Party A will arrange for students to proceed according to related scholastic registry regulations; Party B will provide a certificate of completion or proof of study for the corresponding courses completed.

The vocational school diploma conferred by Party A shall be consistent with the diploma awarded to those students of the same major in non-Chinese-Foreign Collaborative program. The graduation diploma conferred by Party B shall be recognized and be consistent with the diploma awarded to the students in its home country. The diploma will not be marked on any other words for both parties.

Additionally, St. Philip's College is accredited by the Southern Association of Colleges and Schools Commission on Colleges to award associates of arts, associates of arts in teaching, and associates of applied science degrees. Wuxi Institute of Technolog is not a accredited by SACSCOC and the accreditatio of St. Philip's College does not extend to or include Wuxi Institute of Technology or its students. Further, although St. Philip's College agrees to accept certain course work from Wuxi Institute of Technology to be aolied toward an award from St. Philip's College, that course work may not be accepted by other colleges or universiites in transfer, even if it appears on a transcript from St. Philip's College. The decision to accept course work in transfer from any institution is made by the institution considering the acceptance of credits of course work.

1.5 Teaching and Quality Control

1) Teaching will be implemented according to a specialized teaching plan cooperatively designed by both parties. This plan includes two years of coursework to be completed at Party A with the third year of study being delivered by Party B in-country at Party A.. The standards of cooperatively formulated training plan, curriculum setup, and curriculum content should not be lower than domestic standards at Party B. At least 25 percent of the program's total curriculum and

specialized core curriculum implemented at Party A should be provided by Party B.

2) Each party separately takes the responsibility to arrange for their respective instructors whose aptitude is considered suitable to both parties. Credentials for instructors selected by Party A for the dual degree program will be evaluated by Party B according to the criteria required by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC). This requirement is the same as the requirement for instructors teaching in the dual degree program from Party B.
3) The number of specialized major courses and teaching hours taught by Party B instructors at Party A should account for at least 25 percent, or 19 credit hours, of the dual degree program's total courses and teaching hours and include:
    a. One Humanities or Fine Arts General Education course (3 credit hours),
    b. One Life or Physical Science General Education course (3 credit hours), and
    c. Four technical courses including:
        i. RBTC 1305 Robotics Fundamentals (3 credit hours);
        ii. RBTC 2347 Computer Integrated Manufacturing (3 credit hours);
        iii. RBTC 1347 Electromechanical Devices (3 credit hours); and
        iv. ELPT 1441 Motor Control (4 credit hours).
4) Courses required for the dual degree program with Party B will be the responsibility of Party B who will provide teachers who are considered of acceptable aptitude in acordance with the comprehensive standard of SACSCOC. Party B will provide teaching materials, relevant study materials, lessons, homework, tests, and associated documents in English.
5) In accordance with the guidelines of SACSCOC and in cooperation with Party A, Party B is responsible for carrying out examinations and quality control of dual degree program curriculum .
6) In accordance with the guidelines of SACSCOC, Party B will appoint a supervisor of teaching or lead instructor for the dual degree program who will promptly and consistently communicate with the dual degree program lead coordinator of Party A ocncerning teaching situations, regularly report to the Joint Management Committee, and give advice.

2 RESPONSIBILITIES OF THE PARTIES

2.1 Responsibilities of Party A

1) Responsible for filing an application for the dual degree program with Chinese educational administrative departments.
2) Guaranteeing the protection of all copyrights concerning Party B related to course content and diploma and obtaining authorization from Party B for use of Party B's brand name and images.
3) Responsible for language training of students and guaranteeing that students meet the language requirements of Party B.
4) Responsible for market promotion and student recruitment in China in cooperation with Party B.
5) Along with Party B, Party A will provide places, facilities, and maintenance for education and teaching.
6) Along with Party B, Party A will be responsible for organizing and supervising student

graduation requirements.

