

St. Philip's ECHS Parent Bridge Rotation Schedule

May 21, 2018

CEB Building

5:30 p.m.

	CEB 103	CEB 105	CEB 107
5:30-6:00	Group A	Group B	Group C
6:05-6:35	Group C	Group A	Group B
6:40-7:10	Group B	Group C	Group A

Note: If you would like a tour of the campus, please wait in the lobby after the 7:10 session.

TOPICS

CEB 103	CEB 105	CEB 107
<ul style="list-style-type: none"> -What is an ECHS? -High School FERPA vs College FERPA -College Disability Services -Expectations 	<ul style="list-style-type: none"> -High School Diploma plan -College Concentrations -Naviance 	<ul style="list-style-type: none"> -Uniforms -Importance of Attendance -School Map -Communication -2018-19 Calendar -Bell Schedule -Transportation -Tutoring -Breakfast, Lunch and Dinner -Summer Bridge

Resources for Room 103 Rotation



Benchmark 1: Target Population

The Early College High School shall serve, or include plans to scale up to serve, students in grades 9 through 12, and shall target and enroll students who are at risk of dropping out of school as defined by the Public Education Information Management System (PEIMS) and who might not otherwise go to college.

Design Elements

All ECHSs must implement and meet the following requirements:

1. The ECHS recruitment and enrollment processes shall identify, recruit, and enroll the subpopulations of at-risk students (as defined by PEIMS), including, but not limited to, students who are of limited English proficiency, students with disabilities, or students who have failed a state administered assessment. Enrollment decisions shall not be based on state assessment scores, discipline history, teacher recommendation, parent or student essays, minimum grade point average (GPA), or other criteria that create barriers for student enrollment.
2. The ECHS shall identify, recruit, and enroll subpopulations (in addition to those who are at risk as defined by PEIMS) that are historically underrepresented in college courses (e.g., first generation college goers, students of low socioeconomic status, African American, Hispanic, Native American.)
3. The ECHS shall clearly document recruitment and enrollment policies and practices; refining and improving them annually based on data reviews.
4. Recruitment and enrollment processes (including marketing and recruitment plans, materials, and timelines) shall include input from key stakeholders (e.g., parents and community members; postsecondary partners); target student populations as described in 1 and 2 above; and include regular activities to educate students, counselors, principals, parents, and school board and community members.
5. For admissions, the ECHS shall use either a performance-blind, open-access lottery system that encourages and considers applications from all students (all students have an equal opportunity for acceptance, regardless of background or academic performance) or a weighted lottery that favors students who are at risk or who are part of the targeted subpopulations for the ECHS.

Required Activities and Products

Activities:

- All products shall be published on the ECHS's website and be made available to TEA upon request.
- All products shall be maintained in accordance with the local records retention policy.

Products:

- Written admission policy and enrollment application
- Written recruitment plan including a timeline of recruitment and enrollment events, and recruitment materials for distribution at feeder schools and other appropriate locations in the community
- Brochures and marketing in Spanish, English, and/or other relevant language(s)
- Written communication plan for targeting identified audiences, parents, community members, school board, higher education personnel, etc.



Benchmark 4: Curriculum and Support

The Early College High School shall provide a rigorous course of study that enables a participating student to receive a high school diploma and complete the Texas Higher Education Coordinating Board's (THECB) core curriculum (as defined by the Texas Administrative Code (TAC) §4.28), obtain certifications, or earn an associate's degree, or earn at least 60 credit hours toward a baccalaureate degree during grades 9-12. The ECHS shall provide students with academic, social, and emotional support in their course of study.

Design Elements

All ECHSs must implement and meet the following requirements:

1. The ECHS shall provide a course of study that enables participating students the opportunity to complete high school graduation requirements and earn an associate's degree or at least 60 semester credit hours toward a baccalaureate degree. A four-year crosswalk must be in place detailing how students will progress toward this goal including alignment of high school and college level courses. This crosswalk must provide pathways to a certification, an associate's degree, or a baccalaureate degree and must follow the courses and fields of study listed in the THECB Lower Division Academic Course Guide Manual (ACGM) and/or the Workforce Education Course Manual (WECM). The campus may implement multiple dual enrollment delivery models:
 - a. College courses taught on the college campus by college faculty
 - b. College courses taught on the high school campus by college faculty
 - c. College courses taught on the high school campus by qualified high school faculty
 - d. College courses taught virtually, via distance/online/blended learning
2. The ECHS shall support students in their course of study.
 - a. The ECHS shall provide academic support to the students by personalizing the learning environment in the following ways:
 - Developing individualized student plans for ongoing academic support,
 - Providing tutoring and/or Saturday school for identified students in need of academic supports,
 - Providing advisory and/or college readiness and support time built into the program of study for all students, and
 - Establishing a mentorship program available to all students.
 - b. The ECHS shall provide social and emotional support to the students as needed, including:
 - connections to social services
 - parent outreach and involvement opportunities
 - c. The ECHS shall provide enrichment opportunities, including:
 - A structured program of community service to promote community involvement.
 - Partnering with community businesses to expose students to a variety of potential career options and possible internship opportunities.
 - Providing college awareness to current and prospective students and families, including:
 - I. Application assistance,
 - II. Financial aid counseling, and
 - III. College and career counseling.
3. The ECHS shall biannually implement a structured data review processes designed to identify student strengths and weaknesses and develop individual instructional support plans.



Benchmark 5: Academic Rigor and Readiness

The Early College High School shall administer a Texas Success Initiative (TSI) college placement exam (as defined by TAC §4.53) to all accepted ECHS students to assess college readiness, design individual instructional support plans, and enable students to begin college courses based on their performance on the exam.

