

ALABAMA COMMISSION ON HIGHER EDUCATION

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

COMMISSION MEETING

MARCH 3, 2006

9:00 A.M.

Retirement Systems of Alabama Union Building
100 N. 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

March 3, 2006
9:00 a.m.

- I. Call to Order
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- VI. Executive Director's Report
- VII. Institutional Accountability Reports on Progress Toward Goals Identified in the State Plan
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 - B. Dr. Harold Wade, President/Bevill State Community College
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ALABAMA COMMISSION ON HIGHER EDUCATION

MINUTES OF MEETING

December 16, 2005

I. Call to Order

The Alabama Commission on Higher Education met in regular session on Friday, December 16, 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, Bettye Fine Collins, Ron Wise, Joseph Lowman, Andrew Linn, and Roberta Watts. A quorum was determined by voice roll call of members present.

III. Approval of Agenda

RESOLVED: Commissioner Buffkin moved for approval of the agenda. Collins seconded Motion passed.

IV. Consideration of Minutes

RESOLVED: Commissioner McDougald moved for the approval of the September 23, 2005 and November 10, 2005 minutes. Commissioner Shaw seconded the motion. The minutes were approved.

V. Chairman's Report

Commissioner Patterson recognized and thanked Presidents, Chancellors, and guests. He also thanked the staff for work that has been done in preparation of the Commission meetings and special called meetings. He thanked Commissioners for their Committee work and the time devoted to Commission activities.

Commission members and institutional representatives were reminded that no comments will be recognized from the floor. Commissioners may comment during voting deliberations.

Margaret Gunter was commended for her work in promoting higher education. Commissioner Patterson stated that participation in the J. Craig Smith Scholarship program is low. All present were encouraged to solicit applicants through friends, colleagues, and school counselors.

VI. Executive Director's Report

Dr. Malone thanked the Commissioners and acknowledged Commissioner Shaw's leadership in the adoption of a Resolution by the Commission in support of the Alabama Higher Education 529 Fund legislation. He then introduced State Treasurer Kay Ivey who gave an overview of the Alabama Prepaid Affordable College Tuition Trust Fund (PACT) and the Alabama Higher Education 529 Fund legislation.

Treasurer Ivey thanked the Commission for the Resolution. She then gave background and history of the PACT program. She urged all Boards of Trustees and the Commission on Higher Education to hold tuition increases to a minimum for the 2006-07 year.

Since its inception in 1990, \$218 million has been paid to the institutions of higher education in the state of Alabama. There is a PACT program beneficiary enrolled at every public college in the state. There are 15,511 students eligible to use the PACT program to pay tuition and fees. A chart was distributed showing how much tuition has been paid per institution, four year and two year, over the past five years. The PACT program is a huge financial resource to the institutions in Alabama.

The Alabama Higher Education 529 Fund program began in 2002. There are 48,000 accounts for a total of \$416 million. Five thousand of the 48,000 are Alabamians, which speaks highly of the quality of the Alabama 529 program. The Alabama program is the only program in the United States that is not granted tax free status for its citizens in the plan. Another Bill has been filed, House Bill 62, the SAVE (Socking a Way for a Valuable Education) legislation. The House has passed this bill unanimously for the past three years. It then passes the Senate and sits there. Our citizens, students, and parents desire to have tax free status granted to the 529 college savings program. She then asked for support by calling senators the first week of February.

Treasurer Ivey thanked the institutions for working to encourage savings in college and thanked the Commission for the opportunity to explain the importance of the programs.

Dr. Malone commended the Commission members for the high level of scrutiny that was displayed in their review of the USA Pharmacy program. He stated that while he did not agree with the decision, he was proud of the way the review was conducted. The staff continues to believe that the USA Pharmacy program is a worthy, self-supporting program that meets the ACHE new program standards and criteria.

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

A. Annual Boards of Trustees Report/Volume II and ACHE Accountability Report

Two reports, Annual Boards of Trustees Report/Volume II and the ACHE Accountability Report 2005, were presented to the Commission for review. Dr. Malone presented the Boards of Trustees Report for President Moulton. He stated that one of the priorities of Chairman Patterson is to link the work of the institutions and the Commission with the Boards of Trustees and the State Board of Education.

Dr. Malone stated that if one knew nothing about Alabama's diverse system of higher education and read these reports, one would walk away with a healthy understanding of how higher education works in the state of Alabama. He conveyed his appreciation to the Chief Executive Officers of the institutions and Chairmen of the Boards of Trustees who embrace this effort.

Copies of the reports were made available for the press.

B. Calhoun 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 Calhoun Community College was given by Dr. Marilyn Beck, President. A copy of the presentation is attached.

VIII. Discussion Items

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

Copies of the Alabama Experimental Program to Stimulate Competitive Research (EPSCoR) Annual Report were distributed to Commissioners. A power point presentation of the contents of the report was given by Dr. Keith McDowell, Executive Director of Alabama EPSCoR. Dr. McDowell reported on the RII Grant, the NSF Annual Meeting in Puerto Rico, and the NSF Katrina Relief Effort. A copy of the presentation is attached.

Dr. David Echols, Chair of the State Steering Committee, made comments on some of the activities of EPSCoR in the southern region of Alabama. He thanked the Commission for budgetary and publicity support.

Commissioner Davis requested that Commissioners be invited to EPSCoR programs around the state.

B. Annual Report: U.S. Department of Education No Child Left Behind (NCLB) Announcement of Competitive Grant Awards FY 2005-06

Dr. French referred Commission members to the FY 2005-06 Competitive Grant Awards recommended by the staff. She stated that the program is highly competitive and that the programs recommended by staff have proven to be successful. The Commission accepted the Grant Awards for FY 2005-06. A copy of the announcement of awards is attached.

C. SREB/Alabama Doctoral Scholars Program

Dr. Mohr thanked the Commission for their support of the program for the last twelve years. He distributed the SREB/Alabama Doctoral Scholars Newsletter for review. This quote was from Ms. Vetrica Bryd, who is a third year doctoral scholar from the University of Alabama in Birmingham. *"The national support from ACHE is invaluable. It allows for the purchase of books and essential supplies so that I can focus on my studies. It provides peace of mind knowing that I have the funds to pay for those things that are required and needed pursuant to my degree."* Ms. Bryd then presented the Commission with a powerpoint presentation of her plans to develop a new software tool that would allow microarray researchers to visualize their data in a way that is not currently available.

Commissioner Patterson congratulated Ms. Bryd and thanked her for her presentation.

D. Institutional Student Profiles

Ms. Sherman referred Commission members to the Institutional Student Profiles document that was mailed to them in October. She reported that for the past seven years data has been gathered for the student data base. There are over three million records in the student data base files. To date, the Commission has been generating mandated reports. The Institutional Student Profile document prepared this year has three objectives: 1) to produce a new document; 2) to use data that has been published on the website; and 3) to give information in a user friendly format that will allow the comparison of institutions' enrollment and completion data. She then gave the Commissioners a step by step review of the document on the ACHE website.

VIII. Decision Items

- A. Report on the Facilities Master Plan & Capital Projects Requests for
FY 2006-2007—FY 2010-2011

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

- B. The Accountability Report 2005 to the Governor and Legislature

RESOLVED: Commissioner Shaw moved for acceptance of the Report. Buffkin
seconded. Motion passed.

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

1. University of South Alabama, Doctor of Pharmacy in Pharmacy (CIP 51.2001)

RESOLVED: Commissioner Brooks stated that the Committee of the Whole
recommends rejection of the staff recommendation. Collins seconded.

There were comments made by Commissioners Patterson, Brooks, Wise, and Main.

After a call for the vote, 8 voted to reject the staff recommendation and 4 voted for.
Motion passed.

2. University of North Alabama, Master of Science in Nursing (CIP 51.1601)

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

3. Jefferson State Community College, Certificate in Licensed Practical Nursing

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

- D. Extensions/Alterations of Existing Programs and Units of Instruction (Policies and
Procedure Manual, Tab 7, Guidelines for Review of Extensions & Alterations of
Existing Programs)

1. Auburn University

- a. Addition of an Option in Poultry Processing and Products to the Existing
Bachelor of Science in Poultry Science (CIP 02.0209)

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

- b. Addition of a Polymer Option to the Existing Bachelor of Textile Engineering
In Textile Engineering (CIP 14.2801)

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

2. Troy University

- a. Consolidation of Three Non-Licensure Education Programs into the Master of Science in Education, General (CIP 13.0101)

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

- b. Addition of a Concentration in Student Affairs Counseling to the Existing Master of Science in Counseling & Psychology (CIP 42.0601)

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

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

1. Jacksonville State University, Master of Science in Nursing in Community Health Nursing (CIP 51.1699)

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

After some discussion, Commissioner Davis requested that staff add programs that meet and programs that do not meet post-implementation conditions as information items to the agenda.

F. Recommendation on Remaining Non-Viable Core Liberal Arts Programs Related to Teacher Certification Programs Approved by the Alabama State Department of Education

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

G. Approval of 2006 Meeting Schedule

RESOLVED: Commissioner Brooks moved for approval of the staff recommendation with the exception of the March meeting date being changed to March 3, 2006. Davis seconded. Motion passed.

X. Information Items

A. Programs Meeting Post-Implementation Conditions (Policies and Procedures Manual, Tab 6, Guidelines for Consideration of Post-Implementation Reports That Do Meet Approved Conditions)

RESOLVED: The Commission accepted Items A through E as information.

1. Northwest Shoals Community College, Associate in Applied Science in Child Development (CIP 19.0708)
2. Jacksonville State University, Master of Science in Systems and Software Design (CIP 11.0101)

B. Changes to the Academic Program Inventory

- C. Implementation of New Certificate Programs (Less Than or Equal to 29 Semester Hours) In Selected Fields at Various Two-Year Colleges
- D. Auburn University, Change in the Name of the Department of Textile Engineering to the Department of Polymer and Fiber Engineering
- E. Unified Budget Recommendation for FY 2006-2007

Other Issues

A. Nominations Committee Report

Commissioner Shaw reported that the Nominations Committee (Shaw, Linn, Buffkin) recommends the continuation of Commissioner Patterson as Chair and Commissioner Brooks as Vice-Chair of the Commission through August, 2006.

RESOLVED: Shaw moved for acceptance of the recommendation. McDougald seconded. Motion passed.

B. Report of the J.Craig and Page Smith Scholarship Foundation

Margaret Gunter reported that applicant participation is low. She stated that there have only been twenty-four (24) applicants to date. She encouraged Commissioners and others present to let the public know about the scholarship program.

C. Executive Director Search Committee

Commissioner Davis reported that the Search Committee has completed the initial phase of the search process. Wheless & Associates of Birmingham, Alabama is the professional search service assisting the Commission. Mr. Mabry Smith of Wheless & Associates has met with the Directors of the Commission staff in addition to placing ads in several publications such as the Chronicle on Higher Education. It was suggested that Mr. Smith meet with the former executive director, Dr. William Blow, as well as retired SACS associate executive Director, Dr. Don Crump.

X. Adjournment

The meeting was adjourned at 11:30 a.m. The next meeting of the Commission is scheduled for March 3, 2006.

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: Network of Alabama Academic Libraries Annual Report

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

Staff Recommendation: For Discussion Only.

Background: The goal of the Network of Alabama Academic Libraries (NAAL) is to coordinate sharing of academic library resources; to expand access to global information; to ensure access to historical Alabama resources; to develop partnerships; to expand access to information; and to improve library accountability and performance for the 29 general members of NAAL.

Supporting Documentation: 1. Fiscal Year 2006 Annual Plan, Attached.

NETWORK OF ALABAMA ACADEMIC LIBRARIES
Fiscal Year 2006 Annual Plan

In the early 1980s, university presidents and graduate deans, along with the Alabama Commission on Higher Education engaged in discussions with the Alabama Legislature about the quality of higher education. One conclusion from this initiative was that the information resources in Alabama's academic libraries did not adequately support instruction and research. A statewide assessment described the libraries as inadequate for an insufficient quantity and quality of books and serials, for the lack of appropriate technology, for the absence of sufficient numbers of staff to provide services, and for a lack of access to external resources. As a result, the Network of Alabama Academic Libraries (NAAL) was established as an ambitious program to provide Alabama's students and faculty with the information needed to assure their success. Initially funded in fiscal year 1984 by the Alabama Legislature, NAAL has become a significant vehicle to improve, advance, and extend library and information resources statewide.

The history of NAAL is marked by a united wisdom and a collective vision to achieve excellence for Alabama's institutions of higher education. By working together to manage change, these institutions have transcended institutional boundaries to assure that students, faculty members, and other researchers have the information resources needed for study and research. Services that are commonplace today, such as an online union catalog of print and online holdings, no-fee interlibrary loan, electronic transmission for documents, rapid delivery of books, and desktop access to online information resources, were unknown until collective efforts through NAAL implemented new services.

In spite of a human preference to resist change, NAAL librarians have systematically reviewed new technologies and processes, evaluated their potential for improving academic libraries, and adopted these as appropriate to expand information needed for instruction and research. Today, Alabama's academic institutions lead the nation in improving information resources and adopting new strategies to expand access to information for library users.

An essential hallmark of NAAL is that its participants have always been partners not predators. Every institution in NAAL contributes significant institutional resources and services to advance the collective vision of a statewide "Alabama Research Library." No participant has expected to receive benefits from NAAL without contributing its own resources to advance the common vision. In return, every institution has gained measurable benefits that advance its own academic goals. Most important, all Alabama students and other researchers benefit from the collective library resources regardless of their institutional affiliation.

In today's education environment, the library has grown in importance in academe. Librarians "add value" to traditional library functions that enable institutions to engage in distance education programs, create electronic publishing repositories for dissertations as well as faculty research publications, and create new electronic information resources such as digital archives. Library users can access an astonishing array of information from their own networked workstations. In addition, librarians provide online consultations to help guide users through the growing number of scholarly resources available online. Equally important, librarians assist new students with achieving "information literacy," the skills needed to understand how knowledge is organized and archived and to cope with complex questions needing logical thinking skills. This new literacy is increasingly considered an essential life skill needed to successfully locate, analyze, and synthesize information for lifelong decision making.

The FY2005-2006 Annual Plan reflects the commitment of the NAAL participants to invest significant institutional resources to achieve their common vision. As a participant, each academic institution commits to shared efforts in five major program areas to:

- Expand access to global information,
- Assure access to information resources about Alabama,
- Share academic library resources regardless of where they are held,
- Develop partnerships to expand access to information, and
- Improve library accountability and performance.

In FY2006, NAAL will continue to build on accomplishments of the past twenty years. Within these programs, its participants will:

- sustain the statewide online catalog of university libraries' holdings—searchable from any Alabama library to determine what materials are owned in-state;
- lend library materials among all academic libraries without charge to students;
- maintain rapid delivery of materials requested through direct lending and interlibrary loan;
- achieve financial savings through shared acquisitions of online research databases;
- support the Alabama Virtual Library to assure equity, economy, and excellence in the provision of information services for **ALL** Alabamians;
- recruit and retain professional librarians to sustain the high level of services provided to Alabama students and faculty;
- increase opportunities for users to find information about Alabama by contributing digital materials to *AlabamaMosaic*, the web portal for Alabama history; and
- assist in the development of a distributed archival program to assure long-term access to Alabama state publications posted online by state agencies.

NAAL has achieved notable recognition as an exemplary model for providing information services required for excellence in education. Its excellent reputation continues, even as Alabama's traditional underfunding for higher education and libraries also continues. Most important, NAAL's remarkable success has been earned through the unfaltering dedication of its member institutions – and their librarians – to excellence.

1. EXPAND ACCESS TO GLOBAL INFORMATION

- 1.1 Seamless Access to Information Resources: NAAL will continue to advance the vision defined in "An Electronic Gateway to Information: A Virtual Library for the Millennium," to assure academic library users attain seamless access to information resources needed for their education and research.
- 1.2 Advanced Education and Research: NAAL will seek state funding for research-level databases to support advanced scientific, medical, and technical research in colleges and universities and their efforts to advance statewide economic development.
- 1.3 Alabama Virtual Library: NAAL will work with the Alabama Virtual Library Council to assure universal access to core education materials and library-based resources regardless of the user's geographical location or economic status.
- 1.4 Online Content: NAAL will evaluate online databases for shared use and negotiate group licenses whenever possible to achieve discounts and improve licensing terms.
- 1.5 Education: NAAL will coordinate training opportunities as needed to assure that library staff and other information users attain the knowledge and skills necessary to support effective and efficient use of online information.

2. ASSURE ACCESS TO HISTORICAL ALABAMA RESOURCES

- 2.1 Assure Access to Historical Materials: NAAL will coordinate a statewide program to identify and digitize traditional scholarly materials held uniquely by NAAL institutions and other repositories to make these electronically accessible to Alabama residents as well as scholars throughout the world.
 - 2.1.1 Sponsor *AlabamaMosaic* <www.alabamamosaic.org> in cooperation with Auburn University Libraries as a central web portal supporting access to digitized Alabama history materials including those created during 2001 to 2003 as part of the Cornerstone Project
 - 2.1.2 Assist Alabama repositories to contribute digital materials to *AlabamaMosaic*, including assistance with assessing needs, developing digital collection plans, scanning selected materials, creating metadata, and preserving digital formats.
 - 2.1.2.1 Continue a statewide training program to assure that librarians, archivists, and others attain the knowledge and skills to successfully plan, initiate, and complete digitization projects.
 - 2.1.2.2 Continue strategies for *AlabamaMosaic* to include digitized resources relevant to the *Alabama Social Studies Course of Study* and *Alabama Moments*.
- 2.2 New Digital Publications: NAAL will continue partnerships to create digital publications related to Alabama, such as the *Encyclopedia of Alabama* (Alabama Humanities Foundation) and *This Goodly Land*, an online literary map of Alabama (Alabama Center for the Book) to further enrich the information available through *AlabamaMosaic*.
- 2.3 Funding: NAAL will seek external funding to support efforts to digitize historical materials and make them accessible electronically through *AlabamaMosaic*.

2. *Assure Access to Historical Alabama Resources, continued*

- 2.4 Improve Access to State Publications: NAAL will develop a plan to expand access to state publications and assure online publications are available electronically by coordinating efforts to create a distributed archival collection for state publications.
- 2.5 Digital Preservation: NAAL will support the Library of Congress initiative encouraging each state to "work toward the effective preservation of information in digital formats" especially the long-term preservation of state publications and records.

3. COORDINATE SHARING OF ACADEMIC LIBRARY RESOURCES

- 3.1 Resource Sharing: NAAL will coordinate sharing library materials and encourage the use of appropriate processes and technology among NAAL participants to assure that students, faculty, and other researchers can obtain needed information regardless of where it is held.
- 3.2 New Technologies: NAAL will investigate new technologies, services, or activities that improve or extend library and information services to authorized users and other researchers such as link resolver software, digital repositories, digital file management systems, and metasearch engines to consider their adoption by the NAAL membership.

