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ABSTRACT

In February 1997, the Alabama State Board of Education authorized the Alabama College System to convert to a semester based academic calendar, effective for the 1998-99 academic year. The decision to move forward with the semester conversion was guided by the fact that collegiate research indicates that the semester system provides a superior environment for teaching and learning. This manual was designed to serve as a reference guide to the semester conversion, by providing information and examples that explain how the conversion will affect institutions, and to assist in the transition process on individual campuses. The manual identifies challenges and opportunities with regard to the following areas: (1) instruction, including class schedules, teaching loads, and instructional programs and awards; (2) fiscal impacts for students, employees, and college operations; (3) student services, including the role of academic advisors and the impact on students; and (4) information services, including forms, files, personnel, and historical data. The report also contains surveys to be completed by students, faculty, staff, and administrators requesting their opinions about the conversion from a quarter system to a semester system. The report concludes with recommended policy revisions. (AS)

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The Alabama College System

Quarter to

Semester Conversion:

A Working Manual

Fred Gainous, Chancellor November 1997

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**The Alabama College System
Chronology of Conversion to Semester System**

- February 27, 1997 - The State Board of Education authorized The Alabama College System to convert to a semester based academic calendar effective for the 1998-99 academic year.
- March 1997 - Semester Steering Committees appointed to assist with implementation of the semester conversion: Instructional, Student Services, Fiscal, Information Services, and Semester Evaluation
- Curriculum standards guidelines format revision completed
- Common Course Directory development begins
- Review of System policies and guidelines begins
- In-service for semester conversion held at Sparks State Technical College
- April 1997 - Notification to SACS/COC, COE and ACHE regarding semester conversion
- Semester Conversion Committees meet
- May 1997 - 1st Newsletter distributed to System
- June 1997 - Provided update on semester conversion to Presidents/Instructional Officers/Deans of Students Associations
- July 1997 - Program title review/title consolidation completed
- In-service for semester conversion held at Wallace Community College - Selma
- August 1997 - 2nd Newsletter distributed to System
- September 1997 - Planning guidelines for curriculum finalized
- October 1997 - Common Course Directory, Numbers, Core Courses Completed
- Review of System policies and guidelines completed
- Chancellor appoints committee to address concerns and challenges to semester conversion
- November 1997 - Conversion manuals and software distributed to colleges
- December 1997 - Request for electronic submittal of 1998-99 and 1999-2000 instructional calendars with a deadline of February 5, 1998
- January 1998 - Provided workshop on semester conversion to Instructional Officers' Association
- Notification to U.S. Department of Education (Title IV) regarding semester conversion
- February 1998 - Deadline for final modifications addendum of Common Course Directory
- Revised policies presented to State Board of Education for consideration
- In-service for semester conversion held at Faulkner State Community College
- Provide update to Deans of Students Association regarding semester conversion

* Continuous interaction among System discipline committees, Articulation and General Studies Committee, joint discipline committees, steering committees, and Department of Postsecondary Education personnel.

Message from the Chancellor . . .

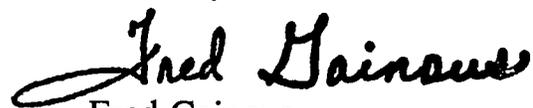
The decision to convert from a quarter to a semester system represents a significant milestone for The Alabama College System. When fully implemented, the semester format will provide substantial benefits to students and for the colleges. Specifically, System institutions can focus more time appropriately on teaching and less time on registration and closing academic terms. Students can look forward to spending more time on task which should create an improved teaching and learning environment. The conversion should also facilitate a smoother transfer of credits to senior institutions. With 85 percent of institutions of higher education in the U.S. already on the semester system, and with the majority of high schools and universities in Alabama currently on the semester system, conversion to the semester system will create a seamless transition for students. Because of these and other benefits to those we serve, the System should proceed expeditiously in implementing this improvement.

The Fall 1998 implementation date presents a substantial challenge that will require our best efforts. Consequently, we have strived diligently to identify dedicated and talented individuals from within The Alabama College System to assist with the conversion. The Conversion Committee has involved directly over 1000 administrators, faculty, and staff representing 32 colleges and Department of Postsecondary Education staff. These individuals comprise cluster groups of over 160 teaching disciplines and operational functions. Without the meaningful constructive and creative cooperation by countless faculty members, instructional

officers, and support staff from colleges, this huge and complex task would have had no successful conclusion. Of equal importance was the constant, considerate support expressed by the college presidents and the interactive participation of joint college and university discipline committees working in conjunction with the Articulation and General Studies Committee. For the first time the Common Course Directory will reflect general education, vocational/technical, health related, and developmental courses. The Course Directory is a tribute to the professional competencies of each person who has served on each steering and discipline committee, and for that we thank you. You have carried out your responsibilities in a timely and conscientious manner. The excellent work is indicative of your dedication and thoughtful deliberations.

Please accept my appreciation for what you have done and what you will do to ensure the success of this initiative. Your contributions will have a lasting and positive impact on The Alabama College System. Indeed, the task is an awesome one; yet it offers much challenge, great benefits, and promise for the colleges and the students they serve. The challenge lies in implementing a conversion that is organized, coherent, orderly, and timely. The promise lies in converting curricula with enhanced flexibility to meet the diverse needs of the citizens of Alabama. Again, thank you for your outstanding service to The Alabama College System.

Sincerely,



Fred Gainous
Chancellor

Semester Conversion Steering Committees

Instruction

Name	Title	College
Dr. Joe Morris	Academic Dean	Jefferson State Community College
Dr. Jim Krudop	College Dean	L. B. Wallace Junior College
Dr. Arthur Howington	Dean of Academic Services	Shelton State Community College
Dr. Lynn Hogan	Department Chair, Computer and Office Information System	Calhoun Community College
Dr. Doug Patterson	Dean of Instruction	Patterson State Technical College
Mr. John Fergus	Dean of Instruction	Alabama Aviation and Technical College
Dr. Marcia Hardney	Dean of Instruction	Ayers State Technical College
Mr. Maurice Moore	Director, Evening Programs	Jefferson Davis Community College
Dr. Rick Boyd	Dean of Academic Affairs	Athens State College
Dr. Martha Allen	Dean of Instruction	Central Alabama Community College

Student Services

Name	Title	College
Dr. Humphrey Lee	Dean of Student Services	Shelton State Community College
Ms. Jackie Screws	Dean of Student Services	Sparks State Technical College
Mr. Charles Taylor	Dean of Student Services	Northwest-Shoals Community College
Mr. Don Ranier	Director of Financial Aid	Shelton State Community College
Mr. Bob Miller	Director, Admissions & Registrar	Alabama Aviation and Technical College
Ms. Charlsie Cook	Director of Student Services	Lawson State Community College
Dr. Wayne Tosh	Director, Admissions & Registrar	Calhoun Community College
Mr. Mark Shope	Dean of Students	Wallace Community College - Dothan
Ms. Debbie Marcus	Director of Financial Aid	Bessemer State Technical College
Ms. Dorothy Wilkerson	Director of Financial Aid	Southern Union State Community College
Mr. Othel Washington	Dean of Student Affairs	Athens State College

Fiscal Affairs

Name	Title	College
Mr. Roger Chandler	Dean of Finance	Alabama Southern Community College
Mr. Al Cox	Dean of Financial Services	Bessemer State Technical College
Mr. Jack Burrow	Chief Fiscal Officer	Northwest-Shoals Community College

Information Systems

Name	Title	College
Mr. Danny Arnold	Director of Computer Services	Bevill State Community College
Mr. Robby Bennett	Director of Institutional Research	Wallace State Community College - Selma
Mr. Mark Richey	Director of Computer Services	Snead State Community College
Mr. Omar Beauchamp	Director of Computer Services	Shelton State Community College
Ms. Harriott Calhoun	Director of Institutional Research	Jefferson State Community College
Mr. JohnE Spence	Director of Management Information Services	Faulkner State Community College

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1. Dr. Jorge Kuzmicic, Project Director
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5. Mrs. Pebblin Warren
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7. Mr. Don Kelly
8. Ms. Renee Culverhouse
9. Mr. Bob Romine
10. Ms. Fran Copeland

Consultants

Individuals listed below may be used to provide technical assistance for support to college personnel with issues concerning the semester conversion.

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Introduction

On February 27, 1997, the Alabama State Board of Education authorized The Alabama College System to convert to a semester based academic calendar effective with the 1998-99 academic year. Prior to the State Board authorization, the merits and obstacles of the semester conversion proposal were reviewed and debated by a variety of System committees. The decision to move forward with the semester conversion was guided by the fact that all collegiate research indicates that the semester system provides a superior environment for teaching and learning. Most community colleges in the United States are already on the semester system. Alabama high schools and many of the four-year institutions are currently on or planning to convert to semesters.

Besides the benefits of the System having common parameters for a calendar, there should be additional improvements in articulation between and among colleges and high schools (e.g. transfer of credits, high school dual enrollment, and scheduling of internships) after the conversion. Other advantages to changing to semesters include the following:

- More time to digest and retain course material;
- More opportunities for instructors to assess student progress;
- More opportunities to identify and correct difficulties;
- More flexibility in scheduling classes;
- Shorter length of class time;
- Textbooks written for semester;
- Fewer registration periods/forms and supplies;
- Reduced student files;
- Fewer published class schedules;
- Reduced cost of textbooks to students;
- Reduced financial aid process; and
- Increased retention of students.

Unfortunately, there are many misconceptions about converting to a semester system, which include needing more time to earn a degree, diploma, or credential, losing credits in the conversion process, and increasing tuition costs. Students will not require more time to earn a degree under the semester system nor will they lose credits in the conversion. Tuition will not increase as a result of the conversion to

the semester system, but students will have to pay more up front since the academic year is divided into two semesters versus three quarters.

Efforts have been made to ensure that the conversion proceeds as smoothly as possible with input from System personnel. During the planning period, semester steering committees were appointed to assist with the implementation of the semester conversion. The committees were charged with the development of a working manual that would provide detailed steps for the conversion of all components affected by this transition.

This semester manual is intended to serve as a reference guide to the semester conversion in The Alabama College System. Its purpose is to provide information and examples that will explain how the conversion will affect institutions, and to assist in the transition planning on individual campuses. The manual identifies challenges and opportunities with regard to the following areas:

- Instruction;
- Fiscal;
- Student Services;

- Information Services; and
- Assessment.

Additionally, this semester guide provides recommended policy revisions that will facilitate efforts through all stages of the conversion process.

Included in this manual is a list of consultants who are available to assist campuses with making a successful transition from quarter to semester. The key to a smooth transition is working with faculty, students, and staff to ensure an appropriate perspective and frame of reference as they undertake the change. Colleges may wish to consider having broad-based participation by establishing transition teams. Advisors, for instance, might have a special responsibility to assist students reconfigure their programs toward graduation and to recommend appropriate course loads. Some courses now taught three times a year may be offered only twice a year, reducing demand on full-time faculty. An advisory team approach may make the transition more manageable. The conversion will require attention and careful planning by both the college and the students. Academic departments will need to focus on scheduling and course offerings.

For the first time, the System has created a common course library, with common course numbers, prefixes, descriptions, and credit for transfer, vocational/technical, health-related, and developmental courses. This review of the curricula has developed standardized program titles and course objectives. Now, a standardized method for reviewing curricula, programs, and for implementing future curriculum planning is in place.

The benefits to enhancing learning are clear. Instruction is offered in a more educationally sound manner. There is more time on task for students and instructors, and greater flexibility of scheduling within a semester is possible. The System will make this transition with ease, and both the college and the student will profit from the new semester system.

Semester Conversion Overview

Calendar

The total number of instructional duty days is the same. Fall and spring semester have 175 days, and the summer term has 54 days, for a total of 229 days.

Teaching Load

The proposed recommendation for full-time faculty load for fall and spring semesters is 15-18 credit hours per semester. The proposed recommendation for full-time faculty for the summer term is 12-13 credit hours.

Class Schedule

- 750 minutes of classroom instruction are required for each semester hour of credit awarded (excluding final examinations).
- Courses may be offered using the following:
 - 50 minute instructional hour
 - 60 minute instructional hour

Course Directory

The electronic course directory consists of the following: standard prefix, course numbers, titles, contact hour ratios, semester credit hours, prerequisites and/or corequisites, and descriptions. The new directory will facilitate improved articulation with a coherent curriculum for System colleges.

- General education
- Occupational/technical
- Health related professions
- College preparatory/developmental studies

Fiscal

Colleges should consider tuition and fee rates that are revenue neutral for both the students and the institution. Institutions should perform an enrollment analysis to project possible increase/decrease from fall to spring semester. Any increase/decrease in enrollment has the potential to impact the college's revenue.

Title IV Awards

The fall semester should be the first term in the financial aid award year. The Pell Grant distribution should be based on optimum benefit to the student and the college.

Advising Students in Transition

Colleges must prepare Program Completion Plans (PCP) for each transition student in degree, diploma, and certificate programs.

Information Services

Each college information services department must assess all programming changes both in the software and database that are necessary to facilitate the semester conversion.

Evaluation

All participants in the semester conversion process must be evaluated to assess the effect of the semester conversion.

Chapter I

Instruction

Chapter 1

Instruction

The semester conversion will impact the colleges' instructional units or divisions by impacting the instructional calendar, the schedule of class offerings, the faculty teaching load, the instructional programs and awards and the Common Course Directory. The information provided in this chapter is intended to assist colleges with instructional programs and decisions during the transition period.

Calendar

Prior to the beginning of each calendar year, institutions will adopt an annual calendar. Annual calendars will be established within the parameters indicated in the following table.

Calendar Parameters	Fall Semester	Spring Semester	Summer Term
Total Duty Days	←175→		54
Instructional Weeks	15	15	10
Examination Days	5 Maximum	5 Maximum	3 Maximum
Total Instructional Days/Weeks	80/16	80/16	53
Registration Days	2	2	1
Statewide Professional Development Days	2	3	
Local Professional Development Days or Duty Days	←6 Local→		

- Five examination days per semester (fall and spring) may be counted toward the 80 instructional day allocation. Up to three examination days may be counted toward the 53 instructional days allocated for the summer term.
- Seven hundred fifty (750) minutes of classroom instruction are required for each semester hour of credit awarded (excluding exams).
- Mini-sessions may be scheduled during fall and spring semesters.
- Two five-week summer mini-terms may be scheduled concurrently with the summer term.

The sample calendar (Attachment 1-A) consists of two 15-week semesters, each followed by five days for examinations. The fall semester begins mid to late August and concludes with examinations the third week of December. Four holidays are scheduled during fall semester: Labor Day, Veteran's Day, and two days at Thanksgiving. Two statewide professional development days are scheduled for the Teaching and Learning Symposium on October 29-30, 1998. Spring semester classes begin in January and end in May. Spring semester holidays include January 18 for Martin Luther King's birthday and March 29-April 2 for spring break. Three statewide professional development days are scheduled for the

Alabama College Association Convention on March 24-27, 1999. Commencement is in mid May. This calendar schedule conforms to most higher education and K-12 academic calendars in Alabama.

Class Schedule

The development of class schedules (see Attachment 1-B) is similar to the present arrangement of classes with a familiar meeting schedule of two or three days per week. Students should be able to schedule a full course load on Monday, Wednesday, Friday, or on a two-day schedule provided the departmental scheduling is coordinated across disciplines to achieve a full range of offerings. Cooperation among academic departments and review of class scheduling and course offerings should maximize enrollment in order to eliminate empty seats in courses offered. The development of a semester schedule of classes will allow for more usable class periods in the late afternoon or evening hours, thus allowing part-time students to take an increased course load during the semester. It has been suggested that the semester system could adversely affect enrollment of part-time students. This suggestion assumes that these students would continue to enroll in one course per semester. A semester system can, however, allow part-time students to enroll in

more courses per semester, since the reasonable load is spread out among 15 weeks, and there is additional time to complete assignments and projects. Late afternoon and evening offerings may be scheduled once or twice a week. For example, two classes per week, Monday and Wednesday 75 minute class periods, allow students to complete course work earlier in the evening. As students become accustomed to the new system, it is possible that they will find that the semester system facilitates progress toward a degree.

It is expected that the semester system will enhance retention of both full and part-time students. The number of students dropping courses should decline. Working adults will benefit from a more flexible schedule of late afternoon and evening classes. A note of caution: institutions should not attempt to reproduce the same class schedule for the semester system (total number of sections) as produced under the quarter system. If the proposed semester class schedule is identical to the previous quarter class schedule, the projected cost for part-time faculty will increase significantly. Colleges need to make sure that the class sections offered are highly subscribed and that seating is full to capacity.

Examples of class schedules are provided in (see Attachment 1-B). Please note that these are examples, and that there are many other variations that could appropriately be used.

Variables that must be considered when developing class schedules include:

- Number of credit hours
- Contact:credit ratios (i.e. 1:1, 2:1, 3:1, 5:1)
- Number of clock hours
- Number of days that the class will meet
- Number of weeks that the class will meet

The only absolute is the number of minutes that a class must meet during a term.

- For most courses in general education and transfer disciplines, the number of minutes required can be calculated using the fifty-minute (50) instructional hour.
- For many other courses, the number of minutes required must be calculated using the sixty-minute (60) instructional hour.

- Programs that do not result in a degree must use the 60 minute rule to maintain the eligibility for financial aid.

Keep in mind that when only 50 minute hours are used, there can be no breaks in the instructional time period. For example, a three-credit hour class can be scheduled on one day for 150 minutes (three 50 minute periods). In that case, the class must meet the entire 150 minutes without any break.

If, on the other hand, the 60 minute hour is used to schedule the class, there can be a 10-minute break for every 60 minutes. If a three-credit hour class is scheduled on one day for 180 minutes (three 60 minute periods), then the instructor can give the student a break (or breaks) for a total of 30 minutes.

Semester scheduling allows for different types of sessions to be created within a 15-week period, thus providing the flexibility for open entry and exit within a semester.

Full-Time Teaching Load

The proposed recommendation for a regular teaching load for full-time faculty for the fall and spring semesters is 15-18 credit hours. The proposed recommendation for a regular teaching load for full-time faculty for the summer

term is 12-13 credit hours. The maximum number of contact hours per week for a full-time instructor during fall, spring, or summer terms shall be determined by the president, but shall not exceed 30 contact hours. Consideration should be given to limiting the teaching load of faculty with three or more preparations to 15 credit hours.

Instructional Programs and Awards

The Alabama College System defines an instructional program as a combination of courses and experiences that is designed to accomplish a predetermined objective or set of allied objectives such as preparation for advanced study, qualification for an occupation or range of occupations, or simply the increase of knowledge and understanding.

In practice, accomplishment of predetermined objectives requires the presence of structured learning experiences that lead to a completion (productivity) point, and that point must be formally certified via an award or other form of recognition. Specifically, the State Board of Education has authorized these prevailing awards which singularly or collectively may constitute one discrete program (Attachment 1-C).

The **Associate in Science Degree** is an undergraduate award designed for students who plan to transfer to a senior institution and which is conferred by a college as official recognition 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 A.S. degree is 64.

The **Associate in Arts Degree** is an undergraduate award designed for students who plan to transfer to a senior institution and which is conferred by a college as official recognition for the successful completion of a prescribed program of study in a liberal arts area. The maximum number of semester hours that can be awarded for the A.A. 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 an occupational/vocational/technical specialty. The A.A.T. 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 A.A.S. degree may offer a maximum of 76 semester hours.

The **Diploma** is a formal award certifying the successful completion of a prescribed postsecondary education program. In Alabama, the diploma, which ranges from 30 to 60 semester hours, is only awarded by the technical colleges.

The **Certificate** is a formal award certifying the satisfactory completion of a prescribed program of study. The certificate is less than a degree, and its curriculum in many instances is related to the student's employment or professional advancement. In the two-year system of Alabama, a certificate requires a minimum of 30 semester hours and a maximum of 60 semester hours.

The **Certificate \leq 26 Semester Credit** hours is a formal award in the Alabama College System which prepares technicians and assistants for entry level positions in business and industry.

Course Directory

This 1997-1998 document represents a dramatic expansion of previous versions and encapsulates four major sections to accommodate transfer, occupational/technical, health-related professions, and college

preparatory/developmental studies course needs in over 200 fields of study. The *Course Directory* is designed to facilitate the system-wide conversion from quarter credit hour calendars to semester credit hour calendar units, and to fulfill the priority for articulation among all public higher education institutions in Alabama. Both the process for change and the outcome must continue to be dynamic.

Basic Organization

The Alabama College System Course Directory integrates cross-referencing capabilities to the Alabama College System Master Academic Inventory, to the Classification of Instructional Programs (CIP), and consists of the following elements:

- (1) Standard prefixes, numbers, titles, contact hour ratios, semester credit hours, prerequisites and/or corequisites, and descriptions that have been developed for courses in the general education disciplines, occupational/technical programs, health-related professions fields, and college preparatory/developmental studies.
- (2) Table of Contents, disciplines and programs listed sequentially and in accord with discrete CIP Codes.

Category	Subject Area
Section I-AGSC	Articulation Transfer Disciplines
Section I-ACS	Academic Support Disciplines
Section II	Occupational/Technical Disciplines
Section III	Health-Related Professions Disciplines
Section IV	College Preparatory/Developmental Studies

PLEASE NOTE that the respective Tables of Contents for Sections I - IV immediately precede the individual sections.

- (3) **CORE** courses are designated by discipline and are expected to be taught by colleges so authorized.
- (4) NDC designation when a course description is determined to be Non-Degree Creditable within the Alabama College System.
- (5) Selected disciplines within the Table of Contents that do not have separate pagination codes, but which retain a discrete prefix, are numbered sequentially within the general CIP Code.

Contact or Clock Hour Conversion to Semester Credit Hours

Definition of Terms

Theory. T One hour of theory instruction under the supervision of an instructor plus an average of two hours of out-of-class study per week. 1:1

Experimental Laboratory. E Two hours of experimental laboratory under the supervision of an instructor plus an average of one hour of out-of-class study per week. 2:1

Manipulative Laboratory. M Three hours of practice/manipulative laboratory under the supervision of an instructor with no out-of-class assignments per week. 3:1

Skills Laboratory/Clinical Practice. S or C Three hours of skills laboratory or clinical practice under the supervision of an instructor. 3:1

Skills Laboratory/Clinical Practice is the term for skills laboratory (S) and clinical experiences (C) which are under the direct supervision of faculty. There may be out-of-class assignments per week, but they are not required. For example, skills laboratory and clinical experiences may have out-of-class assignments whereas a computer laboratory may not require an out-of-class assignment.

