

# Alabama Commission on Higher Education

RSA Union Building, 100 North Union Street, Room 782

Montgomery, AL 36104

Office: 334-242-1998

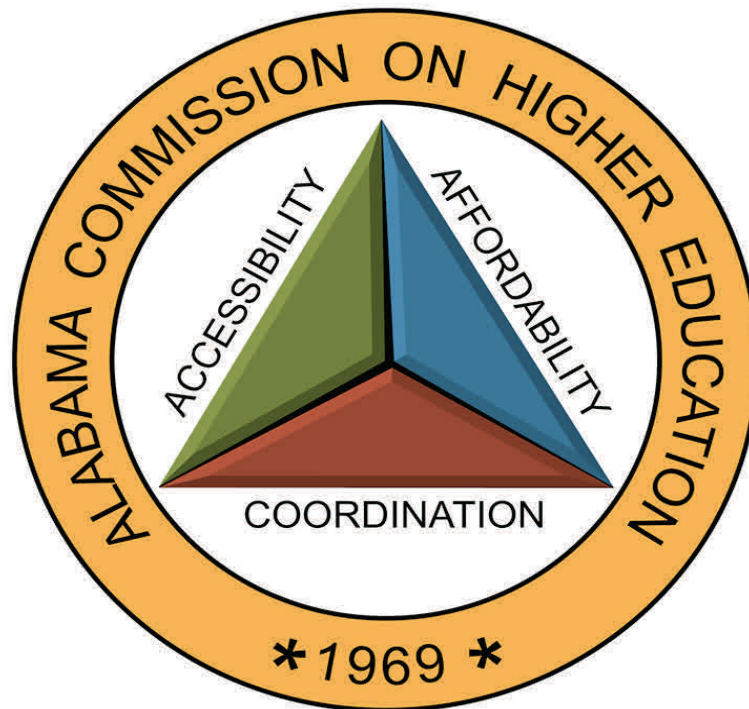
Fax: 334-242-0268

Website: [www.ache.alabama.gov](http://www.ache.alabama.gov)

## COMMISSION MEETING

March 15, 2013

10:00 a.m.



**Public Service Commission Hearing Room  
RSA Union Building, 9<sup>th</sup> Floor  
100 North Union Street  
Montgomery, Alabama 36104**

# **Alabama Commission on Higher Education Committee Structure**

## **Executive Committee**

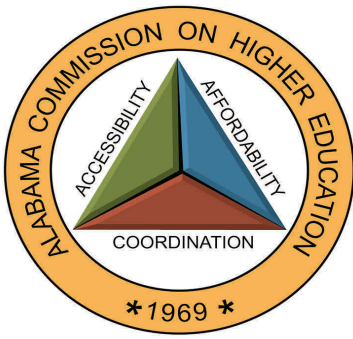
*Jeff Coleman, Chair*  
*Drew Linn, Vice-chair*  
*Sydney Raine*  
*Larry Hughes*

## **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*



# AGENDA

## ALABAMA COMMISSION ON HIGHER EDUCATION

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

March 15, 2013  
10:00 a.m.

- I. Call to Order
- II. Roll Call of Members and Determination of Quorum
- III. Approval of Agenda
- IV. Consideration of Minutes of December 7, 2012 ..... 1
- V. Chairman’s Report
- VI. Executive Director’s Report
- VII. Discussion Items
  - A. NCLB Presentation: UAB “Alabama Hands-On Activity Science Program (ALAHASP)..... 11  
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  - B. Review of the ACHE Standard Calculation Process..... 14  
*Staff Presenter: Susan Cagle*
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*Staff Presenter: Ellen Haulman*

- 8. University of South Alabama, Doctor of Education in Educational Leadership (CIP 13.0401) ..... 82  
**Staff Presenter: Ellen Haulman**

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- 6. Troy University, Addition of a Concentration in Financial Economics to the BSBA in Economics (Troy) (CIP 52.0601) ..... 112  
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- 7. Troy University, Consolidation of Five Existing Baccalaureate Programs into the Bachelor of Science in Business Administration (BSBA) in Global Business (CIP 52.0201) ..... 115  
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- 8. University of West Alabama, Addition of an Option in Family Counseling to the Existing MSCE in Adult and Continuing Education (CIP 13.1201) ..... 119  
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- 9. Troy University, Establishment of the School of Hospitality, Sport and Tourism Management ..... 122  
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- A. Jacksonville State University, Addition of Class AA Teaching Certificate in Teacher Leader (P-12) to the EdS in General Education (CIP 13.0101) ..... 132  
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**Staff Presenter: Ellen Haulman**

**X. Adjournment**

# ALABAMA COMMISSION ON HIGHER EDUCATION

## MINUTES OF MEETING

December 7, 2012

### I. Call to Order

The Alabama Commission on Higher Education met in regular session on Friday, December 7, 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, Sydney Raine, Charles Sanders, Andrew Linn, Patricia McGriff, and Larry Hughes. A quorum was determined by roll call of members present.

### III. Approval of Agenda

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

### IV. Consideration of Minutes of September 14, 2012

RESOLVED: Commissioner Powell moved for approval of the September 14, 2012 minutes. Commissioner Sanders seconded. Motion carried. The minutes were approved.

### V. Chairman's Report

Commissioner Coleman thanked the staff and Commissioners for the work that has been done in the 2012 calendar year.

He congratulated Dr. Mark Heinrich on his appointment as the new chancellor of the Alabama Department of Postsecondary Education. He stated that he was excited about working with Dr. Heinrich and Dr. James Lowe, President of Bishop State Community College. Through his relationship with Dr. Heinrich and Dr. Lowe in Leadership Alabama and higher education, he stated that he believes that this alignment will make the state better and stronger.

He then thanked Dr. Fitch for an excellent presentation to the Houston County Rotary Club. The presentation addressed what is happening to high school seniors that move on to college careers but are not prepared. He pointed out that the data that's being collected should be used to affect policy and advocacy in a way to make the system better.

Commissioner Coleman stated that the goals for 2013 will be 1) raising the college attainment in Alabama; 2) support of the Education Investment Council/PK-20; and 3) development of a clear and concise legislative agenda. He stated that although funding is low on the state and federal levels, all of higher education will need to work together with K-12.

He thanked Dr. Fitch for his leadership in the Pell Grant Study and noted that the information that came out of the study was tremendous and timely. He encouraged the Commissioners and higher education representatives to go to the ACHE website and read the report.

He congratulated the University of Alabama's athletics department for their success in winning the BCS Championship and bringing awareness and pride to the State of Alabama.

Commissioner Coleman closed his report by citing the following story sent to him by a friend:

*"Nothing during the year is so impressively convincing than the vision Christmas brings and what this world would be if love became the daily practice of human beings". Norman Vincent Peal.*

The story reads, "In the final weeks of 1914, German and British troops were engaged off and on in battle as they were stationed a few hundred yards apart on the western front. With Christmas approaching, the young soldiers were ready for relief. It began on the night of Christmas Eve when German soldiers lit candles on their Christmas trees. Not a good wartime move since the enemy could easily spot their position. British soldiers responded by shooting off rockets and building bonfires. The Germans began singing Christmas carols inviting the British to join. One British soldier called out 'we would rather die than sing in German'. The German soldier responded, 'if we have to listen to you sing in German it would kill us too'. Throughout the night each camp listened to the others sing. The next morning hundreds of soldiers left their trenches to meet the enemy in no man's land where they shook hands and exchanged gifts of food, candy, and tobacco. Some traded names and addresses. Meantime a soccer game was played between the shell holes and barb wire. Both German and British Generals spoke out against the truce fearing that such fraternization could sap the troop's will to fight. Of course it didn't. Fighting resumed the following day. Eventually ten million people would lose their lives in World War I. But on this single day two enemies put aside their differences long enough to practice peace. What a great place to begin. What if we called a truce, at least for this season? Imagine if husbands and wives would do this. What if brothers and sisters, in-laws, neighbors, coworkers, church members, would call a truce? What if we made a determined effort to live in peace with one another even the most contentious among us just for the season? If we would try we might begin to experience long term what those soldiers in battle experienced for one day. And what the angels promised the shepherds on that first Christmas, 'Glory to God in the Highest, Peace on Earth and Goodwill Toward Men'."

He then wished everyone a Merry Christmas and Happy New Year.

## **VI. Executive Director's Report**

Dr. Fitch provided the Commissioners with a copy of "The Case for an Education Investment Council in Alabama," published by A+ Education Partnership. He stated that the report has a full outline of the concept of a PK-20 and mirrors much of the 2009 ACHE Strategic Plan.

He also provided a copy of a letter from Dr. John Veres, Chair of the Alabama Council of College and University Presidents in regards to the higher education budget recommendation. The Council voted to ask the Commission to adopt a request to return higher education to FY2008 appropriation levels and to move closer to a two-third split between higher education and K-12, respectively.

Also distributed was a draft of a list of ACHE Legislative Interest Areas and a copy of a pre-filed Bill (HB6/SB17) regarding the establishment of programmatic review fees for non-resident institutions.

Dr. Fitch reported that the end result of the Pell Grant Study is 1) five thousand students are not in school because they don't have Pell Grant support; 2) projections show that over the next year or two there will be twelve thousand to seventeen thousand students that will not be in school; and 3) the Alabama Student Assistance Program is decreasing. He stated that the projections for 2014 indicate that student assistance will be at 2006 levels, which means about twelve hundred students might get support. He emphasized that the study points out that as the Pell Grant funds decrease, the State funds must increase if students are to stay in school. He encouraged the Commission and institutional representatives to look carefully at this issue as educators and he hopes the case for an education investment council will support everyone involved.

He stated that the University of Alabama Education Policy Center was key in getting the study done along with Dr. Charles Nash, Mr. Tim Vick, Ms. Susan Cagle, and Ms. Margaret Gunter.

## **VII. Discussion Items**

### **A. Annual Report: Alabama Experimental Program to Stimulate Competitive Research (EPSCoR)**

Dr. Chris Lawson, Executive Director, EPSCoR distributed a copy of the 2011-12 EPSCoR Annual Report, along with *Volume 5, Graduate Research Scholars Program (GRSP)* publication. He then presented a power point presentation of EPSCoR activities for 2011-12. A copy of these documents are attached.

Dr. Lawson then introduced Drs. Ronny Hughes and Randall Wilson, both GRSP graduates from the University of Alabama in Huntsville, who are co-founders of Foresight Biosciences, Inc., a biotechnology company located in Huntsville, Alabama at the HudsonAlpha Institute for Biotechnology. They explained their goal to market a catalog of enzymes and basic technology which will ultimately advance in-house research efforts for the development of therapeutics.

Commissioner Coleman encouraged Commissioners to visit the HudsonAlpha Institute.

### **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**

Dr. Conely announced that the guest presenters, who are project directors of the "Alabama Hands-On Activity Science Program (ALAHASP)," were unable to attend due



ALABAMA COMMISSION ON HIGHER EDUCATION

Minutes of Meeting

Friday, December 7, 2012

to illness; however, they will make presentations to the Commission at the March, 2013 meeting.

He recognized Dr. Jeannette Fresne who is co-director of another long-term project that the Commission has supported under the NCLB federal grant program, "Comprehensive Arts in Education," which is a multi-disciplinary program that provides professional development through the various arts for teachers across the state.

Dr. Conely reported that the ALAHASP program is one that has been supported by the Commission since 1990 when it originated at the University of Alabama in Huntsville and then moved to Birmingham. It is a prime example of the program objectives to provide long-term, sustained, professional development for teachers.

He explained that the competitive grant process began in September when proposals were received from various institutions across the state. The proposals were reviewed and screened first by staff and then reviewed and ranked by external evaluators. The staff's recommendation along with the external evaluators rankings were given to a subcommittee of Commissioners for final recommendation to the full Commission. A list of the NCLB grants for FY2012-13 was distributed to Commissioners. A copy is attached.

Commissioner Coleman commented that the process in ranking of the proposals was well done. He stated that many of the programs funded reach the communities in which Commissioners serve.

**C. Annual Report: Alabama Articulation & General Studies Committee**

Dr. Kandis Steele, Chair, Articulation & General Studies Committee (AGSC), distributed a fact sheet on the AGSC/STARS program which gave an overview of the program and its impact on the State.

She stated that since 1994 over 900,000 transfer guides have been printed. Alabama's articulation system has been a model for other states such as Mississippi, Michigan, Texas, and Kentucky. She also explained the makeup of the AGSC/STARS and the Committee's role in reviewing courses and program templates. There are over 150 programs that have templates that students follow and 1,700 courses that have been reviewed and approved by discipline committees. In the past year over 36,000 unique students have accessed transfer guides.

Dr. Steele stated that the AGSC/STARS budget has been cut tremendously in the past few years. The current budget is \$375,000 which supports three full-time individuals, one part-time individual, and a web-based system (STARS).

Dr. William Meehan, President, Jacksonville State University, thanked the Commission on behalf of the Council of College and University Presidents (COP) for the support of the program. He commended Dr. Fitch, Dr. French, and Mrs. Nettles for their participation in helping the program run efficiently. He reiterated that the program is one of the most unique in the country. He stated that he has been in higher education for over forty-four years and remembers what it was like before this vehicle existed that saves so much money for students in the State of Alabama.

Dr. Meehan then thanked Dr. Veres and Dr. Nash for drafting a letter on behalf of the Council of Presidents in which the Council voted unanimously to request a twenty-five percent increase in the AGSC/STARS budget from the Legislature.

He thanked the Commission again for all their support.

**D. Annual Report: Non-Resident Institutional Review Activities for Calendar Year 2012**

Dr. French reported that as of October 1, 2012, there are 132 private proprietary and out-of-state public institutions offering courses in the State of Alabama. In 2009 there were only 55. A Summary of Programs Approved by the Commission is attached. She then explained the background of the legislation that applies to ACHE's programmatic review of out-of-state institutions. She stated that currently there are close to 20,000 Alabama residents enrolled in non-resident institutions.

Due to the recent USDE regulations requiring out-of-state institutions to be in compliance with state regulations, the Commission staff is in communication with almost 600 institutions that are finding it necessary to be in compliance if they want to operate in Alabama or enroll Alabama residents. Students now have access to a number of well-known institutions across the country.

**E. Annual Report: Alabama Commission on Higher Education 2011-2012**

Ms. Gunter reported that an electronic version of the ACHE 2011-2012 Annual Report was previously sent to Commissioners. A copy is attached. She stated that the annual reports demonstrate how ACHE works effectively with other entities. She stated that as the ACHE Annual Report is pursued, one will see how all those functions are part of what Chairman Coleman called working together and how that is important toward the success of the State.

Ms. Gunter thanked the ACHE staff for assisting her in compiling the report with special thanks to Ms. Shelia McFarland for a fantastic job on the layout.

The Governor and Legislature will also receive a copy of the report.

**VIII. Decision Items**

**A. Executive Budget Request for FY 2013-2014**

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. Commissioner Raine seconded. Motion carried.

**B. Consolidated Budget Recommendation for FY 2013-2014**

Ms. Susan Cagle presented the staff recommendation to the Commission with a recommendation for approval. A copy is attached.

Dr. John Veres, Chancellor, Auburn University at Montgomery, stated that on behalf of the Council of Presidents, he would like to thank the members of the Commission for their advocacy on their behalf over the years. The Council of Presidents voted to recommend that the Commission adopt a request for return to the 2008 funding levels and to move closer to the one-third, two-third split, which was at one time traditionally observed by the Legislature.

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

**C. Report on the Facilities Master Plan & Capital Projects Requests for FY 2013-14 – FY 2017-2018**

Ms. Susan Cagle 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. Commissioner Sanders seconded. Motion carried.

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

1. Troy University, Bachelor of Arts and Bachelor of Science (BA/BS) in Economics (CIP 45.0601)

Ms. Ellen Haulman 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. Commissioner Raine seconded. Motion carried.

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

Ms. Ellen Haulman 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. Commissioner Powell seconded. Motion carried.

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

Ms. Ellen Haulman 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. Commissioner Raine seconded. Motion carried.

4. Troy University, Master of Social Work (MSW) in Social Work (CIP 44.0701)

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. Commissioner Raine seconded. Motion carried.

5. University of Alabama at Birmingham, Master of Science in Management Information Systems (CIP 52.1201)

Ms. Ellen Haulman 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. Commissioner Ball seconded. Motion carried.

6. University of South Alabama, Master of Music (MM) in Music (CIP 50.0901)

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

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

7. Auburn University, Bachelor of Science in Organismal Biology (CIP 26.0101)

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. Commissioner Hughes seconded. Motion carried.

8. Alabama A&M University, Bachelor of Arts/Bachelor of Science in Interdisciplinary Studies (CIP 30.9999)

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. Commissioner Hughes seconded. Motion carried.

9. Shelton State Community College, Associate in Applied Science in Child Development (CIP 19.0708)

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. Commissioner Raine seconded. Motion carried.

10. Reid State Technical College, Associate in Applied Technology in Medical Assisting Technology (CIP 51.0801)

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

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

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

1. Snead State Community College, Associate in Applied Science (AAS) in Electronic Engineering Technology (CIP 15.0303)

Ms. Ellen Haulman 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. Commissioner Ball seconded. Motion carried.

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

Ms. Ellen Haulman 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. Commissioner McGriff seconded. Motion carried.

3. Bishop State Community College, Certificate in Welding (CIP 48.0508)

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

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

**F. Instructional Role** (*Policies and Procedures Manual, Tab 8, Guidelines for Instructional Role*)

1. Guidelines for the Review and Approval of Instructional Role Change from Technical College to Community College

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

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

**G. Extensions/Alterations of Existing Programs and Units of Instruction** (*Policies and Procedures Manual, Tab 7, Guidelines for Review of Extensions & Alterations of Existing Programs*)

1. Change in Instructional Role Matrix: Drake State Technical College

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. Commissioner McGriff seconded. Motion carried.

2. Troy University, Alteration of the BA/BS in Biological and Physical Sciences (Troy, Dothan) (CIP 30.0101)

Ms. Ellen Haulman 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. Commissioner McGriff seconded. Motion carried.

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)

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. Commissioner McGriff seconded. Motion carried.

**IX. Information Items**

RESOLVED: Commissioner Ball moved to accept Information Items A through K. Commissioner Raine seconded. Motion carried.

- A. Auburn University, Establishment of the Korea Center
- B. Troy University, Establishment of the Manuel H. Johnson Center for Political Economy
- C. University of Alabama at Birmingham, Establishment of the Global Center for Craniofacial, Oral, and Dental Disorders (GC-CODED) in the School of Dentistry
- 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
- E. Annual Off-Campus Site Follow-Up Report for Academic Year 2011-2012
- F. University of Alabama at Birmingham, New Exempt Off-Campus Site
- G. Implementation of New Short Certificate Programs (Less than 30 Semester Hours)
- H. Changes to the Academic Program Inventory
- I. Summary of Post-Implementation Reports
- J. Implementation of Non-Degree Programs at Senior Institutions
- K. Implementation of Distance Education Programs

**IX. Adjournment**

The meeting was adjourned at 12:10 p.m. The next meeting of the Commission is scheduled for March 15, 2013.

\_\_\_\_\_  
Jeff Coleman, Chairman

Sworn to and subscribed before  
me this the \_\_\_\_ day of \_\_\_\_\_  
2013.

\_\_\_\_\_  
Gregory G. Fitch, Executive Director

\_\_\_\_\_  
Notary Public

**DISCUSSION ITEM A:**                    Status Report: U. S. Department of Education No Child Left Behind (NCLB) Title II [P.L. 107-110]: Alabama Hands-on Activity Science (ALAHASP)

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

**Staff Recommendation:**            For discussion only.

*Representative Project.* Since 1990, the Alabama Commission on Higher Education (ACHE) has supported ALAHASP (Alabama Hands-on Activity Science Project) and its predecessor program (HASP) with federal funding from the U. S. Department of Education. This program is representative of the long-term, sustained, high-quality professional development provided for Alabama K-12 teachers, highly qualified paraprofessionals, and principals statewide in high-need public and private school districts.

*History.* ALAHASP evolved from HASP (Hands-on Activity Science Project) at the University of Alabama in Huntsville (UAH) Institute for Science Education under the leadership of the former president, Dr. John Wright. Wright's project was funded by the National Science Foundation and followed the national model for science instruction. It was designed to train teachers in research-based, inquiry teaching strategies using science curriculum modules. Wright expanded the project from Madison County to other districts, including six Birmingham area school systems with funding by the ACHE through a federal grant provided by the Dwight D. Eisenhower Mathematics and Science Education Program.

The UAH ACHE-Eisenhower and NSF grants ended in 1994, but HASP continued under the leadership of the University of Alabama at Birmingham (UAB) School of Education (Dr. Steven Underwood, Dr. Gary Sapp, and Mrs. Joan Dawson) with Title II funding and later expanded statewide to become the Alabama Hands-on Activity Science Program (ALAHASP). During this period, the HASP schools in Huntsville continued the program with funding by the school districts it served, and Huntsville became the first AMSTI site in 2002 as a direct result of having HASP in place with a materials center. Drs. Underwood and Sapp have since retired, and Mrs. Beverly Radford joined Mrs. Dawson as co-Director.

For almost 20 years ALAHASP has provided multi-layered, on-going teacher professional development aligned with science education standards; guidance to school system administrators on choosing research-based classroom materials; teacher leadership development; and consultation services to system administrators in the myriad of issues in implementing inquiry teaching.

The program's primary focus is providing public and private school teachers (especially K-8) with instruction firmly grounded in science content and research-based best practices in order to improve student understanding. During this period (1994-



present), project staff have planned, conducted, and/or facilitated over 1,000 science education workshops/events, resulting in over 14,500 *participations* by teachers and administrators in 47 Alabama school systems, benefiting an inestimable number of Alabama students. External evaluation shows significant gains in content knowledge for teachers participating in ALAHASP workshops, as well as increased confidence in teaching science.

ALAHASP activities: Currently, ALAHASP centers on ALAHASP Academy cohorts and training in THE PRIVATE EYE® process:

- An ALAHASP Academy cohort includes teachers chosen by school system administrators to study in-depth the topics central to inquiry-teaching. ALAHASP staff meets with the teachers 2-3 times each year, covering topics such as The Nature of Inquiry, The Nature of Science, Assessment of Student Understanding, Science Notebooks, and State & National Science Education Standards.
- THE PRIVATE EYE® is an inquiry learning process using jeweler's loupes, analogies, and critical thinking skills. Although science content is the basis of The Private Eye activities, the process is applicable to all subject areas and is very well received by elementary teachers.

Funding support for ALAHASP since 1994 is estimated to be more than \$10M including: \$2,818,731 in federal support through ACHE NCLB grants; \$1,083,580 in external support from other grant and gift sources; \$8,416,347 leveraged in non-ALAHASP support of science education as reported by school districts and other partners.

For further information contact Joan Dawson at 205-934-6843, [jdawson@uab.edu](mailto:jdawson@uab.edu) or Beverly Radford at 205-934-6885, [bevrad@uab.edu](mailto:bevrad@uab.edu), the School of Education, University of Alabama at Birmingham - [www.uab.edu/alahasp](http://www.uab.edu/alahasp).

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.

ALABAMA COMMISSION ON HIGHER EDUCATION  
Friday, March 15, 2013

Supporting Documentation: The FY2012-2013 Project Directory 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>.

<u>DISCUSSION ITEM B:</u>	<u>Review of the ACHE Standard Calculation Process</u>
<u>Staff Presenter:</u>	Ms. Susan J. Cagle Director of Institutional Finance and Facilities
<u>Staff Recommendation:</u>	For discussion only.
<u>Background:</u>	<p>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."</p> <p>The Consolidated Budget Recommendation process used by the Alabama Commission on Higher Education consists of a variety of formulas and procedures for developing a statement of the funding needed to accomplish those tasks assigned to the institutions of higher education which are referred to as the ACHE Standard calculation. ACHE staff have reviewed the current methodology used in the ACHE Standard calculation and have begun the process of making recommendations for proposed changes to be used for the FY 2014-2015 ACHE Standard calculation.</p> <p>In proposing these revisions, the main objectives are as follows:</p> <ul style="list-style-type: none"><li>• To make the ACHE Standard Calculation easier to understand/explain;</li><li>• To lessen the reporting requirements for the institutions;</li><li>• To make it responsive to economic changes that impact higher education;</li><li>• To make it more responsive to state and institutional needs;</li><li>• To eliminate redundant elements in the ACHE Standard Calculation.</li></ul> <p>A meeting was held on February 22, 2013 with the ACHE Finance Committee to inform them of the changes that are being proposed. The Committee voted to instruct staff to move forward with the proposed changes to the ACHE Standard calculation as outlined at the meeting.</p> <p>ACHE Staff have scheduled a meeting to be held with institutional representatives on March 8, 2013 to discuss the proposed changes with them.</p> <p>Staff anticipates bringing the proposed changes back to the Commission at the June 14, 2013 Commission meeting for approval.</p>
<u>Supporting Documentation:</u>	None.

DECISION ITEM A-1: Alabama A&M University, Bachelor of Arts in Cultural Studies (CIP 05.0299)

### **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 Cultural Studies program will prepare students in and expose them to theoretical and practical experiences in culture in general, and the cultures of communities in the Middle East and Central Asia.

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

**Mode of Delivery:** According to the proposal, at least 50 percent of the program will be offered on-line.

**Similar Program:** Currently, there are no programs listed at CIP 05.0299. However, programs listed under the "Ethnic, Cultural, Gender, and Group Studies" instructional area in the Academic Program Inventory are located at the following institutions: the University of Alabama (American Studies, BA, MA, CIP 05.0102; Latin American Studies, BA, MA, CIP 05.0107); and the University of Alabama at Birmingham/the University of Alabama (shared program in African American Studies, BA, CIP 05.0201).

**Collaboration:** According to AAM officials, there are no other programs in the state closely resembling the proposed Cultural Studies program.

