

ALABAMA COMMISSION ON HIGHER EDUCATION

Commission Meeting

RSA Union Building
Ninth Floor, PSC Hearing Room
Montgomery, Alabama

March 12, 2004

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The next meeting is scheduled for June 25, 2004

MINUTES

ALABAMA COMMISSION ON HIGHER EDUCATION

December 5, 2003

I. Call to Order

The Alabama Commission on Higher Education met in regular session on Friday, December 5, 2003, in the Bryant Conference Center, The University of Alabama, Tuscaloosa, Alabama. Chairman Pugh called the meeting to order at 9:00 a.m.

II. Roll Call of Members and Determination of Quorum

Members present: J. R. Brooks, Bettye Fine Collins, Tom Davis, Joseph Lowman, Johnnie J. McDougald, Danny Patterson, Trip Pittman, Roland Pugh, Steve Shaw, Roberta Watts, and Ron Wise. A quorum was declared present.

III. Approval of Agenda

RESOLVED: Mrs. Carter stated that Gadsden State University officials requested to withdraw the Certificate in Electrical Technology program on page 145 of the Commission packet. Mrs. Collins made a motion to amend the agenda with the withdrawal of this item. Mr. Patterson seconded the motion, and the agenda was approved as amended.

IV. Consideration of Minutes

RESOLVED: Mrs. McDougald made a motion to approve the minutes of the August 8, 2003 Commission meeting as written. Mr. Patterson seconded the motion, and the minutes were approved.

V. Chairman's Report

Mr. Pugh thanked The University of Alabama for hosting the meeting and recognized Dr. Judy Bronner, Provost who welcomed the Commission to the campus. He also noted that eleven Commissioners were present at this meeting. He then recognized the attendance of Dr. Joe Lee, President, Alabama State University, Dr. William Meehan, President, Jacksonville State University, Dr. Robert McChesney, President, University of Montevallo, and Mr. Kevin Garrison, Fiscal Analyst, from the Office of the Director of the Department of Finance, Governor's Office.

Mr. Pugh then read the following statement:

"Your chairman has been busy. I don't know if that is bad news or good news. Hopefully, it will prove to be good news. First of all, on September 17th Dr. Malone, Johnny Crawford and I met with Speaker of the House Seth Hammett in Montgomery. We spent about an hour with him and, as always, he was very supportive of ACHE and their accomplishments with the viability program. He voiced his view that there should be better governance of higher education in the State of Alabama. In fact, he said that he would support a board of regents for higher education. As we were getting ready to walk out Seth said that he thinks a "business point of view" is probably the one thing that higher education is lacking. He offered a challenge to me, as a retired businessman, to choose a project that would be beneficial to higher education and "pursue a goal". I thought about this challenge, and decided that I would try to visit all the University Presidents and Chancellors on their campuses. I will report that I have visited with 17 of the 18 Presidents and Chancellors and have an appointment with Dr. Garrison at UAB next Thursday.

I would like to say that I really appreciated the hospitality and frankness that most of the university presidents showed me during my visits. In my opinion, all the presidents had some positive feelings, some more than others, that there should be a governance change in the State of Alabama. I discussed with each of them various ways that governance might be changed that could improve higher education in Alabama.

I also had discussions with each of them regarding the board of regents, the Landdegger report, and Governor Riley's Education Spending Commission report. All of them, with the exception of probably one, openly said they supported giving ACHE more authority and they supported some central governing system over higher education. In fact, Dr. Meehan, who is the Chairman of the Council of Presidents, appointed me to serve with Dr. Moulton and others on the Duplication and Accountability Sub-Committee. After three meetings, a resolution was introduced and passed at the Presidents Council Meeting asking the Legislature to give ACHE additional authority over governance.

I would like to encourage anyone, the faculty, the students, the board of trustee members and the press, to read the reports we have all read, such as the Landdegger report, the Education Spending Commission report, the Duplication and Accountability report, and then have some dialogue with me, Dr. Malone, and others at ACHE about possibly improving our education system. I would like to go a step further and say to them, "I was as disappointed as they were to see the lack of financial support for education in the tax referendum vote". I would also say "until there is better accountability in higher education, the taxpayers will never vote to raise their taxes in the state of Alabama".

I have four or five bullets that I would like to touch on regarding my thoughts for possibly reducing costs in higher education. This is my opinion and not the Commission's:

1. There is probably too much money spent on remedial education.
2. There are probably too many square feet of building space existing in the State for Higher Education, particularly if it were all utilized properly.
3. Building still seems to be booming on some campuses. When you look at the staggering figures for deferred maintenance, it tells me that someone needs to be trying to get a handle on construction of new buildings versus reducing the deferred maintenance. Speaking of new buildings, it was interesting to speak with Dr. Robert Witt, who has just come to the University of Alabama from Texas. He shared with me the procedure they went through to get a new building in Texas. Basically, they had to go before a commission and prove the need for a new building before any building could be approved and constructed.
4. Are there possibly too many engineering schools? too many schools of business? too many schools of education?

All these questions I am raising are directly tied to the lack of available funding for education in the State of Alabama.

We all need to do a better job getting the message out about how bad the funding is for higher education. For example, the following statement was taken from Tim Vick's "student aid budget cuts report": *"..... Alabama failed to meet federal matching requirements for the state's only need-based student assistance program and was required to return to the U. S. Department of Education \$446,119 earmarked for students with substantial financial need."* There is much more in this report, but this caught my attention.

In closing, our message should be to everyone involved, "Give some agency the opportunity and the power to study higher education to see if in fact there are some dollars that could be saved in various areas of higher education. Let me reiterate, until this is allowed to happen, along with better accountability in higher education, there will never be a tax increase voted in by the people of the state of Alabama!!!"

VI. Executive Director's Report

Dr. Malone stated that this was an important date in history since all commissioners were present today. He thanked Dr. Judy Bonner for UA's hospitality and extended a special thanks to President Witt. He mentioned that Kitty Collier, Bob LaCour, Janis Lowther, and Bill Wall had retired during his tenure with the Commission which equated to a loss of over 106 years of experience. Dr. Malone also stated that he was invited along with Dr. Roy Johnson to be on a panel at the December 6, SACS annual meeting in Nashville, Tennessee. The meeting will focus on the Higher Education Reauthorization Act and its impact on Alabama. He stated that Senator Jeff Sessions was on one of the subcommittees which will write the reauthorization.

VII. Discussion Items

A. Student Aid Budget Cuts Further Reduce College Affordability for Alabama Students and Families

Mr. Tim Vick, Associate Executive Director, stated that the 2003-2004 appropriations approved by the Alabama Legislature in their September Special Session substantially reduced state funding for the student aid programs administered by the Commission more than 57 percent from last year's levels. As a result, Alabama failed to meet federal matching requirements for the state's only need-based student assistance program and was required to return to the U.S. Department of Education \$446,119 earmarked for students with substantial financial need.

He further stated that Alabama joins Alaska and South Dakota as the only states that do not provide any federally-matched need-based assistance to its residents. Mr. Vick referenced page 9 of the Commission packet which is a summary of the impact of budget cuts on Alabama's student aid programs.

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

Dr. Robert Griffin, State Executive Director of Alabama EPSCoR, gave a slide presentation on the Alabama EPSCoR Annual Report. A copy of the 2003 report was distributed to Commissioners at the meeting.

C. Annual Report: U.S. Department of Education No Child Left Behind (NCLB) Title II (P.L. 1107-110); Announcement of Competitive Grant Awards FY 2003-2004

Dr. Elizabeth French, Director of Institutional Effectiveness and Planning, stated that the applicants were public and private institutions of higher education in partnership with Local Education Agencies (LEAs). Sixteen (16) proposals were received from twelve (12) institutions with a combined budget total of over \$2.5 million and project requests for federal funds of over \$1,600,000.

She stated that the proposals accepted were designed to meet the performance objectives of the legislation and that all teachers of core academic subjects newly employed after the first day of the 2002-2003 school year and teaching in a program

supported by Title I, Part A funds must be highly qualified.. In addition, all teachers currently employed must meet the standards of "highly qualified" no later than the end of the 2005-2006 school year.

A copy of the institutions receiving the FY 2003-2004 Competitive Grant Awards was distributed at the meeting.

D. Annual Report on Non-Resident Institutional Review Activities/Calendar Year 2003

Dr. Elizabeth French, Director of Institutional Effectiveness and Planning, stated that thirty institutions were licensed by the Alabama Department of Postsecondary Education to operate as non-resident institutions in Alabama during calendar year 2003. These institutions/corporations operate as foreign corporations in Alabama and include public and private, for profit (proprietary) and non-profit colleges and universities. She stated that seven of the licensed institutions have no physical sites in the state but solicit students for out-of-state programs through agents. The remainder offer programs at forty-six locations throughout Alabama.

She stated that of the twenty-three institutions/corporations operating at physical sites, eight were reviewed in accord with ACHE criteria and approved to offer programs at twenty locations. One of these locations is currently inactive and more than three thousand students are enrolled at the active sites and fourteen institutions operating at twenty-six sites throughout the state were exempt from Commission review

Dr. French referenced page 13 and 14 of the Commission packet which lists the institutions that were accredited. The complete inventory is available on the Commissions' web site.

E. Discussion of Reports on Post-Implementation Conditions

Mrs. Brenda Carter, Director of Programs, stated that the reports summaries were presented for discussion and requested that the Commissioners comment on the requests for changes in post-implementation conditions. She indicated that the staff will develop action on the reports that had not met the conditions of the program approval in several areas at the next Commission meeting. Ms. Carter further stated that at the December 10, 2002 Commission meeting, the institutions requested modification of several requirements in the post-implementation conditions of these programs and action was delayed in order to give Commissioners more time to review the guidelines. A work session was held on July 17, 2003 to discuss this report. Ms. Carter referenced page 32 of the Commission packet which is a summary of the reports from these programs. The summary lists the post-implementation conditions for each program and a table showing a comparison of the requirements in the condition and the data provided by the institution.

VIII. Decision Items

A. Approval of 2004 Meeting Schedule

Mr. Tim Vick, Associate Executive Director referenced the schedule on page 38 of the Commission packet. There was discussion regarding the March 25-26 meeting date due to the fact that it was spring break week and it was suggested that it be changed to March 11-12.

RESOLVED: Mrs. Collins made a motion to approve the staff recommendation with the revision of the March meeting date. Mr. Patterson seconded the motion, and it passed.

B. Approval of Commission Operations Plan for Fiscal Year 2003-04

Mr. Tim Vick, Associate Executive Director, stated that the Commission's budget was 36.65 percent less and that cuts had already been made in equipment and supplies. He stated that the executive director's state car was now being used by staff for state travel. He also mentioned that student assistance program cuts. Mr. Vick stated that the Commission is still seeking a tenant to lease the excess space. He referenced page 40 of the Commission packet which listed the Commission's overall operations plan for next year.

Mr. Pittman questioned the amount of square space that was not being utilized. Mr. Pugh also discussed the possibility of a meeting with the appropriate parties to see about leasing the space.

RESOLVED: Mrs. Collins made a motion to approve the recommendation. Mr. Brooks seconded the motion, and it passed.

C. Approval of Commission Budget Request for Fiscal Year 2004-05

Mr. Tim Vick, Associate Executive Director, stated that the staff recommends that funding be restored to the 2002-03 level with increased costs associated with rent, retirement, as well as health benefits. He stated that additional funding for two technical positions are being recommended. One position would be employed to work with Ms. Cagle, Director of Institutional Finance and Facilities on the faculty data base and funding formula. Mr. Vick also stated that an additional \$947,913 be requested for the Student Assistance Program and that level funding is recommended for the Alabama Educational Grant Program, the National Guard Educational Assistance Program, and the Policeman/Firefighter Scholarship program.

Mr. Brooks questioned how realistic was it to request additional funds.

Dr. Watts asked if the Commission had always received what they requested and does it reflect our needs based on our current statutory requirements.

After further discussion, it was suggested that only one additional person would be hired due to the current budget situation.

RESOLVED: Dr. Watts made a motion to approve the recommendation with the amendment that one additional staff would be hired. Mrs. Collins seconded the motion, and it passed.

D. Approval of Contract with John Crawford and Associates

Mr. Tim Vick, Associate Executive Director, stated the staff recommends approval of the contract that Crawford and Associates will notify and monitor any bills introduced in the Legislature for a cost not to exceed \$65,000.

Mrs. Collins suggested that the Commissioners be provided with these bills during the legislative session.

Mr. Brooks requested that the executive committee be given a copy of the full contract for review. Mr. Vick stated that he will make that information available to them.

RESOLVED: Mr. Brooks made a motion to approve the recommendation.
Mrs. Collins seconded the motion and it passed with 3 no votes, Mr. Lowman, Mr. Pittman, and Mrs. McDougald.

E. Approval of the Unified Budget Recommendation (UBR) for Fiscal Year 2004-05

Ms. Susan Cagle, Director of Institutional Finance and Facilities, stated that the Commission staff met with the Financial Advisory Council and with the Council of College and University Presidents to discuss the Unified Budget Recommendation. The Council of Presidents agreed to the funding distribution for the FY 2004-2005 Unified Budget Recommendation at their meeting held on November 10, 2003. She stated that the increases recommended were to cover the cost of retirement rates for the senior institutions and Public Education Employees' Health Insurance Program (PEEHIP) rates for the community and technical colleges. Ms. Cagle also stated that increases were needed to cover the provisions of Act 2003-473 which require public colleges and universities which do not currently insure with PEEHIP to pay the employer cost for university retirees. The total FY 2004-2005 UBR is approximately 1.2 billion.

Mr. Pittman stated that he would like to include a letter to the legislature similar to the one that was sent last year. Mr. Davis agreed with the idea of the letter.

RESOLVED: Dr. Watts made a motion to approve the recommendation.
Mrs. Collins seconded the motion, and it passed with 1 no vote, Mr. Brooks.

F. Report on the Facilities Master Plan and Capital Projects Requests for FY 2004-2005 – FY 2008-2009

Ms. Susan Cagle, Director of Institutional Finance and Facilities, presented the report found on page 56 of the agenda packet. She stated that Section 16-5-15 of the state costs requires that each institution provide a five-year master plan and referenced page 63 of the packet which lists the capital projects for each institution. Ms. Cagle stated that the staff recommends approval of this recommendation.

RESOLVED: Mr. Brooks made a motion to approve the recommendation.
Mrs. McDougald seconded the motion, and it passed.

G. Forever Wild, Appointment of Board Member

Mrs. Margaret Gunter, Director of Communications, stated that the staff recommends that the Commission appoint Dr. Frank Romano, professor and department head of biology at Jacksonville State University, to represent the Northern District to the Board of Forever Wild.

RESOLVED: Mr. Brooks made a motion to approve the recommendation.
Mrs. Collins seconded the motion, and it passed.

H. Modification to the Guidelines for Consideration of Post-Implementation Reports That Do Not Meet Approved Conditions

Mr. Tim Vick, Associate Executive Director, stated that at the Commission's July work session, the staff presented a proposed modification to the guidelines that addressed their concerns. He stated that the suggested modification with the new language is referenced on page 117 of the Commission packet .

RESOLVED: Mr. Brooks made a motion to approve the recommendation.
Mrs. Collins seconded the motion, and it passed.

I. Academic Programs

Mr. Danny Patterson reported that the Committee of the Whole had met on Thursday, December 4, 2003 with staff and institutional representatives to discuss the programs and extensions and alterations. He stated that the Committee supported the staff recommendations for approval.

1. Alabama State University, Doctor of Philosophy in Microbiology (CIP 26.0501)

Mrs. Carter distributed a corrected copy of the staff recommendation at the Thursday, December 4, Committee of the Whole meeting and referenced the changes.

RESOLVED: Mr. Patterson made a motion to approve the staff recommendation. Mr. Brooks seconded the motion, and it passed with eleven yea votes.

2. Calhoun Community College

a. Associate in Applied Science in Networking Technology (CIP 11.0101)

RESOLVED: Mr. Patterson made a motion to approve the staff recommendation. Mr. Brooks seconded the motion, and it passed with eleven yea votes.

b. Associate in Applied Science in Process Technology (CIP 15.0699)

RESOLVED: Mr. Patterson made a motion to approve the staff recommendation. Dr. Watts seconded the motion, and it passed with eleven yea votes.

3. Chattahoochee Valley Community College, Associate in Applied Science in Visual Communications (CIP 50.0401)

RESOLVED: Mr. Patterson made a motion to approve the staff recommendation. Mrs. McDougald seconded the motion, and it passed with eleven yea votes.

4. Lurleen B. Wallace Community College

a. Associate in Applied Science in Nursing (CIP 51.1601)

RESOLVED: Mr. Patterson made a motion to approve the staff recommendation. Mr. Shaw seconded the motion, and it passed with eleven yea votes.

b. Associate in Applied Science in Child Development (CIP 20.0201)

RESOLVED: Mr. Patterson made a motion to approve the staff recommendation. Mrs. McDougald seconded the motion, and it passed with ten yea votes. Mr. Davis voted no.

5. Northeast Alabama Community College, Associate in Applied Science in Medical Assisting (CIP 51.0801)

RESOLVED: Mr. Patterson made a motion to approve the staff recommendation. Mr. Davis seconded the motion, and it passed with eleven yea votes.

6. Shelton State Community College

- a. Associate in Applied Science in Culinary Arts (CIP 12.0503)

RESOLVED: Mr. Patterson made a motion to approve the staff recommendation. Mr. Brooks seconded the motion, and it passed with eleven yea votes.

- b. Certificate in Emergency Medical Services (CIP 51.0904)

RESOLVED: Mr. Patterson made a motion to approve the staff recommendation. Mrs. Collins seconded the motion, and it passed with eleven yea votes.

- c. Certificate in Criminal Justice (CIP 43.0107)

RESOLVED: Mr. Patterson made a motion to approve the staff recommendation. Mr. Davis seconded the motion, and it passed with eleven yea votes.

7. Troy State University, Bachelor of Science in Geomatics (CIP 15.1102)

RESOLVED: Mr. Patterson made a motion to approve the staff recommendation. Dr. Watts seconded the motion, and it passed with eleven yea votes.

8. University of Alabama at Birmingham, Bachelor of Science in Information Systems (CIP 52.1201)

Mrs. Carter stated that the following change in post-implementation condition 1 should read as follows: "That the annual average admissions for the first five years will be at least 42 based on projections in the proposal."

Also, the following change in post-implementation condition 2 should read as follows: "That the annual average number of graduates for the Academic Years 2004-05 to 2008-09 will be at least 22 based on projections in the proposal."

RESOLVED: Mr. Patterson made a motion to approve the staff recommendation. Mrs. Collins seconded the motion, and it passed with eleven yea votes.

J. Extensions/Alterations of Existing Programs and Units of Instruction

Mr. Patterson recommended approval of the following extensions/alterations:

1. Lawson State Community College, Addition of a Certificate Program (>26 Semester Hours) in the Existing Associate in Applied Science in Accounting Technology (CIP 52.0302)

RESOLVED: Mr. Patterson made a motion to approve the recommendation. Mrs. Collins seconded the motion, and it passed.

