

**Department of Postsecondary Education
Division of Instructional and
Student Services**



Policies and Procedures Manual

July 2011

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Introduction

The purpose of the Policies and Procedures Manual of the Division of Instructional and Student Services is to facilitate institutional access to current Department and State Board policies and procedures related to instructional services.

HOW THE DOCUMENT WILL BE UPDATED

Documents included in this manual are also on the Department's website at www.accs.cc. Links to the website is provided for your convenience. If you have any questions about the effective date of a guideline, policy, or form, please contact Trish Jones at tjones@dpe.edu.

WHAT IS NOT INCLUDED

Only the areas listed in the table of contents are included in this manual. For specific information on other programs and initiatives within the Division of Instructional and Student Services, please contact the appropriate staff member.

Division Overview

MISSION STATEMENT

The Instructional and Student Services Division provides technical assistance to the postsecondary education colleges in the areas of program development, staff development, and student support services; determines and maintains the standards of measurement for course and program approval and maintains the official Alabama Community College System (ACCS) academic inventory; and provides liaison for the Department with external agencies for academic services, occupational and economic development training, and student activities.

Recognizing the importance of integrity, dedication and teamwork, division team members provide leadership, guidance, and expertise in education and training, and are committed to delivering the highest quality customer service. This is accomplished by being:

- Flexible, in support of education and training services
- Accessible, to all our customers
- Innovative, in the use of effective cutting edge technology
- Responsive, to current and future needs of our customers

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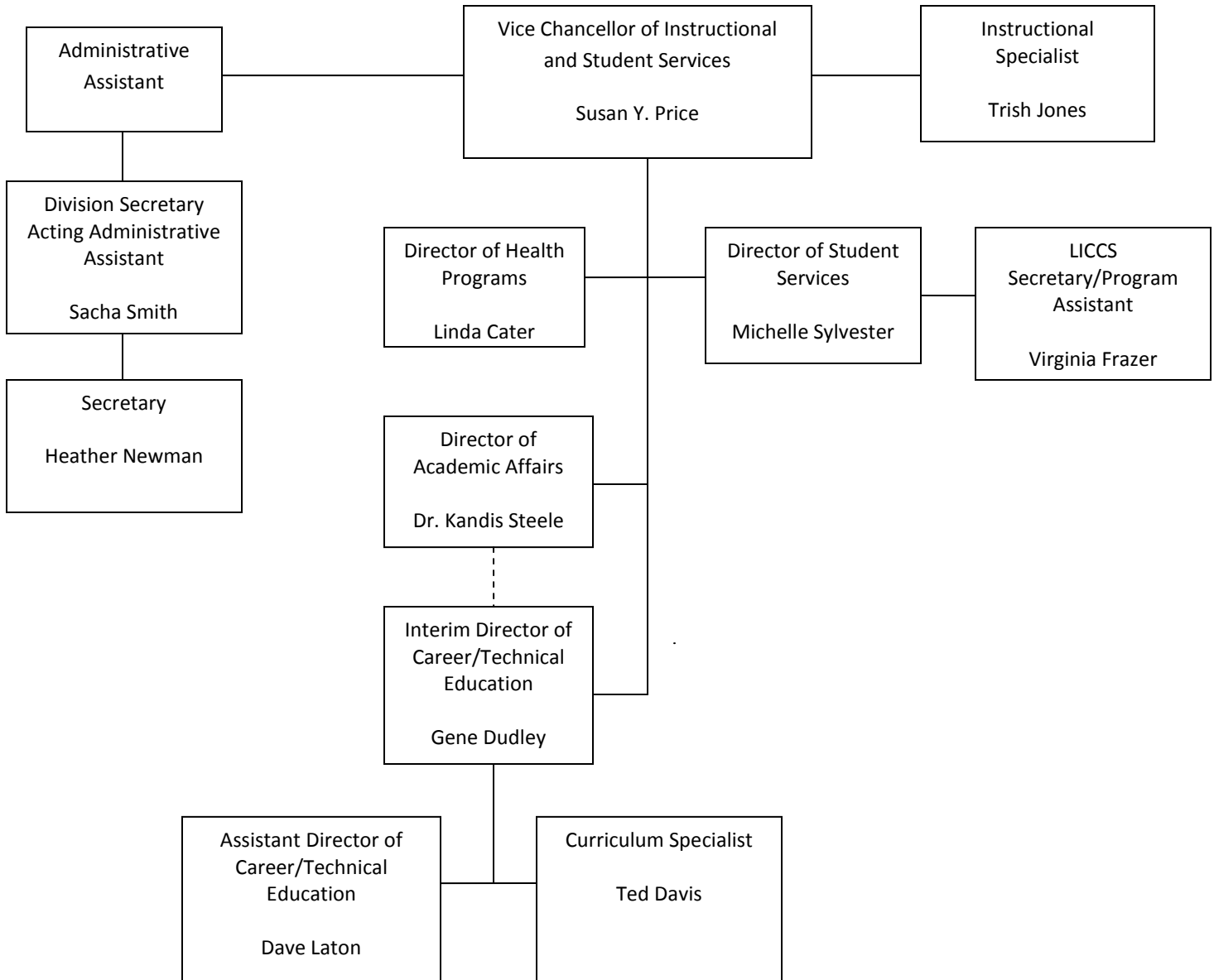
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ORGANIZATION

ORGANIZATIONAL STRUCTURE Instructional and Student Services



Academic Affairs

MISSION

The Academic Affairs component of the Instructional and Student Services Division provides leadership and technical assistance to the instructional personnel in the Alabama Community College System; leads the System in academic program planning, development, evaluation and academic transfer processes; directs the development and review of curriculum and academic support programs; assists colleges in the development of faculty in teaching and scholarly activities; and develops annual goals to advance the System's mission.

CONTACT INFORMATION

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AFFILIATED AGENCIES AND ORGANIZATIONS

ACHE (Alabama Commission on Higher Education)
<http://www.ache.alabama.gov/>

SACS/COC (Southern Association of Colleges and Schools / Commission on Colleges)
<http://www.sacs.org/>

AGSC and STARS (Articulation and General Studies and Statewide Transfer and Articulation Reporting System)
<http://stars.troy.edu/stars/stars.htm>

INSTRUCTIONAL PROGRAMS AND AWARDS

State Board of Education Policy 712.01 Degrees and Awards <http://www.accs.cc/Policies/712.01.pdf> authorizes community and technical colleges and Athens State University to offer the following awards:

The **Associate in Science Degree** is an undergraduate award designed for a student who plans to transfer to a senior institution for the successful completion of a prescribed program of study in a general field or in a specialized pre-professional field. The maximum number of semester credit hours that can be awarded for the AS degree is 64.

The **Associate in Arts Degree** is an undergraduate award designed for a student who plans to transfer to a senior institution for the successful completion of a prescribed program of study in a liberal arts area. The maximum number of semester credit hours that can be awarded for the AA degree is 64.

The **Associate in Applied Technology Degree** is an undergraduate award designed for students attending Council on Occupational Education accredited technical colleges who successfully complete a prescribed program of study in a technical specialty. The AAT degree may offer a maximum of 76 semester hours.

The **Associate in Applied Science Degree** is an undergraduate award designed for students planning to specialize in technical, business, semi-professional, and supervisory fields that are career-oriented, or in selected fields, to transfer to a senior institution. The AAS degree may offer a maximum of 76 semester hours.

The **Associate in Occupational Technologies Degree** shall be comprised of at least 60 semester credit hours, but no more than 76 semester credit hours. This degree is offered only at technical colleges and is designed for students seeking the opportunity to become multi-skilled technicians. The AOT includes both a Primary Technical Specialty and a Secondary Technical Specialty. The Primary Technical Specialty requires a minimum of 28 semester hours in an additional single content area, while the Secondary Technical Specialty requires a minimum of 12 semester hours in an additional single content area that is closely related to the Primary Specialty.

The **Certificate Award** is a formal award certifying the satisfactory completion of a prescribed program of study. The certificate is less than a degree, and its curriculum is

related to the student's employment or professional advancement. A certificate requires a minimum of 30 semester hours and a maximum of 60 semester hours.

The **Short-Term Certificate Award** is a formal award which prepares technicians and assistants for entry-level positions in business and industry. Short-term certificate programs must be a minimum of nine (9) semester credit hours in length and a maximum of 29 semester credit hours.

The **Bachelor Degree in Arts**, the **Bachelor Degree in Science**, and the **Bachelor Degree in Education** are designed for students who plan to pursue post graduate work, professional studies, or seek employment based upon the competencies and skills attained through those programs of study. The Bachelor Degree shall be comprised of at least 120 semester credit hours but no more than 139 semester credit hours; of these hours, at least 60 semester credit hours but no more than 64 semester credit hours must be comprised of lower level college transfer credit.

DEGREE REQUIREMENTS

ASSOCIATE IN ARTS DEGREE:

Area I: Written Composition I and II.....6 Credit Hours

Area II: Humanities and Fine Arts.....12 Credit Hours

- * Must complete 3 semester hours in Literature.
- Must complete 3 semester hours in the Arts.

The remaining semester hours are to be selected from Humanities and/or Fine Arts. *Humanities and Arts disciplines include but are not limited to: Area/Ethnic Studies, Art and Art History, Foreign Languages, Music and Music History, Philosophy, Ethics, Religious Studies, Speech, Theater and Dance.*

Area III: Natural Science and Mathematics.....11 Credit Hours

- Must complete 3 semester hours in Mathematics at the Precalculus Algebra or Finite Math Level.
- Must complete 8 semester hours in the Natural Sciences which must include Laboratory Experiences.

In addition to Mathematics, disciplines in the Natural Sciences include: Astronomy, Biological Sciences, Chemistry, Geology, Physical Geography, Earth Science, Physics, and Physical Science.

Area IV: History, Social, and Behavioral Sciences12 Credit Hours

- * Must complete 3 semester hours in History.
- Must complete at least 6 semester hours from among other disciplines in the Social and Behavioral Sciences.

Social and Behavioral Sciences include, but are not limited to: Anthropology, Economics, Geography, Political Science, Psychology, and Sociology.

Area I-IV: Minimum General Education Requirements41 Credit Hours

Area V: Pre-Professional, Pre-Major, and Elective Courses..... ** 19-23 Credit Hours

- Courses appropriate to the degree requirements and major of the individual student and electives.

Students completing courses that have been approved for the General Studies Curriculum and are appropriate to their major and/or degree program may transfer these courses with credit applicable to their degree program among two-year and four-year colleges and universities.

Area I-V: General Studies Curricula..... ** 60-64 Credit Hours

Maximum Program Semester Credit Hours64 Credit Hours

Semester Credit Hour Range by Award..... ** 60-64 Credit Hours

* *Note: Must complete a 6 semester hour sequence either in Literature or in History. The sequence in Area II and IV in Literature or History needs to follow the sequence requirements according to the students major and transfer plans.*

** *Respective programs of study for baccalaureate degrees at Alabama public universities range from 120 to 128 semester credit hours in length. Dependent upon the total hours allocated for the bachelor's degrees, colleges in The Alabama*

Community College System will only be authorized to provide 50 percent of that total (60-64).

ASSOCIATE IN SCIENCE DEGREE:

Area I: Written Composition I and II..... 6 Credit Hours

Area II: Humanities and Fine Arts.....12 Credit Hours

- * Must complete 3 semester hours in Literature.
- Must complete 3 semester hours in the Arts.

The remaining semester hours are to be selected from Humanities and/or Fine Arts. *Humanities and Arts disciplines include but are not limited to: Area/Ethnic Studies, Art and Art History, Foreign Languages, Music and Music History, Philosophy, Ethics, Religious Studies, Speech, Theater and Dance.*

Area III: Natural Science and Mathematics.....11 Credit Hours

- Must complete 3 semester hours in Mathematics at the Precalculus Algebra or Finite Math Level.
- Must complete 8 semester hours in the Natural Sciences which must include Laboratory Experiences.

In addition to Mathematics, disciplines in the Natural Sciences include: Astronomy, Biological Sciences, Chemistry, Geology, Physical Geography, Earth Science, Physics, and Physical Science.

Area IV: History, Social, and Behavioral Sciences.....12 Credit Hours

- * Must complete 3 semester hours in History.
- Must complete at least 6 semester hours from among other disciplines in the Social and Behavioral Sciences.

Social and Behavioral Sciences include, but are not limited to: Anthropology, Economics, Geography, Political Science, Psychology, and Sociology.

Area I-IV: Minimum General Education Requirements41 Credit Hours

Area V: Pre-Professional, Pre-Major, and Elective Courses..... ** 19-23 Credit Hours

- Courses appropriate to the degree requirements and major of the individual student and electives.
- *Students completing courses that have been approved for the General Studies Curriculum and are appropriate to their major and/or degree program may transfer these courses with credit applicable to their degree program among two-year and four-year colleges and universities.*

Area I-V: General Studies Curricula..... ** 60-64 Credit Hours

Maximum Program Semester Credit Hours64 Credit Hours

Semester Credit Hour Range by Award..... ** 60-64 Credit Hours

* *Note: Must complete a 6 semester hour sequence either in Literature or in History. The sequence in Area II and IV in Literature or History needs to follow the sequence requirements according to the students major and transfer plans.*

** *Respective programs of study for baccalaureate degrees at Alabama public universities range from 120 to 128 semester credit hours in length. Dependent upon the total hours allocated for the bachelor's degrees, colleges in The Alabama Community College System will only be authorized to provide 50 percent of that total (60-64).*

ASSOCIATE IN APPLIED SCIENCE DEGREE:

Area I: Written Composition I and II 3 - 6 Credit Hours

Area II: Humanities and Fine Arts..... 3 - 6 Credit Hours

In addition to Literature, disciplines include but are not limited to: Area/Ethnic Studies, Art and Art History, Foreign Languages, Music and Music History, Philosophy, Ethics, Religious Studies, Speech, Theater and Dance.

- **Note: Individual colleges may establish specific course requirements within program of study parameters as set forth in the general education core for the Associate in Applied Science Degree.**

Requirements Prescribe: Minimum of 9 hours in Area I and Area II which could include 6 hours in Written Composition I and II and 3 hours in Area II; or 3 hours in Written Composition I and 3 hours in Technical Writing and 3 hours in Area II; or 3 hours in Area I and 6 hours in Area II; or 3 hours in Area I with 3 hours in Speech in Area II, plus 3 additional hours in Area I or II.

Area III: Natural Science and Mathematics9 - 11 Credit Hours

In addition to Mathematics, disciplines in the Natural Sciences include: Astronomy, Biological Sciences, Chemistry, Geology, Physical Geography, Earth Science, Physics, and Physical Science.

Requirements Prescribe: Distributed in Mathematics or Science or Computer Science (Data Processing). Minimum of 3 hours in Mathematics is required. One Computer Science (Data Processing) course (2 are preferred) or demonstrated computer literacy skills, or the integration of computer proficiencies within a required discipline-specific course(s). Appropriate 100 level courses (or higher) as denoted in *The Alabama Community College System Course Directory* may be substituted.

Students enrolled as majors in health-related disciplines for which the AAS degree is awarded must take BIO 103 as the prerequisite for BIO 201, BIO 202, and BIO 220 to assure the transfer of courses within parameters of the AGSC Minimum General Education Semester Hour Distribution Requirements or in lieu, successfully complete the validated systemwide biology placement examination. Students enrolled as majors in health-related disciplines for which the AAS degree is awarded may take BIO 211 and BIO 212 in which case BIO 212 would serve as the prerequisite for BIO 220.

Area IV: History, Social, and Behavioral Sciences 3 - 6 Credit Hours

In addition to History, the Social and Behavioral Sciences include, but are not limited to: Anthropology, Economics, Geography, Political Science, Psychology, and Sociology. Programs in which the AAS represents the Terminal Award are not required to complete the 6 semester hour sequence in Area IV.

