

# Alabama Commission on Higher Education

RSA Union Building, 100 North Union Street, Room 782

Montgomery, AL 36104

Office: 334-242-1998

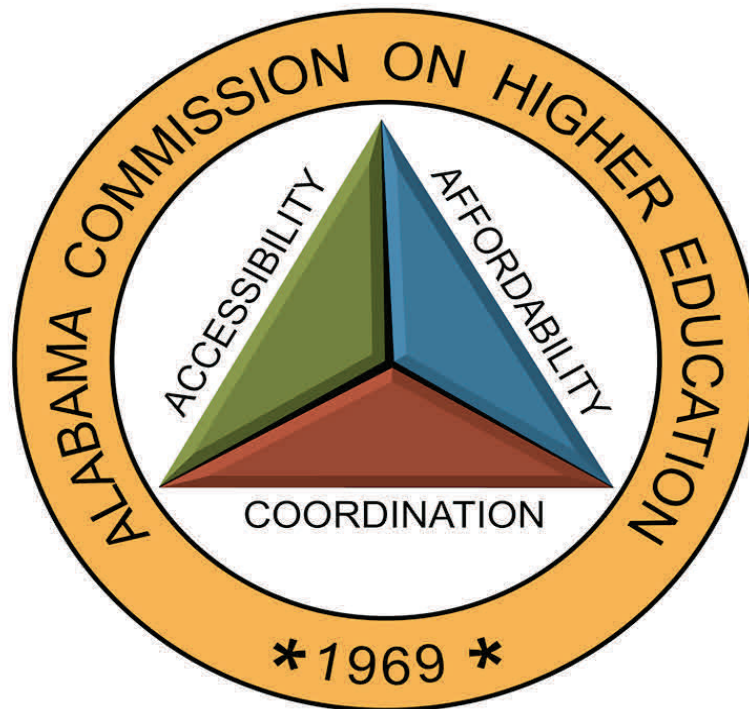
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Website: [www.ache.alabama.gov](http://www.ache.alabama.gov)

## COMMISSION MEETING

December 6, 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**

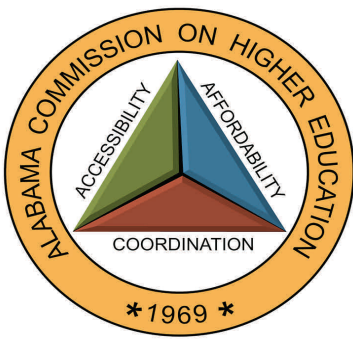
*Jeff Coleman, Chair*  
*Drew Linn, Vice-chair*  
*Sydney Raine*  
*Larry Hughes*

## **Instructional Affairs Committee**

*Sydney Raine, Chair*  
*Karen Calametti*  
*William Powell*  
*Patricia McGriff*  
*Charles Sanders*  
*Bill Jones*

## **Finance Committee**

*Larry Hughes, Chair*  
*Charles Ball*  
*Drew Linn*  
*Darius Foster*  
*Missy Smith*  
*Drew Linn*



# AGENDA

## ALABAMA COMMISSION ON HIGHER EDUCATION

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

December 6, 2013  
10:00 a.m.

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**X. Adjournment**

# ALABAMA COMMISSION ON HIGHER EDUCATION

## MINUTES OF MEETING

September 13, 2013

### I. Call to Order

The Alabama Commission on Higher Education met in regular session on Friday, September 13, 2013 in the Public Service Commission Hearing Room, RSA Union Building, Montgomery, Alabama. Commissioner Coleman called the meeting to order at 10:00 a.m. He asked for a moment of silence in remembrance of the victims of 9/11.

Commissioner Coleman welcomed presidents, institutional representatives, and guests.

### II. Roll Call of Members and Determination of Quorum

Members present: Jeff Coleman, Charles Ball, William Powell, Karen Calametti, Missy Smith, Charles Sanders, William Jones, and Larry Hughes. A quorum was determined by roll call of members present.

### III. Approval of Agenda

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

### IV. Consideration of Minutes of June 14, 2013

RESOLVED: Commissioner Hughes moved for approval of the June 14, 2013 minutes. Commissioner Sanders seconded. Motion carried. The minutes were approved.

### V. Chairman's Report

Commissioner Coleman reiterated the mission of the Alabama Commission on Higher Education: 1) to provide reasonable access to quality education for the citizens of Alabama; 2) to administer various student aid programs throughout the state; 3) plan and coordinate higher education instructional programs in Alabama; 4) facilitate and inform decision-making policy regarding the needs of students and the goals of institutions in the state; and 5) to provide a state-level framework for institutions to respond cooperatively to the needs of the citizens of the state.

He thanked Dr. Fitch and the ACHE staff for their work since the last meeting. On behalf of the Commission, he also thanked the institutional representatives for all their good work. He commended the institutions for the well-organized transition for students from the summer to fall season. He also congratulated the universities for their successful athletic programs.

Appreciation was given to the Instructional Affairs Committee (Chairman Sydney Raine, Commissioners Calametti, Powell, McGriff, Sanders, and Jones) for their meeting on August 16<sup>th</sup>.

Commissioner Coleman informed the Commission that he was the Commencement speaker at Troy University this summer. He shared that his speech included reference to



the Coleman lantern which was invented in 1914; the same year his family business was founded. He stated that he held up a lantern at the commencement and challenged the students to "let their light shine on the world with a smile." He thanked Troy University for the opportunity to speak.

He concluded his chairman's report with excerpts from Martin Luther King Jr.'s, "I Have a Dream" speech more than fifty years ago....."*refuse to believe that the bank of justice is bankrupt. ...We will not be satisfied until justice rolls down like waters and righteousness like a mighty stream. ...Let us not seek to satisfy our thirst for freedom by drinking from the cup of bitterness and hatred. ...In the process of gaining our rightful place, we must not be guilty of wrongful deeds. ...I have a dream that one day this nation will rise up and live out the true meaning of its creed. ...We hold these truths to be self-evident that all men are created equal. ...I have a dream that my four little children will one day live in a nation where they will not be judged by the color of their skin but by the content of their character. ...All of God's children, black men, white men, Jews, gentiles, protestants, and Catholics will be able to join hands and sing the words of the old Negro spiritual, "Free at last, free at last, Great God Almighty, we're free at last.* He thanked Dr. King for what that movement means to our country."

In August he attended an event at the Land Mark Church in Montgomery where Dr. Kevin Elco was a speaker. He encouraged every one present with a quote from Dr. Elco, "I'm not looking to get blessings today. I'm looking to be a blessing." Commissioner Coleman then encouraged everyone to go out and be a blessing to the world.

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

Dr. Fitch explained to the Commissioners that due to the fact that there were only eight Commissioners in attendance, Commission policy states that any new instructional program to be considered must have seven yes votes to pass; otherwise, the program will be carried over to the next meeting without prejudice.

He reported that he participated in a meeting with the Governor's staff and a representative from Athens State University to assist in developing legislative language that would allow Athens' board to operate comparable to a traditional regional institution board.

He informed the Commissioners that the Instructional Affairs Committee met on August 16, 2013 and discussed the following items: 1) Drake State Technical College instructional role change; 2) post-implementation guidelines for auto-manufacturing programs; and 3) retroactive change of title of a doctoral program (UA). There was also discussion and approval of the elimination of the executive summary included on staff recommendations that are short and direct. The staff will also be looking at ways to reduce the program submission process in an effort to respond expeditiously to institutional requests.

## **VII. Status Report: State Authorization Reciprocity Agreement (SARA)**

Dr. French reported that there have been discussions with the Governor's staff, the Department of Postsecondary Education (ADPE), and the Commission on Higher Education (ACHE) regarding the implications of state reciprocity. No decisions have been made. The Commission on Regulation of Postsecondary Distance Education produced a

report, *Advancing Access through Regulatory Reform: Findings, Principles, and Recommendations for the State Authorization Reciprocity Agreement (SARA)*, which proposes prescriptive eligibility criteria for participation by states and institutions. She explained that if Alabama participates, it will require the current system of regulation (ADPE, Secretary of State, and ACHE) to be dismantled through legislation in order to comply with SARA standards.

Dr. Charles Nash, UA System, requested that the Commission meet with the Council of Presidents, ADPE, SOS, and any other parties that wish to participate to address the issue of reciprocity agreements. He stated that the institutions are spending more money in securing approvals to operate in other states than fees that would be charged to participate in reciprocity agreements.

## **VIII. Decision Items**

### **A. Non-Resident Institutional Review: Proposed Programmatic Review Fee Schedule for Non-Alabama Postsecondary Institutions**

Dr. French presented the staff recommendation to the Commission with a recommendation for approval.

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

### **B. Report of Nominating Committee for FY 2013-14 Officers**

Commissioner Powell reported that the Nominating Committee recommends Commissioner Coleman as Chair and Commissioner Linn as Vice-Chair.

RESOLVED: Commissioner Powell moved that the Commission accept the recommendation of the Nominating Committee. Hughes seconded. Motion carried.

### **C. Fiscal Year 2013-14 Operations Plan**

Ms. Veronica Harris 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. Sanders seconded. Motion carried.

### **D. Approval of 2014 Meeting Schedule**

Mr. Tim Vick 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. Sanders seconded. Motion carried.

### **E. Approval of 2013-14 Commission Salary Schedule**

Mr. Tim Vick 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. Smith seconded. Motion carried.

#### **F. Academic Programs**

1. Alabama State University, Bachelor of Science in Forensic Biology (CIP 43.0111)

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

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

2. Drake State Community and Technical College, Associate in Applied Science in Nursing-AND (CIP 51.3801)

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

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

3. Enterprise State Community College, Associate in Applied Science in Legal Assistant/Paralegal (CIP 22.0302)

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

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

4. Reid State Technical College, Associate in Applied Technology (AAT) in Health Information Technology (CIP 51.0707)

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. Sanders seconded. Motion carried.

5. University of South Alabama, Bachelor of Science in Health Informatics (CIP 51.2706)

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

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

6. Alabama A&M University, Master of Science in Communications Specialist (CIP 09.0199)

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. Smith seconded. Motion carried.

7. Auburn University, Master of Science and Master of Agriculture in Soil, Water, and Environmental Science (CIP 01.1102)

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

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

8. Troy University, Master of Arts in History (CIP 54.0101)

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. Ball seconded. Motion carried.

9. Troy University, Master of Social Science (MSSc) in Social Science (CIP 45.0101)

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. Ball seconded. Motion carried.

10. Troy University, Master of Science in Biomedical Sciences (CIP 26.9999)

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. Calametti seconded. Motion carried.

#### **G. Request to Amend Post-Implementation Conditions**

1. Alabama State University, PhD in Microbiology (CIP 26.0501)

Ms. Ellen Haulman 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. Jones seconded. Motion carried.

#### **H. Extensions/Alterations of Existing Programs and Units of Instruction**

Ms. Ellen Haulman presented the staff recommendations to the Commission with a recommendation for approval for H-1 through H-5.

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

1. Action on the Request for Instructional Role Change of Drake State Community and Technical College from Technical to Community College Role
2. Auburn University, Change of the Department of Communication and Journalism to the School of Communication and Journalism
3. Auburn University, Change of the Department of Fisheries and Allied Aquacultures to the School of Fisheries, Aquaculture, and Aquatic Sciences
4. Auburn University, Change of the Department of Kinesiology to the School of Kinesiology
5. Auburn University, Change of the Department of Industrial and Graphic Design to the School of Industrial and Graphic Design
6. Auburn University Montgomery, Addition of a Track in Religious Studies to the Existing Bachelor of Liberal Arts (BLA) in Liberal Arts (CIP 24.0101)

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. Calametti seconded. Motion carried.

7. University of Alabama at Birmingham, Addition of a Track in Pharmacoepidemiology and Comparative Effectiveness Research to the Existing MSPH in Public Health (CIP 51.2201)

Ms. Ellen Haulman 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. Hughes seconded. Motion carried.

8. Enterprise State Community College, Addition of Options in Computer Programming and Computer Maintenance to the Existing AAS in Computer Science (CIP 11.0101)

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. Hughes seconded. Motion carried.

9. University of Alabama at Birmingham, Establishment of the Department of Neurosurgery in the School of Medicine

Ms. Ellen Haulman 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. Sanders seconded. Motion carried.

10. University of Alabama in Huntsville, Establishment of the Honors College

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

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

11. Athens State University, Addition of an Option in Information Security to the Existing Bachelor of Science in Computer Science (CIP 11.0101)

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. Smith seconded. Motion carried.

12. Athens State University, Addition of an Option in Juvenile Justice to the Existing Bachelor of Science in Criminal Justice (CIP 43.0104)

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

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

13. University of South Alabama, Addition of a Track in Hospitality and Tourism Management to the Existing BA/BS in Interdisciplinary Studies (CIP 30.0000)

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. Sanders seconded. Motion carried.

14. Auburn University at Montgomery, Addition of a Track in Chinese and East Asian Studies to the Existing BA in International Studies (CIP 16.0101)

Ms. Ellen Haulman 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. Hughes seconded. Motion carried.

#### **I. OFF CAMPUS SITES**

1. Enterprise State Community College, New Off-Campus Site: Elmore County Technical Center

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

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

2. University of Alabama at Birmingham, New Off-Campus Site: Montgomery Regional Medical Campus (Morrow Medical Tower)

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

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

#### **J. Public Drawing to Determine the Order of Payment of Alabama Student Grant Program (ASGP) Funds for the 2013-2014 Academic Year**

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

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

**IX. Information Items**

RESOLVED: Commissioner Jones moved to accept Information Items A through J. Commissioner Ball seconded. Motion carried.

1. Implementation of Approved Programs
2. Implementation of Non-Degree Programs at Senior Institutions
3. Implementation of New Short Certificate Programs (Less than 30 Semester Hours)
4. Summary of Post-Implementation Reports
5. Changes to the Academic Program Inventory
6. University of Alabama at Birmingham, Retroactive Conversion of Doctor of Science in Nursing (DSN) Awards to Doctor of Philosophy (PhD) Awards
7. Auburn University at Montgomery ,Establishment of the Department of History and World Languages and Cultures
8. Auburn University, Change in the Name of the Department of Agronomy and Soils to the Department of Crop, Soil, and Environmental Sciences
9. University of North Alabama, Establishment of the Freddie Wood Geographic Research Center
10. University of North Alabama, Establishment of the Center for Professional Selling
11. University of North Alabama, Establishment of the Centre for British Studies (CBS)
12. Distribution of 2013-2014 Alabama Student Assistance Program (ASAP) Funds
13. Troy University, New Exempt Off-Campus Site at the Alabama College of Osteopathic Medicine
14. Auburn University, Implementation of Alternative Class A Education Certificate Programs in General Social Science Education and History Education

**X. Adjournment**

The meeting was adjourned at 11:45 a.m. The next meeting of the Commission is scheduled for December 6, 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:** Annual Report: Articulation and General Studies Committee (AGSC & STARS) 2013

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

**Staff Recommendation:** For discussion only.

**Background:** The AGSC was established by Act 94-202 in March 1994. The primary goals of the legislation were: 1) To provide for a uniform articulation agreement among all institutions of higher education as well as a statewide general studies curriculum; 2) To provide for the computation of grade point averages of certain transferred students; 3) To specify that the Act would not impede the objectives of historically black institutions; 4) To provide for implementation conditioned on the participation of certain institutions; and 5) To specify certain reporting requirements. This legislation called for the Committee to:

- 1) Develop no later than September 1, 1998, a statewide freshman and sophomore-level general studies curriculum to be taken at all public colleges and universities;
- 2) Develop and adopt by September 1, 1999, a statewide articulation agreement for the freshman and sophomore years for the transfer of credit among all public institutions of higher education in Alabama;
- 3) Examine the need for a uniform course numbering system, course titles, and course descriptions; and
- 4) Resolve problems in the administration or interpretation of the articulation agreement of the general studies curriculum.

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

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

**Supporting Documentation:** AGSC/STARS Home Page: <http://stars.troy.edu> or <http://www.gettheguide.net>  
AGSC/STARS Annual Report/Distributed  
<http://stars.troy.edu/reports/2012-13-Annual-Report.pdf>

DISCUSSION ITEM B: Annual Report: U. S. Department of Education No Child Left Behind (NCLB) Title II [P.L. 107-110] FY 2012-2013  
Announcement of Competitive Grant Awards FY 2013-2014

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

Staff Recommendation: For discussion only.

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

Access. During the past year an estimated 832 teachers, 48 administrators, and 3 para-professionals representing 56 public school districts and 13 private schools participated in one or more of the 10 federally-funded projects (FY 2012-2013). More than 49,000 students were directly impacted by these participating teachers.

As required by NCLB legislation to serve high need school districts and to assure that this program reaches all regions of the state, ACHE identified 80 districts as "high need" and required all projects approved for funding to serve one or more of these school districts. All ten funded projects met that requirement and were also able to serve other districts not identified as "high need." About 800 of the participating teachers serve 36 public school districts identified as "high need."

Quality. Proposals accepted for the "Improving Teacher Quality: Mastery of Content" competition were designed to meet the performance objectives of the legislation, specifically that all teachers of core academic subjects be "highly qualified." Six of the 10 projects (60%) exceeded 40 total hours of content instruction, including 3 projects that exceeded 80 hours. All projects had formal professional development activities from 1 to 18 months, averaging 11.2 months with project activities.

Recognition of this program occurred in public media, such as the *UAB Magazine* on teacher training at the University of Alabama at Birmingham's "ALAHASP" project and the *Sand Mountain Reporter* on the "IMPACTSEED" project at Snead State Community College. In addition, three projects are directly aligned with the statewide Alabama State Department of Education (ALSDE) initiative for AMSTI (Alabama Math, Science, and Technology Initiative) with the "Lead Teacher Enhancement Project" at Athens State University, Jacksonville State University, and the University of Alabama in Huntsville. Notable also is "Comprehensive Arts Education" at the University of South Alabama having received Alabama State Department of Education approval for its Alabama Institute for Education in the Arts (AIEA) component to provide Professional Leadership Units to administrators whose requirements include completing the AIEA Summer Institute.

Resources. The U. S. Department of Education allocation to the Alabama Commission on Higher Education for FY 2012-2013 was \$1,009,752.00 for both administration and project grants. This amount was a slight increase over the FY 2011-2012 award of \$1,001,673.00. Thirteen (13) proposals were received from ten (10) institutions with a combined budget total of more than \$2.5 million and project requests for federal funds of nearly \$1.8 million. With an available balance from the previous year, ten 10 projects were funded at a total of \$969,570.00.

In addition to federal funding, external funding was provided by the host institutions, school district partners, and others including the Mobile and Montgomery Museums of Fine Art, the Alabama Shakespeare Festival, Alabama Power Foundation, STC Carolina Biological Supply, the Daniel Foundation, and McWane Science Center among others. The estimated total funding and in-kind services leveraged from all external sources exceeded \$850,000.

Representative Project. Since 2008, the Alabama Commission on Higher Education (ACHE) has supported the University of Alabama's "Physical Science in the 21<sup>st</sup> Century (PS-21)" 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. PS-21 is designed for middle and high school physical science teachers in both rural and urban schools with focus on inquiry teaching for advanced study of concepts aligned with the Alabama Course of Study—Science: refraction & reflection, lenses and mirrors, color and light, polarization of light, electricity and magnetism, periodic trends of elements, formation of ionic and covalent bonds, chemical reactions and writing equations with both the physics and chemistry basis of the concepts presented. Significantly, ACHE NCLB funding of PS-21 has provided leverage for major national grants for related science teaching projects, the funding of which far exceeds the ACHE NCLB grants.

FY 2013-2014: The U. S. Department of Education allocation to the Alabama Commission on Higher Education for FY 2013-2014 is \$954,951.00 for both administration and project grants, a decrease from the FY 2012-2013 award of \$1,009,752.00. Eligible applicants were public and private institutions of higher education in partnership with Local Education Agencies (LEAs).

Requests for Proposals were circulated in July 2013 to all Alabama institutions of higher education, both public and private. The deadline for receipt of proposals was September 16. The peer review panel met October 10-11, 2013. The panel based its recommendations for funding on need and merit of the projects proposed.

Eleven (11) proposals were received from eight (8) public universities and one (1) community college with a combined budget total of \$2,124,534.08 including external sources and total requests for ACHE NCLB funding of \$1,225,172.75, which

exceeds the Federal allocation of \$954,951.00 by \$270,221.75.  
A roster of approved programs will be distributed at the  
December 2013 meeting.

Background:

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

Supporting Documentation:

The RFP may be accessed through the *No Child Left Behind/Title II* link on the ACHE website at <http://www.ache.alabama.gov/NCLB/Index.htm>.

Roster of Approved Programs for FY2013-2014 to be distributed.

DISCUSSION ITEM C: Annual Report: Non-Resident Institutional Review Activities for Calendar Year 2013

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

Non-Resident Institutions: As of October 1, 2013, two hundred and four (204) public, private, and proprietary out-of-state institutions licensed or exempted from licensure by the Alabama Department of Postsecondary Education (ADPE), were operating as foreign corporations in Alabama. This is a 54% increase in non-resident institutions over the previous year.

In total, all 204 institutions offer more than 2,965 programs of study to an estimated 30,000 Alabama residents. The 23 institutions offering site based programs report enrollment of more than 5,400 students. The 143 institutions that restrict enrollment to online courses/programs enroll an estimated 27,200 students.

Full-Scale Programmatic Reviews: The Commission conducted full-scale programmatic reviews in accord with ACHE Procedures and Regulations for 166 institutions compared to 94 institutions in 2012, a 76% increase over the previous year. Protocols mirrored the Commission's programmatic review process for approval of new programs to be offered by public institutions, albeit without consideration of duplication of programs. Regional or national accreditation did not eclipse the full-scale review process.

Of the 166 institutions subjected to full-scale programmatic review, 23 institutions were approved to offer programs at 57 onsite locations across 22 cities in Alabama. The remaining 143 institutions offered their programs of study strictly online to Alabama residents

Waiver from Full-Scale Programmatic Review: In accord with ACHE protocols, 38 institutions received grants of waiver from the requirements of the Commission's full-scale programmatic review process: 20 institutions offered programs of less than 3 academic quarters/2 semesters in length; 8 institutions limited their activities within the state to the recruitment of students by licensed agents, 4 institutions were incorporated in Alabama, and 6 were approved for highly limited teach out programs.

Publications: An inventory of the 204 non-resident, degree and non-degree granting institutions under the jurisdiction of the Commission is available on the Commission's website at [www.ache.alabama.gov](http://www.ache.alabama.gov). It identifies those with physical sites located in Alabama as well as those restricting their offerings to online programs. In addition, *Programmatic Profiles of Non-Resident Private Degree Granting Institutions* is pending publication.

Workshop: Navigating State Regulatory Requirements for the Delivery of Online Programs. In October staff of the Commission on Higher Education and Alabama Department of Postsecondary Education conducted a technical assistance workshop for campus administrators responsible for the oversight of the delivery of online programs. The agenda included an overview of the “nuts and bolts” issues in state licensing, suggestions for ways to facilitate the work, and information on the activities of the State Authorization Reciprocity Agreement (SARA). The workshop was held in the PSA Hearing Room of the RSA Union Building.

Archival Records: Files on more than 300 closed or inactive institutions are maintained as well as more than 700 files for non-resident institutions expressing interest in offering programs in Alabama.

Background:

USDOE Program Integrity Rules. The exponential increase in number of non-resident institutions operating in Alabama may be attributed to federal regulatory changes for higher education institutions which were implemented in October 2010, by the U. S. Department of Education (USDOE) as §600.9 State Authorization. The purpose of the *Program Integrity* regulations was to improve integrity in the programs authorized under Title IV of the Higher Education Act of 1965, as amended (HEA) by amending the regulations for Institutional Eligibility under the HEA. The program integrity issues focused on: 1) state authorization, 2) incentive compensation, and 3) misrepresentation.

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

Alabama Private School License Act. Under provisions of Ala. Code §16-46-1, et seq. (1975), the Alabama Department of Postsecondary Education (ADPE) Alabama Private License School Act, as amended in 2004, is responsible for licensure of private institutions of higher education in Alabama, both resident and non-resident.

Commission Statute. Under provisions of Ala. Code §16-5-10 14) (1975) no institution of postsecondary education located outside of Alabama may offer units or programs of instruction within Alabama without prior approval of the Commission.

The Commission under its rulemaking authority establishes criteria for the approval of such institutions and programs.

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

Supporting Documentation:

1. Programmatic Profiles of Non-Resident Degree Granting Institutions to be distributed.

2. The Commission's Inventory of Non-Resident Private Degree and Non-Degree Granting Institutions is available at the Non-Resident Institutional Review link on the Commission's website at [www.ache.alabama.gov](http://www.ache.alabama.gov).

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

DISCUSSION ITEM D: Annual Report: Alabama Experimental Program to Stimulate Competitive Research (EPSCoR)

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

Staff Recommendation: For discussion only.

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

**State EPSCoR Research Awards: Graduate Research Scholars Program**

The Alabama Legislature continued funding for the Graduate Research Scholars Program (GRSP), which has supported more than 187 graduate students since 2006. Forty-three students are currently funded this year, twenty-one are new awardees. The goal of the GRSP is to attract high quality graduate students to Alabama's research universities. Since its inception, exceptional graduate students have been selected competitively to receive awards in the amount of \$25,000.

This next generation of GRSP research scholars is destined to become Alabama's industrial and academic leaders of tomorrow. As of August 2013, a total of 33 M.S. degrees and 94 Ph.D. degrees have been awarded to 187 recipients of the awards.

**Federal ALEPSCoR Research Awards: Return on State Investment**

ALEPSCoR brings external funding into the state from several federal EPSCoR agencies associated with NSF, DOE, USDA, and NASA. In 2012, ALEPSCoR brought in over \$7.1M of new federal grants into the state from these agencies, with \$17.9M of federally funded research expenditures spent in 2012.



Thus, Alabama's investment in ALEPSCoR (\$183K for administration and \$1M for GRSP in 2012) led to a federal return on state investment of more than 15 to 1 for ALEPSCoR in 2012.

This external federal research funding is summarized in subsequent sections, separated by federal agency.

**National Science Foundation (NSF) EPSCoR**

NSF/EPSCoR provided federal funding for ALEPSCoR programs through a Research Infrastructure Improvement (RII) Track 1 grant, a continuation of two Cyberinfrastructure Track 2 grants awarded in 2010, and EPSCoR Co-Funding, as described below:

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

The first of two continuing Cyberinfrastructure (CI) grants includes the study entitled Alabama Cyber Connections in Nanotechnology, Bioscience, and

Sensors, which includes researchers from AAMU, AU, TU, UA, UAB, UAH, Alabama Research Education Network, Central Alabama Community College, and Alabama State University to further the goals of ConnectingALABAMA, supporting upgrades to existing networks as well as the development of new cyber connectivity components to better realize research potential and improve competitiveness within the state. ([www.connectingalabama.gov](http://www.connectingalabama.gov))

The second CI grant, Research and Education Cyberinfrastructure Investments to Develop the Coastal Hazards Collaboratory in the Northern Gulf Coast involves UA, UAH, USA, and the Dauphin Island Sea Lab in Alabama with research collaborators from Louisiana and Mississippi to enhance the research competitiveness of the region, advance economic opportunities for citizens by reducing risks to coastal vulnerabilities, and catalyze collaborative research via enhanced cyberinfrastructure (CI) that addresses problems of major national importance, engineering design, coastal system response, and risk management of coastal hazards.

During 2013, Alabama EPSCoR underwent a review process to select a single state-wide submission to the next round of NSF EPSCoR RII (Research Infrastructure Improvement) Track 1 Grant funding for \$20M over 5 years. Fourteen research teams from AAMU, TU, UA, UAH, and USA submitted letters-of-intent for consideration by the Alabama EPSCoR Steering Committee. The proposal selected for submission by August 6, 2013 was entitled, Alabama Cyber Security and Response Research Team (ACSRRT) led by Dr. Alec Yasinsac, Dean of Computer and Information Science at USA. The ACRRT team consists of researchers at AAMU, AU, TU, UA, UAB, UAH and USA.

NSF EPSCoR Co-Funding: When a proposal is sent to a NSF directorate and found meritorious, opportunities within NSF exist for the project to be jointly funded by the specific NSF directorate and the NSF EPSCoR office. In 2012, new awards to Alabama researchers at AU, UA, UAH as well as Alabama State University, Birmingham Southern College, JF Drake State Technical College, and Samford University which resulted in \$5.6M in new NSF Co-Funded awards. Research expenditures for NSF Co-Funded awards during 2012 exceeded \$10M.

#### **U.S. Department of Agriculture (USDA) EPSCoR**

The USDA EPSCoR program is “designed to help institutions develop competitive research, education and extension/outreach programs in high priority areas of national need in agriculture, food, and

environmental sciences.” In 2012, five new awards were brought into the state totaling \$1.2M. Total federally funded research expenditures for USDA neared \$900K in 2012. Current USDA awards will continue to provide revenue to the state until 2015. New awards include studies on the catfish genome, medium-sized farm productivity, aquaculture genetics, infections, and e. coli found in soil and leaves.

#### **National Aeronautics and Space Administration (NASA) EPSCoR**

The Alabama NASA EPSCoR program provides funding for research in fields of interest to both NASA and the State of Alabama. In 2012, one new NASA EPSCoR award was brought into the state for a total of \$250K. Research expenditures for ongoing awards in 2012 for Alabama NASA EPSCoR were \$975K. Current awards include studies on manufacturing of space vehicle hardware, lightweight composite materials, and aeronautic turbo machinery.

#### **Department of Energy (DoE) EPSCoR**

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

DoE EPSCoR State Laboratory Partnership Awards encourage collaborations between researchers at the seven research institutions and Federal Laboratory personnel. Alabama has four ongoing projects, two awarded in 2008, one awarded in 2009 and another in 2010. In 2012, Alabama DoE EPSCoR research expenditures from ongoing grants exceeded \$565K. These projects included studies on coatings, exchange interactions, organic solar cells, and NEPCM (Nanostructure-Enhanced Phase Change Materials).

In February 2013, Alabama DOE EPSCoR submitted a renewal proposal to continue the DOE Implementation grant for the second three year period, and were awarded an extension award to fund graduate student work at AU and USA until mid-August 2015 for \$294K.

#### **National Institutes of Health (NIH) EPSCoR**

Currently Alabama is ineligible for NIH IDeA (Institutional Development Award) funding (the NIH version of EPSCoR), because of the very large amount of non-EPSCoR NIH funding that Alabama receives. Dr. Lawson has been working through the

EPSCoR Coalition to educate the U.S. House and U.S. Senate on why ALEPSCoR needs to be added to the NIH IDeA-Program.

**Department of Defense (DEPSCoR) EPSCoR**

Currently Alabama is ineligible for DEPSCoR funding, because of the very large amount of non-EPSCoR Department of Defense funding that Alabama receives.

Background:

The ALEPSCoR is a family of competitive, merit-based programs supported by the State of Alabama and primarily funded by federal funds from NSF, NASA, DOE, and USDA. Each program represents a federal-state-industrial partnership formed to enhance the science and engineering research, education and technology capabilities of Alabama.

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

In April 2013, the Alabama EPSCoR Steering Committee elected a new Chair and Vice-Chair. Dr. Shaik Jeelani, Vice President for Research and Sponsored Programs, Tuskegee University was elected Chair while Ms. Lynne Chronister, Vice President for Research at the University South Alabama was elected Vice-Chair.

Dr. Christopher Lawson, Professor of Physics at UAB has been Executive Director of the Alabama EPSCoR since September 2010. The Executive Director is responsible for overall program supervision and coordination of all EPSCoR activities within the state, under the supervision of the ALEPSCoR Steering Committee. During the last year, Dr. Lawson was elected as Vice-Chair of the National EPSCoR Coalition which represents all EPSCoR states on a national level. Dr. Lawson testified on behalf of the NSF EPSCoR budget and the NASA EPSCoR budget in front of the U.S. Congressional Appropriations Committee. ([www.epscorideafoundation.org](http://www.epscorideafoundation.org)),

Supporting Documentation:

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

ALABAMA COMMISSION ON HIGHER EDUCATION  
Friday, December 6, 2013

DISCUSSION ITEM E:

Annual Report: Alabama Commission on Higher Education 2012-2013

Staff Presenter:

Mrs. Margaret Gunter  
Director of Communications and Governmental Relations

Staff Recommendation:

For discussion only.

Background:

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

Supporting Documentation:

2012-2013 Annual Report – Alabama Commission on Higher Education will be sent electronically to commissioners prior to the December sixth meeting. Printed copies will be distributed at the meeting.

DECISION ITEM A: Executive Budget Request for FY 2014-2015

**EXECUTIVE SUMMARY**

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

DECISION ITEM A: Executive Budget Request for FY 2014-2015

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

Staff Recommendation: Staff recommends that the Commission approve the Executive Budget Request for FY 2014-2015 as presented.

Background: The FY 2014-2015 Executive Budget Request submission due date to the State Budget Office was November 1, 2013. The budgeting guidelines from the Executive Budget Office and the FY 2013 year end automated reports from the State financial systems were not available until approximately the middle of October 2013. Therefore, sufficient data and required cost projection figures were not available to develop the detailed budget request in time for presentation to the Commission at the September meeting. In order to comply with the designated submission deadline, a draft budget request was submitted to the Executive Budget Office. An approved budget request will be submitted upon approval by the Commissioners.

The following planning assumptions were used in developing the FY 2014-2015 Executive Budget Request.

Planning and Coordination

- A. An increase to replace aged computers.
- B. An increase in State Higher Education Executive Officers Association (SHEEO) dues and costs associated with the next quadrennial review.
- C. An increase in building rent is requested as well as operating expenses.
- D. An increase for anticipated termination costs.

Support of Other Educational Activities

The Alabama Commission on Higher Education is requesting an increase of 5.0 percent for all state appropriated programs included under the Support of Other Educational Activities and the Support of State Universities appropriation units. These programs are: the Articulation System, the Southern Regional Education Board, the Experimental Program to Stimulate Competitive Research, the Network of Alabama Academic Libraries, the School and University Partnership for Education Renewal Program, and the Alabama Agricultural Land Grant Alliance.

Student Assistance Programs

A 5.0 percent increase is requested for four of the six student assistance programs we administer which include the Alabama Student Assistance Program, the Alabama Student Grant Program, the Alabama National Guard Program and Washington Center Internship Program.

Support of State Programs

A 5.0 percent increase is requested for all programs which include Alabama Resource Conservation and Development Council, Soil and Water Conservation Committee, Alabama Forestry Foundation Black Belt Initiative, Black Belt Adventures, Black Belt Treasures, Civil Air Patrol, National Center for Sports Safety, National Computer Forensics Institute, Adaptive Sports Scholarship, and Jefferson County Farmers Market.

Summary of All Activities

An overall increase is shown on the agency summary budget request of 4.52%.

Supporting Documentation:

1. Budget Request Summary is attached.
2. Executive Budget Request for Fiscal Year 2014-15 is available upon request.



CODE NO.	PROGRAMS AND ACTIVITIES	ACTUAL EXPENDITURES 2013	BUDGETED EXPENDITURES 2014	REQUESTED EXPENDITURES 2015	INCREASE (DECREASE) FROM PRIOR YEAR	
					AMOUNT	PERCENT
172	PLANNING AND COORDINATION SERVICES					
0144	Postsecondary Education (ACHE O&M)	2,595,182	3,002,892	3,153,138	150,246	5.00%
0322	Non Resident Institutions		186,000	186,000		
	TOTAL	2,595,182	3,188,892	3,339,138	150,246	4.71%
153	STUDENT ASSISTANCE					
0121	Alabama Student Assistance Program	3,039,347	2,722,551	2,857,500	134,949	4.95%
0122	Alabama Educational Grants Program	1,620,883	1,970,970	2,069,485	98,515	5.00%
0124	Alabama National Guard Educational Assistance Program	582,809	583,643	612,800	29,157	5.00%
0794	Police and Firefighter's Survivors Tuition Program	147,214	148,358	148,358		
0126	Chiropractic Scholarship Program					
0128	Washington Center Internship Program	23,000	23,040	24,192	1,152	5.00%
0125	Teacher Education Scholarship Program (TSPAT)		100,000	100,000		
	TOTAL	5,413,253	5,548,562	5,812,335	263,773	4.75%
152	SUPPORT OF OTHER EDUCATIONAL ACTIVITIES					
0109	Southern Regional Education Board	624,945	624,950	656,189	31,239	5.00%
0118	Network of Alabama Academic Libraries	301,192	301,248	316,320	15,072	5.00%
0107	Articulation System	374,860	374,867	393,600	18,733	5.00%
0116	Experimental Program to Stimulate Competitive Research	1,143,043	1,143,088	1,200,250	57,162	5.00%
0144	No Child Left Behind (Title II)	1,037,502	1,671,000	1,671,000		
0807	School & University Partnership Educational Renewal Pgm.	40,276	40,276	42,290	2,014	5.00%
0000	PK-20 Initiative					
	TOTAL	3,521,818	4,155,429	4,279,649	124,220	2.99%
151	SUPPORT OF STATE UNIVERSITIES					
0800	Alabama Agricultural Land Grant Alliance	5,229,283	5,329,283	5,595,747	266,464	5.00%
0115	Knight Monitor					
	TOTAL	5,229,283	5,329,283	5,595,747	266,464	5.00%
189	SUPPORT OF STATE PROGRAMS					
0306	Resource Conservation & Development Program (RC &D)	787,744	1,087,744	1,142,100	54,356	5.00%
0307	Soil and Water Conservation Committee Program	773,376	1,073,376	1,127,000	53,624	5.00%
0308	Alabama Forestry Foundation Black Belt Initiative	192,000	192,000	201,600	9,600	5.00%
0315	Alabama Black Belt Adventures	300,000	300,000	315,000	15,000	5.00%
0316	Alabama Black Belt Treasures	150,000	150,000	157,500	7,500	5.00%
0317	National Center For Sports Safety	588,000	588,000	617,400	29,400	5.00%
0318	Alabama Civil Air Patrol	75,000	75,000	78,750	3,750	5.00%
0319	National Computer Forensics Institute	250,000	250,000	262,500	12,500	5.00%
0320	Adaptive Sports Scholarship		250,000	262,500	12,500	5.00%
0321	Jefferson County Farmers Market		50,000	52,500	2,500	5.00%
	TOTAL	3,116,120	4,016,120	4,216,850	200,730	5.00%
	TOTAL EXPENDITURES	19,875,656	22,238,286	23,243,719	1,005,433	4.52%

STATE OF ALABAMA EBO Form No. 2		AGENCY BUDGET REQUEST SUMMARY BUDGET REQUEST			Agency: Alabama Commission on Higher Education Agency No.: 319 Page 2 of 2	
CODE NO.	PROGRAMS AND ACTIVITIES	ACTUAL EXPENDITURES 2013	BUDGETED EXPENDITURES 2014	REQUESTED EXPENDITURES 2015	INCREASE (DECREASE) FROM PRIOR YEAR	
					AMOUNT	PERCENT
0100	Personnel Costs	1,844,140	2,383,189	2,488,980	105,791	4.44%
0200	Employee Benefits	548,964	787,003	829,131	42,128	5.35%
0300	Travel-In-State	12,451	22,983	23,983	1,000	4.35%
0400	Travel-Out-Of-State	6,992	17,000	18,000	1,000	5.88%
0500	Repairs and Maintenance	1,750	2,500	2,500		
0600	Rentals and Leases	378,186	416,800	430,000	13,200	3.17%
0700	Utilities and Communication	37,239	35,800	40,800	5,000	13.97%
0800	Professional Services	37,205	109,542	109,542		
0900	Supplies, Materials and Operating Exp	239,384	224,571	234,352	9,781	4.36%
1000	Transportation Equipment Operations	5,254	5,400	5,400		
1100	Grants and Benefits	16,753,729	18,219,498	19,039,531	820,033	4.50%
1200	Capital Outlay					.....
1300	Transportation Equipment Purchases					.....
1400	Other Equipment Purchases	10,362	14,000	21,500	7,500	53.57%
1500	Debt Service					.....
1600	Miscellaneous					.....
	TOTAL EXPENDITURES	19,875,656	22,238,286	23,243,719	1,005,433	4.52%
	TOTAL NUMBER OF EMPLOYEES	27.00	29.00	29.00		
FUND NO.	SOURCE OF FUNDS					
0200	ETF Appropriation	18,606,286	20,256,286	21,261,719	1,005,433	4.96%
0200	ETF Reappropriation					.....
0200	Proration					.....
0200	ETF Reversion	(112,421)				.....
0200	ETF Year End Adjustment					.....
1160	Balance Brought Forward - Monitor					.....
0403	Federal Funds - ASAP and NCLB	1,671,000	1,140,951	1,140,951		.....
1170	Local - Knight Diversity	344,289	25,000	25,000		
0754	Local - TSPAT		100,000	100,000		
0403	Balance Brought Forward - NCLB	(633,498)	716,049	716,049		
	TOTAL FUNDS	19,875,656	22,238,286	23,243,719	1,005,433	4.52%

DECISION ITEM B: Consolidated Budget Recommendation for  
FY 2014-2015

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

Staff Recommendation: That the Commission approve the FY 2014-2015 Consolidated Budget Recommendation (CBR) as presented by the Commission staff.

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

Staff prepared the FY 2014-2015 ACHE Standard Calculation using the revised methodology approved by the Commission at the June 14, 2013 Commission meeting and sent it to the institutions for review. Estimations of the cost of the rate increases for PEEHIP, TRS, and the four-year institutions' retirees included in PEEHIP have been prepared by staff. The FY 2014-2015 requests presented by the institutions in the Executive Budget Office request forms are being reviewed.

Staff is drafting and will send to the Commissioners, Presidents and Chancellors a FY 2014-2015 CBR scenario in preparation for discussion at the December 6, 2013 Commission meeting.

Supporting Documentation: 1. Consolidated Budget Recommendation, FY 2014-2015, will be presented at the December 6, 2013 Commission meeting.

DECISION ITEM C: Report on the Facilities Master Plan and Capital Projects Requests for FY 2014-2015 – FY 2018-2019

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

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

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

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

Supporting Documentation: Report on the Facilities Master Plan and Capital Projects Requests for FY 2014-2015 – 2018-2019, attached.

Facilities Master Plan and Capital Projects Requests reports for FY 2014-2015 – 2018-2019 may be found at <http://www.ache.alabama.gov/Information/Publications/FMP2015-2019/>

ALABAMA COMMISSION ON HIGHER EDUCATION

REPORT ON FACILITIES MASTER PLAN

AND

CAPITAL PROJECTS REQUESTS

FY 2015 - 2019

FOR ALL PUBLIC  
HIGHER EDUCATION INSTITUTIONS

December 2013

## FACILITIES MASTER PLAN AND CAPITAL PROJECTS REQUESTS

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

### Project Requests

All public two and four-year institutions submitted the Facilities Master Plan to the Alabama Commission on Higher Education in accordance with Section 16-5-15. The five years reported are broken into three time segments: Immediate, Intermediate, and Long-Term capital projects. Immediate projects are defined as those within the first year of the master planning cycle (FY 2014-2015). Intermediate projects are defined as those within the second year of the planning cycle (FY 2015-2016) while Long-Term projects fall into the last three years of the planning cycle (FY 2016-2017, 2017-2018, and 2018-2019). The projects are further divided into four separate project categories: New Construction/Acquisition; Renovation and Remodeling; Major Capital Equipment; and Deferred Maintenance/Facilities Renewal. The charts immediately following this section show the percentage of Immediate, Intermediate, Long-Term, and Total projects broken into the project categories and into the projected funding sources.