Preceptorship. P3 or P5 Three or five hours of clinical experience per week under the supervision of a health care professional who is currently licensed, has

expertise in the selected clinical area, and serves as a facilitator of learning. 5:1 or

3:1

Preceptorship is the term used for clinical experiences which are supervised by currently licensed health care professionals who have expertise in a selected clinical area. Preceptors are employees of a clinical agency who are approved by faculty of the program and the administration of the clinical agency. Objectives for the preceptorship are specified. A designated faculty member is readily available (by telecommunication devices, for example) to the preceptor and student during the *preceptorship* experiences. Students enrolled in fields of study for which programmatic accreditation and/or licensing bodies require an 8:1 preceptorship ratio must comply with discipline-specific time-to-credit criteria.

As the contact hours for courses using preceptorship conical experiences are entered, specify in the column for "clinical" the actual number of contact hours per week followed by a bold (P3) or (P5).

Internship. I Five hours of experiential internship per week under the control and supervision of the employer on the job with coordinated employer/college representative planning. 5:1

Internship is the term which will be used to include cooperative education, practicums, sponsored work instruction. *Internship* involves the development of job skills by providing the student with a structured employment situation that is directly related to, and coordinated with, the educational program. Student activity in "internship" is planned and coordinated jointly by an institutional representative and the employer, with the employer having the responsibility for control and supervision of the student on the job. Students enrolled in fields of study for which programmatic accreditation and/or licensing bodies require a 10:1 internship ratio, must comply with field-specific time-to-credit criteria.

PLEASE NOTE that an alphabetical listing of disciplines and programs can be found in the Attachment 1-D (Electronic Course Directory).

Accessing the Diskettes

The enclosed set of diskettes contains the 1997-98 edition of *The Alabama College System Course Directory* in the format of **WordPerfect, Version 7**, documents. These files may be accessed on any personal computer system that has **Corel WordPerfect, Version 7**, installed. To preserve the formatting and readability of these documents **it is important to open the files in this program only.**

The respective diskettes are organized in accordance with these corresponding tables of contents: (a) Section I - Articulation and General Studies Committee (AGSC), Articulation Transfer Disciplines; (b) Section I - Alabama College System (ACS), Academic Support Disciplines; (c) Section II - Occupational/Technical Disciplines; (d) Section II - Health-Related Professions Disciplines; and (e) Section IV - College Preparatory/Developmental Studies. Pagination of the course descriptions is unique for discrete discipline codifications appearing in the respective tables of contents. [Example]

SECTION III: COURSE DESCRIPTIONS

Funeral Services (FSE)

III-A-FSE-1

1.14

You may quickly locate a specific discipline by referencing one of the five tables of contents or by referencing the "Index by Alphabetical Order," which may be found as the last 10 pages of *The Alabama College System Course Directory*.

Adding a Course Description

Should a college desire to add a course(s) to *The Alabama College System Course Directory*, the institution should follow this six-step process:

[Exception...Section I-AGSC]

- Step 1. The college submits a formatted course description and the course proposal form to the Chancellor.

Alabama Department of Postsecondary Education
Dr. Fred Gainous, Chancellor
Post Office Box 302130
Montgomery, Alabama 36130-2130
(334) 242-2900

- Step 2. The Chancellor may approve or disapprove this request.
- Step 3. Assuming approval for one year only, the Chancellor will remand the description(s) to the appropriate Discipline Committee Chairperson.
- Step 4. The Discipline Committee recommendation will be transmitted to the appropriate Course Directory Committee Chairperson.

- Step 5. Assuming affirmative action at the Course Directory Committee level, the course description will be entered in the Directory.
- Step 6. The college will be officially notified of the final action by the Chancellor.

Alabama AGSC Course Proposal Procedure

- Step 1. Institutions should submit a "Course Proposal Form," a formatted course description, and a current course syllabus to the Chancellor's Office when requesting a new course addition to Section I - AGSC, Articulation Transfer Disciplines. If approved, the Chancellor will forward the proposed course materials, complete with 20 copies of the syllabus, to the following address and the college will be so advised.

STARS/AGSC Coordinating Office
101 Adams Administration Building
Troy, Alabama 36082
(334) 670-3690

- Step 2. Once this information is received and logged into the AGSC Course Database (pending review), the course proposal package will be forwarded to the Chair of the appropriate discipline committee (Step 2 should take 1-3 working days).

Step 3. Once received by the Discipline Committee Chair, he/she will contact the other committee members (by phone, fax, or e-mail) and set-up a time to review and make a recommendation. If modifications to the course proposal are needed to make a final recommendation, the Chair of the Discipline Committee should contact the sending institution and request additional information. Once a recommendation is made, the bottom part of the Course Proposal Form is to be filled out (signed and dated) by the Chair. The signed form with one copy of the course syllabus should then be returned to the STARS/AGSC Coordinating Office. Step 3 should only take 30 days from the day it is received by the Chair. If this deadline cannot be reached, the Chair should contact the person listed on the Proposal Form in the STARS office.

Step 4. Once a recommendation is received by the STARS/AGSC office, the AGSC Course Database will be updated to reflect the recommendation (yes or no) made by the discipline committee.

If the discipline committee recommends the course for approval -- the course(s) will be brought before the AGSC for final approval at the next scheduled AGSC meeting. (See Step 5).

If the discipline committee does not recommend the course for approval — the STARS/AGSC Coordinating Office will inform the sending institution in writing of the decision of the Discipline Committee. Sending institution may make necessary modifications and re-submit the course (go back to Step 1.).

Step 5. The recommended course(s) will be brought before the AGSC Committee for approval.

If approved by the AGSC — the Course Approval Form will be stamped (AGSC APPROVED), dated and a copy will be sent to the sending institution. The original copy will be kept on file at the STARS/AGSC Coordinating Office. In addition, the AGSC Course Database will be updated to reflect the approval.

If not approved by the AGSC — the Course Proposal Form will be stamped (AGSC DENIED), dated and returned to the sending

institution. In addition, the AGSC Course Database will be updated to reflect the denial.

CLASS SCHEDULE

Monday	Tuesday	Wednesday	Thursday	Friday
8:00-8:50	8:00-9:15	8:00-8:50	8:00-9:15	8:00-8:50
9:00-9:50	9:30-10:45	9:00-9:50	9:30-10:45	9:00-9:50
10:00-10:50	11:00-12:15	10:00-10:50 am	11:00-12:15	10:00-10:50
	12:30-1:45		12:30-1:45	
12:00-12:50	2:00-3:15	12:00-12:50	2:00-3:15	12:00-12:50
Evening Classes				
	5:30-8:30		5:30-8:30	
7:00-8:15	7:00-8:15	7:00-8:15	7:00-8:15	

Schedule

- M. W. F. - Classes are 50 min.
- T. TH. - Classes are 75 min.
- Evening - Classes are 2 days a week 75 min.

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Example One: This is a six-credit-hour class in diesel mechanics. Four of the credit hours are 2:1 lab; two of the credit hours are 1:1 theory. This means that the class must meet for 10 (clock) hours each week during the term. A class like this typically would be scheduled in 60-minute hours, with the instructor providing breaks as appropriate.

	Contact Hours HOUR=60	Credit Hours HOUR=50	Regular Term 15-wks (75 days)	Split Term 7.5 wks (37 days)	Summer (Regular) 54 days	Summer (Split Term) 27 days
DEM 122			MTWRF	MTWRF	MTWRF	MTWRF
Theory @1:1	2	2	8:00am-10:00am	8:00am-12:05pm	7:45am-11:00am	8:00am-2:00pm
Lab @ 2:1	8	4	2 hrs (120 m)	4 hrs (240 m)	180 minutes	360 minutes
<i>Total</i>	10	6	5 days per week	5 days per week	5 days per week	5 days per week
Minutes/Week	600		@ 75 days	@ 37 days	@ 50 days	@ 5 weeks
Minutes/Term	9000		9000 minutes	9065 minutes	9000 minutes	9000 minutes

Example Two: This is a four-credit-hour cosmetology class. Two credit hours are 1:1, the other two credit hours are 3:1 clinical. Again, this class typically would be scheduled in 60-minute hours.

	Contact Hours HOUR=60	Credit Hours HOUR=50	Regular Term 15-wks (75 days)	Split Term 7.5 wks (37 days)	Summer (Regular) 54 days	Summer (Split Term) 27 days
COS 111			Tue & Wed	<i>This class cannot</i>	Tue & Wed	<i>This class cannot</i>
Theory @1:1	2	2	T = 9:30am-3:00pm	<i>be scheduled in</i>	T = 8:00am-3:30pm	<i>be scheduled in</i>
Lab @ 2:1	6	2	5.5 hrs (330 m)	<i>a split-term</i>	7.5 hrs (450 min)	<i>a split-term</i>
Clinical @ 3:1	8	4		<i>format.</i>		<i>format.</i>
<i>Total</i>	480		W=8:00-10:30am		W=8:00a-12:30p	
Minutes/Week	7200		2.5 hrs (150 m)		4.5 hrs (270 m)	
Minutes/Term			@ 15 weeks		@ 10 weeks	
			7200 minutes		7200 minutes	

Example Three: This is a three-credit-hour English class. All the hours are 1:1. Typically, this class would be scheduled with 50-minute hours. Care should be taken to ensure that breaks are not taken when this scheduling format is used.

	Contact Hours HOUR=60	Credit Hours HOUR=50	Regular Term 15-wks (75 days)	Split Term 7.5 wks (37 days)	Summer (Regular) 54 days	Summer (Split Term) 27 days
ENG 101			MWF (3 days)	MTWTh	MWF	MTWThF
Theory @1:1		3	8:00am-8:50am	8:00am-9:05am	8:00am-9:15am	8:30am-10:00am
Minutes/Week		150	3 days @ 50 min	65 min	3 days @ 75 min	5 days @ 90 min
Minutes/Term		2250	@ 15 wks = 2250 minutes	@ 37 days = 2405 minutes	@ 10 wks = 2250 minutes	@ 5 wks = 2250 minutes
			Tu/Th (2 days)		Tu/Th	
			8:00am-9:15am		8:00am-10 am	
			2 days @ 75 min		2 days @ 120 min	
			@15wks=2250 min		@10wks=2400 min	
			M (1 day)			
			8:00 am - 10:30 am			
			1 day @ 150 min			
			@15 weeks = 2250 minutes			

NOTE: Lab Sciences would be scheduled using this same format with a two-hour lab period added at some point.

Example Four: This is a four-hour calculus class, which typically would be taught using 50-minute hours.

	Contact Hours HOUR=60	Credit Hours HOUR=50	Regular Term 15-wks (75 days)	Split Term 7.5 wks (37 days)	Summer (Regular) 54 days	Summer (Split Term) 27 days
MTH 127			Tu/Th		MTWTh	
Theory @1:1		4	8:00am-9:40am	This class should	8:00am-9:15am	This class should
Minutes/Week		200	2 days@ 100 min	not be scheduled	4 days @ 75 min	not be scheduled
Minutes/Term		3000	200 minutes	in a split-term	300 minutes	in a split-term
			@ 15 wks =	format.	@ 10 wks =	format.
			3000 minutes		3000 minutes	
			MTRF			
			8:00am-8:50am			
			4 days @ 50 min			
			@15wks=3000 min			

Example Five: This is a four-hour developmental mathematics course which is typically taught using 50-minute hours

	Contact Hours HOUR=60	Credit Hours HOUR=50	Regular Term 15-wks (75 days)	Split Term 7.5 wks (37 days)	Summer (Regular) 54 days	Summer (Split Term) 27 days
MTH 091			MTWTh	<i>This can be taught</i>	MTWTh	<i>This can be taught</i>
Theory @1:1		4	8:00am-8:50am	<i>on the split-term,</i>	8:30am-9:45am	<i>on the split-term,</i>
Minutes/Week		200	4 days@ 50 min	<i>either four days or</i>	4 days @ 75 min	<i>either four days or</i>
Minutes/Term		3000	@ 15 wks =	<i>five days a week.</i>	@ 10 wks =	<i>five days a week.</i>
			3000 minutes	<i>The daily class time</i>	3000 minutes	<i>The daily class time</i>
				<i>should be calculated</i>		<i>should be calculated</i>
			Tu/Th	<i>by dividing 3000</i>	Tu/Th	<i>by dividing 3000</i>
			8:00am-9:40am	<i>minutes by the</i>	5:30pm-7:50pm	<i>minutes by the</i>
			2 days @ 100 min	<i>number of actual</i>	2 days @ 160 min	<i>number of actual</i>
			200 min	<i>class days.</i>	320 min	<i>class days.</i>
			@15wks=3000 min		@10wks=3200 min	

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ALABAMA COLLEGE SYSTEM ASSOCIATE DEGREES-CERTIFICATES-DIPLOMA REQUIREMENTS

GRADUATION REQUIREMENTS	A.A.	A.S.	A.A.S.	A.A.T.	CER	DPL	CER<=26
Area I-IV Minimum Requirements	41	41	18 - 29	18 - 24	12 - 18	12 - 18	0-6
Area V: Pre Professional, Pre-Major, and Elective Courses: Associate in Arts and Associate in Science Degrees Courses appropriate to the degree requirements and major of the individual student to electives. <i>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.</i>	19 - 23	19 - 23					
Area I-V: General Studies Curricula: A.A. and A.S. Degrees	60 - 64	60 - 64					
Area V: Maximum General Education Core, Technical Concentration, and Electives: Associate in Applied Science and Associate in Applied Technology Degrees, Certificates, Diplomas and Certificates <=26 Semester Hours Courses appropriate to the degree requirements, occupational or technical specialty requirements, core courses, and electives. <i>Students planning programs of study for which the A.A.S. does not represent the terminal degree, and for which national or regional programmatic licensure and certification are required, should be encouraged to integrate "General Studies" transfer courses whenever possible.</i>			58 - 47	58 - 52	48 - 42	48 - 42	26 - 20
Area I-V: General Studies Curricula: A.A.S., A.A.T., CER, DPL and CER <=26			76	76	60	60	26
Area I-V: [Note] MAXIMUM PROGRAM SEMESTER CREDIT HOURS BY AWARD	64	64	76	76	60	60	26
Semester Credit Hour Range By Award	60 - 64	60 - 64	60 - 76	60 - 76	30 - 60	30 - 60	9 - 26

[Note] Chancellor may authorize exceptions on the basis of programmatic accreditation, certification, or licensing essentials.

SEE PAGE 1

- ** VTE, VTM, VTC, and VTS May Be Substituted Only In System-Wide, Non-Degree Eligible Programs.
VTE, VTM, VTC, and VTS May Fulfill Certificate and Diploma Award Requirements in English, Mathematics, Computer, and Oral Communications, Respectively.
- *** Appropriate 100 > Level Courses Denoted In The Alabama College System Course Directory May Be Substituted.

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Chapter 2

Fiscal

Chapter 2

Fiscal

The proposed semester conversion for colleges within The Alabama College System will directly impact students, employees, and college operations. The following information is provided to facilitate fiscal decisions that will enhance the transition process.

Students

Without regard to any tuition and fee increase, students will pay the academic year tuition and fees in two payments rather than three. This could potentially place a greater burden on students who do not qualify for Federal financial aid because of cash flow problems. Problems for Pell Grant recipients should be minimized if the payments are distributed over two semesters rather than three. Reference should be made to Chapter 3 for a discussion of the recommendations for Pell Grant distributions on the semester system. If the recommendation proposed by the Student Services Subcommittee is approved, dividing the Pell payment by two will provide the student qualifying for a full Pell Grant sufficient funds for tuition, fees, and books.

The Pell Grant distribution should begin with the financial aid award year at the beginning of the academic year which is fall semester. This does create a financial problem for students who attend institutions that currently begin the financial aid year during the summer term.

There has been some discussion of providing optional tuition and fee payment schedules for students. It should be noted, however, that the Alabama Constitution provides that no state entity shall extend credit. This includes all colleges within The Alabama College System. Therefore, instead of providing delayed payment options for students which could be interpreted as issuing credit to students, the following resource alternatives for tuition/fee payments are recommended for consideration:

- Each institution should continue to ensure that provisions have been made for providing a comprehensive financial aid program administered by adequately trained personnel in order to provide all available funds to students.

- Each institution should seek private donations to establish a revolving student emergency loan program either through the college or its foundation. A student interested in accessing the loan fund would be required to apply for Federal financial aid. Student loans should only apply toward direct student educational costs less financial aid received.
- Each institution may wish to investigate the possibility of entering into an agreement with a third party vendor such as EduServ Technologies, Inc. to develop a tuition payment plan which offers students a way to divide the cost of tuition and fees into manageable monthly payments. With this type of agreement, the annual estimated cost of tuition and fees is divided by a given number (twelve for example). The student/parent prepays the first two months' payments and then makes monthly payments until the total amount due is paid. This method is commonly used by many universities across the nation and in the State of Alabama. Implementation by The Alabama College System would require research by the Legal Division of the Department, recommendation by the Chancellor, and approval of The Alabama State

Board of Education. Information may be obtained from Erik M. Runge of EduServ Technologies, Inc. at (910) 607-2269. Written correspondence may be directed to P. O. Box 3176, Winston-Salem, NC 27102.

Employees

Institutions should consider the following:

- Leave
 - Since fall semester will begin in mid-August, colleges should credit accrued sick leave beginning at the end of September and concluding at the end of May for college employees on Salary Schedule D for an academic year contract.
- Payroll Payment Options
 - "D" schedule personnel who are given contracts for the academic year (fall and spring semesters) and the summer term (12-month) will be paid in 12 equal installments, beginning September 30 and ending August 31.

- "D" schedule personnel who are given an academic year (fall and spring semesters) contract may elect to be paid in 9 or 12 installments beginning September 30.
- The contract for a standard summer term will be paid in three (3) equal installments on June 30, July 31, and August 31.
- Colleges that elect to teach two mini-terms rather than one standard term in the summer will ensure that the June 30 payment is calculated based on a confirmed teaching load. Any changes in load after registration for the second mini-term will be reflected in the July and August payments for the remainder of the summer term.
- Note that new personnel on the D Salary Schedule who are employed at the beginning of fall semester will not receive a payment until September 30 even though fall semester will actually start in mid-August. This scenario applies only to new personnel and personnel on salary schedule "D" who elect to be

paid in nine (9) installments. Other personnel will receive an August payment from the prior year contract.

College Operation

Tuition and Fees

A converted tuition and fee schedule is included in Attachment 2-A. The president and administrative staff of each college should consider the following information when deciding on a tuition and fee schedule.

- A credit hour analysis with the percentage of part-time credit hours generated should be made to determine the percentage of increase/decrease in enrollment from fall to winter quarters and the increase/decrease in enrollment from winter to spring quarters. Any increase in enrollment from winter to spring quarters is a potential loss of revenue since there are two registrations, not three, for students during the academic year on a semester system. Most institutions in The Alabama College System should profit from fewer registrations because traditionally there have been decreases in credit hour production from winter to spring quarters. A note of caution:

institutions must consider that, since there are only two entry points for a student during the academic year, other factors will affect the registration process.

- Part-time students typically enroll for 10 or fewer quarter credit hours. When a 5 credit hour course is converted to the semester system, the course is usually 3 semester hours. Five quarter credit hours convert mathematically to $3 \frac{1}{3}$ semester hours and 10 quarter credit hours convert to $6 \frac{2}{3}$ semester hours. This will generate a loss of tuition and fees for $\frac{1}{3}$ or $\frac{2}{3}$ of a credit hour which equates to 10 percent of the total tuition and fees for part-time enrollees. This potential decrease in tuition and fees for the part-time enrollees can be translated to a percentage of the total tuition and fee revenue by multiplying the average percentage of part-time credit hours by 10 percent. This amount varies from institution to institution, but may be significant for institutions with large numbers of part-time students.
- Course scheduling and instructor assignments should be given careful consideration since the conversion to the semester system is expected

to increase the need for adjunct faculty. This potential change in adjunct loads will increase expenditures for part-time instruction, thereby reducing total monies available to the institution for other expenditures.

Refunds

The only recommended change in the policy for refunds applies to the length of time for a student to return purchased books. Books must be returned by the second week of the semester rather than the third week of the quarter in order to receive a refund. The guidelines for refunds should be amended to include a discussion of the procedures for refunding during mini-terms. If the college chooses to teach two mini-terms in the summer rather than or in addition to one standard term, the withdrawal dates listed in section 1.1 of policy 803.02 should be prorated according to the length of the mini-term in relation to the standard summer term. For example, if the mini-term has accelerated classes that meet half the total time of a standard summer term, then 75 percent of tuition and other institutional charges are refunded during the first half week. Other refund periods will be accelerated in a similar manner.

Budget Implications

The development of the 1997-98 college operating budget should have addressed the additional expenditures for the redesign of program publications and brochures. Additional monies should also be available for marketing efforts to inform properly the constituents of each college's service area. Additional temporary support personnel may be necessary to handle the extra workload created by conversion projects. Budget amendments may be necessary to allow adequate funding for additional expenditures created solely by the semester conversion. These budget considerations should continue through the 1998-99 budget process since many infrastructure changes may be necessary as a result of the semester system conversion.

Attachment 2-A

Tuition and Fees

Tuition

Current Quarter Hour Rates

Converted Semester Hour Rates

\$20	\$30
\$21	\$32
\$22	\$33
\$23	\$35
\$24	\$36
\$25	\$38

Fees

Current Quarter Hour
Instructional Fee Rates

Converted Semester Hour
Instructional Fee Rates

\$1	\$2
\$2	\$3
\$3	\$5
\$4	\$6

Current Quarter Hour
Facilities Renewal Fee

Converted Semester Hour
Facilities Renewal Fee

\$15 Maximum

\$23 Maximum

Conversion = Quarter hour rate x 1.5, rounded up to whole dollar.

