

Academic Issues Committee

Department: C & I

Title of Program Change: Proposal for New Off-Site Campus sites at Colegio Menor in Quito, Ecuador and Samborondón, Ecuador

The above program change was approved by the Administrative Council on Sept 5, 2017

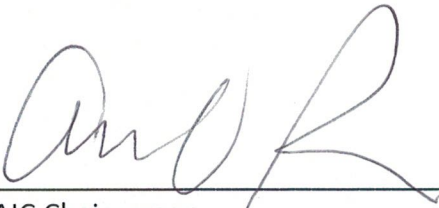
The above program change was presented to the AIC Committee on 9/25/17.
(Date)

The Academic Issues Committee:

X Approves

_____ Does Not Approve.

Reason for not approving:



AIC Chairperson

Substantive Change Prospectus for SACSCOC Accredited Institutions

Master of Arts in Elementary and Secondary Education

Delivery of Classes at a New Off-Campus Site

Colegio Menor San Francisco de Quito

at

***Quito, Ecuador**

and

***Samborondón, Ecuador**

*The two sites will be separate prospectuses for submission to SACSCOC.

Persons to be contacted with questions regarding this prospectus:

Ginger Bishop, Director of Institutional Effectiveness

205-348-7125 vabishop@ua.edu

Joy Burnham, Director, Office of International Programs

205-348-7877 jburnham@ua.edu

Table of Contents

***Red**, underlined words throughout this document are linked to evidence

1.	<u>Abstract</u>	5
2.	<u>Determination of Need for the Change/Relationship to Mission/Planning and Approvals for the Change</u>	6
3.	<u>Required Information for the Specific Substantive Change</u>	7
4.	<u>Faculty Qualifications</u>	11
5.	<u>Library and Learning Resources</u>	12
6.	<u>Student Support Services</u>	15
7.	<u>Physical Resources</u>	16
8.	<u>Financial Support</u>	16
9.	<u>Description of Institutional Evaluation and Assessment Processes for the Change</u>	17
10.	<u>Appendices</u>	19

[Appendix A](#): Legal Evidence of Approval for New Off-Site Program

- [Alabama Commission of Higher Education \(ACHE\) Approved Programs](#)
- [List of Foreign Universities Recognized by SENESCYT ECUADOR](#)

[Appendix B](#): Plans of Study for Elementary and Secondary for Current Off-Campus Sites in Bogota and Mexico City

- [M.A. in Elementary Education](#)
- [M.A. in Secondary Education](#)

[Appendix C](#): Course Rotations

- [Bogota](#)
- [Mexico City](#)
- [Proposed in Ecuador](#)

[Appendix D](#): Complete List of Courses Available for the Off-Site Degrees Elementary and Secondary Degrees

[Appendix E](#): Documentation of Involvement in Planning/Approval for New Program

- [E-mails and Faculty Minutes](#)

[Appendix F:](#) Documentation of Institutional Effectiveness and Assessment

- [Office of Institutional Effectiveness Rubric](#)
- [College of Education Assessment \(Unit-wide Assessment\)](#)

[Appendix G:](#) Documentation of Institutional Effectiveness for OIP Off-Campus Sites

[Appendix H:](#) Faculty Roster

[Appendix I:](#) Curriculum Vitae of Faculty Teaching Recently at Off-Site Campuses
(names are linked to CVs)

- [Dr. Cory Callahan](#)
- [Dr. Julio Gomez](#)
- [Dr. Jenna LaChenaye](#)
- [Dr. John Myrick](#)
- [Dr. April Nelms](#)
- [Dr. Craig Shwery](#)
- [Dr. Melinda Staubs](#)
- [Dr. Vivian Wright](#)
- [Dr. Jeremy Zelkowski](#)

[Appendix J:](#) Course Syllabi for Off-Site Campuses (each syllabi is linked)

- [BEF 503 – History of American Education](#)
- [BER 500 – Research Methods in Education](#)
- [BER 550 – Evaluation of Classroom Learning](#)
- [CAT 531 - Computer Based Instructional Technologies](#)
- [CEE 515 - Science in Elementary School](#)
- [CEE 516 - Social Sciences in Elementary School](#)
- [CEE 517 – Language Arts Program in Elementary Schools](#)
- [CEE 530 - Modern Elementary School Programs](#)
- [CEE 532 – Elementary School Curriculum](#)
- [CEE 563 - Improving English](#)
- [CEE 580 – Concepts of Elementary School Mathematics](#)
- [CEE 594 - Problems in Elementary Schools](#)
- [CIE 562 – Teaching English as a Second Language](#)
- [CIE 676 - Advanced Linguistics](#)
- [CIE 577 – Second Language Acquisition](#)
- [CRD 510 - Expanding Reading in Elementary](#)
- [CRD 511 – Beginning Reading](#)
- [CRD 512 – Improving Reading in Secondary](#)
- [CSE 530 – Modern Secondary School Program](#)
- [CSE 532 – Secondary School Curriculum](#)
- [CSE 555 - Adolescent Literature](#)
- [CSE 564 – Improving Social Science Instruction](#)

