COMMISSION MEETING

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

December 4, 2015
10:00 a.m.
Alabama Commission on Higher Education
2015-2016 Committee Structure

Executive Committee
Larry Hughes, Chairman
Charles Ball, Vice-Chairman
Charles E. Sanders
William R. Jones, Jr.

Instructional Affairs Committee
Charles E. Sanders, Chairman
Karen Calametti
Randy McKinney
Stan R. Pylant
Miranda Bouldin Frost

Finance Committee
William R. Jones, Jr., Chairman
Charles Buntin
Darius Foster
Patricia McGriff
Timothy Gyan
AGENDA
ALABAMA COMMISSION ON HIGHER EDUCATION
RSA Union Building, 9th Floor
Public Service Commission Hearing Room
December 4, 2015
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 September 11, 2015
V. Chairman’s Report
VI. Executive Director’s Report
VII. Discussion Items
A. Annual Report: Alabama Articulation & General Studies Committee
   Guest Presenter: Dr. Keith Sessions, Executive Directors AGSC/STARS
   Staff Presenter: Dr. Elizabeth C. French
B. Annual Report: U.S. Department of Education No Child Left Behind (NCLB) Title II
   (P.L. 107-110) FY 2014-15 / Announcement of Competitive Grant Awards FY 2015-16
   Staff Presenter: Dr. Elizabeth C. French/Dr. James Conely
C. Annual Report: Non-Resident Institutional Review Activities for Calendar Year 2015
   Staff Presenter: Dr. Elizabeth C. French
D. Annual Report: Alabama Experimental Program to Stimulate Competitive Research
   (EPSCOR) 
   Guest Presenter: Dr. Chris Lawson, Executive Director of EPSCoR
   Staff Presenter: Dr. Elizabeth C. French
   Staff Presenter: Mrs. Margaret Gunter
VIII. Decision Items
A. Executive Budget Request for FY 2016-2017
   Staff Presenter: Mrs. Veronica Harris
B. Consolidated Budget Recommendation FY 2016-2017
   Staff Presenter: Ms. Susan Cagle
   Staff Presenter: Ms. Susan Cagle
D. Academic Programs
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   **Staff Presenter: Ms. Margaret Pearson**

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   **Staff Presenter:** Dr. Lenny Lock

8. University of Alabama, Addition of a Concentration in Drawing to the Existing BFA/BA in Studio Art (CIP 50.0702)

   **Staff Presenter:** Dr. Lenny Lock

9. University of Alabama, Addition of a Specialization in New Venture Creation to the Existing BSCBA in Business Administration (CIP 52.0201)

   **Staff Presenter:** Dr. Lenny Lock

10. University of Alabama, Addition of a Track in Italian to the Existing BA in Foreign Languages and Literature

    **Staff Presenter:** Dr. Lenny Lock

11. University of Alabama at Birmingham, Establishment of the Department of Otolaryngology in the University of Alabama School of Medicine at UAB

    **Staff Presenter:** Dr. Lenny Lock

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    **Staff Presenter:** Dr. Lenny Lock

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   **Staff Presenter:** Dr. Lenny Lock

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   **Staff Presenter:** Dr. Lenny Lock

3. University of Alabama in Huntsville, Master of Science in Cybersecurity (CIP 11.1003)

   **Staff Presenter:** Dr. Lenny Lock

4. University of North Alabama, Bachelor of Science or Bachelor of Arts in Mass Communication (CIP 09.0102)

   **Staff Presenter:** Dr. Lenny Lock

**IX. Information Items**

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   **Staff Presenter:** Ms. Margaret Pearson

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   **Staff Presenter:** Ms. Margaret Pearson

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I. Call to Order

The Alabama Commission on Higher Education met in regular session on Friday, September 11, 2015 in the Public Service Commission Hearing Room, RSA Union Building, Montgomery, Alabama. Commissioner Hughes called the meeting to order at 10:00 a.m.

Commissioner Hughes welcomed presidents, institutional representatives, and guests. He also welcomed the newest Commissioners Charles Buntin and Randle McKinney.

II. Roll Call of Members and Determination of Quorum

Members present: Andrew Linn, Charles Ball, Charles Sanders, Karen Calametti, Larry Hughes, Randle McKinney, Charles Buntin, Stan Pylant, William Jones and Missy Smith. Members absent: Darius Foster and Patricia McGriff. A quorum was determined by roll call of members present.

III. Approval of Agenda

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

IV. Consideration of Minutes of June 12, 2015

RESOLVED: Commissioner Linn moved for approval of the June 12, 2015 minutes. Commissioner Calametti seconded. 1 abstention. Motion carried. The minutes were approved.

V. Chairman’s Report

Commissioner Hughes began by saying how humbled he was at the opportunity to serve on the Commission. He pledged his time, attention, and cooperation to his fellow Commissioners and to the dedicated professional staff to carry out the responsibilities of the Commission. To the institutions of higher education, he pledged his openness and enthusiastic support in all efforts to serve the needs of the students, faculties, and the citizens of the communities.

He then asked for a moment of silence in commemoration of those who lost their lives, friends, family members, and particularly, the first responders, for their sacrifice and bravery in saving so many lives on September 11th.
VI. Executive Director’s Report

Dr. Fitch informed the Commission that Commissioners Missy Smith and Andrew Linn are still serving on the Commission even though their terms have expired. They will continue to serve until new appointments are made by the Governor.

IX. Decision Items

A. Fiscal Year 2015-16 Operations Plan

Ms. Veronica Harris 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. Linn seconded. There was 1 No Vote. Motion passed.

B. Approval of 2016 Meeting Schedule

Mr. Tim Vick 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 Ball seconded. Motion passed.

C. Memorandum of Understanding between the State Reciprocity Committee and the Alabama Commission on Higher Education Regarding the Establishment and Oversight of a SARA Portal Agency

Dr. Fitch 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 Jones seconded. Motion passed.

D. Forever Wild Appointment of Board Member

Ms. Margaret Gunter 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. Linn seconded. Motion passed.
E. Academic Programs

1. Snead State Community College, Associate in Applied Science and Certificate in Industrial Technician (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 Sanders seconded. Motion passed.

2. Faulkner State Community College, Associate in Applied Science and Certificate in Airframe Technology (CIP 47.0607)

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

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

3. Faulkner State Community College, Associate in Applied Science and Certificate in Avionics Technology (CIP 47.0609)

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

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

4. Faulkner State Community College, Associate in Applied Science and Certificate in Powerplant Technology (CIP 47.0608)

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 passed.

5. Jacksonville State University, Bachelor of Science in Respiratory Therapy (CIP 51.0908)

Ms. Margaret Pearson presented the staff recommendation to the Commission with a recommendation for approval.
RESOLVED: Commissioner Jones moved that the Commission accept the staff recommendation for approval. Commissioner Calametti seconded. There was 1 abstention and 1 No vote. Motion passed.

6. University of Alabama at Birmingham, Bachelor of General Studies in General Studies (CIP 24.0102)

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 Buntin seconded. Motion passed.

7. University of Alabama in Huntsville, Bachelor of Arts in Writing (CIP 23.1301)

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 passed.

8. University of North Alabama, Bachelor of Science in Engineering Technology (CIP 15.0000)

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

RESOLVED: Commissioner Pylant moved that the Commission accept the staff recommendation for approval. Commissioner Buntin seconded. Motion passed.

9. University of North Alabama, Bachelor of Arts in Theatre (CIP 50.0501)

Dr. Lenny Lock 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 passed.

10. University of Alabama at Birmingham, Doctor of Philosophy in Educational Studies in Diverse Populations (CIP 30.2301)

Dr. Lenny Lock 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 Ball seconded. Motion passed.
11. University of South Alabama, Master of Science in Sport Management (CIP 31.0504)

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

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

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

1. Alabama Southern Community College, Addition of an Option in Welding Technology to the Existing AAS in Industrial Engineering Technology (CIP 15.0612)

Dr. Lenny Lock 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 passed.

2. Auburn University, Addition of an Option in Earth System Science to the Existing BS in Geology (CIP 40.0601)

Dr. Lenny Lock 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 passed.

3. University of Alabama, Addition of Concentrations in Health Professions and Health Education & Promotion to the Existing BS in General Health Studies (CIP 51.9999)

Dr. Lenny Lock 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 Pylant seconded. Motion passed.

4. University of Alabama, Addition of a Specialization in Organizational Leadership to the Existing MA in Communication Studies (CIP 09.0101)

Dr. Lenny Lock presented the staff recommendation to the Commission with a recommendation for approval.
RESOLVED: Commissioner Ball moved that the Commission accept the staff recommendation for approval. Commissioner Buntin seconded. Motion passed.

5. University of Alabama, Addition of a Specialization in Learning and Assessment to the Existing MA in Educational Psychology (CIP 42.2806)

Dr. Lenny Lock 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 Calametti seconded. Motion passed.

6. University of Alabama, Addition of a Creative Specialization to the Existing BACom in Advertising (CIP 09.0903)

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

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

7. Jefferson State Community College, Addition of an Option in Welding to the Existing Certificate in Manufacturing and Technology (CIP 15.0000)

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

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

8. Jefferson State Community College, Addition of an Option in Welding to the Existing AAS in Manufacturing and Technology (CIP 15.0000)

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

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

9. Jefferson State Community College, Addition of an Option in Manufacturing Systems Technology to the Existing AAS and Certificate in Manufacturing and Technology (CIP 15.0000)

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 Pylant seconded. Motion passed.

10. Southern Union State Community College, Addition of an Option in Plastics Injection Molding 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 Ball moved that the Commission accept the staff recommendation for approval. Commissioner Sanders seconded. Motion passed.

11. Alabama A&M University, Addition of a Concentration in Animal Bio-Health Sciences to the Existing BS in Animal Bio-Health Sciences (CIP 01.0999)

Ms. Margaret Pearson 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 passed.

12. Jacksonville State University, Addition of Concentrations in Sport Management And Recreation Leadership to the Existing BS in Recreation (CIP 31.0101)

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

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

13. University of Alabama at Birmingham, Addition of a Track in Lifestyle Management and Disease Prevention to the Existing MS in Nutrition Sciences (CIP 51.3102)

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 passed.

14. University of West Alabama, Addition of a Track in Community Counseling to the Existing MS in Adult and Continuing Education and Teaching (CIP 13.1201)

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 Ball seconded. Motion passed.

G. New Exempt Off-Campus Sites

1. Faulkner State Community College, New Off-Campus Site: Brookley Field

   Ms. Margaret Pearson 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 Calametti seconded. Motion passed.

2. Alabama A&M University, New Off-Campus Programs at Lawson State Community College

   Ms. Margaret Pearson 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 Buntin seconded. Motion passed.

3. University of Alabama at Birmingham, New Off-Campus Programs at an Approved Site: Moody Elementary School

   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 passed.

H. Public Drawing to Determine the Order of Payment of Alabama Student Grant Program (ASGP) Funds for the 2015-2016 Academic Year

Ms. Cheryl Newton, Grants Coordinator, conducted a public drawing to determine the order of grants to be disbursed to thirteen (13) participating institutions. Commissioners Smith and Linn assisted in drawing the institutional names. The grants will be disbursed in the following order:

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

IX. Information Items

RESOLVED: Commissioner Ball moved that the Commission accept Information Items 1 through 16. Commissioner Sanders seconded. Motion passed.

1. University of Alabama, Establishment of the Alabama Center for Insurance Information and Research

2. University of Alabama at Birmingham, Establishment of the Division of Molecular and Translational Biomedicine in the Department of Anesthesiology at the UAB School of Medicine

3. University of Alabama at Birmingham, Establishment of the Olivia Turlington Miller Endowed Chair of Cancer Genetics

4. University of Alabama in Huntsville, Change in the Name of the Department of Foreign Languages and Literatures to the Department of World Languages and Cultures

5. University of Alabama, Establishment of the Institute of Business Analytics

6. University of Alabama in Huntsville, Change in the Name of the Department of Art and Art History to the Department of Art, Art History and Design

7. University of North Alabama, Establishment of the Center for Sustainability Studies

8. University of Alabama in Huntsville, Change in the Name of the College of Liberal Arts to the College of Arts, Humanities, and Social Sciences

9. Auburn University at Montgomery, Merging of the Department of Early Childhood, Elementary, and Reading Education and the Department of Foundations, Technology, and Secondary Education into the Department of Curriculum, Instruction and Technology

10. Alabama A&M University, New Exempt Off-Campus Programs at DirecTV Huntsville Service Center

11. Changes to the Academic Program Inventory

12. Implementation of Non-Degree Programs at Senior Institutions

13. Implementation of New Short Certificate Programs (Less Than 30 Semester Hours)
14. Summary of Post-Implementation Reports

15. Implementation of Approved Programs

16. Distribution of 2015-2016 Alabama Student Assistance Program (ASAP) Funds

Other Items for Consideration

A discussion regarding the 20-day Public Forum posted on the ACHE website was led by Commissioner Jones. He asked if it were possible for the ACHE staff to send an email to the presidents or provost or institutional representatives listing those items that are posted on the Public Forum.

Dr. Fitch stated that for the past 9 ½ years, it has been the responsibility of the institution to check the Public Forum on a regular basis. He also stated that the staff is in contact with institutional representatives/liaisons from the time the items are actually posted.

X. Adjournment

The meeting was adjourned at 11:15 a.m. The next meeting of the Commission is scheduled for December 4, 2015.

______________________________
Larry Hughes, Chairman

Sworn to and subscribed before me this the ___ day of ____________
2015. __________________________
Gregory G. Fitch, Executive Director

______________________________
Notary Public
DISCUSSION ITEM A: Annual Report: Articulation and General Studies Committee (AGSC & STARS) 2015

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

Staff Recommendation: For discussion only.

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

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

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

Membership of the AGSC is established by statute. Officers for 2015-2016 are: Dr. Bruce Crawford, Vice President for Instructional Services – Lawson State Community College who succeeded Dr. Sharron Herron-Williams, Professor of Political Science at Alabama State University. Dr. Suzanne Ozment, Provost and Vice-President for Academic Affairs – University of Montevallo, is Vice-Chair. The Executive Director of the Commission serves as an ex-officio member of the Committee. Dr. Keith Sessions, AGSC/STARS Executive Director (Troy State University) is responsible for the management, administration, and implementation of the articulation program.

Supporting Documentation: AGSC/STARS Home Page: http://stars.troy.edu or http://stars.troy.edu/get_the_guide.html

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

Staff Recommendation: For discussion only.

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

Access. During the past year an estimated 1,448 teachers, 93 principals, and 5 para-professionals in 73 public school districts and 21 private schools participated in one or more of 13 federally-funded ACHE NCLB projects (FY 2014-2015). More than 88,000 students were directly impacted by these participants.

As required by NCLB legislation to serve high need school districts and to assure that this program reaches all regions of the state, ACHE identified 80 districts as “high need” and required all projects approved for funding to serve one or more of these school districts. All thirteen funded projects met that requirement and were also able to serve other districts not identified as “high need.” About 1,000 of the participants serve public school districts identified as “high need.”

Quality. Proposals accepted for the “Improving Teacher Quality: Mastery of Content” competition were designed to meet the performance objectives of the legislation, specifically the objective that all teachers of core academic subjects be “highly qualified.” Seven of the 13 projects (54%) exceeded 40 total hours of content instruction, including 3 projects that exceeded 80 hours. All projects had formal professional development activities from 7 to 12 months, averaging 10.5 months during the year with project activities.

Recognition of this program occurred in a project director’s presentation at the 2015 Boston conference of the National Council of Teachers of Mathematics as well as project news reports published in the Anniston Star, Jacksonville News, Cleburne News, and St. Clair Times.

Resources. The U.S. Department of Education allocation to the Alabama Commission on Higher Education for FY 2014-2015 was $953,849 for both administration and project grants. This amount was a slight decrease from the FY 2013-2014 award of $954,951.00. Fifteen (15) proposals were received from eleven (11) institutions with a combined budget of more than $2.2 million and project requests for federal funds of more than $1.6 million. With an available balance from the previous year, thirteen (13) projects (three more than the previous year) were funded at a total of $943,505.00.
In addition to federal funding, external funding and in-kind support was provided by the host institutions, school district partners, and others including the Montgomery Museum of Fine Art, the Alabama Shakespeare Festival, Alabama State Council on the Arts, Southeast Center for Education in the Arts, Lowder Family Foundation, Caring Foundation, USA Center for Archeological Studies, STC Carolina Biological Supply Co, and McWane Science Center among others. The estimated total funding and in-kind services leveraged from all external sources was more than $2,000,000 not including volunteer and other unspecified resources.

**Representative Project: AMSTI Lead Teacher Enhancement Project.** As a state-wide program of the Alabama State Department of Education (ALSDE), the Alabama Math, Science, and Technology Initiative is a program to improve math and science education in Alabama. The goal of this initiative is to have all students develop the skills necessary for success in postsecondary studies and in the workforce. The ACHE NCLB program is collaborating with ALSDE to provide professional development for AMSTI Lead Teachers to promote a higher level of mastery of math and science content and in particular to promote the alignment of AMSTI curriculum and resource material with the Alabama College and Career Readiness Standards. Special focus is directed to implementing curriculum reform in mathematics. The project draws upon research-based best practices to (1) provide specialized learning experiences that deepen participants’ content knowledge in math and science and (2) enable a higher level of content mastery and fidelity of implementation of AMSTI best practices. Now entering its eighth year, this project represents long-term, sustained, high-quality professional development provided for Alabama K-12 teachers, highly qualified paraprofessionals, and principals statewide, especially in high-need public school districts.

**FY 2015-2016:** The U. S. Department of Education allocation to the Alabama Commission on Higher Education for FY 2015-2016 is $949,571.00 for both administration and project grants, a slight decrease from the FY 2014-2015 award of $954,951.00. Eligible applicants were public and private institutions of higher education in partnership with Local Education Agencies (LEAs).

Requests for Proposals (RFP) were circulated in July 2015 to all Alabama institutions of higher education, both public and private. Because of continuing decrease in funding and uncertainty of the continuation of NCLB after this year, proposals were limited to AMSTI (Alabama Math, Science, and Technology Initiative) projects and other projects with current FY2014-2015 grants. The deadline for receipt of proposals was September 30, 2015. The peer review panel met October 29-30, 2015. The panel based its recommendations for funding on need and merit of the projects proposed.

Thirteen (13) proposals were received from nine (9) public universities and one (1) community college with a combined budget total of $1,992,959.76 including external sources, and
total requests for ACHE NCLB funding of $1,423,552.43, which exceeds the Federal allocation for projects of $949,571.00 by more than $473,981.43. A roster of approved programs will be distributed at the December 2015 meeting.

**Background:**

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


Roster of Approved Programs for FY2015-2016 to be distributed.
DISCUSSION ITEM C: Annual Report: Non-Resident Institutional Review Activities for Calendar Year 2015

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

Non-Resident Institutions: As of October 1, 2015, two hundred and eighty-nine (289) private, proprietary, and out-of-state public institutions licensed or exempted from licensure by the Division of Licensure of the Alabama Community College System (ACCS), formerly the Alabama Department of Postsecondary Education (ADPE), were operating as foreign corporations or non-resident institutions in Alabama. This is a 5.0% increase in non-resident schools over the previous year.

- Total enrollment: 46,700.
  - Online courses and programs (231): 39,250.
  - Onsite programs (33 institutions/57 sites): 7,450.
  - Total programs: 5,241.

Full-Scale Programmatic Reviews: The Commission conducted full-scale programmatic reviews in accord with ACHE Procedures and Regulations for 228 institutions compared to 216 institutions in 2014, a 5% increase over the past year. Protocols mirrored the Commission’s programmatic review process for approval of new programs to be offered by public institutions, albeit without consideration of duplication of programs. Regional or national accreditation did not eclipse the full-scale review process.

Waiver from Full-Scale Programmatic Review: In addition to the full scale programmatic reviews, the Commission staff conducted 40 Desk Audits and processed 21 SECRRA Registrations. Of the 40 Desk Audits conducted: 17 institutions offered programs of less than 3 academic quarters; 7 institutions limited their activities in state to the recruitment of students by licensed agents, 1 institution was incorporated in Alabama, 3 offered continuing education programs, and 12 were approved for highly limited teach out programs.

Inventories: More than 800 non-resident institutions are identified in various inventories which include: 1) those with physical sites located in Alabama; 2) those restricting their offerings to online programs; 3) those pending submission of applications; and 4) archival records of closed or inactive institutions.

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

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

Alabama Private School License Act. Under provisions of Ala. Code §16-46-1, et seq. (1975), the Alabama Private License School Act, as amended in 2014, responsibility for licensure of private institutions of higher education in Alabama, whether resident or non-resident, rests with Alabama Community College System (ACCS), formerly the Alabama Department of Postsecondary Education (ADPE).

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

Memorandum of Agreement. To facilitate the dual agency assignments of responsibility, a Memorandum of Agreement (MOA) between ACCS and the Commission provides for the integration of programmatic review of non-resident institutions with the licensure process. The first MOA was executed in 1985, amended in 2002 and 2005, and last amended in 2015.

Supporting Documentation:

1. Ala. Code, Section 16-5-10 (14) (1975) is available upon request
   a. Profiles of Non-Resident Degree Granting Institutions.
   b. Inventory of Non-Resident Private Degree and Non Degree Granting Institutions
   c. Procedures, Application, and Regulations for the Review and Approval or Disapproval of Proposed Postsecondary Course Offerings in Alabama by Non Alabama Institutions as amended for both Single Institutions and Multiple Public Institutions
DISCUSSION ITEM D: Annual Report: Alabama Experimental Program to Stimulate Competitive Research (EPSCoR)

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

Staff Recommendation: For discussion only.

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

State EPSCoR Research Awards: Graduate Research Scholars Program
The Alabama Legislature continued funding for the Graduate Research Scholars Program (GRSP), which has supported more than 226 graduate students since 2006. Thirty-six students are currently funded during fall 2015, twenty-two are new awardees. The goal of the GRSP is to attract high quality graduate students to Alabama’s research universities. Since its inception, exceptional graduate students have been selected competitively to receive awards in the amount of $25,000.

This next generation of GRSP research scholars is destined to become Alabama's industrial and academic leaders of tomorrow. As of December 2015, a total of 45 M.S. degrees and 129 Ph.D. degrees have been awarded to recipients of GRSP awards in high tech research fields.

Federal ALEPSCoR Research Awards: Return on State Investment
ALEPSCoR brings external funding into the state from four federal EPSCoR agencies. These federal EPSCoR funding agencies are National Science Foundation (NSF) EPSCoR, US Department of Energy (DOE) EPSCoR, US Department of Agriculture (USDA) EPSCoR, and the National Aeronautics and Space Administration (NASA)
In FY 2014, ALEPSCoR was awarded nearly $8M in new federal grants from these four federal EPSCoR agencies, while federally funded research expenditures for FY 14 exceeded $16.7M. Thus, Alabama's investment in ALEPSCoR ($343K for administration and $766K for GRSP in 2014) led to a federal return on state investment in research expenditures of more than 15 to 1 for ALEPSCoR in FY 2014.

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

**NATIONAL SCIENCE FOUNDATION (NSF) EPSCOR**

NSF EPSCoR provides three types of Research Infrastructure Improvement (RII) grants: Tracks 1, 2, and 3. Track 1 awards work to improve the research competitiveness of jurisdictions (states) by improving the academic research infrastructure in areas of science and engineering that align with state Science and Technology (S&T) priorities. Track 2 awards support collaborative teams of EPSCoR investigators from at least two EPSCoR states in scientific focus areas such as "Understanding the Brain" and "Sustainable Food, Energy, and Water Systems". Track 3 awards seeks to broaden the participation in Science, Technology, Engineering, and Math (STEM) by underrepresented minorities, women, persons with disabilities and those in underserved rural regions of the country.

In FY 2014, NSF EPSCoR provided federal funding for ALEPSCoR programs through RII Tracks 1 and 3 and EPSCoR Co-Funding, as described below:

**NSF EPSCoR RII-Track 1:** Alabama EPSCoR was awarded an $11.3M NSF Research Infrastructure Improvement Cooperative Agreement from September 1, 2011 to August 31, 2016 entitled, "Enhancing Alabama’s Research Capacity in Nano/Bio Science and Sensors." This award provides funding to ALEPSCoR research institutions across the state for developing Alabama high technology research capability. Research institutions involved in the project are: Alabama A&M University (AAMU), Auburn University (AU), Tuskegee University (TU), University of Alabama (UA), University of Alabama at Birmingham (UAB), University of Alabama in Huntsville (UAH), and the University of South Alabama (USA). The high technology research capabilities being developed are: (i) the Alabama Nanotechnology Materials Research Thrust (led by TU, with USA, AU, UAB, UA, AAMU) is developing new nanostructured materials...
with enhanced thermal, physical, mechanical, and biodegradable properties; (ii) the Environmental Cellular Signal Transduction Research Thrust (led by AU, with AAMU, TU, UAB) is developing model biosystems to facilitate the development of nanomaterials and nanoscale devices; (iii) the Optical Sensors and Spectroscopies Research Thrust (led by UAB, with UA and UAH) is developing new optical and molecular sensing technologies for applications in environmental monitoring, counter-terrorism, industrial process control, and medical diagnosis; (iv) the Interdisciplinary Discovery via Engineered Nanofabrication Research Thrust (led by AAMU, with UAB, UA, UAH, TU) is applying cutting-edge nanoengineering to develop molecular sensors, regimented nanomaterials and nanostructures with applications in chemical, biological, and thermoelectric devices.

NSF RII Track 1 (new)- Alabama EPSCoR performed a selection process for the single state-wide submission for the next round of NSF EPSCoR RII Track 1 Grant funding for $20M over 5 years. The proposal selected for submission on August 4, 2015 was entitled, "RII Track-1: Alabama's Integrative Research, Education and Entrepreneurship (AIREE) Program in Multiscale Technologies" led by Dr. Mahesh Hosur, Interim Head and Professor in Materials Science Engineering at Tuskegee University. The AIREE team consists of researchers at AAMU, AU, TU, UA, UAB, UAH and USA.

NSF Track 3- In March 2014, Auburn University was awarded a 5-year, NSF Track 3 RII grant for $742K. The project is entitled "STEM-IQ: Science, Technology, Engineering and Mathematics Inquiry-Enhancing Science Education in Southeast Alabama". The project will focus on advancing secondary school teachers' motivation and ability to lead students in science fair projects, and develop a long-term appreciation for the effectiveness of inquiry-based learning. It targets rural, high-need schools and economically disadvantaged students from underrepresented minority groups with a goal of leading students through a strong STEM pipeline for increased participation in higher education and potentially STEM careers. The lead Principal Investigator is Dr. Allen Landers.

NSF RII Track 2- Alabama researchers collaborated with other jurisdictions on two new FY15 NSF RII Track 2 awards which were received in August 2015:

“RII Track-2 FEC: Bridging Cognitive Science and Neuroscience Using Innovative Imaging Technologies” is led by the Medical School of South Carolina with collaborators David Sweatt and Paul
Gamlin at UAB along with Furman University and the University of South Carolina Beaufort Campus. This $4M (overall), 4-year project will bring $1.6M into the state.

“RII Track 2 FEC: Feeding and Powering the World - Capturing Sunlight to Split Water and Generate Fertilizer and Fuels” is a collaboration between Mississippi, Louisiana and Alabama. University of Alabama’s Dr. Shanlin Pan will receive $828K over the four year project. Ole Miss serves as the lead institution with Mississippi State University and Tulane also contributing to the $6M (overall) project.

The FY16 NSF RII Track 2 Funding Opportunity Announcement was published in November 2015. Letters of intent are due January 11, 2016 with the full proposal due February 4, 2016.

NSF EPSCoR Co-Funding: When a proposal is sent to a NSF directorate and found meritorious, opportunities within NSF exist for the project to be jointly funded by the specific NSF directorate and the NSF EPSCoR office. In FY 2014, new awards were awarded to Alabama researchers at AU, TU, UA, UAH, and UAB, Alabama State University, University of West Alabama, Marine Environmental Sciences Consortium, and one graduate student for a total amount exceeding $4.3M. Research expenditures for NSF Co-funded projects during FY14 exceeded $11.1 M and include four CAREER awards, four Research for Undergraduate awards, among others.

In FY 2015, new NSF Co-funded awards were received by AU, UA, UAH, and Alabama State University, for a total of $2.46M.

U.S. DEPARTMENT OF AGRICULTURE (USDA) EPSCOR

The USDA EPSCoR program is “designed to help institutions develop competitive research, education and extension/outreach programs in high priority areas of national need in agriculture, food, and environmental sciences.” In FY 2014, four new USDA Strengthening awards were brought into the state totaling $567K. At Auburn University, Dr. Maobing Tu will study cellulose based materials for energy sustainability and Dr. Wilson will study behavioral economics of client choice pantries. At Tuskegee, Dr. Witola will study biosynthetic enzymes and Dr. Guo, at UAH, will study biochemical sensors for food safety monitoring. FY 2014 USDA EPSCoR research expenditures exceeded $1.18M
from all USDA EPSCoR grants. New FY15 USDA awards exceed $2.9M.

NATIONAL AERONAUTICS AND SPACE ADMINISTRATION (NASA) EPSCOR

The Alabama NASA EPSCoR program provides funding for research in fields of interest to both NASA and the State of Alabama through a large CAN (Cooperative Agreement Notice) award or a RID (Research Infrastructure Improvement) Seed Grant. The CAN awards are typically $750K and are split between management ($75K) and research ($675K) components. A federal RID award is typically $125K which is then awarded to several researchers during a state-wide competition.


In addition, the MSI Faculty Engagement Competition project, “On-Chip Nanostructure Surface Plasmon Enhanced Raman Spectroscopy Sensor for Space Applications” and four NASA Seed Grant State RID awards (three at UAH and one at USA) are ongoing. Research expenditures for ongoing awards in FY 2014 were $1.2M. In fall 2015, Alabama NASA EPSCoR will undergo an in-state competition to award the $375K in RID FY15 funds.

DEPARTMENT OF ENERGY (DOE) EPSCOR

DOE EPSCoR Implementation Grant: Implementation Grant awards consist of a research program and a human resource development program. A grant was awarded in 2009. The Research Cluster is headquartered at AU and included researchers at UA, USA, TU, and AU/Montgomery. ALEPSCoR was awarded an extension to fund graduate student work at AU and USA until mid-August 2016 for $294K. The Human Resource Development (HRD) program
continues to fund DOE-related travel to visit a national laboratory or present at an energy related conference.

**DOE EPSCoR State Laboratory Partnership Awards:**
These awards encourage collaborations between researchers at the seven research institutions and Federal Laboratory personnel. UA’s Dr. Shanlin Pan has the single National Laboratory Partnership Award, entitled, “*Single-Molecule Spectroelectrochemistry of Interfacial Charge Transfer Dynamics In Hybrid Organic Solar Cell*” which was extended until mid-August 2014.

In FY 2014, Alabama DoE EPSCoR research expenditures from ongoing grants exceeded $260K. These projects included studies on organic solar cells, and NEPCM (Nanostructure-Enhanced Phase Change Materials).

A DOE State Laboratory Partnership Funding Opportunity Announcement was published October 2015 with pre-applications due November 12, 2015. If encouraged by DOE EPSCoR, full submissions are due by January 28, 2016.

**NATIONAL INSTITUTES OF HEALTH (NIH) EPSCOR**

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

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

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

In April 2015, the Alabama EPSCoR Steering Committee elected a new Chair and Vice-Chair. Ms. Lynne Chronister, Vice President for Research at the University of South Alabama was elected Chair while Dr. Ray Vaughn, Vice President for Research at UAH was elected Vice-Chair.

Dr. Christopher Lawson, Professor of Physics at UAB has been Executive Director of the Alabama EPSCoR since September 2010. The Executive Director is responsible for overall program supervision and coordination of all EPSCoR activities within the state, under the supervision of the ALEPSCoR Steering Committee. Dr. Lawson also serves as Vice-Chair of the Coalition for EPSCoR States, which represents all EPSCoR states on a national level. Dr. Lawson provided written testimony to the full U.S. Senate on behalf of EPSCoR in April of 2014.

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

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

Staff Recommendation:  For discussion only

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

Supporting Documentation:  2014-2015 Annual Report – Alabama Commission on Higher Education will be sent electronically to commissioners prior to the December 4, 2015 meeting. Printed copies will be distributed at the meeting.
Executive Budget Request for FY 2016-17

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

Staff Recommendation: Staff recommends that the Commission approve the Alabama Commission on Higher Education’s (ACHE) Executive Budget Request for FY 2016-17, as presented.

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

The Executive Budget Office’s (EBO) due date for the FY 2016-17 budget requests was November 2, 2015. The budgeting guidelines from EBO and the FY 2015 year-end automated reports from the State financial systems were not available until October 2015. Therefore, sufficient data and required cost projection figures were not available to develop the detailed budget request in time for presentation to the Commission at the September meeting. In order to comply with the designated submission deadline, a draft budget request was submitted to EBO. A budget request reflecting the outcome of the December 4, 2015, meeting will be submitted to EBO upon conclusion of the meeting. A summary of the request can be found under Attachment 1.

Currently, ACHE’s budget is comprised of 22 separate line items. The majority of the activities conducted by the staff are funded by the Operations and Maintenance (O&M) line under Planning and Coordination Services. A description of each activity can be found under Attachment 2.

The following planning assumptions were used in developing the FY 2016-17 Executive Budget Request.

Planning and Coordination (O&M):

1. An increase is needed for employee termination costs (retirements).
2. Increased costs for employer contributions for health insurance.
3. Increased costs for building operations and rent.
4. Increases are need to cover increases in Information Service Division (ISD) charges, postage, and telephone services.
5. Increases are needed for subscriptions, software purchases, replacement of computers and printers, UPS/FedEx shipping costs, State Higher Education
Executive Officers Organization (SHEEO) dues, and
general office supplies.
6. Increases are needed for the purchasing student data for
Alabama residents attending out-of-state institutions
from the National Student Clearinghouse and for
Comptroller Office transaction charges.

Other ACHE Programs:

 Increases are being requested in the grant lines for each
of the programs in the ACHE budget in order to maintain
current levels or increase the level of activities
associated with each program.

Based on these assumptions, the staff recommends a
seven percent (7%) increase in all activities in the ACHE
budget, with the exception of the Police Officer’s and
Firefighter’s Survivor’s Educational Assistance Program
(POFSEAP) and the Articulation and General Studies
Committee/Statewide Transfer Articulation Reporting
System (AGSC/STARS).

Previously, the POFSEAP was considered an open-ended
appropriation. If ACHE needed more funds than were
appropriated in the Education Trust Fund (ETF)
Appropriations Act, the staff was able to simply draw down
additional funds from the ETF. Since this was the case,
staff typically requested only level funding for this program.
However, with the implementation of the Rolling Reserve
Act, ACHE must now request sufficient funds to adequately
cover any unexpected costs above projected levels. For
this reason, the staff is recommending a 69.86% increase.

In FY 2013-14, the Articulation and General Studies
Committee/Statewide Transfer Articulation Reporting
System (AGSC/STARS) received an appropriation of
$374,867. In FY 2014-15, they received a one-time
$200,000 infusion of funds to off-set costs associated with
computer system upgrades. This gave them an
appropriation of $574,867. In the FY 2015-16
appropriation, AGSC/STARS experienced a reduction in
their appropriation to $174,867. This was due to confusion
over whether the base number to take the $200,000 back
from was $374,867 or $574,867. The incorrect figure of
$374,867 was used. Later a supplemental appropriation of
$200,000 was added to their FY 2014-15 appropriation to
help them off-set the FY 2015-16 reduction. This resulted
in a FY 2015-16 appropriation of $774,848. The proposed
increase for FY 2016-17 would return AGSC/STARS to its
FY 2013-14 level, plus seven percent (7%). This
represents a 124.94% increase.

