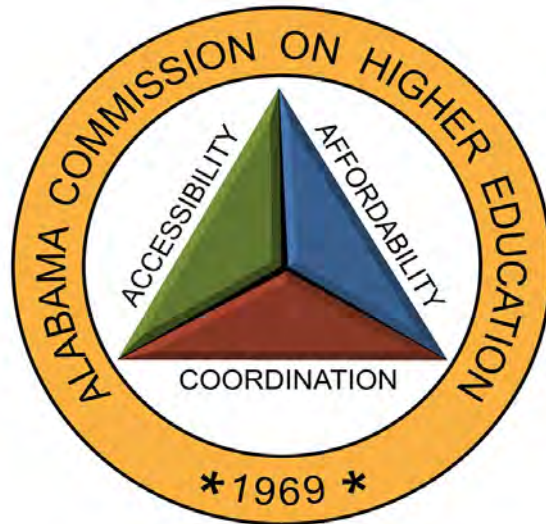


Alabama Commission on Higher Education  
RSA Union Building, 100 North Union Street, Room 782  
Montgomery, Alabama 36104  
Office: 334-242-1998  
Fax: 334-242-0268  
Website: [www.ache.alabama.gov](http://www.ache.alabama.gov)

## 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.

<b>I. Call to Order</b>	
<b>II. Roll Call of Members and Determination of Quorum</b>	
<b>III. Approval of Agenda</b>	
<b>IV. Consideration of Minutes of September 11, 2015</b>	1
<b>V. Chairman’s Report</b>	
<b>VI. Executive Director’s Report</b>	
<b>VII. Discussion Items</b>	
A. Annual Report: Alabama Articulation & General Studies Committee	11
<i>Guest Presenter: Dr. Keith Sessions, Executive Directors AGSC/STARS</i>	
<i>Staff Presenter: Dr. Elizabeth C. French</i>	
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	12
<i>Staff Presenter: Dr. Elizabeth C. French/Dr. James Conely</i>	
C. Annual Report: Non-Resident Institutional Review Activities for Calendar Year 2015	15
<i>Staff Presenter: Dr. Elizabeth C. French</i>	
D. Annual Report: Alabama Experimental Program to Stimulate Competitive Research (EPSCOR)	17
<i>Guest Presenter: Dr. Chris Lawson, Executive Director of EPSCoR</i>	
<i>Staff Presenter: Dr. Elizabeth C. French</i>	
E. Annual Report: Alabama Commission on Higher Education 2014-2015	24
<i>Staff Presenter: Mrs. Margaret Gunter</i>	
<b>VIII. Decision Items</b>	
A. Executive Budget Request for FY 2016-2017	25
<i>Staff Presenter: Mrs. Veronica Harris</i>	
B. Consolidated Budget Recommendation FY 2016-2017	31
<i>Staff Presenter: Ms. Susan Cagle</i>	
C. Report on the Facilities Master Plan & Capital Projects Requests FY 2016-2017 - FY 2020-2021	32
<i>Staff Presenter: Ms. Susan Cagle</i>	
D. Academic Programs	
1. University of Alabama at Birmingham, Master of Arts in Education in School Psychometry (CIP 13.0604)	50
<i>Staff Presenter: Dr. Lenny Lock</i>	
2. University of West Alabama, Master of Science in Conservation Biology (CIP 26.1307)	60
<i>Staff Presenter: Dr. Lenny Lock</i>	

3. University of North Alabama, Bachelor of Arts in German (CIP 16.0501) .....	70
<b>Staff Presenter: Dr. Lenny Lock</b>	
4. University of North Alabama, Bachelor of Arts in French (CIP 16.0901) .....	79
<b>Staff Presenter: Dr. Lenny Lock</b>	
5. University of North Alabama, Bachelor of Arts in Spanish (CIP 16.0905) .....	88
<b>Staff Presenter: Dr. Lenny Lock</b>	
6. Trenholm State Community College, Associate in Science in Transfer Associate in Science (CIP 24.0102) .....	97
<b>Staff Presenter: Dr. Lenny Lock</b>	
7. Trenholm State Community College, Associate in Arts in Transfer Associate in Arts (CIP 24.0101) .....	105
<b>Staff Presenter: Dr. Lenny Lock</b>	
8. University of North Alabama, Bachelor of Science in Geographic Information Science (GIS) (CIP 45.0702) .....	113
<b>Staff Presenter: Ms. Margaret Pearson</b>	
9. Gadsden State Community College, Associate in Applied Science and Certificate in Salon & Spa Management (CIP 12.0412) .....	122
<b>Staff Presenter: Ms. Margaret Pearson</b>	
10. Athens State University, Bachelor of Arts in Drama & Theatre Arts (CIP 50.0501) .....	128
<b>Staff Presenter: Ms. Margaret Pearson</b>	
11. Auburn University, Bachelor of Science in Food Science (CIP 01.1001) .....	137
<b>Staff Presenter: Ms. Margaret Pearson</b>	
12. Auburn University at Montgomery, Bachelor of Science in Communication Disorders (CIP 51.0204) .....	146
<b>Staff Presenter: Ms. Margaret Pearson</b>	

