



Alabama Commission on Higher Education

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MEETING OF THE COMMITTEE OF THE WHOLE

March 27, 2008

2:00 p.m.

COMMISSION MEETING

March 28, 2008

9:00 a.m.

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

AGENDA

ALABAMA COMMISSION ON HIGHER EDUCATION

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

March 28, 2008
9:00 a.m.

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XI. Adjournment

ALABAMA COMMISSION ON HIGHER EDUCATION

MINUTES OF MEETING

December 7, 2007

I. Call to Order

The Alabama Commission on Higher Education met in regular session on Friday, December 7, 2007 in the Public Service Commission Hearing Room, RSA Union Building, Montgomery, Alabama. Commissioner Brooks called the meeting to order at 9:00 a.m.

II. Roll Call of Members and Determination of Quorum

Members present: J. R. Brooks, Ralph Buffkin, Tom Davis, Johnnie J. McDougald, Steve Shaw, Roberta Watts, Ron Wise, William Powell, Missy Smith and Jeff Coleman. A quorum was determined by voice roll call of members present.

III. Approval of Agenda

RESOLVED: Commissioner Davis moved for approval of the agenda with the amendment under Institutional Accountability Reports of President Williams-UM presenting before President Witt-UA. Commissioner Shaw seconded. The agenda was approved with one amendment.

IV. Consideration of Minutes

RESOLVED: Commissioner Powell moved for the approval of the September 21, 2007 minutes. Commissioner Davis seconded. The minutes were approved.

V. Chairman's Report

Commissioner Brooks welcomed all guests and acknowledged the Presidents in attendance.

Mr. Brooks stated that there was a spirited discussion held at the Committee of the Whole meeting on December 6th which was an important issue for institutions and Alabama. At that meeting, the Quadrennial Report was cited for changing the role of the Commission. He reminded the Commission that the Report also states that, "*academic program review and approval remains a core commission function. The review committee was impressed with the quality of the review and approval process and the efforts of the staff to streamline the reviews while maintaining essential quality assurance efforts.*"

He stated that the staff is to be commended for their outstanding background and research work and that the vote to not accept the staff's recommendation regarding the Troy University DNP program in no way degrades the quality of work done by the staff.

Commissioner Brooks congratulated Troy for the new DNP program and assured Troy that the Commission will support the program as it has supported any other program that has been approved.

He then wished everyone a Merry Christmas.

VI. Executive Director's Report

Dr. Fitch thanked Commissioner Brooks for his compliments to the staff.

He distributed for review a draft handout that included a logo for the agency and general information on ACHE mission, responsibilities, partnerships, and institutional data. (A copy is attached.)

VII. Nominating Committee Report

Commissioner Shaw reported that the Nominating Committee (Shaw, Linn, Smith) recommends that Commissioner Brooks serve as Chair of the Alabama Commission on Higher Education through September, 2008 and Commissioner Davis to serve as Vice-Chair.

RESOLVED: Buffkin moved for approval of the Nominating Committee recommendation. Coleman seconded. Motion passed.

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

A. Annual Boards of Trustees Report/Volume IV – Dr. Richard Holland

President Holland presented the Report to the Commission (a copy is attached). He stated that each institution has addressed the State's goals identified in the Plan.

B. University of Montevallo – Dr. Phillip Williams

A power point presentation of institutional progress on meeting the goals of the *State Plan for Higher Education 2003-04 to 2008-09* for the University of Montevallo was given by Dr. Phillip Williams, President. A copy of the presentation is attached.

Commissioner Brooks thanked Dr. Williams for his presentation.

C. University of Alabama – Dr. Robert Witt

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 the University of Alabama was given by Dr. Robert Witt. A copy of the presentation is attached.

Commissioner Brooks thanked Dr. Witt for his presentation.

IX. Discussion Items

A. Status Report: SREB-Alabama Doctoral Scholars Program

Dr. Mohr distributed a newsletter which featured the SREB Doctoral Scholars Faculty Diversity Initiative. A copy of the newsletter is attached. He introduced Army Reservist Melvin Carter who spoke to the Commission of his experiences as a doctoral scholar.

B. Status Report: Alabama Commission on Higher Education's (ACHE) Accountability Agenda for Implementation of the State Plan for Alabama Higher Education 2003-04 to 2008-09

Dr. French reported that nineteen (19) oral presentations from the institutions have been given to the Commission over the past four years and noted the extraordinary support exhibited in the Board of Trustees Report. She stated that the Advisory Council to the Commission for Statewide Planning and Accountability has been very active in ensuring that these reports have been provided to the Commission in a timely manner. Dr. French thanked each of the institutions for their participation.

She mentioned that as part of the accountability agenda, the Commission also provides its annual report by way of the ACHE Accountability Report. Since this is the fourth year of a five year planning cycle, 2008 will conclude the institutional presentations as well as the Board of Trustees Report and the Accountability Report under the framework of the accountability for achieving the mandates of the legislation.

C. Annual Report: U.S. Department of Education No Child Left Behind (NCLB) Title II (P.L. 107-110) FY 2006-07; Announcement of Competitive Grant Awards FY 2007-08

Dr. French reported that the Title II program continues to support high quality professional development across the state with significant subject matter for teachers. In the Spring of 2007, a statewide evaluation was conducted by the Center for Education/University of Alabama at Birmingham which evaluated project design and whether or not projects were achieving objectives.

The NCLB Competitive Grant Awards recommended for FY2007-08 were presented to Commission members. The Commission accepted the grant awards. A copy of the announcement of awards is attached.

D. Commission's Policy on Instructional Role

Ms. Haulman distributed the updated Instructional Role Matrices for Public Universities and Community Colleges to Commission members (a copy is attached). She stated that the matrices represent a snapshot of the instructional mix of each institution and are arranged by category of CIP codes and degree level.

Based on the timeline outlined by the staff, the policy on instructional role will be revised and a final draft will be presented to the Commission for approval at the September, 2008 meeting.

X. Decision Items

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

A. Executive Budget Request for FY 2008-09

B. Unified Budget Recommendation for FY 2008-09

C. Report on the Facilities Master Plan & Capital Projects Requests for FY 2008-2009 - FY 2012-2013

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

1. Troy University, Doctor of Nursing Practice in Nursing (CIP 51.1602)

Based on the approval of the Committee of the Whole, post-implementation conditions were presented by Ms. Haulman (a copy of the post-implementation conditions is attached).

RESOLVED: Commissioner Watts moved for approval of the program with post-implementation conditions. Commissioner Buffkin seconded. The vote was 7 yes and 4 no. Motion passed.

2. University of Alabama at Birmingham and the University of Alabama in Huntsville, Joint Doctor of Nursing Practice in Nursing (CIP 51.1602)

Based on the approval from the Committee of the Whole of the Troy University DNP program, an additional condition was added to the UAB/UAH joint DNP program (a copy of the post-implementation conditions is attached).

RESOLVED: Commissioner Powell moved for approval of the program with post-implementation conditions. Commissioner Watts seconded. The vote was 9 yes and 1

abstained. Motion passed.

3. Calhoun Community College, Associate in Applied Science and Certificate in Advanced Manufacturing Technology (CIP 15.0613)

RESOLVED: Commissioner Davis stated that the Committee of the Whole recommends to the Commission the approval of Decision Item D-3. The chair called for the vote which was unanimous. The recommendation of the Committee of the Whole was approved.

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

RESOLVED: Commissioner Davis stated that the Committee of the Whole recommends to the Commission the approval of Decision Items E-1 through E-5. The chair called for the vote which was unanimous. The recommendation of the Committee of the Whole was approved.

1. University of West Alabama, Addition of Tracks in Forensic Chemistry and Biochemistry to the Existing B.A. and B.S. in Chemistry (CIP 40.0501)
2. Troy University, Addition of a Concentration in Homeland Security to the Existing B.A./B.S. in Criminal Justice (CIP 43.0104)
3. Alabama State University, Addition of a Concentration in Hospitality and Tourism Management to the Existing Bachelor of Science in Business Administration (CIP 52.0201)
4. Alabama State University, Addition of a Concentration in Forensic Science to the Existing Bachelor of Science in Chemistry (CIP 40.0501)
5. Alabama State University, Addition of Concentrations in Recording Industry to the Existing B.A. in Communications (CIP 09.0101)

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

1. University of Alabama at Birmingham, New Off-Campus Site

RESOLVED: Commissioner Davis stated that the Committee of the Whole recommends to the Commission the approval of Decision Item F-1. The chair called for the vote which was unanimous. The recommendation of the Committee of the Whole was approved.

G. 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*)

RESOLVED: Commissioner Davis stated that the Committee of the Whole recommends to the Commission the approval of Decision Item G-1 through G-2. The chair called for the vote which was unanimous. The recommendation of the Committee of the Whole was approved.

1. Trenholm State Technical College, Associate in Applied Technology and Certificate in Building Construction Technology (CIP 46.0499)
2. University of Alabama in Huntsville, Doctor of Philosophy in Biotechnology Science and Engineering (CIP 26.1202)

H. Accountability Report 2007 to the Governor and Legislature

RESOLVED: Commissioner Davis stated that the Committee of the Whole recommends to the Commission to accept the 2007 Accountability Report. The chair called for the vote which was unanimous. The recommendation of the Committee of the Whole was approved.

I. Approval of 2008 Meeting Schedule

RESOLVED: Commissioner Davis stated that the Committee of the Whole recommends to the Commission the approval of the 2008 Meeting Schedule. The chair called for the vote which was unanimous. The recommendation of the Committee of the Whole was approved.

XI. Information Items

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

- A. Implementation of Approved Programs
- B. Implementation of Distance Education Programs
- C. Implementation of Non-Degree Programs at Senior Institutions
- D. Programs Meeting Post-Implementation Conditions (*Policies and Procedures Manual, Tab 6, Guidelines for Consideration of Post-Implementation Reports That Do Not Meet Approved Conditions*)
 - 1. Alabama State University, Doctor of Physical Therapy in Physical Therapy (CIP 51.2308)
 - 2. Auburn University, Bachelor of Wireless Engineering in Wireless Engineering (CIP 14.9999)
 - 3. Jacksonville State University, Master of Science in Nursing in Community Health Nursing (CIP 51.1699)
- E. Troy University, Approval of Class B and A Teaching Certificates in Collaborative Teacher
- F. University of Alabama in Huntsville, Change in the Name of the College of Administrative Science to the College of Business Administration
- G. University of North Alabama, Change in the Name of Options in the BBA in Management (CIP 52.0201)
- H. Implementation of New Certificate Programs (Less than or Equal to 29 Semester Hours)
- I. Changes to the Academic Program Inventory

XII. Adjournment

The meeting was adjourned at 10:15 a.m. The next meeting of the Commission is scheduled for March 27-28, 2008.

J.R. Brooks, Chairman

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

Gregory G. Fitch, Executive Director

Notary Public

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

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

Staff Recommendation: For discussion only.

Research is a substantial industry in Alabama and the Alabama EPSCoR program is dedicated to the development of scientific and engineering capabilities through a collaborative effort among the State's research universities. The focus of activities is designed to attract and retain distinguished scientists and researchers for Alabama; to foster economic development through investment resulting in cutting-edge technologies; and to stimulate competitiveness in medicine, biotechnology, engineering, mathematics, and other applied sciences.

Notable achievements in 2007 included: 1) the receipt of \$5.7 million in EPSCoR funding; 2) ACHE requested and the Legislature appropriated increased support for the Graduate Research Scholars Program (GRSP) from \$0.5M to \$1.0M; 3) a successful site visit by NSF Program Manager, Dr. Denise Barnes; 4) successful submission of the \$15M proposal in support of the Alabama EPSCoR Infrastructure Improvement; 5) successful submission of a multi-million dollar DOE-EPSCoR Proposal; 6) funding of the new NASA-EPSCoR multi-year proposal; and 7) establishment of Statewide Competitive GRSP award.

Graduate Research Scholars Program

The mission of the Alabama EPSCoR is to foster the growth of research capacity and capability in the State of Alabama in order to make the institutions of higher education more competitive for federal funding. A significant element in building both research capacity and capability is people and more specifically, graduate students.

In 2007, the Alabama Legislature increased the line item appropriation to EPSCoR through the Alabama Commission on Higher Education for the purpose of funding a Graduate Research Scholars Program (GRSP). Senator Steve French, a member of the EPSCoR Steering Committee, was a major supporter of this effort. Each year a large number of exceptional graduate students will be funded at \$25,000 each for a total of \$1M during its second year. The graduate students will be selected competitively by a team consisting of one Campus Coordinator from each Ph.D. granting institution member of the Alabama EPSCoR Steering Committee.

Renewals will be granted each year subject to satisfactory progress in a given year and available funding. The goal of the Alabama EPSCoR GRSP is to invest in Alabama universities to expand research output and attract quality graduate students. The objective of the program is to provide a highly trained workforce to fuel the growth of high technology companies in Alabama.

EPSCoR Research Awards

• NSF EPSCoR

The Alabama EPSCoR (RII-2) entered its third year (fiscal year: May 1, 2007 – April 30, 2008) of the NSF EPSCoR RII award. The overall award totaled \$6 million for a three-year period (2005-2008), with an additional \$3 million in state matching funds. These funds were used to establish four research centers of excellence.

- Alabama Center for Nanostructured Materials – Tuskegee University (collaborating institutions: AAMU, AU, UAH, USA)
- Center for Environmental Cellular Signal Transduction – Auburn University (collaborating institutions: AAMU, TU, UAB)
- Center of Optical Sensors and Spectroscopies – University of Alabama at Birmingham (collaborating institutions: UA, UAH)
- Extended Alabama Structural Biology Consortium - University of Alabama in Huntsville (collaborating institutions: USA, UAB)

• NSF EPSCoR RII-3

The Alabama EPSCoR program entered a new round of competition for a \$15M Research Infrastructure improvement through the National Science Foundation. The proposed project creates an integrated, statewide partnership among the core ALEPSCoR academic institutions: Alabama A&M University (AAMU), Auburn University (AU), Tuskegee University (TU), The University of Alabama (UA), University of Alabama at Birmingham (UAB), University of Alabama in Huntsville (UAH), and University of South Alabama (USA).

Funds will be used to establish a true partnership among the Ph.D. granting institutions in Alabama, to expand the partnership to other state institutions including other two year and four year colleges as well as industry and government agencies, to enhance the outreach to include K-12 as well as undergraduate summer programs and professional development for K-12 teachers.

The four centers selected for this round of RII-3 competition are:

- **Alabama Center for Nanostructural Materials (ACNM)** will develop new nanostructured materials with enhanced thermal, physical, mechanical, and biodegradable properties.
- **Center for Environmental and Cellular Signal Transduction (CECST)** will develop and use organismal models to identify mechanisms of adaptation to natural and manmade environmental challenges and enable development and testing of nanomaterials and devices.
- **Center for Optical Sensors and Spectroscopies (COSS)** will develop new optical and molecular sensing technologies for applications in environmental monitoring, counter-terrorism, and industrial process control.
- **Center for Interdisciplinary Discovery via Engineered Nanofabrication (CIDEN)** will apply cutting-edge nanoengineering to develop molecular sensors, regimented nanomaterials and nanostructures with applications in chemical, biological, and thermo-electric devices.

In addition to the above, the ALEPSCoR RII-3 will have the cross-cutting **Alabama EPSCoR Outreach Initiative (AEOI)** which will coordinate, and collect data on education diversity, outreach/partnering, and workforce development efforts in the state. The infrastructure to be developed or expanded with NSF funding comprises collaborative research facilities, diverse human resources, communication and data collection systems, and education/outreach programs that are shared across the four centers of research excellence.

• **NSF EPSCoR Co-Funding Awards**

These awards provide researchers and institutions another opportunity to obtain NSF support. Co-funding is not a program to which proposals can be submitted. Instead, it operates internally within NSF and does not involve any action on the part of the submitter. Co-funding provides joint support for certain meritorious proposals submitted to the EPSCoR Foundation's ongoing research, educational, and special emphasis competitions by researchers from the EPSCoR states. These are "fund-if-possible" proposals, which lie at or near the merit review cut-off process for funding a proposal.

In the past few years, Alabama EPSCoR has been very successful with these awards. In 2007, \$1.478 million in co-funding awards were received by five (5) of the seven (7) research institutions. Two companies received \$50K each while a small non-EPSCoR affiliated university received \$5000 in grant funding.

- **United States Department of Agriculture (USDA) EPSCoR**

The USDA EPSCoR program operates under the auspices of the Cooperative State Research Education and Extension Service. The funding division is the National Research Initiative (NRI) Competitive Grants Program.

In 2007, Alabama USDA EPSCoR was awarded \$1.5 million in research funding. However, when one looks at the majority of Alabama's USDA EPSCoR research, all have immediate and significant impact on the health and safety of world producing food markets.

- **National Aeronautics and Space Administration (NASA) EPSCoR**

The goal of NASA EPSCoR is to develop academic research activities that are long-term, self-sustaining, and nationally competitive for non-EPSCoR dollars. The Alabama NASA EPSCoR program is a full research program, competitively selected in a field of interest to both NASA and the State of Alabama. In 2007, six (6) projects were funded in Alabama totaling \$100K.

- **Department of Energy (DOE) EPSCoR**

The current fuel cell energy research cluster is located at The University of Alabama and was granted a no-cost extension until June 30, 2008, extending the six (6) year implementation grant one more year. DOE EPSCoR has awarded the fuel cells group a total of \$2.4 with matching support from research institutions and the state. The grant ends June 30, 2008.

In 2007, the DOE EPSCoR implementation grant proposal, *Elucidating the Fundamentals of Biofuel Systems: Feedstocks, Conversion, and Combustion* was not funded. In July 2007, a request for proposals was distributed to all seven Ph.D. granting institutions in the state requesting proposal submissions for consideration as the FY 2008 Implementation Grant proposal, six proposals were submitted. Two proposals were selected based on technical merit and underwent further development. *The Nanostructure-Enhanced Phase Change Materials (NEPCM) Tailored for Energy Efficiency, High-Power Electronics, Thermal Storage/ Comfort and Building Materials* was selected to represent the state in the upcoming competition. This proposal was submitted January 2008. If selected, the award will begin in July 2008 for \$750K for three years with an optional 3-year renewal.

In addition, Alabama also had three DOE EPSCoR State Laboratory Partnership Awards totaling \$438K for FY 2007. State Laboratory Partnership Awards are for a period of one to three years and up to \$150K each year. Dr. Allen Landers, in the Auburn University Physics Department, project is entitled *Detailed Investigations of Interactions Between Ionizing Radiation and Neutral*

Gases, a basic study of the chemistry and photochemistry that make up the world around us. Dr. Jason Cassibry, at UAH, is studying an advanced fusion concept which promises safe, clean, affordable and abundant energy production. Dr. McNeider, also at UAH, is studying the reduction of the diurnal temperature range, signals for the climate record.

• **Environmental Protection Agency (EPA) EPSCoR**

The federal EPA EPSCoR program was not funded in 2007.

Background:

The Alabama EPSCoR is a family of competitive, merit-based programs supported by the State of Alabama and sponsored by the NSF, NASA, DOE, USDA, and the EPA. Each program represents a federal-state-industrial partnership formed to enhance the science and engineering research, education and technology capabilities of Alabama.

The Steering Committee of the Alabama EPSCoR Program is responsible for fiscal and programmatic aspects of the operations. Members include representatives from the seven (7) research institutions (Alabama A&M University, Auburn University, Tuskegee University, The University of Alabama, University of Alabama at Birmingham, University of Alabama in Huntsville, University of South Alabama), the Alabama Development Office, the Economic Development Partnership of Alabama, the Alabama Legislature, and the Executive Director of the Alabama Commission on Higher Education.

The Chair of the Steering Committee is Dr. B. Keith Harrison, Associate Vice President of Academic Affairs and Interim Dean of the Graduate School at the University of South Alabama. Vice Chair of the Steering Committee is Dr. Elizabeth C. French, Director/Office of Institutional Effectiveness and Planning, Alabama Commission on Higher Education. Dr. Daryush Ila, Executive Director of Alabama A&M University Research Institute serves as the Executive Director of the Alabama EPSCoR and is responsible for overall program supervision and coordination of all EPSCoR activities within the state. In addition to the Executive Director, the Steering Committee appoints project directors for each of the federal programs who are responsible for the administration of activities of their respective components in collaboration with the Executive Director.

The fiscal agent for the state EPSCoR appropriation is the Alabama Commission on Higher Education.

Supporting Documentation:

Annual Report to the Alabama Commission on Higher Education. To be distributed. Additional information on activities is available at <http://alepscor.ua.edu>.

ALABAMA COMMISSION ON HIGHER EDUCATION
Friday, March 28, 2008

DISCUSSION ITEM B: Network of Alabama Academic Libraries

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

Staff Recommendation: For discussion only.

Background: The goals of the Network of Alabama Academic Libraries (NAAL) are 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 academic institutions that participate in NAAL.

Supporting Documentation: 1. Fiscal Year 2008 Annual Plan, Attached.

Attachment 1

NETWORK OF ALABAMA ACADEMIC LIBRARIES Fiscal Year 2008 Plan

Since the 1980s, Alabama's academic librarians have worked together to strengthen library and other information resources needed for education and research. Their innovative cooperative organization, the Network of Alabama Academic Libraries (NAAL), focused initially on sharing existing resources to assure that students, faculty members, and other researchers could obtain the information needed for instruction and research. NAAL's early accomplishments included:

- Creating a statewide database with holdings records for books held by all NAAL members – searchable in OCLC WorldCat from any networked workstation to identify library materials owned by NAAL members
- Sharing books and journals held by NAAL members via interlibrary loan without charge to students
- Awarding over \$2.5 million in grants to correct deficiencies in existing collections
- Funding the acquisition of expensive unique research-level resources that were beyond the economic capability of a single institution to acquire

These early programs demonstrated that collective action could significantly improve the library services available to Alabama's academic community. The most remarkable accomplishment of these first years was a growing capacity to plan jointly for a common future. By carefully monitoring the external environment and anticipating changes in technology, NAAL librarians forged an outstanding statewide program to advance higher education—and gradually expanded successful NAAL initiatives to benefit all Alabamians.

In the 1990s, NAAL became one of the first statewide programs to achieve financial savings by sharing access to the newly available online research databases. From this experience, NAAL proposed a statewide “online library” to provide core library resources needed by students from kindergarten through college as well as for the lifelong learning interests of Alabama citizens. As a result, NAAL expanded beyond its academic roots to forge partnerships with representatives from many education communities. This grassroots coalition successfully advocated state funding for the Alabama Virtual Library. The AVL, implemented in FY2000, continues to assure **equity**, **economy**, and **excellence** in the provision of information services for all Alabamians.

In 2001, the federal Institute of Museum and Library Services awarded a National Leadership Grant for NAAL to create an online digital collection highlighting the treasures held in academic libraries' special collections. This online portal, *Alabama Mosaic*, features unique full-text documents and images that document Alabama history. *Alabama Mosaic* is designed specifically to enhance the study and teaching of Alabama history, especially for K-12 students and teachers, but also to support scholarly research about Alabama.

A subsequent National Leadership Grant is helping NAAL develop the *Alabama Digital Preservation Network* (ADPNet) for the long-term preservation of digital materials created by local libraries and other repositories. Academic institutions and other cultural heritage repositories are digitizing their unique resources to share them with audiences beyond their traditional users. NAAL has long recognized that hurricanes, tornados, floods, fires, and manmade disasters endanger Alabama's historical record. These treasures are at high risk – both the originals and the digital formats – if a disaster on the scale of Hurricane Katrina were to occur in Alabama.

The Alabama Department of Archives and History, Auburn University, Spring Hill College, Troy University, University of Alabama, University of Alabama at Birmingham, and University of North Alabama are providing the leadership and matching funds to implement ADPNet. Once established, any Alabama repository can consider using ADPNet for the long-term archival storage of its publicly-available digital collections.

A major new initiative for FY2008 will provide access to advanced research results and reports for university-based researchers. Universities are pivotal resources for the diffusion of scientific advances into viable business initiatives. Alabama's research faculty and graduate students must have improved and timely access to scholarly information to support the transformation of scientific knowledge into public practice. An increase in NAAL's FY08 appropriation will support the selection of a scientific research database and become the foundation on which to build a significant knowledge portal supporting the research and economic development that are critical for the advancement of Alabama.

Alabama's academic librarians have successfully demonstrated that cooperation improves and expands the quality and quantity of information available for all of Alabama's students, faculty, and other researchers. For FY2007-2008, NAAL continues its commitment 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.

The FY2007-2008 Annual Plan details the specific actions that NAAL members will follow to deliver exemplary library services and resources required for a successful educational experience.

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 implement shared online access to information supporting advanced scientific, medical, and technical research and statewide economic development.
 - 1.2.1 Adopt policies to assure faculty and other researchers in NAAL institutions have access to the research publications needed to support advanced research.
 - 1.2.2 Coordinate the selection and funding of shared information resources for colleges and universities to advance scientific, medical, and technical research initiatives and to support these institutions in advancing statewide economic development.
- 1.3 Alabama Virtual Library: NAAL will support the work of 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 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 *Alabama Mosaic* www.alabamamosaic.org, in cooperation with Auburn University Libraries, as a central web portal supporting access to digitized Alabama history materials.

Assure Access to Historical Alabama Resources, continued

- 2.1.2 Encourage Alabama repositories to contribute digital materials to *Alabama Mosaic* by helping develop digital collection plans and by providing training to support local digitization programs.
 - 2.1.2.1 Sponsor training 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 to add digitized resources to *Alabama Mosaic* that are relevant to the *Alabama Social Studies Course of Study* and *Alabama Moments*.
 - 2.2.2.3 Seek opportunities to promote the use of Alabama Mosaic, especially use by K-12 teachers and students.
- 2.1.3 Implement and sustain the Alabama Digital Preservation Network, a distributed, low-cost model to manage, preserve, and store digital resources harvested from all types of Alabama repositories.¹
 - 2.1.3.1 Promote the importance of preserving digital resources to the academic community, state agencies, and other cultural heritage organizations.
 - 2.1.3.2 Maintain the LOCKSS-based archival storage network to support the archival needs of repositories of different types and sizes.
 - 2.1.3.3 Establish an administrative structure to manage the digital content storage network and assure its long-term sustainability.
- 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 *Alabama Mosaic*.
- 2.3 Funding: NAAL will seek external funding to support efforts to digitize historical materials and make them accessible electronically through *Alabama Mosaic*.
- 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 promote seamless access to electronic 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.

¹ The Institute of Museum and Library Services is assisting with development of the Alabama Digital Preservation Network through funding as a National Leadership Grant, October 2006 –September 2008.

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.
 - 3.2.1 Develop policies and procedures to implement a statewide unmediated borrowing program that would allow students and faculty to request items directly from an owning library and to borrow materials on-site from participating NAAL member libraries.
 - 3.2.2 Investigate appropriate technologies that support unmediated borrowing for adoption by libraries participating in an unmediated borrowing program.
 - 3.2.3 Seek external funding to support the acquisition of new technology, if needed, to support unmediated borrowing.

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 Alabama's accredited, non-profit, 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.
- 4.6 Alabama Historical Records Board: NAAL will participate in the Alabama Historical Records Board by maintaining an appointment to the board as described in the State of Alabama Act No. 2006-160.