### Immediate Capital Projects

Table 1 summarizes the Immediate (Year 1) capital projects proposed by the institutions. As detailed on Table 1, \$1,390,248,543 was requested in Immediate capital projects, 27.49% (\$382,243,567) of which entail requests for funds from the Education Trust Fund (ETF) (Table 4). An additional 17.00% (\$236,399,186) of funds were projected to come from other State sources such as bond issues. Institutions also use funds they have raised in capital campaigns and federal and local funds, along with other sources to fund proposed capital projects.

Approximately 31.29% of all funds requested for Immediate capital projects are going for Renovation/Major Remodeling and Deferred Maintenance/Facilities Renewal Projects. An additional 2.31% of the funds requested are for Major Capital Equipment. Many of the projects in this category would also qualify in the Deferred Maintenance/Facilities Renewal column. As can be seen by this, a third of all funds requested for Immediate Capital projects would go toward projects for the maintenance, alteration, and repair of existing facilities.

### Intermediate and Long-Term Projects

Table 2 provides a summary of the Intermediate (Year 2) Capital Projects Requests. The Intermediate Projects amount to \$1,053,273,641. Table 5 shows that almost 40% of these projects are projected to be funded with either ETF or other State funds. Over thirty-four percent (34.38%) of the requested funds for these projects fall in categories other than New Construction/Acquisition. Funding sources for the Long-Term projects are often just estimates at this point, but currently, as shown on Table 6, over seventy-three percent (73.6%) of the funding is anticipated to come from the ETF or Other State-related fund. Almost Forty percent, of all of the Long-Term projects fall into categories other than New Construction/Acquisition.

### Summary

In summary, 36% of all capital projects requests are maintenance, alterations, or repairs of existing facilities or equipment. Almost fifty-eight percent, 57.7%, or about \$2.8 billion, of all of the funds requested for the projects listed on the Facilities Master Plans were projected to come from either ETF or Other State funds. A total of almost \$4.8 billion is projected as being needed to cover the capital projects requests of the four and two-year institutions over the next five years.

### Bond Issues

The State of Alabama does not provide regular funding for capital projects for education; this is true for K-12 as well as Postsecondary Education. In order to pay for capital projects the institutions must find funds from other sources. One of these sources is bonds. The institutions in Alabama are allowed to float their own bond issues. The four- and two-year institutions currently have approximately \$3.3 billion in bonds outstanding, as shown on Table 7. As with all debt, these funds must be paid back and the institutions paid approximately \$250 million in debt service in the last fiscal year to pay these bonds off. The source of revenue to pay these bonds is usually through tuition or fees that the students pay.

### Age of Buildings

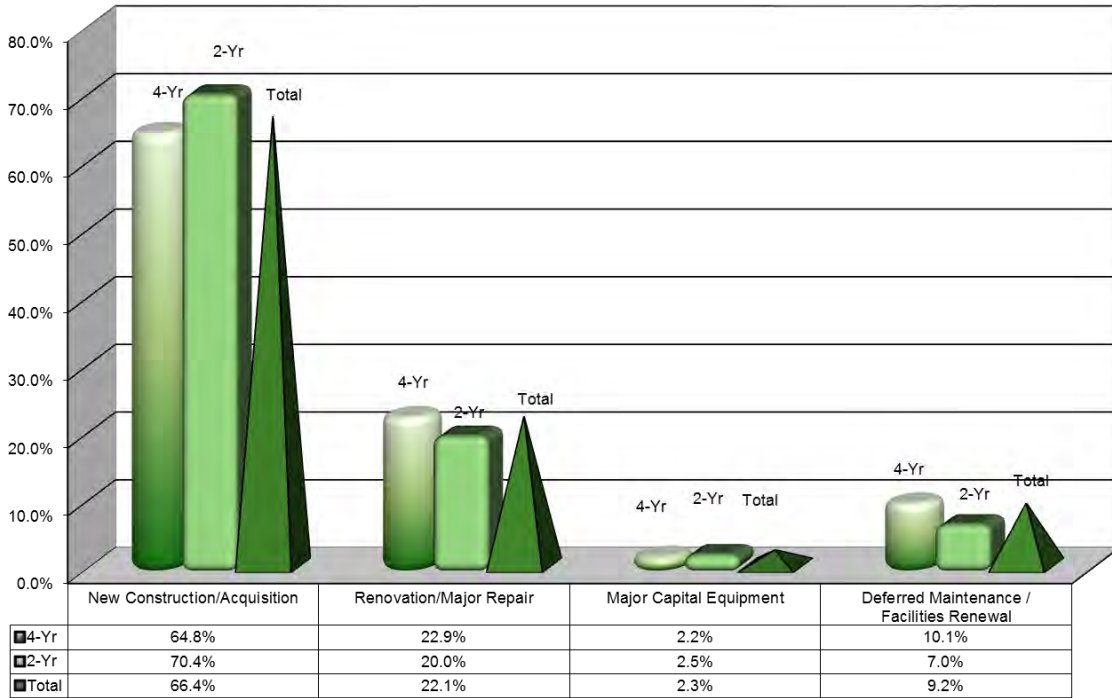
Many readers may be struck by the magnitude of the estimated five-year capital needs and the amount of debt being incurred by the institutions for bond issues. Much of the need reflected in these requests is the inevitable outcome of decades of inadequate and inconsistent attention to capital needs in appropriations for Alabama's Public Colleges and Universities. According to the Fall 2013 Facilities Inventory and Space Utilization Report over forty percent of the buildings being used by the public colleges and universities in Alabama were built between 1960 and 1989. The newest of these buildings have twenty-five years of use and the oldest are over 50 years of age, beyond the "useful life" of major building components. Add to this group the 15% of our buildings built prior to 1960 and there should be no surprise at significant requests for capital funds to deal with repairs and replacements.

### Institutional Facilities Master Plans and Capital Projects Requests

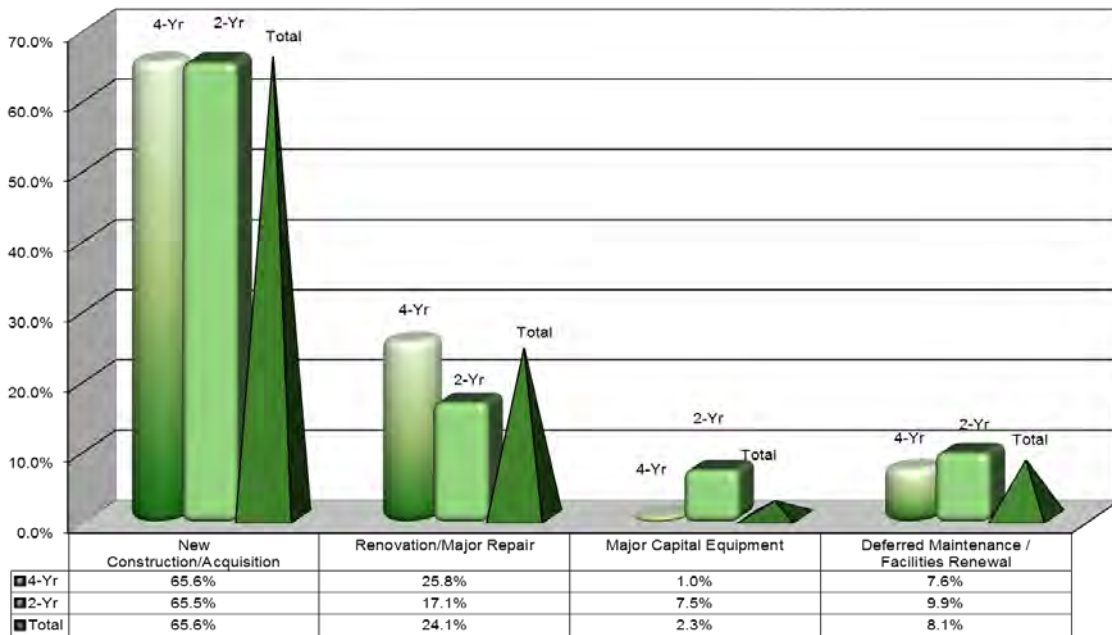
Copies of each institution's Facilities Master Plan and Capital Projects Requests for the five year reporting period, along with the bond report and projects descriptions have been placed on the Commission's website. These reports go into more detail about each Immediate and Intermediate Capital Requirements project. Estimated cost and net and gross square footage are detailed in these reports. A brief statement of justification for the project is also included for each project. The reports can be found at <http://www.ache.alabama.gov/Information/Publications/FMP2015-2018/>.



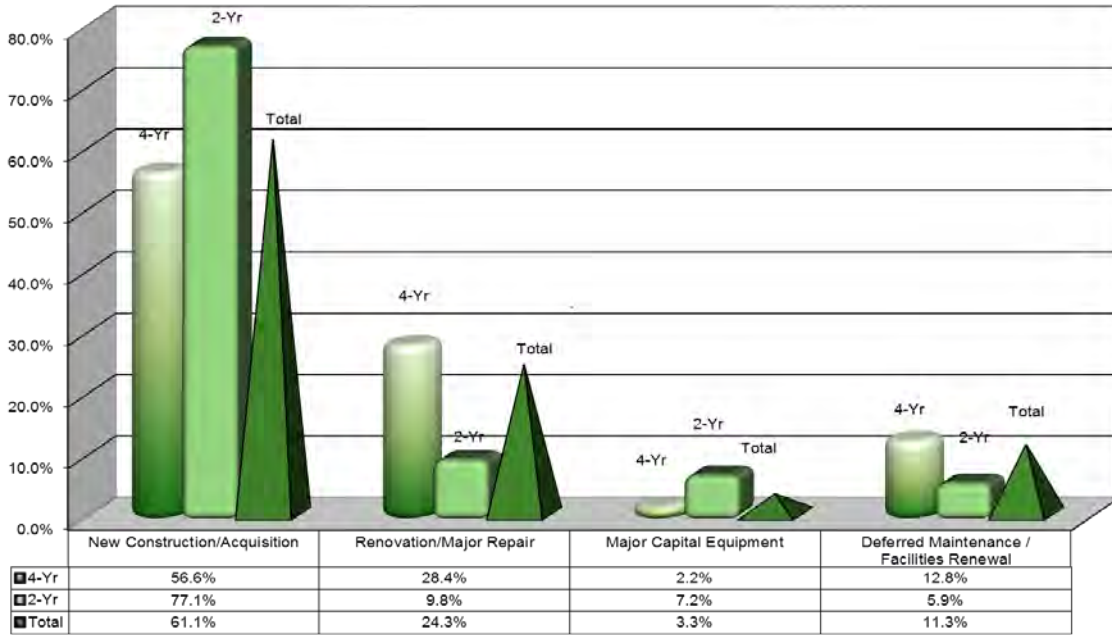
Immediate Capital Requirements Projects by Category - FY 2014-2015



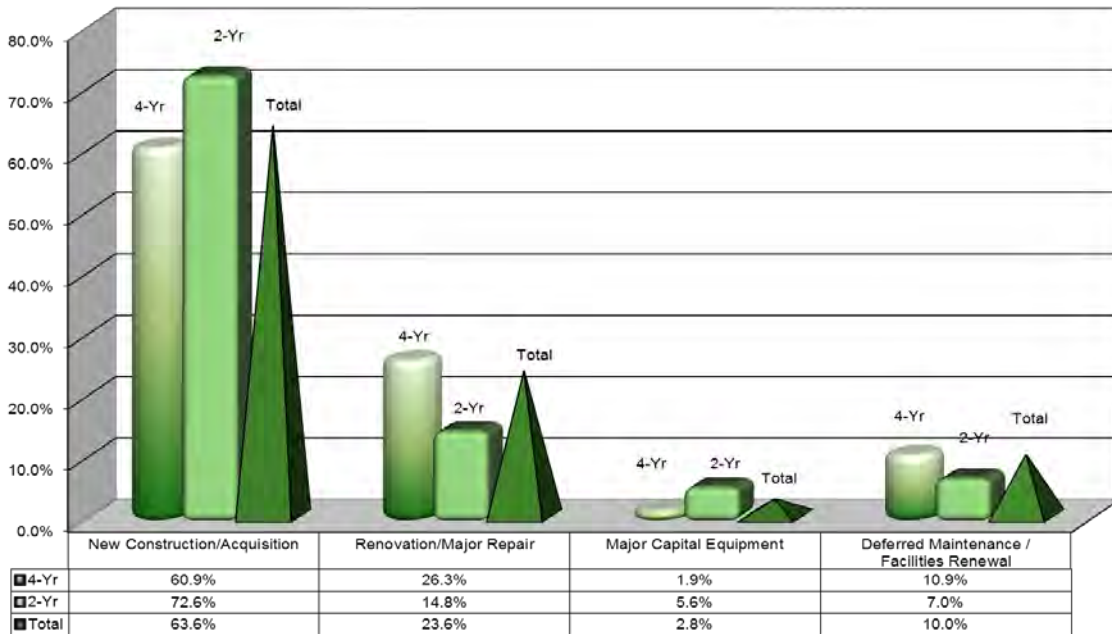
Intermediate Capital Requirements by Category - FY 2015-2016



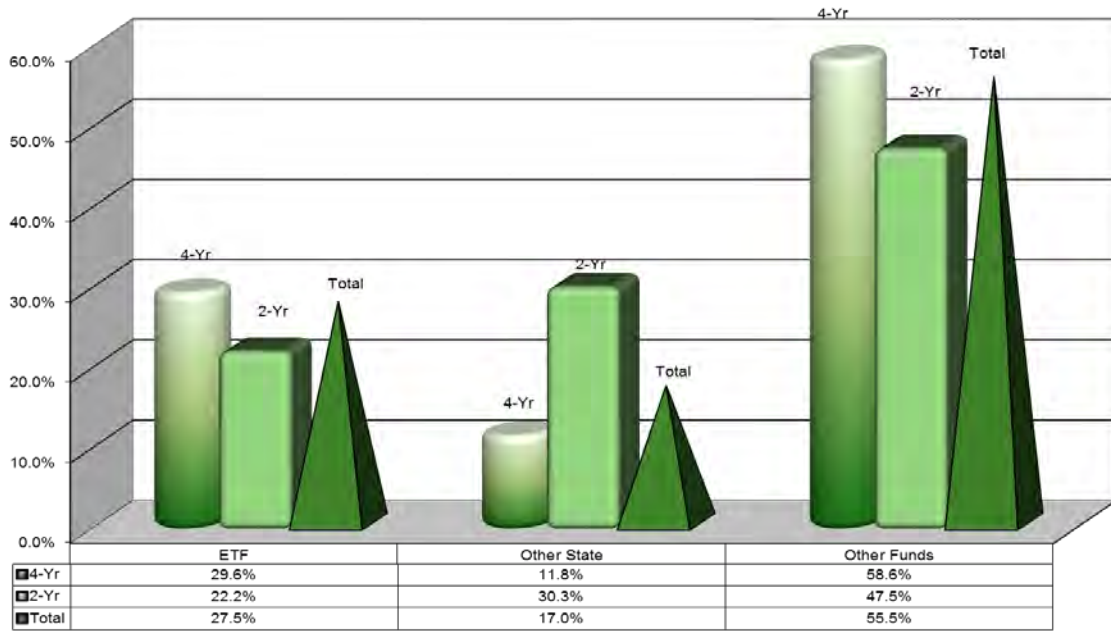
Long-Term Capital Requirements by Category FY 2016-17 - 2018-2019



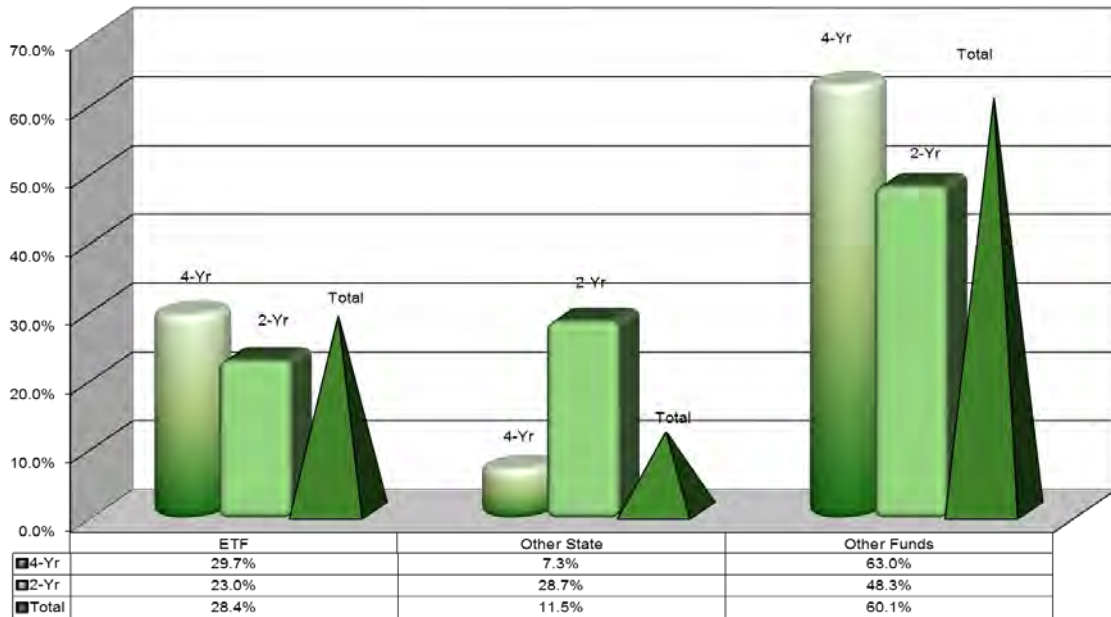
Total Capital Requirements by Category FY 2014-2015 - 2018-2019



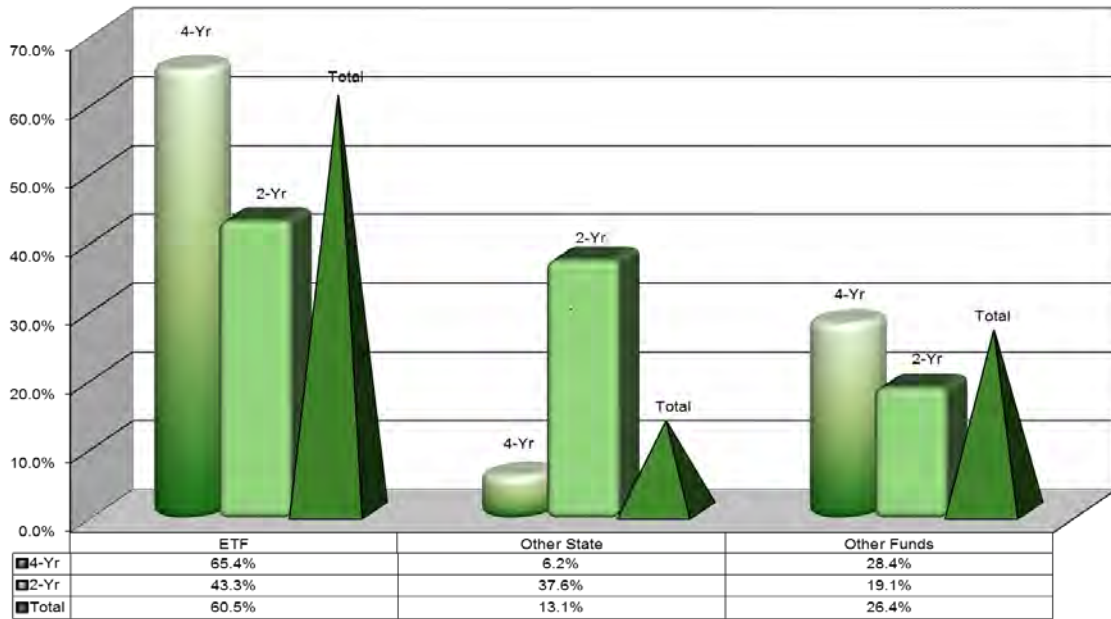
Immediate Capital Requirements Projects by Projected Funding Source - FY 2014-2015



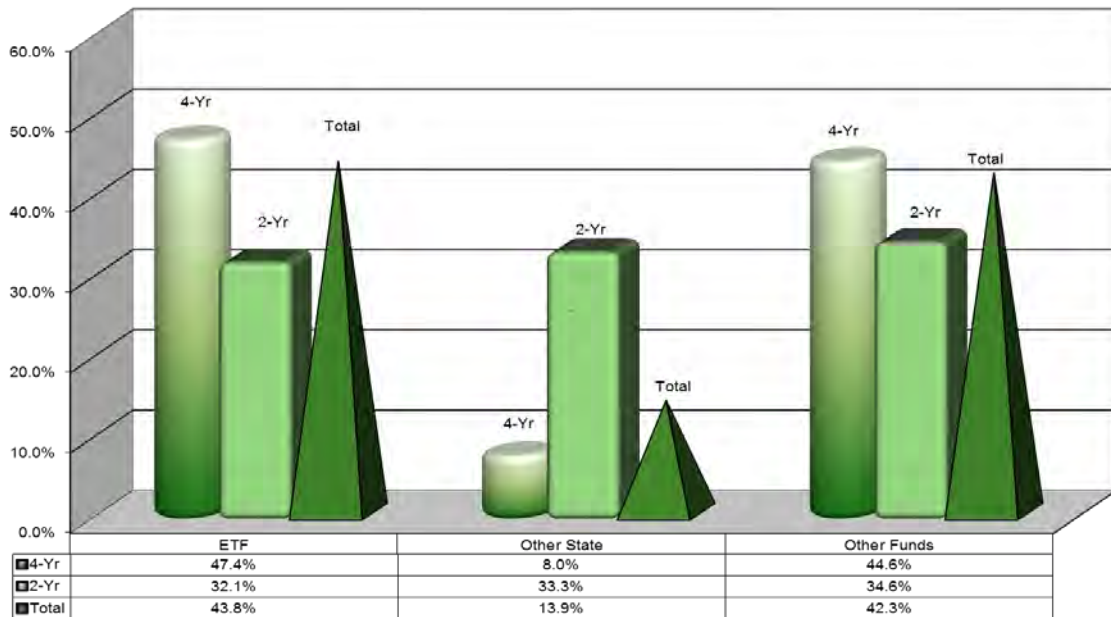
Intermediate Capital Requirements by Projected Funding Source - FY 2015-2016



Long-Term Capital Requirements by Projected Funding Source FY 2016-17 - 2018-2019



Total Capital Requirements by Projected Funding Sources FY 2014-2015 - 2018-2019



## Summary Tables

Table 1  
 Summary Table  
 Immediate Capital Projects  
 By Type of Project  
 All Public Higher Education Institutions

Immediate Capital Projects - Year 1 (FY 2014-2015)					
Institution	New Construction	Renovation/ Major Remodeling	Major Capital Equipment	Deferred Maintenance/ Fac Renewal	Total Estimated Cost
Alabama A&M University	\$400,000	\$4,450,000			\$4,850,000
Alabama State University	59,842,000	3,500,000		2,000,000	65,342,000
Athens State University	500,000	3,250,000	800,000	875,000	5,425,000
Auburn University	188,000,000	63,300,000		4,500,000	255,800,000
Auburn Univ Montgomery				2,500,000	2,500,000
Jacksonville State Univ		2,000,000		11,750,000	13,750,000
Troy University	19,600,000	19,398,000	800,000	6,762,868	46,560,868
University of Alabama	143,906,020	76,391,343	6,000,000	34,669,790	260,967,153
Univ of Alabama at Birmingham	164,000,000	35,500,000	5,000,000	10,000,000	214,500,000
Univ of Alabama in Huntsville	30,500,000	1,000,000	2,800,000	4,055,000	38,355,000
University of Montevallo		1,750,000		185,000	1,935,000
University of North Alabama	1,500,000	2,250,000	2,000,000	4,500,000	10,250,000
University of South Alabama	30,000,000	1,000,000	4,300,000	4,150,000	39,450,000
University of West Alabama		13,597,100		14,800,000	28,397,100
Dauphin Isl Sea Lab /MESC	8,040,000	670,000	440,000	60,000	9,210,000
SR & Dauphin Isl Total	646,288,020	228,056,443	22,140,000	100,807,658	997,292,121
Alabama Southern Comm Coll		2,530,000		330,756	2,860,756
Bevill State Community College		5,300,000		400,000	5,700,000
Bishop State Comm College	34,530,000	2,000,000		600,000	37,130,000
Calhoun State Comm College	32,500,000	300,000			32,800,000
Central Alabama Comm College	3,500,000	3,500,000			7,000,000
Chatt Valley Community College	2,300,000	3,000,000			5,300,000
Drake State Com & Tech College	62,000,000	11,500,000	1,500,000	4,600,000	79,600,000
Enterprise State Comm College	3,000,000	1,900,000	1,900,000	650,000	7,450,000
Faulkner State Comm College	28,100,000		3,250,000	4,000,000	35,350,000
Gadsden State Comm College	28,800,000	17,700,000	1,000,000	2,600,000	50,100,000
Ingram State Technical College	250,000	300,000	180,000	235,000	965,000
Jefferson Davis Comm College		1,950,000	250,000	350,000	2,550,000
Jefferson State Comm College		350,000		125,000	475,000
Lawson St Community College	16,955,000			10,727,386	27,682,386
L. B. Wallace Comm College		700,000	150,000	200,000	1,050,000
Marion Military Institute					
Northeast AL Comm College			42,000	230,000	272,000
Northwest-Shoals Com College		1,131,200	285,000		1,416,200
Reid State Technical College				75,000	75,000
Shelton State Comm College	19,850,000	4,500,000	750,000		25,100,000
Snead State Comm College	1,300,000	8,500,000	300,000	450,000	10,550,000
Southern Union St Comm Coll	6,000,000				6,000,000
Trenholm St Technical College		4,560,000		550,000	5,110,000
Wall St Comm College - Dothan	15,450,450	2,574,870	171,600	381,700	18,578,620
Wall St Comm Coll - Hanceville	6,400,000	6,016,460		600,000	13,016,460
Wall St Comm College - Selma	15,900,000	400,000	200,000	325,000	16,825,000
Total Comm & Tech	276,835,450	78,712,530	9,978,600	27,429,842	392,956,422
<b>TOTAL</b>	<b>\$923,123,470</b>	<b>\$306,768,973</b>	<b>\$32,118,600</b>	<b>\$128,237,500</b>	<b>\$1,390,248,543</b>

Source: Facilities Master Plan / Capital Project Request, FY 2015 - 2019.

Table 2

Summary Table  
 Intermediate Capital Projects  
 By Type of Project  
 All Public Higher Education Institutions

Intermediate Capital Projects - Year 2 (FY 2015-2016)					
Institution	New Construction	Renovation/ Major Remodeling	Major Capital Equipment	Deferred Maintenance/ Fac Renewal	Total Estimated Cost
Alabama A&M University					
Alabama State University	55,000,000	33,240,000		4,377,000	\$92,617,000
Athens State University	1,000,000	7,600,000	650,000	375,000	\$9,625,000
Auburn University	297,300,000	12,000,000		4,500,000	\$313,800,000
Auburn Univ Montgomery	30,000,000				\$30,000,000
Jacksonville State Univ	3,500,000	10,000,000		8,500,000	\$22,000,000
Troy University	16,300,000	4,650,000	25,000	960,000	\$21,935,000
University of Alabama	7,931,250	89,166,079		11,170,000	\$108,267,329
Univ of Alabama at Birmingham	65,000,000	27,800,000		7,000,000	\$99,800,000
Univ of Alabama in Huntsville	53,200,000	2,500,000	1,950,000	3,620,000	\$61,270,000
University of Montevallo		3,500,000		100,000	\$3,600,000
University of North Alabama	1,000,000	11,200,000	2,500,000	12,000,000	\$26,700,000
University of South Alabama	20,000,000	8,050,000	3,000,000	4,150,000	\$35,200,000
University of West Alabama	4,140,000	8,000,000		7,600,000	\$19,740,000
Dauphin Isl Sea Lab /MESC					
SR & Dauphin Isl Total	554,371,250	217,706,079	8,125,000	64,352,000	844,554,329
Alabama Southern Comm Coll		1,498,390		529,000	\$2,027,390
Bevill State Community College		600,000		1,700,000	\$2,300,000
Bishop State Comm College	14,000,000				\$14,000,000
Calhoun State Comm College		4,000,000		500,000	\$4,500,000
Central Alabama Comm College		450,000	70,000	84,000	\$604,000
Chatt Valley Community College		4,000,000			\$4,000,000
Drake State Com & Tech College	21,000,000			500,000	\$21,500,000
Enterprise State Comm College	20,000,000	5,600,000	8,600,000	300,000	\$34,500,000
Faulkner State Comm College	5,600,000	6,500,000	1,650,000		\$13,750,000
Gadsden State Comm College	22,000,000	2,500,000	1,000,000	2,757,000	\$28,257,000
Ingram State Technical College			1,000,000		\$1,000,000
Jefferson Davis Comm College	2,600,000	650,000		350,000	\$3,600,000
Jefferson State Comm College			150,000		\$150,000
Lawson St Community College	33,275,000			11,210,306	\$44,485,306
L. B. Wallace Comm College				200,000	\$200,000
Marion Military Institute					
Northeast AL Comm College				150,000	\$150,000
Northwest-Shoals Com College		911,000	300,000		\$1,211,000
Reid State Technical College	650,000			250,000	\$900,000
Shelton State Comm College	500,000	500,000			\$1,000,000
Snead State Comm College	1,200,000	3,550,000	150,000	400,000	\$5,300,000
Southern Union St Comm Coll	12,000,000	500,000			\$12,500,000
Trenholm St Technical College	800,000	1,500,000		50,000	\$2,350,000
Wall St Comm College - Dothan	1,847,200	581,828	211,224	819,364	\$3,459,616
Wall St Comm Coll - Hanceville		2,300,000		600,000	\$2,900,000
Wall St Comm College - Selma	1,300,000		2,500,000	275,000	\$4,075,000
Total Comm & Tech	136,772,200	35,641,218	15,631,224	20,674,670	208,719,312
TOTAL	\$691,143,450	\$253,347,297	\$23,756,224	\$85,026,670	\$1,053,273,641

Source: Facilities Master Plan / Capital Project Request, FY 2015 - 2019.

Table 3

Summary Table  
 Long-Term Capital Projects  
 By Type of Project  
 All Public Higher Education Institutions

Institution	Long Term Capital Projects - Years 3-5 (FY 2016-2017 - 2018-2019)					Estimated 5-Year Project Cost
	New Construction	Renovation/ Major Remodeling	Major Capital Equipment	Deferred Maintenance/ Fac Renewal	Total Estimated Cost	
Alabama A&M University	\$77,760,000	\$13,360,000	\$1,250,000		\$92,370,000	\$97,220,000
Alabama State University	65,000,000	30,000,000		8,500,000	103,500,000	261,459,000
Athens State University	5,750,000	200,000		75,000	6,025,000	21,075,000
Auburn University	152,400,000	155,500,000		53,000,000	360,900,000	930,500,000
Auburn Univ Montgomery						32,500,000
Jacksonville State Univ	96,500,000	92,500,000		10,000,000	199,000,000	234,750,000
Troy University	58,870,000	22,300,000	20,600,000	1,902,731	103,672,731	172,168,599
University of Alabama	269,601,479	135,559,166		31,620,000	436,780,645	806,015,127
Univ of Alabama at Birmingham	45,000,000	25,000,000	14,300,000		84,300,000	398,600,000
Univ of Alabama in Huntsville	134,700,000	10,500,000	2,500,000	7,635,000	155,335,000	254,960,000
University of Montevallo	17,000,000	1,000,000	750,000	5,800,000	24,550,000	30,085,000
University of North Alabama	25,000,000				25,000,000	61,950,000
University of South Alabama	53,000,000	29,000,000		108,917,045	190,917,045	265,567,045
University of West Alabama	25,845,000	1,600,000		5,350,000	32,795,000	80,932,100
Dauphin Isl Sea Lab /MESC	775,000			500,000	1,275,000	10,485,000
<b>SR &amp; Dauphin Isl Total</b>	<b>1,027,201,479</b>	<b>516,519,166</b>	<b>39,400,000</b>	<b>233,299,776</b>	<b>1,816,420,421</b>	<b>3,658,266,871</b>
Alabama Southern Comm Coll		725,096		1,351,981	2,077,077	6,965,223
Bevill State Community College	500,000	1,250,000		150,000	1,900,000	9,900,000
Bishop State Comm College		300,000		350,000	650,000	51,780,000
Calhoun State Comm College	35,000,000	500,000			35,500,000	72,800,000
Central Alabama Comm College		150,000		205,000	355,000	7,959,000
Chatt Valley Community College						9,300,000
Drake State Com & Tech College	30,000,000				30,000,000	131,100,000
Enterprise State Comm College		6,300,000	4,000,000	500,000	10,800,000	52,750,000
Faulkner State Comm College	10,600,000	950,000		1,552,500	13,102,500	62,202,500
Gadsden State Comm College	30,000,000	10,320,000	24,000,000	3,985,000	68,305,000	146,662,000
Ingram State Technical College	63,000,000				63,000,000	64,965,000
Jefferson Davis Comm College	4,150,000	1,475,000	500,000	1,660,000	7,785,000	13,935,000
Jefferson State Comm College	23,000,000				23,000,000	23,625,000
Lawson St Community College	14,000,000	6,600,000		8,987,226	29,587,226	101,754,918
L. B. Wallace Comm College	6,500,000	3,500,000	1,000,000		11,000,000	12,250,000
Marion Military Institute	53,050,000	1,850,000			54,900,000	54,900,000
Northeast AL Comm College	12,000,000				12,000,000	12,422,000
Northwest-Shoals Com College	27,500,000	660,000	165,000	1,500,000	29,825,000	32,452,200
Reid State Technical College	22,500,000	575,000	2,000,000	1,000,000	26,075,000	27,050,000
Shelton State Comm College	26,500,000	2,000,000		500,000	29,000,000	55,100,000
Snead State Comm College	9,625,000	5,900,000	300,000	2,000,000	17,825,000	33,675,000
Southern Union St Comm Coll		1,000,000			1,000,000	19,500,000
Trenholm St Technical College	9,500,000			4,000,000	13,500,000	20,960,000
Wall St Comm College - Dothan	7,335,000	3,893,716		911,300	12,140,016	34,178,252
Wall St Comm Coll - Hanceville	3,000,000	1,500,000		1,200,000	5,700,000	21,616,460
Wall St Comm College - Selma	6,500,000	500,000	5,000,000	500,000	12,500,000	33,400,000
<b>Total Comm &amp; Tech</b>	<b>394,260,000</b>	<b>49,948,812</b>	<b>36,965,000</b>	<b>30,353,007</b>	<b>511,526,819</b>	<b>1,113,202,553</b>
<b>TOTAL</b>	<b>\$1,421,461,479</b>	<b>\$566,467,978</b>	<b>\$76,365,000</b>	<b>\$263,652,783</b>	<b>\$2,327,947,240</b>	<b>4,771,469,424</b>

Source: Facilities Master Plan / Capital Project Request, FY 2015 - 2019.



ALABAMA COMMISSION ON HIGHER EDUCATION  
Friday, December 6, 2013  
Decision Item C

Table 4

Summary Table  
Immediate Capital Projects  
By Projected Funding Source  
All Public Higher Education Institutions

Institution	Immediate Capital Projects - Year 1 (FY 2014-2015)						
	Education Trust Fund	Other State Funding	Other Funds	Total Estimated Cost	Percent Requested From ETF Funds	Percent Requested From Other State Funds	Percent Requested From Other Funds
Alabama A&M University		\$1,150,000	\$3,700,000	\$4,850,000	None	23.71%	76.29%
Alabama State University		200,000	\$65,142,000	\$65,342,000	None	0.31%	99.69%
Athens State University	4,625,000		800,000	\$5,425,000	85.25%	None	14.75%
Auburn University			255,800,000	\$255,800,000	None	None	100.00%
Auburn Univ Montgomery		2,500,000		\$2,500,000	None	100.00%	None
Jacksonville State Univ	13,750,000			\$13,750,000	100.00%	None	None
Troy University	46,560,868			\$46,560,868	100.00%	None	None
University of Alabama	146,634,003		114,333,150	\$260,967,153	56.19%	None	43.81%
Univ of Alabama at Birmingham		113,500,000	101,000,000	\$214,500,000	None	52.91%	47.09%
Univ of Alabama in Huntsville	31,355,000		7,000,000	\$38,355,000	81.75%	None	18.25%
University of Montevallo		100,000	1,835,000	\$1,935,000	None	5.17%	94.83%
University of North Alabama	10,250,000			\$10,250,000	100.00%	None	None
University of South Alabama	4,150,000		35,300,000	\$39,450,000	10.52%	None	89.48%
University of West Alabama	28,397,100			\$28,397,100	100.00%	None	None
Dauphin Isl Sea Lab /MESC	9,210,000			\$9,210,000	100.00%	None	None
SR & Dauphin Isl Total	294,931,971	117,450,000	584,910,150	\$997,292,121	29.57%	11.78%	58.65%
Alabama Southern Comm Coll	2,860,756			\$2,860,756	100.00%	None	None
Bevill State Community College	5,700,000			\$5,700,000	100.00%	None	None
Bishop State Comm College		2,500,000	34,630,000	\$37,130,000	None	6.73%	93.27%
Calhoun State Comm College		11,800,000	21,000,000	\$32,800,000	None	35.98%	64.02%
Central Alabama Comm College			7,000,000	\$7,000,000	None	None	100.00%
Chatt Valley Community College		1,800,000	3,500,000	\$5,300,000	None	33.96%	66.04%
Drake State Com & Tech College	15,600,000	53,500,000	10,500,000	\$79,600,000	19.60%	67.21%	13.19%
Enterprise State Comm College		6,800,000	650,000	\$7,450,000	None	91.28%	8.72%
Faulkner State Comm College	4,000,000		31,350,000	\$35,350,000	11.32%	None	88.68%
Gadsden State Comm College	9,750,000	1,850,000	38,500,000	\$50,100,000	19.46%	3.69%	76.85%
Ingram State Technical College	965,000			\$965,000	100.00%	None	None
Jefferson Davis Comm College	2,550,000			\$2,550,000	100.00%	None	None
Jefferson State Comm College		125,000	350,000	\$475,000	None	26.32%	73.68%
Lawson St Community College		497,746	27,184,640	\$27,682,386	None	1.80%	98.20%
L. B. Wallace Comm College		850,000	200,000	\$1,050,000	None	80.95%	19.05%
Marion Military Institute					None	None	None
Northeast AL Comm College	42,000	230,000		\$272,000	15.44%	84.56%	None
Northwest-Shoals Com College		115,200	1,301,000	\$1,416,200	None	8.13%	91.87%
Reid State Technical College	75,000			\$75,000	100.00%	None	None
Shelton State Comm College		23,250,000	1,850,000	\$25,100,000	None	92.63%	7.37%
Snead State Comm College	10,550,000			\$10,550,000	100.00%	None	None
Southern Union St Comm Coll		6,000,000		\$6,000,000	None	100.00%	None
Trenholm St Technical College	550,000	880,000	3,680,000	\$5,110,000	10.76%	17.22%	72.02%
Wall St Comm College - Dothan	17,843,840	734,780		\$18,578,620	96.05%	3.95%	None
Wall St Comm Coll - Hanceville		8,016,460	5,000,000	\$13,016,460	None	61.59%	38.41%
Wall St Comm College - Selma	16,825,000			\$16,825,000	100.00%	None	None
Total Comm & Tech	87,311,596	118,949,186	186,695,640	\$392,956,422	22.22%	30.27%	47.51%
TOTAL	\$382,243,567	\$236,399,186	\$771,605,790	\$1,390,248,543	27.49%	17.00%	55.50%

Source: Facilities Master Plan / Capital Project Request, FY 2015 - 2019.

ALABAMA COMMISSION ON HIGHER EDUCATION  
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Table 5

Summary Table  
Intermediate Capital Projects  
By Projected Funding Source  
All Public Higher Education Institutions

Institution	Intermediate Capital Projects - Year 2 (FY 2015-2016)						
	Education Trust Fund	Other State Funding	Other Funds	Total Estimated Cost	Percent Requested From ETF Funds	Percent Requested From Other State Funds	Percent Requested From Other Funds
Alabama A&M University					None	None	None
Alabama State University		4,377,000	\$88,240,000	\$92,617,000	None	4.73%	95.27%
Athens State University	9,625,000			\$9,625,000	100.00%	None	None
Auburn University			313,800,000	\$313,800,000	None	None	100.00%
Auburn Univ Montgomery			30,000,000	\$30,000,000	None	None	100.00%
Jacksonville State Univ	22,000,000			\$22,000,000	100.00%	None	None
Troy University	21,935,000			\$21,935,000	100.00%	None	None
University of Alabama	77,278,889		30,988,440	\$108,267,329	71.38%	None	28.62%
Univ of Alabama at Birmingham		57,000,000	42,800,000	\$99,800,000	None	57.11%	42.89%
Univ of Alabama in Huntsville	60,070,000		1,200,000	\$61,270,000	98.04%	None	1.96%
University of Montevallo		100,000	3,500,000	\$3,600,000	None	2.78%	97.22%
University of North Alabama	26,700,000			\$26,700,000	100.00%	None	None
University of South Alabama	13,350,000		21,850,000	\$35,200,000	37.93%	None	62.07%
University of West Alabama	19,740,000			\$19,740,000	100.00%	None	None
Dauphin Isl Sea Lab /MESC					None	None	None
SR & Dauphin Isl Total	250,698,889	61,477,000	532,378,440	\$844,554,329	29.68%	7.28%	63.04%
Alabama Southern Comm Coll	2,027,390			\$2,027,390	100.00%	None	None
Bevill State Community College	2,300,000			\$2,300,000	100.00%	None	None
Bishop State Comm College			14,000,000	\$14,000,000	None	None	100.00%
Calhoun State Comm College		4,500,000		\$4,500,000	None	100.00%	None
Central Alabama Comm College		604,000		\$604,000	None	100.00%	None
Chatt Valley Community College		2,000,000	2,000,000	\$4,000,000	None	50.00%	50.00%
Drake State Com & Tech College	21,000,000		500,000	\$21,500,000	97.67%	None	2.33%
Enterprise State Comm College		34,500,000		\$34,500,000	None	100.00%	None
Faulkner State Comm College			13,750,000	\$13,750,000	None	None	100.00%
Gadsden State Comm College	3,123,000		25,134,000	\$28,257,000	11.05%	None	88.95%
Ingram State Technical College	1,000,000			\$1,000,000	100.00%	None	None
Jefferson Davis Comm College	3,600,000			\$3,600,000	100.00%	None	None
Jefferson State Comm College	150,000			\$150,000	100.00%	None	None
Lawson St Community College		508,425	43,976,881	\$44,485,306	None	1.14%	98.86%
L. B. Wallace Comm College	200,000			\$200,000	100.00%	None	None
Marion Military Institute					None	None	None
Northeast AL Comm College		150,000		\$150,000	None	100.00%	None
Northwest-Shoals Com College		1,211,000		\$1,211,000	None	100.00%	None
Reid State Technical College	900,000			\$900,000	100.00%	None	None
Shelton State Comm College		1,000,000		\$1,000,000	None	100.00%	None
Snead State Comm College	5,300,000			\$5,300,000	100.00%	None	None
Southern Union St Comm Coll		12,500,000		\$12,500,000	None	100.00%	None
Trenholm St Technical College	850,000		1,500,000	\$2,350,000	36.17%	None	63.83%
Wall St Comm College - Dothan	3,459,616			\$3,459,616	100.00%	None	None
Wall St Comm Coll - Hanceville		2,900,000		\$2,900,000	None	100.00%	None
Wall St Comm College - Selma	4,075,000			\$4,075,000	100.00%	None	None
Total Comm & Tech	47,985,006	59,873,425	100,860,881	\$208,719,312	22.99%	28.69%	48.32%
TOTAL	\$298,683,895	\$121,350,425	\$633,239,321	\$1,053,273,641	28.36%	11.52%	60.12%

Source: Facilities Master Plan / Capital Project Request, FY 2015 - 2019.

