COMMISSION MEETING

September 22, 2006
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

September 22, 2006
9:00 a.m.

I.   Call to Order

II. Roll Call of Members and Determination of Quorum

III. Approval of Agenda

V.   Chairman's Report

VI. Executive Director's Report

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

    A. University of Alabama System - ***Guest Presenter: Dr. Malcolm Portera, Chancellor***

    B. University of Alabama at Birmingham - ***Guest Presenter: Dr. Carol Garrison, President***

VIII. Discussion Items

    A. Alabama Association of Independent Colleges and Universities
      Guest Presenter: General Paul Hankins

      Guest Presenter: Mr. Keith Sessions

      Staff Presenter: Dr. Elizabeth French

      Staff Presenter: Dr. Paul B. Mohr, Sr.

    E. Annual Report: Alabama Agricultural Land Grant Alliance
      Guest Presenter: Mr. Ron Shumack

IX. Decision Items

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

      Staff Presenter: Amy Brown

ALABAMA COMMISSION ON HIGHER EDUCATION

MINUTES OF MEETING
June 16, 2006

I. Call to Order

The Alabama Commission on Higher Education met in regular session on Friday, June 16, 2006, in the Public Service Commission Hearing Room, RSA Union Building, Montgomery, Alabama. Commissioner Patterson called the meeting to order at 9:15 a.m.

Commissioner Patterson acknowledged Presidents and guests in attendance.

II. Roll Call of Members and Determination of Quorum

Members present: Danny Patterson, J. R. Brooks, Ralph Buffkin, Tom Davis, Gale Main, Johnnie J. McDougald, Steve Shaw, Roberta Watts, Drew Linn, Jeff Coleman, and Ron Wise. A quorum was determined by voice roll call of members present.

III. Approval of Agenda

RESOLVED: Commissioner McDougald moved for approval of the agenda. Commissioner Linn seconded. The agenda was unanimously approved.

IV. Consideration of Minutes

RESOLVED: Commissioner Brooks moved for the approval of the March 3, 2006 minutes with one correction. Commissioner Davis seconded. The minutes were approved as corrected.

V. Chairman's Report

Commissioner Patterson made the following remarks:

"Since this is my last meeting as Chairman, I want to thank the Commissioners for the support they have given me during my nine-year tenure, as well as former Representative Jimmy Clark for appointing me to this Commission. I would like to thank the staff for all that they do, in particular Veronica Harris, Director of Accounting for an exemplary audit and Dr. Paul Mohr, Sr., Director of Special Programs, for making Alabama number one in the SREB.

There have been several positive changes put into effect since I've been on the Commission. We got two leaders that came on board at the same time – Dr. Michael Malone and Chancellor Roy Johnson. I think that brought about a major change for us that turned disrespect and discontent into a more collaborative spirit. We've received more funding for the universities and two-year system since the time I started and it's much better today than it's been in a long time. I applaud the success of everybody involved for the efforts and progress made with viability.

In looking ahead, we have a new executive director and a new chairman and I believe that the new experienced leadership is going to serve us well. As long as we remember that serving the students is our ultimate goal, I think we'll all be fine.

On a personal note, I appreciate all of you for your support during the loss of my family members. When I was in Ft. Lauderdale for my brother's funeral, and then my mother, they stood up and held up the flowers and plants and read cards from the Alabama Commission on Higher Education. You just don't know how that made me feel. I felt your love for me and what I was going through. I've had some major losses and at every turn this Commission was there. And I want to thank you for it because it made me feel so much better to know

that I do have friends. . I can't tell you that I'm well. Some say you may get better but you'll never get well. That is so true. You cannot sustain this type of loss and not feel something from this. I'm taking this opportunity to thank you personally from my heart, from my family and my son and daughter and my little grandson. We will go on. And we will continue to serve wherever we can serve. That's the kind of spirit I try to put in them. And I wanted you to know there is a sacrifice that my family took for me to be here. It is a major thing to me. I may have missed one meeting I believe out of nine years on this Commission. And think about all the other meetings that you have to sacrifice and serve. I can't get that time back but I certainly appreciate what you all have done to remember me and my family.

This is the longest Chairman's report I've ever made. But I wanted to say these things while I had a chance. I wanted you to know how I felt about you and how I feel about what has happened my last nine years on this Commission. Thank You."

VI. Executive Director's Report

Dr. Malone thanked Commissioner Patterson for his recognition of the Accounting staff. He then read the Certificate of Appreciation from the State Auditor and presented it to Veronica Harris and Susan Davis.

Dr. Malone expressed his appreciation to the Commission, the staff, and the institutions for their support during his four-year tenure.

He then commented on the implementation and success of the planning process, the Board of Trustee Reports, and the student database. He stated that he was proud that the ACHE budget for student assistance and EPSCoR was restored and that the Doctoral Scholars Program ranked number one in the SREB.

Dr. Malone expressed his appreciation to President William Meehan and Commissioner Danny Patterson for their leadership in strengthening the advisory boards to the Commission, especially the Council of Presidents. He also commended the Commissioners for their attendance at meetings and the professional manner in which Commission business has been conducted during his tenure.

Dr. Malone welcomed Dr. Gregory Fitch to the Commission. The Commission staff was reminded that there is still work to be done. He then referred to the *Measuring Up* report and the grades that Alabama received in Preparation (D-); Participation (C); Affordability (F); Completion (D-); Benefits and Learning (C+). He stated that the majority of participation in higher education is from the part-time adult learner, not the 18 to 21 year old full-time student living in a dorm. They are the minority. He recommended that participation should be an agenda item for the future.

VII. Search Committee Report

Commissioner Davis reported that the Search Committee worked hard and the group was well represented. The members included seven Commissioners, representation from Postsecondary, K-12, and the Council of Presidents. The Committee was assisted by the search firm of Wheless & Associates, Birmingham, Alabama.

Davis then introduced Dr. Gregory Fitch. Davis moved that the Commission accept the uananimous recommendation of the Search Committee to appoint Dr. Fitch as Executive Director. Brooks seconded. Motion passed.

VIII. Nominating Committee Report

Commissioner Shaw thanked Commissioner Patterson for his spirit of service to the State of Alabama and his inspiration that supported the work of the Commission.

Mr. Shaw reported that the Nominating Committee recommends Commissioner Brooks to serve as Chair and Commissioner Tom Davis to serve as Vice-Chair.

McDougald moved that Commissioner Brooks serve as Chairman of the Commission and that Commissioner Tom Davis serve as Vice-Chair. Commissioner Linn seconded. Motion passed.

XI. Recognitions

The following recognitions were presented by Dr. Malone:

Certificate of Appreciation – Dr. Robert McChesney, President/University of Montevallo

Certificate of Appreciation – Dr. Guin Nance, Chancellor/Auburn University at Montgomery

Resolution and Gavel – Commissioner Danny K. Patterson

Commissioner Patterson presented Dr. Malone with a Resolution on behalf of the Commission and a Resolution from the PACT Board of Trustees.

Commissioner Brooks commended Commissioner Patterson for his assistance and the support he provided to the victims of Hurricane Katrina. He also thanked him for the work that he has done on the Commission.

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

A. Auburn University

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

Commissioner Patterson thanked Dr. Richardson for his presentation.

B. Auburn University at Montgomery

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

Commissioner Brooks thanked Dr. Nance for her presentation.

XI.   Discussion Items

A. General Paul Hankins, President of the Alabama Association of Independent Colleges and Universities

General Hankins' presentation was tabled until the September meeting.

B. Alabama Statewide Student Database-Other Projects-Diane Sherman, Director of
   Institutional Research

   Ms. Sherman gave a power point presentation of the Institutional Student Profiles for Fall
   2005. In addition to information on the number of students from surrounding states who
   attend Alabama institutions and the number of undergraduate students by county, the report
   contains enrollment and completion information, migration within Alabama public institutions,
   origin of students, top five counties' undergraduate students, top five feeder high schools,
   and retention of first time degree-seeking freshmen. Copies of the report will be sent to the
   legislature. A copy of the report is attached.

   After questions from Commission members, Commissioner Patterson commended Ms.
   Sherman on the detail of the report. Commissioner Buffkin stated that this information is
   needed to help in the review of programs and as a member of the ACHE Budget Committee,
   he will support more staff and money for these projects.

C. Alabama College Loan Program-Dr. William Wall, Director of Alabama Student Loan
   Program

   Dr. William Wall, Director of the Alabama Student Loan Program (administered by KHEAA)
   and the Student Loan People (administered by the KHESLC) reported on the Alabama Higher
   Education Loan Corporation's new Alabama College Loan Program (ACLP).

   The Alabama College Loan Program is a new student loan provider to help Alabama families
   manage college costs. The program will utilize the Alabama bond cap that is restricted to
   Alabama students or students studying in Alabama. Other significant benefits of the program
   are still being determined by the AHELC Board.

   Commissioner Patterson thanked Dr. Wall for his presentation.

XII. Decision Items

   RESOLVED: Commissioner Brooks moved for approval of Items A1 through A-5 based on the
   recommendation of the Committee of the Whole. McDougald seconded. Motion passed.

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

   1. Calhoun Community College, Associate in Applied Science in Clinical Laboratory
      Technology (CIP 51.1004)

   2. Jefferson State Community College, Associate in Applied Science and Certificate
      in Emergency Medical Services – Paramedic (CIP 51.0904)

   3. Snead State Community College
      a. Associate in Applied Science and Certificate in Cosmetology (CIP 12.0403)

      b. Associate in Applied Science in Electronic Engineering Technology
         (CIP 15.0303)

   4. Wallace State Community College (Hanceville), Associate in Applied Science in
      Graphic Design / Visual Communication (CIP 50.0401)

   5. Automotive Manufacturing Technology (CIP 15.0613) at Four Institutions:

Gadsden State Community College, Jefferson State Community College, Trenholm State Technical College, and Wallace State Community College (Hanceville)

B. Extensions and Alterations of Existing Programs and Units of Instruction (<u>Policies and Procedures Manual, Tab 7, Guidelines for Review of Extensions and Alterations of Existing Programs</u>)

<u>RESOLVED</u>: Commissioner Brooks moved for approval of Items B1 through B-6, with the exception of B-4 which was withdrawn, based on the recommendation of the Committee of the Whole. Shaw seconded. Motion passed.

1. Central Alabama Community College, Addition of an Option in Automotive Manufacturing Technology to the Existing Certificate and Associate in Applied Science in Manufacturing Technology (CIP 15.0613)

2. Troy University, Addition of Campus Sites to Academic Program Inventory Entries for the Master of Science in Education and the Education Specialist in School Counseling (CIP 13.1101)

3. University of South Alabama

   a. Addition of a Concentration in Classics to the Existing Bachelor of Arts in Philosophy (CIP 38.0101)

   b. Addition of a Concentration in Real Estate to the Existing Bachelor of Science in Marketing

4. Athens State University, Addition of an Option in Government Administration and Social Policy
to the Existing Bachelor of Science in Political Science (CIP 45.1001)

5. University of North Alabama, Addition of an Option in Business Geography to the Existing Bachelor of Arts and Bachelor of Science in Geography (CIP 45.0701)

6. University West Alabama

   a. Addition of a Track in Biology Comprehensive– General to the Existing Bachelor of Arts and Bachelor of Science in Biology (CIP 26.0101)

   b. Addition of a Track in Environmental Sciences– Natural Resources to the Existing Bachelor of Arts and Bachelor of Science in Environmental Sciences (CIP 30.0101)

C. Approval of Off-Campus Sites (<u>Policies and Procedures Manual, Tab 9, Guidelines for the Regulation of Off-Campus Instruction</u>)

1. Wallace State Community College (Hanceville), New Off-Campus Site, Faulkner State Community College, Bay Minette

<u>RESOLVED</u>: Commissioner Brooks moved for approval based on the recommendation of the Committee of the Whole. McDougald seconded. Motion passed.

2. Athens State University, New Off-campus Site, Alabama Southern Community College, Monroeville

<u>RESOLVED</u>: Commissioner Brooks moved for indefinite postponement based on the recommendation of the Committee of the Whole. Buffkin seconded. Motion passed.

3. Enterprise/Ozark Community College, New Off-Campus Site, Andalusia/Opp
Airport Business Incubator

RESOLVED: Commissioner Brooks moved for approval based on the recommendation of the
Committee of the Whole. McDougald seconded. Motion passed.

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

1. Bevill State Community College, Associate in Applied Science and Certificate in
Child Development (CIP 20.0201)

RESOLVED: Commissioner Brooks moved for approval based on the recommendation of the
Committee of the Whole. McDougald seconded. Motion passed.

E. Amendment to the Alabama Administrative Code, Chapter 300-2-1-.02, Review and
Approval or Disapproval of Proposed Postsecondary Course Offerings in Alabama
by Non-Alabama Institutions

RESOLVED: Commissioner Brooks moved for indefinite postponement based on the
recommendation of the Committee of the Whole. Shaw seconded. Motion passed.

XIII. Information Items

RESOLVED: The following Information Items were accepted by the Commission as presented.

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

1. Snead State Community College- Marshall County Technical School, Guntersville
and Blount County Career Technical Center, Cleveland

2. Central Alabama Community College– Alabama Power Company, Wilsonville

3. Lurleen B. Wallace Community College– National Guard Armory, Luverne

4. Wallace State Community College/Dothan– Flowers Hospital, Dothan; Lakeview
Hospital, Eufaula; Wiregrass Medical Center & Nursing Home, Geneva

5. Jefferson State Community College– St. Clair Instructional Site, Pell City

6. Trenholm State Technical College– Rural Community Services, Union Springs

7. Northeast Alabama Community College– Dekalb County Technical Center,
Rainsville

Other Issues

Commissioner Shaw reminded the Commissioners of the institutional presentations scheduled for September and December. He encouraged Commission members to visit two year and four year institutions before their presentations if possible.

He thanked Calhoun Community College for the tour given to him and Betty Fine Collins earlier this year.

X.   Adjournment

The meeting was. adjourned at 11:45 a.m. The next meeting of the Commission is scheduled for September 22, 2006.

_____
Danny K. Patterson, Chairman

_____
Michael E. Malone, Executive Director

Sworn to and subscribed before
me this the ____ day of _____
2006.

_____
Notary Public

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

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

Staff Recommendation: For discussion only.

Activities for 2006:   The recommendations of the evaluation of the AGSC (Evaluation Project/March 2003) continued to provide the framework for the 2006 agenda. Accomplishments in achieving these objectives will be reviewed in the report presented by Keith Sessions, Executive Director of AGSC/STARS.

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

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

  2) Develop and adopt by September 1, 1999, a statewide articulation agreement for the freshman and sophomore years for the transfer of credit among all public institutions of higher education in Alabama;

  3) Examine the need for a uniform course numbering system, course titles, and course descriptions; and

  4) Resolve problems in the administration or interpretation of the articulation agreement of the general studies curriculum.

UPDATE: Legislative directives numbered 1-3 have been completed; item 4 is ongoing.

Membership of the Committee is established by statute. Chair of the Committee is Dr. Susan Price, Vice Chancellor for Instructional and Student Services of the Alabama Department of Postsecondary Education. Vice-Chair of AGSC is Dr. Barbara Jones, Dean of the School of Business at Alabama A&M University. The Executive Director of the Commission serves as an ex-officio member of the Committee. The AGSC/STARS Executive Director is responsible for the management, administration, and implementation of the articulation program.

Supporting Documentation: AGSC/STARS Home Page: http://stars.troy.edu
AGSC/STARS Annual Report – http://stars.troy.edu/agsc/Annual Report_2005_2006.pdf
AGSC/STARS Usage Reports – http://stars.troy.edu/agsc/reports/reports.htm

ALABAMA COMMISSION ON HIGHER EDUCATION
Friday, September 22, 2006

DISCUSSION ITEM C: Annual Report: Non-Resident Institutional Review Activities for
                          Calendar Year 2006

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

Staff Recommendation: For discussion only.

Non-Resident Institutions: The Commission has jurisdiction over non-resident institutions
                              defined as postsecondary institutions or corporations offering
                              educational programs in Alabama with main campuses or
                              headquarters located outside the state. These include public
                              and   private,   for   profit   (proprietary)   and   non-profit
                              institutions/corporations   offering   degree   and   non-degree
                              programs. Of the more than 280 private/proprietary institutions
                              licensed   by   the   Alabama   Department   of   Postsecondary
                              Education (ADPE) as of July 31, 2006, fifty-one (51)
                              institutions/corporations   were   licensed   to   operate   as   foreign
                              corporations. This number reflects a twenty-two percent (22%)
                              increase in the establishment of non-resident entities in Alabama
                              during and past year and a thirty-three percent (33%) increase in
                              the past two (2) years. The scope of Commission activities in
                              2006 included:

                              Institutions Undergoing Full-Scale Programmatic Review –
                              Twenty (20) full-scale programmatic reviews were conducted in
                              accord with Commission Procedures and Regulations in 2006.
                              • Approved to offer degree programs: 17
                              • Approved to offer non-degree programs: 1
                              • Disapproved to offer degree programs: 2

                              Institutions Waived from the Requirements of a Full-Scale
                              Programmatic Review -- Thirty-three (33) institutions received
                              waivers from the Commission's full-scale programmatic review.
                              • Institutions with no physical sites in state but which
                                solicit   students   for   out-of-state   programs   through
                                licensed agents: 8
                              • Institutions that are incorporated in Alabama: 6
                              • Institutions that offer programs of less than three (3)
                                quarters in length or non-credit courses: 19

                              Institutions/Corporations Approved to Offer Degree Programs:
                              • Capella University, Minneapolis, Minnesota
                                    *Accreditation: North Central Association of Colleges
                                    and Schools (NCA)*
                              • College for Financial Planning, Phoenix, Arizona
                                    Accreditation: NCA
                              • Columbia College, Columbia, Missouri
                                    Accreditation: NCA
                              • Concordia Theological Seminary, Fort Wayne, Indiana –
                                    *Accreditation: NCA and Association of Theological
                                    Schools (ATS)*
                              • Concordia University, Seward Nebraska
                                    Accreditation: NCA
                              • Covenant Theological Seminary, St. Louis, Missouri
                                    Accreditation: NCA

- Embry-Riddle Aeronautical University, Daytona Beach, Florida
  Accreditation: Southern Association of Colleges and Schools (SACS)
- Florida Institute of Technology, Melbourne, Florida
  Accreditation: SACS
- Herzing College, Milwaukee, Wisconsin
  Accreditation: Accrediting Commission of Career Schools and Colleges of Technology (ACCSCT)
- ITT Technical Institute, Indianapolis, Indiana
  Accreditation: ACCSCT
- Lesley University, Cambridge, Massachusetts
  Accreditation: New England Association of Schools and Colleges (NEA)
- Nova Southeastern University, Fort Lauderdale, Florida
  Accreditation: SACS
- Prince Institute of Professional Studies, Mount Prospect, Illinois
  Accreditation: Accrediting Commission for Independent Colleges and Schools (ACICS)
- Southern Baptist Theological Seminary, Louisville, Kentucky
  Accreditation: SACS and ATS
- Strayer University, Washington, DC
  Accreditation: Middle States Association of Colleges and Schools (MSA)
- University of Phoenix, Phoenix Arizona
  Accreditation: NCA
- University of St. Francis, Joliet, Illinois
  Accreditation: NCA

Institutions/Corporations Approved to Offer Non-Degree Programs to Alabama Residents:

- American Global University, Westminster, California

Activities Associated with the Review of Non-resident Institutions that Provide Evidence of Support for Selected Goals of the *State Plan for Alabama Higher Education 2003-04 to 2008-09.*

Access. More than twenty-three hundred (2300) Alabama students were enrolled at forty-seven (47) active sites in state. An undetermined number of Alabama residents were enrolled in online programs, enrolled in programs at physical sites of institutions that received a waiver from the Commission's full-scale programmatic review, or were recruited for programs offered at institutions located outside of Alabama.

Quality. Approved programs were assessed in accord with the Commission's Procedures and Regulations which are designed to measure the quality of the offerings at each location through an evaluation of curriculum, attendance policies, admission requirements, faculty qualifications, administrative procedures, placement rate of graduates, and the marketing of

programs. Reviews are conducted biennially and include an on-site visit of operational sites in state.

Cooperation. A Memorandum of Agreement (MOA) that provides for the integration of the programmatic review of non-resident institutions in Alabama with the licensure process was established initially with the Alabama State Department of Education (1985) and subsequently with ADPE (2002). The MOA was last amended in 2005.