2. Northeast Alabama Community College, Addition of an Option in Paralegal to the Existing Associate in Applied Science in Office Administration (CIP 52.0401)

RESOLVED: Mr. Patterson made a motion to approve the recommendation. Mr. Davis seconded the motion, and it passed.

3. Shelton State Community College, Addition of an Option in Aesthetics to the Existing Certificate in Cosmetology (CIP 12.0403)

RESOLVED: Mr. Patterson made a motion to approve the recommendation. Dr. Watts seconded the motion, and it passed with one abstention – Mrs. Collins.

4. Troy State University, Addition on a Specialization in Nursing Informatics to the Existing Master of Science in Nursing (CIP 51.1601)

RESOLVED: Mr. Patterson made a motion to approve the recommendation. Mr. Davis seconded the motion, and it passed.

5. Troy State University Dothan, Addition of a Concentration in Web Development to the Existing Bachelor of Science in Computer Information Systems (CIP 11.0101)

RESOLVED: Mr. Patterson made a motion to approve the recommendation. Mrs. McDougald seconded the motion, and it passed.

6. Troy State University Montgomery

- a. Addition of a Concentration in Vocational Rehabilitation Counseling to the Existing Master of Science in Agency Counseling (CIP 42.0601)

RESOLVED: Mr. Patterson made a motion to approve the recommendation. Mr. Brooks seconded the motion, and it passed.

- b. Addition of a Concentration in Substance Abuse Counseling to the Existing Master of Science in Agency Counseling (CIP 42.0601)

RESOLVED: Mr. Patterson made a motion to approve the recommendation. Mr. Shaw seconded the motion, and it passed.

7. University of North Alabama, Addition of an Option in Hospitality Management to the Existing Bachelor of Business Administration in Management (CIP 52.0201)

Dr. Dan Howard, Vice President for University Advancement and Administration, University of North Alabama and Dr. Kerry Gatlin, Dean of College and Business, University of North Alabama provided additional information concerning the proposed extension/alteration which he distributed to Commissioners.

RESOLVED: Mr. Patterson made a motion to approve the recommendation. Mrs. Collins seconded the motion, and it passed with 1 abstention, Mr. Davis.

IX. INFORMATION ITEMS

Chairman Pugh called attention to the following items of information:

- A. Report on State Plan for Higher Education 2003-04 to 2008-09
- B. Report on Changes to the Academic Program Inventory
- C. Multiple CIP Code Cross-walk
- D. Implementation of New Certificate Programs ([26 Semester Hours] in Selected Fields at Various Two-Year Colleges
- E. Alabama State University and Auburn University at Montgomery, Shared Educational Specialist Program in School Counseling (CIP 13.1101)
- F. Auburn University, Addition of Class A Certificate in English as a Second Language
- G. Auburn University at Montgomery, Addition of Clinical Laboratory Sciences Unit to the Department of Biology in the School of Sciences
- H. University of Alabama at Birmingham
 - 1. Establishment of the Center for Heart Failure Research
 - 2. Implementation of a Graduate Certificate in Construction Engineering Management
 - 3. New Exempt Off-Campus Site
- I. University of South Alabama, New Exempt Off-Campus Site
- J. University of West Alabama, Reorganization of Departments in the College of Education
- K. Report on the Implementation of Approved Programs
- L. Report on Programs That Meet Post-Implementation Conditions:
 - 1. Southern Union State Community College, Associate in Applied Science in Computer Science (CIP 11.0101)
 - 2. Wallace State Community College (Hanceville), Associate in Applied Science in Diagnostic Medical Sonography (CIP 51.0910)
- M. Report on Program That Does Not Meet Post-Implementation Conditions: Shelton State Community College, Associate in Applied Science and Certificate in Commercial Art (CIP 50.0402)
- N. Second Report on Post-Implementation Condition: Auburn University, Master of Building Construction in Building Construction (CIP 14.1401)

ALABAMA COMMISSION ON HIGHER EDUCATION
Minutes, Friday, December 5, 2003

X. Adjournment

The meeting was adjourned at 11:40 a.m. The next meeting of the Commission is scheduled for March 12, 2004.

Roland Pugh, Chairman

Michael E. Malone, Executive Director

Sworn to and subscribed before
me this the ____ day of _____
2004.

Notary Public

DISCUSSION ITEM A: Celebrating Innovation in Sharing Academic Library Resources

Staff Presenter: Dr. Sue Medina
Director of Network of Alabama Academic Libraries

Staff Recommendation: For discussion only.

Background: The year 2004 marks the twentieth anniversary of a remarkable innovation in higher education for Alabama. In 1984, the Alabama legislature funded the Network of Alabama Academic Libraries (NAAL) to strengthen information resources available for graduate instruction and research. This appropriation and the creation of NAAL marked a new era to share available library resources and to cooperatively strengthen library and information resources needed by students, faculty, and other researchers regardless of their collegial affiliation.

From the very beginning, the institutional representatives to NAAL focused on strengthening their collective library resources and services for the benefit of all students and faculty. By adopting a common vision, each member institution significantly improved the quality and quantity of information available to its own constituents. The programs of NAAL have effectively transcended institutional boundaries to forge an information infrastructure that assures **EVERY** student, faculty member, and other researcher with access to the information resources needed for study and research.

The principal focus of NAAL has been to eliminate political, financial, physical, and technological barriers that prevent students and other users from obtaining needed information. In 1984, Alabama's education and library future was filled with a high degree of uncertainty, especially as digital and other technologies began to change the fundamental functions of libraries and information services. Collaboration through NAAL has strengthened institutional capability to plan and manage an increasingly complex education and information environment. Changes in information delivery have been carefully managed by NAAL members to encourage and extend access to global information. Because of this careful and shared planning, the introduction of new technologies such as the Internet, World Wide Web, online indexing and abstracting databases, virtual reference, electronic reserves, electronic full text, and digital images has not occurred at the expense of traditional library services which are still very much needed and used by today's students and faculty.

The first program of the nascent network was an online union catalog identifying every circulating book and journal title held by its members. Once this union catalog was in place, librarians could identify materials held by any Alabama academic library, assess statewide holdings for adequacy to support academic programs,

and plan acquisitions to strengthen collection adequacy. Most importantly, this union catalog became the basis for sharing materials, thus achieving the reality that any student could use the total library resources held in NAAL libraries. New technologies for the electronic transmission of documents also enabled NAAL to deliver requested materials very quickly to requesting students.

In a very few years after its creation, NAAL could proudly report that Alabama was the first state to:

- attain a statewide online catalog of its university libraries' holdings—searchable from any academic library to determine what materials are owned in-state,
- support lending library materials among all academic libraries without charge to the borrowing students or faculty,
- achieve remarkable delivery times for requested items with most materials delivered within four days of the request. Photocopied items, transmitted electronically, arrive within 24 hours of the request. Physical delivery of books via NAAL's commercial package delivery service averages four days with the majority delivered overnight, and
- initiate systematic, cooperative academic library collection development to achieve a collaborative research-level collection accessible to any Alabama student or researcher

When electronic information products became viable information resources, NAAL evaluated the use of funds for cooperative collection development to acquire print materials. While this program had significantly improved collections for graduate study and research, the reduction in NAAL funding beginning in the 1990s would handicap future improvements. Members determined that using NAAL's limited funds for shared electronic databases could result in significant savings for the libraries and expand the universe of information available to library users. NAAL may have been the first consortium to complete a statewide license for all of its members to access a shared online database containing the full text of journal articles. From this first license, the NAAL program has grown to license over fifty databases. While members pay for their own database subscriptions, they receive substantial discounts over the cost of an individual license. The Online Content Program saves over \$2,000,000 each year in database costs for member institutions.

Cooperation in licensing databases has significantly improved access to information needed for study and research. Equally important, it has demonstrated a more economical use of the state's financial resources.

Building on this success, NAAL fostered the concept of a "statewide virtual library" to assure every student, K-12 through college, and the citizens of Alabama, with access to core resources needed for education and lifelong learning. NAAL forged a coalition representing all education sectors which successfully obtained state funding in fiscal year 2000 for the Alabama Virtual Library. The AVL mirrors NAAL's successful agenda to:

- achieve **EQUITY** by expanding access to library and information resources for all students regardless of the user's geographical location or economic status;
- achieve **ECONOMY** through cost savings realized by shared acquisitions of online information products;
- achieve **EXCELLENCE** by enriching the quality and quantity of information available to meet learning needs, and
- reduce unnecessary duplication of resources.

The success of the Alabama Virtual Library has resulted in its national recognition as a model for other states to emulate.

An Affiliate Institution Program, initiated in FY2000, provides for four-year colleges not eligible for NAAL membership to benefit from statewide resource sharing efforts. Eight colleges are Affiliate Institutions: Concordia College, Huntingdon College, Judson College, Miles College, Oakwood College, Southern Christian University, Stillman College, and Talladega College. The Affiliate Institutions can request materials on interlibrary loan from NAAL members at no cost for their students and faculty. They are also included in the NAAL-funded package delivery services to assure timely receipt of requested books. In addition, NAAL has negotiated very low cost and even no-cost access to several databases for the Affiliate Institutions, and all receive discounts if they choose to subscribe to other licensed databases. Recently, an Affiliate Institution migrated its individual subscription for a database to the NAAL program and saved \$2,000 annually for this one database.

In 2001, the Institute of Museum and Library Services awarded a National Leadership Grant to assist NAAL with a statewide initiative to provide access to the special treasures collected by academic libraries and other repositories. Unique materials documenting the history of Alabama and other important and timely research topics are in great demand. The value and physical condition of these materials often require restrictions on use. NAAL librarians have begun to catalog and digitize letters, manuscripts, photographs,

recordings, and even films and videos for access online. In its earliest phase, this program will create digital surrogates of unique materials supporting the study of Alabama history and make these electronic surrogates accessible via the Internet. The digital technologies used for this program will greatly broaden access to knowledge and stimulate creative uses for these unique materials.

Twenty years ago NAAL focused its programs on a single constituent – academic institutions supporting graduate-level studies. Today, NAAL supports a greatly expanded mission of improving library resources for **ALL** Alabamians. NAAL's continued participation in the Alabama Virtual Library and creation of the Alabama history digital collection provide leadership for all types of cultural heritage repositories including public, school, and community college libraries, as well as museums and archives. As a result of NAAL's vision over the past twenty years, all Alabamians have access to significant information resources at a level unimaginable in 1984.

For 2004 and beyond, NAAL pledges to continue its successful initiatives to share existing resources, plan for an increasingly digital information future, and collaborate with other groups to assure every student, faculty member, and other researchers access to information resources and services needed for education, research, and lifelong learning.

Supporting Documentation:

1. Online Databases Supporting Research in History: *America History and Life* and *Historical Abstracts*, Attached.
2. Scholarly Journals Supporting Instruction and Research: *Oxford University Press Journal Online*, Attached.

Attachment 1

Online Databases Supporting Research in History: *America History and Life* and *Historical Abstracts*

In 1996, Alabama Legislature charged the Alabama Commission on Higher Education with assessing the “viability” of academic programs offered by the public institutions of higher education. Alabama Act 96-557 set “viability standards” that each academic program had to meet in order for an institution to continue offering it. In conducting the assessments of viability, ACHE found that History programs (CIP 45 Social Sciences & History) were among the most viable in the state. In almost Alabama public institution of higher education enough students were graduated with degrees in History to meet the viability standard for the level of the degree offered. In addition, all colleges and universities require courses in history as part of the core curriculum. Consequently, large numbers of students study history during their college years.

History is a field of study that relies heavily on published materials in books and journals. A key factor in effective instruction and research is access to the literature of the field. Two databases, *America History and Life* and *Historical Abstracts* are considered the comprehensive, scholarly guides to the historical literature. *America History and Life* comprises bibliographic citations from 2,000 key English-language journals covering the literature of the U.S. and Canada. *Historical Abstracts* guides users to over 2,000 journals published worldwide that cover world history from 1450 to the present. These two databases are the definitive access tools indexing the literature of history. Both are published in print and online by ABC-CLIO, a publisher of educational and reference materials focusing on **history** and **social studies resources** for the scholar, student, teacher, and librarian in universities and secondary schools.

The Network of Alabama Academic Libraries (NAAL) subscribes to *America History and Life* and *Historical Abstracts* for its 38 participating institutions. These institutions are the public and private four-year colleges and universities in Alabama, along with eight research libraries that participate in NAAL’s resource sharing program. By subscribing and paying centrally, NAAL receives a substantial discount over the cost of the databases that each institution would have to pay for an individual subscription. The cost to NAAL is equivalent to \$0.75 per FTE student.

America History and Life

Total of retail cost for 38 institutional subscriptions:	\$181,930
NAAL’s discounted cost:	\$ 47,500

Historical Abstracts

Total of retail cost for 38 institutional subscriptions:	\$181,930
NAAL’s discounted cost:	\$ 47,500

NAAL provides these databases to assure that every student in the highly productive field of history will have access to the information needed for his or her instruction and research. *America History and Life* and *Historical Abstracts* are the basic reference tools that guide researchers to the literature of the field. Thus, no student will lack access to needed information regardless of where he or she chooses to attend college.

With the assistance of a major federal grant from the Institute of Museum and Library Services, NAAL is developing a statewide database with full text content related to Alabama history. Users searching a central “Alabama history portal” called *Alabama Mosaic* will retrieve materials online that have been digitized from the special collections of Alabama colleges, universities, and public libraries, as well as from the historical archives of museums and other repositories. With NAAL funding for *America History and Life* and *Historical Abstracts*, its participating libraries will be able to integrate searching of these two databases with *Alabama Mosaic*. Thus, students and other researchers will find both the published literature related to Alabama history as well as many of the unique documents and images provided from the libraries’ own collections in a single online search.

Attachment 2

**Scholarly Journals Supporting Instruction and Research:
*Oxford University Press Journals Online***

In 2003, several member institutions of the Network of Alabama Academic Libraries subscribed to *Oxford Journals Online Collection*. This database of the electronic formats of journals published by the Oxford University Press furthers the University's objective of excellence in research, scholarship, and education. Oxford University Press, the world's largest university press, enjoys an international reputation for the quality of its publications. The *Oxford University Press Journals Online* includes some of the world's most highly cited and prestigious journals, in a broad range of subject disciplines, with enhanced searching, linking and alerting features. The value of the annual print subscriptions for the 158 titles in this online database is \$67,749.

When Oxford University Press presented its price quote for NAAL members to renew subscriptions in 2004, it offered an additional ten percent (10%) discount if all of the academic institutions subscribed. Unfortunately, given the financial constraints facing higher education, not all of the institutions could commit to add this database. In evaluating the offer, NAAL realized that it could pay \$3,113 to add those members who could not afford to subscribe – and at a cost of \$0.17 per student provide every student with access to high-quality, scholarly journals to support instruction and research.

Oxford University Press accepted NAAL's proposal that it deduct expenditures of the members who are able to subscribe at their own expense (\$22,875) from the total cost for all members to subscribe (\$25,988), and allow NAAL to pay the difference. By paying \$3,113, NAAL assures that all students and faculty in NAAL institutions have access to the high quality journals available in *Oxford University Press Journals Online*.

DISCUSSION ITEM B: Report on Articulation and General Studies Committee (AGSC)

Staff Presenter: Dr. Elizabeth C. French
Director of Institutional Effectiveness and Planning

Staff Recommendation: For discussion only.

After an intensive search, Keith Sessions was appointed to the position of Executive Director of AGSC/STARS in September 2003. Prior to assuming this position, Sessions served as Assistant Director of the Statewide Articulation and Reporting System (STARS) from 1994-2001, Director of Distance Education at Southern Union State Community College (2201-2002), and Coordinator for the Academic Degree Program Inventory at Auburn University (2002-2003).

The establishment of the executive position was one of twelve (12) recommendations of the AGSC/STARS Evaluation Report (2001) that pointed to the need for an individual "to fulfill administrative responsibilities and serve as the designated contact person for the committee and STARS." Under Mr. Sessions' leadership the Committee approved an organizational structure and a strategic plan for activities through June 2004 and adopted revisions to the AGSC Academic Committee Policy. As part of the agenda Sessions and Dr. Linda Glaze, AGSC Chair, conducted a series of workshops across the state (Birmingham, Montgomery, Mobile, and Huntsville) during Fall 2003 for more than fifty (50) institutional representatives appointed to serve as campus contacts for AGSC/STARS. The purpose of the workshops was to inform these campus contacts on their important roles and responsibilities related to the on-going review and evaluation of the coursework and program templates.

Background: The AGSC was established by Act 94-202 in March 1994. The primary goals of the legislation were: 1) To provide for a uniform articulation agreement among all institutions of higher education as well as a statewide general studies curriculum; 2) To provide for the computation of grade point averages of certain transferred students; 3) To specify that the Act would not impede the objectives of historically black institutions; 4) To provide for implementation conditioned on the participation of certain institutions; and 5) to specify certain reporting requirements.

This legislation called for the Committee to:

- 1) Develop no later than September 1, 1998, a statewide freshman and sophomore-level general studies curriculum to be taken at all public colleges and universities;

ALABAMA COMMISSION ON HIGHER EDUCATION

Friday, March 12, 2004

Discussion Item B

- 2) Develop and adopt by September 1, 1999, a statewide articulation agreement for the freshman and sophomore years for the transfer of credit among all public institutions of higher education in Alabama;
- 3) Examine the need for a uniform course numbering system, course titles, and course descriptions; and
- 4) Resolve problems in the administration or interpretation of the articulation agreement of the general studies curriculum.

Action Items #1-3 have been completed; #4 is ongoing.

Membership of the Committee is established by statute. Chair of the Committee is Dr. Linda Glaze, Assistant Provost for Academic Affairs at Auburn University. The Executive Director of the Commission serves as an ex-officio member of the Committee. The AGSC/STARS Executive Director is responsible for the management, administration, and implementation of the articulation program.

Supporting Documentation:

Website: www.stars.troyst.edu includes current information on activities of the AGSC: Minutes of AGSC Meetings; Committee Members; Academic Committees/Chairs; Approved Course Listings (Areas I-IV); Ratified Discipline Templates (including Area V); Procedures, Forms, Definitions; and the STARS System/AGSC Transfer Guides.

DECISION ITEM A: Amendment to the Alabama Administrative Code, Chapter 300-2-1.02: Review and Approval or Disapproval of Proposed Postsecondary Courses or Programs of Instruction in Alabama by Non-Alabama Institutions.

Staff Presenter: Mrs. Nancy B. Lacey
Staff Associate, Office of Institutional Effectiveness and Planning

Staff Recommendation: That the Commission approve the proposed amendment to the Alabama Administrative Code, Chapter 300-2-1.02: Review and Approval or Disapproval of Proposed Postsecondary Courses or Programs of Instruction in Alabama by Non-Alabama Institutions.

This amendment clarifies the term “programs of instruction” so as to more closely mirror the ACHE operational definitions as revised and adopted by the ACHE on October 12, 2001. The Application for Review and Approval of a Course or Program of Instruction Proposed by a Non-Alabama Institution of Higher Education has also been revised to reflect these changes.

