



ALAMO COLLEGES DISTRICT
St. Philip's College

Office of the President

August 30, 2023

Dr. Kevin Sightler
Director of Substantive Change
Southern Association of Colleges and Schools
Commission on Colleges
1866 Southern Lane
Decatur, GA 30033

Dear Dr. Sightler,

In keeping with the Southern Association of Colleges and Schools' Principles of Accreditation, St. Philip's College would like to notify you of a substantive change to be implemented in August 2023. The change relates to the Substantive Change Procedure for a Level Change.

St. Philip's College seeks approval to move from a Level I (Associates degree granting institution) to a Level II (Bachelor degree granting institution). St. Philip's College requests approval for the Level I to Level II status to offer a Bachelor in Applied Technology in Cybersecurity degree.

The Level Change plan is attached.

Please let me know if you have any additional questions or concerns regarding this matter.

Sincerely,

A handwritten signature in cursive script that reads "Adena Williams Loston".

Adena Williams Loston, PhD
President

CC: Mr. Randall Dawson, Vice President for Academic Success
Dr. Diane Gavin, Dean of Performance Excellence/SACSCOC – CHEA Institutional Liaison

SACSCOC Level Change Application



Bachelor of Applied Technology in Cybersecurity



ALAMO
COLLEGES
DISTRICT

St. Philip's College

ST. PHILIP'S COLLEGE

One of the Alamo Colleges

St. Philip's College is a Historically Black College and a Hispanic Serving Institution. As "A Point of Pride in the Community," St. Philip's College is among the oldest and most diverse community colleges in the United States.

SACSCOC Level Change Application

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*Southern Association of Colleges and Schools
Commission on Colleges*

**INSTITUTIONAL SUMMARY FORM
PREPARED FOR SACSCOC REVIEWS**

GENERAL INFORMATION

Name of Institution

St. Philip's College

Name, Title, Phone number, and email address of Accreditation Liaison

Diana Gavin, PhD

Dean of Performance Excellence

210-486-2431

dgavin7@alamo.edu

Name, Title, Phone number, and email address of Technical Support person for the Compliance Certification

John Orona

Director, Information and Communication Technology

210-486-2792

Jorona3@alamo.edu

IMPORTANT:

Accreditation Activity (*check one*):

- Submitted at the time of Reaffirmation Orientation
- Submitted with Compliance Certification for Reaffirmation
- Submitted with Materials for an On-Site Reaffirmation Review
- Submitted with Compliance Certification for Fifth-Year Interim Report
- Submitted with Compliance Certification for Initial Candidacy/Accreditation Review
- Submitted with Merger/Consolidations/Acquisitions
- Submitted with Application for Level Change

Submission date of this completed document: September 1, 2023

EDUCATIONAL PROGRAMS

1. Level of offerings (Check all that apply)

- Diploma or certificate program(s) requiring less than one year beyond Grade 12
- Diploma or certificate program(s) of at least two but fewer than four years of work beyond Grade 12
- Associate degree program(s) requiring a minimum of 60 semester hours or the equivalent designed for transfer to a baccalaureate institution
- Associate degree program(s) requiring a minimum of 60 semester hours or the equivalent not designed for transfer
- Four or five-year baccalaureate degree program(s) requiring a minimum of 120 semester hours or the equivalent
- Professional degree program(s)
- Master's degree program(s)
- Work beyond the master's level but not at the doctoral level (such as Specialist in Education)
- Doctoral degree program(s)
- Other (Specify):

2. Types of Undergraduate Programs (Check all that apply)

- Occupational certificate or diploma program(s)
- Occupational degree program(s)
- Two-year programs designed for transfer to a baccalaureate institution
- Liberal Arts and General
- Teacher Preparatory
- Professional
- Other (Specify):

GOVERNANCE CONTROL

Check the appropriate governance control for the institution: <--fix their checkboxes

- Private (*check one*)
 - Independent, not-for-profit
Name of corporation OR
Name of religious affiliation and control:
 - Independent, for-profit *
If publicly traded, name of parent company:

- Public state * (*check one*)
 - Not part of a state system, institution has own independent board
 - Part of a state system, system board serves as governing board
 - Part of a state system, system board is super governing board, local governing board has delegated authority
 - Part of a state system, institution has own independent board

* *If an institution is part of a state system or a corporate structure, a description of the system operation must be submitted as part of the Compliance Certification for the decennial review. See Commission policy “Reaffirmation of Accreditation and Subsequent Reports” for additional direction.*

TITLE IV PARTICIPATION

Check the appropriate box below for the institution*:

- Institution participates in title IV, Higher Education Act programs
- Institution does NOT participate in title IV, Higher Education Act programs

* *If an institution has changed or plans to change its title IV participation, it is required to notify SACSCOC. See SACSCOC policy, “Title IV Program Responsibilities,” for additional information and direction for responding to standards under the “Principles of Accreditation.”*

INSTITUTIONAL INFORMATION FOR REVIEWERS

Directions:

Please address the following and attach the information to this form.

1. History and Characteristics

Provide a brief history of the institution, a description of its current mission, an indication of its geographic service area, and a description of the composition of the student population. Include a description of any unusual or distinctive features of the institution and a description of the admissions policies (open, selective, etc.). If appropriate, indicate those institutions that are considered peers. Please limit this section to one-half page.

Response

St. Philip’s College was founded in 1898 by the Episcopal Church of the West Texas Diocese as a sewing school for daughters and granddaughters of former slaves in the downtown San Antonio area. From these humble beginnings, through extreme financial challenges during the depression, desegregation, and the civil rights movement in the 1950s and 1960s, massive expansions in the 1970s, and into the present, St. Philip’s College has become a pillar in the community. It often is referred to as “a point of pride in the community.” For 52 years Artemisia Bowden, daughter of a former slave, served as an administrator of St. Philip’s. Under her leadership the institution evolved from a parochial day school to a private junior college and finally into an

accredited two-year college offering programs for students interested in transferring to a 4-year institution, as well as for students interested in joining the workforce with a technical degree. In 1945, St. Philip’s College affiliated itself with the San Antonio Union Junior College District and has remained a public institution ever since.

Associate degree and certificate programs, credit-bearing courses, and student support services are vital for the institution to achieve its mission to empower our diverse student population through educational achievement and career readiness. As a dually designated Historically Black College (HBCU) and Hispanic Serving Institution (HSI), 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.

Today, St. Philip’s College is a multi-campus institution with an open-door admissions policy that is continuing to meet the needs of a student population that is majority female (60%), majority ethnic minority (79%), majority part-time (87%); and whose ages range from under 18 in Dual Credit and Early College High Schools to those in their 80s. St. Philip’s College is one of the five Alamo Colleges to include San Antonio College, Palo Alto College, Northwest Vista College, and Northeast Lakeview College.

2. List of Degrees

List all degrees currently offered (A. S., B.A., B.S., M.A., Ph.D., for examples) and the majors or concentrations within those degrees, as well as all certificates and diplomas. For each credential offered, indicate the number of graduates in the academic year previous to submitting this report. Indicate term dates.

AA 396, AAT 24, ATC 6, AAS 553, AS 226, Cert 1-813, Cert 2-213, Cert 3-9

Does the institution offer any credit, non-credit, or pathways English as a Second Language (ESL) programs? If yes, list the programs.

St. Philip’s College does not offer any credit, non-credit, or pathways English as a Second Language (ESL) programs.

3. Off-Campus Instructional Locations and Branch Campuses

List *all approved off-campus instructional locations* where 25% or more credit hours toward a degree, diploma, or certificate can be obtained primarily through traditional classroom instruction. Report those locations in accord with the Commission’s definitions and the directions as specified below.

Table 1: Off-campus instructional sites—a site located geographically apart from the main campus at which the institution offers **50% or more** of its credit hours for a diploma, certificate, or degree. This includes high schools where courses are offered as part of dual enrollment. For each site, provide the information below. **The list should include only those sites reported to and approved by SACSCOC.** Listing unapproved sites below does not constitute reporting them to SACSCOC. In such cases when an institution has initiated an off-campus instructional site as described above without prior approval by SACSCOC, a prospectus for approval should be submitted immediately to SACSCOC.

Name of Site	Physical Address (street, city, state, country) Do not include PO Boxes.	Date of SACSCOC approval letter	Date Implemented by the institution	Educational programs offered (specific degrees, certificates, diplomas) with 50% or more credits hours offered at each site	Is the site currently active? (At any time during the past 5 years, have students been enrolled and courses offered? If not, indicate the date of most recent activity.)
St. Philip’s College-Southwest Campus	800 Quintana Road San Antonio, TX 78211	June 28, 2012 SACSCOC notified St.	1987	AAS and Certificates Air Conditioning, Heating and Refrigeration Electric Trades Construction	YES

		Philip's that the St. Philip's College – Southwest Campus is in the scope of St. Philip's accreditation as an off-campus instructional site		Technology Plumbing Trades Certificate Plumbers Helper Certificate Aircraft Technology Avionics Diesel Technology Collision Technology Machinist/Machine Technology Welder/Welding Technology Power Generation & Alternative Energy Electronics Technology Instrumentation	
Central Texas Technology Center (CTTC)	2189 FM 758 New Braunfels, TX 78130	March 25, 2009 (for relocation)	Spring 2009	Licensed Vocational Nursing Manufacturing Skills Trades Helper Production Tool Operator Maintenance Mechanic	YES
Alamo Heights High School	6900 Broadway San Antonio, TX 78209	8/14/2020	Fall 2021	AA	YES
Bandera High School	474 Old San Antonio Hwy. Bandera, TX 78003	4/23/2021	Fall 2021	Level 1 Cert Welding	NO (Last participated Spring 2021 – Teach Out approved 10-14-2022)
Bracken Christian Academy	670 Old Boerne Rd. Bulverde, TX 78163	8/16/2019	Spring 2020	AA	NO (Last participated Spring 2021 – Teach Out approved 10-14-2022)
Calvary Chapel Christian Academy	2935 Pat Booker Rd. Suite 118 Universal City, TX 78148	2/14/2020	Fall 2020	AA	YES
Canyon High School	1510 IH 35 North New Braunfels, TX 78130	12/3/2017	Spring 2018	AA	NO (Last participated Spring 2022 – Teach Out approved 10-14-2022)
Canyon Lake High School	8555 RM 32 Fischer, TX 78623	12/3/2017	Spring 2018	AA	NO (Last participated Spring 2022 – Teach Out approved 10-14-2022)
Career & Technology Education Center (NEISD)	3736 Perrin Central, Bldg. #4 San Antonio, TX 78217	12/3/2017	Spring 2018	Brake and Front End Specialist Level 1 Certificate	YES
Cyber P-TECH USA at Sam Houston High School	4635 East Houston St. San Antonio, TX 78220	7/19/2019	Spring 2020	AAS Restaurant Supervision Level 1 Certificate	YES

Davenport High School	23255 FM 3009 San Antonio, TX 78266	8/6/2020	Spring 2021	AA	NO (Last participated Spring 2022 – Teach Out uploaded 04-27-2022)
Earl Warren High School (Construction Careers Academy)	9411 Military Drive West San Antonio, TX 78251	5/17/2018	Fall 2018	AAS Construction Technology Electrical Trades Level 1 Certificate Plumber’s Helper Level 1 Certificate	YES
East Central CAST Lead	7173 Farm to Market 1628 San Antonio, TX 78263	2/8/2021	Never Participated	Level II Cert. Hospitality Management Fundamentals	NO (Teach out submitted 12-29-2022)
First Baptist Academy	1401 Pat Booker Road Universal City, TX 78148	12/3/2017	Spring 2018	AA	NO (Last participated Spring 2022 – Teach Out approved 10-14-2022)
G. W. Brackenridge Early College High School	400 Eagleland Drive San Antonio, TX 78210	02/08/2016	Fall 2015	AA Office Applications Specialist (OAS) Level 1 Certificate Restaurant Supervision Level 1 Certificate	YES
Gloria Deo Academy	1100 Bulverde Rd. Bulverde, TX 78163	8/2/2019	Spring 2020	AA	YES (Participating Spring 2023 – Re-open sent 11-14-2022)
Highlands High School	3118 Elgin Ave San Antonio, TX 78210	8/14/2020	Spring 2021	Office Applications Specialist (OAS) Level 1 Certificate	YES
Ingram Tom Moore High School	510 Hwy. 39 Ingram, TX 78025	4/23/2021	Fall 2021	AA Information Technology Cybersecurity Specialist Level I Certificate	YES
Judson High School	9142 FM 78 Converse, TX 78109	12/3/2017	Spring 2018	AA Brake and Front End Specialist Level 1 Certificate	YES
Karen Wagner High School	3000 N. Foster Rd. San Antonio, TX 78244	11/08/2018	Spring 2019	AA	YES
La Vernia High School	225 Bluebonnet Rd. La Vernia, TX 78121	12/3/2017	Spring 2018	AA	YES
Lifegate Christian School	395 Lifegate Lane Seguin, TX 78155	8/2/2019	Spring 2020	AA	YES
Luther Burbank High School	1002 Edwards St. San Antonio, Texas 78204	4/23/2021	Fall 2021	Catering Management Level 1 Certificate	YES

Lytle High School	18975 W. Farm to Market 2790 S. Lytle, TX 78052	8/14/2020	Spring 2021	Plumbing Trades Level 1 Certificate CNC Operator Level 1 Certificate	YES
Memorial Early College High School with St. Philip's College	1419 N. Business IH-35 New Braunfels, TX 78130	06/03/2014	Fall 2014	AA & AS	NO (Last participated Spring 2023 – Teach Out uploaded 11-17-2022)
Navarro High School	6350 North State Hwy 123 Seguin, TX 78155	12/3/2017	Spring 2018	AA	YES
Poteet High School	800 Leming Road Poteet, TX 78065	12/3/2017	Spring 2018	Level 1 Cert. Brake & Front End	NO (Last participated Spring 2021 – Teach Out accepted 10-14-2022)
Robert G. Cole High School	4001 Winans Rd. San Antonio, TX 78234	11/08/2018	Spring 2019	AA	YES
Seguin Early College High School	815 Lamar Street Seguin, TX 78155	07/05/2017	Spring 2017	AA	YES
Sidney Lanier High School	1514 W. Cesar E. Chavez Blvd. San Antonio, TX 78207	8/14/2020	Spring 2021	Restaurant Supervision Level 1 Certificate Brake and Front End Specialist Level 1 Certificate AA	YES
Smithson Valley High School	14001 Hwy 46 West Spring Branch, TX 78070	12/3/2017	Spring 2018	AA	NO (Last participated Spring 2022 – Teach Out accepted 10-14-2022)
Southside High School	19190 Hwy 281 South #2 San Antonio, TX 78221	10/25/2018	Spring 2019	Inert Gas GTAW / GMAW Welder (MSGW) Level 1 Cert	YES
Southwest High School	11914 Dragon Lane San Antonio, TX 78252	9/29/2016	Fall 2016	AAS Information Assurance and Cybersecurity	NO; approved for 50% 4/23/2021 - teach out approved 02-04-2022
St. Gerard Catholic High School	521 South New Braunfels Avenue San Antonio, TX 78203	8/16/2019	Spring 2020	AA	NO (Last participated Summer 2022 – Teach Out Submitted 10-06-2022)
Stockdale High School	500 South 4th Street Stockdale, TX 78160	8/16/2019	Spring 2020	AA	YES
Vanguard Christian Institute	43360 IH 10 West Boerne, TX 78006	12/3/2017	Spring 2018	AA	YES
Veterans Memorial High School	7618 Evans Road San Antonio, TX 78266	4/23/2021	Fall 2021	AA	YES

Table 2: Off-campus instructional sites at which the institution offers **25-49%** of its credit hours for a diploma, certificate, or degree—including high schools where courses are offered as dual enrollment. **Note: institutions are required to notify SACSCOC in advance of initiating coursework at the site.** For each site, provide the information below.

Name of Site (Indicate if site is currently active or inactive. If inactive, date of last course offerings and date of projected reopening)	Physical Address (street, city, state, country) Do not include PO Boxes.	Date of SACSCOC letter accepting notification	Date Implemented by the institution	Educational programs offered (specific degrees, certificates, diplomas) with 25-49% credit hours offered at each site	Is the site currently active? (At any time during the past 5 years, have students been enrolled and courses offered? If not, indicate the date of most recent activity.)
Alamo University Center (AUC)	8300 Pat Booker Road Live Oak, TX 78233		2015	Level 1 Cert. Medical Front Office	YES
Fort Sam Houston	Army Education Center Bldg. 2268, Rm. 207 2478 Stanley Road Fort Sam Houston, TX 78234		1970's	AA, AS, and AAS	YES
Lackland Air Force Base	1550 Wurtsmith St. Lackland AFB, San Antonio, TX 78236		1970's	AA, AS, and AAS	YES
Randolph Air Force Base	301 B Street West Randolph AFB, San Antonio, TX 78148		1970's	AA, AS, and AAS	YES
Westside Education Training Center (WETC)	563 Southwest 40th Street San Antonio, TX 78237		2014	Level 1 Cert. Medical Front Office CPR Certification	YES
Agape Christian Academy	La Vernia Christian Teaching Center 10688 U.S. Hwy 87 West La Vernia, TX 78121	8/13/2018	Fall 2018	AA	NO; (teach out approved 02-04-2022 – Last participated Fall 2019)
East Central High School	7173 Farm to Market 1628 San Antonio, TX 78263	9/6/2018	Fall 2021	Welding Entry-Level, Certificate I	YES
Floresville High School	1813 Tiger Lane Floresville, TX 78114	9/29/2016	Fall 2016	Level 1 Cert. Entrepreneurship	NO; (teach out approved 02-04-2022 – Last participated Fall 2016)
George Gervin Academy	3030 E. Commerce St. San Antonio, TX 78220	11/13/2020	Spring 2021	AA & AAS	YES
Harlandale High School	114 East Gerald Ave. San Antonio, TX 78214	9/29/2016	Fall 2016	AAS Network Administration Level 1 Cert. Construction Technology	NO; (teach out approved 02-04-2022 – last participated Spring 2017)
Harmony Science Academy	8505 Lakeside Parkway San Antonio, TX 78245	8/6/2020	Spring 2021	Information Technology Cybersecurity Specialist Level I Certificate	YES
Highlands High School	3118 Elgin Ave San Antonio, TX 78210	8/14/2020	Spring 2021	Catering Management Level 1 Certificate	YES
Hill Country College Preparatory	21077 State Highway	2/8/2021	Fall 2021	AA	NO (Never participated – Teach Out accepted)

High School	46 West Spring Branch, TX 78070				10-14-2022)
James Madison High School	5005 Stahl Rd. San Antonio, TX 78247	8/13/2018	Never Participated	Level 1 Cert. Catering Mgmt.	NO; (teach out approved 02-04-2022)
John Jay High School	7611 Marbach Road San Antonio, TX 78227	8/6/2020	Spring 2021	Transmission Specialist Level 1 Certificate Catering Management Level 1 Certificate	YES
John Marshall High School	8000 Lobo Ln. San Antonio, TX 78240	8/13/2018	Spring 2019	Catering Management Level 1 Certificate	YES
Judson High School	9142 FM 78 Converse, TX 78109	12/3/2017	Spring 2018	Collision Technology Level 1 Certificate	YES
Legacy of Educational Excellence High School	1400 Jackson-Keller San Antonio, TX 78213	10/05/2022	Spring 2023	Catering Management Level 1 Certificate	YES
Living Rock Academy	2500 Bulverde Rd. Bulverde, TX 78163	9/29/2016	Fall 2016	AA	YES
Lytle High School	18975 W. Farm to Market 2790 S. Lytle, TX 78052	8/14/2020	Spring 2021	Culinary Studies Level 1 Certificate	YES
McCullum High School	500 W. Formosa Blvd San Antonio, TX 78221	8/13/2018	Fall 2018	Level 1 Cert. Brake & Front End	NO; (teach out approved 02-04-2022 – last participated Fall 2018)
Memorial High School	1227 Memorial St. San Antonio, TX 78228	01/14/2019	Fall 2018	Catering Management Level 1 Certificate	YES
Milton B. Lee Academy of Science and Engineering	1826 Basse Rd. San Antonio, TX 78213	01/09/2018	Spring 2021	AA Healthcare Technician: Phlebotomy Level 1 Certificate	YES
River City Christian School	5810 Blanco Road San Antonio, Texas 78216	01/07/2020	Spring 2020	AA	NO; (teach out approved 02-04-2022 – last participated Spring 2020)
Samuel Clemens High School	1001 Elbel Road Schertz, TX 78154	12/3/2017	Spring 2018	Level I Cert. Catering Mgmt.	YES (teach out for AA approved 02-04-2022; Culinary Notification Only)
San Antonio Christian High School	19202 Redland Rd. San Antonio, TX 78259	8/1/2014	Fall 2014	AA	NO; (teach out approved 02-04-2022 – last participated Spring 2019)
Sandra Day O'Connor High School	5900 Evers Road San Antonio TX 78238	10/05/2022	Spring 2023	Catering Management Level 1 Certificate	YES
School of Science and Technology	1450 North East Loop 410 San Antonio, TX 78209-1543	1/7/2020	Spring 2020	AA Information Technology Cybersecurity Specialist Level I Certificate	NO (Teach Out accepted 10-114-2022 – Spring 2022)
Sidney Lanier High School	1514 W. Cesar E. Chavez Blvd. San Antonio, TX 78207	8/14/2020	Spring 2021	Construction Technology Level 1 Certificate	YES
Somerset High	7650 South	10/05/2022	Spring 2023	Catering Management	YES (Sent to Dean 10-

School	Loop 1604 Somerset, TX 78069			Level 1 Certificate	05-2022)
South San Antonio High School	7535 Barlite Blvd. San Antonio, TX 78224	8/13/2018	Spring 2019	Healthcare Technician: Phlebotomy Level 1 Certificate	YES
Southside High School	19190 Hwy 281 South #2 San Antonio, TX 78221	10/25/2018	Spring 2019	Brake and Front End Specialist Level 1 Certificate Catering Management Level 1 Certificate	YES
Southwest Legacy High School	4495 SW Verano Parkway, Bldg. 100 Von Ormy, TX 78073	8/2/2021	Fall 2017	Information Technology Cybersecurity Specialist Level I Certificate	NO; (teach out approved 02-04-2022 – last participated Spring 2018)
Southwest Preparatory School	1258 Austin Hwy., Bldg. 1 San Antonio, TX 78209 6535 Culebra Road San Antonio, TX 78238	1/9/2018	Fall 2017	AA	No (Last participated Fall 2020 – Teach Out approved 10-14-2022)
Tom C. Clark High School	5150 De Zavala Rd San Antonio TX, 78249	10/5/2022	Spring 2023	Welding Entry-Level, Certificate I	YES
Thomas Edison High School	701 Santa Monica San Antonio, TX 78212	11/6/2018	Spring 2018	Restaurant Supervision Level 1 Certificate	YES
Town East Christian High School	2030 Bible Street San Antonio, TX 78220	9/29/2016	Fall 2016	AA	YES
William J. Brennan High School	2400 Cottonwood Way San Antonio, TX 78253	9/6/2018	Spring 2019	Level 1 Cert. Catering Mgmt.	NO; (teach out approved 02-04-2022 – last participated Spring 2019)

Table 3: Branch campus—an instructional site located geographically apart and independent of the main campus of the institution. A location is independent of the main campus if the location is (1) permanent in nature, (2) offers courses in educational programs leading to a degree, certificate, or other recognized educational credential, (3) has its own faculty and administrative or supervisory organization, and (4) has its own budgetary and hiring authority. **The list should include only those branch campuses reported to and approved by SACSCOC.** Listing unapproved branch campuses below does not constitute reporting them to SACSCOC. A prospectus for an unapproved branch campuses should be submitted immediately to SACSCOC.

Name of Branch Campus	Physical Address (street, city, state, country) Do not include PO Boxes.	Date of SACSCOC approval letter	Date Implemented by the institution	Educational programs (specific degrees, certificates, diplomas) with 50% or more credits hours offered at the branch campus	Is the campus currently active? (At any time during the past 5 years, have students been enrolled and courses offered? If not, indicate the date of most recent activity.)

4. Distance and Correspondence Education

Provide an initial date of approval for your institution to offer distance education. Provide a list of credit-bearing educational programs (degrees, certificates, and diplomas) where 50% or more of the credit hours are delivered through distance education modes. For each educational program, indicate whether the program is delivered using synchronous or asynchronous technology, or both. For each educational program that uses distance education technology to deliver the program at a specific site (e.g., a synchronous program using interactive videoconferencing), indicate the program offered at each location where students receive the transmitted program. Please limit this description to one page, if possible.

St. Philip's College received initial approval for distance education January 22, 2003 from THECB.

Award Level	Dept. or Major Code	Degree Name	CIP Code	Total Credit Hrs	Offered 100% Online	Offered 50% Online	Synchronous or Asynchronous
AAT	TXCT	AAT Teaching, 7-12, and Other EC-12	13.1205	60	X		Both
AAT	TECT	AAT Teacher Certification: EC-6, 4-8, and EC-12	13.1205	60	X		Both
AA	LBAT	Associate of Arts	24.0102	60	X		Both
AS	GSCI	Associate of Science	24.0102	60	X		Both
AAS	ACTC	Bookkeeping Specialist	52.0302	60		X	Both
Level 2 Certificate	ACTC	Bookkeeping Specialist	52.0302	33		X	Both
Level 1 Certificate	SBMG	Small Business Management	52.0201	21	X	X	Both
AAS	BMTC	Business Management and Technology	52.0201	60	X		Both
Level 1 Certificate	CMCS	CISCO Networking Associate	11.1002	19		X	Both
AAS	CMCS	CISCO Network Professional	11.1002	60		X	Both
AAS	CBMG	Construction Business Management	52.0201	60		X	Both
AAS	ECST	Early Childhood and Family Studies	19.0706	60	X		Both
AAS	HITC	Health Information Technology	51.0707	60	X		Both
AAS	ISAC	Information Technology Cybersecurity Specialist	11.0901	60	X		Both
OSA	CTIL	CompTIA Linux+ Certification Preparation	11.0101	10	X	X	Both
OSA	CTIS	CompTIA Security + Certification Preparation	11.0901	10	X	X	Both
Level I Certificate	ISAC	Information Technology Cybersecurity Specialist	11.1003	20	X	X	Both
OSA	CBFR	Cyber First Responders	11.1003	11	X	X	Both
AAS	NADN	Information Technology Network Administrator	11.1002	60	X		Both
OSA	CTNW	Information Technology Specialist	11.1003	10	X	X	Both
AAS	OSYT	Office Systems Technology	52.0401	60	X		Both
OSA	CLDC	Cloud Computing	52.0401	12	X	X	Both
Level 1 Certificate	OASP	Office Applications Specialist (OAS)	52.0401	24	X	X	Both

Level 2 Certificate	OADS	Office Administration Specialist I (OAS)	52.0401	30	X	X	Both
OSA	MOSP	Microsoft Office Specialist	52.0407	12	X	X	Both
OSA	SMSP	Social Media Specialist	52.0401	12	X	X	Both
AAS	WMDV	Web and Mobile Developer	11.0201	60	X		Both
OSA	AADV	Android Application Developer	11.0201	12	X	X	Both
Level 1 Certificate	WMDV	Web and Mobile Developer	11.0201	24	X	X	Both
OSA	WMDV	Web Designer Apprentice I	11.0201	9	X	X	Both
OSA	WMDV	Web Designer Apprentice II	11.0201	12	X	X	Both
Certificate 2	ECST	Early Childhood and Family Studies	19.0706	30	X		Both
Level 1 Certificate	MCSE	MCSE: Server	11.0901	18	X		Both
Certificate – Level 1	NAHC	Nurse Aide for Health Care – Level 1	51.3902	16		X	Both

5. Accreditation

- (1) List all agencies that currently accredit the institution and any of its programs and indicate the date of the last review by each.
- (2) If SACS Commission on Colleges is not your primary accreditor for access to USDE Title IV funding, identify which accrediting agency serves that purpose.
- (3) List any USDE-recognized agency (national and programmatic) that has terminated the institution’s accreditation (include the date, reason, and copy of the letter of termination) or list any agency from which the institution has voluntarily withdrawn (include copy of letter to agency from institution).
- (4) Describe any sanctions applied or negative actions taken by any USDE-recognized accrediting agency (national, programmatic, SACSCOC) during the two years previous to the submission of this report. Include a copy of the letter from the USDE-recognized agency to the institution.

SPC Programs and Accrediting Agencies		
Institution/Program(s)	Agency	Date
St. Philip’s College	Regional Accrediting Agency: Southern Association of Colleges and Schools Commission on Colleges	Date of Last Review: October 2015 (Compliance Certification); September 2016
Aircraft Technology	Accrediting Agency: Federal Aviation Administration (FAA)	Date of Last Review: August 21, 2014
Automotive Technology; General Motors ASEP	Accrediting Agency: National Automotive Technicians Education Foundation (NATEF)	Date of Last Review: February 2018

Child Development Center	Accrediting Agency: National Association for the Education of Young Children (NAEYC)	Date of Last Review: March 7, 2018
Culinary Arts Baking & Pastry Arts	Accrediting Agency: American Culinary Federation Educational Institute Accrediting Commission (ACF)	Date of Last Review: July 2015
Diagnostic Medical Sonography	Accrediting Agency: Commission on Accreditation of Allied Health Education Programs (CAAHEP)	Date of Last Review: May 17, 2019
Early Childhood and Family Studies	Accrediting Agency: National Association for the Education of Young Children (NAEYC)	Date of Last Review: October 29, 2018
General Motors ASEP	Accrediting Agency: National Automotive Technicians Education Foundation (NATEF)	Date of Last Review: June 2018
Health Information Technology	Commission on Accreditation for Health Informatics and Information Management Education (CAHIIM)	Date of Last Review: December 12, 2019
Histologic Technician	Accrediting Agency: National Accrediting Agency for Clinical Laboratory Sciences (NAACLS)	Date of Last Review: October 22, 2019
Hospitality Management Hotel Management Restaurant Management	Accrediting Agency: Accreditation Commission for Programs in Hospitality Administration	Date of Last Review: October 2011
Invasive Cardiovascular Technology	Accrediting Agency: Commission on Accreditation of Allied Health Education Programs (CAAHEP)	Date of Last Review: March 23, 2021
LVN/Military to AND Mobility Program; Vocational Nursing	Accrediting Agency: Texas Board of Nursing	Date of Last Review: April 15-16, 2019
Medical Laboratory Technology	Accrediting Agency: National Accrediting Agency for Clinical Laboratory Sciences (NAACLS)	Date of Last Review: October 22, 2019
Nurse Aide for Health Care	Accrediting Agency: Texas Board of Nursing	Date of Last Review: September 21, 2018
Occupational Therapy Assistant	Accrediting Agency: Accreditation Council for Occupational Therapy Education	Date of Last Review: February 14, 2018

	(ACOTE)	
Physical Therapist Assistant	Accrediting Agency: Commission on Accreditation in Physical Therapy Education (CAPTE)	Date of Last Review: October 24, 2018
Radiography Technology	Accrediting Agency: Joint Review Committee on Education in Radiologic Technology (JRCERT)	Date of Last Review: February 29, 2016
Respiratory Technology	Accrediting Agency: Commission on Accreditation for Respiratory Care (CoARC)	Date of Last Review: March 30-31, 2017
Surgical Technology	Accrediting Agency: Commission on Accreditation of Allied Health Education Programs (CAAHEP)	Date of Last Review: January 16, 2018

6. Relationship to the U.S. Department of Education

Indicate any limitations, suspensions, or termination by the U.S. Department of Education in regard to student financial aid or other financial aid programs during the previous three years. Report if on reimbursement or any other exceptional status in regard to federal or state financial aid.

