SACSCOC™
SOUTHERN ASSOCIATION OF COLLEGES AND SCHOOLS
COMMISSION ON COLLEGES

DOCUMENTATION FOR THE SUBSTANTIVE CHANGE COMMITTEE

Initiating Degrees at a More Advanced Degree Level

This document (with appropriate supporting evidence) should be completed by the institution hosting an authorized Substantive Change Committee for initiating new program(s) at a more advanced degree level

Statement Regarding All Substantive Change Documentation Forms

Please note that this and all the SACSCOC Substantive Change Documentation forms contain the standards typically provided to a visiting committee. Additional standards may be added by SACSCOC staff as needed to provide the visiting team with relevant information necessary to making an informed determination regarding the change.

Name of the Institution: St. Philip's College

Full Name of New Degree(s): Bachelor of Applied Technology in Cybersecurity

Dates of Visit: October 14 – October 16, 2024

By signing below, we attest to the following:

That St. Philip's College has attached a complete and accurate overview of the Substantive Change.

That St. Philip's College has provided complete and accurate disclosure of timely information regarding compliance with the selected sections of the *Principles of Accreditation* affected by this Substantive Change.

Name and signature of the President:

Dr. Adena Williams Loston *Adena Williams Loston*

Name and signature of the Accreditation Liaison:

Dr. Liliana Gutierrez *Liliana Gutierrez*

SACSCOC Staff Member assigned to the Institution:

Dr. J. Matthew Melton

Part I. Overview and Introduction to the Institution

Describe the initial implementation of the level change. Include the location, initial date of implementation, current and projected number of students, primary target audience, projected life of the program (single cohort or ongoing), and instructional delivery methods. Provide specific outcomes and learning objectives for each new program, a schedule of course offerings for the first year, and copies of syllabi for new courses.

Discuss the rationale for the change, including assessment of need. List currently offered certificate and/or degree programs at other degree levels that are related to the level change. Provide evidence of the legal authority for the change. List institutional strengths that facilitate implementing the change. Include a completed **"Institutional Summary Form Prepared for Commission Reviews."**

Implementation of the Level Change

The Bachelor of Applied Technology (BAT) in Cybersecurity at St. Philip's College will be available exclusively at the Martin Luther King Drive campus, located at 1801 Martin Luther King Drive, San Antonio, Texas (MLK Campus). This program is set to commence on August 26, 2024, and will be an ongoing initiative aimed at meeting the increasing demand for skilled professionals in the San Antonio area. Instructional delivery will be offered through face-to-face, fully online, and hybrid modalities.

Prospective students looking to enter the BAT in Cybersecurity program must possess an associate of applied science degree in information technology cybersecurity or a related field from an educational institution accredited by an institutional accrediting authority. Our recruitment efforts will primarily target SPC alumni who have completed the Information Technology Specialist in Cybersecurity Associate of Applied Science degree. Additionally, individuals who have graduated from similar information technology AAS programs at our partner colleges are being actively recruited. Those with non-cyber degrees will also receive guidance on the prerequisite courses necessary for enrollment in upper-level classes.

First-year students seeking the Bachelor of Applied Technology (BAT) in Cybersecurity are monitored by the Cybersecurity and Information Technology (CSIT) department academic advisor. A degree plan will be developed coinciding with the student's enrollment pattern (attending full- or part-time). Additionally, students will also be provided with departmental promotional materials and provided with notice for required participation in academic yearly briefings to keep them up to date on their progress within the AAS program and to begin internship preparations. These steps are designed to ensure a smooth transition into the upper-level BAT courses.

Table 1 provides the projected enrollment and expected completers for the first five years of the program. The initial estimate was for 75 students per semester in the first year, and as of August 2024, 56 students have registered for the fall 2024 term.

Table 1. Graduation projections based on full-time students

Timeline	Projected Enrollment	Projected Annual Completers
Year 1	150	--
Year 2	200	25
Year 3	200	60
Year 4	250	88
Year 5	250	120

The BAT in Cybersecurity program aims to equip students with the skills to design, implement, and secure computer networks. Participants will learn to install security software, monitor networks for security breaches, respond to cyberattacks, gather data and evidence for prosecuting cybercrimes, and defend the national infrastructure against cyber threats. Upon completion of the program, students will be prepared for industry certifications such as CompTIA Security+, Certified Security Professional (CSP), and Certified Ethical Hacker (CEH).

Additionally, there are three specific Program Student Learning Outcomes:

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

The compliance narrative in Section 8.2 outlines how the program student learning outcomes will be assessed and used for program improvement.

The Bachelor of Applied Technology (BAT) in Cybersecurity program adopts a hybrid learning model that blends traditional in-person instruction with online flexibility, adhering to the standards of the Texas Higher Education Coordinating Board (THECB). The hybrid learning model ensures that, despite the mode of delivery, all courses meet the same student learning outcomes. The program includes both evening and day classes, with the evening hybrid course structured for 2-hours, compared to the 4-hour duration of the day class.

Online learning activities augment the reduction of classroom time from the standard number of meeting hours for evening hybrid courses. The Cybersecurity and Information Technology (CSIT)

department ensures that all modalities, whether in-person or online, are assessed using the St. Philip's College Strategic Planning Online (SPOL) software to monitor success rates and alignment with learning outcomes. While in-person sessions may integrate blended teaching elements, hybrid courses require students to participate in both face-to-face and online components. Our classrooms are equipped with technology that supports seamless access for students participating from both on-campus and remote locations. The tables below provide the course schedule for the year, and course syllabi can be found in (Appendix 1).

Table 2: 2024-2025 Course Offerings and Modalities

FALL 2024 SCHEDULE

DAY(S)	Start Time	End Time	Meeting Type	Course	Section	CRN	Modality	Instructional Method	Session	Part of Term	NOTES
Mon	9:00	10:40	Class	CYBR 3359 - Mobile Technologies	002	56131	F2F	(1) Face to Face	Day	1 - 16 Weeks	Lecture: 2.0, Lab: 3.0, Contact Hours: 5.0
	10:41	13:11	Lab								
Tues	9:00	10:40	Class	CYBR 3310 - Introduction To Cryptography	002	56139	F2F	(1) Face to Face	Day	1 - 16 Weeks	Lecture: 2.0, Lab: 3.0, Contact Hours: 5.0
	10:41	13:11	Lab								
Wed	9:00	10:40	Class	CYBR 3340 - Cyber Crime	002	56140	F2F	(1) Face to Face	Day	1 - 16 Weeks	Lecture: 2.0, Lab: 3.0, Contact Hours: 5.0
	10:41	13:11	Lab								
Thurs	9:00	10:40	Class	ITCS 3320 - Security of Data & Applications	002	56141	F2F	(1) Face to Face	Day	1 - 16 Weeks	Lecture: 2.0, Lab: 3.0, Contact Hours: 5.0
	10:41	13:11	Lab								
Mon	17:30	19:10	Class	CYBR 3359 - Mobile Technologies	003	56133	Hybrid	2 Hours Lecture	Blended/Hybrid	1 - 16 Weeks	Lecture: 2.0, Lab: 3.0, Contact Hours: 5.0
	N/A	N/A	INT					3 Hours on Internet/Lab			
Tues	17:30	19:10	Class	CYBR 3310 - Introduction To Cryptography	003	56142	Hybrid	2 Hours Lecture	Blended/Hybrid	1 - 16 Weeks	Lecture: 2.0, Lab: 3.0, Contact Hours: 5.0
	N/A	N/A	INT					3 Hours on Internet/Lab			
Wed	17:30	19:10	Class	CYBR 3340 - Cyber Crime	003	56143	Hybrid	2 Hours Lecture	Blended/Hybrid	1 - 16 Weeks	Lecture: 2.0, Lab: 3.0, Contact Hours: 5.0
	N/A	N/A	INT					3 Hours on Internet/Lab			
Thurs	17:30	19:10	Class	ITCS 3320 - Security of Data & Applications	003	56144	Hybrid	2 Hours Lecture	Blended/Hybrid	1 - 16 Weeks	Lecture: 2.0, Lab: 3.0, Contact Hours: 5.0
	N/A	N/A	INT					3 Hours on Internet/Lab			
N/A	N/A	N/A	INT/LAB	CYBR 3359 - Mobile Technologies	001	56113	Online	(2) Fully Distance Educ Course	Online	1 - 16 Weeks	Internet: 2.0, Lab: 3.0, Contact Hours: 5.0
N/A	N/A	N/A	INT/LAB	CYBR 3310 - Introduction To Cryptography	001	56114	Online	(2) Fully Distance Educ Course	Online	1 - 16 Weeks	Internet: 2.0, Lab: 3.0, Contact Hours: 5.0
N/A	N/A	N/A	INT/LAB	CYBR 3340 - Cyber Crime	001	56115	Online	(2) Fully Distance Educ Course	Online	1 - 16 Weeks	Internet: 2.0, Lab: 3.0, Contact Hours: 5.0
N/A	N/A	N/A	INT/LAB	ITCS 3320 - Security of Data & Applications	001	56136	Online	(2) Fully Distance Educ Course	Online	1 - 16 Weeks	Internet: 2.0, Lab: 3.0, Contact Hours: 5.0

SPRING 2025 SCHEDULE

DAY(S)	Start Time	End Time	Meeting Type	Course	Section	CRN	Modality	Instructional Method	Session	Part of Term	NOTES
Tues	9:00	10:40	Class	CYBR 3359 - Mobile Technologies	002	49166	F2F	(1) Face to Face	Day	1 - 16 Weeks	Lecture: 2.0, Lab: 3.0, Contact Hours: 5.0
	10:41	13:11	Lab								
Wed	9:00	10:40	Class	CYBR 3310 - Introduction To Cryptography	002	49169	F2F	(1) Face to Face	Day	1 - 16 Weeks	Lecture: 2.0, Lab: 3.0, Contact Hours: 5.0
	10:41	13:11	Lab								
Thurs	9:00	10:40	Class	CYBR 3340 - Cyber Crime	002	49170	F2F	(1) Face to Face	Day	1 - 16 Weeks	Lecture: 2.0, Lab: 3.0, Contact Hours: 5.0
	10:41	13:11	Lab								
Mon	9:00	10:40	Class	ITCS 3320 - Security of Data & Applications	002	49171	F2F	(1) Face to Face	Day	1 - 16 Weeks	Lecture: 2.0, Lab: 3.0, Contact Hours: 5.0
	10:41	13:11	Lab								
Tues	17:30	19:10	Class	CYBR 3359 - Mobile Technologies	003	49172	Hybrid	2 Hours Lecture	Blended/Hybrid	1 - 16 Weeks	Lecture: 2.0, Lab: 3.0, Contact Hours: 5.0
	N/A	N/A	INT					3 Hours on Internet/Lab			
Wed	17:30	19:10	Class	CYBR 3310 - Introduction To Cryptography	003	49173	Hybrid	2 Hours Lecture	Blended/Hybrid	1 - 16 Weeks	Lecture: 2.0, Lab: 3.0, Contact Hours: 5.0
	N/A	N/A	INT					3 Hours on Internet/Lab			
Thurs	17:30	19:10	Class	CYBR 3340 - Cyber Crime	003	49176	Hybrid	2 Hours Lecture	Blended/Hybrid	1 - 16 Weeks	Lecture: 2.0, Lab: 3.0, Contact Hours: 5.0
	N/A	N/A	INT					3 Hours on Internet/Lab			
Mon	17:30	19:10	Class	ITCS 3320 - Security of Data & Applications	003	49177	Hybrid	2 Hours Lecture	Blended/Hybrid	1 - 16 Weeks	Lecture: 2.0, Lab: 3.0, Contact Hours: 5.0
	N/A	N/A	INT					3 Hours on Internet/Lab			
N/A	N/A	N/A	INT/LAB	CYBR 3359 - Mobile Technologies	001	49162	Online	(2) Fully Distance Educ Course	Online	1 - 16 Weeks	Internet: 2.0, Lab: 3.0, Contact Hours: 5.0
N/A	N/A	N/A	INT/LAB	CYBR 3310 - Introduction To Cryptography	001	49163	Online	(2) Fully Distance Educ Course	Online	1 - 16 Weeks	Internet: 2.0, Lab: 3.0, Contact Hours: 5.0
N/A	N/A	N/A	INT/LAB	CYBR 3340 - Cyber Crime	001	49164	Online	(2) Fully Distance Educ Course	Online	1 - 16 Weeks	Internet: 2.0, Lab: 3.0, Contact Hours: 5.0
N/A	N/A	N/A	INT/LAB	ITCS 3320 - Security of Data & Applications	001	49165	Online	(2) Fully Distance Educ Course	Online	1 - 16 Weeks	Internet: 2.0, Lab: 3.0, Contact Hours: 5.0
Mon	9:00	10:40	Class	CYBR 4310 - Penetration Testing	002	49182	F2F	(1) Face to Face	Day	1 - 16 Weeks	Lecture: 2.0, Lab: 3.0, Contact Hours: 5.0
	10:41	13:11	Lab								
Tues	9:00	10:40	Class	CYBR 4330 - Virtualization and Cloud Security	002	49183	F2F	(1) Face to Face	Day	1 - 16 Weeks	Lecture: 2.0, Lab: 3.0, Contact Hours: 5.0
	10:41	13:11	Lab								
Wed	9:00	10:40	Class	ITCS 3325 - Advanced Hacking	002	49184	F2F	(1) Face to Face	Day	1 - 16 Weeks	Lecture: 2.0, Lab: 3.0, Contact Hours: 5.0
	10:41	13:11	Lab								
Thurs	9:00	10:40	Class	CYBR 4320 - Cyber Defense Operations	002	49185	F2F	(1) Face to Face	Day	1 - 16 Weeks	Lecture: 2.0, Lab: 3.0, Contact Hours: 5.0
	10:41	13:11	Lab								
Mon	17:30	19:10	Class	CYBR 4310 - Penetration Testing	003	49186	Hybrid	2 Hours Lecture	Blended/Hybrid	1 - 16 Weeks	Lecture: 2.0, Lab: 3.0, Contact Hours: 5.0
	N/A	N/A	INT					3 Hours on Internet/Lab			
Tues	17:30	19:10	Class	CYBR 4330 - Virtualization and Cloud Security	003	49187	Hybrid	2 Hours Lecture	Blended/Hybrid	1 - 16 Weeks	Lecture: 2.0, Lab: 3.0, Contact Hours: 5.0
	N/A	N/A	INT					3 Hours on Internet/Lab			
Wed	17:30	19:10	Class	ITCS 3325 - Advanced Hacking	003	49188	Hybrid	2 Hours Lecture	Blended/Hybrid	1 - 16 Weeks	Lecture: 2.0, Lab: 3.0, Contact Hours: 5.0
	N/A	N/A	INT					3 Hours on Internet/Lab			
Thurs	17:30	19:10	Class	CYBR 4320 - Cyber Defense Operations	003	49189	Hybrid	2 Hours Lecture	Blended/Hybrid	1 - 16 Weeks	Lecture: 2.0, Lab: 3.0, Contact Hours: 5.0
	N/A	N/A	INT					3 Hours on Internet/Lab			
N/A	N/A	N/A	INT/LAB	CYBR 4310 - Penetration Testing	001	49178	Online	(2) Fully Distance Educ Course	Online	1 - 16 Weeks	Internet: 2.0, Lab: 3.0, Contact Hours: 5.0
N/A	N/A	N/A	INT/LAB	CYBR 4330 - Virtualization and Cloud Security	001	49179	Online	(2) Fully Distance Educ Course	Online	1 - 16 Weeks	Internet: 2.0, Lab: 3.0, Contact Hours: 5.0
N/A	N/A	N/A	INT/LAB	ITCS 3325 - Advanced Hacking	001	49180	Online	(2) Fully Distance Educ Course	Online	1 - 16 Weeks	Internet: 2.0, Lab: 3.0, Contact Hours: 5.0
N/A	N/A	N/A	INT/LAB	CYBR 4320 - Cyber Defense Operations	001	49181	Online	(2) Fully Distance Educ Course	Online	1 - 16 Weeks	Internet: 2.0, Lab: 3.0, Contact Hours: 5.0

SUMMER 2025 SCHEDULE

DAY(S)	Start Time	End Time	Meeting Type	Course	Section	CRN	Modality	Instructional Method	Session	Part of Term	NOTES
M	9:00	12:20	Class	ITCS 4315 - Cybersecurity Incident Response Team	001	21421	Hybrid	2 Hours Lecture	Blended/Hybrid	Summer I - 8 Weeks	Lecture: 2.0, Lab: 3.0, Contact Hours: 5.0
N/A	N/A	N/A	INT					3 Hours on Internet/Lab			
T	9:00	12:20	Class	ITCS 4320 - Cybersecurity and Digital Ethics	001	21422	Hybrid	2 Hours Lecture	Blended/Hybrid	Summer I - 8 Weeks	Lecture: 2.0, Lab: 3.0, Contact Hours: 5.0
N/A	N/A	N/A	INT					3 Hours on Internet/Lab			
W	9:00	12:20	Class	CYBR 4350 - Senior Project	001	21423	Hybrid	2 Hours Lecture	Blended/Hybrid	Summer I - 8 Weeks	Lecture: 2.0, Lab: 3.0, Contact Hours: 5.0
N/A	N/A	N/A	INT					3 Hours on Internet/Lab			

Rationale for Change

St. Philip's College (SPC), a federally designated HBCU and HSI, has been serving the Eastside of San Antonio, Texas, since 1898. SPC was initially focused on educating young emancipated Black women in trades. Workforce education has always been a major focus at SPC, providing opportunities for minoritized students to improve their lives and the lives of their families. The college now has a main campus (MLK campus) and a branch campus (Southwest campus on Quintana Road), serving over 17,000 students annually for both workforce education and academic transfer.