Background/Statutory Authority:

Act 79-461 (1979) granted to the Commission the authority to regulate instructional programs or units offered by non-Alabama institutions of postsecondary education in the State of Alabama. No institution of postsecondary education located outside of Alabama may offer units or programs of instruction within Alabama without prior approval of the Commission. The Commission under its rulemaking authority shall establish criteria for the approval of such institutions and programs. §15-5-10 (14) Ala. Code 1975

Supporting Documentation:

1. The Inventory of Non-Resident Private Degree and Non-Degree Granting Institutions is attached.
2. Section 15-5-10 (14), Code of Alabama (1975) is available upon request.
3. Procedures, Regulations (Section 300-2-1.02, Alabama Administrative Code), and Application for the Review and Approval or Disapproval of Proposed   Postsecondary Course Offerings in Alabama by Non-Alabama Institutions are available upon request or at the Non-Resident Institutional Review link on the Commission's website at www.ache.state.al.us

Alabama Commission on Higher Education

Non-Resident Private Degree and Non-Degree Granting Institutions

Inventory of Reviewed Institutions

Non-Resident Institution	Alabama Site(s)	Parent Corporation Headquarters	Contact Person	Commentary	FCCA	ADPE Licensure Expiration	Level of Programmatic Approval	Compliance Status
American Global University	No physical sites in state: Online	American Global University 16478 Beach Boulevard #461 Westminster, California 92683	Dr. S.A. Samadani, President 714-596-1399 714-317-5445	Programs approved by ACHE. Site visit: N/A	2006		Non-Degree	
American Liberty University	4144 Carmichael Road Montgomery, Alabama 36106	American Liberty University 1440 North Harbor Boulevard 8th Floor Fullerton, California 92808	Dr. Kevin H. Soltani President 334-279-8801	ACHE Waiver from Full Scale Review: Incorporated in Alabama 2001 Site visit: N/A	N/A	10/17/2006	Baccalaureate, Doctoral	√
American Pacific International University	No physical sites in state: Online	Care for All, Inc. 945 South Prairie Avenue Inglewood, California 90301	Janarol Dickens Vice President 310-677-1312	ACHE Waiver from Full Scale Review: Incorporated in Alabama 2002 Site visit: N/A	N/A	2/28/2007	Baccalaureate, Doctoral	√
American School of Real Estate Espress	No physical sites in state: Online	American School of Real Estate Express, L.L.C. 12977 North Forty Drive Suite 214 St. Louis, Missouri 63141	Richard S. Linkemer 314-205-1685 866-739-7277	ACHE Waiver from Full Scale Review: Programs are less than 3 quarters in length. Site visit: N/A	2005	4/20/2007	Non-Degree	√
Americas Best Real Estate Education	No physical sites in state: Online	Americas Best 1601 East Front Street Building 2, Suite A Port Angeles, Washington 98362	Ms. Deborah Rampulla, Compliance Coordinator 888-910-5452 ext. 211	ACHE Waiver from Full Scale Review: Programs are less than 3 quarters in length. Site visit: N/A	2006	12/5/2006	Non-Degree	√

Alabama Commission on Higher Education
Non-Resident Private Degree and Non-Degree Granting Institutions
Inventory of Reviewed Institutions

Non-Resident Institution	Alabama Site(s)	Parent Corporation Headquarters	Contact Person	Commentary	FCCA	ADPE Licensure Expiration	Level of Programmatic Approval	Compliance Status
Appraisal Institute www.appraisalinstitute.org	Commercial or Rotating	Appraisal Institute 550 W. Van Buren St. Suite 1000 Chicago, IL 60607 312-335-4100	Magdalene Vasquez, Team Leader: Education 312-335-4236	ACHE Waiver from Full Scale Review: Programs are less than 3 quarters in length. Site visit: N/A	1993	2/14/2007	Non-Degree	√
Argosy University	No physical sites in state.	Education Management Corporation 210 Sixth Avenue, 33rd Floor Pittsburgh, PA 15222-2603	Ms. Lynn Ayers LeClaire 800-275-2440	ACHE Waiver from Full Scale Review: Licensed Agents Accreditation: NCA Site visit: N/A	2005		Associate, Baccalaureate, Master, Doctoral	
Art Instruction Schools	No physical sites in state: Correspondence	Art Instruction Schools 3400 Technology Drive Minneapolis, Minnesota 55418-6000	Ms. Judith Turner President 612-362-5075	ACHE Waiver from Full Scale Review: Programs are less than 3 quarters in length. Accreditation: DETC Site visit: N/A	2006	12/9/2006	Non-Degree	√
At-Home Professions	No physical sites in state: Online	At-Home Professions 2001 Lowe Street Fort Collins, Colorado 80525	Ms. Janet Perry Manager of Accreditation and Compliance 800-347-7899 970-377-0934	ACHE Waiver from Full Scale Review: Programs are less than 3 quarters in length. Accreditation: DETC Site visit: N/A	1999	8/9/2006	Non-Degree	√

Alabama Commission on Higher Education
Non-Resident Private Degree and Non-Degree Granting Institutions
Inventory of Reviewed Institutions

Non-Resident Institution	Alabama Site(s)	Parent Corporation Headquarters	Contact Person	Commentary	FCCA	ADPE Licensure Expiration	Level of Programmatic Approval	Compliance Status
Beacon University Institute of Ministry www.Beacon.edu	Bay Minette, Birmingham, Clio, Double Springs, Gardendale, Huntsville, Montgomery, Northport, Opelika, Samson	Beacon University 6003 Veterans Parkway Columbus, GA 31909 706-323-5364	Dr. Ian H. Bond, Vice-President 706-323-5364 ext. 267	ACHE Waiver from Full Scale Review: Programs less than 3 quarters in length. Accreditation: TRACS Site visit: N/A	2006		Non-Degree	
Capella University www.capella.edu	No physical sites in state: Online	Capella University 222 S. 6th St. 9th Floor Minneapolis, MN 55402	Ms. Sharyl Thompson, Regulatory Specialists 612-977-5449	Programs approved by ACHE Accreditation: NCA Site visit: N/A	2000	12/6/2006	Baccalaureate Master, Doctoral	√
Career Training Center	951 Government Street #312 Mobile, Alabama 36604	Desi Career Training Center, Inc 8433 North Black Canyon Highway #184 Phoenix, Arizona 85021	Michael R. Dunnagan, Center Director 251-432-9561 ext. 307	ACHE Waiver from Full Scale Review: Programs less than 3 quarters in length.	1995	6/15/2008	Non-Degree	√
Career WebSchool	Commercial or Rotating sites	Thomson Computaught d.b.a. Career WebSchool 5191 Natorp Boulevard Mason, Ohio 45040 1395 Marietta Parkway Building 400, Suite 106 Marietta, Georgia 30080	Ms. Dana Taulli 770-919-9191 ext. 108	ACHE Waiver from Full Scale Review: Programs are less than 3 quarters in length. Site visit: N/A	1994	12/5/2006	Non-Degree	√

Alabama Commission on Higher Education

Non-Resident Private Degree and Non-Degree Granting Institutions

Inventory of Reviewed Institutions

Non-Resident Institution	Alabama Site(s)	Parent Corporation Headquarters	Contact Person	Commentary	FCCA	ADPE Licensure Expiration	Level of Programmatic Approval	Compliance Status
Carter University	303-1909 Montgomery Highway Dothan, Alabama 36303	Carter University 78 Southwest 12 Way Boca Raton, Florida 33486	Dr. M.K. Ahmed 334-792-8603	ACHE Waiver from Full Scale Review: Incorporated in Alabama 2005 Site visit: N/A	N/A	3/13/2007	Master	√
ClickCE	No physical sites in state: Online	ClickCE, L.L.C. 1779 Wells Branch Parkway 110B PMB307 Austin, Texas 78728	Mr. Saif Fatteh Executive Director 512-275-6603	ACHE Waiver from Full Scale Review: Continuing Education Site visit: N/A	2004	9/1/2007	Non-Degree	√
College for Financial Planning www.fp.edu	No physical sites in state: Online	Apollo Group, Inc. 4615 East Elwood Street Phoenix, AZ 85040	Dr. Jesse Arman 8000 East Maplewood Avenue Suite 200 Greenwood Village, CO 80111-4707 303-220-1200	Programs approved by ACHE Accreditaiton: NCA Site visit: N/A	2006		Master	
Columbia College www.ccis.edu	U.S. Army Education Center Redstone Arsenal, Al 35898	Columbia College 100 Rogers Street Columbia, MI 65216	Ms. Mary Morgan, Director 256-881-6181	Programs approved by ACHE. Accreditation: NCA Last site visit: 8/2/2005	1976	8/18/2006	Associate, Baccalaureate Master	√
Commercial Driver Institute and Truck Driver Institute www.drivebigtrucks.com	4939 U.S. Highway 78W Oxford Al36203	Commercial Driver Institute 24645 State Road 23 South Bend, IN 46614	Ms. Robin Sharp P.O. Box 1599 Murfreesboro, Tn 37133 615-895-2070	ACHE Waiver from Full Scale Review: Programs are less than 3 quarters in length. Accreditation: ACICS Site visit: N/A	2006	1/1/2007	Non-Degree	√

Alabama Commission on Higher Education

Non-Resident Private Degree and Non-Degree Granting Institutions

Inventory of Reviewed Institutions

Non-Resident Institution	Alabama Site(s)	Parent Corporation Headquarters	Contact Person	Commentary	FCCA	ADPE Licensure Expiration	Level of Programmatic Approval	Compliance Status
CompUSA	6275 Interchange Drive Huntsville, Alabama 35806 3230 Galleria Circle Hoover, Alabama 35244	CompUSA 14951 North Dallas Parkway Dallas, Texas 36104	Ms. Jill Dougherty Manager of Government Programs 972-528-3141	ACHE Waiver from Full Scale Review: Programs are less than 3 quarters in length. Site visit: N/A	1995	2/6/07 4/23/07	Non-Degree	√
Concordia Theological Seminary	Concordia College 1804 Green Street Selma, Al 36701	Concordia Theological Seminary 6600 N. Clinton Street Fort Wayne, IN 46825	Dr. Peter Scaer, Dean Distance Education 260-452-2165	Programs approved by ACHE. Accreditation: NCA and ATS Last site visit: 9/13/2003	1996	Exempt from ADPE Licensure	Master	√
Concordia University	Concordia College 1804 Green Street Selma, Al 36701	Concordia University 800 N. Columbia Avenue Seward, NE 68434	Dr. E. David Dolak 800-535-5494 Ms. Phyllis Richardson 334-874-5700	Programs approved by ACHE. Accreditation: NCA Inactive	2004		Master	
Cooke Real Estate School	No physical sites in state: Online	Cooke Real Estate School 41130 16th Street North St. Petersburg, Florida 33703	Mr. Frank Cooke, Jr. 800-943-9993 frankcooke@cookeschool.com	ACHE Waiver from Full Scale Review: Programs are less than 3 quarters in length. Site visit: N/A	2006	3/3/2008	Non-Degree	√
Covenant Theological Seminary	Birmingham Theological Seminary 2200 Briarwood Way Birmingham, AL 35234	Covenant Theological Seminary 12300 Conway Road St. Louis, MI 63141	Mr. Zack Eswine, Director 314-434-4044 ext 294	Programs approved by ACHE Accreditation: NCA Last site visit: 7/26/2005	1993		Doctoral	

Alabama Commission on Higher Education
Non-Resident Private Degree and Non-Degree Granting Institutions
Inventory of Reviewed Institutions

Non-Resident Institution	Alabama Site(s)	Parent Corporation Headquarters	Contact Person	Commentary	FCCA	ADPE Licensure Expiration	Level of Programmatic Approval	Compliance Status
Devry	Birmingham (2) Montgomery (1) Mobile (1) Auburn (1)	Devry, Inc. 1 Tower Lane Oakbrook Terrace, IL 60181	Ms. Jennifer L. McClure, Director of Licensing and Government Relations 630-706-3118	ACHE Waiver from Full Scale Review: On-site programs are less than 3 quarters in length; Licensed agents. Accreditation: NCA Site visit: N/A	2006	9/1/2006	Non-Degree/ Baccalaureate, Master	√
Embry Riddle Aeronautical University	Mobile (1) Ft. Rucker (1) Redstone Arsenal (1)	Embry Riddle Aeronautical University 600 S. Clyde Morris Blvd. Daytona Beach, FL 32114	Mobile 850-458-1098 Ms. Robin Blake Ft. Rucker 334-598-6232 Ms. Christy Pinero Redstone 256-876-9763	Programs approved by ACHE. Accreditation: SACS Last site visit: 7/26/2005	1993	8/10/2006	Baccalaureate, Master	√
Florida Institute of Technology	Building 7446 Redsone Arsenal, AL 35898	Florida Institute of Technology 150 W. University Blvd. Melburne, FL 32901-6975	Dr. William Wall, Program Director 256-881-7878	Programs approved by ACHE. Accreditation: SACS/ABET Last site visit: 8/3/2005	1993	6/1/2007	Master	√
Gallaudet University	Alabama School for the Deaf Talladega, Alabama	Gallaudet University Hall Memorial Building 800 Florida Avenue NE Washington, D.C. 20002-3695	Ms. Jacqueline Mann Coordinator Extension and Online Programs 202-651-5093	ACHE Waiver from Full Scale Review: Programs are less than 3 quarters in length. Accreditation: MSA Site visit: N/A	2006	7/18/2006	Non-Degree	√

Alabama Commission on Higher Education

Non-Resident Private Degree and Non-Degree Granting Institutions

Inventory of Reviewed Institutions

Non-Resident Institution	Alabama Site(s)	Parent Corporation Headquarters	Contact Person	Commentary	FCCA	ADPE Licensure Expiration	Level of Programmatic Approval	Compliance Status
Global Christian University http://gcu.faithsite.com	No physical sites in state: Online	Global Christian University 245 Brent Lane Pensacola, Florida 32503	Mr. Charles F. Myer, Jr. 850-478-42-828	ACHE Waiver from Full Scale Review: Incorporated in Alabama 1990 Site visit: N/A	N/A	1/26/2007	Associate	√
Gold Coast Professional Schools	No physical sites in state	Gold Coast Professional Schools, Inc. 5600 Hiatus Road Tamarac, Florida	Ms. Lori Walters 866-666-1837	ACHE Waiver from Full Scale Review: Continuing Education Site visit: N/A	2006	9/13/2007	Non-Degree	√
Herzing College www.herzing.edu/ birmingham	280 W. Valley Avenue Birmingham, AL 35209	Herzing Institutes 161 W. Wisconsin Avenue Milwaukee, WS 53203	Mr. Don Lewis Ms. Mary Beth Robbins 205-916-2800 877-903-8367	Programs approved by ACHE. Accreditation: ACCSCT Last site visit: 8/2/2005	1989	7/1/2007	Associate, Baccalaureate	√
High-Tech Institute www.hightechinstitute.com	No physical sites in state	High-Tech Institute 2250 W. Peoria Avenue Suite A200 Pheonix, AZ 85029	Ms. Julie A. Hutton Corporate Licensing Specialist 602-328-2865	ACHE Waiver from Full Scale Review: Licensed agents ACCSCT Site visit: N/A	2006	1/17/2007	Non-Degree/ Associate, Baccalaureate	√
ITT Technical Institute	6270 Park South Drive Bessemer, AL 35022	ITT Educational Services 5975 Castle Creek Park P.O. Box 50466 Indianapolis, IN 46250	Mr. Alan Rice, Director 205-991-5410	Programs approved by ACHE. Accreditation: ACCSCT Last site visit: 12/12/2005	1993	12/28/2006	Associate, Baccalaureate	√

Alabama Commission on Higher Education

Non-Resident Private Degree and Non-Degree Granting Institutions

Inventory of Reviewed Institutions

Non-Resident Institution	Alabama Site(s)	Parent Corporation Headquarters	Contact Person	Commentary	FCCA	ADPE Licensure Expiration	Level of Programmatic Approval	Compliance Status
Lesley University www.Lesley.edu	Bob Jones High School 600 Hughes Road Madison, Al 35758 Rocky Ridge Elementary 2876 Old Rocky Ridge Birmingham, AL 35243	Lesley University 29 Everett Street Cambridge, MA 02138	Ms. Robin Peevey, Director, Government Relations and Regulatory Affairs 617-349-8491 rpeevey@lesley.edu	Programs approved by ACHE. Accreditation: NEA Site Visit: Pending	2003	3/10/2007	Master	√
Lincoln Technical Institute www.lincolneducational services.com	No physical sites in state	Lincoln Education Services 200 Executive Drive Suite 340 West Orange, NJ 07052	Ms. Kim Christopher 7225 Winton Drive Building 128 Indianapolis, Indiana 46202 317-632-5533	ACHE Waiver from Full Scale Review: Licensed agents ACCSCT Site visit: N/A	2006	9/1/2007	Associate	√
NASCAR Technical Institute	No physical sites in state	UTI Holdings, Inc. 20410 North 19th Avenue Suite 200 Phoenix, Arizona 85027	Mr. Gary Green, Human Resources Coordinator 281-443-6262 623-445-9374	ACHE Waiver from Full Scale Review: Licensed agents Accreditation: ACCSTC Site visit: N/A	2006	7/1/2007	Associate	√
Nashville Auto Diesel College www.nadcedu.com	No physical sites in state	Lincoln Education Services 200 Executive Drive Suite 340 West Orange, NJ 07052	Ms. Joan King 1524 Gallatin Road Nashville, TN 37206 615-226-3990	ACHE Waiver from Full Scale Review: Licensed agents Accreditation: ACCSTC Site visit: N/A	2006	10/29/2006	Associate	√

Alabama Commission on Higher Education

Non-Resident Private Degree and Non-Degree Granting Institutions

Inventory of Reviewed Institutions

Non-Resident Institution	Alabama Site(s)	Parent Corporation Headquarters	Contact Person	Commentary	FCCA	ADPE Licensure Expiration	Level of Programmatic Approval	Compliance Status
National Training, Inc. www.earthmoverschool.com	No physical sites in state	National Training, Inc. P.O. Box 65789 188 College Drive Orange Park FL 32065	Mr. Larry Lark, President 904-272-4000 ext. 216 800-488-7364	ACHE Waiver from Full Scale Review: Licensed agents. Accreditation: DETC Site visit: N/A	2006		Non-Degree	
Negara Real Estate and Appraisal School	318 Union Street Selma, Alabama 36701 and Wallace Community College Selma, Alabama	Negara Real Estate and Appraisal School 1895 Lexington Road Athens, Georgia 30605	Dr. Lee A. Lawson 334-877-0877	ACHE Waiver from Full Scale Review: Continuing Education Site visit: N/A	2006	9/1/2007	Non-Degree	√
Nova Southeastern University	Birmingham (1) Mobile (1) Huntsville (2)	Nova Southeastern University 3301 College Avenue Ft. Lauderdale, FL 33314	Dr. Greg Stiber, Director State Relations 954-262-5381	Programs approved by ACHE. Accreditation: SACS Last site visit: 5/1/2005	1976	2/20/2007	Master, Doctoral	√
On-Line Traffic School	No physical sites in state: Online	On-Line Traffic School 30101 Agoura Coast Suite 150 Agoura Hills, CA 91301	Mr. Casey Albitre 888-662-6352	ACHE Waiver from Full Scale Review: Programs are less than 3 quarters in length. Site visit: N/A		4/5/2007	Non-Degree	

Alabama Commission on Higher Education

Non-Resident Private Degree and Non-Degree Granting Institutions

Inventory of Reviewed Institutions

Non-Resident Institution	Alabama Site(s)	Parent Corporation Headquarters	Contact Person	Commentary	FCCA	ADPE Licensure Expiration	Level of Programmatic Approval	Compliance Status
Pro Training Center	Site location pending	Southern Region Consulting, Inc. 5724 Moser Farm Road Prospect, KY 40059	Mr. Robert D. Beasley 800-296-3709	ACHE Waiver from Full Scale Review: Programs are less than 3 quarters in length. Site visit: N/A		1/12/2008	Non-Degree	
Prince Institute of Professional Studies	7735 Atlanta Highway Montgomery, AL 36117	Stenograph L.L.C. 1500 Bishop Court Mount Prospect, IL 60056	Ms. Patricia Hill, Director 334-271-1670 ext. 202	Program approved by ACHE. Accreditation: ACICS Last Site Visit: 11/5/2005	2005	5/1/2007	Associate	√
Remington College www.4classes.net/ remington	828 Downtower LoopW Mobile, AL 36609	Education of America, Inc. 500 President Clinton Avenue Suite 305 Little Rock, AK 72201	Ms. Jenna Shanley, Corporate Director of Accreditation and Licensure 501-376-6300	ACHE Waiver from Full Scale Review: Incorporated in Alabama 1986 Accreditation: ACCSCT Last site visit: 4/1/1988	N/A	4/1/2007	NonDegree/ Associate, Baccalaureate	√
Sea School	9180 Little River Bayou LaBatre, AL 36509	Sea School 844 4th Street North St. Petersburg, FL 33702	Mr. Willie Long 251-824-4500 727-577-3992	ACHE Waiver from Full Scale Review: Programs are less than 3 quarters in length. Last site visit: 9/1/2004	1989	7/8/2006	Non-Degree	√

Non-Resident Institution	Alabama Site(s)	Parent Corporation Headquarters	Contact Person	Commentary	FCCA	ADPE Licensure Expiration	Level of Programmatic Approval	Compliance Status
Southern Baptist Theological Seminary	1600 East Glenn Avenue Auburn, AL 36830-5784	Southern Baptist Theological Seminary 2825 Lexington Road Louisville, KY 40280	Dr. Hayward Armstrong 502-897-4315	Programs approved by ACHE. Accreditation: SACS and ATS Site Visit: Pending	2006	Exempt from ADPE Licensure	Master	√
South University	5355 Vaughn Road Montgomery, AL 36116-1120	Education Management Corp. 210 Sixth Avenue, 33rd Floor Pittsburgh, PA 15222-2603	Mr. Victor K. Biebighauser, President 334-395-8800	ACHE Waiver from Full Scale Review: Incorporated in Alabama 1952 Accreditation: SAC Site visit: N/A	N/A	Exempt from ADPE Licensure	Non-Degree / Associate, Baccalaureate	√
Strayer University	3570 Grandview Parkway Suite 200 Birmingham, Alabama 35243	Strayer University, Inc. 1133 15th Street, Northwest Washington, D.C. 20005	Gregory Ferenbach 703-558-7018	Programs approved by ACHE. Accreditation: MSA Site Visit: Pending	2005	8/25/2007	Non-Degree / Associate, Baccalaureate, Masters	√
Universal Technical Institute www.uti.quinstreet.com	No physical sites in state	UTI Holdings, Inc. 20410 North 19th Avenue Suite 200 Phoenix, Arizona 85027	Mr. Gary Green, Human Resources Coordinator 281-443-6262 623-445-9374	ACHE Waiver from Full Scale Review: Licensed agents. Site visit: N/A	2006	7/7/2008	Non-Degree	√

Alabama Commission on Higher Education

Non-Resident Private Degree and Non-Degree Granting Institutions

Inventory of Reviewed Institutions

Non-Resident Institution	Alabama Site(s)	Parent Corporation Headquarters	Contact Person	Commentary	FCCA	ADPE Licensure Expiration	Level of Programmatic Approval	Compliance Status
University of Phoenix	To be determined	Apollo Groups, Inc., 4615 East Elwood Street Phoenix, Arizona 85040	Dr. Susan O. Mitchell, Senior Vice President Regulatory Affairs 408-557-1072 / Jodie Ploessl Regional Vice President 407-667-0555 ext 6104	Programs approved by ACHE Accreditation: NCA SiteVisit: Pending	2005		Baccalaureate, Master	
University of St. Francis	Birmingham (2)	University of St. Francis 500 Wilcox Street Joliet, IL 60435	Ms. Janine Hicks, Director Health Arts 866-890-8353	Programs approved by ACHE. Accreditation: NCA Last site visit: 7/18/2006	1986	6/1/2007	Baccalaureate, Master	√
WyoTech	No physical sites in state.	Corinthian Colleges, Inc. 6 Hutton Centre Drive Suite 400 Santa Ana, California 92707	Ms. Renee Gaddis 3322 East Grand Avenue Suite B Laramie, Wyoming 82070 307-755-4092 ext 240	ACHE Waiver from Full Scale Review: Licensed agents Site visit: N/A	2002	7/14/2008	Non-Degree	√

ALABAMA COMMISSION ON HIGHER EDUCATION
Friday, September 22, 2006

DISCUSSION ITEM D: The Academic Common Market

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

Staff Recommendation: None. For discussion purposes only.