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Table 6

Summary Table  
Long-Term Capital Projects  
By Projected Funding Source  
All Public Higher Education Institutions

Long Term Capital Projects - Years 3-5 (FY 2016-2017 - 2018-2019)							
Institution	Education Trust Fund	Other State Funding	Other Funds	Total Estimated Cost	Percent Requested From ETF Funds	Percent Requested From Other State Funds	Percent Requested From Other Funds
Alabama A&M University	\$92,370,000			\$92,370,000	100.00%	None	None
Alabama State University			\$103,500,000	\$103,500,000	None	None	100.00%
Athens State University	6,025,000			\$6,025,000	100.00%	None	None
Auburn University	157,950,000	78,975,000	123,975,000	\$360,900,000	43.77%	21.88%	34.35%
Auburn Univ Montgomery					None	None	None
Jacksonville State Univ	179,000,000		20,000,000	\$199,000,000	89.95%	None	10.05%
Troy University	103,672,731			\$103,672,731	100.00%	None	None
University of Alabama	326,187,553		110,593,092	\$436,780,645	74.68%	None	25.32%
Univ of Alabama at Birmingham		33,720,000	50,580,000	\$84,300,000	None	40.00%	60.00%
Univ of Alabama in Huntsville	125,335,000		30,000,000	\$155,335,000	80.69%	None	19.31%
University of Montevallo		300,000	24,250,000	\$24,550,000	None	1.22%	98.78%
University of North Alabama	25,000,000			\$25,000,000	100.00%	None	None
University of South Alabama	137,817,045		53,100,000	\$190,917,045	72.19%	None	27.81%
University of West Alabama	32,795,000			\$32,795,000	100.00%	None	None
Dauphin Isl Sea Lab /MESC	1,275,000			\$1,275,000	100.00%	None	None
SR & Dauphin Isl Total	1,187,427,329	112,995,000	515,998,092	\$1,816,420,421	65.37%	6.22%	28.41%
Alabama Southern Comm Coll	2,077,077			\$2,077,077	100.00%	None	None
Bevill State Community College	1,900,000			\$1,900,000	100.00%	None	None
Bishop State Comm College			650,000	\$650,000	None	None	100.00%
Calhoun State Comm College		15,500,000	20,000,000	\$35,500,000	None	43.66%	56.34%
Central Alabama Comm College			355,000	\$355,000	None	None	100.00%
Chatt Valley Community College					None	None	None
Drake State Com & Tech College	7,000,000	9,000,000	14,000,000	\$30,000,000	23.33%	30.00%	46.67%
Enterprise State Comm College		10,800,000		\$10,800,000	None	100.00%	None
Faulkner State Comm College	4,635,000	8,467,500		\$13,102,500	35.37%	64.63%	None
Gadsden State Comm College	37,555,000	20,000,000	10,750,000	\$68,305,000	54.98%	29.28%	15.74%
Ingram State Technical College	63,000,000			\$63,000,000	100.00%	None	None
Jefferson Davis Comm College	7,785,000			\$7,785,000	100.00%	None	None
Jefferson State Comm College			23,000,000	\$23,000,000	None	None	100.00%
Lawson St Community College	11,243,146	9,467,912	8,876,168	\$29,587,226	38.00%	32.00%	30.00%
L. B. Wallace Comm College		3,000,000	8,000,000	\$11,000,000	None	27.27%	72.73%
Marion Military Institute		54,900,000		\$54,900,000	None	100.00%	None
Northeast AL Comm College			12,000,000	\$12,000,000	None	None	100.00%
Northwest-Shoals Com College	29,825,000			\$29,825,000	100.00%	None	None
Reid State Technical College	575,000	25,500,000		\$26,075,000	2.21%	97.79%	None
Shelton State Comm College		29,000,000		\$29,000,000	None	100.00%	None
Snead State Comm College	17,825,000			\$17,825,000	100.00%	None	None
Southern Union St Comm Coll		1,000,000		\$1,000,000	None	100.00%	None
Trenholm St Technical College	13,500,000			\$13,500,000	100.00%	None	None
Wall St Comm College - Dothan	12,140,016			\$12,140,016	100.00%	None	None
Wall St Comm Coll - Hanceville		5,700,000		\$5,700,000	None	100.00%	None
Wall St Comm College - Selma	12,500,000			\$12,500,000	100.00%	None	None
Total Comm & Tech	221,560,239	192,335,412	97,631,168	\$511,526,819	43.31%	37.60%	19.09%
TOTAL	\$1,408,987,568	\$305,330,412	\$613,629,260	\$2,327,947,240	60.52%	13.12%	26.36%

Source: Facilities Master Plan / Capital Project Request, FY 2015 - 2019.

ALABAMA COMMISSION ON HIGHER EDUCATION  
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Table 7  
Report on Revenue Bonds Issued by Alabama Public Higher Education Institutions

Institution	Total Original Value	Total Amount Outstanding 9/30/2013	Total Amount of Principal Debt Service 9/30/2013	Total Amount of Interest Debt Service 9/30/2013	Total Amount of Debt Service 9/30/2013	Sources of Payment
Alabama A&M University	60,936,000	51,030,000	3,110,000	2,509,385	5,619,385	General Fees
Alabama State University	266,508,000	230,047,000	5,505,000	10,721,119	16,226,119	Tuition and Fee Revenue
Athens State University	16,495,000	13,605,000	525,000	710,519	1,235,519	Tuition & Fees
Auburn University	884,817,607	735,028,791	18,955,538	36,923,653	55,879,191	2012A Issue, General Fund, Student Fees, Housing Revenue, Athletic Fund, Auxiliary Fund, & Dining Revenue
Auburn Univ Montgomery	3,279,000	790,000	120,000	28,567	148,567	Auxiliary Revenue
Jacksonville State University	82,743,000	76,810,000	2,815,000	3,329,129	6,144,129	Housing/Ath, Tuition & Fees
Troy University	119,520,000	107,540,000	4,295,000	5,599,363	9,894,363	Tuition Revenue, Special Student Fees & General Student Fees
University of Alabama	837,850,000	791,995,000	17,165,000	34,721,345	51,886,345	Tuition, Housing, Athletics, Parking fees, Food Service, Fraternities, Sororities, Hillel
Univ of Alabama at Birmingham (Does not include Bonds for Hospital)	494,900,000	435,160,000	19,520,000	16,260,466	35,780,466	E&G & Auxiliary
Univ of Alabama in Huntsville	126,987,000	110,609,400	3,450,000	3,474,833	6,924,833	Housing Fees & Student Tuition/Fees
University of Montevallo	28,916,000	27,094,000	935,000	972,868	1,907,868	Pledged Revenues
University of North Alabama	47,295,000	45,660,000	955,000	1,736,321	2,691,321	General Fees
University of South Alabama	346,265,001	345,956,478	8,033,000	15,649,695	23,682,695	Tuition & Fee revenues, portion of revenues USA Children's & Women's Hospital, gross revenues from Auxiliary Enterprises
University of West Alabama	54,600,000	53,530,000	1,070,000	5,099,569	6,169,569	General Fee Revenue, Capitalized Interest, BAB subsidy
Dauphin Isl Sea Lab /MESC					0	
SR & Dauphin Isl Total	3,371,111,608	3,024,855,669	86,453,538	137,736,832	224,190,370	

ALABAMA COMMISSION ON HIGHER EDUCATION  
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Table 7  
Report on Revenue Bonds Issued by Alabama Public Higher Education Institutions

Institution	Total Original Value	Total Amount Outstanding 9/30/2013	Total Amount of Principal Debt Service 9/30/2013	Total Amount of Interest Debt Service 9/30/2013	Total Amount of Debt Service 9/30/2013	Sources of Payment
Alabama Southern Comm Coll	3,000,000	2,060,000	130,000	87,993	217,993	Building Fee
Bevill State Community College	18,945,000	12,965,000	1,055,000	575,313	1,630,313	Tuition
Bishop State Comm College	5,125,000	4,745,000	380,000	213,973	593,973	Plant Funds
Calhoun State Comm College	48,555,000	25,255,000	1,895,000	878,200	2,773,200	Tuition & Fees
Central Alabama Comm College	11,145,000	9,625,000	305,000	360,919	665,919	Tuition Revenue
Chatt Valley Comm. College	9,000,000	8,045,000	245,000	367,438	612,438	Tuition & Fees
Drake State Com & Tech College	3,990,000	2,330,000	185,000	107,688	292,688	Tuition
Enterprise State Comm College	6,440,000	5,825,000	160,000	277,283	437,283	Facilities Renewal Fees & Building Fee
Faulkner State Comm College	26,850,000	17,310,000	1,150,000	767,286	1,917,286	Tuition & Fees, Dorm Revenue, Facility Fee Revenues, Bldg Fees
Gadsden State Comm College	14,345,000	11,520,000	585,000	478,810	1,063,810	Tuition, Local Government Contributions
Ingram State Technical College					0	
Jefferson Davis Comm College					0	
Jefferson State Comm College	62,790,000	47,635,000	2,255,000	2,305,354	4,560,354	Tuition & Fees
Lawson St Community College	15,240,000	10,520,000	610,000	494,264	1,104,264	Tuition and Fees & Room Charges
L. B. Wallace Comm College	4,700,000	2,725,000	240,000	124,218	364,218	Sale of Trustee Managed Securities & Tuition & Fees
Marion Military Institute					0	
Northeast AL Comm College	14,495,000	12,295,000	285,000	785,019	1,070,019	Tuition & Fees
Northwest-Shoals Comm College	8,000,000	545,000	480,000	36,795	516,795	Plant Funds
Reid State Technical College	2,045,000	2,045,000		28,971	28,971	Tuition & Fees Payable by Students
Shelton State Comm College						
Snead State Comm College	12,855,000	9,848,000	575,000	281,423	856,423	Tuition & Fees
Southern Union St Comm Coll	40,410,000	37,575,000	1,390,000	946,063	2,336,063	Tuition & Fees
Trenholm St Technical College	7,500,000	6,570,000	130,000	378,430	508,430	Tuition & Fees
Wall St Comm College - Dothan	6,180,000	5,467,000	713,000	128,832	841,832	Tuition & Fees
Wall St Comm Coll - Hanceville	50,690,000	45,655,000	1,705,000	1,960,371	3,665,371	Tuition & Fees & Building Fees
Wall St Comm College - Selma						
Total Comm & Tech	372,300,000	280,560,000	14,473,000	11,584,643	26,057,643	
TOTAL	3,743,411,608	3,305,415,669	100,926,538	149,321,475	250,248,013	

Source: Facilities Master Plan / Capital Project Request, FY 2015-2019.

DECISION ITEM D: Forever Wild Appointment of Board Member

**EXECUTIVE SUMMARY**

**Reason for action:** Act No. 91-219 established the Board of Trustees of the Alabama Forever Wild Land Trust. Each eligible institution of higher education is entitled to submit one nomination to the Alabama Commission on Higher Education for the professional biologist trustee from their geographical region to serve on the Board. The term of Dr. A.F. Schlundt from Faulkner University expired on September 30, 2013.

DECISION ITEM D: Forever Wild Appointment of Board Member

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

Staff Recommendation: The staff recommends that the Commission appoint Dr. Michael Woods, professor and member of the graduate faculty of Biological and Environmental Sciences at Troy University, to represent the Southern District to the Board of Forever Wild.

Background Information: Act No. 91-219 established a Board of Trustees of the Alabama Forever Wild Land Trust. ACHE appoints three members to serve staggered terms (every two years) to the Board. The term held by Dr. A.F. Schlundt from Faulkner University expired on September 30, 2013.

Dr. Woods has researched native Alabama plant life for more than 25 years and serves as curator of the Troy University herbarium. He has more than 100 academic publications, presentations and research projects to his credit and has received almost \$1 million in grants and awards related to his research. He is highly qualified to fill the vacancy on the Forever Wild Board; the staff recommends that he be approved.

Supporting Documentation:

1. Letter of nomination. Attached.
2. Resume of nominee. Available upon request.

DECISION ITEM E-1: Auburn University, Master of Turfgrass Management (MTM) in Turfgrass Management (CIP 01.1102)

**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 and Objective:** The proposal is for a post-baccalaureate master's degree program with the goal of providing opportunities for working professionals to improve their knowledge and skills in the key areas of turfgrass management. Students will:

1. Gain knowledge in the management of turfgrass soils. This will include the construction of specialty areas such as athletic fields and putting greens.
2. Be able to identify and understand control methods for common turfgrass insect, disease and nematode issues, including non-pesticide options. This will include alternative (non-pesticidal) control options.
3. Complete and give a presentation in a turfgrass topic, using published research to develop that presentation.
4. Understand the role of plant genetics in the breeding and development of turfgrass cultivars and germplasm.
5. Be able to describe best methods for turfgrass installation.
6. Describe higher-level (graduate level) microbial and soil chemical processes that control the availability of nutrients in the soils.
7. Conduct field or laboratory research that evaluates a developed hypothesis in turfgrass management. Such research may include product testing, or evaluations of management programs or grasses. Results from this research will be presented as a part of a graduate capstone project.

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

**Mode of Delivery:** One hundred percent of the program will be available through distance education.

**Similar Programs:** There are no similar programs in the state of Alabama. According to the proposal, the only university to offer a complete distance education program in turfgrass management is Pennsylvania State University. The program at Penn State is designed for a different geographic client than the one planned for AU.

**Collaboration:** According to the proposal, there are no similar programs in the state, and, consequently, no collaboration is planned.

**Resources:** The proposal projected that \$102,610 in new funds will be required for the program in the first five years, and that \$237,690 will be available over the same period through tuition.

**Public Review:** The proposal was posted on the Commission website from September 18 until October 8 (twenty days) for public review and comments. No comments were received.

Rationale for Staff Recommendation:

1. The proposal stated that, over the next several decades, there will be increasing demand for new professionals in the management of turfgrass, as well as continued education for practicing professionals.
2. There is no other such program in the state of Alabama.



DECISION ITEM E-1: Auburn University, Master of Turfgrass Management (MTM) in Turfgrass Management (CIP 01.1102)

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

Staff Recommendation: That the Commission approve the proposed Master of Turfgrass Management (MTM) in Turfgrass Management with the implementation date and post-implementation conditions listed below:

Implementation Date: The proposed program will be implemented in January 2014. Based on Commission policy, the proposed program must be implemented by December 6, 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 5, based on the proposal.
2. That the annual average number of graduates for the period 2015-16 through 2018-19 (four-year average) will be at least 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 entering related graduate programs.
4. That information regarding an overall assessment of the program be provided, particularly as related to objectives and assessment measures stated in the proposal.

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

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 August 7, 2013. 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 Master of Turfgrass Management in Turfgrass Management (CIP 01.1102)

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

	2014-15	2015-16	2016-17	2017-18	2018-19	TOTAL
FACULTY	\$2,000	\$3,000	\$5,000	\$10,000	\$15,000	\$35,000
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	\$12,667	\$13,133	\$13,527	\$13,933	\$14,350	\$67,610
OTHER	\$0	\$0	\$0	\$0	\$0	\$0
TOTAL	\$14,667	\$16,133	\$18,527	\$23,933	\$29,350	\$102,610

**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	\$20,790	\$28,800	\$53,550	\$53,550	\$81,000	\$237,690
TOTAL	\$20,790	\$28,800	\$53,550	\$53,550	\$81,000	\$237,690

**ENROLLMENT AND DEGREE COMPLETION PROJECTIONS**

	2014-15	2015-16	2016-17	2017-18	2018-19	5-YEAR AVERAGE
TOTAL HEADCOUNT ENROLLMENT	4	8	13	14	17	11
NEW ENROLLMENT HEADCOUNT	4	4	6	6	7	5 4-YEAR AVERAGE
DEGREE COMPLETION PROJECTIONS	0	1	3	8	9	5

## Attachment 2

### Summary of Background Information

MTM in Turfgrass Management  
Auburn University

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

**Description and Objectives:** The proposal is for a post-baccalaureate master's degree program with the goal of providing opportunities for working professionals to improve their knowledge and skills in the key areas of turfgrass management. The skills that they will acquire are outlined in the learning outcomes, as specified below. Students will:

1. Gain knowledge in the management of turfgrass soils. This will include the construction of specialty areas such as athletic fields and putting greens.
2. Be able to identify and understand control methods for common turfgrass insect, disease and nematode issues, including non-pesticide options. This will include alternative (non-pesticidal) control options.
3. Complete and give a presentation in a turfgrass topic, using published research to develop that presentation.
4. Understand the role of plant genetics in the breeding and development of turfgrass cultivars and germplasm.
5. Be able to describe best methods for turfgrass installation.
6. Describe higher-level (graduate level) microbial and soil chemical processes that control the availability of nutrients in the soils.
7. Conduct field or laboratory research that evaluates a developed hypothesis in turfgrass management. Such research may include product testing, or evaluations of management programs or grasses. Results from this research will be presented as a part of a graduate capstone project.

**Assessment:** The proposal stated that assessment of the student learning outcomes will be a combination of standard testing via exams and quizzes, supervision by a graduate committee, and presentations of both formal and informal scale. The first layer of assessment will be by exams and evaluations of written materials associated with the selected courses. The majority of course credit will be obtained via specific courses with highly detailed syllabi and testing procedures.

The second layer of assessment will be by the participation of each student's Graduate Committee. Assessment materials will include: 1) a plan of study, 2) a rubric (with scoring for each presentation area) for the presentation to be given in the first Directed Studies course, and, 3) a scoring rubric for the presentation to be given in the Advanced Directed Studies course. Presentations will be scored by a variety of students and faculty, and they will also be recorded. A student will not progress from semester to semester until their Graduate Committee has examined their prior performance, and determined that they are making progress.

**Administration:** The program will be administered by the Auburn University College of Agriculture, Dr. William Batchelor, dean, and the Department of Crop, Soil, and Environmental Sciences, Dr. Joseph Touchton, chair.

**Peer Review:** The Notification of Intent to Submit a Proposal (NISP) and the program proposal were reviewed by the Alabama Council of Graduate Deans (ACGD). Four deans participated in the initial review of the proposal. Only a few comments were attached to the evaluation forms, which were largely positive in assessment of the proposal.

AU officials provided a response to the ACGD. Regarding assessment of the professional advancement of graduates, the response stated that career progress can be assessed through alumni contacts, including newsletters, emails, web pages, and social media. The response also

stated that progress toward graduation is expected to be slower than the typical program, because the students, who will already be working, will likely only take one course per semester.

Regarding a question on how students will conduct field and laboratory research, the response stated that the program is a non-thesis master's program and that research and faculty supervision will be appropriate for such a program. Research or study projects will be conducted largely outside and onsite at the student's facilities (sod farm, golf course, high school football field, etc.). Collected data (soil samples, for example) will be sent to and analyzed by commercial labs with data returned to the student. The projects will be conducted, using a combination of field work, site visits (by the student's advisor), text and email messages, and field testing of stated hypotheses.

After receiving the response from AU, four members of the ACGD participated in the final review of the program with all four recommending approval of the program. No other concerns were noted.

**Accreditation:** There is no programmatic accreditor available for the proposed program.

**Curriculum:** According to the proposal, the proposed program will be a 32 semester-hour curriculum of study leading to the post-baccalaureate Master of Turfgrass Management (MTM) in Turfgrass Management. The program will have some courses in common with other existing master's degree programs in the Department of Crop, Soils, and Environmental Sciences.

The program will have the following requirements:

One new course, a three-semester hour course in Turfgrass Soils which will be available as an elective, will be developed for the program. All required courses are already in place.

The program will have the following requirements (all hours indicated are semester credit hours):

<b>Credit hours required in major courses:</b>	<b>25</b> semester hrs
AGRN 6106 - Plant Genetics & Crop Improvement	3
AGRN 6306 - Soil Chemistry	4
AGRN 6906 - Directed Studies	3
AGRN 6936 - Advanced Directed Studies	3
AGRN 7956 - Seminar	2
ENTM 6366 - Landscape Entomology	4
AGRN 7146 - Chemistry and Use of Herbicides in Crop Production	3
AGRN 6166 - Advanced Turfgrass Management	3

Included as requirements in the list above are six hours of Directed Studies. These courses will be used for small studies to be directed by the advisor. Such research may include product testing, evaluations of management programs or grasses, or the development of management strategies. Results from these studies will be presented via the two (also required) seminars.

<b>Credit hours required in support courses:</b>	<b>7</b>
AGRN 6406 - Bioenergy Crops	3
AGRN 6806 - Soil Resources and Conservation	4
AGRN 6066 - Soil Microbiology	3
PLPA 6506 - Plant Nematology	4
AGRN 7086 - Experimental Methods	3
PLPA 6206 - Mycology, Hours	4
<b>Credit hours for thesis or dissertation:</b>	<b>0</b>
<b>Total:</b>	<b>32</b>

**Collaboration:** According to the proposal, there are no similar programs in the state, and, consequently, no collaboration is planned.

**Distance Education:** One hundred percent of the program will be available through distance education.

**Admissions:** The proposal stated that students entering the program will be required to meet all admission requirements for the AU Graduate School and for master's programs offered in the Department of Crop, Soils, and Environmental Sciences. In general, the minimum requirements are as follows:

- Bachelor's degree or its equivalent from an accredited college or university
- Minimum GPA of 3.0 in last 60 hours of undergraduate coursework
- GRE
- Three letters of recommendation
- TOEFL for International Applicants.

Required Courses in the Basic Sciences:

- Inorganic Chemistry (one semester, typical freshman chemistry)
- Introduction to Biology (one semester, typical freshman biology)

Required Undergraduate Courses in Pest and Crop Management

- AGRN 2040 or 2043: Basic Soil Science
- AGRN 3150 or AGRN 3153: Turfgrass Management
- AGRN 1000 or AGRN 1003: Introductory Plant Science
- At least **one** of the following:
  - PLPA 3000 or PLPA 3003: Introductory Plant Pathology;
  - ENTM 4020 or ENTM 2043: Basic Entomology; OR
  - AGRN 3120: Weed Science.

If the student lacks these courses, these required undergraduate pest/crop science courses can be taken through distance education at Auburn University, as indicated by the second course number in each list. If one or more of these courses are missing, students with applicable work experience may be granted release from these course requirements by demonstrating similar educational background obtained through other means. Examples of such education include (but are not limited to): Golf Course Superintendents Association of America (GCSAA) A level certification, passage and holding of a Pesticide Applicators Permit, or other evidence of advanced training through short courses and/or certificate programs. Such approval will be granted by the student's three-member graduate committee.

**Need:** There are no similar programs in the state of Alabama. According to the proposal, the only university to offer a complete distance education program in turfgrass management is Pennsylvania State University. The program at Penn State is designed for a different geographic client than the one planned for AU. Different species of turfgrass are grown in the south (warm season) than the north (cool season). There are many highly specialized areas in turfgrass management that vary widely with grass species, and southern turf managers would be served more effectively by those with southern turfgrass management experience.

According to the proposal, in 2005 the turfgrass industry generated over 822,849 jobs, and \$62 billion total output in impacts (University of Florida). The industry will grow and change rapidly into the year 2020, with increasing emphasis on protecting the environment and best management practices.

The proposal stated that over the next several decades, there will be increasing demand for new professionals in the management of turfgrass, as well as continued education for practicing professionals. This demand will require enhanced access to higher education and professional

development opportunities. Workers in jobs related to the proposed program include golf course managers, landscape supervisors, and athletic field managers, among others.

**Student Demand:** Discussion of the possibility of the program has already garnered interest from three distinct groups of prospective students: 1) working golf course superintendents and lawn care professionals; 2) high school agricultural vocational educators; and 3) county extension agents. AU has already received several inquiries from individuals interested in enrolling in the program.

To determine potential enrollment in the program, AU gathered information on enrollment in similar programs at other institutions. Typical in-house enrollments are from 10 to 35 students. However, only a few of the programs offer the entry-level course as a distance option.

**Resources:**

**Faculty:**

Current Primary Faculty—

Full-time: 0

Part-time: 7

No faculty will work full-time exclusively for the proposed program. All faculty members will teach courses and advise students in this program as a part of their existing research, teaching, and outreach programs. The proposal stated that it is anticipated that seven faculty will advise and teach in the program, not counting faculty who will simply teach a distance education course in which these students might enroll.

Support Faculty—

Full-time: 0

Part-time: 6

The proposal defined support faculty for the proposed program as those who currently teach distance courses in which students in the proposed program might enroll. These faculty would not serve in the capacity of major advisor for students in the program.

Additional Faculty to Be Hired:

Primary Faculty—

Full-time: 0

Part-time: 0

Support Faculty—

Full-time: 0

Part-time: 0

**Support Staff:** Some additional support staff will be shared with two other program areas.

**Fellowships and Assistantships:** There will be no fellowships or assistantships available for the program.

**Equipment:** No additional equipment is necessary.

**Facilities:** The program will be an online program.

**Library:** The proposal stated that assessment of library holdings in the subject area indicated that they not only meet but, in some cases, far exceed the criteria for doctoral level studies. No deficiencies were noted.

**Program Budget:** The proposal projected that \$102,610 in new funds will be required for the program in the first five years, and that \$237,690 will be available over the same period through tuition.



**Attachment 3**

**Auburn University  
Master of Turfgrass Management in Turfgrass Management**

**Typical Curriculum by Semester**

**Semester 1**

*FALL*

AGRN 6106 – Plant Genetics & Crop  
Improvement, Hours: 3

**Semester 2**

*SPRING*

AGRN 6306 – Soil Chemistry, Hours: 4  
AGRN 6906 – Directed Studies, Hours: 3

**Semester 3**

*FALL*

PLPA 6506 – Plant Nematology, Hours: 4  
ENTM 6366 – Landscape Entomology, Hours: 4  
AGRN 7956 – Seminar, Hour: 1

**Semester 4**

*SPRING*

AGRN 7086 – Experimental Methods, Hours: 3  
AGRN 7146 - Chemistry and Use of Herbicides in  
Crop Production, Hours: 3  
AGRN 6936 – Advanced Directed Studies, Hours: 3

**Semester 5**

*FALL*

AGRN 6166 - Advanced Turfgrass Management;  
Hours: 3

**Semester 6**

*SPRING*

AGRN 7956 – Seminar, Hour: 1

**Total Semester Credit Hours in the Program: 32**

DECISION ITEM E-2: Auburn University at Montgomery, Master of the Teaching of Writing (MTW) in Teaching of Writing (CIP 23.1399)

### **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 and Objective:** The proposed program will be a post-baccalaureate degree program. It is intended to be a two-year professional terminal degree specifically to prepare teachers of writing for post-secondary positions. AUM officials stated that graduates are expected to be placed as writing instructors at two-year community colleges and at small four-year institutions in tenure track or in permanent non-tenure track positions. Graduates also will be equipped to seek employment as writing coaches in the corporate environment. Students will receive pedagogical training in areas such as composition pedagogy, basic writing, writing across the curriculum, and writing consultancy. The program also will allow students to take elective coursework in an area such as business to support the individual student's career goals.

**Role:** Auburn University at Montgomery (AUM) is recognized as offering programs leading to the master's degree. Approval of this program will extend the master's instructional role to the academic subdivision, "Humanities."

**Mode of Delivery:** The program will be launched with a few courses offered online. After it is established, other online options will be explored.

**Similar Programs:** There are currently no programs listed at CIP 23.1399 in the Commission's Academic Program Inventory. Eight institutions have Master of Arts programs in English, listed at CIP 23.0101. The University of Alabama has a Master of Fine Arts in Creative Writing listed at CIP 23.1302, and Auburn University has a master's program in Technical and Professional Communication (CIP 23.1303). According to the proposal, none of the existing programs focuses primarily on the teaching of writing on the post-secondary level. The proposal further stated that the University of Alabama at Birmingham (UAB) had the program closest to the one being proposed: an MA in English with a concentration in rhetoric and composition. Two institutions in the Southern Regional Education Board (SREB) area offer similar programs, Kennesaw State University (Georgia) and George Mason University (Virginia).

**Collaboration:** There has been some discussion with Auburn University (AU) about the possibility of collaboration, but no formal plans have been made. AUM officials have identified courses in AU's Technical and Professional Communication program that could be transferred for credit in the proposed program at AUM.

**Resources:** The proposal projected that \$256,550 in new funds will be required for the program in the first five years, and that \$268,415 will be available over the same period through tuition and internal reallocation.

**Public Review:** The proposal was posted on the Commission website from September 18 until October 8 (twenty days) for public review and comments. No comments were received.

**Rationale for Staff Recommendation:**

1. The program will prepare graduates to teach composition and writing in two-year colleges and in business and industry settings.
2. There are no other similar full academic programs in the Academic Program Inventory.

DECISION ITEM E-2: Auburn University at Montgomery, Master of the Teaching of Writing (MTW) in Teaching of Writing (CIP 23.1399)

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

Staff Recommendation: That the Commission approve the proposed Master of the Teaching of Writing (MTW) in Teaching of Writing with the implementation date and post-implementation conditions listed below:

Implementation Date: The proposed program will be implemented in August 2015. Based on Commission policy, the proposed program must be implemented by December 6, 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 2015-16, will be at least 10, based on the proposal.
2. That the annual average number of graduates for the period 2017-18 through 2019-20 (three-year average) will be at least 4, based on the proposal.
3. That a follow-up survey be conducted after the first five years that will show at least 75 percent of the graduates were successful in acquiring related employment or entering related graduate programs.
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 at Montgomery (AUM) 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, 2020.

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 at Montgomery program proposal, received August 16, 2013. 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 at Montgomery
PROGRAM	Master of Teaching of Writing (MTW) in Teaching of Writing (CIP 23.1399)

ESTIMATED NEW FUNDS REQUIRED TO SUPPORT PROPOSED PROGRAM						
	2015-16	2016-17	2017-18	2018-19	2019-20	TOTAL
FACULTY*	\$38,550	\$38,550	\$38,550	\$38,550	\$38,550	\$192,750
LIBRARY	\$0	\$0	\$0	\$0	\$0	\$0
FACILITIES	\$0	\$0	\$0	\$0	\$0	\$0
EQUIPMENT	\$1,800	\$0	\$0	\$0	\$0	\$1,800
ASSISTANTSHIPS	\$10,000	\$10,000	\$10,000	\$10,000	\$10,000	\$50,000
STAFF	\$0	\$0	\$0	\$0	\$0	\$0
OTHER	\$4,000	\$2,000	\$2,000	\$2,000	\$2,000	\$12,000
TOTAL	\$54,350	\$50,550	\$50,550	\$50,550	\$50,550	\$256,550

\*1 appt teaching 2/3 time in the MTW prog, 1/3 in undergrad.

SOURCES OF FUNDS AVAILABLE FOR PROGRAM SUPPORT						
	2015-16	2016-17	2017-18	2018-19	2019-20	TOTAL
INTERNAL REALLOCATIONS	\$34,530	\$13,387	\$0	\$0	\$0	\$47,917
EXTRAMURAL	\$0	\$0	\$0	\$0	\$0	\$0
TUITION	\$19,820	\$37,163	\$54,505	\$54,505	\$54,505	\$220,498
TOTAL	\$54,350	\$50,550	\$54,505	\$54,505	\$54,505	\$268,415

ENROLLMENT AND DEGREE COMPLETION PROJECTIONS						
	2015-16	2016-17	2017-18	2018-19	2019-20	5-YEAR AVERAGE
TOTAL HEADCOUNT ENROLLMENT	5	10	15	15	15	12
NEW ENROLLMENT HEADCOUNT	5	8	12	12	12	10 3-YEAR AVERAGE
DEGREE COMPLETION PROJECTIONS	0	0	2	5	5	4

## Attachment 2

### Summary of Background Information

MTW in the Teaching of Writing  
Auburn University at Montgomery

**Role:** Auburn University at Montgomery (AUM) is recognized as offering programs leading to the master's degree. Approval of this program will extend the master's instructional role to the academic subdivision, "Humanities."

**Description and Objectives:** The proposed program will be a post-baccalaureate degree program. It is intended to be a two-year professional terminal degree specifically to prepare teachers of writing for post-secondary positions. AUM officials stated that graduates are expected to be placed as writing instructors at two-year community colleges and at small four-year institutions in tenure track or in permanent non-tenure track positions. Graduates also will be equipped to seek employment as writing coaches in the corporate environment. Students will receive pedagogical training in areas such as composition pedagogy, basic writing, writing across the curriculum, and writing consultancy. The program also will allow students to take elective coursework in an area such as business to support the individual student's career goals.

General program objectives will include:

- Develop and share the knowledge needed to support writing programs, to implement effective teaching strategies in composition;
- Enable practice applying theory to contexts in teaching;
- Offer experiences in which composition and rhetoric are seen as a multidisciplinary field through reading in composition theory, rhetorical theory, and learning theory;
- Encourage gains in familiarity and experience with a growing body of research focused on the learning process in acquiring writing strategies and skills;
- Foster entry into the professional conversation of scholarship in composition studies and rhetorical theory;
- Promote knowledge acquisition in the history of composition studies;
- Graduate at least 5 students per year by the end of our fifth year who will have received the above opportunities.

Students completing the program will be able to:

- Design and develop materials appropriate to a range of instruction in writing for a range of student populations;
- Apply theoretical knowledge of composition to writing instruction;
- Select and use appropriate strategies for the development and practice of teaching writing;
- Demonstrate knowledge of composition studies appropriate to post-secondary instruction;
- Apply theory of writing instruction to professional writing consultations.

**Assessment:** The program director and faculty will oversee student progress and completion of requirements for the degree. The director and faculty will aid students in the transition to graduate education (doctoral programs, should students express interest) or to a professional career. The director and faculty will oversee programmatic assessment.

#### *General Program Assessment*

- MTW faculty and administration will monitor student progress, enrollment, and graduation rates.
- Course evaluations will be collected and reviewed for each course in the program, both core and elective classes.

- Exit surveys and interviews with students at the end of the program will assist in the improvement of course content and delivery and include queries about success in meeting student outcomes.
- Alumni surveys will determine the long-term success of graduates, particularly in relation to employment status and professional development; queries will include how meeting student objectives supports success beyond the degree program.

#### *Student Assessment*

Student success in the program, and post completion of the program, are important components for programmatic evaluation and for guidance in possible program revision. Two kinds of assessment are crucial: formative (student progress) and summative (program success). Student progress in the program will be assessed by the criteria below.

- Students will be required to earn a "B" or higher in each course.
- Student papers will be evaluated for outcomes-based knowledge and skills (above) using a rubric through the thesis and a portfolio of student work.
  - Students will develop and write a pragmatic thesis (thesis *and* portfolio) that integrates composition research and theory with a specific classroom application such as a major assignment, classroom activity, or assessment method;
  - The thesis will be reviewed by a committee of at least two English faculty members in the program, including the director of the program; a third reader may be included at the option of the first two readers;
  - Upon committee approval, an oral thesis defense will be scheduled;
  - The student's primary advisor will coordinate the thesis review committee, process of text submission, and defense.

**Administration:** The program will be administered by the AUM School of Liberal Arts, Dr. Michael Burger, dean, and the Department of English and Philosophy, Dr. Darren Harris-Fain, chair.

**Peer Review:** The Notification of Intent to Submit a Proposal (NISP) and the program proposal were reviewed by the Alabama Council of Graduate Deans (ACGD). Four deans participated in the first review of the proposal. A major concern was the need for the program. One dean questioned the need for the proposal, commenting on the large number of individuals who have PhDs in English who have not been able to secure tenure-earning positions. Other deans expressed similar concerns and had questions about whether graduates would find full-time or part-time employment. One stated that AUM's relationship with the Air War College at Maxwell Air Force Base would be an asset. However, graduates would find competition in the private sector of editing, coaching, and technical writing from "an abundance" of freelance writers and editors from the field of journalism. One dean stated that it seems "ill advised to create yet another option for a degree that is even narrower in scope than the MA in English."

In other criticisms, it was noted that, by excluding K-12 teaching preparation, there will be fewer job opportunities for graduates. One dean asked for clarification concerning the curriculum related to a thesis/portfolio requirement.

One dean noted that, "This is an innovative proposal for a unique degree in Alabama. From a programming standpoint, it is attractive."

AUM provided a response to the ACGD's initial criticisms and comments. Regarding the discussion of need for the program, the response acknowledged that there are more PhDs in English than there are tenure-track positions. However, the graduates of the program are more likely to work at community colleges, which are growing in enrollment. Although community colleges do hire many people with master's degrees in English, most of these hires have specialized in literary studies rather than composition and rhetoric. According to the response, the study of composition and rhetoric tends to be more of an area of focus at the doctoral level. The response continued that, in contrast with most graduates with MA English degrees, "job



seekers with our proposed degree will already have extensive experience with teaching writing as part of their preparation, and while they could also teach courses in literature, their primary focus will be the teaching of writing.” Graduates of the proposed program are not expected to be able to compete with PhD holders in competition for tenure-track positions.

The response provided the following information on the thesis/portfolio requirement:

For the culminating project...students will create a combination of a short, pragmatic thesis and a portfolio that integrates composition research and theory with a specific practical application such as a major assignment (or a sequence of assignments), classroom activity or activities, or/and application of an assessment method. The combination of the theoretical and practical allows students to apply specific theory to a potentially “real” situation. Such a project might consist of a limited literature review and the creation of a sequence of assignments for writing classes that are based on the theories explored in the literature review.

The response also stated that program officials do not anticipate that graduates of the program would compete with journalists in the area of professional writing. Graduates would be more likely to be employed by businesses who want to improve written communications within their organizations.

After receiving AUM’s response to the ACGD comments, five graduate deans participated in the review of the program. All five voted to recommend approval of the program.

**Consultants Review:** Because the proposed program is an unusual master’s degree program, AUM officials included a consultant’s report. Dr. Louise Wetherbee Phelps, Emeritus Professor of Writing and Rhetoric, Syracuse University, New York, assessed the proposal. Dr. Phelps currently is an adjunct professor in rhetoric and writing at Old Dominion University, Virginia. Dr. Phelps reviewed the proposal for the program and stated that it is “an excellent proposal, with a strong plan for a degree that is well-adapted to its purpose and audiences.” Dr. Phelps continued that the program “should be very attractive to several types of prospective students, and its graduates will be well-placed to find jobs and meet important local and regional needs.”

According to the consultant’s report, master’s programs in the teaching of writing are somewhat scarce, but have been evolving over the past few years. Often, they start as emphases in English or composition studies. The need for such programs has been documented in a 2011 report, “Rethinking the Master’s Degree in English for a New Century” ([www.mla.org/rethinking\\_ma\\_degree](http://www.mla.org/rethinking_ma_degree)).

Dr. Phelps praised the curriculum plan for the proposed program. Particularly noteworthy was the inclusion of the following courses: Professional Writing, Editing, and Consulting; Pedagogy of Basic Writing; and Writing Across the Curriculum. Also, the intention to develop post-degree internships with two-year and four-year colleges was highlighted as a means of getting meaningful experience for graduates, as well as contacts for employment.

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

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

Credit hours required in major courses:	15 semester credit hours
Credit hours required in support courses:	0
Credit hours in required or free electives:	9
Credit hours for thesis or dissertation:	6
Total	30

Students may take as electives some courses that are also open to students in AUM’s Liberal Arts, Education, and Business Administration master’s programs.

Related to thesis hours, students will create a combination of a short, pragmatic thesis and a portfolio that integrates composition research and theory with a specific practical application such as a major assignment (or a sequence of assignments), classroom activity or activities, or/and application of an assessment method. The combination of the theoretical and practical would allow students to apply specific theory to a potentially “real” situation.

The following new courses will be added for the program:

ENGL 6974 Composition Teaching Practicum (3 credit hours)  
ENGL 6060 Theories of Composition (3 credit hours)  
ENGL 6030 Pedagogy of Basic Writing (3 credit hours)  
ENGL 6975 MTW Thesis/Portfolio (3 credit hours—must be taken twice).

**Collaboration:** There has been some discussion with Auburn University (AU) about the possibility of collaboration, but no formal plans have been made. AUM officials have identified courses in AU’s Technical and Professional Communication program that could be transferred for credit in the proposed program at AUM.

**Distance Education:** The program will be launched with a few courses offered online. After it is established, other online options will be explored.

**Admissions:** Students will submit the following that will be reviewed by a faculty committee of three:

- A bachelor’s degree from an accredited university or college with an undergraduate GPA of 3.0 or higher.
- Graduate Record Exam (general).
- Cover letter and statement of purpose.
- Three letters of recommendation addressing the student’s commitment to higher education and projected ability to complete a graduate program.

**Need:** There are currently no programs listed at CIP 23.1399 in the Commission’s Academic Program Inventory. Eight institutions have Master of Arts programs in English, listed at CIP 23.0101. The University of Alabama has a Master of Fine Arts in Creative Writing listed at CIP 23.1302, and Auburn University has a master’s program in Technical and Professional Communication (CIP 23.1303). According to the proposal, none of the existing programs focuses primarily on the teaching of writing on the post-secondary level. The proposal further stated that the University of Alabama at Birmingham (UAB) had the program closest to the one being proposed: an MA in English with a concentration in rhetoric and composition. Two institutions in the Southern Regional Education Board (SREB) area offer similar programs, Kennesaw State University (Georgia) and George Mason University (Virginia).

The program is designed to produce graduates who will go on to obtain teaching positions in two-year colleges, four-year institutions, and in private industry. Currently, graduates of MA in English programs go into such positions; however, graduates of the proposed program would be more specifically prepared for such positions. Graduates of the program might also become editors, technical writers, and proofreaders and copy editors.

The proposal quoted from *Occupational Outlook, 2010-11 Edition* (Bureau of Labor Statistics):

Although competition will remain tight for tenure-track positions at 4-year colleges and universities, there will be available a considerable number of part-time and renewable term appointments at these institutions and at community colleges. Opportunities will be available for master’s degree holders because there will be considerable growth at community colleges, career education programs, and other institutions that employ them.