**Resources:** A total of \$58,500 in new funds will be needed for the program in the first five years, and a total of \$58,500 will be available through tuition and internal reallocation.

**Public Review:** The program was posted on the Commission website from January 2 until January 22 (twenty days) for public review and comment. No comments were received.

#### **Rationale for Staff Recommendation:**

1. According to institutional officials, the program being proposed at AAM will explore the culture of non-western communities that are becoming more and more relevant, both domestically and internationally.
2. The proposed program is interdisciplinary in nature and relates to political science and business administration.
3. There are no other Cultural Studies programs listed at CIP 05.0299 in the Commission's Academic Program Inventory.

DECISION ITEM A-1: Alabama A&M University, Bachelor of Arts in Cultural Studies (CIP 05.0299)

Staff Presenter: Ms. Margaret Pearson  
Academic Program Review Analyst

Staff Recommendation: That the Commission approve the proposed Bachelor of Arts (BA) in Cultural Studies.

The program will have 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 March 15, 2015, 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 7, 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 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. Alabama A&M University program proposal, dated October 17, 2012. Available upon request.

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

**Attachment 1**

NEW ACADEMIC DEGREE PROGRAM PROPOSAL SUMMARY

INSTITUTION	Alabama A&M University
PROGRAM	Bachelor of Arts in Cultural Studies (CIP 05.0299)

**ESTIMATED NEW FUNDS REQUIRED TO SUPPORT PROPOSED PROGRAM**

	2013-14	2014-15	2015-16	2016-17	2017-18	TOTAL
FACULTY	\$10,000	\$10,000	\$10,000	\$10,000	\$10,000	\$50,000
LIBRARY	\$2,500	\$1,500	\$1,500	\$1,500	\$1,500	\$8,500
FACILITIES	\$0	\$0	\$0	\$0	\$0	\$0
EQUIPMENT	\$0	\$0	\$0	\$0	\$0	\$0
STAFF	\$0	\$0	\$0	\$0	\$0	\$0
ASSISTANTSHIPS/ FELLOWSHIPS	\$0	\$0	\$0	\$0	\$0	\$0
OTHER	\$0	\$0	\$0	\$0	\$0	\$0
TOTAL	\$12,500	\$11,500	\$11,500	\$11,500	\$11,500	\$58,500

**SOURCES OF FUNDS AVAILABLE FOR PROGRAM SUPPORT**

	2013-14	2014-15	2015-16	2016-17	2017-18	TOTAL
INTERNAL REALLOCATIONS	\$1,000	\$0	\$0	\$0	\$0	\$1,000
EXTRAMURAL	\$0	\$0	\$0	\$0	\$0	\$0
TUITION*	\$11,500	\$11,500	\$11,500	\$11,500	\$11,500	\$57,500
TOTAL	\$12,500	\$11,500	\$11,500	\$11,500	\$11,500	\$58,500

**ENROLLMENT AND DEGREE COMPLETION PROJECTIONS**

	2013-14	2014-15	2015-16	2016-17	2017-18	5-YEAR AVERAGE
TOTAL HEADCOUNT ENROLLMENT	16	20	27	31	35	26
NEW ENROLLMENT HEADCOUNT	16	4	7	4	4	7 3-YEAR AVERAGE
DEGREE COMPLETION PROJECTIONS	0	0	8	8	10	9

## Attachment 2

### Summary of Background Information

Bachelor of Arts in Cultural Studies  
Alabama A&M University

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

**Objectives:** The proposed Cultural Studies program will prepare students in, and expose them to theoretical and practical experiences in culture in general, and the cultures of communities in the Middle East and Central Asia.

Graduates of the Cultural Studies program will:

- Analyze culture, cultural change, and cultural awareness as concepts in themselves, and as they relate to other social phenomena;
- Explain how cultural awareness affects communication, and interaction among various ethnic groups within the US, and various non-western cultures globally;
- Identify and analyze the factors, including the rapid growth of the mass media that influence and shape perceptions and attitudes of other groups and ethnicities;
- Establish meaningful connections among geographic and ethnographic entities, geopolitical realities, international relations, and global economics;
- Recognize and appreciate the increasing significance of the role of women in mostly patriarchal societies;
- Recognize and appreciate the complex dynamics of world religions, particularly Islam, and the need for toleration and coexistence of opposing religious viewpoints;
- Understand and appreciate the history and heritage of sub-cultures within the United States, and their role in developing a multi-cultural society;
- Analyze and interpret major literary creations of the Middle East, and Central Asia area both in print and non-print media;
- Demonstrate basic proficiency in at least one language other than English, preferably a language widely used in the region;
- Demonstrate ability to think critically and willingness to recognize strengths and weaknesses in one's own culture, as well as those of other communities.

**Administration:** The program will be administered by the College of Education, Humanities, and Behavioral Sciences, Dr. Curtis E. Martin, dean, and the Department of English and Foreign Languages, Dr. Jonald Sharif, chairperson.

**Peer Review:** The Notification of Intent to Submit a Proposal (NISP) and the program proposal were reviewed by the Chief Academic Officers (CAOs). There were a number of questions regarding the program proposal. These concerns were forwarded to AAM officials and have been addressed.

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

**Curriculum:** The following new courses will be added to the proposed program:

- HUM 490 Special Topics in Culture – 3 credit hours
- HUM 300 Intro to Cultural Studies – 3 credit hours
- HUM 301 Films about Non-Western Culture – 3 credit hours
- HUM 407 Seminar in Cultural Studies I – 3 credit hours
- HUM 408 Seminar in Cultural Studies II – 3 credit hours
- HUN 310 Islamic Literature in Translation – 3 credit hours



**Program Completion Requirements:**

Credit hours required in major: 33 semester hours (sh)  
Credit hours required in minor: 0 sh  
Credit hours required in Institutional general education: 59 sh  
Credit hours required in free electives: 30 sh  
Total credit hours required for completion: 122 sh

**Collaboration:** According to AAM officials, there are no other programs in the state closely resembling the proposed Cultural Studies program.

**Distance Education:** According to the proposal, at least 50 percent of the proposed program will be offered on-line.

**Admissions:** According to the proposal, students with a GPA of 2.0 can request to be considered for enrollment. Full admission into the program requires an essay about the applicant's interest in the program, and an informal interview in which the student discusses his or her essay with one or two faculty members.

**Need:** Currently, there are no programs listed at CIP 05.0299. However, programs listed under "Ethnic, Cultural, Gender, and Group Studies" instructional area in the Academic Program Inventory are located at the following institutions: the University of Alabama (American Studies, BA, MA, CIP 05.0102; Latin American Studies, BA, MA, CIP 05.0107); and the University of Alabama at Birmingham/the University of Alabama (shared program in African American Studies, BA, CIP 05.0201).

According to AAM officials, the trend to study culture as such on an undergraduate level is rather new. Traditionally, literary criticism and critical theory have been areas which adopted the title "Cultural Studies." Departments that did focus on area studies and non-western cultures such as Iran or the Arab world have been dominated by literature and classics, typically offering a combination of language and literature courses.

The study of culture in an extended sense to include a concentration on non-western, Islamic, Central Asian, and other non-western parts of the world has grown in importance since 9/11 and the two wars of the 21<sup>st</sup> Century. While studying sub-cultures within the United States has always been an area of interest, albeit within theoretical and academic circles, the study of unfamiliar cultures with its practical ramifications was practically left to consultants in international trade and diplomacy, many of whom were not even US citizens. According to institutional officials, the program being proposed at AAM will explore the culture of non-western communities that are becoming more and more relevant, both domestically and internationally.

**Student Demand:** A survey of student interest was conducted by officials at AAM. A total of 25 students were surveyed. According to AAM officials, over 90 percent of the students surveyed showed some interest in having a major or a minor in Cultural Studies. Over 30 percent expressed a definite interest in majoring in the program.

**Resources:**

**Faculty/Staff:**

Current faculty to teach in the program:

Primary Faculty--

Full-time: 3

Part-time: 0

Support Faculty:

Full-time: 2

Part-time: 0

Additional faculty to teach in the program:

Primary Faculty--

Full-time: 0

Part-time: 0

Support Faculty--

Full-time: 0

Part-time: 2

No additional full-time faculty members will be needed for the program. A total of two part-time faculty members will be hired from a pool of adjunct faculty.

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

**Equipment:** There is no specialized equipment needed for the program.

**Facilities:** Current facilities are sufficient for the proposed program.

**Library:** AAM's Learning Resource Center offers databases, journals (electronic and print) and electronic books which promote coverage within Cultural Studies.

**Program Budget:** A total of \$58,500 in new funds will be needed for the program in the first five years, and a total of \$58,500 will be available through tuition and internal reallocation.

**Attachment 2**  
**Alabama A&M University**

**Bachelor of Arts**  
**Cultural Studies**

<b>Semester 1</b> ORI 101 Survival Skills ENG 101 Composition I MATH 112 Pre-Calculus Algebra or a Higher MTH Course HIS 101 World History I HED 101 Personal Or Community Health <b>OR</b> 2 PED 101 Physical Ed Elective <b>OR</b> MSC 101 Military Science I-A FRE/SPA101 Elementary Foreign Language I	1 3 3 3 3 2 3 -- 15	<b>Semester 2</b> ENG 102 Composition II GEO 214 World Regional Geography FRE/SPA102 Elementary Foreign Language II MUS 101 Music Appreciation <b>OR</b> CMP 101 Fundamentals of Computers and Information Systems	3 3 3 3 3 -- 15
<b>Semester 3</b> ENG 203 World Literature BIO 101 General Biology BIO 101L General Biology Lab Art 101 Art Appreciation ENG 205 General Speech PSY 201 General Psychology	3 3 1 3 3 3 -- 16	<b>Semester 4</b> ENG 204 World Literature II PHY 101 Physical Science PHY 101L Physical Science Lab ECO 200 Economics <b>OR</b> ECO 231 Principles of Macroeconomics SOC 212 Marriage and Family PSC 312 Revolution in the Third World	3 3 1 3 3 3 3 -- 16
<b>Semester 5</b> HUM 300 Introduction to Cultural Studies HUM 301 Film and Culture CSM 421 Multi-Cultural Issues in Communication <b>OR</b> SWK 304 Diverse Populations GEO 215 Global Profile Elective in in any filed 300 or 400 level	3 3 3 3 3 -- 15	<b>Semester 6</b> PHI 304 Oriental Philosophy <b>OR</b> PHI 305 African Philosophy PSC 313 US Foreign Policy <b>OR</b> PSC 314 Politics of the Middle East HUM 310 Middle Eastern Literature in Translation Elective in any filed 300 or 400 I Free Elective	3 3 3 3 3 3 -- 15
<b>Semester 7</b> HUM 407 Seminar in Cultural Studies I HUM 490 Special Topics in Culture Free Elective Free Elective Free Elective	3 3 3 3 3 -- 15	<b>Semester 8</b> HUM 400 Special Topics in Literature and Culture ENG 404 African American Literature Free Elective Free Elective Free Elective	3 3 3 3 3 -- 15

Total hours: 122

DECISION ITEM A-2: Auburn University, Bachelor of Science in Business Analytics  
(CIP 52.1301)

### **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 fill a critical void in producing undergraduate students with technical, analytical, business, and communication skills in Business Analytics.

**Role:** The program is within the instructional role recognized by the Commission for Auburn University (AU).

**Mode of Delivery:** Currently, there are no plans to offer the proposed program on-line. However, approximately 25 percent of the program's general education courses will be offered on-line.

**Similar Programs:** The University of Alabama has the Bachelor of Science in Commerce Business Administration (BSCBA) in Operations Management listed at CIP 52.1301 in the Commission's Academic Program Inventory.

**Collaboration:** According to the proposal, formal program collaboration is not anticipated at this time.

**Resources:** The proposal stated that the program will require \$190,000 in new funds over the first five years. A total of \$575,732 through internal reallocation and tuition will be available over that period.

**Public Review:** The program was posted on the Commission website from January 2 until January 22 (twenty days) for public review and comments. No comments were received.

#### **Rationale for Staff Recommendation:**

1. A 2011 study from the MIT Sloan Management Review and the IBM Institute for Business Value entitled, "Analytics: The Widening Divide," found that over half of business organizations surveyed gain competitive advantages in their markets/industries through the use of business analytics.
2. The proposed program will fill a critical void in producing undergraduate students with the desired skill sets to meet the needs of business and industry.

DECISION ITEM A-2: Auburn University, Bachelor of Science in Business Analytics (CIP 52.1301)

Staff Presenter: Ms. Margaret Pearson  
Academic Program Review Analyst

Staff Recommendation: That the Commission approve the proposed Bachelor of Science in Business Analytics.

Implementation Date: The proposed program will be implemented in August 2013. Based on Commission policy, the proposed program must be implemented by March 15, 2015, 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 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 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 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 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. Auburn University program proposal, received December 7, 2012. Available upon request.

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

**Attachment 1**

**NEW ACADEMIC DEGREE PROGRAM PROPOSAL SUMMARY**

INSTITUTION	Auburn University
PROGRAM	Bachelor of Science in Business Analytics (CIP 52.1301)

**ESTIMATED NEW FUNDS REQUIRED TO SUPPORT PROPOSED PROGRAM**

	2013-14	2014-15	2015-16	2016-17	2017-18	TOTAL
FACULTY	\$0	\$0	\$0	\$0	\$0	\$0
LIBRARY	\$0	\$0	\$0	\$0	\$0	\$0
FACILITIES	\$0	\$0	\$0	\$0	\$0	\$0
EQUIPMENT	\$150,000	\$10,000	\$10,000	\$10,000	\$10,000	\$190,000
STAFF	\$0	\$0	\$0	\$0	\$0	\$0
<b>TOTAL</b>	<b>\$150,000</b>	<b>\$10,000</b>	<b>\$10,000</b>	<b>\$10,000</b>	<b>\$10,000</b>	<b>\$190,000</b>

**SOURCES OF FUNDS AVAILABLE FOR PROGRAM SUPPORT**

	2013-14	2014-15	2015-16	2016-17	2017-18	TOTAL
INTERNAL REALLOCATIONS	\$150,000	\$10,000	\$10,000	\$10,000	\$10,000	\$190,000
EXTRAMURAL	\$0	\$0	\$0	\$0	\$0	\$0
TUITION	\$18,892	\$18,892	\$45,676	\$94,460	\$207,812	\$385,732
<b>TOTAL</b>	<b>\$168,892</b>	<b>\$28,892</b>	<b>\$55,676</b>	<b>\$104,460</b>	<b>\$217,812</b>	<b>\$575,732</b>

**ENROLLMENT AND DEGREE COMPLETION PROJECTIONS**

	2013-14	2014-15	2015-16	2016-17	2017-18	5-YEAR AVERAGE
TOTAL HEADCOUNT ENROLLMENT	3	6	12	24	48	19
NEW ENROLLMENT HEADCOUNT	3	3	9	15	33	13
						4-YEAR AVERAGE
DEGREE COMPLETION PROJECTIONS	0	1	2	10	20	8

## Attachment 2

### Summary of Background Information

Bachelor of Science in Business Analytics  
Auburn University

**Role:** The program is within the instructional role recognized by the Commission for Auburn University (AU).

**Objectives:** To fill a critical void in producing undergraduate students with technical, analytical, business, and communication skills in Business Analytics.

The proposed program will meet these needs by offering courses in data management, advanced data analysis and predictive modeling, and oral and written communication skills. Further, students will take nine hours of advanced business discipline-based courses in order to gain depth in functional business areas.

Specific program objectives include the following:

- Gain a broad understanding of database systems.
- Understand tactical and strategic challenges associated with data management in a database environment.
- Be able to design and implement solutions for data management applications.
- Be able to interface with business professionals, translating business problems into analytical problems when appropriate.
- Be able to use analytical methods (including business intelligence, data mining, and predictive models) to solve business problems.
- Be able to translate analytical solutions into actionable business solutions.
- Be able to communicate analytical results to novice and advanced technical audiences in a business environment.

Assessment of these student learning outcomes will follow AU's existing assessment procedures. The College of Business uses a mixture of direct and indirect means of assessing whether students are achieving stated learning objectives. Direct means include course-embedded measurements such as projects, assignments, test questions, etc. These measurements are taken from junior- or senior-level courses in the specific programs. Indirect means include non-course-specific inputs such as surveys of graduating seniors, surveys of employers of graduates, employer assessments of internship performance, and input from Advisory Councils.

Data from the above assessment procedures are accumulated and reviewed annually by the faculty. The faculty then determines the best course of action in areas in which students are falling short of stated objectives. This may include revisions to the curriculum, changes to course coverage/assignments, and/or modifications to the assessment procedures. This annual cycle of assessment, review, and revision will be conducted for the proposed program.

**Administration:** The program will be administered by the College of Business, Dr. Bill Hardgrave, dean, and the Department of Aviation and Supply Chain, Dr. Terry Byrd, 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 no objections to either.

**Accreditation:** There is no specialized accreditation for the proposed program. However, according to AU, the College of Business is currently accredited by the Association to Advance



Collegiate Schools of Business (AACSB). The proposed program will be included in AU's next AACSB accreditation maintenance review scheduled for the 2016-17 academic year.

**Curriculum:** A total of five new courses will be added to the program: BUAL 5650: Big Data I; BUAL 5660: Big Data II; BUAL 5600: Predictive Modeling I; BUAL 5610: Predictive Modeling II; and BUAL 5860: Communicating Quantitative Results in Business. Each course is worth 3 credit hours.

Program Completion Requirements:

Credit hours in general education core:	42 semester hours (sh)
Credit hours required in the major:	30 sh
Free electives:	51 sh
Total:	123 sh

**Collaboration:** Collaborations with other institutions have not been sought at this time.

**Distance Education:** Currently, there are no plans to offer the proposed program on-line. However, approximately 25 percent of the program's general education courses will be offered on-line.

**Admissions:** Information submitted in the proposal reveal students will self-select into the proposed program. Like other undergraduate majors in the College of Business, the proposed program will be available to any student who is in good standing with the university.

**Need:** According to AU officials, the growing importance of business analytics to the success of modern business cannot be overstated. For example, the *MIT Sloan Management Review*, and the IBM Institute for Business Value recently completed a 2011 study entitled, "Analytics: The Widening Divide." The study found that over half of business organizations surveyed gain competitive advantages in their markets/industries through the use of business analytics. Further, and more significantly, these organizations are twice as likely to outperform their peers.

According to the proposal, the growth in analytics has naturally resulted in the need for graduates with the proper knowledge, skills, and abilities. However, surveys of faculty, students, and industry practitioners conducted by the Business Intelligence Congress demonstrate that the supply of graduates is not keeping pace (see Wixcom and Ariyachandra, *State of Business Intelligence in Academia 2010*, Business Intelligence Congress II). The study concluded that a critical shortage exists.

Although such a shortage exists, few major universities in the U.S. currently offer a business major in the proposed area. Two out-of-state examples of institutions reporting business analytics undergraduate degrees are Augusta State University and St. Joseph's University. Regarding the fourteen in-state universities, the University of Alabama has the Bachelor of Science in Commerce Business Administration (BSCBA) in Operations Management listed at CIP 52.1301 in the Commission's Academic Program Inventory.

**Student Demand:** A student interest survey was not conducted. However, according to AU officials, BUAL 5650 – Big Data I (as described in B.6 above) was taught as a business elective in Fall Semester, 2012. A total of 6 students enrolled in the course. Further, BUAL 5600 – Predictive Modeling I (as described in B.6 above) is scheduled to be taught as a business elective in Spring Semester, 2013. Currently, 10 students are enrolled in the course. Given those enrollments, the College anticipates a small group of students at first followed by steady growth over five years.

**Resources:**

**Faculty/Staff:**

Current Primary Faculty—

Full-time: 5

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 program will have access to the same support staff as other programs in Business. This support includes areas such as administrative assistance, academic advising, technology and media assistance, student recruitment, and event management.

**Equipment:** Specialized software will be needed for data analysis required by the proposed program, and IBM has recently agreed to donate the necessary software. The program also requires additional storage and processing capability. Estimated hardware costs are \$150,000. These costs will be covered by existing professional fees paid by all College of Business students.

**Facilities:** According to the proposal, current classroom and computer lab facilities are adequate to handle the demands of the program. .

**Library:** Current library holdings are sufficient at this time.

**Program Budget:** The proposal stated that the program will require \$190,000 in new funds over the first five years. A total of \$575,732 through internal reallocations, and tuition will be available over that period.

**Attachment 3**

**Curriculum  
 Bachelor of Science in Business Analytics**

**Business Analytics  
 Curriculum Model**

<b>FR</b>	<b>First Semester</b>		<b>Second Semester</b>		
ENGL 1100	ENGLISH COMP I	3	ENGL 1120	ENGLISH COMP II	3
	WORLD HISTORY I or II	3		CORE FINE ARTS	3
MATH 1680	CALCULUS W/BUS APP -OR-			FREE ELECTIVE	4
MATH 1610	CALCULUS I	4			
	CORE SCIENCE I	4	CORE SCIENCE II		4
BUSI 1010	CONTEMP ISSUES BUS ADMIN I	1	COMP 1000	PERSONAL COMP APPLICATIONS	2
<b>SO</b>	<b>First Semester</b>		<b>Second Semester</b>		
ECON 2020	MICROECONOMICS (SOC SCI II)	3	ECON 2030	MACROECONOMICS	3
ACCT 2110	FINANCIAL ACCOUNTING	3	ACCT 2210	MANAGERIAL ACCOUNTING	3
	CORE LITERATURE I	3		CORE LITERATURE II -OR-	
ACCT 2990	BUSINESS LAW	3		HUMANITIES CORE ELECTIVE	3
BUSI 2100	ORAL COMMUNICATION FOR BUS	1	MNGT 2600	BUSINESS ANALYTICS I	3
	WORLD HISTORY I or II -OR-			SOCIAL SCIENCE CORE ELECTIVE	3
	SOCIAL SCIENCE CORE ELECTIVE	3			
<b>JR</b>	<b>First Semester</b>		<b>Second Semester</b>		
MNGT 3100	PRINCIPLES OF MANAGEMENT	3	FINC 3610	PRINCIPLES OF FINANCE	3
MNGT 3600	BUSINESS ANALYTICS II	3	MKTG 3310	PRINCIPLES OF MARKETING	3
<b>BUAL 5650</b>	<b>BIG DATA I</b>	<b>3</b>	<b>BUAL 5660</b>	<b>BIG DATA II</b>	<b>3</b>
ISMN 3140	INTRODUCTION TO MIS	2	<b>BUAL 5600</b>	<b>PREDICTIVE MODELING I</b>	<b>3</b>
PHIL 1040/ PHIL 1020	BUSINESS ETHICS -OR- ETHICS	3		FREE ELECTIVE	3
	FREE ELECTIVE	2			
<b>SR</b>	<b>First Semester</b>		<b>Second Semester</b>		
<b>BUAL 5610</b>	<b>PREDICTIVE MODELING II</b>	<b>3</b>	MNGT 4800	STRATEGIC MANAGEMENT	3
	<b>BUSINESS ANALYTICS ELECTIVE</b>	<b>3</b>	<b>BUAL 5860</b>	<b>COMM. QUANT. RESULTS IN BUS.</b>	<b>3</b>
	<b>BUSINESS ANALYTICS ELECTIVE</b>	<b>3</b>		<b>BUSINESS ANALYTICS ELECTIVE</b>	<b>3</b>
	<b>BUSINESS ANALYTICS ELECTIVE</b>	<b>3</b>		<b>BUSINESS ANALYTICS ELECTIVE</b>	<b>3</b>
	FREE ELECTIVE	3		FREE ELECTIVE	3

Major Courses are shown in bold

DECISION ITEM A-3: Troy University, Bachelor of Science in Exercise Science (CIP 31.0505)

### **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 Description:** The proposed Exercise Science program will ensure Troy University is able to effectively recruit, retain, and develop high quality students interested in pursuing careers in professional fields such as physical therapy, occupational therapy, clinical exercise testing and prescription, cardiopulmonary rehabilitation, health-fitness/wellness, strength and conditioning, and nutrition.

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

**Mode of Delivery:** According to the proposal, elements of the proposed program will be online. Specifically, the general education core, as well as the nutrition concentration will be available to students online. The program will be delivered only on the TROY campus.

**Similar Programs:** The University of Alabama has the PhD in Human Performance at CIP 31.0505 in the Commission's Academic Program Inventory. Jacksonville State University has a BS in Exercise Science and Wellness listed at CIP 13.1307.

**Collaboration:** According to Troy University officials, there are no plans for collaborating at this time.

**Resources:** A total of \$355,000 in estimated new funds will be needed for the program over the first five years. A total of \$405,000 will be available through internal reallocation and tuition.

**Public Review:** The program was posted on the Commission website from January 2 until January 22 (twenty days) for public review and comments. No comments were received.

#### **Rationale for Staff Recommendation:**

1. Individuals with undergraduate degrees in Exercise Science are eligible to pursue careers (or graduate study leading to such careers) in the following related disciplines: coaches, scouts, physical therapists, physical therapy assistants; physical therapy aides, occupational therapists, occupational therapist assistants and aides, and fitness trainers and instructors.
2. The proposed program will have concentrations in pre-health professions; health and wellness; and nutrition.

DECISION ITEM A-3: Troy University, Bachelor of Science in Exercise Science (CIP 31.0505)

Staff Presenter: Ms. Margaret Pearson  
Academic Program Review Analyst

Staff Recommendation: That the Commission approve the proposed Bachelor of Science (BS) in Exercise Science.

The program will have three concentrations: pre-health professions; health and wellness; and nutrition. 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 March 15, 2015, 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 acceptance to graduate school.
4. That information be provided regarding the number of graduates taking certification exams and the percentage passing the exams on the first attempt.
5. That information regarding an overall assessment of the program be provided, particularly as related to objectives and assessment measures stated in the proposal.