Supporting Documentation:

1. Attachment 1: Budget Request Summary is attached.
2. Attachment 2: ACHE Program Descriptions.
3. Executive Budget Request for Fiscal Year 2016-17 is
available upon request.
### Actual Budgeted Requested Appropriation Class and Function Expenditures Expenditures Expenditures Expenditures

<table>
<thead>
<tr>
<th>Appropriation Class and Function</th>
<th>FY 2015</th>
<th>FY 2016</th>
<th>FY 2017</th>
<th>Increase From Prior Year</th>
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<tbody>
<tr>
<td>Planning &amp; Coordination Services (O&amp;M)</td>
<td></td>
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<td>Operations and Maintenance</td>
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<td>3,252,892</td>
<td>3,480,702</td>
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<td>Non-Resident Institution Fees (Local Funds)</td>
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<td>186,000</td>
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<td>Alabama Student Assistance Program</td>
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<td>Police/Firefighter Survivor's Scholarships</td>
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<td>252,000</td>
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<td>Support of Other Educational Activities</td>
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<td>Southern Regional Education Board (SREB)</td>
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<td>624,950</td>
<td>668,697</td>
<td>43,747, 7.00%</td>
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<td>Network of AL. Academic Libraries (NAAL)</td>
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<td>301,248</td>
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<td>AGSC/STARS</td>
<td>774,848</td>
<td>174,867</td>
<td>393,348</td>
<td>218,481, 124.94%</td>
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<td>No Child Left Behind (Federal Funds)</td>
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<td>SUPER - Humanities Foundation</td>
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<td>40,276</td>
<td>43,095</td>
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<td><strong>Subtotal Support of Other Educational Activities</strong></td>
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<td>3,955,429</td>
<td>4,321,579</td>
<td>366,150, 9.26%</td>
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<td>Support of State Universities</td>
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<td>Alabama Agricultural Land Grant Alliance</td>
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<td>5,241,283</td>
<td>5,608,173</td>
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<td>Support of State Programs</td>
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<td>Resource Conservation and Development Program</td>
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<td>1,270,886</td>
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<td>Soil and Water Conservation Committee Program</td>
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<td>1,255,512</td>
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<td>Black Belt Adventures</td>
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<td>Black Belt Treasures</td>
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<td>250,000</td>
<td>267,500</td>
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<td>Adaptive &amp; Disability Sports Education</td>
<td>210,000</td>
<td>210,000</td>
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<td>Alabama Motorsports Hall of Fame</td>
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<td>150,000</td>
<td>160,500</td>
<td>10,500, 7.00%</td>
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<td><strong>Subtotal Support of State Programs</strong></td>
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<td>3,738,120</td>
<td>3,999,788</td>
<td>261,668, 7.00%</td>
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<td><strong>Total</strong></td>
<td>20,792,843</td>
<td>23,274,246</td>
<td>25,112,058</td>
<td>1,837,812, 7.90%</td>
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</tbody>
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### Source of Funds

<table>
<thead>
<tr>
<th>Source of Funds</th>
<th>Actual</th>
<th>Budgeted</th>
<th>Requested</th>
<th>Increase From Prior Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>State Funds</td>
<td>19,768,474</td>
<td>21,417,246</td>
<td>23,216,058</td>
<td>1,798,812, 8.40%</td>
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<tr>
<td>Federal Funds</td>
<td>1,022,219</td>
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<td>1,671,000</td>
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<tr>
<td>Local Funds</td>
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<td>186,000</td>
<td>225,000</td>
<td>39,000, 20.97%</td>
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<tr>
<td><strong>Total</strong></td>
<td>20,792,843</td>
<td>23,274,246</td>
<td>25,112,058</td>
<td>1,837,812, 7.90%</td>
</tr>
</tbody>
</table>
APPROPRIATIONS:

Appropriation Unit 172 - Planning and Coordination Services:

1. **Operations and Maintenance** – Provides funds for ACHE’s mission objectives and for operating costs associated with ACHE’s statutorily mandated functions.

2. **Non-Resident Institution Program Review Fee** (Local Fund) – these are funds collected from non-resident institutions related to ACHE’s academic program reviews. These funds are considered non-reverting.

Appropriation Unit 153 - Student Financial Aid Programs:

1. **Alabama Student Assistance Program (ASAP)** – Provides funds for need-based scholarships to Alabama students attending in-state institutions. There is not a specific statute requiring that this program be funded from the ETF. If an institution qualifies to offer Pell Grants, it can participate in ASAP. The maximum award a recipient may receive is $5,000 per academic year. This program was created in FY 1975-76.

2. **Alabama Student Grant Program** (also known as the Alabama Educational Grant Program) – Provides tuition equalization grant funds to Alabama students attending in-state private, non-profit colleges and universities and to students attending other legislatively identified institutions. Funds are to be expended in accordance with *Code of Alabama 1975*, Sections 16-33A-1 through 16-33A-11. This program was created in 1978.

3. **Alabama National Guard Educational Assistance Program** – Provides scholarships for Alabama National Guard members attending in-state institutions. Recipients may receive a maximum of $2,000 annually. Funds are to be spent in accordance with *Code of Alabama 1975*, Sections 31-10-1 through 31-10-4 and Sections 31-10-20 through 31-10-25. This program was created in 1984.

4. **Police Officer’s and Firefighter’s Survivor Educational Assistance Program** - Provides scholarships for spouses and dependents of police officers and firefighters that were either killed or permanently disabled in the line of duty. Statute requires funding from the ETF per *Code of Alabama 1975*, Section 36-21-105. This program was created in 1987.

5. **Washington Internship Program** - Provided selected students from Alabama’s public four year institutions challenging opportunities to work and learn in Washington, D.C. at various federal government agencies for academic credit. This program received no appropriation in FY 2015-16.

Appropriation Unit 152 - Support of Other Educational Activities:

1. **Southern Regional Education Board (SREB)** – This line item provides funds for the State’s membership dues and for student and institutions’ participation in the SREB Data Exchange, the Minority Doctoral Scholars Program, the Academic Common Market and the Electronic Campus.

2. **Network of Alabama Academic Libraries (NAAL)** – This line item provides funds for the coordination and development of activities associated with Alabama academic
libraries. NAAL encourages and facilitates the sharing of resources and also provides shared resources through the purchase of electronic databases.

3. **Experimental Program to Stimulate Competitive Research (EPSCoR)** – This line item provides state funds for the administration of Alabama-EPSCoR and for Graduate Research Scholars Awards. The program is dedicated to the advancement of economic development via scientific and engineering research through a collaborative effort among the State’s research universities. The focus of activities is designed to attract and retain distinguished scientists and researchers for Alabama; to develop new cutting-edge technologies and high-tech industry; and to stimulate state competitiveness in medicine, biotechnology, engineering, and other applied sciences.

4. **Articulation and General Studies Committee (AGSC) / Statewide Transfer and Articulation Reporting System (STARS)** – This line item provides funds for the development and operation of the State’s articulation system by Troy University. The computer-based articulation system, known as STARS, generates an agreement between two-year college students and senior universities to accept courses from the school they are transferring from to the school they are transferring to so the student will not lose credit for courses taken.

5. **No Child Left Behind** (also known as Post-Secondary Education) (Federal Fund) – provides federal funds to Alabama institutions for the professional development of Alabama K-12 teachers and for innovative teaching programs in math and science.

6. **School and University Partnership for Educational Renewal (SUPER)** – This program is administered by the Alabama Humanities Foundation. The purpose of SUPER is to provide graduate level professional development to 4-12th grade teachers, librarians, and administrators on particular subjects and/or themes within the Humanities field.

**Appropriation Unit 151 - Support of State Universities:**

1. **Alabama Agricultural Land Grant Alliance Program (AALGA)** – These funds are used for agricultural research and for federal matching funds. The AALGA member universities are Alabama A&M University – The Winfred Thomas Agricultural Research Station; Auburn University – The Alabama Agricultural Experiment Station; and Tuskegee University – The George Washington Carver Agricultural Experiment Station.
   a. **Federal Match** – the funds are used to obtain matching federal funds.
   b. **McIntire-Stennis Forestry Research Initiative Matching Program** – This program is a federal-state partnership for research on forest resources funded through USDA-CSREES. This program is instrumental in developing new knowledge and innovations to sustain healthy, productive forests. It is critical to addressing the challenges facing forest owners, forest products manufacturers and all Americans who benefit from our forest resources.

**Appropriation Unit 189 - Support of State Programs:**

1. **Alabama Resource Conservation and Development Council (RC&D)** - The funds from this line item are used to coordinate the activities of the nine (9) regional RC&D councils and to promote resource conservation activities in Alabama and on the national level. This line item first appeared in the Commission’s budget in FY 2011-12.

2. **Soil and Water Conservation Committee** - The purpose of this line item is to support local landowners within the 67 soil and water conservation districts within the state in securing federal grant money for conservation activities. This line item first appeared in the Commission’s budget in FY 2011-12.
3. **Alabama Forestry Foundation’s Black Belt Initiative** - The purpose of the Black Belt Initiative is to increase the number of minority students enrolled in forestry programs at the university level. Funds also are used to support the promotion of math and science at the upper elementary school level in the Black Belt. This line item first appeared in the Commission’s budget in FY 2011-12.

4. **Black Belt Adventures** – Funds from this line item are used to promote the activities of Alabama Black Belt Adventures (ALBBA), which is a non-profit organization committed to promoting outdoor recreation and tourism opportunities in the state’s 23-county Black Belt region. ALBBA is composed of a consortium of over 50 hunting and fishing lodges. This line item first appeared in the Commission’s budget in FY 2012-13.

5. **Black Belt Treasures** – Funds from this line item are used to help stimulate the economy in Alabama’s Black Belt region through the promotion of regional art and fine crafts, provide regional artisans a means to promote and sell their products to a larger market, and provide arts education to area residents. This line item first appeared in the Commission’s budget in FY 2012-13.

6. **Civil Air Patrol** – The funds from this line item are used to support: educational meetings, conferences and professional development seminars; aerospace training and workshops; educational products and services for teachers and students; activities and competitions for cadets at local, state, regional and national levels; the purchase of emergency services equipment, supplies and training materials; ground team and aircrew training and corporate missions not otherwise provided under federal authority; and the ancillary administrative costs related to these areas.

7. **National Computer Forensics Institute** - The funds from this line item are used to help provide highly specialized extended training courses to judges, prosecutors and law enforcement personnel in order to increase their proficiency and general understanding in the use and application of computer crime and digital evidence. These funds are provided to the Office of Prosecution Services (OPS) and support two full-time OPS employees located at the Institute. This line item first appeared in the Commission’s budget in FY 2012-13.

8. **Adaptive and Disability Sports Education** – This program, which goes by the name Disability Sports Network (DSN), is housed on the campus of Huntingdon College. DSN was established to serve youth and young adults with disabilities in the River Region who have the desire to participate in Disability Sports. Through partnerships with other colleges and universities, Montgomery Public Schools, collegiate sport teams, state and city offices, and community groups, Huntingdon College has established comprehensive program goals, coordinated all activities in the network, delivered wheelchair sport programs, assessed the program outcomes and assisted in the development of new adapted physical activity and disability sport professionals. This line item first appeared in the Commission’s budget in FY 2013-14.

9. **International Motor Sports Hall of Fame** – Funds from this line item will be used to perform deferred maintenance on the existing facility and to supplement salaries for personnel.
DECISION ITEM B: Consolidated Budget Recommendation for FY 2016-2017

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

Staff Recommendation: That the Commission approve the FY 2016-2017 Consolidated Budget Recommendation (CBR) as presented by the Commission staff.

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

Staff prepared the FY 2016-2017 ACHE Standard Calculation and sent it to the institutions for review. Estimations of the cost of the rate increases for PEEHIP, TRS, and the four-year institutions’ retirees included in PEEHIP have been prepared by staff. The FY 2016-2017 requests presented by the institutions in the Executive Budget Office request forms are being reviewed.

Staff is drafting and will send to the Commissioners, Presidents and Chancellors a FY 2016-2017 CBR scenario in preparation for discussion at the December 4, 2015 Commission meeting.


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

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

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

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


ALABAMA COMMISSION ON HIGHER EDUCATION

REPORT ON FACILITIES MASTER PLAN

AND

CAPITAL PROJECTS REQUESTS

FY 2017 - 2021

FOR ALL PUBLIC HIGHER EDUCATION INSTITUTIONS

December 2015
FACILITIES MASTER PLAN AND CAPITAL PROJECTS REQUESTS

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

Project Requests

All public two and four-year institutions submitted the Facilities Master Plan to the Alabama Commission on Higher Education in accordance with Section 16-5-15. The five years reported are broken into three time segments: Immediate, Intermediate, and Long-Term capital projects. Immediate projects are defined as those within the first year of the master planning cycle (FY 2016-2017). Intermediate projects are defined as those within the second year of the planning cycle (FY 2017-2018) while Long-Term projects fall into the last three years of the planning cycle (FY 2018-2019, 2019-2020, and 2020-2021). The projects are further divided into four separate project categories: New Construction/Acquisition; Renovation and Remodeling; Major Capital Equipment; and Deferred Maintenance/Facilities Renewal. The charts immediately following this section show the percentage of Immediate, Intermediate, Long-Term, and Total projects broken into the project categories and into the projected funding sources.

Immediate Capital Projects

Table 1 summarizes the Immediate (Year 1) capital projects proposed by the institutions. As detailed on Table 1, $1,171,142,156 was requested in Immediate capital projects, 41.55% ($486,635,387) of which entail requests for funds from the Education Trust Fund (ETF) (Table 4). An additional 13.84% ($162,121,000) of funds were projected to come from other State sources such as bond issues. Institutions also use funds they have raised in capital campaigns and federal and local funds, along with other sources to fund proposed capital projects.

Approximately 40.96% of all funds requested for Immediate capital projects are going for Renovation/Major Remodeling and Deferred Maintenance/Facilities Renewal Projects. An additional 3.24% of the funds requested are for Major Capital Equipment. Many of the projects in this category would also qualify in the Deferred Maintenance/Facilities Renewal column. As can be seen by this, almost half of all funds requested for Immediate Capital projects would go toward projects for the maintenance, alteration, and repair of existing facilities.

Intermediate and Long-Term Projects
Table 2 provides a summary of the Intermediate (Year 2) Capital Projects Requests. The Intermediate Projects amount to $948,510,487. Table 5 shows that 41% of these projects are projected to be funded with either ETF or other State funds. Thirty-nine percent (39.03%) of the requested funds for these projects fall in categories other than New Construction/Acquisition. Funding sources for the Long-Term projects are often just estimates at this point, but currently, as shown on Table 6, over fifty percent (54.13%) of the funding is anticipated to come from the ETF or Other State-related fund. Over Forty percent, of all of the Long-Term projects fall into categories other than New Construction/Acquisition.

Summary

In summary, 42% of all capital projects requests are maintenance, alterations, or repairs of existing facilities or equipment. Fifty-two percent or about $2.3 billion, of all of the funds requested for the projects listed on the Facilities Master Plans were projected to come from either ETF or Other State funds. A total of almost $4.5 billion is projected as being needed to cover the capital projects requests of the four and two-year institutions over the next five years.

Bond Issues

The State of Alabama does not provide regular funding for capital projects for education; this is true for K-12 as well as Postsecondary Education. In order to pay for capital projects the institutions must find funds from other sources. One of these sources is bonds. The institutions in Alabama are allowed to float their own bond issues. The four- and two-year institutions currently have approximately $3.4 billion in bonds outstanding, as shown on Table 7. As with all debt, these funds must be paid back and the institutions paid approximately $434 million in debt service in the last fiscal year to pay these bonds off. The source of revenue to pay these bonds is usually through tuition or fees that the students pay.
Age of Buildings

Many readers may be struck by the magnitude of the estimated five-year capital needs and the amount of debt being incurred by the institutions for bond issues. Much of the need reflected in these requests is the inevitable outcome of decades of inadequate and inconsistent attention to capital needs in appropriations for Alabama’s Public Colleges and Universities. According to the Fall 2015 Facilities Inventory and Space Utilization Report over forty percent of the buildings being used by the public colleges and universities in Alabama were built between 1960 and 1989. The newest of these buildings have twenty-six years of use and the oldest are over 50 years of age, beyond the “useful life” of major building components. Add to this group the 14% of our buildings built prior to 1960 and there should be no surprise at significant requests for capital funds to deal with repairs and replacements.

Institutional Facilities Master Plans and Capital Projects Requests

Copies of each institution’s Facilities Master Plan and Capital Projects Requests for the five year reporting period, along with the bond report and projects descriptions have been placed on the Commission’s website. These reports go into more detail about each Immediate and Intermediate Capital Requirements project. Estimated cost and net and gross square footage are detailed in these reports. A brief statement of justification for the project is also included for each project. The reports can be found at http://www.ache.alabama.gov/Content/Departments/InstFinance/FMP/2017-2021/FMP2017-2021Inst.aspx.
Summary Tables
Table 1

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

<table>
<thead>
<tr>
<th>Institution</th>
<th>Renovation/Construction</th>
<th>Renovation/Remodeling</th>
<th>Major Capital Equipment</th>
<th>Deferred Maintenance/Remodeling</th>
<th>Total Estimated Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alabama A&amp;M University</td>
<td>$31,200,000</td>
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<td>$14,500,000</td>
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<td>700,000</td>
<td>975,000</td>
<td>5,625,000</td>
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<td>121,900,000</td>
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<td>1,000,000</td>
<td>7,000,000</td>
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<td>Jacksonville State Univ</td>
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<td>20,773,769</td>
<td>256,531,100</td>
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<td>University of West Alabama</td>
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<td>9,560,000</td>
<td>3,562,492</td>
<td>13,122,492</td>
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<td>Dauphin Isl Sea Lab /MESC</td>
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<td>SR &amp; Dauphin Isl Total</td>
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<td>Faulkner State Comm College</td>
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<td>Jefferson Davis Comm College</td>
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<td>Jefferson State Comm College</td>
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<td>Lawson St Community College</td>
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<td>L. B. Wallace Comm College</td>
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<td>Marion Military Institute</td>
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<td>Snead State Comm College</td>
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<td>Southern Union St Comm Coll</td>
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<td>Total Comm &amp; Tech</td>
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<tr>
<td>TOTAL</td>
<td>$653,484,500</td>
<td>$370,398,131</td>
<td>$1,171,142,156</td>
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</tr>
</tbody>
</table>

### Table 2

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

<table>
<thead>
<tr>
<th>Institution</th>
<th>New Construction</th>
<th>Renovation/ Major Remodeling</th>
<th>Major Capital Maintenance/ Equipment</th>
<th>Deferred Fac Renewal Cost</th>
<th>Total Estimated Cost</th>
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</thead>
<tbody>
<tr>
<td>Alabama A&amp;M University</td>
<td>$12,000,000</td>
<td>$27,750,000</td>
<td>$400,000</td>
<td>$3,100,000</td>
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<td>Alabama State University</td>
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<td>Athens State University</td>
<td>1,000,000</td>
<td>7,650,000</td>
<td>600,000</td>
<td>400,000</td>
<td>$9,650,000</td>
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<td>Auburn University</td>
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<td>Auburn Univ Montgomery</td>
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<td></td>
</tr>
<tr>
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## Table 3


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<th>Major Capital</th>
<th>Deferred Equipment</th>
<th>Fac Renewal</th>
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SR & Dauphin Isl Total          | 936,982,087      | 479,491,191    | 52,550,000    | $331,067,220       |             | 3,491,835,389     |

Total Comm & Tech               | 428,216,289      | 59,704,049     | 45,225,000    | 561,571,327        |             | 989,479,079       |

TOTAL                            | $1,365,198,376   | $539,195,240   | $97,775,000   | $359,493,209       |             | 4,481,314,468     |

### Table 4

#### Immediate Capital Projects - Year 1 (FY 2016-2017)

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<tr>
<th>Institution</th>
<th>Education Trust Fund</th>
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<th>Total Estimated Cost</th>
<th>Requested From ETF</th>
<th>Percent Requested</th>
<th>Percent Requested</th>
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<td>22.81%</td>
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<td>$162,121,000</td>
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### Intermediate Capital Projects - Year 2 (FY 2017-2018)

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<th>Other Other State Funds</th>
<th>Total Estimated Cost</th>
<th>Percent Requested From ETF</th>
<th>Percent Requested From Other Funds</th>
<th>Percent Requested From State Funds</th>
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<td>55.62%</td>
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<td>None</td>
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</tbody>
</table>

## Table 6

**Summary Table**

**Long-Term Capital Projects**

By Projected Funding Source

All Public Higher Education Institutions

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<th>Institution</th>
<th>Education Fund</th>
<th>Other State Funds</th>
<th>Other Total Cost</th>
<th>Total Requested From ETF</th>
<th>Percent Requested From ETF</th>
<th>Percent Requested From Other Funds</th>
<th>Percent Requested From Other Funds</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alabama A&amp;M University</td>
<td>$11,000,000</td>
<td>$9,450,000</td>
<td>$30,000,000</td>
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<td>None</td>
<td>None</td>
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<td>None</td>
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<tr>
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### Table 7
Report on Revenue Bonds Issued by Alabama Public Higher Education Institutions

<table>
<thead>
<tr>
<th>Institution</th>
<th>Total Original Value</th>
<th>Total Amount Outstanding 9/30/2015</th>
<th>Total Amount of Principal Debt Service 9/30/2015</th>
<th>Total Amount of Interest Debt Service 9/30/2015</th>
<th>Total Amount of Debt Service 9/30/2015</th>
<th>Sources of Payment</th>
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<td>Alabama State University</td>
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<td>Auburn University</td>
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<td>690,098,081</td>
<td>179,358,361</td>
<td>33,532,499</td>
<td>212,890,860</td>
<td>2014 A Issue, General Fund, Student Fees, Housing Revenue, Athletic Revenue, &amp; Dining Revenue</td>
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<td>Auburn Univ Montgomery</td>
<td>3,279,000</td>
<td>540,000</td>
<td>125,000</td>
<td>21,787</td>
<td>146,787</td>
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<td>Jacksonville State University</td>
<td>83,345,000</td>
<td>72,960,000</td>
<td>3,130,000</td>
<td>2,999,346</td>
<td>6,129,346</td>
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<tr>
<td>Troy University</td>
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<td>141,075,000</td>
<td>5,435,000</td>
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<td>11,018,352</td>
<td>General Student Fees</td>
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<td>University of Alabama</td>
<td>957,415,000</td>
<td>885,650,000</td>
<td>17,840,000</td>
<td>39,594,554</td>
<td>57,434,554</td>
<td>Tuition, Housing, Athletics, Parking fees, Food Service, Fraternities, Sororities, Hillel</td>
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<tr>
<td>Univ of Alabama at Birmingham (Does not include Bonds for Hospital)</td>
<td>527,460,000</td>
<td>413,290,000</td>
<td>20,920,000</td>
<td>14,846,361</td>
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<td>Univ of Alabama in Huntsville</td>
<td>123,377,000</td>
<td>101,696,000</td>
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<tr>
<td>University of Montevallo</td>
<td>28,916,000</td>
<td>25,437,000</td>
<td>841,000</td>
<td>1,044,588</td>
<td>1,885,588</td>
<td>Pledged Revenues</td>
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<tr>
<td>University of North Alabama</td>
<td>79,975,000</td>
<td>77,385,000</td>
<td>980,000</td>
<td>3,334,286</td>
<td>4,314,286</td>
<td>General Fees &amp; Housing Revenues</td>
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<tr>
<td>University of South Alabama</td>
<td>392,430,001</td>
<td>366,254,944</td>
<td>13,560,326</td>
<td>14,092,981</td>
<td>27,653,307</td>
<td>Tuition &amp; Fee revenues, portion of revenues USA Children’s &amp; Women’s Hospital, gross revenues from Auxiliary Enterprises</td>
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<tr>
<td>University of West Alabama</td>
<td>54,600,000</td>
<td>51,785,000</td>
<td>2,815,000</td>
<td>10,285,354</td>
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<td>General Fee Revenue, Capitalized Interest, BAB subsidy</td>
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<td>Dauphin Isl Sea Lab /MESC</td>
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<td>1,910,000</td>
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<td>18,957</td>
<td>108,957</td>
<td>Prog. SVC Rev.</td>
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### Table 7
Report on Revenue Bonds Issued by Alabama Public Higher Education Institutions

<table>
<thead>
<tr>
<th>Institution</th>
<th>Total Original Value</th>
<th>Total Amount Outstanding 9/30/2015</th>
<th>Total Amount of Principal Debt Service 9/30/2015</th>
<th>Total Amount of Interest Debt Service 9/30/2015</th>
<th>Total Amount of Debt Service 9/30/2015</th>
<th>Sources of Payment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alabama Southern Comm Coll</td>
<td>3,000,000</td>
<td>1,785,000</td>
<td>140,000</td>
<td>77,725</td>
<td>217,725</td>
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<td>Bevill State Community College</td>
<td>18,945,000</td>
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<td>Bishop State Comm College</td>
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<td>Tuition &amp; Fees</td>
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<td>Calhoun State Comm College</td>
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<td>Tuition/Local Government Contribution</td>
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<td>Ingram State Technical College</td>
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<td></td>
<td></td>
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<td>Jefferson Davis Comm College</td>
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<tr>
<td>Lawson St Community College</td>
<td>10,465,000</td>
<td>8,070,000</td>
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<td>L. B. Wallace Comm College</td>
<td>3,700,000</td>
<td>2,210,000</td>
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<td>Marion Military Institute</td>
<td>0</td>
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<td><strong>Total Comm &amp; Tech</strong></td>
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<td><strong>152,646,351</strong></td>
<td><strong>434,921,391</strong></td>
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</tbody>
</table>

DECISION ITEM D-1: University of Alabama at Birmingham, Master of Arts in Education in School Psychometry (CIP Code 13.0604)

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: This proposed M.A.Ed. in School Psychometry will train educators from across Alabama and southern states to serve the K-12 students that come to school with complex and diverse learning and developmental needs that often create barriers to learning. School Psychometrists assume a critical role in the identification and support of students, ages 3-21, who have disabilities. Rural areas especially are experiencing a shortage of School Psychometrists because training programs for School Psychometrists are not readily available. An increase of accessibility of training and education via online programs will allow program availability to individuals who reside in rural school districts and/or who live long distances from campus.

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

Mode of Delivery: This proposed master's degree program will offer online instruction that is synchronous and asynchronous so that the instructor and students interact in real time.

Similar Programs: No Masters degrees in School Psychometry are currently offered in Alabama. While certification pathways are offered at five Alabama institutions, there is no School Psychometry master's degree offered by any Alabama institution at the present time. Regarding other SREB states, according to the National Association of School Psychologists website, only Alabama and Mississippi offer a certification pathway in School Psychometry. The remaining states require school psychology licensure/degrees.

Collaboration: Collaboration is not initially proposed, as all of the courses involved in the curriculum will be offered at UAB and will be taught by UAB faculty members. However, UAB is always open to collaboration and partnerships with other Alabama institutions and this may be feasible once the program becomes established.

Resources: The proposal projected that a total of $28,991 in estimated new funds will be required to support the proposed program. A projected total of $341,219 in new funds will be available from tuition.

Public Review: The program was posted on the Commission website from September 24 until October 14 (twenty days) for public review and comments. No comments were received.

Rationale for Staff Recommendation:

1. No Master's degrees are currently offered in School Psychometry in Alabama.

2. A degree program in School Psychometry would enable prospective students to qualify for financial aid.

3. The National Center for Education Statistics (2013) indicates that approximately 13 percent of American students have been identified as having disabilities. School Psychometrists assume a critical role in the identification and support of students, ages 3-21, who have disabilities.
4. The proposed program is designed to address the domains of school psychology training in practice as found in the National Association of School Psychologists standards for graduate studies as well as the Alabama State Department of Education standards for School Psychometrists.

5. The institution provides substantive data supporting a strong employment outlook.

6. There appears to be high student demand.
DECISION ITEM D-1:
University of Alabama at Birmingham, Master of Arts in Education in School Psychometry (CIP Code 13.0604)

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

Staff Recommendation: That the Commission approve the proposed Master of Arts in Education in School Psychometry.

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

Implementation Date: The proposed program will be implemented in January 2016. Based on Commission policy, the proposed program must be implemented by December 4, 2017, 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 2016-17, will be at least 5 based on the proposal.

2. That the annual average number of graduates for the period 2017-18 through 2020-21 (four-year average) will be at least 10, based on the proposal.

3. That a follow-up survey be conducted after the first five years that will show at least 75 percent of the graduates were successful in acquiring related employment or in continuing in related graduate work.

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

The University of Alabama in Birmingham (UAB) will be required to phase out the program if any of the post-implementation conditions are not met. The institution must present documentation regarding the post-implementation conditions, as well as a general assessment of the program, in a report submitted to the Commission no later than February 1, 2021.

Supporting Documentation:

1. New Academic Degree Program Proposal Summary, attached.

2. Summary of Background Information, attached.

3. Curriculum for Proposed Program, attached.

4. The University of Alabama at Birmingham program proposal, received June 19, 2015. Available upon request.
### NEW ACADEMIC DEGREE PROGRAM PROPOSAL SUMMARY

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<thead>
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<th>INSTITUTION</th>
<th>The University of Alabama at Birmingham</th>
</tr>
</thead>
<tbody>
<tr>
<td>PROGRAM</td>
<td>Master of Arts in Education in School Psychometry (CIP Code 13.0604)</td>
</tr>
</tbody>
</table>

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

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<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
<th>2020-21</th>
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<tr>
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<td>$5,233</td>
<td>$5,233</td>
<td>$5,233</td>
<td>$28,991</td>
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</table>

#### SOURCES OF FUNDS AVAILABLE FOR PROGRAM SUPPORT

<table>
<thead>
<tr>
<th></th>
<th>2016-17</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
<th>2020-21</th>
<th>TOTAL</th>
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<tbody>
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<td>$69,400</td>
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<td>$57,834</td>
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<td>$69,400</td>
<td>$73,256</td>
<td>$77,112</td>
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#### ENROLLMENT AND DEGREE COMPLETION PROJECTIONS

<table>
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<tr>
<th></th>
<th>2016-17</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
<th>2020-21</th>
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Attachment 2

Summary of Background Information

Master of Arts in Education in School Psychometry
University of Alabama at Birmingham

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

Description and Objectives: The required coursework, practica, internship and other requirements assess objectives in six (6) domains (learning outcomes) of knowledge and abilities. School Psychometry candidates will be expected to demonstrate competency in each of the following domains:

- Domain 1 - Data-based decision making and accountability.
- Domain 2 - Consultation and collaboration.
- Domain 3 - Interventions and instructional support to develop cognitive and academic skills.
- Domain 4 - Diversity in development and learning.
- Domain 5 - Research application.
- Domain 6 - Legal, ethical, and professional practice.

These six domains comprise the Alabama State Department of Education’s learning outcomes for School Psychometry.

Assessment: The multiple formative assessment measures to be used to assess each of these outcomes include key assessments, field experience evaluations, internship evaluations, electronic portfolios, and comprehensive exams. Evidence of the mastery of the outcomes/standards will be collected via Taskstream software. Additionally, annual outcome data will also be collected through the use of:

- graduate exit surveys,
- employer surveys,
- alumni surveys,
- survey employers,
- job placement and retention rates,
- advanced graduate study (e.g., doctoral programs).

Data from each of these multiple assessment resources will be reported annually and used to guide program improvement. Additionally, data will be used to write annual program improvement plans to ensure program accountability, quality, utility, and productivity.

Administration: The program will be administered by the College of Education, Dean, Dr. Deborah Voltz; Associate Dean, Dr. Lou Ann Worthington; and Department Chairperson, Curriculum and Instruction, Dr. Lynn Kirkland.

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). A total of three votes were received. All three of the respondents voted for an overall recommendation to approve the proposed program.

Accreditation: The National Council for Accreditation of Teacher Education (NCATE), now known as Council for Accreditation of Educator Preparation (CAEP), is the national accreditation agency for P-12 teacher education programs. The UAB School of Education has NCATE/CAEP accreditation. This accreditation covers all certification programs within the School of Education, including the School Psychometry certification-only program.
Curriculum: The master's degree curriculum is being proposed as a 32-credit-hour degree that full-time students can complete in three terms, one academic year.

Program Completion Requirements:
Credit hours required in major courses: 19
Credit hours required support courses: 10
Credit hours in required or free electives: 3
Credit hours for Thesis: N/A
Total Credit hours: 32

There will be no additions to the curriculum. This proposed degree program will have the same requirements as the existing School Psychometry certification-only program.

Collaboration: Not initially, as all of the courses involved in the curriculum will be offered at UAB and will be taught by UAB faculty members. However, UAB is always open to collaboration and partnerships with other Alabama institutions and this may be feasible once the program becomes established.

Distance Education: This proposed master's degree program will offer online instruction that is synchronous and asynchronous so that the instructor and students interact in real time. The synchronous delivery of the courses uses Citrix Go To Meeting technology, webcams, and personal devices. All the courses for this proposed degree are current online offerings in UAB’s master’s degree in Special Education (Collaborative Teacher) and the School Psychometry certification-only program.

Admissions: An effort will be made to select highly qualified individuals who will enrich the program’s commitment to a diverse student population. Students are selected on the basis of their compatibility with the overall goals of the School Psychometry program and the profession of School Psychometry. The intention will be to select students whose professional goals, interests, and expertise match the available resources within the School Psychometry program. Candidates must meet both UAB and Alabama State Department of Education admission requirements as outlined below:

- Candidates must have a GPA of at least 2.75 on undergraduate degree in a teaching field or 3.25 on the most recently completed master's degree in a teaching field or area of instructional support.

Candidates must provide documentation of the following before being admitted to the School Psychometry program:

1. Official undergraduate transcripts;
2. GRE or MAT-score in the 50th percentile or higher;
3. Verification of valid and appropriate Alabama Class B certificate (or higher) or equivalent out-of-state certificate;
4. Negative TB Skin Test results (within last three years);
5. Evidence of Criminal Background Clearance;
6. Documentation of two years, full-time, satisfactory educational experience in an accredited school;
7. At least three recommendations; and
8. Faculty interview.

Need: Current Alabama State Department of Education (ALSDE) data demonstrates that there is only an 87 percent occupancy rate for School Psychometrists across the state. At present, there are 131 School Psychometrists employed with 17 present vacancies in public school settings. Special education coordinators interviewed from across the state are concerned about these personnel needs and believe there is a lack of well-trained School Psychometrists. The interviewed school administrators support an additional M.A.Ed. in School Psychometry degree due to the inability to fill the open school psychometry positions. A ready remedy for these personnel shortages is to recruit more students into training programs. In addition to public school shortages, School Psychometrists are often hired by private entities. An additional M.A.Ed. in School Psychometry program is necessary in order to produce the highly competent School Psychometrists Alabama needs.
Further, in accounting for school populations nationwide compared to School Psychology personnel, there has been an 11 percent decrease in the number of school psychologists available per pupil between 1999-2005 (Charvat, 2005). By 2015, the excess retirement rate will be an additional 2.9 percent per year. Further, more than 50 percent of currently practicing school psychologists are predicted to retire by 2015, and 2 out of 3 by 2020 (Curtis, Grier, and Hunley, 2004).

**Projected Job Openings**

<table>
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<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
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<td>820</td>
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<td>3</td>
<td>3</td>
<td>3</td>
<td>15</td>
</tr>
</tbody>
</table>

* The more specific local projection is 1.15 job openings per year for each of the initial five years.

**Student Demand:** Contextually, in Alabama, current certification regulations for School Psychometry allow an individual who holds a valid and appropriate certification at the Class B (undergraduate) level to pursue a master's degree and Class A (master's) level certification in School Psychometry. In order for individuals who hold a valid and appropriate Class B teaching certificate to be eligible for a certification in School Psychometry, they must earn both a master's degree and certification at the Class A level. There are two pathways an individual might pursue to gain eligibility for certification in School Psychometry; those are described below.

**Pathway 1:** A prospective student holds a valid and appropriate Class B (undergraduate) level certification in a teaching field, meets educational experience requirements, and completes a master's degree.

**Pathway 2:** A prospective student holds a valid and appropriate Class A (master's) level certification in a teaching field, meets educational experience requirements, and has earned a master's degree in a teaching field or area of instructional support. These individuals may pursue a post-master's certification-only route to Class A certification.

At the current time, UAB only offers the second option; i.e., it offers an approved Alabama Class A certification in School Psychometry for individuals who already hold a master's degree in a teaching field or other area of instructional support. This situation exists because UAB does not currently have an approved master's degree program in School Psychometry.

