



Amarillo College (AC) Substantive Change Prospectus for Off-Campus Sites

Substantive Change Report Sections

Cover Letter

- [PROSPECTUS CONTACT](#)
- [LIST OF DEGREES & CERTIFICATES AC IS AUTHORIZED TO GRANT](#)
- [CERTIFICATES & DEGREES RELATED TO PROPOSAL](#)
- [INSTITUTIONAL STRENGTHS](#)

Prospectus

1. [ABSTRACT](#)
2. [BACKGROUND INFORMATION](#)
3. [ASSESSMENT OF NEED AND PROGRAM PLANNING/APPROVAL](#)
4. [DESCRIPTION OF THE CHANGE](#)
5. [FACULTY](#)
6. [LIBRARY AND LEARNING RESOURCES](#)
7. [PHYSICAL RESOURCES](#)
8. [FINANCIAL SUPPORT](#)
9. [EVALUATION AND ASSESSMENT](#)
10. [APPENDICES](#)

Attachments

- [ATTACHMENT A](#)
- [ATTACHMENT B](#)
- [ATTACHMENT C](#)
- [ATTACHMENT D](#)

Amarillo College Prospectus Contact

Danita McAnally
Chief of Planning & Advancement
806-371-5495
dlmcanally@actx.edu

List of Degrees and Certificates that AC is Authorized to Grant

Amarillo College currently offers the following degree/certificate options:

- Associate of Arts (A.A.) – 60-66 semester credit hours
- Associate of Applied Science (A.A.S.) – 60-66 semester credit hours
- Associate of Arts in Teaching (A.A.T.) – 60-66 semester credit hours
- Associate of Science (A.S.) – 60-66 semester credit hours
- Certificates (CERT) - Level I – 15-42 semester credit hours;
Level II – 43-59 semester credit hours
- Certificates (MKT) – 9-14 semester credit hours
- Certificates (PRO) – Advanced Technical - 16-50 semester credit hours

Associate of Arts (A.A.) Offerings

Active Programs

1. American Sign Language/Interpreter (A.A.) – SGNL.AA
2. English (A.A.) – ENGL.AA
3. Law (Pre-Law) (A.A.) – LAW.AA
4. Liberal Arts (A.A.) – LART.AA
5. Modern Languages (A.A.) – LANG.AA
6. Photography (A.A.) – PHTC.AA
7. Religion (A.A.) – RELG.AA
8. Speech Communication (A.A.) – SPCH.AA

Associate of Applied Science (A.A.S) Offerings

Active Programs

9. Art - Graphic Design (A.A.S.) – ARTC.AAS
10. Automotive Technology (A.A.S.) – AUMT.AAS
11. Aviation Maintenance Technology (A.A.S.) – AERM.AAS
12. Aviation Maintenance Technology - Aerospace Manufacturing (A.A.S.) – AERM.AAS.AERO
13. Child Development/Early Childhood (A.A.S.) – CDEC.AAS
14. Computer Information Systems (A.A.S.) – COSC.AAS
15. Criminal Justice Law Enforcement (A.A.S.) – CJLE.AAS.LENF
16. Dental Hygiene (A.A.S.) – DHYG.AAS
17. Drafting (A.A.S.) – DFTG.AAS
18. Electronics Engineering Technology (A.A.S.) – EECT.AAS.EET
19. Electronics Systems Networking Technology (A.A.S.) – CETT.AAS.NT
20. Electronics Systems Technology (A.A.S.) – CETT.AAS.EST
21. Emergency Medical Services Professions (A.A.S.) – EMSP.AAS
22. Fire Protection Technology (A.A.S.) – FIRS.AAS
23. Industrial Maintenance Technology (A.A.S.) – IMRT.AAS
24. Instrument and Control Technology (A.A.S.) – CETT.AAS
25. Instrument and Control Technology - Robotics Technology Option (A.A.S.) – CETT.AAS.RBTC
26. Interior Design (A.A.S.) – INDS.AAS
27. Management - Business Management (A.A.S.) – BMGT.AAS
28. Management - Food Service Management (A.A.S.) – BMGT.AAS.FSM
29. Medical Laboratory Technology (A.A.S.) – MLAB.AAS

30. Mortuary Science (A.A.S.) - MRTS.AAS
31. Nondestructive Testing and Evaluation (A.A.S.) – NDTE.AAS
32. Nuclear Medicine (A.A.S.) – NMTT.AAS.NM
33. Nursing - Associate Degree Nursing (ADN) (A.A.S.) – RNSG.AAS
34. Occupational Therapy Assistant (A.A.S.) – OTHA.AAS
35. Office Administration (A.A.S.) – OFAD.AAS
36. Paralegal Studies (A.A.S.) – LGLA.AAS
37. Photography (A.A.S.) – PHTC.AAS
38. Physical Therapist Assistant (A.A.S.) – PTHA.AAS
39. Radiation Therapy (A.A.S.) – RADT.AAS.RT
40. Radio - TV (A.A.S.) – RTVB.AAS.RTV
41. Radiography (A.A.S.) – RADR.AAS
42. Renewable Energy (A.A.S.) – RNEW.AAS
43. Respiratory Care (A.A.S.) – RSPT.AAS
44. Sonography (A.A.S.) – SONO.AAS
45. Surgical Technology (A.A.S.) – SRGT.AAS

Degrees and Certificates Scheduled for Deactivation

46. Real Estate (A.A.S.) – RELE.AAS – December 2013
47. Safety & Environmental Technology (A.A.S.) – EPCT.AAS – December 2013
48. Substance Abuse Counseling (A.A.S.) – DAAC.AAS – December 2012

Associate of Arts in Teaching (A.A.T.) Offerings

Active Programs

49. Education - 4-8 (A.A.T.) – EDUC.AAT.4-8
50. Education - Elementary Generalist (A.A.T.) – EDUC.AAT.GEC6
51. Education - Elementary Specialist (A.A.T.) – EDUC.AAT.EC-6
52. Education - Secondary (A.A.T.) – EDUC.AAT.SECO

Associate of Science (A.S.) Offerings

Active Programs

53. Architecture (Pre-Architecture) (A.S.) – ARCH.AS
54. Art (A.S.) – ARTS.AS
55. Biology (A.S.) – BIOL.AS
56. Biotechnology (A.S.) – BIOT.AS
57. Business Administration (A.S.) – BUSI.AS
58. Business Administration Computer Information Systems (A.S.) – BUSI.AS.CIS
59. Chemistry (A.S.) – CHEM.AS
60. Criminal Justice (A.S.) – CRIJ.AS
61. Engineering (A.S.) – ENGR.AS.GEN
62. Engineering Computer Science (A.S.) – ENGR.AS.COMPSC
63. Engineering Technology (A.S.) – ENGR.AS.TECH
64. Fire Protection - Basic Firefighter Certificate – FIRS.CERT
65. Forensic Science (A.S.) – FORS.AS
66. General Studies (A.S.) – GENS.AS
67. Geology (A.S.) – GEOL.AS
68. Human Sciences (A.S.) – HUSC.AS
69. Human Sciences (Child Development/Early Childhood) (A.S.) – HUSC.AS.TECA
70. Law (Pre-Law) (A.S.) – LAW.AS
71. Liberal Arts (A.S.) – LART.AS
72. Mass Communication (A.S.) – COMM.AS.MCOMM
73. Mathematics (A.S.) – MATH.AS
74. Music (A.S.) – MUSI.AS

75. Nursing (Pre-Nursing) (A.S.) – RNSG.AS
76. Occupational Therapy (Pre-Occupational Therapy) (A.S.) – OTHA.AS
77. Pharmacy (Pre-Pharmacy) (A.S.) – PHRA.AS
78. Photography (A.S.) – PHTC.AS
79. Physical Education-Fitness Professional (A.S.) – PHED.AS
80. Physical Education-All Level Education (A.S.) – PHED.AS.PE
81. Physical Therapy (Pre-Physical Therapy) (A.S.) – PTHA.AS
82. Physics (A.S.) – PHYS.AS
83. Pre-Physician Assistant (A.S.) – PAST.AS
84. Psychology (A.S.) – PSYC.AS
85. Social Science (A.S.) – SOCS.AS
86. Social Work (A.S.) – SOCW.AS
87. Speech Communication (A.S.) – SPCH.AS
88. Theatre (A.S.) – THEA.AS

Certificate (CERT) Offerings

Active Programs

89. Art - Graphic Design Certificate – ARTC.CERT.GD
90. Automotive Collision Technology Certificate– ABDR.CERT.ABRT
91. Automotive Technology - Chassis and Body Certificate – AUMT.CERT.CHSS
92. Automotive Technology - Power Train Certificate – AUMT.CERT PTRN
93. Aviation Maintenance Technology - Aerospace Manufacturing Certificate – AERM.CERT.AERO
94. Aviation Maintenance Technology - Airframe Mechanic Certificate – AERM.CERT.AM
95. Aviation Maintenance Technology - Powerplant Mechanic Certificate – AERM.CERT.PM
96. Child Development/Early Childhood - CDEC Administrator Certificate –CDEC.CERT.ADMN
97. Child Development/Early Childhood - CDEC Paraprofessional Certificate – CDEC.CERT.PARA
98. Child Development/Early Childhood - CDEC Provider Certificate – CDEC.CERT.PRVD
99. CIS - Web Developer Specialist Certificate – COSC.CERT.WEB
100. Criminal Justice Law Enforcement Certificate – CJLE.CERT.LE
101. Dental Assisting Certificate –DNTA.CERT
102. Diesel Mechanics Technology - Diesel Technician Certificate DEMR.CERT.DT
103. Drafting - CAD Specialist Certificate – DFTG.CERT.CAD
104. Drafting - Drafting Technician Certificate – DFTG.CERT.DT
105. Electronics Systems Networking Technology Certificate – CETT.CERT.NETWORK
106. Electronics Systems Technology - General Electronics Certificate – CETT.CERT.GEN
107. Emergency Medical Services Professions Certificate – EMSP.CERT
108. Industrial Maintenance Technology - Electromechanical Certificate – IMRT.CERT.ELMT
109. Industrial Maintenance Technology - Heating, Air Conditioning and Refrigeration Certificate – IMRT.CERT.HART
110. Instrument and Control Electronic Technician Certificate – INTC.CERT.EICT
111. Instrument and Control Technology - Process Technology Specialist Certificate – INTC.CERT.PT
112. Instrument and Control Technology - Robotics Technology Option Certificate – CETT.CERT.RBTC
113. Interior Design Certificate – INDS.CERT
114. Machining Technology Certificate – MCHN.CERT
115. Management - Business Management - Call Center Management Certificate BMGT.CERT.CALL
116. Management - Business Management - Convenience Store Management Certificate – BMGT.CERT.CSM
117. Management - Business Management - Entrepreneurship Certificate – BMGT.CERT.SBM
118. Management - Business Management Certificate – BMGT.CERT
119. Management - Food Service Manager Certificate – BMGT.CERT.FSM
120. Management - Food Service Supervisor Certificate – BMGT.CERT.FSS
121. Management - Hospitality Management Certificate – TRVM.CERT.HOSP
122. Medical Data Specialist Certificate – MDSP.CERT
123. Mortuary Science Certificate – MRTS.CERT

124. Nondestructive Testing and Evaluation - Nondestructive Technician Certificate – NDTE.CERT
125. Nondestructive Testing and Evaluation - Surface Testing Technician Certificate – NDTE.CERT.ST
126. Nondestructive Testing and Evaluation - Volumetric Testing Technician Certificate – NDTE.CERT.VT
127. Nursing - Vocational Nursing Certificate – VNSG.CERT
128. Office Assistant - 9 month Certificate – OFAD.CERT
129. Pharmacy Technology Certificate – PHRA.CERT
130. Photography Certificate – PHTC.CERT
131. Physical Education-Coaching (A.S) – PHED.SES
132. Radio - TV Certificate – RTVB.CERT
133. Renewable Energy - Advanced Wind Technician – RNEW.CERT.AWND
134. Renewable Energy - Basic Wind Technician – RNEW.CERT.BWND
135. Renewable Energy - Advanced Solar Technician – RNEW.CERT.ASLR
136. Renewable Energy - Basic Solar Technician – RNEW.CERT.BSLR
137. Surgical Technology Certificate – SRGT.CERT
138. Utility Power Worker Certificate – LINE.CERT
139. Welding Technology – WELD.CERT

Degrees and Certificates Scheduled for Deactivation

140. Real Estate Salesperson Certificate (CERT) – RELE.CERT.SAL – December 2013
141. Real Estate Certificate (CERT) – RELE.CERT – December 2013
142. Safety & Environmental Technology Certificate (CERT) – EPCT.CERT – December 2013
143. Substance Abuse Counseling Certificate (CERT) – DAAC.CERT – December 2012

Certificate (MKT) Offerings

Active Programs

144. CIS - Microcomputer Software Specialist Certificate – COSC.MKT.MIC
145. Management - Business Management Marketable Skills Certificate – BMGT.MKT
146. Management - Food Service Management Marketable Skills Certificate – BMGT.MKT.FSM
147. Management - Hospitality, Travel & Tourism Marketable Skills Certificate – BMGT.MKT.HOSP

Certificate (PRO) Offerings

Active Programs

148. Interior Design Professional Certificate – INDS.CERT.PRO
149. Office Administration Professional Certificate – OFAD.CERT.PRO
150. Paralegal Studies Professional Certificate – LGLA.CERT.PRO

CERTIFICATE AND DEGREE PROGRAMS RELATED TO PROPOSAL

Amarillo College's dual credit sites can offer courses that relate to any of the degrees or certificates that AC is authorized to grant.

