

ALABAMA COMMISSION ON HIGHER EDUCATION

100 North Union Street, Room 782
Montgomery, Alabama 36104
334-242-1998
www.ache.state.al.us

COMMISSION MEETING

September 23, 2005
9:00 a.m.

*Retirement Systems of Alabama Union Building
100 North Union Street, 9th Floor
Public Service Commission Hearing Room
Montgomery, Alabama*

AGENDA

ALABAMA COMMISSION ON HIGHER EDUCATION

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

September 23, 2005

9:00 a.m.

- I. **Call to Order**
- II. **Roll Call of Members and Determination of Quorum**
- III. **Approval of Agenda**
- IV. **Consideration of Minutes of June 24, 2005 Commission Meeting**..... 1
- V. **Chairman’s Report**
- VI. **Executive Director’s Report**
- VII. **Institutional Accountability Reports**
 - A. Mr. V. Gordon Moulton, President, University of South Alabama
 - B. Dr. Jack Hawkins, Chancellor, Troy University
- VIII. **Discussion Items**
 - A. Articulation and General Studies Committee 8
 - B. Non-Resident Institutional Review Activities 9
 - C. Academic Common Market..... 22
- IX. **Decision Items**
 - A. Academic Programs (*Policies and Procedures Manual, Tab 5B, Criteria for the Evaluation of Proposals for New Programs of Instruction*)
 - 1. Auburn University, Bachelor of Arts in Music (CIP 50.0901)..... 26
 - 2. Auburn University and Auburn University at Montgomery, Joint Master of Science in Nursing in Clinical Nursing Specialist (CIP 51.1601) 32
 - 3. Bishop State Community College, Certificate in Welding (CIP 48.0508)..... 43
 - 4. Drake State Technical College, Associate in Applied Technology and Certificate in Industrial Maintenance Technology (CIP 47.0303)..... 49
 - 5. University of South Alabama, Doctor of Pharmacy in Pharmacy (CIP 51.2001) 56
 - B. Extensions/Alterations of Existing Programs and Units of Instruction (*Policies and Procedures Manual, Tab 7, Guidelines for Review of Extensions & Alterations of Existing Programs*)
 - 1. *Gadsden State Community College*, Addition of an Option in Broadcast Captioning to the Existing Associate in Applied Science in Realtime Reporting (CIP 22.0303) 69

2. The University of Alabama	
a. Consolidation of the Bachelor of Arts in German (CIP 16.0501), French (CIP 16.0901), and Classics (CIP 16.1201) into Foreign Languages and Literature, General (CIP 16.0101) with Options in German, French, Classical Civilization, Greek, and Latin	70
b. Addition of a Concentration in Instructional Technology to the Existing Doctor of Philosophy in Educational Administration (CIP 13.0405)	72
c. Addition of Concentrations in Instructional Technology and Social and Cultural Studies in Education to the Existing Doctor of Philosophy in Instructional Leadership (CIP 13.0404)	74
C. Revision of the Commission's "Guidelines on Implementation of a New Program" (<i>Policies and Procedures Manual, Tab 5D, Guidelines on Implementation of a New Program</i>)	76
D. Request to Amend Post-Implementation Conditions (<i>Policies and Procedures Manual, Tab 6, Guidelines for Consideration of Post-Implementation Reports That Do Not Meet Approved Conditions</i>)	
1. Auburn University, Master of Landscape Architecture in Landscape Architecture (CIP 04.0601)	78
2. University of Alabama in Huntsville, Master of Science in Materials Science (CIP 30.9999)	80
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H. Forever Wild Appointment of Board Member	88
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A. Changes to the Academic Program Inventory	89
B. Implementation of New Certificate Programs (Less than or Equal to 29 Semester Hours) in Selected Fields at Various Two-Year Colleges	91

C. The University of Alabama	
1. Consolidation of the Department of Elementary Education and the Department of Secondary Curriculum, Teaching, and Learning into the Department of Curriculum and Instruction	93
2. Change in the Name of the Department of Interdisciplinary Teacher Education in the College of Education to the Department of Special Education and Multiple Abilities	94
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2. Establishment of Graduate Certificate in Bioinformatics (CIP 11.0101)	96
3. Establishment of Graduate Certificate in Computer Forensics (CIP 43.0106)	97
4. Establishment of Graduate Certificate in Statistical Genetics (CIP 26.1102)	98
E. Implementation of Approved Programs	99
F. Review of Remaining Non-Viable Core Liberal Arts Programs	101
G. Distribution of 2005-2006 Alabama Student Assistantce Program (ASAP) Funds	102

The next meeting of the Alabama Commission on Higher Education is scheduled:

December 16, 2005

(Due to early start date for the legislative session, a meeting will be called in late October to approve the Unified Budget Recommendation)

ALABAMA COMMISSION ON HIGHER EDUCATION

MINUTES OF MEETING

June 24, 2005

I. Call to Order

The Alabama Commission on Higher Education met in regular session on Friday, June 24, 2005, in the Public Service Commission Hearing Room, RSA Union Building, Montgomery, Alabama. Chairman Patterson called the meeting to order at 9:00 a.m.

II. Roll Call of Members and Determination of Quorum

Members present: J. R. Brooks, Ralph Buffkin, Tom Davis, Gale Main, Johnnie J. McDougald, Danny Patterson, Steve Shaw, and Roberta Watts Members absent: Bettye Fine Collins, Joseph Lowman, and Ron Wise. A quorum was determined by voice roll call of members present.

III. Approval of Agenda

Dr. Malone recommended that Athens State University off campus Information Item Ga be removed from the agenda in order to conduct further research and staff discussion.

RESOLVED: Commissioner Watts moved that Information Item Ga be removed from the agenda. Commissioner Shaw seconded the motion. The agenda was approved as amended.

IV. Consideration of Minutes

RESOLVED: Commissioner Watts moved for the approval of the March 11, 2005 minutes. Commissioner Davis seconded the motion. The March 11, 2005 minutes were approved.

V. Chairman's Report

On behalf of the Alabama Commission on Higher Education, Mr. Patterson conveyed appreciation to the Presidents, the Governor's Office, the Legislature, Chairman Lindsey and Chairman Sanders for the support given to the Commission budget request for FY2006-07. The Articulation and General Studies/STARS program and the Student Assistance program were restored with additional funding.

Chairman Patterson recognized the attendance of Dr. Joe Lee, President-Alabama State University; Dr. William Meehan, President-Jacksonville State University; Dr. Rick Rogers, President-Shelton State Community College; Dr. Joanne Jordan, President-Southern Union Community College; and Dr. Marilyn Beck, President-Calhoun State Community College.

VI. Executive Director's Report

Dr. Malone expressed appreciation to Johnny Crawford and Commissioner Danny Patterson for their input and support during the legislative session. He reiterated that the unanimous vote by the Council of Presidents and the Commissioners for the Unified Budget recommendation exhibited unity in higher education that was clearly seen by the Governor and the Legislature.

In recognition of the retirement of Dr. John Lyons, University of Alabama at Birmingham, Dr. Malone presented him with a resolution for his service to higher education. Dr. Lyons responded with remarks of appreciation.

Dr. Malone commended The J. Craig and Page T. Smith Scholarship Foundation for their contribution to higher education by providing "First in Family Scholarships" for students with a minimum of a "C" average. He then introduced Ms. Ahrian Davis Tyler, Foundation Administrator, who gave a brief summary of the scholarship program. For more information regarding the scholarship program: scholarships@jcraigsmithfoundation.org.

VII. Institutional Accountability Reports on Progress Toward Goals Identified in the State Plan

A. Shelton State Community College

A power point presentation of institutional progress on meeting the goals of the *Alabama State Plan for Higher Education 2003-04 to 2008-09* for Shelton State Community College was given by Dr. Rick Rogers, President. A copy of the report is attached.

B. Southern Union Community College

A power point presentation of institutional progress on meeting the goals of the *Alabama State Plan for Higher Education 2003-04 to 2008-09* for Southern Union Community College was given by Dr. Joanne Jordan, President. A copy of the abstract of this report is attached.

C. Annual Board of Trustee Reports

Dr. William Meehan, President, Jacksonville State University, thanked the Commissioners and ACHE staff for setting the standards and beginning the process of an annual report from the Boards of Trustees. He stated that it was a pleasure for him to present the first volume of the report.

The *Board of Trustees Report: Progress Toward Statewide Goals for Alabama Higher Education, Volume One* will be compiled and presented over the next five years. Dr. Meehan encouraged the reading and review of the report since it defines the progress toward the statewide goals (access, cooperation, quality, resources, and workforce development) for higher education.

There being no questions from the floor, Dr. Meehan thanked the institutions and the two-year system for their cooperation.

RESOLVED: Commissioner Buffkin moved that the Boards of Trustees report be accepted by the Commission. Commissioner McDougald seconded. Motion passed.

VIII. Decision Items

Commissioner Watts stated that the Executive Committee had reviewed all decision items and that the Committee was ready to consider approval. Questions regarding items were directed to Ms. Carter.

A. New and Existing Program Review. Ala. Code §16-5-8 (1975)

1. *Athens State University*

Bachelor of Science in General Science (CIP 30.1801)

RESOLVED: Commissioner Davis moved for approval of the staff recommendation. Commissioner McDougald seconded. Motion passed.

Bachelor of Science in Social Science (CIP 45.0101)

RESOLVED: Commissioner Davis moved for approval of the staff recommendation. Commissioner Watts seconded. Motion passed.

2. *Central Alabama Community College*, Associate in Applied Science and Certificate in Industrial Manufacturing Technology (CIP 15.0613)

Commissioner Brooks had questions regarding the moratorium in relation to this staff recommendation.

RESOLVED: Commissioner Davis moved for approval of the staff recommendation. Commissioner Watts seconded. Motion passed.

3. *Southern Union Community College*, Associate in Applied Science and Certificate in Industrial Maintenance Technology (CIP 47.0303)

Ms. Carter presented revisions made to the post-implementation conditions for this program. A copy of the revised staff recommendation was distributed to Commission members and is attached to the Minutes.

RESOLVED: Commissioner Buffkin moved for approval of the staff recommendation. Commissioner McDougald seconded. Motion passed.

4. *University of Alabama at Birmingham*, Master of Science in Physician Assistant Studies (CIP 51.0912)

Ms. Carter presented revisions made to the post-implementation conditions for this program. A copy of the revised staff recommendation was distributed to Commission members and is attached to the Minutes.

RESOLVED: Commissioner McDougald moved for approval of the staff recommendation. Commissioner Main seconded. Motion passed.

5. *University of North Alabama*, Bachelor of Science and Bachelor of Arts in Social Science (CIP 45.0101)

RESOLVED: Commissioner Davis moved for approval of the staff recommendation. Commissioner Brooks seconded. Motion passed.

B. Administrative and Institutional Consolidation of *Troy State University, Troy State University Montgomery, and Troy State University Dothan*

Dr. Ed Roach, Executive Vice Chancellor and Provost, Troy University, presented a power point presentation on the background and merger of the Troy University campuses. A copy of the presentation is attached.

RESOLVED: Commissioner Buffkin moved for the approval and acceptance of the Troy University merger. Commissioner McDougald seconded. Motion passed.

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

Ala. Code §16-5-8 (1975) (Policies and Procedures Manual, Tab 7, Guidelines for Review of Extensions & Alterations of Existing Programs)

Commissioner Brooks recommended approval of items C1 through C3.

RESOLVED: Commissioner Brooks moved for approval of Items C1 through C3. Commissioner Buffkin seconded. Motion passed.

1. *Enterprise-Ozark Community College*, Addition of Options in Legal Assistant/ Paralegal and Health Information Technology to Existing Associate in Applied Science in Office Administration (CIP 52.0401)
2. *Gadsden State Community College*, Addition of an Option in Transcription and Coding to the Existing Associate in Applied Science in Office Administration (CIP 52.0401)
3. *Jefferson State Community College*
 - a. Addition of an Option in Biomedical Equipment Technology to the Existing Associate in Applied Science in Manufacturing and Technology (CIP 15.000)
 - b. Addition of an Option in Pastry/Baking to the Existing Associate in Applied Science in Hospitality Management (CIP 52.0901)
 - c. Addition of an Option in Computerized Accounting to the Existing Associate in Applied Science in Accounting (CIP 52.0302)
 - d. Addition of an Option in Tool and Die to the Existing Associate in Applied Science in Manufacturing and Technology (CIP 15.0000)

D. *University of Alabama*, Merger of the Doctor of Philosophy in Library and Information Studies (CIP 25.0101) into the Doctor of Philosophy in Mass Communication (CIP 09.0102)

RESOLVED: Commissioner Davis moved for approval of the staff recommendation. Commissioner Brooks seconded. Motion passed.

E. *Wallace Community College—Dothan*, New Off-Campus Site

RESOLVED: Commissioner Davis moved for approval of the staff recommendation. Commissioner Watts seconded. Motion passed.

F. Request to Defer Action on Emergency Medical Technology Programs

RESOLVED: Commissioner McDougald moved to defer action on Emergency Medical Technology Programs. Commissioner Shaw seconded. Motion passed.

G. Request to Amend Post-Implementation Conditions

RESOLVED: Commissioner Davis moved for approval of the following programs requests For amendments to Post-Implementation Conditions. Commissioner Buffkin seconded. Motion passed.

1. *Alabama State University*

- a. Master of Accountancy in Accountancy (CIP 52.0301)
- b. Bachelor of Science in Health Information Management (CIP 51.0706)

IX. Information Items. Ala. Code §16-5-10 (12) (1975)

The following items were presented to the Commission as information. Commissioner Patterson requested that the Academic Affairs Committee comment on Item C.

Commissioner Watts stated that the moratorium expires on September 1, 2005. However, the stringent review of criteria and procedures will remain in place. The Academic Affairs Committee recommends that institutions examine current and emerging needs and be in a position to make advancements towards those needs. The Committee also recognizes that since there are issues facing the state that will require creative activity from the institutions, it is imperative that the opportunity is available to implement these ideas. The current standards will allow this to occur.

Commissioner Davis added that due to the lack of increases in state appropriations for higher education, institutions will possibly begin to depend heavily on tuition to support programs. The Academic Affairs Committee will question institutions more regarding substituting an existing program for a new one.

RESOLVED: Commissioner Watts moved for the acceptance of Information Items A through J2.a. Item J2.b was tabled until the next meeting. Commissioner Brooks seconded. Motion passed

- A. Changes to Academic Program Inventory
- B. Implementation of New Certificate Programs (Less Than or Equal to 29 Semester Hours) In Selected Fields at Various Two-Year Colleges
- C. Expiration of the Moratorium on the Approval of New Academic Programs
- D. Proposed Revision to the Commission's "Guidelines on Implementation of a New Program"
- E. Standardization of Nursing Curriculum at Two-Year Colleges
- F. Institutional Plans for Remaining Non-Viable Core Liberal Arts Programs

G. The Establishment of New Exempt Off-Campus Sites. Ala. Code §16-8-5 (1975)

- a. *Athens State University*
- b. *Central Alabama Community College*
- c. *Drake State Technical College*
- d. *Lawson State Community College*
- e. *Northeast Alabama Community College*
- f. *Snead State Community College*
- g. *Southern Union State Community College*
- h. *Trenholm State Technical College*

H. Programs Meeting Post-Implementation Conditions (Policies and Procedures Manual, Tab 6, Guidelines for Consideration of Post-Implementation Reports That Do not Meet Approved Conditions)

- a. *Faulkner State Community College*, Associate in Applied Science and Certificate in Surgical Operating Room Technology, CIP 51.0909
- b. *Southern Union State Community College*, Associate in Applied Science and Certificate in Child Development, CIP 20.0201

I. Programs Not Meeting Post-Implementation Conditions (Policies and Procedures Manual, Tab 6, Guidelines for Consideration of Post-Implementation Reports That Do not Meet Approved Conditions)

- a. *Bishop State Community College*, Associate in Applied Science and Certificate in Manufacturing Technology, CIP 48.9999
- b. *Jefferson State Community College*, Associate in Applied Science in Biomedical Equipment Technology, CIP 15.1401
- c. *Trenholm State Technical College*, Certificate in Dental Laboratory Technology, CIP 51.0603

J. Institutional Items of Information

The University of Alabama

- a. Establishment of the Betsy Plank Center for Public Relations Studies

University of Alabama at Birmingham

- a. Establishment of the Skin Diseases Research Center

X. Administrative Matters

Dr. Malone announced that he will not request a renewal of his four-year contract as Executive Director of the Alabama Commission on Higher Education. He stated that June 30, 2006 will be his last day.

Commissioner Patterson expressed appreciation to Dr. Malone for the work that he has contributed to higher education and the agency. He announced that Commissioner Tom Davis will chair the Search Committee for the new Executive Director and that other members of the committee will include representation from the Council of Presidents, Department of Postsecondary Education, and the State Department of Education.

Commissioner Patterson asked that sub-committees of the Commission meet for work sessions regarding agenda items to be presented in September.

Commissioner Patterson thanked Dr. John Lyons for his attendance and contributions to higher education as well as the J. Craig and Pate T. Smith Scholarship Foundation for their contributions.

XI. Adjournment

The meeting was adjourned at 11:35 a.m. The next meeting of the Commission is scheduled for September 23, 2005.

Danny K. Patterson, Chairman

Michael E. Malone, Executive Director

Sworn to and subscribed before
me this the ____ day of _____
2005.

Notary Public

DISCUSSION ITEM A: Annual Report: Articulation and General Studies Committee (AGSC)

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

Activities for 2005: The recommendations of the evaluation of the AGSC (Evaluation Project/March 2003) provided the framework for the 2005 agenda. Accomplishments in achieving these objectives will be reviewed in the oral and written reports provided to the Commission.

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;
- 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. Sue Kirkpatrick, Dean of Liberal Arts at the University of Alabama in Huntsville. 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.

DISCUSSION ITEM B: Annual Report on Non-Resident Institutional Review
Activities/Calendar Year 2005

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

Non-Resident Institutions: Non-resident institutions are defined as postsecondary institutions or corporations offering educational programs in Alabama with main campuses or headquarters located outside the state, and include public and private, for profit (proprietary) and non-profit colleges and universities. Of the more than 200 private/proprietary institutions licensed by the Alabama Department of Postsecondary Education (ADPE) during 2005, forty (40) institutions and/or corporations were operating as foreign corporations.

- Seven (7) of the licensed institutions have no physical sites in the state but solicit students for out-of-state programs through agents.
- Four (4) of the licensed institutions offer on-line programs only and have no physical sites in the state.
- Thirty-three (33) of the licensed institutions offer programs at more than forty-six (46) locations throughout Alabama. Of these, eighteen (18) institutions operating at more than twenty-five (25) sites were exempt from Commission review for reasons of Alabama incorporation, program duration or purpose of offering, i. e., those offered by businesses for their employees.
- Eleven (11) institutions were reviewed in accord with ACHE criteria and approved to offer programs at more than eighteen (18) locations.

Institutional approvals for 2005 were:

- Columbia College/Columbia, Missouri
- Concordia Theological Seminary/Ft. Wayne, Indiana
- Concordia University/Seward, Nebraska
- Covenant Theological Seminary/St. Louis, Missouri
- Embry-Riddle Aeronautical University/ Daytona Beach, Florida
- Florida Institute of Technology/Melbourne, Florida
- Herzing College, Milwaukee, Wisconsin
- ITT Technical Services/Indianapolis, Indiana
- Lesley University/Cambridge, Massachusetts
- Nova Southeastern University/Ft. Lauderdale, Florida
- University of St. Francis/Joliet, Illinois

Activities associated with the review of non-resident institutions operating in Alabama provide evidence of successful support for selected goals of the *State Plan for Alabama Higher Education 2003-04 to 2008-09*.