**Data** - Data supports that as many as half of the prospective School Psychometry graduate students recruited and advised fail to enroll because of the inability to pay for the courses. Graduate students in the current School Psychometry certification-only program are not eligible for financial aid at UAB. A degree program in School Psychometry would enable these prospective students to qualify for financial aid, thus, perhaps doubling the enrollment of the already established certification program. In addition, many prospective students seeking a master's degree are turned away at this time due to a lack of admission requirements such as an existing master's degree. In the past year, 22 prospective students have been turned away. Yet there is no other reasonable option to a degree program in School Psychometry within the State of Alabama.
Resources:

Faculty:
Current Primary Faculty—
  Full-time: 3
  Part-time: 1
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

No new faculty will be hired.

Support Staff: No additional support staff will be needed.

Assistantships: No assistantships or fellowships are planned for the proposed program.

Equipment: The proposed program would have an ongoing need for current testing materials such as test kits, digital assessment materials, protocols, etc. In addition, there would be technology requirements such as an instructor web cam, Wi-Fi, etc. to facilitate the online instruction. Testing materials will be purchased during 2015-2016 that can be used for 5 years.

Facilities: This proposed program will be taught online. Therefore, facilities will not be required.

Library: The Library of Congress Classification System labels information resources in the psychology subject area with the letters "BF," specifically "BF1 - BF990." Upon examination of the Sterne Library holdings with the BFI through BF990 call numbers, there are 13,184 circulating books (print and electronic), 391 reference resources, and 2,877 print periodical volumes. Via a search in WorldCat Local, 398 electronic psychology journals were identified in the Sterne Library collection. Alternately, the Electronic Journals List database indicates 696 titles in the category Behavioral Science (Psychology) and Counseling.

Specifically reviewing the field of School Psychometry, the Sterne Library has determined the major Library of Congress Subject Headings, as follows: psychometrics, educational tests and measurements, achievement tests, personality assessment, psychological tests, psychodiagnosics, intelligence tests, and behavioral assessment. A holdings count in the Sterne Library online catalog indicates that the collection contains approximately 79 reference titles, 1,650 circulating books, 204 electronic books, 116 print periodicals, and 16 audiovisual titles with the Library of Congress Subject Headings listed above. A search conducted in the Electronic Journals List database in the "Behavioral Science (Psychology) and Counseling" and the "Education & Careers" subject categories with the keywords "psychometrics," "assessment," "tests," and "measurements," shows that the Sterne Library subscribes to approximately 22 full-text electronic journals relevant to these areas of study.

Program Budget: The proposal projected that a total of $28,991 in estimated new funds will be required to support the proposed program. A projected total of $341,219 will be available from tuition.
The University of Alabama at Birmingham

Master of Arts in Education in School Psychometry

Located in the matrix below are courses offered in the program by term. These courses allow for open enrollment each term. In order to accommodate rolling admissions, as well as the ability of students to be enrolled full-time or part-time, there is no typical plan.

The courses in the matrix highlight the fact that many courses are offered each term. Courses highlighted in bold font are those that should be taken during the first year of the program. The remaining courses are taken during the second year of the program.

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<th>Semester</th>
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<td></td>
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<td>ESP 689</td>
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<td></td>
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<td>Ind Assess of Child &amp; Youth-Part I</td>
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<td></td>
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<td>Ind Assess of Child &amp; Youth-Part II</td>
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<td></td>
<td>ESP 689</td>
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</table>

Total 32 credit hours.
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 Master of Science in Conservation Biology will provide advanced training for students in biology with a specific focus on areas related to conservation. It will provide a basis in field and laboratory research, which will prepare students to move into conservation-related employment or into further graduate study in the field. The goals of this degree program go hand-in-hand with the University of West Alabama’s primary objective of meeting the educational needs of the West Alabama area.

Role: The University of West Alabama is recognized by the Commission as having a master’s/education specialist instructional role. The approval of this program would extend that role to the academic subdivision grouping, “Biological and Biomedical Sciences”, CIP 26.

Mode of Delivery: UWA will offer two options for this program: thesis and non-thesis. The delivery method for the thesis option will be traditional (face-to-face, on-campus). The delivery method for the non-thesis option will be a hybrid of distance technology.

Similar Programs: Although the proposed UWA MS in Conservation Biology program shares the program title “Conservation” with three existing program titles and/or CIP Descriptions in the state, the UWA program is not duplicative of these programs. The UWA MS in Conservation Biology program differs in that it is: a) Classified as a Biology (CIP Code 26xxxx) program and not a Natural Resources (CIP Code 03xxxx) program. Further, the UWA program serves a distinct regional area. There are currently no master’s programs in the State specifically at CIP 26.1307.

Collaboration: According to the proposal, the UWA Master in Conservation Biology program will be able to capitalize on existing collaborations between the UWA Department of Biological and Environmental Sciences and institutions and agencies in the region that practice or support conservation biology.

Resources: The proposal projected that $38,880 in new funds will be required for the program in the first five years, and that $974,304 will be available over the same period through tuition and internal reallocations.

Public Review: The program was posted on the Commission website from October 24 until November 4 (twenty days) for public review and comments. No comments were received.

Rationale for Staff Recommendation:

1. The Bureau of Labor Statistics Occupational Outlook projects 266,000 jobs in the year 2022, up from 232,700 in 2012. This represents a projected increase of 33,300 jobs, up 14.3 percent over the ten year span.

2. The program would fill an important niche in the region. (See also Letter of Support [Attachment 4] from Department of the Army, Mobile District, Core of Engineers, Black Warrior-Tombigbee/Alabama-Coosa Project Demopolis Site Office.)

3. The program appears to have strong student demand.
DECISION ITEM D-2: University of West Alabama, Master of Science in Conservation Biology (CIP 26.1307)

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

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

Implementation Date: The proposed program will be implemented in August 2016. Based on Commission policy, the proposed program must be implemented by December 4, 2017, 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 2016-17, will be at least 12, based on the proposal.

2. That the annual average number of graduates for the period 2017-18 through 2020-21 (four-year average) will be at least 18, based on the proposal.

3. That a follow-up survey be conducted after the first five years that will show at least 75 percent of the graduates were successful in acquiring related employment or in admission to related graduate programs.

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

The University of West Alabama will be required to phase out the program if any of the post-implementation conditions are not met. The institution must present documentation regarding the post-implementation conditions, as well as a general assessment of the program, in a report submitted to the Commission no later than September 1, 2021.

Supporting Documentation:

1. New Academic Degree Program Proposal Summary, attached.

2. Summary of Background Information, attached.

3. Curriculum for Proposed Program, attached.

4. Letter of Support, attached.
5. The University of West Alabama program proposal, received August 14, 2015. Available upon request.

### NEW ACADEMIC DEGREE PROGRAM PROPOSAL SUMMARY

**INSTITUTION**: University of West Alabama  
**PROGRAM**: Master of Science in Conservation Biology (CIP 26.1307)

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<td>OTHER</td>
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<table>
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<tr>
<th>SOURCES OF FUNDS AVAILABLE FOR PROGRAM SUPPORT</th>
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<td>2016-17</td>
</tr>
<tr>
<td>INTERNAL REALLOCATIONS</td>
</tr>
<tr>
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<tr>
<td>TUITION</td>
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<td>TOTAL</td>
</tr>
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</table>

### ENROLLMENT AND DEGREE COMPLETION PROJECTIONS

#### 5-YEAR AVERAGE

| TOTAL HEADCOUNT ENROLLMENT | 2016-17 | 2017-18 | 2018-19 | 2019-20 | 2020-21 | 30 |
| NEW ENROLLMENT HEADCOUNT | 22       | 32       | 32       | 32       | 32       | 12 |
| DEGREE COMPLETION PROJECTIONS | 0       | 18       | 18       | 18       | 18       | 18 |
Role: The University of West Alabama is recognized by the Commission as having a master's/education specialist instructional role. The approval of this program would extend that role to the academic subdivision grouping, "Biological and Biomedical Sciences."

Description and Objectives: The Master of Science in Conservation Biology will provide advanced training for students in biology with a specific focus on areas related to conservation. It will provide a basis in field and laboratory research, which will prepare students to move into conservation-related employment or into further graduate study in the field. In addition, students wishing to pursue careers teaching in community college systems will receive training specific to that goal. The goals of this degree program go hand-in-hand with the University of West Alabama’s primary objective of meeting the educational needs of the West Alabama area. The student learning outcomes are as follows:

- Students will be cognizant of the history of conservation efforts and the rationale behind existing programs and legislation.
- Students will be familiar with critical issues in the area of conservation biology and be able to apply that knowledge to specific cases and examples.
- Students will understand the methodologies employed in conservation biology and will be able to employ those techniques.
- Students will excel in communication skills and have the capability to explain complex ideas related to conservation biology.
- Students will be able to critically evaluate research programs, scientific papers, and experimental designs related to conservation biology.
- Students will demonstrate proficiency in data analysis and technical writing.

Assessment: Currently, the entire university uses the WEAVE Online Assessment and Planning Management System to assess all of its programs and services. This data is used to assess all aspects of UWA’s curriculum with special emphasis given to student learning outcomes and financial needs. At the department level, UWA uses this information to make data-driven decisions to implement needed improvements.

The planning process at the unit level at the University of West Alabama is a tiered process. It begins at the unit level, then moves to the Dean of the College/Vice President level, and culminates at the level of the Institutional Effectiveness Council. It is a continuous process designed to involve all areas of the institution and ensure comprehensive participation. The planning process begins and ends at the unit level with all members of a unit involved at every stage. Early in the fall, academic and non-academic units perform a Self-Study to analyze the results of assessment activities from the previous year. Based on these findings, the unit develops/reviews/updates objectives that link to a specific University goal and determine expected results to form a comprehensive assessment plan for the current year.

The plan is designed to guide academic units in assessing the quality of academic programs or the operations/services of non-academic units. Drawing upon both the Self-Study and the assessment plan, the unit develops Strategic Plans and describes the resources required for
implementation. After the assessment plan and relevant planning documents are revised according to the Dean's recommendations, the Dean convenes the College Academic Council for the purpose of prioritizing planning statements and requests. Once the planning statements and requests are prioritized, the Dean develops an Executive Summary and forwards the Executive Summary and all planning documents to the Provost. At this point, the Provost may choose to convene the Deans’ Council to aid in the integration of the summaries and planning statements for presentation to the Institutional Effectiveness Council.

The institution states that follow-up interviews will be used to gain further curriculum feedback and to provide a means to assess the employment status and/or continuing education of the graduates. Follow-up interviews will be performed through the UWA Alumni Office and the Department of Biological and Environmental Sciences.

**Administration**: The program will be administered by the UWA College of Natural Sciences and Mathematics, Dr. John N. McCall, Dean, and by the Department of Biological and Environmental Sciences, Dr. Jeffery Merida, Chair.

**Peer Review**: The Notification of Intent to Submit a Proposal (NISP) and the program proposal were reviewed by the Alabama Council of Graduate Deans (ACGD). Four responses were received; all voted for approval.

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

**Curriculum**: The requirements for the proposed program are listed below.

**Thesis Option**
- Credit hours required in major courses: 12
- Credit hours required in minor: N/A
- Credit hours in institutional general education or core curriculum: N/A
- Credit hours required in support courses: N/A
- Credit hours in required or free electives: 18
- Credit hours for thesis or dissertation: 6
- **Total credit hours required for completion**: 36

**Non-thesis Option**
- Credit hours required in major courses: 15
- Credit hours required in minor: N/A
- Credit hours in institutional general education or core curriculum: N/A
- Credit hours required in support courses: N/A
- Credit hours in required or free electives: 21
- Credit hours for thesis or dissertation: N/A
- **Total credit hours required for completion**: 36

**Collaboration**: According to the proposal, the UWA Master in Conservation Biology program will be able to capitalize on existing collaborations between the UWA Department of Biological and Environmental Sciences and institutions and agencies in the region that practice or support conservation biology. These collaborations have resulted in numerous grants, projects, workshops, course instruction, student internships, and publications that could support Master-level research.

**Distance Education**: UWA will offer two options for this program: thesis and non-thesis. The delivery method for the thesis option will be traditional (face-to-face, on-campus). The delivery method for the non-thesis option will be a hybrid of distance technology (i.e., Blackboard, Kaltura, etc.) and traditional. More specifically, distance education for thesis option will be approximately 5 percent. Distance education for non-thesis option will be approximately 90 percent.
Admissions: There are no special admission requirements for the proposed program. All admission requirements for the proposed program will follow UWA’s School of Graduate Studies regular admissions policies.

Need: In 2002, the Nature Conservancy environmental organization produced the document “States of the Union: Ranking America’s Biodiversity”. This document examined various aspects of biodiversity in the United States. It identified Alabama as having the greatest biodiversity of any state east of the Mississippi River. However, the document goes on to indicate that Alabama ranks fourth with regard to the level of risk faced by species in the state, and second with regard to the number of species that are either possibly or presumed extinct. This, it is asserted, reflects a long history of disregard for one of Alabama’s highly important natural resources – biodiversity.

There is currently no graduate program in the State of Alabama geared toward the development of conservation professionals. With this degree program, UWA plans to produce graduates who can provide the expertise needed to understand and preserve Alabama’s highly important natural resource. Furthermore, UWA hopes to produce graduates who can teach, formally and informally, about the biodiversity crisis facing the State of Alabama and produce a more informed public. UWA states that this provides the best long-term solution to the conservation issues facing Alabama and the Southeast.

### Career and College Readiness/Preparation -- Projected Job Openings

<table>
<thead>
<tr>
<th></th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
<th>Total</th>
</tr>
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<tbody>
<tr>
<td>Local</td>
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<td>8</td>
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<td>1,232</td>
<td>1,232</td>
<td>1,232</td>
<td>6,160</td>
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</table>

UWA states that there are doubtless a wide variety of occupations for which the M.S. in Conservation Biology would prepare students. More specifically, conservation scientists, environmental scientists and specialists, environmental science teachers (post-secondary), biological science teachers (post-secondary), zoologists and wildlife biologists, and environmental science and protection technicians are the most accessible in the Bureau of Labor Statistics database. For these occupations, the Bureau of Labor Statistics Occupational Outlook projects 266,000 jobs in the year 2022, up from 232,700 in 2012. This represents a projected increase of 33,300 jobs, up 14.3 percent over the ten year span. The projected average annual salary for these occupations is $62,900. While some jobs are available to applicants holding an Associate or Bachelor’s degree, many require graduate training.

Student Demand: Enrollment projections were determined through student interest surveys and through examination of the number of recent and current students pursuing the M.A.T. non-certification option in Biology. Of responding UWA undergraduates, 56.3 percent indicated that they had “considerable interest” in pursuing a Master of Science, and 29.4 percent indicated that they were “highly likely” to consider a Master of Science program in Conservation Biology at UWA. Students currently enrolled in the Master of Arts in Teaching (Biology) were asked if they would have preferred a Master of Science were it available. Seventy-five percent of respondents indicated that they would. Furthermore, 66.7 percent of respondents indicated that they felt they would have a better chance of acceptance into a Ph.D. program at another institution with a Master of Science from UWA. Qualitative comments from individual students also supports these findings.
Resources:

Faculty:

Current Primary Faculty—
  Full-time:  10
  Part-time:  0

Support Faculty—
  Full-time:  2
  Part-time:  0

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

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

The proposal stated that a new faculty member would be hired, if the hiring is justified by enrollment growth.

Support Staff: No additional support staff will be needed.

Fellowships and Assistantships: At least three (3) assistantships will be offered.

Equipment: According to the proposal, no special equipment will be needed specifically for this program.

Facilities: No new facilities be required specifically for the program.

Library: The Resources and Technical Services Division of the American Library Association (ALA) has drafted descriptive codes, or guidelines, for use in identifying existing collection strength and current collection intensity for colleges and universities. These guidelines were applied to the UWA collection in Conservation Biology. According to these guidelines, a library that is ranked at Level 3 in a particular field can support graduate instruction and sustained independent study. An analysis of The University of West Alabama’s collection in Conservation Biology clearly indicates that it reaches Level 3 in collection strength and intensity for a Master of Science degree in the field.

The Expert Appraisal was one method used to arrive at the current Level 3 collection strength. This appraisal is based on the Reaffirmation Report of the Southern Association of Colleges and Schools (SACS) that visited The University of West Alabama in 2013, and the Reaffirmation Report of the National Council of Teacher Education (NCATE) that visited The University of West Alabama in 2014. The Visiting Committees found no deficiencies in the Library’s holdings in the area of Conservation Biology.

The current level of library appropriations for Conservation Biology also supports the Level 3 collection strength for the proposed Master of Science Degree.

Program Budget: The proposal projected that $38,880 in new funds will be required for the program in the first five years, and that $974,304 will be available over the same period through tuition.
### The University of West Alabama

#### Master of Science in Conservation Biology

**Thesis Track**

<table>
<thead>
<tr>
<th>Course Number and Title</th>
<th>Number of Credit Hours</th>
<th>* If New Course</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Required</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>BY 500 – Graduate Seminar (repeated 3 times)</td>
<td>1 (total of 3)</td>
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</tr>
<tr>
<td>BY 504 – Research Design and Data Analysis</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>BY 554 – Conservation Biology</td>
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<td></td>
</tr>
<tr>
<td>BY 5XX – Methods in Conservation Biology</td>
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<td>BY 598 – Thesis in Conservation Biology (may be twice)</td>
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<td>Committee-approved electives (Examples of existing courses below)</td>
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</tr>
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<td><strong>Total</strong></td>
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**Non-Thesis Track**

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<tr>
<td><strong>Required</strong></td>
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<td></td>
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<tr>
<td>BY 500 – Graduate Seminar (repeated 3 times)</td>
<td>1 (total of 3)</td>
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</tr>
<tr>
<td>BY 504 – Research Design and Data Analysis</td>
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<tr>
<td>BY 508 – Teaching College Biology</td>
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<td></td>
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<tr>
<td>BY 554 – Conservation Biology</td>
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<tr>
<td>BY 5XX – Critical Issues in Conservation Biology</td>
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</table>
DEPARTMENT OF THE ARMY
MOBILE DISTRICT, CORPS OF ENGINEERS
BLACK WARRIOR-TOMBIGBEE/ALABAMA-COOSA PROJECT DEMOPOLIS SITE OFFICE
384 RESOURCE MANAGEMENT DRIVE DEMOPOLIS, ALABAMA, 36732
TELEPHONE: 334/289-3540 FAX: 334/289-3193

04 August 2015
Dr. Timothy Edwards, Provost
The University of West Alabama
Livingston, Alabama

Dear Dr. Edwards,

I am writing to indicate my enthusiastic support of the proposed Master of Science in Conservation Biology at the University of West Alabama. I believe this program has great merit, and would provide students in UWA's service area with outstanding opportunities for employment and further education. Perhaps more importantly, this program would fill an important niche in the region. The southeastern United States faces a growing crisis in the area of biodiversity. However, this crisis should create opportunities for employment and research. Currently, there is no institution in the area offering an M.S. in Conservation Biology. In addition, the faculty at UWA is well-positioned to fill this niche. They are currently conducting research in a number of areas related to conservation biology in the region and are, in fact, already supervising student theses under a degree program housed in education. The M.S. in Conservation Biology is a greatly superior option for these students. I applaud the University's efforts to provide this program and pledge my support wherever needed.

Sincerely,

Jason D. Cassity
Assistant Site Manager
DECISION ITEM D-3: University of North Alabama, Bachelor of Arts in German (CIP 16.0501)

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 Department of Foreign Languages will not eliminate the existing Foreign Languages major. With the German major, students can more strongly focus on German as the principal language of study. The mission of the Department is to satisfy the global competency mission of the University of North Alabama by graduating students who are prepared to meet the challenges of a multicultural society in the age of globalization. This includes gaining adequate proficiency in the target language (i.e., German) and cultivating sensitivity to cultural difference and an appreciation for the languages and cultures of the world with a focus on German.

Role: The proposed program is within the instructional role recognized for the University of North Alabama (UNA).

Mode of Delivery: All German courses taught are traditional classroom courses. Additional delivery of German courses online will be determined as the program matures.

Similar Programs: The following programs are offered at other institutions in the State: Auburn University: German: Foreign Language Education; Auburn University at Montgomery: World Languages and Culture: German; and the University of Alabama: Foreign Languages and Literature: German.

Collaboration: There are no immediate plans for collaboration with other institutions regarding German; however, the University would welcome such opportunities where appropriate.

Resources: The proposal projected that no ($0) new funds will be required to support the proposed program over the first five years. A total of $998,580 will be available through tuition.

Public Review: The program was posted on the Commission website from September 24 through October 14 (twenty days) for public review and comments. No comments were received.

Rationale for Staff Recommendation:

1. Students will receive a degree in German which is more attractive to employers than a more general degree in Foreign Languages.

2. The more streamlined and efficient German major will attract more students to the Department.

3. There are minimal costs associated with the German program proposal.
DECISION ITEM D-3: University of North Alabama, Bachelor of Arts in German (CIP 16.0501)

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

Staff Recommendation: That the Commission approve the proposed Bachelor of Arts in German.

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

Implementation Date: The proposed program will be implemented in January 2016. Based on Commission policy, the proposed program must be implemented by December 4, 2017, 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.

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

Post-Implementation Conditions:

1. That the annual average new enrollment headcount for the first five years, beginning 2016-17, will be at least 9, based on the proposal.

2. That the annual average number of graduates for the period 2018-19 through 2020-21 (three-year average) will be at least 8, based on the proposal.

3. That a follow-up survey be conducted after the first five years that will show at least 75 percent of the graduates were successful in acquiring related employment or in acceptance to graduate school.

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

University of North Alabama (UNA) will be required to phase out the program if any of the post-implementation conditions are not met. The institution must present documentation regarding the post-implementation conditions, as well as a general assessment of the program, in a report submitted to the Commission no later than February 1, 2021.
Supporting Documentation:

1. New Academic Degree Program Proposal Summary, attached.
2. Summary of Background Information, attached.
3. Curriculum for Proposed Program, attached.
INSTITUTION | University of North Alabama
---|---
PROGRAM | Bachelor of Arts in German (CIP 16.0501)

### ESTIMATED NEW FUNDS REQUIRED TO SUPPORT PROPOSED PROGRAM

<table>
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<tr>
<th>2016-17</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
<th>2020-21</th>
<th>TOTAL</th>
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### SOURCES OF FUNDS AVAILABLE FOR PROGRAM SUPPORT

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<thead>
<tr>
<th>2016-17</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
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<td>$263,262</td>
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<td>TOTAL</td>
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<td>$163,404</td>
<td>$236,028</td>
<td>$245,106</td>
<td>$263,262</td>
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### ENROLLMENT AND DEGREE COMPLETION PROJECTIONS

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<th>2016-17</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
<th>2020-21</th>
<th>5-YEAR AVERAGE</th>
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</tbody>
</table>
Attachment 2

Summary of Background Information

Bachelor of Arts in German
University of North Alabama

Role: The proposed program is within the instructional role recognized for the University North Alabama (UNA).

Objectives: The Department of Foreign Languages will not eliminate the existing Foreign Languages major. With the German major, students can more strongly focus on German as the principal language of study. The mission of the Department is to satisfy the global competency mission of the University of North Alabama by graduating students who are prepared to meet the challenges of a multicultural society in the age of globalization. This includes gaining adequate proficiency in the target language (i.e., German) and cultivating sensitivity to cultural difference and an appreciation for the languages and cultures of the world with a focus on German.

The University of North Alabama proposes a Bachelor of Arts in German with two concentrations:
- Concentration I: German - Language and Culture
- Concentration II: German for Commerce

More specifically the student learning outcomes are:

- Performing at a minimum at American Council on The Teaching of Foreign Languages (ACTFL) Level Intermediate High in speaking.
- Ability to read and write coherently in German.
- Ability to understand spoken German.
- Developed sensitivity toward and understanding of components of German speaking cultures and cultural distinctiveness.
- Demonstrate evidence of readiness to take on graduate level work.
- Ability to function effectively using business terminology in the target language, German, in the case of Concentration II.

Administration: The program will be administered by Dr. Carmen Burkhalter, College of Arts and Sciences, Dean; and Dr. Claudia Polo Vance, Department of Foreign Languages, Chairperson.

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

Accreditation: There is no accrediting body for the Department of Foreign Languages.

Curriculum:
Program Completion Requirements:
Credit hours required in major courses 40
Credit hours required in minor 18
Credit hours in institutional general education or core curriculum 41
Credit hours required in support courses 18
Credit hours in required or free electives 3

Total credit hours required for completion = 120.
Program Review and Assessment: Student learning outcomes for the proposed program will be assessed in the same manner that the Foreign Languages program is currently assessed: an intermediate high on the Oral Proficiency Interview- computer (OPic) for a satisfactory grade; a minimum of Intermediate Mid to pass on the Exit Exam; acceptable results on tests and other assignments to meet course-specific learning outcomes; successful completion of the Webcape Exam (online); acceptable grade attainment in courses (including course exams, written assignments, experiential exercises, class participation, student presentations, methods and skills evaluations, research papers, research projects); and, for those students double majoring in Secondary Education; and passing the Praxis II Exam.

Collaboration: There are no immediate plans for collaboration with other institutions; however, the University would welcome such opportunities where appropriate.

Distance Education: At this time there has not been a demand for online German courses, but future online courses will be created when demand increases.

Admissions: There are no special requirements for the Bachelor of Arts in German other than the normal UNA admission requirements. At UNA, unconditional admission requires a composite score of 18 or higher on the ACT or 870 or higher on the SAT and a GPA of at least a 2.0 (4.0 scale) on a core of 13 high school units.

Need: In 2015, a survey by the Federal Foreign Office determined that 15.4 million people around the world were formally learning German as a foreign language, with 9.4 million students in Europe and growing numbers in Brazil, China, and India. Germany, with a population of just over 82 million, boasts the world's fourth-largest national economy, while German-speaking Switzerland and Austria, whose per capita GDPs rank third and fourth in the EU, are also significant. The Bloomberg Business Report for 2014 also ranked Germany 5th among the best current places to do business. The need for a German Major which focuses more coursework on the target language rather than on common core courses taught in English for all Foreign Languages Majors will more adequately prepare students to achieve proficiency in German.

There are three universities in Alabama that offer a BA in German, but the University of North Alabama is the only university in the northwestern part of the state that would offer it. The addition of a BA degree in German at the University of North Alabama would service north Alabama as well as nearby counties in Mississippi and Tennessee.

Job openings in the area of Foreign Languages are not always easily tracked given that alumni take positions in a wide variety of fields such as education, medicine, social work, business, government, and service industries. Graduates of the Department's programs are currently in positions across a wide spectrum of career paths which require linguistic proficiency. Job opening projections for interpreters, secondary school teachers, and postsecondary instructors are among the typical employment routes. A sizeable number of the Department's alumni hold positions in these fields.
### Career and College Readiness/Preparation -- Projected Job Openings

#### Interpreters and Translators

<table>
<thead>
<tr>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
<th>Total</th>
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<tr>
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</table>

#### Secondary School Teachers, Except Special and Career/Technical Education

<table>
<thead>
<tr>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
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</thead>
<tbody>
<tr>
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<td>90</td>
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<td>State</td>
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</table>

#### Foreign Language and Literature Teachers, Postsecondary

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<tr>
<th>Year 1</th>
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<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
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<td>1,080</td>
<td>1,080</td>
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</tbody>
</table>

**Student Demand:** Student Demand: The institution indicates that it has tracked enrollments over the previous seven years for foreign language - language majors/minors with a focus in German. This historical data the institution asserts, supports the projections for the German program proposal.

<table>
<thead>
<tr>
<th>Year</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
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<td>5</td>
<td>3</td>
<td>1</td>
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<tr>
<td>German Minors</td>
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<td>FL Majors with a concentration in German</td>
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<td>2</td>
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<td>1</td>
<td>1</td>
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</table>

* All years in the table directly above are measured by Fall enrollments.
Facility:
Current Primary Faculty—
  Full-time: 1
  Part-time: 0

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

Additional Faculty to be hired:
Primary Faculty—
  Full-time: 0
  Part-time: 0

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

Support Faculty: No further staff support is anticipated.

Equipment: No special equipment is needed at this time.

Facilities: No new facilities will be required specifically for the program.

Library: UNA’s Assessment of Library Resources report for a BA in German concluded that the collection is at a level 3b, intermediate study or instructional support level. According to the report, "This level indicates that the libraries' current collection in the relevant areas is adequate to support advanced undergraduate course work."

Program Budget: The proposal projected that no ($0) new funds will be required to support the proposed program over the first five years. A total of $998,580 will be available through tuition.
### University of North Alabama

**Bachelor of Arts in German**

**Proposed Program Courses**

<table>
<thead>
<tr>
<th>Course Number and Title</th>
<th>Number of Credit Hours</th>
<th>*If New Course</th>
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</tr>
<tr>
<td>Introductory German (101-102)</td>
<td>6</td>
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<tr>
<td>Intermediate German (201-202)</td>
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<tr>
<td>Conversation and Composition (GR 351)</td>
<td>3</td>
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<tr>
<td>Survey of German Literature I (GR 405W)</td>
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<td>Advanced German Grammar (GR 420)</td>
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<td>Senior Thesis (GR 495)</td>
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<td>Senior Seminar (FL 498)</td>
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<tr>
<td><strong>Option I: German – Language and Culture</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>18 additional hours from 300- or 400-level courses (minimum 9 hours at the 400-level)</td>
<td>18</td>
<td></td>
</tr>
<tr>
<td>For Option I, a minor or second major is required.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Option II: German for Commerce</strong></td>
<td></td>
<td></td>
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<tr>
<td>Commercial German (GR 353)</td>
<td>3</td>
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<tr>
<td>9 hours at the 400 level, including Advanced Commercial</td>
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<tr>
<td>6 additional hours from 300- or 400-level courses</td>
<td>6</td>
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<tr>
<td>For Option II, a minor or second major in an approved Business program is required.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
EXECUTIVE SUMMARY

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

Program Objective: The Department of Foreign Languages will not eliminate the existing Foreign Languages major. With the French major, students can more strongly focus on French as the principal language of study. The mission of the Department is to satisfy the global competency mission of the University of North Alabama by graduating students who are prepared to meet the challenges of a multicultural society in the age of globalization. This includes gaining adequate proficiency in the target language (i.e., French) and cultivating sensitivity to cultural difference and an appreciation for the languages and cultures of the world, with a focus on French.

Role: The proposed program is within the instructional role recognized for the University of North Alabama (UNA).

Mode of Delivery: The majority of French courses taught are traditional classroom courses. Currently, two French courses, FR 101 Introductory French and FR 102 Introductory French, are available online. Additional delivery of French courses online will be determined as the program matures.

Similar Programs: The following programs are offered at other institutions in the State: Auburn University: French: Foreign Language Education; Auburn University at Montgomery: World Languages and Culture: French; and the University of Alabama: French: Romance Languages.

Collaboration: There are no immediate plans for collaboration regarding French with other institutions; however, the University would welcome such opportunities where appropriate.

Resources: The proposal projected that no ($0) new funds will be required to support the proposed program over the first five years. A total of $998,580 will be available through tuition.

Public Review: The program was posted on the Commission website from September 24 through October 14 (twenty days) for public review and comments. No comments were received.

Rationale for Staff Recommendation:

1. Students will receive a degree in French which is more attractive to employers than a more general degree in Foreign Languages.

2. The more streamlined and efficient French major will attract more students to the Department.

3. There are minimal costs associated with the French program proposal.
DECISION ITEM D-4: University of North Alabama, Bachelor of Arts in French (CIP 16.0901)

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

Staff Recommendation: That the Commission approve the proposed Bachelor of Arts in French.

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

Implementation Date: The proposed program will be implemented in January 2016. Based on Commission policy, the proposed program must be implemented by December 4, 2017, 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.

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

Post-Implementation Conditions:

1. That the annual average new enrollment headcount for the first five years, beginning 2016-17, will be at least 9, based on the proposal.

2. That the annual average number of graduates for the period 2018-19 through 2020-21 (three-year average) will be at least 8, based on the proposal.

3. That a follow-up survey be conducted after the first five years that will show at least 75 percent of the graduates were successful in acquiring related employment or in acceptance to graduate school.

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

University of North Alabama (UNA) will be required to phase out the program if any of the post-implementation conditions are not met. The institution must present documentation regarding the post-implementation conditions, as well as a general assessment of the program, in a report submitted to the Commission no later than February 1, 2021.
Supporting Documentation:

1. New Academic Degree Program Proposal Summary, attached.

2. Summary of Background Information, attached.

3. Curriculum for Proposed Program, attached.


<table>
<thead>
<tr>
<th>INSTITUTION</th>
<th>University of North Alabama</th>
</tr>
</thead>
<tbody>
<tr>
<td>PROGRAM</td>
<td>Bachelor of Arts in French (CIP 16.0901)</td>
</tr>
</tbody>
</table>

### ESTIMATED NEW FUNDS REQUIRED TO SUPPORT PROPOSED PROGRAM

<table>
<thead>
<tr>
<th></th>
<th>2016-17</th>
<th>2017-18</th>
<th>2018-19</th>
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### SOURCES OF FUNDS AVAILABLE FOR PROGRAM SUPPORT

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<td>$236,028</td>
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<tr>
<td>TOTAL</td>
<td>$90,780</td>
<td>$163,404</td>
<td>$236,028</td>
<td>$245,106</td>
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<td>$998,580</td>
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### ENROLLMENT AND DEGREE COMPLETION PROJECTIONS

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<th>2016-17</th>
<th>2017-18</th>
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<td>8</td>
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<td>0</td>
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<td>8</td>
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</tbody>
</table>
Summary of Background Information

Bachelor of Arts in French
University of North Alabama

Role: The proposed program is within the instructional role recognized for the University of North Alabama (UNA).

Objectives: The Department of Foreign Languages will not eliminate the existing Foreign Languages major. With the French major, students can more strongly focus on French as the principal language of study. The mission of the Department is to satisfy the global competency mission of the University of North Alabama by graduating students who are prepared to meet the challenges of a multicultural society in the age of globalization. This includes gaining adequate proficiency in the target language (i.e., French) and cultivating sensitivity to cultural difference and an appreciation for the languages and cultures of the world, with a focus on French.

The University of North Alabama proposes a Bachelor of Arts in French with two concentrations:
- Concentration 1: French - Language and Culture
- Concentration II: French for Commerce

More specifically the student learning outcomes are:
- Performing at a minimum at American Council on The Teaching of Foreign Languages (ACTFL) Level Intermediate High in speaking.
- Ability to read and write coherently in French.
- Ability to understand spoken French.
- Developed sensitivity toward and understanding of components of French-speaking cultures and cultural distinctiveness.
- Demonstrate evidence of readiness to take on graduate level work.
- Ability to function effectively using business terminology in the target language in the case of Concentration II.

Administration: The program will be administered by Dr. Carmen Burkhalter, College of Arts and Sciences, Dean; and Dr. Claudia Polo Vance, Department of Foreign Languages, Chairperson.

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

Accreditation: There is no accrediting body for the Department of Foreign Languages.

Curriculum:
Program Completion Requirements:
Credit hours required in major courses 40
Credit hours required in minor 18
Credit hours in institutional general education or core curriculum 41
Credit hours required in support courses 18
Credit hours in required or free electives 3

Total credit hours required for completion = 120.
Program Review and Assessment: Student learning outcomes for the proposed program will be assessed in the same manner that the Foreign Languages program is currently assessed: an intermediate high on the Oral Proficiency Interview - computer (OPic) for a satisfactory grade; a minimum of Intermediate Mid to pass on the Exit Exam; acceptable results on tests and other assignments to meet course-specific learning outcomes; successful completion of the Webcape Exam (online); acceptable grade attainment in courses (including course exams, written assignments, experiential exercises, class participation, student presentations, methods and skills evaluations, research papers, research projects); and, for those students double majoring in Secondary Education passing the Praxis II Exam.

Collaboration: There are no immediate plans for collaboration with other institutions; however, the University would welcome such opportunities where appropriate.

Distance Education: The majority of French courses taught are traditional classroom courses. Currently, two French courses, FR 101 Introductory French and FR 102 Introductory French, are available online. Additional delivery of French courses online will be determined as the program matures.

Admissions: There are no special requirements for the Bachelor of Arts in French other than the normal UNA admission requirements. At UNA, unconditional admission requires a composite score of 18 or higher on the ACT or 870 or higher on the SAT and a GPA of at least a 2.0 (4.0 scale) on a core of 13 high school units.