- See Attachment A, B, and C for Course Offering Breakdown Information
- Additionally, the [Institutional Summary](#) provides the percentage for each AC program/certificate by site

Institutional Strengths

- Online courses are taught primarily by full-time faculty
- The Center for Teaching and Learning provides professional development training.
- The Center for Teaching and Learning uses Distance Learning (formerly e-Learning) staff to assist faculty teaching at a distance with instructional design, pedagogy approaches, and instructional technology.
- Courses which are taught at a distance are now evaluated with the same student evaluation instrument as all other instructional programs.
- Ninety-percent of all student support services including library services are available at a distance.

- Discipline faculty are responsible for the instruction of all courses – no matter where or how they are taught.
 - AC is healthy financially and is thus able to support distance learning at these dual-credit sites.
-

1. **Abstract**

Initial Date of Dual Credit Implementation

Amarillo College (AC) began offering dual credit courses in 1994 with four students at Boys Ranch High School. Soon after, dual credit expanded to many other local area high schools. Dual Credit was included in the Reaffirmation study of 2001 [1].

Proposed Change

At this time, AC desires to report the following change to the dual credit education program: 50 percent or more of program credits are now available* at the following locations: Arbor Christian Academy, Ascension Academy, Boys Ranch High School, Canyon High School, Caprock High School, Dumas High School, Hereford High School, Highland Park High School, Holy Cross Catholic Academy, Palo Duro High School, Panhandle High School and Tascosa High School.

AC also desires to report sites that could potentially reach fifty percent of a degree/certificate offering in six months. They are as follows: Amarillo Area Center for Advanced Learning (AACAL), Adrian High School, Anton High School, Bovina High School, Bushland High School, Claude High School, Dalhart High School, Dimmitt High School, Friona High School, Groom High School, Happy High School, Hart High School, Kress High School, Richard Milburn Academy, River Road High School, San Jacinto Christian Academy, Stratford High School, Sunray High School, Texline High School, Tulia High School, Vega High School, and White Deer High School.

* Amarillo and Randall High were previously approved as off-campus, dual credits site on December 11, 2009 [2].

Target Audience and Projected/Previous Number of Students

The target audience for this Substantive Change is high schools who serve high school juniors and seniors who meet the dual credit admittance requirements of both their high schools and AC.

According to the “Number of High School Dual Enrolled Courses Per Semester” section of the Amarillo College Databook [3], the College has averaged 2,153 per year over the last 3 years. This is unduplicated headcount. AC projects that the number will stay relatively static. However, the possibility for future growth is likewise a possibility.

Life of Program and Instructional Delivery Methods

Dual credit courses run in accordance with the Amarillo College calendar [4]. These courses will be ongoing and offered on an as-needed basis to local school districts.

AC is committed to providing quality educational experiences for all enrolled (both on-campus and at a distance) students. Accordingly, dual credit classes are currently offered through traditional and distance education (online and enhanced-online) formats.

The Amarillo College Distance Education Web page [5] provides definitions for each delivery method format.

Physical Address

The Dual Credit School List table [6] provides the physical address of each of the high schools listed. With the exception of Anton High School, Dalhart High School, Stratford High School and Texline High School, the schools are located in the Service Area assigned to Amarillo College by the Texas Higher Education Coordinating Board.

Abstract - Supporting Documentation

[1] [AC Self-Study: 2000-2002](#)

[2] [SACS Response for Amarillo and Randall High School](#)

[3] [Databook – Unduplicated Annual Headcount Table](#)

[4] [Calendar](#)

2. **Background Information**

Nature and Purpose of Change

In 2006, the 79th Texas Legislature changed the Texas Education Code Section 28.009 [1], mandating that public high schools offer students the opportunity to gain a minimum of 12 college hours prior to high school graduation. As a result of this mandate, dual credit courses have been added as requested by each school and approved by the college.

With the enactment of this statute, student demand, as evidenced by increased enrollments in dual credit courses in recent years, has generated an explosion in the number of courses offered at area high schools. Three years ago only 2 area high schools had reached a 50% offering of degrees/certificates. Now, most dual credit sites are at or nearing the 50% mark [2].

Context within Mission and Goals

As a community college under the supervision of the Texas Higher Education Coordinating Board (THECB), AC has been assigned a service area of nine counties within the Texas Panhandle [3].

AC's mission statement reflects devotion to these service areas and to the College's commitment to service and quality education.

Amarillo College – enriching the lives of our students and our community [4].

By extending services to local school districts and offering a quality education to students, the focus of AC's dual credit program is consistent with its stated mission.

In addition, all programs offered via dual credit further AC's accomplishment of both the College's Strategic Plan goals and the Texas legislature's expectations for community colleges. AC's includes many dual credit goals in the goals are published in the *Amarillo College Strategic Plan through 2015* [5].

Legal Authority for the Change

THECB Rules for dual credit, Chapter 4, Subchapter D, gives Texas Public Colleges the right to institute dual credit partnerships [6].

The THECB requires that course delivery approaches be reported when contact hour reports are submitted on the census date each semester. In addition, AC submits to the THECB the Institutional Plan which documents all dual credit sites [7]. The THECB does require that all degree and certificate programs be approved in advance of any offerings. However, the coordinating board does not require approval based on whether the degree and certificate programs are offered via dual credit.

Locally, the AC Board of Regents approves all degree and certificate programs before they are submitted to the THECB [8]. Texas Education Code 130.011 Section 130.084 [9] assigns the Board of Regents the legal right and responsibility of a public junior college in the district by the general law governing the establishment, management, and control of independent school districts insofar as the general law is applicable. Under this statute, AC has the authority from the State of Texas, supervised through the THECB, to award associate degrees and certificates. AC may choose to deliver these degrees and certificates via any approach deemed appropriate by the Board of Regents.

Dual Credit Programs Also Offered at Other AC Approved Campuses/Sites

All dual credit courses can be taken in a non-dual-credit environment and have the same features as on-campus courses in terms of learning outcomes, academic quality, credit hours, and transferability. In addition, dual credit courses undergo the same quality preparation and planning as campus-based courses with respect to scheduling, faculty selection, faculty collaboration, and faculty professional development.

The proposed changes do not affect the oversight of the instructional process. College department heads monitor and evaluate all AC courses offered at the area high schools.

Background Information - Supporting Documentation

[1] [Texas Education Code, Section 28.009](#)

[2] [Dual Credit List for Substantive Change](#)

[3] [Texas Education Code 130.164 – Amarillo College District Service Area](#)

[4] [Amarillo College Mission/Values Web page](#)

[5] [AC Strategic Plan Through 2015](#)

[6] [THECB Dual Credit Rules - Chapter 4, Subchapter D](#)

[7] [2009-2010 Institutional Out-of-District Plans](#)

[8] [EFA Curriculum Design Web page](#)

[9] [Texas Education Code 130.011 Section 130.084](#)

3. Assessment of Need and Program Planning/Approval

Rationale for the Change and Assessment of Need

Amarillo College’s dual credit program has grown tremendously over the past decade. Approval of the requested change would allow AC to fulfill the following Strategic Plan task:

“AC academic and CTE leadership will expand dual credit course offerings so that every high school student has the opportunity to complete at least one dual credit course (*AC Strategic Plan through 2015; Task 3.2.3*). [1]”

Amarillo College also recently became the first No Excuses college. Under No Excuses, local schools are prepared for a “culture of universal achievement” that is focused on the promotion of higher education [2]. The ideals of student attainment have been incorporated into AC’s No Excuses program [3]. As the No Excuses initiative continues to expand and strengthen ties in AC’s service area, an increased focus on delivering quality education opportunities to all AC students, including those at the high school level, is an inevitable byproduct of our community’s shared efforts toward promoting student success and college attainment.

Further, national data supports the connection between dual credit and persistence. For instance, the College for All Texans December 2011 Dual Credit Report shows that the “persistence rates for dual credit participants were, for all cohorts, higher than the rates for no-dual credit cohort participants” and that “students who attempt more dual credit hours are more likely to graduate and to graduate in a more timely fashion than those that attempt fewer than 12 SCH or do not participate in dual credit programs at all” [4]. Therefore, it is AC’s responsibility to offer as many appropriate dual credit courses as possible so that students can be given the highest opportunity for success.

Evidence of Inclusion of Change in Institution Planning and Evaluation Processes

Due to the management philosophy of the instructional areas of the College, dual credit benefits from all planning and evaluation that is ongoing at the institution as a whole. The governing structure of instructional programs has always been at the program level. Dual Credit is not treated as a separate department or division of the College. Each department that offers dual credit courses, includes dual credit in its overall planning process. Elements of AC planning and evaluation are Planning and Evaluation Tracking (PET) forms [5], General Education Competency Assessment [6], and college-wide strategic planning as evidenced in the *Amarillo College Strategic Plan through 2015*.

Documentation that Faculty/Other Groups Involved in Review/Approval of Site/Program

Dual credit is coordinated through the Vice President of Academic Affairs office [7]. The academic deans and department chairs under the Academic Affairs division provide representation for every course that could be offered in a dual credit environment and all make decisions concerning course instructors, syllabi, delivery method, and course availability [8].

Dual credit student records are maintained in the Office of the Registrar. Each student enrolled in dual credit education has a college transcript. The transcripts are on file with the Registrar. All other student information and forms used to meet Texas Higher Education Coordinating Board (THECB) requirements, including the “Dual Credit Application for Admission” [9], TSI-required testing requirements [10], “Dual Credit Permission Form” for those who did not select “Dual Credit” in the application process [11], and the “Proof of Exceptional Academic Ability” form [12], are filed in the Registrar’s Office.

To ensure continued discussion between college and high school faculty, the college hosts an annual dual credit meeting in early August [13]. This meeting brings together faculty to discuss course content, syllabi, teaching methods, and changes and/or updates in programs. In addition to course specific information, general dual credit and college information is shared at the meeting. AC has representatives from Advising and Counseling, Testing, Registrar’s Office, and departments that offer dual credit courses. These annual meetings provide ongoing input from all involved parties at both the college and high schools levels.

Assessment of Need and Program Planning/Approval - Supporting Documentation

- [1] [Strategic Plan 2010 through 2015](#)
- [2] [No Excuses University Network](#)
- [3] [AC No Excuses Information](#)
- [4] [December 11 College for all Texans Dual Credit Report - Pg. 15.](#)
- [5] [Planning and Evaluation Tracking \(PET\) Web page](#)
- [6] [General Education Assessment Web page](#)
- [7] [Amarillo College Organizational Chart](#)
- [8] [AC Organization Web page](#)
- [9] [Dual Credit “Apply for Admission” Instruction Web page](#)
- [10] [TSI Testing Requirements Page](#)
- [11] [Dual Credit Permission Form](#)
- [12] [Proof of Exceptional Academic Ability Form](#)
- [13] [August Meeting Dual Credit PowerPoint](#)

4. Description of the Change

Outcomes and Learning Objectives of the Program

In accordance with Section 2a of the Commission on College’s *Best Practices* [1], AC has developed a process which ensures each program of study results in learning objectives appropriate to the rigor and breadth of the degree or certificate, that distance programs are coherent and complete, and that transfer programs include general education requirements. All department heads [2] and program coordinators/directors [3] are charged with updating curriculum and courses, working with the curriculum committee [4] to approve new courses, and fulfilling Coordinating Board requirements. Additional other AC employees will likewise assist with all academic endeavors including those that relate to forming student outcomes. Department heads [5] are charged with providing guidance and direct supervision, when necessary, to their respective academic programs. The Vice President of Academic Affairs [6] is the chief academic and student personnel officer of the College and is charged with the ultimate responsibility for the outcomes, learning objectives, and other instructional activities of all programs.

In addition to assigned personnel, institutional standing committees work in coordination on the development, review, and revision of curriculum. The Curriculum Committee, primarily composed of

faculty members selected from across the College, is charged with maintaining excellence in the instructional programs at the College. The committee is responsible for reviewing and recommending academic policies and procedures. This includes (but is not limited to) items such as student learning outcomes, general education core curriculum, reviewing academic and general degree requirements, and recommending new programs of study to the AC Board of Regents. Curriculum Committee minutes are available through the AC online, electronic archives [7].

The Instructional Assessment Sub-committee, primarily comprised of faculty, directs the assessment initiatives of general education competencies and oversees the assessment of disciplines [8]. Advisory Committees, both general and program specific, are comprised of professionals in identified fields of expertise who may be called upon to provide assistance or advice in an area of concern including, but not limited to student outcomes [9]. While the Advisory Committees may make recommendations related to course curricula or outcomes, advisory committees do not establish, administer, or direct curriculum. Advisory Committee minutes are available through the AC online archives [10].

Because AC adheres to best practices in higher education via faculty/staff/administrative involvement and adherence to THECB and SACS principles, strong outcomes and learning objectives are demonstrated in each AC program.

Schedule of Proposed Course Offerings

In accordance with section 2c of the Commission on College's *Best Practices* [11], AC provides a coherent plan for the student to access all courses necessary to complete the program or be aware of courses that are not included in an electronic offering. All students have access to all course syllabi [12], the schedule of proposed course offerings based on the upcoming semester of enrollment [13], and those students who exclusively take online, dual credit coursework likewise have access to the list of AC degrees and certificates that can be completed in an exclusively online environment [14].

Department heads [2] and program coordinators/directors [3] are responsible for developing course schedules and course offerings. Course offerings are monitored to assure the curriculum is current and degree requirements can be successfully completed by students.

