COMMISSION MEETING
December 7, 2012
10:00 a.m.
Alabama Commission on Higher Education
Committee Structure

Executive Committee

Jeff Coleman, Chair
Drew Linn, Vice-chair
Sydney Raine
Larry Hughes

Instructional Affairs Committee

Sydney Raine, Chair
Karen Calametti
Drew Linn
William Powell
Patricia McGriff
Charles Sanders

Finance Committee

Larry Hughes, Chair
Charles Ball
Philip Dotts
Darius Foster
Missy Smith
I. Call to Order

II. Roll Call of Members and Determination of Quorum

III. Approval of Agenda

IV. Consideration of Minutes of September 14, 2012

V. Chairman’s Report

VI. Executive Director’s Report

VII. Discussion Items
   A. Annual Report: Alabama Experimental Program to Stimulate Competitive Research
      Guest Presenter: Dr. Chris Lawson, Executive Director, EPSCoR
   B. Annual Report: U.S. Department of Education No Child Left Behind (NCLB) Title II
      (P.L. 107-110) FY 2011-2012/Announcement of Competitive Grant Awards 2012-2013
      Guest Presenters: Ms. Joan Dawson and Ms. Beverly Radford, Project Co-Directors
      UAB “Alabama Hands-On Activity Science Program (ALAHASP)”
   C. Annual Report: Alabama Articulation & General Studies Committee
      Guest Presenters: Dr. Kandis Steele, Chair-AGSC, Department of Postsecondary Education
      Dr. William Meehan, President, Jacksonville State University
   D. Annual Report: Non-Resident Institutional Review Activities for Calendar Year 2012
      Staff Presenter: Dr. Elizabeth C. French
      Staff Presenter: Margaret Gunter

VIII. Decision Items
   A. Executive Budget Request for FY 2013-2014
      Staff Presenter: Veronica Harris
   B. Consolidated Budget Recommendation for FY 2013-2014
      Staff Presenter: Susan Cagle
      Staff Presenter: Susan Cagle

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6. University of South Alabama, Master of Music (MM) in Music (CIP 50.0901) ................................................................. 168
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X. Adjournment
I. Call to Order

The Alabama Commission on Higher Education met in regular session on Friday, September 14, 2012 in the Public Service Commission Hearing Room, RSA Union Building, Montgomery, Alabama. Commissioner Coleman called the meeting to order at 10:00 a.m.

Commissioner Coleman welcomed presidents, institutional representatives, and guests.

II. Roll Call of Members and Determination of Quorum

Members present: Jeff Coleman, Charles Ball, Darius Foster, William Powell, Karen Calametti, Philip Dotts, Charles Sanders, Andrew Linn, Patricia McGriff and Larry Hughes. A quorum was determined by voice roll call of members present.

III. Approval of Agenda

RESOLVED: Commissioner Ball moved for approval of the agenda. Commissioner Powell seconded. Motion carried. The agenda was approved.

IV. Consideration of Minutes of June 8, 2012

RESOLVED: Commissioner Calametti moved for approval of the June 8, 2012 minutes. Commissioner Linn seconded. Motion carried.

V. Chairman’s Report

Commissioner Coleman began by stating that he has served on the Commission since 2006 and had the distinct honor and privilege of serving with J.R. Brooks, Tom Davis, and Steve Shaw. He stated that the economic impact of higher education in Alabama and the work of the Commission for the development of workforce is very important. He is excited about the challenge ahead and leading the Commission forward.

He cited, “service above self,” as the rotary club motto he will embrace as Chairman of the Commission. In upholding the mission of the Commission, Commissioner Coleman stated that one of the key initiatives he will challenge and lead the Commission on will be a PK-20 system. He believes that it is very important to work together in the system on how to educate Alabama citizens and others who want to come into the state.

Commissioner Coleman then quoted a daily devotional used by Paul “Bear” Bryant, former coach of the University of Alabama football team, “This is the beginning of a new day. God has given me this day to use as I will. I can waste it or use it for good. What I do today is very important because I am exchanging one day of my life for it. When tomorrow comes, this day will be gone forever leaving something in its place that I have traded for it. I want it to be gain not a loss. Good not evil. Success not failure in order that I shall not forget the price I paid for it”. Paul Bear Bryant.
He then welcomed the newly appointed Commissioner Mr. Charles Sanders from Jasper, Alabama.

The following committee assignments were made: Finance committee chair- Commissioner Larry Hughes. Instructional Affairs committee chair – Commissioner Sydney Raine.

He reported that he visited the University of Alabama in Huntsville (UAH), along with several other Commissioners, and thanked Dr. Altenkirch and the UAH staff for the tour and their hospitality. He announced that the Commission will be capitalizing on more opportunities to visit the colleges and universities in the state in an effort to understand the missions of each institution and how they fit into the overall plan of the state’s higher education system.

Commissioner Coleman then announced that he and his daughter went through an orientation at Auburn University (AU) that was excellent. The process and experience was well done and his daughter is now a freshman at AU.

He thanked Dr. Fitch for the chairmanship orientation he received in August. He stated that the orientation was very educational and rewarding and he appreciated Dr. Fitch’s leadership in service as well.

He closed his report by thanking the institutions and expressing his appreciation for the opportunities that exist for the citizens of Alabama. He encouraged the Commissioners and the institutions to remain focused on the mission of educating Alabamians to enter the workforce and change the world.

VI. Executive Director’s Report

Dr. Fitch reiterated the mantra of the Commission: Accessibility, Affordability, and Coordination. He informed the Commission that there are two challenges that emerge regarding accessibility and affordability for the two-year and four-year schools.

One is the challenge of accessibility. Our two-year and four-year institutions are in direct competition with an increasing number of non-resident institutions offering on-line courses and programs to residents of Alabama. This activity has escalated significantly during the past five years and will continue to do so, based on the more than 550 files the Commission currently maintains for out-of-state institutions who have made inquiry as to the process for compliance with Alabama regulations.

The second challenge is that of affordability. According to an opinion issued by the Attorney General, Alabama institutions are required to charge tuition that is two times higher than in-state tuition for courses/programs offered to non-resident students. The Commission and the institutions working with the Council of Presidents may need to address tuition requirements for in-state and out-of-state students.

Also as part of coordination and affordability efforts, Dr. Fitch announced that the Commission has submitted an RFP to do a Pell Grant study. Four components of the Pell Grant requirements have changed and will be addressed in the study: 1) elimination of ability-to-benefit students; 2) changes to income levels for zero Expected Family Income.
Contribution (EFC); 3) elimination of students receiving 10% of the maximum award; and 4) reduction in the maximum number of semesters. The Commission will provide information regarding the status of the study as soon as possible.

VIII. Decision Items

A. Fiscal Year 2012-13 Operations Plan

Ms. Veronica Harris presented the staff recommendation to the Commission with a recommendation for approval.

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

Commissioner Coleman commented that due to ACHE’s efficiency in the management of funds, the legislature added five new agencies to the Commission’s line items.

Dr. Fitch explained that ACHE requires the agencies to sign a Memorandum of Understanding in addition to submitting an annual report and a report of expenditures.

B. Approval of 2013 Meeting Schedule

Mr. Tim Vick presented the staff recommendation to the Commission with a recommendation for approval.

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

The 2013 meeting schedule of the Commission will be:

March 15, 2013  September 13, 2013
June 14, 2013  December 6, 2013

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

1. Calhoun Community College, Associate in Applied Science and Certificate in Surgical Technology (CIP 51.0909)

Ms. Margaret Pearson presented the staff recommendation to the Commission with a recommendation for approval.

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

2. Alabama A&M University, Bachelor of Music in Music (CIP 50.0901)

Ms. Margaret Pearson presented the staff recommendation to the Commission with a recommendation for approval.
RESOLVED: Commissioner Foster moved that the Commission accept the staff recommendation for approval. Linn seconded. Motion carried.

3. University of Alabama in Huntsville, Bachelor of Science in Economics and Computational Analysis (CIP 52.0601)

Ms. Margaret Pearson presented the staff recommendation to the Commission with a recommendation for approval.

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

4. University of West Alabama, Bachelor of Business Administration in Finance (CIP 52.0801)

Ms. Margaret Pearson presented the staff recommendation to the Commission with a recommendation for approval.

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

5. Auburn University, Bachelor of Music in Music (CIP 50.0901)

Ms. Margaret Pearson presented the staff recommendation to the Commission with a recommendation for approval.

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

6. University of Alabama in Huntsville, Master of Education in Differentiated Instruction (CIP 13.1206)

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

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

D. Extensions/Alterations of Existing Programs and Units of Instruction \(\text{(Policies and Procedures Manual, Tab 6, Guidelines for Review of Extensions & Alterations of Existing Programs)}\)

1. Auburn University, Addition of a Concentration in Photography to the Existing BFA in Fine Arts (CIP 50.0702)

Ms. Margaret Pearson presented the staff recommendation to the Commission with a recommendation for approval.

RESOLVED: Commissioner Powell moved that the Commission accept the staff recommendation for approval. Dotts seconded. Motion carried.
2. Enterprise State Community College, Addition of an Option in Administrative Assistant/Office Management to the Existing AAS in Office Administration (CIP 52.0401)

Ms. Margaret Pearson presented the staff recommendation to the Commission with a recommendation for approval.

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


Ms. Margaret Pearson presented the staff recommendation to the Commission with a recommendation for approval.

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

4. University of North Alabama, Establishment of University College

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

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

5. Troy University, Alteration of the BA/BS in Sport and Fitness Management (Troy) (CIP 31.0504)

Ms. Margaret Pearson presented the staff recommendation to the Commission with a recommendation for approval.

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

6. University of North Alabama, Addition of Two Concentrations to the Existing MS in Health and Human Performance (CIP 31.9999)

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

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

7. Auburn University, Alteration of the BS in Plant Sciences (CIP 01.1199)

Ms. Ellen Haulman presented the staff recommendation to the Commission with a recommendation for approval.
RESOLVED: Commissioner Linn moved that the Commission accept the staff recommendation for approval. Hughes seconded. Motion carried.

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

1. University of Alabama at Birmingham, New Off-Campus Site: Enterprise City Schools Board of Education

Ms. Margaret Pearson presented the staff recommendation to the Commission with a recommendation for approval.

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

2. University of Alabama at Birmingham, New Off-Campus-Site: Etowah County Board of Education

Ms. Margaret Pearson presented the staff recommendation to the Commission with a recommendation for approval.

RESOLVED: Commissioner Foster moved that the Commission accept the staff recommendation for approval. McGriff seconded. Motion carried.

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

Ms. Margaret Pearson presented the staff recommendation to the Commission with a recommendation for approval.

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

4. University of Alabama at Birmingham, Restructuring of the School of Dentistry

Ms. Margaret Pearson presented the staff recommendation to the Commission with a recommendation for approval.

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

F. Public Drawing to Determine the Order of Payment of Alabama Student Grant Program (ASGP) Funds for the 2012-2013 Academic Year

Ms. Cheryl Newton, Grants Coordinator, conducted a public drawing to determine the order of grants to be disbursed to fourteen (14) participating institutions. Commissioners Foster and McGriff assisted in drawing the institutional names. The grants will be disbursed in the following order:

1. Huntingdon College
2. U.S. Sports Academy
3. Ambridge University
4. Judson College
5. Birmingham Southern
6. Faulkner University
7. Miles College
8. Stillman College
9. Samford University
10. Oakwood University
11. South University
12. University of Mobile
13. Spring Hill College
14. Concordia College

VIII. Information Items

RESOLVED: Commissioner Hughes moved to accept Information Items A through P. Commissioner Linn seconded. Motion carried.

A. Auburn University, Change in the Name in the Department of Consumer Affairs to the Department of Consumer and Design Sciences

B. Jacksonville State University, Establishment of the Tick-Borne Disease Ecology Research Center

C. Jacksonville State University, Establishment of the Center for Mountain Longleaf Pine Ecosystems

D. Athens State University, Establishment of a Separate Board of Trustees

E. University of Alabama at Birmingham, Establishment of the Center for Structural Biology

F. University of North Alabama, Change in the Name of the Department of Sociology to the Department of Sociology and Family Studies

G. Reid State Technical College, Relocation of an Off-Campus Program (Licensed Practical Nursing, Diploma) to the Reid State Technical College Atmore Site (CIP 51.3901)

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

I. University of South Alabama, Implementation of Non-Degree Programs at a Senior Institution

J. Implementation of Distance Education Programs

K. Implementation of Approved Programs

L. Implementation of New Short Certificate Programs (Less than 30 Semester Hours)

M. Changes to the Academic Program Inventory

N. Summary of Post-Implementation Reports
O. Implementation of Non-Degree Programs at Senior Institutions

P. Distribution of 2012-2013 Alabama Student Assistance Program (ASAP) Funds

X. Adjournment

The meeting was adjourned at 10:55 a.m. The next meeting of the Commission is scheduled for December 7, 2012.

Jeff Coleman, Chairman

Sworn to and subscribed before me this the ___ day of _______ 2012.

______________________________
Gregory G. Fitch, Executive Director

Notary Public
University research is crucial for fostering economic development in Alabama. The Alabama EPSCoR (ALEPSCoR) program is dedicated to the advancement of economic development via scientific and engineering research through a collaborative effort among the State’s research universities. The focus of activities is designed to attract and retain distinguished scientists and researchers for Alabama; to develop new cutting-edge technologies, companies and opportunities; and to stimulate state competitiveness in medicine, biotechnology, engineering, mathematics and other applied sciences. These ALEPSCoR high technology development activities not only lead to future state jobs, but also provide current jobs by bringing in federal grant funding to ALEPSCoR researchers and students.

State EPSCoR Research Awards: Graduate Research Scholars Program

The Alabama Legislature continued funding for the Graduate Research Scholars Program (GRSP), which has supported more than 160 graduate students since 2006. Thirty students are currently funded this year. The goal of the GRSP is to attract high quality graduate students to Alabama’s research universities. Since its inception, exceptional graduate students have been selected competitively to receive awards in the amount of $25,000.

This next generation of GRSP research scholars is destined to become Alabama’s industrial and academic leaders of tomorrow. As of August 2012, a total of 30 M.S. degrees and 85 Ph.D. degrees have been awarded to 160 recipients of the awards.

Federal ALEPSCoR Research Awards: Return on State Investment

ALEPSCoR brings external funding into the state from several federal EPSCoR agencies associated with NSF, DOE, USDA, and NASA. In FY 2011, ALEPSCoR brought in over $18.6M of new federal grants into the state from these agencies, with $15.7M of federally funded research expenditures spent in 2011. Thus, Alabama’s investment in ALEPSCoR ($183K for administration and $1M for GRSP in FY 2011) has led to a federal return on state investment of 13 to 1 for ALEPSCoR over the last year.

This external federal research funding is summarized in subsequent sections, separated by federal agency.
National Science Foundation (NSF) EPSCoR

NSF/EPSCoR provided federal funding for ALEPSCoR programs through a Research Infrastructure Improvement (RII) grant, a continuation of two Cyberinfrastructure grants awarded in 2010, and EPSCoR Co-Funding, as described below:

NSF EPSCoR (RII-3). Alabama EPSCoR was awarded a $9M NSF Research Infrastructure Improvement Cooperative Agreement from September 1, 2011 to August 31, 2014 entitled, "Enhancing Alabama’s Research Capacity in Nano/Bio Science and Sensors." This award provides funding to ALEPSCoR research institutions across the state for developing Alabama high technology research capability. Those research institutions are: Alabama A&M University (AAMU), Auburn University (AU), Tuskegee University (TU), University of Alabama (UA), University of Alabama at Birmingham (UAB), University of Alabama in Huntsville (UAH), and the University of South Alabama (USA). The high technology research capabilities being developed are: (i) the Alabama Nanotechnology Materials Research Thrust (led by TU, with USA, AU, UAB, UA, AAMU) is developing new nanostructured materials with enhanced thermal, physical, mechanical, and biodegradable properties; (ii) the Environmental Cellular Signal Transduction Research Thrust (led by AU, with AAMU, TU, UAB) is developing model biosystems to facilitate the development of nanomaterials and nanoscale devices; (iii) the Optical Sensors and Spectroscopies Research Thrust (led by UAB, with UA and UAH) is developing new optical and molecular sensing technologies for applications in environmental monitoring, counter-terrorism, industrial process control, and medical diagnosis; (iv) the Interdisciplinary Discovery via Engineered Nanofabrication Research Thrust (led by AAMU, with UAB, UA, UAH, TU) is applying cutting-edge nanoengineering to develop molecular sensors, regimented nanomaterials and nanostructures with applications in chemical, biological, and thermo-electric devices.

NSF EPSCoR Co-funding. When a proposal is sent to a NSF directorate and found meritorious, opportunities within NSF exist for the project to be jointly funded by the specific NSF directorate and the NSF EPSCoR office. In 2011, new awards to Alabama researchers at the 7 Ph.D granting institutions as well at Alabama State University, Lawson State Community College, and Shelton State Community College resulted in $11.5M in new NSF Co-funded awards. In addition, two graduate students were awarded an EAPSI (East Asia and Pacific Summer Institute for U.S. Graduate Students) awards to become part of a cohort at an international location with a host scientist and a research project appropriate for the host site and duration of the international visit.
U.S. Department of Agriculture (USDA) EPSCoR
The USDA EPSCoR program is “designed to help institutions develop competitive research, education and extension/outreach programs in high priority areas of national need in agriculture, food, and environmental sciences.” In FY 2011, five new awards were brought into the state totaling $4M. Total federally funded research expenditures for USDA exceeded $2.3M in 2011. Current USDA awards will continue to provide revenue to the state until 2015.

National Aeronautics and Space Administration (NASA) EPSCoR
The Alabama NASA EPSCoR program provides funding for research in fields of interest to both NASA and the State of Alabama. In 2011, researchers continued work on three Cooperative Agreement Notices (CAN) awards and six Research Infrastructure Development (RID) awards which led to CY 2011 Alabama NASA EPSCoR federally funded expenditures of over $800K.

Department of Energy (DoE) EPSCoR
An Alabama DoE EPSCoR Implementation Grant was awarded in August 2009. These awards consist of a research program and a human resource development program. The Research Cluster is headquartered at AU and includes researchers at UA, USA, TU, and Auburn/Montgomery.

DoE EPSCoR State Laboratory Partnership Awards encourage collaborations between researchers at the seven research institutions and Federal Laboratory personnel. Alabama has three ongoing projects, two awarded in 2008, one awarded in 2009 and another in 2010. In FY 2011, Alabama DoE EPSCoR research expenditures from ongoing grants totaled $920K.

Environmental Protection Agency (EPA) EPSCoR
The federal EPA EPSCoR program was not funded by Congress in 2011.

National Institutes of Health (NIH) EPSCoR
Currently Alabama is ineligible for NIH IDeA (Institutional Development Award) funding, because of the very large amount of non-EPSCoR NIH funding that Alabama receives.

Department of Defense (DEPSCoR) EPSCoR
Currently Alabama is ineligible for DEPSCoR funding, because of the very large amount of non-EPSCoR Department of Defense funding that Alabama receives.
Background:
The ALEPSCoR is a family of competitive, merit-based programs supported by the State of Alabama and primarily funded by federal funds from NSF, NASA, DOE, and USDA. Each program represents a federal-state-industrial partnership formed to enhance the science and engineering research, education and technology capabilities of Alabama.

The ALEPSCoR Steering Committee is responsible for oversight of the fiscal and programmatic aspects of ALEPSCoR. Steering Committee Members include the Vice Presidents for Research from the seven Ph.D. granting research institutions (AAMU, AU, TU, UA, UAB, UAH, and USA), as well as, a representative from the Alabama Commission on Higher Education.

The Chair of the ALEPSCoR Steering Committee is Dr. John Mason, Auburn University Vice President for Research. Dr. Christopher Lawson, Professor of Physics at the University of Alabama at Birmingham has been Executive Director of the Alabama EPSCoR since September 2010. The Executive Director is responsible for overall program supervision and coordination of all EPSCoR activities within the state, under the supervision of the ALEPSCoR Steering Committee.

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

Supporting Documentation:
Annual Report to the Alabama Commission on Higher Education. To be distributed.

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

Staff Recommendation: For discussion only.

Collaboration. All ACHE-funded projects met the federal partnership requirements, including each institution's school/department of education, the arts and sciences division, and at least one high-need local school district. One project also included a non-profit teacher training organization as a partner.

Access. During the past year an estimated 555 teachers, 55 administrators, and 4 para-professionals representing 61 public school districts and 12 private schools participated in one or more of the 9 federally-funded projects (FY 2011-2012). More than 67,000 students were directly impacted by these participating teachers.

As required by NCLB legislation to serve high need school districts and to assure that this program reaches all regions of the state, ACHE identified 80 districts as “high need” and required all projects approved for funding to serve one or more of these school districts. All nine funded projects met that requirement and were also able to serve other districts not identified as “high need.” About 500 of the participating teachers serve 37 public school districts identified as “high need.”

Quality. Proposals accepted for the “Improving Teacher Quality: Mastery of Content” competition were designed to meet the performance objectives of the legislation, specifically that all teachers of core academic subjects be “highly qualified.” Six of the 9 projects (%) exceeded 40 total hours of content instruction, including 3 projects that exceeded 80 hours. All projects had formal professional development activities extended from 1 to 18 months, with an average of 10.4 months of project activities.

Recognition of this program occurred in broadcast and print news articles published, such as the WBRC in Birmingham and the Birmingham News on the University of Alabama at Birmingham’s “ALAHASP” project and the Anniston Star and the Sand Mountain Report on the “IMPACTSEED” project at Snead State Community College. In addition, two projects are directly aligned with the statewide Alabama State Department of Education (ALSDE) initiative for AMSTI (Alabama Math, Science, and Technology Initiative) with the “Lead Teacher Enhancement Project” at Athens State University and Jacksonville State University. Notable also is “Comprehensive Arts Education” at the University of South Alabama having received Alabama State Department of Education approval for its Alabama Institute for Education in the Arts (AIEA) component to provide Professional
Leadership Units to administrators whose requirements include completing the AIEA Summer Institute.

**Resources.** The U. S. Department of Education allocation to the Alabama Commission on Higher Education for FY 2011-2012 was $1,001,673, a slight decrease from the FY 2010-2011 award of $1,208,900. Ten (10) proposals were received from eight (8) institutions with a combined budget total of more than $2.2 million and project requests for federal funds of over $1.3 million. With an available balance from the previous year, 9 projects were funded for a total of $1,021,418.

In addition to federal funding, external funding was provided by the host institutions, school district partners, and others including the Montgomery Museum of Fine Art, Alabama Power Foundation, STC Carolina Biological Supply, the Daniel Foundation, and McWane Science Center among others. The estimated total funding and in-kind services leveraged from all external sources exceeded $900,000.

**FY 2012-2013:** The U. S. Department of Education allocation to the Alabama Commission on Higher Education for FY 2012-2013 is $1,009,752, a slight increase over the FY 2011-2012 award of $1,001,673. Eligible applicants were public and private institutions of higher education in partnership with Local Education Agencies (LEAs).

Requests for Proposals were circulated on July 3, 2012 to all Alabama institutions of higher education, both public and private. The deadline for receipt of proposals was September 17, 2012. The peer review panel met October 11-12, 2012. The panel based its recommendations for funding on need and merit of the projects proposed.

Thirteen (13) proposals were received from nine (9) public universities and one (1) community college with a combined budget total of $2,573,361 including external sources and total requests for ACHE NCLB funding of $1,791,704. A roster of approved programs will be distributed at the December 2012 meeting.

**Background:** The Alabama Commission on Higher Education (ACHE) administers the U. S. Department of Education competitive grant partnership program for higher education institutions (Title II of the Elementary and Secondary Education Act of 1965 (ESEA) as amended and enacted in 2001 as part of the No Child Left Behind Act (Public Law 107-110). The Title II program is the largest Federal program that supports professional development activities to improve teaching and learning. Under this program, funds are made available to state educational agencies (SEAs), local educational agencies (LEAs), state agencies for higher education (SAHEs), and institutions of higher education (IHEs) to support and help shape state and local professional development activities. The No Child Left Behind/Title II Program has a direct relationship to systemic reform and student achievement tied to challenging state content and performance standards.
Supporting Documentation: The RFP may be accessed through the *No Child Left Behind/Title II* link on the ACHE website at [http://www.ache.alabama.gov/NCLB/Index.htm](http://www.ache.alabama.gov/NCLB/Index.htm).

Roster of Approved Programs for FY2012-2013 to be distributed.
DISCUSSION ITEM C: Annual Report: Alabama Articulation and General Studies Committee (AGSC & STARS) 2011-2012

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

Staff Recommendation: For discussion only.

Background: The AGSC was established by Act 94-202 in March 1994. The primary goals of the legislation were: 1) To provide for a uniform articulation agreement among all institutions of higher education as well as a statewide general studies curriculum; 2) To provide for the computation of grade point averages of certain transferred students; 3) To specify that the Act would not impede the objectives of historically black institutions; 4) To provide for implementation conditioned on the participation of certain institutions; and 5) To specify certain reporting requirements. This legislation called for the Committee to: 1) Develop no later than September 1, 1998, a statewide freshman and sophomore-level general studies curriculum to be taken at all public colleges and universities; 2) Develop and adopt by September 1, 1999, a statewide articulation agreement for the freshman and sophomore years for the transfer of credit among all public institutions of higher education in Alabama; 3) Examine the need for a uniform course numbering system, course titles, and course descriptions; and 4) Resolve problems in the administration or interpretation of the articulation agreement of the general studies curriculum.

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

The membership of the AGSC is established by statute. Officers for 2012-2013 are: Dr. Kandis Steele, Director of Academic Programs, Department of Postsecondary Education (Chair); and Dr. John Schmidt, Senior Vice Chancellor for Advancement & External Affairs, Troy University (Vice Chair). The Executive Director of the Commission serves as an ex-officio member of the Committee. Dr. Keith Sessions, AGSC/STARS Executive Director (Troy State University) is responsible for the management and administration of the Statewide Transfer & Articulation Reporting System (STARS).

Supporting Documentation: AGSC/STARS Home Page: http://stars.troy.edu
AGSC/STARS Annual Report/Attached
http://stars.troy.edu/agsc/reports/reports.htm
DISCUSSION ITEM D:  Annual Report:  Non-Resident Institutional Review Activities for Calendar Year 2012

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

Non-Resident Institutions:  As of October 1, 2012, one hundred thirty-two (132) private, proprietary, and out-of-state public institutions licensed or exempted from licensure by the Alabama Department of Postsecondary Education (ADPE), were operating as foreign corporations in Alabama.  This is a 48% increase in non-resident schools over the previous year.  In addition to the 132 institutions approved for operation in Alabama, an inventory of more than 550 institutions identifies those with an expressed interest in operating in the state.  The exponential increase in the number of non-resident institutions operating in Alabama may be attributed to federal regulatory changes for higher education institutions which were implemented in October 2010, by the U. S. Department of Education (USDOE) as §600.9 State Authorization.  The purpose of the Program Integrity regulations was to improve integrity in the programs authorized under Title IV of the Higher Education Act of 1965, as amended (HEA) by amending the regulations for Institutional Eligibility under the HEA.  The program integrity issues focused on: 1) state authorization, 2) incentive compensation, and 3) misrepresentation.

The USDOE historically viewed the requirement for State authorization for entities to offer postsecondary education as minimal.  Essentially the regulations did not define or describe the statutory requirement that an institution be legally authorized in a State in which it was operating.  As a result the Department concluded that States have not provided adequate oversight, and thus Federal funds and students were at risk.  The current amendments change the State’s role for authorization from minimal to substantive, where the State is expected to take an active role in approving an institution and monitoring complaints from the public about its operations and responding appropriately.

Full-Scale Programmatic Reviews:  The Commission conducted full-scale programmatic reviews in accord with ACHE Procedures and Regulations for 94 institutions, a 51% increase over the past year.  Protocols mirrored the Commission’s programmatic review process for approval of new programs to be offered by public institutions, albeit without consideration of duplication of programs.  Regional or national accreditation did not eclipse the full-scale review process.

Of the 94 institutions subjected to full-scale programmatic review in 2012, 25 institutions were approved to offer degree or certificate programs at 41 locations in the state.  The remaining 69 institutions offered their programs of study online to Alabama residents.  In total, these 94 institutions offer more than 1747 programs of study.  (See attached Summary of Programs Approved by the Commission following Full-Scale Programmatic Review)  Nationally and internationally, a total of over 1,755,838 students are enrolled at these institutions.  The 25 institutions offering site based

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programs in Alabama report enrollment of more than 6,000. The 69 schools that restrict enrollment to online courses/programs, enroll an estimated 19,500 Alabama residents.

Waiver from Full-Scale Programmatic Review: In accord with ACHE protocols/practice, 38 institutions received grants of waiver from the requirements of the Commission’s full-scale programmatic review process: 22 institutions offered programs of less than 3 academic quarters/2 semesters in length; 7 institutions limited their activities in state to the recruitment of students by licensed agents, 4 institutions were incorporated in Alabama, 1 institution maintained a continuing education program, and 4 were approved for highly limited teach out programs.

Inventory of Non-Resident Private Degree and Non-Degree Granting Institutions: An inventory of non-resident institutions under the jurisdiction of the Commission is available on the Commission’s website at www.ache.alabama.gov.

Archival Records. The Commission maintains an inventory of more than 300 files of non-public institutions, both in state and out of state, including archival records of closed or inactive schools.

Background:

Alabama Private School License Act. Alabama is the only state within the United States where authority over private school licensure and programmatic review and approval of non-resident programs of higher education, postsecondary instruction, is divided between 2 state agencies, ADPE and the Commission. Under provisions of Ala. Code §16-46-1, et seq. (1975), the Alabama Private License School Act, as amended in 2004, responsibility for licensure of private institutions of higher education in Alabama, whether resident or non-resident, rests with ADPE.

Commission Statute. Concurrent with the Alabama Private School License Act, under provisions of Ala. Code §16-5-10 (14) (1975) no institution of postsecondary education located outside of Alabama may offer units or programs of instruction within Alabama without prior approval of the Commission. The Commission under its rulemaking authority establishes criteria for the approval of such institutions and programs.

Memorandum of Agreement. To facilitate the dual agency assignments of responsibility, a Memorandum of Agreement (MOA) between ADPE and the Commission provides for the integration of programmatic review of non-resident institution with the licensure process. The first MOA was executed in 1985, amended in 2002, and last amended in 2005.

Supporting Documentation:

1. Summary of Programs Approved by the Commission following Full-Scale Programmatic Review is attached.
2. ACT 2009-581, Alabama Legislature is available upon request.
3. Guidelines for Policy 720.01: Private School Licensure in Alabama published by ADPE is available upon request.
4. The Commission’s Inventory of Non-Resident Private Degree and Non-Degree Granting Institutions is available at the Non-Resident Institutional Review link on the Commission’s website at www.ache.alabama.gov.

5. Ala. Code, Section 16-5-10 (14) (1975) is available upon request.


7. Procedures, Application, and Regulations for the Review and Approval or Disapproval of Proposed Postsecondary Course Offerings in Alabama by Non-Alabama Institutions as amended for both Single Institutions and Multiple Public Institutions is available upon request or at the Non-Resident Institutional Review link on the Commission’s website at http://www.ache.alabama.gov/Nonresident/ApplReg.pdf.
## Alden March Bioethics Institute

- Parent Corporation: Albany Medical College
- Corporate Headquarters: Albany, NY
- Accreditation: MSC
- Instructional Delivery System: Online
- Total Enrollment: 800
- Alabama Enrollment: 0

## American InterContinental University

- Parent Corporation: Career Education Corporation
- Corporate Headquarters: Schaumburg, IL
- Accreditation: NCA
- Instructional Delivery System: Online
- Total Enrollment: 18,776
- Alabama Enrollment: 458

## American Public University System

- Parent Corporation: American Public Education, Inc.
- Corporate Headquarters: Charles Town, WV
- Accreditation: NCA
- Instructional Delivery System: Online
- Total Enrollment: 76,083
- Alabama Enrollment: 1,360

### Summary of Programs Approved by the Commission -- 2012 Update

- **Alden March Bioethics Institute**
  - Master of Science in Bioethics

- **American InterContinental University**
  - Associate of Arts in Business Administration
  - Bachelor of Business Administration
  - Bachelor of Fine Arts in Visual Communication
  - Bachelor of Information Technology
  - Bachelor of Science in Criminal Justice
  - Master of Business Administration
  - Master of Education
  - Master of Information Technology

- **American Public University System**
  - Associate of Arts in Accounting
  - Associate of Arts in Business Administration
  - Associate of Arts in Communication
  - Associate of Arts Counter-Terrorism Studies
  - Associate of Arts in Criminal Justice
  - Associate of Arts in Early Childhood Care and Education
  - Associate of Arts in General Studies
  - Associate of Arts in History
  - Associate of Arts in Hospitality
  - Associate of Arts in Management
  - Associate of Arts in Military History
  - Associate of Arts in Retail Management
  - Associate of Arts in Real Estate Studies

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*Summary of Programs Approved by the Commission - 2012 Update*
American Public University System continued

Associate of Arts in Weapons of Mass Destruction Preparedness
Associate of Science in Computer Applications
Associate of Science Paralegal Studies
Associate of Science Database Application Development
Associate of Science Explosive Ordnance Disposal
Associate of Science Fire Science
Associate of Science in Public Health
Associate of Science in Web Publishing
Bachelor of Arts in Child and Family Development
Bachelor of Arts in Criminal Justice
Bachelor of Arts in Emergency & Disaster Mgmt
  Bachelor of Arts in English
  Bachelor of Arts in General Studies
  Bachelor of Arts in History
  Bachelor of Arts in Homeland Security
Bachelor of Arts in Hospitality Management
Bachelor of Arts in Intelligence Studies
Bachelor of Arts in International Relations
  Bachelor of Arts in Management
  Bachelor of Arts in Marketing
Bachelor of Arts in Middle Eastern Studies
Bachelor of Arts in Military History
Bachelor of Arts in Military Management and Program Acquisition
Bachelor of Arts in Reverse Logistics
Bachelor of Arts in Philosophy
Bachelor of Arts in Political Science
Bachelor of Arts in Psychology
Bachelor of Arts in Religion
Bachelor of Arts in Retail Management

Summary of Programs Approved by the Commission 2012 Update
American Public University System continued

Bachelor of Arts in Security Management
Bachelor of Arts in Sociology
Bachelor of Arts in Transportation/Logistics Management
Bachelor of Business Administration
Bachelor of Science in Accounting
Bachelor of Science in Criminal Justice
Bachelor of Science in Environmental Studies
Bachelor of Science in Fire Science Management
Bachelor of Science in Information Technology
Bachelor of Science in Information Technology Mgmt
Bachelor of Science in Information Systems Security
Bachelor of Science in Legal Studies
Bachelor of Science in Nursing (RN-BSN)
Bachelor of Science in Public Health
Bachelor of Science in Space Studies
Bachelor of Science in Sports and Health Sciences
Master of Arts in Criminal Justice
Master of Arts in Emergency and Disaster Management
Master of Arts in History
Master of Arts in Homeland Security
Master of Arts in Humanities
Master of Arts in Intelligence Studies
Master of Arts in International Relations and Conflict Resolution
Master of Arts in Legal Studies
Master of Arts in Management
Master of Arts in Military History
Master of Arts in Military Studies
Master of Arts in National Security Studies
Master of Arts in Political Science
Master of Arts in Psychology

Summary of Programs Approved by the Commission
2012 Update
American Public University System continued

Master of Arts in Reverse Logistics
Master of Arts in Security Management
Master of Arts in Transportation and Logistics Management
Master of Business Administration
Master of Education in Administration and Supervision
Master of Education in Guidance and Counseling
Master of Education in Teaching
Master of Public Administration
Master of Public Health
Master of Science in Accounting
Master of Science in Environmental Policy and Management
Master of Science in Information Technology
Master of Science in Space Studies
Master of Science in Sports Management
Master of Science in Sports and Health Sciences

Undergraduate Certificates
Computer Systems and Networks
Corrections Management
Cybercrime Essentials
Enterprise Web Applications
Enterprise Web Applications Using .NET
Explosives Ordinance Disposal
Family Studies
Fire Science
Forensics
Hazardous Waste Management
Homeland Security
Human Resource Management
Infant and Toddler Care
Information Security Planning
Information Security Systems Essentials

Summary of Programs Approved by the Commission
2012 Update
American Public University System continued

IT Infrastructure Security
IT Project Management Essential
Instructional Design and Delivery
Intelligence Analysis
Internet Webmaster
Microsoft Access Database Applications
Microsoft Office Applications
Military Leadership Studies
Paralegal Studies
Real Estate Management
Retail Management
Security Management
Space Studies
Terrorism Studies
United Nations
Visual Basic Application Development
Visual Communications
Weapons of Mass Destruction Preparedness
Web 2.0
Web Publishing
Graduate Certificates
Air Warfare
American History
American Revolution
Ancient and Classical History
Asymmetrical Warfare
Athletic Administration
Civil War Studies
Competitive Intelligence
Criminal Justice
Cybercrime
Summary of Programs Approved by the Commission
2012 Update
American Public University System continued

- Digital Forensics
- Emergency and Disaster Management
- European History
- Homeland Security
- Information Assurance
- Information Systems Security
- IT Project Management
- Intelligence Analysis
- Intelligence Studies
- Joint Warfare
- Land Warfare
- Logistics Management
- National Security Studies
- Naval Warfare
- Object-Oriented Application Development
- Organizational Management
- Post-Baccalaureate Teacher Preparation
- Sports Management
- Strategic Leadership
- Security Management
- Space Studies
- Terrorism Studies
- World War II Studies

American Sentinel University

Parent Corporation: American Sentinel University
Corporate Headquarters: Aurora, CO
Accreditation: DETC
Instructional Delivery System: Online
Total Enrollment: 1,770
Alabama Enrollment: 21

Associate of Science in Geographic Information Systems
Bachelor of Science in Business Administration
Bachelor of Science in Computer Science/Software Development
Bachelor of Science in Information Systems
Bachelor of Science in Geographic Information Systems

Summary of Programs Approved by the Commission 2012 Update

American Sentinel University continued
Bachelor of Science in Information Systems Security
Bachelor of Science in Information Technology, Networking
   Bachelor of Science in Nursing (RN-BSN)
   Master of Business Administration
Master of Business Administration, Health Care
   Master of Science in Nursing (RN-MSN)
   Master of Science in Nursing
Master of Science in Business Intelligence
Master of Science in Computer Science
Master of Science in Information Systems
Doctor of Nursing Practice, Executive Leadership

Anthem College

Parent Corporation: Anthem Education Group
Corporate Headquarters: Phoenix, AZ
Accreditation: ACCSC
Instructional Delivery System: Online
Total Enrollment: 1,129
Alabama Enrollment: 19

Argosy University

Parent Corporation: Education Management Corp.
Corporate Headquarters: Pittsburgh, PA
Accreditation: NCA
Instructional Delivery System: Online
Total Enrollment: 12,182
Alabama Enrollment: 264

Bachelor of Arts in Liberal Arts
Bachelor of Arts in Psychology
Bachelor of Science in Business Administration
Bachelor of Science in Criminal Justice
Master of Arts in Education: Adult Education & Training
   Master of Arts in Education: Education Administration
   Master of Arts in Education: Education Leadership

Summary of Programs Approved by the Commission
2012 Update

Argosy University continued
Master of Arts in Education: Higher & Postsecondary Education
Master of Arts in Education: Teaching and Learning
Master of Arts in Forensic Psychology
Master of Arts in Industrial Organizational Psychology
Master of Arts in Sport Exercise Psychology
Master of Business Administration
Master of Public Administration
Master of Public Health
Master of Science in Health Services Management
Master of Science in Human Resource Management
Master of Science in Non Profit Management
Master of Science in Organizational Leadership
Master of Science in Service Sector Management
Doctor of Business Administration
Doctor of Education in Counseling Psychology
Doctor of Education in Education Leadership
Doctor of Education in Organizational Leadership
Doctor of Education in Pastoral Community Counseling
Doctor of Education in Teaching and Learning

Arkansas State University – Jonesboro

Parent Corporation: Arkansas State University
Corporate Headquarters: State University, AR
Accreditation: NCA
Instructional Delivery System: Online
Total Enrollment: 13,950
Alabama Enrollment: 21

Art Institute of Pittsburgh

Bachelor of Science in Interdisciplinary Studies
Master of Science in Education in Special Education
Master of Science in Education in Educational Theory and Practice
Master of Science in Education
Education Specialist in Educational Leadership

Summary of Programs Approved by the Commission
2012 Update
Parent Corporation: Education Management Corp.
Corporate Headquarters: Pittsburg, PA
Accreditation: MSA
Instructional Delivery System: Online
Total Enrollment: 13,950
Alabama Enrollment: 232

Associate of Science in Graphic Design
Associate of Science in Web Design and Interactive Media
Associate of Science in Kitchen and Bath Design
Associate of Science in Photography
Bachelor of Science in Advertising
Bachelor of Science in Culinary Management
Bachelor of Science in Fashion & Retail Management
Bachelor of Science in Game Art & Design
Bachelor of Science in Graphic Design
Bachelor of Science in Hotel & Restaurant Management
Bachelor of Science in Interior Design
Bachelor of Science in Media Arts and Animation
Bachelor of Science in Photography
Bachelor of Science in Web Design and Interactive Media
Diploma in Residential Planning
Diploma in Web Design
Diploma in Digital Design
Certificate in Internet Marketing
Certificate in Digital Workflow
Certificate in Portrait Photography
Certificate in Studio Photography
Certificate in 2D Animation
Certificate in 3D Animation
Certificate in Animation Production
Certificate in 3D Modeling for Games
Certificate in Character Animation for Games
Certificate in Event Management
Certificate in Food and Beverage Operations
Certificate in Hospitality Leadership
Certificate in Hotel Operations

Summary of Programs Approved by the Commission
2012 Update

 Ashford University
Parent Corporation: Bridgepoint Education, Inc.
Corporate Headquarters: San Diego, CA
Accreditation: NCA
Instructional Delivery System: Online
Total Enrollment: 156,208
Alabama Enrollment: 3,515

Summary of Programs Approved by the Commission
2012 Update

Ashford University continued
Bachelor of Arts in Health and Wellness
Bachelor Arts in Health Care Administration
Bachelor of Arts in Health Care Studies
Bachelor of Arts in Health Education
Bachelor of Arts in Health Informatics
Bachelor of Arts in Health Marketing and Communication
Bachelor of Arts in History
Bachelor of Arts in Homeland Security & Emergency Mgmt
Bachelor of Arts in Human Resources Management
Bachelor of Arts in Instructional Design
Bachelor of Arts in International Business
Bachelor of Arts in Journalism and Mass Communications
Bachelor of Arts in Law Enforcement Administration
Bachelor of Arts in Liberal Arts
Bachelor of Arts in Library Science and Media
Bachelor of Arts in Military Studies
Bachelor of Arts in Operations Management and Analysis
Bachelor of Arts in Organizational Management
Bachelor of Arts in Political Science and Government
Bachelor of Arts in Project Management
Bachelor of Arts in Psychology
Bachelor of Arts in Public Administration
Bachelor of Arts in Public Relations and Marketing
Bachelor of Arts in Real Estate Studies
Bachelor of Arts in Service Management
Bachelor of Arts in Social and Criminal Justice
Bachelor of Arts in Social Science
Bachelor of Arts in Sports and Recreation Management
Bachelor of Arts in Supply Chain Management
Bachelor of Arts in Sustainable Enterprise Management
Master of Arts in Education