St. Philip's College is the recipient of numerous grants from the Department of Education (DOE) including all of the Student Financial Aid cluster (Federal Pell, Work Study, Direct Student Loans, and Supplemental Educational Opportunity Grants). The College is on the *Advanced Payment Method* for these grants and there are no limitations, suspensions, or terminations during the previous three years. Further, St. Philip's College has not been required to obtain a letter of credit in favor of the DOE or any other regulatory agency, and has not been informed of any unresolved complaints from the DOE. There are no impending litigation issues with respect to financial aid activities and no significant unpaid dollar amounts due back to the DOE. The college is not aware of any infractions to regulations that would jeopardize Title IV funding. The College has also received DOE grants under the TRIO cluster, Higher Education Institutional Aid, and the Educational Stabilization Fund – HEERF grants, to name a few.

Document History

Adopted: September 2004

Revised: March 2011

Revised: January 2014

Revised: January 2018

Edited: February 2020

Edited: February 2022

Clear Form

Substantive Change Cover Sheet

Submit to SACSCOC,
Substantive Change, 1866
Southern Lane, Decatur, GA
30033. One copy only;
electronic media preferred.
Do not email submissions
or send copies to staff.

Note:

1. Include a completed cover sheet with each submission; please don't submit a cover sheet only.
2. Submit substantive changes as separate submissions except as permitted by policy.
3. Submit substantive changes defined in policy only; others are not reviewable.
4. For best results, download this form and complete with [Adobe Reader](#). Hover mouse over fields for guidance.

INSTITUTIONAL INFORMATION

INSTITUTION (NO ABBREVIATIONS PLEASE)

St. Philip's College

CITY + STATE/PROVINCE

San Antonio, TX

SUBSTANTIVE CHANGE RESTRICTION

1. Is the institution currently on Warning, Probation, or Probation for Good Cause?
2. Was the institution placed on Warning, Probation, or Probation for Good Cause on or after September 3, 2020, and subsequently removed from sanction?
3. Is the institution currently under provisional certification for participation in federal financial aid programs?

Yes No

Yes No

Yes No

If ANY are "Yes" the institution is on **SUBSTANTIVE CHANGE RESTRICTION**.
Additional and/or different requirements may apply; consult policy.



SUBMISSION INFORMATION

SUBSTANTIVE CHANGE TYPE (SELECT FROM DROP-DOWN LIST: SUBMIT ONLY TYPES DEFINED IN POLICY)

Institutional Change: Level Change

SUBMISSION DATE

09/01/2023

SUBSTANTIVE CHANGE DESCRIPTION (BRIEF SUMMARY)

Move from Level I to Level II

INTENDED IMPLEMENTATION

08/01/2024

OFF-CAMPUS INSTRUCTIONAL SITES SUBMITTED IN THIS SUBSTANTIVE CHANGE

Site Name, Physical Address, City, State/Province, ZIP or Postal Code, and Country/Territory

1.	
2.	
3.	
4.	
5.	

There are more than 5 sites in this submission →

PROGRAMS SUBMITTED IN THIS SUBSTANTIVE CHANGE

Include credential AND discipline: e.g., Associate of Arts in English, Bachelor of Science in Physics, Certificate in Office Management, etc.

1.	Bachelor of Applied Technology in Cybersecurity
2.	
3.	
4.	
5.	

There are more than 5 programs in submission →

SUBMITTED

I certify the information on this form is correct and accurately represents the current status of the institution at the time of submission.

FOR OFFICE USE

SUBMITTING LIAISON or CEO NAME

Adena Williams Foster

EMAIL ADDRESS

aloston@alamo.edu

Revised 04/07/2023

[Check for current version](#)

LEVEL CHANGE APPLICATION

Attach a completed copy of the [Substantive Change Cover Sheet](#) to this document.

SUBMIT FIVE COPIES OF THIS COMPLETED FORM TO:

*Dr. Belle S. Wheelan, President
Southern Association of Colleges and Schools
Commission on Colleges
1866 Southern Lane
Decatur, Georgia 30033-4097
(404) 679-4500*

Due dates:

- For consideration by the SACSCOC Board of Trustees in June: **March 15**
- For consideration by the SACSCOC Board of Trustees in December: **September 1**
- For review by SACSCOC staff and the Executive Council of the Board of Trustees; implementation in fall: **January 1**
- For review by the SACSCOC staff and Executive Council of the Board of Trustees; implementation in the spring/summer: **July 1**

INSTRUCTIONS

When initiating *coursework or programs* at a higher or lower degree level than currently approved by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC), an institution must complete two documents: (1) "[Institutional Summary Form Prepared for Commission Review](#)" and (2) the "Application for a Member Institution Seeking Accreditation at a Higher or Lower Degree Level."

The two parts combined constitute a primary source of information used by SACSCOC to award membership at the new degree level.

Reminders. When completing the application, please adhere to the following:

1. In cases in which year-end financial information is requested, use the most recently completed fiscal year. Report enrollment information for the most recent academic year.
2. Use "NA" to mark items not applicable to the institution.
3. **Five** copies are required.
4. The institution **must complete both the "Institutional Summary" and the "Application"** before its case will be forwarded for action by the SACSCOC Board of Trustees.

DESCRIPTION OF THE PROPOSED PROGRAMS/COURSES TO BE OFFERED AT THE NEW DEGREE LEVEL

Name(s) of New Degree Program(s).

Please be specific (e.g., Bachelor of Arts degree in English). (*Note: Only programs or coursework submitted for review at the new degree level will be included in the approval by the Board of Trustees.*)

Bachelor of Applied Technology degree in Cybersecurity

Alternate locations where the new degree program will be offered. *If the proposed programs/courses are to be offered at off-campus instructional sites, list each specific location, its address, the mode of delivery, and the percentage of the educational program that will be offered at each site.*

The proposed BAT program in Cybersecurity will be offered 100% at St. Philip's College's Martin Luther King Drive campus at 1801 Martin Luther King Drive, San Antonio, Texas (MLK Campus). The program will be delivered using in person and fully online modalities.

General Institutional Information

Name of agency that has legally authorized the institution to provide the new degree program: *(Provide charter/letter of authorization from appropriate agency/organization indicating that the institution may award the new degree.)*

The Alamo Colleges Board of Trustees and the Texas Higher Education Coordinating Board legally authorized St. Philip's College to provide the BAT program in Cybersecurity. ([Appendix 1](#)).

Date institution plans to enroll first students at the new degree level: *(Implementation date will be included as part of the action by the Board.)*

August 2024

Date institution projects it will graduate the first regular class at the new degree level: May 2026

Enrollment Data

Headcount Enrollment - Please refer to your most recent completed SACSCOC Institutional Profile and report the following enrollment data (for the institution) for most recent fall term:

Fall 2022

1. Full-Time Undergraduate Students – Headcount	1,756
2. Full-Time Post-Baccalaureate Students – Headcount	0
3. For-Credit, Part-Time Undergraduate Students – Headcount	10,897
4. For Credit, Part-Time Post-Baccalaureate Students – Headcount	0
5. Students enrolled in non-credit courses – Headcount	409
6. Total Headcount (Total of 1-5)	13,062

Projected Enrollment - Please indicate below the number of students projected to enroll in the new degree program(s):

1. Full-Time Enrollment (headcount)	200
2. Part-Time Enrollment (headcount)	2671
3. Non-Credit Enrollment (headcount)	647
4. Projected Total	3518

Proposed Programs/Courses at the New Degree Level

- 1. Rationale and need.** Describe the rationale for the new program(s), including an assessment of need.

A federally-designated HBCU and a state-designated Hispanic Serving Institution, St. Philip’s College (SPC) has served the East Side of San Antonio, Texas, since 1898. SPC’s foundation is based on a history of educating young emancipated Black women to become skilled in trades. From SPC’s beginning, workforce education has been a major focus to ensure that minoritized students have the opportunity to improve their lives and the lives of their families. The College has grown to having a main campus (MLK campus) and a branch campus (Southwest campus on Quintana Road) serving more than 13,000 students annually for both workforce education and academic transfer.

San Antonio is the seventh largest city in the United States, and since 2014, the East Side of San Antonio has been and continues to be a federally- and state-designated Enterprise Zone – defined as the Eastside Promise Zone – designed to create growth and economic development that will lead the area into the future. Through building strong community economic and social networks with local industries, school districts, healthcare agencies, and businesses, SPC provides opportunities for our students to end intergenerational poverty. SPC is known throughout the City of San Antonio and the Bexar County service area for having exceptional programs that meet the needs of our region. With the rising need for local businesses, healthcare sites, and schools to have trained cybersecurity professionals on site to secure computerized networks, there is a clear and immediate need in SPC’s service area to have individuals with educational preparation at the baccalaureate level who can meet this need.

SPC, with its state-of-the-art cyber range and dedicated buildings for cyber education, is well situated to provide the educational programming required to meet this institutional need. Additionally, SPC is designated by the National Security Agency (NSA) and the Department of Homeland Security as a National Center of Academic Excellence in Cyber Defense Two-Year Education through 2027 ([Appendix 2](#) National Center of Academic Excellence in Cyber Defense document). The proposed BAT Cybersecurity program builds upon an exceptionally strong foundation with physical resources and a well-defined AAS program.

Existing Applied Associate of Science in Information Technology Cybersecurity Specialist (AAS) Program.

SPC's Business Information Solutions (BIS) department currently offers the cybersecurity track leading to an Associate of Applied Science, Information Technology Cybersecurity Specialist degree. This BIS department will be restructured starting January 2024 to create two distinct departments: a new Cybersecurity department and the Business Information Solutions department. The AAS, Information Technology Cybersecurity Specialist program will be reassigned to the Cybersecurity department.

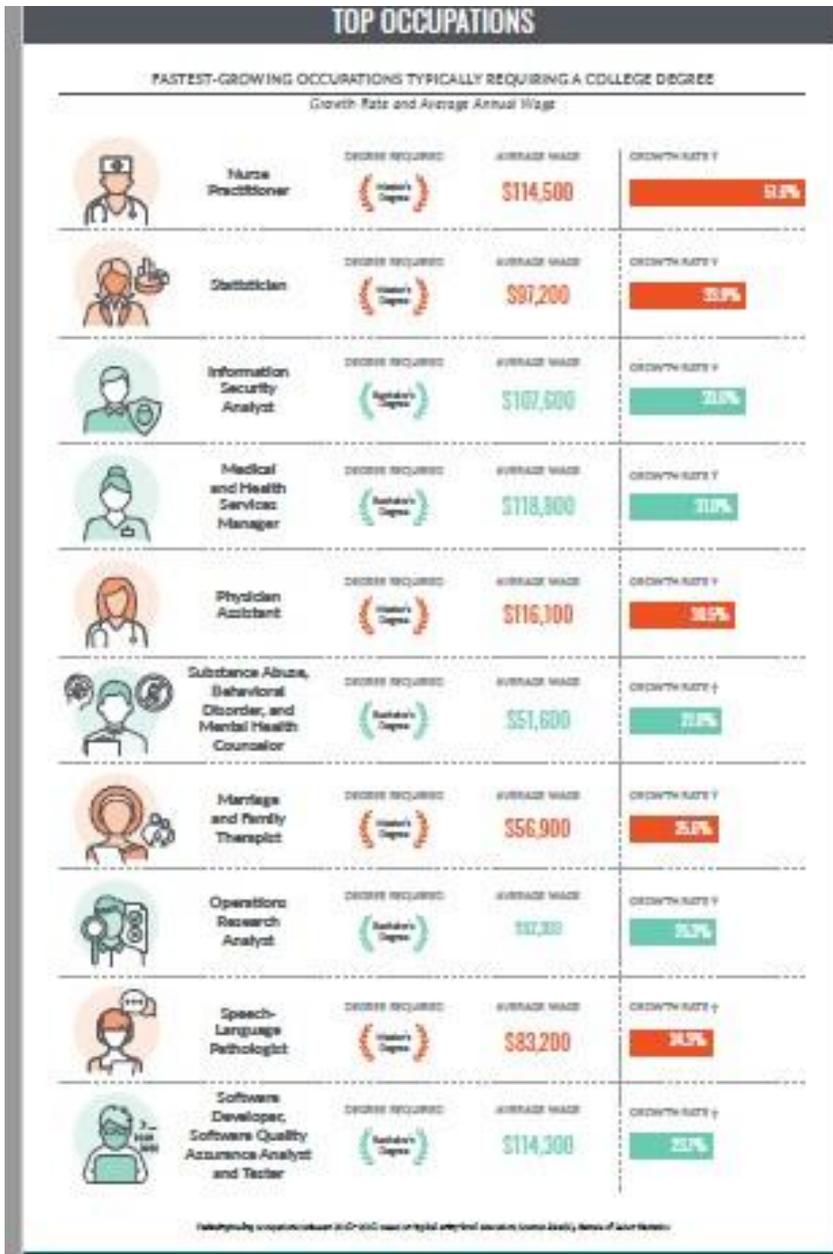
The AAS, Information Technology Cybersecurity Specialist program prepares students to design, implement, and secure computer networks. Students in the program learn to install security software, monitor networks for security breaches, respond to cyberattacks, and learn to gather data and evidence for prosecuting cyber- crimes. Completion of the program prepares a student to obtain industry certifications such as CompTIA Security +, Certified Security Professional (CSP), and Certified Ethical Hacker (CEH). Upon successful completion of the AAS in the cybersecurity track, graduates are eligible to either attend a four-year institution for a baccalaureate or enter gainful entry-level employment at one of the region's industries, school districts, or businesses. SPC's AAS program is designated as a National Center of Academic Excellence in Cyber Defense Two-Year Education through 2027.

Assessment of Need: Workforce Demand in SPC's Service Area.

In 2021, SPC conducted an in-depth needs analysis of providing a Bachelor of Applied Technology in Cybersecurity. The needs analysis for the BAT Cybersecurity program supported the workforce demand in SPC's service area. What follows in this section is the result of the needs analysis for the BAT Cybersecurity program.

Figure 1 illustrates Hanover Research's listing of the top fastest growing occupations in 2022 typically requiring a college degree noted that information security analyst had a 33.6% growth rate and a software quality assurance analyst had a 23.7% growth rate based on Bureau of Labor Statistics entry-level education data for 2021-2031. Table 1 presents the Texas Workforce Commission data and gap analysis for workforce needs in cybersecurity and allied fields in the San Antonio and Bexar County, Texas, region.

Figure 1: Hanover Research 2021-2031 Top Occupations for Growth



The needs analysis reviewed the Texas job market needs in both the Bexar County region and at the State of Texas levels. Table 1 provides the 2021 workforce needs at the regional level for those with cybersecurity and allied fields in the Bexar County region.

Table 1: Workforce Projections for Cybersecurity and Allied Fields in Bexar County Region

Field	Base Year 2020	Projected 2028	Percent Change	Average Annual Openings 2020-28
Computer and Information Systems Managers	2180	1649	-24.36%	149
Computer Systems Analysts	4440	5074	14.28%	430
Information Security Analysts	1050	1182	12.57%	108
Computer and Information Research Scientists	N/A	211	211%	18
Computer Network Support Specialists	1360	1489	9.48%	137
Computer User Support Specialists	5030	5522	9.78%	517
Computer Network Architects	1340	1229	-8.28%	99
Network and Computer Systems Administrators	3170	4126	30.16%	341
Database Administrators	870	1160	33.33%	95
Computer Programmers	810	884	9.13%	63
Software Developers and Software Quality Assurance Analysts and Testers	5850	5346	-8.62%	475
Web Developers and Digital Interface Designers	880	1012	15%	88
Computer Occupations, All Other	3280	3764	14.76%	304
Computer Science Teachers, Postsecondary	190	147	-22.63%	12
Total	29400	32795	11.55%	2836

Data source: Texas Workforce Commission Labor Market and Career Information 2021 Gap Analysis

The Economic Modeling Specialists Incorporated (EMSI) labor market data and Texas Labor workforce projections for the cybersecurity and allied fields in the State of Texas are presented in Table 2.

Table 2. Workforce Projections for Cybersecurity and Allied Fields, Texas

Field	Base Year 2020	Projected 2028	Percent Change	Average Annual Openings 2028
Computer and Information Systems Managers	29907	27400	-8.58%	2429
Computer System Analysts	54770	62744	14.56%	5083
Information Security Analysts	13410	11675	-12.94%	1037
Computer and Information Research Scientists	1270	2321	82.76%	209
Computer Network Support Specialists	17570	14990	-14.68%	1356
Computer User Support Specialists	61590	73179	18.82%	6683
Computer Architects Specialists	15360	12554	-18.27%	978
Network and Computer System Administrators	34410	39689	15.34%	3078
Database Administrators	12020	12536	4.29%	1012
Computer Programmers	18070	22008	21.69%	1525
Software Developers and Software Quality Assurance Analysts and Testers	113140	89736	-20.69%	7709
Web Developers and Digital Interface Designers	9830	11822	20.26%	1025
Computer Occupations, All Other	27990	30849	10.21%	2564
Computer Science Teachers, Postsecondary	3000	2724	-9.2%	239
Total	412400	414227	.44%	34927

Data source: EMSI Labor Analytics and Texas Labor Market Information (<https://texaslmi.com/>)

Based on the Texas Workforce Commission Labor Market and Career Information for Bexar County and the EMSI Labor Analytics and Texas Labor Market for the State of Texas, an 11% growth rate through 2028 is expected in the Bexar County region. The growth potential parallels the Hanover Research findings for growth in Quality Assurance Analyst and Information Security Analyst positions through 2031.

SPC currently has existing partnerships with area high schools that establish a cybersecurity pathway from secondary to post-secondary education. In a cybersecurity pathway, students in dual credit and P-TECH programs can go from certificates to BAT in one location. Additionally, the SPC BIS program engages extensively with regional Advisory Committee leaders to ensure the skills necessary to graduate highly trained workers in cybersecurity are part of the AAS and the proposed BAT program. The SPC Cybersecurity Advisory Committee comprises San Antonio cybersecurity leaders from Accenture, IBM, Cisco, USAA, and Whitecloud to provide insight and direction into what area employers require from graduate who would hold a BAT in Cybersecurity.

Assessment of Need: Community Support

St. Philip's College has received letters of support from the following community leaders for offering the BAT in Cybersecurity:

- Mark H. Metcalfe, Executive VP, Central Texas Commercial Banking, SUSSER BANK, Austin, Texas
- Kerry T. Benedict, Dykema Gossett, PLLC, San Antonio, Texas
- Ed Moore, VP (retired), Applied Physics Division, Southwest Research Institute, San Antonio, Texas
- Rosalind Anderson, Business Executive of Worldwide Services, IBM, Texas (retired)

Letters of support are available in [Appendix 3](#).

SPC Strengths that Support Implementing the Level Change with the Addition of the BAT Cybersecurity Program.

Cybersecurity is one of the fastest growing occupations in the United States and in the Bexar County region. As San Antonio and Bexar County continue to grow, the incoming industries, hospitals, and businesses will require a significant number of trained cybersecurity specialists to assist in maintaining quality assurance of their networks. St. Philip's College's proposed BAT Cybersecurity program is critical to address a rising need in the community. The following are strengths that SPC has to support its level change and the addition of the Bachelor of Applied Technology Cybersecurity program:

- The 2022 opening of the \$22.6 million, 25,000 sq. ft. St. Artemisia Bowden Center of Excellence building to house the Cybersecurity program



- State-of-the-art \$2.3 million cyber range in the St. Artemisia Bowden building (see Figure 2)



Figure 2: Photo of SPC Cyber range KENS 5 TV San Antonio

- GenCyber Camp, a summer camp for K-12 students and teachers to learn about good online behavior, cybersecurity as a career, and for teachers a summer immersion experience to learn to improve teaching methods in cybersecurity content in K-12 computer science courses
- Cyber First Responder certificates designed for first responders to counter cyber based terror attacks on network infrastructure
- National Security Administration (NSA) and Department of Homeland Security Center of Academic Excellence Two-Year College site through 2027 (see Figure 3)



The National Security Agency (NSA) and the Department of Homeland Security (DHS) has designated St. Philip's College as a Center of Academic Excellence in Cyber Defense Education- 2 year. **The designation covers academic years 2022 Through 2027.**

The purpose of the National CAE designation program is to promote higher education in cybersecurity/Information Assurance and prepare a growing number of professionals to meet the need to reduce vulnerabilities in the Nation's networks. The initial National CAE in CD Education (CAE/IAE) program was started by NSA in 1998, with DHS joining as a partner in 2004 in response to the President's National Strategy to Secure Cyberspace.

Figure 3 Cybersecurity Designations NSA and DHS through 2027

- SPC has qualified and collaborative faculty, integrated student support processes, standardized institutional effectiveness and research processes, and infrastructure to support the BAT Cybersecurity program
- SPC has committed the operating funds to support the BAT Cybersecurity program

- SPC leadership and Board of Trustees are highly committed to the success of all college programs, including the BAT Cybersecurity program

2. Financial resources.

- A projected budget for the new programs (revenues and expenses) for the first three years of operation (**CR 13.1** and Standard 13.3)
- A copy of the full audit from the most recent audited fiscal year (**CR 13.2**)

St. Philip’s College (SPC) has a sound financial base and demonstrates financial stability to support the institutional mission and scope of its programs and services, including the support of its first baccalaureate program, the proposed BAT in Cybersecurity.

While there are no major concerns of physical resources that will impact adequacy, the College developed a contingency and budget plan to support key personnel and the ongoing maintenance of BAT Cybersecurity program equipment. An example of support in the budget plan is the three-year stipend category to provide additional monetary support for faculty salaries.

A three-year budget was established for the proposed BAT Cybersecurity program that includes \$808,600 for equipment upgrades and software upgrades in Year 3. These budget items ensure that the proposed BAT Cybersecurity program will have the latest, most relevant industry- standard physical resources to learn in and with. These costs are offset by tuition, fees, and reimbursement from the Texas Higher Education Coordinating Board (THECB). Table 3 provides the first three years’ budget.

Table 3: SPC BAT in Cybersecurity Budget (3-year costs)

St. Philip's College					
New Program Budget Form:		BAT - Cyber Security			
ESTIMATED COSTS BY YEAR	Start Up Costs 2022-2023	Recurring Costs 2023-2024	Second Year 2024-2025	Third Year 2025-2026	Total for Three Year Period
CATEGORY					
Program Administration	-	60,000.00	60,000.00	60,000.00	180,000.00
Faculty Salaries–full time	-	-	60,000.00	60,000.00	120,000.00
Faculty Salaries–part time	-	-	22,198.00	17,902.00	40,100.00
Clerical/Support Personnel	-	96,325.00	96,325.00	96,325.00	288,975.00
Lab Assistant	-	78,915.00	78,915.00	78,915.00	236,745.00
Benefits for FT Employees	-	74,665.00	93,709.00	93,709.00	262,083.00
Faculty Stipends	-	70,000.00	70,000.00	70,000.00	210,000.00
Travel/Professional Development	-	15,000.00	15,000.00	15,000.00	45,000.00
Professional Services	-	-	-	-	-
Administrative Supplies and Materials	-	500.00	500.00	500.00	1,500.00
Instructional Supplies and Materials	-	1,500.00	1,500.00	1,500.00	4,500.00
Library Resources	-	16,615.00	16,615.00	16,615.00	49,845.00
Furniture, Fixtures, & Equipment	4,043,000.00	-	-	808,600.00	4,851,600.00
Institutional Assoc Fees and Dues	-	1,100.00	17,000.00	1,550.00	19,650.00
Marketing Costs	-	10,000.00	5,000.00	5,000.00	20,000.00
Other (Software)	2,000.00	-	-	-	2,000.00
Facilities - Construction/Renovations	18,600,000.00	-	-	-	18,600,000.00
YEARLY TOTAL	22,645,000.00	424,620.00	536,762.00	1,325,616.00	6,331,998.00

The Fiscal Years 2022 and 2023 audit data are presented in visual form for easier review in

Table 4. A copy of the full audit from the Fiscal Year 2022 data (FY 2023) can be found at [Appendix 4](#) (FY22 CAFR).

Table 4: SPC 2022-2023 Financial Profile Data and Financial Indicators Data

FINANCIAL PROFILE DATA			
Fields:	COLLECTION YEAR		Input:
	FY23 (FY22 Data)	FY22 (FY21 Data)*	
TOTAL ALL REVENUES AND OTHER ADDITIONS	138,037,281	121,715,835	IPEDS PART B, LINE 25
INSTRUCTION	42,297,031	45,269,873	IPEDS PART C-1, LINE 01, COLUMN 1
RESEARCH	-	-	IPEDS PART C-1, LINE 02, COLUMN 1
PUBLIC SERVICE	84,587	18,602	IPEDS PART C-1, LINE 03, COLUMN 1
ACADEMIC SUPPORT	7,792,509	7,604,691	IPEDS PART C-1, LINE 05, COLUMN 1
STUDENT SERVICES	10,320,719	10,095,100	IPEDS PART C-1, LINE 06, COLUMN 1
INSTITUTIONAL SUPPORT	26,184,957	13,090,457	IPEDS PART C-1, LINE 07, COLUMN 1
AUXILIARY ENTERPRISES	205,821	201,092	IPEDS PART C-1, LINE 11, COLUMN 1
HOSPITAL SERVICES	-	-	IPEDS PART C-1, LINE 12, COLUMN 1
INDEPENDENT OPERATIONS	-	-	IPEDS PART C-1, LINE 13, COLUMN 1
OTHER EXPENSES AND DEDUCTIONS	9,069,610	7,777,539	IPEDS PART C-1, LINE 14, COLUMN 1
SCHOLARSHIPS AND FELLOWSHIPS	16,066,207	10,690,734	IPEDS PART C-1, LINE 10, COLUMN 1
TOTAL EXPENSES	112,021,441	94,748,088	IPEDS PART C-1, LINE 19, COLUMN 1
*FIGURES PROVIDED BY SACSCOC IN EMAIL			
FINANCIAL INDICATORS DATA			
	FY23 (FY22 Data)	FY22 (FY21 Data)*	Source:
TOTAL ASSETS (ADD DEFERRED OUTFLOWS, IF ANY)	296,619,908	280,971,260	SPC FY22 F/S PG. 9
TOTAL LIABILITIES (ADD DEFERRED INFLOWS, IF ANY)	161,503,144	171,870,336	SPC FY22 F/S PG. 9
TOTAL UNRESTRICTED NET ASSETS (AND CAPITAL ASSETS, NET)	132,218,910	106,800,107	SPC FY22 F/S PG. 9
EXPENDABLE/TEMPORARY RESTRICTED NET ASSETS	2,897,854	2,300,817	SPC FY22 F/S PG. 9
NON-EXPENDABLE/PERMANENTLY RESTRICTED NET ASSETS	-	-	SPC FY22 F/S PG. 9
TOTAL REVENUE (OPERATING PLUS NON-OPERATING + OTHER)	138,087,281	121,715,835	IPEDS PART B, LINE 25
TUITION AND FEES, NET	9,019,667	8,447,542	SPC FY22 F/S PG. 10
CURRENT DEBT (CURRENT PORTION OF LT LIABILITIES)	9,042,918	10,951,526	SPC FY22 F/S PG. 9
LONG-TERM DEBT (NONCURRENT LIABILITIES)	136,576,474	145,619,392	SPC FY22 F/S PG. 9

SPC maintains sound financial management. For fiscal year ending on August 31, 2022, the SPC Comprehensive Annual Financial Report (CAFR), SPC's total assets increased 5.56% from fiscal year ending on August 31, 2021. SPC's long-term debt dropped 6.20% in the FY 22 data from the previous year. SPC's current debt also dropped 17.4% in FY22 data from the previous year. A complete report of SPC financials can be found in the CAFR ([Appendix 5](#)).

Appendices	Evidence
Appendix 1	Page 110
Appendix 2	Page 115
Appendix 3	Page 116
Appendix 4	Page 121
Appendix 5	Page 305

3. Compliance with selected standards.

- 2.1 *The institution has a clearly defined, comprehensive, and published mission specific to the institution and appropriate for higher education. The mission addresses teaching and learning and, where applicable, research and public service.*

(Institutional mission) [CR]

[As part of the response, clarify that the mission statement is inclusive of the expansion to a new program at a higher degree level.]

Narrative: St. Philip's College (SPC) complies with Section 2.1 by having a clearly defined, comprehensive, and published mission statement specific to the institution and appropriate for higher education. The mission statement for SPC is inclusive of the College's expansion to offer baccalaureate programs.

The revised mission statement for SPC, identified below, is published in the catalog, Student Handbook, Faculty Handbook, the Strategic Planning Report and on the Mission, Vision, and Values webpage:

St. Philip's College, a Historically Black College and Hispanic Serving Institution founded in 1898, is a comprehensive public college offering degrees and certificates, whose mission is to empower our diverse student population through educational achievement and career readiness.

Figure 2.1.1. provides a screenshot of the SPC mission statement posted on the College website and how the mission statement aligns with the College's core competencies. Figure 2.1.2. is the mission statement posted in the SPC Student Handbook ([Appendix 6](#))

Mission, Vision, and Values

Our Mission

St. Philip's College, a Historically Black College and Hispanic Serving Institution founded in 1898, is a comprehensive public community college offering degrees and certificates, whose mission is to empower our diverse student population through educational achievement and career readiness.

Core Competencies

The college fulfills its mission through three core competencies:

1) Quality Instruction for Educational Programs

We will prepare students through:

- a. General courses in arts and sciences leading to an associate degree.
- b. Transfer education for students desiring to attend senior institutions.
- c. Developmental courses that improve the basic skills of students whose academic foundations require strengthening.
- d. Applied Science and technical programs leading to a bachelor degree, associate degree or certificate designed to prepare students for employment and/or to update crucial skills.
- e. Workforce and Career development training programs for business, industry and government.
- f. Continuing education programs for occupational and educational enrichment or certification.
- g. High School Program partnerships that align pathways, enhance learning and provide career readiness and transfer opportunities.
- h. Continuous quality improvement of programmatic offerings based on a culture of assessment.

2) Student Engagement

We will empower students through:

- a. Counseling and guidance designed to assist students in achieving their educational and professional goals.
- b. Educational support services including library services, tutoring, open use computer labs and a writing center.
- c. Services, accommodations and advocacy support provided in appropriate formats and modalities.
- d. A commitment to diversity, opportunity and access.

3) Community Engagement

Figure 2.1.1. Mission Statement on SPC Website

The College takes pride in its individual attention to students in a flexible and sensitive environment. As a dynamic and innovative institution, St. Philip's College values the role of creative and critical thought in preparing its students, campus and community to meet the challenges of a rapidly changing world.

Date Established

1898

Accreditation

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

To maintain accreditation with the SACSCOC, St. Philip's College must comply with the standards contained in the *Principles of Accreditation: Foundations for Quality Enhancement* and with the policies and procedures of the Commission on Colleges. The Commission on Colleges applies the requirements of its *Principles* to all applicant, candidate, and member institutions, regardless of type of institution (public, private for-profit, private not-for-profit).

Vision

[St. Philip's College](#) will be the best in the nation in Student Success and Performance Excellence.

Mission

St. Philip's College, a Historically Black College and Hispanic Serving Institution founded in 1898, is a comprehensive public community college offering degrees and certificates, whose [mission](#) is to empower our diverse student population through educational achievement and career readiness.

Figure 2.1.2 Statement in Student Handbook

The current mission statement and core competencies for SPC were revised during the annual review at the College's strategic planning event, *Good to Great*, where administrators, directors, coordinators, chairpersons, faculty, staff, and student representatives meet to develop and plan short- and long-term goals. The revisions were the result of input from all College stakeholders to ensure the specificity, appropriateness, and alignment to existing and new goals and objectives. Figure 2.1.3. presents the mission statement as part of the 2022-2025 SPC Strategic Plan Report.

Figure 2.1.3: Mission Statement as Part of the 2022-2025 SPC Strategic Plan

Mission Statement

St. Philip's College, a Historically Black College and Hispanic Serving Institution founded in 1898, is a comprehensive public community college offering degrees and certificates, whose mission is to empower our diverse student population through educational achievement and career readiness.