San Antonio is the fifth largest city in the United States. Since 2014, the Eastside of San Antonio has been designated as an Enterprise Zone known as the Eastside Promise Zone. This designation is aimed at creating growth and economic development to propel the area into the future. By establishing strong community economic and social networks with local industries, school districts, healthcare agencies, and businesses, SPC provides opportunities for our students to break the cycle of poverty. SPC is well known in the City of San Antonio and the Bexar County area for its exceptional programs that cater to the needs of the region. As the demand for trained cybersecurity professionals continues to rise in local businesses, healthcare sites, and schools, there is an urgent need for individuals with educational preparation at the baccalaureate level who can meet this demand within SPC's service area.
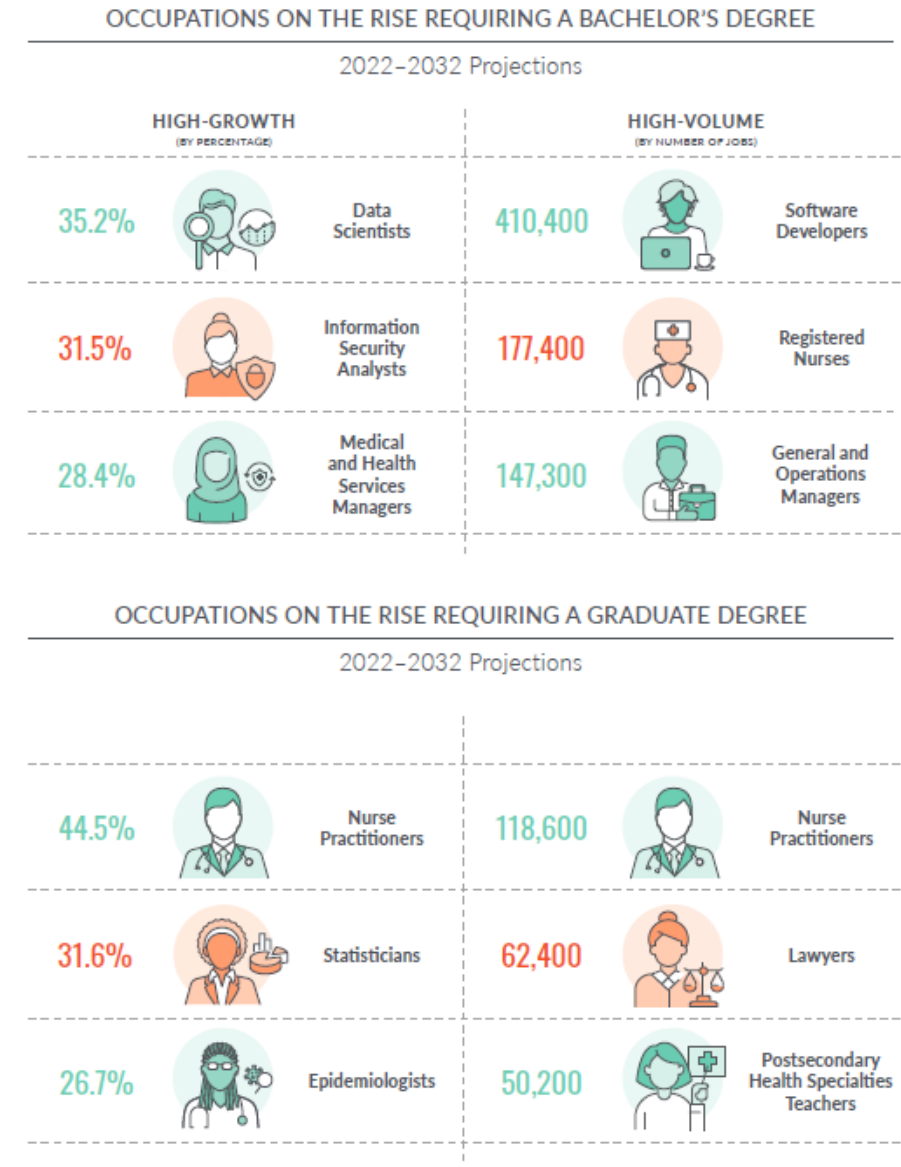
SPC is well-equipped to address this need by offering state-of-the-art cyber education programs and having a dedicated cyber range. In addition, SPC has been designated by the National Security Agency (NSA) and the Department of Homeland Security as a National Center of Academic Excellence in Cyber Defense Two-Year Education through 2027 (Appendix 2). The BAT in Cybersecurity program builds upon a strong foundation with physical resources and a well-defined AAS degree program. We have been recognized as a Center of Excellence by the National Security Agency (NSA) and the Department of Homeland Security since 2012.

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

In 2021, SPC conducted a thorough needs analysis to determine the demand for a Bachelor of Applied Technology in Cybersecurity. The analysis supported the workforce demand in SPC's service area. The following section presents the results of the needs analysis for the BAT in Cybersecurity program.

According to Hanover Research's findings (**Figure 1**), the top fastest growing occupations in 2022 that typically require a college degree include information security analyst, which had a 31.5% growth rate, and software quality assurance analyst, which had a 23.7% growth rate based on Bureau of Labor Statistics entry-level education data for 2021-2031. Additionally, **Table 3** presents the Texas Workforce Commission data and gap analysis for workforce needs in cybersecurity and related fields in the San Antonio and Bexar County, Texas region.

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

OCCUPATIONS ON THE RISE REQUIRING A BACHELOR'S DEGREE

2022–2032 Projections

HIGH-GROWTH (BY PERCENTAGE)

35.2%		Data Scientists
31.5%		Information Security Analysts
28.4%		Medical and Health Services Managers

HIGH-VOLUME (BY NUMBER OF JOBS)

410,400		Software Developers
177,400		Registered Nurses
147,300		General and Operations Managers

OCCUPATIONS ON THE RISE REQUIRING A GRADUATE DEGREE

2022–2032 Projections

44.5%		Nurse Practitioners
31.6%		Statisticians
26.7%		Epidemiologists

118,600		Nurse Practitioners
62,400		Lawyers
50,200		Postsecondary Health Specialties Teachers

The needs analysis examined the job market requirements in Texas, focusing on the Bexar County region and the broader Texas state. **Table 3** presents the 2022-2032 projections for workforce demands for cybersecurity and related fields in the Bexar County region at a regional level.

Table 3: Workforce Projections for Cybersecurity and Allied Fields in San Antonio - 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 labor market data from Economic Modeling Specialists Incorporated (EMSI) and Texas Labor workforce projections for cybersecurity and related fields in the State of Texas are shown in **Table 4**.

Table 4. 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	**412337**	**414227**	**9.99%**	**2,495**

According to 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, there is an expected 11% growth rate in the Bexar County region through 2028. This growth potential aligns with the findings from Hanover Research, which projects growth in Quality Assurance Analyst and Information Security Analyst positions through 2031.

Currently, SPC has partnerships with local high schools to establish a pathway for students interested in cybersecurity from secondary to post-secondary education. Through dual credit and P-TECH programs, students can progress from certificates to BAT in one location in a cybersecurity pathway. Additionally, the SPC Cybersecurity and Information Technology department collaborates extensively with regional Advisory Committee leaders to ensure that the skills necessary for producing highly trained cybersecurity workers are integrated into the AAS and the BAT in cybersecurity programs. The SPC Cybersecurity Advisory Committee includes leaders from Accenture, City of San Antonio, National Security Agency, IBM, Cisco, USAA, and Whitecloud, who provide guidance on the skills and qualifications that area employers seek from graduates holding a BAT in Cybersecurity.

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

SPC's Cybersecurity department currently offers a cybersecurity track leading to an Associate of Applied Science in Information Technology Cybersecurity Specialist degree. The program prepares students to design, implement, and secure computer networks. Students will learn to install security software, monitor networks for security breaches, respond to cyberattacks, and gather data and evidence for prosecuting cybercrimes.

Upon completion of the program, students will be prepared to obtain industry certifications such as CompTIA Security+, Certified Security Professional (CSP), and Certified Ethical Hacker (CEH). Graduates are eligible to attend a four-year institution for a baccalaureate or enter entry-level employment in 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. Table 5 presents the current degree and certificate offerings at SPC.

Table 5. Current degree and certificate offerings at SPC

Current Degree & Certificates	Total Credit Hours
Information Technology Cybersecurity Specialist, A.A.S.	60
CompTIA Linux+ Certification Preparation (OSA)	9
CompTIA Security + Certification Preparation (OSA)	10
Information Technology Cybersecurity Specialist Level I Certificate	20
Cyber First Responders (OSA)	11

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

Cybersecurity is one of the fastest-growing occupations in the United States and 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 the quality assurance of their networks. St. Philip's College's BAT in Cybersecurity program is critical for addressing the rising cybersecurity need in the community.

The following SPC strengths that support its level change and the addition of the Bachelor of Applied Technology Cybersecurity program:

- ***St. Artemisia Bowden Center of Excellence***: The 2022 opening of the St. Artemisia Bowden Center of Excellence, a $22.6 million, 25,000 sq. ft. building that houses the Cybersecurity program; featuring a state-of-the-art $2.3 million cyber range. Classroom 204 in the St. Artemisia Bowden Center is dedicated as the SAB Cyber Lab and Workspace (CLAWs) for students. (**Figure 2** and **Figure 3 and 3.a**)

Figure 2: **Photo of St. Artemisia Bowden Center of Excellence (SAB)**

- **Networking Equipment**: Two classrooms in SAB and one classroom in CIC are dedicated to the development of the following four areas:
  - *Fundamentals of Networks*
  - *Essentials of Routing and Switching*
  - *Network Scalability*
  - *Connecting and Securing Networks*

- **SPC Cyber Lab and Workspace *(CLAWs) Cyber Range***: The backbone of the Cyber Lab and Workspace (CLAWs) network consists of six large cabinets across the entire SAB second floor that house all the servers, routers and switches necessary to support the various cybersecurity scenarios created by the SPC faculty for students to practice their skills. There are two classrooms dedicated exclusively to the CLAWs Cyber Range that are networked together through various Cyber Range Server Hub (CRSH). Each CRSH are designed to operate independently from the Cyber Range or networked with all the other CRSH throughout the SAB as well as the CIC (**Figure 3 and 3.a**).

Figure 3: Photo of SPC CLAWs Cyber Range

Figure 3.a: SPC CLAWs Cyber Range *(photo courtesy of KENS 5 TV San Antonio)*

- **Virtualization Equipment**: One room in SAB 207 was designed specifically for the virtual creation of all the components of a network. This allows the student to realize the value of duplicating large environments in a virtual world as they begin their journey into understanding cloud technologies (**Figure 4**) These virtualization servers act as the foundational point for students' understanding of how the cloud is created, deployed, and economized.

Figure 4: SAB 207 Virtualization Room

- ***The Cybersecurity Innovations Center (CIC):*** Opened in 2024, as a $16.2 million, 36,000 sq. ft. building that houses a data center, situation room, collaboration center, and an interactive display technology classroom (**Figure 5**).

Figure 5: Cybersecurity Innovations Center (CIC)

- ***Situation Room:*** An environment located in the Cybersecurity Innovations Center (CIC) allows students the opportunity to engage in real life scenarios that require them to react under pressure. The CIC situation room is designed as a large conference room that can be divided into smaller subsections where each area of a business may reside. **Figure 6 [Left, Center, Right]**

Figure 6: Situation Room [Left]

Figure 6: Situation Room [Center]　　　　　　**Figure 6: Situation Room [Right]**

Each subsection in the Situation Room has its own access to a projector, laptops and other equipment so students can address their specific tasks. For instance, instructors can direct a subsection to respond to a specific task, such as: Should a company have been the subject of a cyberattack; How does each area of that company respond? What information do the various sectors need? What role does the IIT department have in each part?   These types of high paced, high stressed scenarios develop the requisite skills for SPC Cyber Students to easily transition into the workplace upon graduation.

- *Apple Lab:* There are various similarities between operating systems; however, each platform has its own intricacies. Apple products and the Mac iOS require a specific understanding of how they operate within a complex networking environment. Therefore, the CSIT department configured a single room in the CIC building for this purpose. The students have access to the iMac's, iPads, MacBooks and other Apple products to prepare them for the workplace.

- *Cybersecurity & Information Technology Core Components (CSITCC)* provide an immersive environment for all SAB and CIC classrooms. Components include motion activated and auto-tracking cameras, multiple television screens, interactive short throw projector, and click share technology (**Figure 7**).

  Figure 7: CSITCC Environment

Within the CSITCC environment, the following equipment has been installed:

o   *Camera & Television Interaction* The camera directed towards the front of classroom tracks the instructor while they lecture and provide the classroom instruction. This feed is sent directly to those who are accessing the course remotely. The second camera is directed to the gallery of students in attendance, should one of the students ask a question or make a comment, the camera will switch the feed and focus that student so that those who are accessing remotely can see the person asking the question and hear them speak. Toward that end, the televisions that flank the classroom are projecting video feeds from those who are accessing the class remotely. The camera and television interaction in the classroom simulates an in-person experience and immerses the online students in the class as if they were sitting next to other students in the classroom, seeing and interacting with them and the instructor.

o   *Click Share & Projector Technology* The click share technology allows each student to project (or share) their screens onto the main projector so the instructor may interact directly with a single student while showing the shared screen to all the others in attendance. The student, instructor, and remote students all can share their screens with all televisions and the main projector in the classroom. Moreover, once an item is projected via click share, the instructor utilizes the technology from the projector and can mark-up the student's screens, make notes on screen, and assist students in real time. After the instructional moment ends, the instructor notes can be sent to the entire class prior to the student removing their screen from the projector. (**Figure 8**).

Figure 8: Clickshare & Projector Technology
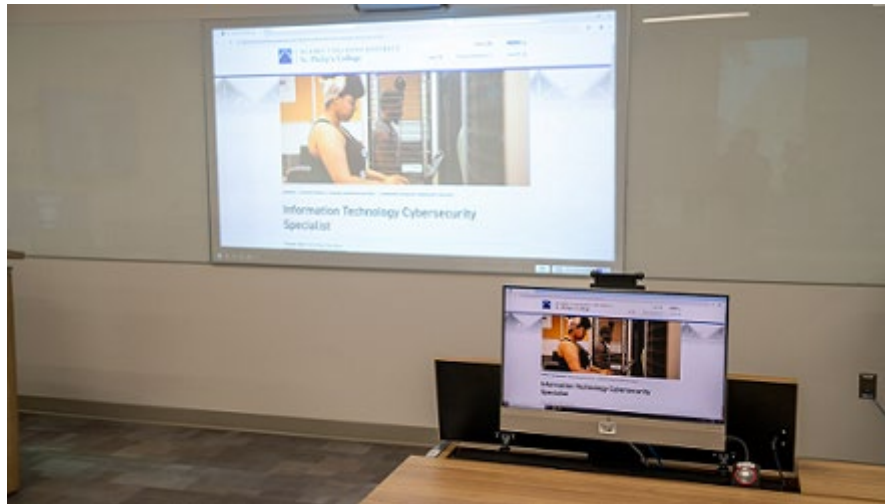
Each of these rooms have dedicated servers, routers, switches, firewalls and racks for each student to learn and immediately apply their skills. What students learn in these classrooms is the basic creation of latest networking cable to the more advanced network architecture with artificial intelligence (**Figures 9 and 10**).

Figure 9: Classroom Workspaces

Figure 10: Wiring Rack

- ***Cloud Computing, Architecture & Artificial Intelligence:*** One cloud classroom in the CIC has a series of servers and laptops used to develop and operate within the cloud structure. The SPC Cloud on the Ground (or datacenter) consists of 10 cabinets along with three cooling units designed to emulate a large scale fully operational datacenter for students to interact with upon completion of their cloud design and creation.

   Both rooms are dedicated to the development of the following four areas:
   - Cloud Architecture
   - Cloud Analytics & Database
   - Storage & Security
   - Artificial Intelligence & Cybersecurity

   Students can employ virtualization for the creation of the cloud and configure the equipment that hosts their design. Additionally, the SPC Cloud on the Ground is the center for the entire CIC building and is the main access point for the SAB Cyber Lab and Workspace (CLAWs) Cyber Range along with other auxiliary IT student services (**Figure 11**).