Summary of Programs Approved by the Commission
2012 Update

Ashford University continued
Master of Arts in Health Care Administration
Master of Arts in Organizational Management
Master of Arts in Teaching and Learning with Technology
Master of Business Administration
Master of Public Administration

A.T. Still University School of Osteopathic Medicine in Arizona

Parent Corporation: A.T. Still University of Health Sciences, Inc.
Corporate Headquarters: Kirksville, MO
Accreditation: NCA
Instructional Delivery System: Site Based
Total Enrollment: 413
Alabama Enrollment: 22

Doctor of Osteopathic Medicine

Baptist College of Florida

Parent Corporation: Baptist College of Florida
Corporate Headquarters: Graceville, FL
Accreditation: SACS
Instructional Delivery System: Online
Total Enrollment: 613
Alabama Enrollment: 22

Associate of Divinity
Bachelor of Arts in Ministry
Bachelor of Arts in Christian Studies

Belhaven University

Parent Corporation: Belhaven University
Corporate Headquarters: Jackson, MS
Accreditation: SACS
Instructional Delivery System: Online
Total Enrollment: 2,771
Alabama Enrollment: 3

Associate of Arts
Bachelor of Science in Management
Master of Business
Master of Public Administration
Master of Science in Leadership

Summary of Programs Approved by the Commission 2012 Update

Briarcliffe College
Parent Corporation: Career Education Corporation
Corporate Headquarters: Schaumburg, IL
Accreditation: MSA
Instructional Delivery System: Online
Total Enrollment: 1,935
Alabama Enrollment: 1

Bryan College
Parent Corporation: Bryan College
Corporate Headquarters: Dayton, TN
Accreditation: SACS
Instructional Delivery System: Site Based
Total Enrollment: 1,523
Alabama Enrollment: 9

Capella University
Parent Corporation: Capella University
Corporate Headquarters: Minneapolis, MN
Accreditation: NCA
Instructional Delivery System: Online
Total Enrollment: 39,457
Alabama Enrollment: 0

Associate of Applied Science in Business Administration
Bachelor of Business Administration in Management
Bachelor of Science in Healthcare Administration
Bachelor of Arts in Liberal Arts
Bachelor of Science in Applied Psychology
Bachelor of Science in Business Management
Bachelor of Science in Business
Bachelor of Science in Information Technology
Bachelor of Science in Nursing
Bachelor of Science in Psychology
Bachelor of Science in Public Administration
Bachelor of Science in Public Safety
Master of Business Administration
Master of Health Administration
Master of Nonprofit Management and Leadership
Master of Public Administration
Master of Public Administration and Master of Science in Public Safety
Master of Public Health
Master of Science in Addiction Counseling
Master of Science in Career Counseling

Summary of Programs Approved by the Commission
2012 Update

Capella University continued
Master of Science in Nursing
Master of Science in Mental Health Counseling
Master of Science in Education
Master of Science in Homeland Security
Master of Science in Human Behavior
Master of Science in Human Resource Management
Master of Science in Human Services
Master of Science in Information Technology
Master of Science in Leadership
Master of Science in Marriage & Family Therapy
Master of Science in Organizational Development
Master of Science in Psychology
Master of Science in Public Safety
Master of Science in Public Health
Master of Science in School Counseling
Doctor of Business Administration
Doctor of Education
Doctor of Health Administration
Doctor of Nursing Practice
Doctor of Psychology
Doctor of Public Administration
Doctor of Public Health
Doctor of Social Work
Doctor of Philosophy in Adv. Studies in Human Behavior
Doctor of Philosophy in Business
Doctor of Philosophy in Counselor Ed. & Supervision
Doctor of Philosophy in Counseling Studies
Doctor of Philosophy in Education
Doctor of Philosophy in Human Services
Doctor of Philosophy in Information Tech. Specializations
Doctor of Philosophy in Organization and Management

Summary of Programs Approved by the Commission
2012 Update

Capella University continued
Carrington College

Parent Corporation: DeVry, Inc.
Corporate Headquarters: Downers Grove, IL
Accreditation: WASC
Instructional Delivery System: Online
Total Enrollment: 10,000
Alabama Enrollment: 0

Doctor of Philosophy in Psychology
Doctor of Philosophy in Public Safety
Education Specialist
Certificate in Addictions Counseling
Certificate in Criminal Justice
Certificate in Diversity Studies
Certificate in Health Administration
Certificate in Human Resource Management
Certificate in Information Assurance and Security
Certificate in Interdisciplinary Forensics
Certificate in Leadership
Certificate in Management of Nonprofit Agencies
Certificate in Play Therapy
Certificate in Professional Counseling
Certificate in Project Management
Certificate in Social and Community Services
Post-Master’s Certificate in College Teaching
Post-Master’s Certificate in Enrollment Management
Specialist Certificate in School Psychology
Associate of Science in Accounting
Associate of Science in Business
Associate of Science in Computer Technology
Associate of Science in Criminal Justice
Associate of Science in General Studies
Associate of Science in Graphic Design
Associate of Science in Health Care Administration
Associate of Science in Health Information Technology
Associate of Science in Paralegal Studies
Associate of Science in Renewable Energy
Associate of Science in Sales and Marketing

Summary of Programs Approved by the Commission
2012 Update

Chamberlain College of Nursing
Parent Corporation: DeVry, Inc.  
Corporation Headquarters: Downers Grove, IL  
Accreditation: NCA  
Instructional Delivery System: Online  
Total Enrollment: 14,347  
Alabama Enrollment: 86

Charter Oak State College

Parent Corporation: Charter Oak State College  
Corporate Headquarters: New Britain, CT  
Accreditation: NEA  
Instructional Delivery System: Online  
Total Enrollment: 2,278  
Alabama Enrollment: 0

College for Financial Planning

Parent Corporation: Apollo Group, Inc.  
Headquarters: Phoenix, AZ  
Accreditation: NCA  
Instructional Delivery System: Online  
Total Enrollment: 6,000  
Alabama Enrollment: 56

College of Lake County

Parent Corporation: College of Lake County  
Accreditation: NCA  
Instructional Delivery System: Online  
Total Enrollment: 14,347  
Alabama Enrollment: 86

Summary of Programs Approved by the Commission  
2012 Update

Bachelor of Science in Nursing  
Master of Science in Nursing  
Doctor of Nursing Practice

Associate in Arts  
Associate in Science  
Bachelor of Arts in General Studies  
Bachelor of Science in General Studies

Accredited Wealth Management Advisor  
Certified Financial Planner  
Chartered Retired Planning Counselor  
Chartered Mutual Fund Counselor  
Registered Paraplanner  
Accredited Asset Management Specialist  
Master of Science in Finance  
Master of Science in Financial Analysis  
Master of Science in Personal Financial Planning  
Chartered Retired Plans Specialist

Associate in Applied Science
ALABAMA COMMISSION ON HIGHER EDUCATION
Friday, December 7, 2012

Corporate Headquarters: Garyslake, IL
Accreditation: NCA
Instructional Delivery System: Online
Total Enrollment: 17,524
Alabama Enrollment: 0

Associate in Arts
Associate in Arts in Teaching/Secondary Mathematics
Associate in Arts in Teaching/Special Education
Associate in Arts in Teaching/Early Childhood Education
Associate in Science
Associate in Engineering Science
Associate of Fine Arts
Certificates

Colorado State University

Parent Corporation: Colorado State University
Corporate Headquarters: Greenwood Village, CO
Accreditation: HLC
Instructional Delivery System: Online
Total Enrollment: 2,448
Alabama Enrollment: 2

Bachelor of Science in Applied Social Sciences
Bachelor of Science in Business Management
Bachelor of Science in Public Management
Bachelor of Science in Organizational Leadership
Bachelor of Science in Information Technology
Master of Science in Management
Master of Science in Organizational Leadership
Master of Science in Teaching and Learning

Colorado Technical University

Parent Corporation: Career Education Corporation
Corporate Headquarters: Schaumburg, IL
Accreditation: NCA
Instructional Delivery System: Online
Total Enrollment: 30,854
Alabama Enrollment: 614

Associate of Science in Accounting
Associate of Science in Business Administration
Associate of Science in General Studies
Associate of Science in Health Administration Services
Bachelor of Science in Accounting
Bachelor of Science in Business Administration
Bachelor of Science in Criminal Justice
Bachelor of Science in Finance
Bachelor of Science in Financial Forensics
Bachelor of Science in Financial Planning
Bachelor of Science in Health Services Administration
Bachelor of Science in Information Technology

Summary of Programs Approved by the Commission
2012 Update

Colorado Technical University continued
Bachelor of Science in Management
Bachelor of Science in Nursing
Executive MBA
Master of Business Administration
Master of Science in Computer Science
Master of Science in Management
Master of Science in Systems Engineering

*Columbia College*

Corporate Headquarters: Columbia, MO
Accreditation: NCA
Instructional Delivery System: Site based/Online
Total Enrollment: 32,009
Alabama Enrollment: 541

Associate in Arts
Associate in Science in Environmental Sciences
Associate in General Studies
Associate in Science in Human Services
Associate in Science in Business Administration
Associate in Science in Criminal Justice Administration
Associate in Science in Computer Information Systems
Bachelor of Arts in American Studies
Bachelor of Arts in Business Administration
Bachelor of Arts in Criminal Justice Administration
Bachelor of Arts in History
Bachelor of Arts in Human Services
Bachelor of Arts in Psychology
Bachelor of Arts in Sociology
Bachelor of General Studies
Bachelor of Science in Business Administration
Bachelor of Science in Management Information Systems
Bachelor of Science in Computer Information Systems
Master of Arts in Business Administration
Master of Arts in Teaching
Master of Arts in Military Studies
Master of Science in Criminal Justice

*Summary of Programs Approved by the Commission*
*2012 Update*

*Columbus State University*
Parent Corporation: University System of Georgia
Corporate Headquarters: Southwest Atlanta, GA
Accreditation: SACS
Instructional Delivery System: Online
Total Enrollment: 8,307
Alabama Enrollment: 54

Bachelor of Arts in Liberal Arts
Bachelor of Science in Information Technology: WebBSIT
Bachelor of Science in Nursing: RN to BSN
Master of Arts in Teaching Secondary Math and Science
Master of Business Administration
Master of Education in Accomplished Teaching
Master of Education in Education Leadership
Master of Public Administration: Government Option
Master of Science in Applied Computer Science

Concordia University Wisconsin

Parent Corporation: Columbia College
Corporate Headquarters: Mequon, WI
Accreditation: HLC
Instructional Delivery System: Online
Total Enrollment: 7,178
Alabama Enrollment: 0

Associate of Arts in Business Management
Associate of Arts in Health Care Management
Associate of Arts in Human Resource Management
Associate of Arts in Management of Criminal Justice
Bachelor of Arts in Business Management
Bachelor of Arts in Health Care Management
Bachelor of Arts in Human Resource Management
Bachelor of Arts in Management of Criminal Justice
Bachelor of Science in Nursing (RN-BSN)
Master of Business Administration
Master of Occupational Therapy
Master of Science in Nursing (RN-BSN-MSN)
Master of Science in Nursing
Master of Science in Education/Counseling
Master of Science in Education/Curriculum and Instruction
Master of Science in Education/Education Administration
Master of Science in Education/Educational Design and Technology
Master of Science in Education/Environmental Education
Master of Science in Education/Reading

Summary of Programs Approved by the Commission
2012 Update

Concordia University Wisconsin continued
Master of Science in Education/Special Education
Master of Science in Information Technology
Graduate Certificate in Teacher Certification
Undergraduate Certificate in Lay Ministry
Doctor of Nursing

Dallas Theological Seminary

Parent Corporation: Dallas Theological Seminary
Corporate Headquarters: Dallas, TX
Accreditation: SACS/ATS
Instructional Delivery System: Online
Total Enrollment: 2,086
Alabama Enrollment: 2

Devry University

Parent Corporation: DeVry, Inc.
Corporate Headquarters: Downers Grove, IL
Accreditation: NCA
Instructional Delivery System: Online
Total Enrollment: 76,888
Alabama Enrollment: 471

Associate of Applied Science in Accounting
Associate of Applied Sci. in Electronics/Computer Tech.
Associate of Applied Science in Health Information Tech.
Associate of Applied Science in Network Systems Admin.
Associate of Applied Science in Web Graphic Design
Bachelor of Science in Biomedical Engineering Technology
Bachelor of Science in Business Administration
Bachelor of Science in Computer Engineering Technology
Bachelor of Science in Computer Information Systems
Bachelor of Science in Electronics Engineering Technology
Bachelor of Science in Game and Simulation Programming
Bachelor of Science in Healthcare Administration
Bachelor of Science in Justice Administration
Bachelor of Science in Liberal Studies
Bachelor of Science in Management
Bachelor of Science in Multimedia Design and Development

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Devry University continued

Bachelor of Science in Network & Communications Mgmt
Bachelor of Science in Technical Management
Master of Accounting and Financial Management
Master of Business Administration
Master of Education
Master of Science in Educational Technology
Master of Science in Electrical Engineering
Master of Human Resource Management
Master of Project Management
Master of Public Administration
Master of Information Systems Management
Master of Network and Communications Management
Master of Public Health

Embry-Riddle Aeronautical University

Parent Corporation: Embry-Riddle Aeronautical University
Corporate Headquarters: Daytona Beach, FL
Accreditation: SACS
Instructional Delivery System: Site Based
Total Enrollment: 26,827
Alabama Enrollment: 735

Associate of Science in Technical Management
Associate of Science in Professional Aeronautics
Associate of Science in Aviation Business Administration
Associate of Science in Aviation Maintenance
Bachelor of Science in Professional Aeronautics
Bachelor of Science in Technical Management
Bachelor of Science in Aviation Business Administration
Bachelor of Science in Aviation Maintenance Management
Master of Aeronautical Science
Master of Science in Technical Management
Master of Science in Management
Master of Science in Project Management
Master of Science in Logistics and Supply Chain Management
Master of Systems Engineering

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Embry-Riddle Aeronautical University continued

Undergraduate Certificates of Completion
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Aviation Maintenance Technology Part 65
Aviation Safety
Logistics
Management
Occupational Safety and Health
Security and Intelligence
Supply Chain Management
Graduate Certificates of Completion
Air Transportation Management
Aviation/Aerospace Industrial Management
Aviation Enterprises in the Global Environment
Aviation/Aerospace Safety
Instructional System Design
Integrated Logistics Management
Modeling and Simulation Management

**Everest College**
Parent Corporation: Corinthian Colleges, Inc.
Corporate Headquarters: Santa Ana, CA
Accreditation: NCA
Instructional Delivery System: Online
Total Enrollment: 860
Alabama Enrollment: 0

**Everest University**
Parent Corporation: Corinthian Colleges, Inc.
Corporate Headquarters: Santa Ana, CA
Accreditation: ACICS
Instructional Delivery System: Online
Total Enrollment: 2,000
Alabama Enrollment: 0

Associate of Applied Science in Accounting
Associate in Applied Science in Business
Associate in Applied Science in Criminal Investigations
Associate in Applied Science in Criminal Justice
Bachelor of Science in Business Administration
Bachelor of Science in Criminal Justice

Associate in Science in Accounting
Associate in Science in Applied Management
Associate in Science in Business
Associate in Science in Computer Information Science
Associate in Science in Criminal Investigations
Associate in Science in Criminal Justice

**Everest University** continued

Associate in Science in Homeland Security
Excelsior College

Parent Corporation: Excelsior College
Corporate Headquarters: Albany, NY
Accreditation: MSA
Instructional Delivery System: Online
Total Enrollment: NA
Alabama Enrollment: 238

Associate in Science in Hospitality Management
Associate in Science in Medical Assistant
Associate in Science in Medical Insurance Billing and Coding
Associate in Science in Paralegal
Bachelor of Science in Accounting
Bachelor of Science in Applied Management
Bachelor of Science in Business
Bachelor of Science in Computer Information Science
Bachelor of Science in Criminal Justice
Bachelor of Science in Hospitality Management
Bachelor of Science in Paralegal
Master of Business Administration
Master of Science in Criminal Justice

Associate in Applied Science in Nursing
Associate in Applied Science in Administrative/Management Studies
Associate in Applied Science in Technical Studies
Associate of Arts
Associate of Science
Associate of Science in Nursing
Associate of Science in Business
Associate of Science in Technology
Bachelor of Liberal Arts
Bachelor of Professional Studies in Business and Management
Bachelor of Professional Studies in Technology Management
Bachelor of Science
Bachelor of Science in Nursing (RN-BSN)

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Excelsior College continued

Bachelor of Science in Teaching
Bachelor of Science in Electrical Engineering Technology  
Bachelor of Science in Information Technology  
Bachelor of Science in Nuclear Engineering Technology  
Bachelor of Science in Health Science  
Bachelor of Science in Business  
Bachelor of Science in Accounting/NYS CPA Track  
Bachelor of Science in Health Care Management  
Bachelor of Science to Master of Business Administration  
Master of Arts in Liberal Arts  
Master of Business Administration  
Master of Science in Nursing  
Master of Science in Nursing (RN-MSN)

**Florida Institute of Technology**

Parent Corporation: Florida Institute of Technology  
Corporate Headquarters: Melbourne, FL  
Accreditation: SACS/ABET  
Instructional Delivery System: Site Based  
Total Enrollment: 8,985  
Alabama Enrollment: 574

Master of Business Administration  
Master of Education  
Master of Public Administration  
Master of Science in Project Management  
Master of Science in Space Systems Management  
Master of Science in Acquisitions and Contract Management  
Master of Science in Logistics Management  
Master of Science in Human Resource Management  
Master of Science in Systems Management  
Master of Science in Computer Information Systems  
Master of Science in Management  
Master of Science in Engineering Management

**Fortis Institute**  
(formerly Tri-State Institute)

Parent Corporation: Education Affiliates, Inc.  
Corporate Headquarters: Baltimore, MD

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**Diplomas**

Advanced Emergency Medical Technology
Accreditation: ACICS
Instructional Delivery System: Site Based
Total Enrollment: 781
Alabama Enrollment: 781

Dental Assisting
Electrical Trades
Emergency Medical Technology
Health Records Technology
Heating, Ventilation, Air Conditioning, and Refrigeration Trades
Medical Assisting
Medical Office Basic X-Ray Technician
Practical Nursing
Associate Degrees
Dental Hygiene
Health Information Technology Management
Medical Assisting Specialist
Medical Laboratory Technology
Paramedic
Continuing Education Programs
EKG Certification
Emergency Medical Responder Certification
EPA Heating, Air Conditioning, & Refrigeration Certification
AHA Emergency Response Certification
Phlebotomy Certification

Franklin University

Parent Corporation: Franklin University
Corporate Headquarters: Columbus, OH

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Bachelor of Science in Information Technology
Bachelor of Science in Accounting
Accreditation: NCA
Instructional Delivery System: Online
Total Enrollment: 10,292
Alabama Enrollment: 13

Bachelor of Science in Business Administration
Bachelor of Science in Business Forensics
Bachelor of Science in Applied Psychology
Bachelor of Science in Marketing
Bachelor of Science in Allied Healthcare Management
Bachelor of Science in Criminal Justice Administration
Bachelor of Science in Healthcare Management
Bachelor of Science in Computer Science
Bachelor of Science in Nursing
Bachelor of Science in Forensic Accounting
Bachelor of Science in Information Security
Bachelor of Science in Safety, Security, and Emergency Management
Master of Business Administration
Master of Healthcare Administration
Master of Science in Accounting
Master of Science in Business Psychology

**Georgetown University**

Parent Corporation: Georgetown University
Corporate Headquarters: Washington, DC
Accreditation: MSA
Instructional Delivery System: Online
Total Enrollment: 16,871
Alabama Enrollment: 0

Master of Science in Nursing

**Grace College of Divinity**

Parent Corporation: Grace College of Divinity
Corporate Headquarters: Fayetteville, NC

Certificate in Christian Leadership

Summary of Programs Approved by the Commission 2012 Update
Accreditation: ABHE
Instructional Delivery System: Online
Total Enrollment: 120
Alabama Enrollment: 13

**Grand Canyon University**

Parent Corporation: Significant Education, Inc.
Corporate Headquarters: Phoenix, AZ
Accreditation: NCA
Instructional Delivery System: Online
Total Enrollment: 34,929
Alabama Enrollment: 739

Bachelor of Arts in Christian Studies
Bachelor of Arts in Communication
Bachelor of Arts in English Literature
Bachelor of Arts in History
Bachelor of Science in Accounting
Bachelor of Science in Business Administration
Bachelor of Science in Business Management
Bachelor of Science in Entrepreneurial Studies
Bachelor of Science in Finance and Economics
Bachelor of Science in Marketing
Bachelor of Science in Sports Management
Bachelor of Science in Counseling
Bachelor of Science in Justice Studies
Bachelor of Science in Psychology
Bachelor of Science in Sociology
Bachelor of Science in Health Sciences: Professional Development in Advanced Patient Care
Bachelor of Science in Health Care Administration
Bachelor of Science in Applied Management
Bachelor of Science in Early Childhood Education
Bachelor of Science in Elementary Education/Special Education
Bachelor of Science in Elementary Education

**Summary of Programs Approved by the Commission 2012 Update**

**Grand Canyon University continued**

Bachelor of Science in Secondary Education
Bachelor of Science in Public Safety and
Emergency Management
Bachelor of Science in Public Safety Administration
Bachelor of Science in Nursing (RN-BSN)
Bachelor of Science in Health Sciences
Master of Arts in Teaching
Master of Arts in Christian Studies
Executive Master of Business Administration
Master of Business Administration
Master of Business Administration/Master of Science in Leadership
Master of Business Administration/Master of Science in Nursing
Master of Education in Early Childhood Education
Master of Education in Educational Administration
Master of Education in Educational Leadership
Master of Education in Elementary Education
Master of Education in Curriculum and Instruction: Reading
Master of Education in Curriculum and Instruction: Technology
Master of Education in Secondary Education
Master of Education in Special Education
Master of Education in Special Education: Cross Categorical
Master of Education Teaching English to Speakers of Other Languages
Master of Public Administration
Master of Public Health
Master of Science in Accounting
Master of Science in Leadership

Summary of Programs Approved by the Commission 2012 Update

Grand Canyon University continued

Master of Science in Health Care Administration
Master of Science in Health Care Informatics
Master of Science in Nursing
Master of Science in Addition Counseling
Master of Science in Criminal Justice
Master of Science in Professional Counseling
Master of Science in Psychology
Post-Master of Science in Nursing: Nursing Education Certificate
Doctor of Business Administration
Doctor of Education in Organizational Leadership
Doctor of Philosophy in General Psychology

**Grantham University**

Parent Corporation: Grantham Education, Inc.
Corporate Headquarters: Kansas City, MO
Accreditation: DETC
Instructional Delivery System: Online
Total Enrollment: 13,667
Alabama Enrollment: 361

Associate of Arts in Business Management
Associate of Arts in Criminal Justice
Associate of Arts in Engineering Management Technology
Associate of Arts in General Studies
Associate of Arts in Multidisciplinary Studies
Associate of Science in Computer Science
Associate of Science in Electronics and Computer Engineering Technology
Bachelor of Arts in Criminal Justice
Bachelor of Arts in General Studies
Bachelor of Science in Accounting
Bachelor of Science in Business Administration
Bachelor of Science in Business Administration: Human Resource Management
Bachelor of Science in Business Management
Bachelor of Science in Computer Engineering Technology
Bachelor of Science in Computer Science

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**Grantham University continued**

Bachelor of Science in Electronics Engineering Technology
Bachelor of Science in Engineering Management Technology
Bachelor of Science in Health Systems Management
Bachelor of Science in Information Systems
Bachelor of Science in Information Systems Security
Bachelor of Science in Multidisciplinary Studies
Bachelor of Science in Nursing
Master of Business Administration
Master of Healthcare Administration
Master of Science in Business Intelligence
Master of Science in Health Systems Management
Master of Science in Information Management
Master of Science in Information Technology
Master of Science in Performance Improvement
Master of Science in Nursing

Harrison College

Parent Corporation: Education Management Corp.
Corporate Headquarters: Boston, MA
Accreditation: ACICS
Instructional Delivery System: Online
Total Enrollment: 1,706
Alabama Enrollment: 4

Associate of Applied Science in Accounting
Associate of Applied Science in Administrative Professional
Associate of Applied Science in Business Finance
Associate of Applied Science in Business Management
Associate of Applied Science in Business Marketing
Associate of Applied Science in Human Resources
Associate of Applied Science in Medical Reimbursement Technology
Associate of Applied Science in Network Administration
Associate of Applied Science in Paralegal
Associate of Science in Criminal Justice
Associate of Science in Logistics
Bachelor of Science in Accounting

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Harrison College continued

Bachelor of Science in Business Management
Bachelor of Science in Criminal Justice
Bachelor of Science in Fashion Merchandising
Bachelor of Science in Health Care Management
Bachelor of Science in Health Informatics
Bachelor of Science in Human Resources
Bachelor of Science in Information Technology
Bachelor of Science in Project Management
Diploma in Accounting Assistant
Diploma in Office Assistant
Certificate Help Desk Technician
Certificate in Medical Office Assistant

**Herzing University**

Parent Corporation: Herzing Institutes
Corporate Headquarters: Milwaukee, Wisconsin
Accreditation: NCA
Instructional Delivery System: Site Based/Online
Total Enrollment: 6,258
Alabama Enrollment: 346

Associate of Science in Information Technology
Associate of Science in Legal Studies
Associate of Science in Medical Office Administration
Associate of Science in Insurance Billing and Coding Specialist
Associate of Science in Nursing (Bridge LPN-RN)
Associate of Science in Public Safety
Associate of Science in Healthcare Management
Associate of Science in Software Development
Associate of Science in Computer Electronics/Telecommunications Technology
Associate of Science in Accounting
Associate of Science in Business Management
Associate of Science in Business Administration
Associate of Science in Criminal Justice
Associate of Science in Fire Science
Associate of Science in Graphic Design
Associate of Science in Health Information Management

**Summary of Programs Approved by the Commission 2012 Update**

*Herzing University continued*

Associate of Science in Legal Assisting/Paralegal
Associate of Science in Medical Assisting Services
Bachelor of Science in Technology Management
Bachelor of Science in Health Care Management
Bachelor of Science in Health Information
Bachelor of Science in Computer Science
Bachelor of Science in Information Technology
Bachelor of Science in Accounting
Bachelor of Science in Nursing (RN-BSN)
Bachelor of Science in Criminal Justice
Bachelor of Science in Graphic Design
Bachelor of Science in Health Information Technology
Bachelor of Science in Software Development
Diploma in Bookkeeping and Payroll Accounting
  Diploma in Cisco Networking
Diploma in Criminal Intelligence and Analysis
Diploma in Medical Office Administration
  Diploma in Network Systems
  Diploma in Practical Nursing
  Diploma in Electronics Technology
Diploma in Emergency Medical Technician—Paramedic
  Diploma in Microsoft Networking
  Diploma in Medical Assisting Services
Diploma in Medical Billing and Insurance Coding Specialist
Certificate in Emergency Medical Technician: Basic

**Hood Theological Seminary**

Parent Corporation: Hood Theological Seminary
Corporate Headquarters: Salisbury, NC
Accreditation: ATS

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Master of Divinity
Instructional Delivery System: Site Based
Total Enrollment: 259
Alabama Enrollment: 23

*International Academy of Design & Technology Online*

Parent Corporation: Career Education Corporation
Corporate Headquarters: Schaumburg, IL
Accreditation: ACICS
Instructional Delivery System: Online
Total Enrollment: 2,147
Alabama Enrollment: 29

Associate of Science in Building Information Modeling
Associate of Science in Graphic Design
Associate of Science in Information Technology
Associate of Science in Web Design and Development
Bachelor of Fine Arts in Advertising Design
Bachelor of Fine Arts in Digital Media Production
Bachelor of Fine Arts in Graphic Design
Bachelor of Fine Arts in Game Production
Bachelor of Arts in Fashion Merchandising
Bachelor of Science in Information Technology
Bachelor of Science in Internet Marketing
Bachelor of Science in Web Design and Development

*ITT Technical Institute*

Parent Corporation: ITT Educational Services, Inc.
Corporate Headquarters: Carmel, IN
Accreditation: ACICS
Instructional Delivery System: Site Based/Online
Total Enrollment: 1733
Alabama Enrollment: 1733

Associate of App. Sci. in Mobile Comm. Technology
Associate of Applied Science in Information Technology/Computer Network Systems
Associate of Applied Science/Electrical Engineering Tech.
Associate of Applied Sci./Computer and Electronics Engineering Technology
Associate of Applied Science/Network Systems Administration

Summary of Programs Approved by the Commission
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*ITT Technical Institute continued*

Associate of Applied Science/Drafting and Design Technology
Associate of Applied Science/Business Management
Associate in Applied Science/Graphic Communication & Design
Associate of Applied Science/Computer Drafting and Design
Associate of Applied Science/Visual Communications
Associate of Applied Science/Criminology and Forensic Technology
Associate of Applied Science/Criminal Justice
Associate of Applied Science/Paralegal
Associate of Applied Science/Paralegal Studies
Associate of Applied Science/Nursing
Bachelor of Science/Criminal Justice
Bachelor of Science/Business Management
Bachelor of Science/Project Management and Administration
Bachelor of Science/Digital Entertainment & Game Design
Bachelor of Science in Construction Management
Bachelor of Science/Electrical Engineering and Communications
Bachelor of Science/Electronics and Communications Engineering Technology
Bachelor of Science/Information Systems and Cybersecurity
Bachelor of Science/Information Systems Security
Bachelor of Science/Project Management
Bachelor of Science/Software Applications Development

Johnson and Wales University
Parent Corporation: Johnson and Wales University
Corporate Headquarters: Providence, RI
Accreditation: NEA

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Bachelor of Science in Culinary Arts and Food Service Management
Bachelor of Science in Baking and Pastry Arts and
Instructional Delivery System: Online
Total Enrollment: 17,293
Alabama Enrollment: 0

**Jones International University**

Parent Corporation: Jones Knowledge Group, Inc.
Corporate Headquarters: Centennial, CO
Accreditation: NCA
Instructional Delivery System: Online
Total Enrollment: 4,972
Alabama Enrollment: 154

Associate of Arts in Business Administration
Bachelor of Arts in Business Communications
Bachelor of Business Administration
Master of Arts in Business Communication
Master of Business Administration
Master of Education in K-12 English as a 2nd Language
Master of Education in K-12 English as a 2nd Language Education Specialist
Master of Education in Secondary Curriculum Instruction and Assessment
Master of Education in Education Leadership & Admin.
Master of Education in Elementary Curriculum, Instruction, and Assessment
Master of Education in K-12 Instructional Technology
Master of Education in Adult Education and Administration
Education Specialist in K-12 Education Leadership
Doctor of Business Administration
Doctor of Education in K-12 Education Leadership
Doctor of Education in Adult Education Leadership
Certificate in Corporate Finance Management
Certificate in Health Care Administration
Certificate in Project Management
Certificate: Pathways to Accomplished Teaching

**Kansas City University of Medicine and Bioscience**

Parent Corporation: Kansas City University of Medicine and Bioscience
Corporate Headquarters: Kansas City, MO
Accreditation: NCA
Instructional Delivery System: Site Based
Total Enrollment: 974
Alabama Enrollment: 6

Kaplan University

Parent Corporation: Iowa College Acquisitions Corp.
Corporate Headquarters: Chicago, IL
Accreditation: NCA
Instructional Delivery System: Online
Total Enrollment: 60,000
Alabama Enrollment: 1,960

Doctor of Osteopathic Medicine

Associate of Applied Science in Criminal Justice
Associate of Applied Science in Accounting
Associate of Applied Science in Business Administration
Associate of Applied Science in Fire Science
Associate of Applied Science in Medical Assisting
Associate of Applied Science in Human Services
Associate of Applied Science in Information Technology
Associate of Applied Science in Health Information Technology
Associate of Applied Science in Early Childhood Development
Associate of Applied Science in Educational Paraprofessional
Associate of Applied Science in Medical Office Management
Associate of Applied Science in Medical Transcription
Associate of Applied Science in Paralegal Studies
Associate of Applied Science in Public Administration
Bachelor of Science in Accounting
Bachelor of Science in Business Administration
Bachelor of Science in Communication
Bachelor of Science in Early Childhood Development

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Kaplan University continued

Bachelor of Science in Criminal Justice
Bachelor of Science in Criminal Justice Administration and
Management
Bachelor of Science in Fire and Emergency Management
Bachelor of Science in Environmental Policy and Management
Bachelor of Science in Fire Science
Bachelor of Science in Health and Wellness
Bachelor of Science in Health Care Administration
Bachelor of Science in Health Information Management
Bachelor of Science in Health Science
Bachelor of Science in Human Services
Bachelor of Science in Information Technology
Bachelor of Science in International Comparative Criminal Justice
Bachelor of Science in Legal Studies
Bachelor of Science in Liberal Studies
Bachelor of Science in Nursing
Bachelor of Science in Nutrition Science
Bachelor of Science in Paralegal Studies
Bachelor of Science in Political Science
Bachelor of Science in Professional Studies
Bachelor of Science in Psychology
Bachelor of Science in Public Administration and Policy
Bachelor of Science in Public Health
Master of Arts in Teaching
Master of Business Administration
Master of Health Care Administration
Master of Public Administration
Master of Public Health
Master of Science in Accounting

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Kaplan University continued

Master of Science in Criminal Justice
Master of Science in Education
Master of Science in Education in Instructional Technology
Master of Science in Environmental Policy
Master of Science in Fire and Emergency Services
Master of Science in Health Education
Master of Science in Higher Education
Master of Science in Homeland Security and Emergency Management
Master of Science in Information Technology
Master of Science in Legal Studies
Master of Science in Management
Master of Science in Nursing
Master of Science in Psychology

Keiser University

Parent Corporation: Everglades College, Inc.
Corporate Headquarters: Ft. Lauderdale, FL
Accreditation: SACS
Instructional Delivery System: Online
Total Enrollment: 14,236
Alabama Enrollment: 1

Associate of Arts in Accounting
Associate of Arts in Criminal Justice
Associate of Arts in Health Services Administration
Associate of Arts in Homeland Security
Associate of Arts in Paralegal
Associate of Science in Aquatic Engineering
Associate of Science in Information Technology
Associate of Science in Medical Assisting
Bachelor of Arts in Accounting
Bachelor of Arts in Business Administration
Bachelor of Arts in Criminal Justice
Bachelor of Arts in Health Services Administration
Bachelor of Arts in Homeland Security
Bachelor of Arts in Legal Studies
Bachelor of Science in Management Information Systems

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Keiser University continued

Bachelor of Science in Interdisciplinary Studies
Bachelor of Science in Nursing
Bachelor of Science in Health Sciences
Bachelor of Science in Information Technology
Bachelor of Science in Public Safety
Certificate in Accounting
Master of Business Administration
Master of Arts in Criminal Justice
Master of Science in Education
PhD in Educational Leadership

Le Cordon Bleu College of Culinary Arts

Parent Corporation: Career Education Corporation
Corporate Headquarters: Schaumburg, IL
Accreditation: ACCSC
Instructional Delivery System: Online
Total Enrollment: 389
Alabama Enrollment: 3

Lesley University

Parent Corporation: Lesley University
Corporate Headquarters: Cambridge, MA
Accreditation: NEA
Instructional Delivery System: Site Based
Total Enrollment: 6,731
Alabama Enrollment: 11

Bachelor of Arts in Psychology
Bachelor of Science in Business Management
Master of Education in Science (K-8)
Master of Education in Mathematics in Education
Master of Education in Technology Education
Master of Education Individually Designed Degree
Master of Education in Curriculum and Instruction with Specialization in Integrated Teaching through the Arts
Master of Elementary Education: Profession and Practice
Master of Education in Curriculum and Instruction with Specialization in Literacy: Language, Reading, & Writing

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Lesley University continued

Master of Science in Ecological Teaching and Learning
Education Specialist/C.A.G.S in Technology in Education
Doctor of Philosophy in Educational Studies: Specialization
Science in Education Advanced Professional Certificate
Mathematics in Education Advanced Professional Certificate
Technology in Education Advanced Professional Certificate
Autism Professional Certificate
Advanced Professional Certificate in Online Teaching
Teaching English to Speakers of Other Languages (TESOL) Endorsement

Liberty University

Parent Corporation: Liberty University
Corporate Headquarters: Lynchburg, VA
Accreditation: SACS
Instructional Delivery System: Online
Total Enrollment: 55,223
Alabama Enrollment: 3,396

Associate of Arts in Psychology
Associate of Arts in Accounting
Associate of Arts in Business
Associate of Arts in Education
Associate of Arts in Management Information Systems
Associate of Arts in Criminal Justice
Associate of Arts in Religion
Associate of Arts in Paralegal Studies
Associate of Arts in Interdisciplinary Studies
Bachelor of Science in Interdisciplinary Studies
Bachelor of Science in Nursing (RN-BSN)
Bachelor of Science in Psychology
Bachelor of Science in Aeronautics
Bachelor of Science in Accounting
Bachelor of Science in Business
Bachelor of Science in Management Information Systems
Bachelor of Science in Education
Bachelor of Science in Criminal Justice

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Liberty University continued

Bachelor of Science in Religion
Bachelor of Science in Paralegal Studies
Master of Arts in Human Services
Master of Arts in Professional Counseling
Master of Arts in Marriage and Family Therapy
Master of Arts in Management and Leadership
  Master of Arts in Teaching
  Master of Arts in Public Policy
Master of Arts in Professional Studies
Master of Arts in Ethnomusicology
Master of Arts in Worship Studies
Master of Arts in Religion
Master of Business Administration
  Master of Divinity
  Master of Education
  Master of Religious Education
Master of Science in Sports Management
Master of Science in Accounting
Master of Science in Nursing
  Master of Theology
  Doctor of Education
  Doctor of Ministry
Doctor of Philosophy in Counseling
Doctor of Philosophy in Theology and Apologetics
  Education Specialist
Graduate of Theology Diploma/Biblical Studies

Lincoln Memorial University DeBusk College of Osteopathic Medicine

Parent Corporation: Lincoln Memorial University
Corporate Headquarters: Harrogate, TN
Accreditation: SACS
Instructional Delivery System: Site Based

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Doctor of Osteopathic Medicine
Total Enrollment: 4,550
Alabama Enrollment: 10

**Middle Tennessee State University**

Parent Corporation: Middle Tennessee State University
Corporate Headquarters: Murfreesboro, TN
Accreditation: SACS
Instructional Delivery System: Site Based
Total Enrollment: 26,442
Alabama Enrollment: 9

**Missouri University of Science & Technology**

Parent Corporation: University of Missouri System
Corporate Headquarters: Columbia, MO
Accreditation: NCA
Instructional Delivery System: Online
Total Enrollment: 6,825
Alabama Enrollment: 13

**National American University**

Parent Corporation: Diorah, Inc.
Corporate Headquarters: Rapid City, SD
Accreditation: NCA
Instructional Delivery System: Online
Total Enrollment: 10,199
Alabama Enrollment: 18

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**Summary of Programs Approved by the Commission**

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**National American University continued**

- Associate in Applied Science in Information Technology
- Associate in Applied Science in Medical Staff Services Management
- Associate in Applied Science in Health Information
Technology
- Bachelor of Science in Accounting
- Bachelor of Science in Applied Management
- Bachelor of Science in Business Administration
- Bachelor of Science in Criminal Justice
- Bachelor of Science in Applied Information Technology
- Bachelor of Science in Organizational Leadership
- Bachelor of Science in Information Technology
- Bachelor of Science in Nursing
- Bachelor of Science in Healthcare Management
- Master of Business Administration
- Master of Management
- Master of Science in Nursing
- Diploma in Healthcare Coding

National Graduate School of Quality Management

Parent Corporation: National Graduate School of Quality Management, Inc.
Corporate Headquarters: Falmouth, MA
Accreditation: NEA
Instructional Delivery System: Site Based
Total Enrollment: 477
Alabama Enrollment: 15

National University

Parent Corporation: National University
Corporate Headquarters: La Jolla, CA
Accreditation: WASC
Instructional Delivery System: Online
Total Enrollment: 28,401

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- Bachelor of Science in Homeland Security
- Bachelor of Quality Systems Management
- Master of Science in Quality Management
- Master of Science in Homeland Security
- Doctor of Business Administration

- Associate of Arts
- Bachelor of Arts in Arabic Studies
- Bachelor of Arts in Digital Journalism
- Bachelor of Arts in English
- Bachelor of Arts in Global Studies
Alabama Enrollment: 31

Bachelor of Arts in History
Bachelor of Arts in Interdisciplinary Studies
Bachelor of Arts in Political Science
Bachelor of Arts in Pre-Law Studies
Bachelor of Arts in Psychology
Bachelor of Arts in Sociology
Bachelor of Arts in Spanish
Bachelor of Arts in Early Childhood Education
Bachelor of Arts in Sports Psychology
Bachelor of Arts in Strategic Communications
Bachelor Arts in Management
Bachelor of Arts in Digital Entertainment & Interactive Arts
Bachelor of Business Administration
Bachelor of Science in Accountancy
Bachelor of Science in Computer Science
Bachelor of Science in Construction Engineering Technology
Bachelor of Science in Information Systems
Bachelor of Science in Information Technology Mgmt
Bachelor of Science in Financial Management
Bachelor of Science in Hospitality and Casino Management
Bachelor of Science Organizational Leadership
Bachelor of Science in Criminal Justice Administration
Bachelor of Science in Homeland Security & Emergency Management
Bachelor of Science in Organizational Behavior

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National University continued

Bachelor of Science in Allied Health
Master of Accountancy
Master of Arts in Teaching
Master of Arts in English
Master of Arts in History
Master of Arts in Human Behavior
Master of Arts in Human Resource Management
Master of Arts in Strategic Communications
Master of Business Administration
Global Master of Business Administration
Master of Fine Arts in Creative Writing
Master of Forensic Sciences
Master of Public Administration
Master of Science in Organizational Leadership
Master of Science in Management Information Systems
Master of Science in Computer Science
Master of Science in Engineering Management
Master of Science in Homeland Security and Safety Engineering
Master of Science in Wireless Communications
Master of Science in Instructional Leadership
Master of Science in Educational & Instructional Tech.

