

Alabama Commission on Higher Education

RSA Union Building, 100 North Union Street, Room 782

Montgomery, AL 36104

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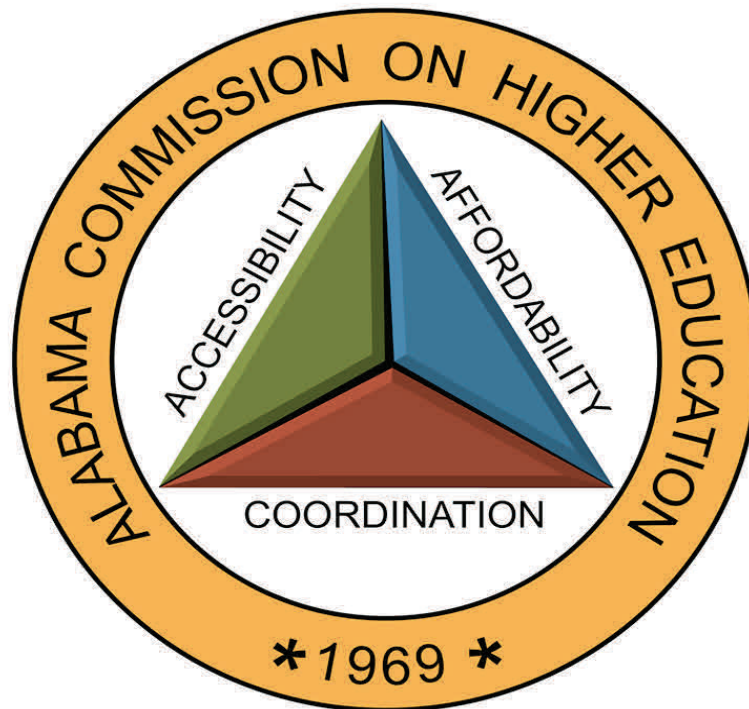
Fax: 334-242-0268

Website: www.ache.alabama.gov

COMMISSION MEETING

March 21, 2014

10:00 a.m.



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

Alabama Commission on Higher Education Committee Structure

Executive Committee

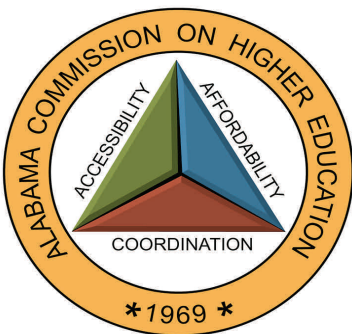
*Jeff Coleman, Chair
Drew Linn, Vice-chair
Sydney Raine
Larry Hughes*

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*



AGENDA

ALABAMA COMMISSION ON HIGHER EDUCATION

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

March 21, 2014
10:00 a.m.

- I. **Call to Order**
- II. **Roll Call of Members and Determination of Quorum**
- III. **Approval of Agenda**
- IV. **Consideration of Minutes of December 6, 2013** 1
- V. **Chairman’s Report**
- VI. **Executive Director’s Report**
- VII. **Discussion Items**
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X. Adjournment

ALABAMA COMMISSION ON HIGHER EDUCATION

MINUTES OF MEETING

December 6, 2013

I. Call to Order

The Alabama Commission on Higher Education met in regular session on Friday, December 6, 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.

Commissioner Coleman welcomed the past chair of ACHE, Mr. Steve Shaw, presidents, institutional representatives and guests.

II. Roll Call of Members and Determination of Quorum

Members present: Jeff Coleman, Andrew Linn, Sydney Raine, William Powell, Karen Calametti, Missy Smith, Charles Sanders, Darius Foster, Patricia McGriff, and Larry Hughes. Members absent: Charles Ball and Bill Jones. A quorum was determined by roll call of members present.

III. Approval of Agenda

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

IV. Consideration of Minutes of September 13, 2013

RESOLVED: Commissioner Calametti moved for approval of the September 13, 2013 minutes. Commissioner Smith seconded. Motion carried. The minutes were approved.

V. Chairman's Report

Commissioner Coleman began the meeting by commemorating the death of Nelson Mandela. He stated that one of his favorite quotes from Mandela is "Education is the most powerful weapon with which we can use to change the world."

He also commemorated the death of Dr. Gordon Moulton, former president of the University of South Alabama. He described President Moulton as an ambassador and advocate of higher education making many contributions to education throughout the state and the Mobile community. Some of them included his leadership with the Council of Presidents. He quoted a tribute to Dr. Moulton given by U.S. Senator Richard Shelby during his retirement in April, 2013. He stated that the tribute read by Senator Shelby was a great way for the record to acknowledge all his contributions. The tribute reads:

"Mr. President, I arise today to pay tribute to Dr. Gordon Moulton in honor of his retirement after 46 years of service to the University of South Alabama (USA). Gordon dedicated his life to the success of the university and its surrounding communities and served as university president for 16 years. I'm honored to call this remarkable man my friend and fellow Alabamian.

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Gordon received his BS in Industrial Management from the Georgia Institute of Technology and a MBA from Emory University. He was also awarded an honorary doctorate from Spring Hill College in 2006. He began his service at the USA three years after its founding in 1966. As a business faculty member, he went on to launch the School of Computer and Information Services as its first dean. He was named president of the university in 1998. Gordon's numerous successes at the university, including academic programs and scholarship, securing grants for cancer research, expanding student opportunities, development and renovation of various facilities, and the creation of the University of South Alabama Research and Technology Park, which has provided many jobs and opportunities for high tech industry partnerships in south Alabama.

During his tenure as president, the USA was able to launch Campaign USA, a highly successful fundraising effort that raised millions for the university. He also worked to form a partnership with the infirmary health system, which was instrumental in making improvements in the area of health. For his work in the area, Gordon was named Mobilian of the Year in 2002. Over the years, Gordon and his wife, Jerri, donated generously to the USA and most recently presented the university with 3 million dollars in order to fund cancer research at the USA Mitchell Cancer Institute. Their generosity, compassion, and dedication in defining a cure for cancer are both admirable and humbling. In addition to funding for cancer research, they have given millions to fund the Moulton Tower in the alumni plaza, Jerri Moulton Children's Park, as well as USA Children and Women's Hospital and various scholarships and athletic endeavors.

Today it is rare to see an individual so invested in one institution for the larger part of his career. The work Gordon Moulton has done for the USA will forever be remembered by its students, faculty, trustees and the communities in and around Mobile and Alabama that have benefitted from the university. I congratulate him on his retirement and thank him for his decades of service to Alabama's great educational institutions."

Commissioner Coleman then asked for a moment of silence for any colleagues who have passed since the last meeting.

He congratulated Chancellor Robert Witt for his election as chairman of the Council of Presidents and stated that the Commission looks forward to working with the Council as we move the mission and the initiatives of higher education forward.

He announced the publication of the ACHE 2013 Annual Report and encouraged everyone to view it on the ACHE website. He then read the "Message from the Chairman" from the report.

On behalf of the Commissioners, he thanked Dr. Fitch and the staff for all the hard work being done and for the dedication and commitment to the mission of higher education.

Commissioner Coleman ended his report with a story by Candy Chand called, *Christmas Love: The W in Christmas*:

"Each December, I vowed to make Christmas a calm and peaceful experience. But once again, despite my plans, chaos prevailed. I had cut back on nonessential obligations-- extensive card writing, endless baking, decorating, and yes, even the all American pastime, overspending. Yet, still, I found myself exhausted, unable to appreciate the precious family moments, and, of course, the true meaning of Christmas.

My son, Nicholas, was in kindergarten that year. It was an exciting season for a six year old filled with hopes, dreams and laughter. For weeks, he'd been memorizing songs for his school's "Winter Pageant." I didn't have the heart to tell him I'd be working the night of the production.

Unwilling to miss his shining moment, I spoke with his teacher. She assured me there'd be a dress rehearsal the morning of the presentation. All parents unable to attend that evening were welcome to come then. Fortunately, Nicholas seemed happy with the compromise.

So, just as I promised, on the morning of the dress rehearsal, I filed in 10 minutes early, found a spot on the cafeteria floor and sat down. Around the room, I saw several other parents quietly scampering to their seats. As I waited, the students were led into the room. Each class, accompanied by their teacher, sat cross-legged on the floor. Then, each group, one by one, rose to perform their song.

Because the public school system had long stopped referring to the holiday as Christmas, I didn't expect anything other than fun, commercial entertainment -- songs of reindeer, Santa Claus, snowflakes and good cheer. The melodies were fun, cute and lighthearted, but nowhere to be found was even the hint of an innocent babe, a manger, or Christ's sacred gift of hope and joy. So, when my son's class rose to sing, "Christmas Love", I was slightly taken aback by its bold title.

Nicholas was aglow, as were all of his classmates, adorned in fuzzy mittens, red sweaters and bright snowcaps upon their heads. Those in the front row -- center stage -- held up large letters, one by one, to spell out the title of the song. As the class would sing "C" is for Christmas,' a child would hold up the letter C. Then, "H is for Happy," and on and on, until each child holding up his portion had presented the complete message, "Christmas Love."

The performance was going smoothly, until suddenly, we noticed her -- a small, quiet girl in the front row who was holding the letter "M" upside down. She was entirely unaware, that reversed, her letter "M" appeared as a "W". Fidgeting from side to side, she soon moved entirely away from her mark.

The audience of 1st through 6th graders snickered at the little one's mistake. But in her innocence, she had no idea they were laughing at her as she stood tall, proudly holding her "W".

One can only imagine the difficulty in calming an audience of young, giggling students. Although many teachers tried to shush the children, the laughter continued until the last letter was raised, and we all saw it together. A hush came over the audience and eyes began to widen.

In that instant, we understood -- the reason we were there, why we celebrated the holiday in the first place, why even in the chaos there was a

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purpose for our festivities. For when the last letter was held high, the message read loud and clear:

CHRIST WAS LOVE. *And I believe He still is.*

He then wished everyone a Merry Christmas, Happy Holiday, and Seasons Greetings.

A Certificate of Appreciation was presented to Ellen Haulman. The Certificate was read and will be included in the official minutes of the Alabama Commission on Higher Education.

Ms. Haulman commented, *“I’ve never been known to turn down an opportunity to speak in front of a crowd. I do want to thank the members of the Commission for this recognition and for the opportunity to work with you. It has indeed been an interesting place to work.*

My mother worked for about 30 years in a cotton mill. She and my father were both very wise people who valued education very much because they knew what a difference it could make in people’s lives. But she told me a long time ago that if you don’t have a job that gives you some problems, you don’t have much of a job. And I can say that I have had a job. I do want to mention a few people in regard to working for ACHE.

First of all, to the Commissioners, I just marvel at your commitment to what you do. And we appreciate your interest in higher education and I’m saying that as a citizen. And we appreciate your stewardship and the way you approach what you do. I would like to thank Dr. Fitch. It has been a joy to work with him. I appreciate your leadership. You directed when I needed direction and that was most appreciated and also your friendship. I also want to thank past and present members of the staff. If the job offered me some opportunities to have problems at times, the staff is what has made it fun. And there are a few people I would especially like to mention, Margaret Pearson, who has worked with me for the last few years. Tim Vick who not only hired me, or was on the team that hired me, but we worked together through many issues over the last few years. He’s actually the one who told me about the job to begin with. I’ve called him my ‘ACHE Daddy’ but he’s younger than I am. Also I want to thank the members of the higher education community, especially the public institutions in Alabama that I’ve been able to associate with. Again you’ve made this job enjoyable. There are a lot of folks here that have been my contacts. There are members of the Alabama Department of Postsecondary Education that we were on speed dial with each other because we’ve worked on issues together through the last few years. There are others like the Council of Graduate Deans and the Chief Academic Officers that I’ve worked with. And some that are just contacts that are not members of those two groups but they are the ones that follow our deadlines and get things in and that sort of thing. It’s the people that you work with that make your job enjoyable. And I appreciate all of you for that.

And then I should say that as the quote, you mentioned from Nelson Mandela, about the power of education to change the world. We lose sight of that sometimes. But I would encourage us all to remember that. And again I thank you for this lovely certificate and I wish you all a good Christmas season. Thank you.”

VI. Executive Director's Report

Dr. Fitch invited the Commissioners and guests to attend a surprise reception following the Commission meeting honoring Ms. Ellen Haulman.

He reported that there have been no objections to the revised Administrative Rules filed by the Commission regarding the non-resident institution fee charges.

The staff continues to coordinate with the SARA on the national recommendations in regards to reciprocity.

VII. Discussion Items

A. Annual Report: Alabama Articulation & General Studies Committee

Dr. Mark Heinrich, Chancellor, Alabama Department of Postsecondary Education and AGSC Chair, made a presentation on the activities of the Articulation Committee. A copy of the AGSC 2012-13 Annual Report was distributed to Commissioners. A copy is attached.

Commissioner Coleman thanked Dr. Heinrich for his presentation.

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

Dr. James Conely explained that ACHE administers federal funding provided by the No Child Left Behind Act for professional development of teachers in grades K-12 with multiple year grants to some Alabama universities. One of these is the University of Alabama grant, Physical Science in the 21st Century Institutes (PS-21). ACHE has funded this project for six years and will be highlighted today because of its success in meeting its objectives which have been highly effective and attracts national recognition and additional funding for related programs.

He then introduced co-project directors, Dr. Dennis Sunal, Professor of Science Education and Dr. Cynthia Sunal, Chair of the Department of Curriculum and Instruction, University of Alabama. Dr. Dennis Sunal explained through a power point presentation that the project started because of an identified need for a well-prepared core of teachers of physical science and newly prepared pre-service teachers entering the profession. A copy of the power point presentation is attached.

Dr. Conely announced the FY 2013-14 NCLB Competitive Grant Awards. A copy is attached.

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

Dr. French presented the report of the non-resident institutional review activities for calendar year 2013. She also distributed a copy of the programmatic profiles of Non-Resident Private Degree-Granting Institutions, which identifies the programs offered by

166 degree-granting institutions subject to full-scale review by the Commission. A copy is attached.

Commissioner Smith questioned why out-of-state institutions do business in the state of Alabama. Commissioner Hughes responded that it's for profit.

Dr. French indicated that one of the initiatives that the Commission presented this past year was to conduct a workshop with the Department of Postsecondary Education. The workshop was for the public institutions in Alabama that already disseminate online programs throughout the country in order to help them understand how they need to negotiate through the regulatory process in other states. Not only is there an increase in the number of programs that are being offered online in Alabama, but Alabama institutions are also increasing their efforts to move outside of the state and offer online programs.

D. Annual Report: Alabama Experimental Program To Stimulate Competitive Research

Dr. Chris Lawson, Executive Director-EPSCoR, explained that the Alabama EPSCoR is a consortium of academic, government, and industrial organizations established to increase Alabama's science and research capabilities. The program's objective is to provide a highly trained workforce to fuel the growth of high technology companies in Alabama. Alabama EPSCoR is lead by the seven Ph.D. granting institutions in Alabama.

Dr. Lawson introduced Dr. Joel Andrews, GRSP award recipient, who presented a power point presentation of his research at the Mitchell Cancer Institute-University of South Alabama. A copy of the presentation is attached.

Commissioner Coleman thanked Dr. Andrews for his presentation.

E. Annual Report: Alabama Commission on Higher Education 2012-2013

Ms. Margaret Gunter stated that an electronic copy of the 2013 Annual Report of the Commission on Higher Education was previously emailed to the Commissioners. A copy is attached. The report may also be accessed from the Commission's website.

Smith moved to accept the 2013 Annual Report. Linn seconded. Motion passed.

VIII. Decision Items

A. Executive Budget Request for FY 2014-2015

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

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

B. Consolidated Budget Recommendation for FY 2014-2015

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

C. Report on the Facilities Master Plan & Capital Projects Requests for FY 2014-2015 - FY 2018-2019

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

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

D. Forever Wild Appointment of Board Member

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

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

E. Academic Programs

1. Auburn University, Master of Turfgrass Management (MTM) in Turfgrass Management (CIP 01.1102)

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

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

2. Auburn University at Montgomery, Master of the Teaching of Writing (MTW) in Teaching of Writing (CIP 23.1399)

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. Commissioner Calametti seconded. Motion carried.

3. Drake State Community and Technical College, Associate in Arts (AA) in Transfer Associate in Arts (CIP 24.0101)

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. Commissioner Linn seconded. Motion carried.

4. Drake State Community and Technical College, Associate in Science (AS) in Transfer Associate in Science (CIP 24.0102)

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

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

5. Drake State Community and Technical College, Certificate in Welding (CIP 48.0508)

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. Commissioner Sanders seconded. Motion carried.

6. Enterprise State Community College, Associate in Applied Science in Digital Multimedia (CIP 50.0102)

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

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

7. Enterprise State Community College, Associate in Applied Science in Flight Simulator Technician (CIP 15.0406)

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

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

8. Snead State Community College, Associate in Applied Science and Certificate in Applied Business (CIP 52.0201)

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

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

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9. Auburn University, Bachelor of Science in Global Studies in Human Sciences (CIP 19.9999)

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

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

10. University of Alabama at Birmingham, Bachelor of Fine Arts in Musical Theatre (CIP 50.0601)

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

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

11. University of South Alabama, Bachelor of Science in Cyber Assurance (CIP 11.1003)

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

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

12. University of South Alabama, Bachelor of Science in Hospitality and Tourism Management (CIP 52.0901)

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

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

13. University of Alabama, Bachelor of Science in Environmental Engineering (CIP 14.1401)

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

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

14. University of Alabama, Bachelor of Science in Architectural Engineering (CIP 14.0401)

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

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

F. Requests to Amend Post-Implementation Conditions

1. Alabama State University, Master of Rehabilitation Counseling (MRC) in Rehabilitation Counseling (CIP 51.2310)

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. Commissioner Raine seconded. Motion carried.

2. Alabama Department of Postsecondary Education, Automotive Manufacturing Technology (CIP 15.0613)

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

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

3. Southern Union State Community College, AAS and Certificate in Industrial Maintenance Technology (CIP 47.0303)

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

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

4. Calhoun Community College, AAS in Clinical Laboratory Technology (CIP 51.1004)

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. Commissioner Linn seconded. Motion carried.

G. Extensions/Alterations of Existing Programs and Units of Instruction

1. University of North Alabama, Alteration of the MA in Community Counseling (CIP 42.2803)

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

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

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2. Jacksonville State University, Alteration of the MSN in Community Health Nursing (CIP 51.3811)

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

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

3. Auburn University, Addition of an Option in Hotel and Restaurant Management to the Existing MS in Nutrition (CIP 30.1901)

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

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

4. University of West Alabama, Alteration of the Bachelor of Science in Industrial Technology (CIP 15.0699)

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. Commissioner Smith seconded. Motion carried.

5. Auburn University, Addition of a Track in Visual Media to the Existing BA in Mass Communication (Radio/TV) (CIP 09.0701)

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

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

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)

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

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

7. University of South Alabama, Addition of a Concentration in Geographical Information Technology to the Existing MPA in Public Administration (CIP 44.0401)

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

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

8. Northwest Shoals Community College, Addition of an Option in Injection Molding Technology To the Existing AAS in Industrial Maintenance Technology (CIP 47.0303)

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

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

9. University of Alabama in Huntsville, Addition of Three Emphases [Concentrations] to the Existing BA in Music (CIP 50.0901)

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. Commissioner Linn seconded. Motion carried.

IX. Information Items

RESOLVED: Commissioner Hughes moved to accept Information Items A through R. Commissioner Sanders seconded. Motion carried.

- A. Annual Off-Campus Site Follow-Up Report for Academic Year 2012-2013
- B. Summary of Post-Implementation Reports
- C. Implementation of New Short Certificate Programs (Less than 30 Semester Hours)
- D. Implementation of Non-Degree Programs at Senior Institutions
- E. Implementation of Approved Programs
- F. Changes to the Academic Program Inventory
- G. University of Alabama, Establishment of the Institute for Water Science, Policy, and Law
- H. University of Alabama, Establishment of the Center for Sustainable Infrastructure

ALABAMA COMMISSION ON HIGHER EDUCATION

Minutes of Meeting

Friday, December 6, 2013

- I. University of North Alabama, Establishment of the University Success Center; the Center for Writing Excellence; and the Mathematics Learning Center
- J. University of North Alabama, Establishment of the Public History Center
- K. University of Alabama at Birmingham, Establishment of the Division of Vascular Surgery and Endovascular Therapy in the Department of Surgery
- L. University of Alabama at Birmingham, Establishment of the Materials Processing and Applications Development (MPAD) Center
- M. University of Alabama at Birmingham, Establishment of the Division of Gastrointestinal Surgery in the Department of Surgery
- N. University of Alabama at Birmingham, Establishment of the Division of Surgical Oncology in the Department of Surgery
- O. University of Alabama at Birmingham, Establishment of the Division of Trauma, Burns and Surgical Critical Care in the Department of Surgery
- P. Jacksonville State University and Taizhou University, Implementation of Dual Degree Programs in English and Computer Science
- Q. Implementation of Act 2013-423 Military Residency
- R. University of Alabama in Huntsville, Establishment of the Department of Space Science

X. Adjournment

The meeting was adjourned at 12:05 p.m. The next meeting of the Commission is scheduled for March 21, 2014.

Jeff Coleman, Chairman

Sworn to and subscribed before
me this the ____ day of _____
2014.

Gregory G. Fitch, Executive Director

Notary Public

DISCUSSION ITEM B: Report: Network of Alabama Academic Libraries (NAAL)

Staff Presenter: Mr. Ron Leonard
Director of NAAL

Staff Recommendation: For discussion only.

Background: In the fall of 2013, the Network of Alabama Academic Libraries (NAAL) launched a pilot program to increase awareness of the value of Alabama's academic libraries to business and community leaders. To accomplish that goal, NAAL members are partnering with public and school librarians to inform our citizens of library resources and services for small business owners, industrialists, and job seekers.

Supporting Documentation: None.

DISCUSSION ITEM C: Status Report: Implementation of *Advancing Access Through Regulatory Reform: Findings, Principles, And Recommendations For The State Authorization Reciprocity Agreement (SARA)*.

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

Staff Recommendation: For discussion only.

Summary: **NATIONAL CONVERSATION.** Implementation of the recommendations of a report issued in April 2013 by the Commission on Regulation of Postsecondary Distance Education (Commission) chaired by former U. S. Secretary of Education, Richard Riley, was dependent on obtaining substantial financial support from private sources. A \$2.3 million grant from the Lumina Foundation enabled a partnership of organizations (Western Interstate Commission for Higher Education (WICHE) and its regional partners) to create a national infrastructure for the purpose of facilitating communication and collaboration among the states.

1. A 22-member national council (NC-SARA) from various sectors of higher education and government was established to guide the activities of SARA. The governance structure includes an NC-SARA board composed of the chief executive officers of the four regional compacts, as well as four leaders from the National Commission and Presidents' Forum/CSG efforts. The regional compacts include: Midwestern Higher Education Compact, New England Board of Higher Education, Southern Regional Education Board (SREB), and WICHE.

2. The national council (NC-SARA) established protocols for regional compact participation.

3. Marshall Hill, previously the Executive Director of Nebraska's Coordinating Commission for Postsecondary Education, was appointed the Executive Director of NC-SARA.

REGIONAL CONVERSATION. SREB convened the member states in January 2014 to provide an overview of the policies, standards, processes and essential steps necessary for state participation.

1. With respect to the SREB Electronic Campus Regional Reciprocity Agreement (SECRRRA), it was announced that SECRRRA would continue to operate in parallel with SARA until the majority of states in the SREB region were participating in SARA.