Core Competencies

The college fulfills its mission through three core competencies:

- 1) Quality Instruction for Educational Programs
 - a. General courses in arts and sciences leading to an associate degree.
 - b. Transfer education for students desiring to attend senior institutions.
 - c. Developmental courses that improve the basic skills of students whose academic foundations require strengthening.
 - d. Applied Science and technical programs leading to a bachelor degree, associate degree or certificate designed to prepare students for employment and/or to update crucial skills.
 - e. Workforce and Career development training programs for business, industry and government.
 - f. Continuing education programs for occupational and educational enrichment or certification.
 - g. High School Program partnerships to align transfer pathways, enhance learning opportunities and provide career readiness and transfer opportunities.
- 2) Student Engagement
 - a. Counseling and guidance designed to assist students in achieving their educational and professional goals.
 - b. Educational support services including library services, tutoring, open use computer labs and writing center.
 - c. Services and appropriate accommodations for special populations, to include adult literacy and distance education.
 - d. Empower students through a commitment to diversity, opportunity and access.
- 3) Community Engagement
 - a. Quality social, cultural, and intellectual enrichment experiences for the community.
 - b. Equity-minded and diverse campus that leverages the San Antonio community's ongoing diversity efforts to create an environment of healing and transformation.
 - c. Opportunities for participation in community service and economic development projects.

Vision

St. Philip's College will be the best in the nation in Student Success and Performance Excellence

Values

St. Philip's College is committed to building individual and collective character through the following set of shared values in order to fulfill our vision and mission.

Students First - Respect for All - Community Engaged - Collaboration - Can-Do Spirit - Data Informed

Institutional Priorities

*SACSCOC Compliance - Diversity, Equity, & Inclusion
- Graduation, Persistence, Productive Grade Rate Improvement*

Below the mission statement, the College lists its Core Competencies with aligned operational goals, one of which currently reads:

- d. Applied Science and technical programs leading to a bachelor's degree, associate degree, or certificate designed to prepare students for employment and/or to update critical skills.

The current SPC mission statement and core competencies were revised during the annual review at the College's strategic planning event, *Good to Great*, where administrators, directors, coordinators, chairpersons, faculty, staff, and student representatives meet to develop and plan short- and long-term goals. The revisions were the result of input from all College stakeholders to ensure the specificity, appropriateness, and alignment to existing and new goals and objectives.

The revised mission statement and core competencies were approved by the Alamo Colleges District Board of Trustees on August 15, 2023. The revisions reflect the College's expanded commitment to continuing our tradition of serving *all* students, including those who were historically underserved and those who choose college years before or after high school

graduation, as well as those who enroll through traditional timeframes. The proposed BAT Cybersecurity degree represents the College's capacity for supporting academic excellence as well as providing cutting-edge technical education.

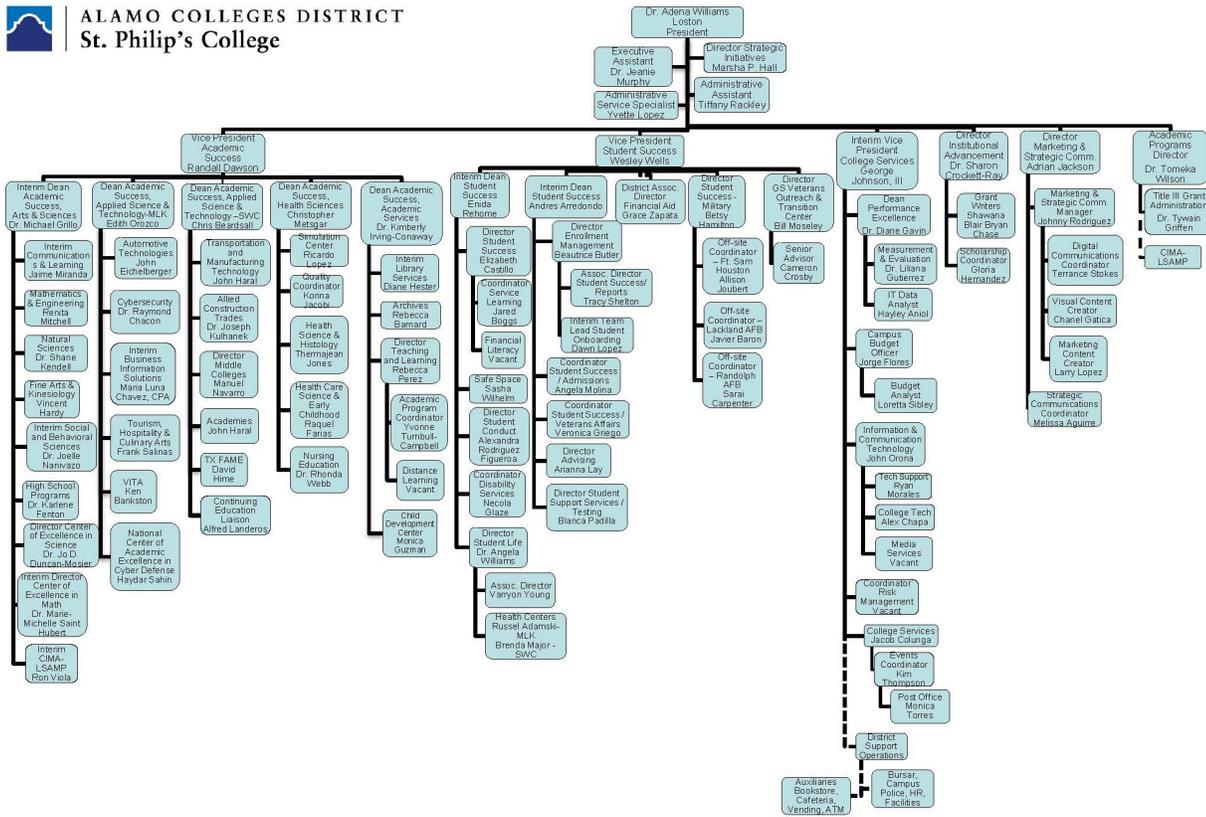
Appendix	Evidence
Appendix 6	Page 350

5.4 *The institution employs and regularly evaluates administrative and academic officers with appropriate experience and qualifications to lead the institution. (Qualified administrative/academic officers)*

Narrative: St. Philip's College (SPC) complies with Section 5.4 by employing and regularly evaluating administrative and academic officers with appropriate experience and qualifications to lead the institution (Appendix 7 and Appendix 8) Table 5.4.1 provides a listing of administrative and academic officers with appropriate experience and qualifications to lead the institution.

The SPC organizational chart is presented in Figure 5.4.1. Appendix 9 provides a more detailed look at the SPC organizational chart.

Figure 5.4.2: SPC Organizational Chart



The executive leadership team of St. Philip's College, known as the Cabinet, includes the President, three Vice Presidents, eight Deans, the College Budget Officer, the Director of

Marketing and Strategic Communications, the Director of Institutional Advancement and Grants Development, the Director of Strategic Initiatives, the Academic Program Director, and the Executive Assistant to the President.

Table 5.4.1, provides a table of St. Philip's College administrative and academic officers whose roles oversee the proposed BAT Cybersecurity degree program. The organizational chart demonstrates the reporting relationships ([Appendix 10](#)). Table 5.4.2, identifies the Department Chair to be reviewed and the program organizational chart ([Appendix 11](#)) clarifies the leadership roles of those who provide direct oversight to the BAT degree program.

Table 5.4.1: Cabinet Officer Qualifications

Name and Title	Brief Job Description	Relevant Education	Relevant Experience	Performance Review
Dr. Adena Williams Loston President	Serves as Chief Executive Officer; oversees the daily administration and operation of the college, interpreting policies and procedures to ensure compliance with policy and legal requirements.	Doctor of Philosophy in Educational Administration & Supervision , Bowling Green State University Master of Education , Bowling Green State University <u>Additional Education/Certification</u> The Leadership Journey, Wharton Business School Certificate, Oxford Round Table, Oxford University Certificate, Institute for Educational Management, Harvard University	National Aeronautics and Space Administration (NASA), Director of Education and Special Assistant for Suborbital and Special Orbital Projects Directorate (Sept. 2005 – 2007) Responsible for structuring the Office of Education to provide executive leadership and policy direction; accountable for a 230 million-dollar budget and directed policy for 1.3 billion dollars. NASA, Chief Education Officer (Sept. 2002 - Sept. 2005) Senior Executive Service Officer responsible for providing overall leadership as senior official for agency-wide educational endeavors nationally and internationally including 10 field center officers of education and Mission Directorates in Science, Space Operations, Aeronautics and Space Exploration; promoting education as an integral component of every research and development mission/enterprise San Jacinto College South, President (Aug. 1997 - Sept. 2002) CEO responsible for providing the leadership in overall college operations and working collaboratively with faculty and other constituency in planning and administration of educational programs and services	Jul 28, 2021 Mar 20, 2019

<p>Randall Dawson Vice President for Academic Success (VPAS)</p>	<p>Serves as the chief academic officer, overseeing the various academic units, while maintaining the academic excellence and integrity of the institution.</p>	<p>Master of Science in Physical Education, Pittsburg State University</p> <p><i>Additional Education/Certification</i> Teaching Excellence in Distance Learning (SPC, 2007)</p> <p>Mediation Certification (Texas Lutheran College, 1998)</p>	<p>St. Philip's College (SPC), Dean of Arts and Science (Jul 2015 - May 2017) Directly supervised six Department Chairpersons, four Early College High Programs, 38 Dual Credit ISD Programs and the Centers of Excellence for Science and Math.</p> <p>SPC, Chair of Health Sciences (Jan 2010 Jul 2015) Directly supervised and evaluated 13 Program Directors and their programs with oversight of WECM and ACGM programs/degrees and ten program accreditations.</p> <p>SPC, Program Director: Kinesiology (Sept 2008 – Jan 2010) Recruited, hired, trained, evaluated and mentored Kinesiology faculty. SPC, Director of Intramurals / Kinesiology Faculty (Jan 1997 – Sept 2008)</p>	<p>Jan 27, 2023 Jan 31, 2022 Jan 3, 2021</p>
<p>Wesley Wells Vice President for Student Success (VPSS)</p>	<p>Provides leadership in the management of all college student service functions including designing, implementing and evaluating all aspects of financial aid and business services.</p>	<p>Masters of Education in Higher Education Administration, Abilene Christian University</p> <p><i>Additional Education/Certification</i></p> <p>Doctor of Education – Organizational Leadership (in progress), Abilene Christian University Diversity, Equity and Inclusion in the Workplace Certificate, University of South Florida</p>	<p>Lee College, Director of Business Operations for Center for Workforce and Community Development (2021- 2022) Responsible for the business operations of Lee College's Center for Workforce & Community Development (CWCD). The key areas of responsibilities were operations management, student success and retention, fiscal and enrollment reporting and analysis, troubleshooting, and team management.</p> <p>Lee College Education Center South Liberty County, Education Center Manger (2016-2021) Provided direct supervision of the building services, evening operations coordinators, administrative office staff and student workers. Developed and monitored the center's budget and approval of all expenditures. Assisted students with enrollment process and proctor TSI placement assessments.</p>	<p>Mar 29, 2023 (90-day review)</p>
<p>George H, Johnson, III Interim Vice President for College Services (VPCS)</p>	<p>Provides leadership in the management and alignment of financial, human, planning, and physical resources for achievement of student success and operational goals of the College</p>	<p>Master of Science in Mathematics, Texas Southern University</p> <p><i>Additional Education/Certification</i> Project Management for Unofficial Project Manager, Alamo Colleges</p> <p>Leading Across Generations Distance Learning, SPC</p>	<p>SPC, Interim Vice President for Academic Success (2021-2021) Served as the chief academic officer of the College, reported to the President of the College, and collaborated with Vice Chancellors. Ensured that the College operated in accord with the policies of the Board of Trustees, the Texas Higher Education Coordinating Board (THECB), and its various accrediting agencies.</p> <p>SPC, Dean for Academic Success - Arts and Sciences (2017-2021) Reported to the</p>	<p>Jan 30, 2023 Mar 5, 2022 Jan 21, 2021</p>

		Title IX Campus Save Act		
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			<p>Vice President for Academic Success and provides leadership, oversight and coordination of the Arts and Sciences Division, schedule development, supervise five department chairs, over 80 full-time and adjunct faculty, and 16 staff.</p> <p>SPC, Interim Vice President of Student Success (2015-2016) Reported to the President and provided college-wide leadership, oversight, and coordination of the Student Success Division. Provided oversight in facilities expansion for the Student Turbon Center and Good Samaritan Veterans Outreach and Transition Center. Provided guidance and support on the Clery Report, Financial Aid and Drug & Alcohol Prevention, and led sub-committees on faculty competencies, policy and the Memorial ECHS site visit</p>	
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<p>Dr. Michael Grillo Interim Dean for Academic Success – Arts and Sciences</p>	<p>In collaboration with the VPAS, facilitates, leads and supports collaborative partnerships between the College and external service area entities, including independent school districts, colleges/ universities and community agencies to increase student enrollment and provide educational training and opportunities.</p>	<p>Doctor of Philosophy in Political Science and International Relations, University of Delaware Master of Arts in Political Science and International Relations, University of Delaware <i>Additional Education/Certification</i> Inter-University Consortium for Political and Social Research (ICPSR), University of Michigan</p>	<p>SPC, Chairperson, Department of Social & Behavioral Sciences (2020 – 2021) Managed faculty, budget, assessment, course scheduling, staffing, curriculum, credentialing, and student recruitment efforts for 10 programs. Schreiner University, Chairperson, Department of Political Science (2015-2020) Managed course scheduling, recruitment and retention efforts, curriculum development, and assessment for the department.</p>	<p>April 15, 2022</p>
<p>Chris Beardsall Dean for Academic Success – Applied Science and Technology, SWC</p>	<p>In collaboration with the VPAS, facilitates, leads, and supports partnerships between the College and external service area entities, including independent school districts, colleges/ universities and community agencies to increase student enrollment and provide educational training and opportunities.</p>	<p>Master of Education in Leadership, Schreiner University</p>	<p>SPC, Dean of Applied Science and Technology (2014-2019) Responsible for five distinct Departments and oversaw 20 different Associate of Applied Science degree and certificate programs. SPC, Interim Department Chair/ Program Coordinator Transportation Service Technologies (2013-2014) Developed the department schedule, conducted classroom observations, performed annual faculty performance evaluations. SPC, Faculty (2007-2014)</p>	<p>Feb 20, 2023 Mar 28, 2022 Mar 19, 2021</p>

<p>Edith Orozco Dean for Academic Success – Applied Science and Technology (Main Campus)</p>	<p>In collaboration with the VPAS, facilitates, leads, and supports collaborative partnerships between the College and external service area entities, including independent school districts, colleges/universities, and community agencies to increase student enrollment and provide educational training and opportunities.</p>	<p>Masters of Business Administration in Information Security and Assurance, Texas A&M University-San Antonio</p> <p><i>Additional Education/Certification</i> Certified Ethical Hacker (CEH)</p> <p>Microsoft Certified IT Professional (MCITP)</p> <p>Microsoft Certified Technology Specialist (MCTS)</p> <p>Microsoft Office Certified Master Specialist</p>	<p>SPC, Chairperson of Business Information Solutions (BIS) (2016-2019) Managed department operations, ensured compliance with ACD and SPC policy and procedures and maintained compliance with SACSCOC and National Center of Academic Excellence in Cyber Defense accreditation standards and state regulations.</p> <p>SPC, Program Director of Information Technology: BIS (2008-2016) Provided learning environment for students and developed classroom lab scenarios to build student job market skills. Assisted with recertification of National Center of Academic Excelling in Cyber Defense for a two-year college (2015-2020)</p> <p>SPC, Associate Professor: Cybersecurity (2002-2016) Provided learning environment for students to assist them in obtaining high in demand workforce skills through the process of lecture, labs, and hands on training.</p>	<p>Feb 9, 2023 Mar 28, 2022 Feb 22, 2021</p>
<p>Christopher Metsgar Dean for Academic</p>	<p>In collaboration with the VPAS, facilitates,</p>	<p>Masters of Business Administration, Tippie College of</p>	<p>Inver Hills Community College, Dean of Business, Healthcare and Public Service, (2022 – 2023) Planned, organized, and led the academic operations in the Division of Business, Healthcare, and Public Service to</p>	<p>Hired June 5, 2023</p>

<p>Success – Health Sciences</p>	<p>leads and supports collaborative partnerships between the College and external service area entities, including independent school districts, colleges/ universities and community agencies to increase student enrollment and provide educational training and opportunities.</p>	<p>Business, University of Iowa <i>Additional Education/Certification</i> Certificate in Leadership, Tippie College of Business, University of Iowa</p>	<p>meet the educational needs of Dakota County and the Twin Cities metro area. Provided leadership and direction to ensure state, regional, and national accreditation requirements for all programs.</p> <p>Inver Hills Community College, Dean of Allied Health and Nursing, (2019 – 2022) Planned, organized, and led the academic operations in the Division of Allied Health and Nursing to meet the educational needs of Dakota County and the Twin Cities metro area. Collaborated with local, regional, and state agencies to ensure compliance with standards and employed current educational delivery methods.</p> <p>University of Iowa Hospitals and Clinics, Director of Emergency Medical Services Learning Resource Center (2014-2019) Planned, organized, and led educational operations in the EMS Learning Resources Center. Conducted needs assessments to identify regional, statewide, and national needs for emergency care education, delivery, and study while maintaining multiple missions of an academic division.</p>	
<p>Dr. Diane Gavin Dean for Performance Excellence</p>	<p>Responsible for directing, leading, and organizing the College quality initiatives as well as College functions that support service and performance excellence, including planning, research, budgeting, organizational development, resource development, institutional technology, and other college services.</p>	<p>Doctor of Philosophy in American Literature/ Composition & Cultural Rhetoric, Syracuse University Master of Science in Higher Education Administration & Management/ Specialization in Institutional Research, Drexel University <i>Additional Education/Certification</i> Certified Institutional Review Board Professional Data-Drive Strategy Certification,</p>	<p>SPC, Interim Director, Institutional Readiness (2021-2022) Oversight of Institutional Research office, including Coordinator of Assessment & Evaluation and one data analyst. Work with the Director of Strategic Initiatives, enrollment teams, and President’s Office liaisons to establish a culture of assessment and a learning organization culture on college campus.</p> <p>SPC, Department Chair, Communications & Learning (2018-2020) Provide day-to-day academic departmental operations and offer departmental leadership in a federally designated HBCU/HSI for 21 Full- Time, 55 Part-Time faculty in the areas of English, Speech Communication, Education, Student Development, Foreign Languages, Integrated Reading/Writing (Developmental English)</p> <p>University of Phoenix Flagship Campus, Program Dean for Research, Dissertation Quality (2014-2018) Oversight for a budget of \$3.2 million per year and served as the administrator for dissertation quality and human research protections. Involved with the financial planning and analysis for the yearly budget with the University Financial Planning</p>	<p>Jan 21, 2023 Jan 28, 2022 Feb 5, 2021</p>

		Michigan State University Innovation & Creativity Certification, Duke University MicroMasters in Instructional Design, University of Maryland	& Analysis directors. Compiled reports, including statistical and educational trends, for the College of Doctoral Studies (10 social science practitioner doctoral programs and three Ph.D. programs). Developed the Office of Dissertation Services.	
Andres Arredondo Interim Dean for Student Success	Ensures connection and entry strategies align with AlamoENROLL, Alamo ADVISE and AlamoINSTITUTES, which includes outreach and recruitment, application assistance, and enrollment step completion. This focus may include oversight of Welcome Advising/ Admissions Centers, Early College/ Academies, Dual Credit Advising, College Connection, Outreach and Recruitment Efforts, and Military Education Centers.	Master of Science in Curriculum & Instruction, Education Leadership , Texas A&M International University	SPC, Enrollment Team Lead -Student Onboarding & Recruitment (2020-2022) Manage all high school recruitment efforts with primary goal of increasing Apply Texas Application generation year over year in the St. Philip's College assigned high school territory. Manage the Alamo Promise Program at St. Philip's College, including; maximizing growth for enrollment, application generation from St. Philip's College's 3 Alamo Promise high schools, and data management for our team and constituency groups. Palo Alto College, Enrollment Team Lead - Recruitment & New Student Orientation (2017-2020) Manage all aspects of Welcome Center operations including; 10 Full Time Staff & 10 Student Workers, student in-take, budget management, planning and implementing 20 Fall New Student Orientations and 5 Spring New Student Orientations yearly, Technology and Banner requests, and Staff Professional Development through SMART Goal methodology. Southern Careers Institute – Southside Campus, Admissions Manager (2016-2017) Led a Recruitment Team of 8 Admissions Representatives in meeting enrollment targets for each 3-week enrollment cycle. Provided guidance and assistance to new students through the registration and admission process	In Progress Jan 18, 2022 Dec 15, 2020 (FY21)
Enida Rehome	Creates and sustains a holistic	Master of Science in Human Resource	SPC, Academic Program Specialist , Responsible for developing new partnerships within the community to ensure that	Dec 14, 2022 Dec 14, 2021 Dec 11, 2020

Interim Dean for Student Success	system of robust student support services across the college, developed with faculty and community partnerships. These student support services may include personal counseling, emergency resources, and unique programming for diverse student populations. Leverages the benefits of student engagement opportunities to facilitate persistence and completion.	Management, Walden University <i>Additional Education/Certification</i> Certified Financial Education Instructor, CFEI	stakeholders are receiving vital information pertaining to finances, student loans, scholarships, and financial aid. Initiated, lead, and coordinated financial literacy to all early college High School Seniors, current student population, and lead the initiative to partner with sister colleges across the Alamo College District to bring financial literacy to all Alamo College Students. SPC, Grant Coordinator , managed a \$40k grant ensuring students have the tools to effectively manage finances, understand the financial aid opportunities and how to manage financial stress/stressor's; target students who are enrolled in business courses to learn about small business management. SPC, Sr Coordinator for Student Success , Oversaw multiple budgets under the Student Advocacy Center (ARP Fund \$500K, United Way Fund \$20K, Impact Fund \$20K). Supported the CARES Grant Budget and the disbursement of funds to St. Phillips College Students and external partners.	
Jorge Flores College Budget Officer	Performs budget preparation, coordination, management and reporting work. May perform or coordinate other asset management-related work.	Masters of Business Administration, University of the Incarnate Word	ACD, Senior Budget Analyst (Jun 2015 – Apr 2019) Assist in developing the annual budget (labor/non-labor) by working with the College Budget Managers, Vice President of College Services, and District Budget Managers; review and analyze college/district departments budgets to ensure alignment to PVC strategies. Provide training and document processes on the various budget development tools (i.e. Self-Serve Budget Development, Salary Planner, Banner, Argos, BvA) used to strengthen the budgetary control process to balance and track budget for each department. ACD, Inventory Accounting Analyst (Sep 2011-June 2015) Served as subject matter expert with department software systems and technology equipment, provided required monthly and annual financial schedules to the Finance office, gathered asset transaction	Jan 31, 2023 Jun 21, 2021 Jan 24, 2020

			history and designed reports for equipment reconciliation and physical inventory reconciliations.	
Adrian Jackson Director of Marketing and Strategic Communications	Champions effective internal and external messaging campaigns to enhance the understanding, perception, and reputation of the institution. Builds and manages relationships between the College and its stakeholder groups across online and offline channels. Oversees the narrative of the institutional voice.	Master of Arts in Technical Communication and Rhetoric, Texas Tech University <u>Additional Education/Certification</u> FEMA, National Incident Management System, ICS-363, ICS-29, ICS-42 Operation College Promise (supporting military- affiliated students), Thomas Edison Univ. Texas Award for Performance Excellence Examiner, Quality Texas Foundation Project Management, Tarrant County College Diversity and Inclusion Facilitator Training, Tarrant County College HR Management and Leadership I, II, III, Tarrant County College	Tarrant County College, Publications Manager (Apr 2012 – Aug 2016) Managed the college’s 17-person design team in support of the seventh-largest, public higher education institution in Texas. Lead designer for Trinity River Campus, Trinity River Campus East, TCC Connect Campus and District Operations. Advised College administrators to ensure design needs matched stakeholders for maximum impact. Coastal Bend College, Public Relations Officer (Oct 2006 – Apr 2012) Created digital media center, increasing media coverage and introducing SEO and Twitter to college media package. Served as key media spokesperson for rural college in nine-county district. Developed and maintained relationships in media, higher ed and government. Beeville Bee-Picayune, Managing Editor (2006)	Jan 25, 2023 Jan 31, 2022 Feb 11, 2021

<p>Dr. Sharon Crocket-Ray</p> <p>Director of Institutional Advancement and Grants Development</p>	<p>development goals.</p>	<p>Doctor of Philosophy in Education with a specialization in Leadership for Higher Education, Capella University</p> <p>Master of Arts, Human Resources Development, Webster University</p> <p><u>Additional Education/Certification</u> Master Teacher Certified, SPC</p>	<p>SPC (1998-2011) Coordinator of Alumni & Friends Association. Established Alumni and Friends Association and oversee activities to include strategies to locate alumni and other potential donors to the institution; establish close ties with community leaders interested in assisting with fundraising projects and coordinate special events of the Alumni and Friends Association; providing on-site project management.</p> <p>Assistant Director for Institutional Advancement/Alumni Affairs. Identified, solicited, and provided stewardship for gifts and grants from government agencies, foundations, corporations, businesses, alumni and donors; directed major fundraising events and alumni activities; coordinated special events to enhance campus and community awareness.</p> <p>Dual Credit Coordinator/Recruiter/Advisor, Coordinated the Dual Credit and Tech Prep programs; recruited and advised students for college admissions; assisted the development of educational plans for perspective students</p>	<p>Jan 27, 2023 Jan 31, 2022 Feb 21, 2021</p>
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<p>Marsha P. Hall</p> <p>Director of Strategic Initiatives</p>	<p>The Director of Strategic Initiatives is responsible for facilitating identification and successful implementation of college initiatives designed to measurably improve college KPI performance and student outcomes. The Director serves as the President's primary advisor, convener, and coordinator for college performance</p>	<p>Master of Science in Education specializing in Educational Technology, DeVry University</p> <p><u>Additional Education/Certification</u> Graduate work toward a Doctor of Business Administration in Quality Systems Management, New England Institute of Business at Cambridge College</p> <p>Continuous Improvement Certificate, University of Texas- El Paso</p>	<p>SPC, Executive Assistant to the President (2012-2022) Chief of Staff - assist the President with operational, strategic, and institutional advancement activities. Provided leadership to various special projects requiring research and development (Rapid Innovation Model, 4DX and Process Improvement). Facilitated the development and implementation of strategic plan to include environmental scan and SWOT activities.</p> <p>SPC, Continuing Education Coordinator (Jun 2006 – May 2012) Responsible for planning and the day-to-day operations of the K-8 Academy; assisted other Community Service Training Center and Academy of Professional Development and Training programs. Identified and developed grant proposals for potential funding sources. Participated in the strategic planning and unit planning process of the division.</p> <p>SPC, C.E. Instructor (May 2008 – May 2012) Taught community and contract computer classes (Introduction to</p>	<p>Jan 26, 2023 Jan 31, 2022 Mar 5, 2021</p>
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	planning, monitoring and enhancement to achieve the goals and vision of the college.	Project Management, Project Management Academy Texas Award for Performance Excellence Examiner, Quality Texas Foundation	Computers, MS Word, and Internet Basics) and Adult Education preparation courses (math, reading and writing).	
Dr. Tomeka Wilson Academic Program Director	Directs program development, implementation, evaluation, and improvement to ensure program objectives are met and sustained. Monitors existing programs. Insures compliance with all grant, legal and licensing/certification requirements.	Doctor of Education in Community College Leadership, Ferris State University Master of Science: FCS- Human Development and Resource Management, Alabama A&M University <i>Additional Education/Certification</i> Career Pathways Leadership Certification, National Career Pathways Network	administration of a federal grant, ensured the accomplishment of approved program initiatives in order to remain compliant. Worked closely with grant personnel and senior leaders to manage grant funds and activities. SPC, Grant Program Coordinator - NSF CIMA-LSAMP (Apr 2018 – Jan 2019) Oversaw the financial administration of a federal grant, ensured the accomplishment of approved program initiatives in order to remain compliant. J.F. Drake State Community College, Director of Grants and Workforce Development (May 2012 – Mar 2018) Supervised and administered the activities of 40+ grant and workforce personnel. Managed the workforce and instructional on/off-campus site. Leadership and Skill development training. Directed the activities associated with grants (State and Federal) for the college. Developed and organized STEM Camps and Programs for middle and high school students	Jan 27, 2023 Jan 30, 2022 Aug 29, 2021

<p>Dr. Jeanie Murphy</p> <p>Executive Assistant to the President</p>	<p>Chief of Staff; facilitates the daily operations of the President's office and provides leadership to functions of the office. Serves as a liaison between the community and the President.</p>	<p>Doctorate of Business Administration, University of Phoenix</p> <p>Masters of Business Administration, University of Phoenix</p> <p><u>Additional Education/Certification</u></p> <p>Certified Diversity Professional Human Resource Management & Personal Administration Mediation</p>	<p>SAAACAM Non-Profit Museum, Community Engagement (2021 – 2023) Responsible for community service outreach initiatives and projects. Creates proposals including direction and development of marketing materials and presentations for lead generation. Point of contact for university partners for the College Federal Work Study program / student college interns and independent study students.</p> <p>City of San Antonio, Director of Policy (2020- 2021) Served as primary point of contact for policy research, writing, and policy development for Councilwoman Jada Andrews-Sullivan. Supported the Councilwoman's agenda and performed other duties as assigned by the Chief of Staff or Councilwoman.</p> <p>University of Phoenix, Director of Academic Affairs (2010-2020) Chief Academic Officer for multiple markets (Austin, Killeen, and San Antonio) responsible for academic governance for the market, and institutional mission. Executed strategic plans for programmatic and regional accreditation approvals. Interpreted policies, and methodologies pertaining to market and trend analysis.</p>	<p>Aug 11, 2023 (90-day review)</p>
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The departmental organizational chart is presented in Figure 5.4.2.

Figure 5.4.2: BAT Cybersecurity Program Organizational Chart

**Bachelor of Applied Technology in Cybersecurity
Organizational Chart**

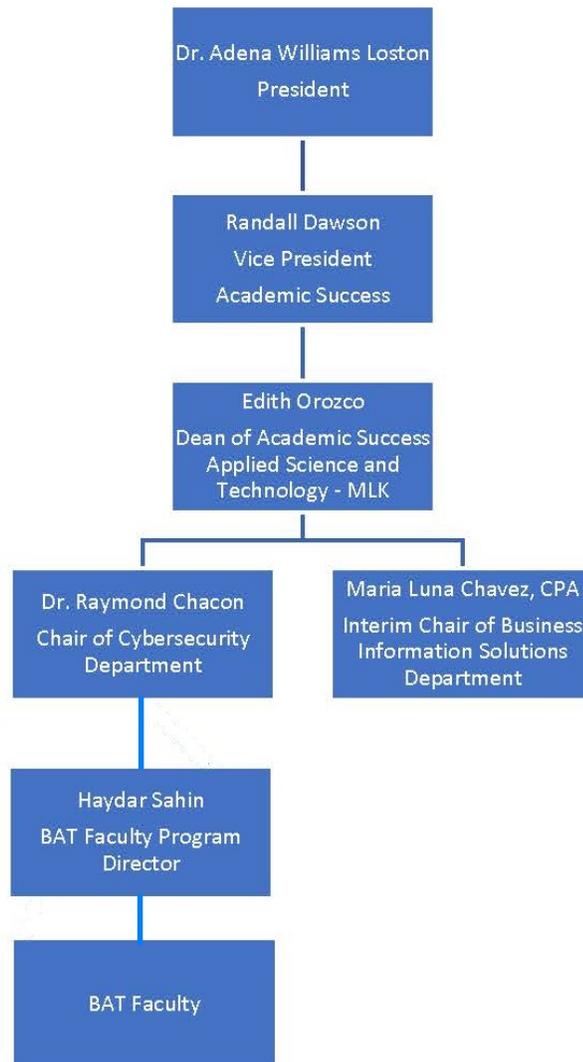


Table 5.4.2 provides the department chairperson’s qualifications for the oversight of the BAT Cybersecurity program.