Figure 11: Web Services Classroom

- ***GenCyber Camp*** is a summer program aimed at K-12 students and teachers, focusing on teaching good online behavior, exploring cybersecurity as a potential career, and providing teachers with an opportunity for summer immersion to enhance their teaching methods in cybersecurity content for K-12 computer science courses
- ***Cyber First Responder certificates*** are available for first responders, aiming to equip them with the skills needed to respond to cyber-based terror attacks on network infrastructure
- ***National Security Agency (NSA) and Department of Homeland Security have designated a Center of Academic Excellence for Two-Year Colleges***, which is valid through 2027. (**Figure 12**).

Figure 12: Cybersecurity Designations NSA and DHS through 2027 Academic Excellence Two-Year College Site through 2027

The National Security Agency (NSA) and the Department of Homeland Security (DHS) have designated St. Philip's College as a Center of Academic Excellence in Cyber Defense Education- 2 years. *The designation covers the academic years 2022 through 2027.* For more information about CAE Community visit, https://caecommunity.org/.

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.

The National Security Agency (NSA) partnership is an Education Partnership Agreement (EPA) with SPC. The EPA is a mutually beneficial agreement enabling NSA to work with academic institutions and non-profit organizations to strengthen curriculum, share expertise with faculty and students (i.e., Cyber Empower event) and provide resources to build a stronger future workforce that is smarter and has the skills we need at graduation. The EPA provides a legal framework to allow NSA to engage with institutions. NSA shares resources with the institution – from degree program development- and NSA can put our people in academic programs as mentors and/or coaches.

Additionally, the following other institutional investments have been made to ensure the success of the BAT in Cybersecurity program:

- SPC is equipped with qualified and collaborative faculty, integrated student support processes, standardized institutional effectiveness and research processes, and infrastructure to support the BAT in Cybersecurity program.
- SPC has allocated $1.2 million in operating funds and approximately $1.95 million in Title III funds to support the BAT in Cybersecurity program
- SPC leadership and Board of Trustees are highly committed to the success of all college programs, including the BAT in Cybersecurity program

Legal Authority for the Change

The Alamo Colleges Board of Trustees approved the Bachelor of Applied Technology (BAT) in Cybersecurity degree on July 26, 2022 (Appendix 3). The Texas Higher Education Coordinating Board granted SPC the authority to offer the BAT January 26, 2023 (Appendix 4). SACSCOC, our regional accrediting body, approved the BAT in Cybersecurity at the December 5, 2023, Board meeting (Appendix 5).

Appendix	Evidence
Appendix 1	Page 133
Appendix 2	Page 2543
Appendix 3	Page 255
Appendix 4	Page 263
Appendix 5	Page 2643

*Provide narrative and documentation to support compliance with each standard, **emphasizing the impact of the program expansion at a new degree level on that aspect of the institution**. Only address the program expansion except where institution-wide information is needed to establish compliance for the program expansion at the new level. If the new program(s) will be delivered via distance or correspondence education or offered at an off-site location, address the impact of delivery mode or location, as appropriate, when addressing compliance. See the Commission policy "Distance and Correspondence Education" if appropriate.*

Section 1: The Principle of Integrity

1.1 **The institution operates with integrity in all matters.**
(Integrity) **[CR; Off-Site/On-Site Review]**
[No response necessary. This standard will be addressed by the visiting committee, not by the institution.]

No response necessary.

Section 2: Mission

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.]

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 BAT in Cybersecurity degree represents the College's capacity for supporting academic excellence as well as providing leading-edge technical education.

The revised mission statement for SPC, identified below, is published in the catalog, Student Handbook (**Figure 13**) Faculty Handbook, the Mission, Vision, and Values webpage (**Figure 14**) and on the Strategic Planning Report (**Figure 15**).

> ***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 13. Mission Statement and Accreditation Statement Published in Student Handbook

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

The college fulfills its mission by offering:

1. General courses in arts and sciences leading to an associate degree.
2. Transfer education for students desiring to attend senior institutions.
3. Developmental courses that improve the basic skills of students whose academic foundations require strengthening.
4. Applied Science and technical programs leading to an associate degree or certificate designed to prepare students for employment and/or to update crucial skills.
5. Workforce and Career development training programs for business, industry and government.
6. Continuing education programs for occupational and educational enrichment or certification.
7. Counseling and guidance designed to assist students in achieving their educational and professional goals.
8. Educational support services including library services, tutoring, open use computer labs and

Figure 14: Mission Statement as Part of the 2022-2025 SPC Strategic Plan

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 college offering degrees and certificates, whose mission is to empower our diverse student population through educational achievement and career readiness.

Our Core Competencies

The college fulfills its mission through three core competencies:

1) Quality Instruction for Educational Programs

    a. Foundational courses in arts and sciences leading to an associate degree or transfer to attend senior institutions.
    b. Developmental courses that improve the basic skills of students whose academic foundations require strengthening.
    c. 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 for success in business, industry and government.
   d. Continuing education programs for occupational and educational enrichment or certification.
    e. 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 with institutional initiatives and service opportunities that aim to create a sense of belonging with the College and community at large.

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, student representatives, and industry partners met to develop and plan short- and long-term goals. The revisions were the result of input from 35 staff (a cross representation of student success, academic success and college services), 17 faculty and 10 administrators to ensure the specificity, appropriateness, and alignment to existing and new goals and objectives. (**Figure 15**) presents the mission statement as part of the 2022-2025 SPC Strategic Plan Report.

Figure 15: Strategic Planning Report

ALAMO COLLEGES DISTRICT
St. Philip's College

STRATEGIC PLAN
2022 - 2025

Mission Statement

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.

Core Competencies

The college fulfills its mission through three core competencies:

1) Quality Instruction for Educational Programs
   a. Foundational courses in arts and sciences leading to an associate degree or transfer to attend senior institutions.
   b. Developmental courses that improve the basic skills of students whose academic foundations require strengthening.
   c. 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 for success in business, industry and government.
   d. Continuing education programs for occupational and educational enrichment or certification.
   e. 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 with institutional initiatives and service opportunities that aim to create a sense of belonging with the College and community at large.

3) Community Engagement
   a. Quality social, cultural, and intellectual enrichment experiences for the community.
   b. Committed campus that leverages our rich historical connection with San Antonio to build pathways for success and engagement for community members.
   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 - Institutional Effectiveness and Accessibility - 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:

> ***c. Applied Science and technical programs leading to a bachelor degree, associate degree, or certificate designed to prepare students for employment and/or to update critical skills for business, industry and government.***

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, historically underserved and traditionally served, as well as those who choose college as a dual enrollment or Early College High School student, after high school graduation, or years later in life.

Section 5: Administration and Organization

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)

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 6 and Appendix 7). **Figure 16** illustrates the SPC organizational chart.

Figure 16: SPC Organizational Chart

ALAMO COLLEGES DISTRICT
St. Philip's College
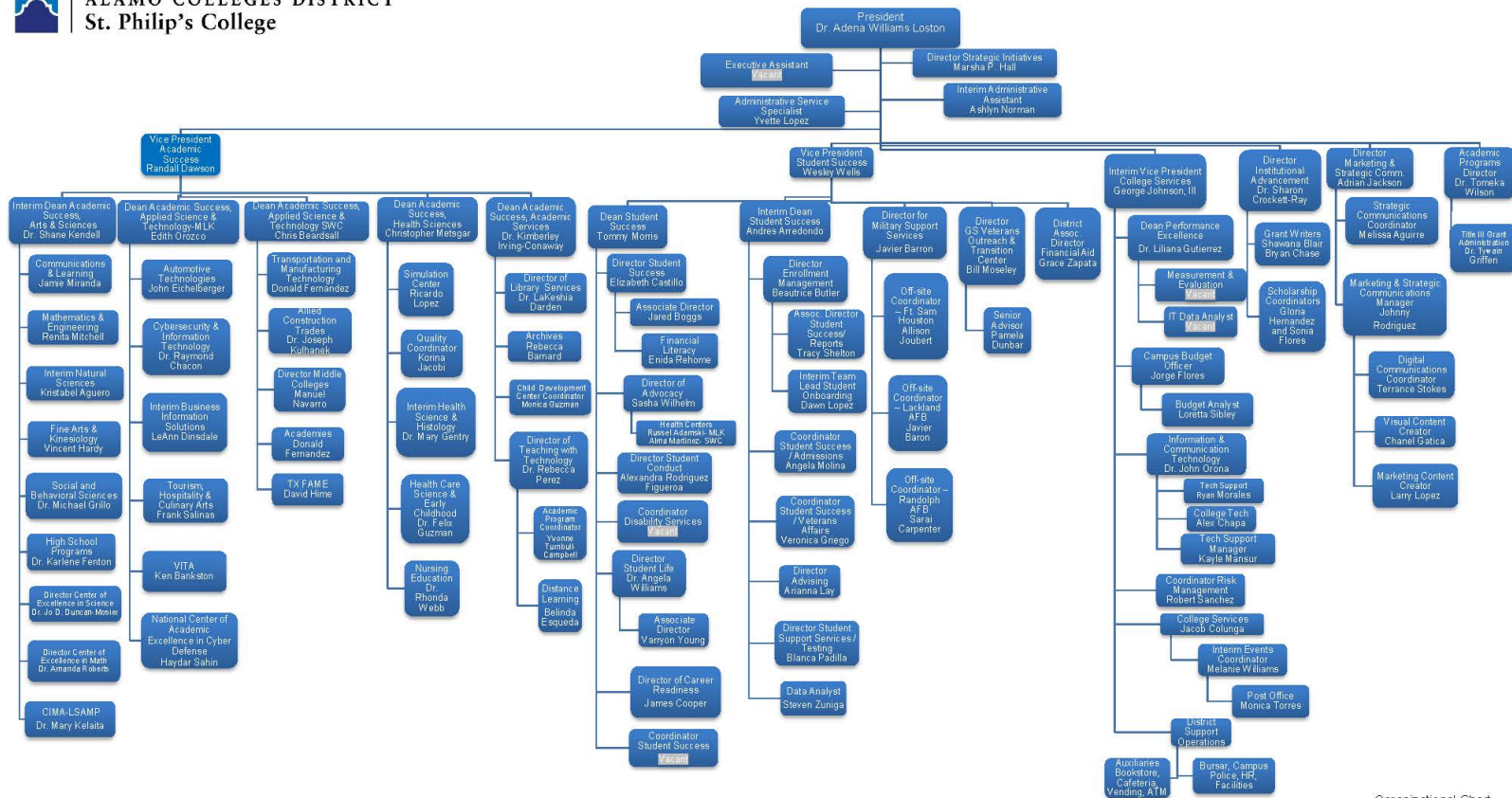
Organizational Chart
Updated August 29, 2024

The organizational chart demonstrates the SPC reporting relationships.
(Appendix 8) provides a more detailed look at the SPC Organization Chart (**Figure 16**).

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, and the Academic Program Director.

Table 6 provides a listing of administrative and academic officers (Cabinet Officers) with appropriate experience and qualifications to lead the institution. **Table 7** provides a table of St. Philip's College administrative and academic officers whose roles oversee the BAT in Cybersecurity degree program: Areas marked * indicate administrators directly responsible for the BAT.

Table 6: 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 *Additional Education/Certification* 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; 450 employees with an	Dec 7, 2023 Jul 28, 2021 Mar 20, 2019

			operating budget of $18M; over 7,500 credit students and 5,000+ non-credit students.	
Randall Dawson Vice President for Academic Success (VPAS)	Serves as the chief academic officer, overseeing the various academic units, while maintaining the academic excellence and integrity of the institution.	**Master of Science in Physical Education**, Pittsburg State University *Additional Education/Certification* Teaching Excellence in Distance Learning, SPC Mediation Certification,Texas Lutheran College	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; **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. 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)	Jan 31, 2024 Jan 27, 2023 Jan, 31, 2022
Wesley Wells Vice President for Student Success (VPSS)	Provides leadership in the management of all college student service functions including designing, implementing and evaluating all aspects of financial aid and business services.	**Master of Education in Higher Education Administration**, Abilene Christian University *Additional Education/Certification* Doctor of Education – Organizational Leadership (in progress), Abilene Christian University	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,	Jan 31, 2024

		Diversity, Equity and Inclusion in the Workplace Certificate, University of South Florida	troubleshooting, and team management. 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.	
George H. Johnson III Interim Vice President for College Services (VPCS)	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.	**Master of Science in Mathematics**, Texas Southern University *Additional Education/Certification* Project Management for Unofficial Project Manager, Alamo Colleges Leading Across Generations Distance Learning, SPC Title IX Campus Save Act	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. SPC, **Dean for Academic Success - Arts and Sciences** (2017-2021) Reported to the 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. SPC, **Interim Vice President of Student**	Jan 21, 2024 Jan 30, 2023 Mar 5, 2021

			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	
Dr. Shane Kendell Interim Dean for Academic Success – Arts and Sciences	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.	**Doctor of Philosophy** in Physical Chemistry, University of New England **Master of Education** in Instructional Leadership, Howard Payne University **Master of Business Administration**, University of Texas Permian Basin Additional Education/Certification Quality Matters certified for "Independent Applying the QM Rubric (APPQMR)"	SPC, **Chair of the Department of Natural Sciences** (2018 – 2024) Responsible for all areas of department management, such as course offerings, instructor supervision and evaluation, purchasing and budgetary handling, fund allocation requests, hiring faculty and staff, and conflict resolution. Also chaired the Curriculum Committee from 2019 to 2022. SPC, Assistant Professor of Chemistry (2015 – 2018) Taught chemistry courses.	Newly Appointed 5/20/2024
Christopher Beardsall	In collaboration with the VPAS, facilitates,	**Master of Education in Leadership**,	SPC, **Dean of Applied Science and Technology** (2014-2019) Responsible	Jan 27, 2024 Feb 20, 2023

Dean for Academic Success – Applied Science and Technology (Southwest Campus)	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.	Schreiner University	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)	Mar 28, 2022
*Edith Orozco Dean for Academic Success – Applied Science and Technology (Main Campus)	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.	**Master of Business Administration in Information Security and Assurance**, Texas A&M University-San Antonio *Additional Education/Certification* Certified Ethical Hacker (CEH) Microsoft Certified IT Professional (MCITP) Microsoft Certified Technology Specialist (MCTS) Microsoft Office Certified Master Specialist	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. 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	Jan 27, 2024 Feb 9, 2023 Mar 28, 2022

			Blackboard Certified	for a two-year college (2015-2020)	
			Canvas Certified	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.	
			Master Teacher		
Christopher Metsgar Dean for Academic Success – Health Sciences	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.	**Master of Business Administration**, Tippie College of Business, University of Iowa *Additional Education/Certification* Certificate in Leadership, Tippie College of Business, University of Iowa	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 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. 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. University of Iowa Hospitals and Clinics, **Director of Emergency Medical Services Learning Resource Center** (2014-	Jan 27, 2024

			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.	
Dr. Kimberly Irving-Conaway Dean for Academic Success - Academic Services	In collaboration with the VPAS, ensures educational coherence by providing support for course and program level student learning outcomes, effective teaching practices, and professional development opportunities. Works with faculty and chairs to increase opportunities to contextualize academic programs. This also extends to ensuring academic and non-academic support programs, including information literacy and other library	**Doctor of Philosophy in Education** in Organizational Leadership, University of the Incarnate Word **Master of Arts** in Technical Communication, Southwest Texas State University *Additional Education/ Certification* Instructional Leadership Development (ILD) Course + Badge Specialist Certification ACOL Quality Design Challenge Course Peer Reviewer Certification Quality Matters Certification Master Teacher Certification	SPC, **Interim Dean for Academic Success – Academic Services** (8/2022 -11/2022) Collaborated with Team Leads and Directors of the various departments within the division to support the effective implementation and monitoring of activities and requests. These departments are as follows: • Archives • SPC Library • Media Services • Child Development Center • Instructional Innovation Center • The Center for Distance Learning Establish a process for overseeing distance learning students enrolled in SPC from across the nation (NC-SARA). Coordinate responsibilities with VPAS to ensure effective implementation and monitoring of programs effectively. SPC, **Interim Department Chai**r, (1/2022 – 8/2022) Served in a leadership capacity between faculty,	Jan 27, 2024

	support services and tutoring, are contextualized with connections to their transfer and employment goals.		staff, and administration to communicate goals of the College, developed departmental goals, communicated expectations, and identified practices. Developed and supported a departmental structure to meet operational and educational outcomes.	
Dr. Liliana Gutierrez Dean for Performance Excellence	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.	**Doctor of Philosophy** in Educational Leadership and Policy Studies, University of Texas at San Antonio **Master of Educational Leadership**, University of Texas at San Antonio	SPC, **Coordinator of Measurement and Evaluation** (2022-2023) Held primary responsibility for implementing the institution-wide Student Learning Outcomes Assessment function that supports college and district strategic objectives, addresses regulatory agency requirements, including SACSCOC requirements. SPC, **Data Analyst – Student Success** (2021-2022) Provided reporting and performance analytics for Student Success advising teams in support of key processes. Tracked, analyzed and recommended interventions for students with metrics indicating need for counseling or advising. UTSA, **Assistant Dean**, College of Education and Human Development (2016 – 2021) Provide monthly reports on Dean's metrics. Prepared initiative briefs, PPT presentations, and executive summaries related to external affairs/initiatives/meetings. Partnered with the Dean and COEHD leadership team to actively drive UTSA's strategic plan	Feb 2, 2024 Jan 21, 2023 Jan 13, 2022

			forward. Oversaw assessment process for COEHD and ensured process followed SACSCOC.	
Andres Arredondo Interim Dean for Student Success	Ensures connection and entry strategies align with AlamoENROLL, AlamoADVISE 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	Jan 25, 2024 Jan 18, 2022