Background: It is the responsibility of the Alabama Commission on Higher Education (ACHE) to establish policies and procedures for the review and approval or disapproval of all proposed postsecondary courses or programs of instruction offered in the State of Alabama by non-Alabama institutions of higher education. Accordingly, non-Alabama institutions must make application to the ACHE to initiate the review of any proposed courses or programs of instruction.

Supporting Documentation:

1. Amendment to the Alabama Administrative Code, Chapter 300-2-1.02, Attached.
2. Revised Application for Approval to Operate in the State of Alabama as a Non-resident Institution of Higher Education. Available upon request.
3. Alabama Commission on Higher Education, Operational Definition of Terms adopted on October 12, 2001. Available upon request.

ALABAMA COMMISSION ON HIGHER EDUCATION
ADMINISTRATIVE CODE

~~ACADEMIC AFFAIRS~~ INSTITUTIONAL EFFECTIVENESS AND PLANNING

CHAPTER 300-2-1
PROGRAM REVIEW

300-2-1-.02 Review And Approval Or Disapproval Of
Proposed Postsecondary Courses Offerings Or Programs of
Instruction In Alabama By Non-Alabama Institutions.

(1) Purpose. It is the responsibility of the Alabama Commission on Higher Education to establish policies and procedures for the reviewing and approving approval or disapproving disapproval of all proposed postsecondary credit courses or programs of instruction offered in the State of Alabama by ~~any~~ non-Alabama institutions of higher education. These institutions must also be licensed to do business in Alabama by the Alabama Department of Postsecondary Education.

(2) Definitions. For purposes of this rule, the following definitions apply:

(a) ~~Units or~~ Programs of Instruction (Courses): Any course or sequence of courses for which credit toward any postsecondary degree, certificate, or diploma is to be awarded.

(b) Department: The Alabama Department of Postsecondary Education.

(c) Exempt Institutions: Those postsecondary institutions that are granted a certificate of exemption from licensure by the Alabama Department of Postsecondary Education and for which the Department has waived formal licensure application and review.

(d) Faculty: A faculty member who has a contract for formal teaching responsibilities with the proposing institution.

(e) Main Campus: The physical boundaries of the location of an institution's principal administrative offices.

(f) Non-Alabama Institutions: ~~These A~~ postsecondary educational institutions, public or private, profit ~~and~~ or nonprofit, whose main campus or headquarters is located outside the State of Alabama.

(3) **Procedures for Program Approval.** When the Department receives an application for licensure, it will, if it appears that the applying institution will qualify for such license, forward that information to the Commission for its review of the proposed course(s) or offerings program(s) of instruction. The Commission will forward an Application for Review and Approval of ~~Proposed Offering of a Course or Program of Instruction~~ Academic Degree Credit Courses in Alabama Proposed by a Non-Alabama Institutions of Higher Education to the applying institution. When the completed forms are returned, the Commission will undertake its review.

(4) **Institutions exempt under the Alabama Private School License Law.** Those non-Alabama institutions that are granted a certificate of exemption ~~for~~ from licensure by the Department and for which the Department has waived formal licensure application and review shall nonetheless apply for Commission review and approval of courses or ~~units~~ programs of instruction. ~~Their~~ Every application for ~~course~~ approval of a course or program of instruction shall be accompanied by a certificate of exemption from formal licensure issued by the Alabama Department of Postsecondary Education.

(5) **Commission Review Criteria.** The Commission shall establish review criteria designed to evaluate the academic quality of ~~the proposed offerings~~ courses or programs of instruction. The review includes, but is not restricted to: ~~the~~ The qualifications of faculty and supporting staff, the quality of academic support resources (library, laboratories, etc.), and the academic validity of the proposed courses or program(s) of instruction. Since the use of state appropriated funds is not involved, the question of unnecessary duplication ~~will~~ is not ~~be~~ an issue when proposals ~~from these~~ of non-Alabama institutions are ~~being~~ reviewed.

(6) **Site visits.** ~~In some instances it may be necessary for~~ The Commission reserves the right to conduct a site visit to the proposed location for an evaluation of a course offerings or program of instruction before concluding its review of a pending application. There is no charge for mileage or per diem payments to staff employees of the Commission for such visits. In the event that the Commission appoints other education specialists as on-site visit consultants, the appointees will be paid a consulting fee for each day actually spent as such site visit consultant, and will be paid the standard per diem and private car mileage authorized for employees of the State of Alabama. The Commission will pay these individuals ~~but will~~ and bill the petitioning institution for reimbursement of ~~these~~ costs.

(7) **Timeline for Review.** In the absence of unavoidable delays, the Commission will report its approval or disapproval of proposed courses or program(s) of instruction to the Department and to the applying institution within sixty (60) working days following receipt of the required data and information forms from the applying institution.

(8) **Fees.** No fee is charged for receiving and processing the ~~a~~Application for Review and Approval of a Course or Program of Instruction Proposed by a Non-Alabama Institution of Higher Education ~~course approval.~~ The only charge is that described in paragraph (6) of this rule concerning the occasional use of special educational consultants for site visits.

(9) **Appeals.** Any person or institution aggrieved by the action of the Commission in its administration of this rule may, by written petition filed with the Commission within thirty (30) days after notice of the aggrieving action, request a rehearing by the Commission. The Commission shall schedule the requested rehearing to be held no less than twenty (20) nor more than thirty (30) days after receipt of the petition. The aggrieved party may present written and oral evidence supporting its petition and may be represented by counsel, if desired. The decision of the Commission following the rehearing shall be final.

Author: Elizabeth French

Statutory Authority: Code of Ala. 1975, §§16-5-1, et seq.

History: Filed December 10, 1985. Rule 300-2-1-.02 was formerly referenced as Chapter 300-2-1; it has been repealed and reinserted as a rule within this chapter. The rule title remains unchanged from its previous chapter title. The contents are also unchanged except for slight format changes and the addition and deletion of certain definitions; Filed April 10, 1989. **Amended:** Filed August 21, 1996; effective September 25, 1996. **Amended Rule,** Submitted as Notice of Intended Action on October 10, 2002. Amended in accord with Act 2002-528. **Amended Rule,** Submitted as Notice of Intended Action on [- date -].

DECISION ITEM B.1: Auburn University and Auburn University at Montgomery, Joint Master of Science in Nursing in Clinical Nursing Specialist (CIP 51.1601)

Staff Presenter: Mrs. Brenda T. Carter
Director of Academic Affairs

Staff Recommendation: That the Commission approve the proposed Master of Science in Nursing (MSN) in Clinical Nursing Specialist with the implementation date and post-implementation conditions listed below:

Implementation Date: The proposed program will be implemented May 2004. Based on Commission policy, the proposed program must be implemented by March 2006 or Commission approval is null and void. 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 headcount enrollment for the first five years will be least 39, based on the proposal.
2. That beginning in year two of the program, the annual average number of graduates for the first five years will be at least 21, 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 Auburn University maintain its accreditation by the Southern Association of Colleges and Schools (SACS) and that issues affecting its current probation by SACS be resolved, resulting in the lifting of the probation.

Auburn University (AU) and Auburn University at Montgomery (AUM) must phase out the program if any of the post-implementation conditions are not met. The institution may request a modification to the post-implementation conditions based on "Guidelines for Consideration of Post-Implementation Reports that Do Not Meet Approved Conditions." The institutions 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 June 2009.

Rationale:

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

1. The outcome of the program will be a Clinical Nurse Specialist in Education of Diverse Populations. Student outcomes will be assessed by a systematic evaluation plan. Assessment methods will address student knowledge development in education, cultural diversity, and clinical practice.
2. According to program officials, the proposed curriculum has been designed to meet the accreditation criteria of the Commission on Collegiate Nursing Education (CCNE), an agency recognized by the US Department of Education for the purpose of accrediting baccalaureate and graduate nursing programs. Program officials plan to seek accreditation in the 2006-07 academic year.
3. Program officials cite a 2003 study by the American Association of Colleges of Nursing (AACN) that stated that the shortage of nursing faculty has reached "critical proportions." A study by the National League of Nursing (2002) indicated there is an urgent need for the nursing education community to engage in "an immediate and focused effort" to prepare additional faculty. The faculty shortage is partially due to the decline in programs preparing students for the educator role. Nursing education graduates have declined from 24.7 percent of nursing master's graduates in 1977 to 3.5 percent currently (AACN 2003). Program officials report that, according to the AACN, US nursing schools turned away 6,000 qualified applicants in 2001 in large part due to lack of faculty.
4. The University of Alabama at Birmingham (UAB) School of Nursing, the Capstone College of Nursing of The University of Alabama (UA), and Tuskegee University (TU) have agreed to collaborate with the proposed program.
5. AU/AUM officials estimate that \$852,000 will be required to support the program over the first five years. The same amount (\$852,000) will be available through tuition, external funding, and internal reallocation.

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 and Auburn University at Montgomery proposal dated May 5, 2003. Available upon request.
5. "Evaluation and Review of New Instructional Program Proposals of Public Postsecondary Institutions," Alabama Administrative Code, Chapter 300-2-1, Rule .03. Available upon request.

Attachment 1

New Academic Degree Program Proposal Summary

NEW ACADEMIC DEGREE PROGRAM PROPOSAL SUMMARY						
INSTITUTION	Auburn University and Auburn University at Montgomery					
PROGRAM	Master of Science in Nursing in Clinical Nurse Specialist					
ESTIMATED NEW FUNDS REQUIRED TO SUPPORT PROPOSED PROGRAM						
	2004 - 05	2005 - 06	2006 - 07	2007-08	2008-09	TOTAL
FACULTY*	\$80,000	\$145,000	\$145,000	\$145,000	\$145,000	\$660,000
LIBRARY	\$12,000	\$5,000	\$5,000	\$5,000	\$5,000	\$32,000
FACILITIES	\$0	\$0	\$0	\$0	\$0	\$0
EQUIPMENT	\$10,000	\$10,000	\$5,000	\$5,000	\$5,000	\$35,000
STAFF	\$25,000	\$25,000	\$25,000	\$25,000	\$25,000	\$125,000
TOTAL	\$127,000	\$185,000	\$180,000	\$180,000	\$180,000	\$852,000
* Additional faculty salaries should be shown in all five years						
SOURCES OF FUNDS AVAILABLE FOR PROGRAM SUPPORT						
	2004 - 05	2005 - 06	2006 - 07	2007-08	2008-09	TOTAL
INTERNAL	\$0	\$96,000	\$128,000	\$128,000	\$128,000	\$480,000
EXTRAMURAL	\$115,000	\$65,000	\$25,000	\$25,000	\$25,000	\$255,000
TUITION	\$12,000	\$24,000	\$27,000	\$27,000	\$27,000	\$117,000
TOTAL	\$127,000	\$185,000	\$180,000	\$180,000	\$180,000	\$852,000
ENROLLMENT AND DEGREE COMPLETION PROJECTIONS						
	2004 - 05	2005 - 06	2006 - 07	2007-08	2008-09	5-YEAR AVERAGE
PROJECTED HEADCOUNT	20	40	45	45	45	39 4-YEAR AVERAGE
DEGREE COMPLETION PROJECTIONS	0	15	20	25	25	21

Attachment 2

Summary of Background Information

Joint Master of Science in Nursing in Clinical Nursing Specialist
Auburn University and Auburn University at Montgomery

Role: Both AU and AUM are currently approved to award degrees at the master's level. Approval of the proposed program will be an expansion of role for both institutions to the master's level in academic subdivision grouping 23: "Nursing." This action is consistent with the "Guidelines for Instructional Role for 2001-05."

Objectives: The objectives of the proposed program include preparing Clinical Nursing Specialists to provide educational services to diverse populations; to engage in culturally sensitive, ethical, and competent teaching-learning processes; to use evidence-based practices in assessing teaching-learning needs of patient populations, health care providers, and nursing students; and to act as advocates for health care policy at the national level to promote access to cost effective, quality health care. The graduates also will synthesize theories and research to develop programs to promote and maintain health in a wide range of cultural, racial, ethnic, age, and gender groups.

The outcome of the program will be a Clinical Nurse Specialist in Education of Diverse Populations. Student outcomes will be assessed by a systematic evaluation plan. Assessment methods will address student knowledge development in education, cultural diversity, and clinical practice. Students will be evaluated in every course by faculty, preceptors, peers and self-assessment on clinical performance projects, presentations, and papers. The practicum course will include a portfolio as a summative evaluation. In the portfolio, students will describe their achievement of skills and objectives as they progressed through the curriculum and include examples of their work. A comprehensive examination will be given before the practicum course, research project, and theses.

Upon completion of the program, students will complete an exit survey that addresses obtainment of program objectives. Alumni and employer satisfaction surveys also will be used.

Administration: The program will be administered by the Schools of Nursing at AU and AUM. The two administrative units have a common dean and collaborate, cooperate, and share resources in many areas.

Review of Proposal by Persons External to Institution:

Peer Review: The Council of Graduate Deans requested responses to questions and concerns developed by the Executive Council with assistance from member institutions. The questions focused on a number of factors including the objectives of the program, the need/justification for the program, the issue of duplication, student demand, accreditation, and resources to support. Auburn University and Auburn University at Montgomery officials provided responses that addressed each of the concerns.

The deans voted 9 yes to 4 no with one abstention to recommend approval of the program.

Consultant Review: Doris S. Holeman, PhD, RN, served as consultant in the development of the curriculum for the program. Dr. Holeman is Associate Dean and Director of the School of Nursing and Allied Health at Tuskegee University. In a letter dated May 2, 2003, Dr. Holeman affirmed her recommendation of the program, stating that the proposed curriculum "addresses both the faculty shortage and the shift in population demographics." She further stated that the program objectives are clearly stated and provide necessary guidance for courses and course content.

Accreditation: According to program officials, the proposed curriculum has been designed to meet the accreditation criteria of the Commission on Collegiate Nursing Education (CCNE), an agency recognized by the US Department of Education for the purpose of accrediting baccalaureate and graduate nursing programs. Program officials plan to seek accreditation in the 2006-07 academic year.

Curriculum: The proposed program will require from 53 to 61 semester hours (sh), including thesis course(s). These credits will be distributed between 28 to 31 sh in the major, 11 sh in support courses, and 4 to 9 sh in elective courses.

Students may select thesis or non-thesis options. In the thesis option, students will take NURS 7990 (Research and Thesis) for a minimum of 4 hours. This option offers a mechanism for students to develop and implement an individual research project guided by a faculty member and committee. The non-thesis option requires a minimum of 3 hours of NURS 7980 (Research Project). This option will involve participation in faculty research or a group project with the development of a scholarly paper as a product.

A written comprehensive examination will be required prior to NURS 7910 (CNS Practicum in Education). Certification as a Clinical Nursing Specialist (CNS) requires a minimum of 500 clinical hours. The proposed curriculum will require 540 clinical hours.

The National League of Nursing is developing a certification examination for the MSN with a focus in education. Graduates of the program will be qualified to sit for the certification examination when it becomes available, which is anticipated to be 2005-06. Until then, students will be able to take the Clinical Nursing Specialist certification examinations offered by the American Nurses Credentialing Center of the American Nurses Association.

The following new courses will be offered in the program:

NURS 7110	Applied Clinical Concepts I	4 sh
NURS 7120	Applied Clinical Concepts II	4 sh
NURS 7210	Role of the CNS for Advanced Practice	1 sh
NURS 7220	Principles of Ethics for the Health Professional	1 sh
NURS 7230	Human Diversity	2 sh
NURS 7240	Health Parity in Diverse Populations	2 sh
NURS 7250	Public Policy & Healthcare Financing	2 sh
NURS 7260	Research: Evidence Based Practice I	2 sh
NURS 7270	Research: Evidence Based Practice II	2 sh
NURS 7310	Theoretical Foundations for Teaching Learning	3 sh
NURS 7320	Development and Evaluation of Educational Programs	3 sh
NURS 7910	CNS Practicum in Education	7 sh
NURS 7930	Directed Studies in Nursing	1-6 sh
NURS 7980	Research Project	3 sh
NURS 7990	Research and Thesis	4-6 sh

Collaboration: The University of Alabama at Birmingham (UAB) School of Nursing, The University of Alabama (UA) Capstone College of Nursing, and Tuskegee University (TU) have agreed to collaborate with the proposed program. UAB will offer an on-line course in Advanced Pathophysiology to meet the requirement for this course. UA will offer the following online courses which will meet program requirements for the interdisciplinary requirement: Theoretical Models for Advanced Nursing Practice with Rural Populations; Issues in Community-Based Care, Rural Populations; Human Relations Management for Case Managers; Legal and Ethical Issues in Health Care; and Fiscal Resource Management for Case Managers. The director of the TU School of Nursing provided curriculum consultation for program development. TU faculty will support the program as diversity consultants, course adjuncts, and guest lecturers.

Distance Education: The program will include courses that are web-based and web-enhanced. Two courses will have a web-based delivery. For these courses, students will be in the classroom for orientation and for the final examination. The remainder of these courses will be conducted online. Six courses will have web-enhanced delivery. These courses will be a combination of classroom and online instruction, with no more than fifty percent of the course being online. Another distance method that will be used is the video-conferencing classroom that permits cross-campus teaching. The auditoriums at AU and AUM Schools of Nursing have been equipped for this technology. Distance education technology for the proposed program is in place at both institutions and currently is being used for nursing instruction.

Admissions: To be considered for admission, the applicant must fulfill the following requirements:

1. Have a Bachelor of Science in Nursing from an accredited school and hold good academic standing at the last institution attended;
2. Have successfully completed (C or better) an undergraduate statistics course;
3. Have an overall grade point average of 3.0;
4. Have an unencumbered Alabama license as a Registered Nurse;
5. Submit Graduate Record Examination scores;
6. Submit three letters of reference and an essay on his or her reason for seeking the degree.

To begin full-time study, students must have practiced full-time as a registered nurse for a minimum of six months. Students may enroll for part-time study with less than six months of full-time practice, contingent on continued part-time employment as a Registered Nurse. Applicants who do not meet minimum requirements may be reviewed on an individual basis and may be accepted on a probationary status as part-time students.

Need: Program officials cite a 2003 study by the American Association of Colleges of Nursing (AACN) that stated that the shortage of nursing faculty has reached "critical proportions." A study by the National League of Nursing (2002) indicated there is an urgent need for the nursing education community to engage in "an immediate and focused effort" to prepare additional faculty. The faculty shortage is partially due to the decline in programs preparing students for the educator role. Nursing education graduates have declined from 24.7 percent of nursing master's graduates in 1977 to 3.5 percent currently (AACN 2003). Program officials report that, according to the AACN, US nursing schools turned away 6,000 qualified applicants in 2001 in large part due to lack of faculty.

A 2000 study by the Southern Regional Education Board (SREB) stated that unfulfilled positions, resignations, retirements, and projected retirements pose a serious threat to the nursing education work force in the next five years. The SREB study concluded that unless nursing schools can increase the number graduates for the nurse education role, the number of nurse educators will fall far short of the demand. In a recent conversation with a staff member from the Alabama Board of Nursing, the Commission staff learned that one hindrance faced by the associate level nursing programs in Alabama is the lack of qualified faculty to teach in the programs.

