



Alabama Commission on Higher Education

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MEETING OF THE COMMITTEE OF THE WHOLE

June 26, 2008

2:00 p.m.

COMMISSION MEETING

June 27, 2008

9:00 a.m.

RSA Union Building, 9th Floor
Public Service Commission Hearing Room
100 North Union Street
Montgomery, Alabama 36104



AGENDA

ALABAMA COMMISSION ON HIGHER EDUCATION

RSA Union Building, 9th Floor
Public Service Commission Hearing Room

June 27, 2008
9:00 a.m.

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ALABAMA COMMISSION ON HIGHER EDUCATION

MINUTES OF MEETING

March 28, 2008

I. Call to Order

The Alabama Commission on Higher Education met in regular session on Friday, March 28, 2008 in the Public Service Commission Hearing Room, RSA Union Building, Montgomery, Alabama. Commissioner Brooks called the meeting to order at 9:00 a.m.

II. Roll Call of Members and Determination of Quorum

Members present: J. R. Brooks, Tom Davis, Charles Ball, Steve Shaw, William Powell, Missy Smith, Larry Hughes, Drew Linn, and Jeff Coleman. A quorum was determined by voice roll call of members present.

III. Approval of Agenda

RESOLVED: Commissioner Ball moved for approval of the agenda. Commissioner Hughes seconded. The agenda was approved.

IV. Consideration of Minutes

RESOLVED: Commissioner Davis moved for the approval of the December 7, 2007 minutes with the correction of adding Missy Smith to members present. Commissioner Shaw seconded. The minutes were approved as corrected.

V. Chairman's Report

Commissioner Brooks welcomed guests, institutional representatives, and Presidents in attendance. He introduced two new Commissioners, Mr. Charles Ball-Birmingham and Mr. Larry Hughes-Dadeville. Mr. Ball was appointed to serve on the ACHE Academic Affairs Committee and Mr. Hughes will serve on the Finance, Planning, and Accountability Committee. Commissioner Brooks expressed his appreciation for their willingness to serve.

Dr. Pamela Arrington, Director of Instruction, Planning, and Special Services was introduced as the newest ACHE employee.

He then announced the retirement of Mr. Frank Hurley, Director of Institutional Research and Effectiveness, University of South Alabama. Mr. Hurley was asked to stand and Commissioner Brooks extended appreciation to him for his service to the University and to the Alabama Commission on Higher Education.

Mr. Hurley commented that during his eighteen-year association with ACHE, he has not always agreed with the decisions that were made but believed that constituents were given the opportunity to be heard and that ACHE's decisions were based on the best interest of the people of Alabama. He complimented the Commissioners and ACHE staff for their extraordinary "competency and grace." Commissioner Brooks thanked Mr. Hurley for his comments and service.

Commissioner Brooks reported that the joint meeting of the ACHE Commissioners and the State Board of Education Board members held on March 12, 2008 was a historic meeting. At that meeting, Dr. Fitch addressed the PK-20 Initiative and Mr. Byrne reported on the plans of the postsecondary education system, "The Key to Alabama's Economic Future."

Mr. Brooks congratulated Dr. Fitch and Chancellor Byrne for their spirit of cooperation in planning this very important meeting.

VI. Executive Director's Report

Dr. Fitch announced the new logo for ACHE designed by the staff (Shelia McFarland, Walter Hutcheson, Diane Sherman, and Margaret Gunter). He stated that the logo simply identifies ACHE and is not intended to encroach upon the institutions' governance role but indicates ACHE's role through state requirements to support accessibility, affordability, and coordination in serving students and the citizens of Alabama.

Dr. Fitch indicated that he has received calls from SHEEOs and staff from Tennessee, Nebraska, Missouri, Illinois, Utah, and Arizona recognizing the logo and inquiring about the company that developed the design. He thanked Charles Creel, a graphic arts specialist at the State Department of Education, for assisting the staff.

He reported that the Alabama Teacher Recruitment Incentive Program (ATRIP) is generating a lot of interest through telephone calls, correspondence, and emails. ACHE has received 22,061 visitors to the website regarding ATRIP applications with 8,994 being undergraduate application downloads. There have been a total of 16,038 people who have actually downloaded the application. Ms. Cheryl Newton, ACHE staff, has been directly engaged as ACHE's single financial aid officer. Dr. Fitch thanked the financial aid officers at the institutions for their efforts.

Dr. Fitch informed the Commissioners that the staff received a letter of recognition and a Gold Award for 104.68% participation in the Alabama State Employees Combined Charitable Campaign. He congratulated the staff and thanked them for their kindness and generosity.

VIII. Institutional Accountability Reports on Progress Towards Goals Identified in the State Plan

A. Auburn University at Montgomery-Guest Presenter: Dr. John Veres, III, Chancellor

A power point presentation of institutional progress on meeting the goals of the *Alabama State Plan for Higher Education 2003-04 to 2008-09* for Auburn University at Montgomery was given by Dr. John Veres, III. A copy of the presentation is attached.

Commissioner Brooks thanked Dr. Veres for his presentation.

IX. Discussion Items

A. Annual Report: Alabama Experimental Program to Stimulate Competitive Research (EPSCoR)

Dr. French introduced Dr. Daryush Ila, Executive Director of the Alabama EPSCoR, who presented a power point presentation to the Commission. A copy of the report is attached. Dr. Ila then introduced Mr. Matt Dobson, a graduate student at Auburn University. Mr. Dobson gave a power point presentation of his research, funded through the EPSCoR Graduate Research Scholars Program, on how to establish a model of wound repair using a common, easily obtained marine invertebrate animal, the *Ctenophore Mnemiopsis Leidyi*.

B. Annual Report: Network of Alabama Academic Libraries (NAAL)

Dr. Medina reported on the FY 2008 Annual Plan for the Network of Alabama Academic Libraries. A copy of the Plan is attached. Her report included a power point presentation of the Alabama Mosaic website and information regarding the Alabama Digital Preservation Network.

X. Decision Items

RESOLVED: Commissioner Davis stated that the Committee of the Whole recommends to the Commission the approval of Decision Items A through C with the exception of A-6 and C-1. The Chair called for the vote which was unanimous. The recommendation of the Committee of the Whole was approved.

RESOLVED: Commissioner Davis stated that the Committee of the Whole recommends to the Commission the approval of Decision Item A-6. The Chair called for the vote. The vote was 8 yes and 1 abstention. The recommendation of the Committee of the Whole was approved.

RESOLVED: Commissioner Davis stated that the Committee of the Whole recommends to the Commission the approval of Decision Item C-1. The Chair called for the vote. The vote was 8 yes and 1 abstention. The recommendation of the Committee of the Whole was approved.

A. Academic Programs (*Policies and Procedures Manual, Tab 5B, Criteria for the Evaluation of Proposals for New Programs of Instruction*)

1. Troy University, Bachelor of Science in Interpreter Training (CIP 16.1603)
2. University of Alabama at Birmingham, Doctor of Philosophy in Interdisciplinary Engineering (CIP 14.9999)
3. University of Alabama at Birmingham, Executive Doctor of Science in Administration - Health Services (CIP 51.0701)
4. University of South Alabama, Doctor of Philosophy in Combined Clinical and Counseling Psychology (CIP 42.2301)
5. University of South Alabama, Bachelor of Science in Information Systems (CIP 11.0401) and Bachelor of Science in Information Technology (CIP 11.0103)
6. Northeast Alabama Community College, Associate in Applied Science and Certificate in Industrial Maintenance with Options (CIP 47.0303)
7. Calhoun Community College, Associate in Applied Science in Physical Therapy Assistant (CIP 51.0806)
8. Calhoun Community College, Associate in Applied Science in Respiratory Therapist Assistant (CIP 51.0908)

B. Extensions/Alterations of Existing Programs and Units of Instruction (*Policies and Procedures Manual, Tab 6, Guidelines for Review of Extensions & Alterations of Existing Programs*)

1. Auburn University, Addition of an Option in Art History to the Existing Bachelor of Arts in Fine Arts (CIP 50.0702)
2. Auburn University, Consolidation of the Bachelor of Science Degrees in Molecular Biology (CIP 26.0402) and Microbiology (CIP 26.0503) into the Bachelor of Science in Microbial, Cellular, and Molecular Biology (CIP 26.0503)
3. Calhoun Community College, Addition of an Option in Graphic Animation/Electronic Imaging to the Existing AAS in Visual Communication (CIP 50.0401)
4. Alabama Southern Community College, Addition of an Option in Paper and Chemical Technology to the Existing AAS in Industrial Engineering Technology (CIP 15.0612)

5. Troy University, Addition of a Concentration in Food Safety to the Existing B.A./B.S. in Biology (CIP 26.0101)

C. Request to Amend Post-Implementation Conditions (*Policies and Procedures Manual, Tab 6, Guidelines for Consideration of Post-Implementation Reports That Do Not Meet Approved Conditions*)

1. Snead State Community College, Associate in Applied Science in Child Development (CIP 19.0708)
2. Wallace State Community College Dothan, Associate in Applied Science and Certificate in Child Development (CIP 19.0708)

XI. Information Items

RESOLVED: Commissioner Davis moved for the acceptance of Information Items A through N as recommended by the Committee of the Whole. Commissioner Powell seconded. Motion passed.

- A. Alabama Commission on Higher Education Accountability Agenda for Implementation of the *State Plan for Alabama Higher Education 2003-04 to 2008-09: 2008 Master Schedule of Institutional Presentations* Ala. Code §16-5-6 (1975)
- B. Implementation of Approved Programs
- C. University of Alabama at Birmingham, Change in the Organizational Structure of the Department of Management, Marketing and Industrial Distribution into Two Departments
- D. University of Alabama at Birmingham, Change in the Name of the Division of Medical Surgical Psychiatry to the Division of Consult-Liaison Psychiatry
- E. University of Alabama at Birmingham, Establishment of an Articulation Agreement between the Master of Public Health and Doctor of Veterinary Medicine at Auburn University
- F. Auburn University, Establishment of a Dual Degree Program Combining the Master of Business Administration and the Master of Science in Management Information Systems
- G. University of West Alabama, Change in the Organizational Structure of the College of Business
- H. **Programs Meeting Post-Implementation Conditions (*Policies and Procedures Manual, Tab 6, Guidelines for Consideration of Post-Implementation Reports That Do Not Meet Approved Conditions*)**
 1. Alabama State University, Bachelor of Science in Health Information Management (CIP 51.0706) - Second Report
 2. Bishop State Community College, Associate in Applied Science in Child Development (CIP 19.0708)
- I. **Programs Not Meeting Post-Implementation Conditions (*Policies and Procedures Manual, Tab 6, Guidelines for Consideration of Post-Implementation Reports That Do Not Meet Approved Conditions*)**
 1. University of Montevallo, Bachelor of Business Administration in Management Information Systems (CIP 52.1201)

2. Lurleen B. Wallace Community College, Certificate in Surgical Operating Room Technology (CIP 51.0909)
3. Northwest Shoals Community College, Certificate in Business (CIP 52.0201)

J. New Exempt Off-Campus Sites (*Policies and Procedures Manual, Tab 9, Guidelines for the Regulation of Off-Campus Instruction*)

1. Lawson State Community College, New Exempt Off-Campus Site
2. Shelton State Community College, New Exempt Off-Campus Site
3. Gadsden State Community College, New Exempt Off-Campus Site

K. Changes to the Academic Program Inventory

L. Implementation of New Certificate Programs (Less than or Equal to 29 Semester Hours)

M. Implementation of Non-Degree Programs at Senior Institutions

N. Fall 2007 Student Database Reports

XII. Adjournment

The meeting was adjourned at 10:33 a.m. The next meeting of the Commission is scheduled for June 26-27, 2008.

J.R. Brooks, Chairman

Sworn to and subscribed before
me this the ____ day of _____
2008.

Gregory G. Fitch, Executive Director

Notary Public

DISCUSSION ITEM A: 2008 Regular and First Special Session Update

Staff Presenter: Ms. Susan J. Cagle
Director of Institutional Finance and Facilities

Staff Recommendation: For discussion only.

Background: The 2008 Regular Session of the Legislature began on February 5, 2008. A Regular Session can consist of no more than 30 Legislative (meeting) days, within a 105 calendar day period. The 2008 Regular Session ended on May 19, 2008. The FY 2008-2009 Education Trust Fund budget did not pass during the 2008 Regular Session. Special sessions of the Legislature may be called by the Governor, with a proclamation listing the subjects which the Governor wishes considered. These sessions are limited to 12 legislative days within a 30 calendar day span. In a regular session, bills may be enacted on any subject. In a special session, legislation must be enacted only on those subjects which the Governor announces in the proclamation. Anything not included in the proclamation requires a two-thirds vote of each house to be enacted. Governor Riley issued the attached proclamation calling the legislature back into session beginning May 27, 2008. The 2008 First Special Session ended on May 31, 2008.

Education Trust Fund Budget

The major responsibility of the Legislature each regular session is the passage of the General Fund budget and Education Trust Fund (ETF) budget. These budgets contain the state appropriations for all state agencies, K-12, and Higher Education. The General Fund budget was passed during the 2008 Regular Session. The ETF budget was not approved during the 2008 Regular Session but was passed during the 2008 First Special Session. At the time this report was written the Governor has not signed the ETF budget bill. The ETF budget bill approved by the Legislature (SB 51) included an 11.28% decrease for the senior institutions and a 4.76% decrease for the two-year colleges. A detailed analysis of the FY 2008-2009 ETF bill is attached.

The Commission's O&M budget was decreased by \$243,332 or 8.1%. The Alabama Student Assistance Program (ASAP) received a decrease of \$920,358 or 21.04%. Funds were included to cover the amount of the mandatory 3.5% state employee salary increase for FY 2008-2009. An analysis of the ACHE FY 2008-2009 budget is attached.

Funding for the Alabama Teacher Recruitment Incentive Program (ATRIP) was cut to \$10,000. These funds are included in the budget for the State Department of Education. The allocation amount for FY 2007-2008 was \$2,725,000. The Commission on Higher Education

has been designated to administer the funds and distribute them to students graduating from high school or students pursuing an Alternative Class A Certificate who sign a contract to teach in designated subject areas. This program did receive a conditional appropriation of \$2,725,000 for FY 2008-2009.

Conditional Appropriations

SB 51 included \$131,508,621 in Conditional appropriations for FY 2008-2009. The release of Conditional appropriations is conditioned upon the availability of funds, recommendation of the Finance Director and the approval of the Governor. \$34,014,907 of the \$131.5 million in conditional funds were designated as "First Priority" conditionals. The funds would have to be released before any other conditional appropriations from the ETF. \$10,000,000 of the first priority conditionals are allocated to public senior level universities. Given the current state of receipts, whether any portion of these funds will be released is in doubt. A list of all conditional appropriations included for FY 2008-2009 is attached.

Other Bills of Interest

A number of other bills of interest related to ACHE's services were introduced during the 2008 Regular Session including the following:

1) HB 43/Act 2008-377– provides for a deduction for contribution to the PACT program or the College Education Savings Program. (Regular Session) (Passed)

2) HB412 – amends Section 16-33-A-1 of the Code of Alabama, to allow certain nonprofit institutions to qualify for funds from the Alabama Student Grant Program. (Regular Session) (Did not pass)

3) HB854/SB57 – provides for the transfer of the Private School Licensure Program and services for proprietary schools from the Department of Postsecondary Education to ACHE. (Regular Session) (Did not pass)

4) SB14 - Proposes a constitutional amendment which, if ratified, would reestablish an Education Trust Fund (ETF) Rainy Day Account and would create a General Fund (GF) Rainy Day Account. These funds would be used in any year in which the Governor certifies that proration would occur in the Education Trust Fund (ETF) or the State General Fund (GF). In FY 2009, withdrawals from either Rainy Day Account are restricted to the amount necessary to reach the highest estimated available revenue for the fiscal year, within the respective caps, as certified by the Finance Director and the Legislative Fiscal Officer. Beginning in FY 2010, withdrawals from either Rainy Day Account are restricted to the amount necessary to reach the average of the

estimated available revenue for the fiscal year within the respective caps as certified by the Finance Director and the Legislative Fiscal Officer. The Legislature must replenish the GF Rainy Day Account within 10 years after the withdrawal of any funds from the Account. The Legislature must replenish the ETF Rainy Day Account within 7 years after the withdrawal of any funds from the Account. (Special Session) (Passed- awaiting Governor's signature)

Confirmations

Section 16-5-2(a) of the Code of Alabama states that the members of the Commission "shall be appointed . . . by and with the advice and consent of the Senate." Mr. Charles Ball and Mr. Larry Hughes were appointed by Governor Bob Riley to fill vacancies on the Commission. Their names were sent to the Senate Confirmations committee where they were both approved. They were both approved by the Senate on May 8, 2008.

Supporting Documentation:

1. Proclamation by Gov. Riley calling for the 2008 First Special Session
2. Analyses of FY 2008-2009 ETF budget bill (SB 51)
3. Analyses of FY 2008-2009 ACHE budget
4. List of Conditional Appropriations for FY 2008-2009 included in SB 51



STATE OF ALABAMA
PROCLAMATION
BY THE GOVERNOR

WHEREAS, there exists an extraordinary occasion in the State of Alabama, which demands the convening of the Legislature of Alabama, in extraordinary session, as prescribed by Article V, Section 122, of the Constitution of Alabama of 1901.

NOW, THEREFORE, I, Bob Riley, as Governor of the State of Alabama, do hereby proclaim and direct that the Legislature of Alabama shall convene in extraordinary session at the seat of Government, Alabama State House, in Montgomery, Alabama, at 4:00 p.m. on Tuesday, May 27, 2008, and do hereby designate the following subjects and matters, which I, as Governor, deem necessary to be considered and acted upon by said Legislature, in extraordinary session assembled:

1. Legislation making appropriations for the support, maintenance, and development of public education in Alabama, for debt service and for capital outlay, for the fiscal year ending September 30, 2009.
2. Legislation making a budgetary appropriation to Lyman Ward Military Institute.
3. Legislation making a budgetary appropriation to Talladega College.
4. Legislation making a budgetary appropriation to Tuskegee University.
5. Legislation providing for supplemental appropriations from the General Fund and other funds for Fiscal Year 2008 to the Departments of Corrections and Medicaid, and other departments of state government.
6. Legislation to reestablish the Education Trust Fund Rainy Day Account within the Alabama Trust Fund, as a Constitutional Amendment, and to repeal Amendment 709 to the Alabama Constitution.
7. Legislation providing for a General Fund Rainy Day Account, as a Constitutional Amendment.
8. Legislation providing for a budgetary appropriation to the Alabama Children First Trust Fund.
9. Legislation providing for a transfer of the appropriate balance from the statutory proration prevention account into the Education Trust Fund.
10. Legislation to clarify the legislative intent of Section 40-18-35, Code of Alabama 1975, regarding the exceptions to the State of Alabama's "add-back" law and to disallow Captive Real Estate Investment Trusts the preferential dividend treatment afforded ordinary Real Estate Investment Trusts.
11. Legislation providing for an income tax deduction of 150% of health insurance premiums paid by small business employers and their employees.

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12. Legislation providing for an exclusion from Alabama income taxation for any federal tax credits resulting from federal legislation known as the "Economic Stimulus Act of 2008."
13. Legislation to establish a procedure for the discretionary medical furlough of permanently incapacitated or terminally ill state inmates convicted of non-capital offenses and who pose no danger to society.
14. Legislation providing for the transfer of tobacco revenues to the General Fund.
15. Legislation providing for a funded one-time lump-sum addition to the retirement benefits of certain retirees and beneficiaries of the Employees' Retirement System.
16. Resolutions of a congratulatory or sympathy nature, and honoring individuals for personal or business accomplishments, only.
17. Confirmations.

All legislation relating to gambling in any form, at any location, and for any purpose is expressly excluded from this call and shall require a two-thirds vote for consideration during the duration of this extraordinary session of the Alabama Legislature.

IN WITNESS WHEREOF, I have hereunto set my hand as Governor of the State of Alabama and caused this Proclamation to be attested by the Secretary of State at the State Capitol in the City of Montgomery on this 27th day of May 2008.



Bob Riley
Governor

ATTEST:


Beth Chapman
Secretary of State

ALABAMA COMMISSION ON HIGHER EDUCATION
 Friday, June 27, 2008

Description	FY 2007-2008 As Passed ETF Budget	FY 2008-2009 As Passed ETF Budget	Difference FY 2008-2009 to FY 2007-2008	% Change FY 2008-2009 to FY 2007-2008
HIGHER EDUCATION				
UA SYSTEM	611,423,547	543,209,208	(68,214,339)	-11.16%
UA (O&M)	198,367,373	175,416,813	(22,950,560)	-11.57%
Special Outreach Prg (O&M)	100,000	200,000	100,000	100.00%
Minority Tech Network (O&M)	700,000		(700,000)	-100.00%
AL Ctr for Civic Life (O&M)	250,000	250,000		
Total UA	199,417,373	175,866,813	(23,550,560)	-11.81%
UAB (O&M)	353,005,373	309,355,677	(43,649,696)	-12.37%
Minority Bus Trning-Econ Develop Pgm (O&M)	500,000	500,000		
Gregory Fleming James Cystic Fibrosis Prm (O&M)	150,000	150,000		
High School Athletic Training Pgm (O&M)	250,000	175,000	(75,000)	-30.00%
Cancer Center (O&M)		5,000,000	5,000,000	
Center for Labor Education & Research (O&M)		632,000	632,000	
Total UAB	353,905,373	315,812,677	(38,092,696)	-10.76%
UAH (O&M)	58,100,801	51,529,718	(6,571,083)	-11.31%
A&M (O&M)	43,922,103	38,992,626	(4,929,477)	-11.22%
Black Archive Museum (O&M)	100,000	50,000	(50,000)	-50.00%
Extension-Urban Affairs&NonTraditional Ld Grt Pgm (O&M)	3,913,247	3,919,987	6,740	0.17%
Ag Research Station Fixed Costs (O&M)	300,000	300,000		
Ag Res & Ext-State Match	1,501,585	1,501,585		
Total A&M	49,736,935	44,764,198	(4,972,737)	-10.00%
ASU (O&M)	46,074,176	45,750,726	(323,450)	-0.70%
Coop Efforts to Enhance Comm Ed Institutions (O&M)	1,150,000	1,150,000		
Dormitory Renovation (O&M)	200,000	200,000		
Minority Tech Network&Center for Public Policy (O&M)		500,000	500,000	
Desegregation Planning	184,906		(184,906)	-100.00%
Title VI Prog Enhancement	1,657,477		(1,657,477)	-100.00%
Total ASU	49,266,559	47,600,726	(1,665,833)	-3.38%
ATHENS (O&M)	15,148,593	13,807,242	(1,341,351)	-8.85%
AU SYSTEM				
AU (O&M)	218,283,990	190,601,222	(27,682,768)	-12.68%
School of Pharmacy (O&M)	1,000,000	900,000	(100,000)	-10.00%
Econ Res Services to St. Dept of Finance (O&M)	150,000	135,000	(15,000)	-10.00%
Fire Ant Eradication/Res (O&M)	200,000		(200,000)	-100.00%
Jules Collins Smith Art Museum (O&M)	100,000	75,000	(25,000)	-25.00%
Veterinary School Large Animal Pgm (O&M)	50,000		(50,000)	-100.00%
Ralph Brown Draughon Library (O&M)		50,000	50,000	
Total AU	219,783,990	191,761,222	(28,022,768)	-12.75%
AUM O&M	30,389,193	27,102,129	(3,287,064)	-10.82%
S.E.R.I.E.S Program (O&M)	337,500	327,500	(10,000)	-2.96%
Further Implementation of SMART Budgeting (O&M)	150,000	135,000	(15,000)	-10.00%
GAAT/CPM Pgm (O&M)	150,000	135,000	(15,000)	-10.00%
Judicial College (O&M)		200,000	200,000	
Total AUM	31,026,693	27,899,629	(3,127,064)	-10.08%
AU-Ag Exper Station	41,192,188	35,695,461	(5,496,727)	-13.34%
AU-Cooperative Ext Service	44,607,934	38,348,072	(6,259,862)	-14.03%
AU SYSTEM				
JSU (O&M)	336,610,805	293,704,384	(42,906,421)	-12.75%
AL Small Bus Inst of Commerce (In 2Yr Coll in FY 06) (O&M)	47,046,100	42,339,200	(4,706,900)	-10.00%
AL Small Bus Inst of Commerce (In 2Yr Coll in FY 06) (O&M)	1,700,000	1,500,000	(200,000)	-11.76%
Alabama Writing Project (O&M)	60,000		(60,000)	-100.00%
Wellness Initiative (O&M)	500,000	250,000	(250,000)	-50.00%
Little River Canyon Field School (O&M)		250,000	250,000	
Total JSU	49,306,100	44,339,200	(4,966,900)	-10.07%
UM (O&M)	24,153,548	21,787,526	(2,366,022)	-9.80%
UNA (O&M)	33,906,526	30,741,447	(3,165,079)	-9.33%
USA (O&M)	139,736,929	121,854,973	(17,881,956)	-12.80%
UWA (O&M)	15,482,698	13,911,477	(1,571,221)	-10.15%
Medical Schools without Walls (O&M)	876,000	645,000	(231,000)	-26.37%
Regional Wellness & Fitness Center (O&M)	150,000	125,000	(25,000)	-16.67%
Economic & Small Bus Development Prm (O&M)	250,000	250,000		
National Young Farmers Ed Assoc (O&M)	50,000	45,000	(5,000)	-10.00%
Black Belt Treasures Initiative (O&M)	250,000	225,000	(25,000)	-10.00%
Total UWA	17,058,698	15,201,477	(1,857,221)	-10.89%
TROY (O&M)	58,107,971	54,945,408	(3,162,563)	-5.44%
Interpreter's Program (O&M)	250,000	50,000	(200,000)	-80.00%
FTE Equity Project (O&M)	4,000,000		(4,000,000)	-100.00%
CTR for International Bus & Econ Development (O&M)	100,000	50,000	(50,000)	-50.00%
Phoenix City Campus additional allocation (O&M)		50,000	50,000	
Total TROY	62,457,971	55,095,408	(7,362,563)	-11.79%
Subtotal SR INSTITUTIONS	1,388,806,211	1,232,105,789	(156,700,422)	-11.28%

UAB Special Mental Health & AL A&M Miles College Consortium (FY 2007 and FY 2008) are included in the Other Higher Education section of this analysis.
 The C.I.T.Y Program transferred from DYS to ADPE is included under the K-12 section of analysis.

ALABAMA COMMISSION ON HIGHER EDUCATION
 Friday, June 27, 2008

Description	FY 2007-2008 As Passed ETF Budget	FY 2008-2009 As Passed ETF Budget	Difference FY 2008-2009 to FY 2007-2008	% Change FY 2008-2009 to FY 2007-2008
POSTSEC ED SYSTEM				
Two-Year College System	356,165,271	339,194,147	(16,971,124)	-4.76%
Adult Basic Education (previously in SDE)	18,865,220	8,020,185	(10,845,035)	-57.49%
Fire College	6,294,000	4,507,606	(1,786,394)	-28.38%
Prison Ed	8,004,930	8,004,930		
Prison Ed-Therapeutic Education	2,000,000	2,000,000		
Special Populations Training	5,164,364	5,164,364		
Workforce Development	7,649,760	5,380,000	(2,269,760)	-29.67%
Mine Safety Training Program	300,000	300,000		
Marion Institute	7,403,879	7,412,925	9,046	0.12%
Alabama Technology Network	6,925,000	5,835,000	(1,090,000)	-15.74%
Small Business Center Network	1,900,000		(1,900,000)	-100.00%
Truck Driver Training - Central AL CC	350,000	200,000	(150,000)	-42.86%
Shelton State-Poison Control Center		1,300,000	1,300,000	
Jeff State - Risk Watch Program		200,000	200,000	
ADPE Chancellor's Office	6,048,172	5,444,747	(603,425)	-9.98%
TOTAL 2-YR SYSTEM	427,070,596	392,963,904	(34,106,692)	-7.99%
SUBTOTAL ALL INSTITUTIONS				
	1,815,876,807	1,625,069,693	(190,807,114)	-10.51%
AIDT Institute				
AIDT Institute	42,945,048	41,998,215	(946,833)	-2.20%
AL A&M- Miles College Consort.				
AL A&M- Miles College Consort.	550,000	453,252	(96,748)	-17.59%
Am Legion Scholarships				
Am Legion Scholarships	112,500	112,500		
Dental Scholarships				
Dental Scholarships	408,000	335,000	(73,000)	-17.89%
Dependents Blind Parents				
Dependents Blind Parents	12,750	12,750		
In-service Ed Centers*				
In-service Ed Centers*	3,824,286	3,824,286		
Medical Scholarships				
Medical Scholarships	1,600,000	1,300,000	(300,000)	-18.75%
Military Operations Program				
Military Operations Program	1,201,056		(1,201,056)	-100.00%
Optometric Scholarships				
Optometric Scholarships	188,000	188,000		
Nursing Board				
Nursing Board	557,000	257,000	(300,000)	-53.86%
MESC/Dauphin Island				
MESC/Dauphin Island	5,024,304	4,377,533	(646,771)	-12.87%
Talladega College				
Talladega College	1,000,000	985,009	(14,991)	-1.50%
Tuskegee Univ				
Tuskegee Univ	13,581,285	11,876,531	(1,704,754)	-12.55%
UAB-Special Ment Health				
UAB-Special Ment Health	4,132,177	4,298,696	166,519	4.03%
Dept Veterans' Affairs				
Dept Veterans' Affairs	23,482,509	23,267,121	(215,388)	-0.92%
Obligations Due to CV 83-M1676-S				
Obligations Due to CV 83-M1676-S	13,331,958	9,743,354	(3,588,604)	-26.92%
Telephone Rev Ed Fund (additional funds found in Other section)				
Telephone Rev Ed Fund (additional funds found in Other section)	1,350,000	1,350,000		
State Employees' 3.5% Pay Raise - Higher Ed				
State Employees' 3.5% Pay Raise - Higher Ed		297,912	297,912	
TOTAL OTHER HIGHER ED	113,300,873	104,677,159	(8,623,714)	-7.61%
ACHE				
Operations				
Operations	3,004,232	2,760,900	(243,332)	-8.10%
Statewide Programs				
School & University Partnership for Education Renewal Program				
School & University Partnership for Education Renewal Program	200,000	100,000	(100,000)	-50.00%
Articulation System				
Articulation System	500,000	450,000	(50,000)	-10.00%
SREB				
SREB	842,271	717,271	(125,000)	-14.84%
NAAL				
NAAL	754,000	325,655	(428,345)	-56.81%
Ed Grant Prog				
Ed Grant Prog	3,570,671	2,819,471	(751,200)	-21.04%
Natl Guard Sch Prog				
Natl Guard Sch Prog	675,143	675,143		
Student Asst Prog				
Student Asst Prog	4,444,016	3,523,658	(920,358)	-20.71%
EPSCOR				
EPSCOR	1,450,000	1,500,000	50,000	3.45%
Policeman's Survivor				
Policeman's Survivor	137,000	137,000		
Chiropractic Sch Prog				
Chiropractic Sch Prog	32,000	32,000		
AL Agricultural Land Grant Alliance				
AL Agricultural Land Grant Alliance	7,850,000	6,100,000	(1,750,000)	-22.29%
Total ACHE	23,459,333	19,141,098	(4,318,235)	-18.41%
TOTAL HIGHER EDUCATION	1,952,637,013	1,748,887,950	(203,749,063)	-10.43%
K-12 EDUCATION				
Dept. of Education				
Dept. of Education	264,815,709	254,186,406	(10,629,303)	-4.01%
Local Boards of Education				
Local Boards of Education	4,150,060,642	4,036,411,668	(113,648,974)	-2.74%
Subtotal K-12	4,414,876,351	4,290,598,074	(124,278,277)	-2.81%
OTHER K-12 EDUCATION				
Dept Mental Health				
Dept Mental Health	29,706,510	27,471,334	(2,235,176)	-7.52%
ARC Community Based Programs				
ARC Community Based Programs	5,091,760	5,091,760		
Dept Youth Services (C.I.T.Y. Program moved to 2-yr College)				
Dept Youth Services (C.I.T.Y. Program moved to 2-yr College)	8,777,859	8,102,228	(675,631)	-7.70%
C.I.T.Y. Programs (Previously in DYS)				
C.I.T.Y. Programs (Previously in DYS)	7,113,203	5,362,878	(1,750,325)	-24.61%
AL Hi Sch/Math & Sci.				
AL Hi Sch/Math & Sci.	7,178,038	6,989,577	(188,461)	-2.63%
School of Fine Art				
School of Fine Art	7,856,056	7,646,705	(209,351)	-2.66%
Building Commission				
Building Commission	811,032	643,132	(167,900)	-20.70%
Children's Affairs				
Children's Affairs	11,037,599	20,078,519	9,040,920	81.91%
Finance-Compt-Teach Sick Leave Upon Death				
Finance-Compt-Teach Sick Leave Upon Death	900,000	900,000		
Lyman Ward Mil Acad				
Lyman Ward Mil Acad	300,000	292,760	(7,240)	-2.41%
State Employees' 3.5% Pay Raise - K-12				
State Employees' 3.5% Pay Raise - K-12		650,375	650,375	
Sixteenth Section Land Interest				
Sixteenth Section Land Interest	8,940,243		(8,940,243)	-100.00%
Subtotal Other K-12	87,712,300	83,229,268	(4,483,032)	-5.11%
TOTAL K-12 EDUCATION	4,502,588,651	4,373,827,342	(128,761,309)	-2.86%
Dept. of Education line does not include In-Service Ctr. It is included in Other Higher Education Section.				

ALABAMA COMMISSION ON HIGHER EDUCATION
 Friday, June 27, 2008

Description	FY 2007-2008 As Passed ETF Budget	FY 2008-2009 As Passed ETF Budget	Difference FY 2008-2009 to FY 2007-2008	% Change FY 2008-2009 to FY 2007-2008
OTHER ETF APPROPRIATIONS				
AL Inst Deaf & Blind	52,456,095	51,620,630	(835,465)	-1.59%
Archives & History	4,551,297	3,604,444	(946,853)	-20.80%
Penny Trust Fund	588,454	588,454		
Camp ASCCA-Dept of Ment Hlth	520,148	520,148		
Community Services Grant Comm	14,766,000	10,000,000	(4,766,000)	-32.28%
Child Abuse Board	2,205,924	1,937,967	(267,957)	-12.15%
Council on the Arts	5,854,488	5,437,511	(416,977)	-7.12%
Debt Service	15,375,775	3,012,270	(12,363,505)	-80.41%
Educational Television Comm	11,004,407	8,164,407	(2,840,000)	-25.81%
Examiners of Pub. Accts.	8,128,676	7,370,405	(758,271)	-9.33%
Family Practice Rural Hlth Bd	1,614,973	1,551,857	(63,116)	-3.91%
Governor's Office of Faith Based & Community Initiatives	150,000	150,000		
Human Resources	15,864,100	15,739,683	(124,417)	-0.78%
Law Institute	227,738	270,738	43,000	18.88%
Legislative Fiscal Office	306,600	285,405	(21,195)	-6.91%
Legislative Reference Office	113,160	107,657	(5,503)	-4.86%
Peace Officers' Std & Trng	845,131	805,077	(40,054)	-4.74%
Physical Fitness	925,125	915,120	(10,005)	-1.08%
Public Health, Department	19,378,850	16,568,850	(2,810,000)	-14.50%
Public Library Service	13,387,299	8,694,699	(4,692,600)	-35.05%
Rehab Services Dept.				
Child's Rehab Services	15,049,813	13,428,501	(1,621,312)	-10.77%
Early Child Intervention	7,276,653	6,899,119	(387,534)	-5.33%
Homebound Prog	6,041,205	5,406,799	(634,406)	-10.50%
Hemophilia Prog	1,612,364	1,560,958	(51,406)	-3.19%
Rehabilitation Services	13,045,620	12,375,143	(670,477)	-5.14%
Rehabilitation Projects	1,484,798	1,484,798		
Respite Related Services & Training	50,000	50,000		
Sickle Cell Ed Prog	1,652,269	1,646,269	(6,000)	-0.36%
Space Science Exhibit Comm	700,000	650,000	(50,000)	-7.14%
Supercomputer	6,958,666	6,285,248	(673,418)	-9.68%
Dept of Youth Services	51,678,364	47,621,964	(4,056,400)	-7.85%
Telephone Rev Ed Fund (additional funds found in HE section)	50,000	50,000		
State Employees' 3.5% Pay Raise - Other		2,040,587	2,040,587	
TOTAL OTHER ETF APPR	273,863,992	236,834,708	(37,029,284)	-13.52%
GRAND TOTAL ETF	6,729,089,656	6,359,550,000	(369,539,656)	-5.49%
TOTAL HIGHER EDUCATION				
TOTAL HIGHER EDUCATION	1,952,637,013	1,748,887,950	(203,749,063)	-10.43%
TOTAL K-12 EDUCATION	4,502,588,651	4,373,827,342	(128,761,309)	-2.86%
TOTAL OTHER ETF APPR	273,863,992	236,834,708	(37,029,284)	-13.52%
GRAND TOTAL ETF	6,729,089,656	6,359,550,000	(369,539,656)	-5.49%
TOTAL HIGHER EDUCATION	29.02%	27.50%	55.14%	
TOTAL K-12 EDUCATION	66.91%	68.78%	34.84%	
TOTAL OTHER ETF APPR	4.07%	3.72%	10.02%	
GRAND TOTAL ETF	100.00%	100.00%	100.00%	
TOTAL HIGHER EDUCATION				
TOTAL HIGHER EDUCATION	1,952,637,013	1,748,887,950	(203,749,063)	-10.43%
TOTAL K-12 EDUCATION	4,502,588,651	4,373,827,342	(128,761,309)	-2.86%
TOTAL K-12 & HIGHER EDUC	6,455,225,664	6,122,715,292	(332,510,372)	-5.15%
PERCENT HIGHER EDUCATION	30.25%	28.56%	61.28%	
PERCENT K-12 EDUCATION	69.75%	71.44%	38.72%	
TOTAL HIGHER EDUCATION				
TOTAL HIGHER EDUCATION	1,952,637,013	1,748,887,950	(203,749,063)	-10.43%
TOTAL SR INSTITUTIONS	1,388,806,211	1,232,105,789	(156,700,422)	-11.28%
TOTAL 2-YR SYSTEM	427,070,596	392,963,904	(34,106,692)	-7.99%
OTHER HIGHER EDUCATION	136,760,206	123,818,257	(12,941,949)	-9.46%
TOTAL K-12 EDUCATION				
TOTAL K-12 EDUCATION	4,502,588,651	4,373,827,342	(128,761,309)	-2.86%
TOTAL OTHER ETF APPR	273,863,992	236,834,708	(37,029,284)	-13.52%
GRAND TOTAL ETF	6,729,089,656	6,359,550,000	(369,539,656)	-5.49%

Alabama Commission on Higher Education
 State Funds Only

Program / Activity	FY 2007-08 As Passed (\$)	FY 2008-09 As Passed (\$)	Difference FY 2008-09 to FY 2007-08	
			(\$)	(%)
Planning & Coordination:				
Operations and Maintenance	3,004,232	2,760,900	-243,332	-8.10
Student Assistance:				
Alabama Student Assistance Program - State	4,444,016	3,523,658	-920,358	-20.71
Alabama Educational Grant Program	3,570,671	2,819,471	-751,200	-21.04
National Guard Educational Assistance Program	675,143	675,143	0	0.00
Policeman/Firefighter Survivor's Scholarships	137,000	137,000	0	0.00
Chiropractic Scholarships	32,000	32,000	0	0.00
Technology Scholarships for Alabama Teachers	0	0		
Subtotal Student Assistance	8,858,830	7,187,272	-1,671,558	-18.87
Support of Other Educational Activities:				
Southern Regional Education Board	842,271	717,271	-125,000	-14.84
Network of Alabama Academic Libraries (NAAL)	754,000	325,655	-428,345	-56.81
Experimental Program to Stimulate Competitive Rsch.	1,450,000	1,500,000	50,000	3.45
Articulation and General Studies Committee	500,000	450,000	-50,000	-10.00
SUPER - Humanities Foundation	200,000	100,000	-100,000	-50.00
PK-20 Initiative	0	0		
ACRITE	0	0		
Subtotal Support of Other Educational Activities	3,746,271	3,092,926	-653,345	-17.44
Support of Universities				
Alabama Agricultural Land Grant Alliance	7,850,000	6,100,000	-1,750,000	-22.29
Total	23,459,333	19,141,098	-4,318,235	-18.41

FY 2008-2009 Conditional Appropriations

<u>Agency/Institution</u>	<u>Amount</u>
AL Inst Deaf & Blind	
Adult Basic Education	222,124
Children & Youth Programs	597,803
Industries for the Blind	180,073
Dept. of Archives & History	1,000,000
Dept. of Rehab Services	
Children's Rehab Serv Pgm	338,586
Early Intervention Pgm	173,702
Homebound Pgm	136,327
Hemophilia Pgm	39,358
Rehab Services Pgm	312,027
C.I.T.Y. Program	1,000,000
AIDT	3,000,000
State Bd of Ed - Local Boards	4,000,000
Alabama A&M Univ	357,552
Alabama State Univ	348,112
University of Alabama	1,433,661
University of AL - B'ham	2,566,684
University of AL - Huntsville	427,112
Auburn University	1,576,221
AAES	292,717
ACES	316,196
Auburn University-Montgomery	224,391
Athens State Univ	113,614
Jacksonville State Univ	349,899
University of Montevallo	179,346
University of North Alabama	253,976
University of South Alabama	1,008,355
Troy University	438,846
University of West Alabama	113,318
K-12 Foundation Pgm Textbooks	13,014,907
Subtotal 1st Priority Conditionals	34,014,907

FY 2008-2009 Conditional Appropriations

Agency/Institution	Amount
Department of Education	
Heart Defibrillators	1,000,000
Teacher Recruitment Incentives	2,725,000
On Line Professional Development	800,000
High Hopes	4,331,935
Gifted Education	2,337,400
Career Tech Initiative	2,500,000
Children's Hospital	20,000
PACERS Pgm	250,000
School Bus Seat Belts Pilot	329,220
Principal Preparation Redesign	650,000
Principal Leadership Pgm	750,000
Training for Interpreters for Deaf	250,000
21st Century After School/Extended Day Programs	1,000,000
Transportation	8,000,000
Student Materials & Supplies	6,066,409
Technology	4,853,120
Library Enhancement	1,213,294
Professional Development	2,669,232
Common Purchase Fund	3,639,831
Prison Education - Therapeutic Education	5,300,000
Adult Basic Education	4,000,000
Educational TV	2,000,000
AL Agricultural Land Grant Alliance	6,400,000
Dept of Public Health - Continuing Ed for EMT	500,000
Alabama A&M Univ	715,105
Alabama State Univ	696,225
University of Alabama	2,867,320
University of AL - B'ham	5,133,369
University of AL - Huntsville	854,223
Auburn University	3,152,441
AAES	585,435
ACES	632,392
Auburn University-Montgomery	448,783
Athens State Univ	227,229
Jacksonville State Univ	699,797
University of Montevallo	358,692
University of North Alabama	507,952
University of South Alabama	2,016,710
Troy University	1,680,577
University of West Alabama	226,636
Dept. of Mental Health & Mental Retardation	3,800,000
Dept. of Rehab Services	
Children's Rehab Serv Pgm	1,139,515
Early Intervention Pgm	272,372
Homebound Pgm	445,883
Hemophilia Pgm	36,130
Rehab Services Pgm	471,235
Subtotal Other Conditionals	88,553,462
16th Section Lands Interest	8,940,252
Total	131,508,621

DISCUSSION ITEM B: State Plan for Alabama Higher Education 2009-10 to 2013-14

Staff Presenter: Dr. Pamela Arrington
Director, Instruction, Planning, and Special Services

Staff Recommendation: For discussion only.

The Alabama Commission on Higher Education is statutorily charged with developing a long-range plan for all postsecondary education in Alabama.

On May 8, 2008, The Planning Advisory Council, consisting of 29 representatives from business and industry, the K-12 sector, four-year, and two-year colleges and universities, met to launch the planning process for the next ***State Plan for Alabama Higher Education 2009-10 to 2013-14***. (A list of Council members is attached.) The Planning Advisory Council was established to provide leadership in the statewide long-range planning process. The Council is responsible for developing the framework for the 2009-10 to 2013-14 state plan for Alabama higher education.

Dr. Gregory G. Fitch opened the meeting by stating the challenges facing higher education, which need to be addressed in the next state plan. He referenced the statue associated with the ACHE responsibility for long-range planning. Dr. Samuel N. Addy, director and associate research economist, The University of Alabama, highlighted the important role that higher education plays in the state's economic development. Robert T. Ashurst, senior consultant at Auburn University Montgomery Center for Government, facilitated a discussion about the priorities for Alabama higher education. (See attached agenda.)

Prior to the meeting, Council members completed an online survey (survey attached) ranking the importance of 20 priorities selected from the national higher education literature. The results narrowed the list to 10 priorities. At its first meeting, these survey results were used to facilitate discussions, which further narrowed the list of 10 priority items. Using the Innovator¹ technology, council members then voted on the priority items, ranking them in terms of importance and performance. Based on that voting the Council identified its best opportunities and formed teams to further address groups of priorities that need to be addressed in the next state plan. The five priorities are:

¹ The Innovator system is a set of keypads, hardware and software that enables anonymous group voting resulting in quick, confidential and collaborative decisions about plans and strategy.

1. Increasing Students' Preparedness for College generally;
2. Coordinate Pre K to 20 system with participation from all stakeholders;
3. Shortage of graduates in Science, Technology, Engineering, Mathematics fields;
4. Tuition increase and other costs, such as fees and textbooks; and
5. Skills students will need in the future, and on defining appropriate college preparation and admission standards

A timeline has been established to allow for quarterly reports to the Commission board members with implementation of the plan slated for next year. (See Meeting handout, attached.) A website page, www.highered.alabama.gov/spac, has been designed by ACHE IT Services to facilitate the Council's work. Each subcommittee will be able to complete its assignments online via the website. Access to pertinent planning documents and Council papers is available via the same website for the citizens of Alabama. (See meeting summary, attached.)

Background:

"The Commission shall be responsible for statewide long-range planning for postsecondary education in Alabama. Such planning shall be the result of continuous study, analysis and evaluation. Plans will include the establishment of statewide objectives and priorities with methods and guidelines for achieving them." Ala. Code §16-5-6 (1975)

Supporting Documentation:

1. Statewide Planning Advisory Council, attached
2. Meeting Agenda, attached
3. Online Survey, Shaping the Agenda, attached
4. Online Survey results, attached
5. Meeting Handout, attached

Alabama Commission on Higher Education
State Plan for Alabama Higher Education 2009-10 to 2013-14

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ALABAMA COMMISSION ON HIGHER EDUCATION
Friday, June 27, 2008

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ALABAMA COMMISSION ON HIGHER EDUCATION

Friday, June 27, 2008

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STATEWIDE PLANNING ADVISORY COUNCIL

State Plan for Alabama Higher Education 2009-10 to 2013-14

AGENDA

May 8, 2008

9:30 a.m.

9:30 a.m. Welcome and Introductions -----Dr. Arrington

9:40 a.m. Overview----- Dr. Fitch

9:55 a.m. Introduce Speaker-----Dr. Arrington

10:00 a.m. **Alabama Higher Education and Economic Development**

Dr. Samuel N. Addy
Director and Associate Research Economist
The University of Alabama

10:25 a.m. Q&A

10:35 a.m. Break

10:45 a.m. **The State Planning Process** -----Dr. Arrington

10:55 a.m. **Priorities for Higher Education**

Mr. Robert T. Ashurst
Senior Consultant
Center for Government
Auburn University Montgomery

11:50 a.m. Small groups break-out -----Dr. Arrington

Noon Adjourn

Shaping the Agenda for Alabama Higher Education: Priorities for Alabama Higher Education 2009 - 2014

Overview

The following items represent potential present and future Alabama higher education priorities that could be addressed when developing the 2009 - 2014 State Plan for Alabama Higher Education. These items are the edited results of demographic trends published by the Society of College and University Planners (SCUP) and the State Higher Education Executive Officers (SHEEO).