Table 5.4.2: Department Chairperson Qualifications

Name and Title	Brief Job Description	Relevant Education	Relevant Experience	Chair Evaluation
Dr. Raymond Chacon Faculty Department Chair – Business Information Solutions	Chairs ensure that the department functions efficiently, effectively, and in accordance with College and District procedures and policies and other accreditation and certification guidelines. The Chair works closely with faculty members in the formulation, justification, and revision of courses and curricula.	Doctor of Philosophy in Leadership Studies, Our Lady of the Lake University Master of Business Administration , Our Lady of the Lake University <u>Additional Education/Certification</u> Certipoint Authorized Testing Administrator (Microsoft Office Specialist)	SPC, Associate Professor: Business Management and Technology (2013 – Present) Created course curriculum, syllabus, and course structure (traditional, online and hybrid) for several courses. University of Incarnate Word Adjunct Instructor: Adult Degree Completion Program (2009 – Present) Created course curriculum, syllabus and delivered traditional instruction. Our Lady of the Lake University, Adjunct Instructor: School of Business (2010 – 2015) Created course curriculum, syllabus and delivered online instruction for Sociological Statistics.	Spring 2022 Spring 2021

In accordance with Alamo Colleges District policy D.7.1.1 (see [Appendix 12: ACD Policy_D.7.1.1_Employee Evaluations](#)), cyclical performance evaluations are conducted for all administrators, faculty, and staff by their supervisor. Each Spring semester, College administrative and academic officers are evaluated for performance based on the Alamo Colleges District requirements assuring that these key employees maintain high standards for performance and effectiveness while keeping the institution focused on its mission. Employee Performance Planning is a three-part system tracked in AlamoTALENT to establish and manage performance expectations, training, and career development for all employees. These three parts include setting SMART Goals (performance goals and standards for the period); customizable steps to develop strengths in Competency/Development Plans; and an Annual Progress Review, an assessment of performance on goals and development plans. Redacted employee evaluations for a director, a dean, and a vice president are provided to demonstrate the evaluation process (see [Appendix 13](#))

Regarding department chairs ([Appendix 14](#)), there are two types of department chair at St. Philip’s College, Administrative and Faculty. The administrative category of department chair is hired from outside the institution and does not hold full-time faculty status. The faculty category of chair is hired from within and retains their Full-Time faculty status. The performance evaluation for department chairs, regardless of their classification, is two pronged.

The first part of the process is the annual performance evaluation process. This process is described in Policy D.7.1.2 and its subsections (see [Appendix 15](#)). Any faculty (chairs included) who have been employed at the College for less than five years completes the evaluation process annually. After five years, faculty complete the process biannually. The annual evaluation process for Administrative Chairs is the three-part Employee Performance Planning process in AlamoTALENT described above, which utilizes SMART goals. Conversely, faculty chairs undergo the same annual performance process as all Full-Time faculty. This process includes classroom observations, peer evaluation, self-evaluation, and an evaluation completed by their supervisor. This process is highlighted in Policy D.7.1.2 and its subsections. Any faculty (chairs included) who have been employed at the College for less than five years completes the evaluation process annually. After five years, faculty complete the process biannually.

The second part of the Department Chair evaluation process is the faculty evaluation of chairs process, which is stated in Procedure D.7.1.1 ([Appendix 16](#)). This process occurs in the second year of a chair's three-year term, regardless of whether they have administrative or faculty classification. This process is administered by the College's Faculty Senate. It is comprised of an Evaluation of Department Chair Committee of three members selected by the faculty of the Chair's respective department. The committee is responsible for distributing and collecting all evaluation feedback from department faculty. Once the evaluation is completed, results are shared with the Department Chair being evaluated, their Division Dean, the Vice President for Academic Success (VPAS) and the President.

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6.2 For each of its educational programs, the institution

6.2.a *Justifies and documents the qualifications of its faculty members.*

(Faculty qualifications)

[Display faculty qualifications on the Commission's "Faculty Roster Form." Limit entries to those faculty members assigned to the new programs(s). For graduate programs, include documentation of the scholarship and research capability of faculty. For doctoral programs, include documentation of faculty experience in directing dissertation research.]

Narrative: St. Philip's College (SPC) complies with Section 6.2.a by justifying and documenting the qualifications of its faculty members. The proposed BAT Cybersecurity program roster provides evidence that qualified faculty will teach program courses. Faculty meet qualifications/credentials to teach courses in the Bachelor of Applied Technology (BAT) Cybersecurity program ([BAT Cybersecurity Faculty Roster](#)).

Justification of Faculty Qualifications.

The BAT Cybersecurity program faculty roster provides evidence that qualified faculty will teach program courses. SPC has identified the following credentialing criteria to serve as guidelines for identifying qualified faculty to teach in the BAT Cybersecurity program.

- PhD in Cybersecurity, Computer Information Systems, or Computer Science (Preferred Requirement)
- MA or MS in Cybersecurity, Computer Information Systems, or Computer Science
- MA or MS in a related field and documentation of at least 18 additional graduate hours in Cybersecurity, Computer information Systems or Computer Science (Minimum Requirement)

Before employment, all official transcripts will be evaluated and approved by the BAT Cybersecurity Program Faculty, BAT Cybersecurity Faculty Program Director, Department Chair, Academic Dean, and Vice President for Academic Success prior to hire.

Documentation of Faculty Qualifications.

The proposed BAT in Cybersecurity program falls under the guidance of the Vice President for Academic Success (VPAS), Dean for Academic Success Applied Science and Technology, Department Chair for Cybersecurity, and the BAT Cybersecurity Faculty Program Director ([Appendix 17](#)). SPC's Faculty hiring process verifies faculty credentials and qualifications at multiple points in the screening and hiring process ([Appendix 18](#)).

All searches for faculty positions require a screening committee that includes faculty who are subject matter experts from the discipline associated with the position. During the initial screening of candidates, the search committee disqualifies any applicants who do not meet the minimum faculty credentialing requirements for the position. Additionally, Faculty Program Directors, Department Chairs, Academic Deans, Vice President for Academic Success, and the President review credentials for all candidates who are moved forward to Human Resources to complete the hiring process ([Appendix 19](#)).

Faculty credential qualifications for the proposed BAT Cybersecurity program are consistent with SACSCOC standard 6.2.a and the Alamo Colleges District Board of Trustees (BOT) Policy and Procedure ([Appendix 20](#), [Appendix 21](#), [Appendix 22](#), [Appendix 23](#)). Since the proposed BAT Cybersecurity program is an undergraduate program and St. Philip's College does not require faculty to produce research for promotion, there is no requirement for the documentation of scholarship and research capability of faculty nor of dissertation supervision by faculty.

- 6.2.b *Employs a sufficient number of full-time faculty members to ensure curriculum and program quality, integrity, and review. (Program faculty)*
[The narrative should only address the impact of the program expansion (new programs and affected existing programs – e.g., include information on the impact of staffing at the lower degree level(s) in related fields of study). As part of the response, include a discussion of the impact of the program expansion on faculty workload. Identify new faculty hired to support this initiative.]

Narrative: St. Philip’s College (SPC) complies with Section 6.2.b by employing a sufficient number of full-time faculty members to ensure curriculum and program quality, integrity, and review. SPC will employ sufficient qualified full-time faculty members to teach in the BAT Cybersecurity program to ensure curriculum and program quality, integrity, and review.

Employs a Sufficient Number of Full-Time Faculty.

St. Philip’s College demonstrates its commitment to employ a sufficient number of BAT Cybersecurity program faculty, addressing the impact of the proposed BAT Cybersecurity program on faculty availability for related programs. The current AAS Information Technology Cybersecurity Specialist program is comprised of 7 full-time AAS Information Technology Cybersecurity Specialist program faculty and 6 AAS Information Technology Cybersecurity Specialist program adjunct faculty. Notably, two existing qualified full-time and one existing qualified adjunct faculty will teach BAT Cybersecurity program upper-division courses. To ensure a seamless start, two new full-time and one new part-time BAT Cybersecurity program faculty will be hired in Spring 2024.

Anticipating the need for uninterrupted AAS Cybersecurity program quality, St. Philip’s College is dedicated to bolstering faculty resources. Table 6.2.1 presents the AAS faculty scheduling in the program.

Table 6.2.1: Cybersecurity AAS Faculty Scheduling

Faculty	Freshmen Fall	Freshmen Spring	Sophomore Fall	Sophomore Spring
Yesenia Alvarez	ITNW 1308 ITNW 1425	ITSY 1342 ITNW 2405	ITNW 1413 ITSY 2301, ITSC 2325	ITSY 2442 ITSY 2443
Dr. Clarence Dawkins	ITNW 1308 ITNW 1425	ITNW 2405 ITNW 2412	ITNW 1413 ITSY 2301, ITSC 2325	ITSY 2430 ITSY 2286
Jose Guerra	ITNW 1425 ITSC 1316	ITNW 2405 ITNW 2412	ITNW 1413 ITSY 2301, ITSC 2325	ITSY 2443 ITSY 2286
Dr. Robert Jones	ITNW 1308 ITSC 1316	ITSY 1342 ITNW 2405	ITNW 1413 ITSY 2301, ITSC 2325	ITSY 2442 ITSY 2430
John Lee	ITNW 1425 ITSC 1316	ITNW 2405 ITNW 2412	ITNW 1413 ITSY 2301, ITSC 2325	ITSY 2442 ITSY 2430
Rick Lopez	ITNW 1308 ITSC 1316	ITSY 1342 COSC 1336	ITNW 1413 ITSY 2301, ITSC 2325	ITSY 2442 ITSY 2430
Caroline Mora	ITNW 1308 ITSC 1316	ITNW 2405 COSC 1336	ITNW 1413 ITSY 2301, ITSC 2325	ITSY 2443 ITSY 2430

This commitment is evident with the recent hiring of three new full-time AAS Information Technology Cybersecurity Specialist program faculty members for the start of the Fall 2023 semester.

Proposed BAT Cybersecurity Program Upper Division Course and Faculty Schedule 2024-2026.

Instructor	Full- or Part-Time	Fall 2024	Spring 2025	Fall 2025	Spring 2026
Haydar Sahin	FT		CYBR 3310	CYBR 4310, CYBR 4330	CYBR 4320, ITCS 4315
Sam McCall	FT	CYBER 3359	CYBR 3320	CYBR 3340	CYBR 4350
Robert Castaneda	PT			ITCS 3325	ITCS 4320

Impact of the Proposed BAT Cybersecurity Program on Faculty Available for Related Programs.

SPC's strategic approach emphasizes a balanced coexistence between the BAT Cybersecurity and AAS Information Technology Cybersecurity Specialist programs. The BAT Cybersecurity program is set for success through the current and additional qualified faculty, to synergize with the existing AAS Information Technology Cybersecurity Specialist program structure.

A dedicated team, comprising both full-time and adjunct faculty, maintains a workload balance that preserves the quality of both programs. Clear reporting lines link the BAT Cybersecurity faculty program director with the Cybersecurity department chair, culminating in reporting through the Academic Dean of Applied Science and Technology, the Vice President for Academic Success, and ultimately, the President of the College. Within the existing organizational structure, Haydar Sahin ([Appendix 24](#)) has been assigned the role of BAT Faculty Program Director as full-time BAT Cybersecurity program faculty member, operating under the guidance of the Cybersecurity department chair. Sahin holds a Master of Science degree in Computer Science and a Master of Science degree in Mathematics/Statistics from the University of Texas at San Antonio.

By implementing these strategies and maintaining a comprehensive organizational framework, St. Philip's College demonstrates a commitment to effective program implementation, seamless coordination, and optimizing faculty resources, ensuring the successful launch and continued excellence of both the BAT Cybersecurity and AAS Information Technology Cybersecurity Specialist programs.

Program Faculty Curriculum and Program Quality, Integrity, and Review.

In addition to teaching, full-time faculty are expected to provide additional services to the College: develop and review curriculum, serve on Department and College committees, hold regular office hours, develop, and implement assessment of student learning, advise students, and engage in professional development ([Appendix 25](#)). BAT Cybersecurity program faculty will be responsible for the quality, integrity, and review of the BAT Cybersecurity

program through the following review processes.

Operational Unit Assessment Plan (OUAP) - The OUAP assessment cycle ([Appendix 26](#)) is a process that uses continuous improvement for both program assessment in an effort to review initiatives, gain support for new learning and/or curricular strategies, address programmatic changes to better meet disciplinary or industry needs, and then to share this data with everyone in the college community.

All academic units perform an annual Strength, Weakness, Opportunities, and Threats (SWOT) analysis. Based on the SWOT analysis each academic unit sets targets and tasks, that are tracked and monitored throughout the year. At the end of each academic year the academic units report their assessment findings to the Cabinet Leadership. They report targets met and not met, as well as additional needs the unit identified to address gaps for the future sustainability, growth, and success of that academic unit ([Appendix 27](#)).

Instructional Unit Review – (IUR) As part of the College’s institutional effectiveness process, each instructional program is responsible for developing goals and evaluating those goals. Data are gathered from course and program assessment, employees, and business and industry partners. IUR is an organized process whereby each instructional program area examines its individual effectiveness by careful evaluation of stated purposes, educational goals, assessment methods, and outcomes. Additionally, the IUR process also examines program quality and sufficient number of faculty.

This process receives input from a broad-based representation of the persons who interact with the IUR committee members. This representation includes instructional faculty within the instructional program and faculty from other supporting disciplines. Through this review, an instructional program can identify its contribution to the college's mission, establish educational goals and outcome measures, and utilize assessment findings to effectively achieve desired future outcomes ([Appendix 28](#)).

Faculty Evaluations – Faculty members are required to maintain a professional portfolio based on the Faculty Job Description. Performance evaluations provide a mechanism for faculty to regularly reassess professional performance and use such assessment as a basis for improvement of instruction ([Appendix 29](#)).

Course Evaluations – Faculty members are evaluated by their students in the Fall and Spring semesters. The evaluations are provided to the faculty after the end of the term and are incorporated into the Faculty Evaluation Process ([Appendix 30](#)).

Program Accreditation - As the BAT in Cybersecurity matures, the program will seek national accreditation from the Accreditation Board for Engineering and Technology - Computing Accreditation Commission (ABET-CAC) to assure established quality assurance standards for the profession. ABET-CAC accreditation is designed for bachelor's degree programs based on professional practice across a broad spectrum of computing, computational, informational, and informatics fields. ABET-CAC evaluation for accreditation requires a rigorous self-study and site visits to receive program certification. Under ABET-CAC guidelines, the program may not seek accreditation until the first student graduates.

6.2.c *Assigns appropriate responsibility for program coordination.*
(Program coordination)
[The narrative should only address the new programs.]

Narrative: St. Philip's College adheres to Section 6.2.c by designating suitable responsibility for program coordination for the new program.

Within the existing organizational structure ([Appendix 31](#)), Haydar Sahin ([Appendix 32](#)) has been assigned the role of BAT Faculty Program Director as full-time BAT Cybersecurity program faculty member, operating under the guidance of the Cybersecurity department chair. Sahin holds a Master of Science degree in Computer Science and a Master of Science degree in Mathematics/Statistics from the University of Texas at San Antonio.

SPC's proposed BAT Cybersecurity program meets the faculty hiring and staffing requirements and assigns appropriate faculty program coordination for offering a 4-year degree, which will support the Level Change.

Bachelor of Applied Technology Cybersecurity Program Organizational Structure.

SPC's current organization structure ([Appendix 33](#)) assigns the BAT Cybersecurity Faculty Program Director ([Appendix 34](#)) to align under the supervision of the Cybersecurity department chair. ([Appendix 35](#)) The Cybersecurity department chair reports to the Academic Dean of Applied Science and Technology, ([Appendix 36](#)) who in turn reports to the Vice President for Academic Success. ([Appendix 37](#)) The Vice President for Academic Success reports directly to the President ([Appendix 38](#)).

Responsibility for Program Coordination.

The BAT Cybersecurity Faculty Program Director is a subject matter expert, satisfying faculty credential guidelines, performing administrative duties related to their assigned program. The Faculty Program Director is responsible for the program's operation, including the content, quality, and effectiveness of the Cybersecurity curriculum ([Appendix 39](#)). The Faculty Program Director is full-time faculty and has teaching requirements and specific administrative duties related to their assigned program. The priority of program coordination is to ensure quality educational program delivery. The BAT Cybersecurity Faculty Program Director has responsibility for the operation of the program, including, but not limited to, the content, quality, and effectiveness of the curriculum within the program area.

Additional duties specific to the role of the Bachelor of Cybersecurity Program Director encompass:

1. Collaboration for Learning Outcomes: Engaging with faculty to establish clear program student learning outcomes (PSLOs) and overseeing PSLO assessments. This involves facilitating discussions on utilizing assessment results to drive ongoing enhancements to the program's effectiveness.

2. Course Schedule Development: Creating the program's course schedule and ensuring accurate reporting of faculty workloads, optimizing the allocation of teaching resources.
3. Faculty Evaluation Support: Assisting the department chairperson in evaluating faculty members' performance, fostering a culture of continuous improvement.
4. Curriculum Leadership: Working closely with the proposed BAT Cybersecurity program faculty members, advisory board, and the department chairperson to shape, substantiate, and revise courses and curricula, ensuring they remain aligned with industry needs and academic standards.
5. Expertise in Curriculum Content: Serving as a repository of expertise in curriculum content, providing guidance and insights to ensure that program materials remain current and relevant.
6. Curriculum Review Participation: Actively participating in the curriculum review process, contributing insights that guide the refinement and enhancement of the program's offerings.
7. Resource Management: Preparing and submitting requests for instructional materials in accordance with established college procedures, facilitating seamless educational experiences.
8. Advisory Committee Leadership: Leading advisory committee meetings, fostering engagement between the program and industry experts to ensure curriculum alignment with real-world demands.
9. Teaching and Student Guidance: Teaching assigned courses and offering guidance to students, fostering their academic growth and success.
10. Program Promotion: Actively participating in the recruitment efforts for the BAT Cybersecurity program and promoting the program within the College to attract qualified students.
11. Faculty Mentorship: Monitoring and mentoring new full-time and adjunct faculty members within the program, facilitating their integration and development.
12. Review and Continuous Improvement: Engaging in program review and evaluation processes, consistently enhancing program quality based on assessment outcomes.
13. Financial Oversight: Contributing input to budget preparation, ensuring resources are allocated effectively to support program objectives.
14. Transfer Credit Evaluation: Evaluating potential transfer credits for incoming students, ensuring a smooth transition into the program.

15. Accreditation Pursuit: Leading the pursuit of initial national program accreditation, ensuring compliance with accreditation standards, and facilitating the accreditation process.

16. Facilities and Equipment: Ensuring that program facilities are equipped with the necessary resources to effectively deliver program content, promoting a conducive learning environment.

With St. Philip's College's attainment of SACSCOC Level II approval, the College stands fully prepared to launch the Bachelor of Applied Technology Cybersecurity program, underscoring our commitment to academic excellence and program quality.

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8.2 *The institution identifies expected outcomes, assesses the extent to which it achieves these outcomes, and provides evidence of seeking improvement based on analysis of the results in the areas below:*

8.2.a *Student learning outcomes for each of its educational programs.*

(Student outcomes: educational programs)
[As part of the response, include a description of how the institution is monitoring the quality of the new program(s). Summarize current procedures for the assessment of learning outcomes and achievement, and how results are being or will be used to improve the new programs. Include relevant information about existing related programs that may serve as indicators of the institutional effectiveness process that apply to the new program(s).]

Narrative: St. Philip’s College (SPC) complies with Section 8.2.a by identifying expected outcomes, assessing the extent to which a program achieves its outcomes, and providing evidence of seeking improvement based on the analysis of the results of its programs.

Identifying Expected Outcomes.

St. Philip’s College has an established process for faculty to identify expected program outcomes, assess the extent to which the program achieves these outcomes, and provide evidence of seeking improvement based on analysis of the results for student learning outcomes for each of its educational programs. The SPC Planning, Budgeting, and Assessment Cycle (PBA Cycle) in Figure 8.2.1 outlines the annual institutional formulating, implementing, evaluating, and defining timelines.

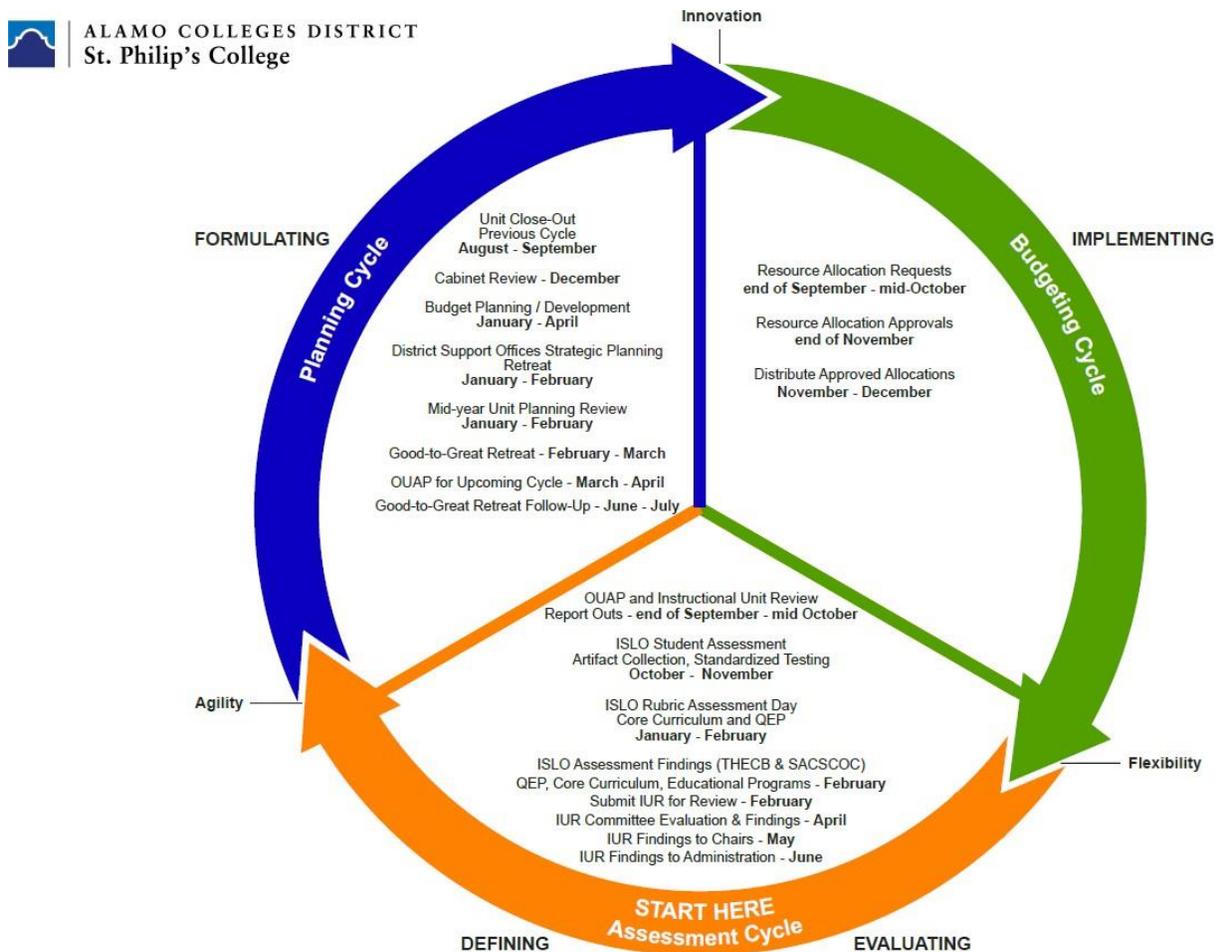


Figure 8.2.1: SPC Planning, Budgeting, and Assessment Cycle

An overview of the Student Learning Outcomes Assessment Processes 2020-2024 PowerPoint created by the Office of Institutional Planning, Research, & Effectiveness (IPRE) in June 2020 and available to faculty and staff through the IPRE Planning and Research SharePoint site under the College Services Division ([Appendix 40](#)) also describes elements of the assessment process and how the assessment process aligns with College planning. A timeline of assessment linked to the College's annual planning cycle, annual Operational Unit & Assessment Plan (OUAP) Review, and Institutional Unit Review is provided within the PowerPoint.

Deans, department chairs, and faculty program directors as well as faculty are responsible for assuring student learning outcomes and program learning outcomes are assessed and reported out through the Operational Unit & Assessment Planning presentations held each September-October. Additionally, each instructional unit is on a three-year Instructional Unit Review (IUR program review) cycle that culminates in the spring semester with findings sent to Chairs and administration in May and June for the respective instructional units under review.

The proposed Bachelor of Applied Technology (BAT) Cybersecurity program will follow these same, established procedures and processes for educational program assessment. Based on faculty subject matter experts' input and guidance, the proposed BAT in Cybersecurity program is to identify expected student learning outcomes, assess the extent to which students achieve those outcomes, and provide evidence of seeking improvement based on analysis of results for student learning outcomes for this proposed new educational program.

There are three (3) Program Student Learning Outcomes (PSLOs) identified for the proposed BAT in Cybersecurity degree program. Students will:

1. Identification: Perform vulnerability scans throughout the network and within system architectures to identify cyber threats for weaknesses affecting confidentiality, integrity, availability, and resilience;
2. Mitigation: Configure security baselines (protection) to detect intrusions, malware, data seepages, unauthorized credential usage, and other adverse events;
3. Restoration: Implement processes and procedures (governance) for network activities that enables real-time threat detection and remediation using a continuous monitoring and mitigation strategy that includes coordination with all internal and external parties.

Curriculum Mapping.

The BAT in Cybersecurity program curriculum map used for PSLO assessment provides a concise overview of the touchpoints where students will demonstrate mastery of knowledge and skills learned throughout the curriculum. Every proposed BAT Cybersecurity course is aligned with one or more PSLOs at a level appropriate to the course's sequence in the program. The curriculum map will provide ongoing guidance for data gathering, assessment, and continued course improvement to meet program student learning outcomes. The curriculum map for the proposed BAT Cybersecurity program is provided in Table 8.2.2.

Table 8.2.2: Curriculum Map for BAT in Cybersecurity

BAT Cybersecurity Courses	PSLO 1: Identification Perform vulnerability scans throughout the network and within system architectures to identify cyber threats for weaknesses affecting confidentiality, integrity, availability, and resilience.	PSLO 2: Mitigation Configure security baselines (protection) to detect intrusions, malware, data seepages, unauthorized credential usage, and other adverse events.	PSLO 3: Restoration Implement processes and procedures (governance) for network activities that enables real-time threat detection and remediation using a continuous monitoring and mitigation strategy that includes coordination with all internal and external parties.
CYBR 3359 Mobile Technologies	X	X	
CYBR 3310 Introduction to Cryptography	X		X
CYBR 3320 Security of Data & Applications		X	X
CYBR 4310 Penetration Testing		X	
CYBR 4330 Virtualization and Cloud Security	X	X	X
CYBR 3340 Cyber Crime	X		X
ITCS 3325 Advanced Hacking	X		X
ITCS 4315 Cybersecurity Incident Response Team		X	X
ITCS 4320 Cybersecurity and Digital Ethics	X	X	X
CYBR 4320 Cyber Defense Operations			X
CYBR 4350 Senior Project	X	X	X

BAT Cybersecurity PSLO Curriculum Map

Assessing Program Student Learning Outcomes in the Proposed BAT Cybersecurity Courses.

Faculty in the program use the PSLO curriculum map as a formative assessment measurement tool to direct student progression through the curriculum. The curriculum map provides general guidance to track student progress, illustrates alignment with course objectives to PSLOs, promotes subject mastery, and prevents redundancies. The proposed BAT Cybersecurity program utilizes both formative and summative assessment tools to show course progression.

Summative assessment is used to review course performance and evaluate PSLOs. An example of how PSLOs are evaluated in the AAS Information Technology Cybersecurity Specialist program is presented in Figure 8.2.3 for the ITNW 1425 course, an introductory course offered in the Information Technology Cybersecurity Specialist AAS degree program.

(SWOT), as well as establish *Measures, Targets, Results* and *Use of Results*, all of which are then shared at the annual Operational Unit & Assessment Plan (OUAP) division report out.

Additionally, SPOL includes sections for *Gap Analysis/Action Plans* empowering departments to address targets and identify potential factors that affected performance throughout the year. Action plans include specific strategies or steps that will be implemented to improve results or identify what the unit did well and can continue into the next year. An example of an OUAP presentation for report out can be found in ([Appendix 41](#)).

Aspects of program assessment include data from the PSLO curriculum map assessment and from the OUAP annual process. The Academic Dean, department chair, faculty program director, and Cybersecurity faculty members will discuss their findings with multiple stakeholders during the annual OUAP report out session to SPC’s senior leaders and college personnel, in discipline related professional development opportunities, and when collaborating with their respective Advisory Board members (see examples in [Appendix 42](#)).

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9.1 Educational programs (a) embody a coherent course of study, (b) are compatible with the stated mission and goals of the institution, and (c) are based on fields of study appropriate to higher education.

(Program content) [CR]

[The narrative should only address the new programs.]

Narrative: St. Philip’s College (SPC) complies with Section 9.1 by providing an educational program that embodies a coherent course of study, is compatible with the stated mission and goals of the institution, and is based on a field of study appropriate to higher education.

Embodies a coherent course of study.

Designed as a degree completion program, students are qualified for admission to the Cybersecurity program if they earned an Associate of Applied Science degree in Information Technology Cybersecurity Specialist or the equivalent and completed the core curriculum requirements. The State of Texas Core Curriculum requirements are detailed in the Texas Administrative Code, Title Texas Administrative Code, Title 19, Part 1, Chapter 4, Subchapter B, Rule § 4.28 ([Appendix 43](#)).

The proposed Bachelor of Applied Technology (BAT) Cybersecurity program has a coherent course of study, as the bachelor's degree is either an extension of the currently offered Associate of Applied Science (AAS) Information Technology Cybersecurity Specialist degree (degree plan in [Appendix 44](#)) or by entering the BAT Cybersecurity program with a closely related associates degree and 15 specific hours of ITSY coursework. The AAS Information Technology Cybersecurity Specialist degree requires students to have 45 Semester Credit Hours (SCH) of Information Technology and Cybersecurity coursework and 15 SCH of Core Curriculum coursework for a total of 60 SCH. The BAT Cybersecurity program builds upon the

existing AAS Information Technology Cybersecurity Specialist degree.

The BAT Cybersecurity program courses are coherent in their sequencing, building upon the students' skills and knowledge achieved in the Associates of Applied Science in Information Technology Cybersecurity Specialist degree curriculum. The course sequencing was determined and aligned with both the Texas Higher Education Coordinating Board Workforce Education Course Manual (WECM) and Texas Higher Education Coordinating Board Course Descriptions Upper Division Course Guide Manual (UDCM) guidelines.

Table 9.1 provides an overview of the curriculum guidelines Cybersecurity program faculty developed for students who either enter as Associates of Applied Science in Cybersecurity and continue for the BAT or who transfer in with an Associates of Applied Science in Information Technology Cybersecurity Specialist to attain the additional credits and earn the BAT in Cybersecurity.