7) Providing one supervisor of teaching for the cooperative curriculum who will coordinate with the Party B on related teaching matters.
8) Appointing a teacher especially responsible for student management work.
9) Providing students participating in the dual degree program with an academic advisor who will meet with the student at least once per term, work with the academic advisor of Party B to ensure students' meet the requirements of their academic plan, and share information concerning the student's academic progress with Party B.
10) Responsible for assisting Party B's staff members with Chinese visa application and, if appropriate, providing convenient conditions for those teaching staff to teach and live at Party A.
11) Responsible for regularly reporting teaching progress and course evaluation results to Party B. A schedule of reporting will be developed by instructors from both Party A and Party B.
12) Responsible for collecting and archiving all materials related to the program.
13) Organizing new student welcoming ceremony and planning graduation ceremony.

2.2 Responsibilities of Party B

1) Responsible for filing the required documents for the dual degree program with the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC).
2) Assist Party A with evaluating and accepting or rejecting applications for the dual degree program based on agreed upon criteria. Party B will additionally evaluate a candidate's viability for acceptance to the program based on established institutional criteria and reserves the right to not accept proposed candidates based on the applicable institutional criteria.
3) Oversee registration of students who have completed two years of study at Party A and have have applied to and been accepted in the dual degree program with Party B.
4) Agrees not to use Party A's name or logos for any advertising or other commercial purposes, or otherwise disclose provisions of this Agreement, without the prior written approval from Party A.
5) Providing English templates of curriculum, teaching materials, rules for study, and evaluation methods and standards, which conform to the requirements of SACSCOC as well as those in the country of Party B.
6) Providing online access to information about the dual degree porgram as well as access to curriculum.
7) Identifying one lead instructor for the dual degree program who will coordinate with the supervisor of teaching of Party A on related teaching matters.
8) Responsible for evaluating and scoring tests for curriculum taught by Party B.
9) Providing students participating in the dual degree program with an academic advisor who will meet with the student at least once per term, work with the academic advisor of Party A to ensure students' meet the requirements of their academic plan, and share information concerning the student's academic progress with Party A.

10) Ensure students from Party A electing to forego the option to physically study at Party B will have full access to student support services from Party B, including, but not limited to academic advising and support, student services, and student life resources.
11) Ensure students from Party A who choose to physically study at Party B will have full access to student support services from Party B, including, but not limited to counseling and academic advising and support, library services, computer labs, recreational facilities, and student activities. Students will be invited and encouraged to participate in lectures, cultural events, organized excursions, and other opportunities for academic, professional, and personal enrichment sponsored by Party B.
12) Provide participants with a copy of the applicable policies and disciplinary guidelines including the Student Code of Conduct.
13) Provide students choosing to physically study at Party B with assistance in identifying housing options before arrival in the United States.
14) Along with Party A, responsible for supervising student graduation requirements.
15) Attending new student welcoming and graduation ceremonies and issuing Party B's diploma.
16) Provide students wishing to continue their studies toward a U.S. bachelor's degree information concerning Alamo Colleges partner universities.

2.3 Responsibilities of Student

1) International travel arrangements, international student tuition, fees, and costs will be the students' responsibility. Health insurance costs will also apply to students who physically participate in the dual degree program at Party B.
2) Abide by, conform to, and comply with all the laws of the United States, China, or other relevant jurisdictions as well as the statutes, regulations, policies, and disciplinary rules applicable at each institution.
3) As a requirement for admission into and participation in the dual degree program, students from Party A must provide Party B with signed, written authorization to disclose their education records, including, but not limited to academic, admission, advising information, program completion status, and financial eligibility and disbursement.
4) Students participating in the dual degree program must adhere to Party B's standard policies and procedures, including, but not limited to those related to admission, enrollment in courses, transfer credits, standards of academic performance, personal conduct, and re-entry guidelines.
5) In order to receive a degree from Party B through the dual degree program, students from Party A must complete a minimum of 19 credit hours from Party B with a grade point average (GPA) of at least 2.00 on a scale of 0.0 - 4.0. These 19 credit hours are in addition to the minimum credit hours transferred from Party A to Party B.
6) Students may withdraw from the dual degree program at any time prior to the completion of their associate degree. Depending on their academic standing at