4. DEVELOP PARTNERSHIPS TO EXPAND ACCESS TO INFORMATION

- 4.1 Alabama Virtual Library: NAAL will support partnerships with the Alabama Commission on Higher Education, Alabama Department of Postsecondary Education, Alabama Public Library Service, Alabama State Department of Education, and Alabama Supercomputer Authority to strengthen and expand the Alabama Virtual Library resources and services.
- 4.2 Affiliate Institutions Program: NAAL will coordinate the Affiliate Institutions Program to enable accredited, non-profit Alabama four-year colleges not eligible for NAAL membership to share online databases, participate in continuing education activities, and engage in joint planning for increasingly technology-based delivery of library services and resources.
- 4.3 HBCU Library Alliance: NAAL will encourage and support efforts by the Alabama Historically Black Colleges and Universities participating in the national HBCU Library Alliance to forge cooperative programs that will strengthen their resources and services.
- 4.4 University of Alabama School of Library and Information Service: To help offset the predicted shortage of librarians, NAAL will seek opportunities to recruit individuals to become professional librarians in academic libraries.
- 4.5 Alabama History and Culture: NAAL will support partnerships with the Encyclopedia of Alabama coalition and the Alabama Center for the Book to encourage an appreciation of Alabama's history and culture.

5. IMPROVE LIBRARY ACCOUNTABILITY AND PERFORMANCE

- 5.1 Assessment: NAAL will coordinate data collection and program evaluation to assist its members in developing effective and efficient library programs.
- 5.1.1 Facilitate the collection of statistical data about academic libraries through the biennial Academic Library Survey compiled by the National Center for Education Statistics.
 - 5.1.2 Collect and evaluate data on the use of online resources to assure the most effective licensing models and expenditures for online information products licensed by NAAL.
 - 5.1.3 Interpret data from the 2005 *LibQual+* assessment of library services in an electronic environment to determine actions needed to improve user satisfaction with academic library resources and services.
 - 5.1.4 Collect other management information, as needed, to monitor progress and performance of NAAL programs or to provide baseline data for planning future programs.
- 5.2 Enhancing Skills: NAAL will sponsor programs to enhance and strengthen the skills of library staff to ensure the provision of excellent library and information services in Alabama academic libraries.

DECISION ITEM A-1: Northeast Alabama Community College, Certificate in Cosmetology (CIP 12.0401)

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

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

Implementation Date: The proposed program will be implemented August 2006. Based on Commission policy, the proposed program must be implemented by March 2008 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 at least 22, based on the proposal.
2. That the annual average number of graduates for the Academic Years 2007-08 through 2010-11 will be at least 16, based on the proposal.
3. That at least 75 percent of the graduates will attain Alabama Board of Cosmetology licensure on their first attempt.
4. 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.
5. That information regarding an overall assessment of the program be provided, particularly as related to objectives and assessment measures stated in the proposal.

Northeast Alabama Community College (NE) 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.

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

1. NE has been approached by officials from both the DeKalb County School System and the Scottsboro City School System and has formed partnerships

with these school systems to provide cosmetology training at their facilities.

2. There are four other colleges in North Alabama that offer some aspect of the cosmetology program; however, travel to these colleges is prohibitive for many residents of Jackson and DeKalb counties, especially with current high gasoline prices. In addition, many parts of these counties are up to two hours from any school that offers cosmetology, making it almost impossible for students who work to attend.
3. NE officials plan to seek approval from the Alabama Board of Cosmetology for this program.
4. Resources are available to support the program through internal allocation, extramural funds, and tuition.

Supporting Documentation:

1. New Academic Degree Program Proposal Summary, Attached.
2. Summary of Background Information, Attached.
3. Curriculum for Proposed Program, Attached.
4. Northeast Alabama Community College proposal dated December 9, 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 Northeast Alabama Community College

PROGRAM Certificate in Cosmetology

ESTIMATED NEW FUNDS REQUIRED TO SUPPORT PROPOSED PROGRAM

| | 2006-07 | 2007-08 | 2008-09 | 2009-10 | 2010-11 | TOTAL |
|------------|-----------|-----------|-----------|-----------|-----------|-----------|
| FACULTY* | \$108,000 | \$110,000 | \$112,000 | \$114,000 | \$114,000 | \$558,000 |
| LIBRARY | \$1,000 | \$500 | \$250 | \$250 | \$250 | \$2,250 |
| FACILITIES | \$75,000 | \$10,000 | \$10,000 | \$10,000 | \$10,000 | \$115,000 |
| EQUIPMENT | \$30,000 | \$5,000 | \$5,000 | \$5,000 | \$5,000 | \$50,000 |
| STAFF | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| OTHER | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| TOTAL | \$214,000 | \$125,500 | \$127,250 | \$129,250 | \$129,250 | \$725,250 |

* 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 | \$56,000 | \$0 | \$0 | \$0 | \$0 | \$56,000 |
| EXTRAMURAL | \$50,000 | \$75,000 | \$75,000 | \$75,000 | \$75,000 | \$350,000 |
| TUITION | \$108,000 | \$110,000 | \$110,000 | \$120,000 | \$120,000 | \$568,000 |
| TOTAL | \$214,000 | \$185,000 | \$185,000 | \$195,000 | \$195,000 | \$974,000 |

ENROLLMENT AND DEGREE COMPLETION PROJECTIONS

| | 2006-07 | 2007-08 | 2008-09 | 2009-10 | 2010-11 | 5-YEAR AVERAGE |
|-------------------------------------|---------|---------|---------|---------|---------|----------------|
| NEW ENROLLMENT HEADCOUNT | 30 | 20 | 20 | 20 | 20 | 22 |
| PROJECTED ANNUAL DEGREE COMPLETIONS | 0 | 10 | 15 | 18 | 20 | 16 |

Attachment 2

Summary of Background Information

Certificate in Cosmetology
Northeast Alabama Community College

Role: The proposed program is within the instructional role currently recognized for NE.

Objectives: Northeast Alabama Community College (NE) is proposing a Certificate in Cosmetology. The primary objective of this program is to provide learning experiences that enable graduates to obtain basic competencies needed for licensure and employment as a cosmetologist/stylist in a variety of settings. Specific objectives of the Cosmetology program are:

1. That the program will earn and maintain program approval through the Alabama Board of Cosmetology.
2. That at least 75 percent of graduates will attain Alabama Board of Cosmetology licensure on their first attempt.
3. That at least 75 percent of graduates will find employment or be self-employed in their field of study within six months of program completion.

Accreditation: NE will seek approval from the Alabama Board of Cosmetology for this program, since candidates for state licensure must graduate from a Board approved program.

Curriculum: The program will require the completion of 51 semester hours (sh), which will include 15 sh in general education or core curriculum courses and 36 sh in major courses. Twelve new courses will be developed and added to the curriculum for this program. The courses are listed below:

| | | |
|---------|---------------------------------|------|
| COS 111 | Cosmetology Science and Art | 3 sh |
| COS 112 | Cosmetology Science and Art Lab | 3 sh |
| COS 113 | Chemical Methodology | 3 sh |
| COS 114 | Chemical Methodology Lab | 3 sh |
| COS 121 | Colorimetry | 3 sh |
| COS 122 | Colorimetry Applications | 3 sh |
| COS 123 | Cosmetology Salon Practices | 3 sh |
| COS 131 | Esthetics | 3 sh |
| COS 132 | Esthetics Applications | 3 sh |
| COS 133 | Salon Management Technology | 3 sh |
| COS 143 | Hair Designs | 3 sh |
| COS 144 | Hair Shaping and Design | 3 sh |

An additional fifteen new courses will be added to the curriculum for the two short-term certificates that are also being presented on this agenda.

Admissions: Students will be admitted based upon standard college enrollment criteria.

Need: This program will meet the needs in the community by providing job training and education that is relevant to the needs of the local economic base and by preparing students to become productive and engaged members of the community. Local community and education leaders have made specific requests for this program and are combining resources with NE.

There are four other colleges in North Alabama that offer some aspect of the cosmetology program: Calhoun Community College, Drake State Technical College, Gadsden State Community College, and Wallace State Community College – Hanceville. However, travel to

these colleges is prohibitive for many residents of Jackson and DeKalb counties and, especially with the current high price of gasoline, many students are not able to afford travel expenses. In addition, many parts of these counties are up to two hours from any college that offers cosmetology, making it almost impossible for students who work to attend. This program is unique in that it will provide access to students at area vocational and technical schools in local school systems in northern DeKalb and Jackson counties.

In addition, the skills-intense nature of the program necessitates that classes be taught in a fully functioning salon environment. Since these salons will be placed in the college's service area, they will provide a valuable resource for the community while providing the college with exposure in the community it serves.

According to the Alabama Department of Industrial Relations, it is expected that there will be an average of 417 job openings per year in Alabama through the year 2012. This represents an annual average growth rate of 0.9 percent.

Student Demand: Enrollment projections were estimated based on job availability and the number of students seeking vocational/technical training. There are three potential bases of students that are expected to enroll in this program:

1. High school students seeking job training. NE has been approached by officials from both the DeKalb County School System and the Scottsboro City School System regarding partnerships to provide this training at their facilities.
2. Displaced workers and homemakers. This program would provide them with training that would result in job opportunities without the need for relocation.
3. Part-time students who work during the day. These potential students include those who work in local hosiery mills or in other production-oriented, unstable, or low-paying jobs. This program would give these students an opportunity to earn a credential for a better job while continuing their present employment.

A survey of local high school students found that there was a need for the program. Of the 251 surveys that were returned, 84 (33%) of the students indicated a desire to pursue a course of study in cosmetology.

Resources:

Faculty/Staff: NE does not currently have any faculty for this program. It is expected that two full-time and two part-time faculty will be hired in the first five years of the program.

Faculty credentials include both a bachelor's degree (which is required by the Department of Postsecondary Education) and cosmetology instructor certification with the State Board of Cosmetology in order for faculty to be eligible to teach in a cosmetology program.

Administrative support will be provided through the Workforce Development and Skills Training Division.

Equipment/Facilities: The proposed program will use an existing classroom and lab at the DeKalb County Technology Center that will accommodate 20 students. The DeKalb County Technology Center currently has cosmetology labs and equipment and will be updated with minimal expense.

A second class will be located at an instructional site in Scottsboro on city property and will accommodate 30 students. This site will require approximately \$130,000 to \$150,000 for renovation. Under an agreement with Scottsboro City Schools, NE will pay half of the renovations costs, and the school system will lease the building to NE for one dollar per year for five years, with an option to renew. Scottsboro City Schools will purchase the equipment needed for the center.

Library: NE anticipates that \$2,250 will be spent for books and subscriptions during the first five years of the program.

Program Budget: NE projects that a total of \$725,250 in estimated new funds will be required to support the proposed program, and a total of \$974,000 will be available through tuition, extramural funds, and internal reallocations.

Attachment 3

**Northeast Alabama Community College
 Certificate in Cosmetology**

Recommended Sequence

Semester 1

| | | |
|----------|--------------------------------------|---|
| ENG 101 | English Composition I | 3 |
| MTH | Math Level 100 or numerically higher | |
| CIS 146 | Microcomputer Applications | 3 |
| SPH 107 | Fundamentals of Public Speaking | 3 |
| elective | Humanities or Fine Arts Elective | |

Semester 2

| | | |
|---------|---------------------------------|---|
| COS 111 | Cosmetology Art and Science | 3 |
| COS 112 | Cosmetology Art and Science Lab | 3 |
| COS 113 | Chemical Methodology | |
| COS 114 | Chemical Methodology Lab | |

Semester 3

| | | |
|---------|-----------------------------|---|
| COS 121 | Colorimetry | 3 |
| COS 122 | Colorimetry Applications | |
| COS 123 | Cosmetology Salon Practices | |
| COS 133 | Salon Management Technology | 3 |

Semester 4

| | | |
|---------|-------------------------|---|
| COS 131 | Aesthetics | 3 |
| COS 132 | Aesthetics Applications | 3 |
| COS 143 | Hair Designs | 3 |
| COS 144 | Hair Shaping and Design | 3 |

DECISION ITEM A-2: Troy University, Bachelor of Arts in Foreign Languages (CIP 16.0101)

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

Staff Recommendation: That the Commission approve the proposed Bachelor of Arts (BA) in Foreign Languages with the implementation date and post-implementation conditions listed below:

Implementation Date: The proposed program will be implemented June 2006. Based on Commission policy, the proposed program must be implemented by March 2008 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, beginning 2006-07, will be least 17, based on the proposal.
2. That the annual average number of graduates for the Academic Years 2007-08 through 2010-11 will be at least 9, based on the proposal.
3. That a follow-up survey be conducted after the first five years that will show at least 75 percent of the graduates were successful in acquiring related employment.
4. That information regarding an overall assessment of the program be provided, particularly as related to objectives and assessment measures stated in the proposal.

Troy University (TROY) 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 2011.

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

1. The program will provide an arts and sciences degree for students wanting to seek teacher certification in foreign languages or other students who desire foreign language knowledge and expertise.
2. The program will satisfy the requirements of the Alabama Department of Education's plan to satisfy the federal No Child Left Behind law.

3. The program will incorporate existing offerings at TROY and will not require additional resources.
4. TROY projects that a total of \$120,000 will be required to support the proposed program over the first five years, and a total of \$202,208 will be available through tuition and reallocation.

Supporting Documentation:

1. New Academic Degree Program Proposal Summary, Attached.
2. Summary of Background Information, Attached.
3. Curriculum for Proposed Program, Attached.
4. Troy University proposal dated December 19, 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 Troy University

PROGRAM Bachelor of Arts in Foreign Languages (CIP 50.0901)

ESTIMATED NEW FUNDS REQUIRED TO SUPPORT PROPOSED PROGRAM

| | 2006-07 | 2007-08 | 2008-09 | 2009-10 | 2010-11 | TOTAL |
|---------------------|------------|------------|-----------------|-----------------|-----------------|------------------|
| FACULTY* | \$0 | \$0 | \$40,000 | \$40,000 | \$40,000 | \$120,000 |
| 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 | \$40,000 | \$40,000 | \$40,000 | \$120,000 |

* 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 | \$0 | \$40,000 | \$40,000 | \$40,000 | \$120,000 |
| EXTRAMURAL | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| TUITION | \$11,740 | \$11,740 | \$17,624 | \$17,624 | \$23,480 | \$82,208 |
| TOTAL | \$11,740 | \$11,740 | \$57,624 | \$57,624 | \$63,480 | \$202,208 |

ENROLLMENT AND DEGREE COMPLETION PROJECTIONS

| | 2006 - 07 | 2007 - 08 | 2008 - 09 | 2009 - 10 | 2010 - 11 | 5-YEAR AVERAGE |
|--------------------------------------|-----------|-----------|-----------|-----------|-----------|----------------|
| PROJECTED NEW ENROLLMENT (HEADCOUNT) | 10 | 15 | 20 | 20 | 20 | 17 |
| DEGREE COMPLETION PROJECTIONS | 0 | 8 | 8 | 10 | 10 | 9 |

Attachment 2

Summary of Background Information

Bachelor of Arts in Foreign Languages
Troy University

Role: Troy University currently is approved to award baccalaureate degrees in academic subdivision grouping 9: "Humanities." The approval of the proposed program will not result in an expansion of role.

Objectives: The proposed program is a baccalaureate program in Foreign Languages with concentrations in French, Latin, and Spanish. A primary purpose of the program is to provide an arts and sciences program to satisfy the Alabama Department of Education's plan to satisfy the federal No Child Left Behind law. Students seeking teacher certification in foreign language previously have completed the Bachelor of Arts in Education in secondary education with a teaching field in foreign languages. With the approval of the BA in Foreign Languages, students seeking certification will complete the new program with a concentration in French, Latin, or Spanish, and will also complete a Secondary Education major.

Specific objectives of the program are listed below:

1. Students completing this degree program will be able to read, write, and speak effectively in the language of concentration (French, Latin, or Spanish).
2. Students completing this degree program will have a greater understanding of the culture and heritage of the countries which communicate with the language of their concentration.
3. Students completing the program will have a greater knowledge of the trans-cultural similarities and differences between their own country and the countries which predominately use the language(s) being studied.
4. Students completing this degree will be properly prepared to teach modern and classical languages in secondary schools in Alabama.
5. Students completing this degree will be properly prepared to undertake advanced studies in languages and fields which require foreign language skills.

Administration: The program will be administered by the Department of Classical and Modern Languages in the College of Arts and Sciences.

Review of Proposal by Persons External to Institution:

Peer Review: The Notification of Intent to Submit a Proposal (NISP) and the program proposal were circulated to the chief academic officers (CAO) of the senior public institutions. The CAOs do not have a formal voting procedure, but occasionally provide individual responses concerning new program proposals. In a review of the NISP, Dr. Roosevelt Newson of the University of North Alabama (UNA) noted the similarity of the proposed program to the Foreign Languages program at UNA. He further stated that concerns over program duplication do not apply to this discipline, as quoted below.

The demand for graduates educated to teach or pursue other opportunities requiring foreign-language expertise is great. Thus it is reasonable for such a program to be in place at numerous institutions across the state.

Dr. Newson also gave the program proposal a favorable review, as did Dr. Rebecca Turner of Jacksonville State University.

Consultant Review: N/A

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

Curriculum: One new course, Survey of World Languages, will be developed for this program. Other courses already are in place. The program includes three options: French, Latin, and Spanish. Each option consists of 33 semester hours (sh) required for graduation. Several courses in the options are parallel courses; in other words, there are courses specific to each language that are similar in nature to those in the other options. These parallel courses include beginning, intermediate, and advanced language courses, as well as literature and civilization courses specific to the language studied. All students are required to take the new course, "Survey of World Languages." Specific courses in the curriculum are listed in Appendix 3. The outline of the curriculum is given below.

| | <u>Semester Hours</u> |
|---|-----------------------|
| Credit hours required in institutional general education: | 60-62 |
| Credit hours required in the major: | 36 |
| Credit hours required in the minor: | 18 |
| Credit hours required in free electives: | 6 |
| Total credit hours required for completion: | 120-122 |

Students in the French and Spanish concentrations will have a six-hour requirement for study abroad. Alternate "immersion" courses will be designated for those students who cannot feasibly study abroad. Students choosing the Latin concentration may elect to fulfill a six-hour study abroad component but are not required to do so.

Collaboration: According to TROY officials, collaboration may be possible for the study abroad component of the proposed program. TROY students may be able to participate in study abroad programs which are offered by other state institutions, and similarly, other institutions' students may be able to participate in study abroad opportunities through TROY. TROY officials stated that such collaboration likely would be beneficial to students because international travel costs might be lowered by the larger number of participants.

In addition, program officials stated in the proposal that students who complete language coursework at freshman and sophomore levels at two-year or four-year institutions would be able to transfer the coursework to their TROY program. Similarly, upper division language coursework might be transferred from another four-year state institution. The proposed program is similar to other liberal arts programs within the state in regard to transfer opportunities.

Distance Education: According to the proposal, there are no plans to offer distance technology as part of the program. Officials stated that the program will involve considerable face-to-face instruction and the use of specialized equipment. Consequently, the program will be offered only at the Troy campus of the university. Program officials stated that advances in distance education technology will be reviewed on a regular basis for the possibility of distance delivery in the future.