Troy University (TROY) will be required to phase out the program if any of the post-implementation conditions are not met. The institution must present documentation regarding the post-implementation conditions, as well as a general assessment of the program, in a report submitted to the Commission no later than September 1, 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, submitted December 7, 2012. Available upon request.
5. "Evaluation and Review of New Instructional Program Proposals of Public Postsecondary Institutions," Ala. Admin. Code (Commission on Higher Education), r. 300-2-1-.03. Available upon request.

**Attachment 1**

NEW ACADEMIC DEGREE PROGRAM PROPOSAL SUMMARY

INSTITUTION Troy University

PROGRAM Bachelor of Science in Exercise Science

**ESTIMATED NEW FUNDS REQUIRED TO SUPPORT PROPOSED PROGRAM**

	2013-14	2014-15	2015-16	2016-17	2017-18	TOTAL
FACULTY	<u>\$70,000</u>	<u>\$70,000</u>	<u>\$70,000</u>	<u>\$70,000</u>	<u>\$70,000</u>	<u>\$350,000</u>
LIBRARY	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$500</u>	<u>\$500</u>	<u>\$1,000</u>
FACILITIES	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>
EQUIPMENT	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$2,000</u>	<u>\$2,000</u>	<u>\$4,000</u>
STAFF	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>
OTHER	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>
TOTAL	<u>\$70,000</u>	<u>\$70,000</u>	<u>\$70,000</u>	<u>\$72,500</u>	<u>\$72,500</u>	<u>\$355,000</u>

**SOURCES OF FUNDS AVAILABLE FOR PROGRAM SUPPORT**

	2013-14	2014-15	2015-16	2016-17	2017-18	TOTAL
INTERNAL REALLOCATIONS	<u>\$2,000</u>	<u>\$2,000</u>	<u>\$3,000</u>	<u>\$3,000</u>	<u>\$3,000</u>	<u>\$13,000</u>
EXTRAMURAL	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>
TUITION	<u>\$56,000</u>	<u>\$76,000</u>	<u>\$84,000</u>	<u>\$84,000</u>	<u>\$92,000</u>	<u>\$392,000</u>
FEES	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>
TOTAL	<u>\$58,000</u>	<u>\$78,000</u>	<u>\$87,000</u>	<u>\$87,000</u>	<u>\$95,000</u>	<u>\$405,000</u>

**ENROLLMENT AND DEGREE COMPLETION PROJECTIONS**

	2013-14	2014-15	2015-16	2016-17	2017-18	5-YEAR AVERAGE
HEADCOUNT ENROLLMENT	<u>8</u>	<u>19</u>	<u>31</u>	<u>43</u>	<u>43</u>	<u>29</u>
NEW ENROLLMENT HEADCOUNT	<u>8</u>	<u>11</u>	<u>12</u>	<u>12</u>	<u>13</u>	<u>11</u>
						3-YEAR AVERAGE
DEGREE COMPLETION PROJECTIONS	<u>0</u>	<u>0</u>	<u>8</u>	<u>8</u>	<u>8</u>	<u>8</u>

## Attachment 2

### Summary of Background Information

Bachelor of Science in Exercise Science  
Troy University

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

**Program Description:** The proposed Exercise Science program will ensure Troy University is able to effectively recruit, retain, and develop high quality students interested in pursuing careers in professional fields such as physical therapy, occupational therapy, clinical exercise testing and prescription, cardiopulmonary rehabilitation, health-fitness/wellness, strength and conditioning, and nutrition.

Accordingly, objectives of the proposed program include:

- I. Provide coursework and academic preparation to permit successful entry into graduate health profession schools nationwide, with an emphasis on preparation for entry into graduate health profession schools in Alabama in the fields of:
  - a. Physical Therapy (PT)
  - b. Occupational Therapy (OT)
  - c. Physician Assistant (PA)
- II. Prepare students to sit for certification examinations offered through the American College of Sports Medicine (ACSM), National Strength and Conditioning Association (NSCA), and other organizations in the fields of:
  - a. Health and Fitness:  
ACSM Certified Personal Training (CPT); ACSM Certified Health Fitness Specialist (HFS); ACSM Certified Group Exercise Instructor (GEI)
  - b. Clinical Exercise Testing:  
ACSM Certified Clinical Exercise Specialist (CES); ACSM Registered Clinical Exercise Physiologist (RCEP)
  - c. Strength and Conditioning:  
NSCA Certified Strength and Conditioning Specialist (CSCS); NSCA Certified Special Population Specialist (CSPS); NSCA Certified Personal Trainer (CPT); NSCA Tactical Strength and Conditioning (TSAC-F)
- III. Provide coursework and academic preparation to permit successful entry into graduate Exercise Science programs both inside and outside the state of Alabama.
- IV. Facilitate student involvement in research, including:
  - a. Data collection
  - b. Presentation
  - c. Publication
- V. Facilitate student attendance at professional academic conferences, including but not limited to:
  - a. Southeast American College of Sports Medicine (SEACSM) Annual Meeting
  - b. American College of Sports Medicine (ACSM) Annual Meeting
  - c. National Strength and Conditioning Association (NSCA) National Conference and Exhibition



**Administration:** The program will be administered by the Department of Kinesiology and Health Promotion (Dr. Michael Green, Chairperson) in the College of Health and Human Services (Dr. Damon Andrew, Dean).

**Peer Review:** The Notification of Intent to Submit a Proposal (NISP) and the program proposal were reviewed by the Chief Academic Officers (CAO). There were no objections to the NISP or program proposal.

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

**Curriculum:** The following new courses will be added for the proposed program:

- Advanced Exercise Physiology
- Biomechanics
- Biomechanics Lab
- Senior Seminar in Exercise Science
- Internship in Exercise Science

#### Program Completion Requirements

Credit hours required in major: 40 semester hours (sh)

Credit hours in general education: 64 sh

Credit hours in required in free electives: none

Credit hours in concentration: 20 sh

Total credit hours required for completion: 124 sh

The proposed program will include concentrations in 1) pre-health professions, 2) health and wellness, or 3) nutrition. As detailed below, the proposed program will incorporate courses from five (5) academic departments spread across two (2) colleges. Students enrolled in the proposed Exercise Science program will be provided with a diverse and comprehensive curriculum.

The core curriculum will utilize existing courses in the departments of Kinesiology and Health Promotion (College of Health and Human Services), Biological and Environmental Sciences (College of Arts and Sciences), School of Nursing (College of Health and Human Services), with development of five (5) new courses offered within the Department of Kinesiology and Health Promotion.

The concentrations will utilize courses from:

1. Pre-health professions concentration: existing courses from the departments of Biological and Environmental Sciences, and Chemistry and Physics (College of Arts and Sciences).
2. Health and wellness concentration: a course from the Department of Athletic Training Education, and existing Department of Kinesiology and Health Promotion courses.
3. Nutrition concentration: seven courses from the Department of Kinesiology and Health Promotion.

As part of the Exercise Science program core, all students are required to identify and seek placement in an appropriate internship experience.

**Collaboration:** According to Troy University officials, there are no plans for collaborating at this time.

**Distance Education:** According to the proposal, elements of the proposed program will be online. Specifically, the general education core, as well as the nutrition concentration will be available to students online. The program will be delivered only on the TROY campus.

**Admissions:** According to the proposal, students admitted into the proposed Exercise Science program must meet all Troy University student admissions requirements.

**Need:** According to TROY officials, there is a current and anticipated societal need for well-prepared degree holders in the areas of wellness, exercise, and related fields. An aging population, the growing number of facilities devoted to injury recovery and prevention, and the serious issues related to obesity, diabetes, stroke, heart conditions, and related problems all suggest a strong need for individuals prepared in the areas of wellness, nutrition, exercise, and related fields.

Individuals with undergraduate degrees in Exercise Science are eligible to pursue careers (or graduate study leading to such careers) in the following related disciplines:

- Coaches (and scouts)
- Physical Therapists
- Physical Therapist Assistants
- Physical Therapist Aides
- Occupational Therapists
- Occupational Therapist Assistants and Aides
- Fitness Trainers and Instructors

**Student Demand:** The proposal stated that a survey was emailed to students minoring in the current Exercise Science minor. Out of 65 students, the response rate was 37/65 (57 percent). In summary, 70 percent of respondents are enrolled in the current Exercise Science minor, with 19 percent not currently enrolled or required to have a minor. Prior to enrolling at Troy, 54 percent considered attending an institution other than Troy University because of the lack of an Exercise Science program, and 46 percent considered transferring to another institution in order to pursue an Exercise Science degree.

Although switching majors was not reported as being feasible for all respondents (i.e. many may be close to graduation), 96 percent of the respondents stated that they would have chosen the Exercise Science Program had it been in existence when they first started at Troy.

**Resources:**

**Faculty/Staff:**

Current Primary Faculty—

Full-time: 18

Part-time: 0

Current 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

**Equipment:** There is no special equipment needed for the proposed program.

**Facilities:** No additional facilities will be needed for the proposed program.

**Library:** According to the proposal, the proposed program requires a library collection that supports upper level undergraduate courses. TROY's current holdings in exercise science meet this standard.

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**Program Budget:** A total of \$355,000 in estimated new funds will be needed for the program over the first five years. A total of \$405,000 will be available through internal reallocation and tuition.

### Attachment 3

#### Troy University Bachelor of Science in Exercise Science Curriculum

This degree has specialized general studies requirements (see areas III-V). Students should consult with an Exercise Science Program adviser along with this catalog. Students enrolled in the Exercise Science Program should select an area of concentration from the following: Wellness and Fitness, Nutrition, or Pre-Health Professions. Students considering applying to a graduate health professions school (e.g. PT, OT, PA) assume responsibility for determining appropriate prerequisite courses required for admission.

All Exercise Science Program students must present proof of professional liability insurance in order to enroll in KHP 4xxx Internship in Exercise Science. Professional liability insurance may be purchased through the College of Health and Human Services, and must be maintained in force through completion of the internship.

#### Specialized General Studies Requirements

See the general studies section of the undergraduate academic catalog for additional course information.

#### Area I (6 hours)

- |          |     |   |
|----------|-----|---|
| ENG 1101 | (3) | Comp. and Modern English I, or placement in ENG 1103 Honors Eng. Comp I   |
| ENG 1102 | (3) | Comp. and Modern English II, or placement in ENG 1104 Honors Eng. Comp II |

#### Area II (13 hours)

Students must complete a six (6) hour sequence in World/British/American Literature **OR** U.S. History /Western Civilization/World History. A total of six (6) hours selected from Area II and/or Area IV must be international in scope. International courses are designated with an asterisk (\*). Specialized courses in ethics (business, ethics, bioethics) may fill a general studies requirement provided the course does not simultaneously fill a major's requirement and the student has satisfied the course prerequisites.

- |          |     |   |
|----------|-----|---|
| COM 2241 | (3) | Fundamentals of Speech, or placement in COM 2243 Honors Fund, of Speech |
|----------|-----|---|

Select four (4) semester hours from the following:

- |           |     |  |
|-----------|-----|--|
| *ART1133  | (2) | Visual Arts, or placement in ART 1134* Honors Visual Arts                |
| DRA 2200  | (2) | Introduction to Drama  |
| *MUS 1131 | (2) | Music Appreciation, or placement in MUS 1132 * Honors Music Appreciation |

Select three (3) semester hours from the following:

- |           |     |  |
|-----------|-----|--|
| *ENG 2205 | (3) | World Literature before 1660, or placement in ENG 2207 |
| *ENG 2206 | (3) | World Literature after 1660, or placement in ENG 2208  |
| ENG 2211  | (3) | American Literature before 1875                        |
| ENG 2212  | (3) | American Literature after 1875                         |
| ENG 2244  | (3) | British Literature before 1785                         |
| ENG 2245  | (3) | British Literature after 1785                          |

Select three (3) semester hours from the following:

- |           |     |  |
|-----------|-----|--|
| *CLA 2260 | (3) | Classical Mythology  |
| *ENG 2205 | (3) | World Literature before 1660, or placement in ENG 2207       |
| *ENG 2206 | (3) | World Literature after 1660, or placement in ENG 2208        |
| ENG 2211  | (3) | American Literature before 1875                              |
| ENG 2212  | (3) | American Literature after 1875                               |
| ENG 2244  | (3) | British Literature before 1785                               |
| ENG 2245  | (3) | British Literature after 1785                                |
| *FRN1101  | (3) | Intro. French I, or placement in FRN 1102*, 2201*, 2202*     |
| *GER1121  | (3) | Intro. German I, or placement in GER 1122*, 2221*, or 2222*  |
| *GRK1111  | (3) | Intro. Greek I, or placement in GRK 1112*                    |
| *LAT1131  | (3) | Intro. Latin I, or placement in LATH 32*, 2231*, 2232*       |
| PHI 2203  | (3) | Introduction to Philosophy                                   |
| PHI 2204  | (3) | Ethics in the Modern World                                   |
| *REL 2280 | (3) | World Religions  |
| *SPN1142  | (3) | Intro. Spanish I, or placement in SPN 1142*, 2241*, or 2242* |

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**Area III** (11 hours)

BIO 1100	(3)	Principles of Biology I
BIO L100	(1)	Principles of Biology Lab
MTH1112	(3)	Pre-Calculus Algebra
CHM1142	(3)	General Chemistry I
CHM L142	(1)	General Chemistry I Lab

■ Students considering applying to a graduate health professions school (e.g. PT, OT, PA) should take MTH 1114 Pre-Calculus Trigonometry

**Area IV** (12 hours)

Students must complete a six hour sequence in World/British/American Literature OR U.S History /Western Civilization/World History. A total of six hours selected from Area II and/or Area IV must be international in scope. International courses are designated with an asterisk (\*).

Select three (3) hours from the following:

HIS 1101	(3)	Western Civ. I, or placement in HIS 1103 Honors Western Civ. I
HIS 1102	(3)	Western Civ. II, or placement in HIS 1104 Honors Western Civ. II
HIS 1111	(3)	U.S. to 1877, or placement in HIS 1113 Honors U.S. to 1877
HIS 1112	(3)	U.S. since 1877, or placement in HIS 1114 Honors U.S. since 1877
*HIS 1122	(3)	World History to 1500
*HIS 1123	(3)	World History from 1500

For students with a concentration in Wellness and Fitness or Nutrition select nine (9) hours from the following:

*ANT 2200	(3)	Anthropology
*ECO2251	(3)	Principles of Macroeconomics
*ECO 2252	(3)	Principles of Microeconomics
*GEO2210	(3)	World Regional Geography
HIS 1101	(3)	Western Civ. I, or placement in HIS 1103 Honors Western Civ. I
HIS 1102	(3)	Western Civ. II, or placement in HIS 1104 Honors Western Civ. II
HIS 1111	(3)	U.S. to 1877, or placement in HIS 1113 Honors U.S. to 1877
HIS 1112	(3)	U.S. since 1877, or placement in HIS 1114 Honors U.S. since 1877
*HIS1122	(3)	World History to 1500
*HIS 1123	(3)	World History from 1500
*POL2260	(3)	World Politics
POL 2241	(3)	American Nat'l Govt, or placement in POL 2240 Honors Am. Nat'l. Govt.
PSY2200	(3)	General Psychology
PSY2210	(3)	Developmental Psychology
SOC2275	(3)	Introduction to Sociology

For students with a concentration in Pre-Health Professions take the following nine (9) hours:

PSY2200	(3)	General Psychology
PSY2210	(3)	Developmental Psychology
SOC2275	(3)	Introduction to Sociology

Students applying to a graduate health professions school (e.g. PT, OT, PA) may also need to take ANT 2200 Anthropology

**Area V** (22 hours)

IS 2241	(3)	Computer Concepts and Applications
TROY 1101	(1)	University Orientation
KHP 1142	(1)	Beginning Weight Training
KHP 2242	(1)	Intermediate Weight Training
KHP 2211	(3)	Human Nutrition
KHP 2202	(2)	First Aid, Safety, and CPR
BIO 2220	(3)	Cell Biology
BIO L220	(1)	Cell Biology Lab

For students with a concentration in Wellness and Fitness take the

BIO 1101	(3)	Organismal Biology
BIOL101	(1)	Organismal Biology Lab
KHP 3391	(3)	Testing and Statistical Interpretation

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For students with a concentration in Nutrition take the following seven (7) hours:

CHM1143	(3)	General Chemistry II
CHML143	(1)	General Chemistry II Lab
KHP 3360	(3)	Physiological Principles of Body Systems

For students with a concentration in Pre-Health Professions take the following seven (7) hours:

NSG1105	(1)	Medical Terminology
MTH2210	(3)	Applied Statistics

Select one (1) of the following:

PSY 3304	(3)	Abnormal Psychology
PSY4421	(3)	Physiological Psychology

**Program Core Requirements** (40 hours)

NSG3315	(3)	Pathophysiology
BIO 3347	(3)	Human Anatomy and Physiology I
BIO L347	(1)	Human Anatomy and Physiology I Lab
BIO 3348	(3)	Human Anatomy and Physiology II
BIO L348	(1)	Human Anatomy and Physiology II Lab
KHP3352	(3)	Kinesiology and Efficiency of Human Movement
KHP4459	(3)	Sport and Exercise Nutrition
KHP4474	(3)	Exercise Physiology
KHPL474	(1)	Exercise Physiology Lab
KHP4475	(3)	Exercise Testing and Prescription
KHP4476	(2)	Laboratory Practicum in Exercise Performance
KHP4488	(3)	Issues and Practice in Cardiac Rehabilitation
<b>KHP4xxx</b>	<b>(3)</b>	<b>Advanced Exercise Physiology [new course]</b>
<b>KHP4xxx</b>	<b>(3)</b>	<b>Biomechanics [new course]</b>
<b>KHPL4xx</b>	<b>(1)</b>	<b>Biomechanics Lab [new course]</b>
<b>KHP4xxx</b>	<b>(1)</b>	<b>Exercise Science Seminar [new course]</b>
<b>fKHP 4xxx</b>	<b>(3)</b>	<b>Internship in Exercise Science [new course]</b>

It is the responsibility of the student to obtain a sufficient number of observation hours required to seek certification (e.g. ACSM Clinical Exercise Specialist) or gain entry into a graduate health professions school (e.g. PT, OT, PA)

Select one Exercise Science Program concentration:

**Wellness and Fitness Concentration** (20 hours)

AT 3394	(1)	Lifting Techniques for Conditioning and Rehabilitative Exercise
KHP 3350	(3)	Psychology of Wellness
KHP 3360	(3)	Physiological Principles of Body Systems
KHP 3395	(2)	Care and Prevention of Athletic Injuries
KHP 4405	(3)	Physical Activity and Disease Prevention
KHP 4460	(3)	Principles of Strength and Conditioning
KHP L460	(1)	Principles of Strength and Conditioning Lab
KHP 4487	(2)	Special Topics in Exercise Performance

Select *two* (2) hours of advisor approved electives.

**Nutrition Concentration** (20 hours)

BIO 1101	(3)	Organismal Biology
BIO L101	(1)	Organismal Biology Lab
KHP 3xxx	(3)	Introduction to Food Science
KHP Lxxx	(1)	Introduction to Food Science Lab
KHP 3xxx	(2)	Nutritional Assessment
KHP 3xxx	(3)	Complementary and Alternative Therapies
KHP 3xxx	(3)	Community Nutrition
KHP4xxx	(3)	Lifecycle Nutrition

Select *one* (1) hour of advisor approved elective.

**Pre-Health Professions Concentration** (20 hours)

BIO 1101	(3)	Organismal Biology
BIO L101	(1)	Organismal Biology Lab

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BIO 3372	(3)	Microbiology
BIO L372	(1)	Microbiology Lab
CHM 1143	(3)	General Chemistry II
CHML143	(1)	General Chemistry II Lab
PHY 2252	(3)	General Physics I
PHY L252	(1)	General Physics I Lab
PHY 2253	(3)	General Physics II
PHYL253	(1)	General Physics II Lab

Students applying to a graduate health professions school (e.g. PT, OT, PA) may also need to take CHM 3342 Organic Chemistry I and CHM L342 Organic Chemistry Lab

DECISION ITEM A-4: Troy University, Bachelor of Arts in Spanish (CIP 16.0905)

### **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 Bachelor of Arts in Spanish will produce graduates who comprehend aurally, as well as speak, read, and write effectively the Spanish language.

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

**Mode of Delivery:** According to the proposal, distance education technology is incorporated into the university's general studies courses. Students are currently able to complete two Spanish courses online: SPN 1141 Introductory Spanish I and SPN 11442 Introductory Spanish II. The requirements for the two on-line introductory courses are the same as those for the face-to-face courses offered on the Troy Campus. The addition of two intermediate-level courses via online delivery is projected within the next three to five years.

**Similar Programs:** The University of Alabama has a Bachelor of Arts in Spanish program. Additionally, Auburn University and Auburn University at Montgomery share a Bachelor of Arts in Spanish program.

**Collaboration:** According to institutional representatives, TROY is open to dialogue about collaboration with other state institutions. However, no specific plans for such are currently in place.

**Resources:** A total of \$7,500 in estimated new funds will be needed for the program over the first five years. A total of \$458,000 will be available through internal reallocation and tuition.

**Public Review:** The program was posted on the Commission website from January 2 until January 22 (twenty days) for public review and comments. No comments were received.

#### **Rationale for Staff Recommendation:**

1. The demand for bilingual graduates is on the rise as more Hispanics and Latinos immigrate to the United States and migrate to the Southeast, including Alabama.
2. According to TROY officials, Spanish is the second most widely spoken native language worldwide after Chinese.
3. Spanish is one of the six official languages of the United Nations.



DECISION ITEM A-4: Troy University, Bachelor of Arts in Spanish  
(CIP 16.0905)

Staff Presenter: Ms. Margaret Pearson  
Academic Program Review Analyst

Staff Recommendation: That the Commission approve the proposed Bachelor of Arts (BA) in Spanish with 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 March 15, 2015, 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 13, based on the proposal.
2. That the annual average number of graduates for the period 2013-15 through 2017-18 (five-year average) will be at least 8, based on the proposal.
3. That a follow-up survey be conducted after the first five years that will show at least 75 percent of the graduates were successful in acquiring related employment or in acceptance to graduate school.
4. That information regarding an overall assessment of the program be provided, particularly as related to objectives and assessment measures stated in the proposal.

Troy University (TROY) will be required to phase out the program if any of the post-implementation conditions are not met. The institution must present documentation regarding the post-implementation conditions, as well as a general assessment of the program, in a report submitted to the Commission no later than September 1, 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, submitted December 7, 2012. Available upon request.
  5. "Evaluation and Review of New Instructional Program Proposals of Public Postsecondary

ALABAMA COMMISSION ON HIGHER EDUCATION  
Friday, March 15, 2013

Institutions," Ala. Admin. Code (Commission on  
Higher Education), r. 300-2-1-.03. Available upon  
request.

**Attachment 1**

NEW ACADEMIC DEGREE PROGRAM PROPOSAL SUMMARY

INSTITUTION Troy University

PROGRAM Bachelor of Arts in Spanish

**ESTIMATED NEW FUNDS REQUIRED TO SUPPORT PROPOSED PROGRAM**

	2013-14	2014-15	2015-16	2016-17	2017-18	TOTAL
FACULTY	\$0	\$0	\$0	\$0	\$0	\$0
LIBRARY	\$1,500	\$1,500	\$1,500	\$1,500	\$1,500	\$7,500
FACILITIES	\$0	\$0	\$0	\$0	\$0	\$0
EQUIPMENT	\$0	\$0	\$0	\$0	\$0	\$0
STAFF	\$0	\$0	\$0	\$0	\$0	\$0
OTHER	\$0	\$0	\$0	\$0	\$0	\$0
TOTAL	\$1,500	\$1,500	\$1,500	\$1,500	\$1,500	\$7,500

**SOURCES OF FUNDS AVAILABLE FOR PROGRAM SUPPORT**

	2013-14	2014-15	2015-16	2016-17	2017-18	TOTAL
INTERNAL REALLOCATIONS	\$2,000	\$2,000	\$2,000	\$2,000	\$2,000	\$10,000
EXTRAMURAL	\$0	\$0	\$0	\$0	\$0	\$0
TUITION	\$76,000	\$76,000	\$84,000	\$96,000	\$116,000	\$448,000
FEES	\$0	\$0	\$0	\$0	\$0	\$0
TOTAL	\$78,000	\$78,000	\$86,000	\$98,000	\$118,000	\$458,000

**ENROLLMENT AND DEGREE COMPLETION PROJECTIONS**

	2013-14	2014-15	2015-16	2016-17	2017-18	5-YEAR AVERAGE
HEADCOUNT ENROLLMENT	11	20	29	38	50	30
NEW ENROLLMENT HEADCOUNT	11	11	12	14	17	13
						5-YEAR AVERAGE
DEGREE COMPLETION PROJECTIONS	6	6	9	9	10	8

## Attachment 2

### Summary of Background Information

Bachelor of Arts in Spanish  
Troy University

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

**Objectives:** The objectives of the Spanish program are to produce graduates who:

- a. Comprehend aurally, speak, read, and write effectively the Spanish language.
- b. Possess knowledge of historical and contemporary Hispanic culture.
- c. Function effectively in work settings where the use of Spanish is required, e.g., medicine, commerce, legal and social services, tourism, and law enforcement.
- d. Can study Spanish confidently at the graduate level, or upon obtaining the required credentials, enter the teaching profession.
- e. Can demonstrate an appropriate level of language proficiency according to the American Council on the Teaching of Foreign Language (ACTFL) Proficiency Guidelines 2012 (typically, Advanced High, Mid, or Low; minimally, Intermediate High).
- f. Will enjoy the fruits and benefits of a language-rich liberal education.

The three primary instruments to assess program outcomes of the proposed Spanish program are:

1. The ACTFL Oral Proficiency Interview
2. An institutional comprehension, oral and written proficiency exam
3. An institutional follow-up survey of graduates.

**Administration:** The program will be administered by the Department of Modern Languages and Classics (Dr. Maryjo Adams Cochran, Chairperson) in the College of Communication and Fine Arts (Dr. Maryjo Cochran, Dean).