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 Collect, collate, and distribute annual statistical data about academic libraries.
 - 5.1.1.1 Facilitate the collection of statistical data about academic libraries for the biennial Academic Library Survey compiled by the National Center for Education Statistics.
 - 5.1.1.2 Collect annual statistical data about academic libraries in the years these data are not collected 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 Encourage use of the 2007 *LibQual+* library services assessment results to publicize library accountability and 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: Troy University, Bachelor of Science in Interpreter Training (CIP 16.1603)

Staff Presenter: Mrs. Ellen Haulman
Assistant Director for Instruction

Staff Recommendation: That the Commission approve the proposed Bachelor of Science in Interpreter Training, to be delivered at the Troy campus and through distance education, with the implementation date and pre- and post-implementation conditions listed below:

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

Pre-Implementation Condition:

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

Post-Implementation Conditions:

1. That the annual average new enrollment headcount for the first five years, beginning 2008-09, will be at least 15, based on projections supplied by Troy University.
2. That the annual average number of graduates for the Academic Years 2010-11 through 2012-13 (three-year average) will be at least 8, based on the proposal.
3. That a follow-up survey be conducted after the first five years that will show at least 75 percent of the graduates were successful in acquiring related employment.
4. That information be provided on the employment placement of program graduates, including the name of the employing organization, location (city and state), and the starting salary of each graduate.
5. That information be provided on the number of graduates who attain licensure from the Registry of Interpreters for the Deaf (RID) and the Alabama Licensure Board for Interpreters and Translitterators.
6. 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 pre- or post-implementation conditions are not met. The institution must present documentation regarding the post-implementation conditions, as well as a general assessment of the program, in a report submitted to the Commission no later than September 2013.

Rationale:

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

1. The program will meet a well-documented need for sign-language interpreters.
2. The program will prepare graduates who will meet criteria set by the Alabama Licensure Board for Transliterators and Interpreters for the Deaf.
3. The program will be unique in the state of Alabama.
4. A total of \$729,000 will be required for the program over the first five years, and a total of \$2,777,440 over the same period will be available in internal reallocation, extramural funding, 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. Troy University proposal dated December 2007. Available upon request.
5. "Evaluation and Review of New Instructional Program Proposals of Public Postsecondary Institutions," Alabama Administrative Code, Chapter 300-2-1-.03. Available upon request.

Attachment 1

NEW ACADEMIC DEGREE PROGRAM PROPOSAL SUMMARY

INSTITUTION Troy University
 PROGRAM Bachelor of Science (BS) in Interpreter Training

ESTIMATED NEW FUNDS REQUIRED TO SUPPORT PROPOSED PROGRAM

	2008-09	2009-10	2010-2011	2011-2012	2012-13	TOTAL
FACULTY	\$135,000	\$135,000	\$135,000	\$135,000	\$135,000	\$675,000
LIBRARY	\$1,000	\$1,000	\$1,000	\$1,000	\$1,000	\$5,000
FACILITIES	\$0	\$0	\$0	\$0	\$0	\$0
EQUIPMENT	\$5,000	\$2,000	\$1,000	\$0	\$0	\$8,000
STAFF	\$20,000	\$0	\$0	\$0	\$0	\$20,000
OTHER	\$10,000	\$5,000	\$2,000	\$2,000	\$2,000	\$21,000
TOTAL	\$171,000	\$143,000	\$139,000	\$138,000	\$138,000	\$729,000

SOURCES OF FUNDS AVAILABLE FOR PROGRAM SUPPORT

	2008-09	2009-10	2010-11	2011-2012	2012-13	TOTAL
INTERNAL REALLOCATIONS	\$250,000	\$250,000	\$250,000	\$250,000	\$250,000	\$1,250,000
EXTRAMURAL	\$250,000	\$250,000	\$250,000	\$250,000	\$250,000	\$1,250,000
TUITION	\$47,160	\$47,160	\$57,570	\$57,570	\$67,980	\$277,440
TOTAL	\$547,160	\$547,160	\$557,570	\$557,570	\$567,980	\$2,777,440

ENROLLMENT AND DEGREE COMPLETION PROJECTIONS

	2008-09	2009-10	2010-11	2011-2012	2012-13	5-YEAR AVERAGE
HEADCOUNT ENROLLMENT	25	25	30	30	35	29
NEW ENROLLMENT HEADCOUNT	15	15	15	15	15	15
DEGREE COMPLETION PROJECTIONS	0	0	8	8	8	8

Attachment 2

Summary of Background Information

Bachelor of Science in Interpreter Training
Troy University

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

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

1. To increase the supply of skilled oral, sign, and tactile interpreters who are fluent in American Sign Language and English for Alabama, the eleven-state region, and the nation for persons who are deaf or hard of hearing.
2. To serve as a state and regional resource center for the consultation and in-service training regarding interpreting, deafness, and accessibility issues.
3. To prepare students to successfully satisfy the licensure requirements of the Registry of Interpreters for the Deaf (RID) and the Alabama Licensure Board for Interpreters and Transliterators.

The following student outcomes will be assessed:

1. Recognize and describe the foundational theories and knowledge of Deaf Interpretation.
2. Demonstrate human relations skills when working with hearing impaired individuals.
3. Be able to competently and professionally demonstrate language skills necessary to interface with the deaf and hard of hearing.
4. Demonstrate interpreting skills (ASL to English and English to ASL) within a variety of contexts, such as educational and employment settings.
5. Demonstrate a level of professionalism within the field commensurate with a four-year bachelor's degree.

Administration: The program will be administered by the Department of Curriculum and Teaching of the College of Education, Dr. Lance Tatum, Dean.

Review of the Proposal by Persons External to the Institution:

Peer Review: The Notification of Intent to Submit a Proposal and the program proposal were circulated to the Chief Academic Officers (CAO) of the senior institutions for review. The CAO does not vote on baccalaureate proposals. However, one chief academic officer submitted comments on the proposal. The comments included strong support for the proposal, stating that, "Alabama needs highly trained interpreters who are able to serve clients in educational settings, both K-12 and postsecondary environments, as well as in employment, medical, legal, religious, counseling, finance, and all other significant interactive environments."

Accreditation: There is not a specialized accreditation for the proposed program.

Licensure: Licensure by the Registry of Interpreters for the Deaf (RID) and the Alabama Licensure Board for Interpreters and Transliterators is available for graduates of the program.

Curriculum: The program will be delivered face-to-face at the Troy campus and through distance learning. The following new courses will be developed:

ASL 1XXX American Sign Language I	3
ASL 1XXX American Sign Language II	3
ASL 2XXX American Sign Language III	3
ASL 2XXX American Sign Language IV	3

Required Courses (60 Hours)

EDU 22XX: Introduction to Interpreting: Professional Identity and Ethical Considerations	3
EDU 3XXX: Discourse Analysis I	3
EDU 3XXX: Models of Interpretation/Transliteration	3
EDU 3XXX: Manual Code of English	3
EDU 3XXX: Introduction to Educational Interpreting/Transliterating	3
EDU 3XXX: Interpreting in Specialized Settings	3
EDU 4XXX: Practicum I: Seminar and Field Experience/Observation	3
EDU 4XXX: Practicum II: Seminar and Field Experience/Observation	3
EDU 4XXX: Interpreting: ASL to English	3
EDU 4XXX: Interpreting: English to ASL	3
EDU 4XXX: Advanced Interactive Interpreting	3
EDU 4XXX: Transliteration	3
EDU 4XXX: Advanced Voice to Sign Interpreting/Transliterating	3
EDU 4XXX: Advanced Sign to Voice Interpreting/Transliterating	3
EDU 4XXX: ASL/English Linguistics	3
EDU 4XXX: Discourse Analysis II	3
EDU 4XXX: Internship-Community Interpreting	6
EDU 4XXX: Internship-Educational Interpreting	6

Program Completion Requirements:

Credit hours required in major:	60 sh
Credit hours required in minor (if applicable):	no minor
Credit hours in institutional general education or core curriculum:	60 sh
Total credit hours required for completion:	120 sh

In addition to the coursework, students will be required to complete two internships in the areas of Community and Educational Interpreting for a total of 12 semester hours (1200 clock hours). Internships will be assessed by faculty members within the program as well as by site supervisors.

After completion of the internships, students will take the Educational Interpreter Performance Assessment (EIPA) as an exit exam. Multiple standard exams and projects will be required for specific courses.

In addition, an externship will provide trained mentors for graduates from the ITP program to assist them in achieving the goal of acquiring state or national credentials within a year of graduation. Mentors (both Deaf and hearing) will be identified from a local, regional and national pool and be trained by the Program Director and faculty in the mentoring process. Mentors will be matched with graduates and the mentors will provide weekly feedback to the respective graduates on the effectiveness of his or her performance as an interpreter.

In response to a question from the Commission staff, TROY officials provided the following additional information on the externship:

The Externship is designed to provide support to post-graduation students, no matter their EIPA score, to assist in achieving licensure or certification. Students graduating from the interpreter training program would be eligible to apply for a provisional permit from the Alabama Licensure Board for Interpreters and Transliterators or would receive a Permit if they scored a 3.0 on the EIPA or on other states' quality assurance evaluations. The ultimate goal would be to have graduates skilled enough to receive national certification within a year after graduation. In order to support that goal, Troy University will offer graduates a unique opportunity to participate in a post-degree Externship. This effort will be supported through the funds associated with the ASDE Interpreter Training Program grant. We are unaware of any other University program which has this component.

Collaboration: TROY officials stated that the institution is committed to working cooperatively with the Alabama State Department of Education, the Alabama Department of Rehabilitative Services, and the Alabama Department of Mental Health and Mental Retardation, all who have supported the development of this type of training program. In addition, TROY will work with the Alabama Institute for the Deaf and Blind to develop support for the Interpreter Training Program through its programs and its Regional Support Centers. The institution also will continue to explore collaboration with interested parties throughout the state.

Distance Education: The entire curriculum will be available through distance education modalities, including the American Sign Language courses. According to TROY officials, knowledge and skills in the program can be delivered via distance learning. However, part of the experience must be with deaf persons in actual settings, and the internships in the program will fulfill this need.

Admissions: Admission to the program will require the following:

- Completion of the General Studies requirement
- GPA of 2.75
- Recommendation of the faculty
- Intermediate Plus/Advanced on Sign Communication Proficiency Interview (SCPI)

Students will be able to take Introduction to Interpreting during their sophomore year, before completion of the general education curriculum.

Need: TROY provided information from several sources on the need for the program. According to TROY officials, the latest job statistics from the Occupational Employment Statistics Survey indicate that the state of Alabama can expect approximately 110 job opportunities per year in the field of Interpreting. In addition, according to the May 2005 Employment and Annual Earnings Distribution, Wage and Salary Workers information, Interpreters held about 31,000 jobs in 2004. However, the actual number of interpreters is probably significantly higher because many work in the occupation only sporadically.

Interpreters are employed in a variety of industries, reflecting the diversity of employment options in the field. About 9,900 worked in public and private educational institutions, such as schools, colleges, and universities. About 4,100 worked in health care, many of which worked for hospitals. Another 3,400 worked in other areas of government, such as federal, state and local courts. Other employers of interpreters and transliterators include publishing companies, telephone companies, airlines, and agencies employing interpreters and transliterators.

The Americans with Disabilities Act and other laws, such as the Rehabilitation Act, mandate that, in certain situations, an interpreter must be available for people who are deaf or hard of hearing. Given the shortage of interpreters and translators meeting the desired skill level of employers, interpreters for the deaf will continue to have favorable employment prospects.

These interpreters are expected to meet criteria set by the Alabama Licensure Board for Transliterators and Interpreters for the Deaf; however, there has been no program in the state for these persons to gain the training they need. At an open forum held in July 2007 by the Licensure Board at the Educational Interpreter's Workshop, educational interpreters expressed frustration at the lack of a degree program. This information was consistent with comments made over the last eight years in other workshops sponsored by the State Department of Education.

Student Demand: Since October 2007, TROY's College of Education has received 68 inquiries, either by phone call or email, from individuals who have expressed an interest in enrolling in an Interpreter Training Program.

Students also will come from educational interpreters in Alabama who are employed, or who desire to be employed by the school systems in Alabama. Two years ago, eighteen persons had placed their names on a list to indicate interest in a training program.

Resources:

Faculty/Staff: There are no current primary faculty who will teach in the program. The program will require the hiring of two full-time faculty members, one of which will be the program director.

Faculty hired for the program will hold a master's degree or earned doctorate in education or a related field. Other qualifications include experience in teaching American Sign Language and/or Interpreting in higher education, national certification in interpreting; experience in the use of educational technology and/or distance learning; national certification with American Sign Language Teacher Association (ASLTA) and the Registry for Interpreters for the Deaf (RID); and demonstrated participation in national professional organizations such as RID, ASLTA, the National Association of the Deaf, and the Conference of Interpreter Trainers.

Highly-qualified adjunct faculty will be hired to teach the sign language and interpreting courses. Degree requirements for these instructors will be at the master's level or above.

A full-time secretary will support the full-time faculty members.

Equipment: Technology for online teaching will be provided by the TROY Online Education Program—eCampus. Computers and other office technology will be necessary for the faculty members and the secretary.

Facilities: According to TROY officials, face-to-face instruction will be offered on the Troy campus only. Current available space in the College of Education building, McCartha Hall, on the Troy campus will provide necessary facilities for the program beginning fall 2008. After completion of the new College of Education building projected for January 2009, the faculty and staff will be housed in the new facility.

Library: The library contains resources for the program. Of 141 online databases, 16 include information dealing with sign language. Currently, the collection of sign language materials at the Troy campus is at the Basic information level. Over the next five years, the library will improve the collection to the Instruction support level, increasing the collection by about forty titles per year.

Program Budget: TROY projected in the proposal that a total of \$729,000 will be required for the program over the first five years, and a total of \$2,777,440 in internal reallocation, extramural funding, and tuition will be available for the program.

Attachment 3

Curriculum

Freshman Year (Year 1)

Fall Semester	Hours	Spring Semester	Hours
ASL I	3	ASL II	3
English 1101	3	English 1102	3
Literature or History	3	Literature or History	3
Biology 1100	3	Math 1110	3
Biology Lab	1	Psychology 2200	3
Freshman Orientation	1		
	14		15

Sophomore Year (Year 2)

Fall Semester	Hours	Spring Semester	Hours
ASL III	3	Introduction to Interpreting: Professional Identity and Ethical	3
SPH 2241	3	Drama or Music or Theater	3
Literature or History	3	One course from General Studies-Area II	3
Science & Lab	4	Two Courses from Area V	6
PSY 2210	3		
Total Hours	16		15

Admission to Major/ITP: Criteria:

- GPA 2.75
- SCPI level **Intermediate Plus or Advanced**
- Recommendation from the Faculty

Junior Year (Year 3)

Fall Semester	Hours	Spring Semester	Hours
ASL IV	3	Manual Codes for English	3
Discourse Analysis I	3	Introduction to Educational Interpreting/Transliterating	3
Models of Interpretation/Transliteration	3	Interpreting in Specialized Settings	3
Practicum I: Seminar and Field Experience/Observation	3	Practicum II: Seminar and Field Experience/Observation	3
Interpreting: ASL to English	3	Interpreting English to ASL	3
Total	15		15

Senior Year (Year 4)

Fall Semester	Hours	Spring Semester	Hours
Internship-Community Interpreting	6	Internship-Educational Interpreting	6
Advanced Interactive Interpreting	3	Transliteration	3
Advanced Voice to Sign Interpreting/Transliterating	3	Advanced Sign to Voice Interpreting/Transliterating	3
ASL/English Linguistics	3	Discourse Analysis II	3
Total Hours	15		15

Graduation Exit Outcome: 3.4 on the EIPA

Externship (1 Year Post Graduate Mentorship)

Fall	Spring
Professional Skill Development	Skill Development for Working Interpreters

DECISION ITEM A-2:

The University of Alabama at Birmingham, Doctor of Philosophy in Interdisciplinary Engineering, CIP 14.9999

Staff Presenter:

Mrs. Ellen Haulman
Assistant Director for Instruction

Staff Recommendation:

That the Commission approve the proposed Doctor of Philosophy in Interdisciplinary Engineering with the implementation date and post-implementation conditions listed below:

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

Post-Implementation Conditions:

1. That the annual average new enrollment headcount for the first five years, beginning 2008-09, will be at least 6, based on the proposal.
2. That the annual average number of graduates for the period 2008-09 through 2012-13 (five year average) will be at least 4, based on the proposal.
3. That a follow-up survey be conducted after the first five years that will show at least 75 percent of the graduates were successful in acquiring related employment.
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 at Birmingham (UAB) 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 joint report submitted to the Commission no later than April 2013.

Rationale:

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

1. The program will respond to a noted national need for interdisciplinary engineering programs and will incorporate unique resources at the proposing institution.

2. The existing Doctor of Philosophy in Environmental Health Engineering will become a track within the new program and will be discontinued as a stand-alone program.
3. The program will make use of existing faculty and resources.
4. A total of \$1,580,000 in estimated new funds will be required to support the proposed program, and a total of \$2,092,000 will be available through extramural sources, tuition, and internal reallocation.

Public Review:

The program was posted on the Commission website from January 3, 2008, until January 23, 2008, (twenty days), for public review and comment. No comments were received.

Supporting Documentation:

1. New Academic Degree Program Proposal Summary, attached.
2. Summary of Background Information, attached.
3. Curriculum for Proposed Program, attached.
4. The University of Alabama at Birmingham program proposal, received November 2007. Available upon request.
5. "Evaluation and Review of New Instructional Program Proposals of Public Postsecondary Institutions," Alabama Administrative Code, Chapter 300-2-1-.03. Available upon request.

Attachment 1

NEW ACADEMIC DEGREE PROGRAM PROPOSAL SUMMARY

INSTITUTION	University of Alabama at Birmingham
PROGRAM	Doctor of Philosophy in Interdisciplinary Engineering, CIP 14.9999

ESTIMATED NEW FUNDS REQUIRED TO SUPPORT PROPOSED PROGRAM

	2008-09	2009-10	2010-11	2011-12	2012-13	TOTAL
FACULTY	\$100,000	\$100,000	\$200,000	\$200,000	\$200,000	\$800,000
LIBRARY	\$0	\$0	\$0	\$0	\$0	\$0
FACILITIES	\$100,000	\$0	\$0	\$0	\$0	\$100,000
EQUIPMENT	\$250,000	\$250,000	\$0	\$0	\$0	\$500,000
STAFF	\$0	\$0	\$0	\$0	\$0	\$0
ASSISTANTSHIPS	\$36,000	\$36,000	\$36,000	\$36,000	\$36,000	\$180,000
OTHER*	\$0	\$0	\$0	\$0	\$0	\$0
TOTAL	\$486,000	\$386,000	\$236,000	\$236,000	\$236,000	\$1,580,000

*Books, classroom supplies, etc.

SOURCES OF FUNDS AVAILABLE FOR PROGRAM SUPPORT

	2008-09	2009-10	2010-11	2011-12	2012-13	TOTAL
INTERNAL REALLOCATIONS	\$155,000	\$50,000	\$0	\$0	\$0	\$205,000
EXTRAMURAL	\$250,000	\$250,000	\$300,000	\$300,000	\$300,000	\$1,400,000
TUITION	\$82,000	\$87,000	\$93,000	\$114,000	\$111,000	\$487,000
TOTAL	\$487,000	\$387,000	\$393,000	\$414,000	\$411,000	\$2,092,000

ENROLLMENT AND DEGREE COMPLETION PROJECTIONS

	2008-09	2009-10	2010-11	2011-12	2012-13	5-YEAR AVERAGE
TOTAL HEADCOUNT ENROLLMENT	19	19	20	21	22	20
NEW ENROLLMENT HEADCOUNT	6	6	6	6	6	6
DEGREE COMPLETION PROJECTIONS	3	4	4	4	5	4

Attachment 2

Summary of Background Information

Doctor of Philosophy in Interdisciplinary Engineering
The University of Alabama at Birmingham

Role: The proposed program is within the instructional role recognized for the University of Alabama at Birmingham (UAB).

Objectives: UAB proposes an interdisciplinary engineering PhD program with two specializations, computational engineering and environmental health engineering. The new program will replace the current PhD in Environmental Health Engineering.

The objectives for the proposed program are as follows.

1. Create a unique interdisciplinary PhD program to meet contemporary societal needs and the needs of industry (assessment outcome will be measured career success of graduates)
2. Capitalize on opportunities that result from interactions between a major medical center contiguous to a non-medical campus with doctoral programs in a number of disciplines. Students will have the opportunity to develop a plan of study and research which takes advantage of unique resources and strengths in the School of Engineering and other non-medical disciplines, as well as programs and faculty in the clinical and medical schools (assessment outcome will be the number and type of interdisciplinary research projects by student participants)
3. Build on past successful experience with interdisciplinary efforts; broaden to include more diverse areas of the university including departments in engineering, biology, chemistry, computer science, mathematics, business, and especially areas of medical and biomedical sciences in the Medical Center (outcomes metric will be number of students entering program and number of graduates as a function of time)
4. Maintain efficiency of graduate programs by replacing the current Environmental Health Engineering PhD program with the proposed Interdisciplinary Engineering PhD program, and including the current Environmental Health Engineering program as one of the tracks under Interdisciplinary Engineering.

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

Outcome 1: Appropriate Progress toward Degree: Students will progress through program milestones in a timely manner.

Measurement: Timely Admission to Candidacy

Criterion to be met: A reasonable time from admission to the PhD program to admission to candidacy.

Measurement Description: Time to admission to candidacy

Notes: The time period will vary depending on the previous degree(s) obtained by the student. For example, the target time will be different for a student entering the PhD program with a MS in a closely related field of engineering and a student entering the program with a BS in a less closely related field of engineering or basic science.

Additionally, students are permitted to enter the program on a part-time basis during their first 30 hours of course work. Students entering on a part-time basis will, of course, progress more slowly.

Measurement: Time to Graduation

Criterion to be met: Completion of the PhD program in a reasonable period of time.

Measurement Description: Time to graduation

Notes: Reasonable time to graduation will be dependent upon the student's previous experience and degrees. Full time students entering with a baccalaureate degree should complete the program within four years. Full time students entering with a Masters degree in a related area should complete the program within three years. Part time student's completion times will vary.

Outcome 2: Find Appropriate Employment in Chosen Field: Program should meet the need of academic, industrial and governmental employers enabling graduates to find positions in their chosen field.

Measurement: Job Placement Results

Criterion to be met: All graduates will find employment in their chosen field.

Measurement Description: Personal contact with graduates

Outcome 3: Presentation of Graduate Student Research: Graduates are expected to present research results to an audience of their peers.

Measurement: Presentation Count

Notes: This data is currently collected and submitted to the UAB graduate school on a regular basis.

Outcome 4: Publication of Graduate Student Research: Graduates shall be able to publish technical papers in acceptable journals

Measurement: Publication Count

Criterion to be met: Graduates should complete at least 3 publications while working toward, or within the year following, completion of their dissertation.

Administration: The program will be administered by the School of Engineering at UAB, Dr. Linda Lucas, Dean.

Review of Proposal by Persons External to Institution:

Peer Review: The Notification of Intent to Submit a Proposal and the program proposal were circulated to the Alabama Council of Graduate Deans (ACGD) for review. The initial review by the ACGD provided questions regarding the curriculum, assessment of the program, enrollment projections, and the question of duplication of parts of programs at the University of Alabama (UA), the University of Alabama in Huntsville (UAH), and Auburn University (AU). One dean noted that the interdisciplinary program would accomplish an economy of scale and would form an offering that would be more attractive to a larger number of prospective students. Another dean stated that the curriculum was structured with at most eight hours in any one discipline, providing shallow preparation in the field. Another comment noted that the program was not duplicated completely by any other program, but that portions of other programs at UA, UAH, and AU were duplicated. UAB provided the following responses concerning the questions raised:

1. In response to a question regarding the addition of future specializations, UAB stated that only two specializations are anticipated for the program, Environmental Health Engineering and Computational Engineering.
2. In response to a request for more specific information regarding program and student outcomes, UAB stated that appropriate progress toward degree will include continuous enrollment and acceptance into candidacy within a time frame in keeping with stated degree completion expectations. Full-time students admitted on scholarship are expected to complete the program in four years. Selection of these students will be based, in part, on appropriateness of their preparatory work. Other students who have

- less than a master's degree or have degrees in a less closely related field will take additional time to complete the program. Admission of part-time students will be rare.
3. In response to a comment that the education in any one discipline would be shallow, UAB officials stated that the degree requirements listed are minimum requirements and mirror the minimum requirements established by the UAB graduate school for all graduate programs. Each student's graduate committee will ensure sufficient depth in coursework to prepare the student for the chosen area of research.
 4. Regarding possible duplication of aspects of programs at other institutions, UAB responded that interdisciplinary engineering programs exist at UAH and AU. The response described the programs at two other institutions and stated that the focus of the proposed program is markedly different. The UAH program is closely designed around biotechnology issues—including the study and manipulation of biological molecules for the development of useful products, processes, or services. The interdisciplinary Biosystems Engineering program at AU is centered on ecological engineering (related to soil erosion and the effect on stream quality); production and process engineering (combining design experiments with manufacturing methods); and food and biological engineering. The proposed program with its specializations will have a different focus from the existing programs and will make use of unique resources at UAB.

Other engineering doctoral programs at AU, UA, and UAH have some relationship to the Computational Engineering specialization of the proposed program. Regarding these programs, the UAB response stated that the training in computational methods associated with these programs falls into traditional Mechanical and Aerospace applications. Furthermore, the training in the existing programs does not support applications and research in many of the areas available at UAB, including medicine, dentistry, surgery, public health, or business.

After receiving UAB's responses to the comments, the members of the ACGD were given the opportunity for final comments and assessment of the proposal. No final comments were submitted. Four deans provided assessment forms. Regarding recommendation of the program, two deans agreed with recommending the program and two deans' disagreed.

Consultant Review: Joe Thompson, PhD, provided a consultant's report on the proposed program. Dr. Thompson is the William L. Giles Distinguished Professor of Aerospace Engineering and Director of the Center for DoD Programming Environment and Training, HPC² at Mississippi State University. Dr. Thompson's report discussed the need for such programs, based on national reports that have "confirmed the critical importance of multidisciplinary research and education in computational science and engineering—the simulation of physical and biological phenomena and processes on high performance computers—to scientific progress and engineering development, and to economic competitiveness and national security."

Dr. Thompson's report further stated:

[The proposed program] is clearly in concert with the recommendations of national studies of the area, and will address a pressing national need. The success of similar graduate programs at MSU [Mississippi State University] and other universities gives confidence in the potential attractiveness of this program at UAB. The University of Alabama at Birmingham—with faculty involved from Medicine and Science and Engineering, as well as from Dental, Nursing, and Public Health, Mathematics and Biostatistics, together with the ETLab and HPC [high performance computing] infrastructure and expertise resident at UAB—is well positioned to mount this innovative and timely program to address the pressing need for MDs, PhDs and other interdisciplinary graduates.

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

Curriculum: The proposed program will incorporate the current PhD in Environmental Health Engineering into the curriculum as one of two tracks in the proposed program, along with a new

track in Computational Engineering. Environmental Health Engineering will be discontinued as a stand-alone program and will be deleted from the Commission's Academic Program Inventory.

The following new courses will be developed for the program:

EGR 710	Introduction to Interdisciplinary Engineering	3 semester hours (sh)
EGR 711	Methodology for Interdisciplinary Research	3 sh

Additionally, the existing Environmental Health Engineering Seminar (1 sh) will be replaced by EGR 701 Interdisciplinary Engineering Seminar (1 sh).

Program Completion Requirements:

The PhD in Interdisciplinary Engineering will have a research-based curriculum. A minimum number of core courses will be required of all students in the program, with additional course work directed by the student's graduate research committee based on the student's area of interest. Committee members must be selected from at least two different disciplines, and the planned curriculum must result in cross-training in two or more disciplines

Students entering the PhD program with a baccalaureate degree must, in keeping with UAB Graduate School Policies, complete at least 48 hours of course work prior to admission to candidacy. Up to 16 credits of the 48 can be as non-dissertation research credits, and up to 10 credits can be as lab rotations, seminars or directed study credits.