Minimum General Education Requirements 18 - 29 Credit Hours

Area V: Maximum General Education Core, Technical Concentration, and Electives..... 58 - 47 Credit Hours

- Courses appropriate to the degree requirements, occupational or technical specialty requirements, core courses, and electives

Students planning programs of study for which the AAS does not represent the terminal degree, and for which national or regional programmatic licensure and certification are required, should be encouraged to integrate the General Studies transfer courses whenever possible.

General Studies Curricula76 Credit Hours

Maximum Program Semester Credit Hours76 Credit Hours

Semester Credit Hour Range by Award..... 60 - 76 Credit Hours

ASSOCIATE IN APPLIED TECHNOLOGY DEGREE:

Area I: Written Composition I and II..... 3 - 6 Credit Hours

Area II: Humanities and Fine Arts..... 3 - 6 Credit Hours

In addition to Literature, disciplines include but are not limited to: Area/Ethnic Studies, Art and Art History, Foreign Languages, Music and Music History, Philosophy, Ethics, Religious Studies, Speech, Theater and Dance.

- **Note: Individual colleges may establish specific course requirements within program of study parameters as set forth in the general education core for the Associate in Applied Technology Degree.**

Requirements Prescribe: Minimum of 9 hours in Area I and Area II which could include 6 hours in Written Composition I and II and 3 hours in Area II; or 3 hours in Written Composition I and 3 hours in Technical Writing and 3 hours in Area II; or 3 hours in Area I with 3 hours in Speech in Area II, plus 3 additional hours in Area I or II.

Area III: Natural Science and Mathematics.....9 Credit Hours

In addition to Mathematics, disciplines in the Natural Sciences include: Astronomy, Biological Sciences, Chemistry, Geology, Physical Geography, Earth Science, Physics, and Physical Science.

Requirements Prescribe: Distributed in Mathematics or Science or Computer Science (Data Processing). Minimum of 3 hours in Mathematics required. One Computer Science (Data Processing) course (2 are preferred) or demonstrated computer literacy skills, or the integration of computer proficiencies within a required discipline-specific course(s). Appropriate 100 level courses (or higher) as denoted in *The Alabama Community College System Course Directory* may be substituted.

Students enrolled as majors in health-related disciplines for which the AAT degree is awarded must take BIO 103 as the prerequisite for BIO 201, BIO 202, and BIO 220 to assure the transfer of courses within parameters of the AGSC Minimum General Education Semester Hour Distribution Requirements or in lieu, successfully complete the systemwide biology placement examination.

Students enrolled as majors in health-related disciplines for which the AAT degree is awarded may take BIO 211 and BIO 212 in which case BIO 212 would serve as the prerequisite for BIO 220.

Area IV: History, Social, and Behavioral Sciences 3 Credit Hours

In addition to History, the Social and Behavioral Sciences include, but are not limited to: Anthropology, Economics, Geography, Political Science, Psychology, and Sociology.

Programs in which the AAT represents the Terminal Award are not required to complete the 6 semester hour sequence in Area IV.

Minimum General Education Requirements 18 - 24 Credit Hours

Area V: Maximum General Education Core, Technical Concentration, and Electives 58 - 52 Credit Hours

- Courses appropriate to the degree requirements, occupational or technical specialty requirements, core courses, and electives

General Studies Curricula76 Credit Hours

Maximum Program Semester Credit Hours76 Credit Hours

Semester Credit Hour Range by Award 60 - 76 Credit Hours

ASSOCIATE IN OCCUPATIONAL TECHNOLOGIES DEGREE:

Area I: Written Composition 3 - 6 Credit Hours

- Written Composition I and/or Technical Writing

Area II: Humanities and Fine Arts..... 3 - 6 Credit Hours

In addition to Literature, disciplines include but are not limited to: Area/Ethnic Studies, Art and Art History, Foreign Languages, Music and Music History, Philosophy, Ethics, Religious Studies, Speech, Theater and Dance.

Area III: Natural Science and Mathematics..... 9 Credit Hours

In addition to Mathematics, disciplines in the Natural Sciences include: Astronomy, Biological Sciences, Chemistry, Geology, Physical Geography, Earth Science, Physics, Physical Science, and Data Processing/Word Processing.

A minimum of 3 hours in Mathematics is required. One Data Processing course or demonstrated computer literacy skills, or the integration of computer proficiencies within a required discipline-specific course(s) is highly recommended. Appropriate 100 level courses (or higher) as denoted in *The Alabama Community College System Course Directory* may be substituted.

Area IV: History, Social, and Behavioral Sciences..... 3 - 6 Credit Hours

In addition to History, the Social and Behavioral Sciences include, but are not limited to: Anthropology, Economics, Geography, Political Science, Psychology, and Sociology.

Minimum General Education Requirements18 - 24Credit Hours

Area V: Primary Technical Specialty/Secondary

Technical Specialty..... 58 - 52 Credit Hours

- Courses appropriate to the degree requirements, primary occupational or technical specialty requirements, core courses, secondary occupational or technical specialty requirements, and electives.
- Primary Technical Specialty (Major): A minimum of 28 credit hours in a single content area.
- Secondary Technical Specialty (Minor): A minimum of 12 credit hours in another related technical area.

Maximum Program Semester Credit Hours76 Credit Hours

Semester Credit Hour Range by Award..... 60 - 76 Credit Hours

Note: Stand-alone health related professions programs which award a certificate or a short-term certificate semester hours, but not a degree, may participate in the associate in occupational technologies cluster; however, such awards will not be upgraded to degree status except on a case-by-case basis.

Note: With approval of the Chancellor, certain certificate and short-term certificate program credit hour ranges may be extended to meet requirements of (1) formal cooperative arrangements, (2) certification, (3) licensure, (4) accreditation, or (5) other unique situations.

CERTIFICATE AWARD:

Area I: Written Composition I and II..... 2 - 6 Credit Hours

COM 100 and COM 103 may be substituted only in non-degree eligible programs.

Area II: Humanities and Fine Arts..... 2 - 6 Credit Hours

Speech is required in certificate programs unless provisions for addressing Oral Communication Competencies represent an integral module in a required

discipline-specific course. SPC 100 and SPC 103 may be substituted only in non-degree eligible programs.

Area III: Natural Science and Mathematics 6 Credit Hours

Requirements Prescribe: Distributed in Mathematics or Science or Computer Science (Data Processing). One Computer Science (Data Processing) course (2 are preferred) or demonstrated computer literacy skills, or the integration of computer proficiencies within a required discipline-specific course(s).

MAH 101, MAH 102, and MAH 105 may be substituted only in non-degree eligible programs. DPT 100 and DPT 103 may be substituted only in non-degree eligible programs.

Area IV: History, Social, and Behavioral Sciences 0 Credit Hours

Minimum General Education Requirements 10 - 18 Credit Hours

General Studies Curricula 60 Credit Hours

Area V: Maximum General Education Core,

Technical Concentration, and Electives 50 - 42 Credit Hours

Courses appropriate to the degree requirements, occupational or technical specialty requirements, core courses, and electives

Maximum Program Semester Credit Hours 60 Credit Hours

Semester Credit Hour Range by Award 30 - 60 Credit Hours

SHORT-TERM CERTIFICATE AWARD:

Area I: Written Composition I and II 0-3 Credit Hours

One technical writing course is recommended.

Area II: Humanities and Fine Arts 0 Credit Hours

Area III: Natural Science and Mathematics 0-3 Credit Hours

Area IV: History, Social, and Behavioral Sciences	0 Credit Hours
Minimum General Education Requirements	0-6 Credit Hours
General Studies Curricula	29 Credit Hours
Area V: Maximum General Education Core,	
Technical Concentration and Electives	23-29 Credit Hours
Courses appropriate to the degree requirements, occupational or technical specialty requirements, and electives	
Maximum Program Semester Credit Hours	60 Credit Hours
Semester Credit Hour Range by Award	9-29 Credit Hours

INSTRUCTIONAL CALENDAR

Prior to the beginning of each calendar year, colleges will adopt an annual calendar and will be established within the parameters indicated in State Board of Education Policy 201.02: Calendar: Instruction <http://www.accs.cc/Policies/201.02.pdf>.

1. The academic year (fall and spring semesters) instructional calendar shall include 175 days. The summer term shall include 54 days. An institution granted an exception under Policy 201.01 must meet comparable requirements to the semester system as defined by the Chancellor.
2. The fall and spring semesters shall each contain a minimum of 78 instructional days. A minimum of three examination days per semester (fall and spring) may be counted as instructional days. The summer term shall include a minimum of 50 instructional days. A minimum of two examination days may be counted as instructional days.
3. The scholastic year (fall, spring, and summer) shall include: 175 duty days, 156 of which must be instructional days for the academic year (fall and spring semesters); 54 duty days, 50 of which must be instructional days for the summer

term; or 229 duty days, 206 of which must be instructional days for the academic year and summer term.

4. At least one registration day is required per term for fall and spring semesters and one registration day for summer term. The calendar shall include a minimum of two and a maximum of five drop/add days per term for fall and spring semesters and a maximum of two days for the summer term. Orientation or initial class sessions may be held on registration day, but these days may not be counted as instructional days.
5. The remaining (non-instructional) days shall be used for registration, final examinations, professional development, and faculty workdays.
6. The fall semester must begin in August and end in December. Spring semester must begin in January and end in May.
7. The fall semester will include two days and the spring semester will include three days for statewide professional development. A minimum of two local professional development days are required for the year.
8. Days that the institution is officially open are duty days for all full-time non-instructional personnel.

Instructional calendars are submitted electronically each March by accessing a web-based application on the DPE website. Calendars may be submitted for one or two academic years.

COLLEGE ACCOUNTABILITY PERFORMANCE PROFILE (CAPP)

The Alabama Community College System implemented a new accountability initiative that provides each college with an annual reporting mechanism that will allow comparative documented progress tracking over time. Standards and performance indicators were used to create the College Accountability Performance Profile (CAPP), a uniform method of data collection addressing 10 overall performance components with multiple indicators. Its goal is to increase recognition of the accomplishments of community colleges while providing specific areas of focus for improvement:

1. enrollment management
2. academic transfer
3. career/technical programs
4. health professions
5. developmental studies
6. learning resources and technology
7. student services
8. financial and physical resources
9. workforce development
10. adult education

Achieving this baseline is a significant step in our efforts toward greater accountability for two-year colleges in Alabama. This information is sent to colleges at the end of the summer term and the completed CAPP document is returned mid-fall semester.

2 to 4 TRANSFER PROGRAM

The Alabama Community College System (ACCS) and the Alabama Association of Independent Colleges and Universities (AAICU) have developed a 2 to 4 Transfer Program for two-year college students to enjoy a seamless transfer to an independent four-year college <http://www.accs.cc/transfer.aspx>.

The 2 to 4 Transfer program is similar to the STARS System already in place in that it allows for transfer to four-year colleges. A transfer agreement, if used correctly, will guide the student through his/her first two years of coursework and prevent loss of credit hours upon transfer to selected four-year colleges and universities in Alabama.

Incoming community college freshmen enrolling as of fall semester, 2010 are eligible to participate in the new 2 to 4 Transfer Program. Interested students currently enrolled in one of Alabama's public two-year community colleges or recent graduates should contact the selected college directly to determine transfer eligibility. For these students, each participating AAICU institution determines eligibility.

Effective July 30, 2010, the following independent four-year colleges and universities have signed articulation agreements:

- Birmingham-Southern College
- Huntingdon College
- Faulkner University
- Judson College
- Spring Hill College
- Stillman College
- Talladega College
- United States Sports Academy
- University of Mobile
- Miles College

ARTICULATION AND GENERAL STUDIES COMMITTEE (AGSC) AND THE STATEWIDE TRANSFER AND ARTICULATION REPORTING SYSTEM (STARS)

Articulation and General Studies Committee

The AGSC was created in March 1994 by Legislative Act 94-202 to implement a statewide general studies and articulation program that facilitates the transferability of coursework among all Alabama public colleges and universities. The AGSC continues to serve as a monitoring committee for the articulation program <http://stars.troy.edu/agsc/agsc.htm>.

Statewide Transfer and Articulation Reporting System

The STARS is a web-based database that allows students, advisors, faculty, and administrators to obtain the most current AGSC approved transfer information. Prospective transfer students can log onto the STARS system and obtain a transfer guide for their chosen major that prescribes the coursework needed in the first 60-64 SH of their degree program. If a student follows the guide and does not change majors, he/she should receive degree credit upon transfer to the receiving institution <http://stars.troy.edu/stars/stars.htm>.

ACADEMIC INVENTORY

The academic program inventory provides a list of instructional programs approved by the State Board of Education and the Alabama Commission on Higher Education. Programs in the inventory are classified according to the current Classification of Instructional Programs (CIP) taxonomy, a classification system developed by the National Center for Education Statistics (NCES). The CIP taxonomy facilitates a comparison of information not only among colleges in the State but also nationwide. View the 2010 CIP Codes at <http://nces.ed.gov/ipeds/cipcode/default.aspx?y=55>.

The academic inventory is organized in the following manner:

- Column 1 – identifies the six-digit CIP Code.
- Column 2 – identifies the CIP title.
- Column 3 – identifies the department code. Colleges shall use only the department codes which are included on the college's academic inventory.
- Column 4 – identifies the standard or marketing name for the program.
- Column 5 – identifies the degree creditable status code: Y for yes and N for no. The **Y** code indicates that the department code represents courses which are potentially creditable to at least one degree which is or may be offered in the Alabama Community College System. The **Y** code also indicates that the minimum admissions requirement for enrollment in courses using that department code (and course numbers of 100 or above) includes at least a high school diploma or equivalent

The **N** code indicates that the department code represents only courses which are not creditable toward any degree* in the Alabama Community College System. The **N** code also indicates that the minimum admissions requirement for enrollment in courses using that department code (and course numbers of 100 or above) may include but is not required by the System to include a high school diploma or equivalent. Each college is authorized to determine the minimum standards for admission to courses using this department code to assure ability to benefit.

** Exception -- Students who attain a GED, and an authorized major/minor combination, and the general education component for an associate degree will be eligible for the Associate in Occupational Technologies Degree award.*

- Column 6 – identifies the formal awards which are authorized for this entry. Award levels – AA, AS, AOT, AAT, AAS, CER, DPL, or STC (short-term certificate). DPL should be phased out and converted to CER.
- Column 7 – identifies the instructor credential required for this program.
- Column 8 – identifies the convention code. The convention codes are: P / O / C / S.

P (Program) -- This code is assigned when the entry represents a separately approved instructional program of one academic year or longer in length.

O (Option) -- This code is assigned when the entry represents an approved option to an approved instructional program. This code can be assigned for curriculum alternatives within an approved program provided the alternative differs from the curriculum of the approved program by at least 15 but not more than 30 credit hours.

S (Short-term Certificate) -- This code is assigned when the entry represents a separately approved instructional program of less than one academic year in length (Short-term Certificate).

C (Course(s) Only/Not Program) -- This code is assigned when the entry represents authorization to teach a course(s) using the department code for that entry. No formal award is authorized.

- Column 9 – identifies options. This column is used to describe options or alternative curriculum tracks.

The Department of Postsecondary Education will add entries to the Master Academic Inventory only as a result of State Board of Education or ACHE action, which includes new program approval and approval of extensions/alterations of existing programs. Should a college request deletion of an entry from the inventory, it cannot be added back without undergoing the normal new program review process. Exception: Course(s) Only Not Program – this does not require State Board of Education or

ACHE action for addition or deletion. Colleges wishing to add courses only to their inventory should make the request in writing to the Instructional Specialist.