2. In February, Indiana was approved by the Midwestern Higher Education Compact (MHEC) as the first state to join the National Council for State Authorization Reciprocity Agreements (NC-SARA).

ALABAMA CONVERSATION. A delegation of representatives from Auburn University(Crandel), the Alabama Commission on Higher Education (French and Mohr), the Alabama Department of Postsecondary Education (Funderburk), the Alabama Independent Colleges and Universities (Hankins), the University of South Alabama (Johnson), and the University of Alabama System (Nash) participated in the SREB State Authorization Reciprocity Agreement Forum in Atlanta, Georgia (January 2014).

1. Members of the Alabama Delegation agreed that the outstanding issues to be resolved regarding S-SARA participation were:

- a. Oversight of online education: Two agencies
- b. Regional vs. national accreditation
- c. Protection from exploitive providers
- d. Resolution of student complaints
- e. Creation of a national bureaucracy
- f. Necessity for legislative changes
- g. Yet to be identified data requirements
- h. Establishment of regional/national and state fees to support the new organizational structure.

2. Legislation was introduced (SB418) to amend Sections 10A-1-7.02 and 16-46-3 of the Code of Alabama 1975.

10-A-7.02: Exempts foreign entities from registering with the Secretary of State.

16-46-3: Exempts any out of state [private], nonprofit entity that offers online programs of instruction, has been granted regional accreditation, and is located in a state participating in a regional authorization reciprocity agreement approved by the Governor. [Emphasis added] Public institutions are exempt from licensure under provisions of Ala. Code Section 16-46-3(8) 1975. (See attached)

Background:

Institutional, State and Regional Conversations. The dialogue on state reciprocity with respect to the delivery of online courses/programs across state lines began soon after the U.S Department of Education issued its Program Integrity Rules in 2010, rules that required institutions to provide documentation of their compliance with statutory requirements in any state in which they operated in order to be eligible for federal funds. These discussions during the next two year period led to the development of a number of regional and national models of reciprocity agreements.

The National Conversation. In 2012, under the auspices of the Association of Public and Land-Grant Universities (APLU) and the State Higher Education Executive Officers (SHEEO), the discussions on state reciprocity were elevated to the national level with the establishment of the Commission on Regulation of Postsecondary Distance Education (Commission). The Commission, chaired by former U. S. Secretary of Education, Richard Riley, convened in June 2012 and issued its report in April 2013, *Advancing Access Through Regulatory Reform: Findings, Principles, And Recommendations For The State Authorization Reciprocity Agreement (SARA)*.

The report, which draws heavily on previous initiatives by the Presidents' Forum and the Council of State Governments as well as regional compacts, introduces a blueprint for regulatory reform that:

1. Provides unrestricted access for all participating institutions (public, private, non-profit, and for profit) in authorized states participating in regional compacts; and
2. Proposes prescriptive eligibility criteria for participation by states and institutions. (There is a general understanding that all states will require change to existing legislation)

The Alabama Conversation.

January 2013: Governor's letter to SREB offering Alabama's support and participation in SREB's Electronic Campus Regional Reciprocity Agreement (SECRRA).

April 16-17, 2013: A delegation of representatives from Alabama attended the Educational Symposium on Establishing a State Authorization Reciprocity Agreement (SARA) hosted by the President's Forum and the Council of State Governments in Indianapolis.

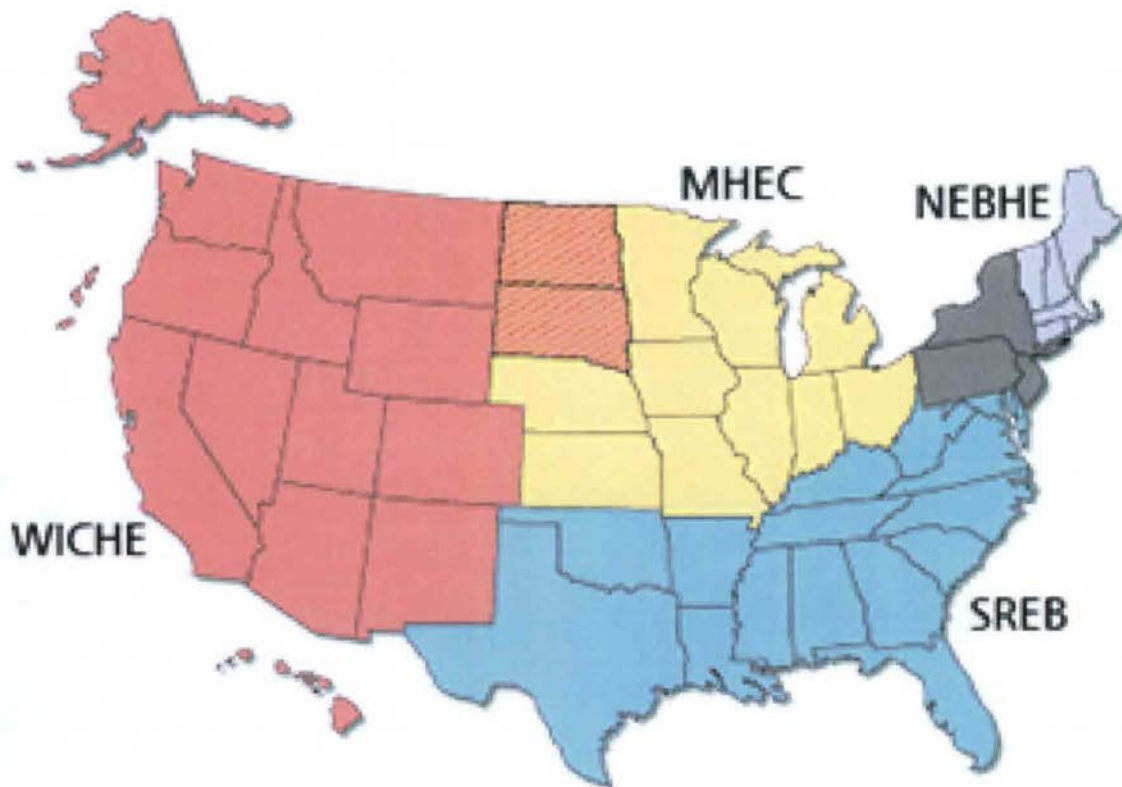
October 23, 2013: ACHE and ADPE Symposium: *Navigating State Regulatory Requirements for the Delivery of Online Programs*

Supporting Documentation:

Map of Regional Education Compacts
Senate Bill 418
SREB Participating Institutions 2014-2015

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REGIONAL EDUCATION COMPACTS



ALABAMA COMMISSION ON HIGHER EDUCATION
Friday, March 21, 2014

1 SB418
2 159309-1
3 By Senator Glover
4 RFD: Finance and Taxation Education
5 First Read: 27-FEB-14

159309-1:n:02/26/2014:KMS/th LRS2014-1067

SYNOPSIS: This bill would provide further for the participation of the state in reciprocity agreements whereby colleges and universities of member states are allowed to operate, without additional state approval or authorization, in other member states.

A BILL
TO BE ENTITLED
AN ACT

To amend Sections 10A-1-7.02 and 16-46-3, Code of Alabama 1975, relating to foreign nonprofit entities offering online programs of instruction; to provide further for the participation of the state in reciprocity agreements whereby colleges and universities of member states are allowed to operate, without additional state approval or authorization, in other member states.

BE IT ENACTED BY THE LEGISLATURE OF ALABAMA:

Section 1. Sections 10A-1-7.02 and 16-46-3 of the Code of Alabama 1975, are amended to read as follows:

"§10A-1-7.02.

"(a) A foreign entity not described by Section 10A-1-7.01(a) may transact business in this state without registering under this chapter.

"(b) Subsection (a) does not relieve a foreign entity from the duty to comply with applicable requirements under other law to file or register.

"(c) A foreign entity is not required to register under this chapter if other law of this state or of federal law authorizes the entity to transact the particular business authorized by law in this state.

"(d) A foreign unincorporated nonprofit association is not required to register under this chapter.

"(e) A foreign entity which is exempt from the requirements of Chapter 46, Title 16, is not required to register under this chapter.

"§16-46-3.

"(a) This chapter shall not apply to any of the following schools nor to any person in regard to the operation of such schools, except for the conditions stated in this section:

"(1) Schools operated on a nonprofit basis offering only courses or programs of study which do not lead to an associate or baccalaureate degree and are limited in nature to

the performance of or preparation for the ministry of any established church, denomination, or religion.

"(2) Courses conducted by employers exclusively for their employees and courses conducted by labor unions exclusively for their members.

"(3) Schools offering instruction in grades K-12, including the kindergarten, elementary, or secondary level and operated by a parochial, denominational, or religious organization, and/or as a ministry of a local church or group of churches on a nonprofit basis.

"(4) Schools offering instruction in grades K-12, including the kindergarten, elementary, or secondary level, and operated by a community, educational organization, or group of parents, organized as a nonprofit educational corporation with the expectation of establishing a more favorable environment for those in attendance.

"(5) Schools, colleges, and universities principally operated and supported by the State of Alabama or its political subdivisions.

"(6) Seminars and short courses sponsored or offered by professional business, trade, or religious organizations primarily for benefit of members thereof, or similar public programs of training where the majority of the students have at least half of their tuition and enrollment fees paid by their employers, provided that evidence is supplied supporting this exemption continuously over the preceding five years.

"(7) Any private school conducting resident courses whose principal base of operation is within the State of Alabama which has been in continuous operation for 20 years or more as of July 1, 2004, and that held accreditation as of that date by an accrediting agency recognized by the United States Department of Education.

"(8) Programs of study regulated by other state public boards, commissions, or agencies requiring school licensure or performance bonding, or both, except where the appropriate regulatory agency requires a license under this chapter.

"(9) Any private postsecondary institution conducting resident courses that has been in operation within Alabama for at least five years as of July 1, 2004, and that is accredited by an accrediting agency recognized by the United States Department of Education shall be accorded the following provisions: Upon proof of such accreditation, such schools shall be issued a license and representative permits after required fees are paid to the Alabama Department of Postsecondary Education. The requisite accreditation shall satisfy the minimum standards of this chapter.

"(10) Any out of state nonprofit entity that offers online programs of instruction, is approved by a regional accreditation authority, and is located in a state participating in a regional authorization reciprocity agreement approved by the Governor.

"(b) Any private school exempted in this section shall retain the exempted status as long as the conditions of exemption remain valid. An accredited private school or program of study not elsewhere exempted whose accreditation is withdrawn, suspended, or revoked shall forfeit its exemption status until the grant of accreditation is restored. Due process of the accrediting agency shall be allowed prior to withdrawal of an exemption. Schools having accreditation withheld as a result of transfer of ownership shall be allowed a period of time to regain the grant in accordance with the appropriate accrediting agency regulations.

"(c) An exemption pursuant to this section shall not be construed to constitute approval or endorsement by the State of Alabama for any purpose.

"(d) Exempted private schools may voluntarily request to be licensed without surety as described in Sections 16-46-5 and 16-46-6.

"(e) Private schools which cease operations shall place the student academic, attendance, and financial aid records in the office of the appropriate school administrator where a repository shall exist to safeguard and to make available these records to authorized persons upon request as follows:

"(1) Schools which merge, consolidate, or undergo change of ownership shall deposit with the continuing school.

"(2) Schools which are a part of a system, organization, franchise, or a ministry of a local church or a

group of churches shall deposit with the administrative office thereof if such is to remain in operation.

"(3) Elementary and secondary schools without system support shall deposit with the superintendent of the public county or city within whose district the school is located.

"(4) Postsecondary, higher, and others not elsewhere designated shall deposit with the Alabama Department of Postsecondary Education."

Section 2. This act shall become effective on the first day of the third month following its passage and approval by the Governor, or its otherwise becoming law.

Participating Institutions Academic Year 2/28/2014 - 12/31/2015

ALABAMA

Amridge University
Auburn University
Calhoun Community College
Jacksonville State University (Alabama)
Northwest-Shoals Community College
Troy University. eTrov
United States Sports Academy
University of Alabama
University of Alabama, Birmingham
University of North Alabama
University of South Alabama

ARKANSAS

Arkansas Tech University
Cossatot Community College of the University of Arkansas
NorthWest Arkansas Community College
Rich Mountain Community College
Southern Arkansas University Tech
Southern Arkansas University, Magnolia
University of Arkansas for Medical Sciences
University of Arkansas, Fayetteville
University of Arkansas. Little Rock
University of Central Arkansas

DELAWARE

University of Delaware

FLORIDA

Brevard Community College
Broward College
Embrv-Riddle Aeronautical University-Worldwide Campus
Florida Agricultural & Mechanical University
Florida Atlantic University
Florida Gulf Coast University
Florida State College at Jacksonville
Florida State University
Indian River State College
Nova Southeastern University
Saint Leo University
St. Petersburg College
University of Central Florida
University of Florida
University of North Florida
University of South Florida
University of West Florida

GEORGIA

Albany State University
Armstrong Atlantic State University
Brenau University
Clayton State University
Columbus State University

Darton State College
Fort Valley State University
Georgia College (Georgia College & State University)
Georgia Institute of Technology
Georgia Military College
Georgia Southern University
Georgia Southwestern State University
Georgia State University
Gwinnett Technical College
Kennesaw State University
Middle Georgia State College (formerly Macon State College & Middle Georgia College)
Southern Polytechnic State University
Southwest Georgia Technical College
University of Georgia
University of North Georgia (formerly Gainesville State College & North Georgia College & State University)
University of West Georgia
Valdosta State University

KENTUCKY

Eastern Kentucky University
Morehead State University
Murray State University, Kentucky
Northern Kentucky University
University of Louisville
Western Kentucky University

LOUISIANA

Bossier Parish Community College
Louisiana State University and A & M College
Louisiana State University, Shreveport
Nicholls State University
Northwestern State University
Nunez Community College
Our Lady of the Lake College
University of Louisiana at Lafayette
University of Louisiana at Monroe

MARYLAND

Anne Arundel Community College
Capitol College
College of Southern Maryland
Goucher College
Morgan State University
University of Baltimore
University of Maryland Baltimore
University of Maryland Baltimore County
University of Maryland University College

MISSISSIPPI

Alcorn State University, Natchez Campus
Delta State University
Mississippi State University
University of Mississippi

NORTH CAROLINA

Appalachian State University
Central Carolina Community College (NC)
Central Piedmont Community College
Cleveland Community College (NC)
East Carolina University
Elizabeth City State University
Fayetteville Technical Community College
Forsyth Technical Community College
Gaston College
Guilford Technical Community College
Haywood Community College
North Carolina Central University
North Carolina State University
Pamlico Community College
Piedmont Community College (NC)
Pitt Community College
Randolph Community College
Richmond Community College
Robeson Community College
Sampson Community College
University of North Carolina, Chapel Hill
University of North Carolina, Charlotte
University of North Carolina, Pembroke
Western Carolina University

OKLAHOMA

Cameron University
Northwestern Oklahoma State University
Oklahoma Panhandle State University
Oklahoma State University Center for Health Sciences (Tulsa)
Oklahoma State University, Stillwater
Rogers State University
Southeastern Oklahoma State University
Southern Nazarene University
University of Oklahoma

SOUTH CAROLINA

Central Carolina Technical College (SC)
Clemson University
Limestone College
Medical University of South Carolina
Piedmont Technical College
University of South Carolina, Aiken
University of South Carolina, Columbia
University of South Carolina, Upstate

TENNESSEE

Austin Peay State University
Chattanooga State Community College (TN)
Columbia State Community College
Dyersburg State Community College
East Tennessee State University
Jackson State Community College (Tennessee)
Middle Tennessee State University
Motlow State Community College
Nashville State Community College
Northeast State Community College
Pellissippi State Community College
Roane State Community College
Southwest Tennessee Community College
Tennessee Regents Online Campus Collaborative
Tennessee State University
Tennessee Tech University
The University of Memphis
University of Tennessee, Chattanooga
University of Tennessee, Health Science Center, Memphis
University of Tennessee, Knoxville
University of Tennessee, Martin
University of Tennessee, Space Institute
Volunteer State Community College
Walters State Community College (Tennessee)

TEXAS

Amberton University
Collin College
Dallas Baptist University
Dallas Colleges Online/Colleges of DCCCD
Lamar University
Midwestern State University
Northwest Vista College
Odessa College
Palo Alto College
Panola College
Prairie View A&M University
Sam Houston State University
Southwestern Assemblies of God University
Stephen F. Austin State University
Tarleton State University
Texas A&M University, College Station
Texas A&M University, Commerce
Texas A&M University, San Antonio
Texas Southern University
Texas Tech University
Texas Womans University
University of Houston - Clear Lake
University of Houston - Victoria
University of North Texas
University of Texas at Brownsville
University of Texas of the Permian Basin
University of Texas, Dallas
University of Texas, El Paso
University of Texas, Pan American
University of Texas, Tyler

Wavland Baptist University
West Texas A & M University
Western Texas College

VIRGINIA

Mountain Empire Community College
Northern Virginia Community College
Old Dominion University
Southwest Virginia Community College
Virginia Commonwealth University
Virginia Polytechnic Institute and State University (Virginia Tech)

WEST VIRGINIA

Marshall University
West Virginia University

DECISION ITEM A-1: Auburn University at Montgomery (AUM), Bachelor of Science in Computer Science (CIP 11.0701)

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 Computer Science program will give students a strong theoretical foundation in modern computing and software development. The program will include mathematic theories for computer science, and will also prepare students for interactions with other scientific fields like Physics, Chemistry, Biology, Mathematics, and Engineering.

Role: The proposed program is within the instructional role recognized for Auburn University at Montgomery (AUM).

Mode of Delivery: According to the proposal, a complete distance education offering for this program is not being considered. However, the proposed program will have some courses delivered in a combination of both on-line and face-to-face instruction.

Similar Programs: Currently, Alabama State University has a BS in Computer Science, and the University of South Alabama has a BSCS in Computer Science.

Collaboration: Collaboration is not being considered at this time. However, in the future as the program matures, and research and teaching expertise is developed, AUM will consider collaboration.

Resources: The proposal projected that a total of \$975,000 in estimated new funds will be required to support the proposed program. A total of \$1,051,000 will be available through internal reallocation and tuition.

Public Review: The program was posted on the Commission website from January 6 through January 26 (twenty days) for public review and comments. No comments were received.

Rationale for Staff Recommendation:

1. The number of Computer Science related occupations in Alabama is expected to increase by 27.8 percent from 2010 to 2020, exceeding the national growth rate.
2. AUM is located in Workforce Development Region 7, in which five of the identified computer science occupations are listed among the top 40 high-demand occupations.

DECISION ITEM A-1: Auburn University at Montgomery, Bachelor of Science in Computer Science (CIP 11.0701)

Staff Presenter: Ms. Margaret Pearson
Academic Program Review Analyst

Staff Recommendation: That the Commission approve the proposed Bachelor of Science in Computer Science with 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 March 21, 2016 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 24, 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 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.

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, 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 at Montgomery program proposal, dated November 11, 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

INSTITUTION Auburn University at Montgomery

PROGRAM Bachelor of Science in Computer Science

ESTIMATED NEW FUNDS REQUIRED TO SUPPORT PROPOSED PROGRAM

	2014-15	2015-16	2016-17	2017-18	2018-19	TOTAL
FACULTY	\$90,000	\$190,000	\$190,000	\$190,000	\$190,000	\$850,000
LIBRARY	\$5,000	\$0	\$0	\$0	\$0	\$5,000
FACILITIES	\$0	\$0	\$0	\$0	\$0	\$0
EQUIPMENT	\$45,000	\$0	\$0	\$0	\$0	\$45,000
STAFF	\$15,000	\$15,000	\$15,000	\$15,000	\$15,000	\$75,000
OTHER	\$0	\$0	\$0	\$0	\$0	\$0
TOTAL	\$155,000	\$205,000	\$205,000	\$205,000	\$205,000	\$975,000

SOURCES OF FUNDS AVAILABLE FOR PROGRAM SUPPORT

	2014-15	2015-16	2016-17	2017-18	2018-19	TOTAL
INTERNAL REALLOCATIONS	\$33,500	\$43,000	\$2,500	\$0	\$0	\$79,000
EXTRAMURAL	\$0	\$0	\$0	\$0	\$0	\$0
TUITION	\$121,500	\$162,000	\$202,500	\$243,000	\$243,000	\$972,000
TOTAL	\$155,000	\$205,000	\$205,000	\$243,000	\$243,000	\$1,051,000

ENROLLMENT AND DEGREE COMPLETION PROJECTIONS

	2014-15	2015-16	2016-17	2017-18	2018-19	5-YEAR AVERAGE
TOTAL HEADCOUNT ENROLLMENT	20	26	31	38	38	31
NEW ENROLLMENT HEADCOUNT	15	20	25	30	30	24 2-YEAR AVERAGE
DEGREE COMPLETION PROJECTIONS	0	0	0	5	10	8

Attachment 2

Summary of Background Information

Bachelor of Science in Computer Science
Auburn University at Montgomery

Role: The proposed program is within the instructional role recognized for Auburn University at Montgomery (AUM).

Objectives: The proposed Computer Science program will give students a strong theoretical foundation in modern computing and software development. The program will include mathematic theories for computer science, and will also prepare students for interactions with other scientific fields like Physics, Chemistry, Biology, Mathematics, and Engineering.

According to the proposal, upon completion of the proposed program, graduates will have:

- An integrated knowledge of the core Computer Science topics such as hardware/software architecture, algorithm design and analysis, computational theory, operating systems, database systems, and networking.
- Both theoretical and hands-on exposure to various modern high performance computing topics including programming in multi-core and many-core systems (OpenMP, thread programming, GPU programming), programming in parallel systems (MPI), hybrid systems (CPU+GPU systems) and distributed computing systems

Administration: The program will be administered by Dr. Karen Stine, School of Sciences, dean, and the Department of Mathematics, Dr. Enoch Lee, Department Head.

Accreditation: According to information in the proposal, the Computing Accreditation Commission from the Accreditation Board for Engineering and Technology (ABET) is the recognized accrediting body for Computer Science programs. The proposed Computer Science program will seek ABET accreditation. According to the proposal, at the time of the submission of this proposal, there were no ABET accredited Computer Science programs in Montgomery and neighboring counties.

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

CSCI 1110 - Introduction to Computer Science (3 credit hrs)
CSCI 1500 - Ethics in Computer Science (3 credit hrs)
CSCI 2100 - Introduction to Computer Architecture (3 credit hrs)
CSCI 3200 - Parallel Programming (3 credit hrs)
CSCI 3700 - Database Systems (3 credit hrs)
CSCI 4250 - High Performance Computing (3 credit hrs)
CSCI 4300 - Introduction to Operating Systems (3 credit hrs)
CSCI 4350 - Network Systems (3 credit hrs)
CSCI 4400 - Distributed Computing (3 credit hrs)
CSCI 4450 - Data Intensive Computing (3 credit hrs)
CSCI 4500 - Mobile Computing (3 credit hrs)
CSCI 4550 - Computer Graphics (3 credit hrs)
CSCI 4924 - Computer Science Internship (1 to 4 credit hrs)
CSCI 4950 - Senior Seminar in Computer Science (2 credit hr)

Program Completion Requirements

Credit hours required in major: 61 semester hours (sh)

Credit hours required in minor (if applicable): N/A

Credit hours in institutional general education or core curriculum: 42 sh

Credit hours in required or free electives: 21 sh (9 required and 12 free electives)

Total credit hours required for completion: 124 sh

Collaboration: Collaboration is not being considered at this time. However, in the future as the program matures, and research and teaching expertise is developed, AUM will consider collaboration.

