

Alabama Commission on Higher Education

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Montgomery, AL 36104

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COMMISSION MEETING

March 11, 2011

9:30 a.m.

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

Alabama Commission on Higher Education 2010-2011 Committee Structure

Executive Committee

*Steve Shaw, Chair
Jeff Coleman, Vice-chair
Ralph Buffkin
Charles Ball*

Instructional Affairs Committee

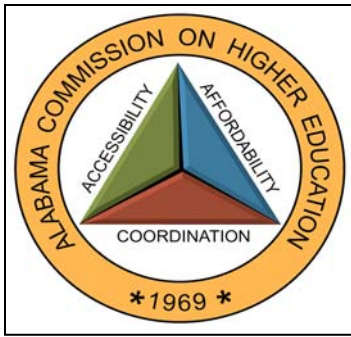
*Charles Ball, Chair
Missy M. Smith
William Powell
Sydney Raine
Drew Linn
Tom Davis*

Finance & Accountability Committee

*Ralph Buffkin, Chair
Jeff Coleman
Larry Hughes
Philip Dotts
Roberta Watts*

Committee of the Whole

*Jeff Coleman, Chair
Steve Shaw
Tom Davis
Ralph Buffkin
Charles Ball
Missy M. Smith
Drew Linn
Larry Hughes
William Powell
Roberta Watts
Philip Dotts
Sydney Raine*



AGENDA

ALABAMA COMMISSION ON HIGHER EDUCATION

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

March 11, 2011
9:30 a.m.

I. Call to Order	
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X. Adjournment

ALABAMA COMMISSION ON HIGHER EDUCATION

MINUTES OF MEETING

December 10, 2010

I. Call to Order

The Alabama Commission on Higher Education met in regular session on Friday, December 10, 2010 in the Public Service Commission Hearing Room, RSA Union Building, Montgomery, Alabama. Commissioner Shaw called the meeting to order at 9:30 a.m.

Commissioner Shaw welcomed college presidents and guests in attendance. He extended his appreciation to the presidents and institutional representatives for all that is done for higher education.

He wished everyone a joyous holiday season.

II. Roll Call of Members and Determination of Quorum

Members present: Steve Shaw, Jeff Coleman, Philip Dotts, Drew Linn, Charles Ball, Sydney Raine, Tom Davis, William Powell, and Larry Hughes. A quorum was determined by voice roll call of members present.

III. Approval of Agenda

RESOLVED: Commissioner Ball moved that the agenda be amended by deleting item 7A (Ethics Commission presentation). Linn seconded. Motion carried. The agenda was approved as amended.

IV. Consideration of Minutes of September 10, 2010

RESOLVED: Commissioner Hughes moved for approval of the September 10, 2010 minutes. Commissioner Dotts seconded. The minutes were approved.

V. Chairman's Report

Commissioner Shaw thanked the ACHE staff and the Commissioners for their efforts since September. He stated that Commissioner Davis has done a great job of explaining all that will be involved in being chair and he appreciates everyone's indulgence during this transitional period.

He commented that the ACHE Annual Report is a great analysis and gives an opportunity to reflect on what the institutions and the Commission on Higher Education has accomplished. He thanked those who participated in the surveys and interviews conducted by the quadrennial evaluation committee. The challenge to the Commission during the next quarter is for the Executive Committee and the Commission members to review the reports (ACHE Annual Report and the Ninth Quadrennial Evaluation Report). He encouraged the Commission to act on the recommendations cited in the Quadrennial Report.

Commissioner Shaw reported on his activities:

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Friday, December 10, 2010

- Hosted a meeting of Commissioners Davis and Smith and Dr. French in Birmingham to review the NCLB grant awards.
- Visited the Birmingham News with Ms. Gunter and Dr. Fitch which resulted in an article the following Sunday, *On the Record*. *"It was great! Thanks to Margaret and Greg for getting out the good news of our Commission and what the staff does for the community. This is the type of effort that we all need to get the message out."*
- Attended Lifetime Learning Summit at Auburn University at Montgomery.
- Attended the Holy Family School in Birmingham for presentation of the outreach with intercity children and workforce development. *"These opportunities many times lead to other opportunities for us to learn more about education in our state and ways that we can reach out and touch individuals."*
- Attended the State Board of Education's common course standard policy rountable with Ms. Haulman and Ms. Gunter.
- Attended Inaguration services with Commissioner Davis for Dr. John Stewart, President, University of Montevallo and met with faculty and staff. *"We really enjoyed the services and it was very meaningful to know more about Dr. Stewart. We appreciate the invitation."*
- Attended the moral forum debate finals (Ethics and Social Responsibility) at the University of Alabama. *"Being able to see these students and see the interaction in the finals was a great opportunity. There are so many opportunities for Commissioners to visit campuses and learn more about students."*
- Toured Jacksonville State University. *"Thanks to the institution for their hospitality."*
- Toured Alabama State University and met with President Harris and other vice-presidents and visited with microbiology students. *"A student from Turkey explained the Ph.D. program."*

He encouraged the Commissioners to continue to invite Dr. Fitch to various civic organizations.

Commissioner Shaw stated that he is looking forward to the next year of reviewing the goals set out in the Quadrennial Report. The ACHE committees will be reporting and hopefully taking advantage of all opportunities to work with the new administration and the new legislature toward implementation. Now is the time to take action and not sit back and have the great plans and proposals filed on a shelf.

He thanked everyone for allowing him to serve.

VI. Executive Director's Report

Dr. Fitch reported that he and staff met with the Deans of Engineering from Auburn University, the University of Alabama, and the University of Alabama in Huntsville, who are planning an aerospace engineering consortium. The Chief Academic Officers from the three institutions were also in attendance.

He announced the promotion of Ms. Ellen Haulman to Director of Instruction and Special Projects.

VII. Discussion Items

A. Report of the Ninth Quadrennial Evaluation Committee

Dr. Ellen Chaffee, Chair of the Quadrennial Evaluation Committee, presented a power point presentation of the Ninth Quadrennial Report. A copy of the presentation is attached. The report was distributed to the Commissioners. A hard copy of the report is attached.

Dr. Chaffee thanked Dr. Fitch, the Commissioners, and ACHE staff for the opportunity to work with the State of Alabama.

RESOLVED: Coleman moved to receive the report of the Ninth Quadrennial Evaluation Committee. Raine seconded. The report was unanimously received.

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

Dr. Chris Lawson, Executive Director, EPSCoR, presented a power point presentation on EPSCoR activities. A copy of the presentation is attached. He also distributed a hard copy of the 2009-2010 Annual Report of Alabama EPSCoR. A copy is attached.

Dr. Lawson introduced Jason Freeman, GRSP award recipient, who spoke to the Commission and gave a power point presentation of his chemistry research on how to synthesize new types of molecules and analyze their properties using a variety of techniques. A copy of the presentation is attached. Commissioner Shaw thanked Dr. Lawson and Mr. Freeman for their presentations. A copy of the GRSP Booklet Volume IV (December 2010) was distributed. A copy is attached.

RESOLVED: Ball moved to receive the Annual Report. Linn seconded. The report was unanimously received.

C. Annual Report: U.S. Department of Education No Child Left Behind (NCLB) Title II (P.L. 107-110) FY 2009-2010/Announcement of Competitive Grant Awards 2010-2011

Dr. French highlighted the accomplishments of the program for FY 2009-2010 and distributed the recommended NCLB Competitive Grant Awards for FY 2010-2011 to Commission members.

The program reached more than 1,000 teachers representing seventy (70) school districts identified as “high need.” After comments from Commissioner Davis, Dr. French explained the competitive review process. A copy of the announcement of awards is attached.

RESOLVED: Coleman moved that the Commission accept the grant awards. Ball seconded. The awards were unanimously accepted.

D. Annual Report: Non-Resident Institutional Review Activities for Calendar Year 2010

Dr. French reported that there has been a fourteen (14%) percent increase in non-resident institutions operating in the state. There were questions from Commissioners regarding the increase and how the state of Alabama compares to other states.

In response, Dr. French stated that many states are experiencing increases since duplication is not a consideration and the technology has enabled an increase of online learning. She explained that the challenge over time has been to monitor the quality of the academic programs that are being marketed to the residents of Alabama.

RESOLVED: Coleman moved to receive the report. Ball seconded. The report was unanimously received.

Shaw referred the matter to the Instructional Affairs Committee to consider the comments and recommendations of the quadrennial report regarding duplication and to examine the competitive effects that the for-profit private sector may have on higher education policies and/or institutions if any.

E. Annual Report: Articulation and General Studies Committee (AGSC & STARS) 2009-2010

Dr. French distributed a copy of the AGSC/STARS Annual Report to Commissioners as an information item. A copy of the report is attached.

RESOLVED: Coleman moved that the Commission accept the report. Ball seconded. The report was unanimously accepted.

F. Annual Report: Alabama Commission on Higher Education 2009-2010

Ms. Gunter reported that a copy of the ACHE Annual Report has been sent to the Commissioners electronically and a hard copy was distributed. The report included the normal regulatory functions of the Commission and noted two audits conducted during the past year which received outstanding recommendations. A copy of the report is attached.

She stated that the Commission exceeded the United Way goal and was most fortunate to sponsor a family through the Christmas Clearinghouse.

Shaw thanked the staff for their work and their community-related activities.

RESOLVED: Coleman moved that the Commission receive the Annual Report. Ball seconded. The report was unanimously received.

VIII. Decision Items

A. Executive Budget Request FY 2011-12

A revised budget was distributed to Commissioners. A copy is attached. Ms. Harris stated that the Commission administers twenty (20) programs and five different appropriations. The goal was to get all the programs back to the FY 2010 appropriation before proration. There being no questions, Hughes stated that the Finance & Accountability Committee recommends approval of the budget with the stated revisions.

RESOLVED: Coleman moved for approval of the budget as revised. Dotts seconded. Motion carried.

B. Consolidated Budget Recommendation for FY 2011-12

Dr. Fitch read a letter of recommendation dated December 9, 2010 from the Council of Presidents as follows:

“Because of continuing fluctuations in revenue collections and the legislature not convening until March 1, 2011, the Council of Presidents believes that it is premature to agree to a Consolidated Budget Recommendation (CBR) containing specific funding levels at this time.

That being said, and recognizing ACHE’s desire to take action during the December 10th scheduled meeting, the Council of Presidents recommends to ACHE that the ETF return to the traditional split of 1/3 of available revenue appropriated to higher education with the remaining 2/3 to K-12.

Recognizing ACHE’s statutory requirement to present to the legislature recommendations derived directly from its assessment of the actual funding needs as presented by the presidents, and the Commission’s desire that a specific dollar amount be required, we propose to return to at least the 2008 budget level (\$1,952,637,013).

Further, the Council of Presidents recognizes that certain obligations are mandated by the decree resolving the Knight v. State of Alabama lawsuit.”

Coleman moved that the Commission receive the letter presented by the Council of Presidents as public comment. It was unanimously received.

Ms. Cagle explained revisions that had been made based on the Finance and Accountability Committee recommendations and asked for questions from Commissioners. Copies of the revised scenarios are attached.

Commissioner Shaw asked if there were public comments from the floor. Dr. John Veres, President- Auburn University at Montgomery and Vice-chair elect- Council of Presidents, stated that he wanted to clarify two points. First, the Council had telephone conversations followed by a few emails to prepare a recommendation with reasonable consensus to move forward. Second, the COP is requesting that the Commission be an advocate for restoring the kind of state appropriation (traditional split of one-third of available revenue appropriated to higher education with the remaining two-thirds to K-12) that will allow institutions to avoid double digit tuition increases.

RESOLVED: Based on the recommendation of the Finance and Accountability Committee to accept the staff recommendations with revisions, the chair called for the vote. The recommendation of the Finance and Accountability Committee was unanimously accepted.

C. Report on the Facilities Master Plan & Capital Projects Requests for FY 2011-2012 – FY 2015-1016

Ms. Susan Cagle presented the staff recommendation to the Commission with a recommendation for approval.

RESOLVED: Raine moved that the Commission receive the report. Ball seconded. The report was unanimously received.

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

1. Alabama State University, Bachelor of Science in Forensic Chemistry (CIP 40.0510)

Ms. Ellen Haulman presented the staff recommendation to the Commission with a recommendation for approval.

RESOLVED: Dotts moved that the Commission accept the staff recommendation for approval. Raine seconded. Commissioners voted 8 yes and 1 no. Motion carried.

2. Alabama State University, Master of Science in Forensic Science (CIP 43.0106)

Ms. Ellen Haulman presented the staff recommendation to the Commission with a recommendation for approval.

RESOLVED: Hughes moved that the Commission accept the staff recommendation for approval. Ball seconded. Commissioners voted 8 yes and 1 no. Motion carried.

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3. University of Alabama at Birmingham, Master of Science in Computer Forensics and Security Management (CIP 11.1003)

Ms. Ellen Haulman presented the staff recommendation to the Commission with a recommendation for approval.

RESOLVED: Davis moved that the Commission accept the staff recommendation for approval. Linn seconded. Motion carried.

4. University of Alabama at Birmingham, Doctor of Philosophy in Rehabilitation Science (CIP 51.2399)

Ms. Ellen Haulman presented the staff recommendation to the Commission with a recommendation for approval.

RESOLVED: Ball moved that the Commission accept the staff recommendation for approval. Hughes seconded. Motion carried.

RESOLVED: Davis moved to approve Decision Items D-5 through D-11 as recommended by the staff. Hughes seconded. Motion carried.

5. Lawson State Community College, Associate in Applied Science and Certificate in Automotive Manufacturing Technology (CIP 15.0613)
6. Lurleen B. Wallace Community College, Associate in Applied Science in Diagnostic Medical Sonography (CIP 51.0910)
7. Northeast Alabama Community College, Associate in Applied Science and Certificate in Engineering Technology (CIP 15.0000)
8. Shelton State Community College, Associate in Applied Science and Certificate in Culinary Arts (CIP 12.0503)
9. Snead State Community College, Associate in Applied Science and Certificate in Child Development (CIP 19.0708)
10. Southern Union State Community College, Associate in Applied Science and Certificate in Surgical Technology (CIP 51.0909)
11. Marion Military Institute, Certificate in Military Technology (CIP 29.0399)

E. Revision of the Instructional Role Matrix Template for 2010-15 (Policies and Procedures Manual, Tab 8, Guidelines for Instructional Role)

Ms. Ellen Haulman presented the staff recommendation to the Commission with a recommendation for approval.

RESOLVED: Ball moved that the Commission accept the staff recommendation for approval. Davis seconded. Motion carried.

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

RESOLVED: Hughes moved to approval Decision Items F-1 through F-8 as recommended by staff. Dotts seconded. Motion carried.

1. Auburn University, Addition of Three Options to the Existing BA in English (CIP 23.0101)
2. Auburn University, Alteration of the Existing MAgric, MS, and PhD in Animal and Poultry Science (CIP 01.0901)
3. University of West Alabama, Addition of an Option in College Student Development to the Existing MSCE in Adult and Continuing Education (CIP 13.1201)
4. Wallace State Community College Selma, Addition of Options in Corrections & Parole and Law Enforcement to the Existing Criminal Justice Certificate (CIP 43.0107)
5. Faulkner State Community College, Addition of Options in Network Administration Specialist; Technical Support Specialist; and Computer Aided Drafting Specialist to the Existing AAS in Computer and Information Sciences (CIP 11.0101)
6. University of South Alabama, Addition of a Track in Nursing Informatics to the MSN in Nursing (CIP 51.3801)
7. Action on Troy University's Request to Extend the Master of Science in Computer Science (Montgomery) (CIP 11.0101) to the Troy Campus
8. Athens State University, Alteration of the Existing BSEd in Industrial Arts Vocational/Technical Education (CIP 13.1320)

G. New Off-Campus Sites (*Policies and Procedures Manual, Tab 6, Guidelines for Review of Extensions & Alterations of Existing Programs*)

1. University of Alabama at Birmingham, Relocation of an Existing Off-Campus Site

Ms. Ellen Haulman presented the staff recommendation to the Commission with a recommendation for approval.

RESOLVED: Davis moved that the Commission accept the staff recommendation for approval. Linn seconded. Motion carried.

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

1. Northeast Alabama Community College, Associate in Applied Science in Child Development (CIP 19.0708)

Ms. Ellen Haulman presented the staff recommendation to the Commission with a recommendation for approval.

RESOLVED: Hughes moved that the Commission accept the staff recommendation for approval. Dotts seconded. Motion carried.

2. Northeast Alabama Community College, Certificate in Practical Nursing (CIP 51.3901)

Ms. Ellen Haulman presented the staff recommendation to the Commission with a recommendation for approval.

RESOLVED: Davis moved that the Commission accept the staff recommendation for approval. Linn seconded. Motion carried.

3. Lurleen B. Wallace Community College, Associate in Applied Science in Child Development (CIP 19.0708)

Ms. Ellen Haulman presented the staff recommendation to the Commission with a recommendation for approval.

RESOLVED: Ball moved that the Commission accept the staff recommendation for approval. Hughes seconded. Motion carried.

4. University of South Alabama, Master of Science in Environmental Toxicology (CIP 26.1006)

Ms. Ellen Haulman presented the staff recommendation to the Commission with a recommendation for approval.

RESOLVED: Davis moved that the Commission accept the staff recommendation for approval. Raine seconded. Motion carried.

IX. Information Items

RESOLVED: Ball moved that the Commission accept information Items A through I. Davis seconded. Motion carried.

- A. Implementation of a Non-Degree Program at a Senior Institution

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- B. University of South Alabama, New Exempt Off-Campus Site
- C. University of Alabama at Birmingham, New Exempt Off-Campus Site
- D. Trenholm State Technical College, New Exempt Off-Campus Site
- E. Annual Off-Campus Site Follow-Up Report for Academic Year 2009-2010
- F. Changes to the Academic Program Inventory
- G. Implementation of New Certificate Programs (Less than or Equal to 29 Semester Hours)
- H. Implementation of Approved Programs
- I. Summary of Post-Implementation Reports

X. Adjournment

The meeting was adjourned at 12:15 a.m. The next meeting of the Commission is scheduled for March 11, 2011.

Steve Shaw, Chairman

Sworn to and subscribed before
me this the ____ day of _____
2011.

Gregory G. Fitch, Executive Director

Notary Public

DECISION ITEM A-1: Alabama State University, Master of Science in Prosthetics and Orthotics (CIP 51.2307)

EXECUTIVE SUMMARY

Reason for Action: The Code of Alabama, 16-5-8 (c) states that the governing boards of public institutions of higher education in this state and the campuses under their governance or supervision shall not undertake the establishment of a new unit or program of instruction for academic credit with state funds before submitting plans for the new unit or program to the commission for its review, evaluation, and approval.

Program Objective: The objective of the proposed Master of Science in Prosthetics and Orthotics program is to address the growing need for orthotic and prosthetic services and practitioners. The need for practitioners has increased because of increases in diabetes and obesity and because of the aging of the population. Practitioners also work with persons who have lost limbs through trauma.

Role: The program is within the instructional role recognized for Alabama State University.

Mode of Delivery: Distance delivery may be considered only for a few aspects of the program or specific sections of a course. According to the proposal, the nature of the profession requires that a practitioner be proficient in numerous procedures that require hands-on training to achieve competency.

Similar Programs: There are no similar programs listed in the Commission's Academic Program Inventory.

Collaboration: No specific plans have been made. ASU has contacted program directors at public and private institutions in Alabama that offer degrees in occupational therapy, physical therapy, occupational therapy assistant, and physical therapist assistant. ASU shared plans for the development of the program and offered to discuss sharing of educational opportunities.

Resources: The proposal projected that a total of \$2,363,989 in estimated new funds will be required to support the proposed program. A total of \$2,363,992 will be available through external funding, internal reallocation, and tuition. External funding will come from Title III funds. First year funds will be expended before the enrollment of students, because of requirements of the accrediting agency.

Public Review: The program was posted on the Commission website from January 3 until January 21 (over twenty days) for public review and comments. No comments were received.

Rationale for Staff Recommendation:

1. As the only such program in the state, the proposed program will address the growing need for orthotic and prosthetic services and practitioners.
2. The program will be supported by existing programs at ASU in Physical Therapy and Occupational Therapy.

DECISION ITEM A-1: Alabama State University, Master of Science in
Prosthetics and Orthotics (CIP 51.2307)

Staff Presenter: Mrs. Ellen E. Haulman
Director of Instruction and Special Projects

Staff Recommendation: That the Commission approve the proposed Master of
Science in Forensic Science.

Implementation Date: The proposed program will be
implemented in August 2012. Based on Commission
policy, the proposed program must be implemented by
March 11, 2013, or Commission approval will expire.
The institution must notify the Commission in writing
when the program is implemented or if there is any delay
in implementation.

Pre-Implementation Condition:

That, prior to implementation, the name and credentials
of the program director be provided to the Commission
staff.

Post-Implementation Conditions:

1. That the annual average new enrollment headcount
for the first five years, beginning 2012-13, will be at
least 7, based on the proposal.
2. That the annual average number of graduates for the
period 2013-14 through 2016-17 (four-year average)
will be at least 5, based on the proposal.
3. That a follow-up survey be conducted after the first
five years that will show at least 75 percent of the
graduates were successful in acquiring related
employment or in acceptance to graduate school.
4. That information be provided regarding accreditation
of the program and the licensure of graduates.
5. That information regarding an overall assessment of
the program be provided, particularly as related to
objectives and assessment measures stated in the
proposal.

Alabama State University (ASU) will be required to
phase out the program if any of the post-implementation
conditions are not met. The institution must present
documentation regarding the post-implementation
conditions, as well as a general assessment of the
program, in a report submitted to the Commission no
later than September 1, 2017.

Supporting Documentation: 1. New Academic Degree Program Proposal Summary,
attached.

2. Summary of Background Information, attached.
3. Curriculum for Proposed Program, attached.
4. Alabama State University program proposal, submitted November 19, 2010. Available upon request.
5. "Evaluation and Review of New Instructional Program Proposals of Public Postsecondary Institutions," Ala. Admin. Code (Commission on Higher Education), r. 300-2-1-.03. Available upon request.

Attachment 1

NEW ACADEMIC DEGREE PROGRAM PROPOSAL SUMMARY

INSTITUTION Alabama State University

PROGRAM Master of Science in Prosthetics and Orthotics (CIP 51.2307)

ESTIMATED NEW FUNDS REQUIRED TO SUPPORT PROPOSED PROGRAM						
	2011-12	2012-13	2013-14	2014-15	2015-16	TOTAL
FACULTY	\$90,000	\$180,000	\$185,400	\$190,962	\$196,691	\$843,053
LIBRARY	\$20,000	\$5,000	\$5,000	\$5,000	\$5,000	\$40,000
FACILITIES	\$250,000	\$25,000	\$25,000	\$25,000	\$25,000	\$350,000
EQUIPMENT	\$246,750	\$25,000	\$25,000	\$25,000	\$25,000	\$346,750
STAFF	\$75,000	\$77,250	\$79,568	\$81,955	\$84,413	\$398,186
ASSISTANTSHIPS	\$0	\$0	\$0	\$0	\$0	\$0
OTHER*	\$70,000	\$79,000	\$79,000	\$79,000	\$79,000	\$386,000
TOTAL	\$751,750	\$391,250	\$398,968	\$406,917	\$415,104	\$2,363,989

SOURCES OF FUNDS AVAILABLE FOR PROGRAM SUPPORT						
	2011-12	2012-13	2013-14	2014-15	2015-16	TOTAL
INTERNAL REALLOCATIONS**	\$100,000	\$155,728	\$155,728	\$155,728	\$155,728	\$722,912
EXTRAMURAL	\$210,000	\$210,000	\$210,000	\$210,000	\$210,000	\$1,050,000
TUITION	\$0	\$59,108	\$147,770	\$177,324	\$206,878	\$591,080
TOTAL	\$310,000	\$424,836	\$513,498	\$543,052	\$572,606	\$2,363,992

ENROLLMENT AND DEGREE COMPLETION PROJECTIONS						
	2012-13	2013-14	2014-15	2015-16	2016-17	5-YEAR AVERAGE
HEADCOUNT ENROLLMENT	4	10	12	14	18	12
NEW ENROLLMENT HEADCOUNT	4	6	6	8	10	7
						4-YEAR AVERAGE
DEGREE COMPLETION PROJECTIONS	0	4	5	5	7	5

Attachment 2

Summary of Background Information

Master of Science in Prosthetics and Orthotics
Alabama State University

Role: The proposed program is within the instructional role recognized for Alabama State University.

Objectives: The objective of the proposed Master of Science in Prosthetics and Orthotics program will be to address the growing need for orthotic and prosthetic services and practitioners. The need for practitioners has increased because of increases in diabetes and obesity and because of the aging of the population.

The specific aims of the program are to:

- a. Prepare prosthetics and orthotics practitioners who possess the knowledge, skills, and attitudes needed to provide services to both the traditional and underserved communities;
- b. Produce prosthetics and orthotics practitioners who will join the workforce of certified prosthetists, orthotists, and pedorthists [a specialist in using footwear to solve problems in, or related to, the foot and lower limb] in Alabama, the Southeastern United States and beyond;
- c. Facilitate the American Board for Certification in Orthotics and Prosthetics goal to increase the number of entry level practitioners with master's degrees; and
- d. To improve prosthetic and orthotic care in the treatment of persons with physical disabilities.

Graduates of Alabama State University's graduate program in Prosthetics & Orthotics will:

- a. Become certified prosthetist-orthotists;
- b. Apply effective clinical decision making and problem solving skills;
- c. Demonstrate the integration of knowledge, theory and application of the clinical and technical aspects of the prosthetics & orthotics disciplines;
- d. Exemplify the role of the prosthetist-orthotist in providing ethical, patient-centered care experiences that are congruent with the core values and code of ethics and standards of the American Board for Certification in Orthotics and Prosthetics (ABC) Code of Professional Responsibilities in clinical practice;
- e. Comprehend and demonstrate knowledge of the collaborative role of the prosthetist-orthotist as a member of the interdisciplinary rehabilitation team in providing patient-centered care;
- f. Demonstrate an awareness and respect for all patients and related individuals within a diverse and multicultural society;
- g. Demonstrate the ability to participate as a critical consumer of research and to integrate research findings as evidence in clinical practice; and
- h. Demonstrate an appreciation for the value of life-long learning and a commitment to public/community service.

Program assessment will include the following

Tool:	Timeline for collection and analysis:
Alumni Survey	Summer semester (to include those 1 and 3 years since graduation)
Clinical Instructor (CI) Summative Comments	Summer semester (formative data will be reviewed on an ongoing basis)
CI Survey	Summer semester
Clinical Performance Instrument component outcome data (summative)	Summer semester (after cohort graduation)

Employer Survey	Summer semester
Faculty feedback (curriculum review)	Spring semester
Certification examination data	Fall semester following graduation
Student Course Evaluations	Each semester/each course
Student exit interview	In final program semester

Other assessment instruments will be added as needed.

Administration: The program will be administered by the College of Health Sciences, Steven Chesbro, DPT, EdD, dean; and by the Department of Prosthetics and Orthotics, Chad Duncan, PhD, CRC, CPO, chair.

Review of Proposal by Persons External to Institution:

Peer Review: The Notification of Intent to Submit a Proposal (NISP) and the program proposal were reviewed by the Alabama Council of Graduate Deans. Five deans submitted responses in the initial review. The respondents requested additional information on the curriculum, faculty resources, the timeline for accreditation, library resources, student demand, and the availability of practitioners to oversee clinical experiences. One dean stated an interest in collaborating with the program.