			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	
Tommy Morris Dean for Student Success	Creates and sustains a holistic 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.	**Master of Arts in Higher Education – Student Development**, The University of Mississippi	Baton Rouge Community College, **Director of Student Life** (2015-2024)**,** Responsible for the overall administration of campus programming & student leadership development for over 11,500 students, coordinates the assessment, design, promotion, and production of social, recreational, cultural, and educational student programs and services that enhance the development of the University's diverse student population. Jackson State University, **Director of the Center for Student Leadership & Involvement** (2008-2010), Responsible for the assessment, design, promotion, and production of social, recreational, cultural, and educational student programs and services that will enhance the development of the University's diverse student population.	Newly Appointed 8/1/2024
Jorge Flores College Budget Officer	Performs budget preparation, coordination, management and reporting work. May	**Master 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	Feb 20, 2024 Jan 31, 2023 Jun 21, 2021

			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 history and designed reports for equipment reconciliation and physical inventory reconciliations.	
	perform or coordinate other asset management-related work.			
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	**Master of Arts** in Technical Communication and Rhetoric, Texas Tech University *Additional Education/Certification* FEMA, National Incident Management System, ICS-363, ICS-29, ICS-42 Operation College Promise	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**	Jan 30, 2024 Jan 27, 2023 Jan 31, 2022

	offline channels. Oversees the narrative of the institutional voice.	(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	(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)	
Dr. Sharon Crocket-Ray Director of Institutional Advancement and Grants Development	Develops plans, cultivates relationships and solicits donors and prospective donors to raise financial support for college and resource development goals.	**Doctor of Philosophy** in Education with a specialization in Leadership for Higher Education, Capella University **Master of Arts**, Human Resources Development, Webster University *Additional Education/Certification* Master Teacher Certified, SPC	SPC, (1998 – 2011) **Coordinator of Alumni and Friends Association**, Establish 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. **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	Jan 31, 2024 Jan 27, 2023 Jan 31, 2022

			alumni activities; coordinated special events to enhance campus and community involvement; and promoted community awareness. **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	
Marsha P. Hall Director of Strategic Initiatives	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 planning, monitoring and enhancement to achieve the goals and vision of the college.	**Master of Science in Education** specializing in Educational Technology, DeVry University *Additional Education/Certification* Graduate work toward a **Doctor of Business Administration in Quality Systems Management**, New England Institute of Business at Cambridge College Continuous Improvement Certificate, University of Texas-El Paso Project Management, Project Management Academy Texas Licensed Child Care Director	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. 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	Jan 30, 2024 Jan 26, 2023 Jan 31, 2022

			process of the division. **C.E. Instructor** (May 2008 – May 2012) Taught community and contract computer classes (Introduction to 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. Ensures 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 *Additional Education/Certification* Career Pathways Leadership Certification, National Career Pathways Network	SPC, **Grant Project Director** for National Science Foundation, CIMA-LSAMP grant (Jan 2019 – Mar 2020) Oversaw the financial 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.	Jan 30, 2024 Jan 27, 2023 Jan 30, 2022

			Developed and organized STEM Camps and Programs for middle and high school students	

The departmental organizational chart (**Figure 17**) can be reviewed in detail in (Appendix 9).

Table 7 identifies the Department Chair and the Chair's qualifications for the oversight of the BAT in Cybersecurity program. It also shows the qualifications of the Faculty Program Director. Table 7 clarifies the leadership roles of those who provide direct oversight to the BAT in Cybersecurity program.

Table 7: Department Qualifications

Name and Title	Brief Job Description	Relevant Education	Relevant Experience	Evaluation
*Dr. **Raymond Chacon** Faculty Department Chair – Cybersecurity & Information Technology	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 Additional Education/Certification Certiport 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

*Caroline **Mora** Faculty Program Director	The Program Director works closely with the department chair. Is Responsible for directing program development, implementation, evaluation, and improvement to ensure program objectives are met and sustained.	**Master of Science** in Cybersecurity, Our Lady of the Lake University (Anticipated December 2024) **Master of Science** in Computer Science – Cybersecurity Engineering, Colorado Technical University	Over 8 Years combined experience in Information Technology for Department of Defense, with most recent position with Department of Homeland Security Intelligence Operations. Experience working with security clearance (TS/SCI)	Spring 2025

Figure 17 Department Organization Chart

Bachelor of Applied Technology Cybersecurity
Organizational Chart

Dr. Adena Williams Loston
President

Randall Dawson
Vice President
Academic Success

Edith Orozco
Dean of Academic Success
Applied Science and
Technology - MLK

Dr. Raymond Chacon
Chair of
Cybersecurity &
Information
Technology
Department

Caroline Mora
BAT Faculty
Program Director

BAT Faculty
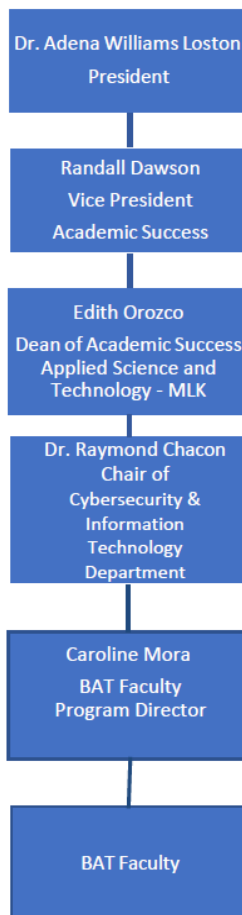
In accordance with Alamo Colleges District Policy D.7.1 (Appendix 10: ACD Policy_D.7.1 Employee Evaluations), cyclical performance evaluations are conducted for all administrators, faculty, and staff by their supervisor. Each spring semester, College administrative and academic officers are evaluated 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 (Appendix 11).

There are two types of department chairs (Appendix 12), at St. Philip's College, Administrative and Faculty. The administrative department chair category is hired from outside the institution and does not hold Full-Time faculty status. The faculty department chair category of chair is hired from within and retains their Full-Time faculty status. The performance evaluation for department chairs is a two-pronged process, regardless of their classification.

The first part of the department chair performance evaluation process is the annual performance evaluation process. The process is described in Policy D.7.1.2 and its subsections (Appendix 13). 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. Faculty Chairs who have been employed at the College for less than five years complete the evaluation process annually. After five years, Faculty Chairs, like all faculty, complete the process biannually.

The annual evaluation process for Administrative Chairs is the three-part Employee Performance Planning process in AlamoTALENT described above and highlighted in Policy D.7.1.2 and its subsections. The Administrative Chairs evaluation process utilizes SMART goals and supervisor review.

The second part of the Department Chair evaluation process shared by both Administrative and Faculty Chairs is the faculty evaluation of chairs process, which is stated in Procedure D.7.1.1 (Appendix 14). The faculty evaluation of chairs process occurs in the second year of a chair's three-year term, regardless of whether they have administrative or faculty classification. The College's Faculty Senate administers this process. The structure of the faculty evaluation of chairs 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.

If a Department Chair is dissatisfied with the evaluation results, they may indicate that when they receive the evaluation. In the section where the chair signs the evaluation, there is an option for not concurring with the evaluation. The chair would sign that area and attach their

reasoning/rebuttal as a separate document. The evaluation and rebuttal document are both sent to the Dean and Evaluation Committee for review.

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Section 6: Faculty

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.]

St. Philip's College (SPC) complies with Section 6.2.a by justifying and documenting the qualifications of its faculty members. The BAT in 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 (Appendix 15).

Justification of Faculty Qualifications.

The BAT in 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 in 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)

Prior to employment, all official transcripts will be evaluated and approved by the BAT in Cybersecurity Program Faculty, BAT in Cybersecurity Faculty Program Director, Department Chair for Cybersecurity and Information Technology, Dean for Academic Success Applied Science and Technology MLK, and the Vice President for Academic Success prior to hire.

Documentation of Faculty Qualifications

The BAT in Cybersecurity program falls under the guidance of the Vice President for Academic Success (VPAS), Dean for Academic Success Applied Science and Technology MLK, Department Chair for Cybersecurity and Information Technology, and the BAT in Cybersecurity Faculty Program Director (Appendix 16). SPC's Faculty hiring process verifies faculty credentials and qualifications at multiple points in the screening and hiring process (Appendix 17). 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 18).

Faculty credential qualifications for the BAT in Cybersecurity program are consistent with SACSCOC Standard 6.2.a and the Alamo Colleges District Board of Trustees (BOT) Policy and Procedure (Appendix 19, Appendix 20, Appendix 21, Appendix 22). Since the BAT in 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)* **[Off-Site/On-Site Review]**
> *[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.]*

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 employs a sufficient number of qualified full-time faculty members to teach in the BAT in 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 in Cybersecurity program faculty, addressing the impact of the BAT in Cybersecurity program on faculty availability for related programs. St. Philip's College maintains a sufficient number of BAT in Cybersecurity faculty, so not to impact the current AAS Information Technology Cybersecurity program. Refer to **Table 8 and Table 9** for details regarding the number of dedicated faculty per program along with courses they are teaching.

Anticipating the need for uninterrupted AAS Cybersecurity program quality, St. Philip's College is dedicated to bolstering faculty resources. **Table 8** presents the AAS faculty scheduling in the program.

Table 8: 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	ITSY 2442 ITSY 2443
John Lee	ITNW 1308 ITNW 1425	ITNW 2405 ITNW 2412	ITNW 1413 ITSC 2325	ITSY 2430 ITSY 2286
Steven Doaks	ITNW 1425 ITSC 1316	ITSY 1342 COSC 1336	ITNW 1413 ITSY 2301	ITSY 2430 ITSY 2442
Dr. Bradford Everman	ITNW 1308 ITSC 1316	ITSY 1342 COSC 1336	ITNW 1413, ITSY 2301, ITSC 2325	ITSY 2442 ITSY 2443
Dr. Clarence Dawkins	ITNW 1308 ITSC 1316	ITSY 1342 ITNW 2412	ITNW 1413, ITSY 2301, ITSC 2325	ITSY 2443 ITSY 2286

This commitment is evident with the recent hiring of two new full-time AAS Information Technology Cybersecurity Specialist program faculty as well as one new hire for the BAT in Cybersecurity Program for the start of the Fall 2024 semester.

Table 9: BAT in Cybersecurity Program Upper Division Course and Faculty Schedule

Instructor	Full-Time or Part-Time	Junior Fall	Junior Spring	Senior Fall	Senior Spring
Caroline Mora	FT	CYBR 3310 CYBR 3359	CYBR 4320 CYBR 4330	CYBR 3340 CYBR 4350	CYBR 3359 ITCS 4315
Haydar Sahin	FT	CYBR 3340 ITCS 3320	CYBR 4310 ITCS 3320	CYBR 4330 ITCS 4315	CYBR 4350 ITCS 4320
Sam McCall	PT	CYBR 3359	CYBR 3340	CYBR 4320	CYBR 3310
Dr. Clarence Dawkins	PT	ITCS 3320 CYBR 3310	ITCS 3325 CYBR 3310	CYBR 4310 ITCS 3325	CYBR 4320 ITCS 3320

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

SPC's strategic approach emphasizes a balanced coexistence between the BAT in Cybersecurity and AAS Information Technology Cybersecurity Specialist programs. The BAT in 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 in Cybersecurity faculty program director with the Cybersecurity and Information Technology 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, Caroline Mora (Appendix 23) has been assigned the role of BAT Faculty Program Director as full-time BAT in Cybersecurity program faculty member, operating under the guidance of the Cybersecurity and Information Technology department chair. Ms. Mora holds a Master of Science degree in Computer Science: Cybersecurity Engineering from Colorado Technical University.

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, and continued excellence of both the BAT in 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. Attached is the job description for full time faculty. (Appendix 24). The BAT in Cybersecurity program faculty are responsible for the quality, integrity, and review of the BAT in Cybersecurity program through the following review processes.

Operational Unit Assessment Plan (OUAP) - The OUAP assessment cycle (Appendix 25) 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, which 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. The academic unit report on 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 26).

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.

The IUR 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 the IUR 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 27).

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 28).

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 29).

Program Accreditation - As the BAT in Cybersecurity matures, the program will seek national accreditation from the Accreditation Board for Engineering and Technology 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) **[Off-Site/On-Site Review]**
        [The narrative should only address the new programs.]

St. Philip's College complies with Section 6.2.c by designating suitable responsibility for program coordination for the new program. SPC's BAT in Cybersecurity program assigns appropriate faculty program coordination for offering a 4-year degree, which will support the Level Change.

Within the existing organizational structure (Appendix 30), Caroline Mora (Appendix 31) has been assigned the role of BAT Faculty Program Director as a full-time faculty member for the BAT in Cybersecurity program. Ms. Mora operates under the guidance of the Cybersecurity department chair. Ms. Mora holds a Master of Science degree in Computer Science: Cybersecurity Engineering from Colorado Technical University.

Bachelor of Applied Technology Cybersecurity Program Organizational Structure

SPC's current organization structure (Appendix 32) assigns the BAT in Cybersecurity Faculty Program Director (Appendix 33) to align under the supervision of the Cybersecurity and Information Technology department chair. (Appendix 34) The Cybersecurity and Information Technology department chair reports to the Academic Dean of Applied Science and Technology, (Appendix 35) who in turn reports to the Vice President for Academic Success. (Appendix 36) The Vice President for Academic Success reports directly to the President (Appendix 37).

Responsibility for Program Coordination

The BAT in 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 38). 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 in 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 Applied Technology in 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 BAT in 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 in 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 final SACSCOC Level II approval, the College stands fully prepared to launch the Bachelor of Applied Technology in Cybersecurity program, underscoring our commitment to academic excellence and program quality.

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Section 8: Student Achievement

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).]

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) (**Figure 18**) outlines the annual institutional formulating, implementing, evaluating, and defining timelines.

Figure 18: SPC Planning, Budgeting, and Assessment Cycle
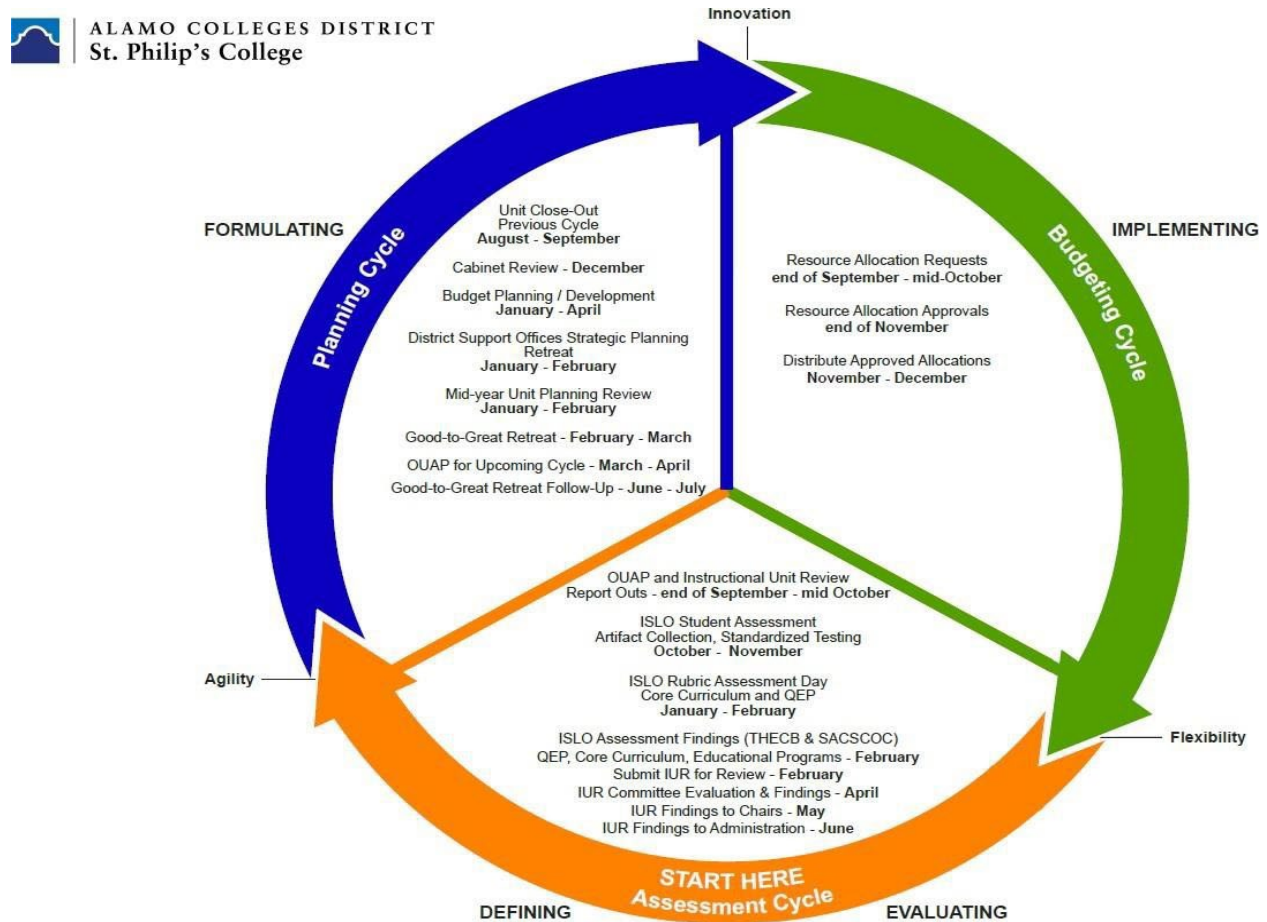
An overview of the Student Learning Outcomes Assessment Processes 2024-2025 PowerPoint created by the Office of Institutional Planning, Research, & Effectiveness (IPRE) and available to faculty and staff through the IPRE Planning and Research SharePoint site under the College Services Division (Appendix 39) 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 Bachelor of Applied Technology (BAT) in Cybersecurity program will follow these same, established procedures and processes for educational program assessment.