Distance Education: According to the proposal, a complete distance education offering for this program is not being considered. However, the proposed program will have some courses delivered in a combination of both on-line and face-to-face instruction.

Admissions: The proposal stated that the only criterion is the admission to AUM; however, students admitted to the Computer Science program will be expected to have a strong background in Mathematics.

Need: According to AUM officials, the proposed Computer Science program will satisfy effectively and efficiently both institutional and societal needs. The major institutional need, which is satisfied by the proposed program, is the completion of the set of basic and fundamental core disciplines at AUM. Currently, AUM is the only university in its peer group, and the only one of three universities within the state, which does not offer a BS in Computer Science. There are expectations in this day and age that institutions of higher education have core programs like English, Mathematics, History, etc. and, pertinent to this proposal, Computer Science. Therefore, this program will add to the set of core programs offered by AUM.

Additionally, the proposed program will provide students with exposure to modern computing in general and to high performance computing topics in particular, which are not being offered by any regional university at the undergraduate level. This is a more up-to-date Computer Science program, which will consider the latest changes in computing technology (multi-core, many-core and hybrid CPU-GPU architectures), and focus on introducing the parallel programming paradigm at early stages of the undergraduate education. It will follow the recommendations of the latest ACM/IEEE-CS Computer Science Curricula (2013 version). Also, the program will include a strong component of science courses (Chemistry, Physics and Biology) for students with interest in computational science.

According to program officials, the proposed program will help with a major societal need, which is the imperative necessity of more qualified people in Computer Science and related areas. Jobs related to Computer Science are expected to grow 27.8 percent from 2010 to 2020 in the state of Alabama. This level of growth corresponds to a total increase of 8,900 jobs, as well as an average 1,420 annual job openings due to growth and replacement. The Alabama Department of Labor projects that the following five occupations will each produce over 100 jobs annually due to growth and replacement:

- Computer Systems Analysts (320 annual job openings)
- Software Developers, Systems Software (230 annual job openings)
- Computer Programmers (190 annual job openings)
- Network and Computer Systems Administrators (180 annual job openings)
- Software Developers, Applications (155 annual job openings)

Student Demand: Enrollment projections were determined by local, regional and national trends in Computer Science enrollment as well as projected demand for Computer Science graduates. National surveying done by different institutions including the U.S. Department of Labor, and the Alabama Department of Labor are considered for estimating these numbers.

Additionally, according to AUM officials, there have been many students over the years that have desired to study Computer Science and have had to settle for a degree in Mathematics with an option in Computer Science, or a degree in Information Systems and Decision Sciences.

Faculty:

Current Primary Faculty—

Full-time: 5

Part-time: 0

Support Faculty—

Full-time: 0

Part-time: 0

Additional Faculty to be hired:

Primary Faculty—

Full-time: 2

Part-time: 2

Support Faculty—

Full-time: 0

Part-time: 0

According to AUM officials, new faculty members for the proposed program will have a Ph.D. in Computer Science or very closely related field. They will have interest and expertise in multiple areas of high performance computing and cyber security. They will have a strong record of, or outstanding potential for, significant research and excellence in teaching, a commitment to service at both departmental and university levels, and will possess effective oral and written communication skills.

Support Faculty: The proposed Computer Science program will be located in the Mathematics Department, which will be renamed the Department of Mathematics and Computer Science. All current support staff (administrative associate and student workers) will continue assisting the proposed program. AUM plans to employ a graduate student from the master's program in Cybersystems and Information Security as a Computer Lab Graduate Assistant responsible for coordinating the use, maintenance and administration of a new computer lab.

Equipment: Currently, there is one server with relevant mathematical and computational software installed. The general specifications include: dual socket, quad-core, Intel Xeon processor, 16 GB memory RAM, and 500GB HD. The additional equipment to be added are two additional servers and an HPC cluster. Estimated cost: \$45,000.

Facilities: According to the proposal, a new computer lab has already been conditioned for teaching and research purposes, including renovation and additions.

Library: The current library collection for supporting the proposed program was assessed by AUM's library. It has been determined that it is adequate for supporting this program. However, onetime funds have been allocated (about \$5,000) for enhancing the current collection to further support the proposed program.

Program Budget: The proposal projected that a total of \$975,000 in estimated new funds will be required to support the proposed program. A total of \$1,051,000 will be available through internal reallocation and tuition.

Attachment 3
Curriculum
Auburn University Montgomery
BS in Computer Science

FALL Year 1	FALL Year 2	FALL Year 3
MATH 1610 (4) ENGL 1010 (3) HIST 1010 (3) CSCI 1110 (3) or Elect. Social Science (3)	CSCI 3000 (3) Literature (3) COMM 1010 (3) CSCI 2100 Intro Comp. Arch. (3) MATH 2000 (3) -as Elect.	CSCI 1500 Ethics in CS (3) MATH 2670 (3) CSCI 3600 (3) CSCI 3200 Parallel Prog. (3) CHEM 1100/1101 (4)
16 credit hrs.	15 credit hrs.	16 credit hrs.

SPRING Year 1	SPRING Year 2	SPRING Year 3
MATH 1620 (4) ENGL 1020 (3) HIST 1020 (3) CSCI 2000 (3) PHYS 2100/2101 (4)	MATH 2660 (3) CSCI 3100 (3) Foreign Lang. (3) Social Science (3) PHYS 2200/2201 (4)	CSCI 4300 Intro to Operating Syst. (3) CSCI 3700 Database Systems (3) MATH 4200 (3) MATH Elective (3) CSCI Elective (3)
17 credit hrs.	16 credit hrs.	15 credit hrs.

FALL Year 4
CSCI 4350 Network Sys. (3) CSCI 4250 HPC (3) CSCI 4400 Dist. Comp. (3) CSCI 4100 (3) General Elective (3)
15 credit hrs.

SPRING Year 4
Fine Arts (3) CSCI 4450 Data Intensive Comp. (3) CSCI 4950 (2) CSCI Elective (3) General Elective (3)
14 credit hrs.

A total of 124 credit hours

DECISION ITEM A-2: Troy University, Doctor of Philosophy in Sport Management
(CIP 31.0504)

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: According to the proposal, the program will provide a comprehensive curriculum with an area of specialization to prepare a sport manager practitioner or academician to:

1. Demonstrate the ability to conduct research related to the sport industry.
2. Analyze, evaluate, and implement solutions to complex sport issues, to prepare innovators and leaders in the field of sport management.
3. Support the dissemination of scholarly research and knowledge in the behavioral sciences.
4. Demonstrate teaching and/or research skills needed for success in professional sport management roles.

Role: The program is not within the instructional role recognized by the Commission for Troy University. Troy has submitted the proposal to be considered as a program that qualifies for an exception to its instructional role as a unique program in the state of Alabama that would serve a strong, distinct, and well documented societal, education, or economic need.

In December 2007, the Commission approved the Doctor of Nursing Program in Nursing for Troy, which was also outside the institution's recognized instructional role. This process fell under the previous instructional role policy [prior to 2010], which did not include any exceptions for program offerings outside the institution's instructional role level.

Doctor of Nursing Practice in Nursing, CIP 51.1602. Troy did not have a doctoral role. With approval of the program, Troy was recognized as having a doctoral role only in nursing (CIP 51.1602). The approval also stated that if the program is deleted from the Commission's Academic Program Inventory in the future, the doctoral entry also will be deleted from Troy's instructional role matrix. Credit hours at the doctoral level for the nursing program would be given the appropriate doctoral weight and the credit hours would receive the doctoral library factor in the ACHE Standard calculation. Because there was a single doctoral program, Troy would continue to receive the non-doctoral instructional cost multiplier and the four percent additional amount for organized research instead of the eight percent. (These were the figures in effect at the time of the program's implementation.)

The Commission's 2010-2015 Instructional Role Guidelines and the matrix for Troy University are attached. A timeline of the review of the proposal and the related NISP are included in the discussion of role in the Attachment 2, "Summary of Background Information."

Mode of Delivery: Dual modalities (the use of both customary and virtual classrooms) will be used in the delivery of the program.

Similar Programs: There are no other CIP 31.0504 doctoral programs in the Academic Program Inventory.

Collaboration: "Troy University recognizes the value of collaborating with other universities and will do so when necessary and/or the opportunity presents itself; however, it should also be noted that collaborative efforts, if pursued, will be aligned with the guidelines set forth by the Commission on Sport Management Accreditation" (page 24, Program proposal).

ALABAMA COMMISSION ON HIGHER EDUCATION
Friday, March 21, 2014

Resources: The proposal projected that \$924,510 in new funds will be required for the program in the first five years, and that \$1,296,000 will be available over the same period through tuition.

Public Review: The program proposal was posted on the Commission website from January 6 until January 26 (twenty days) for public review and comments. There was an initial posting from September 18 to October 8 (20 days) as well. No comments were received.

Elements of Consideration for Staff Recommendation:

Staff concerns are that the proposal may not meet the Commission's intent and purposes for exemption as "a unique offering in the State of Alabama that would serve as strong, distinct, and well-documented societal, educational, or economic need," as suggested by Troy officials for the following reasons:

1. Sport Management is an emerging academic field and there is a paucity of research regarding extent of demand for graduates with doctoral degrees. It is of concern that only a very limited number of positions may be projected annually in our State.
2. Troy officials have stated that the degree would be appropriate for college and university athletic directors, for example. There is not a strongly established workforce data informed link between attaining this PhD and obtaining the variety of particular jobs referenced.
3. No public doctoral-level institutions in the state have expressed an interest in offering such a program, though there are doctorates available in similar Business disciplines and Kinesiology, which by submission are the foundation of the program being considered.
4. There is a question as to whether the program level would be sufficiently unique in terms of prospective students' interests relative to the United States Sports Academy Doctor of Education offering. It is also not a compelling assertion that at the course level there is sufficient uniqueness (non-overlap) relative to other PhD disciplines already being offered.
5. The offering of a distance education program meeting Alabama demand, is not in of itself a justifying feature.
6. The issue of a concern regarding uniqueness was saliently expressed in the Alabama Council of Graduate Deans (ACGD) peer review.

Additional relevant considerations:

1. While the sufficiency of the proposal's evidence supporting the unique description under policy remains a consideration to staff, the Instructional Affairs Committee directed the staff to proceed with a review of the proposal and to develop a staff recommendation for the full Commission.
2. The staff's full review found that Troy has the necessary curricular/faculty expertise, staffing, program objectives, assessment design, as well as resources, including fiscal, to implement this PhD.
3. The staff's as well as peer review questions concerning the uniqueness can be empirically assessed and evidence collected and examined by additional post-implementation requirements.
4. The program is amenable to continuous improvement as the data informs.

DECISION ITEM A-2: Troy University, Doctor of Philosophy in Sport Management (CIP 31.0504)

Staff Presenter: Dr. Leonard Lock
Director of Instruction and Special Projects

Staff Recommendation: That the Commission approve the proposed Doctor of Philosophy in Sport Management, with the post-implementation conditions listed directly below:

Implementation Date: The proposed program will be implemented fall 2014. Based on Commission policy, the proposed program must be implemented by March 21, 2016, 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.

- Standard Post-Implementation Conditions:
 1. That the annual average new enrollment headcount for the first five years, beginning 2014-15, will be at least 6, based on the proposal.
 2. That the annual average number of graduates for the period 2016-17 through 2018-19 (three-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.
 4. That information regarding an overall assessment of the program be provided, particularly as related to objectives and assessment measures stated in the proposal.

Additional Post-Implementation Conditions:

After each of the first four years, Troy provide the Commission -

1. Program enrollment figures, including the number of Alabama residents and active military duty personnel;
2. Total number of credit hours taken by semester of those enrolled in the program; and
3. A report detailing what steps will be taken to increase enrollments, *if* the enrollment benchmarks as specified in the proposal are not reached.

After year two and year four, Troy provide the Commission –

1. The results of a program candidate satisfaction survey, which includes information on candidates employment prioritized intentions; and
2. Availability to meet with the Instructional Affairs Committee to discuss the program's progress, if so requested by the Committee.

After years three, four, and five, Troy provide the Commission –

1. Program completion figures, including the number of Alabama residents and active military duty personnel;
2. A report regarding what specific steps are being/have been taken to facilitate graduates' employment, including the Troy personnel who are facilitating these tasks and the extent of success of these efforts; and
3. A report detailing any substantive programmatic changes in the process of continuous improvement.

Troy University will be required to phase out the program if any of the post-implementation conditions, including reporting of the additional post-implementation conditions to the Commission, 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.

Furthermore, the Commission staff recommends that credit hours at the doctoral level for the Sport Management program (CIP 31.0504) be given the appropriate doctoral weight and that these credit hours receive the doctoral library factor in the ACHE Standard calculation.

All other formula components in the ACHE Standard calculation will be the same as those applied to other nondoctoral institutions.

It is important to note that the additional post-implementation requirements previously mentioned should not be considered specific to this particular proposal review, but rather part of a broader Commission initiative to consider revising those requirements focusing on earlier and ongoing data collection, collaboration, and the use of data for program improvement.

Basically, it is the staff recommendation that consideration be given to institutions in the development of delivery of programs in a more efficient and expeditious manner to provide support for engaging in a highly competitive educational delivery effort. In so doing, the review and evaluation of student participation and success is based upon an adherence to established conditions. Success of the students is paramount in providing educational services.

Supporting Documentation:

1. New Academic Degree Program Proposal Summary, Attachment 1.
2. Summary of Background Information, Attachment 2.
3. Curriculum for Proposed Program, Attachment 3.
4. Alabama Commission on Higher Education, "Guidelines for Instructional Role for 2010-15," Attachment 4.
5. Instructional Role Matrix, 2013, Troy University, Attachment 5.
6. Troy University program proposal, received May 21, 2013. Revised proposal submitted September 9, 2013. Troy University response to Alabama Council of Graduate Deans Comments, received January 10, 2014. Available upon request.
7. Peer review data sheets. Available upon request.
8. "Evaluation and Review of New Instructional Program Proposals of Public Postsecondary Institutions," Ala. Admin. Code (Commission on Higher Education), r. 300-2-1-.03. Available upon request.

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

INSTITUTION Troy University

PROGRAM PhD in Sport Management (CIP 31.0504)

ESTIMATED NEW FUNDS REQUIRED TO SUPPORT PROPOSED PROGRAM

	2014-15	2015-16	2016-17	2017-18	2018-19	TOTAL
FACULTY	\$0	\$82,550	\$167,576	\$172,603	\$177,781	\$600,510
LIBRARY	\$0	\$0	\$0	\$0	\$0	\$0
FACILITIES	\$0	\$0	\$0	\$0	\$0	\$0
EQUIPMENT	\$26,000	\$3,000	\$3,000	\$3,000	\$3,000	\$38,000
ASSISTANTSHIPS	\$40,000	\$44,000	\$48,000	\$50,000	\$54,000	\$236,000
STAFF	\$0	\$0	\$0	\$0	\$0	\$0
OTHER	\$10,000	\$10,000	\$10,000	\$10,000	\$10,000	\$50,000
TOTAL	\$76,000	\$139,550	\$228,576	\$235,603	\$244,781	\$924,510

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	\$135,000	\$270,000	\$297,000	\$297,000	\$297,000	\$1,296,000
TOTAL	\$135,000	\$270,000	\$297,000	\$297,000	\$297,000	\$1,296,000

ENROLLMENT AND DEGREE COMPLETION PROJECTIONS

	2014-15	2015-16	2016-17	2017-18	2018-19	5-YEAR AVE.
TOTAL HEADCOUNT ENROLLMENT	10	15	15	15	15	14
NEW HEADCOUNT ENROLLMENT	6	6	6	6	6	6
DEGREE COMPLETION PROJECTIONS	0	0	5	5	5	3-YEAR AVE. 5

Attachment 2

Summary of Background Information

Doctor of Philosophy in Sport Management
Troy University

Role: The program is not within the instructional role recognized by the Commission for Troy University. Troy has submitted the proposal to be considered as a program that qualifies for an exception to its instructional role as a unique program in the State of Alabama that would serve a strong, distinct, and well documented societal, education, or economic need.

In December 2007, the Commission approved the Doctor of Nursing Program in Nursing for Troy, which was also outside the institution's recognized instructional role. This process fell under the previous instructional role policy, which did not include any exceptions for program offerings outside the institution's instructional role level.

Since the approval of the current instructional role guidelines in 2010, two other institutions submitted Notifications of Intent to Submit a Proposal (NISP) for projected programs outside their Commission-recognized instructional role. In both cases, the Commission staff advised that the projected programs would require an instructional role change, and the institutions did not go forward with proposals for the respective programs. Troy University is the first institution to submit a proposal outside its instructional role since the Commission approval of the 2010-2015 Guidelines.

Timeline of the review of the NISP and proposal in relation to Troy's instructional role:

The Commission staff has had conversations and correspondence with Troy officials regarding the proposed program and Troy's instructional role for approximately two years. A partial timeline for staff interaction with Troy on this topic is below:

- September 7, 2011: After reviewing a letter draft from Chancellor Hawkins concerning the proposed program, Dr. Fitch sent an email to John Dew, stating that, "to ensure continued consideration and address possible resistance, I recommend you consider an institutional role change...."
- February 21, 2013: A NISP for a PhD in Sport Management at Troy was received. An acknowledgement letter from Dr. Fitch was sent on February 28, which requested a meeting to discuss the NISP in consideration of the Commission's Instructional Role policy.
- March 4, 2013: Letter from Chancellor Hawkins stating that the program would be unique and aligned with Troy's role, and a meeting would be scheduled.
- March 20, 2013: The Commission staff met with Dianne Barron, graduate dean, and Damon Andrew, dean of Health and Human Services, to discuss the NISP. A follow-up letter (Ellen Haulman to Dianne Barron, March 21, 2013), stated, "The emerging nature of the academic field and the lack of positions that actually require a PhD in Sport Management would make it difficult to demonstrate 'a strong, distinct, and well-documented state need' for the program." The staff recommended that Troy seek a change in instructional role rather than submit a proposal seeking an exception to the guidelines for instructional role.
- May 9, 2013: Letter from Chancellor Hawkins to Dr. Fitch stating that "The issue of role and scope of Alabama's higher educational institutions is complex, involving many historical issues and concerns related to the funding formula." He said that the

current guidelines are too rigid and would benefit Alabama higher education if, in the future, they reflected the SACS model. The letter also stated “our objective is not to open up a discussion about the Troy University’s role and scope or the merits of the current ACHE guidelines.” It said that the proposal should be evaluated on its own merits, as an exception to the institution’s instructional role.

- May 21, 2013: Troy submitted the Sport Management PhD proposal. The transmittal letter from Chancellor Hawkins stated that it was submitted as “an exception to the *Instructional Role Guidelines*.” The letter asserted that the proposal demonstrates that “the program will *serve a strong, distinct, and well-documented societal, educational, or economic need for Alabama.*”
- May 22, 2013: The proposal was sent to the chairman of the Alabama Council of Graduate Deans (ACGD) by Dianne Barron, the Troy graduate dean, to initiate the ACGD review. In an email to Dr. Barron and Dr. Jeffrey A. Engler (Chair of the ACGD), the Commission staff (Ellen Haulman) requested that the proposal not be circulated to the ACGD until further notice.
- August 16, 2013: The Commission’s Instructional Affairs Committee met to discuss the proposal, among other instructional issues. Members of the Troy administration and trustees made presentations.
 - The staff presented its findings that the proposal did not meet the criteria allowing for an exception based on a unique program that would serve the State of Alabama, demonstrating strong, distinct, and well documented societal, education, or economic need. Given its findings, the staff asked the Committee about next steps for the proposal.
 - By a vote, the Committee instructed the staff to proceed with a review of the proposal and to develop a staff recommendation for the full Commission. The Committee made no determination concerning whether the program did or did not meet the criteria for an exception to Troy’s instructional role.
 - Following the meeting, the Commission staff sent an email to Dr. Engler, requesting that the proposal be circulated to the ACGD to begin the customary review. A copy of the email was sent to Dianne Barron. Dr. Barron then sent an email to Dr. Engler (with a copy to Ellen Haulman), directing that the proposal not be circulated until the Troy staff made some updates to the faculty list.
- September 9, 2013: Dr. Barron emailed the revised proposal to Dr. Engler and Ellen Haulman. Changes included the removal of Damon Andrew’s name and vitae. (Dr. Andrew, the former dean of the Troy College of Health and Human Services, was named dean of the College of Human Sciences and Education at Louisiana State University in early May.) Other changes were made to sections on the programmatic accrediting agency and need, among others. The revised proposal was emailed to the ACGD members by Dr. Engler.
- September 30, 2013: Dr. Barron sent an email, inquiring whether the proposal would be on the December Commission agenda. The staff responded that the agenda had not yet been finalized.
- October 10, 2013: The critiques by the ACGD were emailed to Dr. Barron and the Commission staff.
- October 16, 2013: The staff sent an email to Dr. Barron with a copy to Provost Earl Ingram, stating the proposal had been placed on the December agenda tentatively, in anticipation of a timely response from Troy University to the first review of the ACGD.

- November 6, 2013: At the meeting of the ACGD, Dr. Barron stated that the ACGD critiques had been received but that Troy had not yet sent a response to the critiques.
- November 8, 2013: A letter from Provost Ingram, dated November 7, 2013, was sent to the Commission staff electronically. The letter requested that the proposal be moved to the March 2014 agenda to allow for a reply to the points made by the ACGD. A reply to the request was sent by the ACHE staff, stating that the proposal would be removed from the December agenda and placed on the March agenda.
- January 10, 2014: ACHE received Troy's "Response to Alabama Council of Graduate Deans Comments for the Proposed Ph.D. in Sport Management Program at Troy University".
- February 3, 2014: ACHE received ACGD vote. The voting results for the Ph.D. Program in Sport Management were: the proposal received 4 votes to approve and 5 votes to disapprove. The voting was anonymized.
- February 25, 2014: ACHE received an e-mail from Jeffrey A. Engler, Ph.D., Associate Dean for Academic Affairs, UAB Graduate School, on behalf of the ACGD, indicating a voting process for this proposal, with a deadline of Jan. 31, 2014 for receipt of the votes. Despite the inclement weather that resulted in closing many of our universities in late January, Dr. Engler's office received 9 votes regarding this proposal, nearly double the number of votes that have been cast for any of the other new program proposals that ACGD considered in the past year. (On Feb. 3, 2014, Dr. Engler reported to ACHE and to the ACGD members that the tally for this proposal was 4 votes to approve and 5 votes to disapprove.) Then, on February 12 Dr. Engler received an approve vote and on February 13 Dr. Engler received another approve vote. The ACGD Executive Board met by telephone on February 25, 2014 and determined that these two delayed votes should not be included in the totals. However, in the interest of transparency, the Executive Board and the ACHE staff wanted the Commission to be aware of these two additional votes that were received substantially after the deadline.
 - If these two most recent votes were counted, the tally for this proposal would be 6 votes to approve and 5 votes to disapprove.

Program Description and Objectives: According to the proposal, the program will provide a comprehensive curriculum with an area of specialization to prepare a sport manager practitioner or academician to:

1. Demonstrate the ability to conduct research related to the sport industry.
2. Analyze, evaluate, and implement solutions to complex sport issues, to prepare innovators and leaders in the field of sport management.
3. Support the dissemination of scholarly research and knowledge in the behavioral sciences.
4. Demonstrate teaching and/or research skills needed for success in professional sport management roles.