ASU provided a detailed response to the questions. The response provided clarification on assessment measures, the sequence for seeking accreditation, the availability of clinical sites, and student demand. Following receipt of ASU's responses, three graduate deans participated in the final review of the program. Two recommended approval and one recommended disapproval.

Consultant's Report: Commission's guidelines of the review of a new master's program recommend a consultant's review of more esoteric master's programs. ASU provided two consultants' reports that had been used in the planning of the proposal—the first from 2006 and the latter from October 2010. The 2010 report was prepared by Dr. Géza F. Kogler of the Georgia Institute of Technology. Dr. Kogler provided input on curriculum, course, laboratory, and program needs.

Accreditation: According to the proposal, ASU intends to seek accreditation from the Commission on Accreditation of Allied Health Education Programs (CAAHEP). Accreditation is required since the national certification organization, the American Board for Certification in Orthotics, Prosthetics, and Pedorthics, Inc., require that programs be accredited by CAAHEP. Most of the states that have licensure also require that programs be accredited by CAAHEP.

The National Commission on Orthotic and Prosthetic Education (NCOPE) is the accreditation body for the orthotics and prosthetics profession. It serves in cooperation with CAAHEP for accreditation of educational programs.

Licensure: Alabama requires licensure of practitioners.

Curriculum: The program is related to existing programs in Occupational Therapy, Physical Therapy, and Rehabilitation Counseling. Students will take courses in other departments, and faculty with specific expertise may teach courses across various curricula.

The proposal stated that the following new courses will be developed for the program (semester credit hours in parentheses):

- MSPO-511: Introduction to Orthotics, Prosthetics and Rehabilitation (2)
- MSPO-519: Clinical Rotation I (1)
- MSPO-521: Lower Limb Orthotics I (3)
- MSPO-529: Clinical Rotation II (1)
- MSPO-531: Trans-Tibial Prosthetics (3)
- MSPO-539: Clinical Rotation III (1)

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 Friday, March 11, 2011

- MSPO-641: Lower Limb Orthotics II (3)
- MSPO-642: Spinal Orthotics (3)
- MSPO-643: Trans-Femoral Prosthetics (3)
- MSPO-649: Clinical Rotation IV (1)
- MSPO-651: Upper Extremity Orthotics (3)
- MSPO-652: Upper Extremity Prosthetics (3)
- MSPO-659: Clinical Rotation V (1)

Program Completion Requirements:	
Credit hours required in major:	28
Credit hours required in support courses:	42
Credit hours in required or free electives:	0
Total credit hours required for completion:	70

Students will be required to complete five clinical rotations, a comprehensive examination, and a capstone research experience prior to program completion.

Collaboration: The proposal included information concerning possible collaboration with other institutions. Since prosthetics and orthotics is a component of both occupational therapy (OT) and physical therapy (PT) education, ASU intends to have interdisciplinary activities among its programs in P&O, OT and PT. With this in mind, ASU has contacted the program directors at public and private institutions in Alabama that offer degrees in occupational therapy, physical therapy, occupational therapy assistant, and physical therapist assistant. ASU shared plans for the development of the program and offered to discuss sharing of educational opportunities.

In the case of UAB, specific reference was made to their developing PhD program in Rehabilitation Sciences. This program may be able to assist in meeting some of the needs of the doctoral students, and may also be a good fit for graduates from this proposed program.

Individuals who received information about this program proposal and an offer to collaborate were:

Program:	Individual contacted:
Bishop State CC (PTA program)	Pam Wehner, Program Director
George C. Wallace CC (PTA program)	Heather Wells, Program Director
Jefferson State CC (PTA program)	Andrea Harrill, Program Director
South University (PTA program)	K. Amsler, Program Director
Tuskegee University (OT program)	G. Gray, Program Director
University of Alabama Birmingham (PT program)	Sharon Shaw, Program Director
University of Alabama-Birmingham (OT program)	Program Director
University of South Alabama (OT program)	Program Director
University of South Alabama (PT program)	John Jefferson, Interim Director
Wallace State CC (OTA program)	Tammy Gipson, Program Director
Wallace State CC (PTA program)	Alina Adams, Program Director

Distance Education: Distance delivery may be considered only for a few aspects of the program or specific sections of a course. According to the proposal, the nature of the profession requires that a practitioner be proficient in numerous procedures that require hands-on training to achieve competency.

Admissions: The proposal gave the following criteria for admission:

Enrollment will follow Alabama State University's guidelines for graduate studies and emulate the current practices in the College of Health Sciences. In addition to the University's guidelines, there are some additional prerequisites that will be needed so that a student can enter the program with knowledge needed in the graduate/first professional degree courses. The following are the prerequisites and minimum requirements to enter the program:

- Baccalaureate degree from an accredited university/institution
- A minimum of 40 hours of clinical observation experience (i.e., shadowing) under the supervision of an American Board Certification (ABC) or Board of Certification (BOC) certified practitioner.
- Completed prerequisites with a grade "C" or above
- Human Anatomy and Physiology (Lab and Lecture) [8 credits]
- Pre-calculus trigonometry [3 credits]
- General Physics w/lab [8 credits]
- General Psychology [3 credits]
- Human Development [3 credits]
- General Chemistry I w/lab [4 credits]
- Biology w/lab [8 credits]
- Statistics [3 credits]

The screening process used to select students in the program will be based on a number of factors, in addition to the university's guidelines. A student's grade point average as an undergraduate and their GRE scores will be used to assess academic performance abilities. A student's record of community service, service as a volunteer in a hospital or clinic, service to the poor, participation in a medical or humanitarian mission, and research experience in a lab may be considered by the Admissions Committee. Student applicants will be asked to write an essay as part of the application process that describes their interest and motivation for becoming an orthotist and prosthetist. A minimum of three letters of reference will be required with one of them from a university faculty member.

Need: There are no similar programs listed in the Commission's Academic Program Inventory. In the sixteen states that are members of the Southern Regional Education Board (SREB), only Florida, Georgia, and Texas have orthotic and prosthetic education programs for training practitioners. The Georgia Institute of Technology has an MS in the field and was the first program in the country. St. Petersburg College has a baccalaureate program but has begun a transition to a master's program. The University of Texas Southwestern Medical Center—Dallas recently completed a transition to a master's-level program. Only ten programs exist in the United States.

The need for qualified and licensed orthotists-prosthetists increases with rises in obesity and diabetes rates, because these conditions are directly related to stroke and amputation. The proposal cited data from the Center for Disease Control and the United Health Foundation. According to this data, in 2009 Alabama ranked third in obesity rate and third in diabetes rate. Based on the *Workforce Demand Study*, Alabama is in greater need than most of the nation for these practitioners. In 2001 Alabama ranked in the lowest five for the number of certified practitioners per potential patient. Related to the need for practitioners in Alabama, Fred Crawford, executive director of the Alabama Orthotics and Prosthetics Association, has stated that current trends support the need for ten new providers annually for the next five to seven years.

Student Demand: ASU collected information from faculty at other institutions having accredited programs in this field to project student demand for the program. According to these faculty members, student demand exceeds the available number of spaces in existing programs.

ASU anticipates a satisfactory pool of applicants, based on experience with applicant pools for existing health sciences programs. Numerous well-qualified students are deferred or denied

admission to several of the programs, because of enrollment limitations and caps. Many of these students would meet the admission requirements for the proposed program. Also, it is expected that there will be physical therapists, occupational therapists, and rehabilitation counselors who will seek a second degree in the area.

ASU already has received several inquiries regarding the proposed program, including two from students in the Physical Therapy program. Others have come from students and technicians observing and working at prosthetics and orthotics facilities in Alabama.

Resources:

Faculty:

Current Primary Faculty—

Full-time: 1

Part-time: 0

Current Support Faculty—

Full-time: 6

Part-time: 0

Additional Faculty to Be Hired:

Primary Faculty—

Full-time: 2

Part-time: 0

Support Faculty—

Full-time: 0

Part-time: 0

Two additional full-time faculty members will be hired for the program. One hired as program director will have the minimum of a doctoral degree, have a credential in the profession, and a minimum of five years of teaching, clinical, and administrative experience in a profession related to orthotics and prosthetics. The second will be a faculty member and will have a graduate degree and be appropriately credentialed or licensed for the content/subject area.

Support Staff: Two support staff will be hired for the program, an orthotic/prosthetic technician/research assistant and an administrative secretary.

Equipment: The program will require substantial equipment purchases. A detailed list of existing equipment and equipment to be added was provided in the proposal.

Facilities: According to the proposal, many of the classrooms and laboratories needed for the program will be shared with existing programs. Two possible locations for program specific laboratories have been identified. Estimated costs of renovations are \$250,000.

Library: The proposal included an assessment of library resources and needs related to the proposed program. Resources supporting existing ASU's existing health science programs will also support the proposed program. Additional library resources were included in the budget for the program.

Program Budget: The proposal projected that a total of \$2,363,989 in estimated new funds will be required to support the proposed program. A total of \$2,363,992 will be available through external funding, internal reallocation, and tuition. External funding will come from Title III funds. First year funds will be expended before the enrollment of students, because of requirements of the accrediting agency.

Attachment 3

Alabama State University
Master of Science in Prosthetics and Orthotics
Curriculum

Year One

Fall Term

- OTH-510: Gross Anatomy (6 cr) (3 lec/3-9 lab) (PT/OT/PO)
- PTH-522: Mechanical Kinesiology (4 cr) (2 lec/1-3 lab) (PT/OT/PO)
- PTH-526: Clinical Human & Exercise Physiology (4 cr) (3 lec/1-3 lab) (PT/OT/PO)
- MSPO-511: Introduction to Orthotics, Prosthetics and Rehabilitation (2 cr) (2 lec)
- MSPO-519: Clinical Rotation I (1 cr) (clinical)

17 semester hours (sh) credit. (11 lecture/5-15 lab/8 clinical=24-34 hr/wk)

Spring Term

- PTH-650: Research I (1 cr) (1 lec) (PT/OT/PO/RC)
- PTH-521: Neuroscience (4 cr) (2 lec/2-6 lab) (PT/OT/PO)
- PTH-524: Patient Care Concepts (4 cr) (2 lec/2-6 lab) (PT/OT/PO)
- MSPO-521: Lower Limb Orthotics I (3 cr) (2 lec/1-3 lab)
- PTH-533: Orthopedics I (3 cr) (2 lecture/1-3 lab) (PT/OT/PO)
- MSPO-529: Clinical Rotation II (1 cr) (clinical)

16 sh credit. (8 lec/6-18 lab/8 clinical=22-34 hr/wk)

Summer Term

- PTH-531: Pathology and Medical Management (3 cr) (3 lec) (PT/OT/PO)
- MSPO-539: Clinical Rotation III (1 cr) (clinical)
- MSPO-531: Trans-Tibial Prosthetics (3 cr) (2 lec/1-3 lab)
- RCOU-613: Assistive Technology (3 cr) (2 lec/1-3 lab) (PT/OT/PO/RC)
- PTH-660: Research II (2cr) (2 lecture) (PT/OT/PO/RC)
- PTH-799: Professional Seminar (1 cr) (1 lec) (PT/OT/PO/RC)

13 sh credit (18 lec/2-6 lab/8 clinical =28-32 hr/wk)

Year Two

Fall Term

- MSPO-641: Lower Limb Orthotics II (3 cr) (2 lec/1-3 lab)
- MSPO-642: Spinal Orthotics (3 cr) (2 lec/1-3 lab)
- MSPO-643: Trans-Femoral Prosthetics (3 cr) (2 lec/1-3 lab)
- PTH-780: Administration and Management (2 cr) (2 lec) (PT/OT/PO)
- MSPO-649: Clinical Rotation IV (1 cr) (clinical)

12 sh credit (8 lec/3-9 lab/8 clinic=19-25 hr/wk)

Spring Term

- MSPO-651: Upper Extremity Orthotics (3 cr) (2 lec/1-3 lab)
- MSPO-652: Upper Extremity Prosthetics (3 cr) (2 lec/1-3 lab)
- PTH-799: Professional Seminar (1 cr) (1 lec) (PT/OT/PO/RC)
- PTH-790: Research III (1 cr) (1 lec) (PT/OT/PO/RC)
- RCOU-514: Psychosocial Aspects of Disability (3 cr) (3 lec) (PT/OT/PO/RC)
- MSPO-659: Clinical Rotation V (1 cr) (clinical)

12 sh credit (9 lec/2-6 lab/8 clinical=18-22 hr/wk)

Lecture = 736 hours
Lab = 416 – 864 hours
Clinical = 640 hours

Total credit hours = 70

(Interdisciplinary or potential interdisciplinary course with Physical Therapy [PT], Occupational Therapy [OT], Rehabilitation Counseling [RC])

DECISION ITEM A-2: The University of Alabama at Birmingham, Master of Arts in Education in English as a Second Language (CIP 13.1401)

EXECUTIVE SUMMARY

Reason for Action: The Code of Alabama, 16-5-8 (c) states that the governing boards of public institutions of higher education in this state and the campuses under their governance or supervision shall not undertake the establishment of a new unit or program of instruction for academic credit with state funds before submitting plans for the new unit or program to the commission for its review, evaluation, and approval.

Program Objective: The proposed program will be a post-baccalaureate master's program with three tracks: traditional, alternative, and international. Each track will consist of standards-based, inquiry-focused courses for training teachers (pre-service and in-service) to teach ESL. Depending on their track, graduates will be prepared to teach ESL to children and adolescents in schools or else to adult English Language Learners [ELLs] in institutions of higher education and in community-based programs.

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

Mode of Delivery: Traditional and distance education delivery will be used for the program. Three of eleven courses (27 percent) are available totally online.

Similar Programs: A similar academic program is listed in the Academic Program Inventory at the University of Alabama. A total of six public institutions have been approved by the Alabama State Department of Education [ASDE] to offer the English for Speakers of Other Languages Class A teacher certificate.

Collaboration: There are no plans for formal collaboration in the delivery of the program, since the program is intended to serve the needs of the Birmingham area. However, UAB has collaborated with Alabama A&M University, Birmingham-Southern College, and the University of Montevallo, among others, in professional development seminars and the development of coursework.

Resources: The proposal stated that the program will cost \$8,400 over the first five years. A total of \$1,777,000 in extramural funds and tuition will be available over that period. External funds are based on current grants from the US Department of Education for the first two years and from projected grants for years after that. Tuition, likewise, corresponds to the tuition budget in relation to the current grants and what is projected for the anticipated grants.

Public Review: The program was posted on the Commission website from January 3 until January 21 (over twenty days) for public review and comments. No comments were received.

Rationale for Staff Recommendation:

1. The proposed program provides an academic program for a teacher certification program already approved by the Alabama Department of Education.
2. The program will address a federal priority for producing teachers to teach English to immigrant adults and children.
3. Alabama and the southeast have a growing immigrant population.

DECISION ITEM A-2: The University of Alabama at Birmingham, Master of Arts in Education in English as a Second Language (CIP 13.1401)

Staff Presenter: Mrs. Ellen E. Haulman
Director of Instruction and Special Projects

Staff Recommendation: That the Commission approve the proposed Master of Arts in Education in English as a Second Language. The program will have three tracks: the traditional track; the alternative track; and the international track.

Consistent with Commission policy and operational definitions, the tracks will not be identified separately in the Commission's Academic Program Inventory, and the institution may not identify them as degree programs.

The program will have the implementation date and post-implementation conditions listed below.

Implementation Date: The proposed program will be implemented in August 2011. Based on Commission policy, the proposed program must be implemented by March 11, 2013, or Commission approval will expire. The institution must notify the Commission in writing when the program is implemented or if there is any delay in implementation.

Post-Implementation Conditions:

1. That the annual average new enrollment headcount for the first five years, 2011-12 through 2015-16, will be at least 28, based on the proposal.
2. That the annual average number of graduates for the period 2011-12 through 2015-16 (five-year average) will be at least 23, based on the proposal.
3. That a follow-up survey be conducted after the first five years that will show at least 75 percent of the graduates were successful in acquiring related employment or will continue in teaching positions.
4. That information regarding an overall assessment of the program be provided, particularly as related to objectives and assessment measures stated in the proposal.

The University of Alabama at Birmingham will be required to phase out the program if any of the post-implementation conditions are not met. The institution must present documentation regarding the post-implementation conditions, as well as a general assessment of the program, in a report submitted to the Commission no later than September 1, 2016.

Supporting Documentation: 1. New Academic Degree Program Proposal Summary, attached.

2. Summary of Background Information, attached.
3. Curriculum for Proposed Program, attached.
4. University of Alabama at Birmingham program proposal, received November 15, 2010. Available upon request.
5. "Evaluation and Review of New Instructional Program Proposals of Public Postsecondary Institutions," Ala. Admin. Code (Commission on Higher Education), r. 300-2-1-.03. Available upon request.

Attachment 1

NEW ACADEMIC DEGREE PROGRAM PROPOSAL SUMMARY

INSTITUTION University of Alabama at Birmingham

PROGRAM Master of Arts in Education in English as a Second Language (CIP 13.1401)

ESTIMATED NEW FUNDS REQUIRED TO SUPPORT PROPOSED PROGRAM						
	2011-12	2012-13	2013-14	2014-15	2015-16	TOTAL
FACULTY*	\$0	\$0	\$0	\$0	\$0	\$0
LIBRARY	\$2,000	\$0	\$2,000	\$0	\$2,000	\$6,000
FACILITIES	\$0	\$0	\$0	\$0	\$0	\$0
EQUIPMENT	\$0	\$0	\$0	\$0	\$0	\$0
STAFF	\$0	\$0	\$0	\$0	\$0	\$0
ASSISTANTSHIPS/ FELLOWSHIPS	\$0	\$1,200	\$0	\$1,200	\$0	\$2,400
OTHER**	\$0	\$0	\$0	\$0	\$0	\$0
TOTAL	\$2,000	\$1,200	\$2,000	\$1,200	\$2,000	\$8,400

SOURCES OF FUNDS AVAILABLE FOR PROGRAM SUPPORT						
	2011-12	2012-13	2013-14	2014-15	2015-16	TOTAL
INTERNAL REALLOCATIONS	\$0	\$0	\$0	\$0	\$0	\$0
EXTRAMURAL	\$340,000	\$317,000	\$170,000	\$170,000	\$170,000	\$1,167,000
TUITION	\$202,000	\$138,000	\$90,000	\$90,000	\$90,000	\$610,000
TOTAL	\$542,000	\$455,000	\$260,000	\$260,000	\$260,000	\$1,777,000

ENROLLMENT AND DEGREE COMPLETION PROJECTIONS						
	2011-12	2012-13	2013-14	2014-15	2015-16	5-YEAR AVERAGE
HEADCOUNT ENROLLMENT**	64	68	72	76	80	72
** Includes continuing students from the existing teacher certification; both part-time and full-time students.						
NEW ENROLLMENT HEADCOUNT	26	26	28	30	32	28
DEGREE COMPLETION PROJECTIONS	17	20	23	26	29	23

Attachment 2

Summary of Background Information

Master of Arts in Education (MAEd) in English as a Second Language
The University of Alabama at Birmingham

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

Objectives: The proposed program will be a post-baccalaureate master's program with three tracks: traditional, alternative, and international. Each track consists of standards-based, inquiry-focused courses for training teachers (pre-service and in-service) to teach ESL. Depending on their track, graduates will be prepared to teach ESL to children and adolescents in schools or else to adult English language learners [ELLs] in institutions of higher education and in community-based programs.

Objective 1: The first program objective is to create a *Traditional Track* in the program. This track is for graduate students who already hold Alabama teacher certification in any teaching field and who wish to obtain additional certification for the teaching of ESL from pre-kindergarten through twelfth grade (P-12).

Objective 2: The second program objective is to create an *Alternative Track*. This track is for graduate students who do not hold Alabama teacher certification but who wish to become certified for teaching ESL in grades P-12. The Alternative Track corresponds to UAB's alternative teacher certification curriculum as approved by the ASDE for Alternative Class A Teacher Certification in ESL. According to the proposal, it already meets all requirements within the ASDE's highly-regulated state code and, as such, also adheres to strict federal guidelines.

Objective 3: The third program objective is to create an *International Track*. This track is for graduate students who wish to teach English to ELLs in non P-12 contexts. More specifically, it focuses on the teaching of ESL to adult English language learners under the guidelines of Teachers of English to Speakers of Other Languages, Inc. (TESOL). Graduates of the International Track will be prepared to teach ESL to adult English language learners (i.e., mostly internationals) in English-speaking countries within a variety of programs ranging from rural community outreach to post-doctoral academic writing. These graduates will also be prepared to teach English as a Foreign Language (EFL) and English as an International Language (EIL) in the international context of non-English speaking countries.

Program Review and Assessment: The program will be evaluated regarding the establishment of the three tracks, as well as by success in meeting enrollment and graduation projections. Student learning outcomes will be assessed by the review of high stakes artifacts, comprehensive exams, and scores on the ESL PRAXIS #360. At least 95 percent of the program will pass the ESL comprehensive exam. For traditional and alternative track graduates, at least 80 percent will pass the ESL Praxis #360.

Accomplishments of the MAEd/ESL graduates will be determined as follows. One year after graduation, data will be collected regarding employment and/or pursuit of a higher degree. These data will be updated each year at the annual alumni reunion for graduates from the MAEd/ESL teacher education program. The success of this program will be determined by the following employment benchmarks one year after students have graduated:

- Among graduates from the Traditional Track, 80 percent will be employed in a school, either in their original content area or in ESL or in some other capacity such as coordinator.
- Among graduates from the Alternative Track, 80 percent will be employed in a school, either as an ESL teacher or in some other capacity such as coordinator.
- Among graduates from the International Track, 80 percent will be employed as an ESL/EFL teacher or coordinator, either part-time or full-time.

Administration: The program will be administered by the College of Arts and Sciences, School of Education, Thomas DiLorenzo, dean, and Scott Snyder and Lou Anne Worthington, associate deans.

Review of Proposal by Persons External to Institution:

Peer Review: The Notification of Intent to Submit a Proposal (NISIP) and the program proposal were reviewed by the Alabama Council of Graduate Deans (ACGD). The deans requested more information on collaboration with other institutions offering teacher certification in the area; potential program duplication; and issues concerning adjunct faculty. UAB provided a detailed response to the questions. Following receipt of UAB's response, three graduate deans participated in the final review of the proposal. Two voted for recommendation of the program and one abstained.

Accreditation: The National Council for Accreditation of Teacher Education (NCATE) is the specialized accreditation agency for P – 12 teacher education programs. UAB already has NCATE accreditation. The proposed program will be evaluated as part of the next NCATE accreditation cycle in 2013. The main focus of NCATE will be the traditional and alternative tracks, although all three tracks will be reviewed.

Curriculum: Program requirements will vary by track, as indicated below and in Appendix B.

Traditional track:

Major courses:	24 semester hours (sh)
Support courses:	6 sh
Required elective: <i>(Intro to Exceptional Learners, if not taken as an undergraduate)</i>	0-3 sh
Free elective:	3 sh
Total:	33 sh

Additional requirements include high stakes assessments, a capstone internship of 300 hours at both an elementary and a secondary school, a comprehensive examination, and passage of the state required PRAXIS #0360 in ESL.

Alternative track:

Major courses:	31 semester hours (sh)
Support courses:	13 sh
Required elective: <i>(Intro to Exceptional Learners, if not taken as an undergraduate)</i>	0-3 sh
Total:	44-47 sh

Additional requirements include high stakes assessments, an electronic portfolio, 200 hours of field experiences in elementary and secondary schools, a capstone internship of 15 weeks (full-time), a comprehensive examination, and passage of the state required PRAXIS #0360 in ESL.

International track:

Major courses:	30 semester hours (sh)
Support courses:	3 sh
Total:	33 sh

Additional requirements include high stakes assessments, a semester of shadowing an Academic English instructor, a 100-hour pre-practicum, a 200-hour capstone practicum, and passage of a comprehensive examination.

Traditional and Alternative Tracks of the MAEd/ESL Teacher Education Program: The Traditional Track and Alternative Track represent existing ESL teacher certification curricula that have already been approved by the ASDE. No new courses will be added.

International Track of the MAEd/ESL Teacher Education Program

The International Track will consist of six existing courses and five new courses. The new courses are:

- EESL 617** (3 hours) *Teaching English within a Global Context*
- EESL 637** (3 hours) *Methods for Teaching English as an International Language*
- EESL 647** (3 hours) *Instruction & Assessment: Reading and Writing*
- EESL 657** (3 hours) *Instruction & Assessment: Speaking and Listening*
- EESL 687** (3 hours) *Practicum Seminar*

Collaboration: There are no plans for formal collaboration in the delivery of the program, since the program is intended to serve the needs of the Birmingham area. However, UAB has collaborated with Alabama A&M University, Birmingham-Southern College, and the University of Montevallo in professional development seminars and the development of coursework.

Distance Education: Traditional and distance education delivery will be used for the program. Three of eleven courses (27 percent) are available totally online.

Admissions: The program will have the following requirements for admission to the program:

- Students must meet the criteria for UAB's graduate school.
- Non-native English speakers must complete the graduate school's Academic English Language Assessments and achieve an acceptable score.
- For the traditional track, students must provide a copy of a valid Alabama State Department of Education (ASDE) teacher certification in any teaching field.
- For the alternative track, students must participate in an oral interview and produce a writing sample, as well as meet ASDE requirements for admission into an alternative master's program.
- For the international track, students must participate in an oral interview and produce a writing sample.

Need: The proposed program will be implemented in association with a Class A teacher certification that already has been approved by the Alabama State Department of Education. A similar academic program in the Academic Program Inventory is the master's program at the University of Alabama. A total of five public institutions have been approved by the ASDE to offer the English for Speakers of Other Languages Class A teacher certificate.

According to the proposal, Alabama has a growing population of English language learners. The growth of this population is greater than the ability of existing programs to produce sufficient numbers of well-trained ESL practitioners. The program will address a priority of the federal government for the teaching of ESL to children and adults.

The program will elevate existing teacher Class A and Alternative A certification curricula to program status and will add an international track for students who are not seeking Alabama teacher certification. UAB has been teaching ESL teacher certification courses since 1999. The international track will be geared to preparing instructors for entities working with immigrant adults. These entities include higher education institutions such as Samford University and Birmingham Southern College who provide classes, as well as a number of faith-based and other community providers in the greater Birmingham area. The proposal included data on job openings in the Birmingham area.

Student Demand: Student demand in the traditional and alternative certification tracks was based on enrollment in UAB's ESL teacher certification courses over the past five years. For the international track, UAB implemented several activities to gather data on student demand, including collection of feedback from ESL certification graduates who had obtained jobs teaching adult ESL classes and information collected from various meetings and conferences with ESL providers.

UAB already has been approved by the ASDE to offer teacher certification in the English for Speakers of Other Languages at the Class A and alternate Class A certificate level.

Resources:

Faculty/Staff:

Current Primary Faculty—

Full-time: 3

Part-time: 0

Current Support Faculty—

Full-time: 0

Part-time: 2

A number of adjunct faculty will be hired, as needed.

Support Staff: No additional support staff will be hired.

Assistantships: No assistantships are planned at this time.

Equipment: No additional equipment is needed.

Facilities: Recent and projected renovations will provide enhanced course delivery, according to the proposal. No additional facilities are needed.

Library: The proposal stated that the library through its digital collection offers access to most of the major professional journals in ESL and related fields. There will efforts to enhance the collection related to the international track. Additional expenditures are not anticipated.

Program Budget: The proposal stated that the program will cost \$8,400 over the first five years. A total of \$1,777,000 in extramural funds and tuition will be available over that period. External funds are based on current grants from the US Department of Education for the first two years and from projected grants for years after that. Tuition, likewise, corresponds to the tuition budget in relation to the current grants and what is projected for the anticipated grants.