Admission, Curriculum, and Graduation Requirements

Admission, Entry-Assessment Requirements, and Advising

Consistent with its Mission Statement [15], AC follows an "open door" admissions policy [16] as prescribed in Chapter 9, Subchapter C, Subsection 9.53, of the THECB rules [17] and ensures that anyone who can benefit from higher education has an opportunity to do so. The admission policy and requirements, which apply to both on-campus and off-campus enrollment, do not discriminate on the basis of race, color, national origin, sex, age, religion of disability [18]. Admission requirements are published on the College Web site through the Academic Catalog and are determined upon enrollment by each individual's prior educational attainment [19]. For more information on standard, distance, and program-specific policies, see AC's Admission Policies (*Comprehensive Standard 3.4.3*) [20].

The THECB Texas Success Initiative, Chapter 4, Subchapter C, Subsection 4.55 [21], mandates that all students seeking admission to higher education demonstrate college-level reading, writing, and mathematics abilities prior to enrolling in any college-level course work for credit. In accordance with the THECB Texas Success Initiative, Chapter 4, Subchapter C, Subsection 4.58 [22], Appendix B of the AC Developmental Education Plan [23] calls for dual credit students to either meet a test exemption requirement or seek testing prior to registration.

Assessment results are used by AC advisors to place students into appropriate course work and to help students achieve academic success [24][25].

In addition to the regular AC admission and assessment procedures and regulations, dual credit must meet additional standards prescribed by the THECB in Chapter 4, Subchapter D, Subsection 4.85 [26]. These rules state that a student must be a junior or senior in high school and must meet specific testing requirements [27]. Dual credit students must be college ready in the area in which they are going to take a course. Dual credit students cannot be mandated to take remediation classes. AC complies with all these requirements.

Curriculum Requirements

All courses offered by AC [28] meet the standards and the end-of-course outcomes prescribed by the Texas Higher Education Coordinating Board (THECB) in the *Lower-Division Academic Course Guide Manual (ACGM)* and the *Workforce Education Course Manual (WECM)*. All academic transfer courses offered at AC are listed in the ACGM [29]; all Career and Technical Courses (CTE) offered through AC are listed in the WECM [30]. For more information, see AC's Practices for Awarding Credit (*Comprehensive Standard 3.4.6*) [31].

AC further adheres to the THECB rules regarding core curriculum and field of study curricula outlined in Chapter 4, Subchapter B [32]. For more information, see AC's Program Content (*Core Requirement 2.7.2*)[33] and General Education information (*Core Requirement, 2.7.3*)[34].

Graduation Requirements

The 2012-2013 AC Academic Catalog identifies each major field of study including all program requirements needed for degree/certification completion [35] and information on graduating under a particular catalog year [36]. Each degree has a curriculum plan stating the number of credits required to complete the degree or certificate and lists all requirements. The catalog states the Associate in Arts (AA), Associate in Science (AS), and Associate in Arts in Teaching (AAT) degrees are designed to parallel the first two years of a four-year college or university program [37]. The catalog further states that Associate in Applied Science (AAS) degrees are designed to prepare the student to enter a career directly upon completion of the plan of study.

Satisfactory completion of the curricula as prescribed for the major and degree sought, regardless of course delivery format, may satisfy the requirements for obtaining a degree or certificate from AC, provided that additional requirements are met, including a minimum cumulative grade point average of 2.0, completion of at least 18 semester credit hours at AC, and discharge of all financial obligations to the College prior to graduation [38].

For information specific to curricula standards, see the Undergraduate Program Requirements (*Comprehensive Standard 3.5.3*) [39].

Arrangements for Grading, Transcripts, and Transfer Policies

Grading and Academic Standing

Per AC Policy, grades must be consistent with quality and faculty must inform their students, in writing at the first class meeting of their grading policy and procedures for determining grades and course averages [40].

Students who meet or exceed academic standards set by the College, whether in traditional or distance education courses, will be considered in good academic standing. In determining academic standing, the College considers grades earned only at AC. Individuals who fail to meet AC's academic standards are placed on academic probation or academic suspension [41]. Students' semester grades in all courses are filed in the Registrar's Office, and these are the official record of the College. A grade once earned and

recorded cannot be removed without following the AC “Change of Grade” procedures. If a student repeats a course one or more times, the highest grade is the one counted toward fulfillment of degree requirements [42]. Grading Policies are submitted, as required, under Federal Requirement 4.3.

Transcripts

In accordance with Section 4c of the Commission on College’s *Best Practices* [43], WebAdvisor [44] provides individuals access to personal information, including grades and transcripts. In addition, students enrolled in any course with a Web component may obtain grade information throughout each semester through individual course sections hosted in AC Online [45].

Transcripts of credits may be requested in person at any Student Assistance Center, by mail or fax, or online through WebAdvisor [46]. All admission requirements and financial obligations to the College must be met in full before transcripts will be issued.

Dual credit grades are posted at the completion of a course. Grades are not held in escrow until the student graduates from high school.

Transfer Policies

AC’s articulation and transfer policies align with Section 1f of the Commission on College’s *Best Practices* [47] and are consistent for all students regardless of the instruction’s location or mode of delivery.

For all students, AC operates with a common course numbering system that allows for easy transfer [48]. In fact, for ease of transfer, the majority of AC’s dual credit courses offered are primarily general education core curriculum courses [49].

AC has also formed a number of partnerships with local community colleges (Clarendon College and Frank Phillips College) [50] and universities with initiatives such as Straight Through to U [51] that aid students in their quest to seamlessly transfer to six different universities (Eastern New Mexico University, Midwestern State University, Texas Tech University, University of North Texas, Wayland Baptist University, and West Texas A&M University).

Additionally, AC offers a number of resources to students seeking transfer including a variety of customer service options [52] and a transfer advising page that promotes visiting transfer institutions, adviser contact information, and other information that is beneficial to transfer students [53].

AC encourages all students who may wish to transfer course work from AC to any college or university to contact the Admission’s Office at their intended school of transfer to assure transferability.

Administrative Oversight

AC Administrative Commitments

The oversight of the instructional process will remain constant even with the proposed change. Course schedules are prepared each semester by department and program head [54]. The Dual Credit Coordinator works with AC personnel as well as high school personnel to coordinate the dual credit schedule [55]. Dual credit courses undergo the same quality preparation and planning as campus-based courses with respect to scheduling, faculty load factors, and other factors that affect faculty [56].

AC Administrative Support

Dual credit students require the same educational support services as traditional on-campus students. Administrators oversee support services such as academic advising [24], admissions [16], registration [57], career counseling [58], tuition and fee payments [59], financial aid [60], online tutoring [61] and library and learning resources [62]. All students can benefit from student support

services regardless of their chosen course delivery method. For more information, see AC's Academic Support Services (Comprehensive Standard 3.4.9) [63].

Dual Credit Site Support

Any AC dual-credit site must support the guidelines set by AC academic programs. Each dual credit site has a contact person that is the primary person responsible for that site's dual credit programs and assuring that the site adheres to dual-credit standards [64].

Assurance of Maintaining Strong Administrative Standards

In keeping with its commitment to excellence in education, AC has adopted a faculty evaluation plan, the Faculty Performance Review Program (FPRP), to enhance the quality of education for students, to address concerns expressed by faculty, and to ensure uniformity of evaluation [65]. Each department or program head is responsible for the completion of the faculty review process which must include: a self-evaluative statement that must address student evaluations (or other appropriate documentation for non-teaching faculty) and student performance. The review process also involves factors such as committee service, performance as it relates to department goals, the professional development plan, and the faculty statement [66]. The tabulated results of course evaluations along with comments are filed in appropriate department/division offices and addressed during the faculty evaluation process.

While addressing multiple issues of interest to students, *Student Rights & Responsibilities*, an AC publication available both in print and online, serves as a vehicle to inform students of the College's policies and procedures for resolving student complaints [67]. Student grievance procedures are also published in the *Amarillo College Catalog* [68]. College procedures regarding student complaints are guided by the *AC Board Policy Manual* [69]. For more information see Student Complaints (*Federal Requirement 4.5*) [70].

Description of the Change - Supporting Documentation

- [1] [SACS "Best Practices for Electronically Offered Degree and Certificate Programs" Section 2a](#)
- [2] [Department Chairs "Duties and Responsibilities" Web page](#)
- [3] [Program Coordinators/Directors "Duties and Responsibilities" Web Page](#)
- [4] [Institutional Standing Committee – Curriculum Committee](#)
- [5] [Department Chairs Duties Web page](#)
- [6] [Vice President of Academic Affairs Duties Web page](#)
- [7] [Curriculum Committee: Standing Committee Minutes](#)
- [8] [Assessment Institutional Standing Committee](#)
- [9] [Advisory Committees](#)
- [10] [Advisory Committee Minutes](#)
- [11] [SACS "Best Practices for Electronically Offered Degree and Certificate Programs: Section 2c](#)
- [12] [AC Course Syllabi](#)
- [13] [Class Schedule by Semester](#)
- [14] [Online Degrees and Certificates](#)
- [15] [AC Mission/Values](#)
- [16] [Admissions](#)
- [17] [Texas Administrative Code Chapter 9, Subchapter C, Subsection 9.53](#)
- [18] [2011-2012 Student Rights and Responsibilities](#)
- [19] [2011-2012 Admission Requirements](#)
- [20] [Comprehensive Standard 3.4.3 Admissions Policies Response](#)
- [21] [Texas Administrative Code Chapter 4, Subchapter C, Subsection 4.55](#)
- [22] [Texas Administrative Code Chapter 4, Subchapter C, Subsection 4.58](#)
- [23] [2010-2011 Developmental Education Plan](#)
- [24] [Academic Advising](#)
- [25] [Information for Advisors](#)
- [26] [THECB Rule Chapter 4, Subchapter D, Subsection 4.85](#)
- [27] [Dual Credit Testing Requirements](#)
- [28] [Courses from 2012-2013 AC Catalog](#)
- [29] [THECB Lower-Division Academic Course Guide Manual](#)
- [30] [Workforce Education Course Manual, 2011-2012](#)
- [31] [3.4.6 Practices for Awarding Credit](#)
- [32] [THECB Chapter 4, Subchapter B](#)
- [33] [2.7.2. Program Content](#)
- [34] [2.7.3 General Education](#)
- [35] [Programs/Degrees](#)
- [36] [Graduation Under a Particular Catalog](#)

- [37] [2012-2013 Catalog - Degrees and Certificates](#)
 - [38] [2012-2013 Catalog – General Degree Requirements](#)
 - [39] [Comprehensive Standard 3.5.3 Response](#)
 - [40] [EGA Academic Achievement – Grading Policy](#)
 - [41] [2012-2013 Catalog – Academic Standing](#)
 - [42] [2012-2013 Catalog - Grades and Reports and Change of Grade](#)
 - [43] [SACS “Best Practices for Electronically Offered Degree and Certificate Programs” Section 4c](#)
 - [44] [WebAdvisor](#)
 - [45] [AC Online](#)
 - [46] [Transcript Information](#)
 - [47] [SACS “Best Practices for Electronically Offered Degree and Certificate Programs” Section 1f](#)
 - [48] [Texas Common Course Numbering System](#)
 - [49] [Dual Credit Course Offering](#)
 - [50] [Panhandle Community College Form Unique Partnerships](#)
 - [51] [2010-2011 Perkins Local Plan Section XI](#)
 - [52] [AskAC Home Page](#)
 - [53] [Transfer Information](#)
 - [54] [Organization Web page](#)
 - [55] [Sample Dual Credit Schedule -AACAL](#)
 - [56] [Faculty Handbook](#)
 - [57] [Registrar](#)
 - [58] [Career Counseling](#)
 - [59] [Tuition and Fee Payment](#)
 - [60] [Financial Aid](#)
 - [61] [Online Tutoring](#)
 - [62] [Library](#)
 - [63] [Comprehensive Standard 3.4.9 Response](#)
 - [64] [Physical Address and Contact Person at Each Dual-Credit Location](#)
 - [64] [Faculty Performance Review Program](#)
 - [66] [Faculty Performance Review Guidelines](#)
 - [67] [Student Rights and Responsibilities 08-09](#)
 - [68] [2012-2013 Catalog – Student Grievances](#)
 - [69] [FLD Student Rights and Responsibilities](#)
 - [70] [Federal Requirement 4.5 Response](#)
-

5. [Faculty](#)

Adequate Faculty Support for the Program and Faculty Roster

Amarillo College (AC) has an adequate number of qualified, full-time faculty employed to support the mission of the institution and to ensure the quality and integrity of its academic programs, including those delivered via dual credit. AC maintains and updates a faculty roster database. The completed Spring 2011-Fall 2012 Faculty Roster information of individuals who taught dual credit courses has been compiled [1] [2]. The Faculty Roster tables include what courses a faculty member taught, to which campus the instruction was delivered, and the credentials of the faculty member. Complete faculty information including faculty experiences relevant to the course taught can be viewed in the faculty vitae [3] [4].

Employment processes are the same for on-campus and off-campus faculty members [5][6]. The Department Chair/Dean reviews all faculty credentials to insure faculty are in accordance with the standards established by The Commission on Colleges of the *Southern Association of Colleges and Schools (SACS)*. Special certificates are held by many dual credit faculty members, including teaching certificates, and EMT licenses. Specific qualifications and detailed credentials of all faculty members can be found in the faculty roster database [7] and official files for each faculty member in the Office of Human Resources [8].