- [CSE 565 – Improving Science Instruction](#)
- [CSE 566 - Improving Mathematics Instruction](#)
- [CSE 594 - Problems in Secondary Schools](#)
- [SPE 500 – Introduction to Exceptional Children/Youth](#)
- [SPE 591 – Advanced Academic Methods Elementary](#)
- [SPE 592 – Advanced Academic Methods Secondary](#)

[Appendix K](#): Budget and MOU

1. ABSTRACT

- **Describe the proposed change with its date of implementation.** The University of Alabama proposes to offer a Master of Arts degree in Elementary Education and a Master of Arts degree in Secondary Education at Colegio Menor in Quito, Ecuador. The date of implementation for this new off-site campus will be Summer 2018. This proposed off-campus site will be facilitated by the Office of International Programs (OIP) in the College of Education.

Currently, there are two SACSCOC approved sites offered by OIP — Westhill Institute in Mexico City, Mexico and Colegio Nueva Granada in Bogota, Colombia. The curriculum, services, and operations will be carried out and evaluated in the same manner as the other international off-site campuses.

- **If a new program, identify where it will be offered.** This is not a new program.
- **If a new off-campus site or branch, list its complete physical address.** The physical address is Colegio Menor - Campus Quito - Juan Montalvo N2-168 y Manuela Sáenz (junto a la ciclovía) Cumbayá-Quito.
- **Provide projected number of students, if applicable.** The target is approximately 15 - 20 students per cohort at this new off-campus site.
- **Indicate the projected life of the program or site, if applicable (single cohort or ongoing).** We anticipate that this off-campus site will be on-going with a new cohort every two to three academic years.
- **Describe the primary target audience.** This site is designed for early to mid-career international teachers seeking a Master's degree in Elementary Education or Secondary Education. The international teachers can remain in their teaching positions while earning their degree.
- **Describe the instructional delivery methods to be used.** Like the currently approved SACSCOC off-campus OIP sites, the online and face-to-face delivery format with Blackboard Learn as the course management system will be used. The program expects no substantive change in content or curriculum at this off-site campus.

This will be an ongoing, cohort model. The degree consists of 10 courses. Preparation is facilitated via a curriculum consisting of theory, application, assessment, and implementation of research-based instruction. The professors are experienced faculty in the College of Education (COE). Ideally, no more than 40% are adjunct instructors. All professors will have graduate school faculty status at the University of Alabama (UA) before teaching commences.

- **Describe strengths of the institution to undertake this change.** The COE has provided educational opportunities designed specifically for international overseas schools through OIP since 1966. From professional development to graduate degree programs, OIP has offered unique, quality programs suited to meet the needs of international educators.

2. DETERMINATION OF NEED FOR THE CHANGE/RELATIONSHIP TO MISSION/PLANNING AND APPROVALS FOR THE CHANGE

➤ Describe how the change is consistent with the mission and goals of the institution.

Offering coursework at international schools will open doors for prospective students who cannot travel to Tuscaloosa or attend traditionally-based programs. This change is consistent with the mission and goals of the following: (1) UA's overall vision as "...an academic community united in its commitment to enhance the quality of life for all Alabamians and the citizens of the nation and the world" (University of Alabama, Our Vision, 2017, ¶ 1); (2) The Graduate School's desire to increase enrollments in all graduate programs; (3) The College of Education's (COE) interest in increasing international graduate students and service to educators globally; and (4) OIP's mission to "provide quality teacher education programs at the graduate level for individuals in overseas educational institutions" (OIP Handbook, 2017, p. 4).

➤ Describe the rationale and need for the program to include how the institution determined need.

Rationale: OIP provides educational opportunities to international overseas schools. We are seeking to address the market need for quality teachers with specialized expertise in an international context.

Need for Program: The objectives for the off-campus sites are:

1. to meet the need of advanced graduate training of teachers.
2. to offer educational opportunities to teachers with professional obligations and geographic barriers that limit attending college in the U.S.
3. to form a cadre of educators who work to improve instruction and student achievement outside of the U.S.