Upon successful completion of the Ph.D. in Sport Management the graduate will be able to:

1. Demonstrate knowledge from core and specialized areas of study in the curriculum.
2. Identify essential teaching strategies for success in the sport management education environment.
3. Effectively express complex concepts both orally and in writing.
4. Interpret sport management research studies.
5. Apply sport management knowledge to the solution of complex sport management issues, with demonstration of sensitivity to crucial, controversial sport issues.

6. Analyze and apply sport management principles, approaches, and rationales to current sport management cases.
7. Organize and plan programs of service designed to meet local, state, regional, national, and international needs.
8. Prepare research within the field of sport management for presentation and publication.

Assessment: The proposal provided the following information regarding the assessment of program objectives.

1. Assessment of learning outcomes in individual courses:
 - Embedded assessment techniques that evaluate specific assignments or content areas within the course.
 - Evaluation of written outside assignments and/or oral presentations.
2. Assessment of statistics required core of program:
 - Assessment will be based on the evaluation of the appropriate use of quantitative and/or qualitative techniques and research methodology in individual research assignments including dissertation requirements.
3. Assessment of Research:
 - Evaluation of individual research assignments in each year of the program.
 - Evaluation of dissertation requirement.
 - Evaluation of number of paper submissions and acceptances in peer reviewed academic journals.
4. Enrollment:
 - The number of students enrolled full-time and part-time in the program will be tracked and compared to enrollment projections.
5. Productivity:
 - Completion rates for each cohort will be tracked and compared to projections.
6. Job Placement
 - Job placement of each graduate will be recorded and evaluated in terms of placement of graduates documented by other accredited programs.

Administration: The program will be administered by the Troy College of Health and Human Services, Dr. John Miller, Dean, and the Department of Hospitality, Sport, and Tourism Management, Dr. Anthony Dixon, Chair.

Peer Review:

After receiving Troy's response to the ACGD comments, graduate deans participated in the review of the program within the response deadline -- five voted to recommend disapproval of the program, while four voted for approval. Two additional approvals and no further disapprovals were received after the deadline. *In counting the totality of votes received: six voted to recommend approval of the program, while five voted for disapproval.*

One respondent indicated that the program seems appropriate to address an emerging educational need. Troy seems well prepared to address this need. One expressed that the institutional exception should be considered before concluding a vote on this program. One of the approving voters specified that a formal presentation should be made to the Academic Council of Graduate School Deans. Another held a similar view stating that that they see no strong justification for an Instructional Role exception so that this proposal can be reviewed. It was stated that, there are still concerns about the authorization of this program and that there is not a

"compelling need" for this scope and role. Another comment was that this is not a good case for an exception. An evaluator also stated that the PhD is not in the Troy Instructional Role and related this as a "fatal flaw".

Additional comments focused on potential job placement difficulty and that the institutional reply does not adequately address the key issue of direct supervision of the dissertation research or, more general concerns about the research expectations of a PhD degree as addressed in the manner proposed. Further there was a perspective that this should not be approved as a research based Ph.D. degree, but rather appears to be a professional/practice based Management degree. The student need for this program was also questioned. That reviewer indicated that the program really does not fill a need for Alabama as only two or three positions may be available each year in the State.

Troy has provided responses to the employment, student demand comments in its January 10, 2014 response to Alabama Council of Graduate Deans. Troy cites such considerations as the rapid growth in the sport industry, emphasis on delivery and promotion of physical activity and sport, military service members returning from service seeking further employment, as well as testimonials and survey results as a rejoinder and to further support its perspectives concerning these matters.

Accreditation: The purpose of the Commission on Sport Management Accreditation (COSMA) is to promote and recognize excellence in sport management education through specialized accreditation. COSMA promotes and recognizes this excellence in colleges and universities at the baccalaureate and graduate levels.

COSMA is currently in the process of seeking recognition from The Council for Higher Education Accreditation (CHEA). COSMA will apply for CHEA eligibility in April 2014. There is no programmatic accreditor available for the proposed program at this time.

While it is commendable that Troy may seek COSMA accreditation for its sports management program, it is not presently a requirement to seek this accreditation.

Curriculum: The proposed program is related to the MS in Sport and Fitness Management program. According to the proposal, the program will have the following requirements for completion:

Prerequisites	18 semester credit hours (Prerequisites are for candidates not already holding a Masters degree.)
Doctoral Core	15
Statistics Requirements	9
Research Requirements	12
Area of Specialization	9
Electives	6
Dissertation	24
Total Semester Hours	75

Also according to the proposal, the following new courses will be developed for the program. Semester credit hours of each course are indicated in the parentheses.

Doctoral Core

- HSTM 88XX (3) Seminar in Organizational Behavior and Leadership
- HSTM 88XX (3) Seminar in Legal Aspects of Sport
- HSTM 88XX (3) Seminar in Sport Finance

HSTM 88XX (3) Seminar in Sport Marketing
HSTM 88XX (3) Seminar in Applied Statistics in Sport Management

Statistics Requirements

HSTM 88XX (3) Statistical Analysis and Interpretation
HSTM 88XX (3) Advanced Statistical Analysis and Interpretation

Research Requirements

HSTM 88XX (3) Research Methods III*
HSTM 88XX (3) Research Methods IV*
HSTM 88XX (3) Seminar in Research Dissemination
**Grade of "B" or better required.*

Areas of Specialization

HSTM 88XX (3) Revenue Generation in Sport
HSTM 66XX (3) Sport Communication
HSTM 66XX (3) Sport Consumer Behavior
HSTM 66XX (3) Sport Economics
HSTM 66XX (3) NCAA Governance, Compliance and Institutional Control
HSTM 66XX (3) Risk Management in Sport
HSTM 88XX (3) Special Topics
HSTM 88XX (3) Seminar in Sport Management Pedagogy
HSTM 88XX (3) Sociological Aspects of Sport
HSTM 66XX (3) Sport Facility and Event Management
HSTM 88XX (3) Dissertation

Collaboration: The proposal stated: "Troy University recognizes the value of collaborating with other universities and will do so when necessary and/or the opportunity presents itself; however, it should also be noted that collaborative efforts, if pursued, will be aligned with the guidelines set forth by the Commission on Sport Management Accreditation" (page 24, Program proposal).

Distance Education: Dual modalities (the use of both customary and virtual classrooms) will be used in the delivery of the program.

Admissions: The proposal provided the following information concerning admission requirements for the proposed program:

Application process and deadlines: The Sport Management PhD program admissions committee will admit students three times throughout each academic year: spring semester, summer semester, and fall semester.

The following procedures for admission to the Ph.D. in Sport Management program will be adopted:

A Master's degree in a related field with a minimum grade point average of 3.0 on a 4.0 scale from a regionally accredited university or college is required. Applicants must first be admitted to Troy University as a graduate student, and then be admitted to the Ph.D. Sport Management Graduate Program. Admission requirements to the Ph.D. Sport Management Graduate Program will be the following:

1. Department Application Form
2. Three (3) Letters of Reference
3. Writing Sample
4. Resume or Curriculum Vitae
5. Statement of Intent. The statement of intent should:

- Include details on the prospective students' rationale for pursuing a Ph.D. in Sport Management.
- Include details regarding their career and research interests.
- Identify and obtain support for two TROY Sport Management doctoral faculty members to serve as potential research supervisors.

6. TOEFL scores are required for all international students; this requirement is waived if the student has earned a bachelor's or master's degree from a regionally accredited US institution. Students scoring 80 or higher on the Internet-based TOEFL Test, 213 or higher on the Computer-based Test, and a 550 or higher on the Paper-based TOEFL Test will be given full consideration for admission into the Doctoral Program. Students scoring below these requirements may be required to (in addition to other admission requirements) interview with the Doctoral Admissions Committee prior to full consideration of admission into the program.

7. Submission of GRE scores (verbal and quantitative): Students scoring 297 on the Revised GRE (includes Verbal and Quantitative score totals only) or 1000 or higher on the Non-Revised GRE (includes verbal and quantitative score totals only) will be given full consideration for admission into the Doctoral Program. Students scoring below 297 on the Revised GRE or 1000 on the Non-Revised GRE may be required to (in addition to other admission requirements) interview with the Doctoral Admissions Committee prior to full consideration of admission into the program. It should be noted that only valid GRE scores (as identified by GRE) will be accepted.

Doctoral Admissions Committee: The Doctoral Admissions Committee will be composed of all Sport Management faculty with doctoral directive status. The Doctoral Admissions Committee will review all eligible applicants and make a recommendation regarding an applicant's admission into the Ph.D. in Sport Management Program. All students admitted into the program will be assigned a primary and secondary research supervisor. After a decision has been made, applicants will be notified of their status.

Admission to Doctoral Candidacy: Students seeking to enter Doctoral Candidacy must have:

1. Completed all coursework with a GPA of 3.0 or higher;
2. Passed the qualifying and preliminary exams with a score of 80% or higher;
3. Received approval and finalized a doctoral dissertation committee;
4. Passed Doctoral Dissertation Proposal; and,
5. Completed all residency requirements.

Time to Complete Degree: Consistent with other terminal degree programs at TROY, the Sport Management doctoral student will have a maximum time for degree completion of eight years, inclusive of completing dissertation requirements.

Continual Enrollment Requirement: Students must be continuously enrolled in a minimum of 1 credit hour per semester or term during the duration of the doctoral degree. Dissertation credit hours may exceed the minimum of 24 semester hours. If a student fails to maintain the continuous enrollment requirement he or she may be required to readmit into the Ph.D. program.

Readmission: For any student seeking readmission into the program, he or she must meet all degree requirements current at the time of readmission.

Need:

Programmatic Context - The aim of the proposed Ph.D. in Sport Management at Troy relates is to prepare students for various job opportunities in Sport Management including primarily professorial and/or advanced sport industry roles. Further, the proposed Ph.D. in Sport Management at TROY will focus on student comprehension and interpretation of contemporary, theoretical and applied studies within the field of Sport Management so as to enhance critical thinking, analytical, statistical and research-based skills needed to survive in a sport-related field in today's economic market. The focus on statistics and research will be combined with emphases in sport organizational behavior and leadership, sport law, sport finance, and sport marketing. In addition, students may select an area of specialization from one of the following: Organizational Behavior/Theory, Marketing, Finance, Legal, Aspects of Administration and/or Athletic Administration.

Assertion of Unique Economical need - Over the past two decades, the Sport Industry has grown from a \$121 million industry to a \$435 billion industry. Within the State of Alabama, the Sport Industry is comprised of numerous segments that generate multiple billion dollars in economic impacts for the State. In addition, Executive Directors of Alabama's Sport Commissions and Conventions and Visitors Bureaus emphasize the importance of Sport to the Tourism Industry. Recognizing the size, scope and importance of the Sport Industry to Alabama's economy highlights the need for advanced educational training opportunities, such as a Ph.D. in Sport Management, to capitalize on this expanding industry in our state.

Assertion of Unique Societal need – Troy states that the proposed program has the potential to develop practitioners that can assist in the development, delivery and promotion related to physical activity and sport, thereby addressing a unique societal need of obesity, particularly within the state of Alabama. Additionally, this program addresses a second and very important societal need: providing programs of advanced education for military service members returning from service and seeking further employment

Assertion of Unique Educational need - Troy states that its proposed Ph.D. in Sport Management aims to fill a much needed void in higher education: the provision of a reputable online Sport Management Ph.D. program that meets the needs of students and working professionals in the sport industry and particularly within the state of Alabama. Graduates of this program will be experts in areas of sport including: organizational behavior and theory, marketing, finance, legal aspects of administration and athletic administration. As such, graduates will be prepared to meet the needs of various state, regional, national and/or international sporting communities. For example, professional consultation and research opportunities in Alabama may include but are not limited to: amateur athletic departments and events, professional minor league baseball and hockey teams, professional auto racing, professional golf, motorsports, college bowl games, as well as various community and recreational sporting events.

Potential Duplication in fulfilling need - The proposal asserts that the proposed Ph.D. in Sport Management does not replicate another program in the state of Alabama, per the ACHE definition of duplication. Currently, the ACHE Inventory of Programs is not reflective of any duplicate program offerings. However, The United States Sports Academy offers a Doctor of Education (Ed.D.) in Sport Management with areas in Leadership, Marketing, or Human Resource Management. Students in the Academy's doctoral program may add to the 66-hour program an emphasis in one of the following areas: Olympism, Sports Theory, Sports Coaching, Sports Fitness & Health, or for those already licensed or certified in the area, Sports Medicine.

Student Demand:

The total full time equivalent enrollment during the first 5 years (2014-15 through 2018-19) was projected to be 96. A total of fifteen graduates are projected over the years 2016-17, 2017-18, 2018-19.

Current sport practitioners within the state of Alabama either agreed or strongly agreed that certain skill-sets were important for successful sport executives and/or administrators, including the development of skills in areas of:

- Business operations (93.4% agreed or strongly agreed).
- Identifying critical issues (93.3% agreed or strongly agreed).
- Investigating industry trends (73.4% agreed or strongly agreed).
- Knowledge of research processes (66.7% agreed or strongly agreed).
- Advanced education in marketing (64.4% agreed or strongly agreed).
- Advanced education in finance (64.5% agreed or strongly agreed).
- Advanced education in administration (73.4% agreed or strongly agreed).
- Advanced education in research methods (82.3% moderately to strongly agreed).
- Advanced education in data management (62.2% agreed or strongly agreed).
- Evaluating research reports (55.6% agreed or strongly agreed).

The questionnaire was sent to 945 practitioners and Sport and Fitness Management (SFM) alumni. One-hundred and forty individuals completed the questionnaire. The response rate was 14.8%.

A Ph.D. in Sport Management would allow current practitioners to hone their skill-sets and, consequently, be better prepared for promotional opportunities within their careers. Current working sport practitioners within the state of Alabama agree as results from a recent study suggest that 73.8% agree or strongly agree that earning a Ph.D. in Sport Management would increase the likelihood of their reaching higher executive/administrative positions, 78.5% agree or strongly agree that earning a Ph.D. in Sport Management would strengthen opportunities for employment and 78.6% agree or strongly agree that earning a Ph.D. in Sport Management would provide opportunities for career promotions.

Resources:

Faculty:

Current Primary Faculty—

Full-time: 11

Part-time: 0

Support Faculty—

Full-time: 0

Part-time: 0

Additional Faculty to Be Hired:

Primary Faculty—

Full-time: 2

Part-time: 0

Support Faculty—

Full-time: 0

Part-time: 3

Troy's Sport Management faculty members all hold doctoral degrees and are highly regarded in the field of Sport Management, as reported in the proposal. Staff review of the resumes provided in the proposal as well as examination of Troy's web and academic catalogue information support this is valid and accurate.

The proposal provided the following job description for one of the full-time faculty members to be hired:

The Associate/Full Professor of Sport Management is a tenure-track position that is responsible for teaching a variety of graduate classes, including Masters and Doctoral level courses in Sport Management, both in-class and on-line. This position will be responsible for guiding graduate level research, advising graduate students, teaching within the designated specialty area and conducting scholarly research within the designated specialty area. Faculty members of Troy University are responsible for conducting and maintaining quality research leading to or resulting in publication in scholarly and refereed journals. Faculty members are also expected to participate in professional, departmental, college, university, and community service.

Minimum Qualifications:

1. Earned doctorate or appropriate terminal degree in Sport Management or related field.
2. University/College teaching experience with proficiency in Blackboard or other Distance Learning technology.
3. Evidence of scholarly achievements/potential in area of expertise.
4. Evidence of successful mentoring/guidance of graduate-level research.
5. Evidence of procuring funding to support research projects.

Because of the short-term intensive program format, the department also plans to use visiting professors and research scholars from other doctoral programs to cover specific research agendas and courses."

Support Staff: No additional support staff was indicated. (Administrative support shall be provided by the Dean and Associate Dean of the College of Health and Human Services (CHHS), the Director of the School of Hospitality, Sport and Tourism Management, the Graduate Program Coordinator, and a PhD program coordinator.)

Fellowships and Assistantships: The proposal stated that four teaching assistantships (GTAs) will be requested for the program. Each teaching assistant will receive \$10,000 and may also be provided a yearly tuition scholarship in the amount of \$10,000-\$12,000 by the University.

Equipment: No additional equipment was indicated. As technology evolves, additional equipment may be needed to enhance program delivery.

Facilities: No need for additional facilities was indicated. (Additional office space is expected to be available in Stadium Towers by fall 2014.)

Library: The proposal provided a report on library resources that are available for the program. It stated that the library has adequate database coverage for the new program. No immediate funds are being requested for library support. Sport Management faculty will work with librarians to plan to enhance the data base by obtaining ProQuest (PQ) Dissertations and Theses.

Program Budget: The proposal projected that \$924,510 in new funds will be required for the program in the first five years, and that \$1,296,000 will be available over the same period through tuition.

Attachment 3

**Troy University
 Doctor of Philosophy in Sport Management**

Curriculum by Semester/Term					
PH.D.	Term 1	Term 2	Term 3	Term 4	Term 5
Year 1	HSTM 88XX Seminar in Organizational Behavior And Leadership HSTM 88XX Seminar in Legal Aspects of Sport	HSTM 88XX Statistical Analysis and Interpretation (Statistics course 1 of 2) HSTM 88XX Seminar in Sport Marketing	HSTM 88XX Seminar in Applied Statistics in Sport Management SM 66XX Seminar in Sport Finance	*Qualifying Exam HSTM 88XX Research Methods III (Research course 1 of 3) Statistics Course (Elective 1 of 1)	Specialization Course (1 of 3) HSTM 88XX Research Methods IV (Research course 2 of 3)
Year 2	HSTM 88XX Advanced Statistical Analysis and Interpretation (Statistics course 2 of 2) Specialization Course (2 of 3)	Research Course (Elective 1 of 1) Specialization Course (3 of 3)	Elective (1 of 2) Elective (2 of 2)	HSTM 88XX Seminar in Research Dissemination Dissertation (1 of 8)	**Preliminary Exam Dissertation (2 of 8) Dissertation (3 of 8)
Year 3	Dissertation (4 of 8) Dissertation (5 of 8)	Dissertation (6 of 8) Dissertation (7 of 8)	Dissertation (8 of 8)		

Attachment 4

Alabama Commission on Higher Education

GUIDELINES FOR INSTRUCTIONAL ROLE FOR 2010-15

Instructional role is defined as the matrix of academic subdivision groupings (ASG) and degree award levels approved for a university or two-year college by the Commission. For the 2010-15 planning period, there will be two instructional role matrix templates, one for universities and one for two-year colleges (refer to Appendix A). Each institution's instructional role matrix will be generated by applying the programs in the Commission's academic program inventory to the appropriate instructional role matrix template. Cells in the matrix will either be empty or display an "X". Empty cells are not considered within the institution's current role, and "X" cells indicate that the ASG and degree level are within the institution's role and that at least one program is currently offered.

Role Expansion: Role expansion is defined as approval of a new program proposal that would: a) replace an empty cell on an institution's matrix with an "X," and/or b) add a new CIP code to the instructional role matrix template. Role expansion can occur by expanding to a higher degree level and/or expanding to a new academic subdivision grouping.

Parameters for Role Expansion for 2010-15: Through the adoption of general parameters guiding role expansion, the instructional role process allows the Commission to set the parameters for new program development through broad guidelines for a five-year planning period. These parameters will become effective upon approval by the Commission and will continue in effect until the adoption of an instructional role policy for the next planning period.

1. There will be no change in the instructional role matrix template for two-year colleges. The instructional role matrix template for . . .
 - Community and junior colleges accredited by the Commission on Colleges (COC) of the Southern Association of Colleges and School (SACS) will include only Certificate (30-60 sh), AA, AS, AAS & AOT awards.
 - Technical colleges accredited by the COC of SACS will include only Certificate (30-60 sh), AAS & AOT awards.
 - Technical colleges accredited by the Council on Occupational Education (COE) will include only Certificate (30-60 sh), Diploma, AAT, & AOT awards.

Note: All two-year colleges also offer short certificates that are less than or equal to 29 semester hours. However, those certificates are not reflected on the Commission's instructional role matrix because they are not subject to Commission approval and are not listed in the Commission's inventory.

2. Consideration of Program Proposals above the Instructional Role Level Recognized by the Commission:
 - a. Proposals for new academic programs must be in agreement with the institution's description in state statute. Proposals for programs that are outside the statutory description of the institution will be considered incomplete and returned to the proposing institution.
 - b. Consideration of Proposed Higher Degree Programs in a Single Discipline:

The Commission will accept, review, and vote on program proposals in a single discipline at a level higher than an institution's Commission-recognized instructional degree level if one of the following criteria applies:

- i. The proposed program would be a unique offering in the state of Alabama that would serve a strong, distinct, and well-documented societal, educational, or economic need.
 - ii. An elevation in degree-level for an existing program is required by the recognized accrediting agency for the program and must be attained to continue the program's accreditation. The institution must provide conclusive and unambiguous documentation from the agency accrediting the program.
- c. During the review process if it is determined that a program proposal does not meet one of the criteria above (b.i., ii.), it will be considered incomplete and returned to the institution submitting the proposal. In order to have a returned proposal considered by the Commission, the institution must first apply for the approval of an instructional role level expansion.
- d. Acceptance of a proposal for review and vote by the Commission does not imply approval of the program. The proposal still will be subject to the regular academic program review process and vote by the Commission.
- e. Approval of a program based on the criteria (b.i, ii.) above, will be for a single discipline. Expansion of role level to other disciplines will require Commission approval of an expansion of instructional role level prior to the submission of program proposals.
- Institutions with doctoral role include Alabama A&M University, Alabama State University (with Commission approval of up to two Court-mandated Ph.D. or Ed.D. programs), Auburn University, The University of Alabama, University of Alabama at Birmingham, University of Alabama in Huntsville, University of South Alabama. Troy University has been approved to offer one specific doctoral program, the Doctor of Nursing Practice in Nursing.
 - f. ACHE Standard Provisions: In the ACHE Standard calculation there are several parts of the formula where doctoral institutions receive a higher component cost factor than nondoctoral institutions.
 - i. There is a differential between the Instructional Cost multiplier used for doctoral institutions and nondoctoral institutions. The Instructional Cost multiplier is based on costs associated with general studies programs such as English, history, and social studies. The "unit cost" to produce a general studies credit hour is generally higher at a doctoral institution than a nondoctoral institution due to faculty salary cost, departmental operating expenses, and productivity factors.
 - ii. Doctoral credit hours receive higher weighting factors due to the increase in costs to produce these credit hours.
 - iii. The Library support cost factor per unweighted credit hour is more for doctoral credit hours than nondoctoral credit hours due to the higher costs for publications.
 - iv. Doctoral institutions receive an additional eight percent (8.0%) and nondoctoral institutions receive four percent (4.0%) of the amount they received from the academic program formula for Research.

For the purposes of the ACHE Standard calculation, any new doctoral program approved for an institution that does not have a doctoral role as of January 1, 2010, will be given the appropriate

doctoral weights only for the credit hours that result from the implementation of the newly approved program. These credit hours also shall receive the doctoral library factor in the ACHE Standard calculation. In addition, any institutions granted doctoral level status after the above date will continue to receive the non-doctoral instructional cost multiplier and the 4.0% additional amount for organized research instead of the 8.0%.

NOTE: Any similar provisions previously placed on an institution as part of a program approval prior to the revision of this policy are still in effect.

