April 29, 2019

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

Dear Dr. Wheelan,

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

Cyber P-TECH USA at Sam Houston High School
4635 East Houston St.
San Antonio, TX 78220

WW White Elementary School (Satellite Campus)
545 S. W.W. White Road
San Antonio, TX 78220

We anticipate that greater than 50% of the necessary coursework leading to Information Technology Cybersecurity Specialist Associate of Applied Science may be obtained by students beginning in the spring 2020 semester.

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

Sincerely,

Adena Williams Loston, Ph.D.
President

C: Maria Hinojosa, Ed.D., SACSCOC Accreditation Liaison, St. Philips College

ST. PHILIP'S COLLEGE

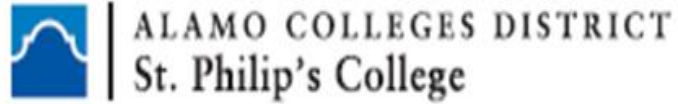**1801 Martin Luther King Drive, San Antonio, Texas 78203**

SACSCOC Substantive Change Prospectus

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

Prepared by St. Philip's College

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

SUBSTANTIVE CHANGE PROSPECTUS
for approval of a new off-campus site where 50% or more course credits may be earned
Cyber P-TECH USA at Sam Houston High School

Prepared by St. Philip's College

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

April 29, 2019

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

- **Associate of Arts**
- **Associate of Science**

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

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

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

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

- Computer Science FOS
- Criminal Justice FOS
- Mechanical Engineering FOS (Voluntary Transfer Compact)
- Mexican-American Studies FOS
- Music FOS
- Speech Communication FOS

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

- Aircraft Mechanic Airframe
- Aircraft Mechanic Powerplant
- Early Childhood and Family Studies
- Histologic Technician
- Power Generation and Alternative Energy
- Vocational Nursing

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

Advanced Diesel Heavy Equipment	Hospitality Management Fundamentals
Aircraft Structures Mechanic	Hotel Limited Service Property Management
Aircraft Turbine Mechanic	Hotel Rooms Division
Artisan Breads & Specialty Desserts	Industrial Maintenance
Automotive Heating and Air Conditioning Specialist	Inert Gas GTAW/GMAW Welder (MSGW)
Automotive Performance Specialist	Information Technology Cybersecurity Specialist
Automotive Technology	Manufacturing Operations Maintenance Mechanic
Baking Principles	Manufacturing Skills Trade Helper
Brake and Front End Specialist	MCSE: Server Infrastructure
Cake Decorating	Nurse Aide for Health Care
Catering Management	Office Applications Specialist (OAS)
Chocolates and Plated Desserts	Payroll Specialist
Cisco Systems Networking	Plumber's Helper
CNC Operator	Plumbing Trades
Collision Technology	Principles of Hotel Food and Beverage Management
Computer Maintenance with Cisco Specialization	Production Tool Operator / Maintenance Assistant
Construction Technology	Refinishing Technology
Culinary Studies	Refrigeration
Diesel Heavy Equipment	Residential Air Conditioning Installation
Diesel/Light to Heavy Truck Technology Brake and Front End Specialist	Residential Air Conditioning Technician
Diesel/Light to Heavy Truck Technology	Restaurant Supervision
Electrical Trades	Small Business Management
Ford Maintenance and Light-Duty Repair	Structural/Pipe Layout

GM Light Maintenance Repair	Transmission Specialist
	Web and Mobile Developer

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

Air Conditioning Systems - Installation	Electronics Assistant
Air Conditioning Systems - Service	Human Patient Simulation Technology
Aircraft Technology	Information Technology Specialist
Android Application Developer	Leadership Theory & Practice
Cloud Computing	Power Generation and Alternative Energy
CompTIA Linux+ Certification Preparation	Project Management
CompTIA Security + Certification Preparation	Retail Management
Cyber First Responders	Social Media Specialist
Diesel/Light to Heavy Truck Technology Mechanic Helper I	Web Designer Apprentice I
Diesel/Light to Heavy Truck Technology Mechanic Helper II	Web Designer Apprentice II

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
- Medical Imaging Technology Enhanced Skills Certificate

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

Information Technology Cybersecurity Specialist, Associate of Applied Science; see Appendix C for details.

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

Name of Site	Physical Address (street, city, state, country) Do not include PO Boxes.	Courses and Programs
St. Philip's College-Southwest Campus	800 Quintana Road San Antonio, TX 78211	General Academic Courses
Central Texas Technology Center (CTTC)	2189 FM 758 New Braunfels, TX 78130	General Academic and Vocational Courses
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

Automotive Technology Academy	3736 Perrin Central, Bldg. #4 San Antonio, TX 78217	Vocational Courses
Canyon High School	1510 IH 35 North New Braunfels, TX 78130	General Academic Courses
Canyon Lake High School	8555 RM 32 Fischer, TX 78623	General Academic Courses
Samuel Clemens High School	1001 Elbel Road Schertz, TX 78154	General Academic Courses
Robert G. Cole High School	4001 Winans Rd. San Antonio, TX 78234	General Academic Courses
First Baptist Academy	1401 Pat Booker Road Universal City, TX 78148	General Academic Courses
Judson High School	9142 FM 78 Converse, TX 78109	General Academic, Technical and Vocational Courses
La Vernia High School	225 Bluebonnet Rd. La Vernia, TX 78121	General Academic Courses
Navarro High School	6350 North State Hwy 123 Seguin, TX 78155	General Academic Courses
Poteet High School	800 Leming Road Poteet, TX 78065	Vocational Courses
Smithson Valley High School	14001 Hwy 46 West Spring Branch, TX 78070	General Academic Courses
Southside High School	19190 Hwy 281 South #2 San Antonio, TX 78221	Vocational Courses
Byron P. Steele II High School	1300 FM 1103 Cibolo, TX 78130	General Academic Courses
Trinity Christian Academy	5401 North Loop 1604 East San Antonio, TX 78247	General Academic Courses
Vanguard Christian Institute	43360 IH 10 West Boerne, TX 78006	General Academic Courses
Karen Wagner High School	3000 N. Foster Rd. San Antonio, TX 78244	General Academic Courses
Earl Warren High School	9411 Military Drive West San Antonio, TX 78251	Vocational Courses

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

Fort Sam Houston	Army Education Center Bldg. 2268, Rm. 207 2478 Stanley Road Fort Sam Houston, TX 78234	General Academic, Technical and Vocational Courses
Lackland Air Force Base	1550 Wurtsmith St. Lackland AFB, San Antonio, TX 78236	General Academic, Technical and Vocational Courses

Randolph Air Force Base	301 B Street West Randolph AFB, San Antonio, TX 78148	General Academic, Technical and Vocational Courses
Agape Christian Academy	La Vernia Christian Teaching Center 10688 U.S. Hwy 87 West La Vernia, TX 78121	General Academic Courses
Alamo University Center (AUC)	8300 Pat Booker Road Live Oak, TX 78233	Vocational Courses
Westside Education Training Center (WETC)	563 Southwest 40th Street San Antonio, TX 78237	Vocational Courses
Alamo Heights High School	6900 Broadway San Antonio, TX 78209	General Academic Courses
Bandera High School	474 Old San Antonio Hwy. Bandera, TX 78003	Vocational Courses
Bracken Christian Academy	670 Old Boerne Rd. Bulverde, TX 78163	General Academic Courses
G.W. Brackenridge High School	400 Eagleland Drive San Antonio, TX 78210	General Academic Courses
William J. Brennan High School	2400 Cottonwood Way San Antonio, TX 78253	Vocational Courses
Calvary Chapel Christian Academy	2935 Pat Booker Rd. Suite 118 Universal City, TX 78148	General Academic Courses
East Central High School	7173 Farm to Market 1628 San Antonio, TX 78263	Vocational Courses
Thomas Edison High School	701 Santa Monica San Antonio, TX 78212	Vocational Courses
Floresville High School	1813 Tiger Lane Floresville, TX 78114	Vocational Courses
Gloria Deo Academy	1100 Bulverde Rd. Bulverde, TX 78163	General Academic Courses
Harlandale High School	114 East Gerald Ave. San Antonio, TX 78214	Vocational Courses
Highlands High School	3118 Elgin Ave San Antonio, TX 78210	Vocational Courses
Sam Houston High School	4635 East Houston St. San Antonio, TX 78220	Vocational Courses
Lanier High School	1514 W. Cesar E. Chavez Blvd. San Antonio, TX 78207	General Academic Courses
Lifegate Christian School	395 Lifegate Lane Seguin, TX 78155	General Academic Courses
Living Rock Academy	2500 Bulverde Rd. Bulverde, TX 78163	General Academic Courses
Lytle High School	18975 W. Farm to Market 2790 S. Lytle, TX 78052	Vocational Courses

James Madison High School	5005 Stahl Rd. San Antonio, TX 78247	Vocational Courses
John Marshall High School	8000 Lobo Ln. San Antonio, TX 78240	Vocational Courses
McCollum High School	500 W. Formosa Blvd San Antonio, TX 78221	Vocational Courses
Memorial High School	1227 Memorial St. San Antonio, TX 78228	Vocational Courses
San Antonio Christian High School	19202 Redland Rd. San Antonio, TX 78259	General Academic Courses
School of Excellence	Milton B. Lee Academy of Science and Engineering 1826 Basse Rd. San Antonio, TX 78213	General Academic Courses
Seguin High School	815 Lamar Street Seguin, TX 78155	General Academic Courses
South San Antonio High School	7535 Barlite Blvd. San Antonio, TX 78224	Vocational Courses
Southwest High School	11914 Dragon Lane San Antonio, TX 78252	Vocational Courses
Southwest Preparatory School	1258 Austin Hwy., Bldg. 1 San Antonio, TX 78209 6535 Culebra Road San Antonio, TX 78238	General Academic Courses
St. Gerard Catholic High School	521 South New Braunfels Avenue San Antonio, TX 78203	General Academic Courses
Stockdale High School	500 South 4th Street Stockdale, TX 78160	General Academic Courses
Town East Christian High School	2030 Bible Street San Antonio, TX 78220	General Academic Courses
Veterans Memorial High School	7618 Evans Road San Antonio, TX 78266	General Academic Courses

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ABSTRACT

St. Philip's College (SPC) Divisions of Arts and Sciences and Applied Science and Technology respectfully request approval to expand its Dual Credit partnership with San Antonio Independent School District (SAISD) for Sam Houston High School located at 4635 Houston St., San Antonio, TX 78220. The proposed expansion will create a Pathways in Technology Early College High School (P-TECH) at Sam Houston High School and offer the opportunity for students to achieve an Information Technology Cybersecurity Specialist Associate of Applied Science.

Pathways in Technology Early College High Schools are innovative schools in which students have the opportunity to earn a high school diploma and complete an Associate Degree, Work Credentials (license or certificate), and Work-based Training (internship, apprenticeship, or other job training) at every grade level. In collaboration with Sam Houston High School, St. Philip's College plans to add a cohort of approximately 150 students in grade 9 on a yearly basis, with a maximum enrollment not to exceed 600 students in grades 9-12.

The planned implementation for this change is the spring 2020 semester. It is projected that **Cyber P-TECH USA at Sam Houston High School** will eventually serve between 150 and 600 Pathways in Technology Early College High School students. The partnership between St. Philip's College and Sam Houston High School will be ongoing. The courses in this program will be held at the following off-campus sites:

> **Cyber P-TECH USA at Sam Houston High School**
> **4635 East Houston St.**
> **San Antonio, TX 78220**
>
> **WW White Elementary School (Satellite Campus)**
> **545 S. W.W. White Road**
> **San Antonio, TX 78220**

The proposed Pathways in Technology Early College High School will serve the mandate from Texas state congressional leaders and meet a unique need in our service area. The program targets high school students who have an interest in acquiring an associate degree and career skills while pursuing a high school diploma. Not only will successful completion of the program reduce the time to complete a college degree and cost of higher education, this program also provides an avenue for students who desire workforce training to forge a road to apprenticeship opportunities in the skilled trades.

Instructional delivery will be accomplished through a combination of face-to-face, hybrid, and fully online instruction offered at the high school.

Institutional strengths that facilitate the offering of the proposed program
1. Over 100 years of experience offering quality educational opportunities
2. Diversity – Dual federal designations as a Historically Black College or University (HBCU) and a Hispanic Serving Institution (HSI)
3. Outcomes for educational programs are identified, assessed, and used to provide evidence of improvement
4. Cyclical and systemic Planning, Budgeting and Assessment (PBA) Cycle
5. Annual Strategic Planning and Unit Planning Process

6. Long and healthy history of dual enrollment offerings across the service area including those with the school districts addressed in this prospectus
7. Highly qualified and experienced staff and faculty (SACSCOC, Comprehensive Standard 6.2a)
8. Strong and substantive faculty development programs
9. Information technology support
10. Nurturing and supportive environment for students

DETERMINATION OF NEED/RELATIONSHIP TO SPC MISSION

Background Information

St. Philip's College is the only community college in the nation federally designated as a Historically Black College (HBC) and a Hispanic-Serving Institution (HSI). St. Philip's College was founded in 1898 by the Episcopal Church as a sewing school for young black girls in the San Antonio area. From these humble beginnings, through extreme financial challenges during the depression, desegregation and the civil rights movement in the 1950s and 1960s, massive expansion in the 1970s, and into the present, St. Philip's College has become a pillar in the community and often is referred to as "a point of pride in the community." Over the last 121 years and with the shift from parochial school to public institution, St. Philip's College has developed a culture that respects diversity, provides a nurturing and supportive environment for students, and guides students toward academic excellence as well as development of marketable job skills.

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

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

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

Dual Credit at St. Philip's College was established in 1995. The program is designed so that all qualifying students have the opportunity to earn college credits – tuition free – while they are still in high school. In 2006, Texas HB1 required school districts to implement a program under which students may earn the equivalent of at least 12 semester credit hours of college credit in high school. Dual Credit programs and course offerings have seen steady growth, particularly since approval of Texas HB505 in 2015, which states: SECTION 1. …A rule may not limit:

(1) the number of dual credit courses or hours in which a student may enroll while in high school;

(2) the number of dual credit courses or hours in which a student may enroll each semester or academic year; or

(3) the grade levels at which a high school student may be eligible to enroll in a dual credit course.

Many students have experienced the benefit of accelerating their college education while simultaneously completing high school graduation requirements. As a Historically Black College (HBCU) and Hispanic Serving Institution (HSI), St. Philip's College is committed to serving the traditionally underserved and at-risk student. Entering the P-TECH partnership marries the ideology of the Dual Credit program with St Philip's College's mission "to empower our diverse student population through educational achievement and career readiness."

St. Philip's College core competencies of quality instruction, student engagement, and community engagement are steeped within our mission. Quality instruction is imperative for St. Philip's College to be able to respond effectively to the needs of business and industry. Business stakeholders and constituencies depend on St. Philip's College to provide a reliable, skillfully trained, and intellectually prepared workforce. Four-year colleges also depend on St. Philip's College to academically equip students for transfer to their institutions. The St. Philip's College external community depends on St. Philip's College to prepare residents for the workforce and academic opportunity.

Key St. Philip's College Goals and Strategic Objectives

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

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

Coursework for an Information Technology Cybersecurity Specialist Associate of Applied Science degree will be available to the following high school: **Cyber P-TECH USA at Sam Houston High School** located in **San Antonio Independent** School District.

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

Sec. 130.161. DEFINITIONS. In this subchapter:

(1) "Services" means the courses and programs described by Sections 130.0011 and 130.003(e

(2) "Service area" means:

(A) the territory within the boundaries of the taxing district of a junior college district; and

(B) the territory outside the boundaries of the taxing district of a junior college district in which the junior college district provides services.

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

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

(1) Bexar, Bandera, Comal, Kendall, Kerr, and Wilson counties;

(2) Atascosa County, except the territory within the Pleasanton Independent School District; and

(3) Guadalupe County, except the territory within the San Marcos Consolidated Independent School District.

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

The Dual Credit, P-TECH, and Early College High School programs at St. Philip's are under the leadership of the Dean for Academic Success - Creative and Communication Arts, Science and Technology who has responsibility for the facilitation of the Associate of Arts degree. When Career and Technical courses are requested by our partnering ISDs, the Dean for Academic Success - Creative and Communication Arts, Science and Technology collaborates with the Dean for Academic Success - Business and Entrepreneurship, Advanced Manufacturing and Logistics to ensure the appropriate courses are aligned and offered. St. Philip's College's dedication to partnerships with area high schools is evidenced by faculty and staff awareness and participation dating from initial development. Dual Credit, P-TECH, and Early College High School students are invited to attend on-campus events such as the President's Lecture Series and theatrical productions. Scheduling issues require that more college classes be offered at area high schools so students will have the opportunity to take advantage of this free program.

DESCRIPTION OF CHANGE

This change will allow Sam Houston High School students to fulfill the course requirements and program level outcomes for an Information Technology Cybersecurity Specialist Associate of Applied Science degree from St. Philip's College, while attending courses at the following high school and satellite location:

Cyber P-TECH USA at Sam Houston High School
4635 East Houston St.

San Antonio, TX 78220

WW White Elementary School (Satellite Campus)
545 S. W.W. White Road
San Antonio, TX 78220

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

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

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

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

- Critical Thinking: Ability to use inquiry and analysis, evaluation and synthesis of information and creative thinking and innovation.
- Communication: Ability to develop, interpret and express ideas through effective written, oral and visual communication for various academic and professional contexts.
- Empirical and Quantitative Skills: Ability to manipulate and analyze numerical data or observable facts resulting in informed conclusions.
- Teamwork: Ability to work effectively with 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.