#### Review of Proposal by Persons External to Institution:

**Peer Review:** The Notification of Intent to Submit a Proposal (NISP) and the program proposal were reviewed by the Chief Academic Officers (CAO). A total of four institutions responded to the NISP, and one institution responded to the program proposal. There were questions regarding coursework in the program, as well as the use of distance education for foreign language study. TROY university officials stated that two introductory Spanish courses will be offered on-line with the addition of two intermediate-level courses within the next three to five years.

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

**Curriculum:** No new courses will be added to the program.

#### Program Completion Requirements

Credit hours required in major:	36 semester hours (sh)
Credit hours in general education:	60 sh
Credit hours in required in free electives:	6 sh
Credit hours in required minor:	18 sh
Total credit hours required for completion:	120 sh

Students in the proposed program will be required to take, during their final year, the Oral Proficiency Interview administered by the American Council on the Teaching of Foreign Languages. While a score of Advanced Low is desired, the general expectation for all students will be Intermediate High. Additionally, students will also be required to take, during their final year, a departmental exit exam assessing their ability to comprehend aurally, as well as speak, read, and write standard Spanish. Cultural information will be tested only incidentally on this exit exam.

**Collaboration:** According to institutional representatives, TROY is open to dialogue about collaboration with other state institutions. However, no specific plans for such are currently in place.

**Distance Education:** According to the proposal, distance education technology is incorporated into the University's General Studies courses. Students are currently able to complete two Spanish courses online: SPN 1141 Introductory Spanish I and SPN 11442 Introductory Spanish II. The requirements for the two on-line introductory courses are the same as those for the face-to-face courses offered on the TROY campus. The addition of two intermediate-level courses via online delivery is projected within the next three to five years.

**Admissions:** The proposed program will be open to all students on the TROY Campus. Many students take Introductory Spanish I and II to complete General Studies requirements. Students in the University Honors Program may also take Spanish courses to fulfill part of their requirements. The number of students electing the Spanish minor usually stands at approximately 125 each year. These three sources comprise an informal self-screening process for students considering the Spanish major. Should the proposed Spanish program be approved, recruitment would be more public and aggressive.

**Need:** Given the unprecedented growth of the Spanish-speaking community in Alabama and the nation, there is an increasing need for bilingual citizens who can provide critical services. Graduates with degrees in Spanish have the opportunity to impact society by utilizing communication and interpretive skills to build pathways of understanding across language, cultural, and ethnic divides. The demand for bilingual graduates is on the rise as more Hispanics and Latinos immigrate to the United States and migrate to the Southeast, including Alabama.

- Spanish is the second most widely spoken native language worldwide after Chinese.
- There are 21 countries in the world that list Spanish as an official language.
- Spanish is one of the six official languages of the United Nations.
- About half of the 700,000 to one million legal immigrants who arrive annually come from Spanish-speaking countries. The percentage is higher for the estimated annual flow of 300,000 undocumented immigrants, according to Immigration and Naturalization figures.
- Corporate America is increasingly selling itself through Spanish-language ads, and following the lead of CNN en Español, new arrival CBS Telenoticias is competing head-to-head with Univision and Telemundo for U.S. and Latin American Spanish-speaking audiences. After English, there are more people speaking Spanish in the US than all other languages combined.

**Student Demand:** According to the proposal, twenty-seven students are currently pursuing the Foreign Languages Major / Spanish Concentration, which is essentially identical to the Spanish program we propose. These students have the option of completing that degree or of transferring to the new program; this transition would be seamless. Additionally, 125 students have formally declared a Spanish minor, traditionally fertile ground for recruiting new majors. The changing social profile of Alabama indicates the obvious need both to foster current programs, and to develop new programs in Spanish at all levels of instruction.

**Resources:**

**Faculty/Staff:**

Current Primary Faculty—Spanish

Full-time: 2

Part-time: 1

Current Support Faculty—

Full-time: 0

Part-time: 0

Additional Faculty--Spanish

Primary Faculty—

Full-time: 3

Part-time: 0

Support Faculty—

Full-time: 0

Part-time: 0

TROY university officials anticipate hiring one additional faculty member to replace an Associate Professor of French who retired in August 2012. In addition to teaching courses on the TROY campus, the faculty hire will be responsible for coordinating all on-line offerings in Spanish. A pending second retirement will provide the opportunity to hire an additional full-time faculty member. The lecturer position mentioned previously is also expected to be in place before August 2013. Since these are all replacement positions, no new costs will be incurred.

**Support Staff:** The program is already supported by a full-time departmental secretary. No new staff members are needed at this time.

**Equipment:** According to the proposal, audio and projection equipment are already installed in classrooms on the TROY Campus, no special equipment is needed to support the proposed program.

**Facilities:** No special facilities are needed for the program. The program has access to a new 30 seat language classroom / computer lab as well.

**Library:** According to NAAL Collection Assessment Manual, the library collects items for Spanish at the basic information level, advanced level 2b. In order to match the requirements for the proposed program, TROY is in the process of changing the collection development policies to a 3b Intermediate Study or Instructional Support Level as described in the NAAL Collection Assessment Manual. Adjustments in funding will be needed to achieve the required level.

**Program Budget:** A total of \$7,500 in estimated new funds will be needed for the program over the first five years. A total of \$458,000 will be available through internal reallocation and tuition.

**Attachment 3**

**Troy University  
 Bachelor of Arts in Spanish  
 Curriculum**

**B.A. in SPANISH: 120 Semester Hours**

<b>AREA I</b>	6 hours							
<b>REQUIRED (6 hrs)</b>	ENG 1101	ENG 1102						
<b>AREA III</b>	13 hours							
<b>REQUIRED (3 hrs)</b>	COM 2241							
4 hours from	ART 1133	DRA 2200	MUS 1131					
3 hours from	ENG 2205	ENG 2206	ENG 2211	ENG 2212	ENG 2244	ENG 2245		
3 hours from	CLA 2260	ENG 2205	ENG 2206	ENG 2211	ENG 2212	ENG 2244	ENG 2245	ANT 2280
	FRN 1101	GER 1121	GRK 1111	IDS 2200	LAT 1131	PHI 2203	PHI 2204	
<b>AREA III</b>	11 Hours							
<b>REQUIRED (7 hrs)</b>	BIO 1100	BIO L100	MTH 1110					
4 hours from	CHM 1142	PHY 2252	SCI 2233	SCI 2234				
	CHM L142	PHY L252	SCI L233	SCI L234				
<b>AREA IV</b>	12 hours							
3 hours from	HIS 1101	HIS 1102	HIS 1111	HIS 1112	HIS 1122	HIS 1123		
9 hrs from	ANT 2200	ECO 2251	ECO 2252	GEO 2210	HIS 1101	HIS 1102	HIS 1111	HIS 1112
	HIS 1122	HIS 1123	IDS 2200	POL 2260	PSY 2200	PSY 2210	SOC 2275	
<b>AREA V</b>	18-22 hrs							
<b>REQUIRED (4hrs)</b>	IS 2241	TROY 1101						
<b>Electives</b>	20 hrs							
<b>MINOR</b>	18 hrs							
<b>SPANISH MAJOR</b>	36 hrs							
<b>Required</b>	SPN 1141	SPN 1142	SPN 2241	SPN 2242	SPN 3332	SPN 3333		
	SPN 3350	SPN 3351	SPN 4448	SPN 4449	SPN 4451	SPN 4452		

The following courses comprise the proposed 36-hour Spanish Major:

<b>SPN 1141</b>	<b>Introductory Spanish I</b>	<b>3 hrs</b>
<b>SPN 1142</b>	<b>Introductory Spanish II</b>	<b>3 hrs</b>
<b>SPN 2241</b>	<b>Intermediate Spanish I</b>	<b>3 hrs</b>
<b>SPN 2242</b>	<b>Intermediate Spanish II</b>	<b>3 hrs</b>
<b>SPN 3332</b>	<b>Advanced Spanish I</b>	<b>3 hrs</b>
<b>SPN 3333</b>	<b>Advanced Spanish II</b>	<b>3 hrs</b>
<b>SPN 3350</b>	<b>Spanish Culture on Location I</b>	<b>3 hrs</b>
<b>SPN 3351</b>	<b>Spanish Culture on Location II</b>	<b>3 hrs</b>
<b>SPN 4448</b>	<b>Spanish Literature I</b>	<b>3 hrs</b>
<b>SPN 4449</b>	<b>Spanish Literature II</b>	<b>3 hrs</b>
<b>SPN 4451</b>	<b>Spanish Culture &amp; Civilization I</b>	<b>3 hrs</b>
<b>SPN 4452</b>	<b>Spanish Culture &amp; Civilization II</b>	<b>3 hrs</b>
		<b>36 SEMESTER HOURS</b>

DECISION ITEM A-5: The University of Alabama at Birmingham, Bachelor of Science in Public Health (CIP 51.2201)

### **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 Bachelor of Science in Public Health degree will train students in multidisciplinary approaches to public health practice and research. The degree will explore both quantitative and qualitative aspects of public health at all levels of analysis. Graduates will advance through employment or further education to become the public health professionals, prepared to face the emerging challenges to human health from a population perspective.

**Role:** The University of Alabama at Birmingham (UAB) offers programs at the master's and doctoral levels in the academic subdivision, "Public Health." With the approval of the program, this role will be extended to the baccalaureate level.

**Mode of Delivery:** According to the proposal, distance education modalities will not be used at this time, but may be feasible in the future.

**Similar Programs:** Public Health programs listed at CIP 51.2201 in the Commission's Academic Program Inventory are all located at UAB: the Master of Science in Public Health (MSPH); the Master of Public Health (MPH); and the Doctor of Public Health (DrPH) in Public Health.

**Collaboration:** There are no other undergraduate programs in Public Health in the state at this time. The institution stated that it would be interested in collaborating with other institutions.

**Resources:** The proposal projected that a total of \$576,250 in estimated new funds will be required to support the proposed program. A projected total of \$1,207,975 will be available from tuition and internal reallocation.

**Public Review:** The program was posted on the Commission website from January 2 until January 22 (twenty days) for public review and comments. No comments were received.

#### **Rationale for Staff Recommendation:**

1. There are currently no other undergraduate Public Health programs in the state.
2. The Association of Schools of Public Health (ASPH) estimates that by 2020, there will be a shortage of 250,000 public health workers across the nation.
3. The program will have concentrations in global health, environmental health, and preparedness.



DECISION ITEM A-5: The University of Alabama at Birmingham, Bachelor of Science in Public Health (CIP 51.2201)

Staff Presenter: Ms. Margaret Pearson  
Academic Program Review Analyst

Staff Recommendation: That the Commission approve the proposed Bachelor of Science in Public Health.

The program will have three concentrations: the global health concentration, the environmental health concentration, and the preparedness concentration. 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 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 March 15, 2015, 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 30, based on the proposal.
2. That the annual average number of graduates for the period 2016-17 through 2017-18 (two-year average) will be at least 25, 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 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. The University of Alabama at Birmingham program proposal, received September 18, 2012. Available upon request.
5. "Evaluation and Review of New Instructional Program Proposals of Public Postsecondary Institutions," Ala. Admin. Code (Commission on Higher Education), r. 300-2-1-.03. Available upon request.

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

INSTITUTION The University of Alabama at Birmingham

PROGRAM Bachelor of Science in Public Health (CIP 51.2201)

**ESTIMATED NEW FUNDS REQUIRED TO SUPPORT PROPOSED PROGRAM**

	2013-14	2014-15	2015-16	2016-17	2017-18	TOTAL
FACULTY	\$15,000	\$15,000	\$65,000	\$65,000	\$65,000	\$225,000
LIBRARY	\$0	\$0	\$0	\$0	\$0	\$0
FACILITIES	\$0	\$0	\$0	\$0	\$0	\$0
EQUIPMENT	\$0	\$0	\$0	\$0	\$0	\$0
STAFF	\$66,250	\$68,250	\$70,250	\$72,250	\$74,250	\$351,250
ASSISTANTSHIPS	\$0	\$0	\$0	\$0	\$0	\$0
OTHER	\$0	\$0	\$0	\$0	\$0	\$0
<b>TOTAL</b>	<b>\$81,250</b>	<b>\$83,250</b>	<b>\$135,250</b>	<b>\$137,250</b>	<b>\$139,250</b>	<b>\$576,250</b>

**SOURCES OF FUNDS AVAILABLE FOR PROGRAM SUPPORT**

	2013-14	2014-15	2015-16	2016-17	2017-18	TOTAL
INTERNAL REALLOCATIONS	\$37,675	\$0	\$0	\$0	\$0	\$37,675
EXTRAMURAL	\$0	\$0	\$0	\$0	\$0	\$0
TUITION	\$43,575	\$118,275	\$249,000	\$379,725	\$379,725	\$1,170,300
<b>TOTAL</b>	<b>\$81,250</b>	<b>\$118,275</b>	<b>\$249,000</b>	<b>\$379,725</b>	<b>\$379,725</b>	<b>\$1,207,975</b>

**ENROLLMENT AND DEGREE COMPLETION PROJECTIONS**

	2013-14	2014-15	2015-16	2016-17	2017-18	5-YEAR AVERAGE
TOTAL HEADCOUNT ENROLLMENT	30	30	30	35	35	32
NEW ENROLLMENT HEADCOUNT	30	30	30	30	30	30
DEGREE COMPLETION PROJECTIONS	0	0	0	20	30	25

## Attachment 2

### Summary of Background Information

Bachelor of Science in Public Health  
The University of Alabama at Birmingham

**Role:** The University of Alabama at Birmingham (UAB) offers programs at the master's and doctoral levels in the academic subdivision, "Public Health." With the approval of the program, this role will be extended to the baccalaureate level.

**Program Objective:** The proposed Bachelor of Science in Public Health program will train students in multidisciplinary approaches to public health practice and research. The program will explore both quantitative and qualitative aspects of public health at all levels of analysis. Graduates will advance through employment or further education to become public health professionals, prepared to face the emerging challenges to human health from a population perspective.

By completion of the B.S. in Public Health, students will be able to:

- Explain the population health perspective and the methods used by public health to define and address population-wide/social concerns as well as the needs of vulnerable populations through the provision of essential services.
- Apply options for intervention frameworks including when, (primary secondary, and tertiary), who (individual, at-risk group, general population), and how (education, motivation, obligation) to intervene.
- Explain principles of epidemiology necessary to understand health and impairments of health including the uses of rates, the meaning of causation, and the evaluation of the effectiveness of interventions. Apply principles of epidemiology to reading research articles including case-control, cohort studies, and randomized clinical trials.
- Explain from a national and global perspective the burden of disease, social-economic determinants of health, the links between health and development, and approaches to international cooperation to monitor, promote, and protect health. Describe the most cost-effective interventions to address key issues (e.g., nutrition, TB, Malaria, and HIV) and long term issues including sustainability.
- Describe biological principles needed to understand public health issues across the life span and apply these principles to public health interventions to eliminate, prevent, and control disease and to minimize their impact on health.
- Explain the use of clinical and community interventions for assessing, protecting and improving health, and preventing, detecting, curing, and minimizing the impact of disease.
- Explain the way biological, environmental, and psycho-social and cultural factors interact in disease production across time and understand how these influences can impact prevention strategies. Describe historical examples of the changing definitions of public health in a variety of cultures and times, including major scientific advancements and achievements that have had a significant impact on the advancement of public health. Compare and contrast response to public health issues in different times and cultures.
- Describe the current U.S. and selected global public health and health care delivery systems; explain structures for and approaches to the development of health policies;

apply knowledge of the U.S. public health and health care delivery systems to current policy debates; and apply principles for conducting a health policy analysis.

- Explain the range of social and behavioral theories applicable to health behavior and apply these theories to interventions addressing a variety of health impairing conditions, populations, and intervention contexts.
- Explain the impacts of the physical environment on health and use these explanations to understand human actions that alter, detect, and/or minimize these impacts.
- Describe and explain the impact of management theory and economics as applied to managing in the health services and public health field.
- Synthesize interdisciplinary approaches to the analysis of national and global determinants of health and disease, as well as interventions to eliminate or control diseases and other health impairing conditions.

**Assessment:** The Public Health program will be evaluated annually by the Director of Undergraduate Education which will include 1) number of applicants, admits and enrollees; 2) number of graduates; 3) job placement rates; 4) course evaluations; and 5) an annual graduate student evaluation. In addition, an employer survey of graduates will be conducted annually to ensure the program is meeting the needs of the workforce. UAB utilizes the WEAVEonline system for assessment and tracking.

**Administration:** The program will be administered by the School of Public Health, Max Michael, MD, dean, and the Departments (school wide) of Biostatistics, Epidemiology, Environmental Health Sciences, Health Behavior, and Health Care Organization and Policy, Dr. Melissa Mauser Galvin, chair.

**Peer Review:** The Notification of Intent to Submit a Proposal (NISP) and the program proposal were reviewed by the Chief Academic Officers (CAOs). There were no objections to the NISP or the program proposal.

**Accreditation:** According to the proposal, UAB's public health programs are accredited by the Council on Education for Public Health. The institution will seek accreditation for the proposed program.

**Curriculum:** There will be several courses added by the School of Public Health as core courses:

PUH 204 - Improving Health through Behavior Change	3 semester hours (sh)
PUH 210 - Biological Basis of Public Health	3 sh
PUH 250 - Biostatistics for the Public Health Professional	3 sh
PUH 306 - Evidence Based Public Health	3 sh
PUH 307 - Public Health Sys.or Intro to U.S. Health Sys.	3 sh
PUH 309 - Health Disparities in Diverse Populations	3 sh
PUH 493 - Public Health Service Learning	3 sh
PUH 495 - Public Health Capstone Experience	3 sh

Students will be able to focus in three areas (Global Health, Environmental Health and Preparedness). Existing courses within the School of Public Health will be used for the proposed program. The following courses will be developed within the Global Health, Environmental Health, and Preparedness concentrations:

Global Health:

GHS 400 Social Determinants of Health  
GHS 401: Global Burden of Disease - Non-communicable  
GHS 402: Global Burden of Disease - Infectious  
GHS 403: Global Burden of Disease: special populations  
GHS 404: Global Health Services and Delivery  
GHS 410: Project Planning and Program Implementation  
GHS 450: Global Health Challenges (Case Based)

Environmental Health:

ENV 108 - Human Populations and the Earth's Environment  
ENH 300 - Poisons, People, and the Environment  
ENH 301 - Workplace Environment and Worker Health  
ENH 406 - Environmentalism and Environmental Justice  
ENH 410 - Environmental Disasters

Preparedness:

HCO 437 - Economics of Disasters  
HCO 438 - History of World Disasters  
HCO 439 - Introduction to Preparedness  
HCO 440 - Disaster and Emergency Management  
HCO 441 - Preparedness and Response Policy  
HCO 442 - Continuity of Operations and Disaster Planning  
HCO 443 - Emergency Preparedness Exercise Evaluation and Communication

Credit hours required in program core:	39 semester hours
Credit hours required in concentrations:	21
Credit hours required in general education:	42
Credit hours required in free electives:	18
Total hours for completion:	120

**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 at Montgomery has expressed interest in forming a collaboration regarding the program.

**Distance Education:** According to the proposal, distance education modalities will not be used at this time, but may be feasible in the future.

**Admissions:** Admission requirements for the proposed program are as follows: Each student should have a strong high school background, competitive GPA, minimum test score, and a career statement:

High school academic curriculum

- 4 years of English
- 3 years of social science
- 3 years of math (Algebra I and higher)
- 3 years of science (including 2 lab sciences)
- 1 year of a foreign language
- Plus 3 additional core courses, for a total of 17 core courses

GPA and test scores

- a minimum ACT score of 22 or SAT score of 1000 (critical reading and math) and
- a minimum GPA of 2.5

Career Statement

- Students applying to the program will submit a career statement

**Need:** There are no undergraduate programs in public health within the state of Alabama. According to the proposal, there are many students who desire a career in public health. A degree in public health provides several skills to students which are not currently offered within the university. Epidemiology and biostatistics involve mathematics and modeling, environmental health includes a wide range of science skills, while health care organization and behavior health are careers involving people. In addition, there is a national call to train all professionals in public health; therefore, students who wish to further their studies in a professional school will have an opportunity to major in public health. An undergraduate program in public health will position UAB on the leading edge of academia nationwide in this emerging area.

Undergraduate programs in public health have been gaining popularity on the national scene and represent a current priority area for the Association of Schools of Public Health. In December 2010, the Association conducted a survey of its members to determine the number of undergraduate majors, minors, and courses. In December 2010 the Association surveyed Accredited Schools of Public Health and determined that over 38 percent have a B.S. degree program and 15 percent were in the planning process. In addition, 26 percent had a minor and 13 percent were in the planning process. The majority were developed in the last ten years, and the number is growing.

**Student Demand:** According to the proposal, an "Overview of Public Health" course has been offered at UAB over the past several years. Due to the overwhelming popularity of the course, the school had to limit the number of enrollees to 30. Additionally, 27 students from Alabama central high schools who participated in UAB's Center for Community Outreach and Development Science Fair were surveyed. When asked if they would be interested in a degree in Public Health, 63 percent stated "yes."

**Resources:**

Faculty:

Current Primary Faculty—

Full-time: 23

Part-time: 0

Support Faculty—

Full-time: 1

Part-time: 0

Additional Faculty to Be Hired:

Primary Faculty—

Full-time: 2

Part-time: 0

Support Faculty—

Full-time: 0

Part-time: 10

According to the proposal, a director will be hired to coordinate the program.

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

**Equipment:** New or additional equipment will not be required for the program.

**Facilities:** The Frank and Kathleen Ellis Ryals School of Public Health is a six-floor building with approximately 117,000 square feet of space. All School of Public Health classrooms and seminar rooms are located within the Ryals Building. The Ryals Building is equipped with 7 lecture classrooms, a computer lab, three seminar rooms, and a teaching wet lab. The total student capacities of these areas are approximately 380 students, and include 8,364 square feet. The

classrooms are equipped with the latest technologies for teaching and presentations. Items available in each classroom include laptop computers, projectors, VCRs and other teaching aids. Library: According to UAB officials, Lister Hill Library, established in 1945, is the largest biomedical library in Alabama and one of the leading such libraries in the South. The collection spans over seven centuries beginning with 12,884 old and rare books to access to 103,084 circulating monograph titles and 35,557 electronic full text journals.

**Program Budget:** The proposal projected that a total of \$576,250 in estimated new funds will be required to support the proposed program. A projected total of \$1,207,975 will be available from tuition and internal reallocation.



**Attachment 3**

**The University of Alabama at Birmingham  
 Bachelor of Science in Public Health**

FRESHMAN	
<b>First Term</b>	<b>Coursework Hours</b>
Public Health Freshman Year Experience	1
EH 101 - Area I, Writing Composition I)	3
MA105 or MA106* - Area III, Pre-Calc Algebra or Pre-CalcTrig	3
Area II approved FINE ARTS course	3
Area IV approved SOCIAL and BEHAVIORAL SCIENCE	3
PUH 201 Origins of Epidemics	3
<b>TOTAL</b>	<b>16 semester hours</b>
<b>Second Term</b>	
EH102 - Area I, Writing Composition II	3
Area II, approved HUMANITIES course	3
Area IV approved SOCIAL and BEHAVIORAL SCIENCE	3
PUH 202 Introduction to Global Health	3
Elective	3
<b>TOTAL</b>	<b>15 semester hours</b>
SOPHOMORE	
<b>First Term</b>	
Area II approved LITERATURE course** (Pre-requisite is EH 102)	3
Area III approved NATURAL SCIENCE course and LAB	4
Area IV approved HISTORY course**	3
PUH 203 Epidemiology: Beyond the Outbreak	3
PUH 204 Improving Health Through Behavior Change	3
<b>TOTAL</b>	<b>16 semester hours</b>
<b>Second Term</b>	
Area II - approved HUMANITIES or LITERATURE**	3
Area IV - approved HISTORY or SOCIAL and BEHAVIORAL SCIENCE**	3
Area III - approved NATURAL SCIENCE course and LAB	4
PUH 210 Biological Basis of Public Health	3
PUH 250 Biostatistics for the Public Health Professional	3
<b>TOTAL</b>	<b>16 semester hours</b>
JUNIOR	
<b>First Term</b>	
PUH 306 Evidenced Based Public Health	3
PUH 307 Public Health Systems	3
Electives and Concentration Courses	9
<b>TOTAL</b>	<b>15 semester hours</b>
<b>Second Term</b>	
PUH 309 Health Disparities in Diverse Populations	3
PUH 400 Environmental Health	3
PUH 405 Milestones in Public Health	3
Electives and Concentration Courses	6
<b>TOTAL</b>	<b>15 semester hours</b>

<b>SENIOR</b>	
<b>First Term</b>	
PUH 493 Public Health Service Learning	3
Electives and Concentration Courses	12
<b>TOTAL</b>	15 semester hours
<b>Second Term</b>	
PUH 495 Public Health Capstone Experience	6
Electives and Concentration Courses	6
<b>TOTAL</b>	12 semester hours
<b>DEGREE</b>	120

\* Math placement is dependent on High School GPA and ACT scores. It is possible that students will need to complete MA098 or MA102 prior to MA105 or MA106. Students with a focus in the Sciences/Math/Pre-health should take MA106 \*\* Students are required to complete a 6 hr semester hour sequence in either literature or history  
 PHL115 (Contemporary Moral Issues) or PHL125 (Intro to ethics) will be counted as a pre-requisite for upper-level public health courses, allowing students to take the 6hr sequence in literature if they choose to.

DECISION ITEM A-6: Alabama State University, Doctor of Philosophy in Educational Leadership, Policy, and Law (CIP 13.0401)

### **EXECUTIVE SUMMARY**

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

**Program Objective:** The program will be a research-oriented Doctorate in Philosophy (PhD) program that focuses on preparing adult students to engage in research that addresses issues that occur across the educational spectrum. This program would include a focus on P-12, higher education, and educationally related organizations where practice serves as a research base from which new understandings and theory are developed and established within the educational knowledge base. The program will be a separate program from the existing EdD program, but will share some coursework and resources with the existing program.