Background: Established in 1974, The Academic Common Market
                                      (ACM) is a consortium of 16 southern states that belong
                                      to the Southern Regional Education Board (SREB).
                                      Through the ACM, students gain access to out-of–state
                                      undergraduate programs in 13 states, and graduate
                                      programs in 16 states. (Florida, North Carolina, and
                                      Texas restrict their programs to the graduate level).

SAVINGS
Savings to states and students are significant.
1.   The state saves because the Common Market
     provides costly, specialized programs that
     otherwise would have to be duplicated.
2.   The student saves by not having to pay out-of-
     state tuition.

AVAILABLE PROGRAMS
Currently, there are 247 programs available to Alabama
residents at the following degree levels:
1.   Baccalaureate-76
2.   Master's-114
3.   Doctoral-57

Residents in the 15 other SREB states have access to
173 Alabama programs at the following degree levels:
1.   Baccalaureate-80
2.   Master's -73
3.   Doctoral-20

PERSONAL PROFILES
Alabama residents have the opportunity to provide their
personal assessment of the Academic Common Market,
consequently, a selection of profiles will be available for
commissioners during the meeting.

Supporting Documentation: Guidelines for Selecting Programs for Inclusion in the
                                      Academic Common Market for Alabama Residents.
                                      Available upon request.

DECISION ITEM A-1:   University of North Alabama, Master of Arts in History
                                        (CIP 54.0101)

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

Staff Recommendation: That the Commission approve the proposed Master of
                                        Arts (MA) in History with the implementation date and
                                        post-implementation conditions listed below:

                                        Implementation Date: The proposed program will be
                                        implemented August 2007. Based on Commission
                                        policy, the proposed program must be implemented
                                        by September 2008 or Commission approval is null
                                        and void. The institution must notify the Commission
                                        in writing when the program is implemented or if
                                        there is any delay in implementation.

                                        Post-Implementation Conditions:

                                        1. That the annual average new enrollment
                                            headcount for the first five years, beginning
                                            2007, will be at least 30, based on the proposal.

                                        2. That the annual average number of graduates
                                            for the Academic Years 2009-10 through
                                            2011-12 will be at least 5, 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, or in
                                            being accepted for further graduate or
                                            professional study.

                                        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 North Alabama (UNA) 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 2012.

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

                                        1. The program will meet a well-documented need for a
                                            graduate program in history, which will allow area
                                            high school teachers to advance in their jobs and
                                            augment their salaries. In addition, a master's
                                            degree is required for individuals who wish to teach
                                            in community colleges.

2. Graduates of the proposed program would be considered "highly qualified" history teachers, thereby satisfying the requirements of the federal No Child Left Behind Act. According to a survey of school districts in UNA's service area, only 42 percent of the history teachers hold a master's degree.

3. The program will incorporate existing offerings and resources at UNA and will not require any additional funding.

4. UNA officials project that the proposed program will generate $249,500 in tuition during the first five years of the program.

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 North Alabama proposal dated April 3, 2006. Available upon request.

5. "Evaluation and Review of New Instructional Program Proposals of Public Postsecondary Institutions," Alabama Administrative Code, Chapter 300-2-1, Rule .03. Available upon request.

Attachment 1

NEW ACADEMIC DEGREE PROGRAM PROPOSAL SUMMARY

INSTITUTION   University of North Alabama

PROGRAM   Master of Arts in History

ESTIMATED NEW FUNDS REQUIRED TO SUPPORT PROPOSED PROGRAM						
	2007-08	2008-09	2009-10	2010-11	2011-12	TOTAL
FACULTY*	$0	$0	$0	$0	$0	$0
LIBRARY	$0	$0	$0	$0	$0	$0
FACILITIES	$0	$0	$0	$0	$0	$0
EQUIPMENT	$0	$0	$0	$0	$0	$0
STAFF	$0	$0	$0	$0	$0	$0
OTHER	$0	$0	$0	$0	$0	$0
TOTAL	$0	$0	$0	$0	$0	$0

 * Additional faculty salaries should be shown in all five years

SOURCES OF FUNDS AVAILABLE FOR PROGRAM SUPPORT						
	2007-08	2008-09	2009-10	2010-11	2011-12	TOTAL
INTERNAL REALLOCATIONS	$0	$0	$0	$0	$0	$0
EXTRAMURAL	$0	$0	$0	$0	$0	$0
TUITION	$49,800	$49,800	$49,800	$49,800	$49,800	$249,000
TOTAL	$49,800	$49,800	$49,800	$49,800	$49,800	$249,000

ENROLLMENT AND DEGREE COMPLETION PROJECTIONS						
	2007-08	2008-09	2009-10	2010-11	2011-12	5-YEAR AVERAGE
NEW ENROLLMENT HEADCOUNT	30	30	30	30	30	30
						3-YEAR AVERAGE
PROJECTED ANNUAL DEGREE COMPLETIONS	0	0	5	5	5	5

Attachment 2

Summary of Background Information

Master of Arts in History
University of North Alabama

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

Objectives: UNA provided the following objectives for the program:

1. To deepen students' knowledge of history and historical literature, and to expand their critical thinking skills as well as to provide opportunities for students to learn the techniques of historical research and writing.
2. To prepare students for careers in instruction at the community college level, in historical research, public history, museums, government service, and to promote job advancement for professionals in education, business, and industry.
3. To assist high school teachers in furthering their expertise in history and to assist them in becoming "highly qualified" teachers as defined under the No Child Left Behind Act.
4. To prepare students for advanced study at the PhD level.
5. To prepare students for entry into professional schools, such as law, library science, journalism, seminary training, and for careers in business, educational institutions, government, and other areas that require an advanced degree.

The requirements of the program are listed below:

1. Students will complete 33 semester hours of coursework.
2. Students choosing the thesis option will successfully complete a thesis.
3. Students choosing the non-thesis option will successfully complete a comprehensive examination.
4. All graduating students will complete the Graduate Student Survey designed to assess their satisfaction with the program.
5. All graduates will participate in assessing the effectiveness of the program.

In response to a question from the Alabama Council of Graduate Deans (ACGD), UNA provided a detailed plan for assessing student outcomes, which is summarized below.

1. **All MA students will demonstrate a deepened historical knowledge**.
   Student performance indicators:
   - Every MA student takes at least 33 semester hours (sh) of credit;
   - Every student writes a thesis or two seminar papers that are expected to demonstrate proficiency in their topics and familiarity with the larger scholarly field of the subject;
   - Non-thesis students must pass a comprehensive exam.
   Assessment method:
   - For students writing a thesis, a prospectus must be submitted and approved by an advisor;
   - Every thesis is read by all members of the student's advisory committee and must be approved in order for the student to graduate;
   - Non-thesis students must complete two seminar courses with research papers and pass a comprehensive examination.
2. **All MA students will demonstrate an understanding of historiography (the history of historical scholarship and controversy), and should develop a familiarity with the particular historiography of areas that they study.**
   Student performance indicators:

- All students will take the Historiography and Methodology course and other courses which include discussion of historical literature;
- All students will write a thesis or two seminar papers, demonstrating familiarity with relevant scholarship;
- The comprehensive exam for non-thesis students will include historical scholarship.

Assessment method:

- Faculty members will evaluate knowledge and effective use of scholarly literature in student classroom performance, thesis or papers, and comprehensive exams.

3. **All students will be proficient in critical inquiry and historical research methods.**
   Student performance indicators:
   - Students will take Historiography and Methodology and will perform research in primary source materials and/or historical scholarship in most courses;
   - Thesis and seminar papers must be of original scholarship based on primary sources and current methods of historical analysis;
   - Students will demonstrate the ability to make reasoned observations about relevant materials and to develop an argument in response to each question.

   Assessment method:
   - Individual faculty grade each student's performance in course work;
   - The advisory committee evaluates the thesis, while individual faculty evaluate seminar papers for methodology and appropriate use of primary sources;
   - Comprehensive exams are read and evaluated by faculty members, with each reader writing an evaluation which is provided to the student.

4. **Students should gain knowledge and skills required for future research, effective teaching, and independent reading and scholarship**.
   Student performance indicators:
   - Student success rates finding professional employment;
   - The student success rate applying to PhD or professional schools, as reported by students;
   - Student satisfaction reported on departmental surveys.

   Assessment method:
   - Track career patterns of alumni through surveys every two to three years.

Administration: The program will be administered by the Department of History and Political Science within the College of Arts and Sciences.

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 ACGD provided comments and questions on the NISP and on the proposal itself. Questions to UNA included observations on potential unnecessary duplication, the value of the need surveys, the lack of support for graduate studies in European History, the credit hour requirements for the program, the necessity of a non-thesis alternative in the program, and a request for more details on the institution's assessment plan for the program.

Comments from the ACGD and UNA's responses are summarized below.

1. The ACGD requested hard data regarding student demand, stating that distance from existing programs was probably an insufficient justification for another master's level history program. UNA replied that two needs assessment surveys of current students, local teachers, and alumni had been conducted in Spring 2004 and Spring 2005. Of 160 respondents, 84 (53 percent) indicated a strong likelihood of applying for the proposed program.
2. The ACGD requested hard data regarding enrollment projections. UNA cited the two surveys conducted in 2004 and 2005, and further stated that 68 persons who are academically qualified have expressed strong interest in the program.

3. The ACGD commentary stated that the proposal indicated a lack of support for graduate studies in European history, suggesting that the program be offered only in American history with perhaps a minor in another area. UNA officials stated that the program will focus on United States history and will offer European history seminars, if there is sufficient demand and within topics that are supported by current resources.

4. The ACGD commentary stated that graduate admission requirements in the proposal (800 score on the Graduate Record Exam and 2.75 grade point average) were somewhat low. UNA replied that a survey of requirements for similar programs in the state revealed that the proposed standards are lower than some in the state but higher than others. The reply also stated that the proposed admissions standards are minimum standards. The reply further stated, "The modest standards …would afford the departmental admissions greater flexibility when considering student applications."

5. The ACGD commentary questioned the requirement of only 33 semester hours (sh) in the proposed program. UNA responded that the credit hour requirement had been determined after surveying the credit hours of the existing history master's programs in the state. According to the response, credit hour requirements ranged from 24 sh plus a thesis to 36 sh for thesis or non-thesis options, placing the proposed program in line with others in the state.

6. The ACGD commentary questioned the inclusion of a non-thesis option in the program, since graduate degrees in history are expected to have a strong research component. UNA officials replied that five of six of the existing programs in the state offer a non-thesis option as well as a thesis option. According to the response, the non-thesis option will primarily serve teachers who do not plan to study beyond the master's level. Non-thesis students will be required to take two seminar courses which are related to the students' research, writing, and presentation of primary source based research papers.

7. The ACGD commentary asked for a clarification of UNA's assessment plan for the program. UNA's responses are included in the section on program objectives.

After receiving the responses from UNA, the ACGD voted to approve the program 6 to 1 with no abstentions.

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

Curriculum: Four new courses will be developed for this program:

HI 605 Historiography and Methodology	3 sh
HI 650 Seminar in U.S. History	3 sh
HI 651 Seminar in European History	3 sh
HI 695 Thesis	3-6 sh

In order to cover the additional 600 level courses per year (two in the fall and one in the spring) that are required by the program without incurring additional faculty cost, the history department will reduce proportionately the number of 400-500 level course offerings. This is possible due to the fact that the curriculum is not very prescriptive for either the history BA or proposed MA program, and students are allowed flexibility in scheduling the classes to fit their individual area of specialization.

The program offers two options: thesis and non-thesis. The 33-hour thesis option requires 27 sh of coursework, 6 sh of thesis work, and the successful defense of a thesis. The non-thesis option requires 33 sh of coursework (six of which must be seminar courses) and the successful completion of a comprehensive examination. Both options require a 15 sh core that encompasses the Historiography and Methodology course and 4 graduate colloquia in United States and European History. The remaining 12 sh of coursework are composed of 500 and 600 level electives. Specific courses in the curriculum are listed in Appendix 3. The outline of the curriculum is given below.

Thesis Option:	Semester Hours
Credit hours required in major courses:	15
Credit hours required in required or free electives:	12
Credit hours for thesis or dissertation:	6

Non-Thesis Option:	Semester Hours
Credit hours required in major courses:	21
Credit hours required in required or free electives:	12

Total credit hours required for completion of both options:	33

Collaboration: According to the proposal, UNA will have sufficient courses for the program without importing outside resources. Because the nearest similar program is seventy miles away at the University of Alabama in Huntsville, the distance between campuses, according to the proposal, would mitigate the appeal of dual enrollment for students. However, UNA officials stated in the proposal that collaboration with other institutions would be welcomed where possible, and the program would accept transfer credits from other programs.

Distance Education: According to the proposal, the Department of History and Political Science plans to develop online graduate courses in history in order to accommodate the scheduling needs of its students. The Spring 2005 student interest survey reported that 55 percent of the respondents indicated an interest in online graduate history courses. The proposal further noted that all distance learning courses at UNA are evaluated by students and are held to the same quality standards as on-campus courses. UNA faculty members teach distance education courses as part of their regular class loads.

Admissions: Students admitted into the program must meet the general requirements for admissions into graduate studies at UNA, as described in the current graduate bulletin. In addition to the general requirements, admission to the graduate program also requires the following minimum criteria:

1. Applicants must hold a bachelor's or higher degree in an appropriate field of study from an accredited institution.

2. Applicants must have a minimum of 2.75 GPA on a 4.0 scale in all previous undergraduate and graduate work.

3. Submission of satisfactory scores on the Graduate Record Exam, which consists of a combined score of at least 800 on the verbal section and either the analytical or quantitative section.

4. Three letters of recommendation must be sent to the Graduate Admissions Counselor.

A Graduate Admission Committee will review each application and make all admissions decisions.

Need: The initiation of this program proposal was prompted by recent political, educational, and economic developments. A recent study, conducted by the American Historical Association (AHA) and reported in the July 20, 2005 issue of Chronicle of Higher Education, asserted that the master's degree in history is a valuable credential in its own right and that this degree was the potential key to improving history education at all levels in the United States.

The recently passed No Child Left Behind (NCLB) Act reinforces the need for the proposed program, since a graduate degree in the teaching field is one way for teachers to achieve the highly qualified status as defined by the NCLB legislation. According to the Alabama Education Association, over 43 percent of Alabama's teachers were not considered highly qualified as of 2003-2004. In addition, UNA conducted a survey of eleven school districts in the Florence area.

In these districts, superintendents reported that only 42 percent of their history teachers were considered highly qualified. The proposed program would assist high school social science teachers to meet this standard. Comments from interest survey respondents, as well as letters of support for the program, indicate not only a preference for a graduate degree in history (over one in education) but also reveal the opinion that a graduate degree in history better addresses the NCLB Act's emphasis on subject area enhancement of teacher training than a graduate degree in education.

The proposed program in history will provide teachers with an economic benefit. During the 2004-2005 school year, first-year Florence city teachers with a bachelor's degree earned $30,499 per year, while those with a master's degree earned $35,172. Thus, upon completion of the master's degree, the teacher's salary would increase by $4,673 per year.

UNA officials expect that there will be strong support for the program from students who have completed the Bachelor of Arts (BA) degree in History program at UNA. When compared to the other institutions that offer the MA in History, UNA's program ranked fourth in the number of history BA completions, behind the University of Alabama at Birmingham, the University of Alabama, and Auburn University, according to IPEDS data for the years 1995-2005. An average of 21 students graduate from UNA with this degree annually. According to the needs assessment that was conducted in Spring 2004, over 60 percent of the upper level history students indicated that they would probably or definitely apply to the proposed program.

Apart from assisting in the professional development of secondary school teachers, the proposed program in history would aid individuals who are seeking to instruct at the college level. A master's degree including eighteen graduate semester hours in the teaching field is a minimum requirement to teach at a junior or community college. A recent article in the *Chronicle of Higher Education* (October 29, 2004) indicated that during the next five years two-year colleges will face dramatic increases in enrollment, specifically in western and southern states which are experiencing rapid growth in their college-age populations. The article also pointed out that, since most junior college faculty were hired in the 1960s and 1970s when hundreds of community colleges (including many of those in Alabama) were developing, it is predicted there will be a high demand for instructors due to retirement.

Finally, the proposed master's degree program in history also would assist individuals who intend to pursue occupations outside of academia, as the market demand is on the rise for workers who have skills in oral and written expression, research techniques, and critical thinking skills that come from the advanced study of history.

There are six other institutions in that state that have Master of Arts (MA) programs in history; however, there is no program in the northwest region of Alabama. The nearest program, at the University of Alabama in Huntsville (UAH), is 70 miles away from UNA and involves travel on a congested highway. Respondents to the Student Interest Surveys as well as student testimonials, indicate that the distance, especially in this time of exorbitant fuel costs, as well as the driving time, make the program at UAH inaccessible for them. In addition, UNA serves many BA students from Colbert, Franklin, Marion and Lawrence counties, which are not within a reasonable driving distance from any History MA program. According to enrollment data for Fall 2004 and 2005, 65 percent of UNA's History Bachelor of Arts students were from these four counties and Lauderdale county (UNA's home county). Much of the current demand for the program comes from regional teachers and professionals who are already employed in the area. Therefore, it is expected that the proposed program will have little effect on the enrollment in UAH's history MA program.

In addition to students in Northwest Alabama, UNA is within a 50 mile radius from several counties in Tennessee. Many of these students are closer to UNA than to any institution in Tennessee and often, they choose to enroll in UNA out of convenience.

The proposal addressed the question of employment outlook for the graduates. Since the MA in History degree, like most other liberal arts graduate degrees, does not train students for specific jobs but rather provides them with knowledge and skills that are essential to numerous diverse

occupations, projecting a number of job openings that require graduation from the proposed program is not possible. However, there are indications that the job prospects for graduates of the proposed graduate program in history are encouraging. The Bureau of Labor Statistics (*Occupational Outlook Handbook, 2004-2005 Edition*) indicates, for example, that job opportunities for teachers over the next ten years will vary from good to excellent as a large number of baby boomers retire and the relatively high rates of turnover also will lead to numerous job openings for teachers. The Bureau also indicated that job opportunities for post-secondary teachers (requiring a master's degree) also will be excellent due to replacement demands due to retirements. While no hard job projection numbers exist, all available indicators point to promising professional futures for graduates of the proposed program.

Student Demand: In order to estimate enrollment for the proposed program, the Department of History and Political Science conducted needs assessment surveys in Spring 2004 and Spring 2005. Of the 125 respondents of the 2004 survey, 66 percent believed that the need for a MA in History at UNA is great. In addition, 62 percent of respondents indicated that they would probably or definitely apply to the program. The 2005 survey was administered to upper level undergraduate students. Of the 35 respondents, 60 percent indicated a strong likelihood of applying to the proposed program.

UNA officials also based their enrollment estimates on an analysis of the number of Master of Arts in Education (MAEd) Social Science candidates enrolled in history graduate courses as well as enrollment in UNA's English MA program, which has a nature and goals similar to that of the proposed program. The five-year average number of graduate students in the MAEd in Social Science is 32, while the average number of students in the English MA was 28 students. Based on this data, along with information gleaned from student interest surveys, UNA projects an annual average enrollment of 30 students during the first five years of the program.

Resources:

   Faculty/Staff: According to the proposal, there currently are ten full-time faculty members available to implement the master's program. A vita was provided for each faculty member. All members hold the PhD degree and have diverse educational backgrounds.   UNA stated that no new faculty members will be required, because of the scholarly expertise of the current faculty.

   Currently, the Department of History and Political Science employs one administrative assistant and three student workers. No additional support staff will be required.

   Equipment/Facilities: According to the proposal, no equipment is needed for the program.

   The program will be housed in Willingham Hall, where the current History offices are located. Classrooms in Bibb-Graves, Wesleyan, and Stevens Halls presently allocated to the Department of History are sufficient to meet the demands of the program, according to the proposal.

   Library: UNA's current collections related to United States and European history are deemed capable of supporting a master's degree. These areas make up the required core graduate courses (600 level) required for the proposed program. No additional resources will be necessary to support the program during the first five years.

   Program Budget: The proposed program will not incur any additional costs. In order to cover the estimated four additional 600 level history courses per year that are required by the program, the history department would reduce proportionately the number of its 400-500 level course offerings. This reallocation of faculty to graduate courses will not result in faculty overloads or in additional funding for adjunct faculty, nor will it undermine the quality of current undergraduate course offerings.