Information Technology Cybersecurity Specialist Associate of Applied Science degree requirements are listed in Appendix C. Below is a proposal of courses students can take following SACSCOC approval and faculty vetting:

Proposed Course Offerings	
Fall	Spring
ITNW 1425 Fundamentals of Networking Technologies	ITNW 1308 Implementing and Supporting Client Operating Systems
ITSC 1316 Linux Installation and Configuration	ITNW 2412 Routers
ITNW 1413 Computer Virtualization	ITSC 2325 Advanced Linux
ITSY 1342 Information Technology Security	ITNW 2405 Network Administration
ITNW 2301 Firewalls and Network Security	ITSY 2442 Incidence Response and Handling
ITSY 2443 Computer Systems Forensics	ITSY 2430 Intrusion Detection
SPCH 1321 Business and Professional Communication	ITSY 2286 Internship: Computer and Information System Security
ENGL 1301 Composition I	SPCH 1321 Business and Professional Communication
MATH 1314 College Algebra	ENGL 1301 Composition I
PSYC 2301 General Psychology	MATH 1314 College Algebra
HUMA 1301 Introduction to the Humanities I	PSYC 2301 General Psychology
	HUMA 1301 Introduction to the Humanities I

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

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

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

Integrated Reading & Writing Basic Skills Prerequisite: INRW 0420

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

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

Semester Hours: (3-3-0)
CIP: 23.0401.51 12

FACULTY

Faculty who will be teaching college-level courses in P-TECH programs will meet SACSCOC credentialing guidelines and will be identified as adjunct faculty for St. Philip's College. The majority of faculty will be employed as full-time teachers in their respective high school district and will be assigned to teach at their respective high school. Consequently, there will be minimal impact on faculty workload at St Philip's College beyond the department chair's oversight of adjuncts teaching at each high school. Adjunct faculty members at P-TECH and Early College High Schools will be provided the same oversight as all St. Philip's College adjunct faculty and will be expected to participate in professional development opportunities and required college and department meetings. All adjuncts have access to professional development and attend events such as the All College Meeting, Fiesta of Teaching Technologies,

Master Teacher Certification, Canvas training, and other required or optional activities. Faculty will be evaluated according to Alamo Colleges District's procedures. (See Appendix D for Faculty Roster Form).

LIBRARY AND LEARNING RESOURCES

Students will have access to the same library services as any student attending St. Philip's College (SPC). Resources can be accessed in the St. Philip's College Center for Learning Resources (library) while the students are on the St. Philip's College campus, or through Internet access using the college's portal system - Alamo Colleges Educational Services (ACES) - or the College's website. In addition, students will have access to the library located at their respective high schools. The 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. Scanners and printers are 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 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 through the library's web site.

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

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

- Scanners
- 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 and a response is provided 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.

Sam Houston High School's 9,362 square foot library and the 2,475.52 square foot W.W. White Elementary Library (Satellite Campus) are available for students Monday through Friday, 8:45 AM to 4:30 PM and are run by a librarian, dedicated to the High School Campus Monday, Wednesday, Friday and the Satellite Campus on Tuesday and Thursday. The Librarian is available by instructor request for special projects requiring library support.

Students at the satellite campus will have access to the Sam Houston High School main campus library during the first period and last period of the school day. Transportation is provided via San Antonio Independent School District (SAISD) school bus. Additionally, the W.W. White Elementary satellite campus library will be equipped with Chromebooks for students to access online library resources.

Resources include: Learn 360 (educational videos), eBooks available 24/7, Playaways (books on a small listening device), Destiny Discover (online book catalogue and reservation system), Computers, iPads, Printers, Daily newspapers, Educational and leisure magazines. Additionally, books contained in any library throughout the school district are available by request.

Numerous research websites are offered, including Learning Express through Ebsco, Gale Cengage, Chilton (Automotive Repair) through Gale, Sirs Discoverer, Teaching Books, TumbleBooks, Britannica Escolar, Britannica eStax, Britannica Learning Zone, Britannica School, Ebsco eBooks, Pearson EasyBridge, and PebbleGo. These resources are accessed through students' SAISD login and password.

Additional information available in Appendix E.

STUDENT SUPPORT SERVICES

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

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

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

Services accessed by students most often are highlighted below.

Registration
The **Welcome Center** serves as a one-stop center that supports students transitioning into college. The Center is designed to help students receive assistance in all aspects of the admission and enrollment processes, including advising, assessment, financial aid, bursar's services, and G.E.D. testing. The offices of Veterans' Affairs, Enrollment Management, and Financial Aid are located in the Welcome Center. Dual Credit, P-TECH, and Early College High School students and faculty will be encouraged to participate in any applicable service offerings.

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

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

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

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

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

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

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

Academic Programs
To accommodate student needs, St. Philip's College provides a variety of course delivery modes and flexible class scheduling. In addition to traditional face-to-face courses, the College offers distance learning through Internet, hybrid, 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
The Department of Student Life supports the mission of the College by engaging students in activities to enhance the student's college experience. Students connect with the College by participating in academic co-curricular opportunities, leadership and professional development, cultural/ethnic events, intramural/extramural activities, recreational activities, student organizations, health and wellness activities, social events, and much more.

The Turbon Student Center (MLK) contains a six-lane bowling alley, pool tables, ping-pong tables, gaming stations for PlayStation and Xbox, lockers, and areas for student lounging. The Southwest Campus Student Center is equipped with pool tables, ping-pong tables, PlayStation and Xbox, and a

fitness area with a treadmill, exercise spin bicycle, free weights, and more. Students can also check out basketballs for the outdoor park across the street.

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

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

The **Student Health Centers** at the MLK and SW Campuses are staffed with professionally trained and licensed nurses. The centers 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 for on-site emergency injuries and illnesses. A wide assortment of health-related services and resource information are available at the Health Centers.

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

Sam Houston High School also provides campus counselors, Communities in Schools, 100 Black Men Mentors, Omega Men Mentors, Gamma Sigma Girls, and a school social worker.

PHYSICAL RESOURCES

The location and physical description of the facility follows:

Sam Houston High School, 4635 East Houston St., San Antonio, TX 78220
History: The first Sam Houston High School opened in September 1923 in the former Milam Elementary school building at Mason and Hackberry. Small enrollment and protests from parents forced the school district to close the high school within a month and reassign its students to Brackenridge and Main Avenue High Schools. The second Sam Houston High School originally opened in 1942 at 463 Holmgreen

(now Carroll Academy). Sam Houston was part of the W.W. White School District, which consolidated with San Antonio Independent School District in 1950.

In 1960, the high school moved to a new building at its present site, 4635 E. Houston St. Sam Houston High School serves some of the oldest neighborhoods in San Antonio at its 329,000 square foot facility, which can accommodate as many as 1,200 students. Once the heart of the African-American community, the area is now a diverse, bilingual community.

Sam Houston High School is the "Pride of the Eastside" with 925 students following pathways in Culinary Arts, Cosmetology, Construction, Criminal Justice, Media Arts, Engineering, Cyber Security, and Computer Science. Students may also select a multidisciplinary pathway that allows them to explore classes in Business, Health Care, Fine Arts, and Junior ROTC. The College and Career Go Center is available before and after school at main campus: 4635 E. Houston St., San Antonio, TX 78220

Equipment available for the program includes 27 personal computers, 1 regular Hewlett Packard printer, Chrome Book carts for Math, Science, Social Studies, English, and AVID core courses.

With its rich history and innovative programs Sam Houston High School continues to thrive and remains a pillar of the community.

Satellite Campus: W.W. White Elementary 545 S. W.W. White Rd., San Antonio, TX 78220
W.W. White Elementary served pre-kindergarten to 5th grade students in the east San Antonio community for many years until 2015, when the school closed its doors while students were rezoned to nearby elementary campuses. In 2016, W.W. White Elementary re-opened as a satellite campus for Young Men's Leadership Academy while their new facilities were under construction. Beginning fall 2019, W.W. White Elementary will serve as a satellite campus for Sam Houston High School while the main campus undergoes massive construction and renovation. Only first-time, first-year, freshman high school students will receive instruction at the satellite campus.

The facilities total square footage is 62,284. This facility includes 12 freshly painted instructional classrooms equipped with 1 closet and sink in each room. Reading resources centers are available in the 2 dedicated English classrooms and small subject specific libraries are located in each additional classroom. One-to-one Chrome Book carts are provided for Math, Science, Social Students, English, and AVID core courses. Each classroom includes new whiteboards with projectors available upon request. Gated outdoor classroom space is available for study, experiments, and collaborative learning. Additional features include: 1 gymnasium for Physical Education, 1 cafeteria, 1 nurse's station, additional administrative offices, and individual and group study areas. Equipment available for the Cyber PTECH USA Information Technology Career and Technical Education (CTE) courses include Smart Boards, one-to-one Chrome Books; 27 personal computers; 1 Hewlett Packard printer; 1 3-dimensional printer. Designated CTE funds available for new emerging corresponding instructional resources.

FINANCIAL SUPPORT

Financial support for the following high school uses the same protocols for funding as any comprehensive high school in their school district: **Sam Houston High School.** The Independent School District receives federal, state and local revenues and salaries of faculty and administrative personnel are funded by independent taxing districts.

St. Philip's College does not provide financial support for operation of the high school. Student tuition and fees are set by Alamo Colleges District and St. Philip's College receives funding from the state based upon contact hour generation through enrollment in college courses. All institutional support expenditures for areas such as student services, IT, Dual Credit, and library services are budgeted within and absorbed by the respective departments/programs operational budgets.

Costs:
Dean for Academic Success - Creative and Communication Arts, Science and Technology: $100,078 at 5% = $5,004
Chair of Business Information Solutions: $87,629 x 5% = $4,381
Faculty: $70,002 at 3% = $2,100
Director of High School Programs: $91,689 x 5% = $4,584

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 2018-2019.

FY 18-19 Expenses by Functional Category	
Instruction	$28,661,408
Academic Support	$5,477,199
Student Services	$6,781,388
Institutional Support	$3,218,468
Operations and Maintenance	$28,492
Public Service	$132,347
Scholarships & Fellowships	$0
Auxiliary	$90,691
Total	$45,726,504

EVALUATION AND ASSESSMENT

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

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

The **Dual Credit, P-TECH,** and **Early College High school** courses offered are equivalent to those offered at St. Philip's College; the procedures for systematic evaluation and assessment of instructional results, including the process of monitoring and evaluating programs are the same. Educational content and

student learning outcomes for the Associate of Arts Degree are identical. St. Philip's College assesses overall institutional effectiveness through the Planning, Budgeting, and Assessment (PBA) Cycle. The goal of the intensive College-wide review process is to determine effectiveness of programs and services to support the College mission and goals and to identify opportunities for improvement. The Operational Unit and Assessment Planning (OUAP) component of this process is performed annually and affords departments the opportunity to regularly review data, including pertinent Key Performance Indicators such as graduation and transfer rates, perform environmental scanning, and research best practice.

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

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

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

Key to the development of curriculum and teaching strategies is a definition of student learning outcomes. St. Philip's College adopts its **Institutional Student Learning Outcomes** (ISLOs) for educational programs from the Texas Higher Education Coordinating Board (THECB). Effective fall 2014, the Texas Higher Education Coordinating Board (THECB) promoted the following core objectives and competencies: Critical Thinking, Communication, Empirical and Quantitative Skills, Teamwork, Social Responsibility, and Personal Responsibility. In conjunction with these core objectives, the College's Quality Enhancement Plan (QEP) assesses Ethical Decision Making. All of the competencies described in the Institutional Student Learning Outcomes (ISLOs) are embedded within the College's general education core. Instruction within the core contains educational experiences that help students achieve and demonstrate competency in all areas. (See Appendix F).

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

Appendix A

Memorandum of Understanding

SAISD BOARD AGENDA SUMMARY FORM

AGENDA TITLE:	Approval of the Pathways in Technology Early College High School Memorandum of Understanding (MOU) Between SAISD and Alamo Colleges District for Cyber P-TECH USA at Sam Houston High School
PURPOSE:	[ ] PRESENTATION/DISCUSSION [X] DISCUSSION/ACTION
REQUESTED BY:	Dr. Pauline Dow, Deputy Superintendent, Academics & School Leadership
PRESENTER:	Johnny Vahalik, Sr. Executive Director, College, Career and Military Readiness
MEETING DATE:	March 19, 2019

I. DESCRIPTION OF ITEM FOR DISCUSSION AND/OR APPROVAL

The Board is requested to approve the Pathways in Technology Early College High School Memorandum of Understanding (MOU) Between SAISD and Alamo Colleges District for Cyber P-TECH USA at Sam Houston High School. The MOU outlines the early college high school program of Cybersecurity. Students will obtain an Associate's degree in Applied Science in Cybersecurity through St. Philip's College.

II. RECOMMENDATION AND/OR ALTERNATIVES CONSIDERED

Resolved that the Board approve the Pathways in Technology Early College High School Memorandum of Understanding (MOU) Between SAISD and Alamo Colleges District for Cyber P-TECH USA at Sam Houston High School as presented.

III. BUDGET CODE NUMBER, DESCRIPTION AND AMOUNT

The related expenses for the program is funded through multiple sources including P-TECH implementation grants, Perkins funding, Instructional Materials Allotment funding, state CTE funding, dual credit funds and grants.

IV. 2018 - 2019 DISTRICT GOAL/PRIORITIES (CHECK ALL THAT APPLY)

[X] SAISD students will demonstrate respectful behavior and perform at or above grade level. All secondary students will be encouraged to participate in extracurricular, leadership or public service activities.

[X] SAISD will engage families and the community to be active partners in the education of our children.

[ ] SAISD will recognize the outstanding achievements of our students, staff and community members.

[ ] SAISD will have strong District-wide leadership and will recruit and retain quality staff.

[ ] SAISD will ensure fiscal health.

[ ] SAISD will facilitate a successful Bond initiative and its implementation.

[X] SAISD will become a national model urban school district where every child graduates and is educated so that he or she is prepared to be a contributing member of the community.

ALAMO COLLEGES DISTRICT
St. Philip's College

To: Dr. Mike Chancellor, Chancellor of Alamo Colleges District

Thru: Dr. Adena Williams Loston, President

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

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

From: Mr. George Johnson III, Dean for Academic Success-CCAST

Date: Feb 11, 2019

Re: 2019 – 2020 MOU CYBER P-TECH USA at Sam Houston High School

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- Please sign the attached MOU and return to Dean George Johnson.

- The attached MOU will be forwarded from the Dean's office to Rosena Garcia at District Support Operations.

- Ms. Garcia will present to the Chancellor's office for Dr. Flores' signature.

- Ms. Garcia will distribute original signed copies to San Antonio ISD once Dr. Mike Flores, Chancellor has signed
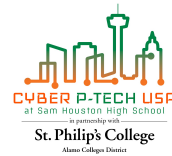
2019-2020

PATHWAYS IN TECHNOLOGY EARLY HIGH SCHOOL
MEMORANDUM OF UNDERSTANDING

BETWEEN

ST. PHILP'S COLLEGE
ALAMO COLLEGES DISTRICT

AND

CYBER P-TECH USA AT SAM HOUSTON HIGH SCHOOL
SAN ANTONIO INDEPENDENT SCHOOL DISTRICT

ST. PHILIP'S COLLEGE (herein referred to as "the College"), a college of the ALAMO COLLEGE DISTRICT (herein referred to as "Alamo Colleges District"), and the SAN ANTONIO INDEPENDENT SCHOOL DISTRICT (herein referred to as the "School District"), a Texas Independent School District contracting on behalf of its Pathways in Technology Early College High School (herein referred to as the "P-TECH"), enter the following Memorandum of Understanding ("MOU") for the creation of a P-TECH as of the 2019-2020 Academic Year. Collectively the partners are referred to as "Parties." The Parties enter into this Agreement under the general provisions of the Interlocal Cooperation Act, Texas Government Code Chapter 791.

The purpose of this MOU is to outline the collaboration of the parties, as listed above, in creating a P-TECH in the development, support, and operation of grades 9-14. The School District will not exclude or discourage the enrollment of any of the subpopulations of at-risk students (as defined by The Public Education Information Management System), including, but not limited to, students who are of limited English proficiency or who have failed a state administered assessment. Enrollment decisions shall not be based on state assessment scores, discipline history, teacher recommendation, or minimum grade point average (GPA).

P-TECH are innovative schools where students have the opportunity to earn a high school diploma and stackable certificates, industry certifications, up to 60 college credit hours or an Associate Degree. In addition, students in this program will also receive the work experience needed to be a highly qualified candidate for career track employment in the Information Technology field. P-TECH plans to add a cohort appropriate for the school's capacity, but not to exceed 150 students in grade 9 on a yearly basis, with a maximum enrollment not to exceed 600 students in grades 9-14. Any material deviation from the Pathways in Technology Early College High School student enrollment parameters must be addressed in a separate Addendum. The P-TECH will be located at 4635 E Houston St, San Antonio, TX 78220.

P-TECH prepares high school students for successful career and educational futures through a full integration of high school, college, and the world of work. During their attendance in P-TECH, students will develop a commitment to learning, a capacity for critical thinking, an understanding of their future role as community leaders, and the academic and other skills necessary to achieve success in these and other areas. The students graduating from P-TECH will enter post-secondary education and/or training with significant advanced standing. The Alamo Colleges District Principles on Dual Credit & Early College Partnerships, attached as **Exhibit A**, provide a framework for a collaborative approach for academic and community partnerships.

1. **TERM**

   The Initial Term of this MOU shall be August 1, 2019– July 31, 2022 Effectiveness is subject to approval of the P-TECH application by the Texas Education Agency ("TEA"), any additional approvals that may be required by the Texas Higher Education Coordinating Board ("THECB"), any annual approval as required by law or by the TEA or the THECB. An additional condition precedent to a Party's commitment to this MOU is approval of the MOU, or at least its form and parties, by that Party's governing board. Upon mutual written agreement by the Parties by the end of each December and approval as may be required by the Parties' governing boards, TEA, and THECB, this MOU may be extended until such time as a new MOU is issued and executed. As used in this MOU, the term "Term" shall mean the Initial Term or such shorter period of time in the event of termination of this MOU.