Students entering the PhD program with a Master's degree in a related field, M.D., DMD, etc., must complete at least 27 credit hours of course work prior to candidacy. Up to 6 credits of the 27 can be non-dissertation research credits, and up to 6 credits can be as lab rotations, seminars, or directed study credits.

The UAB Graduate School also requires that students complete at least two semesters as a full time student in candidacy, or accumulate at least 24 credits in research hours or course work in candidacy prior to granting of degree. At least 24 hours of dissertation research will be required for program graduates in Interdisciplinary Engineering.

Program Core Courses: All students in the IE program must complete the following core courses:

- EGR 710 Introduction to Interdisciplinary Engineering 3 sh
- EGR 711 Methodology for Interdisciplinary Research 3 sh
- EGR 701 Interdisciplinary Engineering Seminar - continuous enrollment

The following information was provided regarding other requirements for the proposed program.

Comprehensive Exam: A Comprehensive Exam is required of all doctoral candidates. The exam may include both written and oral components, and will include presentation of the student's dissertation proposal. The exam will be administered by the student's graduate research committee. Upon successful completion of the Qualifying Exam, and completion of at least 48 hours of course work (in keeping with graduate school requirements), a student is admitted into doctoral candidacy.

Dissertation: A dissertation showing ability to conduct independent research, organizational and presentation skills must be prepared on a topic in the research field of interest. Dissertation results are expected to be submitted for refereed scholarly publication. The dissertation must comply with UAB dissertation preparation guidelines.

Final Defense: When the dissertation has been completed, doctoral candidates will present and defend their work before their graduate research committee and the public. This defense will constitute the candidate's final exam. The results of the examination

must be reported to the Office of the Graduate School at least six weeks before the commencement at which the degree is to be conferred.

The following undergraduate programs at UAB are directly or indirectly related to the program:

Biomedical Engineering, B.S., M.S.
Civil Engineering, B.S., M.S.
Electrical Engineering, B.S., M.S.
Materials Engineering, B.S., M.S.
Mechanical Engineering, B.S., M.S.
Information Systems, B.S.
Biology, B.S., M.S.
Biostatistics, M.S.
Chemistry, B.S., M.S.
Computer and Information Science, B.S., M.S.
Mathematics, B.S., M.S.
Physics, B.S., M.S.

According to the proposal, the proposed program would provide excellent MD/PhD, DMD/PhD options for UAB's programs in Dentistry and Medicine, especially for students interested in the Orthopedics, Surgery, Radiology, and Cardiology specialties.

UAB projected that it will take full-time students four years to complete the curriculum.

Collaboration: The proposal stated that no other institution in the state offers an interdisciplinary PhD program in engineering, which provides both access to clinical and biomedical research and research with units located in several schools/colleges. However, the proposal further stated that some of the engineering courses offered at the University of Alabama and the University of Alabama in Huntsville may likely be of interest to students in the proposed program, and will be available through distance learning technology at UAB. A number of undergraduate and graduate engineering courses are currently being offered across the University of Alabama System through distance learning, and UAB is committed to continue these offerings.

Distance Education: The proposal stated that a number of undergraduate and graduate engineering courses are currently being offered across the University of Alabama System (UAS), and UAB will continue these offerings. Several courses currently are offered through distance education technologies, especially in the environmental area, and there will be opportunities to expand these offerings. The following Distance Learning courses, appropriate for at least one of the two specializations in the proposed program, are currently offered by UAB or received from other UAS institutions:

CE 533 - Solid & Hazardous Waste - offered from UA/UAB
CE 648 - Urban Transportation Planning - offered from UAH
CE 690/790 - Environmental Impact Analysis - offered from UAH
CE 590 - Construction Site Erosion - offered from UA
CE 534 - Air Quality Modeling & Monitoring
CE 607 – Engineering Entrepreneurship
BST 600Q – Biostatistics for Public Health
EPI 600 – Introduction to Epidemiology
ENH 600 – Fundamentals of Environmental Health Sciences
CLS 550 – Health and Safety Management
HA 612 – Essentials of Health / Human Disease
HA 672 – Health Care Entrepreneurship
MBA 661 – Decision Science
MBA 611 – Management Information Systems
MBA 615 - Technology Based Entrepreneurship

Admissions: According to the proposal, students applying to the program will be required to have completed an undergraduate degree in a supporting field, and must submit official transcripts and Graduate Record Exam (GRE) scores with their application. In general, a combined GRE score of at least 1100 (verbal and quantitative) and a minimum undergraduate grade point average of 3 on a 4 point scale are required for admission. Students for whom English is a second language should have a TOEFL (Test of English as a Foreign Language) score no less than 600 (100 on new Internet Based IBT TOEFL). The Interdisciplinary Engineering Admissions Committee will review all applications completed and submitted, and will make all admission decisions.

Need: The proposal stated that the program will not duplicate or closely resemble any other program offered in the state. The proposal has been developed in response to needs expressed both within UAB and by its industry constituents. Industries and other organizations expressing interest in the program include the Birmingham Waterworks and Sewer Board, the American Cast Iron Pipe Company (ACIPCO), CFD Research Corporation, Southern Company Services, the Jefferson County Department of Public Health, the Southern Research Institute, Honda Manufacturing, the Gas Technology Institute, the Alabama Research and Education Network, and United Technologies.

The proposal provided the following information regarding the development of need for the program.

The requested interdisciplinary program at UAB will take advantage of unique resources and strengths in the School of Engineering (e.g., high-fidelity simulation, visualization, and high performance computing resources) to provide engineering tools which can be used to solve problems in a wide variety of disciplines, including environmental health, homeland security, automotive design, medical research and diagnostics, and aerospace innovations. The program will foster interactions not only with medical and biomedical units, but also with programs and faculty in the Schools of Business, Natural Science and Mathematics, and Public Health.

The current Environmental Health Engineering PhD, which will be rolled into the new program, was established in response to regional industry need for environmental engineers having significant expertise in environmental health, and was developed in close collaboration with industries in the state and region. Students in the program continue to receive financial support from industries such as Alabama Power, Southern Company Services and ACIPCO. While pursuing the Environmental Health Engineering PhD, a number of students have become deeply involved in computational engineering as an important tool in their research toolbox. For example, they have been involved in developing models of combustion processes that release particulates into the atmosphere, models that predict the fate and transport of chemical and biological agents released to the environment or breathed into the human lung, and technologies that convert numerical computer outputs to visualizations more easily understood by policy makers and the public.

The recent development of a shared high performance computing (HPC), modeling, and visualization laboratory called the Enabling Technology Laboratory (ETL) is attracting more students interested in utilizing computation engineering approaches to solve problems related to the environment and health. The Enabling Technology Laboratory, with a 512 processor cluster and an IBM BlueGene (2048 processors), providing more than 6.5 Teraflop computing power, offers faculty and students the opportunity to use large-scale high fidelity simulations to investigate biological, chemical, medical, physical, and engineering phenomena, and the ever increasing number of funded research projects emphasizes the importance of this growing area. The traditional environmental health engineering students, who use a variety of research methods, including computational mechanics, as tools with which to address environmental health problems, have been joined by students with a slightly different focus. These students are interested in the potential offered by high performance computing, modeling, and

simulation to solve problems not only related to the environment and potential health concerns, but to also work on problems related to drug discovery, structural biology, aircraft design, and impacts associated with vehicular crashes where the design of the vehicle is evaluated as well as the impact on the occupant. These students view environmental health as one of many areas in which the computational mechanics skills they are learning and the products they are creating can be applied to solve problems. The focus for these students is on the process not the application, and the jobs these students pursue will not be limited to the environmental or health arena, but will include the growing area of modeling, simulation, and computer software application....

Student Demand: UAB based enrollment projection estimates on the recent enrollment history of the interdisciplinary Environmental Health Engineering PhD program which the proposed program will replace. Most students who are currently enrolled are expected to change to the new curriculum. The proposal stated that more full-time students are anticipated over time, due to the expanded role of, and increased availability of research fellowships in the computational engineering option – an area with a high level of faculty research funding.

UAB officials stated that, in 2005, 86 percent of the total program graduates and current students were U.S. citizens and Alabama residents at the time they began the program. According to the proposal, this percentage was well above the national average of 36 percent for engineering doctoral students who were U.S. citizens or permanent residents in 2005 (the latest year for which statistics are available through the National Science Foundation). Additionally, 57 percent of the environmental engineering students were female - compared to 18 percent of engineering doctoral students nationwide in 2005, and 29 percent were African American – compared with 1.5 percent of engineering doctoral students nationwide in 2005.

Resources:

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

Primary faculty:
Full-time: 50
Part-time: 1

Primary faculty include members from the Schools of Engineering, Natural Science and Mathematics, Business, Public Health, Medicine, and Dentistry who have agreed to teach and/or serve on graduate committees for students in the proposed program.

Additional faculty who will be hired:

Primary faculty:
Full-time: 2*
Part-time: 0

* In addition to the two new faculty positions, three others will be hired into existing positions in the School of Engineering, also with the proposed program in mind.

According to the proposal, the new faculty to be hired will have appropriate skills in their own discipline, as well as teaching and/or research interests related to high performance information system computing, modeling and simulation, multi-scale modeling of biological systems, bioinformatics, and/or modeling associated with issues related to medical and public health research. Specific areas of expertise will include such areas as computational fluid dynamics, bioinformatics and information engineering, and energy resources and analysis. Faculty hires outside the School of Engineering may hold expertise in such areas as biochemistry and molecular dynamics, surgery, radiology, alternate energy sources, and computational biomechanics and injury science.

Support Staff: No additional support staff will be needed to coordinate the proposed program or the labs.

Equipment/Facilities: The proposal stated that, because the program will include faculty from a number of departments and schools, equipment from a wide variety of laboratories throughout the university will be available for students' use. This equipment includes the following:

High Performance Computing (HPC), High Fidelity Simulations (HFS), Tera/Penta-scale data mining/management/analysis, image processing, feature extraction, pattern recognition, and geometry reconstruction are the key enabling technologies in addressing 21st century science and engineering problems. These technologies are necessary for the development of cross-cutting toolkits to enhance research and development in interacting biological, chemical, medical, physical, and engineering phenomena associated with interdisciplinary engineering research.

The Enabling Technology Laboratory (ETLab). The ETLab provides software and hardware infrastructure and support for high-performance parallel and distributed computing, numerical tools, information technology-based computing environments, modeling and computational simulation to UAB and Southern Research Institute (SRI) researchers. In collaboration with UAB interdisciplinary investigators, the ETLab has established 6.5 Teraflops high performance computing clusters, including a recently added IBM Blue gene with 2048 processors and visualization infrastructure with stereoscopic and high resolution large displays. Both hardware and software essential for interdisciplinary engineering research can be fully supported by this equipment. This facility is connected to the UAB campus network backbone through multiple Gigabit Ethernet connections.

A 3D laser scanner necessary for full three-dimensional modeling and reconstruction has been acquired by a collaborative team including faculty from the Schools of Engineering and Medicine. Access to this and other equipment, as well as clinical data available in the Radiology, Orthopedic and Surgery departments and the School of Dentistry will be available to the students and interdisciplinary teams of faculty members participating in the interdisciplinary engineering program. These teams have already been collaborating on several sponsored and un-sponsored research programs in both computational engineering and environmental health engineering tracks.

Students and researchers will have access to laboratories in the Schools of Engineering, Natural Science and Mathematics, Public Health, Medicine and Dentistry. These laboratories contain a broad range of equipment to support research in a wide variety of areas.

According to the proposal, laboratories located in the School of Engineering include air, water and soil testing facilities which include sample collection, monitoring and analysis equipment for each of these areas. Laboratories include conventional liquid and gas analysis capabilities and support equipment, biological analytical capabilities, microbial culture capabilities, toxicity screening capabilities, inorganic, organic, and organometallic analytical capabilities. Bench scale and portable water and gas-stream treatment testing equipment are also available. Biomaterials, ceramics, polymers, and casting laboratories include microscopy, diffractometers, spectroscopy, deposition, strength and wear testing equipment necessary for the development, characterization and processing of materials. Biomedical engineering laboratories and training facilities are organized into five focus areas: biomedical implants, biomedical imaging, cardiac electrophysiology, drug discovery/biotechnology, and tissue engineering.

In addition, UAB has developed a number of interdisciplinary research centers which will be available for students and researchers related to the program. These centers must meet strict multiple discipline criteria including sponsorship from three or more UAB schools, and substantive interdisciplinary faculty involvement. For the proposed program, related centers would be the Center for Biophysical Sciences & Engineering, the Center for Health Promotion, the Vision Science Research Center, the Center for Computational and Structural Biology, and the Center for Emergency Care and Disaster Preparedness.

Shared core facilities that will be available for the program include the following:

- the High Resolution Imaging Facility providing access to Confocal laser scanning microscopy, Multiphoton laser scanning microscopy, digital imaging equipment, and electron microscopy, as well as the technical expertise to use them effectively;
- the Mass Spectrometry Shared Facility which provides technology and education in mass spectrometry and proteomics to the UAB research community;
- the Methodology Core providing assistance pertaining to data collection, management, statistics and computational needs;
- the Multi-Modality Imaging Assessment and Molecular Imaging Core which enables UAB researchers to apply non-invasive, molecular imaging technologies including gamma camera imaging, x-ray CT, bioluminescence, fluorescence, and ultrasound imaging; and
- the Cardiac Rhythm Management Laboratory facilitating optical mapping experiments, and instrumentation/biosensor development and testing.

New Equipment

A 3-D Visualization Laboratory will be established with EON 3D & Holographic Display Equipment to support this new program. This equipment will include an EON Artificial-I (auto stereoscopic display), EON I-Crystal and I-Presence (Holographic display with video and VR), EON Touchlight (provides natural and intuitive bare hand interaction with 3d objects), and EON Icrystal Stereo (Holographic Projection System).

Most of the facilities necessary for this program are in place and satisfactory. The 3D & Holographic Display Laboratory will require renovations to provide space to house and utilize the equipment.

Library: This assessment was completed by UAB's Mervyn Sterne Library Director, Dr. Jerry W. Stephens. No deficiencies were found. A detailed description and evaluation of library support for the program was provided in the proposal.

Graduate Assistantship/Fellowship Stipends: Five fellowships will be available from the following sources: three graduate school fellowships currently assigned to Mechanical Engineering, one graduate school fellowship currently assigned to the Environmental Health Engineering program, and one new fellowship from the school of engineering's endowment. Additional graduate support will be available from grants and contracts in the schools of engineering, medicine, and dentistry. UAB projected twenty graduate assistantships would be available from these sources. Assistantships at the PhD level include annual compensation in the range of \$15,000 to \$27,000 and the tuition fees and expensed associated with medical insurance.

Program Budget: The proposal projected that a total of \$1,580,000 in estimated new funds will be required to support the proposed program. A total of \$2,092,000 will be available through extramural sources, tuition, and internal reallocation. The proposal included an extensive list of actual and probable sources of extramural funds for the program.

Attachment 3

Example curriculum for the Computational Engineering track in the Interdisciplinary Engineering Program:

Semester	Course 1	Course 2	Course 3	Seminar
1	EGR 710 Introduction to Interdisciplinary Engineering	ME 567 Advanced Engineering Mathematics I	ME 750 Transport Phenomena	EGR 701 Interdisciplinary Engineering Seminar
2	ME 578 Introduction to Continuum Mechanics	ME 568 Advanced Engineering Mathematics II	ME 565 Numerical Methods in Engineering	EGR 701 Interdisciplinary Engineering Seminar
3	EGR 711 Methodology for Interdisciplinary Research	ME 713 Computational Fluid Dynamics I	ME 798 Non-Dissertation Research	EGR 701 Interdisciplinary Engineering Seminar
4	EPI 709 Theoretical Basis of Epidemiology	ME 780 Numerical Mesh Generation	ME 798 Non-Dissertation Research	EGR 701 Interdisciplinary Engineering Seminar
5	ME 781 Computational Structural Mechanics I	EPI 713. Risk Assessment of Environmental Hazards	ME 798 Non-Dissertation Research	EGR 701 Interdisciplinary Engineering Seminar
6	ME 799 Dissertation Research	EPI 788. Principles and Methods in Molecular Epidemiology		EGR 701 Interdisciplinary Engineering Seminar
7	ME 799 Dissertation Research			EGR 701 Interdisciplinary Engineering Seminar
8	ME 799 Dissertation Research			EGR 701 Interdisciplinary Engineering Seminar

Abbreviations

EGR: General Engineering
 EPI: Epidemiology
 ME: Mechanical Engineering

Example curriculum for the Environmental Health Engineering track in the Interdisciplinary Engineering Program:

Semester	Course 1	Course 2	Course 3	Course 4	Seminar
	EGR 710 Introduction to Interdisciplinary Engineering	CE 785 Engineering Hydrology	ENH 702 Environmental Management	BST 621 Statistical Methods	EGR 701 Interdisciplinary Engineering Seminar
2	CE 537 Environmental Experimental Design and Field Sampling	CE 786 Engineering Hydrogeology	ENH 701 Environmental Chemistry	BY 570 Ecology	EGR 701 Interdisciplinary Engineering Seminar
3	EGR 711 Methodology for Interdisciplinary Research	CE 740 Wastewater Treatment Engineering	ENH 700 Scientific Basis of Environmental Health	BY 607 Microbial Ecology	EGR 701 Interdisciplinary Engineering Seminar
4	CE 736 Stormwater Pollution Control	Non-Dissertation Research	ENH 711 Risk Assessment of Environmental Hazards	Non-Dissertation Research	EGR 701 Interdisciplinary Engineering Seminar
5	Dissertation Research				EGR 701 Interdisciplinary Engineering Seminar
6	Dissertation Research				EGR 701 Interdisciplinary Engineering Seminar
7	Dissertation Research				EGR 701 Interdisciplinary Engineering Seminar
8	Dissertation Research				EGR 701 Interdisciplinary Engineering Seminar

Abbreviations:

BST: Statistical Methods
 BY: Biology
 CE: Civil Engineering
 EGR: General Engineering
 ENH: Environmental Health Sciences

DECISION ITEM A-3:

The University of Alabama at Birmingham, Executive Doctor of Science in Administration – Health Services, CIP 51.0701

Staff Presenter:

Mrs. Ellen Haulman
Assistant Director for Instruction

Staff Recommendation:

That the Commission approve the proposed Doctor of Science in Administration – Health Services with the implementation date and post-implementation conditions listed below:

Implementation Date: The proposed program will be implemented June 2009. Based on Commission policy, the proposed program must be implemented by March 28, 2010, or Commission approval will expire. The institution must notify the Commission in writing when the program is implemented or if there is any delay in implementation.

Post-Implementation Conditions:

1. That the annual average new enrollment headcount for the first five years, beginning 2009-10, will be at least 12, based on the proposal.
2. That the annual average number of graduates for the period 2012-13 through 2013-14 (two-year average) will be at least 9, based on the proposal.
3. That a follow-up survey be conducted after the first five years that will show at least 75 percent of the graduates were successful in acquiring or progressing in 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 at Birmingham (UAB) 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 2014.

Rationale:

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

1. The program will be closely related to and build on the existing Doctor of Philosophy in Administration – Health Services.

2. The PhD program and another related program, the Master of Science in Health Administration (MSHA), have attracted students from throughout the United States and other parts of the world.
3. The blended distance education and on-campus delivery of the program will facilitate the participation of working executives as students in the program.
4. The faculty has had success in delivering a similar blended curriculum.
5. A total of \$4,127,720 in new funds will be needed for the program in the first five years, and a total of \$4,149,617 will be available through tuition and internal reallocation.

Public Review:

The program was posted on the Commission website from January 3 until January 23 (twenty days) for public review and comment. No comments were received.

Supporting Documentation:

1. New Academic Degree Program Proposal Summary, attached.
2. Summary of Background Information, attached.
3. Curriculum for Proposed Program, attached.
4. The University of Alabama at Birmingham program proposal, received October 11, 2007. Available upon request.
5. "Evaluation and Review of New Instructional Program Proposals of Public Postsecondary Institutions," Alabama Administrative Code, Chapter 300-2-1-.03. Available upon request.

Attachment 1

NEW ACADEMIC DEGREE PROGRAM PROPOSAL SUMMARY

INSTITUTION University of Alabama at Birmingham

PROGRAM Executive Doctor of Science in Administration-Health Services, CIP 51.0701

ESTIMATED NEW FUNDS REQUIRED TO SUPPORT PROPOSED PROGRAM

	2009-10	2010-11	2011-12	2012-13	2013-14	TOTAL
FACULTY	<u>\$235,560</u>	<u>\$375,040</u>	<u>\$654,000</u>	<u>\$654,000</u>	<u>\$654,000</u>	<u>\$2,572,600</u>
LIBRARY	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>
FACILITIES	<u>\$19,440</u>	<u>\$19,440</u>	<u>\$19,440</u>	<u>\$19,440</u>	<u>\$19,440</u>	<u>\$97,200</u>
EQUIPMENT	<u>\$24,000</u>	<u>\$24,000</u>	<u>\$24,000</u>	<u>\$24,000</u>	<u>\$24,000</u>	<u>\$120,000</u>
STAFF	<u>\$115,880</u>	<u>\$160,260</u>	<u>\$160,260</u>	<u>\$160,260</u>	<u>\$160,260</u>	<u>\$756,920</u>
ASSISTANTSHIPS	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>
OTHER*	<u>\$70,000</u>	<u>\$119,000</u>	<u>\$130,000</u>	<u>\$131,000</u>	<u>\$131,000</u>	<u>\$581,000</u>
TOTAL	<u>\$464,880</u>	<u>\$697,740</u>	<u>\$987,700</u>	<u>\$988,700</u>	<u>\$988,700</u>	<u>\$4,127,720</u>

*Marketing, other 3rd year research costs, classroom supplies, educational aids

SOURCES OF FUNDS AVAILABLE FOR PROGRAM SUPPORT

	2009-10	2010-11	2011-12	2012-13	2013-14	TOTAL
INTERNAL REALLOCATIONS	<u>\$116,553</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$116,553</u>
EXTRAMURAL	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>
TUITION	<u>\$348,327</u>	<u>\$699,377</u>	<u>\$995,120</u>	<u>\$995,120</u>	<u>\$995,120</u>	<u>\$4,033,064</u>
TOTAL	<u>\$464,880</u>	<u>\$699,377</u>	<u>\$995,120</u>	<u>\$995,120</u>	<u>\$995,120</u>	<u>\$4,149,617</u>

ENROLLMENT AND DEGREE COMPLETION PROJECTIONS

	2009-10	2010-11	2011-12	2012-13	2013-14	5-YEAR AVERAGE
TOTAL HEADCOUNT ENROLLMENT	<u>12</u>	<u>24</u>	<u>34</u>	<u>34</u>	<u>34</u>	<u>28</u>
NEW ENROLLMENT HEADCOUNT	<u>12</u>	<u>12</u>	<u>12</u>	<u>12</u>	<u>12</u>	<u>12</u>
DEGREE COMPLETION PROJECTIONS	<u>0</u>	<u>0</u>	<u>0</u>	<u>8</u>	<u>10</u>	<u>9</u>

Attachment 2

Summary of Background Information

Executive Doctor of Science in Administration – Health Services
The University of Alabama at Birmingham

Role: The proposed program is within the instructional role recognized for the University of Alabama at Birmingham (UAB). UAB currently has a Doctor of Philosophy program in Administration/Health Sciences at CIP 51.0701.

Objectives: According to the proposal, the program is designed to provide advanced education to current healthcare managers. The executive Doctor of Science will be intended for practicing executives who occupy or are about to enter senior leadership positions in their organizations. Goals and objectives for the program are listed below.

Goal 1: To provide an integrated, high quality course of study

- Develop educational objectives and course content that are consistent with, appropriate for, and integrated with the needs of leaders in the health care field: 1) Provide analytic and strategic management education; 2) Develop knowledge and skills so that educational objectives are met; 3) Provide student led learning opportunities in applied settings

Goal 2: To involve program faculty and students in applied research activities

- Involve faculty in applied research activities by having them direct student course-level research projects and dissertations
- Provide opportunities for students to solve real organizational problems in health care settings through applied dissertation research
- Develop managerial recommendations based on literature synthesis in courses or applied projects

Goal 3: To recruit a diverse body of qualified students

- Develop applicant pool sufficient to attract an adequate number of quality applicants annually: 1) Identify, develop, and maintain recruiting materials; 2) Contact health systems, hospitals, large medical groups, and other health service organizations; 3) Establish a system to facilitate the admissions process from inquiry to enrollment, rejection, or withdrawal
- Achieve diversity in healthcare employment settings, gender, ethnicity, and race of enrollees to enrich the learning environment: 1) Recruit minority students to provide for diversity in enrollment; 2) Contact health systems, hospitals, large medical groups, and other health service organizations to solicit students from multiple organization types; 3) Advertise with professional associations.

According to the proposal, the following outcome assessments will be used:

1. Diversity in the students' healthcare employment settings, gender, ethnicity, and race will be monitored to ensure that the desired enriched learning environment has been created.
2. Student learning outcomes will be assessed through the students' completion of a comprehensive examination at the end of their academic coursework. This examination will allow faculty to determine the extent to which the students have mastered the curriculum content.
3. Exit interviews will be conducted as students graduate to determine satisfaction with the program of learning and to identify opportunities for improvement.
4. The requirement of an applied research dissertation will provide an opportunity for students to demonstrate their ability to solve problems by applying their conceptual and analytical skills to an organizational issue under the direction of graduate faculty.

5. The success of the program in providing service to health services organizations will be measured by the extent to which the organizations express satisfaction with the results of applied research and the analysis that is conducted. It also will be measured by the extent to which the managerial recommendations based on literature synthesis are judged to be beneficial to the organization. Surveys and personal interviews will be used to measure satisfaction.
6. The career progression of graduates of the program will be monitored in line with what has been done for related programs at UAB. According to the proposal, alumni of the existing programs are continuously surveyed to determine career progress. In addition, doctoral alumni are surveyed to obtain information about their involvement in research activities through publications, funded research grants, and academic presentations.

Administration: The program will be administered by the School of Health Professions at UAB, Dr. Harold P. Jones, dean. Dr. Gerald L. Glandon is chairperson of the Health Services Administration department in which the program will be located.

Review of Proposal by Persons External to Institution:

Peer Review: The Notification of Intent to Submit a Proposal and the program proposal were circulated to the Alabama Council of Graduate Deans (ACGD) for review. In the commentary on the proposal, one dean stated that “the proposal is solid, and the program fills a niche.” Another dean noted, “This is a well written, thoughtful proposal that will build on the success of the MSHA [Master of Science in Health Administration] and PhD programs already established.”

Two deans had questions regarding faculty requirements and responsibilities. One questioned whether enrollment levels would be adequate to sustain salaries for four new faculty members. Another asked for additional discussion of the credentials of the new faculty and the challenge for existing faculty to evaluate the applied research required for the program.

In discussion with members of the Commission staff, program officials addressed the graduate deans’ comments. The hiring of new faculty will be staggered over three years, and tuition is expected to provide excess income over cost, thus supporting the faculty salaries. According to UAB, the enrollments in similar programs at the Medical University of South Carolina and Tulane University have been holding steady at the enrollment level that was projected in the proposal.

Program officials also discussed the benefits of the program for the faculty. The academic field is closely aligned to the world of practice. Several of the current faculty members have work experience as well as academic preparation to teach in the program. The program and the positions of the students in the healthcare industry will enable the faculty to participate in research that would be unavailable otherwise.

After receiving UAB’s responses to the comments, the members of the ACGD were given the opportunity for final comments and assessment of the proposal. No final comments were submitted. Four deans provided assessment forms. Regarding recommendation of the program, three deans agreed with recommending the program and one dean disagreed.