Design Elements

All ECHSs must implement and meet the following requirements:

1. The ECHS shall provide a TSI assessment to accepted students as early as possible (however, not as a prerequisite for admissions to the ECHS).
 - a. The ECHS shall implement a plan for TSI success, including academic preparation classes for accepted students, academic interventions for students who do not pass TSI, and assessments fee waivers for all administrations of the TSI test.
 - b. The ECHS shall publish on their website the dates the TSI will be administered.
 - c. The ECHS shall review TSI testing data, particularly the number/percentage of students who have currently passed each section of the TSI assessment, to ensure the ECHS is on track to meeting outcomes-based measures (see below).
2. The ECHS is a TSI assessment site, or is in the process of becoming a TSI assessment site, allowing frequent testing and access to raw data that can be used to identify student weaknesses and create tailored interventions and individualized instructional plans to improve student readiness and success.
3. The ECHS provides a bridge program (an intensive academic preparation program that provides opportunities to strengthen academic skills necessary for high school and college readiness) to prepare students for TSI and provide academic interventions for those who do not pass TSI.


Required Activities and Products

Activities:

- All products shall be published on the ECHS's website and be made available to TEA upon request.
- All products shall be maintained in accordance with the local records retention policy.

Products:

- Calendar of TSI test administration dates
- Aggregate reports of TSI exam performance
- Tutoring and bridge program schedules
- Bridge program curricula



ALAMO
COLLEGES
ST. PHILIP'S COLLEGE
Early College High School

What is Federal Educational Rights and Privacy Act (FERPA)?

Family Educational Rights and Privacy Act (FERPA)

- ❑ Will comply with the Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99). All information provided to Alamo Colleges relating to educational records will be confidential and Alamo Colleges will not disclose, communicate or divulge, or permit disclosure, communication or divulgence, to another or use for their own benefit or the benefit of another, any confidential information, unless permitted by FERPA or required by the laws of the State of Texas.
- ❑ For more information regarding FERPA regulations please go to: <http://www2.ed.gov/policy/gen/guid/fpco/ferpa/parents.html>

High School -FERPA

- ❑ Parents can request records at anytime
 - ❑ Absents
 - ❑ Classes, etc.
- ❑ Parents have access to students grades (Parent Portal)
- ❑ 6-9 weeks report cards
- ❑ Parents can communicate with teachers and administrations

Post Secondary Education (e.g., St. Philip's College)

- ❑ Parents do not have access ACES to review students information such as grades, schedule, etc.
 - Encourage you to have an open communication with your child to navigate through ACES
- ❑ College does not provide parents with report cards
 - Students can view their grades in ACES - CANVAS

Post Secondary Education (e.g., St. Philip's College)


- ❑ There is no difference under FERPA between a traditional student in a postsecondary institution and a student who is under the age of 18 at the institution. Both are considered "eligible students" under FERPA.
 - FERPA@ed.gov
- ❑ When a student turns 18 or enters a postsecondary institution at any age, the rights under FERPA transfer from the parents to the student ("eligible student").
 - <http://www2.ed.gov/policy/gen/ferpa/index.html>

Department of Education:
Ellen Campbell - Family Policy Compliance Office
www.ed.gov/fpc

FERPA Consent Form

Contact Information

Thank you,
Regina Ozuna
SPC - College Coordinator High School Programs
Sutton Learning Center (SLC) 104
Telephone: 210-486-2223 rozuna1@alamo.edu



DIFFERENCES BETWEEN HIGH SCHOOL AND COLLEGE DISABILITY SERVICES

There is no Special Education at the college level. Educational rights covered by IDEA (Individuals with Disabilities Act) do not apply to postsecondary education. Colleges must comply with ADA (Americans with Disabilities Act), Section 504 of the Rehabilitation Act and the civil Rights Restoration Act. College students have civil rights, but no “education” rights.

Postsecondary institutions are **required** to:

- *Make all programs and services physically accessible to all students*
- *Provide auxiliary aids, notetakers, and appropriate equipment to ensure the participation of students with disabilities in college classes and activities*
- *Accommodate the academic participation of qualified students with disabilities in college classes and activities*

Postsecondary institutions are **not required** to:

- *Provide specific auxiliary aids as long as the college provides a method of assistance that allows equal opportunity*
- *Provide academic modifications if these modifications would fundamentally alter the nature of the course or program or place undue burden on the institution*
- *Lower admission criteria for applicants with disabilities*
- *Diagnose a disability or conduct testing and assessment of learning difficulties, physical, or mental impairments*
- *Provide personal attendants*
- *Provide personal or private tutors*
- *Prepare “Individualized Education Programs” (IEP’s)*

Differences in Policies and Procedures	
High School	College
<ul style="list-style-type: none"> The school is responsible for identifying students with disabilities 	<ul style="list-style-type: none"> The student must self identify or disclose his/her disability
<ul style="list-style-type: none"> The school must provide the assessment of disability, classify disability, and involve parents 	<ul style="list-style-type: none"> The student must provide documentation of his/her disability to the designated office
<ul style="list-style-type: none"> School staff will discuss academic progress with parents or legal guardians 	<ul style="list-style-type: none"> The student is considered an adult with privacy and confidentiality protections. Staff cannot talk with parents or legal guardians about the student’s academic progress
<ul style="list-style-type: none"> The school must develop an Individualized Educational Program 	<ul style="list-style-type: none"> The student must request specific accommodations and provide supporting evidence through documentation
<ul style="list-style-type: none"> The school must provide a free and appropriate education including modified program and appropriate related services 	<ul style="list-style-type: none"> The student must act as independent adults to activate and obtain accommodations and structure weekly schedules
<ul style="list-style-type: none"> The school must coordinate the provision of all services, monitor progress, and evaluate results 	<ul style="list-style-type: none"> The college must provide reasonable accommodations for students who qualify