Chapter 3

Student Services

Chapter 3

Student Services

As System colleges prepare for the semester conversion, student services staff will have a fundamental role to play in guiding students through the transition process. In order for this to be an efficient transition, students, faculty, and staff must be well informed about the process and have an understanding of what is expected of them. Communication is an essential tool in making the transition successful. Utilizing effective counseling skills, patience, perseverance and a commitment to change will guarantee success.

This chapter addresses Student Services areas of responsibility in the semester conversion process, including Advising Guidelines for Students in Transition, Returning Students, Transcript Conversion Criteria, Title IV Federal Student Aid Recommendations and Federal Pell Grant Distribution, and a Guide to Frequently Asked Questions.

Advising Guidelines for Transition/Returning Students

These guidelines were prepared to explain conversion procedures and provide system college academic advisors with the information needed to assist students in

completing their degrees during this transition period. For students, faculty, and staff at System colleges, the shift to the semester system in Fall 1998 means substantial modification within the instructional framework of courses.

For example, new semester courses will replace all of the old quarter courses. While some semester courses will be similar to former quarter courses, others will be new or modified versions of two or more courses with the possibility of some courses being dropped completely. Additionally, new System formal award requirements and departmental degree requirements for all academic programs (degree, diploma, and certificate programs) will replace current existing requirements.

Impact of Semester Conversion on Students

The semester conversion will have its greatest impact on students who started in The Alabama College System on the quarter system and who will continue their studies on the semester system. The semester conversion will not affect those students who will finish their degree before Fall Semester 1998; whereas, students who matriculate at System colleges in Fall Semester 1998 or later will be required to meet all degree requirements under the new semester system.

Fairness to Students Principle

The guiding principle which must apply to all college professionals advising transition students is the concept that students should not be disadvantaged because of the semester conversion. In most circumstances, students who are making timely progress toward degree completion should be able to graduate on schedule with the number of semester credits required of each individual student totaling about two-thirds of the remaining number of quarter credits needed to graduate. All students involved in this transition are responsible for meeting with a departmental advisor to complete an individual *Program Completion Plan* (see Attachment 3-A) which indicates the year of graduation. Since fewer courses will be offered under the semester system than under the quarter system, flexibility will be necessary in substituting courses to meet degree requirements without compromising the academic integrity of the curriculum. Along with a viable substitution policy for students involved in the transition, there should be a clearly defined informal dispute resolution procedure for students with concerns about the new requirements.

Role of Academic Advisors in the Semester Conversion

Advisors are the first-line resources for students seeking guidance and reassurance in working toward and completing instructional programs at System colleges. The conversion to the semester system will require everyone to vary customary procedures with the understanding that normal advising routines will be complicated by increased demand on advisors' time and by new conversion policies, courses, degree programs, and completion formulas.

- **Principal Advising Responsibilities**

The main advising responsibilities during the conversion period will be to assist students with preparation and completion of an individual *Program Completion Plan*, interpretation of relationships between quarter courses and semester courses, and explanations of special policies such as repeat options, enrollment restrictions, etc. The Department of Postsecondary Education has prepared completion guidelines for system wide graduation requirements (including general education requirements), and it is the responsibility of advisors to assist students in meeting formal award requirements.

College department chairs and program advisors should prepare *Program Completion Guidelines* for each program area including degree, diploma, and certificate programs, and use these guidelines to assist individual students in developing a plan of study for completing their degree with a combination of quarter courses and semester courses.

Under current practice, departments and academic programs are responsible for advising students on meeting departmental and college requirements for their degree option and certifying to the Registrar's Office that students have met all program requirements for graduation. Currently, college advisors advise students on general education and occupational requirements for the stated certificate or degree option or objective, and the Registrar's Office certifies that graduating students have met these requirements. This practice will remain the same during the semester conversion period.

- **Preparation of Program Completion Plans (PCP)**

College department or program of study administrators and faculty must prepare *Program Completion Plans (PCP)* which students and advisors can use in the advising process for each degree, diploma, and certificate program. College

department chairs must submit PCP's for each degree, diploma, and certificate program to the institution curriculum committee or the instructional dean to ensure that all academic units are ready for advising students. Standardized PCP's need to be prepared as soon as possible to be ready for advising students beginning with the 1997-98 academic year or at the earliest opportunity. It is recommended that the PCP for a particular program include program requirements and completion information in columnar format, including a column listing requirements for the program, a column for indicating which courses the student has already completed (under the quarter system), a column for noting which quarter courses the student will complete during the 1997-98 academic year, and a column for listing semester courses to be completed (after summer 1998). All quarter hour totals must be converted to semester hour totals using the Conversion Table provided in Attachment 3-B and Attachment 3-C. Cumulative hours should be shown in semester units and space should be provided for:

- The signature of the student and the advisor;
- The date when the plan was prepared; and
- The PCP's validation date.

Samples of PCP's are provided in Attachment 3-A and can be adapted to the unique requirements of a particular program. Clear guidelines should accompany the PCP's to enable students to prepare the plans with minimal assistance from departmental advisors. PCP's should be available to students and advisors through multiple sources and in a variety of settings (e.g. orientation, and department advising offices).

Students who wish to make any changes to the original PCP would have to renegotiate the strategy for the completion requirements with the college department. Each student's PCP must be signed by both the advisor and the student, and one copy of the plan must be kept by the advisor, one placed in the student's permanent record in the college Records Office, and one given to the student.

- **Conversion Coordinator for Advising**

During the conversion period it is particularly important that college departments designate an individual(s) who has the authority to coordinate all aspects of advising including the following:

- Supervision and approval of individual student completion plans for the degree, diploma, or certificate program;
- Supervision and approval of course substitutions, program changes, etc;
- Contact person for the department for all advising issues during the transition period;
- Training of other department advisors;
- Communication with students;
- Addressing student complaints; and
- Scheduling information and advising sessions for students.

College departments should understand how the semester conversion process will affect each group of students (e.g. new, transfer, and continuing) and be prepared to begin advising students involved in the transition in the 1997-98 academic year so that students can prepare their course plan for the last year under the quarter calendar.

New Students: The majority of students admitted to System colleges during the academic year 1997-98 will be transition students and need to be informed and advised accordingly. Since most new students matriculate in fall and

attend orientation during the summer, it is important for college departments to prepare materials for advising students at new student orientations.

Transfer Students. Since the majority of transfer students have decided on a program of study and may already have completed some course work in the program, departmental advising of this student population at orientation is particularly important.

Transition/Returning Students. Transition/returning students should be informed of the need to fill out the *Program Completion Plan* (PCP) and meet with the departmental advisor for approval of the plan no later than summer of 1998. Transition/returning students, who have identified a program but have not yet been admitted to the department or have not officially declared a program of study, should be encouraged to make contact with their advisor as soon as possible to determine how they can prepare for the change to semesters.

- **Information Packet for Transition/Returning Students**

College departments are encouraged to prepare student information packets for each instructional program that include the following:

- A brief explanation of the semester conversion and how students will be affected;
- When and where the program of study will be available to students;
- Guidelines for filling out *Program Completion Plans*, (PCP);
- Other information sources for students concerning the semester conversion; and,
- Advising procedures (how) and advising schedule (when).

- **Advising Schedules**

College departments should prepare a plan and timeline for informing students of the semester conversion and for advising students. A variety of methods for advising students can be used including:

- Individual advising sessions;
- Group information sessions;
- Student self-advising on the Web where available; and
- Individual advising sessions by student status (freshmen, sophomores, etc.) according to a pre-set time schedule during the 1997-98 Academic year.

To reduce pressure on available advising resources, transition students should be encouraged to fill out a PCP before meeting with the advisor on an individual basis.

- **Use of Student Completion Plans to Evaluate and Meet Course Demand**

The PCP's will provide departments with important information on the courses students need to complete in order to meet requirements for their formal awards. This information can then be used to schedule courses, and to monitor course offerings and course demand during the transition period.

- **Advising First-Year Students Admitted During the 1997-98 Academic Year**

Students who enter System colleges during the last academic year on the quarter system should be given some specific advice regarding course selection and academic planning. If students wish to repeat quarter classes, they should be encouraged to do so before the semester transition. Since many classes may no longer be available, students should not begin a sequence of courses under the quarter system unless they can finish that sequence before the semester transition.

If they do begin a sequence, they should work with their departmental advisor regarding its planned completion.

- **Advising Undecided Students**

Students who have not declared a major should meet with an advisor about fulfilling their general education requirements, planning courses for the last year under the quarter system, and discussing strategies for beginning to focus on an academic direction. Students should be informed that it may be to their advantage to declare a major before Fall Semester 1998. All undeclared students should be contacted by their assigned advisor who will attempt to assist the student in declaring a major.

- **Advising Students Who Change Their Major**

Students who wish to change from one major to another should be advised to contact the departmental advisor of the new major immediately to discuss degree requirements and to prepare a PCP for the new major using departmental guidelines for the semester conversion.

- **Advising Students in Restricted Programs**

Restricted programs are those with special admission requirements which may include completion of prerequisite courses, completion of a minimum number of hours, minimum GPA standards, formal application procedures, or other designated requirements. In preparation for semester conversion, students interested in restricted programs should meet with the departmental advisors for those programs as early as possible. It is recommended that they apply for admission to the restricted program prior to semester conversion. If this is not workable, then advisors are encouraged to explain steps and requirements for admission after semester conversion, help the student plan completion of pre-major requirements, and suggest a backup program if the student's admission to the program is in question.

- **Advising Readmitted Students**

Students, who leave for one or more terms (excluding summer term) and are readmitted after the semester conversion should meet with an advisor at the time they apply for readmission to ensure they understand how the change to the semester system will affect their program of study. Students must work with their advisors

in preparing an individual PCP for their program of study and graduation requirements. Students admitted under a previous catalog will have to comply with the current catalog requirements.

- **Repeating Courses**

Students may wish to repeat a course to improve a grade or due to failure. Those classes should be taken before the conversion to the semester system. Some quarter courses may be dropped completely on the semester system, and their contents may be dispersed among several semester courses, which would mean that some quarter courses would not be repeatable on the semester system. In situations where a quarter course is not equivalent to any semester course, a department may designate a semester course to be the functional equivalent of the quarter course to satisfy a graduation requirement for that department and to be used as a repeat. It is recommended that departments and programs make available their listings of semester courses which are substitutes for quarter courses.

- **Incomplete Grades**

Faculty should be aware of problems associated with awarding a grade of Incomplete (I). If an "I" is given, faculty should arrange for students to make up

the missing work prior to the beginning of the semester. Faculty are advised to adhere to the Incomplete Policy and not to give an "I" unless the work can be completed outside of the classroom.

- **Student Record Issues**

Beginning Fall Semester 1998, all System publications and records will state credit requirements, credits earned, and credits attempted as semester credits. The cumulative number of quarter credits that have been earned by each transition student will be multiplied by two-thirds (.6667) to convert them to semester credits. The table in the Attachment 3-B can be used to convert earned quarter credits to semester credits.

- **Credit Hour Conversion**

Although the number of quarter credits earned will be reduced by one-third to semester hour credit equivalents, credit requirements will also be reduced by one-third. There will be no actual loss of credits for transition students (see Attachment 3-B and Attachment 3-C).

Rounding up or truncating fractions should not be applied to individual courses but to components of the degree such as the major program or the general

education part of the student’s academic record. In converting the number of credit hours which have been earned, fractions are rounded up. For example, 32 quarter credit hours are equivalent to 21 1/3 semester credit hours which is rounded up to 22 semester credit hours. In converting credit deficiencies for unfilled requirements, fractions are truncated. For example, if a student needs to complete an additional 14 quarter credit hours in the major program, and 14 quarter credit hours is equivalent to 9 1/3 semester credit hours, then the student needs to complete an additional 9 semester credit hours in the major.

- **Student Classification Based on Credits Earned**

The following table is a comparison of quarter and semester student classification as it pertains to freshman and sophomore levels.

Student Classification	Quarter System (Hours)	Semester System (Hours)
Freshman	0-45	0-32
Sophomore	46-96	33-64

- **Grade Point Average**

A student's grade point average will be unaffected by the semester conversion. Although the number of quarter credits and the number of grade points earned will be converted to semester equivalents in Fall 1998, the grade point average will stay the same. For example, a student who has completed 37 credits and has earned 83 quality points in the quarter system has a GPA of 2.24. Multiplying 37 quarter credits by $\frac{2}{3}$ equals 24.66 semester units, and multiplying 83 quality points by $\frac{2}{3}$ equals 55.33 points. Dividing 55.33 points by 24.66 credits equals a GPA of 2.24, which is the same as on the quarter system.

When calculating the grade point average, the semester credit totals which have been converted from quarter credits will not be rounded, since this could affect the grade point average. To alleviate any discrepancy when calculating a student's GPA, the calculations should include three characters beyond the decimal point.

Transcript Conversion Criteria

In designing new transcripts, System colleges should consider the following recommendations. Individual quarter courses completed by students prior to Fall Semester 1998 should not be converted to semester system equivalents in students' academic records. A transcript annotation or remark should be placed on the transcript or transcript guide effective Fall Semester 1998 indicating that all entries from that point on are in semester hour credits (see Attachment 3-D). Additionally, a written notification of the academic term change should be attached to every transcript released.

At the end of Summer Quarter 1998, transcripts will convert cumulative quarter hour credits (e.g., attempted, earned, and transfer, etc.) to semester credits by multiplying the number of quarter hour credits by two-thirds (.6667). The cumulative semester hour credit totals, which have been converted from cumulative quarter hour credits, would be added so it would appear on the transcript prior to the Fall Semester 1998 course listings (see Attachment 3-B and Attachment 3-C). The semester credit totals which have been converted from quarter credits will not be rounded, since this could affect the grade point average. In order to ensure that no

student's credit hours are adversely affected, the calculations should include three characters beyond the decimal point.

A key or legend should accompany each paper transcript issued. It is recommended that the key be printed on the back of the transcript paper stock, whether computer generated or a photocopy production, so that it is a part of the transcript itself rather than a separate sheet which can be easily detached and misplaced. Several items detailed below may be listed on the face of the transcript; if this is not possible, they may be included on the key.

- Name, address, and location of the institution, branch name and location if applicable;
- Institutional name changes;
- Telephone number of the issuing office;
- Accreditation statement;
- Definition of enrollment terms (specify approximate start date and end date or length of term);
- Calendar system;
- Unit of credit (e.g., semester, quarter, other);

- Grading system(A=4 grade points, etc.)
- Method of grade point average calculation;
- Institutional policy on recording all courses attempted;
- Institutional policy on withdrawals, transfer credits, incompletes, repeated courses, academic bankruptcy;
- Course identification system, indication level (freshmen, sophomore, etc.);
- Explanation of any unique or unusual policies or programs
- Date of changes in above items;
- Method of certification as an official transcript (colored paper stock, embossed seal, etc.);
- Warning against forgery;
- Eligible to reenroll policy, (e.g., academically eligible to reenroll unless otherwise noted);
- FERPA redisclosure statement;
- Date of last revision to the key.

Optional elements of a key could include:

- Institutional ID codes (FICE, ACT, CEEB, etc.);
- Academic probation/suspension policy;
- Graduation requirements;
- Office to contact for student's disciplinary record;
- Fax number;
- Requirements for honors;
- Degrees awarded by institution and their abbreviations;
- Consortium agreements;
- AACRAO membership;
- Codes and abbreviations used on transcript.

Title IV Federal Student Aid

Award Year Recommendations

Beginning with the 1998-99 academic year, it is recommended that the fall semester become the first term in the financial aid award year. Currently, thirteen institutions begin their award year with the summer quarter. There are many considerations for making this determination for the System. First, fall is

traditionally the beginning of the school year, both for secondary and postsecondary institutions. Most institutions nationwide begin the award year with fall, which is what students typically expect. Consequently, beginning the award year with summer is the exception and requires special instructions for new students.

Since the majority of two-year and four-year institutions begin the award year with fall, students transferring to one of these institutions from a school using summer as the beginning federal aid term have reduced benefits during the normal (nine-month) academic year, a situation which can place the student in financial hardship. This also makes the monitoring of Pell Grant awards more difficult for the receiving institution since the student will receive 50 percent in the fall semester and a reduced amount (17 percent or 26 percent — depending on what percentage was disbursed in summer by the first institution) in the spring. Beginning the award year uniformly in the fall term would significantly reduce the need among System colleges for a financial aid transcript from the receiving institution since financial aid transcripts are only required for students transferring "mid-year." Only those transferring after fall or spring would require a transcript.

A more significant concern, which influences the adoption of the fall semester as the beginning term, is the new "14-day disbursement" rule for financial aid. Many institutions already have a summer term beginning more than 14 days before July 1, which is the first day that federal funds can be requested for draw down from the U.S. Department of Education.

Concerns

The primary concern with beginning the award year with fall enrollment is being able to provide adequate funds to students during the preceding summer term. Students with no remaining Pell Grant eligibility for the summer term would need assistance from other types of funding such as FSEOG, economically disadvantaged tuition waivers, institutional grants, etc.

Federal Pell Grant Distribution

With the semester changeover institutions must determine the appropriate distribution for their respective campuses and students. Please refer to *Federal Student Aid Handbook 1997-98* for thorough discussion of the following distribution options:

Option 1: Pell Grant Distribution - Three Disbursements (38 percent Fall and Spring Semesters, and 24 percent Summer Term)

Option 2: Pell Grant Distribution - Two Equal Distributions (Fall and Spring Semesters)

Option 3: Pell Grant Distribution - Crossover Payment/Three Distributions (50 percent Fall and Spring Semesters, and 24 percent Summer Term)

The following considerations should be determining factors in the federal aid distribution decision making process:

- An Associate Degree (AA, AS, AAS, AAT) will require an average of 15 hours per semester for a student to graduate in 2 years (see Attachment 3-E for model).
- Average Pell Grant Award - The financial aid office should determine the average Pell Grant award to students at the institution from the Student Payment Summary. This will be helpful in determining the percentage of students who currently receive sufficient funds to cover direct expenses.

- Pell Grant Distribution By Student -- Review the Pell Grant distribution by student to determine numbers of students who attend year round (no summer breaks).
- Pell Grant Distribution By Program - Review the Pell Grant distribution by program to determine the potential impact of the local decision. For example, if the college elects to disburse Pell Grants over two terms, and it has some programs in which year-round attendance is the norm, alternative ways of financing summer term will need to be explored.
- Full Pell Grant Utilization -- Institutions currently paying each term (year round) should examine the amount of funds not being claimed by students who did not enroll each semester to determine how much money the student loses.
- Clock Hour/Credit Hour Conversion For Title IV Funds -- Examine whether non- degree seeking students attending summer term will be able to attain full-time status based on the Title IV clock hour/credit hour calculations. These students will be subject to the 30:1

contact/credit hour regulation. If they are unable to take 12 credit hours (36 contact hours per week in a 10 week term), they will not be considered full-time under Title IV regulations and will not receive a full Pell Grant. If paid on a year-round basis, these students would never receive their maximum eligibility for a Pell Grant if they are not full time in summer.

- Crossover Payment Period Disbursements -- When a payment period falls into two award years, it is referred to as a "crossover payment period." At colleges with a traditional term calendar, the summer term is usually a crossover payment period. Until the U.S. Department of Education issues additional cash management procedures regarding the 14-day disbursement rule for summer terms beginning before July 1, colleges will be responsible for disbursements to students from institutional resources. Depending on the length of the program, crossover payments may be the appropriate option to choose.

**FEDERAL PELL GRANT DISTRIBUTIONS SHOULD BE BASED ON
OPTIMUM BENEFIT TO THE STUDENT AND THE COLLEGE**

Guide to Frequently Asked Questions (FAQs)

The following information is provided to help the student better understand the rationale for the conversion to the semester system, and to answer many of the common inquiries regarding the semester conversion process. It is recommended that this information be made available to students via newsletter, handbook, Internet etc.

Why is The Alabama College System converting to the semester system?

The Alabama State Board of Education and other advocates of the semester system are convinced that longer terms are academically superior. With 15 weeks instead of 10, students and faculty have the time needed to pursue a subject in depth. Less important, but relevant, are several other factors.

- Fewer registrations.
- Textbooks are usually written for semester courses.
- Transferring among institutions will be easier, and spring semester will end early enough to give students a better opportunity for summer jobs or at launching their careers.

- The Department of Postsecondary Education also sees the conversion as an opportunity to revamp the curricula at all the colleges, and enhance coordination among System colleges.

What should I be doing to prepare for the conversion?

Although the colleges are doing everything to ensure that students are not disadvantaged by the conversion to the semester system, the responsibility for learning how the conversion affects your own academic program is up to you. Contact your college/department to find out how advising for your major will be conducted. Plan which quarter courses need to be taken prior to the conversion to semester and which semester courses need to be taken beginning Fall 1998 by completing a PCP. Follow the completion plans developed with your adviser. Give priority to completing sequenced courses over taking electives and non-sequential courses, delay starting sequenced courses that cannot be completed prior to Fall 1998, and repeat quarter courses, if necessary, on the quarter system.

How does credit hour conversion work?

Beginning Fall Semester 1998, all System college publications and records will state credit requirements, credits attempted, and credits earned as semester

credits. The total number of quarter credits that have been earned by each transition student will be multiplied by two-thirds (.6667) to convert them to semester credits. Although the number of credits earned will be reduced by one-third, credit requirements will also be reduced by one-third. There will be no actual loss of earned credits.

What will be the length of the semester terms?

Both the fall and spring semesters will contain 15 weeks of classes and one week of finals. For the two semesters this means a total of 30 weeks of class and two final weeks for a grand total of 32 weeks. This is one week less than three quarters, which have 30 weeks of classes and three final examination weeks for a grand total of 33 weeks of school.

When will classes actually start for the Fall 1998 semester? When will classes begin for the spring semester? When is spring break?

The fall semester begins mid to late August and concludes with examinations the third week of December. Spring semester classes begin in January and conclude in mid to late May. Spring break occurs in late March and early April.

Under what format will the Summer 1998 classes be offered? Semester or quarter?