According to program officials, this program is designed to concentrate on the preparation of nurse educators in response to this widespread need. Furthermore, the program will prepare its graduates to use teaching/learning methodologies that facilitate success in underrepresented minority students. The model used in the proposed MSN program will address current issues by providing a culturally competent teaching/learning environment that will be effective with learners from diverse backgrounds.

Program officials provided data regarding job openings for the state, the SREB region, and the nation. State projections, based on figures from the Alabama Board of Nursing, indicate that there will be total of 406 openings over the next five years. SREB data show a total of 3,070

openings in the SREB region over the next five years. The SREB estimates were based on projections from the SREB of a current 12 percent shortfall in the number of nurse educators needed. For the nation as a whole, there will be a total of 12,595 openings for the same period. The national projections were based on nursing faculty shortage facts from the American Association of Colleges of Nursing.

Mr. J. Michael Horsley, President of the Alabama Hospital Association wrote the following concerning the proposed program:

“The Alabama Hospital Association supports this proposal, due to the intense shortage of nurses and nurse educations in Alabama. The demand for nurses far exceeds the supply in our state. Our hospitals are currently experiencing significant nurse staffing shortages and projections for the future describe a worsening crisis situation unless steps are made to increase the supply of nurses.”

Currently, there are six MSN programs located at Jacksonville State University, Troy State University, the University of Alabama, the University of Alabama at Birmingham, the University of Alabama at Huntsville, and the University of South Alabama.

Student Demand: The AU/AUM planning committee for the proposed program developed an interest survey to ascertain the number of nurses interested in pursuing a master’s degree at AU/AUM. The survey also was designed to solicit relevant demographic data, determine respondents’ reasons for wishing to enroll in graduate study, and identify the area of specialization most desired. A total of five thousand questionnaires were mailed to registered nurses, including all AU and AUM alumni and a random one-third of all registered nurses in a ten county area in East-Central Alabama. A total of 920 responses were received. Thirty surveys were also mailed to agencies that employ AU/AUM graduates in Auburn, Opelika, Montgomery, and Birmingham, and 26 responses were received. Based on this information, program officials project an annual average headcount enrollment of 39 for the first five years.

Resources:

Faculty/Staff: There currently are seven full-time primary faculty, no support faculty, and no part-time faculty who will teach in the program. Program officials anticipate the hiring of two additional full-time primary faculty during the next five years. The first new faculty member hired will be the program director. That person will hold a doctorate in nursing or a related field, as well as have a record of scholarly productivity and experience in graduate nursing education. The second faculty hired will have a doctorate in nursing or a related field, a record of scholarly productivity, and experience in higher education.

As for support staff, there are five secretaries who will continue to provide support as needed. A secretary and a technical consultant will be hired to support the program. The technical consultant will assist faculty in mounting courses on the web.

Equipment/Facilities: The only new equipment required would be computers in the student laboratory. At AU there are currently twenty computers and the number will increase to thirty. At AUM the laboratory holds thirty-one computers.

Current classrooms and offices in Miller Hall on the AU campus and in Moore Hall on the AUM campus will accommodate the needs of the new program. In the near future, additional space is expected to become available in Miller Hall, making two new seminar rooms available.

Library: According to the proposal, the nursing collection at both AU and AUM is at the 3C level, which is defined as adequate to support course work of advanced undergraduate and master’s degree program. In addition, there are collections in education, psychology, and other areas which will support the program.

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Assistantships/Fellowships: Program officials anticipate having two graduate teaching assistantships available on each campus. Auburn University and Auburn University at Montgomery will provide the funds for the assistantships.

Program Budget: AU/AUM officials estimate that \$852,000 will be required to support the program over the first five years. The same amount (\$852,000) will be available through tuition, external funding, and internal reallocation.

Attachment 3

Curriculum for Proposed Program

**Auburn University/Auburn University Montgomery
 Master of Science in Nursing
 (43-51 semester hours)
 FULL TIME OPTION**

Fall

Pathophysiology (UAB)*	(3)
NURS 7210 Role of the CNS for Advanced Practice	(1)
NURS 7260 Research: Evidenced Based Practice I	(2)
NURS 7230 Human Diversity	(2)
NURS 7220 Principles of Ethics for the Health Professional	(1)
NURS 7110 Applied Clinical Concepts I*	(4)
Total: 13 semester hours	

Spring

NURS 7270 Research: Evidence-Based Practice II	(2)
NURS 7250 Public Policy & Healthcare Financing	(2)
NURS 7310 Theoretical Foundations for Teaching Learning	(3)
NURS 7240 Health Parity in Diverse Populations	(2)
NURS 7120 Applied Clinical Concepts II*	(4)
Total: 13 semester hours	

Summer

NURS 7320 Development and Evaluation of Educational Programs	(3)
NURS 7930 Directed Studies in Nursing**	(1-6)
Interdisciplinary elective**	(3)
Total: 7-12 semester hours	

Fall

NURS 7990 Research & Thesis***	(4-6)
OR	
NURS 7980 Research Project	(3)
NURS 7910 CNS Practicum in Education	(7)
Total: 10-13 semester hours	

BOLD = Major courses
 * = Support courses

** = Required electives
 *** = Thesis or Dissertation

FULL AND PART-TIME CURRICULUM PLANS
Auburn University/Auburn University Montgomery
Master of Science in Nursing
(43-51 semester hours)
PART TIME OPTION

Summer 1

NURS 7930	Directed Studies in Nursing	(1-6)
NURS 7210	Role of the CNS for Advanced Practice	(1)
NURS 7220	Principles of Ethics for the Health Professional	(1)
		Total: 3-8 semester hours

Fall 1

	Pathophysiology (UAB)	(3)
NURS 7230	Human Diversity	(2)
		Total: 5 semester hours

Spring 1

NURS 7310	Theoretical Foundations in Teaching Learning	(3)
NURS 7240	Health Parity in Diverse Populations	(2)
NURS 7250	Public Policy and Healthcare Financing	(2)
		Total: 7 semester hours

Summer 2

NURS 7320	Development and Evaluation of Educational Programs	(3-6)
		Total: 3 semester hours

Fall 2

NURS 7110	Applied Clinical Concepts I	(4)
NURS 7260	Research: Evidence-Based Practice I	(2)
		Total: 6 semester hours

Spring 2

NURS 7120	Applied Clinical Concepts II	(4)
NURS 7270	Research: Evidence-Based Practice II	(2)
		Total: 6 semester hours

Summer 3

NURS 7990	Research & Thesis OR	(4-6)
NURS 7980	Research Project	(3)
Interdisciplinary Elective		(3)
		Total: 6-9 semester hours

Fall 3

NURS 7910	CNS Practicum in Education	(7)
		Total: 7 semester hours

DECISION ITEM B.2a:

Northeast Alabama Community College, Associate in Applied Science in Child Development (CIP 20.0201)

Staff Presenter:

Mrs. Brenda T. Carter
Director of Academic Affairs

Staff Recommendation:

That the Commission approve the proposed Associate in Applied Science in Child Development with the implementation date and post-implementation conditions listed below:

Implementation Date: The proposed program will be implemented August 2004. Based on Commission policy, the proposed program must be implemented by March 2006 or Commission approval will be null and void. The institution must notify the Commission in writing when the program is implemented or if there is a delay in implementation.

Post-Implementation Conditions:

1. That the annual average admissions for the first five years will be least 13 based on proposal.
2. That the annual average number of graduates for the Academic Years 2004-05 through 2008-09 will be at least 11 based on proposal.
3. That a follow-up survey be conducted after the first five years that will show at least 75% 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.

Northeast Alabama Community College (NE) and the Alabama Department of Postsecondary Education must 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 April 2009.

NE also reports the implementation of a short-term certificate (less than or equal to 26 semester hours) in child development. According to the Commission's guidelines, a short-term certificate does not require Commission approval but must be reported as an information item prior to implementation. Short-term certificates are not listed in the Commission's Academic Program Inventory. Admissions, completions, and

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placement data for the short-term certificate will not be included in the post-implementation report for the AAS program.

Rationale:

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

1. There are 41 licensed, privately owned childcare centers in the NE service area. It is projected that the number of children in these childcare and preschool programs will increase over the next decade. In the college's service area traditional preschool programs, such as Head Start, are being affected by the increase of the Hispanic population in the area.
2. NE intends to attain program certification by the Child Development Associate (CDA) National Credentialing Program. The Head Start Act was amended in 1998 to require that a minimum of 50% of teachers in a center based program have an associate, baccalaureate, or advanced degree in early childhood education, or a child development associate (CDA) credential.
3. NE plans to meet employee credentialing through area preschool centers as required by the No Child Left Behind Act.
4. In addition to the public funded Head Start programs, there are approximately 45 private and parochial daycare centers within the primary service area of the college. A survey of these daycare facilities indicates significant employment opportunities, which is a positive factor in attracting students.
5. Resources are available to support the program through extramural funds and tuition.

Supporting Documentation:

1. New Academic Degree Program Proposal Summary, Attached.
2. Summary of Background Information, Attached.
3. Curriculum for Proposed Program, Attached.
4. Northeast Alabama Community College proposal dated January 27, 2004. Available upon request.
5. "Evaluation and Review of New Instructional Program Proposals of Public Postsecondary Institutions," Alabama Administrative Code, Chapter 300-2-1, Rule .03. Available upon request.

Attachment 1

New Academic Degree Program Proposal Summary

NEW ACADEMIC DEGREE PROGRAM PROPOSAL SUMMARY						
INSTITUTION	Northeast Alabama Community College					
PROGRAM	Associate in Applied Science in Child Development					
ESTIMATED NEW FUNDS REQUIRED TO SUPPORT PROPOSED PROGRAM						
	2004 - 05	2005 - 06	2006 - 07	2007-08	2008-09	TOTAL
FACULTY*	\$8,400	\$16,800	\$16,800	\$16,800	\$16,800	\$75,600
LIBRARY	\$1,200	\$1,200	\$1,200	\$1,200	\$1,200	\$6,000
FACILITIES	\$0	\$0	\$0	\$0	\$0	\$0
EQUIPMENT	\$0	\$0	\$0	\$0	\$0	\$0
STAFF	\$0	\$0	\$0	\$0	\$0	\$0
OTHER	\$0	\$0	\$0	\$0	\$0	\$0
TOTAL	\$9,600	\$18,000	\$18,000	\$18,000	\$18,000	\$81,600
* Additional faculty salaries should be shown in all five years						
SOURCES OF FUNDS AVAILABLE FOR PROGRAM SUPPORT						
	2004 - 05	2005 - 06	2006 - 07	2007-08	2008-09	TOTAL
INTERNAL REALLOCATIONS	\$0	\$0	\$0	\$0	\$0	\$0
EXTRAMURAL	\$1,200	\$1,200	\$1,200	\$1,200	\$1,200	\$6,000
TUITION	\$12,540	\$18,924	\$20,976	\$24,168	\$28,500	\$105,108
TOTAL	\$13,740	\$20,124	\$22,176	\$25,368	\$29,700	\$111,108
ENROLLMENT AND DEGREE COMPLETION PROJECTIONS						
	2004 - 05	2005 - 06	2006 - 07	2007-08	2008-09	5-YEAR AVERAGE
PROJECTED NEW ADMISSIONS	8	12	13	15	18	13
						4-YEAR AVERAGE
PROJECTED ANNUAL DEGREE COMPLETIONS	0	8	9	13	15	11

Attachment 2

Summary of Background Information

Associate in Applied Science in Child Development
Northeast Alabama Community College

Role: The proposed program is within the instructional role currently recognized for Northeast Alabama Community College (NE).

Objectives: The primary program objective is to prepare students for entry level employment in the daycare industry. The specific objectives include:

1. To enable service area preschool centers to meet employee credentialing required by the No Child Left Behind Act.
2. To provide students with credentials for employment with area preschool centers.
3. To provide a curriculum that will articulate with the baccalaureate program in early childhood education at Athens State University.
4. To provide affordable and accessible training opportunities in childhood development to area citizens.
5. To attain a 75% job placement rate or continued education status for program completers.

An ongoing process of program review and assessment is in place. Statistical data regarding student attrition, graduation and placement rates, and employer satisfaction will be collected through the use of the existing data collection system. This data will be tracked, evaluated, and reported in the annual Career/Technical Education Performance Report and reviewed by the Strategic Analysis Team (which includes the division chair and dean). Implementation of improvements will take place through the division chair and program faculty and will be evaluated through continued review by the division chair and dean, with input and direction from the advisory committee.

Administration: The proposed program will be administered by the Adult Education and Skills Training Division.

Accreditation: Northeast Alabama Community College intends to attain program certification by the Child Development Associate (CDA) National Credentialing Program. The Head Start Act was amended in 1998 to require that a minimum of 50% of teachers in a center based program have an associate, baccalaureate, or advanced degree in early childhood education, or a child development associate (CDA) credential.

A licensure examination is not a requirement for general employment in childcare in Alabama.

Curriculum: The proposed program will require the completion of 65-66 semester hours (sh), which includes 21-22 sh in the general education or core curriculum, 8-9 sh in required or free electives, and 44 sh in the major.

The new courses include the following:

CHD 100	Introduction to Early Care and Education of Children	3sh
CHD 201	Child Growth and Development Principles	3sh

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CHD 202	Children's Creative Experiences	3sh
CHD 203	Children's Literature and Language Development	3sh
CHD 204	Method and Materials for Teaching Children	3sh
CHD 205	Program Planning for Educating Young Children	3sh
CHD 206	Children's Health and Safety	3sh
CHD 208	Administration of Child Development Programs	3sh
CHD 209	Infant and Toddler Education Programs	3sh
CHD 210	Educating Exceptional Young Children	3sh
CHD 215	Supervised Practical Experience in Child Development	3sh
CHD 221	Family Child Care	3sh
CHD 223	CDA Internship	3sh
CHD 224	School Age Child Care	3sh
CHD 231	School Age Programming	3sh

CHD 215 will provide a minimum of 90 hours of hands-on, supervised experience in an approved program for young children. Emphasis is placed on performance of daily duties which are assigned by the college instructor and the cooperating teacher. Upon completion, students should be able to demonstrate competency in a childcare setting.

CHD 223 is an observational instrument that the student may use in applying to the Council for Early Childhood Professional Recognition for the National CDA Credential.

WKO 101 is designed to assess and develop skills necessary for success in the workplace. Students will receive computer assisted instruction under faculty supervision on such topics as applied mathematics, applied technology, reading for information, and locating information. Upon completion of the course, students will be assessed to determine if their knowledge of the subject area meets target levels for their major.

It is not anticipated that the AAS in Child Development will reduce enrollment in any other program at Northeast Alabama Community College.

Admissions: Program admittance will be based on college admission standards currently in place.

Need: The NE service area has experienced the same population trends and patterns that have affected the United States. One of these trends is an expansion of childcare and preschool programs in the area as women continue to join the outside-the-home workforce and as welfare reform legislation requires more mothers with younger children to be employed. Officials report that 417 children attend Head Start programs at 19 locations in the college's primary service area of Dekalb and Jackson Counties. Additionally, there are 41 licensed, privately owned childcare centers in the NE service area. It is projected that the number of children in these childcare and preschool programs will increase over the next decade. In the college's service area traditional preschool programs such as Head Start are being affected by the increase of the Hispanic population in the area. NE serves an approximate population of 120,000.

The Huntsville Metropolitan Statistical Area is the closest area to the college. Employment projections from the Alabama Department of Industrial Relations indicate that from 2000 to 2010 there will be an annual average growth rate of 1.08 percent with a total of 50 job openings including 15 due to growth and 35 due to separations. These numbers includes childcare workers employed in private households.

Projections for job openings for the college's service area are estimated data obtained through a survey of area daycare providers. Surveys were distributed to 24 centers and agencies. Fifty-five percent (13) of the centers and agencies responded.

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Based on this information, NE projects annual average job openings of 68 in the college's service area and 147 job openings in the state for the first five years of the program. The average entry level salary in this field is \$6.00 per hour with an entry level range of \$5.15 to \$9.21 per hour. The maximum average is \$9.00 with a maximum range of \$6.50 to \$14.40.

Collaboration: Some courses in the Associate in Applied Science in Child Development will articulate into the baccalaureate program in early childhood education at Athens State University.

Distance Education: Certain courses within the program will be delivered via the internet. NE has in place a system for course development and evaluation for distance learning offerings. This system will assure the quality and cost effectiveness of distance technology.

Student Demand: In addition to the public funded Head Start programs, there are approximately 45 private and parochial daycare centers within the primary service area of the college. A survey of these daycare facilities indicates significant employment opportunities which is a positive factor in attracting students.

Based on this information, NE projects an annual average of 13 new admissions for the first five years of the program.

Resources:

Faculty/Staff: Two part-time faculty will be employed to teach in the program during the first five years of the program. An additional person will be hired to administer the program. Faculty credentials will be the same as required in postsecondary faculty credentials.

The staff of the Division of Technology and Workforce Development will provide support services for the program. No additional staff will be required.

Equipment/Facilities: It is not anticipated that any special equipment will be necessary for the implementation and delivery of the program.

Adequate classroom space is currently available to facilitate day and evening class sessions. It is not anticipated that additions or renovations to existing facilities will be required. Twelve of the thirteen survey respondents indicated that their centers would be willing to participate as clinical provider sites. Students will not participate in clinical experiences until the fourth semester of their enrollment.

Library: Certain aspects of the program will be supported by the current library collections by access to the interlibrary loan services, and by the access to the internet. It is estimated that approximately \$1,200 of additional collections will be required annually.

Program Budget: NE officials project a total of \$81,600 will be required to support the program and a total of \$111,108 will be available as a result of extramural funds and tuition.

Attachment 3

Curriculum for Proposed Program

Appendix A
 Degree Curricula

Semester 1

ENG 101	English Composition I	3
MTH 100	Intermediate College Algebra	3
CIS 146	Microcomputer Applications	3
CHD 100	Introduction to Early Care and Education of Children	3
CHD 201	Child Growth and Development Principles	3
WKO 101	Workplace Skill Development I	2
		17

Semester 2

ENG 102	English Composition II	3
SPH 107	Fundamentals of Public Speaking	3
CHD 202	Children's Creative Experiences	3
CHD 203	Children's Literature and Language Development	3
CHD 204	Methods and Materials for Teaching Children	3
		15

Semester 3

PSY 200 or SOC 200	General Psychology/Introduction to Sociology	3
MTH, Science, or CIS	Math, Science, or Computer Science	3-4
CHD 205	Program Planning for Education	3
CHD 206	Children's Health and Safety	3
CHD 208	Administration of Child Development Programs	3
Elective	Program Elective	3
		18-19

Semester 4

CHD 209	Infant and Toddler Education Programs	3
CHD 210	Educating Young Exceptional Children	3
CHD 215	Supervised Practical Experience in Child Development	3
CPR 100	Cardiopulmonary Resuscitation	1
Elective	Program Elective	2-3
Elective	Program Elective	3
		15-16

TOTAL		66-68
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DECISION ITEM B.2b: Northeast Alabama Community College, Certificate in Practical Nursing (CIP 51.1613)

Staff Presenter: Mrs. Brenda T. Carter
Director of Academic Affairs

Staff Recommendation: That the Commission approve the proposed Certificate in Practical Nursing with the implementation date and post-implementation conditions listed below:

Implementation Date: The proposed program will be implemented August 2004. Based on Commission policy, the proposed program must be implemented by March 2006 or Commission approval will be null and void. 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 admissions for the first five years will be least 43 based on proposal.
2. That the annual average number of graduates for the Academic Years 2004-05 through 2008-09 will be at least 32.
3. That a follow-up survey be conducted after the first five years that will show at least 75% 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.