Need: The American Council on the Teaching of Foreign Language 2008 Survey indicates that more students are interested in studying French than any other foreign language in the United States. A 2009 survey by the Modern Languages Association shows that French enrollments in the United States are on the rise and are now at the highest level in over 20 years. While any language will be useful for some jobs or for some regions, French is the only foreign language that can be useful throughout the world as well as in the United States.

French as a foreign language is the second most frequently taught language in the world after English. The International Organization of Francophonie has 56 member states and governments. Of these, 28 countries have French as an official language. French is the only language other than English spoken on five continents. The need for a French Major which focuses more coursework on the target language rather than on common core courses taught in English for all Foreign Languages Majors will more adequately prepare students to achieve proficiency in French.

There are three universities in Alabama that offer a BA in French, but the University of North Alabama is the only university in the northwestern part of the state that would offer it. The addition of a BA degree in French at the University of North Alabama would service north Alabama as well as nearby counties in Mississippi and Tennessee.

Job openings in the area of Foreign Languages are not always easily tracked given that alumni take positions in a wide variety of fields such as education, medicine, social work, business, government, and service industries. Graduates of the Department's programs are currently in positions across a wide spectrum of career paths which require linguistic proficiency. Job opening projections for interpreters, secondary school teachers, and postsecondary instructors are among the typical employment routes. A sizeable number of the Department's alumni hold positions in these fields.
Career and College Readiness/Preparation -- Projected Job Openings

### Interpreters and Translators

<table>
<thead>
<tr>
<th>Year</th>
<th>Local</th>
<th>State</th>
<th>SREB</th>
<th>Nation</th>
</tr>
</thead>
<tbody>
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<td>1,448</td>
<td>3,810</td>
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<tr>
<td>Year 2</td>
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<tr>
<td>Year 3</td>
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<td>Year 4</td>
<td>4.4</td>
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<td>1,448</td>
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</tr>
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<td>Year 5</td>
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<td>1,448</td>
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<tr>
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<td>1,448</td>
<td>19,050</td>
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### Secondary School Teachers, Except Special and Career/Technical Education

<table>
<thead>
<tr>
<th>Year</th>
<th>Local</th>
<th>State</th>
<th>SREB</th>
<th>Nation</th>
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<tbody>
<tr>
<td>Year 1</td>
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<td>410</td>
<td>11,879</td>
<td>31,260</td>
</tr>
<tr>
<td>Year 2</td>
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<td>410</td>
<td>11,879</td>
<td>31,260</td>
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<tr>
<td>Year 3</td>
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<td>11,879</td>
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<tr>
<td>Year 4</td>
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<td>11,879</td>
<td>31,260</td>
</tr>
<tr>
<td>Year 5</td>
<td>90</td>
<td>410</td>
<td>11,879</td>
<td>31,260</td>
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<td>59,394</td>
<td>156,300</td>
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### Foreign Language and Literature Teachers, Postsecondary

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<th>SREB</th>
<th>Nation</th>
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<tbody>
<tr>
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<td>Year 2</td>
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<td>Year 3</td>
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<td>Year 5</td>
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<td>2,052</td>
<td>5,400</td>
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</table>

**Student Demand:** The institution indicates that it has tracked enrollments over the previous seven years for foreign language - language majors/minors with a focus in French. This historical data the institution asserts, supports the projections for the French program proposal.

<table>
<thead>
<tr>
<th>Year</th>
<th>Foreign Language majors with a concentration in French</th>
<th>French Minors</th>
<th>Completions (FL majors with a concentration in French)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2008*</td>
<td>2009</td>
<td>2010</td>
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<td>State</td>
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<td>5</td>
<td>9</td>
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<tr>
<td>SREB</td>
<td>410</td>
<td>410</td>
<td>410</td>
</tr>
<tr>
<td>Nation</td>
<td>1,080</td>
<td>1,080</td>
<td>1,080</td>
</tr>
</tbody>
</table>

* All years in the table directly above are measured by Fall enrollments.
Faculty:
Current Primary Faculty—
   Full-time: 1
   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 Faculty: No further staff support is anticipated.

Equipment: No special equipment is needed at this time.

Facilities: No new facilities will be required specifically for the program.

Library: UNA's Assessment of Library Resources report for a BA in French concluded that the collection is at a level 3b, intermediate study or instructional support level. According to the report, "This level indicates that the libraries' current collection in the relevant areas is adequate to support advanced undergraduate course work."

Program Budget: The proposal projected that no ($0) new funds will be required to support the proposed program over the first five years. A total of $998,580 will be available through tuition.
### University of North Alabama

#### Bachelor of Arts in French

##### Proposed Program Courses

<table>
<thead>
<tr>
<th>Course Number and Title</th>
<th>Number of Credit Hours</th>
<th>* If New Course</th>
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<tbody>
<tr>
<td><strong>Major Core Requirements</strong></td>
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<tr>
<td>Introductory French (101-102)</td>
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<tr>
<td>Intermediate French (201-202)</td>
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<tr>
<td>Written Expression in French (FR 351)</td>
<td>3</td>
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<tr>
<td>Survey of French literature I (FR 410W)</td>
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<tr>
<td>Survey of French Literature II (FR 411W)</td>
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<tr>
<td>Senior Thesis (FR 495)</td>
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<tr>
<td>Senior Seminar (FL 498)</td>
<td>1</td>
<td></td>
</tr>
</tbody>
</table>

**Option I: French - Language and Culture**

- 18 additional hours from 300- or 400-level courses (minimum 9 hours at the 400-level)

For Option I, a minor or second major is required.

**Option II: French for Commerce**

- Commercial French (FR 353) | 3                      |                 |
- 9 hours at the 400 level, including Advanced Commercial French (FR 403W) | 9                      |                 |
- 6 additional hours from 300- or 400-level courses | 6                      |                 |

For Option II, a minor or second major in an approved Business program is required.
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 Department of Foreign Languages will not eliminate the existing Foreign Languages major. With the Spanish major, students can more strongly focus on Spanish as the principal language of study. The mission of the Department is to satisfy the global competency mission of the University of North Alabama by graduating students who are prepared to meet the challenges of a multicultural society in the age of globalization. This includes gaining adequate proficiency in the target language (i.e., Spanish) and cultivating sensitivity to cultural difference and an appreciation for the languages and cultures of the world with a focus on Spanish.

Role: The proposed program is within the instructional role recognized for the University of North Alabama (UNA).

Mode of Delivery: The majority of Spanish courses taught are traditional classroom courses. Additional delivery of Spanish courses online will be determined as the program matures.

Similar Programs: The following programs are offered at other institutions in the State: Auburn University: Spanish, Foreign Language Education; Auburn University at Montgomery: Spanish (with AU) International Studies; Troy University: Spanish; and the University of Alabama: Romance Languages, Spanish.

Collaboration: There are no immediate plans for collaboration with other institutions regarding Spanish; however, the University would welcome such opportunities where appropriate.

Resources: The proposal projected that no ($0) new funds will be required to support the proposed program over the first five years. A total of $1,643,118 will be available through tuition.

Public Review: The program was posted on the Commission website from September 24 through October 14 (twenty days) for public review and comments. No comments were received.

Rationale for Staff Recommendation:

1. Students will receive a degree in Spanish which is more attractive to employers than a more general degree in Foreign Languages.
2. The more streamlined and efficient Spanish major will attract more students to the Department.
3. There are minimal costs associated with the Spanish program proposal.
University of North Alabama, Bachelor of Arts in Spanish (CIP 16.0905)

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

Staff Recommendation: That the Commission approve the proposed Bachelor of Arts in Spanish.

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

Implementation Date: The proposed program will be implemented in January 2016. Based on Commission policy, the proposed program must be implemented by December 4, 2017, 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.

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

Post-Implementation Conditions:

1. That the annual average new enrollment headcount for the first five years, beginning 2016-17, will be at least 11, based on the proposal.

2. That the annual average number of graduates for the period 2018-19 through 2020-21 (three-year average) will be at least 9, based on the proposal.

3. That a follow-up survey be conducted after the first five years that will show at least 75 percent of the graduates were successful in acquiring related employment or in 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.

University of North Alabama (UNA) will be required to phase out the program if any of the post-implementation conditions are not met. The institution must present documentation regarding the post-implementation conditions, as well as a general assessment of the program, in a report submitted to the Commission no later than February 1, 2021.
Supporting Documentation:

1. New Academic Degree Program Proposal Summary, attached.

2. Summary of Background Information, attached.

3. Curriculum for Proposed Program, attached.


## Attachment 1

**INSTITUTION**

 University of North Alabama

**PROGRAM**

 Bachelor of Arts in Spanish (CIP 16.0905)

### ESTIMATED NEW FUNDS REQUIRED TO SUPPORT PROPOSED PROGRAM

<table>
<thead>
<tr>
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<th>2016-17</th>
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<th>2018-19</th>
<th>2019-20</th>
<th>2020-21</th>
<th>TOTAL</th>
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<tbody>
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### SOURCES OF FUNDS AVAILABLE FOR PROGRAM SUPPORT

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### ENROLLMENT AND DEGREE COMPLETION PROJECTIONS

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Attachment 2

Summary of Background Information

Bachelor of Arts in Spanish
University of North Alabama

Role: The proposed program is within the instructional role recognized for the University North Alabama (UNA).

Objectives: The Department of Foreign Languages will not eliminate the existing Foreign Languages major. With the Spanish major, students can more strongly focus on Spanish as the principal language of study. The mission of the Department is to satisfy the global competency mission of the University of North Alabama by graduating students who are prepared to meet the challenges of a multicultural society in the age of globalization. This includes gaining adequate proficiency in the target language (i.e., Spanish) and cultivating sensitivity to cultural difference and an appreciation for the languages and cultures of the world with a focus on Spanish.

The University of North Alabama proposes a Bachelor of Arts in Spanish with three concentrations:
- Concentration I: Spanish - Language and Culture
- Concentration II: Spanish for Commerce
- Concentration III: Spanish - Literature

More specifically the student learning outcomes are:

- Performing at a minimum at American Council on The Teaching of Foreign Languages (ACTFL) Level Intermediate High in speaking.
- Ability to read and write coherently in Spanish.
- Ability to understand spoken Spanish.
- Developed sensitivity toward and understanding of components of Spanish speaking cultures and cultural distinctiveness.
- Demonstrate evidence of readiness to take on graduate level work.
- Ability to function effectively using business terminology in the target language, Spanish, in the case of Concentration II.

Administration: The program will be administered by Dr. Carmen Burkhalter, College of Arts and Sciences, Dean; and Dr. Claudia Polo Vance, Department of Foreign Languages, Chairperson.

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

Accreditation: There is no accrediting body for the Department of Foreign Languages.

Curriculum:
Program Completion Requirements:
Credit hours required in major courses 40
Credit hours required in minor 18
Credit hours in institutional general education or core curriculum 41
Credit hours required in support courses 18
Credit hours in required or free electives 3

Total credit hours required for completion = 120.
**Program Review and Assessment:** Student learning outcomes for the proposed program will be assessed in the same manner that the Foreign Languages program is currently assessed: an intermediate high on the Oral Proficiency Interview- computer (OPic) for a satisfactory grade; a minimum of Intermediate Mid to pass on the Exit Exam; acceptable results on tests and other assignments to meet course-specific learning outcomes; successful completion of the Webcape Exam (online); acceptable grade attainment in courses (including course exams, written assignments, experiential exercises, class participation, student presentations, methods and skills evaluations, research papers, research projects); and, for those students double majoring in Secondary Education and passing the Praxis II Exam.

**Collaboration:** There are no immediate plans for collaboration with other institutions; however, the University would welcome such opportunities where appropriate.

**Distance Education:** The majority of Spanish courses taught are traditional classroom courses. Currently, four courses, SP 101 Introductory Spanish, SP 102 Introductory Spanish, SP 201 Intermediate Spanish, and SP 202 Intermediate Spanish, are also available online. Additional delivery of Spanish courses online will be determined as the program matures.

**Admissions:** There are no special requirements for the Bachelor of Arts in Spanish other than the normal UNA admission requirements. At UNA, unconditional admission requires a composite score of 18 or higher on the ACT or 870 or higher on the SAT and a GPA of at least a 2.0 (4.0 scale) on a core of 13 high school units.

**Need:** According to a September 5, 2013 Pew Research Center study entitled, "What is the Future of Spanish in the United States", Spanish is the most widely-spoken, non-English language in the United States and continues to grow steadily. The need for a Spanish major which focuses more coursework on the target language rather than on common core courses taught in English for all Foreign Language majors will more adequately prepare students to improve proficiency in Spanish.

There are four universities in Alabama that offer a BA in Spanish, but the University of North Alabama is the only university in the northwestern part of the state that would offer it. The addition of a BA degree in Spanish at the University of North Alabama would service north Alabama as well as nearby counties in Mississippi and Tennessee.

Job openings in the area of Foreign Languages are not always easily tracked given that alumni take positions in a wide variety of fields such as education, medicine, social work, business, government, and service industries. Graduates of the Department's programs are currently in positions across a wide spectrum of career paths which require linguistic proficiency. Job opening projections for interpreters, secondary school teachers, and postsecondary instructors are among the typical employment routes. A sizeable number of the Department's alumni hold positions in these fields.
### Career and College Readiness/Preparation -- Projected Job Openings

#### Interpreters and Translators

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#### Secondary School Teachers, Except Special and Career/Technical Education

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#### Foreign Language and Literature Teachers, Postsecondary

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**Student Demand:** The institution indicates that it has tracked enrollments over the previous seven years for foreign language - language majors/minors with a focus in Spanish. This historical data the institution asserts, supports the projections for the Spanish program proposal.

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* All years in the table directly above are measured by Fall enrollments.
**Faculty:**

Current Primary Faculty—
- Full-time: 3
- Part-time: 0

Support Faculty—
- Full-time: 0
- Part-time: 2

Additional Faculty to be hired:

**Primary Faculty**—
- Full-time: 0
- Part-time: 0

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

**Support Faculty:** No further staff support is anticipated.

**Equipment:** No special equipment is needed at this time.

**Facilities:** No new facilities will be required specifically for the program.

**Library:** UNA's Assessment of Library Resources report for a BA in Spanish concluded that the collection is at a level 3b, intermediate study or instructional support level. According to the report, "This level indicates that the libraries' current collection in the relevant areas is adequate to support advanced undergraduate course work."

**Program Budget:** The proposal projected that no ($0) new funds will be required to support the proposed program over the first five years. A total of $1,643,118 will be available through tuition.
### Attachment 3

University of North Alabama
Bachelor of Arts in Spanish

**Proposed Program Courses**

<table>
<thead>
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<th>Course Number and Title</th>
<th>Number of Credit Hours</th>
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<td><strong>Major Core Requirements</strong></td>
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<tr>
<td>Introductory Spanish (101-102)</td>
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<tr>
<td>Intermediate Spanish (201-202)</td>
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<tr>
<td>Conversation and Composition (SP 350)</td>
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<tr>
<td>Introduction to Hispanic Literature (SP 360)</td>
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<tr>
<td>Advanced Spanish Grammar (SP 420)</td>
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<tr>
<td>Senior Thesis (SP 495)</td>
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<td>Senior Seminar (FL 498)</td>
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<tr>
<td><strong>Option I: Spanish - Language and Culture</strong></td>
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<tr>
<td>18 additional hours from 300- or 400-level courses (minimum 9 hours at the 400-level)</td>
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<tr>
<td>For Option I, a minor or second major is required.</td>
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<tr>
<td><strong>Option II: Spanish for Commerce</strong></td>
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<tr>
<td>Commercial Spanish (SP 353)</td>
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<tr>
<td>9 hours at the 400 level, including Advanced Commercial Spanish (SP 403W)</td>
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<tr>
<td>6 additional hours from 300- or 400-level courses</td>
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<tr>
<td>For Option II, a minor or second major in an approved Business program is required.</td>
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<tr>
<td><strong>Option III: Spanish - Literature</strong></td>
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<td>18 hours from the following (minimum 9 hours at 400 level):</td>
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<td>Spanish Civilization (SP 351)</td>
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<td>Latin American Civilization (SP 352)</td>
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<td>Survey of Spanish Literature I (SP 405W)</td>
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<td>Survey of Spanish Literature II (SP 406W)</td>
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<td>Survey of Latin American Literature I (SP 410W)</td>
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<td>Special Topics in International Studies: Abroad (SP 490)</td>
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<td>Independent Study (SP 499)</td>
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<td>For Option III, a minor or second major is required.</td>
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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 Associate in Science degree program is to provide curricula that enable students to enter four-year institutions of their choice as a junior. The institutional and general education level learning objectives will allow students to use knowledge across a wide diversity of subjects, from which they will have a general academic foundation. Additionally, the Associate in Science degree will provide students the opportunity to identify their personal, academic, and professional/career goals.

Role: Trenholm is approved to offer associate-level programs. The change in instructional role to the community college role, approved by the Commission at the June 12, 2015, meeting, enabled Trenholm to propose transfer programs for Commission review and approval.

Mode of Delivery: Some of the courses have the potential for being offered in the online or hybrid (partly online and partly live) options. The College is currently working toward increasing the number of course offerings available via the distance learning format. Therefore, the College will offer online options for degree completion.

Similar Programs: There are no similar programs within the college’s service area. Community Colleges like Southern Union State Community College, Wallace Community College-Selma, and Central Alabama Community College offer AS degrees within their service areas. The AS degree offering at Trenholm State will enable students in Trenholm’s service area to complete their degree without traveling longer distances to other colleges.

Collaboration: Because of the nature of the proposed program, it will not initially be conducive to collaboration. However, Trenholm is amenable to exploring future collaborations as they may arise and be feasible.

Resources: A total of $1,127,428 in new funds will be needed for the program in the first five years, and a total of $1,197,828 will be available through tuition and extramural funding.

Public Review: The proposal was posted on the Commission website from September 24 until October 14 (twenty days) for public review and comments. No comments were received.

Rationale for Staff Recommendation:

1. The approval of this program and the AA in Transfer Associate in Arts will complete Trenholm’s transition to community college status.

2. The Commission approved Trenholm’s change in instructional role from technical college to community college at the June 12, 2015, Commission meeting.
DECISION ITEM D-6:  Trenholm State Community College, Associate in Science (AS) in Transfer Associate in Science (CIP 24.0102)

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

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

Implementation Date:  The proposed program will be implemented January 2016. Based on Commission policy, the proposed program must be implemented by December 4, 2017, or Commission approval will expire. The institution must notify the Commission in writing when the program is implemented or if there is any delay in implementation.

Post-Implementation Conditions:

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

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

Supporting Documentation:

1. New Academic Degree Program Proposal Summary, attached.
2. Curriculum for Proposed Program, attached.
**NEW ACADEMIC DEGREE PROGRAM PROPOSAL SUMMARY**

**INSTITUTION**: Trenholm State Community College  
**PROGRAM**: Associate in Science in Transfer AS (CIP 24.0102)

### ESTIMATED NEW FUNDS REQUIRED TO SUPPORT PROPOSED PROGRAM

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<th>2020-21</th>
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**SOURCES OF FUNDS AVAILABLE FOR PROGRAM SUPPORT**

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*Extramural source is Title III funds.

**ENROLLMENT AND DEGREE COMPLETION PROJECTIONS**

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Attachment 3
Trenholm State Community College
AS in Transfer Associate in Science
Curriculum Description

University Parallel Programs

A university parallel program allows a student to complete the first two years of a baccalaureate degree. These programs are designed to transfer to a four-year college or university. Students in the Associate in Science program usually transfer to a four-year institution in such fields as Natural Sciences, the Professional Sciences, Mathematics, Computer Science, Business Administration, or Nursing.

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

All Alabama Senior institutions will articulate the transfer of this program. The Alabama Articulation and General Studies Committee (AGSC) was created to simplify the transfer of course credit between public institutions of higher education. To accomplish this task, the AGSC has developed and implemented a statewide general studies and articulation program that facilitates the transferability of coursework among all Alabama public colleges and universities. The AGSC continues to serve as a monitoring committee for the articulation program. The AGSC oversees and maintains the program on an on-going basis, and works to resolve any student appeals related to transfer of coursework as it relates to the articulation program.

Associate in Science

A student enrolled at Trenholm State in an Associate in Science degree program in General Education must complete 41 semester hours of core curriculum course work distributed among four core discipline areas (Areas I - IV), as indicated on the next page. The student must then refer to the catalog, or to the degree plan available from the academic advisor, to select 19 to 23 additional semester hours of course work in an Area V field of concentration appropriate to his/her future major.

The student must complete 60 to 64 semester hours of appropriate course work to satisfy the requirements for graduation and to receive the Associate in Science degree in General Studies or the Associate in Arts degree in Liberal Arts.
AS in Transfer Associate in Science  
Degree Requirements (General Education Studies Plan of Completion)

<table>
<thead>
<tr>
<th>Course</th>
<th>CH</th>
<th>Area</th>
<th>Course</th>
<th>CH</th>
<th>Area</th>
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</thead>
<tbody>
<tr>
<td>ENG 101 English Composition I</td>
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<td>I</td>
<td>ENG 102 English Composition II</td>
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<td>I</td>
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<tr>
<td>ART 100 Art Appreciation or</td>
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<td>II</td>
<td>SPH 106 Fundamentals of Oral</td>
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<td>II</td>
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<td>MUS 101 Music Appreciation</td>
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<td></td>
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<td></td>
<td>of Public Speaking</td>
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<tr>
<td>BIO 103 Principles of Biology I</td>
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<td>4</td>
<td>III</td>
</tr>
<tr>
<td>or PHS 111 Physical Science I</td>
<td></td>
<td></td>
<td>or PHS 111 Physical Science II</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CIS 146 Microcomputer</td>
<td>3</td>
<td>V</td>
<td>MTH 116 Mathematical</td>
<td>3</td>
<td>III</td>
</tr>
<tr>
<td>Applications</td>
<td></td>
<td></td>
<td>Applications or MTH 112 Pre-</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>Calculus Algebra</td>
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<td>V</td>
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<td></td>
<td></td>
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YEAR TWO

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<td>II</td>
<td>ENG 252 American Literature II</td>
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<td>II</td>
</tr>
<tr>
<td>or ENG 261 English Literature I</td>
<td></td>
<td></td>
<td>or ENG 262 English Literature II</td>
<td></td>
<td></td>
</tr>
<tr>
<td>HIS 101 Western Civilization I</td>
<td>3</td>
<td>IV</td>
<td>HIS 101 Western Civilization II</td>
<td>4</td>
<td>IV</td>
</tr>
<tr>
<td>or HIS 201 United States History I</td>
<td></td>
<td></td>
<td>or HIS 202 United States History II</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PSY 200 General Psychology Or PSY 210 Human Growth and Dev.</td>
<td>3</td>
<td>IV</td>
<td>POL 200 Introduction to Political Science or POL 211 American National Gov.</td>
<td>3</td>
<td>IV</td>
</tr>
<tr>
<td>Preprofessional, pre-major, and elective courses</td>
<td>3</td>
<td>V</td>
<td>Preprofessional, pre-major, and elective courses</td>
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<td>V</td>
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<tr>
<td>Preprofessional, pre-major, and elective courses</td>
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<td>V</td>
<td>Preprofessional, pre-major, and elective courses</td>
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<td>V</td>
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<tr>
<td>Preprofessional, pre-major, and elective courses</td>
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<td>V</td>
<td>Preprofessional, pre-major, and elective courses</td>
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<td>V</td>
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<td>18</td>
<td></td>
<td>Total Credits</td>
<td>15</td>
<td></td>
</tr>
</tbody>
</table>

Note: Must complete at least three semester hours in Literature. Must complete a six-hour sequence in Literature or History.
Areas I-IV: Minimum general education requirements (41 credit hours)

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

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

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

Additional degree requirements:

- ORI 101 (one credit hour) is required of all new students to Trenholm State.

Areas I-V: General studies curricula ................................................................**60 credit hours
Maximum program semester credit hours ...............................................................64 credit hours
Semester credit-hour range by award ..............................................................***64 credit hours

* Students must complete a six-hour sequence in Literature or History
** The Articulation Degree Plan indicates specific course requirements for Areas II, III, and IV.
***Respective programs of study for baccalaureate degrees at Alabama public universities range from 120 to 128 semester credit hours in length. Depending on the total hours allocated for the bachelor’s degrees, institutions in the Alabama Community College System are authorized to provide 50 percent of the total (60-64).
GENERAL EDUCATION STUDIES CURRICULUM DESIGN (COURSE LISTING)

<table>
<thead>
<tr>
<th>Area I: Written Communication (6 hours)</th>
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<tbody>
<tr>
<td>ENG 101</td>
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<td>ENG 202</td>
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<table>
<thead>
<tr>
<th>Area II: Humanities and Fine Arts (*12 credit hours)</th>
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<tbody>
<tr>
<td>ART 101</td>
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<td>ENG 251</td>
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<tr>
<td>ENG 261</td>
</tr>
<tr>
<td>SPH 106</td>
</tr>
<tr>
<td>MUS 101</td>
</tr>
</tbody>
</table>

2. Must complete at least three semester hours in Literature. 
3. Must complete at least three semester hours in Arts. 
4. The student must complete a six-hour sequence in Literature or History.

5. Area III: Natural Science and Mathematics (11 credit hours)

| 6. | BIO 103 | Principles of Biology I |
|-----------------|-----------------|
| 7. | PHS 111 | Physical Science I |
| 8. | MTH 110 | Finite Mathematics |
| 9. | MTH 112 | Pre-Calculus Algebra |

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

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

| 13. | HIS 101 | Western Civilization I II |
| 14. | HIS 201 | United States History I II |
| 15. | PSY 200 | General Psychology |
| 16. | POL 200 | Introduction to Political Science |
|-----------------|-----------------|
| 17. | PSY 210 | Human Growth and Dev. |
| 18. | POL 211 | American National Gov. |

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

20. Areas I-IV: Minimum general education requirements (41 credit hours)

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

22. Area V: Preprofessional, pre-major, and elective courses ( **19-23 credit hours)

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

**Additional degree requirements:**

- ORI 101 (one credit hour) is required of all new students to Trenholm State.

Areas I-V: General studies curricula ................................................................. ***60 credit hours

Maximum program semester credit hours ......................................................... 64 credit hours

Semester credit-hour range by award ............................................................... ***64 credit hours

* Students must complete a six-hour sequence in Literature or History
** See the Articulation Degree Plan indicates specific course requirements for Areas II, III, and IV.
***Respective programs of study for baccalaureate degrees at Alabama public universities range from 120 to 128 semester credit hours in length. Depending on the total hours allocated for the bachelor’s degrees, institutions in the Alabama Community College System are authorized to provide 50 percent of the total (60-64).
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 Associate in Arts degree program is to provide curricula that enable students to enter four-year institutions of their choice as a junior. The institutional and general education level learning objectives will allow students to use knowledge across a wide diversity of subjects, from which they will have a general academic foundation. Additionally, the Associate in Arts degree will provide students the opportunity to identify their personal, academic, and professional/career goals.

Role: Trenholm is approved to offer associate-level programs. The change in instructional role to the community college role, approved by the Commission at the June 12, 2015, meeting, enabled Trenholm to propose transfer programs for Commission review and approval.

Mode of Delivery: Some of the courses have the potential for being offered in the online or hybrid (partly online and partly live) options. The College is currently working toward increasing the number of course offerings available via the distance learning format. Therefore, the College will offer online options for degree completion.

Similar Programs: There are no similar programs within the college’s service area. Community colleges like Southern Union State Community College, Wallace Community College-Selma, and Central Alabama Community College offer AA degrees within their service areas. The AA degree offering at Trenholm State will enable students in Trenholm’s service area to complete their degree without traveling longer distances to other colleges.

Collaboration: Because of the nature of the proposed program, it will not initially be conducive to collaboration. However, Trenholm is amenable to exploring future collaborations as they may arise and be feasible.

Resources: A total of $880,572 in new funds will be needed for the program in the first five years, and a total of $898,372 will be available through tuition and extramural funds.

Public Review: The proposal was posted on the Commission website from September 24 until October 14 (twenty days) for public review and comments. No comments were received.

Rationale for Staff Recommendation:

1. The approval of this program and the AA in Transfer Associate in Arts will complete Trenholm’s transition to community college status.
2. The Commission approved Trenholm’s change in instructional role from technical college to community college at the June 12, 2015, Commission meeting.
DECISION ITEM D-7: Trenholm State Community College, Associate in Arts (AA) in Transfer Associate in Arts (CIP 24.0101)

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

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

Implementation Date: The proposed program will be implemented January 2016. Based on Commission policy, the proposed program must be implemented by December 4, 2017, or Commission approval will expire. The institution must notify the Commission in writing when the program is implemented or if there is any delay in implementation.

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

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

Supporting Documentation:
1. New Academic Degree Program Proposal Summary, attached.
2. Curriculum for Proposed Program, attached.
### Attachment 1

**NEW ACADEMIC DEGREE PROGRAM PROPOSAL SUMMARY**

**INSTITUTION**

Trenholm State Community College

**PROGRAM**

Associate in Arts in Transfer AA (CIP 24.0101)

<table>
<thead>
<tr>
<th>2016-17</th>
<th>2017-18</th>
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<th>2020-21</th>
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**SOURCES OF FUNDS AVAILABLE FOR PROGRAM SUPPORT**

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*Extramural source is Title III funds.

**ENROLLMENT AND DEGREE COMPLETION PROJECTIONS**

<table>
<thead>
<tr>
<th>2016-17</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
<th>2020-21</th>
<th>5-YEAR AVERAGE</th>
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- 107 -
Attachment 3  
Trenholm State Community College  
AA in Transfer Associate in Arts  
Curriculum Description

University Parallel Programs

A university parallel program allows a student to complete the first two years of a baccalaureate degree. These programs are designed to transfer to a four-year college or university. Students in the Associate in Arts degree program usually will transfer to a four-year institution in such fields as Art, Elementary or Secondary Education, Health, Physical Education and Recreation, Music, or Theater.

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

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Associate in Arts

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The student must complete 60 to 64 semester hours of appropriate course work to satisfy the requirements for graduation and to receive the Associate in Science degree in General Studies or the Associate in Arts degree in Liberal Arts.
### Degree Requirements (General Education Studies Plan of Completion)

#### YEAR ONE

<table>
<thead>
<tr>
<th>Semester 1 (Fall)</th>
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<th>Area</th>
<th>Course</th>
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<tbody>
<tr>
<td>ENG 101 English Composition I</td>
<td>3</td>
<td>I</td>
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<td>I</td>
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<td>4</td>
<td>III</td>
</tr>
<tr>
<td>CIS 146 Microcomputer Applications</td>
<td>3</td>
<td>V</td>
<td>MTH 116 Mathematical Applications or MTH 112 Pre-Calculus Algebra</td>
<td>3</td>
<td>III</td>
</tr>
<tr>
<td>ORI 101 Orientation to College</td>
<td>1</td>
<td>V</td>
<td>Preprofessional, pre-major, and elective courses</td>
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<td>V</td>
</tr>
<tr>
<td><strong>Total Credits</strong></td>
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#### YEAR TWO

<table>
<thead>
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<th>Course</th>
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<th>Area</th>
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<td>ENG 251 American Literature I or ENG 261 English Literature I</td>
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<td>II</td>
<td>ENG 252 American Literature II or ENG 262 English Literature II</td>
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<td>II</td>
</tr>
<tr>
<td>HIS 101 Western Civilization I or HIS 201 United States History I</td>
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<td>IV</td>
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<td>IV</td>
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<td>PSY 200 General Psychology Or PSY 210 Human Growth and Dev.</td>
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<tr>
<td>Preprofessional, pre-major, and elective courses</td>
<td>3</td>
<td>V</td>
<td>Preprofessional, pre-major, and elective courses</td>
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</tr>
<tr>
<td>Preprofessional, pre-major, and elective courses</td>
<td>3</td>
<td>V</td>
<td>Preprofessional, pre-major, and elective courses</td>
<td>3</td>
<td>V</td>
</tr>
<tr>
<td>Preprofessional, pre-major, and elective courses</td>
<td>3</td>
<td>V</td>
<td>Preprofessional, pre-major, and elective courses</td>
<td>3</td>
<td>V</td>
</tr>
<tr>
<td><strong>Total Credits</strong></td>
<td><strong>18</strong></td>
<td></td>
<td><strong>Total Credits</strong></td>
<td><strong>15</strong></td>
<td></td>
</tr>
</tbody>
</table>

*Note: Must complete at least three semester hours in Literature. Must complete a six-hour sequence in Literature or History*
Areas I-IV: Minimum general education requirements (41 credit hours)

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

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

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

Additional degree requirements:

- ORI 101 (one credit hour) is required of all new students to Trenholm State.

Areas I-V: General studies curricula ................................................................. ***60 credit hours
Maximum program semester credit hours ......................................................... 64 credit hours
Semester credit-hour range by award .............................................................. ***64 credit hours

* Students must complete a six-hour sequence in Literature or History
** The Articulation Degree Plan indicates specific course requirements for Areas II, III, and IV.
***Respective programs of study for baccalaureate degrees at Alabama public universities range from 120 to 128 semester credit hours in length. Depending on the total hours allocated for the bachelor’s degrees, institutions in the Alabama Community College System are authorized to provide 50 percent of the total (60-64).
GENERAL EDUCATION STUDIES CURRICULUM DESIGN (COURSE LISTING)

<table>
<thead>
<tr>
<th>Area I: Written Communication (6 hours)</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 101 English Composition I</td>
</tr>
<tr>
<td>ENG 102 English Composition II</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Area II: Humanities and Fine Arts (*12 credit hours)</th>
</tr>
</thead>
<tbody>
<tr>
<td>ART 101 Art Appreciation</td>
</tr>
<tr>
<td>ENG 251 American Literature I</td>
</tr>
<tr>
<td>ENG 261 English Literature I</td>
</tr>
<tr>
<td>SPH 106 Fundamentals of Public Speaking</td>
</tr>
</tbody>
</table>

- Must complete at least three semester hours in Literature.
- Must complete at least three semester hours in Arts.
- The student must complete a six-hour sequence in Literature or History.

<table>
<thead>
<tr>
<th>Area III: Natural Science and Mathematics (11 credit hours)</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIO 103 Principles of Biology I</td>
</tr>
<tr>
<td>BIO 104 Principles of Biology II</td>
</tr>
<tr>
<td>PHS 111 Physical Science I</td>
</tr>
<tr>
<td>MTH 110 Finite Mathematics</td>
</tr>
<tr>
<td>MTH 112 Pre-Calculus Algebra</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Area IV: History, Social, and Behavioral Sciences (*12 credit hours)</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIS 101 Western Civilization I</td>
</tr>
<tr>
<td>HIS 201 United States History I</td>
</tr>
<tr>
<td>PSY 200 General Psychology</td>
</tr>
<tr>
<td>POL 200 Introduction to Political Science</td>
</tr>
</tbody>
</table>

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

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

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

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

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

**Additional degree requirements:**
- ORI 101 (one credit hour) is required of all new students to Trenholm State.

Areas I-V: General studies curricula ................................................................. ***60 credit hours
Maximum program semester credit hours ......................................................... 64 credit hours
Semester credit-hour range by award ............................................................. ***64 credit hours

* Students must complete a six-hour sequence in Literature or History
** The Articulation Degree Plan indicates specific course requirements for Areas II, III, and IV.
***Respective programs of study for baccalaureate degrees at Alabama public universities range from 120 to 128 semester credit
hours in length. Depending on the total hours allocated for the bachelor’s degrees, institutions in the Alabama Community College
System are authorized to provide 50 percent of the total (60-64).
DECISION ITEM D-8: University of North Alabama, Bachelor of Science in Geographic Information Science (GIS) (CIP 45.0702)

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: Geographic Information Science (GIS) is a critically important subfield of the discipline of Geography that deals with fundamental issues surrounding the use of computer technology to help people work with location-based information. Students are involved in acquisition, representation, management, analysis, and visualization of geospatial data within a computer environment using specialized GIS software. It is important to note that the Department of Geography at the University of North Alabama has been training geospatial professionals in GIS skills for over 20 years.

Role: The proposed program is within the instructional role recognized for the University of North Alabama (UNA).

Mode of Delivery: According to the proposal, instruction in the program will be offered as a mixture of traditional classroom and lab instruction, online instruction and through independent student directed research activities.

Similar Programs: Currently, there are no other baccalaureate programs listed at CIP 45.0702 in the Academic Program Inventory.

Collaboration: UNA does not anticipate any collaboration with other institutions at this time.