Classes during Summer 1998 will remain under the quarter system. The semester system begins with Fall Semester 1998.

Since Fall Semester 1998 will start earlier, how long will the summer 1998 term be?

Since classes during Summer 1998 will still be under the quarter system, the format will be similar to prior summers except that the 1998 summer term will have fewer days than previous quarters, and the class length will be longer.

How long will summer term 1999 be?

The 10-week summer term will offer full-semester courses with lengthened class periods, and give departments and programs the opportunity to offer short courses, intensive classes, field experiences, and special programming. Credit hours will be assigned based on the time involved. Summer term will run from mid May to early August.

What is a minimum course load for a full-time student? What is a normal load for a full-time student?

For financial aid purposes, the number of hours that make up full-time status is 12 semester hours. However, a full academic load is considered to be 15-18 semester hours. This academic load of 15-18 semester hours makes it possible to complete an associate's degree in two years.

What is the Program Completion Plan (PCP)?

The PCP helps you plan the completion of your degree program during the transition from quarter to semester terms. Check with your advisor or department about completing a PCP. It will be of great assistance through this semester transition period.

Will the new semester courses be different?

Much of the curriculum of current quarter courses will be carried over into semester courses with some changes and additions of content. Some quarter courses will be dropped, **but you will still receive full credit for any you have already completed successfully.** Some new courses have been added, particularly where programs were required to meet new accreditation or licensing standards. Some

three quarter courses may be rearranged into a two semester sequence and possibly cover more material, but remember a semester is 16 weeks long rather than the 10 weeks of a quarter.

Will it take longer to get a degree under the semester system?

It will not take longer to get a degree under the semester system. You will need one-third fewer hours for a semester degree than for a quarter degree. Thus, if you needed 96 quarter hours to graduate on the quarter system, you will need only 64 hours to graduate on the semester system. The average of 32 semester hours per year is the equivalent of 48 quarter hours.

Will all of my courses taken on the quarter system count toward the requirements on the semester system?

Timely courses taken to fulfill degree requirements prior to the semester conversion should meet degree requirements after the conversion. To avoid confusion, your academic record should be reviewed by you and an appropriate academic advisor, using a PCP.

How will my transcript be affected by the conversion to the semester system?

At the end of summer 1998, a notation will be placed on your transcript after the listing of the courses which you have completed under the quarter system, as well as a statement about the change to a semester calendar. All of these courses will continue to be listed in the quarter format. A summary will be given of the cumulative quarter credits and cumulative quality points along with a semester conversion of both. All subsequent courses that appear on your transcript will then be the new semester courses. Your GPA will not be affected by the change.

How will my tuition and fees change on the semester system?

The total yearly tuition will change not as a result of converting to the semester system. Tuition levels are based on credit hours taken. Tuition is collected twice a year rather than three times a year.

What if I have an Incomplete (I)?

See your instructor to find out what is required for you to get a letter grade for all courses in which you still have an incomplete. You should attempt to clear all incomplete (I) grades prior to Fall 1998. It is still up to students to stay well informed and proactive in the process.

Attachment 3-A

Sample
Program Completion Plan

Student Name _____
 Social Security Number _____ Expected Graduation Year _____
 Program of Study _____ Option _____

Quarter Requirement	Quarter Course Completed	1997-98 Plan	Semester Courses to be Completed
Language Arts ENG 101, 192, 261, 262, or 271, 272	ENG 101, 102		
Social Science HIS 101, 102 or 201, 202		HIS 101, 102	
Other Social Science ECO, GEO, POL, PSY, SOC			
Math and Science MTH, BIO, CHEM, etc	CHM 113 MTH 111	CHM 114, 115	MTH 156, 157
Fine Arts ART 100 or Music 101, Speech 106/107			
HPR	PED 102		
Total Credits			
Electives	GEO 100	MUS 111	MUS 221
	PSY 100	MUS 112	
	PHL 106	MUS 113	
	CIS 221		

Student Signature _____ Date _____

Advisor Signature _____ Date _____

CREDIT HOUR CONVERSION

CONVERSION FROM SEMESTER HOURS TO QUARTER HOURS		CONVERSION FROM QUARTER HOURS TO SEMESTER HOURS		
OFFICIAL SEMESTER HOURS	OFFICIAL QUARTER HOURS	OFFICIAL QUARTER HOURS	OFFICIAL SEMESTER HOURS	CALCULATED SEMESTER HOURS
AWARDED	@ 150%	AWARDED	ROUNDED	@ 66.67%
1	1.5	1	0	0.6667
2	3.0	2	1	1.3334
3	4.5	3	2	2.0001
4	6.0	4	2	2.6668
5	7.5	5	3	3.3335
6	9.0	6	4	4.0002
7	10.5	7	4	4.6669
8	12.0	8	5	5.3336
9	13.5	9	6	6.0003
10	15.0	10	6	6.6670
11	16.5	11	7	7.3337
12	18.0	12	8	8.0004
13	19.5	13	8	8.6671
14	21.0	14	9	9.3338
15	22.5	15	10	10.0005
16	24.0	16	10	10.6672
17	25.5	17	11	11.3339
18	27.0	18	12	12.0006
19	28.5	19	12	12.6673
20	30.0	20	13	13.3340
21	31.5	21	14	14.0007
22	33.0	22	14	14.6674
23	34.5	23	15	15.3341
24	36.0	24	16	16.0008
25	37.5	25	16	16.6675
26	39.0	26	17	17.3342
27	40.5	27	18	18.0009
28	42.0	28	18	18.6676
29	43.5	29	19	19.3343
30	45.0	30	20	20.0010
31	46.5	31	20	20.6677
32	48.0	32	21	21.3344
33	49.5	33	22	22.0011
34	51.0	34	22	22.6678
35	52.5	35	23	23.3345
36	54.0	36	24	24.0012
37	55.5	37	24	24.6679
38	57.0	38	25	25.3346
39	58.5	39	26	26.0013
40	60.0	40	26	26.6680
41	61.5	41	27	27.3347
42	63.0	42	28	28.0014

CREDIT HOUR CONVERSION

CONVERSION FROM SEMESTER HOURS TO QUARTER HOURS		CONVERSION FROM QUARTER HOURS TO SEMESTER HOURS		
OFFICIAL SEMESTER HOURS	OFFICIAL QUARTER HOURS	OFFICIAL QUARTER HOURS	OFFICIAL SEMESTER HOURS	CALCULATED SEMESTER HOURS
AWARDED	@ 150%	AWARDED	ROUNDED	@ 66.67%
43	64.5	43	28	28.6681
44	66.0	44	29	29.3348
45	67.5	45	30	30.0015
46	69.0	46	30	30.6682
47	70.5	47	31	31.3349
48	72.0	48	32	32.0016
49	73.5	49	32	32.6683
50	75.0	50	33	33.3350
51	76.5	51	34	34.0017
52	78.0	52	34	34.6684
53	79.5	53	35	35.3351
54	81.0	54	36	36.0018
55	82.5	55	36	36.6685
56	84.0	56	37	37.3352
57	85.5	57	38	38.0019
58	87.0	58	38	38.6686
59	88.5	59	39	39.3353
60	90.0	60	40	40.0020
61	91.5	61	40	40.6687
62	93.0	62	41	41.3354
63	94.5	63	42	42.0021
64	96.0	64	42	42.6688
65	97.5	65	43	43.3355
66	99.0	66	44	44.0022
67	100.5	67	44	44.6689
68	102.0	68	45	45.3356
69	103.5	69	46	46.0023
70	105.0	70	46	46.6690
71	106.5	71	47	47.3357
72	108.0	72	48	48.0024
73	109.5	73	48	48.6691
74	111.0	74	49	49.3358
75	112.5	75	50	50.0025
76	114.0	76	50	50.6692
77	115.5	77	51	51.3359
78	117.0	78	52	52.0026
79	118.5	79	52	52.6693
80	120.0	80	53	53.3360
81	121.5	81	54	54.0027
82	123.0	82	54	54.6694
83	124.5	83	55	55.3361
84	126.0	84	56	56.0028
85	127.5	85	56	56.6695

CREDIT HOUR CONVERSION

CONVERSION FROM SEMESTER HOURS TO QUARTER HOURS		CONVERSION FROM QUARTER HOURS TO SEMESTER HOURS		
OFFICIAL SEMESTER HOURS AWARDED	OFFICIAL QUARTER HOURS @ 150%	OFFICIAL QUARTER HOURS AWARDED	OFFICIAL SEMESTER HOURS ROUNDED	CALCULATED SEMESTER HOURS @ 66.67%
86	129.0	86	57	57.3362
87	130.5	87	58	58.0029
88	132.0	88	58	58.6696
89	133.5	89	59	59.3363
90	135.0	90	60	60.0030
91	136.5	91	60	60.6697
92	138.0	92	61	61.3364
93	139.5	93	62	62.0031
94	141.0	94	62	62.6698
95	142.5	95	63	63.3365
96	144.0	96	64	64.0032
97	145.5	97	64	64.6699
98	147.0	98	65	65.3366
99	148.5	99	66	66.0033
100	150.0	100	66	66.6700
101	151.5	101	67	67.3367
102	153.0	102	68	68.0034
103	154.5	103	68	68.6701
104	156.0	104	69	69.3368
105	157.5	105	70	70.0035
106	159.0	106	70	70.6702
107	160.5	107	71	71.3369
108	162.0	108	72	72.0036
109	163.5	109	72	72.6703
110	165.0	110	73	73.3370
111	166.5	111	74	74.0037
112	168.0	112	74	74.6704
113	169.5	113	75	75.3371
114	171.0	114	76	76.0038
115	172.5	115	76	76.6705
116	174.0	116	77	77.3372
117	175.5	117	78	78.0039
118	177.0	118	78	78.6706
119	178.5	119	79	79.3373
120	180.0	120	80	80.0040
121	181.5	121	80	80.6707
122	183.0	122	81	81.3374
123	184.5	123	82	82.0041
124	186.0	124	82	82.6708
125	187.5	125	83	83.3375
126	189.0	126	84	84.0042
127	190.5	127	84	84.6709
128	192.0	128	85	85.3376

CREDIT HOUR CONVERSION

CONVERSION FROM SEMESTER HOURS TO QUARTER HOURS		CONVERSION FROM QUARTER HOURS TO SEMESTER HOURS		
OFFICIAL SEMESTER HOURS	OFFICIAL QUARTER HOURS	OFFICIAL QUARTER HOURS	OFFICIAL SEMESTER HOURS	CALCULATED SEMESTER HOURS
AWARDED	@ 150%	AWARDED	ROUNDED	@ 66.67%
129	193.5	129	86	86.0043
130	195.0	130	86	86.6710
131	196.5	131	87	87.3377
132	198.0	132	88	88.0044
133	199.5	133	88	88.6711
134	201.0	134	89	89.3378
135	202.5	135	90	90.0045
136	204.0	136	90	90.6712
137	205.5	137	91	91.3379
138	207.0	138	92	92.0046
139	208.5	139	92	92.6713
140	210.0	140	93	93.3380
141	211.5	141	94	94.0047
142	213.0	142	94	94.6714
143	214.5	143	95	95.3381
144	216.0	144	96	96.0048
145	217.5	145	96	96.6715
146	219.0	146	97	97.3382
147	220.5	147	98	98.0049
148	222.0	148	98	98.6716
149	223.5	149	99	99.3383
150	225.0	150	100	100.0050
151	226.5	151	100	100.6717
152	228.0	152	101	101.3384
153	229.5	153	102	102.0051
154	231.0	154	102	102.6718
155	232.5	155	103	103.3385
156	234.0	156	104	104.0052
157	235.5	157	104	104.6719
158	237.0	158	105	105.3386
159	238.5	159	106	106.0053
160	240.0	160	106	106.6720
161	241.5	161	107	107.3387
162	243.0	162	108	108.0054
163	244.5	163	108	108.6721
164	246.0	164	109	109.3388
165	247.5	165	110	110.0055
166	249.0	166	110	110.6722
167	250.5	167	111	111.3389
168	252.0	168	112	112.0056
169	253.5	169	112	112.6723
170	255.0	170	113	113.3390
171	256.5	171	114	114.0057

CREDIT HOUR CONVERSION

CONVERSION FROM SEMESTER HOURS TO QUARTER HOURS		CONVERSION FROM QUARTER HOURS TO SEMESTER HOURS		
OFFICIAL SEMESTER HOURS	OFFICIAL QUARTER HOURS	OFFICIAL QUARTER HOURS	OFFICIAL SEMESTER HOURS	CALCULATED SEMESTER HOURS
AWARDED	@ 150%	AWARDED	ROUNDED	@ 66.67%
172	258.0	172	114	114.6724
173	259.5	173	115	115.3391
174	261.0	174	116	116.0058
175	262.5	175	116	116.6725
176	264.0	176	117	117.3392
177	265.5	177	118	118.0059
178	267.0	178	118	118.6726
179	268.5	179	119	119.3393
180	270.0	180	120	120.0060
181	271.5	181	120	120.6727
182	273.0	182	121	121.3394
183	274.5	183	122	122.0061
184	276.0	184	122	122.6728
185	277.5	185	123	123.3395
186	279.0	186	124	124.0062
187	280.5	187	124	124.6729
188	282.0	188	125	125.3396
189	283.5	189	126	126.0063
190	285.0	190	126	126.6730
191	286.5	191	127	127.3397
192	288.0	192	128	128.0064
193	289.5	193	128	128.6731
194	291.0	194	129	129.3398
195	292.5	195	130	130.0065
196	294.0	196	130	130.6732
197	295.5	197	131	131.3399

Approved by the Department of Postsecondary Education
for document interpretation within the Alabama College System.

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CONTACT OR CLOCK HOUR CONVERSION TO SEMESTER CREDIT HOUR EQUIVALENCIES

SEMESTER CREDIT HOUR(S)	"THEORY" CONTACT HOUR(S) PER WEEK		EXPERIMENTAL "LAB" CONTACT HOUR(S) PER WEEK		MANIPULATIVE "LAB" SKILLS "LAB" CLINICAL "PRACTICE" "PRECEPTORSHIP"		"INTERNSHIP" "PRECEPTORSHIP" CONTACT HOUR(S) PER WEEK		"THEORY" CONTACT HOUR(S) PER SEMESTER		EXPERIMENTAL "LAB" CONTACT HOUR(S) PER SEMESTER		MANIPULATIVE "LAB" SKILLS "LAB" CLINICAL "PRACTICE" "PRECEPTORSHIP"		"INTERNSHIP" "PRECEPTORSHIP" CONTACT HOUR(S) PER SEMESTER	
	RATIO	RATIO	RATIO	RATIO	RATIO	RATIO	RATIO	RATIO	RATIO	RATIO	RATIO	RATIO	RATIO	RATIO	RATIO	RATIO
1	11	2	5	3	15	16	30	32	45	48	75	80	120	128	180	200
2	11	4	10	6	30	32	60	64	90	96	150	160	240	256	360	400
3	11	6	15	9	45	48	90	96	135	144	225	240	360	384	540	600
4	11	8	20	12	60	64	120	128	180	192	300	320	480	512	720	800
5	11	10	25	15	75	80	150	160	225	240	375	400	540	576	810	900
6	11	12	30	18	90	96	180	192	270	288	450	480	630	672	900	1000
7	11	14	35	21	105	112	210	224	315	336	525	560	720	768	1000	1120
8	11	16	40	24	120	128	240	256	360	384	600	640	840	896	1200	1360
9	11	18	45	27	135	144	270	288	405	432	675	720	900	960	1300	1440
10	11	20	50	30	150	160	300	320	450	480	750	800	1000	1080	1400	1600
11	11	22	55	33	165	176	330	352	495	528	825	880	1100	1184	1500	1760
12	11	24	60	36	180	192	360	384	540	576	900	960	1200	1296	1600	1840
13	11	26	65	39	195	208	390	416	585	624	975	1040	1300	1408	1700	1920
14	11	28	70	42	210	224	420	448	630	672	1050	1120	1400	1512	1800	2000
15	11	30	75	45	225	240	450	480	675	720	1125	1200	1500	1620	1900	2160
16	11	32	80	48	240	256	480	512	720	768	1200	1280	1600	1728	2000	2240
17	11	34	85	51	255	272	510	544	765	816	1275	1360	1700	1824	2100	2320
18	11	36	90	54	270	288	540	576	810	864	1350	1440	1800	1944	2200	2400
19	11	38	95	57	285	304	570	608	855	912	1425	1520	1900	2032	2300	2560
20	11	40	100	60	300	320	600	640	900	960	1500	1600	2000	2112	2400	2640
21	11	42	105	63	315	336	630	672	945	1008	1575	1680	2100	2232	2500	2720
22	11	44	110	66	330	352	660	704	990	1056	1650	1760	2200	2352	2600	2800
23	11	46	115	69	345	368	690	736	1035	1104	1725	1840	2300	2472	2700	2880
24	11	48	120	72	360	384	720	768	1080	1152	1800	1920	2400	2592	2800	3040
25	11	50	125	75	375	400	750	800	1125	1200	1875	2000	2500	2712	2900	3120
26	11	52	130	78	390	416	780	832	1170	1248	1950	2080	2600	2832	3000	3200
27	11	54	135	81	405	432	810	864	1215	1296	2025	2160	2700	2952	3100	3280
28	11	56	140	84	420	448	840	896	1260	1344	2100	2240	2800	3072	3200	3360



Attachment 3-D

OFFICIAL TRANSCRIPT

Name of College

1997-98 Spring Quarter

Course Number	Course Name	Grade	Quarter Hours	Quality Points
ENG 101	English Composition	A	5.0	20.0
MTH 101	College Math	B	5.0	15.0
SPH 103	Oral Communications	C	3.0	6.0
	Attempted	Earned	Grade Point Average	Quality Points
Current	13	13	3.15	41.0
Cumulative	13	13	3.15	41.0

1997-98 Summer Quarter

Course Number	Course Name	Grade	Quarter Hours	Quality Points
PSY 200	General Psychology	C	5.0	10.0
PHL 106	Philosophy	B	5.0	15.0
REL 152	Religion	A	5.0	20.0
	Attempted	Earned	Grade Point Average	Quality Points
Current	15	15	3.00	45.0
Cumulative	28	28	3.07	86.0

Attachment 3-D

CUMULATIVE QUARTER TO SEMESTER CONVERSION:

ATTEMPTED	EARNED	GRADE POINT AVERAGE	QUALITY POINTS
18.67	18.67	3.07	57.34

NOTE: Prior to Fall Semester 1998, course work was recorded in quarter hours. Effective Fall Semester 1998, all credits are in semester hours.

1998-99 Fall Semester

Course Number	Course Name	Grade	Quarter Hours	Quality Points
ENG 102	English Comp II	C	3.0	6.0
HIS 201	U. S. History	C	3.0	6.0
CIS 146	Intro Computers	B	3.0	12.0
	Attempted	Earned	Grade Point Average	Quality Points
Current	9.0	9.0	2.67	24.0
Cumulative	27.67	27.67	2.94	81.3

Student Cost Analysis/Pell Payment
for 15 Hours Per Semester

Tuition		Instructional Fee		Facility Renewal Fee**	Estimated Books and Supplies***	Total Tuition, Fees, Books, and Supplies	Federal Pell Grant Payment Options****		
Credit Hour	Academic Year*	Credit Hour	Academic Year*				Option 1 3 Payments: 2 @ 38%, 1 @ 24%	Option 2 2 Payments @ 50%	Option 3 2 Payments plus 1 crossover payment
\$38	\$1,140	\$2	\$60	\$46	\$750	\$1,996	\$1140	\$1500	\$1500
\$38	\$1,140	\$3	\$90	\$46	\$750	\$2,026	\$1140	\$1500	\$1500
\$38	\$1,140	\$5	\$150	\$46	\$750	\$2,086	\$720	\$720	\$720
\$38	\$1,140	\$6	\$180	\$46	\$750	\$2,116			

* Academic Year represents 15 credit hours per semester for two semesters on the semester system.

** Facility Renewal Fee is \$23 per semester.

*** Books and Supplies \$350 per semester for two semesters.

****Pell Grant based on \$3,000 maximum.

Chapter 4

Information Services

Chapter 4

Information Services

The Information Systems within the institutions governed by the Department of Postsecondary Education are as unique as the institutions themselves. There are a variety of mid-range systems, personal computers, personal computing network operating systems, and software systems among the institutions. The information that follows here is to serve as a guide to help each institution examine their systems and determine any courses of action necessary to ease the conversion to the semester system.

This guide will first identify issues that must be addressed at each institution. Some issues can be handled by the Information Systems staff, but other personnel at each institution must address some issues. Other sections within this manual will address many of the issues.

Administrative Systems Software Changes

Every institution's software system will be affected by the conversion to the semester system. The number of programs affected will vary at each institution. The amount of time and personnel required to accomplish all programming changes

will also differ at each institution based upon the number of programs affected and whether the software systems are maintained internally or externally.

For the purpose of this document, programming changes will refer to all changes in code, whether it be a computer language, procedure, batch files, etc. Programming changes can be categorized into three groups: 1) cosmetic changes; 2) logic changes; 3) conversion.

1. Cosmetic changes would be those changes that require no direct change in the logic of a program, merely a change in the terminology, such as changing screen and report terminology from "quarter" to "semester". Cosmetic changes are not absolutely required to effect the conversion to the semester system and as such will rate a low priority in the overall conversion process.
2. Logic changes will require actual internal programming changes. This could entail changing existing algorithms or developing entirely new ones. Logic changes must be accomplished at the earliest opportunity to ensure a smooth transition to the semester system. Logic changes can be divided into two areas of responsibility: 1) Those changes that

are within the scope of the Information Systems area; 2) Those changes that will require decisions from other areas within the institution. The second area of responsibility is of most concern as to meeting the timeline, so it should be given the utmost priority.

3. Conversion programs are those temporary programs necessary to convert existing data to new formats as may be required, programs that may be necessary to allow for new data to be entered into existing file formats, etc.

Data Files

All data files will need to be analyzed to determine what, if any, conversion processes will be necessary. Files that need to be processed can be categorized into two areas:

1. Data files with data fields that will need to be converted/added to accommodate the semester system. This could be a file that currently contains quarter data that must be preserved, but semester data must be added.