   UNA projects that a total of $249,500 will be available through tuition. Tuition figures for each year were determined by multiplying the projected annual graduate credit hours generated by

the current (Fall 2005) rate of $166 for each graduate credit hour. UNA officials project that they will enroll 30 students each year (20 full-time and 10 part-time). Full time is considered to be at least six credit hours per semester and part-time is three credit hours. Therefore, it is estimated there will be 300 graduate credit hours annually, which would generate an estimated $49,800 in tuition revenue per year.

Attachment 3

**Curriculum for Proposed Program
Proposed Master of Arts Degree in History**

The Master of Arts in History Degree requires a minimum of 33 semester hours of credit and includes the following core and options:

Hours

Core Courses of Study…………………………………………………..15

HI 605, Historiography and Methodology

HI 611, Studies in U.S. History (1607-1865)

HI 612, Studies in U.S. History (1865-P) (3)

HI 621, Studies in European History to 1815

HI 622, Studies in European History Since 1815

Elective Courses of Study…………………….…………………………18

THESIS OPTION: students choosing the Thesis Option must complete HI 695 Thesis (6) in addition to the core and 12 additional semester hours of 500-600 level history electives.

NON-THESIS OPTION: students choosing the Non-Thesis Option must complete six hours of seminar coursework (any combination of HI 650 Seminar in U.S. History and HI 651 Seminar in European History) in addition to the core and 12 additional semester hours of 500-600 level history electives.

Comprehensive Examination: Students of choosing the non-thesis option must successfully complete a comprehensive examination.

Proposed Typical Curriculum

Year I
Fall
HI 605—Historiography and Methodology (3)
HI 611—Studies in U.S. History (1607-1865) (3)
HI 500-600 Elective (3)

Spring
HI 612—Studies in U.S. History (1865-P) (3)
HI 500-600 Elective (3)
HI 500-600 Elective (3)

Year II
Fall
HI 621—Studies in European History to 1815 (3)
HI 650—Seminar in U.S. History (3) or HI 695—Thesis (3)
HI 500-600 Elective (3)
Year II
Spring
HI 622—Studies in European History Since 1815 (3)
HI 651—Seminar in European History (3) or HI 695—Thesis (3)

Proposed Graduate Course Offerings by Semester

Fall (Even Year)   Fall (Odd Year)
HI 605   HI 605
HI 650   HI 650
HI 611   HI 621
HI 500 Electives (6-7 courses)   HI 695
                                          HI 500 Electives (6-7 courses)

Spring (Odd Year)   Spring (Even Year)
HI 651   HI 651
HI 612   HI 622
HI 500 Electives (7-8 courses)   HI 695
                                          HI 500 (7-8 courses)

Summer
600 Level Courses -To Be Determined (2)
HI 500 Electives (4-5 courses)

DECISION ITEM A-2:   University of South Alabama, Doctor of Nursing Practice
                                      in Nursing (CIP 51.1601)

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

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

                                      Implementation Date: The proposed program will be
                                      implemented in January 2007. Based on
                                      Commission policy, the proposed program must be
                                      implemented by September 2008 or Commission
                                      approval will be null and void. The institution must
                                      notify the Commission when the program is
                                      implemented or if there is a delay in implementation.

                                      Post-Implementation Conditions:

                                      1. That the annual average new enrollment
                                          headcount for the first five years will be at least
                                          40, based on the proposal.

                                      2. That the annual average number of graduates
                                          for the Academic Years 2008-09 through
                                          2011-12 will be at least 33, 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 documentation be provided to show that
                                          the program has been accredited by the
                                          Commission on Collegiate Nursing Education
                                          (CCNE), the accrediting arm of the American
                                          Association of Colleges of Nursing (AACN).

                                      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 February 2012.

                                      The Doctor of Nursing Practice (DNP) is a new program
                                      model for the state of Alabama. Representatives of
                                      other public institutions have informed the staff that
                                      several institutions with graduate programs in nursing
                                      will be interested in offering this degree program. Before
                                      other proposals are considered, the staff recommends
                                      that a study be conducted to determine answers to the
                                      following questions, as well as other questions deemed
                                      pertinent by the Commission.

1. How many, if any, additional DNP programs are needed in Alabama?
2. Where should any additional programs be located?
3. How effective is online delivery of DNP programs?

Rationale:

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

1. The proposed program has been developed in direct response to rigorously documented market demand.

2. The Doctor of Nursing Practice (DNP) is a terminal degree and prepares graduates to provide the most advanced level of nursing care for individuals and communities. This includes the direct care of individual patients, management of care for individuals and populations, administration of health care and nursing systems, and the development and implementation of health policy.

3. The program is designed to be in compliance with standards of Doctor of Nursing Practice programs as put forth by the American Association of Colleges of Nursing (AACN). Professional accreditation for the program will be sought as soon as it is available.

4. The proposed Doctor of Nursing Practice program fulfills strong local, regional, and national need for doctorate prepared advanced practice nurses.

5. USA has extensive experience in the delivery of online nursing programs and will use distance technology in the delivery of the DNP, enhancing the availability of the program for students across the state.

6. USA projects that a total of $1,318,138 in estimated new funds will be required to support the proposed program and a total of $2,584,370 will be available through tuition and external grants.

Degree Program Information:

The staff compiled the following information from the website of the American Association of Colleges of Nursing (AACN). The AACN is the key national organization representing baccalaureate and higher degree nursing programs, with 592 member schools of nursing.
http://www.aacn.nche.edu/ContactUs/strtplan_mission.htm

*   The Doctor of Nursing Practice is an emerging degree program, which has been promoted by the AACN as the terminal degree in nursing practice.
http://www.aacn.nche.edu/DNP/pdf/DNP.pdf

- The National Academy of Science has published a report supporting the development of a '"non-research clinical doctorate' to prepare expert practitioners who can also serve as clinical faculty."

  http://www.aacn.nche.edu/Media/NewsReleases/2005/NASReport.htm

  http://darwin.nap.edu/openbook/0309094275/html/74.html [Report publication site]

- There are twenty DNP programs already in existence in the United States. In the southeast, there are programs at the Medical College of Georgia, the University of Florida, the University of South Florida, the University of South Carolina, and the University of Tennessee Health Science Center.
  http://www.aacn.nche.edu/DNP/DNPProgramList.htm

- In addition, more than 190 DNP programs are being developed across the country.
  http://www.aacn.nche.edu/DNP/DNPProgramList.htm

- Regarding the relationship and impact of the DNP on the Master of Science in Nursing credential, according to the AACN, "AACN member institutions voted to move the current level of preparation necessary for advanced nursing practice from the master's degree to the doctorate level by 2015." However, "master's nursing education will continue....As specialty nursing education transitions to the doctoral level, the DNP Roadmap Task Force recommends that institutions consider reconceptionalizing their master's degree programs to prepare generalists."
  http://www.aacn.nche.edu/DNP/DNPFAQ.htm

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 June 1, 2006. Available upon request.

5. "Evaluation and Review of New Instructional Program Proposals of Postsecondary Institutions," Alabama Administrative Code, Chapter 300-2-1, Rule .03.

Attachment 1

NEW ACADEMIC DEGREE PROGRAM PROPOSAL SUMMARY

INSTITUTION   University of South Alabama

PROGRAM   Doctor of Nursing Practice in Nursing

ESTIMATED NEW FUNDS REQUIRED TO SUPPORT PROPOSED PROGRAM

	2007-08	2008-09	2009-10	2010-11	2011-12	TOTAL
FACULTY*	$170,000	$260,100	$267,904	$275,941	$284,218	$1,258,163
LIBRARY	$13,195	$9,195	$9,195	$9,195	$9,195	$49,975
FACILITIES	$0	$0	$0	$0	$0	$0
EQUIPMENT	$4,000	$2,000	$0	$0	$4,000	$10,000
STAFF	$0	$0	$0	$0	$0	$0
OTHER	$0	$0	$0	$0	$0	$0
TOTAL	$187,195	$271,295	$277,099	$285,136	$297,413	$1,318,138

* Additional faculty salaries should be shown in all five years

SOURCES OF FUNDS AVAILABLE FOR PROGRAM SUPPORT

	2007-08	2008-09	2009-10	2010-11	2011-12	TOTAL
INTERNAL REALLOCATIONS	$0	$0	$0	$0	$0	$0
EXTRAMURAL	$0	$298,000	$281,000	$275,000	$298,000	$1,152,000
TUITION	$156,630	$267,860	$335,960	$335,960	$335,960	$1,432,370
TOTAL	$156,630	$565,860	$616,960	$610,960	$633,960	$2,584,370

ENROLLMENT AND DEGREE COMPLETION PROJECTIONS

	2007-08	2008-09	2009-10	2010-11	2011-12	5-YEAR AVERAGE
NEW ENROLLMENT HEADCOUNT	40	40	40	40	40	40

	2007-08	2008-09	2009-10	2010-11	2011-12	4-YEAR AVERAGE
PROJECTED ANNUAL DEGREE COMPLETIONS	0	10	40	40	40	33

Attachment 2

Summary of Background Information

Doctor of Nursing Practice
University of South Alabama

Role: USA is currently approved to award degrees at the doctoral level. Approval of the proposed program will be an expansion of role to the doctoral level in academic subdivision grouping, "Nursing."

Objectives: The Doctor of Nursing Practice (DNP) is a terminal degree and prepares graduates to provide the most advanced level of nursing care for individuals and communities. This includes the direct care of individual patients, management of care for individuals and populations, administration of health care and nursing systems, and the development and implementation of health policy.

Consistent with the American Association of Colleges of Nursing (AACN) specifications for practice doctoral programs in nursing, the objectives of the program are as follows:

Upon completion of the Doctor of Nursing Program, the graduate will be able to:

1. Provide organizational and system leadership in the analysis, delivery, and management of nursing care.
   a. Actively participate in the analysis and transformation of health care systems and health care policy.
   b. Administer nursing and health care systems for diverse populations.
   c. Use innovative and creative models of health care to improve care delivery and health care systems.
   d. Facilitate interdisciplinary collaboration and relationship-building to advocate for patients, communities, and populations.
   e. Assume leadership positions in health care systems.
   f. Provide leadership in identifying technology and information systems to improve and transform health care and to foster communication.

2. Implement the highest level of advanced nursing care to produce high quality, cost-effective outcomes for the diverse patient populations.
   a. Model advanced nursing care based on mastery of advanced nursing knowledge and skills.
   b. Deliver culturally competent care that fully explicates the issues and available resources for diverse patient populations and organizations.
   c. Design high quality, cost effective, and innovative nursing care systems for diverse patient population and organizations.
   d. Develop practice standards based on the integration of ethics and evidence-based nursing care.
   e. Coordinate and lead interdisciplinary health care teams to ensure continuous quality and performance improvement in health care delivery.
   f. Use technology and information systems to improve health care delivery and to foster communication.

3. Use theories, concepts, and analytical methodologies to design, implement, and evaluate practice by applying evidence to transform nursing systems.
   a. Integrate translational research methodologies and best-evidence in advanced nursing practice.
   b. Evaluate the nature and significance of health phenomena, emerging health concerns, and disease states to evaluate practice and apply evidence to transform nursing systems.

     c. Conduct program evaluation to assess outcomes and generate improvements in nursing systems.
     d. Contribute to the knowledge of best-practices and dissemination of outcomes through professional writing and presentations.

According to the proposal, the DNP program will build upon advanced practice nursing tracks offered by the USA College of Nursing in the Master of Science in Nursing (MSN) program. The Master of Science in Nursing program builds upon the Bachelor of Science in Nursing program.

Administration: The proposed program will be administered by Dean Debra C. Davis, College of Nursing.

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. The ACGD provided comments and questions on the NISP and on the proposal itself. Questions to USA related to faculty staffing, financial resources, teaching loads for the master's and doctoral nursing programs, aspects of the consultant's report, and program evaluation. Comments from the ACGD and responses from USA are summarized below.

1. An ACGD member requested additional information demonstrating that the addition of three new faculty would be adequate to meet the needs of the program. USA replied that sixteen full-time faculty and one part-time faculty member would teach in the program. The number of additional faculty needed was based upon a) the number of credits to be taught each year in the program and b) the university standard for faculty teaching loads.
2. A request was made for information on the commitment of financial resources by the university for faculty positions. USA officials responded that all tuition revenue generated by the program will be used to support the program. In addition, the program will be supported by external grants acquired by the College of Nursing. The response stated that the College of Nursing at USA has had success in attracting federal grant money, and that the College would apply for grant money from the Division of Nursing of the U.S. Department of Health and Human Services.
3. A reviewer questioned how faculty resources would be used to support the DNP in addition to responsibilities in the existing master's program. The USA response stated that the existing faculty members are well qualified, but that three additional members would be hired, based on projected course loads. These new faculty members would teach primarily in the DNP and master's programs. In addition, the response highlighted the difference in the resources needed for a research doctoral program and a practice-focused degree.
4. In response to a question concerning the consultant's review, USA officials detailed how the faculty worked with the consultant in review of the curriculum. An extensive analysis of the proposed courses using a content mapping procedure was conducted to ensure that the curriculum was consistent with the *Essentials of Doctoral Education for Advanced Practice Nursing.*
5. A question requested more specific information on program evaluation. The USA response stated that the program would be evaluated through: 1) course evaluations and separate teacher evaluations; 2) exit surveys and alumni surveys (learning outcomes and student satisfaction; 3) a required culminating synthesis project (learning outcomes); 4) graduation rates and job placement rates; 5) employer surveys; and 6) accreditation of the program.

After receipt of USA's responses, the ACGD voted 7 in favor of an overall recommendation for the program with no votes against and no abstentions.

Accreditation: USA officials stated that the program is designed to be in compliance with standards for DNP programs as put forth by the American Association of Colleges of Nursing.

Professional accreditation for the program will be sought as soon as it is available. The Commission on Collegiate Nursing Education (CCNE) is developing the accreditation process for the proposed program. The accreditation is expected to be available in about a year. USA's baccalaureate and master's programs in nursing are fully accredited by CCNE through 2010.

External Consultant: Dr. Marcia Stanhope, Associate Dean and Professor of Nursing at the University of Kentucky, served as the external consultant to the proposed program. Dr. Stanhope assisted the faculty in curriculum development and planning for student recruitment and selection. A copy of the consultant's report was included as an attachment to the program proposal.`

Curriculum: The following new courses (37 credits) will be added to support the Doctor of Nursing Practice Program:

Critical Analysis of the Scientific Underpinnings of Advanced Nursing Practice	3 credits
Biostatics	3 credits
Clinical Prevention and Population Health	3 credits
Program Evaluation and Improvement of Clinical Outcomes	3 credits
Managing Health Care Information Systems/Technology	3 credits
Organizational and System Leadership for Transformation of Healthcare	3 credits
Evidenced-based Practice and Quality Improvement in Health Care	3 credits
Methods of Translational Research	3 credits
Project Planning and Development	3 credits
Policy, Economics, and Financial Aspects of Health Care Systems	3 credits
Residency in Systems Change I	3 credits
Residency in Systems Change II	4 credits

The curriculum for the DNP program will comprise five semesters of full-time study. Part-time study will also be available. A total of 37 post-master's credits will be required.

Student Demand: According to the proposal, interest in the DNP program is expected to be significant with many more students applying for the program than can be accommodated. In the fall of 2004, the college conducted a needs survey to determine student demand for the degree. The USA Polling Service called a random sample of 133 alumni of the Master of Science in Nursing program. The alumni were asked "if USA started a Doctoral Program in nursing, how likely is it that you would enroll?" Approximately one-half (49.7 percent) stated that they were "very likely" or "likely" to enroll at USA. When asked what type of degree they would be most interested in, 48.5 percent indicated an interest in a professional doctorate. In addition, the college has an extensive list of names and addresses of individuals who have requested to be notified of the start of the program. At the time of the submission of the proposal, there were 406 names on the list.

In the fall of 2005, the college conducted a survey of 736 students enrolled in the MSN program. Of the 447 responding to the survey, 289 students (64 percent) indicated that they were "very likely" or "likely" to pursue a doctoral degree within the next five years. When asked which type of doctoral program they would pursue, 356 (76 percent) indicated that they would choose a practice-focused DNP program, 42 (9 percent) would choose a research-focused doctoral degree, 8 (2 percent) would seek a non-nursing doctorate degree, and 62 (13 percent) indicated not knowing the type of doctoral degree that they would seek. Students were also asked "if the University of South Alabama College of Nursing started an online Doctor of Nursing Practice program, how likely is it that you would enroll?" Responses indicated that 344 students were "very likely" or "likely" to enroll.

In the spring of 2006, the College of Nursing announced to the MSN students that the college would be submitting a proposal to the Alabama Commission on Higher Education (ACHE) for a DNP program. Students were invited to e-mail letters of support for the program. Over 80 e-mails were received. Students were also asked to include in their letters the reasons they would be interested in seeking a DNP degree. The following categories of responses were obtained: to be a better advanced practice nurse; to be a better nurse educator; to provide higher quality

patient care; to enhance my leadership skills; to participate in translational research; to better support/mentor other nurses; to provide more cost effective nursing care.

The proposal provided information on regional and nation-wide interest in the DNP. At the national level, interest in the degree program is supported by reports of strong applicant pools from institutions offering the program (2006, communication by USA administrators with nursing deans at Rush University, the Medical College of Georgia, the University of Kentucky, and the University of Tennessee at Memphis). These deans report that they have many more qualified applicants than can be accepted by their programs.

Enrollment Projections: Ten full-time and 30 part-time students will be admitted each fall semester. Full-time students will be able to complete the program in five semesters. Part-time students will be able to complete the program in eight semesters.

Admissions: According to the proposal, admission to the program will be based on specific criteria and will be limited to available spaces in the program in accordance with best admission practices among Doctor of Nursing Practice programs. Application procedures will be developed and reviewed by the College of Nursing Admissions and Progression Committee and approved by the College of Nursing Faculty Organization.

1. To be admitted, the applicant must:
   - Hold a master of science in nursing degree with preparation in an area of advanced practice nursing (nurse practitioner, clinical nurse specialist, nursing administration, community/public health nursing administration, nursing education, etc.).
   - Hold an unencumbered registered nurse license.
2. Admission decisions will be based on an evaluation of the following required information:
   - Graduate Record Examination including the writing component (and TOEFL, if applicable).
   - Transcripts of all previous college studies.
   - Submission of a portfolio which evidences potential for scholarly work:
     a. Curriculum vitae/resume.
     b. Sample evidence of leadership and scholarship.
     c. Written statement of career goals.
   - The outcome of a structured interview with graduate nursing faculty members.

Also to be considered in the selection process is a match between student goals and the areas of expertise of the graduate faculty. Students from different backgrounds will be encouraged to apply to create a diverse student cohort.

Need: According to the proposal, the DNP fulfills a strong local, regional, and national need for doctorate prepared advanced practice nurses. The proposed program was designed to be in full compliance with professional standards for the practice doctorate as put forth by the American Association of Colleges of Nursing (AACN). The AACN is the key national organization representing baccalaureate and higher degree nursing programs, having almost 600 member schools of nursing.

The DNP program at USA was developed in direct response to the October 2004 AACN position statement that the DNP be the required credential for all advanced practice nurses by 2015. AACN developed this position after an intensive study of the health care system and the findings and recommendations of several national groups. Based upon the growing complexity of health care compounded by an escalating demand for services, burgeoning growth in scientific knowledge, and the increasing sophistication in technology, the AACN has determined that the nursing profession's current practice of preparing advanced practice nurses in master's degree programs must be changed.

The AACN has stated that there is a critical need for clinicians to design, evaluate, and continually improve the context within which care is delivered, in order to improve the health care

system. The need for this change is supported by several national studies including the November 1999, Institute of Medicine (IOM) report on medication errors: *To Err is Human: Building a Safer Health System.* This report, extrapolating data from two previous studies, estimates that somewhere between 44,000 and 98,000 Americans die each year as a result of errors in health care. These numbers, even at the lower levels, exceed the number of people that die from motor vehicle accidents, breast cancer, or AIDS. The national costs of preventable adverse healthcare events (injury and errors) were estimated to be between $17 billion and $29 billion, of which health care costs represented over one-half. The IOM report focused on the fragmented nature of the healthcare system and the context in which health care is purchased as being major contributors to the high and inexcusable error rate compromising patient safety. To combat this problem, a focus of Doctor of Nursing Practice programs is to educate nurses who are able to effect systems level change to improve patient care outcomes.

Two other reports cited by USA also support the need for the Doctor of Nursing Practice preparation for nurses. The IOM report, *Crossing the Quality Chasm* (2001), stresses that the American health care system, as it is currently structured, does not make the best of use of resources. According to the report, changing demographics in the U.S., including the increase in the number of elderly persons and the development of new services and technologies, have contributed to increasing health care costs. Waste of resources, however, is a significant problem. One recommendation in the report calls for all health care organizations and professional groups to promote health care that is "safe, effective, client-centered, timely, efficient, and equitable." In a follow-up report, *Health Professions Education: A Bridge to Quality* (2003), the Institute of Medicine Committee on the Health Professions Education stated that "All health professionals should be educated to deliver patient-centered care as members of an interdisciplinary team, emphasizing evidence-based practice, quality improvement approaches, and informatics."

Collaboration: Currently no institution in Alabama offers a DNP program. The University of Alabama at Birmingham offers a research focused doctorate in nursing (Doctor of Philosophy). According to USA officials, discussions are underway among the nursing deans and directors in the state to determine feasible approaches to facilitate access to the DNP for all advanced practice nurses. For example, the deans of nursing at USA and Jacksonville State University (JSU) are exploring an articulation agreement that would streamline the admission of JSU students to the DNP program at USA, after the students have finished the master's of science in nursing degree program at JSU.