2. **APPLICABLE LAW**

   The parties agree to operate the P-TECH in compliance with the applicable federal, state, and local laws, implementing regulations, executive orders, and interpreting authorities, including, without limitation: (a) the following federal statutes as may be amended: Title VI of the Civil Rights Act of 1964; Title VII of the Civil Rights Act; Title IX of the Education Amendments of 1974; Section504 of the Rehabilitation Act of 1973; the Age Discrimination Act of 1975; the Americans with Disabilities Act; the Family Educational Rights and Privacy Act of 1974 ("FERPA"); Title IV of the Higher Education Act of 1965; and the Individuals with Disabilities in Education Act; (b) the Texas constitution; (c) applicable provisions of the Texas Education Code, including, without limitation, Section 28.009 – College Credit Program, Section 29.908 – Early College Education Program and Chapter 39 – Public School System Accountability; (d) State and federal laws regarding the reporting of any and all alleged child abuse, school-related crimes, and sexual molestation of students; (e) State record retention laws; (f) applicable provisions of Title 19 of the

Texas Administrative Code, including, without limitation, Chapter 4, Subchapters D and G; Section 102.1091; and Chapters 110-125; (g) TEA guidelines and requirements, including the Student Attendance Accounting Handbook ("Attendance Handbook") and the Financial Accountability System Resource Guide; (h) THECB guidelines and requirements, including, without limitation, course conformity in accordance with the Lower Division Academic Course Guide Manual ("LDACGM") and the Workforce Education Course Manual ("WECM"); and (i) all applicable requirements of the Southern Association of Colleges and Schools Commission on Colleges ("SACSCOC").

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

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

4. **GOVERNANCE**
   a. The P-TECH established under this MOU will be governed by Applicable Law. The School District shall apply to the Texas Education Agency for the establishment and continual approval of a P-TECH designation. The School District will take the lead in any reporting requirements to TEA and will serve as the fiscal agent. The College will take the lead in notifying and/or preparing prospectus documentation and accompanying request for approval for substantive changes to SACSCOC, as well as any reporting that the THECB may require.

A P-TECH Leadership Council shall meet at least yearly, or as mutually agreed to by both parties, to review and evaluate the P-TECH's effectiveness and provide an end-of-year progress report to the Chancellor and Alamo Colleges District Board of Trustees, as well as the Superintendent and the School Board. It will leverage opportunities for fund development, innovative projects, and overall sustainability. It will consist of the Alamo Colleges District Chancellor or designee, the College President, and the School District's Superintendent.

b. A P-TECH Steering Committee will meet at least twice a year, or as mutually agreed to by both parties to evaluate instructional and programmatic activities, identify problems, issues and challenges that arise; and make recommendations regarding more effective coordination and collaboration. The Steering Committee will make reports, at least annually, to the parties' respective boards that provide data, highlight successes, and outline plan for improvement. The Steering Committee will consist of the Assistant Superintendent for Curriculum & Instruction, the Executive Director for Curriculum and Instruction, the P-TECH Principal / P-TECH Director, P-TECH Counselor or designee, the College President or designee, the Alamo Colleges District Vice Chancellor for Academic Success or designee, the Alamo Colleges District Director of High School Programs, the College Coordinator of High School Programs, the College Dual Credit Liaison, and other appropriate personnel as identified by both parties. The TEA designation Blueprint document for Texas Early College High Schools, under Benchmark 3, requires that both the College and the School produce and publish meeting minutes and agendas on the P-TECH web site. The notes must contain action items and a log of the decisions made by this committee. A subset of the Committee may meet more often to satisfy the organizational needs of the P-TECH.

c. A P-TECH Advisory Board will meet at least four times per year, or as mutually agreed by both parties, to ensure that guidance is provided to the P-TECH. The Advisory Board members will consist of representatives from the community, economic development partners, Information Technology industry subject matter experts, respective College Faculty Chair and College Faculty Representative from the discipline, Assistant Superintendent for Curriculum & Instruction or designee, the Executive Director for Curriculum and Instruction or designee, the P-TECH Principal / P-TECH Director, P-TECH Counselor or designee, the College President or designee, the Alamo Colleges District Vice Chancellor for Academic Success or designee, the Alamo Colleges District Director of High School Programs, the College Coordinator of High School Programs, the College Dual Credit Liaison, and other appropriate personnel as identified by both parties. The Advisory Board will review resource acquisition, curriculum development, work-based learning and student/community outreach to ensure a successful academic and career pipeline.

d. The P-TECH Staff will include a Principal / P-TECH Director with scheduling, hiring, and budget autonomy, a counselor, support staff, teachers, and any other School District staff assigned to the Program as determined by the School District. Any school nurse and security personnel, as the School District may determine to be required for its students, are the responsibility of the School District. The School District, in collaboration with the College,

will provide appropriate Disabled Student Support Services as stated in Section 2 – Applicable Law and Section 3 - Disability Support Services herein. The staff will be comparable, based on enrollment, to other high schools within the School District. In the process of hiring, the College will provide a representative to participate on the search committee of the P-TECH Principal / P-TECH Director. The College will provide a College Coordinator of High School Programs who will interact directly and frequently with P-TECH staff and administrators.

5. **MARKETING AND CO-BRANDING**

   a. Partnership Recognition. Marketing materials should acknowledge the partnership between the school district and the Alamo Colleges District. The preferred language is XYZ P-TECH, "at", or "with", or "in partnership with" "College name – Alamo Colleges District." At minimum, the official name must include that of the specifically accredited individual college to assure compliance with SACSCOC accreditation standards. The official name must also include the name Alamo Colleges District to assure compliance with the Alamo Colleges District brand standards. The parties agree that the official name of the P-TECH shall be Cyber P-TECH USA at Sam Houston High School with St. Philip's College – Alamo Colleges District. The official name of the P-TECH shall be used, at minimum, in the letterhead of the P-TECH, the business card of its Principal / P-TECH Director, all of its press releases, any references to the P-TECH in ISD announcements (including graduations) or board minutes, at least one sign affixed to its building, and any other campus signage referencing the P-TECH.

   b. Official Logo for P-TECH. Permissible logos and brand standards to co-brand will be jointly developed by the Alamo Colleges District and the School District. However, there will be a minimum requirement that such logos must contain the logo of the participating College, consisting of the stylized image of The Alamo in the College-specific color above the full College name, with "Alamo Colleges District" at the side.

   c. Brand Standards. The parties agree to abide by any brand standards and approval process defined by each party.

   d. Media and Press. The College and School District hereby agree that each may issue a press release or releases related to this MOU. These may be developed collaboratively or individually, but each party shall pre-review its own releases with the other party.

   e. Secondary Partners. The College acknowledges that a School District may partner with multiple partners in a P-TECH venture. However, because the designation of the P-TECH from the Texas Education Agency (TEA) is dependent upon the partnership and participation of the St. Philip's College - Alamo Colleges District alone, the College is considered the sole partner, and as such, any names, logos, and references to/of secondary partners should not be included in the official/legal name of the P-TECH or the official logo of the P-TECH.

   f. Intellectual Property. Each party retains ownership of its intellectual property, such as trademarks and copyrights, but grants a license to the other party to use its logos and slogans

for the purposes of promoting awareness of the P-TECH partnership or model throughout the community. Any material misuse by either party of the intellectual property of a party to this MOU shall be resolved by negotiations between the parties, but if not so resolved shall be grounds for, without limitation, termination of the MOU by the aggrieved party.

6. **COMMUNICATIONS**
   a. To adhere to the requirements set forth by the TEA in the P-TECH designation Blueprint, as well as those listed in the goals outlined in House Bill 1638 ("HB1638") passed during the 85th Legislature, Regular Session, and codified in the Texas Education Code, Section 28.009 (b-1) and (b-2), the College and the School will ensure that documentation summarizing collaboration and outreach efforts of College, School and business partners will be readily available and posted.

   b. Once fully executed, this Memorandum of Understanding (MOU) will be posted to the School and College websites.

   c. Metrics required by Statewide Goals for Dual Credit will be posted on both the P-TECH and the College web sites.

7. **PARENT INVOLVEMENT AND OUTREACH**
   a. The School District will take the lead on parent involvement and outreach efforts to ensure parents understand the P-TECH concept that students are earning college credits which may have long-term ramifications on their college careers and federal financial aid eligibility, that high-level behavior and academic standards are expected of P-TECH students, and that parents are expected to be involved in the program. The parties may agree that College representatives may be involved in recruitment events.

   b. School District personnel, counselors, and administrators will be responsible for all communication with parents. The P-TECH will communicate to the parents of P-TECH students that any questions or concerns from parents should be directed to the P-TECH Principal / P-TECH Director or Counselor. The College personnel will not be expected to communicate with parents.

   c. Notwithstanding Section 5b, in the absence of available staff at the P-TECH, College Staff in the High School Programs office will communicate directly with students from the P-TECH to ensure that all pertinent details are available to enroll students into courses for the following semester.

   d. The P-TECH will work with the workforce development board, local chamber of commerce and local workforce industry representatives to identify, create and maintain a list of high-demand occupations and programs of study in the area of Information Technology, or others as workforce trends change.

e. As part of the outreach to the Information Technology community, the P-TECH and the College will hold an annual meeting with members from the Information Technology community to assess the measures within the program of the P-TECH and receive feedback on the value of the P-TECH program.

f. The P-TECH will hold parent and family outreach events.

8. BUILDING A COLLEGE CULTURE

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

a. A four-year crosswalk will be developed to demonstrate students' progress toward their selected plan of study, including alignment of high school and college level courses. The selected plan of study will outline the required courses toward specific certificate programs, associate degrees, or a baccalaureate degree.

b. The P-TECH students will gain college-readiness skills through a program identified by the School District. The College may provide the School District resources during the regular school schedule to support college-readiness preparation;

c. The P-TECH student will participate in dual credit courses receiving both high school and college credit;

d. The P-TECH students will have access to student services and facilities as regular college students, including but not limited to the use of academic and support facilities including the library, computer labs, study rooms, student services, bookstore, and food services. It is recognized that P-TECH students may gain access on the College campus to the unrestricted internet access afforded other College students (see Student Safety section).

e. The College and the P-TECH will provide the students with support on completing the ApplyTexas application, financial aid counseling and college/career counseling.

f. The P-TECH will provide students with academic support for intervention, remediation and acceleration. It will also provide opportunities for tutoring during and after the regular school day, as well as on scheduled Saturdays.

9. RECRUITMENT

The School District, through the P-TECH, will recruit 8th graders annually for the incoming 9th grade class.

a. The recruitment process may include:

    i. The establishment of a recruitment website or link at School District's website that will provide recruitment and admission information;

ii. A presentation of recruitment/admission materials will be made to all 8th grade students;

iii. Meetings with middle school counselors, as applicable, to discuss the P-TECH and answer questions;

iv. Student/parent meetings are held at middle school campuses so the P-TECH can explain the opportunities and commitment required of P-TECH students, as well as possible consequences that a student may experience as a result of course withdraws, failures, retaking courses and taking excess hours beyond their degree or program requirements and

v. Development of recruitment and admission information presented in both English and Spanish.

vi. The selection process will include an information meeting with the student and parent(s) to explain the expectations required for success.

vii. The College and P-TECH will collaborate on the development of a Student/Parent Consent form. The P-TECH shall have each student and a parent sign the consent form defining the requirements and expectations of the P-TECH program. The P-TECH will maintain all consent forms documents and provide an electronic copy of said to the College.

viii. To adhere to the requirements set forth by HB1638, the College and the P-TECH will implement purposeful outreach efforts to inform all students and parents of the costs and benefits of Dual Credit.

b. The P-TECH plans to add a cohort appropriate for the school's capacity, but not to exceed 150 students in grade 9 on a yearly basis, with a maximum enrollment not to exceed 600 students in grades 9-12. Any increase to these maximums must be mutually agreed upon by the College and the P-TECH following consideration of all financial and other resource requirements. Any changes to the incoming cohort maximum must be agreed upon in writing and documented through a mutually signed Addendum to this MOU. Students may not be added to any cohort following enrollment in the 9th grade, unless the College and School District specifically agree in writing to an exception in unusual, extraordinary or unexpected cases. All exceptions will be documented and maintained by the College. Additionally, at the student's expense, students are responsible to take any courses required in their selected program of study, not taken with their cohort.

c. P-TECH students will participate in college placement testing and a transitional bridge program preceding their freshmen year.

d. Students are allowed to enter the P-TECH only as freshmen. New students will not be enrolled after the first class day of the fall semester of the sophomore year. Any students who have been reviewed and accepted by both the P-TECH and the College as an exception must be classified as High School sophomores.

e. P-TECH students must meet the Texas Success Initiative Assessment (TSIA) course and degree plan requirements and abide by the College's placement scores, policies, and prerequisite requirements.

f. The School District and College will establish a set of expectations in students' 4-Year High School / College plan of study and necessary support systems to ensure that students demonstrate college-readiness by meeting TSIA placement score requirements and course pre-requisites one semester prior to the prescribed sequence detailed in the plan of study.

g. The P-TECH is responsible for ensuring that all P-TECH students have up-to-date Bacterial Meningitis documents on file in their student records throughout the time they participate in the P-TECH. The P-TECH will safeguard all vaccination documents and provide an electronic copy of said to the College upon request.

h. The P-TECH student selection team will include, at a minimum, the School District P-TECH Principal / P-TECH Director, P-TECH counselor, teachers and a college representative as requested by the P-TECH to participate.

10. CURRICULUM

a. The P-TECH shall administer the TSIA college placement exams to all prospective students no later than the fall of the 9th grade year, abiding by the rules set forth by the College Board. Students must attain TSIA scores aligned with the courses in their selected program of study to ensure appropriate college level placement, no later than the spring of the 10th grade year, to assess college readiness, design individual instructional plans, and enable students to begin college courses based on their performance. See section 7 herein.

b. The P-TECH shall implement a plan for TSIA success, including academic preparation classes for accepted students and academic interventions for students who do not pass TSIA, which interventions shall occur before retesting. The P-TECH shall make any TEA required TSIA reports regarding the number of students who have currently passed each section of the TSIA, including a breakdown of TSIA data for subpopulations of targeted students. The P-TECH will share the report with the College Coordinator of High School Programs or College Designee.

c. The School District will share the results from TSIA administered via ISD/College Board-approved-test-sites and submit to the College in the required technical format that facilitates official delivery/receipt. The TSIA scores will be electronically uploaded into the College's

official system of records. The College agrees to adhere to the confidentiality requirements set forth by the Family Educational Rights and Privacy Act, 20 U.S.C. §1232g as implemented by 34 C.F.R. part 99 ("FERPA"). The College will use students' TSIA assessment score data exclusively for official College business.

d. The primary emphasis on the P-TECH degree plan is on the program requirements for Associate of Arts, Associate of Science, or Associate of Applied Science degrees. Some Colleges may offer students the option to earn college-level credit toward Certificates that are aligned with an AAS degree. By December 1st, the P-TECH will select a defined plan of study for its freshmen cohort that students must follow in the prescribed sequence. The courses will be evaluated and approved through the official College curriculum approval process and shall be taught at the College level.

e. The School District and College will develop either a two-year or four-year course of study plan (grades 9-12) that meets the requirements of Applicable Law, provides a seamless transition for students from grade level to grade level, allows students to transition from high school classes to a gradual integration to college level classes during grades 9-12 and represents high levels of rigor, acceleration, and support. The plan will provide pathways to a certificate, associate, or baccalaureate degree and must follow the courses and fields of study listed in the THECB Lower Division Academic Course Guide Manual or courses required for a Level I or Level II certificate. The College Academic Chairs or Faculty Liaison along with the Principal / P-TECH Director or P-TECH designee will be responsible for working with P-TECH faculty to develop and refine a clear and coherent academic program across the two institutions for curriculum alignment. The P-TECH curriculum for dual credit courses will include principles of leadership with the same curriculum and at the same level it is included in the College's curriculum.

f. The Southern Association of Colleges and Schools Commission on Colleges (SACS-COC) approved a policy statement in June 2018 that directed its institutions to ensure that course content and rigor of dual enrollment courses be comparable to that of the same courses taught to the institution's other students. Refer to the SACS-COC Dual Enrollment Policy Statement at http://www.sacscoc.org/pdf/081705/Dual%20Enrollment.pdf

g. To adhere to the requirements set forth in the P-TECH designation Blueprint, as well as those listed in the goals outlined in HB1638, the College and the School will maintain course agreements for each course taught at the P-TECH, regardless of instructional site. Academic representatives from both the College and the School District will agree on alignment of college course outcomes and School District curriculum, including but not limited to, length of the course, and approved textbook(s) and instructional materials that will be supplied to students by the School District. The Course Agreement requirement for P-TECH extends to designation of academic and workforce courses for Traditional Dual Credit, ECHS, P-TECH and the Alamo Area Academies. College, School District and School shall ensure that a dual credit course and the corresponding course offered at the School are equivalent. In collaboration, the

academic representatives from both the College and the School District will develop a Dual Credit syllabus satisfying requirements of both institutions.

h. Course Agreements will include any additional instructional requirements, any required faculty development/training, and the requirements for evaluation of teaching. A Course Agreement will be completed by the deadline designated in the yearly Dual Credit Timeline for any course. College and School will develop a timeline for completing a Course Agreement prior to the beginning of each Fall semester for each course currently offered as Dual Credit. All courses offered for Dual Credit must have an approved Course Agreement. The Course Agreement will be effective for three years unless either party requests a modification or if the publisher makes changes to the current Instructional Materials. For course sections taught at the School, the College will maintain the same instructional materials and editions for Dual Credit courses taught at the high school campus for a minimum of three years, unless otherwise specified in the applicable Course Agreement or as otherwise specified in the section hereof captioned "Instructional Materials." The adoption of any course materials, print or electronic, after a Course Agreement is signed will require an agreed and signed addendum.

i. Course Agreements will identify those College programs requiring more frequent textbook cycles than the otherwise applicable three-year cycle. Refer to Section 12 – Textbooks/Instructional Materials where details related to the application of instructional materials and how these may be incurred by the School District as defined herein.

j. P-TECH students may have their course load reduced should they encounter unusual circumstances occurring "once in a lifetime", tragic in nature, or damaging the welfare of the student or family, which would prevent them from performing at their normal standard. A course reduction must be initiated and approved by the administrations of the College and the P-TECH. A student may not initiate the course reduction.