**Role:** The program is within the instructional role recognized by the Commission for Alabama State University (ASU). ASU has a Doctor of Education (EdD) degree program with the same program title and CIP code as the one proposed.

**Mode of Delivery:** The program will be delivered through traditional face-to-face instruction. There is no plan for the use of distance education in initial delivery of the program.

**Similar Programs:** The Academic Program Inventory has these current programs listed at the doctoral level at CIP 13.0401: ASU, EdD in Educational Leadership, Policy, and Law; Auburn University, PhD in Educational Administration; and the University of Alabama/the University of Alabama at Birmingham, joint EdD and joint PhD in Educational Administration. In addition, UA has EdD and PhD programs listed in Higher Education Administration (CIP 13.0406); Educational Administration (Elementary and Middle School) (CIP 13.0408); and Educational Administration (Secondary School) (CIP 13.0409).

According to ASU program officials, the current EdD and the proposed PhD are different from other programs in the state because of the stronger focus on policy and law in the ASU program. ASU provided specific information contrasting the program with that of Auburn University as an example. According to the ASU analysis, AU's program tends to focus on operations more closely related to the local school and district, an area that ASU program officials recognize as being necessary and valuable. In contrast, ASU's proposed program has a strong focus on district and upper level administration, which includes nine distinct hours in the policy domain area.

The proposed program also differs from the AU program in including coursework related to areas outside K-12 education. The proposal stated that the program policy and law aspects of the EdD program have allowed several graduates to move into productive areas outside traditional and formal educational employment. In addition to education settings, graduates have been employed by community and state agencies, such as clinical mental health settings and health agencies.

**Collaboration:** Program faculty have been in contact with the University of South Alabama (USA) and with Faulkner University, a church-related institution in Montgomery. USA has responded with a suggestion for collaboration on a projected EdD program. Collaboration with Faulkner University would involve activities such as program design, development, and evaluation for Faulkner and internship work by ASU doctoral students.

**Resources:** ASU projected that no new funds will be required for the program in the first five years, and that \$365,000 will be received by the university over the same period 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. The program will be built on the successful EdD in Educational Leadership, Policy, and Law program and will share some of the same resources.
2. The program has some unique aspects that differentiate it from existing programs in the state.
3. Graduates of the existing EdD program have been employed in community and state agencies, as well as in education settings.

**DECISION ITEM A-6:** Alabama State University, Doctor of Philosophy in Educational Leadership, Policy, and Law (CIP 13.0401)

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

Staff Recommendation: That the Commission approve the proposed Doctor of Philosophy in Educational Leadership, Policy, and Law.

Implementation Date: The proposed program will be implemented in August 2014. Based on Commission policy, the proposed program must be implemented by March 15, 2015, 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 6, based on the proposal.
2. That the annual average number of graduates for the period 2017-18 through 2018-19 (two-year average) will be at least 5, based on the proposal.
3. That a follow-up survey be conducted after the first five years that will show at least 75 percent of the graduates were successful in acquiring related employment or progressing in existing 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.

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

Supporting Documentation:

1. New Academic Degree Program Proposal Summary, attached.
2. Summary of Background Information, attached.
3. Curriculum for Proposed Program, attached.
4. Alabama State University program proposal, received July 18, 2012. Available upon request.

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

**Attachment 1**

**NEW ACADEMIC DEGREE PROGRAM PROPOSAL SUMMARY**

INSTITUTION Alabama State University

PROGRAM Doctor in Philosophy in Educational Leadership, Policy, and Law (CIP 13.0401)

ESTIMATED NEW FUNDS REQUIRED TO SUPPORT PROPOSED PROGRAM						
	2014-15	2015-16	2016-17	2017-18	2018-19	TOTAL
FACULTY	\$0	\$0	\$0	\$0	\$0	\$0
LIBRARY	\$0	\$0	\$0	\$0	\$0	\$0
FACILITIES	\$0	\$0	\$0	\$0	\$0	\$0
EQUIPMENT	\$0	\$0	\$0	\$0	\$0	\$0
STAFF	\$0	\$0	\$0	\$0	\$0	\$0
ASSISTANTSHIPS & SCHOLARSHIPS	\$0	\$0	\$0	\$0	\$0	\$0
OTHER	\$0	\$0	\$0	\$0	\$0	\$0
TOTAL	\$0	\$0	\$0	\$0	\$0	\$0

SOURCES OF FUNDS AVAILABLE FOR PROGRAM SUPPORT						
	2014-15	2015-16	2016-17	2017-18	2018-19	TOTAL
INTERNAL REALLOCATIONS	\$0	\$0	\$0	\$0	\$0	\$0
EXTRAMURAL	\$0	\$0	\$0	\$0	\$0	\$0
TUITION	\$30,000	\$50,000	\$75,000	\$100,000	\$110,000	\$365,000
TOTAL	\$30,000	\$50,000	\$75,000	\$100,000	\$110,000	\$365,000

ENROLLMENT AND DEGREE COMPLETION PROJECTIONS						
	2014-15	2015-16	2016-17	2017-18	2018-19	5-YEAR AVERAGE
HEADCOUNT ENROLLMENT	6	10	15	20	22	15
NEW ENROLLMENT HEADCOUNT	6	6	6	6	6	6 2-YEAR AVERAGE
DEGREE COMPLETION PROJECTIONS	0	0	0	3	7	5

## Attachment 2

### Summary of Background Information

Doctor of Philosophy in Educational Leadership, Policy, and Law  
Alabama State University

**Role:** The program is within the instructional role recognized by the Commission for Alabama State University (ASU). ASU has a Doctor of Education (EdD) degree program with the same program title and CIP code as the one proposed.

**Description and Objectives:** The program will be a research-oriented Doctorate in Philosophy (PhD) program that focuses on preparing adult students to engage in research that addresses issues that occur across the educational spectrum. This program would include a focus on P-12, higher education, and educationally related organizations where practice serves as a research base from which new understandings and theory are developed and established within the educational knowledge base. The program will be a separate program from ASU's existing EdD program, but will be sharing coursework and resources with the existing program.

According to the proposal, the specific program goals include the following:

1. Develop well prepared, ethical scholar/researchers who have the knowledge, skills, and dispositions to provide research-based leadership in improving education in Alabama, the United States, and internationally.
2. These scholar/researchers will be prepared to engage in the educational policy dialogue that supports evaluation and improvement of existing educational policies and the development of new educational initiatives.
3. These scholar/researchers will be prepared with the research knowledge, skills, and dispositions to advance the understanding of educational best practice.
4. These scholar/researchers will be prepared with the oral and written communication skills to share their research-based knowledge and skills with a wide range of potential participants; this includes the potential for serving as instructors in higher education.
5. In pursuing these broad, societal goals, the proposed PhD in Educational Leadership, Policy, and Law would support Alabama State University's mission, which states that:

Alabama State University is a student-centered, nurturing, comprehensive and diverse public, historically Black university committed to achieving excellence in teaching, research, and public service. The University fulfills its mission through fostering critical thought, artistic creativity, professional competence, and responsible citizenship in its students, by adding to the body of knowledge to enhance the quality of life through research and discovery; and by helping to advance the state and nation through thoughtful public service.

**Assessment:** The proposal stated that the program would be assessed at several levels. The university level will collect evidence relative to quality, centrality, demand, viability, student success, accountability, efficiency and effectiveness, and constructive feedback through peer and administrative review. At the program level, the program will be evaluated by a similar assessment used to assess the existing EdD program. This assessment includes internal faculty evaluations and an end-of-course written student evaluation. Students also complete a formative evaluation survey on the program. Faculty members review the overall learning of each cohort and use the information to make modifications to the program itself.



During the final semester of didactic coursework, the student's knowledge and skills are assessed through an eight-hour written comprehensive examination. This may be followed by an oral examination by the full faculty, if student proficiency on the written exam is not clearly at or above the proficiency level. The next assessment is at the dissertation proposal hearing and the dissertation defense.

During the calendar year following graduation, graduates are mailed a summative evaluation survey. Five years after graduation, a retrospective survey evaluation of the program is mailed to graduates.

**Administration:** The program will be administered by the College of Education, Dr. Charles Gibbons, interim dean, and the Department of Instructional Support Programs, Dr. Necoal Driver, chair.

**Consultant Review:** An outside consultant's review is required by the Commission for proposed doctoral programs. The proposal included a report by Dr. Glen I. Earthman, Professor Emeritus of Educational Administration, Virginia Polytechnic Institute and State University. Dr. Earthman stated that the unique PhD program "should produce some strong candidates for work in higher education, research organizations, and governmental agencies and at the same time create a special niche in higher education for ASU in the state of Alabama." He continued, "The program is strong in student selection, coursework offered, research requirements of the students, the systematic student evaluations, the support system, and the limited number of students to be enrolled in the program." Dr. Earthman further stated that surveys conducted by ASU presented convincing evidence as to interest in the program.

Dr. Earthman noted several unique features of the proposed program. The addition of a course in legal research is typically not required in a PhD program but was expected to enhance the research skills of students in the program. The course "Field Application/Internship," offered in the third year of study, could serve as a platform for practical experience at either the micro or macro level of organizational experiences, as well as a mentoring experience for students who want to enter higher education institutions. The course "Writing Research Publication" is an unusual but worthwhile course to prepare students to write research reports and manuscripts. He stated that the course will help a fledgling professor or researcher to succeed in either gaining tenure or permanency in a position at the university or other organizations.

Dr. Earthman recommended that ASU pay particular attention to the mentoring of students in the program and to establish an advisory council for the program.

**Peer Review:** The Notification of Intent to Submit a Proposal (NISP) and the program proposal were reviewed by the Alabama Council of Graduate Deans (ACGD). Five deans participated in the initial review of the proposal. One dean requested additional information on the staffing of the program and on which research courses would be required. Another dean requested more complete information on funding for the programs. Several deans found the program duplicative of others within the state. Two deans provided comments in support of the program.

ASU provided a response to the ACGD comments. Following receipt of the response, four graduate deans participated in the final review of the program. Three voted to recommend approval of the program, while the fourth recommended disapproval of the program. Although none of the deans submitted further comments, three of the deans in the final review indicated that the program was duplicative of existing programs in the state.

**Accreditation:** There is no recognized specialized accreditation agency appropriate for the proposed program. However, it will be included within the accreditation process with the National

Council for the Accreditation of Teacher Education (NCATE) evaluations. The program will also follow Interstate School Leadership Licensure Consortium (ISLLC) standards.

**Curriculum:** The program will build on existing master's and education specialist programs at ASU. It will share a close relationship with the current EdD program in Educational Leadership, Policy, and Law. The primary difference between the two is that the EdD focuses on the development of leadership practitioners, whereas the PhD would focus on the development of research oriented scholar/practitioners. As such, the PhD would place greater emphasis on the development of advanced research and dissemination skills, while still aiming to produce highly capable educational leaders for a wide variety of educational settings.

Credit hours required in major courses:                      Research 24, Dissertation 15  
Field Research 3  
Total = 42

Credit hours required in support courses:                      Policy 9, Leadership 12, Law 9,  
Adult Learning 3, Elective 3  
Total = 36

Grand Total = 78 semester credit hours

Included above

Credit hours of additional research or free electives:                      6 semester hours  
Credit hours of internship (Field Applications):                      3  
Credit hours dissertation:                      15

New or changed courses that would be added for this proposed program include:

Existing Course Change

LPL 900 – Dissertation Research: Increased from 12 to 15 semester hours

New Courses

LPL 802 – Field Applications Related to Andragogy (3 sch)  
or  
LPL 803 – Field Applications of Research (3 sch)  
LPL 830 – Advanced Statistical Analysis (3 sch)  
LPL 840 – Advanced Qualitative Research (3 sch)  
LPL 850 – Legal Research (3 sch)  
LPL 860 – Theory and Research in Adult Learning (3 sch)  
LPL 870 – Writing for Research Publications (3 sch)

Each student will prepare a traditional written dissertation in multiple chapters. Students will meet residency requirements in the traditional sense for the program in the first year of study, taking nine credit hours each semester in the first three semesters of study.

**Collaboration:** Program faculty have been in contact with the University of South Alabama (USA) and with Faulkner University, a church-related institution in Montgomery. USA has responded with a suggestion for collaboration on a projected EdD program. Collaboration with Faulkner University would involve activities such as program design, development, and evaluation for Faulkner and internship work by ASU doctoral students.

**Distance Education:** There is no plan for the use of distance education in initial delivery of the program.

**Admissions:** The ASU Graduate School will coordinate admission to the PhD program. The program applicant must have an earned Master's or higher degree. An applicant must have a minimum undergraduate grade point average (GPA) of 3.0 and a minimum graduate GPA of 3.5 on a 4.0 scale. Upon meeting general and university requirements for admission to graduate studies, a further determination of eligibility for the doctoral program will be made by an Admissions Committee composed of members of the graduate faculty. Eligibility will be based on but not limited to the following criteria: (1) scores on the Graduate Record Examination (GRE) and/or the Miller Analogies Test (MAT), (2) Undergraduate GPA, (3) Graduate GPA, (4) a writing sample, (5) at least three letters of recommendation, (6) an interview with a majority of the current faculty, and (7) the submission of a vita / resume.

**Need:** The Academic Program Inventory has these current programs listed at the doctoral level at CIP 13.0401: ASU, EdD in Educational Leadership, Policy, and Law; Auburn University, PhD in Educational Administration; and the University of Alabama/the University of Alabama at Birmingham, joint EdD and joint PhD in Educational Administration. In addition, UA has EdD and PhD programs listed in Higher Education Administration (CIP 13.0406); Educational Administration (Elementary and Middle School) (CIP 13.0408); and Educational Administration (Secondary School) (CIP 13.0409).

According to ASU program officials, the current EdD and the proposed PhD are different from other programs in the state because of the stronger focus on policy and law in the ASU program. ASU provided specific information contrasting the program with that of Auburn University as an example. According to the ASU analysis, AU's program tends to focus on operations more closely related to the local school and district, an area that ASU program officials recognize as being necessary and valuable. In contrast, ASU's proposed program has a strong focus on district and upper level administration, which includes nine distinct hours in the policy domain area.

The proposed program also differs from the AU program in including coursework related to areas outside K-12 education. The proposal stated that the program policy and law aspects of the EdD program have allowed several graduates to move into productive areas outside traditional and formal educational employment. In addition to education settings, graduates have been employed by community and state agencies, such as clinical mental health settings and health agencies.

The proposal also stated that there is a lifelong financial discrepancy between the EdD and the PhD. Salaries for PhD full professors, for example, are higher than those for EdD prepared professors. While EdD holding individuals tend to be employed in different types of positions from their PhD counterparts, the difference in pay scales potentially can serve to the detriment of the former.

According to the proposal, a PhD program was originally proposed at the same time of the EdD program in response to the federal court order under the Knight decision by the US District Court in Atlanta. The PhD was discussed but withdrawn by ASU, recognizing that a lack of resources potentially limited the success of a quality PhD program. The PhD program was not part of the Knight decision.

Since the implementation of the EdD program, program funding has allowed library expenditures of \$200,000 per year for the last ten years, which will be continued. The program also has employed an educational research librarian, a computer technician, six PhD and one EdD trained faculty members, a staff associate, two graduate fellows, and work study student support. A new College of Education facility also has been built.

Graduates of the EdD program have been successful. Among those graduating were twelve higher education professors, numerous higher education administrators, two superintendents,

and three Dissertation of the Year award winners from national organizations. The faculty includes two Walter Cocking Lecturers and a Living Legend, all of which are singular awards given by the National Council of Professors of Educational Administration.

**Student Demand:** In the initial survey designed for the EdD program, 90 percent (n=191) of the respondents stated that they would be interested in a doctoral program in educational leadership, policy, and law at ASU. Of that number, 90 percent indicated that they would be likely or certain to enroll in the program within the next five years. In the current survey, this number was 60 percent, which program officials think is a more realistic response level and one reflecting current economic conditions.

To sample community interest for the overall program and the proposed PhD program, questionnaires were developed and distributed to a sample of qualified individuals who would most likely have an interest in and be served by the program. Information generated was based on three different surveys. The first was the initial survey undertaken at the initiation of the current EdD program. The second survey was developed by an independent contractor and distributed to superintendents and principals seeking information on employment and the desirability of the PhD degree program, while the third was a survey designed to gather similar information from College of Education current students.

In a recent year's state survey of principals and superintendents, the regional results indicate that 33 percent of the principals would choose the PhD, compared to 66 percent for the EdD. In the departmentally generated survey of students, relative to the desire for either the EdD or the PhD, the latter was favored by approximately 52 percent of the respondents. ASU officials have stated that the implementation of a PhD program may lead to a decrease in students in the EdD program.

**Resources:**

Faculty:

Current Primary Faculty—

Full-time: 5  
Part-time: 0

Support Faculty—

Full-time: 0  
Part-time: 0

Additional Faculty to Be Hired:

Primary Faculty—

Full-time: 2  
    1 to be hired as a replacement for a recently retired faculty member  
    1 allocated but not yet hired  
Part-time: 0

Support Faculty—

Full-time: 0  
Part-time: 0

The new faculty member must hold a terminal degree in a specialty area of educational administration or a related field, and have experience in the field of educational administration. They must have appropriate publication activity and hold at least an assistant professor rank.

**Support Staff:** The proposal provided information on support staff that are available for the program. No additional support staff will be needed.

**Fellowships and Assistantships:** Two doctoral fellowships and two doctoral assistantships are projected. For the fellowships, the salary approximates \$20,000 plus tuition and fees each. The size of assistantships will vary, but will include a stipend, tuition, and fees.

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

**Facilities:** According to the proposal, the existing facility is state of the art space and is more than adequate for the program.

**Library:** The library analysis in the proposal stated that the collection is comprehensive enough to support the EdD program and the proposed PhD program. There were recommendations for expenditures to maintain and sustain a collection at the Research Level.

**Program Budget:** ASU projected that no new funds will be required for the program in the first five years, and that \$365,000 will be received by the university over the same period through tuition.

**Attachment 3**

**Alabama State University  
 Doctor of Philosophy (PhD) in Educational Leadership, Policy, and Law (CIP 13.0401)  
 Proposed Curriculum**

<b>PhD Semester</b>	<b>Program</b>
1	LPL 700 – Leadership Studies
1	LPL 720 – Policy, Planning, and Change
1	LPL 775 – Statistics and Research
2	LPL 705 – Administrative Theory
2	LPL 730 – Public Policy
2	LPL 785 – Multivariate Analysis
3	LPL 710 – Curriculum Planning and Evaluation
3	LPL 750 – Constitutional Law
3	LPL 780 – Qualitative Analysis
4	LPL 715 – Fiscal Leadership
4	LPL 760 – Social and Ethical Issues (Law)
4	An Elective
5	LPL 755 – Personnel and Liability Issues (Law)
5	LPL 735 – Educational Policy
5	LPL 830 – Advanced Statistical Research
6	LPL 840 – Advanced Qualitative Research
6	LPL 860 – Research in Adult Learning
6	LPL 870 – Writing for Research Publications
7	LPL 802 – Field Application of Androgyny LPL 803 – Field Application of Research
7	LPL 850 – Legal Research
8	LPL 875 – Research Dissemination
9	LPL 900 – Dissertation
10	LPL 900 – Dissertation
11	LPL 900 – Dissertation
12	LPL 900 – Dissertation
13	LPL 900 – Dissertation
<b>78</b>	<b>Required Credit Hours</b>

**Additional Requirements**

Written Comprehensive Exam

2 National Presentations, <> 1 Research Monograph

Written Dissertation

DECISION ITEM A-7: The University of Alabama, Doctor of Juridical Science (JSD) in Juridical Science (CIP 22.0203)

### **EXECUTIVE SUMMARY**

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

**Program Objective:** According to the proposal, the proposed JSD program is designed for the very best of those students who have earned the master's degree and who seek to earn the terminal degree, usually in preparation for an academic career in law teaching. The UA Law School has enrolled many students who have wanted to continue their studies at UA, but the Law School has had no higher degree program to offer such students. Such students have had to go to other law schools to continue their studies. The UA Law School competes directly with many of these other law schools for students. Consequently, it is at a competitive disadvantage without the additional degree program. The proposal stated that the proposed program will fill this void, allowing the UA Law School to join over 40 other law schools, including many of the most prestigious law schools in the US, currently offering the JSD or its equivalent.

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

**Mode of Delivery:** The program will be delivered on campus only.

**Similar Programs:** There are no similar programs in the Academic Program Inventory.

**Collaboration:** There are no similar programs in Alabama, and no collaboration is planned.

**Resources:** UA projected that no new funds will be required for the program in the first five years, and that \$891,000 will be available over the same period through tuition.

**Public Review:** The program was posted on the Commission website from January 2, 2013, until January 22, 2013, (twenty days) for public review and comments. No comments were received.

#### **Rationale for Staff Recommendation:**

1. The program will be the only one of its kind in the state and will be at the state's only public law school.
2. The program will make use of existing faculty and resources.

**DECISION ITEM A-7:** The University of Alabama, Doctor of Juridical Science (JSD) in Juridical Science (CIP 22.0203)

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

Staff Recommendation: That the Commission approve the proposed Doctor of Juridical Science in Juridical Science.

Implementation Date: The proposed program will be implemented in August 2013. Based on Commission policy, the proposed program must be implemented by March 15, 2015, 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 3, 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 3, 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 progressing in existing 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.

The University of Alabama (UA) 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. University of Alabama program proposal, received September 7, 2012. Available upon request.



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

**Attachment 1**

**NEW ACADEMIC DEGREE PROGRAM PROPOSAL SUMMARY**

INSTITUTION The University of Alabama

PROGRAM Doctor of Juridical Science (JSD) in Juridical Science (CIP 22.0203)

**ESTIMATED NEW FUNDS REQUIRED TO SUPPORT PROPOSED PROGRAM**

	2013-14	2014-15	2015-16	2016-17	2017-18	TOTAL
FACULTY	\$0	\$0	\$0	\$0	\$0	\$0
LIBRARY	\$0	\$0	\$0	\$0	\$0	\$0
FACILITIES	\$0	\$0	\$0	\$0	\$0	\$0
EQUIPMENT	\$0	\$0	\$0	\$0	\$0	\$0
ASSISTANTSHIPS	\$0	\$0	\$0	\$0	\$0	\$0
STAFF	\$0	\$0	\$0	\$0	\$0	\$0
OTHER	\$0	\$0	\$0	\$0	\$0	\$0
TOTAL	\$0	\$0	\$0	\$0	\$0	\$0

**SOURCES OF FUNDS AVAILABLE FOR PROGRAM SUPPORT**

	2013-14	2014-15	2015-16	2016-17	2017-18	TOTAL
INTERNAL REALLOCATIONS	\$0	\$0	\$0	\$0	\$0	\$0
EXTRAMURAL	\$0	\$0	\$0	\$0	\$0	\$0
TUITION	\$99,000	\$198,000	\$198,000	\$198,000	\$198,000	\$891,000
TOTAL	\$99,000	\$198,000	\$198,000	\$198,000	\$198,000	\$891,000

**ENROLLMENT AND DEGREE COMPLETION PROJECTIONS**

	2013-14	2014-15	2015-16	2016-17	2017-18	5-YEAR AVERAGE
TOTAL HEADCOUNT ENROLLMENT	3	6	6	6	6	5
NEW ENROLLMENT HEADCOUNT	3	3	3	3	3	3
DEGREE COMPLETION PROJECTIONS	0	0	3	3	3	3

## Attachment 2

### Summary of Background Information

Doctor of Juridical Science (JSD) in Juridical Science  
The University of Alabama

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

**Description and Objectives:** The UA Law School is the only public law school in the state of Alabama. It currently offers a highly selective LLM for lawyers trained around the world. According to the proposal, the proposed JSD program is designed for the very best of those students who have earned the master's degree and who seek to earn the terminal degree, usually in preparation for an academic career in law teaching. The UA Law School has enrolled many students who have wanted to continue their studies at UA, but the Law School has had no higher degree program to offer such students. Such students have had to go to other law schools to continue their studies. The UA Law School competes directly with many of these other law schools for students. Consequently, it is at a competitive disadvantage without the additional degree program. The proposal stated that the proposed program will fill this void, allowing the UA Law School to join over 40 other law schools, including many of the most prestigious law schools in the US, currently offering the JSD or its equivalent.

**Assessment:** Students who complete the JSD program will:

1. Demonstrate a broad substantive mastery in their field of study;
2. Demonstrate a mastery of legal research methodologies;
3. Demonstrate the ability to write articles and manuscripts of publishable quality;
4. Demonstrate the ability to present their research at regional and national conferences;
5. Demonstrate the ability to teach and lecture in their core research field.

According to the proposal, each of these skills will be assessed regularly by the participating faculty teaching core classes, by the faculty advisor who will meet regularly with the student and who will supervise independent study and directed research classes, and the Director of International Programs and the International Program Committee during each year the students are enrolled in the JSD program. The UA Law School has a rigorous assessment program, requiring students to demonstrate a comprehensive mastery of each substantive law subject. Students in the JSD program will take examinations; write papers; conduct research; and present lectures under careful and individual scrutiny of the Director of International Programs, the supervising faculty, and the International Program Committee.

There will be formal assessment after each class in the form of exams, critiques of research and writing, and review of lectures. In addition, the Program Director will meet with each student at the end of each semester to discuss the student's progress toward degree, providing additional critique, review, and assessment on each student learning outcome.

The Law School regularly reviews all of its programs and will add the JSD degree program to the schedule of review, assessment, and evaluation.

**Administration:** The program will be administered by the UA School of Law, Dr. Kenneth C. Randall, dean, and Professor Bryan K. Fair, director of International Programs within the School of Law.