Differences in Courses	
High School	College
<ul style="list-style-type: none"> Class attendance is mandatory and monitored carefully 	<ul style="list-style-type: none"> Students are expected to follow the instructors attendance policy as stated in the syllabus
<ul style="list-style-type: none"> Teachers will usually approach students who are having academic difficulties 	<ul style="list-style-type: none"> Students are responsible to ask the instructor for help
<ul style="list-style-type: none"> Teachers remind students of assignment due dates 	<ul style="list-style-type: none"> Students are responsible for keeping track of their projects, assignments, and tests dates
<ul style="list-style-type: none"> Teachers will provide students with missed information when they are absent 	<ul style="list-style-type: none"> Students must approach their instructors for information they missed when absent
<ul style="list-style-type: none"> Teachers many times will provide extra credit assignments to help students raise their grades 	<ul style="list-style-type: none"> Extra credit assignments are not usually given
<ul style="list-style-type: none"> Make up tests are usually available 	<ul style="list-style-type: none"> Make up tests may not be an option
<ul style="list-style-type: none"> Teachers present information to help the student understand the textbook 	<ul style="list-style-type: none"> Instructors may not follow the textbook, but lectures enhance the topic

Differences in Accommodations	
High School	College
<ul style="list-style-type: none"> Services include individually designed instruction, modifications, and accommodations based on the IEP 	<ul style="list-style-type: none"> Reasonable accommodations may be made to provide equal access and participation
<ul style="list-style-type: none"> Modifications that change course outcomes may be offered based on the IEP 	<ul style="list-style-type: none"> The college is not required to lower or effect substantial modifications to essential requirements.
<ul style="list-style-type: none"> Appropriate accommodations are determined by the student's Individualized Educational Plan (IEP) 	<ul style="list-style-type: none"> Appropriate accommodations must be determined based on the student's disability documentation, and individual need

Differences in Parent's or Legal Guardian's Role	
High School	College
<ul style="list-style-type: none"> Legal guidance is provided by IDEA 	<ul style="list-style-type: none"> Legal guidance is provided by Section 504 and ADA
<ul style="list-style-type: none"> Parents must ensure that their child attends school until the age of 16 	<ul style="list-style-type: none"> Parents are not required to send child to college
<ul style="list-style-type: none"> Periodic progress reports are given to parents 	<ul style="list-style-type: none"> No progress reports will be given to parents
<ul style="list-style-type: none"> Teachers are free to approach parents without consent from student to discuss student's progress 	<ul style="list-style-type: none"> Without a release of information signed by the student the teacher legally cannot include the parents in any part of the educational process
<ul style="list-style-type: none"> The parent is the student's legal guardian 	<ul style="list-style-type: none"> In college the student is considered to be his/her own legal guardian unless there is a court order to the contrary
<ul style="list-style-type: none"> The parent is expected to advocate for the student 	<ul style="list-style-type: none"> The student is expected to advocate on his/her own behalf

Parent Understanding of St. Philip's ECHS Program

St. Philip's College Early College High School with SAISD is a unique and challenging environment for students. Our mission is to build a team that includes teachers, parents, and students in order to achieve academic success. Students, with support from home, will traditionally have more confidence and increased academic success. Below is a list of program expectations at St. Philip's ECHS. As participants of the ECHS program, we need your support of the elements of success listed below:

- _____ Your child will be enrolled in Pre-AP, Honors, AP, and/or Dual Credit courses as appropriate. Course work will be demanding and will require extra effort than what your child has experienced. You agree to keep your child in the program for the entire year before making a decision to withdraw him/her due to program rigor.
- _____ To assist with the amount of work of both the high school and college classes, you will set aside time for homework every night to help ensure assignments are completed on time. Homework may consist of college work, high school work, studying in order to stay ahead or long term projects, such as science or history fairs. You will check to ensure that work is completed.
- _____ Students will follow both, the SAISD Student Code of Conduct and the St. Philip's College Student Code of Conduct. As a student attending a college campus, I understand that behaviors that may be considered minor at a traditional high school may be considered severe on a college campus and could lead to arrest. I understand that if my child breaks a ECHS or St. Philip's College he/she may be removed from the college and will be required to leave SPCECHS.
- _____ I will make sure that my child comes prepared daily with all necessary school or college supplies.
- _____ I understand that my child must maintain a 2.0 (C average) in both his/her high school and college classes. A grade lower than a C will not transfer to other colleges. Failure to maintain a "C" average" is ground for academic probation and eventually academic suspension.
- _____ I understand that my child is ultimately responsible for his/her success. All students will be given resources and support but will be responsible for using these resources and asking for help.
- _____ As parent, I will actively support my child's education by keeping track of my child's grades in both college and high school. This is accomplished by reviewing my child's high school progress report and report cards, Checking his progress in college classes by reviewing his/her college account at least twice a month, attending any parent conferences and by attending fall and spring parent meeting as scheduled.
- _____ I will communicate and keep current regarding progress, goals, questions, comments, and concerns through use of the campus website, PENS system, Remind, and campus website. I will read the monthly calendar to keep current with school activities, deadlines and holidays.
- _____ I will ensure that my child is in regular attendance at SPCECHS. This means that he/she will not be tardy, and will be present every day unless sick. If he/she is absent they must bring an excuse with them when they return. No more than 8 parent written excuses will be accepted during the year. After eight written notices, absences will be unexcused and student may be subject to dismissal from the program.
- _____ Our Fridays are developed to meet the individual needs of our students. This may include TSI tutoring and testing, PSAT/SAT preparation, catch up and study groups for college and high school classes, opportunities for community service, guest presentations by colleges. Fridays are a regular day and students should not miss Fridays.
- _____ I will maintain accurate contact information with the school by reporting any changes in address or telephone numbers immediately
- _____ I will ensure my child has transportation to and from school.