Based on faculty subject matter experts' input and guidance, the 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 new educational program.

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

1. **Identification:** Students will meet this program learning outcome by performing vulnerability scans throughout the network and within system architectures to identify cyber threats for weaknesses affecting confidentiality, integrity, availability, and resilience.
2. **Mitigation:** Students will meet this program learning outcome by configuring security baselines (protection) to detect intrusions, malware, data seepages, unauthorized credential usage, and other adverse events.
3. **Restoration:** Students will meet this program learning outcome by implementing processes and procedures (governance) for network activities that enable 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 BAT in 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 BAT in Cybersecurity program is provided in **Table 10**.

Table 10: 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	
CYBER 3310 Introduction To Cryptography	x		x
ITCS 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

Assessing Program Student Learning Outcomes in the BAT in 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 BAT in 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 (**Figure 19**) for the ITNW 1425 course, an introductory course offered in the Information Technology Cybersecurity Specialist AAS degree program.

Figure 19: PSLO Evaluation in ITNW Cybersecurity Course (Redacted to remove personal identifiers)

Information Technology Cybersecurity Specialist – Business Information Systems Program

Information Technology Cybersecurity Specialist – Business Information Systems		
ITNW 1425: Fundamentals of Networking Technologies		
PSLO 1: Graduates who complete the program can properly use security tools and utilities. Skill Level: Introductory		
PSLO Measure		
Introduction to CISCO IOS and Network Simulator (Packet Tracer); one attempt; no curved grades. This lab assignment has students explore and navigate through CISCO operating system (IOS). This is an individual assignment; students have one hour to complete it. After students do the lab, the teacher facilitates a discussion of what they learned (such as the execution of commands within IOS to help them become familiar with configurations). This is a topic that is brand new to students; they do it and tell the faculty what they learned; the technology is not advanced, but assessment is metacognitive: tell us what you learned. The measure occurs about week 2 of a 16–20-week semester. It is foundational technical information but is also a foundational learning process because students must type out their answers and use self-reflective thinking.		
Target: ▮ students should achieve a minimum of 70% on an assignment The assignment has 7 tasks students must complete; students must complete 5 of 7 to potentially pass the assignment Reasoning: This measure and target give the instructor a glimpse of the potential of grasping the concepts of what is to come in the course.		
OCIS		
▮▮▮▮▮▮▮▮▮		
Course and Section	**% Students completing PSLO Measure**	**% Students met PSLO Target**
ITNW 1425-009	100%	89%
ITNW 1425-010	100%	58%

Programmatic Assessment

In alignment with our commitment to student achievement, the faculty overseeing the Bachelor of Technology in Cybersecurity (BAT) program will maintain the same robust process currently in place for assessing student learning outcomes, which has been successfully utilized by our Information Technology Cybersecurity Specialist Associate of Applied Science (AAS) programs.

Drawing upon the established practices and procedures utilized within our AAS programs, faculty members will systematically identify and articulate clear and measurable student learning outcomes specific to the BAT program. These outcomes serve as benchmarks against which

student performance will be evaluated, providing valuable insights into our instructional methods and curriculum design's effectiveness.

Furthermore, faculty members will follow a comprehensive process for assessment and improvement, mirroring the procedures implemented within our AAS programs. This process entails regular data collection, analysis, and reflection, enabling faculty members to identify areas of strength and opportunities for enhancement within the BAT program. Through ongoing assessment and feedback, we remain steadfast in our commitment to continuous improvement, ensuring that the educational experience provided to our students is of the highest quality and relevance.

The BAT in Cybersecurity program will continue to use a data-informed approach to make curricular and programmatic decisions to improve student learning in cycles that drive continuous improvement. SPC uses the online platform Strategic Planning Online (SPOL) to track departmental goals throughout the college. Department leads update SPOL throughout the academic year by assessing the Strengths, Weaknesses, Opportunities, and Threats (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.

Table 11: 2024-2025 BAT in Cybersecurity SPOL Excerpt of PSLOs

Additionally, SPOL includes sections for *Gap Analysis/Action Plans* empowering departments to address targets and identify potential factors that affected performance throughout the year. Refer to (Appendix 40) for a detailed mapping of Program Student Learning Outcomes.

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 (Appendix 42).

Appendix	Evidence
Appendix 39	Page 5943
Appendix 40	Page 601
Appendix 41	Page 572
Appendix 42	Page 605

Section 9: Educational Program Structure and Content

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.]

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 Bachelor of Applied Technology (BAT) in 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 (Appendix 44) or by entering the BAT in 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 in Cybersecurity program builds upon the existing AAS Information Technology Cybersecurity Specialist degree.

The BAT in 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 12 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 in Cybersecurity program 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 degree.

Table 12: 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

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 (Core 40)	3	3		
	Semester 2 (13 SCH)				
ITNW 2412	Routers ***	4		4	
ITNW 2405	Network Administration	4			
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 Sciences (Core 80)		3		
CORE (20)	Select 1 course from Mathematics (Core 20)		3		
	Year 2 Semester 4 (14 SCH)				
ITSY 2301	Firewalls and Network Security	3		3	
ITNW 1413	Computer Virtualization	4		4	
CORE (90)	Select 1 course from Additional Communication (Core 90)	3	3		
CORE (10)	Select 1 course from Communication (Core 10)	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 60 Credits CYBERSECURITY SPECIALIST		TLC	GECC	LDITC	UPITC
Year 3 Begins	Semester 6 (SCH)				
CORE (50)	Select 1 course from Creative Arts (Core 50)		3		
CORE (10)	Select 1 course from Communication (Core 10)		3		
	Semester 7 (12 SCH)				
CYBR 3359	Mobile Technologies				3
CORE (90)	Select 1 course from Language, Philosophy and Culture (Core 90)		3		
CORE (70)	Select 1 course from Government/Political Science (Core 70)		3		
CORE (30)	Select 1 course from Life and Physical Sciences (Core 30)		3		
	Semester 8 (12 SCH)				
CYBR 3310	Introduction to Cryptography				3
ITCS 3320	Security of Data & Applications				3
CORE (60)	Select 1 course from American History (Core 60)		3		
CORE (30)	Select 1 course from Life and Physical Sciences (Core 30)		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
ITCS 3325	Advanced Hacking				3
CYBR 3340	Cyber Crime				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 in Cybersecurity Total Semester Credit Hours			42	45	33

The BAT in Cybersecurity Program is Compatible with SPC's Stated Mission and Goals

The BAT in 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" (Appendix 45)

The BAT in 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 of Applied Technology in 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 BAT in 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 in Cybersecurity program, 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 BAT in Cybersecurity program meets the requirements for offering a four-year degree under Texas Senate Bill 2118 and TEC 130.303 as the SPC BAT in Cybersecurity degree builds upon an established cybersecurity program offering an Associates of Applied Science in applied technology. As noted in **Table 9**, the BAT 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.]

The curriculum for St. Philip's College's (SPC) Bachelor of Applied Technology (BAT) in Cybersecurity degree complies with Section 9.2 as the 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).

Table 13, provides an overview of how the faculty constructed the BAT in Cybersecurity degree plan that builds upon the established AAS in Information Technology Cybersecurity Specialist. The official Curriculog system document for the BAT in Cybersecurity program (Appendix 47).

Table 13: 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

Bachelor of 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 (Core 40)	3	3		
	Semester 2 (13 SCH)				
ITNW 2412	Routers ***	4		4	
ITNW 2405	Network Administration	4			
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 Sciences (Core 80)		3		
CORE (20)	Select 1 course from Mathematics (Core 20)		3		
	Year 2 Semester 4 (14 SCH)				
ITSY 2301	Firewalls and Network Security	3		3	
ITNW 1413	Computer Virtualization	4		4	
CORE (90)	Select 1 course from Additional Communication (Core 90)	3	3		
CORE (10)	Select 1 course from Communication (Core 10)	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 (SCH)**				
CORE (50)	Select 1 course from Creative Arts (Core 50)		3		
CORE (10)	Select 1 course from		3		

	Communication (Core 10)				
	Semester 7 (12 SCH)				
CYBR 3359	Mobile Technologies				3
CORE (90)	Select 1 course from Language, Philosophy and Culture (Core 90)		3		
CORE (70)	Select 1 course from Government/Political Science (Core 70)		3		
CORE (30)	Select 1 course from Life and Physical Sciences (Core 30)		3		
	Semester 8 (12 SCH)				
CYBR 3310	Introduction to Cryptography				3
ITCS 3320	Security of Data & Applications				3
CORE (60)	Select 1 course from American History (Core 60)		3		
CORE (30)	Select 1 course from Life and Physical Sciences (Core 30)		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
ITCS 3325	Advanced Hacking				3
CYBR 3340	Cyber Crime				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 in Cybersecurity Total Semester Credit Hours			**42**	**45**	**33**

Table 14 outlines a pathway for transfer students. Students who enter the BAT in Cybersecurity program with an approved transferred AAS in Cybersecurity or equivalent would have a pathway that would look similar to Table 15.

Table 14: Transfer Degree Plan Based on Lower Division, Upper Division, and Core Curriculum Requirements for Existing Equivalent in AAS Information Technology Cybersecurity Specialist with Legend

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

TRANSFER EXISTING EQUIVALENT in AAS INFORMATION TECHNOLOGY CYBERSECURITY SPECIALIST		60 hrs.			
Year 3 Begins	Semester 6 (SCH)	TLC	GECC	LDITC	UPITC
CORE (50)	Select 1 course from Creative Arts (Core 50)		3		
CORE (10)	Select 1 course from Communication (Core 10)		3		
	Semester 7 (12 SCH)				
CYBR 3359	Mobile Technologies				3
CORE (90)	Select 1 course from Language, Philosophy and Culture (Core 90)		3		
CORE (70)	Select 1 course from Government/Political Science (Core 70)		3		
CORE (30)	Select 1 course from Life and Physical Sciences (Core 30)		3		
	Semester 8 (12 SCH)				
CYBR 3310	Introduction to Cryptography				3
ITCS 3320	Security of Data & Applications				3
CORE (60)	Select 1 course from American History (Core 60)		3		
CORE (30)	Select 1 course from Life and Physical Sciences (Core 30)		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
ITCS 3325	Advanced Hacking				3
CYBR 3340	Cyber Crime				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 in Cybersecurity Total Semester Credit Hours (60 AAS + 60 BAT) 120 hrs.			27		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

St. Philip's College has published the Bachelor of Applied Technology in Cybersecurity degree plan in the 2024-2025 catalog (Appendix 48) and on the Bachelor of Applied Technology in Cybersecurity web page.

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 II]

St. Philip's College (SPC) complies with section 9.4 by ensuring 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 (Appendix 49). Students who transfer in and hold an AAS in Cybersecurity to take the BAT in Cybersecurity will take at least 33 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.]

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]

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.]

St. Philip's College (SPC) complies with section 9.7 by publishing curricula for all programs of study in the "Degrees, Certificates, and Transfer Advising Guides" section of the college catalog (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. Also, as part of its curricula for all programs of study, SPC now includes the Bachelor of Applied Technology in Cybersecurity as of Fall 2024. 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 (Appendix 51)
- Texas Administrative Code, Title 19, Part 1, Chapter 9, Subchapter J, Rule 9.183 – Degree Titles, Program Length, and Program Content (Appendix 52)
- Texas Administrative Code, Title 3, Subtitle B, Chapter 61, Subchapter C, Rule

61.0515 – Semester Credit Hours Required for Baccalaureate Degree (Appendix 53)
- Texas Administrative Code, Title 3, Subtitle B, Chapter 61, Subchapter C, Rule 61.05151 –Credit Hours Required for Associates Degree (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 (Appendix 55).

Additionally, SPC is actively working on ABET accreditation for the BAT in Cybersecurity program. This accreditation will provide assurance that the program meets the quality standards of the profession for which it prepares graduates. Alongside ABET accreditation, SPC is also pursuing the Center of Academic Excellence designation for the Bachelor of Applied Technology in Cybersecurity. The National Centers of Academic Excellence in Cybersecurity (NCAE-C) program aims to create and manage a collaborative cybersecurity educational program with community colleges, colleges, and universities that:

- Establishes standards for cybersecurity curriculum and academic excellence,
- Includes competency development among students and faculty,
- Values community outreach and leadership in professional development,
- Integrates cybersecurity practice within the institution across academic disciplines,
- Actively engages in solutions to challenges facing cybersecurity education.

By achieving this designation, SPC will ensure that our curriculum meets the highest industry standards required in this field and fosters an environment of academic excellence and professional growth. This commitment underscores SPC's dedication to advancing cybersecurity education and addressing the evolving challenges in the cybersecurity landscape.

All Associate of Applied Science (AAS) degrees 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. The complete SPC BAT degree plan is shown in **Table 15.**

Table 15: Complete SPC BAT Degree Plan

Student ID:_____	Publication: St. Philip's College Schedule/Catalog 2023-2024
Student Name:_____	
Advisor Name:_____	Program: Cybersecurity - Bachelor of Applied Technology

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 has been approved by the Southern Association of Colleges and Schools Commission on Colleges for implementation of Fall 2024 semester.

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

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

Semester II

Course Name	Term Taken	Grade	Gen Ed
ITNW 2405 - Network Administration			
COSC 1336 - Programming Fundamentals I			
ITNW 2412 - Routers ***			
ITSY 1342 - Information Technology Security			

Semester III

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

Semester IV

Course Name	Term Taken	Grade	Gen Ed
ITSY 2301 - Firewalls and Network Security			
ITNW 1413 - Computer Virtualization			
• Select 1 course from Additional Communication (90) Core			
• Select 1 course from Communication (10) Core			

Semester V

Course Name	Term Taken	Grade	Gen Ed
ITSY 2430 - Intrusion Detection			
ITSY 2442 - Incident Response and Handling			

ITSY 2443 - Computer System Forensics			
ITSY 2286 - Internship - Computer and Information Systems Security			

Semester VI

- Select 1 course from Creative Arts (50) Core
- Select 1 course from Communication (10) Core

Semester VII

Course Name	Term Taken	Grade	Gen Ed
CYBR 3359 - Mobile Technologies			
• Select 1 course from Additional Language, Philosophy and Culture (90) Core • Select 1 course from Government/Political Science (70) Core • Select 1 course from Life and Physical Sciences (30) Core			

Semester VIII

Course Name	Term Taken	Grade	Gen Ed
CYBR 3310 - Introduction To Cryptography			
ITCS 3320 - Security of Data & Applications			
• Select 1 course from American History (60) Core • Select 1 course from Life and Physical Sciences (30) Core			

Semester IX

- Select 1 course from American History (60) Core
- Select 1 course from Government/Political Science (70) Core

Semester X

Course Name	Term Taken	Grade	Gen Ed
CYBR 3340 - Cyber Crime			
CYBR 4310 - Penetration Testing			
CYBR 4330 - Virtualization and Cloud Security			
ITCS 3325 - Advanced Hacking			

Semester XI

Course Name	Term Taken	Grade	Gen Ed
CYBR 4320 - Cyber Defense Operations			
CYBR 4350 - Senior Project			
ITCS 4315 - Cybersecurity Incident Response Team			
ITCS 4320 - Cybersecurity and Digital Ethics			

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.

Notes:

CIP Code: 11.1003

Major Code: CBSC

Notes:

See *Degree Planner -*
https://myspccatalog.alamo.edu/preview_degree_planner.php?catoid=264&poid=47986&returnto=19890&print

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).