Resources: The proposal projected that $0 in estimated new funds will be required to support the proposed program over the first five years. A total of $3,241,982 will be available through tuition.

Public Review: The program was posted on the Commission website from September 24 through October 14 (twenty days) for public review and comments. No comments were received.

Rationale for Staff Recommendation:

1. A wide range of organizations in the State of Alabama utilize GIS including environmental resource managers, urban and regional planners, local government agencies, surveying and cartography, facilities managers, real estate agencies and transportation planners.

2. According to UNA’s proposal, the continuing need for geospatial professionals trained in GIS/GPS/Remote Sensing is well documented. The demand is high in the North Alabama area, including Huntsville, the State of Alabama, and the nation.
DECISION ITEM D-8: University of North Alabama, Bachelor of Science in Geographic Information Science (GIS) CIP 45.0702)

Staff Presenter: Ms. Margaret Pearson
Academic Program Review Analyst

Staff Recommendation: That the Commission approve the proposed Bachelor of Science in Geographic Information Science (GIS).

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

Implementation Date: The proposed program will be implemented in January 2016. Based on Commission policy, the proposed program must be implemented by December 4, 2017 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 2016-17, will be at least 26, based on the proposal.

2. That the annual average number of graduates for the period 2017-18 through 2020-21 (four-year average) will be at least 24, based on the proposal.

3. That a follow-up survey be conducted after the first five years that will show at least 75 percent of the graduates were successful in acquiring related employment or in acceptance to graduate school.

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

The University of North Alabama (UNA) will be required to phase out the program if any of the post-implementation conditions are not met. The institution must present documentation regarding the post-implementation conditions, as well as a general assessment of the program, in a report submitted to the Commission no later than February 1, 2021.

Supporting Documentation:

1. New Academic Degree Program Proposal Summary, attached.

2. Summary of Background Information, attached.

3. Curriculum for Proposed Program, attached.

## Attachment 1

### INSTITUTION
University of North Alabama

### PROGRAM
Bachelor of Science in Geographic Information Science (CIP 45.0702)

### ESTIMATED NEW FUNDS REQUIRED TO SUPPORT PROPOSED PROGRAM

<table>
<thead>
<tr>
<th>Year</th>
<th>2016-17</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
<th>2020-21</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>FACULTY</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
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<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
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<tr>
<td>EQUIPMENT</td>
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<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
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<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td>OTHER</td>
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<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
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<tr>
<td>TOTAL</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
</tr>
</tbody>
</table>

### SOURCES OF FUNDS AVAILABLE FOR PROGRAM SUPPORT

<table>
<thead>
<tr>
<th>Year</th>
<th>2016-17</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
<th>2020-21</th>
<th>TOTAL</th>
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<tr>
<td>INTERNAL REALLOCATIONS</td>
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<td>$0</td>
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<td>$0</td>
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<td>$0</td>
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<tr>
<td>EXTRAMURAL</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td>TUITION</td>
<td>$422,860</td>
<td>$627,528</td>
<td>$675,068</td>
<td>$732,116</td>
<td>$784,410</td>
<td>$3,241,982</td>
</tr>
<tr>
<td>TOTAL</td>
<td>$427,860</td>
<td>$627,528</td>
<td>$675,068</td>
<td>$732,116</td>
<td>$784,410</td>
<td>$3,241,982</td>
</tr>
</tbody>
</table>

### ENROLLMENT AND DEGREE COMPLETION PROJECTIONS

<table>
<thead>
<tr>
<th>Year</th>
<th>2016-17</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
<th>2020-21</th>
<th>5-YEAR AVERAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>TOTAL HEADCOUNT ENROLLMENT</td>
<td>50</td>
<td>72</td>
<td>77</td>
<td>84</td>
<td>90</td>
<td>75</td>
</tr>
<tr>
<td>NEW ENROLLMENT HEADCOUNT</td>
<td>20</td>
<td>25</td>
<td>25</td>
<td>30</td>
<td>30</td>
<td>26</td>
</tr>
<tr>
<td>DEGREE COMPLETION PROJECTIONS</td>
<td>0</td>
<td>20</td>
<td>20</td>
<td>25</td>
<td>30</td>
<td>24</td>
</tr>
</tbody>
</table>
Attachment 2

Summary of Background Information

Bachelor of Science in Geographic Information Sciences
University of North Alabama

Role: The proposed program is within the instructional role recognized for the University North Alabama (UNA).

Objectives: Geographic Information Science (GIS) is a critically important subfield of the discipline of Geography that deals with fundamental issues surrounding the use of computer technology to help people work with location-based information. Students are involved in acquisition, representation, management, analysis, and visualization of geospatial data within a computer environment using specialized GIS software. It is important to note that the Department of Geography at the University of North Alabama has been training geospatial professionals in GIS skills for over 20 years.

The proposed Bachelor of Science in Geographic Information Science (GIS) will offer students an opportunity to gain knowledge and also build geospatial technology skills necessary for a rapidly growing GIS industry and also the academy. Furthermore, knowledge of GIS will enhance student's ability to integrate and analyze spatial and non-spatial information for a wide range of applications including mapping, planning and decision-making. When implemented, the proposed program in Geographic Information Science (GIS) will:

- Develop analytical and spatial thinking knowledge, understanding, and capabilities in Geographic Information Science.
- Apply GIS tools and techniques creatively to solve complex problems related to environmental issues, economics, nature-society and human-environment interaction, urban and regional planning, and policy analysis.
- Enhance student research and communication skills (verbal, written, and graphical) through the application of problem-based, project-based, and active learning pedagogy.
- Develop understanding of societal implications of the use of geospatial technologies and techniques.
- Offer opportunities to develop research ideas, design and carry out, and present GIS-based capstone projects.
- Prepare students for GIS-related careers in private industry, business, government, and education.

Administration: The program will be administered by Dr. Carmen L. Burkhalter, College of Arts and Sciences, Dean; and the Department of Geography, Dr. Francis Koti, Chairperson.

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

Accreditation: According to information in the proposal, there is no accrediting body for the proposed program. The only accrediting body for GIS professionals is the GIS Certification Institute. This organization does not accredit institutions, only individuals within the field.
Curriculum: There will be no new courses in the proposed program.

Program Completion Requirements:
- Credit hours in institutional general education: 41
- Credit hours in major: 50
- Credit hours in supporting courses: 9
- Credit hours in required or free electives: 20
- Total credit hours required for completion: 120

Collaboration: UNA does not anticipate any collaboration with other institutions at this time.

Distance Education: According to the proposal, instruction in the program will be offered as a mixture of traditional classroom and lab instruction, online instruction and through independent student directed research activities.

Admissions: The program will admit students who meet eligibility requirements for admission to the university and subsequent enrollment criteria. Students are required to have a minimum grade point of 2.0 (C) in each major or each minor and on all work attempted.

Need: According to UNA officials, GIS is a rapidly growing field and so are organizations that utilize location-based information. The Bureau of Labor Statistics estimates that between 2012 and 2022, there will be a 29 percent job growth in Geography-related jobs and much of that growth will be driven by GIS. This demand for GIS is being experienced here in the State of Alabama. A wide range of organizations in the State of Alabama utilize GIS including environmental resource managers, urban and regional planners, local government agencies, surveying and cartography, facilities managers, real estate agencies and transportation planners to name but a few.

The Huntsville area especially has recently experienced growth in defense-related agencies that utilize GIS in their operations. Graduates from the Department of Geography at UNA have taken their GIS skills into the market and are very well represented in government and industry in the geospatial industry in Alabama and the world. An increasing demand for GIS in the State is not equally matched by training opportunities especially in public institutions. Other than Auburn University at Montgomery, GIS degrees in other public institutions are offered within social science disciplines as a concentration or option.

Student Demand: According to UNA officials, the existing Geography program at UNA has averaged 145 majors in the program over the last 5 years. The majority of students in the program (85 percent) are in the GIS concentration.

Resources:
Current Primary Faculty—
- Full-time: 8
- Part-time: 2
Support Faculty—
- Full-time: 1
- Part-time: 0

Additional Faculty to be hired:
Primary Faculty—
- Full-time: 0
- Part-time: 0
Support Faculty—
- Full-time: 0
- Part-time: 0

Support Faculty: No further staff support is anticipated.
Equipment: No special equipment is needed at this time.

Facilities: No new facilities will be needed.

Library: According to the proposal, the current library collections will be sufficient to support the proposed program.

Program Budget: The proposal projected that $0 in estimated new funds will be required to support the proposed program over the first five years. A total of $3,241,982 will be available through tuition.
### ATTACHMENT 3

#### University of North Alabama
**Bachelor of Science in Geographic Information Sciences**
Projected 4-year plan

<table>
<thead>
<tr>
<th>Year 1</th>
<th>Freshman Fall</th>
<th>Course #</th>
<th>Course Title</th>
<th>Hrs</th>
<th>Freshman Spring</th>
<th>Course #</th>
<th>Course Title</th>
<th>Hrs</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>EN 111</td>
<td>3</td>
<td>EN 112</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>HE 101 (or 201)</td>
<td>3</td>
<td>HE 102 (or 202)</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>CIS 125 (or 135)</td>
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<td>MA 110 (or 112)</td>
<td>3</td>
<td></td>
<td></td>
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</tr>
<tr>
<td></td>
<td>Gen Ed. Elective (Area III)</td>
<td>3</td>
<td>GE 102</td>
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<td></td>
<td></td>
<td></td>
<td>COM 201</td>
<td>3</td>
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</tr>
</tbody>
</table>

|        | Fall Total Hours | 12 |                |          | Spring Total Hours | 15 |                |     |
|        | Total Hours | 12 |                |          |                | 27 |                |     |

<table>
<thead>
<tr>
<th>Year 2</th>
<th>Sophomore Fall</th>
<th>Course #</th>
<th>Course Title</th>
<th>Hrs</th>
<th>Sophomore Spring</th>
<th>Course #</th>
<th>Course Title</th>
<th>Hrs</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>EN 211 (or 231)</td>
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<td>EN 212 (or 232)</td>
<td>3</td>
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<tr>
<td></td>
<td>CIS 225</td>
<td>3</td>
<td>GE 224</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>MA 147</td>
<td>3</td>
<td>GE 260</td>
<td>3</td>
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<td>4</td>
<td>GE 112</td>
<td>4</td>
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<tr>
<td></td>
<td>GE 225</td>
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<td>GE 225</td>
<td>3</td>
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</tbody>
</table>

|        | Spring Total Hours | 16 |                |          | Spring Total Hours | 16 |                |     |
|        | Total Hours | 43 |                |          |                | 59 |                |     |

#### JUNIOR YEAR

<table>
<thead>
<tr>
<th>Year 3</th>
<th>Junior Fall</th>
<th>Course #</th>
<th>Course Title</th>
<th>Hrs</th>
<th>Junior Spring</th>
<th>Course #</th>
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<tbody>
<tr>
<td></td>
<td>GE 300W</td>
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<td>GE 454</td>
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<td>CIS 236</td>
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<td>GE 464</td>
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<td>GE Elective</td>
<td>3</td>
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</tr>
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</table>

<p>|        | Fall Total Hours | 16 |                |          | Spring Total Hours | 16 |                |     |</p>
<table>
<thead>
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<th>Year 4</th>
<th>Course #</th>
<th>Course Title</th>
<th>Hrs</th>
<th>Course #</th>
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</thead>
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<tr>
<td></td>
<td>GE Regional</td>
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<td>3</td>
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<td>GE Elective</td>
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<td></td>
<td>GE Capstone</td>
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<td></td>
<td>GE Elective</td>
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<td></td>
<td>GE Elective</td>
<td></td>
<td>3</td>
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<td>GE Elective</td>
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<tr>
<td></td>
<td>GE Elective</td>
<td></td>
<td>3</td>
<td></td>
<td>GE Elective</td>
<td>3</td>
</tr>
<tr>
<td>Fall Total Hours</td>
<td>15</td>
<td>Spring Total Hours</td>
<td>15</td>
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<td></td>
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</tr>
<tr>
<td>Total Hours</td>
<td>106</td>
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</tbody>
</table>
EXECUTIVE SUMMARY

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

Program Objective/Description: The primary objective of the proposed program in Salon & Spa Management is to provide learning experiences that enable graduates to obtain the knowledge, skills, abilities and certifications/licensure necessary for gainful employment and/or entrepreneurial pursuits in Salon & Spa Management.

Role: The proposed program is within the instructional role recognized for Gadsden State Community College (GAD). Approval of the proposed program will expand the academic subdivision grouping “Personal and Culinary Services” to the AAS degree level.

Mode of Delivery: While the hands-on nature of many of the program's courses does not lend themselves to distance education formats, the GAD will consider offering theory-based courses in a distance education format, including online, video teleconference, and blended courses.

Similar Programs: The following institutions all have programs listed at CIP 12.0412: Calhoun State Community College; Drake State Community and Technical College; Northeast Alabama Community College; Northwest Shoals Community College; and Wallace State Community College (Hanceville).

Collaboration: According to the application, a similar program exists at Northeast Alabama Community College, but the distance between the two colleges would impact extensive collaboration of the two programs.

Licensure: A licensure exam is required for cosmetologists, estheticians, and nail technicians. The examination will be completed through the Alabama Board of Cosmetology.

Resources: A total of $25,000 in estimated new funds will be needed for the program in the first five years, and a total of $3,081,436 will be available through internal reallocation, extramural funds and tuition.

Public Review: The program was posted on the Commission website from September 24 until October 14 (twenty days) for public review and comments. No comments were received.

Rationale for Staff Recommendation:

1. Program officials at GAD have received several letters of support from local beauty salons, barber shops, and a local high school to offer the proposed AAS program.

2. According to America’s CareerInfoNet, Salon and Spa Management occupations are expected to grow nationwide and in Alabama through 2018.
DECISION ITEM D-9: Gadsden State Community College, Associate in Applied Science and Certificate in Salon and Spa Management (CIP 12.0412)

Staff Presenter: Ms. Margaret Pearson
Academic Program Review Analyst

Staff Recommendation: That the Commission approve the proposed Associate in Applied Science and Certificate in Salon and Spa Management.

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

Implementation Date: The proposed program will be implemented August 2016. Based on Commission policy, the proposed program must be implemented by December 4, 2017, or Commission approval will expire. The institution must notify the Commission in writing when the program is implemented or if there is any delay in implementation.

Post-Implementation Conditions:

1. That the annual average new enrollment headcount for the first five years will be at least 10, based on the proposal.

2. That the annual average number of graduates for the period 2016-17 through 2020-21 (five-year average) will be at least 16, based on the proposal.

3. That a follow-up survey be conducted after the first five years that will show at least 75 percent of the graduates were successful in acquiring related employment.

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

Gadsden State Community College (GAD) 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, 2021.

Supporting Documentation:

1. New Academic Degree Program Proposal Summary, attached.

2. Curriculum for Proposed Program, attached.

### Attachment 1

**INSTITUTION**  
Gadsden State Community College

**PROGRAM**  
Associate in Applied Science and Certificate in Salon and Spa Management (CIP 12.0412)

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

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#### SOURCES OF FUNDS AVAILABLE FOR PROGRAM SUPPORT

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#### ENROLLMENT AND DEGREE COMPLETION PROJECTIONS

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Attachment 2

Gadsden State Community College
Associate in Applied Science and Certificate in
Salon and Spa Management

Area I - Written Composition: 3 credit hours
  • ENG 101 - English Composition I

Area II - Humanities and Fine Arts: 6 credit hours
  • SPH 106 - Fundamentals of Oral Communication or
  SPH 107 - Fundamentals of Public Speaking or
  SPH 116 - Introduction to Interpersonal Communication
  • Humanities or Fine Arts Elective

Area III - Natural Science or Mathematics: 9 credit hours
  • MTH 100 - Intermediate College Algebra or numerically higher
  • CIS 146 - Microcomputer Applications
  • BIO 150 or Mathematics, Computer Science or Natural Science Elective

Area IV- History, Social and Behavioral Sciences: 4 credit hours
  • ORI 100 - Orientation for Career Students
  • Economics, Geography, History, Political Science, Psychology or Sociology Elective

Area V - Technical Courses: 45 Credit hours
  SAL 133 - Salon Management Technology
  SAL 201 - Entrepreneurship for Salon and Spa Management
  COS 111 - Introduction to Cosmetology
  COS 112 - Introduction to Cosmetology Lab
  COS 114 - Chemical Services Lab
  COS 115 - Hair Coloring Theory
  COS 116 - Hair Coloring Lab
  COS 117 - Basic Spa Techniques
  COS 118 - Basic Spa Techniques Lab
  COS 123 - Cosmetology Salon Practices
  COS 142 - Applied Chemistry for Cosmetology Lab
  COS 143 - Specialty Hair Preparation Techniques
  COS 145 - Hair Shaping Lab
  COS 167 - State Board Review
  WKO 106 - Work Place Skills

Total Hours Required for Degree: 67

NOTICE(s): For the AAS in Salon and Spa Management, the student must complete all of the 67 credit hours listed above- 45 in technical courses and 22 in general education courses - all of which must be approved by the advisor. Required courses may vary to provide options and to meet student needs. High School Diploma or GED.
Salon and Spa Management
Cosmetology Certificate

Advisors - Ayers Campus: Melinda White, Cosmetology Building (256.835.5412) mwhite@gadsdenstate.edu; East Broad Campus: Zora Garner, Cosmetology Building (256.549.8690) zgarnerr@gadsdenstate.edu Kristina Clifton, (256.549.8626) kclifton@gadsdenstate.edu

Area I - Written Composition: 3
• ENG 101 - English Composition I

Area II - Humanities and Fine Arts: 3
• SPH 106 - Fundamentals of Oral Communication or
• SPH 107 - Fundamentals of Public Speaking or
• SPH 116 - Introduction to Interpersonal Communication

Area III - Natural Science or Mathematics: 6
• MTH 100 - Intermediate College Algebra Level 100 or numerically higher
• CIS 146 - Microcomputer Applications

Area IV - History, Social and Behavioral Sciences: 1
• ORI 100 - Orientation for Career Students

Area V - Technical Courses: 36
• SAL 133 - Entrepreneurship for Salon and Spa Management
• COS 123 Cosmetology Salon Practices
• COS 111 - Introduction to Cosmetology
• COS 112 - Introduction to Cosmetology Lab
• COS 114 - Chemical Services Lab
• COS 115 - Hair Coloring Theory
• COS 116 - Hair Coloring Lab
• COS 117 - Basic Spa Techniques
• COS 118 - Basic Spa Techniques Lab
• COS 142 - Applied Chemistry for Cosmetology Lab
• COS 143 - Specialty Hair Preparation Techniques
• COS 145 - Hair Shaping Lab

Total Hours Required for Certificate: 49

NOTICE(s): For the certificate in Cosmetology Technology, the student must complete all of the 49 credit hours listed above- 36 in technical courses and 13 in general education courses - all of which must be approved by the advisor. Required courses may vary to provide options and to meet student needs. The courses are listed above. Admission Requirements: Student must be age 17 or older. This program is offered at East Broad Campus and Ayers Campus.
EXECUTIVE SUMMARY

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

Program Objectives: The following objectives have been established for the proposed Bachelor of Arts in Drama and Theatre Arts: (1) Provide academic training and practical experience for students who wish to pursue careers in Drama, Theatre, Performance, and related fields or who wish to continue their studies at an advanced professional or graduate level. (2) Develop the students' artistic sensitivity, creativity, and integrity. (3) Afford students the opportunity to develop a significant level of competency in one concentration area (Dramatic Literature & Criticism, Performance, and Production) of theatrical studies. (4) Expand students' knowledge of theatre history, dramatic literature, and dramatic theory, as well as current trends in the arts. (5) Encourage an appreciation and understanding of related disciplines. (6) Serve as a cultural resource for the University and the greater northern Alabama community at large. (7) Stimulate an appreciation and understanding of theatre, and how this artistic form enriches the cultural and aesthetic life of students, the University community, and the general public.

Role: The program is within the instructional role recognized by the Commission for Athens State University (ATSU).

Mode of Delivery: While at the core of most artistic training is "hands-on" experiential learning, the University already offers some of the Dramatic Literature based courses in distance learning formats and will be fully capable to do so for the proposed program.

Similar Programs: The following institutions have similar programs located at CIP 50.0501 in the Academic Program Inventory: Alabama State University (Theatre Arts, BA); Jacksonville State University (Drama, BA); University of Alabama (Theatre, BA); University of Alabama at Birmingham (Theatre, BA); Auburn University (Theatre, BFA/BA); University of South Alabama (Dramatic Arts, BFA/BA); University of Montevallo (Theatre, BFA/BA); University of Alabama in Huntsville (Theatre, BA).

Collaboration: According to ATSU officials, the proposed Drama and Theatre Arts program would offer students in all of Alabama the opportunity through seamless transfer agreements to complete a baccalaureate degree at ATSU.

Resources: A total of $16,500 in estimated new funds will be needed for the program over the first five years. A total of $210,672 will be available through tuition.

Public Review: The program was posted on the Commission website from September 24 until October 14 (twenty days) for public review and comments. No comments were received.

Rationale for Staff Recommendation:

1. ATSU has offered coursework leading to a minor in Drama for over twenty-five years.

2. The proposed program will build upon the success of the current Drama minor, which during the period of 2010-2015 had 36 declared minor students generating 342 credit hours in identified drama coursework.
3. Collaboration between ATSU, the City of Decatur, Morgan County, and Calhoun State Community College has resulted in the construction of a $13.5 million Phase II building of the Alabama Center for the Arts (ACA) that will house a state-of-the-art studio theatre, scene shop, stage lighting system, and rehearsal facilities.
DECISION ITEM D-10: Athens State University, Bachelor of Arts in Drama and Theatre Arts (CIP 50.0501)

Staff Presenter: Ms. Margaret Pearson
Academic Program Review Analyst

Staff Recommendation: That the Commission approve the proposed Bachelor of Arts (BA) in Drama and Theatre Arts.

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

Implementation Date: The proposed program will be implemented in August 2016. Based on Commission policy, the proposed program must be implemented by December 4, 2017, 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 2016-17, will be at least 5, based on the proposal.

2. That the annual average number of graduates for the period 2017-18 through 2020-21 (four-year average) will be at least 9, based on the proposal.

3. That a follow-up survey be conducted after the first five years that will show at least 75 percent of the graduates were successful in acquiring related employment or in acceptance to graduate school.

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

Athens State University (ATSU) 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, 2021.

Supporting Documentation:

1. New Academic Degree Program Proposal Summary, attached.

2. Summary of Background Information, attached.

3. Curriculum for Proposed Program, attached.


Code (Commission on Higher Education), r. 300-2-1-.03. Available upon request.
### NEW ACADEMIC DEGREE PROGRAM PROPOSAL SUMMARY

**INSTITUTION**: Athens State University  
**PROGRAM**: Bachelor of Arts in Drama and Theatre Arts

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

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#### ENROLLMENT AND DEGREE COMPLETION PROJECTIONS

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Attachment 2

Summary of Background Information

Bachelor of Arts in Drama and Theatre Arts
Athens State University

Role: The program is within the instructional role recognized by the Commission for Athens State University (ATSU).

Program Description: The following program objectives have been established for the Drama and Theatre Arts program:

- Provide academic training and practical experience for students who wish to pursue careers in Drama, Theatre, Performance, and related fields or who wish to continue their studies at an advanced professional or graduate level.
- Develop the students' artistic sensitivity, creativity, and integrity.
- Afford students the opportunity to develop a significant level of competency in one concentration area (Dramatic Literature & Criticism, Performance, and Production) of theatrical studies.
- Expand students' knowledge of theatre history, dramatic literature, and dramatic theory, as well as current trends in the arts.
- Encourage an appreciation and understanding of related disciplines.
- Serve as a cultural resource for the University and the greater Northern Alabama community at large.
- Stimulate an appreciation and understanding of theatre, and how this artistic form enriches the cultural and aesthetic life of students, the University community, and the general public.

According to the program proposal, graduates of the proposed Drama and Theatre Arts program will possess the following skills and competences:

- Acquire and develop various fundamental performance and production skills sufficient to prepare them for employment or graduate study in the drama and theatre arts.
- Demonstrate proficiency in oral communication.
- Acquire and develop dramaturgical skills by learning to critically analyze dramatic literature through historical and aesthetic movements in a variety of arts.
- Gain proficiency in various areas of the performing arts.
- Participate in a capstone project appropriate to the concentration they are pursuing which will prepare them for a professional career.
- Demonstrate an understanding of the importance of responsibility to their community.

Administration: The program will be administered by the Department of Humanities (Dr. Tony Moyers, Chairperson) in the College of Arts and Sciences (Dr. Ron Fritze, Dean).

Peer Review: The Notification of Intent to Submit a Proposal (NISP) and the program proposal were reviewed by the Chief Academic Officers (CAO). There were no objections to the proposed program.
Accreditation: According to the proposal, there is no specialized accreditation for the proposed program.

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

Program Completion Requirements

Credit hours required in major: 40 semester hours (sh)
Credit hours required in minor: 18 sh
Credit hours in general education: 63 sh
Credit hours in required in free electives: 3 sh
Credit hours in concentration: n/a
Total credit hours required for completion: 124 sh

Collaboration: According to ATSU officials, the proposed Drama and Theatre Arts program would offer students in all of Alabama the opportunity through seamless transfer agreements to complete a baccalaureate degree at ATSU.

Distance Education: While at the core of most artistic training is "hands-on" experiential learning, the University already offers some of the Dramatic Literature based courses in distance learning formats and will be fully capable to do so for the proposed program.

Admissions: According to the proposal, a community/junior college transfer student may be admitted to ATSU provided he or she has earned (1) a degree from a two-year institution accredited by SACS/COC or other regional accrediting agency, or (2) sixty to sixty-four semester hours of college credit with a 2.0 grade point average on a 4.0 scale or, (3) completed all general studies curriculum core requirements (Areas I-IV) and submitted early transfer forms to ATSU.

A student who has completed a minimum of freshman and sophomore years at a regionally accredited four-year institution may be admitted to ATSU with a 2.0 grade point average on a 4.0 scale. A student from a regionally accredited technical college/institute may be admitted as a degree-seeking student provided he or she has completed a technical program and has received a degree, diploma, or certificate.

Need: According to ATSU officials, over the past 3 years, there has been a significant increase in participation and enrollment in drama coursework, which has resulted in 9 fully produced Theatrical productions. The proposed program will build on the success of the current Drama minor, which during the period of 2010-2015 had 36 declared minor students generating 342 credit hours in identified drama courses during the period of 2010-2015 (excluding Summer term). Furthermore, from AY 2010-through 2014, 21 students with a declared minor in Drama graduated.

With the overall interest and increased participation at the University and in the local community, through ongoing discussions with the theatre faculty at Calhoun Community College, Northeast Alabama Community College, and Wallace State Community College, ATSU officials believe the University will be able to serve potential student recruits by offering a BA in Drama and Theatre Arts. Collaboration between ATSU, the City of Decatur, Morgan County, and Calhoun Community College has resulted in the construction of a $13.5M Phase II building of the Alabama Center for the Arts, housing a state-of-the-art studio theatre, scene shop, stage lighting system, and rehearsal facilities. The proposed program will attract students desiring to work in a new program that will incorporate with contemporary techniques and equipment that will be immediately applicable in professional theatre.

Student Demand: According to the proposal, student demand for the Drama and Theatre Arts program was determined by the following: (1) Enrollment trends in the current Drama minor and interest in drama courses. (2) The implementation of the "2+2" model available to students earning an Associate's Degree in Theatre at any of Alabama's community colleges to seamlessly transfer into completing a Bachelor of Arts in Drama and Theatre Arts at ATSU. (3) Data trends in labor market opportunities for a select list of drama and theater-related occupations with emphasis in Workforce Region 2, which include surrounding
counties in North and Central Alabama, and the geographic proximity of Nashville, TN, an important area for the performing arts.

Resources:

Faculty/Staff:

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

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

There are no plans to hire new faculty at the present time. Courses will be taught by qualified full and part time faculty. Faculty needs will be regularly assessed and additional faculty may be hired based upon a business case analysis, enrollment growth and/or long term stability of qualified faculty.

Staff Support: Two existing staff members will provide support for the new program. No additional support staff will be needed.

Equipment: No new equipment is required.

Facilities: The completion of Phase II of the Alabama Center for the Arts will result in no new facilities or renovations being required for the proposed program. With the new building, the Drama & Theatre Arts program will have a brand new 6,000 square foot Studio Theatre, Scene Shop, Costume Shop, Paint Room, Rehearsal Room, Dressing Rooms, and green room.

Library: According to the proposal, ATSU has offered coursework leading to a minor in Drama for over twenty-five years and maintains a strong library collection in this subject area. The Library's scholarly collection in Drama and Theater Arts provides a rich repository of books and e-books, as well as subscriptions to major databases, including the JSTOR Language & Literature Collection, Gale's Literature Resource Center, Academic Search Premier, and Expanded Academic ASAP. The combination of these resources was found to be more than sufficient to support research in the field.

Program Budget: A total of $16,500 in estimated new funds will be needed for the program over the first five years. A total of $210,672 will be available through tuition.
Attachment 3

Athens State University
Bachelor of Arts in Drama and Theatre Arts

Example of Typical Four-Year Curriculum

Associates Degree at STARS-Approved Community College

**YEAR 1**

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<tr>
<td>ENG 251 American Literature 1</td>
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<td>THR 120 Theatre Appreciation</td>
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<td>THR 126 Intro to Theatre</td>
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**YEAR 2**

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<td>THR 131 Acting Techniques 1</td>
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<td>THR 241 Voice/Speech Performance</td>
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<td>CIS146 Microcomputer Applications</td>
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**Completion of BA in Drama & Theatre Arts at Athens State University**

**YEAR 3**

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<td>EH 425 Shakespeare</td>
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<td>EH 325 Myth: Ritual &amp; Culture</td>
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<td>EH 311 Drama Production</td>
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<td>EH 333 Acting 1</td>
<td>3</td>
<td>EH 334 Acting II</td>
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<td>Minor Course or Elective</td>
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<td>EH 331 Dramatic Theory &amp; Criticism</td>
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<td>EH 466 Practicum in Production</td>
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**YEAR 4**

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<tr>
<td>EH 431 Poetry &amp; Poetics</td>
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<td>EH 426 Renaissance Drama</td>
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<td>EH 322 Costume Design</td>
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<td>EH310orEH332orEH405</td>
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<td>EH 469 Capstone Project</td>
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DECISION ITEM D-11: Auburn University, Bachelor of Science in Food Science (CIP 01.1001)

EXECUTIVE SUMMARY

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

Program Objective: To elevate an existing option in Food Science to program status, and to educate the next generation of food scientists who have an understanding of the food systems from agricultural production, to food manufacturing, and to consumer acceptance.

Graduates of the proposed Food Science program will have employment opportunities in the food industry, including quality assurance, food product development, and technical sales. Previous students who completed the existing option in Food Science at AU have been employed in the following positions: Quality Assurance Supervisor (Keystone Foods), Quality Manager (Flowers Bakery), Manager Trainee (Harrison Poultry), Quality Assurance & Food Safety Administrator (Cargill, Inc.), Regulatory Affairs Manager (Cott Beverages), Project Manager (Blue Bell Creameries), Supply Chain Analyst (Treatt PLC), Confections and Snacks Deployer (Nestle USA), and Research Development Technologist (R.L. Schreiber).

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

Mode of Delivery: Distance education will not be utilized at this time. The proposed program will be delivered through on-campus instruction, lectures and laboratories.

Similar Programs: Alabama A&M University has a BS in Food Science located at CIP 01.1001.

Collaboration: According to the proposal, formal program collaboration is not anticipated at this time. However, AU officials currently interact with Food Science faculty and students at Alabama A&M University, Tuskegee University, University of Georgia, and Clemson University through the South Eastern Section of the Institute of Food Technologists.

Resources: The proposal stated that the program will require $0 in new funds over the first five years. A total of $3,597,541 through internal reallocation and tuition will be available over that period.

Public Review: The program was posted on the Commission website from September 24 until October 14 (twenty days) for public review and comments. No comments were received.

Rationale for Staff Recommendation:

1. Employment opportunities in the Food Science industry include: Quality Assurance; Food Product development; and Technical Sales.

2. According to AU, projected job opening in the state indicate over 2,000 positions in Food Science will be available over the next 5 years.
DECISION ITEM D-11: Auburn University, Bachelor of Science in Food Science (CIP 01.1001)

Staff Presenter: Ms. Margaret Pearson
Academic Program Review Analyst

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

Implementation Date: The proposed program will be implemented in August 2016. Based on Commission policy, the proposed program must be implemented by December 4, 2017, 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 2016-17, will be at least 11, based on the proposal.

2. That the annual average number of graduates for the period 2016-17 through 2020-21 (five-year average) will be at least 8, based on the proposal.

3. That a follow-up survey be conducted after the first five years that will show at least 75 percent of the graduates were successful in acquiring related employment or in entering graduate school.

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

Auburn University will be required to phase out the program if any of the post-implementation conditions are not met. The institution must present documentation regarding the post-implementation conditions, as well as a general assessment of the program, in a report submitted to the Commission no later than September 1, 2021.

Supporting Documentation:

1. New Academic Degree Program Proposal Summary, attached.

2. Summary of Background Information, attached.

3. Curriculum for Proposed Program, attached.

4. Auburn University program proposal, received September 11, 2015. Available upon request.
### Attachment 1

**NEW ACADEMIC DEGREE PROGRAM PROPOSAL SUMMARY**

**INSTITUTION**  Auburn University  

**PROGRAM**  Bachelor of Science in Food Science (CIP 01.1001)

### ESTIMATED NEW FUNDS REQUIRED TO SUPPORT PROPOSED PROGRAM

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<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
<th>2020-21</th>
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### SOURCES OF FUNDS AVAILABLE FOR PROGRAM SUPPORT

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<td>$727,696</td>
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### ENROLLMENT AND DEGREE COMPLETION PROJECTIONS

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<th>2016-17</th>
<th>2017-18</th>
<th>2018-19</th>
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Summary of Background Information

Bachelor of Science in Food Science
Auburn University

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

Objectives: To elevate an existing option in Food Science to program status, and to educate the next generation of food scientists who have an understanding of the food systems from agricultural production, to food manufacturing, and to consumer acceptance.

Graduates of the proposed Food Science program will have employment opportunities in the food industry, including quality assurance, food product development, and technical sales. Previous students who completed the existing option in Food Science at AU have been employed in the following positions: Quality Assurance Supervisor (Keystone Foods), Quality Manager (Flowers Bakery), Manager Trainee (Harrison Poultry), Quality Assurance & Food Safety Administrator (Cargill, Inc.), Regulatory Affairs Manager (Cott Beverages), Project Manager (Blue Bell Creameries), Supply Chain Analyst (Treatt PLC), Confections and Snacks Deployer (Nestle USA), and Research Development Technologist (R.L. Schreiber).

According to the program proposal, student learning outcomes will be assessed by the following:

1) Students will be able to explain the functionality and interactions of ingredients within food products.
2) Students will recognize food safety risks associated with food.
3) Students will be able to explain the role of sensory science within food product development and methods associated with sensory evaluation.
4) Students will demonstrate an understanding of food processing methods.
5) Students will be able to describe methodologies for food chemical analysis.
6) Students will demonstrate problem solving ability in food science.
7) Students will demonstrate effective oral and written communication skills.

Administration: The program will be administered by the College of Agriculture, Dr. Arthur Appel, interim dean and director; and the Department of Poultry Science, Dr. Don Conner, chair.

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

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

Curriculum: Courses in the existing option in Food Science will be used for the proposed program. No new courses will be added at this time.
Program Completion Requirements:

- Credit hours in general education core: 42 semester hours (sh)
- Credit hours required in the major: 42 sh
- Credit hours required in support courses: 24 sh
- Free electives: 16 sh
- Total: 124 sh

Collaboration: According to the proposal, formal program collaboration is not anticipated at this time. However, AU officials currently interact with Food Science faculty and students at Alabama A&M University, Tuskegee University, University of Georgia, and Clemson University through the South Eastern Section of the Institute of Food Technologists.

Distance Education: Distance education will not be utilized at this time. The proposed program will be delivered through on-campus instruction, lectures and laboratories.

Admissions: AU’s general admission requirements will be sufficient to enter the proposed program.