REQUEST FOR NEW INSTRUCTIONAL PROGRAMS

State Board of Education Policy 702.01 provides the process for requesting new instructional programs <http://www.accs.cc/Policies/702.01.pdf>. Guidelines and forms for submitting new instructional programs may be found at http://www.accs.cc/guidelines/702.01_Guidelines.pdf. The approval process for new instructional programs occurs in three phases:

Phase One

An institution submits a DPE-27 *Intent to Submit a Program Application (ISPA)*.

Phase Two

Upon approval of the ISPA, the institution submits a DPE-28 *Application for a New Instructional Program*.

Phase Three

After final approval by the Alabama Commission on Higher Education and the State Board of Education, colleges will be notified of the official action.

Criteria

Criteria that will be addressed in the evaluation of a new program are fully detailed in the appropriate application forms and are as follows:

1. Relevance of institutional role
2. Need for the program
3. Collaboration
4. Program objectives and content
5. Student availability and demand
6. Program completion
7. Institutional context
8. Program administration

9. Accreditation
10. Resources to support the program
11. Financial support
12. Distance education technology
13. Program Viability

Procedures

New program applications must meet all deadlines established by the State Board of Education and Alabama Commission on Higher Education (ACHE). Placement of items on a particular meeting agenda, even when the deadline is met, may be dependent on the volume and other items received by ACHE; therefore, it is advisable to submit proposals as early as possible. Check with the Instructional Specialist in the Division of Instructional and Student Services for specific deadlines. In addition to a paper copy, an electronic version of the ISPA and application must be submitted to the Instructional Specialist in the Division of Instructional and Student Services.

Note: Approval by the State Board of Education does not guarantee approval by accrediting bodies, therefore, a program cannot be implemented until all governing and accrediting bodies have granted approval.

Post-Implementation Conditions

Pursuant to an agreement between the Department of Postsecondary Education and ACHE, a program may be discontinued if expected outcomes are not reached within the established time frame. While in the usual circumstance it is expected that programs not meeting post-implementation conditions will be phased out without further extensions of time to comply, the Commission recognizes that unavoidable circumstances justifying brief extensions may exist.

1. Unavoidable delays in program implementation should be reported to the Commission staff as soon as they are anticipated. If the revised implementation date falls within Commission guidelines regarding the implementation of programs, the staff will adjust the due date of the post-implementation report accordingly.
2. If, during implementation, program officials conclude that enrollment and/or graduation estimates for the program were overestimated, the institution may petition the Commission to lower the requirements in the post-implementation conditions. However, the lowered levels must, in the judgment of the Commission,

reflect adequate student demand and need to justify retention of the program. The Commission retains the right to require an additional monitoring period, if it agrees to adjust post-implementation conditions. It is expected that any program not meeting the conditions during the specified time period will be phased out.

3. Upon the request of the institution, the Commission may allow a program that has not fully met post-implementation conditions to continue for a specified period of time. In granting this continuation, consideration will be given to unavoidable circumstances that have hindered the development of the program. There must be a reasonable expectation that all conditions will be met fully during the specified period of time. A follow-up report will be required. It is expected that any program not meeting the conditions during the specified time period will be phased out.

Approval Process for a Short-Term Certificate (> or = to 29 Semester Hours)

The Short-Term Certificate is a formal award which prepares technicians and assistants for entry-level positions in business and industry. Short-term certificate programs must be a minimum of nine (9) semester credit hours in length and a maximum of 29 semester credit hours. The approval process for a Short-Term Certificate occurs in three phases. Forms may be found at <http://www.accs.cc/academicprograms.aspx>.

Phase One

A college submits either a *Request for a New Short-Term Certificate* or a *Request for a Short-Term Certificate in an Existing Program* application.

Phase Two

If approved by the Department of Postsecondary Education, the Short-Term Certificate is transmitted to the Alabama Commission on Higher Education (ACHE) for placement on the Commission meeting agenda as an information item. The State Board of Education does not approve Short-Term Certificates.

Phase Three

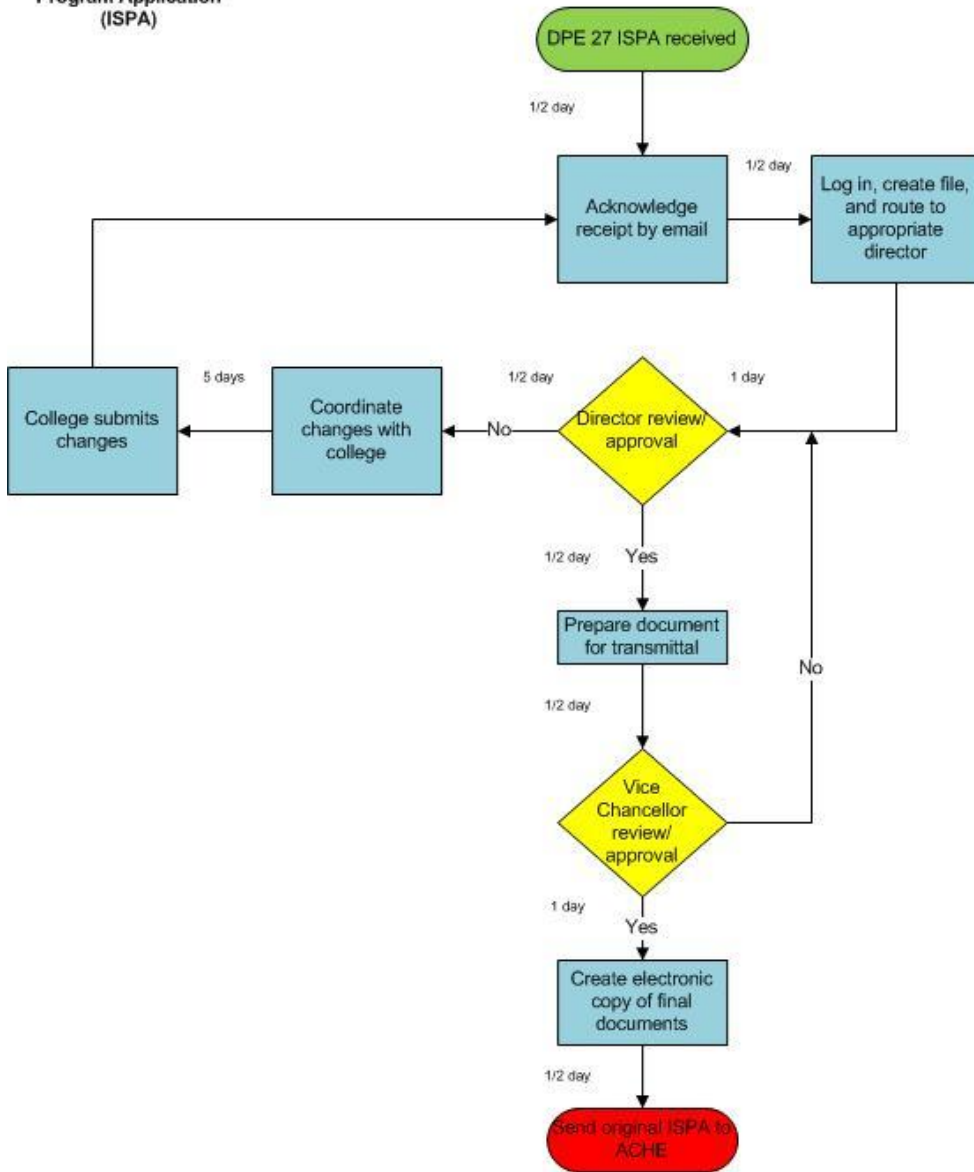
After recognition by ACHE, the college will be notified of the official action.

Forms

In addition to a paper copy, an electronic version of the program application must be submitted to the Instructional Specialist in the Division of Instructional and Student Services.

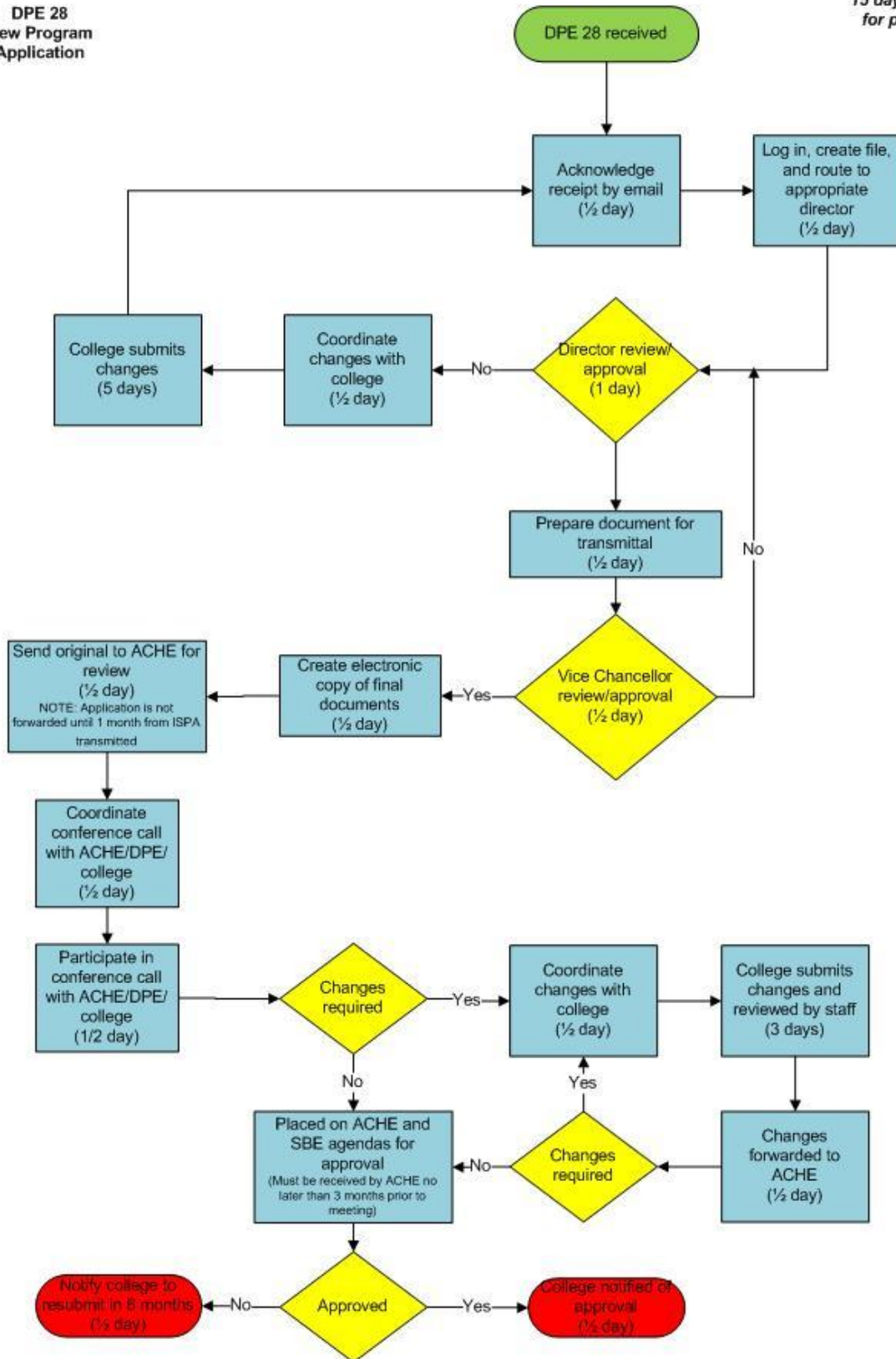
**Processing a DPE 27
Intent to Submit a
Program Application
(ISPA)**

*10 days for
complete review/
approval process
of ISPA*



**DPE 28
New Program
Application**

**15 days total time
for processing**



EXTENSIONS AND ALTERATIONS OF EXISTING PROGRAMS

According to the ACHE's statute, a new unit of instruction does not include reasonable extensions or alterations of existing curricula or programs that have a direct relationship to existing programs previously approved by the Commission. However, the statute also states that the Commission may, under its rule-making authority, define the character of such reasonable extensions and alterations.

A Reasonable Extension or Alteration of a Unit or Program of Instruction is defined as a modification of an existing unit or program of instruction that does not change its essential character, integrity, or objectives. Such modifications do not create new units or programs of instruction. Program changes may include the addition of a new area of specialization (concentration, option, emphasis, focus, track), or changes in degree nomenclature at the same degree level (except doctoral), or changes in program title or CIP code, provided these modifications are within Commission guidelines (see below). Provisions for reasonable extensions or alterations of units or programs of instruction do not relate to the addition of off-campus sites or adding any new unit or program.

There are two types of reasonable extensions or alterations of a unit or program of instruction: 1) Non-Substantive Change which requires notification to ACHE by information item; and 2) Substantive Change which requires ACHE approval.

1. **Non-Substantive Extensions/Alterations of Existing Units or Programs of Instruction:** The following extensions and alterations of existing units and programs of instruction are considered non-substantive and do not require Commission approval. However, before any of these changes may be implemented, they must be presented to the Commission as information items. If supporting documentation verifies that any conditions and requirements are met, the changes will be recognized by the Commission by information item. The Commission staff may request additional information if necessary. It is recommended that colleges consult the Commission staff prior to submitting the proposal if there is a question regarding whether the proposed extension or alteration is substantive or nonsubstantive.
 - A. Changes in award nomenclature at the same level for programs listed in the Academic Program Inventory, with the exceptions listed below,

provided that no changes in program requirements, content, and objectives are made, and provided the new nomenclature replaces the current designation. Prior to implementation, the institution must present an information item that provides sufficient evidence that the proposed nomenclature is more appropriate than the current designation.

- 1) AAT and AAS are not considered to be the same level, because the Commission on Colleges of the Southern Association Colleges and Schools does not recognize the AAT degree.
- B. Upgrades from Certificate to Associate in Applied Technology (AAT) in technical colleges, if documentation is provided that:
- 1) The AAT is limited to the technology and service programs requiring the highest levels of skills as jointly determined by the staffs of the Commission and the ADPE.
 - 2) The total credit hours in general education requirements are no less than that required by the Southern Association of Colleges and Schools (SACS) Commission on Colleges' standards for associate degrees.
 - 3) The programs are no more than six semesters in length.
 - 4) All courses are on a regular collegiate credit hour basis.
- C. Upgrades from AAT to AAS in technical colleges, if documentation is provided that:
- 1) The technical college achieves Commission on College (COC) accreditation from SACS; or the technical college achieves candidacy status for COC accreditation. In the case of candidacy status, if accreditation is not achieved within four years of the date of candidacy status, the award of completion reverts back to the AAT unless documentation can be provided that the COC has granted additional time to the institution to receive accreditation.
 - 2) Written documentation of the following is submitted to the Commission staff from ADPE:

- a. Date of achievement of candidacy status with COC or COC accreditation.
 - b. Documentation that the technical college faculty teaching the basic core of general education courses in communication, social sciences, science and math, and fine arts meet the COC requirement of holding at least a master's degree and having completed at least 18 graduate semester hours in the field taught.
- D. Upgrades from Certificate to AAS in community colleges, if documentation is provided that the following conditions are met:
- 1) The institution must have a Certificate listed in the Academic Program Inventory at the proposed CIP Code with the proposed program title.
 - 2) The CIP Code and title of the upgraded program must remain the same as for the Certificate.
 - 3) The total credit hours in general education requirements must be no less than that required by SACS for associate degrees.
 - 4) The program must be no more than 76 semester hours in length.
 - 5) The two-year institution must have achieved COC accreditation or candidacy status from SACS (copy of letter from SACS must be provided.)