2. Data files which will have to have entirely new data resulting from the conversion. This would be files directly affected such as the CATALOG file.

The major problem area involved with data file conversion is that both the current and the converted/new files must exist simultaneously on the system.

Preprinted Forms

All preprinted forms must be scrutinized for any necessary changes resulting from the conversion process. If any forms need to be ordered during the conversion period and the desired quantity will last beyond the conversion period, the form should reflect the new semester terminology.

Timing

While the scheduled date to convert to the semester system is the Fall of 1998, the Information Systems area has a much shorter time frame. Fall Semester schedules will, typically, need to be ready for the printer sometime in March/April of the year. The software system that handles the components involved must also be ready in that time frame. This is also one of the areas of responsibility outside the scope of the Information Systems area. This causes further concern.

Historical Data

As the data files are examined, it must be determined which files contain historical data that can be converted and which do not. Institutional Research personnel must determine how comparative reporting is to be handled.

Forgiveness Policy

Those institutions having adopted the forgiveness policy as outlined in the State Policy Manual, should assess changes necessary that will be caused by the semester conversion. Each institutional response will vary based upon how their respective systems handle forgiveness.

Personnel

To meet the required timeline for the conversion process, some institutions may have to hire additional temporary personnel.

Hardware Resources

Because it will be necessary to have some duplication of files and programs during the conversion process, the availability of resources is an issue. Methods will have to be put in place to handle the additional storage requirements or hardware may have to be updated.

Sample Schedule

A schedule will have to be developed at each institution to meet the conversion needs of that institution. It is recommended that starting dates and due dates be assigned to each step in order for progress to be tracked.

- Step 1: Analyze the system to determine what cosmetic and logic changes need to be made. Analyze data files to determine which ones will be affected and how.
- Step 2: BACK UP system. Notify appropriate personnel of any decisions required to construct logic changes. Make logic changes that are within the scope of Information Services.
- Step 3: Send second notice to personnel reminding them of the decision needed to continue making logic changes. Make logic changes made possible by decisions from Step 2. Start making cosmetic changes.
- Step 4: Write conversion programs for affected data files. Continue to make cosmetic changes. Make logic changes, as possible. Send another note requesting that decisions are made.

- Step 5: **BACKUP** data files. Notify appropriate personnel that new data files are ready for data to be entered. Continue to make cosmetic changes. Finalize logic changes.
- Step 6: Check on progress and accuracy of new data entry. Make any/all data conversions.
- Step 7: Test all new logic changes. Verify data files for accuracy.
- Step 8: "On-line" with new system. It is well to note that the steps outlined above may have to be applied to two different sets of programs and data files: 1) those programs and data files involved with the Fall Semester scheduling; 2) the rest of the Information System.

Chapter 5 Evaluation

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Chapter 5

Semester System Evaluation

The Alabama College System's conversion to the semester system will be effective beginning Fall 1998. As we plan for that time, it is important to prepare to capture the opinion of students, faculty, staff, and administrators as they experience the new calendar. You have been provided with several evaluation instruments which should be considered by institutions in their assessment of converting to the semester system.

Student Survey

The first step in preparing such an evaluation instrument is to ensure that those being surveyed can be categorized so that we can differentiate groups and perhaps draw conclusions based on the grouping. Demographic data included on this instrument categorize students by type (returning student, first-time student, or transfer student), ethnic background, student status (full-time or part-time), age, gender, and number of quarters/semesters attended. Obviously, a first-time student having completed less than one semester will have no legitimate experience with the conversion from the quarter system.

Faculty Survey

Similar in nature to the student survey, the faculty survey segments respondents by primary teaching discipline, years of teaching experience at the institution, ethnic background, gender, and faculty status (part-time or full-time). Faculty are defined as those employees on the D salary schedule, including counselors, librarians, and teaching faculty.

Staff Survey

With less emphasis on specific course and program of study concerns, this survey concentrates on the effect of the semester system on institutional management and daily activities. Staff are differentiated by primary area of assignment, years of employment, ethnic background, gender, and status (part-time or full-time).

Administrator Survey

As with the staff survey, the intent is to capture opinions on the semester calendar's effect upon institutional management. Administrators are categorized by primary area of responsibility, years of experience at the institution, ethnic background, gender, and status (part-time or full-time).

Survey Timing

In order to achieve the best possible and most realistic results, the surveys should not be distributed until well into the second semester. February 1999 is a reasonable target date—well before the rush toward graduation, but far enough along for firm opinions to have been formed by survey participants.

Survey Population

As nearly as possible, every student, faculty member (both part-time and full-time), staff member, and administrator should receive a survey questionnaire. If surveying every student is cost- or time-prohibitive, a random sampling of classes could return a response rate upon which fairly sound conclusions could be drawn. However, the best possible situation would be to survey all classes. As with all surveys, the response rate will not be 100 percent, so it is preferable to distribute as many questionnaires as possible.

Statistical Evaluation

With survey instruments such as these, it is easy to use Scantron forms for summarization. Once the forms are scanned, several statistical techniques could be used to further summarize the response.

- Frequency Distribution - to categorize easily respondents and to provide simple counts of responses.
- Chi Square - to summarize response to each individual survey item.
- Agree/Disagree Percentage - a quick statistical analysis procedure whereby the number of "Disagrees and Strongly Disagrees" to each item is subtracted from the number of "Agrees and Strongly Agrees." Undecided and Not Applicable are not considered. The greater the resulting number, the higher the level of agreement. The smaller the number, the greater the level of disagreement. When subdivided by group (staff, student, faculty, and administrator), responses to identical survey items is quickly analyzed for general level of agreement.

Computerized statistical analysis packages are widely available for all levels of computer systems. A popular and powerful package for microcomputers is SAS (Statistical Analysis Software). Other DOS-based packages such as KwikStat have merit for their ease of use when coupled with more powerful software.

Conclusion

It is important to assess the effect of the conversion upon all participants in the process. Just as evaluation of faculty members can identify areas for improvement, so can evaluation of the semester system. It is true that the semester calendar itself cannot be adjusted, but analysis of student opinions might identify areas in which institutions could improve, such as better advising or distribution of more comprehensive information. Faculty are closest to students and tend to convey opinions or feelings through everyday conversation. Therefore, being aware of faculty opinion regarding the semester system might pinpoint areas where additional clarification is in order or could identify true strengths or weaknesses with the new system. The Department of Postsecondary Education will require a summary evaluation from each college.

Semester Transition Survey

Student Evaluation

The Alabama College System recently converted from the quarter system to the semester system. Your experience with the transition and your opinion about the effect upon your academic career is important. Please respond to the following items by filling in the black with the letter that is applicable.

Demographic Data:

- _____ 1. Student Type
- A. Returning student
 - B. First-time college student
 - C. Transfer student
- _____ 2. Ethnic Background
- A. African American
 - B. Hispanic/Latino
 - C. Native American
 - D. White
 - E. Other
- _____ 3. Student Classification
- A. Full-time (Equal to or greater than 12 hours)
 - B. Part-time(Less than 12 hours)

- _____ 4. If you are a transfer student, was the college from which you came based on a
- A. Semester calendar
 - B. Quarter calendar
- _____ 5. Age
- A. 16-25
 - B. 26-35
 - C. 36-45
 - D. 46-55
 - E. Over 55
- _____ 6. Gender
- A. Female
 - B. Male
- _____ 7. How many quarters have you attended this institution?
- A. 0
 - B. 1
 - C. 2-5
 - D. More than 5
- _____ 8. How many semester have you attended this institution?
- A. 1
 - B. 2

Semester Transition Data:

Please respond to the following items using this scale and by filling in the blank with the number you feel is most applicable to each statement.

1 = Strongly disagree

2 = Disagree

3 = Undecided

4 = Agree

5 = Strongly Agree

6 = Not applicable

- _____ 1. The transition to the semester system at this institution has been a positive experience for me.
- _____ 2. Faculty and academic advisors have helped me understand the effect of the semester system in a positive light.
- _____ 3. I am pleased with the response of College services (business office, financial aid, admissions) when I have asked questions related to the semester system.
- _____ 4. I received appropriate advising prior to the semester conversion, enabling me to plan well for my course of study.
- _____ 5. Institutional or system-wide printed materials were helpful in my understanding of an preparation to the semester system.
- _____ 6. I believe that I will not lose any of my previously earned college credit as a result of the conversion to the semester system.
- _____ 7. I prefer the longer semester term with shorter classes over the quarter system.

- _____ 8. I believe that my understanding of class material is greater due to the semester system and the longer number of weeks spent in class.
- _____ 9. The ease with which courses transfer to universities under the semester system is important to me.
- _____ 10. I believe that I will be able to complete my program of study in a timely manner under the semester system.
- _____ 11. In general, management activities of the College, such as registration and advising, are as efficient as before the conversion to the semester system.
- _____ 12. The semester system, as compared to the quarter system, allows me more time to maintain my employment status or pursue employment goals.
- _____ 13. The semester system, as compared to the quarter system, allows me more time to fulfill my family obligations.
- _____ 14. I believe that transferring classes to universities will be simpler with all state colleges and universities based on the semester system.

Semester Transition Survey

Faculty Evaluation

The Alabama College System recently converted from the quarter system to the semester system. Your experience with the transition and your opinion about the effect upon instructional programs are important. Please respond to the following items by filling in the black with the letter that is applicable.

Demographic Data:

- _____ 1. Number of years employed as a faculty member at this institution
- A. Less than one
 - B. 1-10
 - C. 11-20
 - D. 20-30
 - E. More than 30
- _____ 2. Gender
- A. Female
 - B. Male
- _____ 3. Primary teaching discipline
- A. Business
 - B. Computer Information System
 - C. English/Speech
 - D. Math
 - E. Social Science

5.10

- F. Nursing/Health Professions
- G. Physical Education
- H. Technologies
- I. Fine Arts
- J. Music
- K. Other

_____ 4. Faculty Classification

- A. Full-time (Equal to or greater than 12 hours)
- B. Part-time(Less than 12 hours)

_____ 5. Ethnic Background

- A. African American
- B. Hispanic/Latino
- C. Native American
- D. White
- E. Other

Semester Transition Data:

Please respond to the following items using this scale and by filling in the blank with the number you feel is most applicable to each statement.

- 1=Strongly disagree
- 2=Disagree
- 3=Undecided
- 4=Agree
- 5=Strongly Agree
- 6=Not applicable

_____ 1. The transition to the semester system at this institution has been a positive experience for me.

5.11

- _____ 2. I believe that my institution and/or the Department of Postsecondary Education has kept me informed on developments as we converted to the semester system.
- _____ 3. Institutional or system-wide printed materials such as handbooks and advising guides were helpful in my understanding of and preparation for the semester calendar.
- _____ 4. I, or my institution, was involved, where appropriate, with decisions related to program revision as we prepared for the new semester calendar.
- _____ 5. I believe that the courses currently required in my program of study are sufficient to prepare students at the same level of expertise as under the quarter system calendar.
- _____ 6. I believe that students gain a better understanding of class material in my teaching discipline due to the longer number of weeks spent in class.
- _____ 7. I prefer the longer semester term with shorter daily classes over the quarter system.
- _____ 8. Prior to the conversion to the semester system, my administration and/or the Department of Postsecondary Education provided prompt and relevant information to allow me to feel comfortable with the new calendar.
- _____ 9. I believe that courses in my teaching discipline are more easily transferable to state universities than they were under the quarter system.
- _____ 10. In general, management activities of my institution, such as registration and advising, are as efficient as they were under the quarter system.

- _____ 11. Activities related to instructional management, such as grade and attendance recording, faculty advising, and student assistance, are as efficient as they were under the quarter system.

Semester Transition Survey

Staff Evaluation

The Alabama College System recently converted from the quarter system to the semester system. Your experience with the transition and your opinion about the effect upon your institution is important. Please respond to the following items by filling in the black with the letter that is applicable.

Demographic Data:

- _____ 1. Number of years employed at this institution
- A. Less than one
 - B. 1-10
 - C. 11-20
 - D. 20-30
 - E. More than 30
- _____ 2. Gender
- A. Female
 - B. Male
- _____ 3. Primary assignment
- A. Business Office
 - B. Computer Services
 - C. Lab Support
 - D. Secretarial
 - E. Admissions/Student Services

5.14

- F. Bookstore/Food Services/Printing/Security
- G. Other

_____ 4. Employment Classification

- A. Full-time
- B. Part-time

_____ 5. Ethnic Background

- A. African American
- B. Hispanic/Latino
- C. Native American
- D. White
- E. Other

Semester Transition Data:

Please respond to the following items using this scale and by filling in the blank with the number you feel is most applicable to each statement.

- 1 = Strongly disagree
- 2 = Disagree
- 3 = Undecided
- 4 = Agree
- 5 = Strongly Agree
- 6 = Not applicable

_____ 1. The transition to the semester system at this institution has been a positive experience for me.

_____ 2. I believe that my institution and/or the Department of Postsecondary Education has kept me informed on developments as we converted to the semester system.

5.15

- _____ 3. Institutional or system-wide printed materials such as handbooks and advising guides were helpful in my understanding of and preparation for the semester calendar.
- _____ 4. I, or my institution, was involved, where appropriate, with decisions related to program revision as we prepared for the new semester calendar.
- _____ 5. I prefer the longer semester term over the quarter system.
- _____ 6. Prior to the conversion to the semester system, my administration and/or the Department of Postsecondary Education provided prompt and relevant information to allow me to feel comfortable with the new calendar.
- _____ 7. I believe that courses taught under the semester system are more easily transferable to state universities than they were under the quarter system.
- _____ 8. The activities of my particular area are as efficient as they were under the quarter system.

Semester Transition Survey

Administrator Evaluation

The Alabama College System recently converted from the quarter system to the semester system. Your experience with the transition and your opinion about the effect upon your institution is important. Please respond to the following items by filling in the black with the letter that is applicable.

Demographic Data:

- _____ 1. Number of years employed at this institution
- A. Less than one
 - B. 1-10
 - C. 11-20
 - D. 20-30
 - E. More than 30
- _____ 2. Gender
- A. Female
 - B. Male
- _____ 3. Primary assignment
- A. President/Vice President
 - B. Student Services
 - C. Research/Grants
 - D. Foundation
 - E. Academic Administration

5.17

F. Business Operations

G. Other

_____ 4. Employment Classification

A. Full-time

B. Part-time

_____ 5. Ethnic Background

A. African American

B. Hispanic/Latino

C. Native American

D. White

E. Other

Semester Transition Data:

Please respond to the following items using this scale and by filling in the blank with the number you feel is most applicable to each statement.

1 = Strongly disagree

2 = Disagree

3 = Undecided

4 = Agree

5 = Strongly Agree

6 = Not applicable

_____ 1. The transition to the semester system at this institution has been a positive experience for me.

_____ 2. I believe that my institution and/or the Department of Postsecondary Education has kept me informed on developments as we converted to the semester system.

- _____ 3. Institutional or system-wide printed materials such as handbooks and advising guides were helpful in my understanding of and preparation for the semester calendar.
- _____ 4. I, or my institution, was involved, where appropriate, with decisions related to program revision as we prepared for the new semester calendar.
- _____ 5. I prefer the longer semester term over the quarter system.
- _____ 6. Prior to the conversion to the semester system, my administration and/or the Department of Postsecondary Education provided prompt and relevant information to allow me to feel comfortable with the new calendar.
- _____ 7. I believe that courses taught under the semester system are more easily transferable to state universities than they were under the quarter system.
- _____ 8. In general, management activities of my institution, such as registration and advising, are as efficient as they were under the quarter system.
- _____ 9. The activities of my particular area are as efficient as they were under the quarter system.

Chapter 6

Policies

Chapter 6

Recommended Policy Revisions

As with other issues relating to the semester conversion, the draft policies will require the approval of the Alabama State Board of Education with guidelines for implementation provided by the Chancellor. The policy and guideline changes to be recommended are identified. The following is provided for information on some recommended policy and guideline changes.

- 100 Series: None
- 200 Series: 201.01 - Calendar
201.02 - Calendar: Instruction
- 300 Series: 305.01 - Salary Schedule
- 400 Series: None
- 500 Series: None
- 600 Series: 601.03 - Employment Goals
603.01 - Contracts: General
603.02 - Contracts: Summer Employment of Instructors,
Counselors, and Librarians
608.01 - Instructor Load and Hours
608.02 - Instructor Overload
609.02 - Duty Days: Instructors, Librarians, and
Counselors
609.03 - Operation of the Institution
610.01 - Leaves with Pay
621.01 - Personnel Report

- 700 Series
 - 705.01 - Converting Contact Hours to Credit Hour Equivalencies
 - 706.01 - Credit Awarded Through Non-Traditional Means: General
 - 710.03 - Live Work: Off-Campus
 - 712.01 - Degrees and Awards
 - 713.04 - Course Forgiveness
 - 713.05 - Academic Bankruptcy
 - 714.01 - Standards of Academic Progress: General
 - 714.02 - Standards of Academic Progress: Institution Credit Courses
 - 714.04 - Standards of Academic Progress: Transfer Students
 - 715.01 - Graduation Requirements: Degrees
 - 716.01 - Academic Honors: Quarterly
 - 716.02 - Academic Honors: Upon Graduation

- 800 Series:
 - 801.01 - Admission: General
 - 802.01 - Student Assessment
 - 803.01 - Tuition: General
 - 803.02 - Refunds
 - 804.01 - Fees: General

- 900 Series:
 - 901.01 - Institutional Effectiveness: College Preparatory

**Recommended Policy Changes
for Semester Conversion**

- 100 Series: None
- 200 Series: 201.01 - Calendar
201.02 - Calendar: Instruction
- 300 Series: 305.01 - Salary Schedule
- 400 Series: None
- 500 Series: None
- 600 Series: 601.03 - Employment Goals
603.01 - Contracts: General
603.02 - Contracts: Summer Employment of Instructors, Counselors, and Librarians
608.01 - Instructor Load and Hours
608.02 - Instructor, Librarian, and Counselor Hours
608.03 - Instructor Overload
609.02 - Duty Days: Instructors, Librarians, and Counselors
609.03 - Operation of the Institution
610.01 - Leaves with Pay
621.01 - Personnel Report
- 700 Series: 705.01 - Converting Contact Hours to Credit Hour Equivalencies
706.01 - Credit Awarded Through Non-Traditional Means: General
710.03 - Live Work: Off Campus
712.01 - Degrees and Awards
713.04 - Course Forgiveness
713.05 - Academic Bankruptcy
714.01 - Standards of Academic Progress: General
714.02 - Standards of Academic Progress: Institution Credit Courses
714.03 - Standards of Academic Progress: Transfer Students
714.04 - Standards of Academic Progress: Federal Financial Aid
715.01 - Graduation Requirements: Degrees
716.01 - Academic Honors: Quarterly
716.02 - Academic Honors: Upon Graduation
- 800 Series: 801.01 - Admission: General
802.01 - Student Assessment
803.01 - Tuition: General
803.02 - Refunds
804.01 - Fees: General
- 900 Series: 901.01 - Institutional Effectiveness: College Preparatory

DRAFT

DESCRIPTOR: <u>Calendar</u>			NUMBER 201.01	ISSUED 12-8-94
STATUTE <input type="checkbox"/>	BOARD POLICY <input checked="" type="checkbox"/>	EXECUTIVE PROCEDURE <input type="checkbox"/>	SUPERSEDES	ISSUED 9-26-73
SOURCE REFERENCE:			CROSS REFERENCE:	

- 1.1 All colleges shall operate on the quarter semester system. Exceptions must be approved recommended by the chancellor and approved by the State Board of Education.

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DESCRIPTOR: <u>Calendar: Instruction</u>			NUMBER 201.02	ISSUED 12-8-94
STATUTE <input type="checkbox"/>	BOARD POLICY <input checked="" type="checkbox"/>	EXECUTIVE PROCEDURE <input type="checkbox"/>	SUPERSEDES	ISSUED 3-13-86
SOURCE REFERENCE: State Board of Education Resolution			CROSS REFERENCE:	

- 1.1 Institutional calendars may be developed on the local level provided the following minimum requirements are met, and provided that the proposed calendars are submitted to and approved by the chancellor.
- 1.11 ~~The nine-month academic year (fall, winter, and spring semesters)~~ instructional calendar shall include 175 days. The summer quarter term shall include 54 days. An institution granted an exception under Policy 201.01 must meet comparable requirements to the quarter semester system as defined by the chancellor.
- 1.12 The fall and spring semesters shall each contain 80 instructional days. Up to five examination days per semester (fall and spring) may be counted as instructional days. The summer term shall include 53 instructional days. Up to three examination days may be counted as instructional days.
- 1.123 ~~The scholastic year (fall, winter, spring, and summer) shall include: a minimum of 208~~ 175 duty instructional days, with a minimum of 50 instructional days in any one quarter 160 of which must be instructional days for the academic year (fall and spring semesters); 54 duty days, 53 of which must be instructional days for the summer term; or 229 duty days, 213 of which must be instructional days for the academic year and summer term.
- 1.14 ~~At least one two registration days is are required each quarter 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.~~
- 1.135 ~~The remaining (noninstructional) days shall be used for registration, final examinations (above three per quarter), professional development, and faculty workdays.~~
- 1.156 ~~The fall quarter semester must begin in September August and end in December. Spring semester must begin in January and end in May. The winter quarter should begin in January.~~
- 1.17 The fall semester will include two days and the spring semester will include three days for statewide professional development. At least three local professional development days are required for the year.

- 1.168 Days that the college is officially open are duty days for all full-time noninstructional personnel.
- 1.172 For the purposes of the official instructional calendar, instructional days must be limited to Mondays through Fridays on which college courses are scheduled. Saturdays and Sundays will not be counted as official workdays ~~except when approved by the chancellor~~ instructional days for the calendar. Weekend classes may be scheduled to accommodate weekend college or to adjust for inclement weather or other emergencies.