3. Use of Collaborative Programs: To foster collaboration and cooperation to meet significant identified needs, the Commission may approve institutions without an independent doctoral or master's role to participate in joint, shared, and cooperative doctoral or master's programs. Participation in such joint and shared programs will not give such institutions an independent doctoral or master's role and calls for a strong rationale.
4. Consideration of Requests for the Expansion of Institutional Instructional Role to a Higher Degree Level:
 - a. To be considered for any expansion of instructional role to a higher level, the request must be in agreement with the institution's description in state statute. Proposals for programs that are outside the statutory description of the institution will be considered incomplete and returned to the proposing institution.
 - b. The Commission will use all of the following criteria to evaluate and approve or disapprove requests for expansion of institutional role to a higher instructional level:
 - i. Institutional readiness.
 - ii. Rationale for the expansion to a higher instructional level.
 - iii. Relationship of the requested expansion to the state's documented needs, educational goals, and priorities.

Attachment 5

**Instructional Role Matrix
 2013
 Troy University**

ACADEMIC SUBDIVISION GROUPINGS		DEGREE LEVEL			
		ASSOC	BACC	M/ EdS	DOC
1	Agriculture & Renewable Natural Resources (CIP 01, 03)		X		
2	Architecture & Environmental Design (CIP 04)				
3	Business (CIP 52)		X	X	
4	Communications & Related Technologies (CIP 09, 10)		X	X	
5	Education (CIP 13)		X	X	
6	Engineering (CIP 14)				
7	Engineering Technology (CIP 15)		X		
8	Family and Consumer Sciences (CIP 19)				
9	Humanities (CIP 05, 16, 23, 38)		X		
10	Law (CIP 22)				
11	Library Science (CIP 25)				
12	Parks, Recreation, Leisure & Fitness Studies (CIP 31, 36)		X	X	
13	Protective Services & Public Affairs (CIP 43, 44, 51.1503)		X	X	
14	Biological & Biomedical Sciences (CIP 26)		X		
15	Physical Science/Mathematics & Statistics (CIP 27, 40, 41)		X		
16	Computer & Information Science (CIP 11)	X	X	X	
17	Social & Behavioral Science & History (CIP 42, 45, 54)		X	X	
18	Visual & Performing Arts (CIP 50)		X		
19	Health Related Professions (CIP 51.02, 51.06-51.10, 51.1501, 51.1502, 51.1508, 51.1509, 51.1599, 51.3804, 51.3902, 51.18, 51.23, 51.26)		X		
20	Basic Clinical Health Sciences (CIP 51.14)				
21	Dentistry (CIP 51.04, 51.05)				
22	Medicine (CIP 51.12)				
23	Nursing (CIP 51.3801-51.3803, 51.3805-51.3822, 51.3899)	X	X	X	X*
24	Optometry (CIP 51.17)				
25	Pharmacy (CIP 51.20)				
26	Public Health (CIP 51.22)				
27	Veterinary Medicine (CIP 51.24, 51.25)				
28	Health Sciences, Other (CIP 51.11, 51.27, 51.31, 51.99)				
29	Trade & Industrial (CIP 21, 46, 47, 48, 49)				
30	Liberal Arts/Interdisciplinary Studies (CIP 24, 30)	X	X	X	

Symbols: X = Existing Program

*Doctoral Role for Nursing Only

DECISION ITEM A-3: Troy University, Master of Arts in Economics (CIP 52.0601)

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 MA program in economics is designed to prepare students to pursue a Ph.D. in Economics and for careers in public policy, government, business and the nonprofit sector. Students completing the program will:

1. Possess advanced knowledge of microeconomics, macroeconomics and econometrics;
2. Be able to conduct research in economics; and
3. Be able to communicate economic research to a professional audience.

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

Mode of Delivery: The program initially will only be offered face-to-face on the Troy campus. The institution states that interaction with other students is an important component of graduate instruction, and sufficient student enrollment for traditional instruction seems only feasible on the Troy campus. The proposal states that Troy would be willing to consider on-line delivery of coursework in the future.

Similar Programs: Currently, there are two other masters programs in economics in the state. Auburn University (AU) offers a Master of Science in Economics (CIP 45.0601) and the University of Alabama (UA) offers a Master of Arts in Economics (CIP 52.0601).

Collaboration: Due to differences between the focus of Troy's proposed program and those of the programs offered by Auburn University and the University of Alabama, no collaborations are anticipated at this time.

Resources: The proposal projected that \$516,100 will be required for the program in the first five years, and that \$615,200 will be available over the same period through tuition and extramural funds.

Public Review: The program was posted on the Commission website from January 6 until January 26 (twenty days) for public review and comments. No comments were received.

Rationale for Staff Recommendation:

1. The proposed program is building on a soon to be implemented bachelor's program, so minimum additional resources are required in order to also offer a master's. Most of the projected new costs associated with the program will be directed toward graduate assistantships, should sufficient funds be available.
2. There appears to be sufficient need and student demand to support the program.

DECISION ITEM A-3:

Troy University, Master of Arts in Economics
(CIP 52.0601)

Staff Presenter:

Mr. Tim Vick
Director of Operations and Fiscal Services

Staff Recommendation:

That the Commission approve the proposed Master of Arts (MA) in Economics 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 March 21, 2016, 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 2016-17 through 2019-20 (four-year average) will be at least 7, based on the proposal.
3. That a follow-up survey be conducted after the first five years that will show at least 75 percent of the graduates were successful in acquiring related employment or entering graduate or medical 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.

Troy University will be required to phase out the program if any of the post-implementation conditions are not met. The institution must present documentation regarding the post-implementation conditions, as well as a general assessment of the program, in a report submitted to the Commission no later than September 15, 2020.

Supporting Documentation:

1. New Academic Degree Program Proposal Summary, attached.
2. Summary of Background Information, attached.
3. Curriculum for Proposed Program, attached.
4. The Troy University program proposal, received 8-21-2013. 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 Troy University

PROGRAM Master of Arts in Economics (CIP 52.0601)

ESTIMATED NEW FUNDS REQUIRED TO SUPPORT PROPOSED PROGRAM

	2015-16	2016-17	2017-18	2018-19	2019-20	TOTAL
FACULTY	\$0	\$0	\$0	\$0	\$0	\$0
LIBRARY	\$12,400	\$12,700	\$13,100	\$13,500	\$13,900	\$65,600
FACILITIES	\$0	\$0	\$0	\$0	\$0	\$0
EQUIPMENT	\$0	\$0	\$0	\$0	\$0	\$0
ASSISTANTSHIPS	\$84,900	\$87,400	\$90,000	\$92,700	\$95,500	\$450,500
STAFF	\$0	\$0	\$0	\$0	\$0	\$0
OTHER	\$0	\$0	\$0	\$0	\$0	\$0
TOTAL	\$97,300	\$100,100	\$103,100	\$106,200	\$109,400	\$516,100

SOURCES OF FUNDS AVAILABLE FOR PROGRAM SUPPORT

	2015-16	2016-17	2017-18	2018-19	2019-20	TOTAL
INTERNAL REALLOCATIONS	\$0	\$0	\$0	\$0	\$0	\$0
EXTRAMURAL	\$60,000	\$110,000	\$110,000	\$110,000	\$110,000	\$500,000
TUITION	\$15,400	\$23,200	\$24,300	\$25,500	\$26,800	\$115,200
TOTAL	\$75,400	\$133,200	\$134,300	\$135,500	\$136,800	\$615,200

ENROLLMENT AND DEGREE COMPLETION PROJECTIONS

	2015-16	2016-17	2017-18	2018-19	2019-20	5-YEAR AVERAGE
TOTAL HEADCOUNT ENROLLMENT	11	12	12	12	12	12
NEW ENROLLMENT HEADCOUNT	10	10	10	10	10	10 4-YEAR AVERAGE
DEGREE COMPLETION PROJECTIONS		7	7	7	7	7

Attachment 2

Summary of Background Information

Master of Arts in Economics
Troy University

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

Description and Objectives: The MA program in economics is designed to prepare students to pursue a Ph.D. in Economics and for careers in public policy, government, business and the non-profit sector. Students completing the program will:

1. Possess advanced knowledge of microeconomics, macroeconomics, and econometrics;
2. Be able to conduct research in economics; and
3. Be able to communicate economic research to a professional audience.

Troy states in its proposal that Austrian Economic Theory, Public Choice Theory and Constitutional Economics Theory will be major tenants of its program due to faculty expertise in these areas. Austrian Economic Theory contends that boom cycles are actually a misallocation of capital resources caused by interfering monetary policy. When central banks effectively expand the money supply by lowering interest rates, it creates a multiplying effect in the economy. This leads business owners to incorrectly assess the amount of available capital and the level of demand by consumers. Eventually, overinvestment by corporations leads to a "bust" cycle in which prior misallocations must be worked out. Based on recent events, this theory has gained popularity in economic circles.

Public Choice Theory seeks to understand and predict behavior by utilizing analytical techniques developed from Economics. Its proponents believe that individuals, interest groups, bureaucrats, and politicians are assumed to seek their own self-interest as in the market place. Decisions made depend on the costs and benefits of an action taken whereby each group attempts to maximize their own net benefits. Benefits can take the form of monetary or non-monetary rewards and can includes ideologies, goals, and cultural values. The seeking of self-interest by bureaucrats and politicians, and collective action by the various interest groups in turn result in the adoption of particular stances, which in turn have economic consequences.

Constitutional Economic Theory is a branch of Economics which focuses on the conditions that exist in and choices constrained by the legal framework of a political constitution. Constitutional economic principles are used to estimate how a country or political system will grow economically, since a constitution limits what activities in which individuals and businesses can legally participate.

Assessment: The program objectives will be assessed in the following manner:

Evidence of the mastery of advanced economic theories - upon completion of coursework students will be given a comprehensive examination. The first attempt by students on the comprehensive exam will be used as the assessment vehicle. Answers will be reviewed by faculty and evaluated as "exceeds expectations," "meets expectations," or "does not meet expectations." The assessment evaluation of exams will be distinct from the grading of the exams, and potentially performed by different faculty.

Evidence of the student's ability to conduct research - students' masters' research paper or thesis will be reviewed by department faculty and evaluated as "exceeds expectations," "meets expectations," or "does not meet expectations."

Evidence of the ability to communicate research - students will be encouraged to present research at either a professional conference or possibly in the department's research seminar. At least one member of the faculty will attend the presentation and evaluate the student's presentation and communication of the research, not the research itself, as "exceeds expectations," "meets expectations," or "does not meet expectations."

Applications to doctoral programs by current students will be closely tracked; information on all programs applied to and the admissions and financial aid decisions will be recorded. The initial employment of students not going on to doctoral studies will also be tracked. Through personal communication and social media, the progress of students in doctoral programs or subsequent employment (promotions, new jobs) will be tracked and recorded. The department will maintain a database of current information on graduates, as well as doctoral program applications and completions.

Assessment data will be shared with department's graduate faculty to determine changes in the program and curriculum needed for improvement.

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

Peer Review: The Notification of Intent to Submit a Proposal (NISP) and the program proposal were reviewed by the Alabama Council of Graduate Deans (ACGD). Five deans participated in the initial review of the proposal. Initial concerns included duplication, insufficient need and concerns that too much emphasis on Austrian Economics may create difficulties for students in securing employment or enrolling in Ph.D. programs because it is a small field. Troy countered by stating that the focus of its program will not only be on Austrian Economics, but also on Public Choice Theory, and Constitutional Economics, and that these three principal tenants will provide a distinctive niche for students that cannot be found in other programs. Troy further stated that their program, unlike the AU and UA masters programs, will be a terminal program at their institution and will have a greater focus on student outcomes, job placement, and preparation for Ph.D. programs. Because of this, Troy contends that their program will become a feeder program to the UA's Ph.D. program. As for concerns related to lack of employment opportunities, Troy feels that based on industry feedback, there is a sufficient demand for employees with this training in the banking industry.

Six members of the ACGD participated in the final vote. Five voted to approve the proposal and one voted no.

Accreditation: According to the proposal, there is no specialized accreditation agency for this program. Troy indicates in their proposal that The Sorrell College of Business is applying for accreditation by The Association to Advance Collegiate Schools of Business (AACSB), and that future accreditation is possible in this manner.

Curriculum: The program will have the following requirements:

Credit hours required in major courses:	12 semester hours
Credit hours in required or free electives:	12 (thesis) or 18 (non-thesis)
Credit hours for thesis or dissertation:	9 (thesis) or 3 (research project)
Total	33

Students will take a core examination for the required subjects of microeconomics, macroeconomics and econometrics. The exam will be administered shortly following the conclusion of the fall and spring semesters and graded by graduate program faculty. Students will be allowed one retake on the exam should they not pass on their first attempt. Students unable to pass the core examination will not be able to complete the degree.

The following new courses will be developed for the program.

ECO 5XXX - Advanced Microeconomics (3 semester hours)
ECO 5XXX - Advanced Macroeconomics (3 semester hours)
ECO 5XXX - Econometrics I (3 semester hours)
ECO 5XXX - Econometrics II (3 semester hours)
ECO 6XXX- Public Choice (3 semester hours)
ECO 6XXX - Austrian Economics (3 semester hours)
ECO 6XXX - History of Economic Thought (3 semester hours)
ECO 6XXX - Economic Institutions & Prosperity (3 semester hours)
ECO 6XXX - International Economic Development (3 semester hours)
ECO 6XXX - Monetary Theory and Policy (3 semester hours)
ECO 6XXX - Constitutional Economics (3 semester hours)
ECO 6XXX - Economics of Public Policy (3 semester hours)
ECO 6XXX - Advanced Austrian Economics (3 semester hours)
ECO 6XXX - Research Project (3 semester hours)
ECO 6XXX- Master's Thesis (3 semester hours)

Collaboration: Due to differences between the focus of Troy's proposed program and those of the programs offered by Auburn University and the University of Alabama, no collaborations are anticipated at this time.

Distance Education: The program initially will only be offered face-to-face on the Troy campus. The institution states that interaction with other students is an important component of graduate instruction, and sufficient student enrollment for traditional instruction seems only feasible on the Troy campus. The proposal states that Troy would be willing to consider on-line delivery of coursework in the future.

Admissions: Applicants will submit official transcripts, three letters of recommendation, and take the Graduate Record Examination. Applicants for assistantships also will have to write a short essay describing their interest in economics and how earning a master's degree from Troy University contributes to their career plans.

Requirements for regular admission will include a minimum 3.0 GPA in all economics courses and over the final 30 hours of undergraduate study and a minimum score of 294 on the GRE. Required coursework for regular admission includes Intermediate Microeconomics, Intermediate Macroeconomics, Calculus I and II, and Introductory Statistics. Students without all of the required coursework or meeting the minimum conditions will be eligible for conditional admission to the program.

Applicants will be evaluated based on submitted materials by a committee of economics graduate faculty. Criteria will be academic performance to date, ability to successfully complete the program, and how an M.A. in economics contributes to career plans.

Need: According to the proposal, one of the program's stated goals is to prepare students for doctoral level work. The proposal further states that the societal value of Ph.D. preparation degree programs in the U.S. is high. In 2011, only 38% of U.S. economics doctorates were awarded to American citizens. Over 25,000 Economics bachelor's degrees are awarded in the U.S. annually, so Economics is a popular major, but the number of majors who complete doctorates is very low. While the large proportion of doctorates awarded to international students is a testament to the strength of Economics programs at U. S. universities, it also indicates a systemic weakness in economic education in the U. S. Troy aspires to address this shortfall by properly training students for successful study at the Ph.D. level.

Economists with master's degrees are employed in a wide range of jobs. Major employers include the Federal Reserve and federal, state and local government agencies. State agencies which typically employ economists with graduate training include tax commissions, departments of banking and insurance, and state public service or utilities commissions. Leading private sector employers include banks, financial investment firms and specialized consulting companies which assist firms with litigation or regulation. Economists also work for public policy institutes or "think tanks."

The Bureau of Labor Statistics (BLS) Occupational Outlook Handbook, 2012-13 Edition projects 6% growth in employment for the "economist" occupation. This is a national projection and combines individuals working in industry with bachelors, masters and doctoral degrees. The BLS notes, "Despite slower than average employment growth, job opportunities for individuals with a master's degree or Ph.D. are expected to be good." The market for advanced degree holders is regional or national in nature, and the BLS notes that jobs for economists tend to be concentrated in urban areas. The national estimates projected below are based on BLS estimates of current employment expected growth in their "economist" category, while the regional estimates are based on the proportion of non-academic jobs advertised in the American Economic Association's Job Openings for Economists publication, and Alabama jobs based on the state's share of SREB metropolitan populations. The BLS "economist" category does not represent the only category of jobs which individuals with a master's degree in economics can hold.

Projected Job Openings

	Year 1	Year 2	Year 3	Year 4	Year 5	Total
Nation	730	740	740	740	750	3,700
SREB	330	330	330	330	340	1,660
Alabama	12	12	12	12	13	61

Student Demand: Troy University will implement a new bachelor's degree in Economics in Fall 2013. Based on conversations between Troy faculty and currently enrolled students, Troy estimates that at least 10 current students plan to declare the major when it is available. These students will provide an important source of potential applicants for the M.A. program. Troy believes they should be able to attract 2 to 3 students per year from their undergraduate program.

Until recently, the Troy MBA program had a concentration in economic development. While the MBA - Economic Development concentration differed in many ways from the proposed M.A. in Economics, Troy believes that enrollment in that concentration provides a measure of the institution's ability to attract students with interest in studying Economics at the graduate level to the Troy campus. While students did not explicitly declare an Economic Development concentration under the MBA program, it is Troy's best estimate that 10 students were in this concentration every year. Using that as its basis, Troy estimates that 2 to 3 students who previously might have applied to the MBA program for the Economic Development concentration would apply to the MA in Economics program.

Troy University economics faculty participate in educational programs offered by the Institute for Humane Studies and Foundation for Economic Education, two organizations dedicated to increasing student interest in the study of Economics. Department faculty members are also active with groups like the Intercollegiate Studies Institute, the Charles Koch Foundation and the BB&T Foundation network of undergraduate programs. The Foundation for Economic Education runs summer seminar programs attracting around 500 undergraduate students each year, while the Institute for Humane Studies has worked with 2,400 students in the past year through

seminars and workshops. Between public talks and online videos, these organizations reach tens of thousands of students every year. During the past summer Troy economics faculty taught in several of these seminars, which were attended by around 250 students. Troy believes that they will be able to use face-to-face interaction with students and recommendations and endorsements from these organizations to recruit students to their master's program. Troy estimates that they will be able to attract five to ten students per year from these connections to a Troy M.A. program.

The proposal states that Troy economics faculty members are very active in professional organizations and are well-known to colleagues at colleges and universities across the region and nation. The proposal included letters of support from Samford University and Florida Gulf Coast University for the Troy proposal; discussing both the need for a terminal master's degree program in Economics in the region and a willingness to recommend a Troy program should one be established to their students.

Resources:

Faculty:

Current Primary Faculty—

Full-time: 9

Part-time: 0

Support Faculty—

Full-time: 0

Part-time: 0

Additional Faculty to Be Hired:

Primary Faculty—

Full-time: 0

Part-time: 0

Support Faculty—

Full-time: 0

Part-time: 0

Support Staff: The Economics & Finance department has a staff person who can assist with the processing of applications. Additional support staff would not be needed.

Fellowships and Assistantships: Troy plans to offer 10 to 15 assistantships to support students in the program. Stipends will be \$8,000 a year and include a waiver of out-of-state tuition, plus 6 hours of in-state tuition. Assistantships may include extra funds to pay unremitted tuition plus fees (if possible).

Equipment: No additional equipment will be needed to support the proposed program.

Facilities: No new or renovated facilities will be needed to support the proposed program.

Library: The American Economic Association and other academic/professional economics organizations do not provide guidelines for library resources and materials needed to support advanced degree programs in Economics. A good deal of current economic information is available online publicly (e.g., government information, statistical data, working papers, and other grey literature) and the Business Reference Librarian should create LibGuides, course guides, and pathfinders to help make those resources discoverable. If the Library is to support the master's in Economics, it will need to subscribe to the database EconLit. If the Troy University

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Friday, March 21, 2014

Library receives a NAAL discount, the annual subscription price of this database is \$10,650. This subscription to EconLit would also fulfill the request from the Economics Department to have access to the Journal of Public Economics. At present, this single journal electronic subscription will cost \$2,966 per year.

When Manuel H. Johnson Center faculty members indicate that the Library should acquire Federal Depository Library Program (FDLP) materials published by a particular federal government agency, the Government Documents Librarian should adjust the Library's FDLP selection profile accordingly. To fully support master's study and original independent research, the Library must also increase its Economics monograph budget from \$1,500 per fiscal year to \$2,500 per fiscal year.

Program Budget: The proposal projected that \$516,100 will be required for the program in the first five years, and that \$615,200 will be available over the same period through tuition and extramural funds.

Attachment 3

**Troy University
Master of Arts in Economics**

The program will be able to be completed in 2, 3 or 4 semesters, with both August and January admissions. We provide here a typical curriculum for the 2 and 4 semester programs, with August admission. All listed courses are three credit hours except where noted.

Two Semester Curriculum:

Fall	Spring	Summer
Advanced Microeconomics Econometrics I Elective Elective	Advanced Macroeconomics Econometrics II Elective Elective	Thesis research (9)

Note: Because of sequencing of required econometrics courses, the two semester option must begin in the fall semester.

Four Semester Curriculum:

Fall 1	Spring 1	Fall 2	Spring 2
Advanced Micro Econometrics I Elective	Advanced Macro Econometrics II Elective	Elective Elective Elective	Elective Research Paper

DECISION ITEM A-4: Troy University, Master of Science in Second Language Instruction (CIP 13.1401)

EXECUTIVE SUMMARY

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

Program Objective: The purpose of the MS in Second Language Instruction (SLI) program is to offer students an opportunity to acquire proficiency, knowledge and skills in the pedagogical process of teaching language to non-native speakers. The program is not a K-12 licensure program.

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

Mode of Delivery: Courses in the program will be offered via traditional and distance learning formats.

Similar Programs: There are two similar programs being offered in the state at this time. The University of Alabama offers a Master of Arts in English as a Second Language (CIP 13.1401) and the University of Alabama at Birmingham offers a Master of Arts in Education (M.A.Ed.) in English as a Second Language, also at CIP 13.1401.

When asked what distinguished their proposed program from existing programs in the state, Troy responded by indicating that, "there are three main areas making Troy University's non-certification, SLI program unique. First, Troy will offer a thesis track for students who wish to continue their education after the master's level; second, Troy will require a practicum rather than an internship for students who cannot take a full internship; third, Troy's program will be offered face-to-face, blended and fully online to accommodate the needs of the students."

Collaboration: No specific collaborations have been arranged at this time.

Resources: The proposal projected that \$1,137,550 will be required for the program in the first five years, and that \$1,401,480 will be available over the same period through tuition.

Public Review: The program was posted on the Commission website from January 6 until January 26 (twenty days) for public review and comments. No comments were received.

Rationale for Staff Recommendation:

1. Troy has an international student focus. Troy sites its long standing partnership with the Pusan University of Foreign Studies whose main campus is in Busan, South Korea as a potential source of students for the program.
2. Since the proposed program will replace the Masters of Science in Post-Secondary Education (MS PSE) program with a concentration in TESOL, many of the resources to offer the program are already in place.

DECISION ITEM A-4: Troy University, Master of Science in Second Language Instruction (CIP 13.1401)

Staff Presenter: Mr. Tim Vick
Director of Operations and Fiscal Services

Staff Recommendation: That the Commission approve the proposed Master of Science in Second Language Instruction (MS) with 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 March 21, 2016, or Commission approval will expire. The institution must notify the Commission in writing when the program is implemented or if there is any delay in implementation.