Consultant Review: Dr. Dean Smith, chair of the Department of Health Management and Policy, the School of Public Health, University of Michigan, was the outside consultant for the proposal. Dr. Smith discussed his experience with the establishment of an executive program in health administration at the University of Michigan and provided comments and suggestions for the proposed program.

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

Curriculum: The proposed program is based on UAB’s existing Doctor of Philosophy in Administration–Health Services. The following new courses, with a total of six semester hours (sh), will be added to the existing offerings:

AH International Comparative Health Systems (3 sh)
AH Leadership of Health Systems (3 sh)

In addition, material in two existing courses will be combined into a new course entitled Health Economics and Health Insurance. The proposal also stated that other courses (listed below) which are currently offered for residential doctoral students, will be offered in a blended format which combines face-to-face instruction and distance delivery. The courses will be tailored for healthcare management executives with greater emphasis on application. Some portion of each course will be delivered on campus with the remaining coursework devoted to analysis conducted by the student in the organization in which the student is employed. This format requires offering distinct sections from those taught in the traditional format for the Doctor of Philosophy students and will increase faculty workload.

AH 605 Health Policy (3)
AH 632 Quantitative Methods (3)
AH 702 Growth and Development of US Health Care System (3)
AH 703 Philosophy of Science (3)
AH 705 Health Care Finance (3)
AH 706 Strategic Management Theory (3)
AH 707 Research Methods (3)
AH 714 Marketing Strategy and Research (3)
AH 716 Macroenvironmental Analysis (3)
AH 722 Regression Analysis (3)
AH 775 Strategic Planning/Health Care Strategy (3)
AH 777 Multivariate Statistics (3)
AH 780 Strategic Information Systems (3)
AH 798 Non-dissertation Research (2 courses with 3 hour credit each)
AH 799 Dissertation Research (3 courses with 3 hour credit each)

Program Completion Requirements:

Credit hours required in major courses: 48 semester hours
Credit hours required in support courses: none
Credit hours in required or free electives: none
Credit hours in thesis or dissertation: 15 semester hours

A comprehensive exam, both written and oral, will be given when course curriculum requirements are completed. A dissertation will be required in the third year. Six credit hours of non-dissertation research to prepare the proposal and nine credit hours of dissertation research following successful dissertation proposal defense are required.

The coursework is designed to require executives to commute to Birmingham only three times a year for about a week period. The program is expected to take a minimum of nine semesters (three years) to complete.

The following existing programs at UAB are related to the proposed program:

BS in Health Sciences
MS in Health Administration – Residential and Executive Tracks
MS in Health Informatics
MS in Public Health
DrPH in Public Health
PhD in Administration – Health Services

Collaboration: No similar programs are located in the state, and UAB does not anticipate any collaborative efforts with other institutions.

Distance Education: The proposed program will be delivered in part by use of WebCT currently employed within the Health Services Administration Department. The proposal stated that this technology has proved to be adequate as a communication vehicle for interacting with executives as they complete applied projects within their organizations. All courses will be offered in a blended format.

Admissions: In order to qualify for the program, applicants will be required to have a master's degree in health administration, business administration, health informatics, or a related management/administration field. In addition, they will have a minimum of five years of mid- to senior-level managerial experience in healthcare management. The proposal stated that priority will be given to those with more senior management experience and a desire to use new knowledge for healthcare system leadership. In addition, applicants will be required to obtain three recommendations from persons familiar with their professional work, must submit recent Graduate Management Admission Test (GMAT) or Graduate Record Examination (GRE) scores, and provide resumes and a statement of interest in the program.

Need: UAB provided the following historical information in support of the need for the program.

The current educational requirement for entry level management positions in healthcare organizations is the healthcare management master's degree. The first graduate degree program in the field was started in 1934 at the University of Chicago and there are between seventy and eighty accredited master's degree programs in the United States and Canada today. The initial educational model used was one year of coursework followed by one year of practical activity with students doing applied projects in hospital settings. The knowledge requirements and complexity of issues facing healthcare managers have increased over time. For the past twenty years programs have been required to offer two full years of graduate coursework to be accredited.

While entry level positions are currently filled with master's prepared managers, many senior level positions in healthcare systems require individuals with sophisticated analytical skills. The complexity of today's healthcare delivery system requires senior leaders whose educational preparation has been more intense than what can be offered exclusively in a master's degree program. An emerging trend has been the development of executive doctoral degree programs to provide advanced education to current healthcare managers. These programs provide advanced education for practicing executives who occupy or are about to enter senior leadership positions in their organizations.

The proposal provided the following information regarding UAB's related programs as evidence of need for the program.

The current Doctoral Program in Administration-Health Services [PhD] has a proven track record of preparing students for careers in education and research. Established in 1978, the Program has produced over eighty graduates with over eighty-five percent occupying academic positions or employed by organizations conducting health services research. The 29 individuals who have graduated since 2000 have over 135 known refereed publications and 150 academic presentations. Persons entering this program are committed to publishing and a research focused career.

The proposal stated the new program will be a component of and closely related to the PhD in Administration – Health Services, as well as to the Master of Science in Health Administration Program (MSHA). The proposal provided the following information regarding the MSHA:

The MSHA Program has a national reputation and long history of preparing individuals for entry level management positions in healthcare. Established in 1965, the Program has always been ranked among the 10 best programs in North America by U.S. News since ranking began and was ranked seventh in 2007. Many graduates have obtained senior leadership positions after years of experience and significant career advancement. Alumni have received numerous awards from professional associations such as the American

College of Healthcare Executives for their leadership in the field. Having been involved in preparing individuals for these roles, faculty in the Department are sensitive to issues and trends in healthcare management and the methods required to prepare graduates for management careers.

The proposal stated that most students in the proposed program will already hold upper management positions as chief executive officer (CEO) or chief operating officer (COO) in larger hospitals or hospital systems. The program has been designed to better equip these individuals to perform their current jobs as well as prepare them for future career advancement. According to information provided by UAB, there are 5000 hospitals in the United States and the Chief Executive Officer (CEO) is replaced in at least 15 percent of those hospitals annually. The proposal stated that, as a result of this turnover, there are 750 annual openings for which graduates of the proposed program will be better qualified than others with the same credentials but without the degree.

Student Demand: Student demand projections were based in part on a survey. In fall 2005, a web-based survey was sent to approximately 600 alumni of UAB's Master of Science in Health Administration to identify potential demand for the program. A total of 218 responses were received. Over half of respondents expressed an interest in pursuing an advanced degree and 96 percent of those were interested in an executive doctorate rather than a traditional residential doctoral degree. Thirty percent of respondents (40 persons) stated that they are likely or highly likely to pursue a doctoral degree in health administration in the next five years. Half of respondents stated that they believe that their employer will pay some or all of the costs of the program. The proposal included a copy of the survey with the results.

According to the proposal, the current MSHA program is one of seventy accredited health administration graduate programs in the United States and Canada. These programs graduate about 2200 persons a year.

Program officials plan to recruit not only from UAB's MSHA Program but also from all health care executives with graduate degrees in the United States. The blended format for instruction with distance and on-campus instruction is expected to facilitate the participation of students from throughout North America.

UAB officials reported that the current PhD program has drawn students from throughout the Southeast, the Pacific Northwest, the Midwest, the Northeast, and internationally. The MSHA program has had applicants from throughout the southeast, as well as other parts of the United States.

Resources:

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

Primary faculty:
Full-time: 7
Part-time: 4

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

The proposal stated that UAB will employ four additional full-time primary faculty members for the program. Qualifications for those employed will be comparable to those already employed in the department. The proposal stated that priority will be given to candidates with earned doctorates in health administration or related fields and with healthcare management experience.

Support Staff: The new program will require the addition of a part-time program director, a full-time assistant program director, a technology support technician, and a full-time secretary. Costs for the additional support staff will be covered by the higher tuition charged for the program.

Equipment: The proposal stated that new students will be provided with a laptop equipped with required hardware and software.

Facilities: Off-site facilities will be leased for the days that students in the program will be on campus (eight to twelve days per semester). According to the proposal, it currently is not possible to schedule learning space in existing facilities from 8 a.m. to 5 p.m. for eight consecutive days.

Library: Existing resources are adequate for the program.

Graduate Assistantship/Fellowship Stipends: There will be no need for assistantships and fellowships, since the enrolled students will be working full time in executive positions.

Other Costs: Additional costs include support for marketing the program, other third-year research costs, classroom supplies, and educational aids.

Program Budget: The proposal projects that a total of \$4,127,720 in estimated new funds will be required to support the proposed program. A total of \$4,149,617 will be available through tuition and internal reallocation.

Attachment 3

**UAB Executive Doctor of Science in Administration – Health Sciences
Sample Curriculum**

Year One:

Fall Semester: AH 702 - US Healthcare System
AH 632 - Quantitative Methods
AH 605 - Health Policy Analysis
Spring: AH xxx - International Health Systems
AH 703 - Philosophy of Science
AH 777 – Multivariate Statistics
Summer: AH 707 - Research Methods
AH 714 - Marketing Strategy & Research

Year Two:

Fall Semester: AH - Health Economics & Insurance
AH 722 – Regression Analysis
AH 705 - Health Care Finance
Spring: AH 706 - Strategic Management Theory
AH 716 - Macroenvironmental Analysis
AH 780 - Strategic Information Systems
Summer: AH 775 - Healthcare Strategy Research
AH xxx - Leadership of Health Systems
Comprehensive Examination

Year Three:

Fall Semester: AH 798 – Non-dissertation Research
Spring: AH 799 – Dissertation Research
Summer: AH 799 – Dissertation Research

DECISION ITEM A-4:

University of South Alabama, Doctor of Philosophy in
Combined Clinical and Counseling Psychology
(CIP 42.2301)

Staff Presenter:

Mrs. Ellen Haulman
Assistant Director for Instruction

Staff Recommendation:

That the Commission approve the proposed Doctor of Philosophy in Combined Clinical and Counseling Psychology with the implementation date and post-implementation conditions listed below:

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

Post-Implementation Conditions:

1. That the annual average new enrollment headcount for the first five years, beginning 2009-10, will be at least 8, based on the proposal.
2. That the annual average number of graduates for the Academic Years 2010-11 through 2011-12 (two-year average) will be at least 4, based on the proposal.
3. That a follow-up survey be conducted after the first five years that will show at least 75 percent of the graduates were successful in acquiring related employment or job advancement.
4. That the institution report on progress in achieving accreditation by the American Psychological Association.
5. 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 South Alabama (USA) will be required to phase out the program if any of the post-implementation conditions are not met. The institution must present documentation regarding the post-implementation conditions, as well as a general assessment of the program, in a report submitted to the Commission no later than September 2014.

Rationale:

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

1. The program will meet a documented need for psychologists in the Mobile area. The area comprised of Mobile and Baldwin counties is the second largest population area in the state but it has a significantly lower proportion of psychologists compared to other areas in the state.
2. The program will be unique in the state in that it will combine clinical and counseling psychology, providing a variety of employment opportunities for its graduates.
3. The program will be consistent with nationally recognized standards for the preparation of professional psychologists.
4. USA projects that a total of \$1,209,405 in new funds will be required to support the proposed program and that the same amount will be available through internal reallocation, extramural funding, and tuition.

Public Review

The program was posted on the Commission website from January 3, 2008 until January 23 (twenty days) for public review and comment. No comments were received.

Supporting Documentation:

1. New Academic Degree Program Proposal Summary, attached.
2. Summary of Background Information, attached.
3. Curriculum for Proposed Program, attached.
4. University of South Alabama proposal dated November 30, 2007. Available upon request.
5. "Evaluation and Review of New Instructional Program Proposals of Public Postsecondary Institutions," Alabama Administrative Code, Chapter 300-2-1-.03. Available upon request.

Attachment 1

NEW ACADEMIC DEGREE PROGRAM PROPOSAL SUMMARY

INSTITUTION University of South Alabama

PROGRAM Doctor of Philosophy (PhD) in Combined Clinical & Counseling Psychology

ESTIMATED NEW FUNDS REQUIRED TO SUPPORT PROPOSED PROGRAM

	2009-10	2010-11	2011-12	2012-13	2013-14	TOTAL
FACULTY	\$50,000	\$51,500	\$53,045	\$54,636	\$56,275	\$265,456
LIBRARY	\$41,840	\$24,532	\$25,259	\$26,021	\$26,822	\$144,474
FACILITIES	\$240,000	\$0	\$0	\$0	\$0	\$240,000
EQUIPMENT	\$0	\$0	\$0	\$0	\$0	\$0
STAFF	\$30,000	\$30,900	\$31,828	\$32,782	\$33,765	\$159,275
ASSISTANTSHIPS/ FELLOWSHIPS	\$80,040	\$80,040	\$80,040	\$80,040	\$80,040	\$400,200
TOTAL	\$441,880	\$186,972	\$190,172	\$193,479	\$196,902	\$1,209,405

SOURCES OF FUNDS AVAILABLE FOR PROGRAM SUPPORT

	2009-10	2010-11	2011-12	2012-13	2013-14	TOTAL
INTERNAL REALLOCATIONS	\$289,340	\$20,492	\$13,692	\$11,999	\$15,422	\$350,945
EXTRAMURAL	\$152,540	\$146,440	\$156,440	\$161,440	\$161,440	\$778,300
TUITION	\$0	\$20,040	\$20,040	\$20,040	\$20,040	\$80,160
TOTAL	\$441,880	\$186,972	\$190,172	\$193,479	\$196,902	\$1,209,405

ENROLLMENT AND DEGREE COMPLETION PROJECTIONS

	2009-10	2010-11	2011-12	2012-13	2013-14	5-YEAR AVERAGE
HEADCOUNT ENROLLMENT	8	16	24	32	37	23
NEW ENROLLMENT HEADCOUNT	8	8	8	8	8	8 2-YEAR AVERAGE
DEGREE COMPLETION PROJECTIONS	0	0	0	3	4	4

Attachment 2

Summary of Background Information

Doctor of Philosophy in Combined Clinical and Counseling Psychology
University of South Alabama

Role: The University of South Alabama (USA) currently is approved to award degrees at the doctoral level. Approval of the proposed program will be an expansion of role to the doctoral level in the academic subdivision grouping that includes Social/Behavioral Sciences.

Objectives: According to the proposal, the proposed program will produce doctoral graduates that will have a set of competencies that will enable them to work successfully with a variety of professions for the purposes of health promotion and treating mental illness. Graduates might be employed to do research in community agencies, health organizations, schools, industry (pharmaceutical, etc.), as well as traditional academic research. They will combine an asset-strength model from Counseling Psychology with a health psychology/wellness model from Clinical Psychology. Graduates will be prepared to provide care in a variety of settings including medical, traditional mental health or counseling, and community. Such care would include direct service to individuals and the management of psychological services for individuals and groups using evidence-based interventions.

The proposed program will take a unified approach to doctoral-level training in the areas traditionally called Clinical and Counseling Psychology. The proposal stated that the Consortium of Combined-Integrated Doctoral Programs in Psychology describes the mission of such programs as producing "general practice, primary care, and health service psychologists who are competent to function in a variety of professional and academic settings and roles; these programs achieve this goal by intentionally combining and/or integrating education and training across two or more of the recognized practice areas."
(<http://www.jmu.edu/ccidpip/conference/results.htm>)

The proposal stated that, consistent with this approach, the program will focus on training in generic professional and scientific attributes, skills, and knowledge to produce general practice and health-service psychologists who are competent to function in a variety of professional settings.

The proposal further stated:

This emphasis in health-services psychology provides a strong conceptual link between models developed in counseling and clinical psychology programs. Moreover, training doctoral students within this emphasis will complement the wide range of USA's health-education and health-care programs and facilities with courses, clinical experiences, and research focused on health, wellness and illness. The structure of the proposed program will foster collaboration between program students and faculty and existing faculty and students in the Colleges of Medicine, Nursing and Allied Health. The Mitchell Cancer Institute, in particular, is an example of a University of South Alabama program that will benefit from the collaboration made possible by the development of a doctoral psychology program. Students and faculty will have opportunities to participate in research and clinical experiences uniquely aimed at mental health issues related to the prevention and treatment of cancer.

The Combined Psychology model will also be used to develop the curriculum and infrastructure of the proposed doctoral program. This combination will result in a generalist and integrative framework for the education and training of doctoral students in professional-scientific psychology. For a full discussion of the evolution and current status of this model, access the special series on the "Consensus Conference" and C-I Model in the Journal of Clinical Psychology (2004, Volume 60, Issues 9-10):

<http://www3.interscience.wiley.com/cgi-bin/jissue/109593657> and
<http://www3.interscience.wiley.com/cgi-bin/jissue/109609687>.

The proposal provided the following specific outcomes for graduates of the program:

- a. Meet the requirements for licensure as a psychologist in all states of the U.S. To achieve this objective, the proposed Combined Clinical and Counseling Psychology program will implement a clear and coherent curriculum that provides the means whereby all students can develop and demonstrate substantial understanding of and competence in the following areas that have been recognized as necessary for licensure by the American Psychological Association and other accrediting bodies:
 1. The breadth of scientific psychology, its history of thought and development, its research methods, and its applications.
 2. The scientific, methodological, and theoretical foundations of practice in the substantive area(s) of professional psychology in which the program has its training emphases.
 3. Diagnosing or defining problems through psychological assessment and measurement and formulating and implementing evidence-based interventions.
 4. Knowledge of cultural and individual diversity issues relevant to all of the above.
 5. Attitudes and behaviors that facilitate life-long learning and scholarly inquiry, which is essential for providing effective treatment.
- b. Provide psychological services in private practice and health care settings. Graduates will be competent to provide psychological services to children and adolescents who are in preschool through 12th grade as well as students in post-secondary school institutions. We will particularly focus on preparing graduates to provide services in response to trauma and when catastrophic events occur, which are central concerns to the Gulf Coast region.
- c. Engage at the highest level of competence in research intended to improve practice or to bridge gaps between empirical knowledge and community-wide dissemination, especially related to the etiology, treatment, and long-range effects of trauma and chronic stress on the Gulf Coast region.
- d. Engage in life-long learning as a result of the training they have received in the evidence based practice model. Adoption of this model will ensure that our graduates maintain the highest level of professional competence throughout their careers.

USA provided information regarding review and assessment of the proposed program and evaluation of students within the program.

1. Evaluation of academic history and application materials will determine the student's admission to candidacy for the doctoral degree.
2. At the core curriculum level, comprehensive exams will measure the student's ability to integrate principals of psychology within the framework of tests and measurements, statistics, research design, physiological psychology, learning, social, and personality theory.
3. Academic prerequisites will measure competency within clinical and counseling psychology such as knowledge of therapeutic interventions, assessments, and ethics.

4. The entire faculty for the proposed program will ensure excellence in research methodology and content through the student's performance in research courses and the student's production of publishable papers.
5. The student's dissertation committee will ensure the quality of the dissertation.
6. Publication of the dissertation in a peer-reviewed professional journal will be a measure of quality.
7. Externships and internships in community mental health-related settings will be assessed in several ways. Directors will provide formal and informal feedback to the departmental graduate committee, which will report their findings to the faculty as a whole. Formal feedback will include evaluations of client-centered sessions in which the doctoral candidate conducts assessments and interventions. Informal feedback will come from staff discussions of the cumulative work/performance record.
8. Acceptance rates for students into pre-doctoral internships will be an early measure of the success of the program. The doctoral candidate will enter these internships, which will be at American Psychological Association (APA) approved sites, following satisfactory completion of his or her course work, practica, comprehensive and qualifying examinations, and dissertation.
9. Site visits by the APA will be conducted to achieve and maintain accreditation of the program.
10. Exit interviews and five-year follow-up surveys of graduates will be conducted. The seeking and obtaining of licensure, job placement, job relevance to graduate education and training, setting and locale, frequency of job change, and annual income will form an evaluation matrix from which program modifications can be generated.

Administration: The program will be administered jointly by the College of Arts and Sciences and the College of Education.

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 Alabama Council of Graduate Deans (ACGD) for review. USA program officials addressed some initial concerns and recommendations expressed by the ACGD in the NISP review during the preparation of the final proposal.

Following the circulation of the proposal, several comments were provided. The summarized comments with USA's responses are listed below:

1. The Mobile area is underserved in higher education. USA and the greater Mobile area have the necessary health care facilities and resources for training doctoral level psychologists.

Response: The critical shortage of doctoral trained psychologists was the impetus for the program proposal.

2. Collaboration between the Colleges of Liberal Arts and Education required for the program will be difficult.

Response: The College of Arts and Sciences and the College of Education have a solid history of working together in teacher education, sharing grants, and developing proposals for research centers.

3. Securing internships for psychology doctoral students is difficult, because of an imbalance of graduates and slots.

Response: USA acknowledged that the number of internship slots available nationally has not kept pace with the number of new doctoral students. According to data collected by USA, students in doctor of psychology programs (PsyD) rather than those in PhD programs are more likely to have difficulty in finding an appropriate internship. In addition, approximately half of the students that are not placed reside in California. Students in programs similar to the one proposed by USA typically do not have difficulty in placement in an internship.

4. Standardizing an admission dependent curriculum across two types of master's programs will be challenging.

Response: USA officials stated that standardizing an admission-dependent curriculum across two types of master's programs will not be a challenge. All applicants, regardless of program, will be expected to meet the same basic criteria. The faculty have agreed on a set of courses and related clinical experiences that can be met by students graduating from either psychology or counseling. In the case of students coming from other institutions, the admissions committee will base its selection on the overall quality of the preparation program, prior relevant pre-professional experience, test scores, and other variables.

5. Data supporting student demand is limited to current and past USA students at the graduate and undergraduate level.

Response: According to USA, most clinically-oriented psychology programs nationwide have more applicants than slots available. The program is expected to attract candidates on a national basis.

6. There is a question as to whether the faculty's credentials would limit the amount of internally supervised clinical practica and mentoring.

Response: All of the six current faculty members are licensed. The seventh is currently being recruited, and one requirement is that the candidate be licensed.

After receiving the responses from USA, the members of the ACGD were given the opportunity for final comments and assessment of the proposal. No final comments were submitted. Four deans provided assessment forms. Regarding recommendation of the program, all four agreed with recommending the program for approval.

Consultant Review: Dr. Steven Pfeiffer, licensed psychologist and professor and director of clinical training at Florida State University consulted with USA in the development of the proposal and provided a written report. Dr. Pfeiffer provided comments on program need, marketability of graduates, the program philosophy and curriculum, and existing resources. The report noted that there are few licensed psychologists in Mobile and Baldwin Counties, and that coastal communities have need of mental health services, particularly in the aftermath of hurricanes Ivan and Katrina. Dr. Pfeiffer stated further that program graduates could be expected to be license-eligible in all states and to be prepared for leadership positions in behavioral health, higher education, and related fields. The curriculum for the combined program is, in his opinion, "well-articulated and fully consistent with the generalist and integrative model that APA espouses for doctoral training in professional psychology." Dr. Pfeiffer provided the following remarks in summary:

The proposed doctoral program in combined clinical and counseling psychology could easily become a *signature program* on the campus of the University of South Alabama. There are no other combined professional psychology programs in the state of Alabama and only one in the southeastern U.S. The program has the potential to distinguish itself by providing cutting-

edge clinical research and training. The incorporation of an asset/strength-based model and health psychology/wellness will attract many highly qualified applicants nationwide.

The core and affiliate faculty are eminently qualified to administer the proposed doctoral program; campus and community resources are fully adequate to support a doctoral program in professional psychology. The proposed number of students and level of student support and administrative resources are appropriate and consistent with other combined doctoral programs nationwide.

--Report submitted to Dean Richard Hayes and Dean David Johnson by Steven Pfeiffer, PhD, on November 2, 2007, pages 125-28 of the program proposal.

Accreditation: According to the proposal, USA will seek accreditation by the APA for the proposed program, consistent with nationally recognized standards for the preparation of professional psychologists.

The Committee on Accreditation of the APA solely manages the accreditation of doctoral training programs in professional psychology in the United States and Canada. The APA has recognized Combined Professional-Scientific Psychology Programs for the past 25 years and currently accredits eleven such programs. Although accredited programs combine two or more disciplines within one preparation program, each differs slightly in the emphasis and/or organization of the disciplines within the resulting curriculum.

Curriculum: The proposal provided the following information regarding websites related to existing programs in other states that are similar to the proposed program:

For purposes of comparison, the programs at the University of California at Santa Barbara (<http://education.ucsb.edu/ccsp/>) and at Utah State University (<http://www.usu.edu/psychology/programs/combined/index.php>) most closely resemble the proposed program in their combinations of clinical and counseling psychology

According to the proposal, an individualized doctoral plan of study will be developed for each student. Previous graduate work may be accepted to meet required psychological foundation courses. Comprehensive examinations must be passed before the student registers for dissertation credit hours. All students must complete a twelve-month internship and a scholarly dissertation. Internships must be approved by the American Psychological Association or meet the standards set forth by the association.

Required new courses:

CCP 601	Ethics & Practice in Professional Psychology	3 semester hours
CCP 620	Advanced Psychopathology	3 hours
CCP 632	Advanced Assessment	3 hours
CCP 652	Applied Multivariate Statistics in Psychology	3 hours
CCP 640	Clinical Health Psychology	3 hours
CCP 658	Psychology of Resilience to Trauma/Crisis	3 hours
CCP 659	Group and Systems Theory & Intervention	3 hours
CCP 664	Consulting Psychology and Program Development	3 hours
CCP 660	Practicum I	6 hours
CCP 661	Practicum II	6 hours
CCP 699	Dissertation Research	9 hours

Elective new courses:

CCP 633	Introduction to Neuropsychology	3 semester hours
CCP 645	Psychology of Teaching	3 hours
CCP 650	Advanced Applied Psychophysiology & Biofeedback	3 hours
CCP 662	Child and Family Psychopathology & Intervention	3 hours

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CCP 663	Prevention and Treatment for Public Health Problems	3 hours
CCP 665	Special Topics	3 hours
CCP 666	Supervision of Clinical Interventions	3 hours
CCP 662	Practicum III	3 hours
CCP 696	Directed Studies	1-3 hours

Required Psychological Foundations: Students must complete graduate course work and demonstrate competency in the following foundation areas. These courses will typically be completed in the student's master's degree course of study.

Psychological Measurement

Psychoeducational Assessment
Personality Assessment
Individual Intelligence/Cognitive Assessment

Psychological Interventions

Individual and group Counseling Techniques
Cognitive Behavior Interventions

Biological Aspects of Behavior

Biopsychology

Cognitive and Affective Aspects of Behavior

Learning and Cognition
Personality Theories

Social Aspects of Behavior

Multicultural Psychology
Life Span Development

Research Methodology and Data Analysis

Inferential Statistics/Research Methodology
Applied Research Methods

History and Systems of Psychology

History of Psychology

Vocational and Career Development Group Work and Organizational Behavior

Required Doctoral Core Courses

A minimum of 60 credit hours of doctoral core courses must be taken at USA. The student must complete the following semester credit hours:

Credit hours required in major courses:	36
Credit hours in required electives:	15
Credit hours for dissertation:	9
Total Minimum Required Hours:	60

Collaboration: According to the proposal, unique aspects of the program (the focus on a combined and integrated curriculum, and the incorporation of evidence-based practice) limit the potential for collaboration with other programs at Alabama institutions. The program will make use of collaboration and shared resources across colleges within the university.

Distance Education: The program is not intended to be a distance education program. The program will make use of hybrid courses, which will combine face-to-face instruction and electronic delivery. All the courses in the program will be web-enhanced by such features as online access to course calendars, grades, and assignment submission and feedback. Podcasts of lectures, video conferences with expert faculty, and synchronous and asynchronous discussion

are other examples of these features. The enhancement is intended to supplement face-to-face instruction. Both USA colleges involved with the program have extensive experience in the delivery of web-enhanced instruction.