Attachment 3

**Curriculum
 Master of Arts in Education in English as a Second Language**

Semester	Traditional Track¹ 33 credit hours	Alternative Track² 44-47 credit hours
Fall	EESL 610 Second Language Acquisition	EESL 610 Second Language Acquisition EPR 511 Measurement and Evaluation EDU 500 Teaching as Profession
Spring	EESL 630 Methods & Materials for Teaching ESL	EESL 630 Methods & Materials for Teaching ESL EEC 674 Language Development ECY 600 Special Education
Summer	EESL 613 Teaching ESL in a Multicultural Society EESL 620 Special Topics in ESL EPR 688 Measurement and Evaluation	EESL 613 Teaching ESL in a Multicultural Society EESL 620 Special Topics in ESL
Fall	EESL 640 Teaching ESL thru Reading & Writing	EESL 615 Grammar for ESL teachers EHS 556 Classroom Management EHS 600 Curriculum & Methods
Spring	EESL 625 Phonology for ESL teachers	EESL 640 Teaching ESL thru Reading & Writing EESL 625 Phonology for ESL teachers
Summer	EEC 674 Language Development EESL 615 Grammar for ESL teachers EESL 690 ESL Internship, P-12	<i>Field Experience</i>
Fall	Elective	EESL 689 Internship Seminar EESL 690 ESL Internship, P-12

DECISION ITEM A-3: The University of Alabama at Birmingham, Master of Arts in Education in Reading (CIP 13.1315)

EXECUTIVE SUMMARY

Reason for Action: The Code of Alabama, 16-5-8 (c) states that the governing boards of public institutions of higher education in this state and the campuses under their governance or supervision shall not undertake the establishment of a new unit or program of instruction for academic credit with state funds before submitting plans for the new unit or program to the commission for its review, evaluation, and approval.

Program Objective: The proposed program will provide an academic program structure for a Class A teacher certification curriculum already approved by the Alabama State Department of Education (ASDE). It was designed to meet the requirements for the associated teacher education certificate.

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

Mode of Delivery: The program will be made up of existing courses. Several of these are offered in either online or blended format, depending on the instructor. Up to five courses (less than fifty percent) of the courses may be available through electronic delivery.

Similar Programs: Similar academic programs listed in the Academic Program Inventory are at Jacksonville State University and the University of South Alabama only. A total of ten public institutions have been approved by the ASDE to offer the Reading Specialist Class A teacher certificate.

Collaboration: There are no plans for formal collaboration, since the program is intended to meet the needs of employed teachers in the greater Birmingham area. The UAB School of Education participates in the Alabama Reading Initiative postsecondary forum.

Resources: The proposal stated that the program will cost \$50,600 over the first five years. A total of \$510,510 in tuition will be available over that period.

Public Review: The program was posted on the Commission website from January 3 until January 21 (over twenty days) for public review and comments. No comments were received.

Rationale for Staff Recommendation:

1. The proposed program provides an academic program for a teacher certification program approved by the Alabama Department of Education.
2. The program will use existing resources and courses.

DECISION ITEM A-3: The University of Alabama at Birmingham, Master of Arts in Education in Reading (CIP 13.1315)

Staff Presenter: Mrs. Ellen E. Haulman
Director of Instruction and Special Projects

Staff Recommendation: That the Commission approve the proposed Master of Arts in Education in Reading with the implementation date and post-implementation conditions listed below.

Implementation Date: The proposed program will be implemented in August 2011. Based on Commission policy, the proposed program must be implemented by March 11, 2013, or Commission approval will expire. The institution must notify the Commission in writing when the program is implemented or if there is any delay in implementation.

Post-Implementation Conditions:

1. That the annual average new enrollment headcount for the first five years, 2011-12 through 2015-16, will be at least 5, based on the proposal.
2. That the annual average number of graduates for the period 2012-13 through 2015-16 (four-year average) will be at least 4, based on the proposal.
3. That a follow-up survey be conducted after the first five years that will show at least 75 percent of the graduates were successful in acquiring related employment or in progressing in their current positions.
4. That information regarding an overall assessment of the program be provided, particularly as related to objectives and assessment measures stated in the proposal.

The University of Alabama at Birmingham will be required to phase out the program if any of the post-implementation conditions are not met. The institution must present documentation regarding the post-implementation conditions, as well as a general assessment of the program, in a report submitted to the Commission no later than September 1, 2016.

- Supporting Documentation:
1. New Academic Degree Program Proposal Summary, attached.
 2. Summary of Background Information, attached.
 3. Curriculum for Proposed Program, attached.
 4. University of Alabama at Birmingham program proposal, received November 15, 2010. Available upon request.

5. "Evaluation and Review of New Instructional Program Proposals of Public Postsecondary Institutions," Ala. Admin. Code (Commission on Higher Education), r. 300-2-1-.03. Available upon request.

Attachment 1

NEW ACADEMIC DEGREE PROGRAM PROPOSAL SUMMARY

INSTITUTION University of Alabama at Birmingham

PROGRAM Master of Arts in Education in Reading (CIP 13.1315)

ESTIMATED NEW FUNDS REQUIRED TO SUPPORT PROPOSED PROGRAM						
	2011-12	2012-13	2013-14	2014-15	2015-16	TOTAL
FACULTY*	\$0	\$11,400	\$11,400	\$11,400	\$11,400	\$45,600
LIBRARY	\$0	\$0	\$0	\$0	\$0	\$0
FACILITIES	\$0	\$0	\$0	\$0	\$0	\$0
EQUIPMENT	\$0	\$0	\$0	\$0	\$0	\$0
STAFF	\$0	\$0	\$0	\$0	\$0	\$0
ASSISTANTSHIPS/ FELLOWSHIPS	\$0	\$0	\$0	\$0	\$0	\$0
OTHER**	\$1,000	\$1,000	\$1,000	\$1,000	\$1,000	\$5,000
TOTAL	\$1,000	\$12,400	\$12,400	\$12,400	\$12,400	\$50,600

*Additional faculty costs are for payment for a summer course (Internship). ** "Other" costs are for program promotion.

SOURCES OF FUNDS AVAILABLE FOR PROGRAM SUPPORT						
	2011-12	2012-13	2013-14	2014-15	2015-16	TOTAL
INTERNAL REALLOCATIONS	\$0	\$0	\$0	\$0	\$0	\$0
EXTRAMURAL	\$0	\$0	\$0	\$0	\$0	\$0
TUITION	\$60,060	\$90,090	\$120,120	\$120,120	\$120,120	\$510,510
TOTAL	\$60,060	\$90,090	\$120,120	\$120,120	\$120,120	\$510,510

ENROLLMENT AND DEGREE COMPLETION PROJECTIONS						
	2011-12	2012-13	2013-14	2014-15	2015-16	5-YEAR AVERAGE
HEADCOUNT ENROLLMENT **	10	15	20	20	20	17
**Includes continuing students from the existing teacher certification. All students are expected to be part-time.						
NEW ENROLLMENT HEADCOUNT	5	5	5	5	5	5 4-YEAR AVERAGE
DEGREE COMPLETION PROJECTIONS	0	1	5	5	6	4

Attachment 2

Summary of Background Information

Master of Arts in Education (MAEd) in Reading
The University of Alabama at Birmingham

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

Objectives: The proposed program will provide an academic program structure for a Class A teacher certification curriculum already approved by the Alabama State Department of Education (ASDE). It was designed to meet the requirements for the associated teacher education certificate. The certificate standards are defined in the Alabama Administrative code. The proposed program fulfills those requirements by addressing the following goals and objectives.

- A. The graduate will demonstrate knowledge of the knowledge base for reading including:
 1. Effective early reading instruction and practices, including those identified in the Alabama Reading Initiative publication: *Essential Skills of Teachers of Reading*.
 2. Early reading instruction that integrates such components as: nurturing oral language development; fostering a love of reading; developing phonemic awareness; emphasizing reading for meaning; enhancing reading proficiency through daily writing; and increasing students' listening comprehension.
 3. Causes of reading difficulties.
 4. Common misconceptions about causes of reading difficulty including, but not limited to, poverty, race, perceptual difficulties, and dialect.
 5. Effective instruction identified in the Alabama Reading Initiative publications: *Essential Skills of Teachers of Reading* and *Essential Skills of the Reading Coach*.
- B. The graduate will demonstrate knowledge of reading material including:
 1. Classic and contemporary children's and young adult literature and easy reading fiction and nonfiction at levels appropriate to individual readers.
 2. The uses and functions of various types of texts (e.g., predictable, decodable, easy-to-read) in developing effective, fluent readers.
 3. The necessity of providing students with printed material at their independent and instructional levels, avoiding inconsiderate texts.
 4. How to evaluate, select, and integrate media (e.g., software) into the reading program.
 5. How to select, substitute, and/or rewrite content materials at students' reading levels.
- C. The graduate will demonstrate knowledge of methods of teaching reading including:
 1. The importance of building early decoding skills.
 2. A progression of systematic phonics instruction that gradually builds from the basic to more complex patterns and guides the use of decodable texts.
 3. Strategies for developing reading comprehension.
 4. Knowledge of the reading/writing connection including: The role of writing in assisting students in learning, understanding, and remembering content, the writing process including the stages of prewriting, drafting, revising, editing, and publishing, and the four modes of discourse.

(Alabama Administrative Code retrieved November 12, 2009, from:
www.alabamaadministrativecode.state.al.us/docs/ed/index.html)

Program Review and Assessment: The program will be evaluated through the reporting of course enrollments and applications for the degree to the department chair and the dean. Courses will be evaluated through student surveys with the results reported to the department chair and the course instructor. After year three, a random sample of graduates will be surveyed regarding program effectiveness. Student achievement will be documented through a

series of high stakes assignments. Making a “B” or better on these assignments is required in order to receive a grade in the courses that are related to the assignments.

Administration: The program will be administered by the College of Arts and Sciences, School of Education, Thomas DiLorenzo, dean, and the Department of Curriculum and Instruction, Charles Calhoun, chair.

Review of Proposal by Persons External to Institution:

Peer Review: The Notification of Intent to Submit a Proposal (NISP) and the program proposal were reviewed by the Alabama Council of Graduate Deans (ACGD). Five deans participated in the initial review of the program. The deans requested more information on faculty qualifications, the program outcomes and student learning outcomes, and Alabama Department of Education requirements for admission to the program. After receiving UAB’s responses, three deans participated in the final review of the program. All three recommended approval.

Accreditation: Existing programs are accredited by the National Council for Accreditation of Teacher Education (NCATE). The proposed program will be evaluated as part of the next NCATE accreditation cycle in 2012.

Curriculum: The program will build on courses currently offered in the Early Childhood, Elementary, High School, and Special Education (Collaborative Teacher) academic programs and a Reading Specialist teacher certification. There will be no new courses added for the program.

The program will require completion of 33 semester hours.

Major courses: 18 semester hours (sh)
Support courses: 15 sh
Total: 33 sh

Major Courses:

EDR 551 Reading in Content Areas	3 sh
EDR 650 Teaching Reading P-12	3
EDR 653 Literature for Grades P-12	3
EDR 655 Reading Assessment & Evaluation	3
EDR 659 Research and Problems in Reading	3
EDR 690 Internship in Remedial Reading	3
Total: 18 Semester Hours	

Support Courses:

EEC 610 Curriculum Development	3
EEC 621 Teaching Language Arts P-12	3
EEC 660 Readings in Teaching and Learning	3
EEC 674 Language Development	3
Technology Course	3
Choose one from:	
EDT 610 Computer Based Instructional Technologies	
EDT 620 Current & Emerging Instructional Technologies	
EDT 630 Curriculum Integration of Technology	
ECT 654 Instructional and Assistive Technology	
Total: 15 Semester Hours	

ECY 600 Survey of Special Education (Required if not previously completed.) Almost all applicants will have met this requirement because it is a requirement of all bachelor’s and master’s degrees in education, and a prerequisite for admission is at least a bachelor’s degree in education.

Other requirements for program completion are listed below:

- GPA of 3.0 on 4-point scale required to graduate
- Passing score on the Comprehensive Exam
- Passing score on Praxis II (#0300-Reading Specialist)
- An internship of 300 hours.
- Two years successful teaching experience required by the time the degree is completed.

Collaboration: There are no plans for formal collaboration, since the program is intended to meet the needs of employed teachers in the greater Birmingham area. The UAB School of Education participates in the Alabama Reading Initiative postsecondary forum.

Distance Education: The program will be made up of existing courses. Several of these are offered in either online or blended format, depending on the instructor. Up to five courses (less than fifty percent) of the courses may be available through electronic delivery.

Admissions: The program will have the following requirements for admission to the program:

- A bachelor's degree in Early Childhood/Elementary Education, Special Education (Collaborative Teacher), or Secondary Education. If the undergraduate degree is in other areas of education, two courses in reading are required for entry.
- Score of 388 on Miller Analogy Test or 850 on the Graduate Record Exam and GPA of 2.5.
- Three professional recommendations.

Need: The proposed program will be implemented in association with a Class A teacher certification that already has been approved by the Alabama Department of Education. Similar academic programs in the Academic Program Inventory are master's programs at the University of South Alabama and Jacksonville State University. A total of ten public institutions have been approved by the ASDE to offer the Reading Specialist Class A teacher certificate.

According to the proposal, the program will make critical professional preparation available to practicing professional teachers in the Birmingham area. The proposal stated that the 2010 Alabama state goal for reading was that 85 percent of children would be proficient at reading in grade. A total of 51 (39 percent) of school districts did not meet this goal. Thirty-two Birmingham schools did not meet the annual yearly progress goal in reading.

Student Demand: According to the proposal, UAB surveyed currently enrolled undergraduate and graduate students in related programs. A second survey was sent to elementary school teachers in a local school district.

At the time the proposal was written, sixteen students have enrolled in coursework related to the certificate and seventy prospective students had inquired about the certificate. Many of these students preferred that the certificate be offered through a separate degree program.

Resources:

Faculty/Staff:

Current Primary Faculty—

Full-time: 5

Part-time: 0

Current Support Faculty—

Full-time: 0

Part-time: 0

No additional faculty will be hired.

Support Staff: No additional support staff will be hired.

Assistantships: No assistantships will be provided. UAB anticipates that most students in the program will be teachers who already are employed.

Equipment: No additional equipment is needed.

Facilities: No additional facilities are needed.

Library: The proposal contained an analysis of library resources related to the proposed program. Resources are sufficient to support the proposed program

Program Budget: The proposal stated that the program will cost \$50,600 over the first five years. A total of \$510,510 in tuition will be available over that period.

Attachment 3

**Curriculum
Master of Arts in Education in Reading
33-36 Semester Hours**

Major Courses:

EDR 551 Reading in Content Areas	3 sh
EDR 650 Teaching Reading P-12	3
EDR 653 Literature for Grades P-12	3
EDR 655 Reading Assessment & Evaluation	3
EDR 659 Research and Problems in Reading	3
EDR 690 Internship in Remedial Reading	3
Total- Major Courses:	18 Semester Hours

Support Courses:

EEC 610 Curriculum Development	3
EEC 621 Teaching Language Arts P-12	3
EEC 660 Readings in Teaching and Learning	3
EEC 674 Language Development	3
Technology Course	3

Choose one from:

- EDT 610 Computer Based Instructional Technologies
- EDT 620 Current & Emerging Instructional Technologies
- EDT 630 Curriculum Integration of Technology
- ECT 654 Instructional and Assistive Technology

Total-Support Courses: 15 Semester Hours

Total: 33 Semester Hours

ECY 600 Survey of Special Education (Required if not previously completed.)	3
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Total: 36 Semester Hours

DECISION ITEM A-4: The University of Alabama in Huntsville, Master of Science and Doctor of Philosophy in Aerospace Systems Engineering (CIP 14.0201)

EXECUTIVE SUMMARY

Reason for Action: The Code of Alabama, 16-5-8 (c) states that the governing boards of public institutions of higher education in this state and the campuses under their governance or supervision shall not undertake the establishment of a new unit or program of instruction for academic credit with state funds before submitting plans for the new unit or program to the commission for its review, evaluation, and approval.

Program Objective: According to program officials, the PhD program is essentially an extension of the existing PhD in Mechanical Engineering, but with a focused aerospace systems engineering designation. It will offer the flexibility to pursue aerospace systems research related to spacecraft, missiles, unmanned aerial vehicles (UAV), and rotorcraft, but also nontraditional research in areas such as human factors, cognitive sciences, robotics, energy, and public policy. The MS program will offer an academic structure consistent with the heavily aerospace-centric identity of northern Alabama. It will also accommodate both the full-time and part-time student populations through creative degree plans.

Role: The proposed programs are within the instructional role recognized for the University of Alabama in Huntsville (UAH).

Mode of Delivery: At least twenty courses related to the proposed programs are currently offered through a distance learning system. Distance delivery allows a significant group of graduate students who are also full-time employees of Huntsville companies and government agencies to complete coursework while meeting work-related travel requirements. It will also facilitate the sharing of courses with the members of the new aerospace engineering consortium. Approximately twenty percent of the courses are available through distance education in addition to face to face delivery.

Similar Programs: Auburn University (AU) has master's programs (the MS and the Master of Aerospace Engineering) and a PhD program in Aerospace Engineering in the Academic Program Inventory at CIP 14.0201. The University of Alabama (UA) has a master's program in Aerospace Engineering at CIP 14.0201. UA also has a PhD program with a strong relationship to the discipline, the PhD in Engineering Science and Mechanics, listed at CIP 14.1101. UA has submitted a request for a CIP change and an inventory name change for the PhD program to CIP 14.0201, "Aerospace Engineering and Mechanics." Each of the existing programs and the ones proposed by UAH have a different focus. The programs at AU are traditional engineering programs and are the broadest in curriculum focus. The UAB doctoral program focuses on mechanical aspects. The proposed MS and PhD programs at UAH will focus on aerospace systems, in line with the industry need for the programs in the Huntsville area.

Collaboration: The programs are intended to meet unique needs of the aerospace community in north Alabama. However, UAH plans to collaborate with related programs at AU and UA. Program representatives from all three institutions met with the Commission staff to discuss the formation of the Aerospace Consortium of Alabama (ACA) [*see the information item in this packet concerning the ACA.*]

Resources: Since the proposed programs are elevations of current curricula in existing programs to program status, the programs will not require any new funds. A total of \$1,504,580 will be available through tuition and internal reallocation to support the MS program. For the PhD, \$756,379 will be available, also through tuition and internal reallocation.

Public Review: The program was posted on the Commission website from January 12 until January 31 (twenty days) for public review and comments. No comments were received.

Rationale for Staff Recommendation:

1. The PhD program will be the elevation of an existing focus in a program at UAH and will use existing resources. The MS will share these resources.
2. The two proposed programs will complement existing programs at AU and UA.
3. The programs will support US government and industry needs in the Huntsville area.
4. The programs will be offered as part of the new Aerospace Engineering Consortium of Alabama, formed by AU, UA, and UAH [*please see the related information item in this packet*]. The complementary nature of the programs and the sharing of existing resources will position the consortium to compete successfully for research projects and funding related to aerospace engineering.

DECISION ITEM A-4: The University of Alabama in Huntsville, Master of Science and Doctor of Philosophy in Aerospace Systems Engineering (CIP 14.0201)

Staff Presenter: Mrs. Ellen E. Haulman
Director of Instruction and Special Projects

Staff Recommendation 1: That the Commission approve the proposed Doctor of Philosophy (PhD) in Aerospace Systems Engineering with the implementation date and post-implementation conditions listed below:

Implementation Date: The proposed program will be implemented in August 2011. Based on Commission policy, the proposed program must be implemented by March 11, 2013, or Commission approval will expire. The institution must notify the Commission in writing when the program is implemented or if there is any delay in implementation.

Post-Implementation Conditions:

1. That the annual average new enrollment headcount for the first five years, beginning 2011-2012, will be at least 8, based on the proposal.
2. That the annual average number of graduates for the period 2011-12 through 2015-16 (five-year average) will be at least 5, based on the proposal.
3. That a follow-up survey be conducted after the first five years that will show at least 75 percent of the graduates were successful in acquiring related employment or in progressing in their current positions.
4. That information regarding an overall assessment of the program be provided, particularly as related to objectives and assessment measures stated in the proposal.

The University of Alabama in Huntsville (UAH) will be required to phase out the program if any of the post-implementation conditions are not met. The institution must present documentation regarding the post-implementation conditions, as well as a general assessment of the program, in a report submitted to the Commission no later than September 1, 2016.

Staff Recommendation 2: That the Commission approve the proposed Master of Science (MS) in Aerospace Systems Engineering with the implementation date and post-implementation conditions listed below:

Implementation Date: The proposed program will be implemented in August 2011. Based on Commission

policy, the proposed program must be implemented by March 11, 2013, or Commission approval will expire. The institution must notify the Commission in writing when the program is implemented or if there is any delay in implementation.

Post-Implementation Conditions:

1. That the annual average new enrollment headcount for the first five years, beginning 2011-12, will be at least 8, based on the proposal.
2. That the annual average number of graduates for the period 2011-12 through 2015-16 (five-year average) will be at least 14, based on the proposal.
3. That a follow-up survey be conducted after the first five years that will show at least 75 percent of the graduates were successful in acquiring related employment or in progressing in their current positions.
4. That information regarding an overall assessment of the program be provided, particularly as related to objectives and assessment measures stated in the proposal.

The University of Alabama in Huntsville (UAH) will be required to phase out the program if any of the post-implementation conditions are not met. The institution must present documentation regarding the post-implementation conditions, as well as a general assessment of the program, in a report submitted to the Commission no later than September 1, 2016.

Supporting Documentation:

1. New Academic Degree Program Proposal Summaries, attached.
2. Summary of Background Information, attached.
3. Curricula for Proposed Programs, attached.
4. University of Alabama in Huntsville program proposals, received October 15, 2010. Available upon request.
5. "Evaluation and Review of New Instructional Program Proposals of Public Postsecondary Institutions," Ala. Admin. Code (Commission on Higher Education), r. 300-2-1-.03. Available upon request.

Attachment 1

NEW ACADEMIC DEGREE PROGRAM PROPOSAL SUMMARY

INSTITUTION The University of Alabama in Huntsville

PROGRAM Master of Science (MS) / Doctor of Philosophy (PhD) in Aerospace Systems Engineering
CIP 14.0201

ESTIMATED NEW FUNDS REQUIRED TO SUPPORT BOTH PROPOSED PROGRAMS

	2011-12	2012-13	2013-14	2014-15	2015-16	TOTAL
FACULTY	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>
LIBRARY	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>
FACILITIES	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>
EQUIPMENT	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>
STAFF	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>
ASSISTANTSHIPS	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>
OTHER	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>
TOTAL	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>

SOURCES OF FUNDS AVAILABLE FOR PROGRAM SUPPORT: MS

	2011-12	2012-13	2013-14	2014-15	2015-16	TOTAL
INTERNAL REALLOCATIONS	<u>\$28,288</u>	<u>\$29,308</u>	<u>\$29,308</u>	<u>\$29,308</u>	<u>\$29,308</u>	<u>\$145,520</u>
EXTRAMURAL	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>
TUITION	<u>\$208,107</u>	<u>\$259,227</u>	<u>\$277,373</u>	<u>\$296,789</u>	<u>\$317,564</u>	<u>\$1,359,060</u>
TOTAL	<u>\$236,395</u>	<u>\$288,535</u>	<u>\$306,681</u>	<u>\$326,097</u>	<u>\$346,872</u>	<u>\$1,504,580</u>

SOURCES OF FUNDS AVAILABLE FOR PROGRAM SUPPORT: PhD						
	2011-12	2012-13	2013-14	2014-15	2015-16	TOTAL
INTERNAL REALLOCATIONS	<u>\$54,912</u>	<u>\$56,892</u>	<u>\$56,892</u>	<u>\$56,892</u>	<u>\$56,892</u>	<u>\$282,480</u>
EXTRAMURAL	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>
TUITION	<u>\$59,400</u>	<u>\$93,357</u>	<u>\$99,892</u>	<u>\$106,884</u>	<u>\$114,366</u>	<u>\$473,899</u>
TOTAL	<u>\$114,312</u>	<u>\$150,249</u>	<u>\$156,784</u>	<u>\$163,776</u>	<u>\$171,258</u>	<u>\$756,379</u>

UAH, MS/PhD in Aerospace Systems Engineering, CIP 14.0201

ENROLLMENT AND DEGREE COMPLETION PROJECTIONS--PhD						
	2011-12	2012-13	2013-14	2014-15	2015-16	5-YEAR AVERAGE
TOTAL HEADCOUNT ENROLLMENT **	<u>14</u>	<u>16</u>	<u>19</u>	<u>22</u>	<u>27</u>	<u>20</u>
NEW ENROLLMENT HEADCOUNT	<u>10</u>	<u>6</u>	<u>7</u>	<u>8</u>	<u>10</u>	<u>8</u>
						5-YEAR AVERAGE
DEGREE COMPLETION PROJECTIONS	<u>3</u>	<u>3</u>	<u>4</u>	<u>6</u>	<u>7</u>	<u>5</u>

ENROLLMENT AND DEGREE COMPLETION PROJECTIONS--MS						
	2011-12	2012-13	2013-14	2014-15	2015-16	5-YEAR AVERAGE
TOTAL HEADCOUNT ENROLLMENT**	<u>65</u>	<u>65</u>	<u>65</u>	<u>65</u>	<u>65</u>	<u>65</u>
NEW ENROLLMENT HEADCOUNT	<u>10</u>	<u>6</u>	<u>7</u>	<u>8</u>	<u>10</u>	<u>8</u>
						5-YEAR AVERAGE
DEGREE COMPLETION PROJECTIONS	<u>10</u>	<u>15</u>	<u>15</u>	<u>15</u>	<u>15</u>	<u>14</u>

**Includes students transferring from existing master's and doctoral programs.

Attachment 2

Summary of Background Information

Master of Science (MS) in Aerospace Systems Engineering
Doctor of Philosophy (PhD) in Aerospace Systems Engineering
University of Alabama in Huntsville

Role: The proposed programs are within the instructional role recognized for the University of Alabama in Huntsville (UAH).

Objectives: According to program officials, the PhD program is essentially an extension of the existing PhD in Mechanical Engineering, but with a focused aerospace systems engineering designation. It will offer the flexibility to pursue traditional aerospace research related to spacecraft, missiles, unmanned aerial vehicles (UAV), and rotorcraft, but also nontraditional research in areas such as human factors, cognitive sciences, robotics, energy, and public policy. Specific objectives of the PhD program are:

- (1) Offer an academic structure consistent with the heavily aerospace-centric identity of northern Alabama;
- (2) Accommodate both the full-time and part-time student populations through flexible, time-sensitive course schedules; and
- (3) Generate engineering results that make lasting contributions to the advancement of knowledge and the creative practice of aerospace systems engineering and are worthy of publication in peer-reviewed journals or conferences.
- (4) Produce graduates with:
 - a. The demonstrated ability to perform original and independent research;
 - b. An appreciation for *systems thinking* including the analysis, design and integration of complex aerospace systems; and
 - c. An awareness of contemporary technologies in diverse fields and the ability to use a multi-disciplinary approach to arrive at aerospace solutions.

The specific objectives of the proposed MS program are:

Like the PhD program, the MS program will offer an academic structure consistent with the heavily aerospace-centric identity of northern Alabama. It will also accommodate both the full-time and part-time student populations through creative degree plans.

It is intended to produce graduates with:

- (1) The demonstrated ability to perform research and/or apply knowledge as Aerospace Engineers in government and industrial organizations;
- (2) An ability to effectively communicate orally and in writing;
- (3) An appreciation for systems thinking including the analysis, design and integration of complex Aerospace systems; and
- (4) The preparation necessary to continue their studies in a Ph.D. program.