the time of withdrawal, they may be eligible to reapply. Students who fail to maintain academic and/or disciplinary standards may be dismissed from Party B and the dual degree program immediately, upon mutual agreement of the parties. Any change in immigration status for students physically attending courses in-country at Party B, due to withdrawal or dismissal, is subject to the laws and regulations of the United States Government and will be solely the responsibility of the student for compliance.

3 JOINT MANAGEMENT COMMITTEE

3.1 Party A and Party B will cooperatively establish a management committee to effectively run the dual degree program and to facilitate the development of associated activities. The committee will consist of six members, three members from Party A and three from Party B. Each Party shall nominate one person as co-chairperson of the Joint Management Committee. Other committee members will be managing members. Managing members will physically meet once each year, alternating meeting locations between Party A and Party B. Additionally, the Committee will immediately discuss related problems through electronic communication (e.g. teleconference or email) as they arise.

3.2 During the convening of committee meetings, there must be at least three persons present. Decisions made in meetings are only effective when both parties have at least one representative present.

3.3 Committee members will supervise and approve all matters related to publicizing, managing, resource planning, and teaching of the dual degree program.

3.4 The Committee will write and archive an annual report in both English and Chinese.

3.5 Decisions made by the Committee can only take effect if over half of the committee members agree on the decision.

4 FINANCIAL MANAGEMENT

4.1 Tuition expenses for the dual degree program will be priced at the cost of international student tuition per the fee guidelines of Party B. Party A will review and approve a program budget reflecting all fees prior to the initial start of the dual degree program.

4.2 Changes in tuition expenses at Party B will be communicated to Party A within 30 days of change. Changes occurring during a program shall not impact the cost of the program while the program is in session.

4.3 The program's collected fees shall be deposited into a special account at Party A for the dual degree program and will be earmarked for its use.

4.4 Payment quota of the teaching costs occurred to Party B while implementing the program will be negotiated by both parties according to specific condition.

4.5 If a student does not complete any course required as part of the dual degree during the session for which the course is run, that student will be released from the respective course in accordance with academic reporting requirements. Tuition for the incompleted course will be processed in accordance with college financial requirements and may not result in a refund or hold of funds for the student.

4.6 If a student cannot graduate on time, an additional fee will be charged based on the number of credits the student must restudy.

4.7 Joint Management Committee will, in due course, audit and make suitable adjustments to program fees according to the number of students and new rules and regulations.

4.8 If the number of students enrolled in the program is below 20, the two parties will re-discuss future arrangements.

5 INTELLECTUAL PROPERTY RIGHTS

5.1 The intellectual property and teaching materials provided by Party A belong to Party A. The intellectual property and teaching materials provided by Party B belong to Party B. These materials are supplied solely for use in delivering the dual degree program and shall be shared among both Parites for delivery of the program.

5.2 Either party should not infringe on the intellectual property rights for any teaching outlines and curriculum provided by the other Party, but shall share such outlines and curriculum as needed to deliver the dual degree program.

5.3 Matters not covered by this Agreement shall be settled by mutal negotiation between the two parties.

6 CONFIDENTIALITY AND DATA SHARING

6.1 The parties shall not, without the written consent of the other party, disclose any of the contents of this Agreement to any third party except for any necessary disclosure to professional advisers of that party or any organizations, government bodies, or administrative departments having jurisdiction over either party.

6.2 Both parties agree to abide by all applicable Texas state and United States federal laws concerning the protection and privacy of student records, medical records, and mental health records, including, but not limited to the Family Educational Rights and Privacy Act (FERPA) and the Health Insurance Portability and Accountability Act (HIPAA). St. Philip's College agrees to use such information strictly for the purpose for which it was disclosed and not to make it available to any third party without first obtaining the student's consent.