Parent /Guardian Signature

Resources for Room 105 Rotation

Foundations Graduation Plan Overview

Name _____ ID _____ Expected Graduation Date _____

Endorsement

☐ Liberal Arts

☐ Culinary Arts

☐ Cyber-
Security

☐ Automotive

FOUNDATION PLAN-22 CREDITS

Course Credits
Grade Earned

English Language Arts-4 Credits

- ☐ English 1 _____
- ☐ English 2 _____
- ☐ English 3 _____
- ☐ Advanced English _____

Mathematics-3 Credits

- ☐ Algebra 1 _____
- ☐ Geometry _____
- ☐ Advanced Math _____

Social Studies-3 Credits

- ☐ World History _____
- ☐ US History _____
- ☐ Government _____
- ☐ Economics _____

Science-3 Credits

- ☐ Biology _____
- ☐ IPC/Adv. Science _____
- ☐ Advanced Science _____

Foreign Language-2 Credits

- ☐ _____
- ☐ _____

Fine Arts-1 Credit

- ☐ _____

Physical Education-1 Credit

- ☐ _____
- ☐ _____

Electives-5 Credits

- ☐ _____
- ☐ _____
- ☐ _____
- ☐ _____
- ☐ _____
- ☐ _____
- ☐ _____
- ☐ _____

ENDORSEMENT-26 CREDITS

Course Name Course Grade Credits
Earned

ALL ENDORSEMENTS

- ☐ 1 Math or CTE Math _____
- ☐ 1 Science or CTE Science _____
- ☐ Elective 1 _____
- ☐ Elective 2 _____

PERFORMANCE ACKNOWLEDGEMENTS

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

STAR Checklist

*Check once student has successfully
completed.*

- | | Score |
|-------------------------------------|-------|
| <input type="checkbox"/> English I | _____ |
| <input type="checkbox"/> English II | _____ |
| <input type="checkbox"/> Algebra I | _____ |
| <input type="checkbox"/> US History | _____ |
| <input type="checkbox"/> Biology | _____ |

COLLEGE PLANNING

- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____

PSAT/ACT Prep-Eligible for top
10% Automatic Admission

☐ Algebra II

PLANS FOR THE FUTURE

Student Goals

- _____
- _____
- _____
- _____

Testing

- ☐ PLAN
- ☐ PSAT
- ☐ SAT
- ☐ ACT

College Readiness-TSI

- ☐ Math _____
- ☐ Reading _____
- ☐ Writing _____

College Preparatory Courses

- ☐ Math _____
- ☐ Reading _____
- ☐ Writing _____

Post-Secondary

Applications ☐ Alamo

Colleges

- ☐ Apply Texas Application
- ☐ Common Application
- ☐ Military Recruiter
- ☐ Technical School

Financial Aid

- ☐ FAFSA/TAFA
- ☐ Scholarships

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

Publication: St. Philip's College Schedule/Catalog
 2018-2019
 Program: Associate of Arts
 Minimum Credits Required: _____

Associate of Arts

The Associate of Arts is designed as the equivalent of the first half of a Baccalaureate Degree. This is a general plan and may or may not satisfy the requirements of a specific transfer university. Please check with your advisor for specific transfer requirements.

Total Credit Hours Required: 60

Communication (10) Core - 2 courses (6 credit hours)

Course Name	Term Taken	Grade	Gen Ed
ENGL 1301 - Composition I			
ENGL 1302 - Composition II			

Mathematics (20) Core - 1 course (3 credit hours)

Select 1 course from the Mathematics (20) Core

Life and Physical Sciences (30) Core - 2 courses (6 credit hours)

Select 2 courses from the Life and Physical Sciences (30) Core

Language, Philosophy & Culture (40) Core - 1 course (3 credit hours)

Select 1 course from the Language, Philosophy & Culture (40) Core

Creative Arts (50) Core - 1 course (3 credit hours)

Select 1 course from the Creative Arts (50) Core

American History (60) Core - 2 courses (6 credit hours)

Select 2 courses from the American History (60) Core

Government/Political Science (70) Core - 2 courses (6 hours)

Select 2 courses from the Government/Political Science (70) Core

Social and Behavioral Sciences (80) Core - 1 course (3 credit hours)

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

Additional Communication (90) Core - 1 course (3 credit hours)

Select 1 course from the Additional Communication (90) Core

Additional Language, Philosophy and Culture (90) Core - 1 course (3 credit hours)

Select 1 course from the Additional Language, Philosophy and Culture (90) Core

Additional Requirements (18 credit hours)

- Any 18 hours of college-level Arts & Science courses, as approved by advisor.

Note:

Courses from the Additional Requirements area may not be used to satisfy Core Curriculum requirements.

A course may be used only once to fulfill degree requirements.

The student is encouraged to carefully examine requirements at the transfer institution. Requirements vary from institution to institution and can change from one year to the next.

Program CIP: 24.0100

Major Code: LBAT

Notes:

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

Publication: St. Philip's College Schedule/Catalog
 2018-2019
 Program: Automotive Technology, A.A.S.
 Minimum Credits Required: _____

Automotive Technology, A.A.S.

The Automotive Technology program prepares students for entry-level positions and accelerated advancement in the automotive career field. All automotive courses are certified by the National Automotive Technician Education Foundation (NATEF). Students practice shop safety, learn fundamental hands-on skills and current technology while preparing for Automotive Service Excellence (ASE) certification.

With this award, you may seek jobs such as:

Automotive Technician

Related Awards

Automotive Technology - Option II Ford ASSET, A.A.S.