**Consultant Review:** An outside consultant's review is required by the Commission for proposed doctoral programs. The American Bar Association does not accredit related programs; however, the accreditation committee of the ABA reviewed the proposed program and provided a report

which was included in the proposal. The committee concluded that the new program would not detract from the UA Law School's ability to maintain a sound JD program. Current faculty and resources were deemed sufficient to support the small enrollment projected for the program.

**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 review of the proposal, a clarification regarding the cost and tuition projection was requested by the ACGD. UA officials responded to the request. Existing faculty would teach in this program, and the program is not expected to require additional funds. The response also included a projection for tuition, based on tuition in the master's level law programs at UA. After receiving the responses from UA, five members of ACGD participated in the final review of the program and unanimously recommend approval of the program.

**Accreditation:** The American Bar Association (ABA) is the accreditation body for law schools in the United States. The ABA does not accredit graduate law degree programs beyond the juris doctor (JD) degree.

**Curriculum:** The program will be modeled after similar programs at prominent institutions. It will require at least two academic years, or the completion of 48 semester hours, after earning the master of laws degree (LLM). After completion of the first year, candidates will defend their dissertation/research proposal before a committee, including the supervising faculty, the Director of International Programs, and at least two members of the International Program Committee.

Credit hours required in major courses:	12
Credit hours required in support courses:	12
Credit hours required for dissertation:	24
Total semester credit hours required:	48

**Collaboration:** There are no similar programs in Alabama, and no collaboration is planned.

**Distance Education:** There is no plan for the use of distance education.

**Admissions:** Applicants must provide evidence of a mastery of English and general application requirements. In addition, each applicant must submit a plan of study and a dissertation proposal as part of the application. The applicant must have the approval of one or two faculty members at the Law School willing to supervise the study plan and dissertation plan. In addition, the plan must be approved by the Director of International Programs.

**Need:** There are no similar programs in the state of Alabama.

**Student Demand:** Methods for projecting enrollment in the program included faculty contacts with formal and informal international law school partners in Australia, China, India, South Korea, Israel, England, and Switzerland. Representatives of these partner institutions have expressed growing interest in having their students study at the UA Law School to earn advanced law degrees. In addition, many students who have gone through the UA LLM program have expressed interest in earning a terminal law degree in preparation for a career in teaching in a law school setting.

**Resources:**

Faculty:

Current Primary Faculty—

Full-time: 10 to 12 overall, but 2 to 3 most of the time

Part-time: 0

Support Faculty—  
Full-time: 1  
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:** No additional support staff will be needed.

**Fellowships and Assistantships:** According to the proposal, currently there are no resources available for assistantships. Most students will come with their own funding, some of which may be provided by their home country.

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

**Facilities:** The program will make use of existing facilities.

**Library:** There is a comprehensive research law library that meets the quality and content requirements of the American Bar Association.

**Program Budget:** UA projected that no new funds will be required for the program in the first five years, and that \$891,000 will be available over the same period through tuition.

**Attachment 3**

**The University of Alabama  
Doctor of Juridical Science (DSJ) in Juridical Science (CIP 22.0203)  
Sample Curriculum**

JSD curricula vary widely. This proposal is modeled on the leading JSD programs. Each study plan will be tailored to the academic interests of each candidate. Each candidate will enroll in designated courses at the Law School until completion of the degree. It is expected that all students will complete the JSD degree within 3 years, but no later than 5 years from first enrolling in the JSD program.

First Year-

Fall Semester: Complete 12 hours of Independent Study/Directed Research in major field.

LAW 900 3 credit hours on Advanced substantive law  
LAW 901 3 credit hours on Advanced substantive law  
LAW 902 3 credit hours on Advanced substantive law  
LAW 903 3 credit hours on Advanced substantive law

Spring Semester: Complete 12 hours of Independent Study/Directed Research in related courses.

LAW 904 3 credit hours on Legal Philosophy  
LAW 905 3 credit hours on Legal Research  
LAW 906 3 credit hours on Advanced substantive law  
LAW 907 3 credit hours on Advanced substantive law

End of year 1: Defend dissertation proposal before the Committee.

Second Year-

Fall Semester: Revise dissertation proposal.

LAW 908 Dissertation Research-- complete 12 hours of directed research under faculty supervision.

Spring Semester: Write dissertation and complete

LAW 909 Dissertation Writing—complete 12 hours of dissertation drafting under faculty supervision. Defend dissertation before the Committee.

Third Year (if necessary)

Revise/complete dissertation.

DECISION ITEM A-8: The University of South Alabama, Doctor of Education in Educational Leadership (CIP 13.0401)

### **EXECUTIVE SUMMARY**

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

**Program Objective:** The program will be a practitioner-based professional doctorate. Its purpose will be to develop graduates who will demonstrate a broad and in-depth knowledge and understanding of educational leadership. In preparing graduates for careers as P-12 or postsecondary administrators, the program curriculum will include a P-12 concentration and a higher education concentration with or without discipline-based certificate options.

**Role:** The University of South Alabama is authorized to offer programs at the doctoral level. Approval of the proposed program will expand this instructional role to the academic subdivision, "Education."

**Mode of Delivery:** Coursework will be designed in blended formats that combine face-to-face instruction with online instruction. Approximately thirty percent of the coursework will be available through distance education.

**Similar Programs:** The Academic Program Inventory has these current programs listed at the doctoral level at CIP 13.0401: ASU, EdD in Educational Leadership, Policy, and Law; Auburn University, PhD in Educational Administration; and the University of Alabama/the University of Alabama at Birmingham, joint EdD and joint PhD in Educational Administration. In addition, UA has EdD and PhD programs listed in Higher Education Administration (CIP 13.0406); Educational Administration (Elementary and Middle School) (CIP 13.0408); and Educational Administration (Secondary School) (CIP 13.0409). The closest of these programs is a three-hour drive from Mobile.

**Collaboration:** The possibility of collaboration has been discussed with three institutions: Alabama State University (ASU), Auburn University (AU), and the University of Alabama (UA). AU and UA have both offered to work with USA faculty in the development of the program, while ASU has inquired about the possibility of sharing courses.

**Resources:** The proposal projected that \$410,450 in new funds would be needed over the first five years for the program and that \$1,705,200 would be available from tuition, extramural funding, and internal reallocation. The extramural projection was based on the current performance of the USA College of Education in securing external funding for educational leadership projects.

**Public Review:** The program was posted on the Commission website from January 2, 2013, until January 22, 2013, (twenty days) for public review and comments. No comments were received.

#### **Rationale for Staff Recommendation:**

1. The program will serve the needs of education professionals in Mobile and the surrounding area for a practitioner-based doctorate.
2. The program will be offered through an executive model using a hybrid delivery of courses, enabling persons who are currently employed to pursue the degree.

DECISION ITEM A-8: The University of South Alabama, Doctor of Education in Educational Leadership (CIP 13.0401)

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

Staff Recommendation: That the Commission approve the proposed Doctor of Education in Educational Leadership.

The program will have two concentrations: P-12 Leadership and Higher Education Leadership. 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 May 2014. Based on Commission policy, the proposed program must be implemented by March 15, 2015, 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 12, based on the proposal.
2. That the annual average number of graduates for the period 2016-17 through 2018-19 (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 progressing in existing 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.

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 November 14, 2012. Available upon request.
5. "Evaluation and Review of New Instructional Program Proposals of Public Postsecondary Institutions," Ala. Admin. Code (Commission on Higher Education), r. 300-2-1-.03. Available upon request.

**Attachment 1**

NEW ACADEMIC DEGREE PROGRAM PROPOSAL SUMMARY						
INSTITUTION	The University of South Alabama					
PROGRAM	Doctor in Education in Educational Leadership (CIP 13.0401)					
ESTIMATED NEW FUNDS REQUIRED TO SUPPORT PROPOSED PROGRAM						
	2014-15	2015-16	2016-17	2017-18	2018-19	TOTAL
FACULTY	\$5,100	\$17,850	\$40,800	\$40,800	\$40,800	\$145,350
LIBRARY	\$1,000	\$10,000	\$4,300	\$4,300	\$4,300	\$23,900
FACILITIES	\$0	\$0	\$0	\$0	\$0	\$0
EQUIPMENT	\$0	\$0	\$0	\$0	\$0	\$0
STAFF	\$0	\$0	\$0	\$0	\$0	\$0
ASSISTANTSHIPS	\$0	\$0	\$36,700	\$73,400	\$110,100	\$220,200
OTHER	\$5,000	\$5,000	\$5,000	\$3,000	\$3,000	\$21,000
<b>TOTAL</b>	<b>\$11,100</b>	<b>\$32,850</b>	<b>\$86,800</b>	<b>\$121,500</b>	<b>\$158,200</b>	<b>\$410,450</b>
SOURCES OF FUNDS AVAILABLE FOR PROGRAM SUPPORT						
	2014-15	2015-16	2016-17	2017-18	2018-19	TOTAL
INTERNAL REALLOCATIONS	\$5,100	\$17,850	\$40,800	\$40,800	\$40,800	\$145,350
EXTRAMURAL	\$0	\$50,000	\$100,000	\$150,000	\$150,000	\$450,000
TUITION	\$102,900	\$183,750	\$264,600	\$279,300	\$279,300	\$1,109,850
<b>TOTAL</b>	<b>\$108,000</b>	<b>\$251,600</b>	<b>\$405,400</b>	<b>\$470,100</b>	<b>\$470,100</b>	<b>\$1,705,200</b>
ENROLLMENT AND DEGREE COMPLETION PROJECTIONS						
	2014-15	2015-16	2016-17	2017-18	2018-19	5-YEAR AVERAGE
HEADCOUNT ENROLLMENT	12	22	31	32	32	26
NEW ENROLLMENT HEADCOUNT	12	12	12	12	12	12
						3-YEAR AVERAGE
DEGREE COMPLETION PROJECTIONS	0	0	8	9	9	9

## Attachment 2

### Summary of Background Information

Doctor of Education in Educational Leadership  
The University of South Alabama

**Role:** The University of South Alabama is authorized to offer programs at the doctoral level. Approval of the proposed program will expand this instructional role to the academic subdivision, "Education."

**Description and Objectives:** The program will be a practitioner-based professional doctorate. Its purpose will be to develop graduates who will demonstrate a broad and in-depth knowledge and understanding of educational leadership.

In preparing graduates for careers as P-12 or postsecondary administrators, the program curriculum will include a P-12 concentration and a higher education concentration with or without discipline-based certificate options that will meet the following measurable objectives:

- Serve as a local venue for constituents of the southernmost part of the state for the terminal degree in the field;
- Meet the need of the local constituency with a cadre of highly educated professionals who have been trained in and taught the unique and specialized practices and policies of the State of Alabama;
- Fulfill the currently dwindling pool of mid-career and senior administrators in fields with high retirement rates in both P-12 and postsecondary venues;
- Increase scholarly practitioner-based knowledge in the mid-career administrative positions in both P-12 and postsecondary education;
- Advance professional knowledge in both P-12 school districts and postsecondary institutions in the southern region of the state; and
- Help fulfill the mission of the University by offering high-quality programs that *create, communicate, preserve, and apply knowledge in service to the people of Alabama as citizens in a global community* (USA Mission, Vision and Goals, 2012).

Student learning outcomes will be based on the concepts of inquiry, equity, leadership, stakeholder engagement, human capital, and continuous improvement. Pedagogy will be included throughout the program. Objectives include the ability to:

- Identify the factors driving and restraining the forces impacting critical issues;
- Navigate databases and disaggregate data to identify problem areas that inform decision making;
- Connect decision-making to a guiding vision among all constituents of the organization;
- Translate the research literature on large-scale interventions to suit localized needs;
- Promote equity and inclusiveness at all levels among and across organizations and the community;
- Recognize driving and restraining forces in organizations and work within the context of organizational culture;
- Promote transparency in decision-making, community engagement, and dialogue;
- Seek the input, feedback and involvement of key partners;
- Lead the organization within the ethical, legal, and financial frameworks established by local, state, and national entities;
- Leverage available human resources by identifying, fairly evaluating, and mobilizing the varied skill sets found within an organization;
- Identify leaders within organizations and mentor them into impactful positions;

- Utilize change initiatives and promote professional development through cycles of continuous improvement (adapted from Porter, Hart & Hart, 2010).

**Assessment:** According to the proposal, the program review process shall include self-study, and internal and external reviews. Specific factors to be considered in program review shall include: demand and enrollment trends; overall quality of students admitted to the program; candidate evaluations of teaching; retention and graduation rates; employer and graduate satisfaction; program reputation; faculty credentials, including grants, research, pedagogical skills, and awards; graduate employment; certification rates (where appropriate); curriculum design; student learning outcomes; finances; facilities; and, alumni achievements.

The USA College of Education has an assessment of learning outcomes process in place for all academic programs that meets the assessment requirements of both SACS and NCATE. This doctoral program will be subject to the same assessment. The process used includes the following:

1. Assessment of student learning outcomes will be conducted in individual courses using embedded assessment techniques to evaluate content, collaboration, and critical thinking within each course. Candidate assessments will occur at four "check points:" (1) admission to the program; (2) annual review of candidate progress; (3) program exit, and (4) post-graduation. Student learning outcomes will be evaluated through formative and summative assessments, including: (a) formal assessments, (b) portfolio assessments, (c) comprehensive exams, (d) field project(s), and (e) a capstone project (dissertation). Assessment milestones will include the comprehensive exam, proposal defense, and defense of capstone/dissertation.
2. Program assessment will be conducted on the following quality indicators: student quality, academic performance, retention and graduation rates, satisfaction and reputation; employment and certification rates; and, alumni achievements.
3. Program viability will be assessed against enrollment history and projected demand, academic quality and reputation, faculty resources, and finances and facilities.

All assessments will be reviewed annually by the College's Office of Assessment and Evaluation and reported as part of the University's process for planning and program review using Trac Dat.

**Administration:** The program will be administered by the College of Education, Dr. Richard L. Hayes, dean; Dr. Abigail Baxter, director of Graduate Studies; and Dr. Harold W. Dodge, department chair.

**Consultant Review:** The proposal included a consultant's review by Dr. Margaret M. Sullivan, president of the Southeastern Consulting Group on Higher Education, Inc., and former director of the Consulting Network, Commission on Colleges, Southern Association of Colleges and Schools. Dr. Sullivan stated that the program would be of benefit to the state and particularly to the southern region of Alabama. A unique feature of the program is the implementation of a cohort model where courses are delivered face to face or in a hybrid or distance model. Dr. Sullivan noted that this model is financially beneficial to the student, but also allows the student to complete course assignments and projects within an applied setting.

Dr. Sullivan's report stated:

There is a great need for this program. While states struggle with education policy and funding, qualified leadership is necessary to devise policy and implement methods that continually focus on student achievement. The College of Education at the University of South Alabama (USA) has documented interest in this new program; the United States Department of Labor's Bureau of Statistics documents the need for P-12 and university

administrators. The role USA plays in the region makes this program uniquely suited to meet the needs of educational systems and institutions in this area.

**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 deans participated in the initial review of the proposal with one dean indicating that the program would be a duplication of an existing program. The other three deans were supportive of the proposal.

Five deans participated in the final review of the proposal. All five recommended approval of the program.

**Accreditation:** Graduate programs of the College of Education are accredited by the National Council for Teacher Accreditation of Teacher Education, according to the proposal.

**Curriculum:** The proposed program is intended to align with the recommendations of the Carnegie Project on the Education Doctorate (2011) to redesign the education doctorate. The program design is similar to that of programs at Duquesne University, Lynn University, the University of Central Florida, and the University of Kentucky.

The program will require the completion of sixty semester hours above the master's level.

Core courses:	24 semester hours
Concentration courses:	12
Research courses:	12
Research seminars and dissertation:	12 hours, minimum
Total:	60 minimum

Additional requirements: 1) a preliminary qualifying examination; 2) a concept paper synthesizing what has been learned at the end of the first year and including implications for further study; 3) a comprehensive examination; and 4) a dissertation.

New courses that would be added for this proposed program include (with semester credit hours indicated):

- EDL 640 The Student in Higher Education (3 hrs.)
- EDL 641 Finance in Education (3 hrs.)
- EDL 643 Higher Education in the U.S. (3 hrs.)
- EDL 701 Advanced Organizational Theories of Leadership (3 hrs.)
- EDL 702 Globalization of Education (3 hrs.)
- EDL 703 Planning, Politics, and Problem-Solving (3 hrs.)
- EDL 720 Seminar in Higher Education (3 hrs.)
- EDL 731 Resource Management and Theory (3 hrs.)
- EDL 732 Ethical and Legal Issues in Education (3 hrs.)
- EDL 733 Instructional Leadership and Evaluation Processes (3 hrs.)
- EDL 794 Stewardship of Practice (3 hrs.)
- EDL 799 Dissertation (3 hrs. minimum)

**Collaboration:** The possibility of collaboration has been discussed with three institutions: Alabama State University (ASU), Auburn University (AU), and the University of Alabama (UA). AU and UA have both offered to work with USA faculty in the development of the program, while ASU has inquired about the possibility of sharing courses.

**Distance Education:** Coursework will be designed in blended formats that combine face-to-face instruction with online instruction. Approximately thirty percent of the coursework will be available through distance delivery.

**Admissions:** An admissions committee will review all submitted information, and personal interviews will be conducted with all applicants. GRE scores will be used to provide prescriptive information about potential areas of strength and/or remediation for candidates. Information to be submitted will include the following:

All applicants:

- Completed Graduate Admissions application
- Official transcripts from all institutions previously attended
- Official GRE Scores (verbal, quantitative, and writing) within five years of application sent directly to USA Office of Admissions
- Minimum 3.25 graduate GPA
- Resume
- A two-page narrative statement of purpose for pursuing the degree.
- Three letters of recommendation from appropriate supervisors focused on the candidate's ability and motivation to pursue doctoral study and leadership potential
- Writing sample (on-site)

P-12 Leadership:

- Master's degree in education or educational leadership
- Valid Alabama teaching or administrative license or equivalent
- No fewer than three years of successful teaching at the P-12 level
- Alabama EXP form verifying experience in schools
- USA College of Education Disposition self-assessment

Higher Education Leadership:

- Master's degree or equivalent from a regionally accredited institution for postsecondary education

**Need:** The Academic Program Inventory has these current programs listed at the doctoral level at CIP 13.0401: ASU, EdD in Educational Leadership, Policy, and Law; Auburn University, PhD in Educational Administration; and the University of Alabama/the University of Alabama at Birmingham, joint EdD and joint PhD in Educational Administration. In addition, UA has EdD and PhD programs listed in Higher Education Administration (CIP 13.0406); Educational Administration (Elementary and Middle School) (CIP 13.0408); and Educational Administration (Secondary School) (CIP 13.0409). The closest of these programs is a three-hour drive from Mobile.

The program will be a practitioner-based doctoral degree that will provide the opportunity to employed individuals to complete course assignments and projects in an applied setting. The program is intended to serve need for these professionals in the Gulf Coast region. According to the proposal, these professionals serve more than fifteen percent of the public student population in the state.

The proposal stated that the US Department of Labor Bureau of Labor Statistics has projected that the demand for P-12 school administrators will increase by ten percent from 2010 to 2020. The demand for university administrators is projected to grow by nineteen percent over the same period. Demand in the Sunbelt states is expected to be greater than in other parts of the country.

**Student Demand:** USA conducted surveys to determine student demand for the program. Sixty-one responses were received in a survey of public school educators in the Mobile area. Most of the respondents were from Mobile and Baldwin counties. The respondents indicated an interest in the P-12 track. Over seventy percent stated that they were very interested or definitely interested in the program.

Eighty-six individuals employed at USA responded to the survey. Of this number, 76 percent indicated an interest in the proposed program. In addition, 203 individuals employed at two- and four-year institutions in USA's region (south Alabama, northwest Florida, and southeast Mississippi) responded to a survey. Almost half (47 percent) expressed interest in the program.

**Resources:**

Faculty:

Current Primary Faculty—

Full-time: 6

Part-time: 0

Support Faculty—

Full-time: 3

Part-time: 0

Additional Faculty to Be Hired:

Primary Faculty—

Full-time: 0

Part-time: 8

Support Faculty—

Full-time: 0

Part-time: 10

The proposal stated that as many as eight part-time primary faculty will be drawn from professors currently employed by USA in other positions, including dean of students, quality enhancement plan director, etc. These individuals hold degrees and certifications in compliance with accreditation requirements. To support reassignment of faculty to the new program, it will be necessary to add part-time support faculty to master's level instruction as enrollments in the new doctoral program increase. Many of these individuals regularly teach in the master's program.

**Support Staff:** The proposal provided information on support staff that are available for the program. No additional support staff will be needed.

**Fellowships and Assistantships:** It is expected that most students will be employed full-time while pursuing the degree. Four to six doctoral assistantships will be utilized for graduate research assistants.

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

**Facilities:** No additional facilities will be needed for the program.

**Library:** An analysis of library resources was included in the proposal. The education collection was described as being very strong. Several databases that would support the program have been added in the last five years.

**Program Budget:** The proposal projected that \$410,450 in new funds would be needed over the first five years for the program and that \$1,705,200 would be available from tuition, extramural funding, and internal reallocation. The extramural projection was based on the current performance of the USA College of Education in securing external funding for educational leadership projects.

**Attachment 3**

**The University of South Alabama  
 Doctor of Education (EdD) in Educational Leadership (CIP 13.0401)  
 Proposed Typical Curriculum by Semester**

<b>YEAR ONE</b>	<b>COURSE, TITLE, AND CREDIT HOURS</b>	<b>P-12</b>	<b>HIGHER ED</b>
Summer			
	EDL 701 Advanced Organizational Theories of Leadership (3 hrs.)	X	X
	EDL 732 Ethical & Legal Issues in Education (3 hrs.)	X	X
	EDL 794 Stewardship of Practice (3 hrs.)	X	X
Fall			
	EPY 602 Advanced Theories of Learning (3 hrs.)	X	X
	IDE 620 Quantitative Methods I (3 hrs.)	X	X
Spring			
	EDL 621 Seminar in Program and Curriculum Development (3 hrs.)	X	
	EDL 640 The Student in Higher Education (3 hrs.)		X
	IDE 621 Quantitative Methods II (3 hrs.)	X	X
	Conceptual Paper Presented to Review Team	X	X
<b>YEAR TWO</b>			
Summer			
	EDL 643 Higher Education in the U.S. (3 hrs.)		X
	EDL 695 Mentoring Leadership (3 hrs.)	X	
	EDL 702 Globalization of Education (3 hrs.)	X	X
	IDE 692 Research Project Seminar (3 hrs.)	X	X
Fall			
	IDE 631 Qualitative Research in Education (3 hrs.)	X	X
	EDL 641 Finance in Education (3 hrs.)	X	X
Spring			
	EDL 631 Seminar in Educational Management Skills (3 hrs.)	X	
	EDL 720 Seminar in Higher Education (3 hrs.)		X
	IDE 635 Advanced Measurement and Evaluation (3 hrs.)	X	X
	Comprehensive Exam and Defense of Field-Based Project	X	X
<b>YEAR THREE</b>			
Summer			
	EDF 615 Seminar in Educational Policy Studies (3 hrs.)	X	
	EDL 703 Planning, Politics, and Problem-Solving (3 hrs.)		X
	EDL 731 Resource Management and Theory (3 hrs.)	X	X
	IDE 692 Research Project Seminar (3 hrs.)	X	X
Fall			
	EDL 799 Dissertation (3 hrs.)	X	X
	EDL 733 Instructional Leadership and Evaluation Processes (3 hrs.)	X	X
Spring			
	EDL 799 Dissertation (3-6 hrs.)	X	X
	Dissertation Defense	X	X



DECISION ITEM B-1: Request to Amend Post-Implementation Conditions: Drake State Technical College, Associate in Applied Science (AAS)/Certificate in Industrial Maintenance Technology (CIP 47.0303)

### **EXECUTIVE SUMMARY**

**Reason for Action:** The Alabama Department of Postsecondary Education (ADPE) and Drake State Technical College have requested a modification of the graduation condition and an extension in post-implementation review for the AAS and Certificate in Industrial Maintenance 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 enrollment and graduation post-implementation requirements. Program officials have stated that the original projections were unreasonably high, largely because of the effect of the recession on the automobile industry.
- The program is expected to meet the revised requirements for enrollment and graduates in the second review period.

DECISION ITEM B-1: Request to Amend Post-Implementation Conditions: Drake State Technical College, Associate in Applied Science (AAS)/Certificate in Industrial Maintenance Technology (CIP 47.0303)

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 new student enrollment requirement of an average of 18 (revised from an average of 30 over the first five years).
- 3) In this additional review period, the program will meet a revised graduation requirement of an average of 10 graduates (revised from an average of 20).
- 4) 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 conditions for enrollment and graduates for the specified period.

Background: An Associate in Applied Technology and Certificate in Industrial Maintenance Technology was approved for Drake State Technical College on September 25, 2005. The program was implemented on schedule in January 2006. In December 2012, the AAT was changed to an AAS, because of Drake's change in accreditation from the Council on Occupational Education (COE) to the Commission on Colleges (COC) of the Southern Association of Colleges and Schools (SACS).

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 both enrollment and graduates were unreasonably high. Projections were based largely on the need for related workers in the Toyota plant and in the plants of affiliated suppliers located in the region. In 2008, auto vehicle sales fell rapidly because of the deep recession of the U.S. economy. The report stated that, "While it remained true that retiring technicians needed to be

replaced, the retirement rate and subsequent replacement demand was nowhere near the rate expected by the industry.”

College administrators stated that, in the current year, there are more than fifty students enrolled in the program, including 26 new students. The program is expected to maintain existing levels of enrollment and graduation over the long term. Dr. Kandis Steele, ADPE Director of Academic Programs, stated in the request for modification, “Drake State has a growing student population, and we feel certain that the institution will be able to meet these revised conditions.”