Note: In the case of institutional consolidation, no upgrades from Certificate to AAS or from AAT to AAS will be accepted by information item until the institutional consolidation of the institution has been approved by the Commission and documentation is provided by ADPE from SACS that the educational institution resulting from the consolidation has COC accreditation or candidacy status. Administrative consolidation of colleges, as defined by the Commission, does not provide a basis for changing or upgrading awards.

- E. Changes in program titles or CIP codes if documentation is provided that no changes are made in program requirements, content, and objectives, and provided the new title or code replaces an earlier designation. Program title changes or CIP code changes should only be made when the proposed title or code more adequately reflects the nature and content of the program. The burden of demonstrating this is upon the institution.

- F. Non-degree programs of senior colleges including pre-baccalaureate, post-baccalaureate, and postmasters certificates. Note: These certificates are not listed in the Academic Program Inventory.
- G. Short-term certificate programs (less than or equal to 29 semester hours) in community and technical colleges designed for completion in less than one academic year (two semesters) of full-time study or the equivalent. Note: These certificates are not listed in ACHE's Academic Program Inventory.
- H. Dual degree programs sponsored by two different colleges or two departments, schools, or colleges within an institution, leading to the awarding of two separate degrees. Dual degrees are not discretely identified in the Academic Program Inventory. This definition assumes the existence of two degree offerings prior to an agreement for a dual offering.
- I. Administrative changes at the Department level, such as establishing a new department, combining two or more departments into a single department, or dividing a department into two or more departments. If the administrative change creates a more prominent unit of instruction, such as a division or school, ACHE approval as a new unit is required.
- J. New Units of Instruction, Research, or Service which do not offer courses or other activities for academic credit.
- K. New Teacher Certification Programs (Athens State University). However, if a certification program involves the addition of a new degree program which will be added to the Academic Program Inventory and identified in the institution's catalog or other publications, ACHE review and approval as a new academic program is required. (For example, if the institution is adding a teacher certification in English under an existing degree program in Secondary Education, Commission approval is not required. However, if a separate degree is to be offered in English Education, per se, then approval is required).
- L. Designation of a program in the Academic Program Inventory as inactive or reinstatement of an inactive program to active status. While a program is on inactive status, no students will be admitted. If an inactive program has not been reinstated within five years, it will be removed from the Academic Program Inventory. Once the five-year time limit has expired, the institution will have to

submit a new program proposal, following established timetables and procedures for review, to have a program reinstated to the Academic Program Inventory.

To reinstate an inactive program to active status within five years of the date it was formally recognized as inactive, the institution must submit documentation that the program has adequate resources and student demand to be placed on active status.

M. Termination of a program in the Academic Program Inventory. Once a program is terminated in the Inventory, the institution must submit a new program proposal, following established timetables and procedures, to offer the program again.

2. **Substantive Extensions/Alterations of Existing Programs or Other Units of Instruction:**

A substantive change must be approved by the Commission as a reasonable extension/alteration of an existing program. All proposed extensions and alterations of existing programs and curricula not specifically defined as non-substantive in section 1 must be presented to the Commission for approval as substantive changes. If the staff determines that the proposed extension or alteration is a new program or unit and not a reasonable extension/alteration of an existing program, the institution must follow established review guidelines and procedures for reviewing new programs and units. Generally, if less than one third of the major of the proposed extension/alteration is in common with the major of the existing program(s), the change will be considered a new program. The criteria used for evaluating the reasonableness of a proposed substantive extension or an alteration include:

- The scope or effect of the proposed extension or alteration (How many of the major courses to be offered by the proposed extension/alteration are offered in the existing program? How will the proposed extension/alteration impact other public colleges? Will the proposed extension/alteration move the program listing to a new two-digit CIP category in the Commission's academic program inventory?)
- The impact of the proposed change on the existing program or unit (What will be the budgetary impact of the proposed extension/alteration? What changes in faculty and staff will be required to implement the proposed extension/alteration?)

- The rationale for the proposed change (Is justification for proposed extension/alteration based on academic principles and/or market demand? What evidence can be presented that this proposed change will benefit students? Reference need or demand studies if available. How will the resulting program be improved as a result of this proposed change?)

Substantive extensions/alterations of existing programs and other units of instruction include, but are not limited to:

A. Approval of New Options/Tracks/Specializations/Concentrations as the Result of Program Mergers and Consolidations or New Course Sequences.

- 1) Option must be in a field closely related to the major (usually 28 sh or more).
- 2) Generally, an option must be less than half of the total credits needed for the major (two-year), upper-division major (baccalaureate) or graduate program. (Note: The Commission's definition of minor is 18 sh generally. An option generally would require fewer hours than a minor except in cases where the major is greater than 34 sh.)
- 3) Generally, the resulting program must have a common core (excluding the general education core) for all majors regardless of which option selected, which is at least 50 percent of the major. Exceptions to this guideline will be considered if the institution can present convincing rationale that the 50% should be reduced.

B. Approval of Mergers of Two or More Programs into an Existing Program in the Commission's Academic Program Inventory.

- 1) Merged program(s) and existing program must have at least two-thirds of their courses in common.
- 2) If merged program(s) becomes an option in the existing program, all conditions under "A" above must be met.
- 3) Research-based graduate degrees (thesis and dissertation option) are different in kind from course work-based undergraduate and graduate degrees in that didactic work is chosen to provide specific background for the proposed research. For research-based graduate programs, the merged and

existing programs must share a recognized academic relationship and must have the same minimum requirements for credit hours in terms of didactic and thesis/dissertation work.

C. Approval of Consolidation of Two or More Programs into a New Program CIP Code and Title in the Commission's Academic Program Inventory.

- 1) Existing program(s) and consolidated program must have at least two-thirds of their courses in common.
- 2) If existing program(s) becomes an option in the consolidated program, all conditions under "A" above must be met.

INSTRUCTIONAL SITES

State Board of Education Policy 704.01 Instructional Sites authorizes the establishment of branch campuses and instructional and/or off-campus sites <http://www.accs.cc/Policies/704.01.pdf>.

Definitions/Terms:

1. Service Area - The geographic region of the state designated by the State Board of Education as the institution's assigned service delivery area.
2. Branch Campus – Degree granting subunit of an institution, located in a geographical setting separate from the sponsoring institution's campus, but within the sponsoring institution's service area. The administrative structure of such an entity is clearly a subunit of the sponsoring institution's administrative structure. Normally, a branch campus offers a limited number of instructional programs leading to an award or degree, and provides only the instructional and student support services and resources necessary to maintain those specific programs.
3. Campus - Location offering two or more programs that lead to a degree.
4. Facility - The actual physical plant in which instruction is offered.

5. Instructional Site - Locations within the service area of the institution where credit and non-credit instruction is offered.
6. Off-Campus - Instruction offered outside of the service area of an institution.
7. Off-Campus Instructional Site - A location outside of the service area of an institution where courses are taught.
8. Off-Campus Courses - Credit or non-credit courses provided to students outside the service area of an institution.
9. High School Sites - Courses offered under a dual enrollment agreement do not require State Board of Education approval. Such offerings shall be reported to the Chancellor and State Board and monitored by the Chancellor.

PROCEDURES

1. Proposals for the establishment of instructional sites and off-campus instructional sites will be considered by the State Board of Education at its regularly scheduled April meeting. A Site Request Form (DPE-25) must be submitted to the Department of Postsecondary Education by March 1 of each year. Instructional sites are recognized as information items by the Alabama Commission on Higher Education (ACHE). Off-campus instructional sites are recognized as decision items by ACHE <http://www.accs.cc/academicprograms.aspx>.
2. Sites approved by the State Board of Education need not be resubmitted each year for approval, unless the institution has been notified by the Chancellor that any one of the following events has occurred:
 - 2.1. Credit hour production at a site has declined twenty percent (20%) from the preceding year.
 - 2.2. The institution's Annual Financial Statement indicates that the current unrestricted fund expenditures exceed the current unrestricted fund revenues for the preceding year.
 - 2.3. The physical location of the site has changed.

- 2.4. Violations of State Board of Education policy have occurred.
3. In the event that any instructional site has "0" enrollment for two consecutive terms, the approval for that instructional site automatically terminates at the end of the second term. Re-establishment as an instructional or off-campus site will require approval of the State Board of Education and recognition and/or approval by ACHE.
 4. Enrollments and credit hour production at all sites will be monitored by the Department of Postsecondary Education on a term-by-term basis through the analysis of data submitted by each institution on its DAX reports. Upon State Board of Education approval of a site, the Department of Postsecondary Education's Information and Technology Services Division will provide the college an appropriate site code for use in reporting data through DAX.
 5. If a previously approved instructional site is inactive for a period of one year, a Site Request Form (DPE-25) must be submitted in order to reestablish the site.
 6. Site approvals are facility specific. If instruction is to be moved from one facility to another, regardless of the distance, this constitutes a new site that requires State Board of Education approval and recognition/approval by ACHE.
 7. Courses must be offered in appropriate instructional environments, which are both safe and conducive to learning.
 8. Laboratories must be adequate to support the course offerings delivered at the site.
 9. Whenever possible, instruction should be housed in existing facilities, particularly those that are made available without cost.
 10. Learning resources, including library resources, must be adequate to support the course offerings delivered at the site.
 11. Adequate administrative (supervisory) and support services must be provided at all instructional sites and off-campus instructional sites.
 12. Courses offered at all instructional sites or off-campus instructional sites must be listed on the college's Academic Inventory and in the Course Directory.

13. The number of student contact hours required in a course offered at an instructional site or off-campus instructional site will be equal to the number required on the main campus.
14. Admission and course completion requirements must be the same as the requirements on the campus.
15. Qualifications and credentials for instructors at instructional sites and off-campus instructional sites must meet the requirements stated in the State Board of Education's Faculty Credential Policy and principles of the Southern Association of Colleges and Schools, the requirements of the Council on Education or other appropriate accrediting agencies
16. Admission and course completion requirements must be the same as the requirements on the campus.

In the event that an institution is found to be in violation of State Board of Education Policy 704.01, the Chancellor may recommend that appropriate sanctions be imposed by the State Board of Education.

SITES THAT ARE EXEMPT FROM ACHE APPROVAL

Statutory Exemptions:

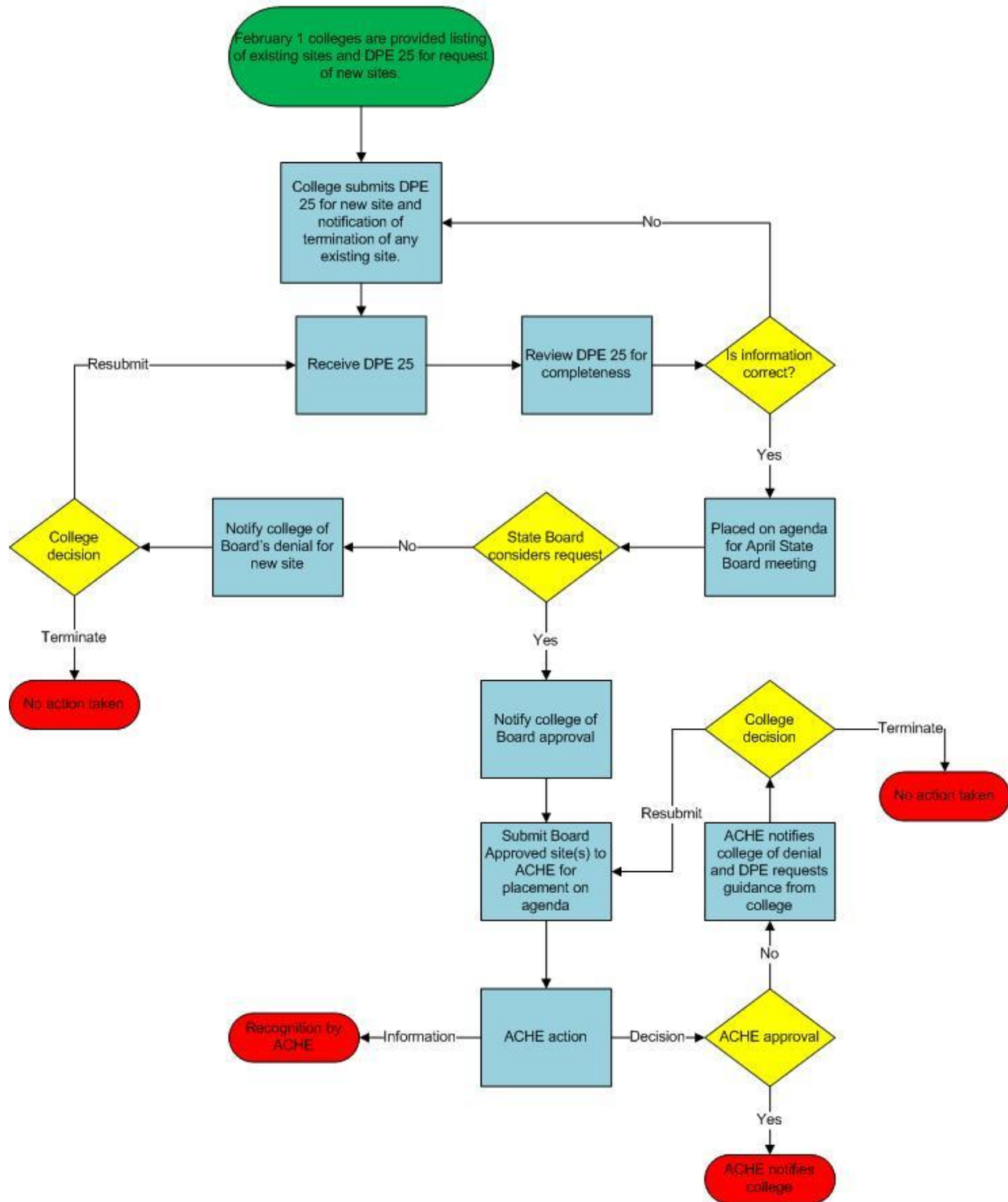
1. Sites at which the Fall 1978 registration exceeded 500.
2. University sites that were operated prior to 1960.
3. Sites located on military reservations.
4. Business and industry sites where their employees only are enrolled.

Exempt from review by the Commission:

1. Courses delivered via distance learning technology.
2. Prison sites – courses delivered exclusively to inmates and prison employees.

3. High school sites where courses are taught exclusively to high school students enrolled in early admission, accelerated or dual enrollment/dual credit programs.
4. Two-year college sites located within State Board of Education approved service areas.

Instructional Site Request



Career/Technical Education

MISSION

The Career/Technical Education component of the Instructional and Student Services Division assists the Alabama Community College System in developing, planning, implementing, and assessing occupational and technical education programs and in implementing State and Federal vocational education statutes and regulations.