Table 9.1 Curriculum Overview for Students Pursuing the BAT in Cybersecurity (**Total 120 credits**)

Legend (Texas Higher Education Coordinating Board definitions as of 7/5/2023):

TLC= Teaching Load Credit

GECC= General Education Core Curriculum

LDITC = Lower Division Information Technology Curriculum

UPITC = Upper Division Information Technology Curriculum

[/https://reportcenter.highered.texas.gov/reports/data/glossary-of-data-terms](https://reportcenter.highered.texas.gov/reports/data/glossary-of-data-terms)

Bachelor's in Applied Technology (BAT) in Cybersecurity 120 credits					
Year 1 Semester 1 (13 SCH)		TLC	GECC	LDITC	UPITC
ITNW 1308	Implementing/Supporting Client Operating Systems ***	3		3	
ITNW 1425	Fundamentals of Networking Technologies	4		4	
ITSC 1316	Linux Installation and Configuration	3		3	
CORE (40)	Select 1 course from Language, Philosophy, & Culture (Section 40 General Education Core Curriculum)	3	3		
Semester 2 (13 SCH)					
ITNW 2412	Routers ***	4		4	
ITSY 2301	Firewalls and Network Security	3		3	
ITSY 1342	Information Technology Security	3		3	
COSC 1336	Programming Fundamentals 1	3	3		
Semester 3 (6 SCH)					
CORE (80)	Select 1 course from Social and Behavioral Studies (Core 80)		3		
CORE (20)	Select 1 course from Mathematics (Core 20)		3		

	Year 2 Semester 4 (14 SCH)				
INTW 2405	Network Administration	4			
SPCH 1321	Business and Professional Communication	3	3		
INTW 1413	Computer Visualization	4			

CORE (10)	Select 1 course from Communication (Core 10) ENGL 1301	3	3		
	Semester 5 (14 SCH)				
ITSY 2442	Incident Response and Handling	4		4	
ITSY 2443	Computer System Forensics	4		4	
ITSY 2430	Intrusion Detection	4		4	
ITSY 2286	Internship – Computer & Information Systems Security	2		2	
EXISTING AAS INFORMATION TECHNOLOGY CYBERSECURITY SPECIALIST		60			
	Year 3 Semester 6 (6 SCH)				
CORE (30)	Select 1 course from Life and Physical Sciences (Core 30)		3		
CORE (10)	Select 1 course from Communication (Core 10) ENGL 2311		3		
	Semester 7 (12 SCH)				
COSC 1337	Programming Fundamentals II			3	
CYBR 3340	Computer System Forensics				3
CYBR 3359	Intrusion Detection				3
CORE (30)	Select 1 course from Life and Physical Sciences (Core 30)		3		
	Semester 8 (12 SCH)				
CYBR 3310	Introduction to Cryptography				3
CYBR 3320	Security of Data & Applications				3
CORE (70)	Select 1 course from Government/Political Science (Core 70)		3		

CORE (60)	Select 1 course from American History (Core 60)		3		
Year 4 Semester 9 (6 SCH)					
CORE (60)	Select 1 course from American History (Core 60)		3		
CORE (70)	Select 1 course from Government/Political Science (Core 70)		3		
Semester 10 (12 SCH)					
CYBR 4310	Penetration Testing				3
CYBR 4330	Virtualization & Cloud Security				3
CYBR 3325	Advanced Hacking				3
CORE (50)	Select 1 course from Creative Arts (Core 50)		3		
Semester 11 (12 SCH)					
CYBR 4315	Cybersecurity Incident Response Team				3
ITCS 4320	Cybersecurity and Digital Ethics				3
CYBR 4320	Cyber Defense Operations				3
CYBR 4350	Senior Project				3
BAT Cybersecurity Total Semester Credit Hours			42	45	33

The BAT Cybersecurity Program is Compatible with SPC’s Stated Mission and Goals.

The BAT Cybersecurity program directly connects to the SPC mission statement to prepare a diverse population of graduates for “educational achievement and career readiness,” to create an “equitable and inclusive environment, fostering excellence in academic and technical achievement,” and to expand the College’s “commitment to diversity, opportunity, and access” through “quality instruction for educational programs and career readiness” (see [Appendix 45](#))

The BAT Cybersecurity program, the first community college baccalaureate degree program to be offered by St. Philip’s College, demonstrates appropriate alignment with, and adds value to, the College mission to empower students for success in technical achievement. Expanding the scope of SPC’s Associates of Applied Science in Cybersecurity by offering a Bachelor’s in Applied Technology Cybersecurity program provides students with the opportunity to advance their education by learning the skills necessary to enter the workforce completely career-ready.

Based on a Program Appropriate to Higher Education.

The proposed BAT Cybersecurity program is a program of study appropriate to higher education. The Bachelor of Applied Technology in Cybersecurity program is offered at several colleges throughout the State of Texas. Furthermore, the BAT program in Cybersecurity, along with the opportunity for students to earn additional professional certificates during their academic experience, qualifies graduates to work in various workplace settings and capacities.

While four-year institutions have long offered programs in cybersecurity under Texas Higher Education Coordinating Board standards for bachelor’s and master’s degrees, as of June 12, 2017, the Texas Education Code was revised under TEC 130.302-303 to authorize 2-year institutions to offer baccalaureate programs in applied science/applied technology programs where a demonstrated workforce need exists. TEC 130.302 noted the following general authorization in June 2017:

Sec. [130.302](#). BACCALAUREATE DEGREE PROGRAMS; GENERAL AUTHORIZATION. The coordinating board may authorize public junior colleges to offer baccalaureate degree programs as provided by this subchapter. Offering a baccalaureate degree program under this subchapter does not otherwise alter the role and mission of a public junior college.

Transferred, redesignated and amended from Education Code, Section 130.0012(a) by Acts 2017, 85th Leg., R.S., Ch. 766 (S.B. [2118](#)), Sec. 3, eff. June 12, 2017.

In June 2017, TEC 130. 303 provided specific authorization for 2-year colleges to offer baccalaureate programs in the applied sciences with an emphasis on applied technology, as noted in the highlighted section, TEC 130.303 (b):

Sec. [130.303](#). AUTHORIZATION FOR CERTAIN BACCALAUREATE DEGREE PROGRAMS. (a) The coordinating board shall authorize baccalaureate degree programs in the fields of applied science, applied technology, and nursing at each public junior college that

previously participated in a pilot project to offer baccalaureate degree programs.

(b) The coordinating board may authorize baccalaureate degree programs at one or more public junior colleges that offer a degree program in the field of applied science, including a degree program in the field of applied science with an emphasis in early childhood education, applied technology, or nursing and have demonstrated a workforce need.

[Texas Senate Bill 2118](#) in June 2017 amended the Education Code to authorize the Texas Higher Education Coordinating Board to authorize public junior colleges to offer baccalaureate degree programs and specifically authorized the coordinating board to approve baccalaureate degree programs at one or more junior colleges that offer a degree program in applied science, applied technology, or nursing and have demonstrated a workforce need. Further, Texas Senate Bill 2118 provides for the funding of a baccalaureate degree program at a two-year college and revised the biennial reporting requirement a two-year college by requiring that the two-year college conduct a review of each such program offered as a preliminary step to preparing the report and include program quality in the report.

SPC's proposed BAT program in Cybersecurity meets the requirements for offering a four-year degree under Texas Senate Bill 2118 and TEC 130.303 as the SPC BAT program in Cybersecurity builds upon an established cybersecurity program offering an Associates of Applied Science in applied technology. As noted in Table 9.1, the proposed BAT program in Cybersecurity curriculum was developed and reviewed by qualified faculty to assure students receive a quality instructional experience that leads to a demonstrated high-demand workforce need in Texas.

9.2 *The institution offers one or more degree programs based on at least 60 semester credit hours or the equivalent at the associate level; at least 120 semester credit hours or the equivalent at the baccalaureate level; or at least 30 semester credit hours or the equivalent at the post-baccalaureate, graduate, or professional level. The institution provides an explanation of equivalencies when using units other than semester credit hours. The institution provides an appropriate justification for all degree programs and combined degree programs that include fewer than the required number of semester credit hours or its equivalent unit.*

(Program Length) [CR]

[The narrative should only address the new programs.]

Narrative: The curriculum for St. Philip's College's (SPC) proposed Bachelor of Applied Technology (BAT) in Cybersecurity degree complies with Section 9.2 as the proposed degree encompasses 120 Semester Credit Hours (SCH).

The approved degree plan for the Bachelor of Applied Technology in Cybersecurity conforms to accepted standards and practices for degree programs outlined by the Texas Higher Education Coordinating Board in its Standards for Bachelor's and Master's Degree programs, as presented in Section 9.2. Based upon St. Philip's College's compliance with all Texas Higher Education Coordinating Board statutes, the Texas Higher Education Coordinating Board approved St. Philip's College's proposal for offering the Bachelor of Applied Technology in Cybersecurity on January 26, 2023 ([Appendix 46](#)).

Figure 9.2.1 provides an overview of how the faculty constructed the BAT Cybersecurity program plan that builds upon the established AAS in Information Technology Cybersecurity Specialist. The official Curriculog system document for the BAT Cybersecurity program is found in [Appendix 47](#).

Table 9.2.1: Curriculum Degree Design AAS-BAT by Year for Students Following SPC AAS to BAT Pathway

Legend (Texas Higher Education Coordinating Board definitions as of 7/5/2023):

TLC= Teaching Load Credit

GECC= General Education Core Curriculum

LDITC = Lower Division Information Technology Curriculum

UPITC = Upper Division Information Technology Curriculum

[/https://reportcenter.highered.texas.gov/reports/data/glossary-of-data-terms](https://reportcenter.highered.texas.gov/reports/data/glossary-of-data-terms)

Bachelor's in Applied Technology (BAT) in Cybersecurity 120 credits					
YEAR 1	Semester 1 (13 SCH)	TLC	GECC	LDITC	UPITC
ITNW 1308	Implementing/Supporting Client Operating Systems ***	3		3	
ITNW 1425	Fundamentals of Networking Technologies	4		4	
ITSC 1316	Linux Installation and Configuration	3		3	
CORE (40)	Select 1 course from Language, Philosophy, & Culture (Section 40 General Education Core Curriculum)	3	3		
Semester 2 (13 SCH)					
ITNW 2412	Routers ***	4		4	
ITSY 2301	Firewalls and Network Security	3		3	
ITSY 1342	Information Technology Security	3		3	
COSC 1336	Programming Fundamentals 1	3	3		
YEAR 2	Semester 3 (6 SCH)				
CORE (80)	Select 1 course from Social and Behavioral Studies (Core 80)		3		
CORE (20)	Select 1 course from Mathematics (Core 20)		3		
Semester 4 (14 SCH)					
INTW 2405	Network Administration	4			
SPCH 1321	Business and Professional Communication	3	3		
INTW 1413	Computer Visualization	4			

CORE (10)	Select 1 course from Communication (Core 10) ENGL 1301	3	3		
Semester 5 (14 SCH)					
ITSY 2442	Incident Response and Handling	4		4	
ITSY 2443	Computer System Forensics	4		4	
ITSY 2430	Intrusion Detection	4		4	
ITSY 2286	Internship – Computer & Information Systems Security	2		2	
EXISTING AAS INFORMATION TECHNOLOGY CYBERSECURITY SPECIALIST		60			
YEAR 3 Begins					
Semester 6 (6 SCH)					
CORE (30)	Select 1 course from Life and Physical Sciences (Core 30)		3		
CORE (10)	Select 1 course from Communication (Core 10) ENGL 2311		3		
Semester 7 (12 SCH)					
COSC 1337	Programming Fundamentals II			3	
CYBR 3340	Computer System Forensics				3
CYBR 3359	Intrusion Detection				3
CORE (30)	Select 1 course from Life and Physical Sciences (Core 30)		3		
Semester 8 (12 SCH)					
CYBR 3310	Introduction to Cryptography				3
CYBR 3320	Security of Data & Applications				3
CORE (70)	Select 1 course from Government/Political Science (Core 70)		3		

CORE (60)	Select 1 course from American History (Core 60)		3		
YEAR 4 Begins					
Semester 9 (6 SCH)					
CORE (60)	Select 1 course from American History (Core 60)		3		
CORE (70)	Select 1 course from Government/Political Science (Core 70)		3		

Semester 10 (12 SCH)					
CYBR 4310	Penetration Testing				3
CYBR 4330	Virtualization & Cloud Security				3
CYBR 3325	Advanced Hacking				3
CORE (50)	Select 1 course from Creative Arts (Core 50)		3		
Semester 11 (12 SCH)					
CYBR 4315	Cybersecurity Incident Response Team				3
ITCS 4320	Cybersecurity and Digital Ethics				3
CYBR 4320	Cyber Defense Operations				3
CYBR 4350	Senior Project				3
BAT Cybersecurity Total Semester Credit Hours			42	45	33

Table 9.2.2 outlines a pathway for transfer students. Students who enter the BAT Cybersecurity program with an approved transferred AAS in Cybersecurity or equivalent would have a pathway that would look similar to Table 9.2.2:

Table 9.2.2 *Transfer Degree Plan Based on Lower Division, Upper Division, and Core Curriculum Requirements for Existing Equivalent in AAS Information Technology Cybersecurity Specialist with Legend*

TRANSFER EXISTING EQUIVALENT in AAS INFORMATION TECHNOLOGY CYBERSECURITY SPECIALIST		60			
Year 3					
Begins	Semester 6 (6 SCH)				
CORE (30)	Select 1 course from Life and Physical Sciences (Core 30)		3		
CORE (10)	Select 1 course from Communication (Core 10) ENGL 2311		3		
Semester 7 (12 SCH)					
COSC 1337	Programming Fundamentals II			3	
CYBR 3340	Computer System Forensics				3
CYBR 3359	Intrusion Detection				3
CORE (30)	Select 1 course from Life and Physical Sciences (Core 30)		3		
Semester 8 (12 SCH)					
CYBR 3310	Introduction to Cryptography				3
CYBR 3320	Security of Data & Applications				3

CORE (70)	Select 1 course from Government/Political Science (Core 70)		3		
CORE (60)	Select 1 course from American History (Core 60)		3		
YEAR 4 Begins	Semester 9 (6 SCH)				
CORE (60)	Select 1 course from American History (Core 60)		3		
CORE (70)	Select 1 course from Government/Political Science (Core 70)		3		
	Semester 10 (12 SCH)				
CYBR 4310	Penetration Testing				3
CYBR 4330	Virtualization & Cloud Security				3
CYBR 3325	Advanced Hacking				3
CORE (50)	Select 1 course from Creative Arts (Core 50)		3		
	Semester 11 (12 SCH)				
CYBR 4315	Cybersecurity Incident Response Team				3
ITCS 4320	Cybersecurity and Digital Ethics				3
CYBR 4320	Cyber Defense Operations				3
CYBR 4350	Senior Project				3
BAT Cybersecurity Total Semester Credit Hours			42	45	33

Students who transfer to the BAT in Cybersecurity with an AAS that is not equivalent to the SPC offered Information Technology Cybersecurity Specialist AAS will require additional coursework. The expectation is that students who require additional courses and but do not have the following courses will have to enroll in 15 Semester Credit Hours (SCH) and receive a grade of C or higher:

- ITSY 1342: Information Technology Security
- ITSY 2301: Firewalls and Network Security
- ITSY 2430: Intrusion Detection
- ITSY 2442: Incident Response and Handling
- ITSY 2443: Computer System Forensics

Upon SACSCOC approval for Level II status, St. Philip's College is ready to publish the Bachelor of Applied Technology degree plan in the 2023-2024 catalog (see [Appendix 48](#)) and on the Bachelor of Applied Technology in Cybersecurity degree plan web page to be determined upon SACSCOC approval.

- 9.4 At least 25 percent of the credit hours required for an undergraduate degree are earned through instruction offered by the institution awarding the degree.
(Institutional credits for an undergraduate degree)
[Address 9.4 only if the institution has moved from level I to level III]

Narrative: St. Philip's College (SPC) ensures that at least 25% of the credit hours required for its undergraduate baccalaureate degree are earned through SPC. SPC does not offer any post-baccalaureate, graduate, or professional level courses. The College's policy residency requirements for graduation are published on the Degree/Certificate Requirements portion of the Graduation web page of the College's website (see [Appendix 49](#)). Students who transfer in and hold an AAS in Cybersecurity to take the BAT in Cybersecurity will take at least 30 semester hours of upper-level courses, which constitutes 25% to meet the College residency requirement. Students who transfer in upper-division hours to meet the 60 upper-division hours necessary for the BAT in Cybersecurity will require course and credit review by faculty subject matter experts in the field areas, as is current practice for program equivalency for transfer students.

St. Philip's College uses the Alamo Goal Plan Success (Alamo GPS) electronic degree audit system to assist students in tracking their degree progress in meeting graduation requirements; the Alamo GPS system tracks the requirement that 25% of the degree must be completed at SPC. Additionally, SPC's Records and Registration Office reviews graduation applications manually and electronically to verify all students comply with requirements for graduation, which includes the minimum 25% of the degree requirements earned at SPC. The SPC Records and Registration Office notifies students who do not meet the 25% course degree requirement. Students who do not meet the 25% course degree residency requirement cannot graduate until the requirement is met and verified through the SPC Records and Registration Office. All courses are based upon semester credit hours, and the SPC Records and Registration Office along with the SPC Enrollment Office review for program equivalency; if questions or issues regarding program equivalency occur, the department is reached to review the questions or issues with program equivalency, as the department and its faculty are the content and subject area experts.

- 9.5 ***At least one-third of the credit hours required for a graduate or a post-baccalaureate professional degree are earned through instruction offered by the institution awarding the degree.***
(Institutional credits for a graduate/professional degree)
[Address 9.5 only if the level change involves programs at the graduate-level.]

Narrative: Not applicable. St. Philip's College is seeking a level change from associates-granting to baccalaureate-granting. St. Philip's College does not offer graduate degrees or post-baccalaureate professional degrees.

- 9.6 ***Post-baccalaureate professional degree programs and graduate degree programs are progressively more advanced in academic content than undergraduate programs, and are structured (a) to include knowledge of the literature of the discipline and (b) to ensure engagement in research and/or appropriate professional practice and training.***
(Post-baccalaureate rigor and curriculum)
[Address 9.6 only if the level change involves programs at the graduate-level]

Narrative: Not applicable. St. Philip's College is seeking a level change from associates-granting to baccalaureate-granting. St. Philip's College does not offer graduate degrees or post-baccalaureate professional degrees.

- 9.7 ***The institution publishes requirements for its undergraduate, graduate, and post-baccalaureate professional programs, as applicable. The requirements conform to commonly accepted standards and practices for degree programs.***
(Program requirements)
[The narrative should only address the new programs.]

Narrative: St. Philip's College (SPC) publishes curricula for all programs of study in the "Degrees, Certificates, and Transfer Advising Guides" section of the college catalog (see [Appendix 50](#)). Currently, SPC offers the Associate of Arts (AA), the Associate of Science (AS), the Associate of Arts in Teaching (AAT), which are designated for students who plan to transfer to a senior college or university. The Associate of Applied Sciences (AAS) degree is awarded to those students who complete occupational or workforce programs. St. Philip's College does not offer any graduate or post-baccalaureate professional programs.

SPC's published program requirements conform to the commonly accepted standards and practices for undergraduate programs as defined in the Texas Administrative Code (TAC) and Texas Education Code (TEC) administered by the Texas Higher Education Coordinating Board (THECB). These standards and practices are defined as:

- Texas Administrative Code, Title 19, Part 1, Chapter 4, Subchapter B, Rule 4.25 – Requirements and Limitations (see [Appendix 51](#))
- Texas Administrative Code, Title 19, Part 1, Chapter 9, Subchapter J, Rule 9.183 – Degree Titles, Program Length, and Program Content (see [Appendix 52](#))
- Texas Administrative Code, Title 3, Subtitle B, Chapter 61, Subchapter C, Rule 61.0515 – Semester Credit Hours Required for Baccalaureate Degree (see [Appendix 53](#))
- Texas Administrative Code, Title 3, Subtitle B, Chapter 61, Subchapter C, Rule 61.05151 – Credit Hours Required for Associates Degree (see [Appendix 54](#))

As required by the THECB, SPC uses course numbers and descriptions from the THECB Lower Division Academic Course Manual (ACGM) to define course offerings within its academic transfer programs. For academic transfer degrees, SPC establishes and maintains a core curriculum of general education courses required for academic degrees to conform with THECB requirements under the TAC curriculum (see [Appendix 55](#)).

All Associates of Applied Science (AAS) include at least 15 credit hours of general education (core) courses and must include at least one course in each of the following areas: humanities/fine arts, social/behavioral sciences, and natural sciences/mathematics. These requirements conform to the SACSCOC mandates documented in the THECB Guidelines for Instructional Programs in Workforce Education (GIPWE). As required by the THECB, SPC uses course numbers and descriptions from the Workforce Education Course Manual (WECM) to define course offerings within career and technical (e.g., workforce) programs. All cybersecurity courses slated to be offered in the Bachelor of Applied Technology in Cybersecurity degree program match Semester Credit Hours (SCH), contact hours, course name, numbering, and description that are published in the Upper Division Course Manual (UDCM), the inventory of upper-level Career and Technical Education (CTE) courses maintained by the Texas Higher Education Coordinating Board's Workforce Education Course Manual (WECM) Advisory Board.

Figure 9.7.1 shows the current Associates of Applied Science degree that can lead to the BAT Cybersecurity degree to demonstrate how SPC presents degree information to students.

Figure 9.7.1: Current Associates of Applied Science Information Technology Cyberspecialist Degree

Publication Search

Entire Publication

Search Publication

Whole Word Phrase

[Advanced Search](#)

Publication Home

Administration, Faculty and Staff

Schedule of Classes

Search Classes

Steps to Enrollment

Financial Aid Quick Guide

Registration Guide

Tuition and Fees

Registration Dates & Payment Deadlines/Refund Dates

Final Exam Schedules

Distance Learning

Contact Information and Hours

2022-2023 CATALOG

President's Message

Academic Calendar

College Overview

Student Support Services and Resources

Student Support Services and Resources cont

SPC Scholarships

Workforce Development and Continuing Education

Admissions

Registration

Tuition & Refunds

Financial Aid

Financial Aid Resources

Academic Standards

Student Code of Conduct

Student Handbook

District, State and Federal Regulations

Graduation

Department Information

Degree Information

Core Curriculum Selection List

Degrees, Certificates, and Transfer Advising Guides

Course Descriptions

Locations and Maps

Previous SPC Catalogs

Northeast Lakeview College Catalog

Northwest Vista College Catalog

Palo Alto College Catalog

San Antonio College Catalog

St. Philip's College Catalog

St. Philip's College Schedule/Catalog 2022-2023

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 through 2026.

This offering is available in the following modes:

Face-to-face, Fully online

With this award, you may seek jobs such as:

Cyber Security Analyst / Cyber Security Specialist

Related awards:

[CompTIA Linux+ Certification Preparation \(OSA\)](#)

[CompTIA Security+ Certification Preparation \(OSA\)](#)

[Information Technology Cybersecurity Specialist Level I Certificate ♦](#)

[Cyber First Responders \(OSA\)](#)

♦ — This symbol indicates the offering is also available fully online.

Total Credit Hours Required: 60

Semester I

- ITNW 1308 - Implementing and Supporting Client Operating Systems ***
- ITNW 1425 - Fundamentals of Network Technologies
- ITSC 1316 - Linux Installation and Configuration
- Select 1 course from [Language, Philosophy & Culture \(40\) Core](#)

Semester II

- ITSY 1342 - Information Technology Security
- ITNW 2405 - Network Administration
- ITNW 2412 - Routers
- COSC 1336 - Programming Fundamentals I

Semester III

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

Semester IV

- ITNW 1413 - Computer Virtualization
- Select 1 course from [Communication \(10\) Core](#)
- SPCH 1321 - Business and Professional Communication
- ITSY 2301 - Firewalls and Network Security or ITSC 2325 Advanced Linux

Semester V

- ITSY 2442 - Incident Response and Handling
- ITSY 2443 - Computer System Forensics
- ITSY 2430 - Intrusion Detection
- ITSY 2286 - Internship - Computer and Information Systems Security

Milestone Course(s)

*** denotes Milestone course(s)

A milestone course is a course that is critical for success in this program as determined by the Faculty of the Alamo Colleges District.

Additional Program Information

The approved degree plan for the BAT in Cybersecurity conforms to commonly accepted standards and practices for degree programs outlined by the Texas Higher Education Coordinating Board in its Standards for Bachelor's and Master's Degree programs (Appendix 56). Based upon St. Philip's College's compliance with all Texas Higher Education Coordinating Board statutes, the Texas Higher Education Coordinating Board approved the BAT in Cybersecurity on January 26, 2023 (Appendix 57).

Upon SACSCOC approval for Level II status, St. Philip’s College is ready to publish the BAT in Cybersecurity degree plan in the 2023–2024 catalog ([Appendix 58](#)) and on the BAT in Cybersecurity degree plan web page currently under development.

Appendix	Evidence
Appendix 43	Page 968
Appendix 44	Page 973
Appendix 45	Page 975
Appendix 46	Page 997
Appendix 47	Page 999
Appendix 48	Page 1002
Appendix 49	Page 1005
Appendix 50	Page 1005
Appendix 51	Page 1006
Appendix 52	Page 1007
Appendix 53	Page 1009
Appendix 54	Page 1010
Appendix 55	Page 1011
Appendix 56	Page 1011
Appendix 57	Page 997
Appendix 58	Page 999

10.4 *The institution (a) publishes and implements policies on the authority of faculty in academic and governance matters, (b) demonstrates that educational programs for which academic credit is awarded are approved consistent with institutional policy, and (c) places primary responsibility for the content, quality, and effectiveness of the curriculum with its faculty.*

(Academic governance)

[The narrative should only address the new programs.]

Narrative: St. Philip’s College (SPC) publishes and implements policies on the authority of faculty in academic and governance matters, demonstrates that educational programs for which academic credit is awarded are approved consistent with institutional policy, and places primary responsibility for the content, quality, and effectiveness of the curriculum with its faculty. Faculty roles in these policies and processes are outlined and published in the Full-Time Faculty Job Description (see [Appendix 59](#)) and are supported by the Board of Trustees’ policies. These policies and processes apply, regardless of whether a program is new or established and are inclusive of the proposed Bachelor of Applied Technology Cybersecurity program.

Publishes and Implements Policies on the Authority of Faculty in Academic and Governance Matters.

The SPC Faculty Handbook ([Appendix 60](#)) provides the policies and the authority of faculty in academic and governance matters. With the SPC Faculty Handbook, the following paragraph from the Full-Time Faculty Job Description ([Appendix 61](#)) defines the authority of SPC faculty:

Full-time members of the faculty are professional educators who have the primary responsibility of fulfilling the institution's mission, vision, values, strategic plan, Board of Trustees' charges and educational philosophy, and primary goal of providing a quality education for all students attending the college. Faculty members are classified according to the ranks of Instructor, Assistant Professor, Associate Professor, and Professor. Faculty members are subject to Board policies, including academic freedom, and are also bound by its accompanying responsibilities. They are directly responsible to a discipline coordinator and/or department chair and have responsibilities through the administrative structure at their respective college and to the district. The relationship of the faculty member to the student is one of leader, teacher, adviser, mentor, and facilitator of learning.

Faculty have oversight of their curriculum and have the primary goal of providing academic rigor and quality education for all students attending the college. Faculty are directly responsible to members of their discipline who take on leadership roles within departments or who have administrative structure, such as department chairs or program coordinators.

The SPC Faculty Handbook is available to and downloadable for the SPC faculty and staff through the SPC Office of the Vice President of Academic Success' SharePoint site.

Demonstrates that Educational Programs for which Academic Credit is Awarded are Approved Consistent with Institutional Policy.

The SPC College Curriculum Committee reviews, evaluates, and determines all curricular changes. The SPC College Curriculum Committee follows established Curriculum Committee Guidebook (see [Appendix 62](#)), the Texas Academic Course Guide Manual (ACGM) for academic transfer courses (see [Appendix 63](#)), the Texas Higher Education Coordinating Board Upper Division Course Manual (UDCM) (see [Appendix 64](#)), and the Texas Guidelines for Instructional Programs in Workforce Education (GIPWE) for career and technical education courses (see [Appendix 65](#)). The SPC College Curriculum committee process is the only procedure for hearing and approving new courses, course revisions, course deletions, new program offerings, and program sunseting at St. Philip's College.

Faculty from the AAS in Information Technology Cybersecurity Specialist area, from within the Business Information Systems (BIS) department, presented the BAT in Cybersecurity program to the St. Philip's College Curriculum Committee. The BIS faculty teaching the cybersecurity specialist courses in the AAS are responsible for the courses, the curriculum, and the effectiveness of the program. The College Curriculum Committee is comprised of faculty who are from across SPC and who are selected from the Faculty Senate to serve on the committee. The structure of the Curriculum Committee is comprised of voting members and non-voting members. Table 10.4.1 illustrates the current structure of the College Curriculum Committee, the voting and non-voting members, and specific attendees.

Table 10.4.1 Structure of the SPC College Curriculum Committee

Applied Science and Technology - MLK	3 faculty chairs			
Applied Science and Technology - SWC	2 faculty chairs			
Arts and Sciences	5 faculty chairs			
Health Sciences	3 faculty chairs			
Curriculum Analysts	6 faculty members			
Academic Services	1 faculty member			
Faculty senate member (president or representative)	1 faculty member			
*Faculty designees will be selected to vote on behalf of non-faculty chairs or analysts				
Total Voting Members	21			
Quorum of 50%	11			

List of Specific Attendees				
Area	Dean/Administrator /Staff	Department	Chair	Voter (Chair or Designee)
Applied Science and Technology - MLK	Edith Orozco	Automotive Technologies	John Eichelberger	John Eichelberger
		Business Information and Solutions Technology	Dr. Raymond Chacon (Committee Chair)	
		Tourism Hospitality and Culinary Arts	Juan "Frank" Salinas	Juan "Frank" Salinas
		*Curriculum Analyst	Sam McCall	Sam McCall
Applied Science and Technology - SWC	Chris Beardsall	Allied Construction Trades	Dr. Joseph Kulhanek	Roy Ruiz
		Transportation and Manufacturing Technology	John Haral	John Haral
		*Curriculum Analyst	Ian Culbertson	Ian Culbertson/ Don Fernandez
Arts and Sciences	Dr. Michael Grillo	Communications and Learning	Dr. Meagan Sovine	Dr. Meagan Sovine
		Fine Arts and Kinesiology	Vincent Hardy	Vincent Hardy
		Mathematics	Renita Mitchell	Renita Mitchell
		Natural Sciences	Dr. Shane Kendell	Dr. Shane Kendell

		Social and Behavioral Sciences	Dr. Joelle Nanivazo	Dr. Joelle Nanivazo
		*Curriculum Analyst	Dr. Jen Osborne	Dr. Jen Osborne
		*Curriculum Analyst	Dr. JoAnn Martinez	Dr. JoAnn Martinez
		*Curriculum Analyst	Krista Aguero	Krista Aguero
Health Sciences	Christopher Metsgar	Health Care Science and Early Childhood	Raquel Farias	Ben Ochoa
		Health Science	TBD	Jacqueline Stevenson
		Nursing Education	Dr. Rhonda Webb	Dr. Rhonda Webb
		*Curriculum Analyst	Beatrice Avila	Beatrice Avila
Faculty Senate	Cynthia Katz	Faculty Senate	Cynthia Katz	Cynthia Katz
Academic Services	Dr. Kimberly Irving-Conaway	Faculty Representative	Anna Delgado	Anna Delgado
Vice President of Academic Success	Randall Dawson			
High School Programs	Dr. Karlene Fenton			
Student Success	Wesley Wells			
Coordinator Measurement / Evaluation	Dr. Liliana Gutierrez			
Secretary	Kris Hernandez			
Dean of Performance Excellence/ SACSCOC Liaison	Dr. Diane Gavin			

The St. Philip's College Curriculum Committee meets monthly to discuss, review, and determine changes in the College curriculum.