The proposal provided projections related to employment. For the specific job area of post-secondary English language and literature teachers, a total of 25 new positions were projected over the first five years and a total of 175 jobs statewide over the same period. Over 4000 positions were projected for the SREB region over the first five years of the program. A report from Hanover Research, "Job Opportunities for Master's in the Teaching of Writing Graduates," was included in the proposal. The report provided detailed updated employment projections and enrollment/completion data for the proposed program.

**Student Demand:** The proposal provided information regarding a student interest survey that was distributed to 59 students, either through an online instrument or by means of a telephone survey. Thirty students responded to the survey with 67 percent stating that they would be interested in completing the program.

In addition to the student survey, interest in the program has also been indicated by the interests of students enrolled in AUM's Master of Liberal Arts program. In the last two years, four current and two completed theses have been related to the teaching of writing.

**Resources:**

**Faculty:**

Current Primary Faculty—

Full-time: 5

Part-time: 0

Support Faculty—

Full-time: 7

Part-time: 0

Additional Faculty to Be Hired:

Primary Faculty—

Full-time: 1

Part-time: 1

Support Faculty—

Full-time: 0

Part-time: 0

The new faculty member to be hired will have a PhD in Composition/Rhetoric and two to three years of writing instruction experience. An applicant with the following experience is preferred for the position: 1) administrative experience in a writing program, 2) professional writing experience, 3) experience consulting in a writing center, and 4) experience teaching a variety of English courses.

**Support Staff:** One departmental administrative associate will be needed for the program.

**Fellowships and Assistantships:** The proposal stated it is anticipated that second year students will be supported as graduate assistants. Two fellowships will be awarded each year to incoming (first year) students.

**Equipment:** No special equipment is necessary.

**Facilities:** The program will require no additional facilities.

**Library:** The proposal provided a detailed report on library resources that are available for the program. The report compared the holdings of the AUM library related to the proposed program with those of three peer institutions. The comparison revealed AUM's library holdings to be

stronger than those of the peer group, and “well capable of supporting the proposed program at the graduate level.”

**Program Budget:** The proposal projected that \$256,550 in new funds will be required for the program in the first five years, and that \$268,415 will be available over the same period through tuition and internal reallocation.

**Attachment 3**

**Auburn University at Montgomery  
MTW in the Teaching of Writing**

**Typical Curriculum by Semester**

**YEAR 1**

Semester 1

ENGL 6974 Composition Teaching Practicum (3.0 credit hours)  
ENGL 6060 Theories of Composition (3.0 credit hours)  
ENGL 6973 Professional Writing, Editing, and Consulting (3.0 credit hours)

Semester 2

ENGL 6030 Pedagogy of Basic Writing (3.0 credit hours)  
ENGL 6090 Writing Across the Curriculum (3.0 credit hours)  
Elective in English (3.0 credit hours)

**YEAR 2**

Semester 3

ENGL 6975 MTW Thesis/ Portfolio (3.0 credit hours)  
One elective in English, Education or Business (3.0 credit hours)  
One elective in English, Education or Business (3.0 credit hours)

Semester 4

ENGL 6975 MTW Thesis/ Portfolio (3.0 credit hours)

DECISION ITEM E-3: Drake State Community and Technical College, Associate in Arts (AA) in Transfer Associate in Arts (CIP 24.0101)

### **EXECUTIVE SUMMARY**

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

**Program Objective:** Drake State Community and Technical College (DRA) already offers general education courses that will be a part of this curriculum. Offering the AA program will enable students taking the general education courses to complete a program designed to transfer to a four year institution.

**Role:** DRA is approved to offer associate-level programs. The change in instructional role to the community college role, approved by the Commission at the September 13, 2013, meeting, enabled DRA to propose transfer programs for Commission review and approval.

**Mode of Delivery:** The program will be offered on campus. Some courses may be available for electronic or blended delivery in the future.

**Similar Programs:** With the exception of DRA, all institutions in Alabama that have a community/junior college instructional role offer the transfer AA.

**Collaboration:** Because of the nature of the proposed program, it will not be conducive to collaboration. However, students who complete the program will be eligible to transfer the coursework into baccalaureate programs at senior institutions.

**Resources:** A total of \$680,000 in new funds will be needed for the program in the first five years, and a total of \$2,993,500 will be available through tuition, extramural funds (Title III Library and Title III Facility Maintenance and Renovation), and internal reallocation. The extramural funds will be shared with the AS in Transfer Associate in Science.

**Public Review:** The proposal was posted on the Commission website from September 18 until October 8 (twenty days) for public review and comments. No comments were received.

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

1. The approval of this program and the AS in Transfer Associate in Science will complete DRA's transition to community college status.
2. The Commission approved DRA change in instructional role from technical college to community college at the September 13, 2013, Commission meeting.

DECISION ITEM E-3: Drake State Community and Technical College,  
Associate in Arts (AA) in Transfer Associate in Arts  
(CIP 24.0101)

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

Staff Recommendation: That the Commission approve the proposed Associate in Arts in Transfer AA with the implementation date and post-implementation conditions listed below:

Implementation Date: The proposed program will be implemented January 2014. Based on Commission policy, the proposed program must be implemented by December 6, 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:

Because transfer programs (both the AS and AA) are fundamental to the operation and the offerings of a community college, this program will be exempt from the post-implementation review process. This exemption is solely for the transfer program offerings and is aligned with practice for other community colleges.

Any new AAS or Certificate programs approved by the Commission for Drake State Community and Technical College will be subject to the customary review and approval of the Commission with the requirement of meeting the post-implementation conditions and the submission of required post-implementation reports.

Supporting Documentation:

1. New Academic Degree Program Proposal Summary, attached.
2. Curriculum for Proposed Program, attached.
3. Drake State Community College proposal, dated September 13, 2013. Available upon request.
4. "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	Drake State Community and Technical College
PROGRAM	Associate in Arts in Transfer AA (CIP 24.0101)

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

	2014-15	2015-16	2016-17	2017-18	2018-19	TOTAL
FACULTY	\$0	\$70,000	\$140,000	\$210,000	\$210,000	\$630,000
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	\$50,000	\$50,000
OTHER	\$0	\$0	\$0	\$0	\$0	\$0
<b>TOTAL</b>	<b>\$0</b>	<b>\$70,000</b>	<b>\$140,000</b>	<b>\$210,000</b>	<b>\$260,000</b>	<b>\$680,000</b>

**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*	\$470,000	\$470,000	\$470,000	\$470,000	\$470,000	\$2,350,000
TUITION	\$128,700	\$128,700	\$128,700	\$128,700	\$128,700	\$643,500
<b>TOTAL</b>	<b>\$598,700</b>	<b>\$598,700</b>	<b>\$598,700</b>	<b>\$598,700</b>	<b>\$598,700</b>	<b>\$2,993,500</b>

\*Extramural funds from Title III Library, and Facility Maintenance and Renovation Funds

**ENROLLMENT AND DEGREE COMPLETION PROJECTIONS**

	2014-15	2015-16	2016-17	2017-18	2018-19	5-YEAR AVERAGE
TOTAL HEADCOUNT ENROLLMENT	25	25	25	25	25	25
NEW ENROLLMENT HEADCOUNT	25	15	15	15	15	17 2-YEAR AVERAGE
DEGREE COMPLETION PROJECTIONS	0	0	0	10	10	10





ALABAMA COMMISSION ON HIGHER EDUCATION  
Friday, December 6, 2013

Must complete eight semester hours in the Natural Sciences, which must include laboratory experiences:

BIO 103	CHM 112	PHY 201	PHY 214
BIO 104	PHS 111	PHY 202	
CHM 111	PHS 112	PHY 213	

Area IV: History, Social, and Behavioral Sciences                      \*12 credit hours

Must complete at least three semester hours in History.

\*Students must complete a six-hour sequence in Literature or History

HIS 121	HIS 201
HIS 122	HIS 202

Remaining semester hours to be selected from among other disciplines in the Social and Behavioral Sciences:

ANT 200	HIS 121	POL 200	SOC 200
ECO 231	HIS 122	POL 211	
ECO 232	HIS 201	PSY 200	
GEO 100	HIS 202	PSY 210	

Areas I-IV: Minimum general education requirements      41 credit hours

Articulation and General Studies Committee (AGSC) approved CORE courses, including courses not offered by Drake State, transferred from another college will meet requirements for Areas I-IV.

Area V: Preprofessional, pre-major, and elective courses   \*\*19-23 credit hours

For additional courses, students must consult with their advisors to obtain Articulation Degree Plans for their specific areas of concentration. The Articulation Degree Plan will list specific course requirements for transfer. However, since acceptance of transfer credits is ultimately determined by the senior institution, a student planning to transfer must consult with his/her advisor as well as the catalog of the institution to which he/she plans to transfer to ensure transfer credit.

Additional degree requirements:

ORI 101 (one credit hour) or ORI 105 (three credit hours) is required of all students except transfer students who have completed 14 or more semester hours prior to transferring to Drake State. If ORI 105 is taken to fulfill this requirement, the two additional credit hours may be used in Area V. CIS 146 is required of all students except those who demonstrate computer literacy through testing administered by computer information systems faculty.

Maximum program semester credit hours                      64 credit hours

DECISION ITEM E-4: Drake State Community and Technical College, Associate in Science (AS) in Transfer Associate in Science (CIP 24.0102)

### **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:** Drake State Community and Technical College (DRA) already offers general education courses that will be a part of this curriculum. Offering the AS program will enable students taking the general education courses to complete a program designed to transfer to a four year institution.

**Role:** DRA is approved to offer associate-level programs. The change in instructional role to the community college role, approved by the Commission at the September 13, 2013, meeting, enabled DRA to propose transfer programs for Commission review and approval.

**Mode of Delivery:** The program will be offered on campus. Some courses may be available for electronic or blended delivery in the future.

**Similar Programs:** With the exception of DRA, all institutions in Alabama that have a community/junior college instructional role offer the transfer AS.

**Collaboration:** Because of the nature of the proposed program, it will not be conducive to collaboration. However, students who complete the program will be eligible to transfer the coursework into baccalaureate programs at senior institutions.

**Resources:** A total of \$680,000 in new funds will be needed for the program in the first five years, and a total of \$1,287,000 will be available through tuition. In addition, the proposed program will share \$2,350,000 from extramural sources (Title III Facility Maintenance and Renovation Funds and Title III Library) with the proposed AA program. These funds are shown on the summary form for the proposed AA program.

**Public Review:** The proposal was posted on the Commission website from September 18 until October 8 (twenty days) for public review and comments. No comments were received.

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

1. The approval of this program and the AA in Transfer Associate in Arts will complete DRA's transition to community college status.
2. The Commission approved DRA change in instructional role from technical college to community college at the September 13, 2013, Commission meeting.

DECISION ITEM E-4: Drake State Community and Technical College, Associate in Science (AS) in Transfer Associate in Science (CIP 24.0102)

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

Staff Recommendation: That the Commission approve the proposed Associate in Science in Transfer AS with the implementation date and post-implementation conditions listed below:

Implementation Date: The proposed program will be implemented January 2014. Based on Commission policy, the proposed program must be implemented by December 6, 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:

Because transfer programs (both the AS and AA) are fundamental to the operation and the offerings of a community college, this program will be exempt from the post-implementation review process. This exemption is solely for the transfer program offerings and is aligned with practice for other community colleges.

Any new AAS or Certificate programs approved by the Commission for Drake State Community and Technical College will be subject to the customary review and approval of the Commission with the requirement of meeting the post-implementation conditions and the submission of required post-implementation reports.

Supporting Documentation:

1. New Academic Degree Program Proposal Summary, attached.
2. Curriculum for Proposed Program, attached.
3. Drake State Community College proposal, dated September 13, 2013. Available upon request.
4. "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 Drake State Community and Technical College

PROGRAM Associate in Science in Transfer AS (CIP 24.0101)

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

	2014-15	2015-16	2016-17	2017-18	2018-19	TOTAL
FACULTY	<u>\$0</u>	<u>\$70,000</u>	<u>\$140,000</u>	<u>\$210,000</u>	<u>\$210,000</u>	<u>\$630,000</u>
LIBRARY	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>
FACILITIES	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>
EQUIPMENT	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>
ASSISTANTSHIPS	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>
STAFF	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$50,000</u>	<u>\$50,000</u>
OTHER	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>
TOTAL	<u>\$0</u>	<u>\$70,000</u>	<u>\$140,000</u>	<u>\$210,000</u>	<u>\$260,000</u>	<u>\$680,000</u>

**SOURCES OF FUNDS AVAILABLE FOR PROGRAM SUPPORT**

	2014-15	2015-16	2016-17	2017-18	2018-19	TOTAL
INTERNAL REALLOCATIONS	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>
EXTRAMURAL*	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>
TUITION	<u>\$257,400</u>	<u>\$257,400</u>	<u>\$257,400</u>	<u>\$257,400</u>	<u>\$257,400</u>	<u>\$1,287,000</u>
TOTAL	<u>\$257,400</u>	<u>\$257,400</u>	<u>\$257,400</u>	<u>\$257,400</u>	<u>\$257,400</u>	<u>\$1,287,000</u>

\*Will share extramural funds with AA program [\$2,350,000] from Title III Library, and Facility Maintenance and Renovation Funds

**ENROLLMENT AND DEGREE COMPLETION PROJECTIONS**

	2014-15	2015-16	2016-17	2017-18	2018-19	5-YEAR AVERAGE
TOTAL HEADCOUNT ENROLLMENT	<u>50</u>	<u>50</u>	<u>50</u>	<u>50</u>	<u>50</u>	<u>50</u>
NEW ENROLLMENT HEADCOUNT	<u>50</u>	<u>25</u>	<u>25</u>	<u>25</u>	<u>25</u>	<u>30</u>
DEGREE COMPLETION PROJECTIONS	<u>0</u>	<u>0</u>	<u>0</u>	<u>20</u>	<u>20</u>	<u>20</u>

**Attachment 2**  
**Drake State Community and Technical College**  
**AS in Transfer Associate in Science**  
**Curriculum Description**

Students in the Associate in Science program usually transfer to a four-year institution in the Natural Sciences, the Professional Sciences, Mathematics, Computer Science, Business Administration, or Nursing. As part of a transfer degree, students will take freshman- and sophomore-level general education courses in a wide range of disciplines. All students are required to complete a specific number of semester hours in English Composition (Area I), Humanities and Fine Arts (Area II), Natural Sciences and Mathematics (Area III), and History, Social, and Behavioral Sciences (Area IV). These courses are referred to as CORE courses. In addition to CORE courses, students will choose Electives (Area V), which will more specifically prepare them for transfer in their particular field of interest.

**Degree Requirements**

Area I: Written Composition I and ENG 101 and ENG 102                      6 credit hours

Area II: Humanities and Fine Arts                      \*12 credit hours

- Must complete at least three semester hours in Literature.
- Must complete at least three semester hours in Arts.

\*Students must complete a six-hour sequence in Literature or History

Area III: Natural Science and Mathematics.                      11 credit hours

- Must complete three semester hours in Mathematics at the Precalculus Algebra (MTH 112) or Finite Math (MTH 110) level or above (prerequisites and/or developmental courses may be required for some students before enrolling in these courses).
- Must complete eight semester hours in the Natural Sciences, which must include laboratory experiences:

Area IV: History, Social, and Behavioral Sciences                      \*12 credit hours

- Must complete at least three semester hours in History.
- \*Students must complete a six-hour sequence in Literature or History. Remaining semester hours to be selected from among other disciplines in the Social and Behavioral Sciences.

Areas I-IV: Minimum general education requirements                      41 credit hours

AGSC approved CORE courses, including courses not offered by Drake State, transferred from another college will meet requirements for Areas I-IV.

Area V: Preprofessional, pre-major, and elective courses                      \*\*19-23 credit hours

For additional courses, students must consult with their advisors to obtain Articulation Degree Plans for their specific areas of concentration. The Articulation Degree Plan will list specific course requirements for transfer. However, since acceptance of transfer credits is ultimately determined by the senior institution, a student planning to transfer must consult with his/her advisor as well as the catalog of the institution to which he/she plans to transfer to ensure transfer credit.

**Additional degree requirements:**

ORI 101 (one credit hour) is required of all students except students who have transferred 14 or more semester hours to Drake State. CIS 146 is required of all students except those who demonstrate computer literacy through testing administered by computer information systems faculty.

Areas I-V: General studies curricula                      60 credit hours  
Maximum program semester credit hours                      64 credit hours

Respective programs of study for baccalaureate degrees at Alabama public universities range from 120 to 128 semester credit hours in length. Depending on the total hours allocated for the bachelor's degrees, institutions in the Alabama Community College System are authorized to provide 50 percent of the total (60-64).

DECISION ITEM E-5: Drake State Community and Technical College, Certificate in Welding (CIP 48.0508)

### **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:** Graduates of the proposed Welding program will:

- Possess basic competency in the major welding processes.
- Demonstrate basic concepts and practices of technical drawing and blueprint reading in accordance with industry standards.
- Articulate safety guidelines and the use of machine tools.
- Refine skills to meet code requirements for heavy plate & pipe welding.
- Demonstrate knowledge of material structures; heat treatment processes; the composition of ferrous and non-ferrous alloys; and the effects of heat-treatments on metals.
- Articulate industrial quality control procedures.
- Demonstrate fabrication techniques and cost estimation, and principles of applied statics and strength of materials.

**Role:** The proposed program is within the instructional role recognized for Drake State Community and Technical College (DRA).

**Mode of Delivery:** According to the proposal, theory and lab classes will be offered online.

**Similar Programs:** The following institutions have Certificate programs in Welding listed at CIP 48.0508: Wallace State Community College (Dothan); Wallace State Community College (Hanceville); Wallace State Community College (Selma); Lawson State Community College; Bishop State Community College; Gadsden State Community College; Central Alabama Community College; Bevill State Community College; Southern Union Community College; Trenholm State Community College; Ingram State Technical College; Jefferson Davis Community College; Northwest Shoals Community College; Reid State Community College; Shelton State Community College; and Lurleen B. Wallace Community College.

**Collaboration:** No collaborations have been sought at this time.

**Resources:** A total of \$70,000 in new funds will be needed for the program in the first five years, and a total of \$630,500 will be available through tuition and extramural funds.

**Public Review:** The program was posted on the Commission website from September 18 until October 8 (twenty days) for public review and comments. No comments were received.

**Rationale for Staff Recommendation:**

1. According to DRA officials, offering the long certificate in Welding will allow students who are unemployed or who are unable to afford tuition to be eligible for financial aid.
2. There continues to be a critical shortage of qualified welders in the state. According to the proposal, "Because almost every manufacturing industry uses welding at some stage of manufacturing, a strong economy will keep demand for welders high."



DECISION ITEM E-5: Drake State Community and Technical College,  
Certificate in Welding (CIP 48.0508)

Staff Presenter: Ms. Margaret Pearson  
Academic Program Review Analyst

Staff Recommendation: That the Commission approve the proposed Certificate in Welding with the implementation date and post-implementation conditions listed below:

Implementation Date: The proposed program will be implemented January 2014. Based on Commission policy, the proposed program must be implemented by December 6, 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 will be at least 12, based on the proposal.
2. That the annual average number of graduates for the period 2015-16 through 2018-19 (four-year average) will be at least 8, based on the proposal.
3. That a follow-up survey be conducted after the first five years that will show at least 75 percent of the graduates were successful in acquiring related employment.
4. That information regarding an overall assessment of the program be provided, particularly as related to objectives and assessment measures stated in the proposal.

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

Supporting Documentation:

1. New Academic Degree Program Proposal Summary, attached.
2. Curriculum for Proposed Program, attached.
3. Drake State Community College proposal, dated September 13, 2013. Available upon request.

4. "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 Program Proposal Summary**

INSTITUTION Drake State Community and Technical College

PROGRAM Certificate in Welding (CIP 48.0508)

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

	2014-15	2015-16	2016-17	2017-18	2018-19	TOTAL
FACULTY	\$0	\$0	\$0	\$0	\$70,000	\$70,000
LIBRARY	\$0	\$0	\$0	\$0	\$0	\$0
FACILITIES	\$0	\$0	\$0	\$0	\$0	\$0
EQUIPMENT	\$0	\$0	\$0	\$0	\$0	\$0
STAFF	\$0	\$0	\$0	\$0	\$0	\$0
OTHER	\$0	\$0	\$0	\$0	\$0	\$0
TOTAL	\$0	\$0	\$0	\$0	\$0	\$70,000

**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	\$10,000	\$10,000	\$10,000	\$10,000	\$10,000	\$50,000
TUITION	\$97,200	\$97,200	\$128,700	\$128,700	\$128,700	\$580,500
TOTAL	\$107,200	\$107,200	\$138,700	\$138,700	\$138,700	\$630,500

**ENROLLMENT AND DEGREE COMPLETION PROJECTIONS**

	2014-15	2015-16	2016-17	2017-18	2018-19	TOTAL
HEADCOUNT ENROLLMENT	20	25	25	30	30	26
NEW ENROLLMENT HEADCOUNT	20	10	10	10	10	12
						4-YEAR AVERAGE
DEGREE COMPLETION PROJECTIONS	0	8	8	8	8	8

**Attachment 3  
 Drake State Community and Technical College  
 Certificate in  
 Welding**

<b><u>Area I</u></b>		<b><u>3 Credits</u></b>
<b>Written and Oral Communication</b>		
ENG 101	English Comp. I	3
<b><u>Area II Humanities/Fine Arts</u></b>		<b><u>3 Credits</u></b>
Select one Humanities/Fine Arts		3
<b><u>Area III</u></b>		<b><u>6 Credits</u></b>
<b>Natural Science/Mathematics/Computer Science</b>		
MTH 116	Mathematical Applications	3
CIS 146	Microcomputer Applications	3
<b><u>Area V Core/Technical Concentration</u></b>		<b><u>47 Credits</u></b>
<b><i>Required Courses</i></b>		<b><i>36</i></b>
WDT 119	Gas Metal Arc/Flux Cored Arc Welding	3
WDT 120	Shielded Metal Arc Welding Groove	3
WDT 108	SMAW Fillet/OFC	3
WDT 268	Gas Tungsten Arc Lab	3
WDT 110	Industrial Blueprint Reading	3
WDT 109	SMAW Fillet/PAC/CAC	3
WDT 123	SMAW Fillet/PAC/CAC Lab	3
WDT 124	Gas Metal Arc/Flux Cored Arc Welding Lab	3
WDT 125	Shielded Metal Arc Welding Groove Lab	3
WDT 228	Gas Tungsten Arc Welding	3
WDT 219	Welding Inspection and Testing	3
WDT 122	SMAS Fillet/OFC Lab	3
<b><i>Electives</i></b>		<b><i>9</i></b>
* Select 9 credit hours from WDT Courses		
<b><i>Institutional Requirements</i></b>		<b><i>2</i></b>
ORI 101	Orientation to College	1
WK0107	Workplace Skills Preparation	1
<b>Total Credits</b>		<b>59</b>

DECISION ITEM E-6: Enterprise State Community College, Associate in Applied Science in Digital Multimedia (CIP 50.0102)

### **EXECUTIVE SUMMARY**

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

**Program Objective:** The proposed program will prepare students to use computerized digital images as the primary medium of expression in the visual and performing arts. The program objectives are to provide students through three curriculum options, cutting edge skills in:

- graphic design,
- digital animation,
- motion graphics,
- 3D visualizations,
- game and interactive media design,
- music and sound design,
- video production,
- web design, and
- photography.

**Role:** Enterprise State Community College (ENT) is recognized as offering the associate in applied science degree. Approval of the proposed program will expand this instructional role to the academic subdivision grouping "Visual and Performing Arts."

**Mode of Delivery:** According to the application, approximately 75 percent of the program including general education courses and the Workplace Skills Development I course will be available online.

**Similar Programs:** Currently, there are no similar programs located at CIP 50.0102 in the Academic Program Inventory.

**Collaboration:** Since there are no other similar programs in the Academic Program Inventory, no collaborations have been sought at this time.

**Licensure:** Currently, licensure is not a requirement for employment.

**Resources:** A total of \$176,750 in new funds will be needed for the program in the first five years, and a total of \$182,750 will be available through tuition, extramural funds, and internal reallocation.

**Public Review:** The program was posted on the Commission website from September 18 until October 8 (twenty days) for public review and comments. No comments were received.

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

1. There are currently no other similar programs in the Commission Academic Program Inventory.
2. According to information submitted in the proposal, the proposed program will draw upon coursework from Computer and Information Science, Graphic Design, and Art.

**DECISION ITEM E-6:** Enterprise State Community College, Associate in Applied Science in Digital Multimedia (CIP 50.0102)

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

**Staff Recommendation:** That the Commission approve the proposed Associate in Applied Science in Digital Multimedia with the implementation date and post-implementation conditions listed below:

**Implementation Date:** The proposed program will be implemented January 2014. Based on Commission policy, the proposed program must be implemented by December 6, 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 will be at least 9, based on the proposal.
2. That the annual average number of graduates 2015-16 through 2018-19 (four-year average) will be at least 8, based on the proposal.
3. That a follow-up survey be conducted after the first five years that will show at least 75 percent of the graduates were successful in acquiring related employment.
4. That information regarding an overall assessment of the program be provided, particularly as related to objectives and assessment measures stated in the proposal.

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

**Supporting Documentation:**

1. New Academic Degree Program Proposal Summary, attached.
2. Curriculum for Proposed Program, attached.
3. Enterprise State Community College proposal, dated August 14, 2013. Available upon request.

4. "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 Program Proposal Summary**

INSTITUTION Enterprise State Community College

PROGRAM Associate in Applied Science in Digital Multimedia (CIP 50.0102)

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

	2014-15	2015-16	2016-17	2017-18	2018-19	TOTAL
FACULTY	\$0	\$6,000	\$6,000	\$6,000	\$6,000	\$24,000
LIBRARY	\$0	\$0	\$0	\$0	\$0	\$0
FACILITIES	\$100,000	\$0	\$0	\$0	\$0	\$100,000
EQUIPMENT	\$30,000	\$22,750	\$0	\$0	\$0	\$52,750
STAFF	\$0	\$0	\$0	\$0	\$0	\$0
OTHER	\$0	\$0	\$0	\$0	\$0	\$0
<b>TOTAL</b>	<b>\$130,000</b>	<b>\$28,750</b>	<b>\$6,000</b>	<b>\$6,000</b>	<b>\$6,000</b>	<b>\$176,750</b>

**SOURCES OF FUNDS AVAILABLE FOR PROGRAM SUPPORT**

	2014-15	2015-16	2016-17	2017-18	2018-19	TOTAL
INTERNAL REALLOCATIONS	\$100,000	\$0	\$0	\$0	\$0	\$100,000
EXTRAMURAL	\$30,000	\$22,750	\$0	\$0	\$0	\$52,750
TUITION	\$6,000	\$6,000	\$6,000	\$6,000	\$6,000	\$30,000
<b>TOTAL</b>	<b>\$136,000</b>	<b>\$28,750</b>	<b>\$6,000</b>	<b>\$6,000</b>	<b>\$6,000</b>	<b>\$182,750</b>

**ENROLLMENT AND DEGREE COMPLETION PROJECTIONS**

	2014-15	2015-16	2016-17	2017-18	2018-19	TOTAL
HEADCOUNT ENROLLMENT	12	22	28	30	33	25
NEW ENROLLMENT HEADCOUNT	12	8	8	8	8	9 4-YEAR AVERAGE
DEGREE COMPLETION PROJECTIONS	0	2	6	10	12	8



**Attachment 3**  
**Enterprise State Community College**  
**Associate in Applied Science in Digital Multimedia**

**Area I – Written Composition: 6**

- ENG 101 – English Composition I
- ENG 102 – English Composition II

**Area II - Humanities and Fine Arts: 6**

- SPH106 - Fund of Oral Communication

Select three credit hours from:

- ART100 - Art Appreciation
- ART203 - Art History I
- ART204 - Art History II
- MUS101 - Music Appreciation
- PHL206 - Ethics and Society
- THR120 - Theater Appreciation

**Area III – Natural Sciences and Mathematics: 9**

- CIS 146 - Microcomputer Applications (Note: A different computer science course may substitute with approval from Dean of Instruction.)
- MTH 116 (Mathematical Applications) or higher level of mathematics
- PHS 111 – Physical Science I

**Area IV – History, Social and Behavioral Sciences: 3**

Select from:

- PSY 200 - General Psychology
- SOC 200 - Introduction to Sociology
- ECO 231 – Principles of Macroeconomics
- ECO 232 – Principles of Microeconomics

**Area V – Concentration/ Electives: 44**

- ART 113 – Drawing I
- ART 114 – Drawing II
- ART 121 – 2D Composition
- ART 127 – 3D Composition
- ART 173 or GRD 121 – Photography or Digital Photography Foundation
- ART 220 – Computer Graphics I
- ART 221 – Computer Graphics II
- ART 222 – Computer Graphics III
- CIS 150 – Introduction to Computer Logic and Programming
- CIS 196 – Commercial Software Applications (AutoCAD)
- CIS 223 – 3D Computer Modeling
- CIS 292 – Special Topics (3D simulation and modeling capstone course)
- GIS 101 – Introduction to GIS
- GRD 143 – Digital Video Foundation
- GRD 283 – Digital Video Studio
- WKO 101 – Workplace Skills Development I

**Total Hours Required for Degree: 68**

DECISION ITEM E-7: Enterprise State Community College, Associate in Applied Science in Flight Simulator Technician (CIP 15.0406)

### **EXECUTIVE SUMMARY**

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

**Program Objective:** According to the proposal, the primary objective is to address the need for flight simulator technicians in southeast Alabama and northwest Florida. This need is created by the multitude of simulator devices in the area: flight simulators at Ft. Rucker, Tyndall Air Force Base (AFB), Eglin AFB, Pensacola Naval Air Station (NAS) and ground equipment simulators at Ft. Benning. To address this objective, program completers will be able to:

1. Install, repair, troubleshoot, replace, and maintain components of hydraulic, mechanical electronic, electrical, and computer network systems comparing the simulation device, control units, and actuators;
2. Demonstrate knowledge of equipment specifications and standards of manufacturing;
3. Apply information obtained in technical manuals;
4. Prepare technical reports; and
5. Follow and apply safety practices.

**Role:** Enterprise State Community College (ENT) is recognized as offering the associate in applied science degree. Approval of the proposed program will expand this instructional role to the academic subdivision grouping "Engineering Technologies."

**Mode of Delivery:** According to the application, approximately 50 percent of the program including general education courses and the Workplace Skills Development I course will be available online.

**Similar Programs:** Currently, there are no similar programs located at CIP 15.0406 in the Academic Program Inventory.

**Collaboration:** Since there are no other similar programs in the Academic Program Inventory, no collaborations have been sought at this time.

**Licensure:** Currently, licensure is not a requirement for employment.

**Resources:** A total of \$176,750 in new funds will be needed for the program in the first five years, and a total of \$182,750 will be available through tuition, extramural funds, and internal reallocation.

**Public Review:** The program was posted on the Commission website from September 18 until October 8 (twenty days) for public review and comments. No comments were received.

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

1. There are currently no other similar programs in the Commission's Academic Program Inventory.
2. According to the proposal, there is a need for flight simulator technicians in southeast Alabama and northwest Florida.

**DECISION ITEM E-7:** Enterprise State Community College, Associate in Applied Science in Flight Simulator Technician (CIP 15.0406)

Staff Presenter: Ms. Margaret Pearson  
Academic Program Review Analyst

Staff Recommendation: That the Commission approve the proposed Associate in Applied Science in Flight Simulator Technician with the implementation date and post-implementation conditions listed below:

Implementation Date: The proposed program will be implemented January 2014. Based on Commission policy, the proposed program must be implemented by December 6, 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 will be at least 9, based on the proposal.
2. That the annual average number of graduates 2015-16 through 2018-19 (four-year average) will be at least 8, based on the proposal.
3. That a follow-up survey be conducted after the first five years that will show at least 75 percent of the graduates were successful in acquiring related employment.
4. That information regarding an overall assessment of the program be provided, particularly as related to objectives and assessment measures stated in the proposal.

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

Supporting Documentation:

1. New Academic Degree Program Proposal Summary, attached.
2. Curriculum for Proposed Program, attached.
3. Enterprise State Community College proposal, dated August 14, 2013. Available upon request.

4. "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 Program Proposal Summary**

INSTITUTION Enterprise State Community College

PROGRAM Associate in Applied Science in Flight Simulator Technician (CIP 15.0406)

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

	2014-15	2015-16	2016-17	2017-18	2018-19	TOTAL
FACULTY	\$0	\$6,000	\$6,000	\$6,000	\$6,000	\$24,000
LIBRARY	\$0	\$0	\$0	\$0	\$0	\$0
FACILITIES	\$100,000	\$0	\$0	\$0	\$0	\$100,000
EQUIPMENT	\$30,000	\$22,750	\$0	\$0	\$0	\$52,750
STAFF	\$0	\$0	\$0	\$0	\$0	\$0
OTHER	\$0	\$0	\$0	\$0	\$0	\$0
<b>TOTAL</b>	<b>\$130,000</b>	<b>\$28,750</b>	<b>\$6,000</b>	<b>\$6,000</b>	<b>\$6,000</b>	<b>\$176,750</b>

**SOURCES OF FUNDS AVAILABLE FOR PROGRAM SUPPORT**

	2014-15	2015-16	2016-17	2017-18	2018-19	TOTAL
INTERNAL REALLOCATIONS	\$100,000	\$0	\$0	\$0	\$0	\$100,000
EXTRAMURAL	\$30,000	\$22,750	\$0	\$0	\$0	\$52,750
TUITION	\$6,000	\$6,000	\$6,000	\$6,000	\$6,000	\$30,000
<b>TOTAL</b>	<b>\$130,000</b>	<b>\$28,750</b>	<b>\$6,000</b>	<b>\$6,000</b>	<b>\$6,000</b>	<b>\$182,750</b>

**ENROLLMENT AND DEGREE COMPLETION PROJECTIONS**

	2014-15	2015-16	2016-17	2017-18	2018-19	TOTAL
HEADCOUNT ENROLLMENT	12	22	28	30	33	25
NEW ENROLLMENT HEADCOUNT	12	8	8	8	8	9
						4-YEAR AVERAGE
DEGREE COMPLETION PROJECTIONS	0	2	6	10	12	8

**Attachment 2**  
**Enterprise State Community College**  
**Associate in Applied Science in Flight Simulator Technician**

<u>Semester 1</u>	<u>Credit Hours</u>
ENG 101, Written Composition or ENG 131, Applied Writing I	3
AVT 111, Aviation Electronics Theory	6
AVT 112, Aviation Electronics Lab	5
MTH 116, Mathematical Applications	3
 <u>Semester 2</u>	
AVT 121, Principles of Solid State	5
AVT 131, Digital Concepts	4
SPH 106, Fundamentals of Oral Communication	3
Social Science Elective	3
 <u>Semester 3</u>	
AVT 148, Microprocessors & Interfacing	4
CIS 268, Software Support Windows OS	3
CIS 269, Hardware Support	3
SIM 101, Simulation Fundamentals	3
Humanities Elective	3
 <u>Semester 4</u>	
SIM 102, Simulation Systems Testing	3
CIS 161, Intro to Networking Communications	3
CIS 165, Networking Lab	3
CIS 251, C++ Programming	3
CPT 288, LINUX Administration	3
 <u>Semester 5</u>	
CIS 276, Server Administration	3
SIM 103, Simulation System Troubleshooting	3
SIM 104, Advanced Simulation Systems	3
WKO 101, Workplace Skills Development I	1
Natural Science Elective	3
 Total Credit Hours	 76

DECISION ITEM E-8: Snead State Community College, Associate in Applied Science and Certificate in Applied Business (CIP 52.0201)

### **EXECUTIVE SUMMARY**

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

**Program Objective:** The proposed program will provide the knowledge and skills necessary to prepare graduates for a career in business administration or to transfer to a baccalaureate program. To achieve this objective, the proposed program will accomplish the following:

- Offer the Associate in Applied Science and Certificate in Applied Business with options in General Business, Accounting Technology, Web Design, Agribusiness, Finance, Management, Logistics, Distribution and Purchasing, and Healthcare Management.
- Offer short certificates so that students will have multiple career pathways to fulfill their career objectives and provide employment security in today's workforce.
- Provide instruction in business development, and encourage students to pursue entrepreneurial opportunities.
- Provide student-friendly program delivery methods to enhance completion.
- Create a program evaluation process, and revise the program as necessary based on input from internal and external stakeholders.

**Role:** The proposed program is within the instructional role recognized for Snead State Community College (SND).

**Mode of Delivery:** According to institutional representatives, 100 percent of courses from the program will be offered online.

**Similar Programs:** The following institutions have business programs located at CIP 52.0201 in the Academic Program Inventory: Calhoun Community College; Northeast Alabama Community College; Wallace State Community College (Selma); Wallace State Community College (Hanceville); Enterprise State Community College; Lawson State Community College; Chattahoochee Valley Community College; Faulkner State Community College; and Central Alabama Community College.

**Collaboration:** According to the proposal, collaboration is not being sought at this time.

**Licensure:** Currently, licensure is not required for the proposed program.

**Resources:** A total of \$321,000 in new funds will be needed for the program in the first five years, and a total of \$459,300 will be available through tuition and internal reallocation.

**Public Review:** The program was posted on the Commission website from September 18 until October 8 (twenty days) for public review and comments. No comments were received.

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

1. The proposed program will offer short-certificates (less than 30 semester hours) in General Business, Accounting Technology, Web Design, Agribusiness, Finance, Management, Logistics, Distribution and Purchasing, and Healthcare Management.

**DECISION ITEM E-8:** Snead State Community College, Associate in Applied Science and Certificate in Applied Business (CIP 52.0201)

Staff Presenter: Ms. Margaret Pearson  
Academic Program Review Analyst

Staff Recommendation: That the Commission approve the proposed Associate in Applied Science and Certificate in Applied Business with the implementation date and post-implementation conditions listed below:

Implementation Date: The proposed program will be implemented January 2014. Based on Commission policy, the proposed program must be implemented by December 6, 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 will be at least 14, based on the proposal.
2. That the annual average number of graduates 2015-16 through 2018-19 (four-year average) will be at least 10, based on the proposal.
3. That a follow-up survey be conducted after the first five years that will show at least 75 percent of the graduates were successful in acquiring related employment.
4. That information regarding an overall assessment of the program be provided, particularly as related to objectives and assessment measures stated in the proposal.

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

Supporting Documentation:

1. New Academic Degree Program Proposal Summary, attached.
2. Curriculum for Proposed Program, attached.
3. Snead State Community College proposal, dated August 14, 2013. Available upon request.



4. "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 Program Proposal Summary**

INSTITUTION Snead State Community College

PROGRAM Associate in Applied Science and Certificate in Applied Business (CIP 52.0201)

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

	2014-15	2015-16	2016-17	2017-18	2018-19	TOTAL
FACULTY	<u>\$57,000</u>	<u>\$57,000</u>	<u>\$57,000</u>	<u>\$57,000</u>	<u>\$57,000</u>	<u>\$285,000</u>
LIBRARY	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>
FACILITIES	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>
EQUIPMENT	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$36,000</u>	<u>\$0</u>	<u>\$36,000</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>\$57,000</u>	<u>\$57,000</u>	<u>\$57,000</u>	<u>\$93,000</u>	<u>\$57,000</u>	<u>\$321,000</u>

**SOURCES OF FUNDS AVAILABLE FOR PROGRAM SUPPORT**

	2014-15	2015-16	2016-17	2017-18	2018-19	TOTAL
INTERNAL REALLOCATIONS	<u>\$2,000</u>	<u>\$2,000</u>	<u>\$2,000</u>	<u>\$2,000</u>	<u>\$2,000</u>	<u>\$10,000</u>
EXTRAMURAL	<u>\$2,500</u>	<u>\$2,500</u>	<u>\$2,500</u>	<u>\$2,500</u>	<u>\$2,500</u>	<u>\$12,500</u>
TUITION	<u>\$50,400</u>	<u>\$80,640</u>	<u>\$97,440</u>	<u>\$100,800</u>	<u>\$107,520</u>	<u>\$436,800</u>
TOTAL	<u>\$54,900</u>	<u>\$85,140</u>	<u>\$101,940</u>	<u>\$105,300</u>	<u>\$112,020</u>	<u>\$459,300</u>

**ENROLLMENT AND DEGREE COMPLETION PROJECTIONS**

	2014-15	2015-16	2016-17	2017-18	2018-19	TOTAL
HEADCOUNT ENROLLMENT	<u>22</u>	<u>32</u>	<u>38</u>	<u>39</u>	<u>42</u>	<u>35</u>
NEW ENROLLMENT HEADCOUNT	<u>12</u>	<u>13</u>	<u>14</u>	<u>15</u>	<u>16</u>	<u>14</u>
						<u>4-YEAR AVERAGE</u>
DEGREE COMPLETION PROJECTIONS	<u>0</u>	<u>8</u>	<u>10</u>	<u>10</u>	<u>12</u>	<u>10</u>

**Attachment 3**  
**Snead State Community College**  
**Associate in Applied Science and Certificate in Applied Business**

<b>Area I – Written Composition.....</b>	<b>6 hours</b>
ENG 101 and ENG 102	
<b>Area II – Humanities and Fine Arts.....</b>	<b>6 hours</b>
SPH 106 or SPH 107 Fundamentals of Oral Communication or Public Speaking...3 hours	
Humanities Elective.....3 hours	
Choose Art, Foreign Language, Music, Philosophy, Religion, or Theater.	
<b>Area III – Natural Science or Mathematics.....</b>	<b>10 hours</b>
MTH 100 Inter. College Alg.....3 hours	
MTH 116 Math Applications.....3 hours	
Natural Science (w/ lab).....4 hours	
Choose Biology, Chemistry, Physical Science, Physical Geography, or Physics	
<b>Area IV – History, Social, and Behavioral Science.....</b>	<b>3 hours</b>
Social Science Elective .....3 hours	
Choose Geography, History, Political Science, Psychology, or Sociology	
<b>Area V – Pre-Professional, Major, and Elective Courses.....</b>	<b>48 hours</b>
<b>Program Core (36 Hours, required of all students)</b>	
ECO 231	Macro-economics.....3 hours
ECO 232	Micro-economics.....3 hours
BUS 186	Elements of Supervision.....3 hours
BUS 241	Principles of Accounting I.....3 hours
BUS 242	Principles of Accounting II.....3 hours
BUS 263	Legal / Social Environment of Business.....3 hours
BUS 271	Business Statistics I.....3 hours
BUS 272	Business Statistics II.....3 hours
CIS 146	Microcomputer Applications.....3 hours
Electives.....	9 hours
<b>(CHD TRACK STUDENTS MUST CHOOSE CHD 100, CHD 201, AND ONE OTHER APPROVED CHD COURSE AS THEIR ELECTIVES)</b>	

**Students will choose one specialization, which will complete the degree requirements and also lead to a stand-alone Short-Term Certificate for all tracks with the EXCEPTION of the CHD track. To complete the short-term certificate in CHD, students will be required to complete 3 additional courses.**

**General Business Track**

BUS 275	Principles of Management.....	3 hours
BUS 215	Business Communications.....	3 hours
BUS 285	Principles of Marketing.....	3 hours
BUS 296	Business Internship I or	
BUS 298	Directed Studies I.....	3 hours

**Accountancy Track (12 additional hours) Courses in *italics* come from Area I and Area V in the Business AAS degree. Students completing these courses will receive the Accounting Technology Certificate )**

<i>ENG 101</i>	<i>English Composition I</i>	<i>3 hours</i>
ACC 249	Payroll Accounting.....	3 hours
ACC 253	Individual Income Tax.....	3 hours
<i>BUS 241</i>	<i>Principles of Accounting I</i> .....	<i>3 hours</i>
<i>BUS 242</i>	<i>Principles of Accounting II</i> .....	<i>3 hours</i>
BUS 246	Microcomputer Accounting.....	3 hours
<i>BUS 263</i>	<i>Legal and Social Environment of Business</i>	<i>3 hours</i>
<i>BUS 271</i>	<i>Business Statistics I</i>	<i>3 hours</i>
BUS 296	Business Internship I or	
BUS 298	Directed Studies I.....	3 hours

**Finance Track (12 Additional hours)**

BUS 146	Personal Finance.....	3 hours
BUS 147	Introduction to Finance.....	3 hours
BUS 150	Business Math.....	3 hours
BUS 296	Business Internship I or	
BUS 298	Directed Studies I.....	3 hours

**Logistics, Distribution & Purchasing Track (12 additional hours)**

BUS 178	Purchasing.....	3 hours
BUS 179	Trends in Distribution.....	3 hours
MST 209	Physical Supply & Distribution Management.....	3 hours
BUS 296	Business Internship I or	
BUS 298	Directed Studies I.....	3 hours

**Management Track (12 additional hours)**

BUS 275	Principles of Management.....	3 hours
BUS 276	Human Resource Management.....	3 hours
BUS 280	Industrial Management.....	3 hours
BUS 296	Business Internship I or	
BUS 298	Directed Studies I.....	3 hours

**Marketing Track (12 additional hours)**

BUS 175	Retailing.....	3 hours
BUS 177	Salesmanship.....	3 hours
BUS 285	Principles of Marketing.....	3 hours

BUS 298	Directed Studies I.....	3 hours
<b>Agri-Business Track (12 additional hours; Includes 2 courses from Area V of the AAS degree).</b>		
BUS 275	Principles of Management	3 Hours
BUS 186	<i>Elements of Supervision</i>	3 Hours
BUS 263	<i>Legal / Social Environment of Business</i>	3 Hours
AGR 201	Agriculture Economics	3 Hours
AGR 215	Agribusiness Management	3 Hours
BUS 296	Business Internship I or	
BUS 298	Directed Studies I	3 Hours
<b>Health Care Management (12 additional hours)</b>		
BUS 275	Principles of Management	3 hours
HPS 107	Trends & Issues Related to the Health Sciences	3 hours
HPS 110	Introduction to Health Care	3 hours
BUS 296	Business Internship I or	
BUS 298	Directed Studies I	3 hours
<b>Childcare Management (12 additional hours)</b>		
CHD 202	Children's Creative Experiences	3 hours
CHD 203	Children's Literature/Language Development	3 hours
CHD 204	Methods/Materials for Teaching Children	3 hours
CHD 215	Supervised Practical Experience	3 hours
<b>Total Hours Required for Degree.....</b>		<b>73 hours</b>

**ADDITIONAL COURSES REQUIRED FOR CHD SHORT-TERM CERTIFICATE:**

CHD 206	<i>Children's Health/Safety</i>	3 hours
CHD 217	<i>Math and Science for Young Children</i>	3 hours
<b>Choose ONE of the following courses:</b>		
CHD 209	<i>Infant/Toddler Education Programs</i>	3 hours
CHD 210	<i>Educating Exceptional Young Children</i>	3 hours
CHD 222	<i>Social Studies for Children</i>	3 hours

DECISION ITEM E-9: Auburn University, Bachelor of Science in Global Studies in Human Sciences (CIP 19.9999)

### **EXECUTIVE SUMMARY**

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

**Program Description and Objective:** The new interdisciplinary program will draw on content relevant to human sciences (such as international nutrition, hunger and food insecurity, microlending and entrepreneurship, environmental sustainability, maternal and child health, education of women and girls, global markets, goods and services, humanitarian aid, and social policy). Graduates are likely to find employment in such occupations as a World Food Program youth outreach coordinator; a civilian teacher in Department of Defense elementary and high schools; the military; a cross cultural trainer in the World Health Organization; a coordinator in study-abroad programs, and professional mission staff in faith-based organizations, among other occupations.