Appendix	Evidence
Appendix 43	Page 609
Appendix 44	Page 6143
Appendix 45	Page 616
Appendix 46	Page 625
Appendix 47	Page 627
Appendix 48	Page 630
Appendix 49	Page 633
Appendix 50	Page 633
Appendix 51	Page 6343
Appendix 52	Page 635
Appendix 53	Page 636
Appendix 54	Page 637
Appendix 55	Page 638
Appendix 56	Page 639
Appendix 57	Page 625

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.]

St. Philip's College (SPC) complies with section 10.4 and 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 (Appendix 58) 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 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 59) 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 60) 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, advisor, 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 (Appendix 61), the Texas Academic Course Guide Manual (ACGM) for academic transfer courses (Appendix 62), the Texas Higher Education Coordinating Board Upper Division Course Manual (UDCM) (Appendix 63), and the Texas Guidelines for Instructional Programs in Workforce Education (GIPWE) for career and technical education courses (Appendix 64). 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 sunsetting 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 Cybersecurity & Information Technology 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 16** illustrates the current structure of the College Curriculum Committee, the voting and non-voting members, and specific attendees.

Table 16: Structure of the SPC College Curriculum Committee

Curriculum Committee (CC) Structure				
Total membership	34			
Voting Members			Non-Voting members	
Total Voting members	23		Total Non-Voting Members	11
Quorum of 50%	11			
Divisions	Faculty Chairs		CC Roles	Members
Applied Science and Technology - MLK	4		Curriculum Committee Chair	1
Applied Science and Technology - SWC	2		Vice President of Academic Success	1
Arts and Sciences	5		Academic Deans	4
Health Sciences	3		Director High School Programs	1
Total	14		Dean of Student Scuccess	1
			Coordinator of Measurent & Evaluation	1
CC Roles	Faculty		Non-Faculty Chairs and Analysts	0
Curriculum Analyst	7		Secretary	1
Academic Services	1		Dean for Performance Excellence (SACSCOC Liaison)	1
Faculty Senate (President or Representative)	1			
Total	9		Total	11

Non-Voting Members				
Curriculum Committee Chair	Dr. Raymond Chacon			
Vice President of Academic Success	Randall Dawson			
Academic Deans	Edith Orozco	Chris Beardsall	Dr. Shane Kendell	Christopher Metsgar
Director of High School Programs	Dr. Karlene Fenton			
Dean of Student Success	Andres Arredondo			
Coordinator of Measurement and Evaluation	In Hiring Process			
Dean for Performance Excellence, SACSCOC Liaison	Dr. Liliana Gutierrez			
Non-Faculty Chairs and Curriculum Analysts	Dr. Joseph Kulhanek Dr. JoAnn Martinez Dr. Jen Osbourne Ron Viola			
Secretary	Kris Hernandez			

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

SPC submitted the BAT to the College's Board of Trustees on July 19, 2022, who approved the BAT in Cybersecurity program as of July 26, 2022 (Appendix 65) with highlighted area for approval information). All 11 upper-division cybersecurity courses and the BAT in 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 for meeting minutes (Appendix 67 and Appendix 68).

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. Student 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 student learning outcomes and the course syllabi, which are accessible online.

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. The BAT in Cybersecurity program will pursue the 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 professional development and ongoing connection with professional advisory boards.

SPC faculty are required to engage in professional development as indicated in the Full-Time Faculty Job Description (Appendix 69). 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: (a) publishes admissions policies consistent with its mission; (b) ensures that its recruitment materials and presentations accurately represent the institution's practices, policies, and accreditation status; and (c) 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.]

St. Philip's College complies with section 10.5 by publishing admissions policies consistent with its mission for its programs, inclusive of the Bachelor of Applied Technology in 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." The BAT in Cybersecurity program website is one of the primary sources for information for prospective students (**Figure 20**).

Figure 20: PROGRAM Website for BAT in Cybersecurity

ACADEMICS / FIND YOUR PROGRAM / BUSINESS INFORMATION SOLUTIONS / BACHELOR OF APPLIED TECHNOLOGY (BAT) IN CYBERSECURITY

Bachelor of Applied Technology (BAT) in Cybersecurity

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

Register for Fall 2024!

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

The St. Philip's College Bachelor of Applied Technology Degree in Cybersecurity (BAT) is designed to equip students with the knowledge to combat cyber threats and comes as a strategic move to address the evolving landscape of digital security and to meet workforce demands.

The United States Bureau of Labor Statistics projects that cyber security jobs will grow by 31% from 2019 to 2029. An entry-level salary for an individual entering the cybersecurity field is projected at $64,480 per year ($31.00/hour), according to the Texas Workforce Commission.

The curriculum for this new degree has been carefully crafted by SPC faculty and administration in collaboration with industry experts. In this program, SPC students will gain advanced hands-on experience and practical insights into the latest cyber security tools, techniques, and best practices within state-of-the-art facilities, including the Saint Artemisia Bowden Center of Excellence opened in the Fall of 2021, and Cybersecurity Innovations Center (CIC), currently under renovation.

Prospective students interested in enrolling in the Bachelor of Applied Technology in Cybersecurity Program at St. Philip's College are encouraged to visit the Welcome Center, Room 202.

SPC BAT Program Spotlight on Good Day SA   SPC BAT Spotlight on Despierta San Antonio   SPC BAT Program Spotlight on SA Living

| BAT Degree Qualifications | + |

Step 1: Apply Texas	+
Step 2: Submittal	+
Degree Plan	+

Contact Information

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Book an Appointment with Candace

| General Questions |

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Saint Artemisia Bowden (SAB) Building

Book an Appointment with Laura

| General Advising |

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 70). 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 transcript standards agreement with the Alamo Colleges District Center for Student Information (CSI) to provide processing for transcripts (Appendix 71). 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.

The St. Philip's College Bachelor of Applied Technology in 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 2.75 GPA or higher (Appendix 72) 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:

    o ITSY 1342: Information Technology Security

    o ITSY 2301: Firewalls and Network Security

    o ITSY 2430: Intrusion Detection

    o ITSY 2442: Incident Response and Handling

    o ITSY 2443: Computer System Forensics

These admission requirements are part of the information required for program approval by the Texas Higher Education Coordinating Board. The BAT in Cybersecurity degree program's admissions requirements are published in the 2024-2025 College catalog and are on the program's website (**Figure 21**).

Figure 21: SPC College BAT in Cybersecurity Catalog Entry

Cybersecurity - Bachelor of Applied Technology

Return to: Degrees and Certificates - by Degree Type

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 has been approved by the Southern Association of Colleges and Schools Commission on Colleges for implementation of Fall 2024 semester.

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 (40) Core

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)

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 22**) provides policy for academic standards and interventions listed in the student handbook.

Figure 22: 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.

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. (Appendix 73, 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.

Students may re-enroll if minimum academic standards have been met at another accredited college or university and can provide official documentation (official transcript).

Continued Academic Probation

Students on Academic Probation who successfully complete their probationary semester with an institutional semester GPA of 2.0 or higher and did not earn a cumulative institutional GPA of 2.0 may continue enrollment under the status of Continued Academic Probation. Students are notified through their student ACES email. Students on continued 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 must earn a minimum institutional GPA of 2.0 during the semester approved to continue enrollment in future semesters while on Continued Academic Probation. Continued Academic Probation status is changed to Good Standing when a student earns a 2.0 GPA for both semester and cumulative institutional GPAs.

Students move from Continued 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).

Students may re-enroll if minimum academic standards have been met at another accredited college or university and can provide official documentation (official transcript).

First Academic Dismissal

Students on First Academic Dismissal must petition for enrollment upon sitting out one full 16-week fall or spring semester. Students are notified through their student ACES email. An application for admissions may need to be submitted through ApplyTexas if a student has not been enrolled within the last 12 months.

Upon completion of the petition process and if approved, the student will be enrolled under the status of Academic Dismissal and will be held to the following:

- Meet with their assigned certified advisor prior to registering for each future semester(s)

- Be limited to a maximum course load of six to eight (6-8) semester hours including the required SDEV 0171, Strategies for Success course designed to teach proven strategies for academic success
- Earn a semester institutional GPA of 2.0 or higher with "C's" or better in all enrolled courses
- Submit midterm progress reports showing academic progress
- May be required to complete additional strategies as indicated by their home institution
- May have a registration hold that will prevent future registration

Students move from Academic Dismissal to Continued Academic Probation if they earn a minimum semester institutional GPA of 2.0 and whose cumulative institutional GPA remains below 2.0. **The student course load during future semesters will be based on the student's academic progress. (**See the section on Continued Academic Probation for more information).

Students move from Academic Dismissal to Second 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 will be dropped from all enrolled courses and be required to sit out a full 16-week semester prior to completing the petition process. Refund amount is based on drop date (See drop date deadline and refund information for more information). (See the section on Second Academic Dismissal for more information).

Submitting an Academic Dismissal petition does not guarantee enrollment. In addition, denial of a petition at one Alamo College applies to all of the colleges of the Alamo Colleges District.

Students may re-enroll if minimum academic standards have been met at another accredited college or university and can provide official documentation (official transcript).

Second Academic Dismissal

Students on Second Academic Dismissal must petition for enrollment upon sitting out one full 16-week fall or spring semester. Students are notified through their student ACES email. An application for admissions may need to be submitted through ApplyTexas if a student has not been enrolled within the last 12 months.

Upon completion of the petition process and if approved, the student will be enrolled under the status of Academic Dismissal and will be held to the following:

- Meet with their assigned certified advisor prior to registering for each future semester(s)
- Be limited to a maximum course load of six to eight (6-8) semester hours including the required SDEV 0171, Strategies for Success course designed to teach proven strategies for academic success
- Earn a semester institutional GPA of 2.0 or higher with "C's" or better in all enrolled courses
- Submit midterm progress reports showing academic progress
- May be required to complete additional strategies as indicated by their home institution
- May have a registration hold that will prevent future registration

Students move from 2nd Academic Dismissal to Continued Academic Probation if they earn a minimum future institutional GPA of 2.0 and whose cumulative institutional GPA remains below 2.0. **The student course load during future semesters will be based on the student's academic progress. (**See the section on Continued Academic Probation for more information).

Students move from Second Academic Dismissal to Third Academic Dismissal if they fail to earn a minimum future institutional GPA of 2.0 and whose cumulative institutional GPA remains below

2.0. If enrolled in future semester(s), students will be dropped from all enrolled courses and be required to sit out for one (1) academic year (full fall and full spring semesters) prior to completing the petition process. Refund amount is based on drop date (See drop date deadline and refund information for more information). (See the section on Third Academic Dismissal for more information).

Students may re-enroll if minimum academic standards have been met at another accredited college or university can provide official documentation (official transcript).

Submitting an Academic Dismissal petition does not guarantee registration. In addition, denial of a petition at one Alamo College applies to all of the colleges in the Alamo Colleges District.

Third or More Academic Dismissal

Students on Academic Dismissal for a third (3rd) time or more must petition for enrollment after sitting out one (1) academic year (full fall, full spring and summer semesters). Students are notified through their student ACES email. An application for admissions may need to be submitted through ApplyTexas if a student has not been enrolled within the last 12 months.

Upon completion of the petition process and if approved, the student will be enrolled under the status of Academic Dismissal and will be held to the following:

- Meet with their assigned certified advisor prior to registering for each future semester(s)
- Be limited to a maximum course load of six to eight (6-8) semester hours including the required SDEV 0171, Strategies for Success course designed to teach proven strategies for academic success
- Earn a semester institutional GPA of 2.0 or higher with "C's" or better in all enrolled courses
- Submit midterm progress reports showing academic progress
- May be required to complete additional strategies as indicated by their home institution
- May have a registration hold that will prevent future registration

Students move from 3rd Academic Dismissal to Continued Academic Probation if they earn a minimum term future institutional GPA of 2.0 and whose cumulative institutional GPA remains below 2.0. The student course load during future semesters will be based on the student's academic progress. (See the section on Continued Academic Probation for more information).

Students move from 3rd Academic Dismissal to Permanent Academic Dismissal if they fail to earn a minimum future institutional GPA of 2.0 and whose cumulative institutional GPA remains below 2.0. If enrolled in future semester(s), students will be dropped from all enrolled courses and be required to sit out for one (1) academic year (full fall, full spring, and summer semesters) prior to completing the petition process. Refund amount is based on drop date (See drop date deadline and refund information for more information). (See the section on Third Academic Dismissal or More for more information). Students may re-enroll if minimum academic standards have been met at another accredited college or university and can provide official documentation (official transcript).

Submitting a Petition for Exception does not guarantee registration. In addition, denial of a petition at one Alamo College applies to all of the colleges in the Alamo Colleges District.

Deadline to Submit Petition for Exceptions for Academic Dismissal

Academic Dismissal Petitions must be submitted by the stated deadline. Please meet with your advising center for specific deadlines.

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 (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.

Faculty alongside advisors review incoming transfer students' materials. Faculty content area experts review appropriate course work to transfer into a program at St. Philip's College. Advisors send faculty content area experts transcripts to review to ensure transfer courses meet St. Philip's Course requirements. (**Figure 23**) outlines the St. Philip's College transfer evaluation and credit policy.

Figure 23 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!

To reach Advising for General Information, visit:
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 (MOUs), 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.

Military Transfer Admissions
Transfer work from military education is accepted based on the American Council on Education Guide. Students must present an official copy of the Army/American Council on Education Registry Transcript System or the Sailor/Marine American Council on Education Registry Transcript. An official transcript from the Community College of the Air Force (CCAF) fulfills the transcript requirement. All transcripts and questions should be directed to Enrollment Services/Admissions and Records Office.

Reverse Transfer Degree
Although it is highly recommended that you complete your associate degree, sometimes transferring before degree completion may be your plan. Students who transfer to a Texas public college or university before graduation have an opportunity to complete the requirements to earn an associate degree awarded by one of the colleges in the Alamo Colleges District. For students who transfer to most Texas universities, this is an automated system following consent on the ApplyTexas Admission Application. Students may also request a reverse transfer degree audit at any time by submitting a university transcript and visiting the college's Enrollment Services/Admissions and Records office.

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 credit for prior 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, credit for prior 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 external academic credit)
[Emphasize aspects of this standard that may have special relevance to the program expansion at the new degree level.]

St. Philip's College (SPC) complies w i t h section 10.8 by publishing policies for evaluating, awarding, and accepting credit not originating from the institution. The BAT in 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).
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 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 paragraph (1) 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.
- Each institution of higher education shall publish in its course catalogs the procedures specified in subsections (a), (b), (d), and (e) of this section.
- 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 (**Figure 24**).

Figure 24: PROGRAM Website for Transferring in/Applying to the BAT in Cybersecurity

Degree Qualifications

Degree Qualifications	Degree Plan

Academic Requirements

Completion of St. Philip's College AAS: *Information Technology Cybersecurity Specialist*

Or

1) A closely related degree from a regionally accredited educational institution.

2) Successful completion with a **C** or better 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

Step 1: Apply Texas —

All applicants for the Bachelor of Applied Technology (BAT) in Cybersecurity Program MUST be fully enrolled in St. Philip's College. Submit your application through the Apply Texas website and verify that you are applying for the semester that you will be entering.

Apply Now

Step-by-step information on the enrollment process can be found in Admissions & Aid / How to Apply.

Please Note: Individuals need to be 18 years or older to apply for the Bachelor of Applied Technology (BAT) in Cybersecurity Program.

Step 2: Submittal −

Official Filing Periods

The applicant is eligible to apply twice a year for the fall and spring terms with limited space available. The application will remain open, identify which semester is preferred.

Transfer/Transient: Submit an official college or university transcript from the last institution you attended.

Electronic: College/University Official "official" transcript may be emailed to St. Philip's College using an encryption service (email: SPC-RECORDS@ALAMO.EDU)

Mail to: St. Philip's College, Office of Records and Registration, 1801 Martin Luther King Dr., San Antonio, TX 78203

Returning Students: Submit official transcripts (official college/university) from the last institution you attended.

To submit "official" transcripts In person visit the Welcome Center Building, Room # 203

Important Note: ALL *college/university transcripts regardless of transferability will be required*

Foreign credentials must be received in their original sealed envelope from the institution.

Students who have graduated from a college outside of the United States must have their transcripts evaluated by an organization approved by the National Association of Credential Services (NACES) on the colleges web page (https://www.alamo.edu/spc/experience-spc/current-students/records-and-transcripts/)

Submit both original foreign transcript and evaluation transcript by mail or in person (refer to aformentonied instructions regardin submission).

Contact Information

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Book an Appointment with Candace

[General Questions]

Laura De La Rosa
Sr. Advisor / Dual Credit Liaison
Cybersecurity Department

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Book an Appointment with Laura

[General Advising]

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 58	Page 642
Appendix 59	Page 646
Appendix 60	Page 642
Appendix 61	Page 756
Appendix 62	Page 757
Appendix 63	Page 772
Appendix 64	Page 815
Appendix 65	Page 256
Appendix 66	Page 808
Appendix 67	Page 775
Appendix 68	Page 799
Appendix 69	Page 642
Appendix 70	Page 802
Appendix 71	Page 8043
Appendix 72	Page 627
Appendix 73	Page 806
Appendix 74	Page 807
Appendix 75	Page 808
Appendix 76	Page 813
Appendix 77	Page 8143
Appendix 78	Page 8143

Section 11: Library and Learning/Information Resources

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.]