The Alabama Department of Postsecondary Education and Northeast Alabama Community College (NE) must 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 April 2009.

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

1. NE offers the associate degree nursing (ADN) program that was established in 1978. The program is approved by the National League for Nursing Accrediting Commission and the Alabama Board of Nursing.

2. Feedback from healthcare facilities within the service area of the college indicated strong support for the program proposal, reporting a shortage of Licensed Practical Nurses currently employed at their facilities and an annual projected need for 71 in the future.
3. There are 18 LPN programs in the state, but there are none within 70 miles of NE. Students who are seeking enrollment in a LPN program are looking for a program within their community so they can live at home, while often working part-time to meet the financial demands of a family.
4. Resources are available to support the program through extramural funds, internal reallocation, and tuition.

Supporting Documentation:

1. New Academic Degree Program Proposal Summary, Attached.
2. Summary of Background Information, Attached.
3. Curriculum for Proposed Program, Attached.
4. Northeast Alabama Community College proposal dated January 27, 2004. Available upon request.
5. "Evaluation and Review of New Instructional Program Proposals of Public Postsecondary Institutions," Alabama Administrative Code, Chapter 300-2-1, Rule .03. Available upon request.

Attachment 1

New Academic Degree Program Proposal Summary

NEW ACADEMIC DEGREE PROGRAM PROPOSAL SUMMARY						
INSTITUTION	Northeast Alabama Community College					
PROGRAM	Certificate in Practical Nursing					
ESTIMATED NEW FUNDS REQUIRED TO SUPPORT PROPOSED PROGRAM						
	2004 - 05	2005 - 06	2006 - 07	2007-08	2008-09	TOTAL
FACULTY*	\$0	\$95,000	\$95,000	\$145,000	\$0	\$335,000
LIBRARY	\$0	\$0	\$0	\$0	\$0	\$0
FACILITIES	\$0	\$0	\$0	\$0	\$0	\$0
EQUIPMENT	\$26,000	\$10,000	\$5,000	\$4,000	\$0	\$45,000
STAFF	\$0	\$0	\$0	\$0	\$0	\$0
CLINICAL TRAVEL	\$0	\$3,000	\$3,000	\$3,000	\$0	\$9,000
TOTAL	\$26,000	\$108,000	\$103,000	\$152,000	\$0	\$389,000
* Additional faculty salaries should be shown in all five years						
SOURCES OF FUNDS AVAILABLE FOR PROGRAM SUPPORT						
	2004 - 05	2005 - 06	2006 - 07	2007-08	2008-09	TOTAL
INTERNAL REALLOCATIONS	\$4,000	\$4,000	\$4,000	\$4,000	\$0	\$16,000
EXTRAMURAL	\$26,000	\$20,000	\$20,000	\$20,000	\$0	\$86,000
TUITION	\$21,888	\$93,024	\$116,280	\$139,536	\$0	\$370,728
TOTAL	\$51,888	\$117,024	\$140,280	\$163,536	\$0	\$472,728
ENROLLMENT AND DEGREE COMPLETION PROJECTIONS						
	2004 - 05	2005 - 06	2006 - 07	2007-08	2008-09	5-YEAR AVERAGE
PROJECTED NEW ADMISSIONS	32	40	48	48	48	43
						5-YEAR AVERAGE
PROJECTED ANNUAL DEGREE COMPLETIONS	24	30	36	36	36	32

Attachment 2

Summary of Background Information

Certificate in Practical Nursing
Northeast Alabama Community College

Role: The proposed program is within the instructional role recognized currently for Northeast Alabama Community College.

Objectives: The Practical Nursing program is a certificate program of study, preparing the graduates of this curriculum for the licensing examination, NCLEX-PN, through which they may achieve the designation of Licensed Practical Nurse (LPN). The primary role of the LPN is to provide nursing care for clients experiencing common, well-defined health problems in structured healthcare settings. Practical nursing practice requires basic knowledge of the biological, physical, and behavior sciences and of nursing skills.

The objectives of the practical nursing program are designed to facilitate a program review and an assessment of program outcomes. The Licensed Practical Nurse shall:

- a. Function under the direction of a registered nurse, licensed physician, or licensed dentist in structured health settings.
- b. Contribute to the nursing assessment by collecting, reporting, and recording client data.
- c. Participate with members of the healthcare team in planning appropriate nursing interventions to maintain comfort, support human functions, and maintain an environment conducive to an optimal level of health.
- d. Provide nursing care for clients throughout the life cycle who are experiencing common well-defined health problems in structured healthcare settings.
- e. Administer pharmacological agents safely and effectively to clients of all ages.
- f. Communicate nursing interventions and client responses verbally and through documentation to appropriate members of the healthcare team.
- g. Demonstrate knowledge of effective leadership/management skills in delivering care to clients and delegating care to unlicensed assistive personnel.
- h. Demonstrate an understanding of the laws governing nursing functions within the legal boundaries of practical nursing practice.

The LPN program will be reviewed at the end of each semester by the nursing students. Students will complete a course evaluation and a clinical facility evaluation. Summaries of these evaluations will be distributed to each nursing faculty evaluated and to each healthcare facility evaluated by the students.

The nursing program will conduct a follow-up study of graduate performance six months following graduation. The graduates will be surveyed to determine overall satisfaction with their performance and the employers will be surveyed to determine their overall satisfaction with the performance of those who graduated from NE. Results of these surveys will be used when planning course and clinical requirements for the upcoming academic year.

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The Nursing Advisory Committee meets annually with the nursing faculty and administration. Suggestions for program improvement and/or recommendations related to community needs are addressed and considered when making plans for the upcoming academic year.

The LPN program will be evaluated through the NCLEX-PN passing rate. According to the Alabama Board of Nursing, nursing programs are expected to have a passing rate which exceeds 80 percent.

Administration: The proposed program will be administered through the Health Science Division.

Accreditation: Northeast does not plan to seek accreditation for the LPN at this time; however, accreditation by the National League for Accreditation Commission will be a long-range goal of the program. Accreditation of the LPN program is not required for the LPN graduates to continue their education in a registered nursing program and it is not required in order for the graduate to take the licensing examination.

Graduates of the LPN curriculum will be eligible to apply to take the required licensing examination, NCLEX-PN, through which they achieve the designation of licensed practical nurse. The National Council of State Boards of Nursing is the administering body.

Curriculum: The program will require the completion of 43 semester hours (sh), which will include 33 sh in the major and 10 sh in general education or core curriculum. The four new courses are listed below:

NUR 118	Mental Health	3 sh
NUR 124	Family Centered Nursing	5 sh
NUR 142/152	Adult Nursing II	8 sh
NUR 145	Role Transition	3 sh

There are 585 hours of clinical practicum required for the LPN program. Hospitals and long-term facilities will be utilized for meeting the clinical requirements. The needs assessment of the community healthcare facilities indicated the availability of clinical options for the LPN programs.

Admissions: The admissions requirements to the LPN program include the following:

- a. Must meet the admission requirements of the college.
- b. Must submit an application for admission by the published deadline date.
- c. Must be eligible for English 101 and Math 116 through developmental courses or through COMPASS placement score by the summer semester preceding admission into the practical nursing program in the fall semester.
- d. Must have a 2.00 Grade Point Average (GPA) in prerequisite courses to secure position in the LPN program.
- e. Must demonstrate a minimum of a 12th grade reading level. The applicant may take the Nelson-Denny Diagnostic Test (administered in the Nursing Building during regular registration) or use the reading score determined through the COMPASS testing.

Need: Letters were sent to 16 healthcare facilities, including hospitals and long-term care facilities, notifying them of the proposal to begin a LPN program. Feedback from the healthcare facilities within the service area of NE indicated a strong support of the new program, reporting a shortage of LPNs currently employed at their facilities and an annual projected need for 71 LPNs in the future. The facilities have indicated financial support of the program through student scholarships. The long-term care facilities are the major employers of Certified Nursing Assistants (CNAs). These employees are excellent candidates for a practical nursing program, possessing many basic skills included in the LPN curriculum.

There are other LPN programs in the state but there are none within 70 miles of Northeast. Students who are seeking enrollment in a LPN program are looking for a program within their community so they can live at home, often working part-time to meet the financial demands of a family. Students in the NE service area would not be able to commute 140 miles each day to class. College officials note that this program will have an economic impact on the NE community because of the documented need in the area and the number of prospective students.

NE offers an associate degree in Nursing (ADN) program that was established in 1978. The program is approved by the National League for Nursing Accrediting Commission and the Alabama Board of Nursing. Graduates of the LPN program will be able to articulate into the ADN program through the advanced placement tract. Also, NE has an Emergency Services program, where the student may earn a certificate or an associate in applied science degree.

The two year colleges that currently offer the Certificate in Practical Nursing in the northeast area of the state are Drake State Technical College in Huntsville and Gadsden State Community College in Gadsden. Also, Snead State Community College in Boaz has submitted program proposals for the Associate in Applied Science and the Certificate in Practical Nursing.

Collaboration: There are similar nursing programs at other colleges across the state; however, there are none that are located within a reasonable distance that would allow collaboration between schools. Neighboring programs were consulted when developing the LPN program at NE. The location of the nursing program at Northeast Alabama Community College will not have a negative impact on other programs in north Alabama due to the distance between schools.

Distance Education: At the current time, there are no plans to utilize distance education technology in the proposed program. All nursing courses will be taken on the campus. It will be possible for some of the prerequisites to be completed through the Internet. After the first class admitted has completed the program, the faculty will evaluate the nursing curriculum for courses that could be completed through distance education.

Student Demand: A student survey was not conducted to determine enrollment projections; however, other data was collected to project enrollment for the LPN program.

There are approximately 1,900 students attending NE. Of this number, 450 students have designated nursing as their major. There are approximately 100 students enrolled in the associate degree nursing program, leaving 350 seeking admission into the RN or the LPN program. In 2003, the Skill Centers of DeKalb, Jackson, and Marshall Counties referred 115 students to other colleges that had a LPN program. As a result, students who lived in the geographical area of NE were required to commute greater than 70 miles one way.

A letter surveying the need for a LPN program was sent to 16 healthcare facilities and skill centers in the NE service area. According to the feedback obtained, there are 45 LPN job vacancies in the area with a projected need to prepare 71 additional LPNs annually for the workplace.

Based on this information, NE projects an annual average of 43 admissions for the first five years of the program.

Resources:

Faculty/Staff: Currently there are five full-time primary faculty who will teach in the program. Two additional full-time faculty and three part-time faculty will be employed to teach in the program during the first five years of the program.

Qualifications for LPN faculty are the same as for RN faculty. Full-time nursing faculty must be currently licensed to practice as a registered nurse and have a master's degree with 18 graduate semester hours.

The secretary of the Health Science Division will provide services for the LPN programs in addition to the Associate in Applied Science in Nursing

Equipment/Facilities: The LPN program will use the Registered Nurse (RN) skills laboratory. Approximately \$10,000 will be needed to purchase additional manikins and laboratory equipment for the skills lab. One additional computer will be needed for the LPN classroom. The nursing computer laboratory will be used by all Health Science students with computer assignments scheduled on opposite days. There are currently eight computers in the computer lab. Some of the LPN classes will be scheduled on days that the RN students are off campus in clinical lab. It is estimated that approximately \$12,000 will be needed to provide additional computers for the computer laboratory, the classroom, and software programs for the LPN program. Technology fees and Perkins funds will be utilized for funding the instructional needs.

The LPN program will be housed in the current nursing building. The class and clinical schedule will be planned to avoid conflict between the two programs. With proper planning, the classrooms, computer lab, and skills lab will be shared between the two programs. Also, there are offices for LPN faculty that are not being used at the present time. In the fall semester, students of both programs will be required to take Fundamentals of Nursing. The curriculum design will enable students from both programs to take Fundamentals simultaneously. Future plans at Northeast are for the construction of a Nursing/Health Complex. Clinical sites used for the RN program will be used for the LPN program. Signed clinical agreements between the healthcare facilities and the college are included with the application

Library: Library materials are adequate to meet the need of the RN program and will be adequate for the LPN program.

Program Budget: NE officials project a total of \$389,000 will be required to support the program and a total of \$472,728 will be available as a result of internal reallocations, extramural funds, and tuition.

Attachment 3

Curriculum for Proposed Program

**NORTHEAST ALABAMA COMMUNITY COLLEGE
 APPENDIX A
 CURRICULUM DISTRIBUTION
 FOR LICENSED PRACTICAL NURSING (LPN)**

Course Number	Course Title		Course Credits
FALL SEMESTER			
NUR 110	Fundamentals	(3-2-1)	6
NUR 241	Pharmacology	(0-1-0)	1
NUR 131	Health Assessment	(0-1-0)	1
BIO 202	Anatomy and Physiology II	(3-1-0)	4
MTH 116	Mathematical Applications	(3-0-0)	<u>3</u>
			15
SPRING SEMESTER			
NUR 251	Adult Nursing I	(4-0-2)	6
NUR 124	Family Centered Nursing	(4-0-1)	5
ENG 101	English Composition	(3-0-0)	<u>3</u>
			14
SUMMER SEMESTER			
NUR 142/152	Adult Nursing II	(5-0-3)	8
NUR 118	Mental Health	(2-0-1)	3
NUR 145	Role Transition	(2-1-0)	<u>3</u>
			14
	TOTAL HOURS		43

DECISION ITEM B.3: Snead State Community College (Boaz), Associate in Applied Science in Nursing (CIP 51.1601) and Certificate in Practical Nursing (CIP 51.1613)

Staff Presenter: Mrs. Brenda T. Carter
Director of Academic Affairs

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

Implementation Date: The proposed program will be implemented in August 2004. Based on Commission policy, the proposed program must be implemented by March 2006 or Commission approval will be null and void. The institution must notify the Commission in writing when the program is implemented or if there is any delay in implementation.

1. That the annual average new admissions for the five years will be least 40 for the Associate in Applied Science in Nursing program and 24 for the Certificate in Practical Nursing based on the proposal.
2. That the annual average number of graduates for the Academic Years 2004-05 through 2008-09 will be at least 26 for the Associate in Applied Science in Nursing and 12 for the Certificate in Practical Nursing based on the proposal.
3. That a follow-up survey be conducted after the first five years that will show at least 75% 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.

The Alabama Department of Postsecondary Education and Snead State Community College (SND) must 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 April 2009.

ALABAMA COMMISSION ON HIGHER EDUCATION

Friday, March 12, 2004

Decision Item B.3

Rationale:

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

1. The American Hospital Association (AHA) calls the nursing shortage "the most critical manpower problem facing hospitals across America. It threatens to affect every American needing medical care" (AHA 2001). According to AHA, there are 126,000 vacancies for RNs in hospitals alone across the nation. Data from the U.S. Bureau of Labor Statistics indicates that there are more than two million jobs for nurses in the country, and the profession is one of the ten occupations projected to have the largest number of new jobs in the coming years.
2. SND officials note that the nursing shortage is significant in Marshall County. The two major health care facilities in Marshall County, Marshall Medical Center North and Marshall Medical Center South estimate a need of 17 registered nurses per year through 2005.
3. Information related to the State Board of Education approved service areas indicates that between 2004 to 2009 there will be annual job openings of 64 per year for the associate degree nurses and annual job openings of 17 per year for practical nurses. In the state, there will be annual job openings of 1,225 for associate degree nurses and 620 job openings for practical nurses over the same time period.
4. SND projects that a total of \$2,285,584 will be required to support the proposed program and a total of \$2,702,061 will be available through reallocation, extramural funds, and tuition. Extramural sources include a grant and an in-kind contribution of \$100,000 from the Marshall Medical Center.

Supporting Documentation:

1. New Academic Degree Program Proposal Summary, Attached.
2. Summary of Background Information, Attached.
3. Curriculum for Proposed Program, Attached.
4. Snead State Community College proposal dated January 28, 2004. Available upon request.
5. "Evaluation and Review of New Instructional Program Proposals of Public Postsecondary Institutions," Alabama Administrative Code, Chapter 300-2-1, Rule .03. Available upon request.

Attachment 1

New Academic Degree Program Proposal Summary

NEW ACADEMIC DEGREE PROGRAM PROPOSAL SUMMARY						
INSTITUTION	Snead State Community College					
PROGRAM	Associate in Applied Science in Nursing and Certificate in Practical Nursing					
ESTIMATED NEW FUNDS REQUIRED TO SUPPORT PROPOSED PROGRAM						
	2004 - 05	2005 - 06	2006 - 07	2007-08	2008-09	TOTAL
FACULTY*	\$142,103	\$258,335	\$265,433	\$265,433	\$265,433	\$1,196,737
LIBRARY	\$12,000	\$6,000	\$6,000	\$6,000	\$6,000	\$36,000
FACILITIES	\$145,161	\$145,161	\$145,161	\$145,161	\$145,161	\$725,805
EQUIPMENT	\$95,587	\$5,000	\$5,000	\$5,000	\$5,000	\$115,587
STAFF	\$38,291	\$38,291	\$38,291	\$38,291	\$38,291	\$191,455
OTHER	\$3,000	\$8,000	\$3,000	\$3,000	\$3,000	\$20,000
TOTAL	\$436,142	\$460,787	\$462,885	\$462,885	\$462,885	\$2,285,584
* Additional faculty salaries should be shown in all five years						
SOURCES OF FUNDS AVAILABLE FOR PROGRAM SUPPORT						
	2004 - 05	2005 - 06	2006 - 07	2007-08	2008-09	TOTAL
INTERNAL REALLOCATIONS	\$157,161	\$151,161	\$151,161	\$151,161	\$151,161	\$761,805
EXTRAMURAL	\$500,000	\$100,000	\$100,000	\$100,000	\$100,000	\$900,000
TUITION	\$96,768	\$217,728	\$241,920	\$241,920	\$241,920	\$1,040,256
TOTAL	\$753,929	\$468,889	\$493,081	\$493,081	\$493,081	\$2,702,061
ENROLLMENT AND DEGREE COMPLETION PROJECTIONS						
	2004 - 05	2005 - 06	2006 - 07	2007-08	2008-09	5-YEAR AVERAGE
PROJECTED NEW ADMISSIONS	ADN	40	40	40	40	40
	LPN	24	24	24	24	24
						4-YEAR AVERAGE
PROJECTED ANNUAL DEGREE COMPLETIONS	0	20	28	28	28	26
						5-YEAR AVERAGE
PROJECTED ANNUAL CERTIFICATE COMPLETIONS	12	12	12	12	12	12

Attachment 2

Summary of Background Information

Associate in Applied Science in Nursing and
Certificate in Practical Nursing

Role: The proposed programs are within the instructional role currently recognized for SND.