Distance Education: According to USA officials, the USA College of Nursing has taken the lead in distance learning at the university, having the largest number of courses in distance format and the largest number of students enrolled in such courses. In addition, the College of Nursing is a leader in the state and the nation in offering online nursing education programs. The didactic component of the curriculum will be offered online with twice a year requirements for students to come to the USA campus for intensive classroom and evaluation sessions. Students will complete their synthesis projects in their home communities whenever possible, using approved mentors and faculty facilitators. Multiple technologies will be used to ensure student/faculty contacts are maintained.

The platform for the online courses will be courseware from eCollege, a national vendor. USA has used this product since 1998. The platform will be the same for all courses, facilitating students' movement through the program.

Resources:

   Faculty: The following currently employed faculty will teach in the program:

   Primary Faculty
     Full-time: 16
     Part-time: 1

Support Faculty
    Full-time: 0
    Part-time: 0

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

Primary Faculty
        Full-time: 3 (two hired in year 1, and one additional hired in year 2)
        Part-time: 0

Support Faculty
        Full-time: 0
        Part-time: 0

Qualifications: The proposal states that each faculty member must be a licensed registered nurse and hold a doctoral degree in nursing or a related area (for example pharmacology, public health, or one of the sciences). All faculty will have graduate teaching experience and sufficient professional experience that will allow them to effectively teach and mentor the Doctor of Nursing Practice students.

Equipment: New faculty will be provided computers in the year of hire and their computers will be replaced as needed every three years. The program will not require any other special equipment. The College of Nursing has state of the art equipment to provide high quality interactive online learning programs.

Facilities: No new facilities are required for the program.

Library: The Doctor of Nursing Practice degree program requires a library collection at the Collection Level of BG (Research–English) as described in the American Library Association Guidelines. This is the level needed to conduct independent research. The Nursing Practice collection is presently at the level CG (Study Level–English). This is the level that supports undergraduate or graduate course work. Additional monographs and journals will be needed to strengthen the collection for the research and educational needs of the doctoral program. The projected cost will be $49,975.

Program Budget: USA projects that a total of $1,318,138 in estimated new funds will be required to support the proposed program and a total of $2,584,370 will be available through tuition and external grants. The tuition projection is based on the current course fee of $227 per credit hour for web-based courses, multiplied by the number of courses to be taken by both full-time and part-time students.

According to the proposal, the USA College of Nursing plans to apply for competitive grant funding with the Division of Nursing at the US Department of Health and Human Services. If funded, the grant would be available in year 2 of the program.

Attachment 3

Curriculum for Proposed Program

University of South Alabama – College of Nursing
Doctor of Nursing Practice Curriculum

Course	Credit Hours
Critical Analysis of the Scientific Underpinnings of Advanced Nursing Practice	3
Policy, Economics and Financial Aspects of Health Care Systems	3
Organizational & Systems Leadership	3
Residency in Systems Change I	3
Residency in Systems Change II	4
Evidenced Based Practice and Quality Improvement in Health Care	3
Methods of Translational Research	3
Project Planning and Development	3
Program Evaluation and Improvement of Clinical Outcomes	3
Biostatistics	3
Clinical Prevention and Population Health	3
Information Systems/Technology	3
Total Credits	37

DECISION ITEM B-1: Faulkner State Community College, Addition of an Option in Landscape Design to the Existing Associate in Applied Science in Landscape Operations Management (CIP 01.0605)

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

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

Background: Faulkner State Community College (FSC) currently has the Associate in Applied Science in Landscape Operations Management at CIP 01.0605 in the Academic Program Inventory. There are currently two options in this program: Landscape Operations Management and Horticulture. FSC proposes the addition of a third option in Landscape Design to the program.

The proposed option in Landscape Design will require a total of 76 semester hours (sh), including a common core of 22 sh of General Education courses. The Landscape Design option will require 12 sh in required courses.

General Education Core	22 sh
Major Core/Electives	42 sh
Proposed Option	12 sh
Total	76 sh

The proposed option is designed to serve Landscape Operations Management students who wish to focus on landscape design. With the current building boom in Baldwin county, the demand for landscape designers is increasing significantly.

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

Supporting Documentation: 1. "Reasonable Extensions and Alterations of Existing Units and Programs of Instruction," Administrative Code, Chapter 300-2-1, Rule .03. Available upon request.

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

ALABAMA COMMISSION ON HIGHER EDUCATION
Friday, September 22, 2006

DECISION ITEM C-1:   Request to Amend Post-Implementation Conditions:
                                            Calhoun Community College, Associate in Applied
                                            Science in Child Development, CIP 19.0708

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

Staff Recommendation: 1.   That beginning in 2000-2001 2006-07, the annual
                                     average number of graduates for the first five years
                                     of the program will be at least 18 12.

                                2.   That an additional review period be granted for the
                                     period 2006-07 through 2007-08.

Rationale: 1.   The program met conditions for enrollment and
                                     employment.

                                2.   Though the program did not meet the condition for
                                     graduates, the graduation rate has shown steady
                                     growth since 2001-02. Changes in training
                                     requirements for teachers' aids adversely affected
                                     the graduation rate.

                                3.   The program had an average of 12 graduates for the
                                     period 2002-03 through 2005-06.

                                4.   The institution has employed strategies to increase
                                     completions in the AAS program.

                                5.   Federal regulations require that fifty percent of
                                     instructors employed by Head Start centers have at
                                     least an associate degree.

Background: The program was approved on February 11, 2000, and
                                implemented in the spring semester of 2000. The post-
                                implementation report was received in February 2005.

                                The AAT program at CAL was one of several Child
                                Development programs at Alabama two-year colleges
                                developed in response to a 1998 amendment to the
                                federal Head Start Act. The amendment set new
                                professional and degree requirements for teachers in
                                Head Start centers, requiring that at least fifty percent of
                                the instructors in the centers have at least an associate's
                                degree.

                                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 condition for the graduation rate. However, the
                                institution reported that the annual number of graduates
                                is growing.

                                According to program representatives, changes in
                                training requirements for some childcare workers have
                                had a profound effect on the program. Many former
                                students in the program were teachers' aids. No Child
                                Left Behind legislation permitted paraprofessionals to

meet their training requirement by taking an assessment called Work Keys. The assessment is given in lieu of working toward the associate degree. More than 180 students left the program with this assessment in the period 2000-04.

Though teachers' aids may meet the training requirement through Work Keys, Head Start regulations still have a requirement for the associate degree. Furthermore, it is anticipated that some teachers' aids may return to continue their education.

CAL representatives reported that the student population for the program has increased over the past two years. Furthermore, the institution is implementing strategies to increase the number of graduates. Web-based courses have been developed for working students and are being implemented this fall. Program administrators also have provided time for instructors to recruit and distribute information to child care providers and centers regarding the importance of having trained employees.

Supporting Documentation:

1. Unpublished post-implementation report and update submitted by Calhoun 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

Calhoun Community College

Program: Child Development, AAS, CIP 19.0708

Approved by Commission: February 11, 2000

Implementation Date: Spring 2000 (the institution had an existing short certificate)

Post-Implementation Conditions:

1) That the annual average enrollment for the first five years be at least 23 FTE students.

2) That beginning in 2000-01, the annual average number of graduates for the first five years of the program will be at least 19.

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 20.0201	Average Enrollment for the First Five Years	Average Number of Graduates, Beginning 2000-01	Percentage of Graduates Employed in Field
Required	23 FTE	19	75%
Reported	85 FTE	8	89 %

- Condition 2: The average is for the period 1999-00 through 2003-04. For the period 2002-03 through 2005-06, the program has had an average of 12 graduates.

- Condition 4: CAL students are given extensive instruction in theory and practice that well prepares them for the workforce. The students also are required to develop three extensive portfolios: 1) to reinforce the Child Development Associate (CDA) standards as requested by Headstart: 2) to replicate an infant toddler program, and 3) to complete a learning library of children's literature and literacy skills. Ninety-five percent of CAL's students that apply to the National Association for the Education of Young Children (NAEYC) for the CDA credential have passed the test and received the credential. This is a nationwide comprehensive test that is required of caregivers in many states.

DECISION ITEM C-2:   <u>Request to Amend Post-Implementation Conditions:
                                            Reid State Technical College, Associate in Applied
                                            Technology in Child Development, CIP 19.0708</u>

<u>Staff Presenter</u>:   Mrs. Ellen E. Haulman
                                            Staff Associate for Academic Affairs

<u>Staff Recommendation</u>:   That the Commission approve the following amendment
                                            to the post-implementation conditions:

                                            1. That beginning in ~~2000-2001~~ <u>2005-06</u>, the annual
                                                average number of graduates ~~for the first five years~~
                                                of the program will be at least ~~18~~ <u>10</u>.

                                            2. That an additional review period be granted for the
                                                period 2005-06 through 2007-08.

                                            A report, documenting that the program has continued to
                                            meet the revised requirement for graduation will be
                                            submitted to the Commission no later than
                                            October 1, 2008. The report will cover years 2005-06
                                            through 2007-08.

<u>Rationale</u>:   1. The program met conditions for enrollment and
                                                employment.

                                            2. Though the program did not meet the condition for
                                                graduates, the graduation rate has shown steady
                                                growth since 2001-02.

                                            3. The program had 18 AAT graduates in 2005-06.

                                            4. Institutional representatives are exploring strategies
                                                to increase completions in the AAT program.

                                            5. State regulations have made it necessary for
                                                employers to hire more associate degree graduates
                                                for preschool and child care programs.

<u>Background</u>:   The program was approved on August 18, 2000, and
                                            implemented in academic year 2000-01. The post-
                                            implementation report was received in April 2005.

                                            Program officials reported that the program had met
                                            conditions related to enrollment and employment.
                                            Related to employment, program officials stated that 96
                                            percent of the graduates are employed in training-related
                                            employment. Information regarding the assessment of
                                            students in accordance with the Head Start Act also was
                                            provided.

                                            The program has not met the condition for graduation.
                                            The program has an average number of graduates for
                                            the first five years of 10, but had 18 graduates at the
                                            AAT level in 2005-06. In addition, 48 persons have
                                            earned the short certificate in the period 2000-05.

The AAT program at REI was one of several Child Development programs at Alabama two-year colleges developed in response to a 1998 amendment to the federal Head Start Act. The amendment set new professional and degree requirements for teachers in Head Start centers, requiring that at least fifty percent of the instructors in the centers have at least an associate's degree.

REI's initial projection for graduates was made prior to the development of several similar programs at other two-year colleges. Consequently, REI officials overestimated the number of graduates in the program. The institution requests that the graduation requirement be reduced.

The staff met with Barbara Anne Spears of the Alabama Department of Postsecondary Education; William Robbins, REI Dean of Instruction; and Beverley Hugener, program instructor, to discuss the progress of the program and strategies for increasing the number of graduates. REI officials reported that students often complete courses or the short certificate but do not continue until completion of the AAT. However, they maintain that keeping the AAT is important for REI, since some employers (such as Head Start) are required to hire preschool teachers and classroom aides that hold associate degrees.

REI representatives reported on strategies that they are using to increase the number of graduates in the AAT program. One strategy that is being considered is to add a Certificate (>29 semester hours) to the existing program. The Certificate would provide an interim credential between the short certificate and the AAT, providing a lattice approach to attaining the AAT. The Certificate would be subject to Commission approval as an extension/alteration of an existing program.

Supporting Documentation: 1. Unpublished post-implementation report and update submitted by Reid State Technical 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

Reid State Technical College

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

Approved by Commission: August 18, 2000

Proposed Implementation Date: Academic year, 2000-01

Implementation Date: Academic year, 2000-01

Post-Implementation Conditions:

1) That the annual average enrollment for the first five years be at least 33 FTE students.

2) That beginning in 2000-2001, the annual average number of graduates for the first five years of the program will be at least 18.

3) That a follow-up survey will be conducted after five years which will show that at least 75 percent of the graduates who actively sought employment have found employment in the field.

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 AAT, CIP 20.0201	Average Enrollment for the First Five Years	Average Number of Graduates, Beginning 2000-01	Percentage of Graduates Employed in Field
Required	33 FTE	18	75%
Reported	69.5 FTE	10	96%

- Condition 1: Headcount for the program over the first five years averaged 110 students.
- Condition 2: The program had 18 graduates in 2005-06 (July 1 through June 30).
- The institution provided information regarding the assessment of students in accordance with the Head Start Act.

ALABAMA COMMISSION ON HIGHER EDUCATION
Friday, September 22, 2006

DECISION ITEM C-3:   Request to Amend Post-Implementation Conditions:
                                       University of Alabama at Birmingham, Bachelor of Arts in
                                       African American Studies, CIP 05.0201

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

Staff Recommendation: That the Commission grant the University of Alabama at
                                       Birmingham (UAB) an extension to the post-
                                       implementation period until October 1, 2007, in order for
                                       UAB to explore offering a collaborative African American
                                       Studies program with the University of Alabama (UA).

                                       A report will be submitted to the Commission no later
                                       than October 1, 2007. The report will provide
                                       information regarding the results of discussion with UA.
                                       In addition, the report will provide an update on
                                       enrollment, graduates, and employment related to the
                                       UAB program.

Background: The program was approved on April 28, 2000, and
                                       implemented in the fall semester of 2000. The post-
                                       implementation report was received in June 2005. The
                                       staff asked for and received an update on enrollment
                                       and graduates in August 2006.   The initial report
                                       showed that the program had met the condition for
                                       employment, but had not met conditions for enrollment
                                       or graduates. The update showed the program had met
                                       the condition for enrollment.

                                       The report stated that the program had been hindered by
                                       the departure of the director of the program, who had
                                       been recruited to another institution to develop a similar
                                       program there. An interim director had been appointed,
                                       but the change in leadership had slowed the progress of
                                       the program. UAB also has established an advisory
                                       board for the program.

Supporting Documentation: 1. Unpublished post-implementation report and update
                                           submitted by the University of Alabama at
                                           Birmingham.

                                       2. "Guidelines for Consideration of Post-
                                           Implementation Reports that Do Not Meet Approved
                                           Conditions." Available upon request.

Summary of Report on Post-Implementation Conditions

University of Alabama at Birmingham

Program: African American Studies, BA, CIP 05.0201

Approved by Commission: April 28, 2000

Proposed Implementation Date: Fall 2000

Implementation Date: Fall 2000

Post-Implementation Conditions:

1) That the annual average enrollment for the first five years be at least 14 FTE [full-time equivalent] students*.*

2) That beginning in 2003-2004, the annual average number of graduates for the first five years of the program will be at least 12.

3) That information regarding an overall assessment of the program and results of student assessment examinations be provided particularly as related to the objectives stated on page 3 [of the original staff recommendation].

4) That a follow-up survey be conducted after the first five years which will show that at least seventy-five percent of the graduates who sought employment in a related field or admission to graduate or professional schools were successful in acquiring employment or gaining admission to graduate or professional study.

"Included as part of its five year follow-up report will be an assessment by UAB of the effectiveness of the organizational structure it is using to administrate the program." [Addition made at the Commission meeting.]

African American Studies, BA, CIP 05.0201	Average Enrollment for the First Five Years	Average Number of Graduates, Beginning 2003-04	Percentage of Graduates Employed in Field
Required	14 FTE	12	75%
Reported through 2004-05	10.6 FTE	3	100%
Reported through 2005-06	14.93 FTE	4	92%

- Condition 1: The program did not meet the FTE enrollment condition for the first five years. However, the condition is met when year 2005-06 is included. The average headcount enrollment through 2005-06 is 17.83, with Fall 2005 FTE enrollment of 36.3 and headcount enrollment of 40.

- Condition 3: The report stated that an outcomes database for tracking progress toward programmatic objectives has been developed. In addition, two courses, AAS 400 and 490, serve as capstone courses for juniors and seniors in the program. As a requirement, students have

completed projects that reflect an understanding of the civil rights movement in the United States and the African diaspora. Study Abroad classes have provided students with an opportunity to gain a broad understanding of the African culture from the perspective of international travel.

- Organizational Structure: The report stated that the current structure is "appropriate and adequate." It further stated:

> Due to its interdisciplinary nature, the African American Studies program has been able to draw faculty from a number of disciplines such as history, sociology, anthropology, literature, art, music, theatre, public health, justice sciences, political science, psychology, and urban studies. This structure allows a much broader set of courses to be offered and allows access to faculty who are experts in their primary discipline. Two faculty members have major responsibility for the foundational African American Studies courses and for recruiting and advising majors.

The report cited an article in the April 2005 edition of *The Chronicle of Higher Education*. The article stated that many separate departments in this field are "struggling for survival," because there is a trend for courses to be developed within departments of English and History, "diluting the need for separate departments." The post-implementation report stated that since UAB built on strengths available in other supporting departments, these concerns are not challenging the program's existence.

ALABAMA COMMISSION ON HIGHER EDUCATION
Friday, September 22, 2006

DECISION ITEM D: Fiscal Year 2006-07 Operating Budget

Staff Presenter: Mrs. Veronica M. Harris
                                          Director of Accounting

Staff Recommendation: That the Commission on Higher Education approve the
                                          Fiscal Year 2006-07 Operating Budget.

Background: The Operations Budget was due to the Executive Budget
                                          Office on August 14, 2006. It was submitted in draft
                                          form pending approval of the Commission.

                                          In Fiscal Year 2006-07, the Commission's total budget
                                          will be $20,214,353. This is a **$1,921,450** increase over
                                          FY 2005-06's budget of $18,292,903. The programs
                                          listed below received the following increases/decreases
                                          in the FY 2006-07 budget:

Alabama Student Grant Program	$1,000,000
Experimental Program Stimulate Research	531,861
Alabama Agricultural Land Grant Alliance	500,000
ACHE Planning and Coordination	200,363
Chiropractic Scholarship Program	32,000
Policemen's/Firefighters Survivors Tuition Act	41,120
No Child Left Behind Title II	12,001
Teacher Education Scholarship Program	(230,405)
Knight v Alabama Monitor	(123,000)
Student Assistance Initiated Loan Servicing	(29,490)
Total	**$1,921,450**

                                          FY 2006-07 marks the return of the Chiropractic
                                          Scholarship Program to the Commission's budget.
                                          Funding for this program was eliminated after FY 2002-
                                          03. A total of $32,000 will be available in FY 2006-07
                                          budget.

                                          The Commission's Planning and Coordination line
                                          includes The School and University Partnership for
                                          Educational Renewal (SUPER), a program sponsored by
                                          the Alabama Humanities Foundation. SUPER received
                                          an appropriation of $100,000 for FY 2006-07.

                                          As for sources of revenue, in the coming fiscal year,
                                          approximately 86.0% of the Commission's funds come
                                          from the state's Education Trust Fund, 10.0% from the
                                          federal government, and 4.0% from local funds. In FY
                                          2006-07, approximately 81.0% of the Commission's
                                          budget will be directed toward Grants and Benefits. The
                                          operations portion of the budget represents
                                          approximately 19.0% of the funds available.

Supporting Documentation: 1. EBO Form 8. Agency Summary. Attached.

                                          2. FY 2006-07 Operations Plan. Entire Document.
                                              Available upon request.

| | | OPERATIONS PLAN | | | AGENCY NO. 319 |
| EBO FORM NO. 8 | | FISCAL YEAR 2006-2007 | | | |

REVISION NO.:

DATE:

AGENCY NAME: ALABAMA COMMISSION ON HIGHER EDUCATION

APPROPRIATION UNIT NAME:	AGENCY SUMMARY	APPROPRIATION UNIT NO.:	152, 153, 172, 176, 151
ACTIVITY NAME:	ALL ACTIVITIES	ACTIVITY NO.:	ALL
BUDGET ORG. NAME:		BUDGET ORG NO.:	

OBJECTIVE

		1ST QUARTER	2ND QUARTER	3RD QUARTER	4TH QUARTER	TOTAL
NUMBER OF EMPLOYEES:		29	29	30	30	XXXXXXXXXXXX

CODE NO.	EXPENDITURES BY MAJOR OBJECT:	1ST QUARTER	2ND QUARTER	3RD QUARTER	4TH QUARTER	TOTAL
01	PERSONNEL COSTS	599,469	414,744	439,176	419,616	1,873,005
02	EMPLOYEE BENEFITS	162,792	124,761	128,365	139,691	555,609
03	TRAVEL-IN-STATE	13,475	8,475	8,475	9,475	39,900
04	TRAVEL-OUT-OF-STATE	12,600	4,600	6,600	4,600	28,400
05	REPAIRS AND MAINTENANCE	2,175	1,175	1,675	675	5,700
06	RENTALS & LEASES	120,073	122,930	122,930	127,930	493,863
07	UTILITIES & COMMUNICATIONS	10,975	10,975	14,975	14,975	51,900
08	PROFESSIONAL SERVICES	205,440	181,526	141,640	136,140	664,746
09	SUPPLIES & OPERATIONS	55,150	39,650	48,150	50,054	193,004
10	TRANSPORTATION EXPENSES	600	800	800	800	3,000
11	GRANTS, BENEFITS & CLAIMS	5,480,841	3,599,287	3,596,136	3,599,962	16,276,226
12	CAPITAL OUTLAY					
13	TRANSPORTATION PURCHASES					
14	OTHER EQUIPMENT PURCHASES	5,250	6,250	6,250	11,250	29,000
15	DEBT SERVICE					
16	NON-EXPENDITURE DISB.					
	TOTAL EXPENDITURES	6,668,840	4,515,173	4,515,172	4,515,168	20,214,353

SOURCE OF FUNDS

FUND NO.	FUND NAME	1ST QUARTER	2ND QUARTER	3RD QUARTER	4TH QUARTER	TOTAL
403	FUNDS BROUGHT FWD	378,967				378,967
754	FUNDS BROUGHT FWD	104,475	104,475	104,475	104,475	417,900
200	ETF	4,360,645	4,232,183	4,232,182	4,232,178	17,057,188
403	FEDERAL AND LOCAL	1,646,238				1,646,238
458	AGSLP					
1160	FUNDS BROUGHT FWD	44,250	44,250	44,250	44,250	177,000
778	SAILS	134,265	134,265	134,265	134,265	537,060
	TOTAL SOURCE OF FUNDS	6,668,840	4,515,173	4,515,172	4,515,168	20,214,353

EBO USE ONLY

DATE:

A:

APPROVED: _Gregory J. Fitch_

DATE: _4 August 06_

ALABAMA COMMISSION ON HIGHER EDUCATION
Friday, September 22, 2006

DECISION ITEM E: Public Drawing to Determine the Order of Payment of
                                          Alabama Student Grant Program (ASGP) Funds for the
                                          2006-2007 Academic Year

Staff Presenter: Mrs. Cheryl Newton
                                          Student Assistance Administrator

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

Background: Chapter 300-4-.04 of the Alabama Student Grant
                                          Program Regulations states the order in which
                                          institutions will be issued Fall term checks shall be
                                          determined by a random and public drawing of
                                          institutions. Pursuant to the regulations, sealed
                                          envelopes of the institutions which have declared their
                                          intentions to apply for participation in the ASGP for the
                                          2006-2007 academic year have been provided to the
                                          Commission Chairman, Mr. Brooks, in order for the
                                          drawing to be held.