Instructions

Using the following scale, indicate the level of priority that should be placed on each item when developing the plan:

- 1- Very low priority
- 2- Somewhat low priority
- 3- Medium priority
- 4- Somewhat high priority
- 5- Very high priority

-
- 1 Shortage of graduates in the Science Technology Engineering Mathematics fields.

Very low priority	Somewhat low priority	Medium priority	Somewhat high priority	Very high priority
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

-
- 2 Skills students will need in the future, and on defining appropriate college preparation and admission standards.

Very low priority	Somewhat low priority	Medium priority	Somewhat high priority	Very high priority
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

-
- 3 A common set of institutional strategies for accountability and improvement.

Very low priority	Somewhat low priority	Medium priority	Somewhat high priority	Very high priority
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

-
- 4 Achieving the "continuum of learning" from certificates through bachelors to professional and graduate degrees.

Very low priority	Somewhat low priority	Medium priority	Somewhat high priority	Very high priority
1	2	3	4	5

5 Producing more certificates, bachelor's, graduate degrees at lower costs while improving quality.

Very low priority	Somewhat low priority	Medium priority	Somewhat high priority	Very high priority
1	2	3	4	5

6 Decreasing high remediation rates.

Very low priority	Somewhat low priority	Medium priority	Somewhat high priority	Very high priority
1	2	3	4	5

7 Increasing students' preparedness for college generally.

Very low priority	Somewhat low priority	Medium priority	Somewhat high priority	Very high priority
1	2	3	4	5

8 Managing enrollments to improve student success.

Very low priority	Somewhat low priority	Medium priority	Somewhat high priority	Very high priority
1	2	3	4	5

9 The changing demographics of faculty, students, and administrative staff.

Very low priority	Somewhat low priority	Medium priority	Somewhat high priority	Very high priority
1	2	3	4	5

10 The decline of federal and direct lending, student loans due to federal policy.

Very low priority	Somewhat low priority	Medium priority	Somewhat high priority	Very high priority
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1 2 3 4 5

11 Tuition increase and other costs, such as fees and textbooks.

Very low priority	Somewhat low priority	Medium priority	Somewhat high priority	Very high priority
1	2	3	4	5

12 Expansion of IT applications in instruction.

Very low priority	Somewhat low priority	Medium priority	Somewhat high priority	Very high priority
1	2	3	4	5

13 Decline in high school graduates.

Very low priority	Somewhat low priority	Medium priority	Somewhat high priority	Very high priority
1	2	3	4	5

14 Expansion of adult education and retraining to supplement workforce needs.

Very low priority	Somewhat low priority	Medium priority	Somewhat high priority	Very high priority
1	2	3	4	5

15 State supported student financial aid.

Very low priority	Somewhat low priority	Medium priority	Somewhat high priority	Very high priority
1	2	3	4	5

16 Facilities repair/renovation or new construction.

Very low priority	Somewhat low priority	Medium priority	Somewhat high priority	Very high priority
1	2	3	4	5

17 Faculty/staff recruitment, salaries, benefits.

Very low priority	Somewhat low priority	Medium priority	Somewhat high priority	Very high priority
1	2	3	4	5

18 Coordinated Pk-20 system with participation from all stakeholders.

Very low priority	Somewhat low priority	Medium priority	Somewhat high priority	Very high priority
1	2	3	4	5

19 Increase equity in higher education.

Very low priority	Somewhat low priority	Medium priority	Somewhat high priority	Very high priority
1	2	3	4	5

20 Campus security.

Very low priority	Somewhat low priority	Medium priority	Somewhat high priority	Very high priority
1	2	3	4	5

21 What, if any, additional higher education priorities should be addressed when developing the 2009 - 2014 State Plan for Alabama Higher Education, that are not recognized in the list above? For each additional priority you offer, please indicate the level of priority that should be placed on that item when developing the plan:

- 1- Very low priority
- 2- Somewhat low priority
- 3- Medium priority
- 4- Somewhat high priority
- 5- Very high priority



ACHE Strategic Priorities: Survey Results

Priorities in rank order (survey)

- 1 Shortage of graduates in the Science Technology Engineering Mathematics fields
- 2 Increasing students' preparedness for college generally
- 3 Decline in high school graduates
- 4 Decreasing high remediation rates
- 5 Skills students will need in the future, and on defining appropriate college preparation and admission standards
- 6 Coordinated Pk-20 systems with participation from all stakeholders
- 7 Expansion of adult education and retraining to supplement workforce needs
- 8 Expansion of IT applications in instruction
- 9 Campus security
- 10 Tuition increase and other costs, such as fees and textbooks
- 11 Faculty/staff recruitment, salaries, benefits
- 12 Producing more certificates, bachelor's, graduate degrees at lower costs while improving quality
- 13 State supported student financial aid
- 14 Increase equity in higher education
- 15 The decline of federal and direct lending, student loans due to federal policy
- 16 Facilities repair/renovation or new construction
- 17 Achieving the "continuum of learning" from certificates through bachelors to professional and graduate degrees
- 18 A common set of institutional strategies for accountability and improvement
- 19 The changing demographics of faculty, students, and administrative staff
- 20 Managing enrollments to improve student success

Priorities voted on (Top 10) (survey)

- 1 - Shortage of graduates in the Science Technology Engineering Mathematics fields
- 2 - Increasing students' preparedness for college generally
- 3 - Decline in high school graduates
- 4 - Decreasing high remediation rates
- 5 - Skills students will need in the future, and on defining appropriate college preparation and admission standards
- 6 - Coordinated Pk-20 systems with participation from all stakeholders
- 7 - Expansion of adult education and retraining to supplement workforce needs
- 8 - Expansion of IT applications in instruction
- 9 - Campus security
- 10 - Tuition increase and other costs, such as fees and textbooks

Alabama Commission on Higher Education

*Development of the State Plan for Higher
Education
2009-10 to 2013-14*

*Planning Process
&
Priority Setting*

**Planning Process & Priority Setting
Agenda**

State Planning Process and Timeline..... Dr. Pamela Arrington
Pre-Meeting Survey Results.....Mr. Bob Ashurst
Establishing Highest Priorities through Opportunity Mapping.....Mr. Bob Ashurst
Establish Sub-committees.....Dr. Pamela Arrington
Sub-committee Assignment 1.....Mr. Bob Ashurst

State Plan for Higher Education Development Process

Development of the Alabama Commission on Higher Education's (ACHE) 2009 – 2014 State Plan for Higher Education will involve your ongoing participation in both Statewide Planning Advisory Council and Sub-committee meetings. You are encouraged to participate and contribute in all meetings to which you are assigned. If you are unable to attend any meeting, it is your responsibility to provide input or seek follow-up information via telephone or email. If we do not hear from you, it will be assumed that you concur with the decisions of the group.

Statewide Planning Advisory Council Activities

The Statewide Planning Advisory Council will meet in Montgomery four times throughout the twelve-month plan development process. In the first meeting, the Advisory Council will establish the highest priorities to be addressed in the State Plan for Higher Education and assign the Sub-committees their first task in the plan development process. In subsequent meetings, the Advisory Council will review and approve work of the Sub-committees and assign them their next task.

The ACHE Executive Director and/ or the Director of Instruction, Planning, and Special Services, as appropriate, will, on behalf of the Statewide Planning Advisory Council, present findings of the Advisory Council to the Alabama Commission on Higher Education during their regularly scheduled meetings for review and approval.

Sub-committee Activities

Sub-committees will meet in-person or virtually three times during the twelve-month plan development process. Sub-committees will receive specific tasks, tools, and templates related to the plan development process, and should be prepared to provide their findings in each subsequent Statewide Planning Advisory Council meeting. Sub-committees are asked not to “work ahead”, as their assignments are subject to change pending ACHE approval.

Should a Sub-committee need assistance in completing an assignment, they should contact Dr. Pamela Arrington as soon as possible.

Process

Identify Highest Priorities

While there are a number of priorities the State might consider when developing its 2009 – 2014 State Plan for Higher Education, we may realistically only be able to effectively address a limited number. In this step, we will narrow our focus to the 3 – 5 highest priorities.

Conduct SWOT Analysis

In strategic planning, it is important that we develop strategies to maintain and enhance our strengths, seize on opportunities in our environment, and mitigate our weaknesses and the threats around us. In this step, we will conduct an analysis of the State's strengths, weaknesses, opportunities, and threats in each of our highest priority areas.

Develop Strategies

Next, we will develop strategies and action plans for achieving our priorities. Strategies are those sets of activities that must go right for us to achieve our priorities. The best plans creatively consider a broad range of ideas, and then narrow the scope to strategies that are most realistic and will provide the most progress to achieving your goals. Once identified, develop action plans with dates and responsibilities for implementation.

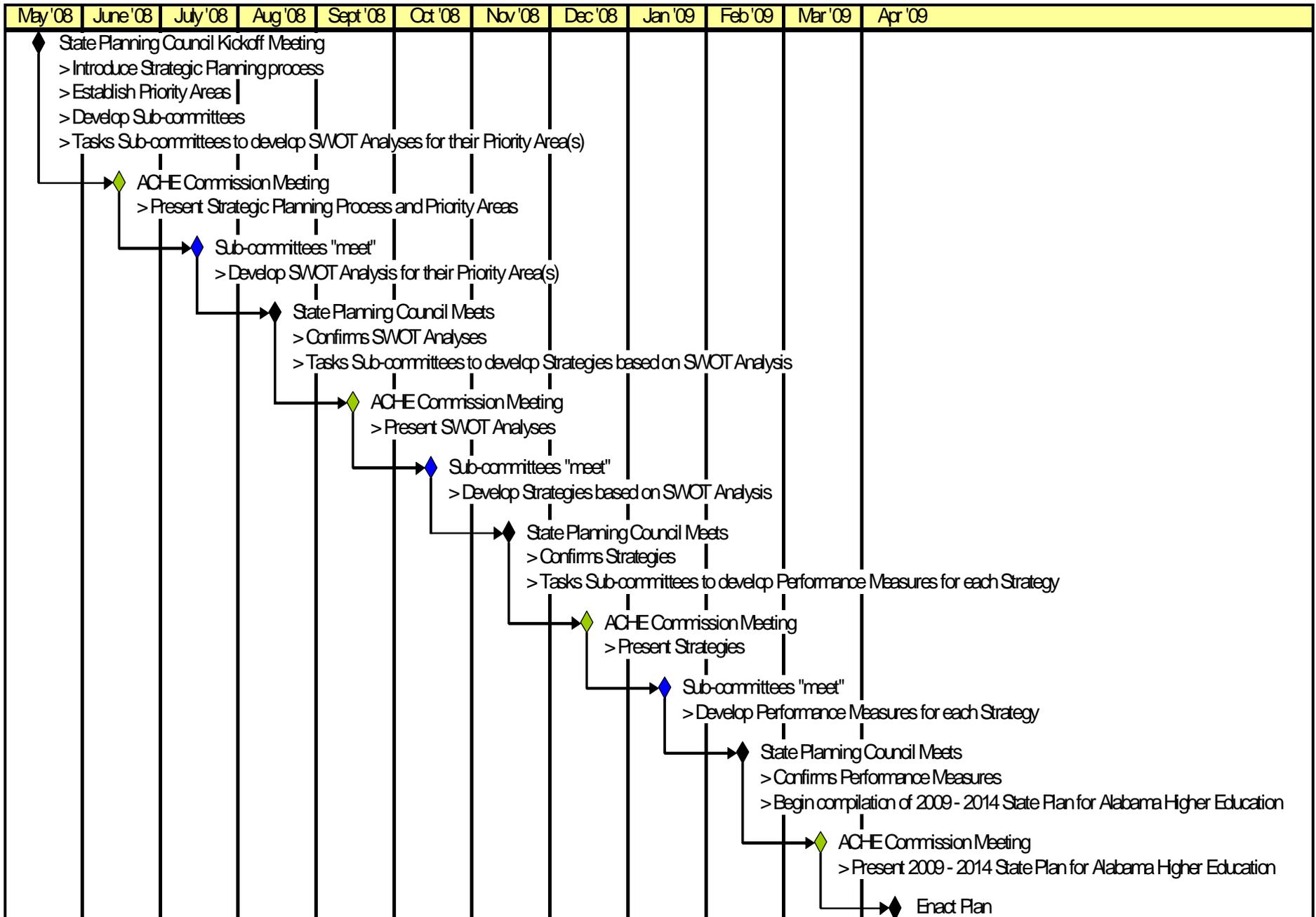
Develop Performance Measures

Metrics give a way of assessing progress toward achieving your priorities. The State needs to identify measureable indicators that will report performance. There should be at least one performance measure for each priority. Achievement of the targets for performance should represent accomplishment of the priorities.

Present the Plan

The final step is to present the plan to your stakeholders. Everyone responsible for implementation must be aware of their part of implementing the plan and their responsibilities in implementation.

State Plan for Higher Education Development Timeline



Survey Results

Q#	Priorities	Scores	Rank
1	Shortage of graduates in the Science Technology Engineering Mathematics fields	4.38	1
7	Increasing students' preparedness for college generally	4.33	2
13	Decline in high school graduates	4.22	3
6	Decreasing high remediation rates	4.17	4
2	Skills students will need in the future, and on defining appropriate college preparation and admission standards	4.13	5
18	Coordinated Pk-20 system with participation from all stakeholders	3.96	6
14	Expansion of adult education and retraining to supplement workforce needs	3.88	7
12	Expansion of IT applications in instruction	3.8	8
20	Campus security	3.8	9
11	Tuition increase and other costs, such as fees and textbooks	3.79	10
17	Faculty/staff recruitment, salaries, benefits	3.78	11
5	Producing more certificates, bachelor's, graduate degrees at lower costs while improving quality	3.72	12
15	State supported student financial aid	3.7	13
19	Increase equity in higher education	3.66	14
10	The decline of federal and direct lending, student loans due to federal policy	3.57	15
16	Facilities repair/renovation or new construction	3.57	16
4	Achieving the "continuum of learning" from certificates through bachelors to professional and graduate degrees	3.47	17
3	A common set of institutional strategies for accountability and improvement	3.46	18
9	The changing demographics of faculty, students, and administrative staff	3.38	19
8	Managing enrollments to improve student success	3.17	20

Added Remarks

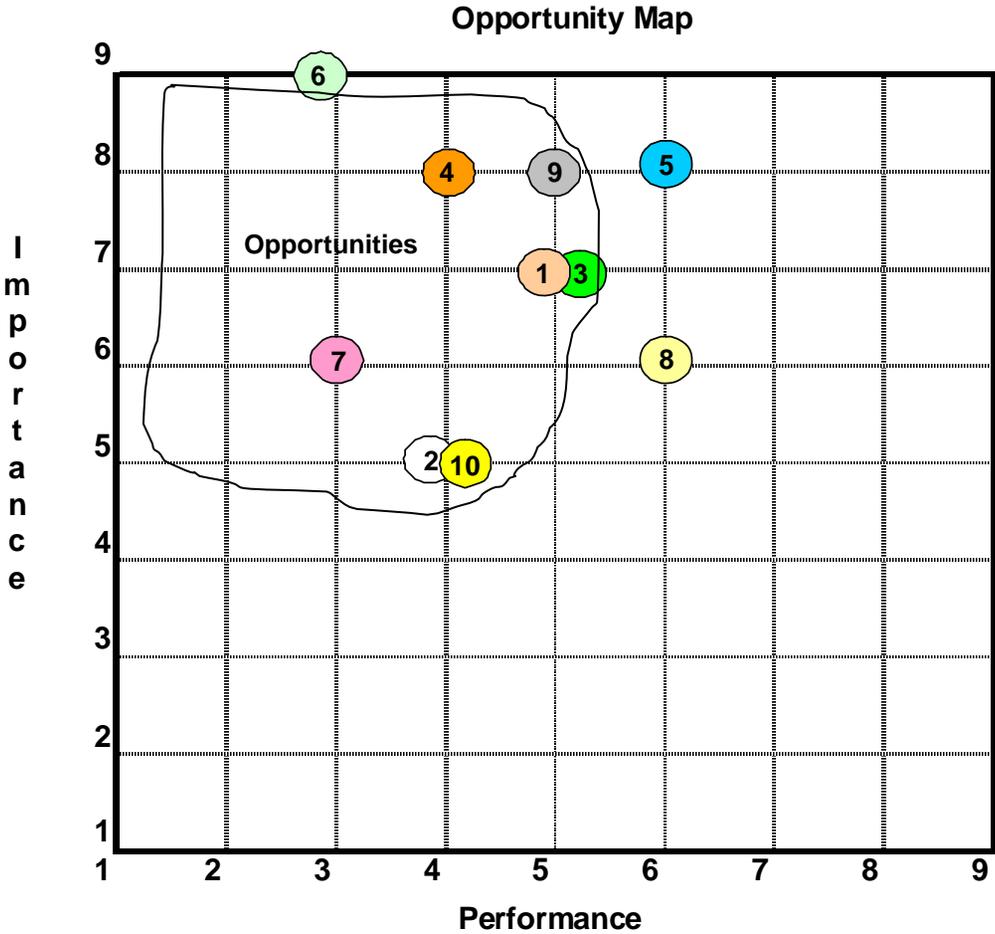
21. What, if any, additional higher education priorities should be addressed when developing the 2009 - 2014 State Plan for Alabama Higher Education, that are not recognized in the list above? For each additional priority you offer, please indicate the level of priority that should be placed on that item when developing the plan:1- Very low priority2- Somewhat low priority3- Medium priority4- Somewhat high priority5- Very high priority

6 Responses

#	Response
1	Equitable funding for each Alabama student taking higher education classes. State support should be consistent per student credit hour across all campuses. 5
2	Communication, transparency, perception and understanding <ol style="list-style-type: none"> 1. Communicating effectively regarding the value and benefits of education at all levels. 2. Increased transparency regarding the goals and quality of higher education. 3. Improving the public's perception of education at all levels. 4. Increased understanding by the public (adults and children) of the interdependence of education and economic development in producing improved quality of life.
3	Development of incentives for institutions and students that drive increases in on-time graduation rates in order to reduce student debt and generate significant savings in state subsidies. (5 - very high priority)
4	Identifying ways higher education can contribute to state's economic growth and development - 5
5	Following high school dropouts and re-engaging them in GED and vocational programs. 5
6	Level 5 - Very high priority <ul style="list-style-type: none"> - Increase accessibility to students for Career/Technical dual enrollment. Level 5- Very high priority <ul style="list-style-type: none"> - Crosswalk high school academic Courses of Study with postsecondary's Career/Technical Plans of Instruction to determine appropriate embedded credit.

Top 10 Priorities – Sample Opportunity Map

1. Shortage of graduates in the Science Technology Engineering Mathematics fields
2. Increasing students' preparedness for college generally
3. Decline in high school graduates
4. Decreasing high remediation rates
5. Skills students will need in the future, and on defining appropriate college preparation and admission standards
6. Coordinated Pk-20 system with participation from all stakeholders
7. Campus security
8. Tuition increase and other costs, such as fees and textbooks
9. Expansion of adult education and retraining to supplement workforce needs
10. Faculty/staff recruitment, salaries, benefits



Sub-committee Assignment 1- SWOT Analysis

During the months of June and July, your Sub-committee should meet and prepare for the August Statewide Planning Advisory Council meeting by:

- Defining/ re-financing your assigned Priority
 - Incorporating other priorities, as appropriate
 - Conducting a SWOT Analysis regarding your Priority
- Note: Your SWOT Analysis should consider the State's capabilities as a whole.

Objective

- List the strengths, weaknesses, opportunities, and threats that can serve as enablers or barriers to achieving key priorities.

Focusing Questions

- ***Strengths*** –What are our strengths? What will enable us to achieve our priorities? What strengths will help us achieve our priorities?
- ***Weaknesses*** - Still considering those things internal to the organization, what are our weaknesses? What will get in the way of achieving our priorities?
- ***Opportunities*** - What are our opportunities? What in the external environment will enable us to achieve our priorities?
- ***Threats*** - What are our threats? What in the external environment will threaten us?

Available Tools and Resources

- SWOT Analysis Template
- Dr. Pamela Arrington- Pamela.Arrington@ache.alabama.gov
- Mr. Bob Ashurst- bashurst@cgov.aum.edu

SWOT Analysis

<i>Priority</i>		
	<i>Strengths</i>	<i>Opportunities</i>
	<i>Weaknesses</i>	<i>Threats</i>

DECISION ITEM A: Auburn University, Master of Science in Geography (CIP 45.0701)

Staff Presenter: Mrs. Ellen Haulman
Assistant Director for Instruction

Staff Recommendation: That the Commission approve the proposed Master of Science in Geography with the implementation date and post-implementation conditions listed below:

Implementation Date: The proposed program will be implemented August 2009. Based on Commission policy, the proposed program must be implemented by June 2010 or Commission approval will expire. The institution must notify the Commission in writing when the program is implemented or if there is any delay in implementation.

Post-Implementation Conditions:

1. That the annual average new enrollment headcount for the first five years, beginning 2009-10, will be at least 4, based on the proposal.
2. That the annual average number of graduates for the period 2010-11 through 2013-14 (four-year average) will be at least 4, based on the proposal.
3. That a follow-up survey be conducted after the first five years that will show at least 75 percent of the graduates were successful in acquiring related employment or continuing related graduate work.
4. That information regarding an overall assessment of the program be provided, particularly as related to objectives and assessment measures stated in the proposal.

Auburn University will be required to phase out the program if any of the post-implementation conditions are not met. The institution must present documentation regarding the post-implementation conditions, as well as a general assessment of the program, in a report submitted to the Commission no later than September 2014.

Rationale: This recommendation for approval is based on the following key points:

1. The program was developed in response to growing need, documented by national data and letters of support from federal and state officials, for master's-prepared graduates in Geography,.
2. The program will collaborate with other areas of expertise at AU— such as Geology, Forestry and

Wildlife, and Agriculture —providing a focus and research opportunities related to AU's land grant mission.

3. New faculty hired for the program also will support the undergraduate program, which has doubled in enrollment in three years, and the general education curriculum.
4. A total of \$1,712,530 in new funds will be needed for the program in the first five years, and a total of \$1,764,000 will be available through tuition, extramural funds, and internal reallocation.

Distance Education:

None of the program will be available through distance education delivery at the time of implementation. Some courses may be offered through distance modalities after the program is established.

Public Review:

The program was posted on the Commission website from April 2 until April 22, 2008, (twenty days) for public review and comment. No comments were received.

Supporting Documentation:

1. New Academic Degree Program Proposal Summary, attached.
2. Summary of Background Information, attached.
3. Curriculum for Proposed Program, attached.
4. Auburn University proposal, dated March 4, 2008. Available upon request.
5. "Evaluation and Review of New Instructional Program Proposals of Public Postsecondary Institutions," Ala. Admin. Code (Commission on Higher Education), r. 300-2-1-.03. Available upon request.

Attachment 1

NEW ACADEMIC DEGREE PROGRAM PROPOSAL SUMMARY

INSTITUTION	Auburn University
PROGRAM	Master of Science in Geography

ESTIMATED NEW FUNDS REQUIRED TO SUPPORT PROPOSED PROGRAM						
	2009-10	2010-11	2011-12	2012-13	2013-14	TOTAL
FACULTY	\$68,475	\$136,950	\$205,425	\$205,425	\$205,425	\$821,700
LIBRARY	\$22,306	\$22,306	\$22,306	\$22,306	\$22,306	\$111,530
FACILITIES	\$115,000	\$10,000	\$10,000	\$10,000	\$10,000	\$155,000
EQUIPMENT	\$27,000	\$21,500	\$13,000	\$10,000	\$10,000	\$81,500
STAFF	\$19,760	\$19,760	\$19,760	\$19,760	\$19,760	\$98,800
ASSISTANTSHIPS/ FELLOWSHIPS	\$60,000	\$96,000	\$96,000	\$96,000	\$96,000	\$444,000
OTHER*	\$20,000	\$20,000	\$20,000	\$0	\$0	\$60,000
TOTAL	\$312,541	\$306,516	\$366,491	\$363,491	\$363,491	\$1,712,530

*New Faculty Research/Related Expenses

SOURCES OF FUNDS AVAILABLE FOR PROGRAM SUPPORT						
	2009-10	2010-11	2011-12	2012-13	2013-14	TOTAL
INTERNAL REALLOCATIONS	\$314,830	\$287,831	\$334,820	\$303,455	\$300,533	\$1,541,469
EXTRAMURAL	\$0	\$0	\$0	\$0	\$0	\$0
TUITION	\$15,170	\$37,169	\$50,180	\$58,545	\$61,467	\$222,531
TOTAL	\$330,000	\$325,000	\$385,000	\$362,000	\$362,000	\$1,764,000

ENROLLMENT AND DEGREE COMPLETION PROJECTIONS						
	2009-10	2010-11	2011-12	2012-13	2013-14	5-YEAR AVERAGE
HEADCOUNT ENROLLMENT	3	7	9	10	10	8
NEW ENROLLMENT HEADCOUNT	3	4	5	5	5	4
DEGREE COMPLETION PROJECTIONS	0	3	4	4	5	4

Attachment 2

Summary of Background Information

Master of Science in Geography
Auburn University

Role: The proposed program is within the instructional role recognized for Auburn University.

Objectives: The proposed program will be designed to offer advanced training in applied Geography. The program will combine geographic content and technological knowledge with critical spatial thinking skills so that graduates will be qualified to assess, develop, and support public policy relating to contemporary human and natural resource issues at a variety of spatial scales. As stated in the proposal, the program will be in accordance with AU's land-grant mission, and will emphasize "the solution of problems and the development of knowledge and technology important to the state and nation and to the quality of life of Alabama citizens" (AU Vision and Mission Statement 2004). The proposal also stated that this field is especially appropriate for meeting the current political, economic, and social needs of Alabama.

The proposal outlined the following academic objectives:

1. Provide instructional and research opportunities to explore critical problems regarding human and natural resources and public policy development.
2. Provide an environment in which students can advance their understanding of key geographical concepts of space, scale, and distance in human and physical processes.
3. Provide an environment in which students can advance their understanding of the relationships between humans and their physical environment.
4. Provide the opportunity for students to advance their understanding of the geographical theories, methodologies, and tools (i.e., Geographic Information Systems [GIS], Global Positioning Systems [GPS], and Remotes Sensing [RS] technologies) used by contemporary professional geographers in conducting critical spatial analysis.
5. Expand students' knowledge of cultures and regions beyond their own by providing instruction and research experience with regions outside the U.S., including the Global South.

The following programmatic objectives also were included in the proposal:

1. Recruit students with outstanding undergraduate records and with a high potential for success.
2. Provide quality instruction to ensure that a large percentage of the graduates will go on to obtain successful placement in geography-related positions in the public and private sectors.
3. Provide instruction that will allow those students with appropriate desire and capability to go on to further study at the PhD level.
4. Recruit faculty members who will not only demonstrate success in the classroom but will also make significant contributions to the research and outreach missions of Auburn University.
5. Develop inter-department and inter-college linkages with graduate programs in other fields, thus enhancing the overall breadth and depth of exposure for our students.

The proposal provided information on the assessment of the objectives. Procedures as set forth under Southern Association of Colleges and Schools (SACS) guidelines will be used to review and assess the program. Educational outcomes and assessments, modeled after those currently used for the department's Master of Science program in Geology, are listed below.

Outcome 1- Students completing the Master's program in Geography, either via the thesis or non-thesis option, will acquire the skills and knowledge appropriate to a post-graduate degree from a major education institution.

Assessment methods:

- Degree candidates for the Master's degree in Geography will be given a comprehensive oral examination at the end of their last semester. Eighty percent of degree candidates will pass this examination. No more than twenty percent of students will score an "unsatisfactory" on more than two subsections of the examination. These specific areas are (1) knowledge and understanding of previous work; (2) research methodology; (3) discussion, including understanding of significance of their work; (4) verbal expression; (5) written expression; and (6) knowledge of the discipline.
- On a Graduating Student Questionnaire, eighty percent of all students will agree or strongly agree with the statement, "I feel that I have mastered the skills and knowledge expected of a Masters program in Geography."

Outcome 2- Graduates of the Master's program in Geography will be able to communicate research results in written and oral form in a professional manner.

Assessment methods:

- Seventy-five percent of the students who complete the Master's degree in Geography will have delivered a presentation (poster or talk) at a sectional or national professional meeting.
- Degree candidates for the Masters in Geography will be encouraged to publish the results of their research in accepted professional journals. Fifty percent of the degree candidates will participate in the preparation of one or more journal articles during their tenure as students in the Geography master's program.

Outcome 3- Graduates of the Master's program in Geography will be well prepared for professional employment and/or admission into a PhD program in Geography or related discipline.

a. Assessment methods:

- The department will monitor the success rate of program graduates after they leave the university. Fifty percent of students who complete the Master's program in Geography and who seek professional employment in Geography will be successful.
- Seventy-five percent of students who complete the Master's program in Geography and who apply to a PhD program at another institution will be accepted.

The program will also be subject to a university protocol by which all academic programs are reviewed on a regular basis.

Administration: The program will be administered by the Department of Geology and Geography in the College of Sciences and Mathematics. Dr. Stewart W. Schneller is the dean of the college and Dr. Charles E. Savrda is the department chair.

Review of Proposal by Persons External to Institution:

Peer Review: The Notification of Intent to Submit a Proposal and the program proposal were circulated to the Alabama Council of Graduate Deans (ACGD) for review. Four deans

participated in the initial review of the proposal. One dean questioned the need for an additional master's level program, stating that the existing master's program was sufficient to satisfy the state's need and student demand. The comment also questioned the proposal's enrollment projections, duplication of the program at UA, and asked for additional information on resources for graduate students and on program assessment. Another respondent commented on the need for surveys related to student demand and employment. Additional information on cost of the program and resources was requested. A third respondent also asked for clarification of expenses and resources for the program, as well as updated information related to need for the program.

AU provided responses to the ACGD comments. Regarding program duplication, AU responded that the program would share some fundamentals with the existing program at UA. However, according to the response, the proposed program will be unique in the research opportunities offered to students, as described below in the proposal:

Rather, we assert that the Geography faculty at Auburn will offer a unique set of applied research opportunities for students who, based on their research interests, would otherwise seek graduate degrees outside of Alabama or the region. Part of the uniqueness derives from the position of Auburn's Geography program in a combined Department of Geology and Geography, within a College of Sciences and Mathematics (COSAM), at a Land Grant Institution.

The proposal stated that the program faculty will be able to collaborate with faculty in Geology (e.g. GIS and remote sensing studies on Earth and Mars, hazards, etc.) and other COSAM units, such as Physics. Faculty also will be able to collaborate with programs within the School of Forestry and Wildlife; the College of Agriculture (Agricultural Economics and Rural Sociology, Poultry Science); and the School of Architecture, Design, and Construction (Architecture, Landscape Architecture, Community Planning). These interactions will provide unique opportunities for thesis research in the proposed program. According to the proposal, students pursuing graduate degrees in Geography, Geology, and other fields often select graduate programs based mainly on individual faculty research interests.

AU officials also cited additional published sources regarding the need for the program, including the following examples. According to *Nature*, the U.S. Department of Labor identified "geotechnology as one of the three most important emerging and evolving fields, along with nanotechnology and biotechnology" for the US economy (*Nature*, v. 427 (2004): 375-76). The 2008-09 edition of the Occupational Outlook Handbook projects a 21 percent growth in employment opportunities in areas of geospatial analysis during the period 2006-16. This does not include growth of opportunities in other areas of geography. AU officials noted a letter from Dr. Michael Solem, Educational Affairs Director of the Association of American Geographers, which reiterated the rapid expansion of job opportunities for graduates of geography programs.

AU also provided responses related to the justification for new faculty and institutional support for the program. These comments will be discussed in the related sections following.

Following AU's submission of responses to the ACGD comments, two deans participated in the final vote concerning the proposal and recommended its approval.

Accreditation: There is no program-specific accreditation available for the program.

Curriculum: The proposed program will have the following program completion requirements:

Thesis Option (30 hours); Non-Thesis Option (39 hours)

	Thesis Option	Non-Thesis Option
Credit hours required in major courses:	6	6
Credit hours required in support courses:	0	0
Credit hours in required or free electives:	18 (12 GEOG; 6 Other)	33 (18 GEOG; 15 Other)
Credit hours for thesis or dissertation:	6	0

The thesis option will require a written thesis with a successful public defense of the thesis to include an oral comprehensive exam by faculty committee (6 credit hours)

The non-thesis option will require successful completion of a written and an oral exam by faculty committee.

The following existing graduate courses will be included in the program:

Course Number	Title	Credit Hours
GEOG 6010	Urban Geography	3
GEOG 6210	Climatology	3
GEOG 6350	Economic Geography	3
GEOG 6400	Hazards Geography	4
GEOG 6500	Geography of Environmental Management	3
GEOG 6600	Global Resources and the Environment	3
GEOG 6820	Aerial Photography and Remote Sensing	4
GEOG 6830	Geographic Information Systems	4
GEOG 6800	Geographic Thought	3
GEOG 6970	Seminar in Geography	3
GEOG 6300	Advanced Regional Studies in Geography	3

The following new courses will be developed:

GEOG 6220	Geomorphology	3 semester hours (sh)
GEOG 6310	Geography of Rural Change	3 sh
GEOG 6510	Human-Environment Interaction	3 sh
GEOG 6700	Quantitative Methods and Spatial Analysis	3 sh
GEOG 6710	Geographic Field Methods	3 sh
GEOG 6860	Advanced Concepts in Cartography	3 sh
GEOG 6870	Advanced Remote Sensing	3 sh
GEOG 6880	Advanced Geographic Information Systems (GIS)	3 sh
GEOG 7990	Research and Thesis hours	3 sh

Degree Requirements:

Thesis-Option

- a. Thirty semester hours at the graduate level with at least one year in residence.
- b. The 30 semester hours required to complete the degree will consist of 6 semester hours of required courses in Geography, 18 semester hours of electives, and 6 semester hours of thesis. The 6 hours of required Geography courses and 6 hours of thesis are listed below:

- 1) GEOG 6800 Geographic Thought (3 hours)
- 2) GEOG 6700 (New course) Quantitative Methods and Spatial Analysis (3 hours)
- 3) GEOG 7990 Thesis (6 hours)

Non-Thesis Option

- a. Thirty-nine semester hours are required at the graduate level with at least one year in residence.
- b. The 39 semester hours required to complete the degree will consist of 6 semester hours of required courses in Geography and 30 semester hours of electives. The 6 semester hours of required Geography courses are listed below:

- 1) GEOG 6800 Geographic Thought (3 hours)
- 2) GEOG 6700 (New course) Quantitative Methods and Spatial Analysis (3 hours)

Upon completion of the course requirements, the student will submit to a comprehensive written and oral examination by the faculty committee that will cover the student's graduate studies. The faculty committee will determine if the student's performance on the exams was acceptable (pass or fail). The student must pass the exams in order to complete the program.

Collaboration: The University of Alabama (UA) has the only existing master's degree in Geography in the state. The AU program with its applied focus is intended to complement the existing program at UA. The proposal stated that the geography faculty members at UA have different expertise from the faculty at AU, and that graduate students in the AU program would be encouraged to consider developing thesis and examination committees that include members of the UA faculty when appropriate. Additional collaborative activities with UA will be explored after the program is established.

Distance Education: Distance education has been used in the undergraduate program in Geography, and some courses offerings through distance delivery may be added at the graduate level after the program is established. However, completion of the degree will require a period of at least one year residency.

Admissions: The minimum requirements for admission to the program are listed below.

1. Successful completion of bachelor's degree in Geography, or a related field, with a minimum of 21 hours at the 2000 level or higher in Geography courses.
2. Minimum GPA of 3.0.
3. Three letters of reference supporting the application for admission to the program.
4. Satisfaction of all requirements of the Graduate School, including the minimum score of 1000 on the Graduate Record Exam.

In circumstances where a student does not meet the above minimum requirements, special compensatory consideration may be given on the basis of other evidence of outstanding performance or aptitude for enrollment in the geography master's degree program. Remedial course work at the undergraduate level may be required in such circumstances.

Need: The proposal is for a master's program in geography which reflects the discipline's increasing concern with spatial analysis and applied research. Graduates of the program will have the geographical skills needed for employment in positions related to geographic information systems (GIS), computer cartography, and remote sensing analysis. In addition, graduates of the program will have knowledge and experience with foreign cultures, needed in international commerce.

Currently, there is one graduate program in the Commission's Academic Program Inventory, an MS in Geography at the University of Alabama (UA). Five institutions have baccalaureate programs in Geography: AU, Jacksonville State University, UA, the University of North Alabama, and the University of South Alabama.

According to AU's response to the ACDG comments, the proposed program is intended to meet the growing need for trained geographers in Alabama and the United States. Geographers with the tools and analytical skills necessary for the globalized US economy will be able to provide answers to emerging concerns about natural resources and their management, the global dimensions of terrorism, and climate change. The proposal cited the *2004 Report on the Future of the South: The Globally Competitive South (Under Construction)*, which reinforced the importance of a geographically educated public in the economic growth of the U.S. South. The report was prepared by the Global Strategies Council of the Southern Growth Policies Board, which was then chaired by Governor Bob Riley.

AU provided letters of support from several government agencies that employ persons with education in the field of geography. Richard Zeller of the US Department of Agriculture stated that the need for employees with advanced education and training in geography is critical to analyzing and using data collected by the agency. State Geologist Nick Tew wrote, "We recognize the need for students with advanced training in geography because their analytical skill and technical skills play an important role in the types of resource management issues that our agency deals with on a daily basis." State GIS Coordinator Michael Vanhook in his letter discussed the establishment of the State Office for geospatial technology and information, designed to develop initiatives and infrastructure that support, facilitate, and promote geospatial programs and technology for the State. Expressing support for the proposed master's program, he further stated the following:

Since we are currently leading in national geographic technology initiatives it would also be good to be able to support those initiatives with sound educational and post graduate programs that teach the applications of geography in today's fast moving industry and continued integration of geographic information into our cultural fabric.

Dr. Michael Solem of the Association of American Geographers noted that undergraduate degrees awarded in Geography at US institutions have grown by 57 percent since the late 1980's, citing data collected by the National Center for Educational Statistics. He also referred to a recent joint statement from the US Department of Education and the Department of Labor highlighting geospatial technology as one of the three most important emerging fields in the technology job sector. These technologies require strong competency in the geography discipline. Geospatial technology is used to support spatial analysis in "an extraordinary number of fields," including transportation, environmental science, business, engineering, public works, health, criminology, intelligence analysis, and archeology.

Information provided by program officials stated that the Bureau of Labor Statistics publication, *Occupational Outlook Quarterly* (Spring 2005), highlighted the growth of the geography job market in the 21st century, with geographers finding many new career opportunities. As an example, the 2008-09 edition of the *Occupational Outlook Handbook* projected a 21 percent growth in employment opportunities in areas of geospatial analysis during the period 2006-16. This does not include the growth projected for other areas of geography.

Student Demand: According to the proposal, student demand projections have been determined by national statistics, an informal survey conducted in Alabama and neighboring states, and information from undergraduate students. Many graduating seniors of the program are indicating in the Geography Exit Examination that they are continuing in graduate school in geography. In addition, AU reported that the enrollment in the undergraduate program has doubled in the last three years.

AU provided statistics from national sources to determine demand for the program. In the *Digest of Education Statistics* (2002), published by the National Center for Education Statistics (NCES), it was demonstrated that the number of master's degrees in geography was on the rise. According to program officials, this publication is the most accurate guide to the number of degrees earned in U.S. geography programs.

In response to a query from the ACGD, AU officials provided additional information regarding national trends. A 2007 article in the *Journal of Geography in Higher Education* [v. 31, pp. 121-41] stated that the increased employment demand for geographers has led to expanded enrollments in geography programs and the development of new programs, including a number of graduate programs since 1990. A letter of support from Dr. Solem, Educational Affairs Director of the Association of American Geographers, stated that geography is experiencing “unprecedented growth in undergraduate and graduate majors.”

Resources:

Faculty/Staff: The following current faculty members are available to teach in the program:

Primary faculty:

Full-time: 5

Part-time: 1

Support faculty: 2 emeriti professors may teach courses occasionally.

Number of additional qualified faculty who will teach in the program during the first five years:

Primary faculty:

Full-time: 3

Part-time: 0

Support faculty: None

Each new faculty member will be expected to have a PhD in Geography with qualifications related to the teaching and research objectives of the proposed program. Because of the addition of the course in Quantitative Methods and Spatial Analysis, one new faculty member must have a background in quantitative geostatistics. Other new faculty will have specialties in one or more of the following areas: economic development, urban and transportation geography, tourism, medical geography, biogeography, rural geography, and water resources. According to the proposal, regional specialties of the geographers hired are expected to include Latin America (a traditional area of strength for the department) and Africa.

According to program officials, the three new faculty members will play integral roles in both the existing undergraduate program and the proposed graduate program. Along with the current faculty, they will share in the instruction of high-demand undergraduate social science core courses (such as Global Geography). The number of students majoring in the baccalaureate program has doubled over the last three years, and the new faculty also will provide instruction in the existing program. AU officials estimated that forty to fifty percent of the effort of both the existing and new faculty will be directed toward graduate education, including both didactic course instruction and graduate student research supervision, such as thesis advising.

Support Staff: Existing support staff will be available for the program. One additional part-time secretary will be required.

Equipment/Facilities: The proposal stated that equipment required to support the program include furniture; computers; peripheral equipment, such as printers, scanners, and a projection system; and software necessary for a new 20 to 25-seat computer laboratory for use in teaching and research. Eight computers and one printer that currently are available will require upgrading or replacement.

Facilities:

Additional facilities required with the establishment of the proposed master's program include office space for two additional faculty members; office space for one part-time secretary;

research lab space for faculty; a 20 to 25 –seat teaching/research computer lab facility near offices and classrooms; and office space for twelve graduate students.

The Geography program is currently housed in Haley Center. The program in the future will be housed in Haley Center on the second floor, in space adequate for the existing program and the proposed graduate program. Some renovation of the facility will be necessary.

Library: The proposal provided an in-depth analysis of library resources to be used to support the program, including books, government documents, serials, and electronic databases. The analysis stated that, in general, holdings exceed the criteria for the proposed program. The library will add GEOBASE, a geography-specific indexing service, to the geography databases.

Graduate Assistantship/Fellowship Stipends: A total of eight assistantships/fellowships will be provided to support the proposed program.

Program Budget: The proposal projected that a total of \$1,712,530 in estimated new funds will be required to support the proposed program. A total of \$1,764,000 will be available through internal reallocation and tuition.

Attachment 3

**AU Master of Science in Geography
Curriculum**

Thesis Option (30 credit hours in 2 academic years)

Year 1: 18 Credit Hours

Semester	Course	Title	Credit Hours
Fall	GEOG 6700	Quantitative Methods and Spatial Analysis	3
Fall	GEOG 6xxx	GEOG Elective	3
Fall		Optional Elective	3
Spring	GEOG 6800	Geographic Thought	3
Spring	GEOG 6xxx	GEOG Elective	3
Spring		Optional Elective	3

Year 2: 12 Credit Hours

Semester	Course	Title	Credit Hours
Fall	GEOG 6xxx	GEOG Elective	3
Fall	GEOG 6xxx	GEOG Elective	3
Spring	GEOG 7990	Thesis	3
Spring	GEOG 7990	Thesis	3

Summary

GEOG Required Courses: 6 Credit Hours
GEOG Elective Courses: 12 Credit Hours
Optional Elective Courses: 6 Credit Hours
Thesis Research Courses: 6 Credit Hours
Total: 30 Credit Hours

Non-Thesis Option (39 credit hours in 2 academic years)

Year 1 -- Credit Hours: 21

Semester	Course	Title	Credit Hours
Fall	GEOG 6700	Quantitative Methods and Spatial Analysis	3
Fall	GEOG 6xxx	GEOG Elective	3
Fall		Optional Elective	3
Spring	GEOG 6800	Geographic Thought	3
Spring	GEOG 6xxx	GEOG Elective	3
Spring		Optional Elective	3
Spring		Optional Elective	3

Year 2 -- Credit Hours: 18

Semester	Course	Title	Credit Hours
Fall	GEOG 6xxx	GEOG Elective	3
Fall	GEOG 6xxx	GEOG Elective	3
Fall		Optional Elective	3
Spring	GEOG 6xxx	GEOG Elective	3
Spring	GEOG 6xxx	Optional Elective	3
Spring		Optional Elective	3

Summary

GEOG Required Courses: 6 Credit Hours
GEOG Elective Courses: 15 Credit Hours
Optional Elective Courses: 18 Credit Hours
Total: 39 Credit Hours

DECISION ITEM A-2: Alabama State University, Master of Rehabilitation Counseling in Rehabilitation Counseling (CIP 51.2310)

Staff Presenter: Mrs. Ellen E. Haulman
Assistant Director for Instruction

Staff Recommendation: That the Commission approve the proposed Master of Rehabilitation Counseling (MRC) in Rehabilitation Counseling with the implementation date and post-implementation conditions listed below:

Implementation Date: The proposed program will be implemented August 2008. Based on Commission policy, the proposed program must be implemented by June 2010 or Commission approval will expire. The institution must notify the Commission in writing when the program is implemented or if there is any delay in implementation.

Post-Implementation Conditions:

1. That the annual average new enrollment headcount for the first five years, beginning 2008-09, will be at least 16, based on the proposal.
2. That the annual average number of graduates for the period 2009-10 through 2012-13 (four years) will be at least 16, based on the proposal.
3. That a follow-up survey be conducted after the first five years that will show at least 75 percent of the graduates were successful in acquiring related employment.
4. That information be provided regarding the accreditation of the program by Council on Rehabilitation Education (CORE).
5. That information regarding an overall assessment of the program be provided, particularly as related to objectives and assessment measures stated in the proposal.

Alabama State University will be required to phase out the program if any of the post-implementation conditions are not met. The institution must present documentation regarding the post-implementation conditions, as well as a general assessment of the program, in a report submitted to the Commission no later than September 2013.

Rationale: This recommendation for approval is based on the following key points:

1. The program proposal was developed at the urging and in collaboration with the Alabama Department of Rehabilitation Services to address the need for qualified rehabilitation counselors.

2. ASU received a grant of \$750,000 from the U.S. Rehabilitation Services Administration to develop the program. A key requirement of the grant was for the university to recruit, retain, and support students from traditionally underrepresented populations with a special emphasis on individuals from minority groups and individuals with disabilities.
3. A total of \$1,598,000 in new funds will be needed for the program in the first five years, and a total of \$1,690,600 will be available through extramural funds, tuition, and internal reallocation.

Distance Education:

None of the program will be available through distance education delivery at this time.

Public Review:

The program was posted on the Commission website from April 2 until April 22, 2008, (twenty days) for public review and comment. No comments were received.

Supporting Documentation:

1. New Academic Degree Program Proposal Summary, attached.
2. Summary of Background Information, attached.
3. Curriculum for Proposed Program, attached.
4. Alabama State University proposal, dated March 7, 2008. Available upon request.
5. "Evaluation and Review of New Instructional Program Proposals of Public Postsecondary Institutions," Ala. Admin. Code (Commission on Higher Education), r. 300-2-1-.03. Available upon request.