6.3 This Agreement is intended to be non-exclusive. It shall not prevent either party from entering into similar agreements with other institutions or with other programs.

6.4 Both parties agree to confer regularly and share data regarding academic and personal performance of students enrolled in the dual degree program. Party A, as it deems important and appropriate, will share with Party B any additional data beyond what will have already been shared during the dual degree program admission process regarding the academic and personal welfare of the student enrolled in the dual degree program.

6.5 Party B will publicize and provide updates on the dual degree program through its website, social media, catalog literature, newsletters, and other means.

7 DURATION, MODIFICATIONS, AND TERMINATION

7.1 The initial term of this Agreement commence during the 2017-2018 academic year.

7.2 The period of collaboration and enrollment will be carried out for five consecutive years once the dual degree program is properly approved by the supervising authorities of both parties. Both parties shall carry out a review of the Agreement six months prior to its expiration to decide whether to renew the Agreement.

7.3 Should any academic courses selected for the dual degree program undergo revision or revalidation, the Joint Mangement Committee shall convene to meet regarding the changes and ensure academic compliance as necessary for both institutions.

7.4 Either party may terminate this Agreement, without cause, by providing at least 60 (sixty) days written notice to the other party. The Agreement may also be cancelled at any time by mutual agreement of the parties. In the event of termination, no additional students will be admitted to the dual degree rogram. However, any student already participating in the dual degree program shall be permitted to complete her/his individual program, subject to the terms and conditions of the dual degree program in effect at the time of their enrollment.

7.5 With the written consent of both parties, this Agreement may be modified, supplemented, or otherwise changed. Any revisions to the Agreement should receive the approval of both parties.

7.6 If either party is in material breach of this Agreement and, in the case of a breach capable of remedy within 60 days, the breach is not remedied within 60 days of the other party receiving notice specifying the breach and requiring its remedy, the other party may terminate this Agreement at any time by notice in writing to the other party.

8 BREACH

In the event that either party is in breach of the Agreement and the appendix to the Agreement which causes the failure of the regular implementation of this Agreement, all direct and indirect loss thus incurred should be borne by the party. In the event of early termination, the non-breaching party shall be reimbursed by the other Party for all expenses properly incurred on delivering the dual degree program, including expenses falling due for payment after the date of termination which arise from commitments reasonably and necessarily incurred by the non-breaching party for the performance of the dual degree program. If this Agreement is terminated, the terms of all provisions of this Agreement must be honored with respect to students who are already registered in the dual degree program.

9 DISPUTES

Differences of opinion, disputes, and conflicts which may arise during the execution of this Agreement should be referred to the Joint Management Committee of Section 3 of this Agreement and the parties should work diligently to solve said disputes through negotiation.

Unresolved disputes shall be settled by an arbitration committee composed of knowledgeable representatives from both parties.

This Agreement shall be governed by and construed in accordance with the laws of the State of Texas without regard to its conflict of laws provisions.

10 MISCELANEOUS

10.1 This Agreement is not a third-party beneficiary contract and confers no rights upon students or employees of the Parties.

10.2 In the performance of this Agreement, St. Philip's College and Wuxi Institute of Technology are at all times acting as independent contractors and neither of them nor their respective employees shall claim to be employees, partners, joint venturers, or agents of the other.

10.3 If either party is unable to perform any or all of its obligations under this Agreement due to event(s) that is/are beyond control, such as earthquake, typhoon, fire, war, or other unpredictable, unavoidable nor irresistible one(s), the other party shall be relieved of its obligations under this Agreement. The party must inform the other party of the event in a written notice in no time delay and take an obligation or liability to assist the other party with a proper handling of matters relating to the event.