Administration: The program will be administered by UAH's College of Engineering, Dr. Shankar Mahalingam, Dean, and program coordinator, Dr. Robert Frederick, Mechanical and Aerospace Systems Engineering Department.

Review of Proposal by Persons External to Institution:

Consultant's Review: The proposal included a consultant's review of the PhD proposal, in keeping with Commission guidelines. Dr. Robert T. Nagel, associate head of the Department of Mechanical and Aerospace Systems Engineering and director of graduate programs at North Carolina State University, provided the review. The analysis provided comments on the program objectives, enrollment and completion objectives, program completion requirements, program

resources, and faculty. Dr. Nagel concluded that the graduates of the program should be competitive and desired by industry, government, and other universities. He stated that, "Faculty quality is high, which will ensure well-educated students with appropriate experiences." He further stated that UAH "has sufficient prestige in Mechanical & Aerospace Systems Engineering to compete for students globally as well as retain graduates from their own student body and attract them from the regional business and government organizations."

Peer Review: The Notification of Intent to Submit a Proposal (NISP) and the program proposal were reviewed by the Alabama Council of Graduate Deans (ACGD). When the proposals were first circulated, there were questions that were immediately submitted by members of the ACGD regarding the proposals. These were forwarded to UAH officials, who revised the proposals and submitted them again to the ACGD. The revised proposals were also posted in the Commission's Public Forum.

Accreditation: The proposals stated that there currently is no recognized accreditation agency for aerospace systems engineering. However, all the courses in the proposed programs are also part of programs that are accredited by accrediting bodies, such as ABET (formerly the Accreditation Board for Engineering and Technology).

Curriculum: The proposed PhD program is an extension of the existing PhD in Mechanical Engineering, but with a focused aerospace systems engineering designation. Requirements are similar to the requirements for the existing program. The proposed program will require a minimum of 67 semester hours beyond the Bachelor of Science in Engineering (BSE) degree. Of this total, 48 credit hours are from courses, 18 credit hours are from dissertation research, and one credit hour is from the graduate seminar.

According to the proposal, the program of study consists of a minimum of 48 credit hours of courses selected by the student, his/her advisor, and the Supervisory Committee. The major area consists of a minimum of 27 semester hours of course work within the MAE and related Departments. A minimum of 12 semester hours of course work is required for the first minor and a minimum of nine semester hours is required for the second minor. One of the minors must be in mathematics. See Appendix A for a typical curriculum by semester and a list of potential courses available to ASE Ph.D. Program students. Additional policies on grade requirements for maintaining satisfactory academic standing are described in the MAE Graduate Handbook.

The following table summarizes completion requirements.

A minimum of 67 total credit hours			
Minimum Course Hours	Minimum Research Hours	Other	
48 Total: 27 – major 12 – 1st minor 9 - 2nd minor	18 hrs of MAE 799 (Dissertation Research)	1 hr of MAE 683 (Graduate Seminar)	Preliminary Exam Qualifying Exam Final Oral Dissertation Defense Written Dissertation Journal Manuscript

Each PhD candidate is expected to independently, or with their advisor, identify a problem of contemporary significance through familiarity with the current literature in the major field, organize and execute a research program, and analyze the results. A dissertation must then be presented to their supervisory committee written in fluent English that clearly describes the significance, meaning, and implications of the results.

Other PhD program completion requirements include:

- (1) A preliminary exam must be taken before completion of 12 hours of doctoral coursework (This exam is waived if the student completed an MSE degree at UAH with a thesis and a GPA of at least 3.5);
- (2) A qualifying exam (consisting of written and oral components) must be administered within one year of completion of doctoral course work;
- (3) A final exam consisting of an oral presentation of student's research and a review of their written dissertation;
- (4) Derive a manuscript from their dissertation for submittal to an appropriate journal;
- (5) Academic residence;
- (6) Continuous registration (after completion of minimum program coursework requirements, student must register for at least three semester hours of graduate credit, which can include dissertation research credit, each fall and spring semester until all degree requirements are complete.); and
- (7) Time limit (five years from qualifying exam)

The proposed MS program has the same requirements are the same as the existing MSE requirements. The Mechanical and Aerospace Engineering (MAE) Department offers three options leading to the degree of Master of Science in Engineering (MSE) that are designated as follows: Plan I (Thesis), Plan II (Non-thesis) and Plan II SE. The Plan II SE option has a course sequence specific to Rotorcraft and Missile Systems Engineering. These same three options would be available to students pursuing the proposed master's degree.

A basic program of study, common to both the Plan I and Plan II (Non-thesis) options, contains a minimum of 24 hours of graduate-level course work that must include:

- (1) An engineering major consisting of 12 hours of graduate courses including supporting engineering courses;
- (2) A first minor of six hours of graduate courses in an approved engineering area of specialization; and
- (3) A second six-hour minor consisting of MAE 692 and an additional three-hour graduate course in Mathematics or Graduate Engineering Analysis. The required MAE 671 course may be used to fulfill this additional three hours.

The table below summarizes the specific requirements for each option.

Option	Course Hours	Research Hours	Other	Exam
Plan I, Thesis (34 hrs)	24, including MAE 692 and 671	9 hrs of MAE 699	MAE 683 (1 hr)	Thesis Defense
Plan II, Non-thesis (34 hrs)	33, including MAE 692 and 671	-----	MAE 683 (1 hr)	Comprehensive Exam: Technical presentation in MAE 683*
Plan II SE (36 hrs)	36 See Rotorcraft and Missile SE Curriculums	-----	MAE 684 (0 hr)	Comprehensive Exam: Satisfactory performance** in MAE 631/632 or MAE 633/634

Students pursuing the thesis option (Plan I) must demonstrate the capability for research, independent thought, and analysis. In conjunction with their advisor they identify a research topic. The student receives up to nine credit hours of MAE 699 – Master's Thesis for completing their research project and writing an acceptable thesis. They must make an oral presentation of their project to a supervisory faculty committee and the University community. Finally, they must derive a manuscript from their thesis, for consideration for publication as a technical note or article in an appropriate technical journal.

All requirements for the three degree options must be completed within six years of the beginning of the student's degree program.

See Appendix A for a typical curriculum by semester and a list of potential courses available to MSASE Program students.

Collaboration: The programs are intended to meet unique needs of the aerospace community in north Alabama. However, UAH plans to collaborate with related programs at Auburn University and the University of Alabama. Program representatives from all three institutions met with the Commission staff to discuss the formation of the Aerospace Consortium of Alabama (ACA) [see *the information item in this packet concerning the ACA.*] The consortium will allow graduate students to take courses from all three institutions and facilitate research collaboration.

Distance Education: At least twenty courses related to the proposed programs are currently offered through a distance learning system. Distance delivery allows a significant group of graduate students who are also full-time employees of Huntsville companies and government agencies to complete coursework while meeting work-related travel requirements. It will also facilitate the sharing of courses with the members of the aerospace engineering consortium. Approximately twenty percent of the courses are available through distance education in addition to face to face delivery.

Admissions: Admission to the two programs will be made in accordance with UAH requirements for graduate programs at the two levels. Specific additional requirements will include the following:

PhD Program:

The proposal provided the following information. Each applicant will be reviewed by the department, based on multiple factors including, but not limited to: grades, grade point average, prior academic experience, reference letters, independent and supervised research, and standardized test scores. All decisions reflect these cumulative and multifaceted criteria and no one factor is determinative. Minimal GPA and test scores do not guarantee admission since applicants are judged on their overall qualifications.

- Completion of a master's degree in an appropriate and closely related field of study is expected. A minimum graduate grade point average of 3.00 is required before an application will be processed.
- The proposed program is a research oriented. Although not required, any record of previous research experience, such as the completion of a master's thesis, can be an important factor in consideration for admission.

Students with an MSE degree from UAH or from another graduate institution may apply 33 semester credit hours to meeting the 48 credit hour course requirement for the PhD program. If the student completed a master's thesis, nine of these 33 hours can be research hours (such as MAE 699).

MS Program:

The proposal provided the following information:

- For unconditional admission, applicants must have an engineering baccalaureate from an accredited college or university, a grade point average of at least 3.00 (where A = 4.00) for the final 60 semester hours of undergraduate study, and may submit up to three letters of recommendation. Generally, a GRE score of 1600 is required for unconditional admission. The score on the verbal section of the GRE and the TOEFL exam are specifically considered for international student applicants. In exceptional cases, applicants with grade point averages below 3.00 and/or GRE scores below 1600 may be admitted on conditional standing if they show evidence of substantial ability to successfully complete their degree program.

- Applicants with outstanding records in fields other than aerospace or mechanical engineering, or from a non-accredited engineering program will be considered for conditional admission, and must remedy deficiencies in their preparation after the start of their academic program. This remedy may include taking prerequisite undergraduate courses. A student may then be granted unconditional standing in the graduate program after satisfying these requirements.

Need: Auburn University (AU) has master's programs (the MS and the Master of Aerospace Engineering) and a PhD program in Aerospace Engineering in the Academic Program Inventory at CIP 14.0201. The University of Alabama (UA) has a master's program in Aerospace Engineering at CIP 14.0201. UA also has a PhD program with a strong relationship to the discipline, the PhD in Engineering Science and Mechanics, listed at CIP 14.1101. UA has submitted a request for a CIP change and an inventory name change for the PhD program to CIP 14.0201, "Aerospace Engineering and Mechanics." Each of the existing programs and the ones proposed by UAH have a unique focus.

Other aerospace engineering programs in the southeast are located at the Georgia Institute of Technology (Atlanta); Mississippi State University (Starkville); the University of Florida (Gainesville); the University of Tennessee (Knoxville); and the University of Tennessee Space Institute (Tullahoma). The proposal stated that there are more than fifty universities in the United States that offer aerospace engineering programs; however, few of the programs emphasize systems thinking as proposed in these programs.

The programs will address education, employment, technical, and research needs in the Huntsville and north Alabama area. According to the proposal, the area is a premier aerospace technical community with major government agencies and supporting companies working on problems and solutions that are critical to the nation's security and economic vitality. Redstone Arsenal is a primary development center for missiles, helicopters, and unmanned aerial vehicles. It includes the Aviation and Missile Research, Development, and Engineering Center (AMRDEC) and the US Army Space and Missile Defense Command (SMDC). It is also home to the National Aeronautics and Space Administration Marshall Space Flight Center (NASA MSFC), the lead NASA center for rocket propulsion research and development.

The Base Realignment and Closure Commission (BRAC) authorized the movement of 4,700 jobs to Redstone Arsenal by 2011. The largest component will be the movement of 1,000 government jobs along with more contractor jobs in support of the US Missile Defense Agency (MDA). According to the proposal, this move will increase the need for advanced research degrees.

The proposed programs, particularly the PhD program, will have an intentional focus in systems thinking (combining rigorous system analysis, design, and integration). The proposal stated that this focus is not a topical area that receives much attention in traditional academia. It will address this area of interest of government agencies and companies in the Huntsville area and will complement the academic offerings at AU and UA.

UAH has worked with approximately twenty industrial partners to develop new approaches to addressing industrially oriented projects with academic-level intellectual challenges in a reasonable time period. Employer survey results were included in the proposal, along with two letters of support. James F. Miller, Warheads and Systems Integration Department manager for Dynetics, stated that the two programs would provide an excellent opportunity for employees to continue their professional development. Martin McLaughlin, director of Space Structures for Northrop Grumman, stated that the company is facing a workforce crisis because of baby boom demographics and the aerospace contractions at the end of the Cold War. He continued in the letter, "We must provide continuing education and advanced degree opportunities for our young engineers so they can become the next generation of aerospace leaders and fill the gap before all of the experienced baby boomers retire."

Student Demand: Many students enrolling in both the MS and PhD programs will transfer from existing related programs. To determine student interest, UAH surveyed current students in the aerospace and mechanical engineering baccalaureate programs and those in the Master of Science in Engineering specifying and aerospace or mechanical engineering designation. There were also discussions with current students and with local employees investigating education opportunities. The survey and the discussions indicated a strong interest in the PhD program.

In regard to the MS proposal, UAH cited the results of a survey sent to employers of potential students. In addition to other questions, the survey specifically asked for a projection of how many of their employees would likely pursue the proposed MS degree. According to the responses from five organizations/companies, more than 10 employees would pursue the degree in the next three years; seven respondents said that 5 to 10 employees would have such an interest; and six responded less than 5.

Resources:

Faculty/Staff:

Current Primary Faculty—

Full-time: 19
Part-time: 5

Current Support Faculty—

Full-time: 0
Part-time: 0

There are no plans to hire additional faculty in the first five years of the program, unless program enrollment grows much faster than projected.

Assistantships/Fellowships: The Mechanical and Aerospace Department supports approximately sixteen graduate teaching assistantships (GTA) per year. The new programs will not require additional assistantships.

The faculty of the department offer graduate research assistantships (GRA) to various students with matching research interests. The number of research assistantships depends on the level of research funding of individual faculty. On average, faculty members support 10 to 15 GRAs.

Support Staff: The programs will not require the hiring of any administrative staff.

Equipment: No special equipment is needed for the programs. According to UAH, approximately \$2 million in FY10 state appropriation is being used to purchase new equipment in robotics and unmanned systems. This equipment will be available for students with research interests in these areas.

Facilities: No additional facilities are needed for the programs. There are several computing labs maintained by the associated department. There are also dedicated lab facilities in Aerodynamics, Fluids and Heat Transfer, Instrumentation, Mechatronics, and Mechanics of Materials. There also is access to the extensive rocket test facilities and equipment of the Propulsion Research Center available in the Johnson Research Lab.

Library: The proposal contained a detailed report on library resources related to the program. Holdings were compared to three institutions that offer the two programs: the University of Tennessee, Iowa State University, and North Carolina State University. The comparison found that some outstanding academic titles were not in the current collection, but that current funds are available to purchase these titles (cost around \$2,100). The library has agreements with the Redstone Scientific Information Center and the University of Illinois in Urbana Champaign, as well as the Network of Alabama Academic Libraries (NAAL), all of which share resources with UAH.

Program Budget: Since the proposed programs are elevations of current curricula in existing programs to program status, the programs will not require any new funds. A total of \$1,504,580 will be available through tuition and internal reallocation to support the MS program. For the PhD, \$756,379 will be available, also through tuition and internal reallocation.

**Attachment 3
Curriculum**

Master of Science in Aerospace Engineering

Example M.S. course sequence for a full-time student with an interest in missile systems that began with a bachelor's degree in engineering. Other course choices and sequences are possible. All courses are three hours unless otherwise noted.

Semester 1 (Fall):

MAE 530 – Fundamentals of Aerodynamics
MAE 540 – Rocket Propulsion I
ISE 627 – Systems Engineering

Semester 2 (Spring):

MAE 580 – Aircraft Stability and Control
MAE 755 – Advanced Aerodynamics
ISE 601 – Introduction to Probability and Statistics for Engineers

Semester 3 (Summer):

ISE 526 – Design of Experiments
ISE 638 – Engineering Reliability
MAE 633 – Tactical Missile Design I

Semester 4 (Fall)

MAE 634 – Tactical Missile Design II
MAE 681 – Missile Trajectory Analysis
MAE 692 – Graduate Engineering Analysis I

Doctor of Philosophy in Aerospace Engineering

Example Ph.D. course sequence for a full-time student with an interest in missile systems beginning without an M.S. degree. Other course choices and sequences are possible. All courses are three hours unless otherwise noted.

Semester 1 (Fall)

MAE 530 - Fundamentals of Aerodynamics
MAE 540 - Rocket Propulsion I
MAE 692 - Graduate Engineering Analysis I

Semester 2 (Spring)

MAE 580 - Aircraft Stability and Control
MAE 755 - Advanced Aerodynamics
ISE 601 — Introduction to Probability and Statistics for Engineers

Semester 3 (Summer)

ISE 526 - Design of Experiments
ISE 638-EngineeringReliability

Semester 4 (Fall)

MAE 633 - Tactical Missile Design I
MAE 681-MissileTrajectory Analysis
ISE 627 - Systems Engineering

Semester 5 (Spring)

MAE 634 - Tactical Missile Design. II
MAE 693 - Graduate Engineering Analysis II
MAE 695 - Advanced Solid Rocket Propulsion

Semester 6 (Summer)

MAE 799 - Doctoral Dissertation (6 hours)

Semester 7 (Fall)

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MAE 663 - Astrodynamics
MAE 754 — Hypersonic Aerodynamics
MS 799 - Doctoral Dissertation (3 hours)

Semester 8 (Spring)
MAE 683 — Graduate Seminar (1 hour)
MS 799 - Doctoral Dissertation (9 hours)

Continuous enrollment in three hours of MAE 799 each fall and spring semester until final dissertation defense.

The following are representative courses that can be used to satisfy requirements:

ROTORCRAFT SYSTEMS ENGINEERING

MAE 631 Rotorcraft Design I
MAE 632 Rotorcraft Design II
MAE 657 Helicopter Theory
MAE 680 Performance Flight Testing
MAE 684 Aerospace Systems Seminar (0 credit hours)

MISSILE SYSTEMS

MAE 633 Tactical Missile Design I
MAE 634 Tactical Missile Design II
MAE 681 Missile Trajectory Analysis
MAE 684 Aerospace Systems Seminar

AERODYNAMICS

MAE 520 Compressible Fluid Mechanics
MAE 530 Fundamentals of Aerodynamics
MAE 651 Viscous Fluid Mechanics
MAE 754 Hypersonic Flow
MAE 755 Advanced Aerodynamics

MATERIALS AND SOLID MECHANICS

MAE/CE 574 Applied Mechanics of Solids
MAE/CE 577 Fundamentals of Experimental Mechanics
MAE/CE 671 Continuum Mechanics
MAE/CE 672 Elasticity
MAE/CE 673 Plasticity
MAE/CE 676 Viscoelasticity
MAE/CE 677 Optical Techniques in Solid Mechanics
MAE/CE 678 Mechanics of Composite Materials
MAE/CE 772 Theory of Structural Stability
MAE/CE 773 Theory of Shells
MAE/CE 778 Fracture Mechanics

DYNAMICS AND VIBRATION

MAE/CE 561 Vibration of Elastic Systems
MAE 563 Intermediate Dynamics
MAE 661 Advanced Dynamics
MAE 663 Astrodynamics
MAE 760 Analytical Methods in Nonlinear Dynamics
MAE/CE 762 Wave Motion of Continuous Elastic Bodies
MAE/CE 765 Random Vibration of Elastic Systems
MAE 768 Dynamics of Aerospace Vehicles

STRUCTURAL ANALYSIS

MAE/CE 660 Structural Dynamics
MAE/CE 671 Continuum Mechanics
MAE/CE 674 Finite Element Analysis I
MAE 678 Mechanics of Composite Materials

STABILITY AND CONTROL

ECE 505 Introduction to Control and Robotic Systems
MAE 580 Aircraft Stability and Control
ECE 605 Classical Control Design
CHE 657 Advanced Process Control
ECE 701 Advanced Linear Control Theory
ECE 704 Nonlinear Control Systems
ECE 705 Theory of Optimal Control

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MAE/CE 772 Theory of Structural Stability

FLUID MECHANICS

MAE 531 Introduction to Plasma Dynamics
CHE 540 Physical Properties of Fluids
CHE/CE 549 Introduction to Environmental Engineering
CHE/CE 652 Introduction to Air Pollution
MAE 623 Computational Fluid Dynamics I
CHE 658 Catalysis and Reactor Design
MAE/CE 671 Continuum Mechanics
MAE 723 Computational Fluid Dynamics II
MAE 724 Computational Fluid Dynamics III
MAE 752 Mechanics of Rarefied Gases
MAE 753 Magneto-gas Dynamics
MAE 758 Turbulence
MAE 780 Theory of Acoustics
MAE 781 Nonlinear Effects in Plasma
MAE 782 Plasma Turbulence
PH 531 Introduction to Plasma Dynamics

HEAT TRANSFER AND THERMODYNAMICS

CHE 541 Chemical Kinematics and Reactor Design
MAE 545 Heat Distribution Systems Design
MAE 546 Solar Energy Systems
MAE 548 Energy Conversion and Power Generation
CHE/CE 549 Introduction to Environmental Engineering
MAE/CHE 641 Advanced Thermodynamics
MAE 643 Advanced Heat and Mass Transfer
CHE 644 Introduction to Electrochemical Systems
CHE 646 Thermodynamics of Materials
MAE/CHE-649 Transport Phenomena
CHE 657 Advanced Process Control
CHE 658 Catalysis and Reactor Design
MAE 740 Aerothermodynamics
MAE 741 Statistical Thermodynamics
MAE 746 Convective Heat Transfer
MAE 748 Radiative Transfer
MAE/CHE 749 Mass Transport

PROPULSION AND COMBUSTION

MAE 541 Airbreathing Propulsion
MAE 640 Rocket Propulsion II
MAE 645 Combustion I
MAE 745 Combustion H

NUMERICAL METHODS AND ENGINEERING ANALYSIS

MAE 585 Numerical Methods and Engineering Computation HI
MAE 589 Computer Aided Engineering
MAE 623 Computational Fluid Dynamics I
MAE 647 Uncertainty Analysis in Experimentation
MAE/CE 671 Continuum Mechanics
MAE/CE 674 Finite Element Analysis I
MAE 692 Graduate Engineering Analysis I
MAE 693 Graduate Engineering Analysis II
MAE 723 Computational Fluid Dynamics II
MAE 724 Computational Fluid Dynamics III
MAE 774 Finite Element Analysis II

SYSTEMS ENGINEERING

ISE 526 Design of Experiments
ISE 547 Introduction to System Simulation
ISE 601 Introduction to Probability and Statistics for Engineers
ISE 637 Systems Modeling and Analysis
ISE 638 Reliability Engineering

DECISION ITEM A-5: The University of West Alabama, Bachelor of Arts/Bachelor of Science in Interdisciplinary Arts, (CIP 30.9999)

EXECUTIVE SUMMARY

Reason for Action: The Code of Alabama, 16-5-8 (c) states that the governing boards of public institutions of higher education in this state and the campuses under their governance or supervision shall not undertake the establishment of a new unit or program of instruction for academic credit with state funds before submitting plans for the new unit or program to the commission for its review, evaluation, and approval.

Program Objective: The proposed program is intended for students who have multiple interests and talents in the fine and performing arts. The program will allow students to personalize his or her program of study by exploring three areas of the fine arts (art, music, and theatre), with two chief areas of concentration, and additional coursework.

Role: The program is within the instructional role recognized by the Commission for the University of West Alabama (UWA).

Mode of Delivery: According to the proposal, three introductory-level basic curriculum courses (9 semester hours) in the fine arts are currently available online: Introduction to Art (AT 100), Introduction to Music (MU 100), and Introduction to Theatre (TH 100). A few general education courses also will be available through on-line modalities.

Similar Programs: Several institutions have interdisciplinary studies baccalaureate programs listed in the Academic Program Inventory. Such programs differ from one institution to another, since they are geared to the respective institution's course offerings. None of the current programs is specifically geared to the fine arts, as described in the UWA proposal.

Collaboration: UWA officials stated they would welcome opportunities for collaboration with other institutions in the state.

Resources: The proposal stated that the program will cost \$602,505 over the first five years. A total of \$1,033,560 in internal reallocation, extramural funds, and tuition will be available over that period.

Public Review: The program was posted on the Commission website from January 3 until January 24 (twenty days) for public review and comments. No comments were received.

Rationale for Staff Recommendation:

1. The proposed program will prepare graduates to enter into a variety of arts-related careers such as art director, music director, free lance artist, or actor.
2. Internships utilizing area art facilities/programs such as the Coleman Center for the Arts in York, Alabama, and the Sucarnochee Revue radio and television program will be implemented as the proposed program grows and continues to evolve.
3. The proposed program will be a multidisciplinary program that will combine three areas of the fine arts: art, music, and theatre.

DECISION ITEM A-5:

The University of West Alabama, Bachelor of Arts/Bachelor of Science in Interdisciplinary Arts (CIP 30.9999)

Staff Presenter:

Ms. Margaret Pearson
Academic Program Review Analyst

Staff Recommendation:

That the Commission approve the proposed Bachelor of Arts/Bachelor of Science (BA/BS) in Interdisciplinary Arts with the implementation date and post-implementation conditions listed below.

Implementation Date: The proposed program will be implemented in August 2011. Based on Commission policy, the proposed program must be implemented by March 11, 2013, or Commission approval will expire. The institution must notify the Commission in writing when the program is implemented or if there is any delay in implementation.

Post-Implementation Conditions:

1. That the annual average new enrollment headcount for the first five years, beginning 2011-12, will be at least 6, based on the proposal.
2. That the annual average number of graduates for the period 2013-14 through 2015-16 (three-year average) will be at least 9, based on the proposal.
3. That a follow-up survey be conducted after the first five years that will show at least 75 percent of the graduates were successful in acquiring related employment or in progressing in their current positions.
4. That information regarding an overall assessment of the program be provided, particularly as related to objectives and assessment measures stated in the proposal.

The University of West Alabama will be required to phase out the program if any of the post-implementation conditions are not met. The institution must present documentation regarding the post-implementation conditions, as well as a general assessment of the program, in a report submitted to the Commission no later than September 1, 2016.

Supporting Documentation:

1. New Academic Degree Program Proposal Summary, attached.
2. Summary of Background Information, attached.
3. Curriculum for Proposed Program, attached.

4. The University of West Alabama program proposal, dated December 10, 2010. Available upon request.
5. "Evaluation and Review of New Instructional Program Proposals of Public Postsecondary Institutions," Ala. Admin. Code (Commission on Higher Education), r. 300-2-1-.03. Available upon request.

**Attachment 1
 NEW ACADEMIC DEGREE PROGRAM PROPOSAL SUMMARY**

INSTITUTION The University of West Alabama

PROGRAM Bachelor of Arts/Bachelor of Science in Interdisciplinary Arts

ESTIMATED NEW FUNDS REQUIRED TO SUPPORT PROPOSED PROGRAM						
	2011-12	2012-13	2013-14	2014-15	2015-16	TOTAL
FACULTY	\$54,600	\$54,600	\$116,435	\$116,435	\$116,435	\$458,505
LIBRARY	\$1,000	\$1,000	\$1,000	\$1,000	\$1,000	\$5,000
FACILITIES	\$135,000	\$0	\$0	\$0	\$0	\$135,000
EQUIPMENT	\$2,000	\$0	\$2,000	\$0	\$0	\$4,000
STAFF	\$0	\$0	\$0	\$0	\$0	\$0
ASSISTANTSHIPS	\$0	\$0	\$0	\$0	\$0	\$0
OTHER	\$0	\$0	\$0	\$0	\$0	\$0
TOTAL	\$192,600	\$55,600	\$119,435	\$117,435	\$117,435	\$602,505

SOURCES OF FUNDS AVAILABLE FOR PROGRAM SUPPORT						
	2011-12	2012-13	2013-14	2014-15	2015-16	TOTAL
INTERNAL REALLOCATIONS	\$257,817	\$122,817	\$122,817	\$122,817	\$122,817	\$749,085
EXTRAMURAL	\$2,500	\$2,500	\$2,500	\$2,500	\$2,500	\$12,500
TUITION	\$36,685	\$51,865	\$59,455	\$72,105	\$51,865	\$271,975
TOTAL	\$297,002	\$177,182	\$184,772	\$197,422	\$177,182	\$1,033,560

ENROLLMENT AND DEGREE COMPLETION PROJECTIONS						
	2011-12	2012-13	2013-14	2014-15	2015-16	5-YEAR AVERAGE
HEADCOUNT ENROLLMENT	15	20	24	29	28	23
NEW ENROLLMENT HEADCOUNT	5	5	5	7	7	6
						3-YEAR AVERAGE
DEGREE COMPLETION PROJECTIONS	0	0	2	8	16	9

Attachment 2

Summary of Background Information

Bachelor of Arts/Bachelor of Science in Interdisciplinary Arts
The University of West Alabama

Role: The program is within the instructional role recognized by the Commission for the University of West Alabama (UWA).