Attachment 1

NEW ACADEMIC DEGREE PROGRAM PROPOSAL SUMMARY

INSTITUTION	Alabama State University
PROGRAM	Master in Rehabilitation Counseling (MRC) in Rehabilitation Counseling

ESTIMATED NEW FUNDS REQUIRED TO SUPPORT PROPOSED PROGRAM

	2008-09	2009-10	2010-11	2011-12	2012-13	TOTAL
FACULTY	\$85,000	\$205,000	\$205,000	\$265,000	\$265,000	\$1,025,000
LIBRARY	\$7,000	\$0	\$5,000	\$0	\$10,000	\$22,000
FACILITIES	\$0	\$0	\$0	\$0	\$0	\$0
EQUIPMENT	\$10,000	\$0	\$0	\$0	\$20,000	\$30,000
STAFF	\$13,000	\$0	\$20,000	\$20,000	\$20,000	\$73,000
ASSISTANTSHIPS/ FELLOWSHIPS	\$0	\$0	\$0	\$0	\$0	\$0
OTHER (TRAININGSHIPS)	\$0	\$112,000	\$112,000	\$112,000	\$112,000	\$448,000
TOTAL	\$115,000	\$317,000	\$342,000	\$397,000	\$427,000	\$1,598,000

SOURCES OF FUNDS AVAILABLE FOR PROGRAM SUPPORT

	2008-09	2009-10	2010-11	2011-12	2012-13	TOTAL
INTERNAL REALLOCATIONS	\$0	\$74,840	\$42,840	\$28,120	\$58,120	\$203,920
EXTRAMURAL	\$150,000	\$150,000	\$150,000	\$150,000	\$150,000	\$750,000
TUITION	\$57,600	\$92,160	\$149,160	\$218,880	\$218,880	\$736,680
TOTAL	\$207,600	\$317,000	\$342,000	\$397,000	\$427,000	\$1,690,600

ENROLLMENT AND DEGREE COMPLETION PROJECTIONS

	2008-09	2009-10	2010-11	2011-12	2012-13	5-YEAR AVERAGE
HEADCOUNT ENROLLMENT	10	20	30	40	40	28
NEW ENROLLMENT HEADCOUNT	10	10	20	20	20	16 4-YEAR AVERAGE
DEGREE COMPLETION PROJECTIONS	0	9	9	18	18	14

Attachment 2

Summary of Background Information

Master of Rehabilitation Counseling in Rehabilitation Counseling
Alabama State University

Role: The proposed program is within the instructional role recognized for Alabama State University (ASU).

Objectives: The proposal is for a post-baccalaureate master's program in Rehabilitation Counseling. The program is intended to increase the supply of qualified vocational rehabilitation counselors available for employment in public vocational rehabilitation programs. The program proposal was developed to fulfill the requirements of a grant award from the U.S. Rehabilitation Services Administration to establish a rehabilitation counseling program.

Graduates of the program will:

1. Expand scholastic skills for personal, occupational, and professional growth.
2. Develop a dedication to life-long learning and commitment to public/community service.
3. Demonstrate professional behaviors that are congruent with the core values and code of ethics and standards of the rehabilitation counseling profession.
4. Develop and document a plan of care for a client who requires counseling interventions that are appropriate to the client's status and desired goals.
5. Demonstrate management skills, including planning, organizing, supervising, delegating and practicing as a member of a multi-disciplinary team.
6. Practice in a professional, ethical, and legal manner.
7. Safely, reliably, effectively and efficiently perform appropriate rehabilitative counseling procedures used to assess, evaluate and treat individuals with disabilities.
8. Utilize appropriate verbal, nonverbal and written communication with clients, families, and other health care providers.
9. Serve as an advocate of rehabilitation counseling.
10. Participate as consumers of research.
11. Acquire competence in communication skills, leadership, and critical thinking.

Related to the grant, the following objectives and assessment activities are required:

Objective 1: To recruit, retain, and support 25 individuals from traditionally underrepresented populations with a special emphasis on individuals from minority groups and individuals with disabilities.

Activities and assessment include: Develop and disseminate recruitment materials to counselors, current ASU students, and potential students; develop and implement an aggressive recruitment plan; recruit students on campus who have identified themselves as having a disability; host recruitment/informational sessions; disseminate recruitment materials to undergraduate programs in Alabama and surrounding states; disseminate materials to historically black colleges and universities; develop and maintain a web page regarding the

program; assemble a traineeship review committee to review traineeship and tuition applications; admit students to the program; award student traineeships; assign each student to a faculty advisor; evaluate student progress each semester.

Objective 2: To present an academic curriculum and educational experiences which provide program participants with the knowledge, skills, and competencies that meet or exceed CORE (Council on Rehabilitation Education) standards.

Activities and assessment include: Offer courses in a flexible format (evening and/or distance learning); each student will complete the 48 semester-hour CORE-based curriculum; each student will complete a 100-hour practicum, supervised by a rehabilitation counselor; each student will complete a 600-hour internship, supervised by a rehabilitation counselor; students will evaluate their practicum/internship activities, as well as their didactic coursework; modify and adjust internship/practice activities as needed, based on the input of the communities of interest; evaluate the faculty's performance in each course according to the university evaluation process; assemble the advisory committee to evaluate project objectives, assist in curriculum evaluation, and provide feedback for continuous improvement of the project; assemble the advisory committee to evaluate overall project effectiveness and provide guidance.

Objective 3: To market the Rehabilitation Counseling Program toward recruitment of individuals from minority populations and individuals with disabilities for participation in the program.

Activities and assessment include: Conduct recruitment activities, targeting Historically Black Colleges and Universities in Alabama and the surrounding states; disseminate recruitment materials to the Vocational Rehabilitation agencies; disseminate recruitment materials to organizations that provide services to persons with disabilities.

Objective 4: To graduate and place 25 program graduates in rehabilitation counseling positions in State-Federal Rehabilitation Agencies or other agencies that meet the traineeship payback requirements.

Activities and assessment include: During the final semester, assist students with résumé development and dissemination; with students' permission, provide a list of upcoming graduates to the state and federal agencies and other agencies that meet the traineeship payback requirements; place graduates in rehabilitation counseling positions in state-federal rehabilitation programs and other non-profit rehabilitation programs; develop a graduate and employer survey to assess graduate and employer satisfaction and to update the university regarding the payback status of traineeship recipients; disseminate the surveys and analyze the survey data.

Administration: According to the proposal, the program will be administered by the Department of Physical Therapy in the College of Health Sciences. Dr. Denise Chapman is the dean and the department chair.

Review of Proposal by Persons External to Institution:

Peer Review: The Notification of Intent to Submit a Proposal and the program proposal were circulated to the Alabama Council of Graduate Deans (ACGD) for review. The graduate deans raised several issues, and ASU provided responses. Issues raised included potential unnecessary duplication of existing programs, institutional readiness to offer the program, and the basis of student demand and employment projections. Summaries of ASU's responses are included in related sections of this staff recommendation.

Accreditation: The institution will seek accreditation for the program by the Council on Rehabilitation Education (CORE). ASU will seek CORE evaluation by March 2009 and anticipates full accreditation by March 2010.

Certification: The Commission on Rehabilitation Counselor Certification (CRCC) is the professional certifying agency for rehabilitation counseling and related services. Graduates of the program will be qualified to sit for the certification examination.

It is anticipated that all graduates will seek this certification. In 2009 all rehabilitation counselors working for the Alabama Department of Rehabilitation Services will be required to meet the standard of being able to sit for the CRC examination.

Curriculum: The proposed program will have the following program completion requirements:

Credit hours required in major courses:	36 semester hours (sh)
Credit hours required in support courses:	12 sh
Credit hours in required or free electives:	0 sh
Credit hours for thesis or dissertation:	N/A

The program will require a practicum (3 sh) and an internship (6 sh).

The following thirteen new courses (with academic credit indicated in semester hours) will be created for the program:

Foundations of Rehabilitation Counseling	3
Medical Aspects of Disability	3
Research Methods	3
Psychosocial Aspects of Disability	3
Vocational and Career Development	3
Job Development and Placement	3
Rehabilitation Practicum	3
Case Management	3
Assistive Technology in Vocational Rehab	3
Legal and Ethical Aspects of Rehabilitation	3
Multi Cultural Counseling Issues	3
Rehabilitation Internship	6
Vocational Assessment and Evaluation	<u>3</u>
Total semester hours	42

The ACGD questioned whether the program could be implemented in August 2008, since there were so many new courses to be developed. ASU responded that a project coordinator for the long-term training program has been in place during the 2007-08 academic year. Thus, all of the program syllabi will be completed this summer. In addition, three faculty members who are CRC-certified already are employed by the university.

Collaboration: The proposal stated that ASU plans to collaborate with similar programs in the state in regards to the program practicum and internship. As distance education is implemented, there also may be collaboration in the use of faculty through video conferencing and webcast.

ASU has collaborated on the development of the proposal with the Alabama Department of Rehabilitation Services.

Distance Education: Initially distance education will not be used in the program, according to the proposal. However, distance delivery will be developed for the program at a later date.

Admissions: The proposal stated admission to the program is not based on the completion of any particular prerequisite courses, but rather on the completion of the appropriate applications, grade point average, and proof of attainment of a baccalaureate degree from an accredited institution. Students who meet minimum admission requirements and submit complete program and graduate school applications will be invited to attend a candidate interview. A selection committee will interview candidates and provide their admissions recommendations to the program faculty. The program faculty will vote on the recommended candidates.

Need: The program proposal was developed at the urging of the Alabama Department of Rehabilitation Services (ADRS) to address the need for qualified rehabilitation counselors. As of October 2009, all rehabilitation counselors working for the department will be required to meet the state standard of being eligible to take the Certified Rehabilitation Counselor examination [May 7, 2008 Letter from Steve Shivers, Commissioner, ADRS].

The proposed program also is expected to increase the number of minority rehabilitation counselors, making the number more in line with the number of minority rehabilitation clients. ASU received a grant of \$750,000 from the U.S. Rehabilitation Services Administration to develop the program. A key requirement of the grant was for the university to recruit, retain, and support students from traditionally underrepresented populations with a special emphasis on individuals from minority groups and individuals with disabilities.

Currently, the only program in the Commission's Academic Program Inventory listed at the CIP code proposed for the program is at the University of Alabama, the Master of Arts (MA) in Counselor Education—Rehabilitation Counseling. The website of the programmatic accrediting agency, the Council on Rehabilitation Education (CORE), lists the following institutions as having accredited master's programs in Rehabilitation Counselor Education in Alabama in 2006-07: Alabama A&M University, Auburn University, the University of Alabama, and the University of Alabama at Birmingham. Troy University was listed as having a program that was a candidate for accreditation. Other than the UA academic program, these accredited programs of study likely are tracks included in Counseling or Counselor Education academic programs. At UAB, for example, Rehabilitation Counseling is a track under the master's program in Counseling.

The proposal presented information from Section 21, Traditionally Underserved Populations, of the Rehabilitation Act of 1973 on the high rate of disability of minorities, particularly African American and Native Americans, in comparison with the white population. It also stated that a larger number of African Americans are denied acceptance into the vocational rehabilitation system and that a larger number of their cases are closed before the client is rehabilitated. The program, according to the proposal, is intended to provide graduates to assist the ADRS and community rehabilitation programs in meeting the needs of persons with disabilities, particularly those from minority backgrounds.

The proposal provided information on the need for rehabilitation counselors. These professionals are needed to help disabled persons to achieve their maximum potential. The 2000 US Census indicated that Alabama had an increase in the number of minorities with disabilities. These persons represented a very heterogeneous ethnic diversity with different cultures, religious beliefs, languages with a variety of dialects, socio-economic classes and levels of education, as well as varying degrees of acculturation and assimilation.

According to the proposal, the ADRS serves approximately 40,000 students and adults with disabilities every year. According to the annual report of the Alabama Board of Rehabilitation Services, there are still many disabled persons in Alabama who are not being served or who are underserved. The ADRS currently employs 160 counselors. Only 36 percent are certified rehabilitation counselors, and only twenty percent are members of minority groups.

The current minimum degree requirement for eligibility as a rehabilitation counselor for ADRS is a master's degree in Rehabilitation Counseling, Rehabilitation Administration, Vocational Evaluation, or Counseling. The proposal stated that the ADRS Commissioner has expressed an interest in moving the minimum requirement for a rehabilitation counselor position to solely the master's degree in Rehabilitation Counseling.

In addition, the proposal stated that 25 percent of the staff and 40 percent of the supervisory staff of ADRS are currently eligible for retirement. It is anticipated that many of the current counselors in the agency will move into administrative positions created by retiring staff. The proposed program was designed to alleviate the personnel shortages in the ADRS, particularly preparing minority graduates for these positions. ASU also anticipates that a significant number of

practicing rehabilitation counselors will enroll in the program in order to meet the qualifications to become a certified rehabilitation counselor.

Letters of support for the program were provided from Steve Shivers, Commissioner of the Alabama Department of Rehabilitation Services; Karen Coffey, Coordinator, State of Alabama Independent Living; and Debbie W. Lynn, Administrator of Easter Seals Disability Services, Central Alabama. Steve Shivers wrote concerning the requirement that, as of October 2009, all rehabilitation counselors hired for his department will have to have a master's degree in rehabilitation counseling. He also stated that, as of August, 2007, over eighty counselors will be eligible to retire in the next five years, in addition to the regular attrition of approximately eight counselors per year. According to Commissioner Shivers, the department also is interested in increasing the number of minority counselors, so that the staff diversity reflects the general population. The other two letters referred to the difficulty of the respective agencies in hiring qualified rehabilitation counselors, particularly in rural areas.

Student Demand: ASU officials reported in response to a question from the Commission staff and the ACGD that over 150 inquiries have been received concerning the proposed program. In addition, ASU has identified ten current graduate students in counseling who intend to transfer into the program as soon as it becomes available. Since ASU officials project that initially ten to fifteen students will be accepted for the program, they do not anticipate any difficulty in finding students. In addition, one of the grant activities for the program is develop and implement an aggressive and comprehensive recruitment plan.

Resources:

Faculty: The following current faculty members are available to teach in the program:

Primary faculty:
Full-time: 1
Part-time: 1
Support faculty:
Full-time: 2
Part-time: 0

Curriculum vitae for current faculty members were provided and were also sent to the Council Graduate Deans. All faculty members hold doctoral degrees.

Number of additional qualified faculty who will be employed to teach in the program during the first five years:

Primary faculty:
Full-time: 3
Part-time: 0
Support faculty:
Full-time: 0
Part-time: 0

New faculty to be hired must have the minimum of a master's degree in rehabilitation counseling or related field, doctorate preferred; one to two years of verifiable teaching experience in an academic program and certification as a Rehabilitation Counselor (CRC); five years of professional experience in rehabilitation counseling; and a record of research in the field or related areas.

Support Staff: According to the proposal, a grant provides funding for a half-time staff associate. The staff associate will provide clerical and data entry support.

Facilities: Facilities required for the program are faculty office space and classroom space. This space is currently available and will not require any renovation. The program will be

housed in the College of Health Sciences, thus allowing the rehabilitation students to interact with other students (occupational therapy and physical therapy) who would work with them in employment settings.

Library: An assessment of the library collection related to the proposed program was provided. The proposal stated that the collection supports the graduate curriculum in General and School Counseling in the ASU College of Education. An assessment was conducted in recent accreditation review of the Department of Social Work. Additional materials have been purchased by use of a grant to support the proposed program. The strength of the collection is in the research areas of general and school counseling and rehabilitation counseling. There are plans to purchase additional reference and circulating materials, with expenditures of \$22,000 over the first five years of the program.

Program Budget: ASU projected that a total of 1,598,000 in estimated new funds will be required to support the proposed program. A total of \$1,690,600 will be available through extramural sources, tuition, and internal reallocation.

According to the proposal, ASU received a grant to establish a rehabilitation counseling program from the Rehabilitation Services Administration in October 2006. The grant is for five years at \$150,000 per year. In years two through five, 75 percent of the funds must be used for student trainingships. The grant is the sole source of external funds for the program.

Attachment 3

**ASU Master of Rehabilitation Counseling in Rehabilitation Counseling
Curriculum**

Semester		Credit Hours
Fall		
	Foundations of Rehabilitation Counseling	3
	Medical Aspects of Disability	3
	Theories and Techniques of Individual Counseling	3
	Vocational Assessment and Evaluation	3
Spring		
	Theories of Counseling II	3
	Research Methods	3
	Psychosocial Aspects of Disability	3
	Vocational and Career Development	3
Summer		
	Rehabilitation Practicum	3
	Case Management	3
Fall		
	Job Development and Placement	3
	Assistive Technology in Vocational Rehabilitation	3
	Legal and Ethical Aspects of Rehabilitation Counseling	3
	Multi-Cultural Counseling Issues	3
Spring		
	Rehabilitation Internship	6

DECISION ITEM A-3: The University of Alabama, the University of Alabama at Birmingham, and the University of Alabama in Huntsville, Joint Doctor of Nursing Practice in Nursing (CIP 51.1602)

Staff Presenter: Mrs. Ellen Haulman
Assistant Director for Instruction

Staff Recommendation: That the Commission approve the proposed joint Doctor of Nursing Practice in Nursing with the implementation date and post-implementation conditions listed below:

Implementation Date: The proposed program will be implemented August 2008 and will replace the joint Doctor of Nursing Practice (DNP) in Nursing, approved by the Commission for the University of Alabama at Birmingham (UAB) and the University of Alabama in Huntsville (UAH) on December 7, 2007. Based on Commission policy, the proposed program must be implemented by June 2010 or Commission approval will expire. The institutions must notify the Commission in writing when the program is implemented or if there is any delay in implementation.

Following implementation of the joint program for the University of Alabama (UA), UAB, and UAH, the existing listing for the joint DNP in Nursing (UAB and UAH) at CIP 51.1602 will be deleted from the Commission's Academic Program Inventory.

Post-Implementation Conditions:

1. That the annual average new enrollment headcount for the first five years, beginning 2008-09, will be at least 94, based on the proposal.
2. That the annual average number of graduates for the period 2009-10 through 2012-13 (four years) will be at least 59, based on the proposal.
3. That a follow-up survey be conducted after the first five years that will show at least 75 percent of the graduates were successful in acquiring related employment.
4. That information regarding an overall assessment of the program be provided, particularly as related to objectives and assessment measures stated in the proposal.
5. That the institutions submit a joint annual report over the first five years on the number of new students enrolled in the program and the state of residence of each new student.

6. That the annual report include employment placement information for each graduate of the program.

The University of Alabama, the University of Alabama at Birmingham (UAB), and the University of Alabama in Huntsville (UAH) will be required to phase out the program if any of the post-implementation conditions are not met. The institutions must present documentation regarding the post-implementation conditions, as well as a general assessment of the program, in a joint report submitted to the Commission no later than September 2013.

Rationale:

This recommendation for approval is based on the following key points:

1. The program will replace the joint Doctor of Nursing Practice approved for the University of Alabama at Birmingham and the University of Alabama in Huntsville, approved at the December 7, 2007, Commission meeting.
2. The program will build on twenty-three advanced practice nursing areas at UA, UAB, and UAH.
3. The program will make use of current faculty and resources at three institutions, one of which is located at a major medical center.
4. The three institutions proposing the joint program have a Commission-recognized role to offer programs at the doctoral level.
5. The program is based on a model that will allow articulation from existing Master of Science in Nursing (MSN) programs.
6. A total of \$3,790,664 in new funds will be needed for the program in the first five years, and a total of \$5,309,553 will be available through tuition, extramural funds, and internal reallocation.

Distance Education:

The percent of the program available through distance education delivery will vary according to the nursing specialization. Program officials estimated that eventually sixty to seventy percent of the didactic coursework will be available online.

Public Review:

The program was posted on the Commission website from March 31 until April 21, 2008, (at least twenty days) for public review and comment. No comments were received.

Supporting Documentation:

1. New Academic Degree Program Proposal Summary, attached.
2. Summary of Background Information, attached.

3. Curriculum for Proposed Program, attached.
4. The University of Alabama, the University of Alabama at Birmingham and the University of Alabama in Huntsville joint proposal, dated March 6, 2008. Available upon request.
5. "Evaluation and Review of New Instructional Program Proposals of Public Postsecondary Institutions," Ala. Admin. Code (Commission on Higher Education), r. 300-2-1-.03. Available upon request.

Attachment 1

NEW ACADEMIC DEGREE PROGRAM PROPOSAL SUMMARY

INSTITUTION University of Alabama/University of Alabama at Birmingham/University of Alabama in Huntsville

PROGRAM Joint Doctor of Nursing Practice in Nursing, CIP 51.1602

ESTIMATED NEW FUNDS REQUIRED TO SUPPORT PROPOSED PROGRAM

	2008-09	2009-10	2010-11	2011-12	2012-13	TOTAL
FACULTY	\$107,811	\$429,155	\$777,649	\$814,475	\$853,145	\$2,982,235
LIBRARY	\$0	\$0	\$0	\$0	\$0	\$0
FACILITIES	\$0	\$0	\$0	\$0	\$0	\$0
EQUIPMENT	\$0	\$0	\$0	\$0	\$0	\$0
STAFF	\$148,000	\$154,788	\$161,464	\$168,442	\$175,735	\$808,429
ASSISTANTSHIPS	\$0	\$0	\$0	\$0	\$0	\$0
OTHER	\$0	\$0	\$0	\$0	\$0	\$0
TOTAL	\$255,811	\$583,943	\$939,113	\$982,917	\$1,028,880	\$3,790,664

SOURCES OF FUNDS AVAILABLE FOR PROGRAM SUPPORT

	2008-09	2009-10	2010-11	2011-12	2012-13	TOTAL
INTERNAL REALLOCATIONS	\$114,971	\$0	\$0	\$0	\$0	\$114,971
EXTRAMURAL	\$0	\$160,000	\$140,000	\$120,000	\$0	\$420,000
TUITION	\$249,665	\$730,607	\$1,017,198	\$1,267,461	\$1,509,651	\$4,774,582
TOTAL	\$364,636	\$890,607	\$140,000	\$1,387,461	\$1,509,651	\$5,309,553

ENROLLMENT AND DEGREE COMPLETION PROJECTIONS

	2008-09	2009-10	2010-11	2011-12	2012-13	5-YEAR AVERAGE
TOTAL HEADCOUNT ENROLLMENT	50	126	172	216	266	166
NEW ENROLLMENT HEADCOUNT	50	84	100	116	122	94
DEGREE COMPLETION PROJECTIONS	0	20	44	67	104	59

Attachment 2

Summary of Background Information

Joint Doctor of Nursing Practice in Nursing
The University of Alabama, the University of Alabama at Birmingham and the University of
Alabama in Huntsville

NOTE: The proposed program would replace the Joint Doctor of Nursing Practice in Nursing approved on December 7, 2007, for the University of Alabama at Birmingham (UAB) and the University of Alabama in Huntsville (UAH), adding the University of Alabama (UA) as a joint partner in the program. Much of the background material for the new proposal is the same as that submitted for the UAB/UAH program. Consequently, in an effort to facilitate review of the new proposal, changes from the December 2007 Summary of Background Information are indicated by cross-outs and highlighting.

Role: ~~The proposed program is within the instructional role recognized for the University of Alabama at Birmingham (UAB). UAB currently offers a doctor of philosophy (PhD) in Nursing. The University of Alabama in Huntsville (UAH) currently grants doctoral degrees; however, the approval of this program will result in an expansion in role to the academic role subdivision "Nursing."~~

The proposed program is within the instructional role recognized for the University of Alabama at Birmingham (UAB) and the University of Alabama in Huntsville (UAH). A joint Doctor of Nursing Practice in Nursing was approved for UAB and UAH at the December 7, 2007 Commission meeting. The University of Alabama (UA) currently grants doctoral degrees; however, the approval of this program will result in an expansion in role to the academic role subdivision "Nursing."

Objectives: UA, UAB, and UAH submitted this proposal for a Joint DNP Degree program. It will replace the joint UAB/UAH program approved by the Commission on December 7, 2007. While the DNP degree will be offered by the UA Capstone College of Nursing, the UAB School of Nursing and the UAH College of Nursing, the UAB School of Health Professions (UABSHP), which offers the Master's in Nurse Anesthesia, will also participate in developing and implementing the joint degree program.

The DNP is a practice-focused degree designed to prepare experts in advanced specialty practice. The program objectives are consistent with the standards set forth by the Essentials of Doctoral Education for Advanced Nursing Practice adopted by the American Association of Colleges of Nursing (AACN) in 2006.

The purposes of the DNP program are to prepare graduates at the highest level of nursing practice to: provide complex hospital and community-based care for patients and families; redesign and evaluate nursing and health care systems; and address dire shortages of clinical nursing faculty to mentor and educate new nurses.

According to the proposal, the graduate of the joint DNP Program will:

1. *Synthesize scientific evidence for the development of clinical interventions for practice.*
2. *Evaluate policy, care delivery, and organizational systems for current and future health care needs.*
3. *Demonstrate intra and inter professional collaboration to address health disparities and to improve health care quality across diverse populations and cultures.*
4. *Incorporate knowledge of current and emerging health technologies to improve care delivery and organizational systems.*
5. *Translate scientific, theoretical, and ethical principles into health care for individuals, families, and populations.*

6. *Assume complex leadership roles to advance clinical practice and health care delivery at the organizational and systems level and to improve health outcomes of individuals and populations.*
7. *Advocate for social justice, equity, and ethical policies in health care.*

The proposal provided the following information regarding evaluation of objectives for the new program:

Evaluation of Mission, Structure and Governance: *The evaluation process for the quality of mission, structure, and governance ensures congruency between the university, school and program overall mission, goals and expected outcomes. The following steps are among the areas that are included in this portion of the program assessment.*

- *A ~~UAB/UAH~~ program oversight committee has been established to guide the joint DNP program and will review any areas of concern within this category of evaluation that might affect the quality of the program. Identified areas of concern will be mutually addressed or taken back to the individual institutions for resolution as appropriate depending upon the issue. In addition, the concerns and expectations of the communities of interest will be examined regarding performance of DNP graduates, newly identified needs for this category of advanced practice nurse, and numbers of DNP graduates needed.*
- *The curriculum committees at ~~both schools~~ **the three institutions** will conduct an annual review of the mission statements, philosophies, and goals/objectives to identify the fit of professional nursing standards and guidelines used in the implementation of the DNP curriculum to include the AACN's Essentials of Doctoral Education for Advanced Nursing Practice. The results of this annual review will be forwarded to the joint program oversight committee for review.*
- *During the 2007-2008 year, the Faculty Organization Chairs at ~~both schools~~ **the three institutions** will review governance structures to assure that DNP faculty members have clearly delineated means for participating in the overall governance of the schools. This review and any resulting modifications will cover inclusion of the joint DNP program and faculty in organizational bylaws and representation of appropriate DNP concerns in faculty and program minutes.*
- *The appropriate administrative leaders at ~~both~~ **the three** institutions will review all documents and publications originating from the two schools for inclusion of DNP program announcements and DNP faculty and student accomplishments.*
- *All DNP student recruitment, admission, and retention policies will be reviewed to assure that they are fair and equitable, published for all interested parties to access, and congruent across ~~both UABSON and UAHCON~~ **the three institutions**.*

Evaluation of Institutional Commitment and Resources: *The evaluation process for quality of institutional commitment and resources will incorporate DNP program support requirements and planning for resources in annual reviews conducted by the business officers and academic administrators (Assistant Deans, Associate Deans, Deans) on ~~both~~ **the three** campuses.*

- *These reviews are already designed to illuminate evidence of adequate support of an environment that encourages faculty teaching, scholarship, and service congruent with the mission, goals, and outcomes. DNP faculty practice will become an important component of this evaluation.*
- *The DNP Program Coordinator at UABSON will lead the joint DNP program oversight committee to perform annual reviews of the academic support services on ~~both~~ **all three** campuses for adequacy of DNP program support.*

Evaluation of Curriculum and Teaching-Learning Practices: Evaluation of the quality of curriculum and the teaching-learning practices is already in place for both UABSON, UACCN, and UAHCON undergraduate and graduate programs and these practices will be followed for the DNP program as well.

- Curriculum committees, within the Faculty Organization committee structure on each campus, will incorporate the review of DNP courses to ensure (1) that curricular development, implementation, and revisions reflect clear statements of expected DNP student outcomes congruent with the AACN's Essentials of Doctoral Education for Advanced Nursing Practice; (2) that DNP competencies are clearly evident within curricula structure and expected outcomes; and (3) that the DNP curriculum is logically organized to reflect expected program outcomes. The reviews will include input from faculty, students, alumni, and employers. The results of these reviews will also be discussed at an annual meeting of the Joint DNP Program Oversight Committee to ensure ongoing collaboration and consistency with the joint program design.
- Students will have the opportunity to anonymously evaluate all courses and faculty at the end of each course. Distance accessible courses will provide the opportunity for this evaluation to be done online.
- The joint DNP program coordinator will coordinate an annual evaluation review by the Joint DNP Program Oversight Committee to foster ongoing improvement in the curriculum, teaching-learning activities and student outcomes.

Evaluation of Program Effectiveness: Evaluation of program effectiveness is based on fulfillment of the institutional mission, and the goals and expected outcomes of the DNP program.

- Actual DNP student learning outcomes will be evaluated in collaboration between the ~~two~~ three campuses and will be coordinated by the joint DNP oversight committee on an annual basis. Examples of data to be included in the review include numbers for student progression and attrition, performance on standardized examinations, and graduation rates.
- Numbers of Alabama DNP graduates and places of employment in the state will be collected to support documentation of improvement in health care for Alabama's citizens.
- Survey data from DNP students, graduates, and employers of DNP graduates will be gathered and evaluated to determine student satisfaction, graduate achievements, and employer satisfaction with the program outcomes.
- Results of surveys of DNP alumni related to their satisfaction with the program and their accomplishments will be incorporated into assessments of program effectiveness.
- The number of national presentations and published articles resulting from the joint and individual faculty efforts, and from DNP student scholarly projects will be used to support program effectiveness.
- The number of national presentations and published articles by DNP graduates will provide evidence regarding the high quality of program alumni.

Data on DNP program effectiveness will be used to foster ongoing improvement in the joint program. The extensive evaluation processes will be designed to show high levels of engagement and satisfaction among faculty and students; to recognize areas needing revision and refinement in all program levels; to identify regional and national presentations and publications of faculty, students, and graduates; and to focus on continual improvement in advanced nursing practice and delivery of the finest quality of health care to patients.

Administration: According to the proposal, the program will be administered by the Capstone College of Nursing at UA, the School of Nursing at UAB, and the College of Nursing at UAH. Dr.

Sara Barger is the dean at UA, Dr. Doreen Harper is the dean at UAB, and Dr. Fay Raines is the dean at UAH. In addition, the institutions have established a joint program oversight committee to review any areas of concern in relation to the proposed program.

The program will be jointly implemented and monitored by a representative group from the three nursing schools who will be jointly responsible to the three institutions. In addition, there will be a representative from UABSHP.

Review of Proposal by Persons External to Institution:

Peer Review: The proposal was submitted to the Alabama Council of Graduate Deans (ACGD) for review. Four deans provided an initial rating of the proposal and two of the four provided additional comments. Two deans found the program duplicative of other programs. One dean provided the following comment:

A recent assessment of Joint and Shared programs within the UA System by the Graduate School Deans and Associate Deans of the 3 institutions revealed that, rather than achieving an economy of scale, in most cases these programs were more demanding of faculty time than were individually administered programs, and in some cases were disadvantageous to students. Accordingly, it should be anticipated that logistical difficulties will be detrimental to both the efficiency and the efficacy of the program.

Another dean stated that "with the addition of the University of Alabama to the previously approved program with UAB and UAH, this will be a strengthened program. Working collaboratively, the three universities have the potential to offer a program that will serve as a model."

The Notification of Intent to Submit a Proposal and the program proposal were circulated to the Alabama Council of Graduate Deans (ACGD) for review. The initial review by the four graduate deans who participated produced the following comments:

Objective #7 should include the need to additionally advocate for "legal" policies as well since on pg. 5 of the proposal, "Intensives will be available as part of the core in consolidated time frames, related to DNP practice...."; "Examples of these intensives include ethics, legal and regulatory issues, and third party reimbursement issues."

It is especially good that UAB and UAH are working with the Nurse Anesthesia program at UAB which is housed in the School of Allied Health. It is important that the nurse anesthetist preparation be transitioned to the DNP level also. The proposed objectives are clear and appropriate to the DNP role. Their statement of need is accurate. These two institutions have the resources to provide a quality program.

A major part of the justification included on pg. 18 reveals that "The production of new nurse is at risk in Alabama because of the critical shortage of nurse faculty. In 2006 there are 83 existing nursing faculty vacancies, further exacerbated by the anticipated 110 retirements of senior, experienced faculty in the next five years..." As well, the proposal concludes that of the 60% of the surveyed employers who responded affirmative to hiring these graduates, the majority (36%) were Deans of Schools of Nursing with the need for increasing numbers of teaching faculty. There is little evidence of an objective related to "learning to teach." This remains a problem with the utilization of clinical faculty with an educational background only related to practice and the absence of education related to teaching/learning theories and curriculum design, etc.

With regard to duplication, there is only one other DNP program at the University of South Alabama which turns a large numbers of applicants away. Therefore, the need continues to exist for additional DNP programs.

~~These universities appear to be well equipped to develop and maintain this program.~~

The nursing deans from the two institutions proposing the joint program submitted the following response to the ACGD comments:

~~One purpose of the Joint DNP Program will be to address dire shortages of clinical nursing faculty to mentor and educate new nurses as noted in the UABSON/UAHCON JOINT DNP Program Proposal (pp.5). It is expected that some DNP graduates will seek and obtain positions as clinical faculty. Their preparation as advanced practice nurses provides a strong base in the discipline for those roles through interdisciplinary clinical education and training with medicine, public health, and other health professionals. In addition, opportunities for courses in pedagogy will be provided for those students as part of their elective/selective requirements as well as throughout the DNP core coursework (p10). UAB SON [School of Nursing] and UAH CON [College of Nursing], through their respective graduate nursing programs and graduate level coursework in nursing education methods, have more than a 30 year history preparing outstanding faculty for the state. This program will further enhance and facilitate the preparation of future nursing faculty for Alabama.~~

~~After receiving the responses from the proposing institutions, the ACGD voted 7 to 0 in favor of recommending the joint program for approval, with no abstentions. There were no negative comments included with the final vote. Two comments noted the strength of the proposal and the unique preparation of the two institutions to offer the program. Three comments noted a need for DNP-prepared nurses. One respondent recommended the approval of five DNP programs for Alabama.~~

Consultant Review: Dr. Marcia Stanhope, Co-Director of the DNP program at the University of Kentucky, consulted with the UAB faculty in 2004. Dr. Stanhope also was the consultant for the University of South Alabama DNP proposal, which was approved in 2006. Dr. Charlene Hanson, a certified registered nurse practitioner, provided extensive assistance on the UAB campus as the DNP program was being developed. Dr. Hanson is a consultant to the Advisory Task Force for Advanced Practice on the National Council of State Boards of Nursing. The two consultants provided recommendations and feedback as the proposal was being developed.

Dr. Donna Hathaway consulted with the **UA and UAH** faculty task force for the DNP in fall 2006. Dr. Hathaway is dean of nursing at the University of Tennessee at Memphis and the chair of the AACN's DNP Essentials Task Force.

Dr. Charlene Hanson, Professor Emerita and Family Nurse Practitioner, Georgia State University, provided a written consultant's report. The report reviewed consultation topics during the development of the program. In addition, the report pointed out that together the two institutions **[UAB and UAH]** produce the largest number of BSN, MSN, and PhD students in the state. Consequently, there is "a ready pool of students to move into clinically driven doctoral education." The report noted that the "robust" enrollment projections in the proposal were based on surveys. Furthermore, the projected DNP graduations over the five-year period of 235 "will make a major contribution to enhancing the preparation of APNs [advanced practice nurses]."

Accreditation: The proposal stated that program officials will seek accreditation from the Commission on Collegiate Nursing Education (CCNE), a national accrediting body for baccalaureate and graduate nursing education programs. Although autonomous, CCNE is associated with the American Association of Colleges of Nursing, which has recommended that the DNP become the educational requirement for certification of advanced practice nurses. CCNE is currently developing the accreditation process for DNP programs. **Both UA's, UAB's, and UAH's** baccalaureate and master's programs in nursing are accredited by CCNE.

Certification: In Alabama, as in other states, graduates of accredited associate and baccalaureate nursing programs are eligible to sit for the state licensure examination. The Alabama Board of Nursing certifies advanced practice nurses who have completed the master's or higher level degrees. Already licensed as registered nurses, graduates of the joint program would be eligible to seek certification in four areas of advanced practice: Nursing Administrator/Leadership, Clinical Nurse Specialist, Nurse Anesthetist, and Nurse Practitioner.

Curriculum: The proposed program will build on the Master of Science in Nursing programs existing at each institution and on the Master of Nurse Anesthetist at UAB. There are ~~twenty-two~~ **twenty-three** areas of advanced practice nursing specialization at the master's level at the ~~two~~ **three** institutions. Because of national and state certification and credentialing standards, there are varying credit requirements.

UA Advanced Practice Specialties:

Specialty Area	Practice Role	Credits
Case Management Leadership	Case Manager/Leader	36
Dual MSN/MN	Manager/Leader	47

UAB Advanced Practice Specialties in the School of Nursing:

Specialty Area	Practice Role	Credits
Adult Primary Care	Nurse Practitioner	40
Dual Adult/Gerontology	Nurse Practitioner	46
Adult Acute Care	Nurse Practitioner	50
Critical Care Adult	Clinical Nurse Specialist	44
Adult Acute Care/RN First Assist	Nurse Practitioner	67
Adult Health	Nurse Educator	55
Child Health	Nurse Educator	55
Dual Public Health/Area of Specialization	Nurse Practitioner/MPH	72
Family	Nurse Practitioner	45
Informatics	Informatician	43
Neonatal	Nurse Practitioner	44
Nursing Administration	Administrator	43
Palliative Care	Nurse Practitioner	41
Pediatric Primary Care	Nurse Practitioner	45
Pediatric Acute Care	Nurse Practitioner	45
Child Health Acute and Chronic Care	Clinical Nurse Specialist	45
Women's Health Care	Nurse Practitioner	40

UAB Advanced Practice Specialty within the School of Health Professions:

Specialty Area	Practice Role	Credits
Nurse Anesthesia	Certified Registered Nurse Anesthetist	107

UAH Advanced Practice Specialties in the College of Nursing:

Specialty Area	Practice Role	Credits
Adult Acute Care	Nurse Practitioner	42
Adult Health	Clinical Nurse Specialist	42
Family	Nurse Practitioner	42
Leadership in Health Systems	Administrator	39

According to the proposal, all of these specialty areas may serve as the foundation for the four advanced practice roles at the ~~two~~ **three** institutions that will be elevated to the Doctor of Nursing Practice: Nursing Administrator/Leadership, Clinical Nurse Specialist, Nurse Anesthetist, and Nurse Practitioner.

The following nine new nursing courses, comprising the DNP core, will be added to the existing MSN curriculum [academic credit indicated in semester hours (sh)]:

NUR 731: Philosophical, Theoretical, and Conceptual Foundations	3 sh
NUR 732: Design and Statistical Methods for Advanced Practice Nursing	3 sh
NUR 733: Informatics for Advanced Practice Nursing	3 sh
NUR 735: Population Health in Advanced Practice	3 sh
NUR 736: Application of Best Practices	4 sh
NUR 737: Interdisciplinary Leadership and Role Development for Practice Excellence	3 sh
NUR 738: Scholarly Project Development Seminar	2 sh
NUR 739: Scholarly Practice Project	3 – 7 sh
NUR 740: Health Policy and Politics: Implications in Health Care	3 sh

The new courses will require a total of 31 sh with provision for a 3 sh elective for a total of 34 sh. They are being developed to assure that the Essentials of Doctoral Education for Advanced Nursing Practice (adopted by AACN in 2006) are met.

According to information provided by the institutions, full-time post-master's students will be able to complete the program in four semesters. There also will be an accelerated three-semester option. Part-time post-master's students will be able to complete the program in five to six semesters. Post-baccalaureate students may complete the program in seven to eight semesters of full-time study (nine semester hours per term).

Collaboration: ~~The only existing DNP program in the state is at the University of South Alabama.~~ The proposal stated that the proposing institutions will explore collaboration with other nursing programs in Alabama through use of distance learning technologies.

As a proposed joint program, the proposal represents collaboration between the nursing schools at the ~~two~~ **three** institutions. In addition, the program also will include the participation of the School of Health Professions at UAB.

According to the proposal, the program will build on the strengths of each institution. The following description of the collaborative nature of the program was included in the proposal.

*Faculty from each of the campuses have identified and built on the unique areas of expertise that will contribute to the success of the Joint DNP program. The DNP program will be planned, implemented, and monitored by a joint committee comprised of representatives from each school and managed by an academic program director at UABSON due to the complex and different requirements of specialty certification bodies. Participating faculty will hold joint appointments at both **the three** schools. The ~~two~~ **three** schools have developed common entrance requirements, curricula, and degree requirements as specified in the ACHE operating procedures for such programs.*

The staff discussed with institutional representatives the possibility of articulating advanced practice coursework from existing MSN programs at other institutions into the proposed DNP program. According to **program officials**, ~~the representatives of UAB and UAH~~, the curriculum **for the joint UA/UAB/UAH program** lends itself to such articulation. Students may begin the DNP core courses after completing their specialty coursework at another institution. As an example of this articulation within the sponsoring institutions, nurse anesthesia students in UAB's School of Health Professions will be able to complete the nurse anesthesia specialty and then transfer to

UAB's School of Nursing for the DNP core. Similar arrangements could be developed for MSN students from other institutions.

Distance Education: The proposal stated that extensive expertise and technical support on both the three campuses will allow the joint faculty group to plan a distance accessible curriculum for the DNP program. Both The three institutions have been providing instruction in nursing through distance education for the last fifteen years. UA has had an online MSN in Case Management/Leadership for eight years. The RN/BSN/MSN track has been online for five years.

The web-enhanced Family Nurse Practitioner specialty in the MSN at UAB has been in place for five years and is ranked nationally by US News and World Report at eleventh out of over 265 master's specialty programs. One hundred percent of the 31 nurse practitioner graduates of this program have passed national certification examinations since 2004. Specialties in Palliative Care, Neonatal Nursing, Adult, Gerontology, and Acute and Continuing Care Pediatrics also are offered in web-enhanced format.

At UAH, the master's administrative track (Leadership in Health Care Systems) was converted to a distance accessible delivery in 2006. Selected courses in all master's tracks are offered totally in a distance accessible or blended format.

The proposal stated that both the three institutions have allocated extensive resources for on-line technology needed to deliver high quality distance education. Faculty and staff have received extensive training in the use of distance accessible course management and instructional design methods.

Admissions: The proposed program will have entrance requirements common to both all three institutions. Students may be admitted with either a post-baccalaureate or a post-master's degree. For efficiency purposes, faculty members from each applicant's anticipated resident campus will review the application and make the admission decision. Students will be admitted three times yearly.

The program design will facilitate the transfer of academic credits from master's programs into the program. Students will be able to enroll in the DNP program after completing their advanced practice specialty.

Admission criteria are summarized in the table below, which was provided in the proposal.

Proposed Admission Criteria and Screening Process:

Program	Admission in Good Standing	Admission on Probation
post-BSN	BSN degree from an accredited institution	BSN degree from an accredited institution
	*GPA of 3.0 or higher on a 4.0 scale from all higher education courses attempted or from the last 60 hours of coursework attempted, AND achieve one of the following standardized test scores: <ul style="list-style-type: none"> • MAT 410 • GMAT 480 • GRE combined score of 1000 on verbal & quantitative, or combined score of 1500 on verbal, quantitative, and analytical. 	1. GPA between 2.5 and 2.9, and standardized test score of <ul style="list-style-type: none"> • MAT 410 • GMAT 480 • GRE combined score of 1000 on verbal & quantitative, or combined score of 1500 on verbal, quantitative, and analytical. OR 2. GPA of 3.0 or better, but the standardized test score is less than the guidelines noted just above.
	Two satisfactory references from former faculty or professional	Two satisfactory references from former faculty or professional

Program	Admission in Good Standing	Admission on Probation
	colleagues	colleagues
	Official transcripts from all higher education courses or programs attempted	Official transcripts from all higher education courses or programs attempted
	Medical clearance through UAB or UAH Student Health Services.	Medical clearance through UAB or UAH Student Health Services.
	Interview with DNP faculty member	Interview with DNP faculty member
Post-MSN	Transcript from accredited MSN program with proof of degree status	No probationary status for post-Master's applicants
	<ul style="list-style-type: none"> • If the master's degree is not in an advanced practice area, the program of study will be individually evaluated for coursework that meets credit hours toward the DNP degree. Students may need to enroll in additional coursework to meet the advanced practice component of the program. • Official transcripts from all higher education courses/programs attempted • Current and active RN license and proof of advanced specialty certification where available. • Two satisfactory references from former faculty or professional colleagues • Medical clearance through UAB or UAH Student Health Services. • Brief essay on Scholarly Project idea • Interview with DNP faculty member • File review and approval by DNP program coordinator or designee 	
International Students	In addition to requirements listed above, must demonstrate sufficient ability in English to read, write, and speak	
	TOEFL Score of at least 550	

* Students with a GPA of 3.2 or higher may petition to waive the Standardized Test Score (GRE, GMAT or MAT); GPA = grade point average

Need: The proposal stated the following related to the role of advanced practice nurses in medical care:

As highly educated, specialized members of the health care team, advanced practice nurses provide leadership, coordination, education and training of nurses at all levels raising the quality of health care. Advanced Practice Nurses also fill or supplement primary and specialty care roles, collaborating with physicians to improve access to care and boost clinical productivity, particularly with aging, culturally diverse and vulnerable populations. These data support the need for developing more flexible roles in advanced practice nursing with technology-based training that will improve overall workforce performance in nursing to impact patient outcomes.

The first element of need for the program given in the proposal is the AACN's recommendation that the DNP replace advance practice preparation at the master's level by 2015. The proposal noted that the recommended transition to the practice doctoral degree is consistent with trends in other health related professions, such as Physical Therapy (the Doctor of Physical Therapy), Audiology (the Doctor of Audiology), and Pharmacy (the Doctor of Pharmacy). While the proposal is correct in stating that these professions have moved to practice doctorates, it should be noted that these degrees are required for initial entrance to the profession. In the case of nursing, the credential for entrance to the profession—the license as a Registered Nurse (RN)—can be achieved after the completion of an associate or a baccalaureate degree in nursing. If the DNP is adopted as the educational standard by state boards of nursing, as is expected, the degree will be necessary for certification of nurses in advanced practice roles, not initial licensure. The proposal cited several studies that led to this change, which were highlighted in materials previously distributed to members of the Commission.

Regarding state need, the proposal stated that “there is an overwhelming demand for nurses prepared at the DNP level,” stating that the DNP offers a solution “to increase and improve access to health care” for residents “in metropolitan and rural underserved areas.” The proposal went on to cite population statistics showing the growth in the Alabama population. Other data show the need to improve Alabama health status indicators related to diabetes, cardiovascular disease, and stroke. Unlike a doctor of philosophy program which has a research focus, the DNP will prepare clinical or nursing practice experts.

The discussion of need in the proposal referred to the findings of the 2004 National Sample Survey of Registered Nurses, which stated that Alabama has the lowest ratio of Registered Nurses (RNs) to population of any state in the East Central South Region, comprising the states of Alabama, Kentucky, Mississippi, and Tennessee. A staff review of the cited report revealed that Alabama is, in addition, below the national ratio of nurses to population. However, states of the West South Central Region (Arkansas, Louisiana, Oklahoma, and Texas) all had lower ratios of RNs to population than did Alabama. Two states adjoining Alabama in the South Atlantic region, Georgia and Florida, also had a less favorable ratio than that of Alabama. The staff compiled the following table concerning Southern Regional Education Board (SREB) states, using data extracted from the 2004 National Sample Survey.