10.4 All major affairs of this dual degree Agreement must be verified in written form.

10.5 Any notice to be given under this Agreement shall be sent via email and confirmed via mail to the addresses and the Legal Representative given at the start of this Agreement or such alternative addresses as either party may intimate in writing to the other.

10.6 With regard to meeting the credit requirements for an associate degree, coursework taken while enrolled at Wuxi Institute of Technology is subject to transfer credit policies as defined by St. Philip's College and any associated articulation/transfer agreements. With regard to meeting the credit requirements for a degree from Wuxi Institute of Technology, coursework taken while enrolled at St. Philip's College is subject to transfer credit policies as defined by Wuxi Institute of Technology and any associated articulation/transfer agreements.

10.7 Both parties warrant that it shall not discriminate against any student from Wuxi Institute of Technology who applies for the dual degree program on the basis of race, color, national origin, religion, gender, marital status, citizenship, age, political affiliation, disability, sexual orientation, or veteran status.

10.8 This Agreement will become effective immediately upon the signing by the legal representatives for each party and upon the approval of the dual degree program SACSCOC and approval by China's Ministry of Education. The Agreement is in sextuplicate, with English and Chinese versions, holding equal legal effect. Each party signing the Agreement will possess three copies in each language.

Party A	**Party B**
Legal Representative Signature	**Legal Representative Signature**
(or authorized representative signature)：	**(or authorized representative signature)：**
Name of Party A	**Dr. Adena Loston**
(Seal)	**President, St. Philip's College**
Date：	**Date：**
Party A	**Party B**
Legal Representative Signature	**Legal Representative Signature**
(or authorized representative signature)：	**(or authorized representative signature)：**
Name of Party A	**Dr. Bruce Leslie**
(Seal)	**Chancellor, Alamo Colleges District**
Date：	**Date：**

Appendix E
Transcript Evaluation - SAMPLE

SPANTRAN
THE EVALUATION COMPANY

Date: 02 December 2016
SpanTran Number: **151848**
Name on Application: **ANONYMOUS, Anonymous**
Name on Documentation: ANONYMOUS, Anonymous
Date of Birth: Not Available
Type of Evaluation: Course Analysis

RECOMMENDED U.S. EDUCATIONAL EQUIVALENCY: Completion of two and one-half years (75 semester credit hours) of undergraduate study in manufacturing engineering at a regionally-accredited institution of higher education in the United States

CREDENTIAL I OF I

Institution: **Wuxi Institute of Technology**
Location: **Wuxi, China**
Foreign Credential: **Academic Transcript, 2015**
Length of Program: 3 years full-time beyond 12 years of elementary-secondary education
Verification: Not requested
Suggested U.S. Equivalency: ***Completion of two and one-half years (75 semester credit hours) of undergraduate study in Manufacturing Engineering at a regionally-accredited institution of higher education in the United States***

CREDENTIAL I DETAILS

Documentation: Transcript, academic years 2012-2015, testifying to completion in School of Mechanical Engineering, Mechanical Manufacturing and Automation Major, Mechanical Manufacturing Class

NOTE: Completion of program is document by a Graduation Certificate

Institution Description:

Founded in 1959, Wuxi Institute of Technology (WXIT) is a recognized higher institute of vocational education.

Grade Scale(s): The grade scale is converted as follows: 85-100 = 4.00/A, 75-84 = 3.00/B, and 60-74 = 2.00/C.