Impact of New Initiative on Faculty Workload

In accordance with AC Board policy, the teaching load for full-time faculty will normally consist of 15 load hours or equivalent assignments per semester [9]. Overload teaching may be assigned by the department chair as needed, provided the additional assignment does not negatively impact teaching effectiveness [10]. The teaching load for part-time faculty will consist of no more than 9 load hours per semester [11].

Amarillo College has been offering dual credit since 1994. Since dual credit is not treated as a separate department, all departments that offer dual credit take dual credit growth into consideration in their planning. By using both full-time and part-time faculty, AC has been able to meet the faculty demand. Also, beneficial to the program is the ability to use high school faculty members who meet the credentials prescribed by The Commission on Colleges of the *Southern Association of Colleges and Schools (SACS)* in the delivery of dual credit instruction.

Each Department has the authority to set the class size for its programs. Class size will vary from course to course. However, the high schools class size is not only determined by AC policy, but is also mandated by the Texas Education Agency, Texas Education Code Chapter 5, Subchapter D [12]. According to the Texas Education Code, the state student to teacher ratio is twenty to one. These two factors keep AC dual credit classes at a manageable size.

Faculty Type	Number of Faculty
Full-Time AC Faculty Member	26
Part-Time AC Faculty Member	10
High School Faculty Member – DC	41
Total	77

Processes to Ensure Student Have Access to Faculty

In addition to required postings of class schedules and established office hours as soon as possible after registration [13], student access to faculty is ensured through multiple formats, including an online faculty directory [3] and Google Apps which includes communication tools such as a Gmail account, talk, and video features “[14]. Students enrolled in online courses hosted through the Learning Management System, Angel, also may contact instructors through course-specific e-mail accounts [15].

If a dual credit student is taking a class at the high school taught by a faculty member that is a full-time high school teacher, the student has daily access to the faculty member.

Faculty - Supporting Documentation

- [1] [Spring 2011-Fall 2011 Dual Credit Faculty and Course Taught List](#)
- [2] [Spring 2011-Fall 2011 Dual Credit Faculty Credentials](#)
- [3] [Faculty and Staff Member Information – Link to Vitaes](#)
- [4] [Sample Vitae – J. Alan Kee \(AC and Dual Credit Instructor\)](#)
- [5] [Employment of New Personnel](#)
- [6] [DC Hiring Practices – Filling Vacancies](#)
- [7] [Faculty Roster Database](#)
- [8] [Human Resources Web page](#)
- [9] [DJ Work Load](#)
- [10] [DJ Work Load – Overload Assignments](#)
- [11] [DJ Work Load – Part-time Faculty](#)
- [12] [Texas Education Code Chapter 5, Subchapter D](#)
- [13] [DJ Work Load – Office Hours](#)
- [14] [Student Planner – Campus Technology Section](#)
- [15] [AC Online](#)

6. Library and Learning Resources

Library and Information Resources

Library

The Amarillo College Library provides a comprehensive array of information resources and services for the College community, as documented in the Library Services and Procedures Handbook [1]. These resources and services are organized around two library units: (1) Collections and Technology – both

physical and electronic collections and finding tools to locate any particular item – and (2) Instruction and Reference – teaching library patrons how to evaluate information sources and use research tools. The AC Library Organization Chart [2] reflects this staffing structure. These two units exist to execute the Library's purpose and preferred future statements, a part of the Amarillo College Library Vision Statement [3].

All AC community members, whether they are at AC campuses, branch campuses, off-site locations or remote users, have access to these resources. The Library's physical resources are made available on two of AC's locations, Washington Street Campus and West Campus, and both physical and electronic resources can be located through the Library's website [1] and the Harrington Library Consortium (HLC) online catalog [4]. The Lynn Library is the building on the Washington Street campus that houses collections and staff. The West Campus Library is housed in the Amarillo Public Library Northwest Branch, which is located on AC's West Campus. In addition, materials not available at the AC Library may be accessed through a cooperative agreement with the HLC [4] as well as through interlibrary loan [5].

Information Resources

Although the Amarillo College Library's primary purpose is to support members of AC's community, any person with a Harrington Library Consortium member library card, including Amarillo College card holders, can use AC's physical collections during the 48 hours the Lynn Library's 4th floor and the 49 hours the West Campus Library are open each week [6].

Materials in the AC Loan and AC Paperback collections are available for fourteen-day check-out and may be renewed once by calling the Library. Faculty or staff members may obtain extended loans upon request; however, a valid card is required to take material from any AC Library. Any student, faculty or staff member of Amarillo College may apply for an AC Library card. Proof of employment with AC or enrollment MUST be presented to get a card. The card is good as long as the holder is associated with the College but must be renewed at varied intervals, as documented in the Library Circulation Policy [7].

Online access to Library resources is available 24 hours a day every day of the year through the Library's website [8].

Staffing and Services in Place to Support Initiative

Staffing

The Amarillo College library staff falls under the Center for Teaching and Learning division. The available staff work with faculty and students to determine their research needs. With only five librarians on staff [2], the library does not assign a librarian to each instructional program, but library staff involve faculty as much as possible in managing the library's print and electronic collections [9]. The Library Network Advisory Committee [10] consults and advises library staff on all services and policies.

Students can directly contact one of the AC reference librarians [11], one of whom is on-call during the hours the Lynn Library is open each week [6], via a local or toll-free telephone call or e-mail through the library Web site [8]. Reference librarians help patrons begin their library research and improve their use of resources. In addition, they provide traditional information services such as assistance in interpreting citations and finding specific information. The library reported reference statistics in its most recent program review [12].

Services

Reference librarians are available to help faculty, staff, and students begin their research and

improve their use of resources [13]. They are available during library hours [6] – about 68 hours per week, and appointments can be arranged for individual research consultations. Inquiries can also be initiated via email or telephone to the reference desk for assistance. Reference librarians handled 734 reference queries in SY 2010-2011 and 1,088 in SY 2009-2010 [14].

Faculty can schedule library research instruction for their classes in the Lynn Library on Washington Street campus, West Campus Library Services classroom, or their own classroom or lab (if appropriate technology is available). The library instructor will coordinate with the faculty member to focus on the specific research assignment or goals for the class. Research skills training (information literacy competencies) and information sources appropriate to the assignment will be used. Information on library instruction services [15] is expanded on in Standard 3.8.2 [16].

Access to Other Libraries' Resources

The Amarillo College Library is a member of the Harrington Library Consortium (HLC) [17]. Twenty-six public libraries and three other academic libraries in the Texas Panhandle are also members as well as numerous public and private school libraries. The Library's public library partners in HLC are open over 50 hours per week, some up to 80 hours. Because the AC Library is a consortium member, AC staff and students have access to the collections and services of all other members, including Amarillo Public Library's five locations [18], Deaf Smith County Library [19] in Hereford and Moore County Library [20] in Dumas, where the two AC branch campuses are located. These institutions share the SirsiDynix integrated library system [4]. The Library maintains a website with access to its collections through an online catalog containing the combined holdings of the members. Additionally, the AC Library participates in a courier service that delivers requested materials between the Amarillo Public Library System and the AC Library. It is noteworthy that the AC Library is not reliant on the Harrington Library Consortium for resources and the consortium collections are intended for supplemental use to interested students.

Interlibrary loan [21] and document delivery services provide access to materials that are not available locally. This service is provided to Amarillo College faculty and staff only. Request forms are at each service desk in the two libraries at Washington Street Campus and West Campus. Orders are accepted through these paper requests and by email. Hard copy items may be delivered through intercampus mail and electronic materials via email. Academic resources for students are provided through the Library's physical and digital collections.

The Library uses the Online Computer Library Center (OCLC) Resource Sharing system [22] to facilitate borrowing and delivery of materials. Materials are delivered by email or United States Postal Service. During SY 2010-2011, the Library provided access to materials not in its holdings by filling:

- 90 Requests
- 78 Materials Received
 - 38 Originals
 - 40 Copies [21]

Electronic Resource Access, Training, and Available Assistance

Electronic Resource Access

The environment for libraries has changed markedly in the last ten years. Consumer technology and services have become an integral part of student and faculty lifestyle and expectations, especially

mobile devices like smartphones and e-book readers, connected by ubiquitous broadband wireless and social media sites. These technology changes are forcing libraries to adapt and embrace the tools their audience prefers. Various studies reflect these changes, including a national study on perceptions of libraries [23] conducted for the Online Computer Library Center and an Association of College and Research Libraries Environmental Scan [24]. Only nine percent of AC's students are most likely to access a computer with an Internet connection from the College library, and even fewer (seven percent) from other computer labs on campus.

Other facts indicate that a new paradigm is in effect. In the last eight years, physical item (mostly book) use has gone down 59 percent. In FY2010 patrons retrieved over 80,000 full-text documents for viewing, printing, or emailing, an increase of 25 percent from FY2006. Even more impressive, the number of searches has doubled.

A full array of library and learning resources is available to the AC community on all AC campuses, branch campuses, off-site locations, and online in accordance with Section 4c of the *Southern Association of Colleges and Schools Commission on Colleges' Best Practices For Electronically Offered Degree and Certificate Programs* [25] and Association of College and Research Libraries'(ACRL) Standards for Libraries in Higher Education [26]. Patrons have access to 14,000 full-text electronic periodicals and over 28,000 electronic books [27]. These resources cover the programs and degrees offered by the College.

AC is able to offer these electronic resources only because of its affiliation with the Texas State Library and Archives Commission (TSLAC) TexShare program. As noted on its "Facts" Web page [28], the TSLAC focuses on the efficient sharing of library holdings, with an emphasis on electronic information resources and traditional collections of books and journals. "It would have cost the 677 libraries participating in the TexShare database program \$97,044,031 dollars to purchase the database subscriptions that were purchased by the TSLAC for \$7,042,558," TSLAC reports [29].

Training and Assistance

Online tutorial and subject guides [30] provide instruction on how to access learning resources. Available guides include MLA [31] and APA [32] formats, faculty services and sources [33] and departmental subject guides [34].

For reference questions, students can contact a reference librarian through phone or email. Students and faculty have also have technical support available to them through AskAC [35].

Reference librarians are available without an appointment during Library hours [6] at the Research Help Desk to help students begin their library research and improve their use of resources. They can be reached also by local or toll-free telephone and email. In addition, they provide traditional information services such as assistance in interpreting citations, finding specific information [13].

Faculty can schedule library research and information literacy instruction [36] for their classes to take place in the Lynn Library, West Campus Library, or their own classroom or lab (if appropriate technology is available). Library instructors consult with faculty to focus on the specific research assignments or goals for the class. Research skills training based on Association of College and Research Libraries (ACRL) information literacy standards for higher education [37] and information sources appropriate to the assignment are used. A matrix of the currently used information literacy competencies, arranged by class subject, is available online [38].

Additionally, ITS provides an educational Support Center to help people find the answers to question about AC [39]. Those individuals taking dual credit courses have full access to the Support Center and to other academic computing services to ensure that they are successful in their course work.

Library and Learning Resources - Supporting Documentation

- [1] [Library Services and Procedures Handbook](#)
- [2] [Amarillo College Center for Teaching & Learning Organizational Chart](#)
- [3] [Amarillo College Library Vision](#)
- [4] [HLC e-Library](#)
- [5] [Interlibrary Loan](#)
- [6] [Spring 2012 Lynn Library Hours](#)
- [7] [Circulation](#)
- [8] [Library Home Page](#)
- [9] [Collection Development](#)
- [10] [Library Network Advisory Committee](#)
- [11] [Get Help: Library Staff Listing](#)
- [12] [2006-2007 Library Self-Study](#)
- [13] [Research Counseling for Students](#)
- [14] [Sept. 2010-Aug. 2011 Library Statistics](#)
- [15] [Research/Information Literacy Classes](#)
- [16] [Comprehensive Standard 3.8.2](#)
- [17] [Harrington Library Consortium Profile](#)
- [18] [Amarillo Public Library](#)
- [19] [Deaf Smith County Library](#)
- [20] [Moore County Library System](#)
- [21] [Interlibrary Loan Statistics](#)
- [22] [Online Computer Library Center](#)
- [23] [Perceptions of Libraries, 2010](#)
- [24] [Environmental Scan, 2007](#)
- [25] [SACS "Best Practices for Electronically Offered Degree and Certificate Programs" Section 4c](#)
- [26] [Standards for Libraries in Higher Education](#)
- [27] [Texas State Library and Archives Commission Database](#)
- [28] [TSLAC Facts Page](#)
- [29] [TSLAC Fact #5](#)
- [30] [Tutorials](#)
- [31] [MLA Citation Sheet](#)
- [32] [APA Citation Sheet](#)
- [33] [Faculty Services and Sources](#)
- [34] [Department Subject Guides](#)
- [35] [Ask AC](#)
- [36] [Research/Information Literacy Classes](#)
- [37] [Information Literacy Competency Standards](#)
- [38] [Information Literacy Competencies Taught](#)
- [39] [Ask AC Support Center](#)

7. Physical Resources

Physical Facilities and Equipment that Support the Initiative

High School Campus

Dual credit classes offered by Amarillo College (AC) are offered on the high school campuses or online via the World Wide Web. All sites where dual credit courses are offered are off-campus sites and are owned, operated, and maintained by the particular independent school district. Therefore, for courses which are hosted on a high school campus, each high school provides rooms, furniture, computers, lab equipment/supplies and utilities for enrolled dual credit students.