Access. More than twenty-three hundred (2300) Alabama students were enrolled at the active sites. An undetermined number were enrolled in on-line programs, enrolled in programs at physical sites of exempt institutions, or recruited for programs offered at locations outside of Alabama.

Quality. Approved programs were assessed in accord with the Commission's review criteria and procedures which are designed to measure the quality of the offerings at each location through an evaluation of curriculum, attendance policies, admission requirements, faculty qualifications, administrative procedures, placement rate of graduates, and the marketing of programs. Reviews have been conducted annually and include an on-site visit. Institutions approved hold accreditation by regional or national accrediting agencies.

Cooperation. A Memorandum of Agreement (MOA) that provides for the integration of the programmatic review of non-resident institutions in Alabama with the licensure process was established initially with the Alabama State Department of Education (1985) and subsequently with the ADPE (2002). Licenses are designed to serve a twofold purpose: 1) to protect the student from certain questionable schools and, 2) to protect the reputable schools from unfair competition of unscrupulous schools.

Amendments to Memorandum of Agreement:

In 2004, the governing statute as applied to the licensure of proprietary institutions of higher education was amended by the Alabama Legislature. §16-46-3, Code of Ala. 1975.

Subsequently, the Commission's MOA with ADPE was amended to reflect regulatory changes and to align the Commission's programmatic review process with ADPE regulations. These changes include: 1) a biennial review of programs that will replace the existing annual review, and 2) the elimination from exempt status of those institutions that have no physical sites in the state but offer programs on-line to Alabama residents.

Background/Statutory Authority:

Act 79-461 (1979) granted to the Commission the authority to regulate instructional programs or units offered by non-Alabama institutions of postsecondary education in the State of Alabama. No institution of postsecondary education located outside of Alabama may offer units or programs of instruction within Alabama without prior approval of the Commission. The Commission under its rule-making authority shall establish criteria for the approval of such institutions and programs. §16-5-10 (14), Code of Ala.1975.

Supporting Documentation:

1. A copy of the Inventory of Non-Resident Private Degree and Non-Degree Granting Institutions is attached to this report.
2. Directory of Accrediting Organizations
3. Code of Alabama, 16-5-10 (14). Available upon request.
4. Procedures and Application for the Review and Approval or Disapproval of Proposed Postsecondary Course Offerings in Alabama by Non-Alabama Institutions and Administrative Procedures, Chapter 300-2-1-.02 are available upon request or at the Non-Resident Institutional Review link on the Commission's web site at www.ache.state.al.us.

ALABAMA COMMISSION ON HIGHER EDUCATION

Non-Resident Private Degree and Non-Degree Granting Institutions

Inventory

Non-Resident Institution	Alabama Site(s)	Parent Corporation	Contact Person	Commentary	Accreditation	Licensure Expiration	Award	Last Site Visit	Status
American Liberty University	4144 Carmichael Road Montgomery, Alabama 36106	American Liberty University 1440 North Harbor Boulevard 8th Floor Fullerton, California 92808	Dr. Kevin H. Soltani President 334-279-8801	ACHE Exemption: Incorporated in Alabama 2001		10/17/2006	Baccalaureate, Doctoral	Not Applicable	Active
Americas Best Real Estate Education	No physical sites in state.	America's Best 1601 East Front Street Building 2, Suite A Port Angeles, Washington 98362	Ms. Tria L. Bullard 888-910-5452	ACHE Exemption: Programs are less than 3 quarters in length.		12/5/2006	Non-Degree	Not Applicable	Active
Appraisal Institute www.appraisalinstitute.org	Commercial or Rotating	Appraisal Institute 550 W. Van Buren St. Suite 1000 Chicago, IL 60607 312-335-4100	Magdalene Vasquez, Team Leader: Education 312-335-4236	ACHE Exemption: Programs are less than 3 quarters in length.		2/14/2005	Non-Degree	Not Applicable	Active
Art Instruction Schools	No physical sites in state.	Art Instruction Schools 3400 Technology Drive Minneapolis, Minnesota 55418-6000	Ms. Judith Turner President 612-362-5075	ACHE Exemption: Programs are less than 3 quarters in length.	DETC	12/9/2006	Non-Degree	Not Applicable	Active

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Non-Resident Private Degree and Non-Degree Granting Institutions

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Non-Resident Institution	Alabama Site(s)	Parent Corporation	Contact Person	Commentary	Accreditation	Licensure Expiration	Award	Last Site Visit	Status
At-Home Professions	No physical sites in state.	At-Home Professions 2001 Lowe Street Fort Collins, Colorado 80525	Ms. Donna Haggard	ACHE Exemption: Programs are less than 3 quarters in length.	DETC	8/9/2006	Non-Degree	Not Applicable	Active
Beacon University www.Beacon.edu	Bay Minette, Birmingham, Clio, Double Springs, Gardendale, Huntsville, Montgomery, Northport, Opelika, Samson	Beacon University 6003 Veterans Parkway Columbus, GA 31909 706-323-5364	Dr. Ian H. Bond, Vice-President 706-323-5364 ext. 267	ACHE Exemption: Institute of Ministry programs (see site locations) less than 3 quarters in length.	TRACS		Associate, Baccalaureate, Master, Doctoral	Not Applicable	Active
Breyer State University	Breyer State University - Alabama 21 South Bridge Suite 650 Birmingham, Alabama 35209	Breyer State University 602 Main Kamiah, Idaho 83536	Dr. Dominick L. Flarey, President Dr. David Kolenich 208-935-0233	ACHE Exemption: Incorporated in Alabama 2004		10/7/2006	Associate, Baccalaureate, Master, Doctoral	Not Applicable	Active
Capella University www.capella.edu	No physical sites in state	Capella University 222 S. 6th St. 9th Floor Minneapolis, MN 55402	Ms. Sharyl Thompson, Regulatory Specialists 612-977-5449		NCA	12/6/2006	Baccalaureate, Master, Doctoral	Not Applicable	Active

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Non-Resident Private Degree and Non-Degree Granting Institutions

Inventory

Non-Resident Institution	Alabama Site(s)	Parent Corporation	Contact Person	Commentary	Accreditation	Licensure Expiration	Award	Last Site Visit	Status
Careerweb	Commercial or Rotating	Careerweb 1395 Marietta Parkway Building 400, Suite 106 Marietta, GA 30067	Ms. Lucia Coghlin Director 770-919-9191 ext. 135	ACHE Exemption: Programs are less than 3 quarters in length.		12/5/2006	Non-Degree	Not Applicable	Active
Carter University	303-1909 Montgomery Highway Dothan, Alabama 36303	Carter University 78 Southwest 12 Way Boca Raton, Florida 33486	Dr. M.K. Ahmed 334-792-8603	ACHE Exemption: Incorporated in Alabama 2005		3/13/2007	Master	Not Applicable	Active
College of Financial Planning www.fp.edu	No physical sites in state	College of Financial Planning 6161 South Syracuse Way Greenwood Village, CO 80111-4707	Ms. Jennifer Zagrodnichek, Director, e-Learning and Instructional Design 303-220-1200		NCA		Master	Not Applicable	Active
Columbia College www.ccis.edu	U.S. Army Education Center Redstone Arsenal, Al 35898	Columbia College 100 Rogers Street Columbia, MI 65216	Ms. Mary Morgan, Director 256-881-6181	Programs approved by ACHE. FCCA 1976	NCA	8/18/2006	Associate, Baccalaureate, Master	8/2/2005	Active

ALABAMA COMMISSION ON HIGHER EDUCATION

Non-Resident Private Degree and Non-Degree Granting Institutions

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Non-Resident Institution	Alabama Site(s)	Parent Corporation	Contact Person	Commentary	Accreditation	Licensure Expiration	Award	Last Site Visit	Status
Commercial Driver Institute and Truck Driver Institute www.drivebigtrucks.com	4939 U.S. Highway 78W Oxford Al36203	Commercial Driver Institute 24645 State Road 23 South Bend, IN 46614	Ms. Robin Sharp P.O. Box 1599 Murfreesboro, Tn 37133 615-895-2070	ACHE Exemption: Programs are less than 3 quarters in length.	ACICS	1/1/2007	Non-Degree	Not Applicable	Active
CompUSA	6275 Interchange Drive Huntsville, Alabama 35806 3230 Galleria Circle Hoover, Alabama 35244	CompUSA 14951 North Dallas Parkway Dallas, Texas 36104	Ms. Jill Dougherty Manager of Government Programs 972-528-3141	ACHE Exemption: Programs are less than 3 quarters in length.		4/23/2007	Non-Degree	Not Applicable	Active
Concordia Theological Seminary	Concordia College 1804 Green Street Selma, Al 36701	Concordia Theological Seminary 6600 N. Clinton Street Fort Wayne, IN 46825	Dr. Peter Scaer, Dean Distance Education 260-452-2165	Programs approved by ACHE. FCCA 1996	NCA and ATS	Not Applicable	Master	9/13/2003	Active
Concordia University	Concordia College 1804 Green Street Selma, Al 36701	Concordia University 800 N. Columbia Avenue Seward, NE 68434	Dr. E. David Dolak 800-535-5494 Ms. Phyllis Richardson 334-874-5700	Programs approved by ACHE. FCCA 2004	NCA	Pending	Master	To be announced	Active

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Non-Resident Institution	Alabama Site(s)	Parent Corporation	Contact Person	Commentary	Accreditation	Licensure Expiration	Award	Last Site Visit	Status
Covenant Theological Seminary	Birmingham Theological Seminary 2200 Briarwood Way Birmingham, AL 35234	Covenant Theological Seminary 12300 Conway Road St. Louis, MI 63141	Mr. Zack Eswine, Director 314-434-4044 ext 294	Programs approved by ACHE. FCCA 1993	NCA	Not Applicable	Doctoral	7/26/2005	Active
Devry	Birmingham (2) Montgomery (1) Mobile (1) Auburn (1)	Devry, Inc. 1 Tower Lane Oakbrook Terrace, IL 60181	Ms. Jennifer L. McClure, Director of Licensing and Government Relations 630-706-3118	ACHE Exemption On-site programs are less than 3 quarters in length. Degree programs are limited to recruiting by licensed agents.	NCA	9/1/2006	Non-Degree/ Baccalaureate, Master	Not Applicable	Active
Embry Riddle Aeronautical University	Mobile (1) Ft. Rucker (1) Redstone Arsenal (1)	Embry Riddle Aeronautical University 600 S. Clyde Morris Blvd. Daytona Beach, FL 32114	Mobile 850-458-1098 Ms. Robin Blake Ft. Rucker 334-598-6232 Ms. Christy Pinero Redstone 256-876-9763	Programs approved by ACHE. FCCA 1993	SACS	8/10/2006	Baccalaureate, Master	7/26/2005	Active
Florida Institute of Technology	Building 7446 Redsone Arsenal, AL 35898	Florida Institute of Technology 150 W. University Blvd. Melburne, FL 32901-6975	Dr. William Wall, Program Director 256-881-7878	Programs approved by ACHE. FCCA 1993	SACS/ABET	5/27/2007	Master	8/3/2005	Active

ALABAMA COMMISSION ON HIGHER EDUCATION

Non-Resident Private Degree and Non-Degree Granting Institutions

Inventory

Non-Resident Institution	Alabama Site(s)	Parent Corporation	Contact Person	Commentary	Accreditation	Licensure Expiration	Award	Last Site Visit	Status
Gallaudet University	Alabama School for the Deaf Talladega, Alabama	Gallaudet University Hall Memorial Building 800 Florida Avenue NE Washington, D.C. 20002-3695	Ms. Jacqueline Mann Coordinator Extension and Online Programs 202-651-5093	ACHE Exemption: Programs are less than 3 quarters in length.	MSA	7/18/2006	Non-Degree	Not Applicable	Active
Global Christian University http://gcu.faithsite.com	No physical sites in state	Global Christian University 245 Brent Lane Pensacola, Florida 32503	Mr. Charles F. Myer, Jr. 850-478-42-828	ACHE Exemption: Incorporated in Alabama 1990		1/26/2007	Associate	Not Applicable	Active
Herzing College www.herzing.edu/ birmingham	280 W. Valley Avenue Birmingham, AL 35209	Herzing Institutes 161 W. Wisconsin Avenue Milwaukee, WI 53203	Mr. Don Lewis Ms. Mary Beth Robbins 205-916-2800 877-903-8367	Programs approved by ACHE. FCCA ?	ACCSCCT	7/1/2007	Associates, Baccalaureate	8/2/2005	Active
High-Tech Institute www.hightechinstitute.com	No physical sites in state	High-Tech Institute 2250 W. Peoria Avenue Suite A200 Phoenix, AZ 85029	Ms. Julie A. Hutton Corporate Licensing Specialist 602-328-2865	ACHE Exemption: Limited to program recruitment by licensed agents.	ACCSCCT	12/10/2006	Non-Degree/ Associate, Baccalaureate	Not Applicable	Active
ITT Technical Institute	6270 Park South Drive Bessemer, AL 35022	ITT Educational Services 5975 Castle Creek Park P.O. Box 50466 Indianapolis, IN 46250	Mr. Alan Rice, Director 205-991-5410	Programs approved by ACHE. FCCA 1993	ACCSCCT	12/28/2006	Associate, Baccalaureate	12/1/2004	Active

ALABAMA COMMISSION ON HIGHER EDUCATION

Non-Resident Private Degree and Non-Degree Granting Institutions

Inventory

Non-Resident Institution	Alabama Site(s)	Parent Corporation	Contact Person	Commentary	Accreditation	Licensure Expiration	Award	Last Site Visit	Status
Lesley University www.Lesley.edu	Bob Jones High School 600 Hughes Road Madison, Al 35758 Rocky Ridge Elementary 2876 Old Rocky Ridge Birmingham, AL 35243	Lesley University 29 Everett Street Cambridge, MA 02138	Ms. Denise Hammon, Director, Government Relations and Regulatory Affairs 617-349-8360	Programs approved by ACHE. FCCA 2003 Implementation Pending	NEA	3/10/2007	Master	Not Applicable	Implementation Pending
Lincoln Technical Institute www.lincolneducational services.com	No physical sites in state	Lincoln Education Services 200 Executive Drive Suite 340 West Orange, NJ 07052	Ms. Kim Christopher 7225 Winton Drive Building 128 Indianapolis, Indiana 46202 317-632-5533	ACHE Exemption: Limited to program recruitment by licensed agents.	ACCST		Associate	Not Applicable	Not Applicable
Midwest Christian College and Seminary	Oxford	Midwest Christian College and Seminary 1395 S. Marietta Parkway P.O. Box 260 Schereville, IN 46375	Ms. Barbara Davis, President 219-865-1180	ACHE Exemption: Programs are less than 3 quarters in length.			Non-Degree	Not Applicable	Not Applicable
NASCAR Technical Institute	No physical sites in state	UTI Holdings, Inc. 20410 North 19th Avenue Suite 200 Phoenix Arizona 85027	Mr. Gary Green 623-445-9374	ACHE Exemption: Limited to program recruitment by licensed agents.	ACCST	8/1/2007	Associate	Not Applicable	Active

ALABAMA COMMISSION ON HIGHER EDUCATION

Non-Resident Private Degree and Non-Degree Granting Institutions

Inventory

Non-Resident Institution	Alabama Site(s)	Parent Corporation	Contact Person	Commentary	Accreditation	Licensure Expiration	Award	Last Site Visit	Status
Nashville Auto Diesel www.nadcedu.com	No physical sites in state	Lincoln Education Services 200 Executive Drive Suite 340 West Orange, NJ 07052	Ms. Joan King 615-226-3990	ACHE Exemption: Limited to program recruitment by licensed agents.	ACCST	10/29/2006	Associate	Not Applicable	Not Applicable
National Training, Inc. www.earthmoverschool.com	No physical sites in state	National Training, Inc. P.O. Box 65789 188 College Drive Orange Park FL 32065	Mr. Larry Lark, President 904-272-4000 ext. 216 800-488-7364	ACHE Exemption: Limited to program recruitment by licensed agents.	DETC		Non-Degree	Not Applicable	Not Applicable
Nova Southeastern University	Birmingham (1) Mobile (1) Huntsville (2)	Nova Southeastern University 3301 College Avenue Ft. Lauderdale, FL 33314	Dr. Greg Stiber, Director State Relations 954-262-5381	Programs approved by ACHE. FCCA 1976	SACS	2/20/2007	Master, Doctoral	5/1/2005	Active
On-Line Traffic School	No physical sites in state	On-Line Traffic School 30101 Agoura Coast Suite 150 Agoura Hills, CA 91301	Mr. Casey Albitre 888-662-6352			4/2/2005	Non-Degree	Not Applicable	
Remington College www.4classes.net/ remington	828 Downtower LoopW Mobile, AL 36609	Education of America, Inc. 500 President Clinton Avenue Suite 305 Little Rock, AK 72201	Ms. Jenna Shanley, Corporate Director of Accreditation and Licensure 501-376-6300	ACHE Exemption: Incorporated in Alabama 1986	ACCST	4/1/2005	Non-Degree/ Associate, Baccalaureate	1-Apr-88	Active

ALABAMA COMMISSION ON HIGHER EDUCATION

Non-Resident Private Degree and Non-Degree Granting Institutions

Inventory

Non-Resident Institution	Alabama Site(s)	Parent Corporation	Contact Person	Commentary	Accreditation	Licensure Expiration	Award	Last Site Visit	Status
Sea School	9180 Little River Bayou LaBatre, AL 36509	Sea School 844 4th Street North St. Petersburg, FL 33702	Mr. Willie Long 251-824-4500 727-577-3992	ACHE Exemption: Programs are less than 3 quarters in length.		7/8/2006	Non-Degree	1-Sep-04	Active
South University	5355 Vaughn Road Montgomery, AL 36116- 1120	Education Management Corp. 210 Sixth Avenue, 33rd Floor Pittsburgh, PA 15222-2603	Mr. Victor K. Biebighauser, President 334-395-8800	ACHE Exemption: Incorporated in Alabama 1952	SACS		Non-Degree/ Associate, Baccalaureate	Not Applicable	Active
Strayer University	To be determined	Strayer University, Inc. 1133 15th Street, Northwest Washington, D.C. 20005	Gregory Ferenbach 703-558-7018	Programs approved by ACHE. FCCA Pending	MCA	8/25/2007	Non-Degree/ Associate, Baccalaureate, Master		Implementation Pending
Universal Technical Institute www.uti.quinstreet.com	No physical sites in state	Universal Technical Institute 721 Lockhaven Drive Houston, TX 77073	Mr. Gary Green, Human Resources Coordinator 281-443-6262	ACHE Exemption: Limited to program recruitment by licensed agents.		7/7/2006	Non-Degree	Not Applicable	Active

ALABAMA COMMISSION ON HIGHER EDUCATION

Non-Resident Private Degree and Non-Degree Granting Institutions

Inventory

Non-Resident Institution	Alabama Site(s)	Parent Corporation	Contact Person	Commentary	Accreditation	Licensure Expiration	Award	Last Site Visit	Status
University for Professional Studies	No physical sites in state	Intelligence Resource Agency, Inc. 319 East Foothills Suite C Arcadia, CA 91006	Dr. Fred Coles, President 626-454-1060			2/15/2007	Degree	Not Applicable	Active
University of St. Francis	Birmingham (2)	University of St. Francis 500 Wilcox Street Joliet, IL 60435	Ms. Janine Hicks, Director Health Arts 866-890-8353	Programs approved by ACHE. FCCA 1986	NCA	6/1/2007	Baccalaureate, Master	7/19/2005	Active
Virginia College www.vc.edu	Birmingham Pelham (Technical) Huntsville Mobile	Education Corporation of America 70 West Madison Street Suite 2730 Chicago, Illinois 60606	Mr. Kenneth Horne, Jr. Birmingham 205-802-1200 Mr. James Foster Huntsville 256-533-7387 Ms. Beverly Livers Mobile 251-343-7227	ACHE Exemption: Incorporated in Alabama	ACICS	1/22/2007	Associate	Not Applicable	Active
WyoTech	No physical sites in state.	Corinthian Colleges, Inc. 3322 East Grand Avenue Laramie, Wyoming 82072	Mr. Randy Bernatow 307-755-4092	ACHE Exemption: Limited to program recruitment by licensed agents.		12/11/2006	Non-Degree	Not Applicable	Active

DISCUSSION ITEM C: The Academic Common Market

Staff Presenter: Dr. Paul B. Mohr, Sr.
Director of Special Programs

Staff Recommendation: None. For discussion purposes only.