State	Employed Nurses per 100,000 Population
Delaware	1040
Tennessee	921
Kentucky	908
North Carolina	899
West Virginia	884
Maryland	848
Mississippi	827
US Average	825
ALABAMA	806
Louisiana	783
Georgia	763
Virginia	760
Florida	753
South Carolina	732
Arkansas	731
Oklahoma	694
Texas	646

[Source: U.S. Health Resources and Services Administration (HRSA), *The Registered Nurse Population: National Sample Survey of Registered Nurses, March 2004, Preliminary Findings.*]

Citing Alabama Board of Nursing data, the proposal stated that at least 4,203 qualified nursing applicants were denied admission to nursing programs in Alabama in 2005-06 and that it would take 256 additional faculty members to educate all qualified applicants. However, the applicant total provided does not indicate how many of these applicants may have applied to two or more programs, since that information is not available.

According to the proposal, in 2006 there were 83 existing nursing faculty vacancies and 110 retirements were expected in the next five years. According to program officials, some of these vacancies could be filled by DNP-prepared faculty who could teach clinical coursework and didactic coursework related to clinical practice.

The proposal cited the National Research Council’s report, *Advancing the Nation’s Health Needs: NIH Research Training Programs (2005)*, which encouraged the development of a non-research practice doctorate to prepare expert practitioners who can also serve as clinical faculty.

According to the AACN website, there currently are ~~forty-six~~ **seventy-one (as of April 2, 2008)** DNP programs accepting students in the United States, including a “hybrid” DNP/PhD program at Drexel University. More than 140 additional nursing schools “are considering starting” DNP programs nationwide, according to AACN. In Alabama, ~~only the University of South Alabama has the program~~ **the University of South Alabama, Troy University, and UAB/UAH have programs approved by the Commission, although the Troy program and the UAB/UAH program have not yet been implemented. Samford University, an independent institution, also has a DNP program.** In the southern region of the United States, the following institutions have DNP programs: the Medical College of Georgia; the University of Tennessee Health Science Center; the University of Florida; the University of North Florida; the University of South Florida; the University of Kentucky; the University of Maryland; the University of South Carolina; the University of Virginia; Texas Christian University; Texas Tech University Health Science Center; ~~and the University of Texas Health Science Center at Houston,~~ **Duke University, Florida Atlantic University, Georgia Southern University, Texas Women’s University, University of Central Florida, Vanderbilt University, and West Virginia University.**

The proposal stated that the program is designed to meet local, state, regional, and national market demands for “highly skilled professional nurses.” Graduates will be able to provide and manage health care, as well as to serve as clinical faculty in schools of nursing. Over 52,000 employees work in healthcare in Alabama, and over 32,000 are employed in central Alabama. Birmingham is the location of eight of the largest health care industry employers in the state. According to the proposal, more than 42,000 registered nurses were employed in the state in 2006.

The proposal stated that there is little specific data available to determine the demand for advanced practice nurses and clinical faculty members. Consequently, several different methodologies were used to determine employment opportunities for DNP prepared nurses. UAB conducted a survey of Alabama, Georgia, and Mississippi in November 2006 that found that 62 percent of 102 employers responding planned to hire DNP graduates. The employers surveyed included representatives of nursing schools, hospitals, home health agencies, Veterans’ Administration facilities, and public health departments. According to institutional officials, DNP-prepared nurses have assumed positions with the following job titles: Vice President for Nursing and Clinical Services, Program Director, Vice President for Patient Care, Chief Executive Officer, Health Officer, Commissioner of Health, Quality Improvement Director, Clinical Information Technology Specialist, Direct Care Clinician, and Faculty Member.

The proposal stated that over the first five years there would be an average of 63 job openings locally, 450 state wide, and 16,322 nationally. The data used in these projections came from *The DNP Roadmap Task Force Report (2006)* and included assumptions related to growth in demand and retirements.

The staff notes that many letters and e-mails in support of a DNP program at UAB were received in response to the Commission’s background paper on the DNP model. These items were compiled and distributed to the Commission and others prior to the June 22, 2007, meeting. Letters of support also were included in the proposal.

Student Demand: According to the proposal, student demand projections have been determined by a series of surveys. In September 2006 UAB conducted a random survey of 1,800 BSN and MSN-prepared nurses in Alabama, using a list supplied by the Alabama Board of Nursing. A total of 1,002 responses (56 percent) were received, with 614 respondents holding the BSN and 332 holding the MSN. A total of 307 (31 percent) of the nurses responding intended to seek the DNP; 178 of these planned to begin DNP study within the next three years.

In spring 2007, UAB and UAH distributed a survey to their nursing alumni and to UAB Nurse Anesthesia graduates. Responses came from 424 graduates. Fifty-nine percent (250) stated that they plan to pursue the DNP degree. In addition, UAB and UAH have received 600 inquiries from potential students.

UA also surveyed graduate alumni. The survey prompted responses from approximately fifty percent of the alumni surveyed (75 responses) with 96 percent of the respondents expressing interest in the program. Sixty-four percent stated that they were interested in attending the program within the next two years, 87 percent interest in an online program.

Resources:

Faculty/Staff: The following current faculty at UA, UAB, and UAH are available to teach in the program:

Primary faculty:
Full-time: ~~39~~ 52
Part-time: 1
Support faculty:
Full-time: 41
Part-time: 31

All current faculty members have the necessary certification to teach in their respective specialties. Curriculum vitae were provided for the faculty members.

In keeping with the guidelines for joint programs, the nursing schools at UA, UAB and UAH will have a common faculty who will hold joint appointments in each nursing school. The ~~two~~ **three** nursing schools and the UAB School of Health Professions have between them over 600 qualified preceptors to assist degree candidates with residency requirements.

A total of ~~five~~ **seven** additional faculty members (**two at UA**, two at UAB and three at UAH) are projected as needed in the first five years to fully implement the program. **At UA, the preferred new faculty will be a person with doctoral preparation in advanced practice and a person with preparation in informatics.** At UAB, the projected new personnel will be a statistician and an advanced practice nurse with a doctoral degree and specialty certification. The UAH additions will be an informatics specialist, a health policy specialist, and an advanced practice nurse with a doctoral degree.

Support Staff: ~~Two~~ **Three** support staff, one for each institution, will be hired to provide administrative, clerical, and student services.

The nursing school at UA employs a director of technology and distance education as well as an area computing manager and a computer lab assistant. The UAB nursing school has a staff of three specialists in web-design and maintenance, who manage the technical and design requirements of UAB's distance education offerings in nursing. The nursing school at UAH has the equivalent of over two full-time positions that assist with the management and design of online courses, in addition to the technical support provided by the Computer and Network Services Division.

Equipment/Facilities: According to the proposal, the program will be offered using current equipment support. All offices have fully equipped computers, and all staff have access to printers. Computer hardware and software are replaced as needed, funded by the ongoing operating budget for each campus. At UAB, a contract with university-wide Information Technology Services provides support for technical problems and hardware replacement.

Facilities:

According to UA program officials, the college of nursing has extensive resources available to all university students and faculty, as well as specific resources allocated for the use of nursing students and faculty. Extensive technical facilities are available for the use of the college of nursing. In addition, there are many clinical facilities available for students in the graduate program. UA has one of three nurse-run federally qualified health centers in the

United States. There also are a large number of rural community health centers, rural hospitals, home health, long-term care, and other rural facilities available to students for clinical instruction.

UAB facilities for the Schools of Nursing and Health Professions are located at the UAB Medical Center and encompass 60,000 square feet of space, which includes instructional and research space, faculty and student lounges, and faculty office space. Adjacent to these buildings is a spacious learning resource center. This facility contains a state-of-the-art computer and electronic media center and clinical practice laboratories, as well as classrooms and conference rooms. There are other various rooms available for distance learning and teleconferencing. There is a clinical skills laboratory which would support the instructional goals of the program. Among other resources, the laboratory provides a demonstration seating area, examination rooms, physical assessment equipment, and videotaping capability, as well as a Virtual Human Simulation unit. Personal work stations facilitate access to a large number of spreadsheets, graphics, and statistical software programs available on UAB file servers. Other UAB facilities available to support the program are the Center for Nursing Research, established in 1979 to promote research in nursing; the Web Design Offices, which support online courses and the virtual human simulator; and the Standardized Patient Laboratory, which has twenty examination rooms with audio and video-filming capabilities.

At UAH, the College of Nursing currently occupies a 43,000 square foot building, housing instructional space, faculty and staff offices, laboratories, and conference rooms. Recognizing the need for additional space, the university has committed an additional 10,000 square feet in a building nearby. The space will be renovated for an expanded LRC. The LRC houses skills laboratories, a computer laboratory, health assessment rooms, and seminar rooms. It also provides video and audio equipment and other equipment related to practicing health care skills. The renovated facility will include a simulated hospital environment and standardized patient laboratory.

Library: According to the proposal, ~~both~~ all three institutions have extensive library collections. Easy electronic access to the combined collection supporting the program will be available to faculty and students at ~~both~~ the three institutions.

According to information submitted from UA, library resources are housed in a system of discipline- and research-based libraries, and, because of the interdisciplinary nature of nursing, students must use collections in all libraries. Through the integrated online library system, nursing students and faculty members have access to the local library catalog and more than a dozen databases related to nursing, as well as links to the catalogs of other major Alabama academic libraries. The Health Sciences Library collection includes approximately 18,000 volumes and 349 current journal subscriptions with an emphasis on primary care medicine, clinical medicine, and nursing.

The Sterne Memorial Library at UAB holds the following resources:

- Over 1,300,000 volumes
- Over 1,100,000 microform items
- Over 36,000 audio/video tapes/discs
- 2,500 periodicals
- Online access to 1500 journals

The Lister Hill Library of Health Sciences at UAB is the largest biomedical library in the state and houses over 300,000 print volumes related to medicine, dentistry, nursing, optometry, allied health, public health, and the biomedical sciences. It holds the following:

- Over 117,800 books
- Over 161,480 bound journals
- Over 2,200 journal titles

Over 4,000 inactive journals
Subscriptions to 279 nursing journals

At UAH, the M. Louis Salmon Library offers the following resources:

15,000+ online full-text serials
1,100+ hard copy journals
Over 30,000 e-books
Over 325,000 hard copy books
Over 600,000 microforms
Over 500,000 government documents
250 premium data bases

The Salmon Library maintains agreements with the Redstone Scientific Information Center, the Network of Alabama Academic Libraries, and other libraries.

Graduate Assistantship/Fellowship Stipends: Over forty fully-supported traineeships or scholarships are available at the ~~two~~ **three** institutions for students at the master's level. This financial aid will be used for support of DNP students as needed. Currently graduate fellowships total more than \$500,000 across the institutions for students in master's advanced practice nursing and doctoral nursing programs.

Program Budget: **UA**, UAB, and UAH project that a total of ~~\$2,822,557~~ **\$3,790,664** in estimated new funds will be required to support the proposed program. A total of \$5,309,553 will be available through tuition, extramural sources, and internal reallocation. Tuition for the ~~two~~ **three** institutions will be equalized to include tuition and fees in the amount of \$299 per credit hour.

Attachment 3

UA/UAB/UAH Joint Doctor of Nursing Practice in Nursing Curriculum

Post-MSN Program of Study:

Course Number	Course Name	Prereqs	Pre or Co-Coreqs	Credit Hours	Semester
NUR 731	Philosophical, Theoretical and Conceptual Foundations for Advanced Practice Nursing			3	Fall/Spring
NUR 732	Design and Statistical Methods for Advanced Practice Nursing	Descriptive Statistics within 6 years		3	Fall/Spring
NUR 733	Informatics for Advanced Practice Nursing	Descriptive Statistics within 6 years		3	Spring/Summer
NUR 735	Population Health in Advanced Practice Nursing			3	Spring/Summer
NUR 736	Application of Best Practices	NUR 732	NUR 731	4	Fall/Spring
NUR 737	Interdisciplinary Leadership and Role Development for Practice Excellence			3	Fall/Summer
NUR 740	Health Policy and Politics: Implications in Health Care			3	Fall/Summer
	Elective			3	
NUR 738	Scholarly Seminar			2	F/Sp/Su
NUR 739	Scholarly Project	Scholarly Seminar		7	F/Sp/Su
				Total: 34	

Post-BSN Program of Study:

MSN Courses

Course Number	Course Name	Prereqs	Pre or Co-Coreqs	Credit Hours	Semester (s)
NUR 612	Advanced Physiology and Pathology			3	F/Sp/Su
NUR 613	Pharmacology and Therapeutics			3	F/Sp
NUR 614	Assessment and Diagnostic Reasoning for Advanced Nursing Practice		NUR 612	4	F
N__ 621	Advanced Nursing I			5	SP
N__ 685	Practicum I:			3	SP
N__ 622	Advanced Nursing II			4	SU
N__ 686	Practicum II:			3	SU
N__ 692	Residency:			6	Fall
				Total: 31	

DNP Courses

Course Number	Course Name	Prereqs	Pre or Co-Coreqs	Credit Hours	Semester
NUR 731	Philosophical, Theoretical and Conceptual Foundations for Advanced Practice Nursing			3	Fall/Spring
NUR 732	Design and Statistical Methods for Advanced Practice Nursing	Descriptive Statistics within 6 years		3	Fall/Spring
NUR 733	Informatics for Advanced Practice Nursing			3	Spring/Summer
NUR 735	Population Health in Advanced Practice Nursing			3	Spring/Summer
NUR 736	Application of Best Practices	NUR 732	NUR 731	4	Fall/Spring
NUR 737	Interdisciplinary Leadership			3	Fall/Summer

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	and Role Development for Practice Excellence				
NUR 740	Health Policy and Politics: Implications in Health Care			3	Fall/Summer
	Elective			3	
NUR 738	Scholarly Seminar			2	F/Sp/Su
NUR 739	Scholarly Project	Scholarly Seminar		7	F/Sp/Su
				Total: 34	

Sample Program of Study for Post MSN Program

SPRING ADMISSION - PT	SUMMER ADMISSION-PT	Spring Admission - FT	FALL ADMISSION - FT
Spring Population Health - 3 Design and Stat - 3 Total: 6		Spring Population Health - 3 Design and Stat - 3 Philosophical - 3 Elective - 3 Total: 12	
Summer Leadership - 3 Informatics - 3 Elective - 3 Total: 9	Summer Term Leadership - 3 Population Health - 3 Health Policy - 3 Total: 9	Summer Leadership - 3 Informatics - 3 Health Policy - 3 Scholarly Dev - 2 Total: 11	
Fall Philosophical - 3 Health Policy - 3 Total: 6	Fall Term Philosophical - 3 Design and Stat - 3 Total: 6	Fall Application - 4 Scholarly Project - 7 Total: 11	Fall Term Health Policy/Politics - 3 Design and Stat - 3 Philosophical - 3 Elective - 3 Total: 12
Spring Term Application - 4 Scholarly Dev - 2 Total: 6	Spring Term Informatics - 3 Elective - 3 Total: 6		Spring Term Informatics - 3 Population - 3 Application - 4 Scholarly Dev - 2 Total: 12
Summer Term Scholarly Project - 7 Total: 7	Summer Term Application - 3 Scholarly Dev - 2 Total: 5		Summer Term Leadership - 3 Scholarly Project - 7 Total: 10
	Fall Term Scholarly Project - 7		
<i>Grand Total</i> 34	<i>Grand Total</i> 34		<i>Grand Total</i> 34
<i>Total Time</i> 5 <i>terms</i>	<i>5 terms</i>	<i>3 Terms</i>	<i>3 terms</i>

Sample Program of Study for Post BSN Program

SPRING ADMISSION - FT	SUMMER ADMISSION- FT	SPRING ADMISSION - PT	FALL ADMISSION - FT
Spring Population Health - 3 Philosophical - 3 NUR 612 Patho - 3 Total: 9		Spring NUR 612 Patho - 3 Population Health - 3 Total: 6	
Summer Leadership - 3 Nursing Informatics - 3 NUR 613 Pharmacology - 3 Total: 9	Summer Term Leadership - 3 NUR 613 Pharm - 3 NUR 612 Patho - 3 Total: 9	Summer Term NUR 613 Pharmacology - 3 Leadership - 3 Total: 4	
Fall NUR 614 Assessment - 4 Design and Stats - 3 Health Policy - 3 Total: 10	Fall Term Philosophical - 3 NUR 614 Assessment - 4 Design and Stats - 3 Total: 11	Fall Term Philosophical - 3 NUR 614 Assessment - 4 Total: 7	Fall Term Leadership - 3 N__ 614 Assessment - 4 NUR 612 Patho - 3 Total: 10
Spring Term Elective - 3 N__ 621 Nursing I - 5 N__ 685 Practicum - 3 Total: 11	Spring Term Nursing Informatics - 3 N__ 621 Nursing I- 5 N__ 685 Practicum - 3 Total: 11	Spring Term N__ 621 Nursing - 5 N__ 685 Practicum - 3 Total: 8	Spring Term N__ 621 Nursing - 5 N__ 685 Practicum - 3 NUR 613 Pharmacology - 3 Total: 11
Summer Term N__ 622 Nursing II - 4 N__ 686 Practicum - 3 Scholarly Dev - 2 Total: 9	Summer Term N__ 622 Nursing II - 5 N__ 686 Practicum - 3 Population Health - 3 Total: 11	Summer Term N__ 622 Nursing - 5 N__ 686 Practicum - 3 Total: 8	Summer Term N__ 622 Nursing - 5 N__ 686 Practicum - 3 Population Health - 3 Total: 11
Fall Term Application - 4 Specialty Residency - 6 Total: 10	Fall Term Specialty Residency - 6 Health Policy - 3 Total: 9	Fall Term Specialty Residency - 6 Design and Stats - 3 Total: 9	Fall Term N__ 692 Residency - 6 Design and Stats - 3 Total: 10
Spring Term Scholarly Project - 7	Spring Term Elective - 3 Application - 4 Scholarly Dev - 2 Total: 9	Spring Term Nursing Informatics - 3 Elective - 3 Total: 6	Spring Term Philosophical - 3 Elective - 3 Nursing Informatics - 3 Total: 9
	Summer Term Scholarly Project - 7	Summer Term Health Policy - 3 Total: 3	Summer Term Health Policy - 3 Total: 5
		Fall Term Application - 4 Scholarly Dev - 2 Total: 6	Fall Term Application - 3 Scholarly Dev - 2 Total: 7
		Spring Term Scholarly Project - 7	Spring Term Scholarly Project - 7
Grand Total: 65 hours 2 1/3 years or 7 terms	Grand Total: 65 hrs 2 1/3 years or 7 terms	Grand Total: 65 hrs 3 1/3 years or 10 terms	Grand Total: 65 hrs 2 2/3 years or 8 terms

DECISION ITEM A-4:

The University of Alabama in Huntsville, Bachelor of Science in Earth System Science with Specialty Tracks (CIP 40.9999)

Staff Presenter:

Mrs. Ellen Haulman
Assistant Director for Instruction

Staff Recommendation:

That the Commission approve the proposed Bachelor of Science in Earth System Science with the implementation date and post-implementation conditions listed below:

Implementation Date: The proposed program will be implemented August 2008. Based on Commission policy, the proposed program must be implemented by June 27, 2010, or Commission approval will expire. The institution must notify the Commission in writing when the program is implemented or if there is any delay in implementation.

Post-Implementation Conditions:

1. That the annual average new enrollment headcount for the first five years, beginning 2008-09, will be at least 10, based on the proposal.
2. That the annual average number of graduates for the period 2011-12 through 2012-13 (two-year average) will be at least 11, based on the proposal.
3. That a follow-up survey be conducted after the first five years that will show at least 75 percent of the graduates were successful in acquiring related employment or in entering graduate school.
4. That information regarding an overall assessment of the program be provided, particularly as related to objectives and assessment measures stated in the proposal.

The University of Alabama in Huntsville (UAH) will be required to phase out the program if any of the post-implementation conditions are not met. The institution must present documentation regarding the post-implementation conditions, as well as a general assessment of the program, in a report submitted to the Commission no later than September 2013.

Rationale:

This recommendation for approval is based on the following key points:

1. The multidisciplinary program will supply highly qualified graduates for the growing environmental industry in both the public and the private sectors.

2. The program has been developed in response to the recommendation of nationally recognized organizations related to the field.
3. The program will build on existing programs and resources at UAH, requiring relatively little in additional resources.
4. A total of \$96,000 in new funds will be needed for the program in the first five years, and a total of \$1,035,492 will be available through tuition.

Distance Education:

None of the program will be available through distance learning delivery at this time.

Public Review:

The program was posted on the Commission website from April 2 until April 22 (twenty days) for public review and comment.

Supporting Documentation:

1. New Academic Degree Program Proposal Summary, attached.
2. Summary of Background Information, attached.
3. Curriculum for Proposed Program, attached.
4. The University of Alabama in Huntsville program proposal, received February 13, 2008. Available upon request.
5. "Evaluation and Review of New Instructional Program Proposals of Public Postsecondary Institutions," Ala. Admin. Code (Commission on Higher Education), r. 300-2-1-.03. Available upon request.

Attachment 1

NEW ACADEMIC DEGREE PROGRAM PROPOSAL SUMMARY

INSTITUTION	University of Alabama in Huntsville
PROGRAM	Bachelor of Science in Earth Systems Science, CIP 40.9999

ESTIMATED NEW FUNDS REQUIRED TO SUPPORT PROPOSED PROGRAM

	2008-09	2009-10	2010-11	2011-12	2012-13	TOTAL
FACULTY (new part-time)	\$8,000	\$8,000	\$8,000	\$8,000	\$8,000	\$40,000
LIBRARY	\$0	\$0	\$0	\$0	\$0	\$0
FACILITIES	\$0	\$0	\$0	\$0	\$0	\$0
EQUIPMENT	\$0	\$0	\$0	\$0	\$0	\$0
STAFF	\$0	\$14,000	\$14,000	\$14,000	\$14,000	\$56,000
OTHER	\$0	\$0	\$0	\$0	\$0	\$0
TOTAL	\$8,000	\$22,000	\$22,000	\$22,000	\$22,000	\$96,000

SOURCES OF FUNDS AVAILABLE FOR PROGRAM SUPPORT

	2008-09	2009-10	2010-11	2011-12	2012-13	TOTAL
INTERNAL REALLOCATIONS	\$0	\$0	\$0	\$0	\$0	\$0
EXTRAMURAL	\$0	\$0	\$0	\$0	\$0	\$0
TUITION	\$73,960	\$147,928	\$221,892	\$295,856	\$295,856	\$1,035,492
TOTAL	\$73,960	\$147,928	\$221,892	\$295,856	\$295,856	\$1,035,492

ENROLLMENT AND DEGREE COMPLETION PROJECTIONS

	2008-09	2009-10	2010-11	2011-12	2012-13	5-YEAR AVERAGE
TOTAL HEADCOUNT ENROLLMENT	12	24	38	50	50	35
NEW ENROLLMENT HEADCOUNT	10	10	10	10	10	10
DEGREE COMPLETION PROJECTIONS	0	0	0	10	11	11

Attachment 2

Summary of Background Information

Bachelor of Science in Earth Systems Science
The University of Alabama in Huntsville

Role: The proposed program is within the instructional role recognized for the University of Alabama in Huntsville (UAH).

Objectives: The proposal describes a Bachelor of Science (BS) degree program in Earth Systems Science with the following specialties: Atmospheric Science, Atmospheric Chemistry, GIS and Remote Sensing, Earth Ecosystems, Human Dimensions and Societal Impacts, Hydrology, and Earth Science Education.

According to the proposal, the program will have the following objectives:

- Meet an important national, regional, and statewide need for highly technically educated professionals who understand the earth as a system.
- Produce graduates who will be able to perform a variety of functions in research and industry centered on our impact on the earth system.
- Produce graduates who will provide national, regional, and local government agencies, non-profit organizations and private businesses with expertise helping them address concerns regarding their impact on the earth's system.
- Link undergraduate students and National Space Science and Technology Center (NSSTC) to provide hands-on, real-world research experiences.

The proposal summarized the student learning outcomes as follows.

- The ability to deal quantitatively with real-world problems.
- The ability to integrate knowledge from multiple disciplines to scientifically address earth system issues quantitatively, and to work in interdisciplinary teams.
- The ability to think critically about earth system issues.
- The fundamental knowledge of the relevant earth system components, social and natural, necessary to be intelligent producers and users of this information.
- The skills necessary to communicate concepts of the earth as a system to the public via speaking and writing.

According to program officials, the program will be reviewed on an annual basis to determine its effectiveness and to obtain feedback for future enhancements. The main indices that will be used in assessment include the following: 1) student interest as indicated in applications, admissions, and enrollment; 2) students' course grades; 3) graduates' ability to obtain professional employment or entrance into graduate school; 4) a graduates' follow-up survey on the quality of the program; and 5) an employers' survey.

Administration: The program will be administered by the College of Science at UAH, Dr. John D. Fix, dean. Dr. Ronald Welch is chairperson of the Atmospheric Science department in which the program will be located.

Review of Proposal by Persons External to Institution:

Peer Review: The Notification of Intent to Submit a Proposal and the program proposal were circulated to the Chief Academic Officers (CAO) for review. One chief academic officer provided comments on the proposal regarding job prospects, faculty requirements, and enrollment projections. According to the response, the job market for graduates of the program would be strong, since similar geology and geography programs have no difficulty placing graduates. The respondent suggested that, given the number of new courses, another full-time faculty member

might be needed. Finally, the respondent expressed reservations concerning the enrollment projection, stating that it likely was overly optimistic. Nonetheless, the respondent stated that the limited cost of initiating the program and the use of existing resources would justify creating it.

Partly in response to these comments, UAH officials conducted a survey in spring 2008 and found that 34 currently enrolled students at the university are interested in the program.

Accreditation: There is no specialized accreditation available for the proposed program.

Curriculum: According to the proposal, the program will have a multidisciplinary curriculum and will take advantage of courses and faculty currently in the departments of atmospheric science, biology, physics, civil and environmental engineering, and education. It will include courses in mathematics, physics, computer science, chemistry, biology, atmospheric science, and remote sensing. The program will have seven tracks which were selected to be compatible with the system science focus and to take advantage of existing faculty interest and expertise.

Program Completion Requirements:

Total credit hour requirements: 128 – 141, depending on specialty track

Credit hours required in major courses:	a minimum of 38 semester hours (sh)
General Education Requirements:	41-42 sh
Credit hours required in program core courses:	23 sh
Common ancillary courses in physics, chemistry, math, & computer science:	20 sh
Credit hours in specialty tracks:	
Atmospheric Science:	15 sh
Atmospheric Chemistry:	19 sh
Geographical Information Systems and Remote Sensing Track:	12 sh
Earth Ecosystems Track:	37 sh
Hydrology Track:	15 sh
Earth Science Education Track:	31 sh
Human Dimensions and Societal Impacts Track:	24 sh
Minor or cognate studies area:	21 sh
Additional ancillary courses or electives, depending on the track selected	

[For specific curriculum requirements by track, seek Attachment 3.]

A capstone, research-based experience (ESS 499) will be included as part of the coursework. This course will integrate the student's foundation coursework with a mentored research project. All required courses on the student's program of study must be taken prior to, or concurrently with, this course. This course will emphasize developing written and oral communication skills.

New courses developed for the program include:

ESS 350 Science, Technology, and Society: 21 st Century Challenges	3 sh
ESS 370 Introduction to Satellite Remote Sensing	3 sh
ESS 418 People and Pixels: Linking Remote Sensing and Social Science	3 sh
ESS 499 Undergraduate ESS Research Project	3 sh

Collaboration: According to the proposal, the program will be unique in the state. While other institutions may offer some of the courses, the proposed program will be the only one in Alabama that will integrate the multidisciplinary courses into a coherent program.

The marine science courses that may be selected as part of one of the tracks are available through the Marine Environmental Sciences Consortium. The proposal stated that other avenues of collaboration will be explored, including collaboration with Alabama A&M University, particularly in inclusion of courses in the areas of agribusiness or urban planning.

Distance Education: Program officials do not plan to have distance education as a large part of the program. Some courses available through the Marine Environmental Sciences Consortium may be delivered through distance modalities.

Admissions: Students who meet the admission requirements of the UAH College of Science will be admitted in good standing to the program. Applicants with deficiencies in the required high school courses must be removed in the first year of enrollment in a manner approved by the Atmospheric Science Department.

Need: According to the proposal, the study of Earth Systems Science is part of a growing national trend toward interdisciplinary education to address problems such as those concerning the interface of human activities and the earth system. The proposed program will draw from resources housed in the National Space Science and Technology Center (NSSTC), i.e., NASA's Earth Science Department, NOAA's National Weather Service Office, and UAH's Atmospheric Science M.S. and Ph.D. programs, as well as other academic programs located at UAH. The proposal stated that the program also will contribute to the NSSTC's objective to integrate research and education by providing hands-on, real-world research experiences.

The proposal stated that the program will be fundamentally different than other programs offered within the state. The curriculum will be more physical science based than the various biological and ecologically based environmental science/studies programs at other Alabama universities. Also, the proposed program will not focus on pollution (air and water) control and treatment as some other current programs, but will have a broader focus.

The program will be in keeping with a recent national goal of understanding the earth's climate system and possible human impact upon this system. The proposal provided background on the development of this goal. In 1990, Congress passed the Global Change Research Act, with the goal of better understanding the earth climate system. This effort has been continued through the President George W. Bush's Climate Change Science Program (CCSP) "to reduce significant uncertainties in climate science, improve global climate observing systems, and develop resources to support policy- and decision- making." (U.S. Climate Change Science Program, 2002: Strategic Plan for the Climate Change Science Program)

The proposal provided the following information regarding the CCSP:

The CCSP includes programs in the following departments and agencies of the U.S. Government; Departments of Agriculture, Commerce (the National Oceanic and Atmospheric Administration and the National Institute of Science and Technology), Defense, Energy, Health and Human Services, Interior (U.S. Geological Survey), State, and Transportation; the U.S. Environmental Protection Agency; the National Aeronautics and Space Administration; the National Science Foundation; and the Smithsonian Institution. Oversight on behalf of the Executive Office of the President is provided by the Office of Science and Technology Policy, the Council on Environmental Quality, and the Office of Management and Budget.

An example of one of the responses to President Bush's CCSP is NASA's graduate student training fellowship program designed for persons pursuing M.S. or Ph.D. degrees in Earth System Science. According to the NASA web page "the purpose is to ensure continued training of interdisciplinary scientists to support the study of the earth as a system." For the 2007/2008 academic year, NASA expects to award up to 50 new fellowships.
(<http://nspires.nasaprs.com/external/solicitations/solicitations.do?method=open&stack=push>)

Graduates of the proposed program will be to apply and compete for these fellowships. The NASA Earth Science Enterprise's educational strategic plan includes the following, "First, we must maintain current support ... for the establishment of curricula in universities that pursue an interdisciplinary earth system science approach."

The proposal also referenced reports from the National Science Foundation and the National Academy of Engineering (NAE) regarding the desirability of such programs that have "an

emphasis on bringing sound science to bear on societal decision making,' and "multidisciplinary approach to problem solving that takes a holistic view of natural and human system interactions." The proposed program will combine these concepts.

The proposal stated that a U.S. Department of Commerce Office of Technology Policy report estimated that the U.S. environmental industry employed 1.34 million people in 1996. A summary of employment in environmental jobs was summarized by Moody and Wizansky (Moody, J. and Wizansky, R., 1994: *Earth Work: Resource Guide to Nationwide Green Jobs*. Harper Collins, San Francisco). In addition to the revenue-producing environmental industry, the summary estimated that about 100,000 people work for state governments in parks, outdoor recreation, forestry, fish and wildlife management, and other land and water conservation jobs, and about 150,000 work for the states in environmental protection and cleanup. The nation's nonprofit environmental organizations account for at least another 30,000 jobs; environmental educators, communicators, and planners total more than 100,000.

Regarding the education sector, the proposal stated that the National Environmental Education Act of 1990 and public interest in the environment have created new opportunities in environmental education at all levels (K-16 and post-graduate levels) and an explosion of environmental material in the media. With the environmental education boom, curriculum development demands critical quantitative thinking skills coupled with a broad knowledge of science.

UAH officials estimated that in Alabama there are 4,000-5,000 state environmental workers, 500-600 nonprofit environmental workers and another 1,500-2,000 environmental educators, communicators and planners. These numbers can be multiplied by the number of states in the southeast region to suggest that there are more than 50,000 environmental workers in the southeast region. The proposal also provided an estimate of 125 replacement workers needed per year for the southeast.

The proposal stated that there are several federal, state and local agencies related to the environment (e.g., NASA, the Environmental Protection Agency, the US Army, the Alabama Department of Environmental Management), as well as various city planning departments, numerous large corporations, and smaller consulting firms in the state. The website <http://www.ecoemploy.com/> lists more than sixty companies in Alabama who employ environmental workers. Many of these companies need employees with the skills that this proposed degree program will provide. In addition, the state market for people trained in earth system science is growing. Consulting work activity is particularly important to environmental restoration in Alabama.

According to UAH officials, graduates of the proposed program will be able to contribute to national, regional and state requirements for scientists with rigorous education and training in earth system science. This includes providing graduates with the quantitative technical tools to understand how human activities interact with the earth's system.

Student Demand: The proposal stated that enrollment projections for the proposed program were determined by checking a recent Preliminary SAT (PSAT) database, which contains information on approximately 2.2 million prospective students. Program officials used UAH's standard filters with this database, a self-reported GPA of 3.0 or better, and 1000 or better on the SAT. Prospective students in certain states who expressed interest in majors in Environmental Science/Ecology, Atmospheric Science/Meteorology, and General Physical Sciences were counted in the sample. Using the PSAT database, UAH officials projected that 20-25 students were likely to apply for admission for the program.

UAH has determined student interest in other ways as well. UAH College of Science advisors have reported that five to ten students per year ask for this type of program. In response to a comment from a CAO member, UAH conducted a survey of currently enrolled students in spring 2008 to determine additional interest in the proposed program. Students surveyed were enrolled in the following courses: Organismal Biology, Biogeography, General Chemistry I, Climate and

Global Change, Severe and Hazardous Weather, Global Climate Change and Infectious Disease, and General Physics with Calculus I. Thirty-four students indicated interest in the program.

Resources:

Faculty/Staff: The following currently employed faculty members will be available to teach in the program:

Primary Faculty--

Full-time: 9 (includes 1 new hire who will join UAH for fall 2008)

Part-time: 15 adjunct faculty

Support Faculty--

Full-time: 0

Part-time: 0

One new primary faculty has been hired and will begin in the fall 2008. The adjunct faculty members identified for the proposed program will be National Space Science and Technology Center (NSSTC) research scientists who sometimes teach courses or parts of courses, supervise graduate student thesis and dissertation research, and are collaborating with UAH faculty and researchers. These research scientists come from the National Air and Space Administration (NASA); the National Oceanic and Atmospheric Administration (NOAA); and the Universities Space Research Association (USRA).

The proposal stated that one or more part-time faculty members will be hired to teach the core undergraduate courses Physical Geology (ESS 102) and Hydrology (ESS 305). Each of these courses will be offered once each year. The part-time faculty member or members hired will have doctoral degrees in the teaching discipline.

Graduate Assistants and Support Staff: According to the proposal, current available departmental support includes one graduate student teaching assistant (TA) and one part-time administrative assistant. The current TA teaches the ES 111 (which will become ESS 111) laboratory sections (typically three sections both fall and spring semester and one section summer). It is anticipated that one additional graduate student TA will be required to teach the proposed revised ESS 102 laboratory sections (also growing to three sections per semester). The current clerical staff will be sufficient to support the program.

Equipment: The home department for the program, Atmospheric Science, already has equipment that has been acquired through the National Science Foundation (NSF), the National Aeronautics and Space Administration (NASA), the Environmental Protection Agency (EPA), and other governmental agencies research and infrastructure awards. According to the proposal, this equipment is currently being used by graduate students, but it will be available for students in the proposed program. In addition, research and teaching laboratories at the National Space Science and Technology Center (NSSTC) will be available for students for their senior research projects. Other university departments collaborating in the program also have equipment that will be used for the program. The proposal stated that no additional equipment is needed at this time.

Facilities: No renovations or additional facilities will be required for the program.

Library: The proposal stated that excellent library facilities that currently support undergraduate and graduate students in Chemistry, Biology, Hydrology and Atmospheric Science will be available on campus. These library facilities consist of a large variety of scientific journals and research publications that would also be used for the proposed program. In addition, a great deal of current information is available on the internet. Also, students will have access through the faculty to the excellent technical library located at the Redstone Arsenal in Huntsville. No new library materials will be needed for the proposed program.

ALABAMA COMMISSION ON HIGHER EDUCATION
Friday, June 27, 2008

Program Budget: The proposal projected that a total of \$96,000 in estimated new funds will be required to support the proposed program. A total of \$1,035,492 will be available through tuition.

Attachment 3

Bachelor of Science in Earth System Science

**Typical Four-Year Curriculum
 Atmospheric Science Specialty
 Atmospheric Chemistry Specialty**

Year One

Fall		Spring	
EH 101 Freshman Comp I	3	EH 102 Freshman Comp II	3
CH 121/125 General Chem I	4	CH 123/126 General Chem II	3
MA 171 Calculus A	4	MA 172 Calculus B	4
ESS 111 Climate/Glob Change	4	PH 111/114 General Physics I	4
Total	15		15

Year Two

Fall		Spring	
PH 112/115 General Physics II	4	PH 113/116 General Physics III	4
EH 205 British Literature I	3	EH 206 British Literature II	3
HY 101 Western Civ I	3	HY 102 Western Civ II	3
MA 201 Calculus C	4	MA 244 Linear Algebra	3
CS 102 C Programming	3	ESS 102 Physical Geology	4
Total	17		17

Year Three

Fall		Spring	
BYS 119 Principles of Biology	4	ESS Specialty	3
ESS 370 Intro Remote Sensing	3	ESS 305 Hydrology	3
ESS Specialty	3	ESS 321 Pollution Problems	3
MA 324 Differential Equations	3	ST 281 Statistical Analysis	3
PHL 202 Intro to Ethics	3	General Ed Req (Arts)	3
Total	16		15

Year Four

Fall		Spring	
ESS Specialty	3	ESS 499 Research Project	3
ESS Specialty	3	EH 301 Technical Writing	3
ESS Specialty	3	Gen Ed Req (Social Science)	3
Gen Ed Req (Social Science)	3	Elective	3
Elective	3	Elective	3
Elective	3		
Total	18		15

Grand Total = 128

**Typical Four-Year Curriculum
 GIS and Remote Sensing Specialty**

Year One			
Fall		Spring	
EH 101 Freshman Comp I	3	EH 102 Freshman Comp II	3
CH 121/125 General Chem I	3	CH 123/126 General Chem II	3
CH 125 Gen Chem I Lab	1	CH 126 Gen Chem II Lab	1
MA 171 Calculus A	4	MA 172 Calculus B	4
ESS 111 Climate/Glob Change	4	ESS112 Severe Weather	3
Total	15	15	
<u>Year Two</u>			
Fall		Spring	
PH 101 or 111/114 Gen Phys	4	PH 102 or 112/115 Gen Phys	4
EH 205 British Literature I	3	CS 121 Computer Science I	3
HY 101 Western Civ I	3	EH 206 British Literature II	3
MA 201 Calculus C	4	HY 102 Western Civ II	3
CS 102 C Programming	3	Elective	3
Total	17	16	
<u>Year Three</u>			
Fall		Spring	
BYS 119 Principles of Biology	4	ESS 305 Hydrology	4
CS 221 Computer Science II	3	ESS 321 Pollution Problems	3
ESS 370 Intro Remote Sensing	3	ST 281 Statistical Analysis	3
PHL 202 Intro to Ethics	3	ESS Specialty	3
Elective	3	Gen Ed Req (Arts)	3
Total	16	16	
<u>Year Four</u>			
Fall		Spring	
ESS Specialty	3	ESS Specialty	3
ESS Specialty	3	ESS 499 Research Project	3
ESS Specialty	3	EH 301 Technical Writing	3
Gen Ed Req (Social Science)	3	Gen Ed Req (Social Science)	3
Elective	3	Elective	3
Elective	3		
Total	18	15	

Grand Total = 128

**Typical Four-Year Curriculum
 Earth Ecosystems Specialty**

Year One

Fall		Spring	
EH 101 Freshman Comp I	3	EH 102 Freshman Comp II	3
CH 121/125 General Chem I	3	CH 123/126 General Chem II	3
MA 120 or 171 Calculus	4	ESS 102 Physical Geology	4
ESS 111 Climate/Glob Change	4	Elective	4
Total	15	Total	15

Year Two

Fall		Spring	
PH 101 or 111/114 Physics	4	PH 102 or 112/115 Physics	4
EH 205 British Literature I	3	EH 206 British Literature II	3
HY 101 Western Civ I	3	HY 102 Western Civ II	3
BYS 119 Principles of Biology	4	BYS 120 Organismal Biology	4
Elective	3	Elective	3
Total	17	Total	17

Year Three

Fall		Spring	
Elective	4	Elective	4
ESS 370 Intro Remote Sensing	3	ESS 305 Hydrology	3
ESS Specialty	3	ESS 321 Pollution Problems	3
PHL 202 Intro to Ethics	3	ST 281 Statistical Analysis	4
CS 102 C Programming	3	Gen Ed Req (Arts)	3
Total	16	Total	17

Year Four

Fall		Spring	
ESS Specialty	3	ESS Specialty	3
ESS Specialty	3	ESS 499 Research Project	3
ESS Specialty	3	EH 301 Technical Writing	3
Gen Ed Req (Social Science)	3	Gen Ed Req (Social Science)	3
Elective	3	Elective	3
Elective	2		
Total	17	Total	15

Grand Total = 129

**Typical Four-Year Curriculum
 Human Dimensions and Societal Impacts Specialty**

Year One

Fall		Spring	
EH 101 Freshman Comp I	3	EH 102 Freshman Comp II	3
CH 121/125 General Chem I	4	CH 123/126 General Chem II	4
ESS 111 Climate/Glob Change	4	ESS 102 Physical Geology	4
MA 120 or 171 Calculus	4	BYS 119 Principles of Biology	4
Total	15		15

Year Two

Fall		Spring	
PH 101 Physics I	4	PH 102 Physics II	3
EH 205 British Literature I	3	EH 206 British Literature II	3
HY 101 Western Civ I	3	HY 102 Western Civ II	3
SOC 100 Intro to Sociology	3	SOC 200 Intro to Anthropology	3
PSC 101 American Government	3	ESS Specialty	3
Total	16		15

Year Three

Fall		Spring	
Elective	3	ESS Specialty	4
ESS 370 Intro Remote Sensing	3	ESS 305 Hydrology	3
ESS Specialty	3	ESS 321 Pollution Problems	3
Gen Ed Req (Arts)	3	ST 281 Statistical Analysis	3
CS 102 C Programming	3	PHL 202 Intro to Ethics	3
Total	15		16

Year Four

Fall		Spring	
ESS Specialty	3	ESS 499 Research Project	3
ESS Specialty	3	EH 301 Technical Writing	3
Gen Ed Req (Social Science)	3	Gen Ed Req (Social Science)	3
Elective	3	Elective	3
Elective	3	Elective	3
Elective	3	Elective	2
Total	18		17

Grand Total = 128

**Typical Four-Year Curriculum
 Hydrology Specialty**

Year One

Fall		Spring	
EH 101 Freshman Comp I	3	EH 102 Freshman Comp II	3
CH 121/125 General Chem I	4	CH 123/126 General Chem II	4
MA 171 Calculus A	4	MA 172 Calculus B	4
ESS 111 Climate/Glob Change	4	PH 111/114 General Physics I	4
Total	15	Total	15

Year Two

Fall		Spring	
PH 112/115 General Physics II	4	ESS 102 Physical Geology	4
EH 205 British Literature I	3	EH 206 British Literature II	3
HY 101 Western Civ I	3	HY 102 Western Civ II	3
MA 201 Calculus C	4	MA 244 Linear Algebra	3
CE 271 Statics	3	CS 102 C Programming	3
Total	17	Total	16

Year Three

Fall		Spring	
BYS 119 Principles of Biology	4	ESS 321 Pollution Problems	3
MAE 341 Thermodynamics	3	ST 281 Statistical Analysis	3
ESS 370 Intro Remote Sensing	3	MAE 352 Fluid Mechanics	3
MA 324 Differential Equations	3	Gen Ed Req (Arts)	3
CPE 112 Intro Computer Prog	3	Elective	4
Total	16	Total	16

Year Four

Fall		Spring	
CE 457 Hydrology	3	ESS 499 Research Project	3
CE 449 Intro Environ Engin	3	EH 301 Technical Writing	3
PHL 202 Intro to Ethics	3	CE 441 Hydraulic Eng Design	3
Gen Ed Req (Social Science)	3	Gen Ed Req (Social Science)	3
Elective	3	Elective	3
Elective	3		
Total	18	Total	15

Grand Total = 128

**Typical Four-Year Curriculum
 Earth Science Education Specialty**

Year One

Fall		Spring	
EH 101 Freshman Comp I	3	EH 102 Freshman Comp II	3
CH 121/125 General Chem I	4	CH 123/126 General Chem II	4
MA 171 Calculus A	4	MA 172 Calculus B	4
ESS 111 Climate/Glob Change	4	PH 111/114 General Physics	4
Total	15	Total	15

Year Two

Fall		Spring	
PH 112/115 General Physics II	4	ESS 102 Physical Geology	4
EH 205 British Literature	3	EH 206 British Literature II	3
HY 101 Western Civ I	3	ESS Specialty	3
MA 201 Calculus C	4	HY 102 Western Civ II	3
ESS Specialty	3	CS 102 C Programming	3
Total	17	Total	16

Year Three

Fall		Spring	
BYS 119 Principles of Biology	4	ESS 321 Pollution Problems	3
ESS 370 Intro Remote Sensing	3	ST 281 Statistical Analysis	3
ED 301 Intro Educ Practicum	1	ED 308 Educational Psych	3
ED 305 Foundations of Educ	3	ED 309 Classroom Management	3
ED 311 Instruc Strategies	3	EDC 301 Teaching Excep Child	3
ED 350 Classroom Technology	3		
Total	17	Total	15

Summer

ED 410 Educ Evaluation	3
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Year Four

Fall		Spring	
ESS Specialty	3	ESS 499 Research Project	3
ESS Specialty	3	ESS Specialty	3
CM 113 Rhetorical Com	3	ESS 305 Hydrology	3
PHL 202 Intro to Ethic	3	Gen Ed Req (Social Science)	3
Gen Ed Req (Social Science)	3	ED 416 Educational Methods	4
ED 408 Teaching Reading	3		
Total	18	Total	16

Year Five

Fall	
ED 497 High School Intern	9
Total	9

Grand Total = 141

DECISION ITEM A-5: Chattahoochee Valley Community College, Associate in Applied Science and Certificate in Medical Assisting (CIP 51.0801)

Staff Presenter: Ms. Margaret Pearson
Academic Program Review Analyst

Staff Recommendation: That the Commission approve the proposed Associate in Applied Science and Certificate in Medical Assisting with the implementation date and the pre- and post-implementation conditions listed below:

Implementation Date: The proposed program will be implemented August 2008. Based on Commission policy, the proposed program must be implemented by June 2010 or Commission approval will expire. The institution must notify the Commission in writing when the program is implemented or if there is any delay in implementation.

Pre-Implementation Condition:

That, prior to implementation, a list of the names and credentials of the program director and other faculty hired for the program be provided to the Commission staff.

Post-Implementation Conditions:

1. That the annual average new enrollment headcount for the first five years will be at least 10, based on the proposal.
2. That the annual average number of graduates for the Academic Years 2008-09 through 2012-13 (five-year average) will be at least 9, based on the proposal.
3. That a follow-up survey be conducted after the first five years that will show at least 75 percent of the graduates' were successful in acquiring related employment.
4. That the institution provide information on accreditation of the program by the Commission on Accreditation of Allied Health Education Programs (CAAHEP).
5. That the institution report on the passage rate of any graduates obtaining licensure related to the proposed program.
6. That information regarding an overall assessment of the program will be provided, particularly as related to objectives and assessment measures stated in the proposal.