Objectives: The proposed program is intended for students who have multiple interests and talents in the fine and performing arts. The program will allow students to personalize his or her program of study by exploring three areas of the fine arts (art, music, and theatre), with two chief areas of concentration, and additional coursework.

Graduates of the University of West Alabama's Bachelor of Science or Bachelor of Arts in Interdisciplinary Arts program will:

1. Appreciate and apply an interdisciplinary approach to the fine arts.
2. Demonstrate competency in two areas of the fine arts and adequate knowledge and acceptable skills in a third area (from among art, music, and theatre).
3. Demonstrate critical thinking skills through coursework and projects/performances.
4. Demonstrate creative problem solving through coursework and projects/performances.

Additionally, in keeping with research in the field of interdisciplinary studies, graduates of the program will be able to demonstrate the four cognitive abilities that are fostered by such programs. Allen Repko, Director of Interdisciplinary Studies, the School of Urban and Public Affairs at the University of Texas Arlington, discussed these abilities in *Assessing Interdisciplinary Learning Outcomes*. According to Repko, these skills include "the ability to (1) develop and apply perspective-taking techniques, (2) develop structural knowledge of problems appropriate to interdisciplinary inquiry, (3) integrate conflicting insights (i.e., expert views) from two or more disciplines, and (4) produce a cognitive advancement or interdisciplinary understanding of the problem." (<http://www.uta.edu/ints/faculty/REPKO>)

The Interdisciplinary Arts degree is intended for students who have multiple interests and talents in the fine and performing arts. The degree program allows the student to personalize his or her program of study by exploring three areas of the fine arts, with two chief areas of concentration (twenty-one hours of coursework each) and additional coursework (twelve hours) in a third (fifty-four hours total). Students will choose the three areas of concentration from the following three minor programs of study: art, music, and theatre.

The student learning outcomes for the Interdisciplinary Arts program will be driven in part by the following College of Liberal Arts outcomes:

1. Students will exhibit a sound understanding of their chosen disciplines arising from engagement with a diverse Liberal Arts curriculum.
2. Students will be prepared to synthesize knowledge of the Liberal Arts with the regional, economic, artistic, and political issues revolving around the Black Belt area.
3. Students will be able to communicate, express, and discuss complex academic concepts across a broad range of contexts.

Building around these larger college goals, the Department of Fine Arts has established the following student learning outcomes for students majoring in Interdisciplinary Arts:

1. Students will integrate their two academic areas of concentration through a department approved capstone project.
2. Students will synthesize their creative knowledge in their areas of concentration through the execution of multidisciplinary presentations of material relating to the social, economic, political, and artistic issues of the Black Belt region.
3. Students will demonstrate an understanding of the Fine Arts by the application of the creative aesthetic values of their areas of concentration to a variety of projects and artistic endeavors.
4. Students will be able to articulate an ethical and artistic framework for their continued development through the documentation of their creative process.

Student learning outcomes will be assessed closely using an electronic portfolio system similar to that used by the university's teacher certification programs. Consultation with the assessment coordinator for the College of Education is currently underway. With the coordinator's help, a portfolio system, including artifacts relevant to the student learning outcomes listed above, will be established for program assessment. This assessment process will be of critical value to the department as the program expands and evolves.

Administration: The program will be administered by the College of Liberal Arts, Dr. Tim Edwards, dean, and the Department of Fine Arts, Mr. Arthur Grothe, Chairperson.

Accreditation: According to the proposal, there is no specialized accreditation for the proposed program.

Curriculum: No new courses will be developed for the program at this time. The program will have the following requirements:

Credit hours required in major:	54 semester hours (sh)
Credit hours in general education:	48 sh
Credit hours required in free elective:	18 sh
Total:	120 sh

Collaboration: UWA officials stated they would welcome opportunities for collaboration with fellow institutions in the state.

Distance Education: According to the proposal, three introductory-level basic curriculum courses (9 semester hours) in the fine arts are currently available online: Introduction to Art (AT 100), Introduction to Music (MU 100), and Introduction to Theatre (TH 100). A few general education courses also will be available through on-line modalities.

Admissions: According to the proposal, enrollment standards for the program reflect those of the university at large: 19 ACT for unconditional admission for an entering freshman and a 2.00 (or C) average for unconditional admission for transfer students. In the primary category area of music, students are required to participate in at least one musical organization (band, choir, etc.) each semester. Participation in these organizations is competitive, based on auditions before a jury of faculty. The other two category areas, art and theatre, are less formal in their selection process. Of particular importance is the need to recruit directly to this major, such a strategy being based primarily on the present active recruiting agenda of the University's band director.

Therefore, members of the art, theatre, and music faculty will actively recruit in the state's high schools for students interested in such an integrated program of study.

Need: According to information submitted by UWA, the new Interdisciplinary Arts program will meet a clear institutional need. UWA is located in the heart of the Black Belt region of Alabama, and this program in Interdisciplinary Arts responds to the University's stated vision ". . . to be acknowledged as the primary agent of positive change in Alabama's Black Belt region." The university also serves as the cultural center of the west Alabama Black Belt. Performances presented by UWA Theatre or sponsored by the Sumter County Fine Arts Council constitute the chief source of cultural enrichment in UWA's service area. According to the proposal, these opportunities can be bolstered significantly by a program in Interdisciplinary Arts, for such a program will support the community with creative and cultural activities.

One of the main goals of this proposed major is to provide students an opportunity to pursue their passion for the arts and equip them with the necessary tools to find gainful employment in an artistic field. Based on one recent survey of 185 students, 74 students expressed interest in enrolling in an Interdisciplinary Arts program. In addition to a burgeoning Fine Arts Department, this Interdisciplinary Arts degree would be unique in the state. It would provide an avenue for students to pursue their passions in a diverse and creative format. It is the belief of the Fine Arts Department that this diverse format will give students the broad range of experience and knowledge they will need to find employment in an ever-changing arts market. It has been increasingly rare for any college graduate to remain in one job or occupation for the length of his or her career. This same dynamic is true in the artistic community. Artists move with greater frequency between styles, mediums, and forms of expression. As technology continues to develop, artists will need to be not only flexible but also knowledgeable across a wide range of fields.

While this interdisciplinary format provides students with the flexibility to address a changing job market, it also provides them with avenues for artistic expression not available when studying a single subject matter. Moreover, students in the Interdisciplinary Arts program could work closely with local artists—this, in fact, has already occurred in the form of internships with the *Sucarnochee Revue* radio and television program. Such a synergistic relationship between the University of West Alabama fine arts students and local artists and performers opens up a wealth of cultural and educational opportunities that will serve both the students and the surrounding community, thus meeting the university's mission pledge to "provide opportunities for students to pursue a quality education and assist in developing the important qualities of independent thinking, respect for the ideas of others, personal integrity and character in order to realize their quests for a philosophy of life and self-fulfillment."

Student Demand: A student survey was distributed in all fine arts classes as well as a number of larger liberal arts basic curriculum classes to gauge interest in the program among students presently studying the fine arts (band and choir members, minors, etc.) and among freshmen and sophomores within the college. Based on the survey of 185 students, 74 students expressed interest in enrolling in an Interdisciplinary Arts program.

Resources:

Faculty/Staff:

Current Primary Faculty—

Full-time: 6

Part-time: 1

Current Support Faculty—

Full-time: 0

Part-time: 0

Additional qualified faculty to be hired:

Full-time: 1
Part-time: 1

A technical director will be hired for the proposed program. The technical director will hold the Master of Fine Arts in technical theatre with an emphasis in stage construction and set design. This position will carry with it a part-time teaching load of one course per semester in introductory theatre courses and stage design courses. The technical director will also oversee performance facilities on campus, facilitating space rental, coordinating scheduling, and overseeing physical resources and maintenance needs.

Support Staff: The program will be supported by staff in the Department of Fine Arts.

Equipment: Current facilities and equipment are acceptable for the proposed program. New computers and other office equipment will be needed as new faculty are hired for the program.

Facilities: The Department of Fine Arts is housed in Pruitt Hall, which contains a choir practice room, a large classroom equipped with a grand piano, multimedia display system, audio equipment, and seating for fifty. In addition to these two classrooms, Pruitt Hall is home to nine rehearsal rooms, each with an upright piano, as well as two additional seminar classrooms. The Fine Arts Department has additional space for the music program in Foust Hall, which holds the band practice facility. This facility has been renovated and refurbished within the last three years. Included in the renovation plans were new offices and band storage facilities. The band practice facility will accommodate 160 people. Foust Hall is also the location of two painting and drawing studios and the ceramics studio. Each of these studio spaces is equipped to house classes of up to twenty students. The ceramics studio is equipped with three kilns and five spinning tables. The theatre has a black box space that seats up seventy-five and last year installed new dimmers and a new light board. The black box space has also been enlarged to include costume storage as well as additional dressing room areas. Theatre students also regularly perform in the Bibb Graves Auditorium. This large production venue seats 587, houses a 1,600 square foot shop, two main dressing rooms, a principal dressing room, and a green room. The Bibb Graves Auditorium is slated for renovations to the lighting and sound systems in the summer of 2011. These renovations are necessary for the upkeep and maintenance of the facility, but have also been driven by the increased usage of the space for community and university artistic events.

Library: According to UWA, an assessment of the university's library collection found sufficient resources to support a baccalaureate program in Interdisciplinary Arts.

Program Budget: The proposal stated that the program will cost \$602,505 over the first five years. A total of \$1,033,560 in internal reallocation, extramural funds, and tuition will be available over that period.

Attachment 3

**Bachelor of Arts/Bachelor of Science in Interdisciplinary Arts
Curriculum**

FRESHMAN YEAR (14 hrs. + 15 hrs. = 29 hrs.)

First Semester

UWA 101 (2 hrs.)
English 101
PY 100 General Psychology
AT 100
SH 100 Principles of Public Speaking

Second Semester

English 102
MH 113 Precalculus Algebra
TH 100 Introduction to Theatre
SY 100 Principles of Sociology
MU 100 Introduction to Music

SOPHOMORE YEAR (13 hrs. + 16 hrs. = 29 hrs.)

First Semester

English 221 or 231
AT 211 Introduction to Art
BY 101 w/lab (4 hrs.) Introduction to Biology
HY 101 Western Civ or 211 American His

Second Semester

English 222 or 232
BY 212 or 222 w/lab (4 hrs.)
General Botany or General Zoology
HY102 Western Civ or 212 American
TH 211 Acting
AT 230 Basic Design

JUNIOR YEAR (17 hrs. + 15 hrs. = 32 hrs.)

First Semester

TH 341 Theatre History I
AT 301 Art History I
TH 220 Stagecraft
PH190 w/lab (4hrs.) Astronomy
3 Hrs. Free Elective

Second Semester

TH 342 Theatre History II
AT 302 Art History II
MU 301 Music History I
3 Hrs. Art Elective
3 Hrs. Free Elective

SENIOR YEAR (15 hrs. + 15 hrs. = 30 hrs.)

First Semester

AT 321 Painting
3 Hrs. Theatre Elective
MU 303 American Music
6 Hrs. Free Elective

Second Semester

AT 341 Ceramics Studio I
TH 480 Producing the School Play
MU 304 World Music
6 Hrs. Free Elective

Total Credit Hours = 120

DECISION ITEM A-6: Alabama A&M University, Bachelor of Science in Logistics and Supply Chain Management (CIP 52.0203)

EXECUTIVE SUMMARY

Reason for Action: The Code of Alabama, 16-5-8 (c) states that the governing boards of public institutions of higher education in this state and the campuses under their governance or supervision shall not undertake the establishment of a new unit or program of instruction for academic credit with state funds before submitting plans for the new unit or program to the commission for its review, evaluation, and approval.

Program Objective: According to the institution, the proposed program will prepare graduates for entry-level positions in logistics, planning, inventory management, transportation, customer service, customs coordination, and related supply chain processes.

Role: The program is within the instructional role recognized by the Commission for Alabama A&M University (AAM).

Mode of Delivery: Currently, about fifty percent of the courses in the Logistics and Supply Chain Management concentration are available on-line. Additional on-line courses in general education are under review and being considered by the university.

Similar Program: Auburn University and Athens State University have similar BS programs listed at CIP 52.0203 in the Commission's Academic Program Inventory. The proposed program will be an elevation of a current concentration in Logistics and Supply Chain Management in AAM's Business Management and Administration baccalaureate program (CIP 52.0201).

Collaboration: According to the proposal, the institution is open to working with any institution or organization in the state. No formal agreements have been made at this time.

Resources: No new funds will be needed to support the proposed program in the first five years. A total of \$1,981,852 will be available through tuition. Tuition will come both from students within the university transferring from other academic programs and from students entering the university for the first time.

Public Review: The program was posted on the Commission website from January 3 until January 24 (twenty days) for public review and comment. No comments were received.

Rationale for Staff Recommendation:

1. The proposed program will be an elevation of a current concentration in Logistics and Supply Chain Management and will not require any additional funds or resources.
2. The program is being proposed due to the Base Realignment and Closure Commission (BRAC) moving three major Army commands, as well as the bulk of the nation's missile defense and helicopter work, to Redstone Arsenal in Madison County, Alabama.

DECISION ITEM A-6: Alabama A&M University, Bachelor of Science in Logistics and Supply Chain Management (CIP 52.0203)

Staff Presenter: Ms. Margaret Pearson
Academic Program Review Analyst

Staff Recommendation: That the Commission approve the proposed Bachelor of Science in Logistics and Supply Chain Management with the implementation date and post-implementation conditions listed below:

Implementation Date: The proposed program will be implemented August 2011. Based on Commission policy, the proposed program must be implemented by March 11, 2013, or Commission approval will expire. The institution must notify the Commission in writing when the program is implemented or if there is any delay in implementation.

Post-Implementation Conditions:

1. That the annual average new enrollment headcount for the first five years, beginning 2010-11, will be at least 20, based on the proposal.
2. That the annual average number of graduates for the period 2011-12 through 2015-16 (five-year average) will be at least 18, based on the proposal.
3. That a follow-up survey be conducted after the first five years that will show at least 75 percent of the graduates were successful in acquiring related employment or in entering graduate or professional school.
4. That information regarding an overall assessment of the program be provided, particularly as related to objectives and assessment measures stated in the proposal.

Alabama A&M University (AAM) will be required to phase out the program if any of the post-implementation conditions are not met. The institution must present documentation regarding the post-implementation conditions, as well as a general assessment of the program, in a report submitted to the Commission no later than September 1, 2016.

Supporting Documentation:

1. New Academic Degree Program Proposal Summary, attached.
2. Summary of Background Information, attached.
3. Curriculum for Proposed Program, attached.
4. Alabama A&M University program proposal, dated September 27, 2010. Available upon request.

5. "Evaluation and Review of New Instructional Program Proposals of Public Postsecondary Institutions," Ala. Admin. Code (Commission on Higher Education), r. 300-2-1-.03. Available upon request.

Attachment 1

NEW ACADEMIC DEGREE PROGRAM PROPOSAL SUMMARY

INSTITUTION	Alabama A&M University
PROGRAM	Bachelor of Science in Logistics and Supply Chain Management

ESTIMATED NEW FUNDS REQUIRED TO SUPPORT PROPOSED PROGRAM

	2011-12	2012-13	2013-14	2014-15	2015-16	TOTAL
FACULTY	\$0	\$0	\$0	\$0	\$0	\$0
LIBRARY	\$0	\$0	\$0	\$0	\$0	\$0
FACILITIES	\$0	\$0	\$0	\$0	\$0	\$0
EQUIPMENT	\$0	\$0	\$0	\$0	\$0	\$0
STAFF	\$0	\$0	\$0	\$0	\$0	\$0
ASSISTANTSHIPS/ FELLOWSHIPS	\$0	\$0	\$0	\$0	\$0	\$0
OTHER	\$0	\$0	\$0	\$0	\$0	\$0
TOTAL	\$0	\$0	\$0	\$0	\$0	\$0

SOURCES OF FUNDS AVAILABLE FOR PROGRAM SUPPORT
 ** Tuition will come both from students within the university transferring from other academic programs and from students entering the university for the first time.

	2011-12	2012-13	2013-14	2014-15	2015-16	TOTAL
INTERNAL REALLOCATIONS	\$0	\$0	\$0	\$0	\$0	\$0
EXTRAMURAL	\$0	\$0	\$0	\$0	\$0	\$0
TUITION	\$345,154	\$367,422	\$400,824	\$423,092	\$445,360	\$1,981,852
TOTAL	\$345,154	\$367,422	\$400,824	\$423,092	\$445,360	\$1,981,852

ENROLLMENT AND DEGREE COMPLETION PROJECTIONS

	2011-12	2012-13	2013-14	2014-15	2015-16	5-YEAR AVERAGE
TOTAL HEADCOUNT ENROLLMENT	31	33	36	38	40	36
NEW ENROLLMENT HEADCOUNT	15	18	20	22	24	20
DEGREE COMPLETION PROJECTIONS	16	17	18	19	20	18

Attachment 2

Summary of Background Information

Bachelor of Science in Logistics and Supply Chain Management
Alabama A&M University

Role: The proposed program is within the instructional role recognized for Alabama A&M University.

Objectives: According to the institution, the proposed program will prepare graduates for entry-level positions in logistics, planning, inventory management, transportation, customer service, customs coordination, and related supply chain processes. Additionally, graduates of the proposed program will be able to:

1. Apply business fundamentals of organizational design, organizational processes, behavioral concepts, techniques, and applications for managing employees.
2. Use accounting information for planning and control, including budgeting, financial analysis, and creating cost accounting reports.
3. Recognize the role of critical business functions such as planning, organizing, directing, controlling, purchasing, production, marketing, and finance in the process of creating and managing small businesses.
4. Identify quantitative techniques that are applicable to business.
5. Employ the activities and practices related to effective and efficient utilization of human resources in organizations.
6. Recognize the political, legal, and economic factors influencing international business, including community relations, business climate, and human resource management issues, as well as the organizational, administrative, marketing, and financial aspects of business-based operations.
7. Identify and discuss the role of logistics and supply chain management and benefits that can accrue from implementing effective lean supply chain management, purchasing, negotiation, logistics and supply chain management practices.
8. Describe the key similarities and differences between domestic and global logistics and supply chain and explain the major transportation systems available for global supply chain logistics.
9. Identify and discuss logistics and supply chain challenges, uncertainty and risks; and propose feasible solutions to them.

Administration: The program will be administered by the School of Business, Dr. Amin Sarkar, dean, and the Department of Management and Marketing, Dr. Larry McDaniel, chairperson.

Review of Proposal by Persons External to Institution:

Peer Review: The Notification of Intent to Submit a Proposal (NISP) and the program proposal were reviewed by the Chief Academic Officers (CAO). A total of two responses were received in the NISP phase of the review. Both NISP responses were in support of the proposed program at AAM. One NISP response stated "there is a strong entry-level demand for graduates in this type of degree program and the objectives follow the job requirements for these positions."

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

Curriculum:

Program Completion Requirements:

Credit hours required in general education/program core:	44 semester hours (sh)
Credit hours in major:	24 sh
Credit hours in business core:	42 sh
Credit hours in free electives	12 sh
Total	122 sh

No new courses will be added to the program. All courses required for satisfaction of the degree requirements are already in place.

Collaboration: According to the proposal, the institution is open to working with any institution or organization in the state. No formal agreements have been made at this time.

Distance Education: Currently, about fifty percent of the courses in the Logistics and Supply Chain Management concentration are available on-line. Additional on-line courses in general education are under review and being considered by the university.

Admissions: Acceptance to AAM is based on a high school GPA of 2.0, and ACT score of 18 or SAT score of 1290 (math, verbal and writing).

Need: The proposed program will be an elevation of a current concentration in Logistics and Supply Chain Management at AAM. Auburn University and Athens State University both have similar programs listed at CIP code 52.0203. Athens State University (ATSU) is closest to AAM. However, according to the proposal, both programs will be able to co-exist without adversely affecting the enrollment in either institution, since ATSU only caters to juniors and seniors while AAM deals with mostly traditional four-year students.

Information in the proposal stated that the Base Realignment and Closure Commission (BRAC) moved three major Army commands, as well as the bulk of the nation's missile defense work and helicopter work, to Redstone Arsenal in Madison County, Alabama. It is estimated that for each federal job that comes to the area, there will be a need for 2.5 support positions. Thus, the need for education and training specific to these positions is great. The BRAC forecast is for 4,700 federal jobs to move to Huntsville with 10,000 positions to support these. This is to occur between 2009 and 2011. The economic impact of BRAC is not just limited to the north Alabama area. The first direct impact is on the four-county area made-up of Limestone (of which Athens State University resides), Marshall, Madison, and Morgan counties. The success of BRAC will also impact the economy of the entire state of Alabama covering gross product, earnings, employment, and tax collections for both areas. (Huntsville Area BRAC Impact Assessment, p.1.)

According to AAM officials, the state of Alabama will experience workforce challenges in the next few years because of the number of people who need to be educated to work in the north Alabama area. This is the beginning of the workforce need as people move into Alabama for the actual jobs available. The long-term workforce demand will continue as immediate growth creates an ongoing need for workers in all areas. Thus, the demand for educational training will continue for years to come to accommodate the population growth. (Issue Brief, November 19, 2008.)

There will be another BRAC in 2015. High demand or critical occupations in demand by 2012, as provided by Ms. Lucia Cape of the Huntsville Chamber of Commerce, will include Contracting, IT Management, Logistics Management, Management and Program Analysis, and Administrative and Program Management, the latter two being closely related to the program sought. The need for this program is also based upon information provided by various administrators, military personnel at Redstone Arsenal, along with BRAC data mentioned above. The participation of ATSU in the BRAC planning meetings has provided information regarding the needs of the federal community.

Student Demand: No formal survey was conducted. Enrollment projections are based on the enrollment trends of the current concentration in Logistics and Supply Chain Management offered by the Department of Management and Marketing at AAM.

Resources:

Faculty/Staff:

Primary faculty -- Full-time: 3
Part-time: 1

Support Staff: According to the proposal, there are ten additional full-time faculty members in the Department of Management and Marketing available to teach in the program.

Equipment/Facilities: There is no special equipment or facilities needed for the proposed program.

Library: Logistics and Supply Chain Management is a specialized area of study. Because of the highly specialized nature of the field, the majority of research publications in this area will be found in professional, academic, and government periodicals. AAM's library provides access to a broad collection of these periodicals through subscriptions to online databases, including Business Sources Premier, ABI/Inform Complete, and General Business File ASAP. Access to these databases currently provides sufficient periodical resources to support student and faculty research in the field.

Program Budget: No new funds will be needed to support the proposed program in the first five years. A total of \$1,981,852 will be available through tuition. Tuition will come both from students within the university transferring from other academic programs and from students entering the university for the first time.

Attachment 2
Alabama A&M University

Bachelor of Science in Logistics and Supply Chain Management

FRESHMAN YEAR						
First Semester				Second Semester		
Course No.	Course Title	Hrs		Course No.	Course Title	Hrs
ENG 101	Composition I ¹	3		ENG 102	Composition II ¹	3
MTH 112	Pre-Calculus Algebra ^{1,2}	3		MTH 120	Calculus and its Applications	3
	Science Elective with Lab	4			Science Elective with Lab	4
	History Elective	3			Fine Arts Elective	3
PED	Golf or Tennis ³	2			Social Science Elective	<u>3</u>
ORI 101	Survival Skills	<u>1</u>				16
		16				

SOPHOMORE YEAR						
First Semester				Second Semester		
Course No.	Course Title	Hrs		Course No.	Course Title	Hrs
ENG	Literature Sequence I	3		ENG	Literature Sequence II	3
ENG 205	General Speech	3		MGT 207	Legal Environment and Ethics	3
ACC 203	Introduction to Accounting I	3		ACC 204	Introduction to Accounting II	3
ECO 231	Principles of Macroeconomics	3		ECO 232	Principles of Microeconomics	3
MIS 213	Computer Applications in Business	<u>3</u>		ECO 271	Business Statistics I	<u>3</u>
		15				15

JUNIOR YEAR						
First Semester				Second Semester		
Course No.	Course Title	Hrs		Course No.	Course Title	Hrs
LSM 201	Intro Log & Supply Chain Mgt	3		OSM 310	Business Communication	3
MKT 315	Principles of Marketing	3		OSM 315	Professional Writing	3
FIN 315	Principles of Finance	3		LSM 305	Purchase/Supply Chain Mgt	3
MGT 315	Principles of Management	3		LSM 323	Transportation Management	3
MIS 315	Principles of Mgt Info Systems	<u>3</u>		LSM 340	Advanced Log./Supply Chain Mgt	<u>3</u>
		15				15

SENIOR YEAR						
First Semester				Second Semester		
Course No.	Course Title	Hrs		Course No.	Course Title	Hrs
LSM 409	International Logistics	3		MGT 442	Strategic Management and Policy	3
MGT 413	Production/Operations Mgt.	3			Upper-level Logistics Elective	3
LSM 428	Strategic Log./Supply Chain Mgt.	3			Upper-level nonLSM Bus. Elective	3
	Upper-level Logistics Elective	3			Non-Business Elective	3
	Upper-level nonLSM Bus. Elective	<u>3</u>			Non-Business Elective	<u>3</u>
		15				15

¹Must earn grade of C or better.

²Students may demonstrate their competency in algebra at the MTH 112 C level and satisfy the University general education and School of Business math requirement by passing MTH 120 or MTH 125 or higher calculus with a grade of A or B.

³Health or military science may be taken instead of physical education.

DECISION ITEM A-7: Troy University, Bachelor of Science in Health Education (CIP 13.1307)

EXECUTIVE SUMMARY

Reason for Action: The Code of Alabama, 16-5-8 (c) states that the governing boards of public institutions of higher education in this state and the campuses under their governance or supervision shall not undertake the establishment of a new unit or program of instruction for academic credit with state funds before submitting plans for the new unit or program to the commission for its review, evaluation, and approval.

Program Objective: The goal of the Health Education program is to meet societal needs by providing knowledgeable individuals to teach in school settings, promote health education communities, implement health education programs for organizations, hospitals, schools, community agencies, and other settings.

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

Mode of Delivery: The program will be offered on the Troy campus only. Distance education will not be utilized. Education and teaching field courses that require application activities are not being offered via distance education at this time.

Similar Programs: Auburn University and the University of Alabama at Birmingham have similar programs listed at CIP 13.1307 in the Commission's Academic Program Inventory. Jacksonville State University has a BS program in Exercise Science and Wellness listed at the same CIP code.

Collaboration: According to Troy University officials, the institution recognizes the value of collaborating with other Alabama universities who have past experience in Health Education and will work cooperatively with those universities.

Resources: No new funds will be required to support the proposed program.

Public Review: The program was posted on the Commission website from January 3 until January 24 (twenty days) for public review and comments. No comments were received.

Rationale for Staff Recommendation:

1. The Alabama State Department of Education has requested that Troy University separate the Health and Physical Education comprehensive major into a single Health Education major in order to meet state and national needs.
2. There will no new costs for the program. Troy University is currently offering the Health and Physical Education comprehensive program in which all courses are being taught with appropriate faculties and facilities.
3. The proposed Health Education program will fulfill the need of replacement for students currently enrolled as Health and Physical Education majors and fulfill the need of students who wish to become teacher-certification eligible in the State of Alabama in Health Education.