DESCRIPTOR: <u>Salary Schedules</u>			DRAFT		NUMBER 305.01	ISSUED 12-8-94
STATUTE <input type="checkbox"/>	BOARD POLICY <input checked="" type="checkbox"/>	EXECUTIVE PROCEDURE <input type="checkbox"/>	SUPERSEDES	ISSUED		
SOURCE REFERENCE:			CROSS REFERENCE:			

1.1 The chancellor shall submit to the State Board of Education an annual salary schedule for the two-year colleges, Alabama Industrial Development Training Institute, and for Athens State College. Salary schedules for administrative and support staff are based on 260 days.

1.11 The salary schedule for faculty requires 175 duty days for the academic year (fall and spring semesters), 54 duty days for the summer term, or 229 duty days for the academic year and summer term.

1.12 The salary schedule for faculty requires 160 instructional days for the academic year (fall and spring semesters), 53 instructional days for the summer term, or 213 instructional days for the academic year and summer term (nine-month contract) or ~~229 days (twelve-month contract)~~.

DESCRIPTOR: <u>Employment Goals</u>			DRAFT	
			NUMBER 601.03	ISSUED 12-8-94
STATUTE <input type="checkbox"/>	BOARD POLICY <input checked="" type="checkbox"/>	EXECUTIVE PROCEDURE <input type="checkbox"/>	SUPERSEDES	ISSUED 1982
SOURCE REFERENCE: Adopted pursuant to Partial Consent Decrees in <i>Shuford, et al., v. Alabama State Board of Education, et al.</i> In the United State District Court for the Middle District of Alabama, Northern Division, Civil Action No. 89-T-196-N.			CROSS REFERENCE:	

1.1 The employment goals stated hereafter shall be employment goals for the appointment of black persons and women, including black women, to positions on Salary Schedules A, B, C, and D at state community, junior, and technical colleges. The goals stated below shall apply to any equivalent successor salary schedule or schedules which may be established hereafter by the State Board of Education. These goals are intended to include all presidential, full-time faculty, and other full-time administrative and supervisory positions.

1.2 Goals Relating to the Appointment of Black Persons:

By the end of fall quarter 1996, the total number of black college presidents shall be at least that number which most closely represents twenty-five percent (25%) of all college presidents.

By the end of fall quarter 1996, the percentage of black persons employed at each college on B and C1 Salary Schedules combined shall equal at least that number which most closely represents seventy-five (75%) of the percentage of black persons in the general population of the primary service area of the respective college.

By the end of fall quarter 1995, the percentage of black persons employed on the B and C1 Salary Schedules at all colleges combined shall be at least twenty-one percent (21%) of the total of all persons employed at the colleges on the B and C1 Salary Schedules. By the end of fall quarter 1997, this percentage shall be twenty-three percent (23%); and by the end of fall ~~Quarter~~ semester 1999, it shall be twenty-five percent (25%).

By the end of fall quarter 1996, the percentage of black persons employed at each college on the C2 and C3 Salary Schedules combined shall equal at least that number which most closely represents seventy-five percent (75%) of the percentage of black persons in the general population of the primary service area of the respective college.

By the end of fall quarter 1995, the percentage of black persons employed on the C2 and C3 Salary Schedules at all colleges combined shall be at least twenty-one percent (21%) of the total of all persons employed at the colleges on the C2 and C3 Salary Schedules. By the end of fall quarter 1997, this percentage shall be twenty-three percent (23%); and by the end of fall ~~quarter~~ semester 1999, it shall be twenty-five percent (25%).

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By the end of fall quarter 1996, the percentage of black persons employed at each college on D Salary Schedule shall equal at least that number which most closely represents seventy-five percent (75%) of the percentage of black persons in the general population of the primary service area of the respective college.

By the end of fall quarter 1995, the percentage of black persons employed on the D Salary Schedule at all colleges combined shall be at least twenty-one percent (21%) of the total of all persons employed at the colleges on the D Salary Schedule. By the end of fall quarter 1997, this percentage shall be twenty-three percent (23%); and by the end of fall Quarter semester 1999, it shall be twenty-five percent (25%).

1.3 Goals Relating to the Appointment of Women:

By the end of fall quarter 1996, the total number of female college presidents shall be at least that number which most closely represents twenty-five percent (25%) of all college presidents. By the end of Fall Quarter 1999, the total number of female college presidents shall be at least that number which most closely represents thirty-three (33%) of all college presidents. By the end of fall quarter semester 2005, the total number of female college presidents shall be that number which most closely represents fifty percent (50%) of all college presidents.

By the end of fall quarter semester 2005, the percentage of women employed at each college on each of the B, C1, C2, C3, and D Salary Schedules, respectively, shall equal at least that number which most closely represents fifty percent (50%) of the total number of persons employed at each of the respective colleges on the B, C1, C2, C3, and D Salary Schedules.

1.4 Goals Relating to the Appointment of Black Women:

The goals relating to the appointment of black women are to be construed contemporaneously and concurrently with the percentages for appointment of black persons. That is, the goals and percentages for appointment of black women are roughly equal to one-half of the goals and percentages for blacks as a class. These goals do not increase the overall goals set for the class of blacks.

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DESCRIPTOR: <u>Contracts: General</u>			NUMBER 603.01	ISSUED 12-8-94
STATUTE <input type="checkbox"/>	BOARD POLICY <input checked="" type="checkbox"/>	EXECUTIVE PROCEDURE <input type="checkbox"/>	SUPERSEDES	ISSUED 4-5-79
SOURCE REFERENCE: State Board of Education Resolution			CROSS REFERENCE: 305.01	

- 1.1 The president of each college may offer ~~twelve, nine, or three-month~~ contracts for one semester, two semesters, a summer term, or a full year as appropriate to librarians, counselors, and instructors, provided there is sufficient enrollment and funds are available.
- 1.2 The president of each college may offer employment contracts, as appropriate, to other college personnel provided funds are available.

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DESCRIPTOR: <u>Contracts: Summer Employment of Instructors, Counselors and Librarians</u>			NUMBER 603.02	ISSUED 5-23-96
STATUTE <input type="checkbox"/>	BOARD POLICY <input checked="" type="checkbox"/>	EXECUTIVE PROCEDURE <input checked="" type="checkbox"/>	SUPERSEDES 603.02	ISSUED 12-8-94
SOURCE REFERENCE: State Board of Education Resolution; Chancellor's Resolution			CROSS REFERENCE:	

- 1.1 A full-time instructor, counselor, or librarian on Salary Schedule D who is employed by virtue of a ~~nine-month~~ an academic year contract (fall, ~~winter,~~ and spring quarters ~~semesters~~) with a state community, junior, or technical college, shall have first option (over part-time or temporary employees) for employment at that college in the summer term (three months), provided that: (1) there is sufficient student enrollment; (2) there is sufficient funding available; (3) the employee is qualified to provide the service scheduled; (4) the employee is in line to be hired by the college's summer employment policy; (5) an instructor, counselor, or librarian who attained tenure prior to September 1, 1979, and who is employed by virtue of a ~~nine-month~~ an academic year contract with a technical college or technical division of a community college, and who desires to be employed during the summer term, shall have the first option for employment over all other full-time technical college/division employees covered by this policy at the institution; and (6) instructors may be given priority for summer teaching only in those areas in which they taught on a regular basis during the preceding academic year. The local summer employment policy for each college must be based upon a seniority principle, a rotation principle, or a combination thereof.
- 1.2 A full-time instructor may be employed for less than a full teaching load for a summer term. Such instructor, however, must be paid a *pro rata* amount of Salary Schedule D compensation based on: (1) qualifications and experience; and (2) a full teaching load. A full teaching load for an academic instructor is ~~twenty (20)~~ twelve (12) to thirteen (13) credit hours per term or the equivalent, ~~as determined by the president of the institution.~~ A full teaching load for a technical instructor is thirty (30) contact hours per week or the equivalent, as determined by the president of the institution. The maximum number of contact hours per week for a full-time instructor shall be determined by the president but shall not exceed thirty (30).

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DESCRIPTOR: <u>Instructor Load and Hours</u>			NUMBER 608.01	ISSUED 5-23-96
STATUTE <input type="checkbox"/>	BOARD POLICY <input checked="" type="checkbox"/>	EXECUTIVE PROCEDURE <input type="checkbox"/>	SUPERSEDES 608.01	ISSUED 12-8-94
SOURCE REFERENCE:			CROSS REFERENCE:	

- 1.1 The duties of an instructor will be determined by the president, with the understanding that good professional judgment will be exercised.
- 1.2 The number of preparations, the number of students taught, and the number of contact hours should be considered in determining instructor loads.
- 1.3 No distinction is made between day, extended day, weekend, evening, and off-campus programs. Personnel will be employed to provide education for those enrolled, regardless of the day and time of day.
- 1.4 Each full-time academic instructor at any institution under the authority, direction, and control of the State Board of Education shall teach a minimum of 15 to ¹⁶~~18~~ and a maximum of ~~21~~ credit hours per term for the academic year, fall and spring semesters, at such institution. The maximum number of contact hours per week for a full-time technical instructor shall be determined by the president but shall not exceed thirty (30).
- 1.5 The president will determine equivalent credit hours for nonteaching assignments in accordance with guidelines established by the chancellor.

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DESCRIPTOR: <u>Instructor, Librarian, and Counselor Hours</u>			NUMBER 608.02	ISSUED 12-8-94
STATUTE <input type="checkbox"/>	BOARD POLICY <input checked="" type="checkbox"/>	EXECUTIVE PROCEDURE <input type="checkbox"/>	SUPERSEDES	ISSUED 1979
SOURCE REFERENCE:			CROSS REFERENCE: 305.01; 609.02	

- 1.1 The normal work week of a full-time instructor, librarian, or counselor shall be a minimum of 35 clock hours, exclusive of lunch and other regularly scheduled breaks. This does not mean that each instructor is to be on duty seven hours per day, but it does mean that each instructor is to have a regular schedule of instruction, office hours, student counseling, and preparation.

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DESCRIPTOR: <u>Instructor Overload</u>			NUMBER 608.03	ISSUED 12-8-94
STATUTE <input type="checkbox"/>	BOARD POLICY <input checked="" type="checkbox"/>	EXECUTIVE PROCEDURE <input type="checkbox"/>	SUPERSEDES	ISSUED
SOURCE REFERENCE:			CROSS REFERENCE:	

- 1.1 A full-time instructor may be employed to teach a maximum of one additional ~~five-credit hour course and/or lab~~ per term for pay, if approved by the president. ~~A Full-time technical program instructors in a technical college (technical division of community college)~~ may be employed to teach a maximum of 15 additional contact hours per week for pay if approved by the president. The overload course must be taught outside the normal ~~35-hour~~ work week of the instructor, and the pay must be at the prevailing part-time salary rate at the employing college.
- 1.2 Overloads with pay will be approved only for instructors who teach ~~at least the minimum beyond the maximum~~ full-time load (18 credit hours), or equivalent as determined by the president.
- 1.3 Proposed faculty overloads not in accordance with these standards must be approved by the chancellor.

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DESCRIPTOR: <u>Duty Days: Instructors, Librarians, and Counselors</u>			NUMBER 609.02	ISSUED 12-8-94
STATUTE <input type="checkbox"/>	BOARD POLICY <input checked="" type="checkbox"/>	EXECUTIVE PROCEDURE <input type="checkbox"/>	SUPERSEDES	ISSUED
SOURCE REFERENCE:			CROSS REFERENCE:	

- 1.1 Full-time instructors, librarians, and counselors employed on a ~~nine-month~~ an academic year contract (fall, winter, and spring semesters) shall work a minimum of 175 days. Full-time instructors, librarians, and counselors employed on a twelve-month contract shall work a minimum of 229 days. Those employed full-time for the summer shall work a minimum of 54 days.

DESCRIPTOR: <u>Operation of the Institution</u>			NUMBER <u>609.03</u>	ISSUED
STATUTE <input type="checkbox"/>	BOARD POLICY <input checked="" type="checkbox"/>	EXECUTIVE PROCEDURE <input type="checkbox"/>	SUPERSEDES	ISSUED
SOURCE REFERENCE:			CROSS REFERENCE:	

- 1.1 Each institution operates at least five days per week. The president of each institution has the authority to determine work hours and work days for all employees of the institution.

DESCRIPTOR: <u>Leaves With Pay</u>			NUMBER 610.01	ISSUED 6-26-97
STATUTE <input type="checkbox"/>	BOARD POLICY <input checked="" type="checkbox"/>	EXECUTIVE PROCEDURE <input type="checkbox"/>	SUPERSEDES 610.01	ISSUED 6-27-96
SOURCE REFERENCE: <i>Code of Alabama 16-1-18.1, 16-8-26, Act 97-444</i>			CROSS REFERENCE:	

1.1 A leave year for earning, accrual, and use of leave by college employees is September 1 through August 31.

2.1 Annual Leave

Employees eligible to accrue annual leave are those compensated from Salary Schedules A, B, C, E, and H (prorated). Employees compensated from Salary Schedule H shall receive annual leave under the same terms and conditions as other eligible employees, except a "day" of annual leave shall be as follows: four (4) hours for employees compensated from Schedule H-20, five (5) hours for employees compensated from Schedule H-25, six (6) hours for employees compensated from Schedule H-30, and seven (7) hours for employees compensated from Schedule H-35.

2.11 The official table for determining annual leave accrual is as follows:

Years of Experience	Annual Leave Earned
0-4	1.00 day per month
5-9	1.25 days per month
10-14	1.50 days per month
15-19	1.75 days per month
20-above	2.00 days per month

2.12 A maximum of 35 days of annual leave may be accrued and carried forward into each September. Earned annual leave may be taken at appropriate times as approved in advance by the president or designee. Annual leave may exceed 35 days during a year; however, annual leave exceeding 35 days earned but not taken by September 1 is forfeited.

3.1 Court Attendance

Full-time employees of state community, junior, or technical colleges who are required by a court to attend such court in the capacity of jurors or witnesses under subpoena will be granted special leave with pay to attend such court.

4.1 Emergency Leave

A maximum of three days of emergency leave with pay may be granted to any full-time employee compensated from Salary Schedules A, B, C, and E during any leave year if, in the judgment of the president, it is essential that the employee be absent. Emergency leave with pay is noncumulative.

4.11 Support personnel on Salary Schedule H may be granted a maximum of three days of emergency leave as above with a "day" defined as four (4) hours for persons paid from Salary Schedule H-20, five (5) hours for persons paid from Salary Schedule H-25, six (6) hours for persons paid from Salary Schedule H-30, and seven (7) hours for persons paid from Salary Schedule H-35.

4.12 Emergency leave will not be paid on termination or resignation of employment.

5.1 Military Leave

5.11 All full-time employees are eligible for paid military leave of up to 168 hours per calendar year in the event of being called to active duty. During the period of paid military leave, the respective employee shall continue to accrue all employment benefits, including sick and annual or personal leave, as well as paid medical insurance benefits. Once available paid military leave is exhausted, the employee may take available annual or personal leave and continue to receive all employment benefits.

5.12 All full-time employees eligible for paid military leave shall also receive up to a maximum of 168 hours of paid military leave each time such eligible employee is called by the Governor of the State of Alabama to duty in the active service of the state.

6.1 Personal Leave

6.11 Personnel Employed on Salary Schedules A, B, C, E, and H

Up to two (2) days of personal leave with pay will be granted to each full-time employee on the above salary schedules during any leave year. Up to two days per year of personal leave is extended to all support personnel on Salary Schedule H as above, with a "day" defined as four (4) hours for persons paid from Salary Schedule H-20, five (5) hours for persons paid from Salary Schedule H-25, six (6) hours for persons paid from Salary Schedule H-30, and seven (7) hours for persons paid from Salary Schedule H-35. Personal leave is noncumulative. A reason for

personal leave is not required. However, personal leave with pay shall be requested prior to its occurrence. Personal leave will not be paid on resignation or termination of employment.

6.12 Personnel Employed on Salary Schedule D

Up to five (5) days of personal leave with pay will be granted to each full-time employee on the first day of each academic year ~~above salary schedule during any leave year~~. Personal leave is noncumulative. A reason for personal leave is not required. However, personal leave with pay shall be requested prior to its occurrence. Personal leave will not be paid on resignation or termination of employment.

6.13 Unused Personal Leave

Personal leave not taken may, at the discretion of the employee, be converted at the end of the leave year to sick leave. Such election requires affirmative action and timely written notice by the employee to the institution.

7.1 Professional Leave

Professional leave with pay may be granted to any full-time employee when federal or other noninstitutional funds are available for such purposes. A person granted a leave with pay must return to the institution for a minimum period of two years or repay the monies received while on leave. The tenure status of persons on professional leave will be not affected. Professional leave will be granted only on written request from the president and approval by the chancellor.

8.1 Sick Leave

8.11 Each full-time college employee employed on Salary Schedules A, B, C, E, and H shall earn one day of sick leave per month of employment. The maximum accumulated sick leave is authorized pursuant to Section 16-1-18.1, *Code of Alabama* of 1975, as amended.

8.12 Each full-time college employee employed on Salary Schedule D shall earn one day of sick leave per month of employment to a maximum of nine days during the academic year (fall and spring semesters) and up to a maximum of three days during the summer term.

8.1+3 Any unused balance of sick-leave accumulated at the end of the leave year will be carried forward to the next succeeding year until a maximum allowable days of sick leave is accumulated.

9.1 Sick Leave Bank

Each institution under the direction and control of the State Board of Education is authorized to establish a sick leave bank in conformance with regulations and guidelines for operation promulgated by the chancellor.

9.1.1 For purposes of a sick leave bank, the term "catastrophic illness" is defined as: any illness or injury so certified by a licensed physician which causes the employee to be absent from work for an extended period of time.

10.1 Transfer of Sick Leave

Sick leave earned while employed by a local Alabama public school system, higher education public institutions in Alabama, or the Alabama Department of Postsecondary Education may be transferred into a two-year college upon employment. The transfer of sick leave is limited to the number of days authorized by statute for two-year postsecondary education institutions.

11.1 Sick Leave Definitions

Sick leave is defined as the absence from regular duty by an employee for one of the following reasons:

- a. Personal illness or doctor's quarantine;
- b. Routine physical examinations, dental appointments, eye examinations, etc;
- c. Personal injury which incapacitates the employee;
- d. Attendance on an ill member of the immediate family (husband, wife, father, mother, son, daughter, brother, sister) of the employee or on an individual with a close personal tie to the employee;
- e. Death of a member of the family of the employee (husband, wife, father, mother, son, daughter, brother, sister, father-in-law, mother-in-law, son-in-law, daughter-in-law, brother-in-law, sister-in-law, nephew, niece, granddaughter, grandson, grandfather, grandmother, aunt, uncle).;
- f. Illness, injury, or death of an individual not legally related to but having a unique relationship with the employee. (Where unusually strong personal ties exist due to an employee's having been supported or educated by a person, or some relationship other than those listed, this relationship may be recognized for leave purposes.);
- g. Persons on maternity leave will be paid for earned sick leave on request.

12.1 Absences Due to Illness

After five (5) days of absence due to illness, within a thirty (30) calendar-day period, the president or designee may require that an employee furnish a medical certificate by a qualified physician acceptable to the institution. This is to be done at the expense of the employee.

DESCRIPTOR: <u>Quarterly Personnel Report</u>			NUMBER 621.01	ISSUED 12-8-94
STATUTE <input type="checkbox"/>	BOARD POLICY <input checked="" type="checkbox"/>	EXECUTIVE PROCEDURE <input type="checkbox"/>	SUPERSEDES	ISSUED 10-29-75
SOURCE REFERENCE: State Board of Education Resolution			CROSS REFERENCE:	

- 1.1 State Community, junior, and technical colleges, Athens State College, and Alabama Industrial Development Training Institute shall submit a quarterly report on personnel employed at each institution to the Alabama Department of Postsecondary Education. Such reports shall be in a format as prescribed by the chancellor.

DESCRIPTOR: <u>Converting Contact Hours to Credit Hour Equivalencies</u>			NUMBER 705.01	ISSUED 6-26-97
STATUTE <input type="checkbox"/>	BOARD POLICY <input type="checkbox"/>	EXECUTIVE PROCEDURE <input checked="" type="checkbox"/>	SUPERSEDES 705.01	ISSUED 1-13-94
SOURCE REFERENCE: Letter			CROSS REFERENCE:	

1.1 Quarter Semester Hour Credit

The State Board of Education requires community, junior, and technical colleges to operate ~~on a quarter system or on a semester system.~~ The term credit hour actually represents a quarter hour of credit or a semester hour of credit, and may be used interchangeably. ~~A quarter system is generally defined as a relatively uniform division of a twelve-month scholastic year into four periods with each having a minimum of 10 to 11 weeks of instruction. Quarter Semester hours of credit are then based upon the average number of hours of instruction taught weekly during the 10 to 11 15 week period, with an hour of instruction defined as not less than 50 minutes of instructor/student contact. A semester system is defined as a fall semester, spring semester, and a summer term. A variety of class meeting schedules that fall within this structure may be present within the institutions.~~

~~2.1 Semester Hour Credit~~

~~A semester system is defined as a uniform divisor of a twelve-month, scholastic year into three periods with each having a minimum of 15 weeks of instruction. Semester hours of credit are based upon the average number of hours of instruction taught weekly during the 15 week period, with an hour of instruction defined as not less than 50 minutes of instructor/student contact.~~

~~3.1 Credit Hour Equivalencies~~

~~A quarter semester hour of credit and a semester hour of credit (or credit hour) are based upon the average number of hours of instruction taught weekly. The ratio of weekly contact hours to credit hours varies with the type of instruction being used. There are four six general categories of types of instruction: (1) Theory, (2) Experimental Laboratory, (3) Clinical Practice/Manipulative Laboratory, and (4) Internship (4) Skills Laboratory/Clinical Practice, (5) Preceptorship, and (6) Internship.~~

~~4.1 Definitions~~

The definitions for each category/type of instruction are:

- ~~4.1.1~~ Theory. One hour of theory plus an average of two hours of out-of-class study per week. "Theory" instruction is the term which will be used to include lecture, recitation, discussion, seminar, and other standard classroom instruction. "Theory" instruction is under the supervision of an instructor.