Chattahoochee Valley Community College (CVC) will be required to phase out the program if any of the pre- or post-implementation conditions are not met. The institution must present documentation regarding the post-implementation

conditions, as well as a general assessment of the program, in a report submitted to the Commission no later than September 2013.

Rationale:

This recommendation for approval is based on the following key points:

1. According to employment data from the Bureau of Labor Statistics, the Alabama Office of Industrial Relations, and local surveys, there is an urgent need for medical assistants at the local, state, and national level.
2. The Medical Assisting program is needed at CVC to accommodate the large numbers of applicants who are denied entry because of limited seating and clinical space in the institution's two nursing programs.
3. According to the proposal, there will be more than 100 job openings in Medical Assisting within the next year in the institution's service area and adjacent community (Columbus, Georgia).
4. CVC officials project that the proposed program will require a total of \$400,473 in new funds over the first five years to support the proposed program, and a total of \$736,551 will be available through internal allocation, extramural funds, and tuition.

Distance Education:

Twenty-seven percent of the curriculum will be offered via distance education.

Public Review:

The program was posted on the Commission website from April 2, 2008 until April 22, 2008 (twenty days) for public review and comment. No comments were received.

Supporting Documentation:

1. New Academic Degree Program Proposal Summary, attached.
2. Summary of Background Information, attached.
3. Curriculum for Proposed Program, attached.
4. Chattahoochee Valley Community College proposal, dated March 28, 2008. Available upon request.
5. "Evaluation and Review of New Instructional Program Proposals of Public Postsecondary Institutions," Ala. Admin. Code (Commission on Higher Education), r. 300-2-1-.03. Available upon request.

Attachment 1

INSTITUTION Chattahoochee Valley Community College

PROGRAM Associate in Applied Science and Certificate in Medical Assisting

ESTIMATED NEW FUNDS REQUIRED TO SUPPORT PROPOSED PROGRAM

	2008-09	2009-10	2010-11	2011-12	2012-13	TOTAL
FACULTY	\$59,500	\$65,325	\$68,448	\$71,728	\$75,172	\$340,173
LIBRARY	\$2,500	\$1,200	\$1,200	\$1,200	\$1,200	\$7,300
FACILITIES	0	0	0	0	0	0
EQUIPMENT	\$30,000	\$8,000	\$5,000	\$5,000	\$5,000	\$53,000
STAFF	0	0	0	0	0	0
OTHER	0	0	0	0	0	0
TOTAL	\$92,000	\$74,525	\$74,648	\$77,928	\$81,372	\$400,473

SOURCES OF FUNDS AVAILABLE FOR PROGRAM SUPPORT

	2008-09	2009-10	2010-11	2011-12	2012-13	TOTAL
INTERNAL REALLOCATIONS	\$57,874	\$60,374	\$62,999	\$65,755	\$68,649	\$315,651
EXTRAMURAL	\$80,000	\$10,000	\$5,000	\$5,000	\$5,000	\$105,000
TUITION	\$38,880	\$58,320	\$72,900	\$72,900	\$32,400	\$315,900
TOTAL	\$176,754	\$128,694	\$140,899	\$143,549	\$146,549	\$736,551

ENROLLMENT AND DEGREE COMPLETION PROJECTIONS

	2008-09	2009-10	2010-11	2011-12	2012-13	5-YEAR AVERAGE
TOTAL HEADCOUNT ENROLLMENT	16	24	30	30	30	26
NEW ENROLLMENT HEADCOUNT	16	8	10	8	10	10
DEGREE COMPLETION PROJECTIONS	3	6	10	12	14	9

Attachment 2

Summary of Background Information

Associate in Applied Science in Medical Assisting
Chattahoochee Valley Community College

Role: Chattahoochee Valley Community College (CVC) currently is approved to award degrees at the associate level. Approval of the proposed program will be an expansion of role in the academic subdivision grouping, "Health Professions."

Objectives: According to information submitted by CVC, the proposed Medical Assisting Program has four primary objectives:

1. To enhance health related institutional offerings so that students have additional options beyond nursing.
2. To recruit, retain, and prepare students for careers in physician offices, ambulatory clinics, nursing homes, and hospital emergency rooms.
3. To assist in meeting community needs for health care practitioners.
4. To promote articulation opportunities with senior colleges so that graduates of the medical assisting program have options for pursuing the baccalaureate degree in a health science field.

Student Outcomes: Upon completion of the proposed Medical Assisting program, students will be able to:

1. Recognize and interpret basic medical terminology used in patient records;
2. Describe in detail basic medical terminology used in patient records;
3. Describe in detail basic anatomical features and associated pathophysiology of bodily organs;
4. Recognize cultural differences and cultural diversity as a compassionate care giver;
5. Demonstrate competency when preparing patients of all ages for medical examinations;
6. Recall the ethical and safety standards for collecting specimens and disposing of hazardous materials;
7. Recognize legal implications involved in securing patient's healthcare information as well as insurance and other contractual documents;
8. Demonstrate basic and advanced cardiac life support, and respond to office emergencies appropriately and expeditiously;
9. Prioritize patients to be seen accordingly to triage criteria;
10. Recognize life-threatening symptoms;
11. Demonstrate competent venipuncture;
12. Calculate with 100 percent accuracy drug dosages, and administer drugs effectively utilizing the 5 rights of medication administration;
13. Transcribe physician notes accurately;
14. Code diagnoses and diagnostics using the appropriate coding system;
15. Secure gainful employment in the field of medical assisting;
16. Demonstrate to employers the clinical competencies required of medical assistants.

Administration: The program will be administered by Greg Labyak, Dean of Instruction.

Curriculum: The following twenty new courses will be developed for the program:

<u>Course#</u>	<u>Title</u>	<u>Credit Hour</u>
MAT 101	Medical Terminology	3 semester hours (sh)
MAT 102	Medical Assisting Theory I	3 sh
MAT 103	Medical Assisting Theory II	3 sh
MAT 111	Clinical Procedures I	3 sh
MAT 120	Medical Adm. Procedures I	3 sh
MAT 121	Medical Adm. Procedures II	3 sh

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MAT 122	Basic Concepts of Interpersonal Relationships	3 sh
MAT 125	Laboratory Procedures I	3 sh
MAT 128	Medical Law and Ethics	3 sh
MAT 200	Management of Office Emergencies	2 sh
MAT 211	Clinical Procedures II	3 sh
MAT 215	Laboratory Procedures II	3 sh
MAT 216	Medical Pharmacology for the Medical Office	4 sh
MAT 220	Medical Office Insurance	3 sh
MAT 222	Medical Transcription I	3 sh
MAT 223	Medical Transcription II	3 sh
MAT 229	Medical Assisting Preceptorship	3 sh
MAT 232	Medical Transcription III	3 sh
MAT 239	Phlebotomy Preceptorship	3 sh
MAT 242	Transcription Preceptorship	3 sh

Program Completion Requirements:

- Credit hours required in skills emphasis – 46 sh
- Credit hours in institutional general education or core curriculum – 22-23 sh (range)
- Credit hours in required or free electives – 3 sh (included in general education)
- Total credit hours required for completion – 71-72 sh (range)

According to the proposal, additional program requirements include a 225 clock-hour preceptorship (internship) in a physician's office as part of the program requirements. The program director will be responsible for initiating clinical affiliation agreements with area physicians so that students will have appropriate clinical sites.

Accreditation: CVC will seek accreditation through the Commission on Accreditation of Allied Health Education Programs. It is the intent of the institution to initiate the accreditation process upon the graduation of the first class of medical assistants. As a result, graduates of the program will be able to seek certification and employers can be assured of the high quality of graduates from CVC.

Licensure: According to the proposal, while potential employers do not require certification, it is a credential that will enhance the credibility of the graduates.

Collaboration: The sharing of classrooms, labs and clinical sites will not be an option as the nearest medical assisting program is approximately 90-100 miles away from CVC.

Distance Education: According to officials at CVC, twenty-seven percent of the curriculum will be offered through distance education modalities.

Admission: Students must meet admission requirements as prescribed for all students.

Need: There is a clear institutional need for additional healthcare programs at CVC. According to the proposal, the institution has experienced increasing numbers of applicants for two existing nursing programs. Limited seating and clinical space has forced officials at CVC to deny admission to a large number of deserving applicants who want to pursue a health sciences career. CVC officials stated that the proposed program in Medical Assisting will offer those individuals denied admission to other healthcare programs a chance to secure employment in an alternative field that is growing significantly and in great demand. In the immediate service area and adjacent community alone, it is expected that there will be more than one hundred job openings within the next year. Approximately 300 surveys were sent to potential employers in the area hospitals, physician offices, dialysis clinics, ambulatory emergency clinics, and long term care facilities. The support for the program is overwhelmingly evident, and a strong demand for medical assistants is apparent. Employment data submitted by the institution indicated the proposed medical assisting program will be one of the fastest growing occupational specialties through the year 2012. The Alabama Department of Industrial Relations reported on its website that medical assistants are the ninth fastest growing occupations in the state; by the year 2014, it is anticipated that the need for this credential will increase by 50.39 percent. A large influx of population over the next several years due to the Base Realignment and Closure (BRAC) initiative will

create more than 16,000 new jobs. This increase in population will challenge local healthcare providers with accommodating the needs of the larger population.

Student Demand: According to officials at CVC, the number of students applying to the nursing program over the last five years has ranged from 150-300 per admission cycle, with at least 100 students turned away each time. Because a large number of students were being turned away from CVC's nursing program, the proposed program in Medical Assisting will facilitate those students seeking a health science degree.

Resources:

Faculty/Staff: Currently, there is no staff to teach in the proposed program. Individuals who meet all qualifications stated in Postsecondary Faculty Credentials will be identified prior to the implementation of the proposed medical assisting program.

Equipment/Facilities: Equipment for the proposed Medical Assisting Program will total \$53,000. The following equipment is needed for the proposed program:

- Adult skills mannequins (2)
- Pediatric skills mannequin
- Anatomical models
- Anatomical charts (1 complete)
- IV arms (2)
- Intramuscular injection aid
- Blood pressure training system
- Geriatric mannequin
- Wheelchair
- Crutches (1 set)
- Catheter simulator
- Wound simulator
- Physician scales
- IV poles (2)
- Exam tables with drawers (2)
- Finer oximeter (1)
- Integrated diagnostic system
- EKG machine
- Medication cart
- Miscellaneous supplies

Clinical Agreements: CVC has provided documentation that a clinical agreement has been signed with Columbus Cardiology Associates. Future clinical agreements will be reached after approval of the proposed program.

Library: According to the proposal, CVC currently has 50 periodicals, 117 audiovisual items, 18 online databases, and 7,000 electronic books dedicated to nursing alone. As the proposed Medical Assisting Program begins, substantial acquisitions in that field will be needed. CVC is committed to acquiring program specific materials in the field of medical assisting that will fully meet the needs of program faculty and students.

Program Budget: CVC projects a total of \$400,473 in estimated new funds will be required to support the proposed program. A total of \$736,551 will be available through internal allocation, extramural funds, and tuition.

ATTACHMENT 3

**CVC
 Associate in Applied Science in
 Medical Assisting**

Area	Course Number	Title	Credit Hr
I		Written Composition	
	ENG-101	English Composition I	3
II		Humanities and Fine Arts	
		Humanities and Fine Arts Elective	3-4
	SPH-107	Fundamentals of Public Speaking	3
III		Natural Sciences and Mathematics	
	MTH-116	Mathematical Applications or any 100-level Math	3
	BIO-103	Principles of Biology I	4
	CIS-146	Microcomputer Applications	3
IV		History, Social, and Behavioral Sciences	
	PSY	Psychology Elective	3
		Total Hours	22-23
V		Pre-Professional, Major, and Elective Courses	
	MAT-101 or OAD 211	Medical Terminology	3
	MAT-102	Medical Assisting Theory I	3
	MAT-103	Medical Assisting Theory II	3
	MAT-111	Clinical Procedures I for the Medical Patient	3
	MAT-120	Medical Adm. Procedures I	3
	MAT-121	Medical Adm. Procedures II	3
	MAT-125	Laboratory Procedures I	3
	MAT-128	Medical Law and Ethics	3
	MAT-200	Management of Office Emergencies	2
	MAT-211	Clinical Procedures II for the Medical Patient	3
	MAT-215	Laboratory Procedures II	3
	MAT-216	Medical Pharmacology for the Medical Office	4
	MAT-220	Medical Office Insurance	3
	OAD-212	Medical Transcription	3
	MAT-229	Medical Assisting Preceptorship	3
	EMS-100	Cardiopulmonary Resuscitation I	1
		Total Hours	46
		Required for Graduation	
	WKO-101	Workplace Skill Development I	2
	ORI-101	Orientation	1
		Total Hours	3
		Degree Total	71-72

DECISION ITEM A-6: Trenholm State Technical College, Associate in Applied Technology in Physical Therapy Assistant (CIP 51.0806)

Staff Presenter: Ms. Margaret Pearson
Academic Program Review Analyst

Staff Recommendation: That the Commission approve the proposed Associate in Applied Technology in Physical Therapy Assistant with the implementation date and the pre- and post-implementation conditions listed below:

Implementation Date: The proposed program will be implemented August 2008. Based on Commission policy, the proposed program must be implemented by June 2010 or Commission approval will expire. The institution must notify the Commission in writing when the program is implemented or if there is any delay in implementation.

Pre-Implementation Condition:

That, prior to implementation, a list of the names and credentials of the program director and other faculty hired for the program be provided to the Commission staff.

Post-Implementation Conditions:

1. That the annual average new enrollment headcount for the first five years will be at least 9, based on the proposal.
2. That the annual average number of graduates for the Academic Years 2009-10 through 2012-13 (four-year average) will be at least 11, based on the proposal.
3. That a follow-up survey be conducted after the first five years that will show at least 75 percent of the graduates were successful in acquiring related employment.
4. That the institution provide information on accreditation of the program by the Commission on Accreditation of Physical Therapy Education.
5. That the institution report on the passage rate of graduates obtaining licensure related to the proposed program.
6. That information regarding an overall assessment of the program will be provided, particularly as related to objectives and assessment measures stated in the proposal.

Trenholm State Technical College (TRE) will be required to phase out the program if any of the pre- or post-implementation conditions are not met. The institution must present documentation regarding the post-implementation conditions,

as well as a general assessment of the program, in a report submitted to the Commission no later than September 2013.

Rationale:

This recommendation for approval is based on the following key points:

1. Department of Labor Bureau of Statistics state the employment of Physical Therapy Assistants is expected to grow much faster than the average for all occupations through 2014.
2. The large baby-boom generation entering prime age for heart attacks and strokes has increased the demand for physical rehabilitation.
3. Physical Therapists are expected to increase the use of Physical Therapy Assistants to reduce the costs of physical therapy services.
4. TRE officials project that the proposed program will require a total of \$781,700 in new funds over the first five years to support the proposed program, and a total of \$1,008,715 will be available through internal reallocation, extramural funds, and tuition.

Distance Education:

Twenty percent of the general education curriculum will be delivered via distance education.

Public Review:

The program was posted on the Commission website from April 2, 2008 until April 22, 2008 (twenty days) for public review and comment. No comments were received.

Supporting Documentation:

1. New Academic Degree Program Proposal Summary, attached.
2. Summary of Background Information, attached.
3. Curriculum for Proposed Program, attached.
4. Trenholm State Technical College proposal, dated March 28, 2008. Available upon request.
5. "Evaluation and Review of New Instructional Program Proposals of Public Postsecondary Institutions," Ala. Admin. Code (Commission on Higher Education), r. 300-2-1-.03. Available upon request.

Attachment 1

INSTITUTION Trenholm State Technical College

PROGRAM Associate in Applied Technology in Physical Therapy Assistant

ESTIMATED NEW FUNDS REQUIRED TO SUPPORT PROPOSED PROGRAM

	2008-09	2009-10	2010-11	2011-12	2012-13	TOTAL
FACULTY	<u>\$72,900</u>	<u>\$121,900</u>	<u>\$121,900</u>	<u>\$125,000</u>	<u>\$125,000</u>	<u>\$566,700</u>
LIBRARY	<u>\$5,000</u>	<u>\$5,000</u>	<u>\$5,000</u>	<u>\$5,000</u>	<u>\$5,000</u>	<u>\$25,000</u>
FACILITIES	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>
EQUIPMENT	<u>\$55,000</u>	<u>\$55,000</u>	<u>0</u>	<u>\$20,000</u>	<u>0</u>	<u>\$130,000</u>
STAFF	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>
OTHER	<u>\$20,000</u>	<u>\$10,000</u>	<u>\$10,000</u>	<u>\$10,000</u>	<u>\$10,000</u>	<u>\$60,000</u>
TOTAL	<u>\$152,900</u>	<u>\$191,900</u>	<u>\$136,900</u>	<u>\$160,000</u>	<u>\$140,000</u>	<u>\$781,700</u>

SOURCES OF FUNDS AVAILABLE FOR PROGRAM SUPPORT

	2008-09	2009-10	2010-11	2011-12	2012-13	TOTAL
INTERNAL REALLOCATIONS	<u>\$30,000</u>	<u>\$30,000</u>	<u>\$139,500</u>	<u>\$139,500</u>	<u>\$139,500</u>	<u>\$478,500</u>
EXTRAMURAL	<u>\$132,900</u>	<u>\$118,000</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>\$250,900</u>
TUITION	<u>\$35,325</u>	<u>\$52,650</u>	<u>\$61,200</u>	<u>\$63,765</u>	<u>\$66,375</u>	<u>\$279,315</u>
TOTAL	<u>\$198,225</u>	<u>\$200,650</u>	<u>\$200,700</u>	<u>\$205,875</u>	<u>\$205,875</u>	<u>\$1,008,715</u>

ENROLLMENT AND DEGREE COMPLETION PROJECTIONS

	2008-09	2009-10	2010-11	2011-12	2012-13	5-YEAR AVERAGE
TOTAL HEADCOUNT ENROLLMENT	<u>8</u>	<u>16</u>	<u>18</u>	<u>20</u>	<u>20</u>	<u>16</u>
NEW ENROLLMENT HEADCOUNT	<u>8</u>	<u>8</u>	<u>10</u>	<u>10</u>	<u>10</u>	<u>9</u>
						4-YEAR AVERAGE
DEGREE COMPLETION PROJECTIONS	<u>0</u>	<u>6</u>	<u>10</u>	<u>12</u>	<u>15</u>	<u>11</u>

Attachment 2

Summary of Background Information

Associate in Applied Technology in Physical Therapy Assistant (PTA)
Trenholm State Technical College

Role: The proposed program is within the instructional role currently recognized for Trenholm State Technical College (TRE).

Objectives: The proposed PTA program at TRE is designed to provide the education and training necessary for students to perform as competent Physical Therapy Assistants. Additionally, the proposed program will prepare students for the national licensing examination for physical therapy assistants administered by the Federation of State Boards of Physical Therapy. Additional objectives for the program are as follows:

- Obtaining accreditation through the American Physical Therapy Association's Commission on Accreditation in Physical Therapy Education.
- Maintaining accreditation through the American Physical Therapy Association's Commission on Accreditation in Physical Therapy Education.
- Preparing students for the National Licensing Examination for the Physical Therapist Assistant
- Providing quality instruction in Physical Therapy Assisting as measured by successful attainment of student learning outcomes.
- Achieving an eighty percent pass rate on the National Licensing Examination for the Physical Therapist Assistant graduates.
- Preparing Physical Therapy Assistants for employment in the local healthcare industry with a placement rate of eighty percent or better among licensed graduates.

Administration: The program will be administered by Barbara Ann Spears, Dean of Academic Services

Curriculum: The following sixteen new courses will be developed for the program:

<u>Course#</u>	<u>Title</u>	<u>Credit Hour</u>
PTA-200	Physical Therapy Issues & Trends	2 sh (semester hour)
PTA-201	Physical Therapy Assistant Seminar	2 sh
PTA-202	PTA Communication Skills	2 sh
PTA-220	Functional Anatomy & Kinesiology	3 sh
PTA-222	Functional Anatomy & Kinesiology Lab	2 sh
PTA-230	Neuroscience	2 sh
PTA-231	Rehabilitation Techniques	2 sh
PTA-232	Orthopedics for the PTA	2 sh
PTA-240	Physical Disabilities	2 sh
PTA-241	Physical Disabilities II	2 sh
PTA-250	Therapeutic Procedures I	4 sh
PTA-251	Therapeutic Procedures II	4 sh
PTA-260	Clinical Education I	1 sh
PTA-266	Clinical Fieldwork I	2 sh
PTA-268	Clinical Practicum	5 sh
PTA-290	Therapeutic Exercise	1 sh

Program Completion Requirements:

- Credit hours required in skills emphasis – 39 sh
- Credit hours in institutional general education or core curriculum – 34 sh
- Credit hours in required or free electives – 0 sh
- Total credit hours required for completion – 73 sh

Accreditation: TRE will seek accreditation through the Commission on Accreditation of Physical Therapy Education (CAPTE). According to the proposal, applicants for licensure must have completed a program of physical therapy education appropriate for preparation as a physical therapist assistant that is approved by the American Physical Therapy Association's CAPTE.

Licensure: Graduates of the proposed program must pass the Alabama Jurisprudence Examination in order to receive a license to practice as a physical therapy assistant. The Alabama Board of Physical Therapy requires all applicants for licensure to pass the Jurisprudence Examination in order to demonstrate minimal understanding of the statutes and administrative code that governs the practice of physical therapy in Alabama.

Collaboration: Alabama State University currently has a physical therapist program. The university has offered to collaborate with TRE and provide guidance from the physical therapist's point of view.

Distance Education: According to the proposal, many of the general education courses will be available online; however, there are no plans at this time to offer classes online or via videoconferencing technology because of the intensive hands-on nature of the proposed program.

Admission: Students must meet admission requirements as prescribed for all students.

Need: According to information submitted by TRE, Department of Labor Bureau of Statistics state the employment of physical therapy assistants is expected to grow much faster than the average for all occupations through the year 2014. This is due to the growing elderly population that is particularly vulnerable to chronic and debilitating conditions that require therapeutic services. These patients often need additional assistance in their treatments, making the roles of assistants and aides vital. The large baby-boom generation is entering the prime age for heart attacks and strokes, further increasing the demand for cardiac and physical rehabilitation. Additionally, physical therapists are expected to increase the use of assistants to reduce the costs of physical therapy services.

Student Demand: TRE conducted an on-line survey for current students enrolled at the institution. A total of 94 students responded to the survey and 40 expressed interest in the program.

Resources:

Faculty/Staff: Since the PTA program is new to TRE, there currently are no faculty members to teach in the program. According to the proposal, the institution plans to hire one master's level instructor that meets all credentialing requirements of (CAPTE), the Alabama State Board of Education, the Council on Occupational Education and the Southern Association of Colleges and Schools (SACS). This individual will serve as program coordinator. Upon award of initial candidacy in CAPTE, the college will hire an additional faculty member to teach full-time.

Equipment/Facilities: According to TRE, equipment to be purchased for the proposed program includes weightlifting and strengthening equipment, stretching and flexibility equipment, a biofeedback machine, ultrasound therapy equipment, and related teaching lab equipment. Total lab costs will be approximately \$130,000.

Clinical Agreements: TRE has submitted letters of support from two area hospitals, Jackson Hospital and Baptist Medical Center South, indicating their support to provide clinical sites for the proposed program.

Library: According to information provided in the proposal, TRE's library will purchase necessary support materials after a qualified instructor/program coordinator is hired.

Program Budget: TRE projects a total of \$781,700 in estimated new funds will be required to support the proposed program. A total of \$1,008,715 will be available through internal allocation, extramural funds, and tuition.

Attachment 3

**TRE
Associate in Applied Technology in
Physical Therapy Assistant**

Courses listed by semester:

First Semester

ORI 101	Orientation to College	1
BIO 103	Principles of Biology I	4
SPH 106	Fundamentals of Oral Communication	3

Second Semester

ENG 101	English Composition	3
MTH 116	Mathematical Applications	3
PHL 206	Ethics & Society	3
BIO 201	Human Anatomy and Physiology I	4

Third Semester

BIO 202	Human Anatomy and Physiology II	4
CIS 146	Microcomputer Applications	3
BIO 120	Medical Terminology	3
PSY 200	General Psychology	3
NUR 104	Introduction to Pharmacology	1

Fourth Semester

PTA 200	PT Issues and Trends	2
PTA 202	PTA Communication Skills	2
PTA 220	Functional Anatomy and Kinesiology	3
PTA 222	Functional Anatomy and Kinesiology Lab	2
PTA 240	Physical Disabilities	2
PTA 250	Therapeutic Procedures I	4
PTA 290	Therapeutic Exercise	1

Fifth Semester

PTA 230	Neuroscience	2
PTA 231	Rehabilitation Techniques	2
PTA 232	Orthopedics for the PTA	2
PTA 241	Physical Disabilities II	2
PTA 251	Therapeutic Procedures II	4
PTA 260	Clinical Education I	1
PTA 266	Clinical Fieldwork I	2

Sixth Semester

PTA 201	PTA Seminar	2
PTA 268	Clinical Practicum	5

DECISION ITEM A-7: Wallace State Community College (Dothan), Associate in Applied Science in Criminal Justice with Options (CIP 43.0107)

Staff Presenter: Ms. Margaret Pearson
Academic Program Review Analyst

Staff Recommendation: That the Commission approve the proposed Associate in Applied Science in Criminal Justice with the implementation date and post-implementation conditions listed below:

Implementation Date: The proposed program will be implemented August 2008. Based on Commission policy, the proposed program must be implemented by June 2010 or Commission approval will expire. The institution must notify the Commission in writing when the program is implemented or if there is any delay in implementation.

Post-Implementation Conditions:

1. That the annual average new enrollment headcount for the first five years will be at least 9, based on the proposal.
2. That the annual average number of graduates for the Academic Years 2009-10 through 2012-13 (four-year average) will be at least 11, based on the proposal.
3. That a follow-up survey be conducted after the first five years that will show at least 75 percent of the graduates were successful in acquiring related employment or that the program enhanced graduates' current employment.
4. That information regarding an overall assessment of the program will be provided, particularly as related to objectives and assessment measures stated in the proposal.

Wallace State Community College (Dothan) will be required to phase out the program if any of the post-implementation conditions are not met. The institution must present documentation regarding the post-implementation conditions, as well as a general assessment of the program, in a report submitted to the Commission no later than September 2013.

Rationale: This recommendation for approval is based on the following key points:

1. According to the proposal, surveys received from 16 different law enforcement agencies and 3 correctional facilities in the Wiregrass area reveal there will be over 143 vacancies in the next year and 449 vacancies in the next 3 years.
2. The Alabama Department of Industrial Relations (ADIR) projections indicate protective service workers will grow statewide by 1.44 percent (1,825 jobs) by the year 2014.

3. WSD projects that a total of \$381,630 in estimated new funds will be required for the first five years to support the proposed program, and a total of \$393,340 will be available through internal reallocation and tuition.

Distance Education:

Twenty percent of the curriculum will be delivered via distance education.

Public Review:

The program was posted on the Commission website from April 2, 2008 until April 22, 2008 (twenty days) for public review and comment. No comments were received.

Supporting Documentation:

1. New Academic Degree Program Proposal Summary, attached.
2. Summary of Background Information, attached.
3. Curriculum for Proposed Program, attached.
4. Wallace State Community College (Dothan) proposal, dated March 28, 2008. Available upon request.
5. "Evaluation and Review of New Instructional Program Proposals of Public Postsecondary Institutions," Ala. Admin. Code (Commission on Higher Education), r. 300-2-1-.03. Available upon request.

Attachment 1

INSTITUTION Wallace State Community College (Dothan)

PROGRAM Associate in Applied Science in Criminal Justice

ESTIMATED NEW FUNDS REQUIRED TO SUPPORT PROPOSED PROGRAM

	2008-09	2009-10	2010-11	2011-12	2012-13	TOTAL
FACULTY	\$64,626	\$64,626	\$64,626	\$64,626	\$64,626	\$323,130
LIBRARY	\$1,500	\$500	\$500	\$500	\$500	\$3,500
FACILITIES	0	0	0	0	0	0
EQUIPMENT	\$15,000	\$10,000	\$10,000	\$10,000	\$10,000	\$55,000
STAFF	0	0	0	0	0	0
OTHER	0	0	0	0	0	0
TOTAL	\$81,126	\$75,126	\$75,126	\$75,126	\$75,126	\$381,630

SOURCES OF FUNDS AVAILABLE FOR PROGRAM SUPPORT

	2008-09	2009-10	2010-11	2011-12	2012-13	TOTAL
INTERNAL REALLOCATIONS	\$7,500	\$7,500	\$9,500	\$9,500	\$9,500	\$43,500
EXTRAMURAL	\$15,000	\$10,000	\$10,000	\$10,000	\$10,000	\$55,000
TUITION	\$45,360	\$55,080	\$61,560	\$63,180	\$69,660	\$294,840
TOTAL	\$67,860	\$72,580	\$81,060	\$82,680	\$89,160	\$393,340

ENROLLMENT AND DEGREE COMPLETION PROJECTIONS

	2008-09	2009-10	2010-11	2011-12	2012-13	5-YEAR AVERAGE
TOTAL HEADCOUNT ENROLLMENT	16	20	22	23	25	21
NEW ENROLLMENT HEADCOUNT	8	8	9	9	10	9
DEGREE COMPLETION PROJECTIONS	0	8	12	12	12	11

Attachment 2

Summary of Background Information

Associate in Applied Science in Criminal Justice
Wallace State Community College (Dothan)

Role: Wallace State Community College (Dothan) (WSD) currently is approved to award degrees at the associate level. Approval of the proposed program will be an expansion of role to the academic subdivision grouping, "Security Services & Public Affairs."

Objectives: According to the proposal, the program will have the following objectives:

1. Graduates will possess entry-level skills and knowledge.
2. Graduates will demonstrate competency in reading, writing, oral communication, fundamental mathematical skills, and the basic use of computers.
3. Graduates will be successfully employed in the field or continuing their education.
4. Employers of the Criminal Justice graduates will be satisfied with the skills and knowledge possessed by program graduates.
5. The proposed program will remain a viable program as defined by the Commission on Higher Education.
6. Students of the proposed program will graduate within the time frame specified.

The following student outcomes will be assessed:

1. During the first semester, at least the targeted percentage of students will achieve the following scores or higher on the Work Keys Assessment:
 - Reading for Information - 4
 - Locating Information - 4
 - Applied Mathematics – 4
 - Applied Technology – 3
- 1b. Graduates of the proposed program will earn a 2.0 cumulative GPA on all courses attempted at WSD.
2. Minimum competency in English, oral communications, and mathematics will be ascertained by a student achieving a grade of C or higher in the required courses in his/her program. Minimum competency in reading will be ascertained by a student's COMPASS (measures skills in reading, writing and mathematics) placement score or by satisfactory completion of a remedial reading course. Computer competency will be ascertained by (1) an acceptable placement score on computer competency test, or (2) a grade of C or higher in a computer courses, or (3) an occupational career course requiring computer competency.
3. At least the targeted level of graduates will be employed in the field or continuing their education on the annual follow-up survey.
4. At least the targeted level of employer respondents on the survey will rate program graduates as strong.
5. At least an average of 7.5 students will graduate from the proposed program.
6. At least the targeted level of students will graduate within the specified time frame.

Student placement and employer satisfaction data will be collected annually and reported in the annual *College Performance Report on Career and Technical Education*. The technical instructors involved in the proposed criminal justice program will conduct follow-up surveys with their graduates, usually by

telephone, in order to determine placement in the field. Employer surveys will be distributed in order to measure employer satisfaction. In addition, the criminal justice advisory committee will provide valuable input with regard to graduate preparation.

Administration: The program will be administered by Mike Babb, Instructional Dean.

Curriculum: The following new courses will be added to the curriculum for the proposed program:

<u>Course Number</u>	<u>Title</u>	<u>Credit Hrs</u>
CRJ 100	Introduction to Criminal Justice	3 (Semester Hours)
CRJ 116	Police Patrol	3 sh
CRJ 140	Criminal Law and Procedure	3 sh
CRJ 146	Criminal Evidence	3 sh
CRJ 147	Constitutional Law	3 sh
CRJ 150	Introduction to Corrections	3 sh
CRJ 156	Correctional Institutions	3 sh
CRJ 177	Criminal and Deviant Behavior	3 sh
CRJ 178	Narcotics and Dangerous Drugs	3 sh
CRJ 216	Police Administration	3 sh
CRJ 220	Criminal Investigation	3 sh
CRJ 226	Fingerprint Science	3 sh
CRJ 227	Homicide Investigation	3 sh
CRJ 230	Criminalistics	3 sh
CRJ 236	Advanced Criminalistics	3 sh
CRJ 237	Forensic Photography	3 sh
CRJ 238	Crime Scene Investigation	3 sh
CRJ 239	Issues in Law Enforcement	3 sh

Program Completion Requirements:

AAS Degree Program: Option I (Law Enforcement)

- Credit hours required in option – 12 sh
- Credit hours in general education – 22 sh
- Credit hours in program core – 30 sh
- Credit hours in required or free electives – 2 sh credits
- Total hours in the program – 66 sh

AAS Degree Program: Option II (Forensic Investigation)

- Credit hours required in option – 12 sh
- Credit hours in general education – 22 sh
- Credit hours in program core – 30 sh
- Credit hours in required or free electives – 2 sh credits
- Total hours in the program – 66 sh

Accreditation: According to the proposal, officials at WSD intend to seek accreditation from the Academy of Criminal Justice Sciences (ACJS). The ACJS is an international association established in 1963 to foster professional and scholarly activities in the field of criminal justice. Presently, there is not a required licensure exam for the proposed program.

Collaboration: The proposal stated WSD will collaborate with Chattahoochee Valley Community College, Jefferson State Community College, Lawson State Community College, Northwest-Shoals Community College, and Wallace State Community College (Hanceville). Common courses will allow students to transition more easily from one college to another without losing credit. Collaboration will also occur with four-year institutions with students who choose to pursue the associate of science degree in Criminal Justice. The Statewide Transfer and Articulating Reporting System (STARS) program will assist them in pursuing a four-year degree at the Alabama university of their choice.

Distance Education: At this time, twenty-percent of the curriculum will be offered via distance education. The institution plans to develop additional courses to be taken online in the future.

Admission: Students must meet admission requirements as prescribed for all students.

Student Demand: According to data submitted by WSD, a student interest survey of nine high schools in the college's service area was conducted. The results revealed that among the 1,041 senior high school students surveyed, 183 students indicated they would be interested in pursuing an education in the proposed program, while 209 students were not sure, but would like further information about the program. Officials at WSD plan to mail information to the 183 high school students that were interested in the proposed program.

Need: According to the program proposal, there is an increasing need for law enforcement workers in the institution's service area. Surveys from sixteen different law enforcement agencies and three correctional facilities in the Wiregrass area revealed that there will be over 143 vacancies in the next year and 449 in the next three years. WSD officials provided information from the 2008-09 Occupational Outlook Handbook about the expected growth of law enforcement positions. The Occupational Outlook Handbook stated that the employment of police and detectives is expected to grow as fast of the average for all occupations through 2014. A more security-conscious society and concern about drug-related crimes will contribute to the increasing demand for police services. Sheriffs and police chiefs in the WSD service area indicated that there is a shortage of qualified candidates in this area. The Alabama State Personnel Department web site lists State Trooper and Correctional Officer Trainee classifications as job titles that are either in high demand or difficult to recruit.

Resources:

Faculty/Staff: The number of faculty members employed to teach in the program will be a total of four primary faculty members, one full-time and three part-time. Additionally, there will be two support faculty members, one full-time and one part-time. Clerical and secretarial support will be coordinated through the Director of Career Technical programs and the Dean of Career Technical Instruction.

Equipment/Facilities: According to the proposal, a limited amount of special equipment will be necessary to initiate the proposed Criminal Justice program. This equipment will include a computer, printer, scanner, digital cameras, radios, Statewide Automated Fingerprint Identification System (SAFIS) related equipment, non-lethal weapons, audio and video recording equipment for homicide investigations, body armor, fingerprint and casting kits, evidence packing, and blood collection equipment. The cost of the additional equipment for the Criminal Justice program will not exceed the budgeted amount of \$15,000 for the first year.

Library: Students in the Criminal Justice program will have use of the Learning Resources Center (LRC) of WSD. The LRC provides over 35,000 volumes, and students have access to over 55,000 volumes throughout WSD's campuses. The LRC also provides access to Voyager, an automated catalog, along with electronic books, electronic media catalogs, and the Alabama Virtual Library. Library holdings are adequate in all areas of criminal justice. Additional library holdings will be added to specifically address criminal justice but will not be cost prohibitive.

Program Budget: WSD projects that a total of \$381,630 in estimated new funds will be required for the first five years to support the proposed program, and a total of \$393,340 will be available through tuition, internal allocation, and extramural funds.

Attachment 3

WSD
Associate in Applied Science in
Criminal Justice

Option I Law Enforcement

General Education Core Requirements		Credit Hours
CIS 146	Microcomputer Applications	3
ENG 101	English Composition I	3
MTH 116	Mathematical Applications	3
PSY 200	General Psychology	3
SPH 106	Fundamentals of Oral Communications	3
BIO 103	Principles of Biology I	4
	Humanities/Fine Arts Elective	3
Total General Education Credits		22

Required Orientation Courses

ORI 101	Orientation to College	1
ORI 104	Work Keys Assessment and Advisement	1
Total Orientation Credits		2

Required Field of Concentration Courses

CRJ 100	Introduction to Criminal Justice	3
CRJ 116	Police Patrol	3
CRJ 140	Criminal Law and Procedure	3
CRJ 147	Constitutional Law	3
CRJ 150	Introduction to Corrections	3
CRJ 156	Correctional Institutions	3
CRJ 177	Criminal and Deviant Behavior	3
CRJ 178	Narcotics and Dangerous Drugs	3
CRJ 216	Police Administration and Organization	3
CRJ 220	Criminal Investigation	3
CRJ 227	Homicide Investigation	3
CRJ 230	Criminalistics	3
CRJ 238	Crime Scene Investigation	3
CRJ 239	Issues in Law Enforcement	3
Total field of Concentration Credits		42
Total Credits for Degree		66

Option II Forensic Investigation

General Education Core Requirements		Credit Hours
CIS 146	Microcomputer Applications	3
ENG 101	English Composition I	3
MTH 116	Mathematical Applications	3
PSY 200	General Psychology	3
SPH 106	Fundamentals of Oral Communications	3
BIO 103	Principles of Biology I	4
	Humanities/Fine Arts Elective	3
Total General Education Credits		22
Required Orientation Courses		
ORI 101	Orientation to College	1
ORI 104	Work Keys Assessment and Advisement	1
Total Orientation Credits		2
Required Field of Concentration Courses		
CRJ 100	Introduction to Criminal Justice	3
CRJ 116	Police Patrol	3
CRJ 140	Criminal Law and Procedure	3
CRJ 146	Criminal Evidence	3
CRJ 147	Constitutional Law	3
CRJ 177	Criminal and Deviant Behavior	3
CRJ 178	Narcotics and Dangerous Drugs	3
CRJ 220	Criminal Investigation	3
CRJ 226	Fingerprint Science	3
CRJ 227	Homicide Investigation	3
CRJ 230	Criminalistics	3
CRJ 236	Advanced Criminalistics	3
CRJ 237	Forensic Photography	3
CRJ 238	Crime Scene Investigation	3
Total field of Concentration Credits		42
Total Credits for Degree		66

DECISION ITEM A-8: Wallace State Community College (Hanceville), Associate in Applied Science in Electroneurodiagnostic Technology (CIP 51.0903)

Staff Presenter: Ms. Margaret Pearson
Academic Program Review Analyst

Staff Recommendation: That the Commission approve the proposed Associate in Applied Science and Certificate in Electroneurodiagnostic Technology with the implementation date and post-implementation conditions listed below:

Implementation Date: The proposed program will be implemented August 2008. Based on Commission policy, the proposed program must be implemented by June 2010 or Commission approval will expire. The institution must notify the Commission in writing when the program is implemented or if there is any delay in implementation.

Post-Implementation Conditions:

1. That the annual average new enrollment headcount for the first five years will be at least 10, based on the proposal.
2. That the annual average number of AAS graduates for the Academic Years 2009-10 through 2012-13 (four-year average) will be at least 8, based on the proposal.
3. That a follow-up survey be conducted after the first five years that will show at least 75 percent of the graduates were successful in acquiring related employment or that the program enhanced graduates' current employment.
4. That the institution report on progress in achieving accreditation by the Joint Review Committee on Education in Neurodiagnostic Technology – Commission on Accreditation of Allied Health Education Programs.
5. That information regarding an overall assessment of the program be provided, particularly as related to objectives and assessment measures stated in the proposal.

Wallace State Community College (Hanceville) will be required to phase out the program if any of the post-implementation conditions are not met. The institution must present documentation regarding the post-implementation conditions, as well as a general assessment of the program, in a report submitted to the Commission no later than September 2013.

Rationale: This recommendation for approval is based on the following key points:

1. According to the proposal, this program was developed by the request of community employers that have been unable to meet the demands for Electroneurodiagnostic Technologists.
2. The demand for individuals with these skills to staff hospitals, clinics, research facilities and physician offices has increased due to the aging population and the development of new testing procedures.
3. WSH projects a total of \$177,110 in estimated new funds will be required to support the proposed program. A total of \$206,650 will be available through internal reallocation, extramural funds, and tuition.

Distance Education:

Fifty percent of the general education courses will be offered via distance education.

Public Review:

The program was posted on the Commission website from April 2, 2008 until April 22, 2008 (twenty days) for public review and comment. No comments were received.

Supporting Documentation:

1. New Academic Degree Program Proposal Summary, attached.
2. Summary of Background Information, attached.
3. Curriculum for Proposed Program, attached.
4. Wallace State Community College (Hanceville) proposal, dated March 28, 2008. Available upon request.
5. "Evaluation and Review of New Instructional Program Proposals of Public Postsecondary Institutions," Ala. Admin. Code (Commission on Higher Education), r. 300-2-1-.03. Available upon request.

Attachment 1

INSTITUTION Wallace State Community College (Hanceville)

PROGRAM Associate in Applied Science in Electroneurodiagnostic Technology

ESTIMATED NEW FUNDS REQUIRED TO SUPPORT PROPOSED PROGRAM

	2008-09	2009-10	2010-11	2011-12	2012-13	TOTAL
FACULTY	\$0	\$0	\$12,000	\$12,000	\$26,000	\$50,000
LIBRARY	\$0	0	\$0	0	\$0	\$0
FACILITIES	\$0	0	0	0	0	\$0
EQUIPMENT	\$111,910	\$0	\$0	\$0	\$0	\$111,910
STAFF	0	0	0	0	0	0
OTHER	\$4000	\$4000	\$2400	\$2400	\$2400	\$15,200
TOTAL	\$115,910	\$4,000	\$14,400	\$14,400	\$28,400	\$177,110

SOURCES OF FUNDS AVAILABLE FOR PROGRAM SUPPORT

	2008-09	2009-10	2010-11	2011-12	2012-13	TOTAL
INTERNAL REALLOCATIONS	\$27,950	0	0	0	0	\$27,950
EXTRAMURAL	\$72,300	\$2,000	0	0	0	\$74,300
TUITION	\$15,660	\$18,270	\$20,880	\$23,490	\$26,100	\$104,400
TOTAL	\$115,910	\$20,270	\$20,880	\$23,490	\$26,100	\$206,650

ENROLLMENT AND DEGREE COMPLETION PROJECTIONS

	2008-09	2009-10	2010-11	2011-12	2012-13	5-YEAR AVERAGE
TOTAL HEADCOUNT ENROLLMENT	4	11	18	24	22	16
NEW ENROLLMENT HEADCOUNT	4	8	12	14	12	10 4-YEAR AVERAGE
DEGREE COMPLETION PROJECTIONS	0	3	6	10	11	8

Attachment 2

Summary of Background Information

Associate in Applied Science in Electroneurodiagnostic Technology
Wallace State Community College (Hanceville)

Role: The proposed program is within the instructional role currently recognized for Wallace State Community College Hanceville (WSH).

Objectives: The overall objective of the proposed program will be to prepare graduates who are able to perform a variety of procedures to support the diagnosis of neurologic disorders. Additional objectives and student outcomes of the program are as follows:

1. Safely and accurately performs a variety of procedures (electroencephalogram, evoked potential studies, nerve conduction studies and extended seizure monitoring) to support the diagnosis of neurological disorders.
2. Is adequately prepared for employment in a Neurodiagnostic Lab.
3. Possesses the knowledge required for success on appropriate national credentialing exams.
4. Understands and applies the skills, policies, procedures and techniques necessary to provide comprehensive clinical evaluation for the diagnosis of sleep disorders.
5. Is adequately prepared for employment as a Polysomnography Technologist.
6. Communicates effectively with patients, families and professional staff.
7. Adheres to ethical, legal and professional standards of practice.

Outcomes Assessment: The program objective will be assessed by employer surveys and annual credentialing exam reports.

Administration: The program will be administered by Kenneth Crow, Program Director.

Curriculum: The following new courses will be developed for the program:

END 110	Introduction to Electroneurodiagnostics	2 semester hours (sh)
END 111	Introduction to Electroencephalography	3 sh
END 112	Intermediate Electroencephalography	3 sh
END 210	Basic Evoked Potentials	3 sh
END 211	Intraoperative Monitoring	2 sh
END 212	Nerve Conduction Studies	3 sh
END 213	Neurophysiology of END	2 sh
END 214	END Clinical Practice I	3 sh
END 215	END Clinical Practice II	3 sh
END 216	END Clinical Practice III	3 sh
END 217	END Clinical Practice IV	2 sh

Program Completion Requirements:

AAS Degree Program:

- Credit hours required in skills emphasis – 50 semester hours (sh)
- Credit hours in institutional general education or core curriculum – 26 sh
- Credit hours in required or free electives – 6 sh included in general education

Accreditation: Accreditation of the proposed program will be sought from the Joint Review Committee on Education in Neurodiagnostic Technology – Commission on Accreditation of Allied Health Education Programs. Additionally, according to the proposal, licensure is not currently required for Electroneurodiagnostic (END) technologists to practice in Alabama although legislation has been introduced. As licensure is not required, graduation from an accredited program is not mandated for practice in the state. However, END and sleep centers must have a certain number of nationally certified technicians for the center to become approved or recognized. Graduation from an accredited program is not a requirement to sit for any of the licensure exams; however, graduation from an accredited program does waive the extended practice eligibility requirement.

Collaboration: According to the proposal, WSH plans to collaborate with two-year institutions to offer the proposed program through the existing Health Linkage program.

Distance Education: WSH plans to offer fifty percent of the general education online. The institution will develop theory based support for classroom activities to be offered online in a hybrid format. According to the proposal, labs will be conducted on campus and clinical rotations will occur at selected clinical facilities. Officials at WSH plan to assess what courses need to be developed in a fully online format after the proposed program has stabilized. Lab activities prohibit the development of a fully online program at this time.

Admission: Students must meet admission requirements as prescribed for all students.

Student Demand: WSH conducted a survey of students from the institution. According to the survey, 40 students expressed interest in the proposed program. When asked if the proposed program appealed to them as a career choice, 15 students stated that it did. Additionally, WSH has received several phone calls and applications from individuals inquiring about and expressing interest in enrolling in the proposed END program.

Need: According to WSH's proposal, career opportunities for Electroneurodiagnostic Technologists are expected to grow much faster than the average occupation over the next few years. Statistics for this occupation are not currently available through Department of Labor tracking mechanisms; however, a review of the American Society of Electroneurodiagnostic Technicians Employment Exchange website conducted on November 8, 2007, found 33 advertised positions. Development of the proposed program has been at the request of several community employers that have been unable to meet the demands for employees with these skills. The aging of the population and the development of new testing procedures contribute to an increased demand for persons with these skills to staff hospital, clinics, research facilities and physician's offices. A survey of neurodiagnostic facilities in the institution's service area and adjacent counties clearly demonstrated a need that will be met by the proposed program.