Admissions: Students admitted into the program must meet regular admissions criteria for the university. These criteria include high school graduation with a minimum 2.0/4.0 grade point average (a "C" average) and a score of 18 on the ACT or 870 on the SAT. Conditional admission to the university is possible under certain circumstances.

Need: The requested program is needed to satisfy the requirements of No Child Left Behind and the Alabama Department of Education for students seeking teacher certification in foreign languages. According to the proposal, the certification program has existed for a number of years under the Commission approved program in Secondary Education. The requested new program is intended to continue the existing certification by creating an academic program in Foreign Languages. Without the stand-alone program, students at Troy University cannot seek teacher certification in foreign languages.

Troy officials provided information on the projected number of job openings. Based on projections from federal and state sources, university officials predicted that there will be five job openings for foreign language teachers in the next five years in the local area of Troy and Pike counties alone. An additional five job openings are anticipated within a decade. At the state level, 75 job openings are predicted over the next five years. Referencing the significant growth of the Hispanic community in Alabama, university officials projected that the concentration in Spanish alone in the proposed program will attract at least five students per year. The proposal stated that the requested program will be necessary both for teacher certification and to enable a continued high employability of TROY graduates in the next decade, because of on-going internationalization activities within the state.

Six other institutions in the state have Bachelor of Arts (BA) in Foreign Languages programs listed in the Academic Program Inventory at CIP 16.0101: University of Alabama at Birmingham, Jacksonville State University, University of Montevallo, the University of North Alabama, the University of South Alabama, and the University of Alabama in Huntsville. Auburn University Montgomery has a BA in International Studies listed at the same CIP code. Since the new program will be a continuation of an existing offering at TROY, it is not likely to have a negative impact on any of these programs.

Student Demand: Enrollment projections for the proposed program were based on current and previous student interest in foreign languages teacher certification, as well as the anticipated demand for graduates with knowledge and expertise in foreign languages and international awareness.

Resources:

Faculty/Staff: There are currently three full-time primary faculty members, all of whom hold the Doctor of Philosophy degree. There is one secretarial/administrative staff member available for the program. Program officials anticipate the hiring of two additional part-time faculty members during the next five years.

Each of the part-time faculty members to be hired will possess a master's degree in Foreign Languages. One will have expertise in French, while the other will have expertise in Spanish. Each will have two or more years' successful teaching experience.

Equipment/Facilities: Because the program is a continuation of an existing offering, all equipment needed for the new program is currently available. According to university officials, current facilities are adequate for the program's objectives. No renovations of existing facilities are needed to support the program.

Equipment available for the program includes computers, projectors, tape recorders, and video players available for student use. Computer interactive software which reinforces student learning, a large number of foreign films, and a collection of videos designed as a classroom learning tool are also available.

Library: The Dean of Libraries at TROY evaluated the library collections for the support of proposed program. The collections were found to be at the "Basic Instructional Level," sufficient to support a baccalaureate program with concentrations in French, Spanish, and Latin. No additional resources, beyond TROY's annual additions and updates to existing databases, will be necessary to support the new program.

Program Budget: TROY projects that a total of \$120,000 in estimated new funds will be required to support the proposed program over the first five years and a total of \$202,208 will be available through tuition and internal reallocations.

Attachment 3

Curriculum for Proposed Program

**Proposed Bachelor of Arts Degree in Foreign Languages with
Concentrations in Spanish, Latin, and French**

General Studies Requirements:

60-62 hours in accordance with the Alabama General Studies STARS articulation agreement

Major Requirements (36 hours)

All Foreign Language majors must take FLN 3333 and complete at least one of the three concentrations below. Students must also select a minor or a second major to complete this degree. Students seeking Alabama teacher certification in a foreign language must choose Secondary Education as their second major. This Secondary Education major requires 39 hours for completion.

The modern language concentrations (French, Spanish) carry a 6-hour requirement for study on location. This requirement may be met through a Troy University study-abroad program, through structured individual study for credit involving travel/residence in a target-language country, or through the study abroad program of another accredited institution. Alternate "immersion" courses will be designated for those students who cannot feasibly study abroad. In the Latin concentration, 6 hours of language-based study abroad may also be elected but is not required.

Requirements:

Foreign Language Core Course: FLN 3333 Survey of World Languages (3 hours)

French Concentration (33 hours):

FRN 1101 Introductory French I (3 hours)
FRN 1102 Introductory French II (3 hours)
FRN 2201 Intermediate French I (3 hours)
FRN 2202 Intermediate French II (3 hours)
FRN 3301 Advanced French I (3 hours)
FRN 3302 Advanced French II (3 hours)
FRN 3303 French Culture and Civilization (3 hours)
FRN 3310 French Culture on Location I (3 hours)
FRN 3311 French Culture on Location II (3 hours)
FRN 4401 French Literature I (3 hours)
FRN 4402 French Literature II (3 hours)

Latin Concentration (33 hours):

LAT 1131 Introductory Latin I (3 hours)
LAT 1132 Introductory Latin II (3 hours)
LAT 2231 Intermediate Latin I (3 hours)
LAT 2232 Intermediate Latin II (3 hours)
LAT 3331 Readings in Latin Literature (3 hours/may be repeated for credit. Subject matter differs each time the course is offered.)
LAT 3301 Advanced Latin I (3 hours)
LAT 3302 Advanced Latin II (3 hours)

Select 12 hours from the following:

CLA 3311 Civilizations of Greece (3 hours)
CLA 3312 Civilizations of Rome (3 hours)
CLA 3330 Classical Epic (3 hours)
CLA 3350 Classical Drama (3 hours)

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CLA 4400 Selected Topics in Classics (3 hours/may be repeated for credit. Subject matter differs each time the course is offered)

Spanish Concentration (33 hours):

SPN 1141 Introductory Spanish I (3 hours)

SPN 1142 Introductory Spanish II (3 hours)

SPN 2241 Intermediate Spanish I (3 hours)

SPN 2242 Intermediate Spanish II (3 hours)

SPN 3332 Advanced Spanish I (3 hours)

SPN 3333 Advanced Spanish II (3 hours)

SPN 3350 Hispanic Culture on Location I (3 hours)

SPN 3357 Hispanic Culture on Location II (3 hours)

SPN 4447 Readings in Hispanic Literature (3 hours/Must be taken twice for a total of 6 hours. Subject matter differs each time the course is offered)

SPN 4450 Hispanic Culture and Civilization (3 hours)

Minor requirements:

18 hours

General Elective requirements:

6 hours

Total Number of Hours: 120-122

DECISION ITEM A-3: University of Alabama, Bachelor of Science in
Construction Engineering (CIP 14.3301)

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

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

Implementation Date: The proposed program will be implemented August 2006. Based on Commission policy, the proposed program must be implemented by March 2008 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 44.
2. That the annual average number of graduates for the Academic Years 2008-09 through 2010-11 will be 11, based on the proposal.
3. That a follow-up survey be conducted after the first five years that will show at least 75 percent of the graduates were successful in acquiring related employment.
4. That information regarding an overall assessment of the program be provided, particularly as related to objectives and assessment measures stated in the proposal.

The University of Alabama (UA) 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.

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

1. While the proposed B.S. in Construction Engineering program is new and will not replace any existing program, this program is an outgrowth of The University's successful construction management certificate offered with the Civil Engineering program. It is expected that the construction certificate will remain in effect and will even be enhanced for Civil Engineering majors. The Construction

Engineering program will be directed towards students whose focus and career choice is construction.

2. The University will seek accreditation of the proposed Construction Engineering degree program by the Accreditation Board for Engineering and Technology (ABET). All of the College's undergraduate engineering programs have been continuously accredited by ABET since their initial application for accreditation. ABET accreditation is necessary to promote the program as an "engineering" program and to allow graduates of the program to eventually become licensed professional engineers.
3. The proposed program will be unique to the state and region. Currently, only seven accredited Construction Engineering (ConE) or Construction Engineering Management (CEM) degree programs exist in the U.S. (Purdue, Wisconsin, North Carolina State, Iowa State, New Mexico, North Dakota State, and Western Michigan).
4. The University of Alabama officials estimate that \$4,702 will be required to support the program over the first five years. The same amount (\$4,702) will be available through tuition, external funding, and internal reallocation.

Supporting Documentation:

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

PROGRAM Bachelor of Science in Construction Engineering

ESTIMATED NEW FUNDS REQUIRED TO SUPPORT PROPOSED PROGRAM

| | 2006-07 | 2007-08 | 2008-09 | 2009-10 | 2010-11 | TOTAL |
|------------|---------|---------|---------|---------|---------|---------|
| FACULTY* | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| LIBRARY | \$940 | \$940 | \$940 | \$941 | \$941 | \$4,702 |
| FACILITIES | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| EQUIPMENT | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| STAFF | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| OTHER | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| TOTAL | \$940 | \$940 | \$940 | \$941 | \$941 | \$4,702 |

* 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 | \$940 | \$940 | \$940 | \$941 | \$941 | \$4,702 |
| EXTRAMURAL | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| TUITION | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| TOTAL | \$940 | \$940 | \$940 | \$941 | \$941 | \$4,702 |

ENROLLMENT AND DEGREE COMPLETION PROJECTIONS

| | 2006-07 | 2007-08 | 2008-09 | 2009-10 | 2010-11 | 5-YEAR AVERAGE |
|-------------------------------------|---------|---------|---------|---------|---------|----------------|
| PROJECTED HEADCOUNT ENROLLMENT | 10 | 30 | 50 | 60 | 70 | 44 |
| | | | | | | 3-YEAR AVERAGE |
| PROJECTED ANNUAL DEGREE COMPLETIONS | 0 | 0 | 6 | 12 | 14 | 11 |

Attachment 2

Summary of Background Information

Bachelor of Science in Construction Engineering
The University of Alabama

Role: The proposed program is within the instructional role currently recognized for The University of Alabama (UA).

Objectives: The outcomes of the Construction Engineering program are:

1. Graduates will achieve an appropriate level of technical competence in:
 - a. Understanding basic scientific principles including calculus, differential equations, mechanics, properties of matter, and related topics.
 - b. Using modern tools for engineering analysis including computers and sophisticated laboratory equipment.
 - c. Approaching and solving engineering problems in a structured manner.
 - d. Synthesizing knowledge from various sources to produce creative, cost-effective designs for constructed facilities.
 - e. Understanding basic accounting and business management principles.
2. Graduates will be prepared for the engineering profession through:
 - a. A knowledge of human relations.
 - b. A recognition of the necessity to join and actively participate in professional societies.
 - c. A commitment to becoming registered as professional engineers.
 - d. An ability to communicate effectively in written, oral, and graphical forms, as well as an ability to listen.
 - e. A sensitivity to and practice of personal and professional ethics.
 - f. An ability to work effectively in teams.
3. Graduates will have an educated view of the world including:
 - a. An understanding of the role and limitations of technology in addressing society's problems.
 - b. An exposure to the cultural, historical, and philosophical foundations of society.
 - c. A knowledge of political and economic systems, particularly those that affect the planning, design, construction, and operation of the infrastructure.
 - d. A basic understanding of societal and environmental issues as they affect engineering decisions.
4. Graduates will be prepared for lifelong education:
 - a. Their academic training will lay the foundation for students to pursue further education through independent study, short courses, and graduate education.
 - b. They are committed to pursuing lifelong education that will enhance their professional capabilities.
5. Graduates will show proficiency in construction engineering and design through a demonstrated understanding of:
 - a. Legal and professional practice issues related to the construction industry.
 - b. Construction processes, communications, methods, materials, systems, equipment, planning, scheduling, estimating, safety, cost analysis, and cost control.

Administration: Dr. Charles L. Karr is Dean of the College of Engineering. Dr. Kenneth Fridley is Head of the Department of Civil and Environmental Engineering.

Review of Proposal by Persons External to Institution:

Peer Review: The Notification of Intent to Submit a Proposal (NISP) and the program proposal were circulated to the chief academic officers (CAOs) of the senior public institutions. The CAOs do not have a formal voting procedure, but occasionally provide individual responses concerning new program proposals. One institutional response came from Dr. John Heilman, Provost and Vice President for Academic Affairs at Auburn University (AU). He noted that AU was not opposed to the University of Alabama's proposed Bachelor of Science in Construction Engineering. He stated that there is some similarity to Auburn's Bachelor of Science in Building Science and Civil Engineering, yet the proposal has some features which make it non-duplicative.

Accreditation: The university will seek accreditation of the proposed Construction Engineering degree program by the Accreditation Board for Engineering and Technology (ABET). All of UA's undergraduate engineering programs have been continuously accredited by ABET since their initial application for accreditation. ABET accreditation is necessary to promote the program as an "engineering" program and to allow graduates of the program to eventually become licensed professional engineers.

Curriculum: No new courses will be added to support the proposed program. Existing courses in civil engineering, industrial engineering, and mechanical engineering will be used. Some civil engineering courses may be renamed and/or renumbered.

Program Completion Requirements:

Credit hours required in major: 67

Other required courses: 6

Credit hours institutional general education or core curriculum: 48

Credit hours in required or free electives: 12

Total credit hours required for completion: 133

The curriculum requires a construction-related internship prior to the senior year. This affords the graduate the needed field experience employers seek. Additionally, as stated previously, students in the proposed program, like those in the Civil Engineering program, will be required to take the Fundamentals in Engineering (FE) exam prior to the graduation. This is the first step toward a registered professional engineer.

Collaboration: Initially, no formal collaborations are proposed as part of the program. As the program develops, however, collaborations with other construction programs in the state will be sought. Most likely, these collaborations will be initiated within the UA System in the form of shared courses via Intercampus Interactive Telecommunication System (IITS).

A significant issue facing collaborative programs is the accreditation process. The sharing of courses, making specific faculty expertise and program content available to students at other institutions, as well as drawing on other institutional expertise, will be promoted with this program. However, accreditation issues suggest that the program would be best served being administered by one institution. The program as proposed will be accredited as an engineering degree program under the requirements set forth by ABET and will be synchronized with and supported by the accreditation of the other engineering programs at UA, both in terms of the timing of reports and visitations as well as the institutional approach to outcomes and assessment. In the face of accreditation issues, program collaboration, initially, will be focused on the sharing of construction-related courses.

Distance Education: In addition to traditional on-campus, synchronous course offerings, the Construction Engineering degree program will use distance education technology.

First, it is expected that the course offerings specific to Construction Engineering (e.g. senior-level required and elective construction courses) will be of interest to Civil Engineering students at the University of Alabama at Birmingham and the University of Alabama in Huntsville,

particularly those pursuing the construction certificate at UAB. UAB construction courses would also be accepted as electives for the proposed program. The department has a long track record of utilizing IITS for collaborative course offerings in the transportation and environmental engineering fields.

Second, nontraditional students who currently are employed by the construction industry may constitute a significant portion of the construction student population, making distance education both viable and marketable. Additionally, since there are only seven accredited programs in Construction Engineering nationally, a distance education program supporting the degree may significantly increase enrollment.

Admissions: Admission criteria for the proposed Construction Engineering program will be identical to that of the College of Engineering program as stated in the current University of Alabama catalog.

Minimum Requirements for Admission. As a minimum requirement for admission, UA prefers that freshman students present either the advanced academic diploma or evidence of successful completion of the high-school academic courses listed below. These course requirements are in addition to the requirements of a “C” average and an acceptable score on the ACT or SAT:

| | |
|------------------------|---|
| English | 4 units |
| Mathematics | 3 units, beginning with algebra 1, algebra II, and one unit of either geometry, trigonometry, or calculus |
| Social Studies | 4 units, including world history or a comparable course |
| Natural Science | 3 units, including 2 units with a laboratory |
| Foreign Language | 1 unit |
| Other Academic Courses | 5 units – students are encouraged to complete the following: <ul style="list-style-type: none">• at least two years of a foreign language• one year of computer literacy• one year of fine arts• at least four years of mathematics and sciences |

These requirements also applies to transfer students who have completed fewer than 24 semester hours or 36 quarter hours of college-level courses.

Need: According to the proposal, the design and construction of facilities and infrastructure requires the contributions and interactions of many disciplines and professionals, including engineers, architects, and other construction professionals. In years past, the design and construction processes were largely serial in nature with the construction phase following and separated from the design phase. However, today the expected time to completion of most projects is decreasing, while the performance, safety, design and legal requirements are increasing. This, in turn led to what is termed the “design-build” process. As its name implies, the project design and construction processes are accelerated by working in parallel, literally having a facility under construction prior to the design phase being complete. This process has put new demands on both the design engineer and the construction professionals. In fact, requirements for the construction industry are increasing as a result of increased competitiveness, advancing use of technology, global competition, the growing complexity of management challenges, and legal requirements.

The proposal also stated that the result of this dramatic change in the construction process has, in part, necessitated the need for a new breed of engineer to work along with the more traditional construction professionals (e.g., civil engineering, mechanical engineering, building science and/or construction management graduates). The new "construction engineer" is educated with the fundamentals of engineering, specializing in the art, science, management, and engineering of the construction process. In the past (and currently in the state and region), the construction engineer is educated in one of the traditional engineering disciplines (e.g., civil, mechanical, etc.) and develops construction expertise through on-the-job training and/or continuing studies. To provide a more direct educational background appropriate for entry into and immediate service to the construction industry, a degree program in construction engineering is greatly needed within the state and region.

UA officials stated that the proposed program will be unique to the state and region. Currently, only seven accredited construction Engineering (ConE) or Construction Engineering Management (CEM) degree programs exist in the U.S.

UA, UAB and Auburn currently have a construction track within their Civil Engineering programs, with UA and UAB having certificates in Construction Management to complement the Bachelor of Science in Construction Management degree.

Auburn also has a well-regarded Building Science program, which is administered out of their College of Architecture, Design and Construction. According to UA officials, the fundamental difference between the proposed Construction Engineering degree program at UA and the Building Science degree program at Auburn University is evident in their respective names. The UA program will be founded in engineering and focus on engineering analysis, design and management of construction processes, while the Auburn program focuses on applied techniques and management principles related to construction. Auburn's program in Building Science is accredited by the American Council for Construction Education (ACCE) and is not intended to be an engineering program. Alabama's Construction Engineering program will be an ABET (Accreditation Board of Engineering and Technology, Inc.) accredited engineering program, enabling graduates to become registered Professional Engineers (PE).

Brasfield & Gorrie's Manager of Campus Recruiting offered the following: "The Construction Engineering degree program if offered at The University of Alabama would be a unique offering and would not be duplication of any other programs currently offered in Alabama. The current programs in the state do well in the training of students with the business of construction, but stop short of combining such knowledge with formal studies in engineering. The degree program would represent a unique and highly sought-after training that could only be of a societal and institutional benefit to the citizens and entities within our state."

The construction and related industries fully support the proposed program in construction engineering. UA included letters in support from individuals, corporations, and associations stating support for the program and outlining the need for graduates trained as a construction engineering professional.

At UA, career services reported the majority of employers seeking Civil Engineering graduates are construction or construction related.