Objectives: The objectives of the programs include the following:

1. To meet the associate degree nurse and license practical nurse staffing needs of the health care facilities in the college's service as measured by a minimum of 18 graduates annually, a minimum 90 percent satisfaction rate on employer satisfaction annual employer surveys, and a minimum 90 percent employment rate of graduates within six months.
2. To provide quality postsecondary curriculums appropriate for associate degree nursing and licensed practical nursing as measured by approval by the Alabama Board of Nursing (ABN), program accreditation by the National League of Nursing Accrediting Commission (NLNAC), and graduates as a composite of first time writers, achieving an 80 percent pass rate on a board selected national licensure examination.
3. To employ instructional staff that meets the requirements of the ABN and NLNAC, including licensure as a registered nurse in the state of Alabama and credentialing at a minimum of a master's degree in nursing and clinical expertise.
4. To insure practice learning environments provide opportunities for a variety of learning options through current agreements and contracts with practice sites. These agreements and contracts specify the expectations and responsibilities for all parties.
5. To provide on-site resources that support high-quality associate degree nursing and licensed practical nursing education as measured by 85 percent of the graduates rating physical resources as good to excellent, 85 percent of the graduates rating learning resources (library, skills laboratory, and computer hardware and software) as good to excellent.
6. To implement a plan for systemic evaluation and assessment of student academic achievement in accordance with requirements of the State Board of Education policy 903.01, ABN, and NLNAC.
7. To provide continuing education for area professionals as measured by at least one offering annually.

Program review is an integral part of the proposed program. Program objectives are measurable and state target performance levels, and evaluation findings will be used for decision making for program improvement. The planned program review will be systematically designed to be proactive in order to allow the program to take timely, planned, corrective, and enhancement action based on assessment of outcomes.

Administration: The proposed program will be administered through the first Health Science Department at SND.

Accreditation: The National League of Nursing Accrediting Commission (NLNAC) is the recognized specialized accreditation agency for associate degree and licensed practical nursing.

Although not required to sit for the licensure examination, accreditation will be sought as soon as possible so that all graduates will graduate from a nationally accredited nursing program.

Licensure Passage Rate: Graduates of associate degree and practical nursing programs are required to pass a national exam in order to practice as registered nurses or licensed practical nurses in all 50 states. The National Council of State Boards of Nursing administers the licensure exam for registered nursing and practical nursing (NCLEX-RN and NCLEX-PN). Effective, October 1, 2004, graduates, as a composite of first-time writers, shall achieve no less than an 80 percent pass rate on the national licensure exam.

Curriculum: The associate program will require the completion of 72 semester hours (sh) including 42 sh in the major and 30 sh in general education.

The new courses include:

NUR	110	Fundamentals of Nursing	6 sh
NUR	131	Health Assessment	1 sh
NUR	241	Basic Pharmacology	1 sh
NUR	251	Adult Nursing I	5 sh
NUR		OB/PEDS	5 sh
NUR	265	Advanced Nursing I	6 sh
NUR	266	Advanced Nursing II	6 sh
NUR	267	Advanced Nursing III	6 sh
NUR	291	Transition into Nursing Practice	3 sh

The clinical component of NUR 291, Transition into Nursing Practice, requires a preceptorship. Each student will be paired with a qualified nurse for 160 clock hours (10 hours per week: two semester hours of clinical at a ratio of five contact hours for one semester hour) as the student prepares for entry into practice.

The certificate program will require the completion of 43 sh and 1,035 contact hours.

The new courses for the certificate program include:

LPN	142	Adult Nursing II	8 sh
LPN	118	Mental Health	3 sh
LPN	145	Role Transition	3 sh

Admissions: Admission to the ADN and LPN programs will be competitive based on academic performance and space availability. Meeting minimum requirements will not guarantee admission to the programs.

In addition to the general requirements for the college, admission to the AND and LPN programs will require:

- Unconditional admission to the College
- Receipt of application for the program
- A 2.0 cumulative grade point average (GPA)
- Satisfaction of all developmental course requirements
- Completion of Biology 103 (or equivalent) with a minimum of grade of "C" (a proficiency exam may be substituted for course completion).
- Percentile norm score of 50 or higher in each sub score on the National League for Nursing Preadmission Examination-RN (PAX-RN). Testing dates will be available from Counseling Services.

The number of students will be limited by the number of faculty and clinical facilities available. Applicants will be rank-ordered for acceptance with preference given to those students who have taken prerequisite courses at SND.

Need: The American Hospital Association (AHA) calls the nursing shortage “ the most critical manpower problem facing hospitals across America. It threatens to affect every American needing medical care” (AHA 2001). According to AHA , there are 126,000 vacancies for RNs in hospitals alone across the nation. Data from the U.S. Bureau of Labor Statistics indicates that there are more than two million jobs for nurses in the country, and the profession is one of the ten occupations projected to have the largest number of new jobs in the coming years.

SND officials note that the nursing shortage is significant in Marshall County. The two major health care facilities in Marshall County, Marshall Medical Center North and Marshall Medical Center South, estimate a need of 17 registered nurses per year through 2005. Both facilities are within a thirty mile drive from the main campus. Each facility has agreed to serve as a clinical site for the program. The combined nursing staff for these two facilities is 341. Also there are over 211 other health care providers in the county which require nurses. The college notes that the need is critical and employment is available for graduates.

Other health care facilities, Hospice, and nursing homes, are offering assistance to implement nursing programs at SND. Assistance offered includes serving as a clinical site, serving as a member of a task force, serving as a guest lecturer in the classroom, providing nursing scholarships, and encouraging employees to attend credit and continuing education classes at the college.

Currently, there are three nursing programs that Snead students turn to for completion of their nursing programs. They are in neighboring counties and average 45 miles from the Boaz campus. However, because Boaz is in a densely populated area and has a high student demand for local nursing program, the College believes that it is keeping its “student first” philosophy in offering nursing at SND. According to SND officials, that, coupled with the fact that there is an ever-increasing nationwide nursing shortage, provides the support for SND to nursing programs.

Information related to the State Board of Education approved service areas indicates that between 2004 to 2009 there will be annual job openings of 64 per year for the associate degree nurses and annual job openings of 17 per year for practical nurses. In the state, there will be annual job openings of 1,225 for associate degree nurses and 620 job openings for practical nurses over the same time period.

Collaboration: SND collaborates with Wallace State Community College in providing program guidance to students who want to be nurses. Even though SND students go to each of the three surrounding programs, Wallace State Community College (Hanceville) has the strictest prerequisite requirements, so by meeting these, students can be assured that they will meet the minimum requirements of all area programs. Due to large enrollment numbers, though, no other nursing program in the Alabama College System can provide the needed service to SND’s student population pool.

Distance Education: SND proposes to offer nursing courses, as much as possible, using distance learning technology. This effective delivery system will allow students schedule flexibility, which ranked “ very important”, the most important factor on surveys of potential students. SND has the capability of offering distance education and is currently using two formats. WebCT, which is a program used to build courses for the Web, allows instructors to present course content documents to students and allows for e-mail and chat interaction as well as a calendar and testing. The other delivery method is Tegrity, a system that records every aspect of class lectures and audio-visual support so that it can be accessed by students through streaming video housed on the college’s server. By using these two methods together, instructors can simulate every aspect of a normal class except for hands-on situations.

SND plans to use this equipment to help nursing instructors offer as much of their coursework as they wish via Internet. Many courses will be "Hybrid" courses, because they allow for much instruction online and require occasional trips to campus to meet lab requirements. SND officials plan in the near future to open an off-campus site in Arab, Alabama, which will be equipped with computer and science labs and the latest interactive video instruction. The college has also begun offering courses in Oneonta, in Blount County, the southern region of its service area. As the programs grow, the college will seek partnerships with health care facilities in areas where distant students live in order to facilitate the education via distance philosophy.

Student Demand: The college surveyed students enrolled in microbiology and human anatomy and physiology classes to document sufficient demand by enough suitably qualified students to justify and sustain a nursing program. Biology classes were selected because students enrollment in these specific classes have the academic ability and background to be successful in the academically demanding field of nursing, if nursing were the selected occupation. This source of prospective students produced potential enrollment numbers larger than the capacity of the program requested.

Two hundred and sixty-one (261) students were surveyed. Of this total, one hundred sixty-eight (168) are potential students and ninety-three (93) are existing students. Ninety-eight (98) percent of survey respondents believe there is a need for a nursing program in Marshall County. Seventy-four (74) percent listed location and convenience as the number one factor that would determine the college they would choose to attend. With these numbers, SND officials are encouraged to bring a nursing program to the Marshall County area.

Based on this information, SND projects an annual average of 40 admissions to the associate degree program and 12 admissions to the certificate in practical nursing program.

Resources:

Faculty/Staff: The college has employed a consultant to assist in preparing the program proposal and conducting the employment search for the program director.

By summer 2004, two full-time nursing faculty, in addition to the program director, will be employed. The faculty will have a master's degree in nursing and preferably teaching experience in associate degree nursing. In the second year, two additional faculty with appropriate and experiential qualifications will be employed.

There will be a need for adjunct instructors to keep the student-teacher ratio at 8:1 in clinical situations. Additional adjunct instructors will be employed as need is identified.

One secretary will be employed as support staff for the nursing program. This position will be filled, prior to admission of the first nursing class.

Equipment/Facilities: A \$1.8 million renovation of the Armory Building will be dedicated to provide state-of-the-art housing for program implementation and sustained growth of Snead State's Health Science Department. The projected completion date for the renovation is summer 2005. Until the building is completed, SND will lease a building near campus that consists of 4,800 square feet of useable space. The building has three office spaces, a medicine area, restroom, and space for three classrooms and one clinical lab.

The Health Science building will include office space for the department coordinator, secretary, and all faculty members. To encourage students to become a community of learners, six private study rooms, each accommodating up to 4 to 6 students, will be provided adjacent to faculty offices. Each private study will have access to the Internet, and audiovisual equipment will be available. The renovated building will also have a student lounge, faculty lounge, and workroom space. A 30-station computer lab will be available for

instructional and individual student use, or it can be used as a classroom. A lecture hall will seat 205, and four large classrooms and a clinical lab will be located in the building.

SND has contracted with Marshall Medical Centers North and South and Medical Center Blount to provide clinical sites for SND students. Signed contracts have been provided.

Library: SND provides learning resources that are adequate to support the mission and goals of the college and are readily available to students. The Learning Resource Center provides resources, services, and facilities that are designed, organized, and staffed to complement the educational programs. The College will provide resources that are comprehensive, current, available, and accessible to faculty and students which will adequately meet the needs of the nursing program.

Learning resources are purchased through the library's operating funds, and an adequate amount of money will be allocated to support the nursing program. Approximately \$36,000 will be needed for print and non-print materials for nursing over the next five years. In addition to students having access to SND learning resources, the Alabama College System provides colleges with access to the Alabama Virtual Library.

Program Budget: SND projects that a total of \$2,285,584 will be required to support the the proposed program and a total of \$2,702,061 will be available through reallocation, extramural funds, and tuition. Extramural sources include a grant and an in-kind contribution of \$100,000 from the Marshall Medical Center.

Attachment 3

Curriculum for Proposed Program

Appendix A
 Associate Degree Curriculum

Semester	Prefix	Course Name	Credit Hrs	Contact Hrs/Wk
1	NUR 110	Fundamentals of Nursing	6	12
	BIO 201	Anatomy I (LPN may take LPN 113)	4	5
	MTH 116	Mathematical Applications for health majors	3	3
	NUR 241	Pharmacology	1	3
	NUR 131	Health Assessment	1	3
Credit Hrs per Semester/ Contact Hrs per Wk			15	26
2	NUR 251	Adult Nursing I	6	10
	ENG 101	English Composition I	3	3
	NUR	OB/Peds	5	7
	BIO 202	Anatomy II (LPN may omit)	4	5
Credit Hrs per Semester/Contact Hrs per Wk			18	25
3	NUR 265	Advanced Nursing Practice I	5	9
	PSY 200	Introduction to Psychology	3	3
	BIO 220	Microbiology	4	5
Credit Hrs per Semester/Contact Hrs per Wk			12	18
LPN				
	LPN 142/152	Adult Nursing II	8	14
	LPN 118	Mental Health	3	5
	LPN 145	Role Transition	3	5
Credit Hrs per Semester/Contact Hrs per Wk			12	24
4	NUR 266	Advanced Nursing II	6	10
	SPH 106 or 107	Speech Communication or Public Speaking	3	3
	PSY 210	Human Growth and Development	3	3
Credit Hrs per Semester/Contact Hrs per Wk			13	23
5	NUR 267	Advanced Nursing III	7	17
		Humanities Elective	3	3
	NUR 291	Transitions into Nursing Practice	5	15
Credit Hrs per Semester/Contact Hrs per Wk			14	28

DECISION ITEM C.1: Troy State University Dothan, Addition of a Concentration in Psychological Technician to the Existing Master of Science in Counseling and Psychology (CIP 42.0401)

Staff Presenter: Mrs. Brenda T. Carter
Director of Academic Affairs

Staff Recommendation: That the Commission approve the addition of a concentration in Psychological Technician as a reasonable extension/alteration of an existing program.

Background: Troy State University Dothan (TSD) currently has a Master of Science (MS) in Counseling and Psychology (CIP 42.0401) in the Commission's Academic Program Inventory. TSD is proposing the addition of an option in Psychological Technician. Graduates of the Psychological Technician concentration will be eligible for licensure by the Alabama Board of Examiners in Psychology. Upon licensure, they may provide the following services without supervision: administering and interpreting tests; interviewing and screening; and psycho-education interventions (didactic psycho-educational services).

With the supervision of a licensed psychologist (doctoral level), the Psychological Technician may provide personality appraisal, clinical intervention, consultation, and assistance with forensic assessments and neuropsychological evaluations. The core courses for this option may be offered to students throughout the Troy State University System through a variety of delivery modalities to include traditional classrooms settings, WEB enhanced classes, and other technologically enhanced means.

The program will require a total of 45 semester hours (sh) including the core of 24 sh and the concentration of 21 sh.

The staff recommends that the proposed option be approved as a reasonable extension/alteration of an existing program.

Supporting Documentation:

1. "Reasonable Extensions and Alterations of Existing Units and Programs of Instruction," Administrative Code, Chapter 300-2-1, Rule .03. Available upon request.
2. Written unpublished documentation provided by the institution. Available upon request.

DECISION ITEM C.2: University of North Alabama, Addition of Option in Language Arts (CIP 23.0101)

Staff Presenter: Mrs. Brenda T. Carter
Director of Academic Affairs

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

Background: Currently, the University of North Alabama has the Bachelor of Science and Bachelor of Arts in English (CIP 23.0101) in the Commission's Academic Program Inventory. UNA is proposing the addition of an option in Language Arts.

The Department of English and the Department of Communications Theatre in the College of Arts and Sciences and the Department of Secondary Education in the College of Education have collaborated in the development of a new option in the existing major in English. The proposed option has been constructed in response to the No Child Left Behind (NCLB) legislation.

It has been created by combining current courses in English, Communications, and Theatre with existing courses in the General Studies component.

The existing program will require a total of 130 semester hours (sh):

General Education Core	64 sh
Major Core Requirements and English Major	39 sh
Language Arts Option	27 sh
Total	130 sh

The staff recommends that the proposed option be approved as a reasonable extension/alteration of an existing program.

Supporting Documentation:

1. "Reasonable Extensions and Alterations of Existing Units and Programs of Instruction," Administrative Code, Chapter 300-2-1, Rule .03. Available upon request.
2. Written unpublished documentation provided by the institution. Available upon request.

DECISION ITEM C.3a: Wallace State Community College (Selma), Addition of Options in Accounting, Computer Systems Technology, and Information Processing to the Existing Certificate and Associate in Applied Science in Office Administration (CIP 52.0401)

Staff Presenter: Mrs. Brenda T. Carter
Director of Academic Affairs

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

Background: Wallace State Community College (Selma) (WSL) currently has a Certificate and Associate in Applied Science (AAS) in Office Administration and is proposing the addition of options in accounting, computer systems technology, and information processing for both award levels.

WSL officials note that there is a need for office workers who have knowledge of accounting practices in all business enterprises, and other work settings, such as government bodies, churches, and fraternal organizations.

Regarding computer systems technology, the option is designed to meet the stated needs of local industries for employees skilled in both office administration procedures and computer technical support. Graduates choosing this option will be prepared to install and repair personal computer hardware, as well as maintaining local area networks and providing Internet services.

Officials note that secretaries and administrative assistants who are knowledgeable in information processing are in demand in banks, insurance companies, wholesale and retail establishments, educational institutions, and government organizations, as well as in the professional offices of doctors, lawyers, and accountants.

The certificate program with proposed options will require from 57 to 63 semester hours (sh):

General Education Core	6 sh
Office Administration Core	33 sh
Accounting Option	18 sh
Computer Systems Technology Option	24 sh
Information Processing Option	21 sh

Total 57-63 sh

The AAS program with proposed options will require from 72 to 75 semester hours:

General Education	21 sh
Office Administration Core	33 sh
Accounting Option	18 sh
Computer Systems Technology Option	24 sh
Information Processing Option	21 sh
Total	72-75 sh

The staff recommends that the proposed options be approved as reasonable extensions/alterations of an existing program.

Supporting Documentation:

1. "Reasonable Extensions and Alterations of Existing Units and Programs of Instruction," Administrative Code, Chapter 300-2-1, Rule .03. Available upon request.
2. Written unpublished documentation provided by the institution. Available upon request.

DECISION ITEM C.3b: Wallace State Community College (Selma), Addition of an Option in Management and Supervision to the Existing Associate in Applied Science in Business (CIP 52.0201)

Staff Presenter: Mrs. Brenda T. Carter
Director of Academic Affairs

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

Background: Wallace State Community College (Selma) (WSL) currently has an Associate in Applied Science (AAS) in Business and is proposing the addition of an option in management and supervision. WSL officials note that this program extension is being developed in response to a request by International Paper Company that the institution provide the option to its employees at the Riverdale Mill.

The AAS program with the proposed option will require 64 semester hours (sh):

General Education	22 sh
Business Core	21 sh
Management and Supervision Option	21 sh
Total	64 sh

The staff recommends that the proposed option be approved as a reasonable extension/alteration of an existing program.

Supporting Documentation:

1. "Reasonable Extensions and Alterations of Existing Units and Programs of Instruction," Administrative Code, Chapter 300-2-1, Rule .03. Available upon request.
2. Written unpublished documentation provided by the institution. Available upon request.

DECISION ITEM D.1: Request to Amend Post-Implementation Conditions: Troy State University, Master of Science in Environmental Analysis and Management (CIP 30.9999)

Staff Presenter: Mrs. Ellen E. Haulman
Staff Associate for Academic Affairs

Staff Recommendation: That the Commission retain the original graduation post-implementation requirement of an average of 7 over five years and grant an additional post-implementation review for this program for the academic years 2000-01 through 2004-05. The report will be submitted to the Commission no later than October 1, 2005.