Need: According to the Economic Research Service of the United States Department of Agriculture, "the U.S. food and beverage manufacturing sector employed about 1.5 million people" in 2011. In addition, approximately 15 percent of Americans' expenditures go towards food. In Alabama, the economic impact of food manufacturing is $19 Billion. The food manufacturing industry employs approximately 33,000 workers within Alabama. To continue to support the food industry both within Alabama and the country, providing qualified students trained in Food Science is critical. In 2012, there were 19,400 food scientist positions available in the United States, and the job outlook for food scientists was expected to grow by 11 percent from 2012 through 2022, with 2,100 jobs created over that time. Alabama and SREB data were interpolated using the share of national employment in food manufacturing for these regions, which were two percent for Alabama and thirty-three percent for the SREB region (North American Industry Classification System Handbook, 2013).

Student Demand: AU program officials have historical data for the existing Food Science option to gauge student interest for majoring in Food Science. In 2011, there were six students in the option. Two years later (2013), there was an increase to 15 “food science” students. Currently, as of fall semester 2015, there are 22 students enrolled in the existing “food science” option. Over the past three years, 16 new students, on average, have been accepted into Auburn who indicated their intent to study food science.

Faculty/Staff:

Current Primary Faculty—
- Full-time: 6
- Part-time: 0

Current Support Faculty—
- Full-time: 3
- Part-time: 0

Additional faculty to be hired:
- Primary Faculty—
  - Full-time: 0
  - Part-time: 0
- Support Faculty—
  - Full-time: 0
  - Part-time: 0
Equipment: No specialized equipment will be needed for the program.

Facilities: No new facilities will be required.

Library: The Auburn University library carries many food science text books and journals. Numerous other resources are available electronically as well. The library has been supporting food science for over 25 years. The formalization of the food science program into its own B.S. program will not change the services provided by the library.

Program Budget: The proposal stated that the program will require $0 in new funds over the first five years. A total of $3,597,541 through internal reallocation and tuition will be available over that period.
Attachment 3

Curriculum
Bachelor of Science in Food Science

Proposed B.S. in Food Science Curriculum Model

<table>
<thead>
<tr>
<th>Freshman</th>
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<td></td>
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<td>BIOL 1020 Principles of Biology &amp; BIOL 1021 Principles of Biology Lab</td>
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<tr>
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<td>BIOS 1000 Nutrition And Health</td>
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<td>PHYS 1000 Foundations of Physics</td>
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<td></td>
<td>Core Literature</td>
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<td>BIOL 3200 General Microbiology</td>
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<td>COMM 1000 Public Speaking</td>
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<td>CHEM 2030 Survey of Organic Chemistry</td>
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<td>Hours</td>
<td>Spring</td>
<td>Hours</td>
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<td></td>
<td>BCHE 3200 Prin of Biochemistry or BCHE 3180 Nutr Biochemistry</td>
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<td>BIOL 5660 Food Microbiology</td>
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<td>Core Social Science</td>
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<td>FDSC 5450 Food Analysis and Quality Control</td>
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<td></td>
<td>POUL 5140 Poultry Processing and Products or ANSC 4700 Meat Processing</td>
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<td>FDSC 5730 Sensory Evaluation</td>
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<td>POUL 5160 Principles of Food Safety</td>
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<td></td>
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\(^1\)Must include one of the following: POUL 1000, AGRN 1000, FISH 2100, ANSC 1000, or ANSC 2720. For remaining food science electives, see advisor for approved list.
DECISION ITEM D-12: Auburn University at Montgomery, Bachelor of Science in Communication Disorders (CIP 51.0204)

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: Students graduating from the proposed Bachelor of Science in Communication Disorders program will have developed the following skills in each area:

Audiology: 1. Conduct a pure tone sweep check audiometric screening according to the procedures recommended by the American Speech and Hearing Association (ASHA). 2. Conduct a pure tone air conduction audiometric test and screening audiometry using standard methods and procedures. 3. Interpret an audiogram. 4. Appropriately refer patients with questionable or abnormal audiometric findings to other professionals for follow-up services.

Speech-Language Pathology: 1. Use both quantitative and qualitative evaluation procedures. 2. Recognize client's strengths and weaknesses via accurate diagnosis. 3. Develop goals and procedures, which reflect the client's level of functioning and create a specific plan of care to meet the client's needs. 4. Demonstrate the ability to change therapy goals based on client's performance. 5. Discriminate between correct and incorrect production of target responses. 6. Establish a reinforcement schedule. 7. Collect data and use the information to determine efficacy of treatment. 8. Counsel the client or family members of the client. 9. Write professional reports, which indicate evaluation results or therapy progress.

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

Mode of Delivery: Although the proposed program will not be offered online as a whole, some courses will be taught online.

Similar Programs: The following institutions have similar programs at CIP 51.0204: University of Alabama (Communicative Disorders, BA); Auburn University (Communication Disorders, BS, MS, MCD). Auburn University also has an AuD in Audiology.

Collaboration: No collaborations are being considered at this time; however, AUM is open to collaboration if it is mutually beneficial for all involved.

Resources: The proposal projected that a total of $4,000 in estimated new funds will be required to support the proposed program over the first five years. A total of $1,601,700 will be available through tuition.

Public Review: The program was posted on the Commission website from September 24 through October 14 (twenty days) for public review and comments. No comments were received.

Rationale for Staff Recommendation:

1. According to the proposal, there is a shortage of Speech Language Pathologists in the State of Alabama and in the southeastern United States.
Staff Presenter: Ms. Margaret Pearson
Academic Program Review Analyst

Staff Recommendation: That the Commission approve the proposed Bachelor of Science in Communication Disorders with the implementation date and post-implementation conditions listed below:

Implementation Date: The proposed program will be implemented in August 2016. Based on Commission policy, the proposed program must be implemented by December 4, 2017 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 2016-17, will be at least 16, based on the proposal.

2. That the annual average number of graduates for the period 2016-17 through 2020-21 (five-year average) will be at least 9, based on the proposal.

3. That a follow-up survey be conducted after the first five years that will show at least 75 percent of the graduates were successful in acquiring related employment or in acceptance to graduate school.

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

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, 2021.

Supporting Documentation:

1. New Academic Degree Program Proposal Summary, attached.

2. Summary of Background Information, attached.

3. Curriculum for Proposed Program, attached.

## Attachment 1

<table>
<thead>
<tr>
<th>INSTITUTION</th>
<th>Auburn University at Montgomery</th>
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<tbody>
<tr>
<td>PROGRAM</td>
<td>Bachelor of Science in Communication Disorders (CIP 51.0204)</td>
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### ESTIMATED NEW FUNDS REQUIRED TO SUPPORT PROPOSED PROGRAM

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<tr>
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<th>2017-18</th>
<th>2018-19</th>
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### SOURCES OF FUNDS AVAILABLE FOR PROGRAM SUPPORT

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### ENROLLMENT AND DEGREE COMPLETION PROJECTIONS

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<tr>
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<th>2016-17</th>
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Attachment 2

Summary of Background Information

Bachelor of Science in Communication Disorders
Auburn University at Montgomery

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

Objectives: Students graduating from the proposed Bachelor of Science in Communication Disorders program will have developed the following skills in each area:

Audiology: 1. Conduct a pure tone sweep check audiometric screening according to the procedures recommended by the American Speech and Hearing Association (ASHA). 2. Conduct a pure tone air conduction audiometric test and screening audiometry using standard methods and procedures. 3. Interpret an audiogram. 4. Appropriately refer patients with questionable or abnormal audiometric findings to other professionals for follow-up services.

Speech-Language Pathology: 1. Use both quantitative and qualitative evaluation procedures. 2. Recognize client's strengths and weaknesses via accurate diagnosis. 3. Develop goals and procedures, which reflect the client's level of functioning and create a specific plan of care to meet the client's needs. 4. Demonstrate the ability to change therapy goals based on client's performance. 5. Discriminate between correct and incorrect production of target responses. 6. Establish a reinforcement schedule. 7. Collect data and use the information to determine efficacy of treatment. 8. Counsel the client or family members of the client. 9. Write professional reports, which indicate evaluation results or therapy progress.

Administration: The program will be administered by Michael Burger, College of Arts and Sciences, Dean; and the Department of Communication and Theatre, Val Winkelman, Chairperson.

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

Accreditation: According to the proposal, there is not an accreditation agency in Communication Disorders at the undergraduate level. However, the American Speech, Language, and Hearing Association (ASHA) does have certification standards that are imposed upon undergraduates entering institutions with accredited graduate programs.

Curriculum: One new course will be created for the proposed program: CMDS 4650, Dysphagia (3 semester hours).

Program Completion Requirements
- Credit hours required in major: 64 semester hours (sh)
- Credit hours required in concentration: 12-15
- Credit hours in institutional general education or core curriculum: 47 sh
- Credit hours in required or free electives: 3 sh
- Total credit hours required for completion: 126-129sh

Collaboration: No collaborations are being considered at this time; however, AUM is open to collaboration if it is mutually beneficial for all involved.

Distance Education: Although the proposed program will not be offered online as a whole, some courses will be taught online.
**Admissions:** According to school officials, students must be fully accepted to Auburn University at Montgomery and must be in good standing. Students may apply for admission and declare as Communication Disorders majors before all core curriculum and other requirements are completed, but will not be fully accepted into the proposed program until 50 of the 55 credit hours (general core courses, other requirements and general elective hours) are finished. Students must have a 2.75 (on a 4.0 scale) cumulative grade point average (GPA) to be fully accepted into the Communication Disorders program. However, a GPA of 2.75 does not guarantee acceptance. Students are also required to provide a short writing sample in which they explain why they want to become a Speech Language Pathologist (SLP) or an Audiologist. The number of students who can be admitted to the proposed program will be determined each academic year based on the availability of clinical resources. All students must meet the health, communication, and academic requirements, which are outlined under Requirements for Students.

**Need:** Currently, there are five other programs within the State of Alabama that offer undergraduate degrees in the area of Speech-Language Pathology/Audiology, four of the five have degrees with fairly similar CIP codes. The fifth program, which is at Alabama A&M University, offers a degree but, it is housed within Education. According to AUM officials, any duplication within the state is justified by the fact that there are already a number of students (as historical data shows) who are interested in pursuing study in Communication Disorders/Speech Language Pathology at AUM.

Furthermore, duplication is justified by the fact that there is a shortage of Speech-Language Pathologists (SLPs) in the State of Alabama and in the southeastern United States. In fact, the Administration on Aging within the Department of Health and Human Services has reported that the number of older Americans will grow substantially by the year 2030. In 2009 (the latest year that data is available), older adults, aged 65 years or older, accounted for 12.9 percent of the population (39.6 million); in 2030, that number is expected to grow to 19 percent or 72.1 million individuals. Many of these individuals will begin experiencing neurological disorders, such as stroke, which will affect speech, language, and swallowing abilities. Also, enrollment in elementary and secondary schools is expected to grow. Federal law mandates services be provided to children with disabilities. In addition, the improvements of modern medicine are allowing premature infants and trauma victims to survive, but they often need speech and hearing/audiology assessment and treatment to maximize their final outcomes. Without the SLPs to support schools and hospitals, these populations may not achieve the highest level of functioning possible.

Market trends for careers in Communication Disorders disciplines suggest an increasing number of job opportunities over the next several years. In fact, according to the Occupational Outlook Handbook published by the Bureau of Labor Statistics (2014-2015), the employment growth rate for SLPs is 19 percent, which is much faster than average for all reported occupations. Similarly, the job outlook for audiologists for 2012-2022 is projected to grow by 34 percent, more than three times the average growth outlook for other reported occupations. These market trends are attributed to an ever-increasing aging population; awareness of communication disorders and intervention strategies is also higher, contributing to higher demand for diagnosis and treatment.

In addition, the Bureau of Labor Statistics expects 26,000 new job openings in the area of SLP and 4,300 new job positions in Audiology before 2022. CNN Money has listed SLP as one of the Best Jobs in America in 2010 (#44) and 2011 (#1) for working parents, and has also listed Audiologist as one of the fastest growing jobs (#7) in the nation in 2011. US News and World Report listed SLP as the 35th best job in the country with an average unemployment rate of 1.8 percent. Forbes.com reports that SLP is the ninth highest-paying profession for women and it was the only occupation on the list with no salary gap based on gender.

**Student Demand:** According to the proposal, historical numbers in the existing Speech Pathology concentration were used to determine sufficient student interest. The concentration
has posted viable numbers for many years, which supports establishing the proposed B.S. in Communication Disorders.

**Faculty:**

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

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

Additional Faculty to be hired:
- Primary Faculty—
  - Full-time: 0
  - Part-time: 0
- Support Faculty—
  - Full-time: 0
  - Part-time: 0

**Equipment:** The AUM Speech and Hearing Clinic currently holds the following equipment:

**Speech-Language Pathology:**
- Nasometer; Computerized Speech Lab
- Neuromuscular Electrical Stimulation equipment (Vital Stim)

**Audiology:**
- 2 Audiometers
- 2 Sound treated test booths
- 2 Tympanometers
- 2 DPOAE machines
- Audera System for electrophysiologic testing
- Charter ICS Videonystagmography equipment for vestibular assessment
- Lathe for hearing aid modification
- Verefit and Verefit2 hearing aid verification and speech mapping systems
- NOAH software for hearing aid programming
- Otoscope
- Video otoscope

**Facilities:** The AUM Speech and Hearing Clinic is currently housed at 7177 Halcyon Summit Montgomery, Alabama 36117 and only occupies half of the building. All faculty and staff offices, clinic therapy rooms, and a classroom are located at this site. No additional renovations or facilities will be needed.

**Library:** The AUM Library has 117 titles in the area of Speech Pathology and Audiology/Communication Disorders. AUM plans to purchase an additional 40 titles (an estimated cost of $4,000), which will bring AUM up to 70 percent of the average holdings of other institutions with similar programs. A total of 28 these titles will be purchased if the proposed program is approved. The anticipated additional 40 titles, along with the journal holdings, will ensure an adequate collection to support the proposed program.

**Program Budget:** The proposal projected that a total of $4,000 in estimated new funds will be required to support the proposed program over the first five years. A total of $1,601,700 will be available through tuition.
## Attachment 3
### Auburn University at Montgomery
Bachelor of Science in Communication Disorders

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
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<tbody>
<tr>
<td>ENGL 1010</td>
<td>English Composition I *WI</td>
<td>3 hours</td>
</tr>
<tr>
<td>VISU 1000</td>
<td>Art Appreciation</td>
<td>3 hours</td>
</tr>
<tr>
<td>MATH 1100</td>
<td>Finite Math</td>
<td>3 hours</td>
</tr>
<tr>
<td>HIST 1010</td>
<td>World History I</td>
<td>3 hours</td>
</tr>
<tr>
<td>UNIV1000</td>
<td>University Success</td>
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**Spring Semester**

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<td>ENGL 1020</td>
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<tr>
<td>PSYC2110</td>
<td>Introduction to General Psychology</td>
<td>3 hours</td>
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<tr>
<td>BIOL 1010/1011</td>
<td>Principles of Biology I and Lab</td>
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</tr>
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<td>HIST 1020</td>
<td>World History II</td>
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**Fall Semester II**

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<tr>
<td>PHIL 2100</td>
<td>Applied Ethics</td>
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<tr>
<td>ENGL 2530</td>
<td>English Literature I</td>
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<tr>
<td>CHEM 1100/1101</td>
<td>General Chemistry I with lab</td>
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<tr>
<td>PSYC2193</td>
<td>Research Design *WI</td>
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**Spring Semester II**

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<td>ENGL 2540</td>
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<td>SOCI 2000</td>
<td>Introduction to Sociology</td>
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<tr>
<td>COMM 1010</td>
<td>Introduction to Human Communication</td>
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<tr>
<td>PSYC3193</td>
<td>Research Statistics</td>
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**Fall Semester III**

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<td>Neurophysiological Aspects</td>
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<td>CMDS4911</td>
<td>Observation in Speech</td>
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<td>CMDS 4410</td>
<td>Phonetics</td>
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<td>Language Development</td>
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<td>CMDS 4600</td>
<td>Introduction to Audiology</td>
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<td>CMDS 4601</td>
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**Spring Semester III**

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<td>Dysphagia</td>
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<td>CMDS 4914</td>
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<td>CMDS 3400</td>
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<td>CMDS 4560</td>
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<td>CMDS 4520</td>
<td>Voice and Craniofacial Anomalies</td>
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<td>CMDS 4590</td>
<td>Diagnosis and Clinical Management</td>
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<td>CMDS 4580</td>
<td>Fluency Disorders *WI</td>
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<tr>
<td>CMDS 4610</td>
<td>Writing for Speech-Language Pathology and Audiology *WI</td>
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<td>CMDS 4914</td>
<td>Clinical Procedures in Speech</td>
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DECISION ITEM E-1: 

Jefferson State Community College, Addition of an Option in Manufacturing Systems Technology to the Existing AAS and Certificate in Manufacturing Systems Technology (CIP 15.0000)

Staff Presenter: 
Ms. Margaret Pearson 
Academic Program Review Analyst

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

Background: 
Jeffer son State Community College (JSC) currently has an Associate in Applied Science (AAS) in Manufacturing Systems Technology at CIP 15.0000 in the Commission's Academic Program Inventory. JSC has proposed the addition of an option in Manufacturing Systems Technology to the existing certificate program.

The program with the proposed option will require a total of 69 semester hours (sh).

General Education 22 sh  
Program core 12 sh  
Option 35 sh  
Total 69 sh

Courses included in the program core are: Lean Manufacturing and Industrial Safety; Blueprint Reading for Manufacturing; Intro to Robotics; and Fundamentals of Industrial Hydraulics and Pneumatics.

Courses in the proposed option include: Basic Electricity; Mechanical Tools I & II; Quality Control Concepts; and Industrial Controls.

Budgetary Impact: JSC has been awarded a National Science Foundation (NSF) Advancing Education in Production Technology grant.

According to JSC officials, the option is being added because there are several manufacturers and other businesses in JSC's service area and across Alabama that are in need of highly skilled technicians not only in maintenance/engineering, but also in production areas.

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

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


3. Written unpublished documentation provided by the institution. Available upon request.
DECISION ITEM E-2: Lawson State Community College, Addition of a Primary/Secondary Specialty Area Combination to the Existing Associate in Occupational Technologies Program

Staff Presenter: Ms. Margaret Pearson
Academic Program Review Analyst

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

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

1. An institution may offer a Primary Technical Specialty for the AOT only in fields in which it already has an existing diploma or regular certificate [long or full certificate] that is listed in the Commission’s Academic Program Inventory.

2. An institution may offer a Secondary Technical Specialty for the AOT only in areas in which it already has an existing diploma, certificate [long or full certificate] or short certificate [less than 30 semester hours] that consists of at least 12 semester hours.

3. Should an institution wish to offer the AOT in primary or secondary specialty areas in which it does not currently offer the required degree, diploma, or certificate programs, the Commission, in accord with the regular program guidelines, must first approve such programs. In the case of a short certificate, which the Commission does not approve, the required information item must first be presented to the Commission before such program may be used for AOT Secondary Technical Specialty purposes.

4. The primary and secondary technical specialty combination must be areas which are closely related and which will, in combination, provide the student
with the multi-skilled capacity needed to broaden her/his employment prospects.

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

**Budgetary Impact: None.**

The AOT will make use of existing courses and resources.

**Supporting Documentation:**


3. October 1, 2015, Request from Lawson State Community submitted by the Alabama Community College System. Available upon request.
Attachment 1

Proposed Additional Technical Specialty Areas for the Existing AOT
Lawson State Community College

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

Lawson State Community College proposes to offer the AOT in the following primary and secondary technical specialty combinations:

<table>
<thead>
<tr>
<th>Primary Specialty Area</th>
<th>Secondary Specialty Area</th>
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</thead>
<tbody>
<tr>
<td>Barbering Management</td>
<td>Business Management</td>
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</table>
DECISION ITEM E-3:  

Alabama State University, Addition of an Option in Pre-Elementary/Elementary Education, Non-Alabama Teaching Certification to the Existing MEd in Pre-Elementary/Elementary Education (CIP 13.1210)

Staff Presenter:  
Ms. Margaret Pearson  
Academic Program Review Analyst

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

Background:  
Alabama State University (ASU) currently has the Master of Education (MEd) in Pre-Elementary/Elementary Education at CIP 13.1210 in the Commission’s Academic Program Inventory. ASU has proposed the addition of an option in Pre-Elementary/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.

The program with the proposed option will require a total of 33-36 semester hours (sh).

| Program core | 18 sh |
| Option       | 15-18 sh |
| Total        | 33-36 sh |

The program core contains the following 3 (sh) courses in which students will select a total of 18 (sh):

SED 500 – Exceptional Students in Inclusive School;  
EDU 511 – Statistical Techniques, Research, and Evaluation;  
EDU 527 – Human Development and Behavior  
or  
EDU 541 – Advanced Educational Psychology  
EDU 531 – Modern Issues in Education  
or  
EDU 554 – Contrasting Philosophies of Education  
REA 560 – Techniques and Skills in Reading  
or  
REA 561 – Reading in Primary Grades  
EDT 574 – Computer Based Instructional Technologies

Courses in the proposed Pre-Elementary/Elementary Education, Non-Alabama Teacher Certification option are listed below. Students will select a total of 15-18 (sh):

EDU 550 – Early Childhood Curriculum  
EDU 551 – Instructional Strategies for Young Children  
EDU 552 – The Theory of Play
EDU 567 – Seminar in Early Childhood Education
EDU 568 – Parental Involvement in Early Childhood Education
EDU 504 – Elementary School Curriculum
EDU 542 – Seminar: Teaching Mathematics in Elementary School
EDU 543 – Seminar: Teaching Social Studies in Elementary
EDU 544 – Seminar: Teaching Science in Elementary School
EDU 548 - Seminar: Teaching Lang. Arts in Elementary School
EDU 545 – Literature for Children.

Budgetary Impact: No additional resources will be required.

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

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

Supporting Documentation:


3. Written unpublished documentation provided by the institution. Available upon request.
DECISION ITEM E-4: Alabama A&M University, Addition of a Concentration in Food Science to the Existing BS in Food Science (CIP 01.1001)

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: Alabama A&M University (AAM) currently has the BS in Food Science listed at CIP 01.1001 in the Commission’s Academic Program Inventory. AAM has proposed the addition of a concentration in Food Science to the existing program.

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

<table>
<thead>
<tr>
<th>Category</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Education</td>
<td>60</td>
</tr>
<tr>
<td>Program Core</td>
<td>43</td>
</tr>
<tr>
<td>Concentration</td>
<td>22</td>
</tr>
<tr>
<td>Electives</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>128</td>
</tr>
</tbody>
</table>

The program core includes courses in Sensory Evaluation; Nutrition and Metabolism; Biometry; and Agricultural Biochemistry.

Courses in the proposed concentration include: Intro to Food Science; Food Microbiology; Food Chemistry; Food Analysis; and Food Processing.

According to the proposal, the concentration will provide students more in-depth knowledge of the food science industry.

**Budgetary Impact:** There will be no additional costs to add the concentration.

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:**


3. Written unpublished documentation provided by the institution. Available upon request.
DECISION ITEM E-5:  

Alabama A&M University, Addition of a Concentration in Nuclear Power to the Existing BSEE in Electrical, Electronics, and Communications Engineering (CIP 14.1001)  

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:  
Alabama A&M University (AAM) currently has the BSEE in Electrical, Electronics, and Communications Engineering listed at CIP 14.1001 in the Commission's Academic Program Inventory. AAM has proposed the addition of a concentration in Nuclear Power to the existing program.  

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

<table>
<thead>
<tr>
<th>Category</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Education</td>
<td>58 sh</td>
</tr>
<tr>
<td>Program Core</td>
<td>45 sh</td>
</tr>
<tr>
<td>Concentration</td>
<td>24 sh</td>
</tr>
<tr>
<td>Electives</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>130 sh</strong></td>
</tr>
</tbody>
</table>

The program core includes courses such as Linear Circuit Analysis I & II; Analog Circuit Analysis Design I & II; Microprocessors; and Feedback System Analysis and Design.  

Courses in the proposed concentration include: Survey of Energy Systems; Thermodynamics; Heat and Mass Transfer; and Fundamentals of Nuclear Engineering.  

Budgetary Impact:  
There will be no additional costs to add the concentration.  

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:  

3. Written unpublished documentation provided by the institution. Available upon request.
DECISION ITEM E-6: Auburn University at Montgomery, Addition of an Option in Art History to the Existing BA in Fine Arts (CIP 50.0701)

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

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

Background: Auburn University at Montgomery (AUM) currently has the BA in Fine Arts at CIP 50.0701 in the Commission's Academic Program Inventory. AUM has proposed the addition of an option in Art History to the existing program.

The program with the option will require a total of 120 semester hours (sh):

| General Education            | 44 sh |
| Program Core                 | 18 sh |
| Option                       | 20-24 sh |
| Electives/Supporting Courses | 34-38 sh |
| Total                        | 120 sh |

Courses in the Fine Arts core entail: VISU 1102, 2-D Design (3 hours); VISU 1112, Drawing 1 (3 hours); VISU 1132, 3-D Design (3 hours); VISU 2030, Art History 1 (3 hours); and VISU 2040, Art History 2 (3 hours). Additionally, the candidate chooses one of the following: VISU 2212, Painting 1 (3 hours); VISU 2312, Sculpture 1 (3 hours); VISU 2502, Printmaking 1 (3 hours); or VISU 2712, Photography 1 (3 hours).

Courses in the option are fulfilled by the student completing at least six of the following, two of which must be 4-hour writing intensive courses: VISU 3010, Survey of Non-Western Art (3-4); VISU 3020, Italian Renaissance Art (3-4); VISU 3030, 17th & 18th Century Art (3-4); VISU 3040, 19th Century Art (3-4); VISU 3050, American Art (3-4); VISU 3060, Art Since 1945 (3-4); VISU 3070, Women in Art (3-4); VISU 3080, History of Graphic Design (3-4); VISU 3090, Medieval Art (3-4); VISU 3600, Theory and Method of Museum Studies (3-4); VISU 3960, Readings in Art History (3-4); VISU 4100, The Artist in Film & Fiction (3-4); VISU 4200, Contemporary Art Practice (3-4); VISU 4922, Art Internship (3); and VISU 4972, Special Topics in Visual Arts (3).

Note: Many courses may be offered as standard 3-hour courses or as 4-hour writing intensive courses.

The rationale for the Art History option is that AUM already offers a large number of art history courses, which, the institution states have proved to be very popular with students. The Art History option will enable
students to pursue a formal program of study leading to graduate school, or a career in museums or galleries.

**Budgetary Impact: There will be no budgetary impact for the Art History option.**

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

The staff recommends that the proposed option in Art History 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.


3. Written unpublished documentation provided by the institution. Available upon request.
DECISION ITEM E-7: Auburn University, Alteration of the PhD in Kinesiology (CIP 13.1314)

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

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

Background: All changes in award nomenclature at the doctoral level require Commission approval as substantive changes.

Auburn University (AU) currently has the Doctor of Philosophy (PhD) in Kinesiology at CIP 13.1314 in the Commission’s Academic Program Inventory. AU has proposed an alteration of the program which entails, and is limited to, a CIP code change from CIP 13.1314 to 26.0908.

The program curriculum is not being altered; a total of 90 credits is required. Areas that are available for study within the PhD are: Biomechanics, Exercise Physiology, Motor Development, Motor Learning and Control; Neuroscience; Physical Activity and Health, Research in Athletic Training, Sport and Exercise Psychology, Teaching and Research in Physical Education, and an Advanced Teaching Certification through an NCATE-approved program is available for students who hold undergraduate teaching certification.

Budgetary Impact: None.

The proposed alteration is a CIP code change to a PhD of an existing program and will not require additional resources.

According to AU officials, the proposed alteration is based upon request from the accrediting body for Auburn University’s kinesiology-related programs, the American Kinesiology Association.

The staff recommends that the proposed CIP code alteration to the PHD in Kinesiology be approved as a reasonable extension/alteration of an existing program.

Supporting Documentation:


3. Written unpublished documentation provided by the institution. Available upon request.
DECISION ITEM E-8: University of Alabama, Addition of a Concentration in Drawing to the Existing BFA/BA in Studio Art (CIP 50.0702)

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

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

Background: The University of Alabama (UA) currently has the Bachelor of Fine Arts and Bachelor of Arts in Studio Art at CIP 50.0702 in the Academic Program Inventory. UA proposes the addition of a concentration in drawing to the existing program.

The program with the proposed drawing concentration will require 120 semester hours (sh) for the BA and 128 semester hours for the BFA, as listed below:

<table>
<thead>
<tr>
<th>Category</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Education</td>
<td>53-55 sh</td>
</tr>
<tr>
<td>Program Core (BA and BFA)</td>
<td>12 sh</td>
</tr>
<tr>
<td>Electives (BA)</td>
<td>41-43 sh</td>
</tr>
<tr>
<td>Electives (BFA)</td>
<td>49-51 sh</td>
</tr>
<tr>
<td>Proposed Concentration (BA and BFA)</td>
<td>12 sh</td>
</tr>
</tbody>
</table>

Total for B.A. 120 sh
Total for B.F.A 128 sh

Core courses for all BA (Studio) and BFA Art majors include: ART 110, Drawing I; ART 210, Drawing II; ART 130, 2D Design; and ART 130, 3D Design. Each course carries three credit hours.

Concentration - The program concentration courses for both BA and BFA degree programs include the following:
ART 310 Life Drawing (3 sh)
ART 344 Concepts in Drawing (3 sh)
ART 410 Drawing Seminar (3 sh)
ART 444 Advanced Concepts in Drawing (3 sh)

According to the institution, the proposed concentration in drawing reflects the nature of drawing in the broader landscape of contemporary art; thereby providing students with a comprehensive and relevant curriculum that mirrors the world of art.

- **Budgetary Impact:** No additional funding will be needed to implement the proposed concentration.

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


2. Written unpublished documentation provided by the institution. Available upon request.
DECISION ITEM E-9:

**University of Alabama, Addition of a Specialization in New Venture Creation to the Existing BSCBA in Business Administration (CIP 52.0201)**

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

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

**Background:**

The University of Alabama (UA) currently has the Bachelor of Science in Commerce Business Administration at CIP 52.0201 in the Academic Program Inventory. UA proposes the addition of a specialization in New Venture Creation to the existing program.

The program with the proposed drawing concentration will require 120 semester hours (sh), as listed below:

- General Education: 60 sh
- Program Core: 18 sh (upper division)
- Program Core: 18 sh (major program)
- Electives: 12 sh
- Proposed Specialization: 12 sh
- Total: 120

Courses in the upper-division portion of the core are: FI 302, Business Finance (3 hours); GBA 300, Business Communication (3 hours); GBA 490, Strategic Management (3 hours); MGT 300, Organizational Theory & Behavior (3 hours); MKT 300, Marketing (3 hours); and OM 300, Introduction to Operations Management (3 hours).

**Notes:**

1) The Specialization in New Venture Creation can be taken by non-Management majors only in the BSCBA. There are seven (7) non-Management majors within the BSCBA degree program: Accounting, Economics, Finance, Management Information Systems, Operations Management, General Business, and Marketing.

2) For non-Management majors, there is NO overlap in major program core courses and the specialization courses listed above.

Courses in the proposed specialization are: MGT 386, Foundations of Entrepreneurship; MGT 387, Creating, Recognizing, Evaluating and Pitching Opportunities; MGT 388, Starting New Ventures; and MGT 481, New Venture Finance. Each of the specialization courses are 3 credits.
According to institution officials, the proposed specialization in new venture creation offers a streamlined curriculum for students who would seek to gain a foundational understanding of management and entrepreneurship at a less comprehensive level than the full management major with an entrepreneurship specialization.

The rationale is built on significant student demand for a more basic entrepreneurship-type specialization.

- **Budgetary Impact**: No additional funding will be needed to implement the proposed specialization.

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

**Supporting Documentation:**


2. Written unpublished documentation provided by the institution. Available upon request.
DECISION ITEM E-10: University of Alabama, Addition of a Track in Italian to the Existing BA in Foreign Languages and Literature (CIP 16.0101)

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

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

Background: The University of Alabama (UA) currently has the Bachelor of Arts in Foreign Languages and Literature at CIP 16.0101 in the Academic Program Inventory. UA proposes the addition of a track in Italian to the existing program.

The program with the proposed drawing track will require 120 semester hours (sh), as listed below:

<table>
<thead>
<tr>
<th>Category</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Education</td>
<td>53 sh</td>
</tr>
<tr>
<td>Program Core</td>
<td>18 sh</td>
</tr>
<tr>
<td>Electives</td>
<td>35 sh</td>
</tr>
<tr>
<td>Proposed Track</td>
<td>14 sh</td>
</tr>
<tr>
<td>Total for B.A.</td>
<td>120 sh</td>
</tr>
</tbody>
</table>

Courses in the core are: Italian 201: Intermediate Italian I; Italian 202 (language): Intermediate Italian II (language); Italian 353: Italian Conversation (culture); Italian 380: Fascism In Film & Literature (culture); Italian 364: Masterpieces of Italian Literature Italian (literature); and 380: Film & Literature (literature).

The core courses all have three (3) credit hours.

Courses in the proposed track are: Italian 101: Introductory Italian I (4 hours); and Italian 102: Introductory Italian II (4 credit hours).

In addition, the track entails selecting two additional courses from the following list: Italian 356: Advanced Grammar & Composition; Italian 361: Introduction to Romance Linguistics; Italian 364: Machiavelli & Sherlock Holmes; Italian 480: Special Topics seminar; UH 300: Representations of the Human; and UH 300: Politics, History, Writing and Machiavelli. Each of these courses is three (3) credit hours.

The University of Alabama currently offers an Italian minor with 137 students; enrollments have increased by 83% since AY 2003-2004. The Italian minor has been offering one of the largest and most popular UA study abroad programs for over the last two decades.
This will constitute the only opportunity in the state for study in such a track for students interested in studying Italian literature, language, and culture.

- **Budgetary Impact**: No additional funding will be needed to implement the proposed track.

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

**Supporting Documentation:**


2. Written unpublished documentation provided by the institution. Available upon request.
DECISION ITEM E-11: Establishment of the Department of Otolaryngology in the University of Alabama School of Medicine at the University of Alabama at Birmingham

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

Staff Recommendation: That the Commission approve the establishment of the Department of Otolaryngology in the UA School of Medicine at UAB.

Background: The institution officials state, that the Division of Otolaryngology at UAB is a world-class academic Otolaryngology practice, with 15 full-time faculty, performing over 3,600 surgical cases per year. Its mission includes providing state-of-the-art patient care, advancing the field through novel research, and training the next generation of otolaryngologists.

The Division of Otolaryngology is a major regional referral center for surgical care. The scope of the program includes head and neck oncology, otology/neurotology, sinus/skull base disorders, facial plastics/reconstruction, laryngology, salivary gland disorders and sleep apnea. The volume of these procedures is continually expanding, as the regional population grows and ages and the referral base expands.

Based on research of medical schools that offer Otolaryngology services, a large majority have Otolaryngology departments; while a small minority continues to classify Otolaryngology as a division of the Department of Surgery.

The number of otolaryngologists in UAB’s Division of Otolaryngology is in line with other medical schools that have chosen to establish a departmental administrative structure; whereas the average number of otolaryngologists in a divisional administrative structure is typically one half that size.


The Division of Otolaryngology affirms that department status will improve its ability to provide state-of-the-art service to patients, while enhancing its reputation as a national leader in the field of Otolaryngology-head and neck surgery. It will generate efficiencies, improvements, enhancements, expansion and enrichment in a variety of patient care, research and education domains.
According to the Commission's operational definitions, administrative changes at the department level generally are submitted as information items. More prominent administrative units, such as a college, division, or school are subject to Commission review and approval. Consequently, this item is submitted for Commission approval.

Supporting Documentation:


2. Written unpublished documentation provided by the institution. Available upon request.
DECISION ITEM E-12: Jacksonville State University Addition of a Concentration in Community Nutrition to the Existing BS in Family and Consumer Sciences (CIP 19.0101)

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

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

Background: Jacksonville State University (JSU) currently has the Bachelor of Science in Family and Consumer Sciences (FCS) at CIP 19.0101 in the Academic Program Inventory. JSU proposes the addition of a concentration in Community Nutrition to the existing program.