CONTACT INFORMATION

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Trish Jones, Instructional Specialist, 334-293-4555

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Sacha Smith, Division Secretary / Acting Administrative Assistant, 334-293-4557

ssmith@dpe.edu

AFFILIATED AGENCIES AND ORGANIZATIONS

Alabama Department of Education

<http://www.alsde.edu>

American Technical Education Association

<http://www.ateaonline.org/>

National Research Center for Career and Technical Education
<http://136.165.122.102/mambo/>

National Association of State Directors of Career Technical Education Consortium
<http://www.careertech.org/>

National Career Pathways Network
<http://www.cord.org/>

Bureau of Labor and Statistics
<http://stats.bls.gov/>

Labor Market Information
<http://www2.dir.state.al.us/default.aspx>

Council on Occupational Education
<http://www.coe.org/>

ACHE (Alabama Commission on Higher Education)
<http://www.ache.alabama.gov/>

SACS/COC (Southern Association of Colleges and Schools / Commission on Colleges)
<http://www.sacs.org/>

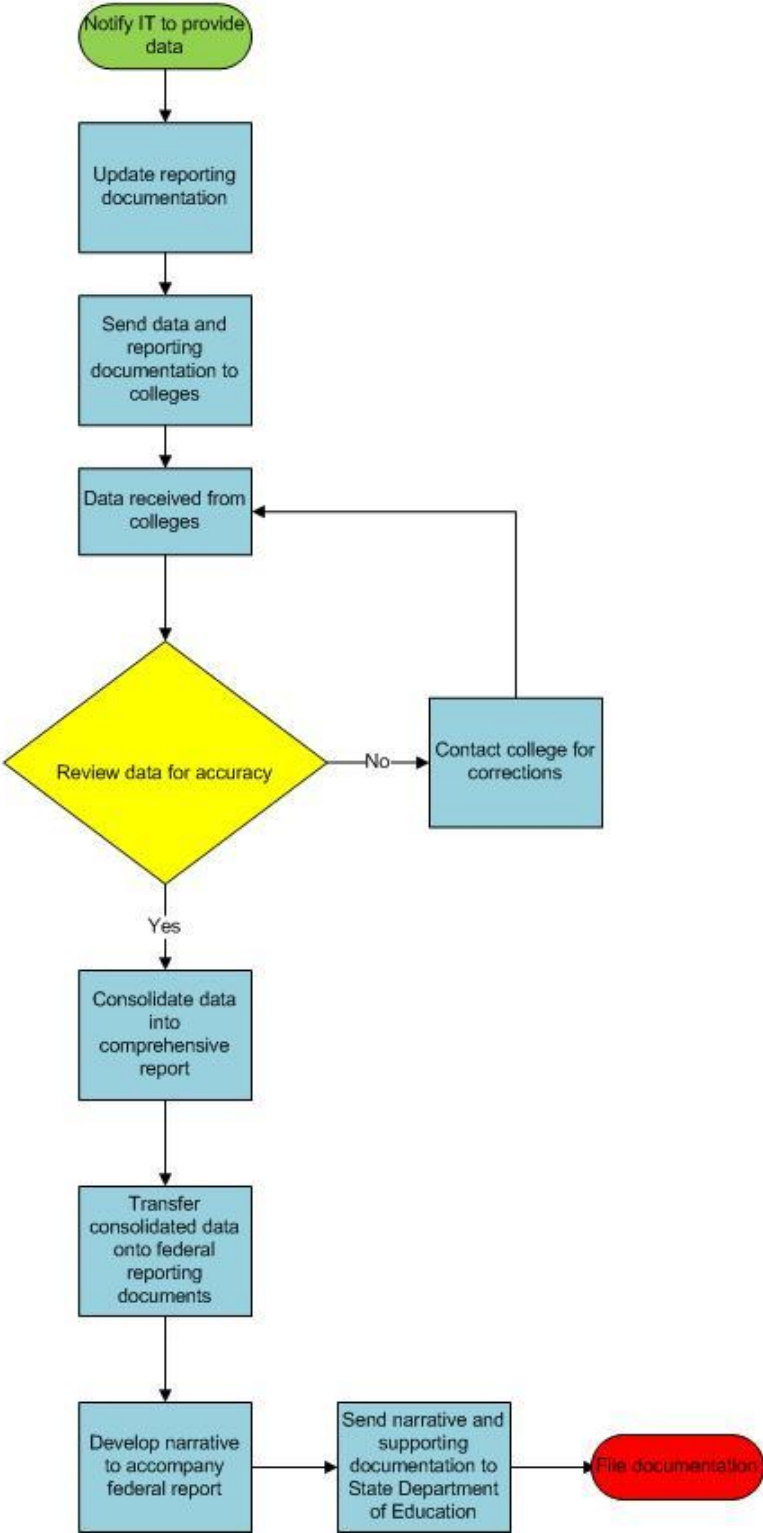
CARL D. PERKINS CAREER AND TECHNICAL EDUCATION ACT OF 2006 (PERKINS IV)

The purpose of Perkins IV is to develop more fully the academic and career and technical skills of secondary and postsecondary education students who elect to enroll in career and technical programs. Perkins IV serves as a major source of funding for career and technical programs throughout the college system.

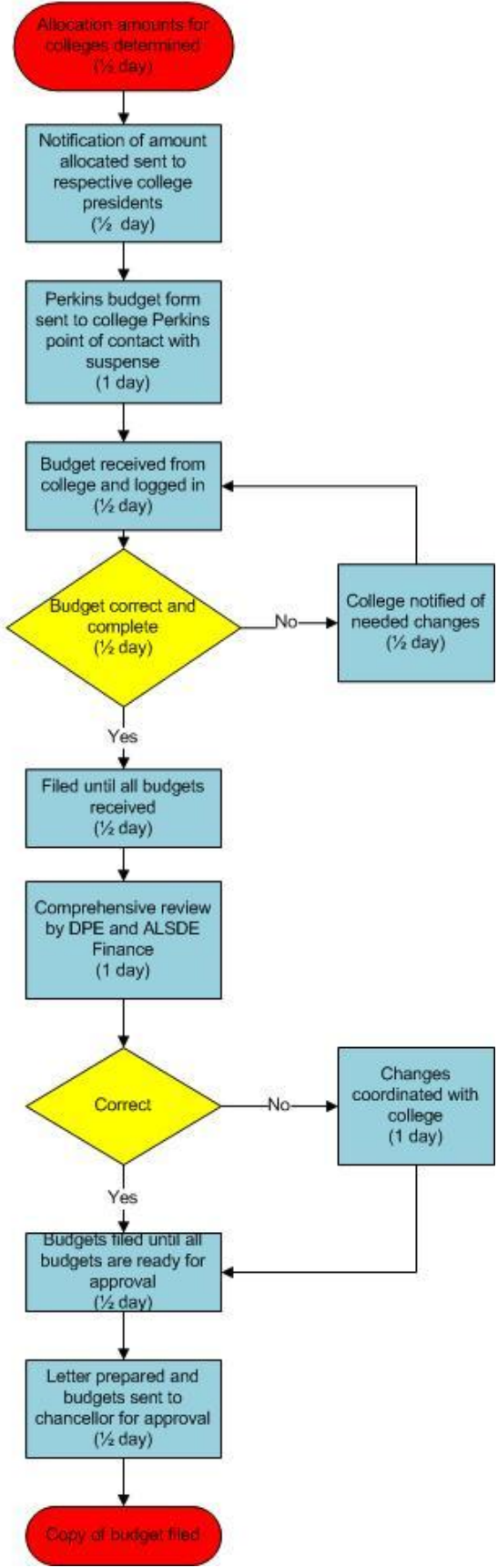
Instructional and Student Services is responsible for assisting colleges in developing budgets for projected use of funds and for reporting system performance for specified core indicators for career and technical education programs of instruction. The levels of performance for the core indicators are negotiated each year with the Office of

Vocational and Adult Education and relayed to colleges prior to the annual reporting period.

Perkins Reporting

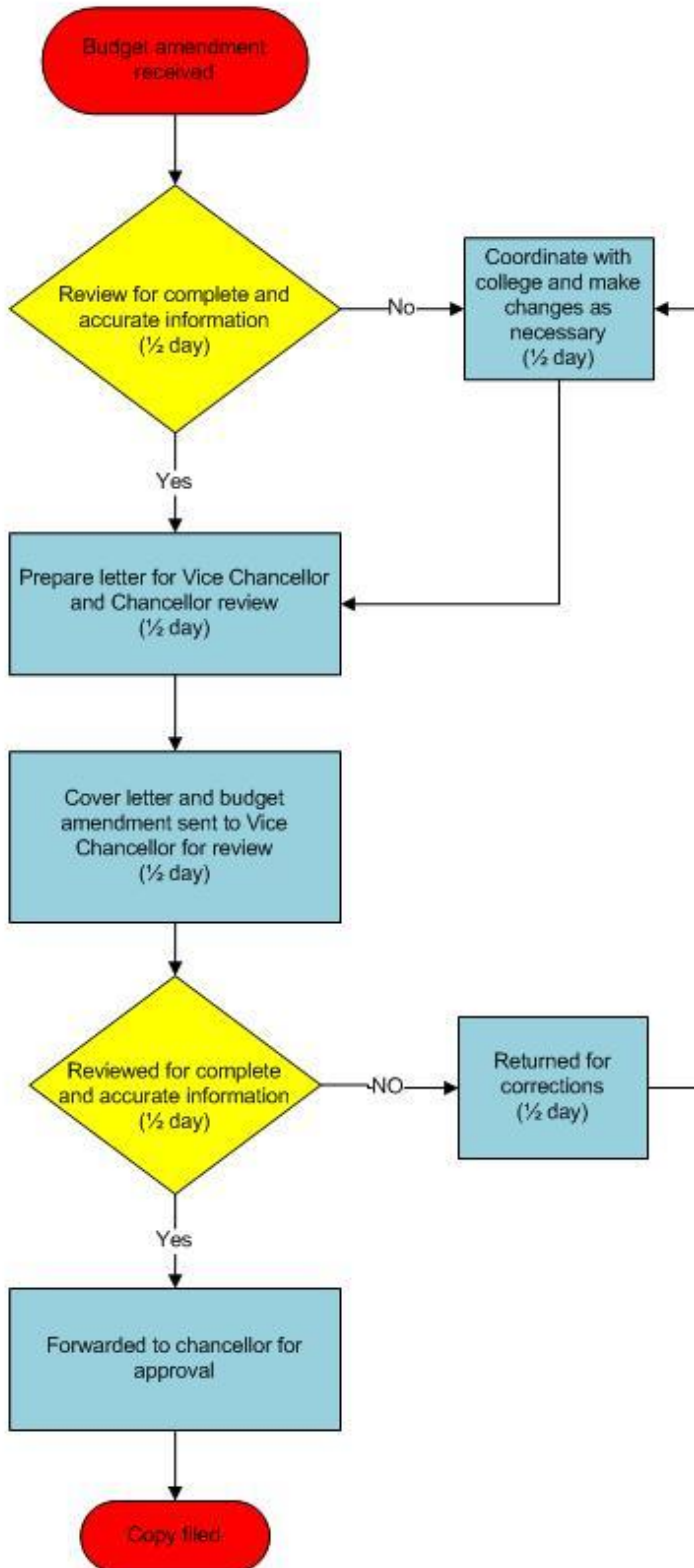


**Perkins Budgeting
Process
Processing time
approximately 7 days**



Perkins Budgeting Amendment Process

Total Time approximately 3 days



Curriculum and Instruction Unit

MISSION

The Curriculum and Instruction Unit (CIU) develops, implements, and maintains the Alabama Community College System's programs of study related to career technical education and health professions based on industry and student needs. The Curriculum and Instructional Unit:

- Maintains the common course directory for the System.
- Works with faculty and subject matter experts to standardize career/technical education courses of study throughout the Alabama Community College System.
- Develops and implements state-wide articulation agreements between the Alabama Community College System and the State Department of Education.
- Provides professional development classes to staff and faculty across the System.

CONTACT INFORMATION

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Sacha Smith, Division Secretary / Acting Administrative Assistant, 334-293-4557
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COURSE DIRECTORY

According to State Board Policy 717.01 "a comprehensive system of common course names, numbers, and descriptions to be known as *The Alabama Community College System Course Directory* shall be developed and mandated for use by all institutions." <http://www.accs.cc/Policies/717.01.pdf>.

The *Course Directory* is divided into four sections with each containing a series of discrete program offerings <http://intranet2.dpe.edu/coursedirectory/directory-view.aspx>.

- 1) Section I - AGSC, Articulation Transfer Disciplines and Academic Support Disciplines http://stars.troy.edu/agsc/what_agsc.htm
- 2) Section II - Occupational/Technical Discipline
- 3) Section III - Health-Related Professions Disciplines
- 4) Section IV - College Preparatory/Developmental Studies

Note: The **NDC** designation is determined to be Non-Degree Creditable within the Alabama Community College System.

In addition, Section I of the *Course Directory* is divided into Areas I-V to coincide with the structure established by the AGSC for the freshman and sophomore years:

- 1) Area I – Written Composition
- 2) Area II – Humanities and Fine Arts
- 3) Area III – Natural Sciences and Mathematics
- 4) Area IV – History, Social, and Behavioral Sciences
- 5) Area V – Pre-Professional, Pre-Major and Electives

GUIDELINES FOR THE COURSE DIRECTORY (SBE Policy 717.01)

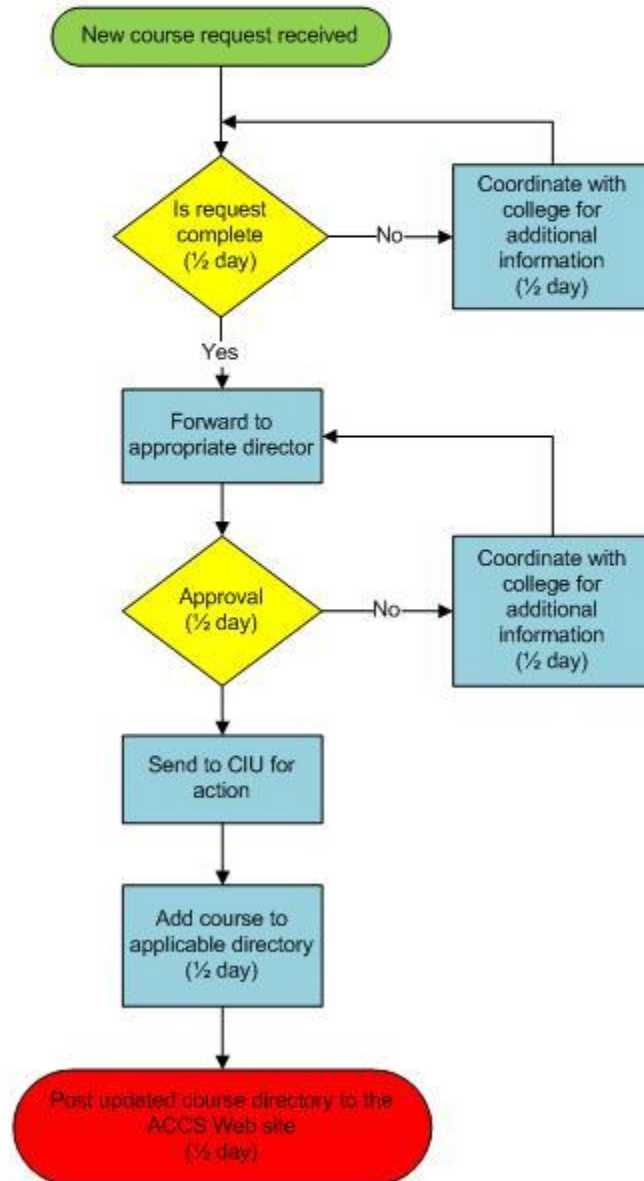
1. Board Policy 717.01 mandates the use of the *Course Directory* by all colleges in planning and publishing course offerings.
2. Guidelines
 - a. Colleges must reference the most recent posting of the *Course Directory* prior to publishing their catalog to ensure compliance with Course Name, Number, Hours, and Description.
 - b. The Course Directory will be maintained and updated by the Instructional and Student Services Division, Curriculum and Instruction Unit (CIU). The CIU will provide technical assistance to colleges in submitting new or revised courses in the Course Directory. The following guidelines are provided to facilitate this process.
 1. All new or revised courses must be approved by the appropriate department head or division chair, dean, and president at the college before submitting it to the Division of Instructional and Student Services
 2. After a new or revised course request has been approved at the local college, a faculty member must be appointed to act as liaison for the course.
 3. Complete the course submission request form for Academic/Career Technical courses. Incomplete forms may be returned for additional information http://www.accs.cc/guidelines/717.01_Guidelines.pdf.
 4. Send one copy via email to the Director of Academic Affairs for all academic courses or the Director of Career and Technical Education for career/technical courses. A paper copy with all signatures should also be sent to the Division of Instructional and Student Services, Curriculum and Instruction Unit.