Admissions: Information was provided concerning the admission of students. Students will be admitted to start the program in the fall semester. No spring or summer admissions will be accepted. Applications to the Combined Clinical and Counseling Psychology (CCP) Graduate Program should be completed by January 15 for admission the following fall. In addition to the Graduate School application form and required supporting documentation, the Doctoral Program in Combined Clinical and Counseling Psychology will require submission of a program application form, a statement of purpose, and three letters of academic recommendation.

In addition to meeting graduate school requirements for regular admission, applicants to the Combined Clinical and Counseling Psychology graduate program must meet the following criteria:

- a. Summed score of 1100 or better on the verbal and quantitative subtests of the General Test of the Graduate Record Examination will be expected.
- b. Completion of an advanced degree (Master of Science/Arts) in psychology, counseling, counselor education, or a similar program in an accredited institution.
- c. Submission of representative work samples of current skills (e.g., test reports, counseling summaries, research reports, publications, etc.)

Need: Auburn University (AU), the University of Alabama (UA), and the University of Alabama at Birmingham (UAB) currently have PhD programs in Psychology (CIP 42.0101) listed in the Commission's Academic Program Inventory. In addition, AU has PhD degree programs in Clinical Psychology (CIP 42.0201) and Counseling Psychology (CIP 42.0601). UA has both the Doctor of Education (EdD) and the PhD under two CIP classifications, School Psychology (CIP 42.1701) and Educational Psychology (CIP 42.1801).

According to the proposal, none of the existing doctoral psychology programs in the state use the combined professional-scientific psychology model that is the basis for the proposal, although such programs exist in other parts of the United States. The proposal stated that graduates of the proposed program are expected to be particularly marketable, because they will have an identity which integrates knowledge from clinical and counseling psychology.

USA officials used several sources for projecting job openings for graduates of the program. Projections from the Bureau of Labor Statistics and data gathered from the Southern Regional Educational Board (SREB) provided national and regional data, along with the US Census Bureau. The Alabama Board of Psychological Examiners and the Center for Mental Health Services provided more specific data. The proposal noted that Bureau of Labor Statistics data showed that Alabama is 46th in the number of licensed psychologists per 100,000 people.

These data sources indicated 10,000 projected job openings nationally for each of the first five years of the program; 1,650 openings each year in the sixteen-state SREB area; and 30 openings per year in Alabama. According to the proposal, these job openings represent positions that require graduation from a program such as the one proposed.

Local occupational employment projections were based on the six largest population areas in Alabama and the number of practicing psychologists in those areas. The proposal reported that, although the area comprised of Mobile and Baldwin counties is the second largest population area in the state, it has a significantly lower number of psychologists compared to the other areas. The proposal also noted that areas having universities that grant doctorates in psychology have almost three times as many psychologists per 100,000 people than the Mobile-Baldwin area. The following table was included in the proposal.

Location	Population	Clinically Trained	# per 100,000
U.S. Nationally	284,536,977	88,491	31.1
Southeast Region (FL, GA, NC, SC, KT, TN, AL, MS, & LA)	58,650,795	10,550	18.0
Alabama (Ranked 46 th - LA, MS, SC, NV)	4,447,100	535	12.0
1. Metro Areas in Alabama (Top 9 Counties in Population in AI)	2,302,515	436	18.9
2. Jefferson, Shelby Co. (Birmingham Region & UAB)	805,340	174	21.6
3. Mobile & Baldwin Co. (University of South Alabama)	540,258	47	8.7
4. Madison, Morgan & Limestone Co. (Huntsville Region & UAH)	453,440	80	17.6
5. Montgomery Co. (State Capitol & AUM)	223,510	56	25.1
6. Tuscaloosa Co. (University of Alabama)	164,875	42	25.4
7. Lee Co. (Auburn University)	115,092	37	31.8
Top 6 Metro Areas in Alabama w/o Mobile & Baldwin Co.	1,762,257	389	22.1
All Other Counties in Alabama	2,144,585	99	4.6

The proposal also reported on a survey that was sent to potential employment sites in Mobile and Baldwin counties. The scope of the survey was limited by the small number of psychologists and psychology practices in Mobile and Baldwin counties. Sixteen responses to the survey were received. A brief summary of the findings were provided in the two tables below.

Community Survey Summary (N = 16)

Source of Data		Agency Employ Psychologists	
Health Care -Medical	44%	Yes - 37.5%	2 Positions per Agency
Mental Health Care	38%	50% Vacancies	Avg. Starting Salary \$60,000
Education	25%		

Most Frequent Requested Services	
Psychological Assessment	Fairly Often (3.6/5.0)
Assess Cognitive Impairment	Fairly Often (3.5/5.0)
Psychotherapy	Sometimes (3.4/5.0)
Neuropsychological Assess.	Sometimes (3.3/5.0)
Treatment of Children	Sometimes (3.1/5.0)
Family/Marital Therapy	Sometimes (3.0/5.0)
Developmental Disabilities	Sometimes (2.8/5.0)

Student Demand: Student demand and enrollment projections in the proposal were based in part on the admission rate for USA's current Master of Science (MS) in Psychology, as well as that for the Master of Education and the MS in Student Counseling and Personnel. National norms published by the American Psychological Association (APA 2000) were used by USA to determine the number of students who apply to and are accepted into PhD programs.

The proposal stated that USA currently receives thirty to sixty applications per year for the MS in Psychology and 85 applications for the MEd/MS in Student Counseling and Personnel. Exit interviews of graduates of these programs suggest that the majority of the graduates want to earn a PhD.

USA conducted a survey in fall 2007 to determine interest in applying to the proposed program. A total of 238 (164 undergraduate and 74 graduate) students responded to the survey. Over eighty percent (198) of the respondents expressed high or very high interest in the program. Over seventy percent (174) stated that they were likely or very likely to apply.

Resources:

Faculty/Staff: According to program officials, there currently are six full-time primary faculty members and thirteen full-time support faculty who will teach in the program. One additional full-time primary faculty member will be hired and one full-time support faculty member.

The proposal stated that the new faculty to be hired should have a doctorate in Counseling Psychology and be license eligible in the state of Alabama. In addition, the faculty member should have a demonstrated record of scholarly activity, including publications in peer-reviewed professional journals.

One additional full-time clerical staff member will be required for the proposed program. This support position will be needed to keep detailed records required by the APA concerning students' progress through the program. This person also will manage application and other paperwork related to the program, as well as assisting in the intake and record keeping for clients of the Psychology Clinic.

Equipment/Facilities: Current equipment used for applied research in the master's program and equipment used for clinical psychological services will be available for the program. As more students enroll in the doctoral program, additional research and clinical equipment will be needed.

The program will require several additions in space. Additional space will be needed for faculty and graduate student research. Clinic space will be needed for the anticipated increase in client load. Office space will be needed for the additional faculty and staff.

Library: Current library holdings are not sufficient to support the program. According to the proposal, USA library personnel stated that a total of \$144,474 for the first five years would be needed to support the needs of the program. The cost would be remedied through the university's internal reallocation of funds. The funds would be used for the SAGE Psychology Collection, the Wiley InterScience Backfiles, and a book budget of \$20,000, separate from the regular book allocation of \$10,000.

Graduate Assistantship/Fellowship Stipends: Six university-funded assistantships will be needed. Three of these will be teaching assistantships, and the cost will be offset by tuition from the classes which the graduate teaching assistants will teach. Additional assistantships are likely to be needed. Funding is likely to come from research grants and contracts for clinical services.

Program Budget: USA projects that a total of \$1,209,405 in new funds will be required to support the proposed program and that the same amount will be available through internal reallocation, extramural funding, and tuition.

Attachment 3
Doctor of Philosophy in Combined Clinical and Counseling Psychology
Sample Program of Study

Year One	Applied Multivariate Statistics in Psychology Ethics & Practice in Professional Psychology Practicum I	Group and Systems Theory Advanced Psychopathology Practicum I	Clinical Health Psychology Elective/Foundation Course
Year Two	Advanced Assessment Psychology of Resilience to Trauma/Crisis Practicum II	Consulting Psychology & Program Development Elective Practicum II	Elective/Foundation Course Elective/Foundation Course
Year Three	Dissertation Elective	Dissertation Elective	Dissertation Elective
Year Four	Supervision and APA Accredited Internship	Supervision and APA Accredited Internship	Supervision and APA Accredited Internship

DECISION ITEM A-5: The University of South Alabama, Bachelor of Science in Information Systems (CIP 11.0401) and Bachelor of Science in Information Technology (CIP 11.0103)

Staff Presenter: Ms. Margaret Pearson
Academic Program Review Analyst

Staff Recommendation 1: Bachelor of Science in Information Systems (CIP 11.0401)

That the Commission approve the proposed program with the implementation date and post implementation conditions listed below:

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

Post-Implementation Conditions:

1. That the annual average new enrollment headcount for the first five years will be at least 25, based on the proposal.
2. That the annual average number of graduates for the Academic Years 2008-09 through 2009-13 (five-year average) will be at least 17, 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.

Staff Recommendation 2: Bachelor of Science in Information Technology (CIP 11.0103)

That the Commission approve the proposed program with the implementation date and post implementation conditions listed below:

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

Post-Implementation Conditions:

1. That the annual average new enrollment headcount for the first five years will be at least 35, based on the proposal.
2. That the annual average number of graduates for the Academic Years 2008-09 through 2009-13 (five-year average) will be at least 24, 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.

The University of South Alabama will be required to phase out the programs 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 programs, in reports submitted to the Commission no later than September 2013.

Rationale:

The recommendations for approval are based on the following key points:

1. Because of growth in the local economy, there is an increasing need for professionals in these disciplines in the Mobile area.
2. According to USA's proposals, the U.S. Department of Labor indicates twelve of the fastest growing occupations are in the computing professions.
3. The proposed programs will elevate existing successful specializations to program status.
4. Because the specializations already are in place, USA projects that no new funds will be required to support the programs.

Public Review:

The proposals were posted on the Commission website from January 3, 2008 until January 23, 2008 (twenty days) for public review and comment. No comments were received.

Supporting Documentation:

1. New Academic Degree Program Proposals Summaries, attached.
2. Summary of Background Information, attached.
3. Curricula for Proposed Programs, attached.
4. The University of South Alabama proposals, dated December 3, 2007. Available upon request.
5. "Evaluation and Review of New Instructional Program Proposals of Public Postsecondary Institutions," Alabama Administrative Code, Chapter 300-2-1-.03. Available upon request.

Attachment 1—Information Systems

INSTITUTION The University of South Alabama

PROGRAM Bachelor of Science in Information Systems

ESTIMATED NEW FUNDS REQUIRED TO SUPPORT PROPOSED PROGRAM

	2008-09	2009-10	2010-11	2011-12	2012-13	TOTAL
FACULTY	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>
LIBRARY	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>
FACILITIES	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>
EQUIPMENT	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>
STAFF	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>
OTHER	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>
TOTAL	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>

SOURCES OF FUNDS AVAILABLE FOR PROGRAM SUPPORT

	2008-09	2009-10	2010-11	2011-12	2012-13	TOTAL
INTERNAL REALLOCATIONS	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>
EXTRAMURAL	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>
TUITION	<u>\$194,712</u>	<u>\$218,400</u>	<u>\$243,432</u>	<u>\$269,808</u>	<u>\$299,376</u>	<u>\$1,225,728</u>
TOTAL	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>

ENROLLMENT AND DEGREE COMPLETION PROJECTIONS

	2008-09	2009-10	2010-11	2011-12	2012-13	5-YEAR AVERAGE
TOTAL HEADCOUNT ENROLLMENT	<u>61</u>	<u>65</u>	<u>69</u>	<u>73</u>	<u>77</u>	<u>69</u>
NEW ENROLLMENT HEADCOUNT	<u>22</u>	<u>24</u>	<u>24</u>	<u>26</u>	<u>28</u>	<u>25</u>
DEGREE COMPLETION PROJECTIONS	<u>15</u>	<u>16</u>	<u>17</u>	<u>18</u>	<u>19</u>	<u>17</u>

Attachment 1—Information Technology

INSTITUTION The University of South Alabama

PROGRAM Bachelor of Science in Information Technology

ESTIMATED NEW FUNDS REQUIRED TO SUPPORT PROPOSED PROGRAM

	2008-09	2009-10	2010-11	2011-12	2012-13	TOTAL
FACULTY	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>
LIBRARY	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>
FACILITIES	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>
EQUIPMENT	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>
STAFF	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>
OTHER	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>
TOTAL	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>

SOURCES OF FUNDS AVAILABLE FOR PROGRAM SUPPORT

	2008-09	2009-10	2010-11	2011-12	2012-13	TOTAL
INTERNAL REALLOCATIONS	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>
EXTRAMURAL	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>
TUITION	<u>\$344,736</u>	<u>\$386,400</u>	<u>\$426,784</u>	<u>\$476,784</u>	<u>\$528,768</u>	<u>\$2,163,576</u>
TOTAL	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>

ENROLLMENT AND DEGREE COMPLETION PROJECTIONS

	2008-09	2009-10	2010-11	2011-12	2012-13	5-YEAR AVERAGE
TOTAL HEADCOUNT ENROLLMENT	<u>108</u>	<u>115</u>	<u>121</u>	<u>129</u>	<u>136</u>	<u>122</u>
NEW ENROLLMENT HEADCOUNT	<u>31</u>	<u>33</u>	<u>34</u>	<u>36</u>	<u>39</u>	<u>35</u>
DEGREE COMPLETION PROJECTIONS	<u>21</u>	<u>22</u>	<u>24</u>	<u>25</u>	<u>27</u>	<u>24</u>

Attachment 2

Summary of Background Information

Bachelor of Science Degrees in Information Systems and Information Technology
University of South Alabama

Role: The proposed programs are within the instructional role currently recognized for the University of South Alabama.

Objectives: The two proposals share the following objectives:

- Apply knowledge of computing and mathematics appropriate to the discipline.
- Analyze a problem, and identify and define the computing requirements appropriate to its solution.
- Design, implement, and evaluate a computer-based system, process, components, or program to meet desired needs.
- Function effectively on teams to accomplish a common goal.
- Describe professional, ethical, and social responsibilities.
- Communicate effectively with a wide range of audiences.
- Analyze the local and global impact of computing on individuals, organizations, and society including ethical, legal, security, and global policy issues.
- Recognize the need for and an ability to engage in continuing professional development.
- Use current techniques, skills, and tools necessary for computing practice.

Assessment Outcomes: The Computing Accreditation Commission (CAC) of The Accreditation Board for Engineering and Technology (ABET) requires assessment and continuous improvement as part of the accreditation process. According to USA, the School of Computer and Information Sciences (SCIS) in accordance with ABET program accreditation requirements has established educational objectives, learning outcomes, and a continuous process of assessing objectives and outcomes for graduates and exiting seniors. Existing seniors are surveyed and/or interviewed at graduation time, and their progress tracked by the alumni services function of the institution. Periodic surveys of SCIS alumni have been and will continue to be conducted by the SCIS. Alumni surveys self-assess whether the graduate has achieved stated program objectives, assess whether program objectives are representative of the alumni's career needs, and attempt to track the professional progress of graduates.

Administration: The programs will be administered by the Dean of the School of Computer and Information Sciences and two program coordinators.

Curriculum: No new courses will be developed for the programs.

Program Completion Requirements: Information Systems (IS):

- Credit hours required in skills emphasis (major) – 56 semester hours
- Credit hours required in minor – 15 sh
- Credit hours in institutional general education or core curriculum – 53 sh
- Credit hours in required or free electives – 4 sh (range)
- Total credit hours required for completion – 128 sh (range)

Information Systems accreditation criteria require 15 semester hours that provide an environment in which the information systems will be applied professionally. For the IS program at USA, the IS environment consists of 15 semester hours of business/management courses. IS majors are strongly encouraged to complete 3 additional courses (9 semester hours) to complete a general business minor.

Program Completion Requirements: Information Technology (IT):

- Credit hours required in skills emphasis – 65 semester hours
- Credit hours in institutional general education or core curriculum – 59 sh
- Credit hours in required or free electives – 4 sh
- Total credit hours required for completion – 128 sh

Peer Review: The Notifications of Intent to Submit a Proposal for both program proposals were circulated to the Council of University Chief Academic Officers (CAO) for review. One chief academic officer provided comments for both proposals regarding program duplication and student demand. The staff addressed these comments in a meeting with USA representatives. These questions are addressed in the need and student demand sections of the staff recommendation. The CAO does not vote on baccalaureate proposals.

Accreditation: Accreditation by the Computing Accreditation Commission (CAC) of The Accreditation Board for Engineering and Technology (ABET) will be maintained for the proposed programs.

Collaboration: Historically there has been strong cooperation in computer science throughout the southeast and, in particular, the state of Alabama. According to the proposals, USA has had joint projects with the University of Alabama, Auburn University, and Tuskegee University. Currently, USA jointly sponsors the oldest continuously running conference in computer science in the world, the Southeast Computer Science Conference. Over the years it has been sponsored by Alabama A&M University, the University of Alabama, the University of Alabama at Birmingham, the University of Alabama in Huntsville, Auburn University, Tuskegee University and the University of South Alabama. At the present time there is no such cooperation in Information Systems. According to the proposal, the University of South Alabama would welcome cooperation with any other state institutions in either Information Systems or Information Technology.

Distance Education: USA officials stated that the School of Computer and Information Systems has been experimenting with various forms of non-traditional delivery of course work. A completely on-line course designed by faculty at Stanford University and the University of California-Berkeley was not effective in the on-line mode. Presently, there are only three courses offered in a fully on-line mode: CIS-150 (Intro to Computer Applications), CIS-250 (Advanced Computer Technology), and CIS-324 (Database Design, Development, and Management). Of these, only CIS-324 is a course taken by Computer Science students. CIS-150 is a service course for the general university population, and CIS 250 is a service course for business majors. USA continues to identify educationally sound and efficient ways to deliver the information systems and information technology curricula.

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

Student Demand: According to the proposals, both information systems and information technology specializations have been in existence since the early 1980s. USA officials noted that enrollment in computing programs worldwide has been cyclic with peaks in 1983, 1990, and 2000.

USA stated that the best predictor of future performance is the number of graduates for the last five years, shown below.

Information Systems:

2002-3	2003-4	2004-5	2005-6	2006-7	Average
17	12	11	10	21	14.2

Information Technology:

2002-3	2003-4	2004-5	2005-6	2006-7	Average
27	22	12	15	20	19.2

Need: The US Department of Labor show rapid growth in computing areas. In fact, five of the twelve fastest growing areas are the computing professions. According to USA, data from the Mobile area indicates a growing need for computing professionals. One of the fastest growing sectors of the Mobile area economy is computing, and one of the largest private employers in Mobile is computer based company CPSI. The multi-billion dollar German steel plant, ThyssenKrupp, is actively recruiting

graduates from USA for the Mobile plant with degrees in information technology and information systems. The USA Research Park has several technology companies that hire graduates with degrees in information technology and information systems. Local companies like Computer Technology Systems, Software Technology, Inc., ENVELOC, Radiance Technologies, and Mentor Graphics—Accelerated Technology Division employ graduates of these programs. Mentor Graphics regularly donates state-of-the-art equipment and funds three graduate assistants to ensure the school can integrate the hardware and software into the curriculums.

Resources:

Faculty/Staff: The proposals stated there are 21 faculty members employed at the institution that will teach the core courses along with their particular program areas. The institution presently has five primary faculty members to teach in the Information Systems program. A total of four primary faculty members will teach in the Information Technology program. Additionally, there will be a total of five full-time support faculty members to teach both programs. There will be no part-time faculty members teaching in the programs.

Equipment/Facilities: No additional equipment will be needed.

Library: USA's library collection currently supports the existing computer and information science specializations through journals, magazines, periodicals, digital libraries, and newsletters.

Program Budget: Because the specializations already are in place, USA projects that no new funds will be required to support the programs.

ATTACHMENT 3

Information Systems Sample Four Year Curriculum			
Fall 1	Credits	Spring 1	Credits
CIS 101 – CIS Freshman Seminar	2	History	3
CIS 100 – Info Tech in Society	1	ISC 245 - IS in Organizations	3
CIS 120 - Prob. Solving & Prog. I	4	CIS 121 - Prob. Solving & Prog. II	4
EH 101 - English Comp I	3	EH 102 - English Comp II	3
MA 120 - Calculus and Its Applications	3	ACC 211 - Accounting Prin I	3
CA 110 - Public Speaking	3		
	16		16
Fall 2	Credits	Spring 2	Credits
ISC 285 - Scripting and Win Prog	3	CIS 321 - Data Com & Network	3
ISC 272 – Systems Architecture	3	CIS 324 - Database Design	3
Statistics I	3	Statistics II	3
Literature	3	CA 275 - Small Group Comm	3
ECO 215 - Prin Microeconomics	3	Art, Drama, Music elective	3
		Social Science Elective	3
	15		18
Fall 3	Credits	Spring 3	Credits
ISC 361 - Database for IS	3	ISC 474 Hum/Comp Interface	3
ISC 360 - IS Analysis and Design	3	ISC 362 - IS OOAD	3
Social Science Elective	3	Fine Arts Elective	3
MGT 300 Mgt Theory & Prac	3	Business/Management Elective	3
EH 372 - Technical Writing	3	ISC 475 – IS Project Management	3
		Approved General Elective	1
	15		16
Fall 4	Credits	Spring 4	Credits
ISC 445 – IS Strategy and Policy	3	CIS 497 - Senior Project	3
CIS Elective	3	CIS 498 – Senior Seminar*	0
CIS Elective	3	CIS Elective	3
Business/Management Elective	3	Social Science Elective	3
Nat Science Elective	4	Nat Science Elective	4
		Approved General Elective	3
	16		16
		* Concurrent enrollment in CIS 497 required	

ATTACHMENT 3

Information Technology Sample Four Year Curriculum				
Fall 1	Credits		Spring 1	Credits
CIS 100 – Info Tech in Society	1		CA 275 – Small Group Comm.	3
CIS 101 – CIS Freshman Seminar	2		PHL 121 – Intro. to Logic	3
CIS 120 - Prob. Solving & Prog. I	4		CIS 121 - Prob. Solving & Prog. II	4
EH 101 - English Comp I	3		EH 102 - English Comp II	3
MA 267 - Discrete Math OR MA 120 Calculus and Its Applications	3		Statistics I	3
CA 110 – Public Speaking	3			
Semester Hour	16		Semester Hour	16
Fall 2	Credits		Spring 2	Credits
ITE 285 - Scripting & Win. Prog.	3		CIS 321 - Data Com & Network	3
ITE 271 - Intro to Info Tech I	3		CIS 324 - Database Design	3
Statistics II	3		Social Science II	3
History	3		ITE 272 - Intro to Info Tech II	3
Art, Drama or Music Elective	3		EH 372 – Technical Writing	3
Semester Hour	15		Semester Hour	15
Fall 3	Credits		Spring 3	Credits
ITE 370 – Adv. Application Devel.	3		ITE 474 Hum/Comp Interface	3
ITE 382 – Network Administration	3		ITE 475 – IT Project Management	3
Social Science III	3		Focus Track II	3
Literature	3		Support Elective I	3
Focus Track I	3		Social Science IV	3
			Approved General Elective	3
Semester Hour	15		Semester Hour	18
Fall 4	Credits		Spring 4	Credits
Focus Track III	3		CIS 497 - Senior Project	3
Support Elective II	3		ITE 485 – Senior Demo. Prj	3
ITE 480 – Needs Assessment	3		Support Elective III	3
Fine & Performing Arts & Humanities Elective III	3		Fine & Performing Arts & Humanities Elective IV	3
Natural Science Elective I	4		Natural Science Elective II	4
			Approved General Elective	1
Semester Hour	16		Semester Hour	17

DECISION ITEM A-6: Northeast Alabama Community College, Associate in Applied Science and Certificate in Industrial Maintenance with Options (CIP 47.0303)

Staff Presenter: Ms. Margaret Pearson
Academic Program Review Analyst

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

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

Post-Implementation Conditions:

1. That the annual average new enrollment headcount for the first five years will be at least 12, based on the proposal.
2. That the annual average number of Certificate and AAS graduates for the Academic Years 2009-10 through 2012-13 (four-year average) will be at least 24, based on the proposal.
3. That a follow-up survey be conducted after the first five years that will show at least 75 percent of the graduates were successful in acquiring related employment or that the program enhanced graduates' current employment.
4. That information regarding an overall assessment of the program be provided, particularly as related to objectives and assessment measures stated in the proposal.

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

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

1. Labor market data provided by the Alabama Department of Industrial Relations for Workforce Region 2 reveals the annual growth rates for maintenance related occupations range from .90 percent for machinists to 3.24 percent for helpers-installation, maintenance and repair workers.

2. According to the proposal, there is a clear and present need for qualified workers to fill current and anticipated jobs in industrial maintenance and related areas in the college's service area.
3. NEC projects a total of \$785,500 in estimated new funds will be required to support the proposed program. A total of \$942,950 will be available through internal reallocation, extramural funds, and tuition.

Public Review:

The program was posted on the Commission website from January 3, 2008 until January 23, 2008 (twenty days) for public review and comment. No comments were received.

Supporting Documentation:

1. New Academic Degree Program Proposal Summary, attached.
2. Summary of Background Information, attached.
3. Curriculum for Proposed Program, attached.
4. Northeast Alabama Community College proposal, dated December 7, 2007. Available upon request.
5. "Evaluation and Review of New Instructional Program Proposals of Public Postsecondary Institutions," Alabama Administrative Code, Chapter 300-2-1-.03. Available upon request.

Attachment 1

INSTITUTION Northeast Alabama Community College

PROGRAM Associate in Applied Science and Certificate in Industrial Maintenance

ESTIMATED NEW FUNDS REQUIRED TO SUPPORT PROPOSED PROGRAM

	2008-09	2009-10	2010-11	2011-12	2012-13	TOTAL
FACULTY	\$60,000	\$62,000	\$63,000	\$64,000	\$65,000	\$314,000
LIBRARY	\$500	0	\$500	0	\$500	\$1500
FACILITIES	\$200,000	0	0	0	0	\$200,000
EQUIPMENT	\$200,000	\$25,000	\$10,000	\$25,000	\$10,000	\$270,000
STAFF	0	0	0	0	0	0
OTHER	0	0	0	0	0	0
TOTAL	\$460,500	\$87,000	\$73,500	\$89,000	\$75,500	\$785,500

SOURCES OF FUNDS AVAILABLE FOR PROGRAM SUPPORT

	2008-09	2009-10	2010-11	2011-12	2012-13	TOTAL
INTERNAL REALLOCATIONS	\$50,000	0	0	0	0	\$50,000
EXTRAMURAL	\$350,000	\$10,000	0	0	0	\$360,000
TUITION	\$62,700	\$94,050	\$125,400	\$125,400	\$125,400	\$532,950
TOTAL	\$462,700	\$104,050	\$125,400	\$125,400	\$125,400	\$942,950

ENROLLMENT AND DEGREE COMPLETION PROJECTIONS

	2008-09	2009-10	2010-11	2011-12	2012-13	5-YEAR AVERAGE
TOTAL HEADCOUNT ENROLLMENT	20	30	40	40	40	34
NEW ENROLLMENT HEADCOUNT	20	10	10	10	10	12 4-YEAR AVERAGE
DEGREE COMPLETION PROJECTIONS	0	15	25	27	30	24

Attachment 2

Summary of Background Information

Associate in Applied Science and Certificate in Industrial Maintenance
Northeast Alabama Community College

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

Objectives: The overall objective of the proposed program will be to provide learning experiences that enable graduates to obtain the skills necessary for gainful employment in a variety of industrial settings. Additional objectives of the program are as follows:

- Establish multiple career pathways for students that will provide relevance and employment security in the 21st century workforce.
- Provide local employers with a pool of qualified, highly-skilled technicians that are able to install, maintain, set up, and troubleshoot industrial equipment and systems.
- Provide skill upgrades to incumbent workers and displaced workers that will enhance their skill sets and earning capacity.