Student Demand: Construction Engineering degree programs are relatively new. Currently, only seven accredited Construction Engineering (ConE) or Construction Engineering Management (CEM) degree programs exist in the United States. These programs (with their respective year of initial accreditation) are Purdue University (1984), University of Wisconsin-Madison (1995), North Carolina State University (1958), Iowa State University (1976), University of New Mexico (1990), North Dakota State University (1983), and Western Michigan University (2000).

To estimate projected enrollments, enrollment and graduation data were collected from the American Society of Engineering Education (ASEE). Personal communications with each of the programs were made to clarify data and seek additional information.

It should be noted that participation in cooperative education will impact time to degree. Practical, field experience is a key element to the proposed program as indicated by the required internship. A co-op experience will satisfy this requirement and will be actively promoted as part of the program. Industry and student interest in co-op opportunities in construction is strong, and it is fully expected that a high percentage of students in the program will participate in the co-op program, thereby extending their time to degree.

Resources:

Faculty/Staff: According to UA officials, the program will not require new funds except for library acquisitions. UA officials estimate that \$4,702 in new funds will be necessary for these library purchases over five years. The same amount (\$4,702) will be available through tuition, external funding, and internal reallocation.

A faculty search is currently in progress. Candidates are sought with expertise and research interest in monitoring and condition assessment, instrumentation and sensors, in site evaluation, rehabilitation, innovative materials performance, life-cycle extension, GIS, and/or safety and protection of infrastructure systems.

Equipment/Facilities: The program was designed so as to have all equipment needs integrated with existing laboratories and equipment in the college and department. The new program was designed to utilize existing facilities.

Library: Established collection assessment guidelines measure extent of existing library holdings and ongoing collecting activity by subject fields and academic level. Bachelor's programs such as the one in construction engineering are rated at the instructional support level. This level includes a wide range of basic monographs, a selection of representative journals, and reference materials pertinent to the subject.

The evaluation of UA's library collections to support the study of construction engineering indicates that holdings in general far exceed the criteria for instructional support for the bachelor's degree. A relatively small investment of funds will be necessary to acquire a few construction engineering monographic and reference titles for areas in which deficiencies exist.

Program Budget: According to UA officials, the program will not require new funds except for library acquisitions. UA officials estimate that \$4,702 in new funds will be necessary for these library purchases over five years. The same amount (\$4,702) will be available through tuition, external funding, and internal reallocation. The proposed program would be using existing resources. UA intends to hire two full-time faculty in the first five years, but these are currently budgeted positions.

Attachment 3

Curriculum for Proposed Program

| FRESHMAN YEAR | | | | | | | | | |
|---------------|-----|-----------------------|-----------------------|--------|-----|------------------------|---|-----------------------|----|
| FALL | | | | SPRING | | | | | |
| CH | 101 | General Chemistry I | 4 | CE | 101 | Intro to CE/ConE | 1 | | |
| GES | 131 | Foundations of Engr I | 2 | GES | 132 | Foundations of Engr II | 2 | | |
| EN | 101 | English Comp I | 3 | EN | 102 | English Comp II | 3 | | |
| MATH | 125 | Calculus I | 4 | MATH | 126 | Calculus II | 4 | | |
| DR | 100 | Sketching | 1 | DR | 133 | 2D Autocad | 2 | | |
| EC | 110 | Micro Economics | 3 | PH | 105 | Physics w/ Cal I | 4 | | |
| | | | <u>Semester Total</u> | 17 | | | | <u>Semester Total</u> | 16 |

| SOPHOMORE YEAR | | | | | | | | |
|----------------|-----|----------------------|-----------------------|--------|-----------------------|---------------------------------------|---|----|
| FALL | | | | SPRING | | | | |
| AEM | 201 | Statics | 3 | CE | 262 | CE Materials | 3 | |
| CE | 260 | Elementary Surveying | 3 | AEM | 250 | Mech of Materials | 3 | |
| MATH | 227 | Calculus III | 4 | AEM | 251 | Mech of Materials Lab | 1 | |
| PH | 106 | Physics II w/ Cal II | 4 | AEM | 284 | Dynamics | 3 | |
| # | | HU/LFA | 3 | MATH | 238 | Differential Equations | 3 | |
| | | | <u>Semester Total</u> | 17 | # | Natural Science Elective ¹ | 4 | |
| | | | | | <u>Semester Total</u> | | | 17 |

| JUNIOR YEAR | | | | | | | | | |
|-------------|-----|----------------------------------|-----------------------|--------|---------|-----------------------------------|---|-----------------------|----|
| FALL | | | | SPRING | | | | | |
| LGS | 200 | Legal Env. of Business | 3 | CE | 366 | Construction Engineering | 3 | | |
| CE | 340 | Geotech Engineering | 4 | GES | 255/400 | Eng. Statistics | 3 | | |
| CE | 331 | Intro to Structural Eng (C) | 4 | | | Technical Elective ^{2,4} | 3 | | |
| | | Restricted Elective ² | 3 | AC | 210 | Principles of Accounting | 4 | | |
| ECE | 320 | Intro to Elec. Eng. | 3 | ME | 215 | Thermodynamics | 3 | | |
| | | | <u>Semester Total</u> | 17 | | | | <u>Semester Total</u> | 16 |

CE 469² Construction Internship Please see a ConE advisor prior to enrolling 3

| SENIOR YEAR | | | | | | | | | |
|-------------|------------------|-----------------------------------|-----------------------|--------|------------------|-----------------------------------|---|-----------------------|----|
| FALL | | | | SPRING | | | | | |
| COM | 123 | Public Speaking | 3 | CE | 401 | Design Project (W) | 4 | | |
| | | Technical Elective ^{3,4} | 3 | # | | H/USB | 3 | | |
| # | | HU/LFA | 3 | | | Technical Elective ^{3,4} | 3 | | |
| # | | H/USB | 3 | IE | 454 ¹ | Safety Engineering | 3 | | |
| CE | 468 ³ | Const. Management (C) | 3 | CE | 467 ² | Const. Admin. & Finance (W) | 3 | | |
| | | | <u>Semester Total</u> | 15 | | | | <u>Semester Total</u> | 16 |

Total Degree Hours 134

1.) GEO 101 or other Natural Science Elective as approved by a ConE Advisor. 2.) CE 320, 350, 376, 433², 434² or 436²
 3.) Students with a GPA of 3.0 or greater may choose to enroll in the equivalent graduate level course. 4.) Technical electives must be chosen from an approved list. Please see a ConE advisor. 5.) Co-Op experience may be substituted with prior approval. Please see a ConE Advisor.

DECISION ITEM A-4: Wallace State Community College, Dothan
Associate in Applied Science and Certificate in Industrial
Maintenance Technology (CIP 47.0303)

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

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

Implementation Date: The proposed program will be implemented March 2006. Based on Commission policy, the proposed program must be implemented by March 2008 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 at least 21, based on the proposal.
2. That the annual average number of graduates for the Academic Years 2007-08 through 2010-11 will be at least 8, based on the proposal.
3. That a follow-up survey be conducted after the first five years that will show at least 75 percent of the graduates were successful in acquiring related employment.
4. That information regarding an overall assessment of the program will be provided, particularly as related to objectives and assessment measures stated in the proposal.

Wallace State Community College – Dothan (WSD) 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 April 2011.

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

1. The Alabama College System has approved new modularized Industrial Maintenance Technology courses that will be common to all Alabama two-year colleges offering the program. The core courses must be taught in all INT programs and the common courses may be used to customize the program to area industry and community needs.

2. The duplication of programs can be justified by distance and by industry support and input. All other colleges that offer an INT program are located a minimum of 95 miles from the Wallace Campus located in Dothan. Driving this distance would be extremely prohibitive for any student interested in enrolling in the program. Also, industries located in and around Dothan would find it neither convenient nor cost effective to seek training opportunities for their employees at a distance of 95 miles from their location.
3. Potential students will be recent high school graduates and adults who desire to change careers or enter the job field for the first time. Individuals employed by local industrial manufacturers are expected to become students as they seek to upgrade their skills to enhance job opportunities and hourly wages. Referrals from WIA and other agencies will also provide students. Additionally, Wallace Community College is already approved for a Short Certificate in Industrial Maintenance Technology. Students completing that certificate may continue with the Certificate and/or Associate in Applied Science without losing credit hours as each program level builds upon the previous one.

Supporting Documentation:

1. New Academic Degree Program Proposal Summary, Attached.
2. Summary of Background Information, Attached.
3. Curriculum for Proposed Program, Attached.
4. Wallace Community College proposal dated October 20, 2005 and updated October 28, 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 Wallace Community College, Dothan

PROGRAM Associate in Applied Science and Certificate in Industrial Maintenance Technology

ESTIMATED NEW FUNDS REQUIRED TO SUPPORT PROPOSED PROGRAM

| | 2006-07 | 2007-08 | 2008-09 | 2009-10 | 2010-11 | TOTAL |
|------------|-------------|----------|----------|----------|----------|-----------|
| FACULTY* | \$26,727 | \$41,644 | \$43,199 | \$44,754 | \$46,309 | \$202,633 |
| LIBRARY | \$750 | \$300 | \$300 | \$300 | \$300 | \$1,950 |
| FACILITIES | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| EQUIPMENT | \$75,000 ** | \$1,000 | \$1,000 | \$1,000 | \$1,000 | \$79,000 |
| STAFF | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| OTHER | \$20,250 ** | \$1,500 | \$1,500 | \$1,500 | \$1,500 | \$26,250 |
| TOTAL | \$122,727 | \$44,444 | \$45,999 | \$47,554 | \$49,109 | \$309,833 |

* Additional faculty salaries should be shown in all five years

** Department of Labor grant.

SOURCES OF FUNDS AVAILABLE FOR PROGRAM SUPPORT

| | 2006-07 | 2007-08 | 2008-09 | 2009-10 | 2010-11 | TOTAL |
|------------------------|--------------|----------|----------|----------|----------|-----------|
| INTERNAL REALLOCATIONS | \$0 | \$7,500 | \$9,500 | \$9,500 | \$9,500 | \$36,000 |
| EXTRAMURAL | \$148,755 ** | \$0 | \$0 | \$0 | \$0 | \$148,755 |
| TUITION | \$30,240 | \$55,080 | \$61,560 | \$63,180 | \$69,660 | \$279,720 |
| TOTAL | \$178,995 | \$62,580 | \$71,060 | \$72,680 | \$79,160 | \$464,475 |

ENROLLMENT AND DEGREE COMPLETION PROJECTIONS

| | 2006-07 | 2007-08 | 2008-09 | 2009-10 | 2010-11 | 5-YEAR AVERAGE |
|-------------------------------------|---------|---------|---------|---------|---------|----------------|
| NEW ENROLLMENT HEADCOUNT | 16 | 20 | 22 | 23 | 25 | 21 |
| PROJECTED ANNUAL DEGREE COMPLETIONS | 0 | 7 | 8 | 9 | 9 | 8 |

Attachment 2

Summary of Background Information

Associate in Applied Science and Certificate in Industrial Maintenance Technology
Wallace State Community College, Dothan (WSD).

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

Objectives: According to program officials, the objectives will meet the following components of the institutional purpose and role:

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

Administration: The program will be administered by Dr. Mike Babb, Instructional Dean at Wallace State Community College, Dothan.

Accreditation: The National Association of Industry Technology (NAIT) and the National Center for Construction Education and Research (NCCER) were approved by the Industry Certification steering committee as career/technical education program industry certification bodies for industrial maintenance technology programs in December 2000. The Alabama Industrial Development Training (AIDT) Institute offers an Industrial Systems Maintenance Certification to students graduating from two-year institutions as a means by which they can present a third-party recognition of the skills they have obtained during the course of their education and training. The certification will be awarded as an endorsement in one or more of six specific skill areas.

WSD will seek the AIDT certification of each of its graduates of the program. Certification from another recognized body will be addressed after the first year of the program.

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

| | | |
|---------|---|------|
| INT 117 | Principles of Industrial Mechanics | 3 sh |
| INT 118 | Fundamentals of Industrial Hydraulics and Pneumatics | 3 sh |
| INT 119 | Principles of Mechanical Measurement and Technical Drawing | 3 sh |
| INT 126 | Preventive Maintenance | 3 sh |
| INT 127 | Principles of Industrial Pumps and Piping Systems | 3 sh |
| INT 129 | Industrial Safety and Maintenance Techniques | 3 sh |
| INT 158 | Industrial Wiring | 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 |

ALABAMA COMMISSION ON HIGHER EDUCATION
Friday, March 3, 2006

| | | |
|---------|---|------|
| INT 221 | DC Fundamentals | 3 sh |
| INT 223 | AC Fundamentals | 3 sh |
| INT 234 | Principles of Industrial Maintenance Welding and Metal | 3 sh |
| INT 251 | Introduction to Programmable Logic Control | 3 sh |
| INT 288 | Advanced Principles of Programmable Controllers | 3 sh |

Collaboration: The Alabama College System has approved new modularized Industrial Maintenance Technology courses that will be common to all Alabama two-year colleges offering the program. The core courses must be taught in all INT programs and the common courses may be used to customize the program to area industry and community needs. In this respect, WSD will collaborate with Central Alabama Community College, Gadsden State Community College, Northwest-Shoals Community College, Southern Union State Community College, and Trenholm State Technical College, all of which offer an Industrial Maintenance Technology degree. These common courses will allow students to transition from one college to the other if need dictates without losing credit. However, it must be noted that Trenholm State Technical College awards the Associate in Applied Technology degree rather than the Associate in Applied Science degree.

Collaboration, insofar as sharing instructors, equipment, or facilities among the institutions offering the program, would be cost prohibitive due to the distance between the campuses.

Distance Education: Many general education courses at WSD are offered via distance education technology and students within the Industrial Maintenance Technology program will have access to these courses.

Currently, plans for the Industrial Maintenance Technology courses do not include distance education technology. However, should the need be deemed necessary for such a delivery system, consideration would be given to distance education within the program.

WSD has the capacity to broadcast courses from one campus to another campus and currently offers courses via the Internet. The quality of instruction for all courses is evaluated regularly, and the quality of distance education is comparable to the traditional course presentation at WSD.

Admission: Students admitted to this program will be required to meet the WSD minimum standards for admission to an AAS degree program.

Need: The proposed Industrial Maintenance Technology program for WSD will help to satisfy the need for multi-skilled workers in Alabama in an effective and efficient manner. The proposed program is reflective of the pilot curriculum offered by Trenholm State Technical College during the 2004-2005 academic year. Trenholm State Technical College and AIDT worked cooperatively to develop and implement a curriculum that would meet the needs of the state and shared the curriculum and its implications with other community colleges in January 2005.

WSD was initially approached by Michelin of Dothan concerning the need for an industrial mechanic that would be a multicraft technician trained to diagnose and repair a variety of problems occurring with electric, hydraulic, pneumatic, mechanical power transmission, and heating and cooling systems. While working with Michelin, WSD learned that many industries located in southeast Alabama have a need for this type of worker.

According to The Bureau of Labor Statistics, U.S. Department of Labor, *Occupational Outlook Handbook, 2004-2005 Edition*, the job outlook for Industry Machinery Installation, Repair, and Maintenance workers, except Mill Wrights, through 2012 will be best for industrial maintenance technicians with broad skills in machine repair and maintenance. Many currently employed maintenance workers 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 best indicators of occupational job demand are the total average annual job openings and the employment change. The majority of

the WSD service area is located within Workforce Investment Area (WIA) Region 10; therefore, the job demand statistics for WIA Region 10 were analyzed with regard to the need for industrial maintenance workers within that region. For installation, maintenance, and repair occupations within WIA Region 10 the annual average job openings are 260 and the employment change is +9.82%. According to the Alabama Department of Industrial Relations, the annual average job openings in Alabama statewide for installation, maintenance, and repair occupations exceed 3,700. The Industrial Maintenance Technology programs of the other community colleges are not likely to provide enough graduates to meet the state's needs.

According to the Alabama Industrial Development Training (AIDT) Institute, an entity concerned with meeting the training needs of expanding and future industries in Alabama, there is a need for multi-craft industrial maintenance technicians. AIDT research indicates there will be 150+ job openings in industrial maintenance within the WSD service area the next year. AIDT supports the proposed curriculum for Industrial Maintenance Technology and will provide third party certification for graduates of the program.

As a two-year college, WSD is able to provide this training at the lowest cost and in the most flexible manner. The Alabama College System's modularized curriculum will be taught at WSD. Therefore, industries desiring to upgrade the skills of incumbent workers will be able to send employees for all or any part of the training. Such flexibility will allow incumbent workers as well as traditional college students the opportunity to learn a high-demand job skill, earn a college degree or certificate, and immediately enter or advance in the workplace.

The need for workers trained in Industrial Maintenance Technology is clearly documented by WSD in letters of support from local industries, employer surveys, and data from the Bureau of Labor Statistics and the Alabama Department of Industrial Relations.

There are several two-year colleges in the Alabama College System that offer the Industrial Maintenance Technology program such as Gadsden State Community College, Northwest-Shoals Community College, Trenholm State Technical College, Central Alabama Community College, and Southern Union Community College. All of the listed colleges offer basically the same program with some differences in credit hours, lab hours, general education course hours and type of degree with the exception of Trenholm, which offers the Associate in Applied Technology.

The duplication of programs can be justified by distance and by industry support and input. Each college mentioned in the above paragraph is located a minimum of 95 miles from the Wallace Campus located in Dothan. Driving this distance would be extremely prohibitive for any student interested in enrolling in the program. Also, industries located in and around Dothan would find it neither convenient nor cost effective to seek training opportunities for their employees at a distance of 95 miles from their location.

Finally, the industries that are supporting the INT program at Wallace Community College want to provide input and guidance so that graduates meet their hiring needs. The local industries are demanding maintenance training that meets their needs for new workers and also assists them in training their current employees to be more proficient at their jobs.

WSD currently teaches a Short-Term Certificate of 27 credit hours in Industrial Maintenance Technology. The College will continue to offer this Certificate. The College also offers AAS degrees in Industrial Electronics and Electrical Technology which includes 47 ILT credit hours and 51 ELT credit hours respectively. These programs are designed to prepare students for careers in Electrical Technology or in Industrial Electronics. However, industry input has indicated a strong need for more specialized industrial maintenance training that would include training in HVAC, welding, pneumatics, hydraulics, precision machining, and preventive maintenance for equipment that would result in an even more multi-skilled technician. Therefore, the need exists to expand upon the INT Short-Term Certificate to equip program graduates with a higher skill level.

The Industrial Maintenance Technology Survey was used to assist with the projection of job openings. The data obtained from the survey was coupled with data from the Alabama Department

of Industrial Relations. *The U.S. Department of Labor Occupational Outlook Handbook, 2004-2005 Edition* was also referenced for industrial maintenance job projections.

The primary purpose for development of a Industrial Maintenance Technology program at WSD is to meet the employment needs of industries in the WSD service area.

Student Demand: A majority of the students for the program are expected to be from the service area of WSD. This area encompasses southeastern Alabama that includes seven counties in Alabama and also the contiguous counties in southwestern Georgia and northern Florida.