Background: The Southern Regional Education Board's (SREB) Academic Common Market (ACM) enables Alabama students to pursue unique (non-duplicative) majors at public institutions in 15 other SREB states. Similarly, Alabama's public universities voluntarily permit out-of-state students ACM access to selected programs.

Savings to both states and students are significant. The state saves because the Common Market provides costly, specialized programs that otherwise would have to be duplicated. The student saves by not having to pay out-of-state tuition. For example, an Alabama ACM student enrolled in Nuclear and Radiological Engineering at Georgia Tech this year. He paid the \$3,638 in-state tuition instead of the \$17,980 out-of-state tuition.

Since its inception in 1974, the ACM has undergone a number of changes. For example:

1. The ACM originally was restricted to graduate offerings only. Now baccalaureate, masters, and doctoral level programs are included.
2. Sixteen SREB states participate in the program.
3. Distance learning programs have been added.

Future plans include:

1. SREB working with other regional educational boards (NEBHE, WICHE and MHEC) to pursue the possibility of offering access to hard-to-find programs across the country through a compact arrangement.
2. The addition of associate degree programs.

Regarding Alabama:

1. Last year, the staff certified 125 students. They enrolled in programs offered by institutions in nine (9) states. As expected, Florida (20), Georgia (17), Mississippi (25), and Tennessee (15) enrolled most of the students.
2. During the same year, 157 students gained ACM access to Alabama programs. Louisiana (49), Mississippi (31), and Georgia (26) were the leading states.
3. Most of the aforementioned out-of-state students matriculated at the following universities: Auburn (20), Alabama (70), and Alabama at Birmingham (36).

Supporting Documentation: 1. Guidelines for Selecting Programs for Inclusion in the Academic Common Market for Alabama Residents, Attached.

Attachment 1

Alabama Commission on Higher Education

GUIDELINES FOR SELECTING PROGRAMS FOR INCLUSION IN THE ACADEMIC COMMON MARKET FOR ALABAMA RESIDENTS

The Academic Common Market (ACM) is a consortium of 16 Southern states that belong to the Southern Regional Education Board (SREB). Through this program, students wishing to pursue study in uncommon programs not available within their home states may be able to attend out-of-state graduate programs at in-state tuition rates. Selected baccalaureate programs also are available to residents of 13 of these states.

The following states are partners in the ACM consortium and abide by the policies of the SREB: Alabama, Arkansas, Delaware, Florida (graduate programs only), Georgia, Kentucky, Louisiana, Maryland, Mississippi, North Carolina (graduate programs with restrictions) Oklahoma, South Carolina, Tennessee, Texas (graduate programs only), Virginia, and West Virginia.

The list of programs included in the Academic Common Market that is accessed by each state is revised periodically to reflect the changing needs and offerings of participating states.

Policy: The State of Alabama will access programs through the ACM for its residents only if three conditions are met:

1. The program does not duplicate a program offered by an Alabama institution.
2. The program is offered to the ACM by the other state.
3. The resident is unconditionally admitted to the university and the program.

How Programs Are Selected for Inclusion in the ACM for Alabama Residents:

Public universities in Alabama appoint ACM coordinators who work with the Commission staff to make program selections for the State. Each fall, the coordinators review the list of programs available to the ACM, and select those programs that are uncommon to the State to be available to Alabama residents for the next year. The list of available programs changes each year depending on the willingness of other states to make programs available, and the development of new programs in Alabama institutions that duplicate those programs offered to the ACM. Access to programs is based on a decision that similar programs (curriculum configurations, not necessarily degree titles) are not available in Alabama and meet the following criteria:

1. The program must be designed to culminate in the conferral of a baccalaureate, master's or doctoral degree, and the institution must be able to classify the participant as degree seeking. Degrees or awards at the less-than-associate, associate, and first professional level, and post-baccalaureate and post-master's awards and certificates, are not eligible for the Common Market.
2. Correspondence and other degree programs operating out-of-state (relative to the teaching institution) are not eligible for the Common Market.
3. Under the premise that such study may be arranged in the home state, independent combinations of available degree programs such as biology and music should not be considered, nor should double major or major/minor combinations that are independently set by students. If both major programs of study qualify for inclusion in the ACM, then the state and institution may allow the student to enroll in both programs. Coordinated degree programs, such as joint MBA/MPH programs, should have a defined, published structure.

4. Degree program titles do not necessarily define program content. As a guideline, at least one-half of the courses in the major should consist of courses not available in similar programs in the home state.
5. Concentrations, options, tracks, or specialization within more general (and otherwise ineligible) degree programs must be extraordinary, specific, and structured to merit eligibility for the Academic Common Market. They must materially change the nature of the degree such that it is markedly different from degree programs that exist in the state.
6. Curricular differences will always exist between two programs of study at different institutions. State coordinators are responsible for determining whether to seek access to out-of-state programs, based on the extent of the differences in curriculum.

Several factors are explicitly excluded from consideration in determining the eligibility of programs for the Academic Common Market. These include:

1. Specific programmatic accreditation or state licensure requirements.
2. The difficulty of access to in-state programs.
3. The unavailability of a similar in-state degree program with unique student services.
4. Student amenities or other non-academic features.
5. The geographic location of programs within the State of Alabama.

To Participate in the ACM:

1. If an Alabama resident requests ACM access to one of the 200 programs currently listed in the ACM Inventory for Alabama residents, the Commission staff will send the Alabama resident an application that requires proof of:
 - a. Alabama residency
 - b. Unconditional admittance to the university and the approved program.
2. If an Alabama resident requests ACM access to a program not listed in the ACM Inventory for Alabama residents, the Commission staff will send the Alabama resident an application that requires proof of:
 - a. Alabama residency.
 - b. Unconditional admittance to the university and the approved program.
 - c. Program non-duplication (Proof must be consistent with ACM guidelines).

If the State Coordinator determines that the program is available to the ACM and should be made available to Alabama residents, he will send a request to SREB and the university to add the program to the ACM. Once the access is available, the State Coordinator will send a certification letter to the Alabama resident and his/her university's ACM Coordinator, provided the Alabama resident has fulfilled all ACM/ACHE requirements.

Appeals Process:

Should the State Coordinator deny access to the program based on the assessment of the information provided by the student, the student may appeal the decision to the Executive Director of the Commission. However, the Executive Director will consider an appeal only when a student feels the State Coordinator's decision was made:

- a. In error based on a misinterpretation of the facts.
- b. Contrary to ACM policies.

An appeal stating all pertinent points must be submitted in writing no later than 15 days after the State Coordinator's decision has been made and the Alabama resident must have on a file the following:

- a. An ACM application.
- b. Proof of Alabama residency.
- c. Proof of unconditional admittance to the university and the approved program.
- d. An official program guide that includes the courses and descriptions in the program that the student desires to access through the ACM.

The decision of the Executive Director will be final.

The following guidelines relate to students enrolling in programs under the Academic Common Market agreement:

- The student must first be accepted for admission to the desired degree program by following the normal admission procedure for the institution.
- The student must be accepted as a degree-seeking student in the specified major with a regular admission status.
- Students with a probationary, provisional, or non-degree-seeking status at the institution are ineligible for Common Market participation.
- Institutions that do not classify undergraduate students as degree-seeking in a major until a fixed point in their studies (e.g. sophomore or junior year) may elect to accept Common Market students as first-year students or only at the point official acceptance into a major occurs. This decision is at the discretion of the institution and may vary among different disciplines. In addition, institutions may determine additional student eligibility standards such as full-time status.

DECISION ITEM A-1: Auburn University, Bachelor of Arts in Music
(CIP 50.0901)

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

Staff Recommendation: That the Commission approve the proposed Bachelor of Arts in Music with the implementation date and post-implementation conditions listed below:

Implementation Date: The proposed program will share curriculum and faculty with an existing program and will be implemented January 2006. Based on Commission policy, the proposed program must be implemented by September 2007 or Commission approval will expire. The institution must notify the Commission in writing when the program is implemented or if there is any delay in implementation.

Post-Implementation Conditions:

1. That the annual average headcount enrollment in the Bachelor of Arts (BA) program for the first five years will be at least 12, based on the proposal.
2. That beginning in 2006-07, the annual average number of graduates for years three through five of the program will be at least 8, based on the proposal.
3. That a follow-up survey be conducted after the first five years that will show at least 75 percent of the graduates who sought employment or further education were successful in acquiring related employment or placement in graduate school.
4. That documentation be provided concerning accreditation review by the National Association of Schools of Music (NASM).
5. That information regarding an overall assessment of the program be provided, particularly as related to objectives and assessment measures stated in the proposal.
6. That information be provided concerning enrollment and completions in the related Bachelor of Music Education (BMEd), beginning in 2006-07.

Auburn University (AU) will be required to phase out the program if any of the post-implementation conditions are not met. The institution must present documentation regarding the post-implementation conditions, as well as a general assessment of the program, in a report

submitted to the Commission no later than
September 1, 2009.

Rationale:

1. The program will support the existing BMEd degree by providing the major in music that the students in the BMEd program must have in order to be "highly qualified" under the State of Alabama's plan for satisfying the "No Child Left Behind" requirements.
2. The BMEd degree is fully accredited by NASM, the specialized accrediting agency for music. Full accreditation by NASM for the new Bachelor of Arts in Music will be a high priority.

Supporting Documentation:

1. New Academic Degree Program Proposal Summary, Attached.
2. Summary of Background Information, Attached.
3. Curriculum for Proposed Program, Attached.
4. Auburn University proposal dated April 27, 2005. 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

INSTITUTION Auburn University
 PROGRAM Bachelor of Arts in Music (CIP 50.0901)

ESTIMATED NEW FUNDS REQUIRED TO SUPPORT PROPOSED PROGRAM

	2005 - 06	2006 - 07	2007 - 08	2008 - 09	2009 - 10	TOTAL
FACULTY*	\$0	\$0	\$30,000	\$30,000	\$30,000	\$90,000
LIBRARY	\$0	\$0	\$0	\$0	\$0	\$0
FACILITIES	\$0	\$0	\$0	\$0	\$0	\$0
EQUIPMENT	\$0	\$0	\$0	\$0	\$0	\$0
STAFF	\$0	\$0	\$0	\$0	\$0	\$0
GRADUATE ASSISTANTS	\$0	\$0	\$0	\$0	\$0	\$0
TOTAL	\$0	\$0	\$30,000	\$30,000	\$30,000	\$90,000

* Additional faculty salaries should be shown in all five years

SOURCES OF FUNDS AVAILABLE FOR PROGRAM SUPPORT

	2005 - 06	2006 - 07	2007 - 08	2008 - 09	2009 - 10	TOTAL
INTERNAL REALLOCATIONS	\$0	\$0	\$30,000	\$30,000	\$30,000	\$90,000
EXTRAMURAL	\$0	\$0	\$0	\$0	\$0	\$0
TUITION	\$0	\$0	\$0	\$0	\$0	\$0
TOTAL	\$0	\$0	\$30,000	\$30,000	\$30,000	\$90,000

ENROLLMENT AND DEGREE COMPLETION PROJECTIONS

	2006 - 07	2007 - 08	2008 - 09	2009 - 10	2010 - 11	5-YEAR AVERAGE
PROJECTED NEW ENROLLMENT - BA (HEADCOUNT)	16	8	10	12	14	12
DEGREE COMPLETION PROJECTIONS - BA	0	0	5	9	12	3-YEAR AVERAGE 8

Attachment 2

Summary of Background Information

Bachelor of Arts in Music
Auburn University

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

Objectives: The program objectives are as follows:

1. Provide a major in music for those students who plan to be teachers and are pursuing the Bachelor of Music Education degree;
2. Provide a major in music for those students who wish to have a broad coverage of music with a liberal arts perspective;
3. Develop the student's individual comprehensive musicianship;
4. Develop the student's capabilities in the use of principles and procedures that lead to an intellectual grasp of the art of music.
5. Develop the student's ability to perform instrumentally and/or vocally.

There are several tools for the assessment of learning outcomes that will be vital to the new degree program. They are outlined as follows:

1. The Sophomore Comprehensive Examination will be given at the end of the fourth semester in the curriculum. The examination will consist of a written examination to assess the learning outcomes of the first two years of study. There will also be an interview with the student to discuss the results of the examination as well as the overall perception of the student's progress toward completing the degree.
2. Performance juries will be held for each student at the end of each semester. These juries enable the applied music faculty to assess the progress of the student's work in the area of performance.
3. Required Junior and Senior Recitals will be a final means of assessment of the progress in the area of performance.

Other non-degree assessment tools are as follows:

1. A post-graduation survey will determine employment and/or graduate study;
2. After which, a questionnaire, soliciting information on accomplishments in work and/or graduate study, will be sent to all music graduates as a part of the bi-annual Department of Music Newsletter.

Administration: The program will be administered by Dean Joseph Ansell in the College of Liberal Arts.

Accreditation: The specialized accrediting agency for music is the National Association of Schools of Music (NASM). The Bachelor of Music Education is fully accredited by NASM. Full accreditation by NASM for the new Bachelor of Arts in Music would be a top priority.

Curriculum: The proposed program will require the completion of 120 semester hours (sh) of course work including 48 sh in the major, 15 sh in the minor, 49 sh in the institutional general education or core curriculum, and 8 sh in required or free electives.

There will be a performance jury for each student at the end of each semester. There will be a Sophomore Comprehensive Examination given at the end of the fourth semester of study in the curriculum. The results of the examination would be used to assist in advising the student concerning the prospects of being able to successfully complete the degree.

Collaboration: Collaboration was not considered because all the courses necessary for the new degree are currently being offered in the BMEd degree.

Distance Education: According to the proposal, there are no current plans for distance education technology at the undergraduate level in music because the undergraduate music curriculum demands such an interactive and participatory process through music making in private study and in music ensembles.

Admissions: The basic criteria for admission to the proposed program are: (1) The student must meet the admission standard of the university. (2) The student must have a basic level of performance competency in either voice or an instrument that would allow the student to have the opportunity for success in the degree program. The second criterion would be monitored through an audition process.

Need: The program will support the existing Bachelor of Music Education (BMEd) degree by providing the major in music that the students in the BMEd program must have in order to be "highly qualified" under the State of Alabama's plan for satisfying the "No Child Left Behind" requirements. At the same time, the new program will be supported by the existing BMEd program because the courses necessary for the new degree are currently being taught as a part of the curriculum for the BMEd degree. There are other institutions in the state that have the Bachelor of Arts degree in Music. However, the degree is necessary at AU in order to satisfy the State of Alabama's plan for meeting the requirements of "No Child Left Behind." In order for the graduates of the existing Bachelor of Music Education degree to be "highly qualified," they must have a major in music. The new Bachelor of Arts in Music will satisfy that requirement.

Student Demand: The Bachelor of Arts in Music is not a job-seeking degree, but rather a degree that primarily prepares the student for graduate study. There are a few jobs in churches, music business, and private schools for the Bachelor of Arts graduate, but most graduates go on to graduate school. However, the music education certification supported by the proposed program provides many job opportunities for graduates.

The proposed program has two purposes. First, the proposed program will provide the music major designation for the students majoring in music education so that they become "highly qualified" and marketable. In this case, there are jobs for graduates throughout the area, state, Southern Regional Education Board states, and the nation. Secondly, the proposed program will provide the music major with the necessary preparation and competencies to pursue an advanced degree at the master's level. In this case, the job opportunities for a student with a Bachelor of Arts degree are somewhat limited. The intent of the degree is more for preparation for graduate study.

Resources:

Faculty/Staff: There currently are 13 full-time primary faculty, two support faculty, and one part-time faculty who will teach in the program. Program officials anticipate the hiring of two additional part-time faculty members during the next five years.

The first part-time primary faculty position will be someone to teach voice and will not be needed until year three of the new program. This person must have a least a master's degree in vocal performance. The second part-time primary faculty will be in the area of

piano and will also not be needed until year three of the new program. The faculty member must have at least a master's degree in piano.

According to the proposal, there are currently two administrative staff positions and two part-time staff positions in piano accompanying. There are also seven graduate teaching assistants. No additional staff will be needed.

Equipment/Facilities: All equipment needed for the new degree, including pianos, recording equipment, computer technology, etc., is currently in place.

Appropriate teaching studios, classrooms, practice rooms, rehearsal halls, recital hall, recording facilities, and computer labs are needed for the new degree. All of these facilities are currently contained in the Goodwin Music Building. No renovations or additions are necessary.

Library: All music materials are housed in the Ralph Brown Draughon Library on the AU campus. These library resources for the proposed program are the same resources that are being used to support the music portion of the current NASM-approved degree. Officials noted that after reading the Collection Assessment Manual of the Network of Alabama Academic Libraries (NAAL), it was evident that much of the assessment for the music holdings in the library were done in preparation of the NASM Self-Study in 2002-2003. Quoting the NASM Visitor's Report of 2003, the evaluating team said that, "Holdings are appropriate to the degree programs offered."

Program Budget: AU officials estimate that \$90,000 will be required to support the program over the first five years. The same amount (\$90,000) will be available through tuition, external funding, and internal reallocation.

Attachment 3

**Bachelor of Arts in Music
 Curriculum Guide: 120 Semester Hours**

First Year - Fall Semester		First Year - Spring Semester	
MUSI 1000 Performance Attendance (M)	0	MUSI 1000 Performance Attendance (M)	0
MUSI 1310 Music Theory I (M)	2	MUSI 1410 Music Theory II (M)	2
MUSI 1320 Music Skills I (M)	1	MUSI 1420 Music Skills II (M)	1
MUAP 1110 Performance I (M)	1	MUAP 1210 Performance II (M)	1
MUSI Major Ensemble (M)	1	MUSI Major Ensemble (M)	1
MUSI 1020 Piano Skills I (M)	1	MUSI 1020 Piano Skills II (M)	1
ENGL 1100 English Composition I	3	ENGL 1120 English Composition II	3
Core History I	3	Core History II	3
Core Math	3	Fine Arts Core	3
Total	15	Total	15
Second Year - Fall Semester		Second Year - Spring Semester	
MUSI 1000 Performance Attendance (M)	0	MUSI 1000 Performance Attendance (M)	0
MUSI 2310 Music Theory III (M)	2	MUSI 2410 Music Theory IV (M)	2
MUSI 2320 Music Skills III (M)	1	MUSI 2420 Music Skills IV (M)	1
MUAP 2110 Performance III (M)	1	MUAP 2210 Performance IV (M)	1
MUSI Major Ensemble (M)	1	MUSI Major Ensemble (M)	1
MUSI Small Ensemble (M)	1	MUSI Small Ensemble (M)	1
MUSI 2040 Functional Piano I (M)	1	MUSI 2050 Functional Piano II (M)	1
ENGL 2200 Great Books I	3	ENGL 2210 Great Books II	3
Philosophy Core	3	Social Science Group II	3
Social Science Group I	3	Liberal Arts Minor/Electives	3
Total	16	Total	16
Third Year - Fall Semester		Third Year - Spring Semester	
MUSI 1000 Performance Attendance (M)	0	MUSI 1000 Performance Attendance (M)	0
MUSI 3510 Music History I (M)	3	MUSI 3520 Music History II (M)	3
MUSI 3610 or 3630 Conducting I (M)	2	MUSI 3620 or 3640 Conducting II (M)	2
MUAP 3120 Performance V (M)	1	MUAP 3220 Performance VI (M)	1
MUSI Major Ensemble (M)	1	MUSI Major Ensemble (M)	1
MUSI Small Ensemble (M)	1	MUSI Small Ensemble (M)	1
Core Science I	4	Core Science II	4
Electives/ROTC	3	Electives/ROTC	3
Total	15	Total	15
Fourth Year - Fall Semester		Fourth Year - Spring Semester	
MUSI 1000 Performance Attendance (M)	0	MUSI 1000 Performance Attendance (M)	0
MUAP 4120 Performance VII (M)	1	MUAP 4220 Performance VIII (M)	1
MUSI Major Ensemble (M)	1	MUSI 4000 Senior Recital (M)	0
MUSI 4010 Vocal. Ped. or MUSI 4020 Instr. Ped. (M)	2	MUSI Major Ensemble (M)	1
FL Foreign Language (college core)	4	FL Foreign Language (college core)	4
Liberal Arts Minor/Electives	6	Liberal Arts Minor/Electives	8
Total	14	Total	14

DECISION ITEM A-2: 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 fall 2006. Based on Commission policy, the proposed program must be implemented by September 2007 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 period 2007-08 through 2010-11 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.