Post-Implementation Conditions:

1. That the annual average new enrollment headcount for the first five years, beginning 2014-15, will be at least 10, based on the proposal.
2. That the annual average number of graduates for the period 2015-16 through 2018-19 (4-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 graduate or medical 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.

Troy University will be required to phase out the program if any of the post-implementation conditions are not met. The institution must present documentation regarding the post-implementation conditions, as well as a general assessment of the program, in a report submitted to the Commission no later than September 15, 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 Troy University program proposal, received 11-20-2013. 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 Troy University

PROGRAM Master of Science in Second Language Instruction (CIP 13.1401)

ESTIMATED NEW FUNDS REQUIRED TO SUPPORT PROPOSED PROGRAM

	2014-15	2015-16	2016-17	2017-18	2018-19	TOTAL
FACULTY	\$170,000	\$173,250	\$176,625	\$266,250	\$276,425	\$1,062,550
LIBRARY	\$9,000	\$9,000	\$9,000	\$9,000	\$9,000	\$45,000
FACILITIES	\$0	\$0	\$0	\$0	\$0	\$0
EQUIPMENT	\$5,000	\$0	\$0	\$0	\$0	\$5,000
ASSISTANTSHIPS	\$0	\$0	\$0	\$0	\$0	\$0
STAFF	\$0	\$0	\$0	\$0	\$0	\$0
OTHER	\$5,000	\$5,000	\$5,000	\$5,000	\$5,000	\$25,000
TOTAL	\$189,000	\$187,250	\$190,625	\$280,250	\$290,425	\$1,137,550

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	\$223,080	\$294,600	\$294,600	\$294,600	\$294,600	\$1,401,480
TOTAL	\$223,080	\$294,600	\$294,600	\$294,600	\$294,600	\$1,401,480

ENROLLMENT AND DEGREE COMPLETION PROJECTIONS

	2014-15	2015-16	2016-17	2017-18	2018-19	5-YEAR AVERAGE
TOTAL HEADCOUNT ENROLLMENT	10	14	14	14	14	13
NEW ENROLLMENT HEADCOUNT	10	10	10	10	10	10 4-YEAR AVERAGE
DEGREE COMPLETION PROJECTIONS	0	3	5	5	5	5

Attachment 2

Summary of Background Information

Master of Science in Second Language Instruction
Troy University

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

Description and Objectives: The purpose of the MS program is to offer students an opportunity to acquire proficiency, knowledge and skills in the pedagogical process of teaching language to non-native speakers.

Upon successful completion of the Master of Science in Second Language Instruction, students will be able to demonstrate:

1. The professional skills and academic competencies required for second language instruction;
2. Knowledge of recent theories of how languages are structured and acquired;
3. Knowledge and understanding of the principles necessary to create and deliver appropriate lesson plans;
4. Knowledge of and ability to create appropriate assessments;
5. Knowledge of a wide range of research methodologies and how they relate to increased achievement for language learning students;
6. Knowledge of a wide range of cultural values and beliefs represented by different cultures and how they relate to increased achievement for all students.

Assessment: The program will be reviewed on an annual basis to determine its effectiveness and to obtain constructive feedback for future enhancements. Program review will include, but not be limited to the following:

1. Alumni Survey: An alumni survey will be used to obtain information concerning program graduates' abilities to obtain professional employment or entrance into graduate or professional schools.
2. Admission and Retention: The number of students coming into the program and the number graduating from the program will be used as an indication of program success.
3. Student Learning Outcomes: Since all programs at the university require a formal assessment plan to evaluate student learning outcomes, student learning outcomes will be monitored to gauge the success of program majors.
4. Employer Survey: Employers of graduates will be surveyed for feedback on the effectiveness of graduates from the program.

Administration: The program will be administered by the College of Education, Dr. Kathryn Hildebrand, dean, and the Division of Education, Dr. Jan Oliver, 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). Initial comments mainly focused on duplication of existing programs. Seven institutions participated in the final review of this proposal. Five of the responses were overwhelmingly positive.

Accreditation: Troy indicates that initially the College of Education will not pursue specialized accreditation for the proposed program. Affiliation with the Commission on English Language Program Accreditation (CEA) may be considered, once the program is fully developed and implemented.

Curriculum: The program will have the following requirements:

Credit hours required in major courses:	27 semester hours (sh)
Credit hours required in support courses:	4 to 6 (sh) (Option 1)
Credit hours for thesis or dissertation:	4 to 6 (sh) (Option 2)
Total	31 to 33 (sh)

The following new courses will be developed for the program:

- Introduction to Linguistics (3 sh),
- Survey of Sociolinguistics for Second Language Teachers (3 sh),
- Principles, Techniques & Materials in Second Language Teaching (3 sh),
- Teaching Language Skills (3 sh),
- Grammar (3 sh),
- Methods & Approaches in Second Language Teaching (3 sh) ,
- Research Methodology (3 sh),
- Assessment and Evaluation (3 sh) ,
- Survey of Second Language Acquisition for Second Language Teachers (3 sh),
- Option 1 - Practicum (1 to 3 sh),and Capstone in Second Language (3 sh),
- Option 2 – Practicum (1 to 3 sh), and Thesis (3 sh).

Proof of language proficiency is required for admission to selected language tracks. The Test of English as a Foreign Language (TOEFL), the International English Language Testing System (IELTS), or the Chinese Proficiency Test (HSK) is required.

The MS in Second Language Instruction will replace the Masters of Science in Post-Secondary Education (MS PSE) program with a concentration in TESOL (Teaching English to Speakers of Other Languages). Troy will submit a request to delete the MS PSE program from the inventory for consideration at ACHE's June meeting. Troy anticipates that many students who would have enrolled in the TESOL concentration will apply for the MS SLI program. Troy also states that it is unlikely that this proposed program will reduce enrollments in any other existing graduate degree programs.

Collaboration: While the institution has no specific collaborations arranged at this time, it does recognize the value of collaborating with other Alabama universities who have an interest in preparing individuals at the graduate level to teach English to non-native speaking individuals and will seek to work cooperatively with those universities. Because the proposed program will be offered by Troy University on the Troy campus and in a distance learning or "blended" format, the logistics and costs associated with such collaborations should be minimal.

Distance Education: Courses in the program will be offered via traditional and distance learning formats.

Admissions: To apply for admission to the Master of Science in Second Language Instruction program, applicants must submit:

1. A completed Application for Admission to the Graduate School;
2. Must hold a baccalaureate degree in English or another language, sociology, education, psychology, journalism, linguistics, or any language related discipline;
3. Official transcript(s) from all universities attended; and
4. Two (2) letters of recommendation submitted in English from former or current professors. The letters are expected to provide insights into the applicant's ability and aptitude for graduate study. If working, letters from colleagues will be accepted.

Students should meet all the standard unconditional admission requirements for the Graduate School with the following exceptions:

1. Applicants must have achieved at least a 3.0 GPA on all undergraduate work.
2. Students must demonstrate a strong evidence of excellence in language skills by providing an essay on a topic in literature, writing, language, linguistics, education or any related field.

Students entering the English as a Second Language Track must successfully satisfy one of the following:

1. Make a satisfactory score on the Test of English as a Foreign Language (TOEFL): TOEFL: IBT (internet based test) 80, CBT (computer based test) 213, PBT (paper based test) 550.
2. Make a satisfactory score on the International English Language Testing System (IELTS): score of 6.5.
3. Make a satisfactory score on the ACT COMPASS ESL exam. To pass the ACT Compass ELS, a student must attain a total of 270 on the Listening, Reading, and Grammar sections, with no individual score below 85, and a minimum score of 8 out of 12 on the writing test. Note: The ACT Compass ESL may be taken only once.

Need: The program prepares students for careers in a variety of employment settings which require skills in languages other than English, to include, but not limited to: university faculty positions, a multitude of industry and corporate settings, continuing professional education entities, government agencies, not-for-profit organizations and professional military education in both domestic and international settings. This program is not a K-12 licensure program.

The U.S. Bureau of Labor Statistics' Occupational Outlook Handbook 2010-11 Edition was used to estimate job openings and employment needs for potential graduates of a second language instruction program in the United States.

Occupational Outlook Handbook 2010-11 Edition					
Occupational Title	SOC Code	Employment, 2008	Projected Employment, 2018	Change, 2008-18	
				Number	Percent
Adult Literacy, Remedial education, & GED teachers & instructors*	25.3011	96,000	110,400	14,500	15
Interpreters & translators*	27.3091	50,900	62,200	11,300	22
Postsecondary teachers *	25.1000	1,699,200	1,956,100	256,900	15

Using the information above and the methodology described below, Troy developed the following chart of projected job opening over the next five years.

Projected Job Openings

	Year 1	Year 2	Year 3	Year 4	Year 5	Total
Local	157	159	161	163	165	
State	1,568	1,588	1,609	1,630	1,651	
SREB	9,408	9,528	9,654	9,780	9,906	
Nation	78,400	80,360	82,369	84,428	86,539	

Note:

Local: The local projections were calculated as a 10% portion of the state projected openings.

State: State projections were calculated using 10% of the current job openings found at <https://ioblink.alabma.gov/ada/> and using an annual 1.30% growth rate.

Southern Regional Education Board (SREB): The SREB projections were calculated by multiplying the state openings by 6 to estimate the number of openings for the states in the region.

National: The national projections were calculated by multiplying current state openings by 50 and adding a projected growth rate of 25% evenly distributed over the next 10 years (using 2.5% per year for the next 5 years).

Student Demand:

Citizens of Alabama are increasingly developing business opportunities with nations from around the world in order to compete in the global market place. As Alabama has developed industry, trade, and tourism opportunities with various non-English speaking nations, individuals working in the areas of trade, tourism, international relations between governments, technology, media and science are increasingly discovering the need to learn a second language. Currently Troy University offers an undergraduate degree program in English and Spanish, and undergraduate courses in French and Mandarin Chinese. Students who major in either of these programs may have interest in the MS SLI program.

The College of Education has worked with the Office of Institutional Research, Planning and Effectiveness to survey undergraduate and graduate students to determine the level of student interest in the program and project realistic enrollment estimates. In a survey designed to gauge student interest, 48% of 266 respondents indicated an interest in the program. Based on this, Troy projects the following enrollments.

	Year 1	Year 2	Year 3	Year 4	Year 5	Total
Full-time Enrollment	10	10	10	10	10	50
Part-time Enrollment	2	4	4	4	4	18
Total Headcount	12	14	14	14	14	68

Resources:

Faculty:

Current Primary Faculty—

Full-time: 2
Part-time: 0

Support Faculty—

Full-time: 0
Part-time: 1

Additional Faculty to Be Hired:

Primary Faculty—

Full-time: 1
Part-time: 0

Support Faculty—

Full-time: 0
Part-time: 0

Support Staff: No additional support staff will be required. Currently, the division has one secretary to assist division faculty.

Fellowships and Assistantships: No fellowships or assistantships will be provided.

Equipment: No special equipment needs to be purchased for this program. Students and faculty will use the Blackboard platform currently available that includes video and audio capabilities. The Division of Education will provide each of the full-time faculty members with computers as well as printers and telephone service. The estimated cost for this equipment would be approximately \$5,000, which will be expended during the first year.

Facilities: No additional renovations are required. Classrooms are available in Hawkins Hall to accommodate the additional classes. Office space is available in Hawkins Hall for full-time MS faculty members. No additional costs are anticipated for facilities.

Library: Troy University currently has materials to support Second Language Instruction at the basic study or instructional support level. Knowing this, the University is allotting \$9,000 per year to increase the resources available in-house and electronically to support the proposed program.

Program Budget: The proposal projected that \$1,137,550 will be required for the program in the first five years, and that \$1,401,480 will be available over the same period through tuition.

Attachment 3

**Troy University
Master of Science in Second Language Instruction**

Total Hours: 31-33SH

Non-Certification Program

Required Courses:

SL XXXX Methods & Approaches In SL Teaching	3
SL XXXX Research Methodology	3
SL XXXX Assessment & Evaluation	3
SL XXXX Survey of SLA for SL Teachers	3
SL XXXX Intro to Linguistics	3
SL XXXX Survey of Sociolinguistics for Second Language Teachers	3
SL XXXX Principles, Techniques & Materials in SL Teaching	3
SL XXXX Teaching Language Skills	3
SL XXXX Grammar	3

(Select Option 1 or Option 2)

Option 1	
SL XXXX Practicum	1-3
AND	
SL XXXX Capstone	3
Option 2	
SL XXXX Practicum	1-3
AND	
SL XXXX Thesis	3

DECISION ITEM B-1:

Request to Amend Post-Implementation Conditions:
Drake State Community and Technical College, AAS
and Certificate in Culinary Arts (CIP 12.0503)

Staff Presenter:

Dr. Lenny Lock
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 11 graduates.
- 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 condition for graduates for the specified period.

Background:

The AAS and Certificate in Culinary Arts were approved by the Commission on June 22, 2007. The program included an option in Hospitality Management.

The post-implementation report was submitted in 2012 and was presented to the Commission in December 2013. The program did not meet post-implementation conditions for graduates. The program did meet conditions for enrollment, employment, a report on the accreditation of the program, 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 extension of post-implementation review.

Students in the program take core courses in nutrition, food purchasing, food preparation, cooking, meal presentation, and meal serving, along with other training in customer service skills, restaurant operations, and hospitality management. The curriculum follows the guidelines established by the American Culinary Federation (ACF).

The program went through a transition period because the original program instructor (a chef) resigned at the end of the summer 2012 term. A new chef/instructor was hired. This change affected the progress of the program.

Supporting Documentation:

1. "Summary of Report on Post-Implementation Conditions," attached.
2. Unpublished post-implementation report and post-implementation extension request for Drake State Community and Technical College, submitted by the Alabama Department of Postsecondary Education. Available upon request.
3. "Guidelines for Consideration of Post-Implementation Reports that Do Not Meet Approved Conditions." Available upon request.

Summary of Report on Post-Implementation Conditions

Drake State Community and Technical College (DRA)

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

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	4	90%

Condition 3: Accreditation by the American Culinary Foundation was delayed by the departure of the original chef. DRA is in the process of submitting the materials for the accreditation review.

DECISION ITEM B-2:

Request to Amend Post-Implementation Conditions:
Troy University, BS in Interpretive Training
(CIP 16.1603)

Staff Presenter:

Dr. Lenny Lock
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 (through the end of the 2013-14 academic year) for the program be granted.
- 2) That, in the additional review period, the program will meet the graduation requirement, an average number of graduates for the 2010-11 through 2013-14 academic years of at least 8.
- 3) That the institution will submit, no later than October 1, 2014, a second post-implementation report, demonstrating that the program met the revised post-implementation conditions for graduates.

Background:

Troy University, BS in Interpretive Training (CIP 16.1603) was approved by the Commission on March, 2008. The post-implementation report was submitted on schedule in September 2013.

According to the report, the program met the conditions for enrollment, employment, follow-up survey, and number of graduates attaining licensure; but did not meet the condition for graduates. Data and commentary from the report is included in the attached summary.

The request stated the original projected graduation rate continues to be considered an appropriate benchmark; however, the timeframe for its post implementation is not tenable due to curricular revisions reflecting program improvement that influenced students decision regarding their graduation date. The Troy report projects that that the number of graduates in 2013-14 will be N=20; thereby increasing the 2010-11 through 2013-14 average to 8.25 -- meeting the condition specified for average number of 8 graduates.

Further, additional faculty hirings contributed to the program improvements based upon the recommendations of the program's Advisory Council. The program also has had a leadership change which influenced processes.

Troy program officials expressed that the program is expected to meet the revised graduation condition that were requested for the second review period. The staff recommends that the request for post-implementation modification and extension to the end of the 2013-14 Academic Year be approved.

Supporting Documentation:

1. "Summary of Report on Post-Implementation Conditions," attached.
2. Unpublished post-implementation report and post-implementation extension request, submitted by Troy 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

Troy University

Program: Troy University, BS in Interpretive Training
 (CIP 16.1603)

Approved by Commission: March 28, 2008

Proposed Implementation Date: August 2008

Actual Implementation Date: August 2008 (on schedule)

Post-Implementation Conditions:

- 1) That the annual average new enrollment headcount for the first five years, beginning 2008-09, will be at least 15, based on the proposal.
- 2) That the average number of graduates for the period 2010-11 through 2012-13 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 job advancement, or in being accepted for further graduate or professional study.
- 4) Information be provided on the employment placement of program graduates, including the name of the employing organization, location (city and state), and the starting salary of each graduate.
- 5) Information be provided on the number of graduates who attain licensure from the Registry of Interpreters for the Deaf (RID) and the Alabama Licensure Board for Interpreters and Translitterators (ALBIT).
- 6) That information regarding an overall assessment of the program be provided, particularly as related to objectives and assessment measures stated in the proposal.

BS in Interpretive Training (CIP 16.1603)	Average New Enrollment Headcount	Average Number of Graduates, 2008-09 through 2011-12	Percentage of Graduates Employed in Field	Graduates who passed the ALBIT/RID Licensure
Required	15	8	75%	Information to be provided
Reported	17.6	4.3	100%	ALBIT/RID licensure data provided

Condition 1: According to the report, the enrollment count benchmark was met.

Condition 2: The program did not meet the graduation post-implementation requirement.

Condition 3: One-hundred percent of the graduates secured employment upon graduation. A large majority of the graduates have gained employment within state education or community agencies who have identified a strong need for qualified interpreters.

Condition 4: Detailed employment placement including salary information was provided. The information was presented in both graphical and tabular fashion.

Condition 5: Information on the number of graduates who attain licensure from RID and ALBIT was discussed and shown in detail in a table format.

Condition 6: Overall assessment of the program was provided, particularly as related to the Troy Mission, Interpreter Training program objectives, and student learning outcomes. Data was collected through student, mentor, and employer surveys, certification testing results, as well as analysis of student portfolios to gauge the effectiveness of instruction and preparation.

DECISION ITEM C-1: University of West Alabama, Addition of an Option in Special Education, Non-Alabama Teacher Certification (K-6) and an Option in Special Education, Non-Alabama Teacher Certification (6-12) to the Existing M.Ed. in Special Education (CIP 13.1001)

Staff Presenter: Mr. Tim Vick
Director of Operations and Fiscal Services

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

Background: The University of West Alabama (UWA) currently has the Master of Education (M.Ed.) in Special Education at CIP 13.1001 in the Commission's Academic Program Inventory. UWA has proposed the addition of an option in Special Education, Non-Alabama Teacher Certification (K-6) and an option in Special Education, Non-Alabama Teacher Certification (6-12) to the existing program.

The proposed options will include the same coursework as the current M.Ed., but will not require a teaching certificate for admission, nor lead to a teaching certificate in the State of Alabama upon completion. The option is designed to serve out-of-state and international students, who do not need or desire state certification.

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

The program with the proposed option will require a total of 30 semester hours (sh).

Program core	9 sh
Option	25 sh
Total	34 sh

The program core includes the following courses: ED 500 – Foundations of Education or ED 501 – Educational Planning (3 sh), ED 504 – Techniques of Educational Research (3 sh) or ED 506 – Educational Statistics (3 sh), and ED 505 – Technology and Education (3 sh).

Courses included in the proposed option are: ED 508 – Technology Portfolio (1 sh), EP 500 – Advanced Education Psychology (3 sh), ED 500 or EP 506 – Lifespan Development and Learning (3 sh), Approved Elective in Education (3 sh) or SE 500 – Introduction to Special Education (3 sh), SE 501 – Characteristics and Strategies for Special Needs Students (3 sh), SE 502 – Developing Receptive and Expressive Communication Skills (3 sh), SE 503 – Seminar in Behavioral

Management (3 sh), SE 504 – Seminar in Special Education Issues (3 sh), and SE 506 – Teaching the Severely and Profoundly Disabled (3 sh),

Students in the K-6 option will take SE 552 – Methods for Collaborative Teacher/Special Education K-6 (3 sh).

Students in the 6-12 option will take SE 554 – Methods for Collaborative Teacher/Special Education 6-12 (3 sh).

Budgetary Impact: None.

All courses are already being offered. Consequently, no budgetary impact is anticipated.

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

Supporting Documentation:

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

DECISION ITEM C-2: University of West Alabama, Addition of an Option in Secondary Education, Non-Alabama Teaching Certification to the Existing M.Ed. in Secondary Education (CIP 13.1205)

Staff Presenter: Mr. Tim Vick
Director of Operations and Fiscal Services

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

Background: The University of West Alabama (UWA) currently has the Master of Education (M.Ed.) in Secondary Education at CIP 13.1205 in the Commission's Academic Program Inventory. UWA has proposed the addition of an option in Secondary Education, Non-Alabama Teacher Certification to the existing program.

The proposed option will include the same coursework as the current M.Ed., but will not require a teaching certificate for admission, nor lead to a teaching certificate in the State of Alabama upon completion. The option is designed to serve out-of-state and international students, who do not need or desire state certification.

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 option will require a total of 30 semester hours (sh).

Program core	9 sh
Option	25 sh
Total	34 sh

The program core includes the following courses: ED 500 – Foundations of Education or ED 501 – Educational Planning (3 sh), ED 504 – Techniques of Educational Research (3 sh) or ED 506 – Educational Statistics (3 sh), and ED 505 – Technology and Education (3 sh).

Courses included in the proposed option are: ED 508 – Technology Portfolio (1 sh), EP 500 – Advanced Education Psychology (3 sh) or EP 506 – Lifespan Development and Learning (3 sh), SE 500 – Introduction to Special Education (3 sh), Approved Elective in Education (3 sh), and 500-level electives in the teaching field (15 sh).

Budgetary Impact: None.

All courses already are 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 C-3: University of West Alabama, Addition of an Option in School Counseling, Non-Alabama Teacher Certification to the Existing M.Ed. in School Counseling (CIP 13.1101)

Staff Presenter: Mr. Tim Vick
Director of Operations and Fiscal Services

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

Background: The University of West Alabama (UWA) currently has the Master of Education (M.Ed.) in School Counseling at CIP 13.1101 in the Commission's Academic Program Inventory. UWA has proposed the addition of an option in School Counseling, Non-Alabama Teacher Certification to the existing program.

The proposed option will include the same coursework as the current M.Ed. in School Counseling, but will not require a teaching certificate for admission, nor lead to a teaching certificate in the State of Alabama upon completion. The option is designed to serve out-of-state and international students, who do not need or desire state certification.

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 option will require a total of 30 semester hours (sh).

Program core	9 sh
Option	27 sh
Total	36 sh

The program core includes the following courses: ED 504 – Techniques of Educational Research (3 sh), ED 506 – Educational Statistics (3 sh), and EP 500 – Advanced Education Psychology (3 sh) or SC 506 – Lifespan Development and Learning (3 sh),

Courses included in the proposed option are: SC 540 – Introduction to School Counseling (3 sh), SC 541 – Techniques of Counseling (3 sh), SC 542 – Career Development and Counseling (3 sh), SC 543 – Counseling Children and Adolescents (3 sh), SC 545 - Diagnostic Techniques for School Counselors (3 sh), SC 546 – Group Counseling (3 sh), SC 547 – Counseling Multicultural Populations (3 sh), SC 559 – Internship in Counseling I (3 sh) and SC 569 – Internship Counseling II (3 sh).