Objectives and Outcomes of the proposed program are as follows:

Objective 1: Educate students on relevant global issues, the realities of globalization and how local and global issues are interconnected.

Outcome 1: Students will be able to identify, articulate, and debate the importance of a broad range of issues that have both local and global significance in human sciences.

Objective 2: Through course work, educate students to research and critically analyze relevant information and use that information to solve problems relevant to global studies in human sciences.

Outcome 2: Students will be able to research and critically analyze empirical information and use that information to develop solutions to real-world problems relevant to human sciences both locally and globally.

Objective 3: Prepare students for skilled professional positions that require knowledge of global issues and the ability think both locally and globally.

Outcome 3: Through required coursework in the major and minor field, students will attain knowledge and skills that will allow them to function effectively in professional careers around the world.

Objective 4: Increase students' abilities to function effectively in situations characterized by cultural diversity.

Outcome 4: Students will increase their abilities to function effectively in four domains of cultural intelligence (motivation, knowledge, strategy, ability) as measured by the empirically validated Cultural Intelligence Test administered at intervals throughout the program.

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

**Mode of Delivery:** Distance education delivery will not be used for the proposed program at this time. However, AU plans to use Skype or similar technology to meet with students at regular intervals while those students are assigned to internship placements.

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

**Collaboration:** Since there are no other similar programs in the Academic Program Inventory, in-state collaboration is not anticipated at this time. However, AU has met with top administrators at Stenden University, Leeuwarden, Netherlands, and are in the process of developing a collaborative agreement with that university and its campuses in South Africa, Thailand, Bali, and Qatar for internship placements in the areas of international protocol and diplomatic studies, humanitarian program management, and community empowerment. AU will not incur any associated costs as students are expected to cover their own internship placements.

**Resources:** The proposal stated that the program will require \$880,188 in new funds over the first five years. A total of \$880,188 through internal reallocation and extramural funds will be available over that period.

**Public Review:** The program was posted on the Commission website from September 18 until October 8 (twenty days) for public review and comments. No comments were received.

**Rationale for Staff Recommendation:**

1. Currently, there are no other programs listed at CIP 19.9999 in the Academic Program Inventory.
2. Graduates of the proposed program are likely to find employment with the following organizations: World Food Program; Department of Defense; US-AID; faith-based organizations; and Study Abroad Programs domestically and overseas.

DECISION ITEM E-9: Auburn University, Bachelor of Science in Global Studies in Human Sciences (CIP 19.9999)

Staff Presenter: Ms. Margaret Pearson  
Academic Program Review Analyst

Staff Recommendation: That the Commission approve the proposed Bachelor of Science in Global Studies in Human Sciences.

Implementation Date: The proposed program will be implemented in August 2014. Based on Commission policy, the proposed program must be implemented by December 6, 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, 2014-15 through 2018-19, will be at least 10, 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 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 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, 2019.

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 September 17, 2013. 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 Global Studies in Human Sciences (CIP 19.9999)

ESTIMATED NEW FUNDS REQUIRED TO SUPPORT PROPOSED PROGRAM						
	2014-15	2015-16	2016-17	2017-18	2018-19	TOTAL
FACULTY	\$130,000	\$133,900	\$137,917	\$142,055	\$146,316	\$690,188
LIBRARY	\$5,000	\$0	\$0	\$0	\$0	\$5,000
FACILITIES	\$0	\$0	\$0	\$0	\$0	\$0
EQUIPMENT	\$0	\$0	\$0	\$0	\$0	\$0
STAFF	\$0	\$0	\$20,000	\$20,000	\$20,000	\$60,000
*OTHER	\$25,000	\$25,000	\$25,000	\$25,000	\$25,000	\$125,000
TOTAL	\$160,000	\$158,900	\$182,917	\$187,055	\$191,316	\$880,188

\*Scholarships

SOURCES OF FUNDS AVAILABLE FOR PROGRAM SUPPORT						
	2014-15	2015-16	2016-17	2017-18	2018-19	TOTAL
INTERNAL REALLOCATIONS	\$135,000	\$133,900	\$157,917	\$162,055	\$166,316	\$755,188
EXTRAMURAL	\$25,000	\$25,000	\$25,000	\$25,000	\$25,000	\$125,000
TUITION	\$0	\$0	\$0	\$0	\$0	\$0
TOTAL	\$160,000	\$158,900	\$182,917	\$187,055	\$191,316	\$880,188

ENROLLMENT AND DEGREE COMPLETION PROJECTIONS						
	2014-15	2015-16	2016-17	2017-18	2018-19	5-YEAR AVERAGE
TOTAL HEADCOUNT ENROLLMENT	10	20	30	40	50	30
NEW ENROLLMENT HEADCOUNT	10	10	10	10	10	10 2-YEAR AVERAGE
DEGREE COMPLETION PROJECTIONS	0	0	0	6	14	10

## Attachment 2

### Summary of Background Information

Bachelor of Science in Global Studies in Human Sciences  
Auburn University

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

**Description and Objectives:** The new program will be an interdisciplinary program that will draw on content relevant to human sciences (such as international nutrition, hunger and food insecurity, microlending and entrepreneurship, environmental sustainability, maternal and child health, education of women and girls, global markets, goods and services, humanitarian aid, and social policy). Graduates are likely to find employment in such occupations as a World Food Program youth outreach coordinator; a civilian teacher in Department of Defense elementary and high schools; the military; a cross cultural trainer in the World Health Organization; a coordinator in study-abroad programs, and professional mission staff in faith-based organizations, among other occupations.

Objectives and Outcomes of the proposed program are as follows:

Objective 1: Educate students on relevant global issues, the realities of globalization and how local and global issues are interconnected.

Outcome 1: Students will be able to identify, articulate, and debate the importance of a broad range of issues that have both local and global significance in human sciences.

Objective 2: Through course work, educate students to research and critically analyze relevant information and use that information to solve problems relevant to global studies in human sciences.

Outcome 2: Students will be able to research and critically analyze empirical information and use that information to develop solutions to real-world problems relevant to human sciences both locally and globally.

Objective 3: Prepare students for skilled professional positions that require knowledge of global issues and the ability think both locally and globally.

Outcome 3: Though required course work in the major and minor field, students will attain knowledge and skills that will allow them to function effectively in professional careers around the world.

Objective 4: Increase students' abilities to function effectively in situations characterized by cultural diversity.

Outcome 4: Students will increase their abilities to function effectively in four domains of cultural intelligence (motivation, knowledge, strategy, ability) as measured by the empirically validated Cultural Intelligence Test administered at intervals throughout the program.

**Administration:** The program will be administered by the College of Human Sciences, June Henton, dean, and, Dr. Susan Hubbard, associate dean.

**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.

**Curriculum:** A total of four new courses will be added to the program: GSHS 2000 (3 credits), Introduction to Global Studies in Human Sciences; GSHS 3000 (1 credit), Global Studies in

Human Sciences Lecture Series; GSHS 4920 (12 credits), Internship; GSHS 5000 (3 credits)  
Global Studies in Human Sciences Capstone.

Program Completion Requirements:

Credit hours in general education core:	42 semester hours (sh)
Credit hours in major:	30 sh
Credit hours required in the minor:	18 sh
Credit hours in human science core:	9 sh
Credit hours required in supporting courses	14 sh
Free electives:	7 sh
Total:	120 sh

**Collaboration:** Since there are no other similar programs in the Academic Program Inventory, in-state collaboration is not anticipated at this time. However, AU has met with top administrators at Stenden University, Leeuwarden, Netherlands, and are in the process of developing a collaborative agreement with that university and its campuses in South Africa, Thailand, Bali, and Qatar for internship placements in the areas of international protocol and diplomatic studies, humanitarian program management and community empowerment. AU will not incur any associated costs as students are expected to cover their own internship placements.

**Distance Education:** Distance education delivery will not be used for the proposed program at this time. However, AU plans to use Skype or similar technology to meet with students at regular intervals while those students are assigned to internship placements.

**Admissions:** All students accepted to Auburn University (either as new freshmen or as off-campus transfer students) are eligible to enroll in the major. On-campus students should have a 2.0 GPA to transfer into the major from another degree program. Note: Students must have a 2.25 GPA to be eligible to register for study abroad (international internship placement).

**Need:** There are currently no other programs listed under CIP 19.9999. According to the proposal, the societal need for global studies in the university curriculum has been addressed by global leaders, organizations, and universities. Global Studies students are not only given the tools to understand the processes of globalization and their consequences, they are empowered to contribute as the next generation of global leaders in business, education, government, and the non-profit sector.

According to information submitted in the proposal, "Global education and international education are important because the day-to-day lives of average citizens around the world are influenced by burgeoning international connections. The goods we buy, the work we do, the cross-cultural links we have in our own communities and outside of them, and increased worldwide communication capabilities all contribute to an imperative that responsible citizens understand global and international issues." (National Council on Social Studies, <http://www.socialstudies.org/>)

**Student Demand:** According to AU officials, students were among the stakeholders, along with AU administrators and advisory board members, who were interviewed concerning the AU College of Human Sciences (CHS) international efforts and the need for the proposed program. These interviews touched on strengths and weaknesses of these efforts. Because of the number of international companies locating in Alabama and in the southern region, student interest in international programs is expected to increase. The program will prepare these students to focus on multidisciplinary problem-solving skills that cannot be attained by studying any single subject matter area.

**Resources:**

**Faculty/Staff:**

Current Primary Faculty—

Full-time: 4  
Part-time: 1

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

**Support Staff:** An existing half-time position will be allocated to this program. As students declare majors in the proposed program, and program activities increase, the position will be upgraded to full-time.

**Equipment:** No special equipment is required for the program. Currently, the College of Human Sciences has two computer laboratories available for all majors, including the proposed program.

**Facilities:** Except for existing classroom space and faculty offices, no other space and/or renovations are required.

**Library:** Auburn University Libraries' collection supports existing programs with issues critical to global studies. Examples of these programs/issues include nutrition, sustainability, human development, women's studies, entrepreneurship, marketing, and social welfare. Librarian subject specialists continually identify materials in these areas to purchase for the collection, although limited funding often restricts the libraries' acquisitions.

**Program Budget:** The proposal stated that the program will require \$880,188 in new funds over the first five years. A total of \$880,188 through internal reallocations and extramural funds will be available over that period.

**Attachment 3**

**Curriculum  
 Bachelor of Science in Global Studies in Human Sciences**

**Global Studies in Human Sciences (GSHS) Proposed Curriculum Model**

		<u>FRESHMAN YEAR</u>			
		<b>Fall Semester</b>		<b>Spring Semester</b>	
CAHS 2000	Global Consumer Culture	3	NTRI 2000	Nutrition and Health	3
ENGL 1100	English Composition I	3	ENGL 1120	English Composition II	3
SUST 2000	Introduction to Sustainability	3	HDFS 2000	Marriage and Family in a Global Context	3
HISTORY	History Core	3		Core History* or Core Social Science***	3
HUMANITIES	Core Humanities**	3	MATH 1150	Pre-Calculus Algebra & Trigonometry	4
		<u>15</u>			<u>16</u>
		<u>SOPHOMORE YEAR</u>			
		<b>Fall Semester</b>		<b>Spring Semester</b>	
	Core Science sequence <sup>1</sup>	4		Core Science sequence <sup>1</sup>	4
LITERATURE	Literature Core	3		Core Literature* or Core Humanities**	3
FINE ARTS	Fine Arts Core	3	GEOG 1010	Global Geography	3
HUSC 2000	Hunger: Causes, Conseq. and Respon.	3		Minor Course(s)	3
GSHS 2000	Introduction to GSHS	3	ECON 2030	Principles of Macroeconomics	3
		<u>16</u>			<u>16</u>
		<u>JUNIOR YEAR</u>			
		<b>Fall Semester</b>		<b>Spring Semester</b>	
	Foreign Language I†	4		Foreign Language II†	4
CAHS 2700	Non-Profit Studies	3	GSHS 3000	GSHS Lecture Series	3
	Minor Course(s)	6	NTRI 4500	Food and Culture	4
	Free Electives	4		Minor Course(s)	1-3
		<u>17</u>	ECON 4300	International Economics****	3
					<u>15-17</u>
		<u>SENIOR YEAR</u>			
		<b>Fall Semester</b>		<b>Spring Semester</b>	
GSHS 4920	Global Studies Internship <sup>2</sup>	12	GSHS 5000	GSHS Capstone	3
		<u>12</u>		Minor Course	6
				Free Electives	3-5
			HDFS 4680	Family in Cross Cultural Perspective	3
			UNIV4AA0	HS1 Undergraduate Graduation <sup>2</sup>	0
					<u>15-17</u>
<b>Total:</b>		<b>120 Semester Hours</b>			

**\*Due to capacity issues, students might not be able to enroll in foreign language sequence during the academic year and might be required to take these courses at Auburn during the summer or at another approved institution.**

Literature options: ENGL 2200 and 2210 or 2230 and 2240 or 2250 and 2260

\*Must have a History sequence and at least one Literature course OR a Literature sequence and at least one History course.

\*\*Humanities options: PHIL 1040, 1050,1060,1070,1080 or PHIL 1090

History options: HIST 1010 and 1020 or 1210 and 1220

\*\*\*Social Science options: ANTH 1000, GEOG 1010, POLI 1050, POLI 1090, PYSC 2010, SOCY 1000, UNIV 2710, UNIV 2720

Fine Arts options: ARCH 2600, ARTS 1710, 1720, 1730, MUSI 2730, RTVF 2350, THEA 2010

All Human Sciences majors are required to have a laptop. Please refer to the CHS website for specifications.

\*\*\*\*May take POLI 3100 which is only offered in the summer terms and requires a prerequisite of POLI 1090.

Note: Students enrolled in the Honors Program may take equivalent honors courses.

<sup>1</sup> Must choose from: CHEM 1010/1011 AND CHEM 1020/1021 OR BIOL 1000 AND BIOL 1010 OR PHYS 1500 AND PHYS 1510

<sup>2</sup> Internship placement must have global/international focus. Internship may be completed in the summer semester.

<sup>3</sup> Seniors must register for UNIV 4AA0-HS1 the term they plan to graduate (non-credit class for clearing graduation).

DECISION ITEM E-10: The University of Alabama at Birmingham, Bachelor of Fine Arts in Musical Theatre (CIP 50.0601)

**EXECUTIVE SUMMARY**

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

**Program Objective:** The proposed program will expand students' cultural and aesthetic awareness, develop their research and communication skills, and foster their critical thinking, discipline, and collaboration through study and practice of the arts and crafts of theatre. Upon completion of the degree program, students will be prepared to pursue a theatre profession, enter a graduate program, or apply acquired skills to a career in another field.

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

**Mode of Delivery:** According to the proposal, although the discipline of musical theatre is a practice based art form requiring rigorous studio acting, voice, and dance classes, inventive delivery methods will be explored to take advantage of distance education technologies to meet non-performance studio requirements of the proposed program. The opportunity to use distance education technology will be explored for the delivery of select theatre core courses and musical theatre history courses that will be required for the program.

**Similar Programs:** There are no other programs listed at CIP 50.0601 in the Academic Program Inventory.

**Collaboration:** According to UAB officials, relationships have been cultivated with several professional theatre and dance companies to augment training on campus with professional experiential learning opportunities. These professional companies include the Alabama Ballet, the Alabama Shakespeare Festival, and 7 Stages Theatre Company in Atlanta, Georgia.

**Resources:** The proposal projected that a total of \$481,500 in estimated new funds will be required to support the proposed program. A projected total of \$620,140 will be available from tuition and internal reallocation.

**Public Review:** The program was posted on the Commission website from September 18 until October 8 (twenty days) for public review and comments. No comments were received.

**Rationale for Staff Recommendation:**

1. The emergence of popular television musical series including *SMASH* and *GLEE*, as well as the continued popularity of movie musicals, like *Sweeney Todd* and *Les Miserables*, has caused a growing number of students to pursue musical theatre training at the university level.

- DECISION ITEM E-10:** The University of Alabama at Birmingham, Bachelor of Fine Arts in Musical Theatre (CIP 50.0601)
- Staff Presenter:** Ms. Margaret Pearson  
Academic Program Review Analyst
- Staff Recommendation:** That the Commission approve the proposed Bachelor of Fine Arts in Musical Theatre.
- The program will have the implementation date and post-implementation conditions listed below:
- Implementation Date:** The proposed program will be implemented in August 2014. Based on Commission policy, the proposed program must be implemented by December 6, 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 11, based on the proposal.
  2. That the annual average number of graduates for the period 2017-18 through 2018-29 (two-year average) will be at least 8, based on the proposal.
  3. That a follow-up survey be conducted after the first five years that will show at least 75 percent of the graduates were successful in acquiring related employment or in continuing in related graduate work.
  4. That information regarding an overall assessment of the program be provided, particularly as related to objectives and assessment measures stated in the proposal.
- 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, 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 Alabama at Birmingham program proposal, received September 13, 2013. 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 Fine Arts in Musical Theatre (CIP 50.0601)

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

	2014-15	2015-16	2016-17	2017-18	2018-19	TOTAL
FACULTY	\$9,600	\$16,000	\$83,000	\$95,800	\$95,800	\$300,200
LIBRARY	\$2,500	\$2,500	\$2,500	\$500	\$500	\$8,500
FACILITIES	\$2,000	\$4,000	\$6,000	\$9,000	\$9,000	\$30,000
EQUIPMENT	\$10,000	\$500	\$500	\$500	\$500	\$12,000
STAFF	\$2,400	\$3,200	\$4,000	\$5,600	\$5,600	\$20,800
ASSISTANTSHIPS	\$0	\$0	\$0	\$0	\$0	\$0
OTHER	\$20,000	\$20,000	\$20,000	\$25,000	\$25,000	\$110,000
<b>TOTAL</b>	<b>\$46,500</b>	<b>\$46,200</b>	<b>\$116,000</b>	<b>\$136,400</b>	<b>\$136,400</b>	<b>\$481,500</b>

**SOURCES OF FUNDS AVAILABLE FOR PROGRAM SUPPORT**

	2014-15	2015-16	2016-17	2017-18	2018-19	TOTAL
INTERNAL REALLOCATIONS	\$6,394	\$0	\$0	\$0	\$0	\$6,394
EXTRAMURAL	\$0	\$0	\$0	\$0	\$0	\$0
TUITION	\$40,106	\$82,618	\$127,644	\$175,298	\$188,080	\$613,746
<b>TOTAL</b>	<b>\$46,500</b>	<b>\$82,618</b>	<b>\$127,644</b>	<b>\$175,298</b>	<b>\$188,080</b>	<b>\$620,140</b>

**ENROLLMENT AND DEGREE COMPLETION PROJECTIONS**

	2014-15	2015-16	2016-17	2017-18	2018-19	5-YEAR AVERAGE
TOTAL HEADCOUNT ENROLLMENT	8	18	30	42	48	29
NEW ENROLLMENT HEADCOUNT	8	12	12	12	12	11
						2-YEAR AVERAGE
DEGREE COMPLETION PROJECTIONS	0	0	0	6	10	8

## Attachment 2

### Summary of Background Information

Bachelor of Fine Arts in Musical Theatre  
The University of Alabama at Birmingham

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

**Program Objective:** The proposed program will expand students' cultural and aesthetic awareness, develop their research and communication skills, and foster their critical thinking, discipline and collaboration through study and practice of the arts and crafts of theatre. Upon completion of the degree program, students will be prepared to pursue a theatre profession, enter a graduate program or apply acquired skills to a career in another field.

The Musical Theatre program will include the following program objectives:

1. Cultivate in students the scholarly aptitude and critical thinking skills required to analyze and synthesize the practical, theoretical, and historical aspects of the musical theatre genre.
2. Prepare student actor/singer/dancers for professional careers as musical theatre performers on a local, regional, national, and international level.
3. Prepare students for careers as educators and trainers in the field of musical theatre.
4. Prepare students for advanced, post-baccalaureate study in musical theatre performance.
5. Prepare students to succeed in a diverse array of careers that value the skills they develop through musical theatre studies.
6. Develop students' understanding of all components of theatrical productions, including technical, creative, and administrative.
7. Prepare students to enter the business of theatre, and to provide the tools necessary to succeed in the current theatre market.
8. Provide professional-quality productions for the UAB community and greater Birmingham, while giving students an opportunity to perform musicals for a live public audience.
9. Strengthen the presence of UAB's Theatre Department on the regional and national level.
10. Foster a collaborative environment between the Department of Theatre and the Department of Music.

Upon completion of the Musical Theatre program students will be able to meet the following learning outcomes:

1. Demonstrate an understanding of musical theatre history, its role in American history, and its role in contemporary society.
2. Sing in a diverse array of styles including classical musical theatre, opera, and rock.
3. Show competency in musical theatre dance, ballet, jazz, and tap.
4. Demonstrate an understanding of basic music theory, and be competent in sight-reading and piano skills.
5. Perform with specificity and commitment, with full control of the body and voice.
6. Critically discuss and write about performances, and the process of rehearsing and performing a show.
7. Demonstrate an understanding of the business of theatre in large markets such as New York and Los Angeles, as well as in local communities.
8. Show competency in many areas of theatrical production, including technical, creative, and administrative.
9. Audition for professional theatre companies with confidence and consistency.
10. Discuss and write about literature, psychology, philosophy, history, and the sciences.

**Administration:** The program will be administered by the College of Arts and Sciences, Robert Palazzo, dean, and the Department of Theatre, Kelly Allison, chair.

**Peer Review:** The Notification of Intent to Submit a Proposal (NISP) and the program proposal were reviewed by the Chief Academic Officers (CAOs). One institution had concern about duplication and the uniqueness of the program. UAB officials reconciled these concerns through discussion with representatives of the other institution.

**Accreditation:** The UAB Department of Theatre was awarded accreditation for its Theatre Bachelor of Arts program from the National Association of Schools of Theatre (NAST), the most respected accrediting body for the discipline of Theatre in March of 2009. The department intends to also seek accreditation by NAST for the proposed program.

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

THR108	Ballet I	2 semester hours (sh)
THR208	Ballet II	2 sh
THR248	Musical Theatre Showcase I	1 sh
THR306	Jazz III	2 sh
THR348	Musical Theatre Showcase II	1 sh
THR448	Musical Theatre Showcase III	1 sh
THR492	Musical Theatre Capstone	2 sh
THR401	NYC Showcase	3 sh

Credit hours required in program core:	68 sh
Credit hours required in general education:	41 sh
Credit hours required in free electives:	11 sh
Total hours for completion:	120 sh

According to the proposal, all Musical Theatre BFA students will be required to take a two-credit hour Musical Theatre Capstone. With this capstone experience, students will learn practical methods and techniques to market themselves to casting agents, directors and other potential employers in the industry. Students will also take "NYC Musical Theatre Showcase". This is a three-credit course that prepares them for an arranged audition with casting agents in New York City.

**Collaboration:** According to UAB officials, relationships have been cultivated with several professional theatre and dance companies to augment training on campus with professional experiential learning opportunities. These professional companies include the Alabama Ballet, the Alabama Shakespeare Festival, and 7 Stages Theatre Company in Atlanta, Georgia.

**Distance Education:** According to the proposal, although the discipline of musical theatre is a practice based art form requiring rigorous studio acting, voice, and dance classes, inventive delivery methods will be explored to take advantage of distance education technologies to meet non-performance studio requirements of the proposed program. The opportunity to use distance education technology will be explored for the delivery of select theatre core courses and musical theatre history courses that will be required for the program.

**Admissions:** Admissions into the program will be based on acceptance by the university; a rigorous singing, acting, and dancing audition; and a personal interview with the director of musical theatre and other members of the theatre performance faculty.

**Need:** According to the proposal, the demand for college level musical theatre training in the United States is unexpectedly high. The demand for college-level musical theatre training in the state of Alabama far exceeds the combined capacity of a limited number of programs. The Red Mountain Theatre Company (RMTC) Musical Theatre Academy in Birmingham prepares high school seniors for competitive auditions with colleges and universities that provide specialized musical theatre training. Sixteen students graduated from this program in 2013. Amy Murphy

Studios in Mountain Brook, Alabama, teaches musical theatre voice training classes. It prepares over 15 local high school students for collegiate musical theatre training programs each year, and many of the students they train enroll at top flight musical theatre training programs in the United States. Many high school theatre programs in the state of Alabama focus specifically on musical theatre production, and for those who do not, musical theatre production remains a major component.

According to UAB officials, the proposed program is expressly intended to meet employment needs of UAB graduates. Many of these students will find work as performers (actors, singers and/or dancers) in musical theatre productions. Some will pursue careers as educators, musical directors, choreographers, directors, casting agents, or another related profession. Still others will pursue careers in allied fields like film, video, television, animation, or another form of digital media production. Many students who graduate with a degree in theatre arts find work in other industries that value the skills they have developed studying theatre and participating in theatrical productions. Those skills include: collaboration, management, public speaking, creativity, problem solving, and many others. Employers also value the character traits that theatre artists develop through theatre studies or while working in the theatre. Those traits are: self-discipline, dedication, focus, punctuality, empathy, stamina, a strong work ethic, and critical thinking.

**Student Demand:** According to the proposal, enrollment projections were determined by the increasing number of university students pursuing musical theatre employment opportunities each spring at the Southeast Theatre Conference (SETC). The SETC is a reliable indicator for the rising demand for musical theatre training in the United States. Due to the number of participants, SETC has implemented preliminary screening auditions in all 12 southeastern states and the states that border the region. SETC accepts approximately 1000 students from a pool of nearly 2000 to participate in their annual auditions. This number has grown exponentially over the past 10 years and additional growth is anticipated. The demand for musical theatre training programs, especially those programs with a reputation for excellence, is intense. More than half of the employment opportunities in the live entertainment industry are related in some way to musical performance.

**Resources:**

Faculty:

Current Primary Faculty—

Full-time: 6

Part-time: 0

Support Faculty—

Full-time: 6

Part-time: 4

Additional Faculty to Be Hired:

Primary Faculty—

Full-time: 1

Part-time: 2

Support Faculty—

Full-time: 0

Part-time: 2

According to the proposal, members of the Alabama Ballet, a local professional dance company of national stature, and other local professional dancers will be hired as adjunct faculty to teach several dance courses. The Alabama Ballet is certified by the Royal Academy of Dance in London, England.

**Support Staff:** According to the proposal, keyboard accompanists will be needed for several courses: Class Voice, Musical Performance I & II, Musical Theatre Showcase, and NYC Showcase. Additionally, musicians, choreographers, and music directors will also be needed to

support the production of a large scale musical each year. The Department of Theatre currently produces a large scale musical every two years; however, students in the proposed program will need this performance opportunity every year.

**Equipment:** Two keyboards/pianos totaling approximately \$10,000 will be needed for the proposed program.

**Facilities:** According to information in the proposal, four performance venues are available in the Alys Robinson Stephens Performing Arts Center (ASC), the premiere performance facility in the State of Alabama. One dance studio is available and can be used for a variety of courses: dance courses, musical theatre performance courses, and vocal training courses to name a few. Additional dance studio space will be needed to accommodate the full breadth of required dance courses, and the Alabama Ballet has agreed to provide this additional space at the cost of \$1000.00/class/semester. An additional performance venue, the Hulsey Recital Hall, is also available for public performances by musical theatre students.

**Program Budget:** The proposal projected that a total of \$481,500 in estimated new funds will be required to support the proposed program. A projected total of \$620,140 will be available from tuition and internal reallocation.

**Attachment 3**

**The University of Alabama at Birmingham  
Bachelor of Fine Arts in Musical Theatre**

Semester 1: 14 credit hours

Theatre Cornerstone THR 160	1
CAS FYE	1
Class Piano MUP 124	1
Music Theory I MU 221	3
Musical Theatre Performance I THR 258	3
Ballet I THR 108	2
University Core (EH 101)	3

Semester 2: 15 credit hours

Class Piano MUP 124	1
Beginning Acting THR 154	3
Music Theory II MU 222	3
Ballet II THR 208	2
Musical Theatre Performance II THR 259	3
University Core (EH 102)	3

Semester 3: 15 credit hours

Class Voice MUP 122	1
Jazz I THR 106	2
Aural Skills I MU 224	1
Theatre Tech: Scenery and Lighting THR 124	3
University Core (MA 105 or higher)	3
Musical Theatre Showcase I THR 248	1
Beginning Voice and Movement THR 202	3
Production Practicum THR 204	1

Semester 4: 15 credit hours

Class Voice MUP 122	1
Intermediate Acting THR 254	3
Aural Skills II MU 225	1
Jazz II THR 206	2
University Core	3
University Core/Lab	4
Production Practicum THR 204	1

Semester 5: 15 credit hours

ALABAMA COMMISSION ON HIGHER EDUCATION  
Friday, December 6, 2013

Musical Theatre History THR 451	3
Private Voice MUP 140	1
Jazz III THR 306	2
Theatre Tech: Cost, and Makeup THR 125	3
University Core/Lab	4
Musical Theatre Showcase II THR 348	1
Performance Practicum THR 205	1

Semester 6: 15 credit hours

Private Voice MUP 140	1
Tap THR 107	2
University Core	3
University Core	3
Elective	3
University Core	3

Semester 7: 15 credit hours

Musical Theatre Capstone THR 492	2
Musical Theatre Showcase III THR 448	1
Private Voice MUP 240	1
University Core	3
University Core	3
Elective	3
Dance Elective	2

Semester 8: 16 credit hours

Private Voice MUP 240	1
University Core	3
NYC Showcase THR 401	3
University Core	3
Elective	3
Elective (Performance Practicum THR 404)	1
Dance Elective	2

**TOTAL**

**120 SEMESTER HOURS**



DECISION ITEM E-11: The University of South Alabama, Bachelor of Science in Cyber Assurance (CIP 11.1003)

### **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, objectives of the program are:

- Objective 1: To meet workforce demand.
- Objective 2: To generate student opportunity.
- Objective 3: To exploit the newly acquired capabilities in the School of Computing in the rapidly expanding cyber assurance area.
- Objective 4: To provide a transition experience for citizens seeking career change in the existing workforce.

**Role:** The proposed program is within the instructional role recognized for the University of South Alabama (USA).

**Mode of Delivery:** According to the proposal, it is not anticipated that distance education will be used initially in the delivery of this program. However, on occasion, a distance education course may be offered to address unique needs. Working relationships with faculty at other universities and industry experts may also lead to the use of distance education.

**Similar Programs:** There are no similar baccalaureate programs located at CIP 11.1003 in the Academic Program Inventory.

**Collaboration:** There are no similar baccalaureate programs in the state. USA would welcome the opportunity to collaborate with other institutions as similar programs develop around the state.

**Resources:** The proposal projected that a total of \$443,000 in estimated new funds will be required to support the proposed program. A projected total of \$974,160 will be available through tuition.

**Public Review:** The program proposal was posted on the Commission website from September 18 until October 8 (twenty days) for public review and comments. No comments were received.

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

1. Currently, there are no similar baccalaureate programs in the state.
2. According to the proposal, there is a pressing need for workers that are skilled in cyber assurance in industry, government, and academia.
3. In December 2012, the School of Computing at USA was awarded a National Science Foundation Scholarship for Service grant for \$1.2 million over five years. The grant provides scholarship for four cohorts of five students each to cover two years for cyber related Master's education or up to three years for undergraduate cyber related education.

DECISION ITEM E-11: The University of South Alabama, Bachelor of Science in Cyber Assurance (CIP 11.1003)

Staff Presenter: Ms. Margaret Pearson  
Academic Program Review Analyst

Staff Recommendation: That the Commission approve the proposed Bachelor of Science in Cyber Assurance.

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

Implementation Date: The proposed program will be implemented in August 2014. Based on Commission policy, the proposed program must be implemented by December 6, 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 11, 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 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 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 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 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. The University of South Alabama program proposal, received September 6, 2013. 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 Bachelor of Science in Cyber Assurance (CIP 11.1003)

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

	2014-15	2015-16	2016-17	2017-18	2018-19	TOTAL
FACULTY*	\$0	\$0	\$112,500	\$112,500	\$112,500	\$337,500
LIBRARY	\$2,000	\$0	\$0	\$0	\$0	\$2,000
FACILITIES	\$0	\$0	\$0	\$0	\$0	\$0
EQUIPMENT	\$45,000	\$0	\$0	\$0	\$0	\$45,000
STAFF	\$9,000	\$9,000	\$9,000	\$9,000	\$9,000	\$45,000
ASSISTANTSHIPS	\$0	\$0	\$0	\$0	\$0	\$0
OTHER	\$7,000	\$6,000	\$500	\$0	\$0	\$13,500
TOTAL	\$63,000	\$15,000	\$122,000	\$121,500	\$121,500	\$443,000

**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	\$50,880	\$135,680	\$168,560	\$271,360	\$347,680	\$974,160
TOTAL	\$50,880	\$135,680	\$168,560	\$271,360	\$347,680	\$974,160

**ENROLLMENT AND DEGREE COMPLETION PROJECTIONS**

	2014-15	2015-16	2016-17	2017-18	2018-19	5-YEAR AVERAGE
TOTAL HEADCOUNT ENROLLMENT	6	16	22	32	41	23
NEW ENROLLMENT HEADCOUNT	6	10	12	12	14	11
						2-YEAR AVERAGE
DEGREE COMPLETION PROJECTIONS	0	0	0	7	11	9

## Attachment 2

### Summary of Background Information

Bachelor of Science (BS) in Cyber Assurance  
The University of South Alabama

**Role:** The proposed program is within the instructional role recognized for the University of South Alabama (USA).

**Description and Objectives:** Students in the proposed program will have the ability to solve security problems based on integrated hardware and software solutions. The proposal stated that the objectives of the program are as follows:

#### Objective 1: To Meet Workforce Demand

There is a pressing need for workers that are skilled in Cyber Assurance in industry, government, and academia. Networked applications now dominate computer use and its expansion is magnified by the rapid expansion of powerful, handheld smartphones and personal digital devices. These network applications present a valuable attack surface to malicious parties worldwide and the workforce has not kept pace with the demand for cyber defense experts. This program is a step toward meeting that need, locally, statewide, and nationwide.

#### Objective 2: To Generate Student Opportunity

The workforce in lower Alabama is dominated by unskilled labor. High school graduates forego college education because there are not enough local jobs that justify the investment. The Cyber Assurance program leverages the continuous growth in the cyber workforce to offer students in this region an opportunity to break the manual labor cycle and become first generation college graduates.

#### Objective 3: To exploit the newly acquired capabilities in the School of Computing in the rapidly expanding Cyber Assurance area.

In May 2012, the School of Computing (SoC) moved into Shelby Hall, expanding its' capacity and enhancing the environment for growth. The SoC leadership surveyed computing-focused areas of study and identified cyber assurance as a natural growth area. USA officials have hired four new faculty members with research interests in information security, and have created three laboratories directed to supporting its teaching and research as part of the institution's long term commitment to cyber research and education.

#### Objective 4: To provide a transition experience for citizens seeking career change in the existing workforce.

As the U. S. economy shifts and adjusts, many individuals will experience job displacement. According to the 2012 US Bureau of Labor and Statistics, computing is the fastest growing STEM field in the U. S. and that trend will continue for at least the next 10 years. As reliance on computing expand, so will the demand for cyber assurance experts.

A primary target demographic for career change is military members transitioning from active duty, many of whom have substantial educational benefits. The proposed program is designed to attract separating and retiring members who either do not have an undergraduate degree or who are seeking a second degree.

**Assessment:** According to USA officials, the program objectives have been devised and will be reviewed and assessed using an approach that is congruent with those used for the ABET-accredited computing programs in the School of Computing. The review process will involve the constituents, predominantly alumni of the program and employers of graduates. Both questionnaires and focus groups have been used in computing programs in the past. The questionnaires will also include items asking about accomplishments of graduates such as obtaining relevant employment or being admitted to advanced graduate programs. Of special interest in this analysis of employment will be an assessment of how many of the program graduates are employed in government or military related positions, thus contributing to meet national needs.

The education outcomes will be assessed each year. Both formative and summative indicators will be used to assess outcomes, and both direct and indirect assessments will be made, and results evaluated by a faculty committee. Samples of student work will be collected and analyzed. The students will be asked, in an exit interview and survey, if they perceive that they have achieved each outcome (an indirect assessment). This indirect data, along with the direct assessments data, will be used each year to assess outcomes achievement and to make improvements.

**Administration:** The program will be administered by the School of Computing, Alec Yasinsac, dean, and, Tom Johnsten, chair.

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

**Accreditation:** USA will seek accreditation of the program through ABET under the Computing Accreditation Commission (CAC).

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

CSC 399 Concurrency and Distributed Computing - 3 credit hours  
CSC 400 Network and OS Vulnerabilities - 3 credits  
CSC 401 Cyber System Verification I - 3 credits  
CSC 402 Cyber System Verification II - 3 credits  
CSC 403 Implementing Secure Systems I – 3 credits  
CSC 404 Implementing Secure Systems II - 4 credits  
CSC 405 Cyber Warfare - 3 credits

The proposed program will have the following requirements:

Credit hours required in major courses:	58 semester hours
Credit hours require in minor:	20 (Mathematics)
Credit hours required in general education or core curriculum:	48
Credit hours in electives:	6
Total:	132

Students will complete a minimum of 320 hours of School of Computing approved practicum or internship.

**Collaboration:** There are no similar baccalaureate programs in the state. USA would welcome the opportunity to collaborate with other institutions as similar programs develop around the state.

**Distance Education:** According to the proposal, it is not anticipated that distance education will be used initially in the delivery of this program. However, on occasion, a distance education course may be offered to address unique needs. Working relationships with faculty at other universities and industry experts may also lead to the use of distance education.

**Admissions:** According to information submitted in the proposal, program officials will focus on mathematically strong students who are prepared to start in Calculus I.

**Need:** According to the proposal, in June of 2009 the White House released its Cyberspace Policy Review, spelling out the nation's reliance on cyber technologies in the critical infrastructures and the vulnerabilities facing the United States. Focus responsibility falls to the National Initiative for Cybersecurity Education (NICE). This initiative extends its reach to the federal government and industry, and targets all levels of education from K to post-graduate. More than 20 federal organizations are involved in NICE supporting four major components.

1. National Cybersecurity Awareness
2. Formal Cybersecurity Education
3. Cybersecurity Workforce Structure
4. Cybersecurity Workforce Training and Professional Development.

While all these areas focus on cyber education in some form, the formal Cybersecurity Education component spells out the need for formal academic programs. The Department of Education along with the National Science Foundation lead this component and have put focus on the development of cybersecurity researchers and a cybersecurity professional capable workforce. This focus includes computer science, information assurance, information technology, and information security fields related to cybersecurity issues to protect the nation's economy and the security of critical infrastructure. Additionally, the program as described within this proposal is not currently offered at any other institution in the state. In fact, similar programs are only offered by a few other institutions in the entire country.