Auburn University (AU) and Auburn University at Montgomery (AUM) will be required to phase out the program if any of the post-implementation conditions are not met. The institution must present documentation regarding the post-implementation conditions, as well as a general assessment of the program, in a report submitted to the Commission no later than September 2011.

Background: On March 12, 2004, the Commission did not approve the Master of Science in Clinical Nurse Specialist (CIP 51.1601) proposed by Auburn University and Auburn University at Montgomery. The proposal failed to receive a favorable vote by a majority of the Commission as required by statute; however, the

program did receive a majority vote of the Commissioners who were present at the meeting.

According to the Commission's Administrative Procedures, a program that receives a favorable vote of a majority of the members present but falls short of receiving a favorable vote by a majority of the members of the Commission may be reconsidered at the next regularly scheduled meeting at the request of the institution, provided substantive changes indicate the need for reconsideration.

Upon direction from the Commission, representatives from Auburn University (AU) and Auburn University at Montgomery (AUM) were given time to meet with nursing faculty from Troy University to explore the possibility of collaborating on this proposed program. Despite several meetings, the representatives were unable to reach an agreement regarding the program.

Rationale:

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

1. The proposed program will address the far-reaching nursing faculty shortage. 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.
2. 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.
3. 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.

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.
1. Summary of Background Information, Attached.
2. Curriculum for Proposed Program, Attached.
3. Auburn University and Auburn University at Montgomery proposal dated May 5, 2003. Updated July 28, 2005 and August 22, 2005. Available upon request.
4. "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

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

	2006-07	2007-08	2008-09	2009-10	2010-11	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
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
OTHER						\$0
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

	2006-07	2007-08	2008-09	2009-10	2010-11	TOTAL
INTERNAL REALLOCATIONS	\$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

	2006-07	2007-08	2008-09	2009-10	2010-11	5-YEAR AVERAGE
NEW ENROLLMENT HEADCOUNT	20	40	45	45	45	39
PROJECTED ANNUAL DEGREE COMPLETIONS	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. 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 American Association of Colleges of Nursing 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. According to program officials, the site visit for this accreditation is expected to take place in the fall of 2008.

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

A faculty member, with expertise in human diversity from the Auburn University (AU) Department of Social Work, has agreed to collaborate in teaching NURS 7230 Human Diversity. The AU College of Education will offer the following courses for interdisciplinary electives:

ADED 6640/6646	Teaching the Disadvantaged Adult	3 sh
ADED 7050	Methods of Teaching in Adult Education	3 sh
EDLD 7330	Introduction to Curriculum & Instruction Leadership	3 sh
EDLD 7340	Overview of Curriculum Processes	3 sh
EDLD 8200	Assessment & Evaluation in Learning Organizations	3 sh
EDMD 7010	Instructional & Informational Technologies	3 sh
EDMD 7210	Integration of Technology into Curriculum	3 sh
FOUN 6420	Motivation and Achievement	3 sh
FOUN 7410	The Individual in the Teaching-Learning Process	3 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.

AU/AUM officials were asked by the Commission to collaborate with the Troy University School of Nursing in relation to this proposed program. Despite several meetings, the institutions were unable to reach agreement. A brief chronology of their efforts is available.

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: In the original proposal, AU/AUM officials cited 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 unfilled 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 educator role, the number of nurse educators will fall far short of the demand. In conversations with staff members of the Alabama

Board of Nursing, the Commission staff has learned that the lack of qualified faculty at all instructional levels is a continuing problem.

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 educators 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. It is our understanding that many of Alabama’s schools of nursing are not able to increase enrollment at their location due to the unavailability of qualified nursing faculty. We feel that the introduction of this curriculum at AU/AUM Schools of Nursing would prepare additional nurse professionals who would be eligible to serve as faculty and thus would stabilize or enhance nursing school enrollment.”

In July 2005 AU/AUM officials provided additional data that supported the need for the proposed program, particularly concerning the most urgently needed option of nursing educator. The need for the diversity component of the curriculum continues to increase in relevance as the Alabama population becomes more heterogeneous.

AU/AUM officials restated in the 2005 update to the proposal that there is a state, national and international shortage of nurses. To begin to address the societal need for nurses, enrollments in undergraduate programs must increase. To increase enrollments there must be adequate resources including faculty, space, and clinical access. An adequate number of faculty is the most critical resource.

The update to the proposal further stated that the nursing faculty shortage has intensified over the last two years, as increased demand for entrance into nursing programs has amplified the urgency of hiring more faculty. This surge in applications adds to the existing factors of a limited supply of faculty and an aging workforce.

The following data from the 2005 update to the program proposal was submitted to illustrate the continuing nursing shortage and the demand for nursing faculty:

Shortage:

- U.S. Department of Labor (2004) – one million new and replacement nurses needed by 2012
- National Council of State Boards of Nursing (2004) – Declining numbers of newly licensed nurses, 9,353 fewer in 2004 than in 1995

- Alabama Hospital Association (2004) – An average of 18 percent of budgeted nursing positions on medical/surgical units are vacant in Alabama hospitals.

Faculty Shortage:

- American Association of Colleges of Nursing (2004) – 32,797 qualified undergraduate and graduate applicants were turned away in fall 2004. Three quarters of the schools reported a shortage of faculty as a reason for not accepting qualified applicants for Alabama, AACN reports 615 BSN applicants not accepted.
- Southern Regional Educational Board (2004) – Reported 12 percent of nursing faculty positions are vacant across the region.
- Alabama Hospital Association (June 2005) – AU/AUM provided the results of this survey in August 2005. The association conducted a survey of Alabama Schools of Nursing to determine current vacancies for faculty. The survey revealed a vacancy rate of 8.7 percent, which equals 30 vacant positions. These vacancies were reported as taking an average of 10.7 months to fill. Furthermore, the survey found that the turnover rate for nursing faculty is 18 percent. Fifty-eight percent of the nursing schools in the state responded to survey questions regarding the admission of qualified students. According to the survey, at least 970 qualified students were not admitted in the 2003-04 academic year. Lack of faculty was the primary reason stated (91 percent) for these admission rejections.

In summary, the national and state data continue to support the need for a graduate nursing program that focuses on the preparation of nursing educators, according to AU/AUM officials. Graduates will be prepared to continue their studies at the doctoral level and also to teach clinical courses in baccalaureate and associate degree levels.

Currently, there are six MSN programs located at Jacksonville State University, Troy University, the University of Alabama, the University of Alabama at Birmingham, the University of Alabama at Huntsville, and the University of South Alabama. The proposed program differs from the existing programs in that its primary focus is the preparation of nurse educators.

Student Demand: In preparing the original proposal, 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.

Institution officials provided additional information regarding student demand in July 2005. According to this update, in June 2005 the Center for Governmental Services at AU surveyed the AU and AUM nursing graduates from the classes of 1999 through 2004 regarding their interest in an MSN program focused on nursing education. Of the 180 graduates responding, 62 percent expressed some interest in the program. Slightly over one third (34 percent) were very interested. The 54 people who stated that they were very interested were responding to a question that specifically asked about "interest in nursing education" and not a general query about graduate education. According to officials from AU and AUM, this is more precise information than was gathered in the 2002 feasibility study. The June 2005 survey was also more limited in scope as only graduates of AU and AUM were surveyed.

Resources:

Faculty/Staff: There currently are seven full-time primary 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.

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	(4-6)
OR		
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 A-3: Bishop State Community College, Certificate in Welding (CIP 48.0508)

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

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

Implementation Date: The proposed program will be implemented in January 2006. Based on Commission policy, the proposed program must be implemented by September 2007 or Commission approval will be null and void. The institution must notify the Commission when the program is implemented or if there is a delay in implementation.

Post-Implementation Conditions:

1. That the annual average new enrollment headcount for the five years will be at least 17 based on the proposal.
2. That the annual average number of graduates for the Academic Years 2005-06 through 2009-10 will be at least 11 based on the proposal.
3. That a follow-up survey be conducted after the first five years that will show at least 75% 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.

Bishop State Community College (BSC) will be required to phase out the program if any of the post-implementation conditions are not met. The institution must present documentation regarding the post-implementation conditions, as well as a general assessment of the program, in a report submitted to the Commission no later than January 2011.

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

1. The Welding program is designed to provide the student an opportunity to acquire the skills, knowledge, and understanding needed to enter the occupation as an entry-level welder. Training is given in the use of stationary and portable power tools common to the trade, as well as practical experience in constructing welding projects.

2. Students are required to meet the general admissions requirements for community colleges as promulgated by the Alabama State Board of Education. No additional special criteria or screening of select students is required.
3. Many employers expect welders to have more knowledge and skills than in the past. The proposed 60 semester hour program will provide a more thoroughly educated welder who will be more knowledgeable and skilled.
4. The Learning Resources Center on the Carver Campus has 75 books and 79 audiovisual media items in support of the welding program. Additional printed and audiovisual materials will be added as requested by the welding faculty.
5. BSC projects that a total of \$296,997 will be required to support the proposed program and total of \$296,997 will be available through internal reallocations 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. Bishop State Community College proposal dated June 1, 2005. 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

INSTITUTION Bishop State Community College

PROGRAM Certificate in Welding (CIP 48.0508)

ESTIMATED NEW FUNDS REQUIRED TO SUPPORT PROPOSED PROGRAM

	2005 - 06	2006 - 07	2007-08	2008-09	2009-10	TOTAL
FACULTY*	\$9,000	\$9,000	\$9,450	\$9,450	\$9,923	\$46,823
LIBRARY	\$500	\$575	\$650	\$750	\$750	\$3,225
FACILITIES						\$0
EQUIPMENT	\$15,000	\$18,000	\$20,000	\$15,000	\$15,000	\$83,000
STAFF(Lab Assistant)	\$28,846	\$29,198	\$29,550	\$29,902	\$30,253	\$147,749
OTHER	\$2,800	\$3,200	\$3,200	\$3,500	\$3,500	\$16,200
TOTAL	\$56,146	\$59,973	\$62,850	\$58,602	\$59,426	\$296,997

* Additional faculty salaries should be shown in all five years

SOURCES OF FUNDS AVAILABLE FOR PROGRAM SUPPORT

	2005 - 06	2006 - 07	2007-08	2008-09	2009-10	TOTAL
INTERNAL REALLOCATIONS	\$29,686	\$25,413	\$19,110	\$9,462	\$10,286	\$93,957
EXTRAMURAL	\$0	\$0	\$0	\$0	\$0	\$0
TUITION	\$26,460	\$34,560	\$43,740	\$49,140	\$49,140	\$203,040
TOTAL	\$56,146	\$59,973	\$62,850	\$58,602	\$59,426	\$296,997

ENROLLMENT AND DEGREE COMPLETION PROJECTIONS

	2005 - 06	2006 - 07	2007-08	2008-09	2009-10	5-YEAR AVERAGE
NEW ENROLLMENT HEADCOUNT	11	14	18	20	20	17
PROJECTED ANNUAL DEGREE COMPLETIONS	6	8	12	14	14	11

Attachment 2

Summary of Background Information

Certificate in Welding
Bishop State Community College

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

Objectives: The Welding program is designed to provide the student an opportunity to acquire the skills, knowledge, and understanding needed to enter the occupation as an entry-level welder. Training is given in the use of stationary and portable power tools common to the trade, as well as practical experience in constructing welding projects.

The objectives of the proposed welding program are to:

- a. Provide classroom activities designed to teach students a thorough knowledge of welding and positive workplace attitudes.
- b. Provide laboratory activities designed to teach students to safely and efficiently perform a variety of welding techniques and applications.
- c. Prepare students to successfully complete one or more American Welding Society certification examinations, thus increasing their employability status.
- d. Provide students an option to participate in an on-the-job cooperative education learning experience with a local industry.
- e. Work cooperatively with local employers in identifying and teaching the skills, knowledge and attitudes required for a welder to enter and advance in the trade.

Administration: The proposed program will be administered by Mr. Harry D. Holloway, Dean of the Technical School.

Accreditation: There is no recognized specialized accreditation for this program.

A licensure examination is not required for employment in the proposed field. Some employers prefer that workers have American Welding Society (AWS) certification. Students who complete the program will be provided an opportunity to take AWS certification examinations. Successful completion of this certificate documents welding competence and increases employment and career advancement opportunities.

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

	Contact Hours	Credit Hours
WDT 228 GTAW Fillet Welding (Theory)	3	3
WDT 268 GTAW Fillet Welding (Lab)	9	3
WDT 182 Selected Topics	2	1
WDT 115 GTAW Carbon Pipe (Theory)	3	3
WDT 155 GTAW Carbon Pipe (Lab)	9	3
WDT 217 SMAW Carbon Pipe (Theory)	3	3
WDT 257 SMAW Carbon Pipe (Lab)	9	3
WDT 291 Welding Co-op1	5	3
WDT 292 Welding Co-op1	5	3

Program Completion Requirements:

Credit hours in welding	42 sh
Credit hours in general education	12 sh
Credit hours in free electives	6 sh
Total credit hours for completions:	60 sh

This program will build upon and complement the short-term welding certificate currently offered by BSC. Students will have an opportunity to expand their welding knowledge and skills beyond those learned in the short-term certificate. Graduates of the proposed program will have expanded employment opportunities and better career advancement opportunities in the trade. This program is related to other construction trade programs offered by the College. In addition to the cross-training opportunities offered to other construction trade programs, support is provided to such programs as Automotive Body Technology, Diesel Technology, Manufacturing, and Truck Driving.

Admissions: Students are required to meet the general admissions requirements for community colleges as promulgated by the Alabama State Board of Education. No additional special criteria or screening to select students is required.

Need: In the past few years many technological advances have occurred in the field of welding. Welding equipment, processes and techniques have changed and will continue to change. Many employers expect welders to have more knowledge and skills than in the past. The proposed 60 semester hour program will provide a more thoroughly educated welder who will be more knowledgeable and skilled.

Several other public community colleges in the state offer similar welding programs. This proposed program, however, would be the only one of its type within a 50-mile radius of Mobile.

The current short-term certificate program provides minimal training for welders to be employed in entry-level jobs. The proposed program provides more in-depth and broad-based training in welding as well as general education in oral and written communication, mathematics and computer skills. As with most technical fields, welding is becoming more and more technologically advanced and diverse. The most valuable and versatile welders now and in the future will be proficient in applying communication, mathematics, and computer skills as well as diverse welding skills. The proposed welding program is designed to provide a level of education that will prepare graduates to enter and rapidly advance in the field of welding.

Statewide employment for metal workers and plastics workers is projected to increase from 38,360 workers in 2002 to 44,510 in 2012. The Department of Industrial Relations estimates that 10,080 welders, cutters, solderers, and brazers will be needed in 2012.

In the Mobile Metropolitan Area 3,990 metal and plastic workers will be needed in 2012. Of this number, 1,620 will be needed in welding, cutting soldering, and brazing in 2012. Annual job openings for welders, cutters, solderers, and brazers are estimated at 65. The proposal indicates that this is a very conservative estimate considering that the shipbuilding industry is expected to expand significantly during this time span. Austal USA has received military contracts and is constructing a new building. The company anticipates production and employee numbers will double over four years. Atlantic Marine and Bender Shipbuilding and Repair are both operating at a steady pace and will continue to need additional welders over this time.

Collaboration: Personnel at BSC have collaborated with personnel in the Alabama Department of Postsecondary Education and local industry representatives in developing the curriculum for this proposed program. The courses in the program are designed to provide the type of welder training needed by major employers in the Mobile Metro area. Although welding programs are offered by other colleges in the state, the curriculum at each college is uniquely designed to serve industry needs to each respective college service area.

Distance Education: Due to the emphasis of hands-on skills and the cost of the equipment required to teach these skills, it is not feasible to offer this program through distance education.

Student Demand: Twenty-six full-time and nineteen part-time students are currently enrolled in the short-term certificate in welding. A student interest survey was completed by 21 of these students. Ninety percent of the students indicated that they felt the current welding program is not long enough and that they would enroll in additional welding courses if offered. Although ninety percent of the students surveyed indicated they would take additional welding courses, past experience with these types of surveys has revealed that many of these students will not continue in the 60 semester certificate. It is estimated that approximately 25% percent (11) of the 45 students currently enrolled in the short-term certificate will continue in the proposed 60 semester hour certificate. The first year enrollment is estimated to be 11. The enrollment is projected to increase to 14 the second year, 16 the third year, and level off at 20 for the fourth and fifth years.

Resources:

Faculty/Staff: There are currently two (2) full-time primary faculty, one (1) part-time faculty who will teach in the program and one (1) lab assistant.

No additional secretarial or office staff will be required. A laboratory assistant will be employed to assist with laboratory activities.

Equipment/Facilities: The equipment used to teach the short-term certificate program will also be used to teach the proposed 60 semester hour program. This equipment is representative of the equipment used in industry and is in good working condition. Additional aluminum welding equipment will be purchased during the first three program years. Equipment will be replaced as required in the fourth and fifth years.

The facilities currently used to teach the short-term certificate are adequate for teaching the proposed 60 semester hour program. These facilities include two welding labs, classrooms, instructor offices, storage areas, and restrooms. These facilities were used for a recent welding in-service workshop hosted by BSC and the Alabama College System. Welding instructors from other colleges in Alabama were very complimentary of these facilities as well the instructional equipment in the labs.

Library: The Learning Resources Center on the Carver Campus has 75 books and 79 audiovisual media items in support of the welding program. Additional printed and audiovisual materials will be added as requested by the welding faculty.

Program Budget: BSC projects that a total of \$296,997 will be required to support the proposed program and total of \$296,997 will be available through internal reallocations and tuition.