DECISION ITEM A-7: Troy University, Bachelor of Science in Health Education (CIP 13.1307)

Staff Presenter: Ms. Margaret Pearson
Academic Program Review Analyst

Staff Recommendation: That the Commission approve the proposed Bachelor of Science (BS) in Health Education with the implementation date and post-implementation conditions listed below:

Implementation Date: The proposed program will be implemented in August 2011. Based on Commission policy, the proposed program must be implemented by March 11, 2013, or Commission approval will expire. The institution must notify the Commission in writing when the program is implemented or if there is any delay in implementation.

Post-Implementation Conditions:

1. That the annual average new enrollment headcount for the first five years, beginning 2011-12, will be at least 12, based on the proposal.
2. That the annual average number of graduates for the period 2013-14 through 2015-16 (three-year average) will be at least 8, based on the proposal.
3. That a follow-up survey be conducted after the first five years that will show at least 75 percent of the graduates were successful in acquiring related employment or in acceptance to graduate school.
4. That information regarding an overall assessment of the program be provided, particularly as related to objectives and assessment measures stated in the proposal.

Troy University (TROY) will be required to phase out the program if any of the post-implementation conditions are not met. The institution must present documentation regarding the post-implementation conditions, as well as a general assessment of the program, in a report submitted to the Commission no later than September 1, 2016.

Supporting Documentation:

1. New Academic Degree Program Proposal Summary, attached.
2. Summary of Background Information, attached.
3. Curriculum for Proposed Program, attached.
4. Troy University program proposal, submitted December 10, 2010. Available upon request.

5. "Evaluation and Review of New Instructional Program Proposals of Public Postsecondary Institutions," Ala. Admin. Code (Commission on Higher Education), r. 300-2-1-.03. Available upon request.

Attachment 1

NEW ACADEMIC DEGREE PROGRAM PROPOSAL SUMMARY

INSTITUTION Troy University

PROGRAM Bachelor of Science in Health Education

ESTIMATED NEW FUNDS REQUIRED TO SUPPORT PROPOSED PROGRAM						
	2011-12	2012-13	2013-14	2014-15	2015-16	TOTAL
FACULTY	\$0	\$0	\$0	\$0	\$0	\$0
LIBRARY	\$0	\$0	\$0	\$0	\$0	\$0
FACILITIES	\$0	\$0	\$0	\$0	\$0	\$0
EQUIPMENT	\$0	\$0	\$0	\$0	\$0	\$0
STAFF	\$0	\$0	\$0	\$0	\$0	\$0
OTHER	\$0	\$0	\$0	\$0	\$0	\$0
TOTAL	\$0	\$0	\$0	\$0	\$0	\$0

SOURCES OF FUNDS AVAILABLE FOR PROGRAM SUPPORT						
	2011-12	2012-13	2013-14	2014-15	2015-16	TOTAL
INTERNAL REALLOCATIONS	\$5,000	\$5,000	\$5,000	\$3,000	\$3,000	\$21,000
EXTRAMURAL	\$0	\$0	\$0	\$0	\$0	\$0
TUITION	\$70,000	\$70,000	\$70,000	\$72,000	\$72,000	\$354,000
FEES	\$0	\$0	\$0	\$0	\$0	\$0
TOTAL	\$75,000	\$75,000	\$75,000	\$75,000	\$75,000	\$375,000

ENROLLMENT AND DEGREE COMPLETION PROJECTIONS						
	2011-12	2012-13	2013-14	2014-15	2015-16	5-YEAR AVERAGE
HEADCOUNT ENROLLMENT	11	22	33	46	59	34
NEW ENROLLMENT HEADCOUNT	11	11	11	13	13	12 3-YEAR AVERAGE
DEGREE COMPLETION PROJECTIONS	0	0	8	8	8	8

Attachment 2

Summary of Background Information

Bachelor of Science in Health Education
Troy University

Role: The program is within the instructional role recognized by the Commission for Troy University.

Objectives: The goal of the proposed program is to meet societal needs by providing knowledgeable individuals to teach in school settings, promote health education communities, implement health education programs for organizations, hospitals, schools, community agencies, and other settings.

Program Objective 1:

To increase the supply of Health Educators who are able to apply theoretical models by implementing practical experiences in a classroom setting.

Program Objective 2:

To provide exemplary leadership through teaching in the classroom, and demonstrate effectiveness in teaching through internship opportunities.

Program Objective 3:

To prepare students to satisfy teacher certification requirements for the Alabama State Department of Education.

Student Outcomes:

1. Recognize and describe the foundational theories and knowledge of Health Education.
2. Be able to competently and professionally discuss health education issues with various cultures and populations.
3. Demonstrate knowledge of health education by passing the capstone examination in Health Education.
4. Demonstrate knowledge of health education by passing the Praxis II: Education.
5. Demonstrate proficiency in teaching health education by successfully completing an internship.

These student learning outcomes will be assessed as follows:

1. Capstone examination in Health Education: Students must successfully pass the capstone examination in Health Education with 80 percent proficiency or higher.
2. Discussion of foundational theories: Identified on Professional Education Professional Evaluation (PEPE) sheet used to evaluate during internship. Students must show competency in knowledge and demonstrate various skills to include discussion of topics to include foundational theories.
3. Praxis II Health Education: Students must successfully pass the Praxis II in Health Education with a score of 580 or higher.
4. Internship: Students must successfully pass internship with a score of "3" or higher. Current Alabama State Department of Education evaluation forms will be used.

Upon successful completion of the stated items, students will be eligible for submission to the Alabama State Department of Education for teacher certification in Health Education.

Administration: The program will be administered by the Department of Kinesiology & Health Promotion (Dr. Candice Howard-Shaughnessy, Chairperson) in the College of Health and Human Services (Dr. Damon Andrew, Dean).

Review of Proposal by Persons External to Institution:

Peer Review: The Notification of Intent to Submit a Proposal (NISP) and the program proposal were reviewed by the Chief Academic Officers (CAO). There was one response to the NISP. The response noted that once the proposed program is approved, TROY should develop a smooth transition system that would allow students who choose to complete a double major in Physical Education and Health Education to move seamlessly from one major to the other with a minimum of course duplication. One response to the proposal was received. This response stated that the program proposal is clear and makes sense and will provide training in a critically important discipline.

Accreditation: The Health Education major is a certification program and must be approved by the Alabama State Board of Education. The Health Education major must be accredited by the National Council for Accreditation of Teacher Education (NCATE). NCATE accreditation covers initial teacher preparation programs and advanced educator preparation programs. NCATE is recognized by the U.S. Department of Education and the Council for Higher Education Accreditation (CHEA) to accredit programs for the preparation of teachers and other professional school personnel.

Curriculum: According to the proposal, no new courses will be added to the program.

Program Completion Requirements

Credit hours required in major: Teaching Field: 28 semester hours (sh)
Education Field: 39 (sh)

Credit hours in general education: 60 sh

Credit hours in required in free electives: none

Credit hours in required minor: none

Total credit hours required for completion: 127 sh

Students are required to successfully pass a comprehensive examination in the Department of Kinesiology & Health Promotion (does not carry credit hours as taken in a class).

Students are required to successfully pass the Praxis II: Health Education (does not carry credit hours).

Students are required to successfully complete an internship in Health Education (9 semester hours).

Students are required to successfully complete a seminar class as a co-requisite with internship (3 semester hours).

Collaboration: According to TROY officials, the institution recognizes the value of collaborating with other Alabama universities who have past experience in Health Education and will work cooperatively with those universities.

Distance Education: The program will be offered on the Troy campus only. Distance education will not be utilized. Education and teaching field courses that require application activities are not being offered via distance education at this time.

Admissions: The proposal gave the following criteria for admission:

Admission to TROY does not qualify a student for admission to the Teacher Education Program (TEP). Candidates may only enroll in EDU 3310, EDU 3305, KHP 3391, or PSY 3303 prior to meeting all criteria for admission to the TEP. KHP 4462, KHP 4465, KHP 4481, EDU 4471, RED 4484, KHP 4XXX, and SED 4454 require TEP admission. Written application to the TEP is required. Additional requirements include the following:

- Completion of 48 semester hours of required general studies courses including a grade of “C” or better in ENG 1101 and ENG 1102 and a grade of “C” or better in the required general studies mathematics course, MTH 1112.
- Minimum grade point average of 2.75 overall, in general studies courses, in professional studies, and in the teaching field (Health Education). Students who fail to meet the required GPA may repeat courses. The university academic policy will be applied in calculating grade point averages.
- Initial score on the Alabama Prospective Teacher Test.
- Successful completion of a formal speech and interview.
- Completion of a minimum of 12 clock hours of classroom observation/participation.
- Successful completion of an impromptu essay.

Need: TROY currently has 65 majors in the Health and Physical Education comprehensive major. Per the request of the Alabama State Department of Education, TROY is proposing a program in Health Education. The Health Education program will fulfill the need of a replacement for students currently enrolled as Health and Physical Education majors and fulfill the need of future students who wish to become teacher certification eligible in the state of Alabama in Health Education.

The program closely resembles other Health Education teacher certification programs in the state of Alabama but is justifiable due to the currently offered Health and Physical Education comprehensive major at Troy University. The new single Health Education major will not compete and/or change the status of other Health Education programs offered in the state of Alabama.

In terms of employment outlook, according to the Bureau of Labor Statistics, Occupational Outlook Handbook, 2010-2011 Edition, health educators held about 66,200 jobs in 2008. They work primarily in two industries, with 51 percent working in healthcare, social assistance, and education and 23 percent working in government. In addition, a small percent of health educators work in grant-making and social advocacy organizations.

Employment of health educators is expected to grow faster than the average for all occupations and job prospects are expected to be favorable. Although the demand for health educators is expected to increase in most industries, employment opportunities in secondary schools may decrease. Many schools facing budget cuts ask teachers trained in other fields, such as science or physical education, to teach the subject of health education. The below table indicates the increase of employment for “health educators” in general and is not specific to employment in secondary schools.

Occupational Title	Employment 2008	Projected Employment, 2018	Change from 2008-2018

Health Educators	66,200	78,200	12,000 (18%)
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Student Demand: Enrollment projections were determined by reviewing enrollment of the current Health and Physical Education comprehensive major for the past five years. TROY desires to continue the consistency of providing students eligible for teacher certification for Health Education.

Resources:

Faculty/Staff:

Current Primary Faculty—

Full-time: 6

Part-time: 2

Current Support Faculty—

Full-time: 0

Part-time: 0

Additional Faculty to Be Hired:

Primary Faculty—

Full-time: 0

Part-time: 0

Support Faculty—

Full-time: 0

Part-time: 0

Faculty hired for this program would hold a terminal degree in health or a related field and be employed at the rank of Assistant or Associate Professor in tenure-track positions. Faculty qualifications include experience teaching health education at the secondary level and higher education; experience in teacher certification procedures, NCATE, and demonstrated participation in national professional organizations such as the Alliance for Health, Physical Education, Recreation, and Dance (AAHPERD) and the American Association for Health Education (AAHE).

Support Staff: According to the proposal, a full time secretary will support the full-time faculty members. In addition, the chair of the Department of Kinesiology & Health Promotion, the Dean of the College of Health & Human Services, and the Dean of the College of Education will provide administrative support and oversight for the faculty and curriculum. All individuals are currently supporting faculty due to current offering of Health & Physical Education comprehensive major.

Equipment: Technology for face-to-face lectures to include computers, screens, etc. will be provided by TROY. Computers and other office technology will be provided by the Department of Kinesiology & Health Promotion for the secretary and faculty members (already in progress due to current offering of Health & Physical Education comprehensive major).

Facilities: There will be no cost for facilities. Facilities are currently being utilized to teach Health Education courses and there are no additions and/or changes.

Library:

Troy University – Troy Campus
Library Collection Assessment – Health Education

ALABAMA COMMISSION ON HIGHER EDUCATION
Friday, March 11, 2011

The Troy Campus Library, Troy University has over 400,000 volumes, 260,000 book titles and 2,300 periodical subscriptions. The library's databases of online journals provide access to over 58,000 titles, of which 22,000 are unique.

Of the 141 online databases which the Library has:

Academic OneFile
Academic Search Complete
Alt-Health Watch
DIRLINE – (Directory of Information Resources Online) National Library of Medicine
ERIC
ERIC Plus Text
Expanded Academic ASAP
HaPI-Health and Psychosocial Instruments
Health and Wellness Resource Center
Health Source: Consumer Edition
Health Source: Nursing and Academic Edition
HSTAT-Health Services/Technology Assessment Text
Medical Search Plus
ProQuest Education Journals
ProQuest Health & Medical Complete
SPORTDiscus with Full Text

Research Library Complete

In Webcat, the online catalog, there are 135 titles listed, which include monographs, electronic books, and audio-visual materials. Any material needed in addition will be software and on-line databases that can be added at nominal cost with present budgets.

Program Budget: No new funds will be required to support the proposed program.

Attachment 3

**Troy University
Bachelor of Science in Health Education
Curriculum**

Freshman Year (Year 1)

Fall Semester (16 semester hours)

*MTH 1112 PreCalculus Algebra (3)
BIO 1100 Principles of Biology & Lab (4)
ENG 1101 Comp and Modern English I (3)
Social Science Elective (3)
Fine Art Elective (2)
TROY 1101 Orientation (1)

Spring Semester (16 semester hours)

IS 2241 Computer Concepts & Applications (3)
CHM 1142/L142 General Chemistry, PHY 2252/L252 General Physics, OR
SCI 2233/L233 Physical Science (4)
ENG 1102 Comp and Modern English II (3)
Social Science Elective (3)
Fine Art Elective (2)
Physical Activity Course (1)

Sophomore Year (Year 2)

Fall Semester (16 semester hours)

ENG 2205 World Literature I (3)
HIS 1101, HIS 1111, OR HIS 1122 (3)
COM 2241 Fundamentals of Speech (3)
KHP 2202 First Aid & Safety/CPR (2)
KHP 2251 Foundations of Health and Physical Education (2)
EDU 3310 The Professional Educator (3)

Spring Semester (17 semester hours)

Area II course (3)
KHP 3360 Physiological Principles (3)
KHP 2240 Personal and Community Health (3)
KHP 3395 Care and Prevention in Athletic Injuries (2)
KHP 3350 Psychology of Wellness (3)
Social Science Elective (3)

Junior Year (Year 3)

Fall Semester (16 semester hours)

KHP 3361 Integrating Health & Physical Education into the Curriculum (3)
KHP 3352 Kinesiology (3)
KHP 4427 Health Behavior (3)
KHP 4462 Physical Education for Exceptional Children (3)
PSY 3303 Educational Psychology (3)
Physical Activity Course (1)

Spring Semester (16 semester hours)

KHP 4405 Physical Activity and Disease Prevention (3)
KHP 4410 Motor Development (3)
KHP 4442 Health Education (3)
KHP 4474/L474 Exercise Physiology and Lab (4)
EDU 3305 Microcomputers in Education (3)

Senior Year (Year 4)

Fall Semester (18 semester hours)

KHP 4459 Exercise and Disease Prevention (3)
KHP 4481 Methods and Materials in Health Education/Secondary (3)
EDU 4471 Curriculum & Instructional Delivery (3)
RED 4484 Literacy IV (3)
KHP 3391 Testing and Statistical Interpretation (3)
KHP 4465 Classroom Management in Health Education (3)

Spring Semester (12 semester hours)

KHP 4472 Internship in Health Education (grades 6-12) (9)
SED 4454 Internship Seminar for Secondary Education (3)

Successful completion of Capstone Exit Examination
Successful completion of Praxis II
Successful completion of internship

DECISION ITEM A-8: Chattahoochee Valley Community College, Associate in Applied Science in Visual Communications (CIP 50.0401)

EXECUTIVE SUMMARY

Reason for Action: The Code of Alabama, 16-5-8 (c) states that the governing boards of public institutions of higher education in this state and the campuses under their governance or supervision shall not undertake the establishment of a new unit or program of instruction for academic credit with state funds before submitting plans for the new unit or program to the commission for its review, evaluation, and approval.

Program Objective: According to the proposal, the Visual Communications program offers students theoretical and classroom instruction to parallel entry-level workforce activities in the creative and technical aspects of multimedia graphic design, and simulation and modeling production processes. The curriculum is based on instruction in traditional multimedia visual design principles and modeling/simulation applications as adapted to and delivered via current industry-standard computer technology.

Role: The proposed program is within the instructional role recognized for Chattahoochee Valley Community College (CVC).

Mode of Delivery: According to institutional representatives, distance education technology will be used to deliver both on and off campus material. Approximately 10 percent of the technical courses will be available on-line, in addition to 40 percent of academic courses. Courses delivered with full online, hybrid, or classroom formats will depend on a combination of factors including availability of instructors who can manage a given format, student preferences, and adaptability of content to online/hybrid formats.

Similar Programs: The following institutions have similar Visual Communications programs listed at CIP code 50.0401: Calhoun State Community College and Wallace State Community College (Hanceville). CVC deleted the AAS in Visual Communications at the December 10, 2010, Commission meeting due to post implementation conditions. The institution submitted a new program application with a revised curriculum which added options in Multimedia Graphic Design and Simulation and Modeling to the proposed program.

Collaboration: Due to the geographical locations of other institutions, program collaborations will not be utilized at this time.

Resources: A total of \$338,600 in new funds will be needed for the program in the first five years, and a total of \$352,776 will be available through tuition, extramural funds, and internal reallocation.

Public Review: The program was posted on the Commission website from January 4 until January 25 (twenty days) for public review and comments. No comments were received.

Rationale for Staff Recommendation:

1. CVC has received a Department of Labor Base Realignment and Closure (BRAC) grant for \$584,283 to enhance technology, gain professional development for instructors, and training for 3D simulation.
2. The new options within the proposed AAS in Visual Communications will better align industry demand and allow students to transition from a short certificate in Visual Communications to an associate's degree.

DECISION ITEM A-8: Chattahoochee Valley Community College, Associate in Applied Science in Visual Communications (CIP 50.0401)

Staff Presenter: Ms. Margaret Pearson
Academic Program Review Analyst

Staff Recommendation: That the Commission approve the proposed Associate in Applied Science in Visual Communications. The program will have two options: Graphic Design, and Simulation and Modeling.

Consistent with Commission policy and operational definitions, the options will not be identified separately in the Commission's Academic Program Inventory, and the institution may not identify them as degree programs.

The program will have the implementation date and post-implementation conditions listed below.

Implementation Date: The proposed program will be implemented August 2011. Based on Commission policy, the proposed program must be implemented by March 11, 2013, or Commission approval will expire. The institution must notify the Commission in writing when the program is implemented or if there is any delay in implementation.

Post-Implementation Conditions:

1. That the annual average new enrollment headcount for the first five years will be at least 8, based on the proposal.
2. That the annual average number of graduates for the Academic Years 2012-13 through 2015-16 (four-year average) will be at least 8, based on the proposal.
3. That a follow-up survey be conducted after the first five years that will show at least 75 percent of the graduates were successful in acquiring related employment.
4. That information regarding an overall assessment of the program will be provided, particularly as related to objectives and assessment measures stated in the proposal.

Chattahoochee Valley Community College (CVC) will be required to phase out the program if any of the post-implementation conditions are not met. The institution must present documentation regarding the post-implementation conditions, as well as a general assessment of the program, in a report submitted to the Commission no later than September 1, 2016.

Supporting Documentation: 1. New Academic Degree Program Proposal Summary, attached.

2. Summary of Background Information, attached.
3. Curriculum for Proposed Program, attached.
4. Chattahoochee Valley Community College proposal, dated December 10, 2010. Available upon request.
5. "Evaluation and Review of New Instructional Program Proposals of Public Postsecondary Institutions," Ala. Admin. Code (Commission on Higher Education), r. 300-2-1-.03. Available upon request.

Attachment 1

INSTITUTION Chattahoochee Valley Community College

PROGRAM Associate in Applied Science in Visual Communications

ESTIMATED NEW FUNDS REQUIRED TO SUPPORT PROPOSED PROGRAM

	2011-12	2012-13	2013-14	2014-15	2015-16	TOTAL
FACULTY	\$21,600	\$63,000	\$63,000	\$63,000	\$63,000	\$273,600
LIBRARY	\$2,000	\$2,000	\$2,000	\$2,000	\$2,000	\$10,000
FACILITIES	\$0	\$0	\$0	\$0	\$0	\$0
EQUIPMENT	\$0	\$0	\$40,000	\$0	\$0	\$0
STAFF	0	0	0	0	0	0
OTHER	\$15,000	\$0	\$0	\$0	\$0	\$15,000
TOTAL	\$38,600	\$65,000	\$105,000	\$65,000	\$65,000	\$338,600

SOURCES OF FUNDS AVAILABLE FOR PROGRAM SUPPORT

	2011-12	2012-13	2013-14	2014-15	2015-16	TOTAL
INTERNAL REALLOCATIONS	\$38,600	\$38,304	\$0	\$0	\$0	\$76,904
EXTRAMURAL	\$0	\$0	\$40,000	\$0	\$0	\$40,000
TUITION	\$0	\$33,696	\$67,392	\$67,392	\$67,392	\$235,872
TOTAL	\$38,600	\$72,000	\$107,392	\$67,392	\$67,392	\$352,776

ENROLLMENT AND DEGREE COMPLETION PROJECTIONS

	2011-12	2012-13	2013-14	2014-15	2015-16	5-YEAR AVERAGE
TOTAL HEADCOUNT ENROLLMENT	13	13	13	13	13	13
NEW ENROLLMENT HEADCOUNT	8	8	8	8	8	8
DEGREE COMPLETION PROJECTIONS	0	3	8	10	12	4-YEAR AVERAGE 8

Attachment 2

Summary of Background Information

Associate in Applied Science in Visual Communications
Chattahoochee Valley Community College

Role: The proposed program is within the instructional role currently recognized for Chattahoochee Valley Community College.

Objectives: According to the proposal, the Visual Communications program offers students theoretical and classroom instruction to parallel entry-level workforce activities in the creative and technical aspects of multimedia graphic design, and simulation and modeling production processes. The curriculum is based on instruction in traditional multimedia visual design principles and modeling/simulation applications as adapted to and delivered via current industry-standard computer technology.

The following are specific program objectives:

- To prepare students for careers in multimedia and simulation/modeling fields.
- To provide local and regional employers with skilled potential employees who are able to:
 - Create effective design solutions for a variety of multimedia applications and materials using appropriate computer equipment and software.
 - Prepare illustrations, images, page layouts, presentations, and press-ready digital files
 - Design and produce effective web pages/sites
 - Use type correctly, creatively, and effectively
 - Generate multimedia material for presentations and the Internet
 - Create conceptual virtual 3D models for use in simulation applications
 - Create, design, and program simulation sequences (animation) for different purposes
 - Create, design, and program artwork and sequences for gaming applications
 - Apply abstract spatial concepts to the creative process
 - Think logically, creatively, and critically
 - Observe and manage details consistently
- To provide local, regional, and national (Ft. Benning, military) employers with potential employees who possess:
 - Current industry knowledge
 - Industry-standard software application skills
 - Industry-standard computer hardware skills
 - Time and project management skills
 - The ability to produce modeled virtual 3D objects and simulated environments for multiple purposes, including military and homeland security. (Simulations/modeling option)

Upon satisfactory completion of a prescribed course of study, the following competencies will be demonstrated:

- The student will write sentences and paragraphs in Standard English that are sequential, logical and effectively organized.
- The student will read and comprehend materials written at different levels for a variety of purposes.
- The student will demonstrate effective oral communication skills using unity of thought and logical arrangement of ideas.
- The student will perform basic mathematical computations in the real number system.
- The student will demonstrate knowledge of basic computer skills through use of hardware, software, and/or programming.
- The student will demonstrate entry-level academic and technical skills appropriate to the profession.
- The student will demonstrate the ability to conceptualize creatively, sequentially, objectively, and logically.

- The student will demonstrate the ability to organize creative, sequential, and objective concepts into effective structures and systems for a variety of purposes.

Administration: The program will be administered by Susan Lockwood, Program Director.

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

CIS 101	Computer Applications Lab (Blackboard)	3 semester hours (sh)
CIS 151	Graphics for the Worldwide Web	3 sh
CIS 224	Three Dimensional Computer Animation	3 sh
DDT 127	Intermediate Computer Aided Drafting & Design	3 sh

The proposed program will have options in Multimedia Graphic Design and Simulation and Modeling.

Multimedia Graphic Design Option:

Program Completion Requirements:

- Credit hours required in skills emphasis – 42 sh
- Credit hours in institutional general education or core curriculum – 21 sh
- Credit hours in free electives – 7 sh
- Total credit hours required for completion – 70 sh

Simulation and Modeling Option:

Program Completion Requirements:

- Credit hours required in skills emphasis – 43
- Credit hours in institutional general education or core curriculum – 21
- Credit hours in required or free electives – 7
- Total credit hours required for completion - 71

Accreditation: According to CVC officials, there is no specialized accreditation for the proposed program.

Licensure: The proposal stated that there is no licensure examination for the proposed program.

Collaboration: Due to the geographical locations of other institutions, program collaborations will not be utilized at this time.

Distance Education: According to institutional representatives, distance education technology will be used to deliver both on and off campus material. Approximately 10 percent of the technical courses will be available on-line, in addition to 40 percent of academic courses. Courses delivered with full online, hybrid, or classroom formats will depend on a combination of factors including availability of instructors who can manage a given format, student preferences, and adaptability of content to online/hybrid formats.

Admission: There will be no special criteria or screening processes to select students for the proposed program. CVC maintains an open door admissions policy that provides higher education for people who meet minimum admission requirements as set for by the policies of the Alabama Community College System.

Need: Information submitted by CVC states that employer surveys, advisory committee meetings, prospective student surveys, and analyses of labor market data for Alabama and Georgia indicate a significant need exists for this program. The Alabama Job Link System currently has 33 positions posted directly related to simulation and modeling. CVC serves the metropolitan Columbus, Georgia, labor market area, which also reveals substantial need for such a program to supply the area's workforce needs. The relocation of the U.S. Armor School as a result of the Base Realignment and Closure (BRAC) will attract many organizations, as well as the addition of the 75th Ranger Regiment Special Troop Battalion and two more training battalions to support Army growth. All of this is expected to bring an estimated 11,000 new jobs and over 28,000 people into the region. In addition, another

30,000 trainees will come through each year when the U.S. Armor School arrives. According to Columbus Chamber Military Affairs Executive Vice President, Gary Jones, Army personnel will bring Department of Defense civilians and contractors. Areas such as information technology, gaming, and modeling and simulation will see huge growth as a result.

Projected Job Openings

	Year 1	Year 2	Year 3	Year 4	Year 5	Total
College Service Area	33	33	33	33	33	165
State	345	345	345	345	345	1725

According to CVC, employers were surveyed within a thirty-mile radius to determine employment needs in the immediate service area. All of the 33 positions listed in the Alabama Job Link Career System had hiring requirements that correlated with course requirements for the proposed Visual Communications program options.

The new options in multimedia graphic design, and simulation and modeling within Visual Communications will better align with the industry demand and will allow students to transition from the short certificates in Visual Communications to an associate degree. CVC currently offers short certificates in Visual Communications with multiple options in Multimedia and Simulation and Modeling. These two options will be enhanced and give students a natural continuation on a career path in Visual Communications. Articulation agreements have been established with Columbus State University in Computer Information Systems. Additional articulation agreements in Simulation and Modeling will be established once the proposed program is approved. This partnership with Columbus State University was developed out of a Department of Labor BRAC grant received by CVC for \$584,283. This grant has allowed CVC to enhance technology, gain professional development for instructors, and become cutting edge with training opportunities for 3D simulation. These funds are directly related to the Fort Benning/BRAC demands.