Center for Teaching and Learning

For courses which are hosted online, the Center for Teaching and Learning Department [1] serves as the central facility for the development, management, and delivery of distance education courses. The Center for Teaching and Learning offices is primarily housed on the first floor of the Lynn Library (Physical Plant records: 858.23 square feet or 24.8 x 33.4 feet) [2]. Training sessions for large groups are conducted in computer labs available in other departments and on other campuses as needed. Help-desk support is also provided to faculty via AskAC, the College's full-service Contact Center [3].

Standard AC Facilities Description

Amarillo College has adequate facilities for courses offered at all seven locations [4]. The College has five local campuses which include the Washington Street Campus, which is the main campus; West Campus, which is the health sciences campus; East Campus, which is the Career and Technical Center; Polk Street Campus, which is the Business and Industry Center; and the Community Link, which is an outreach center. The College also operates two branch campuses--the Moore County Campus in Dumas, Texas and the Hereford Campus in Hereford, Texas. Three campuses in Amarillo offer academic courses, while the Polk Street Campus (Business and Industry Center) offers continuing education, and Community Link offers preparatory and continuing education courses. With the exception of the current Hereford Campus, the College owns, operates and maintains the facilities at the other six campuses. The current Hereford Campus is leased from the Hereford Independent School District (Hereford ISD) but, by January 2014, a new College owned, operated and maintained campus will be opened.

According to the *2011 Facility Master Plan Update* [5], “there is opportunity to better utilize surplus classrooms by repurposing them for offices or classroom deficits” on the Washington Street campus. The President’s Cabinet reviews all classroom capacities and scheduling, and recently approved the *Amarillo College 2011 Master Plan Update*, to ensure the most effective use of College facilities.

Tactical plans have also been developed for both of AC’s branch campuses--the Moore County (MCC) [6] and Hereford [7] campuses. The Moore County Campus Advisory Committee spent a year reviewing current demand and expansion needs. As a result of this community-wide study, the Dumas Economic Development Cooperation (DEDC) donated 11 acres for a new \$4.5-million, 30,000-square-foot Amarillo College Moore County Campus Career and Technical Training Center on DEDC’s Industrial Park, as reflected in the September 27, 2011 Board of Regents Meeting Minutes [8] and in local news coverage [9]. The Hereford Campus Advisory Committee also identified a need to expand facilities and increase enrollment, as documented in that Committee’s minutes [10]. These findings sparked a private individual to donate \$3 million for the creation of a new Hereford facility, scheduled to open in 2014.

AC Information Technology Infrastructure and Distance Learning

Amarillo College has a robust information technology infrastructure that provides both cloud and onsite communications providing access to critical data to support its academic and distance learning program offerings. All information technology services are provided through the Information Technology Services (ITS) Division, as documented on the ITS website [11]. The College maintains a dedicated wireless network on all seven campuses for faculty, staff, and students, and an open guest wireless service for the general public and visitors. The College provides dedicated Internet wired access [12] for the faculty and staff offices, and all classrooms, labs, and study areas--thus providing a second method of Internet accessibility. Commercial 100 Megabit (Mb) Internet service connectivity is provided through AMATechTel [13], with immediately fall back redundancy available to 45 Mb in times of contingency, and further fall back redundancy to 5 Mb through Suddenlink Communications [14] if contingencies require; or a combination of any of the solutions above. All campuses are connected centrally in a star topology through commercially provided AT&T CSME 1 Gigabit (Gb) high speed network circuits.

All mission critical application systems operate in either a virtual load balanced or clustered data center environments to ensure availability and fail over survivability. The data center houses both academic and administrative servers that run software applications for specific academic and administrative programs. Amarillo College continues to virtualize and outsource through the cloud methodology as many data center applications as possible to reduce space requirements, energy and maintenance costs while improving the level of service to faculty, staff, and students.

AC is the first and only educational institution in the panhandle of Texas to partner with Google to provide the Google Apps suite of products for its students and employees, as explained in the technology guides published for students [15] and employees [16].

As of August 2011, more than 167 smart classrooms are in use, with more projected every semester in accordance with College Master Plans and ongoing Information Technology Council [17] studies and reviews. More than 1,000 computers are available for general academic use in more than 206 locations across all seven college campus locations.

Amarillo College has delivered online instructional content to students through the Angel learning management system [18] for the past three years and has just initiated a migration to Blackboard NG scheduled to be completed FY 2013. Students enrolled in fully online or mixed mode courses will transition from Angel to Blackboard NG during the 2012 Fall semester. Angel was recently acquired by Blackboard so, while this is a major transition, its impact upon the students and faculty will be minimal. Blackboard NG was approved by the faculty [19] as their learning management system of choice for presenting course content, internal communications with classmates, assignments, and assessments. The College also captures course lectures using various mediums that include everything from webcams and microphones to dedicated studio recording sessions, to an automated Echo360 [20] system that will distribute recorded lectures via video webcasts to both traditional and online students.

Impact of Proposed Change on Existing Programs, Services, and Physical Facilities

Other than allotting for increased program, service, and physical facility usage, dual credit programs have no impact on existing programs because dual credit programs utilize current AC programs, current AC faculty and/or current high school instructors, existing services, and existing facilities. Additionally, plans for growth, for the College as a whole, take into account the possibility for growth among all student groups.

Physical Resources - Supporting Documentation

- [1] [Center for Teaching and Learning](#)
- [2] [Lynn Library First Floor Plan](#)
- [3] [Ask AC](#)
- [4] [About Amarillo College Web Page – Campus Maps on Left Column](#)
- [5] [Amarillo College Master Plan Update](#)
- [6] [Moore County \(MCC\) Tactical Plan](#)
- [7] [Hereford Tactical Plan](#)
- [8] [September 27, 2011 Board of Regents Minutes – Pg 2](#)
- [9] [“AC’s Moore County Campus...” article published in Amarillo Globe News](#)
- [10] [February 9, 2010 Hereford Campus Advisory Committee](#)
- [11] [Information Technology Services](#)
- [12] [Wireless Connection Instructions for Staff and Students](#)
- [13] [About Ama Techtel Communications](#)
- [14] [SuddenLink Communications](#)
- [15] [Student Campus Technology Guide](#)
- [16] [Employee Technology Guide](#)
- [17] [Information Technology Council](#)
- [18] [AC Online System](#)
- [19] [LMS Selection \(Fall 2012\)](#)
- [20] [Echo 360 System](#)

8. Financial Support

Description of Financial Resources to Support the Change and Budget

Amarillo College has a sound financial base and has consistently operated within its financial resources, budgeting standards, and requirements. All annual budgets are carefully planned and approved by the Board of Regents before the beginning of each fiscal year, as shown in Board Meeting Minutes [1]. Amarillo College’s budget and resources include a decentralized support of off-campus sites such as dual credit high school locations. The decentralized budgets and resources for dual credit high school locations are spread throughout the College based on discipline, faculty professional development needs, and staff and administration needs.

Tuition for dual credit classes and contact hour reimbursement from the state of Texas are the two primary funding sources for all academic programs, regardless of the delivery format. Like all other AC instructional offerings, programs and services, dual credit courses are approved by the AC Board of Regents [2]. The annual budgeting cycle includes approval of funds for dual credit through departmental budgets as allotted by the Board of Regents.

Although there have been many challenges, such as reduced State funding, technology advances and expenses, and higher daily cost of living standards, all obligations of the College have been satisfied consistently. AC has an unfailing record of fulfilling all obligations to employees, vendors, and other governmental entities, while remaining within budgeted and Board approved guidelines. This is evident in the Financial Reports to the Board of Regents contained in the Board of Regents Minutes [3]. The College has not borrowed funds to finance these responsibilities, nor have any lines of credit been established to fund any of the operations.

Sound Financial Base

Standard and Poor's [4] and Fitch Ratings [5] have awarded Amarillo Junior College District a AA+ rating regarding general obligation bonds. These ratings have signified competitive and favorable interest rates on indebtedness. AC revenue bonds are rated by Fitch Rating at AA- [6] and by Standard and Poor at A+ [7]. The College has the ability to borrow money should the need arise, and has the credit worthiness to assure lenders that any debts incurred will be diligently repaid. Endowed funds have not been used for operations, and the policy for spending endowed funds is practical and realistic. There has been no spending in excess of this policy. These endowment funds are under the College's control and are not part of any foundation.

Information gathered to prepare for the bond election [8] that was held in 2007 shows that the community values AC's stability and responsibility. The projects and upgrades [9] for the benefit of the students and employees of AC are varied, and according to the election, were needed and wanted by the community. The bond election [10] that was held on November 6, 2007 was passed by the voters by a vote of 6,459 for and 3,704 against. The amount of money that has been allocated for operational and educational purposes as well as major budget amendments require Board approval [11]. The AC Accounting Manual [12] documents procedures and policies regarding accounting functions. The resources available such as tuition and fees, ad valorem taxes, and various other types of revenue, have been used to meet the financial obligations of the College and are current and up-to-date. Interest rates on indebtedness are favorable and competitive with current markets.

Annual management letters [13] completed by the independent auditing firm of Connor, McMillon, Mitchell, and Shennum, PLLC (CMMS) affirm that Amarillo College has complied with the General Accounting Standards Board in its disclosure of information to the public. Each year during an audit of financial records [14], CMMS checks financial records to verify that the College demonstrates that they are free from misstatement. Reports and other items are supplied to the auditors to show the College's responsibility to discharge the day-to-day operations fairly and to assist the constituents of the district successfully. Management letters have provided a consistent record of the opinions of the auditors of the College as to the reliability of the financial statements and any pattern of flaws that exist within the institution. Annual audits require any recognized weaknesses to have corrective action plans and changes of procedures and policies to try to avoid any problems that might arise in the future. Patterns of the findings and subsequent audits reflect the stability of the College in dealing with any inconsistencies and/or substandard practices.

Financial Stability

The College has adequate funds to meet current liabilities and, according to the audited financial statements, has money and financial resources to meet long-term liabilities as well. Accounts Payable

and Accounts Receivable have been well within College guidelines, and have been adequately maintained to assure financial stability. The unrestricted net assets [15] of the College show a trend for prudent and sound financial planning with no release of restrictions on capital, no revaluations of assets performed, and no sales of institutional assets not deemed to be within its useful life. AC's revenue sources have dropped slightly due to the economy and the reduction in State funding; however, the College revenue sources have continued to remain constant and dependable without the use of private funding.

Projected Revenues, Expenditures, and Cash Flow

Based upon a model in *Strategic Financial Analysis for Higher Education*, the College's calculated Composite Financial Index (CFI), reflects a sound financial base and financially healthy institution. The CFI is calculated using revenues, expenditures, liabilities, and assets from the Annual Financial Statement summary data and presented in the Annual Financial Statement Summary and CFI .

Financial Ratios: The College monitors several key financial ratios. One of those is the Composite Financial Index (CFI) measurement which consists of the sum of four weight factors including:

- Primary Reserve Ratio
- Viability Ratio
- Return on Net Assets Ratio
- Net Operating Revenues Ratio

The College has set a target of 0.44 for the CFI.

The current ratio and fund balance reserve ratio indicate the College is able to meet its short term obligations. The net income ratio reflects a reduction in State appropriations [16] incurred when the Texas Legislature requested that all colleges and universities submit a 5% reduction in State appropriations beginning in 2011. The return on net assets indicates healthy financial performance, and the viability ratio indicates that the College debt is reasonable. Business Affairs staff used financial data from the last seven fiscal years to calculate the ratios displayed in Tables 8.1 through 8.5