Rationale:

1. The program has exceeded post-implementation conditions concerning enrollment, extramural funding, the number of minority students recruited into and graduating from the program, and employment in the field.
2. The program fell short of the graduation post-implementation condition by a small amount during the initial review period of 1995-96 through 1999-00. However, the program's most recent completions for the period 2000-01 through 2003-04 have met the requirement.

Background:

On February 23, 2000, TSU submitted its post-implementation condition report for the Master of Science in Environmental Analysis and Management (CIP 30.9999) approved on October 29, 1993. The data revealed an annual average of 6.2 full-time equivalent (FTE) graduates over the first five years of the program, beginning in 1995-96. (Full-time equivalent enrollment is calculated by dividing credit hour production by the number of credit hours in an academic load. In the case of a master's program, the load is 12.)

In January 2004, at the Commission staff's request, TSU officials provided an update on the program for the period since the report was submitted in 2000. The data revealed that the program has had an annual average of 7 graduates in the period 2000-01 through 2003-04.

TSU officials have requested that the original condition be reduced from an average of 7 graduates in the initial review period to an average of 6 graduates. With this reduction the post-implementation conditions for the program would have been met and no additional post-implementation report would be required.

Instead of the request of the institution, the staff recommends that the original post-implementation requirement of an annual average of 7 graduates be retained. However, the program will be given an additional review period ending with the 2004-05 academic year. This review period will include academic years 2000-01 through 2004-05.

ALABAMA COMMISSION ON HIGHER EDUCATION
Friday, March 12, 2004
Decision Item D.1

Supporting Documentation:

1. "Summary of Report on Post-Implementation Conditions," Attached.
2. "Guidelines for Consideration of Post-Implementation Reports that Do Not Meet Approved Conditions," Available upon request.

Attachment 1

Summary of Report on Post-Implementation Conditions

Troy State University

Program: Environmental Analysis and Management, CIP 30.9999, Master of Science (MS)

Approved by Commission: October 29, 1993

Proposed Implementation Date: Fall 1994

Actual Implementation Date: Fall 1994

Post-Implementation Conditions:

- 1) That the annual average enrollment for the first five years be at least 22 FTE [full-time equivalent] students. This number represents the average FTE enrollment for the first five years projected by TSU reduced by 25 percent.
- 2) That the annual average number of graduates in the first five years be at least 7 beginning in 1995-96. This number represents the average number of degree completions projected by TSU reduced by 25 percent.
- 3) That TSU provide documentation after five years regarding the total amount of extramural funds awarded to the environmental analysis and management program.
- 4) That TSU provide documentation regarding the number of minority students who are recruited into and graduate from the proposed program.
- 5) That a follow-up survey be conducted after five years, which will show that at least 75 percent of the graduates are employed in the field of environmental science.

Environmental Analysis and Management, MS, CIP 30.9999	Enrollment	Average Number of Graduates	Percentage of Graduates Employed in Field
Required	22 FTE	7	75%
Reported 1995/96-1999/00 (Data revised February 2004)	31.8 FTE	6.2	97%
Reported 2000/01-2003/04	24.5 FTE	7	100%

- Note on condition 3: TSU provided figures on extramural funding awarded to the program for the period 1994 to 1999. During this period the program received a total of \$1,499,192. The funds were used for conducting research, contract, and educational activities. Additional data for the period 2000 to 2002 brought the total to \$2,462,447.

ALABAMA COMMISSION ON HIGHER EDUCATION

Friday, March 12, 2004

Decision Item D.1

- Note on condition 4: TSU reported that 30 minority students were recruited into the program during the period 1994-1999. As of December 1999, seven of the 23 graduates of the program were minority. Including data through 2002, a total of 43 minority students have enrolled in the program.

DECISION ITEM D.2: Request to Amend Post-Implementation Conditions: University of Alabama at Birmingham, Bachelor of Science in Industrial Distribution (CIP 52.0299)

Staff Presenter: Mrs. Ellen E. Haulman
Staff Associate for Academic Affairs

Staff Recommendation: That the Commission approve the request to amend post-implementation condition one as follows:

That the annual average enrollment for the first five years be at least 44 28 full-time equivalent (FTE) students. ~~This number represents the average FTE enrollment for the first five years projected by UAB reduced by 25 percent.~~

With the approval of this change, the Commission will accept the report for this program as meeting the post-implementation conditions. No additional post-implementation report will be required. This recommendation is consistent with Guideline Two of the Guidelines for Consideration of Post-Implementation Reports that Do Not Meet Approved Conditions.

Rationale:

1. The program exceeded the post-implementation conditions for graduates and employment.
2. Though the program did not meet the enrollment post-implementation condition, the program has a healthy enrollment and appears to be growing. Recently UAB submitted data that shows that enrollment in the program for fall 2003 reached 42.7 FTE (headcount enrollment of 74).
3. The fact that students do not declare a major until the junior year is a mitigating factor in the overestimation of initial enrollment.

Discussion: On February 25, 2000, UAB submitted its post-implementation report for the Bachelor of Science in Industrial Distribution (CIP 52.0299) approved on March 19, 1993. With the preparation of this report, UAB realized that it had over projected initial enrollment in the program. Students in the School of Business at UAB may not declare a major until they have achieved at least junior status. That requirement limits the number of students who enroll officially in a program. UAB failed to take into account this fact when the proposal and initial projections for the program were developed.

The program exceeded the other two post-implementation conditions, average number of graduates and employment in field. UAB requests that post-implementation condition one be reduced to 28 FTE students.

Supporting Documentation:

1. "Summary of Report on Post-Implementation Conditions," Attached.
2. "Guidelines for Consideration of Post-Implementation Reports that Do Not Meet Approved Conditions," Available on request.

Attachment 1

Summary of Report on Post-Implementation Conditions

The University of Alabama at Birmingham

Program: Industrial Distribution, CIP 52.0299, Bachelor of Science (BS)

Approved by Commission: March 19, 1993

Proposed Implementation Date: Fall 1992 or as soon as possible after that date

Actual Implementation Date: 1993

Post-Implementation Conditions:

- 1) That the annual average enrollment for the first five years be at least 41 FTE students. This number represents the average FTE enrollment for the first five years projected by UAB reduced by 25 percent.
- 2) That beginning in 1993-94 the annual average number of graduates will be at least 20. This number represents the average number of degree completions projected by UAB reduced by 25 percent.
- 3) That a follow-up survey be conducted after five years, which will show that at least 75 percent of the graduates who actively sought employment in the field of industrial distribution found employment in the field.

Industrial Distribution, BS, CIP 52.0299	Enrollment	Average Number of Graduates	Percentage of Graduates Employed in Field
Required	41 FTE	20	75%
Reported 1993-98	28.06 FTE	23.4	95%
Reported for 1998 to 2002	35 FTE	No additional data	No additional data

- Note on condition 1: UAB reports that the program has had an approximate average FTE of 35 for the period 1998 to 2002. In Fall 2002, headcount enrollment in the program had increased to 58. UAB reports an extremely high retention rate with over 90 percent of those admitted to the program completing the degree. Students in the School of Business may not declare a major until they have achieved junior status, affecting the enrollment figure. This fact was not taken into account when the initial enrollment projections were developed.

DECISION ITEM D.3: Request to Amend Post-Implementation Conditions: University of South Alabama, Bachelor of Science in Radiologic Sciences (CIP 51.0907)

Staff Presenter: Mrs. Ellen E. Haulman
Staff Associate for Academic Affairs

Staff Recommendation: That the Commission approve the request to amend post-implementation condition one as follows:

That the annual average enrollment for the first five years will be at least ~~25~~ 17 full-time equivalent (FTE) students.

With the approval of this change, the Commission will accept the report for this program as meeting the post-implementation conditions. No additional post-implementation report will be required. This recommendation is consistent with Guideline Two of the Guidelines for Consideration of Post-Implementation Reports that Do Not Meet Approved Conditions.

Rationale:

1. The program has exceeded post-implementation requirements for completions and employment.
2. Most students in the program first complete the two-year certificate program in radiologic technology and seek full-time employment. Consequently, most students are enrolled in the baccalaureate program part time, affecting full-time enrollment (FTE).
3. Though FTE enrollment did not meet the requirement, headcount enrollment for the same period was an annual average of 29.75 students. In addition, an update provided by USA states that Fall headcount enrollment has grown to an average of 34 students for the last three years.

Background:

On October 16, 2000, USA submitted its post-implementation report for the Bachelor of Science in Radiologic Science (CIP 51.0907). In the report, USA officials stated that initial FTE enrollment in the program had not reached projections in the proposal. Students in the Radiologic Science program come, for the most part, from the two-year certificate program in Radiological Technology. When students complete that program, typically they begin full-time employment and pursue the bachelor's degree on a part-time basis. While head-count enrollment in the program is well above 25 students, FTE enrollment falls below that level.

The program exceeds other post-implementation requirements including completions required by post-implementation condition two and an employment in field rate in excess of post-implementation condition three. USA requests that post-implementation condition one be reduced to 17 FTE students.

At the request of the Commission staff, USA officials provided an update on graduates and enrollment for the program in January 2004. The average number of graduates continues to exceed the post-implementation condition with an average of 14 over the last three years. Fall headcount enrollment for the period 2001 through 2003 averaged 34 students. Headcount enrollment for Fall 2003 also was 34 students.

Supporting Documentation:

1. "Summary of Follow-up Report on Post-Implementation Conditions," Attached.
2. "Guidelines for Consideration of Post-Implementation Reports that Do Not Meet Approved Conditions," Available upon Request.

Attachment 1

Summary of Report on Post-Implementation Conditions

The University of South Alabama (USA)

Program: Radiologic Sciences, CIP 51.0907, Bachelor of Science (BS)

Approved by Commission: October 27, 1995

Proposed Implementation Date: Winter 1996

Actual Implementation Date: Fall 1996 (delayed)

Post-Implementation Conditions:

- 1) That the annual average enrollment for the first five years will be at least 25 FTE [full-time equivalent] students.
- 2) That beginning in 1996-97, the annual average number of graduates for the first five years will be at least 11.
- 3) That a follow-up survey be conducted which will show that at least 75 percent of the graduates who actively sought employment in radiology have found such employment.

Radiologic Sciences, BS, CIP 51.0907	Enrollment	Average Number of Graduates	Percentage of Graduates Employed in Field
Required	25 FTE	11	75%
Reported 1996-2000	17.6 FTE (Headcount: 29.75)	14.6	93%

- Note on condition 1: USA officials reported that the program was not implemented until Fall 1996, and that the data provided represent four years. Most students in the program first complete the two-year certificate program in radiologic technology and seek full-time employment. Consequently, most students are enrolled in the baccalaureate program part time. While the average FTE enrollment has fallen below the requirement, the average headcount for the same period is 29.75.
- Note on condition 3: USA officials reported that 41 of 44 graduates responded to the survey. All 41 who responded are employed in the field of radiology.

Summary: This program exceeds the requirements for conditions 2 and 3. It did not meet condition 1, enrollment, with the average FTE reported comprising 70 percent of the requirement.

INFORMATION ITEM A: Changes to the Academic Program Inventory

Staff Presenter: Mrs. Amy H. Brown
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.

The following changes are consistent with the operational definitions.

- 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," Alabama Administrative Code, Chapter 300-2-1, Rule .06. Available upon request.
 3. Written unpublished documentation provided by the institutions. Available upon request.

A. 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.

Athens State University: ~~43.1314~~ 31.0504 ~~Physical Education (Wellness)~~ Health and Wellness Management, BS

B. 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.

Bishop State Community College: 51.0205 American Sign Language Studies, AS

INFORMATION ITEM B: Implementation of New Certificate Programs (less than or equal to 26 Semester Hours) in Selected Fields at Various Two-Year Colleges

Staff Presenter: Mrs. Amy H. Brown
Academic Program Review Analyst

Staff Recommendation: For information only.

Background: The Alabama Department of Postsecondary Education reports the approval of short certificate programs (=26 semester hours) at the following two-year colleges in the fields of study listed below.

Alabama Southern Community College

<u>Field of Study</u>	<u>CIP Code</u>
Machine Tool Technology	48.0507

Gadsden State Community College

<u>Field of Study</u>	<u>CIP Code</u>
Automotive Collision Repair	47.0603

Northeast Alabama Community College

<u>Field of Study</u>	<u>CIP Code</u>
Child Development	20.0201

Northwest-Shoals Community College

<u>Field of Study</u>	<u>CIP Code</u>
Wood Products Technology (with Options in Production, Finishing, Set-Up Technician, Design Software, and CMC Machining)	48.0799

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.

Supporting Documentation:

1. "Reasonable Extensions and Alterations of Existing Units and Programs of Instruction," Alabama Administrative Code, Chapter 300-2-1, Rule .06. Available upon request.
2. Written unpublished documentation provided by the Alabama Department of Postsecondary Education. Available upon request.

INFORMATION ITEM C: University of South Alabama, Change in the Name of the Department of Marketing and Transportation to the Department of Marketing and E-Commerce

Staff Presenter: Mrs. Brenda T. Carter
Director of Academic Affairs

Staff Recommendation: For information only.

Background: The University of South Alabama reports the change in name of the Department of Marketing and Transportation to the Department of Marketing and E-Commerce. The Department is a component of the Mitchell College of Business. The change in the name reflects the major change in focus of the Department that has evolved since implementation of the E-Commerce program.

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," Alabama Administrative Code, Chapter 300-2-1, Rule .06. Available upon request.
2. Written unpublished documentation provided by the institution. Available upon request.

- INFORMATION ITEM D.1: Alabama Southern Community College, New Exempt Off-Campus Site
- Staff Presenter: Mrs. Amy H. Brown
Academic Program Review Analyst
- Staff Recommendation: For information only.
- Proposal: Alabama Southern Community College (ALS) plans to offer courses at the following new off-campus site beginning Fall 2004:
- Demopolis University Center, Demopolis
- Discussion: An official with the Alabama Department of Postsecondary Education 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 report will be sent.
- ALS has offered off-campus courses in Demopolis for a number of years. The new exempt off-campus site proposed by Alabama Southern will replace an existing site and is exempt from Commission approval by policy because it is a two-year college site located within the institution's state board approved service area.
- Supporting Documentation: 1. Proposal for New Off-Campus site at Demopolis University Center, Demopolis, Attached.

Attachment 1

**Proposal For New Off-Campus Site at
 Demopolis University Center**

Alabama Commission on Higher Education

PROPOSAL FOR A NEW OFF-CAMPUS SITE

SITE INFORMATION

Institution: Alabama Southern Community College

Administrator Responsible for Site

Name & Title: Kandis Steele, Vice President of Learning/Academic Affairs

Telephone: 251-575-3156, ext. 225

Fax: 251-575-5356

E-Mail: ksteele@ascc.edu

Contact Person at Site If Other Than Administrator Above

Name & Title:

Telephone:

Fax:

E-Mail:

Location of Proposed Site

Facility: Alabama Southern Community College Demopolis University Center

Street Address: 188 Fields of Dreams

City: Demopolis, AL 36732

County: Marengo

When will you begin offering instruction at this site? Fall 2004

Type of 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.	

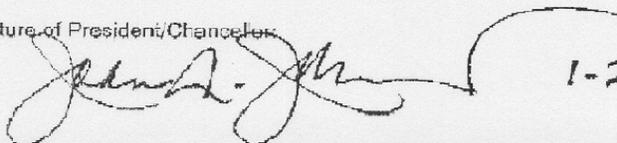
Note: Follow-up report is not required for individual study courses.

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:

 1-20-04

COURSE LIST

The institution will develop its schedule at this new site each term from the following list of courses.

Courses (Include Number & Title)
ART100 ART APPRECIATION
ART101 ART WORKSHOP 1-11
ART 109 ART MUSEUM SURVEY
ART 113-114 DRAWING 1-11
ART121 TWO DIMENSIONAL COMPOSITION I
ART 122 TWO DIMENSIONAL COMPOSITION II
ART 203 ART HISTORY I
ART 204 ART HISTORY II
BIO 101 INTRODUCTION TO BIOLOGY I
BIO 101L BIOLOGY I LAB
BIO 102 INTRODUCTION TO BIOLOGY II
BIO 102L BIOLOGY II LAB
BIO 103 PRINCIPLES OF BIOLOGY I
BIO 103L BIOLOGY I LAB
BIO 104 PRINCIPLES OF BIOLOGY II
BIO 104L BIOLOGY II LAB
BIO 120 MEDICAL TERMINOLOGY
BIO 201 HUMAN ANATOMY & PHYSIOLOGY I
BIO 201L HUMAN ANATOMY AND PHYSIOLOGY I LAB
BIO 202 HUMAN ANATOMY AND PHYSIOLOGY II
BIO 202L HUMAN ANATOMY AND PHYSIOLOGY II LAB
BIO 220 MICROBIOLOGY
BIO 220L MICROBIOLOGY LAB
BSS 090 BASIC STUDY SKILLS
BSS 115 SUCCESS AND STUDY SKILLS
BUS 100 INTRODUCTION TO BUSINESS
BUS 110 ENTREPRENEURISM/BUSINESS PLAN
BUS 147 INTRODUCTION TO FINANCE
BUS 175 RETAILING
BUS 177 SALESMANSHIP
BUS 186 ELEMENTS OF SUPERVISION
BUS 188 PROFESSIONAL DEVELOPMENT
BUS 189 HUMAN RELATIONSHIPS
BUS 190-191-192 MANAGEMENT WORKSHOP I-II-III
BUS 215 BUSINESS COMMUNICATION
BUS 241 PRINCIPLES OF ACCOUNTING I
BUS 242 PRINCIPLES OF ACCOUNTING II
BUS 263 LEGAL & SOCIAL ENVIRONMENT OF BUSINESS
BUS 271 BUSINESS STATISTICS I
BUS 275 PRINCIPLES OF MANAGEMENT
BUS 276 HUMAN RESOURCE MANAGEMENT
BUS 277 MANAGEMENT SEMINAR
BUS 279 SMALL BUSINESS MANAGEMENT
BUS 285 PRINCIPLES OF MARKETING
CHM 104 INTRODUCTION TO INORGANIC CHEMISTRY
CHM 105 INTRODUCTION TO ORGANIC CHEMISTRY
CHM 111 COLLEGE CHEMISTRY I