k. P-TECH students who would like to enroll in an online course, whether taken during the regular term or summer terms, must obtain the P-TECH Principal / P-TECH Director's approval, as well as the designated College staff approval.

l. As part of the instructional delivery, the College will utilize various programs that are either system or computer based in both face-to-face and online learning environments. These resources are intended to support and promote the learning environment.

m. Both parties must review age and maturity and agree to the appropriateness of students' enrollment in online courses for each semester.

n. The School District will be responsible for any college preparatory courses required by P-TECH students. To help support the P-TECH students, the School District may request remedial or developmental courses. The College, at its discretion, may offer the requested remedial or developmental courses for P-TECH students with costs covered by School District

with billing as detailed in §25(h) herein. Students enrolled in college-preparatory courses will not earn college credit for those courses. The College will designate personnel to monitor the quality of instruction in order to ensure compliance with all Applicable Law. Courses may be offered outside the regular school schedule.

o. Within the P-TECH framework, students may earn the *Distinguished Level of Achievement diploma with Performance Acknowledgement* within a four-year timeframe and 60 credit hours or equivalent, as prescribed by the selected plan of study, towards an Associate degree and/or Baccalaureate degree. If applicable, students may also be certified as Core Complete as denoted in the College transcript awarded by the College.

p. The College is responsible for involving full-time teaching faculty in the process of selecting and implementing College courses. This includes ensuring that course goals and standards are understood and that the same standards of expectation and assessment are applied where College courses are offered, to include departmental exams and student learning outcomes. P-TECH students will participate in college-level work and will be subject to material deemed college level. The School District and P-TECH are aware that the content in college level courses may contain topics intended for mature audiences or adult age groups. The department chairs and associated Deans or Vice Presidents of Academic Success will monitor the quality of instruction in order to ensure compliance with the Course Agreement Form and the standards established by Applicable Law, SACSCOC, the College, and the School District.

q. If a student fails a course, any retake will be outside the regularly scheduled academic plan and all Early Admission requirements will apply. Tuition and any applicable fees will, where the School District agrees to pay on behalf of the P-TECH student, be invoiced to the School District as fiscal agent. Otherwise, the P-TECH student will be treated as a student with the Early Admissions status, thereby making the P-TECH student responsible for all corresponding tuition and fees. The School District and the College will ensure that technology requirements are met by Parties for both access to courses and management of student information.

r. The School District shall be responsible for ensuring that high school curriculum courses will meet the requirements of the Texas Essential Knowledge and Skills (TEKS) and all other law applicable to Texas public school districts and that School District students are able to meet all high school graduation requirements, including all End of Course examinations, while earning college credit. School District will be responsible for monitoring and ensuring the quality of instruction for the exclusive high school credit courses offered by the P-TECH. The College will be responsible for developing, maintaining, and ensuring the Student Learning Outcomes (SLOs) are met.

s. To enroll in any college-level course, P-TECH students must meet all of the regular College-course prerequisites. The College and School District will assess each student for overall readiness to engage in any college-level course, and any out-of-pocket costs of same shall be borne by School District. Based on such assessment, the College Coordinator of High School

Programs and the Principal / P-TECH Director/Counselor will determine what forms of assistance and remediation may be needed by a student in order to meet enrollment requirements for any college-level course.

t. P-TECH students will be subject to the same academic policies and procedures as students enrolled in the College. This includes, but is not limited to the Academic, Probationary, Dismissal, Withdrawal and Grievance policies and procedures of the Alamo Colleges District.

u. As part of the experiences within the course of study in the P-TECH, students will be provided with career mentors selected from the business partners or other industry applicable businesses.

v. The School, College and selected business partners of the P-TECH will create a detailed plan for work-based learning experiences for students appropriate to each grade level, such as facility visits, guest speakers, presentations, career information, job shadowing, internships, externships, and apprenticeships.

w. The School, in partnership with the business partners of the P-TECH, will ensure that the participating students complete 192 clock hours of on the job training or 12 clock hours a week in one semester.

x. The selected degree plans for the P-TECH with the College are stackable awards from the Information Technology Cybersecurity Specialist degree. Related degrees that students may attain include: CompTIA Security + Certification Preparation - Occupational Skills Award (OSA), Information Technology Cybersecurity Specialist - Level 1 Certificate and Information Technology Cybersecurity Specialist - Associate of Applied Science (A.A.S.) degree. See degree plans in Exhibit B. Courses and their respective pre-requisites are accessible on the College's eCatalog website.

   i. Students shall earn industry certifications. Requirements specific to earning such certifications are attached as Exhibit D.

y. Student and School shall meet their respective requirements listed in Exhibits C and D herein.

z. P-TECH students are required to attend at least one (1) College Cyber related event on the College's main campus.

aa. Courses taught to fulfill all credentials listed in this agreement must adhere to the number of required contact hours. Deviation from the traditional sixteen (16) week part of term must be reviewed and approved by the designated College staff to ensure that the required number of contact hours are met.

11. ADVISING

To adhere to the requirements set forth by the TEA in the P-TECH designation Blueprint, HB1638, and the Dual Enrollment Policy Statement approved during the SACSCOC December 2018 annual meeting, the College and the School will provide academic advising as listed herein.

a. Through the P-TECH counselor(s), each student will receive advising on the five high school endorsements and its corresponding AlamoINSTITUTES. Each student will select a high school graduation and college degree plan.

b. Students enrolled in the P-TECH will be provided with a college degree plan that will provide the pathway leading to the selected Associate of Applied Science degree, stackable Level 1 or Level 2 certificates leading to the selected AAS degree, related industry certifications and the corresponding high school diploma sequence of courses that will prepare them for high-wage, high demand, high-skill career fields.

c. The College and the P-TECH will track and measure students' progress to ensure they meet the Outcomes-Based Measures. The information will be reviewed biannually to identify students' strengths and weaknesses and develop individual instructional support plans.

d. The P-TECH Counselor, College Advising Staff or College Coordinator of High School Programs shall assist students to take courses that will count toward the degree at the 4 year university of choice or a degree or certificate from the College. The Transfer Advising Guides are resources for the pathways to baccalaureate degrees.

12. TEXTBOOKS / INSTRUCTIONAL MATERIALS

The School District will provide all required course materials, including textbooks, syllabi, course packets, and other materials needed for enrollment to classes for high school graduation credit and college-level texts. The Course Agreement Form includes the Instructional Materials (IM) required for a course.

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

IM requirements are based on how and where the course is taught.

a. Courses taught at high school by high school teacher
   i. College and School agree on IM requirements as part of Course Agreement.
   ii. The IM selection will be acceptable until the course SLOs or the content for the course changes with a minimum time frame of three academic years, maximize the use of the School's IM investment.
   iii. Any changes will be documented in an updated Course Agreement
   iv. The College Academic Departments operate on a textbook adoption cycle, and should be considered at the time a course is requested.

b. Courses taught as a dual credit class by college teachers
   i. College and School agree on IM requirements as part of Couse Agreement
   ii. In instances where School has IM materials but needs to have a section taught by a college faculty member, the College and School will attempt to identify a teacher who will use the School's IM materials.
   iii. Where a teacher cannot be identified by the College and School, the School will cancel the section and identify a substitutable course to ensure that the cohort of students can remain on track to graduate with the selected degree plan.

c. P-TECH enrollments in regular college sections
   i. The College will follow the Guidelines for Selection of Instructional Materials for all courses. College will let School know the IM required for each course considered for P-TECH enrollments.
   ii. IMDirect are electronic materials codes required of each student and required for enrollment in the class. If the College uses IMDirect for any courses, the School must be notified at the time discussion for dual credit enrollments are underway.
   iii. The College will communicate any changes in IM, including IMDirect, to the School by April 15 for the following fall, unless the change in course occurs after April 15. In the event IM will change for the term, the College will notify the School by September 1.
   iv. The College and School will discuss the required IM materials before agreeing to enroll students in the college section.
   v. Students enrolled in Information Technology courses will be given the opportunity to obtain industry certifications, licenses and other related credentials whose certification or industry exams will be paid or invoiced to the School District.

d. Enrollment of P-TECH students in regular college sections is acknowledgement of agreement to require IM.

The designee of the College High School Programs will meet with the School District or P-TECH prior to enrolling students into courses and inform the School District of any courses that will have an Instructional Materials fees attached that the School District must cover. At the time students are enrolled in a P-TECH course, the School District approves the IM requirements for the course. The School District will be invoiced for the cost of the IMDirect.

The P-TECH will use the Course Agreement Forms to determine IM. When IM requirements change for courses taught at the College, the College will notify the P-TECH and School District by April 15 for fall terms and by October 15 for spring terms, unless the change in course occurs after said dates due to unforeseen circumstances. Enrolling students in classes is acknowledgement of required materials for a course. This affords the School District ample time to secure the required course materials and conform to their respective School District board policies. The School District will ensure that all P-TECH students, whether enrolled in courses at the P-TECH or the College, will have the required course materials by the first instructional day.

13. FACULTY

a. All instructors teaching P-TECH courses for college credit must meet the College's academic requirements as outlined by SACSCOC Faculty Credentialing requirements, as determined by the College. All instructors teaching dual credit classes at the P-TECH must be approved as faculty by the College prior to teaching dual credit courses. The same credentialing and hiring process used by the College will apply for all dual-credit faculty as for College faculty teaching regular credit courses.

b. The School District will provide the instructors for all high school courses at the P-TECH. Instructors teaching high school dual credit courses will be either high school teachers with the necessary academic requirements or instructors approved by the College. The cost-sharing model approved by the Alamo Colleges District Board of Trustees is based on which party pays the instructor. Please refer to Section 25 - Fiscal Matters herein. The School District is highly encouraged to hire teachers approved by the College as adjunct instructors to teach dual credit courses. The School District is encouraged to provide incentives to have instructors earn the college hours required for qualification and should coordinate approval of eligibility with the College.

c. The School District will provide official written notice to the College by the second Monday in April of any need for college credentialed instructors in specific disciplines to fulfill the P-TECH plan(s) of study. The College will then conduct a review to identify faculty from the respective discipline to teach at the P-TECH or assist in identifying a credentialed instructor to fill the identified need from the P-TECH. If the College identifies an instructor from their faculty or hires an instructor to fulfill the needs of the P-TECH, the School District will be invoiced as outlined in Section 25 - Fiscal Matters herein. If the College is unable to find a suitable college credentialed instructor by the second Monday in July, the parties will convene to address the faculty concern and develop an agreeable plan. The meeting notes will address the faculty concern and provide an alternate solution that may include an alternate course with an identified faculty to teach the course. The agreement will be acknowledged in writing by all Parties and signed copies will be provided to the College and the School District.

d. P-TECH faculty teaching dual credit classes will be evaluated at least annually by the College. Student evaluation of instruction takes place each semester and will be a part of the P-TECH faculty annual evaluation process. Performance evaluation of all dual-credit faculty will adhere to College and Academic Division protocols and schedules as it pertains to all other College adjunct faculty, per SACSCOC requirements, as well as those required by the Texas Education Agency.

e. P-TECH faculty teaching dual credit courses will teach using the respective course syllabus that contains the Student Learning Objectives (Herein referred to as "SLOs"). P-TECH faculty must upload course syllabi onto Concourse, the College's official reporting system. As each course at each P-TECH has specific Course Agreement Forms, please refer to the individual agreements for TEKS alignment of objectives to the college SLOs.

f. P-TECH faculty are required to attend Dual Credit training and *St. Philip's College Saturday Professional Development* at the College.

g. P-TECH faculty are required to attend at least one (1) College Cyber related event on the College's main campus.

h. At the end of each semester, P-TECH faculty must submit the End of Semester Clearance report to the designated College department chair by the final grades deadline.

i. Instructors' Dual Credit classes may include both P-TECH and traditional dual credit students. Dual Credit students constitute those in traditional Dual Credit, P-TECH or Alamo Academies.

j. To adhere to the requirements outlined in House Bill 2404 ("HB2504"), the P-TECH faculty will publish a curriculum vitae that will include post-secondary education and teaching experience on the official system of record where the course syllabus taught by said P-TECH faculty are maintained.

14. PROFESSIONAL DEVELOPMENT FOR NON-INSTRUCTIONAL HIGH SCHOOL STAFF

a. The School District will provide the High School staff designated to providing guidance to students on courses yielding dual credit and/or enrolling students into dual credit courses with time to attend a series of workshops to be offered during the summer months *or* the regular Academic Year. The professional development workshop series will include crucial issues impacting students taking dual credit college level courses while in high school, including selecting courses leading to the student's goal, implications of taking college courses, and transferability of courses to upper level institutions for specific academic programs. The workshop will include terminology, career guidance, and resources similar to that used by the College Academic Advisors. The intent of the sessions is for the High School staff to provide structured guidance to students and their parents regarding decisions students will make that impact their college experience and accumulation of semester hours. The workshops will be delivered in a hybrid format, as some segments will be delivered in a face to face format, while other segments will be delivered online. Periodic update sessions may be required. Staff from the Colleges and the Alamo Colleges District will deliver the sessions and will work with the School District to identify the times for the sessions. The High School will provide the time for personnel to complete the professional development and the Alamo Colleges District will provide the sessions.

15. PROFESSIONAL DEVELOPMENT FOR ADJUNCT INSTRUCTORS FROM THE P-TECH

The College and School District will provide professional development opportunities to their respective employees in accordance with their respective institutional policies. Learning and collaboration will be organized and facilitated by the P-TECH and the College designee. The College will provide professional development in critical thinking, leadership, student engagement, and other areas deemed necessary.

The School District will provide High School Teachers hired as Adjunct Instructors the necessary time to participate in professional development identified by the College. Adjunct Instructors are required to take equivalent professional development as Instructors who teach exclusively for the College. In instances where adjunct faculty are contracted outside the hiring deadlines, the department Chair will assign a faculty in the discipline to assist during the first college semester transition.

16. P-TECH CALENDAR

The P-TECH course schedule will be determined by the location of the course delivery, provided that the required contact hours and prerequisites must first be met.

The instructional calendar for the high school portion of the P-TECH will be based on the School District calendar and comply with all related TEA regulations for school attendance. The School District will adjust its schedule as necessary to enable P-TECH students to enroll in and attend the college-level courses provided by College. The School District and College will coordinate the testing requirements of the students to ensure students may take all required State examinations without penalty. When the P-TECH is based at the School District, it may be necessary for its students attending dual credit courses at the College to attend classes on days when the School District P-TECH facility is closed (*e.g.*, different within-term holiday closures). During days when the two institutions are out of alignment on days of operation, and students must attend classes that are in session at the College site, the School District will provide at least one staff member with administrative authority to be present in case of emergency.

All P-TECH students are required to participate in required state, national assessments, which will be administered by the P-TECH staff. College agrees to make accommodations in course scheduling, including final exams, and attendance so that P-TECH students are not penalized in their college credit courses for their participation in the required state, national assessments. While the College agrees to make accommodations for required state assessments, including the STAAR and End of Course Exams, all contact hour requirements must be met. For assessments not mandated by the state, the College and School District will come to a mutual agreement on administration dates in order to appropriately manage disruptions of college courses and ensure contact hour requirements.

17. ACADEMIC POLICIES

a. The academic policies of the School District and College shall apply to all students enrolled in the P-TECH as applicable.

b. P-TECH students are expected to meet academic standards (including academic progress) for College coursework. Semester grades and grading policies shall be outlined in each instructor's course syllabus. Grades are awarded on a 4.0 scale at the College, and High School will convert them to High School letter grades according to its procedures. P-TECH students will be informed by the instructor of academic progress/grade status at the third week and at mid-semester. Students struggling to maintain a passing grade will be provided with options for the student's successful completion or be advised by the instructor or the high school counselor to withdraw from the College course in order to avoid future problems related to admissions, financial aid, and scholarships. Withdrawal from the College course does not result in a withdrawal from the high school course. The P-TECH personnel are responsible for advising P-TECH students concerning academic progress in high school and college courses. The P-TECH staff and the College designee are responsible for advising and monitoring these actions.

c. Students who fail to maintain a cumulative college grade point average (GPA) of 2.00 (C average) will be placed on academic probation. Students will be considered scholastically deficient and shall follow the Academic Standing Policy as stated in the College Catalog. Academic policies are accessible on the College's eCatalog website.

d. Students taking courses for dual credit must be enrolled in courses coded as "Dual Credit" or "Dual Credit / Advanced Placement."

18. STUDENT SAFETY

When on the College campus, P-TECH students will follow the policies and procedures of the College to ensure the safety and well-being of the fellow classmates, faculty, staff and visitors. P-TECH students traveling for College events will be required to sign an Alamo Colleges District General Participation Release as a condition of participation as are all students from each of the Colleges of the Alamo Colleges District. The Colleges will develop standard protocols for various emergency situations.

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

19. STUDENT ATTENDANCE POLICIES

P-TECH students are required to maintain regular and punctual attendance in class and laboratories to meet the required number of contact hours per semester. Absences, dismissal of classes, and early release (except in emergency or inclement weather, when permitted by Applicable Law, or when related to state-mandated assessment days) shall be avoided. For additional information on the College attendance policies, please refer to the College's Course Catalog at http://www.alamo.edu/.

20. STUDENT CONDUCT

P-TECH students are required to adhere to School District and College policies, procedures, and regulations regarding facilities and equipment usage and both School District and College codes of student conduct as well as the Alamo Colleges District Student Responsibility for Success Policy. All disciplinary action, including suspension and dismissal from P-TECH, shall be in conformity with the Codes of student conduct of the parties. All P-TECH students will be provided access to the Alamo Colleges District eCatalog, Student Code of Conduct, Student Handbook, and Title IX / Clery Act materials in the same manner as all other students enrolled in the College. For additional information on the College student conduct policies, please refer to the College's Course Catalog at http://www.alamo.edu/. In the event of a conflict between the policies of School District and College, the Parties will collaborate to resolve any conflict. The School District and the College will inform one other of complaints against an P-TECH student. The party which receives a complaint of non-academic misconduct may investigate the complaint and reach a decision on responsibility for violations of the applicable student code of conduct but must notify the other party of sanctions before they are issued. Students who are in violation of policies and codes of conduct will, where appropriate, return to the School District's high school, if any, and will not be allowed to return to the P-TECH on the college campus. The parties will cooperate fully with each other in any investigation involving student misconduct or conduct that threatens or potentially threatens the safety of others and the college campus, including the P-TECH buildings. The parties will cooperate fully with each other as necessary in all matters pertaining to complaints, grievances and appeals regarding student conduct issues. The definition of "cooperation" includes providing access to students or other persons who may be witnesses or persons with knowledge of relevant facts. P-TECH students may be sanctioned the same as other College students and may be subject to exclusion from the college campus and college properties.