St. Philip's College (SPC) complies with section 11.1 by providing 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 BAT in Cybersecurity program. Students in the BAT in 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 BAT in 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."

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 in 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 in Cybersecurity Program.

The library liaison assigned to the BAT in 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 Center for Learning Resources' computer science-related holdings (cybersecurity is contained within this subject heading) include, 6648 books, 567 journals, and over 300 videos (see **Tables 17** and **18**). Other subject headings within our Discovery system also include cybersecurity related materials.

Table 17: SPC Library Physical Holdings

SPC Discovery Holdings Breakdown						
Subject	Totals	Books	Computer Files	Journals/ Magazines	Newspapers	Videos
Computer Science	7270	6648	1	567	7	47
Sample of Streaming Videos						
Title			Database			
How Covid-19 Changed Cybersecurity			Academic Video Online (ASAVON)			
Maximum Privacy and 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 Neutral Networks			Academic Video Online (ASAVON)			
Cyberway Threat			Academic Video Online (ASAVON)			
A New Challenge for our Age: Securing American 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 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/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 18: Library 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 Online)	Computer Source (EBSCO)
Directory of Open Access Journals (DOAJ)	Ebook Central (Proquest)
Ebooks (Gale)	EBSCO
EBSCOHost e-Book Collectoin (EBSCO)	Military and Intelligence (Gale)
Military Database (Proquest)	New (Gale Onefile)
Newsbank	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 BAT in Cybersecurity faculty and Library Liaisons ran a library holding audit to identify all Cybersecurity gaps 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 19**).

Table 19: New Databases and eBooks

Database or collection	Publisher	Price
IEEE Explore	IEEE Society	$16,615

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 20**). BAT in Cybersecurity

students, faculty, and staff can borrow and request materials from other libraries using these services through our Discovery catalog.

Table 20: Library Partnerships

Alamo College District Libraries	Students have access to check out physical books and items from libraries at any of the five colleges in the district.
TexShare: Texas State Library and Archives Commission	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. This membership also gives CLR access to databases provided by the State of Texas.
Interlibrary Loan	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.
Amigos Research Sharing Agreement	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

Budget Planning

The 2023-2024 annual Operational Budget for the St. Philip's College Center for Learning Resources fiscal year is $263,680.00. The operational budget used to expand holdings is not allocated by program**.**

SPC Library Books and Materials 2023-2024

Fund   12001 SPC Operating
Organization   824003 SPC Library Books and Materials
Program   3010 Academic Support
Fiscal Year   2023-2024

Account	Title	Amount
7125	Materials and Supplies	$50,000.00
71604	LIBR Cataloging Fees and Charges	$4,424.00
71606	LIBR Direct Orders	$19,042.00
71610	LIBR Periodicals	$15,000.00
71616	LIBR Electronic Resources	$174,214.00
74501	LIBR Continuations	$1,000.00
	Total	**$ 263,680.00**

The projected FY 2025 - 2027 budget for the BAT in Cybersecurity program allocated $16,615 annually to expand cybersecurity-focused holdings to include the purchase of IEEE database. We anticipate that the projected budget needs for this program are approximately $50,000 based on research needs and requests from the department. These funds along with additional budget allocations will be used to increase our physical and digital cybersecurity collections. On an annual basis, the faculty in the BAT in 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 BAT in 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. The librarians all hold Master of Library Science degrees from graduate programs accredited by the American Library Association. There is a dedicated Library Liaison for the BAT in Cybersecurity (**Figure 25**).

Figure 25: Full Library Employee Roster

Status	Title	Position Number		Notes
Full-time	Director of Library Services	P20271	Dr. LaKeshia Darden	
Full-time	Lead Librarian		Vacant	Hire pending
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	Christine Kalsco-Aten	
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	T20365	Yvonne Mulhern	
Part-time	Staff Librarian	T20365	Stephanie Ray	
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	T20368	Vacant	Position posted Summer 2024
Part-time	Library Assistant I	T20191	Vacant	Position posted Summer 2024
Part-time	Library Assistant I	T20367	Eric Carrillo	
Part-time	Library Assistant I	T20366	Sarah Valadez	
Part-time	Library Assistant I	T20374	Matthew Brewer	

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 in 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 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. In regard 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.

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)

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 BAT in 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 21**).

Table 21: Databases and Journals

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 Online)	Computer Source (EBSCO)
Directory of Open Access Journals (DOAJ)	Ebook Central (Proquest)
Ebooks (Gale)	EBSCO
EBSCOHost e-Book Collectoin (EBSCO)	Military and Intelligence (Gale)
Military Database (Proquest)	New (Gale Onefile)
Newsbank	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)	

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 though 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 shown in **Table 22**.

Table 22: 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-5pm
Summer 5-day Schedule	Monday-Friday 8am-5pm	Monday-Friday 8am-5pm

Center for Learning Resources (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 (**Figure 26**), 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 screen-sharing 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 23.**

Table 23 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.

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

Librarians also work with the faculty to develop course specific online resource guides (**Figure 26**) which are available 24 hours a day, 7 days a week on our website.

Figure 26: LibGuide Example

Appendix	Evidence
Appendix 79	Page 872

Section 12: Academic and Student Support Services

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.]

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 in 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 socioeconomic diversity. The College creates an equitable and inclusive environment, fostering excellence in academic and technical achievement, while expanding its commitment to diversity, opportunity, and equal access. All SPC students, 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 27**).

Figure 27: Screenshot of the SPC Tiger Advantage Webpage

ADMISSIONS & AID / HOW TO APPLY / SPC TIGER ADVANTAGE

SPC Tiger Advantage

SPC
SPC TIGER ADVANTAGE
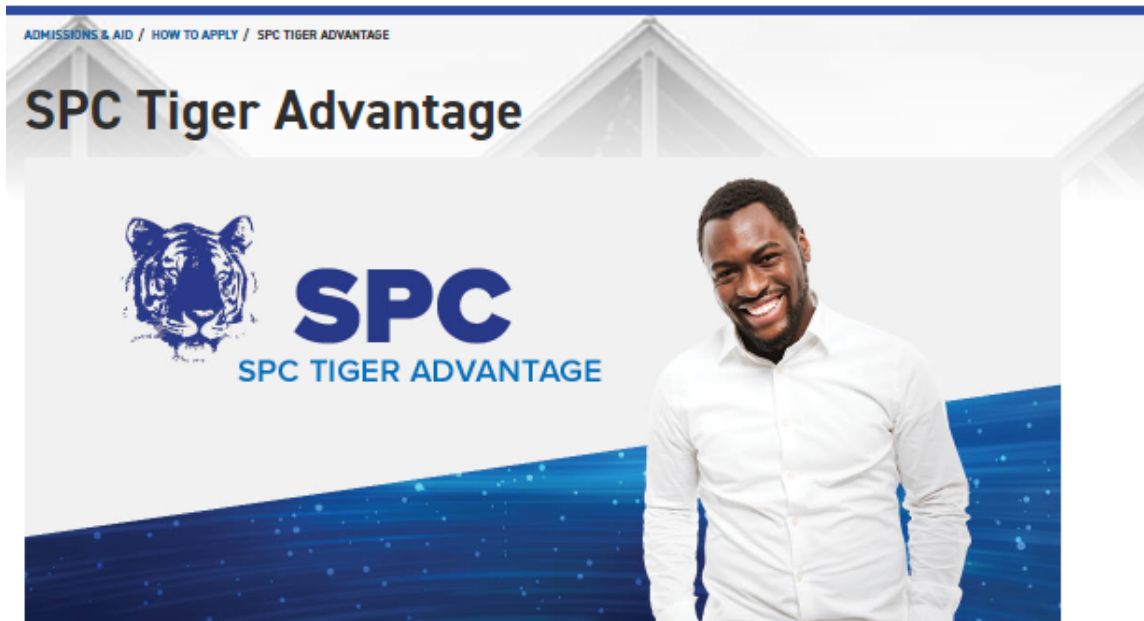
Make St. Philip's College Your Home College and Make Your SPC Tiger Advantage Work for You!

ENROLLMENT ADVANTAGES ADVOCACY ADVANTAGES*

St. Philip's College is committed to removing obstacles to your success. Our SPC Tiger Advantage is a strategic initiative designed to empower you with a personalized Student Success team. As a member of Tiger Nation, you benefit from the following resources:

Enrollment Advantages	Advocacy Advantages*
▪ Assigned **CERTIFIED ENROLLMENT COACH** to assist in your admissions process	▪ **SUPPLEMENTAL GRANTS** for books and instructional materials
▪ Assigned **CERTIFIED ADVISOR** to support your degree completion	▪ **LAPTOP AND HOTSPOT** loaner programs
▪ Dedicated **CERTIFIED CAREER NAVIGATOR** to help you find your career path	▪ **BOOK AND CLASSROOM EQUIPMENT** loaner programs
▪ Specialized **TUTORING CENTERS** to get you the assistance you need when you need it	▪ Access to free additional resources including **PERSONAL COUNSELING** and **FOOD PANTRY; CHILD CARE** is available for those who qualify

*Many advocacy programs come with restrictions or eligibility requirements. Our Advocacy team in Safe SPaCe will match you with the resources you need.

Upon enrolling and being accepted into the program, students in the Bachelor of Applied Technology (BAT) in Cybersecurity program have access to all College academic and student support services and activities, which are comparable to those services offered at similar Level II institutions.

However, the College recognizes that baccalaureate students will need additional levels of support, services, and activities. These additional support services include:

• BAT in Cybersecurity Academic Advisor: This academic advisor will help recruit graduates with associates' degrees from the Alamo Colleges District colleges into the BAT program and ensure that students enrolled in the cybersecurity Associate program can make a seamless transition to the BAT if they choose to pursue our baccalaureate degree. The BAT- dedicated advisor also will help students complete the change of major and change of home college forms, submit official transcripts, and complete the FAFSA application. The BAT academic advisor will also help students register for their classes a full academic year at a time.

• BAT in Cybersecurity Academic Program Coordinator: Candace Barnett M.Ed, AET, was hired as the BAT in Cybersecurity Academic Program Coordinator. The coordinator for the BAT will assist the faculty program director with accreditation compliance and facilitate connections with external entities to host job and career fairs, as well as assist students as a career coach for job interviews, student club competitions, etc.

• BAT in Cybersecurity Lab Personnel: The lab technicians maintain the cyber range as well as each of the computer classrooms and the program's intranet, maintain software updates, manage inventory processes, create scenarios students will work on, and reset equipment/technology, and other technical duties.

• Cyber News: Cyber News is an online site where students can learn about updates for the BAT in Cybersecurity Program.

(**Figure 28**) Information is presented to students in the Cybersecurity Programs, such as competitions and conferences through Cyber News updates.

Figure 28: Cyber News Updates

CYBERSECURITY CENTER

Cybersecurity Education Conference

Cyber News

Cyber News

New Bachelor Degree in Cybersecurity launching Fall 2024!

Learn more

Contact Information

Cybersecurity & Information Technology Depatment Chair Director:
Dr. Raymond Chacon
rchacon8@alamo.edu

Senior Advisor:
Laura De La Rosa

lgonzalez339@alamo.edu

Location:
MLK Saint Bowden Building (SAB), 110

Phone:
210-486-2080

- Tutoring Centers: BAT in Cybersecurity students will have access to the College's Rose R. Thomas Writing Center, MathWorld tutoring lab, and the Tutoring and Technology Center (TNT) for general tutoring. Additionally, academic tutoring for the BAT in Cybersecurity program will be provided by General Education faculty teaching the BAT in Cybersecurity learning community cohorts. Tutoring for cybersecurity-related courses is provided by full-time faculty during their weekly 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 the BAT in Cybersecurity Program are free for semester check-outs.

- Cyber Tigers: This student club complements the study of networking, Microsoft applications, Linux, and security to form a unique student activity group that helps channel schoolwork into real work scenarios and experiences (**Figure 29**).

Figure 29: Cyber Tigers Student Club

Students in the BAT in 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 challenging baccalaureate-level coursework:

Student Support Functions.

• Certified Advisors: Assist students with completing academic pathways for career mobility and/or transfer to or from university (**Figure 30**).

Figure 30: Directions for Finding Students' Certified Advisor from the SPC Academic Advising Webpage

FIND YOUR CERTIFIED ADVISOR

Students are assigned a Certified Advisor by 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 Advisors	+
Online Advisors for Fully Online Programs	+

Admissions: Our team of Certified Enrollment Coaches provides one-on-one onboarding assistance to any new student seeking to enroll at St. Philip's College. Services include assistance with Apply Texas Applications, FAFSA & TASFA completion, Bacterial Meningitis processing, the Texas Success Initiative (TSI) process, and New Student Orientation readiness. (**Figure 31**).

Figure 31: Admissions and Aid at SPC

How to Enroll at SPC

Ready to enroll at SPC?
Follow our enrollment steps and explore student resources.

Apply Now

Apply +

Next Steps

Enrollment Checklist +
Enrollment Coaches +

Registration

Academic Advising +
Make a Payment +

Specific Populations

High School Programs +
International Students +
Transient Students +
Veterans +

• Enrollment: The Division of Student Success provides academic advising and course registration for all students, ensuring alignment with student Individual Success Plans (ISP). Year-round onsite completion and registration events are provided, as well as virtual one-on-one opportunities to ensure all students matriculate seamlessly.

• Financial Aid Office: Alamo Colleges District provides information and assistance to help students pay for college and reach their educational goals.

• Center for Distance Learning: This resource assists students with the completion of the Orientation to Online Learning Courses (OLRN), provides academic support for Canvas and Microsoft programs, and for those students who enroll in online modalities (**Figure 32**).

Figure 32: Center for Distance Learning Webpage

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 33**).

Figure 33: SPC Financial Literacy Webpage for Students
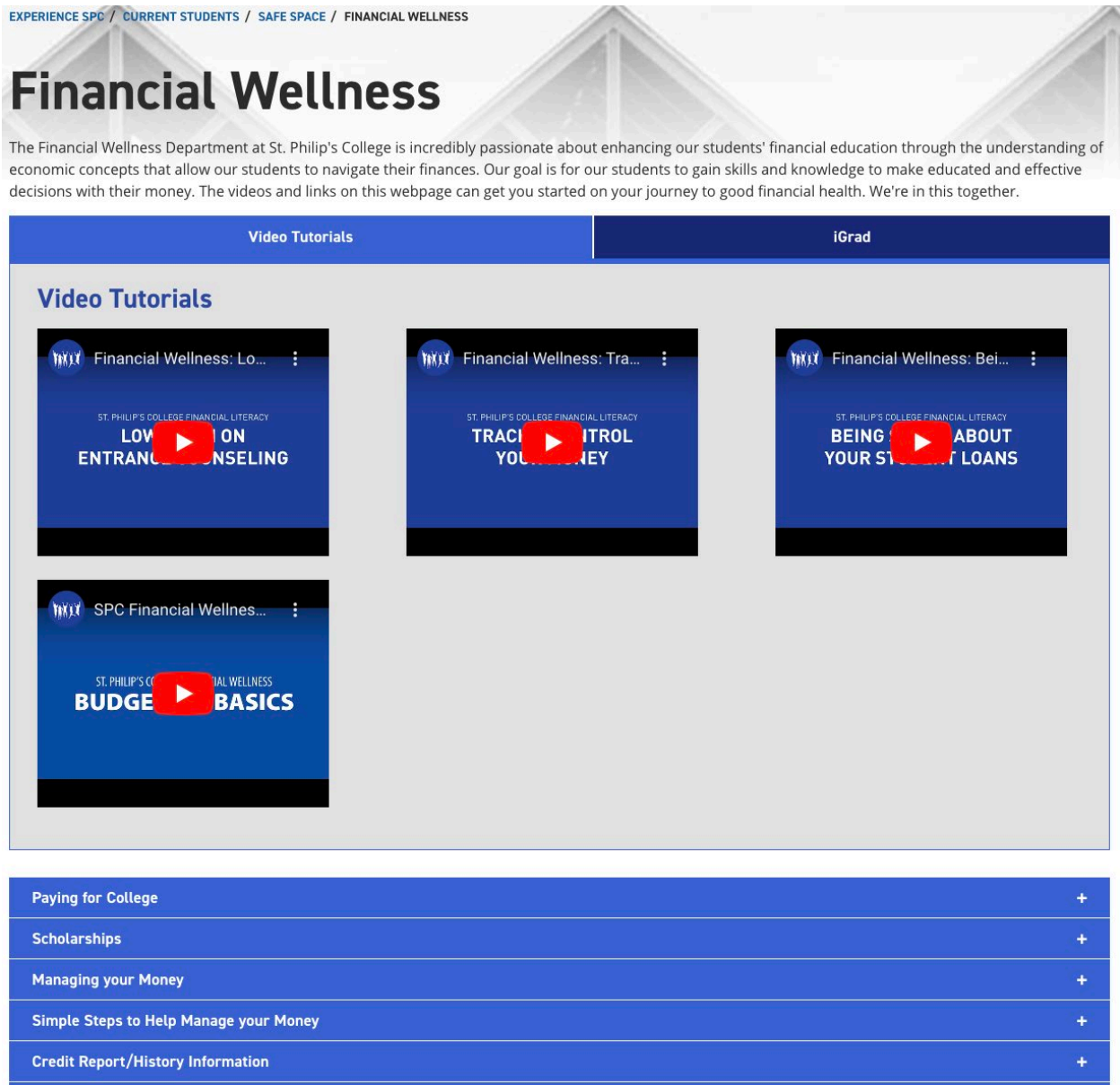
- Student Emergency Grant Fund: Short-term financial assistance may be provided to enrolled, eligible students to address emergency situations, such as housing/rent, utilities, food, medical/dental, personal auto expenses, childcare, and other allowable crises not covered by scholarships or other financial 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 Women, 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 protein, some fruit, a carbohydrate, a bottle of water, a napkin, and utensils.