COURSE ANALYSIS

Subject	Credits	Recommended U.S. Equivalents Grades
2012-2013 FALL SEMESTER		
College Physical Education I	0.50	3.00/B
Applied Mathematics I	3.00	2.00/C
English Reading and Writing I	3.00	4.00/A
Comprehensive English I	3.50	4.00/A
English Listening and Speaking I	3.00	4.00/A
Descriptive Geometry and Mechanical Drawing	2.00	3.00/B
Machinery Basis I	2.00	2.00/C
Social Work Practice	0.50	3.00/B
Turning Practice I	0.50	2.00/C
2012-2013 SPRING SEMESTER		
College Physical Education II	0.50	4.00/A
Ideological Cultivation and Law Basics	2.00	3.00/B
Military Theory	1.00	4.00/A
English Reading and Writing II	3.00	4.00/A
Comprehensive English II	3.50	4.00/A

English Listening and Speaking II	2.00	4.00/A
Drawing and Mapping of Mechanical Parts II	2.00	4.00/A
Machinery Basis II	3.00	4.00/A
Elective	0.50	2.00/C
Introduction to College Health Psychology	0.50	2.00/C
Bench Work Practice I	0.50	3.00/B
Turning Practice II	0.50	3.00/B
2013-2014 FALL SEMESTER		
Introduction to Computer Application A	3.00	3.00/B
English Reading and Writing III	2.00	4.00/A
Comprehensive English III	2.00	4.00/A
English Listening and Speaking III	1.50	4.00/A
Basis of Electricity	2.00	4.00/A
English for Mechanical Manufacturing	1.50	4.00/A
Elective	0.50	2.00/C
Design Project of Machinery Basis	0.50	3.00/B
2013-2014 SPRING SEMESTER		
Mao Zedong Thoughs and Chinese Socialism System	3.00	3.00/B
Situation and Policy	0.50	4.00/A
English Reading and Writing IV	2.00	4.00/A
Comprehensive English IV	2.00	4.00/A
English Listening and Speaking IV	1.50	4.00/A
Elective	0.50	2.00/C
College Student Practical Practices	0.50	2.00/C
Social Work Practice	0.50	4.00/A
CNC Machine Operation Practice I	0.50	3.00/B
CNC Machine Operation Practice IV	0.50	3.00/B
2014-2015 FALL SEMESTER		
Basis of Physics and Technology	2.00	4.00/A
CNC Machining and Programming	2.00	4.00/A
Mechanical Manufacturing Technology	3.00	4.00/A
Machine Electrical and PLC	2.00	4.00/A
Total Quality Management	2.00	4.00/A
Elective	0.50	2.00/C
Design Project of Mechanical Technique and Equipment	1.50	3.00/B
Practical Training of CNC Programming	0.50	4.00/A

Recommended Semester Credit Hours and Grade Point Average:	***75.00***	***3.57***

Comments:

- This evaluation is advisory only. The recipient retains the right to accept, modify or reject the recommendations listed herein. This file will be retained for five years from the date of file initiation. Inquiries about this evaluation must be submitted in writing within thirty days of the date listed at the top of page one of the evaluation.
- SpanTran: The Evaluation Company is a member of the National Association of Credential Evaluation Services / NACES.

Records pertaining to this file will be retained until 12/2/2021.

Prepared by:

Marianne T. Lee / DW
Senior Credentials Evaluator
Issuing Office - Houston, TX

General Information and Policy Statements for Evaluation and Translation Services

Located in Houston, Texas, New York, New York, and Miami, Florida (Intake Office), SpanTran: the Evaluation Company referred to herein as SpanTran, provides translations and credential(s) evaluations, SpanTran was incorporated in Texas in 1989. SpanTran employs A.T.A. certified translator(s). In 1996, SpanTran joined the National Association of Credential Evaluation Services / NACES® as a regular member.

SpanTran does not discriminate on the basis of race, color, handicap, religion, sex, national origin, or age. Nevertheless, as a private company not supported by any governmental / public funds, SpanTran retains the right to decline to provide services.

SpanTran is not responsible for the content, legibility, accuracy, and authenticity of translated documents. Nevertheless, SpanTran does not knowingly translate / evaluate falsified or altered documents. SpanTran does not knowingly evaluate documents from unaccredited institutions. SpanTran notifies appropriate entities of confirmed forgeries.