Supporting Documentation:

1. “Summary of Report on Post-Implementation Conditions,” attached.
2. Unpublished post-implementation report and post-implementation revision request for Drake State Technical 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**

**Drake State Technical College**

Program: Industrial Maintenance, Associate in Applied Technology/Certificate,  
CIP 47.0303 [AAT changed to an AAS at the December 7, 2012, Commission meeting,  
because of change in accreditation of Drake from COE to SACS/COC.]

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 (headcount) for the first five years will be at least 30, 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 20, 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.

Industrial Maintenance, AAT/Cert, CIP 47.0303	New Enrollment Headcount	Graduates	Percentage of Graduates Employed in Field
Required	30	20	75%
Reported	18	10	95%

DECISION ITEM C-1: Drake State Technical College, Addition of a Certificate in Automotive Service Technology to the Existing AAS in Automotive Service Technology (CIP 15.0803)

**EXECUTIVE SUMMARY**

**Reason for Action:** The Alabama Department of Postsecondary Education has submitted a request for Drake State Technical College to add a Certificate award program to the AAS in Automotive Service 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 evolving industry and business needs in the College's service area.
- The proposed certificate will not require additional funds to be added for the AAS program.

DECISION ITEM C-1: Drake State Technical College, Addition of a Certificate in Automotive Service Technology to the Existing AAS in Automotive Service Technology (CIP 15.0803)

Staff Presenter: Ms. Margaret Pearson  
Academic Program Review Analyst

Staff Recommendation: That the Commission approve the addition of a Certificate award in Automotive Service Technology to the Existing AAS in Automotive Service Technology at Drake State Technical College (DRK).

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 DRK 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 evolving industry and business needs in the College's service area.

**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:

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

DECISION ITEM C-2: Lawson State Community College, Addition of a Certificate in Automotive Technology to the Existing AAS in Automotive Technology (CIP 15.0803)

**EXECUTIVE SUMMARY**

**Reason for Action:** The Alabama Department of Postsecondary Education has submitted a request for Lawson State Community College to add a Certificate award program to the AAS in Automotive 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 proposed certificate will not require additional funds to be added to the AAS program.



DECISION ITEM C-2: Lawson State Community College, Addition of a Certificate in Automotive Technology to the Existing AAS in Automotive Technology (CIP 15.0803)

Staff Presenter: Ms. Margaret Pearson  
Academic Program Review Analyst

Staff Recommendation: That the Commission approve the addition of a Certificate award in Automotive Technology to the Existing AAS in Automotive Technology at Lawson State Community College (LAW).

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 LAW 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 evolving industry and business needs in the College's service area.

**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:

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

DECISION ITEM C-3: Northwest-Shoals Community College, Addition of Primary/Secondary Specialty Area Combinations to the Existing Associate in Occupational Technologies Program

**EXECUTIVE SUMMARY**

**Reason for Action:** Northwest-Shoals Community College through the Alabama Department of Postsecondary Education has requested the addition of technical specialty combinations to the existing Associate in Occupational Technologies (AOT) program, in accordance with Commission guidelines.

**Factors for Consideration:**

- Northwest-Shoals Community College has an existing Associate in Occupational Technologies listed in the Commission's Academic Program Inventory at CIP 30.9999.
- The proposed technical combinations will be offered using existing resources and will have no budgetary impact.

DECISION ITEM C-3: Northwest-Shoals Community College, Addition of Primary/Secondary Specialty Area Combinations to the Existing Associate in Occupational Technologies Program

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

Staff Recommendation: That the Commission approve the addition of two specialty combinations to the existing Associate in Occupational Technologies (AOT) degree program as a reasonable extension/alteration of an existing program.

Background: On August 7, 1998, the Commission approved the implementation of the AOT (CIP 30.9999) for state community, junior, and technical colleges. The AOT was developed by the Alabama Department of Post-secondary Education and approved by the Commission for students seeking the opportunity to become multi-skilled technicians. An AOT program includes both a Primary Technical Specialty and a Secondary Technical Specialty. The Primary Technical Specialty requires a minimum of 28 semester hours in a single content area, while the Secondary Technical Specialty requires a minimum of 12 semester hours in an additional single content area that is closely related to the Primary Specialty. The following stipulations were included in the program plan that was approved by the Commission:

1. An institution may offer a Primary Technical Specialty for the AOT only in fields in which it already has an existing diploma or regular certificate [long or full certificate] that is listed in the Commission's Academic Program Inventory.
2. An institution may offer a Secondary Technical Specialty for the AOT only in areas in which it already has an existing diploma, certificate [long or full certificate] or short certificate [less than 30 semester hours] that consists of at least 12 semester hours.
3. Should an institution wish to offer the AOT in primary or secondary specialty areas in which it does not currently offer the required degree, diploma, or certificate programs, the Commission, in accord with the regular program guidelines, must first approve such programs. In the case of a short certificate, which the Commission does not approve, the required information item must first be presented to the Commission before such program may be used for AOT Secondary Technical Specialty purposes.
4. The primary and secondary technical specialty combination must be areas which are closely related and which will, in combination, provide the student

with the multi-skilled capacity needed to broaden her/his employment prospects.

Most public two-year colleges have the AOT in their respective inventories; however, it has been several years since any technical combinations have been submitted for the Commission's review and approval.

Northwest-Shoals Community College proposes awarding the AOT with the specialty combinations listed in Attachment 1. The proposal meets all Commission guidelines.

**Budgetary Impact: None.**

The AOT will make use of existing courses and resources.

Supporting Documentation:

1. "Reasonable Extensions and Alterations of Existing Units and Programs of Instruction," Ala. Admin. Code (Commission on Higher Education), r. 300-2-1.06. Available upon request.
2. Staff Recommendation, Associate in Occupational Technologies (CIP 30.9999), State Community, Junior, and Technical Colleges, dated August 7, 1998. Available upon request.
3. January 15, 2013, Request from Northwest-Shoal Community submitted by the Alabama Department of Postsecondary Education. Available upon request.

**Attachment 1**

**Proposed Additional Technical Specialty Areas for the Existing AOT  
Northwest-Shoals Community College**

The Primary Technical Specialty requires a minimum of 28 semester hours in a single content area, while the Secondary Technical Specialty requires a minimum of 12 semester hours in an additional single content area that is closely related to the Primary Specialty. The general education requirement for the AOT is 18-24 semester hours. A total of 60-76 semester hours is required for the degree, depending on the specialty areas involved.

Northwest-Shoals Community College proposes to offer the AOT in the following primary and secondary technical specialty combinations:

Primary Specialty Area

Secondary Specialty Area

Automotive Service Technology

Automotive Body Repair

Automotive Service Technology

Machine Shop Technology

DECISION ITEM C-4: Auburn University, Addition of a Music Education Instrumental & Vocal Option to the Existing BMEd in Music Education (CIP 13.1312)

**EXECUTIVE SUMMARY**

**Reason for Action:** Auburn University has requested the addition of an option in Music Education Instrumental & Vocal in accordance with the Commission's "Guidelines for the Review of Extensions & Alterations of Existing Programs."

**Factors for Consideration:**

- The program with the proposed option will require a total of 130 semester hours.
- According to AU officials, the proposed option consolidates the two previous options: (1) Instrumental, and (2) Vocal, and allows students to meet the Alabama State Department of Education teacher certification requirements for both Music Education Instrumental and Music Education Vocal.

DECISION ITEM C-4: Auburn University, Addition of a Music Education Instrumental & Vocal Option to the Existing BMEd in Music Education (CIP 13.1312)

Staff Presenter: Ms. Margaret Pearson  
Academic Program Review Analyst

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

Background: Auburn University (AU) currently has the Bachelor of Music Education (BMEd) in Music Education at CIP 13.1312 in the Commission's Academic Program Inventory. AU has proposed the addition of a Music Education Instrumental and Vocal option to the existing program.

The program with the proposed option will require a total of 130 semester hours (sh).

General Education	41 sh
Program core	45 sh
Option	44 sh
Total	130 sh

The program core includes the following courses: Piano Skills I & II; Functional Piano I & II; Woodwind Instrumental Skills; and Percussion Skills.

Courses included in the proposed option are: Choral Conducting I & II; Instrumental Conducting I & II; Ensemble; and Performance.

**Budgetary Impact: None.**

According to AU officials, the proposed option consolidates the two previous options: (1) Instrumental, and (2) Vocal, and allows students to meet the Alabama State Department of Education teacher certification requirements for both Music Education Instrumental and Music Education Vocal.

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

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

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



2. "Definitions Recognized by the Commission," Ala. Admin. Code (Commission on Higher Education), r. 300-2-1.01. Available upon request.
3. Written unpublished documentation provided by the institution. Available upon request.

DECISION ITEM C-5: Auburn University, Addition of an Option in Nutrition and Wellness to the Existing BS in Nutrition (CIP 30.1901)

**EXECUTIVE SUMMARY**

**Reason for Action:** Auburn University has requested the addition of an option in Nutrition and Wellness in accordance with the Commission's "Guidelines for the Review of Extensions & Alterations of Existing Programs."

**Factors for Consideration:**

- The program with the proposed option will require a total of 124-128 semester hours.
- According to AU officials, no additional resources are required to add the proposed option.

**DECISION ITEM C-5:** Auburn University, Addition of an Option in Nutrition and Wellness to the Existing BS in Nutrition (CIP 30.1901)

**Staff Presenter:** Ms. Margaret Pearson  
Academic Program Review Analyst

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

**Background:** Auburn University (AU) currently has the Bachelor of Science (BS) in Nutrition at CIP 30.1901 in the Commission's Academic Program Inventory. AU has proposed the addition of an option in Nutrition and Wellness to the existing program.

The program with the proposed option will require a total of 124-128 semester hours (sh).

General Education	42 sh
Program core	39 sh
Option	43-47 sh
Total	124-128 sh

Courses included in the program core are: Nutritional Biochemistry; Macronutrients; Vitamins & Minerals; Nutrition in the Life Cycle; and Nutrition and Health.

The proposed option includes the following courses: Basic Sports Nutrition; Science of Food; Nutrition Education; Public Health Nutrition; Nutrition in Disease Prevention; Technical Writing; and Wellness.

**Budgetary Impact: None.**

According to AU officials, the current national/global obesity epidemic is creating a demand for community-based wellness services and programs to be staffed by personnel trained in promoting healthy lifestyles, improved nutrition and healthier eating habits.

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

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

**Supporting Documentation:**

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

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

DECISION ITEM C-6: Troy University, Addition of a Concentration in Financial Economics to the BSBA in Economics (Troy) (CIP 52.0601)

**EXECUTIVE SUMMARY**

**Reason for Action:** Troy University has requested the addition of a concentration to the existing Bachelor of Science in Business Administration (BSBA), offered on the Troy campus, in accordance with the Commission's "Guidelines for the Review of Extensions & Alterations of Existing Programs."

**Factors for Consideration:**

- According to Troy officials, the new concentration will broaden opportunities for Economics students and will better prepare them for careers in banking or graduate work in Finance.
- Faculty and courses are already in place, and the proposed concentration will not require additional resources.

**DECISION ITEM C-6:** Troy University, Addition of a Concentration in Financial Economics to the BSBA in Economics (Troy) (CIP 52.0601)

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

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

**Background:** Troy University currently has the Bachelor of Science in Business Administration (BSBA) in Economics at CIP 52.0601 in the Commission's Academic Program Inventory. The program is housed in the College of Business and has the requirement of a business administration core. Troy has proposed the addition of a concentration in Financial Economics to the program with the curriculum requirements listed below:

General Education	48 (semester hours)
Business Administration Core	37
Economics Core	6
Concentration	21
Electives	<u>9</u>
Total	121

In addition to the Business Administration core, students choosing the concentration will be required to take the following Economics core courses: Intermediate Macroeconomics and Intermediate Microeconomics.

Required courses in the concentration will include: Intermediate Accounting; Money and Banking; International Trade; Financial Management; Investments; Financial Institutions; and Bank Management.

**Budgetary Impact:** None. Faculty and courses are already in place.

According to Troy officials, the new concentration will broaden opportunities for Economics students and will better prepare them for careers in banking or graduate work in Finance.

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

**Supporting Documentation:**

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

2. "Definitions Recognized by the Commission," Ala. Admin. Code (Commission on Higher Education), r. 300-2-1.01. Available upon request.
3. Written unpublished documentation provided by the institution. Available upon request.

DECISION ITEM C-7: Troy University, Consolidation of Five Existing Baccalaureate Programs into the Bachelor of Science in Business Administration (BSBA) in Global Business (CIP 52.0201)

**EXECUTIVE SUMMARY**

**Reason for Action:** Troy University has requested the consolidation of existing programs into a new listing, Global Business, BSBA, at CIP 52.0201, in accordance with the Commission's "Guidelines for the Review of Extensions & Alterations of Existing Programs."

**Factors for Consideration:**

- Troy University has requested that the following existing programs be deleted from the Academic Program Inventory and consolidated into a new academic program listing:

CIP 52.0101	Business and Management, General (Troy, Montgomery), BSBA
CIP 52.0201	Business Administration (Troy, Dothan, Montgomery), BSBA
CIP 52.0801	Banking and Finance (Troy, Montgomery), BSBA
CIP 52.1201	Information Systems (Troy), BSBA
CIP 52.1499	Marketing Management and Research (Troy, Montgomery), BSBA.

- The new listing for the consolidated program will be the following:

CIP 52.0201	Global Business (Troy, Dothan, Montgomery), BSBA.
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- The consolidated program will have the following concentrations:

1. General Business concentration
2. Management concentration
3. Small Business and Entrepreneurship concentration
4. Human Resources Management concentration
5. Finance concentration
6. General Information Systems concentration
7. Marketing concentration
8. Risk Management/Insurance concentration

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



**DECISION ITEM C-7:** Troy University, Consolidation of Five Existing Baccalaureate Programs into the Bachelor of Science in Business Administration (BSBA) in Global Business (CIP 52.0201)

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

Staff Recommendation: That the Commission approve the proposed program consolidation and the establishment of concentrations as a reasonable extension/alteration of existing programs.

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

Background: Troy University currently has the following academic programs listed in the Academic Program Inventory.

CIP 52.0101	Business and Management, General (Troy, Montgomery), BSBA
CIP 52.0201	Business Administration (Troy, Dothan, Montgomery), BSBA
CIP 52.0801	Banking and Finance (Troy, Montgomery), BSBA
CIP 52.1201	Information Systems (Troy), BSBA
CIP 52.1499	Marketing Management and Research (Troy, Montgomery), BSBA.

Troy has proposed a consolidation of these programs into a program having a new program title, shown below:

**CIP 52.0201 Global Business (Troy, Dothan Montgomery), BSBA**

The program will have the following concentrations:

1. General Business concentration
2. Management concentration
3. Small Business and Entrepreneurship concentration
4. Human Resources Management concentration
5. Finance concentration
6. General Information Systems concentration
7. Marketing concentration
8. Risk Management/Insurance concentration

The program will have the following requirements, regardless of the concentration selected by the student:

General Education	48 semester hours
BSBA Core	37
Global Business Core	18
Concentration	18
<b>Total</b>	<b>121</b>

Courses in the existing BSBA core (37 semester hours) include such courses as Principles of Accounting I and II; Legal Environment of Business; Business Statistics; Principles of Management; Innovative Practices and Thoughts, Fundamentals of Managerial Finance, and Strategic Management, among others. The BSBA core is shared with the existing baccalaureate programs in Accounting and Economics.

The Global Business core (18 semester hours) will consist of courses in International Trade, Global Electronic Business, Global Human Resource Management, Leadership/Change, Global Marketing, and Managing in a Global Environment.

The General Business concentration will consist of five upper-level business courses selected by the student and the Business Seminar.

The Management concentration will include Principles of Supervision, Organizational Behavior, Develop/Lead Effective Teams, Management Seminar (capstone) and two other related courses.

The Small Business and Entrepreneurship concentration will include courses in Entrepreneurial Management, Entrepreneurial Finance, Legal/Ethical Aspects of Entrepreneurs, Entrepreneurial Strategy/Marketing (capstone) and two other related courses.

The Human Resource Management concentration will include courses in Employment Law, Staffing, Human Resource Development, Performance Appraisal and Compensation, and two other related courses.

The Finance concentration will include Financial Management, Investments, Financial Institutions, Bank Management (capstone), and two other related courses.

The General Information Systems concentration will include Business Programming, Data Communication and Networks, Database Management Systems I, Systems Analysis/Design, and two other related courses.

The Marketing concentration will include Services Marketing, Consumer Behavior, Marketing Research,

Marketing Management (capstone) and two other related courses.

The Risk Management/Insurance concentration will include courses in Principles of Risk Management and Insurance, Life and Health Insurance, Property and Casualty Insurance, Insurance Operations, and two other related courses.

**Budgetary Impact:** None. Faculty and courses are already in place.

**Rationale:** According to Troy officials, the number of individual and different programs leading to the BSBA degree need to be reduced in order to prepare for accreditation by the Association to Advance Collegiate Schools of Business (AACSB). With this proposed consolidation, the Troy College of Business will have three programs leading to the BSBA degree: Global Business (Troy, Dothan, Montgomery); Accounting (Troy, Montgomery), CIP 52.0301; and Economics (Troy), CIP 52.0601.

Additionally, there is an industry focus which has enlarged the study of business from a local, regional, or national activity into one which recognizes the necessity for understanding business within an international context. This request, according to information provided by Troy officials, reflects this current and evolving trend.

Supporting Documentation:

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

DECISION ITEM C-8: The University of West Alabama, Addition of an Option in Family Counseling to the Existing MSCE in Adult and Continuing Education (CIP 13.1201)

**EXECUTIVE SUMMARY**

**Reason for Action:** The University of West Alabama (UWA) has requested the addition of an option in Family Counseling in accordance with the Commission's "Guidelines for the Review of Extensions & Alterations of Existing Programs."

**Factors for Consideration:**

- The program with the proposed option will require a total of 33 semester hours.
- There will be no additional costs associated with the proposed option.

**DECISION ITEM C-8:** The University of West Alabama, Addition of an Option in Family Counseling to the Existing MSCE in Adult and Continuing Education (CIP 13.1201)

Staff Presenter: Ms. Margaret Pearson  
Academic Program Review Analyst

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

Background: The University of West Alabama (UWA) currently has the MSCE in Adult and Continuing Education listed at CIP 13.1201 in the Commission's Academic Program Inventory. UWA has proposed the addition of an option in Family Counseling to the existing program.

Existing options in the program include the following: the General option, Library Media, Guidance and Counseling, Counseling/Psychology, and College Student Development.

The program with the proposed option will require a total of 33 semester hours (sh):

Program Core	9 sh
Option	24 sh
Total	33 sh

The program core consists of the following three courses: ED504: Techniques in Educational Research; ED506: Educational Statistics; PY526: Marriage and Family Therapy.

The proposed option will have a total of eight courses: PY527: The Therapeutic Relationship; PY535 Advanced Techniques in Family Counseling; PY555 Systems Theory in Psychology; PY563: Assessment Techniques in Family Counseling; PY570: Systems of Psychotherapy; PY595: Professional Orientation; PY599: Internship in Counseling Psychology; and SC506: Life Span Development.

According to the proposal, the Family Counseling option is the result of wide ranging interest in family counseling.

**Budgetary Impact:** There will be no additional costs associated with the proposed option. The courses are already offered within the existing program.

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

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

Supporting Documentation:

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

DECISION ITEM C-9: Troy University, Establishment of the School of Hospitality, Sport, and Tourism Management

**EXECUTIVE SUMMARY**

**Reason for Action:** The Troy University has requested the establishment of the School of Hospitality, Sport, and Tourism Management.

**Factors for Consideration:**

- The proposed School of Hospitality, Sport, and Tourism Management's mission is to prepare undergraduate students to become future leaders and scholars in hospitality, sport, and tourism management by providing exemplary integrative and experimental academic preparation in a collaborative environment; to conduct seminal and applied research that impacts the hospitality, sport, and tourism industries on a local, national, and global level; and to provide professional and community service.
- According to the Commission's operational definitions, administrative changes creating units more prominent than a department, such as a school, require Commission approval.

DECISION ITEM C-9: Troy University, Establishment of the School of Hospitality, Sport, and Tourism Management

Staff Presenter: Ms. Margaret Pearson  
Academic Program Review Analyst

Staff Recommendation: That the Commission approve the establishment of the School of Hospitality, Sport, and Tourism Management.

Background: Troy University (TROY) plans to establish the School of Hospitality, Sport, and Tourism Management.

The proposed School of Hospitality, Sport, and Tourism Management's mission is to prepare undergraduate students to become future leaders and scholars in hospitality, sport, and tourism management by providing exemplary integrative and experimental academic preparation in a collaborative environment; to conduct seminal and applied research that impacts the hospitality, sport, and tourism industries on a local, national and global level; and to provide professional and community service.

The School of Hospitality, Sport, and Tourism Management will prepare students for positions in hospitality, sport, and tourism industries. The goal of the faculty and school is to create an integrated academic learning environment of analyzing and resolving the challenges in the deliverance and business of hospitality, sport, and tourism.

**Budgetary Impact: None.**

Since the academic programs and support services are already operational, the new unit will be implemented using existing funds.

According to the Commission's operational definitions, administrative changes creating units more prominent than a department (such as divisions, schools, or colleges) require Commission approval.

Supporting Documentation:

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



DECISION ITEM C10: Troy University, Establishment of the School of Science and Technology

**EXECUTIVE SUMMARY**

**Reason for Action:** Troy University has requested the establishment of the School of Science and Technology.

**Factors for Consideration:**

- The mission of the proposed School of Science and Technology is to increase the proficiency of students in the study of academic disciplines focused on science and technology; grow the number of graduates in science and technology; engage in the development of new science and technology programs; and expand Troy University's STEM research agenda and infrastructure.
- According to the Commission's operational definitions, administrative changes creating units more prominent than a department, such as a school, require Commission approval.

DECISION ITEM C-10: Troy University, Establishment of the School of Science and Technology

Staff Presenter: Ms. Margaret Pearson  
Academic Program Review Analyst

Staff Recommendation: That the Commission approve the establishment of the School of Science and Technology.

Background: Troy University (TROY) plans to establish the School of Science and Technology.

The mission of the proposed School of Science and Technology is to increase the proficiency of students in the study of academic disciplines focused on science and technology; grow the number of graduates in science and technology; engage in the development of new science and technology programs; and expand the university's Science, Technology, Engineering, and Mathematics (STEM) research agenda and infrastructure.

The School of Science and Technology will prepare students for a variety of employment positions in science, technology and mathematics. More specifically, the school will house the existing departments of Chemistry and Physics, Biological and Environmental Sciences, Computer Science, and Mathematics.

**Budgetary Impact: None.**

Since the academic programs and support services are already operational, the new unit will be implemented using existing funds.

According to the Commission's operational definitions, administrative changes creating units more prominent than a department (such as divisions, schools, or colleges) require Commission approval.

Supporting Documentation:

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

DECISION ITEM D-1: The University of North Alabama, New Off-Campus Program (MAEd in Elementary Education) at Athens State University

**EXECUTIVE SUMMARY**

**Reason for Action:** The University of North Alabama (UNA) has requested the approval of an off-campus program to be offered at Athens State University. This request is in accordance with the Commission's "Guidelines for Regulation of Off-Campus Programs".

**Factors for Consideration:**

- The proposed off-campus program will be in collaboration with Athens State University and will serve teachers who are already employed in elementary schools.
- The program will be offered in a hybrid format, combining face-to-face and online instruction.

DECISION ITEM D-1: The University of North Alabama, New Off-Campus Program (MAEd in Elementary Education) at Athens State University

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

Staff Recommendation: That the Commission approve the proposed new off-campus program.

Post-Implementation Conditions:

- 1) That the implementation of the program be reported.
- 2) That the required annual site follow-up report be submitted.

An official with UNA has signed the institutional certification for the proposed program, pledging that a) the new offering 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.

Proposal: The University of North Alabama (UNA) plans to offer the full curriculum sequence that will lead to the Master of Arts in Education (MAEd) in Elementary Education at Athens State University (ATSU) in Athens, Limestone County, Alabama.

Background: **Proposed Location of the Program:** UNA will deliver the proposed program at Athens State University.

**Relationship to the Commission's Academic Program Inventory:** UNA currently has a Master of Arts in Education (MAEd) in Elementary Education at CIP 13.1202 in the Commission's Academic Program Inventory.

**Description of the Program:** The program will be for the purpose of providing graduate elementary education instruction leading to the MAEd in Elementary Education from UNA. It will be a 24 month program.

Ten of the courses (thirty semester hours) required for the program will be taught in a hybrid format on the ATSU campus. Approximately 33 to 50 percent of each course will be conducted face-to-face and the remainder of each course will be delivered online. The culminating course is a three semester-hour practicum which occurs in an elementary school classroom and will require direct supervision as well as online submissions.

**Strength of the Existing Program:** The existing program at UNA has a current headcount enrollment of 38. The program had 21 graduates in 2011-12.

**Adequate Student Demand:** ATSU conducted a graduate needs survey of 62 undergraduate interns in

elementary education and 21 recent graduates of the ATSU elementary education program. Based on the survey's findings, UNA projected an average headcount enrollment of 27 over the first five years of the off-campus program. It is expected that most students will be part-time students who are currently teaching in elementary schools.

**Need for Program:** The program is intended to meet current unmet demand for graduate education in elementary education in the north Alabama region.

**Effect on the Existing Program:** UNA officials stated that program delivery at Athens State University is not expected to have any impact on the existing program.

**Resources:** According to UNA officials, students completing the MAEd in Elementary Education in a blended format will have access to all services offered by the university from campus. The following resources are made available at a distance:

1) Faculty resources.

Courses will be taught by UNA full-time faculty and/or approved UNA adjunct faculty. New hires will be considered only if program growth warrants additional full-time faculty.

2) Library resources.

Students will have access to libraries at both UNA and ATSU, both on campus and through online access. The Instructional Services Librarian at UNA is the designated coordinator for distance learning support.

3) Facilities and technical support.