5. Course proposals will be reviewed by DPE, with input from curriculum committees. If approved, the information will be included in the appropriate directory area. Colleges may implement the course immediately upon publication of the updated course directory.

6. If requesting new courses be added to the AGSC (Articulation and General Studies Committee) database, colleges must complete AGSC/STARS Course Proposal Form. Guidelines and forms can be found at: http://STARS.troy.edu/agsc/cp_procedures.htm . Submit all forms to the Academic Director/Instructional Specialist before submitting to the AGSC/STARS. A course can be approved for inclusion on the Alabama Community College System Course Directory without being approved by AGSC/STARS.

New Course Request Processing

Approximately 3 days



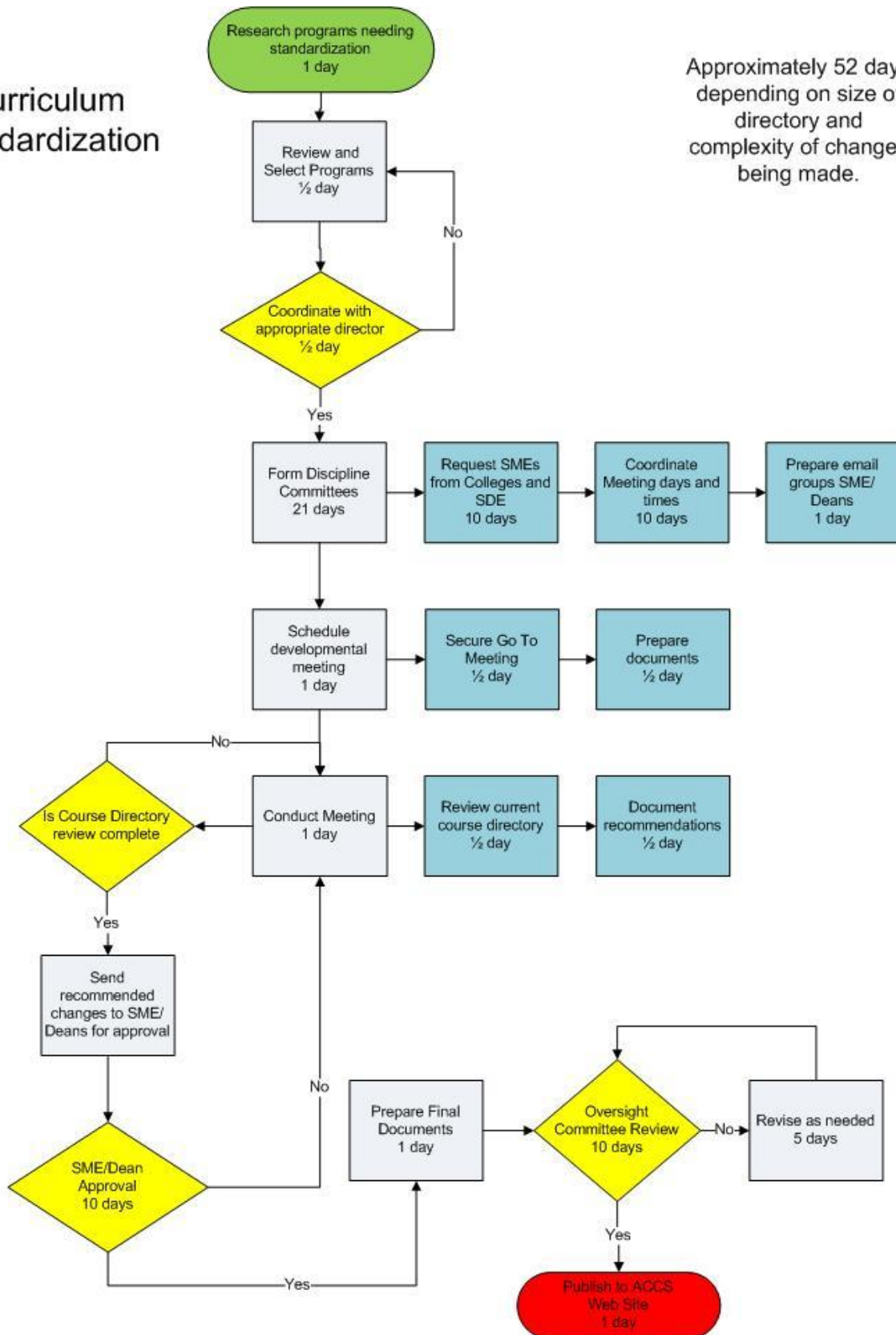
COURSE STANDARDIZATION

One of the primary functions of the CIU is curriculum standardization. This is accomplished through a series of meetings of the program curriculum development committee. All colleges teaching a particular discipline are invited and encouraged to submit an instructor's name as a subject matter expert. Industry and other professionals associated with a specific discipline are also invited to participate if available. This committee will meet with a curriculum specialist from the CIU to review and update the course directory. The committee will be responsible for examining all course numbers, names, hours, and course descriptions. They will update this information to reflect the true purpose and intent of the courses and to reflect new changes in technology. They will then place an implementation date on the updated course directory allowing sufficient time for colleges to print new catalogs etc. Once this process is complete they will begin developing the Plans of Instruction (POIs) for the courses they have designated as Core.

An Oversight Committee consisting of Deans and Department Heads will review the curriculum committee's work to ensure accuracy, completeness, and that it can be effectively scheduled.

Curriculum Standardization

Approximately 52 days depending on size of directory and complexity of changes being made.



CORE COURSES

Core is a term used in the course descriptions to designate specific courses that are mandatory for all Long Certificate and Degree programs in that discipline. (Short Certificate programs are exempt from this requirement.) Core courses, when designated in the ACCS course directory, are the minimum requirements for successful completion of specified certificate or degree programs and have been agreed upon by the curriculum development committee as foundational for student success in their profession. Colleges may designate additional courses as core to meet constituent requirements.

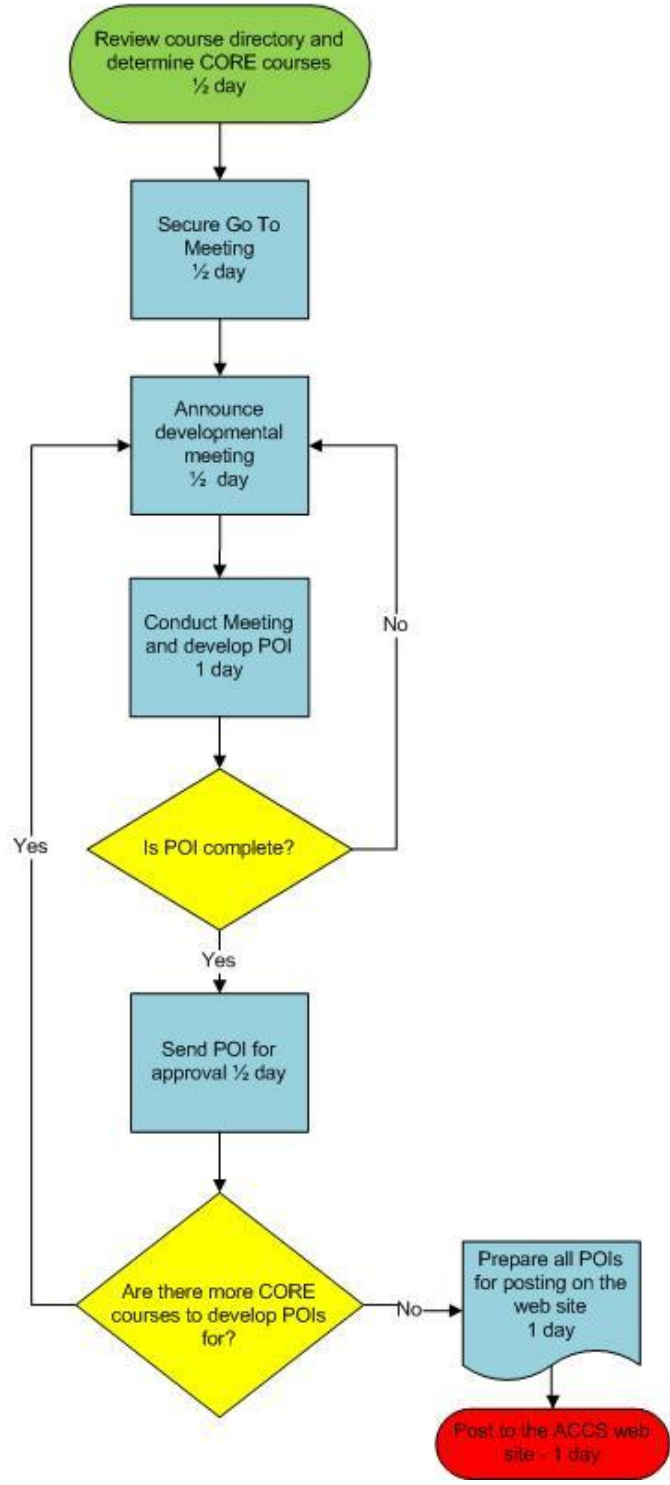
Colleges may substitute a Core course by submitting a letter of request to the CIU explaining the need for the substitution and which course will be used as the replacement. An example of why a course would be requested for substitution would be for a business or industry need in a local area serviced by the college.

PLANS OF INSTRUCTION (POI)

POIs are course control documents used to facilitate standardization of outcomes across the Alabama Community College System. POIs are developed primarily for core courses but may be developed for other courses as necessary. Contained within POIs are course descriptions, industry and/or professional competencies, student performance objectives, learning objectives, and levels of knowledge, skills, and abilities to be obtained. These will be the minimum competencies required for successful completion of the course.

POI Development

Approximately 5 days to develop one POI



STATEWIDE ARTICULATION AGREEMENTS

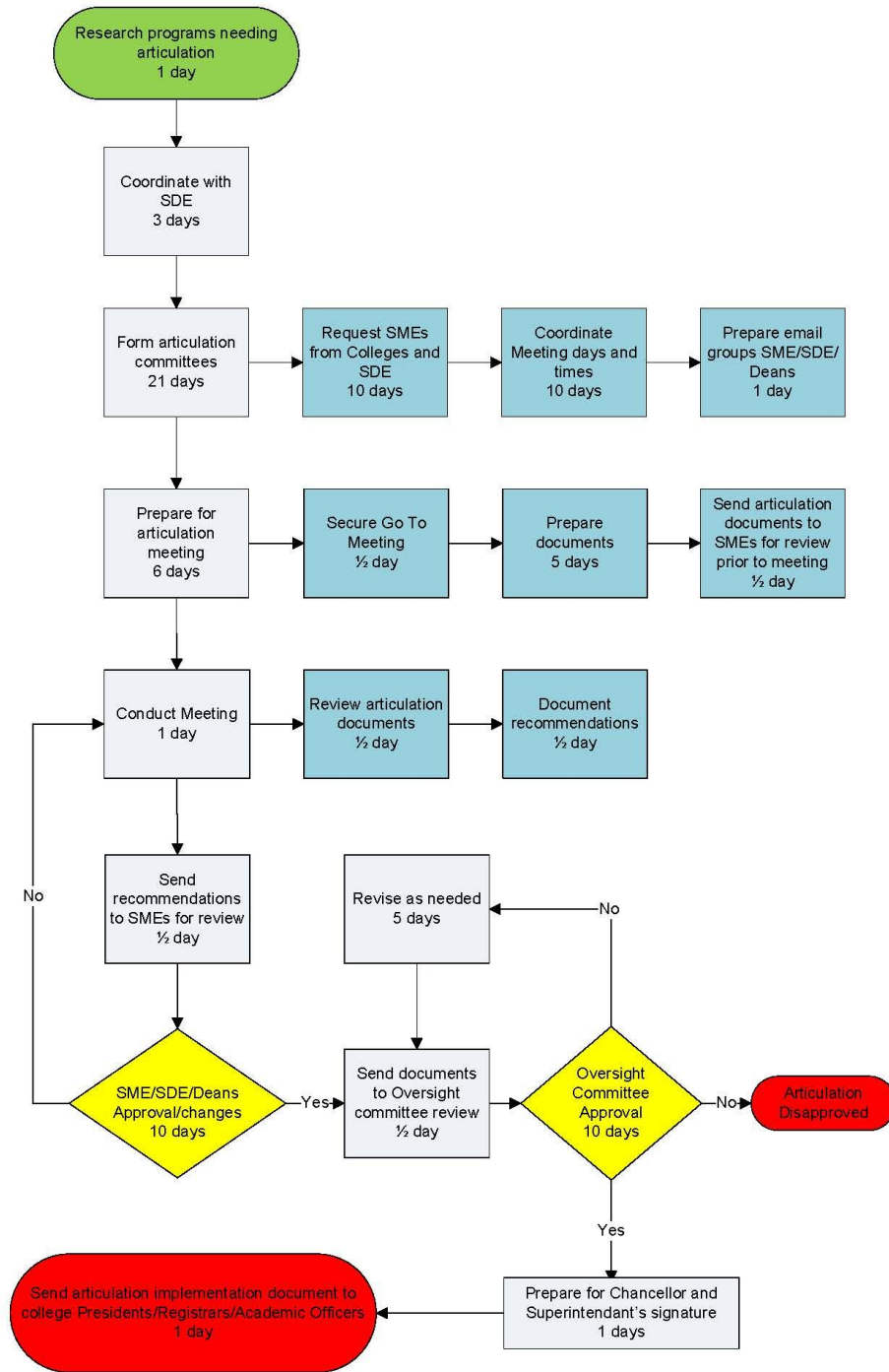
Statewide articulation agreements allow students to receive college credit (articulation credit) for career/technical education courses completed in high school. Articulation credit in career/technical education is awarded under State Board of Education Policy 802.01 <http://www.accs.cc/Policies/802.01.pdf>.

Statewide articulation agreements apply to all local education agencies and all community and technical colleges in the Alabama Community College System. Articulation credit cannot be awarded by a college in a discipline for which it is not approved to offer courses.

Refer to <http://www.accs.cc/articulation.aspx> for the statewide articulation procedures, eligibility requirements, and courses approved for statewide articulation.

New Articulation Agreements

Approximately 60 days



Health Programs

MISSION

Health care is a high-wage, high-skill and high-demand profession. The Department of Postsecondary Education works with the System's instructional officers and health care professionals to provide vision, leadership and technical assistance. The Health Programs unit serves as a liaison between the Alabama Community College System and the community, planning, implementing, and evaluating the health care education programs, to ensure that students receive quality and up-to-date health care education.