The proposal discussed related master's level programs at other institutions. The state of Alabama currently has three graduate programs and no undergraduate programs focused entirely on computer information security. The existing programs are: the University of Alabama at Birmingham – Masters of Science in Computer Forensics and Security Management; the University of Alabama in Huntsville – Master of Science in Information Assurance and Security; and Auburn University at Montgomery – Master of Science in Cyber-Systems and Information Security. All three of these programs take a traditional approach to addressing computer security issues that is based on software and information process solutions. This is appropriate as students admitted into these graduate programs are not required to have exposure to engineering courses. According to the proposal, students are required to take engineering and math courses that will give them a basis in computer hardware design principles and practices. This extensive rigorous scientific engineering background can most practically be accomplished at the undergraduate level. Students in the proposed program will have the ability to solve security problems based on integrated hardware and software solutions. This approach is rarely used in other programs in the United States but has been shown to have great merit and such graduates are much in demand.

**Student Demand:** According to the proposal, student demand was determined based on communications with Air Force ROTC, and Air Force Research Laboratory personnel, the National Science Foundation (NSF) and the Department of Defense (DOD) public notifications regarding available scholarships in the Mobile area. In December of 2012, the School of Computing was awarded a NSF Scholarship for Service grant for \$2.1 M over five years. The grant provides scholarship for four cohorts of five students each to cover two years for cyber related masters' education or up to three years for undergraduate cyber related education. USA anticipates the availability of this scholarship will attract undergraduates to the program.

**Resources:**

Faculty:

Current Primary Faculty—

Full-time: 4

Part-time: 1

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

Additional Faculty to Be Hired:

Primary Faculty—  
Full-time: 1  
Part-time: 0  
Support Faculty—  
Full-time: 0  
Part-time: 1

**Support Staff:** It is anticipated that a part-time lab technician will be needed to support the proposed program.

**Equipment:** According to USA officials, the CSC 403/404 course sequence will require special hardware. This sequence relies on programming hardware implementations onto field programmable gate arrays. Both hardware and licenses will be required. An estimate has been provided of 5 students in the class to start. Based on an initial 5 students:

Altera Stratix V E FPGA boards:	5 @ 5K = \$25,000
Altera Quartus II Software:	5 @ 4K = \$20,000
	Total = \$45,000

**Facilities:** The proposed program will use facilities in the new Shelby Hall complex located on USA's main campus. Three labs in Shelby Hall are dedicated to research that is related to Cyber Assurance. Adequate lab space is available. No new facilities are needed.

**Library:** An additional \$2,000 will be needed for new monographs in the area of Cyber Assurance. USA has increased its budget to include this amount. The monographs would be purchased during the first year of the proposed program.

**Program Budget:** The proposal projected that a total of \$443,000 in estimated new funds will be required to support the proposed program. A projected total of \$974,160 will be available through tuition.



**Attachment 3**

**The University of South Alabama  
 Bachelor of Science in Cyber Assurance**

Fall 1	Credits
MA 125 Calculus I	4
EH 101 Comp I	3
History Elective	3
CA 110 Public Speaking	3
CSC 120 Introduction to Programming	4
	17

Spring 1	Credits
MA 126 Calculus II	4
EH 102 Comp II	3
History Elective 2	3
CA 275 Small Group Communication	3
CSC 121 Introduction to Programming 2	4
	17

Fall 2	Credits
MA 267 Discrete Mathematical Structures	3
PH 201 Calculus-Based Physics I	4
EE 220 Circuit Analysis + EE 227 (LAB)	4
CSC 230 Data Structures	3
Literature Elective	3
	17

Spring 2	Credits
CSC 322 O.S.	3
PH 202 Calculus-Based Physics II	4
CSC 320 Computer Organization and Architecture	3
CSC 331 Software Engineering Principles (W)	3
EE 263 Digital Logic Design	3
	16

Fall 3	Credits
MA 311 Introduction to Number Theory	3
CSC 311 Networking and Communications	3
CSC 333 Programming Language Theory	3
CSC 340 Secure Software Engineering	3
Science Elective (with lab)	4
	16

Spring 3	Credits
MA 481 Cryptography	3
ST 315 Applied Probability and Statistics	3
CSC 399 Concurrency and Distributed Computing	3
CSC/EE Elective Fine and Performing Arts/Humanities Elective	3
	15

Fall 4	Credits
CSC 400 Network and OS Vulnerabilities	3
CSC 401 Cyber System Verification I	3
CSC 403 Implementing Secure Systems I	3
EH 372 Technical Writing (W)	3
Social Science Elective	3
CSC/EE Elective	3
	18

Spring 4	Credits
CSC 402 Cyber System Verification II	3
CSC 404 Implementing Secure Systems II – with lab.	4
CSC 405 Cyber Warfare	3
Art/Drama/Music Elective	3
Social Science Elective	3
	16

Total 132 Hours

DECISION ITEM E-12: The University of South Alabama, Bachelor of Science in Hospitality and Tourism Management (CIP 52.0901)

### **EXECUTIVE SUMMARY**

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

**Program Objective:** The primary goal of the proposed program is to prepare students for global hospitality and tourism industries from an interdisciplinary perspective. The second goal is to design the curriculum to provide students with applied learning opportunities in the Gulf Coast region, a premier travel destination. The third goal is to infuse sustainable ecotourism principles and practices into the tourism and hospitality sectors.

**Role:** The proposed program is within the instructional role recognized for the University of South Alabama (USA).

**Mode of Delivery:** According to the USA officials, all new courses will be taught as web-blended or online. Existing courses required for the program will be re-designed as web-blended when possible.

**Similar Programs:** Auburn University has a Bachelor of Science in Hotel and Restaurant Management located at CIP 52.0901.

**Collaboration:** According to the proposal, Faulkner State Community College and Mississippi Gulf Coast Community College have expressed interest in 2 + 2 agreements with USA's proposed hospitality and tourism management program.

**Resources:** The proposal projected that a total of \$761,820 in estimated new funds will be required to support the proposed program. A projected total of \$992,160 will be available through tuition.

**Public Review:** The program was posted on the Commission website from September 18 until October 8 (twenty days) for public review and comments. No comments were received.

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

1. The Gulf Coast region is highly dependent on leisure and hospitality. The Bureau of Labor Statistics (BLS) indicated that the Gulf Coast states had a greater proportion of jobs in the leisure and hospitality category than the nation as a whole.
2. Also according to the BLS, a large concentration of Gulf Coast jobs in leisure and hospitality are found along the Mississippi and Alabama combined Gulf Area, with Harrison County, Mississippi and Mobile County, Alabama ranking in the top ten.

DECISION ITEM E-12: The University of South Alabama, Bachelor of Science in Hospitality and Tourism Management (CIP 52.0901)

Staff Presenter: Ms. Margaret Pearson  
Academic Program Review Analyst

Staff Recommendation: That the Commission approve the proposed Bachelor of Science in Hospitality and Tourism Management.

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

Implementation Date: The proposed program will be implemented in August 2014. Based on Commission policy, the proposed program must be implemented by December 6, 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 2017-18 through 2018-19 (two-year average) will be at least 8, based on the proposal.
3. That a follow-up survey be conducted after the first five years that will show at least 75 percent of the graduates were successful in acquiring related employment or in continuing in related graduate work.
4. That information regarding an overall assessment of the program be provided, particularly as related to objectives and assessment measures stated in the proposal.

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 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. The University of South Alabama program proposal, received August 5, 2013. 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 Bachelor of Science in Hospitality and Tourism Management (CIP 52.0901)

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

	2014-15	2015-16	2016-17	2017-18	2018-19	TOTAL
FACULTY	\$75,000	\$75,000	\$75,000	\$150,000	\$150,000	\$525,000
LIBRARY	\$6,845	\$7,187	7,546	\$7,923	\$8,319	\$37,820
FACILITIES	\$0	\$0	\$0	\$0	\$0	\$0
EQUIPMENT	\$5,000	\$1,000	\$1,000	\$1,000	\$1,000	\$9,000
STAFF	\$15,000	\$37,500	\$37,500	\$37,500	\$37,500	\$165,000
ASSISTANTSHIPS	\$0	\$0	\$0	\$0	\$0	\$0
OTHER	\$5,000	\$5,000	\$5,000	\$5,000	\$5,000	\$25,000
TOTAL	\$106,845	\$125,687	\$126,046	\$201,423	\$201,819	\$761,820

**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	\$50,880	\$110,240	\$203,520	\$279,840	\$347,680	\$992,160
TOTAL	\$50,880	\$110,240	\$203,520	\$279,840	\$347,680	\$992,160

**ENROLLMENT AND DEGREE COMPLETION PROJECTIONS**

	2014-15	2015-16	2016-17	2017-18	2018-19	5-YEAR AVERAGE
TOTAL HEADCOUNT ENROLLMENT	6	13	24	33	41	23
NEW ENROLLMENT HEADCOUNT	6	7	15	15	15	12
						2-YEAR AVERAGE
DEGREE COMPLETION PROJECTIONS	0	0	0	4	12	8

## Attachment 2

### Summary of Background Information

Bachelor of Science (BS) in Hospitality and Tourism Management  
The University of South Alabama

**Role:** The proposed program is within the instructional role recognized for the University of South Alabama (USA).

**Description and Objectives:** The primary goal of the proposed program is to prepare students for global hospitality and tourism industries from an interdisciplinary perspective. The second goal is to design the curriculum to provide students with applied learning opportunities in the Gulf Coast region, a premier travel destination. The third goal is to infuse sustainable ecotourism principles and practices into the tourism and hospitality sectors. Additionally, USA provided the following institutional and societal need objectives:

#### Institutional need

- Objective 1: Serve educational needs in the community and advance undergraduate enrollment through making best use of existing resources within the university.
- Objective 2: Expand interdisciplinary research on critical issues with faculty from multiple disciplines.

#### Societal need

- Objective 1: Offer a four year degree opportunity to those seeking a professional career transition to growing hospitality and tourism industry.
- Objective 2: Fulfill a pressing workforce demand.
- Objective 3: Integrate ecotourism policies into sustainable tourism practices.

**Administration:** The program will be administered by the School of Continuing Education and Special Programs, Dr. Vaughn Miller, dean, and, Dr. Jen Murdur, chair.

**Peer Review:** The Notification of Intent to Submit a Proposal (NISP) and the program proposal were reviewed by the Chief Academic Officers (CAOs). One institution participated in the review of the proposal. The institution was concerned with the duplication of programs and student demand.

**Accreditation:** The accrediting body for the proposed program is the Accreditation Commission for Programs in Hospitality Administration. USA plans to seek accreditation once the eligibility criterion has been met for four years of continuous operation and at least three years of graduating classes.

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

HTM 200 Introduction to the Hospitality and Tourism Industry (3 credit hours)  
HTM 440 Lodging Management (3 credit hours)  
HTM 210 Food and Beverage Services Management I (3 credit hours)  
HTM 400 Legal Issues in Hospitality and Tourism (3 credit hours)  
HTM 496 Internship in Hospitality and Tourism I (3 credit hours)  
HTM 498 Internship in Hospitality and Tourism II (3 credit hours)  
HTM 410 Sustainable Ecotourism (3 credit hours)  
HTM 380 Research in Hospitality and Tourism Management I (3 credit hours)  
HTM 430 Research in Hospitality and Tourism Management II (3 credit hours)

The proposed program will have the following requirements:

Credit hours required in major courses:	51 semester hours
Credit hours required in general education:	56
Credit hours in electives:	13
Total:	120

The core of the proposed program's assessment rests with a capstone six-credit hour internship or research sequence. The capstone has three main objectives: 1) to provide an opportunity for students to apply the expertise learned in the program, 2) to give students experience working in a team context necessitating collaboration with persons from different fields of specialization, and 3) to empower students to create summation products that represent their learning. Assessment of program objectives will also be embedded in courses.

**Collaboration:** Opportunities to collaborate and cooperate with two year institutions exist and are planned. Faulkner State Community College and Mississippi Gulf Coast Community College have expressed interest in 2 + 2 agreements with USA's proposed hospitality and tourism management degree.

**Distance Education:** According to the proposal, all new courses will be taught as web-blended or online. Existing courses required for the major will be re-designed as web-blended when possible.

**Admissions:** According to information submitted in the proposal, the only admission criterion for the proposed program is admission to the university.

**Need:** According to USA officials, the Gulf Coast region is highly dependent on leisure and hospitality. The Bureau of Labor Statistics (BLS) indicates that the Gulf Coast states had a greater proportion of jobs in the leisure and hospitality category than the nation as a whole in September 2009. A large concentration of those Gulf Coast jobs in leisure and hospitality are found along the Mississippi and Alabama combined Gulf Area (BLS), with Harrison County, Mississippi, and Mobile County, Alabama, ranking in the top 10.

According to BLS data figures for 2009, the leisure and hospitality category accounts for some of the largest portions of private-industry employment throughout the Gulf Coast area. The beach and casino resort areas and eco-tourism attractions of the northern Gulf Coast are drawing a growing number of visitors each year. In Baldwin County alone, the hospitality/tourism industry results in a total economic impact of 3.5 billion dollars each year, generating an estimated 40,000 jobs (Baldwin County 2011). Moreover, Baldwin County's lodging revenues (tax collections) of \$13.2 million were the largest in the state (Gulf Shores, 2013).

**Student Demand:** USA officials determined student demand by administering a total of three surveys. The first survey was given to USA Interdisciplinary Studies majors to determine if they would have selected a Hospitality and Tourism Management major instead of an Interdisciplinary Studies major if they had the opportunity. Of the 78 respondents, 18 percent (n=14) indicated they would change their major to Hospitality and Tourism Management if it were offered. Over one-third (36 percent, n=28) responded they had a friend or family member who would be interested in the proposed degree program.

The second survey was administered to undergraduate College of Arts and Sciences students who were enrolled as "Undecided" students to determine their interest in pursuing a Hospitality and Tourism Management degree. Of 68 respondents, 7 indicated an interest in the proposed program if it were offered at USA.

A third survey was administered to students at Faulkner State Community College and Mississippi Gulf Coast Community College. Of 33 respondents, 48 percent (n=16) reported they would be interested in a B.S. degree program in Hospitality and Tourism Management at USA. Thirty percent (n=10) indicated they had a friend or family member who would be interested in the program.

**Resources:**

Faculty:

Current Primary Faculty—

Full-time: 3

Part-time: 2

Support Faculty—

Full-time: 1

Part-time: 2

Additional Faculty to Be Hired:

Primary Faculty—

Full-time: 2

Part-time: 2

Support Faculty—

Full-time: 0

Part-time: 0

**New Faculty:** A coordinator/faculty member will be hired prior to the implementation of the program. An additional faculty member will be hired in year four of the program. Full-time instructors requirements will include an earned doctorate in hospitality management or a related field.

**Support Staff:** A part-time academic/career counselor would be hired for year one. USA anticipates the need for a full-time academic/career counselor for years two through five. An academic advisor in the Department of Interdisciplinary Studies would be assigned one day a week to the proposed program for year one. A full-time advisor will be hired beginning in year two.

**Equipment:** According to USA officials, no additional equipment is necessary at this time.

**Facilities:** The proposed program will be housed in the School of Continuing Education and Special Programs and affiliated with the Department of Interdisciplinary Studies. Designated program space at approximately 2,000 square feet will be in Alpha Hall East on the main campus. Included will be a coordinator/faculty member's office, academic/career advisor office, conference room, reception area; and, an office for an additional faculty member. Program courses will be offered in classrooms in Alpha Hall East or Alpha Hall Extension on the main campus. The classrooms are equipped with technologies for teaching and presentations. Three classrooms are equipped with Smartboards and one classroom is equipped with Polycom for distance teaching and guest lectures. In addition to the space in the Alpha complex on the main campus and classroom space on USA's Baldwin campus, access to other classroom space on campus will be available.

**Library:** According to the proposal, with small adjustments, USA has sufficient library collections for the proposed program as indicated by the Collection Assessment Manual of the Network of Alabama Libraries. A recommended amount of \$2,000 would improve the monographic resources; \$3,985 would strengthen the database resources; and \$860 of additional journal subscriptions would improve journal resources.

**Program Budget:** The proposal projected that a total of \$761,820 in estimated new funds will be required to support the proposed program. A projected total of \$992,160 will be available through tuition.



**Attachment 3**

**The University of South Alabama  
Bachelor of Science in Hospitality and Tourism Management**



**Hospitality and Tourism Management (BS)**  
School of Continuing Education and Special Programs

HTM – BS  
120 credits

**Area I. Written Composition (6 hours)**

- \_\_\_\_\_ (3) EH 101 English Composition I
- \_\_\_\_\_ (3) EH 102 English Composition II

**Area II. Humanities, Fine Arts, Oral Communication (12 hours)**

- \_\_\_\_\_ (3) \_\_\_\_\_ Literature (*select from list*)
- \_\_\_\_\_ (3) \_\_\_\_\_ Fine Arts (*select from list*)
- \_\_\_\_\_ (3) CA 110 Public Speaking
- \_\_\_\_\_ (3) Additional Literature (*select from list*) or Additional Fine Arts (*select from list*) or Humanities (*select from list*) or Complete Literature Sequence (*select from list*)

**Area III. Natural Sciences and Mathematics (11 hours)**

- \_\_\_\_\_ (4) \_\_\_\_\_ Biology 101 (with lab)
- \_\_\_\_\_ (4) \_\_\_\_\_ Biology 102 (with lab)
- \_\_\_\_\_ (3) \_\_\_\_\_ MTH 110 or higher

**Area IV. History, Social, and Behavioral Sciences (12 hours)**

- \_\_\_\_\_ (3) \_\_\_\_\_ History (*select from list*)
- \_\_\_\_\_ (3) \_\_\_\_\_ Social or Behavior Science (*select from list*)
- \_\_\_\_\_ (3) \_\_\_\_\_ PSY 120 Introduction to General Psychology
- \_\_\_\_\_ (3) \_\_\_\_\_ History for sequence (*select from list*) or Social/Behavior Science (*select from list*)

**History or Literature Sequence Check**

Indicate which 2-course sequence has been completed:

- \_\_\_\_\_ Literature: EH215 & 216; EH 225 & 226; EH 235 & 236
- \_\_\_\_\_ History: HY 101 & 102; HY 135 & 136

**FOUNDATION AND COMPETENCY REQUIREMENTS (12 TO 15 hours)**

**General Competencies (12 to 15 hours)**

- \_\_\_\_\_ (3) CIS 150 Introduction to Computer Applications or CIS 010 Computer Proficiency Exam (must or exam – no credit hours)
- (0)
- (3) AIS 350 Critical Expression (W)
- (3) AIS 300 Foundations of Interdisciplinary Research
- (3) \_\_\_\_\_ Cultural Diversity (*select from list*)
- (3) \_\_\_\_\_ Human Development (*select from list*)



**Hospitality and Tourism Management (BS)**  
 School of Continuing Education and Special Programs

HTM – BS  
 120 credits

**Major Requirements (51 hours)**

- \_\_\_\_ (3) AIS 125 Professional Conduct
- \_\_\_\_ (3) IST 310 Global Leadership for the 21<sup>st</sup> Century or IST 495 Professional Leadership Development
- \_\_\_\_ (3) HTM 350 Introduction to Hospitality Management
- \_\_\_\_ (3) HTM 215 Ecotourism
- \_\_\_\_ (3) LS 300 Global Tourism
- \_\_\_\_ (3) HTM 315 Hospitality and Tourism Marketing
- \_\_\_\_ (3) HTM 200 Introduction to the Hospitality and Tourism Industry (to be developed)
- \_\_\_\_ (3) HTM 440 Lodging Management (to be developed)
- \_\_\_\_ (3) HTM 210 Food and Beverage Services Management (to be developed)
- \_\_\_\_ (3) HTM 400 Legal Issues in Hospitality and Tourism (to be developed)
- \_\_\_\_ (3) LS 292 Outdoor Recreation and Adventure
- \_\_\_\_ (3) HTM 410 Sustainable Ecotourism (to be developed)
- \_\_\_\_ (3) ECO 215 Principles of Microeconomics
- \_\_\_\_ (3) ACC 211 Principles of Accounting I
- \_\_\_\_ (3) MGT 305 Organizational Communication (W)

Choose one of the following Capstone Experience Sequences (6 hours):

- \_\_\_\_ (3) HTM 496 Internship in HTM I (to be developed) **and**
- \_\_\_\_ (3) HTM 498 Internship in HTM II –(W) (to be developed)
- Or
- \_\_\_\_ (3) HTM 380 Research in HTM I (to be developed) **and**
- \_\_\_\_ (3) HTM 430 Research in HTM II (W) (to be developed)

**Electives\* (13 to 16 hours)**

- |                |                |                |
|----------------|----------------|----------------|
| ____ ( ) _____ | ____ ( ) _____ | ____ ( ) _____ |
| ____ ( ) _____ | ____ ( ) _____ | ____ ( ) _____ |
| ____ ( ) _____ | ____ ( ) _____ | ____ ( ) _____ |

120 semester hours are required for Bachelor of Science in Hospitality and Tourism Management.

\*No more than 8 PE activity credit hours may be applied toward the degree.

\*\*Business credit hours that are not HTM-related will be limited.

DECISION ITEM E-13: The University of Alabama, Bachelor of Science in Environmental Engineering (CIP 14.1401)

**EXECUTIVE SUMMARY**

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

**Program Objective:** Environmental engineers use the principles of engineering, soil science, biology, physics, and chemistry to develop solutions to today's environmental problems, considering both the built and natural environments. Environmental engineers are involved in efforts to improve methods and policies for recycling, waste disposal, public health, control of water and air pollution, and natural resource management.

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

**Mode of Delivery:** Initially, the program is designed to be delivered on the University of Alabama campus only. Because of laboratory requirements within the accreditation criteria, a significant portion of the curriculum needs specific hands-on laboratory experience. As the program grows, consideration will be given to developing and offering parts of the program using appropriate technology to off-campus students.

**Similar Programs:** There are no other baccalaureate programs offered at CIP 14.1401 in the Academic Program Inventory. The proposed program would be an elevation of an existing minor in Environmental and Water Resources Engineering. At the master's level, UA currently offers an MS in Engineering / MS in Environmental Engineering at CIP 14.1401. Today, there are 60 accredited environmental engineering baccalaureate degree programs in the United States, with 26 of these being originated since 2000.

**Collaboration:** To the extent the civil engineering program collaborates with others in the state, the environmental engineering program will seek such collaboration as well.

**Resources:** The proposal projected that \$13,272 in new funds will be required to support the proposed program. A total of \$746,551 will be available through tuition.

**Public Review:** The program was posted on the Commission website from September 18 until October 8 (twenty days) for public review and comments. No comments were received.

**Rationale for Staff Recommendation:**

1. The proposed program will be an elevation of an existing concentration. The engineering profession continues to become increasingly more specialized. New graduates are expected to have more focus and a greater depth of knowledge within an area of practice.
2. There are no other baccalaureate programs offered at CIP 14.1401 in the Academic Program Inventory.
3. The new program will utilize existing faculty, equipment and facilities. Only a minor change in book acquisitions will be required in order to enhance library holdings.

DECISION ITEM E-13: The University of Alabama, Bachelor of Science in Environmental Engineering (CIP 14.1401)

Staff Presenter: Mr. Tim Vick  
Director of Operations and Fiscal Services

Staff Recommendation: That the Commission approve the proposed BS in Environmental Engineering at the University of Alabama.

Implementation Date: The proposed program will be implemented in August 2014. Based on Commission policy, the proposed program must be implemented by December 6, 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 15, 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 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 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.

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, 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 Alabama program proposal, submitted September 13, 2013. 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	BS in Environmental Engineering (CIP 14.1401)

**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	\$2,500	\$2,575	\$2,652	\$2,732	\$2,813	\$13,272
FACILITIES	\$0	\$0	\$0	\$0	\$0	\$0
EQUIPMENT	\$0	\$0	\$0	\$0	\$0	\$0
STAFF	\$0	\$0	\$0	\$0	\$0	\$0
ASSISTANTSHIPS	\$0	\$0	\$0	\$0	\$0	\$0
OTHER	\$0	\$0	\$0	\$0	\$0	\$0
<b>TOTAL</b>	<b>\$2,500</b>	<b>\$2,575</b>	<b>\$2,652</b>	<b>\$2,732</b>	<b>\$2,813</b>	<b>\$13,272</b>

**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	\$35,438	\$89,775	\$141,750	\$200,813	\$278,775	\$746,551
<b>TOTAL</b>	<b>\$35,438</b>	<b>\$89,775</b>	<b>\$141,750</b>	<b>\$200,813</b>	<b>\$278,775</b>	<b>\$746,551</b>

**ENROLLMENT AND DEGREE COMPLETION PROJECTIONS**

	2014-15	2015-16	2016-17	2017-18	2018-19	5-YEAR AVERAGE
TOTAL HEADCOUNT ENROLLMENT	8	20	32	45	63	34
NEW ENROLLMENT HEADCOUNT	8	12	14	18	24	15
DEGREE COMPLETION PROJECTIONS	0	0	0	6	11	9

## Attachment 2

### Summary of Background Information

Bachelor of Science in Environmental Engineering  
The University of Alabama

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

**Objectives:** Environmental engineering is a separate yet integrated field of study in engineering. Environmental engineers use the principles of engineering, soil science, biology, physics, and chemistry to develop solutions to today's environmental problems. They are involved in efforts to improve recycling, waste disposal, public health, control of water and air pollution, and natural resource management. Graduates of the University of Alabama Bachelor of Science in Environmental Engineering program will be able to do the following.

#### Foundational Outcomes

- Solve problems in mathematics through differential equations, probability and statistics, calculus-based physics, general chemistry, an earth science, and a biological science.
- Explain the importance of (1) humanities, literature and fine arts, and (2) history and social behavior.

#### Technical Outcomes

- Analyze and solve problems in material science and engineering mechanics.
- Select and conduct program-relevant engineering experiments to meet a need, and analyze and evaluate the resulting data.
- Apply relevant knowledge, techniques, skills, and modern engineering tools to identify, formulate, and solve engineering problems, including problems in air, land, and water systems and associated environmental health impacts.
- Explain the impact of historical and contemporary issues on the program-relevant field of engineering.
- Develop solutions to well-defined project management problems within civil or construction engineering.
- Design a system or process in more than one program-relevant civil or construction engineering specialty field to meet desired needs, including sustainability and within other realistic constraints such as economic, environmental, social, political, ethical, health and safety, and constructability.
- Explain key aspects of at least one traditional or emerging program-relevant area of advanced specialization.

#### Professional Practice Outcomes

- Analyze a situation involving multiple conflicting professional, legal, and ethical interests to determine an appropriate course of action.
- Organize and deliver effective written, verbal, graphical and virtual communications.
- Demonstrate the ability to learn through independent study, without the aid of formal instruction.
- Demonstrate attributes supportive of the professional practice of engineering; apply leadership principles to direct the efforts of a small group to solve a relatively constrained problem; and function effectively as a member of a multidisciplinary team to solve open-ended engineering problems.
- Explain the importance of licensure, and basic concepts in engineering management, business, law, public administration, public policy, and globalization as related to program-relevant issues within the professional practice.

The Engineering Accreditation Council (EAC) of the Accreditation Board for Engineering and Technology (ABET) is the professional accrediting body for all engineering programs, including environmental engineering. ABET-EAC accreditation mandates an outcome-based approach and continuous program improvement. The procedures that will be used to assess program outcomes will be based on and integrated fully with the well-established assessment procedures currently in place for the civil engineering and construction engineering programs, both of which are fully accredited by ABET-EAC; however, these assessment procedures will be modified to reflect the unique characteristics

of Alabama's engineering program and the emphasis of the proposed environmental engineering degree program. In addition to assessment of the program against the learning outcomes, the program will collect information and report on the placement of graduates in relevant professional positions or admission to graduate programs. Considering placement of graduates, the program will work with Career Services on collecting data such as employers, positions, and salaries. For admission into graduate school, as well as supplementing data from Career Services, the program will conduct senior exit surveys.

**Administration:** The program will be administered by the UA College of Engineering, Dr. Charles L. Karr, dean, and by the Department of Civil, Construction, and Environmental Engineering, Dr. Kenneth J. Fridley, 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 no objections to the NISP or program proposal.

**Accreditation:** The College will seek accreditation of the proposed environmental engineering degree program by the Engineering Accreditation Council (EAC) of ABET, Inc. All of the College's undergraduate engineering programs have been continuously accredited by ABET since their initial application for accreditation. ABET-EAC accreditation is necessary to promote the program as an "engineering" program and to allow graduates of the program to eventually become licensed professional engineers.

**Curriculum:** The proposed program would be an elevation of an existing minor in Environmental and Water Resources Engineering. The existing minor will remain in place for those not interested in majoring in environmental engineering, but who are interested in a limited exposure to the environmental engineering field. One new course will be added to support the program, CE 420 Environmental Measurements (3 credits). In addition, some existing civil engineering courses may be renamed along with slight modifications in content in order to better support the proposed program.

The program will have the following requirements for completion:

Credit hours required in the major: 60 semester hours (sh)  
Credit hours required in minor courses: n/a  
Credit hours required in general education or core curriculum: 52 sh  
Credit hours in required or free electives: 13 sh  
Total semester hours required: 125 sh

**Collaboration:** To the extent the civil engineering program collaborates with others in the state, the environmental engineering program will seek such collaboration as well.

**Distance Education:** Initially, the program is designed to be delivered on the University of Alabama campus only. Because of laboratory requirements within the accreditation criteria, a significant portion of the curriculum needs specific hands-on laboratory experience. As the program grows, consideration will be given to developing and offering parts of the program using appropriate technology to off-campus students.

**Admissions:** Admission criteria for the proposed environmental engineering program will be identical to that of the university, College of Engineering, and the existing civil engineering program as stated in the current University of Alabama catalog.

**Need:** The U.S. Department of Labor, Bureau of Labor Statistics estimates an average job growth rate of 22 percent for environmental engineers from 2010 to 2020. This exceeds the estimates made for all occupations within engineering (11 percent) and in civil engineering (19 percent). The proposal states that the projected growth rate in environmental engineering is reasonable in light of the fact that one billion people in the world lack access to safe drinking water, more than two billion people are without adequate sanitation, and air pollution cost the United States as much as \$40 billion annual in health care and lost economic productivity.



Between 2010 and 2020, UA projects the following:

- State new job projections: 19 new jobs per year, on average.
- State replacement job projections: 2.8 jobs vacated per year due to separation from the workforce.
- SREB new job projections: 373 new jobs per year, on average.
- SREB replacement job projections: 54 jobs vacated per year due to separation from the workforce.
- National new job projections: 1,130 new jobs per year, on average.
- National replacement job projections: 165 jobs vacated per year due to separation from the workforce.

**Student Demand:** To estimate projected enrollments, data were collected from the American Society for Engineering Education (ASEE) on enrollment and degrees awarded for 18 of the 60 ABET-EAC accredited environmental engineering baccalaureate degree programs in the U.S. The 18 programs were identified as being "comparable programs" to the proposed program based on various institutional characteristics (size, mission, etc.). Each of the selected 18 institutions offering a degree in environmental engineering also offers a degree in civil engineering, allowing a relationship to be established between civil engineering and environmental engineering enrollments.

Considering the 18 comparable programs, the total enrollment in environmental engineering is approximately 31 percent of the enrollment in civil engineering, with an institutional low of 19 percent and high of 74 percent. For the purposes of program start-up, it is estimated that the total enrollment in the new environmental engineering program will be between 25 percent and 30 percent of the current enrollment in the civil engineering program. Graduates of the proposed program are expected in year four.

**Resources:**

Faculty:

Current Primary Faculty to teach in the program—

Full-time: 7

Part-time: 0

Support Faculty—

Full-time: 1

Part-time: 0

Additional Faculty employed to teach in the first five years

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 for the proposed program. Student records and advising will be managed by the College of Engineering Advising Center and the eight full-time primary and support faculty. The office staff supporting the Department of Civil, Construction, and Environmental Engineering will provide office and clerical support for this program, just as they do for the existing civil and construction engineering programs. Technical staff support will be provided by the College of Engineering's technical support staff through the Office of Information Technology and Engineering Services. The UA Office of Information Technology and the College's Office of Information Technology and Engineering Services will provide computer support services.

**Equipment:** No new equipment will be required.

**Facilities:** The new program was designed to utilize existing facilities used to support the existing civil engineering program and new multi-function instructional labs in the North Engineering Research Center (NERC). Additionally, the senior design studios used to support the civil and construction programs in H.M. Comer Hall will be used for the proposed environmental engineering program as well. Faculty offices and administrative offices currently exist within the Department of Civil, Construction, and Environmental Engineering.

**Library:** The UA Libraries currently support a minor and a master's level curriculum in environmental engineering. To support a new program with a major in environmental engineering at the undergraduate level, only a minor change in book acquisitions is required. New additions will include ten to fifteen foundation, intermediate, and advanced level architectural engineering e-book titles annually.

**Program Budget:** The proposal projected that \$13,272 in new funds will be required to support the proposed program. A total of \$746,551 will be available through tuition.

**Attachment 3**

The University of Alabama  
 BS in Environmental Engineering

Appendix A – Proposed Four-Year Environmental Engineering Curriculum

**FRESHMAN YEAR**

<b>First Semester</b>	<b>Hours</b>
CE 121 Intro to Civil, Construction & Environmental Engrg	1
ENGR 103 Engineering Foundations	3
MATH 125 Calculus I (MA)	4
CH 101 General Chemistry I (N)	4
EN 101 English Composition I (FC)	3
	<hr/>
	15
 <b>Second Semester</b>	
ENGR 171 Large-Scale Engineering Graphics	1
MATH 126 Calculus II (MA)	4
PH 105 General Physics with Calculus I (N)	4
EN 102 English Composition II (FC)	3
History (HI) or social and behavioral sciences (SB) elective	3
	<hr/>
	15

**SOPHOMORE YEAR**

<b>First Semester</b>	
CE 260 Civil and Construction Engineering Surveying	2
AEM 201 Statics	3
MATH 227 Calculus III (MA)	4
PH 106 General Physics with Calculus II (N)	4
Humanities (HU), literature (L), or fine arts (FA) elective	3
	<hr/>
	16
 <b>Second Semester</b>	
CE 262 Civil and Construction Engineering Materials	3
AEM 250 Mechanics of Materials I	3
AEM 264 Dynamics	3
MATH 238 Applied Differential Equations I (MA)	3
Approved earth science (N) elective <sup>1</sup>	4
	<hr/>
	16

**JUNIOR YEAR**

<b>First Semester</b>	
CE 320 Introduction to Environmental Engineering	3
AEM 311 Fluid Mechanics	3
GES 255 Engineering Statistics I	3
BSC 114 Principles of Biology I	3
BSC 115 Principles of Biology I Lab	1
History (HI) or social and behavioral sciences (SB) elective	3
	<hr/>
	16

<b>Second Semester</b>	
CE 378 Water Resources Engineering	3
CE 425 Air Pollution	3
CE 340 Geotechnical Engineering	4
ME 216 Thermal Engineering Survey	3
History (HI) or social and behavioral sciences (SB) elective	3
	<hr/>
	16

**SENIOR YEAR**

<b>First Semester</b>	
CE 422 Solid and Hazardous Waste	3
CE 424 Water and Wastewater Treatment	3
CE 475 Hydrology	3
CE ### Environmental Engineering Laboratory	3
Senior (plan of study) elective <sup>2</sup>	3
	<hr/>
	15

<b>Second Semester</b>	
CE 401 Civil Engineering Project – Site Design (C,W)	4
Senior (plan of study) electives <sup>2</sup>	3
COM 123 Public Speaking (HU)	6
Humanities (HU), literature (L), or fine arts (FA) elective	3
	<hr/>
	16

**Total: 125 hours**

<sup>1</sup> Approved natural science (N) electives include: GEO 101, GEO 102, GEO 105, GY 101, and GY 102.

<sup>2</sup> Senior (plan of study) electives must be 300-level or higher, chosen from an approved list.

DECISION ITEM E-14: The University of Alabama, Bachelor of Science in Architectural Engineering (CIP 14.0401)

**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 architectural engineering profession bridges the gap between architecture and the other traditional engineering disciplines of civil, mechanical, and electrical engineering. The architects' focus is on how the building looks (form, feeling, spaces, materials, aesthetics, and outdoor experience), while the architectural engineers' focus is on how the building works (stability, safety, serviceability, comfort, health, efficiency, visibility, mood, power, cost, implementation). Architectural engineering is the only discipline of engineering with a focused emphasis on the planning, design, construction and maintenance of buildings. The four main areas of study included in architectural engineering are (1) structural analysis and design, (2) construction engineering and management, (3) building mechanical systems, and (4) building electrical systems. The proposed program is an elevation of a minor that currently is being offered.

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

**Mode of Delivery:** Initially, the program will be delivered on the University of Alabama campus only. Because of laboratory requirements within the accreditation criteria, a significant portion of the curriculum needs specific hands-on laboratory experience. As the program grows, consideration will be given to developing and offering parts of the program using appropriate technology to off-campus students.

**Similar Programs:** In Alabama, there is only one other baccalaureate program listed at CIP 14.0401 in the Academic Program Inventory. It is the BS in Building Science at Auburn University. Nationally, there are 17 ABET- EAC accredited architectural engineering baccalaureate degree programs, with seven of these being initiated within the last 25 years and with three additional programs currently being proposed.

**Collaboration:** To the extent the civil, mechanical and electrical engineering programs collaborate with other programs in the state, the architectural engineering program will seek such collaboration as well.

**Resources:** The proposal projected that over the first five years, a total of \$49,172 in new funds will be required to support the proposed program. A total of \$921,376 will be available to support the program through tuition.

**Public Review:** The program was posted on the Commission website from September 18 until October 8 (twenty days) for public review and comments. No comments were received.

**Rationale for Staff Recommendation:**

1. The proposed program will be an elevation of an existing minor. The engineering profession continues to become increasingly more specialized. New graduates are expected to have more focus and a greater depth of knowledge within an area of practice.
2. Regularly offered existing courses in civil engineering, mechanical engineering, and electrical engineering will be used to form the curriculum; thus, only one new course will be added for the program.

3. The new program was designed to utilize existing facilities and equipment which are currently being used to support the existing civil engineering and construction engineering programs. Only a minor change in book acquisitions will be required in order to enhance library holdings.

**DECISION ITEM E-14:** The University of Alabama, Bachelor of Science in Architectural Engineering (CIP 14.0401)

**Staff Presenter:** Tim Vick  
Director of Operations and Fiscal Services

**Staff Recommendation:** That the Commission approve the proposed BS in Architectural Engineering at the University of Alabama.

**Implementation Date:** The proposed program will be implemented in August 2014. Based on Commission policy, the proposed program must be implemented by December 6, 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 18, 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 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 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.

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, 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 Alabama program proposal, submitted September 13, 2013. 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 BS in Architectural Engineering (CIP 14.0401)

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

	2014-15	2015-16	2016-17	2017-18	2018-19	TOTAL
FACULTY	<u>\$7,000</u>	<u>\$7,000</u>	<u>\$7,200</u>	<u>\$7,200</u>	<u>\$7,500</u>	<u>\$35,900</u>
LIBRARY	<u>\$2,500</u>	<u>\$2,575</u>	<u>\$2,652</u>	<u>\$2,732</u>	<u>\$2,813</u>	<u>\$13,272</u>
FACILITIES	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>
EQUIPMENT	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>
STAFF	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>
ASSISTANTSHIPS	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>
OTHER	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>
TOTAL	<u>\$9,500</u>	<u>\$9,575</u>	<u>\$9,852</u>	<u>\$9,932</u>	<u>\$10,313</u>	<u>\$49,172</u>

**SOURCES OF FUNDS AVAILABLE FOR PROGRAM SUPPORT**

	2014-15	2015-16	2016-17	2017-18	2018-19	TOTAL
INTERNAL REALLOCATIONS	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>
EXTRAMURAL	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>
TUITION	<u>\$44,888</u>	<u>\$137,025</u>	<u>\$179,550</u>	<u>\$248,063</u>	<u>\$311,850</u>	<u>\$921,376</u>
TOTAL	<u>\$44,888</u>	<u>\$137,025</u>	<u>\$179,550</u>	<u>\$248,063</u>	<u>\$311,850</u>	<u>\$921,376</u>

**ENROLLMENT AND DEGREE COMPLETION PROJECTIONS**

	2014-15	2015-16	2016-17	2017-18	2018-19	5-YEAR AVERAGE
TOTAL HEADCOUNT ENROLLMENT	<u>10</u>	<u>30</u>	<u>40</u>	<u>55</u>	<u>70</u>	<u>41</u>
NEW ENROLLMENT HEADCOUNT	<u>10</u>	<u>20</u>	<u>15</u>	<u>20</u>	<u>24</u>	<u>18</u> 2-YEAR AVERAGE
DEGREE COMPLETION PROJECTIONS	<u>0</u>	<u>0</u>	<u>0</u>	<u>7</u>	<u>13</u>	<u>10</u>



## Attachment 2

### Summary of Background Information

Bachelor of Science (BS) in Architectural Engineering (CIP 14.0401)  
University of Alabama

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

**Objectives:** Architectural engineering is a separate yet integrated field of study in engineering. It is the only discipline of engineering with a focused emphasis on the planning, design, construction and maintenance of buildings. The four main areas of study included in architectural engineering are (1) structural analysis and design, (2) construction engineering and management, (3) building mechanical systems, and (4) building electrical systems.

Upon completion of the program, the graduate will be able to:

- Solve problems in mathematics through differential equations, probability and statistics, calculus-based physics and general chemistry,
- Explain the importance of (1) humanities, literature and fine arts, and (2) history and social behavior,
- Analyze and solve problems in material science and engineering mechanics,
- Select and conduct one program-relevant engineering experiment to meet a need, and analyze and evaluate the resulting data,
- Apply relevant knowledge, techniques, skills, and modern engineering tools to identify, formulate, and solve engineering problems, including problems in building structures, building mechanical systems, and construction engineering and management,
- Explain the impact of historical and contemporary issues on the program-relevant field of engineering,
- Develop solutions to well-defined project management problems within civil or construction engineering,
- Design a system or process in more than one program-relevant civil or construction engineering specialty field to meet desired needs, including sustainability and within other realistic constraints such as economic, environmental, social, political, ethical, health and safety, and constructability,
- Explain key aspects of at least one traditional or emerging program-relevant area of advanced specialization,
- Analyze a situation involving multiple conflicting professional, legal, and ethical interests to determine an appropriate course of action,
- Organize and deliver effective written, verbal, graphical and virtual communications,
- Demonstrate the ability to learn through independent study, without the aid of formal instruction,
- Demonstrate attributes supportive of the professional practice of engineering; apply leadership principles to direct the efforts of a small group to solve a relatively constrained problem; and function effectively as a member of a multidisciplinary team to solve open-ended engineering problems,
- Explain the importance of licensure, and basic concepts in engineering management, business, law, public administration, public policy, and globalization as related to program-relevant issues within the professional practice.