From 1982 to December 31, 2000, SpanTran retained files for 10 years from the date of file initiation. Since January 1, 2001, SpanTran has been retaining files for five years from the date of file initiation. Questions regarding completed translations / evaluations must be submitted in writing within 30 calendar days of issuance. Questions submitted after 30 calendar days must be submitted in writing, accompanied by a non-refundable review fee of $50.00, which does not guarantee that any changes are justified.

Credential Evaluation Policies

SpanTran bases its evaluations on extensive in-house research and on information available to U.S. credential analysts in light of prevailing placement guidelines and methodologies, as well as industry developments shared by member organizations of NACES®. Since guidelines vary depending on the prevailing members and on changes in educational systems, credentials and methodologies, individual recommendations may differ. Target / admitting institutions / entities in compliance with their internal policies and procedures retain the absolute right to accept, modify, or reject the advisory recommendations expressed in our credential evaluations. Furthermore, target / admitting institutions retain the right to require ‘challenge testing’ of all coursework, especially in English and Mathematics.

Course analyses include equivalent U.S. credit hours. Whether the source degree plan is based on a yearly, semester, trimester or quarter system, these are converted to semester credit hours. A semester credit hour requires a minimum of 15 contact hours of theoretical instruction or 30 to 45 contact hours of laboratory / practical instruction. The norm in the United States is approximately 30 semester credit hours per academic year; foreign education requiring a heavier class load must be reduced accordingly. Thus, subjects may be assigned a lower number or U.S. semester credit hours than the student expects to receive; some subjects may receive only one or two credits and others may receive no credit at all. Evaluations state total recommended credit hours and may list subjects for which no U.S. transfer credit is recommended; the latter are included in grade point calculations.

Course analyses provide course listings which follow transcript order without divisional recommendations. Divisional and nursing course analyses provide course listings which follow transcript order with divisional recommendations. Engineering and Teaching course analyses provide course listings which are grouped by category. For the last two categories, credits bear divisional recommendations as follows: L= Lower division (first two years of undergraduate level study in content or U.S. equivalency regardless of student standing), U = Upper division (third and higher years of undergraduate level study in content or U.S. equivalency regardless of student standing), and G = Graduate (beyond the undergraduate level in content or U.S. equivalency regardless of student standing).

Foreign grades are converted to U.S. letter grades based on the 4.00 system. Letter grade values are A = 4.00, A- = 3.67, B+ = 3.33, B = 3.00, B- = 2.67, C+ = 2.33, C = 2.00, C- = 1.67, D+ = 1.33, D = 1.00, F = 0.00. A grade point average is a weighted average; i.e., recommended credits per subject are multiplied times the 4.00-based grade per subject, arriving at quality points, and then total quality points are divided by attempted credits. SpanTran lists the highest equivalent grade per subject, including failures and such grades as credit, satisfactory, and pass. Failures are included in grade point calculations; such grades as credit, satisfactory, and pass are excluded from grade point calculations. Because D grades, though passing, indicate a marginal achievement, target admitting institutions retain the right to decline to recognize coursework with a D grade or to require 'challenge testing' of the same.

Electronic Evaluation Reports received directly from a SpanTran representative are deemed official. For questions concerning an electronic copy of a SpanTran credentials evaluation, please email status@spantran.com.

Appendix F
Faculty Roster

FACULTY ROSTER FORM
QUALIFICATIONS OF FULL-TIME AND PART-TIME FACULTY

Name of Institution:	Wuxi Institute of Technology
Name of Primary Department, Academic Program, or Discipline:	Mechanical Engineering and Automation
Academic Term(s) Included:	Spring 2018/Fall 2019
Date Form Complete	8/25/2017

F = Full-time P = Part-time D = Developmental UN = Undergraduate Nontransferable UT = Undergraduate Transferable G = Graduate