Student Demand: The proposal stated that a survey was given to a total of 69 students at Smiths Station High School in Lee County and at Central High School in Phenix City. Of the 69 students surveyed, 38 indicated a positive interest in the proposed program. The program is also expected to attract students from the individuals relocating to the area because of BRAC transfers to Ft. Benning.

Resources:

Faculty/Staff:

Current Faculty:

Primary Faculty / Full-time: 4 Part-time: 0
 Support Faculty/ Full-time: 0 Part-time: 3

Additional faculty employed to teach in the first five years:

Primary Faculty / Full-time: 1 Part-time: 2
 Support Faculty / Full-time: 0 Part-time: 0

A lab assistant is available and will provide additional support to the primary computer lab 19 hours per week.

Equipment:

- 20 Mac OS computers (CPUs, displays, keyboards, mice)
 - 15 Windows OS computers (CPUs displays, keyboards, mice)
 - 1 Apple server
 - 2 Control centers (server, keyboard, mouse, trackpad)
 - 2 17-inch Macintosh MacBookPro laptop computers
 - 1 Savin combination printer, photocopier, scanner (laser)
 - 4 InkJet printers (one not functioning)
 - 5 Wacom tablets and attachments (three not functioning)
 - 1 Digital scanner
 - 15 Digital cameras & memory cards (of various sizes) at least
3 totally nonfunctional, others in various "used" conditions)
 - 15 functional tripods (these are discarded when they break)
 - 35 computer workstations
 - 35 task chairs
 - 1 Airport (wireless) connection point/hub
 - 1 Digital projector
 - 4 Digital 3D projectors
 - 2 Screens for digital projectors
 - 25 seats of Adobe Design Premium Creative Suite 5
 - 25 seats of Adobe Font Classics
 - 15 seats of AutoCad Light
 - 15 seats of 3 D Studio Max
 - 15 seats of Photoshop (for PC)
 - 15 seats of UnityPro
 - 22 seats of miscellaneous software included with Macs
 - 15 seats of miscellaneous software included with PCs
- Miscellaneous USB and Ethernet cabling, power surge, battery-backup boxes

Facilities: Existing facilities at CVC are adequate to achieve program quality and utility. Simulation and Modeling students will receive instruction in two existing and fully appointed technical programs, Computer Information Systems and Visual Communications. Renovations were performed in 2009 for the Computer Information Systems space to house the Simulation and Modeling lab and the Advanced Visualization Center. CVC's new instructional and performing arts center will provide additional lab and classroom space for the proposed program.

Additionally, the Mac Lab is currently equipped with 20 Mac OS workstations and peripherals, and the lab associated directly with Simulation and Modeling is equipped with 15 Windows OS workstations and peripherals.

Library: The LRC has sufficient resources to support the Visual Communication program. These resources include books, periodicals, audio visual materials, e-books, and online databases.

Books: Of the total library collection of 40,840 volumes, there are approximately 1,274 related to visual communication (3% of total).

Periodicals: The LRC subscribes to 40 periodical titles, of which 5 are visual communication related (12.5% of total).

Audio-visual collection: The LRC houses a total of 817 audio-visual items. Of the total collection, there are 33 items on visual communication (4% of total).

E-books: The LRC purchased more than 19,000 full-text e-books. Of these e-books, more than 400 titles are visual communication related (2% of total). Students have access to these e-books through the NetLibrary 24 hours a day and 7 days a week.

Online databases: The LRC provides access to many online databases through the Alabama Virtual Library (AVL). Currently, there are 58 databases available, of which 38 are visual communication related. These databases offer more than 200 full text periodicals on visual communication. Students may access the AVL on campus and remotely.

In addition to these resources, the LRC also provides interlibrary loan service to our students. Any material which is not available in our library may be obtained from other libraries.

Program Budget: CVC projects a total of \$338,600 in estimated new funds will be required to support the proposed program. A total of \$352,776 will be available through internal allocation, extramural funds, and tuition.

Attachment 3

CVC
Associate in Applied Science in
Visual Communications

Multimedia Graphic Design Option
Associate in Applied Science
Visual Communications

1st Semester, Fall

<i>Course</i>	<i>Credit Hours</i>
ART 100 Art Appreciation	3
ART 121 Two-Dimensional Composition	3
VCM 171 Graphic Software Applications	3
VCM 150 Typography	3
ENG 101 English Composition	3
ORI 101 Orientation to College	1
CIS 101 Computer Applications Lab (Blackboard)	1

2nd Semester, Spring

VCM 145 Introduction to Digital Photography	3
VCM 172 Digital Illustration I	3
VCM 185 Digital Imaging I	3
VCM 193 Digital Publishing I	3
VCM 253 Graphic Design Basics	3
CIS 150 Introduction to Computer Logic and Programming	3

3rd Semester

ART 113 Drawing	3
CIS 151 Graphics for the World Wide Web	3
CIS 207 Introduction to Web Development.....	3
CIS 146 Microcomputer Applications	3
VCM 254 Graphic Design	3
MTH 100 Intermediate College Algebra	3

4th Semester

CIS 160 Multimedia for the World Wide Web	3
PHL 116 Logic	3
Approved History, Psychology, or History course	3
Approved elective in major	3
VCM 270, VCM 273, or CIS 294	3
<i>(Supervised Study in Graphics/Computer Graphics; Special Topics)</i>	
WKO 101 Workplace Skill Development.....	2

Simulation and Modeling Option

Associate in Applied Science
 Visual Communications

1st Semester, Fall

<i>Course</i>	<i>Credit Hours</i>
ART 121 Two-Dimensional Composition.....	3
VCM150 Typography.....	3
CIS 150 Introduction to Computer Logic and Programming.....	3
CIS 151 Graphics for the World Wide Web.....	3
GIS 106 Geographic Information Systems.....	3
ORI 101 Orientation to College.....	1
CIS 101 Computer Applications Lab (Blackboard).....	1

2nd Semester, Spring

ENG 101 English Composition.....	3
VCM 172 Digital Illustration 1.....	3
VCM 185 Digital Imaging 1.....	3
DDT 111 Fundamentals of Drafting and Design.....	3
CIS 223 Three-Dimensional Computer Modeling.....	3
CIS 191 Introduction to Computer Programming Concepts.....	3
CIS 193 Lab for CIS 191.....	1

3rd Semester, Fall

ART 100 Art Appreciation.....	3
CIS 146 Microcomputer Applications.....	3
CIS 224 Three-Dimensional Computer Animation.....	3
CIS 207 Introduction to Web Development.....	3
VCM 254 Graphic Design.....	3
MTH 100 Intermediate College Algebra.....	3

4th Semester, Spring

VCM 145 Introduction to Digital Photography.....	3
PHL 116 Logic.....	3
Approved History, Psychology, or History course.....	3
Approved elective in major.....	3
VCM 270, VCM 273, or CIS 294.....	3
<i>(Supervised Study in Graphics/Computer Graphics; Special Topics)</i>	
WKO 101 Workplace Skill Development.....	2

DECISION ITEM B-1: Calhoun State Community College, Addition of an Option in Renewable Energy to the Existing AAS in Advanced Manufacturing (CIP15.0613)

EXECUTIVE SUMMARY

Reason for Action: Calhoun State Community College (CAL) has requested the addition of an option in Renewable Energy in accordance with the Commission's "Guidelines for the Review of Extensions & Alterations of Existing Programs."

Factors for Consideration:

- The program with the proposed option will require a total of 73 semester hours.
- CAL has been awarded over \$3.4 million from the U.S. Department of Labor to train students and workers to meet the needs of the rapidly emerging green energy workforce.
- An examination of enrollment trends at CAL revealed a need to realign selected programs of study for purposes of maximizing viability, promoting student outcomes, and providing multi-skill variances to meet employer demands.

DECISION ITEM B-1: Calhoun State Community College, Addition of an Option in Renewable Energy to the Existing AAS in Advanced Manufacturing (CIP 15.0613)

Staff Presenter: Ms. Margaret Pearson
Academic Program Review Analyst

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

Background: Calhoun State Community College (CAL) currently has an AAS in Advanced Manufacturing listed at CIP code 15.0613 in the Commission's Academic Program Inventory. CAL has proposed the addition of an option in Renewable Energy to the existing program.

The program with the proposed option will require a total of 73 semester hours (sh):

General Education Core	19 sh
Program Core	33 sh
Option	21 sh
Total	73 sh

Courses in the option include: Renewable Technology Awareness; Photovoltaic Systems Principles & Design; Solar Thermal Principles; and Photovoltaic Systems Installation & Service Procedures.

According to CAL representatives and the staff at the Alabama Department of Postsecondary Education (ADPE), the proposed option came as the result of an examination of enrollment trends at CAL. The option has been proposed in response to a need to realign the program of study for purposes of maximizing viability, promoting student outcomes, and providing multi-skill variances to meet employer demands.

Budgetary Impact: CAL has been awarded over \$3.4 million from the U.S. Department of Labor to train students and workers to meet the needs of the rapidly emerging green energy workforce. The grant covers two staff members, tuition for students, facility renovations, and equipment. Approximately \$100,000 is also coming from workforce development funds to help with equipment. The proposed option aligns with the measureable outcomes outlined in the grant proposal. The award of the grant was contingent upon documented industry demand for technicians to be trained in this new coursework which is directly aligned with North American Board of Certified Energy Practitioners (NABCEP) industry standards.

Consistent with Commission policy and operational definitions, the option will not be identified separately in the Commission's Academic Program Inventory, and the institution may not identify them as degree programs.

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

Supporting Documentation:

1. "Reasonable Extensions and Alterations of Existing Units and Programs of Instruction," Ala. Admin. Code (Commission on Higher Education), r. 300-2-1.03. Available upon request.
2. "Definitions Recognized by the Commission," Ala. Admin. Code (Commission on Higher Education), r. 300-2-1.01. Available upon request.
3. Written unpublished documentation provided by the institution through ADPE. Available upon request.

DECISION ITEM B-2: Troy University, Addition of a Concentration in Coaching to the Existing M.S. in Sport and Fitness Management (CIP 31.0504)

EXECUTIVE SUMMARY

Reason for Action: Troy University has requested the addition of a concentration in Coaching in accordance with the Commission's "Guidelines for the Review of Extensions & Alterations of Existing Programs."

Factors for Consideration:

- The proposed concentration is being added to provide students currently holding coaching positions a job-related concentration option within the non-certification MS in Sport and Fitness Management degree.
- There will be no budgetary impact to add the proposed concentration.

DECISION ITEM B-2: Troy University, Addition of a Concentration in Coaching to the Existing MS in Sport and Fitness Management (CIP 31.0504)

Staff Presenter: Ms. Margaret Pearson
Academic Program Review Analyst

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

Background: Troy University (TROY) currently has the Master of Science (MS) in Sport & Fitness Management at CIP 31.0504 in the Academic Program Inventory. The program is offered on the Troy campus. TROY proposes the addition of a concentration in Coaching to the existing program.

The proposed concentration will require 36 semester hours (sh), as listed below:

Program Core	18 sh
Proposed Concentration	18
Total:	36 sh

The program core includes courses in: Foundations of Sport & Fitness Management; Measurement and Evaluation in Sport & Fitness Management; Sport Administration; Readings in Sport & Fitness Management; Ethics in Sport Management; and Research Methods in Sport & Fitness Management.

Courses in the proposed concentration include: Motor Skills and Human Performance; Physical Education, Sport, & the Law; Current Issues in Sport & Fitness Management; Nutrition and Physical Performance; Exercise and Disease Prevention; and Sport Psychology.

The proposed concentration is being added to provide students currently holding coaching positions a job-related concentration option within the non-certification MS in Sport and Fitness Management degree.

Budgetary Impact: None

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

Supporting Documentation:

1. "Reasonable Extensions and Alterations of Existing Units and Programs of Instruction," Ala. Admin. Code (Commission on Higher Education), r. 300-2-1.03. Available upon request.

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

DECISION ITEM B-3: The University of Alabama in Huntsville, Addition of a Track in Data and Information Science to the Existing MS and PhD in Computer Science (CIP 11.0101)

EXECUTIVE SUMMARY

Reason for Action: The University of Alabama in Huntsville has requested the addition of a track in Data and Information Science in accordance with Commission's "Guidelines for the Review of Extensions & Alterations of Existing Programs."

Factors for Consideration:

- According to the institution, the objective of the track is to prepare students for future work in data and information.
- New courses to support the data and information science track will require data sources and data analysis tools. The annual cost for licensing these resources is roughly \$10,000, which will be provided by UAH.

DECISION ITEM B-3: The University of Alabama in Huntsville, Addition of a Track in Data and Information Science to the Existing MS and PhD in Computer Science (CIP 11.0101)

Staff Presenter: Ms. Margaret Pearson
Academic Program Review Analyst

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

Background: The University Alabama in Huntsville (UAH) currently has the Master of Science (MS) and Doctor of Philosophy (PhD) in Computer Science at CIP 11.0101 in the Academic Program Inventory. UHA proposes the addition of a track in Data and Information Science to the existing programs.

The MS program with the proposed track will require 33 semester hours (sh), as listed below:

Program Core	9 sh
Proposed Track	24 sh
Total:	33 sh

The PhD program with the proposed track will require 72 semester hours (sh), as listed below:

Program Core	9 sh
Proposed Track	45 sh
Dissertation	18 sh
Total:	72 sh

The program core includes courses in: Design and Analysis of Algorithms; the Software Engineering Process; and Advanced Operating Systems.

Courses in the proposed track include: Data Mining; Fundamentals of Data & Information Science; Information Retrieval; and Information Visualization and Visual Analytics.

The objective of the proposed track is to prepare students for future work in data and information.

Budgetary Impact: The new courses to support the data and information science track will require data sources and data analysis tools. The annual cost for licensing these resources is roughly \$10,000, which will be provided by UAH.

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

Supporting Documentation: 1. "Reasonable Extensions and Alterations of Existing Units and Programs of Instruction," Ala. Admin.

Code (Commission on Higher Education),
r. 300-2-1.03. Available upon request.

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

DECISION ITEM B-4: The University of South Alabama, Addition of a Concentration in Health Sciences to the BPHS in Pre-Professional Health Sciences (CIP 51.1199)

EXECUTIVE SUMMARY

Reason for Action: The University of South Alabama has requested the addition of a concentration in Health Sciences in accordance with the Commission's "Guidelines for the Review of Extensions & Alterations of Existing Programs."

Factors for Consideration:

- The program with the proposed concentration will require a total of 129 semester hours.
- The proposed concentration will permit students in a general allied health program to complete the fourth year as undergraduate students, instead of the graduate curriculum currently followed by students going into the professional programs.
- The addition will have no budgetary impact.

DECISION ITEM B-4: The University of South Alabama, Addition of a Concentration in Health Sciences to the BPHS in Pre-Professional Health Sciences (CIP 51.1199)

Staff Presenter: Mrs. Ellen E. Haulman
Director of Instruction and Special Projects

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

Background: The University of South Alabama (USA) currently has a Bachelor of Professional Health Science (BPHS) in Pre-Professional Health Science at CIP 51.1199 in the Commission's Academic Program Inventory. USA has proposed the addition of a concentration in Health Sciences to the existing program.

The program with the proposed concentration will require a total of 129 semester hours (sh):

General Education	41 sh
Program Core	70 sh
Concentration	18 sh
Total	129 sh

Courses in the program core include: Life Sciences I and II or Biology I and II; Fundamentals of Chemistry; General Chemistry I; Anatomy & Physiology I and II; Statistical Reasoning; Medical Terminology; Infectious Diseases; Technical Writing; Cardio Assessment Skills; Respiratory Anatomy and Physiology; Seminar in Allied Health; Health Informatics; Medicine and Society; and other courses.

Courses in the concentration include: Health Systems Analysis; Management Theory and Practice; Health and Policy; Gerontology Concepts; Public Health; and EMS Law and Legal Issues.

The current program was designed to permit students from several of the allied health pre-professional programs (occupational therapy; physical therapy; speech-language pathology/audiology) to obtain an undergraduate degree upon the successful completion of their first year of graduate study following early entry (after three years of undergraduate study). The fourth year of study varies according to the specific graduate program into which the student matriculated.

The proposed concentration will permit students in a general allied health program to complete the fourth year as undergraduate students, instead of the graduate curriculum currently followed by students going into the professional programs.

USA anticipates that the addition of this concentration will benefit students who are not accepted into the specific disciplinary tracks. Students who complete the Health Sciences concentration as undergraduate students will be qualified for jobs in management in health care systems and/or health informatics, health related sales, or other health care support positions. According to USA officials, the proposed concentration was designed based on input from the health care industry and hospital/clinic management.

Budgetary Impact: None.

The addition of the concentration will not have any budgetary impact. The concentration will be made up of courses that are already offered.

Consistent with Commission policy and operational definitions, the concentration will not be identified separately in the Commission's Academic Program Inventory, and the institution may not identify it as a degree program.

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

Supporting Documentation:

1. "Reasonable Extensions and Alterations of Existing Units and Programs of Instruction," Ala. Admin. Code (Commission on Higher Education), r. 300-2-1.03. Available upon request.
2. "Definitions Recognized by the Commission," Ala. Admin. Code (Commission on Higher Education), r. 300-2-1.01. Available upon request.
3. Written unpublished documentation provided by the institution. Available upon request.

DECISION ITEM B-5: The University of North Alabama, Alteration of the BBA in Marketing (CIP 52.1401)

EXECUTIVE SUMMARY

Reason for Action: The University of North Alabama has requested the alteration in an existing program in accordance with Commission's "Guidelines for the Review of Extensions & Alterations of Existing Programs." The changes will include the addition of two concentrations and the change in the program name.

Factors for Consideration:

- According to the institution, the program alteration is intended to improve the perception of both the program and graduates of the program by potential employers. The Sales concentration is expected to make graduates more competitive when entering the market place. The General Marketing concentration will serve as the default concentration for the program and will serve students wanting a more general education in the discipline.
- There will be no budgetary impact for the proposed concentrations.

DECISION ITEM B-5: The University of North Alabama, Alteration of the BBA in Marketing (CIP 52.1401)

Staff Presenter: Mrs. Ellen E. Haulman
Director of Instruction and Special Projects

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

Background: The University of North Alabama (UNA) currently has the Bachelor of Business Administration (BBA) in Professional Marketing at CIP 52.1401 in the Academic Program Inventory. UNA proposes the addition of concentrations in Sales and General Marketing to the existing program. The name of the program also will be changed to Professional Marketing. The alteration proposal comes as the result of a comprehensive review of the curriculum offerings of the UNA Department of Management and Marketing.

The program with the proposed concentrations will require 128 semester hours (sh), as listed below:

General Education	64 sh
Business Core	21
Program Core	15
Proposed Concentrations	9
Electives	19
Total:	128 sh

The program core includes courses in: Integrated Marketing Communications; Applied Decision Making and Analysis; Consumer and Market Behavior; Marketing Research; and Marketing Management.

Courses in the proposed Sales concentration include Social Media Marketing; Sales and Sales Management; and Advanced Sales.

Courses in the proposed General Marketing concentration include any three 300/400 level Marketing courses for a total of nine semester hours.

The program alteration is intended to improve the perception of both the program and graduates of the program by potential employers. The Sales concentration is expected to make graduates more competitive when entering the market place. The General Marketing concentration will serve as the default concentration for the program and will serve students wanting a more general education in the discipline.

Budgetary Impact: None

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

Supporting Documentation:

1. "Reasonable Extensions and Alterations of Existing Units and Programs of Instruction," Ala. Admin. Code (Commission on Higher Education), r. 300-2-1.03. Available upon request.
2. Written unpublished documentation provided by the institution. Available upon request.

DECISION ITEM B-6: The University of North Alabama, Addition of Concentrations in Project Management and SAP ERP Systems to the Existing MBA in Business Administration (CIP 52.0201)

EXECUTIVE SUMMARY

Reason for Action: The University of North Alabama has requested the addition of concentrations to an existing program in accordance with the Commission's "Guidelines for the Review of Extensions & Alterations of Existing Programs."

Factors for Consideration:

- According to the institution, the concentrations are being added to address workforce needs in north Alabama.
- There will be no budgetary impact from the implementation of the concentration in Project Management. In order to include the SAP [Systems Applications and Products] into the curriculum, there will be an annual cost of \$8,000 for software hosting. Faculty members will also be required to travel to attend annual workshops at a cost of up to \$5,000 per year. Start-up funding is being provided by the UNA library and the College of Business. Employers of students are expected to provide additional funding. Tuition revenue from increases in enrollment is also expected to contribute to resources for the concentration.

DECISION ITEM B-6: The University of North Alabama, Addition of Concentrations in Project Management and SAP ERP Systems to the Existing MBA in Business Administration (CIP 52.0201)

Staff Presenter: Mrs. Ellen E. Haulman
Director of Instruction and Special Projects

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

Background: The University of North Alabama (UNA) currently has the Master of Business Administration (MBA) in Business Administration at CIP 52.0201 in the Academic Program Inventory. UNA proposes the addition of concentrations in Project Management and SAP ERP [Systems Applications and Products/Enterprise Resource Planning] Systems to the existing program.

The program with the proposed concentrations will require 34 semester hours (sh), as listed below:

Program Core	25
Proposed Concentrations	9
Total:	34

The program core includes courses in Cost for Management Decision Analysis; Enterprise Systems Analysis and Design; Managerial Finance; MBA Skills and Outcomes; Organizational Behavior; Management Policy; Marketing Strategy; and Decision Theory.

Courses in the proposed concentration in Project Management include Project Management; and two courses selected from Software Engineering for the Enterprise; Information Systems Management; or Intellectual Property Law, Development, and Management.

Courses in the proposed concentration in SAP ERP Systems include Information Systems Management; and two courses selected from Software Engineering for the Enterprise; Database Management Systems; or Electronic Commerce.

The concentration in Project Management has been developed at the request of students and area employers.

The concentration in SAP ERP Systems is being added to address need in the north Alabama workforce, particularly related to the Army Missile Command. There is a great deal of turnover with workers with this training, since the training along with a little work experience makes the workers very marketable.

Budgetary Impact:

There will be no budgetary impact from the implementation of the concentration in Project Management. In order to include the SAP into the curriculum, there will be an annual cost of \$8,000 for software hosting. Faculty members will also be required to travel to attend annual workshops at a cost of up to \$5,000 per year.

Start-up funding is being provided by the UNA library and the College of Business. Employers of students are expected to provide additional funding. Tuition revenue from increases in enrollment is also expected to contribute to resources for the concentration.

The staff recommends that the proposed concentrations be approved as reasonable extensions/alterations of an existing program.

Supporting Documentation:

1. "Reasonable Extensions and Alterations of Existing Units and Programs of Instruction," Ala. Admin. Code (Commission on Higher Education), r. 300-2-1.03. Available upon request.
2. Written unpublished documentation provided by the institution. Available upon request.

DECISION ITEM C-1: Enterprise State Community College, New Off-Campus Site

EXECUTIVE SUMMARY

Reason for Action: Enterprise State Community College has requested a new off-campus site that is outside of the institution's service area. This request for a new off-campus site is in accordance with the Commission's "Guidelines for Regulation of Off-Campus Programs."

Factors for Consideration:

- A memorandum of agreement between Enterprise State Community College/Alabama Aviation Center and Calhoun State Community College has been signed by presidents of both institutions.
- Commission approval is required because Morgan County is outside of Enterprise State Community College's service area.

ALABAMA COMMISSION ON HIGHER EDUCATION
Friday, March 11, 2011

DECISION ITEM C-1: Enterprise State Community College, New Off-Campus Site

Staff Presenter: Ms. Margaret Pearson
Academic Program Review Analyst

Staff Recommendation: That the Commission approve the following new off-campus site for Enterprise State Community College.

Proposal: Enterprise State Community College (ENT) plans to offer courses at the following new off-campus site beginning in summer 2011:

Calhoun State Community College, Tanner, Alabama
(Morgan County)

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

The proposal was posted on the Commission website from January 11 until January 31, 2011 (twenty days) for public review and comment. No comments were received.

Commission approval is required because Morgan County is outside of ENT's service area. A memorandum of agreement with Calhoun State Community College was provided.

Supporting Documentation:

1. Proposal for New Off-Campus site at Calhoun State Community College, Tanner, AL, attached.
2. "Review of Off-Campus Instruction offered by Public Postsecondary Institutions," Ala. Admin. Code (Commission on Higher Education), r. 300-2-1-.06. Available upon request.

Attachment 1

Alabama Commission on Higher Education

PROPOSAL FOR A NEW OFF-CAMPUS SITE

SITE INFORMATION

Institution: Enterprise State Community College
Administrator Responsible for Site
Name & Title: Mr. Danny Owen, Interim Director, North Alabama Aviation Center
Telephone: 256-279-0940
Fax: 256-279-0943
E-Mail: downen@escce.edu

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

Location of Proposed Site
Facility: John C. Calhoun Community College
Street Address: 6250 U.S. Highway 31
City: Tanner **County:** Morgan

When will you begin offering instruction at this site?
 Summer 2011

Type of Site	Check One:
Non-Exempt	X
Exempt from Review by Statute	
Fall 1978 registration exceeded 500.	
University operated site prior to 1980.	
Site located on military reservation.	
Business & industry site where employees only are enrolled.	
Exempt from Review by Commission Policy	
Courses delivered via distance learning technology.	
Prison site - courses delivered exclusively to inmates and prison employees.	
High school site exclusively for early admission, accelerated/dual enrollment.	
2-year college site located within SBE approved service area.	
University site located within home or contiguous counties.	

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

Certification

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

Signature of President/Chancellor: 

Date: January 5, 2011

MEMORANDUM OF AGREEMENT
For Student Learning Resource Services
January, 2011

This Memorandum of Agreement between Calhoun State Community College (CCC) and Enterprise State Community College/Alabama Aviation Center (ESCC/AAC) is to establish that ESCC/AAC students attending classes on any Calhoun State Community College (CCC) site will have full learning resource privileges at CCC upon presentation of a current ESCC/AAC student identification cards.



Signature

Marilyn C., Beck, Ed.D
President
Calhoun State community College

01.05.11
Date



Signature

Nancy W. Chandler, Ed.D
President
Enterprise State Community College/Alabama Aviation Center

1-5-11
Date

DECISION ITEM D-1: Request to Amend Post-Implementation Conditions: Central Alabama Community College, Associate in Applied Science and Certificate in Manufacturing Technology (CIP 15.0613)

EXECUTIVE SUMMARY

Reason for Action: Central Alabama Community College (CEN) has requested an extension in post-implementation review and a reduction in the requirement for graduates.

Factors for Consideration:

- The request is in accordance with Commission policy (“Guidelines for Consideration of Post-Implementation Reports That Do Not Meet Approved Conditions”).
- The program did not meet the graduation post-implementation requirement. College officials have stated that the original projections were too high.
- Program implementation was affected by the complete change in college administration over the last five years.
- The program serves business and industry in the Alexander City area, including automobile manufacturing industries.
- The program has strong ties to secondary education in the area, providing STEM summer camps.
- CEN has established articulation agreements with two senior institutions so that all course work taken in the certificate or associate program will transfer.

DECISION ITEM D-1: Request to Amend Post-Implementation Conditions:
Central Alabama Community College, Associate in
Applied Science and Certificate in Manufacturing
Technology (CIP 15.0613)

Staff Presenter: Mrs. Ellen E. Haulman
Director for Instruction and Special Projects

Staff Recommendation: That the Commission approve the request to amend
post-implementation conditions, as follows:

- 1) That the graduation requirement be changed from an average of 12 to an average of 8 over the period 2010-11 through 2011-12 (academic years).
- 2) That an additional review period (academic years 2010-11 through 2011-12) for the program be granted.