All 11 upper-division cybersecurity courses and the proposed BAT Cybersecurity program were reviewed, discussed, and approved by the SPC Curriculum Committee ([Appendix 66](#)). The St. Philip's College Curriculum Committee approved the BAT in Cybersecurity upper division courses on February 8, 2023 and the BAT in Cybersecurity degree on March 22, 2023 (see [Appendix 67](#) and [Appendix 68](#) for meeting minutes). SPC submitted the BAT to the College's Board of Trustees on July 19, 2022, who approved the BAT Cybersecurity program as of July 26, 2022 ([Appendix 69](#) with highlighted area for approval information).

Places Primary Responsibility for the Content, Quality, and Effectiveness of the Curriculum with its Faculty.

SPC places primary responsibility for the content, quality, and effectiveness of the curriculum with the College's faculty, who ensures the quality and effectiveness of curriculum through faculty professional development, assessment of learning outcomes, systematic plans of evaluation, and on-going connection with professional advisory boards for departments. At the course level, faculty develop courses and are responsible for identifying methods of instruction and assessment used in their respective fields to evaluate student learning. Learning outcomes are included in the SPC college credit courses and the syllabi are available online. Faculty assigned to teach courses within the BAT in Cybersecurity program will be responsible for developing appropriate course syllabi, which will be made accessible online once the program is approved by SACSCOC.

The Cybersecurity faculty are part of larger professional networks that guide program effectiveness and curriculum review. As the cybersecurity program is endorsed by both the National Security Administration and the Department of Homeland Security, specific guidance for program effectiveness is in place. Once the program is approved through SACSCOC, the BAT in Cybersecurity will also begin pursuing ABET professional accreditation as a way to ensure systematic plans of evaluation and assessment align with the field of cybersecurity engineering. ABET accreditation also offers the faculty with professional development and on-going connection with professional advisory boards.

SPC faculty are required to engage in professional development as indicated in the Full-Time Faculty Job Description (see [Appendix 70](#)). Faculty are required to stay current in their academic fields in several ways, including involvement with professional societies, reading discipline-specific journals, studying pedagogy in the field of study attending conferences, making presentations maintaining required professional credentials and licenses, and take continuing education hours to reflect possible changes in disciplinary standards.

- 10.5 ***The institution publishes admissions policies consistent with its mission. Recruitment materials and presentations accurately represent the practices, policies, and accreditation status of the institution. The institution also ensures that independent contractors or agents used for recruiting purposes and for admission activities are governed by the same principles and policies as institutional employees.***

(Admissions policies and practices)

[The narrative should only address the new programs.]

Narrative: St. Philip's College publishes admissions policies consistent with its mission for its programs, inclusive of the proposed Bachelor of Applied Technology Cybersecurity degree. Recruitment materials and presentations accurately represent the practices, policies, and accreditation status of the College. St. Philip's College's mission is to offer degrees and certificates that "empower our diverse student population through educational achievement and career readiness" by "responding to the needs of a population rich in ethnic, cultural, and socio-economic diversity."

Once approved by SACSCOC, the BAT Cybersecurity program website is ready to go live. Additional recruiting materials will be produced upon SACSCOC approval of the BAT

Cybersecurity program. Figure 10.5.1 provides a look at the BAT in Cybersecurity Program Test website.

Figure 10.5.1: PROGRAM TEST Website for Proposed BAT in Cybersecurity

ST. PHILIP'S COLLEGE

Apply Request Information Visit SPC MENU

PROGRAM TEST / BUSINESS INFORMATION SOLUTIONS (BIS) / CYBERSECURITY-BAT

Bachelor of Applied Technology (BAT) in Cybersecurity

Program Type: Face-to-Face, Fully Online, Hybrid
Program Level: Degrees
Department: Business Information Solutions (BIS)
Institute: Science & Technology
College: SPC

What is the Bachelor of Applied Technology (BAT) in Cybersecurity program?

The SPC Bachelor of Applied Technology (BAT) Cybersecurity degree is a bachelors degree that follows the Associate of Applied Science (AAS) Information Technology Cybersecurity Specialist degree. This BAT is the first baccalaureate degree offered by St. Philip's College. The BAT Cybersecurity degree is an additional 60 hours of courses: 11 courses in upper-level cybersecurity and 9 courses in the Core Curriculum. You can complete the BAT Cybersecurity degree in two years of full-time enrollment or, for part-time students, more semesters.

Classes are offered face-to-face, online, or hybrid formats. All upper-level cybersecurity courses have hands-on application learning and focus on real-world responses to security threats. The degree culminates in a Senior Project that prepares you to step into high-paying jobs upon graduation.

What will I learn?

All Cybersecurity classrooms and labs are equipped to experience world class Hi-Tech excellent hands on learning environment. Students will engage in the Cyber Tiger Student Club to participate professional competitions. Implement high technology skills to analyze complex Cyber Security network solutions. Students will be able to:

- Implement and apply Cyber Security principles to solve problems effectively.
- Implement and maintain up to date cutting edge technologies to ensure Cyber Security operations.
- Collaborate to respond effectively to Cyber Security incidents.
- Effectively communicate evidence-based recommendations to prevent and respond to Cyber Security issues.

What's special about this program?

The Bachelor of Applied Technology (BAT) in Cybersecurity program is recognized for many reasons and in comparison to other programs the differences include:

- The only dually designated Historically Black College/University (HBCU) and Hispanic-Serving Institution (HSI); 2022 Veteran Education Excellence Recognition Gold Award by the Texas Veterans Commission's (TVC) Veterans Education Program for providing excellence in education and related services that significantly contribute to the academic success of student veterans and military-connected students.
- The outstanding quality of the College's cybersecurity facilities;
- The current program's strong partnerships and pipelines;
- The outstanding quality of the current two-year cybersecurity degree program; and
- The applied nature of the proposed cybersecurity bachelor degree program.

Program of Study

Bachelor of Applied Technology - Cybersecurity

What can I do with this course of study?

The BAT Cybersecurity degree prepares you for any information security position that requires a bachelors degree. This includes:

- Information Security Analyst
- Penetration Tester
- Cybersecurity/Security Analyst
- Information Security Administrator
- Security System Administrator
- Information Security Risk Analyst
- Threat Analyst

Program Admission

The St. Philip's College Bachelor of Applied Technology Cybersecurity degree is open to applicants with the following qualifications:

- Completion of St. Philip's College AAS information Technology-Cybersecurity Specialist degree.

OR

- A closely related degree from a regionally accredited educational institution with completion of 15 Semester Credit Hours (SCH) and a C or higher from the following courses:
 - ITSY 1342
 - ITSY 2301
 - ITSY 2430
 - ITSY 2442
 - ITSY 2443

Application Process

Step 1: Apply Texas	+
Prerequisite Courses	+
License	+
Letter of Recommendation	+
Application	+

Program Administration

Haydar Thomas Sahin, Prof.
Program Coordinator of BAT Program

SPC holds memoranda of understanding with the Alamo Colleges District and the five colleges within the Alamo Colleges District for the joint admission and transfer of credits among the five institutions ([Appendix 71](#)). Students who transfer to SPC from an Alamo College must meet the enrollment requirements of the home institution per the February 8, 2021 Memorandum of Understanding.

Additionally, SPC holds a transcripts standards agreement with the Alamo Colleges District Center for Student Information (CSI) to provide processing for transcripts ([Appendix 72](#)). CSI

operates as an outsourced service; however, by terms of the transcript service agreement, the Alamo Colleges District CSI follows the SPC standard for processing transcripts as outlined in the agreement. The agreement initiated in January 2021 and is valid until superseded by a revised agreement mutually endorsed by the primary stakeholders.

Pending approval by SACSCOC, the St. Philip's College Bachelor of Applied Technology Cybersecurity degree program is open to applications with the following admissions qualifications:

- Completion of a St. Philip's College Associate of Applied Science (AAS) Information Technology Cybersecurity Specialist degree with a 2.0 GPA or higher (see [Appendix 73](#))

OR

- Completion of a closely related degree from a Department of Education recognized institutional accreditor or a national accrediting organization with completion of 15 Semester Credit Hours (SCH) and a grade of C or higher in the following courses:
 - ITSY 1342: Information Technology Security
 - ITSY 2301: Firewalls and Network Security
 - ITSY 2430: Intrusion Detection
 - ITSY 2442: Incident Response and Handling
 - ITSY 2443: Computer System Forensics

These admission requirements are part of the information required for program approval by the Texas Higher Education Coordinating Board. Once approved by SACSCOC, the BAT in Cybersecurity degree program's admissions requirements will be published in the 2023-2024 College catalog and will be put on the proposed program's website that is currently under development.

Figure 10.5.2 provides a draft of what the College catalog will look like in 2023-2024, when the BAT program is Cybersecurity be approved.

Figure 10.5.2 SPC College BAT Cybersecurity DRAFT Catalog Entry

St. Philip's
College

DRAFT St. Philip's College Schedule/Catalog
2023-2024

Cybersecurity - Bachelor of Applied Technology***

The Bachelor's of Applied Technology in Cybersecurity 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, gather data and evidence to be used in prosecuting cyber crime, and learn how to defend the national infrastructure against any cyber threat. Completion of 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. The designation covers academic years until 2027.

The St. Philip's College Bachelor of Applied Technology Cybersecurity degree is open to applicants with the following qualifications:

- Applicants must have earned an AAS in a cybersecurity-related field or have earned an Associate degree with 15 credit hours or more in cybersecurity-focused coursework.
- Applicants must have earned a minimum cumulative GPA of 2.75.
- No course grades of D will be accepted for transfer credit.

Applicants who are graduates of St. Philip's College Information Technology-Cybersecurity Specialist Program have first priority admission.

*** This program is pending approval by the Southern Association of Colleges and Schools Commission on Colleges

Total Credit Hours Required: 120 (60 Associate of Applied Sciences (A.A.S) and 60 Baccalaureate of Applied Technology (B.A.T.) Credit Hours)

Semester I

- [ITNW 1308 - Implementing and Supporting Client Operating Systems ***](#)
- [ITNW 1425 - Fundamentals of Networking Technologies](#)
- [ITSC 1316 - Linux Installation and Configuration](#)
- Select 1 course from [Language, Philosophy & Culture \(.10\) Core](#)

Semester II

- [COSC 1336 - Programming Fundamentals I](#)
- [ITNW 2412 - Routers ***](#)
- [ITSY 1342 - Information Technology Security](#)

ps://alamo.acalogsadmin.com/preview/preview_program.php?catoid=204&progoid=47066&preview&print

1/3

St. Philip's College complies with section 10.5 by having existing memoranda of agreement with the five colleges within the Alamo Colleges District for joint admission and transfer of courses. Additionally, St. Philip's College maintains an established transfer standards agreement with the Alamo Colleges District Center for Student Information to assist in processing student transcripts as an outsourced service under SPC standards and practices.

- 10.7 *The institution publishes and implements policies for determining the amount and level of credit awarded for its courses, regardless of format or mode of delivery. These policies require oversight by persons academically qualified to make the necessary judgments. In educational programs not based on credit hours (e.g., direct assessment programs), the institution has a sound means for determining credit equivalencies.*
(Policies for awarding credit)

Narrative: St. Philip's College (SPC) complies with Section 10.7 as the College publishes and implements policies in the Student Handbook and online in the online version of the student handbook that include criteria for evaluating, awarding, and accepting credit regardless of format or mode of delivery.

SPC assumes responsibility for the academic quality of any coursework or credit recorded on a SPC transcript. Figure 10.7.1 provides policy for academic standards and interventions listed in the student handbook.

Figure 10.7.1: SPC Academic Standards Policy and Interventions

Academic Standards

The colleges in the Alamo Colleges District (ACD) maintain a system for monitoring academic progress to identify those students experiencing academic difficulty. The College will intervene in a student's academic life when circumstances warrant, will limit enrollment and course selection if considered necessary, and may employ additional interventions that foster and encourage academic success. The home institution's Grade Point Average (GPA) determines academic standing.

Academic achievement is based upon successful student progress toward course and program completion and is reviewed at the end of each fall, spring, and summer semester. Students are advised to check their status in AlamoGPS, accessed through their ACES accounts. (See [Registration](#), which also covers the Three-Peat Enrollment and Six Course Drop Rulings.)

Students receiving financial aid also must comply with the Satisfactory Academic Progress Policy (SAP) for Financial Aid Recipients. Students who are not showing successful academic progress may also be required to complete a Financial Aid Appeal.

The colleges in the Alamo Colleges District honor the academic standing in place at the last institution attended (dismissal, probation, enforced scholastic withdrawal, etc.). Students who left their previous institution(s), including another college of the Alamo Colleges District, in unsatisfactory Academic Standing and are seeking to transfer to one of the colleges in the Alamo Colleges District must follow the policies outlined below. Students may re-enroll if minimum academic standards have been met at another accredited college or university during the period of dismissal. An official transcript reflecting progress is required.

The College's academic standings and interventions are:

Good Standing

- Students are considered in Good Standing as long as they maintain a minimum cumulative institutional GPA of 2.0 ("C" average) to include developmental pre-college courses. If a student's cumulative institutional GPA falls below 2.0 at any time, the student begins the process defined below:

Academic Probation

Students who begin any semester term in Good Academic Standing but fail to maintain a cumulative institutional GPA of 2.0 or higher are placed on Academic Probation at the end of that term. Students are notified through their student ACES email. Students on academic probation are held to the following:

- Meet with their assigned certified advisor prior to registering for each future semester(s)
- Be limited to an approved course load, which may include SDEV 0171, Strategies for Success, designed to teach proven strategies for academic success
- May be required to complete additional strategies as indicated by their home institution
- May have a registration hold that will prevent future registration

Student status is evaluated after each completed semester. If the above requirements are met, any appropriate Academic Hold may be waived to allow for enrollment in future semester(s).

Students move from Academic Probation to Continued Academic Probation if they earn a minimum semester institutional GPA of 2.0 and whose cumulative institutional GPA remains below 2.0. (See the section on Continued Academic Probation for more information).

Students move from Academic Probation to Academic Dismissal if they fail to earn a minimum semester institutional GPA of 2.0 and whose cumulative institutional GPA remains below 2.0. If enrolled in future semester(s), students may be dropped from all enrolled courses. Refund amount is based on drop date (See drop date deadline and refund information for more information). (See the section on Academic Dismissal for more information).

Academic Probation status is changed to Good Standing when a student earns a 2.0 GPA for both semester and cumulative institutional GPAs.

Faculty members participate in the evaluation of credit for all coursework. All courses for which credit is awarded must have measurable learning outcomes developed by faculty. For courses that meet core requirements, the student learning outcomes (SLOs) selected by the faculty must be mapped to the SLOs as well as to one or more of the core competencies.

Every course taught at SPC in all locations and modalities – face-to-face, online, HyFlex, hybrid, or off-site – has the content and learning outcomes approved by faculty who have credentials in the course discipline and are consistent across all instructional modalities. Any new courses, or any changes of course descriptions, must be reviewed and receive approval from the SPC curriculum review process (see [Appendix 74](#) and [Appendix 75](#)) and the SPC Curriculum Committee. The SPC Curriculum Committee is comprised of faculty and faculty department chairs from programs across the College the SPC curriculum review process starts with the faculty in the department and moves through a faculty-driven curriculum review process. Faculty determine the amount and level of credit awarded for courses, regardless of format or mode of delivery, during the curriculum review and approval processes.

Figure 10.7.2 Transfer Evaluation and Credit Policy

To reach Advising for General Information, visit:

[Academic Advising](#)

You may also reach departments within SPC by calling (210) 21-ALAMO

Important Note about Transferring Courses: Most Universities will only accept *66 credit hours** of degree-applicable college-level credits towards your Bachelor's degree.

Planning to Transfer?

It is never too early to start transfer planning. If you are thinking about transferring, there are things you can do *right now* to ensure a smooth transition:

- Research transfer colleges/universities and their requirements.
- Visit colleges/universities; most have campus visit days throughout the semester.
- Meet with your academic advisor to plan your coursework for your selected transfer institution.

Transfer Agreements

Transfer articulation agreements, also known as Memorandum of Understanding (MOU's), allow students to take their first and second year of coursework, leading to a baccalaureate degree at St. Philip's College, and transfer credits earned to a participating four-year college or university and complete the remaining upper-division coursework required for the Bachelor's Degree.

Transfer Center professionals will provide you with the information necessary to transfer into St. Philip's College seamlessly.

Transfer Advising Guides

Transfer Advising Guides were created to guide students on the courses they can take before the transfer. Please see the **Advising Guides by University** specific to your program to gain insight on course recommendations, program requirements, and guidance on when we recommend you transfer.

Transfer Transcript Evaluation & Credit Policy

Official transcripts from all colleges and universities attended must be forwarded to the respective Alamo College at the time of admission. Transcripts may not be faxed. Questions regarding course equivalences should be directed to the Enrollment Services/Admissions and Records Office.

*Students should verify these hours with the Institution(s) they wish to transfer to.

Make an appointment with your assigned Certified Advisor to declare your Intent to Transfer, and discuss your options to transfer; it's NEVER TOO SOON!

Transfer credits from students that need evaluation for experiential learning, credit by examination, or course equivalency are addressed through the request for substitution (internal or external transfer) course form and process ([Appendix 76](#)).

Transfer credits are evaluated through the Alamo Colleges District Center for Student Information (CSI) based on a transcript standards agreement that permits CSI to process transfer credit, experiential learning, credit by examination and course equivalency. Transfer credits where course equivalency is in question are sent to the academic department for review by faculty content area experts to determine whether the requested courses can be substituted for SPC courses in a given program area.

- 10.8 ***The institution publishes policies for evaluating, awarding, and accepting credit not originating from the institution. The institution ensures (a) the academic quality of any credit or coursework recorded on its transcript, (b) an approval process with oversight by persons academically qualified to make the necessary judgments, and (c) the credit awarded is comparable to a designated credit experience and is consistent with the institution's mission.***

(Evaluating and awarding academic credit)

[Emphasize aspects of this standard that may have special relevance to the program expansion at the new degree level.]

Narrative: St. Philip's College (SPC) complies with publishing policies for evaluating, awarding, and accepting credit not originating from the institution. The proposed BAT Cybersecurity program will not change SPC's published policies for evaluating, awarding, and accepting credit. SPC accepts all coursework eligible to receive transfer credit toward the completion of a BAT in Cybersecurity.

Academic Quality of any Credit or Coursework Recorded on its Transcript.

In the SPC Student Handbook, the following policy is in place for students interested in transferring to SPC:

Transfer Curricula and Resolution of Transfer Disputes

If you are interested in transferring to a college in the Alamo Colleges District, all courses must come from an accredited institution. A grade of “C” or better is required for all technical courses and a grade of “D” or better is required for all other academic coursework. Transfer disputes may arise when you are transferring courses to a college in the Alamo Colleges District from other institutions and/or when courses at a college in the Alamo Colleges District are not accepted for credit by another Texas public institution of higher education. Both institutions involved in the transfer issue will attempt to resolve the transfer dispute in accordance with the Texas Higher Education Coordinating Board rules and/or guidelines.

Approval Process with Oversight by Persons Academically Qualified to Make the Necessary Judgments.

Certified academic advisors work with academic deans, department chairs, departmental faculty subject matter experts and faculty program directors to determine whether transfer credits meet curriculum standards. If course equivalencies or substitutions are required, the certified academic advisors provide a request for substitution course form for either internal or external transfer to the appropriate departmental administrative assistant, who routes the document through the discipline chairperson to the faculty content expert who reviews the course substitution. An example of the course substitution process is found in [Appendix 77](#).

Once the proposed BAT in Cybersecurity is approved, students who seek to enroll into the St. Philip’s College program will have their credits evaluated as students would for academic transfer into an established program at SPC.

In the event of a transfer dispute, SPC maintains a transfer dispute resolution process that is published in the Admissions section of the SPC catalog:

Transfer Dispute Resolution

Transfer disputes may arise when students are transferring courses to a college in the Alamo Colleges District from other institutions and/or when courses from a college in the Alamo Colleges District are not accepted for credit by another Texas public institution of higher education. Both institutions involved in the transfer issue will attempt to resolve the transfer dispute in accordance with the THECB rules and/or guidelines.

The purpose of the THECB’s transfer rules is to facilitate the transfer of lower-division courses and to clarify students’ rights and responsibilities as potential transfer students. The procedure for the resolution of transfer disputes is codified in THECB Rules (Texas Administrative Code, Title 19, Part 1, Chapter 4, Subchapter B, §4.27) [online](#).

In all disputes, the THECB Transfer Dispute Resolution Form must be completed to initiate a dispute action. The completed form must be forwarded to the receiving institution within fifteen (15) calendar days after the evaluation has been submitted to the student. From the date a student is notified of credit denial (date evaluation is sent by the receiving institution), the law allows a maximum of forty-five (45) calendar days for the resolution of the dispute by the sending and receiving institutions.

- The following procedures, established by the THECB, shall be followed by institutions of higher education in the resolution of credit transfer disputes involving lower-division courses:
 - If an institution of higher education does not accept course credit earned by a student at another institution of higher education, the receiving institution shall give written notice to the student and to the sending institution that transfer of the course credit is denied, and shall include in that notice the reasons for denying the credit. Attached to the written notice shall be the procedures for resolution of transfer disputes for lower-division courses as outlined in this section, accompanied by clear instructions outlining the procedure for appealing the decision to the Commissioner.
 - A student who receives notice as specified in the first paragraph of this subsection may dispute the denial of credit by contacting a designated official at either the sending or the receiving institution.
 - The two institutions and the student shall attempt to resolve the transfer of the course credit in accordance with Board rules and guidelines.
 - If the transfer dispute is not resolved to the satisfaction of the student or the sending institution within 45 days after the date the student received written notice of denial, the sending institution may notify the Commissioner in writing of the request for transfer dispute resolution, and the institution that denies the course credit for transfer shall notify the Commissioner in writing of its denial and the reasons for the denial.
- The Commissioner or the Commissioner's designee shall make the final determination about a dispute concerning the transfer of course credit and give written notice of the determination to the involved student and institutions.
- The Board shall collect data on the types of transfer disputes that are reported and the disposition of each case that is considered by the Commissioner or the Commissioner's designee.
- If a receiving institution has cause to believe that a course being presented by a student for transfer from another school is not of an acceptable level of quality, it should first contact the sending institution and attempt to resolve the problem. In the event that the two institutions are unable to come to a satisfactory resolution, the receiving institution may notify the Commissioner, who may investigate the course. If its quality is found to be unacceptable, the Board may discontinue funding for the course.

Credit Awarded is Comparable to a Designated Credit Experience and is Consistent with the Institution's Mission

SPC's policies related to awarding credit accommodate the needs of various student populations. The Program Test website for the BAT in Cybersecurity provides an overview of how credit will be awarded for transfer students in Figure 10.8.1:

Figure 10.8.1: PROGRAM TEST Website for Transferring in/Applying to the BAT in Cybersecurity

The screenshot shows the top navigation bar of the St. Philip's College website with links for 'Apply', 'Request Information', 'Visit SPC', and 'MENU'. Below the navigation is the 'Application Process' section, which is currently expanded to show 'Step 1: Apply Texas'. This step includes instructions for applicants, an 'Apply Now' button, and a 'Please Note' regarding age requirements. Below this are three collapsed sections: 'Prerequisite Courses', 'License', and 'Letter of Recommendation'. The 'Letter of Recommendation' section is partially visible, showing a requirement for one letter. At the bottom of this section is another collapsed 'Application' section.

Program Administration

Haydar Thomas Sahin, Prof.

Program Coordinator of BAT Program

Phone:

(210) 486-2486

Email:

hsahin@alamo.edu

Location:

Saint Artemisia Bowden (SAB) Building room 110

Transfer credits from students that need evaluation for experiential learning, credit by examination, or course equivalency will be addressed through the request for substitution (internal or external transfer) course form and process ([Appendix 78](#)).

Appendix	Evidence
Appendix 59	Page 1019
Appendix 60	Page 1023
Appendix 61	Page 1019
Appendix 62	Page 1133
Appendix 63	Page 1135
Appendix 64	Page 1150
Appendix 65	Page 1151
Appendix 66	Page 1208
Appendix 67	Page 1208

Appendix 68	Page 1221
Appendix 69	Page 1224
Appendix 70	Page 1019
Appendix 71	Page 1230
Appendix 72	Page 1232
Appendix 73	Page 1234
Appendix 74	Page 1237
Appendix 75	Page 1238
Appendix 76	Page 1244
Appendix 77	Page 1244
Appendix 78	Page 1244

11.1 *The institution provides adequate and appropriate library and learning/information resources, services, and support for its mission. (Library and learning/information resources) [CR]*
[The narrative should only address the new programs.]

Narrative: St. Philip’s College (SPC) provides adequate and appropriate library and learning/information resources, services, and support to support the College’s mission. Furthermore, these services are adequate and appropriate to support the needs of students who will be enrolling within the proposed BAT in Cybersecurity. Students in the proposed Bachelor of Applied Technology (BAT) Cybersecurity program have access to comprehensive library and learning/information resources, services, and support from the St. Philip’s College Center for Learning Resources (CLR) on the Martin Luther King Campus, in alignment with the College’s mission to “empower our diverse student population through educational achievement and career readiness.”

Students in the proposed Bachelor of Applied Technology (BAT) Cybersecurity program will have access, via their Alamo ID’s, Banner ID numbers and Alamo College Education System (ACES) log-ins, to comprehensive library and learning/information resources, services, and support from the St. Philip’s College Center for Learning Resources (CLR), in alignment with the College’s mission to “empower our diverse student population through educational achievement and career readiness.”

Physical Space

The St. Philip’s College Center for Learning Resources (CLR) at the Martin Luther King Campus is a three-floor, 66,000 square foot building. The first floor (Figure 11.1.1. a) contains circulation services, technical services, and periodicals.



Figure 11.1.1 a First Floor SPC MLK Campus Center for Learning Resources

The second floor (Figure 11.1.1. b) houses reference services, the print collection, open computer labs, open study space (tables), and study rooms for reserve.



Figure 11.1.1b: Second Floor MLK Campus Center for Learning Resources

The third floor (Figure 11.1.1.c) houses the Archives, administrative offices, and more open study space.

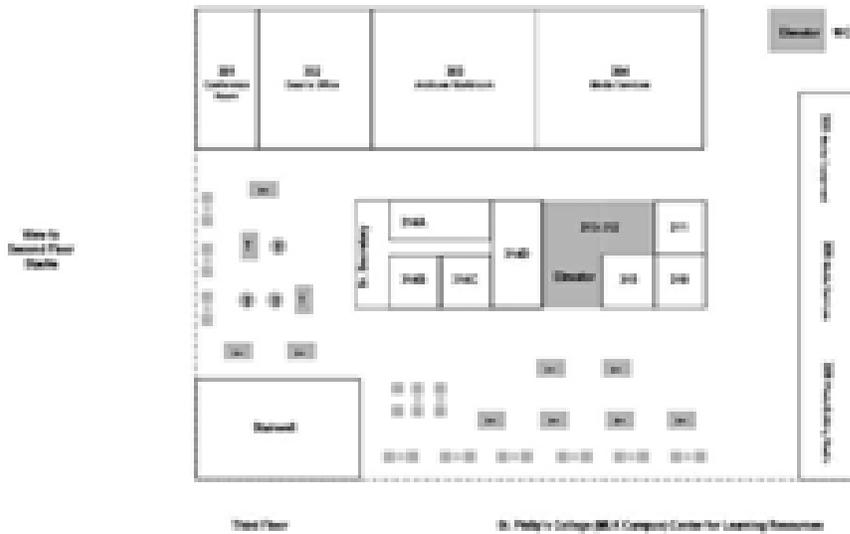


Figure 11.1.1.c Third Floor MLK Campus Center for Learning Resources

The CLR offers eight single study rooms and six group study rooms, as well as a Collaboration room that includes a large screen monitor and connections for up to six laptops and an adjustable height table. All of the open lab computers feature internet access, Microsoft Office Suite products, as well as other academic software (Respondus, etc.) and networked printing services. The CLR also offers laptops for BAT Cybersecurity students to use in house with 4-hour check-out periods. Laptops are preloaded with the same software as the computers in the open lab.

Library Holdings to Support the BAT Cybersecurity Program.

The library liaison assigned to the BAT Cybersecurity program and the program representatives have conducted an audit of the library’s current holdings to determine their adequacy, and to determine what will need to be added going forward. Physical resources are accessible to all current students, faculty and staff with their Alamo ID’s and Banner ID numbers. All electronic resources are accessible to these patrons with their ACES log-ins, 24 hours a day, 7 days a week. The CLR’s computer science-related holdings (cybersecurity is contained within this subject heading) include, 6648 books, 567 journals, and 47 videos (see Tables 11.1.2. a & b). Other subject headings within our Discovery system also include cybersecurity related materials.

Table 11.1.2 a Physical Holdings

SPC Discovery Holdings Breakdown						
Subject	Totals	Books	Computer Files	Journals/Magazines	Newspapers	Videos
Computer Science	7270	6648	1	567	7	47

Streaming Video	
Title	Database
How Covid-19 Changed Cybersecurity	Academic Video Online (ASAVON)
Maximum Privacy with End-to-end Encryption	Academic Video Online (ASAVON)
Cybersecurity and National Security	Academic Video Online (ASAVON)
Cybersecurity and Employees	Academic Video Online (ASAVON)
Christine Wheaton shares lessons learned from Data Breach	Academic Video Online (ASAVON)
Inventing Tomorrow: Tech in a time of Pandemic	Academic Video Online (ASAVON)
Practical Convolutional Neural Networks	Academic Video Online (ASAVON)
Cyberwar Threat	Academic Video Online (ASAVON)
A New Challenge for our Age: Securing America against the Threat of Cyber Attack	Academic Video Online (ASAVON)
Cybersecurity: Let's Review	Films on Demand (Infobase Publishing)
State Cybersecurity Breach Laws Replaced by Federal Laws	Films on Demand (Infobase Publishing)
Cybersecurity	Films on Demand (Infobase Publishing)
Cyberterror: Bringing down the Internet	Films on Demand (Infobase Publishing)
Addressing the Worldwide Cybersecurity Challenge	Films on Demand (Infobase Publishing)
Tracking Russian Hackers	Films on Demand (Infobase Publishing)
The Most Dangerous Town on the Internet: Where Cybercrime Goes to Hide	Films on Demand (Infobase Publishing)
Cybersecurity and crime Internet 101 Computer Science Khan Academy	Films on Demand (Infobase Publishing)
Cyber War	Films on Demand (Infobase Publishing)
Internet Security Specialist—Career Q&A: Professional Advice and Insight	Films on Demand (Infobase Publishing)

Table 11.1.2 b: Databases

DISCIPLINE-SPECIFIC RESOURCES & REFEREED JOURNALS

Academic Search Complete (Ebsco)	Academic One File (Gale)
Academic Video Online (ASAVON) (Alexander St)	Academic One File Select (Gale)
Advanced Technologies and Aerospace (Proquest)	AGRICOLA (EBSCO)
Astrophysics Data System (Harvard)	Business Abstracts with Full Text (H.W. Wilson)
Business Continuity and Disaster Recovery Center	Business Insights: Global
Business Source Complete (EBSCO)	Films on Demand (Infobase)
Computer Science (Gale Onefile)	Computer Source (EBSCO)
Directory of Open Access Journals (DOAJ)	Ebook Central (Proquest)
Ebooks (Gale)	EBSCO
EBSCOHost e-Book collection (EBSCO)	Military and Intelligence (Gale)
Military Database (Proquest)	News (Gale Onefile)
Newbank	Newspaper Source Plus (EBSCO)
Onefile: Business (Gale)	Opposing Viewpoints (Gale)
Technology Abstracts (EBSCO)	Technology Collection (Proquest)
Science and Technology Collection (EBSCO)	Science.gov
Criminal Justice (Gale)	SciTech Premium (Proquest)
Vocational and Career Collection (EBSCO)	Vocations and Careers (Gale)
War and Terrorism (Gale)	General Onefile (Gale)
Global Issues (Gale)	Issues and Controversies (Facts on File)
JSTOR (ITHAKA)	Masterfile Complete (EBSCO)
Regional Business News (EBSCO)	

The audit and discussions with the department did highlight a gap in our database and eBook holdings. The department has suggested we add the Institute of Electrical and Electronics Engineers (IEEE) database and three specific eBook packages offered through IEEE to our holdings (see [Table 11.1.3](#)).