Institution Determined Need: Colegio Menor contacted the OIP in late 2016, requesting to become a degree-earning off-site campus. Needs are also determined through consultation with off-site program directors and faculty, program evaluation surveys, and consultation with the Senior Associate Dean, the Curriculum and Instruction (C&I) Department Chair, and C&I faculty at UA.

➤ Provide evidence of legal authority for the change if approval is required by the governing board or the state.

This is not applicable.

➤ Provide documentation that faculty and appropriate other groups were involved in planning for and approval(s) of the change.

Typical approval steps are

(1) initial discussions with the C&I Department Chair and Senior Associate Dean. These administrators make recommendations about program revisions and offer support.

(2) C&I faculty also have input about OIP decisions. Because OIP facilitates the international off-site Elementary Education and Secondary Education degrees for C&I, the OIP program developments and changes are discussed in C&I faculty meetings by the Department Chair.

(3) Beyond C&I's approval, OIP seeks approval from a number of administrators and college-wide committees before changes are implemented, such as the Academic Issues Committee, Administrative Council, and the Dean's Leadership Council.

(4) Final approval is needed from the Dean of the College of Education and the Dean of the Graduate School.

(5) The OIP Advisory Committee also offers input (See [Appendix E – Documentation of Involvement in Planning and Approval for New Off-Site Program](#)).

3. REQUIRED INFORMATION FOR THE SPECIFIC SUBSTANTIVE CHANGE (SELECT THE CHANGE RELEVANT TO THE PROSPECTUS AND PROVIDE ALL INFORMATION REQUIRED FOR THAT PARTICULAR CHANGE)

NEW OFF-CAMPUS SITE:

- **Identify whether the site is a branch campus or an instructional site. The definitions of “branch campus” and “instructional site” may be found on pages 5-6 of the *Principles of Accreditation*. See also Procedure One in the policy entitled [“Substantive Change for SACSCOC Accredited Institutions”](#). Note: An institution is required to present itself and its sites to SACSCOC in the exact way it presents itself to the U.S. Department of Education.**

This is an off-campus (additional) site (site-based/classroom group instruction) in Quito, Ecuador. The ACHE Program Inventory for UA is shown in [Appendix A – Legal Evidence of Approval for Off-Site Program](#). The list of universities approved by *Secretaría de Educación Superior, Ciencia, Tecnología e Innovación* (the Office of Higher Education, Science, Technology and Innovation) for Ecuador are also listed in [Appendix A](#).

- **Describe the educational program(s) to be offered at the site or branch. If a program to be offered at the site or branch is a new program requiring approval, also respond to the requirements for a new program listed above.**

This is not a new program, rather it will replicate the two international off-site campuses approved by SACSCOC. The sites allow international teachers to work with faculty at UA and complete a Master's degree.

Curriculum:

This hybrid program allows professionals to participate in this unique program while continuing to teach in an international setting. Program faculty will combine a broad range of theory and assessment activities and hands-on experiences to teach students.

The current Master's degree programs in Mexico City, Mexico and Bogota, Colombia use the Plans of Study found in Appendix B (See [Appendix B; Plan of Study for Elementary Education](#) and [Plan of Study for Secondary Education](#)). These Plans of Study were approved by the C&I faculty in 2014. These Master's degrees have two foci: Elementary Education and Secondary Education, providing a deep theoretical understanding of the fields. To further illustrate the coursework, [Appendix C – Course Rotations](#) for Bogota and Mexico City and the proposed rotations for the new off-site locations **at Colegio Menor in Ecuador** are included. Descriptions of the specific courses offered from the C&I program are available (See [Appendix D – Complete List of Courses Available for Off-Site](#)).

- **Describe any differences in admission, curriculum, or graduation requirements for students enrolled at the new site or branch or any special arrangements for grading, transcripts, or transfer policies.**

Admission requirements and decisions, academic requirements, graduation requirements, grading, transcripts, and transfers are the same with on-campus and off-site campuses, with oversight from C&I faculty at UA. The UA campus degrees in Elementary Education and Secondary Education lead to certification in the state of Alabama. The international off-site campuses do not offer state certification in addition to the UA degree.

- **Describe how programs at the new site will be monitored and evaluated and how they will be incorporated into the institutional evaluation and assessment processes.**

Monitoring and evaluation will be carried out in the same manner as the other off-site campuses. How these are incorporated in institutional evaluation and assessment processes are described below.