Total Credit Hours Required: 60

Semester I

Course Name	Term Taken	Grade	Gen Ed
AUMT 1305 - Introduction to Automotive Technology			
AUMT 1307 - Electrical Systems			
AUMT 1410 - Automotive Brakes			
MATH 1332 - Contemporary Mathematics (Quantitative Reasoning)			
or select 1 course from the Mathematics (20) Core			

Semester II

Course Name	Term Taken	Grade	Gen Ed
AUMT 1419 - Engine Repair			
AUMT 1316 - Suspension and Steering			
AUMT 2421 - Automotive Electrical Diagnosis and Repair			
ENGL 1301 - Composition I			
or select 1 course from the Communication (10) Core			

Semester III

Course Name	Term Taken	Grade	Gen Ed
AUMT 1266 - Practicum I			
or AUMT 2288 - Internship I			
PHYS 1305 - Introductory Physics I Lecture			
or select 1 course from the Life and Physical Sciences (30) Core			

Semester IV

Course Name	Term Taken	Grade	Gen Ed
AUMT 1345 - Automotive Climate Control Systems			
AUMT 2313 - Manual Drive Train and Axle			
AUMT 2317 - Engine Performance Analysis I			
Select 1 course from the Language, Philosophy & Culture (40) Core or Creative Arts (50) Core			

Semester V

Course Name	Term Taken	Grade	Gen Ed
AUMT 2434 - Engine Performance Analysis II			

AUMT 2337 - Automotive Electronics			
Select 1 course from the Social and Behavioral Sciences (80) Core			
AUMT 2425 - Automotive Trans and Transaxle			
AUMT 2266 - Practicum II			
or AUMT 2289 - Internship II - Automotive Technician			

Additional Program Information

The Automotive Technology program prepares students for entry-level positions and accelerated advancement in the automotive career field. All automotive courses are certified by the National Automotive Technician Education Foundation (NATEF). Students practice shop safety, learn fundamental hands-on skills and current technology while preparing for Automotive Service Excellence (ASE) certification.

NOTES

Exit Point: Automotive Technician

CIP Code: 47.0604

Major Code: AUTT

Notes:

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

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

Information Technology Cybersecurity Specialist, A.A.S.

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

With this award, you may seek jobs such as:

Cyber Security Analyst / Cyber Security Specialist

Related awards

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

Total Credit Hours Required: 60

Semester I

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

Semester II

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

Semester III

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

Semester IV

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

Semester V

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

ITSY 2430 - Intrusion Detection			
ITSY 2286 - Internship - Computer and Information Systems Security			
Milestone Course *** denotes Milestone course(s). A milestone course is a course that is critical for success in this program.			
Additional Program Information This Associate of Applied Science will prepare students to design, implement and secure computer networks. Students with this degree will be able to install security software, monitor networks for security breaches, respond to cyber attacks and in some cases, gather data and evidence to be used in prosecuting cyber crime. Some security courses in this degree have been approved by National Security Agency and Department of Homeland Security. St. Philip's College is designated by the National Security Agency and Department of Homeland Security as a National Center of Academic Excellence in Cyber Defense Two-Year Education. The designation covers academic years 2014 Through 2020.			
NOTES CIP Code: 11.0901 Major Code:			
Notes:			

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

Publication: St. Philip's College Schedule/Catalog
 2018-2019
 Program: Vocational Nursing Level 2 Certificate
 Minimum Credits Required: _____

Vocational Nursing Level 2 Certificate

The Vocational Nursing Program provides students with the appropriate hands on clinical skills training and academic knowledge in theory to prepare you to develop, grow and meet the needs of the community as a health care professional, providing direct patient care under the supervision of a RN and Physician.

<http://alamo.edu/spc/vocational-nursing-program/>

With this award, you may seek jobs such as:

Licensed Vocational Nurse

Related Awards:

Nursing: Career Mobility - LVN to RN, A.A.S. / Military to RN, A.A.S.

Total Credit Hours Required: 47

Semester I

Course Name	Term Taken	Grade	Gen Ed
VNSG 1423 - Basic Nursing Skills ***			
VNSG 1331 - Pharmacology			
VNSG 1304 - Foundations of Nursing			
VNSG 1227 - Essentials of Medication Administration			
VNSG 1160 - Clinical - Licensed Practical/Vocational Nurse Training			
VNSG 1133 - Growth and Development or PSYC 2314 - Lifespan Growth and Development			
VNSG 1116 - Nutrition or select 1 of the following courses:			
BIOL 1322 - Nutrition & Diet Therapy			
FDNS 1305 - Nutrition			
VNSG 1420 - Anatomy and Physiology for Allied Health or BIOL 2404 - Human Anatomy and Physiology or both BIOL 2401 - Human Anatomy and Physiology I and BIOL 2402 - Human Anatomy and Physiology II			

Semester II

Course Name	Term Taken	Grade	Gen Ed
VNSG 1238 - Mental Illness			
VNSG 1261 - Clinical - Licensed Practical/Vocational Nurse Training			
VNSG 1429 - Medical-Surgical Nursing I			
VNSG 2260 - Clinical - Licensed Practical/Vocational Nurse Training			
VNSG 1432 - Medical-Surgical Nursing II			
VNSG 2261 - Clinical - Licensed Practical/Vocational Nurse Training			

Semester III

Course Name	Term Taken	Grade	Gen Ed
VNSG 1391 - Professional Development ***			
VNSG 2160 - Clinical - Licensed Practical/Vocational Nurse Training			
VNSG 2162 - Clinical - Licensed Practical/Vocational Nurse Training			
VNSG 2161 - Clinical - Licensed Practical/Vocational Nurse Training			
VNSG 1330 - Maternal-Neonatal Nursing			

VNSG 1334 - Pediatrics

Milestone Course(s)

*** denotes Milestone course(s).

A milestone course is a course that is critical for success in this program.

Additional Program Information

The St. Philip's College Vocational Nursing Program is approved/accredited by the Texas Board of Nursing and the Texas Higher Education Coordinating Board to award the Certificate of Completion in Vocational Nursing.