21. STUDENT SUPPORT SERVICES

Both parties will identify and collaborate on measures to assist those students who may not be performing satisfactorily to succeed. The School District will assign a specific counselor or counselors to its P-TECH who will provide academic guidance support to the P-TECH students. The P-TECH will seek guidance from the College designee(s) in the areas of test preparation, tutoring, College Connection services, and the development of an integrated support system for P-TECH students across the two institutions. Students will have access to the same or similar tutoring and other academic support as provided for other students in the School District and College. To promote academic success, the parties will provide academic support services as may be needed. The P-TECH counselor and P-TECH designee will work to ensure P-TECH students receive

pertinent information regarding higher education, financial assistance, and assistance waivers for tuition and fees. As needed, each Party will assist families as they complete initial application and admission requirements per the respective organizations' processes. The College will assist with registration for all students who are qualified to enroll in College courses. The School District will be responsible for non-academic counseling services and the College is authorized, but not required, to provide emergency counseling intervention services despite student minority age. See section 3 – Disability Support Services.

22. **EXTRACURRICULAR ACTIVITIES AND STUDENT ENGAGEMENT ACTIVITIES**
    a. The School District may allow students to participate in high school activities as long as participation does not interfere with academic requirements of the P-TECH.

    b. To reinforce the college-going culture, students may participate in age-appropriate activities on the College campus, such as clubs and organizations, theater performances, student activities and other such activities, so long as participation does not interfere with the academic requirements of the P-TECH. P-TECH students may be assigned to off-site academic course assignments which would require the P-TECH student to travel to satisfy course objectives that could include, without limitation, museum visits or job-site internships. P-TECH students engaging in any College-related, off-site travel must be transported by a parent, guardian, parent/guardian written designee, or School District-sponsored travel arrangement; transportation by College, its employees or its non-P-TECH students is prohibited.

23. **STUDENT RECORDS**
    In accordance with Applicable Law, School District will maintain student records pertaining to P-TECH and provide College copies of the grades, progress, and other informational data on student assessment, promotion, retention, award of diplomas, and other student data necessary and advisable for College to perform its obligations under this MOU. Each party will be responsible for maintaining student records and records pertaining to the Program in conformity with the Texas Record Retention laws and the federal FERPA. Each Party designates the other Party as its agent with a legitimate educational interest in students' education records for purposes of FERPA, and each Party agrees in its capacity as such agent to comply with the FERPA requirements set forth, without limitation, at 20 CFR 99.33. Each party shall institute policies and procedures reasonably designed to ensure that its employees and agents comply with these and all other federal and state laws, including, without limitation, FERPA, governing the rights of P-TECH students with respect to educational records, and shall protect student education records against accidental or deliberate re-disclosure to unauthorized persons.

24. **TRANSCRIPTION OF COLLEGE CREDIT**
    St. Philip's College is accredited by the Southern Association of Colleges and Schools Commission on Colleges to award associate-level degrees. Please refer to the college's catalog for credentials offered at St. Philip's College.

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

25. CIVIL RIGHTS UNDER ALAMO COLLEGES DISTRICT POLICIES

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

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

All P-TECH students will have access to AlamoCARES, a prevention, education and support program regarding dating violence, domestic violence, sexual assault, and stalking. Within the AlamoCARES site, students will find information on rights granted by Title IX and other federal statutes and resources to help educate and assist them when dealing with gender or disability discrimination, harassment, and retaliation, including sexual harassment and violence.

26. PROGRAM EVALUATION

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

27. FISCAL MATTERS

a. Where P-TECH is located on the College property, any commitment of College facilities for P-TECH purposes and the associated costs will be borne by School District and addressed by separate agreement(s) of the parties.

b. In instances where the P-TECH students must repeat a course due to failing grades, the student will follow the process for Early Admission of the College.

c. The School District will provide all required course materials (textbooks and electronic materials) and will be billed for applicable Instructional Materials charges embedded in courses requiring electronic materials.

d. The School District will act as the fiscal agent for purposes of this MOU, including student fees. Based on School District policies, the School District may recover fees incurred by students.

e. Any transportation and food services will be provided by the School District.

f. All personal fines, late fees, parking tickets, etc. incurred by student at the College are the student's individual responsibility.

g. High school teachers delivering dual credit courses may teach students enrolled in P-TECH or Traditional Dual Credit in the same course section. However, Alamo Colleges District will only pay dual credit stipends for dual credit courses with 15 dual credit students or more in each

course section. Dual Credit students constitute those in traditional Dual Credit, P-TECH or Alamo Academies.

h. The Cost-Sharing Model was implemented beginning with the 2018-19 Academic Year. Following the model of who primarily funds the cost of the Dual Credit Instructor, the Alamo Colleges District will either pay a stipend to the School District or the School District will pay the Alamo Colleges District the appropriate amount listed below. The College will verify all enrollments as of census date.

   i. Where the School District contracts the instructor to teach college courses, the Alamo Colleges District will pay $600 for each course section that contains at least 15 students. The official student enrollment count will be taken on the course sections' census date. The Alamo College Business Office will communicate with the School District Business Office to provide the appropriate payment to be paid net 45 days from the part of term's census date.

   ii. Where the College contracts the college instructor to teach a course section and the student enrollment in each specific course section totals less than 80% of the total student enrollment of the said course, the School District will pay $100 per student to the Alamo Colleges District. The official student enrollment count will be taken on the course sections' census date. The Alamo College Business Office will communicate with the School District Business Office and provide an invoice to be paid net 45 days from the part of term's census date.

   iii. Where the College contracts the college instructor to teach a course section and the student enrollment in each specific course section totals to 80% or greater of the total student enrollment of the said course, the School District will pay $2,800 per course to the Alamo Colleges District. The official student enrollment count will be taken on the course sections' census date. The Alamo College Business Office will communicate with the School District Business Office and provide an invoice to be paid net 45 days from the part of term's census date.

i. School District's failure to meet its payment responsibilities as fiscal agent regarding a student will result in College's refusal of enrollment of the School District for the next Academic Year after determination of payment default.

28. TERMINATION OF THE MOU

Either party may terminate this MOU through written notice to the other party given not later than the last day in December and to be effective for the ensuing academic fall semester. In the event of termination, the Steering Committee will prepare an agreeable plan of dissolution in accordance with all Applicable Laws to be submitted and approved by the Leadership Council. In the event of

termination and notwithstanding the foregoing, the 11th and 12th grades will continue operation through scheduled graduation. The 9th and 10th grades will return to the home high school.

29. TRANSPORTATION

The School District will provide for such student transportation as may be required to and from the College as required under State law, and for any P-TECH field trips, each pursuant to applicable School District rules and procedures.

30. STUDENT DIRECTORY INFORMATION

Upon enrolling in the P-TECH, each student's directory information (defined by the College, pursuant to FERPA, to exclude student addresses) will become part of the College's student directory information as that term is defined by FERPA, and each student's directory information will remain subject to the Texas Public Information Act.

31. FOOD SERVICES

The School District will provide for all student meals as required by State and Federal law and School District rules and procedures. P-TECH students may purchase food from College food service facilities when on the College campus.

32. ENTIRE AGREEMENT

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

33. NO WAIVER OF IMMUNITY

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

34. COUNTERPARTS

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

35. SEVERABILITY

In the event any provision of this MOU shall be found invalid, void and/or unenforceable, for any reason, neither this MOU generally nor the remainder of this MOU shall thereby be rendered invalid, void and/or unenforceable, but instead each such provision, and (if necessary) other

provisions hereof shall be reformed by a court of competent jurisdiction so as to effect, insofar as is practicable, the intention of the parties as set forth in this MOU; provided, however, that if such court is unable or unwilling to effect such reformation, the remainder of this MOU shall be construed and given effect as if such invalid, void and/or unenforceable provisions had not been a part hereof.

36. NOTICE

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

School District:
San Antonio Independent School District
ATTN: Superintendent of Schools
141 Lavaca St.
San Antonio, Texas 78211

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

Alamo Colleges District:
Alamo Community College District
ATTN: Chancellor
201 W. Sheridan
San Antonio, TX 78204

37. NON-APPROPRIATION

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

38. NO-THIRD PARTY BENEFICIARY

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

39. HEADINGS

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

40. RELATIONSHIP

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

Intending to be bound, the parties sign below.

ST. PHILIP'S COLLEGE / ALAMO COLLEGES DISTRICT

By: _[signature]_ 2/12/2019
    Dr. Adena Williams Loston, President   Date
    St. Philip's College

By: _[signature]_ ON BEHALF OF DR. FLORES 2-13-19
    Dr. Mike Flores, Chancellor   Date

San Antonio Independent School District

By: _[signature]_ 2-16-2019
    Mr. Pedro Martinez, Superintendent   Date

Attachments:

Exhibit A: Alamo Colleges District Principles on Dual Credit & Early College Partnerships

Exhibit B: St. Philip's College Information Technology Cybersecurity Specialist, O.S.A., Level 1 Certificate and A.A.S. Degree Plans

Exhibit C: St. Philip's College - Required Materials and Related Information for the Implementation of Information Technology Cybersecurity Specialist, A.A.S. Degree Plan with Cyber P-TECH USA at Sam Houton High School - San Antonio Independent School District

Exhibit D: Cisco Systems, Inc. Certification and Confidentiality Agreement

EXHIBIT A

The Alamo Colleges District Principles on Dual Credit & Early College Partnerships

The Alamo Colleges District Principles on Dual Credit & Early College Partnerships are founded on a belief that today's education challenges are so complex and inter-connected, they can only be tackled by secondary and post-secondary education working together. Our Principles are designed to be the framework for how we will collaboratively approach our academic and community partnerships, and are aligned with the Alamo Colleges District's Educational Philosophy, the Alamo Way, a Board Policy that serves as our framework for increased employee & student performance, and greater organizational efficiency, effectiveness, & leadership.

Partnerships

1. Partners will increase Early College opportunities for high school students through collaboration;
2. Partners will increase the community's college-going culture through co-branding and communication about Early College opportunities;

Student Success

1. Partners will strive to have all high school students college-ready at graduation through collaboration to provide assessment and on-going college preparatory support;
2. Partners will work collaboratively to close the higher education achievement gap among at-risk, minority, and economically-disadvantaged students;
3. Partners will embed principle-centered leadership competencies in Early College programs and their management;
4. Partners will align the partnership with overarching organizational performance and management goals to ensure academic rigor and fiscal-sustainability;
5. Partners will work collaboratively to reduce the need for developmental education by First Time in College Students (FTIC);

Collective Impact

1. Partners will align Early College expansion efforts with other community-led planning and education reform efforts to promote collective impact;
2. Partners will proactively scale-up successful Early College initiatives to achieve wider impact of benefits and economies of scale;
3. Partners will work with Texas public four-year institutions of higher education to create seamless transfer pathways for students in Early College programs;
4. Partners will expand the partnership where appropriate, to include community organizations and the business community;

Policy Advocacy

1. Partners will advocate for local and state policy that is friendly to innovating and expanding Dual Credit & other Early College programs to provide more opportunities for students.

St. Philip's College CompTIA Security + Certification Preparation (OSA)

CompTIA Security+ is an international, vendor-neutral certification that proves competency in system security, network infrastructure, access control and organizational security. Major organizations that employ CompTIA Security+ certified staff include Booz Allen Hamilton, Hewlett-Packard, IBM, Motorola, Symantec, Telstra, Hitachi, Ricoh, Lockheed Martin, Unisys, Hilton Hotels Corp., General Mills, the U.S. Navy, Army, Air Force and Marines.

With this award, you may seek jobs such as:

IT Security Compliance Analyst

Related Awards

Information Technology Cybersecurity Specialist, A.A.S.
Information Technology Cybersecurity Specialist Level I Certificate
CompTIA Linux+ Certification Preparation (OSA)
Cyber First Responders (OSA)

Total Credit Hours Required: 10

Semester I

- ITNW 1425 - Fundamentals of Networking Technologies
- ITSY 1342 - Information Technology Security ***
- ITNW 1308 - Implementing and Supporting Client Operating Systems

Milestone Course

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

Additional Program Information

CompTIA Security+ is an international, vendor-neutral certification that proves competency in system security, network infrastructure, access control and organizational security. Major organizations that employ CompTIA Security+ certified staff include Booz Allen Hamilton, Hewlett-Packard, IBM, Motorola, Symantec, Telstra, Hitachi, Ricoh, Lockheed Martin, Unisys, Hilton Hotels Corp., General Mills, the U.S. Navy, Army, Air Force and Marines. ITSY 1342 Information Technology Security and ITSY 2442 Incident Response & Handling in this degree have been approved by National Security Agency, NSA (applies to SPC only). By completing courses successfully student may qualify for Information Systems Security professionals, NSTISSI No. 4011 and Senior Systems Managers, CNSSI No. 4012.

St. Philip's College Information Technology Cybersecurity Specialist - Level I Certificate

This certificate will prepare students to design, implement and secure computer networks and can be completed in one year. Students with this certificate will be able to install security software, monitor networks for security breaches, respond to cyber attacks and in some cases, gather data and evidence to be used in prosecuting cyber crime. ITSY 1342 Information Technology Security and ITSY 2442 Incident Response & Handling in this degree have been approved by National Security Agency, NSA. By completing courses successfully student may qualify for Information Systems Security professionals, NSTISSI No. 4011 and Senior Systems Managers, CNSSI No. 4012. St. Philip's College is designated by the National Security Agency and Department of Homeland Security as a National Center of Academic Excellence in Cyber Defense Two-Year Education.   The designation covers academic years 2014 Through 2020.

With this award, you may seek jobs such as:

Information Security Analyst

Related awards

Information Technology Cybersecurity Specialist, A.A.S.
CompTIA Linux+ Certification Preparation (OSA)
CompTIA Security + Certification Preparation (OSA)
Cyber First Responders (OSA)

Total Credit Hours Required: 28

Semester I

- ITSC 1316 - Linux Installation and Configuration
- ITNW 1425 - Fundamentals of Networking Technologies ***
- ITSY 1342 - Information Technology Security ***
- ITSY 2442 - Incident Response and Handling

Semester II

- ITNW 2412 - Routers ***
- ITSY 2443 - Computer System Forensics
- ITSC 2325 - Advanced Linux
- ITSY 2301 - Firewalls and Network Security

Milestone Course

*** denotes Milestone course(s).

St. Philip's College Information Technology Cybersecurity Specialist, A.A.S. Degree Plan

Student ID:_____ Student Name:_____ Adviser Name:_____	Publication: St. Philip's College Schedule/Catalog 2018-2019 Program: Information Technology Cybersecurity Specialist, A.A.S. Minimum Credits Required:_____

Information Technology Cybersecurity Specialist, A.A.S.

The Associate of Applied Science in Information Technology Cybersecurity Specialist prepares students to design, implement and secure computer networks. Students with this degree will be able to install security software, monitor networks for security breaches, respond to cyber attacks and gather data and evidence to be used in prosecuting cyber crime. Completion in this program prepares a student for industry certifications such as CompTIA Security +, Certified Security Professional (CSP) and Certified Ethical Hacker (CEH). St. Philip's College is designated by the National Security Agency and Department of Homeland Security as a National Center of Academic Excellence in Cyber Defense Two-Year Education. The designation covers academic years 2014 Through 2020.

With this award, you may seek jobs such as:

Cyber Security Analyst / Cyber Security Specialist

Related awards

Information Technology Cybersecurity Specialist Level I Certificate
CompTIA Linux+ Certification Preparation (OSA)
CompTIA Security + Certification Preparation (OSA)
Cyber First Responders (OSA)

Total Credit Hours Required: 60

Semester I

Course Name	Term Taken	Grade	Gen Ed
ITNW 1308 - Implementing and Supporting Client Operating Systems ***			
ITNW 1425 - Fundamentals of Networking Technologies			
ITSC 1316 - Linux Installation and Configuration			
Select 1 course from the Language, Philosophy & Culture (40) Core			

Semester II

Course Name	Term Taken	Grade	Gen Ed
ITNW 2412 - Routers ***			
ITSC 2325 - Advanced Linux			
or COSC 1336 - Programming Fundamentals I			
ITNW 1413 - Computer Virtualization			
Select one course from the Communication (10) Core			

Semester III

- Select 1 course from the Social and Behavioral Sciences (80) Core
- Select 1 course from the Mathematics (20) Core

Semester IV

Course Name	Term Taken	Grade	Gen Ed
ITSY 1342 - Information Technology Security ***			
ITNW 2405 - Network Administration			
ITSY 2442 - Incident Response and Handling			
SPCH 1321 - Business and Professional Communication			

Semester V

Course Name	Term Taken	Grade	Gen Ed
ITSY 2301 - Firewalls and Network Security			
ITSY 2443 - Computer System Forensics			

ITSY 2430 - Intrusion Detection			
ITSY 2286 - Internship - Computer and Information Systems Security			

Milestone Course

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

Additional Program Information

This Associate of Applied Science will prepare students to design, implement and secure computer networks. Students with this degree will be able to install security software, monitor networks for security breaches, respond to cyber attacks and in some cases, gather data and evidence to be used in prosecuting cyber crime. Some security courses in this degree have been approved by National Security Agency and Department of Homeland Security. St. Philip's College is designated by the National Security Agency and Department of Homeland Security as a National Center of Academic Excellence in Cyber Defense Two-Year Education. The designation covers academic years 2014 Through 2020.