**New Orleans Baptist Theological Seminary**

Parent Corporation: New Orleans Baptist Theological Seminary
Corporate Headquarters: New Orleans, LA
Accreditation: SACS/ATS
Instructional Delivery System: Site Based
Total Enrollment: 3,667
Alabama Enrollment: 397

Associate in Christian Ministry
Bachelor of Arts in Christian Ministry
Master of Arts in Christian Education
Master of Divinity
Doctor of Ministry
Doctor of Education Ministry

Summary of Programs Approved by the Commission
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**New Orleans Baptist Theological Seminary** continued

Undergraduate Certificates
Certificate of Excellence
Biblical Teaching
Christian Education
Church Music
New York Chiropractic College

Parent Corporation: New York Chiropractic College
Corporate Headquarters: Seneca Falls, NY
Accreditation: MSC
Instructional Delivery System: Online
Total Enrollment: 811
Alabama Enrollment: 1

Master of Science in Clinical Nutrition
Master of Science in Human Anatomy and Physiology

Norwich University

Parent Corporation: Norwich University
Corporate Headquarters: Northfield, VT
Accreditation: NEA
Instructional Delivery System: Online
Total Enrollment: 3,500
Alabama Enrollment: 8

Bachelor of Science in Strategic Studies & Defense Analysis
Master of Arts in Diplomacy
Master of Arts in History
Master of Arts in Military History
Master of Business Administration
Master of Science in Business Continuity Management
Master of Civil Engineering
Master of Public Administration
Master of Science in Information Assurance

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Norwich University continued

Master of Science in Nursing
Master of Science in Organizational Leadership
Certificate of Continuity of Government Operations
Certificate of Teaching and Learning

Nova Southeastern University

Doctor of Education
Parent Corporation: Nova Southeastern University
Corporate Headquarters: Ft. Lauderdale, FL
Accreditation: SACS
Instructional Delivery System: Site Based
Total Enrollment: 25,692
Alabama Enrollment: 64

**Philadelphia College of Osteopathic Medicine**

Parent Corporation: Philadelphia College of Osteopathic Medicine
Corporate Headquarters: Philadelphia, PA
Accreditation: MSA
Instructional Delivery System: Site Based
Total Enrollment: 2,205
Alabama Enrollment: 10

**Pinnacle Career Institute**

Parent Corporation: Manufacturers Technical Institutes, Inc.
Corporate Headquarters: Belton, MO
Accreditation: ACCSC
Instructional Delivery System: Online
Total Enrollment: 892
Alabama Enrollment: 11

**Pittsburg Institute of Mortuary Science**

Parent Corporation: Pittsburg Institute of Mortuary

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**Pinnacle Career Institute** continued

Certificate in Medical Assistant
Certificate in Personal Trainer
Certificate in Wind Turbine Technician

Diploma in Embalming and Funeral Directing
Science
Corporate Headquarters: Pittsburg, PA
Accreditation: ABFSE
Instructional Delivery System: Online
Total Enrollment: 200
Alabama Enrollment: 0

Point University
Parent Corporation: Point University
Corporate Headquarters: East Point, GA
Accreditation: SACS
Instructional Delivery System: Site Based
Total Enrollment: 1,257
Alabama Enrollment: 0

Prince Institute of Professional Studies
Corporate Headquarters: Elmhurst, IL
Accreditation: ACICS
Instructional Delivery System: Site Based/Online
Total Enrollment: 116
Alabama Enrollment: 88

Quinnipiac University
Parent Corporation: Quinnipiac University
Corporate Headquarters: Hamden, CT
Accreditation: NEASC
Instructional Delivery System: Online
Total Enrollment: 7,224
Alabama Enrollment: 1

Associate Degree in Specialized Technology
(Funeral Service Arts and Sciences)

Associate of Arts in Christian Ministries
Associate of Arts in General Studies
Associate of Arts in Human Relations
Associate of Arts in Organizational Leadership
Bachelor of Science in Christian Ministries
 Bachelor of Science in Human Relations
 Bachelor of Science in Organizational Leadership

Associate Degree: Real-time Reporting
Associate Degree: Professional Transcription
Certificate in Scoping/Proofreading
Certificate in Office Assistant

Master of Science in Business Administration
Master of Science in Organizational Leadership
Master of Science in Informational Technology
Master of Science in Teacher Leadership
Master of Science in Interactive Communication
Master of Science in Occupational Therapy
Rasmussen College

Parent Corporation: Rasmussen, Inc.
Corporate Headquarters: Oak Brook, IL
Accreditation: NCA
Instructional Delivery System: Online
Total Enrollment: 18,031
Alabama Enrollment: 80

Associate of Science in Accounting
Associate of Science in Business Management
Associate of Science in Criminal Justice
Associate of Science in Health Information Technician
Associate of Science in Human Services
Associate of Science in Information Systems Management
Associate of Science in Medical Administration
Associate of Science in Multimedia Technologies
Associate of Science in Paralegal
Associate of Science in Pharmacy Technician
Associate of Applied Science in Early Childhood Education
Bachelor of Science in Accounting
Bachelor of Science in Business Management
Bachelor of Science in Criminal Justice
Bachelor of Science in Game and Simulation Programming
Bachelor of Science in Healthcare Management
Bachelor of Science in Health Information Management
Bachelor of Science in Nursing (RN to BSN)
Certificate in Accounting
Certificate in Business
Certificate in Criminal Justice
Certificate in Human Services
Certificate in Information Systems Management

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Rasmussen College continued

Certificate in Medical Coding
Certificate in Multimedia Technologies
Certificate in Paralegal
Certificate in Pharmacy Technician
Diploma in Accounting
Diploma in Business
Diploma in Criminal Justice
Diploma in Human Services
Diploma in Information Systems Management
Diploma in Medical Administration
Diploma in Medical Coding
Diploma in Multimedia Technologies
Diploma in Pharmacy Technician

**Rio Salado College**

Parent Corporation: Maricopa County Community College, District
Corporate Headquarters: Tempe, AZ
Accreditation: NCA
Instructional Delivery System: Online
Total Enrollment: 62,337
Alabama Enrollment: 17

Associate in Arts
Associate in Arts in Elementary Education
Associate in Arts in Fine Arts-Arts
Associate in Arts in Fine Arts-Dance
Associate in Arts in Fine Arts-Theatre
Associate in Science
Associate in Business
Associate in General Studies
Associate in Applied Science in Accounting
Associate in Applied Science in Addictions and Substance Use Disorders
Associate in Applied Science in Computer Technology
Associate in Applied Science in Clinical Dental Assisting
Associate in Applied Science in Dental Office Management
Associate in Applied Science in Early Childhood Administration and Management

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**Rio Salado College continued**

Associate in Applied Science in Early Learning and Development
Associate of Applied Science in Family Life Education
Associate in Applied Science in eLearning Design Specialist
Associate in Applied Science in General Business
Associate in Applied Science in Law Enforcement Tech.
Associate in Applied Science in Military Leadership
Associate in Applied Science in Organizational Management
Associate in Applied Science in Paralegal
Associate in Applied Science in Public Administration
Associate of Applied Science in Quality Customer Service
Associate of Applied Science in Retail Management
Associate of Applied Science in Sustainable Food Systems
Associate in Applied Science in Workforce Development
   and Community Re-entry
Certificates of Completion
   Accounting
Addictions and Substance Use Disorders Level I
Addictions and Substance Use Disorders Level II
   Professional Addictions Counseling
   Computer Usage and Applications
Advanced Computer Usage and Applications
   Digital Design
Networking:  Design and System Support
   Programming
   Web Design:  User Interface
   Clinical Dental Assisting
   Family Child Care Management
   Infant and Toddler Development
   Adolescent Development
   Adult Development and Aging

Summary of Programs Approved by the Commission
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   Rio Salado College continued

   Parent Education
   Child and Family Organization Management and
   Administration
   eLearning Design Specialist
   General Business
   Law Enforcement Technology
Military Leadership
Organizational Management
Paralegal
Public Administration
Quality Customer Service
Retail Management
Small Business Start-up
Sustainable Food Systems
Workforce Development and Community Re-entry

Academic Certificates
Child and Family Professional Development
Creative Writing
K-12 eLearning Design
K-12 Online Teaching
Language and Literacy Culture of the USA
Language Studies
Sustainability and Ecological Literacy

Post-Baccalaureate Teacher Education Programs
Elementary K-8
Secondary 7-12
Early Childhood Education
Arts Education
Special Education

Southeast Missouri State University

Parent Corporation: Southeast Missouri State University
Corporate Headquarters: Cape Girardeau, MO
Accreditation: NCA
Instructional Delivery System: Online
Total Enrollment: 11,510
Alabama Enrollment: 1

Bachelor of General Studies
Bachelor of Science in Business Administration/
Organizational Administration
Bachelor of Science in Nursing (RN-BSN)
Bachelor of Science in Interdisciplinary Studies
Bachelor of Science in Technology Management
Master of Arts in Secondary Education/Educational Technology

Master of Arts in Teaching English to Speakers of Other Languages

Master of Business Administration in General Management

Master of Science in Organizational Management

Master of Science in Criminal Justice

**Southern Baptist Theological Seminary**

Parent Corporation: Southern Baptist Theological Seminary

Corporate Headquarters: Louisville, KY

Accreditation: SACS/ATS

Instructional Delivery System: Site Based

Total Enrollment: 4,061

Alabama Enrollment: 11

**Spartan College of Aeronautics and Technology**

Parent Corporation: Spartan Aviation Industries, Inc.

Corporate Headquarters: Tulsa, OK

Accreditation: ACCSC

Instructional Delivery System: Online & Onsite OK

Total Enrollment: 936

Alabama Enrollment: 0

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**Spartan College Aeronautics and Technology** continued

Diploma in Avionics Maintenance Technology

Diploma in Aviation Maintenance Technology

Diploma in Nondestructive Testing

**St. Joseph’s College of Maine**

Parent Corporation: St. Joseph’s College of Maine

Corporate Headquarters: Standish, ME

Accreditation: NEASC

Associate of Science in Adult Education and Training

Associate of Science in Business Administration

Associate of Science in Criminal Justice
Instructional Delivery System: Online

Total Enrollment: 3,163

Alabama Enrollment: 15

Associate of Science in General Studies
Associate of Science in Human Services
Associate of Science in Psychology
Associate of Science in Radiologic Science Administration
Bachelor of Arts in Theological Studies
Bachelor of Science in Business Administration
Bachelor of Science in General Studies
Bachelor of Science in Health Administration
Bachelor of Science in Long-Term Care Administration
Bachelor of Science in Nursing: RN to BSN
Bachelor of Science in Radiologic Science Administration

Master of Accountancy
Master of Arts in Pastoral Theology
Master of Business Administration
Master of Health Administration
Master of Science in Education
Master of Science in Nursing

Undergraduate Certificates

Adult Education and Training
Health Administration
Long-Term Care Administration

Graduate Certificates

Catholic Health Leadership
Catholic School Leadership

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St. Joseph’s College of Maine
continued

Nursing and Health Care Education
Nursing Administration and Leadership
School Leadership
Certificate of Advanced Graduate Study: Interdisciplinary
Certificate of Advanced Graduate Study: Family Nurse Practitioners
Strayer University

Parent Corporation: Strayer Education, Inc.
Corporate Headquarters: Herndon, VA
Accreditation: MSA
Instructional Delivery System: Site Based/Online
Total Enrollment: 440
Alabama Enrollment: 97

Associate of Arts in Accounting
Associate of Arts in Acquisition and Contract Management
Associate in Arts in Business Administration
Associate of Arts in Criminal Justice
Associate of Arts in Information Systems
Associate of Arts in Economics
Associate of Arts in Information Technology
Associate of Arts in General Studies
Associate of Arts in Marketing
Bachelor of Business Administration
Bachelor of Science in Accounting
Bachelor of Science in Criminal Justice
Bachelor of Science in Information Systems
Bachelor of Science in Information Technology
Bachelor of Science in Economics
Master of Business Administration
Executive Master of Business Administration
Master of Education
Master of Health Services Administration
Master of Public Administration
Master of Science in Professional Accounting
Master of Science in Human Resource Management
Master of Science in Management

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Strayer University

Master of Science in Information Systems
Diploma in Accounting
Diploma in Acquisition and Contract Management
Diploma in Information Systems
Exec. Graduate Certificate in Business Administration
Exec. Graduate Certificate in Professional Accounting
Executive Graduate Certificate in Information Systems
Undergraduate Certificate in Accounting
Undergraduate Certificate in Business Administration
Undergraduate Certificate in Information Systems

Tennessee Temple University

Parent Corporation: Tennessee Temple University
Corporate Headquarters: Chattanooga, TN
Accreditation: TRACS
Instructional Delivery System: Online
Total Enrollment: 930
Alabama Enrollment: 215

Associate of Science in Bible
Associate of Science in Childhood Education
Associate of Science in General Studies
Associate of Business Administration
Bachelor of Science /Arts in Bible
Bachelor of Science /Arts in Bible Intercultural Studies
Bachelor of Science /Arts in Bible Pastoral Ministry
Bachelor of Science /Arts in Bible Women’s Ministry
Bachelor of Science /Arts in Bible Youth Ministry
Bachelor of Science /Arts in English
Bachelor of Science /Arts in History
Bachelor of Science /Arts in Interdisciplinary Studies
Bachelor of Science /Arts in Psychology
Bachelor of Science /Arts in Psychology Christian Counseling
Bachelor of Science /Arts in Psychology Deaf Studies

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Tennessee Temple University continued

Bachelor of Science in Sign Language Interpreting
Bachelor of Business Administration/Accounting
Bachelor of Business Administration/Computer Information Systems
Bachelor of Business Administration/Finance
Bachelor of Business Administration/Management
Bachelor of Business Administration/Marketing
Master of Divinity
Master of Ministry
Master of Arts in Biblical Studies
Master of Arts in Christian Education
Master of Education in Educational Leadership
Master of Education in English Education
Master of Education in Instructional Effectiveness
Doctor of Ministry
Doctor of Philosophy in Leadership
Certificate in Biblical Studies
Certificate in Christian Ministries

Texas Tech University Health Sciences Center
Parent Corporation: Texas Tech University
Corporate Headquarters: Lubbock, TX
Accreditation: SACS
Instructional Delivery System: Online/Preceptorships
Total Enrollment: 4,108
Alabama Enrollment: 6

Master of Science in Nursing
Post-Masters Family Nurse Practitioner Certificate
Post-Masters Acute Care Nurse Practitioner Certificate
Post-Masters Pediatric Nurse Practitioner Certificate

Ultimate Medical Academy, LLC.
Parent Corporation: Ultimate Medical Academy, LLC.
Corporate Headquarters: Tampa, FL
Accreditation: ABHES
Instructional Delivery System: Online
Total Enrollment: 19,756
Alabama Enrollment: 405

Diploma in Medical Administrative Assistant
Diploma in Medical Billing and Coding
Diploma in Medical Office and Billing Specialist
Diploma in Pharmacy Technician
Associate in Science in Health Information Technology
Associate in Healthcare Management

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University of Missouri

Parent Corporation: University of Missouri
Corporate Headquarters: Columbia, MO
Accreditation: NCA
Instructional Delivery System: Online
Total Enrollment: 33,805
Alabama Enrollment: 15

University of Missouri

Associate in Science in Health Sciences
Associate in Science in Spa Management
Associate in Science in Medical Billing and Coding
Bachelor of Science in Nursing (RN to BSN)

Bachelor of Science in Nursing (RN-BSN)
Master of Nursing
Master of Social Work
Doctor of Nursing Practice

University of New Haven

Parent Corporation: University of New Haven
Corporate Headquarters: West Haven, CT
Accreditation: NEASC
Instructional Delivery System: Online
Total Enrollment: 6,285
Alabama Enrollment: 0

University of New Haven

Master of Science in Criminal Justice

University of North Carolina at Chapel Hill

Parent Corporation: University of North Carolina System
Corporate Headquarters: Chapel Hill, NC
Accreditation: SACS
Instructional Delivery System: Online
Total Enrollment: 27,021
Alabama Enrollment: 0

University of North Carolina at Chapel Hill

Master of Business Administration

Summary of Programs Approved by the Commission
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University of North Florida

Parent Corporation: University of North Florida
Corporate Headquarters: Tallahassee, FL
Accreditation: SACS
Instructional Delivery System: Online
Total Enrollment: 16,405
Alabama Enrollment: 0

Master of Education in American Sign Language/English Interpreting
Master of Education in Educational Leadership
Doctor of Nursing Practice in Clinical Nursing

University of Phoenix

Parent Corporation: Apollo Group, Inc.
Corporate Headquarters: Phoenix, Arizona
Accreditation: NCA
Instructional Delivery Systems: Site Based/Online
Total Enrollment: 387,920
Alabama Enrollment: 1909

Associate of Arts
Bachelor of Arts in English
Bachelor of Science in Human Services
Bachelor of Science in Education/Elementary
Bachelor of Science in Information Technology
Bachelor of Science in Business
Bachelor of Science in Management
Bachelor of Science in Communication
Bachelor of Science in Environmental Science
Bachelor of Science in Health Administration
Bachelor of Science in Psychology
Bachelor of Science in Criminal Justice Administration
Bachelor of Science in Organizational Security and Management

Summary of Programs Approved by the Commission
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University of Phoenix continued

Education Specialist
Master of Arts in Education
Master of Business Administration
Master of Health Administration
Master of Information Systems
Master of Management
Master of Public Administration
Master of Science in Administration of Justice and Security
Master of Science in Psychology
Master of Science in Counseling
Master of Science in Nursing
Master of Science in Nursing/Master of Business Administration/Health Care Management
Master of Science in Nursing/Master of Health Administration
Master of Science in Accounting
Doctor of Business Administration
Doctor of Educational Leadership
Doctor of Health Administration
Doctor of Management in Organizational Leadership
Doctor of Philosophy in Higher Education Adm.
Doctor of Philosophy in Industrial/Org Psychology
Doctor of Philosophy in Nursing
Visual Communications Certificate
Information Systems Security Certificate
Project Management Certificate
Human Resource Management Certificate
Technology Management Certificate
Gerontology Health Care Certificate
Global Management Certificate
Graduate Health Care Informatics Certificate

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University of Phoenix continued

Graduate Nursing/Health Care Education Certificate
Graduate Certificate in Human Resource Management
Graduate Accounting Certificate
Graduate Marketing Certificate

University of Pikeville: Kentucky College of Medicine
Parent Corporation: University of Pikeville  
Corporate Headquarters: Pikeville, KY  
Accreditation: SACS  
Instructional Delivery System: Site Based  
Total Enrollment: 1,838  
Alabama Enrollment: 2  
Doctor of Osteopathic Medicine

*University of Southern California*

Parent Corporation: University of Southern California  
Corporate Headquarters: Los Angeles, CA  
Accreditation: WASC  
Instructional Delivery System: Online  
Total Enrollment: 38,000  
Alabama Enrollment: 17  
Master of Arts in Teaching  
Master of Social Work

*University of St. Augustine for Health Sciences*

Parent Corporation: University of St. Augustine  
Corporate Headquarters: San Marcos, CA  
Accreditation: DETC  
Instructional Delivery System: Online  
Total Enrollment: 1,475  
Alabama Enrollment: 5  
Master of Occupational Therapy  
Master of Orthopedic Physician Assistant  
Doctor of Education  
Doctor of Health Science  
Doctor of Occupational Therapy  
Doctor of Physical Therapy

*University of St. Francis*

Parent Corporation: University of St. Francis  
Corporate Headquarters: Joliet, IL  
Accreditation: NCA  
Instructional Delivery System: Site Based/Online  
Total Enrollment: 216  
Alabama Enrollment: 216  
Bachelor of Science in Health Care Leadership  
Bachelor of Science in Management  
Bachelor of Science in Nursing  
Bachelor of Science in Organizational Leadership  
Master of Business Administration  
Master of Science in Education/Teaching and Learning  
Master of Science in Health Administration
Master of Science in Management
Master of Science in Nursing
Master of Science in Nursing Administration
Master of Science in Training and Development
Doctor of Nursing Practice

**University of the Cumberlands**

Parent Corporation: University of the Cumberlands
Corporate Headquarters: Williamsburg, KY
Accreditation: SACS
Instructional Delivery System: Online
Total Enrollment: 3,300
Alabama Enrollment: 9

Bachelor of Science in Business Administration
Master of Arts in Teaching: Elementary Education (P5)
Master of Arts in Teaching: Secondary (8-12)
Master of Arts in Teaching: Special Education (P-12)

**University of the Rockies**

Parent Corporation: Bridgepoint Education, Inc.
Corporate Headquarters: Colorado Springs, CO
Accreditation: NCA
Instructional Delivery System: Online
Total Enrollment: 814
Alabama Enrollment: 0

Master of Arts in Human Services
Master of Arts in Organizational Development & Leadership
Master of Arts in Psychology
Doctor of Philosophy in Organizational Development and Leadership
Doctor of Psychology

**University of West Florida**

Parent Corporation: State University System of Florida
Corporate Headquarters: Tallahassee, FL
Accreditation: SACS
Instructional Delivery System: Online
Total Enrollment: 12,000
Alabama Enrollment: 123

Bachelor of Arts in Maritime Studies
Bachelor of Arts in Exceptional Student Education
Bachelor of Science in Health Sciences
Bachelor of Science in Interdisciplinary Information Technology
Bachelor of Science in Nursing

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2012 Update
Bachelor of Science in Oceanography
Bachelor of Science in Information Engineering Technology
Bachelor of Science in Career and Technical Education
Master of Arts in Exceptional Student Education
Master of Education in Curriculum and Instruction
Master of Education in Educational Leadership
Master of Education in Instructional Technology
Master of Education in Reading
Master of Public Health
Master of Science in Computer Science
Master of Science in Administration
Master of Science in Mathematical Sciences
Master of Science in Nursing
Undergraduate Certificate in Technology Systems Support
Undergraduate Certificate in Arabic Language and Culture
Undergraduate Certificate in Database Systems
Undergraduate Certificate and Graduate Certificate in Geographic Information Science
Graduate Certificate in Medical Informatics
Graduate Certificate in Public Health
Graduate Certificate in Professional Accountancy
Graduate Certificate in Career and Technical Education
Graduate Certificate in Human Performance Technology
Graduate Certificate in Alternative Teacher Certification (Teacher Ready)

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University of West Georgia

Parent Corporation: University of West Georgia
Corporate Headquarters: Carrollton, GA
Accreditation: SACS
Instructional Delivery System: Online
Total Enrollment: 11,283
Alabama Enrollment: 25

Bachelor of Arts in Chemistry
Bachelor of Arts in Psychology
Bachelor of Arts in Foreign Languages and Literatures
Bachelor of Arts in Geography
Bachelor of Arts in Global Studies
Bachelor of Arts in English
Bachelor of Arts in Philosophy
Bachelor of Arts in Political Science
Bachelor of Arts in Mathematics
Bachelor of Arts in Mass Communications
Bachelor of Arts in International Economics Affairs
Bachelor of Business Administration in Accounting
Bachelor of Business Administration in Finance
Bachelor of Business Administration in Economics
Bachelor of Business Administration in Marketing
Bachelor of Business Administration in Real Estate
Bachelor of Business in Management
Bachelor of Business in Management Information Systems
Bachelor of Fine Arts in Art
Bachelor of Music
Bachelor of Science in Anthropology
Bachelor of Science in Criminology
Bachelor of Science in Economics
Bachelor of Science in Biology
Bachelor of Science in Chemistry
Bachelor of Science in Geography
Bachelor of Science in Education in Business Education
Bachelor of Science in Mathematics
Bachelor of Science in Political Science
Bachelor of Science in Computer Science
Bachelor of Science in Physics

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University of West Georgia continued

Bachelor of Science in Sociology
Bachelor of Science in Education/Early Childhood Education
Bachelor of Science in Education/Middle Grades Education
Bachelor of Science in Sport Management
Bachelor of Science in Education/Special Education
Bachelor of Science in Environmental Science
Bachelor of Science in Environmental Studies

Master of Arts in History
Master of Arts in Psychology
Master of Arts in Criminology
Master of Arts in Sociology
Master of Arts in English

Master of Arts in Teaching/Secondary Mathematics and Science Education

Master of Business Administration
Master of Education in Art Education
Master of Education in Business Education
Master of Education in Early Childhood Education
Master of Education in Professional Counseling
Master of Education in Media
Master of Education in Middle Grades Education
Master of Education in Reading Education
Master of Education in Secondary Education
Master of Education in Special Education

Specialist in Education in Early Childhood Education
Specialist in Education in Professional Counseling and Supervision
Specialist in Education in Secondary Education

Master of Music
Master of Professional Accounting

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University of West Georgia continued

Master of Public Administration
Master of Science/Applied Computer Science
Master of Science in Biology
Master of Science in Nursing
Master of Science in Mathematics

Doctor of Psychology
Doctor of Education in School Improvement
Doctor of Education in Professional Counseling and Supervision
Post Masters Certificate in Nursing/Health Systems Leadership
Post Masters Certificate in Nursing/Nurse Educator
Graduate Certificate/Human Centered Computing Graduate Certificate/Web Technologies
Graduate Certificate in Geographic Information Systems Graduate Certificate/System and Network Administration Graduate Certificate/Museum Studies Graduate Certificate/Public History Graduate Certificate in Public Management

**Walden University**

Parent Corporation: Laureate Education, Inc.
Corporate Headquarters: Baltimore, MD
Accreditation: NCA
Instructional Delivery System: Online
Total Enrollment: 40,714
Alabama Enrollment: 483

Bachelor of Science in Interdisciplinary Studies
Bachelor of Science in Child Development
Bachelor of Science in Instructional Design/Technology
Bachelor of Science in Business Administration
Bachelor of Science in Accounting
Bachelor of Science in Communication
Bachelor of Science in Computer Information Systems
Bachelor of Science in Information Technology
Bachelor of Science in Psychology
Bachelor of Science in Health Studies

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**Walden University continued**

Bachelor of Science in Nursing
Bachelor of Science in Criminal Justice
Bachelor of Science in Political Science/Public Adm.
Education Specialist
Master of Arts in Teaching
Master of Business Administration
Master of Public Administration
Master of Public Health
Master of Science in Instructional Design/Technology
Master of Science in Nursing
Master of Science in Project Management
Master of Science in Leadership
Master of Science in Healthcare Administration
Master of Science in Software Engineering
Master of Science in Systems Engineering
Master of Science in Information Systems Management
Master of Science in Nonprofit Management and Leadership
Master of Science in Psychology
Master of Science in Forensic Psychology
Master of Science in Clinical Research Administration
Master of Science in Health Informatics
Master of Science in Marriage, Couple, & Family Counseling
Master of Science in Education
Master of Science in Mental Health Counseling
Post Baccalaureate Certificate in Government Management
Post-Baccalaureate Certificate in Instructional Design
Post-Baccalaureate Certificates in Engineering and Applied Science
Post-Baccalaureate Certificate in Organizational Psychology and Development
Doctor of Business Administration

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Walden University continued

Doctor of Education
Doctor of Philosophy Management
Doctor of Philosophy in Education
Doctor of Philosophy in Health Services
Doctor of Philosophy in Human Services
Webster University

Parent Corporation: Webster University
Corporate Headquarters: St. Louis, MO
Accreditation: NCA
Instructional Delivery System: Online
Total Enrollment: 21,278
Alabama Enrollment: 71

Western Governors University

Parent Corporation: Western Governors University
Corporate Headquarters: Salt Lake City, UT
Accreditation: NCCU/DETC
Instructional Delivery System: Online
Total Enrollment: 25,413
Alabama Enrollment: 242

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Webster University

Doctor of Philosophy in Psychology
Doctor of Philosophy in Public Health
Doctor of Philosophy in Public Policy/Administration
Doctor of Philosophy in Counselor Education/Supervision
Post-Doctoral Certificate in Psychology

Master of Arts in Business and Organizational Security Management
Master of Arts in Human Resources Management
Master of Arts in Information Technology Management
Master of Arts in Management and Leadership
Master of Arts in Procurement and Acquisitions Management
Master of Arts in International Relations
Master of Arts in Media Communications
Master of Business Administration
Master of Science in Finance
Master of Science in Environmental Management
Graduate Certificate in Decision Support Systems
Graduate Certificate in Government Contracting

Western Governors University

Bachelor of Arts in Interdisciplinary Studies
Bachelor of Arts in Early Childhood Education
Bachelor of Arts in Mathematics (5-9)
Bachelor of Arts in Mathematics (5-12)
Bachelor of Arts in Science (5-9)
Bachelor of Arts in Science/Chemistry (5-12)
Bachelor of Arts in Science/Physics (5-12)
Bachelor of Arts in Science Biological Sciences (5-12)
Bachelor of Arts in Science/Geosciences (5-12)
Bachelor of Arts in Special Education (PK-12)
Bachelor of Science in Business Management
Bachelor of Science in Business-Human Resource Management
Bachelor of Science in Business Information Technology Management
Bachelor of Science in Sales and Sales Management
Bachelor of Science in Marketing Management
Bachelor of Science in Accounting
Bachelor of Science in Information Technology
Bachelor of Science in Information Technology-Networks Administration
Bachelor of Science in Information Technology-Networks Design and Management
Bachelor of Science in Information Technology-Databases
Bachelor of Science in Information Technology-Security
Bachelor of Science in Information Technology-Software
Bachelor of Science in Health Information
Bachelor of Science in Nursing (RN to BSN)
Post Baccalaureate Teacher Preparation Program/Elementary (K-8)
Post Baccalaureate Teacher Preparation Program/Mathematics (5-9)

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Western Governors University continued

Post Baccalaureate Teacher Preparation Program/Mathematics (5-12)
Post Baccalaureate Teacher Preparation Program/Science (5-9)
Post Baccalaureate Teacher Preparation Program/Science (5-12)
Post Baccalaureate Teacher Preparation Program/Social Science (5-12)
Master of Arts in Teaching/Elementary (K-8)
Master of Arts in Teaching/Mathematics (5-9)
Master of Arts in Teaching/Mathematics (5-12)
Master of Arts in Teaching/Science (5-9)
Master of Arts in Teaching/Science (5-12)
Master of Arts in Teaching/Social Science (5-12)
Master of Arts/English Language Learning PK-12
Master of Arts/Mathematics Education (K-6)
Master of Arts/Mathematics Education (5-9)
Master of Arts/Mathematics Education (5-12)
Master of Arts/Science Education (5-9)
Master of Arts/Science Education (Chemistry 5-12)
Master of Arts/Science Education (Physics 5-12)
Master of Arts/Science Education (Biological Sciences 5-12)
Master of Arts/Science Education (Geosciences 5-12)
Master of Business Administration/Management & Strategy
Master of Business Administration/Information Technology Management
Master of Business Administration/Healthcare Management
Master of Education/Instructional Design
Master of Education/Learning Technology
Master of Science/Special Education (K-12)
Master of Science/Educational Leadership

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Western Governors University continued

Master of Science/Curriculum and Instruction
Master of Science/Information Security and Assurance
Master of Science/Nursing-Education
Master of Science/Nursing-Leadership and Management
Master of Science/Nursing-Education (RN to MSN)
Master of Science/Nursing-Leadership and Management
Western International University

Parent Corporation: Apollo Group, Inc.  
Corporate Headquarters: Phoenix, AZ  
Accreditation: NCA  
Instructional Delivery System: Online  
Total Enrollment: 4,628  
Alabama Enrollment: 11

(RN to MSN)  
Endorsement Preparation Program/English Language Learning (PK-12)  
Endorsement Preparation Program/Educational Leadership

Associate of Arts in Business  
Bachelor of Science in Accounting  
Bachelor of Science in Business  
Bachelor of Science in Business Administration  
Bachelor of Science in Informatics IT  
Bachelor of Science in Management  
Bachelor of Arts in Behavioral Science  
Bachelor of Arts in Criminal Behavior  
Bachelor of Arts in Human Resource Management  
Bachelor of Arts in Legal Studies  
Bachelor of Arts in Professional Communication  
Master of Arts in Human Dynamics  
Master of Arts in Innovative Leadership  
Master of Business Administration  
Master of Public Administration  
Master of Science in Information Systems Engineering  
Accountancy Certificate

Staff Presenter: Mrs. Margaret Gunter
Director of Communications and Governmental Relations

Staff Recommendation: For discussion only.

Background: According to Section 16-5-10(9) of the Code of Alabama, the Alabama Commission on Higher Education is required to submit to the Governor and the Legislature an annual report highlighting the designated fiscal year activities of the Commission.

Supporting Documentation: 2011-2012 Annual Report – Alabama Commission on Higher Education will be sent electronically to commissioners prior to the December 7, 2012 meeting. Printed copies will be distributed at the meeting.
DECISION ITEM A: Executive Budget Request for FY 2013-2014

EXECUTIVE SUMMARY

Reason for Action: The Code of Alabama, Title 41, Chapter 19, Section 6 (a) (3) states that, each state agency/department, on the date and in the form and content prescribed by the Department of Finance, shall prepare and forward to the Budget Officer the budget requested to carry out its proposed plans in the succeeding fiscal year. The budget request information shall include the expenditures during the last fiscal year, those estimated for the current fiscal year, those proposed for the succeeding fiscal year and any other information requested by the Department of Finance.
DECISION ITEM A:  Executive Budget Request for FY 2013-2014

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

Staff Recommendation:  Staff recommends that the Commission approve the Executive Budget Request for FY 2013-2014 as presented.

Background:  The FY 2013-2014 Executive Budget Request submission due date to the State Budget Office was November 1, 2012. The budgeting guidelines from the Executive Budget Office and the FY 2012 year end automated reports from the State financial systems were not available until approximately the middle of October 2012. Therefore, sufficient data and required cost projection figures were not available to develop the detailed budget request in time for presentation to the Commission at the September meeting. In order to comply with the designated submission deadline, a draft budget request was submitted to the Executive Budget Office. An approved budget request will be submitted upon approval by the Commissioners.

The following planning assumptions were used in developing the FY 2013-2014 Executive Budget Request.

Planning and Coordination

A. The retirement rate has increased from 10.08% to 11.71%.
B. Health insurance increased from $765.00 per month per employee to $920.00 per month.
C. An increase in building rent is requested for operating expenses.
D. An increase for salaries is requested.

Support of Other Educational Activities

The Alabama Commission on Higher Education is requesting an increase of 10.0 percent for all state appropriated programs included under the Support of Other Educational Activities and the Support of State Universities appropriation units. These increases will return these programs to approximately the appropriated levels for fiscal year 2010-11, prior to the 3.0% proration. These programs are: the Articulation System, the Southern Regional Education Board, the Experimental Program to Stimulate Competitive Research, the Network of Alabama Academic Libraries, the School and University Partnership for Education Renewal Program, and the Alabama Agricultural Land Grant Alliance.
Student Assistance Programs

A 10.0 percent increase is requested for the student assistance programs with the exception of ASAP-Knight. A decrease of $475,000.00 is requested for ASAP-Knight due to the end of ACHE’s access to unused diversity scholarships funds due to the end of the settlement agreement.

Support of State Programs

A 10.0 percent increase is requested for all programs which include Alabama Resource Conservation and Development Council, Soil and Water Conservation Committee, Alabama Forestry Foundation Black Belt Initiative, Black Belt Adventures, Black Belt Treasures, Civil Air Patrol, National Center for Sports Safety, and National Computer Forensics Institute.

New Initiative

There is one new program being requested that is not currently funded. An amount of $10,000 is requested for the PK-20 Initiative.

Summary of All Activities

An overall increase is shown on the agency summary budget request of 6.61%. This is comprised of a decrease in the availability of Knight Diversity Scholarships, and an increase of 10.00% for all other state appropriated programs.

Supporting Documentation:

1. Budget Request Summary is attached.

2. Executive Budget Request for Fiscal Year 2013-14 is available upon request.
<table>
<thead>
<tr>
<th>CODE NO.</th>
<th>PROGRAMS AND ACTIVITIES</th>
<th>ACTUAL EXPENDITURES 2012</th>
<th>BUDGETED EXPENDITURES 2013</th>
<th>REQUESTED EXPENDITURES 2014</th>
<th>INCREASE (DECREASE) FROM PRIOR YEAR</th>
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<td>Postsecondary Education (ACHE O&amp;M)</td>
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<td>270,223</td>
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<td>TOTAL</td>
<td>2,783,674</td>
<td>2,702,892</td>
<td>2,873,115</td>
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<td>STUDENT ASSISTANCE</td>
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<td>No Child Left Behind (Title II)</td>
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<td>PK-20 Initiative</td>
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<td>Knight Monitor</td>
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<td></td>
<td>TOTAL</td>
<td>5,250,840</td>
<td>5,229,263</td>
<td>5,752,211</td>
<td>522,928</td>
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<td>SUPPORT OF STATE PROGRAMS</td>
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<td>0306</td>
<td>Resource Conservation &amp; Development Program (RC &amp;D)</td>
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<td>19,200</td>
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<td>Alabama Black Belt Adventures</td>
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<td>0316</td>
<td>Alabama Black Belt Treasures</td>
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<td>0317</td>
<td>National Center For Sports Safety</td>
<td>568,000</td>
<td>646,800</td>
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<td>0318</td>
<td>Alabama Civil Air Patrol</td>
<td>76,000</td>
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<td>0319</td>
<td>National Computer Forensics Institute</td>
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<td>3,427,732</td>
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<td>TOTAL EXPENDITURES</td>
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<td>20,877,286</td>
<td>22,258,011</td>
<td>1,380,725</td>
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</table>
DECISION ITEM B: Consolidated Budget Recommendation for FY 2013-2014

EXECUTIVE SUMMARY

Reason for Action: Section 16-5-9(b) of the Code of Alabama states that "...The Commission ... shall present to each institution and the Governor and legislature, a single unified budget report containing budget recommendations for the separate appropriations to each of the institutions."
DECISION ITEM B:  Consolidated Budget Recommendation for FY 2013-2014

Staff Presenter:  Ms. Susan J. Cagle
Director of Institutional Finance and Facilities

Staff Recommendation:  That the Commission approve the FY 2013-2014 Consolidated Budget Recommendation (CBR) as presented by the Commission staff.

Background:  Section 16-5-9(b) of the Code of Alabama states that “...The Commission ... shall present to each institution and the Governor and legislature, a single unified budget report containing budget recommendations for the separate appropriations to each of the institutions.”

Staff prepared the FY 2013-14 ACHE Standard calculations and sent it to the intuitions for review and comment. Estimations of the cost of the rate increases for PEEHIP, TRS, and the four-year institutions’ retirees included in PEEHIP have been prepared by staff.

Staff is drafting and will send to the Commissioners, Presidents and Chancellors a FY 2013-14 CBR scenario in preparation for discussion at the December 7, 2012 Commission meeting.


EXECUTIVE SUMMARY

Reason for Action: Section 16-5-15 of the Code of Alabama requires that each institution annually provide a five-year master plan regarding facilities to the Commission. Each institution is also required to prioritize its capital requests and to provide a needs-assessment for requested projects.

Staff Presenter: Ms. Susan J. Cagle
Director of Institutional Finance and Facilities

Staff Recommendation: That the Alabama Commission on Higher Education receive the report on the Facilities Master Plan and Capital Projects Requests as submitted by the staff and that the report be forwarded to the appropriate Legislative officials.

Background: Section 16-5-15 of the Code of Alabama requires that each institution annually provide a five-year master plan regarding facilities to the Commission. Each institution is also required to prioritize its capital requests and to provide a needs assessment for requested projects.

All public four-year institutions and all two-year institutions have submitted Facilities Master Plans. Commission staff have summarized the submissions in the following report. The staff requests that the Commission receive the report on the Facilities Master Plan and Capital Projects Requests as submitted by the staff. The staff further requests that the report on the Facilities Master Plan and Capital Projects Requests be forwarded to the appropriate Legislative officials.


ALABAMA COMMISSION ON HIGHER EDUCATION

REPORT ON FACILITIES MASTER PLAN

AND

CAPITAL PROJECTS REQUESTS

FY 2014 - 2018

FOR ALL PUBLIC
HIGHER EDUCATION INSTITUTIONS

December 2012
FACILITIES MASTER PLAN AND CAPITAL PROJECTS REQUESTS

Section 16-5-15 of the Code of Alabama requires all public institutions of higher education to submit to the Alabama Commission on Higher Education a facilities master plan. This plan is to include all capital project proposals and requires prioritizing of the capital improvement budget requests.

Project Requests

All public two and four-year institutions submitted the Facilities Master Plan to the Alabama Commission on Higher Education in accordance with Section 16-5-15. The five years reported are broken into three time segments: Immediate, Intermediate, and Long-Term capital projects. Immediate projects are defined as those within the first year of the master planning cycle (FY 2013-2014). Intermediate projects are defined as those within the second year of the planning cycle (FY 2014-2015) while Long-Term projects fall into the last three years of the planning cycle (FY 2015-2016, 2016-2017, and 2017-2018). The projects are further divided into four separate project categories: New Construction/Acquisition; Renovation and Remodeling; Major Capital Equipment; and Deferred Maintenance/Facilities Renewal. The charts immediately following this section show the percentage of Immediate, Intermediate, Long-Term, and Total projects broken into the project categories and into the projected funding sources.

Immediate Capital Projects

Table 1 summarizes the Immediate (Year 1) capital projects proposed by the institutions. As detailed on Table 1, $1,044,266,282 was requested in Immediate capital projects, 32.59% ($340,315,345) of which entail requests for funds from the Education Trust Fund (ETF) (Table 4). An additional 19.85% ($207,306,688) of funds were projected to come from other State sources such as bond issues. Institutions also use funds they have raised in capital campaigns and federal and local funds, along with other sources to fund proposed capital projects.

Approximately 25.74% of all funds requested for Immediate capital projects are going for Renovation/Major Remodeling and Deferred Maintenance/Facilities Renewal Projects. An additional 5.97% of the funds requested are for Major Capital Equipment. Many of the projects in this category would also qualify in the Deferred Maintenance/Facilities Renewal column. As can be seen by this, almost a third of all funds requested for Immediate Capital projects would go toward projects for the maintenance, alteration, and repair of existing facilities.
Intermediate and Long-Term Projects

Table 2 provides a summary of the Intermediate (Year 2) Capital Projects Requests. The Intermediate Projects amount to $904,181,674. Table 5 shows that over 40% of these projects are projected to be funded with either ETF or other State funds. Almost Forty percent (39.14%) of the requested funds for these projects fall in categories other than New Construction/Acquisition. Funding sources for the Long-Term projects are often just estimates at this point, but currently, as shown on Table 6, 73.8% of the funding is anticipated to come from the ETF or other State-related fund. Forty percent of all of the Long-Term projects fall into categories other than New Construction/Acquisition.

Summary

In summary, 38% of all capital projects requests are maintenance, alterations, or repairs of existing facilities or equipment. Over sixty percent, 62.5%, or about $2.7 billion, of all of the funds requested for the projects listed on the Facilities Master Plans were projected to come from either ETF or Other State funds. A total of almost $4.4 billion is projected as being needed to cover the capital projects requests of the four and two-year institutions over the next five years.

Bond Issues

The State of Alabama does not provide regular funding for capital projects for education; this is true for K-12 as well as Postsecondary Education. In order to pay for capital projects the institutions must find funds from other sources. One of these sources is bonds. The institutions in Alabama are allowed to float their own bond issues. The four- and two-year institutions currently have approximately $3.6 billion in bonds outstanding, as shown on Table 7. As with all debt, these funds must be paid back and the institutions paid approximately $355 million in debt service in the last fiscal year to pay these bonds off. The source of revenue to pay these bonds is usually through tuition or fees that the students pay.
Age of Buildings

Many readers may be struck by the magnitude of the estimated five-year capital needs and the amount of debt being incurred by the institutions for bond issues. Much of the need reflected in these requests is the inevitable outcome of decades of inadequate and inconsistent attention to capital needs in appropriations for Alabama’s Public Colleges and Universities. According to the Fall 2011 Facilities Inventory and Space Utilization Report almost fifty percent (50%) of the buildings being used by the public colleges and universities in Alabama were built between 1960 and 1989. The newest of these buildings have over twenty years of use and the oldest are over 50 years of age, beyond the “useful life” of major building components. Add to this group the 16% of our buildings built prior to 1960 and there should be no surprise at significant requests for capital funds to deal with repairs and replacements.