- 43.12 Experimental Laboratory. Two hours of experimental laboratory plus an average of one hour of out-of-class study per week. "Experimental laboratory" involves demonstration by instructor and experimentation by students, with the out-of-class study generally including practice and/or laboratory report writing. "Experimental laboratory" is under the supervision of an instructor. 2:1
- 43.13 ~~Clinical Practice/Manipulative Laboratory.~~ Three hours of clinical practice/manipulative laboratory with no regular out-of-class assignments per week. "Clinical practice/manipulative laboratory" involves the development of manual skills and job proficiency and is under the supervision of an instructor. 3:1
- 43.14 ~~Internship.~~ Five hours of internship with no regular out-of-class study per week. "Internship" is the term which will be used to include cooperative education, practicums, sponsored work experience, and other sponsored but not directly supervised instruction. "Internship" involves the development of job skills by providing the student with a structured employment situation that is directly related to, and coordinated with, the educational program. Student activity in "internship" is planned and coordinated jointly by an institutional representative and the employer, with the employer having the responsibility for control and supervision of the student on the job. Students enrolled in fields of study for which programmatic accreditation and/or licensing bodies require an 8:1 preceptorship ratio, or a 10:1 internship ratio must comply with field-specific time-to-credit criteria.

Skills/Laboratory/Clinical Practice. S or C. Three hours of skills laboratory or clinical practice under the supervision of an instructor. 3:1
"Skills/Laboratory/Clinical Practice" is the term for skills laboratory (S) and clinical experiences (C) which are under the direct supervision of faculty. There may be out-of-class assignments per week, but they are not required. For example, skills laboratory and clinical experiences may require out-of-class assignments whereas a computer laboratory may not require an out-of-class assignment.

- 3.15 Preceptorship. P3 or P5. Three or five hours of clinical experience per week under the supervision of a health care professional who is currently licensed, has expertise in the selected clinical area, and serves as a facilitator of learning. 5:1 or 3:1.
"Preceptorship" is the term used for clinical experiences which are supervised by currently licensed health care professionals who have expertise in a selected clinical area. Preceptors are employees of a clinical agency who are approved by faculty of the program and the administration of the clinical agency. Objectives for the preceptorship are specified. A designated faculty member is readily available (by telecommunication devices, for example) to the preceptor and student during the preceptorship experiences. Students enrolled in fields of study for which programmatic accreditation and/or licensing bodies require an 8:1 preceptorship ratio must comply with discipline-specific time-to-credit criteria.

3.16 Internship. I. Five hours of experiential internship per week under the control and supervision of the employer on the job with coordinated employer/college representative planning. 5:1. "Internship" is the term which will be used to include cooperative education, practicums, sponsored work instruction. Internship involves the development of job skills by providing the student with a structured employment situation that is directly related to, and coordinated with, the educational program. Student activity in internship is planned and coordinated jointly by an institutional representative and the employer, with the employer having the responsibility for control and supervision of the student on the job. Students enrolled in fields of study for which programmatic accreditation and/or licensing bodies require a 10:1 ratio, must comply with field-specific time-to-credit criteria.

54.1 Guidelines for implementation of this policy shall be established by the chancellor.

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DESCRIPTOR: <u>Credit Awarded Through Non-Traditional Means:</u> <u>General</u>			NUMBER 706.01	ISSUED 1-13-94
STATUTE <input type="checkbox"/>	BOARD POLICY <input checked="" type="checkbox"/>	EXECUTIVE PROCEDURE <input type="checkbox"/>	SUPERSEDES	ISSUED 7-31-86
SOURCE REFERENCE: State Board of Education Resolution			CROSS REFERENCE:	

- 1.1 All Alabama state community and junior colleges will accept a score of 3 or higher on Advanced Placement subject examinations for credit for a minimum of one course in the subject area corresponding to the test.
- 1.2 Additional Advanced Placement Credit in a single subject area may be awarded by the individual institution at its discretion based on an evaluation of the student's high school record and career goals.
- 1.3 A maximum of ~~30~~ quarter 20 semester hours credit may be awarded for Advanced Placement by the State community and junior colleges.

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DESCRIPTOR: <u>Live Work: Off Campus</u>			NUMBER 710.03	ISSUED 12-8-94
STATUTE <input type="checkbox"/>	BOARD POLICY <input checked="" type="checkbox"/>	EXECUTIVE PROCEDURE <input type="checkbox"/>	SUPERSEDES	ISSUED 1-13-94 11-19-76
SOURCE REFERENCE: State Board of Education Resolution			CROSS REFERENCE:	

- 1.1 All off-campus building trades projects involving more than ~~90~~ 60 semester hours for any authorized individual must be approved by the chancellor or designated department head. Any requested approval should include as a minimum the plans, the instructional program(s) hours involved, the specific live work training to be offered and all estimated live work costs and charges with assurance that training priorities within the program(s) involved will not be unduly modified to benefit project requirements of the individual concerned.

DESCRIPTOR: <u>Degrees and Awards</u>			NUMBER 712.01	ISSUED 12-8-94
STATUTE <input type="checkbox"/>	BOARD POLICY <input checked="" type="checkbox"/>	EXECUTIVE PROCEDURE <input type="checkbox"/>	SUPERSEDES	ISSUED 1-13-94 11-6-73 2-24-67
SOURCE REFERENCE: State Board of Education Resolution			CROSS REFERENCE:	

- 1.1 Community and junior colleges are authorized to offer programs of study leading to the associate in arts, the associate in science, and the associate in applied science degree; and certificate programs.
- 1.2 Technical colleges are authorized to offer programs of study leading to the associate in applied science degree, associate in applied technology degree, and certificate programs.
- 2.1 The associate in arts and associate in science degree programs are designed for students who plan to transfer to a senior institution in order to pursue a course of study in the liberal arts, sciences, or a specialized professional field.
 - 2.11 The associate in arts and associate in science degree programs shall be comprised of ~~96 quarter~~ 64 semester credit hours of course work (~~64 semester credit hours of course work~~).
 - 2.12 Guidelines for distribution of courses and areas of study within the associate in arts and associate in science degree programs, including general education components, will be established by the Chancellor.
- 3.1 The associate in applied science and associate in applied technology degree programs are designed for students who plan to seek employment based upon the competencies and skills attained through those programs of study. While not designed to meet the needs of students who transfer to senior institutions, portions of these programs may do so.
 - 3.11 The associate in applied science degree and the associate in applied technology degree shall be comprised of at least ~~96 quarter~~ 64 semester credit hours (~~64 semester credit hours~~), but no more than ~~114 quarter~~ 76 semester credit hours (~~76 semester credit hours~~).
 - 3.12 Guidelines for distribution requirements for courses and areas of study within the associate in applied science and associate in applied technology degree programs, including general education components and exceptions to maximum credit hour requirements, will be established by the chancellor.
- 4.1 Diploma programs shall be comprised of at least 30 semester credit hours but not more than 60 semester credit hours.

DRAFT

- 45.1** Certificate programs below the degree level are designed for students who plan to seek employment based upon the competencies and skills attained through these programs of study.
- 45.11** Certificate programs shall be comprised of at least ~~15~~ quarter 9 semester credit hours (~~10 semester credit hours~~), but no more than ~~90~~ quarter 60 semester credit hours (~~60 semester credit hours~~).
- 5.12** Certificate programs equal to or less than 26 semester hours shall be comprised of at least 9 semester credit hours, but no more than 26 semester credit hours.
- 45.123** Guidelines for distribution requirements for courses and areas of study within certificate programs, including general education components, will be established by the chancellor.
- 6.1** Institutions may be authorized to create and offer local informal awards according to guidelines established by the chancellor.

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DESCRIPTOR: <u>Course Forgiveness</u>			NUMBER 713.04	ISSUED 12-8-94
STATUTE <input type="checkbox"/>	BOARD POLICY <input checked="" type="checkbox"/>	EXECUTIVE PROCEDURE <input type="checkbox"/>	SUPERSEDES	ISSUED
SOURCE REFERENCE: State Board of Education Resolution			CROSS REFERENCE:	

- 1.1 If a student repeats a course once, the second last grade awarded (excluding grades of W and WP) replaces the first previous grade in the computation of the cumulative grade point average. The quarterly grade point average during the quarter term in which the course was first attempted will not be affected.
- 1.2 When a course is repeated more than once, all grades for the course -- excluding the first grade -- will be employed in computation of the cumulative grade point average. Official records at the institution will list each course in which a student has enrolled.
- 1.3 It is the student's responsibility to request of the registrar that the forgiveness policy be implemented.

~~NOTE: Certain programs may have special provisions for course repetition, as approved by the chancellor.~~

~~NOTE: Optional for System colleges. However, if a System college implements a course forgiveness policy, the college must use this policy.~~

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DESCRIPTOR: Academic Bankruptcy			NUMBER 713.05	ISSUED 12-8-94
STATUTE <input type="checkbox"/>	BOARD POLICY <input checked="" type="checkbox"/>	EXECUTIVE PROCEDURE <input type="checkbox"/>	SUPERSEDES	ISSUED
SOURCE REFERENCE: State Board of Education Resolution			CROSS REFERENCE:	

- 1.1 A student may request in writing to the registrar to declare academic bankruptcy under the following conditions:
 - 1.11 If fewer than three (3) calendar years have elapsed since the ~~quarter~~ semester/term for which the student wishes to declare bankruptcy, the student may declare academic bankruptcy on all coursework taken during that one ~~quarter~~ semester/term provided the student has taken a minimum of ~~30-quarter~~ 18 semester credit hours of coursework at the institution since the bankruptcy ~~quarter~~ semester/term occurred. All coursework taken, even hours completed satisfactorily, during the ~~quarter~~ semester/term for which academic bankruptcy is declared will be disregarded in the cumulative grade point average.
 - 1.12 If three (3) or more calendar years have elapsed since the most recent ~~quarter~~ semester/term for which the student wishes to declare bankruptcy, the student may declare academic bankruptcy, on all coursework taken during 1-3 ~~quarters~~ semesters/terms provided the student has taken a minimum of ~~30-quarter~~ 18 semester credit hours of coursework at the institution since the bankruptcy ~~quarter~~ semester/term occurred. All coursework taken, even hours completed satisfactorily, during ~~quarter~~ semester/term(s) for which academic bankruptcy is declared will be disregarded in the cumulative grade point average.
- 2.1 When academic bankruptcy is declared, the term "ACADEMIC BANKRUPTCY" will be reflected on the transcript for each ~~quarter~~ semester/term affected.
 - 2.11 When academic bankruptcy is declared, the transcript will reflect the ~~quarter~~ semester/term of its implementation and the transcript will be stamped "ACADEMIC BANKRUPTCY IMPLEMENTED."
- 3.1 A student may declare academic bankruptcy only once.
- 4.1 Implementation of academic bankruptcy at an institution does not guarantee that other institutions will approve such action. This determination will be made by the respective transfer institutions.

DESCRIPTOR: Standards of Academic Progress: General			NUMBER 714.01	ISSUED 12-8-94
STATUTE <input type="checkbox"/>	BOARD POLICY <input checked="" type="checkbox"/>	EXECUTIVE PROCEDURE <input type="checkbox"/>	SUPERSEDES	ISSUED
SOURCE REFERENCE: State Board of Education Resolution			CROSS REFERENCE:	

These standards of progress shall apply to all students unless otherwise noted.

Exceptions

Programs within the institution which are subject to external licensure, certification, and/or accreditation or which are fewer than ~~six quarters~~ four semesters in length may have higher standards of progress than the institutional standards of progress.

Selected transfer students will be placed on Academic Probation upon admission and must transition to these standards of academic progress.

Special standards of academic progress have been established for students enrolled in institutional credit courses carrying optional grades and for students who wish to remain eligible to receive Title IV financial aid.

- 1.1 Required GPA Levels for Students According to Number of Hours Attempted at the Institution
 - 1.11 Students who have attempted ~~12-32~~ 12-21 semester credit hours at the institution must maintain a 1.5 Cumulative Grade Point Average.
 - 1.12 Students who have attempted ~~33-48~~ 22-32 semester credit hours at the institution must maintain a 1.75 Cumulative Grade Point Average.
 - 1.13 Students who have attempted ~~49~~ 33 or more semester credit hours at the institution must maintain a 2.0 Cumulative Grade Point Average.

- 2.1 Intervention for Student Success
 - 2.11 When a student is placed on Academic Warning, Academic Probation, One ~~Quarter~~ Term Academic Suspension, or One Calendar Year Academic Suspension, college officials may provide intervention for the student by taking steps including but not limited to, imposing maximum course loads, requiring a study skills course, and/or prescribing other specific courses.

- 3.1 Application of Standards of Progress
 - 3.11 When the Cumulative GPA is at or above the GPA required for the total number of credit hours attempted at the institution, the student's status is Clear.

3.12 When a student's Cumulative GPA is below the GPA required for the number of credit hours attempted at the institution, the student is placed on Academic Warning.

3.13 When the Cumulative GPA of a student who is on Academic Warning remains below the GPA required for the total number of credit hours attempted at the institution but the Quarterly semester GPA is 2.0 or above, the student remains on Academic Warning.

When the Cumulative GPA of a student who is on Academic Warning remains below the GPA required for the total number of credit hours attempted at the institution and the Quarterly semester GPA is below 2.0, the student is placed on Academic Probation.

When the Cumulative GPA is at or above the GPA required for the total number of credit hours attempted at the institution, the student's status is Clear.

3.14 When the Cumulative GPA of a student who is on Academic Probation remains below the GPA required for the total number of credit hours attempted at the institution but the Quarterly semester GPA is 2.0 or above, the student remains on Academic Probation.

When the Cumulative GPA of a student who is on Academic Probation remains below the GPA required for the total number of credit hours attempted at the institution and the Quarterly semester GPA is below 2.0, the student is suspended for one quarter semester. The transcript will read SUSPENDED--ONE QUARTER SEMESTER.

When the Cumulative GPA is at or above the GPA required for the total number of credit hours attempted at the institution, the student's status is Clear.

3.15 The student who is suspended for one quarter semester may appeal. If, after appeal, the student is readmitted without serving the one quarter semester suspension, the transcript will read SUSPENDED--ONE QUARTER SEMESTER/ READMITTED UPON APPEAL.

The student who is readmitted upon appeal re-enters the institution on Academic Probation.

3.16 A student who is on Academic Probation after being suspended for one quarter semester (whether the student has served the suspension or has been readmitted upon appeal) without having since achieved Clear academic status and whose Cumulative GPA falls below the level required for the total number of hours

attempted at the institution but whose Quarterly semester GPA is 2.0 or above will remain on Academic Probation until the student achieves the required GPA for the total number of hours attempted.

~~A Student who is on Academic Probation after being suspended for one quarter (whether the student served the suspension or was readmitted upon appeal) without having since achieved Clear academic status and whose Cumulative GPA remains below the level required for the total number of hours attempted at the institution and whose Quarterly GPA is below 2.0 will be suspended for one calendar year. The transcript will read SUSPENDED ONE YEAR.~~

- ~~3.17 The student suspended for one calendar year may appeal. If, upon appeal, the student is readmitted, the transcript will read SUSPENDED ONE YEAR/ READMITTED UPON APPEAL.~~

~~The student who is readmitted upon appeal re-enters the institution on Academic Probation.~~

~~The student who serves the calendar year suspension re-enters the institution on Academic Probation.~~

~~All applicable academic designations except Clear will appear on the student's transcript.~~

A student returning from a one term or one year suspension and, while on academic probation, fails to obtain the required GPA for the number of hours attempted and fails to maintain a term GPA of 2.0, will be placed on a one year suspension.

- 3.18 The student may appeal a one term or one year suspension.

- 3.19 The permanent student record will reflect the student's status (except when the status is clear). When appropriate, the record will reflect ACADEMIC PROBATION, ACADEMIC SUSPENSION-ONE TERM, ACADEMIC PROBATION-ONE YEAR, ONE TERM SUSPENSION-READMITTED ON APPEAL, OR ONE YEAR SUSPENSION-READMITTED ON APPEAL.

- 4.1 If a student declares no contest of the facts leading to suspension but simply wishes to request consideration for readmission, the student may submit a request in writing for an "appeal for readmission" to the Admissions Committee within a designated, published number of days of receipt of the notice of suspension. During the meeting of the Admissions Committee, which shall not be considered a "due process" hearing but rather a petition for readmission, the student shall be given an opportunity to present a rationale and/or statement of mitigating circumstances in support of immediate readmission. The

decision of the Admissions Committee, together with the materials presented by the student, shall be placed in the college's official records. Additionally, a copy of the written decision shall be provided to the student. Equity, reasonableness, and consistency should be the standards by which such decisions are measured.

5.1 Definition of Terms

Quarterly Grade Point Average (GPA) - The grade point average based on all hours attempted during any one quarter term at the institution based on a 4 point scale.

Cumulative Grade Point Average (GPA) - The grade point average based on all hours attempted at the institution based on a 4 point scale.

Clear Academic Status - The status of a student whose Cumulative Grade Point Average (GPA) is at or above the level required by this policy for the number of credit hours attempted at the institution.

Academic Warning

- (1) The status of a student whose academic status the previous quarter term was Clear and whose Cumulative Grade Point Average falls below the level required by this policy for the total number of credit hours attempted at the institution; or
- (2) The status of a student who was on Academic Warning the previous quarter term and whose Cumulative GPA remained below the level required by this policy for the total number of credit hours attempted at the institution but whose quarterly GPA for that quarter term was 2.0 or above.

Academic Probation

- (1) The status of a student who was on Academic Warning the previous quarter term and whose Cumulative GPA ~~that quarter remained falls~~ below the level required by this policy for the total number of credit hours attempted at the institution ~~and whose Quarterly GPA for that quarter was below 2.0~~; or
- (2) The status of a student who was on Academic Probation the previous quarter term and whose Cumulative GPA ~~for that quarter~~ remained below the level required by this policy for the total number of credit hours attempted at the institution but whose Quarterly GPA for that quarter term was 2.0 or above; ~~or~~
- ~~(3) The status of a student who has re-entered the institution after being suspended for one quarter or one year (or after being granted readmission upon appeal).~~

One Quarter Semester Academic Suspension - The status of a student who was on Academic Probation the previous quarter term but who has never been suspended or who, since suspension, had achieved Clear Academic Status and whose Cumulative GPA that quarter term was below the level required by this policy for the total number of credit hours attempted at the institution and whose Quarterly GPA for that quarter term was below 2.0.

One Year Academic Suspension - The status of a student who was on Academic Probation the previous quarter term and who had been previously suspended without since having achieved Clear Academic Status and whose Cumulative GPA that quarter term remained below the level required by this policy for the total number of credit hours attempted at the institution and whose Quarterly GPA for that quarter term was below 2.0.

Appeal of Suspension - The process by which an institution shall allow a student suspended for one quarter term or one year (whether a "native" student or a transfer student) to request readmission without having to serve the suspension.

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DESCRIPTOR: Standards of Academic Progress: Institutional Credit Courses			NUMBER 714.02	ISSUED 12-8-94
STATUTE <input type="checkbox"/>	BOARD POLICY <input checked="" type="checkbox"/>	EXECUTIVE PROCEDURE <input type="checkbox"/>	SUPERSEDES	ISSUED 1-13-94
SOURCE REFERENCE: State Board of Education Resolution			CROSS REFERENCE:	

- 1.1 Institutional credit courses are those courses which are not creditable toward a formal award and which include Training for Business and Training for Industry courses and courses numbered below the 100 level.
- 2.1 An institution may choose to assign grades other than those generating quality points to institutional credit courses. The approved grades are Satisfactory (S), Unsatisfactory (U), and In Progress (IP) (see policy on optional grades for institutional credit courses).
- 2.2 An institution which chooses to assign such grades must also develop a special academic advisement process for students who do not readily progress. This process may include, but is not limited to, imposing maximum course limits, requiring a study skills course, and/or prescribing other specific courses.
- 3.1 Special Standards of Progress for students enrolled in these courses are as follows:
 - 3.11 A student who is enrolled in an institutional credit course and who receives a grade of U or IP ~~two quarters~~ one semester may not take the course a ~~third quarter~~ second semester until he/she receives special academic advising.
 - 3.12 After the ~~third quarter~~ second semester in which the student receives a grade of U or IP in the same course, the student must appeal through the institution's appeal process before the student will be allowed to re-enroll in the course.

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DESCRIPTOR: <u>Standards of Academic Progress: Transfer Students</u>			NUMBER 714.03	ISSUED 12-8-94
STATUTE <input type="checkbox"/>	BOARD POLICY <input checked="" type="checkbox"/>	EXECUTIVE PROCEDURE <input type="checkbox"/>	SUPERSEDES	ISSUED 1-13-94
SOURCE REFERENCE: State Board of Education Resolution			CROSS REFERENCE:	

- 1.1 A transfer student who is admitted on Clear academic status is subject to the same standards of academic progress as a "native" student. Grades accrued at other regionally accredited postsecondary institutions are not included in GPA calculation.
- 2.1 A transfer student who is admitted on Academic Probation retains that status until the student has attempted at least 12 semester credit hours at the institution. If, at the conclusion of the quarter semester in which the student has attempted a total of 12 or more semester credit hours at the institution, the Cumulative GPA at the institution is below 1.5, the student is suspended for one quarter semester. The transcript will read SUSPENDED--ONE QUARTER SEMESTER.
- 3.1 If, at the conclusion of the quarter semester in which the transfer student admitted on Academic Probation has attempted a total of 12 ~~or more~~ semester credit hours at the institution, the Cumulative GPA at the institution is 1.5 or above, the student's status is Clear.