NOTES

CIP Code: 11.0901
Major Code:

Notes:

EXHIBIT C

**St. Philip's College - Required Materials and Related Information for the Implementation of
Information Technology Cybersecurity Specialist, A.A.S. Degree Plan
With Cyber P-TECH USA at Sam Houton High School -
San Antonio Independent School District**

Classroom Hardware Requirements

- Router per 4 students
- Switch per 4 students
- Laptop/Desktop that can support the most current OS with Virtualization Capability
- Desktops/Laptops need to have Admin Rights for software installation
- Require a separate communication network for PTech Classrooms
- Network Cabling Tool Kits
- 2 Servers per class, servers must support the latest server operating systems
- 2 Ladder Racks for mounting of servers and networking equipment
- Cost of Certification are to be covered by Sam Houston High School
- Microsoft certifications do not have an age requirement
- There are no age requirements or educational prerequisites to take a CompTIA exam. However, CompTIA recommend that candidates for any certification be at least 13 years old.

Age Requirement for CISCO Certification

For students who are minors (13-17 years of age), parental consent is required before they are eligible to test for a Cisco Certification exam. You can find additional information in the Exam Policy Requirements page under the "Age Requirements and Policies Concerning Minors" section at www.cisco.com (need reference).

Age Requirements and Policies Concerning Minors

In compliance with the Cisco Privacy Policy, age requirements for Cisco certification are as follows:
- Underage Minors are children under 13 who may not test or receive certification, even with parental consent
- The Cisco global certification program allows Minors to test on all written exams (electronically), except the following written, practical and lab exams: CCIE and CCDE.
- Minors are individuals between 13-17 years of age who, with parental or legal guardian consent, may take tests and if passed, receive certification.
- For any person participating in a location that requires by law a lower minimum age for entry into such programs, then the minimum age limit for that person will be the stated minimum required age.
- Cisco reserves the right to impose additional restrictions to comply with local data protection laws. If a candidate would like the exam results to count towards earning certification, the Cisco Certification and Confidentiality Agreement must be signed by the parent or legal guardian of the minor and emailed or mailed to Cisco. For more information, please refer to the Cisco Certification and Confidentiality Agreement. *See Exhibit D.*
- Individuals 18 years or older are eligible for certification without any age-related restriction

For more information, please refer to the Cisco Certification and Confidentiality Agreement under EXHIBIT D in this agreement.

Minors:
- During the registration process, minors must agree to their Cisco Certification and Confidentiality Agreement. At that time, online consent forms may be downloaded for signature and submission by the minor's parent or legal guardian. Minor's certifications and fulfillment packages may only be processed after Cisco receives signed minor's consent forms.

EXHIBIT D

CISCO SYSTEMS, INC. CERTIFICATION AND CONFIDENTIALITY AGREEMENT

> **CAREFULLY READ THE FOLLOWING TERMS AND CONDITIONS OF THIS CISCO CERTIFICATION AND CONFIDENTIALITY AGREEMENT. THEN, SELECT "ACCEPT" OR "DECLINE" (BELOW), IF YOU DO OR DO NOT, RESPECTIVELY, ACCEPT ALL OF THE TERMS AND CONDITIONS OF THIS AGREEMENT. IF YOU DECLINE, YOU WILL FORFEIT YOUR ENTIRE EXAM FEE AND YOU WILL NOT BE PERMITTED TO SIT FOR THE CERTIFICATION EXAM*. IN CISCO'S SOLE DISCRETION, THE TERMS OF THIS AGREEMENT ARE SUBJECT TO CHANGE. IT IS YOUR RESPONSIBILITY TO REVIEW THIS AGREEMENT AND, IF APPLICABLE, ANY CHANGES THERETO, AS YOU MUST COMPLY WITH THE MOST CURRENT VERSION OF THIS AGREEMENT.**

This Cisco Certification and Confidentiality Agreement ("Agreement") is entered into between you and Cisco Systems, Inc. and its affiliates ("Cisco") as of the date of your acceptance by signing or e-signing below ("Effective Date").

YOU AND CISCO AGREE TO THE FOLLOWING:

1 **DEFINITIONS.**

"**Certification(s)**" means any in the set of professional certification programs offered by Cisco.

"**Cisco Certificant**" means an individual who has successfully met the requirements for Certification as set forth in this Agreement.

"**Confidential Information**" means any Cisco proprietary or any Cisco confidential information received by you in connection with this Agreement and if such information is marked as confidential, proprietary or the like or, in the case of confidential information disclosed orally, identified as confidential, proprietary or the like at the time of oral disclosure. Such confidential information includes, without limitation, the contents of any exam and any related information including, : (i) any questions, answers, worksheets, computations, drafts, workings, drawings, diagrams, schematics, the length or number of exam segments or questions; (ii) any changes to the contents of an exam prior to Cisco's announcement of such changes; (iii) any communication (including, without limitation, any oral communication) regarding or related to the exam; or (iv) information which you know or have reason to know is confidential, proprietary or trade secret information of Cisco, as well as, any information posted on Cisco.com (to the extent such information is not publicly accessible).

"**Personal Data**" means your personal information or any information which is susceptible to identifying you, in any event as defined by applicable law, including, without limitation, your full name, e-mail address, postal address, Cisco identification number, Certification(s), certification date(s), certification expiration date(s), photograph, signature, biometric data or other personally identifying data collected from you by Cisco or its authorized agents.

"**Program(s)**" means the Certification programs offered by Cisco under this Agreement.

"**Testing Delivery Partner(s)**" means the entity engaged by Cisco to administer the applicable examination.

2 **ACCEPTABLE BEHAVIOR AS A CISCO CERTIFIED PROFESSIONAL MEANS YOU WILL:**

a. Comply with all Cisco testing policies, process, procedures and guidelines, including the test security rules of the Testing Delivery Partner.

b. Provide truthful documentation regarding your Personal Data.

c. Comply at all times with the highest standards of professional conduct as stated in Cisco's policies, Candidate Conduct, Code of Certification, Exam, Exam Re-Take and Social Media, which are hereby incorporated into this Agreement by this reference.
https://www.cisco.com/c/en/us/training-events/training-certifications/overview.html,
http://www.cisco.com/go/exampolicy/ and
https://blogs.cisco.com/news/cisco_social_media_guidelines_policies_and_faq?dtid=osscdc000283.

d. Not: (i) use compromised exam content to prepare for your Cisco exam, or (ii) share or compromise Cisco course and exam content.

e. Promptly report anyone who undermines, subverts, or otherwise breaches any rules (see Cisco links provided in Section 2c above) applicable to the Cisco Certification Program, by going to: www.cisco.com/go/certsupport, clicking on Exam Security Tip-line and opening a case.

f. Ensure that your Personal Data is kept up to date with Cisco, even if you elect not to receive day-to-day communications from Cisco, in order that Cisco may contact you relating to this Agreement. You can review and make requests to change your Personal Data at any time by accessing
https://i7lp.integral7.com/durango/do/login?ownername=cisco&channel=cisco&basechannel=integral7.

> **VIOLATIONS OF THE ACCEPTABLE BEHAVIOR SECTION AND/OR AN APPLICABLE CISCO POLICY, INCLUDING WITHOUT LIMITATION FAILURE TO REPORT POTENTIAL VIOLATIONS COMMITTED BY OTHERS, MAY RESULT IN LEGAL ACTION, CANDIDATE SANCTION AND/OR REMOVAL FROM CISCO'S CERTIFICATION PROGRAM. EXHIBIT 1 "VIOLATIONS, SANCTIONS & APPEALS PROCESS" TO THIS AGREEMENT IS INCORPORATED BY THIS REFERENCE.**

3   **CONFIDENTIALITY AND INTELLECTUAL PROPERTY OWNERSHIP.**

   a.   <u>Confidentiality</u>. Cisco makes exams available to you solely for the purpose of testing your knowledge of the exam subject matter for which you seek Certification. You are expressly prohibited from disclosing, publishing, reproducing, or transmitting any Confidential Information, in whole or in part, in any form or by any means, oral or written, electronic or mechanical, for any purpose to any person(s), including to a Cisco employee not affiliated with the Cisco Certification Program. If you disclose Confidential Information in violation of this Agreement or you otherwise undermine the integrity and security of the Program, Cisco reserves the right to revoke your Certification as set forth in Exhibit 1 to this Agreement.

   b.   <u>Intellectual Property Ownership</u>. Cisco retains all rights, title and interest in and to all Certifications, Programs, Confidential Information and related information and all copyrights, patent rights, trademark rights and other proprietary rights therein (collectively "Cisco Proprietary Information"). All rights in Cisco Proprietary Information are expressly reserved to Cisco. Cisco may pursue all available remedies to protect Cisco Proprietary Information, which may include, without limitation, prosecution to the maximum extent possible under applicable law(s) and to seek, to the fullest extent of applicable law, civil and criminal penalties.

4   **PRIVACY AND DELIVERY OF CERTIFICATION INFORMATION TO THIRD PARTIES.**

   In order to deliver and administer the Programs, Cisco, as a global organization, may transfer your Personal Data to Cisco in the United States of America, to any Cisco subsidiary worldwide, or to third parties, (e.g., Testing Delivery Partners) located in various countries around the world. By using our websites and Solutions or by providing any Personal Data to Cisco, you acknowledge and agree that Cisco may transfer, store and process such Personal Data outside of your country of residence, where data protection standards may be different, in each case as applicable law permits. For further information on how Cisco may process your Personal Data under this Agreement, see the <u>Cisco Online Privacy Statement,</u> which is incorporated into this Agreement by this reference.

   a.   Cisco and its authorized agents may share your Personal Data with third parties outside of the Certification program under the following conditions and you hereby consent to such disclosure by your execution of this Agreement: <u>Verification of Certification</u>. Cisco often receives requests from a third party, particularly employers, to verify a candidate's Certification status. Such requests may come directly from a third party or from you. Where your Personal Data is provided through a publicly available verification tool managed by Cisco, you agree that Cisco may collect, maintain and provide your Personal Data to the requestor on such verification tool. If you do not agree, you may request that your information be removed from Cisco's verification tool by contacting www.cisco.com/go/certsupport. Cisco may, but has no obligation to provide verification of certification and if Cisco does provide such information to the requestor, it is as a courtesy to you; you therefore agree Cisco has no liability for providing such information.

   b.   <u>Limited Disclosure</u>. In addition to the permitted disclosures stated herein, Cisco may share your information in the following ways: (a) to comply with applicable laws or any judicial or regulatory request (including, without limitation, to comply with any subpoenas or court orders), (b) to exercise our legal rights or defend against legal claims related to this Agreement, (c) to investigate, prevent, or take action regarding actual or suspected fraudulent or unlawful activities and/or brand protection matters (such as use of Cisco's trademark without a license), and/or (d) situations involving potential threats to the physical safety of any person. Cisco (i) may, at its sole discretion or (ii) will, as required by applicable law, notify you as to what information has been provided to relevant third parties.

5   **CERTIFICATION.**

   a.   <u>Certification Requirements</u>. To become Cisco Certified, you must meet the minimum requirements of the relevant Program, which includes, without limitation, earning passing scores on required examinations in accordance with Cisco's testing guidelines. If you meet these requirements, you will receive a certificate from Cisco signifying your accomplishment. Program requirements for Certification and re-Certification are available on the Cisco website at www.cisco.com/go/certifications. Upon obtaining Certification, you are further required to adhere to the Cisco Certifications Trademark Agreement (the "Trademark Agreement"), located at http://www.cisco.com/web/learning/downloads/Cisco_Certifications_Logo_and_Trademark_Agreement.pdf.

   b.   <u>Program Changes</u>. Cisco may change the Program at any time without notice. Accordingly, it is your responsibility to review www.cisco.com/go/certifications as often as is required for you to keep up to date with the requirements of the Program.

Such changes may include, without limitation, adding or deleting available Certifications and modifying Certification requirements, changes to recommended training courses, testing objectives, outlines and exams, including, without limitation, how and when exam scores are issued. You hereby agree to meet (and to continue to meet) the Program requirements, as amended, as a condition of obtaining and maintaining your Certification.

c. <u>Employer Notification</u>. Some of Cisco's partner programs require that partners employ a minimum number of Cisco Certified employees. For this reason, the revocation of any Certification may result in loss of partner benefits to that partner. If Cisco revokes your Certification, or, in Cisco's reasonable discretion, has a basis to revoke your Certification pursuant to this Agreement, then Cisco reserves the right to (i) notify your employer and (ii) respond to any inquiry by your employer about changes in your Certification status.

d. <u>Certification of Minors</u>. If you are under the age of 13 years old, you are not eligible for testing or Certification. If you are between 13 and 17 years old, you may (subject to all applicable laws) be eligible for Certification but must have this Agreement (or a permission document provided separately at the applicable test center) countersigned by your parent or legal guardian and deliver one copy via e-mail or first class mail at the address provided below ("Parental Permission"). For any person participating at a location that requires by law a lower minimum age for entry into such programs, then the minimum age limit for that person will be the stated minimum required age. Cisco reserves the right to impose additional restrictions to comply with local data protection laws.

6   EXAMINATIONS.

a. <u>Accuracy and Integrity of Examination Process</u>. Following completion of your exam, you may be provided with a preliminary score report indicating an exam score; **however**, this is not your official score. You may view your official exam score at www.pearsonvue.com/authenticate. Due to the various levels of difficulty and complexity of exams, official exam scores may take time to post after your exam appointment. Cisco and/or the Testing Delivery Partner will review your exam record for scoring accuracy, for evidence of possible misconduct, and for response patterns that may suggest your scores do not represent a valid measure of your knowledge or competence as sampled by the examination ("Measurement Error"). Cisco reserves the right to invalidate your exam score and Certification result, even after your official exam score has been posted on such website if the review of your exam record reveals (i) scoring inaccuracies (attributable to Cisco or to the Testing Delivery Partner) or (ii) response patterns indicative of possible misconduct on your part or (iii) response patterns indicative of possible Measurement Error(s). If Cisco determines that your exam score is invalid due to scoring errors or Measurement Error(s), you will be advised of options for retaking the examination. If Cisco determines that your exam score is invalid due to possible misconduct on your part, Cisco reserves the right to invalidate your score and consider your actions in violation of Exhibit 1 to this Agreement.

> **YOU SHALL ADHERE TO ALL PROGRAM RULES AND SHALL NOT AT ANY TIME, WHETHER FOR YOUR BENEFIT OR THE BENEFIT OF OTHERS, ENGAGE IN ANY ACTION TO SUBVERT, OR ATTEMPT TO SUBVERT, THE EXAMINATION PROCESS.**

7   LIMITATION OF LIABILITY.

a. TO THE MAXIMUM EXTENT PERMITTED BY LAW, IN NO EVENT WILL CISCO BE LIABLE TO YOU FOR ANY (I) LOST OR DAMAGED DATA, LOST REVENUE, LOST INCOME OR LOST PROFITS, OR (II) SPECIAL, INDIRECT, CONSEQUENTIAL OR INCIDENTAL LOSSES, OR (III) PUNITIVE DAMAGES, REGARDLESS OF THE THEORY OF LIABILITY (INCLUDING NEGLIGENCE), EVEN IF WE HAVE BEEN ADVISED OF THE POSSIBILITY OF SUCH DAMAGES.

b. IF YOU LIVE IN THE EUROPEAN UNION, REFERENCES ABOVE TO "SPECIAL, INDIRECT, CONSEQUENTIAL OR INCIDENTAL LOSSES" SHALL MEAN ANY LOSSES WHICH (I) WERE NOT REASONABLY FORESEEABLE BY BOTH PARTIES, AND/OR (ii) WERE KNOWN TO YOU BUT NOT TO US AND/OR (iii) WERE REASONABLY FORESEEABLE BY BOTH PARTIES BUT COULD HAVE BEEN PREVENTED BY YOU SUCH AS, FOR EXAMPLE (BUT WITHOUT LIMITATION), YOUR FAILURE TO KEEP YOUR PASSWORD OR ACCOUNT DETAILS UP TO DATE, ACCURATE AND SECURE.

c. THE EXCLUSIONS AND LIMITATIONS OF THIS SECTION 7 WILL APPLY NOTWITHSTANDING ANY FAILURE OF ESSENTIAL PURPOSE OF ANY LIMITED REMEDY PROVIDED HEREIN.

d. SUBJECT TO SECTIONs 7a, 7b and 7c ABOVE, CISCO'S MAXIMUM LIABILITY UNDER THIS AGREEMENT SHALL NOT EXCEED THE EXAM FEE YOU PAID TO CISCO FOR YOUR MOST RECENT EXAM.

8   TERM AND TERMINATION.

8.1   <u>Term</u>. The Agreement commences when you first accept this Agreement and shall remain in effect until terminated as set forth below.

8.2   <u>Termination for Convenience</u>. Either you or Cisco may terminate this Agreement at any time, with or without cause, upon thirty (30) days written notice to the other.

8.3   <u>Termination by Cisco</u>. Cisco may, in its sole discretion, terminate this Agreement at any time if you breach any of the material terms of this Agreement, or if you violate or fail to meet any Program requirements.

8.4   <u>Notice of Termination</u>. All notices of termination must be made in accordance with the notice requirements set forth in the "Notice" section below. Cisco will provide you with written notice of termination at your last known address. Termination notices sent by Cisco are effective as of the date set forth in the notice. Written notices of termination directed to Cisco are effective upon receipt by Cisco. Cisco, without waiving its right to immediately terminate this Agreement, may provide you with thirty (30) days' notice to correct any default if this Agreement is terminated for breach under Exhibit 1 to this Agreement. If Cisco permits such a cure period, your failure to cure any default within the cure period will automatically cause the termination of this Agreement without further notice.

8.5   <u>Effect of Termination</u>. Upon the termination of this Agreement, you shall immediately cease to represent yourself as a Cisco Certificant, including the return and/or destruction of materials evidencing such certification in accordance with Exhibit 1 to this Agreement.

9   ASSIGNMENTS.

You may not assign any rights, licenses or obligations received under this Agreement to anyone. Any attempted assignment in violation of this Agreement is null and void and without effect.