Institutional Facilities Master Plans and Capital Projects Requests

Copies of each institution’s Facilities Master Plan and Capital Projects Requests for the five year reporting period, along with the bond report and projects descriptions have been placed on the Commission’s website. These reports go into more detail about each Immediate and Intermediate Capital Requirements project. Estimated cost and net and gross square footage are detailed in these reports. A brief statement of justification for the project is also included for each project. The reports can be found at http://www.ache.alabama.gov/Information/Publications/FMP2014-2018/.
Summary Tables
<table>
<thead>
<tr>
<th>Institution</th>
<th>New Construction</th>
<th>Renovation/Major Remodeling</th>
<th>Major Capital Equipment</th>
<th>Deferred Maintenance/Fac Renewal</th>
<th>Total Estimated Cost</th>
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<td>43,269,234</td>
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<td>28,623,991</td>
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<td>$656,331,650</td>
<td>$58,415,000</td>
<td>$247,631,525</td>
<td>$2,446,095,625</td>
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## Table 4

### Summary Table

**Immediate Capital Projects**

By Projected Funding Source

**All Public Higher Education Institutions**

<table>
<thead>
<tr>
<th>Institution</th>
<th>Education Fund</th>
<th>Other State Funds</th>
<th>Total Estimated Cost</th>
<th>Percent Requested From ETF</th>
<th>Percent Requested From Other State Funds</th>
<th>Percent Requested From Other Funds</th>
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<tr>
<td>Alabama A&amp;M University</td>
<td>$1,150,000</td>
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</tr>
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<td>28.75%</td>
</tr>
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<td>100.00%</td>
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<td>None</td>
<td>None</td>
<td>None</td>
<td>None</td>
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<tr>
<td>Northeast AL Comm College</td>
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<td>None</td>
<td>100.00%</td>
<td>None</td>
</tr>
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<td>Trenholm St Technical College</td>
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<td>100.00%</td>
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<td>33.94%</td>
</tr>
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</tr>
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<td>39.06%</td>
<td>39.31%</td>
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</tbody>
</table>

**TOTAL** | $340,315,345 | $207,306,688 | $496,644,240 | $1,044,266,282 | 32.59% | 19.85% | 47.56% |

## Table 5

### Summary Table

**Intermediate Capital Projects**

**By Projected Funding Source**

**All Public Higher Education Institutions**

<table>
<thead>
<tr>
<th>Institution</th>
<th>Education Trust Fund</th>
<th>Other State Funding</th>
<th>Other Funds</th>
<th>Total Estimated Cost</th>
<th>Percent Requested From ETF</th>
<th>Percent Requested From Other State Funds</th>
<th>Percent Requested From Other Funds</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alabama A&amp;M University</td>
<td>None</td>
<td>None</td>
<td>None</td>
<td>None</td>
<td>None</td>
<td>None</td>
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<td>None</td>
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<td>Auburn Univ Montgomery</td>
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<td>$2,500,000</td>
<td>None</td>
<td>None</td>
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</tr>
<tr>
<td>Jacksonville State Univ</td>
<td>23,500,000</td>
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<td>None</td>
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<td>None</td>
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<td>None</td>
<td>None</td>
<td>None</td>
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<td>Total Comm &amp; Tech</td>
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<td>32.22%</td>
<td>27.22%</td>
<td>40.56%</td>
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**TOTAL**                                         | $316,594,486          | $78,099,205         | $509,487,983 | $904,181,674         | 35.01%                        | 8.64%                                 | 56.35%                             |

<table>
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<th>Other State Funding</th>
<th>Other State Funds</th>
<th>Total Estimated Cost</th>
<th>Percent Requested From ETF</th>
<th>Percent Requested From Other State Funds</th>
<th>Percent Requested From Other Funds</th>
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<td>None</td>
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</tr>
<tr>
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<td>None</td>
<td>None</td>
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<td>92,150,000</td>
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<td>25.0%</td>
<td>25.0%</td>
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</tr>
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<td>None</td>
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<td>None</td>
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<td>Calhoun State Comm College</td>
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<td>None</td>
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<td>None</td>
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<td>None</td>
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<td>Northwest-Shoals Com College</td>
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<td>Southern Union St Comm Coll</td>
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<td>None</td>
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<tr>
<td>Trenholm St Technical College</td>
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<td>None</td>
<td>None</td>
</tr>
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<td>Wall St Comm College - Dothan</td>
<td>12,663,983</td>
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<td>73.33%</td>
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</tr>
<tr>
<td>Wall St Comm Coll - Hanceville</td>
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<td>None</td>
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<tr>
<td>Wall St Comm College - Selma</td>
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</tr>
<tr>
<td>Total Comm &amp; Tech</td>
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<td>134,613,550</td>
<td>$555,826,525</td>
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<td>33.84%</td>
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<tr>
<td>TOTAL</td>
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<td>$639,779,922</td>
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<td>59.14%</td>
<td>14.71%</td>
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</tbody>
</table>

## Table 7
Report on Revenue Bonds Issued by Alabama Public Higher Education Institutions

<table>
<thead>
<tr>
<th>Institution</th>
<th>Total Original Value</th>
<th>Total Amount Outstanding 9/30/2012</th>
<th>Total Amount of Principal Debt Service 9/30/2012</th>
<th>Total Amount of Interest Debt Service 9/30/2012</th>
<th>Total Amount of Debt Service 9/30/2012</th>
<th>Sources of Payment</th>
</tr>
</thead>
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<tr>
<td>Alabama A&amp;M University</td>
<td>60,936,000</td>
<td>54,140,000</td>
<td>2,970,000</td>
<td>2,646,365</td>
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<td>27,770,000</td>
<td>10,819,480</td>
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</tr>
<tr>
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<td>15,821,882</td>
<td>589,850</td>
<td>618,235</td>
<td>1,208,085</td>
<td>Tuition &amp; Fees</td>
</tr>
<tr>
<td>Auburn University</td>
<td>952,972,607</td>
<td>753,984,329</td>
<td>121,059,833</td>
<td>36,145,752</td>
<td>157,205,585</td>
<td>2012A Issue, General Fund, Student Fees, Housing Revenue, Athletic Fund, Auxiliary Fund &amp; Dining Revenue</td>
</tr>
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<td>Auburn Univ Montgomery</td>
<td>3,279,000</td>
<td>910,000</td>
<td>115,000</td>
<td>32,067</td>
<td>147,067</td>
<td>Auxiliary Revenue</td>
</tr>
<tr>
<td>Jacksonville State University</td>
<td>82,743,000</td>
<td>79,545,000</td>
<td>2,735,000</td>
<td>3,399,961</td>
<td>6,134,961</td>
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<tr>
<td>Troy University</td>
<td>119,520,000</td>
<td>111,835,000</td>
<td>4,150,000</td>
<td>5,749,647</td>
<td>9,899,647</td>
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<td>660,880,000</td>
<td>15,235,000</td>
<td>34,669,769</td>
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<td>Tuition, Housing, Athletics, Parking fees, Food Service, Fraternities, Sororities, Hillel</td>
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<td>352,912,942</td>
<td>274,013,209</td>
<td>15,475,045</td>
<td>11,457,851</td>
<td>26,932,896</td>
<td>S&amp;G &amp; Auxiliary</td>
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<td>2,665,000</td>
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<td>6,010,290</td>
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<td>492,000</td>
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<td>2,688,701</td>
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<td>8,033,000</td>
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<td>23,682,695</td>
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<td>0</td>
<td></td>
</tr>
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<td>Institution</td>
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<td>Total Amount of Interest Debt Service 9/30/2012</td>
<td>Total Amount of Debt Service 9/30/2012</td>
<td>Sources of Payment</td>
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<td>864,333</td>
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</tr>
<tr>
<td>Snead State Comm College</td>
<td>27,265,000</td>
<td>19,100,000</td>
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<td>2,214,256</td>
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<td>Trenholm St Technical College</td>
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<td>6,700,000</td>
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<td>383,895</td>
<td>508,895</td>
<td>Tuition &amp; Fees</td>
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<tr>
<td>Wall St Comm College - Dothan</td>
<td>11,120,000</td>
<td>7,030,000</td>
<td>500,000</td>
<td>331,161</td>
<td>831,161</td>
<td>Tuition &amp; Fees</td>
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<tr>
<td>Wall St Comm Coll - Hanceville</td>
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<td>47,403,016</td>
<td>1,417,745</td>
<td>1,679,131</td>
<td>3,096,876</td>
<td>Tuition &amp; Fees &amp; Building Fees</td>
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<tr>
<td>Wall St Comm College - Selma</td>
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<td>275,838,016</td>
<td>13,987,745</td>
<td>11,161,224</td>
<td>25,148,969</td>
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<tr>
<td>Total Comm &amp; Tech</td>
<td>3,592,875,731</td>
<td>3,019,077,095</td>
<td>13,987,745</td>
<td>11,161,224</td>
<td>25,148,969</td>
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DECISION ITEM D-1:  Troy University, Bachelor of Arts and Bachelor of Science (BA/BS) in Economics (CIP 45.0601)

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 offered in the College of Arts and Sciences at Troy University. It is planned as a complement to the proposed Bachelor of Science in Business Administration (BSBA) in Economics, which would be offered by the Sorrell College of Business at Troy. Students would be able to seek either a bachelor of arts (BA) or a bachelor of science (BS) degree.

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

Mode of Delivery: The program will be offered face-to-face on the Troy campus. Less than fifty percent of the program will be available through distance modalities.

Similar Programs: The following institutions currently have Economics baccalaureate programs listed at CIP 45.0601 in the Commission’s Academic Program Inventory: Auburn University (AU), BS in Economics; and Jacksonville State University, BA/BS in Economics. AU also has a master of science program in Economics listed at the same CIP code.

The following public institutions in Alabama have a baccalaureate program listed at CIP 52.0601 in the Commission’s Academic Program Inventory: Auburn University at Montgomery (BSBA in Business Economics); the University of Alabama (BA and BSCBA in Economics); the University of Alabama at Birmingham (BA in Economics); and the University of North Alabama (BBA in Economics). The Commission approved the BS in Economics and Computational Analysis, CIP 52.0601, for the University of Alabama in Huntsville at the September Commission meeting. The University of South Alabama has the BS in Economics and Finance listed at CIP 52.0801.

Collaboration: There are no plans at this time for collaboration, but potential formal and informal collaborations will be discussed.

Resources: The proposal projected that a total of $53,000 in estimated new funds will be required to support the proposed program. A projected total of $330,000 will be available from tuition and internal reallocation.

Public Review: The program was posted on the Commission website from September 17 until October 7 (twenty days) for public review and comments. No comments were received.

Rationale for Staff Recommendation:

1. The program will be built on existing courses and resources.

2. The program will fill the need for an Economics program within Troy’s College of Arts and Sciences. Such core programs are common university offerings.
DECISION ITEM D-1: Troy University, Bachelor of Arts and Bachelor of Science (BA/BS) in Economics (CIP 45.0601)

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

Staff Recommendation: That the Commission approve the proposed Bachelor of Arts/Bachelor of Science in Economics with the implementation date and post-implementation conditions below.

Implementation Date: The proposed program will be implemented in August 2013. Based on Commission policy, the proposed program must be implemented by December 7, 2014, 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 2013-14, will be at least 14, based on the proposal.

2. That the annual average number of graduates for the period 2015-16 through 2017-18 (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 continuing in related graduate work.

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 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, 2018.

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, received September 14, 2012. Available upon request.

## NEW ACADEMIC DEGREE PROGRAM PROPOSAL SUMMARY

**INSTITUTION**
Troy University

**PROGRAM**
Bachelor of Arts / Bachelor of Science in Economics (TROY) (CIP 45.0601)

### ESTIMATED NEW FUNDS REQUIRED TO SUPPORT PROPOSED PROGRAM

<table>
<thead>
<tr>
<th>Year</th>
<th>2013-14</th>
<th>2014-15</th>
<th>2015-16</th>
<th>2016-17</th>
<th>2017-18</th>
<th>TOTAL</th>
</tr>
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<tbody>
<tr>
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<td>$0</td>
<td>$0</td>
<td>$0</td>
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<td>$1,000</td>
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<td>$5,000</td>
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<td>$11,500</td>
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<td>$53,000</td>
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### SOURCES OF FUNDS AVAILABLE FOR PROGRAM SUPPORT

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<thead>
<tr>
<th>Year</th>
<th>2013-14</th>
<th>2014-15</th>
<th>2015-16</th>
<th>2016-17</th>
<th>2017-18</th>
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<td>$10,000</td>
<td>$10,000</td>
<td>$10,000</td>
<td>$50,000</td>
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<td>$0</td>
<td>$0</td>
<td>$0</td>
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<td>$58,000</td>
<td>$78,000</td>
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</table>

### ENROLLMENT AND DEGREE COMPLETION PROJECTIONS

<table>
<thead>
<tr>
<th>Year</th>
<th>2013-14</th>
<th>2014-15</th>
<th>2015-16</th>
<th>2016-17</th>
<th>2017-18</th>
<th>5-YEAR AVERAGE</th>
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<tr>
<td>TOTAL HEADCOUNT ENROLLMENT</td>
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<td>24</td>
<td>36</td>
<td>53</td>
<td>70</td>
<td>39</td>
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<tr>
<td>NEW ENROLLMENT HEADCOUNT</td>
<td>12</td>
<td>12</td>
<td>12</td>
<td>17</td>
<td>17</td>
<td>14</td>
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<tr>
<td>DEGREE COMPLETION PROJECTIONS</td>
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<td>0</td>
<td>8</td>
<td>8</td>
<td>8</td>
<td>8</td>
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</tbody>
</table>
Attachment 2

Summary of Background Information

Bachelor of Arts / Bachelor of Science in Economics
Troy University

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

Description and Objectives: The proposed program will be offered in the College of Arts and Sciences at Troy University. It is planned as a complement to the proposed Bachelor of Science in Business Administration (BSBA) in Economics, which would be offered by the Sorrell College of Business at Troy. Students would be able to seek either a bachelor of arts (BA) or a bachelor of science (BS) degree.

The proposed BA/BS program will have the following objectives:

1. To provide students with a broad academic exposure to the field of Economics;
2. To prepare students for continuing Economics education at the graduate level;
3. To prepare students for job opportunities available of those who hold the BA/BS in Economics.

The program would be offered on the Troy campus.

Assessment: The proposal stated that the program will be assessed by the following: 1) an exit exam administered to Economics majors; 2) the Graduating Senior Survey; and a survey of graduates to determine the rate at which the students obtain employment or admission to graduate school.

Administration: The program will be administered by the College of Arts and Sciences, Dr. Jim Rinehart, dean, and the department of Social Sciences, Dr. Bill Grantham, chair.

Peer Review: The Notification of Intent to Submit a Proposal (NISP) and the program proposal were reviewed by the Chief Academic Officers (CAO). The CAO members do not vote formally on a proposal, but comments were provided. One dean noted that there appeared to be no required courses in the proposal and recommended that there be some requirements. Troy officials responded that Principles of Macroeconomics and Principles of Microeconomics are required within the general studies curriculum. In addition, Intermediate Macroeconomics and Intermediate Microeconomics are required for the major.

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

Curriculum: The program will have the following program completion requirements.

<table>
<thead>
<tr>
<th>Category</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Studies</td>
<td>60</td>
</tr>
<tr>
<td>Credit hours in the major</td>
<td>36</td>
</tr>
<tr>
<td>Credit hours required in a minor</td>
<td>18</td>
</tr>
<tr>
<td>Credit hours in required or free electives</td>
<td>6</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>120</strong></td>
</tr>
</tbody>
</table>

No new courses will be added for the program.

Collaboration: There are no plans at this time for collaboration, but potential formal and informal collaborations will be discussed.

Distance Education: Less than fifty percent of the program will be offered through distance education.

Admissions: Students admitted to the proposed program will be required to meet all Troy University undergraduate student admissions requirements.
Need: The following institutions currently have Economics baccalaureate programs listed at CIP 45.0601 in the Commission’s Academic Program Inventory: Auburn University (AU), BS in Economics; and Jacksonville State University, BA/BS in Economics. AU also has a master of science program in Economics listed at the same CIP code.

The following public institutions in Alabama have a baccalaureate program listed at CIP 52.0601 in the Commission’s Academic Program Inventory: Auburn University at Montgomery (BSBA in Business Economics); the University of Alabama (BA and BSCBA in Economics); the University of Alabama at Birmingham (BA in Economics); and the University of North Alabama (BBA in Economics). The Commission approved the BS in Economics and Computational Analysis, CIP 52.0601, for the University of Alabama in Huntsville at the September Commission meeting. The University of South Alabama has the BS in Economics and Finance listed at CIP 52.0801.

The proposal stated that economics is a common social science major at most universities and that the program proposed by Troy is a more expansive curriculum than other programs in the state. The proposal provided data from the Bureau of Labor Statistics (BLS) 2011 that stated that a six percent growth rate in employment is predicted for economists in the period 2008 through 2018. Jobs for economists are spread through government and private industry entities, such as banking; scientific research, development services, and management; and management, scientific, and technical consulting services. According to the proposal, a number of economists combine a full-time job in government, academia, or business with part-time or consulting work in another setting.

Statewide, 163 economists and 190 postsecondary economics teachers were employed as of 2008. The average salary for an economist in Alabama is almost $85,000 annually, according to the proposal. The following occupations are considered occupational comparisons for economists for the state of Alabama: financial analysts, insurance underwriters, loan officers, management analysts, personal financial advisors, financial managers, financial specialists, purchasing agents and buyers, and purchasing managers. Overall, there were over 57,000 economist-related jobs available within the state of Alabama in 2008. The proposal projected a total of 68 job openings in the state over the first five years of the program.

Student Demand: The proposal stated that a survey of student interest was conducted related to the proposed program. A total of 279 responded to the survey. Of that total, 39 (14 percent) were very interested in the proposed program, while 62 (22 percent) expressed interest in the program.

Resources:

Faculty:
Current Primary Faculty—
  Full-time: 15
  Part-time: 0

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
The program will be initiated with existing faculty. Additional faculty will be hired as demand increases. New full-time faculty will have completed a PhD in Management Information Systems (MIS) or a related area and have expertise in one of the following: web development, mobile development, IT capital planning, or IT security management.

**Support Staff:** The Manuel H. Johnson Center for Political Economy, which is housed within the College of Business and provides support to the economics division, employs a center administrator staff person and one student worker. No additional staff will be necessary to support the new program.

**Equipment:** No additional equipment is necessary at this time.

**Facilities:** No additional facilities are required.

**Library:** The proposal included a detailed analysis of library resources by Dr. Kristine Stilwell. According to the report, the library’s current holdings will meet the standard required for the program. However, Dr. Stilwell recommended the acquisition of the database *EconLit* and a slight increase in the monographs budget.

**Program Budget:** The proposal projected that a total of $53,000 in estimated new funds will be required to support the proposed program. A projected total of $330,000 will be available from tuition and internal reallocation.
Attachment 3

Troy University
Bachelor of Arts / Bachelor of Science in Economics (CIP 45.0601)

[Major courses in Economics are shaded.]

<table>
<thead>
<tr>
<th>Semester</th>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
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<tbody>
<tr>
<td>Fall 1</td>
<td>ECO 2251</td>
<td>Principles of Macroeconomics</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>DRA 2200</td>
<td>Introduction to Drama</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>ENG 1101</td>
<td>Comp and Modern English</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>GEO 2210</td>
<td>World Regional Geography</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>MTH 1110</td>
<td>Finite Math</td>
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</tr>
<tr>
<td></td>
<td>TROY 1101</td>
<td>University Orientation</td>
<td>1</td>
</tr>
<tr>
<td>Spring 1</td>
<td>ENG 1102</td>
<td>Comp and Modern English II</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>HIS 1112</td>
<td>US since 1877</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>IS 2241</td>
<td>Computer Concepts and Applications</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>MTH 2201</td>
<td>Business Calculus</td>
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<tr>
<td></td>
<td>SPN 1141</td>
<td>Introductory Spanish</td>
<td>3</td>
</tr>
<tr>
<td>Fall 2</td>
<td>ART 1133</td>
<td>Visual Arts</td>
<td>2</td>
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<tr>
<td></td>
<td>BIO 1100</td>
<td>Principles of Biology</td>
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<tr>
<td></td>
<td>BIO L100</td>
<td>Principles of Biology Lab</td>
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</tr>
<tr>
<td></td>
<td>COM 2241</td>
<td>Fundamentals of Speech</td>
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<tr>
<td></td>
<td>ECO 2252</td>
<td>Principles of Microeconomics</td>
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<td></td>
<td>SS 3375</td>
<td>Introduction to Social Science Inquiry</td>
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<td>Spring 2</td>
<td>CHM 1142</td>
<td>General Chemistry I</td>
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<td>CHM L142</td>
<td>General Chemistry I Lab</td>
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<td></td>
<td>SS 3376</td>
<td>Applications of Social Science Inquiry</td>
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<td></td>
<td>HIS 1111</td>
<td>US to 1877</td>
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<td>American National Government</td>
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<td></td>
<td>ECO 3351</td>
<td>Intermediate Macroeconomics</td>
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<td>Fall 3</td>
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<td>KHP 1146</td>
<td>Physical Defense/Women</td>
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<td>HIS 1101</td>
<td>Western Civilization I</td>
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<td>GEO 3300</td>
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<td>ECO 3355</td>
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<td>Social Problems</td>
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<td></td>
<td>SOC 4430</td>
<td>Sociology of Religion</td>
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<td>ECO 4453</td>
<td>Public Finance</td>
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### Fall 4

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<td>ECO 4454</td>
<td>Economic History</td>
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<tr>
<td>ECO 4455</td>
<td>Comparative Economic Systems</td>
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<tr>
<td>SOC 4495</td>
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<tr>
<td>ECO 4456</td>
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<td>ECO 4457</td>
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### Spring 4

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<tr>
<td>ECO 4459</td>
<td>Economics Seminar</td>
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</tr>
<tr>
<td>SOC 3301</td>
<td>Social Change</td>
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</tr>
<tr>
<td>SS 4499</td>
<td>Senior Seminar</td>
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</table>

**Total Semester Hours** 120
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 proposal is for a baccalaureate program offered within Troy’s Sorrell College of Business. It will replace an existing concentration in the BA/BS in Business and Management, General (CIP 52.0101). The proposal stated the following objectives for the program:

1. To provide students with broad academic exposure to the field of Economics;
2. To prepare students to compete for admission and to excel in graduate programs in Economics;
3. To prepare students to compete for admission to other graduate programs, such as an MBA program or law school;
4. To pursue career opportunities within the field of Economics.

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

Mode of Delivery: The program will be offered face-to-face on the Troy campus. All general education requirements will be offered online, as will the business core. Selected economics courses will be offered online with more major courses added to this delivery method as the program matures. Less than fifty percent of the program will be offered through distance education.

Similar Programs: The following public institutions in Alabama have a baccalaureate program listed at CIP 52.0601 in the Commission’s Academic Program Inventory: Auburn University at Montgomery (BSBA in Business Economics); the University of Alabama (BA and BSCBA in Economics); the University of Alabama at Birmingham (BA in Economics); and the University of North Alabama (BBA in Economics). The Commission approved the BS in Economics and Computational Analysis, CIP 52.0601, for the University of Alabama in Huntsville at the September Commission meeting. The University of South Alabama has the BS in Economics and Finance listed at CIP 52.0801.

The following institutions currently have Economics baccalaureate programs listed at CIP 45.0601 in the Commission’s Academic Program Inventory: Auburn University (AU), BS in Economics; and Jacksonville State University, BA/BS in Economics.

Collaboration: The proposal stated that there are no current plans for collaboration with other institutions.

Resources: The proposal projected that a total of $285,000 in estimated new funds will be required to support the proposed program. A projected total of $397,000 will be available from tuition and internal reallocation.

Public Review: The program was posted on the Commission website from September 17 until October 9 (twenty days) for public review and comments. No comments were received.
Rationale for Staff Recommendation:

1. The program will be the elevation of an existing option in a baccalaureate business program.
2. The program will make use of existing resources.
DEcision item D-2: Troy University, Bachelor of Science in Business Administration (BSBA) in Economics (CIP 52.0601)

Staff presenter: Ms. Ellen Haulman
Director of Instruction and Special Projects

Staff recommendation: That the Commission approve the proposed Bachelor of Science in Business Administration (BSBA) in Economics.

Implementation date: The proposed program will be implemented in August 2013 on the Troy campus. Based on Commission policy, the proposed program must be implemented by December 7, 2014, 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 2013-14, will be at least 11, based on the proposal.

2. That the annual average number of graduates for the period 2015-16 through 2017-18 (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 continuing in related graduate work.

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 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, 2018.

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, received September 14, 2012. Available upon request.

Code (Commission on Higher Education), r. 300-2-1-.03. Available upon request.
Attachment 1

NEW ACADEMIC DEGREE PROGRAM PROPOSAL SUMMARY

<table>
<thead>
<tr>
<th>INSTITUTION</th>
<th>Troy University</th>
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<tbody>
<tr>
<td>PROGRAM</td>
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<th>SOURCES OF FUNDS AVAILABLE FOR PROGRAM SUPPORT</th>
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<th>ENROLLMENT AND DEGREE COMPLETION PROJECTIONS</th>
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<td>NEW ENROLLMENT HEADCOUNT</td>
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<td>DEGREE COMPLETION PROJECTIONS</td>
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</table>
Attachment 2

Summary of Background Information

Bachelor of Science in Business Administration (BSBA) in Economics
Troy University

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

Description and Objectives: The proposed Economics program will be offered within Troy's college of business and will award the Bachelor of Science in Business Administration (BSBA). The program will require 42 semester hours in Business Administration courses in addition to 30 semester hours required for the Economics major. The program will be offered on the Troy campus.

The proposal stated the following objectives for the program:

1. To provide students with broad academic exposure to the field of Economics;
2. To prepare students to compete for admission and to excel in graduate programs in Economics;
3. To prepare students to compete for admission to other graduate programs, such as an MBA program or law school;
4. To pursue career opportunities within the field of Economics.

Assessment: Program outcomes will be assessed by the following:

1. An exit exam, developed in collaboration between the Economics faculty, the Sorrell College of Business (SCOB) and university academic leadership and the Office of Institutional Research, Planning and Evaluation, administered to all Economics majors in their senior year;
2. The Graduating Senior Survey administered by the Office of Institutional Research, Planning and Evaluation;
3. The university’s annual alumni survey administered by the Office of Institutional Research, Planning and Evaluation;
4. A survey of all students graduating with the Economics major to determine the rate at which the students obtain employment or admission to graduate school;
5. Specific assessment of course objectives, using rubrics developed by the Economics faculty in collaboration with college and university academic leadership and the Office of Institutional Research, Planning and Evaluation. The assessment of course objectives will be linked to program outcomes and student learning outcomes for the major;
6. General annual evaluation of the major through the University's established assessment protocols, conducted by the Economics faculty and reviewed by college and university leadership and the Office of Institutional Research, Planning and Evaluation;
7. And review of the major prepared by the dean of the college for presentation at the annual Chancellor's Meeting.

Administration: The program will be administered by the Sorrell College of Business, Dr. Judson Edwards, dean, and the Division of Economics, Dr. Scott Beaulier, chair.

Peer Review: The Notification of Intent to Submit a Proposal (NISP) and the program proposal were reviewed by the Chief Academic Officers (CAO). During the review of the NISP, the representative of another institution questioned the requirement of a specific course for the curriculum. The Commission staff discussed this issue with Troy representatives at both the NISP and proposal review. Following the discussion, Troy representatives decided to offer the course as an elective rather than as a requirement.

During the proposal phase, another commenter stated some concerns that there were not more courses required for the program. Although some courses were required, there were concerns about the preparation of students for graduate work.
Accreditation: According to the proposal, there is no programmatic accreditation available for the BSBA in Economics.

Curriculum: The proposed BSBA program will replace the current concentration in business economics in the BA/BS in Business and Management, General (CIP 52.0101).

No new courses will be developed for the program.

Major Degree Requirements:

<table>
<thead>
<tr>
<th>Category</th>
<th>Hours</th>
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<tbody>
<tr>
<td>General Studies</td>
<td>48</td>
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<tr>
<td>Business Administration Core</td>
<td>42</td>
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<tr>
<td>Major Courses in Economics</td>
<td>30</td>
</tr>
<tr>
<td>Total</td>
<td>120</td>
</tr>
</tbody>
</table>

Students will be required to take the following courses within the major:

- ECO 3351 Intermediate Macroeconomics
- ECO 3352 Intermediate Microeconomics

Collaboration: The proposal stated that there are no current plans for collaboration with other institutions.

Distance Education: All general education requirements will be offered online, as will the business core. Selected economics courses will be offered online with more major courses added to this delivery method as the program matures.

Admissions: Students admitted to the program must meet all Troy University undergraduate admissions requirements.

Need: The following public institutions in Alabama have a baccalaureate program listed at CIP 52.0601 in the Commission’s Academic Program Inventory: Auburn University at Montgomery (BSBA in Business Economics); the University of Alabama (BA and BSCBA in Economics); the University of Alabama at Birmingham (BA in Economics); and the University of North Alabama (BBA in Economics). The Commission approved the BS in Economics and Computational Analysis, CIP 52.0601, for the University of Alabama in Huntsville at the September Commission meeting. The University of South Alabama has the BS in Economics and Finance listed at CIP 52.0801.

The following institutions currently have Economics baccalaureate programs listed at CIP 45.0601 in the Commission’s Academic Program Inventory: Auburn University (AU), BS in Economics; and Jacksonville State University, BA/BS in Economics. AU also has a master of science program in Economics listed at the same CIP code.

The proposal stated that economics is a common business major at most universities and that the program proposed by Troy is less specialized than other programs in the state. The proposal provided data from the Bureau of Labor Statistics (BLS) that stated that a six percent growth rate in employment is predicted for economists in the period 2008 through 2018. Over the first five years of the program, program officials predicted, based on BSL data, that there would be a total of 51 new jobs available locally for graduates and 304 statewide over the same period. The proposal stated that graduates with a background in economics would be considered for such jobs as financial analyst, market analyst, public policy consultant, research assistant, and purchasing manager. More employment opportunities become available with a graduate degree, and Troy officials predict that many graduates of the proposed program will pursue graduate degrees.
Student Demand: The proposal stated that a survey was given to a total of 168 students in economics classes during the spring semester of 2012. Approximately 43 percent of the 168 stated that they were interested or very interested in an economics program at Troy.

Resources:

Faculty:
Current Primary Faculty—
  Full-time: 15
  Part-time: 0

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

Additional Faculty to Be Hired:
Primary Faculty—
  Full-time: 1
  Part-time: 0

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

The program will be initiated with existing faculty. As the program grows, an additional full-time faculty member may be needed. According to the proposal, new faculty hires must hold at least a master’s degree in the field of economics; however, a terminal degree (PhD) in economics is preferred.

Support Staff: The proposal stated that the Manuel H. Johnson Center for Political Economy, which is housed within the College of Business and provides support to the economics division, employs a center administrator staff person and one student worker. No additional staff will be necessary to support the new program.

Equipment: In the budget, $2000 per year is listed for the purchase of computers and printers, etc., as needed. No other specialized equipment is needed.

Facilities: No additional facilities are required.

Library: The proposal included a detailed analysis of library resources by Dr. Kristine Stilwell. According to the report, the library’s current holdings will meet the standard required for the program. However, Dr. Stilwell recommended the acquisition of the database EconLit and a slight increase in the monographs budget. The report also recommended that library personnel should create guides to the current economic information that is available online publicly.

Program Budget: The proposal projected that a total of $285,000 in estimated new funds will be required to support the proposed program. A projected total of $397,000 will be available from tuition and internal reallocation.
Attachment 3

Troy University
Bachelor of Science in Business Administration BSBA in Economics (CIP 52.0601)

Major Degree Requirements:

A. General Studies ………………………………..48 hours
B. Business Administration Core………………..42 hours
C. Economics Major…………………………..30 hours

Business Administration Core

ACT 2291 (3 hr) Principles of Accounting I
ACT 2292 (3 hr) Principles of Accounting II
BUS 3382 (3 hr) Business Communications
FIN 3331 (3 hr) Managerial Finance I
FIN 3332 (3 hr) Managerial Finance II
IS 3300 (3 hr) Introduction to Information Systems
LAW 2221 (3 hr) Legal Environment of Business
MGT 3371 (3 hr) Principles of Management
MGT 3373 (3 hr) Operations Management
MGT 4476 (3 hr) Strategic Management
MKT 3361 (3 hr) Principles of Marketing
QM 2241 (3 hr) Business Statistics I
QM 3341 (3 hr) Business Statistics II

Students must select one of the following courses:
ACT 4435 (3 hr) International Accounting
ECO 4451 (3 hr) International Trade
FIN 4435 (3 hr) International Banking and Finance
MGT 4478 (3 hr) International Management
MKT 4468 (3 hr) International Marketing

Economics Major (30 Hours)
ECO 3351 Intermediate Macroeconomics (required)
ECO 3352 Intermediate Microeconomics (required)

Electives (pick 24 hours):
ECO 3353 Money & Banking
ECO 3355 Labor Economics
ECO 4451 International Trade
ECO 4452 Environmental Economics
ECO 4453 Public Finance
ECO 4454 Economic History: The Rise of the Western World
ECO 4455 Comparative Economic Systems
ECO 4456 Economic and Moral Foundations of Capitalism
ECO 4457 Econometrics
ECO 4458 Law & Economics
ECO 4459 Economics Seminar
Recommend Sequence of Courses for Major:
Students must complete the following lower-level courses (or approved transfer credit equivalents) with a grade C or higher in each course before registering for any upper level course in the economics curriculum: ENG 1101/03, ENG 1102/04, MTH 2201, IS 2241, ACT 2291, ACT 2292, ECO 2251, ECO 2252, QM 2241, LAW 2221, and all 2000-level courses in the major and minor. Economics majors must earn a C or higher in all ECO 2251, ECO 2252, ECO 3351, and ECO 3352.

First Semester (16 hr)
- General Studies Course - ECO 2251 (3 hr)
- General Studies Course - ENG 2211 (3 hr)
- General Studies Course - MTH 2201 (3 hr)
- General Studies Course - ART 1111, DRA 2200 or MUS 1131 (2 hr)
- General Studies Course - Area II Literature Elective (3 hr)
- General Studies Course - TROY 1101 (1 hr)

Second Semester (15 hr)
- General Studies Course - ECO 2252 (3 hr)
- General Studies Course - ENG 2211 (3 hr)
- General Studies Course - ART 1111, DRA 2200 or MUS 1131 (2 hr)
- General Studies Course – BIO 1100 and L100 (4 hr)
- General Studies Course – Area IV History Elective (3 hr)

Third Semester (15 hr)
- Business Core - ACT 2291 (3 hr)
- Business Core - LAW 2221 (3 hr)
- SPH 2241 (3 hr)
- General Studies Course - Area II Literature Elective (3 hr)

Forth Semester (15 hr)
- Business Core - ACT 2292 (3 hr)
- Business Core - LAW 2221 (3 hr)
- Business Core - IS 3300 (3 hr)
- General Studies Course - Free Elective (2 hr)

Fifth Semester (14 hr)
- ECO 3351 (3 hr)
- Business Core - BUS 3382 (3 hr)
- Business Core - FIN 3331 (3 hr)
- Business Core - IS 3300 (3 hr)
- General Studies Course - Free Elective (2 hr)

Sixth Semester (15 hr)
- ECO 3352 (3 hr)
- Business Core - BUS 3382 (3 hr)
- Business Core - FIN 3331 (3 hr)
- Business Core - IS 3300 (3 hr)
- General Studies Course - Area II Language Elective (3 hr)

Seventh Semester (15 hr)
- Business Core - MGT 3373 (3 hr)
- Business Core (International Elective) - ECO 4451 (3 hr)

Eighth Semester (15 hr)
- Business Core - MGT 4476 (3 hr)
- ECO Elective (3 hr)
- ECO Elective (3 hr)
- ECO Elective (3 hr)
- ECO Elective (3 hr)
DECISION ITEM D-3: Troy University, Master of Business Administration (MBA) in International Business Administration (CIP 52.1101)

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 Objectives: The proposed program will be offered initially at the Troy campus and at other campuses (Dothan, Montgomery) at a future date. Rooted in fundamental business knowledge, the curriculum will be globally focused with attention to both developed and emerging economies. Classroom activities and off-campus experiences will develop functional knowledge, critical thinking skills, multicultural/diversity appreciation, and cross-cultural communication and teamwork capacities. The program will have three concentrations: 1) international management; 2) international accounting and finance; 3) international information systems.

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

Mode of Delivery: The program will be initiated through traditional instruction on the Troy campus, but will be delivered at Dothan and Montgomery in the future. In addition, distance education is currently being planned to be a significant part of the new program. Because of existing facilities and capabilities, this can be done without additional cost.

Similar Programs: There currently is not a master’s level program listed at CIP 52.1101 in the Commission’s Academic Program Inventory. According to the proposal, several institutions have curricula in common with the proposed program, but none are programs listed in the Inventory. The University of Alabama offers global business management, a thirty-hour curriculum within the MA in Management. The University of North Alabama has a nine hour international business curriculum within the MBA program. AUM has a global business option in the MBA program. Troy University currently has an MBA in Business Administration on the Troy and Dothan campuses listed in the Academic Program Inventory at CIP 52.0201.

Collaboration: Collaboration with other institutions is not planned at this time. However, collaboration with foreign education partners is probable. Future collaboration with non-educational institutions, such as the Export Alabama Alliance and member companies and institutions, is a desirable long-term objective.

Resources: The proposal projected that no new funds will be required to support the proposed program. A projected total of $6,402,750 will be available through tuition.

Public Review: The program was posted on the Commission website from September 17 until October 9 (twenty days) for public review and comments. No comments were received.

Rationale for Staff Recommendation:

1. There is no similar program in the Academic Program Inventory.

2. Surveys indicated significant student interest in the program.

3. The program will provide graduates to address a world-wide shortage of managers in international business fields and especially in domestic small businesses desiring to export.
DECISION ITEM D-3:

Troy University, Master of Business Administration (MBA) in International Business Administration (CIP 52.1101)

Staff Presenter:

Ms. Ellen E. Haulman
Director of Instruction and Special Projects

Staff Recommendation:

That the Commission approve the proposed Master of Business Administration (MBA) in International Business Administration (CIP 52.1101).

The program will have three concentrations: International Management; International Accounting and Finance; and International Information Systems. Consistent with Commission policy and operational definitions, these concentrations will not be identified separately in the Commission’s Academic Program Inventory, and the institution may not identify them as degree programs.

The program with concentrations will have the implementation date and post-implementation conditions listed below:

Implementation Date: The proposed program will be implemented in August 2013. Based on Commission policy, the proposed program must be implemented by December 7, 2014, 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 2013-14, will be at least 35, based on the proposal.

2. That the annual average number of graduates for the period 2015-16 through 2017-18 (three-year average) will be at least 15, 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 continuing in related graduate work.

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 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, 2018.
### 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, received July 17, 2012. Available upon request.

### NEW ACADEMIC DEGREE PROGRAM PROPOSAL SUMMARY

**INSTITUTION**
Troy University

**PROGRAM**
MBA in International Business Administration (CIP 52.1101)

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**SOURCES OF FUNDS AVAILABLE FOR PROGRAM SUPPORT**

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**ENROLLMENT AND DEGREE COMPLETION PROJECTIONS**

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Attachment 2

Summary of Background Information

Master of Business Administration (MBA) in International Business Administration
Troy University

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

Description and Objectives: The proposed program will be offered initially at the Troy campus and at other campuses (Dothan, Montgomery) at a future date. Rooted in fundamental business knowledge, the curriculum will be globally focused with attention to both developed and emerging economies. Classroom activities and off-campus experiences will develop functional knowledge, critical thinking skills, multicultural/diversity appreciation, and cross-cultural communication and teamwork capacities.

The program will have three options: 1) international management; 2) international accounting and finance; 3) international information systems.

After completing the proposed program, the graduate will be able to:

- Discuss the impact of globalization on countries, businesses, and individuals.
- Explain the role of international organizations/agreements that affect business organizations including regional agreements (e.g., NAFTA) and supra-national organizations (e.g., WTO).
- Apply critical thinking skills to international business problems.
- Analyze the political, legal, economic, and socio-cultural environment of multinational organizations in order to develop competitive strategies in a global environment.
- Evaluate the impact of internationalization on company strategies and on the mode of entry chosen by a multinational organization.
- Work with teammates from diverse backgrounds on solutions to global business issues.
- Design a marketing strategy for an international market.
- Demonstrate knowledge of the basics of international finance and accounting that are deemed necessary to conduct financial transactions in today's global economy.
- Communicate in a multicultural setting.

Assessment: Troy will use the current process that meets the criteria of SACS/COC and the Accreditation Council for Business Schools and Programs (ACBSP). In addition, employment status of graduates will be monitored and an alumni satisfaction survey will be used.

The proposal included the following table of regarding the assessment of specific objectives.
**Program Student Learning Objectives**

After completing the proposed MBA program, the successful student will be able to:

<table>
<thead>
<tr>
<th>Objective</th>
<th>Core class coverage</th>
<th>Assessment Measures (in addition to MFT and capstone)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Discuss the impact of globalization on countries, businesses, and individuals.</td>
<td>all</td>
<td>Objective test items</td>
</tr>
<tr>
<td>2. Explain the role of international organizations/agreements that affect business organizations including regional agreements (NAFTA) and supranational organizations (WTO).</td>
<td>Emerging Markets in a Global Economy; Managerial Economics for the Global Executive</td>
<td>Objective test items</td>
</tr>
<tr>
<td>3. Apply critical thinking skills to international business problems.</td>
<td>Global Strategic Management</td>
<td>Case analysis; project (common grading rubric)</td>
</tr>
<tr>
<td>4. Analyze the political, legal, economic, and socio-cultural environment of multinational organizations in order to develop competitive strategies in a global environment.</td>
<td>Global Strategic Management; Global Strategic Marketing; Managerial Economics for the Global Executive;</td>
<td>Objective test items; Case analysis</td>
</tr>
<tr>
<td>5. Evaluate the impact of internationalization on company strategies and on the mode of entry chosen by a multinational organization.</td>
<td>Global Strategic Management; Global Strategic Marketing</td>
<td>Objective test items</td>
</tr>
<tr>
<td>6. Work with teammates from diverse backgrounds on solutions to global business issues.</td>
<td>All classes will have a group project</td>
<td>Peer Evaluation forms</td>
</tr>
<tr>
<td>7. Design a marketing strategy for an international market.</td>
<td>Global Strategic</td>
<td>Project or report (rubric)</td>
</tr>
<tr>
<td>8. Demonstrate knowledge of the basics of international finance and accounting that are deemed necessary to conduct financial transactions in today's global economy.</td>
<td>Global Financial Mgt; Financial and Managerial Accounting for the International Executive</td>
<td>Objective test items</td>
</tr>
<tr>
<td>9. Communicate in a multicultural setting.</td>
<td>Field Research/International</td>
<td>Project or report (rubric)</td>
</tr>
</tbody>
</table>

**Administration:** The program will be administered by the College of Business, Dr. Judson Edwards, dean, and the department of Graduate Business Programs, Dr. Edward Merkel, chair.
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 submitted responses in the initial review of the proposal. Responses were favorable. One reviewer asked for clarification of program outcomes and student outcomes. The same reviewer suggested that Troy might consider slightly higher admission standards for the program.

Troy provided a response to the comments. Specific items regarding outcomes were provided. The response also stated that higher admission standards would be considered in the future.