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DESCRIPTOR: <u>Standards of Academic Progress: Federal Financial Aid</u>			NUMBER 714.04	ISSUED 12-8-94
STATUTE <input type="checkbox"/>	BOARD POLICY <input checked="" type="checkbox"/>	EXECUTIVE PROCEDURE <input type="checkbox"/>	SUPERSEDES	ISSUED 1-13-94
SOURCE REFERENCE: State Board of Education Resolution			CROSS REFERENCE:	

- 1.1 To be eligible for Title IV federal financial aid, students must meet either the standards of progress requirements applicable to all students at the institution, or more stringent requirements as determined by the institutions.
- 2.1 When a student who is eligible for Title IV federal financial aid is suspended, whether the student serves the suspension or is readmitted upon appeal, the student is not eligible to receive financial aid for the duration of the suspension. The student will be eligible again to receive financial aid until he/she make the Cumulative GPA required for the number of credit hours attempted at the institution or the Quarterly GPA for that term is 2.0 or above (based on at least 12 semester credit hours or above attempted at the institution during that quarter).
- 3.1 Eligible students may receive Title IV federal financial aid for a period of time not to exceed 1.5 times the normal length of a specific program (the "normal length" of a specific program will vary dependent upon whether the student is half-time, three-quarters time, or full time).
- 4.1 Each student on Title IV federal financial aid must earn each academic year $\frac{2}{3}$ of the minimum number of hours required for each academic year to complete a program in the normal length of time allowed. For programs of one academic year or less, student progress will be measured prior to the end of the program. The normal length of time allowed for specific program completion is determined by the institution. If a student repeats a course which was previously successfully completed, the credit hours obtained the second time the course is attempted do not count toward the minimum number of academic hours required for program completion.
- 5.1 Students who do not meet these standards will be ineligible for Title IV federal financial aid.
- 6.1 A Title IV federal financial aid recipient who is enrolled in a development (remedial) course may not enroll in the same course more than three times and continue to receive financial assistance. A Title IV federal financial aid recipient may not be paid for more than 45 semester credit hours of developmental work.
- 7.1 Each institution shall provide students with an appeal process in accordance with federal regulations.

DESCRIPTOR: Graduation Requirements: Degrees			NUMBER 715.01	ISSUED 1-23-97
STATUTE <input type="checkbox"/>	BOARD POLICY <input checked="" type="checkbox"/>	EXECUTIVE PROCEDURE <input type="checkbox"/>	SUPERSEDES	ISSUED 12-8-94
SOURCE REFERENCE: State Board of Education Resolution			CROSS REFERENCE:	

- 1.1 A student shall be awarded the Associate in Arts, Associate in Science, Associate in Applied Science, and Associate in Applied Technology degrees upon satisfactory completion of the requirements of the specific program as specified by the college granting the degree and the State Board of Education.
- 2.1 A student must:
 - 2.11 Satisfactorily complete a minimum of ~~96 quarter~~ **64 semester** hours of college credit ~~or the equivalent semester hours~~ in an approved program of study, including prescribed general education courses.
 - 2.12 Earn a 2.0 cumulative grade point average in all courses attempted at the college. The calculation of the grade point average for graduation shall not include grades earned in institutional credit courses. A course may be counted only once for purposes of meeting graduation requirements.
 - 2.13 Complete at least 25 percent of ~~quarter semester~~ credit hours ~~or the equivalent semester hours~~ at the college granting the degree.
 - 2.14 Meet all requirements for graduation within a calendar year from the last semester/term of attendance.
 - 2.15 ~~The transfer of credit hours must be from a regionally accredited institution, or institutions comprising The Alabama College System with a minimum grade of "C" in the courses transferred.~~

A course completed at other regionally accredited postsecondary institutions with a passing grade will be accepted for transfer as potentially creditable toward graduation requirements.
 - 2.16 Comply with formal procedures for graduation in accordance with institutional policy at the receiving institution.
 - 2.17 Fulfill all financial obligations to the college.
- 3.1 The chief academic officer shall approve the formal award when the student meets all requirements for graduation satisfactorily.

DESCRIPTOR: <u>Academic Honors: Quarterly</u>			NUMBER 716.01	ISSUED 12-8-94
STATUTE <input type="checkbox"/>	BOARD POLICY <input checked="" type="checkbox"/>	EXECUTIVE PROCEDURE <input type="checkbox"/>	SUPERSEDES	ISSUED 1-13-94
SOURCE REFERENCE: State Board of Education Resolution			CROSS REFERENCE:	

1.1 Community, junior, and technical colleges shall provide selected academic honors to recognize and promote notable student achievements. These academic honors shall include, but not be limited to: (1) Dean's List and (2) Presidents' List.

1.2 Dean's List

A Dean's List shall be compiled at the end of each quarter term. Requirements for the Dean's List shall be (1) a quarterly semester grade point average of 3.5 or above but below 4.0 and (2) completion of a minimum quarterly semester course load of 12 quarter semester credit hours of college-level work. Developmental (pre-collegiate) courses carrying grades A-F will be calculated in the quarterly semester GPA. However, developmental courses will not count toward the minimum course load requirement.

1.3 President's List

A President's List shall be compiled at the end of each quarter term. Requirements for the President's List shall be (1) a quarterly semester grade point of 4.0 and (2) completion of a minimum quarterly semester course load of 12 quarter semester credit hours of college-level work. Developmental (pre-collegiate) courses carrying grades of A-F will be calculated in the quarterly semester GPA. However, developmental courses will not count toward the minimum course load requirement.

DESCRIPTOR: Academic Honors: Upon Graduation			NUMBER 716.02	ISSUED 12-8-94
STATUTE <input type="checkbox"/>	BOARD POLICY <input checked="" type="checkbox"/>	EXECUTIVE PROCEDURE <input type="checkbox"/>	SUPERSEDES	ISSUED 1-13-94
SOURCE REFERENCE: State Board of Education Resolution			CROSS REFERENCE:	

1.1 Community, junior, and technical colleges shall provide selected academic honors to recognize and promote notable student achievement. These academic honors shall include, but not be limited to: (1) Graduation Honors for Degrees to include Graduation with Honors, Graduation with High Honors, and Graduation with Highest Honors; and (2) Graduation Honors for Other Formal Awards (Certificates and Diplomas) to include Graduation with Distinction.

2.1 Graduation Honors for Degrees

Superior academic achievement by graduating students shall be recognized by the following designations on transcripts:

Graduation with Honors (or Cum Laude) 3.50 to 3.69 GPA

Graduation with High Honors
(or Magna Cum Laude) 3.70 to 3.89 GPA

Graduation with Highest Honors
(or Summa Cum Laude) 3.90 to 4.00 GPA

3.1 Graduation Honors for Other Formal Awards (Diploma or Certificate)

Graduation with Distinction 3.50 to 4.00 GPA

NOTE: Calculation of the grade point average (GPA) for graduation honors shall be identical to that method used to calculate the GPA to fulfill graduation requirements for the degree, diploma, or certificate being earned. In addition, in order to be eligible for a graduation honor, the student must have completed a minimum of ~~48-quarter~~ 32 semester credit hours at the college conferring the degree or other formal award.

DESCRIPTOR: <u>Admission: General</u>			NUMBER 801.01	ISSUED 12-8-94
STATUTE <input type="checkbox"/>	BOARD POLICY <input checked="" type="checkbox"/>	EXECUTIVE PROCEDURE <input type="checkbox"/>	SUPERSEDES	ISSUED
SOURCE REFERENCE:			CROSS REFERENCE:	

1.1 Admission of First-Time College Student

An applicant who has not previously attended any regionally accredited postsecondary institution will be designated a first-time college student or a native student.

1.2 Admission to Course Creditable Toward an Associate Degree:

To be eligible for admission to a course creditable toward an associate degree, a first-time college student must meet one of the following criteria:

- 1.21 The student holds a diploma issued by a regionally and/or state accredited high school; or
- 1.22 The student holds a high school diploma and has passed the Alabama High School Graduation Examination; or Have attended a non-accredited high school upon presentation of a diploma indicating successful completion of course of study on the secondary level based on the minimum Carnegie units required by the State Education Agency at the time of award and a minimum ACT score of 16 or the equivalent score on the SAT.
- 1.23 The student holds a high school diploma and has achieved a minimum ACT score of 16 or the equivalent score on the SAT; or Cannot comply with either of the above conditions may submit a Certificate of High School Equivalency (GED Certificate) issued by Alabama or other state departments of education.
- 1.24 The student holds a GED Certificate issued by the appropriate state education agency.

A student who meets one of the above criteria shall be classified as "degree-eligible."

The college may establish additional admission requirements when student enrollment must be limited or to assure ability-to-benefit.

1.3 Admission to a Course not Creditable Toward an Associate Degree:

An applicant to a course not creditable toward an associate degree and programs comprised exclusively of courses not creditable to an associate degree may be admitted provided the applicant meets the above standards or provided the applicant is at least 16 years of age and has not been enrolled in secondary education for at least one calendar year (or upon the recommendation of the local superintendent) and have specifically documented ability-to-benefit.

A student shall be classified as non-degree-eligible and shall not be allowed to enroll in a course creditable toward an associate degree unless appropriate conditions are met.

The college may establish higher or additional admission requirements for a specific program or service when student enrollment must be limited or to assure ability-to-benefit.

1.4 Unconditional Admission of First-Time College Students

For unconditional admission, applicants must have on file at the college a completed application for admission and at least one of the following:

- A. An official transcript showing graduation from a regionally and/or state accredited high school; or
- B. An official transcript showing graduation from high school and proof of passage of the Alabama High School Graduation Examination; or
- C. An official transcript showing graduation from high school and evidence of a minimum ACT score of 16 or the equivalent score on the SAT; or
- D. An official GED Certificate.

~~For unconditional admission, applicants must have on file at the college a completed application for admission and either an official transcript from the high school attended or an official GED Certificate. All male students between the ages of 18 and 26 must show proof of registration with the U.S. Selective Service System in accordance with Act 91-584 § 36-26-15.1 of the Code of Alabama of 1974 (as amended).~~

For admission to a course not creditable toward an associate degree, applicants with less than a high school diploma or GED must also have on file documented ability-to-benefit.

1.5 Conditional Admission of First-Time College Students

Conditional admission may be granted to an applicant who does not have on file at the college at least one of the following:

- A. An official transcript showing graduation from a regionally and/or state accredited high school; or
- B. An official transcript showing graduation from high school and proof of passage of the Alabama High School Graduation Examination; or

- C. An official transcript showing graduation from high school and evidence of a minimum ACT score of 16 or the equivalent score on the SAT; or
- D. An official GED Certificate.

~~An applicant who does not have on file an official transcript from the high school attended, or an official GED Certificate, may be granted conditional admission. No student shall be allowed to enroll for a second quarter unless all required admissions records have been received by the college prior to registration for the second quarter.~~

If all required admissions records have not been received by the college prior to issuance of first quarter grades, the grades will be reported on the transcript, but the transcript will read CONTINUED ENROLLMENT DENIED PENDING RECEIPT OF ADMISSIONS RECORDS. This notation will be removed from the transcript only upon receipt of all required admissions records.

2.1 Admission of Transfer Students

An applicant who has previously attended another regionally accredited postsecondary institution will be considered a transfer student and will be required to furnish official transcripts of all work attempted at all said institutions. The college may also require the transfer of student documents required of first-time college students.

A transfer student who meets requirements for admission to a course creditable toward an associate degree shall be classified as a degree-eligible student. A transfer student who does not meet these requirements shall be classified as a non-degree-eligible student.

2.2 Unconditional Admission of Transfer Students

2.21 A transfer student must have submitted to the college an application for admission and official transcripts from all regionally accredited postsecondary institutions attended and, as designated by the college, any other documents required for first-time college students.

2.22 A transfer student who attended another postsecondary institution and who seeks credit for transfer to that parent institution may be admitted to the college as a transient student. The student must submit an application for admission and an official letter from the institution which certifies that the credit earned at the college will be accepted as a part of the student's academic program. Such student is not required to file transcripts of previously earned credits at other postsecondary institutions.

- 2.23 An applicant who has completed the baccalaureate degree will be required to submit only the transcript from the institution granting the baccalaureate degree.

2.3 Conditional Admission of Transfer Students

A transfer student who does not have on file official transcripts from all postsecondary institutions attended and any additional documents required by the college may be granted conditional admission. No transfer student shall be allowed to enroll for a second quarter unless all required admissions records have been received by the college prior to registration for the second quarter.

If all required admissions records have not been received by the college prior to issuance of first quarter grades, the grades will be reported on the transcript, but the transcript will read **CONTINUED ENROLLMENT DENIED PENDING RECEIPT OF ADMISSIONS RECORDS**. This notation will be removed from the transcript only upon receipt of all required admissions records.

3.1 Initial Academic Status of Transfer Students

- 3.11 A transfer student whose cumulative grade point average at the transfer institution(s) is 2.0 or above on a 4.0 scale will be admitted on Clear academic status.
- 3.12 A transfer student whose cumulative grade point average at the transfer institution(s) is less than 2.0 on a 4.0 scale will be admitted only on Academic Probation. The transcript will read **ADMITTED ON ACADEMIC PROBATION**.
- 3.13 An applicant who has been academically suspended from another regionally accredited postsecondary institution may be admitted as a transfer student only after following the appeal process established at the college for "native" students who have been academically suspended. If the transfer student is admitted upon appeal, the student will enter the institution on Academic Probation. The transcript will read **ADMITTED UPON APPEAL--ACADEMIC PROBATION**.

4.1 Admission of International Students

Prior to being issued an I-20 form, international students must present the following:

- 4.11 An official translated copy of the student's high school transcript (and college transcript, if applicable);
- 4.12 Official transcript showing a minimum of 500 on the Test of English as a Foreign Language (TOEFL);

- 4.13 Signed, notarized statement declaring that they will be fully responsible for their financial obligations while attending college;
- 4.14 Documentation demonstrating adequate health and life insurance which must be maintained during all periods of enrollment; and
- 4.15 College application for admission.

5.1 General Principles for Transfer of Credit

- 5.11 A course completed at other regionally accredited postsecondary institutions with a passing grade will be accepted for transfer as potentially creditable toward graduation requirements. For students admitted on academic probation, only courses in which they have earned a course grade of C or better will be accepted for transfer
- 5.12 Awarding of transfer credit to fulfill graduation requirements will be based on applicability of the credits to the requirements of the degree sought.
- 5.13 Credit may be extended based on a comprehensive evaluation of demonstrated and documented competencies and previous formal training.

DESCRIPTOR: <u>Student Assessment</u>			NUMBER 802.01	ISSUED 1-13-94
STATUTE <input type="checkbox"/>	BOARD POLICY <input checked="" type="checkbox"/>	EXECUTIVE PROCEDURE <input type="checkbox"/>	SUPERSEDES	ISSUED
SOURCE REFERENCE:			CROSS REFERENCE:	

- 1.1 All entering students who enroll for more than five three credit hours or ~~10~~ six weekly contact hours per ~~quarter~~ semester will be assessed, administered the ACT/ASSET or another approved assessment instrument, and placed at the appropriate developmental level as indicated by the assessment results, with exceptions to be determined by the president.

DESCRIPTOR: <u>Tuition: General</u>			NUMBER 803.01	ISSUED 8-22-96
STATUTE <input type="checkbox"/>	BOARD POLICY <input checked="" type="checkbox"/>	EXECUTIVE PROCEDURE <input type="checkbox"/>	SUPERSEDES 803.01	ISSUED 2-22-96
SOURCE REFERENCE:			CROSS REFERENCE:	

1.1 In-State Tuition

The in-state tuition rate shall be established by the State Board of Education.

2.1 Out-of-State Tuition

The out-of-state tuition rate shall be 2.00 times the in-state tuition rate, rounded down to the nearest dollar.

2.11 The in-state tuition rate shall be extended to students who reside outside of Alabama in a state and county within fifty (50) miles of a campus of an Alabama College System institution, provided, however, that the campus must have been in existence and operating as of January 1, 1996.

3.1 Terms and Conditions

The terms and conditions of eligibility for various rates of tuition shall be set forth in guidelines established by the chancellor.

4.1 Student Activity and Organization Expenditures

Each president will expend from the tuition collections an amount not to exceed ~~\$25~~ \$37 per student per ~~quarter~~ semester/term for student activities and organizations.

5.1 Provisional Enrollment

Tuition payment may be extended up to thirty (30) days for students receiving financial assistance from third party agencies and who provide written evidence verifying assistance.

6.1 Exceptions

The chancellor is authorized to approve exceptions to State Board of Education authorized tuition schedules for Truck Driver Training and for students qualified for NAS 100 (long-term care nursing assistant).

DESCRIPTOR: <u>Refunds</u>			NUMBER 803.02	ISSUED 9-26-96
STATUTE <input type="checkbox"/>	BOARD POLICY <input checked="" type="checkbox"/>	EXECUTIVE PROCEDURE <input type="checkbox"/>	SUPERSEDES 803.02	ISSUED 2-22-96
SOURCE REFERENCE:			CROSS REFERENCE:	

1.1 Refund for Complete Withdrawal

A student who officially or unofficially withdraws from all classes before the first day of class will be refunded the total tuition and other institutional charges.

A student who officially or unofficially withdraws completely on or after the first day of class but prior to the end of the third week of class will be refunded according to the withdrawal date, as follows:

Withdrawal during first week	75% of tuition and other institutional charges
Withdrawal during second week	50% of tuition and other institutional charges
Withdrawal during third week	25% of tuition and other institutional charges
Withdrawal after end of third week	No refund

1.2 Administrative Fee

An administrative fee not to exceed 5 percent of tuition and other institutional charges or \$100, whichever is smaller, shall be assessed for each withdrawal within the period beginning the first day of class and ending at the end of the third week of class.

1.3 Books and Supplies

A student who withdraws and who has purchased returnable books, and/or supplies from the college and returns the items in new/unused condition by the end of the third week of the quarter semester/term will be refunded the full purchase price. Books and/or supplies returned in used condition by the end of the third week of the quarter semester/term will be refunded fifty percent (50%) of purchase price.

2.1 Refund for Partial Withdrawal

Students who do not completely withdraw from the college but drop a class during the regular drop/add period will be refunded the difference in tuition paid and the tuition rate applicable to the reduced number of hours, including fees appropriate to the classes dropped. There is no refund due to a student who partially withdraws after the official drop/add period.

3.1 Refund in Compliance with Federal Regulations

All colleges shall comply with federal regulations relative to refund of tuition and other institutional charges for first time, first-term Title IV recipients.

4.1 Refund for Alabama National Guard and Reservists Called to Active Duty

Students who are active members of the Alabama National Guard or reservists or who are active duty military who are called to active duty in the time of national crisis shall receive a full tuition refund at the time of withdrawal, if such student is unable to complete the term due to active duty orders or assignment to another location.

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DESCRIPTOR: <u>Fees: General</u>			NUMBER 804.01	ISSUED 1-13-94
STATUTE <input type="checkbox"/>	BOARD POLICY <input checked="" type="checkbox"/>	EXECUTIVE PROCEDURE <input type="checkbox"/>	SUPERSEDES	ISSUED
SOURCE REFERENCE:			CROSS REFERENCE:	

1.1 Fees

Effective no later than ~~Fall Quarter 1991~~ Semester 1998, the following fee structure will be implemented at all system colleges:

1.11 Instructional Fee: ~~\$1, \$2, \$3, or \$4~~ \$2, \$3, \$5, or \$6 per credit hour per quarter semester/term.

1.12 Facility Renewal Fee (optional): ~~\$15~~ \$23 maximum per full-time student per quarter semester/term.

1.13 Late Registration Fee (optional): \$10

1.14 Returned Check Fee: ~~\$15~~ \$20

1.15 Graduation Fee: Set by the college to cover cost of cap, gown, diploma, etc.

1.16 Other Punitive Fees: Set by the college (library fines/traffic fines, etc.)

1.17 Other Fees: Approved by the State Board of Education (room/board, special building fees, other individualized special fees)

1.18 Student Insurance: Set by the college (to cover costs of student accident insurance, student nurses' malpractice insurance, etc.)

2.1 Fee for Licensed Practical Nursing Program

Each community, junior and technical college that provides challenge examinations for licensed practical nurses who seek advance placement in associate degree nursing programs may establish student fees, the total of which may not exceed \$50, for the initial setting of any and all challenge examinations offered by the college. Fee may exceed \$50 only when a national validated examination has been selected by an individual college, and then the fee may not exceed the actual cost of the examination instrument paid by the college to the vendor.

3.1 Fees which have been Eliminated

Upon implementation, certain fees will be eliminated. These are as follows:

3.11 Instructional Lab Fees

8-10

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3.12 Application Fee

3.13 Transcript Fee (exception: This fee may still be charged to persons requesting transcripts who never enrolled or paid tuition under the new fee structure after three transcripts have been provided. The fee charged may not exceed \$3 per transcript.)

3.14 Parking Registration Fee

3.15 Locker Rental Fee

3.16 Identification Card Fee

3.17 Drop/Add Fee

DESCRIPTOR: <u>Institutional Effectiveness: College Preparatory</u>			NUMBER 901.01	ISSUED 1994
STATUTE <input type="checkbox"/>	BOARD POLICY <input checked="" type="checkbox"/>	EXECUTIVE PROCEDURE <input type="checkbox"/>	SUPERSEDES	ISSUED
SOURCE REFERENCE:			CROSS REFERENCE:	

1.1 College Preparatory

Each college of the two-year system shall offer college preparatory course instruction for each student who scores below the standard placement score established by the college and approved by the chancellor. A student may enroll in college level courses while enrolled in college preparatory courses so long as the discipline is different from the discipline in which the student scores below the standard placement score, except as modified herein. Student placement in college preparatory course instruction is mandatory when student performance as measured by placement examination(s) falls below the standard placement score established by the college.

1.11 Any student enrolled in two or more college preparatory courses shall be prohibited from enrollment in more than a total of ~~17~~ 12 credit hours ~~that quarter or semester-hour equivalent per semester/term.~~

1.12 Any student who scores below the standard placement score and is placed into college preparatory course instruction in a given discipline(s) must remain in such instruction in those discipline(s) until academic deficiencies are remediated.

1.13 The college shall maintain data files on each student enrolled in college preparatory courses.

1.2 College Preparatory Courses

The college shall designate college preparatory courses in language arts and mathematics. Such courses shall not meet requirements for graduation or degree, certificate or diploma completion.

1.3 Definition of College Preparatory Instruction

College preparatory instruction is that instruction designed to remediate prior deficiencies in the knowledge and skills judged necessary in order for a student to progress satisfactorily through a college level program or course of instruction. Credit earned for college preparatory shall not satisfy requirements for graduation or degree, certificate or diploma completion.



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