• Food Pantry: The food pantry is stocked with canned and dry goods, condiments, personal and 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.

• Mental Health Counseling: Trained and licensed counselors provide free, short-term, personal counseling services to currently enrolled students. Counselors are available to listen to student concerns including anxiety, depression, loss of a relationship, and other mental health-related issues. Counselors may also refer students to community resources according to their individualized needs.

• 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.

• Opportunity Home San Antonio Housing Voucher Program: In partnership with Opportunity Home, 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 Opportunity Home 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 34**). The Veterans Affairs office has received the Veterans Education Excellence Award (VERA) in 2022, 2023, and 2024.

Figure 34: 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 "8 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 CCAF 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 35**).

Figure 35: 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.

History

The historic Good Samaritan Hospital was constructed in 1915 as the Corinth Baptist Church and in 1948 was converted to a hospital for African-American patients in response to segregation.

In December 2011, the San Antonio City Council approved a partnership with the Alamo Colleges District and St. Philip's College to renovate the former hospital into a veterans outreach center. The Good Samaritan Veteran's Outreach and Transition Center will provide personalized services to All Active Duty and retired Veterans, their families, and the community in the greater San Antonio Area.

Give Us Your Feedback

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:

Email:

Phone:

Your Organization:

Date Needed:

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Activities

E. L. Turbon Student Center: Student Life provides engaging activities that enhance the college experiment. 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: This event is a 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 36**).

Figure 36: Tiger Nation Family Day at SPC

New Student Orientation: To reduce incoming students' 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 BAT in 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)

St. Philip's College (SPC) complies with section 12.4 by having 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 keeps a record of student complaints accessible 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 (**Figure 37**).

Figure 37: Feed the Tiger Website

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 (Appendix 86) and a redacted example of an academic integrity violation are provided (Appendix 87).

Non-Academic Grievances. The non-academic grievance process includes several steps: A Non-Academic Grievance Form (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.

Non-academic grievances are 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 (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 100complainant 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. SPC students can file a SOBI report on the Feed the Tiger website (**Figure 38**).

Figure 38: Strategies of Behavioral Intervention (SOBI) Reporting Area

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
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Appendix 82	Page 8843
Appendix 83	Page 903
Appendix 84	Page 908
Appendix 85	Page 973
Appendix 86	Page 974
Appendix 87	Page 976
Appendix 88	Page 983
Appendix 89	Page 983
Appendix 90	Page 8843
Appendix 91	Page 986
Appendix 92	Page 1033
Appendix 93	Page 1035
Appendix 94	Page 1036
Appendix 95	Page 10373
Appendix 96	Page 1044
Appendix 97	Page 1046

Section 13: Financial and Physical Resources

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).]

St. Philip's College (SPC) complies with section 13.7 by ensuring 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 Bachelor of Applied Technology (BAT) in Cybersecurity program. Primary coursework for the BAT in Cybersecurity program will be conducted in the St. Artemisia Bowden Center of Excellence Building (SAB) and the Cybersecurity Innovations Center (CIC).

The SAB opened in 2022 and has sufficient physical facilities and resources to appropriately support the needs of the BAT in Cybersecurity program. Additionally, the CIC building (formally the Campus Center) was remodeled in 2024 to support the BAT in Cybersecurity program

allowing students Real World Experiential Learning. Together, both buildings have adequate physical facilities to meet the support services required for BAT students and the BAT program.

St. Philip's College (SPC) enrolls over 17,000 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 12 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). In the 2022 Noel-Levitz Student Satisfaction Survey (Appendix 99), students once again reaffirmed the adequacy and appropriateness of the physical facilities and resources at both sites, rating them at the National Community College satisfaction average or higher. The 2024 Noel-Levitz Student Satisfaction Survey is currently in progress. Results will be available in late September 2024.

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 (BAT) in Cybersecurity program. This program is housed in both the SAB and CIC buildings on the MLK campus.

These state-of-the-art facilities represents the College's $39.2M investment in the highest quality of facilities for its cybersecurity programs. This facilities investment includes nine classrooms in the SAB and an additional five in the CIC, which are designed to simultaneously serve on-campus and remote/online students and emulate real-world scenarios and working environments.

The interactive whiteboards and electronic displays 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 (**Figure 39**). In addition to multiple workstations, student lounges and study areas throughout the facilities, the buildings' technology infrastructure affords students, staff, and faculty with reliable, efficient, and high-speed network connectivity throughout the facilities, which is independent of the College's network.

Figure 39: Classroom with Servers in SAB Center of Excellence (Left); SAB 206 Security Operating Center (Right)
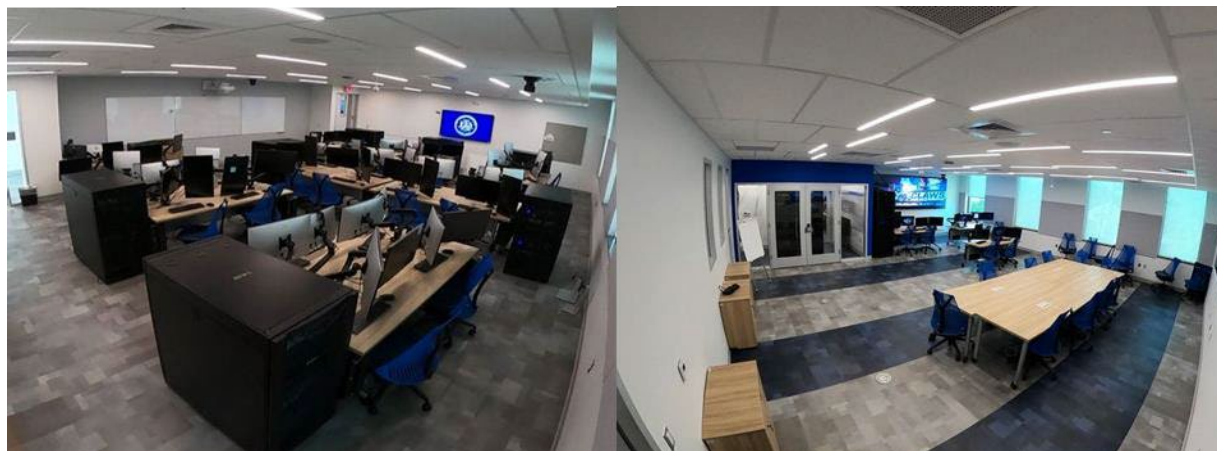
The overall technological support infrastructure at the College consists of a more extensive enterprise system, which is an extension of the Alamo Colleges District infrastructure network. The vast span of network hardware and bandwidth capacities align with the current and future needs of the BAT in Cybersecurity program and support the demands of St. Philip's College 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 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 Colleges District 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 100) 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. The plans will continue to cover critical facility needs in campus safety, student support, academics, and multifunctional usage.

The BAT in Cybersecurity program staff have offices and conference rooms in both SAB and the recently remodeled/renovated buildings, such as the CIC (20,064 sq. ft.), which was built in 1953. There are four classrooms, two of which have a partition wall that can be expanded for conference centers for cybersecurity events and competitions. All SPC students have access to the CIC building, which has its own built-in Data Center (**Figure 40)**.

Figure 40: Competition Gaming Room in Conference Center and Student Lounge and Data Center
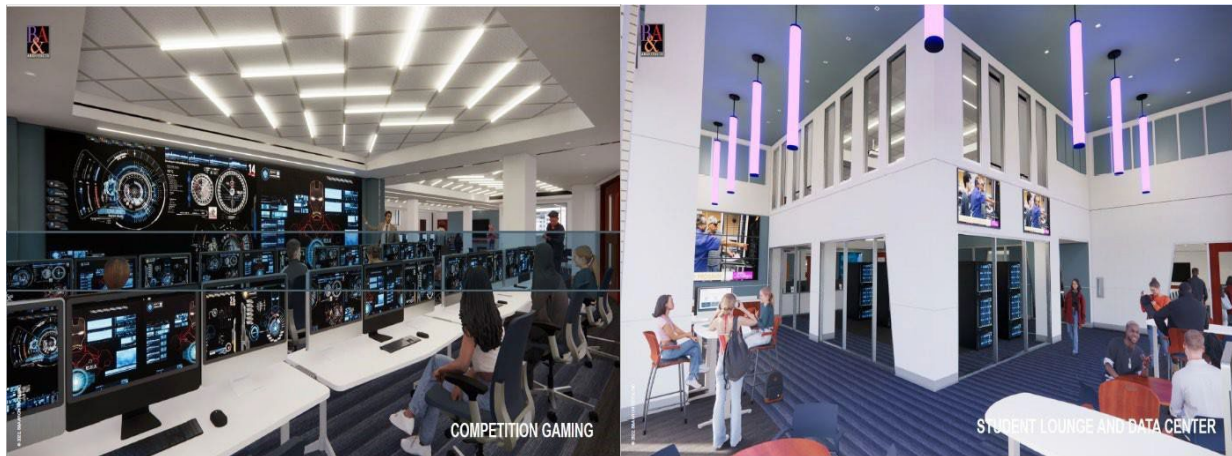
With numerous renovation and new construction projects completed over the past 10 years, including the CIC building and SAB Center of Excellence, SPC has demonstrated its commitment to providing programs and services with facilities that are adequate in terms of quality, scope, and condition.

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 BAT in 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 in Cybersecurity program equipment.

In 2022, a three-year budget was established for the BAT in Cybersecurity program .The BAT in Cybersecurity budget includes $808,600 for equipment upgrades and software upgrades in Year 3. These budget items ensure that the BAT in Cybersecurity program will have the latest, most relevant industry-standard physical resources to learn in and with. The costs are offset by tuition, fees, and reimbursement from the Texas Higher Education Coordinating Board (THECB). **Table 24** provides the first three years' budget, from FY 2023-2026.

Table 24: SPC BAT in Cybersecurity Budget (Start-Up and 3-year costs)

St. Philip's College New Program Budget Form:	BAT – Cyber Security				
ESTIMATED COSTS BY YEAR	**Start-Up Costs 2022-2023**	**Planning Year Costs 2023-2024**	**First Year 2024-2025**	**Second Year 2025-2026**	**Third year 2026-2027**	**Total for Three Year Period**
CATEGORY						
Program Administration (Chair)	-	97,988.80	118,162.00	118,162.00	118,162.00	**354,486.00**
Faculty Salaries--full time (2)	-	-	160,575.46	160,575.46	160,575.46	**481,726.38**
Faculty Salaries--part time	-	-	22,198.00	17,902.00	17,902.00	**58,002.00**
Clerical/Support Personnel (3)	-	141,130.08	102,585.60	102,585.60	102,585.60	**307,756.80**
Lab Assistants (2)	-	84,032.00	84,032.00	84,032.00	84,032.00	**252,096.00**
Benefits for FT Employees	-	102,568.09	147,703.70	147,703.70	147,703.70	**443,111.09**
Stipends	-	35,000.00	105,000.00	105,000.00	105,000.00	**315,000.00**
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	-	-	16,745.00	18,419.50	20,261.45	**55,425.95**
Furniture, Fixtures, & Equipment	4,043,000.00	5,330,898.00	643,369.00	-	404,300.00	**1,047,669.00**
Institutional Assoc Fees and Dues	-	-	17,000.00	1,550.00	1,550.00	**20,100.00**
Marketing Costs	-	-	5,000.00	5,000.00	5,000.00	**15,000.00**
Other (Software)	-	-	-	-	-	-
Special Program Tuition Funds	-	-	111,755.00	110,080.50	108,238.55	**330,074.05**
Facilities - Construction/Renovations	18,600,000.00	24,265,422.00	-	-	-	-
YEARLY TOTAL	**22,643,000.00**	**30,057,038.97**	**1,551,125.76**	**888,010.76**	**1,292,310.76**	**3,731,447.27**

Total Start-Up and Planning: $52,700,039
Three Year Total: $3,731,447
Total Costs: $56,431,486

Using the resources of the THECB and viable stakeholders, SPC regularly follows procedures (Appendix 101) 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, excessive, 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 102) 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 Colleges District (ACD) to evaluate the need for preventive maintenance and deferred maintenance contingencies.

Items not addressed under preventive maintenance policies and procedures (Appendix 103) are characterized as deferred maintenance and are addressed under a distinct plan (Appendix 104) Alamo Colleges District 2024-2026 Preventive Maintenance Plan) and set of guidelines (Appendix 105) developed by the Alamo Colleges District. The Alamo Colleges have identified the benefit of a comprehensive facility conditions assessment performed by a team of qualified facility professionals at 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 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 Colleges 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 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 2023 Auditor's Report (Appendix 106) on Internal Controls related to St. Philip's College fixed assets. The 2024 Auditor's Report has yet to be released to the College at the time this report was due.

The data presented reveals that SPC has appropriate control over its physical resources and internal procedures and has suitable technological infrastructure 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 BAT in Cybersecurity program.

Appendix	Evidence
Appendix 98	Page 1049
Appendix 99	Page 1063
Appendix 100	Page 10973
Appendix 101	Page 1155
Appendix 102	Page 1171
Appendix 103	Page 1172
Appendix 104	Page 1173
Appendix 105	Page 12173
Appendix 106	Page 1223

Section 14: Transparency and Institutional Representation

14.1   ***The institution (a) accurately represents its accreditation status and publishes the name, address, telephone number, and website address of SACSCOC in accordance with SACSCOC's requirements and federal policy; and (b) ensures all its branch campuses include the name of that institution and make it clear that their accreditation depends on the continued accreditation of the parent campus.***
(Publication of accreditation status)
[Clarify that representation of status is inclusive of the expansion to a new program at a higher degree level.]

St. Philip's College complies with section 14.1 and represents the accreditation status of the institution accurately, including the expansion to a new program at a higher degree level. Accreditation status is communicated prominently on the College's website and in print and digital publications. The College maintains an accreditation web page (**Figure 41**) to communicate accreditation information and updates from SACSCOC.

Figure 41 provides with the following published statement on the St. Philip's College SACSCOC website:

Figure 41: Notification of Accreditation Status

> *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 the Commission on Colleges 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 Commission on Colleges, 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 SACSCOC. 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).*

For promotional and information documents, the College uses the following truncated statement on SACSCOC accreditation:

> St. Philip's College, one of the Alamo Colleges, is accredited by the Southern Association of Colleges and Schools Commission on Colleges.

The statement on accreditation is also prominently featured in the St. Philip's College Student Handbook (**Figure 42**) and in the course catalog (**Figure 43**).

Figure 42: Accreditation Statement Published in Student Handbook

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.

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Vision

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

Mission

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

The college fulfills its mission by offering:

1. General courses in arts and sciences leading to an associate degree.
2. Transfer education for students desiring to attend senior institutions.
3. Developmental courses that improve the basic skills of students whose academic foundations require strengthening.
4. Applied Science and technical programs leading to an associate degree or certificate designed to prepare students for employment and/or to update crucial skills.
5. Workforce and Career development training programs for business, industry and government.
6. Continuing education programs for occupational and educational enrichment or certification.
7. Counseling and guidance designed to assist students in achieving their educational and professional goals.
8. Educational support services including library services, tutoring, open use computer labs and

Figure 43: Accreditation Statement Published in College Catalog

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Contact Information and Hours

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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. St. Philip's College also may offer credentials such as certificates and diplomas at approved degree levels. Questions about the accreditation of St. Philip's College may be directed in writing to Southern Association of Colleges and Schools Commission on College at 1866 Southern Lane, Decatur, Georgia 30033-4097 or by calling 404-679-4500, or by using information available on SACSCOC's website (www.sacscoc.org).

St. Philip's College is also approved and accredited by the Texas Higher Education Coordinating Board, National Accrediting Groups for Health Science and Nursing Programs, Culinary and Hospitality Programs, Automotive Programs and the Federal Aviation Administration.

Member

American Association of Community and Junior Colleges
Hispanic Association of Colleges and Universities
Texas Association of Community Colleges
Texas Community College Teachers Association

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