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

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

INFORMATION ITEM A: Changes to the Academic Program Inventory

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

Staff Recommendation: For information only.

Background: According to the Commission's definitions relating to
                                       program review (Alabama Administrative Code, Chapter
                                       300-2-1, Review of Programs & Other Units of
                                       Instruction), additions and certain extensions or
                                       alterations of units and programs of instruction must be
                                       submitted as information items not requiring Commission
                                       approval. Examples of information items, according to
                                       the operational definitions, include: 1) changes in
                                       program titles or CIP codes or degree nomenclatures at
                                       the same level (except doctoral) provided no changes in
                                       program requirements, content, or objectives are made,
                                       and provided the new nomenclature replaces the current
                                       designation; 2) programs placed on inactive status or
                                       deleted from the Academic Program Inventory;
                                       3) change in award for completion from Diploma to
                                       Associate in Applied Technology in technical colleges
                                       provided certain conditions are met; 4) change in award
                                       for completion from Associate in Applied Technology to
                                       Associate in Applied Science in technical colleges
                                       provided certain conditions are met; and 5) change in
                                       award for completion from Diploma and/or Certificate to
                                       Associate in Applied Science in community colleges.

Supporting Documentation: 1. Academic Program Inventory. Available on
                                           Commission's Website: www.ache.state.al.us.

                                       2. "Reasonable Extensions and Alterations of Existing
                                           Units and Programs of Instruction in Review of
                                           Programs & Other Units of Instruction," Alabama
                                           Administrative Code, Chapter 300-2-1, Rule .06.
                                           Available upon request.

                                       3. Written unpublished documentation provided by the
                                           institutions. Available upon request.

A.   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>The University of Alabama</u>:   14.3501 Industrial Engineering, BSIE, MSIE

<u>Wallace State Community College (Selma)</u>:   47.0603 Auto Body Repair, C

<u>Athens State University</u>:   40.0801 Physics, BS

                                 41.9999 Instrumentation Technologies, BS

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

<u>Staff Presenter</u>: Mrs. Amy Herrin Brown
Academic Program Review Analyst

<u>Staff Recommendation</u>: For information only.

<u>Background</u>: 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.

<u>Alabama Southern Community College</u>

<u>Field of Study</u>	<u>CIP Code</u>
Electrical Technology	46.0302
Building Construction	46.0499
Welding	48.0508
Office Administration	52.0401

<u>Bishop State Community College</u>

<u>Field of Study</u>	<u>CIP Code</u>
Health Information Technology	51.0707

<u>Central Alabama Community College</u>

<u>Field of Study</u>	<u>CIP Code</u>
Industrial Electronics Technology	47.0105

<u>Faulkner State Community College</u>

<u>Field of Study</u>	<u>CIP Code</u>
Landscape Operations and Management	01.0605

<u>L.B. Wallace Community College</u>

<u>Field of Study</u>	<u>CIP Code</u>
Massage Therapy Technology	51.3501

Commission policy requires that new short certificates be presented to the Commission by information item. Such certificates are not listed in the Commission's

Academic Program Inventory since they do not require Commission review and approval.

Supporting Documentation:

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

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

ALABAMA COMMISSION ON HIGHER EDUCATION
Friday, September 22, 2006

INFORMATION ITEM C: Implementation of Approved Programs

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

Staff Recommendation: For information only.

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

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

                                Auburn University/Auburn University at Montgomery

                                Program: Clinical Nursing Specialist, MSN, CIP 51.1601
                                (Joint program)
                                Approval date: September 23, 2005
                                Implementation date: August 2006 (on schedule)
                                Post-implementation report deadline:
                                September 1, 2011

                                Auburn University

                                Program: Music, BA, CIP 50.0901
                                Approval date: September 23, 2005
                                Implementation date: January 2006 (on schedule)
                                Post-implementation report deadline: February 1, 2011

                                Bishop State Technical College

                                Program: Welding, Certificate, CIP 48.0508
                                Approval date: September 23, 2005
                                Implementation date: January 2006 (on schedule)
                                Post-implementation report deadline: February 1, 2011

                                Drake State Technical College

                                Program: Industrial Maintenance Technology, AAT and
                                Certificate, CIP 47.0303
                                Approval date: September 23, 2005
                                Implementation date: January 2006 (on schedule)

Post-implementation report deadline: February 1, 2011

Gadsden State Community College

Program: Automotive Manufacturing Technology, AAS
and Certificate, CIP 15.0613
Approval date: June 16, 2006
Implementation date: August 2006 (on schedule) with a
one-year start-up period
Post-implementation report deadline:
September 1, 2012

Jefferson State Community College

Program: Licensed Practical Nursing, Certificate,
CIP 51.1613
Approval date: December 16, 2005
Implementation date: August 2006 (on schedule)
Post-implementation report deadline:
September 1, 2011

Program: Emergency Medical Services--Paramedic,
AAS and Certificate, CIP 51.0904
Approval date: June 16, 2006
Implementation date: August 2006 (on schedule)
Post-implementation report deadline:
September 1, 2011

Northeast Alabama Community College

Program: Cosmetology, Certificate, CIP 12.0401
Approval date: March 3, 2006
Implementation date: August 2006 (on schedule)
Post-implementation report deadline:
September 1, 2011

Snead State Community College

Program: Cosmetology, AAS and Certificate,
CIP 12.0401
Approval date: June 16, 2006
Implementation date: August 2006 (on schedule)
Post-implementation report deadline:
September 1, 2011

Program: Electronic Engineering Technology, AAS,
CIP 15.0303
Approval date: June 16, 2006
Implementation date: August 2006 (on schedule)
Post-implementation report deadline:
September 1, 2011

Troy University

Program: Foreign Languages, BA, CIP 16.0101
Approval date: March 3, 2006
Implementation date: June 2006 (on schedule)
Post-implementation report deadline: July 1, 2011

The University of Alabama

Program: Construction Engineering, BS, CIP 14.3301
Approval date: March 3, 2006
Implementation date: August 2006 (on schedule)
Post-implementation report deadline:
September 1, 2011

University of North Alabama

Program: Nursing, MSN, CIP 51.1601
Approval date: December 16, 2005
Implementation date: August 2006 (on schedule)
Post-implementation report deadline:
September 1, 2011

Wallace State Community College (Dothan)

Program: Industrial Maintenance Technology, AAS and
Certificate, CIP 47.0303
Approval date: March 3, 2006
Implementation date: March 2006 (on schedule)
Post-implementation report deadline: April 1, 2011

Wallace State Community College (Hanceville)

Program: Graphic Design/Visual Communication, AAS,
CIP 50.0401
Approval date: June 16, 2006
Implementation date: August 2006 (on schedule)
Post-implementation report deadline:
September 1, 2011

Program: Automotive Manufacturing Technology, AAS
and Certificate, CIP 15.0613
Approval date: June 16, 2006
Implementation date: August 2006 (on schedule) with a
one-year start-up period
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 D: Distribution of 2006-2007 Alabama Student Assistance
                                        Program (ASAP) Funds

Staff Presenter: Mrs. Cheryl Newton
                                        Student Assistance Administrator

Staff Recommendation: For information only.

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

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

                                        The ASAP distribution schedule used for the ASAP
                                        complies with the procedure outlined in the Alabama
                                        Student Assistance Program Regulations and
                                        Commission policy approved on August 21, 1987.
                                        Following these guidelines, ACHE staff has compiled the
                                        2006-2007 ASAP Distribution Schedule.

                                        Because most institutions in Alabama have converted
                                        from the quarter to the semester system, there were
                                        insufficient funds in January to process second term
                                        payments at that time – the normal time for making
                                        second term payments. For this reason, second term
                                        payments cannot be made until July, 2007 – well after
                                        the completion of the second semester.

Supporting Documentation: 1. ASAP distribution policy approved by the
                                            Commission on August 21, 1987 (available upon
                                            request).

                                        2. 2006-2007 Alabama Student Assistance Program
                                            Institutional Distribution of State and Federal
                                            Leveraging Educational Assistance Partnership
                                            (LEAP) Program Funds, Attached.

ALABAMA COMMISSION ON HIGHER EDUCATION
Friday, September 22, 2006

INFORMATION ITEM E: Accreditation Update 2006

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

Staff Recommendation: For information only

Background: In keeping with the Performance Reporting Model adopted by the
                           Commission as part of its Accountability Agenda for
                           implementation of the *State Plan for Alabama Higher Education
                           2003-04 to 2008-09* (State Plan), the Commission maintains a
                           statewide record of institutional and specialized programmatic
                           accreditation among Alabama's public institutions of higher
                           education. These records have been updated via institutional
                           reports to the Commission as of 2006 and are posted as public
                           information to the Commission's website at
                           www.ache.state.al.us.   Accreditation provides evidence of
                           quality, one of the goals of the State Plan.

Accreditation: Accreditation is a voluntary, nongovernmental process whereby
                           a recognized organization grants public recognition to a unit of
                           an education organization such as an institution or a program of
                           study within an institution. Accreditation is an indication that the
                           institution or program of study meets established standards of
                           quality, through initial and periodic self-study and evaluation by
                           peers. The purpose of the accreditation process is to provide a
                           professional judgment as to the *quality* of an educational
                           institution and the programs offered and to encourage continue
                           improvement.

Institutional Accreditation: Institutional accreditation focuses on the *quality* and integrity of
                           the institution as a whole, assessing the achievement of the
                           institution in meeting its own stated mission, goals and
                           objectives. Institution accreditation is granted by both **Regional**
                           and **National** accrediting agencies.

Programmatic Accreditation: **Specialized Programmatic Accreditation** focuses on the
                           quality and integrity of individual programs of study offered by
                           institutions in the preparation of members for *professional*
                           occupational fields. Accreditation is at the national level.

Accrediting Agencies: Nongovernmental membership associations that have been
                           determined to be reliable authorities as to the *quality* of
                           education or training provided by institutions of higher education
                           and the education programs these agencies accredit are
                           recognized by the United States Department of Education
                           (USDE) and/or the Council for Higher Education Accreditation
                           (CHEA). Both USDE and CHEA publish lists of accrediting
                           agencies they recognize; neither accredits institutions or
                           programs.

Supporting Documentation: 1. Directory of Accrediting Organizations attached.
                           2. Individual institutional reports attached.
                           3. The *State Plan for Alabama Higher Education 2003-04 to
                               2008-09* is available on the Commission's website at
                               www.ache.state.al.us

Alabama Commission on Higher Education

Directory of Accrediting Organizations
Recognized by the U.S. Department of Education (USDE) and
the Council for Higher Education Accreditation (CHEA)

Acronym	Regional Accrediting Organizations (Institutional)	USDE	CHEA
MSA	Middle States Association of Colleges and Schools *Middle States Commission on Higher Education*	√	√
NCA	North Central Association of Colleges and Schools *The Higher Education Learning Commission* *Commssion on Accreditation and School Improvement* *Board of Trustees*	√	√
NEASC	New England Association of Schools and Colleges Commission on Institutions of Higher Education Commission on Technical and Career Institutions	√	√
NAAS	Northwest Association of Accredited Schools (Formerly Northwest Commission on Colleges and Universities)	√	√
SACS	Southern Association of Colleges and Schools *Commission on Colleges*	√	√
WASC	Western Association of Schools and Colleges *Accrediting Commission for Community and Junior Colleges* *Accrediting Commission for Senior Colleges and Universities*	√	√

Acronym	National Accrediting Organizations (Institutional)	USDE	CHEA
AARTS	Association of Advanced Rabbinical and Talmudic Schools	√	√
ABHE	Association for Biblical Higher Education *Commission on Accreditation* (Formerly Accrediting Association of Bible Colleges)	√	√
ACICS	Accrediting Commission for Independent Colleges and Schools	√	√
ACCSCT	Accrediting Commission of Career Schools and Colleges of Technology	√	
ATS	Association of Theological Schools in the United States and Canada *Commission on Accrediting*	√	√
COE	Council on Occupational Education	√	
DETC	Distance Education Training Council *Accrediting Commission*	√	√
TRACS	Transnational Association of Christian Colleges and Schools Accreditation Commission	√	√

Alabama Commission on Higher Education

Directory of Accrediting Organizations
Recognized by the U.S. Department of Education (USDE) and
the Council for Higher Education Accreditation (CHEA)

Field/ Acronym	Specialized/Professional Accrediting Organization (Programmatic)	USDE*	CHEA
Acupuncture and Oriental Medicine **ACAOM**	Accreditation Commission for Acupuncture and Oriental Medicine	√	
Allied Health **ABHES**	Accrediting Bureau of Health Education Schools	√	
Allied Health **CAAHEP**	Commission on Accreditation of Allied Health Education Programs		√
Art and Design **NASAD**	National Association of Schools of Art and Design *Commission on Accreditation*	√	√
Aviation **AABI**	Aviation Accreditation Board International (formerly Council on Aviation Accreditation) (CAA)		√
Business **AACSB** **ACBSP**	Association to Advance Collegiate Schools of Business Association of Collegiate Business Schools and Programs		√
Chiropractic **CCE**	Council on Chiropractic Education *Commission on Accreditation*	√	√
Computer Science **ABET**	Accreditation Board for Engineering and Technology (Formerly Computer Sciences Accreditation Commission of the Computing Sciences Accreditation Board) (CSAC)		√
Construction **ACCE**	American Council for Construction Education *Board of Trustees*		√
Consumer Science **AAFCS**	American Association of Family and Consumer Sciences *Council for Accreditation*		√
Continuing Education **ACCET**	Accrediting Council for Continuing Education	√	
Cosmetology **NACCAS**	National Accrediting Commission of Cosmetology Arts and Sciences	√	
Counseling and Related Programs **CACREP**	Council for Accreditation of Counseling and Related Educational Programs		√
Culinary **ACF**	American Culinary Federation, Inc. *Accrediting Commission*		√

*USDE does not recognize accrediting agencies that do not apply for or accept Title IV funding.

Alabama Commission on Higher Education

Directory of Accrediting Organizations
Recognized by the U.S. Department of Education (USDE) and
the Council for Higher Education Accreditation (CHEA)

Field/ Acronym	Specialized/Professional Accrediting Organization (Programmatic)	USDE	CHEA
Dance **NASD**	National Association of Schools of Dance *Commission on Accreditation*	√	√
Dental and Dental Auxiliary Programs **ADA**	American Dental Association *Commission on Dental Accreditation*	√	
Dietetics **CADE**	American Dietetic Association Commission on Accreditation for Dietetics Education	√	√
Engineering **ABET**	Accreditation Board for Engineering and Technology, Inc.		√
English Language Program **CEA**	Commission on English Language Program Accreditation	√	
Forestry **SAF**	Society of American Foresters		√
Funeral Service Education **ABFSE**	American Board of Funeral Service Education *Committee on Accreditation*	√	√
Healthcare Manangement **CAHME**	Commission on Accreditation of Healthcare Management Education	√	√
Health Services Administration **ACEHSA**	Accrediting Commission on Education for Health Services Administration	√	
Industrial Technology **NAIT**	National Association of Industrial Technology		√
Interior Design **FIDER**	Foundation for Interior Design Education Research		√
Jounalism and Mass Communication **ACEJMC**	Accrediting Council on Education in Journalism and Mass Communications		√
Laboratory Science **NAACLS**	National Accrediting Agency for Clinical Laboratory Sciences	√	√
Landscape Architecture **ASLA**	American Society of Landscape Architects *Landscape Architectural Accreditation Board*		√

Alabama Commission on Higher Education

Directory of Accrediting Organizations
Recognized by the U.S. Department of Education (USDE) and
the Council for Higher Education Accreditation (CHEA)

Field/ Acronym	Specialized/Professional Accrediting Organization (Programmatic)	USDE	CHEA
Law **ABA**	American Bar Association *Council of the Section of Legal Education and Admissions to the Bar*	√	
Liberal Education **AALE**	American Academy for Liberal Education	√	
Library and Information Studies **ALA**	American Library Association *Committee on Accreditation*		√
Marriage and Family Therapy **AAMFT**	American Association for Marriage and Family Therapy *Commission on Accreditation for Marriage and Family Therapy Education*	√	√
Massage Therapy **COMTA**	Commission on Massage Therapy Accreditation	√	
Medicine **LCME**	Liaison Committee on Medical Education	√	
Midwifery Education **MEAC**	Midwifery Education Accreditation Council	√	
Montessori Teacher Education **MACTE**	Montessori Accreditation Council for Teacher Education *Commission on Accreditation*	√	
Music **NASM**	National Association of Schools of Music *Commission on Accreditation*	√	√
Naturopathic Medicine Education **CNME**	Council on Naturopathic Medical Education	√	
Nuclear Medicine Technology **JRCNMT**	Joint Review Committee on Educational Programs in Nuclear Medicine Technology	√	√
Nurse Anesthesia **AANA (CoA-NA) or CANAEP**	American Association of Nurse Anesthetists Council on Accreditation of Nurse Anesthesia Education Programs	√	√

Alabama Commission on Higher Education

Directory of Accrediting Organizations
Recognized by the U.S. Department of Education (USDE) and
the Council for Higher Education Accreditation (CHEA)

Field/ Acronym	Specialized/Professional Accrediting Organization (Programmatic)	USDE	CHEA
Nurse Practitioners **NPWH**	National Association of Nurse Practitioners in Women's Health *Council on Accreditation*	√	
Nurse-Midwifery **ACNM**	American College of Nurse-Midwives *Division of Accreditation*	√	
Nursing **CCNE** **NLN**	Commission on Collegiate Nursing Education National League for Nursing Accrediting Commission, Inc	√	√
Occupational Therapy **AOTA (ACOTE)**	American Occupational Therapy Association *Accreditation Council for Occupational Therapy Education*	√	√
Opticianry **COA**	Commission on Opticianry Accreditation	√	
Optometry **ACOE**	American Optometric Association *Accreditation Council on Optometric Education*	√	√
Osteopathic Medicine **AOA**	American Osteopathic Association *Commission on Osteopathic College Accreditation*	√	
Pastoral Education **ACPE**	Association for Clinical Pastoral Education, Inc. *Accreditation Commission*	√	
Pharmacy **ACPE**	Accreditation Council for Pharmacy Education	√	√
Physician Assistant **ARC-PA**	Accreditation Review Commission on Education for the Physician Assistant, Inc.		√
Physical Therapy **APTA (CAPTE)**	American Physical Therapy Association *Commission on Accreditation in Physical Therapy Education*	√	√
Planning **PAB**	American Institute of Certified Planners/Association of Collegiate Schools of Planning, Planning Accreditation Board		√
Podiatry **APMA**	American Podiatric Medical Association *Council on Podiatric Medical Education*	√	√
Psychology **APA**	American Psychological Association *Committee on Accreditation*	√	√

Alabama Commission on Higher Education

Directory of Accrediting Organizations
Recognized by the U.S. Department of Education (USDE) and
the Council for Higher Education Accreditation (CHEA)

Field/ Acronym	Specialized/Professional Accrediting Organization (Programmatic)	USDE	CHEA
Public Affairs and Administration **NASPAA**	National Association of Schools of Public Affairs and Administration *Commission on Peer Review and Accreditation*		√
Public Health **CEPH**	Council on Education for Public Health	√	
Radiologic Technology **JRCERT**	Joint Review Committee on Education Programs in Radiologic Technology	√	√
Recreation and Park **NRPA/AALR**	National Recreation & Park Association/National Association for Leisure and Recreation *Council on Accreditation*		√
Rehabilitation Education **CORE**	Council on Rehabilitation Education *Commission on Standards and Accreditation*		√
Social Work Education **CSWE**	Council on Social Work Education *Commission on Accreditation*		√
Speech-Language Pathology and Audiology **ASHA**	American Speech-Language-Hearing Association *Council on Academic Accreditation in Audiology and Speech-Language Pathology*	√	√
Teacher Education **NCATE** **TEAC**	National Council for Accreditation of Teacher Education Teacher Education Accreditation Council Accreditation Committee	√	√
Theater **NAST**	National Association of Schools of Theatre *Commission on Accreditation*	√	√
Veterinary Medicine **AVMA**	American Veterinary Medical Association *Division of Education and Research*	√	√

Alabama A & M University

Institutional -- Southern Association of Colleges and Schools (SACS)