Monitoring: UA has in place a SACSCOC-approved process for monitoring the quality and effectiveness of degree programs. Every academic and administrative unit on campus participates in an annual update that details the unit and program missions, goals, learning outcomes, assessment measures, and identified initiatives for improvement. Student learning outcomes and dispositions are assessed in LiveText (software used for assessment).

An overview of the COE's assessment plan can be found in [Appendix F – Documentation of Institutional Effectiveness and Assessment](#). The Office of International Programs (OIP) monitors and assesses the off-campus sites (see [Appendix G – Documentation of Institutional Effectiveness for OIP Off-Campus Sites](#)).

The Curriculum and Instruction faculty provide the oversight for the academic content of the off-site campuses. The C&I faculty provide feedback to the OIP program and vote on changes during faculty meetings.

The Director of International Programs is charged with administering and monitoring the details and overall quality of the off-site programs. Program data are also shared with OIP's Advisory Committee.

Evaluating: Evaluations occur at the beginning, middle and end of the program and are associated with key points, such as student learning outcomes, dispositions, and comprehensive examinations. The results can be compared each year and changes are made as

a part of the continuous improvement process. OIP utilizes the college-wide data sources outlined in the documentation appendices for Institutional Effectiveness (see [Appendix F](#) and [Appendix G](#)).

[Appendix G](#) illustrates the OIP Outcome Data and shows what is measured in LiveText (the data management system used by the COE). These outcome measures are aligned with the C&I measures in LiveText. The Director of International Programs, the C&I Department Chair and the members of the International Programs Advisory Committee discuss these data annually. If needed, action plans are identified, and are discussed with the constituents.

Monitoring occurs on a continual basis. Continuous and direct communication with the coordinators and administrators at each international off-site campus is provided. In addition, OIP actively assesses each class via UA-approved student course evaluation instruments at the end of each course. An end of the program exit survey is also issued to address all aspects of the program. Changes are recommended as part of the continuous improvement plan.

The methods by which we assess program effectiveness for programs offered at international overseas sites are:

- Program outcomes are reported annually to UA's Office of Institutional Effectiveness (see [Appendix F](#) and [Appendix G](#)). This is for annual institutional evaluation and assessment.
 - Student performance on the Master's comprehensive exam are monitored. This exam is aligned to program goals. With exams, the standardized rubric for all comprehensive exams in C&I is used, student work is coded so that faculty are unaware of student's identity while grading, and a third reader is used when a student fails with one of the initial readers.
 - Instructor and course quantitative and qualitative evaluations are administered by the Office of Institutional Research and Assessment (OIRA) for each course offered.
 - Graduation numbers are followed. OIP looks completion rates and wants to ensure that graduates are completing in an expected period of time.
 - Graduate Point Averages (GPAs) are monitored for entry into the program (checkpoint 1) and at the end of the program (checkpoint 3).
 - Program exit surveys are administered that will provide feedback relative to all aspects of the program (course delivery, course content, faculty, etc.)
- **Describe the administrative structure for overseeing the site or branch campus.**

The degrees are from UA. All administration, admission decisions, and budgets are under the oversight of the C&I faculty at the Tuscaloosa campus. The administrative structure will be the same as at the other off-site campuses.

As previously mentioned, the Director of International Programs is charged with administering and monitoring the details and overall quality of the off-site programs. In addition, the C&I faculty provide the oversight for the academic content of the program. C&I faculty are also

involved and informed. They often provide feedback to the OIP program and vote on changes during faculty meetings.

OIP is staffed with a dedicated program specialist whose purpose is to interface with students assisting with the coordination of education program components and related activities as well as implementing and maintaining services within established guidelines and standards. The essential functions of this position are:

- Assisting with personnel functions (e.g. recruitment, hiring, evaluations, etc.) for the purpose of maintaining adequate staffing, enhancing productivity of personnel and ensuring that objectives of education programs are achieved within budget.
- Coordinating program components, support needs and material for the purpose of delivering services that conform to established guidelines.
- Implementing assigned programs and/or projects for the purpose of conforming to university objectives.
- Maintaining a variety of records (confidential and non-confidential) and files for the purpose of ensuring documentation for future reference in accordance with administrative and legal requirements.
- Preparing a wide variety of written materials (e.g. reports, student activities, correspondence, internal audits, etc.) for the purpose of documenting activities, providing written reference, and/or conveying information.
- Researching a variety of topics (e.g. current practices, policies, education codes, etc.) for the purpose of providing information and/or recommendations and/or addressing a variety of program requirements.