Column 1 - NAME: Please enter faculty members name last name, first name and identify status (F, P)	**Column 2 – COURSES TAUGHT:** Include Term, Course Number & Title, Credit Hours and identify type (D, UN, UT, G). List course and not sections.	**Column 3 – ACADEMIC DEGREES & COURSEWORK:** Relevant to Courses Taught, Including Institution & Major. List specific graduate coursework, if needed. If the person does not have the degree in the area, please identify the 18 hours.	**Column 4 – OTHER QUALIFICATIONS & COMMENTS:** Related to Courses Taught (Provide hardcopy of documentation as an attachment)
Awuku, Hayford T (F)	Spring 2017 PHYS 1305, Introductory Physics Lecture, 3, UT PHYS 1401, General Physics I, 4, UT PHYS 1402, General Physics II, 4, UT Fall 2017 PHYS 1305, Introductory Physics Lecture, 3, UT PHYS 1401, General Physics I, 4, UT PHYS 1402, General Physics II, 4, UT]	Baylor University, PhD., Physics]	
Delgado, Esteban (P)	Spring 2017 ARTS 1301 Art Appreciation, 3 (UT) ARTS 1316, 1317 Drawing, 3 (UT) Fall 2017 ARTS 1301 Art Appreciation, 3 (UT) ARTS 1316, 1317 Drawing, 3 (UT)	University of Texas at San Antonio MFA Art	
Feng, Qin	RBTC – 1305 Robotic Fundamentals	Zhejiang University, China Master's: Mechanical Engineering	

FACULTY ROSTER FORM
QUALIFICATIONS OF FULL-TIME AND PART-TIME FACULTY

	RBTC – 2347 Computer Intergraded Manufacturing RBTC – 1347 Electromechanical Devices ELPT – 1441 Motor Control) UT		
Hu, Zhang (F)	RBTC – 1305 Robotic Fundamentals RBTC – 2347 Computer Intergraded Manufacturing RBTC – 1347 Electromechanical Devices ELPT – 1441 Motor Control UT	Jiangsu University, China Masters, Engineering: Mechanical Manufacturing and Automation	
Lu, Zhonghua (F)	RBTC – 1305 Robotic Fundamentals RBTC – 2347 Computer Intergraded Manufacturing RBTC – 1347 Electromechanical Devices ELPT – 1441 Motor Control) UT	Jiangsu University, China Masters, Engineering: Mechanical Design and theory	
Tang, Liping (F)	RBTC – 1305 Robotic Fundamentals RBTC – 2347 Computer Intergraded Manufacturing RBTC – 1347 Electromechanical Devices ELPT – 1441 Motor Control) UT	Jiangsu University, China Masters, Engineering: Mechatronic Engineering	

Appendix G
Student Learning Outcomes Assessment

Description of the SPC 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, 2017 (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 H
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
				Fall 14	**Fall 15**	**Fall 16**	**Fall 17**
Student Success	**Productive Grade Rate (PGR)**	• 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%	80.7%	83.1%	82.6%	84.1%
	Persistence FT FTIC Fall-to-Fall	• 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%	49.5%	58.6%	57.2%	57.6%
	Graduation Rate FT FTIC 3-year	• 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** 10.5%	**Fall 12 Cohort** 12.0%	**Fall 13 Cohort** 16.2%	**Fall 14 Cohort** 16.7%
Leadership	**Ethical Decision Making (EDM)**	• 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
				EDM planning year	EDM 73%	EDM 74%	EDM 74.5%
Performance Excellence		• 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**	• Alumni Constituent Survey (ACS) • Submission of Autonomy Report and Response Report • BOT Review/Recommendations Dec.2017 • Action Plans Sustainability Plans for Submission of the 5th year Report in 2021	Alumni (EDM) SPC Constituent Survey Spring 2016 Average = 80.1% Best in the region (SACSCOC); 0 Recommendations; 2.5 (Average); SPC below average on cited recommendations	TBD	80.1%	84.3%	84.8%

ALAMO COLLEGES DISTRICT

St. Philip's College

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