The institution will be required to submit, no later than October 1, 2012, a second post-implementation report, demonstrating that the program met the post-implementation conditions for the average number of graduates for the specified period.

Background: The program was approved for Central Alabama Community College (CEN) on June 24, 2005, and implemented in August 2005. According to the post-implementation report submitted in August 2010, the program did not meet the condition for graduates, but did meet the enrollment and employment conditions.

CEN projected that the program will meet the admissions requirement of eight over the requested second post-implementation review period. The program had eight graduates in both academic years 2008-09 and 2009-10. That trend is expected to continue and will likely increase.

The request stated that, based on an analysis of national data on enrollment and completion, college administrators believe that the original projections for graduates were too high. Consequently, the request for alteration of the condition reflects a reasonable, more conservative projection.

Program progress was affected by several administrative changes after the program was approved. The college president, along with several other officials, retired, and the dean of instruction left the college. The original program instructor also retired.

In addition, the program was affected by the recession, especially as it affected the automobile industry. The program has an option in automotive manufacturing, and

students who were enrolled feared that they would not be able to find jobs in the automobile industry.

The program has strong ties with area businesses and local secondary schools. The Manufacturing Technology program, assisted by the physics instructor at CEN, has offered STEM summer camps for local high school students. One purpose for these camps is to spark interest in manufacturing technology. CEN also has signed articulation agreements with Athens State University and Jacksonville State University to accept all of the courses from the certificate and associate degree programs into related baccalaureate programs.

Supporting Documentation:

1. "Summary of Report on Post-Implementation Conditions," attached.
2. Unpublished post-implementation report for Central Alabama Community College. Available upon request.
3. "Guidelines for Consideration of Post-Implementation Reports that Do Not Meet Approved Conditions." Available upon request.

Summary of Report on Post-Implementation Conditions

Central Alabama Community College

Program: Manufacturing Technology, AAS and Certificate, CIP 15.0613

Approved by Commission: June 24, 2005

Proposed Implementation Date: August 2005

Actual Implementation Date: August 2005

Post-Implementation Conditions:

- 1) That the annual average new enrollment (headcount) for the program for Academic Years 2005-06 to 2009-10 will be at least 28, based on the proposal.
- 2) That the annual average number of graduates for the Academic Years 2006-07 through 2009-10 will be at least 12, based on the proposal.
- 3) That a follow-up survey be conducted after the first five years that will show at least 75 percent of the graduates were successful in acquiring related employment.
- 4) That information regarding an overall assessment of the program be provided, particularly as related to objectives and assessment measures stated in the proposal

Manufacturing Tech, AAS, CIP 15.0613	New Enrollment Headcount	Graduates	Percentage of Graduates Employed in Field
Required	28	12	75%
Reported	29	6	94%

INFORMATION ITEM A: Auburn University, Implementation of a New Dual-Degree Graduate Program: MBA and MS in Business Administration (Finance Option)

Staff Presenter: Ms. Margaret Pearson
Academic Program Review Analyst

Staff Recommendation: For information only.

Background: Auburn University (AU) has notified the Commission that it has received approval from the Board of Trustees to implement a new dual-degree program that will award both an MBA and an MS in Business Administration (finance option).

The new dual-degree program will allow students to build upon the broad range of skills that the MBA is designed to provide with a greater depth of specialized knowledge that will prepare students to be strong financial analysts, or other specialists in the finance area. Additionally, this option will provide a streamlined path that supports the motivated student in their effort to earn both degrees and engage in deeper research projects, and thereby develop a depth of knowledge beyond that of those who only have an MBA with a finance concentration.

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

Supporting Documentation:

1. "Reasonable Extensions and Alterations of Existing Units and Programs of Instruction," Ala. Admin. Code (Commission on Higher Education), r. 300-2-1.06. Available upon request.
2. Written unpublished documentation provided by the institution. Available upon request.

INFORMATION ITEM B: Auburn University, Change in the Name of the Department of Special Education, Rehabilitation, Counseling/School Psychology to the Department of Special Education, Rehabilitation, and Counseling

Staff Presenter: Ms. Margaret Pearson
Academic Program Review Analyst

Staff Recommendation: For information only.

Background: The Board of Trustees of Auburn University has approved the change in the name of the Department of Special Education, Rehabilitation, Counseling/School Psychology to the Department of Special Education, Rehabilitation, and Counseling at Auburn University (AU).

This change involves only a change in name and does not create or alter the administrative unit itself. Therefore, the item does not require Commission approval.

Supporting Documentation:

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

INFORMATION ITEM C: The University of Alabama, Planned Implementation of Three Dual Enrollment Programs

Staff Presenter: Ms. Margaret Pearson
Academic Program Review Analyst

Staff Recommendation: For information only.

Background: The University of Alabama (UA) has notified the Commission that it plans to implement three dual enrollment programs:

1. JD with MSCE (Civil Engineering)
2. MBA with MFA-Theatre Management
3. MSN with MA in Management

According to UA, the units offering these programs have worked together to plan programs of study that allow students to be dually enrolled in both programs completing course requirements for both degrees at the same time. Students must be admitted by and complete the degree requirements for each program. Upon completion of the degree requirements for both programs, the students will receive two degrees.

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

Supporting Documentation:

1. "Reasonable Extensions and Alterations of Existing Units and Programs of Instruction," Ala. Admin. Code (Commission on Higher Education), r. 300-2-1.06. Available upon request.
2. Written unpublished documentation provided by the institution. Available upon request.

INFORMATION ITEM D: The University of Montevallo, Establishment of Two Departments: The Department of Theatre and The Department of Communication.

Staff Presenter: Ms. Margaret Pearson
Academic Program Review Analyst

Staff Recommendation: For information only.

Proposal: The University of Montevallo reports the establishment of the Department of Theatre and the Department of Communication.

Discussion: According to information submitted by UM, the Department of Communication Arts consists of the divisions of Communication Studies, Mass Communication, and Theatre. Effective spring 2011, the three divisions will reorganize into the Department of Theatre and the Department of Communication. Each department will have its own chair and report to the dean of the College of Fine Arts.

Supporting Documentation:

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

INFORMATION ITEM E: The University of North Alabama, Alteration of the BA/BS in Communication Arts

Staff Presenter: Ms. Margaret Pearson
Academic Program Review Analyst

Staff Recommendation: For information only.

Background: The University of North Alabama (UNA) currently has the Bachelor of Arts/Bachelor of Science (BA/BS) in Communication Arts at CIP 09.0101 in the Commission's Academic Program Inventory. UNA's Department of Communications proposes to change core classes and emphasis area courses in the BA/BS in Communication Arts. The alteration consists of non-substantive changes and thus does not require Commission approval.

The Communication Arts degree consists of emphasis areas in Film and Digital Media Production, Public Communications, and Theatre. These changes will provide a better educational experience for the students and establish a core of classes that enable students to cross emphasis areas as their educational focus changes.

All students in Communication Arts take a core mix of classes that will enable them to change their education focus to the Mass Communication program within the Department of Communications. Other emphasis areas such as broadcast journalism, journalism, public relations/integrated communications, and radio-television & interactive media are now part of the newly created BA/BS in Mass Communication.

Supporting Documentation:

1. "Reasonable Extensions and Alterations of Existing Units and Programs of Instruction," Ala. Admin. Code (Commission on Higher Education), r. 300-2-1.06. Available upon request.
2. Written unpublished documentation provided by the institution. Available upon request.

INFORMATION ITEM F: Establishment of the Aerospace Engineering Consortium of Alabama

Staff Presenter: Mrs. Ellen E. Haulman
Director of Instruction and Special Projects

Staff Recommendation: For information only.

Background: Auburn University (AU), the University of Alabama (UA), and the University of Alabama in Huntsville (UAH) have submitted plans to the Commission for the establishment of the Aerospace Engineering Consortium of Alabama (ACA). The consortium will be a framework for the sharing of resources and coursework already in existence at the three institutions and will not grant academic credit independent of academic programs approved by the Commission. Therefore, the ACA does not require Commission approval.

According to information submitted by the ACA members, the mission of the consortium is to serve the aerospace industry and the state by producing a skilled, professional workforce through graduate level education and collaboration with industrial and government partners in performing cutting-edge research at a level that would not be possible through individual efforts of the three member institutions.

The goals of the ACA are:

1. Increase the national stature of the consortium institutions
2. Attract new aerospace industry to the state of Alabama
3. Develop state of the art research laboratories
4. Expand opportunities for collaborative research
5. Enhance the recruitment of graduate students
6. Increase the number of doctoral graduates in aerospace engineering
7. Increase external funding for research and education
8. Enhance graduate educational opportunities through distance learning
9. Streamline graduate course scheduling
10. Provide assistance to improve K-12 STEM education in the aerospace sciences, an effort that could be a national model.

All three institutions have existing instructional and research activities in aerospace engineering, although the focus of each is different.

- AU has long-standing baccalaureate, master's, and doctoral programs in Aerospace Engineering listed in the Academic Program Inventory. These are traditional aerospace engineering programs.

- UA has baccalaureate and master's programs in Aerospace Engineering listed in the Inventory. At the doctoral level, the discipline is offered as an option in the PhD in Engineering Science and Mechanics with a strong focus on the mechanics aspects.
- At UAH, an aerospace systems engineering focus is available in the PhD in Mechanical Engineering.

To facilitate the activities of the ACA, the member institutions have recommended the following:

1. That the PhD in Engineering Science and Mechanics (CIP 14.1101) at UA be changed to Aerospace Engineering and Mechanics (CIP 14.0201). This change will align the program name with the department name and will not result in any changes to requirements, content, or objectives in the program. [*Please see "Changes to the Academic Program Inventory" in this packet.*]
2. The Commission's approval of the Master of Science and the Doctor of Philosophy in Aerospace Systems Engineering for UAH. [*Please see the related academic program decision items in this packet.*]

Supporting Documentation:

1. "Reasonable Extensions and Alterations of Existing Units and Programs of Instruction," Ala. Admin. Code (Commission on Higher Education), r. 300-2-1.06. Available upon request.
2. Written unpublished documentation provided by the ACA institutions. Available upon request.

- INFORMATION ITEM G: The University of Montevallo, Addition of Class A Teaching Certificates in Collaborative Teacher and Hearing Impaired to the MEd in Elementary Education, CIP 13.1202, and the MEd in Secondary Education, CIP 13.1205
- Staff Presenter: Mrs. Ellen E. Haulman
Director of Instruction and Special Projects
- Staff Recommendation: For information only.
- Background: The University of Montevallo (UM) has notified the Commission that it has received approval from the State Department of Education (SDE) to offer Class A teaching certificates in Collaborative Teacher and Hearing Impaired. The certificate completions for Collaborative Teacher will be reported at CIP 13.1202, the Master of Education (MEd) in Elementary Education, and at CIP 13.1205, the MEd in Secondary Education. The completions for Hearing Impaired will be reported in the MEd in Secondary Education, CIP 13.1205.
- The certificate curricula will build on the foundation of the existing academic programs and will allow UM to prepare more teachers in areas of critical need in central Alabama.
- According to the Commission's operational definitions, new teacher certification programs are exempt from Commission review and approval but are required to be submitted to the Commission as information items. No entry will be added to the Commission's Academic Program Inventory as a result of the SDE approval of this new teacher education certificate. If a certification approved by SDE requires the addition of a new degree program, which will be added to the Commission's Inventory and identified in the institution's catalog or other publications, Commission review and approval as a new academic program is required.
- Supporting Documentation:
1. "Reasonable Extensions and Alterations of Existing Units and Programs of Instruction," Ala. Admin. Code (Commission on Higher Education), r. 300-2-1.06. Available upon request.
 2. Written unpublished documentation provided by the institution. Available upon request.

<u>INFORMATION ITEM H:</u>	<u>Changes to the Academic Program Inventory</u>
<u>Staff Presenter:</u>	Mrs. Ellen Haulman Director of Instruction and Special Projects
<u>Staff Recommendation:</u>	For information only.
<u>Background:</u>	According to the Commission's definitions relating to program review (Alabama Administrative Code, Chapter 300-2-1, Review of Programs & Other Units of Instruction), additions and certain extensions or alterations of units and programs of instruction must be submitted as information items not requiring Commission approval. Examples of information items, according to the operational definitions, include: 1) changes in program titles or CIP codes or degree nomenclatures at the same level (except doctoral) provided no changes in program requirements, content, or objectives are made, and provided the new nomenclature replaces the current designation; 2) programs placed on inactive status or deleted from the Academic Program Inventory; 3) change in award for completion from Diploma to Associate in Applied Technology in technical colleges provided certain conditions are met; 4) change in award for completion from Associate in Applied Technology to Associate in Applied Science in technical colleges provided certain conditions are met; and 5) change in award for completion from Diploma and/or Certificate to Associate in Applied Science in community colleges.
<u>Supporting Documentation:</u>	<ol style="list-style-type: none">1. Academic Program Inventory. Available on the Commission's Website: www.ache.alabama.gov2. "Reasonable Extensions and Alterations of Existing Units and Programs of Instruction," Ala. Admin. Code (Commission on Higher Education), r. 300-2-1.06. Available upon request.3. Written unpublished documentation provided by the institutions. Available upon request.

A. Program Inventory Deletions

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

Jacksonville State University	13.1001	Special Education, BSEd*
	13.1210	Early Childhood Education, BSEd*
		*The Alabama Department of Education has approved that the teacher certifications associated with these programs be offered in combination with Elementary Education. Consequently, the certifications will be reported under the existing academic program at CIP 13.1202, Elementary Education, BSEd.

Lurleen B. Wallace Community College	46.0302	Electrical Technology, AAT**
	47.0103	Communications Electronics, AAT**
		** Expired inactive program.

The University of Alabama	52.0201	Management, MSC**
	52.0601	Economics, MSC**
	52.0801	Banking and Finance, MSC**
	52.1401	Marketing, MSC**
		** Expired inactive program.

The University of Alabama at Birmingham	51.1002	Cytotechnology, BS
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B. Changes in CIP Codes, Program Titles, or Degree Nomenclature

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

Jefferson State Community College	52.0104 <u>52.0204</u>	Business/Commerce, General Office Management and Supervision, AAS
Shelton State Community College	52.0104 <u>52.0204</u>	Business/Commerce, General Office Management and Supervision, AAS
Southern Union State Community College	52.0104 <u>52.0204</u>	Business/Commerce, General Office Management and Supervision, AAS, Certificate

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Wallace Community College (Hanceville)	52.0104 <u>52.0204</u>	Business/Commerce, General Office Management and Supervision, AAS
Auburn University	13.1099	Rehabilitation Services <u>and Disability Studies</u> , BS
	13.1099	Rehabilitation Services <u>Counseling</u> , MS, MEd
The University of Alabama	44.1104 <u>14.0201</u>	Engineering Science Aerospace Engineering and Mechanics, PhD
The University of Alabama in Huntsville	52.1201	Management Information Systems, MSMIS [Master of Science in Management Information Systems]
The University of North Alabama	13.0401	Education Administration <u>Instructional Leadership</u> , MAEd

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

C. Programs Placed on Inactive Status

In accordance with Commission policy, the following program inventory entry is placed on inactive status as of March 11, 2011. The institution may reinstate this program to active status within five years of March 11, 2011, without submitting a program proposal for approval. However, the institution will inform the Commission of program reinstatement by information item that provides evidence of adequate resources and student demand to reactivate the program. If the program has not been reinstated within five years after being placed on inactive status, it will be removed from the Commission's Academic Program Inventory. If an institution wishes to offer a program that has been deleted from the inventory based on its inactive status, a new program proposal must be submitted for Commission review and action.

Jefferson State Community College	CIP 01.0101	Agriculture, AAS
	CIP 10.0202	Radio & TV Broadcasting, AAS

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

Staff Presenter: Ms. Margaret Pearson
Academic Program Review Analyst

Staff Recommendation: For information only.

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

In accordance with these guidelines, the following institutions have sent notification regarding the non-degree programs indicated:

Auburn University

Graduate Certificate in Global Hospitality and Retailing (CIP 52.0901)

The new graduate certificate will require a total of 18 credit hours. This certificate draws upon courses that are currently in the institution's inventory of courses, as well as others that have been revised and/or proposed to support this certificate program. Auburn University's College of Human Sciences intends for this certificate to support the related programs at the master's level, as well as to provide a stand-alone certificate.

Graduate Certificate in Rehabilitation Leadership and Management (CIP 13.0401)

The new graduate certificate will consist of 21 credit hours to complete. Courses currently offered in the institution's inventory of courses will support the proposed certificate program. Auburn University's College of Education intends for this certificate to offer their rehabilitation students the opportunity for additional specialization.

Graduate Certificate in Occupational Safety and Ergonomics (CIP 14.3501)

The new graduate certificate will require a total of 15 credit hours. The Department of Industrial and Systems Engineering intends for this certificate to support existing graduate programs (MS and PhD) by offering their students the opportunity for additional specialization.

The University of Alabama

Graduate Certificate in Tax Law (CIP 22.0299)

The proposed certificate consists of 12 hours of coursework taken from the existing master's program in tax law. This graduate certificate is being offered to meet the needs of certified public accountants who have expressed interest in enrolling in tax courses.

The University of North Alabama

Post Baccalaureate Certificate in Project Management (CIP 52.0211)

The proposed certificate requires 12 hours of graduate credit, two non-credit software tools courses, and a non-credit assessment course or activity. Courses will focus on the application of project management methodology to the business disciplines of management and computer information systems within public and private sector organizations. This graduate certificate is designed for professionals wishing to increase their job skills through the knowledge of formal project management methodology as demonstrated through a mastery of the Project Management Institute's Project Management Body of Knowledge (PMBOK).

Supporting Documentation:

1. "Reasonable Extensions and Alterations of Existing Units and Programs of Instruction," Ala. Admin. Code (Commission on Higher Education), r. 300-2-1-.06. Available upon request.
2. Written unpublished documentation provided by the institution. Available upon request.

INFORMATION ITEM J: Implementation of Distance Education Programs

Staff Presenter: Ms. Margaret Pearson
Academic Program Review Analyst

Staff Recommendation: For information only.

Background: Commission policy states that academic programs approved by the Commission do not require additional approval to be configured and offered as distance education programs. However, institutions preparing to offer existing programs as distance education offerings must report this intent to the Commission prior to implementation.

In compliance with the Commission's policy on distance education, the following institution has reported plans to implement the distance education programs listed.

The University of Montevallo:

Elementary Education, MEd - CIP 13.1202

Secondary Education, MEd – CIP 13.1205

Teacher Leadership, EdS – CIP 13.0101

Supporting Documentation:

1. "Policy on Distance Education," Ala. Admin Code (Commission on Higher Education), r. 300-2-3-.04. Available upon request.
2. Written unpublished documentation provided by the institutions. Available upon request.

INFORMATION ITEM K: Implementation of New Certificate Programs (Less than or Equal to 29 Semester Hours)

Staff Presenter: Ms. Margaret Pearson
Academic Program Review Analyst

Staff Recommendation: For information only.

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

Bevill State Community College

<u>Field of Study</u>	<u>CIP Code</u>
Renewable Energy Training	41.0399
Graphic Communications	10.0399

Lurleen B. Wallace Community College

<u>Field of Study</u>	<u>CIP Code</u>
Vascular Technology	51.0910

Shelton State Community College

<u>Field of Study</u>	<u>CIP Code</u>
Music History, Literature and Theory	50.0902

Trenholm State Technical College

<u>Field of Study</u>	<u>CIP Code</u>
Radio & Television Broadcasting Technology	10.0202

Wallace State Community College (Hanceville)

<u>Field of Study</u>	<u>CIP Code</u>
Horticulture Technician	01.0301
Simulation Modeling Technician	50.0401

Commission policy requires that new short certificates be presented to the Commission by information item. Such certificates are not listed in the Commission's Academic Program Inventory since they do not require Commission review and approval.

Supporting Documentation:

1. "Reasonable Extensions and Alterations of Existing Units and Programs of Instruction," Ala. Admin. Code (Commission on Higher Education), r. 300-2-1-.06. Available upon request.

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

<u>INFORMATION ITEM L:</u>	<u>Summary of Post-Implementation Reports</u>
<u>Staff Presenter:</u>	Mrs. Ellen E. Haulman Director of Instruction and Special Projects
<u>Staff Recommendation:</u>	That the Commission receive the post-implementation reports submitted by the institutions listed below.
<u>Background:</u>	<p>The post-implementation reports summarized were submitted in 2010.</p> <p>Programs That Met Post-Implementation Conditions:</p> <ul style="list-style-type: none">• Troy University, Music, BA/BS, CIP 50.0901• The University of Alabama at Birmingham, Physician Assistant Studies, MSPAS, CIP 51.0912• The University of South Alabama, Bachelor of Social Work (BSW) in Social Work, CIP 44.0701 <p>Programs That Did Not Meet Post-Implementation Conditions:</p> <ul style="list-style-type: none">• Central Alabama Community College, Associate in Applied Science in Manufacturing Technology (CIP 15.06013) [<i>See the request for post-implementation amendment in this packet</i>]
<u>Supporting Documentation:</u>	<ol style="list-style-type: none">1. Unpublished post-implementation reports submitted by the institutions. Available upon request.2. "Summary of 2009 Reports on Post-Implementation Conditions," attached.

**Summary of Reports on Post-Implementation Conditions
[Listed by Institution]**

2010 Reports

Central Alabama Community College

Not Meeting Conditions

Program: Manufacturing Technology, AAS and Certificate, CIP 15.0613

Approved by the Commission: June 24, 2005

Proposed Implementation Date: August 2005

Actual Implementation Date: August 2005

Post-Implementation Conditions:

- 1) That the annual average new enrollment (headcount) for the program for Academic Years 2005-06 to 2009-10 will be at least 28, based on the proposal.
- 2) That the annual average number of graduates for the Academic Years 2006-07 through 2009-10 will be at least 12, based on the proposal.
- 3) That a follow-up survey be conducted after the first five years that will show at least 75 percent of the graduates were successful in acquiring related employment.
- 4) That information regarding an overall assessment of the program be provided, particularly as related to objectives and assessment measures stated in the proposal

Manufacturing Tech, AAS, CIP 15.0613	New Enrollment Headcount	Graduates	Percentage of Graduates Employed in Field
Required	28	12	75%
Reported	29	6	94%

Condition 4: The report provided a detailed analysis of the program's progress, including objectives and assessment.

CEN has undergone extensive administrative changes that have had a negative impact on the program. The current administration has concluded that the initial projections for graduates were too high and has requested that these be adjusted to an average of 8.

See the request for post-implementation amendment in this packet

Troy University

Meeting Conditions:

Program: Music, BA/BS, CIP 50.0901

Approved by the Commission: September 24, 2004

Proposed Implementation Date: January 2005

Actual Implementation Date: January 2005 (on schedule)

Post-Implementation Conditions:

- 1) That the annual average headcount enrollment for the first five years will be at least 15, based on the proposal.
- 2) That the annual average number of graduates for the Academic Years 2005-06 through 2009-10 will be at least 10, based on the proposal.
- 3) That a follow-up survey will be conducted after the first five years that will show that at least 75 percent of the graduates were successful in acquiring related employment.
- 4) That information regarding an overall assessment of the program be provided, particularly as related to objectives and assessment measures stated in the proposal.

Music, BA/BS, CIP 50.0901	Headcount Enrollment	Graduates	Percentage of Graduates Employed in Field
Required	15	10	75%
Reported	80	17	76%

Condition 2: The data submitted included teacher certification tracks and the general music track. Students in the music teacher education program are required to complete the requirements in the music program, as well as the required teacher education coursework.

The University of Alabama at Birmingham

Meeting Conditions:

Program: Physician Assistant Studies, MSPAS, CIP 51.0912

Approved by the Commission: June 24, 2005

Proposed Implementation Date: August 2005

Actual Implementation Date: August 2005 (on schedule)

Post-Implementation Conditions:

- 1) That the annual average new enrollment headcount for the five years will be least 35 based on the proposal.
- 2) That the annual average number of graduates for the Academic Years 2005-06 through 2009-10 will be at least 29 based on the proposal.
- 3) That a follow-up survey be conducted after the first five years that will show at least 75 percent of the graduates were successful in acquiring related employment.
- 4) That information be provided regarding the passage rate for graduates taking the related licensure test, the Physician Assistant National Certification Exam (PANCE).
- 5) That information regarding an overall assessment of the program be provided, particularly as related to objectives and assessment measures stated in the proposal.

Physician Assistant Studies, MSPAS, CIP 51.0912	Average Enrollment for the First Five Years	Average Number of Graduates, Beginning 2007-08*	Percentage of Graduates Employed in Field
Required	35	30	75%
Reported	35	31	92%

Condition 2: *The first year of the awarding of the master's degree was Academic Year 2007-08. Prior to that year, completions were at the baccalaureate level.

Condition 4: Passage rate on the Physician Assistant National Certification Exam: 99 percent (the national average is 94 percent).

The report included a detailed assessment of the progress of the program. Since the elevation of the Physician's Assistant program to the master's level, there have been dramatic improvements in the passage rate of graduates on the certifying exam, as well as in content and task area of the exam. The hiring of experienced medical faculty and the associate medical director was largely responsible for improvement in the program. The report, submitted in September 2010, stated that 46 new students enrolled in the fall and that 42 students were expected to graduate in December 2010.

Graduates of the program work in clinical and emergency medical settings; however, an increasing number are finding employment in primary care fields, such as family medicine, internal medicine, and pediatrics.

The University of South Alabama

Meeting Conditions

Program: Social Work, BSW, CIP 44.0701

Approved by the Commission: May 18, 2001

Proposed Implementation Date: Fall 2001

Actual Implementation Date: Implemented in 2003 (delayed), but because of changes in accreditation requirements, USA had to suspend implementation until 2005.

Post-Implementation Conditions:

- 1) That the annual average full-time equivalent (FTE) for the program for the first five years will be at least 28.
- 2) That the annual average number of graduates for the Academic Years 2007-08 through 2009-10 [three-year average] will be at least 9.
- 3) That a follow-up survey be conducted after the first five years that will show at least 75 percent of the graduates were successful in acquiring related employment or were admitted to graduate or professional schools.
- 4) Licensure by the Alabama Social Workers Examiners Board requires that candidates graduate from an accredited BSW program and pass the Association of Social Workers Board's (ASWB) Basic Examination. Documentation must show that at 75 percent of the graduates who take this examination pass it on the first attempt. This is consistent with the state average pass rate in 2000.
- 5) That information regarding an overall assessment of the program be provided, particularly as related to objectives and assessment measures stated in the proposal

Social Work, BSW, CIP 44.0701	Full Time Equivalent	Graduates	Percentage of Graduates Employed in Field
Required	28	9	75%
Reported	68	10	100%

Condition 1: The average reported is for students who enrolled in the pre-professional social work part of the program, which includes twelve hours of social work courses. After satisfying these requirements, students are admitted to the upper-division courses. Twenty-one students entered the upper-division portion in August 2010.

Condition 3: Graduates are working in the field or are in graduate school.

Condition 4: Pass rate on the first attempt for the Licensed Social Worker examination: 89 percent.

Condition 5: The report provided a detailed analysis of the program's progress, including objectives and assessment.

Initial implementation of the program was suspended because of revised requirements by the accrediting agency (the Council on Social Work Accreditation). The program has

been established and has healthy enrollment and completions. Fourteen students are expected to graduate in academic year 2010-11.

Institutions of Higher Education