Students will be recent high school graduates and adults who desire to change careers or enter the job field for the first time. Individuals employed by local industrial manufacturers are expected to become students as they seek to upgrade skills to enhance job opportunities and hourly wages. Referrals from WIA and other agencies will also provide students. Additionally, WSD is already approved for a Short Certificate in Industrial Maintenance Technology. Students completing that certificate may continue with the Certificate and/or Associate in Applied Science without losing credit hours as each program level builds upon the previous one.

Five hundred and ninety-six (596) students enrolled at six (6) area high schools responded to a *Student Interest Survey*. Students were asked the question, "Would you be interested in pursuing education in this area?" One hundred and twenty-three high school students responded "yes" and one hundred and seventy-seven responded, "Not sure, but would like further information".

Resources:

Faculty/Staff: Currently, there are fourteen (14) employed faculty who teach in the program. There are seven (7) full-time primary faculty and two (2) part-time faculty. There are also five (5) support faculty and two (2) part-time faculty.

There are two additional faculty, one (1) is primary faculty and one (1) is part-time faculty. They are employed to teach in the program during the first five years.

The qualifications of any new faculty members will not differ from the requirements stated in Postsecondary Faculty Credentials.

The Industrial Maintenance Technology program will fall within the career technical division of the overall instruction program at WSD. The career technical division has division directors who report directly to the Coordinator of Career Technical programs and the Dean of Career Technical Instruction. The secretary to the Coordinator and the secretary to the Dean will assist with clerical needs for the proposed program.

Equipment/Facilities: Students in the Industrial Maintenance Technology program will receive instruction in several existing, fully equipped technical programs, i.e. Machine Shop Technology, Welding, Electrical, Electronics, and Air Conditioning and Refrigeration. The College will not duplicate existing equipment. The College has received a grant from the Department of Labor for \$148,755 for this program and will use approximately \$100,000 for materials/supplies and equipment. The following is a complete listing of new special equipment necessary for the program:

| | |
|--|----------|
| 1. Fluid Power Learning Systems | \$24,405 |
| 2. Electronic Classroom Includes Computer, LCD projector with SMART Symposium, VCR/DVD player and ELMO Document Camera | \$14,000 |
| 3. Centrifugal Pump Learning System | \$26,245 |
| 4. Piping Learning Systems | \$ 9,865 |

The existing facilities at WSD are adequate to achieve program quality and utility. Industrial Maintenance students will receive instruction in several existing and fully staffed technical

programs, i.e. Electrical Technology, Welding Technology, Electronics Technology, and Air Conditioning and Refrigeration Technology. Clinical sites are not required for this program and no renovations or additional facilities will be needed.

Students in the Industrial Maintenance Technology will have use of the Learning Resources Center (LRC) of WSD. The LRC provides over 35,000 volumes, and students have access to over 55,000 volumes throughout WSD's campus. Library holdings are adequate in the areas of industrial electronics, machine shop, welding, and heating and air conditioning. Additional library holdings will be added to specifically address industrial maintenance but will not be cost prohibitive.

Costs and Financial Support of the Program:

The Internal Allocation will come from the College's general fund as do the budgeted amounts for all other departments at the College. The Internal Allocation will not reduce the budgets of any other programs or departments.

WSD has received a Department of Labor grant for \$148,755 that will be used for the Industrial Maintenance Technology program. Perkins funds will also be used for equipment and materials after the initial year of the program.

Tuition revenue was calculated by multiplying the estimated annual part-time and full-time enrollment by the current tuition rate of \$90 per credit hour by three terms of enrollment (only two terms of 2005-2006). A six credit hour load was used to calculate part-time tuition and a twelve credit hour load was used to calculate full-time tuition.

Program Budget: WSD projects that a total of \$309,833 in estimated new funds will be required to support the proposed program and a total of \$464,475 will be available, including a Department of Labor grant of \$148,755 that will be used for the Industrial Maintenance Technology program.

Attachment 3

**Curriculum for Proposed Program
 Industrial Maintenance Technology
 Associate of Applied Science Degree
 Curriculum by Semester**

First Semester

| Course | Description | Theory | Lab | Credit |
|---------------|------------------------------|---------------|------------|---------------|
| INT 221 | DC Fundamentals | 1 | 2 | 3 |
| INT 223 | AC Fundamentals | 2 | 1 | 3 |
| INT 158 | Industrial Wiring | 1 | 2 | 3 |
| MTH 100 | Intermediate College Algebra | 3 | 0 | 3 |
| ORI 101 | Orientation to College | 1 | 0 | 1 |
| ORI 104 | WorkKeys Assessment | 1 | 0 | 1 |

Second Semester

| Course | Description | Theory | Lab | Credit |
|---------------|---|---------------|------------|---------------|
| INT 129 | Industrial Safety and Maintenance Techniques | 1 | 2 | 3 |
| INT 206 | Industrial Motors I | 1 | 2 | 3 |
| INT 212 | Industrial Motor Control I | 1 | 2 | 3 |
| INT 215 | Troubleshooting Techniques | 1 | 2 | 3 |
| CIS 146 | Microcomputer Applications | 3 | 0 | 3 |

Third Semester

| Course | Description | Theory | Lab | Credit |
|---------------|---|---------------|------------|---------------|
| INT 118 | Fundamentals of Industrial Hydraulics and Pneumatics | 2 | 1 | 3 |
| INT 119 | Principles of Mechanical Measurement and Technical Drawing | 1 | 2 | 3 |
| INT 251 | Introduction to Programmable Logic Control | 2 | 1 | 3 |
| INT 211 | Industrial Motors II | 1 | 2 | 3 |
| ENG 101 | English Composition I | 3 | 0 | 3 |

Fourth Semester

| Course | Description | Theory | Lab | Credit |
|---------------|--|---------------|------------|---------------|
| INT 126 | Preventative Maintenance | 1 | 2 | 3 |
| WDT 108 | SMAW Fillet/OFC | 3 | 0 | 3 |
| INT 234 | Principles of Industrial Maintenance Welding and Metal Cutting Techniques | 1 | 2 | 3 |
| INT 288 | Advanced Principles of Programmable Controllers | 2 | 1 | 3 |
| PHS 112 | Physical Science | | | |
| | OR | | | |
| PHY 115 | Technical Physics | 3 | 1 | 4 |

Fifth Semester

| Course | Description | Theory | Lab | Credit |
|---------------|--|---------------|------------|---------------|
| ACR 111 | Refrigeration Principles | 1 | 2 | 3 |
| INT 117 | Principles of Industrial Mechanics | 1 | 2 | 3 |
| INT 127 | Principles of Industrial Pumps and Piping Systems | 1 | 2 | 3 |
| SPH 106 | Fundamentals of Oral Communication | | | |
| PSY 200 | Psychology | 3 | 0 | 3 |

Attachment 3

Curriculum for Proposed Program

**Industrial Maintenance Technology
 Certificate
 Curriculum by Semester**

First Semester

| Course | Description | Theory | Lab | Credit |
|---------------|------------------------------|---------------|------------|---------------|
| INT 221 | DC Fundamental | 1 | 2 | 3 |
| INT 223 | AC Fundamentals | 2 | 1 | 3 |
| INT 158 | Industrial Wiring | 1 | 2 | 3 |
| MTH 100 | Intermediate College Algebra | 3 | 0 | 3 |
| ORI 101 | Orientation to College | 1 | 0 | 1 |
| ORI 104 | WorkKeys Assessment | 1 | 0 | 1 |

Second Semester

| Course | Description | Theory | Lab | Credit |
|---------------|------------------------------------|---------------|------------|---------------|
| INT 117 | Principles of Industrial Mechanics | 1 | 2 | 3 |
| INT 206 | Industrial Motors I | 1 | 2 | 3 |
| INT 212 | Industrial Motor Control I | 1 | 2 | 3 |
| INT 215 | Troubleshooting Techniques | 1 | 2 | 3 |
| CIS 146 | Microcomputer Applications | 3 | 0 | 3 |

Third Semester

| Course | Description | Theory | Lab | Credit |
|---------------|---|---------------|------------|---------------|
| ACR 111 | Refrigeration Principles | 1 | 2 | 3 |
| INT 118 | Fundamentals of Industrial Hydraulics and Pneumatics | 2 | 1 | 3 |
| INT 251 | Introduction to Programmable Logic Control | 2 | 1 | 3 |
| INT 211 | Industrial Motors II | 1 | 2 | 3 |
| ENG 101 | English Composition I | 3 | 0 | 3 |

Fourth Semester

| Course | Description | Theory | Lab | Credit |
|---------------|--|---------------|------------|---------------|
| INT 126 | Preventative Maintenance | 1 | 2 | 3 |
| INT 234 | Principles of Industrial Maintenance Welding and Metal Cutting Techniques | 1 | 2 | 3 |
| INT 288 | Advanced Principles of Programmable Controllers | 2 | 1 | 3 |
| INT 127 | Principles of Industrial Pumps and Piping Systems | 1 | 2 | 3 |
| SPH 106 | Fundamentals of Oral Communication | 3 | 0 | 3 |

DECISION ITEM B-1: Athens State University, Addition of an Option in Computer Networking to the Existing Bachelor of Science in Computer Science (CIP 11.0101)

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

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

Background: Athens State University (ASC) currently has the Bachelor of Science in Computer Science at CIP 11.0101 in the Academic Program Inventory. ASC proposes the addition of an option in Computer Networking to the program.

The proposed option in Computer Networking will share a 60 to 64 semester hour (sh) general education core required of all students in the program and 58 sh in the Computer Science core. The Computer Networking option will require 56 sh in courses related to the option with an additional 6 to 8 sh in general electives.

| | |
|------------------------|----------|
| General Education core | 60-64 sh |
| Computer Science core | 58 sh |
| Option | 56 sh |
| General Electives | 6-8 sh |

The proposed option is needed to allow students to attain specific networking skills within a general Computer Networking program. According to program officials, there is a growing need for trained networking professionals as technology and infrastructure continues to grow. This need for trained professionals is greatest in the technologically concentrated region of North Alabama and is growing nationwide as well.

The staff recommends that the proposed concentration 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-2: Auburn University, Addition of Options in Muscle Foods and Equine Science to the Existing Bachelor of Science in Animal and Dairy Science (CIP 01.0901)

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

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

Background: Auburn University (AU) currently has the Bachelor of Science (BS) in Animal and Dairy Science at CIP 01.0901 in the Academic Program Inventory. AU proposes the addition of two options: Muscle Foods and Equine Science. AU is also changing the name of the program to Animal Sciences [see "Changes to the Academic Program Inventory"].

The existing program already has options in Production Management and Pre-Veterinary/ Pre-Professional. The program, regardless of option, requires completion of 120 semester hours (sh). All students complete a 41 sh university core curriculum.

The proposed option in Equine Science will share a 53 sh program core curriculum with the two original options. The Equine Science part of the program will consist of 26 sh.

Equine Science Option:

| | |
|--------------------------|--------|
| Required university core | 41 sh |
| Program core | 53 sh |
| Equine Science Option | 26 sh |
| Total | 120 sh |

The proposed option in Muscle Foods will share a 49-50 sh program core curriculum with the other options. The option itself will require 29-30 sh.

Muscle Foods Option:

| | |
|--------------------------|----------|
| Required university core | 41 sh |
| Program core | 49-50 sh |
| Muscle Foods Option | 29-30 sh |
| Total | 120 sh |

According to program officials, the Equine Science option is needed for students who have expressed interest in having more practical, hands-on experience with large animals, specifically horses. Alabama has a growing, well-organized equine industry. Leaders in this industry in Alabama and other states are seeking college graduates with a strong scientific education coupled with practical equestrian experience. The proposed option will enable graduates to compete more successfully for jobs in the industry.

The Muscle Foods option is an extension of course work already available in the program. Such issues as recent food safety scares (such as E. coli and "mad cow" disease), bio-security, and the national food supply led to the development of a formal option with a strong science component.

The staff recommends that the proposed concentration 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-3: Chattahoochee Valley Community College, Alteration of the Curriculum for the Associate in Applied Science in Visual Communications (CIP 50.0401)

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

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

Background: Chattahoochee Valley Community College (CVC) currently has the Associate of Applied Science (AAS) in Visual Communications at CIP 50.0401 in the Academic Program Inventory. CVC proposes to make substantive changes to the curriculum for the program, including the addition of options in Print Media and Multimedia. Existing options in Graphic Design and Computer Graphics will be replaced by the new options.

The existing program was approved by the Commission on December 5, 2003, and implemented in August 2004. According to the request for alteration, the changes are being made after meeting with an advisory council representing the Visual Communications business community. The altered program will better suit the needs of business and industry.

The proposed alteration will require 67 semester hours (sh). Courses in common with the original program include Drawing, Graphic Design, and Digital Photography. The revised curriculum will include five new courses, listed below.

| | |
|---------|--|
| VCM 122 | Graphic Reproduction Processes |
| VCM 173 | Digital Illustration 2 |
| VCM 186 | Digital Imaging 2 |
| VCM 194 | Digital Publishing 2 |
| VCM 292 | Cooperative Work Experience in Visual Communications |

The new options in Print Media and Multimedia share a program common core curriculum of 23 sh, including such courses as Drawing, Composition, Typography, Graphic Design, Digital Photography, and Digital Illustration. Both options will require 9 sh in courses required for the option and at least 6 sh in program related electives (VCM/CIS).

| | |
|---------------------------|-------|
| General Education | 21 sh |
| Program Core | 23 sh |
| Options | 9 sh |
| Program Related Electives | 6 sh |
| Free electives | 6 sh |
| Total | 67 sh |

The staff recommends that the proposed alteration of curriculum with options be approved as a reasonable extension/alteration of an existing program

Supporting Documentation:

1. Written unpublished documentation provided by the institution. Available upon request.
2. "Revised Curriculum for the Associate in Applied Science in Visual Communications at Chattahoochee Valley Communication College." Attached.

**Revised Curriculum for the Associate in Applied Science in
 Visual Communications at Chattahoochee Valley Community College
 Print Media Option**

The Print Media Option concentrates on creative and technical processes involved in print production processes associated with advertising, publishing, and other print-media applications. Most courses require the student to use industry-standard software on a personal computer.

| <i>Area/Course</i> | <i>Credit Hours</i> | <i>Contact Hours*</i> |
|--|---------------------|-----------------------|
| Area I: Written Composition (3 Sem Hrs.) | | |
| ENG101 English Composition 1 | 3 | 3 |
| Area II: Humanities and Fine Arts (6 Sem Hrs.) | | |
| ART 100 Art Appreciation | 3 | 3 |
| PHL 116 Logic | 3 | 3 |
| Area III: Natural Science and Mathematics (9 Sem. Hrs.) | | |
| MTH 110 Finite Mathematics (or higher MTH) | 3 | 3 |
| CIS 146 Microcomputer Applications | 3 | 4 |
| CIS 185 Ethics and the Internet | 3 | 3 |
| Area IV: History, Social and Behavioral Sciences (3 Sem. Hrs.) | | |
| PSY 200 General Psychology OR Approved PSY/SOC/HIS course | 3 | 3 |
| Area V: Preprofessional, major, and elective courses (44 Sem Hrs.) | | |
| <i>Required VCM Core (23 Sem. Hours)</i> | | |
| ART 113 Drawing 1 | 3 | 6 |
| ART 121 Two-Dimensional Composition | 3 | 6 |
| VCM 150 Typography | 3 | 4 |
| VCM 171 Graphics Software Applications | 3 | 3 |
| VCM 145 Introduction to Digital Photography | 2 | 3 |
| VCM 254 Graphic Design | 3 | 4 |
| VCM 172 Digital Illustration 1 | 3 | 3 |
| VCM 185 Digital Imaging 1 | 3 | 3 |
| <i>Required Print Media Core (9 Sem. Hours)</i> | | |
| VCM 253 Graphic Design Basics | 3 | 4 |
| VCM 122 Graphic Reproduction Processes | 3 | 3 |
| VCM 193 Digital Publishing 1 | 3 | 3 |
| <i>VCM/CIS Electives: (Choose at least 6 Sem. Hrs.)</i> | | |
| VCM 255 Advanced Graphic Design | 3 | 4 |
| VCM 173 Illustration 2 | 3 | 4 |
| VCM 186 Imaging 2 | 3 | 3 |
| VCM 194 Publishing 2 | 3 | 3 |
| VCM 292 Cooperative Work Experience in VCM | 3 | 11 |
| VCM 273 Supervised Study in Computer Graphics | 1-3 | 2-6 |
| CIS 115 Presentation Graphics Software Applications | 3 | 4 |
| Other electives: Choose 6 Sem. Hrs. from any curriculum, including any from the VCM Multimedia option | 3 3 | 3 3 |
| Required for Graduation | | |
| ORI 101 Orientation | 1 | 1 |
| WKO 101 Workplace Skill Development | <u>1</u> | 1 |
| Total | 67 | |

*Note: Contact hours will not appear in catalog

Multimedia Option

The Multimedia Option concentrates on creative and technical processes involved in multimedia production processes associated with the World Wide Web as well as other Internet, presentation, and digital multimedia applications. Most courses require the student to use industry-standard software on a personal computer.

| <i>Area/Course</i> | <i>Credit Hours</i> | <i>Contact Hours*</i> |
|--|---------------------|-----------------------|
| Area I: Written Composition (3 Sem Hrs.) | | |
| ENG101 English Composition 1 | 3 | 3 |
| Area II: Humanities and Fine Arts (6 Sem Hrs.) | | |
| ART 100 Art Appreciation | 3 | 3 |
| PHL 116 Logic | 3 | 3 |
| Area III: Natural Science and Mathematics (9 Sem. Hrs.) | | |
| MTH 110 Finite Mathematics (or higher MTH) | 3 | 3 |
| CIS 146 Microcomputer Applications | 3 | 4 |
| CIS 185 Ethics and the Internet | 3 | 3 |
| Area IV: History, Social and Behavioral Sciences (3 Sem. Hrs.) | | |
| PSY 200 General Psychology OR Approved PSY/SOC/HIS course | 3 | 3 |
| Area V: Preprofessional, major, and elective courses (44 Sem Hrs.) | | |
| <i>Required VCM Core (23 Sem. Hours)</i> | | |
| ART 113 Drawing 1 | 3 | 6 |
| ART 121 Two-Dimensional Composition | 3 | 6 |
| VCM 150 Typography | 3 | 4 |
| VCM 171 Graphics Software Applications | 3 | 3 |
| VCM 145 Introduction to Digital Photography | 2 | 3 |
| VCM 254 Graphic Design | 3 | 4 |
| VCM 172 Digital Illustration 1 | 3 | 3 |
| VCM 185 Digital Imaging 1 | 3 | 3 |
| <i>Required Multimedia Core (9 Sem. Hours)</i> | | |
| CIS 115 Presentation Graphics Software Applications | 3 | 4 |
| CIS 207 Introduction to Web Development | 3 | 3 |
| CIS 160 Multimedia for the Web | 3 | 3 |
| <i>VCM/CIS Electives: (Choose at least 6 Sem. Hrs.)</i> | | |
| CIS 208 Intermediate Web Development | 3 | 4 |
| CIS 117 Database Management Software Applications | 3 | 4 |
| VCM 255 Advanced Graphic Design | 3 | 4 |
| VCM 173 Illustration 2 | 3 | 4 |
| VCM 185 Imaging 2 | 3 | 3 |
| VCM 292 Cooperative Work Experience in VCM | 3 | 11 |
| VCM 273 Supervised Study in Computer Graphics | 1-3 | 2-6 |
| Other electives: Choose 6 Sem. Hrs. from any curriculum, including any from the VCM Print Media option | 3 3 | 3 3 |
| Required for Graduation | | |
| ORI 101 Orientation | 1 | 1 |
| WKO 101 Workplace Skill Development | <u>1</u> | 1 |
| Total | 67 | |

*Note: Contact hours will not appear in catalog

DECISION ITEM B-4: Alabama State University, Establishment of the College of Visual and Performing Arts, to Include the Departments of Visual Arts, Theatre Arts, and Music

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

Staff Recommendation: That the Commission approve the proposed establishment of the College of Visual and Performing Arts at Alabama State University (ASU).