Resources:

Faculty/Staff: According to the program proposal, currently there is one full-time primary faculty member and one part-time primary faculty member to teach in the program. WSH is planning to hire one to two part-time primary faculty members to teach in the proposed program. Additional support faculty will be provided by the Office of Assessment and Planning and the office of the Dean of Health Sciences.

Equipment/Facilities: At this time there are two patient stations complete with bed and bedside table available in the lab facility. Additional equipment already in place includes a sleep monitoring unit with computer, headboard and display monitor. The following additional equipment will be purchased for the proposed program:

EEG Machine with care (2)	\$28,000
Two Channel EMG machine with cart	\$18,000
Four Channel EMG machine with cart	\$21,000
Evoked Potential Machine (2)	\$36,000
Desktop Computer with Monitor	\$1,650
Blood Pressure Equipment (5)	\$375
Smart Board Technology for Classroom	\$6,885

Total \$111,910

Clinical Agreements: WSH has provided documentation that clinical agreements have been signed with St. Vincent's Health System, Baptist Medical Center (Shelby), Decatur General Hospital, and Physician's Medical Center (Carroway).

Library: According to the proposal, WSH's current library holdings will be sufficient to support the addition of the END program.

Program Budget: WSH projects a total of \$177,110 in estimated new funds will be required to support the proposed program. A total of \$206,650 will be available through internal reallocation, extramural funds, and tuition.

Attachment 3

**WSD
Associate in Applied Science in
Electroneurodiagnostic Technology**

First Semester

END 110	Introduction to Electroneurodiagnostics	2 semester hours
END 111	Introduction to Electroencephalography	3 semester hours
END 112	Intermediate Electroencephalography	3 semester hours
END 210	Basic Evoked Potentials	3 semester hours
END 214	END Clinical Practice I	3 semester hours
MTH 100	Intermediate College Algebra	3 semester hours
		17 total semester hours

Second Semester

END 211	Intra-operative Monitoring	2 semester hours
END 212	Nerve Conduction Studies	3 semester hours
END 213	Neurophysiology of END	2 semester hours
END 215	END Clinical Practice II	3 semester hours
END 216	END Clinical Practice III	3 semester hours
END 217	END Clinical Practice IV	2 semester hours
		15 total semester hours

Third Semester

BIO 103	Biology	3 semester hours
PSY 200	General Psychology	3 semester hours
HUM/ART	Humanities and Arts Elective	6 semester hours
ENG 101	English Composition	3 semester hours
		15 total semester hours

Fourth Semester

BIO 201	Human Anatomy and Physiology I	4 semester hours
PSG 112	Sleep/Wake Anatomy & Physiology	4 semester hours
PSG 113	Fundamentals of Polysomnography	3 semester hours
PSG 115	PSG Clinical Practice I	3 semester hours
		14 total semester hours

Fifth Semester

PSG 114	Data Interpretation	3 semester hours
PSG 116	PSG Clinical Practice II	3 semester hours
PSG 117	PSG Clinical Practice III	3 semester hours
PSG 118	PSG Clinical Practice IV	2 semester hours
BIO 202	Human Anatomy and Physiology II	4 semester hours
		15 total semester hours

DECISION ITEM A-9: Wallace State Community College (Selma), Associate in Applied Science and Certificate in Industrial Maintenance Technology (CIP 47.0303)

Staff Presenter: Ms. Margaret Pearson
Academic Program Review Analyst

Staff Recommendation: That the Commission approve the proposed Associate in Applied Science and Certificate in Industrial Maintenance Technology with the implementation date and post-implementation conditions listed below:

Implementation Date: The proposed program will be implemented August 2008. Based on Commission policy, the proposed program must be implemented by June 2010 or Commission approval will expire. The institution must notify the Commission in writing when the program is implemented or if there is any delay in implementation.

Pre-Implementation Condition:

That, prior to implementation, a list of the names and credentials of the program director and other faculty hired for the program be provided to the Commission staff.

Post-Implementation Conditions:

1. That the annual average new enrollment headcount for the first five years will be at least 15, based on the proposal.
2. That the annual average number of Certificate and AAS graduates for the Academic Years 2009-10 through 2012-13 (four-year average) will be at least 25, based on the proposal.
3. That a follow-up survey be conducted after the first five years that will show at least 75 percent of the graduates were successful in acquiring related employment or that the program enhanced graduates' current employment.
4. That information regarding an overall assessment of the program be provided, particularly as related to objectives and assessment measures stated in the proposal.

Wallace State Community College (Selma) will be required to phase out the program if any of the post-implementation conditions are not met. The institution must present documentation regarding the post-implementation conditions, as well as a general assessment of the program, in a report submitted to the Commission no later than September 2013.

Rationale:

This recommendation for approval is based on the following key points:

1. The proposed program will play an important role in providing the Blackbelt region with qualified workers to fill current and anticipated jobs in industrial maintenance and related areas.
2. According to the proposal, the need for individuals trained in the proposed program has been documented in letters of support from technical industries, legislators, and local economic development officials.
3. WSS has acquired a grant from the Department of Labor for \$500,000 to support the development of the proposed program.
4. WSS projects a total of \$724,180 in estimated new funds will be required to support the proposed program. A total of \$831,200 will be available through internal allocation, extramural funds, and tuition.

Distance Education:

Ten percent of the general education courses will be available online.

Public Review:

The program was posted on the Commission website from April 2, 2008 until April 22, 2008 (twenty days) for public review and comment. No comments were received.

Supporting Documentation:

1. New Academic Degree Program Proposal Summary, attached.
2. Summary of Background Information, attached.
3. Curriculum for Proposed Program, attached.
4. Wallace State Community College (Selma) proposal, dated March 28, 2008. Available upon request.
5. "Evaluation and Review of New Instructional Program Proposals of Public Postsecondary Institutions," Ala. Admin. Code (Commission on Higher Education), r. 300-2-1-.03. Available upon request.

Attachment 1

INSTITUTION Wallace State Community College (Selma)

PROGRAM Associate in Applied Science and Certificate in Industrial Maintenance Technology

ESTIMATED NEW FUNDS REQUIRED TO SUPPORT PROPOSED PROGRAM

	2008-09	2009-10	2010-11	2011-12	2012-13	TOTAL
FACULTY	\$45,040	\$46,788	\$48,536	\$50,284	\$52,032	\$242,680
LIBRARY	\$500	\$250	\$250	\$250	\$250	\$1500
FACILITIES	\$55,000	\$1,000	\$1,000	0	0	\$57,000
EQUIPMENT	\$350,000	\$10,000	\$10,000	\$10,000	\$10,000	\$390,000
STAFF	0	0	0	0	0	0
OTHER	\$6,000	\$6,500	\$6,500	\$7,000	\$7,000	\$33,000
TOTAL	\$456,540	\$64,538	\$62,286	\$67,534	\$69,282	\$724,180

SOURCES OF FUNDS AVAILABLE FOR PROGRAM SUPPORT

	2008-09	2009-10	2010-11	2011-12	2012-13	TOTAL
INTERNAL REALLOCATIONS	\$6,500	\$6,750	\$6,750	\$7,250	\$7,250	\$34,500
EXTRAMURAL	\$350,000	\$10,000	\$10,000	\$10,000	\$10,000	\$390,000
TUITION	\$50,300	\$81,000	\$81,000	\$97,200	\$97,200	\$406,700
TOTAL	\$406,800	\$97,750	\$97,750	\$114,450	\$114,450	\$831,200

ENROLLMENT AND DEGREE COMPLETION PROJECTIONS

	2008-09	2009-10	2010-11	2011-12	2012-13	5-YEAR AVERAGE
TOTAL HEADCOUNT ENROLLMENT	25	35	35	40	40	35
NEW ENROLLMENT HEADCOUNT	25	10	10	15	15	15 4-YEAR AVERAGE
DEGREE COMPLETION PROJECTIONS	0	20	22	27	29	25

Attachment 2

Summary of Background Information

Associate in Applied Science and Certificate in Industrial Maintenance Technology (INT)
Wallace State Community College (Selma)

Role: The proposed program is within the instructional role currently recognized for Wallace State Community College (WSS).

Objectives: The overall objective of the proposed program will be to provide both theoretical and practical learning experiences which will provide program graduates with the technical skills necessary for employment in a variety of industrial settings. Additional objectives of the program are as follows:

- To offer the AAS degree, the Standard Certificate, and the Short-Term Certificate in Industrial Maintenance Technology, credentials which are collectively intended to meet identified workforce training needs of various industries in the college's service area.
- To flexibly meet some short-term training needs of local industry, and to provide currently employed semi-skilled workers with skill enhancements.
- Provide the local industrial manufacturing community with highly skilled industrial maintenance technicians that are able to setup, install, maintain, and troubleshoot industrial equipment and systems.
- Provide the college's service area with a high-technology occupational program which will enable students to obtain immediate entry to industrial and manufacturing settings locally, statewide, and regionally.
- To meet the short-term training needs of local industry, and to provide currently employed semi-skilled workers with skill enhancements.
- To establish a needed technical career pathway for students that will provide employment potential relevance and employment security.
- To provide high quality, affordable and accessible technical education in the various aspects of Industrial Maintenance Technology.
- To supplement the supply of skilled workers in the institution's service area by offering new short-term training opportunities which are components of Industrial Maintenance Technology.

Student Outcomes: According to the proposal, student outcomes will be measured by the following:

I. Program Assessment: Twenty percent of the college's Career/Technical programs undergo a systematic evaluation at least once every five years. This evaluation is coordinated by the program director or senior instructor and consists of an assessment of several program components or attributes listed below. A synopsis of this program evaluation is published in the Institutional Management Plan for the year in which the assessment is published.

1. Program Enrollment – by number, age, race, sex, age
2. Program Completions (i.e., graduates)
3. Graduate surveys
4. Labor market update
5. Program goals and objectives
6. Accreditation/Certification
7. Staff support (faculty qualifications and level)
8. Curriculum review, design and content
9. Facilities and Equipment
10. Guidance and Student Services
11. Student Satisfaction Surveys

12. Budget and Funding Level
13. Job Placement
14. Employer Satisfaction Surveys
15. Advisory Committee composition and meetings

II. General Class Assessment by Semester: At the end of each semester all students in the College are invited to evaluate each instructor in each course by means of an on-line Student Opinion of Instruction Survey. This survey is composed of 23 objective questions and a dialog box in which students can place comments concerning the conduct of the course. At the beginning of the next term, summary data and all written comments for each section are provided to both the instructor and the department chair. Consultations/discussions are conducted with each faculty member as needed in order to assure the consistency and quality of instructional delivery and content.

III. Specific Class Assessment by Course: In Career/Technical Programs, specific student learning outcomes are evaluated in all program specific courses each semester in order to assure that the specific skills and knowledge prescribed by state approved Plans of Instruction have in fact been attained by each student. These Plans of Instruction have been developed by Postsecondary Committees composed of program-specific faculty from representative system colleges and are approved by the Alabama Department of Postsecondary Education (ADPE). Once approved, these Plans of Instruction must be followed by like programs in all system colleges.

IV. Student Outcomes Assurance via Program Certification: As stated in the original proposal document, ADPE has not identified a specific accreditation agency for INT Programs. Even so, the college offers three other career/technical programs which are certified through the National Center for Construction Education and Research (NCCER). Accordingly, the college intends to secure NCCER certification for the proposed INT Program, program graduates, and the lead INT instructor.

Administration: A program director will be hired for the proposed program, if approved. The program also will be administered by Mr. Eric Rogers, Instructor of Electrical Technology.

Curriculum: The following new courses will be developed for the program:

Prefix #	Course Title	Theory	Lab	Sem. Hrs.
INT 104	Principles of Technology	2	1	3
INT 112	Industrial Maintenance Safety Procedures	2	1	3
INT 117	Principles of Industrial Mechanics	1	2	3
INT 118	Fund. of Industrial Hydraulics and Pneumatics	1	2	3
INT 119	Prin. of Mech. Measurement and Technical Drawing	1	2	3
INT 121	Industrial Hydraulics Troubleshooting	1	2	3
INT 126	Preventive Maintenance	1	2	3
INT 127	Principles of Industrial Pumps and Piping Systems	2	1	3
INT 212	Industrial Motor Control I	1	2	3
INT 213	Industrial Motor Control II	1	2	3
INT 221	DC Fundamentals	1	2	3
INT 222	Special Topics	2	1	3
INT 223	AC Fundamentals	1	2	3
INT 234	Prin. of IM Welding & Metal Cutting Techniques	1	2	3
INT 284	Applied Principles of Programmable Controls	2	1	3
INT 288	Advanced Principles of Programmable Controls	1	2	3
IDS 104	Problem Solving and Decision Making	3	0	3
ORI 104	Work Keys Assessment and Advisement	1	0	1

Program Completion Requirements:

AAS Degree Program:

- Credit hours required in major (skills emphasis) – 27 semester hours (sh)
- Credit hours in institutional general education or core curriculum – 45 sh (24sh General Education core; 21 sh Applied Technical Core)
- Credit hours in required or free electives – 0 sh

Certificate Program:

- Credit hours required in major (skills emphasis) – 21 semester hours (sh)
- Credit hours in institutional general education or core curriculum – 30 sh (9 sh General Education core; 21 sh Applied Technical Core)
- Credit hours in required or free electives – 0 sh

Accreditation: According to WSS, no specialized accreditation agency has been identified for this program by the Alabama Community College System. WSS plans to secure certification through the National Center for Construction Education and Research (NCCER) for the proposed program, program graduates, and its lead instructor. In addition, the institution intends to seek certification for the proposed program through the National Association of Industrial Technology (NAIT). According to WSS officials, licensure is not required for employment in the proposed program.

Collaboration: The proposal stated that in 2006 ADPE approved new modularized Industrial Maintenance Technology courses that are common to all Alabama two-year colleges offering the program. The core courses must be taught in all INT programs and the common courses may be used to customize the program to area industry and community needs. Common courses will allow students to more easily transition from one college to another without losing credits if need dictates.

Distance Education: WSS plans to offer a limited number of INT courses through distance education modalities. Currently, ten percent of the general education courses will be offered online.

Admission: Students must meet admission requirements as prescribed for all students.

Student Demand: Officials at WSS indicated enrollment in most of the institution's career/technical programs has remained relatively constant; however, there has been a 53.8 percent increase in enrollment in the electrical technology program, a program closely related to the proposed program. According to the proposal, WSS determined it was not necessary to conduct a survey of student interest and demand for a closely related program which is also in high demand by local industry. WSS officials stated that the majority of students enrolling in the proposed Industrial Maintenance Technology program are expected to be from within the College's service area, which is the largest geographic service area in the Alabama Community College System, according to the proposal.

Need: There are seven institutions in the two-year college system which offer programs in Industrial Maintenance Technology. The nearest program is located at Trenholm State Technical College (TRE) in Montgomery. Alabama Southern Community College (ALS) has a related program, the Certificate and AAS in Industrial Engineering Technology at Thomasville. The presidents of both TRE and ALS sent letters in support of the proposed INT program at WSS.

According to the WSS, the need for workers trained in industrial maintenance technology is clearly documented in letters of support from technical industries, legislators, and local economic development officials. The need for workers trained in the proposed program is also supported by data published by the Bureau of Labor Statistics, U.S. Department of Labor, *Occupational Outlook Handbook*, 2008-2009 Edition, Industrial Machinery Mechanic and Maintenance Workers. This report reveals that the job outlook for industrial machinery and mechanics is expected to grow seven percent through 2016.

A study of the proportion of selected occupations for which general technical occupational skills is primary reveals the following annual growth rates for maintenance related occupations:

Required Technical / Occupational Skills	High Demand	Fast Growing
Equipment Maintenance	21%	27%
Equipment Operation and Control	29%	36%
Equipment Selection	14%	45%
Equipment Monitoring	29%	36%
Troubleshooting	14%	27%

In addition to growing industrial demand, many maintenance workers currently employed are expected to retire in coming years. Many employers have reported difficulty in recruiting young workers with the necessary skills to be industrial machinery mechanics. According to the same source, employers prefer to hire those who have completed high school or technical college and have taken courses in mechanical drawing, mathematics, blueprint, reading, computers, and electronics.

The proposed INT program will also provide the Blackbelt community (specifically Dallas, Lowndes and Perry Counties) with a pool of qualified workers to fill current and anticipated jobs in industrial maintenance and related areas.

Resources:

Faculty/Staff: Currently, WSS has not yet hired a program director for the program. A total of two full-time support faculty members will be employed to teach in the program. Additionally, there will be one full-time primary faculty member available to teach in the program.

Equipment/Facilities: Equipment already available for the Welding, Electrical Technology, and Drafting programs will be used for the proposed program. In addition to available equipment, WSS has received a grant from the Department of Labor worth \$500,000 to support the development of the proposed program.

According to the proposal, WSS is planning to renovate the former auto mechanics building on the Selma campus into an Industrial Maintenance Technology Center. The institution expects to spend approximately \$55,000 on this renovation.

Library: Officials at WSS estimate the cost to provide new audiovisual equipment and materials required for the proposed INT program will be \$500 for the first year, and \$250 per year for years two through five.

Program Budget: WSS projects a total of \$724,180 in estimated new funds will be required to support the proposed program. A total of \$831,200 will be available through internal allocation, extramural funds, and tuition.

Attachment 3

WSS
 Associate in Applied Science in
 Industrial Maintenance

Prefix #	First Year - Fall	Theory	Lab	Sem.Hrs.
INT 104	Principles of Technology	2	1	3
INT 112	Industrial Maintenance Safety Procedures	2	1	3
INT 117	Principles of Industrial Mechanics	1	2	3
INT 119	Prin. of Mechanical Measurement & Tech. Drawing	1	2	3
ORI 101	Orientation to College	2	0	2
ORI 104	Work Keys Assessment and Advisement	1	0	1
MTH116	Mathematical Applications	3	0	3
Semester Total =				18 SH

Prefix #	First Year - Spring	Theory	Lab	Sem.Hrs.
INT 118	Fund. Of Industrial Hydraulics & Pneumatics	1	2	3
INT 121	Industrial Hydraulics Troubleshooting	1	2	3
INT 126	Preventive Maintenance	1	2	3
INT 127	Prin. of Industrial Pumps & Piping Systems	2	1	3
CIS 146	Microcomputer Applications	3	0	3
ENG101	English Composition I	3	0	3
Semester Total =				18 SH

Prefix #	First Year - Summer	Theory	Lab	Sem.Hrs.
INT 221	DC Fundamentals	1	2	3
INT 223	AC Fundamentals	1	2	3
Semester Total =				6 SH

Prefix #	Second Year - Fall	Theory	Lab	Sem.Hrs.
INT 212	Industrial Motor Control I	1	2	3
INT 213	Industrial Motor Control II	1	2	3
INT 284	Applied Principles of Programmable Controls	2	1	3
INT 288	Advanced Principles of Programmable Controls	1	2	3
SPH 107	Fundamentals of Public Speaking	3	0	3
PSY 200	General Psychology	3	0	3
Semester Total =				18 SH

Prefix #	Second Year - Spring	Theory	Lab	Sem.Hrs.
INT 222	Special Topics	2	1	3
INT 234	Prin. of IM Welding & Metal Cutting Techniques	1	2	3
PHL 206	Ethics and Society	3	0	3
IDS 104	Problem Solving and Decision Making	3	0	3
Semester Total =				12 SH
Degree Program Total =				72 SH

Certificate

Industrial Maintenance

Prefix #	First Year - Fall	Theory	Lab	Sem.Hrs.
INT 104	Principles of Technology	2	1	3
INT 112	Industrial Maintenance Safety Procedures	2	1	3
INT 117	Principles of Industrial Mechanics	1	2	3
INT 119	Prin. of Mechanical Measurement & Tech. Drawing	1	2	3
ORI 101	Orientation to College	2	0	2
ORI 104	Work Keys Assessment and Advisement	1	0	1
MTH116	Mathematical Applications	3	0	3

Semester Total = 18 SH

Prefix #	First Year - Spring	Theory	Lab	Sem.Hrs.
INT 118	Fund. Of Industrial Hydraulics & Pneumatics	1	2	3
INT 121	Industrial Hydraulics Troubleshooting	1	2	3
INT 126	Preventive Maintenance	1	2	3
INT 127	Prin. of Industrial Pumps & Piping Systems	2	1	3
ENG101	English Composition I	3	0	3

Semester Total = 15 SH

Prefix #	First Year - Summer	Theory	Lab	Sem.Hrs.
INT 221	DC Fundamentals	1	2	3
INT 223	AC Fundamentals	1	2	3

Semester Total = 6 SH

Prefix #	Second Year - Fall	Theory	Lab	Sem.Hrs.
INT 212	Industrial Motor Control I	1	2	3
INT 213	Industrial Motor Controls II	1	2	3
INT 284	Applied Principles of Programmable Controls	2	1	3
INT 288	Advanced Principles of Programmable Controls	1	2	3

Semester Total = 12 SH

Certificate Program Total =51 SH

DECISION ITEM B-1: Return of Shared Programs to Independent Program Status: Auburn University and Auburn University at Montgomery, Bachelor of Arts in French (Shared), CIP 16.0901, and Bachelor of Arts in German (Shared), CIP 16.1605

Staff Presenter: Mrs. Ellen E. Haulman
Assistant Director for Instruction

Staff Recommendation: That the Commission approve the alteration of the Auburn University/Auburn University at Montgomery shared Bachelor of Arts (BA) programs in French (CIP 16.0901) and German (CIP 16.1605). Through this alteration, both programs will be returned to independent program status for Auburn University, in keeping with the Commission's operating definition for shared programs.

Background: Officials at Auburn University (AU) and Auburn University at Montgomery (AUM) have notified the Commission staff that these two shared programs will be phased out, as the result of not meeting post-implementation conditions. [Please refer to the post-implementation reports for these programs in this packet.]

According to Commission policy, should a shared program be discontinued, participating institutions which previously had independent programs may revert back to independent program status, subject to program alteration approval by the Commission.

Supporting Documentation:

1. "Definitions Recognized by the Commission," Ala. Admin. Code (Commission on Higher Education), r. 300-2-1-.01. Available upon request.
2. Unpublished post-implementation reports and Academic Program Inventory deletion forms submitted by the institutions. Available upon request.

DECISION ITEM B-2: Auburn University in Montgomery, Addition of a Track in Homeland Security and Emergency Management to the Existing Master of Science in Justice and Public Safety (MSJPS) in Criminal Justice Studies (CIP 43.0104)

Staff Presenter: Mrs. Ellen E. Haulman
Assistant Director for Instruction

Staff Recommendation: That the Commission approve the proposed track as a reasonable extension/alteration of an existing program.

Background: Auburn University in Montgomery (AUM) currently has the Master of Science in Justice and Public Safety (MSJPS) in Criminal Justice Studies at CIP 43.0104 in the Academic Program Inventory. AUM proposes the addition of a track in Homeland Security and Emergency Management to the program.

The program with the new track will require a total of 36 semester hours, as does the existing track in criminal justice:

Program Common Core	9 semester hours (sh)
Proposed Track Core	12 sh
Homeland Security Electives	21 sh

The proposed track will share courses in Criminal Justice Information Systems, Strategic Planning and Budget, and Research Methodology with the existing Criminal Justice track. The track core will consist of courses entitled Introduction to Homeland Security and Capstone in Homeland Security.

Seven elective courses related to the option will be chosen from existing Criminal Justice, Political Science, and Sociology courses, as well as new courses. Existing courses that may be selected as electives include Criminal Analysis/Mapping; Intelligence/Information Dissemination; National Security/Domestic Policy; Comparative Governments; and the Sociology of Religion. New justice and public safety courses will include Agricultural Security; Emergency Management; the Psychology of Terrorism and Fear; and Weapons of Mass Destruction.

According to AUM officials, the track will target individuals who are currently working in criminal justice agencies, fire departments, emergency operation centers, hospitals and other emergency medical providers, city governments, the military and private security agencies.

Supporting Documentation:

1. "Reasonable Extensions and Alterations of Existing Units and Programs of Instruction," Ala. Admin. Code (Commission on Higher Education), r. 300-2-1-.06. Available upon request.

2. Written unpublished documentation provided by the institution. Available upon request.

DECISION ITEM B-3: University of North Alabama. Addition of a Concentration in Finance to the Existing Master of Business Administration (MBA) in Business Administration (CIP 52.0201)

Staff Presenter: Mrs. Ellen E. Haulman
Assistant Director for Instruction

Staff Recommendation: That the Commission approve the proposed concentration as a reasonable extension/alteration of an existing program.

Background: The University of North Alabama (UNA) currently has the MBA in Business Administration at CIP 52.0201 in the Academic Program Inventory. UNA proposes the addition of a concentration in Finance to the program. The existing curriculum also will be given the Professional concentration designation.

The program with the new concentration, as with the Professional concentration, will require a total of 33 semester hours with 9 hours in the concentration:

Program Common Core	24 semester hours (sh)
Proposed Concentration	9 sh

The proposed concentration will share the following courses with the Professional concentration: Cost for Management Decision Analysis; Enterprise Systems Analysis and Design; Managerial Economics; Managerial Finance; Organizational Behavior; Management Policy; Marketing Strategy; and Decision Theory. The concentration will consist of courses in Business Valuation; Security and Portfolio Analysis; and an elective course in Finance.

Supporting Documentation:

1. "Reasonable Extensions and Alterations of Existing Units and Programs of Instruction," Ala. Admin. Code (Commission on Higher Education), r. 300-2-1-.06. Available upon request.
2. Written unpublished documentation provided by the institution. Available upon request.

DECISION ITEM B-4: The University of Alabama at Birmingham, Merger of the Department of Critical Care with the Department of Diagnostic and Therapeutic Science

Staff Presenter: Ms. Margaret Pearson
Academic Program Review Analyst

Staff Recommendation: That the Commission approve the proposed merger as a reasonable extension/alteration of an existing unit of instruction.

Background: The University of Alabama at Birmingham (UAB) plans to merge the Department of Critical Care with the Department of Diagnostic and Therapeutic Science.

According to information submitted by UAB, the Department of Critical Care and the Department of Diagnostic and Therapeutic Science have proposed merging into a single department called Clinical and Diagnostic Sciences. This proposed merger will facilitate more effective and efficient utilization of resources and create better alignment of management/leadership structures with programmatic, school, and university missions.

According to the Commission's Administrative Procedures, administrative changes at the department level typically are submitted as information items. At UAB, however, departments are more prominent units than academic divisions. Consequently, this item is submitted for Commission approval.

Supporting Documentation:

1. "Reasonable Extensions and Alterations of Existing Units and Programs of Instruction," Ala. Admin. Code (Commission on Higher Education), r. 300-2-1.06. Available upon request.
2. Written unpublished documentation provided by the institution. Available upon request.

DECISION ITEM B-5: The University of Montevallo, Addition of Tracks in Acting, Directing, Costume Design, and Scenic/Lighting to the Existing Bachelor of Fine Arts (BFA) in Theatre (CIP 50.0501)

Staff Presenter: Ms. Margaret Pearson
Academic Program Review Analyst

Staff Recommendation: That the Commission approve the proposed tracks as reasonable extensions/alterations of an existing program.

Background: The University of Montevallo (UM) currently has the Bachelor of Fine Arts in Theatre at CIP 50.0501 in the Academic Program Inventory. UM proposes the addition of tracks in Acting, Directing, Costume Design, and Scenic/Lighting to the program. UM will discontinue existing tracks in Acting/Directing and Design and Technology. The existing track in Musical Theatre will continue.

The program with the new tracks will require a total of 131 semester hours:

Program Common Core	35 semester hours (sh)
Proposed Track Core	45 sh
General Education Core	51 sh

The proposed tracks will share courses in Costume Construction, Stagecraft I, Acting I, Directing I, Play Analysis, Theory and Criticism, Seminar: Career Preparation, Theatre History I, Senior Project, and THEA electives. Additional common courses include Introduction to Theatre, and Theatre History II.

The proposed Track in Acting will include courses in Acting, Directing, and Stage Make-up. The Directing Track will include courses in Musical Theatre Styles, Stagecraft, and Directing I & II. The Costume Design Track will include courses in Costume Construction, Costume Crafts, and Costume Design. The Scenic/Lighting Track will include courses in Stage Lighting, Scene Design, and Light Design.

According to UM officials, the tracks will allow BFA students to immediately pursue an acting, directing or design career in a major theatre center, as well as audition successfully for Master of Fine Arts programs.

Supporting Documentation:

1. "Reasonable Extensions and Alterations of Existing Units and Programs of Instruction," Ala. Admin. Code (Commission on Higher Education), r. 300-2-1-.06. Available upon request.
2. Written unpublished documentation provided by the institution. Available upon request.

DECISION ITEM C-1: Wallace State Community College (Hanceville), New Off-Campus Sites

Staff Presenter: Ms. Margaret Pearson
Academic Program Review Analyst

Staff Recommendation: That the Commission approve the following new off-campus sites for Wallace State Community College (Hanceville).

Proposal: Wallace State Community College (Hanceville) (WSH) plans to offer courses at the following new off-campus sites beginning in fall 2008:

Bevill State Community College, Fayette

Bevill State Community College, Hamilton

Discussion: An official with the institution has signed the institutional certification for the proposed sites pledging that a) each new site is in full compliance with the Commission's Guidelines for the Regulation of Off-Campus Instruction; and b) the required annual site follow-up reports will be sent. The institutional certification was reviewed and transmitted by the Alabama Department of Postsecondary Education.

All of the courses to be taught at the proposed sites are Physical Therapy Assistant (PTA) and Respiratory Therapy (RPT) courses.

The proposal was posted on the Commission website from May 9, 2008 until May 29, 2008 (twenty days) for public review and comment. No comments were received.

Supporting Documentation:

1. Proposal for New Off-Campus site at Bevill State Community College, Hamilton, attached.
2. Proposal for New Off-Campus site at Bevill State Community College, Fayette, attached.
3. "Review of Off-Campus Instruction offered by Public Postsecondary Institutions," Ala. Admin. Code (Commission on Higher Education), r. 300-2-1-.06. Available upon request.

Attachment 1

Alabama Commission on Higher Education

PROPOSAL FOR A NEW OFF-CAMPUS SITE

SITE INFORMATION

Institution: Wallace State Community College

Administrator Responsible for Site

Name & Title: Nancy C. Corser, Dean of Health Sciences

Telephone: 1-256-352-8306

Fax: 1-256-352-8311

E-mail: nancy.corser@wallacestate.edu

Contact Person at Site If Other Than Administrator Above

Name & Title: Penne Mott, Associate Dean Health Sciences

Telephone: 1-205-387-0511 ext 5759

Fax: 1-205-387-5175

E-mail: pmott@bscc.edu

Location of Proposed Site

Facility: Bevill State Community College

Street Address: 2631 Temple Avenue North

City: Fayette

County: Fayette

When will you begin offering instruction at this site?

Fall 2008

Type of Site	Check One:
Non-Exempt	✓
Exempt from Review by Statute	
Fall 1978 registration exceeded 500.	
University operated site prior to 1960.	
Site located on military reservation.	
Business & industry site where employees only are enrolled.	
Exempt from Review by Commission Policy	
Courses delivered via distance learning technology.	
Prison site - courses delivered exclusively to inmates and prison employees.	
High school site exclusively for early admission, accelerated/dual enrollment.	
2-year college site located within SBE approved service area.	
University site located within home or contiguous counties.	

Note: Follow-up report is not required for individual study courses.

Certification

I hereby certify that if the Commission approves/accepts this proposal, the site will be in full compliance with the Commission's Guidelines for the Regulation of Off-Campus Instruction. The required annual follow-up report will be sent.

Signature of President/Chancellor:

Vicki A. Hawsey
 2/25/08

Date:

Attachment 2

Alabama Commission on Higher Education

PROPOSAL FOR A NEW OFF-CAMPUS SITE

SITE INFORMATION

Institution: Wallace State Community College

Administrator Responsible for Site

Name & Title: Nancy C. Corser, Dean of Health Sciences

Telephone: 1-256-352-8306

Fax: 1-256-352-8311

E-mail: nancy.corser@wallacestate.edu

Contact Person at Site If Other Than Administrator Above

Name & Title: Penne Mott, Associate Dean Health Sciences

Telephone: 1-205-387-0511 ext 5759

Fax: 1-205-387-5175

E-mail: pmott@bscc.edu

Location of Proposed Site

Facility: Bevill State Community College

Street Address: 1481 Military Street

City: Hamilton

County: Marion

When will you begin offering instruction at this site?

Fall 2008

Type of Site	Check One:
Non-Exempt	√
Exempt from Review by Statute	
Fall 1978 registration exceeded 500.	
University operated site prior to 1960.	
Site located on military reservation.	
Business & industry site where employees only are enrolled.	
Exempt from Review by Commission Policy	
Courses delivered via distance learning technology.	
Prison site - courses delivered exclusively to inmates and prison employees.	
High school site exclusively for early admission, accelerated/dual enrollment.	
2-year college site located within SBE approved service area.	
University site located within home or contiguous counties.	

Note: Follow-up report is not required for individual study courses.

Certification

I hereby certify that if the Commission approves/accepts this proposal, the site will be in full compliance with the Commission's Guidelines for the Regulation of Off-Campus Instruction. The required annual follow-up report will be sent.

Signature of President/Chancellor:

Vicki A. Hawsey
2/25/08

Date:

ALABAMA COMMISSION ON HIGHER EDUCATION
Friday, June 27, 2008

DECISION ITEM C-2: Enterprise-Ozark Community College, New Off-Campus Site

Staff Presenter: Ms. Margaret Pearson
Academic Program Review Analyst

Staff Recommendation: That the Commission approve the following new off-campus site for Enterprise-Ozark Community College.

Proposal: Enterprise-Ozark Community College (ENT) plans to offer courses at the following new off-campus site beginning in fall 2008:

EOCC Aviation Technology Training Building, Albertville

Discussion: An official with the institution has signed the institutional certification for the proposed site pledging that a) the new site is in full compliance with the Commission's Guidelines for the Regulation of Off-Campus Instruction; and b) the required annual site follow-up reports will be sent. The institutional certification was reviewed and transmitted by the Alabama Department of Postsecondary Education.

ENT has a statewide mission and service area for aviation programs. However, SBE approved service areas are based on counties. Since this site is not in ENT's SBE service area, this proposal requires Commission approval.

The proposal was posted on the Commission website from May 9, 2008 until May 29, 2008 (twenty days) for public review and comment. No comments were received.

Supporting Documentation:

1. Proposal for New Off-Campus site at EOCC Aviation Technology Training Building, Albertville, attached.
2. "Review of Off-Campus Instruction offered by Public Postsecondary Institutions," Ala. Admin. Code (Commission on Higher Education), r. 300-2-1-.06. Available upon request.

Attachment 1

Alabama Commission on Higher Education

PROPOSAL FOR A NEW OFF-CAMPUS SITE

SITE INFORMATION

Institution: Enterprise-Ozark Community College
Administrator Responsible for Site
Name & Title: Thomas H. Kirk, Director of Technical Education
Telephone: 334 774-5113 EXT 3644
Fax: 334 774 0384
E-Mail: tkirk@eocc.edu
Contact Person at Site If Other Than Administrator Above
Name & Title: Unidentified
Telephone:
Fax:
E-Mail:
Location of Proposed Site
Facility: EOCC Aviation Technology Training Building
Street Address: Albertville Airport
City: Albertville, Al. **County:** Marshall
When will you begin offering instruction at this site?
Fall 2008

	Check One:
Non-Exempt	
Exempt from Review by Statute	
Fall 1978 registration exceeded 500.	
University operated site prior to 1960.	
Site located on military reservation.	
Business & industry site where employees only are enrolled.	
Exempt from Review by Commission Policy	
Courses delivered via distance learning technology.	
Prison site - courses delivered exclusively to inmates and prison employees.	
High school site exclusively for early admission, accelerated/dual enrollment.	
2-year college site located within SBE approved service area.	*
University site located within home or contiguous counties.	

Note: Follow-up report is not required for individual study courses.

Certification

I hereby certify that if the Commission approves/accepts this proposal, the site will be in full compliance with the Commission's Guidelines for the Regulation of Off-Campus Instruction. The required annual follow-up report will be sent.

Signature of President/Chancellor:

Date:

INFORMATION ITEM A: Alabama State University, Implementation of a Transitional Curriculum in the Doctor of Physical Therapy (DPT) Program.

Staff Presenter: Ms. Margaret Pearson
Academic Program Review Analyst

Staff Recommendation: For information only.

Background: Alabama State University (ASU) plans to implement a transitional curriculum in the existing Doctor of Physical Therapy (DPT) program, CIP 51.2308.

According to information submitted by ASU, the transitional curriculum is designed for licensed physical therapists that have earned their entry level degree and license in another state and will enable these individuals to achieve equivalency for the DPT degree. Content for the ten courses to be offered in the transitional curriculum is the same for those offered in the traditional program, and the curriculum is in compliance with the accreditation standards of the American Physical Therapy Association.

Supporting Documentation:

1. Written unpublished documentation provided by the institution. Available upon request.

INFORMATION ITEM B: The University of Alabama at Birmingham:
Establishment of the Deep South Resources Center for
Minority Aging Research

Staff Presenter: Ms. Margaret Pearson
Academic Program Review Analyst

Staff Recommendation: For information only.

Background: The University of Alabama at Birmingham (UAB) reports the establishment of the Deep South Resources Center for Minority Aging Research (RCMAR).

According to information submitted by UAB, the overall mission for this Center is to serve as a research-based and mentoring investment in the process of closing the health disparities gap between African-American and non-minority older adults. The center will focus on health problems that are particularly prevalent to rural elders; intervention research addressing exercise, diet, or preventive health strategies; and studies addressing social-economic, discrimination, trust, and bioethical issues impacting measures of both physical and mental health.

Supporting Documentation:

1. "Reasonable Extensions and Alterations of Existing Units and Programs of Instruction," Ala. Admin. Code (Commission on Higher Education), r. 300-2-1-.06. Available upon request.
2. Written unpublished documentation provided by the institution. Available upon request.

INFORMATION ITEM C: The University of Alabama at Birmingham,
Establishment of the Center for Urban Education

Staff Presenter: Ms. Margaret Pearson
Academic Program Review Analyst

Staff Recommendation: For information only.

Background: The University of Alabama at Birmingham (UAB) plans to establish a Center for Urban Education.

According to information submitted by UAB, the proposed Center for Urban Education will promote quality education for socially and economically disenfranchised groups residing in urban areas. This supports the university's mission to discover, teach and apply knowledge for the intellectual, cultural, social and economic benefit of Birmingham, the state, and beyond. The Center for Urban Education will support UAB's instructional, research, and service programs by:

- Designing, implementing, and evaluating responsive, collaborative models of urban teacher development and retention.
- Integrating knowledge and involvement of family and community in the education of urban students, their teachers, administrators, and other community members.
- Promoting the recruitment, development, and retention of leaders for urban school environments.
- Facilitating the learning of the educational community around issues of race, class, and culture.
- Engaging in systematic research related to the training, recruitment, retention, and advancement of urban teachers and school administrators.
- Engaging in research related to factors that promote academic success of students in urban environments.

According to the Commission's operational definitions, units of instruction, research, and service which do not offer courses or other activities for academic credit do not require Commission approval, but are submitted to the Commission as information items prior to implementation.

Supporting Documentation:

1. "Reasonable Extensions and Alterations of Existing Units and Programs of Instruction," Ala. Admin. Code (Commission on Higher Education), r. 300-2-1.06. Available upon request.
2. Written unpublished documentation provided by the institution. Available upon request.

INFORMATION ITEM D: Implementation of Distance Education Programs

Staff Presenter: Mrs. Ellen E. Haulman
Assistant Director for Instruction

Staff Recommendation: For information only.

Background: Commission policy states that academic programs approved by the Commission do not require additional approval to be configured and offered as distance education programs. However, institutions preparing to offer existing programs as distance education offerings must report this intent to the Commission prior to implementation.

In compliance with the Commission's policy on distance education, the following institution has reported plans to implement the distance education program listed.

Auburn University at Montgomery:

Master's-Level Teacher Certification Program:
Physical Education, K-12 (completions reported at
Elementary Education, M.Ed., CIP 13.1202, or
Secondary Education, M.Ed., CIP 13.1205)

Supporting Documentation:

1. "Policy on Distance Education," Ala. Admin Code (Commission on Higher Education), r. 300-2-3-.04. Available upon request.
2. Written unpublished documentation provided by the institutions. Available upon request.

<u>INFORMATION ITEM E:</u>	<u>The University of Alabama at Birmingham, Restructuring of the Department of Nutrition Sciences</u>
<u>Staff Presenter:</u>	Ms. Margaret Pearson Academic Program Review Analyst
<u>Staff Recommendation:</u>	For information only.
<u>Background:</u>	<p>The University of Alabama at Birmingham (UAB) plans to restructure the Department of Nutrition Sciences. The department is currently organized into four divisions. These divisions would be replaced by a mission-oriented management structure in which the department leadership team would consist of the chair, vice chairs for research and clinical services, and a director of education.</p> <p>According to information submitted by UAB, the restructuring is an effort to promote the interdisciplinary nature of current and future research, clinical, and teaching initiatives.</p>
<u>Supporting Documentation:</u>	<ol style="list-style-type: none">1. Written unpublished documentation provided by the institution. Available upon request.

INFORMATION ITEM F: Auburn University, Merger of the Department of Counselor Education, Counseling Psychology, and School Psychology with the Department of Rehabilitation and Special Education into the Department of Special Education, Rehabilitation, and Counseling/School Psychology

Staff Presenter: Ms. Margaret Pearson
Academic Program Review Analyst

Staff Recommendation: For information only.

Background: The Board of Trustees of Auburn University (AU) has approved the merger of the Department of Counselor Education, Counseling Psychology, and School Psychology with the Department of Rehabilitation and Special Education into the Department of Special Education, Rehabilitation, and Counseling/School Psychology.

Administrative changes at the department level, such as establishing a new department, combining two or more departments, or dividing a department into two or more departments, do not require Commission approval, but must be reported to the Commission by information item prior to implementation.

Supporting Documentation:

1. "Reasonable Extensions and Alterations of Existing Units and Programs of Instruction," Ala. Admin. Code (Commission on Higher Education), r. 300-2-1-.06. Available upon request.
2. Written unpublished documentation provided by the institution. Available upon request.

<u>INFORMATION ITEM G-1:</u>	<u>Program Meeting Post-Implementation Conditions: Auburn University and Auburn University at Montgomery, Spanish (Shared), CIP 16.0905</u>
<u>Staff Presenter:</u>	Ellen E. Haulman Assistant Director for Instruction
<u>Staff Recommendation:</u>	That the Commission receive this report documenting that the program meets the post-implementation conditions adopted at the time of the Commission approval of the program.
<u>Background:</u>	The post-implementation report for this program has been reviewed by the staff and has been found to meet the conditions adopted at the time of the Commission approval of the program.
<u>Supporting Documentation:</u>	1. Unpublished post-implementation report submitted by Auburn University and Auburn University at Montgomery. Available upon request.

Summary of Report on Post-Implementation Conditions

Auburn University and Auburn University at Montgomery

Program: Spanish, Shared Bachelor of Arts, CIP 16.0905

Approved by Commission: February 23, 2001

Proposed Implementation Date: Fall 2001

Actual Implementation Date: Fall 2002

Post-Implementation Conditions:

- 1) That the annual average full-time enrollment for the first five years will be at least 71.
- 2) That the average number of graduates for the Academic Years 2002-03 through 2006-07 will be at least 20.
- 3) That a follow-up survey will be conducted after the first five years that will show that at least 75 percent of the graduates were successful in acquiring related employment or were admitted to graduate or professional schools.
- 4) That information regarding an overall assessment of the program be provided, particularly as related to objectives and assessment measures stated in Appendix 1.
- 5) That all Commission guidelines related to shared programs will be carefully followed. The guidelines are listed on page 2 – 3 of the background section of the staff recommendation.

Spanish, Shared BA, CIP 16.0905	Headcount Enrollment	Average Graduates (2002-03 through 2006-07)	Percentage of Graduates Employed in Field
Required	71	20	75%
Reported	72	31	100%

- Condition 3: All graduates who responded to the employment survey reported having related employment or admission to graduate or professional schools. Graduates have pursued employment in the following fields: education (28), law (5), social work (2), business (20), medicine (4), and public administration (3). In addition, approximately 25 graduates have entered graduate schools.
- Condition 4: A significant change over the five year period has been enhanced technology and increased utilization of web-based materials in all classes. Departments at both institutions collaborate with the multi-media staff. The department provides generous travel funds for faculty to attend conferences, present papers, or conduct research at appropriate libraries/institutions in order to remain at the forefront of research and teaching in their field. Approximately 140 students annually participate in summer programs in Spain and Mexico, and there is also a full

semester in Spain. The program has served as a feeder program for the AU graduate program in Spanish.

- Condition 5: All Commission guidelines for shared programs have been followed. However, the report stated that there has not been as much cross-enrollment as anticipated.

<u>INFORMATION ITEM H-1:</u>	<u>Program Not Meeting Post-Implementation Conditions: Auburn University and Auburn University at Montgomery, Bachelor of Arts in French (Shared), CIP 16.0901</u>
<u>Staff Presenter:</u>	Mrs. Ellen E. Haulman Assistant Director for Instruction
<u>Staff Recommendation:</u>	For information only.
<u>Disposition of the Program:</u>	Officials at Auburn University (AU) /Auburn University at Montgomery (AUM) have notified the Commission staff that the shared Bachelor of Arts in French program will be phased out. Deletion forms to remove the shared entry from the Academic Program Inventory for each institution have been submitted by the institutions.
<u>Background:</u>	<p>The shared program was approved February 21, 2001, and implemented in fall 2002. The post-implementation report was submitted in May 2007. Prior to the approval of the shared program, AU had an independent program in French listed in the Inventory. AUM did not have an independent program.</p> <p>The program did not meet post-implementation conditions for enrollment or graduation. The post-implementation report stated that there were no shared program majors reported by AUM, and that students enrolled in foreign languages at AUM typically graduate with the Bachelor of Arts in International Studies.</p> <p>According to Commission policy, should the shared program be discontinued, participating institutions which previously had independent programs may revert back to independent program status subject to program alteration approval by the Commission. An alteration to return the independent program to the Academic Program Inventory for AU is included in this packet.</p>
<u>Supporting Documentation:</u>	<ol style="list-style-type: none">1. Unpublished post-implementation report submitted by the institutions. Available upon request.

Summary of Report on Post-Implementation Conditions

Auburn University and Auburn University Montgomery

Program: French, Shared Bachelor of Arts, CIP 16.0901

Approved by Commission: February 23, 2001

Proposed Implementation Date: Fall 2001

Actual Implementation Date: Fall 2002

Post-Implementation Conditions:

- 1) That the annual average full-time enrollment for the first five years will be at least 34.
- 2) That the average number of graduates for the Academic Years 2002-03 through 2006-07 will be at least 9.
- 3) That a follow-up survey will be conducted after the first five years that will show that at least 75 percent of the graduates were successful in acquiring related employment or were admitted to graduate or professional schools.
- 4) That information regarding an overall assessment of the program be provided, particularly as related to objectives and assessment measures stated in Appendix 1.
- 5) That all Commission guidelines related to shared programs will be carefully followed. The guidelines are listed on page 2 – 3 of the background section of the staff recommendation.