Table 8.1

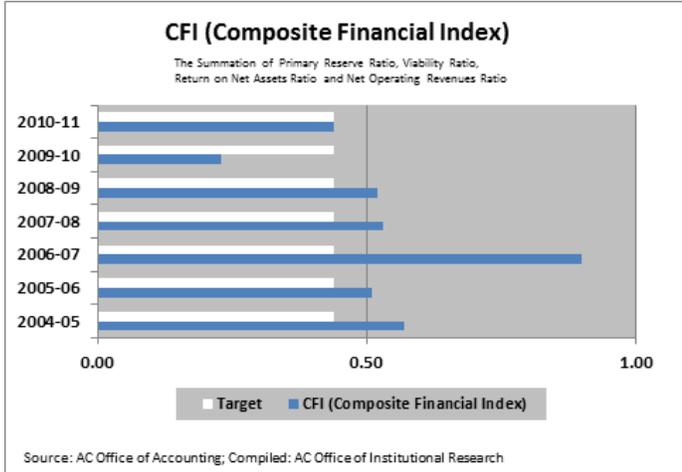


Table 8.2

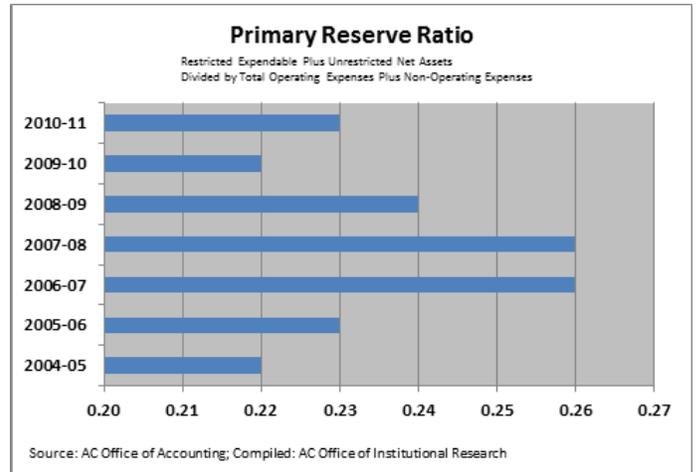


Table 8.3

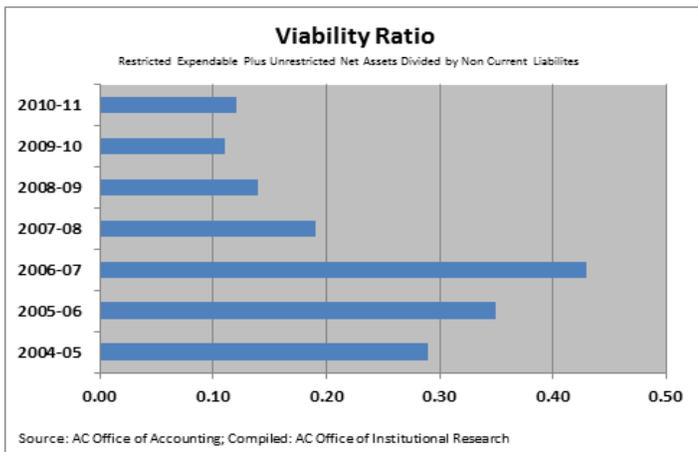


Table 8.4

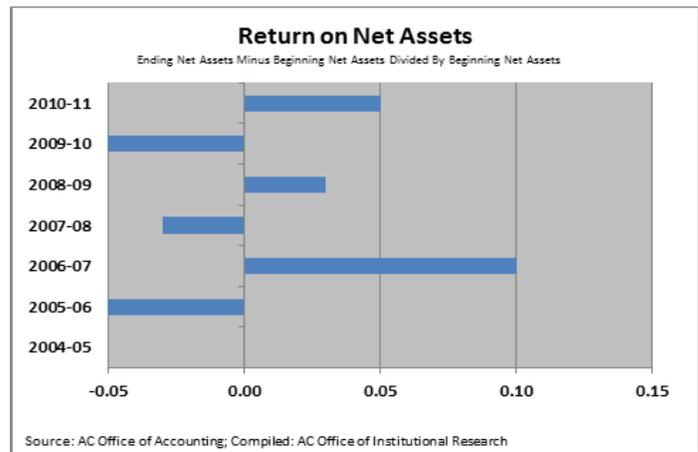
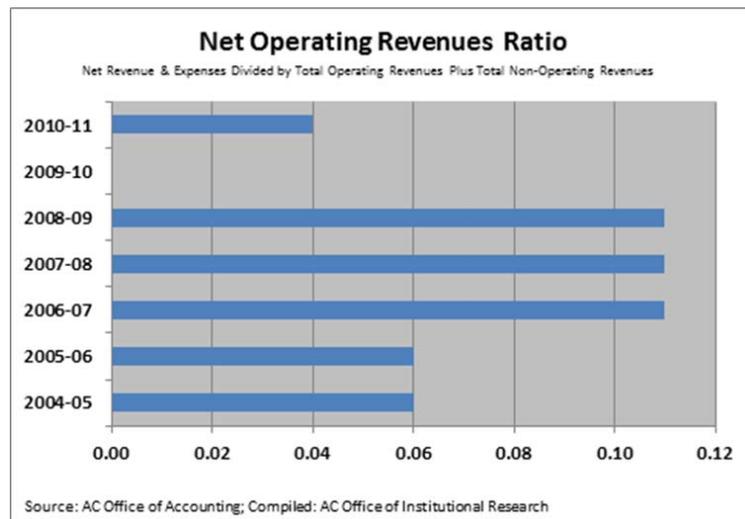


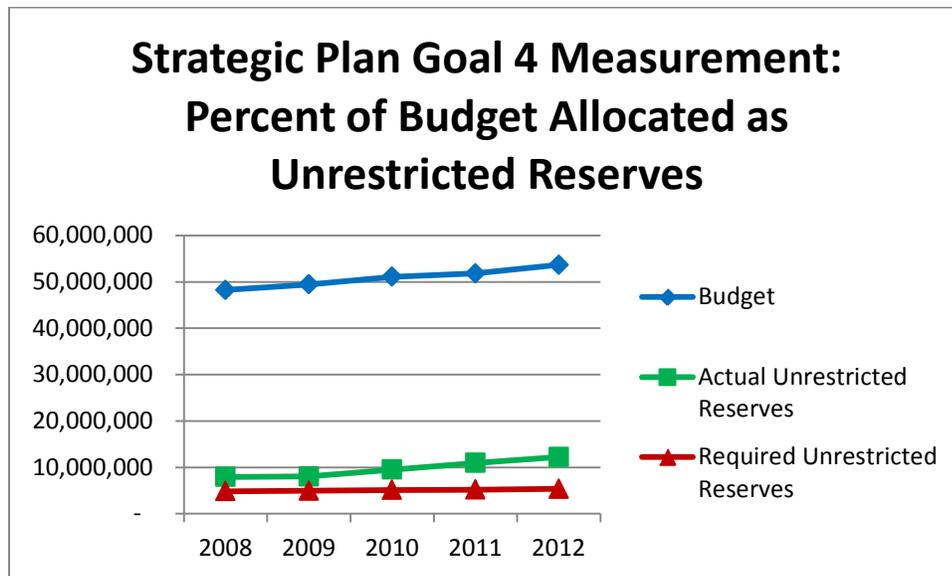
Table 8.5



Since enrollment has increased [17], the net tuition continues to climb relative to the enrollment, and although revenues have not been as financially rewarding as previous years due to the economy, endowment revenues have been adequate to fund futures for our students. According to AC's most recent financial audit, Amarillo College awards tuition scholarship allowances and State mandated exemptions valued at \$5,124,218. The College funds these State mandated exemptions by increasing other revenue sources. Scholarship allowances [18] are funded by outside scholarship awarding entities. In addition, students have been able to use the College provided payment plans to help further their education. The accounts receivable has been carefully monitored each month to insure timely resolutions of students' records. Pledges and donations are not recognized until they have been received, so there has been no need for a pledge/contribution receivable on our accounts. The collection efforts for the students' receivables have been thorough and comprehensive and follow AC's stated policy [19] for collections and write-offs. AC does not offer discounted tuition.

The financial resources of AC are both stable and adequate to meet financial requirements as shown in the Table 8.6 which includes the institutional budget and actual unrestricted reserves for the past five fiscal years. Dual credit education is included in the overall financial stability of AC as a decentralized, and not separately identifiable, component. A key indicator of fiscal health is the ending unrestricted current assets (reserve) increase from about \$7,910,962 to about \$ 12,228,867. An increase in current assets is a positive accumulation of financial assets.

Table 8.6



Source: AC's Office of Accounting

Another key indicator of fiscal viability is the operating expenses compared to the revenue for each fiscal year. As displayed in the previous graph, the total revenue has exceeded the total operating expenses for the past five years.

Financial Statements and Financial Aid Audits

The College's financial resources are sufficient to maintain physical infrastructure and support the programs meeting the mission statement of the institution. "Amarillo College - enriching the lives of our students and our community [20]" has been the driving force of the College including the College's budget. AC's budget has consistently worked to support the College mission. As previously referenced, dual credit education is not separately budgeted, but rather a component of the instructional budget.

Based on Comprehensive Standard 3.10.2 and Comprehensive Standard 3.10.3 requirements, AC annually provides financial information to the Commission on Colleges of the Southern Association of Colleges and Schools (SACSCOC).

Annual operational budgets [21] have been painstakingly prepared and have had the full endorsement of the Board of Regents. The auditing firm of CMMS reports to the Board of Regents the annual audit reflecting the efforts of the College in stating a true representation of the revenue and expenses incurred by the organization. The financial statements have been presented in the approved formats for various reporting agencies such as The Higher Education Coordinating Board (THECB), Financial Accounting Standards Board (FASB), and Government Accounting Standards Board (GASB), and the unqualified opinions of the auditors have been thorough and concise. In addition to an audit of the financial records of the College, an annual audit has been conducted for Financial Aid [13] to verify compliance with federal, state, and local agencies and any findings that have been identified were addressed.

Unrestricted Net Assets

Amarillo College has consistently maintained its unrestricted net assets [15] to sustain day to day activity of the organization. These assets have remained positive and have been adequate to fund operations. There has not been a decline or deficit in these unrestricted net assets and there have not been any operational deficits for previous years. Although there has been a significant increase to plant and restricted assets due to the bond election and refurbishing of facilities, the amount has not been a factor for the ongoing projects of the College.

Regarding the money spent for unrestricted expenses and for operational expenses, Amarillo College has operated within budgetary restrictions and within State restrictions consistently. There has been an adequate amount of money to meet the operational expenses of the institution, even though there has been a decline in State allocations. Reductions in annual budgets and budget cuts handled within the institution have allowed the College to operate within the new restricted allocation budget. The College has repeatedly controlled spending and departments have learned to live within the lowering of operational funds.

Resources Going to Institutions or Organizations for Contractual/Support Services

Adequacy of AC Facilities: Planning

Amarillo College's 2011 Master Plan Update to the 2007 Master Plan's "Message from the President" demonstrates that the College ensures that facilities are available to meet the requirements of its programs and services and includes plans for long-range growth [22]. Short-term facilities needs are controlled by the Physical Plant General Procedures [23] and Grounds Procedures [24].

Adequacy of AC Facilities: Funding

Per Texas statute (Texas Education Code §130.003) [25], funding for all Amarillo College physical facilities is the responsibility of the local taxing district. Thus, three local entities have approved property taxes that are designated for Amarillo College and fund the physical facilities. Within the City of Amarillo, a local property tax funds the maintenance of the five campuses inside the city limits of Amarillo. The two campuses in Moore County are funded by local property taxes for that county. The Hereford Campus lease and future maintenance and operation will be funded from designated property taxes from residents living within the Hereford Independent School District, as documented in the 2012 Budget Schedule of Revenues [26]. Funding for capital projects has been primarily provided by the Bond passed in 2007 [27] for specific projects at the four campuses in Amarillo. The new Moore County Campus is to be funded from existing local property taxes with the land donated by Dumas Economic Development Center, as documented in the AC Board of Regents minutes from September 27, 2011 [28]. Similarly, the October 25, 2011 Board minutes show [29] that the \$3 million in funding for the Hereford Campus was donated by a private benefactor.

Available Operational, Management, and Physical Resources

Lou Ann Seabourn, Dual Credit Coordinator, oversees all operational, management, and resource related dual credit efforts [30]. As discussed in the Faculty and Physical Resources section of this substantive change, it is not expected that dual credit would in any way impede standard AC operation procedures.

Contingency Plans

Standard Contingency Plans are in place for the College [31]. However, as these dual-credit sites have already proven operational, it is not expected that any separate, contingency plans would need to be developed.

Financial Support - Supporting Documentation

- [1] [August 23, 2011 Board of Regents Meeting](#)
- [2] [Amarillo College Board of Regents](#)
- [3] [Board of Regents Minutes](#)
- [4] [Standard & Poor's June 4, 2010 Letter](#)
- [5] [Fitch Ratings – June 9, 2010](#)
- [6] [Amarillo Junior College District – Fitch Ratings – 2011 Ratings](#)
- [7] [Amarillo Junior College District - Standard & Poors – October 12, 2011 Global Credit Report](#)
- [8] [2007 Bond Election](#)
- [9] [Proposed Project List](#)
- [10] [November 6, 2007 Bond Election Results](#)
- [11] [CFA Purchasing and Acquisition – Interim Purchasing](#)
- [12] [AC Accounting Manual](#)
- [13] [CMMS – November 22, 2011 Letter - Audit](#)
- [14] [Annual Financial Report – August 31, 2011 and 2010](#)
- [15] [AC Net Asset Information](#)
- [16] [Amarillo College – Sample Item Reductions By Method of Financing – 2/26/10](#)
- [17] [Databook Table 1B – FTE Fall Students Receiving Grade Reports](#)
- [18] [Financial Aid Types](#)
- [19] [Collections and Write-Off Procedures for Student Receivables](#)
- [20] [AC Mission/Values](#)
- [21] [Amarillo College 2011-2012 Budget](#)
- [22] [Master Plan – Message from the President](#)
- [23] [Physical Plant General Procedures](#)
- [24] [Grounds Procedures](#)
- [25] [Texas Statute 130.003](#)
- [26] [Amarillo College Schedule of Revenues 2011-2012](#)
- [27] [2007 Bond Election](#)
- [28] [September 27, 2011 Board of Regents Minutes – Pg 3](#)
- [29] [October 25, 2011 Board of Regents Minutes – Pg 2](#)
- [30] [Dual Credit Contact Information](#)
- [31] [Reserve Analysis For Fiscal Years 2007-2011](#)

9. Evaluation and Assessment

All dual credit programs are assessed and evaluated in the same manner as non-dual credit programs.

Institutional Assessment of Overall Institutional Effectiveness and Quality Assurance

Overall institutional effectiveness is assessed by following a model developed by the Division of Planning and Advancement. By following the Model of Institutional Effectiveness [1], Amarillo College is able to employ a closing the loop process of Institutional Effectiveness with the College's mission [2] as the vortex. This process integrates the three major assessments: strategic plan [3], program review [4], and unit assessments entitled Planning and Evaluation (PET) tracking forms [5]. The three major assessments are systematically assessed.

The Strategic Plan sets forth the institutional goals [6]. To accomplish these goals, AC instructional and non-instructional departments and divisions plan improvements through both a Program Review (performed every five years) and yearly PET forms. Completion of both Program Review reports and PET forms requires broad-based participation of all employees within each department or program. The diversity of input in both processes adds to the validity of the outcomes.