Student Outcomes: According to officials at NEC, student outcomes will be assessed at class and program levels. At the class level, each class will be reviewed on a rotating basis and assessed every five years. The program will use state approved course plans of instruction. These course plans developed by faculty are evaluated and approved by the Student Learning Outcomes Technical Committee. These plans are placed online and are used by each instructor to plan classes.

At the program level, classes required for the program will be evaluated every five years on a rotating schedule that include the following elements:

- Program description
- Program learning outcomes
- Labor market information
- Accreditation
- Instructor qualifications and staffing levels
- Curriculum design
- Budgetary information
- Enrollment and graduates
- Advisory committee membership and activity
- Facility ratings
- Job placement and employer satisfaction

A review of the program is completed by the instructor or program director and is approved by the Dean of Instruction or Director of Workforce Development, along with the Curriculum Committee. An abstract of the written review can be found in the college's annual Institutional Management Plan.

Administration: A program director will be hired for the proposed program, if approved. The program also will be administered by Mike Kennamer, Dean of Instruction.

Curriculum: The program will include options in; Electrical and Instrumentation; Maintenance Mechanic; Multi-Skill Technician; Welding; and Machining. The following new courses will be developed for the program:

Course Number	Title	Credit Hrs
WDT 108	Shielded Metal Arc Fillet/OFC Final	3
WDT 109	Shielded Metal Arc Fillet/PAC/CAC Final	3
WDT 110	Industrial Blueprint Reading	3
WDT 115	GTAW Carbon Pipe Theory	3
WDT 116	GTAW Stainless Steel Pipe Theory	3
WDT 119	Gas Metal Arc Fillet Theory	3
WDT 120	Shielded Metal Arc Welding Grooves Theory	3
WDT 122	Shielded Metal Arc Fillet/OFC Lab Final	3
WDT 123	Shielded Metal Arc Fillet/PAC/CAC Lab	3
WDT 124	Gas Metal Arc Fillet Lab	3
WDT 125	Shielded Metal Arc Welding Grooves Lab	3
WDT 155	GTAW Carbon Pipe Theory	3
WDT 156	GTAW Stainless Steel Lab	3
WDT 157	Consumable Welding Processes	3
WDT 158	Consumable Welding Processes Lab	3
WDT 166	FCAW Theory	3
WDT 167	FCAW Lab	3
WDT 217	SMAW Carbon Pipe Theory	3
WDT 218	Certification Theory	3
WDT 219	Welding Inspection and Testing Theory	3
WDT 221	Pipefitting and Fabrication	3
WDT 223	Blueprint Reading for Fabrication	3
WDT 228	GTAW Theory	3
WDT 257	SMAW Carbon Pipe Lab	3
WDT 258	Certification Lab	3
WDT 268	GTAW Lab	3
MTT 100	Machining Technology I	6
MTT 103	Machining Technology II	6
MTT 107	Machining Calculations I	3
MTT 108	Machinist Handbook Functions I	3
MTT 109	Orientation to Computer Assisted Manufacturing	3
MTT 121	Basic Print Reading for Machinists	3
MTT 123	Engine Lathe Lab I	3
MTT 124	Engine Lathe Lab II	3
MTT 127	Metrology	3
MTT 128	Geometric Dimensioning and Tolerancing I	3
MTT 129	Lathe Operations	6
MTT 130	Machining Calculations	3
MTT 133	Milling Lab II	6
MTT 134	Engine Lathe I	3
MTT 135	Engine Lathe II	3
MTT 136	Milling Operations	6
MTT 137	Milling I	3
MTT 138	Milling I Lab	3
MTT 139	Introduction to Computer Numerical Control	3
MTT 140	Basic Computer Numerical Control Turning Programming I	3
MTT 141	Basic Computer Numerical Control Milling Programming I	3
MTT 142	Advanced Machining Calculations	3
MTT 145	Drill Presses and Power Saws I	6
MTT 146	Precision Grinding Machines I	6
MTT 147	Introduction to Machine Shop I	3
MTT 148	Introduction to Machine Shop I Lab	3
MTT 149	Introduction to Machine Shop II	3
MTT 150	Introduction to Machine Shop II Lab	3

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MTT 157	Toolmakers Technology	3
MTT 158	Die Fundamentals	3
MTT 160	Die Construction and Tryout	3
MTT 161	Die Maintenance and Repair	3
MTT 212	Advanced Computer Numerical Control Turning	3
MTT 213	Advanced Computer Numerical Control Milling	3
MTT 219	Computer Numerical Control Graphics: Turning	3
MTT 220	Computer Numerical Control Graphics: Milling	3
MTT 241	CNC Milling Lab	3
MTT 242	CNC Milling Lab II	3
MTT 243	CNC Turning Lab	3
MTT 244	CNC Turning Lab II	3
MTT 291	Cooperative Education in Machine Tool Technology	3
MTT 293	Cooperative Education in Machine Tool Technology	2
MTT 294	Cooperative Education in Machine Tool Technology	1

Program Completion Requirements:

AAS Degree Program:

- Credit hours required in option (skills emphasis) – 30 semester hours (sh)
- Credit hours in institutional general education or core curriculum – 33 sh (21sh General Education core; 12 sh Applied Technical Core)
- Credit hours in required or free electives – 9 sh credits included in general education

Certificate Program:

- Credit hours required in option (skills emphasis) – 24 semester hours (sh)
- Credit hours in institutional general education or core curriculum – 24 sh (12 sh General Education core; 12 sh Applied Technical Core)
- Credit hours in required or free electives – 3 sh credits included in general education

Accreditation: Specialized accreditation is not required for the employment of graduates in this program; however, the institution will seek program accreditation through the National Association of Industrial Technology (NAIT) and the National Center for Construction Education and Research (NCCER).

Registered Apprenticeship: According to the proposal, officials at NEC discussed with the U.S. Department of Labor Bureau of Apprenticeship and Training the possibility of offering registered apprenticeship opportunities through the Industrial Systems Technology program. Under the proposed model, the college would serve as sponsor and work with local industry to establish registered apprenticeship opportunities for its students and graduates. Students who complete a registered apprenticeship program would receive the appropriate credential from the U.S. DOL in addition to any certificate or degree earned at NEC.

Collaboration: Athens State University and Jacksonville State University have both expressed interest in articulating skills-emphasis credits from the proposed program into their Bachelor of Science programs. The proposal also described other collaboration efforts as follows:

Northeast Alabama Community College is working in partnership with colleges and other workforce partners within the Workforce Investment Act Region II on an H-1B High Growth, High Demand training grant. Drake State Technical College is the fiscal agent for the grant, in which multi-craft industrial maintenance training will be offered to unemployed, underemployed, and under skilled individuals.

Distance Education: According to NEC officials, the hands-on nature of the program does not lend itself to distance education formats. NEC will consider offering theory-based courses in a distance education format, including online, video teleconference, and blended courses.

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

Student Demand: NEC conducted a total of four surveys in area school systems. The first survey, conducted in the Dekalb County School system among juniors and seniors revealed that of the 437 high school students surveyed, 49 students expressed interest in taking industrial electronics/maintenance classes as dual enrollment. The second survey was conducted in the Jackson County School system, Scottsboro City School System, and selected Dekalb County schools. Of the 171 surveyed, 41 students expressed interest in manufacturing technology, which encompassed industrial systems technology. The third survey was conducted by Fort Payne High School in the fall of 2006. A total of 643 students were surveyed; 87 students expressed interest in welding; 72 students expressed interest in electrical wiring; and 62 students expressed interest in metal fabrication. The fourth survey was conducted by the institution in the spring of 2007. A total of 502 students from Fort Payne High School were surveyed; 34 students expressed interest in industrial maintenance; 67 students expressed interest in industrial electronics; and 99 students expressed interest in welding.

Need: According to NEC's proposal, labor market information provided by the Alabama Department of Industrial Relations for Workforce Region 2 reveal the annual growth rates for maintenance related occupations range from .90 percent for machinists to 3.24 percent for helpers-installation, maintenance and repair workers.

NEC also distributed a need survey to local employers. A total of 270 surveys were distributed and 29 responses were returned. The survey revealed the following:

- Number currently employed in industrial maintenance – 411
- Number of expected openings in 2008 – 67
- Number of expected openings in 2009 – 65
- Number of expected openings in 2010 – 65

The survey also revealed that 28 manufacturers in Dekalb and Jackson counties would hire graduates from the proposed program. When asked if they would send employees for training in the proposed program, 27 of the respondents said yes, while 25 of the respondents surveyed believe the program is needed in the area. Respondents from eleven area manufacturing companies volunteered to serve on the programs' advisory committee. When asked which of the following general broad areas of training were needed for industrial maintenance personnel within their companies, the respondents provided the following information:

<u>Area</u>	<u># Needing</u>	<u>%Needing</u>
Electrical	22	76%
Instrumentation	10	34%
Digital Electronics	12	41%
Machining	8	28%
Industrial Motors	17	59%
Milling	7	28%
Industrial Wiring	20	69%
Hydraulics	19	66%
Solid State Electronics	13	45%
Print Reading	17	59%
Metal Cutting	7	24%
Process Control	11	38%
Pneumatics	15	52%
Motor Controls	14	48%
Pipefitting	6	21%
MIG Welding	14	48%
TIG Welding	13	45%
Stick Welding	10	34%
Other Welding	2	7%
Other: Boilers	1	3%
Other: Knitting machine techs.	1	3%
Other: CNC Machinists	1	3%

Resources:

Faculty/Staff: Currently, NEC has not hired a program director for the program. The number of current faculty members employed to teach in the program will be a total of two part-time primary faculty members. There will be a total of five support faculty members, four part-time and one full-time. NEC will fill five primary faculty vacancies, one full-time instructor and four part-time instructors.

Equipment/Facilities: Equipment already available for the industrial electronics program will be used for the electrical and instrumentation option of the program. NEC stated that some of the equipment necessary for the mechanical side of the industrial maintenance program is available already, including hydraulics trainers and a MIG welder. The Alabama Technology Network (ATN) Center at Rainsville has agreed to partner with NEC to help purchase start-up equipment for the industrial maintenance program. Dr. Mike Bailey, president of ATN, has committed \$130,000 toward the purchase of this equipment. The following additional equipment will be needed for the program:

Lathes	\$20,000
Mills	\$20,000
Band Saws	\$5,000
Drill Presses	\$3,000
Surface Grinder	\$7,000
Hydraulic Press	\$2,000
Stick Welders	\$1,600
MIG Welders	\$5,000
TIG Welders	\$6,000
Plasma Cutter	\$2,000
Work benches	\$8,000
Hand Power Tools	\$2,000
Hand Tools	\$5,000
Welding Booths	\$45,000
Hoist	\$2,500
Precision Measuring Tools	\$3,000
Bench Grinders	\$500
Pipe & Conduit Bending Equipment	\$5,000
Chain & Belt Drives	\$4,000
Variable Drives	\$5,000
Instrumentation Equipment	\$7,000
Programmable Logic Controllers	\$10,000
Manufacturing Troubleshooting Sim.	\$15,000
Hydraulics and Pneumatics Equipment	\$10,000
Material Handling Equipment	\$5,000
Metal Cutting Equipment	\$1,400

Library: The proposal stated that while the library has some books to support the industrial electronics and drafting programs, the institution will spend \$1,000 in 2007-08 to purchase library resources in preparation for the program. The institution also stated that an additional \$500 will be budgeted in the first, third, and fifth years of the program to assure that resources stay updated.

Program Budget: NEC projects a total of \$785,500 in estimated new funds will be required to support the proposed program. A total of \$942,950 will be available through internal allocation, extramural funds, and tuition.

Attachment 3

Associate in Applied Science

ALL OPTIONS

General Education Requirements

Year One		
	Fall	ENG 101 English Composition I (3 hours)
	Spring	MTH 116 Mathematical Applications (3 hours) Humanities and Fine Arts Elective (3 hours)
	Summer	CIS Elective (3 hours) SPH 107 Fundamentals of Public Speaking (3 hours)
Year Two		
	Fall	Math, Science or CIS Elective (3 hours)
	Spring	History, Social & Behavioral Science Elective (3 hours)
	Summer	

Technical Core

Year One		
	Fall	INT 117 Principles of Industrial Maintenance (3 hours) WKO 106 Workplace Essentials (3 hours)
	Spring	INT 119 Principles of Mechanical Measurements and Technical Drawing (3 hours)
	Summer	INT 129 Industrial Safety and Maintenance Techniques (3 hours)
Year Two		
	Fall	
	Spring	
	Summer	

OPTIONS

Electrical and Instrumentation (E&I) Option

Year One		
	Fall	INT 221 DC Fundamentals (3 hours) INT 223 AC Fundamentals (3 hours)
	Spring	ILT 162 Solid State Fundamentals (3 hours) ILT 163 Digital Fundamentals (3 hours)
	Summer	INT 105 Introduction to Process Control (3 hours) INT 158 Industrial Wiring I (3 hours)
Year Two		
	Fall	INT 212 Industrial Motor Controls I (3 hours) INT 251 Introduction to Programmable Logic Control (3 hours) E & I Elective (3 hours) by advisement
	Spring	E & I Elective (3 hours) by advisement
	Summer	

Maintenance Mechanic Option

Year One		
	Fall	INT 118 Fundamentals of Industrial Hydraulics and Pneumatics (3 hours) INT 127 Principles of Industrial Pumps and Piping Systems (3 hours)
	Spring	INT 206 Industrial Motors I (3 hours) INT 153 Precision Machining Fundamentals (3 hours)
	Summer	INT 211 Industrial Motors II (3 hours) INT 234 Principles of Industrial Maintenance Metal Welding and Cutting Techniques (3 hours)
Year Two		
	Fall	Mechanical Maintenance Elective (6 hours)
	Spring	Mechanical Maintenance Elective (6 hours)
	Summer	

Multi-Skilled Technician Option

Year One		
	Fall	E & I or Mechanical Maintenance Courses (6 hours) by advisement
	Spring	E & I or Mechanical Maintenance Courses (6 hours) by advisement
	Summer	E & I or Mechanical Maintenance Courses (6 hours) by advisement
Year Two		
	Fall	E & I or Mechanical Maintenance Courses (6 hours) by advisement
	Spring	E & I or Mechanical Maintenance Courses (6 hours) by advisement
	Summer	

Welding Option

Year One		
	Fall	Welding Courses (6 hours) by advisement
	Spring	Welding Courses (6 hours) by advisement
	Summer	Welding Courses (6 hours) by advisement
Year Two		
	Fall	Welding Courses (6 hours) by advisement
	Spring	Welding Courses (6 hours) by advisement
	Summer	

Machining Option

Year One		
	Fall	Machining Courses (6 hours) by advisement
	Spring	Machining Courses (6 hours) by advisement
	Summer	Machining Courses (6 hours) by advisement
Year Two		
	Fall	Machining Courses (6 hours) by advisement
	Spring	Machining Courses (6 hours) by advisement
	Summer	

Certificate

General Education Requirements

Year One		
	Fall	ENG 101 English Composition I (3 hours)
	Spring	MTH 116 Mathematical Applications (3 hours)
	Summer	CIS Elective (3 hours)
Year Two		
	Fall	SPH 107 Fundamentals of Public Speaking (3 hours)
	Spring	
	Summer	

Technical Core

Year One		
	Fall	INT 117 Principles of Industrial Maintenance (3 hours) WKO 106 Workplace Essentials (3 hours)
	Spring	INT 119 Principles of Mechanical Measurements and Technical Drawing (3 hours)
	Summer	INT 129 Industrial Safety and Maintenance Techniques (3 hours)
Year Two		
	Fall	
	Spring	
	Summer	

OPTIONS

Electrical and Instrumentation (E&I) Option

Year One		
	Fall	INT 221 DC Fundamentals (3 hours) INT 223 AC Fundamentals (3 hours)
	Spring	ILT 162 Solid State Fundamentals (3 hours) ILT 163 Digital Fundamentals (3 hours)
	Summer	INT 105 Introduction to Process Control (3 hours) INT 158 Industrial Wiring I (3 hours)
Year Two		
	Fall	INT 212 Industrial Motor Controls I (3 hours) INT 251 Introduction to Programmable Logic Control (3 hours)
	Spring	
	Summer	

Maintenance Mechanic Option

Year One		
	Fall	INT 118 Fundamentals of Industrial Hydraulics and Pneumatics (3 hours) INT 127 Principles of Industrial Pumps and Piping Systems (3 hours)
	Spring	INT 206 Industrial Motors I (3 hours) INT 153 Precision Machining Fundamentals (3 hours)
	Summer	INT 211 Industrial Motors II (3 hours) INT 234 Principles of Industrial Maintenance Metal Welding and Cutting Techniques (3 hours)
Year Two		
	Fall	Mechanical Maintenance Elective (6 hours)
	Spring	
	Summer	

Multi-Skilled Technician Option

Year One		
	Fall	E & I or Mechanical Maintenance Courses (6 hours) by advisement
	Spring	E & I or Mechanical Maintenance Courses (6 hours) by advisement
	Summer	E & I or Mechanical Maintenance Courses (6 hours) by advisement
Year Two		
	Fall	E & I or Mechanical Maintenance Courses (6 hours) by advisement
	Spring	
	Summer	

Welding Option

Year One		
	Fall	Welding Courses (6 hours) by advisement
	Spring	Welding Courses (6 hours) by advisement
	Summer	Welding Courses (6 hours) by advisement
Year Two		
	Fall	Welding Courses (6 hours) by advisement
	Spring	
	Summer	

Machining Option

Year One		
	Fall	Machining Courses (6 hours) by advisement
	Spring	Machining Courses (6 hours) by advisement
	Summer	Machining Courses (6 hours) by advisement
Year Two		
	Fall	Machining Courses (6 hours) by advisement
	Spring	

DECISION ITEM A-7: Calhoun Community College, Associate in Applied Science in Physical Therapy Assistant (CIP 51.0806)

Staff Presenter: Ms. Margaret Pearson
Academic Program Review Analyst

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

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

Pre-Implementation Condition:

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

Post-Implementation Conditions:

1. That the annual average new enrollment headcount for the first five years will be at least 9, based on the proposal.
2. That the annual average number of graduates for the Academic Years 2009-10 through 2011-13 (four-year average) will be at least 11, based on the proposal.
3. That a follow-up survey be conducted after the first five years that will show at least 75 percent of the graduates' were successful in acquiring related employment.
4. That the institution provide information on accreditation of the program by the Commission on Accreditation of Physical Therapy Education.
5. That the institution report on the passage rate of graduates obtaining licensure related to the proposed program.
6. That information regarding an overall assessment of the program will be provided, particularly as related to objectives and assessment measures stated in the proposal.

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

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

Rationale:

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

1. The program proposal was developed at the request of health care providers in CAL's service area.
2. An increase in individuals with disabilities and limited functions, as well as the aging baby boom generation, has increased the demand for Physical Therapy Assistants in CAL's service area.
3. The population of persons over 65 in Alabama is greater than the national average, therefore increasing the need for positions related to the proposed program.
4. CAL officials project that the proposed program will require a total of \$962,700 in new funds over the first five years to support the proposed program, and a total of \$1,503,060 will be available through internal reallocation, extramural funds, and tuition.

Public Review:

The program was posted on the Commission website from January 3, 2008 until January 23, 2008 (twenty days) for public review and comment. No comments were received.

Supporting Documentation:

1. New Academic Degree Program Proposal Summary, attached.
2. Summary of Background Information, attached.
3. Curriculum for Proposed Program, attached.
4. Calhoun State Community College proposal, dated December 7, 2007. Available upon request.
5. "Evaluation and Review of New Instructional Program Proposals of Public Postsecondary Institutions," Alabama Administrative Code, Chapter 300-2-1-.03. Available upon request.

Attachment 1

INSTITUTION Calhoun Community College

PROGRAM Associate in Applied Science in Physical Therapy Assistant

ESTIMATED NEW FUNDS REQUIRED TO SUPPORT PROPOSED PROGRAM

	2008-09	2009-10	2010-11	2011-12	2012-13	TOTAL
FACULTY	\$140,600	\$168,100	\$174,500	\$181,200	\$188,300	\$852,700
LIBRARY	0	0	0	0	0	0
FACILITIES	0	0	0	0	0	0
EQUIPMENT	\$33,000	0	0	0	0	\$33,000
STAFF	0	0	0	0	0	0
OTHER	\$37,000	\$10,000	\$10,000	\$10,000	\$10,000	\$77,000
TOTAL	\$210,600	\$178,100	\$184,500	\$191,200	\$198,300	\$962,700

SOURCES OF FUNDS AVAILABLE FOR PROGRAM SUPPORT

	2008-09	2009-10	2010-11	2011-12	2012-13	TOTAL
INTERNAL REALLOCATIONS	0	178,100	184,500	191,200	198,300	752,100
EXTRAMURAL	\$210,600	0	0	0	0	\$210,600
TUITION	\$34,200	\$109,440	\$123,120	\$136,800	\$136,800	540,360
TOTAL	\$244,800	\$287,540	\$307,620	\$328,000	\$335,100	\$1,503,060

ENROLLMENT AND DEGREE COMPLETION PROJECTIONS

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

Attachment 2

Summary of Background Information

Associate in Applied Science in Physical Therapy Assistant
Calhoun Community College

Role: The proposed program is within the instructional role currently recognized for Calhoun Community College (CAL).

Objectives: Calhoun Community College will begin an Associate of Applied Science degree in Physical Therapy Assistant (PTA) in response to the increasing demand for additional healthcare workers in northern Alabama. The demand for physical therapy assistants will continue to rise due to the steady increase in individuals with disabilities. PTA's will provide the healthcare community with the knowledge and skills to carry out rehabilitation treatment programs and procedures under the supervision of a licensed physical therapist.

Administration: The program will be administered by Jimmy Duke, Program Director for Health and Natural Sciences.

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

<u>Course#</u>	<u>Title</u>	<u>Credit Hour</u>
PTA-180	Medical Terminology	1semester hour (sh)
PTA-200	Physical Therapy Issues & Trends	2 sh
PTA-201	Physical Therapy Assistant Seminar	2 sh
PTA-202	PTA Communication Skills	2 sh
PTA-220	Functional Anatomy & Kinesiology	3 sh
PTA-222	Functional Anatomy & Kinesiology Lab	2 sh
PTA-230	Neuroscience	2 sh
PTA-231	Rehabilitation Techniques	2 sh
PTA-232	Orthopedics for the PTA	2 sh
PTA-240	Physical Disabilities	2 sh
PTA-241	Physical Disabilities II	2 sh
PTA-250	Therapeutic Procedures I	4 sh
PTA-251	Therapeutic Procedures II	4 sh
PTA-252	Physical Agents & Therapeutic Modalities	2 sh
PTA-260	Clinical Education I	1 sh
PTA-263	Clinical Affiliation	3 sh
PTA-268	Clinical Practicum	5 sh
PTA-290	Therapeutic Exercise	1 sh

Program Completion Requirements:

- Credit hours required in skills emphasis – 42 sh
- Credit hours in institutional general education or core curriculum – 21 sh
- Credit hours in required or free electives – 10-11 sh (range)
- Total credit hours required for completion – 73-74 sh (range)

Accreditation: CAL will seek accreditation through the Commission on Accreditation of Physical Therapy Education, with a goal of accreditation by 2010.

Licensure: Graduates must pass the national physical therapist assistant examination for state licensure and employment in the field in the state of Alabama. An objective of at least eighty percent of program graduates passing the PTA exam will be established.

Collaboration: Although a PTA program at Wallace State Community College Hanceville (WSH) is located adjacent to CAL's service area, it is not currently meeting the entire workforce need, according to the proposal. CAL currently shares agreements with other health programs in radiology and surgical technology with WSH; however, the program is not as effectively shared as it is a more manipulative skill best taught by live instruction.

Distance Education: Initially, none of the courses in the program will be offered through distance education. Such courses may be developed after the program is established.

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

Need: There is an increasing local demand for additional healthcare workers in CAL's service area. PTA's will help accommodate this need by implementing treatment plans designed by licensed physical therapists to reduce cost of services. Statistics based on census information verify that the population of persons in Alabama 65 years and over is 13 percent greater than the national average of 12.4 percent. A larger proportion of elderly persons are one of the identifying factors requiring an increased demand for healthcare workers. In recent meetings with Huntsville Hospital, the region's largest hospital, the college was informed that PTA's were in high demand. According to the proposal and letters of support, additional healthcare employers in the area endorse this program as well.

Student Demand: A total of 233 students from eight high schools in CAL's service area were surveyed. Twenty-nine students expressed interest in the program. CAL also conducted an on-line survey for existing students enrolled in biology courses. A total of 231 students responded to the survey and 169 expressed interest in the program.

Resources:

Faculty/Staff: Since the PTA program is new to CAL, there currently are no faculty members to teach in the program. The hiring of two full-time faculty members and one part-time support faculty member will be dependant upon those individuals meeting the qualifications identified in both Postsecondary Faculty Credentials and the Commission on Accreditation in Physical Therapy Education (CAPTE). CAPTE requires that one of the full-time faculty members be a registered physical therapist. The program director must meet the following qualifications according to CAPTE: a minimum of a master's degree; licensure as a physical therapist or physical therapist assistant; a minimum of five years experience in clinical practice; experience in didactic and/or clinical teaching, educational theory and methodology, instructional design and methodology; experience in student evaluation and outcomes assessment; and current knowledge of contemporary physical therapy practice.

Equipment/Facilities: The following equipment will be purchased to help accommodate the PTA program:

Therapy Mat Platform Tables & Treatment Tables (6)	\$5,200
Ambulation Training Equipment; parallel bars, training stairs, canes, walkers, crutches	3,500
Various electrical stimulation, ultrasound, heat/cold and diathermy treatment modalities	12,000
Traction Package (1)	6,000
Treatment Whirlpool (1)	3,500
Continuous Passive Motion Unit (CPM) (1)	2,300

CAL has a new 64,000 square foot health science center that opened in 2006. It currently houses all nursing and allied health programs with ample classroom and laboratory space. Housed in the same facility are a computer lab and state-of-the-art distance education classroom, as well as portable video-teleconferencing capability.

Clinical Agreements: CAL has provided documentation that clinical agreements have been signed with Decatur General Hospital, Athens Limestone Hospital, and Huntsville Hospital. Clinical agreements

have also been reached with two area nursing homes, HealthSouth, and Kindred Healthcare Rehab Services.

Library: Calhoun's library collections currently support the existing allied health programs through journals and an electronic database. At this time, there are no resources specific to PTA; however, the college has purchased the Cumulative Index to Nursing and Allied Health Literature (CINAHL) to support allied health programs, including PTA. This new database will provide full-text articles to support the proposed program; however, the PTA faculty will consult with CAL's librarian to purchase or subscribe to additional materials appropriate to the program.

Program Budget: CAL projects a total of \$962,700 in estimated new funds will be required to support the proposed program. A total of \$1,503,060 will be available through internal reallocation, extramural funds, and tuition.