The Engineering Accreditation Council (EAC) of the Accreditation Board for Engineering and Technology (ABET) is the professional accrediting body for all engineering programs, including architectural engineering. ABET-EAC accreditation mandates an outcome-based approach and continuous program improvement. The procedures that will be used to assess program outcomes will be based on and integrated fully with the well-established assessment procedures currently in place for the civil engineering and construction engineering programs, both of which are fully accredited by ABET-EAC. In addition to assessment of the program against the learning outcomes, the program will collect information and report on the placement of graduates in relevant professional positions or admission to graduate

programs. Considering placement of graduates, the program will work with Career Services on collecting data such as employers, positions, and salaries. For admission into graduate school, as well as supplementing data from Career Services, the program will conduct senior exit surveys.

**Administration:** The program will be administered by the UA College of Engineering, Dr. Charles L. Karr, dean, and by the Department of Civil, Construction and Environmental Engineering, Dr. Kenneth J. Fridley, 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 no objections to the NISP or program proposal.

**Accreditation:** The College will seek accreditation of the proposed architectural engineering degree program by the Engineering Accreditation Council (EAC) of ABET, Inc. Nationally, there are 17 ABET-EAC accredited architectural engineering baccalaureate degree programs, with seven of these being initiated within the last 25 years and with three additional programs currently being proposed. All of the College's undergraduate engineering programs have been continuously accredited by ABET since their initial application for accreditation. ABET-EAC accreditation is necessary to promote the program as an "engineering" program and to allow graduates of the program to eventually become licensed professional engineers.

**Curriculum:** Currently, students at the University of Alabama interested in architectural engineering may opt to pursue the minor in Architectural Engineering. The minor will continue to be available for those students not majoring in architectural engineering who are interested in a limited exposure to the architectural engineering field. While the minor is popular, it does not provide either the depth or breadth of study in building systems design and construction as the proposed architectural engineering degree program.

Regularly offered existing courses in civil engineering, mechanical engineering, and electrical engineering will be used to form the curriculum. Only one new course will be added for the program. The proposed course is tentatively identified as CE 483 - Design of Integrated Building Systems (3 credits).

The program will have the following requirements for completion:

Credit hours required in major: 63

Credit hours required in minor (if applicable): N/A

Credit hours in institutional general education or core curriculum: 48

Credit hours in required or free electives: 13

Total credit hours required for completion: 124

**Collaboration:** To the extent the civil, mechanical, and electrical engineering programs collaborate with others in the state, the architectural engineering program will seek such collaboration as well.

**Distance Education:** Initially, the program will be delivered on the University of Alabama campus only. Because of laboratory requirements within the accreditation criteria, a significant portion of the curriculum needs specific hands-on laboratory experience. As the program grows, consideration will be given to developing and offering parts of the program using appropriate technology to off-campus students.

**Admissions:** Admission criteria for the proposed architectural engineering program will be identical to that of the university, College of Engineering and the existing civil engineering and construction engineering programs as stated in the current UA catalog.

**Need:** The U.S. Department of Labor, Bureau of Labor Statistics does not specifically identify architectural engineering in its occupational outlook. As an alternative, UA based its projections on those for architecture and civil engineering. Administrators at several of the existing architectural engineering

programs were consulted and supported this approach. According to the Bureau of Labor Statistics, a 24 percent job growth rate is projected for architects from 2010 to 2020, and a 19 percent job growth rate is projected for civil engineers. The average job growth rate for all occupations within engineering is 11 percent. The employment rate for architectural engineering is tied closely to the building construction market, which is expected to accelerate in the southeastern US. The commercial construction industry projects an annual growth rate of 10-12 percent, thus similar industry growth can be expected for architectural engineering. In addition to industry projections, architectural engineering supports national interest in energy efficiency in buildings, ranging from residential to large commercial projects. Industry projections for hotel and healthcare facilities also anticipate aggressive growth in the coming years. Architectural engineers also play a key role in the design, construction, and operations of manufacturing facilities, which are expected to generate more than \$12 billion in new starts in 2013 alone and are expected to grow 7-8 percent annually.

Between 2010 and 2020, UA projects the following:

- State new job projections: 20 new jobs per year, on average.
- State replacement job projections: 2.9 jobs vacated per year due to separation from the workforce.
- SREB new job projections: 654 new jobs per year, on average.
- SREB replacement job projections: 95 jobs vacated per year due to separation from the workforce.
- National new job projections: 2,310 new jobs per year, on average.
- National replacement job projections: 336 jobs vacated per year due to separation from the workforce.

**Student Demand:** UA used the following methodology to estimate projected enrollments. First data were collected from the American Society for Engineering Education (ASEE) on enrollment and degrees awarded for the 17 ABET-EAC accredited architectural engineering baccalaureate degree programs in the U.S. Each institution offering a degree in architectural engineering also offers a degree in civil engineering, thus establishing a relationship between civil engineering and architectural engineering enrollments.

Considering all 17 programs, on average, the enrollment in architectural engineering is approximately 62 percent of the enrollment in civil engineering. Of the 17 total accredited programs, nine were identified to be "comparable programs" to the University of Alabama's proposed program based on various institutional characteristics (size, mission, etc.). For these comparable programs, the enrollment in architectural engineering is approximately 54 percent of the enrollment in civil engineering. For the purposes of program start-up, UA estimated that the total enrollment in the new architectural engineering program will be approximately 35 percent of the current enrollment in the civil engineering program.

#### **Resources:**

Faculty:

Current Primary Faculty to teach in the program—

Full-time: 14

Part-time: 1

Support Faculty—

Full-time: 3

Part-time: 0

Additional Faculty employed to teach in the first five years:

Primary Faculty

Full-time: 0

Part-time: 1

Support Faculty—

Full-time: 0

Part-time: 0

One new part-time instructor will be employed to teach the proposed new course, CE 483 Design of Integrated Building Systems (3 credits). The new part-time instructor will have extensive design experience with integrating structural, mechanical, and electrical systems in a building environment and in compliance with current codes and standards.

**Support Staff:** Initially, no additional support staff will be needed for the proposed program. Student records and advising will be managed by the College of Engineering Advising Center and the 14 full-time primary faculty. The office staff supporting the Department of Civil, Construction, and Environmental Engineering will provide office and clerical support for this program, just as they do for the existing civil and construction engineering programs. Technical staff support will be provided by the College of Engineering's technical support staff through the Office of Information Technology and Engineering Services. The Office of Information Technology and the College's Office of Information Technology and Engineering Services will provide computer support services.

**Equipment:** No new equipment will be required.

**Facilities:** The new program was designed to utilize existing facilities used to support the existing civil engineering and construction engineering programs. Courses with laboratories will use the existing facilities in South Engineering Research Center (SERC), including the concrete mixing lab, materials testing lab, mechanics lab and large-scale structures lab. Additionally, the senior design studios used to support the civil and construction programs in H.M. Comer will be used for the proposed program. Faculty offices and administrative offices currently exist within the Department of Civil, Construction, and Environmental Engineering.

**Library:** The UA Libraries currently support a minor in architectural engineering. To support a new program with a major in architectural engineering at the undergraduate level, only a minor change in book acquisitions will be required.

**Program Budget:** The proposal projected that over the first five years, a total of \$49,172 in new funds will be required to support the proposed program. A total of \$921,376 will be available to support the program through tuition.

**Attachment 3**

Bachelor of Science in Architectural Engineering (CIP 14.0401)  
 University of Alabama

Appendix A – Proposed Four-Year Architectural Engineering Curriculum

**FRESHMAN YEAR**

<b>First Semester</b>	<b>Hours</b>
CE 121 Intro to Civil, Construction & Environmental Engrg	1
ENGR 103 Engineering Foundations	3
MATH 125 Calculus I (MA)	4
CH 101 General Chemistry I (N)	4
EN 101 English Composition I (FC)	3
	15
<b>Second Semester</b>	
ENGR 171 Large-Scale Engineering Graphics	1
MATH 126 Calculus II (MA)	4
PH 105 General Physics with Calculus I (N)	4
EN 102 English Composition II (FC)	3
History (HI) or social and behavioral sciences (SB) elective	3
	15

**SOPHOMORE YEAR**

<b>First Semester</b>	
CE 260 Civil and Construction Engineering Surveying	2
AEM 201 Statics	3
MATH 227 Calculus III (MA)	4
PH 106 General Physics with Calculus II (N)	4
Humanities (HU), literature (L), or fine arts (FA) elective	3
	16
<b>Second Semester</b>	
CE 262 Civil and Construction Engineering Materials	3
AEM 250 Mechanics of Materials I	3
AEM 264 Dynamics	3
MATH 238 Applied Differential Equations I (MA)	3
Approved natural science (N) elective <sup>1</sup>	4
	16

**JUNIOR YEAR**

<b>First Semester</b>	
CE 331 Introduction to Structural Engineering (C)	3
CE 340 Geotechnical Engineering	4
CE 366 Introduction to Construction Engineering	3
ECE 320 Fundamentals of Electrical Engineering	3
History (HI) or social and behavioral sciences (SB) elective	3
	16

<b>Second Semester</b>	
CE 434 Structural Steel Design I	3
CE 462 Vertical Construction Methods	3
ECE 350 Electrical Power and Machines	3
ME 216 Thermal Engineering Survey	3
History (HI) or social and behavioral sciences (SB) elective	3
	<hr/> 15

**SENIOR YEAR**

<b>First Semester</b>	
Senior (plan of study) elective <sup>2</sup>	3
CE 433 Reinforced Concrete Structures I	3
ME 407 Heating, Ventilating, and Air Conditioning	3
COM 123 Public Speaking (HU)	3
GES 255 Engineering Statistics I	3
	<hr/> 15

<b>Second Semester</b>	
CE 403 Civil Engineering Project – Building Design (C,W)	4
CE 463 Construction Cost Estimating	3
Senior (plan of study) electives <sup>2</sup>	6
Humanities (HU), literature (L), or fine arts (FA) elective	3
	<hr/> 16

**Total: 124 hours**

<sup>1</sup> Approved natural science (N) electives include: BSC 114/BSC 115, CH 102, GEO 101, GEO 102, GEO 105, GY 101, and GY 102

<sup>2</sup> Senior (plan of study) electives must be 300-or or above chosen from an approved list, which includes: CE 432, CE 436, CE 437, CE 438, CE 439, CE 444, CE 467, CE 468, CE 417, CE 418, ME 309, ME 416, and ECE 453

DECISION ITEM F-1:

Request to Amend Post-Implementation Conditions:  
Alabama State University, Master of Rehabilitation  
Counseling (MRC) in Rehabilitation Counseling  
(CIP 51.2310)

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 (2013-14 through 2014-15) 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 12 (revised from an average of 16 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 16).
- 4) That the institution will submit, no later than October 1, 2015, a second post-implementation report, demonstrating that the program met the revised post-implementation conditions for enrollment and graduates for the specified period.

Background:

The MRC in Rehabilitation Counseling was approved by the Commission on June 27, 2008. The post-implementation report was submitted in September 2013. The program did not meet post-implementation conditions for enrollment or graduates. The program did meet conditions for employment, accreditation, and the submission of an overall assessment of the program. Since submission of the report, the staff has conferred with ASU administrators who clarified some aspects of the report and submitted a request for modification and extension of post-implementation review.

According to the report, the proposal overestimated the projection for the new enrollment headcount. The report cited the accreditation standard for the Council on Rehabilitation Education, (CORE) which states that the full-time faculty to student ratio should be no more than 1:10. Because of the limited faculty at the time of the implementation of the program, the program was limited in how many could be enrolled. The program employed one faculty member at the time the program was implemented in August 2008. A second full-time faculty member was added in spring 2009, and a third in fall 2010. New enrollment headcount in 2008-09 was 15, including 8 students who enrolled in General Counseling the previous year. In the following three years the new enrollment was 8, 8, and 10 respectively. In the last

year of review, 2012-13, the number of new students enrolling in the program was 19, for an average of 12. In year 2013-14, the new enrollment has been 13.

The program graduated eight students in 2008-09, who were not included in the reporting period. These students transferred into the program from the General Counseling program. For the four-year reporting period, 2009-10 through 2012-13, an average of 7 students graduated. The number of graduates was affected by the restricted number of students that could be enrolled as the faculty was hired. Over the next two years, 21 graduates are projected for 2013-14 and 13 for 2014-15.

The 77 percent average for employment includes graduates who enrolled in related graduate/doctoral programs. The report stated that the program was not accredited until July 2011, when it received its initial three-year accreditation from CORE. This delay might have affected enrollment in the program. Program officials have refined the program objectives and outcomes measures since the program was initiated.

Supporting Documentation:

1. "Summary of Report on Post-Implementation Conditions," attached.
2. Unpublished post-implementation report and post-implementation revision request for Alabama State University. 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**

**Alabama State University**

Program: Rehabilitation Counseling, MRC, CIP 51.2310

Approved by Commission: June 27, 2008

Proposed Implementation Date: August 2008

Actual Implementation Date: Fall 2007

Post-Implementation Conditions:

- 1) That the annual average new enrollment headcount for the first five years, beginning 2008-09, will be at least 16, based on the proposal.
- 2) That the average number of graduates for the period 2009-10 through 2012-13 (four years) will be at least 16, based on the proposal.
- 3) That a follow-up survey be conducted after the first five years that will show at least 75 percent of the graduates were successful in acquiring related employment.
- 4) That information be provided regarding the accreditation of the program by the Council on Rehabilitation Education (CORE).
- 5) That information regarding an overall assessment of the program be provided, particularly as related to objectives and assessment measures stated in the proposal.

Rehabilitation Counseling, MRC, CIP 51.2310	Average New Enrollment Headcount	Average Number of Graduates, 2009-10 through 2012-13	Percentage of Graduates Meeting Employment Condition
Required	16	16	75%
Reported	12	7	77%

DECISION ITEM F-2: Request to Amend Post-Implementation Conditions:  
Alabama Department of Postsecondary Education,  
Automotive Manufacturing Technology (CIP 15.0613)

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

Staff Recommendation: That the Commission approve the request to allow an additional post-implementation period for Automotive Manufacturing Technology programs at Gadsden State Community College, Trenholm State Technical College, Wallace State Community College (Hanceville), as follows:

- 1) That an additional review period (2013-14 through 2014-15) for the programs be granted.
- 2) In this additional review period, the programs will meet the original post-implementation conditions approved for the programs.
- 3) That the institutions will submit through the Alabama Department of Postsecondary Education (ADPE), no later than October 1, 2015, a second post-implementation report, demonstrating that the programs met the post-implementation conditions in the second post-implementation period.

Background: Automotive Manufacturing Technology programs are listed in the Academic Program Inventory as indicated below:

1. Gadsden State Community College, AAS/Certificate
2. Trenholm State Technical College, AAT/Certificate
3. Wallace State Community College (Hanceville), AAS/Certificate.

The programs were all approved by the Commission on June 16, 2006, and all had the same post-implementation requirements. Jefferson State Community College also had a similar program approved on the same date; however, the institution deleted the program (AAS and Certificate) on June 18, 2010.

The remaining programs at Gadsden, Trenholm, and Wallace (Hanceville) were seriously limited by the effects of the recession, as there was a cyclical downturn in automotive manufacturing. As the economy has improved, the need for the programs has improved and is indicated in increasing enrollment.

The Alabama Department of Postsecondary Education has requested that the programs be given an additional post-implementation review period in order to meet the original post-implementation conditions for enrollment,

graduates, and employment. The review period will be for 2013-14 through 2014-15.

Supporting Documentation:

1. "Summary of Reports on Post-Implementation Conditions," attached.
2. Unpublished post-implementation reports and post-implementation revision request 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 Reports on Post-Implementation Conditions

#### Gadsden State Community College

Program: Automotive Manufacturing Technology, AAS/Cert, CIP 15.0613

Approved by Commission: June 16, 2006

Proposed Implementation Date: August 2006 with one year start-up period.

Actual Implementation Date: August 2006

Post-Implementation Conditions:

- 1) That the annual average new enrollment headcount for the first five years, beginning 2007-08, will be at least 12, based on the proposal.
- 2) That the annual average number of graduates for the Academic Years 2008-09 through 2011-12 will be at least 11, based on the proposal.
- 3) That a follow-up survey be conducted after the first five years that will show at least 75 percent of the graduates were successful in acquiring related employment.
- 4) That information regarding an overall assessment of the program be provided, particularly as related to objectives and assessment measures stated in the proposal.

Automotive Manufacturing Technology, AAS/C, CIP 15.0613	Average Headcount Enrollment	Average Number of Graduates, 2008-09–2011-12	Percentage of Graduates Employed in Field
Required	12	11	75%
Reported	10	3	50%

Condition 2: IPEDS completions through 2011-12 average 2.75.

Condition 3: Fifty percent of the graduates contacted through a telephone survey were working in training related jobs.

Condition 4: The report stated that the program had a very active enrollment in 2007-09. During the widespread economic recession, the outlook for manufacturing experienced a cyclical downturn. As students and parents recognized this, many changed majors to related programs (electronics, electrical, etc.) that require some of the same basic skills. As the economy has continued to recover and automotive manufacturing is experiencing an upswing, there is an industry recognized need for such programs to train employees with skills in automated control systems, robots, and mechatronics systems.

**Trenholm State Technical College**

Program: Automotive Manufacturing Technology, AAT/Cert, CIP 15.0613

Approved by Commission: June 16, 2006

Proposed Implementation Date: August 2006 with one-year start-up period.

Actual Implementation Date: August 2006

Post-Implementation Conditions:

- 1) That the annual average new enrollment headcount for the first five years, beginning 2007-08, will be at least 12, based on the proposal.
- 2) That the annual average number of graduates for the Academic Years 2008-09 through 2011-12 will be at least 11, based on the proposal.
- 3) That a follow-up survey be conducted after the first five years that will show at least 75 percent of the graduates were successful in acquiring related employment.
- 4) That information regarding an overall assessment of the program be provided, particularly as related to objectives and assessment measures stated in the proposal.

Automotive Manufacturing Technology, AAT/C, CIP 15.0613	Average Headcount Enrollment	Average Number of Graduates, 2008-09–2011-12	Percentage of Graduates Employed in Field
Required	12	11	75%
Reported	23	2	100%

Condition 4: A detailed report was submitted. The program was started as the result of a \$3.2 million grant from the US Department of Labor. The grant was in effect from 2005 through 2009. TRE initially had difficulty in finding a program director that met credential requirements and would work within the available salary range. The first director left prior to the implementation of the program. An acting director was employed for a period of eight months, while another search was conducted. The next director stayed a little over a year. Finally, Dr. Jackie Peterson stepped in as an advisor for the program to aid in closing the grant. The report stated that the continual change in program coordinators led to a loss of focus. Elements of the grant such as equipment, community service, short-term training, marketing products, and a building dedicated to the program overshadowed the enrollment and retention of students. Equipment totaling \$1,223,604 was purchased and installed for the program and a building to house the program was built at a cost of over \$1,000,000. In addition, three full-time instructors were hired.

The program has been geared toward the multi-skilled field of study, training, and educating students to work in industry. The current program coordinator has been in place since 2009 and has made a significant difference in the program, according to the report. The coordinator has over twenty years' experience in industry, including the Toyota Production System, Lockheed Martin, Bob Stone Albany International, and Delta Airlines.

The report stated that the projected number of graduates in the original program proposal was in line with other similar programs implemented during the same time frame. However, the exit of students to take entry-level jobs without graduating was not anticipated. The impact of short-term

training by Alabama Industrial Development Training (AIDT) on enrollment also was not anticipated. The report stated that recently some students who left the program early have inquired about reentry into the program. Trenholm officials believe that this is a sign that these individuals are in need of upgrading their skill set, and that it will be a benefit for the program.

**Wallace State Community College (Hanceville)**

Program: Automotive Manufacturing Technology, Associate in Applied Science, Certificate, CIP 15.0613

Approved by Commission: June 16, 2006

Proposed Implementation Date: August 2006

Actual Implementation Date: August 2006 (on schedule) with a one-year start-up period.

Post-Implementation Conditions:

- 1) That the annual average headcount for the first five years, beginning 2007-08, will be at least 12, based on the proposal.
- 2) That the annual average number of graduates for the Academic Years 2008-09 through 2011-12 will be at least 11, based on the proposal.
- 3) That a follow-up survey will be conducted after the first five years that will show that at least 75 percent of the graduates were successful in acquiring related employment.
- 4) That information regarding an overall assessment of the program will be provided, particularly as related to objectives and assessment measures stated in the proposal.

Automotive Manufacturing Technology, AAS CIP 15.0613	New Enrollment Headcount	Graduates	Percentage of Graduates Employed in Field
Required	12	11	75%
Reported	16	5	81%

Condition 1: The average calculated is based on fall enrollment from 2007-08 through 2011-12.

Condition 4: The automotive industry was hit hard by the recession and this affected the development of this program. The recruitment into this career field was severely and adversely affected. The program has positive industry support and two local industries have announced large plant expansions.

DECISION ITEM F-3:

Request to Amend Post-Implementation Conditions:  
Southern Union State Community College, AAS and  
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 (2013-14 through 2014-15) for the program be granted.
- 2) In this additional review period, the program will meet a post-implementation condition of an average of 25 completions (combined AAS and Certificate completions).
- 3) That the institution will submit, no later than October 1, 2015, a second post-implementation report, demonstrating that the program met the post-implementation conditions for graduates for the specified period.

Background:

The AAS and Certificate in Industrial Maintenance Technology were approved by the Commission on June 27, 2005. On March 3, 2006, the Commission approved a request for a start-up period for the AAS/Certificate program. Consequently, the original post-implementation reporting periods were amended.

The post-implementation report was submitted in August 2012. The program did not meet post-implementation conditions for graduates. The program did meet conditions for enrollment, employment, and the submission of an overall assessment of the program. Since submission of the report, the staff has conferred with ADPE administrators who clarified some aspects of the report and submitted a request for modification and extension of post-implementation review.

The program is intended primarily to prepare skilled workers for the automotive industry. Consequently, like other industry-related programs, it was affected by the recent recession.

According to the report, the program has been managed by passing students from one technical teacher to the next as they were introduced to different technical skill sets, as outlined in the original proposal. It also has been taught primarily by adjunct instructors who really did not have an active role in the program. The program, which was run as a Friday evening only program, has also been affected by changes in the college's administration.

The report stated that there is still a need for the program, because of the growth of industry needing skilled maintenance technicians. Recently an industry task force evaluated the entire technical curriculum. The program is also a pivotal piece of the East Alabama Industrial Consortium formed in July 2012. A facility to house the program has been built on the Valley campus, and a full-time instructor has been hired. An apprenticeship has also been established.

Supporting Documentation:

1. "Summary of Report on Post-Implementation Conditions," attached.
2. Unpublished post-implementation report and post-implementation revision request for Southern Union Community College, submitted by the Alabama Department of Postsecondary Education. Available upon request.
3. "Guidelines for Consideration of Post-Implementation Reports that Do Not Meet Approved Conditions." Available upon request.



**Summary of Report on Post-Implementation Conditions**

**Southern Union State Community College**

Program: Industrial Maintenance Technology, AAS/Cert, CIP 47.0303

Approved by Commission: June 24, 2005.

Proposed Implementation Date: August 2005.

Actual Implementation Date: August 2005.

On March 3, 2006, the Commission approved a request for a start-up period to the program. Consequently, the original post-implementation reporting periods were amended. The dates in the conditions listed below reflect the amendments.

Post-Implementation Conditions:

- 1) That the annual average new enrollment headcount to the program for Academic Years 2007-08 to 2011-12 will be at least 14, based on the proposal.
- 2) That the annual average number of graduates for the Academic Years 2008-09 through 2011-12 will be at least 14 for the Associate in Applied Science and at least 11 for the Certificate in Industrial Maintenance Technology.
- 3) That a follow-up survey be conducted in 2011-12 that will show at least 75 percent of the graduates were successful in acquiring related employment.
- 4) That information regarding an overall assessment of the program be provided, particularly as related to objectives and assessment measures stated in the proposal.

Industrial Maintenance Technology, AAS/C, CIP 47.0303	Average Headcount Enrollment	Average Number of Graduates, 2008-09–2011-12	Percentage of Graduates Employed in Field
Required	14	14 AAS 11 Cert	75%
Reported	33	5 AAS 1 Cert	85%

Condition 4: As outlined in the original proposal, the program has been managed by passing students from one technical teacher to the next as they were introduced to different technical skill sets. It also has been taught primarily by adjunct instructors who really did not have an active role in the program. The program, which was run as a Friday evening only program, has also been affected by changes in administration.

The report stated that there is still a need for the program, because of the growth of industry needing skilled maintenance technicians. Recently an industry task force evaluated the entire technical curriculum, including this program. The program is also a pivotal piece of the East Alabama Industrial Consortium formed in July 2012. A facility to house the program has been built on the Valley campus and a full-time instructor has been hired. An apprenticeship has also been established.

DECISION ITEM F-4: Request to Amend Post-Implementation Conditions:  
Calhoun Community College, AAS in Clinical Laboratory  
Technology (CIP 51.1004)

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 (2013-14 through 2014-15) for the program be granted.
- 2) In this additional review period, the program will meet the original post-implementation conditions for enrollment and graduates.
- 3) That the requirement for the National Registry Examination be removed, since the state of Alabama does not require this examination for employment.
- 4) That the institution will submit, no later than October 1, 2015, a second post-implementation report, demonstrating that the program met the post-implementation conditions for enrollment and graduates for the specified period.

Background: The AAS in Clinical Laboratory Technology was approved by the Commission on June 16, 2006. The post-implementation report was submitted in 2012. The program did not meet post-implementation conditions for enrollment, graduates, or the percentage of the graduates passing the national registry examination. The program did meet conditions for employment and the submission of an overall assessment of the program. Since submission of the report, the staff has conferred with ADPE administrators who clarified some aspects of the report and submitted a request for modification and extension of post-implementation review.

The program was implemented in summer of 2007. For the first year (2007-08), enrollment was low because of program implementation and limited time to reach potential students. Some students needed some general education requirements to be completed before application to the program. The enrollment average for years 2 to 5 did meet the post-implementation requirement for enrollment with an average of 20.

The report stated that the program had an average of 9 graduates over the post-implementation review period.

Regarding the average of students passing the National Registry Examination, the report stated that currently the state of Alabama does not require national certification

for employment; therefore, the exam has not been attempted by all graduates. Of those who have taken the test, 72 percent have passed the exam.

An overall assessment of the program was provided. The report stated that several changes have occurred over the past three years. The change from two annual enrollments to one annual enrollment has allowed course offerings to be consolidated for quality educational experience and efficient faculty staffing. Updates were made to the curriculum to align with the requirement of the accrediting agency. Some adjustment, including the use of adjuncts, had to be made to faculty because of a reduction in state funding. The fact that Alabama does not require the national registry exam has had a negative impact on the number of students who take and pass the exam. Several graduates of the program are employed by partner clinical sites, demonstrating the quality of the program.

Supporting Documentation:

1. "Summary of Report on Post-Implementation Conditions," attached.
2. Unpublished post-implementation report and post-implementation revision request for Calhoun Community College, submitted by the Alabama Department of Postsecondary Education. Available upon request.
3. "Guidelines for Consideration of Post-Implementation Reports that Do Not Meet Approved Conditions." Available upon request.

**Summary of Report on Post-Implementation Conditions**

**Calhoun Community College**

Program: Clinical Laboratory Technology, AAS, CIP 51.1004

Approved by Commission: June 16, 2006

Proposed Implementation Date: January 2007

Actual Implementation Date: Summer 2007 (delayed)

Post-Implementation Conditions:

- 1) That the annual average new enrollment headcount for the first five years will be at least 20, based on the proposal.
- 2) That the annual average number of graduates for the Academic Years 2008-09 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.
- 4) That documentation be provided to show that the program has been accredited by the National Accrediting Agency for Clinical Laboratory Sciences (NAACLS).
- 5) That documentation be provided to show that at least 80 percent of graduates passed the National Registry Examination.
- 6) That information regarding an overall assessment of the program be provided, particularly as related to objectives and assessment measures stated in the proposal.

Clinical Laboratory Technology, AAS, CIP 51.1004	Average Headcount Enrollment	Average Number of Graduates, 2008-09–2011-12	Percentage of graduates passing the National Registry Exam	Percentage of Graduates Employed in Field
Required	20	10	80%	75%
Reported	18	9	72%	77%

Condition 1: For the first year (2007-08), enrollment was low because of program implementation and limited time to reach potential students. Some students needed some general education requirements to be completed before application to the program. The average for years 2 to 5 does meet the post-implementation requirement.

Condition 4: A copy of the certificate of accreditation by the National Accrediting Agency for Clinical Laboratory Sciences was provided in the post-implementation report.

Condition 5: The report stated that the state of Alabama does not require national certification for employment; therefore, the national exam has not been attempted by all graduates. For example, in 2009-10, five graduates did not attempt the exam because of in-field employment without the national certification. The report stated that 72 percent of the graduates attempting the exam passed it.

Condition 6: The report included an assessment of the program. The following changes were noted in the report:

The change from two annual enrollments to one enrollment allowed course offerings to be consolidated for quality educational experience and efficient faculty staffing. Updates were made in fall 2009 to align with the requirements of the accrediting agency NAACLS. The Program Director (PD) changed in May of 2009. The program also operated through the 2010-2011 academic year with 2 FT faculty, one permanent position faculty as the PD and, one temporary position instructor. With increasing budget cuts across the state, one full-time faculty was replaced with adjunct faculty. The use of adjunct faculty provided access to instructors who were also working in the field. Beginning January 2011, Alabama Community College System began review and adjustment of CLT curriculum with all Alabama Community College CLT programs. This standardization and POI development is in process and to be implemented by fall 2012 at all college CLT programs.

**DECISION ITEM G-1:** The University of North Alabama, Alteration of the MA in Community Counseling (CIP 42.2803)

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

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

**Background:** The University of North Alabama (UNA) currently has the MA in Community Counseling listed at CIP 42.2803 in the Commission's Academic Program Inventory. UNA proposes to alter the MA in Community Counseling by changing the name of the program from Community Counseling (MA) to Clinical Mental Health Counseling (MA), increasing the total number of hours for completion, and adding new courses. The change for the Academic Program Inventory is indicated below:

42.2803 ~~Community Counseling~~ Clinical Mental Health Counseling, MA

The current 48-semester-hour Community Counseling curriculum will be changed to a new 60-semester hour Clinical Mental Health Counseling curriculum. The following four courses will be added to the new 60-semester hour curriculum: Wellness Counseling; Crisis Intervention in Counseling; Advanced Applications in Clinical Mental Health Counseling; and Research Methods and Program Evaluation in Counseling.

According to UNA officials, the specialized accrediting body for Counselor Education, the Council on Accreditation for Counseling and Related Educational Programs (CACREP), is phasing out the Community Counseling curriculum and putting the new Clinical Mental Health Counseling curriculum in its place. The recent CACREP Standards no longer recognize Community Counseling as a CACREP accredited curriculum.

**Budgetary Impact:** According to the proposal for the alteration, one additional full-time Counselor Education faculty member will be needed to teach the 60-semester hour Clinical Mental Health Counseling curriculum, and to meet CACREP guidelines for faculty-to-student ratio. The additional faculty line will be funded primarily through the reallocation of existing resources as a result of retirements and salary savings.

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

**Supporting Documentation:**

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

2. "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 G-2: Jacksonville State University, Alteration of the MSN in Community Health Nursing (CIP 51.3811)

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

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

Background: Jacksonville State University (JSU) currently has the MSN in Community Health Nursing listed at CIP 51.3811 in the Commission's Academic Program Inventory. The program was approved by the Commission in June 1998. The proposal approved by the Commission stated that certain courses in the program would be delivered by Troy University, which had an existing MSN program.

JSU proposes to alter the program so that courses formerly delivered by Troy University will be provided by JSU to its own students. A memorandum of dissolution, ending the collaborative agreement between JSU and Troy, was submitted with the proposed alteration request. The memorandum (attached) was signed by officials of both institutions.

The following courses, which comprise less than thirty percent of the MSN program at JSU, will no longer be delivered by Troy, but will be delivered by JSU to its own students:

Theories in Nursing	2 semester hours
Advanced Health Assessment	3
Advanced Pathophysiology	3
Research Methodology	3
Total	11

Regarding the rationale for the alteration of program coursework, JSU stated that the program has maintained viable enrollments and completions to support an MSN program that is taught independent from a collaborative agreement with another university. Recent graduation numbers are as follows (MSN graduation occurs each fall): Fall 2010—15; Fall 2011—19; and Fall 2012—25. JSU has faculty and resources adequate for the development, teaching, and delivery of the four courses currently delivered by Troy University for JSU graduate students in the College of Nursing. JSU nursing faculty conducted discussions with Troy faculty and found that there was mutual interest in ending the collaborative delivery.

**Budgetary Impact: None.**

According to the proposal for the alteration, the curriculum change for the JSU program will not require additional resources. Alterations in workload for



graduate faculty assignments among existing graduate faculty will be required.

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

Supporting Documentation:

1. "Reasonable Extensions and Alterations of Existing Units and Programs of Instruction," Ala. Admin. Code (Commission on Higher Education), r. 300-2-1.03. Available upon request.
2. "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.
4. "Memorandum of Dissolution between Troy University and Jacksonville State University," attached.

MEMORANDUM OF DISSOLUTION  
between  
TROY UNIVERSITY  
and  
JACKSONVILLE STATE UNIVERSITY

As representatives from Jacksonville State University requested dissolution of the 1999 memorandum of understanding in which Troy University offered online graduate nursing courses each semester to nursing students at Jacksonville State University, Troy University is willing to oblige the request. Thus, it is agreed that Troy University will no longer offer graduate online nursing courses each semester to nursing students at Jacksonville State University. Since the previous agreement received a mandate to Jacksonville State University as well as Troy University from the Alabama Commission on Higher Education (ACHE), it will be the responsibility of representatives from both schools to inform ACHE of this dissolution. The Schools of Nursing will be responsible to collaborate in seeking the best timing of the enactment of this dissolution for the benefit of all parties, particularly students.



JACKSONVILLE STATE UNIVERSITY

TROY UNIVERSITY

*William A. Johnson* 10/15/13  
\_\_\_\_\_  
President Date

*Deborah L. ...* 14 Oct 13  
\_\_\_\_\_  
Chancellor Date

*PROVOST* *Rebecca D. ...* 10/15/13  
\_\_\_\_\_  
Vice President for Academic & Student Affairs Date

*...* 9/30/13  
\_\_\_\_\_  
Senior Vice-Chancellor for Academic Affairs Date

*...*  
\_\_\_\_\_  
Vice Provost and Dean of Graduate Studies Date

*...* 9/27/2013  
\_\_\_\_\_  
Interim Dean, College of Health and Human Services Date

*Christie ...* 10/15/2013  
\_\_\_\_\_  
Dean, College of Nursing & Health Sciences Date

*...* 9/27/2013  
\_\_\_\_\_  
Director, School of Nursing Date

OCT 15 '13 PM 4:20  
PROVOST

DECISION ITEM G-3: Auburn University, Addition of an Option in Hotel and Restaurant Management to the Existing MS in Nutrition (CIP 30.1901)

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

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 Master of Science in Nutrition at CIP 30.1901 in the Commission's Academic Program Inventory. AU has proposed the addition of an option in Hotel and Restaurant Management to the existing program.

The new option will formalize a sequence of existing courses that are currently available to students in the program as electives. The option proposal stated that existing students in the MS program have varied areas of academic and research interests.

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 program with the proposed track will require a total of 30 semester hours (sh).

Program core	11 sh
Option	15 sh
Related graduate-level electives	4 sh
Total	30 sh

The program core includes the following courses: NTRI (Nutrition) 7050—Methods of Research; ERMA 7300—Design and Analysis; NTRI 7850—Master's Seminar; NTRI 7990—Research and Thesis.

Courses included in the proposed option are: HRMT 6530—Science of Quality Service in Hospitality; HRMT 6570—Global Hospitality; and HRMT 8860—Current Issues in Hospitality Management.

**Budgetary Impact: None.**

All courses are already being offered. Consequently, no budgetary impact is anticipated.

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 G-4: The University of West Alabama, Alteration of the Bachelor of Science in Industrial Technology (CIP 15.0699)

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

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

Background: The University of West Alabama (UWA) currently has the BS in Industrial Technology listed at CIP 15.0699 in the Academic Program Inventory. UWA proposes to alter the curriculum by changing approximately 36 percent of the curriculum and changing the CIP code and program name in the Academic Program Inventory as follows:

<del>15.0699</del> <u>15.0000</u>	<del>Industrial Technology</del> <u>Engineering Technology, BS</u>
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The proposed name change is in line with similar changes at other institutions in the state.

Currently, the curriculum consists of 50 hours in general education courses, 39 hours in the business professional core (BPC), 30 hours in the industrial technology major courses, and 4 hours of free electives. With the revised curriculum, the BPC requirement will be replaced by 24 hours in industrial management courses and the industrial technology requirement will be increased to 36 hours. In addition, there will be 9 hours of related CIS, management, and technology electives.

New curriculum summary:

General Education	50 semester hours
Industrial Mgt Courses	24
Engineering Tech Courses	36
Related Electives	9
General Electives	4
<b>Total</b>	<b>123 semester hours</b>

In the new curriculum, a total of 27 hours is being deleted from the former business professional core and replaced with 12 hours of more appropriate management courses focused on developing industrial management skills. The related electives in CIS, management, and technology are being added to provide additional depth of knowledge.

The Industrial Management courses include: Advanced Business Statistics; Management; Project Management; Operations Management; Manufacturing Process

Management; and Managing Occupational Safety/Health.

Engineering Technology courses include: Technical Writing; Network Communications; Network Administration I; AC/DC Theory; Basic Blueprint Reading; Fluid Power; Electric Motor Controls; Programmable Logic Controls; Computer-Aided Drafting/Design I and II; and Geographic Information Systems I and II.

**Budgetary Impact: None.**

Courses, faculty, and facilities are in place. Only one new course, a three-hour course in Technical Writing, is being added. This course will be offered by the Department of Languages and Literature, and no additional faculty will be required.

According to UWA, the proposed alteration was developed in response to a survey of Alabama industries to determine required and desired skills for current position openings. The responders indicated a need for critical thinking and communication skills, management and technical skills, and familiarity with computer applications and networking.

The staff recommends approval of this item as a reasonable 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 G-5:** Auburn University, Addition of a Track in Visual Media to the Existing BA in Mass Communication (Radio/TV) (CIP 09.0701)

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

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

**Background:** Auburn University (AU) currently has the Bachelor of Arts (BA) in Mass Communication (Radio/TV) at CIP 09.0701 in the Commission's Academic Program Inventory. AU has proposed the addition of a track in Visual Media to the existing program.

The program with the proposed track will require a total of 120 semester hours (sh).

General Education	49 sh
Program core	30 sh
Electives	26 sh
Track	15 sh
Total	120 sh

The program core includes the following courses: Concepts in Communication & Journalism; Visual Communication; Intro to Mass Communication; Writing for RTVF; and Internship.

Courses included in the proposed track are: Intro to Filmmaking; Intro to Visual Media; Intermediate Filmmaking; Sequence Design; and Visual Media Projects.

**Budgetary Impact: None.**

According to AU officials, the proposed track will address the necessity of teaching students how to express ideas by means of digital images, whether by film, television, the internet, or mobile devices. This will prepare them for jobs in a global community in which an ever-increasing variety of media formats are used to visually convey ideas and information across a number of fields.

Consistent with Commission policy and operational definitions, the track 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 track be approved as a reasonable extension/alteration of an existing program.

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

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

2. "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 G-6: Calhoun Community College, Addition of Options in Pipe Welding and Manufacturing and Fabrication Welding to the Existing AAS in Advanced Manufacturing Technology (CIP 15.0613)

Staff Presenter: Ms. Margaret Pearson  
Academic Program Review Analyst

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

Background: Calhoun Community College (CAL) currently has an AAS in Advanced Manufacturing Technology listed at CIP 15.0613 in the Commission's Academic Program Inventory. CAL has proposed the addition of options in Pipe Welding and Manufacturing and Fabrication Welding to the existing program.

The program with the Pipe Welding option will require a total of 64 semester hours (sh):

General Education	19 sh
Program Core	24 sh
Option	21 sh
Total	64 sh

Courses in the program core are: Industrial Safety; Precision Measurement; Computer Aided Design; Intro to CIM/Materials and Processes; Intro to Thermal/Electrical Principles; Fluid Systems, Quality Control Concepts; and Microcomputer Applications.

Courses in the Pipe Welding option are: GTAW Carbon Pipe; Shielded Metal ARC Welding Groove; GTAW Carbon Pipe Welding Groove; SMAW Carbon Pipe; Gas Tungsten Arc Welding; SMAW Carbon Pipe Lab; and Gas Tungsten Arc Lab.

The program with the Manufacturing and Fabrication Welding option will require a total of 67 semester hours (sh):

General Education	19 sh
Program Core	24 sh
Option	24 sh
Total	67 sh

Courses in the Manufacturing and Fabrication Welding option are: SWAW Fillet/OFC; SMAW Fillet/OFC Lab; Industrial Blueprint Reading; Gas Metal Arc/Flux Cored Arc Welding; SMAW Fillet/OFC Lab; SMAW Fillet/PAC/CAC Lab; Gas Metal Arc/Flux Cored Arc Welding Lab; and Special Topics.

**Budgetary Impact:** A total of \$677,000 in estimated new funds are required for faculty, staff, facilities, and equipment. A total of \$1,080,000 will be available through extramural funds (\$50,000), internal reallocation (\$500,000), and tuition (\$530,000).

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

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

Supporting Documentation:

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

**DECISION ITEM G-7:** The University of South Alabama, Addition of a Concentration in Geographical Information Technology to the Existing MPA in Public Administration (CIP 44.0401)

Staff Presenter: Ms. Margaret Pearson  
Academic Program Review Analyst

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

Background: The University of South Alabama (USA) currently has the Master of Public Administration (MPA) in Public Administration at CIP 44.0401 in the Academic Program Inventory. USA proposes the addition of a concentration in Geographical Information Technology to the existing program.

The program will consist of the following:

Proposed Core	24 sh (semester hours)
Proposed Concentration	12 sh
Total	36 sh

The program core includes courses in: Public Administration Organization Theory & Concepts of Public Management; Managing the Public Budget; Administrative Law; and Quantitative Analysis.

Courses in the proposed concentration are: Remote Sensing; GIT Applications I - Environment; and GIT Applications II – Business/Social.

- **Budgetary Impact:** No additional resources will be required.

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

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

Supporting Documentation:

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

**DECISION ITEM G-8:** Northwest Shoals Community College, Addition of an Option in Injection Molding Technology to the Existing AAS in Industrial Maintenance Technology (CIP 47.0303)

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: Northwest Shoals Community College (NWS) currently has the AAS in Industrial Maintenance Technology listed at CIP 47.0303 in the Commission's Academic Program Inventory. NWS proposes the addition of an option in Injection Molding Technology.

The program with the proposed option will require a total of 76 semester hours (sh):

General Education	22 sh
Program Core	33 sh
Option	21 sh
Total	76 sh

Courses in the program core include: Elements of Industrial Mechanics; Industrial Motor Controls I; Principles of Industrial Mechanics; Fundamentals of Industrial Hydraulics and Pneumatics; and Concepts of Direct Current.