CONTACT INFORMATION

Linda Cater, Director of Health Programs, 334-293-4553
linda.cater@dpe.edu

Trish Jones, Instructional Specialist, 334-293-4555
tjones@dpe.edu

Sacha Smith, Division Secretary / Acting Administrative Assistant, 334-293-4557
ssmith@dpe.edu

AFFILIATED AGENCIES AND ORGANIZATIONS

National League for Nursing Accreditation Commission
<http://www.nlnac.org/home.htm>

Alabama Board of Nursing
<http://www.abn.state.al.us/>

Commission on Accreditation of Allied Health Education Programs
<http://www.caahep.org/>

National Registry of Emergency Medical Technicians

<http://www.nremt.org/>

Council on Occupational Education

<http://www.coe.org/>

ACHE (Alabama Commission on Higher Education)

<http://www.ache.alabama.gov/>

SACS/COC (Southern Association of Colleges and Schools / Commission on Colleges)

<http://www.sacs.org/>

AGSC and STARS (Articulation and General Studies and Statewide Transfer and Articulation Reporting System)

<http://stars.troy.edu/stars/stars.htm>

HEALTH-RELATED PROGRAMS IN THE ALABAMA COMMUNITY COLLEGE SYSTEM

Program	Department Code	CIP Code
Clinical Laboratory Technology	CLT	51.1004
Dental Assisting	DAT, DNT	51.0601
Dental Hygienist	DHY	51.0602
Dental Lab Technology	DLT	51.0603
Diagnostic Medical Sonography	DMS	51.0910
Emergency Medical Technology	EMP, EMS, EMT, EPT	51.0904
Funeral Services	FSE	12.0301
Gerontological Services	GRS	19.0702
Health Information Technology	HIT	51.0707
Health Sciences	HPS	51.9999
Home Health Aide	HHA	51.2602

Human Services	HUS, HCS	51.1501
Massage Therapy Technology	MSG	51.3501
Medical Assistant	MAT	51.0801
Medical Transcription	MTR	51.0708
Mental Health Technology	MHT	51.1502
Nursing General Studies	NSG	51.1699
Nursing (RN)	NUR	51.3801
Nursing (LPN)	NUR, LPN	51.3901
Nursing Assistant	NAS	51.3902
Occupational Therapy Assistant	OTA	51.0803
Optical Technology	OMT	51.1801
Pharmacy Technician	PHM	51.0805
Physical Therapist	PTA	51.0806
Polysomnographic Technology	PST	51.0999
Radiologic Technology	RAD	51.0911
Respiratory Therapist	RPT	51.0802
Surgical Operating Room Technology	SOR	51.0909

Student Services

MISSION

The Student Services Division works to ensure services are delivered to all students in the areas of admission, financial aid, student appeals, student complaints and student recognition programs.

CONTACT INFORMATION

Michelle Sylvester, Director of Student Services, 334-293-4554
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Virginia Frazer, Secretary/Program Assistant, 334-293-4552
Virginia.frazer@dpe.edu

Trish Jones, Instructional Specialist, 334-293-4555
tjones@dpe.edu

Sacha Smith, Division Secretary / Acting Administrative Assistant, 334-293-4557
ssmith@dpe.edu

USEFUL LINKS

Free Application for Federal Student Aid
www.fafsa.ed.gov

U.S. Department of Education
www.ed.gov

National Association for Student Financial Aid Administrators
www.nasfaa.org

Phi Theta Kappa Honor Society
www.ptk.org

ALL-ALABAMA ACADEMIC TEAM RECOGNITION TEAM PROGRAM

The All-Alabama Academic Team Recognition Program was established in 1995. The program is an enhancement to the All-USA National Academic Team Recognition Program sponsored by Phi Theta Kappa Honor Society, the American Association of Community Colleges, and USA Today newspaper. The program recognizes scholarly achievement of students enrolled in community and technical colleges nationwide. Students must possess a minimum GPA of 3.25, be involved in campus activities, and have completed a minimum of twelve (12) semester hours at the nominating institution. For complete details on All-USA qualification requirements, please visit: www.ptk.org.

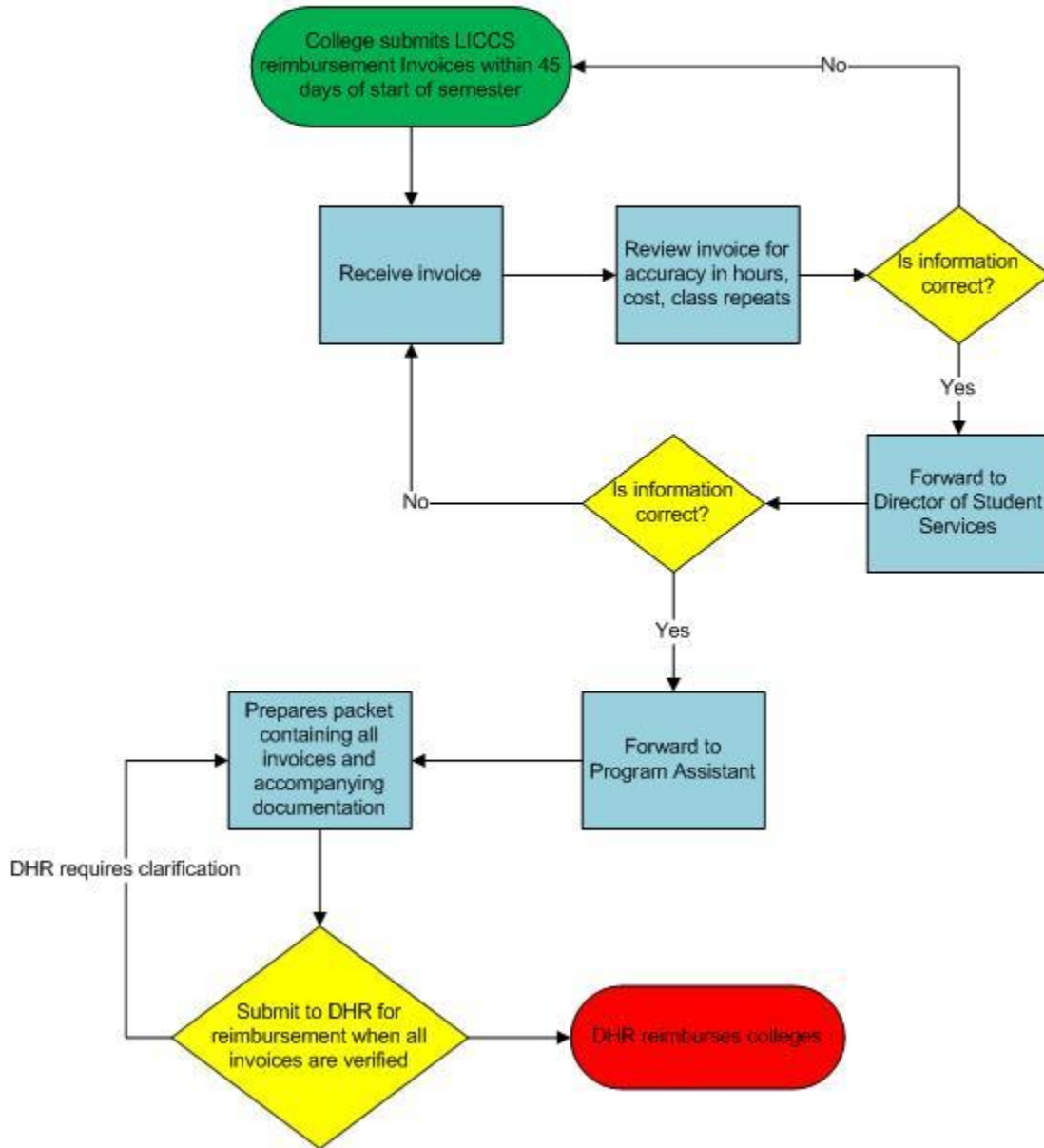
In 1998, the All-Alabama Academic Team Foundation Board of Directors began a capital campaign to establish an endowed scholarship fund to ensure future scholarships for students recognized by the program. Alabama public universities and four-year colleges offer scholarships of varying amounts to AAAT members.

Policies and procedures for the All-Alabama Academic Team Program are voted on by the AAAT Foundation Board of Directors. The Board of Directors is also responsible for securing scholarships and scholarship funds from corporate donors. The donations from corporate donors range from \$1,000 to \$10,000, with the average donation being \$2,500. An annual program is conducted to honor the All-State (Alabama) members in the spring of each year.

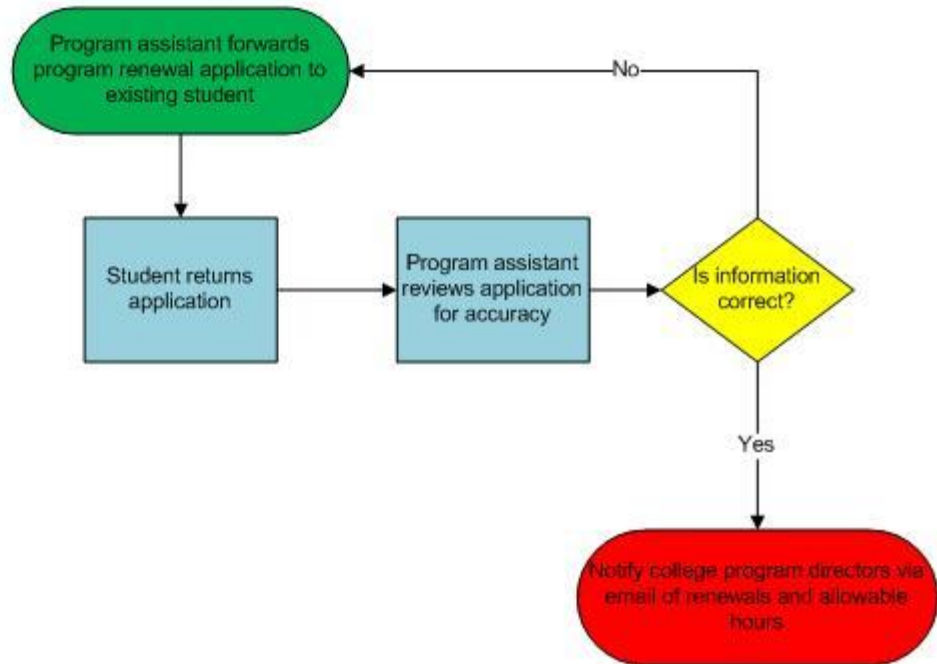
CHILD CARE SCHOLARSHIP PROGRAM

The Alabama Department of Human Resources (DHR) acts in partnership with the Department and the system to provide statewide educational scholarship opportunities for child care providers. Since 2001, DHR has overseen the federal funds that provide assistance (tuition and selected fees) to qualified child care professionals working in the child care centers/programs and family and group homes to obtain a Child Development Associate (CDA) Credential, Short-Term Certificate, Certificate, or Associate in Applied Science /Technology Degree in Child Development/Early Care and Education studies <http://www.accs.cc/childcarescholarships.aspx>.

Leadership in Child
Care Scholarship
(LICCS) Invoices
Program Assistant



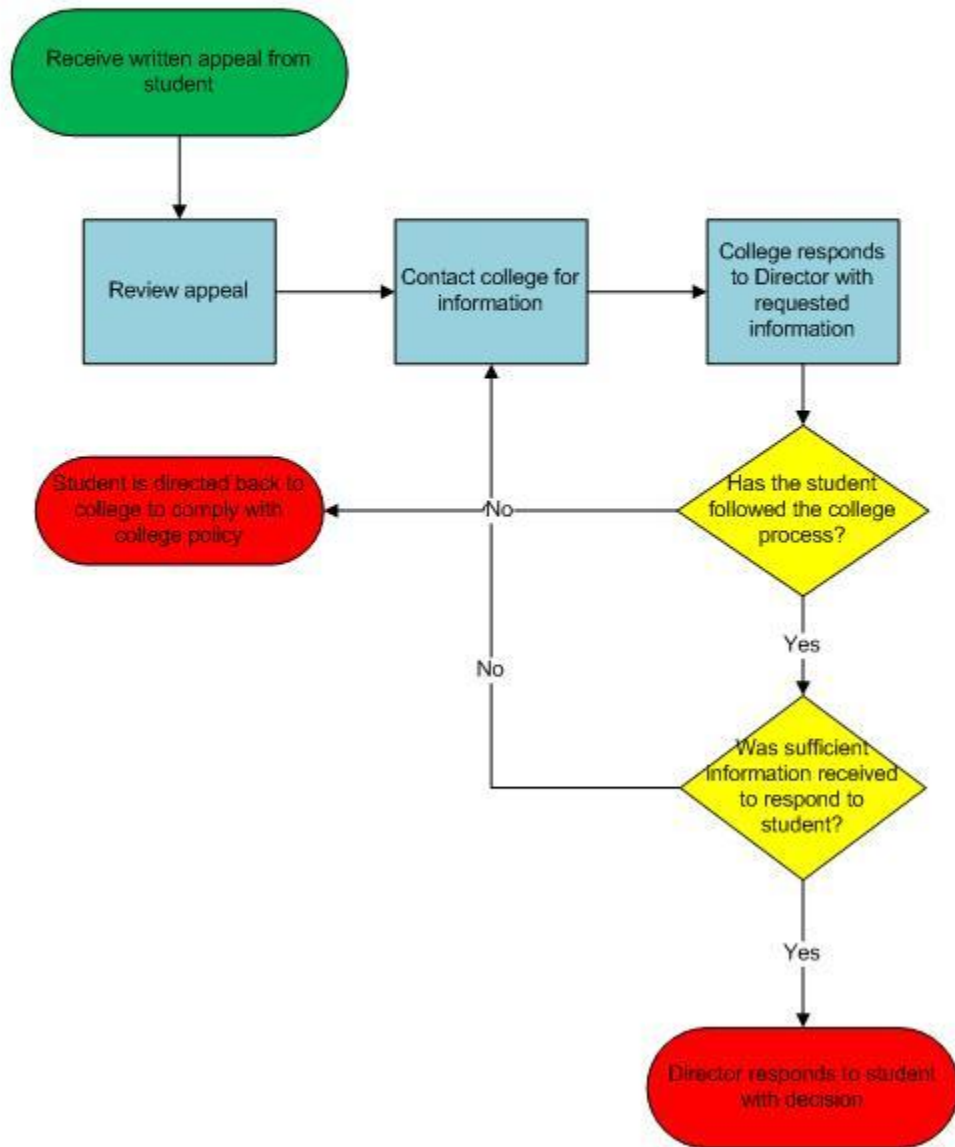
Leadership in Child
Care Scholarship
(LICCS) Renewal
Application Review
Program Assistant



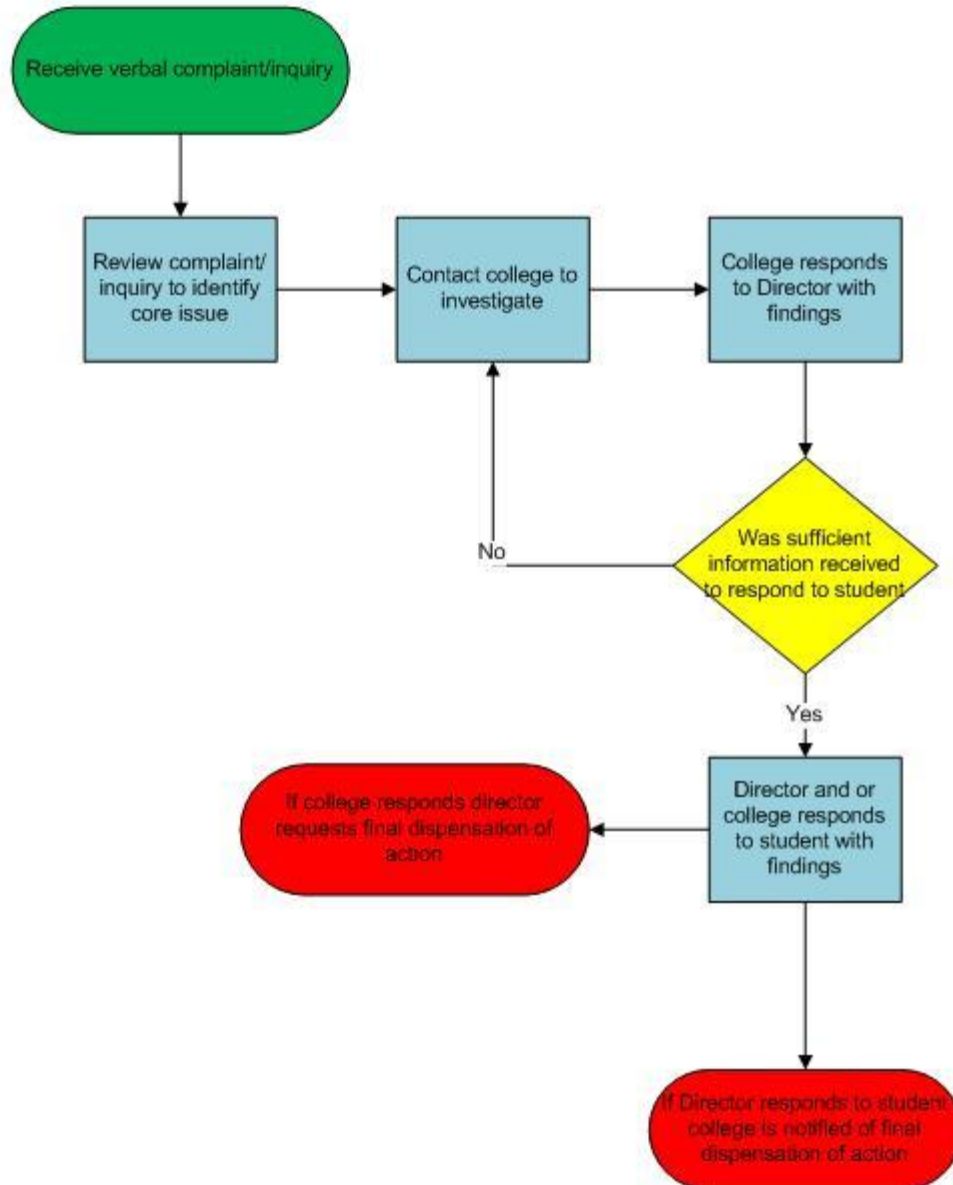
STUDENT COMPLAINTS AND APPEALS

Alabama Community College System student complaints and academic appeals are reviewed by the Director of Student Services. Colleges have written policies and procedures in place to ensure due process; however, institutional policies and procedures may vary. Students should refer to the current student handbook or college catalog for specific details on how to file a complaint or appeal and deadlines for filing. Prior to seeking assistance from this division, students must exhaust all avenues available at the local institution.