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 C-4: University of West Alabama, Addition of an Option in Physical Education, Non-Alabama Teacher Certification to the Existing M.Ed. in Physical Education (CIP 13.1314)

Staff Presenter: Mr. Tim Vick
Director of Operations and Fiscal Services

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

Background: The University of West Alabama (UWA) currently has the Master of Education (M.Ed.) in Physical Education at CIP 13.1314 in the Commission's Academic Program Inventory. UWA has proposed the addition of an option in Physical Education, Non-Alabama Teacher Certification to the existing program.

The proposed option will include the same coursework as the current M.Ed. in Physical Education, but will not require a teaching certificate for admission, nor lead to a teaching certificate in the State of Alabama upon completion. The option is designed to serve out-of-state and international students, who do not need or desire state certification.

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 option will require a total of 30 semester hours (sh).

Program core	9 sh
Option	25 sh
Total	34 sh

The program core includes the following courses: ED 500 – Foundations of Education (3 sh) or ED 501 – Educational Planning (3 sh), ED 504 – Techniques of Educational Research (3 sh) or ED 506 – Educational Statistics (3 sh), and ED 505 – Technology and Education (3 sh).

Courses included in the proposed option are: ED 508 – Technology Portfolio (1 sh), EP 500 – Advanced Education Psychology (3 sh) or EP 506 – Lifespan Development and Learning (3 sh), SE 500 – Introduction to Special Education (3 sh), Approved Elective in Education (3 sh), and 500-level electives in the teaching field (15 sh).

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 C-5: University of West Alabama, Addition of an Option in Library Media, Non-Alabama Teacher Certification to the Existing M.Ed. in Library Media (CIP 13.0501)

Staff Presenter: Mr. Tim Vick
Director of Operations and Fiscal Services

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

Background: The University of West Alabama (UWA) currently has the Master of Education (M.Ed.) in Library Media at CIP 13.0501 in the Commission's Academic Program Inventory. UWA has proposed the addition of an option in Library Media, Non-Alabama Teacher Certification to the existing program.

The proposed option will include the same coursework as the current M.Ed. in Library Media, but will not require a teaching certificate for admission, nor lead to a teaching certificate in the State of Alabama upon completion. The option is designed to serve out-of-state and international students, who do not need or desire state certification.

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 option will require a total of 30 semester hours (sh).

Program core	9 sh
Option	24 sh
Total	33 sh

The program core includes the following courses: ED 500 – Foundations of Education (3 sh) or ED 501 – Educational Planning (3 sh), ED 504 – Techniques of Educational Research (3 sh) or ED 506 – Educational Statistics (3 sh), and ED 505 – Technology and Education (3 sh). Note: Students who have not previously met the requirement of taking a general survey course in Special Education will also have to take SE 500 – Introduction to Special Education (3 sh).

Courses included in the proposed option are: LM 506 – Literature for Children and Young Adults (3 sh), LM 561 – Instructional Media (3 sh), LM 562 – Library Media Cataloging and Classification (3 sh), LM 563 - School Library Media Center Management and Collection Development (3 sh), LM 564 – Critical Issues in School Library Sciences (3 sh), LM 565 – Reference Services and Information Storage Retrieval (3 sh), LM 566 –

Libraries and Legal Issues (3 sh), and LM 569 –
Internship in Library Media.

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 C-6: University of West Alabama, Addition of an Option in Elementary Education, Non-Alabama Teaching Certification to the Existing M.Ed. in Elementary Education (CIP 13.1202)

Staff Presenter: Mr. Tim Vick
Director of Operations and Fiscal Services

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

Background: The University of West Alabama (UWA) currently has the Master of Education (M.Ed.) in Elementary Education at CIP 13.1202 in the Commission's Academic Program Inventory. UWA has proposed the addition of an option in Elementary Education, Non-Alabama Teacher Certification to the existing program.

The proposed option will include the same coursework as the current M.Ed., but will not require a teaching certificate for admission, nor lead to a teaching certificate in the State of Alabama upon completion. The option is designed to serve out-of-state and international students, who do not need or desire state certification.

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 option will require a total of 30 semester hours (sh).

Program core	9 sh
Option	25 sh
Total	34 sh

The program core includes the following courses: ED 500 – Foundations of Education or ED 501 – Educational Planning (3 sh), ED 504 – Techniques of Educational Research (3 sh) or ED 506 – Educational Statistics (3 sh), and ED 505 – Technology and Education (3 sh).

Courses included in the proposed option are: ED 508 – Technology Portfolio (1 sh), EE 500 – Teaching Reading (3 sh), EP 500 – Advanced Education Psychology (3 sh) or EP 506 – Lifespan Development and Learning (3 sh), Approved Elective in Education (3 sh) or SE 500 – Introduction to Special Education (3 sh), and 500-level electives in Early Childhood (CE) and/or Elementary Education (15 sh).

Budgetary Impact: None.

All courses already are 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 C-7: University of West Alabama, Alteration of the Master of Education in Education Administration (CIP 13.0401)

Staff Presenter: Mr. Tim Vick
Director of Operations and Fiscal Services

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

Background: The University of West Alabama (UWA) currently offers a Master of Education (M.Ed.) in Education Administration at CIP 13.0401 in the Commission's Academic Program Inventory. UWA has proposed the following changes to the program:

- The name of the program will be changed from a M.Ed. in Education Administration to a M.Ed. in Instructional Leadership (IL).
- One additional one-hour course will be added to the total number of hours required for degree; thus, moving the total number of hours from 33 semester hours to 34 semester hours. That course will be ED 508 – Technology Portfolio.
- Six current courses will be deleted and replaced with the following courses:
 - IL 572 – Curriculum & Instruction Supervision
 - IL 573 – Contextual Dimensions of IL
 - IL 574 – Leading & Managing Learning Organizations
 - IL 575 – Multidisciplinary Perspectives of IL
 - IL 576 – School Business Management
 - IL 505 – Technology in Education

The proposed changes are in reaction to Alabama State Department of Education mandates which called for each college responsible for preparing future school leaders to undergo a redesign process using common standards for the profession. These standards focused on the following areas: planning for continuous improvement, teaching and learning, human resources development, diversity, community and stakeholder relationships, technology, management of the learning organization and ethics.

The new title and the redesigned program also indicate a greater emphasis on curriculum.

Budgetary Impact: None.

All courses already are being offered. Consequently, no budgetary impact is anticipated.

The staff recommends that the proposed alterations be approved as a reasonable alteration to an existing program.

Supporting Documentation:

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

DECISION ITEM C-8: The University of Alabama at Birmingham, Addition of Tracks in Sustainable Smart Cities and Structural Engineering to the Existing MEng in Engineering (CIP 14.0101)

Staff Presenter: Ms. Margaret Pearson
Academic Program Review Analyst

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

Background: The University of Alabama at Birmingham (UAB) currently has the Master of Engineering in Engineering at CIP 14.0101 in the Commission's Academic Program Inventory. UAB has proposed the addition of tracks in Sustainable Smart Cities and Structural Engineering.

The program with the Sustainable Smart Cities track will require a total of 30 semester hours (sh):

Program Core	6 sh
Option	24 sh
Total	30 sh

The program with the Structural Engineering track will require a total of 30 semester hours.

Program Core	6 sh
Option	24 sh
Total	30 sh

Courses in the Sustainable Smart Cities track include: Principles of Sustainable Construction; High Efficiency Materials and Buildings; Renewable Thermal Systems; and Renewable Fluid Systems.

Courses included in the Structural Engineering track are: Computer and Classical Methods for Structural Analysis; Advanced Mechanics and Materials for Structural Engineers; and Structural Dynamics and Earthquake Engineering.

According to information submitted by UAB, the proposed tracks will provide course work that enhances technical skills, and address emerging public health and policy concerns.

Budgetary Impact: No additional resources will be required.

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

The staff recommends that the proposed tracks 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.

DECISION ITEM C-9: Auburn University, Addition of Four Options to the PhD in Pharmaceutical Sciences (CIP 51.2003)

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: Auburn University (AU) currently has the Doctor of Philosophy in Pharmaceutical Sciences at CIP 51.2003 in the Commission's Academic Program Inventory. AU has proposed the addition of options in Health Outcomes Research and Policy; Medicinal Chemistry; Pharmaceutics; and Pharmacology to the existing program.

The program with the Health Outcomes Research and Policy option will require the following:

Program Core	18 sh
Option	35 sh
Total	53 sh

The program with the Medicinal Chemistry option will require the following:

Program Core	18 sh
Option	42 sh
Total	60 sh

The program with the Pharmaceutics option will require the following:

Program Core	18 sh
Option	24 sh
Total	42 sh

The program with the Pharmacology option will require the following:

Program Core	18 sh
Option	28 sh
Total	46 sh

According to information submitted by AU, coursework that is used to fulfill program core requirements may also be used to fulfill option requirements, thereby permitting students to accommodate program core and option requirements.

Courses in the program core include: Intro to Grant Writing; Design and Analysis in Education I & II; Advanced Quantitative Methods for Management; and Pharmacokinetics.

The Health Outcomes Research & Policy option will include the following courses: Health Services Delivery and Evaluation; Social and Behavioral Theory in Health; and Pharmaceutical Economics, Outcomes, and Policy.

Courses included in the Medicinal Chemistry option are: Advanced Organic Chemistry I & II; Advanced Organic Chemistry I & II; Drug Action and Design; and Separation Science.

The Pharmaceuticals option will have courses in: Pharmacokinetics; Drug Products and Biopharmaceutics; Seminar; and Research and Dissertation.

The Pharmacology option will include the following courses: Organ Systems in Pharmacology I & II; Cellular and Molecular Pharmacology & Toxicology I & II.

Budgetary Impact: No additional resources will be required.

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. Available upon request.

DECISION ITEM C-10: The University of South Alabama, Addition of a Concentration in Animation to the Existing BA/BFA in Art (CIP 50.0701)

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 Bachelor of Arts/Bachelor of Fine Arts (BA/BFA) in Art at CIP 50.0701 in the Commission's Academic Program Inventory. USA has proposed the addition of a concentration in Animation to the existing program.

The program with the proposed concentration will require a total of 128 semester hours (sh):

General Education Core	59 sh
Program Core	39 sh
Concentration	30 sh
Total	128 sh

The program core includes courses in drawing, design, and professional practices.

Courses in the proposed concentration are: Intro to Animation; Two Dimensional Animation I; Three Dimensional Animation I; Digital Modeling; Experimental Animation; Two Dimensional Animation II; Three Dimensional Animation II; Advanced Animation; and Senior Thesis.

According to information provided by USA, the concentration is being added to meet the high demand for art instruction in the state and region.

Budgetary Impact: \$174,000 will be available annually through tuition and lab fees.

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

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

Supporting Documentation:

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

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

DECISION ITEM C-11: Jacksonville State University, Addition of an Emergency Management in Nursing Concentration to the Existing MSN in Community Health Nursing (CIP 51.3811)

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: Jacksonville State University (JSU) currently has the Master of Science in Nursing (MSN) in Community Health Nursing listed at CIP 51.3811 in the Commission's Academic Program Inventory. JSU has proposed the addition of an Emergency Management concentration to the existing program.

The program with the proposed concentration will require a total of 53 semester hours (sh):

Concentration	15 sh
Program Core	38 sh
Total	53 sh

Courses in the program core will include: Online MSN Orientation; Theories of Nursing; Advanced Health Assessment; Advanced Pathophysiology; and Health Assessment Practicum.

Courses in the proposed concentration are: Foundations of Emergency Management; Emergency Preparedness; Disaster Response; and Medical Aspects of Emergency Management.

According to information submitted by JSU, the proposed concentration will allow the MSN student to complete the emergency management courses while also completing the community health master's courses and graduate with knowledge, skills, and attributes of an advanced community health nurse, and specialty skills required for emergency management in community and institutional settings by nurse managers.

Budgetary Impact: No increased budget requirements are anticipated.

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

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

Supporting Documentation:

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

DECISION ITEM C-12: Jacksonville State University, Addition of an Educator Concentration to the Existing MSN in Community Health Nursing (CIP 51.3811)

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: Jacksonville State University (JSU) currently has the Master of Science in Nursing (MSN) in Community Health Nursing listed at CIP 51.3811 in the Commission's Academic Program Inventory. JSU has proposed the addition of an Educator concentration to the existing program.

The program with the proposed concentration will require a total of 50 semester hours (sh):

Concentration	12 sh
Program Core	38 sh
Total	50 sh

Courses in the program core will include: Online MSN Orientation; Theories of Nursing; Advanced Health Assessment; Advanced Pathophysiology; and Health Assessment Practicum.

Courses in the proposed concentration are: Developing Instruction Programs in Collegiate Nursing Education; Teaching, Learning, and Evaluation in Collegiate Nursing Programs; Practicum in Collegiate Nursing Education; and Issues and Trends in Collegiate Nursing Education.

According to information submitted by JSU, the proposed concentration will allow the MSN student to complete the educator courses while also completing the community health master's courses, and graduate with knowledge, skills, and attributes of an advanced community health nurse, and specialty skills required for academic faculty or clinical educators.

Budgetary Impact: No increased budget requirements are anticipated.

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

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

Supporting Documentation:

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

DECISION ITEM C-13: The University of North Alabama, Alteration of the MSN in Nursing (CIP 51.3801)

Staff Presenter: Ms. Margaret Pearson
Academic Program Review Analyst

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 MSN in Nursing listed at CIP 51.3801 in the Commission's Academic Program Inventory. The program was approved by the Commission in December 2005. The proposal approved by the Commission stated that certain courses in the program would be delivered by Jacksonville State University, which had an existing on-line MSN program.

UNA proposes to alter the program so that courses formerly delivered by Jacksonville State University will be provided by UNA to its own students. A memorandum of dissolution, ending the collaborative agreement between UNA and JSU, 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 UNA, will no longer be delivered by JSU, but will be delivered by UNA to its own students:

Statistical Concepts for Nurses	3 semester hours
Diversity & Ethics in Patient-Centered Care	3
Curriculum Dev. in Collegiate Nursing Prgs.	3
Evaluation in Collegiate Nursing Prgs.	3
Total	12

Regarding the rationale for the alteration of program coursework, UNA stated that although the memorandum of agreement with JSU proved to be beneficial to both institutions in regards to enrollment and financial stability; however, there remain issues and inconveniences for students, faculty, and staff which neither institution could control. According to UNA officials, the most significant challenge was the dispersion of financial aid. Differences in tuition/fees at each university created confusion and stress for many students. Additionally, having part-time classifications at two different universities affects a student's eligibility for financial assistance.

Budgetary Impact: None.

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

Supporting Documentation:

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

MEMORANDUM OF DISSOLUTION

Between

JACKSONVILLE STATE UNIVERISTY

And

UNIVERSITY OF NORTH ALABAMA

The University of North Alabama (UNA) requests dissolution of the 2006 memorandum of agreement of its graduate nursing program with the graduate nursing program at Jacksonville State University. Both administrations of these programs have agreed with this dissolution resulting in the twelve (12) hours of graduate nursing hours, currently taught by Jacksonville for UNA nursing students, reverting to the UNA nursing faculty. At this time, UNA and JSU inform the Alabama Commission on Higher Education (ACHE) of this common desire. This action is effective August, 2014.

UNIVERSITY OF NORTH ALABAMA JACKSONVILLE STATE UNIVERSITY

 
President Date President Date

DECISION ITEM C-14: Auburn University, Alteration of the MSN in Nursing (CIP 51.3801)

Staff Presenter: Ms. Margaret Pearson
Academic Program Review Analyst

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

Background: Auburn University (AU) and Auburn University Montgomery (AUM) currently have the joint MSN in Nursing listed at CIP 51.3801 in the Commission's Academic Program Inventory. The program was approved by the Commission in September 2005. The proposal approved by the Commission stated that certain courses in the program would be delivered by Troy University (TROY), which had an existing MSN program.

AU proposes to alter the program so that courses formerly delivered by TROY will be provided by AU and AUM to its own students. A memorandum of dissolution, ending the collaborative agreement between AU, AUM and TROY, was submitted with the proposed alteration request. The memorandum (attached) was signed by officials of all three institutions.

The following courses, which comprise less than ten percent of the joint MSN program at AU/AUM, will no longer be delivered by TROY, but will be delivered by AU and AUM to its own students:

Advanced Pathophysiology	3 semester hours
Advanced Pharmacology	3
Total	6

According to information sent by AU, the agreement is being dissolved at the request of Troy University. TROY is no longer able to accommodate students from AU and AUM due to enrollment growth in their own program. Both AU and AUM are able to accommodate the students that TROY once taught.

Budgetary Impact: None.

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

Supporting Documentation:

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

Attachment 1

MEMORANDUM OF DISSOLUTION

between

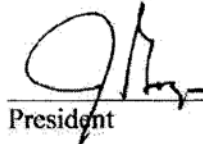
TROY UNIVERSITY

and

AUBURN UNIVERSITY/AUBURN UNIVERSITY-MONTGOMERY

As representatives from Auburn University/Auburn University at Montgomery and Troy University feel it is in the best interest of both parties, this memorandum serves as a dissolution of the 2005 memorandum of understanding in which Troy University offered NSG 6671 Advanced Pathophysiology and NSG 6692 Data Analysis Techniques (later changed to NSG 6649 Advanced Pharmacology) in fall and spring semesters and an interdisciplinary elective course in the Auburn University/AUM Joint Master of Science in Nursing program. Thus, it is agreed that Troy University will no longer offer these graduate online nursing courses to nursing students at Auburn University/AUM. 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.

AUBURN UNIVERSITY

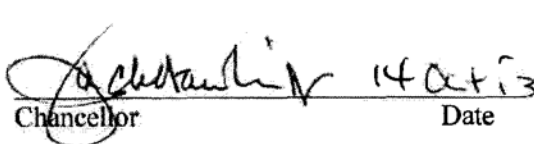


President

12/05/2013

Date

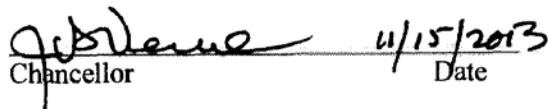
TROY UNIVERSITY



Chancellor

14 Oct 13
Date

AUBURN UNIVERSITY at MONTGOMERY



Chancellor

11/15/2013

Date

DECISION ITEM C-15: Auburn University, Addition of Four Options to the MS in Pharmaceutical Sciences (CIP 51.2003)

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: Auburn University (AU) currently has the Master of Science in Pharmaceutical Sciences at CIP 51.2003 in the Commission's Academic Program Inventory. AU has proposed the addition of options in Health Outcomes Research and Policy; Medicinal Chemistry; Pharmaceutics; and Pharmacology to the existing program.

The program with the Health Outcomes Research and Policy option will require the following:

Program Core	9 sh
Option	29 sh
Total	38 sh

The program with the Medicinal Chemistry option will require the following:

Program Core	9 sh
Option	28 sh
Total	37 sh

The program with the Pharmaceutics option will require the following:

Program Core	9 sh
Option	20 sh
Total	29 sh

The program with the Pharmacology option will require the following:

Program Core	9 sh
Option	24 sh
Total	33 sh

According to information submitted by AU, coursework that is used to fulfill program core requirements may also be used to fulfill option requirements, thereby permitting students to accommodate program core and option requirements.

Courses in the program core include: Intro to Grant Writing; Design and Analysis in Education I & II; Advanced Quantitative Methods for Management; and Pharmacokinetics.

The Health Outcomes Research & Policy option will include the following courses: Health Services Delivery and Evaluation; Social and Behavioral Theory in Health; and Pharmaceutical Economics, Outcomes, and Policy.

Courses included in the Medicinal Chemistry option are: Advanced Organic Chemistry I & II; Advanced Organic Chemistry I & II; Drug Action and Design; and Separation Science.

The Pharmaceuticals option will have courses in: Pharmacokinetics; Drug Products and Biopharmaceutics; Seminar; and Research and Dissertation.

The Pharmacology option will include the following courses: Organ Systems in Pharmacology I & II; Cellular and Molecular Pharmacology & Toxicology I & II.

Budgetary Impact: No additional resources will be required.

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. Available upon request.

DECISION ITEM D-1: Alabama A&M University, New Off-Campus Programs (Computer Science; Criminal Justice; and Social Work) at Concordia College

Staff Presenter: Ms. Margaret Pearson
Academic Program Review Analyst

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

Proposal: Alabama A&M University (AAM) plans to offer upper level courses that will lead to a Bachelor of Science (BS) in Computer Science; a Bachelor of Science (BS) in Criminal Justice; and a Bachelor of Arts (BA) in Social Work at Concordia College beginning in fall 2014.

Background: An official with AAM has signed the institutional certification for the proposed programs pledging that a) the new offerings are in full compliance with the Commission's Guidelines for the Regulation of Off-Campus Instruction; and b) the required annual site follow-up report will be sent.

Location of the Programs: Alabama A&M University will deliver the proposed programs at Concordia College, 1712 Broad Street, Selma (Dallas County). The site is outside of AAM's service area. Dallas County is within the off-campus service area for Alabama State University (ASU); Auburn University Montgomery (AUM); and Troy University (TROY). AAM officials provided email correspondence from AUM and TROY stating that the two institutions have no objections to the AAM site. According to AAM, there were numerous attempts to reach officials at ASU regarding AAM offering programs at Concordia College; however, there has been no response. The off-campus site proposal was posted to the Commission website's public forum for 20 days for review and comments. No comments were received.

Relationship to the Commission's Academic Program Inventory: AAM currently has the Bachelor of Science in Computer Science at CIP 11.0101; the Bachelor of Science in Criminal Justice at CIP 43.0103; and the Bachelor of Arts in Social Work at CIP 44.0701 in the Commission's Academic Program Inventory.

Description of Programs: The proposed off-campus programs in Computer Science, Criminal Justice, and Social Work will offer the last two years of coursework to students at Concordia College seeking a baccalaureate degree.

Strength of the Existing Programs: According to information submitted by AAM, since 2008, a total of 1195 students have enrolled in the BS in Computer Science program. The Criminal Justice BS program is only three years old, having begun in 2011. Since 2011,

the program has enrolled 310 students. The BA in Social Work program has enrolled a total of 1701 students in the program since 2008.

Adequate Student Demand: According to AAM officials, Concordia College currently offers only two bachelor's level degree programs, Business Administration and Elementary Education. Since 2000, these two programs have enrolled an average of 76 and 32 students respectively. The Business Administration and the Elementary Education programs annually graduate 18 and 4 students. The majority of students attending Concordia, an average of 479 students, enroll in associate degree programs offered by the college. Of these students, approximately 32 percent complete associate degree programs. Only 50 percent of the associate degree program completers go on to attain bachelor degrees. Approximately 74-80 percent of the students who fail to attain associate degrees, as well as 50 percent of the associate degree completers, remain in Alabama after conducting their educational experience at Concordia.

Need for Programs: According to the proposal, a study conducted by AAM's Office of Institutional Research of 300 residents and businesses in Dallas, Wilcox, Lowndes, and Perry counties revealed that areas of highest need in the Selma area are Criminal Justice and Social Work. In addition, the survey indicated that Computer Science training was also of high importance.

Effect on the Existing Programs: According to the proposal, the development of off-campus programs on the campus of Concordia College will not impact the quality of programs offered on the AAM campus. As indicated in the memorandum of understanding between Concordia College and AAM, Concordia College currently employs a number of faculty who hold the requisite credentials needed to lead instruction in the fields in which AAM seeks to offer. However, at least 50 percent of all classes offered in Selma will be taught by fulltime Alabama A&M University faculty as part of the regular rotation for each faculty member. In regards to notification to the Southern Association of Colleges and Schools (SACS), and other professional accreditation agencies, the current substantive change policy utilized by AAM, which was adopted in 2012, requires the University to attain approval from the Alabama Commission on Higher Education before the process is undertaken to garner approval from SACS.