Systematic Evaluation and Monitoring of Instructional Results

In each area of the College, employees identify expected outcomes, assess the level of achievement based on outcomes, analyze the results, use this evidence in decision-making, and make improvements and revisions based on the analysis. Dual credit students are included in discipline-specific assessment practices.

Each instructional and non-instructional area designates at least one person as responsible for the completion of a Planning and Evaluation Tracking (PET) form. Once the Assessments Coordinator receives the PET form, the form is then entered into a storage software system (e.g. Tk20 and/or Excel) where all of the instructional PET plans [7] for that assessment period for that assessment period can be viewed in one environment. Using this system, the viewer can see all of the goals, outcomes, results, improvements, and actions associated with a particular assessment plan. Customized reports can also be pulled that will allow the Assessments Coordinator to view who has or has not participated in that year's PET assessment activity. The Assessments Coordinator can also manipulate the submitted forms' data in a variety of ways.

Since the inception of PET forms, a piece [8] that details the PET methodology process from the point that faculty and administrators are contacted to the point that the results are analyzed has been created. PET results [5] and past, completed PET forms [9] can also be accessed through the Planning and Advancement website.

For the past three years, educational programs at the College have identified outcomes, assessed the outcomes, analyzed the results, and made improvements and revisions by using the PET forms as the major assessment method. These educational programs are guided in each step of outcome development, implementation, and assessment by the staff under the direction of the Chief of Planning and Advancement.

Each educational program is allowed to determine what will be included on their area's PET form but the minimum PET requirements include a purpose statement based on the College's Mission statement, at least one direct outcome, one result, one improvement, one new plan of action, and one goal and outcome which support a strategy and tactic from the Strategic Plan [10].

Using PET Results to Improve Institutional Programs, Services, and Operations

Assessment staff members regularly review and report assessment performance results to the appropriate committees (e.g. Dean's Council [11]) before the form's items of interest (e.g. budget [12]) are sent for final approval to the President's Cabinet [13].

At the College, even the assessment of outcomes assessment has resulted in identifying improvements or revisions which improves the use of outcomes for instructional and non-instructional units. For example, a new PET form template [14] was created so that items such as budget can now be more effectively linked to the PET process and a submission guidelines sheet [10] was created to aid departments in the PET submission process. A new PET response form [15] was created in 2009 and was sent to those PET areas which continue to struggle with creating and tracking effective outcomes, results, and improvements. The PET response form proved helpful, but a new PET response form [16] was created in 2011-2012 to better reflect the information needed on the new, improved PET form. Further, the instructional training has been modified [17][18] to better address the "difficult" areas of the PET process.

PET feedback will be provided to each faculty/administrative member who submits a PET form. The change in the PET form and response form has assisted those responsible for PET forms in making meaningful improvements as evidenced by the increase in the "Use of Results" which rose from 54% to 83% between the 2008 and 2010 academic years [19].

Determining Knowledge and Competencies Achieved

Amarillo College defines general education and its competencies in the Catalog [20]:

General Education

General education, as distinguished from professional or technical education, provides a broad-based educational experience. General education courses promote those skills, understandings, attitudes, and values which will equip students for effective, responsible, productive living.

The General Education program is structured so that all degrees require a core of courses with each of the following areas represented: Fine Arts/Humanities, Social/Behavioral Sciences, Natural Sciences/Mathematics. The courses required for the AA, AS, AAT, and AAS degrees constitute the core curriculum as required by the State of Texas.

General Education Competencies

AC uses an embedded assessment approach across the curriculum to determine whether students who have completed at least 30 hours at AC have achieved the general education competencies. AC uses the Institutional Portfolio Model developed by Johnson County Community College in Kansas. By enrolling at Amarillo College, students have agreed to participate in assessment.

- Critical Thinking Skills – Students will engage in creative and/or innovative thinking, and/or inquiry, analysis, evaluation, synthesis of information, organizing concepts and constructing solutions.
- Communication skills – Students will demonstrate effective written, oral and visual communication.
- Empirical and Quantitative Skills – Students will demonstrate applications of scientific and mathematical concepts.
- Teamwork – Students will demonstrate the ability to work effectively with others to support a shared purpose or goal and consider different points of view.
- Social Responsibility – Students will demonstrate intercultural competency and civic knowledge by engaging effectively in local, regional, national and global communities.
- Personal Responsibility – Students will demonstrate the ability to connect choices, actions and consequences to ethical decision-making.

Amarillo College assessed several competencies including communication skills, critical thinking skills, mathematics, and technology [21]. However, on February 18, 2011, the Curriculum Committee (formerly Academic Affairs Committee) [22] approved an alignment between the general education competencies [23] and the THECB’s “Core Curriculum Objectives [24].” The THECB general education core competencies [25] were created “to ensure that it reflects current and future demands on student knowledge and skills” and to establish focus on 21st century competencies [26]. The College’s current general education competencies and rubric information are provided on the Competency Overviews and Rubric Web page [27].

Direct Measure

Upon the initial selection and approval of the first AC General Education Competencies (2004), the Instructional Assessment Sub-Committee [28] focused on assuring the institution secured a direct method to accurately measure competency attainment levels.

The Institutional Assessment Sub-Committee faculty and assessment staff selected the Johnson County Community College (JCCC) Institutional Portfolio [29] as the methodology model for assessing competency attainment. The JCCC assessment model [30] was initiated in 2006 and AC has since adapted the model to create the AC General Education Competency Methodology [31].

AC's General Education Competency Methodology outlines the entire General Education Competency assessment process. However, in short summation, a solicitation process occurs where AC faculty who meet the selection criteria outlined in AC's "Course Selection Process" methodology [32] are asked to submit student work. Student work that might be received includes work submitted by dual-credit students. Once received, the student artifacts are then prepared and sorted by the Office of Outcomes Assessment within the Division of Planning and Advancement and at least 100 student-work examples are later distributed to the appropriate general education committee(s) [33]. Each general education competency committee is comprised of knowledgeable, trained faculty members who use rubrics that were refined and approved by the Instructional Assessment Sub-committee to ensure inter-rater reliability and to ensure result validity.

Indirect Measures

Amarillo College uses surveys as an indirect method of general education assessment.

The Community College Survey of Student Engagement (CCSSE) and the Community College Survey of Faculty Engagement (CCFSSE) are surveys that produce cohort data so that current AC student and faculty competency attainment perceptions can be viewed individually or weighted against other cohorts and national benchmarks. The most recent CCSSE (2009-2011) and CCFSSE (2011) information has been sorted into sections that align with AC general education competencies and compiled into a report [34].

The Amarillo College Graduate Student Survey is a survey that every graduating AC student must complete as a part of the graduate application process. The most recent Graduate Student Survey data (2008-2011) has been likewise sorted into various sections that align with AC general education competencies and compiled into a report [35].

Using Competency Results to Improve Institutional Programs, Services, and Operations

Each member of a General Education Competency Committee is trained [36] to record student strengths and weaknesses. The committee scores and comments will be distributed to the appropriate committees for review and action will be taken as indicated by the "Use of Results" section of the General Education Methodology [31]. In finality, faculty use holistic reports that require them to assume ownership of the general education results and findings compiled by their committee. Affected faculty must take the initiative to step forward and seek additional information from institutional research data [37] to determine the improvements and revisions that are needed in the curricula, classroom instruction, and/or academic support offerings that may have been flagged in the report. Upon faculty's completion of their individual reports, an inclusive, annual report is then created each year by the Assessments Coordinator that demonstrates the degree to which students met or failed to meet each competency's achievement goal(s). The report provides quantitative data, qualitative data, and an analysis of the results. Annual reports [38] provide evidence which indicate whether or not the goal benchmark for each competency was attained.

CCSSE and Graduate Student Survey Results have been store online [39]. Future institutional data summits/talks regarding indirect assessment methods that are similar to the events held for Achieving the Dream (Atd) and No Excuses data [40] will aid in spreading more knowledge and leading to more improvements with indirect assessment methods.

As an institutional improvement, AC recently opted (2010-2011 year) to be the first community college to adopt and implement THECB's Core Curriculum Objectives [24] and Amarillo College has agreed to be one of the first Texas community colleges to comply with the Texas LEAP initiative [41].

The early adoption of the new core objectives/competencies allowed AC to fulfill the Strategic Plan's Strategy 1.4 mandate [42] to "Align AC learning outcomes with THECB outcomes which emphasize

21st century skills [26].” Adopting the LEAP initiative earlier will raise AC competency standards, which should by extension raise the quality of education.

Evaluation and Assessment - Supporting Documentation

- [1] [Institutional Effectiveness Model](#)
- [2] [Mission/Values](#)
- [3] [Strategic Plan](#)
- [4] [Program Review](#)
- [5] [Planning and Evaluation Tracking \(PET\)](#)
- [6] [Strategic Plan through 2015](#)
- [7] [Instructional 2010-2011 Excel Information](#)
- [8] [PET Methodology](#)
- [9] [Past Planning and Evaluation Tracking](#)
- [10] [PET Submission Guidelines](#)
- [11] [December 14, 2011 Dean's Council Minutes](#)
- [12] [Instructional PET Forms – Items Linked to Budget](#)
- [13] [January 24, 2012 President's Cabinet Meeting Minutes](#)
- [14] [PET Template](#)
- [15] [PET Response Form – First Version](#)
- [16] [PET Response Form – Revised Version](#)
- [17] [Writing Outcomes PowerPoint – Pre 2011](#)
- [18] [Instructional PET PowerPoint Training](#)
- [19] [2006-2010 PET Data and Chart Information](#)
- [20] [Catalog - General Education](#)
- [21] [Evolution of General Education Competencies 2004-Present](#)
- [22] [Curriculum Committee](#)
- [23] [Process for Core Curriculum Revision](#)
- [24] [THECB Core Curriculum Objectives](#)
- [25] [THECB Texas Core Curriculum](#)
- [26] [Revising the State Core Curriculum: A Focus on 21st Century Competencies](#)
- [27] [Competency Overview and Rubric Web page](#)
- [28] [Instructional Assessment Sub Committee](#)
- [29] [The Institutional Portfolio PowerPoint](#)
- [30] [The Institutional Portfolio Document](#)
- [31] [AC General Education Methodology](#)
- [32] [AC “Course Selection” Process](#)
- [33] [General Education Committee Members](#)
- [34] [Knowledge and Skill Obtainment Based on CCSSE](#)
- [35] [Knowledge and Skill Obtainment Based on Graduate Student Survey](#)
- [36] [Instructional Training Page](#)
- [37] [Institutional Research Page](#)
- [38] [General Education Assessment Results](#)
- [39] [Surveys](#)
- [40] [No Excuses/AtD Data](#)
- [41] [LEAP Texas Initiatives](#)
- [42] [Strategic Plan Strategy 1.4](#)

10. Appendices

1. Instructions for Accessing the Faculty Roster Database
 - Visit the Faculty Roster Web page: <https://iresearch.actx.edu/ldapamarilloroster/>
 - Enter the Following Information:
 - [User Name](#): report
 - [Password](#): report
 - Select “View Report”
 - Select Event: “2011 Spring – 2011 Fall”
 - Select “Show Report”
 - Use list of [Dual Credit Faculty Credentials](#) to find dual-credit faculty (find alphabetically)
 2. See Attachments A, B, C, and D for Dual-Credit Site Listing by Degree Percentage
 3. All other needed documentation provided as “Supporting Documentation” after each prospectus section
-

Attachment A – Late Notification

Unreported Dual Credit Locations
Currently Offer 25-49% of Degree/Certificate Offered at Dual Credit Site
Seek Approval to Offer 50-100% at Dual Credit Site (Included in Prospectus)

Implementation Date

Immediately

Credentials Offered

The degree and certificate percentage offerings will vary by site and semester. However, the current (spring 2012) percentage numbers for each degree can be viewed through the [Dual Credit for Substantive Change Spreadsheet](#).

Dual Credit Site and Address

1. Amarillo Area Center for Advanced Learning (AACAL) – 1100 N. Forest – Amarillo, TX 79106
2. Adrian High School – 301 Matador Dr. (Physical) **or** Box 189 (Mailing) - Adrian, TX 79001
3. Bushland High School – 2300 Wells St. (Physical) **or** P.O. Box 60 (Mailing) – Bushland, TX 79012
4. Claude High School – 500 W. 5th St. (Physical) **or** P.O. Box 209 (Mailing) – Claude, TX 79019
5. Dalhart High School – 2100 Spirit Trail – Dalhart, TX 79022
6. Dimmitt High School – 1405 Western Circle – Dimmitt, TX 79027
7. Friona High School – 909 E. 11th St. – Friona, TX 79035
8. Happy High School – 500 NW 3rd (Physical) **or** P.O. Box 458 (Mailing) – Happy, TX 79042
9. Kress High School – 200 E. 5th St. (Physical) **or** P.O. Box 970 (Mailing) – Kress, TX 79052
10. River Road High School – 9500 US 287 North – Amarillo, TX 79108
11. Sunray High School – 400 E. Seventh St. (Physical) **or** P.O. Box 240 (Mailing) – Sunray, TX 79086
12. Tulia High School – 702 W. 8th St. – Tulia, TX 79088
13. Vega High School – 200 Longhorn Dr. (Physical) **or** P.O. Box 190 (Mailing) – Vega, TX 79092
14. White Deer High School – 604 S. Doucette (Physical) **or** P.O. Box 517 (Mailing) – White Deer, TX 79097

Attachment B – Late Substantive Change

Unreported Dual Credit Locations

Currently Offer 50-99% of Degree/Certificate Offered at Dual Credit Site (Included in Prospectus)

Implementation Date

Immediately

Credentials Offered

The degree and certificate percentage offerings will vary by site and semester. However, the current (spring 2012) percentage numbers for each degree can be viewed through the [Dual Credit for Substantive Change Spreadsheet](#).