Attachment 3

Curriculum for Proposed Program

	Contact Hours	Credit Hours
First Semester		
WDT 108 Shielded Metal Arc Fillet/OFC Final (Theory)	3	3
WDT 122 Shielded Metal Arc Fillet/OFC Final (Lab)	9	3
WDT 119 Gas Metal Arc Fillet/Flux Cored Welding (Theory)	3	3
WDT 124 Gas Metal Arc Fillet/Flux Cored Welding (Lab)	9	3
WDT 110 Industrial Blueprint Reading	6	3
	<hr/>	<hr/>
	30	15
Second Semester		
WDT 109 Shielded Metal Arc Fillet/P AC/CAC Final (Theory)	3	3
WDT 123 Shielded Metal Arc Fillet/PAC/CAC Final (Lab)	9	3
WDT 120 Shielded Metal Arc Welding Grooves (Theory)	3	3
WDT 125 Shielded Metal Arc Welding Grooves (Lab)	9	3
WDT 181 Selected Topics (e.g., Alum. MIG, Ceramic Tape)	6	2
	<hr/>	<hr/>
	30	14
Third Term (Taught Summer Only)		
WDT 228 GTAW Fillet Welding (Theory)	3	3
WDT 268 GTAW Fillet Welding (Lab)	9	3
MTH 116 Mathematical Applications (Theory)	3	3
ENG 131 Applied Writing (Theory)	3	3
WDT 182 Selected Topics	2	1
	<hr/>	<hr/>
	20	13
Fourth Semester (Option 1)		
WDT 115 GTAW Carbon Pipe (Theory)	3	3
WDT 155 GTAW Carbon Pipe (Lab)	9	3
WDT 217 SMAW Carbon Pipe (Theory)	3	3
WDT 257 SMAW Carbon Pipe (Lab)	9	3
SPH 106 Fundamentals of Oral Communication (Theory)	3	3
CIS 146 Microcomputer Applications (Theory)	3	3
	<hr/>	<hr/>
	30	18
Fourth Semester (Option 2)		
WDT 291 Welding Co op	15	3
WDT 292 Welding Co op	15	3
WDT 115 GTAW Carbon Pipe (Theory)	3	3
WDT 217 SMAW Carbon Pipe (Theory)	3	3
SPH 106 Fundamentals of Oral Communication (Theory)	3	3
CIS 146 Microcomputer Applications (Theory)	3	3
	<hr/>	<hr/>
	42	18
		Total 60

DECISION ITEM A-4: Drake State Technical College, Associate in Applied Technology and Certificate in Industrial Maintenance Technology (CIP 47.0303)

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

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

Implementation Date: The proposed program will be implemented January 2006. Based on Commission policy, the proposed program must be implemented by September 2007 or Commission approval is null and void. The institution must notify the Commission in writing when the program is implemented.

Post-Implementation Conditions:

1. That the annual average new enrollment (headcount) for the first five years will be least 30 based on the proposal.
2. That the annual average number of graduates for the Academic Years 2006-07 through 2010-11 will be at least 20 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.

Drake State Technical College (DRK) 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 February 2011.

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

1. The need for workers who are trained in industrial maintenance technology has been clearly documented in letters of support from local industries, employer surveys, and data from the Bureau of Labor Statistics and the Alabama Department of Industrial Relations.

2. The proposed program is a hybrid of several current offerings at DRK and will compliment programs such as HVAC, Electronics, Welding, and Machine Tools.
3. DRK has been awarded a Northeast Alabama Team for Industrial Systems Technology (NEATIST) grant, which has provided funding in the amount of approximately \$200,000. A portion of this has been used to purchase modern equipment for use in the program.
4. DRK officials project that a total of \$51,250 will be required to support the proposed program and that a total of \$203,000 will be available through internal reallocation, extramural sources, 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. Drake State Technical College proposal dated July 15, 2005. 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

INSTITUTION Drake State Technical College
 PROGRAM Associate in Applied Technology and Certificate in Industrial Maintenance Technology
 (CIP 47.0303)

ESTIMATED NEW FUNDS REQUIRED TO SUPPORT PROPOSED PROGRAM

	2006-07	2007-08	2008-09	2009-10	2010-11	TOTAL
FACULTY*	\$0	\$2,500	\$2,500	\$2,500	\$2,500	\$10,000
LIBRARY	\$3,000	\$500	\$250	\$250	\$250	\$4,250
FACILITIES						\$0
EQUIPMENT	\$20,000	\$10,000	\$5,000	\$1,000	\$1,000	\$37,000
STAFF	\$0	\$0	\$0	\$0	\$0	\$0
OTHER	\$0	\$0	\$0	\$0	\$0	\$0
TOTAL	\$23,000	\$13,000	\$7,750	\$3,750	\$3,750	\$51,250

* Additional faculty salaries should be shown in all five years

SOURCES OF FUNDS AVAILABLE FOR PROGRAM SUPPORT

	2006-07	2007-08	2008-09	2009-10	2010-11	TOTAL
INTERNAL REALLOCATIONS	\$12,000	\$8,500	\$8,500	\$8,500	\$8,500	\$46,000
EXTRAMURAL	\$20,000	\$10,000	\$5,000	\$1,000	\$1,000	\$37,000
TUITION	\$18,000	\$21,000	\$24,000	\$27,000	\$30,000	\$120,000
TOTAL	\$50,000	\$39,500	\$37,500	\$36,500	\$39,500	\$203,000

ENROLLMENT AND DEGREE COMPLETION PROJECTIONS

	2006-07	2007-08	2008-09	2009-10	2010-11	5-YEAR AVERAGE
NEW ENROLLMENT HEADCOUNT	20	26	31	36	39	30
PROJECTED ANNUAL DEGREE COMPLETIONS	0	19	20	18	23	20

Attachment 2

Summary of Background Information

Associate in Applied Technology and Certificate in Industrial Maintenance Technology
(CIP 47.0303)
Drake State Technical College

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

Objectives: The program objectives for the proposed industrial maintenance technology program include the following:

1. Graduates will be able to perform necessary duties of a maintenance technician, such as installation, alignment, adjustment, maintenance, interpretation of blueprints, rigging, and repair of industrial equipment;
2. Graduates will have an understanding of automation and the plant processes;
3. Graduates will develop and exhibit safe work habits;
4. Graduates will experience industrial training that will allow them to prepare for the continuing growth of technology;
5. Graduates will have experiences that enable them to develop as contributing members of the community.

The proposed program will be evaluated based on the number of students who successfully graduate from the program and on the number of graduates who immediately receive employment. Other measures of evaluation will include student surveys, employer follow-up surveys, and assessment from the Advisory/Craft committees who evaluate programs at DRK bi-annually.

Administration: The proposed program will be administered by Tad Montgomery, program director.

Curriculum: The following new courses will be added to the curriculum specifically for the Associate in Applied Technology degree:

INT 117	Principles of Industrial Maintenance	3 sh
INT 118	Fundamentals of Industrial Pneumatics & Hydraulics	3 sh
INT 119	Principles of Mechanical Measurements & Technical Drawing	3 sh
INT 126	Preventative Maintenance	3 sh
INT 127	Principles of Industrial Pumps & Piping Systems	3 sh
INT 128	Principles of Industrial Environmental Controls	3 sh
INT 129	Industrial Safety & Maintenance Techniques	3 sh
INT 153	Precision Machining Fundamentals I	3 sh
INT 158	Industrial Wiring I	3 sh
INT 206	Industrial Motors I	3 sh
INT 211	Industrial Motors II	3 sh
INT 212	Industrial Motor Controls I	3 sh
INT 215	Troubleshooting Techniques	3 sh
INT 221	DC Fundamentals	3 sh
INT 223	AC Fundamentals	3 sh
INT 234	Principles of Industrial Maintenance Metal Welding & Cutting Techniques	3 sh

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Friday, September 23, 2005

INT 251	Introduction to Programmable Logic Controller	3 sh
DPT 149	Introduction to Computers	3 sh
Total Semester Hours		54 sh

The following new courses will be added to the curriculum specifically for the Certificate degree:

INT 117	Principles of Industrial Maintenance	3 sh
INT 118	Fundamentals of Industrial Pneumatics & Hydraulics	3 sh
INT 126	Preventative Maintenance	3 sh
INT 127	Principles of Industrial Pumps & Piping Systems	3 sh
INT 153	Precision Machining Fundamentals I	3 sh
INT 158	Industrial Wiring I	3 sh
INT 206	Industrial Motors I	3 sh
INT 212	Industrial Motor Controls I	3 sh
INT 221	DC Fundamentals	3 sh
INT 223	AC Fundamentals	3 sh
INT 234	Principles of Industrial Maintenance Metal Welding & Cutting Techniques	3 sh
INT 251	Introduction to Programmable Logic Controller	3 sh
Total Semester Hours		36 sh

The proposed Industrial Maintenance program combines several current offerings at DRK and will compliment programs such as the HVAC, Electronics, Electricity, Welding, and Machine Tools programs. Specific courses and learning outcomes from current program areas will combine to create meaningful educational experiences within the Industrial Maintenance curriculum. Students will have the opportunity to further their education and experiences and to receive credit for coursework earned in various program areas of the college.

The proposed program is not expected to reduce enrollment in other programs at DRK, but rather it should increase overall student enrollment in the applied technology department.

Admissions: To be admitted to this program, a student must hold a high school diploma, equivalent diploma, and/or a GED certificate issued by the appropriate state education agency. The student must have a completed application for admissions on file, as well as official copies of a transcript verifying high school graduation (or equivalent). Additionally, a satisfactory score must be achieved on the COMPASS test.

Need: This program is designed to meet a specific need by providing a pool of entry-level applicants who are well-trained and ready to satisfy the occupational needs of business and industry. It will provide trained workers who are knowledgeable in the areas of electric, hydraulic, pneumatic, mechanical machining, and heating and cooling systems. Industry throughout North Alabama has expressed a need for these highly skilled operators and technicians.

An Internet search of the Bureau of Labor Statistics, U.S. Department of Labor, *Occupational Outlook Handbook, 2004-2005 Edition*, revealed that the job outlook through 2012 is favorable for industrial machinery installation, repair, and maintenance workers who have been trained in a broad range of skills. Many mechanics are expected to retire in coming years and employers have reported difficulty in recruiting young workers with the necessary skills to be industrial machinery mechanics.

According to the Alabama Department of Industrial Relations, the statewide annual projected job openings for Installation, Maintenance, and Repair occupations will be 3,840 through 2012. Annual job openings for the Huntsville Metropolitan area are projected to be 320 through 2012.

There are similar degree programs at Gadsden State Community College, Northwest Shoals Community College, Calhoun State Community College, Southern Union Community College and Trenholm State Technical College. Since Trenholm, the only other technical college offering an

Associate in Applied Technology degree, is in Central Alabama, DRK officials feel that there is a need to offer the same type of training to the North Alabama workforce as well.

Although Calhoun State Community College is in close proximity to DRK, it does not offer the intensified components of welding, machine tools, HVAC, and electricity/electronics in an interdisciplinary model. They do not offer training in all of these program areas. DRK has each of these components and is geared towards interrelating concepts from each program into one consolidated body of knowledge known as Industrial Maintenance Technology.

Distance Learning: Distance education will be utilized between students at the main campus in Huntsville and students at the Ernest Pruitt Center in Hollywood, Alabama. Both sites are already equipped to support video-conferencing and interactive teaching.

Student Demand: The largest number of potential enrollees in the proposed program will come from North Alabama career technical centers. Several companies have closed in the area and it is expected that many of the displaced workers will find this program very appealing. A survey was distributed to various career technical centers and to a random sample of high schools. Survey results indicate that there is a major interest in having an Industrial Maintenance program in the area. Based on this information, DRK officials project an annual average enrollment of 30 students for the first five years of the program.

Resources:

Faculty/Staff: There are currently four full-time primary faculty, two primary part-time faculty, two full-time support faculty, and two part-time support faculty who will teach in the program. DRK officials do not expect to hire any additional faculty.

Support staff will be provided from various aspects of the College. Technical/clerical support will be provided from the Office of the Dean to assist with instructional issues. The Office of Student Services will assist with recruitment, retention, tutorial services, and other student needs.

Equipment/Facilities: DRK's existing facility is fully equipped with classrooms and laboratories that are adequate to meet the needs of the program.

Students will have access to equipment and materials that are already in use in the Machine Tools, Welding, HVAC, and Electricity/Electronics programs. In addition, DRK has been awarded a Northeast Alabama Team for Industrial Systems Technology (NEATIST) grant, which has provided funding in the amount of approximately \$200,000. A portion of this has been used to purchase modern equipment for use in the program.

Library: The brand new S.C. O'Neal Library-Technology Center will open Fall 2005. The library holdings have increased by 75 percent to meet SACS candidacy requirements. The virtual library is also available for all DRK students.

Program Budget: DRK officials project that a total of \$51,250 will be required to support the proposed program and that a total of \$203,000 will be available through internal reallocation, extramural sources, and tuition.

Attachment 3

Curriculum for Proposed Program

Associate in Applied Technology in Industrial Technology

COURSE NO.	NAME	CREDIT HOURS
Area I – English (3 Credit Hours required)		
ENG 101	English Composition I	3
Area II – Humanities/Fine Arts (6 Credit Hours required)		
PHL 206	Ethics and Society	3
MUS 101	Music Appreciation	3
ENG 252	American Literature II	3
REL 152	Survey of New Testament	3
Area III – Natural Science/Math (10 Credit Hours required)		
MTH 112	Pre-Calculus Algebra	3
MTT 113	Pre-Calculus Trigonometry	3
BIO 101	Introduction to Biology	4
PHY 120	Introduction to Physics	4
Area IV – Social/Behavior Science (3 Credit Hours required)		
PSY 200	General Psychology	3
ECO 231	Principle of Macro Economics	3
POL 200	Introduction to Political Science	3
Area V – Institutional Education Requirement (1 Credit Hour required)		
ORI 101	Orientation to College	1
GRA 123	Graduation	0
Area VI – Core/Technical Concentration (51 Credit Hours required)		
INT 117	Principles of Industrial Maintenance	3
INT 118	Fundamentals of Industrial Pneumatics & Hydraulics	3
INT 119	Principles of Mechanical Measurements & Technical Drawing	3
INT 126	Preventive Maintenance	3
INT 127	Principles of Industrial Pumps & Piping Systems	3
INT 128	Principles of Industrial Environment Controls	3
INT 129	Industrial Safety and Maintenance Techniques	3
INT 153	Precision Machining Fundamentals I	3
INT 158	Industrial Wiring I	3
INT 206	Industrial Motors I	3
INT 211	Industrial Motors II	3
INT 212	Industrial Motor Controls I	3
INT 215	Troubleshooting Techniques	3
INT 221	DC Fundamentals	3
INT 223	AC Fundamentals	3

INT 234	Principles of Industrial Maintenance Metal Welding & Cutting Techniques	3
INT 251	Introduction to Programmable Logic Controller	3
DPT 149	Introduction to Computers	3
Total Credits Hours		<u>74</u>

Certificate Program in Industrial Maintenance Technology

COURSE NO.	NAME	CREDIT HOURS
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Area I – English (3 Credit Hours required)

ENG 101	English Composition I	3
COM 100	Introductory Technical English	3

Area II – Humanities/Fine Arts (3 Credit Hours required)

SPC 103	Oral Communication Skills	3
PHL 206	Ethics and Society	3
MUS 101	Music Appreciation	3
ENG 252	American Literature II	3
REL 152	Survey of New Testament	3

Area III – Natural Science/Math (6 Credit Hours required)

MTH 100	Intermediate College Algebra	3
MAH 101	Introductory Mathematics	3
MTH 112	Pre-Calculus Algebra	3
MTT 113	Pre-calculus Trigonometry	3
MTH 116	Mathematical Applications	3
DPT 103	Introductory Computer Skills II	3
GPO 110	Introduction to Computers in Graphics and Printing	3

Area V – Institutional Education Requirement (1 Credit Hour required)

ORI 101	Orientation to College	1
GRA 123	Graduation	0

Area VI – Core/Technical Concentration (36 Credit Hours required)

INT 117	Principles of Industrial Maintenance	3
INT 118	Fundamental of Industrial Pneumatics & Hydraulics	3
INT 126	Preventive Maintenance	3
INT 127	Principles of Industrial Pumps & Piping Systems	3
INT 153	Precision Machine Fundamentals I	3
INT 158	Industrial Wiring I	3
INT 206	Industrial Motors I	3
INT 212	Industrial Motor Control I	3
INT 221	DC Fundamentals	3
INT 223	AC Fundamentals	3
INT 234	Principles of Industrial Metal Welding & Cutting Techniques	3
INT 251	Industrial to Programmable Logic Controller	3
Total Credit Hours		<u>49</u>

DECISION ITEM A-5: University of South Alabama, Doctor of Pharmacy in Pharmacy (CIP 51.2001)

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

Staff Recommendation: That the Commission approve the proposed Doctor of Pharmacy with the implementation date and post-implementation conditions listed below:

Implementation Date: The proposed program will be implemented June 2007. Based on the Commission policy, the proposed program must be implemented by September 2007 or Commission approval is null and void. The institution must notify the Commission in writing when the program is implemented.

Post-Implementation Conditions:

1. That the annual average headcount enrollment for the first year in the professional component of the program for Academic Years 2007-08 to 2011-12 will be at least 66, based on the proposal.
2. That the annual average number of graduates for the Academic Years 2010-11 through 2011-12 will be at least 54, 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 the availability of clinical sites, as well as objectives and assessment measures stated in the proposal.
5. That documentation be provided that the program has been accredited by the Accrediting Council for Pharmacy Education.

The University of South Alabama (USA) will be required to phase out the program if any of the post-implementation conditions are not met. The institution must present documentation regarding the post-implementation conditions, as well as a general assessment of the program, in a report submitted to the Commission no later than July 2012.

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

1. The Alabama Department of Industrial Relations projects a total of 200 annual average job openings for pharmacists from 2002 to 2012. Of these 200

annual openings, 125 would be due to growth and 75 would be due to separations.

2. The purpose of the Doctor of Pharmacy program is to provide graduates with the knowledge, abilities, and values needed to effectively practice in a wide variety of existing and potential settings, including hospitals, long term care facilities, community pharmacy settings, ambulatory care clinics, government, and the pharmaceutical industry.
3. The Doctor of Pharmacy program will be regularly evaluated through USA's internal academic program assessment process and through the evaluation process required by the Accrediting Council of Pharmacy Education.
4. USA intends to collaborate in its pharmacy education with the two existing colleges of pharmacy in the state and with the Alabama Department of Postsecondary Education. USA will collaborate with Auburn and Samford universities in ways that are feasible to include, but not limited to the following: distance delivery of courses or components of courses; continuing education programs; and research collaboration.

Supporting Documentation:

1. New Academic Degree Program Proposal Summary, Attached.
2. Summary of Background Information, Attached.
3. Curriculum for Proposed Program, Attached.
4. The University of South Alabama proposal dated June 7, 2005. 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

INSTITUTION University of South Alabama

PROGRAM Doctor of Pharmacy

ESTIMATED NEW FUNDS REQUIRED TO SUPPORT PROPOSED PROGRAM

	2007-08	2008-09	2009-10	2010-11	2011-12	TOTAL
ADMINISTRATION*	\$408,094	\$425,211	\$437,969	\$451,108	\$464,641	\$2,187,023
FACULTY*	\$1,462,548	\$1,999,833	\$2,739,793	\$5,272,970	\$5,431,159	\$16,906,303
STAFF	\$180,665	\$260,649	\$268,469	\$314,875	\$364,861	\$1,389,519
LIBRARY**	\$80,392	\$88,431	\$97,274	\$107,002	\$117,702	\$490,801
EQUIPMENT	\$160,000	\$75,000	\$85,000	\$145,000	\$45,000	\$510,000
OTHER	\$150,975	\$166,948	\$206,785	\$348,850	\$217,869	\$1,091,427
TOTAL	\$2,442,674	\$3,016,072	\$3,835,290	\$6,639,805	\$6,641,232	\$22,575,073

* Additional faculty salaries should be shown in all five years

SOURCES OF FUNDS AVAILABLE FOR PROGRAM SUPPORT

	2007-08	2008-09	2009-10	2010-11	2011-12	TOTAL
INTERNAL REALLOCATIONS	\$501,729	\$0	\$0	\$0	\$0	\$501,729
EXTRAMURAL	\$275,000	\$0	\$0	\$250,000	\$375,000	\$900,000
TUITION	\$1,665,945	\$3,181,609	\$4,738,944	\$6,244,971	\$6,902,820	\$22,734,289
TOTAL	\$2,442,674	\$3,181,609	\$4,738,944	\$6,494,971	\$7,277,820	\$24,136,018

ENROLLMENT AND DEGREE COMPLETION PROJECTIONS

	2007-08	2008-09	2009-10	2010-11	2011-12	5-YEAR AVERAGE
NEW ENROLLMENT HEADCOUNT (Professional Phase)	60	60	60	75	75	66
PROJECTED ANNUAL DEGREE COMPLETIONS	0	0	0	54	54	54

Attachment 2

Summary of Background Information

Doctor of Pharmacy
University of South Alabama

Role: The proposed program is not within the current instructional role recognized for the University of South Alabama (USA). With the approval of this program, USA's role will be expanded to include the first professional award at CIP academic subdivision grouping 51.20.