The program with the proposed concentration in Community Nutrition will require 120 semester hours (sh) for the BS, as listed below:

<table>
<thead>
<tr>
<th>Category</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Education</td>
<td>60 sh</td>
</tr>
<tr>
<td>Program Core</td>
<td>20 sh</td>
</tr>
<tr>
<td>Electives</td>
<td>0 sh</td>
</tr>
<tr>
<td>Proposed Concentration</td>
<td>40 sh</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>120 sh</strong></td>
</tr>
</tbody>
</table>

Core courses include: Seminar in Family and Consumer Sciences (2 sh), Normal Nutrition (3 sh), Normal Nutrition (3 sh), Family Life Education (3 sh), Management of Family Resources (3 sh), and Family Housing and Interiors (3 sh), Additionally, the core includes Social Cultural Aspects of Apparel (3 sh) or Child Growth and Development/Lab (3 sh).

Concentration - The program concentration courses for include the following: Introduction to Education (2 sh), Fundamentals of Food Preparation (3 sh), Quantity Food Preparation (3 sh), Food Safety and Sanitation (3 sh); Community and Consumer Health (3 sh), Health for Special Populations (3 sh), Nutrition in the Life Cycle (3 sh), Career Paths in Nutrition and Dietetics (1 sh), Community Nutrition (3 sh), Professional Communications in FCS (2 sh), International Foods (3 sh), Alternative Medicines and Dietary Supplements (3 sh), Research/ Statistical Methods in FCS (3 sh), Sports Safety and First Aid (2 sh), and Medicine and Society (3 sh).

According to the institution, the proposed concentration Is being added to accommodate students who are not competitive for internships in the current Dietetics concentration. The concentration in Community Nutrition will equip graduates to gain nutrition related employment (such as the Women, Infant, and Children Programs), that do not require Registered Dietitian Status.
Budgetary Impact: No additional funding will be needed to implement the proposed concentration.

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

Supporting Documentation:


2. Written unpublished documentation provided by the institution. Available upon request.
Request to Amend Post-Implementation Conditions:  
Alabama A&M University, Bachelor of Science in  
Construction Management (CIP 15.1001)

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 (2015-16 and 2016-17) for the program be granted.

2) In this additional review period, the program will meet a post-implementation condition of an average of 8 graduates.

3) That the institution will submit, no later than October 1, 2017, a third post-implementation report, demonstrating that the program met the post-implementation conditions for graduates.

Background:  
The Bachelor of Science in Construction Management was approved by the Commission on September 21, 2007.

The initial post-implementation report was submitted in December 2013. During this review period, the program did not meet post-implementation conditions for enrollments and graduates. The program did meet conditions for related employment and the submission of an overall assessment of the program.

The second post-implementation report, submitted in September 2015, indicated that the number of enrollees was exceeded (required 14, attained/reported 25); however, the graduates condition was again not met.

The program educates and trains graduates to have an in-depth understanding in reading and interpreting contract plans, specifications, contract documents, and regulatory and policy documents. Additionally, as examples, the program prepares graduates to estimate construction projects, utilize appropriate materials and methods, demonstrate knowledge of engineering principles as related to construction applicability, understand sequencing of construction activities, allocate resources, prepare bid documents, and perform computerized estimations.

The request is for a time extension (2015-16 through 2016-17) for the projected graduates figure condition. The student graduates figure during this period is requested to be an average of 8 (unchanged).
The rationale provided by the institution for the request is that there has been a steady and significant increase in enrollments, thereby creating a pipeline to increase the number of graduates and attain the condition. Specifically, the figures provided by the institution indicate a 49 percent increase in total program enrollments from 2014 to 2015. Further, the institution reports that most of the students in the program are engaged in part-time employment, which has delayed their graduation time.

It is noteworthy that AAM states that there are nine students currently enrolled in the Senior Capstone Design course and the expected graduation number for 2015-16 is anticipated to be 10.

**Supporting Documentation:**


3. “Guidelines for Consideration of Post-Implementation Reports that Do Not Meet Approved Conditions.” Available upon request.
Summary of Report on Post-Implementation Conditions


- Program: Bachelor of Science in Construction Management (CIP 15.1001)

Approved by Commission: September 2007 [additional review period granted September 2014]

Proposed Implementation Date: January 2008

Actual Implementation Date: August 2008

Post-Implementation Conditions: [second report]

1. That the annual average new enrollment headcount for the 2013-14 and 2014-15 years will be at least 14.

2. That the average number of graduates for the academic years 2013-14 and 2014-15 will be at least 8.

<table>
<thead>
<tr>
<th>Bachelor of Science in Construction Management (CIP 15.1001)</th>
<th>Average New Enrollment Headcount 2013-14 and 2014-15</th>
<th>Average Number of Graduates, 2013-14 and 2014-15</th>
</tr>
</thead>
<tbody>
<tr>
<td>Required</td>
<td>14</td>
<td>8</td>
</tr>
<tr>
<td>Reported</td>
<td>25</td>
<td>5</td>
</tr>
</tbody>
</table>

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

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

The employment and assessment conditions had been previously met.
DECISION ITEM F-2: Request to Amend Post-Implementation Conditions: Auburn University at Montgomery, Program: Bachelor of Science in Organizational Leadership (CIP 52.0213)

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 (2015-16 through 2016-17) for the program be granted.

2) In this additional review period, the program will meet a post-implementation condition of an average of 15 enrollees.

3) In this additional review period, the program will meet a post-implementation condition of an average of 8 graduates.

4) That the institution will submit, no later than October 1, 2017, a second post-implementation report, demonstrating that the program met the post-implementation conditions for enrollments and graduates.

Background: The Bachelor of Science in Organizational Leadership was approved by the Commission on March 12, 2010.

The post-implementation report was submitted in August 2015. The program did meet post-implementation conditions for acquiring related employment or acceptance into graduate school as well as for the sufficiency of the overall assessment program. The program did not meet conditions for new enrollments and graduates.

The Bachelor of Science degree program in Organizational Leadership prepares students to become leaders in community, non-profit, government, and military management fields. The program is designed for students who seek to develop skills in leadership through the methodology of study, practice, and experimentation.

More specifically, the program prepares graduates with the necessary leadership skills related to such learning outcomes as: applying an integrated knowledge of leadership theory, organizational behavior theory, change theory, and communication theory to demonstrate best practices in organizational leadership; demonstrating knowledge of organizational planning, management of change, oversight of human resources, and leadership consistent with ethical,
legal, and regulatory expectations; performing scholarly inquiry to evaluate the unique needs, challenges, and opportunities of organizations; and applying the values of diversity, social justice, integrity, ethical analysis and accountability, and change to promote the common good.

The request is for a time extension (2015-16 through 2016-17) in the projected enrollment and graduates figure conditions. The student enrollment figure during this period is requested to be an average of fifteen (15); the number of graduates is requested to be eight (8).

The rationale provided by the institution for the request is that AUM initially overestimated the number of newly enrolled students and the expected graduates due to what turned out to be pent-up demand. AUM enrolled 34 students in the program in the first academic year and never again achieved that number, though, AUM never failed to enroll at least 15 new students a year.

Further, the head of AUM's ROTC and a part-time instructor for courses in the program, retired a year after the program was approved. This individual was instrumental in recruiting students into the program and the program has suffered from this individual's absence.

Finally, a number of students have failed to continue in the program due to a number of issues including the rising costs of higher education and being involved in the military where reassignment and deployment can influence schooling enrollment. This has had a negative effect on AUM's graduation rate.

It is noteworthy that with a reduced projected annual enrollment number of 15, AUM still expects to bring in nearly double the funds required to successfully administer the program. Further, AUM asserts that the program is clearly meeting a need within the state, as there are no other Organizational Leadership programs within the state. The program also satisfies a clearly documented need for individuals transitioning from military service, for individuals currently in the military, and for individuals seeking military careers (ROTC students).
Supporting Documentation:


3. “Guidelines for Consideration of Post-Implementation Reports that Do Not Meet Approved Conditions.” Available upon request.
Summary Report on Post-Implementation Conditions

Auburn University at Montgomery (2015 Report)

- Program: Bachelor of Science in Organizational Leadership (CIP 52.0213)

  Approved by Commission: March 2010
  Proposed Implementation Date: January 2010
  Actual Implementation Date: August 2010

Post-Implementation Conditions:

1. That the annual average new enrollment headcount for the first five years beginning in 2010-11 will be at least 24.
2. That the average number of graduates for the academic years 2011-12 through 2014-15 (four year average) will be at least 15.
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.

<table>
<thead>
<tr>
<th>Bachelor of Science in Organizational Leadership (CIP 52.0213)</th>
<th>Average New Enrollment Headcount 2010-11 through 2014-15</th>
<th>Average Number of Graduates, 2011-12 through 2014-15</th>
<th>Percentage of Graduates Employed in Field</th>
</tr>
</thead>
<tbody>
<tr>
<td>Required</td>
<td>24</td>
<td>15</td>
<td>75%</td>
</tr>
<tr>
<td>Reported</td>
<td>23</td>
<td>8</td>
<td>100%</td>
</tr>
</tbody>
</table>

Condition 1: According to the report, the enrollment count benchmark was not met.

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

Condition 3: The employment condition was met.

Condition 4: The overall assessment of the program was sufficient. Assessment of the program occurred on an ongoing basis. There were a total of eight (8) student learning outcomes, and for each outcome over 90% of the students achieved the goals that were set. Rubrics and a variety of other assessment features were used to measure and confirm these achievements.
DECISION ITEM F-3:

Request to Amend Post-Implementation Conditions:
University of Alabama in Huntsville, Master of Science in Cybersecurity (CIP 11.1003)

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 (2015-16 through 2016-17) for the program be granted.

2) In this additional review period, the program will meet a post-implementation condition of an average of 10 graduates.

3) That the institution will submit, no later than October 1, 2017, a second post-implementation report, demonstrating that the program met the post-implementation condition for graduates.

Background:
The Master of Science in Cybersecurity was approved by the Commission on March 12, 2010. At the time the program was approved by the Commission, it was termed "Master of Science in Information Assurance and Security".

The post-implementation report was submitted in August 2015. The program did meet post-implementation conditions for enrollments, related employment, and the submission of an overall assessment of the program. The program did not meet the condition for graduates.

The Master of Science degree program in Cybersecurity prepares graduates for successful professional practice in information assurance and security; produce graduates who can function in an interdisciplinary information assurance environment; and produce graduates who can use their broad educational experience, ethics, and professionalism to make a positive impact on their local and professional communities.

The request is for a time extension (2015-16 through 2016-17) in the projected enrollment figure condition. The student graduates figure during this period is requested to be an average of 10 (unchanged).

The rationale provided by the institution for the request is that for the metric of degrees awarded UAH falls "just shy" of the metric established in the proposal, by one (1). UAH points out that they have met the metric of 10 degrees per year for the last 2 years and on average for the last 3 years.
UAH explains that, the first year was slow for graduations since they enrolled many students who were working professionals and attended the university part-time. For these students it took longer to complete the program than originally anticipated.

Additionally, based on feedback from students as a part of UAH’s assessment program, the faculty decided to make changes to the program. As a result of this assessment, the faculty met in AY13 and AY 14 to redesign the program structure to make it more streamlined. The program has been reduced from 36 hours to 30 hours. A capstone course has been added. Each student regardless of track will participate in the capstone course. This reduction in hours allows a full time student to complete the degree in one year.

In addition, for fall 2015, the administration added two additional faculty, one in engineering and one in business. Both are specifically focused on Cybersecurity and bring more expertise and diversity to the curriculum and research.

UAH states that these changes should help students proceed through the program in a more efficient manner.

Supporting Documentation:


2. Unpublished post-implementation report and post-implementation extension request for the University of Alabama in Huntsville. 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

University of Alabama in Huntsville (2015 Report)

- Program: Master of Science in Cybersecurity (CIP 11.1003)

  Approved by Commission: March 2010

  Proposed Implementation Date: August 2010

  Actual Implementation Date: August 2010

  Post-Implementation Conditions:

  1. That the annual average new enrollment headcount for the 2010-11 through 2014-15 years will be at least 31.

  2. That the average number of graduates for the academic years 2011-12 through 2014-15 will be at least 10.

  3. That a follow-up survey be conducted after the first five years that will show at least 75 percent of the graduates were successful in acquiring related employment or in continuing their education.

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

<table>
<thead>
<tr>
<th>Master of Science in Cybersecurity (CIP 11.1003)</th>
<th>Average New Enrollment Headcount 2010-11 through 2014-15</th>
<th>Average Number of Graduates, 2011-12 through 2014-15</th>
<th>Percentage of Graduates Employed in Field</th>
</tr>
</thead>
<tbody>
<tr>
<td>Required</td>
<td>31</td>
<td>10</td>
<td>75%</td>
</tr>
<tr>
<td>Reported</td>
<td>33</td>
<td>9</td>
<td>93%</td>
</tr>
</tbody>
</table>

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: The employment condition was met.

Condition 4: The overall assessment of the program was sufficient.
DECISION ITEM F-4: Request to Amend Post-Implementation Conditions: University of North Alabama, Bachelor of Science or Bachelor of Arts in Mass Communication (CIP 09.0102)

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 (2015-16 through 2016-17) for the program be granted.

2) In this additional review period, the program will meet a post-implementation condition of an average of 36 new enrollments.

3) That the institution will submit, no later than October 1, 2017, a second post-implementation report, demonstrating that the program met the post-implementation condition for graduates.

Background: The Bachelor of Science or Bachelor of Arts in Mass Communication (CIP 09.0102) was approved by the Commission on June 8, 2010.

The post-implementation report was submitted in September 2015. The program did meet post-implementation conditions for graduates, related employment, and the submission of an overall assessment of the program. The program did not meet the condition for enrollments.

The proposed program was designed to support and deliver quality coursework in Mass Communication giving students a broad background to enter the diverse workplace of private industry, entrepreneurship and independent contracting. The program objectives are founded upon the accreditation requirements of the Accrediting Council for Education in Journalism and Mass Communication.

The request is for a time extension (2015-16 through 2016-17) in the projected enrollment figure condition. The student enrollment figure during this period is requested to be an average of 36. (The initial request in June 2010 was for an average of 56 new enrollments).

The institution indicates that the initial enrollment projections were too high, given further reflection in the context of the size of the institution. Despite that initial headcount projection, the program has developed into a robust program with the number of graduates significantly exceeding initial projections, and with job placement rates also well above the initial projections.
The institution reports that program recently received national accreditation from the Accrediting Council on Education in Journalism and Mass Communication (ACEJMC). Additionally, the program already is making use of this new accreditation status to recruit students throughout northwest Alabama. More specifically, the enrollment in this program has grown by almost 50% from Fall 2014 to Fall 2015.

In summary, the University of North Alabama states that it is committed to serving the needs of their students, and has taken the following steps to ensure that this program continues to grow into a robust and vital part of UNA program offerings: (1) Obtained national ACEJMC accreditation; (2) Initiated a search for a new department chair; and (3) Actively recruited new students in order to provide greater opportunities to students in northwest Alabama.

Supporting Documentation:


3. “Guidelines for Consideration of Post-Implementation Reports that Do Not Meet Approved Conditions.” Available upon request.
Summary of Report on Post-Implementation Conditions

University of North Alabama (2015 Report)

- Program: Bachelor of Science or Bachelor of Arts in Mass Communication (CIP 09.0102)
  
  Approved by Commission: June 2010
  
  Proposed Implementation Date: August 2010
  
  Actual Implementation Date: August 2010
  
  Post-Implementation Conditions:

  1. That the annual average new enrollment headcount for 2010-11 through 2014-15 will be at least 56.
  
  2. That the average number of graduates for the academic years 2011-12 through 2014-15 (four year average) will be at least 16.
  
  3. That a follow-up survey be conducted after the first five years that will show at least 75 percent of the graduates' were successful in acquiring related employment.
  
  4. That information regarding an overall assessment of the program will be provided, particularly as related to objectives and assessment measures stated in the proposal.

<table>
<thead>
<tr>
<th>Bachelor of Science or Bachelor of Arts in Mass Communication (CIP 09.0102)</th>
<th>Average New Enrollment Headcount 2010-11 through 2014-15</th>
<th>Average Number of Graduates, 2011-12 through 2014-15</th>
<th>Percentage of Graduates Employed in Field</th>
</tr>
</thead>
<tbody>
<tr>
<td>Required</td>
<td>56</td>
<td>16</td>
<td>75%</td>
</tr>
<tr>
<td>Reported</td>
<td>41</td>
<td>22</td>
<td>86%</td>
</tr>
</tbody>
</table>

Condition 1: According to the report, the enrollment count benchmark was not met.

Condition 2: The program did meet the graduation post-implementation requirement.

Condition 3: The program attained the criteria of at least 75 percent of the graduates’ successfully acquiring related employment.

Condition 4: The overall assessment of the program was sufficient and confirmed that the student learning outcomes and program objectives are being met. The institution highlights that the health of the program is also demonstrated by the successful accreditation review by the Accrediting Council on Education in Journalism and Mass Communications (ACEJMC), during the 2014-2015 academic year.
INFORMATION ITEM 1: University of Alabama at Birmingham, Establishment of the Center for Interprofessional Education and Simulation

Staff Presenter: Ms. Margaret Pearson
Academic Program Review Analyst

Staff Recommendation: For information only.

Background: The University of Alabama at Birmingham (UAB) has submitted plans to the Commission for the establishment of the Center for Interprofessional Education and Simulation.

According to information submitted by UAB, the center will be a multi-disciplinary entity that will provide a cohesive, integrated system for providing students and professionals with training for working effectively within healthcare teams that model real-world collaboration practice. The center will bring together learners, faculty, and staff from all of the UAB health-related schools as well as those from Business, Engineering, and the College of Arts and Sciences, to use simulation modalities such as task-trainers, whole-body manikins, and standardized patients for training in effective patient-centered care delivered by multiple professionals.

Supporting Documentation:


2. Written unpublished documentation provided by the University of Alabama at Birmingham. Available upon request.
INFORMATION ITEM 2: Jacksonville State University, Establishment of the Center for Autism Studies (CAS)

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 Autism Studies (CAS).

According to information submitted by JSU, the vision of the CAS is to provide leadership, research, and advocacy in the area of Autism Spectrum Disorders (ASD). Leadership, research, and advocacy include professional learning for P-12 education professionals and education for parents and children impacted by ASD. The CAS will promote research opportunities, professional learning sessions, and community education teams that capitalize on collaborative approaches to ASD through a person-centered model of support, and prepare the next generation of education professionals to provide a commitment to ethical and professional interactions with individuals with ASD.

Supporting Documentation:

2. Written unpublished documentation provided by the Jacksonville State University. Available upon request.
INFORMATION ITEM 3: Jacksonville State University, Change in the Name of the Department of Technology and Engineering to the Department of Applied Engineering

Staff Presenter: Ms. Margaret Pearson
Academic Program Review Analyst

Staff Recommendation: For information only.

Background: The Jacksonville State University (JSU) Board of Trustees has approved the change in the name of the Department of Technology and Engineering to the Department of Applied Engineering.

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: Alabama A&M University, Establishment of the Center for Global Service Research

Staff Presenter: Ms. Margaret Pearson
Academic Program Review Analyst

Staff Recommendation: For information only.

Background: Alabama A&M University (AAM) has submitted plans to the Commission for the establishment of the Center for Global Service Research.

According to information submitted by AAM, the center will promote global citizenship and professional action, which will enable students to develop the core competencies which allow them to actively engage with the world among students, faculty and professionals to foster the improved well-being of the most vulnerable individuals, families and communities around the world.

Supporting Documentation:

2. Written unpublished documentation provided by the Alabama A&M University. Available upon request.
DEdISION ITEM 5: Notification of Name Change for Trenholm State Community College

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

Staff Recommendation: For information only.

Background: Dr. Mark A. Heinrich, Chancellor, the Alabama Community College System (ACCS), has notified the Commission of the name change of a state two-year college. The name of Trenholm State Technical College was changed to Trenholm State Community College, effective August 1, 2015.

The name change was approved by the State Legislature and signed by Governor Robert Bentley. The name change is related to the process of the institution’s conversion from a technical college to a community college instructional role.

This change is for the institutional name only. A request for approval of a new instructional role has been submitted for review and approved by the Commission (June 12, 2015, Agenda Item A17).

Supporting Documentation:
October 7, 2015

Dr. Greg Fitch, Executive Director
Alabama Commission on Higher Education
P.O. Box 302000
Montgomery, Alabama 36130

Dear Dr. Fitch:

This is to request official recognition by the Alabama Commission on Higher Education of the name change of H. Councill Trenholm State Technical College to H. Councill Trenholm State Community College. For your convenience, we have enclosed Act 2015-236 signed by Governor Robert Bentley. The name change was effective August 1, 2015.

If you have any question regarding this matter, please do not hesitate to contact me. Thank you.

Sincerely,

Mark A. Heinrich, Ph.D.
Chancellor

tj

Enclosure

cc: President Sam Munnerlyn
INFORMATION ITEM 6: University of South Alabama, New Exempt Off-Campus Site

Staff Presenter: Ms. Margaret Pearson
Academic Program Review Analyst

Staff Recommendation: For information only.

Proposal: The University of South Alabama (USA) plans to offer courses at the following new off-campus site beginning in January 2016:

Mary G. Montgomery High School - Semmes, AL

Discussion: 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.

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.

The proposal was posted on the Commission website from October 7 until October 27 for public review and comment. No comments were received.

Supporting Documentation:
1. Proposal for New Off-Campus Site at Mary G. Montgomery High School, Semmes, AL, attached.
ATTACHMENT 1

Alabama Commission on Higher Education

PROPOSAL FOR A NEW OFF-CAMPUS SITE

<table>
<thead>
<tr>
<th>Institution: University of South Alabama</th>
</tr>
</thead>
<tbody>
<tr>
<td>Administrator Responsible for Site</td>
</tr>
<tr>
<td>Name &amp; Title: Dr. Andrew Wierzbicki, Dean, Arts &amp; Sciences &amp; Dr. Andrea Kent, Interim Dean, Education</td>
</tr>
<tr>
<td>Telephone: Dr. Wierzbicki (251) 460-6280, Dr. Kent (251) 380-2857</td>
</tr>
<tr>
<td>Fax: Dr. Wierzbicki (251) 460-7028, Dr. Kent (251) 380-2748</td>
</tr>
<tr>
<td>E-Mail: <a href="mailto:awierzbicki@southalabama.edu">awierzbicki@southalabama.edu</a>, <a href="mailto:akent@southalabama.edu">akent@southalabama.edu</a></td>
</tr>
<tr>
<td>Contact Person at Site If Other Than Administrator Above</td>
</tr>
<tr>
<td>Name &amp; Title: Dr. John Morrow, Science Teacher &amp; Ken Boatman, Signature Academy Specialist</td>
</tr>
<tr>
<td>Telephone: 251-221-3153</td>
</tr>
<tr>
<td>Fax: 251-221-3150</td>
</tr>
<tr>
<td>E-Mail: <a href="mailto:kboatman@mcpss.com">kboatman@mcpss.com</a> and <a href="mailto:jmorrow@mcpss.com">jmorrow@mcpss.com</a></td>
</tr>
</tbody>
</table>

| Location of Proposed Site |
| Facility: Mary G. Montgomery High School |
| Street Address: 4275 Grow Road |
| City: Semmes |
| County: Mobile |

| When will you begin offering instruction at this site? |
| August, 2015 |

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

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

Certification

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

Signature of President/Chancellor: [Signature]

Date: 8/7/15

Forms/OC Proposal for New Site

Revised 8/18/00
COURSE LIST

The institution will develop its schedule at this new site each term from the following list of courses.

<table>
<thead>
<tr>
<th>Courses (Include Number &amp; Title)</th>
</tr>
</thead>
<tbody>
<tr>
<td>GY 111 - Physical Geology, 3 Credit Hours</td>
</tr>
<tr>
<td>GY 111L - Physical Geology Lab, 1 Credit Hour</td>
</tr>
<tr>
<td>PE 100 - Concepts of Health and Fitness, 3 Credit Hours</td>
</tr>
</tbody>
</table>

Add additional rows if needed.
INFORMATION ITEM 7: Wallace State Community College (Hanceville), New Exempt Off-Campus Site

Staff Presenter: Ms. Margaret Pearson
Academic Program Review Analyst

Staff Recommendation: For information only.

Proposal: Wallace State Community College (Hanceville) (WSH) plans to offer courses at the following new off-campus site beginning in Spring 2016:

Oneonta Armory, Oneonta, Alabama

Discussion: An official with WSH 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 WSH is exempt from Commission approval by policy because the proposed site is located within WSH’s service area.

The proposal was posted on the Commission website from October 7 until October 27 for public review and comment. No comments were received.

Supporting Documentation:

1. Proposal for New Off-Campus Site at Oneonta Armory, Oneonta, AL, attached.

Alabama Commission on Higher Education

PROPOSAL FOR A NEW OFF-CAMPUS SITE

SITE INFORMATION

Institution: Wallace State Community College
Administer Responsible for Site
Name & Title: Vicki Karolewicz
Telephone: 256-352-6130
Fax: 256-352-6128
E-Mail: vicki.hawes@wallacstate.edu
Contact Person at Site if Other Than Administrator Above
Name & Title: Beth Bowles Johnson
Telephone: 256-352-6190
Fax: N/A
E-Mail: beth.johnson@wallacstate.edu
Location of Proposed Site
Facility: Onoonta Armory
Street Address: 1526 Poculta Drive
City: Onoonta
County: Blount
When will you begin offering Instruction at this site? Spring 2018

<table>
<thead>
<tr>
<th>Type of Site</th>
<th>Check One:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Non-Exempt</td>
<td></td>
</tr>
<tr>
<td>Exempt from Review by Statute</td>
<td></td>
</tr>
<tr>
<td>Fall 1978 registration exceeds 500.</td>
<td></td>
</tr>
<tr>
<td>University operated site prior to 1990.</td>
<td></td>
</tr>
<tr>
<td>Site located on military reservation.</td>
<td></td>
</tr>
<tr>
<td>Business &amp; Industry site where employees only are enrolled.</td>
<td></td>
</tr>
<tr>
<td>Exempt from Review by Commission Policy</td>
<td></td>
</tr>
<tr>
<td>University site located within 50 miles of campus</td>
<td></td>
</tr>
<tr>
<td>Prison site - courses delivered exclusively to inmates and prison employees.</td>
<td></td>
</tr>
<tr>
<td>High school site exclusively for GED or secondary education.</td>
<td></td>
</tr>
<tr>
<td>2-year college site located within 50 miles of campus.</td>
<td></td>
</tr>
</tbody>
</table>

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

Certification

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

Signature of President/Chancellor: [Signature]

Date: 2/12/15

Form/OC Proposal for New Site
Revised 9/16/03
### COURSE LIST

The institution will develop its schedule at this new site each term from the following list of courses.

<table>
<thead>
<tr>
<th>Courses (Include Number &amp; Title)</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 093 Basic English II</td>
</tr>
<tr>
<td>ENG 101 English Composition I</td>
</tr>
<tr>
<td>MTH 120 Intermediate College Algebra</td>
</tr>
<tr>
<td>MTH 112 Prealgebra Algebra</td>
</tr>
<tr>
<td>CRI 110 Freshman Seminar</td>
</tr>
<tr>
<td>BIO 103 Principles of Biology I</td>
</tr>
</tbody>
</table>

Add additional rows if needed.
INFORMATION ITEM 8: Wallace State Community College (Selma), New Exempt Off-Campus Site

Staff Presenter: Ms. Margaret Pearson
Academic Program Review Analyst

Staff Recommendation: For information only.

Proposal: Wallace State Community College (Selma) (WSS) plans to offer courses at the following new off-campus site beginning in January 2016:

Selma High School - Selma, Alabama

Discussion: An official with WSS 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 WSS is exempt from Commission approval by policy because the proposed site is located within WSS’s service area.

The proposal was posted on the Commission website from October 7 until October 27 for public review and comment. No comments were received.

Supporting Documentation:
1. Proposal for New Off-Campus Site at Selma High School, Selma, AL, attached.

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

**SITE INFORMATION**

Institution: Wallace Community College Selma  
Administrator Responsible for Site  
Name & Title: Mr. Raji Gourdain  
Telephone: 334-876-8282  
Fax: 334-876-8322  
E-Mail: raji.gourdain@wccc.edu  
Contact Person at Site if Other Than Administrator Above  
Name & Title: Mr. Calvin Griffin  
Telephone: 334-876-8360  
Fax: 334-876-8322  
E-Mail: calvin.griffin@wccc.edu  
Location of Proposed Site: Dallas County  
Facility: Selma High School  
Street Address: 2164 Broad Street  
City: Selma  
County: Dallas  
When will you begin offering instruction at this site? Fall 2015

<table>
<thead>
<tr>
<th>Type of Site Career Technical Center</th>
<th>Check One:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Non-Exempt</td>
<td></td>
</tr>
<tr>
<td>Exempt from Review by Statute</td>
<td></td>
</tr>
<tr>
<td>Fall 1976 registration exceeded 500.</td>
<td></td>
</tr>
<tr>
<td>University operated site prior to 1960.</td>
<td></td>
</tr>
<tr>
<td>Site located on military reservation.</td>
<td></td>
</tr>
<tr>
<td>Business &amp; industry site where employees only are enrolled.</td>
<td></td>
</tr>
<tr>
<td>Exempt from Review by Commission Policy</td>
<td></td>
</tr>
<tr>
<td>Courses delivered via distance learning technology.</td>
<td></td>
</tr>
<tr>
<td>Prison site - courses delivered exclusively to inmates and prison employees.</td>
<td></td>
</tr>
<tr>
<td>High school site exclusively for early admission, accelerated or dual enrollment.</td>
<td></td>
</tr>
<tr>
<td>2-year college site located within SBE approved service area.</td>
<td>X</td>
</tr>
<tr>
<td>University site located within home or contiguous counties.</td>
<td></td>
</tr>
</tbody>
</table>

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

**Certification**

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

Signature of President/Chancellor: Dr. James M. Mitchell

Date: 8/25/15
COURSE LIST
The institution will develop its schedule at this new site each term from the following list of courses.

<table>
<thead>
<tr>
<th>Courses (include Number &amp; Title)</th>
</tr>
</thead>
<tbody>
<tr>
<td>CUA 101 Orientation to Hospitality Management</td>
</tr>
<tr>
<td>CUA 110 Basic Food Preparation</td>
</tr>
<tr>
<td>CUA 120 Basic Food Preparation Lab</td>
</tr>
</tbody>
</table>

Add additional rows if needed.
INFORMATION ITEM 9: Wallace State Community College (Selma), New Exempt Off-Campus Site

Staff Presenter: Ms. Margaret Pearson
Academic Program Review Analyst

Staff Recommendation: For information only.

Proposal: Wallace State Community College (Selma) (WSS) plans to offer courses at the following new off-campus site beginning in January 2016:

Dallas County Career Technical Center - Selma, AL

Discussion: An official with WSS 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 WSS is exempt from Commission approval by policy because the proposed site is located within WSS’s service area.

The proposal was posted on the Commission website from October 7 until October 27 for public review and comment. No comments were received.

Supporting Documentation:
1. Proposal for New Off-Campus Site at Dallas County Career Technical Center, Selma, AL, attached.

# ATTACHMENT 1

## PROPOSAL FOR A NEW OFF-CAMPUS SITE

### SITE INFORMATION

**Institution:** Wallace Community College Selma  
**Administrator Responsible for Site:**  
**Name & Title:** Mr. Raji Gouridine  
**Telephone:** 334-876-9392  
**Fax:** 334-876-9322  
**E-Mail:** rajigouridine@wccc.edu  
**Contact Person at Site if Other Than Administrator Above:**  
**Name & Title:** Mr. Calvin Griffin  
**Telephone:** 334-876-9300  
**Fax:** 334-876-9322  
**E-Mail:** calvin.griffin@wccc.edu  
**Location of Proposed Site:** Dallas County  
**Facility:** Dallas County Career Technical Center  
**Street Address:** 1306 Roosevelt Avenue  
**City:** Selma  
**County:** Dallas  
**When will you begin offering instruction at this site? Fall 2015**

### Type of Site Career Technical Center

<table>
<thead>
<tr>
<th>Type of Site Career Technical Center</th>
<th>Check One:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Non-Exempt</td>
<td></td>
</tr>
<tr>
<td>Exempt from Review by Statute</td>
<td></td>
</tr>
<tr>
<td>Fall 1976 registration exceeded 500.</td>
<td></td>
</tr>
<tr>
<td>University operated site prior to 1960.</td>
<td></td>
</tr>
<tr>
<td>Site located on military reservation.</td>
<td></td>
</tr>
<tr>
<td>Business &amp; industry site where employees only are enrolled.</td>
<td></td>
</tr>
<tr>
<td>Exempt from Review by Commission Policy</td>
<td></td>
</tr>
<tr>
<td>Courses delivered via distance learning technology.</td>
<td></td>
</tr>
<tr>
<td>Prison site - courses delivered exclusively to inmates and prison employees.</td>
<td></td>
</tr>
<tr>
<td>High school site exclusively for early admission, accelerated/ducal enrollment.</td>
<td></td>
</tr>
<tr>
<td>2-year college site located within SBE approved service area.</td>
<td>X</td>
</tr>
<tr>
<td>University site located within home or contiguous counties.</td>
<td></td>
</tr>
</tbody>
</table>

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

### Certification

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

**Signature of President/Chancellor:** Dr. James M. Mitchell  
**Date:** 8/25/15

---

Form/OC Proposal for New Site  
Revised 8/18/09
COURSE LIST

The institution will develop its schedule at this new site each term from the following list of courses.

<table>
<thead>
<tr>
<th>Courses (Include Number &amp; Title)</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>WDF Welding 101 SMAW Filet/FDC Theory</td>
<td></td>
</tr>
<tr>
<td>WDF Welding 102 SMAW Filet/FDC Theory</td>
<td></td>
</tr>
<tr>
<td>WDF Welding 121 SMAW/OFC LAB</td>
<td></td>
</tr>
<tr>
<td>WDF Welding 122 SMAW/OFC LAB</td>
<td></td>
</tr>
</tbody>
</table>

Add additional rows if needed.
INFORMATION ITEM 10: Annual Off-Campus Site Follow-Up Report for Academic Year 2014-2015

Staff Presenter: Ms. Margaret Pearson
Academic Program Review Analyst

Staff Recommendation: For information only.

Background: Annual off-campus site follow-up reports (fall 2014 through summer 2015) were collected from 2-year and 4-year institutions on October 1, 2015. The following institutions submitted reports:

**2-year:**
- Alabama Southern Community College
- Bishop State Community College
- Calhoun State Community College
- Central Alabama Community College
- Drake State Community & Technical College
- Enterprise State Community College
- Faulkner State Community College
- Gadsden State Community College
- Ingram State Technical College
- Jefferson State Community College
- Lawson State Community College
- Lurleen B. Wallace Community College
- Northeast Alabama Community College
- Northwest-Shoals Community College
- Reid State Technical College
- Snead State Community College
- Southern Union State Community College
- Trenholm State Community College
- Wallace State Community College (Dothan)
- Wallace State Community College (Hanceville)

**4-year:**
- Alabama State University
- Athens State University
- Jacksonville State University
- Troy University
- University of Alabama at Birmingham
- University of Montevallo
- University of South Alabama

A total of 28 (70 percent) of 40 institutions deliver off-campus instruction. There are 20 (77 percent) of 26 two-year colleges delivering off-campus instruction; 8 (57 percent) of 14 universities deliver off-campus instruction. The total number of approved sites is 180.

Currently, there are a total of 132 sites that are offering off-campus instruction: a total of 78 two-year sites (59 percent of the total number of approved sites) and 54 university sites (41 percent). In addition, there are 48 approved sites that are not offering off-campus courses at this time.
Supporting Documentation:

INFORMATION ITEM 11: Changes to the Academic Program Inventory

Staff Presenter: Ms. Margaret Pearson
Academic Program Review Analyst

Staff Recommendation: For information only.

Background: According to the Commission's definitions relating to program review (Alabama Administrative Code, Chapter 300-2-1, Review of Programs & Other Units of Instruction), additions and certain extensions or alterations of units and programs of instruction must be submitted as information items not requiring Commission approval. Examples of information items, according to the operational definitions, include: 1) changes in program titles or CIP codes or degree nomenclatures at the same level (except doctoral) provided no changes in program requirements, content, or objectives are made, and provided the new nomenclature replaces the current designation; 2) programs placed on inactive status or deleted from the Academic Program Inventory; 3) change in award for completion from Diploma to Associate in Applied Technology in technical colleges provided certain conditions are met; 4) change in award for completion from Associate in Applied Technology to Associate in Applied Science in technical colleges provided certain conditions are met; and 5) change in award for completion from Diploma and/or Certificate to Associate in Applied Science in community colleges.