Dual Credit Site and Address

1. Arbor Academy – 5000 Hollywood Rd. – Amarillo, TX 79118
2. Ascension Academy – 9301 Ascension Parkway – Amarillo, TX 79119
3. Boys Ranch High School – 163 River Road (Physical) **or** P.O. Box 291 (Mailing) – Boys Ranch, TX 79110
4. Canyon High School – 1701 23rd St. – Canyon, TX 79015
5. Caprock High School – 3001 E. 34th St. – Amarillo, TX 79103
6. Dumas High School – 300 S. Klein – Dumas, TX 79029
7. Hereford High School – 200 Ave. F – Hereford, TX 79045
8. Highland Park High School – 15300 E. Amarillo Blvd. (Physical) **or** Box 30430 (Mailing) – Amarillo, TX 79120
9. Holy Cross Catholic Academy – 4110 S. Bonham – Amarillo, TX 79110
10. Palo Duro High School – 1400 N. Grant – Amarillo, TX 79107
11. Panhandle High School – 106 W. 11th (Physical) **or** P.O. Box 1030 (Mailing) – Panhandle, TX 79068
12. Tascosa High School – 3921 Westlawn – Amarillo, TX 79102

Attachment C – Timely Notification

Unreported Dual Credit Locations
Could *Potentially* Reach 25-49% or 50-99% Within Next 6 Months
Seek Approval to Offer 50-100% at Dual Credit Site (Included in Prospectus)

Implementation Date

August 27, 2012 or Later

Credentials Offered

The degree and certificate percentage offerings will vary by site and semester. However, the current (spring 2012) percentage numbers for each degree can be viewed through the [Dual Credit for Substantive Change Spreadsheet](#).

Dual Credit Site and Address

1. Anton High School – 100 Ellwood (Physical) **or** Box 309 (Mailing) – Anton, TX 79313
2. Bovina High School – 500 Halsell St. (Physical) **or** P.O. Box 79 (Mailing) – Bovina, TX 79009
3. Groom High School – 304 W. 3rd St. (Physical) **or** Box 598 (Mailing) – Groom, TX 79039
4. Hart High School – 710 2nd St. (Physical) **or** P.O. Box 490 (Mailing) – Hart, TX 79043
5. Richard Milburn Academy – 4106 SW 51st ST. – Amarillo, TX 79109
6. San Jacinto Christian Academy – 501 S. Mississippi – Amarillo, TX 79106
7. Stratford High School – 503 N. 8th (Physical) **or** P.O. Box 108 (Mailing) – Stratford, TX 79084
8. Texline High School – 302 E. Pine St. (Physical) **or** P.O. Box 60 (Mailing) – Texline, TX 79087

Attachment D - Process to Avoid Future Late Substantive Changes

Types of Change	Procedure	Prior Approval Required	Prior Notification Required	Time Frame for Contacting COC	FLAGS to Prompt Notification to SACS COC to Avoid Future Unreported Substantive Changes at Amarillo College and Additional Requirements	ALERTS & APPROVALS REQUIRED
1 Initiating coursework or programs at a more advanced level than currently approved	1	Yes	Yes	12 months	If the State of Texas Legislature includes AC among the community colleges offering courses beyond the associate's degree (e.g baccalaureate programs; 3 year + 1 year degree programs), a notification must be submitted to SACS COC. It is anticipated that the response to this notification will be a request for a prospectus, and the change must await approval from SACS COC.	1.) President's Cabinet; 2.) Curriculum Committee; 3.) Board of Regents
2 Expanding at current degree level (significant departure from current programs)	1	Yes	Yes	6 months	Proposal to AC's Curriculum Committee to offer any new program in a discipline or field which is not currently offered at AC. All proposals to the Curriculum Committee require the completion of the Curriculum Revision Form. The Curriculum Committee approval of a new discipline program will be the flag for a notification to be submitted to SACS COC. Approval by the Curriculum Committee will indicate that a notification must be submitted to SACS COC. It is expected that the response from SACS COC will be a request for a prospectus, and the change must await approval from SACS COC.	1.) Curriculum Committee; 2.) Board of Regents
3 Initiating programs at a lower degree level	1	Yes	Yes	6 months	Any proposal to AC's Curriculum Committee to offer a diploma program that is approved by the Curriculum Committee will require a notification be submitted to SACS COC. (NOTE: AC does not currently offer diploma programs.) All proposals to the Curriculum Committee require the completion of the Curriculum Revision Form. The Curriculum Committee approval of such a new diploma program will be the flag for a notification to be submitted to SACS COC. It is anticipated that such a notification will result in a request from SACS COC for a prospectus, and the change must await approval from SACS COC.	1.) Curriculum Committee; 2.) Board of Regents
4 Initiating a branch campus	1	Yes	Yes	6 months	Any taxing entity within AC's service area that passes a maintenance tax for the purpose of establishing a branch campus must result in a notification to SACS COC of this proposed branch campus. Any request for a branch campus requires submission of a prospectus to SACS COC, and the change must await approval from SACS COC. Anticipate a visit if less than 3 additional branch campuses have been approved, college has been placed on a negative action, or college has not had a proven record of effective educational over-sight of additional locations.	1.) Approval of maintenance tax by taxing entity; 2.) Board of Regents
5 Initiating Off-campus Sites						

Student can obtain 50 percent or more credits toward program	1	Yes	Yes	6 months	AC will develop a technology supported reporting solution for all program course requirements. The up-keep of the technology supported reporting solution will be the responsibility of the Vice President/Dean of Instruction's Office. Each location and method of delivery (including online, dual credit, branch campuses, and other off-campus sites) which increases any program (degree or certificate) to a 50% or greater level at an off-campus site or branch campus, will be flagged by the technology supported reporting solution. Then, a notification must be submitted to SACS COC. Any such substantive change will require a prospectus, and the change must await approval from SACS COC. Anticipate a visit if less than 3 additional branch campuses have been approved, college has been placed on a negative action, or college has not had a proven record of effective educational over-sight of additional locations.	1.) The technology supported reporting solution will alert the accreditation liaison and the Vice President of Instruction's Office; 2.) Board of Regents
Student can obtain 25-49 percent of credit	2	No	Yes	Prior to implementation	AC will develop a this solution for all program course requirements. The up-keep of the this solution will be the responsibility of the Vice President/Dean of Instruction's Office. Each location and method of delivery (including online, dual credit, branch campuses, and other off-campus sites) which increases any program (degree or certificate) to a 25% or greater level at an off-campus site or branch campus will be flagged by the this solution. Then, a notification must be submitted to SACS COC. Any such substantive change will require a prospectus, and the change must await approval from SACS COC.	1.) The technology supported reporting solution will alert the accreditation liaison and the Vice President of Instruction's Office; 2.) Curriculum Committee
Student can obtain 24 percent or less	NA	NA	NA	NA	NA	
6 Adding significantly different programs at an approved site (only if programs are currently approved)	2	No	Yes	Prior to implementation	AC will develop a technology supported reporting solution for all program course requirements. The up-keep of the technology supported reporting solution will be the responsibility of the Vice President/Dean of Instruction's Office. Each location and method of delivery (including online, dual credit, branch campuses, and other off-campus sites) which adds even one new course in a new a program at an off-campus site or branch campus which AC does not currently offer at such a location, will be flagged by the technology supported reporting solution and result in notification to SACS COC. It is anticipated that such a submission will also require a prospectus, and the change must await approval from SACS COC.	1.) The technology supported reporting solution will alert the accreditation liaison and the Vice President of Instruction's Office; 2.) Curriculum Committee

7	Offering certificate programs for Workforce Development	1 (abbreviated)	No	Yes	Prior to implementation	<p>AC will develop a technology supported reporting solution for all program course requirements. The up-keep of the technology supported reporting solution will be the responsibility of the Vice President/Dean of Instruction's Office. Each location and method of delivery (including online, dual credit, branch campuses, and other off-campus sites) which adds even one new course in a new a program at an off-campus site or branch campus which AC does not currently offer at such a location, will be flagged by the technology supported reporting solution and result in notification to SACS COC. It is anticipated that such a submission will also require an abbreviated prospectus (including the name of the certificate, date of implementation, the complete physical address of the off-campus site, descriptions of courses offered, and a faculty roster), and the change must await approval from SACS COC.</p>
8	Initiating distance learning Offering 50 percent or more of program (Subsequent programs do not need reporting unless they are significant departures from initially approved programs)	1	Yes	Yes	6 months	<p>AC is submitting a Substantive Change for Distance Learning in April 2009.</p>
		2	No	Yes	Prior to implementation	<p>AC will develop a technology supported reporting solution for all program course requirements. The up-keep of the technology supported reporting solution will be the responsibility of the Vice President/Dean of Instruction's Office. Each location and method of delivery (e.g. online programs) will be included and flagged by the technology supported reporting solution if they are significantly different from the existing program offerings at the time of the Substantive Change for Distance Learning. If flagged, a notification will be submitted to SACS COC.</p> <p>1.) The technology supported reporting solution will alert the accreditation liaison and the Vice President of Instruction's Office; 2.) Curriculum Committee</p>

	Offering 25-49 percent	2	No	Yes	Prior to implementation	AC will develop a technology supported reporting solution for all program course requirements. The up-keep of the technology supported reporting solution will be the responsibility of the Vice President/Dean of Instruction's Office. Each location and method of delivery (including online, dual credit, branch campuses, and other off-campus sites) which increases any program (degree or certificate) to a 25% or greater level will be flagged by the technology supported reporting solution and result in a notification to SACS COC.	1.) The technology supported reporting solution will alert the accreditation liaison and the Vice President of Instruction's Office; 2.) Curriculum Committee
	Offering 24 percent or less	NA	NA	NA	NA	NA	NA
9	Initiating programs/courses offered through contractual agreement or consortium	2	No	Yes	Prior to implementation	Any contractual agreement or consortium which includes offering programs or courses for AC will require notification to SACS COC.	1.) Contract review and approval by AC's attorney; 2.)Curriculum Committee
10	Initiating a merger/consolidation	3	Yes	Yes	6 months	A merger or consolidation including AC which is passed by the State of Texas Legislature or approved by any other entity will result in a notification to SACS COC. It is anticipated that SACS COC will require a prospectus for any merger/consolidation, and the change must await approval from SACS COC. Requires a committee visit within 6 months of implementation.	1.) President 2.) Board of Regents
11	Altering significantly the educational mission of the institution	1	Yes	Yes	6 months	Any significant change (i.e. expanding AC to a 3 yr + 1 yr degree offering institution; changing its delivery approach to only online programs/courses) will require notification to SACS COC. It is anticipated that such a substantive change will also require a prospectus, and the change must await approval from SACS COC.	1.) President's Cabinet; 2.) Curriculum Committee; 3.)Board of Regents
12	Relocating a campus	2	No	Yes	Prior to implementation	Any consideration of a relocation of a campus, including branch campuses and off-campus sites, must be approved by the Board of Regents and requires notification to SACS COC.	1.) Branch Campus Advisory Committee; 2.) President's Cabinet; 3.) Board of Regents
13	Changing governance, ownership, control, or legal status	1	Yes	Yes	6 months	Approval of the AC Board of Regents to change the governance of AC from public to any other form and/or revising the role and structure of the AC Board of Regents will require notification submitted to SACS COC. It is anticipated that SACS COC will require a prospectus as well, and the change must await approval from SACS COC. Requires a committee visit within 6 months of implementation.	1.) President's Cabinet; 2.) Board of Regents

14	Altering significantly the length of a program	1	Yes	Yes	6 months	Any significant change (e.g. doubling or dramatically increasing or decreasing in size) in the number of credit or contact hours within a program will require a notification to SACS COC. AC will develop a technology supported reporting solution for all program course requirements. The up-keep of the technology supported reporting solution will be the responsibility of the Vice President/Dean of Instruction's Office. Each program location and method of delivery which significantly increases or decreases any program (degree or certificate) based on credit or contact hours will be flagged by the technology supported reporting solution and will result in a notification to SACS COC. It is anticipated that such a submission will also require a prospectus, and the change must await approval from SACS COC.	1.) The technology supported reporting solution will alert the accreditation liaison and the Vice President of Instruction's Office; 2.) Curriculum Committee
15	Initiating degree completion programs	1	Yes	Yes	6 months	Offering credit for experience (i.e. adults with relevant work experience) or roll-over of credit hours (i.e. relevant certificate program) into a degree program in order to expedite the time to degree will require notification to SACS COC. It is expected that such a substantive change will require a prospectus, and the change must await approval from SACS COC.	1.) Curriculum Committee; 2.) Board of Regents
16	Closing an institution/program; initiating teach-out agreements (see Commission policy)	1	Yes	Yes	6 months	A determination by the Board of Regents to permanently close AC will require notification to SACS COC. If the Curriculum Committee recommends closing any program and the Board of Regents concurs, a notification must be submitted to SACS COC. It is expected that any such closure will require a prospectus, and the change must await approval from SACS COC.	1.) Curriculum Committee; 2.) Board of Regents

Approved by Amarillo College President's Cabinet & Curriculum Committee on 4/09/2009