Objectives: The Doctor of Pharmacy program is classified as a first-professional program. It is one of 10 fields defined by the National Center for Education Statistics as first-professional degree programs. Similar to degrees in medicine and law, the Doctor of Pharmacy is not a graduate degree.

The program will require three years of pre-professional education. Students, therefore, can enter the program without an undergraduate degree and will proceed to the professional Doctor of Pharmacy degree.

The purpose of the Doctor of Pharmacy program is to provide graduates with the knowledge, abilities, and values needed to effectively practice in a wide variety of existing and potential settings, including hospitals, long term care facilities, community pharmacy settings, ambulatory care clinics, government, and the pharmaceutical industry.

The expected student learning outcomes of the Doctor of Pharmacy program are those professional competencies specified by the Accrediting Council for Pharmacy Education (ACPE). They are as follows:

- a. To evaluate drug orders or prescriptions, to accurately and safely compound drugs in appropriate dosage forms, and to package and dispense dosage forms.
- b. To manage systems for storage, preparation, and dispensing of medicines and to supervise technical personnel who may be involved in such processes.
- c. To manage and administer a pharmacy and pharmacy practice.
- d. To apply computer skills and technological advancements to practice.
- e. To communicate with health care professionals and patients regarding rational drug therapy, wellness, and health promotion.
- f. To design, implement, monitor, evaluate, and modify or recommend modifications in drug therapy to ensure effective, safe, and economical patient care.
- g. To identify, assess, and solve medication-related problems, and provide a clinical judgment as to continuing effectiveness of individualized therapeutic and intended therapeutic outcomes.
- h. To evaluate patients and order medications and/or laboratory tests in accordance with established standards of practice.
- i. To evaluate patient problems and triage patients to other health professionals as appropriate.
- j. To administer medications.

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- k. To monitor and counsel patients regarding the purposes, uses, and effects of their medications and related therapy.
- l. To understand relevant diet, nutrition, and non-drug therapies.
- m. To recommend, counsel, and monitor patient use of nonprescription drugs.
- n. To provide emergency first care.
- o. To retrieve, evaluate, and manage professional information and literature.
- p. To use clinical data to optimize therapeutic drug regimes.
- q. To collaborate with other health professionals.
- r. To evaluate and document interventions and pharmaceutical care outcomes.

Students in the Doctor of Pharmacy program will share coursework and clinical experiences with students in USA's Doctor of Medicine program, Physician Assistant program and graduate Nursing program and with medical residents. The Doctor of Pharmacy will replace no existing program or concentration. Therefore, it will not reduce enrollments in any other program at the university.

The following new courses will be added to support the Doctor of Pharmacy program:

Orientation to the Profession of Pharmacy	2 credit hours
Pharmaceutical Dosage Forms	3 credit hours
Patient Care skills I: Clinical Research and Literature Evaluation	3 credit hours
Immunology and Immunization	4 credit hours
Pharmaceutical Dosage Forms II	3 credit hours
Pharmacy Practice I: Dispensing	3 credit hours
Practice II: Sterile Products and Immunization	3 credit hours
Pharmacy Practice III: Drug Information	1 credit hour
Practice Management I: Personnel Management	3 credit hours
Principles of Drug Action	4 credit hours
Introduction to Pharmaceutical Care	3 credit hours
Patient Care Skills II: Assessment and Education	4 credit hours
Pharmacy Practice IV: Pharmacy Practice and Ethics	3 credit hours
Practice Management II: Financial Management	3 credit hours
Patient Care Skills III: Patient Monitoring and Records	3 credit hours
Patient Care Skills IV: Clinical Pharmaceuticals	3 credit hours
Patient Care Skills V: Patient Assessment	2 credit hours
Pharmacotherapy I: Infectious Diseases	3 credit hours
Pharmacotherapy II: Cardiovascular	3 credit hours
Pharmacy Practice V: Community Pharmacy	2 credit hours
Pharmacy Practice VI: Institutional Pharmacy Practice	2 credit hours
Pharmacy Practice VII: Beginning Ambulatory Care Skills	2 credit hours
Pharmacy Practice VIII: Beginning Inpatient Care Skills	2 credit hours
Pharmacotherapy III: Blood and Reticuloendothelium	1 credit hour
Pharmacotherapy IV: Endocrine	2 credit hours
Pharmacotherapy V: Respiratory	2 credit hours
Pharmacotherapy VI: Renal	2 credit hours
Pharmacotherapy VII: GI/Hepatic and Nutrition	3 credit hours
Pharmacotherapy VIII: Integumentary	1 credit hour

Pharmacotherapy IX: Musculoskeletal	1 credit hour
Pharmacotherapy X: Neurosurgery	2 credit hours
Pharmacotherapy XI: Mental Health	2 credit hours
Pharmacotherapy XII: Oncology	2 credit hours
Pharmacotherapy XIII: Herbals and Non-Prescription Drugs	2 credit hours
Pharmacotherapy XIV: Pharmacogenetics	2 credit hours
Pharmacotherapy XV: Special Populations	2 credit hours
Pharmacotherapy XVI: Clinical Toxicology	2 credit hours

Other course requirements in the Doctor of Pharmacy program will be met by courses currently offered in existing programs.

The University's undergraduate programs in biomedical sciences, biology, chemistry, mathematics/statistics, and physics will offer foundational science courses in the pre-professional component of the Doctor of Pharmacy program.

Students in the Doctor of Medicine program, Physician Assistant program, and Nursing program, and other health sciences programs will enroll in common courses with Doctor of Pharmacy students.

Program Review and Assessment: The Doctor of Pharmacy program will be regularly evaluated through USA's internal academic program assessment process and through the evaluation process required by the Accrediting Council of Pharmacy Education. Both processes require that desired student learning outcomes for each academic program be established and routinely assessed to determine the extent to which graduates are attaining desired skills, knowledge, and dispositions. Information gathered about student performance through these processes will be used to make improvements in the program curricula and their delivery.

Administration: The proposed program will be administered through the College of Pharmacy. A new dean will be appointed.

Review of the Proposal by Persons External to the Institution:

Peer Review: First professional programs proposed to the Commission typically are reviewed by the Council of Graduate Deans. The abbreviated time-line for consideration of this proposal has not allowed enough time for the completion of this review, which involves several steps. Consequently, there are no voting results available from the graduate deans at the time of mail out. USA submitted the proposal for the graduate deans' review in July 2005.

In June, USA submitted the proposal for review by chief academic officers at Alabama public institutions. One response was received. Dr. Eli Capilouto, Provost of the University of Alabama at Birmingham, expressed several concerns about the proposed program. Dr. Capilouto cited recent workforce studies as the basis of his concerns. He stated that, according to a recent study by the Health Resources and Services Administration, Alabama ranks 21st in the nation in the number of pharmacists per capita. In addition, he cited another study that showed an 18 percent growth in pharmacy enrollments in the state in the period 2000-04. He stated his opinion that more evidence should be provided of need for the program, particularly in light of the opening of several pharmacy programs in adjacent states. He further requested that a consultant from outside the state be retained to evaluate the need for the program.

President Gordon Moulton of USA responded to Dr. Capilouto's concerns. He stated USA had employed an outside consultant to assess the feasibility of the program during the development of the proposal. Among other findings, the consultant had determined that enrollment had indeed gone up in Alabama pharmacy programs, but completions had gone down during the same period. Furthermore, the consultant had found that 38 percent of all

pharmacy students in Alabama in 2005 were permanent residents of other states. The consultant also predicted a critical shortage of pharmacists by 2015.

In April 2005, Dr. John Heilman, provost of Auburn University (AU), provided a lengthy response to USA's Notice of Intent to Submit a Proposal. Dr. Heilman's response questioned, among other things, the number of clinical education sites available for the program, based on AU's experience working with their own student pharmacists in the Mobile area.

According to the consultant utilized by USA, given the population base in the Gulf Coast Region, there should be no problem in securing an adequate number of quality community pharmacy sites for these experiences. In addition to local pharmacy sites, students will be placed in the three hospitals that comprise the USA Hospital System, as well as three other hospitals located in the Mobile Region.

Consultant Review: In 2004, the university retained Dr. Arthur A. Nelson, Jr., Dean of the School of Pharmacy at Texas Tech University Health Science Center, to be the consultant in examining the feasibility of a College of Pharmacy at the University of South Alabama.

Dr. Nelson is a nationally recognized expert in assessing the feasibility and need of pharmacy-education programs. Dr. Nelson has published more than 100 articles and books and has received more than \$2.5 million in grants and contracts to support his research.

Dr. Nelson conducted extensive studies on the feasibility and need for a College of Pharmacy at the University of South Alabama. According to university officials, the decision to pursue a Doctor of Pharmacy at USA followed several years of serious consideration and Dr. Nelson's conclusion that a College of Pharmacy was needed in this area and that it was congruent with the mission of health sciences education.

Accreditation: The Accrediting Council for Pharmacy Education (ACPE) is the single, federally recognized accrediting agency for professional pharmacy programs.

USA will follow the three-step process recommended by ACPE for attaining full accreditation. The first step includes appointment of a dean, filing of a comprehensive development plan with ACPE, and an on-campus visit by a team including ACPE members, a dean and faculty from another pharmacy program, and ACPE staff members. If the university meets the initial requirements, ACPE will award the program "Pre-Candidate Status," and the university may admit its founding class.

The second step in the accreditation process involves another on-site visit by ACPE at the end of the first year. If ACPE determines that the university has implemented the program successfully, ACPE will award the program "Candidate Status."

The third step in the accreditation process occurs in the spring semester before graduation of the founding class. Another on-site review will be conducted to determine if the university has fully implemented its plan. Following the graduation of the founding class, the ACPE will consider awarding full accreditation, designating the program as "Accredited."

Curriculum: The university's undergraduate programs in Biomedical Sciences, Biology, Chemistry, Mathematics/Statistics, and Physics will offer foundation science courses in the pre-professional component of the Doctor of Pharmacy program.

Students in the Doctor of Medicine program, Physician Assistant program, Nursing program, and other health sciences programs will enroll in common courses with Doctor of Pharmacy students.

In addition to three years of pre-professional courses, the curriculum for the Doctor of Pharmacy program comprises four years of academic courses and clinical experiences. .

A total of 165 credit hours will be required in the four-year professional program. This includes academic courses, practice experiences, and clerkship.

Admissions: Admission to the program will be based on specific criteria and will be limited to available spaces in the program in accordance with best admission practices among pharmacy educational programs. Application procedures and criteria will be developed by the pharmacy faculty and Admissions Committee for the program. The Admissions Committee will be established by the college and will include the following: program faculty and a representative of the (1) pharmacy practice community, (2) College of Medicine, (3) hospital administration and (4) pharmacy program advisory board. The committee, which will be appointed by the dean, will be responsible for the evaluation of applicants and for selecting those offered admission to program.

The prerequisite requirements of the pre-pharmacy component consist of a minimum of 92 semester hours of credit in specific courses listed below. These 92 credit hours should normally be completed in six semester hours, and they may be completed at any regionally accredited college or university.

Need: USA provided an analysis of need for the program based on the findings of the consultant hired by the university. According to USA, the proposed program will help meet two fundamental needs of the nation, the State of Alabama, and, in particular, the Alabama Gulf Coast Region. The first need is to have a sufficient number of pharmacists to provide the services required by an increasing demand for health care services. The second need is for all health care professionals—including doctors, physician assistants, and nurse practitioners to be fully trained in the use of drugs in the prevention and treatment of health care problems. The synergy of having a pharmacy school in the same university with a College of Medicine, a College of Allied Health Professions, and a College of Nursing provides the opportunity for essential cross training and collaboration in research, which will lead to improved patient outcomes.

The nationwide need for more pharmacists has been caused by the expanding role of drugs in overall health care. According to the Centers for Medicare and Medicaid Services, total national health expenditures increased 223 percent from 1990 to 2002. In the same period, the total expenditures for prescription drugs increased 403 percent.

An aging population in the United States will continue to fuel that increase in drug use. The U.S. Census Bureau projects that the percent of the population 65 or older will increase from 12.4 percent in 2000 to 19.6 in 2030. Census Bureau studies show that older people use prescription drugs at almost twice the rate of the average citizen.

The need for pharmacists nationwide is expected to grow at twice the rate of all occupations in the period 2002 to 2012. The Bureau of Labor Statistics reports that the number of workers nationwide in all occupations will increase from 144,013,600 in 2002 to 165,318,670 in 2012, an increase of 14.8 percent. But the number of jobs for pharmacists is expected to increase from 230,200 in 2002, to 299,387 in 2012, an increase of 30.1 percent.

A similar situation exists in Alabama. The Alabama Department of Industrial Relations estimates that the number of workers in Alabama in all occupations will increase from 2,107,880 in 2002 to 2,402,150 in 2012, an increase of 14.0 percent. The number of jobs for pharmacists is expected to increase from 3,950 in 2002 to 5,180 in 2012, an increase of 31.1 percent.

A national panel of experts from all areas of pharmacy practice met in the fall of 2001 to forecast the need for pharmacists by the year 2020. Their conclusion, as reported in the American Journal of Pharmacy Education, was that there would be a shortfall nationwide of 157,000 by 2020.

A similar shortfall in pharmacists is also expected in Alabama. The Alabama Department of Industrial Relations projects a total of 200 annual average job openings for pharmacists from

2002 to 2012. Of these 200 annual openings, 125 would be due to growth and 75 would be due to separations.

Current needs for pharmacists in Alabama are not being met and yet the need is predicted to worsen over the next 15 to 20 years. The pharmacists from in state pharmacy schools who remain in state to practice are the primary source of new members for the workforce.

The American Association of Colleges of Pharmacy reports a combined annual average of 166 graduates from the two Doctor of Pharmacy programs in Alabama for the years 2001 through 2004. It is estimated that 20 percent of the pharmacy graduates of both schools are lost each year to other states (defined as "workforce leakage"). Using just the years 2001 through 2004, this would mean 130 graduates of Auburn and Samford could be available to fill needs in Alabama.

The estimate of a 20 percent workforce leakage from the two universities appears conservative. For example: in 2005, the registrars of Auburn and Samford reported that 38 percent of their combined pharmacy students were from out-of-state. At Auburn, 30 percent of the pharmacy students were from out-of-state; at Samford, 45 percent of students were from out-of-state.

For those same four years, 2001 through 2004, the National Association of Boards of Pharmacy (NABP) reported that the state lost an average of 47 pharmacists each year because of reciprocity. Reciprocity data is gathered each year by NABP. It is the net figure of pharmacists who moved into the state each year less those who left. For the four years through 2001 through 2004, a total of 424 pharmacists moved into Alabama, while 526 moved out of Alabama.

The closest pharmacy program for residents in the Alabama Gulf Coast region is Auburn University, 220 miles away. According to USA officials, many potential pharmacy students are geographically bound and cannot leave the area to go to school.

According to the registrars of Auburn and Samford, of total pharmacy enrollment in 2005, only four percent was from the Mobile Metropolitan Statistical Area. Yet, the Mobile Metropolitan Statistical Area has 12 percent of the state's population.

The second fundamental need to be met by the Doctor of Pharmacy program is the growing need for physicians and other health care professionals to be properly training in the use of drugs in comprehensive programs of patient care. Prospective physicians need to become thoroughly familiar with the role of drugs in treating patients with a variety of medical problems.

Neither of the currently colleges of pharmacy in Alabama, Auburn and Samford, are located in a university with a medical school. A pharmacy college at the University of South Alabama would provide the valuable opportunity of cross training medical school students with pharmacy students. According to the proposal, approximately 70 percent of the pharmacy schools in this country are located in an institution with a college of medicine.

Collaboration: USA intends to collaborate in its pharmacy education with the two existing colleges of pharmacy in the state and with the Alabama Department of Postsecondary Education. USA will collaborate with Auburn and Samford universities in ways that are feasible to include, but not limited to the following: distance delivery of courses or components of courses; continuing education programs; and research collaboration.

USA intends to collaborate with two-year colleges in Alabama in two ways. First, USA will develop formal articulation agreements with two-year colleges for students who want to transfer into the USA Doctor of Pharmacy program. Transfer Guide/Agreements will conform to the Statewide Articulation Reporting System (STARS). Second, USA will offer assistance to the two-year colleges in developing pharmacy technician programs at their colleges. The need for pharmacy technicians is also expected to increase in the next several years, and there is currently no pharmacy-technician program offered by any of the two-year colleges in Alabama.

Distance Education: USA officials noted that the feasibility of distance education for the Doctor of Pharmacy will be thoroughly considered. All coursework in the program will be web-supplemented, using USA's well developed delivery system (e-companion).

Student Demand: In April 2005, surveys were conducted to determine interest in a Doctor of Pharmacy program at USA among three different groups of potential students: current USA students enrolled in health-profession majors; students enrolled in four community colleges in the local area; and juniors and seniors in 12 Baldwin and Mobile County high schools.

Of the 1,126 students responding to the survey, 511 (45 percent) indicated they were interested in pursuing a career in pharmacy; 500 respondents indicated they were interested in enrolling in Doctor of Pharmacy program at USA; and 418 respondents indicated they wanted to be contacted when further information about the Doctor of Pharmacy at USA becomes available.

Nationally and in Alabama, there is strong interest among students in pursuing pharmacy careers as evidenced by the strong applicant pool and highly competitive admissions. Applicants per position in pharmacy programs nationwide is 5:1 and in Alabama, the numbers are reported to range from 12:1 to 5:1 applicants per position.

Resources:

Faculty/Staff: There are no faculty currently employed in the Doctor of Pharmacy program. By year four of the program operation, a total of 43 faculty (excluding the dean and associate dean) will be employed for the Doctor of Pharmacy program. All faculty will be employed full-time.

The support staff will include two (2) professional staff and nine (9) secretaries and clerical staff.

Equipment/Facilities: A broad range of equipment will be required for initial start-up and for ongoing support of the program. Major categories of equipment include requirements for instructional and for research laboratories, instructional technology for laboratories and classrooms, computing and administrative equipment needs. A total of \$200,000 is budgeted for equipment during the planning/development phase including:

- \$150,000 for an instructional laboratory (\$6,000 per student station)
- \$30,000 for instructional technology
- \$20,000 for office and computing needs

During the operational phase (Years 1 through 5 of the program), an additional \$510,000 is budgeted for equipment including:

- \$150,000 for computers and related equipment
- \$100,000 for instruction technology
- \$ 50,000 for office/administrative needs
- \$210,000 for laboratories

Approximately 43,000 square feet of space will be allocated to the College of Pharmacy in the existing Health Services Building, which is located on the USA main campus. This will provide for 15 to 20 percent growth in the program. The building is a modern, well maintained facility that has become available as a result of relocation of ambulatory clinics to the USA Knollwood Hospital location. The proposal states that only modest remodeling and refurbishment of the space will be necessary at an estimated cost of approximately \$250,000. The program planning and development budget includes funding for facilities remodeling and furnishings.

Library: The proposed Doctor of Pharmacy program will require a library collection at the Collection Level of BG (Research-English) as described in the American Library Association Guidelines. Additional texts, journals, and reference materials are needed to meet the level for a doctoral, first-professional level program in pharmacy.