Following receipt of the Troy response, five members of the ACGD voted unanimously to recommend approval of the program in the final review of the program proposal.

Accreditation: Troy will seek accreditation from the Accreditation Council for Business Schools and Programs (ACBSP) for the program.

Curriculum: The new program will target different markets than existing Troy University graduate business programs.

Credit hours required in major courses: 21 semester hours
Credit hours in required or free electives 9 or 15, depending on option
Total: 30-36 semester hours

Students not having the required prerequisite courses will also have to complete those. All students will complete IMBA 66XX Field Research/International Immersion.

All new courses will be developed for this program.

Core courses: 21 SH of coursework
IMBA 66XX 3SH Managerial Economics for the Global Executive
IMBA 66XX 3SH Global Financial Management
IMBA 66XX 3SH Financial and Managerial Accounting for the International Executive
IMBA 66XX 3SH Quantitative Systems for International Management
IMBA 66XX 3SH Global Strategic Marketing
IMBA 66XX 2SH Emerging Markets in a Global Economy
IMBA 66XX 1 SH Field Research/International Immersion Pre-requisite for Global Strategic Management
IMBA 66XX 3 SH Global Strategic Management (capstone) Pre-requisites include all core courses; B or better required.

International Management option: 9SH of additional coursework
IMBA 66XX 3SH Seminar in International Management
IMBA 66XX 3SH International Business Law
IMBA 66XX 3SH Ethical Management and Leadership in a Global Economy
(This is the research course: “B” grade or better required)

International Accounting and Finance option: 15 SH of additional coursework
IMBA 66XX 3SH Accounting Systems and Control
IMBA 66XX 3SH Advanced Management Accounting
IMBA 66XX 3SH Corporate Financial Reporting
IMBA 66XX 3SH Investing in Multinational Markets
IMBA 66XX 3SH Cases in International Finance
(This is the research course: “B” grade or better required).

International Information systems option: 15SH of additional coursework
IMBA 66XX 3SH IS in the Global Economy
IMBA 66XX 3SH Information Security and Assurance in a Global Economy
IMBA 66XX 3SH International Information Technology Project Management
IMBA 66XX 3SH E Commerce for Global Business  
IMBA 66XX 3SH Leadership Series on Information Technology

**Collaboration:** Collaboration with other institutions is not planned at this time. However, collaboration with foreign education partners is probable. Future collaboration with non-educational institutions, such as the Export Alabama Alliance and member companies and institutions, is a desirable long-term objective.

**Distance Education:** Distance education is currently being planned to be a significant part of the new program. Because of existing facilities and capabilities, this can be done without additional cost.

**Admissions:** The program will have the following admissions requirements:

1. Students applying for admission must provide official transcripts from all universities attended.
2. Applicants who have completed a master’s or higher degree from a regionally accredited university may be admitted unconditionally. (No graduate admission test scores are required.) Official transcripts from all universities attended must be submitted, to include an official transcript showing completion of a master’s or higher degree.
3. A bachelor’s degree from a regionally accredited college or university is required. (Students with a baccalaureate degree from an unaccredited or otherwise accredited institution should see Unaccredited or Otherwise Accredited Student Admissions.)
4. Applicants must have achieved at least a 2.5 GPA in all undergraduate work.
5. Official graduate admission exam results, i.e., GMAT [500 or above] or GRE [1050 or above in verbal and quantitative], or 291 or above on the revised GRE [verbal and quantitative], must be on file (except for applicants with a previous master’s or higher degree; see #2 above).
6. A letter of recommendation is required with all applications for the IMBA program. The individual’s potential for success in the IMBA program, his/her professional, managerial or administrative experience, as well as his/her written and oral communication skills must be addressed.

**Conditional Admission:** Students with a score of 499-400 on the GMAT or 1049-930 on the GRE (verbal and quantitative)/290-274 on the revised GRE (verbal and quantitative), and the overall 2.5 grade point average requirement for unconditional admission may be conditionally admitted to the IMBA program. After the student completes 9SH of 6000 level graduate coursework with a “B” (3.0) or better average, the student will be granted unconditional admission. After completing three graduate IMBA courses, students not obtaining unconditional admission status will be dropped from the program for one calendar year, after which time the student must petition for readmission. A letter of recommendation is required with all applications for the IMBA program. A letter of recommendation is required with all applications for the IMBA program. The letter should address the individual’s potential for success in the IMBA program as well as his/her written and oral communication skills.

**No Admission:** Students with an overall undergraduate GPA of less than 2.5 or a score of less than 400 on the GMAT or less than 930 on the GRE (verbal and quantitative), or less than 274 on the revised GRE (verbal and quantitative), will not be eligible for admission into the IMBA program.

**Temporary Admission:** Students will not be allowed to register for any 6000 level IMBA course until temporary admission is cleared. The student will be allowed to take only the undergraduate pre-requisite business courses.

**Need:** There currently is not a master’s level program listed at CIP 52.1101 in the Commission’s Academic Program Inventory. According to the proposal, several institutions have curricula in common with the proposed program, but none are programs listed in the Inventory. The University of Alabama offers global business management, a thirty-hour curriculum within the MA in Management. The University of North Alabama has a nine hour international business curriculum within the MBA program.
AUM has a global business option in the MBA program. Troy University currently has an MBA in Business Administration on the Troy and Dothan campuses listed in the Academic Program Inventory at CIP 52.0201.

The proposal stated that there is a world-wide shortage of managers in international business fields and especially in domestic small businesses wanting to export. Troy officials used the *Occupational Outlook Handbook, 2010-11 Edition*, and surveys by GMAC and DeLoitte to estimate projected job openings related to the program. An analysis of the statistics on potential job openings based on occupational fields came from the Bureau of Labor Statistics website. The proposal projected that there would over 5,000 related jobs in the state over the first five years of the program. Almost 160,000 related jobs will be available in the SREB states and over 470,000 nationally over the same period.

**Student Demand:** A survey was taken of junior and senior business majors enrolled at Troy during the spring 2012 semester. A total of 281 responded to the survey, with 173 (62 percent) indicating that they would be very interested or interested in enrolling in the program. In addition, according to Troy program officials, approximately 500 current business students are international students.

**Resources:**

**Faculty:**
- Current Primary Faculty—
  - Full-time: 33
  - Part-time: 0
- Support Faculty—
  - Full-time: 17 (teaching 5500-level classes [prerequisites])
  - Part-time: 4
- Additional Faculty to Be Hired:
  - Primary Faculty—
    - Full-time: 0
    - Part-time: 0
  - Support Faculty—
    - Full-time: 0
    - Part-time: 0

No additional faculty will be needed.

**Support Staff:** No additional support staff will be needed.

**Assistantships:** Some existing assistantships will be shifted from the current MBA to the new program. No new assistantships or fellowships will be offered.

**Equipment:** No additional equipment is necessary at this time.

**Facilities:** No additional facilities are required for the new master’s program.

**Library:** The proposal stated that the university has sufficient library collections to provide the resources needed by students and faculty. Among these resources, LexisNexis Network is available through Troy library databases or all university locations. LexisNexis provides access to publications in all areas of business, including but not limited to accounting, business law, economics, finance, global issues, insurance, legal environment, management information systems, marketing, management and statistics. In addition the library has a subscription to the ABI Inform Complete, a database that delivers nearly 5,800 journals and periodicals with about eighty percent in full text. No new library resources are required to support the new program.
Program Budget: The proposal projected that no new funds will be required to support the proposed program. A projected total of $6,402,750 will be available through tuition.
Troy University
Master of Business Administration in International Business Administration (CIP 52.1101)

Proposed Curriculum

**International management option: 30 hours (possible in one calendar year)**

Fall:
IMBA 66XX 3SH Managerial Economics for the Global Executive
IMBA 66XX 3SH Global Financial Management
IMBA 66XX 3SH Financial and Managerial Accounting for the International Executive
IMBA 66XX 3SH Seminar in International Management

Spring:
IMBA 66XX 3SH Quantitative Systems for International Management
IMBA 66XX 3SH Global Strategic Marketing
IMBA 66XX 2SH Emerging Markets in a Global Economy
IMBA 66XX 1 SH Field Research/International Immersion
IMBA 66XX 3SH International Business Law

Summer:
IMBA 66XX 3SH Ethical Management and Leadership in a Global Economy
IMBA 66XX 3 SH Global Strategic Management (capstone)

**International accounting and finance option: 36 hours (two years, 9 per semester, no summer school)**

Fall year 1:
IMBA 66XX 3SH Managerial Economics for the Global Executive
IMBA 66XX 3SH Global Financial Management
IMBA 66XX 3SH Financial and Managerial Accounting for the International Executive

Spring year 1:
IMBA 66XX 3SH Quantitative Systems for International Management
IMBA 66XX 3SH Global Strategic Marketing
IMBA 66XX 2SH Emerging Markets in a Global Economy
IMBA 66XX 1 SH Field Research/International Immersion Pre-requisite for Global Strategic Management

Fall year 2:
IMBA 66XX 3SH Accounting Systems and Control
IMBA 66XX 3SH Advanced Management Accounting
IMBA 66XX 3SH Corporate Financial Reporting

Spring year 2:
IMBA 66XX 3SH Investing in Multinational Markets
IMBA 66XX 3SH Cases in International Finance
IMBA 66XX 3 SH Global Strategic Management (capstone)

**International information systems option: 36 hours**

Fall year 1:
IMBA 66XX 3SH Managerial Economics for the Global Executive
IMBA 66XX 3SH Global Financial Management
IMBA 66XX 3SH Financial and Managerial Accounting for the International Executive
Spring year 1:
IMBA 66XX 3SH Quantitative Systems for International Management
IMBA 66XX 3SH Global Strategic Marketing
IMBA 66XX 2SH Emerging Markets in a Global Economy
IMBA 66XX 1 SH Field Research/International Immersion

Fall year 2:
IMBA 66XX 3SH IS in the Global Economy
IMBA 66XX 3SH Information Security and Assurance in a Global Economy
IMBA 66XX 3SH International Information Technology Project Management

Spring year 2:
IMBA 66XX 3SH E Commerce for Global Business
IMBA 66XX 3SH Leadership Series on Information Technology
IMBA 66XX 3 SH Global Strategic Management (capstone)
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 purpose of the program is to prepare students for advanced generalist social work practice. Advanced generalist practice insures that social workers can move seamlessly from micro to meso to macro systems with individuals, small groups, families, organizations, and communities of care using evidenced informed practice. The program will have two concentrations: Direct Practice; and Organizational Leadership and Management. The program will be available to students at the Dothan, Troy, and Montgomery campuses.

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

Mode of Delivery: The program will not initially be offered as an online program. All classes, except the practicum, will be offered in a hybrid format. The program will be available to students at the Troy, Dothan, and Montgomery campuses. There are plans to offer the program online in the near future.

Similar Programs: Currently, there are two programs leading to the MSW degree listed in the Academic Program Inventory at Alabama A&M University and at the University of Alabama.

Collaboration: There were early discussions with another institution regarding a joint program, but those discussions were terminated by the other institution.

Resources: The proposal projected that a total of $801,223 in estimated new funds will be required to support the proposed program. A projected total of $1,939,560 will be available from tuition and internal reallocation.

Public Review: The program was posted on the Commission website from September 17 until October 9 (twenty days) for public review and comments. No comments were received.

Rationale for Staff Recommendation:

1. The proposal provided evidence, as the result of surveys, of the need for the program in the southern part of Alabama.

2. The only other MSW programs in Alabama are at Alabama A&M University and the University of Alabama.

3. The Direct Practice concentration will be geared toward work with military clients and families, while the Organizational Leadership and Management concentration will stress international social work.
DECISION ITEM D-4:  Troy University, Master of Social Work (MSW) in Social Work (CIP 44.0701)

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

Staff Recommendation:  That the Commission approve the proposed Master of Science in Social Work (MSW) in Social Work.

The program will have two concentrations: Direct Practice, and Organizational Leadership and Management. Consistent with Commission policy and operational definitions, these concentrations will not be identified separately in the Commission's Academic Program Inventory, and the institution may not identify them as degree programs.

The program with concentrations will have the implementation date and post-implementation conditions listed below:

Implementation Date:  The proposed program will be implemented in August 2014. Based on Commission policy, the proposed program must be implemented by December 7, 2014, 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 2014-15, will be at least 40, based on the proposal.

2. That the annual average number of graduates for the period 2015-16 through 2018-19 (four-year average) will be at least 20, 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 continuing in related graduate work.

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 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, 2019.
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, received August 15, 2012. Available upon request.

### Attachment 1

NEW ACADEMIC DEGREE PROGRAM PROPOSAL SUMMARY

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<th>INSTITUTION</th>
<th>Troy University</th>
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#### ESTIMATED NEW FUNDS REQUIRED TO SUPPORT PROPOSED PROGRAM

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#### SOURCES OF FUNDS AVAILABLE FOR PROGRAM SUPPORT

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#### ENROLLMENT AND DEGREE COMPLETION PROJECTIONS

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Attachment 2

Summary of Background Information

Master of Social Work in Social Work
Troy University

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

Description and Program Objectives: The program will be offered at Dothan, Troy, and Montgomery. The purpose of the program is to prepare students for advanced generalist social work practice. Advanced generalist practice insures that social workers can move seamlessly from micro to meso to macro systems with individuals, small groups, families, organizations, and communities of care using evidenced informed practice. The program will have two concentrations: Direct Practice, and Organizational Leadership and Management. The Direct Practice concentration will be geared toward work with military clients and families, while the Organizational Leadership and Management concentration will stress international social work.

According to the proposal, the proposed program’s objectives are in accordance with the goals of the Council on Social Work Education Educational Policy Handbook.

Students will be able to:

1. Identify as professional social workers and display appropriate conduct.
2. Apply social work ethical principles to guide professional practice. Social workers are knowledgeable about the value base of the profession, its ethical standards, and relevant law.
3. Apply critical thinking to inform and communicate professional judgments. Social workers are knowledgeable about the principles of logic, scientific inquiry, and reasoned discernment. Critical thinking also requires the synthesis and communication of relevant information.
4. Engage diversity and difference in practice. The dimensions of diversity include age, class, color, culture, disability, ethnicity, gender, gender identity and expression, immigration status, political ideology, race, religion, sex, and sexual orientation.
5. Advance human rights and social and economic justice. Social work incorporates social justice practices in organizations, institutions, and society to ensure that basic human rights are distributed equitably and without prejudice.
6. Engage in research-informed practice and practice-informed research. Social workers use practice experience to inform research, employ evidence-based interventions, evaluate their own practice, and use research findings to improve practice, policy, and social service delivery.
7. Apply knowledge of human behavior and the social environment. Social workers apply theories and knowledge from the liberal arts to understand biological, social, cultural, psychological, and spiritual development.
8. Engage in policy practice to advance social and economic well-being and to deliver effective social work services. Social workers know the history and current structures of social policies and services; the role of policy in service delivery; and the role of practice in policy development.
9. Respond to contexts that shape practice. Social workers recognize that the context of practice is dynamic, and use knowledge and skill to respond proactively.
10. Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities. Professional practice knowledge includes: identifying, analyzing, and implementing evidence-based interventions designed to achieve client goals; using research and technological advances; evaluating program outcomes and practice effectiveness; developing, analyzing, advocating, and providing leadership for policies and services; and promoting social and economic justice.

11. Engage in Advanced Practice. Synthesize and apply a broad range of interdisciplinary and multidisciplinary knowledge and skills. In areas of specialization, advanced practitioners assess, intervene, and evaluate to promote human and social well-being. Advanced practice incorporates all of the core competencies augmented by knowledge and practice behaviors specific to a concentration.

Assessment: The proposal indicated several assessment tools will be used to measure program effectiveness. These tools include the following: constituent/employer focus groups; practicum evaluations; student surveys; and practice license exams.

Administration: The program will be administered by the College of Health and Human Services, Dr. Damon Andrew, dean, and the Department of Human Services, Rehabilitation, and Social Work, Dr. Denise M. Green, chair.

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). Three graduate deans participated in the first review of the proposal. One dean supported moving the proposal forward. Another dean asked for clarification on enrollment and projected attrition rate and the low number of new faculty in comparison to a high number of new courses (27). The third dean questioned the need for the program, considering the existing programs in the state. Another area of concern was that no survey of potential employers had been undertaken. The reviewer also stated that there was little evidence of sufficient student demand. Furthermore, there was no mention of field education faculty or adjuncts needed for student field experience.

Troy provided a lengthy response to the ACGD initial review. Troy officials stated that job projections using an internet search rather than a direct survey were preferable because the internet capacity to collect data exceeded the limited reach of a direct survey. The Troy program, according to the response, will not conflict with existing concentrations in programs at Alabama A&M and the University of Alabama. The nearest program offering a focus on military families is at Ft. Sam Houston in Texas.

After reviewing Troy’s responses, five members of the ACGD participated in the final assessment. Four deans recommended approval of the program, while one dean recommended disapproval.

The dean recommending disapproval provided a rationale for the recommendation. According to the dean, documentation from Troy did not demonstrate sufficient evidence of sufficient employment opportunities to justify the program. It stated that graduates of the Troy program were unlikely to qualify for positions in China and India unless they were fluent in the native languages. The University of Alabama (UA) program is accessible to students in all regions of the state. UA’s program is currently offered face-to-face and primarily online to approximately 375 students annually. The response also stated that Alabama A&M University (AAM) and UA are not turning away students. Furthermore, the UA program has three experts on military social work on the faculty, and has long-standing internship agreements with military facilities. The program also has educated students through study tours abroad. Finally, UA is one of only seven institutions nationally that has been selected by the social work accrediting body to partner with Chinese universities to develop social work education for Chinese social conditions.

The staff discussed these criticisms with Troy officials. They stated that the program would be sufficiently unique that it would not duplicate the other programs. They also noted that Alabama has fewer MSW programs than many other states. Mississippi, for example, has a total of four programs, all of them at
public universities. Georgia has seven programs, also all at public institutions. The location of the program is also expected to be a benefit for the state, since it will be in the southern region, away from the existing programs at UA and AAM.

**Accreditation:** The proposal stated that Troy’s undergraduate program in Social Work is accredited by the Council on Social Work Education (CSWE). CSWE has been notified concerning the possible development of an MSW program. If the program is approved by the Commission, Troy will initiate the accreditation process with CSWE.

**Curriculum:** The proposed program will offer concentrations in Direct Practice and Organizational Leadership and Management.

| Credit hours required in major courses: | 60 semester hours |
| Credit hours required in support courses: | 3 (basic statistics) |
| Credit hours in electives | 9 |
| Total: | 72 |

Additional requirements: Of the sixty hours required in major courses, 33 semester hours must be in Advanced Standing courses. Six of the nine semester hours in electives must be in Advanced Standing courses.

The following new courses will be developed for the program:

1. SOWK 6011 (3sh) Social Work Policy & the Social Work Profession
2. SOWK 6022 (3sh) Human Behavior in the Social Environment
3. SOWK 6033 (3sh) Direct Practice Methods
4. SOWK 6044 (3sh) Theory and Practice with Families (Military Focus)
5. SOWK 6055 (3sh) Foundation Practicum & Seminar (250 Hours)
6. SOWK 6066 (3sh) Foundation Research Methods
7. SOWK 6074 (3sh) Theory and Practice with Organizations (International Focus)
8. SOWK 6082 (3sh) Cultural Diversity
9. SOWK 7055 (4sh) Concentration Practicum (220 Hours/ Repeated 3times/660 Hours Total)
10. SOWK 7106 (3sh) Organizational Leadership and Management Evaluation (International Focus)
11. SOWK 7123 (3sh) Program Design & Development
12. SOWK 7153 (3sh) Community Assessment and Empowerment Practices
13. SOWK 7203 (3sh) Advanced Social Work Practice with Individuals (Military Focus)
14. SOWK 7206 (3sh) Direct Practice Evaluation
15. SOWK 7222 (3sh) Assessment & Psychopathology
16. SOWK 7223 (3sh) Advanced Social Work Practice with Families (Military Focus)
17. SOWK 7232 (3sh) Advanced Social Work Practice with Groups
18. SOWK 7411 (3sh) Advanced Policy Analysis (International Focus)
19. SOWK 7431 (3sh) Organizational Leadership and Management (International Focus)

Program Electives:

1. SOWK 6127 (3sh) Social Work with Women and Girls
2. SOWK 6252 (3sh) Crisis Intervention
3. SOWK 6757 (3sh) Direct Practice with Military Families
4. SOWK 7132 (3sh) Social Work with Abusing and Neglecting Families
5. SOWK 7263 (3sh) Social Work in Health Care Settings
6. SOWK 7347 (3sh) Addiction and Substance Abuse
7. SOWK 7373 (3sh) Professional and Grant Writing
8. SOWK 7377 (3sh) Systems of Care – Development and Assessment

The list of new courses is extensive, but according to program officials not all courses will be offered during the same term.
Collaboration: There were early discussions with another institution regarding a joint program, but those discussions were terminated by the other institution.

Distance Education: The program will not initially be offered as an online program. All classes, except the practicum, will be offered in a hybrid format.

According to Troy officials, a hybrid course at Troy consists of the following three elements.

1. Web-based learning activities are introduced through internet-based instruction on Blackboard or other delivery media approved by the academic dean.
2. Evidence of online contact time must equate to a maximum of 49 percent of course contact hours. “Seat time” is reduced to no less than 51 percent of in-class course contact hours.
3. The web-based and face-to-face components of the course are designed to interact pedagogically to take advantage of the best features of each.

Admissions: To be eligible to enroll in the proposed program, students must meet the following requirements:

1. Hold an earned baccalaureate degree from a college or university accredited by a recognized regional accrediting association.
2. To apply for Advanced Standing, students must hold a bachelor of social work (BSW) degree from a CSWE accredited program and have a 3.0 grade point average (4.0 scale) in the last 30 semester hours of coursework. Advanced Standing applicants may receive an MSW upon successful completion of 33 semester hours in a concentration.
4. Provide a résumé.
5. Provide a personal written statement addressing the student’s reason for seeking the degree, relevant work experiences, and plans following graduation.

Need: Currently, there are two programs leading to the MSW degree listed in the Academic Program Inventory at Alabama A&M University and at the University of Alabama. The Troy proposal stated that the concentrations in the proposed program will not conflict with concentrations in the existing programs in the state.

The target group of students in the Direct Practice concentration of the proposed program will be individuals who are interested in working with military families. The proposal pointed to the high concentration of military families living in Alabama and noted that Alabama’s National Guard ranks fifth in the nation in the number of troops deployed since 2006. The Direct Practice concentration will include information and courses that will enhance the skills of graduates to address the unique issues confronting military families.

The concentration in Organizational Leadership and Management will have an underlying emphasis on international social work that will reflect national and international developments in the field. Troy’s global sites will provide the spring board for this concentration.

The proposal projected approximately 400 jobs per year statewide related to the program. The projection came from conducting an online job search for Alabama and adding the State of Alabama Personnel Department listings. The data did not include jobs available to National Guard and US Army commissioned social workers. An average of approximately 180 has graduated from MSW programs in Alabama over the last three years (2009-2011), according to Integrated Postsecondary Education Data System (IPEDS) completions reports.

Student Demand: The proposal stated that an extensive student demand survey was conducted over a three-year period. Over 1,100 individuals were surveyed. According to Troy officials, 280 students and
265 community health-care workers indicated an initial interest specifically in a program located on the Dothan campus.

Resources:

Faculty:
Current Primary Faculty—
   Full-time:  9
   Part-time:  6

Support Faculty—
   Full-time:  3
   Part-time:  1

Additional Faculty to Be Hired:
Primary Faculty—
   Full-time:  2
   Part-time:  4

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

A doctorate in social work and an MSW with five years of licensed social work experience is required for new faculty.

Support Staff: Support staff is in place.

Assistantships: No assistantships or fellowships will be offered.

Equipment: No additional equipment is necessary at this time.

Facilities: Facilities are available for the program and have been recently renovated.

Library: Library resources are considered adequate for the program. According to the analysis provided with the proposal, the library has excellent database coverage to support the master’s program. Many core social work journals are available in electronic format, print, microform, or some combination. One area that will require additional funding is the social work book budget. It was recommended that this budget be increased by $600 per year.

Program Budget: The proposal projected that a total of $801,223 in estimated new funds will be required to support the proposed program. A projected total of $1,939,560 will be available from tuition and internal reallocation.
Attachment 3

Troy University
Master of Social Work in Social Work (CIP 44.0701)
(MSW 2-Year Full-time Program)

<table>
<thead>
<tr>
<th>Year 1 - FALL SEMESTER</th>
<th>Year 1 - SPRING SEMESTER</th>
</tr>
</thead>
<tbody>
<tr>
<td>SOWK 6011 (3) Social Welfare Policy &amp; Social Work Profession</td>
<td>SOWK 6044 (3) Theory and Practice with Families (Military Focus)</td>
</tr>
<tr>
<td>SOWK 6022 (3) Human Behavior in the Social Environment</td>
<td>SOWK 6055 (3) Foundation Practicum and Seminar* (250 hours)</td>
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<tr>
<td>SOWK 6033 (3) Direct Practice Methods</td>
<td>SOWK 6066 (3) Foundation Research Methods</td>
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<tr>
<td>SOWK 6074 (3) Theory and Practice with Organizations (International Focus)</td>
<td>SOWK 6082 (3) Cultural Diversity</td>
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<td>TOTAL SEMESTER HOURS 12</td>
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YEAR 1-Summer Semester: SOWK 60XX (3) Advisor Approved Elective

Direct Practice Concentration: 2-Year Full-time and Advanced Standing

<table>
<thead>
<tr>
<th>Year 2 - FALL SEMESTER</th>
<th>Year 2 - SPRING SEMESTER</th>
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<tbody>
<tr>
<td>SOWK 7203 (3) Advance Social Work Practice with Individuals (Military Focus)</td>
<td>SOWK 7223 (3) Advanced Social Work Practice with Families (Military Focus)</td>
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<tr>
<td>SOWK 7206 (3) Direct Practice Evaluation</td>
<td>SOWK 7232 (3) Advanced Social Work Practice with Groups</td>
</tr>
<tr>
<td>SOWK 7222 (3) Assessment and Psychopathology</td>
<td>SOWK 7056 (4) Concentration Practicum and Seminar (220 hours)</td>
</tr>
<tr>
<td>SOWK 7055 (4) Concentration Practicum and Seminar (220 hours)</td>
<td>SOWK 7057 (4) Concentration Practicum and Seminar (220 hours)</td>
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<tr>
<td>TOTAL SEMESTER HOURS 13</td>
<td>TOTAL SEMESTER HOURS 14</td>
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</table>
Organizational Leadership and Management Concentration: 2-Year Full-time and Advanced Standing

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<tr>
<th>Year 2 - FALL SEMESTER</th>
<th>Year 2 - SPRING SEMESTER</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>SOWK 7431 (3)</strong> Organizational Leadership and</td>
<td><strong>SOWK 7411 (3)</strong> Advanced Policy Analysis</td>
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<tr>
<td>Management (International Focus)</td>
<td>(International Focus)</td>
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<td><strong>SOWK 7106 (3)</strong> Organizational Leadership and</td>
<td><strong>SOWK 7153 (3)</strong> Community Assessment and</td>
</tr>
<tr>
<td>Management Evaluation (International Focus)</td>
<td>Empowerment Practices</td>
</tr>
<tr>
<td><strong>SOWK 7123 (3)</strong> Program Design and Development</td>
<td><strong>SOWK 7056 (4)</strong> Concentration Practicum and</td>
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<td></td>
<td>Seminar (220 hours)</td>
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<tr>
<td><strong>SOWK 7055 (4)</strong> Concentration Practicum and</td>
<td><strong>SOWK 7057 (4)</strong> Concentration Practicum and</td>
</tr>
<tr>
<td>Seminar (220 hours)</td>
<td>Seminar (220 hours)</td>
</tr>
<tr>
<td><strong>TOTAL SEMESTER HOURS 13</strong></td>
<td><strong>TOTAL SEMESTER HOURS 14</strong></td>
</tr>
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**YEAR 2 – SUMMER SEMESTER:**
SOWK 70XX (3) Advisor Approved Elective
SOWK 70XX (3) Advisor Approved Elective
DECISION ITEM D-5: The University of Alabama at Birmingham, Master of Science in Management Information Systems (CIP 52.1201)

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 professional/practice master’s program involving faculty primarily from the School of Business. Faculty and courses will be provided by the Departments of Management, Information Systems and Quantitative Methods, and Accounting & Finance. Faculty from related disciplines, such as the Departments of Computer & Information Sciences, and staff (adjunct faculty) from the UAB Department of Information Technology may also participate.

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

Mode of Delivery: The full program will be available through distance education. The proposal stated that the program will be offered through multiple methods. Program officials plan to initiate the program through online distance learning to better meet the needs of working professionals and to take advantage of national demand for the degree and still meet local needs. In order to maximize student enrollments and deliver courses in an effective manner, UAB plans to implement a rotating model for course scheduling. This would allow students to matriculate at multiple points during the year without gaps in their progress towards completion of the degree, while minimizing the number of course offerings each semester. Once the online courses have been developed, program officials will explore additional modes of delivery, based on student demand and employer need. These may include hybrid instruction that combines online with face to face sessions.

Similar Programs: The following programs are currently listed in the Commission’s Academic Program Inventory at CIP 52.1201: the MSIS in Information Systems at the University of Alabama in Huntsville; the MS in Information Systems Management at Auburn University at Montgomery; and the MS in Management Information Systems at Auburn University.

Collaboration: Copies of the proposed curriculum and course descriptions have been sent to several institutions. The proposal stated that UAB is interested in collaboration if opportunities are found. Auburn University at Montgomery has expressed interest in forming a collaboration regarding the program.

Resources: The proposal projected that a total of $1,965,000 in estimated new funds will be required to support the proposed program. A projected total of $2,092,846 will be available from tuition and internal reallocation.

Public Review: The program was posted on the Commission website from September 17 until October 9 (twenty days) for public review and comments. No comments were received.

Rationale for Staff Recommendation:

1. The proposed program was developed to serve the need for a graduate-level MIS for working professionals in the Birmingham region.

2. The program proposal was developed with the input of the Information Systems Advisory Council, an advisory group to UAB’s School of Business, which is made up of representatives of area businesses.
DECISION ITEM D-5:
The University of Alabama at Birmingham, Master of Science in Management Information Systems (CIP 52.1201)

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

Staff Recommendation:
That the Commission approve the proposed Master of Science in Management Information Systems.

The program will have three concentrations: Web and Mobile Development; Information Security; and IT Management. Consistent with Commission policy and operational definitions, these concentrations will not be identified separately in the Commission's Academic Program Inventory, and the institution may not identify them as degree programs.

The program with concentrations will have the implementation date and post-implementation conditions listed below:

Implementation Date: The proposed program will be implemented in June 2013. Based on Commission policy, the proposed program must be implemented by December 7, 2014, 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 2013-14, will be at least 41, based on the proposal.

2. That the annual average number of graduates for the period 2014-15 through 2017-18 (four-year average) will be at least 31, 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 continuing in related graduate work.

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 Birmingham (UAB) will be required to phase out the program if any of the post-implementation conditions are not met. The institution must present documentation regarding the post-implementation conditions, as well as a general assessment of the program, in a report submitted to the Commission no later than July 1, 2018.

Supporting Documentation:
1. New Academic Degree Program Proposal Summary, attached.
2. Summary of Background Information, attached.

3. Curriculum for Proposed Program, attached.

4. The University of Alabama at Birmingham program proposal, received April 3, 2012. Available upon request.

## Attachment 1

### NEW ACADEMIC DEGREE PROGRAM PROPOSAL SUMMARY

**INSTITUTION**
The University of Alabama at Birmingham

**PROGRAM**
Master of Science in Management Information Systems (CIP 52.1201)

<table>
<thead>
<tr>
<th><strong>ESTIMATED NEW FUNDS REQUIRED TO SUPPORT PROPOSED PROGRAM</strong></th>
<th>2013-14</th>
<th>2014-15</th>
<th>2015-16</th>
<th>2016-17</th>
<th>2017-18</th>
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<td>$465,000</td>
<td>$468,000</td>
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*Laboratory Teacher

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<th><strong>SOURCES OF FUNDS AVAILABLE FOR PROGRAM SUPPORT</strong></th>
<th>2013-14</th>
<th>2014-15</th>
<th>2015-16</th>
<th>2016-17</th>
<th>2017-18</th>
<th>TOTAL</th>
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<td>$366,120</td>
<td>$488,160</td>
<td>$488,160</td>
<td>$488,160</td>
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<td><strong>TOTAL</strong></td>
<td>$201,366</td>
<td>$427,000</td>
<td>$488,160</td>
<td>$488,160</td>
<td>$488,160</td>
<td>$2,092,846</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>ENROLLMENT AND DEGREE COMPLETION PROJECTIONS</strong></th>
<th>2013-14</th>
<th>2014-15</th>
<th>2015-16</th>
<th>2016-17</th>
<th>2017-18</th>
</tr>
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<tbody>
<tr>
<td>TOTAL HEADCOUNT ENROLLMENT</td>
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<td>80</td>
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<td>DEGREE COMPLETION PROJECTIONS</td>
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<td>32</td>
<td>33</td>
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</table>

5-YEAR AVERAGE

4-YEAR AVERAGE
Attachment 2

Summary of Background Information

Master of Science in Management Information Systems
The University of Alabama at Birmingham

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

Description and Objectives: The proposed program will be a professional/practice master's program involving faculty primarily from UAB's School of Business. Faculty and courses will be provided by the Departments of Management, Information Systems and Quantitative Methods, and Accounting and Finance. Faculty from related disciplines, such as the Departments of Computer and Information Sciences, and staff (adjunct faculty) from the UAB Department of Information Technology may also participate.

The objective will be to enable students to advance in their careers by improving understanding of the latest information technologies to benefit organizational stakeholders, such as managers, organizations, employees, customers and partners. Students graduating from the program will be prepared to combine a solid technical information system foundation with business skills, so they can immediately contribute to solving business problems and perform in specific fields, such as IT management, web and mobile development, and security management.

Specific objectives include the following:

- Build professional skills in the areas of being able to lead, manage, develop, and evaluate organizational information systems.
- Develop working professionals who have the ability to integrate in-depth knowledge of information technology with business.
- Understand how to apply different technology solutions to meet the needs of different industries and functional units.
- Advance professional careers through gaining additional certifications in the MIS profession.
- Respond to the professional needs that project high levels of growth in the IT sector.

According to the proposal, the overall objectives of the proposed program are fully in line with the stated mission and goals of UAB:

- Dramatically increase enrollments over the next five years.
- Offer high-demand cross-disciplinary programs.
- Provide educational opportunities through diverse modalities to better leverage advances in technology and the needs of a changing workforce.
- Support economic development and activity in the Birmingham region by offering a state of the art distance learning program that will serve the local community and the national market.

Assessment: The proposal stated that, in accordance with AACSB accreditation requirements, learning objectives will be identified at the program level, in line with the stated program objectives presented in this proposal. Student performance on these assessments will be tracked, using the School of Business Sedona system, which is what is currently being used to track learning outcomes for AACSB accreditation. Improvements to the proposed program will be made through a continuous improvement program where learning outcomes are reviewed and appropriate changes implemented. Students will be tracked using UAB’s current alumni tracking mechanisms in addition to LinkedIn connections.
Administration: The program will be administered by the School of Business, Dr. David Klock, dean, and the Department of Management, Information Systems, and Qualitative Methods, Dr. Molly Wasko, chair.

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). During the NISP review, one institutional representative expressed concern about duplication of the responding institution’s program.

Four deans submitted responses in the initial review of the proposal, and comments were favorable. Two deans commented that the new program would meet a need in the Birmingham area. One dean requested more information of assessment measures as related to the stated objectives. In response, UAB provided detailed information regarding assessment measures for the program.

After receiving the response from UAB, five members of the ACGD participated in the final review of the program. Four voted to recommend the program, while one abstained from voting on the recommendation.

Accreditation: All programs in the UAB School of Business are accredited by the Association to Advance Collegiate Schools of Business (AACSB). The proposed program will comply with AACSB accrediting requirements.

Curriculum: Students will be introduced to various aspects of MIS, including project management, IT and business strategy, social media, security and business intelligence, and will then be provided the option of pursuing a concentration in Web and Mobile Development, Information Security, or IT Management.

Credit hours required in core courses: 18 semester hours
Credit hours required in option courses: 12
Total: 30

The following new courses will be developed for the program:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>IS 612</td>
<td>IT Governance and Management</td>
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</tr>
<tr>
<td>IS 630</td>
<td>Web Development</td>
<td>3</td>
</tr>
<tr>
<td>IS 631</td>
<td>Web interface Design and Content</td>
<td>3</td>
</tr>
<tr>
<td>IS 633</td>
<td>Mobile Applications</td>
<td>3</td>
</tr>
<tr>
<td>IS 620</td>
<td>Attack and Penetration</td>
<td>3</td>
</tr>
<tr>
<td>IS 621</td>
<td>Incident Response and Business Continuity</td>
<td>3</td>
</tr>
<tr>
<td>IS 622</td>
<td>Certified Information Systems Security Professional (CISSP)</td>
<td>3</td>
</tr>
<tr>
<td>IS 623</td>
<td>CISSP II</td>
<td>3</td>
</tr>
<tr>
<td>IS 640</td>
<td>Technology Planning and Capital Budgeting</td>
<td>3</td>
</tr>
<tr>
<td>IS 641</td>
<td>Leadership in IT</td>
<td>3</td>
</tr>
</tbody>
</table>

Collaboration: According to UAB, copies of the proposed curriculum and course descriptions have been sent to several institutions. The proposal stated that UAB is interested in collaboration if opportunities are found. Auburn University Montgomery has expressed interest in forming a collaboration regarding the program.

Distance Education: The full program will be available through distance education. The proposal stated the program will be offered through multiple methods. Program officials plan to initiate the program through online distance learning to better meet the needs of working professionals and to take advantage of national demand for the degree and still meet local needs. In order to maximize student enrollments and deliver courses in an effective manner, UAB plans to implement a rotating model for course scheduling. This would allow students to matriculate at multiple points during the year without gaps in their progress towards completion of the degree, while minimizing the number of course offerings each
semester. Once the online courses have been developed, program officials will explore additional modes of delivery, based on student demand and employer need. These may include hybrid instruction that combines online with face to face sessions.

Admissions: Admissions requirements will match the admissions requirements for the MBA program at UAB. Most students accepted into the program will have achieved a minimum overall undergraduate grade point average (GPA) of 3.0 on a 4.0 scale and will have earned a combined score of 550 or higher on the verbal and quantitative sections of the Graduate Management Admission Test (GMAT). GMAT waivers are available for applicants with one or more of the following:

- A master’s degree from a regionally accredited institution;
- A terminal degree (MD, PhD, JD, etc.) from a regionally accredited institution;
- A bachelor's degree and five or more years of progressively responsible professional work experience.

Students seeking admission will be accepted from all undergraduate programs. However, students will have had formal exposure to the core areas of management information systems, including database management, systems analysis and design, telecommunications, and computer programming. Students not having the requisite backgrounds will be required to take a series of prerequisite courses.

Need: The following programs are currently listed in the Commission’s Academic Program Inventory at CIP 52.1201: the MSIS in Information Systems at the University of Alabama in Huntsville; the MS in Information Systems Management at Auburn University at Montgomery; and the MS in Management Information Systems at Auburn University.

The proposal stated that the Management Information Systems field is growing at an exponential rate as organizations struggle to stay current with new emerging technologies, such as mobile applications and social media. Professionals are needed that can help organizations understand the business potential of these new technologies, how to develop new applications to meet changing market dynamics, and how to secure these systems from threats.

According to information from UAB, the proposed program is a common graduate program offered by university business schools. The programs are designed to meet high demand from employing organizations for workers who hold advanced degrees in these areas. There are no graduate degree programs for working professionals in the Birmingham region.

The UAB School of Business has an active Information Systems Advisory Council which has been an integral part of the development of the proposed program. Members of the council include chief information officers (or equivalent position) from Regions Bank, BBVA/Compass, Healthsouth, Alabama Power, O’Neal Steel, Motion Industries, Drummond Company, CTS, ACIPCO, Mayer Electric, Kinetic, Sungard, Brasfield and Gorrie, Protective Life, Mayer Electric Supply, and Energen. Members in the banking and service-related industries noted in a recent meeting that a primary problem is finding highly-qualified candidates to fill current job offerings.

The proposal included projections from the US Bureau of Labor Statistics concerning growth demands in related job areas for Alabama over the next ten years. Averages in selected areas ranged from 10 for Computer and Information Research Scientists to an average of 270 for both Computer Systems Analysts and Computer Support Specialists.

Student Demand: Student demand was based on an assessment done by an outside research firm concerning the MS in Computer Forensics and Security Management program in spring 2011. The results from Embanet Compass Marketing Consulting indicated strong demand for the proposed general
MIS program with the proposed concentrations. The survey involved 109 prospective students who completed online information forms and were subsequently interviewed.

**Resources:**

**Faculty:**
- Current Primary Faculty—
  - Full-time: 5
  - Part-time: 2
- Support Faculty—
  - Full-time: 0
  - Part-time: 0
- Additional Faculty to Be Hired:
  - Primary Faculty—
    - Full-time: 2
    - Part-time: 0
  - Support Faculty—
    - Full-time: 0
    - Part-time: 2

The program will be initiated with existing faculty. Additional faculty will be hired as demand increases. New full-time faculty will have completed a PhD in Management in Information Systems or a related area and have expertise in one of the following: web development, mobile development, IT capital planning, or IT security management.

**Support Staff:** A full-time staff position will be hired to provide student services.

**Assistantships:** No assistantships or fellowships will be offered.

**Equipment:** No additional equipment is necessary at this time.

**Facilities:** No additional facilities are required for the new master's program.

**Library:** The proposal stated that UAB’s Mervyn H. Sterne Library has sufficient holdings and databases needed for the program. No deficiencies were identified in the holdings.

Currently, the library provides access to approximately 10,000 items identified as being associated with core areas in the proposed master's program, including over 100 journals. The library also provides access to over 200 databases, of which approximately 22 address areas related to the proposed program. These include such titles as Accounting Research Manager, Business Source Elite, Compendex, Dissertation and Theses, Lexis Nexis Academic (including Lexis Nexis Legal), and WileyInterscience.