French, Shared BA, CIP 16.0901	Headcount Enrollment	Average Graduates (2002-03 through 2006-07)	Percentage of Graduates Employed in Field
Required	34	9	75%
Reported	20	8.6	100%

- Condition 4: The report stated that there are no shared program French majors on record at AUM. All AUM students are classified under the International Studies major designation; these students graduate with the BA in International Studies rather than in a single language. The average number of students studying French at AUM ranges from 5 to 10 students. A significant change over the five year period has been enhanced technology and increased utilization of web-based materials in all classes. Departments at both institutions collaborate with the multi-media staff. Faculty members participate in the Goethe Institute seminars and some of the most prestigious national and international translator seminars.
- Condition 5: All Commission guidelines for shared programs have been followed. However, the report stated that there has not been as much cross-enrollment as anticipated.

<u>INFORMATION ITEM H-2:</u>	<u>Program Not Meeting Post-Implementation Conditions: Auburn University and Auburn University at Montgomery, Bachelor in Arts in German (Shared), CIP 16.1605</u>
<u>Staff Presenter:</u>	Mrs. Ellen E. Haulman Assistant Director for Instruction
<u>Staff Recommendation:</u>	For information only.
<u>Disposition of the Program:</u>	Officials at Auburn University (AU) and Auburn University at Montgomery (AUM) have notified the Commission staff that the shared Bachelor of Arts program in German will be phased out. Deletion forms to remove the shared entry from the Academic Program Inventory for each institution have been submitted by the institutions.
<u>Background:</u>	<p>The shared program was approved February 21, 2001, and implemented in fall 2002. The post-implementation report was submitted in May 2007. Prior to the approval of the shared program, AU had an independent program in German listed in the Inventory; AUM did not have an independent program.</p> <p>The shared program did not meet post-implementation conditions for enrollment or graduation. The post-implementation report stated that there were no shared program majors reported by AUM, and that students enrolled in foreign languages at AUM typically graduate with the Bachelor of Arts in International Studies.</p> <p>According to Commission policy, should the shared program be discontinued, participating institutions which previously had independent programs may revert back to independent program status subject to program alteration approval by the Commission. An alteration to return the independent program to the Academic Program Inventory for AU is included in this packet.</p>
<u>Supporting Documentation:</u>	<ol style="list-style-type: none">1. Unpublished post-implementation report submitted by the institutions. Available upon request.

Summary of Report on Post-Implementation Conditions

Auburn University and Auburn University at Montgomery

Program: German, Shared Bachelor of Arts, CIP 16.0501

Approved by Commission: February 23, 2001

Proposed Implementation Date: Fall 2001

Actual Implementation Date: Fall 2002

Post-Implementation Conditions:

- 1) That the annual average full-time enrollment for the first five years will be at least 16.
- 2) That the average number of graduates for the Academic Years 2002-03 through 2006-07 will be at least 10.
- 3) That a follow-up survey will be conducted after the first five years that will show that at least 75 percent of the graduates were successful in acquiring related employment or were admitted to graduate or professional schools.
- 4) That information regarding an overall assessment of the program be provided, particularly as related to objectives and assessment measures stated in Appendix 1.
- 5) That all Commission guidelines related to shared programs will be carefully followed. The guidelines are listed on page 2 – 3 of the background section of the staff recommendation.

German, Shared BA, CIP 16.0501	Headcount Enrollment	Average Graduates (2002-03 through 2006-07)	Percentage of Graduates Employed in Field
Required	16	10	75%
Reported	7.4	4.6	100%

- Condition 4: The report stated that there are no shared program German majors on record at AUM. All AUM students are classified under the International Studies major designation; these students graduate with the BA in International Studies rather than in a single language. The average number of students studying German at AUM ranges between 1 to 5 students. A significant change over the five year period has been enhanced technology and increased utilization of web-based materials in all classes. Departments at both institutions collaborate with the multi-media staff. Faculty members participate in the Goethe Institute seminars and some of the most prestigious national and international translator seminars. The departments continue to explore ways to strengthen the shared program.
- Condition 5: All Commission guidelines for shared programs have been followed. However, the report stated that there has not been as much cross-enrollment as anticipated.

INFORMATION ITEM I-1: Auburn University Montgomery, New Exempt Off-Campus Sites

Staff Presenter: Ms. Margaret Pearson
Academic Program Review Analyst

Staff Recommendation: For information only

Proposal: Auburn University Montgomery (AUM) plans to offer courses at the following new off-campus sites beginning in fall 2008:

Robert E. Lee High School
Montgomery County

Brewbaker Technology Magnet High School
Montgomery County

Booker T. Washington Magnet High School
Montgomery County

Wetumpka High School
Elmore County

Stanhope Elmore High School
Elmore County

Holtville High School
Elmore County

Elmore County High School
Elmore County

Prattville High School
Autauga County

Discussion: An official with AUM has signed the institutional certification for the proposed sites pledging that a) the new sites are in full compliance with the Commission's Guidelines for the Regulation of Off-Campus Instruction; and b) the required annual site follow-up reports will be sent.

The new off-campus sites proposed by AUM are exempt from Commission approval by policy because they are high school sites exclusively for early admission, accelerated/dual enrollment for high school students.

The proposal was posted on the Commission website from April 15, 2008 until May 5, 2008 (twenty days) for public review and comment. No comments were received.

Supporting Documentation:

1. Proposals for New Off-Campus Sites at Robert E. Lee High School, Montgomery County; Brewbaker Technology Magnet School, Montgomery County; Booker T. Washington Magnet High School, Montgomery County; Wetumpka High School, Elmore County; Stanhope Elmore High School, Elmore County; Holtville High School, Elmore County; Elmore County High School, Elmore County; Prattville High School, Autauga County, attached.
2. "Review of Off-Campus Instruction offered by Public Postsecondary Institutions," Ala. Admin. Code (Commission on Higher Education), r. 300-2-1-.06. Available upon request.

ATTACHMENT 1

Alabama Commission on Higher Education

PROPOSAL FOR A NEW OFF-CAMPUS SITE

SITE INFORMATION

Institution: Auburn University Montgomery
Administrator Responsible for Site
Name & Title: Mr. David Sikes, Principal
Telephone: 334-269-3742
Fax: 334-269-3999
E-Mail:
Contact Person at Site If Other Than Administrator Above
Name & Title: Ms. LaTokia Gibbs, Counselor
Telephone: 334-269-3746
Fax: 334-269-3999
E-Mail:
Location of Proposed Site
Facility: Robert E. Lee High School
Street Address: 225 Ann Street
City: Montgomery, AL 36107
When will you begin offering instruction at this site?

County: Montgomery
Next cycle begins Fall 2008

<u>Type of Site</u>	Check One:
Non-Exempt	
Exempt from Review by Statute	
Fall 1978 registration exceeded 500.	
University operated site prior to 1960.	
Site located on military reservation.	
Business & industry site where employees only are enrolled.	
Exempt from Review by Commission Policy	
Courses delivered via distance learning technology.	
Prison site - courses delivered exclusively to inmates and prison employees.	
High school site exclusively for early admission, accelerated/dual enrollment.	X
2-year college site located within SBE approved service area.	
University site located within home or contiguous counties.	

Note: Follow-up report is not required for individual study courses.

Certification

I hereby certify that if the Commission approves/accepts this proposal, the site will be in full compliance with the Commission's Guidelines for the Regulation of Off-Campus Instruction. The required annual follow-up report will be sent.

Signature of President/Chancellor: 
 Date: 4/10/08

ATTACHMENT 2

Alabama Commission on Higher Education

PROPOSAL FOR A NEW OFF-CAMPUS SITE

SITE INFORMATION

Institution: Auburn University Montgomery
Administrator Responsible for Site
Name & Title: Mr. Robert Hunter, Principal
Telephone: 334-284-7100
Fax: 334-284-7110
E-Mail:
Contact Person at Site if Other Than Administrator Above
Name & Title: Ms. Tina White, Counselor
Telephone: 334-284-7113
Fax: 334-284-7110
E-Mail:
Location of Proposed Site
Facility: Brewbaker Technology Magnet High School
Street Address: 4405 Brewbaker Drive
City: Montgomery, AL 36116
When will you begin offering instruction at this site?

County: Montgomery
Next cycle begins Fall 2008

Type of Site	Check One:
Non-Exempt	<input type="checkbox"/>
Exempt from Review by Statute	<input checked="" type="checkbox"/>
Fall 1978 registration exceeded 500.	<input type="checkbox"/>
University operated site prior to 1960.	<input type="checkbox"/>
Site located on military reservation.	<input type="checkbox"/>
Business & industry site where employees only are enrolled.	<input type="checkbox"/>
Exempt from Review by Commission Policy	<input checked="" type="checkbox"/>
Courses delivered via distance learning technology.	<input type="checkbox"/>
Prison site - courses delivered exclusively to inmates and prison employees.	<input type="checkbox"/>
High school site exclusively for early admission, accelerated/dual enrollment.	<input checked="" type="checkbox"/>
2-year college site located within SBE approved service area.	<input type="checkbox"/>
University site located within home or contiguous counties.	<input type="checkbox"/>

Note: Follow-up report is not required for individual study courses.

Certification

I hereby certify that if the Commission approves/accepts this proposal, the site will be in full compliance with the Commission's Guidelines for the Regulation of Off-Campus Instruction. The required annual follow-up report will be sent.

Signature of President/Chancellor: 
 Date: 4/10/08

ATTACHMENT 3

Alabama Commission on Higher Education

PROPOSAL FOR A NEW OFF-CAMPUS SITE

SITE INFORMATION

Institution: Auburn University Montgomery
Administrator Responsible for Site
Name & Title: Ms. Quesha Starks, Principal
Telephone: 334-269-3618
Fax: 334-269-6140
E-Mail:
Contact Person at Site If Other Than Administrator Above
Name & Title: Ms. Kathy Payton, Counselor
Telephone: 334-269-3618
Fax: 334-269-6140
E-Mail:
Location of Proposed Site
Facility: Booker T. Washington Magnet High School
Street Address: 632 South Union Street
City: Montgomery, AL 36104
When will you begin offering instruction at this site?

County: Montgomery
Next cycle begins Fall 2008

<u>Type of Site</u>	<u>Check One:</u>
Non-Exempt	
Exempt from Review by Statute	
Fall 1978 registration exceeded 500.	
University operated site prior to 1960.	
Site located on military reservation.	
Business & industry site where employees only are enrolled.	
Exempt from Review by Commission Policy	
Courses delivered via distance learning technology.	
Prison site - courses delivered exclusively to inmates and prison employees.	
High school site exclusively for early admission, accelerated/dual enrollment.	X
2-year college site located within SBE approved service area.	
University site located within home or contiguous counties.	

Note: Follow-up report is not required for individual study courses.

Certification

I hereby certify that if the Commission approves/accepts this proposal, the site will be in full compliance with the Commission's Guidelines for the Regulation of Off-Campus Instruction. The required annual follow-up report will be sent.

Signature of President/Chancellor: 
 Date: 4/10/08

ATTACHMENT 4

Alabama Commission on Higher Education

PROPOSAL FOR A NEW OFF-CAMPUS SITE

SITE INFORMATION

Institution: Auburn University Montgomery

Administrator Responsible for Site

Name & Title: Mr. Richard Dennis, Principal

Telephone: 334-567-5158

Fax: 334-567-1178

E-Mail:

Contact Person at Site if Other Than Administrator Above

Name & Title: Ms. Lee Carter, Counselor

Telephone: 334-567-5158

Fax: 334-567-1178

E-Mail:

Location of Proposed Site

Facility: Wetumpka High School

Street Address: 1251 Coosa River Parkway

City: Wetumpka, AL 36092

County: Elmore

When will you begin offering instruction at this site?

Next cycle begins Fall 2008

Type of Site	Check One:
Non-Exempt	<input type="checkbox"/>
Exempt from Review by Statute	<input type="checkbox"/>
Fall 1978 registration exceeded 500.	<input type="checkbox"/>
University operated site prior to 1960.	<input type="checkbox"/>
Site located on military reservation.	<input type="checkbox"/>
Business & industry site where employees only are enrolled.	<input type="checkbox"/>
Exempt from Review by Commission Policy	<input type="checkbox"/>
Courses delivered via distance learning technology.	<input type="checkbox"/>
Prison site - courses delivered exclusively to inmates and prison employees.	<input type="checkbox"/>
High school site exclusively for early admission, accelerated/dual enrollment.	<input checked="" type="checkbox"/>
2-year college site located within SBE approved service area.	<input type="checkbox"/>
University site located within home or contiguous counties.	<input type="checkbox"/>

Note: Follow-up report is not required for individual study courses.

Certification

I hereby certify that if the Commission approves/accepts this proposal, the site will be in full compliance with the Commission's Guidelines for the Regulation of Off-Campus Instruction. The required annual follow-up report will be sent.

Signature of President/Chancellor:

Date: 4/10/08

ATTACHMENT 5

Alabama Commission on Higher Education

PROPOSAL FOR A NEW OFF-CAMPUS SITE

SITE INFORMATION

Institution: Auburn University Montgomery

Administrator Responsible for Site

Name & Title: Mrs. Susan Jones, Principal

Telephone: 334-285-4263

Fax: 334-285-4575

E-Mail:

Contact Person at Site If Other Than Administrator Above

Name & Title: Ms. Molly Killingsworth, Counselor

Telephone: 334-285-4263

Fax: 334-285-4575

E-Mail:

Location of Proposed Site

Facility: Stanhope Elmore High School

Street Address: 4300 Main Street

City: Millbrook, AL 36054

County: Elmore

When will you begin offering instruction at this site?

Next cycle begins Fall 2008

Type of Site	Check One:
Non-Exempt	
Exempt from Review by Statute	
Fall 1978 registration exceeded 500.	
University operated site prior to 1960.	
Site located on military reservation.	
Business & industry site where employees only are enrolled.	
Exempt from Review by Commission Policy	
Courses delivered via distance learning technology.	
Prison site - courses delivered exclusively to inmates and prison employees.	
High school site exclusively for early admission, accelerated/dual enrollment.	X
2-year college site located within SBE approved service area.	
University site located within home or contiguous counties.	

Note: Follow-up report is not required for individual study courses.

Certification

I hereby certify that if the Commission approves/accepts this proposal, the site will be in full compliance with the Commission's Guidelines for the Regulation of Off-Campus Instruction. The required annual follow-up report will be sent.

Signature of President/Chancellor: 

Date: 4/10/08

ATTACHMENT 6

Alabama Commission on Higher Education

PROPOSAL FOR A NEW OFF-CAMPUS SITE

SITE INFORMATION

Institution: Auburn University Montgomery
Administrator Responsible for Site
Name & Title: Mr. Jimmy Hull, Principal
Telephone: 334-569-1932
Fax: 334-569-1013
E-Mail:
Contact Person at Site If Other Than Administrator Above
Name & Title: Mr. Keith Powers, Counselor
Telephone: 334-569-1932
Fax: 334-569-1013
E-Mail:
Location of Proposed Site
Facility: Holtville High School
Street Address: 10425 Holtville Road
City: Deatsville, AL 36022
When will you begin offering instruction at this site?

County: Elmore
Next cycle begins Fall 2008

Type of Site	Check One:
Non-Exempt	<input type="checkbox"/>
Exempt from Review by Statute	<input checked="" type="checkbox"/>
Fall 1978 registration exceeded 500.	<input type="checkbox"/>
University operated site prior to 1960.	<input type="checkbox"/>
Site located on military reservation.	<input type="checkbox"/>
Business & industry site where employees only are enrolled.	<input type="checkbox"/>
Exempt from Review by Commission Policy	<input checked="" type="checkbox"/>
Courses delivered via distance learning technology.	<input type="checkbox"/>
Prison site - courses delivered exclusively to inmates and prison employees.	<input type="checkbox"/>
High school site exclusively for early admission, accelerated/dual enrollment.	<input checked="" type="checkbox"/>
2-year college site located within SBE approved service area.	<input type="checkbox"/>
University site located within home or contiguous counties.	<input type="checkbox"/>

Note: Follow-up report is not required for individual study courses.

Certification

I hereby certify that if the Commission approves/accepts this proposal, the site will be in full compliance with the Commission's Guidelines for the Regulation of Off-Campus Instruction. The required annual follow-up report will be sent.

Signature of President/Chancellor 
 Date: 4/10/08

ATTACHMENT 7

Alabama Commission on Higher Education

PROPOSAL FOR A NEW OFF-CAMPUS SITE

SITE INFORMATION

Institution: Auburn University Montgomery

Administrator Responsible for Site

Name & Title: Mr. James Adams, Principal

Telephone: 334-541-2071

Fax: 334-541-4441

E-Mail:

Contact Person at Site If Other Than Administrator Above

Name & Title: Ms. Karen Carter, Counselor

Telephone: 334-541-2071

Fax: 334-541-4441

E-Mail:

Location of Proposed Site

Facility: Elmore County High School

Street Address: 155 North College Avenue

City: Eclectic, AL 36024

County: Elmore

When will you begin offering instruction at this site?

Next cycle begins Fall 2008

Type of Site	Check One:
Non-Exempt	<input type="checkbox"/>
Exempt from Review by Statute	<input type="checkbox"/>
Fall 1978 registration exceeded 500.	<input type="checkbox"/>
University operated site prior to 1960.	<input type="checkbox"/>
Site located on military reservation.	<input type="checkbox"/>
Business & industry site where employees only are enrolled.	<input type="checkbox"/>
Exempt from Review by Commission Policy	<input type="checkbox"/>
Courses delivered via distance learning technology.	<input type="checkbox"/>
Prison site - courses delivered exclusively to inmates and prison employees.	<input type="checkbox"/>
High school site exclusively for early admission, accelerated/dual enrollment.	<input checked="" type="checkbox"/>
2-year college site located within SBE approved service area.	<input type="checkbox"/>
University site located within home or contiguous counties.	<input type="checkbox"/>

Note: Follow-up report is not required for individual study courses.

Certification

I hereby certify that if the Commission approves/accepts this proposal, the site will be in full compliance with the Commission's Guidelines for the Regulation of Off-Campus Instruction. The required annual follow-up report will be sent.

Signature of President/Chancellor: 

Date: 4/10/08

ATTACHMENT 8

Alabama Commission on Higher Education

PROPOSAL FOR A NEW OFF-CAMPUS SITE

SITE INFORMATION

Institution: Auburn University Montgomery

Administrator Responsible for Site

Name & Title: Mr. Lee Hicks, Principal

Telephone: 334-365-8804

Fax: 334-365-8804

E-Mail:

Contact Person at Site If Other Than Administrator Above

Name & Title: Mrs. Lee Ann Burke, Counselor

Telephone: 334-365-8804

Fax: 334-365-8804

E-Mail:

Location of Proposed Site

Facility: Prattville High School

Street Address: P.O. Box 680810

City: Prattville, AL 36068

County: Autauga

When will you begin offering instruction at this site?

Next cycle begins Fall 2008

Type of Site	Check One:
Non-Exempt	<input type="checkbox"/>
Exempt from Review by Statute	<input type="checkbox"/>
Fall 1978 registration exceeded 500.	<input type="checkbox"/>
University operated site prior to 1960.	<input type="checkbox"/>
Site located on military reservation.	<input type="checkbox"/>
Business & industry site where employees only are enrolled.	<input type="checkbox"/>
Exempt from Review by Commission Policy	<input type="checkbox"/>
Courses delivered via distance learning technology.	<input type="checkbox"/>
Prison site - courses delivered exclusively to inmates and prison employees.	<input type="checkbox"/>
High school site exclusively for early admission, accelerated/dual enrollment.	<input checked="" type="checkbox"/>
2-year college site located within SBE approved service area.	<input type="checkbox"/>
University site located within home or contiguous counties.	<input type="checkbox"/>

Note: Follow-up report is not required for individual study courses.

Certification

I hereby certify that if the Commission approves/accepts this proposal, the site will be in full compliance with the Commission's Guidelines for the Regulation of Off-Campus Instruction. The required annual follow-up report will be sent.

Signature of President/Chancellor: 

Date: 4/10/08

ATTACHMENT 1

Alabama Commission on Higher Education

PROPOSAL FOR A NEW OFF-CAMPUS SITE

SITE INFORMATION

Institution: UAB
Administrator Responsible for Site
Name & Title: Frank Messina, ACIS Chair
Telephone: 205-934-8820
Fax: 205-975-4429
E-Mail: fmessina@uab.edu
Contact Person at Site If Other Than Administrator Above
Name & Title: Madge Gregg, Business Teacher, Finance Academy Director
Telephone: 205-439-1200
Fax:
E-Mail: mgregg@hoover.k12.al.us
Location of Proposed Site
Facility: Hoover High School
Street Address: 1000 Buccaneer Drive
City: Hoover, AL 35244 **County:** Jefferson
When will you begin offering instruction at this site? Fall Semester, 2008

<u>Type of Site</u>	<u>Check One:</u>
Non-Exempt	
Exempt from Review by Statute	
Fall 1978 registration exceeded 500.	
University operated site prior to 1960.	
Site located on military reservation.	
Business & industry site where employees only are enrolled.	
Exempt from Review by Commission Policy	
Courses delivered via distance learning technology.	
Prison site - courses delivered exclusively to inmates and prison employees.	
High school site exclusively for early admission, accelerated/dual enrollment.	X
2-year college site located within SBE approved service area.	
University site located within home or contiguous counties.	

Note: Follow-up report is not required for individual study courses.

Certification

I hereby certify that if the Commission approves/accepts this proposal, the site will be in full compliance with the Commission's Guidelines for the Regulation of Off-Campus Instruction. The required annual follow-up report will be sent.

Signature of President/Chancellor: 

Date: 4/15/08

INFORMATION ITEM I-3: Chattahoochee Valley Community College, New Exempt Off-Campus Sites

Staff Presenter: Ms. Margaret Pearson
Academic Program Review Analyst

Staff Recommendation: For information only.

Proposal: Chattahoochee Valley Community College (CVC) plans to offer courses at the following new exempt off-campus sites beginning in fall 2008:

Center for Workforce Development, Phenix City

Phenix City Fire Department/Fire and Rescue Training Center, Phenix City

National Guard Armory, Phenix City

Discussion: An official with the institution has signed the institutional certification for the proposed sites pledging that a) each new site is in full compliance with the Commission's Guidelines for the Regulation of Off-Campus Instruction; and b) the required annual site follow-up reports will be sent. The institutional certification was reviewed and transmitted by the Alabama Department of Postsecondary Education.

The new off-campus sites proposed by CVC are exempt from Commission approval by policy because they are located within service area sites approved by the State Board of Education.

The proposal was posted on the Commission website from May 9, 2008 until May 29, 2008 (twenty days) for public review and comment. No comments were received.

Supporting Documentation:

1. Proposal for New Off-Campus site at the Center for Workforce Development, Phenix City, attached.
2. Proposal for New Off-Campus site at the Phenix City Fire Department/Fire and Rescue Training Center, Phenix City, attached.
3. Proposal for New Off-Campus site at the National Guard Armory, Phenix City, attached.
4. "Review of Off-Campus Instruction offered by Public Postsecondary Institutions," Ala. Admin. Code (Commission on Higher Education), r. 300-2-1-.06. Available upon request.

Attachment 1

Alabama Commission on Higher Education

PROPOSAL FOR A NEW OFF-CAMPUS SITE

SITE INFORMATION

Institution: Chattahoochee Valley Community College
Administrator Responsible for Site
Name & Title: Janet Ormond
Telephone: (334) 291-4964
Fax: (334) 291-4944
E-Mail: janet.ormond@cv.edu
Contact Person at Site If Other Than Administrator Above

Name & Title:
Telephone:
Fax:
E-Mail:

Location of Proposed Site
Facility: Center for Workforce Development
Street Address: 1104 C 280 Bypass (Village Green Shopping Center)
City: Phenix City **County:** Russell
When will you begin offering instruction at this site?

<u>Type of Site</u>	<u>Check One:</u>
Non-Exempt	
Exempt from Review by Statute	
Fall 1978 registration exceeded 500.	
University operated site prior to 1960.	
Site located on military reservation.	
Business & industry site where employees only are enrolled.	
Exempt from Review by Commission Policy	
Courses delivered via distance learning technology.	
Prison site - courses delivered exclusively to inmates and prison employees.	
High school site exclusively for early admission, accelerated/dual enrollment.	
2-year college site located within SBE approved service area.	X
University site located within home or contiguous counties.	

Note: Follow-up report is not required for individual study courses.

Certification

I hereby certify that if the Commission approves/accepts this proposal, the site will be in full compliance with the Commission's Guidelines for the Regulation of Off-Campus Instruction. The required annual follow-up report will be sent.

Signature of President/Chancellor: 
 Date: 5.7.08

ATTACHMENT 2

Alabama Commission on Higher Education

PROPOSAL FOR A NEW OFF-CAMPUS SITE

SITE INFORMATION

Institution: Chattahoochee Valley Community College
Administrator Responsible for Site
Name & Title: Janet Ormond
Telephone: (334) 291-4964
Fax: (334) 291-4944
E-Mail: janet.ormond@cv.edu
Contact Person at Site If Other Than Administrator Above
Name & Title:
Telephone:
Fax:
E-Mail:
Location of Proposed Site
Facility: Phenix City Fire Department-Fire and Rescue Training Center
Street Address: 1504 15th Street
City: Phenix City **County:** Russell
When will you begin offering instruction at this site?

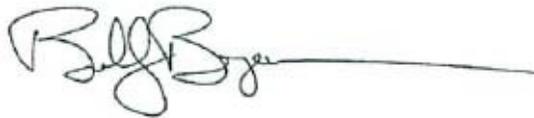
<u>Type of Site</u>	<u>Check One:</u>
Non-Exempt	<input type="checkbox"/>
Exempt from Review by Statute	<input checked="" type="checkbox"/>
Fall 1978 registration exceeded 500.	<input type="checkbox"/>
University operated site prior to 1960.	<input type="checkbox"/>
Site located on military reservation.	<input type="checkbox"/>
Business & industry site where employees only are enrolled.	<input type="checkbox"/>
Exempt from Review by Commission Policy	<input checked="" type="checkbox"/>
Courses delivered via distance learning technology.	<input type="checkbox"/>
Prison site - courses delivered exclusively to inmates and prison employees.	<input type="checkbox"/>
High school site exclusively for early admission, accelerated/dual enrollment.	<input type="checkbox"/>
2-year college site located within SBE approved service area.	<input checked="" type="checkbox"/>
University site located within home or contiguous counties.	<input type="checkbox"/>

Note: Follow-up report is not required for individual study courses.

Certification

I hereby certify that if the Commission approves/accepts this proposal, the site will be in full compliance with the Commission's Guidelines for the Regulation of Off-Campus Instruction. The required annual follow-up report will be sent.

Signature of President/Chancellor:



Date: 5.7.08

ATTACHMENT 3

Alabama Commission on Higher Education

PROPOSAL FOR A NEW OFF-CAMPUS SITE

SITE INFORMATION

Institution: Chattahoochee Valley Community College
Administrator Responsible for Site
Name & Title: Greg Labyak
Telephone: (334) 291-4945
Fax: (334) 291-4924
E-Mail: greg.labyak@cv.edu
Contact Person at Site If Other Than Administrator Above

Name & Title:
Telephone:
Fax:
E-Mail:

Location of Proposed Site

Facility: National Guard Armory
Street Address: 3614 South Railroad Street
City: Phenix City

County: Russell

When will you begin offering instruction at this site?

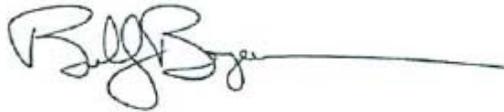
<u>Type of Site</u>	<u>Check One:</u>
Non-Exempt	<input type="checkbox"/>
Exempt from Review by Statute	<input checked="" type="checkbox"/>
Fall 1978 registration exceeded 500.	<input type="checkbox"/>
University operated site prior to 1960.	<input type="checkbox"/>
Site located on military reservation.	<input type="checkbox"/>
Business & industry site where employees only are enrolled.	<input type="checkbox"/>
Exempt from Review by Commission Policy	<input checked="" type="checkbox"/>
Courses delivered via distance learning technology.	<input type="checkbox"/>
Prison site - courses delivered exclusively to inmates and prison employees.	<input type="checkbox"/>
High school site exclusively for early admission, accelerated/dual enrollment.	<input type="checkbox"/>
2-year college site located within SBE approved service area.	<input checked="" type="checkbox"/>
University site located within home or contiguous counties.	<input type="checkbox"/>

Note: Follow-up report is not required for individual study courses.

Certification

I hereby certify that if the Commission approves/accepts this proposal, the site will be in full compliance with the Commission's Guidelines for the Regulation of Off-Campus Instruction. The required annual follow-up report will be sent.

Signature of President/Chancellor:



Date: 5.7.08

INFORMATION ITEM I-4:

Jefferson State Community College, New Exempt Off-Campus Sites

Staff Presenter:

Ms. Margaret Pearson
Academic Program Review Analyst

Staff Recommendation:

For information only.

Proposal:

Jefferson State Community College (JSC) plans to offer courses at the following new exempt off-campus sites beginning in fall 2008:

Chilton Clanton Center, Clanton

Neutral Ground Productions LLC, Pelham

Discussion:

An official with the institution has signed the institutional certification for the proposed sites pledging that a) each new site is in full compliance with the Commission's Guidelines for the Regulation of Off-Campus Instruction; and b) the required annual site follow-up reports will be sent. The institutional certification was reviewed and transmitted by the Alabama Department of Postsecondary Education.

The new off-campus sites proposed by JSC are exempt from Commission approval by policy because they are located within service area sites approved by the State Board of Education.

The proposal was posted on the Commission website from May 9, 2008 until May 29, 2008 (twenty days) for public review and comment. No comments were received.

Supporting Documentation:

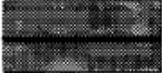
1. Proposal for New Off-Campus site at Chilton Clanton Center, Clanton, attached.
2. Proposal for New Off-Campus site at Neutral Ground Productions, Pelham, attached.
3. "Review of Off-Campus Instruction offered by Public Postsecondary Institutions," Ala. Admin. Code (Commission on Higher Education), r. 300-2-1-.06. Available upon request.

Attachment 1

Alabama Commission on Higher Education

**PROPOSAL FOR A NEW OFF-CAMPUS
 SITE**

SITE INFORMATION



Institution: Jefferson State Community College
Administrator Responsible for Site
Name & Title: Joe Morris, Vice President
Telephone: (205) 856-7885
Fax: (205) 856-6058
E-Mail: jmorris@jeffstateonline.com

Contact Person at Site If Other Than Administrator

Above
Name & Title:
Telephone:
Fax:
E-Mail:

Location of Proposed Site

Facility: Chilton Clanton
 Center
Street Address: 1850 Lay Dam Road
City: Clanton, Alabama
County: Chilton
 Fall, 2008

When will you begin offering instruction at this site?

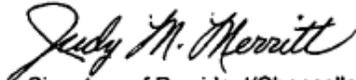
<u>Type of Site</u>	<u>Check One:</u>
Non-Exempt	
Exempt from Review by Statute	<input checked="" type="checkbox"/>
Fall 1978 registration exceeded 500.	
University operated site prior to 1960.	
Site located on military reservation.	
Business & industry site where employees only are enrolled.	
Exempt from Review by Commission Policy	<input checked="" type="checkbox"/>
Courses delivered via distance learning technology.	
Prison site - courses delivered exclusively to inmates and prison employees.	
High school site exclusively for early admission, accelerated/dual enrollment.	
2-year college site located within SBE approved service area.	XX

University site located within home or contiguous counties.		
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Note: Follow-up report is not required for individual study courses.

Certification

I hereby certify that if the Commission approves/accepts this proposal, the site will be in full compliance with the Commission's Guidelines for the Regulation of Off-Campus Instruction. The required annual follow-up report will be sent.



Signature of President/Chancellor:

Date:

1/11/08

COURSE LIST

The institution will develop its schedule at this new site each term from the following list of courses.

Courses (Include Number & Title)
ACT 145 - Basic Accounting Procedures
ACT 251 - Payroll Accounting
ART 100 - Art Appreciation
AST 220 - Introduction to Astronomy
BIO 101 - Introduction to Biology I
BIO 102- Introduction to Biology II
BIO 103 – Principles of Biology I
BIO 104 – Principles of Biology II
BIO 201 – Human Anatomy and Physiology I
BIO 202 – Human Anatomy and Physiology II
BIO 220 – General Microbiology
BUS 100 - Introduction to Business
BUS 188 - Personal Development
BUS 241 - Principles of Accounting I
BUS 242 - Principles of Accounting II
BUS 263 - The Legal and Social Environment of Business
CHD 100 - Introduction to Early Care and Education of Children
CHD 201 - Child Growth & Development Principles
CHM 104 – Introduction to Inorganic Chemistry

CHM 105 – Introduction to Organic Chemistry
CHM 111 – College Chemistry I
CHM 112 – College Chemistry II
CIS 130 - Introduction to Information Systems
CIS 146 - Microcomputer Applications
CIS 156 - Microcomputer Operating Systems
CIS 196 - Commercial Software Applications
CUA 101 – Orientation to the Food/Service Industry
CUA 110 – Basic Food Preparation
CUA 111 – Foundations in Nutrition
CUA 112S – Sanitation, Safety & Food Service
CUA 114 – Menu Management
CUA 115 – Advanced Food Preparation
CUA 130 – Chocolate & Truffles
CUA 142 – Specialty Breads
CUA 165 – Cake Decorating & Design
CUA 204 – Foundations of Baking
CUA 205 – Introduction to Garde Manger
CUA 208 – Advanced Baking
CUA 210 – Beverage Management
CUA 213 – Food Purchasing & Cost Control
CUA 216 – Plated Dessert Design
CUA 260 – Internship for Culinary Apprenticeship
CUA 261 – Culinary Apprenticeship Practicum
ECO 231 - Principles of Macroeconomics
ECO 232 - Principles of Microeconomics
ENG 093 - Basic English
ENG 101 - English Composition I
ENG 102 - English Composition II
ENG 251 - American Literature I
ENG 252 - American Literature II
ENG 261 - English Literature I
ENG 262 - English Literature II
ENG 271 - World Literature I
ENG 272 - World Literature II
GEO 100 - World Regional Geography
HED 221 - Personal Health
HED 222 - Community Health
HED 231 - First Aid

HIS 101 - Western Civilization I
HIS 102 - Western Civilization II
HIS 201 - United States History I
HIS 202 - United States History II
HUM 101 - Introduction to Humanities I
HUM 102 - Introduction to Humanities II
HUM 106 - Humanities through the Arts
AGR 101 - Introduction to Horticulture
MST 111 - Elements of Supervision
MTH 090 - Basic Mathematics
MTH 098 - Elementary Algebra
MTH 100 - Intermediate College Algebra
MTH 110 - Finite Mathematics
MTH 112 - Precalculus Math
MTH 113 - Precalculus Trigonometry
MTH 116 - Mathematical Applications
MTH 120 - Calculus and its Applications
MTH 125S - Calculus I
MTH 126S - Calculus II
MTH 227 - Calculus III
MUS 101 - Music Appreciation
OAD 101 - Beginning Keyboarding
OAD 103 - Intermediate Keyboarding
OAD 110 - Navigating Windows
OAD 125 - Word Processing
PHL 106 - Introduction to Philosophy
PHL 206 - Ethics and Society
PHS 111 - Physical Science
PHS 112 - Physical Science II
POL 211 - American National Government
POL 220 - State and Local Government
PSY 200 - General Psychology
PSY 210 - Human Growth and Development
PSY 230 - Abnormal Psychology
RDG 085 - Developmental Reading
REL 151 - Survey of the Old Testament
REL 152 - Survey of the New Testament
SPA 101 - Introductory Spanish I
SPA 102 - Introductory Spanish II

SPA 201 - Intermediate Spanish I
SPA 202 - Intermediate Spanish II
SPH 106 - Fundamentals of Oral Communication
SPH 107 - Fundamentals of Public Speaking
THR 120 - Theater Appreciation
Add additional rows if needed.

Attachment 2

Alabama Commission on Higher Education

PROPOSAL FOR A NEW OFF-CAMPUS SITE

SITE INFORMATION

Institution: Jefferson State Community College
Administrator Responsible for Site
Name & Title: Anita Norton, Dean of Instruction
Telephone: (205) 983-5990
Fax: (205) 983-5250
E-Mail: anorton@jeffstateonline.com
Contact Person at Site if Other Than Administrator Above
Name & Title: Ray Edwards - Program Coordinator
Telephone: (205) 856-6095 or 856-7848
Fax: (205) 856-8572
E-Mail: redwards@jeffstateonline.com
Location of Proposed Site
Facility: Neutral Ground Productions LLC
Street Address: 2163 Pelham Parkway (US Highway 31), Suite 100
City: Pelham **County:** Shelby
When will you begin offering instruction at this site?

<u>Type of Site</u>	Check One:
Non-Exempt	<input type="checkbox"/>
Exempt from Review by Statute	<input type="checkbox"/>
Fall 1978 registration exceeded 500.	<input type="checkbox"/>
University operated site prior to 1960.	<input type="checkbox"/>
Site located on military reservation.	<input type="checkbox"/>
Business & industry site where employees only are enrolled.	<input type="checkbox"/>
Exempt from Review by Commission Policy	<input type="checkbox"/>
Courses delivered via distance learning technology.	<input type="checkbox"/>
Prison site - courses delivered exclusively to inmates and prison employees.	<input type="checkbox"/>
High school site exclusively for early admission, accelerated/dual enrollment.	<input type="checkbox"/>
2-year college site located within SBE approved service area.	<input checked="" type="checkbox"/>
University site located within home or contiguous counties.	<input type="checkbox"/>

Note: Follow-up report is not required for individual study courses.

Certification

I hereby certify that if the Commission approves/accepts this proposal, the site will be in full compliance with the Commission's Guidelines for the Regulation of Off-Campus Instruction. The required annual follow-up report will be sent.

Signature of President/Chancellor:

Date:

INFORMATION ITEM I-5: Lurleen B. Wallace Community College, New Exempt Off-Campus Site

Staff Presenter: Ms. Margaret Pearson
Academic Program Review Analyst

Staff Recommendation: For information only.

Proposal: Lurleen B. Wallace Community College (LBW) plans to offer courses at the following new exempt off-campus site beginning in spring 2008:

Sonya's Dance and Fitness, Greenville

Discussion: An official with the institution has signed the institutional certification for the proposed site pledging that a) the new site is in full compliance with the Commission's Guidelines for the Regulation of Off-Campus Instruction; and b) the required annual site follow-up reports will be sent. The institutional certification was reviewed and transmitted by the Alabama Department of Postsecondary Education.

The new off-campus site proposed by LBW is exempt from Commission approval by policy because it is located at a site within the State Board of Education approved service area.

The proposal was posted on the Commission website from May 9, 2008 until May 29, 2008 (twenty days) for public review and comment. No comments were received.

Supporting Documentation:

1. Proposal for New Off-Campus site at Sonya's Dance and Fitness, Greenville, attached.
2. "Review of Off-Campus Instruction offered by Public Postsecondary Institutions," Ala. Admin. Code (Commission on Higher Education), r. 300-2-1-.06. Available upon request.

Attachment 1

Alabama Commission on Higher Education

PROPOSAL FOR A NEW OFF-CAMPUS SITE

SITE INFORMATION

Institution: Lurleen B. Wallace Community College

Administrator Responsible for Site

Name & Title: Ms. Peggy Linton, Dean of Instruction

Telephone: (334) 493-5337

Fax: (334) 493-7003

E-Mail: plinton@lbwcc.edu

Contact Person at Site If Other Than Administrator Above

Name & Title: Dr. James Krudop, Vice President - Greenville Campus

Telephone: (334) 383-6711

Fax: (334) 382-2215

E-Mail: jkrudop@lbwcc.edu

Location of Proposed Site

Facility: Sonya's Dance and Fitness

Street Address: 213 West Commerce Street

City: Greenville

County: Butler

When will you begin offering instruction at this site?

Spring Term 2008

Type of Site	Check One:
Non-Exempt	X
Exempt from Review by Statute	
Fall 1978 registration exceeded 500.	
University operated site prior to 1960.	
Site located on military reservation.	
Business & industry site where employees only are enrolled.	
Exempt from Review by Commission Policy	
Courses delivered via distance learning technology.	
Prison site - courses delivered exclusively to inmates and prison employees.	
High school site exclusively for early admission, accelerated/dual enrollment.	
2-year college site located within SBE approved service area.	
University site located within home or contiguous counties.	

Note: Follow-up report is not required for individual study courses.

Certification

I hereby certify that if the Commission approves/accepts this proposal, the site will be in full compliance with the Commission's Guidelines for the Regulation of Off-Campus Instruction. The required annual follow-up report will be sent.

Signature of President/Chancellor:



Date: 3/10/08

INFORMATION ITEM I-6: Wallace State Community College (Hanceville), New Exempt Off-Campus Site

Staff Presenter: Ms. Margaret Pearson
Academic Program Review Analyst

Staff Recommendation: For information only.

Proposal: Wallace State Community College (Hanceville) (WSH) plans to offer courses at the following new exempt off-campus site beginning in fall 2008:

Addison High School, Addison

Discussion: An official with the institution has signed the institutional certification for the proposed site pledging that a) the new site is in full compliance with the Commission's Guidelines for the Regulation of Off-Campus Instruction; and b) the required annual site follow-up reports will be sent. The institutional certification was reviewed and transmitted by the Alabama Department of Postsecondary Education.

The new off-campus site proposed by WSH is exempt from Commission approval by policy because it is located at a site within the State Board of Education approved service area.

The proposal was posted on the Commission website from May 9, 2008 until May 29, 2008 (twenty days) for public review and comment. No comments were received.

Supporting Documentation:

1. Proposal for New Off-Campus site at Addison High School, Addison, Alabama attached.
2. "Review of Off-Campus Instruction offered by Public Postsecondary Institutions," Ala. Admin. Code (Commission on Higher Education), r. 300-2-1.06. Available upon request.

Attachment 1

Alabama Commission on Higher Education

PROPOSAL FOR A NEW OFF-CAMPUS SITE

SITE INFORMATION

Institution: Wallace State Community College
Administrator Responsible for Site
Name & Title: Dr. A. Dale Palmer, Director of Extended Learning
Telephone: 256-352-8050
Fax: 256-352-8017 or 256-352-8228
E-Mail: dale.palmer@wallacestate.edu
Contact Person at Site If Other Than Administrator Above
Name & Title: Bo Bolzle, Principal
Telephone: 256-747-2286
Fax:
E-Mail:
Location of Proposed Site
Facility: Addison High School
Street Address: PO Box 240
City: Addison **County: Winston**
When will you begin offering instruction at this site? Fall 2008

Type of Site	Check One:
Non-Exempt	
Exempt from Review by Statute	
Fall 1978 registration exceeded 500.	
University operated site prior to 1960.	
Site located on military reservation.	
Business & industry site where employees only are enrolled.	
Exempt from Review by Commission Policy	
Courses delivered via distance learning technology.	
Prison site - courses delivered exclusively to inmates and prison employees.	
High school site exclusively for early admission, accelerated/dual enrollment.	
2-year college site located within SBE approved service area.	X
University site located within home or contiguous counties.	

Note: Follow-up report is not required for individual study courses.

Certification

I hereby certify that if the Commission approves/accepts this proposal, the site will be in full compliance with the Commission's Guidelines for the Regulation of Off-Campus Instruction. The required annual follow-up report will be sent.

Signature of President/Chancellor:

Vicki P. Hawsey

Date:

5/6/08

INFORMATION ITEM J: Implementation of New Certificate Programs (Less than or Equal to 29 Semester Hours)

Staff Presenter: Ms. Margaret Pearson
Academic Program Review Analyst

Staff Recommendation: For information only.

Background: The Alabama Department of Postsecondary Education reports the approval of short certificate programs (less than or equal to 29 semester hours) at the following two-year colleges in the fields of study listed below.

Chattahoochee Valley Community College

<u>Field of Study</u>	<u>CIP Code</u>
Medical Assisting	51.0801
Medical Transcriptionist	51.0801
Phlebotomy	51.0801

Lurleen B. Wallace Community College

<u>Field of Study</u>	<u>CIP Code</u>
Surgical Technology	51.0909

Northeast Alabama Community College

<u>Field of Study</u>	<u>CIP Code</u>
Welding	48.0508
Machine Tool Technology	48.0507

Wallace State Community College (Hanceville)

<u>Field of Study</u>	<u>CIP Code</u>
Human Services (Gerontology)	51.1501
Massage Therapy	51.3501
Electroneurodiagnostic Technician	51.0903

Wallace State Community College (Selma)

<u>Field of Study</u>	<u>CIP Code</u>
Principles of Industrial Maintenance I	47.0303
Principles of Industrial Maintenance II	47.0303

Commission policy requires that new short certificates be presented to the Commission by information item. Such certificates are not listed in the Commission's Academic Program Inventory since they do not require Commission review and approval.

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Supporting Documentation:

1. "Reasonable Extensions and Alterations of Existing Units and Programs of Instruction," Ala. Admin. Code (Commission on Higher Education), r. 300-2-1-.06. Available upon request.
2. Written unpublished documentation provided by the Alabama Department of Postsecondary Education. Available upon request.

INFORMATION ITEM K: Comprehensive List of Short Certificates at Two-Year Colleges Recognized by the Commission and the Alabama Department of Postsecondary Education

Staff Presenter: Mrs. Ellen E. Haulman
Assistant Director for Instruction

Staff Recommendation: For information only.

Background: A short-certificate is recognized by the Commission and the Alabama Department of Postsecondary Education (ADPE) to be a formal award offered by a two-year institution, certifying the satisfactory completion of a prescribed program of study of no more than 29 semester hours. The purpose of the short certificate is to initiate rapid program start-up in response to identified business, industry, and governmental training requirements while concurrently enhancing student employability and career development.

According to the Commission's "Guidelines for the Review of Extensions and Alterations of Existing Programs," short certificate programs in community, junior, and technical colleges do not require Commission approval but must be reported to the Commission by information item prior to implementation. By definition these programs are not listed in the Commission's Academic Program Inventory, since they do not require Commission approval.

Short certificate programs have been reported to the Commission for a number of years. However, a systematic list of recognized short certificates has only been maintained for the last few years. Such a list has become increasingly important with more reporting requirements to various governmental entities.

In order to construct a comprehensive list of active short certificate programs, the instructional staff from ADPE and the Commission collaborated on the attached document. The document lists all current short certificate programs at public two-year colleges in Alabama recognized by both the Commission and ADPE.

In order for a two-year institution to report completions in a short certificate program, the program must be on the recognized list. The list will be posted on the ADPE website. A link to the document also will be posted on the Commission website. The list will be updated as new short-certificates are recognized by ADPE and the Commission.

Supporting Documentation:

1. "Reasonable Extensions and Alterations of Existing Units and Programs of Instruction," Ala. Admin. Code (Commission on Higher Education), r. 300-2-1-.06. Available upon request.

2. List of Public Two-Year Colleges in Alabama with Abbreviations, attached.
3. Short Certificate Programs at Two-Year Colleges Recognized by ACHE and ADPE (By Institution), attached.