Courses (Include Number & Title)
CHM 112 COLLEGE CHEMISTRY II
CHM 221 ORGANIC CHEMISTRY I
CHM 222 ORGANIC CHEMISTRY II
CIS 100 TECHNICAL COMPUTER SKILLS BASICS
CIS 103 TECHNICAL COMPUTER SKILLS
CIS 146 MICROCOMPUTER APPLICATIONS
CIS 196 COMMERCIAL SOFTWARE APPLICATION
ECO 231 PRINCIPLES OF MACROECONOMICS
ECO 232 PRINCIPLES OF MICROECONOMICS
ENG 080 ENGLISH LABORATORY
ENG 092 BASIC ENGLISH
ENG 100 VOCATIONAL TECHNICAL ENGLISH I
ENG 101 ENGLISH COMPOSITION I
ENG 102 ENGLISH COMPOSITION II
ENG 271 WORLD LITERATURE I
ENG 272 WORLD LITERATURE II
GEO 100 WORLD REGIONAL GEOGRAPHY
HED 224 PERSONAL AND COMMUNITY HEALTH
HED 226 WELLNESS
HED 231 FIRST AID
HIS 121 WORLD HISTORY I
HIS 122 WORLD HISTORY II
IDS 299 LEADERSHIP
MST 110 ELEMENTS OF SUPERVISION
MST 201 HUMAN RESOURCE MANAGEMENT
MST 202 LABOR ECONOMICS - LABOR RELATIONS
MST 209 PHYSICAL SUPPLY AND DISTRIBUTION MANAGEMENT
MST 211 OFFICE MANAGEMENT AND CORRESPONDENCE
MST 215 SMALL BUSINESS MANAGEMENT
MST 217 INDUSTRIAL MANAGEMENT
MST 223 SPECIAL STUDIES IN PERSONNEL ADMINISTRATION
MST 224 SPECIAL STUDIES IN INDUSTRIAL MANAGEMENT
MST 225 SPECIAL STUDIES IN BUSINESS MANAGEMENT
MST 235 LABOR LAW
MTH 080 MATHEMATICS LABORATORY
MTH 090 BASIC MATH
MTH 098 ELEMENTARY ALGEBRA
MTH 098L ELEMENTARY ALGEBRA LAB
MTH 100 INTERMEDIATE COLLEGE ALGEBRA
MTH 101 VOC-TECHNICAL MATH I
MTH 110 FINITE MATH
MTH 112 PRECALCULUS ALGEBRA
MTH 113 PRECALCULUS ALGEBRA
MTH 116 MATHEMATICAL APPLICATIONS
MTH 125 CALCULUS I
MTH 126 CALCULUS II
MTH 131 MATHEMATICS IN GENERAL EDUCATION
MTH 227 CALCULUS III
MTH 238 APPLIED DIFFERENTIAL EQUATIONS
MTH 265 ELEMENTARY STATISTICS
MUS 101 MUSIC APPRECIATION
OAD 101 KEYBOARDING I
OAD 103 INTERMEDIATE KEYBOARDING

Courses (Include Number & Title)
OAD 125 WORD PROCESSING I
OAD 126 WORD PROCESSING II
OAD 138 RECORDS & INFORMATION MANAGEMENT
OAD 217 OFFICE MANAGEMENT
OAD 218 OFFICE PROCEDURES
PHL 106 INTRODUCTION TO PHILOSOPHY
PHL 200 ETHICS IN THE WORKPLACE
PHS 111 PHYSICAL SCIENCE I
PHS 112 PHYSICAL SCIENCE II
PHY 201 GENERAL PHYSICS I-TRIG BASED
PHY 202 GENERAL PHYSICS II - TRIG BASED
PHY 213 GENERAL PHYSICS WITH CALCULUS I
PHY 214 GENERAL PHYSICS WITH CALCULUS II
POL 211 AMERICAN NATIONAL GOVERNMENT
PSY 110 PERSONAL DEVELOPMENT
PSY 200 GENERAL PSYCHOLOGY
PSY 210 HUMAN GROWTH AND DEVELOPMENT
PSY 230 ABNORMAL PSYCHOLOGY
RDG 080 READING LABORATORY
RDG 083 DEVELOPMENTAL READING
RDG 111 CRITICAL READING FOR COLLEGE
REL 151 SURVEY OF THE OLD TESTAMENT
REL 152 SURVEY OF THE NEW TESTAMENT
SOC 200 INTRODUCTION TO SOCIOLOGY
SPH 103 ORAL COMMUNICATION SKILLS
SPH 107 FUNDAMENTALS OF PUBLIC SPEAKING
THR 120 THEATER APPRECIATION
ADULT EDUCATION CLASSES

<u>INFORMATION ITEM D.2:</u>	<u>Jefferson State Community College, New Exempt Off-Campus Site</u>
<u>Staff Presenter:</u>	Mrs. Amy H. Brown Academic Program Review Analyst
<u>Staff Recommendation:</u>	For information only.
<u>Proposal:</u>	Jefferson State Community College plans to offer courses at the following new off-campus site beginning May 2004: Warrior High School, Warrior
<u>Discussion:</u>	An official with the Alabama Department of Postsecondary Education 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 report will be sent. The new exempt off-campus site proposed by Jefferson State is exempt from Commission approval by policy because it is a two-year college site located within the institution's state board approved service area.
<u>Supporting Documentation:</u>	1. Proposal for New Off-Campus site at Warrior High School, Warrior, Attached.

Attachment 1

Proposal For New Off-Campus Site at
 Warrior High School

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 *Joe Morris*
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: Warrior High School

Street Address: 300 Montgomery Street

City: Warrior, AL 35180

County: Jefferson

May, 2004

When will you begin offering instruction at this site?

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.	XX
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:

Rand Johnson

Date:

2/23/2004

COURSE LIST

The institution will develop its schedule at this new site each term from the following list of courses.

ACT 145 - Basic Accounting Procedures
ACT 251 - Payroll Accounting
ART 100 - Art Appreciation
BIO 101 - Introduction to Biology I
BIO 102- Introduction to Biology II
AST 220 - Introduction to Astronomy
BUS 100 - Introduction to Business
BUS 188 - Personal Development
BUS 241 - Principles of Accounting I
BUS 242 - Principles of Accounting II
CHD 100 - Introduction to Early Care and Education of Children
CHD 201 - Child Growth & Development Principles
BUS 263 - The Legal and Social Environment of Business
CIS 130 - Introduction to Information Systems
CIS 146 - Microcomputer Applications
CIS 156 - Microcomputer Operating Systems
CIS 196 - Commercial Software Applications
CRJ 100 - Introduction to Criminal Justice
CRJ 110 - Introduction to Law Enforcement
CRJ 130 - Introduction to Law and Judicial Procedure
CRJ 140 - Criminal Law and Procedure
CRJ 147 - Constitutional Law
CRJ 150 - Introduction to Corrections
CRJ 160 - Introduction to Security
CRJ 208 - Introduction to Criminology
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
GEI 100 - World Regional Geography
HED 221 - Personal Health
HED 222 - Community Health
HED 231 - First Aid

ALABAMA COMMISSION ON HIGHER EDUCATION

Friday, March 12, 2004

Information Item D.2

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 090S - Basic Mathematics
MTH 091S - Developmental Algebra I
MTH 092 - Developmental Algebra II
MTH 100 - Intermediate College Algebra
MTH 110 - Finite Mathematics
MTH 112 - Precalculus Math
MTH 113 - Precalculus Trigonometry
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.

INFORMATION ITEM E: Implementation of Approved Programs

Staff Presenter: Mrs. Ellen E. Haulman
Staff Associate for Academic Affairs

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 institutions have sent notification that the programs listed have been implemented.

Wallace State Community College-Hanceville

Program: Pharmacy Technology, AAS and Certificate,
CIP 51.0805

Approved: February 22, 2002

Implementation date: August 2002 (on schedule)

Post-implementation report deadline:

September 1, 2007

Jacksonville State University

Program: Emergency Management, MS, CIP 44.9999

Approval date: August 8, 2003

Implementation date: January 2004 (on schedule)

Post-implementation report deadline: February 1, 2009

Troy State University Dothan

Program: Chemistry, BS, CIP 40.0501

Approval date: February 21, 2003

Implementation date: August 2003 (on schedule)

Post-implementation report deadline:

September 1, 2008

University of Alabama at Birmingham

Program: Communication Management, MA,
CIP 09.0101
Approval date: May 16, 2003
Implementation date: August 2003 (on schedule)
Post-implementation report deadline:
September 1, 2008

Supporting Documentation:

“Guidelines on Implementation of a New Program”
adopted by the Commission on October 12, 2001.
Available upon request.

Summary of Report on Post-Implementation Conditions

Bishop State Community College

Program: Graphics Communications Technology, CIP 48.0299, Associate in Applied Science (AAS) and Certificate

Approved by Commission: August 20, 1999

Post-Implementation Conditions:

- 1) That the annual average enrollment for the first five years will be at least 15 FTE [full-time equivalent] students.
- 2) That beginning in 1998-1999, the annual average number of graduates for the first five years will be at least 9.
- 3) That a follow-up survey will be conducted after five years which will show that at least 75 percent of the graduates who actively sought employment have found employment in the field.

Graphics Communications Technology AAS and Cert, CIP 51.0910	Enrollment	Average Number of Graduates	Percentage of Graduates Employed in Field
Required	15 FTE	9	75%
Reported 1998-2003	24 FTE	9	84%

- Note on condition 3: Because of economic conditions in the last year, graduates have had some difficulty obtaining employment in the field.

INFORMATION ITEM F.2a: Program that Meets Post-Implementation Conditions: Northeast Alabama Community College, Associate in Applied Science and Certificate in Drafting and Design Technology, CIP 48.0101

Staff Presenter: Mrs. Ellen E. Haulman
Staff Associate for Academic Affairs

Staff Recommendation: That the Commission receive this report documenting that the program meets the post-implementation conditions adopted at the time the program was approved.

Background: The post-implementation report for this program has been reviewed by the staff and has been found to meet all conditions adopted at the time of the Commission approval of the program.

Supporting Documentation: 1. "Summary of Report on Post-Implementation Conditions," Attached.

2. Unpublished Post-Implementation Report from Northeast Alabama Community College. Available upon request.

Summary of Report on Post-Implementation Conditions

Northeast Alabama Community College

Program: Drafting and Design Technology, CIP 48.0101, Associate in Applied Science (AAS) and Certificate

Approved by Commission: October 8, 1999

Post-Implementation Conditions:

- 1) That the annual average enrollment for the first five years will be at least 24 FTE [full-time equivalent] students.
- 2) That beginning in 1999-2000, the annual average number of graduates for the first five years will be at least 18.
- 3) That a follow-up survey will be conducted after five years which will show that at least 75 percent of the graduates who actively sought employment have found employment in the field.

Drafting and Design Technology, AAS/Certificate, CIP 48.0101	Enrollment	Average Number of Graduates	Percentage of Graduates Employed in Field
Required	24 FTE	18	75%
Reported 1999-2003	53.44 FTE	23.8	82%

- This was one of several programs which was approved by the State Board of Education and implemented before submission to the Commission for approval. Consequently, there were students enrolled in the program before Commission approval.

INFORMATION ITEM F.2b: Program that Meets Post-Implementation Conditions: Northeast Alabama Community College, Associate in Applied Science and Certificate (Paramedic) in Emergency Medical Services, CIP 51.0904

Staff Presenter: Mrs. Ellen E. Haulman
Staff Associate for Academic Affairs

Staff Recommendation: That the Commission receive this report documenting that the program meets the post-implementation conditions adopted at the time the program was approved.

Background: The post-implementation report for this program has been reviewed by the staff and has been found to meet all conditions adopted at the time of the Commission approval of the program.

Supporting Documentation: 1. "Summary of Report on Post-Implementation Conditions," Attached.

2. Unpublished Post-Implementation Report from Northeast Alabama Community College. Available upon request.

Summary of Report on Post-Implementation Conditions

Northeast Alabama Community College

Program: Emergency Medical Services, CIP 51.0904, Associate in Applied Science (AAS) and Certificate (Paramedic)

Approved by Commission: December 3, 1999

Post-Implementation Conditions:

- 1) That the annual average enrollment for the first five years will be at least 9 FTE [full-time equivalent] students.
- 2) That beginning in 1999-2000, the annual average number of graduates for the first five years will be at least 9.
- 3) That a follow-up survey will be conducted after five years which will show that at least 75 percent of the graduates who actively sought employment have found employment in the field.

Emergency Medical Services, AAS/Certificate, CIP 48.0101	Enrollment	Average Number of Graduates	Percentage of Graduates Employed in Field
Required	9 FTE	9	75%
Reported 1999-2003	23.92 FTE	13	100%

- This was one of several programs which was approved by the State Board of Education and implemented before submission to the Commission for approval. Consequently, there were students enrolled in the program before Commission approval.

INFORMATION ITEM F.2c: Program that Meets Post-Implementation Conditions: Northeast Alabama Community College, Associate in Applied Science and Certificate in Industrial Electronics Technology, CIP 47.0105

Staff Presenter: Mrs. Ellen E. Haulman
Staff Associate for Academic Affairs

Staff Recommendation: That the Commission receive this report documenting that the program meets the post-implementation conditions adopted at the time the program was approved.

Background: The post-implementation report for this program has been reviewed by the staff and has been found to meet all conditions adopted at the time of the Commission approval of the program.

Supporting Documentation: 1. "Summary of Report on Post-Implementation Conditions," Attached.

2. Unpublished Post-Implementation Report from Northeast Alabama Community College. Available upon request.

Summary of Report on Post-Implementation Conditions

Northeast Alabama Community College

Program: Industrial Electronics Technology, CIP 47.0105, Associate in Applied Science (AAS) and Certificate

Approved by Commission: October 8, 1999

Post-Implementation Conditions:

- 1) That the annual average enrollment for the first five years will be at least 18 FTE [full-time equivalent] students.
- 2) That beginning in 1998-1999, the annual average number of graduates for the first five years will be at least 8.
- 3) That a follow-up survey will be conducted after five years which will show that at least 75 percent of the graduates who actively sought employment have found employment in the field.

Industrial Electronics Technology, AAS/Certificate, CIP 47.0105	Enrollment	Average Number of Graduates	Percentage of Graduates Employed in Field
Required	18 FTE	8	75%
Reported 1998-2003	52.81 FTE	28.4	93%

- This was one of several programs which was approved by the State Board of Education and implemented before submission to the Commission for approval. Consequently, there were students enrolled in the program before Commission approval.

INFORMATION ITEM F.3: Program that Meets Post-Implementation Conditions: Trenholm State Technical College, Associate in Applied Technology and Certificate in Child Development, CIP 20.0201

Staff Presenter: Mrs. Ellen E. Haulman
Staff Associate for Academic Affairs

Staff Recommendation: That the Commission receive this report documenting that the program meets the post-implementation conditions adopted at the time the program was approved.

Background: The post-implementation report for this program has been reviewed by the staff and has been found to meet all conditions adopted at the time of the Commission approval of the program.

Supporting Documentation: 1. "Summary of Report on Post-Implementation Conditions," Attached.

2. Unpublished Post-Implementation Report from Trenholm State Technical College. Available upon request.

Summary of Report on Post-Implementation Conditions

Trenholm State Technical College

Program: Child Development, CIP 20.0201, Associate in Applied Technology (AAT) and Certificate

Approved by Commission: October 8, 1999

Post-Implementation Conditions:

- 1) That the annual average enrollment for the first five years will be at least 10 FTE [full-time equivalent] students.
- 2) That beginning in 1998-1999, the annual average number of graduates for the first five years will be at least 9.
- 3) That a follow-up survey will be conducted after five years which will show that at least 75 percent of the graduates who actively sought employment have found employment in the field.

Child Development, AAT/Certificate, CIP 20.0201	Enrollment	Average Number of Graduates	Percentage of Graduates Employed in Field
Required	10 FTE	9	75%
Reported 1998-2003	87 FTE	10	100%

- This was one of several programs which was approved by the State Board of Education and implemented before submission to the Commission for approval. Consequently, there were students enrolled in the program before Commission approval.
- Note on condition 3: The percentage reported includes a graduate who continued education in the field at Alabama State University.

INFORMATION ITEM G: Program that Does Not Meet Post-Implementation Conditions:
Bishop State Community College, Associate in Science in
American Sign Language Studies, CIP 51.0205

Staff Presenter: Mrs. Ellen E. Haulman
Staff Associate for Academic Affairs

Staff Recommendation: For information only.

Disposition of Program: The program will be deleted as a separate entry at CIP 51.0205. Future graduates of the program will be reported at CIP 24.0102, the listing for transfer AS programs. The program will continue to be identified in Bishop State Community College's (BSC) catalog as a transfer program. BSC also will retain a short-term certificate in Interpreter Training. The short-term certificate is not listed in the Academic Program Inventory.

Background: This program was designed to assist educational institutions, state and local government, and local businesses in complying with the Rehabilitation Act and the Americans with Disabilities Act. The program was designed as a transfer program, and although it had a separate listing in the Academic Program Inventory, most of the completions in the program have been reported at the transfer CIP 24.0102. This has caused difficulty in providing accurate data regarding graduates and tracking graduates in employment.

BSC has submitted two reports on this program: one dated February 23, 2000, and an update dated June 25, 2002. In both documents it states, "These students [AS degree] are tracked under the transfer CIP 24.0102." After consultation, BSC officials and the Commission staff have concluded that the program should be deleted as a separate entry in the Academic Program Inventory. Graduates will be reported at the transfer CIP code. An information item in this packet, "Report on Changes to the Academic Program Inventory," includes the deletion of the AS in American Sign Language Studies at CIP 51.0205.

Supporting Documentation: 1. "Summary of Report on Post-Implementation Conditions," Attached.

2. Unpublished Post-Implementation Report from Bishop State Community College and Update, Available upon request.

Summary of Report on Post-Implementation Conditions

Bishop State Community College

Program: American Sign Language Studies, Associate in Science (AS), CIP 51.0205

Approved by Commission: October 23, 1992

Post-implementation report due: July 1997

Post-Implementation Conditions:

- 1) That the annual average enrollment in the program average for the first five years of the program be at least 12 FTE [full-time equivalent] students. This number represents the average FTE enrollment for the first five years projected by Bishop State Community College reduced by 25 percent.
- 2) That the annual average number of graduates in the first five years be at least 6 beginning in 1995-95. This number represents the average number of degree completions projected by Bishop State Community College reduced by 25 percent.
- 3) That a follow-up survey be conducted after five years, which will show that at least 75 percent of the graduates who actively sought employment in jobs related to sign language found such employment.

Report dated February 23, 2000:

American Sign Language Studies, AS, CIP 51.0205	Enrollment	Average Number of Graduates	Percentage of Graduates Employed in Field
Required	12 FTE average	6	75%
Reported 1991-92 to 1995-96	11 FTE	2.80	60%

- Note on condition 1: Does not meet condition.
- Condition 2: Does not meet condition.
- Data provided "gives the number of graduates that could be identified as having completed the American Sign Language program or the Interpreter Training Program."
- Condition 3: Does not meet condition. Report states that the "Program is a transfer program and it is therefore difficult to obtain information on students three years after they leave the situation."

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Report dated June 25, 2002:

American Sign Language Studies, AS, CIP 51.0205	Enrollment	Average Number of Graduates	Percentage of Graduates Employed in Field
Required	12 FTE average	6	75%
Reported 1995-96 to 2000-01 (six years)	13 FTE (12.6 for last five years through 2000-01)	3.5 (3 for the last five years through 2000-01)	71% (2000-01 students)

- Condition 1: Meets condition.
- Condition 2: Does not meet condition.
- Condition 3: Does not meet condition.