Specialized Programmatic Accreditation

Degree Description	Degree	Accrediting Agency
Art Education	MEd	NCATE
Civil Engineering	BSCE	ABET
Communicative Sciences & Disorders	BS	NCATE
Education Administration	MEd	NCATE
Education Administration	EdS	NCATE
Elec, Elec, & Comm Eng	BSEE	ABET
Electrical/Engineering Tech	BSET	ABET
Elementary Education	BS	NCATE
Elementary Education	MEd	NCATE
Elementary Education	EdS	NCATE
Family & Consumer Sciences	BS	AAFCS/ADA
Forestry	BS	SAF
Mechanical Engineering	BSME	ABET
Mechanical Engineering Tech	BSET	ABET
Music Education	BS	NCATE
Physical Education	BS	NCATE
Physical Education	MEd	NCATE
Pre-Elementary Education	BS	NCATE
Pre-Elementary Education	MEd	NCATE
Pre-Elementary Education	EdS	NCATE
Reading	PhD	NCATE
Secondary Education	BS	NCATE
Secondary Education	MEd	NCATE
Social Work	BA	CSWE
Social Work	MSW	CSWE
Special Education	BS	NCATE
Special Education	MEd	NCATE
Technology Education	EdS	NCATE
Urban And Regional Planning	BS	PAB
Urban And Regional Planning	MURP	PAB

Alabama State University

Institutional -- Southern Association of Colleges and Schools (SACS)

Specialized Programmatic Accreditation

Degree Description	Degree	Accrediting Agency
Accountancy	MAcc	ACBSP
Accounting	BS	ACBSP
Banking And Finance	BS	ACBSP
Bus Management & Administration	BS	ACBSP
Computer Information Systems	BS	ACBSP
Counseling (Shared W/AUM)	EdS	ACBSP
Ed Leadership, Policy & Law	EdD	ACBSP

Alabama State University continued		
Degree Description	**Degree**	**Accrediting Agency**
Education	EdS	**ACBSP**
Educational Administration	MEd	**ACBSP**
Elementary Education	BS	**ACBSP**
English	BA	**ACBSP**
Guidance Counseling	MEd	**ACBSP**
Health Information Management	BS	**ACBSP**
Library Educational Media	MEd	**ACBSP**
Marketing & Purchasing	BS	**ACBSP**
Music	BA	**ACBSP**
Music Education	BMEd	**ACBSP**
Occupational Therapy	BS	**ACBSP**
P-12 Education	MEd	**ACBSP**
Physical Education	BS	**ACBSP**
Physical Therapy	DPT	**ACBSP**
Pre-Elementary Education	BS	**ACBSP**
Pre-Elementary/Elementary Education	MEd	**ACBSP**
Secondary Education	BS	**ACBSP**
Secondary Education	MEd	**ACBSP**
Social Work	BSW	**ACBSP**
Special Education	BS	**ACBSP**
Special Education	MEd	**ACBSP**
Athens State University		
Institutional -- Southern Association of Colleges and Schools (SACS)		
Specialized Programmatic Accreditation		
Degree Description	**Degree**	**Accrediting Agency**
Accounting	BS	**ACBSP**
Business Management	BS	**ACBSP**
Early Childhood Education	BSEd	**NCATE**
Elementary Education	BSEd	**NCATE**
Human Resources Management	BS	**ACBSP**
Industrial Arts Voc/Tech Ed	BCEd	**NCATE**
Management Of Technology	BS	**ACBSP**
Special Education	BSEd	**NCATE**
Auburn University		
Institutional -- Southern Association of Colleges and Schools (SACS)		
Specialized Programmatic Accreditation		
Degree Description	**Degree**	**Accrediting Agency**
Accounting	BS	**AACSB**
Accounting	MACC	**AACSB**
Aerospace Engineering	BAE	**ABET**

Auburn University continued		
Degree Description	**Degree**	**Accrediting Agency**
Architecture	BARCH	**NAAB**
Biosystems Engineering	BBE	**ABET**
Building Science	BS	**ACCE**
Bus Adm & Management	MS	**AACSB**
Bus Administration & Management	BS	**AACSB**
Business Administration	MBA	**AACSB**
Business Economics	BS	**AACSB**
Business Economics	MS	**AACSB**
Business Economics	PhD	**AACSB**
Chemical Engineering	BCHEE	**ABET**
Civil Engineering	BCE	**ABET**
Clinical Psychology	PhD	**APA**
Communication Disorders	MCD	**ASHA**
Computer Science	BS	**ABET (CSAB)**
Counseling Psychology	PhD	**APA**
Counselor Education	MEd	**NCATE/CACREP**
Counselor Education	EdD	**NCATE/CACREP**
Early Childhood Education	BS	**NCATE**
Educational Administration	MEd	**NCATE**
Educational Administration	EdD	**NCATE**
Educational Media	MEd	**NCATE**
Electrical Engineering	BEE	**ABET**
Elementary Education	BS	**NCATE**
English/Language Arts Education	BS	**NCATE**
Finance	BS	**AACSB**
Foreign Language Education	BS	**NCATE**
Forestry	BS	**SAF**
Health & Physical Education	BS	**NCATE**
Health & Physical Education	MEd	**NCATE**
Health & Physical Education	EdD	**NCATE**
Human Dev & Family Studies	MS	**AAMFT**
Human Resources Management	BS	**AACSB**
Industrial Design	BInDsn	**NASAD**
Industrial Design	MInDsn	**NASAD**
Industrial Engineering	BISE	**ABET**
Interior Design	BS	**FIDER**
International Business	BS	**AACSB**
Journalism	BA/BS	**ACEJMC**
Landscape Architecture	MLArch	**ASLA**
Management	PhD	**AACSB**
Management Information Systems	MMIS	**AACSB**
Marketing	BS	**AACSB**
Mass Communication (Radio/TV)	BA	**ACEJMC**
Materials Engineering	BMTLE	**ABET**
Mathematics Education	BS	**NCATE**
Mechanical Engineering	BME	**ABET**
Music Education	BMEd	**NCATE/NASM**
Nursing	BS	**NLN**
Nutrition & Food Science	BS	**ADA**
Operations Management	BS	**AACSB**

Auburn University continued		
Degree Description	**Degree**	**Accrediting Agency**
Pharmacy	PharmD	**ACPE**
Public Administration	MPA	**NASPAA**
Public Relations Speech	BA	**ACEJMC**
Science Education	BS	**NCATE**
Secondary Education	MEd	**NCATE**
Secondary Education	PhD	**NCATE**
Social Science Education	BS	**NCATE**
Social Work	BA	**CSWE**
Software Engineering	BSwE	**ABET**
Special Education, Other	BS	**NCATE**
Special Education, Other	MEd	**NCATE**
Special Education, Other	PhD	**NCATE**
Teacher Education, Multiple Levels	MEd	**NCATE**
Teacher Education, Multiple Levels	PhD	**NCATE**
Textile Management & Tech	BTMT	**ABET**
Theatre	BA/BFA	**NAST**
Transportation & Physical Distrib	BS	**AACSB**
Veterinary Medicine	DVM	**AVMA**
Visual Communications	BFA	**NASAD**
Vocational Education	BS	**NCATE**
Vocational Education	MEd	**NCATE**
Vocational Education	EdD	**NCATE**
Auburn University Montgomery		
Institutional -- Southern Association of Colleges and Schools (SACS)		
Specialized Programmatic Accreditation		
Degree Description	**Degree**	**Accrediting Agency**
Accounting	BSBA	**AACSB**
Banking And Finance	BSBA	**AACSB**
Biology	BS	**CAAHEP/NAACLS**
Bus Admin & Management	BSBA	**AACSB**
Business & Mgt, General	BSBA	**AACSB**
Business & Mgt, General	MBA	**AACSB**
Business Economics	BSBA	**AACSB**
Counseling (Shared W/ASU)	BS	**ABA**
Criminal Justice Studies	EdS	**NCATE**
Criminal Justice Studies	MSJPS	**ABA**
Education Administration	MEd	**NCATE**
Education Administration	EdS	**NCATE**
Elementary Education	BS	**NCATE**
Elementary Education	MEd	**NCATE**
Elementary Education	EdS	**NCATE**
Information Sciences And Systems	BSBA	**AACSB**
Marketing Management	BSBA	**AACSB**
Nursing	BSN	**CCNE**
Personnel Management	BSBA	**AACSB**
Public Administration	MPA	**NASPAA**
Secondary Education	BS	**NCATE**
Secondary Education	MEd	**NCATE**
Secondary Education	EdS	**NCATE**
Student Coun & Personnel Serv	MEd	**NCATE**

Jacksonville State University		
Institutional -- Southern Association of Colleges and Schools (SACS)		
Specialized Programmatic Accreditation		
Degree Description	**Degree**	**Accrediting Agency**
Accounting	BS	**AACSB**
Art	BFA/BA	**NASAD**
Business Administration	MBA	**AACSB**
Community Health Nursing	MSN	**CCNE**
Computer Integrated Manuf Sys	BS	**NAIT**
Computer Science	BS	**ABET**
Counselor Education	MS	**NCATE**
Drama	BA	**NAST**
Early Childhood Education	BSEd	**NCATE**
Early Childhood Education	MSEd	**NCATE**
Economics	BA/BS	**AACSB**
Educational Administration	MSEd	**NCATE**
Educational Administration	EdS	**NCATE**
Electronics Technology	BS	**NAIT**
Elementary Education	BSEd	**NCATE**
Elementary Education	MSEd	**NCATE**
Exercise Science And Wellness	BS	**NCATE**
Family & Consumer Sciences	BS	**CADE**
Finance	BS	**AACSB**
General Education	EdS	**NCATE**
Information Management/E-Commerce	BS	**AACSB**
Instructional Media	MSEd	**NCATE**
Management	BS	**AACSB**
Marketing	BS	**AACSB**
Music	BA	**NASM**
Music	MA	**NASM**
Nursing	BSN	**CCNE**
Occupational Safety & Health	BS	**NAIT**
Physical Education	BSEd	**NCATE**
Physical Education	MSEd	**NCATE**
Reading Specialist	MSEd	**NCATE**
Secondary Education	BSEd	**NCATE**
Secondary Education	MSEd	**NCATE**
Social Work	BSW	**CSWE**
Special Education	BSEd	**NCATE**
Special Education	MSEd	**NCATE**
Technology	BS	**NAIT**

Troy University		
Institutional -- Southern Association of Colleges and Schools (SACS)		
Specialized Programmatic Accreditation		
Degree Description	**Degree**	**Accrediting Agency**
Accounting	BSBA/BABA	**ACBSP** (T,M)
Athletic Training Education	BS	**CAATE (CAAHEP** (T)
Banking And Finance	BSBA/BABA	**ACBSP** (T,M)
Business & Mgt, General	BABA/BSBA	**ACBSP** (T,M)
Business Administration	BSBA/BABA	**ACBSP** (T,D,M)
Business Administration	MBA	**ACBSP** (T,D,M)
Community Psychology	MS	**NCATE/CACREP** (T)
Counseling Psychology	MS	**CACREP/CORE** (T)
Education Admin, General	MSEd	**NCATE** (T, D)
Education Admin, General	EdS	**NCATE** (T, D)
Elementary Education	BSEd/BAEd	**NCATE** (T, D)
Elementary Education	MSEd	**NCATE** (T, D)
Elementary Education	EdS	**NCATE** (T, D)
Information Systems	BABA/BSBA	**ACBSP** (T,M)
Marketing Mgt & Research	BSBA/BABA	**ACBSP** (T,D,M)
Music	BS/BA	**NASM** (T)
Nursing	AS	**NLN** (T)
Nursing	BSN	**NLN** (T)
Nursing	MSN	**NLN** (T)
School Counseling	EdS	**NCATE** (T, D)
Secondary Education	BSEd/BAEd	**NCATE** (T, D)
Secondary Education	MSEd	**NCATE** (T, D)
Social Work	BA/BS	**CSWE** (T)
Teacher Education, Multiple Levels	BMEd/BSEd/BAEd	**NCATE/NASM** (T)
Teacher Education, Multiple Levels	MSEd	**NCATE/NASM** (T)
University of Alabama		
Institutional -- Southern Association of Colleges and Schools (SACS)		
Specialized Programmatic Accreditation		
Degree Description	**Degree**	**Accrediting Agency**
Accounting	BSCBA/MACC/PhD	**AACSB**
Advertising	BACOM	**ACEJMC**
Aerospace Engineering	BSAE	**ABET**
Apparel & Textiles	BSHES	**AAFCS/NASAD**
Art History	BA	**NASAD**
Art History (Jt. W/Uab)	MA	**NASAD**
Athletic Training	BS	**CAAHEP**
Banking And Finance	BSCBA/MSC/MA/PhD	**AACSB**
Book Arts	MFA	**NASAD**
Business Administration	BSCBA/MBA	**AACSB**
Chemical Engineering	BSCHEE	**ABET**
Civil Engineering	BSCE	**ABET**
Computer Science	BSCS/BS	**ABET**
Consumer Sciences	BSHES	**AAFCS**

University of Alabama continued		
Degree Description	**Degree**	**Accrediting Agency**
Counselor Ed - Rehab Counseling	MA	**CORE**
Counselor Ed-Com Counseling	MA	**CACREP**
Counselor Education	MA/EdS/PhD/EdD	**NCATE/CACREP**
Dance	BA	**NASD**
Early Childhood Education	BSEd/MA	**NCATE**
Early Childhood Education	BSHES	**AAFCS**
Economics	BSCBABA/MSC/MA/PhD	**AACSB**
Educ. Adm./Elementary and Middle School Administration/Principalship	PhD/EdD	**NCATE**
Educ. Adm./Secondary School Administration/Principalship	PhD/EdD	**NCATE**
Educational Adm (Jt. W/Uab)	PhD/EdD	**NCATE**
Educational Leadership	MA/EdS	**NCATE**
Educational Psychology	MA/EdS/PhD/EdD	**NCATE**
Educational Research	PhD	**NCATE**
Electrical Engineering	BSEE	**ABET**
Elementary Education	BSEd/MA/EdS/PhD/EdD	**NCATE**
Food & Nutrition	BSHES	**AAFCS/ADA**
Health Care Management	BSCBA/BA	**AACSB**
Higher Education Administration	MA/PhD/EdD	**NCATE**
Human Dev & Family Studies	BSHES	**AAFCS**
Human Environmental Sciences	BSHES	**AAFCS**
Human Performance	BSEd/MA	**NCATE**
Human Performance	BSEd/MA	**NCATE**
Industrial Engineering	BSIE	**ABET**
Instructional Leadership	PhD/EdD	**NCATE**
Interior Design	BSHES	**FIDER/AAFCS/NASAD**
Journalism (Mass Communication)	BACOM	**ACEJMC**
Law	JD/LLM	**ABA**
Law-(Tax)	LLM	**ABA**
Library & Information Studies	MLIS	**ALA**
Management	MA/MSA/PhD	**AACSB**
Management Information Systems	BSCBA	**AACSB**
Management Science	MSC/MA/PhD	**AACSB**
Marketing	BSCBA/MSC/MA/PhD	**AACSB**
Mechanical Engineering	BSME	**ABET**
Metallurgical Engineering	BSMET	**ABET**
Music Education	BSEd	**NCATE/NASM**
Music, General	BA/BM/MM/DMA	**NASM**
Nursing	BSN/MSN	**CCNE**
Operations Management	BSCBA/MS/MSC/PhD	**AACSB**
Public Relations	BACOM	**ACEJMC**
Restaurant & Hospitality Management	BSHES	**AAFCS**
School Psychology	PhD/EdD	**NCATE/NASP**
Secondary Education	BSEd/MA/EdS/PhD/EdD	**NCATE**
Social Work	BSWMSW	**CSWE**
Special Education	BSEd/MA/EdS/PhD/EdD	**NCATE**
Speech-Language Pathology	MS	**ASHA**
Studio Art	BFA/BA/MFA/MA	**NASAD**
Tax Accounting	MTA	**AACSB**
Telecommunication & Film	BACOM	**ACEJMC**
Theatre	BA/MFA	**NAST**

University of Alabama Birmingham		
Institutional -- Southern Association of Colleges and Schools (SACS)		
Specialized Programmatic Accreditation		
Degree Description	**Degree**	**Accrediting Agency**
Accounting	BS	**AACSBI**
Accounting	MAcct	**AACSBI**
Art	BA/BFA	**NASAD**
Art History (Jt. W/Ua)	MA	**NASAD**
Arts Education	MAEd	**NCATE/NASAD**
Biomedical Engineering	BSBME	**ABET**
Business Administration	MBA	**AACSBI**
Civil Engineering	BSCE	**ABET**
Counseling	MA	**NCATE/CORE**
Cytotechnology	BS	**CAAHEP**
Dentistry	DMD	**ADA/Comm. on Accred.**
Dentistry, General	MS	**ADA/Comm. on Accred.**
Early Childhood Education	BSEd	**NCATE**
Early Childhood Education	MAEd	**NCATE**
Early Childhood Education	PhD	**NCATE**
Economics	BS/BA	**AACSBI**
Education	EdS	**NCATE**
Education Leadership	MAEd	**NCATE**
Education Leadership	EdS	**NCATE**
Educational Adm (Jt. W/Ua)	EdD/PhD	**NCATE**
Electrical Engineering	BSEE	**ABET**
Elementary Education	BSEd	**NCATE**
Elementary Education	MAEd	**NCATE**
Environmental Health Sciences	PhD	**CEPH**
Epidemiology	PhD	**CEPH**
Finance	BS	**AACSBI**
Health Administration	MSHA	**CAHME**
Health Education	BSEd	**NCATE**
Health Education	MAEd	**NCATE**
Health Education/Promotion (Jt. W/Ua)	PhD	**NCATE**
Health Information Management	BS	**CAAHEP**
High School Education	BSEd	**NCATE**
High School Education	MAEd	**NCATE**
Industrial Distribution	BS	**AACSBI**
Information Systems	BS	**AACSBI**
Management	BS	**AACSBI**
Marketing	BS	**AACSBI**
Materials Engineering	BSMTE	**ABET**
Mechanical Engineering	BSME	**ABET**
Medical Technology	BS	**NAACLS**
Medicine	MD	**LCME**
Music	BA	**NASM**
Nuclear Medicine Technology	BS	**JRCEPNMT**
Nurse Anesthesia	MNA	**CANAEP**
Nursing	BSN	**CCNE**
Nursing	MSN	**CCNE**
Occupational Therapy	MS	**AOTA**
Optometry	OD	**ACOE**
Physical Education	BSEd	**NCATE**
Physical Education	MAEd	**NCATE**

University of Alabama Birmingham continued		
Degree Description	**Degree**	**Accrediting Agency**
Physical Therapy	DPT	**CAPTE**
Physical Therapy	DScPT	**CAPTE**
Physician Assistant Studies	MSPAS	**CAAHEP**
Psychology	PhD	**APA**
Public Administration	MPA	**NASPAA**
Public Health	MSPH/MPH	**CEPH**
Public Health	DrPH	**CEPH**
Radiologic Sciences	BS	**JRCERT**
Respiratory Therapy	BS	**CAAHEP**
Social Work	BSSW	**CSWE**
Special Education	BSEd	**NCATE**
Special Education	MAEd	**NCATE**
University of Alabama Huntsville		
Institutional -- Southern Association of Colleges and Schools (SACS)		
Specialized Programmatic Accreditation		
Degree Description	**Degree**	**Accrediting Agency**
Accountancy	MAcc	**AACSB**
Accounting	BSBA	**AACSB**
Banking And Finance	BSBA	**AACSB**
Business Admin & Management	BSBA	**AACSB**
Business Admin & Management	MSM	**AACSB**
Chemical Engineering	BSE	**ABET**
Civil Engineering	BSE	**ABET**
Computer And Information Sci	BS	**CSAB**
Computer Engineering	BSE	**ABET**
Electrical, Electronics & Comm Eng	BSE	**ABET**
Elementary Education	BA	**NCATE**
Industrial Engineering	BSE	**ABET**
Management Information Systems	BSBA	**AACSB**
Management Information Systems	MS	**AACSB**
Marketing Management	BSBA	**AACSB**
Mechanical Engineering	BSE	**ABET**
Music	BA	**NASM**
Nursing	BSN	**CCNE**
Nursing	MSN	**CCNE**
Optical Engineering	BSE	**ABET**
University of Montevallo		
Institutional -- Southern Association of Colleges and Schools (SACS)		
Specialized Programmatic Accreditation		
Accounting	BBA	**AACSB**
Art	BFA/BS/BA	**NASAD**
Counseling And Guidance	MEd	**NCATE**
Early Childhood Education	BS/BA	**NCATE**

University of Montevallo continued		
Degree Description	**Degree**	**Accrediting Agency**
Early Childhood Education	MEd	**NCATE**
Education Administration	MEd	**NCATE**
Education Administration	EdS	**NCATE**
Education Of The Deaf & Hard Of Hearing	BS	**NCATE**
Elementary Education	BS/BA	**NCATE**
Elementary Education	MEd	**NCATE**
Family & Consumer Sciences	BS/BA	**AAFCS**
Finance	BBA	**AACSB**
History	BS/BA	**NCATE**
Kinesiology	BS	**NCATE**
Management	BBA	**AACSB**
Management Info Systems	BBA	**AACSB**
Marketing	BBA	**AACSB**
Music	BA/BM	**NASM**
Music	MM	**NASM**
Secondary Education	MEd	**NCATE**
Social Sciences	BS/BA	**NCATE**
Social Work	BS/BA	**CSWE**
Speech-Language Pathology	BS	**ASHA/NCATE**
Speech-Language Pathology	MS	**ASHA/NCATE**
University of North Alabama		
Institutional -- Southern Association of Colleges and Schools (SACS)		
Specialized Programmatic Accreditation		
Degree Description	**Degree**	**Accrediting Agency**
Accounting	BBA	**ACBSP**
Art	BS	**NASAD**
Art	BA	**NASAD**
Business Administration	MBA	**ACBSP**
Computer Information Systems	BBA	**ACBSP**
Counseling	MAEd	**NCATE**
Economics	BBA	**ACBSP**
Education Administration	MAEd	**NCATE**
Education Administration	EdS	**NCATE**
Elementary Education	BSEd	**NCATE**
Elementary Education	MAEd	**NCATE**
Finance	BBA	**ACBSP**
Fine Arts	BFA	**NASAD**
General Music	BA	**NASM**
General Music	BS	**NASM**