Each off-campus site also has a site coordinator (generally a senior teacher or a member of the administrative team). The site coordinator at each host institution serves as a point of first contact for students enrolled in OIP's international overseas programs. The coordinator answers students' questions concerning enrollment, registration and program articulation. The site coordinator also serves as a liaison between the UA Director of International Programs, her staff, and students who are currently enrolled or wish to be enrolled. The site coordinator also serves as a point of contact for professors teaching in the program. The site coordinator facilitates light secretarial support, in country transportation, and housing.

Students whose needs cannot be met by the OIP will be referred to the Office of Disability Services (ODS). ODS assists with needed accommodations for students with disabilities.

- **Describe how services and operations at the new site or branch will be evaluated.**

The services and operations will be carried out and evaluated in the same manner as the other off-site campuses. Administrative oversight and control are evaluated by the OIP Director, C&I Department Chair, Senior Associate Dean, and Dean of the College of Education. Faculty involved in the program meet regularly and determine the effectiveness of the program.

Faculty evaluation instruments are used each semester in addition to receiving ongoing student feedback. Feedback on faculty instruction is given not only by students but also through periodic peer evaluations by senior faculty. An evaluation system for online instruction has been successfully implemented at UA. Evaluations are reviewed annually by the C&I Department Chair and Dean of the COE. Program evaluation surveys are sent to current students and directors. Findings are presented to the OIP Advisory Committee.

Follow instructions in item 4 below for providing information concerning number and qualifications of faculty scheduled to teach at the site or branch campus.

4. FACULTY QUALIFICATIONS

- **Complete the [Faculty Roster Form](#) for faculty members scheduled to teach in the new program, in a degree completion program, at a new site or branch campus, or in programs to be offered by distance methodology for the first time. Follow directions for completing the form which requires that the institution present the qualifications of each faculty member to teach the courses assigned to them. The [form](#) and [instructions](#) may be accessed at www.sacscoc.org under [Institutional Resources](#) or from a link on the [Substantive Change](#) page.**

Qualifications of faculty that teach each course are included in this document ([See Appendix H – Faculty Roster](#)).

- **For a new program, the institution must demonstrate that it has at least one qualified faculty member to develop and/or teach discipline courses in the new program. Refer to Comprehensive Standard 3.7.1 in the *Principles* concerning the determination of appropriate qualifications.**

All faculty members (including adjuncts) teaching for the off-campus sites facilitated by OIP must have a terminal degree and be approved by their respective department chairs. All faculty teaching in the program are appointed to the graduate faculty of the Tuscaloosa campus, assuming all criteria (including approval of the COE Dean from the Graduate School Dean) for appointment are met. Faculty members have expertise in such areas as instruction, research methodologies, assessment, and/or teacher education ([See Appendix H – Faculty Roster](#)).

- **Provide narrative with supporting evidence that the number of full-time faculty members will be adequate to support the initiative and describe the impact on faculty workload of the new program, new site, or distance delivery.**

All faculty teaching in the off-campus site are appointed as Graduate Faculty and are recommended by the Department Chair of C&I. Several members of our faculty have expertise with online teacher professional development. Teaching load in the Department of Curriculum and Instruction for tenure-track faculty is approximately four classes per academic year. Faculty workloads will not be affected. Typically, the same courses that are offered on campus in Tuscaloosa and also offered at the off-campus sites. Faculty can also use web conferencing, Blackboard Collaborate, Blackboard Learn, and other sources to foster communication between the main campus and the off-campus sites.

UA faculty are not required to teach for OIP. If faculty elect to teach OIP courses, this is a teaching overload. When UA faculty do not teach the OIP courses at the off-campus sites, a qualified adjunct with a terminal degree and expertise in their field is hired.

- **Document scholarship and research capability of faculty members teaching in graduate programs and document faculty experience in directing student research.**

The faculty routinely engage in research with undergraduate, master's, and doctoral students by independent (directed) study, joint research projects, supervision of theses and dissertations and other initiatives as appropriate (**See Appendix I – Curriculum Vitae**).

5. LIBRARY AND LEARNING RESOURCES

- **List and describe discipline-specific learning resources to support a new program. Please do not list all resources located in the library if they do not relate to the specific change.**

All students enrolled in our Master programs in Elementary Education and Secondary Education offered via OIP have access to UA's Online Libraries. Most specifically, a special link for students outside the U.S. is also provided at the following web address at the UA's library: <http://guides.lib.ua.edu/c.php?g=39544&p=252626>

Such support services ensure that all of the University's distance learners have complete access to the plethora of library and learning resources necessary to be successful in their programs. Further, this is available also to all faculty, both adjunct and full-time faculty. Faculty use these online resources to support teaching and learning at our international sites.