Supporting Documentation:


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.

- Bishop State Community College  48.0508  Welding, C
- University of Alabama in Huntsville  11.0804  Modeling & Simulation, MS
- University of Alabama in Huntsville  11.0804  Modeling & Simulation, PhD

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.

- Auburn University Montgomery  43.0104  Criminal Justice Studies, BS
- Auburn University Montgomery  43.0104  Criminal Justice Studies, MS
- Auburn University Montgomery  24.0101  Liberal Arts, BLA
- Auburn University Montgomery  30.0000  Interdisciplinary Studies, BIS
- Auburn University  26.0908  Physical Activity and Health, BS
- Auburn University  43.1307  Physical Activity and Health, BS
- Auburn University  43.1314  Health and Physical Education, BS, MS
- Jacksonville State University  31.0101  Recreation, BS
- Jacksonville State University  24.0101  Liberal Studies, BA

C. Programs Placed on Inactive Status

- Auburn University  Polymer & Fiber Engineering, BPFE  14.3201
  (Polymer Option and Fiber Option)
INFORMATION ITEM 12: Implementation of Non-Degree Programs at Senior Institutions

Staff Presenter: Ms. Margaret Pearson
Academic Program Review Analyst

Staff Recommendation: For information only.

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

In accordance with these guidelines, the following institutions have sent notification regarding the non-degree programs indicated:

University of Alabama at Birmingham

Graduate Certificate in Marriage, Couples, and Family Counseling

The graduate level certificate requires the completion of five specified courses totaling 15 semester hours. The certificate is designed to provide students in UAB’s master’s level counseling program, as well as master’s level counseling professionals an opportunity to enhance their knowledge and skills in working with couples and families.

Graduate Certificate in Clinical Informatics

Designed for working healthcare professionals, this certificate program will be delivered online and will require the completion of 15 semester hours. The certificate will be available to individuals eligible for admission to the UAB Graduate School and who have professional healthcare experience. It is designed to supplement clinicians’ understanding of health information technology, and the impact these systems have on the delivery of quality healthcare.

Graduate Dietitian Education Program Certificate

Consisting of 37 semester hours, the purpose of the certificate is to extend the scope of practice in nutrition/dietetics in which the Lifestyle Management and Disease track students are eligible to participate. Students who complete the Lifestyle Management and Disease track, and the proposed certificate are eligible to sit for the national examination to become a Registered Dietitian Nutritionist (RDN).
Auburn University Montgomery

Undergraduate Certificate in Museum

The proposed undergraduate certificate will require a total of 17-19 semester hours, with 11 hours in required courses that are already in the institution’s inventory of courses. Required courses: Historical Methods; Theory and Method of Museum Studies; and Art Internship.

Auburn University

Graduate Certificate in Business Analytics

The graduate certificate will consist of 12 credit hours and is designed to offer additional education to those students who are: 1) unable to allocate the time or financial resources required for a full degree-granting program; 2) students in other programs that wish to add to their expertise; 3) practicing professionals that may require additional certification or training.

Supporting Documentation:


2. Written unpublished documentation provided by the institution. Available upon request.
INFORMATION ITEM 13: 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 Community College System 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.

**Drake State Community and Technical College**

<table>
<thead>
<tr>
<th>Field of Study</th>
<th>CIP Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advanced Manufacturing w.emp in Quality Assurance; Mechanical Design Advanced; Mechanical Design Fundamentals; Mechanical Design Quality; Electrical Fundamentals; Industrial Robotics; Preventive Maintenance; Industrial Automation; Industrial Electricity Fundamentals; Precision Machining Fundamentals; Precision Milling; Welding Certification Prep; Flux Core Welding; GTAW Certification Prep; and Welding Technology</td>
<td></td>
</tr>
</tbody>
</table>

**Faulkner State Community College**

<table>
<thead>
<tr>
<th>Field of Study</th>
<th>CIP Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>Automotive Technology w.emp in Automotive Fundamentals Training</td>
<td></td>
</tr>
<tr>
<td>Industrial Maintenance w.emp in Foundations of Industrial Construction and Shieded Metal Arc Welding Technology</td>
<td></td>
</tr>
</tbody>
</table>

**Gadsden State Community College**

<table>
<thead>
<tr>
<th>Field of Study</th>
<th>CIP Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>Welding Technology w.emp in FCAW and SMAW</td>
<td></td>
</tr>
<tr>
<td>Diesel Technology w.emp in Intro to Diesel Technology and Diesel Systems</td>
<td></td>
</tr>
<tr>
<td>Civil Engineering Technology w.emp in Mechanical Design</td>
<td></td>
</tr>
<tr>
<td>Machine Tool Technology w.emp in Intro to Machine Tool Technology and CNC</td>
<td></td>
</tr>
</tbody>
</table>
### Southern Union State Community College

<table>
<thead>
<tr>
<th>Field of Study</th>
<th>CIP Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>Industrial Electricity/Electronics</td>
<td>47.0105</td>
</tr>
<tr>
<td>w/emp in Basic Electricity; Construction Wiring; Solid State Digital</td>
<td></td>
</tr>
<tr>
<td>Industrial Motor Controls; Industrial Process Control; Basic Robotics</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Field of Study</th>
<th>CIP Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>Manufacturing Technology</td>
<td>15.0613</td>
</tr>
<tr>
<td>w/emp in Basic Electricity; Industrial Safety; Industrial Motors; Industrial Motors Controls; Industrial Systems</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Field of Study</th>
<th>CIP Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>Engineering, Graphics and Design</td>
<td>15.1301</td>
</tr>
<tr>
<td>w/emp in Basic CAD; 3-D Modeling; Geographic Information Systems; Additive Manufacturing; Architectural Drafting</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Field of Study</th>
<th>CIP Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>Welding Technology</td>
<td>48.0508</td>
</tr>
<tr>
<td>w/emp in Basic Shielded Metal Arc Welding; Basic Gas Metal Arc Welding; Carbon Pipe Arc Welding</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Field of Study</th>
<th>CIP Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>Machine Tool Technology</td>
<td>48.0507</td>
</tr>
<tr>
<td>w/emp in Conventional Machining; CNC Machining; CNC Turning; CNC Milling CAD; Die Mold Maintenance</td>
<td></td>
</tr>
</tbody>
</table>

### Wallace Community College (Dothan)

<table>
<thead>
<tr>
<th>Field of Study</th>
<th>CIP Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>Automotive Service Engineering</td>
<td>15.0803</td>
</tr>
<tr>
<td>Technology w/emp in Agricultural Technology/Equipment Servicing and Repair</td>
<td></td>
</tr>
</tbody>
</table>

**Supporting Documentation:**


2. Written unpublished documentation provided by the Alabama Community College System. Available upon request.
INFORMATION ITEM 14: Implementation of Distance Education Programs

Staff Presenter: Ms. Margaret Pearson
Academic Program Review Analyst

Staff Recommendation: For information only.

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

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

Auburn University:

English for Speakers of Other Languages, MEd – CIP 13.1206
Reading Education, MEd – CIP 13.1206

Supporting Documentation:
2. Written unpublished documentation provided by the institution. Available upon request.
INFORMATION ITEM 15: Implementation of Approved Programs

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

Staff Recommendation: For information only.

Background:
Commission guidelines state that a new program should be implemented in accordance with the timeline presented in the proposal. They further state that any institution having an approved program must notify the Commission in writing when the program is implemented (that is, when the institution has admitted the first student or students into the program). The institution also must notify the Commission in writing if the stated date or academic term of implementation changes. If the program is not implemented within 24 months of the date of approval, regardless of whether the Commission has been notified of the delay, the approval will expire, and the program will be removed from the Commission’s Academic Program Inventory. Once an approval has expired, an institution must submit a new program proposal and receive Commission approval of the new proposal in order to offer the program.

Programs Implemented:
In accordance with these guidelines, the following institutions have sent notification that the programs listed have been implemented.

Alabama A & M University
Program: Bachelor of Science in Plant Biotechnology, B.S. CIP 26.1201
Approval date: September 12, 2014
Implementation date: August 2015 (on schedule)
Post-implementation report date: September 1, 2020.

Bevill State Community College
Program: Instrumentation Technology Technician, A.A.S./C. CIP 15.0404
Approval date: June 12, 2015
Implementation date: August 2015 (on schedule)
Post-implementation report date: September 1, 2020.

Program: Industrial Mechanics and Maintenance Technology, A.A.S./C. CIP 47.0303
Approval date: June 12, 2015
Implementation date: August 2015 (on schedule)
Post-implementation report date: September 1, 2020.
University of Alabama at Birmingham

Program: Master of Science in Biomedical and Health Sciences, M.S., CIP 26.0102
Approval date: March 20, 2015
Implementation date: June 2015 (on schedule)
Post-implementation report date: June 1, 2020.

University of Alabama in Huntsville

Program: Master of Science in Space Science, M.S., CIP 40.9999
Approval date: March 20, 2015
Implementation date: September 2015 (delayed from August 2015)
Post-implementation report date: October 1, 2020.

Program: Doctor of Philosophy in Space Science, Ph.D., CIP 40.9999
Approval date: March 20, 2015
Implementation date: September 2015 (delayed from August 2015)
Post-implementation report date: October 1, 2020.

Program: Bachelor of Science in Kinesiology, B.S., CIP 31.0505
Approval date: December 5, 2014
Implementation date: August 2015 (on schedule)
Post-implementation report date: September 1, 2020.

Program: Bachelor of Arts in Theatre, B.A., CIP 50.0501
Approval date: March 20, 2015
Implementation date: September 2015 (delayed from August 2015)
Post-implementation report date: October 1, 2020.

University of South Alabama

Program: Bachelor of Science in Instructional Design and Performance Improvement, B.S., CIP 13.9999
Approval date: June 13, 2014
Implementation date: August 2015 (delayed)
Post-implementation report date: September 1, 2020.

Program: Doctor of Philosophy in Computing, Ph.D., CIP 11.0101
Approval date: June 13, 2014
Implementation date: August 2015 (delayed)
Post-implementation report date: September 1, 2020.
Program: Master of Science in Marine Conservation and Resource Management, M.S., CIP 03.0205
Approval date: June 13, 2014
Implementation date: August 2015 (delayed)
Post-implementation report date: September 1, 2020.

Programs Not Implemented: Commission approval has expired for the following programs that were not implemented by the implementation deadline.

None.

INFORMATION ITEM 16: 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:

- Alabama A&M University, Program: Master of Engineering in Material Engineering (CIP 14.9999) [second report]
- Alabama A&M University, Program: Bachelor of General Studies in General Studies (CIP 24.0102)
- Alabama State University, Program: Master of Rehabilitation Counseling (CIP 51.2310)
- Northwest-Shoals Community College, Program: Certificate and AAS in Industrial Maintenance Technology (CIP 47.0303)
- University of Montevallo, Program: Master of Business Administration (CIP 52.0201)
- University of Alabama at Birmingham, Program: Master of Science in Genetic Counseling (CIP 51.1509)
- Athens State University, Program: Bachelor of Arts in Art (CIP 50.0701)
- Auburn University, Program: Master of Science in Biosystems Engineering (CIP 14.0301)
- Auburn University, Program: Doctor of Philosophy in Biosystems Engineering (CIP14.0301)
- University of South Alabama, Program: Bachelor of Science in Information Systems (CIP 11.0401)
- University of South Alabama, Program: Bachelor of Science in Information Technology (CIP 11.0103)
- University of North Alabama, Program: Master of Science in Geospatial Science (CIP 45.0799)
Programs that did not meet post-implementation conditions:

- Alabama A&M University, Program: Bachelor of Science in Construction Management (CIP 15.1001) [second report] [A request for an additional post-implementation review period is on the agenda as a decision item]

- Auburn University at Montgomery, Program: Bachelor of Science in Organizational Leadership (CIP 52.0213) [A request for an additional post-implementation review period and reduction in newly enrolled students and graduates is on the agenda as a decision item]

- University of Alabama in Huntsville, Program: Master of Science in Cybersecurity (CIP 11.1003) (Previously “Information Assurance and Security”) [A request for an additional post-implementation review period is on the agenda as a decision item]

- University of North Alabama, Program: Bachelor of Science or Bachelor of Arts in Mass Communications (CIP 09.0102) [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.

Summary of Reports on Post-Implementation Conditions
[Listed by Institution]

Meeting Conditions:


- Program: Master of Engineering in Material Engineering (CIP 14.9999)

  Approved by Commission: September 2007 [additional review period granted September 2014]

  Proposed Implementation Date: January 2008

  Actual Implementation Date: August 2009

  Post-Implementation Conditions: [second report]

  1. That the annual average new enrollment headcount for the 2013-14 and 2014-15 years will be at least 12.

  2. That the average number of graduates for the academic years 2013-14 and 2014-15 will be at least 5.

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Required</td>
<td>12</td>
<td>5</td>
</tr>
<tr>
<td>Reported</td>
<td>18</td>
<td>6</td>
</tr>
</tbody>
</table>

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

Condition 2: The program did meet the graduation post-implementation requirement.

The employment and assessment conditions had been previously met.
Meeting Conditions:

**Alabama A&M University** (2015 Report)

- Program: Bachelor of General Studies in General Studies (CIP 24.0102)
  
  Approved by Commission: June 2010
  
  Proposed Implementation Date: August 2010
  
  Actual Implementation Date: August 2010

Post-Implementation Conditions:

1. That the annual average new enrollment headcount for 2010-11 through 2014-15 years will be at least 20.

2. That the average number of graduates for the academic years 2011-12 through 2014-15 (four year average) will be at least 13.

3. That a follow-up survey be conducted after the first five years that will show at least 75 percent of the graduates’ were successful in acquiring related employment.

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

<table>
<thead>
<tr>
<th>Bachelor of General Studies in General Studies (CIP 24.0102)</th>
<th>Average New Enrollment Headcount 2010-11 through 2014-15</th>
<th>Average Number of Graduates, 2011-12 through 2014-15</th>
<th>Percentage of Graduates Employed in Field</th>
</tr>
</thead>
<tbody>
<tr>
<td>Required</td>
<td>20</td>
<td>13</td>
<td>75%</td>
</tr>
<tr>
<td>Reported</td>
<td>32</td>
<td>27</td>
<td>96%</td>
</tr>
</tbody>
</table>

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

Condition 2: The program did meet the graduation post-implementation requirement.

Condition 3: The program attained the criteria of at least 75 percent of the graduates’ successfully acquiring related employment.

Condition 4: The overall assessment of the program was sufficient based upon both direct and indirect measures, including a capstone experience and exit interview, respectively.
Meeting Conditions:

**Alabama State University** [second report] (2015 Report)

- Program: Master of Rehabilitation Counseling (CIP 51.2310)

  Approved by Commission:  June 2008 [additional review period granted December 2013]

  Proposed Implementation Date:  August 2008

  Actual Implementation Date:  August 2008

Post-Implementation Conditions: [second report]

1. That the annual average new enrollment headcount for the 2013-14 and 2014-15 years will be at least 12.

2. That the average number of graduates for the academic years 2013-14 and 2014-15 will be at least 10.

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Required</td>
<td>12</td>
<td>10</td>
</tr>
<tr>
<td>Reported</td>
<td>16</td>
<td>16</td>
</tr>
</tbody>
</table>

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

Condition 2: The program did meet the graduation post-implementation requirement.

The employment and assessment conditions had been previously met.
Meeting Conditions:

Northwest-Shoals Community College (2015 Report)

- Program: Certificate and AAS in Industrial Maintenance Technology (CIP 47.0303)
  
  Approved by Commission: March 2010
  
  Proposed Implementation Date: August 2010
  
  Actual Implementation Date: August 2010

Post-Implementation Conditions:

1. That the annual average new enrollment headcount for 2010-11 through 2014-15 years will be at least 10.

2. That the average number of graduates for the academic years 2010-11 through 2014-15 (five year average) will be at least 15.

3. That a follow-up survey be conducted after the first five years that will show at least 75 percent of the graduates’ were successful in acquiring related employment.

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

<table>
<thead>
<tr>
<th>Certificate and AAS in Industrial Maintenance Technology (CIP 47.0303)</th>
<th>Average New Enrollment Headcount 2010-11 through 2014-15</th>
<th>Average Number of Graduates, 2010-11 through 2014-15</th>
<th>Percentage of Graduates Employed in Field</th>
</tr>
</thead>
<tbody>
<tr>
<td>Required</td>
<td>10</td>
<td>15</td>
<td>75%</td>
</tr>
<tr>
<td>Reported</td>
<td>41</td>
<td>19</td>
<td>88%</td>
</tr>
</tbody>
</table>

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

Condition 2: The program did meet the graduation post-implementation requirement.

Condition 3: The program attained the criteria of at least 75 percent of the graduates’ successfully acquiring related employment.

Condition 4: The overall assessment of the program was sufficient and confirmed that the student learning outcomes and program objectives are being met.
Meeting Conditions:

University of Montevallo (2015 Report)

- Program: Master of Business Administration (CIP 52.0201)

  Approved by Commission: March 2010

  Proposed Implementation Date: August 2010

  Actual Implementation Date: August 2010

Post-Implementation Conditions:

1. That the annual average new enrollment headcount for 2010-11 through 2014-15 years will be at least 20.

2. That the average number of graduates for the academic years 2011-12 through 2014-15 (four year average) will be at least 6.

3. That a follow-up survey be conducted after the first five years that will show at least 75 percent of the graduates were successful in acquiring related employment.

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

<table>
<thead>
<tr>
<th>Master of Business Administration (CIP 52.0201)</th>
<th>Average New Enrollment Headcount 2010-11 through 2014-15</th>
<th>Average Number of Graduates, 2011-12 through 2014-15</th>
<th>Percentage of Graduates Employed in Field</th>
</tr>
</thead>
<tbody>
<tr>
<td>Required</td>
<td>20</td>
<td>6</td>
<td>75%</td>
</tr>
<tr>
<td>Reported</td>
<td>23</td>
<td>18</td>
<td>92%</td>
</tr>
</tbody>
</table>

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

Condition 2: The program did meet the graduation post-implementation requirement.

Condition 3: The program attained the criteria of at least 75 percent of the graduates successfully acquiring related employment.

Condition 4: The overall assessment of the program was sufficient and confirmed that the student learning outcomes and program objectives are being met. The assessment of the MBA program is based on a methodology supported by AACSB (Association to Advance Collegiate Schools of Business), the program’s accrediting body. As example assessments, student are administered a major field test, participate in a capstone, and are required to write and present at least two case
studies related to future employment. The program emphasizes “closing the loop” and documented continual program improvement.

Meeting Conditions:

**University of Alabama at Birmingham** (2015 Report)

- Program: Master of Science in Genetic Counseling (CIP 51.1509)

  Approved by Commission: December 2008
  Proposed Implementation Date: August 2010
  Actual Implementation Date: August 2010

  Post-Implementation Conditions:

  1. That the annual average new enrollment headcount for 2010-11 through 2014-15 years will be at least 6.

  2. That the average number of graduates for the academic years 2011-12 through 2014-15 (four year average) will be at least 5.

  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 evidence of accreditation by the American Board of Genetic Counseling be provided.

  5. That graduates’ passage rate on the certification examination given by the American Board of Genetic Counseling (ABGC) be reported.

  6. That information regarding an overall assessment of the program will be provided, particularly as related to objectives and assessment measures stated in the proposal. This information should include data on the graduates’ passage rate on the ABGC certification examination.

<table>
<thead>
<tr>
<th>Master of Science in Genetic Counseling (CIP 51.1509)</th>
<th>Average New Enrollment Headcount 2010-11 through 2014-15</th>
<th>Average Number of Graduates, 2011-12 through 2014-15</th>
<th>Percentage of Graduates Employed in Field</th>
</tr>
</thead>
<tbody>
<tr>
<td>Required</td>
<td>6</td>
<td>5</td>
<td>75%</td>
</tr>
<tr>
<td>Reported</td>
<td>6</td>
<td>6</td>
<td>100%</td>
</tr>
</tbody>
</table>
Meeting Conditions:
Continued from previous page.

University of Alabama at Birmingham (2015 Report)

- Program: Master of Science in Genetic Counseling (CIP 51.1509)
  Approved by Commission: December 2008
  Proposed Implementation Date: August 2010
  Actual Implementation Date: August 2010

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

Condition 2: The program did meet the graduation post-implementation requirement.

Condition 3: The program attained the criteria of at least 75 percent of the graduates’ successfully acquiring related employment.

Condition 4: The program successfully achieved provisional accreditation (“provisional” accreditation is a required first level of approval for any new genetic counseling program) on May 28, 2009. This approval was issued by the American Board of Genetic Counseling (ABGC). Condition 4 has been met.

Condition 5: The Passage rate for the program’s graduates on the ABGC certification exam was 93.75 percent. Condition 5 has been met.

Condition 6: The overall assessment of the program was sufficient and confirmed that the student learning outcomes and program objectives are being met. Learning outcomes and program assessment occur regularly in the variety of ways including, for example, certification examination, clinical experiences, and student and employer satisfaction surveys. The program delivers a graduate-level didactic curriculum that addresses the professional competencies of a practicing genetic counselor as defined and accepted in this field. In addition, the program provides supplementary educational experiences to reinforce didactic instruction and prepare graduates for professional practice. These include chart conferences, seminars, journal club, a professional development series, volunteer/advocacy opportunities, and lay lecture experiences.

Note: Due to the change in accreditation bodies that occurred during the time of obtaining accreditation (described in Condition #4 above), the program was designed to meet these ABGC competencies and now has been updated to reflect the slightly revised competencies that the new accrediting body, The Accreditation Council for Genetic Counseling (ACGC), sets forth. The institution states that accreditation by ACGC (although by a body with a different name than existed in 2008 when this condition was set forth by ACHE) is the gold standard for accreditation for graduate programs in this profession.
Meeting Conditions:

**Athens State University** (2015 Report)

- Program: Master of Arts in Art (CIP 50.0701)
  
  Approved by Commission: June 2010

  Proposed Implementation Date: August 2010

  Actual Implementation Date: January 2011

Post-Implementation Conditions:

1. That the annual average new enrollment headcount for 2010-11 through 2014-15 years will be at least 15.

2. That the average number of graduates for the academic years 2011-12 through 2014-15 (four year average) will be at least 9.

3. That a follow-up survey be conducted after the first five years that will show at least 75 percent of the graduates’ were successful in acquiring related employment.

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

<table>
<thead>
<tr>
<th>Master of Arts in Art (CIP 50.0701)</th>
<th>Average New Enrollment Headcount 2010-11 through 2014-15</th>
<th>Average Number of Graduates, 2011-12 through 2014-15</th>
<th>Percentage of Graduates Employed in Field</th>
</tr>
</thead>
<tbody>
<tr>
<td>Required</td>
<td>15</td>
<td>9</td>
<td>75%</td>
</tr>
<tr>
<td>Reported</td>
<td>18</td>
<td>10</td>
<td>97%</td>
</tr>
</tbody>
</table>

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

Condition 2: The program did meet the graduation post-implementation requirement.

Condition 3: The program attained the criteria of at least 75 percent of the graduates’ successfully acquiring related employment.

Condition 4: The overall assessment of the program was sufficient and confirmed that the student learning outcomes and program objectives are being met. The program’s assessment process makes use of quantitative and qualitative techniques and incorporates both direct and indirect measures to determine levels of student and program achievement. Additionally, rubrics are applied in making these determinations. The program analyzes and makes use of results focused on by learning outcome, and develops annual assessment reports.
### Meeting Conditions:

**Auburn University (2015 Report)**

- Program: Master of Science in Biosystems Engineering (CIP 14.0301)
  
  Approved by Commission: June 2010

  Proposed Implementation Date: August 2010

  Actual Implementation Date: August 2010

  **Post-Implementation Conditions:**

  1. That the annual average new enrollment headcount for 2010-11 through 2014-15 years will be at least 5.

  2. That the average number of graduates for the academic years 2011-12 through 2014-15 (four year average) will be at least 5.

  3. That a follow-up survey be conducted after the first five years that will show at least 75 percent of the graduates’ were successful in acquiring related employment.

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

<table>
<thead>
<tr>
<th>Master of Science in Biosystems Engineering (CIP 14.0301)</th>
<th>Average New Enrollment Headcount 2010-11 through 2014-15</th>
<th>Average Number of Graduates, 2011-12 through 2014-15</th>
<th>Percentage of Graduates Employed in Field</th>
</tr>
</thead>
<tbody>
<tr>
<td>Required</td>
<td>5</td>
<td>5</td>
<td>75%</td>
</tr>
<tr>
<td>Reported</td>
<td>7</td>
<td>5</td>
<td>86%</td>
</tr>
</tbody>
</table>

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

Condition 2: The program did meet the graduation post-implementation requirement.

Condition 3: The program attained the criteria of at least 75 percent of the graduates’ successfully acquiring related employment.

Condition 4: The overall assessment of the program was sufficient and confirmed that the student learning outcomes and program objectives are being met. The assessment process reported results relative to the program’s four learning outcomes. The information was examined from both student achievement within a core group of courses (mean grades = 3.80) as well as evaluating student achievement by members of the students’ supervisory committees. The aggregated results are discussed in a variety of formats, the results are used for improvement (for example, a seminar series) and steps supporting continual program improvement are documented.
Meeting Conditions:

**Auburn University** (2015 Report)

- Program: Doctor of Philosophy in Biosystems Engineering (CIP 14.0301)

  Approved by Commission: June 2010

  Proposed Implementation Date: August 2010

  Actual Implementation Date: August 2010

Post-Implementation Conditions:

1. That the annual average new enrollment headcount for 2010-11 through 2014-15 years will be at least 3.

2. That the average number of graduates for the academic years 2012-13 through 2014-15 (three year average) will be at least 3.

3. That a follow-up survey be conducted after the first five years that will show at least 75 percent of the graduates’ were successful in acquiring related employment.

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

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Required</td>
<td>3</td>
<td>3</td>
<td>75%</td>
</tr>
<tr>
<td>Reported</td>
<td>4</td>
<td>3</td>
<td>89%</td>
</tr>
</tbody>
</table>

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

Condition 2: The program did meet the graduation post-implementation requirement.

Condition 3: The program attained the criteria of at least 75 percent of the graduates’ successfully acquiring related employment.

Condition 4: The overall assessment of the program was sufficient and confirmed that the student learning outcomes and program objectives are being met. The assessment process reported results relative to the program’s four learning outcomes. The information was examined from both student achievement within a core group of courses (mean grades = 3.83) as well as evaluating student achievement by members of the students’ supervisory committees. The aggregated results are discussed in a variety of formats, the results are used for improvement (for example,
advanced course development), and steps supporting continual program improvement are documented.

Meeting Conditions:

University of South Alabama [second report] (2015 Report)

- Program: Bachelor of Science in Information Systems (CIP 11.0401)

Approved by Commission: March 2008 [additional review period granted June 2014]

Proposed Implementation Date: August 2008

Actual Implementation Date: August 2008

Post-Implementation Conditions: [second report]

1. That the average number of graduates for the academic years 2013-14 and 2014-15 (two year average) will be at least 13.

<table>
<thead>
<tr>
<th>Bachelor of Science in Information Systems (CIP 11.0401)</th>
<th>Average Number of Graduates, 2013-14 and 2014-15</th>
</tr>
</thead>
<tbody>
<tr>
<td>Required</td>
<td>13</td>
</tr>
<tr>
<td>Reported</td>
<td>19</td>
</tr>
</tbody>
</table>

Condition 1: The program did meet the graduation post-implementation requirement.

The enrollment, employment, and assessment conditions had been previously met.
Meeting Conditions:

University of South Alabama [second report] (2015 Report)

- Program: Bachelor of Science in Information Technology (CIP 11.0103)

Approved by Commission: March 2008 [additional review period granted June 2014]

Proposed Implementation Date: August 2008

Actual Implementation Date: August 2008

Post-Implementation Conditions: [second report]

1. That the average number of graduates for the academic years 2013-14 and 2014-15 (two year average) will be at least 24.

<table>
<thead>
<tr>
<th>Bachelor of Science in Information Technology (CIP 11.0103)</th>
<th>Average Number of Graduates, 2013-14 and 2014-15</th>
</tr>
</thead>
<tbody>
<tr>
<td>Required</td>
<td>24</td>
</tr>
<tr>
<td>Reported</td>
<td>24</td>
</tr>
</tbody>
</table>

Condition 1: The program did meet the graduation post-implementation requirement.

The enrollment, employment, and assessment conditions had been previously met.
Meeting Conditions:

**University of North Alabama** (2015 Report)

- Program: Master of Science in Geospatial Science (CIP 45.0799)
  
  Approved by Commission: June 2010

  Proposed Implementation Date: August 2010

  Actual Implementation Date: August 2010

Post-Implementation Conditions:

1. That the annual average new enrollment headcount for 2010-11 through 2014-15 years will be at least 6.

2. That the average number of graduates for the academic years 2012-13 through 2014-15 (three year average) will be at least 4.

3. That a follow-up survey be conducted after the first five years that will show at least 75 percent of the graduates' were successful in acquiring related employment or in progressing in their current positions.

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

<table>
<thead>
<tr>
<th>Master of Science in Geospatial Science (CIP 45.0799)</th>
<th>Average New Enrollment Headcount 2010-11 through 2014-15</th>
<th>Average Number of Graduates, 2012-13 through 2014-15</th>
<th>Percentage of Graduates Employed in Field</th>
</tr>
</thead>
<tbody>
<tr>
<td>Required</td>
<td>6</td>
<td>4</td>
<td>75%</td>
</tr>
<tr>
<td>Reported</td>
<td>8</td>
<td>4</td>
<td>88%</td>
</tr>
</tbody>
</table>

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

Condition 2: The program did meet the graduation post-implementation requirement.

Condition 3: The program attained the criteria of at least 75 percent of the graduates’ successfully acquiring related employment or in progressing in their current positions.

Condition 4: The overall assessment of the program was sufficient and confirmed that the student learning outcomes and program objectives are being met and that students have achieved to at least a proficient level. The assessment process reported results relative to the program’s four learning outcomes (i.e., scientific questioning using a geospatial paradigm, designing and conducting research, problem solving skills, and competence in applying geospatial technologies) through a variety of assessment methods.
Summary of Reports on Post-Implementation Conditions
[Listed by Institution]

Not Meeting Conditions:

**Alabama A&M University** \([second report]\) (2015 Report)

- Program: Bachelor of Science in Construction Management (CIP 15.1001)

  Approved by Commission: September 2007 \([additional review period granted September 2014]\)

  Proposed Implementation Date: January 2008

  Actual Implementation Date: August 2008

  Post-Implementation Conditions: \([second report]\)

  1. That the annual average new enrollment headcount for the 2013-14 and 2014-15 years will be at least 14.

  2. That the average number of graduates for the academic years 2013-14 and 2014-15 will be at least 8.

<table>
<thead>
<tr>
<th>Bachelor of Science in Construction Management (CIP 15.1001)</th>
<th>Average New Enrollment Headcount 2013-14 and 2014-15</th>
<th>Average Number of Graduates, 2013-14 and 2014-15</th>
</tr>
</thead>
<tbody>
<tr>
<td>Required</td>
<td>14</td>
<td>8</td>
</tr>
<tr>
<td>Reported</td>
<td>25</td>
<td>5</td>
</tr>
</tbody>
</table>

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

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

The employment and assessment conditions had been previously met.
Not Meeting Conditions:

**Auburn University at Montgomery** (2015 Report)

- Program: Bachelor of Science in Organizational Leadership (CIP 52.0213)
  
  Approved by Commission: March 2010
  
  Proposed Implementation Date: January 2010
  
  Actual Implementation Date: August 2010

Post-Implementation Conditions:

1. That the annual average new enrollment headcount for the first five years beginning in 2010-11 will be at least 24.

2. That the average number of graduates for the academic years 2011-12 through 2014-15 (four year average) will be at least 15.

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.

<table>
<thead>
<tr>
<th>Bachelor of Science in Organizational Leadership (CIP 52.0213)</th>
<th>Average New Enrollment Headcount 2010-11 through 2014-15</th>
<th>Average Number of Graduates, 2011-12 through 2014-15</th>
<th>Percentage of Graduates Employed in Field</th>
</tr>
</thead>
<tbody>
<tr>
<td>Required</td>
<td>24</td>
<td>15</td>
<td>75%</td>
</tr>
<tr>
<td>Reported</td>
<td>23</td>
<td>8</td>
<td>100%</td>
</tr>
</tbody>
</table>

Condition 1: According to the report, the enrollment count benchmark was not met.

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

Condition 3: The employment condition was met.

Condition 4: The overall assessment of the program was sufficient. Assessment of the program occurred on an ongoing basis. There were a total of eight (8) student learning outcomes, and for each outcome over 90% of the students achieved the goals that were set. Rubrics and a variety of other assessment features were used to measure and confirm these achievements.
Not Meeting Conditions:

University of Alabama in Huntsville (2015 Report)

- Program: Master of Science in Cybersecurity (CIP 11.1003) (Previously "Information Assurance and Security")

Approved by Commission: March 2010

Proposed Implementation Date: August 2010

Actual Implementation Date: August 2010

Post-Implementation Conditions:

1. That the annual average new enrollment headcount for the 2010-11 through 2014-15 years will be at least 31.

2. That the average number of graduates for the academic years 2011-12 through 2014-15 will be at least 10.

3. That a follow-up survey be conducted after the first five years that will show at least 75 percent of the graduates were successful in acquiring related employment or in continuing their education.

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

<table>
<thead>
<tr>
<th>Master of Science in Cybersecurity (CIP 11.1003)</th>
<th>Average New Enrollment Headcount 2010-11 through 2014-15</th>
<th>Average Number of Graduates, 2011-12 through 2014-15</th>
<th>Percentage of Graduates Employed in Field</th>
</tr>
</thead>
<tbody>
<tr>
<td>Required</td>
<td>31</td>
<td>10</td>
<td>75%</td>
</tr>
<tr>
<td>Reported</td>
<td>33</td>
<td>9</td>
<td>93%</td>
</tr>
</tbody>
</table>

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: The employment condition was met.

Condition 4: The overall assessment of the program was sufficient.
Not Meeting Conditions:

University of North Alabama (2015 Report)

- Program: Bachelor of Science or Bachelor of Arts in Mass Communication (CIP 09.0102)
  
  Approved by Commission: June 2010
  Proposed Implementation Date: August 2010
  Actual Implementation Date: August 2010

Post-Implementation Conditions:

1. That the annual average new enrollment headcount for 2010-11 through 2014-15 will be at least 56.
2. That the average number of graduates for the academic years 2011-12 through 2014-15 (four year average) will be at least 16.
3. That a follow-up survey be conducted after the first five years that will show at least 75 percent of the graduates’ were successful in acquiring related employment.
4. That information regarding an overall assessment of the program will be provided, particularly as related to objectives and assessment measures stated in the proposal.

<table>
<thead>
<tr>
<th>Bachelor of Science or Bachelor of Arts in Mass Communication (CIP 09.0102)</th>
<th>Average New Enrollment Headcount 2010-11 through 2014-15</th>
<th>Average Number of Graduates, 2011-12 through 2014-15</th>
<th>Percentage of Graduates Employed in Field</th>
</tr>
</thead>
<tbody>
<tr>
<td>Required</td>
<td>56</td>
<td>16</td>
<td>75%</td>
</tr>
<tr>
<td>Reported</td>
<td>41</td>
<td>22</td>
<td>86%</td>
</tr>
</tbody>
</table>

Condition 1: According to the report, the enrollment count benchmark was not met.

Condition 2: The program did meet the graduation post-implementation requirement.

Condition 3: The program attained the criteria of at least 75 percent of the graduates’ successfully acquiring related employment.

Condition 4: The overall assessment of the program was sufficient and confirmed that the student learning outcomes and program objectives are being met. The institution highlights that the health of the program is also demonstrated by the successful accreditation review by the Accrediting Council on Education in Journalism and Mass Communications (ACEJMC), during the 2014-2015 academic year.
INSTITUTIONS OF HIGHER EDUCATION