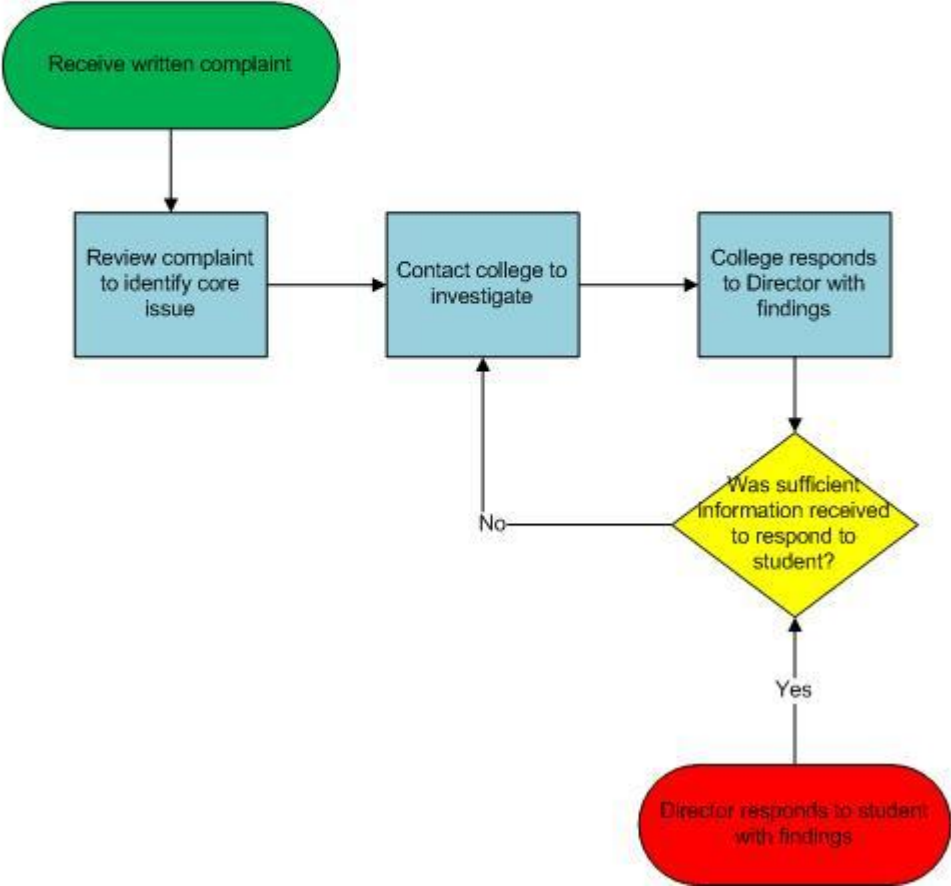
Processing Student Appeals
Director of Student Services



Processing Student
Verbal Complaints/
Inquiry
Director of Student
Services



Processing Student
Written Complaints
Director of Student
Services



FINANCIAL AID

Family Educational Rights and Privacy Act (FERPA)

The Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99) is a Federal law that protects the privacy of student education records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education.

FERPA gives parents certain rights with respect to their children's education records. These rights transfer to the student when he or she reaches the age of 18 or attends a school beyond the high school level. Students to whom the rights have transferred are "eligible students."

- Parents or eligible students have the right to inspect and review the student's education records maintained by the school. Schools are not required to provide copies of records unless, for reasons such as great distance, it is impossible for parents or eligible students to review the records. Schools may charge a fee for copies.
- Parents or eligible students have the right to request that a school correct records which they believe to be inaccurate or misleading. If the school decides not to amend the record, the parent or eligible student then has the right to a formal hearing. After the hearing, if the school still decides not to amend the record, the parent or eligible student has the right to place a statement with the record setting forth his or her view about the contested information.
- Generally, schools must have written permission from the parent or eligible student in order to release any information from a student's education record. However, FERPA allows schools to disclose those records, without consent, to the following parties or under the following conditions (34 CFR § 99.31):
 - School officials with legitimate educational interest;
 - Other schools to which a student is transferring;
 - Specified officials for audit or evaluation purposes;
 - Appropriate parties in connection with financial aid to a student;
 - Organizations conducting certain studies for or on behalf of the school;
 - Accrediting organizations;

- To comply with a judicial order or lawfully issued subpoena;
- Appropriate officials in cases of health and safety emergencies; and
- State and local authorities, within a juvenile justice system, pursuant to specific State law.

Schools may disclose, without consent, "directory" information such as a student's name, address, telephone number, date and place of birth, honors and awards, and dates of attendance. However, schools must tell parents and eligible students about directory information and allow parents and eligible students a reasonable amount of time to request that the school not disclose directory information about them. Schools must notify parents and eligible students annually of their rights under FERPA. The actual means of notification (special letter, inclusion in a PTA bulletin, student handbook, or newspaper article) is left to the discretion of each school.

Free Application for Federal Student Aid

To be eligible to receive federal student aid, students must meet certain requirements:

- Be a U.S. citizen, a U.S. national, or eligible noncitizen
- Be registered with Selective Service if you are male (see www.sss.gov for more information)
- Be attending a participating school
- Be working toward a degree or certificate in an eligible program
- Be making satisfactory academic progress

Also:

- You must not owe a refund on a federal grant or be in default on a federal education loan
- You must have financial need (except for unsubsidized Stafford Loans)
- You must not have any drug convictions that affect your current eligibility

Other requirements may apply. Contact the school's financial aid office for more information.

Higher Education Opportunity Act 2008

The Higher Education Opportunity Act (Public Law 110-315) (HEOA) was enacted on August 14, 2008, and reauthorizes the Higher Education Act of 1965, as amended (HEA). Please visit the U.S. Department of Education's website at www.ed.gov to review the Act.

Disclosure Requirements and Posting HEA Disclosure Information on Institutional Websites - The National Postsecondary Education Cooperative has developed a detailed report which includes suggestions for dissemination of information required to be disclosed under the Higher Education Act of 1965 (as amended by the Higher Education Opportunity Act of 2008).

For a complete listing of disclosure requirements and additional useful information regarding implementation, please visit <http://nces.ed.gov>. Listed below is an abbreviated summary of the requirements.

I. Information that must be posted on an institution's website

Consumer Information on College Navigator Website (including student activities offered by the institution, services offered by the institution for individuals with disabilities, career and placement services offered to students during and after enrollment, and policies of the institution related to transfer of credit from other institutions)

Net Price Calculator

Textbook Information (Internet course schedule)

Code of Conduct for Education Loans

Preferred Lender Arrangements

II. Information that must be made available to the public

Transfer of Credit Policies and Articulation Agreements

Teacher Preparation Program Report

Drug and Alcohol Abuse Prevention Program

Crime Log

Fire Log

Intercollegiate Athletic Program Participation Rates and Financial Support Data

Preferred Lender Arrangements Annual Report

III. Information that must be made available to current students and their families

Preferred Lender Lists

IV. Information that must be made available to current and prospective students

Note: These disclosure requirements must be listed and briefly described in the annual notice that must be distributed to all enrolled students). The notice must also include information about subjects Privacy of Student Records – Family Educational Rights and Privacy Act (FERPA), Security Report, and Fire Safety Report.

Contact Information for Assistance in Obtaining Institutional or Financial Aid Information

Student Financial Aid Information

Facilities and Services Available to Students with Disabilities

Student Body Diversity

Price of Attendance

Refund Policy, Requirements for Withdrawal and Return of Title IV, HEA Financial Aid

Academic Program (Educational Programs, Instructional Facilities, and Faculty)

Transfer of Credit Policies and Articulation Agreements

Institutional and Program Accreditation, Approval or Licensure

Copyright Infringement Policies and Sanctions (Including Computer Use and File Sharing)

Vaccinations Policies

Retention Rate

Completion/Graduation and Transfer-out Rates (including Disaggregated Completion/Graduation Rates)

Placement in Employment

Types of Graduate and Professional Education in which the Institution's Graduates Enroll

Intercollegiate Athletic Program Participation Rates and Financial Support Data

V. Information that must be made available to prospective students

Job Placement Rates

VI. Information that must be provided to current and prospective students and their families

Preferred Lender Arrangements

Preferred Lender Arrangements Annual Report

VII. Information that must be provided to current students

Notice of Availability of Institutional and Financial Aid Information

Notice of Federal Student Financial Aid Penalties for Drug Law Violations

Privacy of Student Records-Family Educational Rights and Privacy Act (FERPA)

Drug and Alcohol Abuse Prevention Program

Security Report or Notice of Security Report

Timely Warnings and Emergency Notifications

Fire Safety Report or Notice of Fire Safety Report

Information for Crime Victims about Disciplinary Hearings

Voter Registration Forms

VIII. Information that must be provided to current employees

Drug and Alcohol Abuse Prevention Program

Security Report or Notice of Security Report

Timely Warnings and Emergency Notifications

Fire Safety Report or Notice of Fire Safety Report

Code of Conduct for Education Loans (agents with responsibility for private education loans or FFELP loans)

IX. Information that must be provided to prospective students

Notice of Security Report

Notice of Fire Safety Report

Notice of Intercollegiate Athletic Program Participation Rates and Financial Support Data

X. Information that must be provided to prospective employees

Notice of Security Report

Notice of Fire Safety Report

XI. Information that must be provided to a prospective student athlete and the student's parents, guidance counselor, and coach

Completion/Graduation and Transfer-out rates for students receiving athletically related student aid (including Disaggregated Completion/Graduation Rates)

XII. Information that must be provided to college bookstores

Textbook Information

XIII. Information that must be provided to borrowers or prospective borrowers of education loans

State Grant Assistance

Student Loan Information Published by Department of Education National Student Loan Data System

Entrance Counseling for Student Borrowers

Exit Counseling for Student Borrowers

Private Education Loan Disclosures (including Self-Certification Form)

Special Programs

CORRECTIONAL EDUCATION

State Board of Education authorizes colleges to participate in correction education
<http://www.accs.cc/Policies/718.01.pdf>.

COLLEGES OFFERING CORRECTIONAL EDUCATION

Alabama Southern Community College

Calhoun Community College

Jefferson Davis Community College

Gadsden State Community College

Ingram State Technical College

Lawson State Community College

Shelton State Community College (Adult Education Program Only)

Wallace Community College-Dothan

DUAL ENROLLMENT

Dual Enrollment is a program offered by the Alabama Community College System that allows eligible high school students to enroll in college courses and receive college credit. Students may also obtain both college and high school credit. Dual enrollment enriches the course opportunities for outstanding high school students and shortens the time to attain a college degree or certificate.

801.02: Admission: Enrollment of Accelerated High School Student

<http://www.accs.cc/Policies/801.02.pdf>

The Accelerated High School program allows high school students the opportunity to earn college credit while still in high school. College credit earned through the Accelerated High School program may not substitute for high school credit.

A student is eligible for admission as an accelerated student if he/she meets all of the following criteria:

- a. The student has completed the 10th grade;
- b. The student provides a letter from the local principal or his or her designee certifying that the student has a minimum 3.0 average and recommends the student be admitted under this policy;
- c. The student has completed the high school prerequisites for the courses in which he/she wants to enroll.

High School students enrolled in the accelerated program must pay normal tuition as required by the institution. Tuition may be provided by alternative resources, including funds provided through Tuition Assistance for employee dependents and scholarship programs as outlined by the specific system institution. Refer to this link for guidelines http://www.accs.cc/guidelines/801.02_Guidelines.pdf.

801.03: Admission: Dual Enrollment/Dual Credit for High School Student

<http://www.accs.cc/Policies/801.03.pdf>

Dual enrollment programs allow eligible high school students to enroll in college classes concurrently with high school classes either on the college campus or at the high school, and to receive both high school and college credit. Information regarding dual enrollment/dual credit will be included in all college publication.

Colleges are authorized to establish dual enrollment/dual credit programs with local boards of education in the institution's service area. Courses offered by the postsecondary institution shall be of postsecondary level. A student is eligible for admission if the student meets all of the following criteria:

- a. The student meets the entrance requirements established by Alabama Community College System institutions;
- b. The student has a minimum cumulative 3.0 average in completed high school courses;

- c. The student obtains written approval of the appropriate principal and the local superintendent of education;
- d. The student is in grade 10, 11, or 12.

Students in dual enrollment/dual credit courses must pay normal tuition as required by the institution. Tuition may be provided by alternative resources, including funds provided by Workforce Development, Tuition Assistance for employee dependents and scholarship programs as outlined by the specific system institution. Refer to this link for guidelines http://www.accs.cc/guidelines/801.03_Guidelines.pdf.

801.04: Admission: Dual Enrollment/Dual Credit for High School Student: Early College Enrollment <http://www.accs.cc/Policies/801.04.pdf>

The Early College Enrollment Program (ECEP) is a type of Dual Enrollment/Dual Credit for High School Students. The program provides an opportunity for qualifying high school students to earn the Alabama High School Diploma with an Advanced Career and Technical Education Endorsement and college credits toward an approved career technical or health certificate or degree that meets local, regional or state high-skill, high-wage and high-demand critical workforce training needs. Colleges are authorized to establish ECEP programs with local education agencies.

A student is eligible for admission if the student meets all of the following criteria:

- a. The student has completed the 10th grade;
- b. The student has a minimum cumulative 2.5 average for technical programs or 3.0 average for health programs as identified in guidelines;
- c. The student obtains written approval of his/her principal and the local superintendent of education.

ECEP participants earn credits applicable toward high school graduation and college degree requirements at no cost to the student provided the student maintains enrollment in at least 9 hours of career and technical education courses each semester. ECEP students shall be enrolled as a full-time postsecondary student in a career and technical education program and graduates have the opportunity to earn an industry credential or certification when available. Refer to this link for guidelines http://www.accs.cc/guidelines/801.04_Guidelines.pdf.