Courses in the proposed option are: Intro to Robotic Programming; Cooperative Education; Injection Mold Setter Skills; Injection Mold Setter Skills Lab; Injection Mold Processing; Injection Mold Processing Lab; and Intermediate 3-D Modeling.

NWS received letters from the Shoals Economic Development Authority; the Tasus Corporation; North American Lighting Inc.; and Tri-Cities Manufacturing Inc. in support of the proposed option.

**Budgetary Impact:** A total of \$480,000 through extramural funds and internal reallocation will be needed for faculty and equipment.

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 through ADPE. Available upon request.

DECISION ITEM G-9: The University of Alabama in Huntsville, Addition of Three Emphases [Concentrations] to the Existing BA in Music (CIP 50.0901)

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

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

Background: The University of Alabama at Huntsville (UAH) currently has the Bachelor in Music at CIP 50.0901 in the Commission's Academic Program Inventory. UAH has proposed the addition of three emphases [concentrations] to the existing program: Church Music, Music Business, and Piano Pedagogy.

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

According to information supplied by UAH, the music curriculum is updated frequently to ensure that offerings remain relevant to the music industry and competitive with peer institutions. In addition, the proposed emphases were designed with the intent of offering specific career possibilities for graduates of the BA in Music program.

The program with the proposed emphases in Church Music and Music Business will require a total of 128 semester hours (sh) with 21 semester hours in the emphases.

General education	53 sh
Program core	40 sh
Emphasis	21 sh
General or free electives	14 sh
Total	128 sh

The program core, which is required for all students regardless of emphasis, includes the following courses: Studio Instruction; Private Lessons; Senior Recital; Ensembles; Introduction to Music Literature; Introduction to Music Technology; Music Theory I and II; Musicianship Skills I, II, and III; Music History I and II; and Conducting.

Courses included in the proposed Church Music emphasis are: Survey of Church Music; Church Music Methods, Materials, and Administration; Internship in Church Music; Studio Instruction in Organ/Voice; Teaching General Music; Philosophy of Eastern and Western Religions; and Social Psychology.

The proposed emphasis in Church Music was designed with the input of three full-time music ministers who all serve as part-time faculty in the department.

Courses included in the proposed Music Business emphasis are: Introduction to Arts Management; Internship in Music Business; Principles of Marketing; Managing Organizations; and Financial Issues in Entrepreneurship. In addition, students will choose two of the following courses: Introduction to Entrepreneurship; New Venture Strategies; Sales Management and Professional Selling; and Services Marketing.

The Music Business emphasis is designed for students with interest in working in Huntsville's growing music culture or in Nashville, Tennessee, a leading national center for music business.

The program with the proposed emphasis in Piano Pedagogy will require a total of 128 semester hours with 22 hours in the emphasis, as described below.

General education	53 sh
Program core	40 sh
Emphasis	22 sh
General or free electives	13 sh
Total	128 sh

Courses included in the proposed Piano Pedagogy emphasis are: Piano Pedagogy I and II; Piano Literature; Internship in Group Piano Pedagogy; Internship in Individual Piano Pedagogy; Introduction to Arts Management; Teaching General Music; Principles of Marketing; and Financial Issues in Entrepreneurship.

The Piano Pedagogy emphasis was designed to specifically accommodate piano students who desire to teach piano with a curriculum that will more appropriately fit their career goals than would a general music education curriculum.

**Budgetary Impact: None.**

The majority of the courses for the new emphases already exist. Existing faculty will be used to teach any new courses.

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

Supporting Documentation:

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

2. "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.



INFORMATION ITEM A: Annual Off-Campus Site Follow-Up Report for Academic Year 2012-2013

Staff Presenter: Ms. Margaret Pearson  
Academic Program Review Analyst

Staff Recommendation: For information only.

Background: Annual off-campus site follow-up reports (fall 2012 through summer 2013) were collected from 2-year and 4-year institutions on September 16, 2013. The following institutions submitted reports:

2 year: Alabama Southern Community College  
Bevill State Community College  
Bishop State Community College  
Calhoun State Community College  
Central Alabama Community College  
Chattahoochee Valley Community College  
Drake State Community & Technical College  
Enterprise State Community College  
Faulkner State Community College  
Gadsden State Community College  
Ingram State Technical College  
Jefferson Davis Community College  
Jefferson State Community College  
Lawson State Community College  
Lurleen B. Wallace Community College  
Northeast Alabama Community College  
Northwest-Shoals Community College  
Reid State Technical College  
Snead State Community College  
Southern Union State Community College  
Trenholm State Technical College  
Wallace Community College (Dothan)  
Wallace State Community College (Hanceville)

4-year: Alabama State University  
Athens State University  
Auburn University  
Auburn University at Montgomery  
Jacksonville State University  
Troy University  
University of Alabama  
University of Alabama at Birmingham  
University of Montevallo  
University of North Alabama  
University of South Alabama

A total of 34 (85 percent) of 40 institutions deliver off-campus instruction. There are 23 (88 percent) of 26 two-year colleges delivering off-campus instruction; 11 (79 percent) of 14 universities deliver off-campus instruction. The total number of approved sites is 138.

Currently, there are a total of 103 sites that are offering off-campus instruction: a total of 51 two-year sites (37 percent of the

total number of approved sites) and 52 university sites (38 percent). In addition, there are 35 approved sites that are not offering off-campus courses at this time.

Supporting Documentation:

1. "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.

**INFORMATION ITEM B:** 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: Programs that met post-implementation conditions:

- Athens State University, Social Science, BS, CIP 45.01010 [second report]—2013 report
- Northeast Alabama Community College, Industrial Maintenance, AAS/Certificate, CIP 47.0303—2013 report
- The University of Alabama (UA)/the University of Alabama at Birmingham (UAB)/the University of Alabama in Huntsville (UAH), Nursing (Joint Program), DNP, CIP 51.3818—2013 report

Programs that did not meet post-implementation conditions:

- Alabama State University, Rehabilitation Counseling, MRC, CIP 51.2310 [request for extension in this packet]—2013 report
- Calhoun Community College, Clinical Laboratory Technology, AAS, CIP 51.1004 [request for extension in this packet]—2012 report
- Drake State Technical College, Culinary Arts, Associate in Applied/Certificate, CIP 12.0503 [AAT changed to an AAS at the December 7, 2012, Commission meeting, because of change in accreditation of Drake from COE to SACS/COC.] [the staff and the ADPE are discussing plans for this program; an update will be provided at the March 2014 meeting]—2012 report
- Gadsden State Community College, Automotive Manufacturing Technology, AAS/Cert, CIP 15.0613 [request for extension in this packet]—2012 report
- Southern Union State Community College, Industrial Maintenance Technology, AAS/Certificate, CIP 47.0303 [request for extension in this packet]—2012 report
- Trenholm State Technical College, Automotive Manufacturing Technology, AAT/Cert, CIP 15.0613 [request for extension in this packet]—2012 report
- Wallace State Community College (Hanceville), Electroneurodiagnostic Technology, AAS, CIP 51.0903

*[deleted; see "Changes to the Academic Program Inventory" in this packet]—2013 report*

- Wallace State Community College (Hanceville), Automotive Manufacturing Technology, Associate in Applied Science, Certificate, CIP 15.0613*[request for extension in this packet]—2012 report*

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 Institution]**

**2012 Reports**

**Calhoun Community College**

Not meeting conditions

Program: Clinical Laboratory Technology, AAS, CIP 51.1004

Approved by Commission: June 16, 2006

Proposed Implementation Date: January 2007

Actual Implementation Date: Summer 2007 (delayed)

Post-Implementation Conditions:

- 1) That the annual average new enrollment headcount for the first five years will be at least 20, based on the proposal.
- 2) That the annual average number of graduates for the Academic Years 2008-09 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.
- 4) That documentation be provided to show that the program has been accredited by the National Accrediting Agency for Clinical Laboratory Sciences (NAACLS).
- 5) That documentation be provided to show that at least 80 percent of graduates passed the National Registry Examination.
- 6) That information regarding an overall assessment of the program be provided, particularly as related to objectives and assessment measures stated in the proposal.

Clinical Laboratory Technology, AAS, CIP 51.1004	Average Headcount Enrollment	Average Number of Graduates, 2008-09–2011-12	Percentage of graduates passing the National Registry Exam	Percentage of Graduates Employed in Field
Required	20	10	80%	75%
Reported	18	9	72%	77%

Condition 1: For the first year (2007-08), enrollment was low because of program implementation and limited time to reach potential students. Some students needed some general education requirements to be completed before application to the program. The average for years 2 to 5 does meet the post-implementation requirement.

Condition 4: A copy of the certificate of accreditation by the National Accrediting Agency for Clinical Laboratory Sciences was provided in the post-implementation report.

Condition 5: The report stated that the state of Alabama does not require national certification for employment; therefore, the national exam has not been attempted by all graduates. For example, in 2009-10, five graduates did not attempt the exam because of in-field employment without the national certification. The report stated that 72 percent of the graduates attempting the exam passed it.

Condition 6: The report included an assessment of the program. The following changes were noted in the report:

The change from two annual enrollments to one enrollment allowed course offerings to be consolidated for quality educational experience and efficient faculty staffing. Updates were made in fall 2009 to align with the requirements of the accrediting agency NAACLS. The Program Director (PD) changed in May of 2009. The program also operated through the 2010-2011 academic year with 2 FT faculty, one permanent position faculty as the PD and, one temporary position instructor. With increasing budget cuts across the state, one full-time faculty was replaced with adjunct faculty. The use of adjunct faculty provided access to instructors who were also working in the field. Beginning January 2011, Alabama Community College System began review and adjustment of CLT curriculum with all Alabama Community College CLT programs. This standardization and POI development is in process and to be implemented by fall 2012 at all college CLT programs.

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### **Drake State Technical College**

#### Not meeting conditions

Program: Culinary Arts, Associate in Applied/Certificate, CIP 12.0503 [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: June 22, 2007

Proposed Implementation Date: August 2007

Actual Implementation Date: August 2007 (on schedule)

Post-Implementation Conditions:

- 1) That the annual average new enrollment headcount for the first five years will be at least 23, based on the proposal.
- 2) That the annual average number of graduates for the Academic Years 2008-09 through 2010-11 (four-year average) will be at least 11, based on the proposal.
- 3) That information be provided regarding progress toward accreditation of the program by the American Culinary Federation.
- 4) 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.
- 5) That information regarding an overall assessment of the program be provided, particularly as related to objectives and assessment measures stated in the proposal.

Culinary Arts, AAS/ Cert, CIP 12.0503	New Enrollment Headcount	Graduates	Percentage of Graduates Employed in Field
Required	23	11	75%
Reported	39	6	90%

***The staff is consulting with the staff of the Alabama Department of Postsecondary Education on plans for this program. An update will be provided to the Commission at the March 2014 meeting.***

**Gadsden State Community College**

Not meeting conditions

Program: Automotive Manufacturing Technology, AAS/Cert, CIP 15.0613

Approved by Commission: June 16, 2006

Proposed Implementation Date: August 2006 with one year start-up period.

Actual Implementation Date: August 2006

Post-Implementation Conditions:

- 1) That the annual average new enrollment headcount for the first five years, beginning 2007-08, will be at least 12, based on the proposal.
- 2) That the annual average number of graduates for the Academic Years 2008-09 through 2011-12 will be at least 11, based on the proposal.
- 3) That a follow-up survey be conducted after the first five years that will show at least 75 percent of the graduates were successful in acquiring related employment.
- 4) That information regarding an overall assessment of the program be provided, particularly as related to objectives and assessment measures stated in the proposal.

Automotive Manufacturing Technology, AAS/C, CIP 15.0613	Average Headcount Enrollment	Average Number of Graduates, 2008-09–2011-12	Percentage of Graduates Employed in Field
Required	12	11	75%
Reported	10	3	50%

Condition 2: IPEDS completions through 2011-12 average 2.75.

Condition 3: Fifty percent of the graduates contacted through a telephone survey were working in training related jobs.

Condition 4: The report stated that the program had a very active enrollment in 2007-08 and 2008-09. During the widespread economic recession, the outlook for manufacturing experienced a cyclical downturn. As students and parents recognized this, many changed majors to related programs (electronics, electrical, etc.) that require some of the same basic skills. As the economy has continued to recover and automotive manufacturing is experiencing an upswing, there is an industry recognized need for such programs to train employees with skills in automated control systems, robots, and mechatronics systems.

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**Southern Union State Community College**

Not meeting conditions

Program: Industrial Maintenance Technology, AAS/Cert, CIP 47.0303

Approved by Commission: June 24, 2005.

Proposed Implementation Date: August 2005.

Actual Implementation Date: August 2005

On March 3, 2006, the Commission approved a request for a start-up period for the program. Consequently, the original post-implementation reporting periods were amended. The dates in the conditions listed below reflect the amendments.

Post-Implementation Conditions:

- 1) That the annual average new enrollment headcount to the program for Academic Years 2007-08 to 2011-12 will be at least 14, based on the proposal.
- 2) That the annual average number of graduates for the Academic Years 2008-09 through 2011-12 will be at least 14 for the Associate in Applied Science and at least 11 for the Certificate in Industrial Maintenance Technology.
- 3) That a follow-up survey be conducted in 2011-12 that will show at least 75 percent of the graduates were successful in acquiring related employment.
- 4) That information regarding an overall assessment of the program be provided, particularly as related to objectives and assessment measures stated in the proposal.

Industrial Maintenance Technology, AAS/C, CIP 47.0303	Average Headcount Enrollment	Average Number of Graduates, 2008-09–2011-12	Percentage of Graduates Employed in Field
Required	14	14 AAS 11 Cert	75%
Reported	33	5 AAS 1 Cert	85%

Condition 4: As outlined in the original proposal, the program has been managed by passing students from one technical teacher to the next as they were introduced to different technical skill sets. It also has been taught primarily by adjunct instructors who really did not have an active role in the program. The program, which was run as a Friday evening only program, has also been affected by changes in administration.



The report stated that there is still a need for the program, because of the growth of industry needing skilled maintenance technicians. Recently an industry task force evaluated the entire technical curriculum, including this program. The program is also a pivotal piece of the East Alabama Industrial Consortium formed in July 2012. A facility to house the program has been built on the Valley campus and a full-time instructor has been hired. An apprenticeship has also been established.

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### **Trenholm State Technical College**

#### Not meeting conditions

Program: Automotive Manufacturing Technology, AAT/Cert, CIP 15.0613

Approved by Commission: June 16, 2006

Proposed Implementation Date: August 2006 with one-year start-up period.

Actual Implementation Date: August 2006

Post-Implementation Conditions:

- 1) That the annual average new enrollment headcount for the first five years, beginning 2007-08, will be at least 12, based on the proposal.
- 2) That the annual average number of graduates for the Academic Years 2008-09 through 2011-12 will be at least 11, based on the proposal.
- 3) That a follow-up survey be conducted after the first five years that will show at least 75 percent of the graduates were successful in acquiring related employment.
- 4) That information regarding an overall assessment of the program be provided, particularly as related to objectives and assessment measures stated in the proposal.

Automotive Manufacturing Technology, AAT/C, CIP 15.0613	Average Headcount Enrollment	Average Number of Graduates, 2008-09–2011-12	Percentage of Graduates Employed in Field
Required	12	11	75%
Reported	23	2	100%

Condition 4: A detailed report was submitted. The program was started as the result of a \$3.2 million grant from the US Department of Labor. The grant was in effect from 2005 through 2009. TRE initially had difficulty in finding a program director that met credential requirements and would work within the available salary range. The first director left prior to the implementation of the program. An acting director was employed for a period of eight months, while another search was conducted. The next director stayed a little over a year. Finally, Dr. Jackie Peterson stepped in as an advisor for the program to aid in closing the grant. The report stated that the continual change in program coordinators led to a loss of focus. Elements of the grant such as equipment, community service, short-term training, marketing products, and a building dedicated to the program overshadowed the enrollment and retention of students. Equipment totaling \$1,223,604 was purchased and installed for the program and a building to house the program was built at a cost of over \$1,000,000. In addition, three full-time instructors were hired.

The program has been geared toward the multi-skilled field of study, training, and educating students to work in industry. The current program coordinator has been in place since 2009 and has made a significant difference in the program, according to the report. The coordinator has over twenty years' experience in industry, including the Toyota Production System, Lockheed Martin, Bob Stone Albany International, and Delta Airlines.

The report stated that the projected number of graduates in the original program proposal was in line with other similar programs implemented during the same time frame. However, the exit of students to take entry-level jobs without graduating was not anticipated. The impact of short-term training by Alabama Industrial Development Training (AIDT) on enrollment also was not anticipated. The report stated that recently some students who left the program early have inquired about reentry into the program. Trenholm officials believe that this is a sign that these individuals are in need of upgrading their skill set, and that it will be a benefit for the program.

**Wallace State Community College (Hanceville)**

Not meeting conditions

Program: Automotive Manufacturing Technology, Associate in Applied Science, Certificate, CIP 15.0613

Approved by Commission: June 16, 2006

Proposed Implementation Date: August 2006

Actual Implementation Date: August 2006 (on schedule) with a one-year start-up period.

Post-Implementation Conditions:

- 6) That the annual average headcount for the first five years, beginning 2007-08, will be at least 12, based on the proposal.
- 7) That the annual average number of graduates for the Academic Years 2008-09 through 2011-12 will be at least 11, based on the proposal.
- 8) 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.
- 9) That information regarding an overall assessment of the program will be provided, particularly as related to objectives and assessment measures stated in the proposal.

Automotive Manufacturing Technology, AAS CIP 15.0613	New Enrollment Headcount	Graduates	Percentage of Graduates Employed in Field
Required	12	11	75%
Reported	16	5	81%

Condition 1: The average calculated is based on fall enrollment from 2007-08 through 2011-12.

Condition 4: The automotive industry was hit hard by the recession and this affected the development of this program. The recruitment into this career field was severely and adversely affected. The program has positive industry support and two local industries have announced large plant expansions.

**2013 Reports**

**Alabama State University**

Not meeting conditions

Program: Rehabilitation Counseling, MRC, CIP 51.2310

Approved by Commission: June 27, 2008

Proposed Implementation Date: August 2008

Actual Implementation Date: Fall 2007

Post-Implementation Conditions:

- 5) That the annual average new enrollment headcount for the first five years, beginning 2008-09, will be at least 16, based on the proposal.
- 6) That the average number of graduates for the period 2009-10 through 2012-13 (four years) will be at least 16, based on the proposal.
- 7) 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.
- 8) That information be provided regarding the accreditation of the program by the Council on Rehabilitation Education (CORE).
- 9) That information regarding an overall assessment of the program be provided, particularly as related to objectives and assessment measures stated in the proposal.

Rehabilitation Counseling, MRC, CIP 51.2310	Average New Enrollment Headcount	Average Number of Graduates, 2009-10 through 2012-13	Percentage of Graduates Meeting Employment Condition
Required	16	16	75%
Reported	12	7	77%

Condition 1: According to the report, the proposal overestimated the projection for the new enrollment headcount. The report cited the accreditation standard for the Council on Rehabilitation Education which states that the full-time faculty to student ratio should be no more than 1:10. Because of the limited faculty at the time of the implementation of the program, the program was limited in how many could be enrolled. The program employed one faculty member at the time the program was implemented in August 2008. A second full-time faculty member was added in spring 2009, and a third in fall 2010. New enrollment headcount in 2008-09 was 15, including 8 students who enrolled in General Counseling the previous year. In the following three years the new enrollment was 8, 8, and 10 respectively. In the last year of review, 2012-13, the number of new students enrolling in the program was 19, for an average of 12. In year 2013-14, the new enrollment has been 13.

Condition 2: The program graduated eight students in 2008-09, who were not included in the reporting period. These students transferred into the program from the General Counseling program. For the four-year reporting period, 2009-10 through 2012-13, an average of 7 students graduated. The number of graduates was affected by the restricted number of

students that could be enrolled as the faculty was hired. Over the next two years, 21 graduates are projected for 2013-14 and 13 for 2014-15.

Condition 3: The 77 percent for employment includes graduates who enrolled in related graduate/doctoral programs.

Condition 4: The report stated that the program was not accredited until July 2011, when it received its initial three-year accreditation from CORE. This delay might have affected enrollment in the program.

Condition 5: A detailed report was provided that specifically addressed the program's objectives and assessment measures.

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### **Athens State University**

#### Meeting conditions:

Program: Social Science, BS, CIP 45.0101—Second Report

Approved by the Commission: June 24, 2005

Proposed Implementation Date: August 2005

Actual Implementation Date: August 2005 (on schedule)

Required in the Second Post-Implementation Review Period (Approved December 9, 2011):

1. That an additional review period (academic years 2010-11 through 2012-13) for the program be granted. In this three-year review period, the program will meet the graduation requirement of an average of 16 graduates.
2. That the institution will submit, no later than October 1, 2013, a second post-implementation report, demonstrating that the program met the post-implementation condition concerning the average number of graduates for the specified period.

Second Report: Social Science, BS, CIP 45.0101	Average Number of Graduates, 2010-11 through 2012-13
Required	16
Reported	19

The institution provided a report in compliance with the Commission requirement.

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### **Northeast Alabama Community College**

#### Meeting conditions:

Program: Industrial Maintenance Technology, AAS/Certificate, CIP 47.0303

Approved by Commission: March 28, 2008

Proposed Implementation Date: August 2008

Actual Implementation Date: August 2008 (on schedule)

Post-Implementation Conditions:

- 5) That the annual average new enrollment headcount for the first five years will be at least 12, based on the proposal.
- 6) That the average number of Certificate and AAS graduates for the Academic Years 2009-10 through 2012-13 (four-year average) will be at least 24, based on the proposal.
- 7) 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 that the program enhanced graduates' current employment.
- 8) 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, AAS/Cert CIP 47.0303	Average New Enrollment Headcount	Average Number of Graduates, 2009-10 through 2012-13	Percentage of Graduates Meeting Employment Condition
Required	12	24	75%
Reported	96	41	78%

Condition 2: Some graduates have earned both the Certificate and AAS awards.

Condition 4: A detailed report was provided that specifically addressed the program's objectives and assessment measures.

A new full-time instructor was hired to teach Machine Tool Technology and Welding courses. Three other full-time faculty members (two for Industrial Electronics and one for Engineering Technician) are also qualified to teach courses.

NEC opened a new Industrial Systems Technology Building, which houses classrooms, offices, and shops for Industrial Maintenance, Welding, and Machining.

NEC continues to revise the program in order to meet the needs of industry.

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**The University of Alabama (UA)/the University of Alabama at Birmingham (UAB)/the University of Alabama in Huntsville (UAH)**

Meeting conditions:

Program: Nursing (Joint), Doctor of Nursing Practice, CIP 51.3818 (formerly 51.1602)

Approved by the Commission: June 27, 2008 to replace the joint DNP approved by the Commission on December 7, 2007, for UAB and UAH.

Proposed Implementation Date: August 2008

Actual Implementation Date: August 2008. Some students were admitted in May 2008 under the UAB/UAH joint DNP.

Post-Implementation Conditions:

- 1) That the annual average new enrollment headcount for the first five years, beginning 2008-09, will be at least 94, based on the proposal.
- 2) That the average number of graduates for the period 2009-10 through 2012-13 (four years) will be at least 59, based on the proposal.
- 3) That a follow-up survey be conducted after the first five years that will show at least 75 percent of the graduates were successful in acquiring related employment.
- 4) That information regarding an overall assessment of the program be provided, particularly as related to objectives and assessment measures stated in the proposal.
- 5) That the institutions submit a joint annual report over the first five years on the number of new students enrolled in the program and the state of residence of each new student.
- 6) That the annual report include employment placement information for each graduate of the program.

Nursing (Joint), DNP CIP 51.3818	Average New Enrollment Headcount	Average Number of Graduates, 2009-10 through 2012-13	Percentage of Graduates Meeting Employment Condition
Required	94	59	75%
Reported	222	102	99%*

Conditions 1, 5, and 6: Students who enrolled in the program came from as many as forty states. In the period of 2008-13, 34 percent of the total enrollees were Alabama residents, 10 percent were from Georgia, 9 percent were from Florida, 8 percent were from Texas, and 6 percent from Tennessee. Related to the employment of graduates, almost 29 percent were employed in a hospital or acute setting, 24 percent were employed in primary care clinic or health department, 15 percent in schools of nursing, and almost 11 percent in specialty clinics.

Condition 3: \*The percentage included students who were already employed and continued that employment, perhaps in an “enhanced role.” The report stated that “the marketplace has lagged behind the implementation of DNP programs, with few positions specifically designed for or requiring the DNP degree.” However, “graduates are reporting that health care systems are anecdotally noting the impact of DNP’s additional knowledge and competencies on quality of care and incomes.” Students were residents of thirteen states. In the period of 2008-13, 34 percent of the total enrollees were Alabama residents, 10 percent were from Georgia, and 9 percent were from Florida.

Condition 4: A detailed report was provided that specifically addressed the program’s objectives and assessment measures. Information included details on program oversight through the Joint DNP Program Coordinating Committee. The report stated that the joint program has been very successful. Documentation of accreditation by the Commission on Collegiate Nursing Education (CCNE) was provided. The report also provided information on places of employment and the projects of the graduates.

**Wallace State Community College (Hanceville)**

Not meeting conditions:

Program: Electroneurodiagnostic Technology, AAS, CIP 51.0903

Approved by the Commission: June 27, 2008

Proposed Implementation Date: August 2008

Actual Implementation Date: August 2008.

Post-Implementation Conditions:

- 1) That the annual average new enrollment headcount for the first five years, will be at least 10, based on the proposal.
- 2) That the average number of AAS graduates for the period 2009-10 through 2012-13 (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 that the program enhanced graduates' current employment.
- 4) That the institution report on progress in achieving accreditation by the Joint Review Committee on Education in Neurodiagnostic Technology—Commission on Accreditation of Allied Health Education Programs.
- 5) That information regarding an overall assessment of the program be provided, particularly as related to objectives and assessment measures stated in the proposal.

The report stated that students were admitted in fall 2008 and fall 2009. The program director experienced significant health issues and resigned from his position in January 2010. A program director was hired to co-direct this program and the Polysomnography programs. Because of a low number of applicants, this program did not admit students. It has not admitted students in the past three years, and, according to the report, was phased out in 2010. The program is being deleted from the Academic Program Inventory [see "Changes to the Academic Program Inventory" in this packet].



**INFORMATION ITEM C:** 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.

**Calhoun Community College**

<u>Field of Study</u>	<u>CIP Code</u>
Advanced Manufacturing & Fabrication	15.0613
Basic Manufacturing & Fabrication	15.0613
Pipe Welding	15.0613

**Ingram State Technical College**

<u>Field of Study</u>	<u>CIP Code</u>
Engine Repair	47.0605
Heavy Duty Brake Repair	47.0605
Train Service	47.0605
Electrical Fundamentals	47.0605
Intro to Basic Cabinetmaking	48.0703
Millwork & Finishing	48.0703
Wood Turning	48.0703
Shop Management	48.0703
Engine Performance	47.0604
Heating/Air Conditioning	47.0604
Transmission	47.0604
Wheel Alignment	47.0604
Braking System	47.0604

**Snead State Community College**

<u>Field of Study</u>	<u>CIP Code</u>
General Business	52.0201
Finance	52.0201
Logistics, Distributing & Purchasing Management	52.0201
Marketing Track	52.0201
Agri-Business	52.0201
Health Care Management	52.0201

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.

ALABAMA COMMISSION ON HIGHER EDUCATION  
Friday, December 6, 2013

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 D:** 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 notification regarding the non-degree programs indicated:

Auburn University Montgomery

Graduate Certificate in Teaching of Writing

The certificate program consists of 6 courses. Each course is worth 3 hours each (18 hours total). The proposed certificate seeks specifically to prepare teachers of writing for post-secondary appointments usually as writing instructors at 2-year community colleges and at small 4-year institutions in tenure track, or permanent, non-tenure track positions. In addition, holders of the certificate may seek employment as writing coaches in a corporate environment.

Auburn University

Graduate Certificate in Public Horticulture

The certificate will consist of 6 courses (14 hours), that will provide students with a broad understanding of what public horticulture is, and careers in the field (including, but not limited to: arboretum director, garden curator of collections, city horticulturalist, botanic gardens education director), as well as developing skill sets required for a successful career in Public Horticulture.

Troy University

Post-Master's Certificate in Family Nurse Practitioner

The post-master's certificate consists of eleven courses, and requires 33 semester hours and 705 clock hours for completion. Students will be accepted into the program only in the fall semester and can complete the program in two and a half years or five semesters attending fall and spring semesters. The program will be offered totally online and would be open to graduate students who

have completed an MSN program and meet admission requirements.

#### Post-Master's Certificate in Nursing Informatics

The post-master's certificate consists of 6 courses and requires 17 semester hours and 240 clinical clock hours for completion. Students will be accepted into the program only in fall and can complete the program in two (fall and spring) semesters. The program will be offered entirely online and would be open to graduate students who have completed an MSN program and meet admission requirements.

#### The University of Alabama at Birmingham

##### Graduate Certificate in Healthcare Quality and Safety

The proposed certificate consists of 15 semester hours and is designed to train healthcare administrators and clinicians in conducting process improvements, and patient safety projects in complex medical environments.

#### The University of Alabama in Huntsville

##### Graduate Certificate in Sports Coaching and Athletic Performance

This is a 20 semester hour program for students of any major and has no prerequisites. The proposed certificate will prepare students for careers in the coaching profession, sports leadership, and athletic performance.

#### The University of South Alabama

##### Graduate Certificate in Instructional Design and Development (IDD)

The graduate certificate program requires the successful completion of five courses (15 semester hours) with grades of B or higher in all courses. The certificate is designed for individuals interested in a) learning how to resolve training issues within the workplace and b) becoming proficient in the design and development of instruction.

##### Graduate Certificate in Human Performance Improvement (HPI)

The proposed certificate will require 15 semester hours with grades of B or higher in all five courses. The HPI certificate will provide opportunities for human resource and training personnel to learn how to identify performance problems within an organization, determine best ways to resolve those issues, and evaluate and implement solutions within a workplace setting.

The University of West Alabama

Pre-Baccalaureate Certificate in Industrial Maintenance  
(Level I)

The certificate will consist of 12 semester hours in electric motor controls, AC/DC circuit theory, fluid power, and mechanical systems. Upon successful completion of the proposed certificate, students will have demonstrated entry level skills that will qualify them for employment in manufacturing industries.

Pre-Baccalaureate Certificate in Industrial Maintenance  
(Level II)

The certificate will consist of 24 semester hours with coursework in digital and solid state electronics, workplace safety and health, basic blueprint reading and design, and electromechanical controls. Upon successful completion of the proposed certificate, students will qualify for employment in manufacturing industries as a maintenance technician.

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 E:** Implementation of Approved Programs

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

**Staff Recommendation:** For information only.

**Background:** Commission guidelines state that a new program should be implemented in accordance with the timeline presented in the proposal. They further state that any institution having an approved program must notify the Commission in writing when the program is implemented (that is, when the institution has admitted the first student or students into the program). The institution also must notify the Commission in writing if the stated date or academic term of implementation changes. If the program is not implemented within 24 months of the date of approval, regardless of whether the Commission has been notified of the delay, the approval will expire, and the program will be removed from the Commission's Academic Program Inventory. Once an approval has expired, an institution must submit a new program proposal and receive Commission approval of the new proposal in order to offer the program.

**Programs Implemented:** In accordance with these guidelines, the following institutions have sent notification that the programs listed have been implemented.

The University of South Alabama

Program: Business Administration, DBA, CIP 52.0201  
Approval date: September 9, 2011  
Implementation date: May 2013 (on schedule)  
Post-implementation report date: June 1, 2018.

Program: Systems Engineering, DSc, CIP 14.2701  
Approval date: March 9, 2012  
Implementation date: August 2013 (on schedule)  
Post-implementation report date: September 1, 2018.

**Programs Not Implemented:** Commission approval has expired for the following programs that were not implemented by the implementation deadline.

None.

**Supporting Documentation:** "Guidelines on Implementation of a New Program," adopted by the Commission on October 12, 2001, revision approved on September 23, 2005. Available upon request.

**INFORMATION ITEM F:** 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.

Jefferson State Community College	19.0605	Interior Design, AAS <i>[Deletion of an expired inactive program]</i>
Wallace State Community College (Hanceville)	51.0903	Electroneurodiagnostic Technology, AAS <i>[Deletion as the result of post-implementation review]</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.

None.

C. Programs Placed on Inactive Status

None.



INFORMATION ITEM G: The University of Alabama, Establishment of the Institute for Water Science, Policy, and Law

Staff Presenter: Ms. Margaret Pearson  
Academic Program Review Analyst

Staff Recommendation: For information only.

Background: The University of Alabama (UA) has submitted plans to the Commission for the establishment of the Institute for Water Science, Policy, and Law. The institute will not award academic credit to students; therefore, it does not require Commission approval.

According to information submitted by UA, the institute will provide guidance in the development of policy and functional legal regimes for water resources through education, research, and policy analysis while balancing the needs of economic development and ecosystem management.

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 University of Alabama. Available upon request.

INFORMATION ITEM H: The University of Alabama, Establishment of the Center for Sustainable Infrastructure

Staff Presenter: Ms. Margaret Pearson  
Academic Program Review Analyst

Staff Recommendation: For information only.

Background: The University of Alabama (UA) has submitted plans to the Commission for the establishment of the Center for Sustainable Infrastructure (CSI). The center will not award academic credit to students; therefore, it does not require Commission approval.

According to UA, the proposed center brings together researchers focusing on the physical infrastructure that supports communities, quality of life, and the economy. The CSI will serve as an innovative technical resource, knowledge center, and educational provider. To fully address the critical issues related to sustainable infrastructure, whether at the local, regional, national, or global level, the CSI will extend its focus to range from materials to full-scale structural systems.

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 University of Alabama. Available upon request.

- INFORMATION ITEM I: The University of North Alabama, Establishment of the University Success Center; the Center for Writing Excellence; and the Mathematics Learning Center
- Staff Presenter: Ms. Margaret Pearson  
Academic Program Review Analyst
- Staff Recommendation: For information only.
- Background: The University of North Alabama (UNA) has submitted plans to the Commission for the establishment of the University Success Center (USC); the Center for Writing Excellence (CWE); and the Mathematics Learning Center (MLC). These centers will not award academic credit to students; therefore, they do not require Commission approval.
- The University Success Center – the mission of the USC will be to help students develop the personal and academic knowledge, skills, and abilities necessary for university success. This purpose will be accomplished through a range of academic support and instructional programs available to nearly every UNA student demographic.
- The Center for Writing Excellence – the mission of the CWE will be three-fold: to provide all UNA students with instruction and writing resources; to provide UNA faculty with teaching resource support and professional development opportunities in Writing Across the Curriculum (WAC) and Writing in the Disciplines (WID); and to facilitate and develop community-oriented programs in writing, reading, and writing as critical thinking.
- The Mathematics Learning Center – will help students become confident and independent learners of mathematics. To that end, it will seek to provide a positive and professional learning environment to develop or reinforce any mathematics content knowledge.
- 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 University of North Alabama. Available upon request.

<u>INFORMATION ITEM J:</u>	<u>The University of North Alabama, Establishment of the Public History Center</u>
<u>Staff Presenter:</u>	Ms. Margaret Pearson Academic Program Review Analyst
<u>Staff Recommendation:</u>	For information only.
<u>Background:</u>	<p>The University of North Alabama (UNA) has submitted plans to the Commission for the establishment of the Public History Center. The center will not award academic credit to students; therefore, it does not require Commission approval.</p> <p>According to information submitted by UNA, the mission of the center will be to allow the development of both a consulting/income generating branch of the public history program and greater community outreach capabilities.</p> <p>Additionally, the goals of the Public History Center will be:</p> <ul style="list-style-type: none"><li>• To develop a historic preservation consulting program.</li><li>• To assist local and regional communities with their preservation needs.</li><li>• To give public history and history students a broader range of experiences in the field of public history through community outreach and consulting work.</li></ul>
<u>Supporting Documentation:</u>	<ol style="list-style-type: none"><li>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.</li><li>2. Written unpublished documentation provided by the University of North Alabama. Available upon request.</li></ol>

**INFORMATION ITEM K:** The University of Alabama at Birmingham,  
Establishment of the Division of Vascular Surgery and  
Endovascular Therapy in the Department of Surgery

Staff Presenter: Ms. Margaret Pearson  
Academic Program Review Analyst

Staff Recommendation: For information only.

Background: The University of Alabama at Birmingham (UAB) has submitted plans to the Commission for the establishment of the Division of Vascular Surgery and Endovascular Therapy in the Department of Surgery. The division will not award academic credit to students, therefore not requiring Commission approval.

According to information submitted by UAB, establishing the Division of Vascular Surgery and Endovascular Therapy in the Department of Surgery will improve communication and collaboration with the clinical and research entities involved with surgical care and research, and will provide an infrastructure and needed resources to aide in attracting, recruiting and retaining the best faculty and trainees.

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 University of Alabama at Birmingham. Available upon request.

INFORMATION ITEM L: The University of Alabama at Birmingham, Establishment of the Materials Processing and Applications Development (MPAD) Center

Staff Presenter: Ms. Margaret Pearson  
Academic Program Review Analyst

Staff Recommendation: For information only.

Background: The University of Alabama at Birmingham (UAB) has submitted plans to the Commission for the establishment of the Materials Processing and Applications Development (MPAD) Center. The center will not award academic credit to students, therefore not requiring Commission approval.

According to UAB, the vision of the proposed Materials Processing and Applications Development (MPAD) Center is a state-of-the-art materials and manufacturing entity, internationally renowned research center, for the development of high performance, engineering materials, processes and manufactured products. The MPAD's mission is to develop cross-cutting multi-disciplinary partnerships with industry, academia, and government to advance technologies in innovative materials development and manufacturing.

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 University of Alabama at Birmingham. Available upon request.

**INFORMATION ITEM M:** The University of Alabama at Birmingham,  
Establishment of the Division of Gastrointestinal Surgery  
in the Department of Surgery

Staff Presenter: Ms. Margaret Pearson  
Academic Program Review Analyst

Staff Recommendation: For information only.

Background: The University of Alabama at Birmingham (UAB) has submitted plans to the Commission for the establishment of the Division of Gastrointestinal Surgery in the Department of Surgery. The division will not award academic credit to students, therefore not requiring Commission approval.

According to information submitted by UAB, the Division of Gastrointestinal Surgery is dedicated to improving the health and quality of life for UAB patients and the community through excellence in surgical care, surgical research and surgical education. The proposed division offers comprehensive care for patients requiring surgical treatment for complex surgical problems of the digestive tract and associated organs.

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 University of Alabama at Birmingham. Available upon request.

INFORMATION ITEM N: The University of Alabama at Birmingham,  
Establishment of the Division of Surgical Oncology in the  
Department of Surgery

Staff Presenter: Ms. Margaret Pearson  
Academic Program Review Analyst

Staff Recommendation: For information only.

Background: The University of Alabama at Birmingham (UAB) has submitted plans to the Commission for the establishment of the Division of Surgical Oncology in the Department of Surgery. The division will not award academic credit to students, therefore not requiring Commission approval.

According to information submitted by UAB, establishing the new division will improve communication and collaboration with the clinical and research entities involved with surgical care and research, and will provide an infrastructure and needed resources to aide in attracting, recruiting, and retaining the best faculty and trainees.

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 University of Alabama at Birmingham. Available upon request.



INFORMATION ITEM O:                    The University of Alabama at Birmingham,  
Establishment of the Division of Trauma, Burns and  
Surgical Critical Care in the Department of Surgery

Staff Presenter:                        Ms. Margaret Pearson  
Academic Program Review Analyst

Staff Recommendation:                For information only.

Background:                            The University of Alabama at Birmingham (UAB) has submitted plans to the Commission for the establishment of the Division of Trauma, Burns and Surgical Critical Care in the Department of Surgery. The division will not award academic credit to students, therefore not requiring Commission approval.

According to information submitted by UAB, the purpose of the new division is to work closely with the Divisions of Neurosurgery, Orthopedics, Otolaryngology, Oral and Maxillofacial Surgery, Plastic Surgery, and Urology. Together with the regional and statewide EMS program, the Division of Trauma, Burns, and Surgical Critical Care provides a comprehensive multidisciplinary program of care to severely injured multi-system trauma or burn victims.

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 University of Alabama at Birmingham. Available upon request.

**INFORMATION ITEM P:** Jacksonville State University and Taizhou University, Implementation of Dual Degree Programs in English and Computer Science

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

Staff Recommendation: For information only.

Background: Jacksonville State University (JSU) has informed the Commission of the intent to offer two dual degree programs with Taizhou University in the Peoples' Republic of China (PRC). The two programs are the following: the BS in Computer Science (listed at CIP 11.0101 in the Commission's Academic Program Inventory for JSU) and the BA in English (CIP 23.0101) with a minor in international business. Through these programs, students who complete the academic requirements for both institutions will receive degrees from both.

A 2+2 model will be established by the two universities. The Computer Science program will require the completion of 129 semester hours, while the English program will require completion of 128 semester hours. Years 3 and 4 will be completed at JSU.

JSU provided copies of agreements signed by representatives of both institutions.

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. September 6, 2013, letter from Rebecca Turner, Provost and VP for Academic Affairs, Jacksonville State University, with written unpublished documentation provided by the institutions. Available upon request.

**INFORMATION ITEM Q:** Implementation of ACT 2013-423 – Military Residency

**Staff Presenter:** Ms. Diane Sherman  
Director of Research Services

**Staff Recommendation:** For information only.

**Background:** During the 2012-2013 legislative session, ACT 2013-423 was approved. That act requires that Alabama public institutions consider certain active duty service members, their spouses and dependents and certain veterans as resident students for tuition purposes. This action requires the Boards of Trustees of public institutions to adopt rules and guidelines necessary to implement this act to allow certain out-of-state students to pay in-state tuition.

Commission staff requested that public institutions provide a copy of the minutes of their Board of Trustees meetings when these rules and guidelines were established and adopted for their institution. Staff has received supporting documentation from the Department of Postsecondary Education and all Alabama public four-year institutions except Auburn University System. Auburn University System will provide that documentation once their Board of Trustees adopts those rules and guidelines.

**Supporting Documentation:**

1. ACT 2013-423. Available upon request.
2. Copies of rules and guidelines submitted by public institutions. Available upon request.

INFORMATION ITEM R: The University of Alabama in Huntsville, Establishment of the Department of Space Science

Staff Presenter: Ms. Margaret Pearson  
Academic Program Review Analyst

Staff Recommendation: For information only.

Background: The University of Alabama in Huntsville (UAH) has submitted plans to the Commission for the establishment of the Department of Space Science.

According to UAH, the Space Physics faculty desires to establish a Department of Space Science in order to facilitate collaboration with the NASA Marshall Space Flight Center Physics Group in education to enhance the robust collaboration already in existence in research.

Administrative changes at the department level—such as establishing a new department, combining two or more departments into a single department, or dividing a department into two or more departments—do not require Commission approval. However, such changes must be reported to the Commission prior to implementation. If the administrative change creates a more prominent unit of instruction, such as a division or school, Commission approval as a new unit is required.

Supporting Documentation:

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

# Institutions of Higher Education