ATTACHMENT 3
PTA CURRICULUM
5 Semester Course of Study

YEAR I

Fall Semester 1			Spring Semester 1		
COURSE	CREDIT	CONTACT	COURSE	CREDIT	CONTACT
BIO 201	4	(5)	BIO 202	4	(5)
MTH 100	3	(3)	PSY 200	3	(8)
ENG 101	3	(3)	SPH elective	3	(3)
PTA 180	1	(1)	PTA 250	4	(8)
PTA 220	3	(3)	PTA 202	2	(2)
CIS, BIO, PHY or CHM Elective	3 or 4	(3) or (5)	PTA 222	2	(6)
ORI 101	1	(1)			
TOTAL	18 or 19	(19) or (21)		18	(27)

Summer Semester I

COURSE	CREDIT	CONTACT
PTA 260	1	(5)
PTA 251	4	(8)
PTA 232	2	(2)
PTA 240	2	(2)
PTA 290	1	(3)
TOTAL	10	(20)

YEAR II

Fall Semester II			Spring Semester II		
COURSE	CREDIT	CONTACT	COURSE	CREDIT	CONTACT
PTA 230	1	(1)	PTA 200	2	(2)
PTA 241	2	(2)	PTA 201	2	(2)
PTA 252	2	(2)	PTA 231	2	(6)
PTA 263	3	(15)	PTA 268	5	(25)
PTA 290	1	(3)	HUM Elective	3	(3)
PSY 210	3	(3)			
TOTAL	12	(26)	TOTAL	14	(38)

Summary	
Major Credits	42
General Education Credits	21
Free Electives	10-11
TOTAL	73-74

DECISION ITEM A-8: Calhoun Community College, Associate in Applied Science in Respiratory Therapist Assistant (CIP 51.0908)

Staff Presenter: Ms. Margaret Pearson
Academic Program Review Analyst

Staff Recommendation: That the Commission approve the proposed Associate in Applied Science in Respiratory Therapist Assistant with the implementation date and pre- and post-implementation conditions listed below:

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

Pre-Implementation Condition:

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

Post-Implementation Conditions:

1. That the annual average new enrollment headcount for the first five years will be at least 9, based on the proposal.
2. That the annual average number of graduates for the Academic Years 2009-10 through 2011-13 (four-year average) will be at least 11, based on the proposal.
3. That a follow-up survey be conducted after the first five years that will show at least 75 percent of the graduates were successful in acquiring related employment.
4. That the institution provide information on accreditation of the program by the Committee on Accreditation for Respiratory Care (CoARC) in collaboration with the Commission on Accreditation of Allied Health Education Programs (CAAHEP).
5. That the institution report on the passage rate of graduates obtaining licensure related to the proposed program.
6. That information regarding an overall assessment of the program will be provided, particularly as related to objectives and assessment measures stated in the proposal.

Calhoun Community College (CAL) will be required to phase out the program if any of the pre- and post-implementation conditions are not met. The institution must present

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

Rationale:

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

1. The program proposal was developed at the request of healthcare providers in CAL's service area.
2. An increase in the number of middle-aged and elderly individuals has increased the incidence of cardiopulmonary disease and expanded the role of respiratory therapists in the early detection of pulmonary disorders, case management of patients, disease prevention and treatment, and emergency care.
3. The population of persons over 65 in Alabama is greater than the national average, therefore increasing the need for healthcare positions related to the proposed program.
4. CAL officials project that the proposed program will require a total of \$989,700 in new funds over the first five years to support the proposed program, and a total of \$1,551,910 will be available through internal reallocation, extramural funds, and tuition.

Public Review:

The program was posted on the Commission website from January 3, 2008 until January 23, 2008 (twenty days) for public review and comment. No comments were received.

Supporting Documentation:

1. New Academic Degree Program Proposal Summary, attached.
2. Summary of Background Information, attached.
3. Curriculum for Proposed Program, attached.
4. Calhoun State Community College proposal, dated December 7, 2007. Available upon request.
5. "Evaluation and Review of New Instructional Program Proposals of Public Postsecondary Institutions," Alabama Administrative Code, Chapter 300-2-1-.03. Available upon request.

Attachment 1

INSTITUTION Calhoun Community College

PROGRAM Associate in Applied Science in Respiratory Therapist Assistant

ESTIMATED NEW FUNDS REQUIRED TO SUPPORT PROPOSED PROGRAM

	2008-09	2009-10	2010-11	2011-12	2012-13	TOTAL
FACULTY	\$140,600	\$168,100	\$174,500	\$181,200	\$188,300	\$852,700
LIBRARY	0	0	0	0	0	0
FACILITIES	0	0	0	0	0	0
EQUIPMENT	\$52,000	0	0	0	0	\$52,000
STAFF	0	0	0	0	0	0
OTHER	\$45,000	\$10,000	\$10,000	\$10,000	\$10,000	\$85,000
TOTAL	\$237,600	\$178,100	\$184,500	\$191,200	\$198,300	\$989,700

SOURCES OF FUNDS AVAILABLE FOR PROGRAM SUPPORT

	2008-09	2009-10	2010-11	2011-12	2012-13	TOTAL
INTERNAL REALLOCATIONS	0	178,100	184,500	191,200	198,300	\$752,100
EXTRAMURAL	\$237,600	0	0	0	0	\$237,600
TUITION	\$34,960	\$114,000	\$128,250	\$136,800	\$142,500	\$562,210
TOTAL	\$272,560	\$292,100	\$312,750	\$333,700	\$340,800	\$1,551,910

ENROLLMENT AND DEGREE COMPLETION PROJECTIONS

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

Attachment 2

Summary of Background Information

Associate in Applied Science in Respiratory Therapist Assistant
Calhoun Community College

Role: The proposed program is within the instructional role currently recognized for Calhoun Community College (CAL).

Objectives: Calhoun Community College will begin an Associate of Applied Science degree in Respiratory Therapist Assistant (RTA) in response to the increasing demand for additional healthcare workers in northern Alabama. According to the proposal, the demand for respiratory therapists is attributed to the substantial increase in the middle-age and elderly population. With this increase, cardiopulmonary disease and other pulmonary disorders will be heightened. Respiratory Therapists will be able to expand their role in the case management of patients, disease prevention and treatment, and emergency care.

Administration: The program will be administered by Jimmy Duke, Program Director for Health and Natural Sciences.

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

<u>Course#</u>	<u>Title</u>	<u>Credit Hour</u>
RPT-210	Clinical Practice I	2 semester hours
RPT-211	Introduction to Respiratory Care	2 sh
RPT-212	Fundamentals of Respiratory Care	4 sh
RPT-213	Anatomy & Physiology for the RCP	3 sh
RPT-214	Pharmacology for the RCP	2 sh
RPT-220	Clinical Practice II	2 sh
RPT-221	Pathology for the RCP I	3 sh
RPT-222	Fundamentals of Respiratory Care II	4 sh
RPT-223	Acid Base Regulation & ABG Analysis	2 sh
RPT-230	Clinical Practice II	2 sh
RPT-231	Pathology for the RCP II	3 sh
RPT-232	Diagnostic Procedures for the RCP	2 sh
RPT-233	Special Procedures for the RCP	2 sh
RPT-234	Mechanical Ventilation for the RCP	3 sh
RPT-240	Clinical Practice IV	4 sh
RPT-241	Rehabilitation & Home Care for the RCP	2 sh
RPT-242	Perinatal / Pediatric Respiratory Care	3 sh
RPT-243	Computer Applications for the RCP	2 sh
RPT-244	Critical Care Considerations for the RCP	2 sh

Program Completion Requirements:

- Credit hours required in skills emphasis – 49 sh
- Credit hours in institutional general education or core curriculum – 20 sh
- Credit hours in required or free electives – 6 sh
- Total credit hours required for completion –75 sh

Accreditation: CAL will begin the accreditation process immediately through the Committee on Accreditation for Respiratory Care (CoARC) in collaboration with the Commission on Accreditation of Allied Health Education Programs (CAAHEP).

Licensure: According to the proposal, to be eligible for a state license, a graduate must earn the Certified Respiratory Therapist credential (CRT) from the National Board of Respiratory Care (NBRC).

All graduates from accredited programs are eligible to write the certification exam. After successfully passing the entry level CRT examination, graduates have three years to attempt a two part advanced practitioner examination, consisting of separate written and clinical simulation components, also administered by the NBRC. Successful completion of this assessment earns the Registered Respiratory Therapist credential.

Collaboration: A respiratory therapy technology program is currently offered at Wallace State Community College Hanceville (WSH). According to officials at CAL, however, the northern Alabama area is currently underserved in respiratory therapy education and has a need for additional respiratory therapist assistants. Since the respiratory therapy curriculum demands 25-33 contact hours per week in the classroom, lab and clinical settings, CAL does not anticipate collaborative efforts with existing programs.

Distance Education: Initially, none of the courses in the program will be offered through distance education. Such courses may be developed after the program is established.

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

Need: Due to the increasing local demand for additional healthcare workers in CAL's service area, the institution conducted a comprehensive regional healthcare workforce survey. According to the institution, the survey addressed numerous allied health areas, including respiratory therapist assistants, and indicated that nine employers in CAL's service area predict an increase of 47 new hires over current staffing through 2010. At the national level, the U.S. Department of Labor predicts that employer demand for respiratory therapists will see faster than average growth (18 percent or more) through the year 2014. According to the proposal, this rapid growth is attributed to a substantial increase in the number of middle-aged and elderly population that will heighten the incidence of cardiopulmonary disease and other disorders.

Student Demand: A total of 233 students from eight high schools in CAL's service area were surveyed. Nineteen students expressed interest in the program. CAL also conducted an on-line survey of existing students enrolled in biology courses. A total of 231 students responded to the survey and 150 expressed interest in the program.

Resources:

Faculty/Staff: Since the respiratory therapy program is new to CAL, there currently are no faculty members to teach in the program. The hiring of two full-time faculty members and one part-time support faculty member will be dependant upon those individuals meeting the qualifications identified in both Postsecondary Faculty Credentials and the Committee on Accreditation for Respiratory Care (CoARC). CoARC requires that both program director and the director of clinical education be registered respiratory therapists, and that they hold a professional license or certificate as is required by the state in which he or she is employed. Each must also possess at least a baccalaureate degree and have a minimum of four years experience as a registered respiratory therapist, of which two years should have been spent in clinical respiratory care and at least two years in a teaching position in an accredited respiratory program. Formal teacher training or experience is recommended as well.

Equipment/Facilities: The following equipment will be purchased to help accommodate the proposed program:

Oxygen delivery equipment	\$8,000
Mechanical ventilator (refurbished)	7,500
Arterial Blood Gas Analyzer w/CO-ox (refurbished)	11,000
Pulmonary Function Laboratory Equipment	18,000
Respiratory treatment equipment incl –IPPB, CPAP, IVP	4,500
Intubation manikins – adult, pediatric, neonatal*I	3,500

CAL has a new 64,000 square foot health science center that opened in 2006. It currently houses all nursing and allied health programs with ample classroom and laboratory space. Housed in the same

facility are a computer lab and state-of-the-art distance education classroom, as well as portable video-teleconferencing capability.

Clinical Agreements: CAL has provided documentation that clinical agreements have been signed with Decatur General Hospital, Athens Limestone Hospital, and Huntsville Hospital. Clinical agreements have also been reached with two area nursing homes, HealthSouth, and Kindred Healthcare Rehab Services.

Library: Calhoun's library collections currently support the existing allied health programs through journals and an electronic database. At this time, there are no resources specific to respiratory therapy; however, the college has purchased the Cumulative Index to Nursing and Allied Health Literature (CINAHL) to support allied health programs, including respiratory therapy. This new database will provide full-text articles to support the proposed program; however, the RTA faculty will consult with CAL's librarian to purchase or subscribe to additional materials appropriate to the program.

Program Budget: CAL projects a total of \$989,700 in estimated new funds will be required to support the proposed program. A total of \$1,551,910 will be available through internal reallocation, extramural funds, and tuition.

ATTACHMENT 3

**PTA CURRICULUM
 5 Semester Course of Study**

YEAR I

Fall Semester 1			Spring Semester 1		
COURSE	CREDIT	CONTACT	COURSE	CREDIT	CONTACT
BIO 201	4	(5)	BIO 202	4	(5)
MTH 100	3	(3)	PSY 200	3	(8)
ENG 101	3	(3)	SPH elective	3	(3)
PTA 180	1	(1)	PTA 250	4	(8)
PTA 220	3	(3)	PTA 202	2	(2)
CIS, BIO, PHY or CHM Elective	3 or 4	(3) or (5)	PTA 222	2	(6)
ORI 101	1	(1)			
TOTAL	18 or 19	(19) or (21)		18	(27)

Summer Semester I

COURSE	CREDIT	CONTACT
PTA 260	1	(5)
PTA 251	4	(8)
PTA 232	2	(2)
PTA 240	2	(2)
PTA 290	1	(3)
TOTAL	10	(20)

YEAR II

Fall Semester II			Spring Semester II		
COURSE	CREDIT	CONTACT	COURSE	CREDIT	CONTACT
PTA 230	1	(1)	PTA 200	2	(2)
PTA 241	2	(2)	PTA 201	2	(2)
PTA 252	2	(2)	PTA 231	2	(6)
PTA 263	3	(15)	PTA 268	5	(25)
PTA 290	1	(3)	HUM Elective	3	(3)
PSY 210	3	(3)			
TOTAL	12	(26)	TOTAL	14	(38)

Summary	
Major Credits	42
General Education Credits	21
Free Electives	10-11
TOTAL	72-73

DECISION ITEM B-1: Auburn University, Addition of an Option in Art History to the Existing Bachelor of Arts in Fine Arts (CIP 50.0702)

Staff Presenter: Mrs. Ellen Haulman
Assistant Director for Instruction

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

Background: Auburn University (AU) currently has the Bachelor of Arts (BA) in Fine Arts at CIP 50.0702 in the Academic Program Inventory. AU proposes the addition of an option in Art History to the program. The current curriculum will be listed as an option in Studio Art.

The program will require a total of 120 sh with the proposed option.

University Core	41 sh
Program Common Core	37 sh
Proposed Option	21 sh
Electives	21 sh

According to AU officials, a recent survey of universities in Alabama revealed that AU was the only university art department with a large student enrollment that did not offer an art history curriculum. The option will also put AU in line with offerings at similar institutions throughout the southeast.

The new option is expected to attract students and to increase retention of students currently enrolled in the program. No additional resources are needed for the option, and current faculty will be able to teach courses in the option.

Supporting Documentation:

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

DECISION ITEM B-2: Auburn University, Consolidation of the Bachelor of Science Degrees in Molecular Biology (CIP 26.0402) and Microbiology (CIP 26.0503) into the Bachelor of Science in Microbial, Cellular, and Molecular Biology (CIP 26.0503)

Staff Presenter: Mrs. Ellen Haulman
Assistant Director for Instruction

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

Background: Auburn University (AU) currently has the Bachelor of Science (BS) in Molecular Biology at CIP 26.0204 and the BS in Microbiology at CIP 26.0503 in the Academic Program Inventory. AU proposes to consolidate the two programs at CIP 26.0503 into a program with a new name, Microbial, Cellular, and Molecular Biology. The program will have options in Microbiology and Cell and Molecular Biology.

After the approval of the consolidated program, the separate entries for Molecular Biology and Microbiology will be deleted from the Inventory.

The consolidated program will require a total of 153 semester hours (sh). A total of 49 sh in common coursework will be taken by all students regardless of option. Each option will require an additional 31 sh of required coursework and electives related to the option.

Requirements:

University Core Requirements	42 sh
Program Common Coursework	49 sh
Microbiology Option	31 sh
Cell and Molecular Biology Option	31 sh
Total Hours	153 sh

According to program officials, Microbiology and Molecular Biology share a great deal of foundational knowledge, particularly in chemistry and genetics, even though they are distinct sub-disciplines in biology. The common coursework in both options consists largely of chemistry, physics, cell biology and genetics, while the upper division courses in each option reflect the specialized focus of the two sub-disciplines.

Graduates who graduate with the Microbiology option will be prepared for professional programs in the health professions, careers in industries such as bioremediation, environmental assessment, quality control in foods, and graduate education in a number of disciplines. Graduates from the Cell and Molecular Biology option also will be prepared for professional programs in the health sciences, careers in the

biotechnology industry and graduate programs such as molecular biology and genetic counseling.

The staff recommends that the proposed consolidation 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-.06. Available upon request.
2. Written unpublished documentation provided by the institution. Available upon request.

DECISION ITEM B-3: Calhoun Community College, Addition of an Option in Graphic Animation/Electronic Imaging to the Existing AAS in Visual Communication (CIP 50.0401)

Staff Presenter: Ms. Margaret Pearson
Academic Program Review Analyst

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

Background: Calhoun Community College (CAL) currently has the Associate in Applied Science in Visual Communication at CIP 50.0401 in the Academic Program Inventory. CAL proposes the addition of an option in Graphic Animation/Electronic Imaging to the program.

The program with the proposed option will require a total of 70 semester hours (sh):

General Education	23 sh
Technical Core	38 sh
Option	9 sh

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

Supporting Documentation:

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

DECISION ITEM B-4: Alabama Southern Community College, Addition of an Option in Paper and Chemical Technology to the Existing AAS in Industrial Engineering Technology (CIP 15.0612)

Staff Presenter: Ms. Margaret Pearson
Academic Program Review Analyst

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

Background: Alabama Southern Community College (ALS) currently has the Associate in Applied Science in Industrial Engineering Technology at CIP 15.0612 in the Academic Program Inventory. ALS proposes the addition of an option in Paper and Chemical Technology to the program.

The program with the proposed option will require a total of 72 semester hours (sh):

General Education	24 sh
Technical Core	21 sh
Option	27 sh

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

Supporting Documentation:

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

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

Staff Presenter: Ms. Margaret Pearson
Academic Program Review Analyst

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

Background: Troy University (TROY) currently has the Bachelor of Arts and Bachelor of Science in Biology at CIP 26.0101 in the Academic Program Inventory. TROY proposes the addition of a concentration in Food Safety to the program.

The program with the proposed concentration will require a total of 118 semester hours (sh):

General Education Core	43 sh
Program Core	43 sh
Concentration	21 sh
Electives	11 sh

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-.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:
Snead State Community College, Associate in Applied
Science in Child Development, CIP 19.0708

Staff Presenter:

Mrs. Ellen E. Haulman
Associate Director for Instruction

Staff Recommendation:

That the Commission approve the request to retain the original conditions and grant an additional review period for the program. A second post-implementation report for the period 2006-07 through 2008-09 will be submitted to the Commission by October 1, 2009.

Rationale:

In a letter dated January 28, 2008, Chancellor Bradley Byrne of the Alabama Department of Postsecondary Education requested that the program be continued and allowed to submit a second post-implementation report. Mr. Byrne cited the need for the program and other such programs at two-year colleges to support the governor's voluntary pre-kindergarten program. The need for the program and the availability of Leadership in Child Care Scholarships is expected to increase student demand and completions.

Background:

The program was approved on August 10, 2001, and implemented fall of 2001. The post-implementation report was received in August 2006.

Program officials reported in the post-implementation report that the program had met conditions related to enrollment and employment. The program did not meet the graduation requirement with an average of 8.6 (requirement: 13). In addition, an assessment instrument was not implemented.

The program was hindered by the departure of two program directors. A new program director was hired and enrollment has increased. In addition, the entire curriculum has been developed for online delivery, so that students who are working will have better access to the program.

Supporting Documentation:

1. Unpublished post-implementation report and update submitted by Snead State Community College.
2. "Guidelines for Consideration of Post-Implementation Reports that Do Not Meet Approved Conditions." Available upon request.

Summary of Report on Post-Implementation Conditions

Snead State Community College

Program: Child Development, AAS, CIP 19.0708

Approved by Commission: August 10, 2001

Implementation Date: Fall 2001

Post-Implementation Conditions:

- 1) That the annual average headcount enrollment for the first five years be at least 23 students.
- 2) That beginning in 2001-02, the annual average number of graduates for the first five years of the program will be at least 13.
- 3) That a follow-up survey will be conducted after five years which will show that at least 75 percent of the graduates who actively sought employment have found employment in the field.
- 4) At least 90 percent of the child development students will pass a detailed, comprehensive program outcomes test (to be developed by the institution) with 80 percent accuracy prior to completion of the associate degree. This test must assess the professional competencies outlined in Section 648A (1) (A) of the Head Start Act.

Child Development AAS, CIP 19.0708	Average Enrollment for the First Five Years	Average Number of Graduates, Beginning 2001-02	Percentage of Graduates Employed in Field	Percentage of Students Passing Assessment
Required	23	13	75%	90%
Reported	43	8.6	76.5%	Assessment Not Implemented

Condition 4: Snead officials stated that the comprehensive assessment will be implemented in the additional review period.



**ALABAMA
DEPARTMENT OF
POSTSECONDARY EDUCATION**

Representing Alabama's Public Two-Year College System

STATE BOARD OF EDUCATION	Governor Bob Riley President	Randy McKenney District 1 President Pro Tem	Betty Pinner District 2	Stephanie Bell District 3	Ethel H. Hall District 4 Vice President Emerita	Ella B. Bell District 5	David F. Byers, Jr. District 6 Vice President	Sherrita Ray District 7	Mary Jane Caylor District 8
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January 28, 2008

Dr. Gregory Fitch, Executive Director
Alabama Commission on Higher Education
Post Office Box 2000
Montgomery, Alabama 36130-2000

Dear Dr. Fitch:

The Department of Postsecondary Education is requesting an additional review period for the Child Development programs at Wallace Community College-Dothan and Snead State Community College. The additional review period would be for 2006-2007 through 2008-2009 in order to meet the conditions as required by the post-implementation review. Both institutions have strong administrations and a growing student population base. We feel certain that they will be able to obtain the number of graduates needed.

We feel strongly that these programs should be continued due to the increasing need for pre-k teachers throughout the state. Alabama's pre-kindergarten program is nationally recognized for its quality, but access is severely limited. In December 2007, Governor Riley announced plans to significantly expand the voluntary pre-kindergarten program for four-year olds through a program called *First Class: Alabama's Voluntary Pre-K Initiative*. The major obstacle to Governor Riley's plan is a lack of qualified Early Child Development teachers. The Child Development programs at Wallace-Dothan and Snead State can address this major issue. They can prepare students to go into a four-year program or go immediately to work in a child care setting. In addition, Postsecondary Education partners with the Alabama Department of Human Resources to offer Leadership in Child Care Scholarships to qualified students at both institutions.

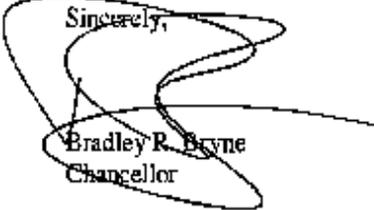
Bradley R. Byrne, Chancellor Post Office Box 362130 Montgomery, Alabama 36130-2130 (334) 242-2900 Fax (334) 242-2888

401 Adams Avenue Montgomery, Alabama 36104-4340 Internet Address: <http://www.acscc.al.us>

Dr. Gregory Fitch
Page 2
January 28, 2008

With a strong student demand, a growing need for child care and with the Governor's push for more access to Pre-K, we feel that the Child Development programs at these two colleges and our other colleges will continue to grow over the next 10 years.

Thank you for your consideration of this request. Please call me if you would like to discuss this matter further.

Sincerely,

Bradley R. Byrne
Chancellor

BRB/ij

DECISION ITEM C-2: Request to Amend Post-Implementation Conditions: Wallace State Community College (Dothan), Associate in Applied Science and Certificate in Child Development, CIP 19.0708

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

Staff Recommendation: That the Commission approve the request to retain the original conditions and grant an additional review period for the program. A second post-implementation report for the period 2006-07 through 2008-09 will be submitted to the Commission by October 1, 2009.

Rationale: In a letter dated January 28, 2008, Chancellor Bradley Byrne of the Alabama Department of Postsecondary Education requested that the program be continued and allowed to submit a second post-implementation report. Mr. Byrne cited the need for the program and other such programs at two-year colleges to support the governor's voluntary pre-kindergarten program. The need for the program and the availability of Leadership in Child Care Scholarships is expected to increase student demand and completions.

Background: The program was approved on August 10, 2001, and implemented fall 2001. The post-implementation report was received in August 2006.

Program officials reported in the post-implementation report that the program had met conditions related to enrollment, employment, and assessment. The program did not meet the graduation requirement with an average of 6. However, 22 graduates were reported in 2007.

In regard to condition 4, the report stated that the faculty and staff developed a comprehensive program outcomes tool, based on the CDA certificate requirements in addition to the professional requirements of the Head Start Act. A copy of the assessment instrument, as well as background documentation, was included with the report. According to program officials, at least 90 percent of the students have met the requirement of passing a detailed outcomes test with 80 percent accuracy.

Supporting Documentation:

1. Unpublished post-implementation report submitted by Wallace State Community College (Dothan).
2. "Guidelines for Consideration of Post-Implementation Reports that Do Not Meet Approved Conditions." Available upon request.

Summary of Report on Post-Implementation Conditions

Wallace State Community College--Dothan

Program: Child Development, AAS and Certificate, CIP 19.0708 (formerly CIP 20.0201)

Approved by Commission: August 10, 2001

Implementation Date: Fall 2001

Post-Implementation Conditions:

- 1) That the annual average headcount enrollment for the first five years be at least 31 students.
- 2) That beginning in 2001-02, the annual average number of graduates for the first five years of the program will be at least 13.
- 3) That a follow-up survey will be conducted after five years which will show that at least 75 percent of the graduates who actively sought employment have found employment in the field.
- 4) At least 90 percent of the child development students will pass a detailed, comprehensive program outcomes test (to be developed by the institution) with 80 percent accuracy prior to completion of the associate degree. This test must assess the professional competencies outlined in Section 648A (1) (A) of the Head Start Act.

Child Development AAS, CIP 19.0708	Average Enrollment for the First Five Years	Average Number of Graduates, Beginning 2001-02	Percentage of Graduates Employed in Field	Percentage of Students Passing Assessment
Required	31	13	75%	90%
Reported	111	6	78%	93%



**ALABAMA
DEPARTMENT OF
POSTSECONDARY EDUCATION**

Representing Alabama's Public Two-Year College System

STATE BOARD OF EDUCATION	Governor Bob Riley President	Randy McKinney District 1 President Pro Tem	Betty Priore District 2	Stephanie Boz District 3	Ethel H. Hall District 4 Vice President Emerita	Ella B. Bell District 5	David E. Byers, Jr. District 6 Vice President	Sandra Ray District 7	Mary Jane Caylor District 8
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January 28, 2008

Dr. Gregory Fitch, Executive Director
Alabama Commission on Higher Education
Post Office Box 2000
Montgomery, Alabama 36130-2000

Dear Dr. Fitch:

The Department of Postsecondary Education is requesting an additional review period for the Child Development programs at Wallace Community College-Dothan and Snead State Community College. The additional review period would be for 2006-2007 through 2008-2009 in order to meet the conditions as required by the post-implementation review. Both institutions have strong administrations and a growing student population base. We feel certain that they will be able to obtain the number of graduates needed.

We feel strongly that these programs should be continued due to the increasing need for pre-k teachers throughout the state. Alabama's pre-kindergarten program is nationally recognized for its quality, but access is severely limited. In December 2007, Governor Riley announced plans to significantly expand the voluntary pre-kindergarten program for four-year olds through a program called *First Class: Alabama's Voluntary Pre-K Initiative*. The major obstacle to Governor Riley's plan is a lack of qualified Early Child Development teachers. The Child Development programs at Wallace-Dothan and Snead State can address this major issue. They can prepare students to go into a four-year program or go immediately to work in a child care setting. In addition, Postsecondary Education partners with the Alabama Department of Human Resources to offer Leadership in Child Care Scholarships to qualified students at both institutions.

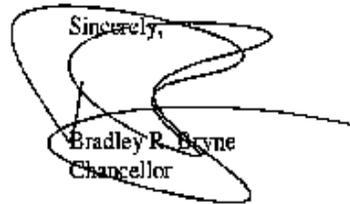
Bradley R. Byrne, Chancellor Post Office Box 302130 Montgomery, Alabama 36130-2130 (334) 242-2900 Fax (334) 242-2888

401 Adams Avenue Montgomery, Alabama 36104-4340 Internet Address: <http://www.ace.cc.al.us>

Dr. Gregory Fitch
Page 2
January 28, 2008

With a strong student demand, a growing need for child care and with the Governor's push for more access to Pre-K, we feel that the Child Development programs at these two colleges and our other colleges will continue to grow over the next 10 years.