Texas Board of Nursing, William P. Hobby Building, 333 Guadalupe, Suite 3-460, Austin, TX 78701-3944, Phone (512) 305-7400

http://www.bon.texas.gov/contact_us.asp

The Vocational Nursing Program's length is 12 months, full-time, Monday through Friday, 40 hours per week. Classes are conducted at the main campus in two tracks for students (Track 1: Fall, Spring and Summer semesters and Track 2: Spring, Summer and Fall semesters). Students may choose either the day or evening cohort for the length of their matriculation in either track. Approximately 120 students are accepted into each track, with approximately 80 students for the day cohort and 40 students for the evening cohort. The SPC Vocational Nursing Program New Braunfels extension offers one 12 month track, full-time, Monday through Friday, 40 hours per week (Fall, Spring and Summer Semester) and admits approximately 25 students once a year. The New Braunfels extension site holds classes at the Central Texas Technology Center (CTTC). The curriculum covers fundamentals of vocational nursing, ethical and legal aspects of nursing practice, nutrition, gerontology, communication skills, body structure and function, administration of medications and solutions, medical and surgical nursing, obstetrical nursing, pediatric nursing, mental health nursing, and professional development. In addition to classroom study, the student will receive supervised laboratory and clinical experiences in local long-term care facilities, clinics, hospitals, and other health care facilities in the San Antonio and surrounding communities. Students who successfully complete the entire 12 month, three semester program, are awarded a Certificate of Completion. Students must obtain state licensure from a state board of nursing in order to practice vocational nursing. In Texas, this is accomplished by the graduate taking the National Council State Board of Nursing for Practical Nursing (NCLEX-PN) through the Texas Board of Nursing.

The program is completed within 12 months of acceptance into the program. Per Texas BON Rule 214.9 & 214.10, the program requires the following:

- The program of study includes both didactic and clinical learning experiences. The program consists of 560 hours of classroom instruction and 880 hours of clinical instruction/practice for a total of 1440 hours of instruction.
- Classroom instruction hours shall include actual hours of classroom instruction in nursing and non-nursing Board-required courses and content.
- Laboratory activities/instruction in the nursing skills or simulation laboratory may be considered as either classroom instruction hours or clinical learning experience hours.
- Clinical practice learning experiences shall include actual hours of practice in nursing skills and computer laboratories; simulated clinical experiences; faculty supervised hands-on clinical care; clinical conferences; and observation experiences for the purpose of calculating the hours for clinical learning experiences in the curriculum. Observation experiences provide supplemental learning experiences that meet specific learning objectives.
- The total weekly schedule throughout the 12 month length of the program shall not exceed forty (40) hours per week, including both classroom instruction and clinical practice hours.

Upon completion of this program, the student must pass the National Council State Board of Nursing for Practical Nursing (NCLEX-PN) through the Texas Board of Nursing. Passing this exam certifies the graduate to practice as a Licensed Vocational Nurse. The LVN scope of practice is a directed scope of practice and requires appropriate supervision of a registered nurse, advanced practice registered nurse, physician assistant, physician, dentist, or podiatrist. The LVN, with a focus on patient safety, is required to function within the parameters of the legal scope of practice and in accordance with the federal, state, and local laws, rules, regulations, and policies, procedures, and guidelines of the employing health care institution or practice setting. The LVN is responsible for providing safe, compassionate, and focused nursing care to assigned patients with predictable health care needs.

Program is 12 months in length, full-time, Monday through Friday, 40 hours per week. All students must be able to meet admission requirements as well as clinical and classroom schedules.

Special Tuition Fees are part of the program. Students will pay \$1000 per semester in special tuition fees for each of the 3 semesters to cover high costs associated with this program.

Notes:

Based on program design, students may not always receive the maximum number of free tuition credit hours.

Admission to Vocational Nursing Program

CIP Code: 51.3902

Major Code: VNRS

Resources for Room 107 Rotation



SCHOOL UNIFORM GUIDELINES

GUÍAS DE CONSULTA DEL UNIFORME ESCOLAR

Here's what you'll need to know to get your children
"dressed for success" in time for back-to-school.

Students in all grades must wear uniforms. Items may be purchased
at any store as long as items meet all dress code requirements.

Aquí le informamos lo que necesita para que sus niños se vestan
apropiadamente justo a tiempo para el regreso de la escuela.

Los estudiantes de todos los grados deberán usar uniformes.
Las prendas del uniforme podrán ser compradas en cualquier tienda,
siempre y cuando llenen los requisitos del código de vestuario.

NEW FOR 2016

THE SAISD SCHOOL UNIFORM / EL UNIFORME ESCOLAR DE SAISD

- **KHAKI or BLACK*** trousers, Capri pants, shorts, skirts, skorts and jumpers.

- **Pantalones, shorts, pantalones Capri, faldas, skorts y yómpers de color caqui o negro*.**

* This color added in May 2016

* Este color se añadió en mayo del 2016.

- **WHITE** long-and short sleeved blouses and shirts with collars, as well as in your school color.

- **Blusas de color BLANCO** y de manga larga y manga corta y camisas con cuello, así como en los colores de la escuela.

Contact campus administrator for details. / Consulte con su escuela para más detalles.

Khaki pants, Capri pants, shorts, skirts, skorts and jumpers must fit well and not be oversized or undersized. Pants and shorts must fit at the waist and must not sag. "Stone" or "white" khaki are not allowed.

Uniform pants must be straight-legged, and pockets must be the standard front pockets. No "baggies" or loose-fit pants are permitted. Cargo pants (with pockets on the side of the leg), overalls, bell bottoms, or wide-leg styles are not uniform pants and are not permitted.

Shorts, skirts and skorts must be no shorter than three inches above the knee. For enforcement purposes, pockets on shorts, skirts, or skorts must also be standard front pockets; no "cargo" styles are permitted. Also, to be considered shorts rather than pants, the length cannot extend below the knee.

No manufacturers' logos or brand names may be visible. If visible when purchased, they must be removed.

No visible drawstrings on pants, shorts, or skorts.

All clothing must be hemmed.
No cut-offs, side cuts or rolled-up cuffs. Cuffs must be tailored and tacked/sewn at the seams.

Shirts must fit well and not be oversized or undersized. Shirts must have collars, and may be polo-style or dress-style.

All shirts must be tucked in, except for those with a wide (approximately three-inch) band at the bottom that are meant to be worn out.

Students wearing uniforms and uniform components must also conform to all other dress code requirements as outlined in the SAISD Parent-Student Handbook.