Resources: According to AAM, the proposed programs will be self-supporting through tuition and fees generated at the proposed site.

Admission and Program Completion Requirements: Admission and program requirements at the Concordia

College site will be the same as those for the programs offered on the AAM campus.

Public Review: The proposal was posted on the Commission website from January 28, 2014 until February 17, 2014 (twenty days) for public review and comment. No comments were received.

Supporting Documentation:

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

DECISION ITEM D-2: The University of Alabama at Birmingham, Relocation of an Existing Off-Campus Site

Staff Presenter: Ms. Margaret Pearson
Academic Program Review Analyst

Staff Recommendation: That the Commission approve the relocation of an off-campus site in Hoover from Simmons Middle School to Crossroads School.

Background: The University of Alabama at Birmingham (UAB) has an existing off-campus site at Simmons Middle School in Hoover. UAB has requested the relocation of the site to Crossroads School, also in Hoover.

UAB has had the Simmons Middle School site for the past two years. Both sites are within the service area of UAB. The move is being requested to provide better access and accommodations for students.

Supporting Documentation:

1. Request from the University of Alabama at Birmingham. Available upon request.
2. "Review of Off-Campus Instruction offered by Public Postsecondary Institutions," Ala. Admin. Code (Commission on Higher Education), r. 300-2-1-.06. Available upon request.

INFORMATION ITEM 1: Auburn University, Change in the Name of the Department of Pharmacal Sciences to the Department of Drug Discovery and Development; and the Department of Pharmacy Care Systems to the Department of Health Outcomes, Research, and Policy

Staff Presenter: Ms. Margaret Pearson
Academic Program Review Analyst

Staff Recommendation: For information only.

Background: The Auburn University (AU) Board of Trustees has approved the change in the name of the Department Pharmacal Sciences to the Department of Drug Discovery and Development; and the Department of Pharmacy Care Systems to the Department of Health Outcomes, Research, and Policy.

Since these are only name changes at the department level, they do not require Commission approval.

Supporting Documentation:

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

INFORMATION ITEM 2: Jacksonville State University, Establishment of the Center for Best Practices in Teaching and Learning

Staff Presenter: Ms. Margaret Pearson
Academic Program Review Analyst

Staff Recommendation: For information only.

Background: Jacksonville State University (JSU) has submitted plans to the Commission for the establishment of the Center for Best Practices in Teaching and Learning. The center will not award academic credit to students; therefore, it does not require Commission approval.

According to information submitted by JSU, the vision of the Center for Best Practices in Teaching and Learning is to foster a learner centered community. Best practices in teaching, learning, and evaluation are considered to be a vital component of the mission of the center, and act as the underpinning for program improvement and success.

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 Jacksonville State University. Available upon request.

INFORMATION ITEM 3:

The University of North Alabama, Change in the Name of the College of Nursing and Allied Health to the College of Nursing

Staff Presenter:

Ms. Margaret Pearson
Academic Program Review Analyst

Staff Recommendation:

For information only.

Background:

The University of North Alabama (UNA) Board of Trustees has approved the change in the name of the College of Nursing and Allied Health to the College of Nursing.

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

Supporting Documentation:

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

INFORMATION ITEM 4: The University of Alabama, Establishment of the Center for the Study of Ethical Development

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 the Study of Ethical Development. The center will not award academic credit to students; therefore, it does not require Commission approval.

According to information submitted by UA, the designation of a formal center for the Study of Ethical Development will enhance the ability of the group to expand its collaborative research opportunities.

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.

<u>INFORMATION ITEM 5:</u>	<u>The University of South Alabama, New Exempt Off-Campus Site</u>
<u>Staff Presenter:</u>	Ms. Margaret Pearson Academic Program Review Analyst
<u>Staff Recommendation:</u>	For information only.
<u>Proposal:</u>	<p>The University of South Alabama (USA) plans to offer courses at the following new off-campus site beginning in Spring 2014:</p> <p>Faulkner State Community College, Gulf Shores, Alabama</p>
<u>Discussion:</u>	<p>An official with USA has signed the institutional certification for the proposed site pledging that a) the new site is in full compliance with the Commission's Guidelines for the Regulation of Off-Campus Instruction; and b) the required annual site follow-up report will be sent.</p> <p>The new off-campus site proposed by USA is exempt from Commission approval by policy because the proposed site is located within USA's service area.</p> <p>The proposal was posted on the Commission website from January 15 until February 4 for public review and comment. No comments were received.</p>
<u>Supporting Documentation:</u>	<ol style="list-style-type: none">1. Proposal for New Off-Campus Site at Faulkner State Community College, Gulf Shores, AL, attached.2. "Review of Off-Campus Instruction offered by Public Postsecondary Institutions," Ala. Admin. Code (Commission on Higher Education), r. 300-2-1-.06. Available upon request.

ATTACHMENT 1

Alabama Commission on Higher Education

PROPOSAL FOR A NEW OFF-CAMPUS SITE

SITE INFORMATION

Institution:

Administrator Responsible for Site

Name & Title: Dr. Vaughn Millner

Telephone: 251-460-6283

Fax: 251-460-7824

E-Mail: vmillner@southalabama.edu

Contact Person at Site If Other Than Administrator Above

Name & Title:

Telephone:

Fax:

E-Mail:

Location of Proposed Site

Facility: Faulkner State Community College

Street Address: 3301 Gulf Shores Parkway

City: Gulf Shores, AL 36542

County: Baldwin

When will you begin offering instruction at this site? *Spring 2014*

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

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

Certification

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

Signature of President/Chancellor: 

Date: 10/17/13

INFORMATION ITEM 6: The University of Alabama at Birmingham, New Exempt Off-Campus Site

Staff Presenter: Ms. Margaret Pearson
Academic Program Review Analyst

Staff Recommendation: For information only.

Proposal: The University of Alabama at Birmingham (UAB) plans to offer courses at the following new off-campus site beginning in fall 2014:

Hewett-Trussville High School, Trussville, Alabama

Discussion: An official with UAB has signed the institutional certification for the proposed site pledging that a) the new site is in full compliance with the Commission's Guidelines for the Regulation of Off-Campus Instruction; and b) the required annual site follow-up report will be sent.

The new off-campus site proposed by UAB is exempt from Commission approval by policy because the proposed site is located within UAB's service area.

The proposal was posted on the Commission website from January 15 until February 4 for public review and comment. No comments were received.

Supporting Documentation:

1. Proposal for New Off-Campus Site at Hewitt-Trussville High School, Trussville, AL, attached.
2. "Review of Off-Campus Instruction offered by Public Postsecondary Institutions," Ala. Admin. Code (Commission on Higher Education), r. 300-2-1-.06. Available upon request.

ATTACHMENT 1

Alabama Commission on Higher Education

PROPOSAL FOR A NEW OFF-CAMPUS SITE

SITE INFORMATION

Institution: University of Alabama at Birmingham

Administrator Responsible for Site

Name & Title: Mr. Tim Salem, Principal

Telephone: 205-228-4000

Fax: 205-228-4001

E-Mail: Tim.Salem@trussvillecityschools.com

Contact Person at Site If Other Than Administrator Above

Name & Title: Ms Alison Hollingsworth, Teacher

Telephone: 205-228-4000

Fax: 205-228-4001

E-Mail: Alison.Hollingsworth@trussvillecityschools.com

Location of Proposed Site

Facility: Hewett-Trussville High School

Street Address: 6450 Husky Parkway

City: Trussville

County: Jefferson

When will you begin offering instruction at this site?

Fall 14

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

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

Certification

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

Signature of President/Chancellor:

Ray L. Watts

Date: 1-14-14

<u>INFORMATION ITEM 7:</u>	<u>Changes to the Academic Program Inventory</u>
<u>Staff Presenter:</u>	Ms. Margaret Pearson Academic Program Review Analyst
<u>Staff Recommendation:</u>	For information only.
<u>Background:</u>	According to the Commission's definitions relating to program review (Alabama Administrative Code, Chapter 300-2-1, Review of Programs & Other Units of Instruction), additions and certain extensions or alterations of units and programs of instruction must be submitted as information items not requiring Commission approval. Examples of information items, according to the operational definitions, include: 1) changes in program titles or CIP codes or degree nomenclatures at the same level (except doctoral) provided no changes in program requirements, content, or objectives are made, and provided the new nomenclature replaces the current designation; 2) programs placed on inactive status or deleted from the Academic Program Inventory; 3) change in award for completion from Diploma to Associate in Applied Technology in technical colleges provided certain conditions are met; 4) change in award for completion from Associate in Applied Technology to Associate in Applied Science in technical colleges provided certain conditions are met; and 5) change in award for completion from Diploma and/or Certificate to Associate in Applied Science in community colleges.
<u>Supporting Documentation:</u>	<ol style="list-style-type: none">1. Academic Program Inventory. Available on the Commission's Website: www.ache.alabama.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.

Trenholm State Technical College	47.0105	Industrial Electronics, AAS, C [Deleted at the request of the institution]
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B. Changes in CIP Codes, Program Titles, or Degree Nomenclature

The following changes in CIP codes, program titles, or degree nomenclature represent no changes in program requirements, content, and objectives and are recommended as information items.

The University of West Alabama	13.1201	Adult and Continuing Education, MSCE <u>Adult and Continuing</u> <u>Education and Teaching, MS</u>
	13.0401	Education Administration, MEd <u>Instructional Leadership</u>

C. Programs Placed on Inactive Status

None.

INFORMATION ITEM 8: 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.

Enterprise State Community College

<u>Field of Study</u>	<u>CIP Code</u>
Computer Graphics	11.0803

Wallace State Community College (Hanceville)

<u>Field of Study</u>	<u>CIP Code</u>
Multi-Interdisciplinary Studies	30.0999

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

Supporting Documentation:

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

INFORMATION ITEM 9: Implementation of Approved Programs

Staff Presenter: Ms. Margaret Pearson
Academic Program Review Analyst

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.

Auburn University

Program: Organismal Biology, BS, CIP 26.0101
Approval date: December 7, 2012
Implementation date: January 2013 (on schedule)
Post-implementation report date: February 1, 2018.

Alabama State University

Program: Dance, BFA, CIP 50.0301
Approval date: June 8, 2012
Implementation date: August 2013 (on schedule)
Post-implementation report date: September 1, 2018.

Bevill State Community College

Program: Vehicle Technology and Repair, AAS and Certificate, CIP 47.0600
Approval date: June 14, 2013
Implementation date: August 2013 (on schedule)
Post-implementation report date: September 1, 2018.

Calhoun Community College

Program: Surgical Technology, AAS and Certificate, CIP 51.0908
Approval date: September 14, 2012
Implementation date: January 2013 (on schedule)
Post-implementation report date: February 1, 2018.

Drake State Community and Technical College

Program: Business Administration, AAS, CIP 52.0201
Approval date: June 14, 2013
Implementation date: August 2013 (on schedule)
Post-implementation report date: September 1, 2018.

Program: Salon and Spa Management, AAS and
Certificate, CIP 12.0412
Approval date: June 14, 2013
Implementation date: August 2013 (on schedule)
Post-implementation report date: September 1, 2018.

Faulkner State Community College

Program: Veterinary Technology, AAS and Certificate,
CIP 51.0808
Approval date: June 14, 2013
Implementation date: January 2014 (delayed)
Post-implementation report date: February 1, 2019.

Program: 3D Animation and Visual Effects/CGI, Certificate,
CIP 10.0304
Approval date: June 14, 2013
Implementation date: January 2014 (delayed)
Post-implementation report date: February 1, 2019.

Northwest-Shoals Community College

Salon and Spa Management, AAS and Certificate,
CIP 12.0412
Approval date: June 14, 2013
Implementation date: January 2014 (delayed)
Post-implementation report date: February 1, 2018.

Reid State Technical College

Program: Medical Assisting Technology, AAT,
CIP 51.0801
Approval date: December 7, 2012
Implementation date: January 2014 (delayed by COE
approval)
Post-implementation report date: February 1, 2019.

Shelton State Community College

Program: Child Development, AAS, CIP 19.0708
Approval date: December 7, 2012
Implementation date: August 2013 (on schedule)
Post-implementation report date: September 1, 2018.

Troy University

Program: Exercise Science, BS, CIP 31.0505
Approval date: March 15, 2013
Implementation date: August 2013 (on schedule)

Post-implementation report date: September 1, 2018.

Program: Spanish, BA, CIP 16.0905
Approval date: March 15, 2013
Implementation date: August 2013 (on schedule)
Post-implementation report date: September 1, 2018.

Program: Exercise Science, BS, CIP 31.0505
Approval date: March 15, 2013
Implementation date: August 2013 (on schedule)
Post-implementation report date: September 1, 2018.

Program: Economics, BA/BS, CIP 45.0601
Approval date: December 7, 2012
Implementation date: August 2013 (on schedule)
Post-implementation report date: September 1, 2018.

Program: Economics, BSBA, CIP 52.0601
Approval date: December 7, 2012
Implementation date: August 2013 (on schedule)
Post-implementation report date: September 1, 2018.

Program: International Business Administration, MBA,
CIP 52.1101
Approval date: December 7, 2012
Implementation date: August 2013 (on schedule)
Post-implementation report date: September 1, 2018.

Program: Physics, BS, CIP 40.0801
Approval date: June 14, 2013
Implementation date: August 2013 (on schedule)
Post-implementation report date: September 1, 2018.

The University of Alabama at Birmingham

Program: Management Information Systems, MS,
CIP 52.1201
Approval date: December 7, 2012
Implementation date: August 2013 (on schedule)
Post-implementation report date: September 1, 2018.

Program: Public Health, BS, CIP 51.2201
Approval date: March 15, 2013
Implementation date: August 2013 (on schedule)
Post-implementation report date: September 1, 2018.

Program: Biomedical Sciences, BS, CIP 26.0102
Approval date: June 14, 2013
Implementation date: August 2013 (on schedule)
Post-implementation report date: September 1, 2018.

The University of Alabama in Huntsville

Program: Aerospace Engineering, BSAE, CIP 14.0201
Approval date: June 14, 2013
Implementation date: August 2013 (on schedule)
Post-implementation report date: September 1, 2018.

The University of South Alabama

Program: Health Informatics, BS (CIP 51.2706)
Approval date: September 13, 2013
Implementation date: January 2014 (on schedule)
Post-implementation report date: February 1, 2019

The University of West Alabama

Program: Exercise Science, BS, CIP 31.0504
Approval date: June 14, 2013
Implementation date: August 2013 (on schedule)
Post-implementation report date: September 1, 2018.

Program: Experimental Psychology, MS, CIP 42.2704
Approval date: June 14, 2013
Implementation date: January 2014 (delayed by approval
by SACS/COC)
Post-implementation report date: February 1, 2019.

Program: Business Administration, MS, CIP 42.2704
Approval date: June 14, 2013
Implementation date: January 2014 (delayed by approval
by SACS/COC)
Post-implementation report date: February 1, 2019.

Wallace State Community College (Hanceville)

Program: Engineering Technology, AAS, CIP 15.0000
Approval date: June 14, 2013
Implementation date: August 2013 (on schedule)
Post-implementation report date: September 1, 2018.

Program: General Technology, AAS, CIP 47.0000
Approval date: June 14, 2013
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 10: Implementation of a Non-Degree Program at a Senior Institution

Staff Presenter: Ms. Margaret Pearson
Academic Program Review Analyst

Staff Recommendation: For information only.

Background: Commission guidelines state that non-degree programs of senior institutions, including pre-baccalaureate, post-baccalaureate, and post-master's certificates do not require Commission approval, but they must be reported to the Commission prior to implementation. The guidelines further state that these certificates are not listed in the Commission's Academic Program Inventory.

In accordance with these guidelines, the following institution has sent notification regarding the non-degree program indicated:

Jacksonville State University

Graduate Certificate in Emergency Management Nursing

The certificate program consists of 5 courses. Each course is worth 3 hours each (15 hours total). The proposed certificate will allow licensed nurse professionals to complete the selected/required emergency management courses at the master's level and obtain the knowledge and specialty skills required for emergency management in community and institutional settings by nurse managers. Professional development for nurse managers and staff nurses in the area of emergency management has been identified as essential at all levels of nursing education.

- 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 11: Implementation of Distance Education Programs

Staff Presenter: Ms. Margaret Pearson
Academic Program Review Analyst

Staff Recommendation: For information only.

Background: Commission policy states that academic programs approved by the Commission do not require additional approval to be configured and offered as distance education programs. However, institutions preparing to offer existing programs as distance education offerings must report this intent to the Commission prior to implementation.

In compliance with the Commission's policy on distance education, the following institution has reported plans to implement the distance education programs listed.

The University of West Alabama:

Education Administration, MEd – CIP 13.0401
Experimental Psychology, MS – CIP 42.2704

Supporting Documentation:

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

INFORMATION ITEM 12: Summary of Post-Implementation Reports

Staff Presenter: Dr. Lenny Lock
Director of Instruction and Special Projects

Staff Recommendation: For information only.

Background: Programs that met post-implementation conditions:

- Calhoun Community College: Program: Associate in Applied Science and Certificate in Advanced Manufacturing (CIP 15.0613)
- Northeast Alabama Community College, Associate in Applied Science in Child Development (CIP 19.0708) - Second Report

Programs that did not meet post-implementation conditions:

- Troy University, BS in Interpretive Training (CIP 16.1603) *[A request for an additional post implementation review period is on the agenda as a decision item]*
- Drake State Community and Technical College, AAS and Certificate in Culinary Arts (CIP 12.0503) *[A request for an additional post implementation review period is on the agenda as a decision item]*

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]**

2013 Reports

Meeting Conditions:

Calhoun Community College

- Program: Associate in Applied Science and Certificate in Advanced Manufacturing (CIP 15.0613)

Approved by Commission: December 7, 2007

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 58, based on the proposal.
- 2) That the average number of graduates for the Academic Years 2009-10 through 2012-13 will be at least 45, 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 information regarding an overall assessment of the program will be provided, particularly as related to objectives and assessment measures stated in the proposal.
- 5) That the institution report on the passage rate of graduates obtaining the certifications related to program options.
- 6) CAL will delete the following programs from the Academic Program Inventory after the proposed program in Advanced Manufacturing is approved.
 - Air Conditioning/Refrigeration
 - Industrial Production Technology
 - Aerospace Technology
 - Drafting
 - Electrical Technology
 - Machine Tool Technology

Table showing Status of Post Implementation Condition #1 (Enrollments) and Condition #2 (Graduates)

Associate in Applied Science and Certificate in Advanced Manufacturing (CIP 15.0613)	Average New Enrollment Headcount	Average Number of Graduates, 2009-10 through 2012-13	Percentage of Graduates Meeting Employment Condition
Required	58	45	75%
Reported	316	107*	59/72 = 82%

*Even assuming 0 graduates in 2009-10 academic year, the average number for the period is 80.

Condition 4: A detailed narrative was provided that specifically addressed the program's objectives and assessment measures.

The new structure allows multiple entry and exit points that allow industry to select and hire students with very "customized" modules of skill sets. The use of a National Science Foundation (NSF) grant assisted with the instructional design cost of development of online courses. It was determined that a hybrid format was better suited for the technical areas. An advisory committee meets a minimum of twice a year and provides input to the alignment and validity of the content of each of the courses. The committee also evaluates the effectiveness and appropriateness of the equipment, facilities, and curriculum. The Cooperation Program structure provides that students enter the workforce while still pursuing an education. Every student has the opportunity to receive multiple stackable credentials, and the process has yielded greater than a 90% success rate for those attempting the credentialing assessment.

Condition 5: Ninety eight (98) students tested in various certifications and the passage rate of the graduates who obtained certifications related to program options was 94%.

Condition 6: The program offering consolidation allowed the college to more efficiently utilize faculty, equipment, facilities and other resources. Consolidation to Advanced Manufacturing (CIP 15.0613) occurred for program offerings in Air Conditioning/Refrigeration, Automation; Industrial Production Technology; Aerospace Technology; Design Drafting Technology; Electrical Technology; Industrial Maintenance; Machine Tool Technology; and Process Technology.

Meeting Conditions:

Northeast Alabama Community College

- Program: Northeast Alabama Community College, Associate in Applied Science in Child Development (CIP 19.0708) - Second Report

Approved by the Commission: March 12, 2004

Proposed Implementation Date: August 2004

Actual Implementation Date: August 2004 (on schedule)

Required in the Second Post-Implementation Review Period
(Approved December 10, 2010):

- 1) That the Commission maintain the graduation requirement of an average of 11 for the program and grant an additional review period for the program for the period 2010-11 through 2012-13.
- 2) That the institution will be required to submit, no later than October 1, 2013, a second post-implementation report, demonstrating that the program met the graduation post-implementation condition in the second review period.

Associate in Applied Science in Child Development (CIP 19.0708)	Average Number of Graduates, 2010-11 through 2012-13
Required	11
Reported	12*

*12.33

The institution provided a report in compliance with the Commission second post implementation condition which detailed that the program has now met the requirement. The initial post implementation report indicated 5.66 graduates per year; the current report shows that this value has doubled and currently meets the required 11 graduates that was to be attained.

Not Meeting Conditions:

Troy University

- Program: Troy University, BS in Interpretive Training (CIP 16.1603)

Approved by Commission: March 28, 2008

Proposed Implementation Date: August 2008

Actual Implementation Date: August 2008 (on schedule)

Post-Implementation Conditions:

- 1) That the annual average new enrollment headcount for the first five years, beginning 2008-09, will be at least 15, based on the proposal.
- 2) That the average number of graduates for the period 2010-11 through 2012-13 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 job advancement, or in being accepted for further graduate or professional study.
- 4) Information be provided on the employment placement of program graduates, including the name of the employing organization, location (city and state), and the starting salary of each graduate.
- 5) Information be provided on the number of graduates who attain licensure from the Registry of Interpreters for the Deaf (RID) and the Alabama Licensure Board for Interpreters and Transliterations (ALBIT).
- 6) That information regarding an overall assessment of the program be provided, particularly as related to objectives and assessment measures stated in the proposal.

BS in Interpretive Training (CIP 16.1603)	Average New Enrollment Headcount	Average Number of Graduates, 2010-11 through 2012-13	Percentage of Graduates Employed in Field	Graduates who passed the ALBIT/RID Licensure
Required	15	8	75%	Information to be provided
Reported	17.6	4.3	100%	ALBIT/RID licensure data provided

Condition 1: According to the report, the enrollment count benchmark was met.

Condition 2: The program did not meet the graduation post-implementation requirement.

Condition 3: One-hundred percent of the graduates secured employment upon graduation. A large majority of the graduates have gained employment within state education or community agencies who have identified a strong need for qualified interpreters.

Condition 4: Detailed employment placement including salary information was provided. The information was presented in both graphical and tabular fashion.

Condition 5: Information on the number of graduates who attain licensure from RID and ALBIT was discussed and shown in detail in a table format.

Condition 6: Overall assessment of the program was provided, particularly as related to the Troy Mission, Interpreter Training program objectives, and student learning outcomes. Data was collected through student, mentor, and employer surveys, certification testing results, as well as analysis of student portfolios to gauge the effectiveness of instruction and preparation.

Not Meeting Conditions:

Drake State Community and Technical College (DRA)

- 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

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. The number of graduates was not met.
- 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	4	90%

Condition 3: Accreditation by the American Culinary Foundation was delayed by the departure of the original chef. DRA is in the process of submitting the materials for the accreditation review.

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