The pharmacy collection is presently at the level C2G (Initial Study-English). Additional monographs, journals, and databases will be needed to strengthen the collection for the proposed program.

It is projected that annual costs to maintain the library collection will increase 10 percent annually. Total annual cost for the first five years of program operations are projected to be \$490,801. This is in addition to \$73,094 that will be expended during the planning and development phase of the program.

Assistantships/Fellowships: There will be no assistantships or fellowships allocated to students in the Doctor of Pharmacy program. Efforts will be made to provide scholarships for students through traditional fundraising efforts. Also, efforts will be made to obtain extramural training-grant funding to partially defray costs to students.

Program Budget: The expected initial costs of the Doctor of Pharmacy are presented for two phases: the planning and development phase, consisting of academic years 2005-06 and 2006-07; and the actual operations phase consisting of academic years 2007-08 through 2011-12.

The expected costs of the planning and development phase is for the period 2005-06 through 2006-07. The total cost is \$1,756,127 and includes planning and development for the administration, faculty, staff, library, equipment, accreditation, building furnishings, building renovations, recruitment/advertising, and maintenance/operation/travel.

USA projects that a total of \$22,575,073 will be required to support the proposed program for the first five years of operation and a total of \$24,136,018 will be available.

APPENDIX

Doctor of Pharmacy Program Curriculum

Academic Year	Semester	Course Title & Focus	Semester Credit Hours	Academic Year	Semester	Course Title & Focus	Semester Credit Hours
<i>Year 1 (Regular University Calendar)</i>				<i>Year 1 Spring Semester Continued</i>			
<i>Summer Semester</i>				<i>Introduction to Pharmaceutical Care</i> 3			
		Orientation To The Profession Of Pharmacy w/ Clerkship	2			<i>Health Care Systems</i>	
		<i>Introduction to Pharmaceutical Care</i>				<i>Pharmaceutical Care: Pharmacist's Role in Patient Care</i>	
		<i>Introductory Patient Care Experiences</i>				<i>Basic Principles of Epidemiology</i>	
		Pharmaceutical Dosage Forms I	3			<i>Cultural Considerations in Patient Care</i>	
		<i>Pharmaceutical Calculations</i>				Patient Care Skills II: Assessment & Ed w/ Lab & Clerkship	4
		<i>Physical, Chemical & Clinical Characteristics</i>				<i>Basic Patient Assessment Skills - History & Vital Signs</i>	
		<i>Of Various Oral Dosage Forms</i>				<i>Planning and Delivery Skills in Patient Education Programs</i>	
		Human Gross Anatomy w/ Lab (Potentially PA 511)	4			<i>Introductory Patient Care Experiences</i>	
		Patient Care Skills I: Clin Research & Lit Evaluation	3			Pharmacy Practice IV - Pharmacy Practice Law and Ethics	3
		Semester Total	12			Practice Management II - Financial Management	3
<i>Fall Semester</i>						Semester Total	17
		Immunology and Immunizations	4			TOTAL YEAR CREDITS	45
		Pharmaceutical Dosage Forms II w/ Laboratory	3	<i>Year 2 (Two 16-Week Semesters)</i>			
		<i>Continuation; Topical & Injectable Dosage Forms</i>		<i>Fall Semester</i>			
		<i>Lab Cpding of Oral & Topical Dosage Forms</i>				Biochemistry (Potentially BCH 520)	7
		Pharmacy Practice I - Dispensing w/ Lab	3			Physiology (Potentially PHS 550)	8
		<i>Overview Major Therapeutic Categories of Oral & Topical Medications, focused on Knowledge & Skills for Dispensing Prescriptions</i>				Patient Care SkillsIII: Pt Monitoring & Records w/ Lab	2
		Pharmacy Practice II - Sterile Products & Immunizations	2			<i>Patient Records; Documentation Skills;</i>	
		<i>Knowledge and skills in preparing & administering sterile dosage forms</i>				<i>Laboratory Monitoring; Counseling;</i>	
		Pharmacy Practice III: Drug Information Lab	1			<i>Monitoring Devices</i>	
		Practice Management I- Personnel Management	3			<i>Ethics In Patient Care; Ethics In Pharmacy Practice</i>	
		Semester Total	16			Semester Total	17
<i>Spring Semester</i>						<i>Spring Semester</i>	
		Principles of Drug Action	4			Pharmacology (Potentially PHA 540)	7
		<i>Basic Principles of Pharmacokinetics,</i>				Patient Care Skills IV: Clinical Pharmacokinetics	3
		<i>Pharmacodynamics and Toxicology</i>				Patient Care Skills V: Patient Assessment w/ Lab	2
<i>Continued Next Column</i>						Pharmacotherapy I - Infectious Diseases	3
						Pharmacotherapy II - Cardiovascular	3
						Semester Total	18
						TOTAL YEAR CREDITS	35

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APPENDIX A (C. *inued*)

Doctor of Pharmacy Program Curriculum

Academic Year	Course/Clerkship Title & Focus	Semester Credit Hours	Academic Year	Clerkships	Semester Credit Hours
<u>Year 3 (Two 16-Week Semesters)</u>			<u>Year 4 (Three 16-Week Semesters)</u>		
<i>Practice Experiences In Mornings; Classes & Small Group Sessions In Afternoons</i>			<i>At Least 40 Hrs/Week Of Practice Experiences For 44 Weeks</i>		
<u>8-Week Blocks In Mornings</u>			<u>8-Week Blocks x 4 Required Rotations</u> 32		
<i>Rotations: 8 Weeks Each AM Monday-Thursday</i>			Pharmacy Practice X: Adult Inpatient Medicine Clerkship		
	Pharm Practice VI: Community Pharmacy Prac Clerkship	2	Pharmacy Practice XI: Adult Ambulatory Primary Care Clerkship		
	Pharmacy Practice VII: Institutional Pharm Prac Clerkship	2	Pharmacy Practice XII: Pediatrics Clerkship (Combination Inpt & Amb)		
	Pharm Practice VIII: Beginning Amb Care Skills Clerkship	2	Pharmacy Practice XIII: Geriatrics Clerkship (Combination Inpt & Amb)		
	Pharm Practice IX: Beginning Inpt Care Skills Clerkship	2	<u>4-Week Blocks x 3 Selective/Elective Rotations</u> 12		
<u>Afternoon Classes</u>			<i>SELECTIVE CLERKSHIPS: Advanced Community or Advanced Institutional Pharmacy Practice</i>		
	Pharmacotherapy III - Blood and Reticuloendothelium	1	<i>ELECTIVE CLERKSHIPS: 3 Rotations</i>		
	Pharmacotherapeutics IV - Endocrine	2	Ground Rounds I, II, & III 3		
	Pharmacotherapeutics V - Respiratory	2	<i>Student Presentations of Pharmacotherapeutic Issues</i>		
	Pharmacotherapy VI - Renal	2	TOTAL YEAR CREDITS 47		
	Pharmacotherapy VII - GI/Hepatic & Nutrition	3			
	Pharmacytherapy VIII - Integumentary	1			
	Pharmacotherapy IX - Musculoskeletal	1			
	Pharmacotherapy X - Neurosensory	2			
	Pharmacotherapy XI - Mental Health	2			
	Pharmacotherapy XII - Oncology	2			
	Pharmacotherapy XIII - Herbs and Non-Prescription Drugs	2			
	Pharmacotherapy XIV - Pharmacogenetics	2			
	Pharmacotherapy XV- Special Populations (Ger, Peds)	2			
	Pharmacotherapy XVI - Clinical Toxicology	2			
<u>Afternoon Small Group Sessions</u>					
	Case Studies - Ill-Defined, Problem-Based Learning Sessions	4			
TOTAL YEAR CREDITS		38			

DECISION ITEM B-1: Gadsden State Community College, Addition of an Option in Broadcast Captioning to the Existing Associate in Applied Science in Realtime Reporting (CIP 22.0303)

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

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

Background: Gadsden State Community College (GSC) currently has the Associate in Applied Science in Realtime Reporting (CIP 22.0303) in the Commission's Academic Program Inventory. GSC is proposing the addition of an option in Broadcast Captioning. This program option would address the need for individuals trained to caption broadcasts for the hearing impaired as mandated by the Americans with Disabilities Act and the Telecommunications Act of 1996.

The existing program requires a total of 75 semester hours (sh):

General Education Core	24 sh
Program Core (Technical Courses)	18 sh
Broadcast Captioning Option (Technical Specialization)	33 sh
Total	75 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 B-2a: University of Alabama, Consolidation of the Bachelor of Arts in German (CIP 16.0501), French (CIP 16.0901), and Classics (CIP 16.1201) into Foreign Languages and Literature, General (CIP 16.0101) with Options in German, French, Classical Civilization, Greek, and Latin

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

Staff Recommendation: That the Commission approve the proposed consolidation with options as a reasonable extension/alteration of existing programs.

Background: The University of Alabama (UA) currently has the Bachelor of Arts degrees in German, French, and Classics in the Commission's Academic Program Inventory. UA is proposing the consolidation of these existing programs into Foreign Languages and Literature, General (new CIP Code 16.0101) with options in German, French, Classical Civilization, Greek, and Latin.

The Foreign Language and Literature major will require 33 semester hours which will include an 18 hour core of courses at the 100-200 level which will provide a unifying foundation for the program. In addition, students choosing the major will complete 14-15 semester hours of upper division courses related to a specific option. The existing programs require a total of 119-120 semester hours (sh).

Classical Civilization Option:

General Education	87 sh
Core Courses	18 sh
Track	15 sh
Total	120 sh

French Option:

General Education	87 sh
Core Courses	18 sh
Track	15 sh
Total	120 sh

German Option:

General Education	87 sh
Core Courses	18 sh
Track	14 sh
Total	119 sh

Greek Option:

General Education	87 sh
Core Courses	18 sh
Track	15 sh
Total	120 sh

Latin Option:

General Education	87 sh
Core Courses	18 sh
Track	15 sh
Total	120 sh

The staff recommends that the proposed consolidation with options be approved as a reasonable extension/alteration of existing programs.

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 B-2b: The University of Alabama, Addition of a Concentration in Instructional Technology to the Existing Doctor of Philosophy in Educational Administration (CIP 13.0408 and 13.0409)

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

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

Background: The University of Alabama (UA) currently has the Doctor of Philosophy (PhD) in Educational Administration at both CIP 13.0408 (Elementary and Middle School Administration) and CIP 13.0409 (Secondary School Administration) in the Commission's Academic Program Inventory. UA is proposing the addition of a concentration in Instructional Technology to the programs listed at each of the CIP classifications.

The majors in Educational Administration require a minimum of 24 hours. The proposed concentration will comprise 12 hours of Instructional Technology coursework, up to 6 hours of which may come from courses in the major area. This proposed change has no impact on any other public institution in Alabama since no other Alabama college or university offers an emphasis in Instructional Technology within the PhD in Educational Administration.

The justification for this alteration is based on academic principles and market demands. There are currently national (International Society of Technology in Education) and state (Alabama Administrative Code) technology standards required for administrators and teachers. It is essential for current educational administrators to have knowledge of technology and how best to serve students with it. A concentration in Instructional Technology would allow administrators in-depth opportunities to develop skills and knowledge related to integrating technology in educational institutions. The program in Instructional Technology is based on helping students learn to develop and manage technology instructional and training programs. Students typically end up in educational administrative positions that required knowledge of administrative management skills, including budgeting, law, finance, and supervision as well as the instructional skills.

There are approximately 50 students who are interested in a concentration in Instructional Technology and providing assistance at the K-12 and higher education levels by presenting technology workshops and assisting individual teachers with technology integration.

The resulting programs will be improved because the addition of a concentration in Instructional Technology

will allow school leaders to gain the technological knowledge and skills needed to provide appropriate instruction. Additionally, this change will allow more curricular options for educational administrators.

The staff recommends that the proposed concentration be approved as a reasonable extension/alteration of existing programs.

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 B-2c: The University of Alabama, Addition of Concentrations in Instructional Technology and in Social and Cultural Studies in Education to the Existing Doctor of Philosophy in Instructional Leadership (CIP 13.0404)

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

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

Background: The University of Alabama (UA) currently has the Doctor of Philosophy (PhD) in Instructional Leadership (CIP 13.0404) in the Commission's Academic Program Inventory. UA is proposing the addition of concentrations in Instructional Technology and in Social and Cultural Studies in Education.

Instructional Technology

The major in Instructional Leadership requires a minimum of 24 hours. The proposed concentration in Instructional Technology will include the major in Instructional Leadership plus four additional courses.

The proposed change has no impact on any other public institution in Alabama since there are no other Alabama colleges or universities offering an emphasis in Instructional Technology within the Instructional Leadership, PhD.

The justification for this alteration is based on both academic principles and market demands. There are national (International Society of Technology in Education) and state (Alabama Administrative Code) technology standards required for administrators and teachers. It is essential for current instructional leaders to have knowledge of technology and how to best serve the students. A concentration in Instructional Technology will allow instructional leaders in-depth opportunities to develop skills and knowledge to integrate technology in educational institutions. Courses for the concentration in Instructional Technology will come from an approved list of courses which include Integration of Technology in Education and Training, Telecommunications and Networking, and Seminar in Instructional Technology.

UA has approximately 50 students who are interested in a concentration in Instructional Technology. These students are taking coursework in Instructional Technology and providing assistance at the K-12 and higher education levels by presenting workshops and assisting individual teachers with technology integration.

Social and Cultural Studies

The proposed concentration in Social and Cultural Studies in Education will include an additional four courses (12 hours) already offered as part of the general Foundations requirement for doctoral students within the college. No new courses are proposed. Courses for the concentration in Social and Cultural Studies in Education will come from an approved list of courses which include History of American Education; Sociology of Education; Church, State, and School; and Issues in Multicultural Education.

A concentration in Social and Cultural Studies in Education will allow instructional leaders in-depth opportunities to examine the diverse political, social, economic, and cultural context in schooling in the United States. Currently, there are a number of students who are interested in the concentration of Social and Cultural Studies in Education who are conducting research, completing independent studies, and taking additional course work in this area.

The staff recommends that the proposed concentrations 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: Revision of the Commission's "Guidelines on Implementation of a New Program"

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

Staff Recommendation: That the Commission approve the proposed revision.

Background: Currently the Commission has guidelines related to the implementation of new programs. These guidelines provide a framework for the implementation of new programs that assures that programs are implemented in a timely fashion. The guidelines also set the groundwork for the post-implementation review of the new program. The post-implementation review date for the program is set at five years from the implementation of the program.

With the proposed change to the "Guidelines on Implementation," an institution proposing a new program may request up to an additional two years as a start-up period for the program. During this start-up period, the institution may implement the program, but the post-implementation conditions will not go into effect until the end of the start-up period. Counting for the purpose of evaluating the program will begin at the end of the start-up period. Five years after the end of the start-up period, the post-implementation report will be submitted.

The proposed change in implementation guidelines will be helpful in cases where a new program requires extensive hiring of new faculty and recruitment of students. The institution will be required to ask for this start-up period at the time that the program is proposed. It is the institution's responsibility to ask for the start-up period.

Supporting Documentation:

1. "Guidelines on Implementation of a New Program, [Proposed Revision]." Attached.

GUIDELINES ON IMPLEMENTATION OF A NEW PROGRAM [Proposed Revision]

If approval is given by the Commission, a new program should be implemented in accordance with the timeline presented in the proposal. The institution must notify the Commission in writing when the program is implemented (that is, when the institution has admitted the first student(s) 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 be null and void and the program will be removed from the Commission's academic program inventory. Once an approval is declared null and void, an institution will have to submit and receive Commission approval of a new program proposal to offer the program.

At the time of proposing a new academic program, the institution may request additional time as a program start-up period before the post-implementation period begins. Generally, this period will be granted for programs that require extensive hiring of faculty and recruitment of students. The institution may request up to two years additional time before counting related to the post-implementation conditions begins. The staff will evaluate the institution's request for a start-up period and, if warranted, will make the request a part of the recommendation to the Commission concerning the program proposal. If there is a reported delay in implementation of an approved program as outlined in paragraph one, the start-up period will be adjusted by the staff accordingly. Responsibility for requesting the start-up period rests with the institution proposing the program.

After a new program is approved by the Commission, it will be entered in the Commission's academic program inventory with an approval date under the status column to denote that the program has been approved, but has not been implemented. Upon receipt of the written notice from the institution that the program has been implemented, the approval date will be removed from the status column. When programs are implemented, the status column will be blank.

~~This policy will apply to all programs approved on October 12, 2001 or later. Programs approved prior to the October 12, 2001 Commission meeting also must be implemented within two years of October 12, 2001 or the Commission approval will be null and void.~~

Adopted on 10/12/01; revision approved on September 23, 2005.

[Underlines denote the proposed addition to the guidelines. The strike-out is a proposed deletion.]

DECISION ITEM D-1: Request to Amend Post-Implementation Conditions:
Auburn University, Master of Landscape Architecture in
Landscape Architecture (CIP 04.0601)

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

Staff Recommendation: That the Commission approve the request to amend
post-implementation condition 1 as follows:

1. That the annual average enrollment for the first five years be at least ~~28~~ 25 FTE students.

With the approval of this amendment the Commission will accept the report for the program as meeting 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. Though the program did not meet the original condition of 28 for enrollment, it had a strong enrollment of over 25 FTE over the first five years.
2. The program met conditions regarding graduates and employment.

Background: The program was approved on December 11, 1998 and implemented in Summer 1999. Auburn University (AU) submitted a post-implementation report on September 3, 2004.

AU officials reported in the post-implementation report that graduates of the program have been very successful in obtaining employment. National firms have employed graduates, as well as the National Park Service, the National Trust, and many state or local planning agencies.

Supporting Documentation:

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

Summary of Report on Post-Implementation Conditions

Auburn University

Program: Landscape Architecture, MLArch, CIP 04.0601

Approved by Commission: December 11, 1998

Proposed Implementation Date: September 1998 (in the proposal)

Actual Implementation Date: Summer 1999

Post-Implementation Conditions:

- 1) That the annual average enrollment for the first five years be at least 28 FTE students.
- 2) That beginning in 1999-2000, the annual average number of graduates of the program will be at least 10.
- 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 have found employment in the field.

Landscape Architecture, MLArch, CIP 04.0601	Enrollment 1999-2004	Average Number of Graduates, Beginning 1999-2000	Percentage of Graduates Employed in Field
Required	28 FTE	10	75%
Reported 2004	25.84 FTE	10	100%

- Note on condition 1: After having only 3 FTE the first year, enrollment for the period 2000-01 through 2003-04 has been an average of 31.33.
- Note on condition 2: After having only three graduates the first year of the program, there has been an average of 13.25 for the period 2000-01 through 2003-04.
- Condition 3: Program officials report that graduates have been hired by nationally recognized firms and public agencies. Most graduates have obtained jobs before graduation with many having multiple offers.

DECISION ITEM D-2: Request to Amend Post-Implementation Conditions:
University of Alabama in Huntsville, Master of Science in
Materials Science (CIP 30.9999)

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

Staff Recommendation: That the program be given until October 1, 2007 to demonstrate that strategies implemented to increase enrollment and graduation are having a positive effect. The report submitted will include enrollment and completions data for the period 2002-03 through 2006-07.

Rationale:

1. The institution has implemented strategies to increase enrollment and graduation.
2. The program supports the joint PhD in Materials Science, which is offered in collaboration with the University of Alabama (UA) and the University of Alabama at Birmingham (UAB).
3. The program shares most of its course work with the PhD program.
4. The program is the only Master of Science (MS) in Materials Science offered in the state.

Background: The MS in Materials Science was approved October 3, 1997. The program was intended to complement the existing joint PhD offered by the University of Alabama in Huntsville (UAH), UA and UAB. The majority of the courses needed for the degree already were available at UAH.