**Program Budget:** The proposal projected that a total of $1,965,000 in estimated new funds will be required to support the proposed program. A projected total of $2,092,846 will be available from tuition and internal reallocation.
Attachment 3

The University of Alabama at Birmingham
Master of Science in Management Information Systems (CIP 52.1201)

Proposed Curriculum and Delivery
[All Courses - 3 Semester Hours]

Typical enrollment cycle for a student entering summer term in the Web & Mobile Development concentration:

Summer 1
   Information Security Management
   Introduction to Business Intelligence

Fall 1
   Information Technology and Business Strategy
   Technology-based Project Management

Spring 1
   Social Media and Virtual Communities in Business
   IT Governance and Management

Summer 2
   Web Development
   Web Interface Design and Content

Fall 2
   Web Analytics
   Mobile Applications

Typical enrollment cycle for a student entering summer term in the Information Security concentration:

Summer 1
   Information Security Management
   Introduction to Business Intelligence

Fall 1
   Information Technology and Business Strategy
   Technology-based Project Management

Spring 1
   Social Media and Virtual Communities in Business
   IT Governance and Management

Summer 2
   Attack and Penetration
   Incident Response and Business Continuity

Fall 2
   Certification for Information Systems Security Professional (CISSP) I
   CISSP II
Typical enrollment cycle for a student entering summer term in the IT Management concentration

Summer 1
   Information Security Management
   Introduction to Business Intelligence

Fall 1
   Information Technology and Business Strategy
   Technology-based Project Management

Spring 1
   Social Media and Virtual Communities in Business
   IT Governance and Management

Summer 2
   Technology Planning and Capital Budgeting
   Leadership in IT

Fall 2
   Elective from development or security track
   Elective from development or security track
DECISION ITEM D-6:  The University of South Alabama, Master of Music (MM) in Music (CIP 50.0901)

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 program will be a post-baccalaureate master’s program in Music with concentrations in music education, performance (piano or voice), and collaborative piano. According to the proposal, the program’s objectives help fulfill the mission of the university by offering high-quality teaching and public service that increases the education level of Alabama citizens, who can better participate in a global community, and attain a higher quality of life. The program will prepare high-level musicians and music educators for the southern part of the state. Following approval by the Commission, the University of South Alabama (USA) will apply to the Alabama State Board of Education for review to offer a Class A certification in music.

Role: USA is approved to offer master’s programs. The approval of the proposed program would extend that role to the academic subdivision, “Visual and Performing Arts.”

Mode of Delivery: The program will be offered in a traditional format on the USA campus. According to the proposal, part of the program will be offered in a blended format, including graduate history review courses. Other courses may be added for this format as the program develops. Online resources will be used to the extent that they enhance instruction in the following areas: music theory, music history, and music education. USA officials stated that there is a possibility that up to 25 percent of the program will be offered through distance education.

Similar Programs: Currently, only the University of Alabama has the Master of Music (MM) degree in Music in the Commission’s Academic Program Inventory (CIP 50.0901). Jacksonville State University has a Master of Arts (MA) in Music at the same CIP code.

Collaboration: No program collaboration is projected because of Mobile’s distance from the location of other institutions and the nature of the program. However, the proposal stated that faculty members possibly will seek collaboration in the area of music history and some other areas.

Resources: The proposal projected that a total of $457,261 in estimated new funds will be required to support the proposed program. A projected total of $544,750 will be available from tuition and extramural funds.

Public Review: The program was posted on the Commission website from September 17 until October 7 (twenty days) for public review and comments. No comments were received.

Rationale for Staff Recommendation:

1. The program would serve a need in the Gulf Coast area, accommodating students who are already employed in the area.

2. Currently, there is only one Master of Music degree program listed in the Commission’s Academic Program Inventory, located at the University of Alabama, approximately 200 miles from Mobile.
The University of South Alabama, Master of Music (MM) in Music (CIP 50.0901)

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

Staff Recommendation: That the Commission approve the proposed Master of Music (MM) in Music.

The program will have three concentrations: music education; performance (piano or voice); and collaborative keyboard. Consistent with Commission policy and operational definitions, these 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 with concentrations will have the implementation date and post-implementation conditions listed below.

Implementation Date: The proposed program will be implemented in May 2014. Based on Commission policy, the proposed program must be implemented by December 7, 2014, 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 2014-15, will be at least 10, based on the proposal.

2. That the annual average number of graduates for the period 2015-16 through 2018-19 (four-year average) will be at least 7, 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 continuing in related graduate work.

4. That information regarding the progress of the program’s accreditation by the National Association of Schools of Music (NASM) be provided.

5. That information be provided regarding the development of a level A teacher certification curriculum within the program.

6. That information regarding an overall assessment of the program be provided, particularly as related to objectives and assessment measures stated in the proposal.

The University of South Alabama (USA) will be required to phase out the program if any of the post-implementation conditions are
not met. The institution must present documentation regarding the post-implementation conditions, as well as a general assessment of the program, in a report submitted to the Commission no later than June 1, 2019.

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 South Alabama program proposal, received June 22, 2012. Available upon request.

Attachment 1

NEW ACADEMIC DEGREE PROGRAM PROPOSAL SUMMARY

<table>
<thead>
<tr>
<th>INSTITUTION</th>
<th>The University of South Alabama</th>
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*Summer instruction by current faculty

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4-YEAR AVERAGE
Attachment 2

Summary of Background Information

Master of Music (MM) in Music
The University of South Alabama

Role: The University of South Alabama (USA) is approved to offer master's programs. The approval of the proposed program would extend that role to the academic subdivision, “Visual and Performing Arts.”

Description and Objectives: The program will be a post-baccalaureate master's program in Music with concentrations in music education, performance (piano or voice), and collaborative piano. According to the proposal, the program's objectives help fulfill the mission of the university by offering high-quality teaching and public service that increases the education level of Alabama citizens, who can better participate in a global community, and attain a higher quality of life. The program will prepare high-level musicians and music educators for the southern part of the state. Following approval by the Commission, USA will apply to the Alabama State Board of Education for review to offer a Class A certification in music. Specific objectives for the proposed program include the following:

1. Produce research and/or performances.
2. Qualify students for admission to doctoral programs.
3. Provide local access to graduate level music for musicians living and working along the Gulf Coast.
4. Contribute to the region by increasing the number of knowledgeable and productive musicians and music educators needed in area businesses and schools.
5. Prepare students to demonstrate higher-level performance skills and competence in research, according to the requirements of their concentration.
6. Train musicians and music educators in the theory and methodology of applied music, music business, or music education, and develop research skills applicable to their career and/or continued education.
7. Encourage scholarly contributions to other scholars in academia, undergraduate, and graduate students, and local education agencies.

Assessment: The proposal stated that the USA Department of Music has an assessment of learning outcomes process in place that meets the assessment requirements of the programmatic accrediting agency, the National Association of Schools of Music (NASM).

1. Assessment of learning outcomes in individual courses includes: embedded assessment techniques that evaluate specific assignments or specific content areas within the course; evaluation of written outside assignments; rubrics designed for performance-based courses, i.e. applied lessons, recitals, master classes, etc.

2. Assessment of the three program core areas:
   a. Collaborative Keyboard: Assessment will be based on the evaluation of the accompanying and collaborative skills in individual assignments and performances, including the full-length public performance requirements.
   b. Music Education: Performance on the comprehensive examination covering all course work in the concentration area will be used for assessment, including one performance and/or pedagogy project requirements.
   c. Performance: Piano and Voice: Assessment will be based on the evaluation of performances, including the full-length public performance as soloist requirements.
3. Assessment of Performances and/or Pedagogy Project:
   a. Evaluation of performances and individual assignments in each year of the program.
   b. Number of performances.
   c. Evaluation of performance and/or pedagogy project as a culmination demonstration in fulfillment of the Master of Music degree.

4. Enrollment: The number of students enrolled in the program will be tracked and compared to enrollment projections.

5. Productivity: Completion rates for each program core area will be tracked and compared to enrollment projections.

6. Job Placement: The initial job placement and/or acceptance into a doctoral program of each graduate will be recorded.

Administration: The program will be administered by the College of Arts and Sciences, Dr. Andrzej Wierzbicki, dean, and the Department of Music, Dr. Greg Gruner, chair.

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). Four institutions participated in the initial review of the proposal. The respondents indicated that the curriculum, resources, and faculty were acceptable for the program. Duplication of existing programs was a concern in the initial review. One reviewer stated, "This program duplicates not only existing MM in Music programs but also the 10 other master's programs in Music Education in the state."

In consideration of this comment, it should be noted that only the University of Alabama has the Master of Music (MM) degree in Music in the Commission’s Academic Program Inventory (CIP 50.0901). Jacksonville State University has a Master of Arts (MA) in Music at the same CIP code. In addition, there is no master’s level music education program listed in the Program Inventory. However, the following nine public institutions are approved by the Alabama State Board of Education (SBE) to offer level A (master’s level) teaching certificates in music education: Alabama A&M University; Alabama State University; Auburn University; Jacksonville State University; Troy University; the University of Alabama; the University of Alabama at Birmingham; the University of North Alabama; and the University of Montevallo. USA plans to apply to the SBE for approval of a level A teaching certificate curriculum to be offered within the program.

USA officials responded to the initial review by the graduate deans. In response to the comments on program duplication, USA stated that the program is intended to address demand in the Gulf Coast region:

We are recognizing the population located in our region that are unwilling to travel and not interested in a distance learning program. We anticipate that we will satisfy the need of this growing population without diminishing the student population at other universities throughout Alabama.

The response also pointed out the difficulty for teachers who are interested in the degree to drive two or three hours after school to attend classes.

After receiving the response from USA, five members of the ACGD participated in the final review. Four recommended approval of the program, and one recommended disapproval of the program. The reviewer voting against approval stated that, based on USA’s responses and student demand survey, the Master of Education in Music would be the more appropriate degree.

After receiving the final vote and comments, USA provided additional information. The program proposal was developed with the requirements of NASM, the accrediting agency, in mind. The inclusion of a
concentration in music education in a Master of Music degree program is not unusual, according to USA officials. A list of institutions which have such programs was included. Rutgers University, the University of Texas, Louisiana State University, the University of Florida, the University of Rochester/Eastman School of Music, and the University of Michigan were among the eighteen institutions listed.

**Accreditation:** USA will seek accreditation of the program from the National Association of Schools of Music (NASM). The undergraduate music program is already accredited by NASM.

**Curriculum:** The proposed program will have the following requirements:

| Credit hours required in major courses: | 19 semester hours |
| Support Courses for Performance and Collaborative Keyboard: | 13 |
| Credit hours in electives | 0 |
| Total: | 32 |

Credit hours required in major courses: 19  
Support Courses for Music Education 9  
Credit hours in electives (Music Education only) 4  
Total: 32

The following new courses will be developed for the program:

- **MUA 500**  
  Applied Music  
  Actual course number will be specific to instrument, which will cross list with current undergraduate applied numbers.

- **MUO 500**  
  Ensemble  
  Individual course numbers to be assigned to ensembles, which will cross list with current undergraduate ensembles.

- **MUA 599**  
  Curriculum, Pedagogy, and Instructional Techniques 2

- **MUE512**  
  Foundations of Music Education 4

- **MUE513**  
  Curriculum and Assessment in Music Education 4

- **MUE 555**  
  Advanced Methods in Music Education 4

- **MUE 585**  
  Practicum in Music Education 1-4

- **MUE 589**  
  Reading and Conference 1

- **MUL 501**  
  Graduate Research in Music 2

- **MUL 535**  
  American Music 4

- **MUL 636**  
  Topics in Music History 4

- **MUT 512**  
  Introductory Analysis of Music Literature 4

- **MUT 513**  
  Pedagogy of Theory 4

All students admitted to the program must take diagnostic exams in music theory and history. Students may not take graduate-level history and theory courses until they acquire a passing score on the exams or a passing score in remedial classes.

**Collaboration:** No program collaboration is projected because of Mobile’s distance from the location of other institutions and the nature of the program. However, the proposal stated that faculty members possibly will seek collaboration in the area of music history and some other areas.

**Distance Education:** According to the proposal, part of the program will be offered in a blended format, including graduate history review courses. Other courses may be added for this format as the program develops. Online resources will be used to the extent that they enhance instruction in the following areas: music theory, music history, and music education.
Admissions: Students must meet the admission criteria of the USA graduate school. There are the following additional requirements:

1. An undergraduate degree in music
2. Graduate Record Examination (GRE) score on file
3. Three letters of recommendation
4. A passing score in Graduate Music Theory and Music History Diagnostic Exams

Addition requirements associated with areas of specialization:

1. Music Education: Video of teaching; teaching certificate
2. Performance and Collaborative Piano: Audition (recording or live).

Need: Currently, only the University of Alabama has the Master of Music (MM) degree in Music in the Commission’s Academic Program Inventory (CIP 50.0901). Jacksonville State University has a Master of Arts (MA) in Music at the same CIP code.

The proposal stated that survey results indicate that the Gulf Coast Region lacks a graduate program in music. The nearest academic programs at Alabama institutions are at the University of Alabama (MM), 200 miles away at Tuscaloosa, and at Jacksonville State University (MA), 250 miles away in Jacksonville. USA provided a projection of 29 local job openings over the first five years of the program, while 133 statewide jobs were projected over the same period. The local projection was based on the current jobs open in Mobile and the surrounding areas with anticipated attrition in subsequent years. State projections were determined by a similar approach.

Graduates with the MM have a degree level that would allow them to teach at community colleges or universities.

Student Demand: Student demand was determined through several means. A survey was distributed to current high school and middle school teachers throughout Alabama, as well as in the Gulf Coast region in Florida and Mississippi. The survey was also sent to available USA music alumni. The survey included questions on interest in such a program, the preferred format, and its anticipated benefits. Thirty-one respondents returned the survey. Through the survey, it was determined that there was strong demand for the program locally. A total of 23 responses (74 percent) indicated strong interest in the proposed program. A total of 24 (77 percent) stated that they strongly agreed that their respective career paths would benefit from attaining the MM degree.

In addition, at least twenty inquiries have been received from individuals in Alabama, Mississippi, and Florida. Other indications of interest have come from local piano teachers and participants in the Alabama Music Educators Conference.

Resources:

Faculty:
Current Primary Faculty—
   Full-time: 12
   Part-time: 2

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

In 2008-09, USA created the infrastructure for the development of a marching band, including creating a long-term budget to absorb growing enrollment in the music department. The faculty available to teach in the proposed program will increase because of the establishment of the marching band and will not be an additional cost generated by the graduate program. Additional costs were included in the budget to cover summer teaching duties for existing faculty who will teach in the program.

Support Staff: No additional staff will be needed.

Assistantships: Three assistantship stipends will be provided in the areas of percussion, wind, and brass. Another assistantship stipend will be provided for accompanying in the area of collaborative piano.

Equipment: No additional equipment is necessary at this time.

Facilities: No additional facilities are required for the new master’s program.

Library: According to the proposal, current library holdings are strong with regular, continual growth necessary to support a graduate program. A detailed analysis of resources was provided. USA librarians stated that current holdings are sufficient to support the current baccalaureate level programs in Music and Music Education. However, the current collection is not adequate for a master’s level program. Recommendations were made to the USA Music Department regarding needed acquisitions, including reference sources and databases. Library officials also recommended subscriptions to streaming music sources.

Program Budget: The proposal projected that a total of $457,261 in estimated new funds will be required to support the proposed program. A projected total of $544,750 will be available from tuition and extramural funds.
The University of South Alabama
Master of Music (MM) in Music (CIP 50.0901)
Typical Curriculum by semester

Music Education (14 months)

*Core courses for all MM students*

**Summer I**
- MUL 501 Graduate Research in Music (2 credits)
- MUL 535 American Music (4 credits)
- MUT 513 Pedagogy of Theory (4 credits)

**Fall**
- MUE 512 Foundations of Music Education (4 credits)
- Applied music, 500-level (1 credit)

**Spring**
- MUE 513 Curriculum Development in Music Education (4 credits)
- Elective (4 hours)
- MUE 589 Reading and Conference (1 credit)

**Summer II**
- MUL 636 Topics in Music History (4 credits)
- MUT 512 Introductory Analysis of Music Literature (4 credits)

Total Semester Hour Credits Required: 32

Music Education (24 months)

**Summer I**
- MUL 501 Graduate Research in Music (2 credits)
- MUL 535 American Music (4 credits)
- MUT 513 Pedagogy of Theory (4 credits)

**Fall**
- MUE 512 Foundations of Music Education (4 credits)

**Spring**
- MUE 513 Curriculum Development in Music Education (4 credits)

**Summer II**
- MUL 636 Topics in Music History (4 credits)
- MUT 512 Introductory Analysis of Music Literature (4 credits)

**Fall**
- Elective (4 hours)

**Spring**
- Applied music, 500-level (1 credit)
- MUE 589 Reading and Conference (1 credit)
Performance: Piano or Voice (14 months)

Summer I
*MUL 501 Graduate Research in Music (2 credits)
*MUL 535 American Music (4 credits)
*MUT513 Pedagogy of Theory (4 credits)
Applied music, 500-level (3 credits)

Fall
MUA 599 Curriculum, Pedagogy, and Instructional Techniques (2 credits)
Applied music, 500-level (3 credits)
MUA 500 Graduate Recital (0 credits)

Spring
Applied music, 500-level (3 credits)

Summer II
*MUL 636 Topics in Music History (4 credits)
*MUT 512 Introductory Analysis of Music Literature (4 credits)
Applied music, 500-level (3 credits)
MUA 500 Graduate Recital (0 credits)

Performance: Piano or Voice (24 months)

Summer I
*MUL 501 Graduate Research in Music (2 credits)
*MUL 535 American Music (4 credits)
*MUT 513 Pedagogy of Theory (4 credits)

Fall
MUA 599 Curriculum, Pedagogy, and Instructional Techniques (2 credits)
Applied music, 500-level (3 credits)

Spring
Applied music, 500-level (3 credits)
MUA 500 Graduate Recital (0 credits)

Summer II
*MUL 636 Topics in Music History (4 credits)
*MUT 512 Introductory Analysis of Music Literature (4 credits)

Fall
Applied music, 500-level (3 credits)

Spring
Applied music, 500-level (3 credits)
MUA 500 Graduate Recital (0 credits)
Collaborative Keyboard (14 months)

Summer I
*MUL 501 Graduate Research in Music (2 credits)
*MUL 535 American Music (4 credits)
*MUT 513 Pedagogy of Theory (4 credits)
Applied music, 500-level (2 credits)

Fall
MUS 585 Practicum in Collaborative Keyboard (2 credits)
MUO ensembles, 500-level (2 ensembles at ½ credit each = 1 credit)
Applied music, 500-level (2 credits)
MUA 500 Graduate Recital - Vocal Collaborative (0 credits)

Spring
MUS 585 Practicum in Collaborative Keyboard (2 credits)
MUO ensembles, 500-level (2 ensembles at ½ credit each = 1 credit)
Applied music, 500-level (2 credits)

Summer II
*MUL 636 Topics in Music History (4 credits)
*MUT 512 Introductory Analysis of Music Literature (4 credits)
Applied music, 500-level (2 credits)
MUA 500 Graduate Recital - Instrumental Collaborative (0 credits)

Collaborative Keyboard (24 months)

Summer I
*MUL 501 Graduate Research in Music (2 credits)
*MUL 535 American Music (4 credits)
*MUT 513 Pedagogy of Theory (4 credits)

Fall
Applied music, 500-level (2 credits)
MUO ensemble, 500-level (½ credit)
MUS 585 Practicum in Collaborative Keyboard (1 credit)

Spring
Applied music, 500-level (2 credits)
MUO ensemble, 500-level (½ credit)
MUA 500 Graduate Recital - Vocal Collaborative (0 credits)
MUS 585 Practicum in Collaborative Keyboard (1 credit)

Summer II
*MUL 636 Topics in Music History (4 credits)
*MUT 512 Introductory Analysis of Music Literature (4 credits)

Fall
Applied music, 500-level (2 credits)
MUO ensemble, 500-level (½ credit)
MUS 585 Practicum in Collaborative Keyboard (1 credit)

Spring
Applied music, 500-level (2 credits)
MUO ensemble, 500-level (½ credit)
MUA 500 Graduate Recital - Instrumental Collaborative (0 credits)
MUS 585 Practicum in Collaborative Keyboard (1 credit)
DECISION ITEM D-7: Auburn University, Bachelor of Science in Organismal Biology (CIP 26.0101)

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 prepare students for careers in the biological sciences by 1) instructing them in current knowledge and understanding of biological processes and theories as well as 2) encouraging them to develop the critical thinking and scientific skills necessary for participating in new discoveries.

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

Mode of Delivery: There are no immediate plans to offer core courses from the program on-line at this time. However, some general education courses will be available via distance education.

Similar Programs: Currently, there are several institutions with general biology programs listed at CIP 26.0101. However, there are currently no Organismal Biology programs located at that CIP code. The following institutions have general biology programs: the University of Alabama, BS; the University of Alabama at Birmingham, BS; Alabama State University, BS; Athens State University, BS; Alabama A&M University, BS; Jacksonville State University, BS and BA; the University of North Alabama, BS and BA; the University of South Alabama, BS; the University of West Alabama, BA and BS; Auburn University Montgomery, BS; the University of Alabama in Huntsville, BS and BA; the University of Montevallo, BS; and Troy University, BS and BA.

Collaboration: Collaborations with other institutions have not been sought at this time.

Resources: The proposal stated that the program will require no new funds over the first five years. A total of $3,078,180 through internal reallocations and tuition will be available over that period.

Public Review: The program was posted on the Commission website from September 17 until October 7 (twenty days) for public review and comments. No comments were received.

Rationale for Staff Recommendation:

1. The proposed Organismal Biology program is a consolidation and renaming of two existing curricula, Botany and Zoology.

2. The proposed program will have options in Ecology, Evolution, and Behavior; Conservation and Biodiversity; and Integrative Biology.

3. There are no similar biology programs in the state.
DECISION ITEM D-7: Auburn University, Bachelor of Science in Organismal Biology (CIP 26.0101)

Staff Presenter: Ms. Margaret Pearson
Academic Program Review Analyst

Staff Recommendation: That the Commission approve the proposed Bachelor of Science in Organismal Biology.

The program will have three options: Ecology, Evolution and Behavior; Conservation and Biodiversity; and Integrative Biology. Consistent with Commission policy and operational definitions, these 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 with options will have the implementation date and post-implementation conditions listed below.

Implementation Date: The proposed program will be implemented in January 2013. Based on Commission policy, the proposed program must be implemented by December 7, 2014, 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, 2013-14 through 2017-18, will be at least 30, based on the proposal.

2. That the annual average number of graduates for the period 2014-15 through 2017-18 (four-year average) will be at least 15, 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 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.

Auburn University will be required to phase out the program if any of the post-implementation conditions are not met. The institution must present documentation regarding the post-implementation conditions, as well as a general assessment of the program, in a report submitted to the Commission no later than February 1, 2018.
Supporting Documentation:

1. New Academic Degree Program Proposal Summary, attached.

2. Summary of Background Information, attached.

3. Curriculum for Proposed Program, attached.

4. Auburn University program proposal, received June 13, 2012. Available upon request.

### NEW ACADEMIC DEGREE PROGRAM PROPOSAL SUMMARY

**INSTITUTION**  
Auburn University

**PROGRAM**  
Bachelor of Science in Organismal Biology (CIP 26.0101)

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</table>
Attachment 2

Summary of Background Information

Bachelor of Science in Organismal Biology
Auburn University

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

Objectives: The proposed program will prepare students for careers in the biological sciences by 1) instructing them in current knowledge and understanding of biological processes and theories as well as 2) encouraging them to develop the critical thinking, and scientific skills necessary for participating in new discoveries.

Learning outcomes and assessment for the proposed program are as follows:

1. Comprehend and apply fundamental concepts in biological sciences.
   a. Assessment method #1: Graduating students take the Biology Major Field Test (MFT).
   b. Assessment method #2: Students respond to questions included in a graduation exit survey regarding their assessment of the program content, rigor, and their experiences.

2. Demonstrate information literacy and the ability to think critically.
   a. Locate, evaluate, and summarize information relevant to a new problem.
   b. Demonstrate the ability to read, understand, and critically review scientific papers.
   c. Develop a hypothesis, and design and analyze a test of that hypothesis.
   d. Assessment method: As part of the Auburn University Writing in the Disciplines program, the Department submitted a writing plan for this proposed major. In addition to a large number of elective courses that include a variety of writing experiences, all students in the Organismal Biology major complete BIOL 4950, Undergraduate Seminar. Faculty teaching this course will administer and assess students’ ability to produce an annotated bibliography in the sub discipline and a hypothetical problem requiring them to develop a testable hypothesis. Both assignments will be assessed using a standardized rubric. Faculty participating in this course will meet on a regular basis and review student writing to identify weaknesses and develop plans for improving student writing.

3. Communicate effectively in the oral and written genres common to biology.
   a. Present a critical analysis of scientific literature in written, visual, and oral forms.
   b. Assessment method: BIOL 4950 instructors will assess student presentations using a standardized rubric.

4. Compete successfully for jobs in the chosen biological field, or positions in postgraduate or professional programs.
   a. Assessment method: Students respond to questions included in a graduation exit survey regarding their future plans for graduate/professional school or employment in a biological field.

Administration: The program will be administered by the College of Sciences and Mathematics, Dr. Charles Savrda, dean, and the Department of Biological Sciences, Dr. John Feminella, chair.

Peer Review: The Notification of Intent to Submit a Proposal (NISP) and the program proposal were reviewed by the university Chief Academic Officers. There were two responses to the full proposal with both indicating support for the program.

Accreditation: There is no specialized accreditation for the proposed program.
Curriculum: The program will have three options: Ecology, Evolution and Behavior; Conservation and Biodiversity; and Integrative Biology, and require completion of 122 semester hours (sh):

Ecology, Evolution, and Behavior:
- Credit hours in general education core: 41
- Credit hours required in the major: 52
- Free electives: 29
- Total: 122 (sh)

Conservation and Biodiversity:
- Credit hours in general education core: 41
- Credit hours required in the major: 63
- Free electives: 18
- Total: 122 (sh)

Integrative Biology:
- Credit hours in general education core: 41
- Credit hours required in the major: 52
- Free electives: 29
- Total: 122 (sh)

According to information in the proposal, no new courses will be developed for the program.

Collaboration: Collaborations with other institutions have not been sought at this time.

Distance Education: There are no immediate plans to offer core courses from the program online at this time. However, some general education courses will be available via distance education.

Admissions: According to the proposal, students apply to AU and are accepted based on standard admissions policies. The institution does not use any additional acceptance criteria.

Need: There are no similar biology programs currently in the state. The proposed program will be a consolidation of two existing curricula at AU, Botany and Zoology. Reorganizing and consolidating the botany and zoology curricula reflects a nationwide change to similar programs as departments decide to emphasize principles rather than taxa. These changes will make the program more attractive to students, and better hone their interests, and match their career objectives.

According to information submitted by AU officials, graduates in this major will be well prepared for several careers including resource conservation, environmental research/education, environmental planning, laboratory research support, and science teaching (i.e., if they choose to gain appropriate teaching training and certification). According to the United States Department of Labor Bureau of Labor Statistics, environmental scientists hold about 93,000 jobs nationwide. These jobs include jobs in state and local government, private consulting firms, and in the federal government. In addition, this job sector is anticipated to grow by approximately 28 percent between the years 2008 and 2018. In Alabama, jobs with state agencies and local and regional nonprofit organizations come open regularly. The March 8th posting of the Bama Environmental Network listed 13 open positions in the state.

Student Demand: According to AU officials, student demand was determined based on enrollments in the current Zoology program. AU officials anticipate student enrollment to continue as it has in Zoology for the past decade.
Resources:

Faculty/Staff:

Current Primary Faculty—
  Full-time:  26
  Part-time:  0

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

Support Staff: The proposed program will be supported by four laboratory coordinators, a director and staff of the Donald Davis Arboretum, and the director and staff of the Herbarium.

Equipment: No additional equipment is needed.

Facilities: According to the proposal, in addition to the individual research laboratory space that existing faculty already occupy, the department houses the David Arboretum and the Herbarium. The department also curates a number of culture collections, including mammals, birds, fishes, and invertebrates. Facilities needed for appropriate storage of these collections will be built in 2012-2013. This new facility will be called the Biodiversity Learning Center.

Library: Current library holdings are sufficient at this time.

Program Budget: The proposal stated that the program will require no new funds over the first five years. A total of $3,078,180 through internal reallocations and tuition will be available over that period.
Attachment 3

Curriculum
Bachelor of Science in Organismal Biology

**ORGANISMAL BIOLOGY**
Ecology, Evolution and Behavior Formal Option (EEBB)

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Long range schedules for COSAM courses are online at www.auburn.edu/cosam/students/
Courses in BOLD will be used to calculate GPA in major.
Options for courses labeled CORE are in the Auburn University Bulletin (www.auburn.edu/bulletin) under Core Curriculum.

1 Students must complete a two-course sequence in either HIST or LIT. For example, World History 1 and 2 or American Lit 1 and 2. For complete HIST and LIT sequence options, see the Bulletin.

2 Students who complete a HIST sequence other than HIST 1010 and 1020 should talk to an advisor about CORE SOC SCI choices.

3 If a LIT sequence is chosen, this course must be a CORE SOCIAL SCIENCE. If a HIST sequence is chosen, this course must be a CORE HUMANITIES.

4 Choose from PHIL 1010, 1020, 1030, 1040, 1050, 1060, 1070, 1080, 1090, 1100 or HONRS 1007, 1017.

5 This elective in the junior year should be chosen with consideration of the elective courses to be taken in the senior year. Consult your faculty advisor.
ORGANISMAL BIOLOGY
Conservation And Biodiversity Formal Option (CONB)

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| TOTAL HOURS 122                                    |
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2 Students who complete a HIST sequence other than HIST 1010 and 1020 should talk to an advisor about CORE SOC SCI choices.

3 If a LIT sequence is chosen, this course must be a CORE SOCIAL SCIENCE. If a HIST sequence is chosen, this course must be a CORE HUMANITIES.

4 Choose from PHIL 1010, 1020, 1030, 1040, 1050, 1060, 1070, 1080, 1090, 1100 or HONRS 1007, 1017.

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**ORGANISIMAL BIOLOGY**

Integrative Biology Formal Option (INGB)

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| CORE FINE ARTS | **BIOL 4950 Undergrad Seminar** | 1 |
| **Eco/Evo/Diversity Electives** | 7 | Cell/Mol/Microbiology Electives | 7 |
| Cell/Mol/Microbiology Elective | 4 | Physiology Elective | 4 |
| Biology Elective | 3 | Biology Elective | 4 |
| | 17 | | 16 |

**TOTAL HOURS 122**
Long range schedules for COSAM courses are online at www.auburn.edu/cosam/students/
Courses in BOLD will be used to calculate GPA in major. Options for courses labeled CORE are in the
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5 This elective in the junior year should be chosen with consideration of the elective courses to be taken in
the senior year. Consult your faculty advisor.

6 Approved Biology electives are on the back of this sheet.

7 Any BIOL course listed in the Organismal Biology electives may be used as a Biology elective.
DECISION ITEM D-8:  Alabama A&M University, Bachelor of Arts/Bachelor of Science in Interdisciplinary Studies (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: To provide students with a comprehensive understanding of the methods, practices, and benefits of interdisciplinary studies.

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

Mode of Delivery: According to the proposal, distance learning will be implemented to the extent that discipline-specific online, distance-learning courses are already available.

Similar Program: The following institutions have multi/interdisciplinary programs listed at CIP 30.9999 in the Commission’s Academic Program Inventory: the University of Alabama in Huntsville (Individualized Bachelor of Science, BS); the University of West Alabama (Interdisciplinary Arts BA, BS); and the University of Montevallo (Interdisciplinary Studies, BA, BS).

Collaboration: While collaboration with other state institutions does exist, there have been no formal agreements made to this point for the proposed program. There are several articulation agreements that have been and are in the process of being established with two-year colleges, as well as the Statewide Transfer Articulation Reporting System (STARS).

Resources: A total of $50,000 in new funds will be needed for the program in the first five years, and a total of $390,000 will be available through tuition.

Public Review: The program was posted on the Commission website from September 17 until October 7 (twenty days) for public review and comment. No comments were received.

Rationale for Staff Recommendation:

1. The proposed program will provide an interdisciplinary major that allows students to design and implement a flexible Interdisciplinary Studies program.

2. The proposed program will help to facilitate students whose goals and interests cannot be met through existing majors at AAM.
DECISION ITEM D-8: Alabama A&M University, Bachelor of Arts/Bachelor of Science in Interdisciplinary Studies (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 Studies.

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

Implementation Date: The proposed program will be implemented January 2013. Based on Commission policy, the proposed program must be implemented by December 7, 2014, 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 2013-14, will be at least 8, based on the proposal.

2. That the annual average number of graduates for the period 2015-16 through 2017-18 (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 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 February 1, 2018.

Supporting Documentation:

1. New Academic Degree Program Proposal Summary, attached.

2. Summary of Background Information, attached.

3. Curriculum for Proposed Program, attached.

## Attachment 1

### NEW ACADEMIC DEGREE PROGRAM PROPOSAL SUMMARY

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<th>INSTITUTION</th>
<th>Alabama A&amp;M University</th>
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<tr>
<td>PROGRAM</td>
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### ESTIMATED NEW FUNDS REQUIRED TO SUPPORT PROPOSED PROGRAM

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### SOURCES OF FUNDS AVAILABLE FOR PROGRAM SUPPORT

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<td>$110,000</td>
<td>$160,000</td>
<td>$390,000</td>
</tr>
<tr>
<td>TOTAL</td>
<td>$20,000</td>
<td>$40,000</td>
<td>$60,000</td>
<td>$110,000</td>
<td>$160,000</td>
<td>$390,000</td>
</tr>
</tbody>
</table>

### ENROLLMENT AND DEGREE COMPLETION PROJECTIONS

<table>
<thead>
<tr>
<th></th>
<th></th>
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<th></th>
<th></th>
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<tbody>
<tr>
<td>TOTAL HEADCOUNT ENROLLMENT</td>
<td></td>
<td>4</td>
<td>8</td>
<td>16</td>
<td>25</td>
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<td>18</td>
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<tr>
<td>NEW ENROLLMENT HEADCOUNT</td>
<td></td>
<td>4</td>
<td>6</td>
<td>8</td>
<td>10</td>
<td>10</td>
<td>8</td>
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<tr>
<td>DEGREE COMPLETION PROJECTIONS</td>
<td></td>
<td>0</td>
<td>0</td>
<td>6</td>
<td>10</td>
<td>10</td>
<td>9</td>
</tr>
</tbody>
</table>
Attachment 2

Summary of Background Information

Bachelor of Arts/Bachelor of Science in Interdisciplinary Studies
Alabama A&M University

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

Objectives: To provide students with a comprehensive understanding of the methods, practices, and benefits of interdisciplinary studies.

AAM provided the following objectives for the proposed program:

- To provide an interdisciplinary major that allows students to design and implement, in consultation with faculty advisors, a flexible Interdisciplinary Studies program as developed to have a discipline-specific primary concentration and complementing discipline(s) courses from one or two other existing programs or concentrations;
- To allow AAM to respond better to the needs of its prospective non-traditional students;
- To ensure that graduates acquire a solid understanding, at the undergraduate level, of an interdisciplinary, cohesive multiplex program, as developed from the applied sciences, mathematics, technology, business, social sciences, humanities, and the arts.

General program outcomes of the Interdisciplinary Studies program are to:

1. Facilitate students whose goals and interests cannot be met through existing majors at AAM.
2. Provide students with the opportunity to design or select a flexible, educational major that is different from existing majors.
3. Enable AAM officials to respond better to the needs of its prospective non-traditional students.

Student learning outcomes are as follows:

1. Demonstrate the ability to participate in scholarly work through research and reductionist studies as a result of being an Interdisciplinary Studies major.
2. Demonstrate effective communication skills and critical thinking when confronted with problems.
3. Demonstrate mastery of fundamental knowledge resulting from the completion of a comprehensive, coherent, focused, individualized plan of study that is consistent with the desired career goals.

According to the proposal, after program completion, the university will survey graduates annually for five years to ascertain the following: 1) the employment obtained or whether the student sought graduate studies, and if so, in what fields, 2) the beginning salary, 3) career progression, and 4) a sense that the Interdisciplinary Studies degree has been beneficial to students as per employment/career goals. Additionally, graduates’ employers will be surveyed to determine their perception of the employees’ preparation with an Interdisciplinary Studies degree. AAM officials will assess these results and use them to enhance the quality of the program by strengthening areas of identified weaknesses, if any.
Administration: The program will be administered by the College of Agriculture, Life and Natural Sciences, Dr. Lloyd Walker, dean, and the Department of Community and Regional Planning, Dr. Chukudi Izeogu, chairperson.

Peer Review: The Notification of Intent to Submit a Proposal (NISP) and the program proposal were reviewed by the Chief Academic Officers (CAOs). One institution made comments on the program proposal and suggested clarifications in certain areas of the proposal. AAM officials have addressed those areas of concern.

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

Curriculum: One new course will be added to the proposed program, an Interdisciplinary Capstone Experience.

<table>
<thead>
<tr>
<th>Hours</th>
<th>Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>47</td>
<td>University Core (General Education) Requirements</td>
</tr>
<tr>
<td>39</td>
<td>Major Core Courses (a designed discipline-specific IDS concentration, of 21 credits + other 18 complementary credits from another program or concentration) or (a designed discipline-specific IDS concentration, of 21 credits + other 9 complementary credits from one program + other 9 complementary credits from another program)</td>
</tr>
<tr>
<td>26</td>
<td>Required Support Courses and/or Advisors Approved Electives</td>
</tr>
<tr>
<td>8</td>
<td>Free Electives</td>
</tr>
<tr>
<td>3</td>
<td>IDS Capstone-Course</td>
</tr>
<tr>
<td>123 credits</td>
<td>TOTAL</td>
</tr>
</tbody>
</table>

Collaboration: While collaboration with other state institutions does exist, there have been no formal agreements made to this point for the proposed program. There are several articulation agreements that have been, and are in the process of being established with two-year colleges, as well as the Statewide Transfer Articulation Reporting System (STARS).

Distance Education: According to the proposal, distance learning will be implemented to the extent that discipline-specific online, distance-learning courses are already available.

Admissions: According to AAM’s proposal, the university admits students based on a score of 18 on the ACT/equivalent SAT. For unconditional admission, high school graduates must have earned a score of 18 ACT/equivalent SAT and maintained a grade point average of C in the following subjects: English, mathematics, science, history, and political science. Upon notification of admission to AAM, the applicant will receive a letter and card of acceptance. Students who are 26 years or older are exempt from college entrance examinations, as compared to the traditional student. In addition to the university admission, the conditions for admission and acceptance into the proposed program are as follows:

Each student will be eligible for admission after the completion of the equivalent of 30 credit hours, with a cumulative 2.60 GPA and the satisfactory submission of the plan of study. The student must be admitted no later than the first semester of the junior year. Also, the student
must develop and submit a plan of study consisting of an essay detailing the area of intellectual focus, a
description of his/her goals beyond the bachelor’s degree, a declaration of the discipline-specific area of
concentration and the complementing discipline(s). The plan of study, thereby, designs an
Interdisciplinary Studies concentration such as biology & statistics, or sociology & health and physical
education, or telecommunications & criminal justice, or physics & technology, or mathematics, plant
science & economics, etc.

Need: Nationally, the availability of Interdisciplinary Studies programs has increased through universities’
desire to provide appropriate pathways to meet the educational and career goals of students. Several
large and small universities such as Florida State University, Washington University, Appalachian State
University, Middle Tennessee State University, Dallas Baptist University, and Jackson State University
have Interdisciplinary Studies programs. Given the unique, high-tech environment of the Tennessee
Valley and the city of Huntsville, the proposed program can serve its intended students ideally without
unduly impacting other such programs in the state.

Projected job openings related to the employment market for graduates of an Interdisciplinary Studies
program indicate the following:

<table>
<thead>
<tr>
<th></th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Local</td>
<td>200</td>
<td>200</td>
<td>200</td>
<td>200</td>
<td>200</td>
<td>800</td>
</tr>
<tr>
<td>State</td>
<td>800</td>
<td>800</td>
<td>800</td>
<td>800</td>
<td>800</td>
<td>4,000</td>
</tr>
<tr>
<td>SREB</td>
<td>10,000</td>
<td>10,000</td>
<td>10,000</td>
<td>10,000</td>
<td>10,000</td>
<td>50,000</td>
</tr>
<tr>
<td>Nation</td>
<td>25,000</td>
<td>25,000</td>
<td>25,000</td>
<td>25,000</td>
<td>25,000</td>
<td>125,000</td>
</tr>
</tbody>
</table>

Student Demand: A survey was administered to sophomore students taking a world literature course in
the summer of 2011. Of the 120 students surveyed, 66 responded, with 80 percent of the respondents
indicating either a strong desire or a desire to have the opportunity to select or design a plan of study
through interdisciplinary studies.

Resources:

Faculty/Staff:

Current faculty to teach in the program:
Primary Faculty--
  Full-time: All full-time faculty members of AAM
  Part-time: All part-time faculty members of AAM
Support Faculty:
  Full-time: All full-time faculty members of AAM
  Part-time: All part-time faculty members of AAM

Additional faculty to teach in the program:
Primary Faculty--
  Full-time: 0
  Part-time: 0
Support Faculty--
  Full-time: 0
  Part-time: 0

No new faculty will be hired for the program. Existing faculty will engage students in the proposed
program to provide all necessary instructions, advising, and mentoring.

Support Staff: A coordinator for the proposed program will be selected from existing faculty.
Equipment: No additional equipment is needed for the proposed program.

Facilities: Current facilities are sufficient for the proposed program.

Library: No additional library materials are needed to implement the proposed program. Current library holdings are as follows:

<table>
<thead>
<tr>
<th>Library Category</th>
<th>Quantity</th>
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</thead>
<tbody>
<tr>
<td>Book Collection - Volumes held</td>
<td>253,361</td>
</tr>
<tr>
<td>Total Bound Periodicals</td>
<td>27,519</td>
</tr>
<tr>
<td>Total Government Documents</td>
<td>200,073</td>
</tr>
<tr>
<td>Total Microform in Collection</td>
<td>3,451</td>
</tr>
<tr>
<td>Total ERIC Microfiche</td>
<td>116,293</td>
</tr>
<tr>
<td>Total Reels of Periodical Microfilms</td>
<td>23,331</td>
</tr>
<tr>
<td>Total Audio Visual Items</td>
<td>631,841</td>
</tr>
</tbody>
</table>

Program Budget: A total of $50,000 in estimated new funds will be needed for the program in the first five years, and a total of $390,000 will be available through tuition.
### Bachelor of Arts/Bachelor of Science
### Interdisciplinary Studies

#### FRESHMAN YEAR

<table>
<thead>
<tr>
<th>First Semester</th>
<th>Second Semester</th>
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</thead>
<tbody>
<tr>
<td><strong>Course No.</strong></td>
<td><strong>Course Title</strong></td>
</tr>
<tr>
<td>ORI 101</td>
<td>Survival Skills</td>
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<tr>
<td>ENG 101</td>
<td>Composition II</td>
</tr>
<tr>
<td>HIS 101</td>
<td>World History I</td>
</tr>
<tr>
<td>BIO 103</td>
<td>Principles of Biology</td>
</tr>
<tr>
<td>BIO 103L</td>
<td>Principles of Biology Lab</td>
</tr>
<tr>
<td>BIO 100</td>
<td>Careers in Life Science</td>
</tr>
<tr>
<td>MUS 101 or ART 101</td>
<td></td>
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#### SOPHOMORE YEAR

<table>
<thead>
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<tbody>
<tr>
<td><strong>Course No.</strong></td>
<td><strong>Course Title</strong></td>
</tr>
<tr>
<td>ENG 203</td>
<td>World Literature I</td>
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<tr>
<td>MTH 113</td>
<td>Pre-Calculus Trigonometry</td>
</tr>
<tr>
<td>FRE 101 or SPA 101</td>
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</tr>
<tr>
<td><strong>CHE 101</strong></td>
<td>General Chemistry I</td>
</tr>
<tr>
<td><strong>CHE 101L</strong></td>
<td>General Chemistry I Lab</td>
</tr>
<tr>
<td><strong>PD</strong>BIO 202</td>
<td>Comparative Vert. Anatomy</td>
</tr>
<tr>
<td><strong>PD</strong>BIO 202L</td>
<td>Comparative Vert. Anatomy Lab</td>
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#### JUNIOR YEAR

<table>
<thead>
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<th>Second Semester</th>
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</thead>
<tbody>
<tr>
<td><strong>Course No.</strong></td>
<td><strong>Course Title</strong></td>
</tr>
<tr>
<td><strong>PHY 105</strong></td>
<td>Physics I</td>
</tr>
<tr>
<td><strong>CHE 301</strong></td>
<td>Organic Chemistry I</td>
</tr>
<tr>
<td><strong>CHE 301L</strong></td>
<td>Organic Chemistry I Lab</td>
</tr>
<tr>
<td>BIO 203/203L or BIO 204/204L</td>
<td>4</td>
</tr>
<tr>
<td><strong>MTH 126</strong></td>
<td>Calculus II</td>
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<td></td>
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</table>

#### SENIOR YEAR

<table>
<thead>
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</thead>
<tbody>
<tr>
<td><strong>Course No.</strong></td>
<td><strong>Course Title</strong></td>
</tr>
<tr>
<td><strong>PD</strong>BIO 434</td>
<td>Physiology</td>
</tr>
<tr>
<td><strong>PD</strong>BIO 434L</td>
<td>Physiology</td>
</tr>
<tr>
<td><strong>SD</strong>MAT 344</td>
<td>Design and Analysis</td>
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<td><strong>SD</strong>MAT 453</td>
<td>Probability and Statistics</td>
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<tr>
<td></td>
<td>Free Elective</td>
</tr>
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</table>
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: To provide a foundation in early childhood development that will prepare graduates to effectively serve as teaching assistants or paraprofessionals in a public school early childhood Pre-K4 educational setting.