University of North Alabama continued		
Degree Description	**Degree**	**Accrediting Agency**
Industrial Hygiene	BS	**ABET**
Industrial Hygiene	BA	**ABET**
Management	BBA	**ACBSP**
Marketing	BBA	**ACBSP**
Nursing	BSN	**NLN**
Secondary Education	BSEd	**NCATE**
Secondary Education	MAEd	**NCATE**
Social Work	BSW	**CSWE**
Special Education	BSEd	**NCATE**
Special Education	MAEd	**NCATE**
Teacher Ed Multiple Level N-12	BSEd	**NCATE**
Teacher Ed Multiple Level N-12	MAEd	**NCATE**
University of South Alabama		
Institutional -- Southern Association of Colleges and Schools (SACS)		
Specialized Programmatic Accreditation		
Degree Description	**Degree**	**Accrediting Agency**
Accounting	BS	**AACSB**
Accounting	MAcct	**AACSB**
Audiology	AuD	**ASHA**
Banking And Finance	BS	**AACSB**
Business And Commerce, General	BS	**AACSB**
Business Management & Admin	BS	**AACSB**
Business Management & Admin	MBA	**AACSB**
Cardiorespiratory Sciences	BS	**CAAHEP**
Chemical Engineering	BS	**ABET**
Civil Engineering	BS	**ABET**
Computer And Information Sci	BSCIS	**ABET**
Early Childhood Education	BS	**NCATE**
Early Childhood Education	MEd	**NCATE**
Educational Leadership	MEd	**NCATE**
Educational Media	MEd	**NCATE**
Electrical Engineering	BS	**ABET**
Elementary Education	BS	**NCATE**
Elementary Education	MEd	**NCATE**
Instructional Specialist	EdS	**NCATE**
Marketing	BS	**AACSB**
Mechanical Engineering	BS	**ABET**
Medical Technology	BS	**NAACLS**
Medicine	MD	**LCME**
Music	BM	**NASM**
Nursing	BSN	**CCNE**
Nursing	MSN	**CCNE**
Occupational Therapy	MS	**AOTA**
Physical Education	BS	**NCATE**
Physical Education	MEd	**NCATE**
Physical Therapy	DPT	**CAPTE**
Physician Assistant	MHS	**ARC-PA**
Radiologic Sciences	BS	**JRCERT**

University of South Alabama continued		
Degree Description	**Degree**	**Accrediting Agency**
Reading Education	MEd	**NCATE**
Secondary Education	BS	**NCATE**
Secondary Education	MEd	**NCATE**
Special Education	BS	**NCATE**
Special Education	MEd	**NCATE**
Speech-Language Pathology/Audiology	MS	**ASHA**
Student Counseling & Personnel	MEd	**NCATE**
University of West Alabama		
Institutional -- Southern Association of Colleges and Schools (SACS)		
Specialized Programmatic Accreditation		
Degree Description	**Degree**	**Accrediting Agency**
Accounting	BBA	**ACBSP**
Athletic Training	BS	**CAAHEP**
Business Administration	BBA	**ACBSP**
Computer Information Systems	BBA	**ACBSP**
Early Childhood Education	MEd	**NCATE**
Education Administration	MEd	**NCATE**
Elementary Education	BS/BA	**NCATE**
Elementary Education	MEd	**NCATE**
Industrial Technology	BS	**ACBSP**
Library Media	MEd	**NCATE**
Management	BBA	**ACBSP**
Nursing	AS	**NLNAC**
Physical Education	BS/BA	**NCATE**
Physical Education	Med/MAT	**NCATE**
School Counseling	MEd	**NCATE**
Secondary Education	Med/MAT	**NCATE**
Special Education	BS	**NCATE**
Special Education	MEd	**NCATE**
Technology	BS	**ACBSP**

Bevill State Community College

Institutional -- Southern Association of Colleges and Schools (SACS)

Specialized Programmatic Accreditation

Degree Description	Degree	Accrediting Agency
Nursing	AAS	NLN
Practical Nursing	C	NLN

Bishop State Community College

Institutional -- Southern Association of Colleges and Schools (SACS)

Specialized Programmatic Accreditation

Degree Description	Degree	Accrediting Agency
Accounting Technology	C/AAS	ACBSP
Commerical Food Service	C/AAS	ACF
Funeral Services	AAS	ABFSE (FUSER)
Health Information Technology	AAS	CAAHEP
Nursing-Adn	AAS	NLN (ADNUR))
Office Administration	C/AAS	ACBSP
Physical Therapy Assistant	AAS	APTA (PTAA)
Practical Nursing	C	NLN (PNUR)

Calhoun Community College

Institutional -- Southern Association of Colleges and Schools (SACS)

Specialized Programmatic Accreditation

Degree Description	Degree	Accrediting Agency
Business	C/AAS	ACBSP
Computer Science	C/AAS	ACBSP
Dental Assisting	C/AAS	ADA
Networking Technology	AAS	ACBSP
Nursing-Adn	AAS	NLN
Practical Nursing	C	NLN
Surgical Technology	Short Certificate	CAAHEP

Central Alabama Community College

Institutional -- Southern Association of Colleges and Schools (SACS)

Specialized Programmatic Accreditation

Degree Description	Degree	Accrediting Agency
Nursing-Adn	AAS	NLN

Chattahoochee Valley Community College

Institutional -- Southern Association of Colleges and Schools (SACS)

Specialized Programmatic Accreditation

Degree Description	Degree	Accrediting Agency
Nursing-Adn	AAS	NLN

Faulkner State Community College

Institutional -- Southern Association of Colleges and Schools (SACS)

Specialized Programmatic Accreditation

Degree Description	Degree	Accrediting Agency
Dental Assisting	C/AAS	ADA
Hospitality Services Management	C/AAS	ACF
Surgical Operating Room Tech	C/AAS	CAAHEP

Gadsden State Community College

Institutional -- Southern Association of Colleges and Schools (SACS)

Specialized Programmatic Accreditation

Degree Description	Degree	Accrediting Agency
Emergency Medical Paramedic III	C/AAS	CAAHEP
Radiologic Technology	AAS	JRCERT

Jeff Davis State Community College

Institutional -- Southern Association of Colleges and Schools (SACS)

Specialized Programmatic Accreditation

Degree Description	Degree	Accrediting Agency
Nursing-Adn	AAS	NLN

Jefferson State Community College

Institutional -- Southern Association of Colleges and Schools (SACS)

Specialized Programmatic Accreditation

Degree Description	Degree	Accrediting Agency
Accounting Technology	AAS	ACBSP
Banking & Finance	AAS	ACBSP
Construction Management Tech	C/AAS	ACCE
Funeral Services	AAS	ABFSE
Hospitality Services Management	C/AAS	ACF
Management And Supervision	AAS	ACBSP
Medical Laboratory Technology	AAS	NAACLS
Nursing-Adn	AAS	NLN
Office Administration	C/AAS	ACBSP
Physical Therapy Assistant	AAS	APTA (CAPTE)
Radiologic Technology	AAS	JRCERT
Transfer AA	AA	ACBSP (Business)

L.B. Wallace Community College

Institutional -- Southern Association of Colleges and Schools (SACS)

Specialized Programmatic Accreditation

Degree Description	Degree	Accrediting Agency
Emergency Medical Technology	C/AAS	CAAHEP (CoAEMSP)
Surgical Operating Room Technology	C	CAAHEP

Lawson State Community College

Institutional -- Southern Association of Colleges and Schools (SACS)

Specialized Programmatic Accreditation

Degree Description	Degree	Accrediting Agency
Accounting Technology	C/AAS	ACBSP
Business	AAS	ACBSP
Dental Assisting	C	ADA
Nursing-Adn	AAS	NLN
Office Administration	C/AAS	ACBSP
Practical Nursing	C	NLN

Northeast Alabama Community College

Institutional -- Southern Association of Colleges and Schools (SACS)

Specialized Programmatic Accreditation

Degree Description	Degree	Accrediting Agency
Emergency Medical Services	C/AAS	CAAHEP
Nursing-Adn	AAS	NLN

Shelton State Community College

Institutional -- Southern Association of Colleges and Schools (SACS)

Specialized Programmatic Accreditation

Degree Description	Degree	Accrediting Agency
Emergency Medical Services	C	CAAHEP
Nursing-Adn	AAS	NLN
Respiratory Therapist Asst	C/AAS	CAAHEP (CoARC)

Southern Union State Community College

Institutional -- Southern Association of Colleges and Schools (SACS)

Specialized Programmatic Accreditation

Degree Description	Degree	Accrediting Agency
Emergency Medical Paramedic III	C/AAS	CAAHEP (CoAEMSP)
Nursing-Adn	AAS	NLN
Radiologic Technology	AAS	JRCERT
Surgical Technology	C	CAAHEP

Trenholm State Technical College

Institutional -- Council on Occupational Education

Specialized Programmatic Accreditation

Degree Description	Degree	Accrediting Agency
Culinary Arts	C/AAT	ACF
Dental Assisting	C/AAT	ADA
Emergency Medical Paramedic III	C/AAT	CAAHEP
Medical Assisting	C/AAT	CAAHEP
Practical Nursing	D	NLN

Wallace State Community College Dothan

Institutional -- Southern Association of Colleges and Schools (SACS)

Specialized Programmatic Accreditation

Degree Description	Degree	Accrediting Agency
Emergency Medical Paramedic III	C/AAS	CAAHEP (CoAEMSP)
Medical Assistant	AAS	CAAHEP
Nursing-Adn	AAS	NLN
Physical Therapy Assistant	AAS	CAPTE
Practical Nursing	C	NLN
Radiologic Technology	AAS	JRCERT
Respiratory Therapy Tech	C/AAS	CAAHEP (CoARC)

Wallace State Community College Hanceville

Institutional -- Southern Association of Colleges and Schools (SACS)

Specialized Programmatic Accreditation

Degree Description	Degree	Accrediting Agency
Accounting Technology	AAS	ACBSP
Business	AAS	ACBSP
Clerical Technology	C/AAS	ACBSP
Dental Assisting	C/AAS	ADA
Dental Hygienist	AAS	ADA
Diagnostic Medical Sonography	AAS	CAAHEP
Emergency Medical Paramedic III	C/AAS	CAAHEP (CoAEMSP)
Management and Supervision	AAS	ACBSP
Medical Assisting/Mcct	AAS	CAAHEP
Medical Laboratory Technology	AAS	NAACLS
Medical Records Technology	AAS	CAAHEP
Nursing-Adn	AAS	NLN
Occupational Therapy Assistant	AAS	AOTA
Office Administration	C/AAS	ACBSP
Physical Therapy Assistant	AAS	APTA
Radiologic Technology	AAS	JRCERT
Respiratory Therapy Tech	AAS	CAAHEP (CoARC)

Wallace State Community College Selma

Institutional -- Southern Association of Colleges and Schools (SACS)

Specialized Programmatic Accreditation

Degree Description	Degree	Accrediting Agency
Nursing-Adn	AAS	NLN
Practical Nursing	C	NLN

INFORMATION ITEM F: The University of Alabama, Establishment of the Center
                                       for the Prevention of Youth Behavior Problems

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

Staff Recommendation: For information only.

Background: The University of Alabama System reports the
                                       establishment of the Center for the Prevention of Youth
                                       Behavior Problems at the University of Alabama (UA).

                                       Youth violence and adolescent antisocial behavior has
                                       been the source of increasing national concern. In
                                       recent years research has begun to examine risk
                                       markers which might identify youth with aggressive,
                                       violent tendencies. The purpose of this research is to
                                       identify processes within the child and within the child's
                                       social context, which contribute to the development of
                                       problematic behaviors and which could lead to later
                                       adolescent antisocial problems, as well as to examine
                                       the effects of early preventative interventions. The
                                       Center will be directed by UA faculty member Dr. John
                                       Lochman, who is an internationally renowned scholar in
                                       the area of youth violence.

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

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

INFORMATION ITEM G-1:   The University of Alabama at Birmingham,
                                        Reorganization of the School of Nursing

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

Staff Recommendation: For information only.

Background: The University of Alabama System reports the
reorganization of the School of Nursing at the University
of Alabama at Birmingham (UAB).

The School of Nursing will be organized into the
following three departments: Adult Acute/Chronic Care
and Foundations; Family/Child Health and Care-giving;
and Community Health. The new structure of the school
will facilitate effective communication and scholarly
productivity among faculty, and will strengthen the long-
term collaborations established with such organizations
as the UAB Hospital, UAB Health System, Children's
Hospital, Veteran's Administration Hospital, and other
community-based health centers.

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

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

INFORMATION ITEM G-2	<u>The University of Alabama at Birmingham, Merger of the Center for Health Promotion and the Center for Health Resource Development into the Center for the Study of Community Health</u>
<u>Staff Presenter</u>:	Mrs. Amy Herrin Brown Academic Program Review Analyst
<u>Staff Recommendation</u>:	For information only.
<u>Background</u>:	The University of Alabama System reports the merger of the Center for Health Promotion and the Center for Health Resource Development into the Center for the Study of Community Health at the University of Alabama at Birmingham (UAB). A merger of the efforts and resources of these two centers will result in a stronger unit that will bring together complementary experience and expertise related to the improvement of community health. The mission of the Center for the Study of Community Health will be to conduct and facilitate research to guide programs and policies that promote the vitality of community health.
<u>Supporting Documentation</u>:	1. "Reasonable Extensions and Alterations of Existing Units and Programs of Instruction," Alabama Administrative Code, Chapter 300-2-1, Review of Programs and Other Units of Instruction, Section .06. Available upon request. 2. Written unpublished documentation provided by the institution. Available upon request.

INFORMATION ITEM G-3 <u>The University of Alabama at Birmingham, Merger of the Center for Emergency Care and Disaster Preparedness and the Center for Biodefense and Emerging Infections to Form the Center for Emerging Infections and Emergency Preparedness</u>

<u>Staff Presenter</u>: Mrs. Amy Herrin Brown
Academic Program Review Analyst

<u>Staff Recommendation</u>: For information only.

<u>Background</u>: The University of Alabama System reports the merger of the Center for Emergency Care and Disaster Preparedness and the Center for Biodefense and Emerging Infections to Form the Center for Emerging Infections and Emergency Preparedness at the University of Alabama at Birmingham.

The purpose of the merger of the two centers into the Center for Emerging Infections and Emergency Preparedness is to better reflect the breadth of research, service, and educational sources of the center. The merger also would optimize scarce resources and allow for clear identity of the center both within and outside UAB.

<u>Supporting Documentation</u>:

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

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

ALABAMA COMMISSION ON HIGHER EDUCATION
Friday, September 22, 2006

INFORMATION ITEM G-4   <u>The University of Alabama at Birmingham, Addition of</u>
                                        <u>Six Areas of Specialization to the Bachelor of Science in</u>
                                        <u>Criminal Justice (CIP 43.0199)</u>

<u>Staff Presenter</u>:   Mrs. Amy Herrin Brown
                                        Academic Program Review Analyst

<u>Staff Recommendation</u>:   For information only.

<u>Background</u>:   The University of Alabama System reports the approval
                                        of the addition of six areas of specialization at the
                                        Bachelor of Science in Criminal Justice at the University
                                        of Alabama at Birmingham (UAB).

                                        UAB is proposing the addition of the areas of
                                        specialization in Corrections, Criminology, Forensic
                                        Science, Juvenile Justice, Law, and Policing to the
                                        degree in order to ensure that students are familiar with
                                        the core areas of the Criminal Justice discipline and to
                                        allow students to develop expertise in one or more areas
                                        of specialization.

                                        The areas of specialization make up the elective portion
                                        of the program and allow students to take courses
                                        among all of the six areas or they may choose to
                                        concentrate in one or more areas. Students must take a
                                        minimum of 15 semester hours (sh) of electives and at
                                        least 9 sh in one area are required to complete a
                                        specialization.

General Education Core	57 sh
Criminal Justice Core	27 sh
Electives	15 sh (min.)
Areas of Specialization (minimum of 9 sh to complete):	
1. Corrections	
2. Criminology	
3. Forensic Science	
4. Juvenile Justice	
5. Law	
6. Policing	
Minor Requirements	18 sh
General Electives	0-6 sh
TOTAL	120 sh

<u>Supporting Documentation</u>:   1. "Reasonable Extensions and Alterations of Existing
                                            Units and Programs of Instruction," Alabama
                                            Administrative Code, Chapter 300-2-1, Review of
                                            Programs and Other Units of Instruction,
                                            Section .06. Available upon request.

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

INFORMATION ITEM H: The University of North Alabama, Establishment of Two
                                       Departments within the College of Nursing and Allied
                                       Health

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

Staff Recommendation: For information only.

Background: The University of North Alabama (UNA) reports the
                                       restructuring of the College of Nursing and Allied Health.

                                       The Department of Nursing in UNA's College of Nursing
                                       and Allied Health will be divided into two departments:
                                       the Department of Nursing: Traditional Program and the
                                       Department of Nursing: Online Program. The college is
                                       also creating a chair position for each department. The
                                       restructuring is necessary due to significant growth in the
                                       College of Nursing and Allied Health. Currently, there
                                       are over 600 pre-nursing and nursing students in its
                                       programs. In addition, the number of faculty has
                                       increased to keep pace with growing enrollment. The
                                       restructuring of the college will allow UNA to maintain
                                       excellence in the quality of nursing student and program
                                       outcomes.

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

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

ALABAMA COMMISSION ON HIGHER EDUCATION
Friday, September 22, 2006

INFORMATION ITEM I: <u>Acquisition of Marion Military Institute by the State of Alabama</u>

<u>Staff Presenter</u>: Mr. Tim Vick
Associate Executive Director

<u>Staff Recommendation</u>: Information Only.

<u>Background</u>: Pursuant to Act 2006-230, the legal status of Marion Military Institute (MMI) has changed from a private, independent junior college to a public junior college under the ownership (including the transfer of all assets and liabilities), governance and control of the Alabama State Board of Education (ASBE).

This act was approved by the Alabama Legislature during the 2006 Regular Session and became effective immediately upon being signed by the Governor on March 13, 2006. Provisions in the act stated that it would become operative on such date as specified by an affirmative vote of the Board of Trustees of MMI. The MMI Board voted to accept the state's offer on March 14, 2006. The date set for the transfer of operations to the State of Alabama was June 1, 2006.

According to copies of documents provided to the Southern Association of Colleges and School's, Commission on Colleges (SACS/COC) by the Alabama Department of Postsecondary Education (ADPE), there will be no change in the mission, goals, programs, and co-curricular activities of the institution. According to Act 2006-230, should the ASBE decide to discontinue the institute as a military educational college, all lands, facilities, and assets shall revert to the MMI Board of Trustees, which will remain in place as an advisory board to the President of MMI, the Chancellor of the ADPE and the ASBE with respect to the administration and governance of the institution.

From this point forward as a public entity, MMI is required to follow all the rules and regulations of the Alabama Commission on Higher Education as articulated in the Code of Alabama, Title 16, Chapter 5. Data collection for the purposes of the Student Data Base and the Integrated Postsecondary Education Data Systems (IPEDS) for MMI will commence in Fall 2006. Some data used in the development of the Unified Budget Recommendation has already been collected.

It should be noted that in addition to its junior college division, MMI operates a high school division. According to Act 2006-230, it is the intent of the Legislature that MMI be allowed to honor its commitment to all students enrolled in any program as of March 13, 2006, after which no student who is below the college level will be enrolled.

Supporting Documentation: 1.   Alabama Act 2006-230. Available upon request.
2.   Correspondence between ADPE and SACS/COC.
      Available upon request.

INFORMATION ITEM J: <u>Auburn University, Partnership with Southern Union State Community College in a Minor in Technical Systems Management</u>

<u>Staff Presenter</u>: Mrs. Amy Herrin Brown
Academic Program Review Analyst

<u>Staff Recommendation</u>: For information only.

<u>Background</u>: Auburn University (AU) reports that it is partnering with Southern Union State Community College (SOU) to offer a minor in Technical Systems Management in the College of Business.

A needs assessment conducted by the AU College of Business faculty revealed that in Alabama's economy, one of manufacturing's main, unmet labor needs is for troubleshooters. These are individuals who have an understanding of systems operations as well as a practical knowledge of basic manufacturing technology. The technical knowledge needed for these individuals does not rise to the level of engineering; however, they need a basic knowledge of technical principles, language, and priorities.

In order to meet the need for manufacturing troubleshooters, AU has joined with SOU to establish a Technical Systems Management minor which will prepare non-engineering, four-year AU students to be candidates for technology-dependant jobs in manufacturing and industry. The reason behind the partnership is that SOU has the facilities and the instructional expertise to provide basic, hands-on learning experiences, while AU emphasizes the theoretical and abstract understanding of topics. According to the League for Innovation in Community Colleges and the American Association of Community Colleges, this partnership is the first of its kind in the U.S.

<u>Supporting Documentation</u>: 1. Written unpublished documentation provided by the institution. Available upon request.

ALABAMA COMMISSION ON HIGHER EDUCATION
Friday, September 22, 2006

INFORMATION ITEM K: Jacksonville State University, Establishment of the
                                     Department of Secondary Education

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

Staff Recommendation: For information only.

Background: Jacksonville State University (JSU) reports the
                                     establishment of the Department of Secondary
                                     Education.

                                     The Department of Secondary Education at JSU was
                                     established by reallocating faculty and administrative
                                     staff who had been assigned to the Department of
                                     Educational Resources, which is a multidisciplinary
                                     department. The new department focuses solely on
                                     secondary education and is an administrative equivalent
                                     to other departments within the College of Education and
                                     Professional Studies.

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

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