The new college will serve as the administrative unit over reorganized departments of Visual Arts, Theatre Arts, and Music. The proposed college with the department reorganization has been approved by the Alabama State University Board of Trustees.

Currently, ASU has a Department of Visual and Performing Arts and a School of Music. According to university officials, these units would be more effective if they were organized in a single purpose unit, rather than standing alone. Bringing these disciplines together in a single unit with strong leadership will result in numerous benefits to the individual programs and to the university. These benefits include:

1. Promoting effective planning of programming, staffing, facilities development and budgeting.
2. Fostering greater cooperation and collaboration between the disciplines that will encourage their individual growth, while enriching the core curriculum, the degree programs and student learning.
3. Enriching the university and community through high quality programs, performances and productions which will enhance the reputation of these programs and of the university.
4. Fostering the development of interdisciplinary courses and programs.
5. Fostering greater creative productivity among faculty members.

According to the Commission's administrative procedures, administrative changes that result in the creation of a unit of instruction greater than a department, such as a college, are subject to Commission approval.

The staff recommends that the proposed new College be approved.

- Supporting Documentation:
1. "Reasonable Extensions and Alterations of Existing Units and Programs of Instruction," Administrative Procedures, Chapter 300-2-1-06. Available upon request.
 2. Written unpublished documentation provided by the institution. Available upon request.

DECISION ITEM C-1: Request to Amend Post-Implementation Conditions:
University of Alabama at Birmingham, Doctor of
Philosophy in Nursing (CIP 51.1608)

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

Staff Recommendation: That the program at the University of Alabama at Birmingham (UAB) be given until October 1, 2008, to demonstrate that the program is meeting the graduation condition of five graduates per year.

Rationale:

1. Though the program did not meet the requirement for graduates, it did meet the requirements for enrollment and employment.
2. The shortage of nursing faculty has impacted the program, since most of the students enrolled in the program are faculty members and can only attend part time.
3. The program is the only Doctor of Philosophy (PhD) in Nursing in the state and is important in the preparation of faculty members to teach in Master's level programs, as well as baccalaureate programs.
4. The institution has taken steps to make the curriculum more accessible to prospective students throughout the state.
5. Enrollment in the program has increased.

Background: The program was approved on February 27, 1998, and implemented in September 1999. A post-implementation report was submitted by UAB in September 2004. The report showed that the program had met the conditions for enrollment and employment. However the program had not met the condition for graduates, based on three years of completions data.

The report stated that the graduation projections for the program had been based on expected full-time enrollments. However, most students in the program had not been able to enroll full time because they had found it difficult to give up full-time employment.

On February 10, 2006, members of the Commission staff met with the following UAB representatives: Dr. Glenna Brown, Associate Provost for Planning and Analysis; Dr. Doreen Harper, the new Dean of Nursing; and Dr. Elizabeth Stullenbarger, Professor and Dean for Graduate Studies in nursing. The purpose of the meeting was to discuss the progress of the program and strategies for increasing the number of graduates.

At the meeting Dr. Harper gave further details regarding factors that had hindered graduation from the program. She stated that the shortage of nursing faculty, not of

potential students, is the major contributor to the nursing shortage. The faculty shortage has had a negative effect on completions for this program, since most of the students are already faculty members and are not able to attend full time. Others have had to take leave from their studies to fulfill work responsibilities. Dr. Stullenbarger gave the example of a student who had to postpone her studies because of two resignations from the nursing faculty at her employing institution.

The UAB representatives also discussed strategies that are being implemented to increase students' ability to complete the program. The curriculum has been revised so that it is now distance accessible, allowing students to take coursework from where they live and work with selected time on the UAB campus. The program also has been adapted to offer both full and part-time plans to allow students to continue their employment, if needed.

Other strategies include recruiting younger nurses into the program, as well as increasing the number of students in the fast-track BSN to PhD program. UAB plans to form partnerships with baccalaureate and higher degree nursing programs in the state to recruit younger nurses to the program. Finally, the institution is increasing the number of scholarships and stipends for PhD students who in turn commit to working as faculty in Alabama.

Supporting Documentation:

1. "Summary of Report on Post-Implementation Conditions," Attached.
2. Unpublished Post-Implementation Report for the University of Alabama at Birmingham. 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 at Birmingham

Program: Nursing, PhD, CIP 51.1608

Approved by Commission: February 27, 1998

Proposed Implementation Date: September 1999

Actual Implementation Date: September 1999 (on schedule)

Post-Implementation Conditions:

- 1) That the annual average enrollment for the first five years be at least 14 FTE.
- 2) That beginning in 2001-2002, the annual average number of graduates for the first five years will be at least 5.
- 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 are employed in the field.

| Nursing, PhD, CIP 52.0301 | Enrollment FTE | Average Number of Graduates (Beginning 2001-02) | Percentage of Graduates Employed in Field |
|-------------------------------|-------------------|---|---|
| Required | 14 | 5 | 75% |
| Reported through 2003-04 | 14.4 | 1.67 | 100% |
| Reported through Fall 2005 | 18 | 2 | 100% |

- Note on condition 1: A headcount enrollment of 27 was reported in fall 2004.
- Note on condition 2: The average reported through 200-04 is based on three years of data (from 2001-02 through 2003-04).

DECISION ITEM C-2: Request to Amend Post-Implementation Conditions:
Southern Union State Community College, Associate in
Applied Science and Certificate in Industrial
Maintenance Technology (CIP 47.0303)

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

Staff Recommendation: That the Commission approve the following amendments to the post-implementation conditions for the Associate in Applied Science (AAS) and Certificate in Industrial Maintenance Technology at Southern Union State Community College (SOU):

1. That the annual average new enrollment (headcount) to the program for Academic Years ~~2005-06 to 2009-10~~ 2007-08 to 2011-12 will be at least 14, based on the proposal.
2. That the annual average number of graduates for the Academic Years ~~2006-07 through 2009-10~~ 2008-09 through 2011-12 will be at least 14 for the Associate in Applied Science and at least 11 for the Certificate in Industrial Maintenance Technology, ~~based on the proposal.~~
3. That a follow-up survey be conducted ~~after the first five years in 2011-12~~ 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.

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 2010~~ September 2012.

- Rationale:
1. On September 23, 2005, the Commission adopted an amendment to the "Guidelines on Implementation of a New Program," allowing institutions to request up to two years as a start-up period for new programs, before counting related to the post-implementation period begins. The Guidelines state that the request must be made at the time the program is proposed.
 2. The Industrial Maintenance Technology program at SOU was approved on June 24, 2005, prior to the adoption of the amendment allowing for the start-up period.

3. SOU provided a rationale for the request for the start-up period, citing the need to do extensive recruitment of students and the impact of the current low unemployment rate in the metropolitan area where the program is offered.

Background:

The program was approved on June 24, 2005, and was implemented in August 2005. In January 2006, the staff at the Alabama Department of Postsecondary Education (ADPE) transmitted a letter from SOU. In the letter, Dr. Joanne Jordan, president of SOU, requested that the program be allowed a two-year start-up period prior to counting for the post-implementation report.

Dr. Jordan cited several factors as rationale for the request. The low unemployment rate in the Opelika-Auburn metropolitan area, where the program is located, was cited as a major reason. Figures from the Alabama Department of Industrial Relations stated that the unemployment rate in the area in October 2005 was only 3.6 percent. Because of the need for workers and the lack of skilled workers, industries have been hiring workers with little or no technical job skills. Consequently, these workers are currently working full time instead of seeking training.

Another repercussion of the need for workers is that industries that pledged their support for the program have not yet been able to send their employees for training. However, the industries still maintain their ongoing need for graduates with training in Industrial Maintenance Technology. New industries moving into the Opelika-Auburn area are also expected to need graduates of the program. Because of these unforeseen factors, Dr. Jordan stated that SOU requests a period for extensive recruiting of students.

Dr. Jordan reported that SOU will use the requested start-up period in two ways. First, the institution will cooperate with industry to develop Industrial Maintenance Technology classes in nontraditional formats that will allow full-time industry employees to enroll in classes for college credit. Secondly, SOU will recruit additional students by raising awareness of the program and career opportunities with the general public, parents, high school counselors, and high school students, as well as with new employers in the area.

Supporting Documentation:

1. Request from Dr. Joanne S. Jordan, dated January 12, 2006. Available upon request.
2. "Guidelines for Consideration of Post-Implementation Reports that Do Not Meet Approved Conditions." Attached.

Alabama Commission on Higher Education

GUIDELINES ON IMPLEMENTATION OF A NEW PROGRAM

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.

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

DECISION ITEM D: Recommendation on Remaining Non-Viable Core Liberal Arts Programs

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

Staff Recommendation: That the attached recommendations on requests for waivers of non-viability be approved by the Commission.

Rationale:

1. The institutions submitted waiver requests that met the Commission's criterion of documenting steps to improve the program's productivity. The requests also highlighted at least one other factor meeting the Commission's requirements for consideration of the waiver request.
2. Through presentations before members of the Academic Affairs Committee of the Commission, the institutions provided details regarding efforts to improve program productivity and responded to questions from the Committee.

Background: As was done with the first round of waiver requests in January 2003, the Commission held a public hearing in which institutions were given the opportunity to present oral comments in support of the continuation of programs for which waivers had been submitted. Seven remaining core liberal arts programs on the non-viable list were considered at the hearing on January 20, 2006. Representatives of the institutions made presentations concerning the programs and answered questions from the review panel, which consisted of members of the Commission's Academic Affairs Committee and the staff. The programs reviewed are listed below, along with the names of institutional representatives making presentations.

Alabama A&M University

Program: Economics, BS
Presenters: Dr. Shirley Houzer, Vice President for Academic Affairs; Dr. Barbara Jones, Dean of the School of Business

Alabama State University

Programs: Art, BA; Sociology, BA; Theatre Arts, BA
Presenters: Dr. Joe Lee, President; Dr. Evelyn White, Vice President for Academic Affairs; Dr. Thelma Ivery, Dean of Arts and Sciences; Dr. Alfred Smith, Assistant Vice President for Academic Affairs

Athens State University

Program: Art, BA
Presenters: Dr. Charles Chapman, Dean for Academic Affairs; Dr. Ron Fritze, Dean of Arts and Sciences

University of South Alabama

Programs: Philosophy, BA; Dramatic Arts, BA/ BFA
Presenters: Mr. Frank Hurley, Director of Institutional
Research and Assessment; Dr. David Johnson, Dean of
the College of Arts and Sciences

Institutional representatives in their presentations highlighted aspects of the waiver requests as well provided additional information. Members of the review panel asked questions regarding administrative organization for the programs being reviewed, the relationship of the programs to other academic programs and to the general education curriculum, and efforts to attract students to the programs.

Supporting Documentation:

1. Waiver Requests Submitted by the Institutions. Available upon request.
2. "Factors and Criteria to Be Used in Assessing Waiver Requests," adopted by the Commission on May 18, 2001. Available upon request.
3. Attachment I: "Staff Recommendation on Requests for Waivers of Non-Viability." Attached.
4. Attachment II: "Summary of Factors Cited for the Continuation Programs." Attached.
5. Attachment III: "Viability and Core Liberal Arts." Attached.
6. Attachment IV: "Core Liberal Arts Programs on the List for the Final Three-Year Monitoring Cycle Remaining Non-Viable." Attached.
7. Attachment V: "Rationale for Waiver Request." Attached.
8. Attachment VI: "Historical Timeline of Program Viability Review." Attached.
9. Attachment VII: "Comparison of Academic Program Inventories Totals." Attached.

Attachment I

Staff Recommendations on Requests for Waivers of Non-Viability

Staff Recommendation 1: The staff recommends that these waiver requests be approved because they documented: a) institutional commitment to elevate the non-viable programs to viable status; b) unique and extraordinary characteristics for at least one factor consistent with the guidelines for evaluating waiver requests; c) although the programs listed below did not meet the viability standard during the final monitoring period, they are now meeting the standard.

| | | | |
|-----------------------------|---------|---------------|--------|
| Alabama State University | 50.0701 | Art | BA |
| Alabama State University | 50.0501 | Theatre Arts | BA |
| University of South Alabama | 38.0101 | Philosophy | BA |
| University of South Alabama | 50.0501 | Dramatic Arts | BA,BFA |

Staff Recommendation 2: The staff recommends that these waiver requests be approved because they documented: a) institutional commitment to elevate the non-viable programs to viable status; b) unique and extraordinary characteristics for at least one factor consistent with the guidelines for evaluating waiver requests.

| | | | |
|--------------------------|---------|-------------|----|
| Alabama A&M University | 45.0601 | Economics | BS |
| Alabama State University | 45.1101 | Sociology | BA |
| Athens State University | 50.0701 | Art General | BA |

Attachment II

Summary of Factors Cited for the Continuation of Programs

Alabama A&M University (AAM)

- **Economics, BS** (Three-Year Average: 2.00)

Rationale provided by the institution for the waiver request:

- The institution provided evidence of steps to increase the program's viability.
- The institution demonstrated that faculty and resources allocated to the non-viable program provide a service to other viable programs in other disciplines, including Business and Agribusiness. The courses would be necessary even if the program was discontinued.
- The institution provided evidence that enrollment is increasing.
- The program is unique in that 95 percent of the students enrolled in the program are African American. Fewer than two percent of the PhD economists in the U.S. are African American. The program has the potential of helping to diminish the under-representation of African Americans in the field.
- The program is the only Economics program in AAM's area of the state.

Alabama State University (ASU)

- **Art, BA** (Three-Year Average: 3.00)

Rationale provided by the institution for the waiver request:

- The institution provided evidence of steps to increase the program's viability, including the merger of Graphic Arts with Art in February 2003.
- The program has become a priority and is now meeting the viability standard. The enrollment has doubled in four years.
- The institution provided evidence that the program has successful program graduates.
- The program produces a significant number of African American graduates.

- **Sociology, BA** (Three-Year Average: 3.33)

Rationale provided by the institution for the waiver request:

- The institution provided evidence of steps to increase the program's viability. During the hearing, administrators and faculty members discussed changes that had been made to the curriculum in order to retain students. One of these changes was to reduce the number of years of foreign language from two to one, bringing the program in line with requirements of Sociology programs at other Alabama institutions.
- The institution has demonstrated that faculty and resources allocated to the non-viable program contribute a significant service function to other viable programs in other disciplines.
- The program produces a significant number of African American graduates.

- **Theatre Arts, BA** (Three-Year Average: 6.33)

Rationale provided by the institution for the waiver request:

- The institution provided evidence of steps to increase the program's viability.
- The program has become a priority and moved from few or no completions to completions that are now meeting viability standards. There has been an average of eleven graduates for the period 2001-02 through 2003-04.
- The institution provided evidence that the program has successful program graduates.
- The program produces a significant number of African American graduates.

Athens State University (ASC)

- **Art, BA** (Three-Year Average: 7.33)

Rationale provided by the institution for the waiver request:

- The institution provided evidence of steps to increase the program's viability.
- The program has become a priority and moved from few or no completions to projected completions that will meet viability standards within a reasonable period. The program had eight graduates in 2004.
- The program is offered at the only upper division university that serves the two-year system. The program is designed to serve working students who attend in the evening.
- Some courses are now offered in distance education formats.

University of South Alabama (USA)

- **Dramatic Arts, BA/BFA** (Three-Year Average: 4.00)

Rationale provided by the institution for the waiver request:

- The institution provided evidence of steps to increase the program's viability, and documented progress toward viability.
- The program has become a priority and is now meeting viability. The average number of graduates has increased to 9.5 over the last two years.
- The program collaborates with area schools by providing professional-development workshops with area elementary schools.
- The institution provided evidence of the success of graduates.

- **Philosophy, BA** (Three-Year Average: 3.00)

Rationale provided by the institution for the waiver request:

- The institution provided evidence of steps to increase the program's viability, including adding a new concentration in religion, approved by the Commission in 2002.
- The institution demonstrated that faculty and resources allocated to the program contribute a significant service function to other viable programs in other disciplines.
- The program recently has become a priority and the graduation rate for the period 2002-03 through 2004-05 has increased to 8. The projected graduation rate for the next six years is 8.9, based on current enrollment.
- The department has a strong interdisciplinary approach and has developed cross-listed courses with seven other departments.
- The department is developing a third concentration in classics.

Attachment III

Viability and Core-Liberal Arts Programs

In 1996, the Alabama legislature adopted a series of bills related to higher education, one of which became known as the "program viability" law. Act 96-557 added paragraphs (a)(2), (a)(3), and (a)(4) to Section 16-5-8 of the Commission's statute. This addition required that the Commission enforce, monitor, and report on minimum degree productivity standards for all existing programs of instruction at public two-year and four-year institutions of higher education.

Working with the campus liaison contacts and the legislators who sponsored Act 96-557, the Commission developed an implementation process which was adopted unanimously on June 6, 1997. During the development of the implementation process, special procedures were developed for the review of the Core Liberal Arts at four-year institutions. These procedures were developed in recognition of the value of liberal arts programs to quality academic offerings at all universities. However, underlying these procedures was the belief that if the liberal arts are an important component of the university experience, then liberal arts programs should meet viability standards. Also, the Commission set forth the principle that all institutions do not have to offer a wide array of programs in the liberal arts fields.

All core liberal arts programs underwent the Level I and Level II reviews, the same as other academic programs. Core liberal arts programs which did not appear on the viable program list as a result of the Level I and Level II reviews were placed on an exemption list for the three-year monitoring period. During the three years, the Commission encouraged institutions to develop creative and innovative approaches to offering core liberal arts education. Each institution with exempt core liberal arts programs provided an annual report to the Commission which summarized activity during the year devoted to the assessment and improvement of its exempt core liberal arts programs.

On December 8, 2000, the Commission approved "Recommended Action on Remaining Non-Viable Core Liberal Arts (CLA) Programs." This policy provided that at the end of the initial three-year monitoring period, the Commission would continue to monitor the remaining non-viable core liberal arts programs for a final three-year monitoring period (2000-01, 2001-02, and 2002-03). At the conclusion of the final three-year monitoring cycle, institutions would phase out any remaining non-viable core liberal arts programs for which a waiver of non-viability was not sought and granted by the Commission [emphasis added].