The UA Libraries consider students enrolled in our International Programs to be Distance Education students. Distance Education students they can request materials from the UA Libraries using the libraries Inter-Library Loan (ILL) procedures. Distance Education students have to indicate that they are Distance students (that is a question on the registration form) and the ILL department in the UA Libraries will send these materials to the student. The materials will be sent digitally as an e-mail attachment where appropriate, or by mail. The UA Libraries will provide mailing labels for the return of these materials but will not pay the postage to return the materials to the U.S.

There are also several options for University-sponsored Citation Managers – the UA Libraries provides support for the following citation managers, EndNote, Mendeley, RefWorks, and Zotero. The UA Libraries allow access to all graduate students to EndNote and RefWorks, (these are normally citation managers that are copyrighted and would cost students to purchase,) with RefWorks allowing perpetual access (post-graduation access) to established accounts.

- **Document discipline-specific refereed journals and primary source materials.**

As students at UA, and all students enrolled in the Master's degree programs in Elementary and Secondary Education have access to library and information resources. The McLure Education Library and the University Libraries www.ua.edu/library subscribe to a wide range of online full-text and research and practitioner journals. Specific C&I resources for these students include electronic access to:

American Educational Research Journal
Educational Researcher
Elementary School Journal
School Science and Mathematics
Educational Psychology
Harvard Educational Review
British Educational Research Journal
Comparative Education
Reading Research Quarterly
English Journal
Education Research International
International Journal of Inclusive Education
Journal for Research in Mathematics Education
Theory into Practice
Journal of Adolescent and Adult Literacy
Theory and Research in Social Education
Social Studies Research and Practice

The UA Libraries subscribes to 596 databases that provide a broad base of coverage of all subjects taught by the University. The list of databases includes titles that are exclusive to education and are considered standard research sources for graduate schools. These include ERIC – through EBSCO and ProQuest, Education Full Text from EBSCO, SportDiscus from EBSCO, ProQuest Dissertations and Thesis from ProQuest, etc. These databases provide students with access to thousands of discipline-specific referred research and practitioner journals as well as streaming video with transcripts. Streaming video databases are the following.

1. Counseling and Therapy in Video from Alexander Street
 2. Education Collection from Sage Video
 3. Education in Video from Alexander Street
 4. Films on Demand from Infobase
 5. Films on Demand Archival Films and Newsreel Video Collection from Infobase
 6. Health and Society in Video from Alexander Street
 7. Kanopy Films Streaming Service from Kanopy
 8. Latin America in Video from Alexander Street
 9. Meet the Press from Alexander Street
 10. MEF Digital from Media Education Foundation
 11. Sage Research Methods Video Collection from Sage
 12. Sports Medicine and Exercise in Video from Alexander Street
- **If the institution is reliant on agreements with other libraries, provide a signed copy of each formal agreement and describe how the collections support the program(s).**

The University Libraries offers a substantial collection of materials that is appropriate to support teaching and research in education at all levels and is *not* reliant on outside collections for that purpose. However, to further supplement local collections, the University Libraries also participates in several agreements with other libraries to gain access to materials in their collections. For example, UA Libraries has reciprocal circulation agreements with selected

academic libraries in the state of Alabama; the UA Libraries also has ILL Rapid Request agreements with libraries in the Southeast Region

- **Describe specifically how students enrolled in a new program and/or enrolled in a program at an off-campus location and/or enrolled in a distance education program access these discipline-specific learning resources.**

The McLure Education Library is a dedicated education library providing a full range of digital and traditional education information services to the UA and the COE community. Students have access to this all libraries at UA through their student access code.

Distance Education students access all digital materials through the UA Libraries home page using their student access code. Materials that are not available digitally can be acquired through a very efficient and effective Inter-Library Loan (ILL) department. Materials from ILL can be delivered digitally or through the mail.

- **Describe how students and faculty members will access information electronically.**

Faculty and students can access literacy databases and electronic journals from any location with an Internet connection via a proxy server that authenticates their status and authorizes their access.

- **Describe how faculty and students are instructed in the use of online resources as well as on site library resources.**

There are numerous in-person, live chat, video demonstrations that show how to use the libraries at UA. These are found on the University Libraries website at UA. The UA Libraries provides live real-time instruction via Skype, video conferencing, and Blackboard class instruction at the request of the teacher or individual students. Individual instruction with students is done by appointment by phone or Skype.