**LIST OF PUBLIC TWO-YEAR COLLEGES
IN ALABAMA WITH ABBREVIATIONS**

ALABAMA SOUTHERN COMMUNITY COLLEGE	ALS
BEVILL STATE COMMUNITY COLLEGE	BEV
BISHOP STATE COMMUNITY COLLEGE	BIS
CALHOUN STATE COMMUNITY COLLEGE	CAL
CENTRAL ALABAMA COMMUNITY COLLEGE	CEN
CHATTAHOOCHEE VALLEY COMMUNITY COLLEGE	CVC
DRAKE STATE TECHNICAL COLLEGE	DRK
ENTERPRISE-OZARK COMMUNITY COLLEGE	ENT
FAULKNER STATE COMMUNITY COLLEGE	FSC
GADSDEN STATE COMMUNITY COLLEGE	GAD
INGRAM STATE TECHNICAL COLLEGE	ING
JEFFERSON DAVIS COMMUNITY COLLEGE	JD
JEFFERSON STATE COMMUNITY COLLEGE	JSC
LAWSON STATE COMMUNITY COLLEGE	LAW
LURLEEN B. WALLACE COMMUNITY COLLEGE	LBW
MARION MILITARY INSTITUTE	MMI
NORTHEAST ALABAMA COMMUNITY COLLEGE	NEC
NORTHWEST-SHOALS COMMUNITY COLLEGE	NWS
REID STATE TECHNICAL COLLEGE	RDT
SHELTON STATE COMMUNITY COLLEGE	SHC
SNEAD STATE COMMUNITY COLLEGE	SND
SOUTHERN UNION STATE COMMUNITY COLLEGE	SOU
TRENHOLM STATE TECHNICAL COLLEGE	TRE
WALLACE STATE COMMUNITY COLLEGE (DOTHAN)	WSD
WALLACE STATE COMMUNITY COLLEGE (HANCEVILLE)	WSH
WALLACE STATE COMMUNITY COLLEGE (SELMA)	WSS

**SHORT CERTIFICATES AT ALABAMA PUBLIC TWO-YEAR COLLEGES
 RECOGNIZED BY ACHE AND ADPE
 (BY INSTITUTION)**

INST	DATE OF INFO ITEM	CIP CODE	SHORT CERTIFICATE
ALABAMA SOUTHERN			
ALS	9/22/2006	46.0302	Electrical Technology
ALS	9/22/2006	46.0499	Building Construction
ALS	9/22/2006	48.0508	Welding
ALS	9/22/2006	52.0401	Office Administration
ALS	12/16/2005	15.0612	Industrial Engineering Tech.
ALS	12/16/2005	48.0507	Tool & Die Technology/Technician
ALS	3/12/2004	48.0507	Machine Tool Technology
ALS	10/12/2001	41.9999	Microelectronics Consortium Advanced Certificate
ALS	11/1/1999	03.0599	Logging/Timber Harvesting
ALS	11/1/1999	15.0612	Industrial/Manufacturing Technology/Technician
ALS	11/1/1999	15.0699	Industrial Production Technology/Technician, Other
ALS	11/1/1999	43.0202	Fire Services Administration
ALS	11/1/1999	47.0604	Auto/Automotive Mechanic/Technician
ALS	11/1/1999	51.0904	Emergency Medical Technology/Technician
ALS	11/1/1999	51.1614	Nursing Assistant/Aide
ALS	11/1/1999	52.0401	Administrative Assistant/Secretarial Science, General
ALS	11/1/1999	52.1908	Insurance Marketing Operations
BEVILL			
BEV	3/28/2008	48.0503	Machine Shop
BEV	12/7/2007	15.0901	Mine Technology
BEV	10/11/2002	11.0101	Computer Science/ CISCO Certification
BEV	8/9/2002	52.0401	Office Administration/Legal Transcriptionist
BEV	2/22/2002	51.0909	Surgical/Operating Room Technician
BEV	2/22/2002	52.0401	Office Administration
BEV	2/22/2002	52.0803	Banking & Finance
BEV	12/14/2001	52.0401	Medical Transcription
BEV	12/14/2001	52.0401	Microcomputer Specialist
BEV	12/14/2001	52.0401	Secretarial Science
BEV	10/12/2001	41.9999	Microelectronics Consortium Advanced Certificate
BEV	5/18/2001	12.0402	Barbering

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BEV	5/18/2001	15.0501	Air Conditioning/Refrigeration
BEV	5/18/2001	46.0302	Electrical Technology
BEV	5/18/2001	47.0105	Industrial Electronics Technology
BEV	5/18/2001	47.0603	Automotive Body Repair
BEV	5/18/2001	47.0604	Automotive Mechanics
BEV	5/18/2001	47.0605	Diesel Mechanics
BEV	5/18/2001	15.1301	Drafting & Design Technology
BEV	5/18/2001	48.0507	Machine Tool Technology
BEV	5/18/2001	48.0508	Welding
BEV	11/1/1999	11.0101	Computer and Information Sciences, General
BEV	11/1/1999	12.0401	Cosmetologist
BEV	11/1/1999	12.0499	Cosmetic Services, Other
BEV	11/1/1999	19.0708	Child Development, Care, and Guidance
BEV	11/1/1999	25.0301	Library Assistant
BEV	11/1/1999	43.0202	Fire Services Administration
BEV	11/1/1999	49.0205	Truck, Business and Other Commercial Vehicle Operator
BEV	11/1/1999	51.0708	Medical Transcription
BEV	11/1/1999	51.0904	Emergency Medical Technology/Technician
BEV	11/1/1999	51.1614	Nursing Assistant/Aide
BEV	11/1/1999	52.0201	Business Administration and Management, General
BISHOP			
BIS	9/22/2006	51.0707	Health Information Technology
BIS	6/24/2005	48.0507	Machine Tool Technology
BIS	8/9/2002	46.0503	Gas Fitting/Advanced Plumbing
BIS	5/17/2002	19.0505	Commercial Food Service
BIS	2/22/2002	51.0708	Medical Transcription
BIS	10/12/2001	41.9999	Microelectronics Consortium Advanced Certificate
BIS	8/10/2001	16.1603	American Sign Language Studies
BIS	12/8/2000	19.0902	Commercial Sewing
BIS	11/1/1999	12.0401	Cosmetologist
BIS	11/1/1999	15.0701	Occupational Safety & Health Technology/Technician
BIS	11/1/1999	41.0204	Industrial Radiologic Technology/Technician
BIS	11/1/1999	45.0702	Cartography
BIS	11/1/1999	46.0101	Mason and Tile Setter
BIS	11/1/1999	46.0201	Carpenter
BIS	11/1/1999	46.0502	Plumbing and Pipefitter

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BIS	11/1/1999	47.0408	Watch, Clock, and Jewelry Repairer
BIS	11/1/1999	48.0508	Welder/Welding Technologist
BIS	11/1/1999	48.0703	Cabinet Maker and Millworker
BIS	11/1/1999	49.0205	Truck, Business and Other Commercial Vehicle Operator
BIS	11/1/1999	51.0904	Emergency Medical Technology/Technician
BIS	11/1/1999	51.1614	Nursing Assistant/Aide
BIS	11/1/1999	52.0101	Business, General
BIS	11/1/1999	52.0201	Business Administration and Management, General
CALHOUN			
CAL	3/28/2008	12.0402	Barbering
CAL	12/7/2007	15.0613	Machine Tool Multi-skilled Tech
CAL	12/7/2007	15.0613	Machining Fundamentals
CAL	12/7/2007	15.0613	Precision Inspection
CAL	12/7/2007	15.0613	Manual Machining Concepts
CAL	12/7/2007	15.0613	CNC CAM
CAL	12/7/2007	15.0613	CNC EDM
CAL	12/7/2007	15.0613	Manual Milling
CAL	12/7/2007	15.0613	Precision Grinding
CAL	12/7/2007	15.0613	CNC Turning
CAL	12/7/2007	15.0613	Aerospace Multi-skilled Tech
CAL	12/7/2007	15.0613	Aerospace Fundamentals
CAL	12/7/2007	15.0613	Welding
CAL	12/7/2007	15.0613	Structures & Assembly
CAL	12/7/2007	15.0613	Mech. Drafting Multi-skilled Tech
CAL	12/7/2007	15.0613	Mechanical Drafting
CAL	12/7/2007	15.0613	Arch. Drafting Multi-skilled Tech
CAL	12/7/2007	15.0613	Architectural Drafting
CAL	12/7/2007	15.0613	Process Tech. Multi-skilled
CAL	12/7/2007	15.0613	ACR Multi-skilled Tech
CAL	12/7/2007	15.0613	Fundamental ACR
CAL	12/7/2007	15.0613	HVAC/Indoor Air Quality
CAL	12/7/2007	15.0613	HVAC/System Design
CAL	12/7/2007	15.0613	HVAC/Advanced ACR
CAL	12/7/2007	15.0613	HVAC/ACR-Commercial
CAL	12/7/2007	15.0613	HVAC/ACR-Business
CAL	12/7/2007	15.0613	HVAC/ACR-Controls

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CAL	12/7/2007	15.0613	Indus. Maint./Multi-skilled Tech
CAL	12/7/2007	15.0613	Indus. Maint./Mech. Basic Electricity
CAL	12/7/2007	15.0613	Electro./Mechanical
CAL	12/7/2007	15.0613	Indus. Maint/Elec. Multi-skilled
CAL	12/7/2007	15.0613	Indus. Maint Elec./Basic Elec.
CAL	12/7/2007	15.0613	Electrical/Electro/Electronics
CAL	12/7/2007	15.0613	Indus. Maint. ACR Multi-skilled
CAL	12/7/2007	15.0613	ACR/Basic Electricity
CAL	12/7/2007	15.0613	Air Conditioning & Refrigeration
CAL	12/7/2007	15.0613	Indus. Maint. Instrum. Multi-skilled Tech
CAL	12/7/2007	15.0613	Instrumentation/Basic Electricity
CAL	12/7/2007	15.0613	Instrumentation
CAL	12/7/2007	15.0613	Automation/Robotics Multi-skilled Tech
CAL	12/7/2007	15.0613	Automation/Robotics/Basic Electricity
CAL	12/7/2007	15.0613	Automation Fundamentals
CAL	12/7/2007	15.0613	Automation Robotics
CAL	12/7/2007	15.0613	Electrical Technology Multi-skilled Tech
CAL	12/7/2007	15.0613	Electrical Technology/Basic Electricity
CAL	12/7/2007	15.0613	Entry-level Electrician
CAL	12/7/2007	15.0613	Residential/Commercial/Industrial
CAL	12/8/2006	12.0410	Nail Technology
CAL	12/8/2006	48.0507	Computer Numerical Control Certificate I
CAL	12/8/2006	48.0507	Computer Numerical Control Certificate II (Turning)
CAL	12/8/2006	48.0507	Computer Numerical Control Certificate III (CAM)
CAL	6/16/2006	51.3501	Therapeutic Massage
CAL	10/12/2001	41.9999	Microelectronics Consortium Advanced Certificate
CAL	8/10/2001	15.1301	Drafting & Design Technology
CAL	6/16/2000	46.0101	Masonry
CAL	11/1/1999	01.0601	Horticulture Services and Operations, General
CAL	11/1/1999	11.0101	Computer and Information Sciences, General
CAL	11/1/1999	19.0708	Child Development, Care, and Guidance
CAL	11/1/1999	43.0107	Law Enforcement/Police Science
CAL	11/1/1999	43.0202	Fire Sciences Administration
CAL	11/1/1999	46.0101	Mason and Tile Setter
CAL	11/1/1999	46.0201	Carpenter
CAL	11/1/1999	47.0603	Auto/Automotive Mechanic/Technician

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CAL	11/1/1999	47.0604	Auto/Automotive Body Repairer
CAL	11/1/1999	48.0303	Upholsterer
CAL	11/1/1999	48.0508	Welder/Welding Technologist
CAL	11/1/1999	50.0902	Music History and Literature
CAL	11/1/1999	51.0904	Emergency Medical Technology/Technician
CAL	11/1/1999	51.1614	Nursing Assistant/Aide
CAL	8/1/1990	12.0499	Cosmetic Services, Other (added per letter dated 1/24/07 from Susan Price)
CENTRAL ALABAMA			
CEN	9/22/2006	47.0105	Industrial Electronics Technology
CEN	6/24/2005	15.0613	Manufacturing Technology
CEN	6/24/2005	48.0599	Computer Numerical Control
CEN	10/11/2002	47.0105	Industrial Electronics Technology
CEN	10/12/2001	41.9999	Microelectronics Consortium Advanced Certificate
CEN	8/10/2001	47.0202	Heating & Air Conditioning - CIP changed to 47.0201 - See 11/30/01 letter from Dr. Slafter
CEN	8/10/2001	48.0503	Machine Shop Technology
CEN	8/10/2001	48.0508	Welding
CEN	12/8/2000	48.0599	Computer Numerical Control
CEN	11/1/1999	19.0708	Child Development, Care, and Guidance
CEN	11/1/1999	43.0107	Law Enforcement/Police Science
CEN	11/1/1999	51.0904	Emergency Medical Technology/Technician
CEN	11/1/1999	52.0101	Business, General
CHATTAHOOCHEE VALLEY			
CVC	9/21/2007	43.9999	Homeland Security
CVC	9/21/2007	43.9999	First Responder Emergency Management
CVC	9/23/2005	50.0401	Visual Communication
CVC	12/5/2003	50.0402	Graphic Design
CVC	12/5/2003	50.0402	Computer Graphics
CVC	2/22/2002	43.0107	Law Enforcement/Police Science
CVC	2/22/2002	43.0202	Fire Sciences Administration
CVC	2/22/2002	52.0201	Business Administration and Management
CVC	2/22/2002	52.0401	Administrative Assistant/Secretarial Science
CVC	11/1/1999	11.0101	Computer and Information Sciences, General
CVC	11/1/1999	19.0708	Child Development, Care, and Guidance
CVC	11/1/1999	51.0904	Emergency Medical Technology/Technician
CVC	11/1/1999	51.1614	Nursing Assistant/Aide

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CVC	10/8/1999	11.0101	Networking Technology
DRAKE			
DRA	*1/2008	12.0499	Cosmetology Instructor Training (*added per ADPE 1/2008)
DRA	6/22/2007	12.0503	Culinary Arts
DRA	6/22/2007	12.0503	Hospitality Services
DRA	2/22/2002	51.1614	Nursing Assistant/Aide
DRA	12/14/2001	51.1614	Nursing Assistant/Aide
DRK	9/23/2005	47.0303	Industrial Maintenance Technology
DRK	6/24/2005	11.0101	Computer Information Systems Technology
DRK	6/24/2005	46.0302	Electrical Technology
DRK	6/24/2005	47.0105	Industrial Electronics Technology
DRK	6/24/2005	15.1301	Drafting & Design Technology
DRK	6/24/2005	48.0507	Machine Tool Technology
DRK	6/24/2005	52.0302	Accounting Technology
DRK	6/24/2005	52.0401	Office Administration
DRK	10/12/2001	41.9999	Microelectronics Consortium Advanced Certificate
DRK	11/1/1999	10.0399	Graphic and Printing Equipment Operators, Other
DRK	11/1/1999	12.0402	Barber/Hair Stylist
DRK	11/1/1999	48.0508	Welder/Welding Technologist
ENTERPRISE-OZARK			
ENT	3/2/2007	47.0607	Airframe Mechanics and Airframe Maintenance Technology/Technician
ENT	12/10/2004	48.0508	Welding
ENT	9/24/2004	46.0503	Plumbing
ENT	2/22/2002	11.0101	Computer Science
ENT	11/1/1999	15.1202	Computer Maintenance Technology/Technician
ENT	11/1/1999	22.0302	Paralegal/Legal Assistant
ENT	11/1/1999	43.0107	Law Enforcement/Police Science
ENT	11/1/1999	51.0707	Medical Records Technology/Technician
ENT	11/1/1999	51.0904	Emergency Medical Technology/Technician
FAULKNER STATE			
FSC	12/7/2007	51.1105	Pre-Nursing
FSC	12/7/2007	51.0601	Dental Assisting
FSC	12/7/2007	51.0803	Occupational Therapy Assistant
FSC	12/7/2007	51.0909	Surgical Technology
FSC	9/22/2006	01.0605	Landscape Operations and Management

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FSC	6/25/2004	15.1202	Computer Maintenance (with Options in Network Administration/Systems, Database Administration, Troubleshooting and Software Support, Web Page Development, and Cybersecurity)
FSC	12/13/2002	51.1614	Nursing Assistant
FSC	11/1/1999	11.0101	Computer and Information Sciences, General
FSC	11/1/1999	19.0708	Child Development, Care, and Guidance
FSC	11/1/1999	50.0402	Graphic Design, Commercial Art and Illustration
FSC	11/1/1999	51.0904	Emergency Medical Technology/Technician
FSC	11/1/1999	52.0901	Hospitality Services Mgt.
FSC	11/1/1999	52.1501	Real Estate
GADSDEN			
GAD	6/16/2006	15.0613	Automotive Manufacturing Technology
GAD	12/16/2005	51.3501	Massage Therapy
GAD	3/11/2005	48.0508	Welding Technology
GAD	12/10/2004	15.0201	Civil Engineering Technology
GAD	12/10/2004	22.0303	Realtime Reporting
GAD	6/25/2004	47.0604	Automotive Mechanics Technology
GAD	3/12/2004	47.0603	Automotive Collision Repair
GAD	2/21/2003	15.0501	HVAC Systems
GAD	2/21/2003	15.0501	Heating & Air Conditioning
GAD	2/21/2003	47.0605	Diesel Engines
GAD	2/21/2003	47.0605	Diesel Trains
GAD	2/21/2003	47.0605	Hydraulics and Pneumatics
GAD	2/21/2003	47.0605	Auto Mechanics
GAD	2/21/2003	47.0605	Electrical/Electronic Systems
GAD	2/21/2003	15.1301	Advanced C26 in Architectural Design
GAD	2/21/2003	15.1301	Advanced C26 in Mechanical Design
GAD	8/9/2002	51.3501	Massage Therapy Technology
GAD	2/22/2002	51.0904	Emergency Medical Technology/Technician
GAD	10/12/2001	41.9999	Microelectronics Consortium Advanced Certificate
GAD	6/16/2000	46.0401	Building Maintenance
GAD	2/11/2000	12.0401	Esthetics Technology - Title changed to Cosmetologist - See 11/30/01 letter from Dr. Slafter
GAD	11/1/1999	11.0101	Computer and Information Sciences, General
GAD	11/1/1999	15.1301	Drafting, General
GAD	11/1/1999	19.0708	Child Development, Care, and Guidance
GAD	11/1/1999	46.0201	Carpenter

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GAD	11/1/1999	46.0302	Electrician
GAD	11/1/1999	48.0507	Tool and Die
GAD	11/1/1999	51.0904	Emergency Medical Technology/Technician
GAD	11/1/1999	51.0909	Surgical/Operating Room Technology
GAD	11/1/1999	51.1004	Clinical Laboratory Technology
GAD	11/1/1999	51.1614	Nursing Assistant/Aide
GAD	11/1/1999	52.0302	Accounting Technician
GAD	11/1/1999	52.0401	Administrative Assistant/Secretarial Science, General
GAD	11/1/1999	01.0303	Aquaculture Operations & Production Management
GAD	11/1/1999	11.0101	Computer and Information Sciences, General
GAD	11/1/1999	15.1301	Drafting, General
GAD	11/1/1999	19.0708	Child Development, Care, and Guidance
GAD	11/1/1999	46.0101	Mason and Tile Setter
GAD	11/1/1999	46.0201	Carpenter
GAD	11/1/1999	47.0303	Industrial Machinery Maintenance & Repair
GAD	11/1/1999	51.1615	Home Health Aide (CIP code change from 51.2602)
GAD	11/1/1999	52.0401	Administrative Assistant/Secretarial Science, General
GAD	11/1/1999	52.0408	General Office/Clerical and Typing Service
INGRAM			
ING	12/16/2005	47.0616	Marine Maintenance Technology/Technician (CIP code change from 47.0606)
ING	8/10/2001	01.0601	Horticulture Services
ING	8/10/2001	12.0401	Cosmetology
ING	8/10/2001	19.0902	Commercial Sewing
ING	8/10/2001	46.0201	Carpentry
ING	11/1/1999	11.0101	Computer and Information Sciences, General
ING	11/1/1999	47.0105	Industrial Electronics Installer and Repairer
ING	11/1/1999	47.0616	Marine Maintenance and Ship Repairer
ING	10/8/1999	47.0103	Communications Electronics
JEFFERSON DAVIS			
JD	8/9/2002	41.0301	Chemical Technology
JD	8/10/2001	47.0606	Small Engine Repair
JD	8/10/2001	15.1301	Drafting & Design Technology
JD	11/1/1999	01.0601	Horticulture Services and Operations, General
JD	11/1/1999	12.0402	Barber/Hair Stylist
JD	11/1/1999	15.0501	Heating, Air Conditioning & Refrigeration Technologies/Technicians

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JD	11/1/1999	15.1301	Drafting, General
JD	11/1/1999	43.0202	Fire Services Administration
JD	11/1/1999	46.0201	Carpenter
JD	11/1/1999	46.0302	Electrician
JD	11/1/1999	47.0101	Electrical & Electronics Equipment Installer & Repairer, General
JD	11/1/1999	47.0402	Gunsmith
JD	11/1/1999	47.0403	Locksmith and Safe Repairer
JD	11/1/1999	48.0304	Shoe, Boot and Leather Repairer
JD	11/1/1999	49.0202	Construction Equipment Operator
JD	11/1/1999	50.0799	Architectural Stained Glass
JD	11/1/1999	51.0904	Emergency Medical Technology/Technician
JD	11/1/1999	51.1614	Nursing Assistant/Aide
JD	11/1/1999	51.1615	Home Health Aide (CIP code change from 51.2602)
JD	11/1/1999	52.0101	Business, General
JD	11/1/1999	52.0206	Non-profit and Public Management
JD	11/1/1999	52.0302	Accounting Technician
JD	11/1/1999	52.0401	Administrative Assistant/Secretarial Science, General
JD	11/1/1999	52.1501	Real Estate
JD	11/1/1999	52.1908	Insurance Marketing Operations
JEFFERSON STATE			
JSC	12/8/2006	15.0000	Manufacturing and Technology
JSC	6/24/2005	43.0202	Fire Science
JSC	6/24/2005	48.9999	Manufacturing and Technology
JSC	10/12/2001	41.9999	Microelectronics Consortium Advanced Certificate
JSC	8/10/2001	01.0101	Agriculture
JSC	8/10/2001	10.0202	Radio & TV Broadcasting
JSC	8/10/2001	15.0101	Architectural/Civil Design Tech.
JSC	8/10/2001	15.0303	Electronics
JSC	8/10/2001	15.0401	Biomedical Equipment Tech.
JSC	8/10/2001	15.0403	Outside Plant Design
JSC	8/10/2001	15.0405	Automated Manufacturing
JSC	8/10/2001	15.0899	Industrial Maintenance
JSC	8/10/2001	15.1001	Construction Management Technology
JSC	8/10/2001	15.1301	Computer Aided Drafting & Design
JSC	8/10/2001	52.0901	Hospitality Services Mgt.

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JSC	10/6/2000	11.0101	Microcomputer Applications
JSC	10/6/2000	11.0101	Networking Technology
JSC	10/6/2000	45.0701	Geographic Information Systems
JSC	10/6/2000	52.0302	Accounting Technology
JSC	11/1/1999	12.0301	Funeral Services and Mortuary Science
JSC	11/1/1999	15.0405	Robotics Technology/Technician
JSC	11/1/1999	19.0708	Child Development, Care, and Guidance
JSC	11/1/1999	43.0107	Law Enforcement/Police Science
JSC	11/1/1999	51.0904	Emergency Medical Technology/Technician
JSC	11/1/1999	52.0101	Business, General
JSC	11/1/1999	52.0803	Banking and Financial Support Services
	LAWSON		
LAW	3/2/2007	48.0507	Machine Tool Technology
LAW	12/16/2005	15.1301	Drafting & Design Technology/Technician
LAW	9/23/2005	45.0702	Geographic Info. System Tech.
LAW	9/23/2005	48.0508	Welding
LAW	12/13/2002	12.0402	Barbering
LAW	12/13/2002	12.0401	Cosmetology
LAW	12/13/2002	15.0303	Electronic Engineering Technology
LAW	12/13/2002	19.0605	Interior Design
LAW	12/13/2002	43.0107	Criminal Justice
LAW	12/13/2002	15.1301	Drafting and Design Technology
LAW	12/13/2002	48.0703	Cabinetmaking
LAW	12/13/2002	52.0401	Office Administration
LAW	10/12/2001	19.0902	Commercial Sewing
LAW	10/12/2001	41.9999	Microelectronics Consortium Advanced Certificate
LAW	10/12/2001	47.0101	Consumer Electronics
LAW	8/10/2001	19.0505	Commercial Food Service
LAW	8/10/2001	46.0101	Masonry
LAW	8/10/2001	46.0201	Carpentry
LAW	8/10/2001	46.0302	Electrician
LAW	8/10/2001	46.0503	Plumbing (CIP code change from 46.0502)
LAW	8/10/2001	47.0303	Industrial Maintenance Tech.
LAW	8/10/2001	47.0603	Automotive Body Repair
LAW	8/10/2001	51.0904	Emergency Medical Services I & II - "& II" deleted from title - See 11/30/01 letter from Dr. Slaffer
LAW	8/10/2001	52.0408	Clerical Technology

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LAW	5/18/2001	52.1902	Fashion Merchandising
LAW	11/1/1999	01.0603	Ornamental Horticulture Operations and Management
LAW	11/1/1999	10.0305	Graphic and Printing Equipment Operators, General
LAW	11/1/1999	11.0101	Computer and Information Sciences, General
LAW	11/1/1999	15.0501	Heating, Air Conditioning & Refrigeration Technologies/Technicians
LAW	11/1/1999	46.0499	Construction and Building Finishers and Managers, Other
LAW	11/1/1999	47.0105	Industrial Electronics Installer and Repairer
LAW	11/1/1999	47.0303	Industrial Machinery Maintenance & Repair
LAW	11/1/1999	47.0604	Auto/Automotive Mechanic/Technician
LAW	11/1/1999	47.0605	Diesel Engine Mechanic and Repairer
LAW	11/1/1999	48.0508	Welder/Welding Technologist
LAW	11/1/1999	50.0402	Graphic Design, Commercial Art and Illustration
LAW	11/1/1999	51.0904	Emergency Medical Technology/Technician
LAW	11/1/1999	52.0302	Accounting Technician
LAW	11/1/1999	52.0401	Administrative Assistant/Secretarial Science, General
LAW	11/1/1999	52.0408	General Office/Clerical and Typing Service
LAW	11/1/1999	10.0202	Radio & TV Broadcasting Technology/Technician
LAW	11/1/1999	11.0101	Computer and Information Sciences, General
LAW	11/1/1999	19.0708	Child Development, Care, and Guidance
LAW	11/1/1999	43.0202	Fire Services Administration
LAW	11/1/1999	51.1614	Nursing Assistant/Aide
LAW	11/1/1999	51.1615	Home Health Aide (CIP code change from 51.2602)
LAW	11/1/1999	52.0101	Business, General
LAW	11/1/1999	52.0803	Banking and Financial Support Services
LAW	11/1/1999	52.1501	Real Estate
LAW	11/1/1999	52.1908	Insurance Marketing Operations
LAW	10/8/1999	47.0303	Industrial Maintenance Technology
LURLEEN B. WALLACE			
LBW	3/2/2007	52.0401	Office Administration (with emphases in Medical Records and Health Information Technology)
LBW	9/22/2006	51.3501	Massage Therapy Technology
LBW	9/23/2005	48.0303	Interior Decorating
LBW	6/25/2004	03.0511	Forest Technology
LBW	6/25/2004	12.0401	Cosmetology (with Options in Esthetics Technology and Nail Technology)
LBW	6/25/2004	48.0508	Welding Technology

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LBW	6/25/2004	52.0302	Accounting
LBW	6/25/2004	52.0401	Office Administration
LBW	12/5/2003	19.0708	Child Development
LBW	11/1/1999	51.0904	Emergency Medical Technology/Technician
LBW	11/1/1999	52.0401	Administrative Assistant/Secretarial Science, General
LBW	11/1/1999	51.1614	Nursing Assistant/Aide
NORTHEAST ALABAMA			
NEC	12/7/2007	47.0303	Industrial Maintenance
NEC	3/3/2006	12.0401	Nail Technology
NEC	3/3/2006	12.0401	Esthetics Technology
NEC	3/12/2004	19.0708	Child Development
NEC	12/5/2003	51.0801	Medical Assisting
NEC	2/22/2002	22.0302	Paralegal/Legal Assistant
NEC	11/1/1999	03.0511	Forest Products Technology/Technician
NEC	11/1/1999	15.1301	Drafting, General
NEC	11/1/1999	43.0202	Fire Services Administration
NEC	11/1/1999	47.0105	Industrial Electronics Installer and Repairer
NEC	11/1/1999	51.0904	Emergency Medical Technology/Technician
NEC	11/1/1999	52.0101	Business, General
NORTHWEST-SHOALS			
NWS	3/12/2004	48.0799	Wood Products Technology (with options in Production, Finishing, Set-Up Technician, Design Software, and CMC Machining)
NWS	2/22/2002	11.0101	Computer Science
NWS	2/22/2002	47.0603	Automotive Body Repair
NWS	2/22/2002	47.0604	Auto Mechanics
NWS	2/22/2002	48.0703	Cabinetmaking
NWS	8/10/2001	12.0401	Cosmetology
NWS	8/10/2001	15.0507	Environmental Technology
NWS	8/10/2001	46.0201	Carpentry
NWS	8/10/2001	48.0508	Welding
NWS	12/8/2000	12.0401	Estheology Technology
NWS	11/1/1999	12.0499	Cosmetic Services, Other
NWS	11/1/1999	15.0304	Laser and Optical Technology/Technician
NWS	11/1/1999	15.0401	Biomedical Engineering Related Technology/Technician
NWS	11/1/1999	15.0503	Energy Management and Systems Technology/Technician

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NWS	11/1/1999	15.0506	Water Quality & Wastewater Treatment Technology/Technician
NWS	11/1/1999	15.0507	Environmental and Pollution Control Technology/Technician
NWS	11/1/1999	15.1301	Drafting, General
NWS	11/1/1999	19.0708	Child Development, Care, and Guidance
NWS	11/1/1999	25.0301	Library Assistant
NWS	11/1/1999	41.0204	Industrial Radiologic Technology/Technician
NWS	11/1/1999	41.0301	Chemical Technology/Technician
NWS	11/1/1999	43.0107	Law Enforcement/Police Science
NWS	11/1/1999	43.0202	Fire Services Administration
NWS	11/1/1999	50.0902	Music History and Literature
NWS	11/1/1999	51.0904	Emergency Medical Technology/Technician
REID			
RDT	2/21/2003	47.0303	Millwright Assistant
RDT	12/14/2001	11.0101	Computer Science
RDT	8/10/2001	46.0201	Carpentry
RDT	8/10/2001	47.0603	Automotive Body Repair
RDT	8/10/2001	48.0508	Welding
RDT	6/16/2000	51.0909	Surgical/Operating Room Technology
RDT	11/1/1999	11.0101	Computer and Information Sciences, General
RDT	11/1/1999	12.0401	Cosmetologist
RDT	11/1/1999	12.0499	Cosmetic Services, Other
RDT	11/1/1999	19.0708	Child Development, Care, and Guidance
RDT	11/1/1999	49.0205	Truck, Business and Other Commercial Vehicle Operator
RDT	11/1/1999	51.1614	Nursing Assistant/Aide
RDT	11/1/1999	52.0401	Administrative Assistant/Secretarial Science, General
SHELTON			
SHC	12/16/2005	31.0599	Health & Physical Education/Fitness
SHC	8/8/2003	12.0410	Nail Technician
SHC	8/8/2003	15.0501	Heating and Air Conditioning
SHC	8/8/2003	15.1301	Drafting and Design Technology
SHC	8/8/2003	46.0302	Electrical Technology
SHC	8/8/2003	47.0105	Electronics Technology
SHC	8/8/2003	47.0604	Auto Mechanics
SHC	8/8/2003	48.0507	Machine Tool Technology
SHC	8/8/2003	48.0508	Welding

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SHC	8/8/2003	52.0401	Office Administration
SHC	10/12/2001	41.9999	Microelectronics Consortium Advanced Certificate
SHC	2/11/2000	49.0202	Heavy Equipment Operator Technology
SHC	11/1/1999	01.0605	Landscaping Operations and Management
SHC	11/1/1999	01.0607	Turf Management
SHC	11/1/1999	10.0305	Graphic and Printing Equipment Operators, General
SHC	11/1/1999	11.0101	Computer and Information Sciences, General
SHC	11/1/1999	12.0402	Barber/Hair Stylist
SHC	11/1/1999	12.0499	Cosmetic Services, Other
SHC	11/1/1999	15.0506	Water Quality & Wastewater Treatment Technology/Technician
SHC	11/1/1999	19.0505	Institutional Food Service Administrator
SHC	11/1/1999	19.0702	Gerontological Services
SHC	11/1/1999	22.0302	Paralegal/Legal Assistant
SHC	11/1/1999	43.0202	Fire Services Administration
SHC	11/1/1999	46.0201	Carpenter
SHC	11/1/1999	46.0401	Building/Property Maintenance and Manager
SHC	11/1/1999	47.0303	Industrial Machinery Maintenance & Repair
SHC	11/1/1999	47.0603	Auto/Automotive Body Repairer
SHC	11/1/1999	47.0605	Diesel Engine Mechanic and Repairer
SHC	11/1/1999	47.0606	Small Engine Mechanic and Repairer
SHC	11/1/1999	49.0205	Truck, Business and Other Commercial Vehicle Operator
SHC	11/1/1999	50.0402	Graphic Design, Commercial Art and Illustration
SHC	11/1/1999	51.0904	Emergency Medical Technology/Technician
SHC	11/1/1999	51.1614	Nursing Assistant/Aide
SHC	11/1/1999	52.0903	Travel-Tourism Management
SNEAD			
SND	6/16/2006	15.0303	Electronic Engineering Technology
SND	6/24/2005	52.0302	Accounting Technology
SND	3/11/2005	15.0000	Drafting & Design Technology
SND	10/12/2001	41.9999	Microelectronics Consortium Advanced Certificate
SND	11/1/1999	19.0708	Child Development, Care, and Guidance
SND	11/1/1999	47.0303	Industrial Machinery Maintenance & Repair
SND	11/1/1999	51.0708	Medical Transcription
SND	11/1/1999	52.0401	Administrative Assistant/Secretarial Science, General
SND	10/8/1999	47.0616	Marine Mechanics Technology

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SOUTHERN UNION			
SOU	6/25/2004	51.3501	Therapeutic Massage
SOU	11/1/1999	11.0101	Computer and Information Sciences, General
SOU	11/1/1999	15.1301	Drafting, General
SOU	11/1/1999	19.0708	Child Development, Care, and Guidance
SOU	11/1/1999	43.0202	Fire Services Administration
SOU	11/1/1999	47.0105	Industrial Electronics Installer and Repairer
SOU	11/1/1999	47.0201	Heating, Air Conditioning & Refrigeration Mechanic & Repairer
SOU	11/1/1999	47.0303	Industrial Machinery Maintenance & Repair
SOU	11/1/1999	47.0603	Auto/Automotive Body Repairer
SOU	11/1/1999	47.0604	Auto/Automotive Mechanic/Technician
SOU	11/1/1999	48.0503	Machine Shop Assistant
SOU	11/1/1999	48.0508	Welder/Welding Technologist
SOU	11/1/1999	51.0708	Medical Transcription
SOU	11/1/1999	51.0904	Emergency Medical Technology/Technician
SOU	11/1/1999	51.0907	Medical Radiologic Technology/Technician
SOU	11/1/1999	51.0909	Surgical/Operating Room Technology
SOU	11/1/1999	51.1004	Medical Laboratory Technician
SOU	11/1/1999	51.1615	Home Health Aide (CIP code change from 51.2602)
SOU	11/1/1999	52.0101	Business, General
SOU	11/1/1999	52.0401	Administrative Assistant/Secretarial Science, General
SOU	8/9/1996	51.0907	Cardiovascular Interventional Technology
SOU	8/9/1996	51.0907	Computed Tomography
SOU	8/9/1996	51.0907	Diagnostic Medical Sonography
SOU	8/9/1996	51.0907	Magnetic Resonance Imaging
SOU	8/9/1996	51.0907	Mammography
TRENHOLM			
TRE	6/16/2006	15.0613	Automotive Manufacturing Technology
TRE	12/16/2005	19.0605	Home Furnishings & Equipment
TRE	6/24/2005	51.3501	Therapeutic Massage
TRE	2/22/2002	01.0603	Horticulture Degree
TRE	2/22/2002	47.0603	Automotive Body Repair
TRE	2/22/2002	52.0302	Accounting Technology
TRE	2/22/2002	52.0401	Office Administration
TRE	2/22/2002	41.9999	Microelectronics Consortium Advanced Certificate

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TRE	5/18/2001	46.0499	Building Construction Technology
TRE	11/1/1999	10.0399	Graphic and Printing Equipment Operators, Other
TRE	11/1/1999	11.0101	Computer and Information Sciences, General
TRE	11/1/1999	12.0401	Cosmetologist
TRE	11/1/1999	12.0402	Barber/Hair Stylist
TRE	11/1/1999	12.0499	Cosmetic Services, Other
TRE	11/1/1999	15.0501	Heating, Air Conditioning & Refrigeration Technologies/Technicians
TRE	11/1/1999	15.0607	Plastics Technology/Technician
TRE	11/1/1999	15.0803	Automotive Engineering Technology/Technician
TRE	11/1/1999	15.1301	Drafting, General
TRE	11/1/1999	19.0605	Home Furnishings & Equipment Installers & Consultants, General
TRE	11/1/1999	19.0902	Commercial Garment and Apparel Worker
TRE	11/1/1999	19.0905	Clothing, Apparel, & Textile workers & Manager, Others
TRE	11/1/1999	46.0101	Mason and Tile Setter
TRE	11/1/1999	46.0201	Carpenter
TRE	11/1/1999	46.0302	Electrician
TRE	11/1/1999	46.0502	Plumbing and Pipefitter
TRE	11/1/1999	47.0105	Industrial Electronics Installer and Repairer
TRE	11/1/1999	47.0106	Major Appliance Installer and Repairer
TRE	11/1/1999	47.0303	Industrial Machinery Maintenance & Repair
TRE	11/1/1999	47.0605	Diesel Engine Mechanic and Repairer
TRE	11/1/1999	48.0303	Upholsterer
TRE	11/1/1999	48.0507	Tool and Die Maker/Technologist
TRE	11/1/1999	48.0508	Welder/Welding Technologist
TRE	11/1/1999	48.0703	Cabinet Maker and Millworker
TRE	11/1/1999	49.0202	Construction Equipment Operator
TRE	11/1/1999	49.0205	Truck, Business and Other Commercial Vehicle Operator
TRE	11/1/1999	52.0408	General Office/Clerical and Typing Service
TRE	11/1/1999	10.0202	Radio & TV Broadcasting Technology/Technician
TRE	11/1/1999	12.0499	Cosmetic Services, Other
TRE	11/1/1999	12.0503	Culinary Arts/Chef Training
TRE	11/1/1999	19.0708	Child Development, Care, and Guidance
TRE	11/1/1999	47.0303	Industrial Machinery Maintenance & Repair
TRE	11/1/1999	47.0606	Small Engine Mechanic and Repairer
TRE	11/1/1999	51.0601	Dental Assistant

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TRE	11/1/1999	51.0603	Dental Laboratory Technician
TRE	11/1/1999	51.0801	Medical Assistant/Multiple Clinical Competency Technician
TRE	11/1/1999	51.0904	Emergency Medical Technology/Technician
TRE	11/1/1999	51.0904	Emergency Medical Technology/Technician
TRE	11/1/1999	51.1614	Nursing Assistant/Aide
WALLACE (DOTHAN)			
WSD	*1/2008	48.0506	Sheet Metal Technician (*added per ADPE 1/2008)
WSD	*1/2008	46.0201	Carpentry (*added per ADPE 1/2008)
WSD	*1/2008	15.0603	Industrial Engineering Tech. (*added per ADPE 1/2008)
WSD	3/28/2008	48.0508	Welding
WSD	12/7/2007	51.0801	Phlebotomy
WSD	12/16/2005	12.0401	Cosmetology
WSD	9/24/2004	46.0101	Masonry
WSD	9/24/2004	46.0503	Plumbing
WSD	9/24/2004	47.0105	Industrial Electronics Technology
WSD	9/24/2004	47.0603	Auto Body Repair
WSD	9/24/2004	48.0507	Machine Tool Technology
WSD	2/22/2002	12.0499	Cosmetology Instructor Training
WSD	2/22/2002	19.0708	Child Development
WSD	10/12/2001	41.9999	Microelectronics Consortium Advanced Certificate
WSD	11/1/1999	15.0501	Heating, Air Conditioning & Refrigeration Technologies/Technicians
WSD	11/1/1999	43.0202	Fire Services Administration
WSD	11/1/1999	47.0606	Small Engine Mechanic and Repairer
WSD	11/1/1999	48.0303	Upholsterer
WSD	11/1/1999	48.0703	Cabinetmaker and Millworker
WSD	11/1/1999	51.0708	Medical Transcription
WSD	11/1/1999	51.0904	Emergency Medical Technology/Technician
WSD	11/1/1999	51.1614	Nursing Assistant/Aide
WSD	10/8/1999	51.0904	Emergency Medical Services I
WALLACE (HANCEVILLE)			
WSH	12/7/2007	51.0999	Polysomnography Technology
WSH	6/22/2007	51.0805	Pharmacy Technology
WSH	6/16/2006	15.0613	Automotive Manufacturing Technology
WSH	6/24/2005	51.0708	Medical Transcription
WSH	9/24/2004	19.0708	Child Development

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WSH	12/5/2003	52.0401	Office Administration
WSH	2/22/2002	48.0507	Machine Tool Technology
WSH	2/23/2001	48.0599	Computer Numerical Control
WSH	2/11/2000	51.0910	Echocardiography
WSH	2/11/2000	51.0910	Vascular Technology
WSH	11/1/1999	15.0303	Electrical, Electronic & Communications Engineer Technology/Technician
WSH	11/1/1999	19.0902	Commercial Garment and Apparel Worker
WSH	11/1/1999	48.0599	Precision Metal Workers, Other
WSH	11/1/1999	51.0904	Emergency Medical Technology/Technician
WSH	11/1/1999	51.0907	Medical Radiologic Technology/Technician
	WALLACE (SELMA)		
WSS	8/10/2001	52.0401	Office Administration
WSS	11/1/1999	12.0499	Cosmetic Services, Other
WSS	11/1/1999	43.0202	Fire Services Administration
WSS	11/1/1999	51.1614	Nursing Assistant/Aide
WSS	11/1/1999	52.0803	Banking and Financial Support Services

INFORMATION ITEM L: Implementation of Non-Degree Programs at Senior Institutions

Staff Presenter: Mrs. Ellen E. Haulman
Assistant Director for Instruction

Staff Recommendation: For information only.

Background: Commission guidelines state that non-degree programs of senior institutions, including pre-baccalaureate, post-baccalaureate, and post-master's certificates do not require Commission approval, but that they must be reported to the Commission prior to implementation. The guidelines further state that these certificates are not listed in the Commission's Academic Program Inventory.

In accordance with these guidelines, the following institutions have sent notification regarding the non-degree programs indicated:

Auburn University at Montgomery

Pre-Baccalaureate Certificate in Geographic Information Systems (GIS):

This certificate of completion is for students who complete a series of five GIS courses. The courses are existing courses and may be applied to the BA in Sociology (CIP 45.1101).

University of Alabama at Birmingham

Graduate-Level Certificate in Electric Power Systems Engineering:

A certificate of twelve hours that will meet the needs of practicing engineers in the electric utility industry in the Birmingham area. The certificate will provide a mechanism for engineers to acquire greater technical expertise related to their line of work. Hours completed for the certificate can be applied to a master's degree in Electrical Engineering, should the student choose to pursue the degree.

Supporting Documentation: "Reasonable Extensions and Alterations of Existing Units and Programs of Instruction," Alabama Administrative Code, Rule 300-2-1-.06. Available upon request.

INFORMATION ITEM M: Implementation of Approved Programs

Staff Presenter: Mrs. Ellen E. Haulman
Assistant Director for Instruction

Staff Recommendation: For information only.

Background: Commission guidelines state that a new program should be implemented in accordance with the timeline presented in the proposal. They further state that any institution having an approved program must notify the Commission in writing when the program is implemented (that is, when the institution has admitted the first student or students into the program). The institution also must notify the Commission in writing if the stated date or academic term of implementation changes. If the program is not implemented within 24 months of the date of approval, regardless of whether the Commission has been notified of the delay, the approval will expire, and the program will be removed from the Commission's Academic Program Inventory. Once an approval has expired, an institution must submit a new program proposal and receive Commission approval of the new proposal in order to offer the program.

Programs Implemented: In accordance with these guidelines, the following institution has sent notification that the program listed has been implemented.

Alabama State University

Program: Occupational Therapy, MS, CIP 51.1004
Approval date: March 2, 2007
Implementation date: June 2007
Post-implementation report deadline: July 1, 2012

Programs Not Implemented: Commission approval has expired for the following programs that were not implemented by the implementation deadline.

None.

Supporting Documentation: "Guidelines on Implementation of a New Program," adopted by the Commission on October 12, 2001, revision approved on September 23, 2005. Available upon request.

INFORMATION ITEM N: Changes to the Academic Program Inventory

Staff Presenter: Ms. Margaret Pearson
Academic Program Review Analyst

Staff Recommendation: For information only.

Background: According to the Commission's definitions relating to program review (Alabama Administrative Code, Chapter 300-2-1, Review of Programs & Other Units of Instruction), additions and certain extensions or alterations of units and programs of instruction must be submitted as information items not requiring Commission approval. Examples of information items, according to the operational definitions, include: 1) changes in program titles or CIP codes or degree nomenclatures at the same level (except doctoral) provided no changes in program requirements, content, or objectives are made, and provided the new nomenclature replaces the current designation; 2) programs placed on inactive status or deleted from the Academic Program Inventory; 3) change in award for completion from Diploma to Associate in Applied Technology in technical colleges provided certain conditions are met; 4) change in award for completion from Associate in Applied Technology to Associate in Applied Science in technical colleges provided certain conditions are met; and 5) change in award for completion from Diploma and/or Certificate to Associate in Applied Science in community colleges.

Supporting Documentation:

1. Academic Program Inventory. Available on Commission's Website: www.ache.state.al.us.
2. "Reasonable Extensions and Alterations of Existing Units and Programs of Instruction in Review of Programs & Other Units of Instruction," Ala. Admin. Code (Commission on Higher Education), r. 300-2-1.06. Available upon request.
3. Written unpublished documentation provided by the institutions. Available upon request.

A. Program Inventory Deletions

Institutions may voluntarily elect to delete program entries/awards from the Commission's Academic Program Inventory. However, institutions understand that these programs/awards cannot be reinstated to the Academic Program Inventory in the future without undergoing the regular process for new program review and approval.

<u>Alabama State University</u>	51.2306 Occupational Therapy, B.S.
<u>Auburn University Montgomery</u>	16.0501 German, B.A. (Shared program with AU) 16.0901 French, B.A. (Shared program with AU)
<u>Auburn University:</u>	26.0402 Molecular Biology, B.S. 26.0503 Microbiology, B.S. 16.0501 German, B.A. (Shared program with AUM) 16.0901 French, B.A. (Shared program with AUM)
<u>The University of Alabama Birmingham</u>	14.1401 Environmental Health Engineering, Ph.D.

B. Changes in CIP Codes, Program Titles, or Degree Nomenclature

The following changes in CIP codes, program titles, or degree nomenclature represent no changes in program requirements, content, and objectives and are recommended as information items.

Note: "Strike Outs" indicate original CIP code, program title, or degree nomenclature and "Underlines" indicate changes.

<u>Auburn University:</u>	26.0503 Microbiology <u>Microbial, Cellular, and Molecular Biology, B.S.</u>
<u>The University of Alabama Huntsville:</u>	14.0901 Software Engineering, M.S. <u>M.S.S.E.</u> 52.1201 Management Information Systems, M.S. <u>M.S.M.I.S.</u>
<u>Troy University:</u>	13.0101 Education-General <u>Education, Post Secondary, M.S.</u> 13.0401 Education-Administration <u>Instructional Leadership in Administration, M.S.</u> Ed. <u>M.S.I.L.A.</u> 13.0401 Education-Administration <u>Instructional Leadership in Administration, Ed.S.</u> 15.1102 Geomatics <u>Surveying and Geomatics Sciences, B.S.</u>