Role: The proposed program is within the instructional role recognized for Shelton State Community College (SHC). Approval of the proposed program will expand the academic subdivision grouping “Family and Consumer Sciences” to the AAS degree level.

Mode of Delivery: According to the proposal, two blended courses will be offered in the program: Introduction to Early Care and Education of Children, and Child Growth and Development Principles. The courses will alternate each week between on-site lecture and discussion, and remote teaching technology. These course sessions will be available for viewing at any time.

Similar Programs: The following institutions have similar AAS Child Development programs listed at CIP code 19.0708: Northeast Alabama Community College; Northwest Shoals Community College; Enterprise State Community College; Calhoun State Community College; Snead State Community College; Bishop State Community College; and Lurleen B. Wallace State Community College.

Collaboration: According to the proposal, collaboration occurs with other community colleges in the state to develop a standardized statewide curriculum.

Resources: A total of $40,200 in estimated new funds will be needed for the program in the first five years, and a total of $100,000 will be available through tuition.

Public Review: The program was posted on the Commission website from September 17 until October 7 (twenty days) for public review and comments. No comments were received.

Rationale for Staff Recommendation:

1. The “Improving Head Start for School Readiness Act of 2007” mandates that at least 50 percent of all lead teachers in a center-based program have a baccalaureate or advanced degree in early childhood education by September 30, 2013.

2. The Act also requires that all teaching assistants in center-based programs have at least a child development associate degree, be enrolled in a child development associate program to be completed within two years, or enrolled in a program leading to an associate or baccalaureate degree.
DECISION ITEM D-9: Shelton State Community College, Associate in Applied Science in Child Development (CIP 19.0708)

Staff Presenter: Ms. Margaret Pearson
Academic Program Review Analyst

Staff Recommendation: That the Commission approve the proposed Associate in Applied Science (AAS) in Child Development with the implementation date and post-implementation conditions listed below:

**Implementation Date:** The proposed program will be implemented August 2013. Based on Commission policy, the proposed program must be implemented by December 7, 2014, 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 15, based on the proposal.

2. That the annual average number of graduates for the period 2014-15 through 2017-18 (four-year average) will be at least 10, 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.

Shelton State Community College (SHC) 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, 2018.
Supporting Documentation:

1. New Academic Degree Program Proposal Summary, attached.

2. Summary of Background Information, attached.

3. Curriculum for Proposed Program, attached.


### Attachment 1

**INSTITUTION**  
Shelton State Community College

**PROGRAM**  
Associate in Applied Science in Child Development (CIP 19.0708)

<table>
<thead>
<tr>
<th>ESTIMATED NEW FUNDS REQUIRED TO SUPPORT PROPOSED PROGRAM</th>
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<td>FACULTY</td>
</tr>
<tr>
<td>LIBRARY</td>
</tr>
<tr>
<td>FACILITIES</td>
</tr>
<tr>
<td>EQUIPMENT</td>
</tr>
<tr>
<td>STAFF</td>
</tr>
<tr>
<td>OTHER</td>
</tr>
<tr>
<td>TOTAL</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>SOURCES OF FUNDS AVAILABLE FOR PROGRAM SUPPORT</th>
</tr>
</thead>
<tbody>
<tr>
<td>INTERNAL REALLOCATIONS</td>
</tr>
<tr>
<td>EXTRAMURAL</td>
</tr>
<tr>
<td>TUITION</td>
</tr>
<tr>
<td>TOTAL</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>ENROLLMENT AND DEGREE COMPLETION PROJECTIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td>HEADCOUNT ENROLLMENT</td>
</tr>
<tr>
<td>NEW ENROLLMENT HEADCOUNT</td>
</tr>
<tr>
<td>DEGREE COMPLETION PROJECTIONS</td>
</tr>
<tr>
<td>0</td>
</tr>
</tbody>
</table>

5-YEAR AVERAGE

4-YEAR AVERAGE
Attachment 2

Summary of Background Information

Associate in Applied Science in Child Development
Shelton State Community College

Role: The proposed program is within the instructional role recognized for Shelton State Community College (SHC). Approval of the proposed program will expand the academic subdivision grouping “Family and Consumer Sciences” to the AAS degree level.

Objectives: To provide a foundation in early childhood development that will prepare graduates to effectively serve as teaching assistants or paraprofessionals in a public school early childhood Pre-K4 educational setting.

Program objectives for the proposed Child Development program are as follows:

- To provide an excellent general education in the five skill areas determined by the college (writing, oral communication, critical thinking, mathematics, computer skills);
  - Child development students will perform at or above the mean for all AAS students on results for the five general education competencies. Each of the five competencies is assessed for all college graduates, including child development graduates.
  - Child development faculty members will utilize data from child development students to set specific goals for improvement within the program.
- To provide a foundation in early childhood development that will prepare graduates to effectively serve as teaching assistants or paraprofessionals in the public school early childhood Pre-K4 educational settings;
  - Students will demonstrate the necessary knowledge to enhance the physical, social, emotional, cognitive, and language growth and development of young children.
  - Specific elements of the professional portfolio completed in CHD 215 will be used as the primary assessment tool. In particular, the three written personal philosophies for Discipline, Literacy, and Education will be aggregated into a single score. Scores from the resume and job search letter, and the score for developmental checklists will be used.
- To meet the needs of the Head Start Act mandate for teachers to have at least an associate’s degree in childhood development;
  - Employment records and feedback from head start directors will be used to assure that the program effectively meets the mandate. Specific employment targets will be set annually based on projected needs of area child development centers.
- To provide a seamless path for program completers beyond the associate’s degree to a baccalaureate degree with a specific concentration in childhood development and education.
  - While maintaining a program that meets the employment mandate for head start teachers, the program will also be evaluated for its ability to fulfill the requisite course requirements needed to pursue a higher degree.

Administration: The program will be administered by Kevin Burns, Program Director.

Curriculum: According to the proposal, one new course will be added to the proposed program:

- CHD 214 Families and Communities 3 credit hours

Program Completion Requirements:
- Credit hours required in major (skill emphasis): 33
- Credit hours in institutional general education or core curriculum: 25
- Credit hours in required or free electives: 7-8
- Total credit hours required for completion: 65-66
Accreditation: According to SHC officials, there is no specialized accreditation for the proposed program.

Licensure: Students are not required to sit for a licensure examination.

Collaboration: According to the proposal, collaboration occurs with other community colleges in the state to develop a standardized statewide curriculum.

Distance Education: According to the proposal, two blended courses will be offered in the program: Introduction to Early Care and Education of Children, and Child Growth and Development Principles. The courses will alternate each week between on-site lecture and discussion, and remote teaching technology. These course sessions will be available for viewing at any time.

Admission: According to SHC officials, there are no special admission requirements for the proposed program.

Student Demand: According to information submitted in the proposal, a formal student survey was not conducted. However, the following information was used to predict enrollments for the proposed program: a) population data in the institution’s service area; b) workforce size data in the institution’s service area; c) information on the number of children enrolled in child care in the institution’s service area; and d) past history of enrollment in the child development certificate program.

Need: According to SHC officials, the Improving Head Start for School Readiness Act of 2007 is a mandate that requires at least 50 percent of all lead teachers in a center-based program to have a baccalaureate or advanced degree in early childhood education by September 30, 2013. It also mandates that all teaching assistants in center-based programs have at least an associate’s degree in child development, be enrolled in a child development associate program to be completed within two years, or enrolled in a program leading to an associate or baccalaureate degree.

SHC provided the following information on the number of children below the age of five and the percentage of employed mothers with young children in the institution’s service area.

<table>
<thead>
<tr>
<th>County</th>
<th>Children under age 5 (% of population)</th>
<th>Employed mothers with children below age 5 (% of mothers with children &lt; 6)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2000</td>
<td>2010</td>
</tr>
<tr>
<td>Bibb</td>
<td>24.8% (1449)</td>
<td>23.9% (1378)</td>
</tr>
<tr>
<td>Greene</td>
<td>23.7% (770)</td>
<td>22.1% (555)</td>
</tr>
<tr>
<td>Hale</td>
<td>25.1% (1408)</td>
<td>21.8% (954)</td>
</tr>
<tr>
<td>Pickens</td>
<td>22.5% (1421)</td>
<td>23.1% (1191)</td>
</tr>
<tr>
<td>Sumter</td>
<td>22.1% (1066)</td>
<td>20.5% (781)</td>
</tr>
<tr>
<td>Tuscaloosa</td>
<td>22.9% (10,592)</td>
<td>21.0% (11,596)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Total</th>
<th>Children under age 5 (% of population)</th>
<th>Employed mothers with children below age 5 (% of mothers with children &lt; 6)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>23.2% (16,706)</td>
<td>21.4% (16,435)</td>
<td>not available</td>
</tr>
</tbody>
</table>

Resources:

Faculty/Staff:

Number of currently employed faculty who teach in the program:

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

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

Primary Faculty / Full-time: 0        Part-time: 0
Support Faculty / Full-time: 0        Part-time: 2
Additional support faculty will include a faculty clerk that will assist with room scheduling, work schedules, syllabus banks, and leave forms for all employees. A division chair clerk will assist with additional record keeping and support for academic divisions. The academic services secretary will handle class schedules, adjunct contracts, as well as additional matters for the proposed program.

**Equipment/Facilities:** According to SHC officials, children's books, puzzles, blocks, manipulatives, and play area furniture for demonstrations and learning activities are needed for the proposed program. These items are estimated to cost $1000 per year. Additionally, items such as office equipment, paper cutter, laminator, white board, CD player, book shelves, and locking cabinets are estimated to cost $500 per year.

**Library:** SHC’s current library collection contains child development journals, magazines, theme boxes, creative activity materials, Council for Exceptional Children magazines, the childcare information exchange, DVDs, and CDs. Additional library materials needed for the proposed program are estimated to cost approximately $1200.00.

**Program Budget:** A total of $40,200 in estimated new funds will be needed for the program in the first five years, and a total of $100,000 will be available through tuition.
### ATTACHMENT 3

**SHC**

**Associate in Applied Science in Child Development**

#### Semester One

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Name</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHD 100</td>
<td>Introduction to Early Care and Education of Children</td>
<td>3</td>
</tr>
<tr>
<td>CHD 201</td>
<td>Child Growth and Development Principles</td>
<td>3</td>
</tr>
<tr>
<td>CHD 202</td>
<td>Children’s Creative Activities</td>
<td>3</td>
</tr>
<tr>
<td>ENG 101</td>
<td>English Composition I</td>
<td>3</td>
</tr>
<tr>
<td>ORI 101</td>
<td>Orientation to College</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Total</td>
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</tr>
</tbody>
</table>

#### Semester Two

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Name</th>
<th>Credit Hours</th>
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<tbody>
<tr>
<td>CHD 203</td>
<td>Children’s Literature and Language Experiences</td>
<td>3</td>
</tr>
<tr>
<td>CHD 204</td>
<td>Methods and Materials for Teaching Children</td>
<td>3</td>
</tr>
<tr>
<td>CHD 205</td>
<td>Program Planning for Educating Young Children</td>
<td>3</td>
</tr>
<tr>
<td>SPH 106 or 107</td>
<td>Fundamentals of Oral Communications or Fundamentals</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>of Public Speaking</td>
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<td>ENG 102</td>
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#### Semester Three

<table>
<thead>
<tr>
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<th>Course Name</th>
<th>Credit Hours</th>
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</thead>
<tbody>
<tr>
<td>CHD 206</td>
<td>Children’s Health and Safety</td>
<td>3</td>
</tr>
<tr>
<td>CHD 208</td>
<td>Administration of Child Development Programs</td>
<td>3</td>
</tr>
<tr>
<td>CHD 210</td>
<td>Educating Exceptional Children</td>
<td>3</td>
</tr>
<tr>
<td>MTH 100 or 116</td>
<td>Intermediate College Algebra or Mathematical Applications</td>
<td>3</td>
</tr>
<tr>
<td>PSY 200</td>
<td>General Psychology</td>
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</table>

#### Semester Four

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Name</th>
<th>Credit Hours</th>
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</thead>
<tbody>
<tr>
<td>CHD 214</td>
<td>Families and Communities</td>
<td>3</td>
</tr>
<tr>
<td>CHD 209</td>
<td>Infants and Toddler Educational Program</td>
<td>3</td>
</tr>
<tr>
<td>Lab Science</td>
<td></td>
<td>4</td>
</tr>
<tr>
<td>course</td>
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<td>Fine</td>
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<td>3</td>
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<tr>
<td>Arts/Humanities</td>
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<tr>
<td>Elective</td>
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<td></td>
<td>Total</td>
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#### Semester Five

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHD 215</td>
<td>Supervised Practical Experiences in Child Development</td>
<td>3</td>
</tr>
<tr>
<td>Humanities or</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>Fine Arts</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>General elective</td>
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<td>3-4</td>
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</table>

**Total Credit Hours**

**65-66 hours**
DECISION ITEM D-10: Reid State Technical College, Associate in Applied Technology in Medical Assisting Technology (CIP 51.0801)

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 primary objectives of the proposed program are to 1) enhance health-related institutional offerings so that students have additional options beyond nursing and emergency medical services; 2) recruit, retain, and prepare students for careers in physician offices, ambulatory clinics, nursing homes, and hospital emergency rooms; and 3) assist in meeting community needs for health care practitioners.

Role: Reid State Technical College (REI) is approved to offer the Associate in Applied Technology (AAT). Approval of the proposed program will expand this role to academic subdivision grouping “Health and Related Professions.”

Mode of Delivery: According to institutional representatives, delivery strategies will primarily include the conventional classroom methods of lecture and discussion. Students will be engaged in laboratory experiences, including skill demonstrations and simulations. While distance learning will not be utilized initially, the institution will explore opportunities to utilize instructional technology, including distance learning, in the delivery of course content.

Similar Programs: Similar Medical Assisting programs listed at CIP code 51.0801 in the Commission’s Academic Program Inventory are located at the following institutions: Trenholm State Technical College; Drake State Technical College; Wallace State Community College (Dothan); Chattahoochee Valley Community College; Northeast Alabama Community College; and Wallace State Community College (Hanceville).

Collaboration: According to REI, an open line of communication was established with Drake State Technical College and with other Alabama community colleges that have Medical Assisting Technology programs. No specific collaborations have been identified at this time.

Resources: A total of $350,000 in new funds will be needed for the program in the first five years, and a total of $1,093,430 will be available through tuition, extramural funds, and internal reallocation.

Public Review: The program was posted on the Commission website from September 17 until October 7 (twenty days) for public review and comments. No comments were received.

Rationale for Staff Recommendation:

1. The closest Medical Assisting Technology program is located at Trenholm State Technical College, which is approximately 78 miles away from REI.

2. REI’s service areas, which include workforce development regions 7, 9, and 10, list medical assistant as both a high demand and fast growing occupation.
DECISION ITEM D-10: Reid State Technical College, Associate in Applied Technology in Medical Assisting Technology (CIP 51.0801)

Staff Presenter: Ms. Margaret Pearson
Academic Program Review Analyst

Staff Recommendation: That the Commission approve the proposed Associate in Applied Technology in Medical Assisting Technology.

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

Implementation Date: The proposed program will be implemented January 2013. Based on Commission policy, the proposed program must be implemented by December 7, 2014, 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 13, based on the proposal.

2. That the annual average number of graduates for the period 2014-15 through 2017-18 (four-year average) will be at least 10, 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.

Reid State Technical College (REI) will be required to phase out the program if any of the post-implementation conditions are not met. The institution must present documentation regarding the post-implementation conditions, as well as a general assessment of the program, in a report submitted to the Commission no later than February 1, 2018.

Supporting Documentation:

1. New Academic Degree Program Proposal Summary, attached.

2. Summary of Background Information, attached.

3. Curriculum for Proposed Program, attached.

## Attachment 1

**INSTITUTION**  
Reid State Technical College  

**PROGRAM**  
Associate in Applied Technology in Medical Assisting Technology (CIP 51.0801)  

### ESTIMATED NEW FUNDS REQUIRED TO SUPPORT PROPOSED PROGRAM

<table>
<thead>
<tr>
<th>Year</th>
<th>2013-14</th>
<th>2014-15</th>
<th>2015-16</th>
<th>2016-17</th>
<th>2017-18</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>FACULTY</td>
<td>$68,000</td>
<td>$68,000</td>
<td>$68,000</td>
<td>$68,000</td>
<td>$68,000</td>
<td>$340,000</td>
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<tr>
<td>LIBRARY</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
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<tr>
<td>FACILITIES</td>
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<td>$0</td>
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<td>$0</td>
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<td>$0</td>
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### SOURCES OF FUNDS AVAILABLE FOR PROGRAM SUPPORT

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<tr>
<th>Year</th>
<th>2013-14</th>
<th>2014-15</th>
<th>2015-16</th>
<th>2016-17</th>
<th>2017-18</th>
<th>TOTAL</th>
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<td>$127,810</td>
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<td>$619,430</td>
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<td>TOTAL</td>
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<td>$216,810</td>
<td>$222,810</td>
<td>$222,810</td>
<td>$1,093,430</td>
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</table>

### ENROLLMENT AND DEGREE COMPLETION PROJECTIONS

<table>
<thead>
<tr>
<th>Year</th>
<th>2013-14</th>
<th>2014-15</th>
<th>2015-16</th>
<th>2016-17</th>
<th>2017-18</th>
<th>5-YEAR AVERAGE</th>
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</thead>
<tbody>
<tr>
<td>TOTAL HEADCOUNT ENROLLMENT</td>
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<td>16</td>
<td>21</td>
<td>21</td>
<td>21</td>
<td>18</td>
</tr>
<tr>
<td>NEW ENROLLMENT HEADCOUNT</td>
<td>8</td>
<td>10</td>
<td>15</td>
<td>15</td>
<td>15</td>
<td>13</td>
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### Degree Completion Projections

<table>
<thead>
<tr>
<th>Year</th>
<th>2013-14</th>
<th>2014-15</th>
<th>2015-16</th>
<th>2016-17</th>
<th>2017-18</th>
<th>4-YEAR AVERAGE</th>
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</thead>
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<tr>
<td>DEGREE COMPLETION PROJECTIONS</td>
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<td>5</td>
<td>10</td>
<td>12</td>
<td>14</td>
<td>10</td>
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</table>
Attachment 2

Summary of Background Information

Associate in Applied Technology in Medical Assisting Technology
Reid State Technical College

Role: Reid State Technical College (REI) is approved to offer the Associate in Applied Technology (AAT). Approval of the proposed program will expand this role to academic subdivision grouping “Health and Related Professions.”

Objectives: According to the proposal, the primary objectives of the Medical Assisting Technology program are as follows:

A. Enhance health-related institutional offerings so that students have additional options beyond nursing and emergency medical services

Currently, practical nursing, phlebotomy, and nursing assistant/home health aide are the only programs that the College offers in the health sciences. Students interested in health care careers frequently inquire about the availability of other programs of study. The Medical Assisting Technology Program will offer an attractive opportunity for many individuals who are unsuccessful applicants for the nursing program, and who presently have no options for similar or related programs.

B. Recruit, retain, and prepare students for careers in physician offices, ambulatory clinics, nursing homes, and hospital emergency rooms

In physician offices, medical assistants are employed as clinical practitioners assisting the physician or business manager of the practice. The graduate medical assistant has a wide variety of career options which are not mutually exclusive. In essence, a graduate of this program may start his or her career in the business aspect of a practice and later move to a clinically focused job.

C. Assist in meeting community needs for health care practitioners

REI is strategically located in the south central portion of the state. There are a number of physicians and health care facilities located in REI’s service area. Physicians are the primary employer of medical assistants.

Upon successful completion of the Medical Assistant Technology program the graduate will be able to:

- Assist physicians during physical assessment, treatment, and diagnostic procedures of patients in the office setting.
- Complete patient physical assessments and obtain patient medical histories.
- Obtain and record patient vital signs.
- Administer medication.
- Perform venipuncture to obtain specimens for laboratory tests.
- Interpret basic laboratory results.
- Schedule appointments and procedures.
- Complete billing and filing of insurance claims.
- Transcribe physician dictated notes using appropriate medical terminology.

Administration: The program will be administered by Jamila Grace, Program Director.
Curriculum: The following new courses will be developed for the program:

MAT 102- Medical Assisting Technology Theory I  3 semester hours (sh)
MAT 103- Medical Assisting Technology Theory II  3 sh
MAT 111- Clinical Procedures I  3 sh
MAT 120- Medical Adm. Procedures I  3 sh
MAT 121- Medical Adm. Procedures II  3 sh
MAT 122- Basic Concepts Interpersonal Relationships  3 sh
MAT 125- Laboratory Procedures I  3 sh
MAT 128- Medical Law and Ethics  3 sh
MAT 200- Management of Office Emergencies  2 sh
MAT 211- Clinical Procedures II  3 sh
MAT 215- Laboratory Procedures II  3 sh
MAT 216- Medical Pharmacology for the Medical Office  4 sh
MAT 220- Medical Office Insurance  3 sh
MAT 222- Medical Transcription I  3 sh
MAT 223- Medical Transcription II  3 sh
MAT 229- Medical Assisting Technology Preceptorship  3 sh

Program Completion Requirements:
- Credit hours required in skills emphasis – 48 sh
- Credit hours in institutional general education or core curriculum – 24 sh
- Credit hours in free electives – 4 sh
- Total credit hours required for completion – 76 sh

Accreditation: According to REI officials, the Medical Assisting Education Review Board is an accrediting committee who functions under the Commission on Accreditation of Allied Health Education Programs (CAAHEP), and grants accreditation to qualified medical assisting technology programs. Although this accreditation is not a requirement for students to take the certified medical assistant examination, REI’s health science department plans to seek accreditation in the future.

Licensure: Prospective graduates of the proposed program will be eligible to take the certified medical assistant examination. Graduates must successfully complete and pass the certified medical assistant examination to receive licensure. The certified medical assistant certification is offered through the American Association of Medical Assistants (AAMA).

Collaboration: According to REI, an open line of communication was established with Drake State Technical College and with other Alabama community colleges that have Medical Assisting Technology programs. No specific collaborations have been identified at this time.

Distance Education: According to institutional representatives, delivery strategies will primarily include the conventional classroom methods of lecture and discussion. Students will be engaged in laboratory experiences, including skill demonstrations and simulations. While distance learning will not be utilized initially, the institution will explore opportunities to utilize instructional technology, including distance learning, in the delivery of course content.

Admission: Requirements for admission to the proposed program will be the same as those for general admission to the college. The implementation of this new health program is intended to provide additional opportunities for enrollment that have not previously existed. Students entering the program must be high school graduates or possess a GED certificate. To demonstrate his or her ability to meet the essential functions of the program, the student must provide health information from a licensed physician, physician's assistant, or nurse practitioner.

Students seeking an AAT in Medical Assisting Technology must take the college's COMPASS exam and complete all required remedial coursework needed to prepare for the general education core.
requirement. Students desiring a short certificate will be required to meet requirements listed in the corresponding field of concentrations.

In order to successfully progress through the program, students must meet the following criteria:

1. Receive a grade of "C" or above in all Medical Assisting Technology courses.
2. Receive a score of 70% or higher in all clinical and administrative skills components.
3. Receive a score of 80% or higher on any drug calculation, venipuncture or CPR component.

Students will be restricted to a total of two attempts on any Medical Assisting Technology course before becoming ineligible to continue in the program. Withdrawals will be according to college policy and may not be used to prevent the failure of a course.

Need: According to the proposal, there is a clear institutional need for additional health care programs at REI to assist students who experience difficulty in progressing in the nursing program. The proposed medical assisting technology program will be an alternative option to those students.

Employment data from the Bureau of Labor Statistics, the Alabama Office of Industrial Relations, and local surveys reveal there is an urgent need for medical assistants at the local, state, and national level. According to the U.S. Department of Labor, employment of medical assistants is expected to grow 34 percent from 2008 to 2018, much faster than the average for all occupations. The Alabama Department of Industrial Relations reported on its website that medical assistants are the ninth fastest-growing occupation in the state. By the year 2014, it is anticipated that the need for this credential will increase by 50.39 percent. More than 16,000 new jobs will be created, and local healthcare providers will be increasingly challenged to accommodate the needs of the larger population. The local availability of a Medical Assisting Technology program will significantly assist in meeting those needs in an effective and efficient manner. The following chart lists service areas within each Region and the number of expected job openings in the medical assistant occupation.

<table>
<thead>
<tr>
<th>Region</th>
<th>Number of Annual Average Job Openings</th>
</tr>
</thead>
<tbody>
<tr>
<td>Region 7 Butler</td>
<td>35</td>
</tr>
<tr>
<td>Region 9 Conecuh Escambia Mobile Monroe</td>
<td>55</td>
</tr>
<tr>
<td>Region 10 Covington</td>
<td>25</td>
</tr>
</tbody>
</table>

Student Demand: The proposal stated that a survey was given to a total of 65 current students at REI to assess student interest in the proposed program. A total of 57 percent of students stated they were interested in enrolling in the proposed Medical Assisting Technology program at REI.

Resources:

Faculty/Staff:

Current Faculty:
- Primary Faculty / Full-time: 1  Part-time: 0
- Support Faculty / Full-time: 0  Part-time: 0
Additional faculty to be hired to teach in the first five years:

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

Full and part-time faculty employed in the health sciences, office technology, and general education fields will teach courses in the proposed program. According to the proposal, one new full-time faculty member will be hired to direct and teach in the program. Support staff for the program will be provided only as needed.

**Equipment:** REI is prepared to purchase an EKG machine for the Health Science Division. Additionally, an exam table with drawers, finger oximeter, integrated diagnostic system, and medicine chart will be purchased for classroom use. Overall, total costs for needed equipment are estimated at $10,000. The following items are currently available for the proposed program:

- Adult skills mannequin
- Pediatric skills mannequin
- Anatomical models
- Anatomical charts
- IV arms
- Intramuscular injection aid
- Blood pressure training system
- Geriatric mannequin
- Wheelchair
- Crutches
- Catheter simulator
- Wound simulator
- Physician scales
- IV poles
- Miscellaneous supplies

**Facilities:** Existing facilities at REI will be used to house the proposed program.

**Clinical Agreements:** According to REI officials, clinical agreements are being negotiated with local facilities in the institution’s service area, and will be forwarded to the Commission no later than mid-November 2012.

**Library:** REI’s library maintains a variety of library collections including books, videos, and computer resources to assist students within all areas of the Health Science Program Division.

**Program Budget:** A total of $350,000 in new funds will be needed for the program in the first five years, and a total of $1,093,430 will be available through tuition, extramural funds, and internal reallocation.
Attachment 3

REI
Associate in Applied Technology in
Medical Assisting Technology

Area I – Written Composition
ENG 101 English Composition I ................................................................. 3 hours
ENG 102 English Composition II ............................................................... 3 hours
ORT 100 Orientation ............................................................................. 1 hour
Total ........................................................................................................ 7 hours

Area II – Humanities and Fine Arts
Humanities and Fine Arts Electives .......................................................... 3 hours
Total ........................................................................................................ 3 hours

Area III – Natural Sciences and Mathematics
BIO 103 Principles of Biology .................................................................. 4 hours
MTH 116 Mathematical Applications or any higher level math ............... 3 hours
CIS 146 Microcomputer Applications OR HPS 111 Computer Applications for Health Sciences ............................................................... 3 hours
Total ....................................................................................................... 10 hours

Area IV – History, Social, and Behavioral Sciences
PSY Elective ............................................................................................ 3 hours
Total ....................................................................................................... 3 hours

Area V – Pre-Professional, Major, and Elective Courses
HPS 105 – Medical Terminology ............................................................. 3 hours
MAT 102 – Medical Assisting Theory I ................................................... 3 hours
MAT 103 – Medical Assisting Theory II .................................................. 3 hours
MAT 111 – Clinical Procedures I for the Medical Patient ....................... 3 hours
MAT 120 – Medical Adm. Procedures I .................................................... 3 hours
MAT 121 – Medical Adm. Procedures II ................................................... 3 hours
MAT 122 – Basic Concepts of Interpersonal Relationships ...................... 3 hours
MAT 125 – Laboratory Procedures I ....................................................... 3 hours
MAT 223 – Medical Transcription II ....................................................... 3 hours
MAT 128 – Medical Law and Ethics ......................................................... 3 hours
MAT 200 – Management of Office Emergencies ..................................... 3 hours
MAT 211 – Clinical Procedures II for the Medical Patient ..................... 3 hours
MAT 215 – Laboratory Procedures II ..................................................... 3 hours
MAT 216 – Medical Pharmacology for the Medical Office ..................... 4 hours
MAT 220 – Medical Office Insurance ..................................................... 3 hours
MAT 222 – Medical Transcription I ....................................................... 3 hours
MAT 229 – Medical Assisting Preceptorship .......................................... 3 hours
HPS 101- Cardiopulmonary Resuscitation ............................................. 1 hour
Total ....................................................................................................... 53 hours

Total Hours Required for Degree .............................................................. 76
DECISION ITEM E-1:  Request to Amend Post-Implementation Conditions: Snead State Community College, Associate in Applied Science (AAS) in Electronic Engineering Technology (CIP 15.0303)

EXECUTIVE SUMMARY

Reason for Action: The Alabama Department of Postsecondary Education (ADPE) and Snead State Community College have requested a modification of the graduation condition and an extension in post-implementation review for the AAS in Electronic Engineering Technology program.

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. Program officials have stated that the original projection was unreasonably high.
- The program is expected to meet the revised requirement for graduates in the second review period.
DECISION ITEM E-1: Request to Amend Post-Implementation Conditions: Snead State Community College, Associate in Applied Science (AAS) in Electronic Engineering Technology (CIP 15.0303)

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

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

1) That an additional review period (2011-12 through 2013-14) for the program be granted.

2) In this additional review period, the program will meet a revised graduation requirement of an average of 10 graduates.

3) That the institution will submit, no later than October 1, 2014, a second post-implementation report, demonstrating that the program met the revised post-implementation condition for graduates for the specified period.

Background: The AAS in Electronic Engineering Technology was approved for Snead State Community College on June 16, 2006. The program was implemented in August 2006, replacing a program in Engineering Technology, which had been deleted in 2004. A different CIP code and program title from the previous program were requested for the new program, based on input from local industry.

The post-implementation report was submitted on schedule in 2011. Since its submission, the staff has conferred with members of the staff at the Alabama Department of Postsecondary Education (ADPE) and the administration of the college. Updated information was provided by the institution, and a request for modification of post-implementation conditions was submitted by ADPE.

According to program officials, the original projections for graduates were unreasonably high. The program also has been affected by the recession’s impact on local industries, since there have been fewer available jobs related to the program. Dr. Kandis Steele, ADPE Director of Academic Programs, stated in the request for modification, “Snead State has a growing student population, and we feel certain that the institution will be able to meet this revised condition of graduates.”
Supporting Documentation:


2. Unpublished post-implementation report and post-implementation revision request for Snead State Community College, submitted by the Alabama Department of Postsecondary Education. 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

Snead State Community College

Program: Electronic Engineering Technology, AAS, CIP 15.0303

Approved by Commission: June 16, 2006

Proposed Implementation Date: August 2006

Actual Implementation Date: August 2006 (on schedule)

Post-Implementation Conditions:

1) That the annual average headcount enrollment for the first five years will be at least 28, based on the proposal.

2) That the annual average number of graduates for the Academic Years 2006-07 through 2010-11 will be at least 18, 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 will be provided, particularly as related to objectives and assessment measures stated in the proposal.

<table>
<thead>
<tr>
<th>Electronics Engineering Technology, CIP 15.0303</th>
<th>Headcount Enrollment</th>
<th>Graduates</th>
<th>Percentage of Graduates Employed in Field</th>
</tr>
</thead>
<tbody>
<tr>
<td>Required</td>
<td>28</td>
<td>18</td>
<td>75%</td>
</tr>
<tr>
<td>Reported</td>
<td>38</td>
<td>9</td>
<td>94%</td>
</tr>
</tbody>
</table>

Condition 2: The program had nine AAS graduates in the 2011-12 IPEDS reporting cycle.

Condition 3: The employment average includes graduates who are employed or are continuing in college.

Condition 4: A detailed report concerning the progress of the program was provided. The program director is working to revise the curriculum in conjunction with a project with Matec Networks. The revision will facilitate a systems approach to learning, reducing the number of textbooks required while enhancing the student's ability to troubleshoot electronic components. This should also make the transition from the classroom to the workforce much smoother.
DECISION ITEM E-2: Request to Amend Post-Implementation Conditions: Wallace State Community College (Hanceville), Associate in Applied Science (AAS) in Graphic Design/Visual Communication (CIP 50.0401)

EXECUTIVE SUMMARY

Reason for Action: The Alabama Department of Postsecondary Education (ADPE) and Wallace State Community College (Hanceville) have requested an extension of post-implementation review for the AAS in Graphic Design/Visual Communication program.

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 or employment post-implementation requirements.
- The program was affected by difficulty in hiring a qualified instructor and by the downturn in the economy.
- The program is expected to meet the original conditions for graduates and employment in the extended review period.
DECISION ITEM E-2:

Request to Amend Post-Implementation Conditions:
Wallace State Community College (Hanceville),
Associate in Applied Science (AAS) in Graphic
Design/Visual Communication (CIP 50.0401)

Staff Presenter:

Ms. Ellen E. Haulman
Director of Instruction and Special Projects

Staff Recommendation:

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

1) That an additional review period (2011-12 through 2012-13) for the program be granted.

2) In this additional review period, the program will meet the graduation requirement of an average of 8 graduates.

3) A follow-up survey will be conducted at the end of the additional review period that will show that at least 75 percent of the graduates were successful in acquiring related employment.

4) That the institution will submit, no later than October 1, 2013, a second post-implementation report, demonstrating that the program met the post-implementation conditions for graduates and employment for the specified period.

Background:

The AAS in Graphic Design/Visual Communication was approved for Wallace State Community College (Hanceville) (WSH) on June 16, 2006. According to documentation submitted by the institution through the Alabama Department of Postsecondary Education (ADPE), the program was implemented on schedule in August of 2006.

The post-implementation report was submitted in 2011. Since its submission, the staff has conferred with members of the staff at the Alabama Department of Postsecondary Education (ADPE) and the administration of the college. Updated information was provided by the institution, and a request for an additional post-implementation period in order to meet post implementation conditions was submitted by ADPE.

According to program officials, the program suffered from the difficulty of finding a qualified instructor. The full range of coursework was not available until fall 2007, although the program was implemented in 2006.

Since the program was implemented, WSH has added a short certificate related to the program in summer 2013. Also, WSH opened the Advanced Visualization Center, which shares staff, equipment, software, and space with the AAS program. Demand for the program is increasing because of a rapidly expanding market for
web-based information and expansion of the technical side of the entertainment market. However, the downturn of the economy over the past few years has made the employment market sluggish. Employment is expected to increase with improvement in the economy.

According to WSH administrators, seven additional students have graduated from the program since submission of the post-implementation report. Data for fall 2012 reflect that there are currently 56 students majoring in the program.

Supporting Documentation:


2. Unpublished post-implementation report and post-implementation request for Wallace State Community College (Hanceville), submitted by the Alabama Department of Postsecondary Education. 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

Wallace State Community College (Hanceville)

Program: Graphic Design/Visual Communication, Associate in Applied Science, CIP 50.0401

Approved by Commission: June 16, 2006

Proposed Implementation Date: August 2006

Actual Implementation Date: August 2006 (on schedule)

Post-Implementation Conditions:

1) That the annual average new enrollment headcount for the first five years will be at least 14, based on the proposal.

2) That the annual average number of graduates for the Academic Years 2007-08 through 2010-11 will be at least 8, 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 will be provided, particularly as related to objectives and assessment measures stated in the proposal.

<table>
<thead>
<tr>
<th>Graphic Design/ Visual Communication, AAS CIP 50.0401</th>
<th>New Enrollment</th>
<th>Graduates</th>
<th>Percentage of Graduates Employed in Field</th>
</tr>
</thead>
<tbody>
<tr>
<td>Required</td>
<td>14</td>
<td>8</td>
<td>75%</td>
</tr>
<tr>
<td>Reported</td>
<td>32</td>
<td>3</td>
<td>62%</td>
</tr>
</tbody>
</table>
DECISION ITEM E-3: Request to Amend Post-Implementation Conditions: Bishop State Community College, Certificate in Welding (CIP 48.0508)

EXECUTIVE SUMMARY

Reason for Action: The Alabama Department of Postsecondary Education (ADPE) and Bishop State Technical College have requested an extension in post-implementation review for the Certificate in Welding program.

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.
- The program has undergone major revision, including the hiring of a new instructor and the purchase of new equipment.
- Though the Certificate formerly was not necessary for employment, large industries in Bishop’s service area now require it.
- There is a growing need for welders in the Mobile area, related to new industries that are locating in the area.
DECISION ITEM E-3: Request to Amend Post-Implementation Conditions: Bishop State Community College, Certificate in Welding (CIP 48.0508)

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

Staff Recommendation: That the Commission approve the request for an additional period of post-implementation review, as follows:

1) That an additional review period (2013-14 to 2014-15) for the program be granted.

2) In this additional review period, the program will meet the graduation requirement of an average of 11 graduates.

3) In addition, Bishop State will provide documentation that at least 75 percent of the graduates were successful in acquiring related employment.

4) That the institution will submit, no later than October 1, 2015, a second post-implementation report, demonstrating that the program met the post-implementation conditions for graduates and employment for the specified period.

Background: The Certificate in Welding at Bishop State Community College was approved on September 23, 2005, and implemented in January 2006. The post-implementation report, submitted in 2011, revealed that the program had not met the graduation condition and, in fact, had few graduates over the first five years of the program.

The post-implementation report was reported to the Commission at the September 2012 meeting. At the time of the September meeting, the Alabama Department of Postsecondary Education (ADPE) was consulting with the institution to determine the future of the program.

At the request of ADPE, the Commission staff met with the ADPE staff and President James Lowe to discuss the unusual circumstances related to this program on November 8, 2012. During the meeting, President Lowe stated that the program was in disarray when he became president of Bishop State. Since then, a new instructor has been hired, who was formerly employed by Austal USA. In addition, new state-of-the-art equipment has been purchased for the program.

According to program officials, the graduation rate was affected by the fact that students in the past could leave the program and enter employment without attaining the Certificate. However, President Lowe stated that industries in Bishop’s service area have revised their
hiring practices and now require the Certificate. These industries have stated that workers holding the Certificate credential are better prepared and require less training after being hired. There is a growing need for welders with advanced skills in the Mobile area, because of large new industries that have located in the area.

The short-certificate in Welding, which could be considered a source of students for the full Certificate, had thirty completers in 2011. President Lowe stated that five students are expected to complete the full Certificate in the current academic year, but completions should increase in subsequent years.

**Supporting Documentation:**


2. Unpublished post-implementation report for Bishop State Community College, submitted by the Alabama Department of Postsecondary Education. 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

Bishop State Community College

Program: Welding, Certificate, CIP 48.0508

Approved by Commission: September 23, 2005

Proposed Implementation Date: January 2006

Actual Implementation Date: January 2006

Post-Implementation Conditions:

1) That the annual average new enrollment for the first five years will be at least 17, 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 11, 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.

<table>
<thead>
<tr>
<th>Welding, Certificate, CIP 45.0508</th>
<th>New Enrollment Headcount</th>
<th>Average of Graduates</th>
<th>Percentage of Graduates Employed in Field</th>
</tr>
</thead>
<tbody>
<tr>
<td>Required</td>
<td>17</td>
<td>11</td>
<td>75%</td>
</tr>
<tr>
<td>Reported</td>
<td>36</td>
<td>1</td>
<td>80%</td>
</tr>
</tbody>
</table>
DECISION ITEM F-1:  Guidelines for the Review and Approval of Instructional Role Change from Technical College to Community College

EXECUTIVE SUMMARY

Reason for Action:  The Commission has been given statutory authority in the following areas:

- To establish definitions of a junior college, a community college, a technical college or institute, a senior college, a university and university system; provided, that nothing herein shall be construed as authorizing the commission to establish or create any university system, nor to alter any university system presently existing.
- To develop and publish criteria which may be used by the Legislature as a basis for changing the classification of any public institution of higher education.
- To cause studies to be made for the purpose of classifying and prescribing the role and scope for each public institution of higher education in Alabama and to recommend such changes in classification or role and scope for such institutions as it deems necessary and which may be agreed to by the governing board of the said institution. In making studies and recommendations for the purpose of classifying and prescribing the role and scope of institutions, the commission shall do so without regard for race and traditional role of the institution, provided, however, that in the absence of compelling reasons to the contrary the commission shall give priority to institutions having seniority in years of operation in the service area.
- To hear applications from the institutions for changes in classification or role and scope and to recommend to the Legislature for clarification such classifications in role or scope which may not be agreed to by the governing board of any institution.

From the Code of Alabama 1975, Section 16-5-10.

Factors for Consideration:

- The guidelines are in accordance with Commission statutory authority.
- The guidelines have been developed in consultation with the Alabama Department of Postsecondary Education (ADPE) staff.

Public Review:  The proposed guidelines were posted on the Commission website from October 11 until October 31 (twenty days) for public review and comments. No comments were received.
DECISION ITEM F-1: Guidelines for the Review and Approval of Instructional Role Change from Technical College to Community College

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

Staff Recommendation: That the Commission approve the attached “Guidelines for the Review and Approval of Instructional Role Change from Technical College to Community College.”

Background: In accordance with its authority to establish definitions of units of instruction, the Commission has defined the following two-year institutions:

Community College: A lower division institution which offers university parallel transfer programs which culminate in the award of Associate in Arts or Associate in Science degrees, as well as “career” or “applied” programs to prepare students for occupational, technical, and paraprofessional employment. The applied programs, varying in length, culminate in certificates, diplomas, or Associate in Applied Science degrees. Considerable emphasis is placed on developmental/remedial studies and continuing education.