Support will be provided for UNA Portal assistance. E-mail and phone support will be provided for students, faculty, and staff. Classrooms at ATSU are all smart classrooms with an internet-connected computer, VCR/DVD players, and document camera tied into a projector for display on an electronically retractable screen. The smart classrooms are supported by technicians from the Information Technology department from 8 a.m. to 9 p.m. Monday through Friday during the semester. Open student computer labs are also available at ATSU.

**Admission and Program Completion Requirements:** Admission and program completion requirements will be the same as those for the program offered on the UNA campus.

**Budgetary Impact: None.**

Cost of the program, primarily faculty cost, and rental of classroom facilities will be covered by tuition of students in the off-campus program.

**Letter of Support:** The proposal included the required letter of support from the president of Athens State University. The letter is required because the site is not within UNA's off-campus service area.

**Public Review:** The proposal was posted on the Commission website from January 8 until January 28 (twenty days) for public review and comment. No comments were received.

Supporting Documentation:

1. Proposal for a new off-campus programs at Athens State University. Available upon request.
2. Letter from Robert K. Glenn, president, Athens State University, dated January 24, 2013. Available upon request.
3. "Review of Off-Campus Instruction offered by Public Postsecondary Institutions," Ala. Admin. Code (Commission on Higher Education), r. 300-2-1-.06. Available upon request.

Alabama Commission on Higher Education

**PROPOSAL FOR A NEW OFF-CAMPUS SITE**

**SITE INFORMATION**

**Institution:** University of North Alabama  
**Administrator Responsible for Site**  
**Name & Title:** Dr. John Thornell, VPAA and Provost (UNA)  
**Telephone:** (256) 765-4258  
**Fax:** (256) 765-4632  
**E-Mail:** jthornell@una.edu  
**Contact Person at Site If Other Than Administrator Above**  
**Name & Title:** Dr. Debra Baird, Dean, College of Education (Athens State University)  
**Telephone:** (256) 216-6617  
 (256) 216-6646  
**E-Mail:** debra.baird@athens.edu  
**Location of Proposed Site**  
 Athens State University, College of Education  
 300 North Beaty Street  
 City: Athens County: Limestone  
**When will you begin offering instruction at this site?** Jun-13

<u>Type of Site</u>	Check One:
<b>Non-Exempt</b>	X
<b>Exempt from Review by Statute</b>	
Fall 1978 registration exceeded 500.	
University operated site prior to 1960.	
Site located on military reservation.	
Business & industry site where employees only are enrolled.	
<b>Exempt from Review by Commission Policy</b>	
Courses delivered via distance learning technology.	
Prison site - courses delivered exclusively to inmates and prison employees.	
High school site exclusively for early admission, accelerated/dual enrollment.	
2-year college site located within SBE approved service area.	
University site located within Commission recognized off-campus service area.	

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: *William J. Cole, Jr.*  
 Date: *February 18, 2013*





INFORMATION ITEM A: Jacksonville State University, Addition of the Class AA Teaching Certificate in Teacher Leader (P-12) to the EdS in General Education, CIP 13.0101

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

Staff Recommendation: For information only.

Background: Jacksonville State University (JSU) has provided documentation that it has received approval from the State Board of Education (SBE) to offer a Class AA teaching certificate in Teacher Leader (P-12). The certificate completions will be reported at CIP 13.0101, the Education Specialist (EdS) in General Education, an existing listing in the Academic Program Inventory.

According to the Commission's operational definitions, new teacher certification programs are exempt from Commission review and approval but are required to be submitted to the Commission as information items. No entry will be added to the Commission's Academic Program Inventory as a result of the SBE approval of the new teacher education certificate. In addition, Commission guidelines state that new Educational Specialist degree programs are exempt from Commission review, if documentation is provided that they are implemented in conjunction with SBE approved sixth-year (AA) teacher certification programs.

Supporting Documentation:

1. "Reasonable Extensions and Alterations of Existing Units and Programs of Instruction," Ala. Admin. Code (Commission on Higher Education), r. 300-2-1.06. Available upon request.
2. "Definitions Recognized by the Commission," Ala. Admin. Code (Commission on Higher Education), r. 300-2-1.01. Available upon request.
2. Written unpublished documentation provided by the institution. Available upon request.

**INFORMATION ITEM B:** Jacksonville State University, Change in the Name of the Lurleen B. Wallace College of Nursing and Health Sciences to the Lurleen B. Wallace College of Nursing

**Staff Presenter:** Ms. Margaret Pearson  
Academic Program Review Analyst

**Staff Recommendation:** For information only.

**Background:** Jacksonville State University (JSU) Board of Trustees has approved the change in the name of the Lurleen B. Wallace College of Nursing and Health Sciences to the Lurleen B. Wallace College of Nursing.

Since this is only a name change, it does not require Commission approval.

**Supporting Documentation:**

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

**INFORMATION ITEM C:** The University of South Alabama and Spring Hill College, Dual Degree Programs Related to Engineering

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

**Staff Recommendation:** For information only.

**Background:** The University of South Alabama (USA) has informed the Commission of the intent to offer dual degree programs with Spring Hill College (SHC) in Mobile. Through this program, students who complete the academic requirements for both institutions will be awarded a Bachelor of Science degree from SHC and the Bachelor of Science in an engineering program from USA. USA currently has the following baccalaureate-level engineering programs listed in the Commission's Academic Program Inventory: Chemical Engineering (CIP 14.0701); Civil Engineering (CIP 14.0801); Computer Engineering (CIP 14.0901); Electrical Engineering (CIP 14.1001); and Mechanical Engineering (CIP 14.1901).

Under the agreement between the two institutions, an undergraduate student enrolled at SHC may complete general education and pre-engineering courses at SHC and transfer to USA. Courses taken at SHC will be accepted by USA and students will have an expedited admission to the baccalaureate engineering programs at USA. Any student admitted to USA who does not successfully complete or who elects not to complete the requirements for the USA program will be eligible for readmission to SHC, under regular readmission standards, to complete the requirements for a baccalaureate degree from SHC.

Commission guidelines define dual degree programs as programs that are sponsored by two different institutions or two departments, schools, or colleges within an institution, leading to the awarding of two separate degrees. These programs do not require Commission approval but must be presented to the Commission as information items prior to implementation. This definition assumes the existence of two degree offerings prior to an agreement for a dual offering. The dual program will not have a discrete entry in the Commission's Academic Program Inventory.

**Supporting Documentation:**

1. "Reasonable Extensions and Alterations of Existing Units and Programs of Instruction," Ala. Admin. Code (Commission on Higher Education), r. 300-2-1.06. Available upon request.
2. "Definitions Recognized by the Commission," Ala. Admin. Code (Commission on Higher Education), r. 300-2-1.01. Available upon request.

3. November 13, 2012, letter from Wanda Maulding, interim vice-president for Academic Affairs of the University of South Alabama with written unpublished documentation provided by the institutions. Available upon request.

**INFORMATION ITEM D:** The University of Alabama and the University of West Alabama, Dual Degree Program in Sociology and Social Work

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

**Staff Recommendation:** For information only.

**Background:** The University of West Alabama (UWA) and the University of Alabama (UA) have informed the Commission of their intent to offer a dual degree program. Through this program, students who complete the academic requirements for both institutions will be awarded a bachelor's degree in Sociology from UWA and the Bachelor of Social Work (BSW) in Social Work from UA. UWA currently has the BA/BS in Sociology at CIP 45.1101, and UA has the BSW in Social Work at CIP 44.0701 in the Commission's Academic Program Inventory.

Under the agreement between the two institutions, an undergraduate student enrolled at UWA may attend UWA for approximately three years and then apply for admission to UA and complete an application for the BSW professional program. Admitted students will transfer to UA and declare a major in Social Work. Students must be accepted into the UA Social Work program and complete the academic requirements of the two cooperating institutions.

According to information from the institutions, students will complete 86 semester hours at UWA, including most general education requirements. They will complete 44 semester hours at UA to include 36 semester hours of social work courses and 8 semester hours of foreign language courses.

Commission guidelines define dual degree programs as programs that are sponsored by two different institutions or two departments, schools, or colleges within an institution, leading to the awarding of two separate degrees. These programs do not require Commission approval but must be presented to the Commission as information items prior to implementation. This definition assumes the existence of two degree offerings prior to an agreement for a dual offering. The dual program will not have a discrete entry in the Commission's Academic Program Inventory.

**Supporting Documentation:**

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

2. "Definitions Recognized by the Commission," Ala. Admin. Code (Commission on Higher Education), r. 300-2-1.01. Available upon request.
3. December 1, 2012, letter from Judy Bonner, president of the University of Alabama, and David Taylor, provost, the University of West Alabama, with written unpublished documentation provided by the institutions. Available upon request.

**INFORMATION ITEM E:** The University of West Alabama, Addition of EdS Programs in Early Childhood (P-3), Collaborative Special Education (K-6 and 6-12), Teacher Leader, and Instructional Leadership

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

**Staff Recommendation:** For information only.

**Background:** The University of West Alabama (UWA) has provided documentation of AA teacher certifications approved by the State Board of Education (SBE). These AA certifications include Early Childhood (P-3); Collaborative Special Education (K-6) and (6-12); Teacher Leader; and Instructional Leadership. UWA has requested that new Educational Specialist (EdS) academic programs be added to the Academic Program Inventory for the reporting of completions in these certification programs. The new programs will be listed in the Commission's Academic Program as shown below:

CIP 13.1210, Early Childhood (P-3), EdS;  
CIP 13.1001, Collaborative Special Education (K-6);  
CIP 13.1001, Collaborative Special Education (6-12),  
EdS;  
CIP 13.0401, Instructional Leadership, EdS; and  
CIP 13.0401, Teacher Leader, EdS.

Commission guidelines state that new Educational Specialist degree programs are exempt from Commission review, if documentation is provided that they are implemented in conjunction with SBE approved sixth-year (AA) teacher certification programs. UWA's request for the addition of these new EdS programs meets this requirement.

**Supporting Documentation:**

1. "Reasonable Extensions and Alterations of Existing Units and Programs of Instruction," Ala. Admin. Code (Commission on Higher Education), r. 300-2-1.06. Available upon request.
2. "Definitions Recognized by the Commission," Ala. Admin. Code (Commission on Higher Education), r. 300-2-1.01. Available upon request.
2. Written unpublished documentation provided by the institution. Available upon request.

**INFORMATION ITEM F:** 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.

Auburn University:

Educational Media, MS; MEd – CIP 13.0501

Existing AA Teaching Certification in Administration of Elementary and Secondary Education, EdS – CIP 13.0101

Supporting Documentation:

1. "Policy on Distance Education," Ala. Admin Code (Commission on Higher Education), r. 300-2-3-.04. Available upon request.
2. Written unpublished documentation provided by the institutions. Available upon request.



**INFORMATION ITEM G:** 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 institutions have sent notifications regarding the non-degree programs indicated:

The University of Alabama in Birmingham

Undergraduate Certificate in Social Media

The proposed undergraduate certificate will require the completion of 12 credit hours (4 courses). The objective of the certificate is to help students and working professionals advance in their careers by improving their understanding of how to use the latest social media technologies to benefit managers, organizations, employees, customers, and partners. The emphasis will be on the application of new and emerging social media technologies.

The University of Alabama in Huntsville

Pre-Baccalaureate/Post-Baccalaureate Certificate in Foreign Language and Global Engagement

The certificate will require a total of 18 hours (6 courses) to complete, and is aimed at UAH students and members of the larger community who wish to acquire officially certified foreign language/culture skills appropriate for global engagement in a breadth of academic context from research collaboration across the disciplines and professions to medical practice, global trade, the arts, and diplomacy.

Troy University

Graduate Certificate in Biomedical Sciences

The graduate certificate will require 15 hours of coursework to complete. The target audience for the certificate is students in the biomedical sciences or health care areas.

The University of West Alabama

Pre-Baccalaureate Certification in Automotive Technician

This will be a three semester program consisting of 27 credit hours in electricity/electronics, fluid power, mechanical systems, and automotive systems. Upon successful completion of this program, students will qualify for employment in the automotive industry with Mercedes, other manufacturers, and Tier 1 and 2 suppliers. This certification is being supported by Mercedes-Benz, their suppliers, and Shelton State Community College.

Supporting Documentation:

1. "Reasonable Extensions and Alterations of Existing Units and Programs of Instruction," Ala. Admin. Code (Commission on Higher Education), r. 300-2-1-.06. Available upon request.
2. Written unpublished documentation provided by the institution. Available upon request.

**INFORMATION ITEM H:** 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.

**Bevill State Community College**

<u>Field of Study</u>	<u>CIP Code</u>
Vehicle Technology	47.0600

**Drake State Technical College**

<u>Field of Study</u>	<u>CIP Code</u>
Computer Information Science	11.0101

**Gadsden State Community College**

<u>Field of Study</u>	<u>CIP Code</u>
Air Conditioning/Refrigeration Tech	15.0501

Commission policy requires that new short certificates be presented to the Commission by information item. Such certificates are not listed in the Commission's Academic Program Inventory since they do not require Commission review and approval.

**Supporting Documentation:**

1. "Reasonable Extensions and Alterations of Existing Units and Programs of Instruction," Ala. Admin. Code (Commission on Higher Education), r. 300-2-1-.06. Available upon request.
2. Written unpublished documentation provided by the Alabama Department of Postsecondary Education. Available upon request.

**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:

- Drake State Technical College, Associate in Applied Science and Certificate in Industrial Maintenance Technology (CIP 47.0303) [*See the request of extension and modification of conditions in this packet.*]

Programs that met post-implementation conditions:

- Alabama State University, Master of Science in Occupational Therapy (CIP 51.2306)
- Central Alabama Community College, Associate in Applied Science and Certificate in Manufacturing Technology (CIP 15.0613)—Second Report
- Northeast Alabama Community College, Certificate in Practical Nursing (CIP 51.3901)—Second Report
- Lurleen B. Wallace Community College, AAS in Child Development (CIP 19.0708)—Second Report
- The University of Alabama at Birmingham, Master of Engineering (MEng) in Engineering (CIP 14.0101)
- The University of Alabama in Huntsville, PhD in Biotechnology Science and Engineering (CIP 30.9999)—Third Report
- The University of North Alabama, Master of Arts in History, (CIP 54.0101)

Supporting Documentation:

1. Unpublished post-implementation reports submitted by the institutions. Available upon request.
2. "Summary of Reports on Post-Implementation Conditions," attached.

**Summary of Reports on Post-Implementation Conditions  
 [Listed by Reporting Year and Institution]**

**2011 Reports**

**Drake State Technical College**

Not Meeting Conditions:

Program: Industrial Maintenance, Associate in Applied Technology/Certificate, CIP 47.0303 [AAT changed to an AAS at the December 7, 2012, Commission meeting, because of change in accreditation of Drake from COE to SACS/COC.]

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 (headcount) for the first five years will be at least 30, 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 20, 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.

Industrial Maintenance, AAT/Cert, CIP 47.0303	New Enrollment Headcount	Graduates	Percentage of Graduates Employed in Field
Required	30	20	75%
Reported	18	10	95%

Condition 4: A detailed report concerning the progress of the program was provided. According to program officials, the original projections for both enrollment and graduates were unreasonably high. Projections were based largely on the need for related workers in the Toyota plant and in the plants of affiliated suppliers located in the region. In 2008, auto vehicle sales fell rapidly because of the deep recession of the U.S. economy. The report stated that, "While it remained true that retiring technicians needed to be replaced, the retirement rate and subsequent replacement demand was nowhere near the rate expected by the industry."

College administrators stated that, in the current year, there are more than fifty students enrolled in the program, including 26 new students. The program is expected to maintain existing levels of enrollment and graduation over the long term. The request from the Alabama Department of Postsecondary Education stated, "Drake State has a growing student population, and we feel certain that the institution will be able to meet these revised conditions."

## 2012 Reports

### **Alabama State University**

Meeting Conditions:

Program: Occupational Therapy, MS, CIP 51.2306

Approved by Commission: March 2, 2007

Proposed Implementation Date: June 2007

Actual Implementation Date: June 2007 (on schedule)

Post-Implementation Conditions:

- 1) That the annual average new enrollment headcount for the first five years, beginning 2007-08, will be at least 10, based on the proposal.
- 2) That the average number of graduates for the period 2008-09 through 2011-12 will be at least 8.75, based on the proposal.
- 3) That a follow-up survey be conducted after the first five years that will show at least 75 percent of the graduates were successful in acquiring related employment or job advancement.
- 4) That documentation be provided that the program has met the accrediting agency's requirement for passage rate on the national certification examination.
- 5) That information regarding an overall assessment of the program be provided, particularly as related to objectives and assessment measures stated in the proposal.

Occupational Therapy, MS, CIP 51.2306	Average New Enrollment Headcount	Average Number of Graduates, 2008-09– 2011-12 through December 2012	Percentage of Graduates Employed in Field
Required	10	8.75	75%
Reported	12	8.75	95%

Condition 1: In addition to the data provided in response to the post-implementation condition, the report stated that 24 new students were admitted for the Fall 2012 semester.

Condition 2: The report stated the program's duration is seven semesters. Consequently, the initial graduates did not complete the program until December 2009 and the reported average includes sixteen students that graduated in December 2012.

Condition 4: ASU provided documentation that this condition was met. Eighty-three percent of the graduates of the program have passed the certification exam on the first attempt.

Condition 5: An overall assessment was provided. The report stated that the programs' goals and objectives have been refined since the submission of the original proposal. The program is accredited by the Accreditation Council for Occupational Therapy Education (ACOTE). A required self-study report for reaccreditation was submitted to ACOTE in 2009 and the on-site accreditation visit was in January 2010. In April 2010, ACOTE voted to reaffirm the program's accreditation through 2017.

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### **Central Alabama Community College**

#### Meeting Conditions:

Program: Manufacturing Technology, AAS and Certificate, CIP 15.0613—Second Report

Approved by the Commission: June 24, 2005

Granted Second Review Period: March 11, 2011

Conditions of the Second Review with the Requirement of a Second Report:

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

Second Report:

Central Alabama Community College submitted a second report that demonstrated that an average of 12 graduated over the second review period, meeting the higher original condition.

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### **Lurleen B. Wallace Community College**

#### Meeting Conditions:

Program: Child Development, AAS, CIP 19.0708—Second Report

Approved by the Commission: December 5, 2003

Granted Second Review Period: December 10, 2010

Conditions of the Second Review with the Requirement of a Second Report:

- 1) That the graduation requirement be changed from an average of 14 to an average of 9 and grant an additional review period for the program.

- 2) That the institution will submit a second post-implementation report of graduation data for the period 2009-10 through 2011-12 by October 1, 2012. In this report, the institution must demonstrate that the revised average of 9 graduates has been maintained during the second review period.

Second Report:

Lurleen B. Wallace Community College submitted a second report that demonstrated that an average of 9.33 (28 students) graduated over the second review period.

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**Northeast Alabama Community College**

Meeting Conditions:

Program: Practical Nursing, Certificate, CIP 51.3901—Second Report

Approved by the Commission: March 12, 2004

Granted Second Review Period: December 10, 2010

Conditions of the Second Review with the Requirement of a Second Report:

- 1) That the Commission maintain the graduation requirement of an average of 32 for the program and grant an additional review period for the program for the period 2009-10 through 2011-12.
- 2) That the institution will be required to submit, no later than October 1, 2012, a second post-implementation report, demonstrating that the program met the graduation post-implementation condition in the second review period.

Second Report:

Northeast Alabama Community College submitted a second report that demonstrated that an average of 32.66 graduated over the second review period. The report also stated that the program admitted an average of 48.66 new students over the same period.

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**The University of Alabama in Huntsville**

Meeting Conditions:

Program: Biotechnology Science and Engineering, PhD, CIP 30.9999—Third Report

Approved by Commission: December 8, 2000

Granted Third Review Period: December 10, 2010

Condition of Third Review:

That the program be continued and the University of Alabama in Huntsville (UAH) be allowed to submit a report no later than October 1, 2011, documenting that the program



had at least three graduates in 2010-11. If the program does not meet this requirement, the program will be deleted from the Academic Program Inventory.

Third Report:

UAH provided information that the program had 3 graduates in the designated period (fall 2010 through summer 2011). Furthermore, the program had seven graduates from fall 2011 through summer 2012.

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### **The University of North Alabama**

#### Meeting Conditions:

Program: History, MA, CIP 54.0101

Approved by Commission: September 22, 2006

Proposed Implementation Date: August 2007

Actual Implementation Date: August 2007 (on schedule)

Post-Implementation Conditions:

- 1) That the annual average enrollment headcount for the first five years, beginning 2007, will be at least 30, based on the proposal.
- 2) That the average number of graduates for the Academic Years 2009-10 through 2011-12 will be at least 5, based on the proposal.
- 3) That a follow-up survey be conducted after the first five years that will show at least 75 percent of the graduates were successful in acquiring related employment or job advancement, or in being accepted for further graduate or professional study.
- 4) That information regarding an overall assessment of the program be provided, particularly as related to objectives and assessment measures stated in the proposal.

History, MA, CIP 51.0904	Average Enrollment Headcount	Average Number of Graduates, 2009-10 through 2011-12	Percentage of Graduates Employed in Field
Required	30	5	75%
Reported	45	7	76%

Condition 1: Many students work full-time, particularly in secondary education, and are part-time students. New enrollment headcount averaged 13.8.

Condition 4: A detailed report was provided that specifically addressed the program's objectives and assessment measures. The program is robust and is expected to grow. UNA proposed and at the June 2012 meeting the Commission approved the addition of a concentration in public history. The concentration will be linked with the Muscle Shoals National Heritage Area, the only National Heritage Area in the state. The new concentration is expected to attract more students to the program.

The report stated that the program has generated more than 70 percent over the original estimate of \$249,000 in tuition revenue. The program has generated an average of \$84,884 in tuition revenue, for a total of \$424,419.

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### 2013 Report

#### **The University of Alabama at Birmingham**

##### Meeting Conditions:

Program: Engineering, MEng, CIP 14.0101 with tracks in Construction Engineering Management and Information Engineering and Management

Approved by Commission: June 22, 2007

Proposed Implementation Date: August 2007

Actual Implementation Date: January 2008

##### Post-Implementation Conditions:

- 1) That the annual average new enrollment headcount for the first five years, beginning 2007-08, will be at least 30, based on the proposal.
- 2) That the average number of graduates for the Academic Years 2007-08 through 2011-12 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 or job advancement, or in being accepted for further graduate or professional study.
- 4) That information regarding an overall assessment of the program be provided, particularly as related to objectives and assessment measures stated in the proposal.

Engineering, MEng, CIP 14.0101	Average New Enrollment Headcount	Average Number of Graduates, 2007-08 through 2011-12	Percentage of Graduates Meeting Employment Condition
Required	30	10	75%
Reported	59	53	79%

Condition 4: A detailed report was provided that specifically addressed the program's objectives and assessment measures.

**INFORMATION ITEM J:** 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](http://www.ache.alabama.gov)
2. "Reasonable Extensions and Alterations of Existing Units and Programs of Instruction," Ala. Admin. Code (Commission on Higher Education), r. 300-2-1.06. Available upon request.
3. Written unpublished documentation provided by the institutions. Available upon request.

A. Program Inventory Deletions

Institutions may voluntarily elect to delete program entries/awards from the Commission's Academic Program Inventory. However, institutions understand that these programs/awards cannot be reinstated to the Academic Program Inventory in the future without undergoing the regular process for new program review and approval.

Troy University	52.0101	Business and Management, General (Montgomery), AS
	52.0101	Business and Management, General (Troy, Montgomery), <i>BABA</i>
	52.0201	Business Administration (Troy, Dothan, Montgomery), <i>BABA</i>
	52.0301	Accounting (Troy, Montgomery), <i>BABA</i>
	52.0801	Banking and Finance (Troy, Montgomery), <i>BABA</i>
	52.1201	Information Systems (Troy), <i>BABA</i>
	52.1499	Marketing Management and Research (Troy, Montgomery), <i>BABA</i>

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.

The University of Alabama at Birmingham	51.3804	Nurse Anesthesia, <u>MNA MSN [Master of Science in Nursing]</u>
The University of Alabama in Huntsville	14.0701	Chemical Engineering, <del>BSE Bachelor of Science in Engineering</del> <u>BSCheE [Bachelor of Science in Chemical Engineering]</u>
	14.0801	Civil Engineering, <del>BSE BSCE [Bachelor of Science in Civil Engineering]</del>
	14.0901	Computer Engineering, <del>BSE BSCoE [Bachelor of Science in Computer Engineering]</del>
	14.1001	Electrical, Electronics, and Communications Engineering, <del>BSE BSEE [Bachelor of Science in Electrical Engineering]</del>

14.1901	Mechanical Engineering, <del>BSE</del> <u>BSME</u> [ <u>Bachelor of Science in Mechanical Engineering</u> ]
14.3501	Industrial and Systems Engineering, <del>BSE</del> <u>BSISE</u> [ <u>Bachelor of Science in Industrial and Systems Engineering</u> ]
14.9999	Optical Engineering, <del>BSE</del> <u>BSOE</u> [ <u>Bachelor of Science in Optical Engineering</u> ]

Note: "Strike Outs" indicate original CIP code, program title, or degree nomenclature and "Underlines" indicate changes.

C. Programs Placed on Inactive Status

In accordance with Commission policy, the following program inventory entry is placed on inactive status as of March 15, 2013. The institution may reinstate this program to active status within five years of March 15, 2018, without submitting a program proposal for approval. However, the institution will inform the Commission of program reinstatement by information item that provides evidence of adequate resources and student demand to reactivate the program. If the program has not been reinstated within five years after being placed on inactive status, it will be removed from the Commission's Academic Program Inventory. If an institution wishes to offer a program that has been deleted from the inventory based on its inactive status, a new program proposal must be submitted for Commission review and action.

Bishop State Community College	51.0904	Emergency Medical Services, AAS/Certificate
Southern Union State Community College	47.0603	Automotive Body Repair, Certificate

# Institutions of Higher Education