San Antonio Independent School District does not discriminate on the basis of race, religion, color, national origin, sex, or disability in providing education services, activities, and programs, including vocational programs, in accordance with Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Educational Amendments of 1972; section 504 of the Rehabilitation Act of 1973, as amended.

Los pantalones, shorts, pantalones Capri, faldas y yómpers del color caqui deben de ser de la talla correcta. No deben ser ni muy grandes o ni muy chicos. Todos los pantalones y shorts deben de ser usados a la cintura y no deben de "colgar." Los variados del color caqui en los colores piedra "stone" o blanco "white" no son permitidos.

Los pantalones deben de ser de piernas de corte recto, y los bolsillos deben de ser los bolsillos estándares en el frente de la prenda. Los pantalones "abombados" o excesivamente grandes no están permitidos.

Shorts, faldas y skorts no deben de ser más cortos que tres pulgadas arriba de la rodilla. Para propósitos de reglamento, bolsillos en los shorts, faldas o skorts deben de ser de bolsillo normal: no se permiten de estilo cargo. Además para ser considerados como shorts y no pantalones, el nivel o medida no debe de sobrepasar las rodillas.

Ningún logo o marca del fabricante puede ser visible en el uniforme. Si la prenda de vestir tiene algún logo o marca comercial deben de ser quitados antes de usarse en la escuela.

No debe de haber correas o tirantes visibles en los pantalones, shorts, o skorts.

Todas las prendas de vestir deben de tener bastilla. No se permiten cortes a mano sin bastillas, cortes diagonales o bastillas remangadas. Todas las bastillas deben de estar cosidas en los bordes.

Las camisas deben de ser de la talla adecuada, ni muy grandes ni muy chicas. Estas deben de tener cuello y pueden ser de estilo polo o de vestir.

Todas las camisas deben de estar fajadas, con la excepción de aquellas con una banda ancha de tres pulgadas en el borde inferior que están hechas para ser usadas sin fajarse.

Los estudiantes en uniforme también deben de cumplir con los requisitos mencionados en el Manual de los Padres de Familia y Estudiantes de SAISD.

Es norma del Distrito Escolar Independiente de San Antonio de no discriminar por motivos de raza, religión, color, origen nacional, sexo o impedimento, en sus programas, servicios o actividades vocacionales, tal como lo requiere el Título VI de la Ley de Derechos Civiles de 1964, según enmendada; el Título IX de las Enmiendas en la Educación, de 1972, y la Sección 504 de la Ley de Rehabilitación de 1973, según enmendada.



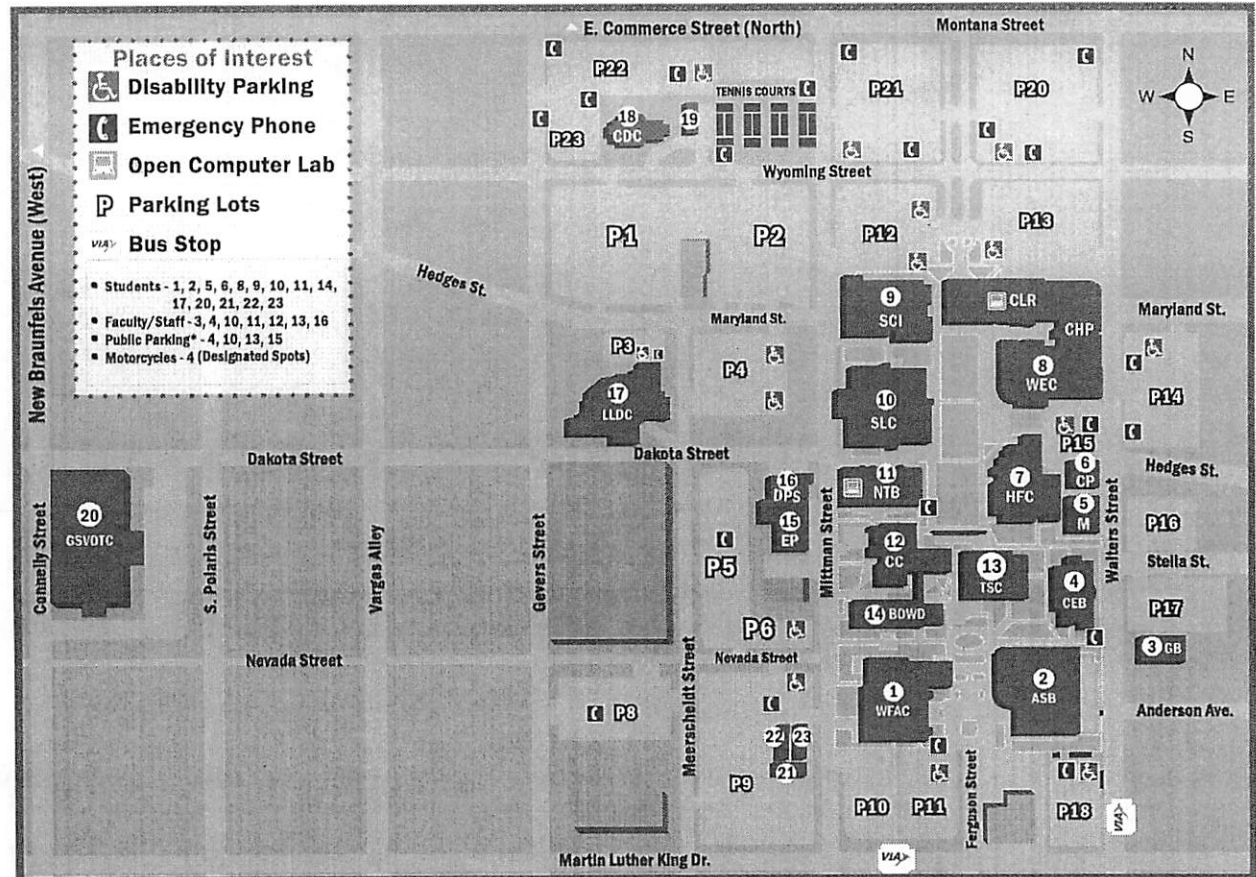
QUESTIONS / PREGUNTAS • 554-2600 • www.saisd.net