10   MISCELLANEOUS.

10.1   <u>Waiver and Modification</u>. You waive the right to challenge the validity and enforceability of this Agreement on the grounds it was transmitted and entered into electronically. You agree that entering into this Agreement electronically is equivalent to signing the Agreement. Failure by either you and/or Cisco to enforce any provision of this Agreement will not be deemed a waiver of future enforcement of that or any other provision. Any waiver, amendment or other modification of any provision of this Agreement will be effective only if in writing and signed by both you and Cisco.

10.2   <u>Severability</u>. If a court of competent jurisdiction finds any provision of this Agreement to be unenforceable, that provision of the Agreement will be enforced to the maximum extent permissible so as to affect the intent of the provision, and the remainder of this Agreement will continue in full force and effect.

10.3   <u>Survival</u>. Sections 3 (Confidentiality and Intellectual Property Ownership), 4 (Privacy and Delivery of Certification Information to Third Parties), 7 (Limitation of Liability), 8.5 (Effect of Termination), 10 (Miscellaneous), and Exhibit 1 (Violations, Sanctions, & Appeals Process) will survive termination of this Agreement.

10.4   <u>Controlling Law and Jurisdiction</u>. If you reside in a country that is not a member of the European Union, this Agreement and any action related thereto shall be governed, controlled, interpreted and defined by and under the laws of the State of California and the United States, without regard to its conflicts of laws provisions. Unless otherwise waived by Cisco, at its sole discretion, the exclusive jurisdiction and venue of any action arising out of or relating to this Agreement shall be the Superior Court of California for the County of Santa Clara or the United States District Court for the Northern District of California. Both you and Cisco submit to the exclusive jurisdiction and venue of such courts for the purpose of any such action, and specifically disclaim the United Nations Convention on Contracts for the International Sale of Goods. If you reside in a country that is a member of the European Union, this Agreement and any action(s) related thereto shall be governed, controlled, interpreted and defined by and under the laws of England. Both you and Cisco accept the exclusive jurisdiction of the English courts, provided that Cisco shall at all times have the right to commence proceedings in any other court or arbitral tribunal of its choice within the European Union or in the United Kingdom (whether or not it ceases to be a member of the European Union) or otherwise appropriate jurisdiction for interim injunctive relief for protection of intellectual property rights.

10.5   <u>Entire Agreement</u>. This Agreement constitutes the entire agreement between you and Cisco with respect to the subject matter hereof, and supersedes all prior and contemporaneous understandings or agreements, written or oral, regarding such subject matter.

10.6   <u>Notices</u>. All notices sent or required to be sent shall be in writing or by e-mail to the other party at the address for the other party set forth below, or such other address as is provided in writing, via e-mail or by you as part of the Program (Section 2.g above).

ALL CERTIFICANTS:
     CISCO RESERVES THE RIGHT TO USE ANY TECHNOLOGIES AND METHODS FOR VERIFYING THE IDENTITY OF CANDIDATES. SUCH TECHNOLOGY MAY INCLUDE, WITHOUT LIMITATION, PERSONALLY IDENTIFIABLE INFORMATION, CHALLENGE QUESTIONS, IDENTIFICATION NUMBERS, PHOTOGRAPHIC INFORMATION, PALM VEIN VERIFICATION, SIGNATURE VERIFICATION AND OTHER

MEASURES TO PROTECT AGAINST FRAUD AND ABUSE.

YOU HEREBY REPRESENT TO CISCO THAT YOU: (1) HAVE READ AND UNDERSTOOD THE TERMS OF THIS AGREEMENT; AND (2) ARE EIGHTEEN YEARS OF AGE OR OLDER.

IF YOU ARE NOT EIGHTEEN YEARS OF AGE OR OLDER, CERTIFICATION IS NOT PERMITTED FOR CANDIDATES UNDER THIRTEEN YEARS OLD. IF YOU ARE AGE THIRTEEN THROUGH SEVENTEEN, YOU MAY BE PERMITTED TO RECEIVE CERTIFICATION BUT YOU MUST PROVIDE PARENT PERMISSION AS DEFINED IN SECTION 5.d ABOVE AND THE "CERTIFICANT AND THEIR LEGAL GUARDIAN MAIL OR SCAN" SIGNATURE PROCESS BELOW.

YOU ACKNOWLEDGE CISCO IS RELYING ON ALL SUCH REPRESENTATIONS IN GRANTING CERTIFICATION. CISCO SHALL HAVE THE RIGHT TO DENY CERTIFICATION SHOULD YOU FAIL TO MEET THESE REQUIREMENTS OR IN THE EVENT OTHERWISE PROHIBITED BY LOCAL LAW.

CERTIFICANT E-SIGNATURE ONLY:

IF YOU DO NOT AGREE TO THE TERMS SET FORTH IN THIS AGREEMENT, SELECT "DECLINE", IN WHICH CASE CISCO SHALL HAVE THE RIGHT TO DECLINE TO ADMINISTER OR HAVE ADMINISTERED THE REQUESTED CERTIFICATION TEST. YOU SHALL FORFEIT YOUR ENTIRE EXAM FEE IF YOU SELECT "DECLINE."

CERTIFICANT AND THEIR LEGAL GUARDIAN, MAIL OR SCAN ONLY:

MINOR AND THEIR LEGAL GUARDIAN MUST SIGN BELOW, THEN MAIL OR SCAN the last page of this Agreement and by doing so you acknowledge you are bound by the terms and conditions of the entire Agreement.

Signature: _____   Date: _____

Please Print Clearly. Illegible Agreements will delay your certification.

Print Legal Name: _____   E-mail: _____

Address: _____   City, State: _____

Country: _____   Postal Code: _____

Phone: (   ) _____   _____

CSCO Number: _____

Parent or Legal Guardian

Printed Name: _____   _____

Parent or Legal Guardian Signature: _____   Date: _____

The addresses below are provided for those individuals who are minors and those with limited access to the World Wide Web. Please note that any scanned or mailed agreements require special handling and are manually entered into the database. Manual entry may take up to 15 business days to process. Cisco is not responsible for any errors resulting from illegible submissions.

If the last exam you took was a:

CCIE exam, mail case to:	Any other exam, mail case to:
Cisco Systems, Inc.	**Cisco Systems, Inc.**
Attn: CCIE Program	Attn: Cisco Certifications
170 West Tasman Drive	170 West Tasman Drive
San Jose, Ca. USA 95134	San Jose, Ca. USA 95134
	San Jose, Ca. USA 95134

EXHIBIT 1 "VIOLATIONS, SANCTIONS & APPEALS PROCESS"

A. <u>UNACCEPTABLE BEHAVIOR</u> AS A CISCO CERTIFIED PROFESSIONAL INCLUDES, WITHOUT LIMITATION, IF YOU:

1. Violate *any* Cisco Policy.
2. Fail to comply with continuing education or re-Certification requirements.
3. Breach the terms and conditions of this Agreement, the Trademark Agreement or any other agreement of Cisco.
4. Fail to promptly notify Cisco of matters affecting your ability to fulfill some or all of the Certification requirements.
5. Threaten to bully, harm, or in any manner whatsoever harass any Cisco or Testing Delivery Partner(s) (whether verbally or in writing, (e.g., electronic communications, external web postings, etc.). "Harass" or any form of the word "harass" means repeated communications, in any form electronic or otherwise, to Cisco or Testing Delivery Partner in which you continue to dispute results of any exam after you have been informed that no further changes will be made to your exam results.
6. Have been convicted of a crime which, as determined by Cisco, harms or affects or may affect Cisco's or the Program's reputation, goodwill or security.
7. Have lost or settled a civil case in which Cisco is the plaintiff and the claim arose from any alleged damage to Cisco, its intellectual property, goodwill or reputation.
8. Commit or encourage fraudulent or other unlawful activities.
9. Use, store, share, host, copy, distribute, display, publish, transmit or send content that is or may be deemed offensive, inflammatory, hateful, defamatory, discriminatory, obscene, abusive, invasive of privacy, harmful to others or otherwise objectionable.
10. Are involved directly or indirectly in grey market activities. A grey market means the trade of a commodity through distribution channels which, while legal, are unofficial, unauthorized, or unintended by Cisco.

B. <u>VIOLATIONS OF EXAM CONDUCT POLICY INCLUDES, WITHOUT LIMITATION, IF YOU:</u>

1. Disseminate actual exam content in whole or in part by any means, including, but not limited to, web postings, formal or informal test preparation or discussion groups, chat rooms, reconstruction through memorization, study guides, or any other method as well as providing exam content or information to any person not expressly authorized by Cisco to receive such content or information (including but not limited to a Cisco employee who is not part of Program staff).
2. Seek and/or obtain unauthorized access to examination materials.
3. Using falsified or altered certificates, score reports, or other documents or electronic media to misrepresent your Certification status.
4. Except as authorized in advance and in writing by the Testing Delivery Partner(s) or Cisco, possession in the testing area of any materials or equipment including but not limited to cellular phones, hand-held computers, laptop computers, tablets, electronic devices, cameras, any recording devices, watches, wallets, backpacks, briefcases, purses, hats, car keys, bags, vests, coats, books, notes, paper or documents and any writing materials.
5. Provide falsified information, documentation or statements as a means of a false identity, false address or solicitation of someone to take a test on another's behalf.
6. Intentionally or otherwise repeatedly causing a disturbance of any kind in a testing facility.
7. Remove or attempt to remove exam material (in any format) from the testing area.
8. Tamper with the operation of the testing facility computer or attempt to use it for any use other than taking the Cisco certification examination.
9. Abuse the Cisco Certification and/or exam process by,
   o Giving, receiving, or obtaining unauthorized assistance during the examination or attempting to do so;
   o Making notes of any kind while in the secure areas of the test center except on the writing materials provided at the test center for the purpose of taking the examination;
   o Failing to strictly adhere to any Cisco or Test Delivery Partner's policy, procedure, rule, or instruction;
   o Altering or misrepresenting examination scores;
   o Sharing candidate registration account information with unauthorized third parties;
   o Allowing another person, or an organization in which you are not actively involved, to use your certification credentials to obtain employment or promotions; or
   o Using Cisco support services falsely, fraudulently or otherwise without authorization (including, but not limited to, providing CCIE credentials to another person or organization).

C. CISCO'S CANDIDATE SANCTION POLICY.

1. **Consequences of Violation(s).**

   Cisco has established rules to minimize unfair advantage that may be gained by a candidate's misconduct, whether such misconduct during the Certification process, the Certification exam, and/or in relation to abuse of Cisco policies (together, "Misconduct").

   Cisco has the right, but not the obligation, to monitor and to investigate Misconduct. If Cisco, in its sole discretion, reasonably believes you have failed to comply with this Agreement, (i.e., committed Misconduct), such Misconduct will constitute a breach of this Agreement. Cisco may inform you of such Misconduct and the applicable sanction(s) Cisco will apply against you by post or e-mail, using last postal address and/or e-mail address you provided to Cisco. Cisco excludes and disclaims all liability for actions taken in response to breaches of this Agreement. The responses described in this Section are not limited and Cisco may take any other action it reasonably deems appropriate.

   1.1. <u>Appealable Sanctions</u>. Appealable sanctions include, without limitation,
      - o   Warnings,
      - o   Cancellation of your exam score,
      - o   Temporary or permanent ban on future Cisco examinations, and
      - o   Cancellation of previously earned Cisco Certifications.

   1.2. <u>Non-Appealable Sanctions</u>. If appealable sanctions include, without limitation, any of the below listed sanctions, then the <u>entire sanction is not appealable</u>. If Cisco has taken
      - o   Legal proceedings against you, and/or
      - o   Disclosure of such information to law enforcement authorities.

WHETHER AS A RESULT OF AN APPEALABLE OR NON-APPEALABLE SANCTION, IF YOUR CISCO CERTIFICATION(S) WAS REVOKED OR CANCELLED, YOU MUST IMMEDIATELY REFRAIN FROM FURTHER USE OF SUCH CERTIFICATION STATUS, (I.E., HOLDING YOURSELF OUT AS CERTIFIED), FOR THE ENTIRE PERIOD OF YOUR SUSPENSION, INCLUDING USE OF YOUR: CERTIFICATION CERTIFICATE, WALLET ID CARD AND/OR BUSINESS CARDS.

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2. **Cisco's Appeals Process.**

   In the event that appealable sanctions are imposed by Cisco against you, you will have thirty (30) calendar days from the date of your notification letter, unless the notification explicitly provides a different period of time other than the thirty (30) days, to file an appeal. If you believe you have valid grounds for an appeal, please contact Cisco within the appeals period at http://www.cisco.com/go/certappeals, complete the submission requirements for the Candidate Appeals Submission Form and submit it as instructed.

   Cisco may use third party(ies), including its Testing Delivery Partner, to manage its activities, including the appeals process, on Cisco's behalf. Such third parties are authorized to communicate directly with you on Cisco's behalf. Any communication will explicitly state that the third party is authorized by Cisco to act on its behalf.

   Incomplete submissions will not be considered nor will requests received after such thirty (30) calendar day period. If Cisco determines that a written request for appeal has been filed within the allowable time and that the submission follows Cisco's documented guidelines, your appeal and its accompanying information will be forwarded to the Cisco Candidate Appeals Committee for consideration. You may expect to receive a written response from Cisco Certifications within ninety (90) calendar days after the Appeals Committee meets. Decisions rendered by the Appeals Committee are final. For more information about the appeals process, go to the Q&As on Cisco.com at http://www.cisco.com/go/certappealsqa.

IF YOUR SANCTION IS NOT APPEALABLE OR YOU HAVE LOST YOUR APPEAL, ALL OF YOUR TEST SCORES AND ANY CERTIFICATIONS WILL BE PROMPTLY INVALIDATED. ACCESS TO YOUR CANDIDATE RECORDS IN THE CERTIFICATIONS TRACKING SYSTEM WILL ALSO BE DENIED. RETURN YOUR CERTIFICATION CERTIFICATE AND WALLET ID CARD TO THE ADDRESS PROVIDED TO YOU BY THE CISCO CERTIFICATIONS SECURITY PROGRAM. YOU MUST DESTROY ALL UNUSED BUSINESS CARDS WITHIN 10 DAYS OF THE DATE OF THE REVOCATION NOTICE.

Appendix B

Pathways in Technology Early College High School (P-TECH)

Pathways in Technology
Early College High School (P-TECH)
Senate Bill 22 Summary

SB 22 relates to the establishment of the Pathway in Technology Early College High School program (P-TECH).

Statutory Requirements: The P-TECH program must:

- Be open enrollment;
- Be provided at no cost to students;
- Provide for a course of study that allows a participating student in grade levels 9-12 to combine high school courses and postsecondary courses;
- Provide students with flexibility in class scheduling and academic mentoring;
- Allow a student to complete high school, and the following on or before the sixth anniversary of the student's first day of high school:
  - Associate degree, and;
  - Work credentials such as certificates and licenses, and;
  - Work based training at every grade level such as internships, apprenticeships, or other job training programs.
- Establish Memoranda of Understanding (MOU) with institutions of higher education to provide students access to education and training;
- Establish MOUs with regional industry or business partners to provide students with work based training, education and include an agreement that the regional industry or business partner will give to a student who received work based training or education from the partner under the P-TECH program priority in interviewing for any jobs for which the student is qualified; and,
- Ensure that participating students are entitled to the benefits of the Foundation School Program in proportion to the amount of time spent by the student on high school courses.

Advisory Council: SB 22 requires that an advisory council be created to provide recommendations to the Commissioner on the establishment and administration of the P-TECH program, and the criteria for designation. P-TECH Advisory Council members are appointed by Governor Greg Abbott, Lieutenant Governor Dan Patrick, and Speaker Joe Straus and the council is composed of the following:

- Three members representing school districts and open-enrollment charter schools
- Three members representing institutions of higher education
- Six members representing industry or business

P-TECH School Grant and Designation Program: The Commissioner shall establish a grant program to assist school districts and open enrollment charter schools in implementing the P-TECH program. Any school district and open enrollment charter school that implements or seeks to implement the P-TECH program at a campus may apply to the Commissioner for designation of the campus as a P-TECH school in accordance with procedures established by the Commissioner.

Appendix C

Program Learning Outcomes and Awards

Student ID:_____	Publication: St. Philip's College Schedule/Catalog 2018-2019
Student Name:_____	Program: Information Technology Cybersecurity Specialist, A.A.S.
Adviser Name:_____	Minimum Credits Required:_____

Information Technology Cybersecurity Specialist, A.A.S.

The Associate of Applied Science in Information Technology Cybersecurity Specialist prepares students to design, implement and secure computer networks. Students with this degree will be able to install security software, monitor networks for security breaches, respond to cyber attacks and gather data and evidence to be used in prosecuting cyber crime. Completion in this program prepares a student for industry certifications such as CompTIA Security +, Certified Security Professional (CSP) and Certified Ethical Hacker (CEH). St. Philip's College is designated by the National Security Agency and Department of Homeland Security as a National Center of Academic Excellence in Cyber Defense Two-Year Education.   The designation covers academic years 2014 Through 2020.