Database or Collection	Publisher	Price
IEEE Explore	IEEE Society	\$11,280
Wiley Data & Cybersecurity eBooks Library	Wiley	\$3,495
River Publishers eBooks Library	River Publishers	\$5,690
MIT Press eBooks Library	MIT Press	\$7,150

Table 11.1.3 New Databases and eBooks

Partnerships with other libraries extend the CLR’s holdings. These partnerships include the other Alamo College District Libraries, TexShare, Interlibrary Loan Services, the Amigos Resource Sharing Agreement, and the OCLC Partnership/Service (see Table 11.1.4). BAT Cybersecurity students, faculty, and staff can borrow and request materials from other libraries using these services through our Discovery catalog.

Table 11.1.4 Library Partnerships

<p>Alamo College District Libraries</p>	<p>Students have access to check out physical books and items from libraries at any of the five colleges in the district.</p>
<p>TexShare: Texas State Library and Archives Commission</p>	<p>The TexShare Card Program allows registered users of participating TexShare libraries to use the card to borrow materials at other participating libraries throughout the state.</p> <p>This membership also gives CLR access to databases provided by the State of Texas.</p>
<p>Interlibrary Loan</p>	<p>Interlibrary Loan (ILL) is a library-to-library lending services used to obtain circulating materials and periodical articles not owned by the CLR or Alamo Colleges libraries. The TexShare statewide resource sharing program facilitates loans from other Texas libraries. The OCLC WorldShare partnership service program facilitates loans from national libraries.</p>
<p>Amigos Research Sharing Agreement</p>	<p>Enables no-charge resource sharing among Amigos Library Services members who sign the agreement. Participating libraries consent to loan and make copies (up to 50 pages) at no charge to other agreement signers</p>

Budget Planning.

The 2022–2023 annual Operational Budget for the St. Philip’s College Center for Learning Resources for the 2022/23 fiscal year is \$160,262. The total budget for the Center for Learning Resources for the 2022–2023 fiscal year is \$1,015,813 (see Figure 11.1.5). The operational budget used to expand holdings is not allocated by program.

Table 11.1.5 2022/23 Budget

Fund 112001 SPC Operating
 Organization 824001 SPC Library Services
 Program 3010 Academic Support

Account:	Title	Amount
6100	Salaries and Wages	\$ 43,735.00
61003	Non Instructional Faculty Salaries	\$ 137,890.00
61012	Professional Salaries	\$ 309,800.00
61021	Non Exempt Classified Salaries	\$ 121,185.00
61022	Non Exempt Temporary Salaries	\$ 279,917.00
61031	Overtime	\$ -
61048	Compensation-Other	\$ -
68001	BEN FICA	\$ 35,727.23
68005	BEN Life Insurance	\$ 776.66
68006	BEN Long Term Disability	\$ 496.84
68007	BEN Short Term Disability	\$ 257.72
68008	BEN Workmans Compensation Insurance	\$ 944.15
68009	BEN Unemployment Compensation	\$ 802.26
68014	BEN TRS	\$ 26,432.15
68025	BEN Health State Match	\$ 36,192.85
71003	Advertising Exp-Promotion Materials	\$ 2,871.00
71101	Postage Charges	\$ 11.00
71151	Contracted Services	\$ 680.00
71255	Office Supplies	\$ 680.00
71601	LIBR Bindery Supplies	\$ 75.00
71614	LIBR Copyright License	\$ 17,339.00
71654	Employee Professional Development	\$ -
71661	Institutional Assoc Fees and Dues	\$ -
71674	Refreshments-Other	\$ -
71691	Printing Services	\$ -
73011	TRVL USA Emp Miles Parking In-Town	\$ -
Total 824001		\$ 1,015,812.86

Fund 112001 SPC Operating
 Organization 824003 SPC Library Books and Materials
 Program 3010 Academic Support

Account	Title	Amount
71604	LIBR Cataloging Fees and Charges	\$ 3,195.00
71606	LIBR Direct Orders	\$ 57,795.00
71610	LIBR Periodicals	\$ 19,719.00
71616	LIBR Electronic Resources	\$ 77,513.00
74501	LIBR Continuations	\$ 2,040.00
Total 824003		\$ 160,262.00

The projected three year budget for the proposed BAT Cybersecurity program allocated \$16,615 annually to expand cybersecurity-focused holdings. We anticipate that the projected budget needs for this program will be approximately \$50,000 based on research needs and requests from the department. These combined funds will be used to subscribe to additional cybersecurity-related holdings, particularly journal access through Institute of Electrical and Electronics Engineers (IEEE) (see Table 11.1.3) and increase our physical and digital cybersecurity collections. On an annual basis, the faculty in the proposed BAT Cybersecurity program and the library liaison assigned to the program will review the existing holdings and will plan for future holdings and reassess budget needs. The planning is in alignment with the CLR’s collection development policy, and we will budget for the needs of students and faculty in the proposed BAT Cybersecurity program.

Library Staffing.

The SPC libraries, located at the SPC Martin Luther King campus and SPC Southwest Campus on Quintana Road, are staffed by 16 full time equivalent staff members (see Table 11.1.6).

SPC Library Roster				
	Title	Position Number		Notes
Full-time	Director of Library Services	P20271	Vacant	Replacement in hiring process (Ms. Gordano)
Full-time	Faculty Librarian	F20565	Anna Delgado	
Full-time	Faculty Librarian	F20557	Kelli Wilder	
Full-time	Staff Librarian	P20502	Susan McClellan	
Full-time	Staff Librarian	P20494	April Schramm	
Full-time	Staff Librarian	P20258	Vacant	Replacement in hiring process (Ms. Mejia)
Part-time	Staff Librarian	T20084	Ronnie Delgado	
Part-time	Staff Librarian	T20085	Charles Finger	
Part-time	Staff Librarian	T20361	Adrian Leal	
Part-time	Staff Librarian	T20086	Lillie Turner	
Part-time	Staff Librarian	T20360	D'Andrea Coulter	
Part-time	Staff Librarian	T20364	Jacob (Drew) Edwards	
Part-time	Staff Librarian	T20362	Yvonne Mulhern	
Part-time	Staff Librarian	T20365	Stephanie Ray	
Part-time	Staff Librarian	T20359	Vacant	Replacement in hiring process Danielle Cowles
Part-time	Staff Librarian	T20363	Vacant	Replacement in hiring process James Hunter
Full-time	Library Assistant III	C20784	Cassandra Rocha	
Full-time	Library Assistant III	C20783	Esther Conejo	
Full-time	Library Assistant III	C20785	Vanessa Meador	
Part-time	Library Assistant I	T20059	Esmeralda Staudt	
Part-time	Library Assistant I	T20368	AnnMarie Correa	
Part-time	Library Assistant I	T20191	Vacant	Replacement in hiring process (was Ms. Ray)
Part-time	Library Assistant I	T20367	Eric Carrillo	
Part-time	Library Assistant I	T20366	Sarah Valadez	
Part-time	Library Assistant I	T20374	Vacant	Replacement in hiring process (was Mr. Barcenous)

The CLR staff includes five full-time librarians, and ten part-time librarians, all of whom hold Master of Library Science degrees from graduate programs accredited by the American Library Association. Other CLR personnel consist of three full-time Library Assistants and five part-time Library Assistants. Staff are assigned across both campus libraries to adequately staff all services.

Collection Development.

Librarians follow Association of College and Research Libraries (ACRL) standards for collection development. There is a formal collection development policy that is posted on the CLR website ([Appendix 79](#)). The collection development policy is used for enhancing consistency among

those responsible for developing the collection. All purchases and weeding processes, including those used to determine resources for the BAT Cybersecurity program, are guided by the principles laid out in the collection development policy which is used in the selection, acquisition, evaluation, and maintenance of library materials.

The CLR utilizes multiple resources to ensure collections are adequate and appropriate for the courses and programs offered as well as for research and/or public service activities of the institution. Librarians consult with subject matter experts in their liaison areas. Librarians utilize the Global Online Bibliographic Information (GOBI) platform to find appropriate content level resources to support programs and research. Librarians utilize reviews by general and discipline specific sources including Booklist, Choice, Doody's Reviews, Kirkus Reviews, and Publisher's Weekly in order to verify the currency, applicability, and program relevancy when selecting materials for purchase.

The SPC CLR staff librarians determine the appropriateness and adequacy of its collections and resources through various methods. This includes guidance by the SPC Library Collection Development Policy, library liaisons who work directly with academic divisions to build access to appropriate collections/resources and instructional support (this includes faculty in all new programs), the representation of each academic division and student services areas through the Academic Support Advisory, through surveys, feedback directly to staff, suggestion boxes, resource usage data trends, and collection requests made directly to library staff (see [Appendix 80](#) for the Library Collection Development Policy). In regards to the BAT program, a dedicated librarian serves on the SPC Academic Standards and Curriculum Committee currently and will support our needs for the BAT. All librarians serve as liaisons to the departments within their assigned Academic Division and are aware of curricular changes and program updates.

In conclusion, St. Philip's College BAT Cybersecurity program students, faculty, and staff will have the appropriate Library resources, services and staff needed to adequately support the level change.

11.3 *The institution provides (a) student and faculty access and user privileges to its library services and (b) access to regular and timely instruction in the use of the library and other learning/information resources.*
(Library and learning/information access)

Narrative: St. Philip's College (SPC) complies with Section 11.3 in providing student and faculty access and user privileges to its library services. The Center for Learning Resources (CLR) provides access and services to all College constituents as well as regular and timely instruction in CLR resources in compliance with American Library Association (ALA) and Association of College and Research Libraries (ACRL) standards and Southern Association of Colleges and Schools: Commission on Colleges (SACSCOC) Standard 11.3. The SPC Libraries will extend this continued access and support for the proposed BAT Cybersecurity program.

Access to Resources and User Privileges.

The Center for Learning Resources (CLR) provides access and services to all College constituents as well as regular and timely instruction in CLR resources, via in person and virtual offering, as well as access to librarian created online learning resources and how to videos, in compliance with American Library Association (ALA) and Association of College and Research Libraries (ACRL) standards and Southern Association of Colleges and Schools: Commission on Colleges (SACSCOC) Standard 11.3, and will continue to do so in support of the students, faculty and staff of St. Philip's College (SPC). Students have access to resources and services

at both the Martin Luther King campus as well as the Southwest Campus.

All CLR electronic resources are accessible to current SPC students, including those at off-site facilities, faculty, staff, and administrators, via their Alamo Colleges Education System (ACES) log-ins, 24 hours a day, seven days a week through the CLR's webpage using the Discovery online catalog (program specific databases listed in Table 11.3.1).

DISCIPLINE-SPECIFIC RESOURCES & REFEREED JOURNALS

Academic Search Complete (Ebsco)	Academic One File (Gale)
Academic Video Online (ASAVON) (Alexander St)	Academic One File Select (Gale)
Advanced Technologies and Aerospace (Proquest)	AGRICOLA (EBSCO)
Astrophysics Data System (Harvard)	Business Abstracts with Full Text (H.W. Wilson)
Business Continuity and Disaster Recovery Center	Business Insights: Global
Business Source Complete (EBSCO)	Films on Demand (Infobase)
Computer Science (Gale Onefile)	Computer Source (EBSCO)
Directory of Open Access Journals (DOAJ)	Ebook Central (Proquest)
Ebooks (Gale)	EBSCO
EBSCOHost e-Book collection (EBSCO)	Military and Intelligence (Gale)
Military Database (Proquest)	News (Gale Onefile)
Newbank	Newspaper Source Plus (EBSCO)
Onefile: Business (Gale)	Opposing Viewpoints (Gale)
Technology Abstracts (EBSCO)	Technology Collection (Proquest)
Science and Technology Collection (EBSCO)	Science.gov
Criminal Justice (Gale)	SciTech Premium (Proquest)
Vocational and Career Collection (EBSCO)	Vocations and Careers (Gale)
War and Terrorism (Gale)	General Onefile (Gale)
Global Issues (Gale)	Issues and Controversies (Facts on File)
JSTOR (ITHAKA)	Masterfile Complete (EBSCO)
Regional Business News (EBSCO)	

Table 11.3.1 Databases

Physical resources (books, DVDs, periodicals, and equipment such as laptops, headphones, calculators, etc.) are available to all Alamo College students, faculty, staff, and administrators during the CLR's open hours using their student IDs and Banner ID numbers. Students also have access to librarian created online subject and course guides to assist them with their research through our library webpage.

The CLR's computer science-related holdings are extensive, including 6648 books, 567 journals, 7 newspapers, and 47 videos. There are 15 relevant databases. Searches for *cybersecurity* and *computer security* within the EBSCO database alone generate over 16,000 full-text articles in academic journals and eBooks.

Current students, faculty, staff, and administration at off-campus sites as well as community patrons can access both the physical collections and the electronic collections of the college onsite during normal CLR operating hours.

Library Hours of Operation.

The CLR at our Martin Luther King (MLK) campus location is open 68 hours a week during the Fall and Spring semesters, 45 hours a week during the Maymester, 48 hours a week during the

summer semester 4-day week schedule, and 45 hours a week during the summer 5-day work week schedule (see Table 11.3.2).

Table 11.3.2 Library Hours

Semester	Martin Luther King Campus	Southwest Campus
Fall/Spring	Monday-Thursday 7am-8pm Friday 7am-5pm Saturday 9am-3pm	Monday-Thursday 8am-7pm Friday 8am-5pm
Maymester	Monday-Friday 8am-5pm	Monday-Friday 8am-5pm
Summer 4-day Schedule	Monday-Thursday 7am-7pm	Monday-Thursday 8am-7pm
Summer 5-day Schedule	Monday-Friday 8am-5pm	Monday-Friday 8am-5pm

CLR Website Resources.

The CLR’s website, which is Quality Matters™ certified for ease of use, provides links to the CLR’s online catalog, online databases, online resource guides (LibGuides- see Figure 11.3.5), and other resources, all of which are accessible to current students, faculty, staff, and administrators while on and off campus. The CLR website is also directly linked to students’ ACES portal. Contact information for both of our campuses service desks is conveniently available in the lower left-hand corner of the CLR webpage.

The CLR website also features information and access to a large variety of services offered by the CLR including interlibrary loan services, resources for distance learners, individual research assistance appointments (IRAs), information literacy instruction. Our website and many of our LibGuides include videos on how to use the website, catalog, and online databases.

The SPC Library contact system, ‘Ask Us’, includes phone, email, texting, or online chat services, which provides general information and in-depth assistance as needed by the patron. The ‘Ask Us’ Chat feature is available live to all patrons during business hours and includes, zoom screensharing for in-person consultations. The email portion of ‘Ask Us’ is available 24 hours a day, 7 days a week for students to send in their questions. Emails are answered and returned during open hours. Students asking questions outside of open hour times receive return emails on the next business day. The ‘Ask Us’ Chat can be found on the front page of the website for easy access, and in all of the CLR LibGuides.

Support Services and Instruction.

Librarians are available for research and reference assistance on a walk-in basis at the Information Desk on the second floor of the CLR, by appointment through our Individual Research Assistance (IRA) program, or through our chat feature on our webpage or in our research guides. One-on-one research consultations (IRAs) are available, both in person or remotely, and are encouraged for questions and assignments that require in-depth research. Information for IRAs and a sign-up form are available online and, in all course specific research guides. A list and description of the services provided to both students and faculty are listed in Table 11.3.3.

Table 11.3.3 Library Services

Student Services	Description
Interlibrary Loan	Interlibrary Loan (ILL) is a library-to-library lending service that is used to obtain circulating materials and periodical articles not owned by the Alamo College libraries.
Individual Research Assistance	A 30-60 minute session one-on-one with a librarian to help with student's research questions
Distance Education Student Resources Libguide	Students one stop shop to get started with their research, includes helpful videos and tutorials and links to the catalog, databases and online guides.
TexShare Card Program	The Texshare Card Program allows registered users of participating Texshare libraries to use the card to borrow materials at other participating libraries.
Faculty Services	
Instruction Request Form	Online form for faculty to request Information Literacy Instruction for their classes
Library Classroom Request form	Online form used to request the usage of one of the CLR's three computer classrooms
Purchase request form	Online form can be used by faculty, staff or students to request materials they would like to see added to the collection
Faculty resources Guide	Handy guide for faculty that includes links to all the forms above, as well as the online form to place materials on course reserves for their classes.

Liaison librarians (see Table 11.3.4) are available to faculty and students in each academic department and work closely with these individuals within a subject area to develop relevant collections. Library liaisons work closely with faculty across the college disciplines to create course specific information literacy instruction, offered in person or online either synchronously or asynchronously, based on the instructor's research project and student needs.

Table 11.3.4 Library Liaisons

Institute	Creative & Communication Arts	Business & Entrepreneurship	Health & Biosciences	Advanced Manufacturing & Logistics	Public Service	Science & Technology
Institute Liaison	Kelli Wilder	Anna Delgado	Vacant	Anna Delgado	April Schramm	Kelli Wilder
Program Liaisons	Fine Art— April Schramm (includes Music, Art, Drama, Digital Arts & Media)	Culinary Arts—Anna Delgado	Biomedical Engineering Tech	Advanced Manufacturing Tech	Associate of Arts in Teaching – Kelli Wilder	Associate of Science
	History – Kelli Wilder or April Schramm	Baking & Pastry Arts— Anna Delgado	Diagnostic Medical Sonography	Air Conditioning & Heating	Early Childhood & Family Studies	Biology
	Philosophy – Kelli Wilder or April Schramm	Hospitality Management – Anna Delgado	Health Information Tech	Aircraft Technician	Criminal Justice —Kelli Wilder or April Schramm	Chemistry
	English – Kelli Wilder	Hotel Management—Anna Delgado	Histologic Tech	Automated Industrial Press	Government—Kelli Wilder or April Schramm	Mathematics
	Humanities – Kelli Wilder or April Schramm	Restaurant Management – Anna Delgado	Invasive Cardiovascular Tech	Automotive Tech	Sociology – Kelli Wilder or April Schramm	Computer Maintenance Tech
	Speech Communication – Kelli Wilder	Business Administration	Kinesiology	CNC Manufacturing Technician		Computer Maintenance Tech or CISCO Specialization
		Business Management & Technology	Occupational Therapy Assistant	Collision/ Refinishing Technician		Geology
		Bookkeeping Specialist	Phlebotomy	Commercial & Industrial Refrigeration Tech		Information Technology Cybersecurity Specialist BAT in Cybersecurity
		Office Systems Technology	Physical Therapy Assistant	Construction Business Management		Information Technology Network Administrator
		Economics	Radiography Technologist	Construction Tech		Mechanical Engineering
			Respiratory Care Tech	Diesel Tech		Physics
			Surgical Tech	Electrical Trades		Psychology – Kelli Wilder or April Schramm

Librarians also work with the faculty to develop course specific online resource guides (LibGuides- Figure 11.3.5) which are available 24 hours a day, 7 days a week on our website.

Librarians are available to answer research questions for students and faculty, and provide their expertise as needed.

Figure 11.3.5 Libguide Example

Cybersecurity Published

A guide to the Cybersecurity resources available at St. Philip's College.

Last Updated: Aug 10, 2023 12:45 PM | Type/Group: Subject Guide/None | URL: <https://spcguide.libguides.com/cybersecurity>

Subjects: [none] | Tags: [none]

PAGE URL: <https://spcguide.libguides.com/cybersecurity> | PAGE

Home
 Citing Sources
 Finding Articles (Library Databases)
 Finding Books (Library Catalog)
 Finding Journals (Academic/Scholarly and Trade)
 Get Help
 Selected Internet Resources
 +

Professor, Library

WE GOT THIS!

Kelli Wilder
 Email Me

Cybersecurity Home

Home | How to Use This Guide

What is Cybersecurity?

According to the National Institute of Standards and Technology, it is:
 "Prevention of damage to, protection of, and restoration of computers, electronic communications systems, electronic communications services, wire communication, and electronic communication, including information contained therein, to ensure its availability, integrity, authentication, confidentiality, and nonrepudiation."

Capt. Sarah Miller and Tech. Sgt. Carrol Brewster, discuss options in response to a staged cyber-attack during filming of a scene for an Air Force Reserve Command mission video at Joint Base San Antonio - Lackland, Texas, on June 1, 2019.

You will be prompted to login with your ACES Login, if you aren't already logged in to ACES

In conclusion, St. Philip's College BAT Cybersecurity program students, faculty, and staff have the appropriate Library resources, services and staff needed to adequately support the level change.

Appendix	Evidence
Appendix 79	Page 1253

- 12.1 ***The institution provides appropriate academic and student support programs, services, and activities consistent with its mission.***
(Student support services) [CR]
[The narrative should address the appropriateness of student support services available to students at the new degree level.]

Narrative: St. Philip’s College (SPC) complies with Section 12.1 by providing students with comprehensive academic and student support programs, services, and activities that provide vital roles for helping students complete their educational programs and prepare to enter the workforce successfully. The academic and student support programs align with the SPC mission “to empower our diverse student population through educational achievement and career readiness” and are appropriate to serve students at the baccalaureate level.

As a Historically Black College and Hispanic Serving Institution, SPC is a vital facet of the community, responding to the needs of a population rich in ethnic, cultural, and socio-economic diversity. The College creates an equitable and inclusive environment, fostering excellence in academic and technical achievement, while expanding its commitment to diversity, opportunity, and access. All students who attend SPC, regardless of location, learning modality, or level are provided with appropriate academic and student support programs, services, and activities to empower students to reach their goals. Figure 12.1.1 provides a quick overview of the SPC Advantage for students attending St. Philip’s College.

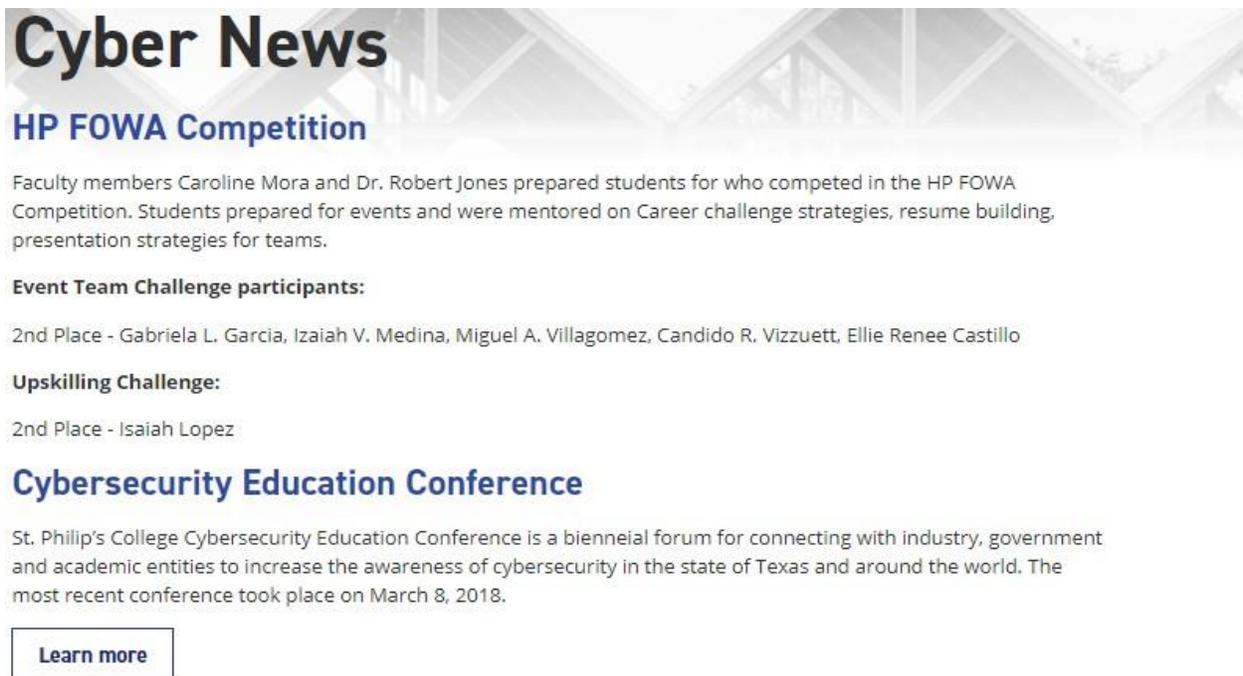
Figure 12.1.1: Screenshot of the SPC Tiger Advantage Webpage



Students in the proposed Bachelor of Applied Technology (BAT) Cybersecurity program will have access to all College academic and student support services and activities, which are comparable to those offered at other Level II institutions. However, the College recognizes that baccalaureate students will need additional levels of support, services, and activities. These include:

- **BAT Academic Advisor (under hire):** This academic advisor will help recruit graduates of the Alamo Colleges District colleges with Associate degrees into the BAT and ensure that students enrolled in the Associate cybersecurity programs can make a seamless transition to the BAT if they choose to pursue our baccalaureate degree. This dedicated advisor will help students complete the change of major and change of home college forms, submit official transcripts, and complete the FAFSA application. This academic advisor will also help students register for their classes a full academic year at a time.
- **Cybersecurity Academic Program Coordinator (to be hired)** for the proposed BAT will assist with accreditation compliance and facilitate connections with external entities to host job and career fairs, as well as assist students as a career coach with preparing for job interviews, support student club competitions, and student conferences.
- **Cybersecurity Lab personnel (two persons to be hired):** One lab technician will be hired in Year 1 of the proposed BAT Cybersecurity Program, with another hired in Year 2. These lab technicians maintain the cyber range as well as each of the computer classrooms, the program's intranet, maintain software updates, manage inventory processes, create scenarios students will work on, and reset equipment/technology as well as other technical duties.
- **Cyber News updates** for students in the proposed BAT in Cybersecurity program. Figure 12.1.2 offers a screenshot of the information presented to students in the Cybersecurity programs, such as competitions and conferences.

Figure 12.1.2: Cyber News Updates



- BAT students will have access to the College’s writing center, math tutoring lab, and the general tutoring center. Additionally, academic tutoring for the proposed BAT Cybersecurity program will be provided by General Education faculty teaching the BAT learning community cohorts. Tutoring for cybersecurity-related courses is provided by full-time faculty during their weekly 10-hours minimum of office hours. Adjunct faculty also provide office hours commensurate with their teaching load so students can access their technical expertise. Cybersecurity Student Laptop Loans: state-of-the-art laptops with hardware demanded by cybersecurity program are free for semester check-outs.
- Cyber Tigers: Student club that complements the study of networking, Microsoft applications, Linux, and security to form a unique student activity group that helps channel school work into real work scenarios and experiences. Figure 12.1.3 provides a quick look at the Cyber Tigers student club:

Figure 12.1.3: Cyber Tigers Student Club

Cyber Tigers Club

The Cyber Tigers of St. Philip's College are a group of students who are interested in all things technology. The Cyber Tigers complement their studies of networking, Microsoft applications, Linux, and security to form a unique club that helps channel school work into real work scenarios and experiences. The Cyber Tigers take part in IT conferences, and inter-collegiate competitions and help spread the word about the wonderful opportunities available in IT through STEM events.

Cyber Security Competitions

2022 Competition Details
COMING SOON!

What is Panoply?

Panoply, a Network Security Competition, is a network assessment and network defense competition combined into a single event. Teams of students compete for control of common resources and the critical services of those resources. Once a team takes possession of a resource, they must secure that resource against attacks from other teams and maintain the critical services running on the resource. Teams accumulate points for controlling and operating critical services such as SMTP, DNS, HTTP, HTTPS, SSH, and so on.

[Read more](#)

Students in the proposed BAT Cybersecurity program will also have access to all other student support services and activities. Below are services, supports, and activities of special note, particularly those that support special populations and those that will help students manage the stress of the challenge of baccalaureate-level coursework:

Student Support Functions.

- Certified Advisors: assists students with completing academic pathways for career mobility and or transfer to or from university. Figure 12.1.4 offers students directions on how to locate their certified advisors based on their Institute (academic pathway).

Figure 12.1.4: Directions for Finding Students' Certified Advisor from the SPC Academic Advising Webpage

FIND YOUR CERTIFIED ADVISOR

Students are assigned a Certified Advisor by the Census day of the currently registered semester. You can identify who your certified advisor is by logging into your ACES account and following these simple steps:

1. Log into ACES
2. Click on the My Page tab
3. Under Academic Profile (on the left) select the current term & press Go
4. Your advisor's name will appear under the "Advisors" title

New or returning students can seek assistance in person on campus or via email at spc-advising@alamo.edu. Per College policy, e-mails must be sent from your Student ACES email. Student Banner ID numbers are required in all communication.

MEET YOUR CERTIFIED ADVISOR

Creative & Communication Arts Institute	+
Business & Entrepreneurship Institute	+
Health & Biosciences Institute	+
Advanced Manufacturing & Logistics Institute (Automotive Technology Only)	+
Public Service Institute	+
Science & Technology Institute	+
Advanced Manufacturing & Logistics Institute - Southwest Campus	+
High School Programs	+
Veterans Affairs Office	+
Disability Services	+
Co-requisite Advisor	+

- **Admissions:** Our team of Certified Enrollment Coaches provide one-on-one onboarding assistance to any new student seeking to enroll at St. Philip's College. Services include assistance with; Apply Texas Application, FAFSA & TASFA completion, Bacterial Meningitis processing, the Texas Success Initiative (TSI) process, and ensuring New Student Orientation readiness. Figure 12.1.5 offers a quick overview of the SPC Admissions team services.

Figure 12.1.5: Admissions and Aid at SPC



- **Enrollment:** The Division of Student Success provides academic advising and course registration for all students, ensuring alignment to student Individual Success Plans (ISP). Year-round onsite completion and registration events are provided, as well as virtual 1-on-1 opportunities to ensure all students matriculate seamlessly.
- **Financial Aid Office:** Alamo Colleges District provides information and assistance to help pay for college and reach your educational goals.
- **Fulbright Scholars:** SPC students have the opportunity to engage with Fulbright Scholars who have come to the College in residency to discuss their work and research with the students.
- **Center for Distance Learning** assists students with the completion of the Orientation to Online Learning Courses (OLRN). Provides academic support with Canvas and Microsoft programs; for those students who enroll in online modality. Figure 12.1.6 provides a screenshot of the Center for Distance Learning webpage that explains services offered to SPC students:

Figure 12.1.6: Center for Distance Learning Webpage

ACADEMICS

- Find Your Program +
- Academic Calendar +
- Distance Learning** -
- NC-SARA
- Workforce Training Network
- Academic Resources +
- High School Programs +

Center for Distance Learning

Center for Distance Learning Statement of Commitment

The Center for Distance Learning provides support services for students and faculty engaged in a variety of distance learning formats, including online and hybrid courses, to ensure opportunities for student success.

Center for Distance Learning - Live "On Demand" ZOOM Support

Monday & Thursday
10:00 - 11:00 am & 3:00 - 4:00 pm
<https://alamo.zoom.us/j/96378513646>

Tuesday & Wednesday
11:00 am - 12:00 pm & 2:00 - 3:00 pm
<https://alamo.zoom.us/j/95349913687>

During our Professional Development training and events, hours may vary. If you join a meeting and we are not available, we will follow up by email.