Junior College: A lower division institution similar in role and mission to the Community College. The main distinction is in the scope of the curriculum, i.e. the junior college is generally less comprehensive than the community college in its “applied” programs and is primarily a transfer institution designed to offer the first two years of a baccalaureate degree.

Technical College: A lower division institution which offers occupational programs in trade and industrial, technical, and applied science fields. These programs culminate in certificates, diplomas, and associate degrees. Technical Colleges accredited by the Council on Occupational Education (COE) may grant the Associate in Applied Technology degree (AAT), while those accredited by the Southern Association of Colleges and Schools Commission on Colleges (COC) may grant the Associate in Applied Science (AAS) degree. The technical college may not offer the transfer AA and AS degrees.

Since 1989, the Commission has approved over fifteen mergers of technical colleges with community or junior colleges that resulted in consolidated community colleges. In a few instances, a change in instructional role has been approved for junior colleges to move to community college status. There has been no proposal for a technical college to move to community college status.
status other than through merger with a junior or community college, and guidelines have not been established for such a purpose.

Over the last few months, ADPE staff members and Commission staff members have discussed preliminary plans of Drake State Technical College to request a change of role to community college status. As of the time of the staff's work on the guidelines, no request has been submitted to the Commission regarding these plans.

Drake has already been granted accreditation by COC (June 2012), and an item is on this agenda to move its existing inventory to COC-accredited status. Another technical college has also applied for COC accreditation.

The attached guidelines have been developed in anticipation of at least one request for an institution to move from technical college to community college instructional role status.

Supporting Documentation:

1. “Guidelines for the Review and Approval of Instructional Role Change from Technical College to Community College,” attached.
Guidelines for the Review and Approval of Instructional Role Change from Technical College to Community College

The guidelines for the review and approval of instructional role change from technical to community college include two components:

1. Requirements Established by the Alabama Commission on Higher Education (ACHE).
2. Sequential Procedures (Attachment 1).

Requirements Established by ACHE

The following specific requirements must be addressed in any proposal for a change in instructional role from technical college to community college:

1. The proposed instructional role change and institutional description must be in accordance with definitions in state statute.

2. Additional programs, i.e. programs not existing at the time of the change in instructional role, must undergo the regular ACHE review and approval process.

3. Documentation of specific educational benefits to be derived from the change from technical college to community college must be presented with the Statement of Intent.

Only those proposals that are educationally beneficial should be submitted to ACHE for consideration and approval.
Attachment 1

Sequential Procedures for Instructional Role Change from Technical College to Community College

1. A statement of intent, previously recognized by the State Board of Education, is submitted by the institution and by the Alabama Department of Postsecondary Education (ADPE) to the Commission and placed on the Public Forum for 20 days. The statement of intent must include the following as attachments:
   a. A timeline that includes Southern Association of Colleges and Schools/Commission on College (SACS/COC) requirements;
   b. Pertinent letters and notifications from SACS/COC; and
   c. The prospectus submitted to SACS/COC.

2. The statement of intent is accepted by the Commission as an information item at a regular Commission meeting.

3. The State Board of Education approves the submission of the institutional role change request to the Commission.

4. The Chancellor, ADPE, submits a request for a proposed instructional role change from technical to community college. The request should include:
   a. Related documents submitted to SACS/COC.
   b. Related documents submitted to or received from programmatic accreditors or regulating agencies.
   c. Letters and/or notification from SACS/COC regarding the change.
   d. A document including the following information:
      i. Evidence of institutional readiness: Institutional analysis of staffing, facilities, and equipment related to the change.
      ii. Evidence of compliance with accreditation requirements.
      iii. Evidence of the strength of current programs.
      iv. Plans for addition of academic programs, including an academic division or other plan for the administration of said academic programs.
      v. Evidence of the necessary financial base for implementing the change.
      vi. The rationale for the change.

5. Submission of the request is subject to the Commission deadlines for extensions/alterations of existing units of instruction.

6. The proposed change is posted for twenty days on the Public Forum page of the Commission website for public comment.

7. A staff recommendation (a decision item) is developed for Commission review and action, using the typical timeline for review of extensions/alterations of existing units of instruction.

8. The Commission reviews and acts on the staff recommendation related to the requested change in instructional role at a regular meeting of the Commission.
9. A notification letter stating the Commission’s decision on the request is sent to the ADPE office following the Commission meeting for further consideration or action by the State Board of Education, as determined by the Board.

10. Notification of the Commission’s decision on the request is sent by the Commission staff to accrediting agencies, as appropriate.
EXECUTIVE SUMMARY

Reason for Action: The Commission has been given statutory authority in the following areas:

- To establish definitions of a junior college, a community college, a technical college or institute, a senior college, a university and university system; provided, that nothing herein shall be construed as authorizing the commission to establish or create any university system, nor to alter any university system presently existing.
- To develop and publish criteria which may be used by the Legislature as a basis for changing the classification of any public institution of higher education.
- To cause studies to be made for the purpose of classifying and prescribing the role and scope for each public institution of higher education in Alabama and to recommend such changes in classification or role and scope for such institutions as it deems necessary and which may be agreed to by the governing board of the said institution. In making studies and recommendations for the purpose of classifying and prescribing the role and scope of institutions, the commission shall do so without regard for race and traditional role of the institution, provided, however, that in the absence of compelling reasons to the contrary the commission shall give priority to institutions having seniority in years of operation in the service area.
- To hear applications from the institutions for changes in classification or role and scope and to recommend to the Legislature for clarification such classifications in role or scope which may not be agreed to by the governing board of any institution.

From the Code of Alabama 1975, Section 16-5-10.

Factors for Consideration:

- Drake State Technical College has received accreditation by the Commission on Colleges (COC) of the Southern Association of Colleges and Schools.
- The State Department of Education (SDE), the board of trustees for Drake State, has recognized the change in accreditation.
- The Alabama Department of Postsecondary Education has requested that the instructional role for the college be changed in accordance with its accreditation, and that the Academic Program Inventory be revised to reflect this change.
DECISION ITEM G-1: Change in Instructional Role Matrix: Drake State Technical College

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

Staff Recommendation: That the Commission approve the attached Instructional Role Matrix for COC Accredited Technical College and approve the change of Drake State Technical College’s instructional role to the new matrix.

Background: The Commission has the following operational definition concerning technical colleges:

**Technical College:** A lower division institution which offers occupational programs in trade and industrial, technical, and applied science fields. These programs culminate in certificates, diplomas, and associate degrees. Technical Colleges accredited by the Council on Occupational Education (COE) may grant the Associate in Applied Technology degree (AAT), while those accredited by the Southern Association of Colleges and Schools Commission on Colleges (COC) may grant the Associate in Applied Science (AAS) degree. The technical college may not offer the transfer AA and AS degrees.

Currently, Drake State Technical College is recognized by the Commission as having an instructional role by which the institution is authorized to grant the following awards: the Associate in Applied Technology (AAT), the Certificate, and the Associate in Occupational Technology. This role is based on the accreditation of the institution by COE.

The role matrix for COE-accredited technical colleges is displayed in Attachment 1. Shaded areas on the matrix (AA, AS, and AAS) are outside the role of institutions accredited by COE.

In June 2012, Drake was granted accreditation by COC. On October 5th, a letter was received from Acting Chancellor Susan Y. Price, informing the Commission of the State Board of Education’s (SBE) recognition of the change from COE to COC accreditation through resolution on September 27, 2012.

Though COC-accredited technical colleges are described in the Commission’s operating definitions and its Guidelines for Instructional Role for 2010-15, it has been a number of years since any public technical college has been accredited by COC. Consequently, a role matrix has to be created to accommodate this change for Drake State. A new instructional role matrix
is attached for this purpose (Attachment 2). Columns without shading indicate recognized awards, while the shaded columns indicate awards that are outside the COC-accredited technical college’s role. This matrix will be available for other technical colleges that achieve COC accreditation.

The requested transition of Drake State’s Instructional Role Matrix is shown in Attachments 3 and 4. The comparison of the entries in the Academic Program Inventory brought about by this transition is shown in Attachment 5.

Supporting Documentation:


### Attachment 1: Current Technical College Matrix

<table>
<thead>
<tr>
<th>LINE</th>
<th>ACADEMIC SUBDIVISION GROUPINGS</th>
<th>CERT</th>
<th>DIPL</th>
<th>AA</th>
<th>AS</th>
<th>AAS</th>
<th>AAT</th>
<th>AOT</th>
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<tbody>
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<td>1</td>
<td>Agriculture (CIP 01, 03)</td>
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<tr>
<td>2</td>
<td>Business (CIP 52)</td>
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<tr>
<td>3</td>
<td>College-Parallel Transfer (CIP 01-31, 38-45, 48, 50, 52, 54)</td>
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<td>Communications (CIP 09, 10)</td>
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<td>5</td>
<td>Computer and Information Science (CIP 11)</td>
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<td>7</td>
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<td>8</td>
<td>Health Rel. Professions (CIP 51 except 51.3801 &amp; 51.3901)</td>
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<td>Family and Consumer Sciences (CIP 19, 20)</td>
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<td>Library Assisting (CIP 25.0301)</td>
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<td>Nursing (CIP 51.3801 &amp; 51.3901)</td>
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<td>Parks &amp; Recreation (CIP 31)</td>
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<td>Protective Services &amp; Public Affairs (CIP 43, 44)</td>
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<td>Science Technologies (CIP 41)</td>
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<td>Visual &amp; Performing Arts (CIP 50)</td>
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<td>Military &amp; Occupational Technologies (CIP 29, 30)</td>
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## Attachment 2: Proposed COC Accredited Technical College Instructional Matrix

<table>
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<tr>
<th>LINE</th>
<th>ACADEMIC SUBDIVISION GROUPINGS</th>
<th>CERT</th>
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<th>AS</th>
<th>AAS</th>
<th>AAT</th>
<th>AOT</th>
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<tr>
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<td>Agriculture (CIP 01, 03)</td>
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<tr>
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<td>College-Parallel Transfer (CIP 01-31, 38-45, 48, 50, 52, 54)</td>
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<tr>
<td>8</td>
<td>Health Rel. Professions (CIP 51 except 51.3801 &amp; 51.3901)</td>
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<td>9</td>
<td>Family and Consumer Sciences (CIP 19, 20)</td>
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<td>10</td>
<td>Legal Assisting (CIP 22.0302)</td>
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<td>Library Assisting (CIP 25.0301)</td>
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<td>12</td>
<td>Nursing (CIP 51.3801 &amp; 51.3901)</td>
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<td>13</td>
<td>Parks &amp; Recreation (CIP 31)</td>
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<td>14</td>
<td>Protective Services &amp; Public Affairs (CIP 43, 44)</td>
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<td>15</td>
<td>Science Technologies (CIP 41)</td>
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<td>16</td>
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<td>17</td>
<td>Trade &amp; Industrial (CIP 46, 47, 48, 49)</td>
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<td>18</td>
<td>Visual &amp; Performing Arts (CIP 50)</td>
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<td>19</td>
<td>Military &amp; Occupational Technologies (CIP 29, 30)</td>
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</tbody>
</table>
### Attachment 3: Drake State Technical College
#### Current Institutional Role Matrix

<table>
<thead>
<tr>
<th>LINE</th>
<th>ACADEMIC SUBDIVISION GROUPINGS</th>
<th>DEGREE LEVEL</th>
</tr>
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<tbody>
<tr>
<td></td>
<td></td>
<td>CERT</td>
</tr>
<tr>
<td>1</td>
<td>Agriculture (CIP 01, 03)</td>
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<tr>
<td>2</td>
<td>Business (CIP 52)</td>
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<tr>
<td>3</td>
<td>College-Parallel Transfer (CIP 01-31, 38-45, 48, 50, 52, 54)</td>
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<tr>
<td>4</td>
<td>Communications (CIP 09, 10)</td>
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<td>5</td>
<td>Computer and Information Science (CIP 11)</td>
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<tr>
<td>6</td>
<td>Personal &amp; Culinary Services (CIP 12)</td>
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<td>7</td>
<td>Engineering Technologies (CIP 15)</td>
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<td>8</td>
<td>Health Rel. Professions (CIP 51 except 51.3801 &amp; 51.3901)</td>
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<td>9</td>
<td>Family and Consumer Sciences (CIP 19, 20)</td>
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<td>18</td>
<td>Visual &amp; Performing Arts (CIP 50)</td>
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<td>19</td>
<td>Military &amp; Occupational Technologies (CIP 29, 30)</td>
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### Attachment 4: Technical College Instructional Role Matrix--COC Accredited

**Drake State Technical College**

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<thead>
<tr>
<th>LINE</th>
<th>ACADEMIC SUBDIVISION GROUPINGS</th>
<th>CERT</th>
<th>DIPL</th>
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<td>3</td>
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<td>Communications (CIP 09, 10)</td>
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<td>Computer and Information Science (CIP 11)</td>
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<td>6</td>
<td>Personal &amp; Culinary Services (CIP 12)</td>
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<td>Engineering Technologies (CIP 15)</td>
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<td>8</td>
<td>Health Rel. Professions (CIP 51 except 51.3801 &amp; 51.3901)</td>
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<td>Nursing (CIP 51.3801 &amp; 51.3901)</td>
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<td>17</td>
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<td>X</td>
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<td>18</td>
<td>Visual &amp; Performing Arts (CIP 50)</td>
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<td>Military &amp; Occupational Technologies (CIP 29, 30)</td>
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### Attachment 5: Comparison of the Current Inventory with the Proposed Inventory for Drake State Technical College

<table>
<thead>
<tr>
<th>CIP Code and Title</th>
<th>Award Listed in the Commission's Current Inventory</th>
<th>Proposed Award Listed in the ADPE Draft Inventory</th>
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</thead>
<tbody>
<tr>
<td>11.0101 Computer Science</td>
<td>C, AAT</td>
<td>Retain C; Change AAT to AAS.</td>
</tr>
<tr>
<td>12.0401 Cosmetology</td>
<td>C</td>
<td>No change.</td>
</tr>
<tr>
<td>12.0503 Culinary Arts</td>
<td>C, AAT</td>
<td>Retain C; Change AAT to AAS.</td>
</tr>
<tr>
<td>15.0501 Heating &amp; Air Conditioning</td>
<td>C, AAT</td>
<td>Retain C; Change AAT to AAS.</td>
</tr>
<tr>
<td>15.0803 Automotive Service Technology</td>
<td>AAT</td>
<td>Change AAT to AAS.</td>
</tr>
<tr>
<td>15.1301 Drafting &amp; Design Technology</td>
<td>C, AAT</td>
<td>Retain C; Change AAT to AAS.</td>
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<tr>
<td>30.9999 Occupational Technology</td>
<td>AOT</td>
<td>No change.</td>
</tr>
<tr>
<td>46.0302 Electrical Technology</td>
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<td>No change.</td>
</tr>
<tr>
<td>47.0105 Industrial Electronics Technology</td>
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<td>Retain C; Change AAT to AAS.</td>
</tr>
<tr>
<td>47.0303 Industrial Maintenance Technology</td>
<td>C, AAT</td>
<td>Retain C; Change AAT to AAS.</td>
</tr>
<tr>
<td>47.0604 Auto Mechanics</td>
<td>C</td>
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<tr>
<td>48.0507 Machine Tool Technology</td>
<td>C, AAT</td>
<td>Retain C; Change AAT to AAS.</td>
</tr>
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<td>51.0801 Medical Assisting Technology</td>
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<td>51.3901 Practical Nursing</td>
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<tr>
<td>52.0302 Accounting Technology</td>
<td>C, AAT</td>
<td>Retain C; Change AAT to AAS.</td>
</tr>
<tr>
<td>52.0401 Office Administration</td>
<td>C, AAT</td>
<td>Retain C; Change AAT to AAS.</td>
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DECISION ITEM G-2: Troy University, Alteration of the BA/BS in Biological and Physical Sciences (Troy, Dothan) (CIP 30.0101)

EXECUTIVE SUMMARY

Reason for Action: Troy University has requested the alteration of the BA/BS in Biological and Physical Sciences (CIP 30.0101), offered at the Troy and Dothan campuses, in accordance with the Commission’s "Guidelines for the Review of Extensions & Alterations of Existing Programs."

Factors for Consideration:

- Troy has proposed alterations to the program, including the change in program name indicated below:

  CIP 30.0101, Biological and Physical Sciences Comprehensive General Science, BA/BS.

- The proposed changes will provide an academic program much more representative of the biological and physical sciences than is currently provided by the existing program structure.
DECISION ITEM G-2: Troy University, Alteration of the BA/BS in Biological and Physical Sciences (Troy, Dothan) (CIP 30.0101)

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: Troy University currently has the Bachelor of Arts (BA) and Bachelor of Science (BS) in Biological and Physical Sciences at CIP 30.0101 in the Commission’s Academic Program Inventory. Troy has proposed alterations to the program, including the change in program name indicated below:

CIP 30.0101, Biological and Physical Sciences, Comprehensive General Science, BA/BS.

Troy has also proposed the following curricular changes to the program:

1. Students will no longer have the option of selecting one area of science (biology, chemistry, or physics) in which to focus.
2. The proposed revision will incorporate most of the existing courses (without the three-option structure) into a set of required courses which must be completed by all students in the program.
3. Students will have more flexibility in Area V of their General Studies program with courses currently required in Area V being moved into the major.

Required courses with associated labs will include Organismal Biology, Cell Biology, Genetics, Human Anatomy and Physiology, General Chemistry II, Organic Chemistry (I and II), Physical Chemistry I, Physics II with Calculus, Modern Physics, Mechanics, Optics, Calculus II, and Applied Statistics.

The revised program will require a minimum of 125 semester hours (sh).

<table>
<thead>
<tr>
<th>Category</th>
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<tbody>
<tr>
<td>General studies</td>
<td>60 sh</td>
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<tr>
<td>Program required courses</td>
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<tr>
<td>Electives</td>
<td>11 sh</td>
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<td>Total</td>
<td>125 sh</td>
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</table>

Budgetary Impact: None. Faculty and courses are already in place.

The proposed changes will provide an academic program much more representative of the biological and physical sciences than is currently provided by the existing program structure. Students preparing for a career in teaching science (grades 6-12) will be better prepared to meet the needs of the secondary school
academic curriculum. Students pursuing a career in the sciences and/or graduate studies will have a much better foundation.

According to Troy officials, the rationale for the alteration of the program is that the current program structure is dated and does not reflect current needs of students in the program, especially those students seeking teacher certification. With the altered program, each student must successfully complete four major courses in each of the three sub-fields of biology, chemistry, and physics in addition to two math courses.

**Supporting Documentation:**


3. Written unpublished documentation provided by the institution. Available upon request.
DECISION ITEM G-3: Wallace State Community College (Hanceville), Addition of a Certificate in Medical Records Technology to the Existing AAS in Medical Records Technology (CIP 51.0707)

EXECUTIVE SUMMARY

Reason for Action: The Alabama Department of Postsecondary Education has submitted a request for Wallace State Community College (Hanceville) to add a Certificate award program to the AAS in Medical Records Technology.

Factors for Consideration:

- The request is in accordance with Commission policy allowing the addition of a Certificate program to an existing associate-level program.
- The Certificate is being requested due to changing industry standards that requires additional knowledge and skills in the medical coding system.
- The proposed certificate will not require additional funds to be added to the AAS program.
DECISION ITEM G-3: Wallace State Community College (Hanceville), Addition of a Certificate in Medical Records Technology to the Existing AAS in Medical Records Technology (CIP 51.0707)

Staff Presenter: Ms. Margaret Pearson
Academic Program Review Analyst

Staff Recommendation: That the Commission approve the addition of a Certificate award in Medical Records Technology to the Existing AAS in Medical Records Technology at Wallace State Community College (Hanceville).

Background: In October 2001, the Commission approved “Guidelines for Approval of Certificate Programs in Existing Associate Applied Science (AAS) and Associate in Applied Technology (AAT) Programs.” The guidelines provided that two-year colleges may add Certificate awards to existing AAS or AAT programs upon Commission approval as reasonable extensions/alterations of existing programs. The policy stated that the addition of the Certificate award is considered reasonable if all the following criteria are met:

1. The corresponding AAS or AAT must be an active program in the Commission’s Academic Program Inventory.

2. The proposed certificate must be offered under the same six-digit CIP Code and program title as the existing AAS or AAT.

3. The institution must not add new courses to offer the certificate.

4. A recipient of the certificate must be qualified to practice the relevant occupation without completing a full degree program.

The Alabama Department of Postsecondary Education and WSH submitted a Certificate program application, in accordance with the Commission guidelines. The requested Certificate met the criteria of the Commission policy. The Certificate is being requested due to changing industry standards that requires additional knowledge and skills in the medical coding system.

Budgetary Impact: NONE

The proposed Certificate program will not require the addition of faculty, equipment, or new facilities.

The staff recommends that the proposed Certificate program be approved as a reasonable extension of an existing program.
Supporting Documentation:


2. “Guidelines for Approval of Certificate Programs in Existing Associate Applied Science (AAS) and Associate in Applied Technology (AAT) Programs.” Available upon request.

3. Written unpublished documentation provided by the institution. Available upon request.
INFORMATION ITEM A: Auburn University, Establishment of the Korea Center

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

Staff Recommendation: For information only.

Background: Auburn University (AU) has submitted notification to the Commission of the establishment of the Korea Center.

According to information submitted by AU, the center is a unique partnership between AU and Keimyung University, located in Daegu, South Korea. The purpose of the center is to provide non-credit language and cultural instruction to Auburn staff and students, to employees of local Korean companies, and to members of the greater Auburn community.

Located within the Office of International Programs and facilitated by the Office of Continuing Education, the center’s mission is to strengthen university programming and ties to the large and growing Korean business community in the state of Alabama. The center also serves to build academic ties to Keimyung University and other universities in Korea, expanding study abroad opportunities for AU students and research collaborations for AU faculty.

The center will not award academic credit at this time, therefore not requiring Commission approval. Should the center’s mission change in the future to award academic credit, AU will submit the change of status for Commission review and approval of a new unit of instruction.

Supporting Documentation:


2. Written unpublished documentation provided by Auburn University. Available upon request.
INFORMATION ITEM B:  
Troy University, Establishment of the Manuel H. Johnson Center for Political Economy

Staff Presenter:  
Ms. Margaret Pearson  
Academic Program Review Analyst

Staff Recommendation:  
For information only.

Background:  
Troy University (TROY) has submitted information to the Commission concerning the establishment of the Manuel H. Johnson Center for Political Economy. The center will not award academic credit to students, therefore not requiring Commission approval.

According to information submitted by TROY officials, the purpose of the center is to provide an outreach structure for faculty who teach within the economics discipline at the university. This outreach will allow faculty members to engage their discipline-based expertise with groups within and beyond the university and provide a means for developing and maintaining relationships with university stakeholders.

Supporting Documentation:  

2. Written unpublished documentation provided by the University of Alabama at Birmingham. Available upon request.
INFORMATION ITEM C: The University of Alabama at Birmingham, Establishment of the Global Center for Craniofacial, Oral, and Dental Disorders (GC-CODED) in the School of Dentistry

Staff Presenter: Ms. Margaret Pearson
Academic Program Review Analyst

Staff Recommendation: For information only.

Background: The University of Alabama at Birmingham (UAB) has submitted plans to the Commission for the establishment of the Global Center for Craniofacial, Oral, and Dental Disorders (GC-CODED) in the School of Dentistry. The center will not award academic credit to students, therefore not requiring Commission approval.

According to information submitted by UAB, the purpose of GC-CODED is to provide an inter- and multi-disciplinary integrated forum for the diagnosis; treatment; development of novel therapeutics; gene discovery; student, resident and faculty training; and education of the community, nation, and the world related to disorders and syndromes of the craniofacial, oral complex, and dentition.

Supporting Documentation:

2. Written unpublished documentation provided by the University of Alabama at Birmingham. Available upon request.
INFORMATION ITEM D: Alabama Department of Postsecondary Education, Statement of Intent to Change J.F. Drake State Technical College from Technical College to Community College Instructional Role

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

Staff Recommendation: For information only.

Background: The Alabama Department of Postsecondary Education (ADPE) has submitted a Statement of Intent, informing the Commission of the intended change for J.F. Drake State Technical College from technical college to community college instructional role. This document has been submitted in accordance with the “Guidelines for the Review and Approval of Instructional Role Change from Technical College to Community College” in this packet as a decision item.

The Alabama State Board of Education (SBE), serving in its capacity as the board of trustees for Drake State, adopted the Statement of Intent at its October 25, 2012, meeting. In addition to this action, the SBE also endorsed a name change from Drake State Technical College to Drake State Community and Technical College.

Regarding the proposed name change, the Code of Alabama does not include “community and technical college” in the list of authorized state institutions. At the two year college level, authorized institutions include junior college, community college, and technical college or institute. Consequently, ADPE and Drake State will seek authorization from the Alabama Legislature to use the proposed institutional name.

The “Guidelines” associated with this instructional role review are on the Commission’s current agenda as a decision item. The recognition of the Statement of Intent at the December 7, 2012, Commission meeting is to facilitate the timely review of the transition for Drake State Technical College, as requested by the Dr. Mark A. Heinrich, ADPE chancellor.

Supporting Documentation:
2. Written unpublished documentation provided by the Alabama Department of Postsecondary Education, attached.
October 25, 2012

Mrs. Ellen Haulman
Alabama Commission on Higher Education
P.O. Box 302000
Montgomery, Alabama 36130-2000

Dear Mrs. Haulman:

Please find attached the Statement of Intent to Change J. F. Drake State Technical from a Technical College to a Community College Instructional Role. This action was adopted by the State Board of Education on October 25, 2012. We are requesting that the instructional role change be included on the December 7 Commission agenda.

Thank you for your assistance with this process. If you have any questions, please contact Trish Jones.

Sincerely,

Mark A. Heinrich, Ph.D.
Chancellor

cc: Dr. Helen McAlpine
    Dr. Pat Sims
    Dr. Alice Raymond
    Dr. John Reutter
Attachment 2

ALABAMA STATE BOARD OF EDUCATION
ALABAMA COMMUNITY COLLEGE SYSTEM

RECOMMENDATION FOR ACTION

October 25, 2012
Date of Board Meeting Action

Action Item Number VIL.A.3.
President's Request
Source

ACTION ITEM TITLE

J. F. DRAKE STATE TECHNICAL COLLEGE
Statement of Intent to Change J. F. Drake State Technical College from a Technical College to a Community College Instructional Role

RECOMMENDATION

It is recommended “That the Alabama State Board of Education adopt the Statement of Intent to Change J. F. Drake State Technical College from a Technical College to a Community College Instructional Role.” It is further recommended “that the Board endorse the name change from J. F. Drake State Technical College to J. F. Drake State Community and Technical College.”

FISCAL CONSIDERATION

None.

RATIONALE

On September 27, 2012, State Board of Education formally recognized the change from COE to COC accreditation and change in instructional role matrix for J. F. Drake State Technical College. The next step in the approval process is the adoption of the Statement of Intent to Change the Instructional Role from a technical college to a community college. This change in the instructional role will signify the College’s ability to meet the balanced needs for both academic and technical programs. Further, this action also endorses the name change from J. F. Drake State Technical College to J. F. Drake State Community and Technical College.

The Statement of Intent follows this recommendation.

<table>
<thead>
<tr>
<th>Code/Statute Policy</th>
<th>Director Date</th>
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<tbody>
<tr>
<td>Action by Board:</td>
<td></td>
</tr>
<tr>
<td>Tabled</td>
<td></td>
</tr>
<tr>
<td>10-25-12 Approved</td>
<td></td>
</tr>
<tr>
<td>Disapproved</td>
<td></td>
</tr>
<tr>
<td>Amended (describe)</td>
<td></td>
</tr>
<tr>
<td>Additional action</td>
<td></td>
</tr>
</tbody>
</table>

Legal Counsel Date

Vice Chancellor Date

Chancellor Date
STATEMENT OF INTENT TO CHANGE
J. F. DRAKE STATE TECHNICAL COLLEGE
FROM A TECHNICAL COLLEGE
TO A COMMUNITY COLLEGE INSTRUCTIONAL ROLE

Pursuant to the authority granted the Alabama State Board of Education (the Board) by the Code of Alabama (1975) Section 16-60-111.4, the Board hereby gives notice of its endorsement of the intent to change the name of J.F. Drake State Technical College to J.F. Drake State Community and Technical College. The Board authorizes the college to enhance the educational opportunities for students, citizens and local businesses and industries through expanded programs in pre-baccalaureate academic and technical education.

From its inception in 1961, Drake State as a Historically Black College has provided technical and occupational education to its service area. The purpose of a two-year public institution of higher education is to serve the educational needs of the community. A high concentration of manufacturing, engineering and aerospace industries in the area generates a significant number of jobs that require postsecondary education and training. The College is located in a diverse metropolitan area with several universities nearby, which makes it important that the citizenry of the service area be provided with academic courses that can transfer to universities.

Responding to the above needs, the College applied and was awarded regional accreditation through Southern Association of Colleges and Schools Commission on Colleges (SACS COC). Accreditation by SACS Commission on Colleges signifies that the institution has a mission appropriate to higher education, has resources, programs, and services sufficient to accomplish and sustain that mission, and maintains clearly specified educational objectives that are consistent with its mission and appropriate to the degrees it offers, and that indicate whether it is successful in achieving its stated objectives.

The change from technical college instructional role to a community college instructional role will signify the ability to offer a balance of academic transfer and career technical programs by the college.
INFORMATION ITEM E: Annual Off-Campus Site Follow-Up Report for Academic Year 2011-2012

Staff Presenter: Ms. Margaret Pearson
Academic Program Review Analyst

Staff Recommendation: For information only.

Background: Annual off-campus site follow-up reports (fall 2011 through summer 2012) were collected from 2-year and 4-year institutions on September 17, 2012. The following institutions submitted reports:

2-year: Bevill State Community College
Bishop State Community College
Calhoun State Community College
Central Alabama Community College
Chattahoochee Valley Community College
Drake State Technical College
Enterprise State Community College
Faulkner State Community College
Gadsden State Community College
Ingram State Technical College
Jefferson Davis Community College
Jefferson State Community College
Lawson State Community College
Lurleen B. Wallace Community College
Northeast Alabama Community College
Northwest-Shoals Community College
Reid State Technical College
Snead State Community College
Southern Union State Community College
Trenholm State Technical College
Wallace State Community College (Dothan)
Wallace State Community College (Hanceville)

4-year: Alabama State University
Athens State University
Auburn University
Auburn University Montgomery
Jacksonville State University
Troy University
University of Alabama
University of Alabama at Birmingham
University of Montevallo
University of North Alabama
University of South Alabama

A total of 33 (83 percent) of 40 institutions deliver off-campus instruction. There are 22 (85 percent) of 26 two-year colleges delivering off-campus instruction; 11 (79 percent) of 14 universities deliver off-campus instruction. Currently, there are a total of 140 approved sites. A total of 82 two-year sites (59 percent) and 58 university sites (41 percent) are currently offering off-campus site courses. Additionally, there are a total of 26 sites (19 percent) that are not offering courses at this time.
Supporting Documentation:

INFORMATION ITEM F: The University of Alabama at Birmingham, New Exempt Off-Campus Site

Staff Presenter: Ms. Margaret Pearson
Academic Program Review Analyst

Staff Recommendation: For information only.

Proposal: The University of Alabama at Birmingham (UAB) plans to offer courses at the following new off-campus site beginning in spring 2013:

Vestavia Board of Education, Birmingham, Alabama

Discussion: An official with UAB 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 report will be sent.

The new off-campus site proposed by UAB is exempt from Commission approval by policy because the proposed site is located within UAB’s service area.

The proposal was posted on the Commission website from October 10 until October 30 for public review and comment. No comments were received.

Supporting Documentation:
1. Proposal for New Off-Campus Site at Vestavia Board of Education, Birmingham, AL, attached.

ATTACHMENT 1

Alabama Commission on Higher Education

PROPOSAL FOR A NEW OFF-CAMPUS SITE

<table>
<thead>
<tr>
<th>Site Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>Institution: University of Alabama at Birmingham</td>
</tr>
<tr>
<td>Administrator Responsible for Site</td>
</tr>
<tr>
<td>Name &amp; Title: Dr. Jamie Blair</td>
</tr>
<tr>
<td>Telephone: 205-402-5100</td>
</tr>
<tr>
<td>Fax: 205-402-5134</td>
</tr>
<tr>
<td>E-Mail: <a href="mailto:blairj@vestavia.k12.al.us">blairj@vestavia.k12.al.us</a></td>
</tr>
<tr>
<td>Contact Person at Site if Other Than Administrator Above</td>
</tr>
<tr>
<td>Name &amp; Title: Laura Nichols, Receptionist</td>
</tr>
<tr>
<td>Telephone: 205-402-5100</td>
</tr>
<tr>
<td>Fax: 205-402-5134</td>
</tr>
<tr>
<td>E-Mail: <a href="mailto:nichols@vestavia.k12.al.us">nichols@vestavia.k12.al.us</a></td>
</tr>
<tr>
<td>Location of Proposed Site</td>
</tr>
<tr>
<td>Facility: Vestavia Board of Education (Upstairs Room Location)</td>
</tr>
<tr>
<td>Street Address: 1204 Montgomery Highway</td>
</tr>
<tr>
<td>City: Birmingham, AL</td>
</tr>
<tr>
<td>County: Jefferson</td>
</tr>
<tr>
<td>When will you begin offering instruction at this site? Spring 2013 semester</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Type of Site</th>
<th>Check One</th>
</tr>
</thead>
<tbody>
<tr>
<td>Non-Exempt</td>
<td></td>
</tr>
<tr>
<td>Exempt from Review by Statute</td>
<td></td>
</tr>
<tr>
<td>Fall 1978 registration exceeded 500.</td>
<td></td>
</tr>
<tr>
<td>University operated site prior to 1980.</td>
<td></td>
</tr>
<tr>
<td>Site located on military reservation.</td>
<td></td>
</tr>
<tr>
<td>Business &amp; industry site where employees only are enrolled</td>
<td></td>
</tr>
<tr>
<td>Exempt from Review by Commission Policy</td>
<td></td>
</tr>
<tr>
<td>Courses delivered via distance learning technology.</td>
<td></td>
</tr>
<tr>
<td>Prison site - courses delivered exclusively to inmates and prison employees.</td>
<td></td>
</tr>
<tr>
<td>High school site exclusively for early admission, accelerated/individual enrollment.</td>
<td></td>
</tr>
<tr>
<td>2-year college site located within SBE approved service area.</td>
<td>X</td>
</tr>
<tr>
<td>University site located within Commission recognized off-campus service area.</td>
<td></td>
</tr>
</tbody>
</table>

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: [Signature]

Date: October 5, 2012

Forms/OC Proposal for New Site Revised 8/18/00
COURSE LIST

The institution will develop its schedule at this new site each term from the following list of courses.

<table>
<thead>
<tr>
<th>Courses (Include Number &amp; Title)</th>
</tr>
</thead>
<tbody>
<tr>
<td>BCY 637—Assessment of Young Children with Special Needs</td>
</tr>
<tr>
<td>BCY 636—Instructional Methods for Young Children with Special Needs</td>
</tr>
</tbody>
</table>

Add additional rows if needed.
INFORMATION ITEM G: Implementation of New Short Certificate Programs (Less than 30 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 30 semester hours) at the following two-year colleges in the fields of study listed below.

**Reid State Technical College**

<table>
<thead>
<tr>
<th>Field of Study</th>
<th>CIP Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>Medical Assisting</td>
<td>51.0801</td>
</tr>
</tbody>
</table>

**Southern Union State Community College**

<table>
<thead>
<tr>
<th>Field of Study</th>
<th>CIP Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>Criminal Justice</td>
<td>43.0107</td>
</tr>
</tbody>
</table>

**Wallace State Community College (Selma)**

<table>
<thead>
<tr>
<th>Field of Study</th>
<th>CIP Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>Computer and Information Science</td>
<td>11.0101</td>
</tr>
</tbody>
</table>

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:


2. Written unpublished documentation provided by the Alabama Department of Postsecondary Education. Available upon request.
INFORMATION ITEM H: Changes to the Academic Program Inventory

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

Staff Recommendation: For information only.

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

Supporting Documentation:
1. Academic Program Inventory. Available on the Commission’s Website: www.ache.alabama.gov


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.

Alabama A&M University

- 01.0000 Agricultural Science, BS
- 01.0102 Agribusiness, MS
- 01.0901 Animal Science, BS
- 01.1199 Plant Science, BS
- 13.1001 Special Education, MS
- 13.1202 Elementary Education, MS
- 13.1205 Secondary Education, MS
- 13.1210 Pre-Elementary Education, MS
- 13.1302 Art Education, MEd
- 13.1312 Music Education, BS
- 13.1314 Physical Education, MEd/MS
- 15.0201 Civil Engineering Technologies, BSET
- 15.0399 Electrical/Engineering Technology BSET
- 15.0612 Industrial Technology, BS
- 15.0612 Industrial Technology, MS
- 15.0899 Mechanical Engineering Technology, BSET
- 42.2801 Clinical Psychology, MS
- 42.2803 Counseling and Guidance, MS

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.

Troy University

- 09.0401 Journalism (Mass Communications) Multimedia Journalism (TROY), BA/BS
- 13.0401 Instructional Leadership and Administration, MSILA MEd
Note: "Strike Outs" indicate original CIP code, program title, or degree nomenclature and "Underlines" indicate changes.

C. Programs Placed on Inactive Status

None.
INFORMATION ITEM I:  

Summary of Post-Implementation Reports

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

Staff Recommendation:  
That the Commission receive the post-implementation reports submitted by the institutions listed below.

Background:  
Program that did not meet post-implementation conditions:

- Snead State Community College, Associate in Applied Science (CIP 15.0303)  
[See the request for extension and modification of conditions in this packet.]

- Wallace State Community College (Hanceville),  
Associate in Applied Science in Graphic Design/Visual Communication (CIP 50.0401)  
[See the request for extension in this packet.]

Program meeting post-implementation conditions:

- The University of South Alabama, Master of Science in Environmental Toxicology (CIP 26.1006)—Second Report

Supporting Documentation:

1. Unpublished post-implementation reports submitted by the institutions. Available upon request.

Summary of Reports on Post-Implementation Conditions
[Listed by Institution]

2011 Reports

Snead State Community College

Not Meeting Conditions:

Program: Electronic Engineering Technology, AAS, CIP 15.0303

Approved by Commission: June 16, 2006

Proposed Implementation Date: August 2006

Actual Implementation Date: August 2006 (on schedule)

Post-Implementation Conditions:

1) That the annual average headcount enrollment for the first five years will be at least 28, based on the proposal.

2) That the annual average number of graduates for the Academic Years 2006-07 through 2010-11 will be at least 18, 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 will be provided, particularly as related to objectives and assessment measures stated in the proposal.

<table>
<thead>
<tr>
<th>Electronics Engineering Technology, CIP 15.0303</th>
<th>Headcount Enrollment</th>
<th>Graduates</th>
<th>Percentage of Graduates Employed in Field</th>
</tr>
</thead>
<tbody>
<tr>
<td>Required</td>
<td>28</td>
<td>18</td>
<td>75%</td>
</tr>
<tr>
<td>Reported</td>
<td>38</td>
<td>9</td>
<td>69%</td>
</tr>
</tbody>
</table>

Condition 2: The program had nine AAS graduates in the 2011-12 IPEDS reporting cycle.

Condition 3: The employment average includes graduates who are employed or are continuing in college.

Condition 4: A detailed report concerning the progress of the program was provided. The program director is working to revise the curriculum in conjunction with a project with Matec Networks. The revision will facilitate a systems approach to learning, reducing the number of textbooks required while enhancing the student’s ability to troubleshoot
electronic components. This should also make the transition from the classroom to the workforce much smoother.

Wallace State Community College (Hanceville)

Not Meeting Conditions:

Program: Graphic Design/Visual Communication, Associate in Applied Science, CIP 50.0401

Approved by Commission: June 16, 2006

Proposed Implementation Date: August 2006

Actual Implementation Date: August 2006 (on schedule)

Post-Implementation Conditions:

1) That the annual average new enrollment headcount for the first five years will be at least 14, based on the proposal.

2) That the annual average number of graduates for the Academic Years 2007-08 through 2010-11 will be at least 8, 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 will be provided, particularly as related to objectives and assessment measures stated in the proposal.

<table>
<thead>
<tr>
<th>Graphic Design/ Visual Communication, AAS CIP 50.0401</th>
<th>New Enrollment</th>
<th>Graduates</th>
<th>Percentage of Graduates Employed in Field</th>
</tr>
</thead>
<tbody>
<tr>
<td>Required</td>
<td>14</td>
<td>8</td>
<td>75%</td>
</tr>
<tr>
<td>Reported</td>
<td>32</td>
<td>3</td>
<td>62%</td>
</tr>
</tbody>
</table>

Condition 4: The program was affected by difficulty in hiring a qualified instructor and by the downturn in the economy.
The University of South Alabama

Meeting Conditions

Program: Environmental Toxicology, MS, CIP 26.1006—Second Report

Approved by Commission: August 8, 2003

Implementation Date: August 2004

Required in the Second Post-Implementation Review Period (Approved December 10, 2010):

1. That the original enrollment average of 7 would be met.
2. That the graduation requirement be changed from an average of 7 to an average of 4.
3. That the institution submit a second post-implementation report by October 1, 2012, on the additional review period of 2010-11 through 2011-12.

USA submitted the second report on September 13, 2012. According to the report, the program met the revised conditions, as shown below:

- New admissions over the two-year review period averaged 7, as required.
- For the period academic years 2010-11 through 2011-12, there was an average of 5 graduates.
- The report stated that, based on new admissions, the program is likely to sustain the current levels of enrollment and completion.
INFORMATION ITEM J: 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 they must be reported to the Commission prior to implementation. The guidelines further state that these certificates are not listed in the Commission’s Academic Program Inventory.

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

Auburn University
Graduate Certificate in Construction Management, CIP 14.0401

The proposed graduate certificate consists of four courses for a total of 12 credit hours. This certificate program will draw on existing courses that are offered as part of the Masters of Building Construction (MBC) and the custom, executive MBC/US Army Corps of Engineers. Two new courses have been developed for the certificate program at the request of the Army Corps of Engineers, and will be incorporated into the existing executive MBC/US Army Corps of Engineers.

Supporting Documentation:

2. Written unpublished documentation provided by the institution. Available upon request.
INFORMATION ITEM K: 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 North Alabama:

Criminal Justice, BA/BS; MSCJ – CIP 43.0103
History, BA/BS; MA – CIP 54.0101
Political Science, BA/BS – CIP 45.1001
Psychology, BA/BS – CIP 42.0101
Social Science, BA/BS – CIP 45.0101
Sociology, BA/BS – CIP 45.1101
Business Administration, MBA – CIP 52.0201
Accounting, BBA – CIP 52.0301
Computer Information Systems, BBA – CIP 52.1201
Economics, BBA – CIP 52.0601
Finance, BBA – CIP 52.0801
Professional Marketing, BBA – CIP 52.1401
Elementary Education, MAEd – CIP 13.1202
Nursing, BSN; MSN – CIP 51.3801
Interdisciplinary Studies, BIS – CIP 30.0000
Professional Studies, MPrS – CIP 30.0000

Supporting Documentation:


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