Thank you for your consideration of this request. Please call me if you would like to discuss this matter further.

Sincerely,

Bradley R. Bryne
Chancellor

BRB/ij

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

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 2008 is as follows:

March 12, 2008 (Joint Meeting of the Alabama State Board of Education and the Commission):

Mr. Bradley Bryne, Chancellor, Alabama College System

March 28, 2008:

Dr. John G. Veres, III, President, Auburn University at Montgomery

June 27, 2008:

Mr. Sam Munnerlyn, President, H. Councill Trenholm State Technical College

September 19, 2008:

Dr. Jay Gogue, President, Auburn University

December 12, 2008:

Dr. David Williams, President, University of Alabama in Huntsville

Supporting Documentation: None

INFORMATION ITEM B: Implementation of Approved Programs

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

Staff Recommendation: For information only.

Background: Commission guidelines state that a new program should be implemented in accordance with the timeline presented in the proposal. They further state that any institution having an approved program must notify the Commission in writing when the program is implemented (that is, when the institution has admitted the first student or students into the program). The institution also must notify the Commission in writing if the stated date or academic term of implementation changes. If the program is not implemented within 24 months of the date of approval, regardless of whether the Commission has been notified of the delay, the approval will expire, and the program will be removed from the Commission's Academic Program Inventory. Once an approval has expired, an institution must submit a new program proposal and receive Commission approval of the new proposal in order to offer the program.

Programs Implemented: In accordance with these guidelines, the following institutions have sent notification that the programs listed have been implemented.

Calhoun Community College

Program: Clinical Laboratory Technology, AAS,
CIP 51.1004
Approval date: June 16, 2006
Implementation date: January 2007
Post-implementation report deadline: February 1, 2012

Drake State Technical College

Program: Culinary Arts, AAT/Certificate, CIP 12.0503
Approval date: June 22, 2007
Implementation date: August 2007
Post-implementation report deadline:
September 1, 2012

University of Alabama at Birmingham

Program: Engineering, MEng, CIP 14.0104
Approval date: June 22, 2007
Implementation date: January 2008 (delayed)
Post-implementation report deadline: February 1, 2013
(revised)

University of North Alabama

Program: History, MA, CIP 54.0101
Approval date: September 22, 2006
Implementation date: January 2007 (ahead of schedule)
Post-implementation report deadline:
September 1, 2012

University of South Alabama

Program: Civil Engineering, MSCE, CIP 14.1801
Approval date: December 8, 2006
Implementation date: August 2007
Post-implementation report deadline:
September 1, 2012

Program: Emergency Medical Services, BS,
CIP 51.0904
Approval date: June 22, 2007
Implementation date: August 2007
Post-implementation report deadline:
September 1, 2012

Programs Not Implemented:

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

None.

Supporting Documentation:

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

INFORMATION ITEM C: The University of Alabama at Birmingham, Change in the Organizational Structure of the Department of Management, Marketing and Industrial Distribution into Two Departments

Staff Presenter: Ms. Margaret Pearson
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 the organizational structure of the Department of Management, Marketing and Industrial Distribution into two departments: (1) the Department of Management and Organization and (2) the Department of Marketing and Industrial Distribution at the University of Alabama at Birmingham (UAB). The change is being made to distinguish the goals and priorities of these two individual areas.

Administrative changes at the department level, such as establishing a new department, combining two or more departments, or dividing a department into two or more departments, do not require Commission approval, but must be reported to the Commission by information item prior to implementation.

Supporting Documentation:

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

INFORMATION ITEM E: The University of Alabama at Birmingham,
Establishment of an Articulation Agreement between the
Master of Public Health and the Doctor of Veterinary
Medicine at Auburn University

Staff Presenter: Ms. Margaret Pearson
Academic Program Review Analyst

Staff Recommendation: For information only.

Background: The University of Alabama System reports the establishment of an articulation agreement by the University of Alabama at Birmingham (UAB) with Auburn University (AU), related to the Doctor of Veterinary Medicine (DVM) at AU and the Master of Public Health (MPH) at UAB. The articulation agreement will result in what has been described by the institutions as a coordinated program between UAB and AU.

According to background material from UAB, there has been a great deal of activity across the nation in the area of increasing collaboration between public health and veterinary medicine. The coordinated program was designed to respond to the need for experts in areas such as food safety and security (including terrorism and natural disasters that affect those areas); detection and the spread of infectious diseases; and maximization of the benefits of companion animals to humans.

Completion of the coordinated program will result in the award of both the DVM from AU and the MPH from UAB. It is expected that most students who participate in the coordinated program will complete the DVM prior to completing the MPH. At least eight semester hours of appropriate coursework from the DVM at AU can be counted toward completion of the MPH at UAB.

Supporting Documentation:

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

INFORMATION ITEM F: Auburn University, Establishment of a Dual Degree Program Combining the Master of Business Administration and the Master of Science in Management Information Systems

Staff Presenter: Ms. Margaret Pearson
Academic Program Review Analyst

Staff Recommendation: For information only.

Background: Auburn University (AU) reports the board of trustees has approved the establishment of a dual degree program combining the Master of Business Administration and the Master of Science in Management Information Systems.

Currently, AU has the MBA in Business Administration (CIP 52.0201) and the MS in Management Information Systems (CIP 52.1201) listed in the Academic Program Inventory. This dual degree program will combine the two existing degree programs, removing the duplication of coursework between the two degrees. This will allow students to earn both degrees in a synergistic manner.

According to the Commission operating definition, dual degree programs sponsored by two different institutions or two departments, schools, or colleges within an institution, lead to the awarding of two separate degrees. Dual degrees are not identified as such in the Commission's Academic Program Inventory. This definition assumes the existence of two degree offerings prior to an agreement for a dual offering. The creation of a dual degree program requires Commission notification, but does not require Commission approval prior to implementation.

Supporting Documentation:

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

INFORMATION ITEM G: The University of West Alabama, Change in Organizational Structure of the College of Business.

Staff Presenter: Ms. Margaret Pearson
Academic Program Review Analyst

Staff Recommendation: For information only.

Background: The Board of Trustees of the University of West Alabama has approved the change in organizational structure of the College of Business to consist of: (1) the Department of Accounting, Finance, and Economics, (2) the Department of Computer Informational Systems and Technology, and (3) the Department of Business Administration, Management and Marketing. The change is being made to strengthen the operation of the unit and its service to students.

Administrative changes at the department level, such as establishing a new department, combining two or more departments, or dividing a department into two or more departments, do not require Commission approval, but must be reported to the Commission by information item prior to implementation.

Supporting Documentation:

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

INFORMATION ITEM H-1: Program Meeting Post-Implementation Conditions: Alabama State University, Bachelor of Science in Health Information Management, CIP 51.0706 —Second Report

Staff Presenter: Mrs. Ellen Haulman
Assistant Director for Instruction

Staff Recommendation: That the Commission receive this second report, documenting that the program meets all post-implementation conditions.

Background: The Bachelor of Science (BS) in Health Information Management at Alabama State University (ASU) was approved on June 7, 1996. After a delay in implementation, the program was implemented in fall 1998. A post-implementation report was submitted in September 2002 and updated in March 2005. The program did not meet the post-implementation requirement for graduates.

On June 24, 2005, the Commission approved the request of ASU to grant an extended review period in order for the program to meet the post-implementation condition for graduates. The original graduation requirement of an average of eight was retained, but ASU was to submit a second report for the period 2002-03 through 2006-07.

The second report was submitted in September 2007. The report stated that the program had maintained an 8.2 graduation average over the review period, thus meeting the post-implementation condition. Furthermore, the report provided information on strategies that have been implemented to improve the retention of students in the program. In addition, the report stated that the program had received full accreditation by the Commission on Accreditation of Health Informatics and Information Management Education (CAHIIM) in April 2007.

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

- Supporting Documentation:
1. "Request to Amend Post-Implementation Conditions: Alabama State University, Bachelor of Science in Health Information Management (CIP 51.0706)." Amendment approved June 24, 2005. Available upon request.
 2. Second Post-Implementation Report, submitted September 2007. Available upon request.

<u>INFORMATION ITEM H-2:</u>	<u>Program Meeting Post-Implementation Conditions:</u> <u>Bishop State Community College, Associate in Applied</u> <u>Science in Child Development, CIP 19.0708</u>
<u>Staff Presenter:</u>	Mrs. Ellen E. Haulman Assistant Director for Instruction
<u>Staff Recommendation:</u>	That the Commission receive this report documenting that the program meets the post-implementation conditions adopted at the time of the Commission approval of the program.
<u>Background:</u>	The post-implementation report for this program has been reviewed by the staff and has been found to meet the conditions adopted at the time of the Commission approval of the program.
<u>Supporting Documentation:</u>	1. Unpublished post-implementation report submitted by Bishop State Community College. Available upon request.

Summary of Report on Post-Implementation Conditions

Bishop State Community College

Program: Child Development, AAS, CIP 19.0708 (formerly 20.0201)

Approved by the Commission: August 10, 2001

Implementation Date in the Proposal: Fall 2001

Implemented: Fall 2001

Post-Implementation Conditions:

- 1) That the annual average headcount enrollment for the first five years will be at least 25 students.
- 2) That beginning in 2001-02, the annual average number of graduates for the first five years will be at least 16.
- 3) That a follow-up survey will be conducted after five years which will show at least 75 percent of the graduates who actively sought employment have found employment in the field.
- 4) At least 90 percent of the child development students will pass a detailed, comprehensive program outcomes test (to be developed by the institution) with 80 percent accuracy prior to completion of the associate degree. This test must assess the professional competencies outlined in Section 648A (1) of the Head Start Act.

Child Development, AAS, CIP 19.0708	Headcount Enrollment	Average Number of Graduates	Percentage of Graduates Employed in Field	Pass Rate, Comprehensive Program Outcomes Test
Required	25	16	75%	90%
Reported	182	27	79%	94%

- Condition 1: There were students in the Certificate program at the time of program approval, awaiting the implementation of the AAS.

INFORMATION ITEM I-1: Program Not Meeting Post-Implementation Conditions: University of Montevallo, Bachelor of Business Administration in Management Information Systems, CIP 52.1201

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

Disposition of the Program: Officials at the University of Montevallo (UM) have notified the Commission staff that the Bachelor of Business Administration (BBA) in Management Information Systems, CIP 52.1201, will be phased out. The program is being deleted from the Commission's Academic Program Inventory (see "Changes to the Academic Program Inventory" in this packet.) Though no new students will be admitted, students currently enrolled will be allowed to complete the program. UM will continue to offer a minor in the area.

Background: The program was approved on December 14, 2001, and was implemented in August 2002. The post-implementation report was received on September 17, 2007.

The program did not meet the post-implementation conditions. The report stated that the projected enrollment and number of graduates proved to be overly optimistic. However, the number of students that enrolled in the program, as well as the number of graduates, does indicate that there is significant interest in the curriculum. Consequently, UM will continue to offer the related minor.

Supporting Documentation:

1. Unpublished post-implementation report submitted by the University of Montevallo, available upon request.

Summary of Report on Post-Implementation Conditions

The University of Montevallo

Program: Management Information Systems, BBA, CIP 52.1201

Approved by Commission: December 14, 2001

Implementation Date in the Proposal: August 2002

Actual Implementation Date: August 2002

Post-Implementation Conditions:

- 1) That the annual average headcount enrollment for the first five years (August 2002 – July 2007) will be at least 69 students, based on the proposal.
- 2) That the annual average number of graduates for the first five years (August 2002 – July 2007) will be at least 28, based on the proposal
- 3) That a follow-up survey will be conducted after the first five years that will show that at least 75 percent of the graduates were successful in acquiring related employment.
- 4) That information regarding an overall assessment of the program be provided, particularly as related to objectives and assessment measures stated in the proposal.

Management Information Systems, BBA, CIP 52.1201	Average Headcount Enrollment for the First Five Years	Average Number of Graduates	Percentage of Graduates Employed in Field
Required	69	28	75%
Reported	47.2	11.2	68%

INFORMATION ITEM I-2:

Program Not Meeting Post-Implementation Conditions:
Lurleen B. Wallace Community College, Certificate in
Surgical Operating Room Technology, CIP 51.0909

Staff Presenter:

Mrs. Ellen E. Haulman
Assistant Director for Instruction

Disposition of the Program:

Officials at the Alabama Department of Postsecondary Education (ADPE) have notified the Commission staff that the Certificate in Surgical Operating Room Technology, Certificate, CIP 51.0909, at Lurleen B. Wallace Community College (LBW) will be phased out. The program is being deleted from the Commission's Academic Program Inventory (see "Changes to the Academic Program Inventory" in this packet.) Though no new students will be admitted, students currently enrolled will be allowed to complete the program. In addition, LBW will submit a request for a short certificate in the area for review by ADPE and recognition by the Commission.

Background:

The program was approved on December 8, 2000, and was implemented in 2001. The post-implementation report was received on August 30, 2006.

The program did not meet the post-implementation conditions for graduation, accreditation, and the certification examination. The report stated that the program had been affected by changes in the associated accreditor's requirements and the employment policies of hospitals and surgical centers.

In 2004 the accrediting agency, the Commission on Accreditation of Allied Health Programs (CAAHEP), revised the required credentials for instructors in the program. Though the program had initially received CAAHEP accreditation, based on its 2000 standards and guidelines, LBW administrators have not been able to find enough qualified faculty to meet the 2004 requirements.

In addition, hospital employment policies changed after the program was approved. Though hospital representatives had assisted the college in the development of the proposal and recommended the certification condition, the requirement was not supported by hospital hiring practices after program approval. Hospital and surgical centers in south Alabama have not required the certification and have not offered any salary incentives for graduates passing the exam.

Supporting Documentation:

1. Unpublished post-implementation report by Lurleen B. Wallace Community College. Available upon request.

Summary of Report on Post-Implementation Conditions

Lurleen B. Wallace Community College

Program: Surgical Operating Room Technology, Certificate, CIP 51.0909

Approved by Commission: December 8, 2000

Proposed Implementation Date: 2001

Implementation Date: 2001

Post-Implementation Conditions:

- 1) That the annual average headcount enrollment for the first five years be at least 23 students.
- 2) That beginning in 2001-2002, the annual average number of graduates for the first five years of the program will be at least 13.
- 3) That a follow-up survey will be conducted after five years which will show that at least 75 percent of the graduates who actively sought employment have found employment in the field.
- 4) That documentation will be provided to the Commission staff that accreditation has been achieved through the Accreditation Review Committee on Education in Surgical Technology, a sponsor committee of the Commission on the Accreditation of Allied Health Programs.
- 5) That documentation will be provided that at least 75 percent of the graduates who take the Liaison Council on the Certification for the Surgical Technologist (LCC-ST) certifying examination pass it on the first attempt.

Surgical Operating Room Technology, Cert., CIP 51.0909	Average Enrollment for the First Five Years	Average Number of Graduates, Beginning 2001-02	Percentage of Graduates Employed in Field
Required	23	13	75%
Reported	34.6	8.5	100%

- Condition 4: In 2004, the accrediting agency, the Commission on Accreditation of Allied Health Programs (CAAHEP), revised the required credentials for instructors in the program. Though the program had initially received CAAHEP accreditation, based on its 2000 standards and guidelines, LBW administrators have not been able to find enough qualified faculty to meet the 2004 requirements.
- Condition 5: Graduates of the program have not chosen to take the certification examination. Hospital and surgical centers in south Alabama have not required the certification and have not offered any salary incentives for graduates passing the exam.

INFORMATION ITEM I-3:

Program Not Meeting Post-Implementation Conditions:
Northwest Shoals Community College, Certificate in
Business, CIP 52.0201

Staff Presenter:

Mrs. Ellen E. Haulman
Assistant Director for Instruction

Disposition of the Program:

Officials at the Alabama Department of Postsecondary Education have notified the Commission staff that the Certificate in Business, CIP 52.0201, will be phased out. The program is being deleted from the Commission's Academic Program Inventory (see "Changes to the Academic Program Inventory" in this packet.) Though no new students will be admitted, students currently enrolled will be allowed to complete the program.

Background:

The program was approved on August 10, 2001, and was implemented the fall semester of 2001. The post-implementation report was received on August 31, 2006.

The program did not meet the post-implementation conditions. The report stated that the program was designed as a small business management curriculum. The course content included classes that already were in other business programs at the institution. Students who enrolled in the Business Certificate program often realized that they could achieve the associate level degree with a few more courses and would change their major. Consequently, the Certificate in Business did not have a significant number of enrollees.

Supporting Documentation:

1. Unpublished post-implementation report submitted by the Northwest-Shoals Community College, available upon request.

Summary of Report on Post-Implementation Conditions

Northwest-Shoals Community College

Program: Business, Certificate, CIP 52.0201

Approved by Commission: August 10, 2001

Implementation Date in the Proposal: August 2001

Actual Implementation Date: August 2001

Post-Implementation Conditions:

- 1) That the annual average headcount enrollment for the first five years will be at least 26 students, based on the proposal.
- 2) That beginning in 2001-02, the annual average number of graduates for the first five years will be at least 11.
- 3) That a follow-up survey will be conducted after the first five years that will show that at least 75 percent of the graduates who actively sought employment have found employment in the field.
- 4) At the end of the academic year 2005-06, NWS will provide the Commission with a report summarizing the results of any: (a) student/alumni feedback surveys concerning course content and learning effectiveness, and (b) employer feedback surveys assessing the performance of the graduates. The results of the surveys should indicate that a majority of the respondents have a favorable impression of the program. The institution also should be able to provide documentation detailing how any program weaknesses identified by the respondents have been addressed. The report also will summarize the results of the evaluation measures developed by the institution to assess the academic performance of students in the proposed program. The report must indicate that the passage rates of students are within institutional norms established for all vocational/occupational programs.

Business, Certificate, CIP 52.1201	Average Headcount Enrollment for the First Five Years	Average Number of Graduates	Percentage of Graduates Employed in Field
Required	26	11	75%
Reported	8	1.6	No Response

- Condition 3: The report stated, "Due to the lack of graduates in the certificate program, a follow-up survey with employers returned minimal results."
- Condition 4: The report stated, "Since the number of graduates from the program was so small, the college did not solicit or receive feedback results from students or employers."

INFORMATION ITEM J-1: Lawson State Community College, New Exempt Off-Campus Site

Staff Presenter: Ms. Margaret Pearson
Academic Program Review Analyst

Staff Recommendation: For information only.

Proposal: Lawson State Community College (LAW) plans to offer courses at the following new off-campus site beginning in summer 2008:

Trinity Medical Center, Birmingham, AL

Discussion: An official with LAW 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 off-campus site proposed by LAW is exempt from Commission approval by policy because it is located at a site within the Alabama Department of Educations' approved service area.

The proposal was posted on the Commission website from January 3, 2008 until January 23, 2008 (twenty days) for public review and comment. No comments were received.

Supporting Documentation: 1. Proposal for New Off-Campus Site at Trinity Medical Center, Birmingham, AL, attached.

ATTACHMENT 1

Alabama Commission on Higher Education

PROPOSAL FOR A NEW OFF-CAMPUS SITE

SITE INFORMATION

Institution: Lawson State Community College

Administrator Responsible for Site

Name & Title: Dr. Sheila Marable, Associate Dean, health Professions

Telephone: 205-929-6437

FAX: 205-929-6409

E-mail: smarable@lawsonstate.edu

Contact Person at Site If Other Than Administrator Above

Name: Linda Thomas, Manager Education Department

Telephone: 205-929-6437

Fax: 205-929-6440

E-Mail: smarable@lawsonstate.edu

Location of Proposed Site

Facility: Trinity Medical Center

Street Address: 800 Montclair

City: Birmingham

County: Jefferson

When will you begin offering instruction at this site? Fall 2007 *Summer 2008 per Trish Jones 11/29/07*

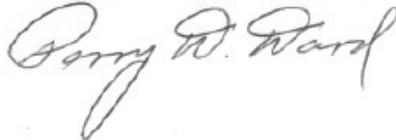
Type of Site	Check One:
Non-Exempt	
Exempt from Review by Statute	
Fall 1978 registration exceeded 500.	
University operated site prior to 1960.	
Site located on military reservation.	
Business & industry site where employees only are enrolled.	
Exempt from Review by Commission Policy	
Courses delivered 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: June 29, 2007

INFORMATION ITEM J-2:

Shelton State Community College, New Exempt Off-Campus Site

Staff Presenter:

Ms. Margaret Pearson
Academic Program Review Analyst

Staff Recommendation:

For information only.

Proposal:

Shelton State Community College (SHC) plans to offer courses at the following new off-campus site beginning in summer 2008:

University of West Alabama, Livingston, AL

Discussion:

An official with SHC 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 off-campus site proposed by SHC is exempt from Commission approval by policy because it is located at a site within the Alabama Department of Education's approved service area.

The proposal was posted on the Commission website from January 3, 2008 until January 23, 2008 (twenty days) for public review and comment. No comments were received.

Supporting Documentation:

1. Proposal for New Off-Campus Site at the University of West Alabama, Livingston, AL, attached.

ATTACHMENT 1

Alabama Commission on Higher Education

PROPOSAL FOR A NEW OFF-CAMPUS SITE

SITE INFORMATION

Institution: Shelton State Community College
Administrator Responsible for Site
Name & Title: Camille Cochrane, Dean of Instructional Services
Telephone: 205-391-2384
Fax: 205-391-2490
E-Mail: sfair@sheltonstate.edu
Contact Person at Site If Other Than Administrator Above
Name & Title: Susan Miller, Director of Workforce Development
Telephone: 205-391-2919
Fax: 205-391-2490
E-Mail: svmill@sheltonstate.edu
Location of Proposed Site Livingston, Alabama
Facility: University of West Alabama
Street Address:
City: Livingston **County:** Sumter

When will you begin offering instruction at this site?
~~Fall 2007~~ - Summer 2008 per Tish Jones 11/29/07

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: *Camille Cochrane*
 Date: *9/27/07*

INFORMATION ITEM J-3:

Gadsden State Community College, New Exempt Off-Campus Site

Staff Presenter:

Ms. Margaret Pearson
Academic Program Review Analyst

Staff Recommendation:

For information only.

Proposal:

Gadsden State Community College (GAD) plans to offer courses at the following new off-campus site beginning in summer 2008:

Anniston Army Depot – Building 212, 218 and 218-A,
Anniston, AL

Discussion:

An official with GAD 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.

Students would be able to complete a Certificate in Diesel Mechanics at this site.

The new off-campus site proposed by GAD is exempt from Commission approval by policy because it is located at a site within the Alabama Department of Educations' approved service area

The proposal was posted on the Commission website from January 3, 2008 until January 23, 2008 (twenty days) for public review and comment. No comments were received.

Supporting Documentation:

1. Proposal for New Off-Campus Site at Anniston Army Depot, Anniston, AL, attached.

ATTACHMENT 1

Alabama Commission on Higher Education

PROPOSAL FOR A NEW OFF-CAMPUS SITE

SITE INFORMATION

Institution: Gadsden State Community College
Administrator Responsible for Site
Name & Title: Tim Green, Dean of Technical Programs
Telephone: 256/549-8601
Fax: 256/549-8602
E-Mail: tgreen@gadsdenstate.edu
Contact Person at Site If Other Than Administrator Above
Name & Title: Melinda White
Telephone: 256/835-5412
Fax: 256/835-5479
E-Mail: mwhite@gadsdenstate.edu
Location of Proposed Site
Facility: Anniston Army Depot - Buildings 212, 218 and 218A
Street Address: 7 Frankford Avenue
City: Anniston, AL 36201-4199 **County:** Calhoun
When will you begin offering instruction at this site? Summer, 2008

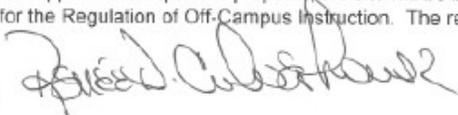
Type of Site	Check One:
Non-Exempt	
Exempt from Review by Statute	
Fall 1978 registration exceeded 500.	
University operated site prior to 1960.	
Site located on military reservation.	
Business & industry site where employees only are enrolled.	
Exempt from Review by Commission Policy	
Courses delivered via distance learning technology.	
Prison site - courses delivered exclusively to inmates and prison employees.	
High school site exclusively for early admission, accelerated/dual enrollment.	X
2-year college site located within SBE approved service area.	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: 6-5-07

INFORMATION ITEM K: Changes to the Academic Program Inventory

Staff Presenter: Ms. Margaret Pearson
Academic Program Review Analyst

Staff Recommendation: For information only.

Background: According to the Commission's definitions relating to program review (Alabama Administrative Code, Chapter 300-2-1-.06, 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-.06. Available upon request.
3. Written unpublished documentation provided by the institutions. Available upon request.

A. Program Inventory Deletions

Institutions may voluntarily elect to delete program entries/awards from the Commission's Academic Program Inventory. However, institutions understand that these programs/awards cannot be reinstated to the Academic Program Inventory in the future without undergoing the regular process for new program review and approval.

<u>Calhoun Community College:</u>	12.0402 Barbering, C 15.0501 Air Conditioning, AAS, C 15.0699 Process Technology, AAS 15.0801 Aerospace Technology, AAS * 15.1301 Drafting, AAS, C 46.0302 Electrical Technology, AAS 48.0507 Machine Tool Technology, AAS, C
<u>L.B. Wallace Community College:</u>	51.0909 Surgical Operating Room Technology, C*
<u>Northwest Shoals Community College:</u>	52.0201 Small Business Management, C*
<u>University of Alabama Birmingham:</u>	51.0912 Surgical Physician Assistant, BS
<u>University of Montevallo:</u>	52.1201 Management Information Systems, BBA*

*Deleted as a result of post-implementation review.

B. Changes in CIP Codes, Program Titles, or Degree Nomenclature

The following changes in CIP codes, program titles, or degree nomenclature represent no changes in program requirements, content, and objectives and are recommended as information items.

Note: "Strike Outs" indicate original CIP code, program title, or degree nomenclature and "Underlines" indicate changes.

<u>University of South Alabama:</u>	11.0101 Computer and Information Sciences, BSCIS <u>11.0701 Computer Science, BSCS</u>
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INFORMATION ITEM L: Implementation of New Certificate Programs (Less than or Equal to 29 Semester Hours)

Staff Presenter: Ms. Margaret Pearson
Academic Program Review Analyst

Staff Recommendation: For information only.

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

Bevill State Community College

<u>Field of Study</u>	<u>CIP Code</u>
Machine Shop	48.0503

Calhoun Community College

<u>Field of Study</u>	<u>CIP Code</u>
Barbering	12.0402

Wallace State Community College (Dothan)

<u>Field of Study</u>	<u>CIP Code</u>
Welding	48.0508

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-.06. Available upon request.
2. Written unpublished documentation provided by the Alabama Department of Postsecondary Education. Available upon request.

INFORMATION ITEM M: Implementation of Non-Degree Programs at Senior Institutions

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

Staff Recommendation: For information only.

Background: Commission guidelines state that non-degree programs of senior institutions, including pre-baccalaureate, post-baccalaureate, and post-master's certificates do not require Commission approval, but that they must be reported to the Commission prior to implementation. The guidelines further state that these certificates are not listed in the Commission's Academic Program Inventory.

In accordance with these guidelines, the following institution has sent notification regarding the non-degree program indicated:

University of Alabama at Birmingham

Professional Sales Certificate:

A certificate of twenty undergraduate hours that will prepare students and practicing professionals to become effective salespeople. The certificate will be appropriate for students in many fields, particularly Marketing and Industrial Distribution. It will include instruction on effective communication, problem solving, and relationship building.

Supporting Documentation: "Reasonable Extensions and Alterations of Existing Units and Programs of Instruction," Alabama Administrative Code, Chapter 300-2-1-.06. Available upon request.