- **Describe resources to support students in access to and use of learning resources.**

McLure Educational librarians are available throughout the semester and invite faculty to training workshops each year. Access to the librarians for further consultation is available in-person, by email, by telephone and by video conferencing. UA Librarians can be added as co-instructors to Blackboard class pages and can create customized learning materials for that specific course.

Note: If electronic databases are listed, describe the discipline-specific suites of resources and not just the name of the database or the consortium through which it is accessed (such as Viva, TexShare, Galileo, Louis, etc.).

6. STUDENT SUPPORT SERVICES

- **Describe specific programs, services, and activities which will support students enrolled in the new program and/or enrolled at a new off-campus site and/or enrolled in distance education programs. Do not list student support services which are not relevant to the specific change.**

The same support services offered at the other off-site campuses are available. Support includes a variety of programs and sustenance, from orientation to graduate school programs to student affairs assistance, financial, personal, intellectual, and community support, and so forth. The Mission Statement from the Graduate School Student Services and the description of programs available to graduate students emphasize the importance of supporting graduate students at The University of Alabama. Cites from the Graduate School website illustrate the support.

“The Mission of Graduate Student Services is to increase and support the academic, personal, and professional growth of graduate and professional students at The University of Alabama. This mission holds at its core the commitment to sharing in the socialization process of graduates and professionals to the culture of their UA graduate family and their chosen profession” (<http://gradservices.sa.ua.edu/mission.cfm>).

“The Office of Graduate Student Services provides an array of engagement opportunities to meet the needs of our graduate student population. Here are services provided by our office to assist you with your questions and needs. In addition, our office offers several programs, which fall under the following four thematic areas: Intellectual Enrichment, Personal Development, Arts & Culture, and Community Engagement” (<http://gradservices.sa.ua.edu/programs.cfm>).

Students enrolled at distance sites have the same access as local students on campus. The following two quotes illustrate support and resources available to distance students.

“When you become a student, you will have your own private account called myBama. Here you will be able to see your class schedule, grades and evaluations. You’ll be able to order books, see updates from professors and have access to all the resources of The University of Alabama” (<http://bamabydistance.ua.edu/getting-started/about-onilne-and-distance-learning/how-to-take-classes.php>).

Services include assistance from the Writing Center, tutoring opportunities, technical support, advising and academic support, and disability services. Access to library resources are also underlined.

“Distance learners have a vast amount of full-text resources at their fingertips. The UA Libraries provide thousands of full-text journal articles, newspapers, and magazines as well as collections of electronic books and other primary materials. Distance students can also take advantage of friendly, one-on-one research assistance. Learn more about UA's [library services and resources](http://bamabydistance.ua.edu/current-students/academic-support/index.php) for online students.” <http://bamabydistance.ua.edu/current-students/academic-support/index.php>

7. PHYSICAL RESOURCES

- **Describe the adequacy of physical facilities which will support the change.**

The Quito campus of Colegio Menor has modern and well-equipped facilities. Colegio Menor have a robust informational technology (IT) infrastructure with seamless Internet connection

school-wide, projectors and computers in all classrooms and mobile iPad and laptop carts. IT support is provided by the IT Director, the Educational Systems Administrator, and a team of helpdesk technicians.

Colegio Menor will use Blackboard Learn for program delivery, communication between faculty and students, and grading. The Faculty Resource Center at UA will support faculty and the Office of Instructional Technology offers technical support to students.

- **Describe equipment which will be available for a new program or available at a new site.**

Colegio Menor is experienced with Internet based course management systems. The school uses a variety of systems to support teaching and learning by both students and faculty. These include Schoology (learning management system), Google Apps for Education, PowerSchool (student information system) and Atlas (curriculum management system). Technology Instructional Facilitators provide faculty and staff with training so that they can take full advantage of the online systems Colegio Menor has for teaching and learning.

Blackboard Learn will provide an online instructional platform with video and audio capacities, as well as conferencing that works with students' computers and smart phones at home and at their schools. Blackboard Learn will be used to receive and submit assignments, participate in synchronous and asynchronous discussions, post questions to professors, view videos, download material, access notes and presentations, and a variety of assessments.

- **Describe the impact that the proposed change will have on physical facilities and equipment for existing programs and services.**

The change will enhance Colegio Menor's facilities and equipment as it works to ensure that its infrastructure meets the highest standards for online instruction and for the effective interface between University of Alabama professors and members of the master's degree cohort group at Colegio Menor.