MLK CAMPUS MAP

1801 Martin Luther King Drive,
San Antonio, Texas 78203
(210) 486-2000

- 1. Watson Fine Arts Center (WFAC)**
Fine Arts, Theatre, Kathryn Morgan Gallery
- 2. Applied Science Building (ASB)**
Transportation Services Technology, Cisco Academy, Electronic Systems Technology, Grants, Microsoft Academy, Applied Science & Technology
- 3. Grounds Building (GB)**
- 4. Continuing Education (CEB)**
Workforce Development and Continuing Education Administration
- 5. Maintenance (M)**
- 6. Central Plant (CP)**
- 7. Health and Fitness Center (HFC)**
- 8. Welcome Center (WEC)**
Admissions, Advising, Assessment and Testing, Business Office (Bursar), Counseling, Financial Aid, International Student Services, Records and Registration, Veterans Affairs, Student Recruitment, Student Development
- 8. Center for Health Professions (CHP)**
Dr. Frank Bryant, Jr., Human Patient Simulation Center & Nursing Labs, Health Sciences, Nursing Education
- 8. Center for Learning Resources (CLR)**
Dean of Interdisciplinary Programs, Archives, Library, Media Services
- 9. William C. Davis Science Building (SCI)**
Natural Sciences, Mathematics
- 10. Sutton Learning Center (SLC)**
Administrative Offices, Institutional Advancement, UPS Store, Planning & Research, Title III, Campus Budget Office, Public Relations, Dual Credit, Visitors' Center, Staff Senate, Faculty Senate, College Health Center, Service-Learning Programs, International Student Services, Disability Resource Center, Dean of Student Success, Educational Support Services, Career & Transfer Services, Social & Behavioral Sciences, Financial Literacy, PTK Honors Program, Visitor's Center, Distance Learning, Instructional Innovation Center, Human Resources, College Services, New Program Start-Up, Employee Wellness Center
- 11. Norris Technical Building (NTB)**
English/Speech, Information and Communications Technology, Reading/Education./Foreign Language, Rose R. Thomas Writing Center, Tutoring Lab



- 12. Campus Center (CC)**
Heritage Room, Cafeteria, Tourism, Hospitality & Culinary Arts, Artemisia's
- 13. Turbon Student Center (TSC)**
Student Life, Bookstore, Student Government Association, Tiger Café, Tiger Lanes, U.S. Post Office
- 14. Bowden (BOWD)**
Administrative Computer Technology, Accounting, Business Administration, Business Management, Computer Science, Web Developer
- 15. Electrical Plant (EP)**
- 16. Campus Police**
- 17. Learning & Leadership Development Center (LLDC)**
Community Education
- 18. Child Development Center (CDC)**
Child Care Center
- 19. Tennis Courts**
- 20. Good Samaritan Veterans Outreach & Transition Center (GSVOTC)**
Located on 202 Connelly St.
- 21, 22, 23. Portable Buildings**

St. Philip's ECHS Communication Plan

In order to keep parents informed with the happenings at St. Philip's ECHS, the following tools are utilized

Method of Communication	Information
PENS System	Messages are sent home through the PENS systems to notify parents that progress reports or report cards were sent home, monthly calendars were sent home and any other information required. In addition, the PENS system will automatically contact you regarding attendance on a daily basis.
Remind	Our APP to notify parents of campus or course events.
Campus Website	Use to keep you informed of basic information, such as instructional calendar, school information, etc.
Progress reports	Progress reports are sent home for high school grades during the 4 th and 7 th week of the grading period.
Report cards	Report cards are sent home every nine weeks. During the first reporting period (usually in October) parent conferences are held for any students receiving a D or F in a high school course. The last report card of the year is mailed home.
IdataPortal	Online SAISD system designed to assist parents in keeping up with absences, tardies, grades and assignments.
ACES	Online college system that contains anything related to your child's college experience.



2018-19 Bell Schedule

Monday/Wednesday (A Day)

9:00-9:15	Breakfast and advisory
9:15-10:30	Period 1
10:45-12:00	Period 2
12:15-1:30	Power hour (Tutorials and lunch)
1:45-3:00	Period 3
3:15-4:30	Period 4

Tuesday/Thursday (B Day)

9:00-9:15	Breakfast and advisory
9:15-10:30	Period 5
10:45-12:00	Period 6
12:15-1:30	Power hour (Tutorials and lunch)
1:45-3:00	Period 7
3:15-4:30	Period 8

Friday (C Day)

Determined weekly

SAMPLE FROM SPRING 2018

Spring Tutoring Schedule

Students will be served dinner as a component of the tutoring program.

Teacher	Subject	Monday	Tuesday	Wednesday	Thursday	Friday
Mann	English		8:00-8:40	4:30-5:30 p.m.	8:00-8:40	
Olivo	English				4:30-5:30 p.m.	
Choury	English			7:30-8:30 a.m.	4:15-5:00	
Clark	Math		8:00-8:30 or 4:30-6:30 p.m.	8:00-8:30 or 4:30-6:30 p.m.	8:00-8:30 or 4:30-6:30 p.m.	
Gonzales	Math			4:15-6:00 p.m.	4:15-6:00 p.m.	4:15-6:00 p.m.
Graue	Science				4:15-5:30 p.m.	
Lumb	Science		4:30-5:30 p.m.		7:30-8:30	
Frias	Science				4:30-5:30	
Canales	Social Science			High school social studies 4:30-6:00	College social science 4:30-6:00	
Escobedo	Social Science	8:00- 8:40	8:00-8:40 a.m.	8:00-8:40 a.m.	8:00-8:40 a.m.	7:30-8:40 a.m.
McKay	Spanish	8:00- 8:40 a.m		8:00-8:40 a.m.		