With this award, you may seek jobs such as:

Cyber Security Analyst / Cyber Security Specialist

Related awards

Information Technology Cybersecurity Specialist Level I Certificate
CompTIA Linux+ Certification Preparation (OSA)
CompTIA Security + Certification Preparation (OSA)
Cyber First Responders (OSA)

Total Credit Hours Required: 60

Semester I

Course Name	Term Taken	Grade	Gen Ed
ITNW 1308 - Implementing and Supporting Client Operating Systems ***			
ITNW 1425 - Fundamentals of Networking Technologies			
ITSC 1316 - Linux Installation and Configuration			
Select 1 course from the Language, Philosophy & Culture (40) Core			

Semester II

Course Name	Term Taken	Grade	Gen Ed
ITNW 2412 - Routers ***			
ITSC 2325 - Advanced Linux			
or COSC 1336 - Programming Fundamentals I			
ITNW 1413 - Computer Virtualization			
Select one course from the Communication (10) Core			

Semester III

- Select 1 course from the Social and Behavioral Sciences (80) Core
- Select 1 course from the Mathematics (20) Core

Semester IV

Course Name	Term Taken	Grade	Gen Ed
ITSY 1342 - Information Technology Security ***			
ITNW 2405 - Network Administration			
ITSY 2442 - Incident Response and Handling			
SPCH 1321 - Business and Professional Communication			

Semester V

Course Name	Term Taken	Grade	Gen Ed
ITSY 2301 - Firewalls and Network Security			
ITSY 2443 - Computer System Forensics			

| ITSY 2430 - Intrusion Detection | | | |
| ITSY 2286 - Internship - Computer and Information Systems Security | | | |

Milestone Course

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

Additional Program Information

This Associate of Applied Science will prepare students to design, implement and secure computer networks. Students with this degree will be able to install security software, monitor networks for security breaches, respond to cyber attacks and in some cases, gather data and evidence to be used in prosecuting cyber crime. Some security courses in this degree have been approved by National Security Agency and Department of Homeland Security. St. Philip's College is designated by the National Security Agency and Department of Homeland Security as a National Center of Academic Excellence in Cyber Defense Two-Year Education. The designation covers academic years 2014 Through 2020.

NOTES

CIP Code: 11.0901
Major Code:

Notes:

Appendix D

Faculty Roster Form

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

Name of Institution: St. Philip's College_____

Name of Primary Department, Academic Program, or Discipline: _Business Information Solutions, Information Technology Cybersecurity Specialist, AAS P-TECH at Sam Houston High School_____

Academic Term(s) Included: _Fall and Spring_____   **Date Form Completed: 04/05/2019**

1	2	3	4
NAME (F, P)	**COURSES TAUGHT** Including Term, Course Number & Title, Credit Hours (D, UN, UT, G) **[Dual]** Note – for substantive change prospectuses/applications, list the courses *to be taught*, not historical teaching assignments	**ACADEMIC DEGREES & COURSEWORK** Relevant to Courses Taught, Including Institution & Major **List specific graduate coursework, if needed**	**OTHER QUALIFICATIONS & COMMENTS** Related to Courses Taught
Mosley, Audrey (F)	SPCH 1321 Business and Professional Communication	Capella University Ph.D. Education Clarion State University M.EF. Speech Pathology	DEGREE VERIFIED AND CERTIFIED BY SPANTRAN SERVICES Speech faculty for 39 years. Master teacher facilitator. Distance Learning Faculty Coordinator. Former department Chair. Piper Professor Nominee. Winner of the Instructional Innovation Award NISOD Faculty Excellence Award recipient
Osborne, Jen (F)	ENGL 1301 Composition I	St. Mary's University MA English Lit and Language Texas Tech University Ph.D. Technical Rhetoric	
Hudock, Matthew (F)	MATH 1314 College Algebra	North Carolina State University MS Mathematics	
Young, Irene (F)	PSYC 2301 General Psychology	University of South Alabama MS Psychology	

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

Form Updated: April 2018

Nawrocik, Jack L. (F)	HUMA 1301 Introduction to the Humanities I	University of Texas at San Antonio MA History (HIST) Gratz College MA Holocaust and Genocide Studies (HUMA) HIST 30521A-OL Before Hitler: The Jews of Western Europe 3 hrs HIST 40535-OL Literature and the Holocaust 3 hrs HIST 30538-OL Popes, Jews, and Blood: Medieval 3 hrs HIST 40560-OL Gender and Genocide 3 hrs HIST 40503-OL Women in the Holocaust 3 hrs HIST 30510-OL The Holocaust and European Mass Murder 3 hrs Total of 18 hours	
Gonzalez, Timothy (DC)	ITNW 1425 Fundamentals of Networking Technologies ITSC 1316 Linux Installation and Configuration ITNW 1413 Computer Virtualization ITSY 1342 Information Technology Security ITNW 2301 Firewalls and Network Security ITSY 2443 Computer Systems Forensics ITNW 1308 Implementing and Supporting Client Operating Systems ITNW 2412 Routers ITSC 2325 Advanced Linux ITNW 2405 Network Administration	Webster University, Master of Arts Information Tech Management, Master of Arts Human Resource Management	WORK EXPERIENCE: 4 yrs at City of San Antonio as Stock Control and SAP Super User, 5 yrs at Northside Independent School District, Data Analyst Texas Education Teaching Certifications include: Tech Ed; Business. Additional certification: CompTIA IT Fundamentals

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

Form Updated: April 2018

	ITSY 2442 Incidence Response and Handling ITSY 2430 Intrusion Detection ITSY 2286 Internship: Computer and Information System Security		

Appendix E

High School Resources

School Information

Campus Home

About ▶

2018-19 Bell Schedule

2018-19 School Supply List

Calendars & Events

Counselors Corner

College Corner

Cyber P-Tech

JROTC

Library

Sam Houston HS Graduation Plan

Staff Directory

TSTEM Documentation

PBIS Surveys ▶

SAISD Mobile App

Student Email

Family Engagement

Sports Schedules

2016 Bond School

Welcome to the

Sam Houston High School Library

Librarian: Letecia Thornton

Library Hours: 8:15 - 4:15

Phone: 210-978-7900 ext. 36023

Welcome to the Sam Houston High School library, the haven of learning and creative thought for all mighty Hurricanes.

LIBRARY CALENDAR LIBRARY RULES MAKE RESERVATION

Sam Houston High School Library Calendar

Today ◀ ▶ April 2019 ▾   Print Week Month Agenda

Sun	Mon	Tue	Wed	Thu	Fri	Sat
31	Apr 1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18 NO SCHOOL	19	20
21	22	23 AIDS PRESENTA	24	25 NO SCHOOL	26	27
28	29	30 12pm LIBRARY PLC	May 1 LIBRARIAN OFF	2	3	4

Events shown in time zone: Central Time - Chicago   Google Calendar

Appendix F

Student Learning Outcomes and Assessment

INSTITUTIONAL STUDENT LEARNING OUTCOMES

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

Critical Thinking

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

Communication

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

Empirical and Quantitative Skills

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

Teamwork

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

Social Responsibility

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

Personal Responsibility

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

ALAMO COLLEGES DISTRICT
St. Philip's College

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

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

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

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

> **Goal 1 STUDENT SUCCESS** (Provide academic and student support and align labor market-based pathways to achieve student completion) and
> **Action Plan 1.6** (Assess and improve student learning outcomes/competencies for all academic and workforce programs).

In addition, assessment of Institutional Student Learning Outcomes for courses and educational programs at both on-campus and off-campus sites aligns directly with Texas Higher Education Coordinating Board (THECB) expectations as outlined in the St. Philip's College Core Curriculum Assessment Plan and the expectation as outlined in SACSCOC 2018 *Principles* (8.2) and addressing the following:

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

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

ALAMO COLLEGES DISTRICT
Northeast Lakeview College

ALAMO COLLEGES DISTRICT
San Antonio College

ALAMO COLLEGES DISTRICT
Northwest Vista College

ALAMO COLLEGES DISTRICT
St. Philip's College

ALAMO COLLEGES DISTRICT

ALAMO COLLEGES DISTRICT
Palo Alto College

High School Programs Course Agreement

In compliance with the *Texas Administrative Code, §4.84, Institutional Agreements*, all high schools of the _____ ISD/Private High School (herein called High School) and _____ College (herein called College) in partnership have agreed to the following concerning:

College Course(s): _____ and

Dual Credit for High School Course(s): _____

Course Information

I.   The class will be held (***check all that apply***):
  a. ☐ At the high school.
  b. ☐ At the college campus. The high school will arrange transportation, if applicable, to the college
  c. ☐ Via Distance Learning with an AC distance learning certified instructor.

II. The course syllabus will include the College SLOs (Student Learning Outcomes). Depending on where the course is held, one of the following syllabus will be on file with this Course Agreement:
  a. ☐ For courses delivered at the High School, the High School is responsible for ensuring the TEKS requirements for high school and the learning outcomes for college are included in the attached basic College Course Syllabus.
  b. ☐ For courses delivered at the College, whether online or face to face, the syllabus will only include the learning outcomes of the college which are included in the attached basic College Course Syllabus. The High School is responsible for ensuring the TEKS requirements for high school are met.
  c. ☐ For courses delivered at the High School and taught by a College instructor, the syllabus will only include the learning outcomes of the college which are included in the attached basic College Course Syllabus. The High School is responsible for ensuring the TEKS requirements for high school are met.

III. The textbook/material(s)[1] has been approved by the College as comparable to the college-level textbook/material(s) and is identified in the attached basic College Course Syllabus.
  a. The high school will have the required materials to cover curriculum in the classroom, as outlined in the Memorandum of Understanding (MOU).
  b. This subject(s) will have an Instructional Materials charge applied to some or all CRNs created during schedule build. The Instructional Materials charge will be applied to each student enrolled, however, the student will not be charged. An invoice will be generated and distributed to the High School after Census per part of term per semester. The College will identify the CRNs with the IM charge and notify the High School.

  ☐ Yes, _____   ☐ No, _____ [2]
  Chair Initials   *Chair Initials*

ALAMO COLLEGES DISTRICT
Northeast Lakeview College

ALAMO COLLEGES DISTRICT
San Antonio College

ALAMO COLLEGES DISTRICT
Northwest Vista College

ALAMO COLLEGES DISTRICT
St. Philip's College

ALAMO COLLEGES DISTRICT
Palo Alto College

A L A M O
C O L L E G E S
D I S T R I C T

High School Programs Course Agreement

c. This subject(s) will have electronic materials that are unavailable through any vendor or source other than that which is specified in this section. Previously purchased textbooks are no longer acceptable to meet the requirements of this course.

☐ Yes, _____   ☐ No, _____
   Chair Initials   *Chair Initials*

Electronic materials vendor/source information: _____

_____

_____

_____

IV. This subject will award the following type of credit:
Dual Credit/Alamo Academies/Phoenix:
a. ☐ Transfer credit[3] which is a requirement in the Alamo College's core curriculum requirements, or
b. ☐ Career/technical credit which is a requirement in an Alamo College's certificate and/or an AAS degree[3]
c. ☐ EDUC 1300, which is not a subject for academic or transfer credit. This subject is simply a means of providing dual credit students with an orientation prior to starting college level programs/courses.

Early College High School:
a. ☐ Transfer credit[3] which is a requirement in an Alamo College's degree and part of the core curriculum requirements, or
b. ☐ Academic credit which is a requirement in an Alamo College's degree but not required of the core curriculum, or
c. ☐ Career/technical credit which is a requirement in an Alamo College's certificate and/or an AAS degree[3]
d. ☐ EDUC 1300, which is not a subject for academic or transfer credit. This subject is simply a means of providing dual credit students with an orientation prior to starting college level programs/courses.

V. The length of each individual section/class listed will be:
a. ☐ One semester
b. ☐ Two semesters
c. ☐ Other: _____

VI. The course is aligned with and will be offered with another course which is:
a. _____
b. ☐ N/A

VII. The performance measures (how the course will be graded) for the course does meet the requirements of the college and are included in the attached basic College Course Syllabus.

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ALAMO
COLLEGES
DISTRICT

ALAMO COLLEGES DISTRICT
Palo Alto College

High School Programs Course Agreement

Faculty Qualifications and Requirements

VIII.   In compliance with *Alamo Colleges Board Policy, D.2.3.2 (Procedure) Faculty and Department Chair Positions;* the course(s) offered at the high school or college, will be taught by a high school teacher or College instructor qualified for this course as stated below:

    a.   ☐ For general education courses in the arts and sciences: doctorate or master's degree in teaching discipline or master's degree with a concentration in the teaching discipline (a minimum of 18 graduate semester hours in the teaching discipline)

    b.   ☐ For career/technical courses: academic preparation and work experience should be obtained, typically a combination being a bachelor's degree with appropriate work experience. A master's degree is required for faculty teaching courses where college transfer is a goal or where substantial numbers of students transfer to senior institutions.

The minimum requirement will be supplemented as necessary in accordance with criteria established by appropriate professional, regional, and national accrediting agencies.

The high school dual credit teacher shall be hired by the College through the adjunct hiring process before the course begins. Instructors with foreign degrees need translation and course equivalency certification from an accredited certification in the United States.

Enter any additional hiring information, if necessary:
_____
_____

Here is a list of approved agencies in the United States to have foreign transcripts translated:
_____
_____

IX.   Faculty development/training required for eligibility to teach the course is:

    a.   ☐ Not applicable or

    b.   ☐ (**list requirements**):
_____
_____

X.   Regular evaluation of the course, in accordance with the Alamo College's Faculty Evaluation Procedures, will consist of the following, at a minimum:

    a.   Course Syllabus

    b.   Student Surveys each semester in each class

    c.   Classroom Observations as defined in the Faculty Evaluation Procedures

Student Requirements

XI.   The students in the course will consist of (***check all that apply – options on page 4***):

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Northeast Lakeview College

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Northwest Vista College

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Palo Alto College

ALAMO COLLEGES DISTRICT
San Antonio College

ALAMO COLLEGES DISTRICT
St. Philip's College

A L A M O
C O L L E G E S
D I S T R I C T

High School Programs Course Agreement

Dual Credit and Early College High School:
a. ☐ Dual credit students only (for courses held at the high school campus or college campus).
b. ☐ Dual credit students and AP students.
c. ☐ Dual credit students and Pre-AP students.
d. ☐ Dual credit students and high school credit-only students - The course involved is required for completion under the State Board of Education's applicable graduation plans and the high school is otherwise unable to offer the course.
e. ☐ Dual credit students and regular college students on the college campus.
f. ☐ A distance learning course with regular college students and dual credit students.
g. ☐ A distance learning course with dual credit students only (for courses held at the high school campus or college campus).
h. ☐ A mix of dual credit students, early college high school students, and/or academy students, whether face to face or online.

Alamo Academies:
a. ☐ Dual credit students only, on the College campus.
b. ☐ Dual credit students and regular college students, on the College campus.
c. ☐ A mix of dual credit students, early college high school students, and/or academy students, whether face to face or online.

XII. The eligibility requirements (basic skills prerequisites, college credit prerequisites and assessment placement score requirements) for enrollment in the subject are:

_____
_____
_____
_____
_____

XIII. A basic College Course Syllabus with course description, textbooks, and student learning outcomes is attached.

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

Agreement can be made with ISD for all high schools or with individual high schools not associated with an ISD (Private/Public Charter).

[1]The textbook/material(s) for courses delivered by the College are on a three year cycle that may interfere with this agreement. Written notification will be provided to the High School when change occurs with textbook/material requirements.

High School Programs Course Agreement

[2]Caution: The Instructional Materials (IM) charge applied to subjects delivered by the College cannot be removed from individual student records if dual credit students are enrolled with regular college students. Therefore, the High School will be invoiced for each enrolled student in courses with IM charges delivered by the College regardless of the instructional method. Prices vary per subject and possibly per CRN built for the subject depending on the College's program needs for the subject in question.

[3]Transfer credit clarification. The College's reference to transfer credit is in compliance with the *Texas Administrative Code, §4.24, Transfer of Credit, Core Curriculum and Field of Study Curricula.* Although, the course listed in this agreement is fully transferable among public institutions and can be substituted for the equivalent course at the receiving institution; the rule allows the receiving institution to determine the applicability of transferred courses for specific programs. Additionally, this rule applies specifically to academic courses and degree programs, and does not apply to technical courses or technical degree programs.

Start Term: Fall _____   Spring _____

Signatures required on the next page.

_____   _____
High School Chair/Dean/Curriculum Specialist   Date

_____   _____
High School Financial Representative   Date

_____   _____
College Chair   Date

_____   _____
College Dean (optional)   Date

_____   _____
College Department   Date

_____   _____
College   Date

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

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

Description of Student Learning Outcomes Assessment Process

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

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

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

- QEP Personal Responsibility rubric assessment, ongoing
- Texas Higher Education Coordinating Board (THECB) Core Objectives rubric assessment, ongoing
- Community College Survey of Student Engagement, alternating spring semesters, ongoing
- Noel-Levitz Student Satisfaction Inventory, 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 G

St. Philip's College Scorecard

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 │ Community Engaged │ Collaboration │ Can Do Spirit │ Data Informed
Core Competencies: Quality Instruction of Educational Programs │ Student Engagement │ Community Engagement

STRATEGIC OBJECTIVES	INSTITUTIONAL PRIORITIES	SUPPORTING DOCUMENTS LEADING INDICATORS	BENCHMARK	RESULTS			TARGET
				Fall 15	**Fall 16**	**Fall 17**	**Fall 18**
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%	83.1%	85.0%	83.6%	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 (NVC) = 71.1% VLCC Average = 62.6% Statewide = 58.4%	58.6%	57.2%	64.0%	64.5%
	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) = 35.4% VLCC Average = 20.1%, State Best (Clarendon) = 41.6% State Average = 20.7%	**Fall 12 Cohort** 12.0%	**Fall 13 Cohort** 16.2%	**Fall 14 Cohort** 26.4%	**Fall 15 Cohort** 26.9%
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%	**15/16** Assessed Biannually	**16/17** **CCSSE** ACL 48.1 SE 52.1 AC 48.8 SFI 48.3 SFL 56.0	**17/18** Assessed Biannually	**17/18** **CCSSE** ACL 50.0 SE 52.6 AC 50.0 SFI 50.0 SFL 56.5
				Summary Score NL 5.90	Next Assessment Spring 18	Summary Score NL 5.64	Summary Score 6.1
				EDM 73.1%	EDM 74.0%	EDM 75.4%	EDM 75.9%
Performance Excellence		• College Climate Survey (PACE) • Employee Professional development	PACE every year (Fall) target 3.76	3.76	3.86	3.81	3.86
	SACSCOC Compliance and Sustainability	• Alumni Constituent Survey (ACS) • Action Plans Sustainability Plans for Submission of the 5th year Report in 2021 • Most Cited Standards • Substantive Change Notifications and Prospectuses	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 SACSCOC due dates and dates of implementation SACSCOC Acceptance and Approval, respectively	80.1%	84.3%	85.1%	85.6%