Thirty-eight programs of the monitored group did not meet the 7.5 viability standard. The fields of Physics (7 programs) and Chemistry (6 programs) accounted for thirty-seven percent of the programs. Three-year averages for the programs not meeting the standard ranged from a low of 0 to a high of 7.33. Project procedures do not allow rounding of averages [Source: *Additional Policies on Program Viability Implementation Issues*, Issue 5].

Attachment IV

**Core Liberal Arts Programs on the List for the Final Three-Year Monitoring Cycle
 Remaining Non- Viable**

| Institution | CIP Code | Program Title | Award | Three-year Average | Institution's Action/Request |
|-------------------------------------|-----------------|-------------------------------|--------------|---------------------------|--|
| Alabama A&M | 23.0101 | English | BA | 2.33 | Waiver [Cert] ¹ |
| Alabama A&M | 40.0501 | Chemistry | BS | 3.33 | Waiver [Cert] |
| Alabama A&M | 40.0801 | Physics | BS | 5.00 | Waiver [Cert] |
| Alabama A&M | 45.0601 | Economics | BS | 2.00 | Waiver Request |
| Alabama A&M | 50.0701 | General Art | BS | 3.00 | Waiver [Cert] |
| Alabama State | 23.0101 | English | BA | 2.33 | Waiver [Cert] |
| Alabama State | 40.0501 | Chemistry | BS | 3.67 | Waiver [Cert] |
| Alabama State | 45.0801 | History | BA | 2.33 | Waiver [Cert] |
| Alabama State | 45.1101 | Sociology | BA | 3.33 | Waiver Request |
| Alabama State | 50.0501 | Theatre Arts | BA | 6.33 | Waiver Request |
| Alabama State | 50.0701 | Art | BA | 2.33 | Waiver Request |
| Alabama State | 50.0901 | Music | BA | 1.00 | Waiver [Cert] |
| Athens State | 40.0501 | Chemistry | BS | 4.00 | Waiver [Cert] |
| Athens State | 40.0801 | Physics | BS | 1.67 | Waiver [Cert] |
| Athens State | 50.0701 | Art, General | BA | 7.33 | Waiver Request |
| Jacksonville State | 40.0801 | Physics | BA, BS | 0.00 | Deleted 6/24/2005 |
| Troy State Montgomery | 23.0101 | English | BA, BS | 7.00 | Subsumed in Troy Univ. program |
| Troy State Montgomery | 27.0101 | Mathematics | BA, BS | 6.33 | Subsumed in Troy Univ. program |
| Troy State Montgomery | 45.0801 | History | BA, BS | 7.00 | Subsumed in Troy Univ. program |
| Troy State Montgomery | 45.1001 | Political Science | BA, BS | 5.67 | Subsumed in Troy Univ. program |
| University of Alabama | 16.0402 | Russian Language & Literature | BA | 3.33 | Deleted 9/23/2005 |
| University of Alabama | 16.1201 | Classics | BA | 6.00 | Consolidated into Foreign Languages, 9/23/2005 |
| University of Alabama | 40.0801 | Physics | BS | 3.67 | Waiver [Cert] |
| University of Alabama Birmingham | 16.0901 | French | BA | 2.33 | Consolidated into Foreign Languages, BA, 6/25/2004 |
| University of Alabama at Birmingham | 40.0801 | Physics | BS | 1.67 | Waiver [Cert] |

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| Institution | CIP Code | Program Title | Award | Three-year Average | Institution's Action/Request |
|-------------------------------------|-----------------|----------------------|--------------|---------------------------|--------------------------------------|
| University of Alabama in Huntsville | 40.0501 | Chemistry | BS | 6.33 | Waiver [Cert] |
| University of Alabama in Huntsville | 40.0801 | Physics | BS | 5.67 | Waiver [Cert] |
| University of Alabama in Huntsville | 50.0901 | Music | BA | 7.33 ² | Waiver [Cert] |
| University of Montevallo | 27.0101 | Mathematics | BA, BS | 5.00 | Waiver [Cert] |
| University of Montevallo | 40.0501 | Chemistry | BS | 4.67 | Waiver [Cert] |
| University of North Alabama | 27.0101 | Mathematics | BA, BS | 4.67 | Waiver [Cert] |
| University of North Alabama | 40.0801 | Physics | BA, BS | 1.00 | Waiver [Cert] |
| University of North Alabama | 50.0702 | Fine Arts | BFA | 2.00 | Merged with BA, BS in Art 11/10/2005 |
| University of South Alabama | 38.0101 | Philosophy | BA | 3.00 | Waiver Request |
| University of South Alabama | 40.0801 | Physics | BS | 3.00 | Waiver [Cert] |
| University of South Alabama | 50.0501 | Dramatic Arts | BA, BFA | 4.00 | Waiver Request |
| University of South Alabama | 50.0901 | Music | BA | 5.67 ² | Waiver [Cert] |
| University of West Alabama | 40.0501 | Chemistry | BA, BS | 5.33 | Waiver [Cert] |

¹ [Cert.] – program is associated with a teacher education certification approved by the Alabama State Department of Education

² Averages corrected because completions from merged programs had not been counted.

Attachment V

RATIONALE FOR WAIVER REQUEST
Adopted by the Alabama Commission on Higher Education on May 18, 2001

All waiver requests must address Factor 1. In addition, waiver requests must address one or more of Factors 2-10. Be specific in identifying the factors being addressed in the rationale for the waiver request.

Factors and Criteria to Be Used in Assessing Waiver Requests

1. Institutional commitment to elevate the non-viable program to viable status (Note: This factor must be included in all waiver requests.)

The institution must provide documentation that a plan to move the program toward viable status has been developed and implemented. The plan must contain strategies and reasonable objectives to improve viability, and the institution must document progress toward those objectives. (Note: See also Market Demand factor. If relevant, the institution must demonstrate that meeting or exceeding the viability standard would exceed market demand.)

Note: One or more of the following factors must be used in the development of a waiver request.

2. Transfer

Students who transfer into a higher degree program prior to completion of a lower degree program may be considered in issues of non-viability if an institution maintains that such transfers contribute to the non-viability of the lower degree program. An institution basing a viability waiver request on this factor must provide a verifiable number of students who transferred to higher degree programs at other institutions for the three-year period 1997-98, 1998-99, and 1999-2000. (Other years may also be used at the option of the institution.) Students must have completed at least 24 semester hours prior to transfer to be included in that number.

3. Lack of Duplication of the Program within the State

The institution must demonstrate that the program does not duplicate others at the same CIP code and level within the State and indeed that it does not perform the same function as similar programs within the State.

An institution requesting a waiver based on this factor must also provide evidence of the need for the program. Thus, a waiver request based on this factor must also address the factor of Market Demand.

4. Market Demand

The institution must demonstrate current and/or projected market demand for program graduates and such demand must be validated with external data, including evidence of demand from employers.

The institution must provide placement data for program graduates for the years 1997-98, 1998-99, and 1999-2000. Other years may also be used at the option of the institution.

If the institution maintains that although market demand is small, the program is nevertheless critical, then the criticality of the demand must be validated with external data. If relevant, the institution must also address the premise that meeting or exceeding the viability standard would in turn exceed market demand.

5. Employment/Placement

Students enrolled in a non-viable baccalaureate or graduate program who in turn accepted in-field employment prior to completion of the degree may be considered in issues of non-viability. The interpretation is that accepting employment prior to degree completion contributed to the non-viable status of the degree program.

An institution basing a waiver request on this factor should provide a verifiable number of individuals leaving the program prior to completion and documentation of in-field employment for the three-year period 1997-98, 1998-99, and 1999-2000. For undergraduate programs, each individual must have completed at least 50% of the required course hours in the major beyond the basic curriculum as defined in the AGSC program template. For graduate programs, each individual must have completed at least 50% of the hours required for the degree. Data from additional years may be used at the option of the institution.

Certifications of employment/placement in field prior to completion of the degree have already been included in the viability calculation for vocational/technical programs. Data are included in the information provided by ACHE in the shaded cells of Form A.

6. Knight v. Alabama

An institution basing a waiver on this factor must clearly demonstrate how the program contributes to the objectives of Knight v. Alabama and/or how the program has been impacted by Knight v. Alabama.

7. Unique and Extraordinary Aspects/Characteristics of the Program

The institution basing a waiver on this factor must demonstrate unique and extraordinary aspects of the program. Examples of these aspects could include but not be limited to:

- Programs offered in association with the legislatively mandated mission of the institution.
- Graduate programs closely related to extramurally funded research programs, the elimination of which would curtail the level of extramural funding.
- Programs that have recently become priorities and based upon that have moved from few or no completions to projected completions that will meet viability standards within a reasonable period.
- Career/technical programs taught in correctional facilities and authorized by the Alabama State Board of Education.
- Non-degree creditable programs in career/technical fields that serve persons with disabilities.
- Other unique and extraordinary aspects/characteristics.

8. Relationship of the non-viable program to other viable programs, including programs in the same discipline at other levels.

The institution basing a waiver on this factor must demonstrate that faculty and resources allocated to the non-viable program contribute a significant service function to other viable programs in other disciplines or to viable programs at other levels within the same discipline. For example, an institution with a non-viable baccalaureate program must demonstrate that the majority of courses offered in the program are also required for successful completion of one or more other viable baccalaureate programs. Similarly, if an institution has a non-viable program in a given discipline at one level (baccalaureate, master's, doctoral) but viable program(s) at another level or levels, the institution must

demonstrate that the faculty/resources required by the non-viable program are also required by the viable program(s). The institution is encouraged to provide specific cost data in addressing this factor.

9. Teacher Certification Requirements.
 - A. A teacher certification program and a parallel program in the discipline may be considered together in waiver requests. For instance, the course of study and enrollments/ completions in a history baccalaureate program housed in a College of Arts and Sciences may be considered along with the course of study and enrollments/ completions in a history education baccalaureate program housed in a College of Education, and vice-versa.
 - B. Add-on certification enrollments and completions may also be considered in determining whether to grant a waiver request in a particular degree program, whether the program is undergraduate or graduate and whether it is housed in a College of Education or elsewhere. For instance, a graduate student who already holds certification in another area but is seeking or has completed a certificate in Library Media will be considered in conjunction with students who are enrolled in or have completed a degree program in Library Media.
10. Success of Program Graduates.

This factor, which is named in the legislation, is not one on which a viability waiver may be solely based. However, success may be included as additional information in waiver requests based on the factor of demonstration of institutional commitment and at least one other factor.

Attachment VI

**Alabama Commission on Higher Education
Historical Timeline of Program Viability Review**

- Before 1990 All programs were reviewed periodically by the institutions and the Commission. A statewide policy adopted in 1988 provided a three-part review process, one of which would identify programs for assessment that were "questionable under minimum program viability indicators."
- January 1990 The Chief Academic Officers and the Commission staff met to consider methods for identifying programs for full review, rather than subjecting every program to review. At the meeting there was unanimous agreement on the method of using minimum degree productivity standards. A committee was appointed to work with the staff on developing criteria and procedures for reviewing the programs which would be flagged by the viability analysis.
- March 1990 The Commission approved the process for the program review: the single viability criterion would be annual average degrees conferred based on the five-year period 1984-85 through 1988-89. The minimum viability standards were set at the following levels for degrees conferred: Diploma/Certificate, 5; Associate, 5; Baccalaureate, 5; Master's, 2.5; Specialist, 2; Doctoral, 1.5
The procedures for review stated that "judgments are not being made concerning the quality or efficacy of programs selected for review. Such judgments can only be made when the programs undergo full review using multiple criteria."

The procedures further stated that the viability standards would be escalated by a minimum of 50 percent at each degree level for the planning period 1995-2000 (Diploma/Certificate/Associate/ Bachelor's, 7.5; Master's, 3.75; Specialist, 3; and Doctoral, 2.25).
- April 1993 As a part of the 1990 review project, the Commission approved the staff recommendation for the continuation and phase-out plans for programs identified for review for the four-year institutions. According to the staff recommendation, 777 programs had been identified for review through application of the viability standards. Of this total, 477 were planned for continuation and 300 were planned for some type of streamlining or reduction through merger, consolidation, changing a separate degree program to an option, or termination. As of the April 1993 meeting, 91 programs already had been terminated outright. Along with plans for continuation or phase-out, the institutions submitted strategies for improving the continuing programs and indicated whether the programs were anticipated to meet the escalated standard.

The staff recommendation stated "institutions are commended for taking a serious and thorough look at the programs identified for review. The institutions approached this project with a commitment to focusing resources and improving the quality of programs."
- December 1993 Following a protracted update of the Academic Program Inventory for the two-year colleges, the Commission adopted a revision of guidelines for the review of identified academic programs at two-year colleges.
- April 1995 The Commission approved the recommendation on the continuation and phase-out plans for programs at two-year colleges that had been identified for review. The staff recommendation stated that 627 programs had been identified for review. A total of 377 of the programs were planned for

- continuation; 17 were planned for alterations and extensions; 34 were planned to be placed on inactive status; and 199 were planned for termination. An additional 17 programs, which had not been identified for review, were slated for termination because of their relationship to programs which were identified for review. Like the four-year institutions, the two-year colleges submitted strategies that had been applied to improve productivity.
- 1996 The Alabama legislature adopted a series of bills related to higher education, one of which became known as the "program viability" law. Act 96-557 added paragraphs (a)(2), (a)(3), and (a)(4) to Section 16-5-8 of the Commission's statute. This addition required that the Commission enforce, monitor, and report on minimum degree productivity standards for all existing programs of instruction at public two-year and four-year institutions of higher education. The escalated degree standards discussed in the original viability study were written into the Commission's statute.
- June 1997 The Commission unanimously adopted an implementation process, which had been developed through work with the campus liaison contacts and the legislators who sponsored Act 96-557. During the development of the implementation process, special procedures were developed for the review of the Core Liberal Arts at four-year institutions.
- December 2000 The Commission approved "Recommended Action on Remaining Non-Viable Core Liberal Arts (CLA) Programs." This policy provided that at the end of the initial three-year monitoring period, the Commission would continue to monitor the remaining non-viable core liberal arts programs for a final three-year monitoring period (2000-01, 2001-02, and 2002-03). At the conclusion of the final three-year monitoring cycle, institutions would phase out any remaining non-viable core liberal arts programs for which a waiver of non-viability was not sought and granted by the Commission.
- August 2001 The staff reported to the Commission that 406 non-viable programs had been identified for review and had been monitored for three years. At the end of the monitoring period, approximately 44 percent of the programs had met the viability standard. A total of 220 programs did not meet the standard at the end of the monitoring period. Institutions stated plans to phase out 71 non-viable programs and submit waiver requests for 100 programs. A total of 49 core liberal arts programs would be subjected to an additional monitoring period.
- January 2003 The Commission held a public hearing regarding waiver requests.
- February 2003 The staff recommendations on requests for waivers of non-viability were approved by the Commission.
- 2004 Data from the final monitoring period for core liberal arts programs became available. Of the 49 programs identified for review, 10 met the viability standard.
- June 2005 Institutions' plans for non-viable core liberal arts programs were presented to the Commission. Waivers of non-viability were to be sought for 29 programs. Programs for which waivers were not being sought were subsumed under other programs because of institutional consolidation, merged or consolidated with other related programs, or deleted.
- December 2005 The Commission approved waivers for 22 core liberal arts programs that were needed to support teacher education. Dr. Joe Morton, Alabama Superintendent of Education, requested by letter that the programs be

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continued in order for the institutions to meet the requirements of No Child Left Behind.

January 2006 Four institutions made presentations at a public hearing before members of the Academic Affairs Committee of the Commission, seeking waivers for the remaining 7 core liberal arts programs.

March 2006 The staff recommendation on the remaining liberal arts is presented for the Commission's decision.

Attachment VII

**Comparison of Academic Program Inventory Totals
 By Degree Level from 1991 to 2005 for Alabama Public Four-Year Institutions:**

| | 1991 Inventory | 1997 Inventory | 12/16/05 Inventory |
|----------------------|----------------|----------------|--------------------|
| Associate | 57 | 30 | 7 |
| Baccalaureate | 1,115 | 742 | 575 |
| Master's | 630 | 403 | 337 |
| Education Specialist | 186 | 103 | 30 |
| Doctoral | 172 | 144 | 144 |
| 1st Professional | 7 | 7 | 7 |
| Total | 2,167 | 1,429 | 1,100 |

By Degree Level from 1993 to 2005 for Alabama Public Two-Year Institutions:

| | 1993 Inventory | 1997 Inventory | 12/16/05 Inventory |
|---------------------|----------------|----------------|--------------------|
| Diploma | 197 | 32 | 4 |
| Certificate | 465 | 182 | 136 |
| Diploma/Certificate | | 51 | 10 |
| Certificate/AAS | | 113 | 128 |
| Certificate/AAT | | 43 | 30 |
| AAS | | 221 | 123 |
| AAT | | 22 | 5 |
| AOT | | | 25 |
| AA | | 21 | 21 |
| AS | | 22 | 21 |
| Associate | 506 | | |
| Total | 1,168 | 707 | 503 |

INFORMATION ITEM A-1: Program Meeting Post-Implementation Conditions: The University of Alabama, Doctor of Philosophy in Computer Science, CIP 11.0101—Second Report

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

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

Background: On June 25, 2004, the Commission granted the University of Alabama (UA) additional time in meeting the post-implementation condition regarding graduates for the Doctor of Philosophy (PhD) in Computer Science (CIP 11.0101). The Commission approved the additional time with the stipulation that UA demonstrate by October 1, 2006, that the program had met the post-implementation condition regarding the average number of graduates for the period 2001-02 through 2005-06. The requirement was that the program should have an average of three graduates per year.

On January 11, 2006, the Commission staff received a report from UA in fulfillment of the Commission's requirement. It stated that the program had graduated an average of three students per year for the period 2001-02 through 2005-06. A list of the names of fifteen graduates for this period was provided by the institution. Furthermore, UA officials reported that at least one additional graduate is anticipated in May 2006.

With the submission of this report UA has fulfilled all post-implementation conditions for the program.

The UA report also stated that the Department of Computer Science had a very productive year in 2004-05. The faculty generated \$2,315,120 in contract and grant expenditures. The faculty members averaged \$165,350 in contract and grant expenditures each, as well as producing an average of two refereed journal articles and two refereed conference publications each.

- Supporting Documentation:
1. "Program That Does Not Meet Post-Implementation Conditions: The University of Alabama, Doctor of Philosophy in Computer Science (CIP 11.0101)." Amendment approved June 25, 2004. Available upon request.
 2. January 7, 2006, letter from Judy Bonner, Provost and Academic Vice President, UA, to Michael E. Malone, Executive Director, Commission on Higher Education, with attachment. Available upon request.

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INFORMATION ITEM B: Jefferson State Community College, New Exempt Off-Campus Site

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

Staff Recommendation: For information only.