8. FINANCIAL SUPPORT

Provide a business plan that includes all of the following:

- **A description of financial resources available to support the proposed change, including a budget for the first year of the proposed change (a three-year budget is required for a new branch campus). Do not send a copy of the entire institutional budget.**

Financial resources for the Master's degree in Elementary Education and Secondary Education facilitated by OIP are generated by the tuition received from students in the program. Like the other two approved off-campus international sites, a Memorandum of Understanding (MOU) between the COE, OIP, and the new off-site campus will be used. The MOU is approved by UA Legal Counsel and Dr. Ginger Bishop before signatures by the Dean of the COE, OIP Director, and UA Provost are requested. The MOU outlines the agreement and the financial support. See the Bogota MOU in [Appendix K](#). The MOU would be the same in Ecuador.

- **Projected revenues and expenditures and cash flow for the proposed change**

The budget in [Appendix K](#) offers the revenues and expenditures.

- **The amount of resources going to institutions or organizations for contractual or support services for the proposed change**

Funds generated are used to compensate faculty and provide travel to and from the site. These funds also support marketing efforts and program coordination activities.

- **The operational, management, and physical resources available for the change.**

Collegio Mentor has COE and C&I approval. The operational and management resources and the curriculum are the same as at the other international off-campus sites. The current faculty that teach for OIP include C&I faculty in the COE at UA. The physical resources at Collegio Mentor and the technical support from UA are excellent.

- **Provide contingency plans in the event that required resources do not materialize.**

As with all graduate programs, if these programs do not yield a sufficient student base to cover costs associated with its offering, they will be reformatted, redesigned, or discontinued.

- **The institution must disclose if it is currently on reimbursement for Title IV funding.**

UA is not on reimbursement for Title IV funding.

- **Institutions currently on sanction with SACSCOC for financial reasons must provide a copy of the audit for the most recently completed fiscal year.**

UA is not on sanction with SACSCOC for financial reasons.

9. DESCRIPTION OF INSTITUTIONAL EVALUATION AND ASSESSMENT PROCESSES FOR THE CHANGE

- **Provide a brief description of institutional assessment processes.**

UA has in place a SACSCOC-approved process (2015 reaffirmation) for monitoring the quality and effectiveness of degree programs. Every academic and administrative unit on campus participates in an annual update that details the unit and program mission, goals, learning outcomes, assessment measures, and initiatives for improvements.

OIE provides annual feedback and assessment of data (see rubric in [Appendix F – OIE](#)). The COE also offers unit-wide assessment (see rubric in [Appendix F – COE](#)). OIP offers specific assessments for the off-site programs in the COE (see rubric in [Appendix G – OIP](#)).

- **Describe how the institution will incorporate the change (program, site, distance education or other change) into the institution-wide review and assessment processes.**

Assessment in Place:

The University of Alabama System has measures in place to assess and evaluate all academic units each year. For the academic units, this framework was established to measure student learning outcomes for institutional-wide review. These data guide strategic planning and assessment.

The COE also has unit-wide evaluations at the beginning, middle and end of the program associated with key points such as dispositions, applications of the dispositions, and comprehensive examinations. The results can be compared each year and changes are made as a part of the continuous improvement process.

Competency is specifically measured through students' knowledge of content and application. Learning outcomes are a part of every course in the program. To illustrate, content knowledge can be assessed through essays, exams, and other projects submitted electronically to the instructor and graded using rubrics. See [Syllabi \(Appendix J\)](#) for assessments related to curriculum and instruction content courses included in syllabi. Ability competence is assessed through activities and projects that involve course participants in working with students and conducting research which can be in their own or other classrooms settings.

No Changes for New Off-Campus Site:

As with all academic units, the new off-campus site will participate in the annual update to LiveText that details the unit's mission, goals, learning outcomes, assessment measures, and identified initiatives for improvement. OIP has two off-campus overseas sites in Mexico City and Bogota that are assessed ([Appendix G](#)).

The methods used to assess program effectiveness at Mexico City and Bogota will be used at the proposed site. Thus, no expected changes are anticipated. As an overview, current and future assessment for OIP off-campus sites include:

- Program outcomes are assessed in LiveText. This is for annual institutional evaluation and assessment (see [Appendix F](#) and [Appendix G](#)).
- Student performance on the Master comprehensive exam are monitored. This exam is aligned to program goals.
- Instructor and course quantitative and qualitative evaluations are administered by the Office of Institutional Research and Effectiveness for each course offered.
- Graduation rates are tracked.
- Exit surveys are tracked.

10. APPENDICES – See next section for evidence.