Our goal is to help students succeed in their online courses. We provide assistance in the following areas:

- Assist students with completion of the "Orientation to Online Learning" (OLRN) Course
- Provide Academic Support with Canvas
- Assist with ACES Portal (registration, view grades, and email)
- Provide student assistance by e-mail, phone, walk-ins or Zoom Conferencing
- Assist with accessing MS Office 365 and OneDrive (ACES Portal)
- Provide basic assistance with accessing Word, Excel, and PowerPoint
- Troubleshoot issues with BioSig-ID Online ID Authentication
- **Link to Student Resources**

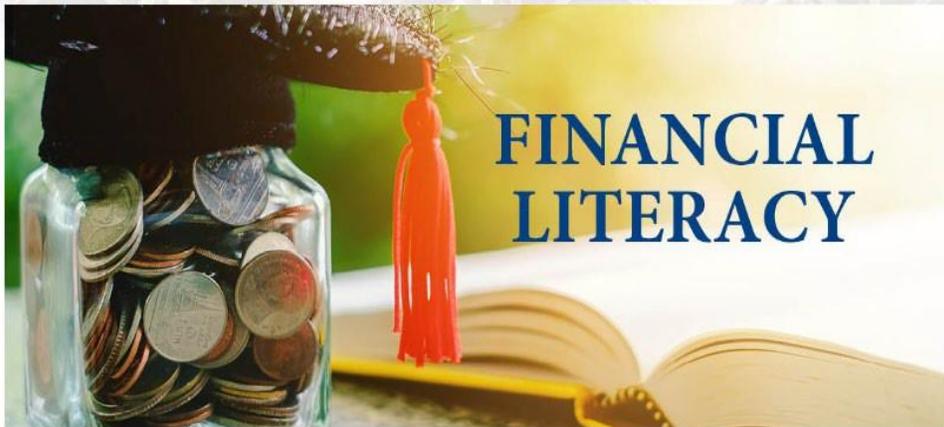
Student Services.

- **Counseling Services:** Licensed Professional Counselors (LPC) and Licensed Professional Counselor Supervisors (LPC-S) strictly adhere to state and national laws including HIPAA, FERPA, and the ADA. They provide free, short-term, confidential mental health services to students.
- **Financial Literacy:** Students receive free face-to-face and online financial guidance from a certified financial coach to navigate their finances and gain the skills necessary to make educated and effective decisions with their money. Figure 12.7 provides a screenshot from the SPC Financial Literacy webpage.

Figure 12.1.7: SPC Financial Literacy Webpage for Students

EXPERIENCE SPC / CURRENT STUDENTS / SAFE SPACE / FINANCIAL LITERACY

Financial Literacy



The Financial Literacy Department at St. Philip's College is incredibly passionate about enhancing our students' financial education through the understanding of economic concepts that allow our students to navigate their finances. Our goal is for our students to gain skills and knowledge to make educated and effective decisions with their money. The videos and links on this webpage can get you started on your journey to good financial health. We're in this together.

- **Student Emergency Grant Fund:** Short-term financial assistance may be provided to enrolled, eligible students to address emergency situations such as housing/rent, utilities, food, medical/dental, personal auto expenses, childcare, and other allowable crises not covered by scholarships or other financial aid.
- **Case Assistance Navigator:** The College provides a free service that helps students and their families enroll in public benefit and resource programs such as SNAP (formerly Food Stamps), Medicaid, WIC (Women Infants & Children), Healthy Texas Woman, CHIP (Children's Health Insurance Program), TANF (Temporary Assistance for Needy Families), and other programs that provide utility assistance, discount internet/Wi-Fi, free clothing, and access to local food distribution networks and food pantries.
- **Grab 'n' Go Snacks:** Students may receive up to one free Grab'n'Go meal per day, containing a protein, some fruit, a carbohydrate, a bottle of water, a napkin, and utensils.
- **Food Pantry:** The food pantry is stocked with canned & dry goods, condiments, personal & feminine hygiene products, diapers, and baby food. Students may visit the food pantry up to 2 times per month. On each visit, students may receive up to 2 grocery bags full of items of their choice.
- **Food Distribution Pop-ups:** Partnering with the San Antonio Food Bank (SAFB), up to 2 times per semester, the College offers drive-through, free food assistance to students, employees, and community members. Registrants receive a carload of a variety of fruits, vegetables, canned/dry goods, bread, dairy, and meats. This program typically serves 125–175 families at each event.
- **Phil's Den Clothing Closet:** Free clothing, shoes, outerwear, and accessories are available to all students, faculty, staff. The closet also provides some personal care items, home goods, and childcare items. The clothing selection consists of professional and casual wear and children's clothing.

- Student Care Advocate (SCA): As part of the Bexar County Fostering Educational Success Pilot program, the SCA offers free systems support to students who have aged out of, or have been adopted out of, the Texas Foster Care system.
- San Antonio Housing Authority (SAHA) Housing Voucher Program: In partnership with SAHA, the College provides an expedited pathway for eligible students to receive a housing voucher that may cover up to 100% of rent in approved apartment complexes. Students must maintain at least 6 credit hours per semester and meet all SAHA requirements for approval. This program reduces the wait time for a housing voucher from 2-5 years for the general public to 2-6 months for eligible students. Students may utilize the voucher so long as they are enrolled in 6 credit hours per semester and may continue to utilize it up to 6 months after graduating.
- Disability Services: The office provides a determination of reasonable accommodations to eligible students in compliance with the Americans with Disabilities Act (ADA).
- Career Services: Career Services provides students with career development and career planning guidance to help increase their employability and establish a professional network in the global economy through workshops, career fairs and employer panel events.
- Child Development Center: The center provides an early education environment for children 18 months-and-walking to 5 years old. A subsidy is available for qualified students.
- Title IX/AlamoCARES: The office provides prevention information, reporting forms, and support for gender-based crimes, including dating violence, domestic violence, sexual assault, and stalking.
- International Student Services: The office provides services for international students, ensuring compliance with the laws and regulations of the Department of Homeland Security while also promoting global study abroad opportunities and the internationalization of course curricula.
- Health Center: Staffed by a Registered Nurse, the center provides wellness services, emergency first aid, and treatment for minor illnesses and injuries. A lactation room is also available.
- Wellness 360 Health Clinic: Students have access to Wellness 360 Clinics located at 2 sister-colleges as well as telehealth visits with licensed medical professionals.
- Office of Veteran Affairs: The office helps with veterans and/or their dependents to ensure they receive the benefits they are entitled to under the G.I. Bill which include medical and disability services, college tuition payments or reimbursements and mortgage assistance. Figure 12.8 illustrates the Office of Veteran Affairs at SPC.

Figure 12.1.8 SPC Office of Veteran Affairs



ADMISSIONS & AID / SPECIFIC POPULATIONS / MILITARY-AFFILIATED STUDENTS / VETERAN AFFAIRS

Veteran Affairs

The mission of the Office of Veteran Affairs:

We are dedicated to providing the highest quality and comprehensive support to student veterans and their family members in an atmosphere that provides commitment, respect, and academic excellence.

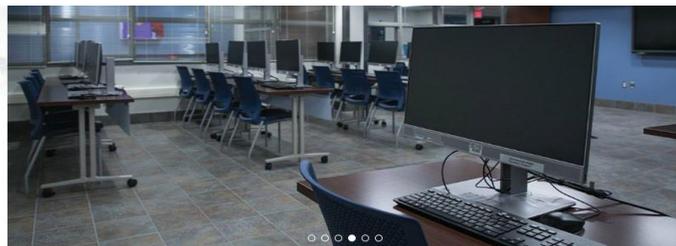
St. Philip's College is a signatory to the Presidential Executive Order – Establishing Principles of Excellence for Educational Institutions Serving Service Members, Veterans, Spouses, and Other Family Members; and the "B Keys to Veterans' Success" which are steps that postsecondary institutions can take to assist Veterans and Servicemembers in transitioning to higher education, completing their college programs, and obtaining career-ready skills.

The Office of Veteran Affairs offers assistance to students receiving educational assistance under one of the public laws for veterans and/or their dependents. Students utilizing Veteran Affairs benefits and/or the Hazelwood exemption should contact the Veteran Affairs Office to obtain information regarding enrollment and specific requirements.

New student veterans and/or dependents are required to declare a degree/certificate, and provide official transcripts from every institution attended, including appropriate military transcripts (Joint Services Transcripts/JST and JCAS for Air Force).

- Good Samaritan Veterans Outreach & Transition Center: The center provides services and referrals for all active duty, transitioning service members, veterans, National Guard, Reservists, and their family members. Figure 12.9 demonstrates the services Good Samaritan Veterans Outreach & Transition Center offers for SPC active duty and transitioning service members.

Figure 12.1.9: Good Samaritan Veterans Outreach & Transition Center at SPC



ABOUT SPC / COLLEGE OFFICES / G.S. VETERANS OUTREACH & TRANSITION CENTER

Good Samaritan Veterans Outreach & Transition Center

You Served Your Country, We are Honored to Serve You

Mission Statement

We provide NO-COST, personalized services and referrals to all active duty, transitioning service members, veterans, National Guard, Reservists, and their family members in the greater San Antonio area.

Vision Statement

To be recognized as the best Veterans Center in the United States.

Culture Statement

We want to provide the best service possible, to our Veterans and their Family Members, with respect, integrity, and care and we want to do everything we can to ensure their needs are met as we believe this is what they should expect and what they deserve for serving their Country.

CRISIS LINE
CALL 988
PRESS 1

Room Reservation

Would you like to utilize our facilities? Make a room reservation today to reserve your space.

Full Name:

- Feed the Tiger: This online portal provides students with the opportunity to share feedback with the College about their non-academic experiences.

Activities.

- E. L. Turbon Student Center: Student Life provides engaging activities that enhance the college experience. Some recreational activities include a bowling alley, table tennis, pool tables, video games, socializing areas, a bookstore, meeting spaces, and a café with prepackaged snacking options. Student Life offers intramural sports, student organizations, and community competitions.
- Honors Convocation: special recognition ceremony for students with grade point average (GPA) of 3.5 and above.
- Tiger Nation Family Day: All new students and their families are invited to the MLK College campus to build community and learn about the College's academic and student support resources. Figure 12.10 illustrates Tiger Nation Family Day, which is available for all new students and their families who attend SPC.

Figure 12.1.10: Tiger Nation Family Day at SPC



What is Tiger Nation Family Day?

Tiger Nation Family Day is designed to introduce students to college leadership, highlight college programs and services, inspire students, welcome families, and orient everyone to our beautiful campus.

- New Student Orientation: In order to reduce potential anxiety, every semester, representatives from across the college meet with students before classes begin to ensure students are informed of their rights and of their free access to all the services and resources available to them.
- Community Garden: The garden provides opportunities for students, staff, faculty, and community members to receive free fruits and vegetables, engage in moderate exercise while tending the plants, and build stronger relationships with each other and residents of the local community.

These selected lists of supports, services, and activities represent financial, physical, and human investments that clearly demonstrate the comprehensive, supportive environment that St. Philip's College offers to prospective students in the proposed BAT Cybersecurity degree program. This wrap-around level of care demonstrates the College's commitment to the requirements of Level II status.

- 12.4 *The institution (a) publishes appropriate and clear procedures for addressing written student complaints, (b) demonstrates that it follows the procedures when resolving them, and (c) maintains a record of student complaints that can be accessed upon request by SACSCOC.*
(Student complaints)

Narrative: St. Philip's College (SPC) has in place student grievance policies and procedures that are published, are reasonable, and fairly administered. Evidence is provided that the College follows these policies and procedures for resolving student complaints. The College maintains a record of student complaints that can be accessed upon request by SACSCOC.

SPC follows Board Policy F.4.6 Academic Grievances ([Appendix 80](#)) when addressing student academic grievances and Board Policy F.4.7 Non-Academic Grievances ([Appendix 81](#)) when addressing student non-academic grievances. The College also adheres to Board Policy H.1.2 - Civil Rights Discrimination, Harassment, and Retaliation ([Appendix 82](#)) for student complaints related to these situations. Alamo Colleges' policies and procedures apply to all students, regardless of their location or course modality. The College disseminates information regarding policies and procedures in multiple places on the College website, such as the AlamoCARES webpage ([Appendix 83](#)), the Student Handbook ([Appendix 84](#)), and Academic Catalog (e-catalog) ([Appendix 85](#)).

Academic Grievances.

When student academic complaints cannot be resolved through informal interaction with a faculty member or chair/coordinator, students are directed to use the Academic Grievance procedure by filing a Student Academic Grievance form, available from any division chair or the SPC website, Feed the Tiger (see Figure 12.4.1).

Figure 12.4.1: Feed the Tiger Website



Academic Grievances

Faculty is responsible for classroom management, teaching strategies, testing, and evaluation of student performance. At academic institutions, conflicts may develop within the educational process that requires academic intervention using the Academic Grievance process.

[Academic Grievances](#)

Non-Academic Grievances

St. Philip's College acknowledges the possibility that incidents may occur outside the academic setting that might result in a student feeling he/she is the object of unjust treatment by a college official.

[Non-Academic Grievances](#)

Incident Reporting Form

This form is to be used for NON-EMERGENCY reporting on the Student Code of Conduct and SOBI concerns. For emergencies--call 911.

[Incident Reporting Form](#)



Unresolved complaints continue moving from student to instructor, to Department Chair, to Academic Dean until consensus is reached or the appropriate dean makes a final decision affirming or denying the grievance. Students are encouraged to use the Academic Grievance process only when there is clear and convincing evidence that a faculty member has treated the

student unfairly or capriciously. Faculty may file academic grievances for academic dishonesty. Non-redacted student complaint logs and grievance files for academic grievances can be viewed in the Office of the Vice President for Academic Success. A redacted example of a resolved academic grievance is found in [Appendix 86](#). A redacted example of an academic integrity grievance is found in [Appendix 87](#).

Non-Academic Grievances.

The non-academic grievance process includes several steps: A Non-Academic Grievance Form (see [Appendix 88](#)) is completed when the grievance cannot be resolved informally with the employee or supervisor of the program. If the student believes the issue is still unresolved, he or she can file an appeal with the next-level supervisor and so on. The Vice President for Student Success is the highest administrator to address a non-academic grievance. The decision of the Vice President for Student Success is final and cannot be appealed.

From July 1, 2022 through June 30, 2023, five non-academic grievances were filed with the College using the Guardian Form. A redacted informal, resolved non-academic grievance document is provided to demonstrate the process. ([Appendix 89](#)).

Civil Rights Discrimination, Harassment, and Retaliation Complaints.

SPC adheres to Board Policy H.1.2 - Civil Rights Discrimination, Harassment, and Retaliation (attached in [Appendix 90](#)). The policy confirms that St. Philip's College will adhere to "all federal and state civil rights laws banning discrimination, harassment, and retaliation in public institutions of higher education and the workplace." Both students and employees must comply with this policy which addresses: discriminatory and bias-related harassment, sexual harassment, sexual misconduct, additional civil rights offenses, and retaliation. The policy creates a statement of complainant rights (for both student and employee). The policy also makes a statement of respondent rights.

The Board of Trustees also approved Board Procedure H.1.2.1 - Civil Rights Complaint and Resolution Procedure ([Appendix 91](#)) and H.1.2.1 Civil Rights Complaint Procedure Diagram ([Appendix 92](#)) in support of the policy. The complaint and resolution processes are designed to receive, investigate, evaluate, and resolve a complaint or report of civil rights discrimination, harassment, or retaliation within 60 days. The procedure notes that any individual receiving a notification, complaint, or report of alleged discrimination, harassment, retaliation, or sexual violence shall notify the Title IX/VII/ADA 504 Coordinator within 24 hours.

The steps include an investigation of the charges, a report of findings, and results for recommended actions that must, if possible, be completed within 60 days. The procedure notes that any individual receiving a notification, complaint, or report of alleged discrimination, harassment, retaliation, or sexual violence shall notify the Title IX/VII/ADA/504 Coordinator within 24 hours. Two examples of a resolved Title IX complaint ([Appendix 93](#) and [Appendix 94](#)) outline the process.

The Board Procedure H 1.2.2-Civil Rights Complaint Appeal Procedure ([Appendix 95](#)), and the H.1.2.2 Civil Rights Appeal Diagram ([Appendix 96](#)) outline the process to follow if a

complainant or respondent/accused wishes to appeal the Notice of Resolution (decision) from the Complaint. The above procedures were both adopted in October 2014.

The Director of Student Conduct/Title IX Programs ensures all student complaints are entered into the Guardian system, coordinates with operational units to ensure the record is updated as required, and then writes an annual Strategies of Behavioral Intervention (SOBI) Report (Appendix 97) each year to summarize all complaints, identify trends, and help manage the resolution of trends as appropriate. The SOBI Report is generated and distributed to the President and other College leaders. The report includes information about written student complaints, related trend information, and actions taken to resolve them. Each operational unit maintains a record of the student complaint in the office of final resolution for their records as well. Figure 12.4.2 provides a screenshot of where SPC students can file a SOBI report on the Feed the Tiger website.

Figure 12.4.2: Strategies of Behavioral Intervention (SOBI) Reporting Area



Strategies of Behavioral Intervention (SOBI)

The Strategies of Behavioral Intervention (SOBI) policy at the Alamo Colleges was created to guide our College community to recognize, prevent and respond to incidents that are disruptive, threatening or violent.

SOBI

St. Philip's College utilizes the Guardian software program to manage and track written student complaint records to ensure all written student complaints are addressed appropriately and timely. Guardian's Complaint and Conduct Manager allows St. Philip's College to keep a record of academic grievance, non-academic grievance, Civil Rights Discrimination, Harassment, and Retaliation complaints.

The Vice President for Student Success (VPSS) is responsible for maintaining the official tracking log of all student complaints that occur throughout the year. The tracking log contains the following information about each complaint: *name of person who submitted the complaint, type of complaint, date submitted, date resolved, name of person who resolved the complaint, and actions taken to resolve the complaint.*

The Dean for Student Success (Educational Support Services) serves as the VPSS designee to assist with student complaint records and tracking log management, acquiring final complaint documents from the operational units, and supervising any other support activities related to the complaint situation. Non-redacted logs and any complaints and grievance files, in their entirety, can be viewed in the Office of the Vice President for Student Success for non-academic complaints.

Appendix	Evidence
Appendix 80	Page 1263
Appendix 81	Page 1264
Appendix 82	Page 1265
Appendix 83	Page 1284
Appendix 84	Page 1289
Appendix 85	Page 1354
Appendix 86	Page 1356
Appendix 87	Page 1360
Appendix 88	Page 1362
Appendix 89	Page 1364
Appendix 90	Page 1265
Appendix 91	Page 1366
Appendix 92	Page 1413
Appendix 93	Page 1415
Appendix 94	Page 1416
Appendix 95	Page 1417
Appendix 96	Page 1424
Appendix 97	Page 1426

13.7 *The institution ensures adequate physical facilities and resources, both on and off campus, that appropriately serve the needs of the institution’s educational programs, support services, and other mission-related activities.*

(Physical resources)

[The narrative should emphasize facilities relevant to the new program(s).]

Narrative: St. Philip’s College (SPC) ensures that the College has adequate physical facilities and resources, both on and off campus, to appropriately serve the needs of the College’s educational programs, support services, and other mission-related activities. The adequacy of these physical facilities and resources is inclusive of the proposed Bachelor of Applied Technology (BAT) in Cybersecurity program. Once approved, the Cybersecurity BAT program will be housed in the St. Artemisia Bowden Center of Excellence building. The complex opened in 2022 and has sufficient physical facilities and resources to appropriately serve the needs of the BAT in Cybersecurity program. Additionally, there are adequate physical facilities to meet the support services required for BAT students and the BAT program.

St. Philip's College (SPC) enrolls over 13,000 students a year and has two locations in San Antonio, Texas: the 52.32-acre main campus on Martin Luther King Jr. Drive (MLK), which has 11 academic buildings, and the 50.16-acre Southwest Campus (SWC), which has six academic buildings. Both campuses offer day, evening, and weekend classes.

In assessing the adequacy and appropriateness of the physical facilities and resources at both sites, students identified several strengths, including the adequacy of computer labs, sufficient study areas, and well-maintained campus environments, including 175 classrooms in the 2020 Noel-Levitz Student Satisfaction Survey ([Appendix 98](#)). While both comprehensive campuses have renovated modern service areas and classrooms, the MLK campus includes a vibrant mix of historic buildings that have been transformed into alternative learning environments and newly constructed facilities with innovative technology that are available to all students. This

includes facilities and high-tech equipment/software that are specifically designed to support the institution's mission and students in the proposed Bachelor Applied Technology (BAT) Cybersecurity program that will be housed in the 2022 newly constructed Saint Artemisia Bowden Center of Excellence building on the main (MLK) campus.

This state-of-the-art facility represents the College's \$22.6M investment in the highest quality of facilities for its cybersecurity programs, which include 8 classrooms designed to simultaneously serve on-campus and remote/online students and emulates real-world scenarios and working environments. The interactive whiteboards in the classrooms provide students the opportunity to use and apply active digital learning techniques, and realistic workstation pods to collaborate in teams to troubleshoot and understand the cyber-related scenarios that can occur in a workplace (see Figure 13.7.1). In addition to multiple workstations, student lounges and study areas throughout the facility, the building's technology infrastructure affords students, staff, and faculty with reliable, efficient, and high-speed network connectivity throughout the facility, which is independent of the College's network.



Figure 13.7.1: Classroom with Servers in SAB Center of Excellence (Left); SAB 206 Security Operating Center (Right)

The overall technological support infrastructure at the College consists of a more extensive enterprise system, which is an extension of the Alamo Community Colleges District infrastructure network. The vast span of network hardware and bandwidth capacities align with the current and future needs of the proposed BAT Cybersecurity program and support the demands of St. Philip's for student computer access, business needs, online curriculum, distance learning, and video conferencing systems.

The College network has a dedicated 10GB bandwidth capacity with an additional 600Mb backup circuit that operates data flow. Additionally, burstable bandwidth is available, as needed, when demanding peak times increase the bandwidth required. The Alamo Community Colleges District network infrastructure consists of a vast array of equipment, including enterprise servers, storage area networks, cabling systems, network switches, and routers. Externally, the Alamo Community College network supports employee and student portals which provide access to essential resources pertinent to doing business within the College. The Network's capacity and availability is monitored via the Solarwinds Orion System which provides system alerts and a holistic college network environment dashboard.

In alignment with the MLK and SWC 2021 ([Appendix 99](#)) facility plans developed to build capacity and advance its mission and vision to be the best in the nation in Student Success, SPC continues to expand its network and technology infrastructure and renovate facilities conducive to the new delivery of student services, teaching, and learning. The MLK and SWC

facility plans currently in place provide proper space usage for both present and planned expansion, which includes building new facilities projects, adhering to ADA regulations, making substantial renovations, and site acquisition. Both plans will be revised and physically updated to reflect minor alterations and additions made during the COVID-19 pandemic to mitigate and prevent threats to the public's health. The plans will continue to cover critical facility needs in campus safety, student support, academics, and multifunctional usage.

The proposed BAT Cybersecurity program staff will have offices and conference rooms in recently remodeled/renovated buildings, such as the Campus Center (20,064 sq. ft.), which was built in 1953. There will also be four classrooms (two of which have a partition wall that can be expanded for conference centers for cybersecurity events and competitions). All SPC students will have access to the Campus Center building, which will have its own built-in Data Center, as illustrated in Figure 13.7.2.

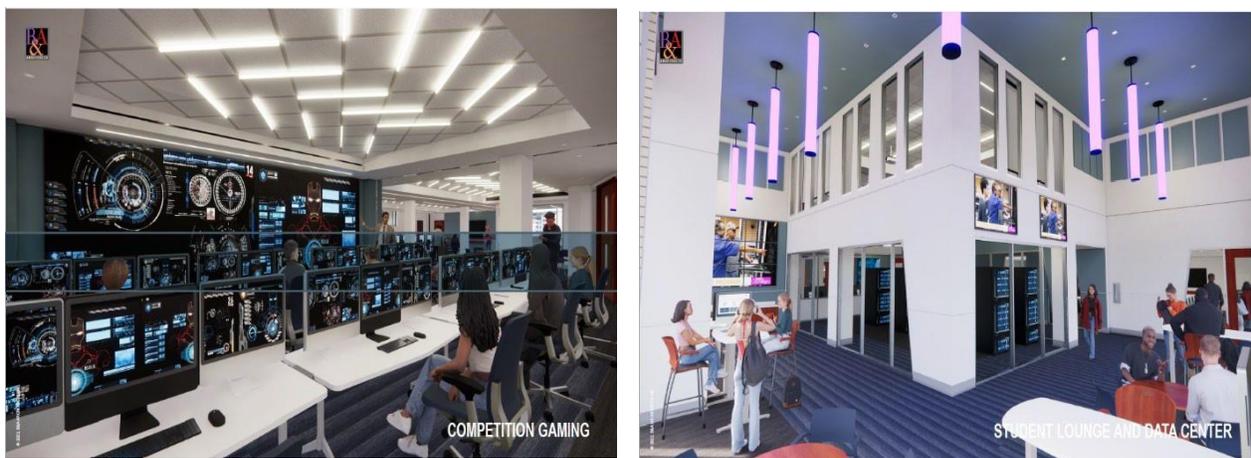


Figure 13.7.2: Competition Gaming Room in Conference Center and Student Lounge and Data Center

With numerous renovation and new construction projects completed over the past 10 years, including the Campus Center and Saint Artemisia Bowden Center of Excellence, SPC has demonstrated its commitment to providing programs and services with facilities that are adequate in terms of quality, scope, and condition.

During the analysis, SPC discovered that the most critical need was to build capacity and redesign its student service models, as well as develop interactive activities to better serve current, first-year, and future students holistically, including addressing adversities outside of the classroom that could disrupt their academic progress.

To mitigate these effects, the MLK and SWC Student Advocacy Centers at the College offer remote and in-person services to support basic needs, emergency assistance, online counseling, case management, community resources, career/job placement, veterans support, disability services, and additional wraparound support services.

All students, including those in the proposed BAT Cybersecurity program, have access to check out laptops for remote learning, and academic resources, such as one-on-one and group tutoring, and study rooms in the library's Center for Learning Resources (Sections 11.1). Peer mentoring, financial literacy instruction, online and in-person tutoring in developmental courses, and STEM (science, technology, engineering, and mathematics) and non-STEM programs are all offered through the two Centers of Excellence—Science and Math, Rose R. Thomas Writing Center, Tutoring and Technology (TNT) Center; Integrated Reading and Writing Lab Center, the Byrd Sanctuary, Math Emporium, and Math-World tutoring labs, which also have 3-D printing

hardware and software.

While there are no major concerns of physical resources that will impact adequacy, the College is currently developing a contingency and budget plan to support key personnel and the ongoing maintenance of BAT Cybersecurity program equipment.

A three-year budget was established for the proposed BAT Cybersecurity program that includes \$808,600 for equipment upgrades and software upgrades in Year 3. These budget items ensure that the proposed BAT Cybersecurity program will have the latest, most relevant industry- standard physical resources to learn in and with. These costs are offset by tuition, fees, and reimbursement from the Texas Higher Education Coordinating Board (THECB). Table 13.1 provides the first three years' budget.

Table 13.1: SPC BAT in Cybersecurity Budget (3-year costs)

St. Philip's College					
New Program Budget Form:		BAT - Cyber Security			
ESTIMATED COSTS BY YEAR	Start Up Costs 2022-2023	Recurring Costs 2023-2024	Second Year 2024-2025	Third Year 2025-2026	Total for Three Year Period
CATEGORY					
Program Administration	-	60,000.00	60,000.00	60,000.00	180,000.00
Faculty Salaries--full time	-	-	60,000.00	60,000.00	120,000.00
Faculty Salaries--part time	-	-	22,198.00	17,902.00	40,100.00
Clerical/Support Personnel	-	96,325.00	96,325.00	96,325.00	288,975.00
Lab Assistant	-	78,915.00	78,915.00	78,915.00	236,745.00
Benefits for FT Employees	-	74,665.00	93,709.00	93,709.00	262,083.00
Faculty Stipends	-	70,000.00	70,000.00	70,000.00	210,000.00
Travel/Professional Development	-	15,000.00	15,000.00	15,000.00	45,000.00
Professional Services	-	-	-	-	-
Administrative Supplies and Materials	-	500.00	500.00	500.00	1,500.00
Instructional Supplies and Materials	-	1,500.00	1,500.00	1,500.00	4,500.00
Library Resources	-	16,615.00	16,615.00	16,615.00	49,845.00
Furniture, Fixtures, & Equipment	4,043,000.00	-	-	808,600.00	4,851,600.00
Institutional Assoc Fees and Dues	-	1,100.00	17,000.00	1,550.00	19,650.00
Marketing Costs	-	10,000.00	5,000.00	5,000.00	20,000.00
Other (Software)	2,000.00	-	-	-	2,000.00
Facilities - Construction/Renovations	18,600,000.00	-	-	-	18,600,000.00
YEARLY TOTAL	22,645,000.00	424,620.00	536,762.00	1,325,616.00	6,331,998.00

Using resources of THECB, and viable stakeholders, SPC regularly follows procedures ([Appendix 100](#)) to ensure complete control over its physical resources. Each fiscal year, a physical inventory is conducted to determine all tangible property assets are accounted for. The inventory control process ensures equipment and other assets are not identified as missing, excess, defective, or obsolete. SPC uses the controlled/fixed asset reporting software, Wisetrack, and the administrative software, Banner, to help financial managers fulfill the financial accountability of administering, accounting for, and preserving the institution's property investment, plant, and equipment. Annually, the Inventory Control Team schedules inventory visits at all locations that have inventoried assets, including all offsite locations.

A Signed Certification of Physical Inventory ([Appendix 101](#)) completes the process of asset accountability. Departments with missing inventory assets must submit process improvement plans to close tracking gaps and strengthen inventory processes. Annual pre-inventory checks occur the following year for departments not achieving a 100% inventory rating. The disposal of the asset is tracked and released from the inventory system via the disposal property process that includes a certified technology surplus vendor partnership. SPC collaborates with faculty,

staff, and the Alamo College District (ACD) to evaluate the need for preventive maintenance and deferred maintenance contingencies.

Items not addressed under preventive maintenance policies and procedures ([Appendix 102](#)) are characterized as deferred maintenance and are addressed under a distinct plan ([Appendix 103](#)) Alamo Colleges District 2023-2025 Preventive Maintenance Plan) and set of guidelines ([Appendix 104](#)) developed by the Alamo College District. The Alamo Colleges has identified the benefit of a comprehensive facility conditions assessment performed by a team of qualified facility professionals on roughly five-to-seven-year intervals. This helps the college to maintain an accurate deferred maintenance backlog, develop a clear plan of action to maintain and improve facilities over manageable time periods, and ensure facilities are regularly evaluated for compliance with current codes, standards, and guidelines.

The College continues to maintain, construct, and renovate facilities to meet the needs of the College community. To fully support the academic programs, support services, and all mission-related activities, the college is working to improve campus buildings so they operate seamlessly within their environment.

Though SPC has stewardship over its facilities and maintenance, Deferred Maintenance/Risk Management is controlled by the Alamo Community College District Facilities Operations & Construction Management office to oversee all aspects of the College's physical asset locations. Insurance is one aspect of the risk management process and the Enterprise Risk Management Department is responsible for managing the Alamo Colleges, including SPC's risks. All insurance inquiries and/or documentation are required and must be submitted by stakeholders to the Enterprise Risk Management Department of the Alamo Colleges District for review and approval. Legal Counsel is also included in the review process to ensure proper coverage and eliminate potential losses.

The construction, renovation, maintenance, and security of this SPC's physical resources are entrusted to personnel employed by the College. As a result of these efforts, no findings were identified in the 2022-2023 Auditor's Report ([Appendix 105](#)) on Internal Controls that were related to St. Philip's fixed assets.

The data presented reveals that SPC has appropriate control over its physical resources and internal procedures, and it has suitable technology infrastructure in place to sustain operating services while allowing for future expansion. The College has assured that it has adequate physical resources to meet the needs of the proposed BAT Cybersecurity program.

Appendix	Evidence
Appendix 98	Page 1429
Appendix 99	Page 1443
Appendix 100	Page 1501
Appendix 101	Page 1517
Appendix 102	Page 1518
Appendix 103	Page 1532
Appendix 104	Page 1562
Appendix 105	Page 1575