Proposal: Jefferson State Community College (JSC) plans to offer courses at the following new exempt off-campus site beginning in Summer 2006:

Birmingham Botanical Gardens, Birmingham

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

The new exempt off-campus site proposed by JSC is exempt from Commission approval by policy because it is a two-year college site located within the institution's State Board approved service area.

Supporting Documentation:

1. Proposal for New Off-Campus site at Birmingham Botanical Gardens, Birmingham, Attached.

Attachment 1

**Proposal for New Off-Campus Site at
 Birmingham Botanical Gardens, Birmingham**

PROPOSAL FOR A NEW OFF-CAMPUS SITE

SITE INFORMATION

Institution: Jefferson State Community College
Administrator Responsible for Site
 Name & Title: Henry Hughes, Program Coordinator, Landscape Technology
 Telephone: (205) 856-7846
 Fax: (205) 856-8518
 E-Mail: hhughes@jeffstateonline.com

Contact Person at Site If Other Than Administrator Above
 Name & Title:
 Telephone:
 Fax:
 E-Mail:

Location of Proposed Site
 Facility: Birmingham Botanical Gardens
 Street Address: 2612 Lane Park Road
 City: Birmingham County: Jefferson

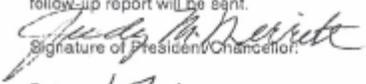
When will you begin offering instruction at this site?
 Summer, 2006

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

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

Certification

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


 Signature of President/Chancellor

Date: 1/5/06

INFORMATION ITEM C: Central Alabama Community College, New Exempt Off-Campus Site

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

Staff Recommendation: For information only.

Proposal: Central Alabama Community College (CEN) plans to offer courses at the following new exempt off-campus site beginning in Spring 2006:

Talladega One-Stop Center, Talladega

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

The new exempt off-campus site proposed by CEN is exempt from Commission approval by policy because it is a two-year college site located within the institution's State Board approved service area.

Supporting Documentation:

1. Proposal for New Off-Campus site at Talladega One-Stop Center, Talladega, Attached.

Attachment 1

**Proposal for New Off-Campus Site at
 Talladega One-Stop Center, Talladega**

PROPOSAL FOR A NEW OFF-CAMPUS SITE

SITE INFORMATION

Institution: Central Alabama Community College
Administrator Responsible for Site
 Name & Title: Dr. Melenie Bolton
 Telephone: 256 378-2027
 Fax: 256 378-5576
 E-Mail: mbolton@cacc.edu
Contact Person at Site if Other Than Administrator Above
 Name & Title:
 Telephone:
 Fax:
 E-Mail:

Location of Proposed Site
 Facility: Talladega One-Stop Center
 Street Address: 231 haynes Street
 City: Talladega Talladega

When will you begin offering instruction at this site?
 Spring term 2006

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

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

Certification

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

Signature of President/Chancellor: *Susan Salett*

Date: 10 - 24 - 05

COURSE LIST

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

| Courses (Include Number & Title) |
|--|
| ART 100 Art Appreciation |
| ART 113 & 114 Drawing I & II |
| BIO 101 & 102 Intro to Biology I & II |
| BIO 103 & 104 Principles of Biology I & II |
| BIO 201 & 202 Human Anatomy and Physiology I & II |
| BIO 220 General Microbiology |
| BUS 215 Business Communications |
| BUS 241 & 242 Principle of Accounting I & II |
| BUS 263 The Legal and Social Environment of Business |
| BUS 271 & 272 Business Statistics I & II |
| BUS 248 Managerial Accounting |
| BUS 150 Business Math |
| BUS 100 Introduction to Business |
| CHI 100 Intro to Early Care & Education of Children |
| CHD 201 Child Growth & Development Principles |
| CHD 202 Children's Creative Experiences |
| CHD 203 Children's Literature & Language Development |
| CHD 204 Methods & materials for Teaching Children |
| CHD 206 Children's health & Safety |
| CHD 217 Math & Science for Young Children |
| CHD 230 Introduction to School-Age Programs |
| CRJ 100 Introduction to Criminal Justice |
| CRJ 117 Community Relations |
| CRJ 140 Criminal Law and Procedure |
| CRJ 147 Constitutional Law |
| CRJ 150 Introduction to Corrections |
| CRJ 177 Criminal & Deviant Behavior |
| CRJ 216 Police Organization & Administration |
| CRJ 220 criminal Investigation |
| CRJ 280 Internship in Criminal Justice |
| CHM 111 & 112 College Chemistry I & II |
| CIS 110 Introduction to Computer Logic and Programming |
| CIS 130 Intro to Information Systems |
| CIS 146 Microcomputer Applications |
| CIS 191 & 192 Intro & Advanced Computer Programming Concepts |
| CIS 199 Network Communications |
| CIS 205 Control Language and Utilities Applications |
| CIS 207 Intro to Web Development |
| CIS 239 Networking Software |
| CIS 240 Networking Hardware |
| CIS 241 & 242 Introduction & Intermediate RPG Programming |
| CIS 255 & 256 JAVA * Advanced Programming |

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| |
|---|
| CIS 262 & 262 COBOL & Advanced COBOL Programming |
| CIS 281 System Analysis and Design |
| CIS Special Topics |
| ECO 231 & 232 Principles of Macroeconomics & Microeconomics |
| EMS 100 Cardiopulmonary Resuscitation I |
| EMS 140 EMT Preparatory and Prehospital EMS Operations |
| EMS 141 EMT Assessment and Trauma Related Injuries |
| EMS 142 EMT Medical Emergencies and Pediatric Care |
| EMS 260 Seminar I EMS |
| ENG 092 & 093 Basic English I & II |
| ENG 101 & 102 English Composition I & II |
| ENG 251 & 252 American Literature I & II |
| ENG 262 & 262 English Literature I & II |
| ENG 271 & 272 World Literature I & II |
| ENG 297 Africa American Literature |
| GEO 101 Principles of Physical Geography |
| HED 224 Personal and Community Health |
| HED 226 Wellness |
| HED 231 First Aid |
| HED 277 CPR Recertification |
| HIS 121 & 122 World History I & II |
| HIS 201 & 202 United States History I & II |
| HIS 256 African-American History |
| HUM 299 PTK Honors Course I, II, & III |
| IDS 102 Ethics |
| IDS 115 Forum |
| MTH 090 Basic Mathematics |
| MTH 091 & 092 Developmental Algebra I & II |
| MTH 098 Elementary Algebra |
| MTH 100 Intermediate College Algebra |
| MTH 110 Finite Mathematics |
| MTH 112 Precalculus Algebra |
| MTH 113 Precalculus Trigonometry |
| MTH 116 Mathematical Applications |
| MTH 125, 126, & 227 Calculus I, II, & III |
| MTH 231 & 232 Math for the Elementary Teacher I & II |
| MUS 101 Music Appreciation |
| OAD 100 & 101 Basic & Beginning Keyboarding |
| OAD 103 & 104 Intermediate & Advanced Keyboarding |
| OAD 110 Navigating Windows |
| OAD 125 & 126 Word Processing & Advanced Word Processing |
| OAD 131 Business English |
| OAD 133 Business Communications |
| OAD 135 Financial Record Keeping |
| OAD 137 Electronic Financial Recordkeeping |
| OAD 138 Records/Information Management |
| OAD 200 Machine Transcription |
| OAD 202 legal Transcription |
| OAD 211 Medical Terminology |
| OAD 212 Medical Transcription |
| OAD 217 Office Management |
| OAD 218 Office Procedures |
| OAD 230 Electronic Publishing |
| OAD 242 office Internship |
| OAD 245 Data Entry |

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EMS 140 EMT Preparatory and Prehospital EMS Operations
OAD 246 Office Graphics and Presentations
ORI 101 Orientation to College
PED 100 Fundamentals of Fitness
PHL 106 Introduction to Philosophy
PHL 206 Ethics and Society
PHS 111 & 112 Physical Science I & II
PHY 201 & 202 General Physics I & II - Trig based
PHY 213 & 214 General Physics I & II - Cal based
PHY 216 & 217 Resitation in Physics I & II w/ Cal
POL 103, 104, & 105 Current Affairs
POL Introduction to Political Science
POL 211 American national Government
POL 230 State and Local Government
PSY 107 Study Skills
PSY 200 General Psychology
PSY 210 Human Growth and Development
RDG 085 Developmental Reading
REL 151 Survey of the Old Testament
REL 152 Survey of the New Testament
SOC 200 Introduction to Sociology
SOC 210 Social Problems
SOC 247 Marriage and the Family
SPA 101, 102 Introductory Spanish I & II
SPA 201 & 202 Intermediate Spanish I & II
SPH 106 Fundamentals of Oral Communication
SPH 107 Fundamentals of Public Speaking
THR 120 Theater Appreciation
THR 126 Introduction to Theater

INFORMATION ITEM D: Wallace State Community College - Hanceville, New Exempt Off-Campus Site

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

Staff Recommendation: For information only.

Proposal: Wallace State Community College - Hanceville (WHA) plans to offer courses at the following new exempt off-campus site beginning in Fall 2006:

Albert P. Brewer High School, Somerville

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

The new exempt off-campus site proposed by WHA is exempt from Commission approval by policy because it is a two-year college site located within the institution's State Board approved service area.

Supporting Documentation:

1. Proposal for New Off-Campus site at Albert P. Brewer High School, Somerville, Attached.

Attachment 1

**Proposal for New Off-Campus Site at
 Albert P. Brewer High School, Somerville**

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PROPOSAL FOR A NEW OFF-CAMPUS SITE

| |
|-------------------------|
| SITE INFORMATION |
|-------------------------|

Institution: Wallace State Community College
Administrator Responsible for Site
Name & Title: Dr. A. Dale Palmer, Director of Extended Learning
Telephone: 256-352-8223
Fax: 256-352-8223 or 256-352-8228
E-Mail: dale.palmer@wallacestate.edu
Contact Person at Site if Other Than Administrator Above
Name & Title: Frances Couey, Principal
Telephone: 256-778-8634
Fax:
E-Mail:
Location of Proposed Site
Facility: Albert P. Brewer High School
Street Address: 59 Eva Road
City: Somerville **County:** Morgan
When will you begin offering instruction at this site? Fall 2006

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

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

Certification

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

Signature of President/Chancellor:

Kicki Hansey

Date: 1.4.06

INFORMATION ITEM E: The University of Alabama and University of Alabama at Birmingham, Change in the Name of the Department of Civil and Environmental Engineering to the Department of Civil, Construction, and Environmental Engineering

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

Staff Recommendation: For information only.

Background: The Board of Trustees of the University of Alabama System has approved the change in name of the Department of Civil and Environmental Engineering to the Department of Civil, Construction, and Environmental Engineering at both the University of Alabama and the University of Alabama at Birmingham. According to university officials, the new name will more accurately reflect the increased emphasis on Construction Engineering, based on significant job growth in the construction industry in the state. In addition, UA has proposed a program in construction engineering which is on this agenda and UAB currently has a graduate certificate in construction engineering management.

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 F: Auburn University, Change in the Name of the Department of Animal and Dairy Science to the Department of Animal Sciences

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

Staff Recommendation: For information only.

Background: The Board of Trustees of Auburn University (AU) has approved the change in name of the Department of Animal and Dairy Science to the Department of Animal Sciences. According to university officials, the new name more accurately reflects the instructional and research direction of the Department.

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 G-1: Program Not Meeting Post-Implementation Conditions:
Alabama State University, Bachelor of Science in
Occupational Therapy (CIP 51.2306)

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

Staff Recommendation: For information only.

Disposition of the Program: Alabama State University (ASU) has notified the Commission staff that the Bachelor of Science (BS) degree in Occupational Therapy will be phased out. Because the master's degree has become the requirement for accreditation of the program and licensure for graduates, the institution will submit a new program proposal for a master's level Occupational Therapy program. Admissions to the BS program have been closed.

Background: The program was developed in response to Judge Murphy's order in the Remedial Decree of August 1, 1995. ASU received final approval of the program on August 8, 1997. The first students began the program in August 1998. ASU submitted a post-implementation report in September 2002 and an update to the report in March 2005. Members of the Commission staff met with university administrators and program officials on February 8, 2006, to discuss the progress of the program.

The original post-implementation report revealed that the program had met conditions related to enrollment and employment but not the graduation condition. Program officials cited three problems in retaining students through graduation: 1) many students lacked an understanding of what Occupational Therapy was, 2) students had underestimated the rigors of the professional program, and 3) students had great difficulty with the concepts presented in a specific course, Human Gross Anatomy. The report stated that changes had been made in the program to prepare students better for the professional phase of the program and alleviate these problems.

The update to the report and the recent conversation with program administrators suggested that these changes have been productive. There were 11 graduates in 2004-05, and 14 graduates are anticipated in spring and summer of 2006. The applicant pool for the program has increased in the last few years, partly because of improvement in job prospects for occupational therapists.

Supporting Documentation: 1. "Summary of Report on Post-Implementation Conditions." Attached.
2. Unpublished Post-Implementation Report for Alabama State University. Available upon request.

Summary of Report on Post-Implementation Conditions

Alabama State University

Program: Occupational Therapy, BS, CIP 51.2306

Approved by Commission: August 8, 1997

Proposed Implementation Date: August 1998

Actual Implementation Date: August 1998

Post-Implementation Conditions:

- 1) That the annual average enrollment for the first five years be at least 17 students.
- 2) That the annual average number of graduates beginning in year three of the program will be at least 11.
- 3) That a follow-up survey will be conducted after five years which will show that at least 75 percent of graduates are employed in the field of occupational therapy.

| Occupational Therapy, BS CIP 51.2306 | Enrollment (Headcount) | Average Number of Graduates (Beginning Year 3) | Percentage of Graduates Employed in Field |
|--|---------------------------|--|---|
| Required | 17 | 11 | 75% |
| Reported 2002 | 17.6 | 7.33 | 78.6 % |
| Updated Report <i>Submitted March 2005 for 2002-03 through 2004-05)</i> | 22 | 8.67 | -- |

- Condition 1: Meets the condition.
- Condition 2: Does not meet the condition. However, there were 11 graduates in 2004-05 and 14 graduates are anticipated in 2006.
- Condition 3: Meets the condition. According to program officials, the employment prospects for occupational therapists have improved since the program was implemented.

INFORMATION ITEM H: 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.

| | |
|-----------------------------------|--|
| <u>Athens State University:</u> | 43.1205 <u>13.1314</u> Education, Physical Education p-12 Certification, BS |
| | 43.1205 <u>13.1307</u> Education, Health 6-12 Certification, BS |
| <u>Auburn University:</u> | 02.0201 Animal & Dairy Sciences <u>Animal Sciences</u> , BS |
| <u>Troy University:</u> | 11.0101 Computer Science <u>Applied Computer Science</u> , BA, BS (Troy, Dothan, Montgomery) |
| | 43.0499 <u>13.0401</u> Instructional Support Education Administration, General , MEd, EdS (Troy, Dothan) |
| | 42.0601 Community Counseling <u>Counseling & Psychology</u> , MS (Troy, Dothan, Montgomery) |
| | 51.0913 Athletic Training <u>Athletic Training Education</u> , BS (Troy) |
| | 52.0201 Business Administration & Management <u>Business Administration</u> , BABA, BSBA (Troy, Dothan, Montgomery), MBA (Troy, Dothan, Montgomery-Maxwell/Gunter only) |
| | 52.1001 Human Resources Management <u>Human Resource Management</u> , MS (Troy, Dothan, Montgomery) |
| <u>The University of Alabama:</u> | 09.0102 Mass Communications <u>Communication and Information Sciences</u> , PhD |

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.

Gadsden State Community College: 47.0103 Communications Electronics, C [Deleted with submission of post-implementation report.]

INFORMATION ITEM I: 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.

Northeast Alabama Community College

| <u>Field of Study</u> | <u>CIP Code</u> |
|-----------------------|-----------------|
| Nail Technology | 12.0401 |
| Esthetics Technology | 12.0401 |

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 J: 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.

Athens State University

Program: General Science, BS, CIP 30.1801
Approval date: June 24, 2005
Implementation date: August 2005 (on schedule)
Post-implementation report deadline:
September 1, 2010

Program: Social Science, BS, CIP 45.0101
Approval date: June 24, 2005
Implementation date: August 2005 (on schedule)
Post-implementation report deadline:
September 1, 2010

Central Alabama Community College

Program: Manufacturing Technology, AAS/Certificate,
CIP 15.0613
Approval date: June 24, 2005
Implementation date: August 2005 (on schedule)
Post-implementation report deadline:
September 1, 2010

Jacksonville State University

Program: Manufacturing Systems Technology, MS,
CIP 15.9999
Approval date: March 11, 2005
Implementation date: August 2005 (on schedule)
Post-implementation report deadline:
September 1, 2010

Jefferson State Community College

Program: Veterinary Technology, AAS, CIP 51.0808
Approval date: March 11, 2005
Implementation date: August 2005 (on schedule)
Post-implementation report deadline:
September 1, 2010

Southern Union State Community College

Program: Industrial Maintenance Technology, AAS and
Certificate, CIP 47.0303
Approval date: June 24, 2005
Implementation date: August 2005*
Post-implementation report deadline:
September 1, 2010

*The institution has requested a two-year start-up period for the program in keeping with Commission policy that was adopted after the program was approved. See the decision item in this packet, "Request to Amend Post-Implementation Conditions: Southern Union State Community College, Associate in Applied Science and Certificate in Industrial Maintenance Technology (CIP 47.0303)."

University of Alabama at Birmingham

Program: Physician Assistant Studies, MS, CIP 51.0912
Approval date: June 24, 2005
Implementation date: August 2005 (on schedule)
Post-implementation report deadline:
September 1, 2010

University of North Alabama

Program: Social Science, BS/BA, CIP 45.0101
Approval date: June 24, 2005
Implementation date: August 2005 (on schedule)
Post-implementation report deadline:
September 1, 2010

Programs Not Implemented:

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

None.

Supporting Documentation:

“Guidelines on Implementation of a New Program,”
adopted by the Commission on October 12, 2001,
revision approved on September 23, 2005. Available
upon request.

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INFORMATION ITEM K: Alabama Commission on Higher Education Accountability Agenda for Implementation of the *State Plan for Alabama Higher Education 2003-04 to 2008-09: 2006 Master Schedule of Institutional Presentations.* Ala.Code §16-5-6 (1975)

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

Staff Recommendation: For information only

Background: The Alabama Commission on Higher Education's Accountability Agenda for implementation of the *State Plan for Alabama Higher Education 2003-04 to 2008-09* (State Plan) provides for both trustee reports and institutional reports of progress toward goals identified in the State Plan over a five (5) year period.

The schedule of oral presentations for 2006 is as follows:

March 3, 2006:

Dr. Robert Jennings, Alabama A&M University
Dr. Harold Wade, Beville State Community College

June 15, 2006:

Dr. Ed Richardson, Auburn University
Dr. Guin Nance, Auburn University at Montgomery

September 22, 2006:

Dr. Carol Garrison, University of Alabama at Birmingham

December 8, 2006:

Dr. Jerry Barlett, Athens State University
Dr. William Cale, Jr., University of North Alabama

Supporting Documentation: None