UAH officials submitted a post-implementation report in October 2002. The report stated that the program had met the post-implementation condition for employment, but neither the enrollment nor the graduation conditions had been achieved. University officials cited a slow start for the program and the fact that many students enrolled in the program are attending part-time.

Finally, UAH requested in the 2002 post-implementation report that the program be given an additional five years to meet the conditions. Program officials stated that the program should be considered in the context of being a feeder for the Ph.D. program. The two programs share faculty and resources, as well as many courses. The report detailed strategies to increase enrollment and graduates. These strategies included implementing vigorous recruitment, modifying requirements for the degree, and requiring the degree as a stepping stone to the Ph.D. Because the Commission's post-implementation review policies were undergoing review, the request was not presented to the Commission at that time.

The Commission staff requested an update to the post-implementation report in spring 2005. According to the update, the program's enrollment and graduation rate had decreased. However, the employment rate had risen to 100 percent. UAH reiterated the desire to seek an extension for the program. Program officials also reported that the strategies to improve the program had been implemented but had not been in place long enough to show their effectiveness.

Supporting Documentation:

1. "Summary of Report on Post-Implementation Conditions," Attached.
2. Unpublished Post-Implementation Report for the University of Alabama in Huntsville. Available upon request.
3. "Guidelines for Consideration of Post-Implementation Reports that Do Not Meet Approved Conditions." Available upon request.

Summary of Report on Post-Implementation Conditions

University of Alabama in Huntsville

Program: Materials Science, MS, CIP 30.9999

Approved by Commission: October 3, 1997

Proposed Implementation Date: Fall 1997

Actual Implementation Date: Fall 1997 (had an existing PhD program)

Post-Implementation Conditions:

- 1) That the annual average enrollment for the first five years is at least 8 FTE students.
- 2) That beginning in 1997-98, the annual average number of graduates for the first five years of the program will be at least 4.
- 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 have found employment in the field.

Materials Science, MS, CIP 30.9999	Enrollment	Average Number of Graduates (Beginning 1997-98)	Percentage of Graduates Employed in Field
Required	8 FTE	4	75%
Reported 2002	3.53 FTE	2.4	83%
Update 2002-03 – 2004-05	3.47 FTE 5.67 Headcount	2	100%

DECISION ITEM E-1:

Program Meeting Post-Implementation Conditions:
University of Alabama at Birmingham, Doctor of
Philosophy in Neurobiology, CIP 25.0608

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 of the Commission approval of the program.

Background:

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

Supporting Documentation:

1. Unpublished post-implementation report and update submitted by the University of Alabama at Birmingham. Available upon request.
2. "Guidelines for Consideration of Post-Implementation Reports that Do Not Meet Approved Conditions." Available upon request.

Summary of Report on Post-Implementation Conditions

The University of Alabama at Birmingham

Program: Neurobiology, PhD, CIP 26.0608

Approved by Commission: February 27, 1998

Proposed Implementation Date: May 1998

Actual Implementation Date: May 1998

Post-Implementation Conditions:

- 1) That the annual average enrollment for the first five years be at least 6 FTE [full-time equivalent] students.
- 2) That beginning in 2000-2001, the annual average number of graduates for the first five years of the program will be at least 3.
- 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.

Neurobiology, PhD, CIP 26.0608	Enrollment (FTE)	Average Number of Graduates (Beginning 2000-01)	Percentage of Graduates Employed in Field
Required	6	3	75%
Reported through 2004-05	26.3	3	100%

- Note on Condition 3: All graduates have entered employment in the field or are enrolled in medical training. Those in medical training will have employment in the field following completion of their training.

DECISION ITEM F: Fiscal Year 2005-06 Operating Budget

Staff Presenter: Mr. Tim Vick
Associate Executive Director

Staff Recommendation: That the Commission on Higher Education approve the Fiscal Year 2005-06 Operating Budget.

Background: The Operations Budget was due to the Executive Budget Office on August 15, 2005. It was submitted in draft form pending approval of the Commission.

In FY 2005-06, the Commission's total budget will be \$18,292,903. This is a \$5,652,155 increase over FY 2004-05's budget of \$12,640,748. The programs listed below received the following increases in the FY 2005-06 budget:

Alabama Agricultural Land Grant Alliance	\$3,975,298
Alabama Student Assistance Program (State)	900,000
Articulation and General Studies Committee	120,000
ACHE Planning and Coordination	84,036

We are also pleased to report that due to the increase in the state's contribution to the Alabama Student Assistance Program, Alabama has received \$447,388 in federal dollars to go toward our needs based student aid program.

The Commission's budget also includes a new item. The School and University Partnership for Education Renewal (SUPER), a program sponsored by the Alabama Humanities Foundation, received an appropriation of \$100,000 for FY 2005-06.

As for sources of revenue, in the coming fiscal year, approximately 86.0% of the Commission's funds come from the state's Education Trust Fund, 11.0% from the federal government, and 3.0% from local funds. In FY 2005-06, approximately 78.7% of the Commission's budget will be directed toward Grants and Benefits. The operations portion of the budget represents approximately 21.3% of the funds available.

Supporting Documentation:

1. EBO Form 8. Agency Summary. Attached.
2. FY 2005-06 Operations Plan. Entire Document. Available upon request.

DECISION ITEM G: Public Drawing to Determine the Order of Payment of Alabama Student Grant Program (ASGP) Funds for the 2005-2006 Academic Year

Staff Presenter: Mrs. Cheryl Newton
Student Assistance Administrator

Staff Recommendation: That the Commission conduct a public drawing to determine the order of payment to institutions.

Background: Chapter 300-4-.04 of the Alabama Student Grant Program Regulations states the order in which institutions will be issued Fall term checks shall be determined by a random and public drawing of institutions. Pursuant to the regulations, sealed envelopes of the institutions which have declared their intentions to apply for participating in the ASGP for the 2005-2006 academic year have been provided to the Commission Chairman, Mr. Patterson, in order for the drawing to be held.

The results of the drawing at this meeting will determine the order in which grant funds will be released to institutions for the fall term. After all fall term payments are issued, the order will be reversed – so the institution ranked first for fall term drops to last place for second term payment.

Supporting Documentation: Chapter 300-4-.04 of the Alabama Student Grant Program Regulations (available upon request).

DECISION ITEM H: Forever Wild Appointment of Board Member

Staff Presenter: Mrs. Margaret Gunter
Director of Communications

Staff Recommendation: The staff recommends that the Commission appoint Dr. Lawrence J. Davenport, professor of biology, Samford University, to represent the Central District to the Board of Forever Wild.

Background: Act No. 91-219 established a Board of Trustees of the Alabama Forever Wild Land Trust. ACHE appoints three members to sever staggered terms (every two years) to the Board. The term held by Dr. Ralph Mirarchi, Auburn University expires September 30, 2005.

Based upon Dr. Davenport's qualifications, the staff recommends that he be approved.

Supporting Documentation: 1. Nomination form. Available upon request.

INFORMATION ITEM A: Changes to the Academic Program Inventory

Staff Presenter: Mrs. Amy Herrin 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.

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.

Auburn University: ~~03.0502~~ 03.0101 ~~Forestry Sciences~~ Natural Resources/
Conservation, General, ~~MFY~~ MNR

The University of Alabama: 52.0801 Banking and Finance, MA MS

52.1301 ~~Management Science~~ Operations Management,
MSC, MA MS, PhD

52.1401 Marketing, MA MS

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.

Athens State University: 15.0499 Applied Technology, BS

Bishop State Community College: 48.9999 Manufacturing Technology, AAS, C

The University of Alabama: 16.0402 Russian Languages & Literature, BA

University of South Alabama: 51.2308 Physical Therapy, MPT

INFORMATION ITEM B: Implementation of New Certificate Programs (Less than or Equal to 29 Semester Hours) in Selected Fields at Various Two-Year Colleges

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

Staff Recommendation: For information only.

Background: The Alabama Department of Postsecondary Education reports the approval of short certificate programs (less than or equal to 29 semester hours) at the following two-year colleges in the fields of study listed below.

Chattahoochee Valley Community College

<u>Field of Study</u>	<u>CIP Code</u>
Visual Communications	50.0401

Drake State Technical College

<u>Field of Study</u>	<u>CIP Code</u>
Industrial Maintenance Technology	47.0303

Lawson State Community College

<u>Field of Study</u>	<u>CIP Code</u>
Geographic Information System Technology	45.0702
Welding	48.0508

Lurleen B. Wallace Community College

<u>Field of Study</u>	<u>CIP Code</u>
Interior Decorating	48.0303

Wallace State Community College-Hanceville

<u>Field of Study</u>	<u>CIP Code</u>
Polysomnography Technology	51.9999

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-1:

The University of Alabama, Consolidation of the Department of Elementary Education and the Department of Secondary Curriculum, Teaching, and Learning into the Department of Curriculum and Instruction

Staff Presenter:

Mrs. Ellen E. Haulman
Staff Associate for Academic Affairs

Staff Recommendation:

For information only.

Background:

The Board of Trustees of the University of Alabama has approved the consolidation of the Department of Elementary Education and the Department of Secondary Curriculum, Teaching, and Learning into a single department, the Department of Curriculum and Instruction. The consolidation will reduce administrative costs, promote administrative efficiency, and put resources into new faculty positions.

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

INFORMATION ITEM C-2:

The University of Alabama, Change in the Name of the Department of Interdisciplinary Teacher Education in the College of Education to the Department of Special Education and Multiple Abilities

Staff Presenter:

Mrs. Ellen E. Haulman
Staff Associate for Academic Affairs

Staff Recommendation:

For information only.

Background:

The Board of Trustees of the University of Alabama has approved the change in name of the Department of Interdisciplinary Teacher Education in the College of Education to the Department of Special Education and Multiple Abilities. According to university officials, the new name will more accurately reflect the full range of programs within the department and will eliminate confusion regarding long-standing programs in Special Education.

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 Administration 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: University of Alabama at Birmingham, Establishment of a Graduate Certificate in Health Care Financial Management

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

Staff Recommendation: For information only.

Background: The University of Alabama System reports the implementation of a Graduate Certificate in Health Care Financial Management by the University of Alabama at Birmingham (UAB).

The purpose of this certificate is to meet the increasing demand for health care management professionals to expand their financial background, knowledge, and skills.

The graduate certificate program requires the completion of 18 semester hours and is based on courses already in place at UAB. While the program will be open to other enrolled graduate students, it is anticipated that most students completing this certificate will be enrolled in the M.S.H.A. (Health Administration) or M.B.A. programs.

According to Commission guidelines for the Review of Reasonable Extensions and Alterations of Existing Units and Programs of Instruction, non-degree programs at senior institutions, including pre-baccalaureate, post-baccalaureate, and post-master's certificates are considered non-substantive extensions or alterations. As such, they do not require Commission approval, but must be presented to the Commission as information items prior to implementation. These certificates are not listed in the Commission's Academic Program Inventory.

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 institutions. Available upon request.

INFORMATION ITEM D-2: University of Alabama at Birmingham, Establishment of a Graduate Certificate in Bioinformatics (CIP 11.0101)

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

Staff Recommendation: For information only.

Background: The Board of Trustees of the University of Alabama has reported the establishment of a graduate certificate in Bioinformatics at the University of Alabama at Birmingham (UAB). The purpose of the certificate is to provide an opportunity for individuals who have a degree in the biomedical sciences to obtain graduate level knowledge and skills in bioinformatics. The certificate is in response to the Human Genome Project, which is increasingly transforming biomedical research into a computer-based activity.

The certificate will require 21 semester hours of courses in areas such as Bioinformatics, Sequence Analysis, Distributed Computing, and Science Visualization. The necessary courses are already available within the School of Natural Sciences and Mathematics, primarily by the Department of Computer and Information Sciences.

According to Commission guidelines, non-degree programs at senior institutions, including pre-baccalaureate, post-baccalaureate, and post-master's certificates are considered non-substantive extensions or alterations. As such, they do not require Commission approval, but must be presented to the Commission as information items prior to implementation. These certificates are not listed in the Commission's Academic Program Inventory.

Supporting Documentation:

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

INFORMATION ITEM D-3:

University of Alabama at Birmingham, Establishment of a Graduate Certificate in Computer Forensics (CIP 43.0106)

Staff Presenter:

Mrs. Ellen E. Haulman
Staff Associate for Academic Affairs

Staff Recommendation:

For information only.

Background:

The Board of Trustees of the University of Alabama has reported the establishment of a graduate certificate in Computer Forensics at the University of Alabama at Birmingham (UAB). The purpose of the certificate is to provide an opportunity for students in forensic science, criminal justice, and computer and information sciences to obtain graduate level specialized knowledge and training in computer forensics. Persons completing the certificate training will be able to uncover, retrieve, and protect evidence of illegalities, such as downloading copyrighted materials from web sites or releasing viruses or similar rogue programs on computer networks. Individuals prepared in this field also will be able to testify in state and federal court as expert witnesses.

According to Commission guidelines, non-degree programs at senior institutions, including pre-baccalaureate, post-baccalaureate, and post-master's certificates are considered non-substantive extensions or alterations. As such, they do not require Commission approval, but must be presented to the Commission as information items prior to implementation. These certificates are not listed in the Commission's Academic Program Inventory.

Supporting Documentation:

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

INFORMATION ITEM D-4: University of Alabama at Birmingham, Establishment of a Graduate Certificate in Statistical Genetics

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

Staff Recommendation: For information only.

Background: The University of Alabama System reports the implementation of a Graduate Certificate in Statistical Genetics by the University of Alabama at Birmingham (UAB).

The purpose of this certificate is to train future biostatisticians in the biological sciences as well as in traditional statistical theory and methods, as noted in a National Institutes of Health report.

The graduate certificate program requires the completion of 15 graduate hours and is based on courses already in place at UAB. Students pursuing a PhD in Biostatistics will be able to complete the program as will appropriately qualified individuals who have a doctoral degree in statistics, biostatistics, or related disciplines.

According to Commission guidelines for the Review of Reasonable Extensions and Alterations of Existing Units and Programs of Instruction, non-degree programs at senior institutions, including pre-baccalaureate, post-baccalaureate, and post-master's certificates are considered non-substantive extensions or alterations. As such, they do not require Commission approval, but must be presented to the Commission as information items prior to implementation. These certificates are not listed in the Commission's Academic Program Inventory.

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 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.

Northeast Alabama Community College

Program: Child Development, AAS, CIP 19.0708
Approval date: March 12, 2004
Implementation date: August 2004 (on schedule)
Post-implementation report deadline:
September 1, 2009

Shelton State Community College

Program: Criminal Justice, Certificate, CIP 43.0107
Approval date: December 5, 2003
Implementation date: January 2004 (on schedule)
Post-implementation report deadline:
February 1, 2009

Programs Not Implemented: Commission approval has expired for the following programs that were not implemented by the implementation deadline.

None.

ALABAMA COMMISSION ON HIGHER EDUCATION
Friday, September 23, 2005
Information Item

Supporting Documentation:

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

INFORMATION ITEM F: Review of Remaining Non-Viable Core Liberal Arts Programs

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

Staff Recommendation: For information only.

Background: Institutions with remaining non-viable core liberal arts programs have submitted waivers in accordance with the institutional plans reported to the Commission in June 2005. The institutions have submitted waiver requests for 29 of the 38 core liberal arts programs that remained on the list of non-viable programs at the end of the last monitoring period.

The institutions have not submitted waivers for nine programs on the list. One program has been deleted from the Academic Program Inventory, and another program is listed as a deletion in the item, "Changes to the Academic Inventory," in this packet. A foreign language program already has been consolidated as a reasonable extension/alteration, and another program consolidation is on the current agenda as a decision item. One institution has planned to submit a merger of a program into an existing program. Finally, four programs at Troy State University Montgomery have been subsumed into the programs of the merged Troy University and will not have separate entries in the Academic Program Inventory.

The staff has begun review of the waiver requests and will present recommendations concerning them at the December 16, 2005 Commission meeting.

INFORMATION ITEM G: Distribution of 2005-2006 Alabama Student Assistance Program (ASAP) Funds

Staff Presenter: Mrs. Cheryl Newton
Student Assistance Administrator

Staff Recommendation: For information only.

Background: The Alabama Student Assistance Program is funded through a combination of Federal Leveraging Educational Partnership (LEAP) funds and State appropriations. All LEAP funds that states receive must be used for assistance to students.

ASAP provides need-based grants to Alabama students to meet their educational costs of attending Alabama postsecondary institutions. Awards range from \$300 to \$2,500 for an academic year.

The ASAP distribution schedule used for the ASAP complies with the procedure outlined in the Alabama Student Assistance Program Regulations and Commission policy approved on August 21, 1987. Following these guidelines, ACHE staff has compiled the 2005-2006 ASAP Distribution Schedule.

Because most institutions in Alabama have converted from the quarter to the semester system, there were insufficient funds in January to process second term payments at that time – the normal time for making second term payments. For this reason, second term payments cannot be made until July, 2006 – well after the completion of the second semester.

Supporting Documentation: ASAP distribution policy approved by the Commission on August 21, 1987 (available upon request).

2005-2006 Alabama Student Assistance Program Institutional Distribution of State and Federal Leveraging Educational Assistance Partnership (LEAP) Program Funds, Attached.

	2005-2006 ALABAMA STUDENT ASSISTANCE PROGRAM					
	INSTITUTIONAL DISTRIBUTION OF STATE FUNDS					
	LEVERAGING EDUCATIONAL ASSISTANCE PARTNERSHIP					
	(LEAP) PROGRAM FUNDS					
						2005-2006
	Relative State	% Religion	% Out-of-State	Adjusted State		ASAP
Institution	Need	Majors	Students	Need		Funding
Judson College	0.200507%	3.000000%	25.000000%	0.151884%		5,000.00
Lawson State Community College	2.087040%	0.000000%	0.008200%	2.086869%		54,000.00
L.B. Wallace State Community College	0.301697%	0.000000%	0.945000%	0.298846%		8,000.00
Miles College	1.438448%	0.000000%	14.000000%	1.237065%		32,000.00
Northeast Alabama State Community College	0.714769%	0.005000%	0.005000%	0.714733%		18,000.00
Northwest-Shoals Community College	1.534140%	0.000000%	1.000000%	1.518799%		39,000.00
Oakwood College	2.150761%	11.000000%	78.000000%	0.657703%		17,000.00
Prince Institute of Prof. Studies*	0.000000%	0.000000%	0.000000%	0.000000%		5,000.00
Reid State Technical College	0.469032%	0.000000%	3.000000%	0.454961%		12,000.00
Remington College	0.000000%					
Samford University	0.932647%	2.000000%	54.700000%	0.432692%		11,000.00
Shelton State Community College	1.934370%	0.000000%	22.530000%	1.498557%		39,000.00
Snead State Community College	0.697914%	0.100000%	1.030000%	0.690732%		18,000.00
South University	2.557033%	0.000000%	75.000000%	0.639258%		17,000.00
Southern Union State Community College	1.618763%	0.000000%	4.200000%	1.550775%		40,000.00
Spring Hill College	1.058584%	1.700000%	54.000000%	0.496667%		13,000.00
Stillman College	1.073443%	0.900000%	25.000000%	0.807498%		21,000.00
Talladega College	0.422897%	0.000000%	58.000000%	0.177617%		5,000.00
Trenholm State Technical College	0.764839%	0.000000%	1.000000%	0.757190%		20,000.00
Troy University	6.194132%	0.000000%	23.900000%	4.713734%		122,000.00
Tuskegee University	2.204884%	0.000000%	60.000000%	0.881953%		23,000.00
University of Alabama	3.075121%	0.000000%	21.900000%	2.401670%		62,000.00
University of Alabama at Birmingham	6.360494%	0.000000%	8.700000%	5.807131%		151,000.00
University of Alabama Huntsville	1.612464%	0.000000%	21.000000%	1.273846%		33,000.00