**E. Extensions/Alterations of Existing Programs and Units of Instruction**

1. 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) .....	155
<b>Staff Presenter: Ms. Margaret Pearson</b>	
2. Lawson State Community College, Addition of a Primary/Secondary Specialty Area Combination to the Existing Associate in Occupational Technologies Program .....	157
<b>Staff Presenter: Ms. Margaret Pearson</b>	
3. Alabama State University, Addition of an Option in Pre-Elementary/Elementary Education, Non-Alabama Teacher Certification to the Existing MEd in Pre-Elementary Education (CIP 13.1210) .....	160
<b>Staff Presenter: Ms. Margaret Pearson</b>	
4. Alabama A&M University, Addition of a Concentration in Food Science to the Existing BS in Food Science (CIP 01.1001) .....	162
<b>Staff Presenter: Ms. Margaret Pearson</b>	
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) .....	164
<b>Staff Presenter: Ms. Margaret Pearson</b>	

6. Auburn University at Montgomery, Addition of an Option in Art History to the Existing BA in Fine Arts (CIP 50.0701) ..... 166  
**Staff Presenter: Dr. Lenny Lock**
7. Auburn University, Alteration of the PhD in Kinesiology (CIP 13.1314) ..... 168  
**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) ..... 169  
**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) ..... 171  
**Staff Presenter: Dr. Lenny Lock**
10. University of Alabama, Addition of a Track in Italian to the Existing BA in Foreign Languages and Literature ..... 173  
**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 ..... 175  
**Staff Presenter: Dr. Lenny Lock**
12. Jacksonville State University, Addition of a Concentration in Community Nutrition to the Existing BS in Family and Consumer Sciences (CIP 19.0101) ..... 177  
**Staff Presenter: Dr. Lenny Lock**

**F. Request to Amend Post Implementation Conditions**

1. Alabama A&M University, Bachelor of Science in Construction Management (CIP 15.1001) ` ..... 179  
**Staff Presenter: Dr. Lenny Lock**
2. Auburn University at Montgomery, Bachelor of Science in Organizational Leadership (CIP 52.0213) ..... 182  
**Staff Presenter: Dr. Lenny Lock**
3. University of Alabama in Huntsville, Master of Science in Cybersecurity (CIP 11.1003) ..... 186  
**Staff Presenter: Dr. Lenny Lock**
4. University of North Alabama, Bachelor of Science or Bachelor of Arts in Mass Communication (CIP 09.0102) ..... 189  
**Staff Presenter: Dr. Lenny Lock**

**IX. Information Items**

1. University of Alabama at Birmingham, Establishment of the Center for Interprofessional Education and Simulation ..... 192  
**Staff Presenter: Ms. Margaret Pearson**
2. Jacksonville State University, Establishment of the Center for Autism Studies (CAS) ..... 193  
**Staff Presenter: Ms. Margaret Pearson**
3. Jacksonville State University, Change in the Name of the Department of Technology and Engineering to the Department of Applied Engineering ..... 194  
**Staff Presenter: Ms. Margaret Pearson**

4. Alabama A&M University, Establishment of the Center for Global Service Research .....	195
<b>Staff Presenter: Ms. Margaret Pearson</b>	
5. Notification of Name Change for Trenholm State Community College .....	196
<b>Staff Presenter: Dr. Lenny Lock</b>	
6. University of South Alabama, New Exempt Off-Campus Site: Mary G. Montgomery High School - Mobile, Alabama .....	198
<b>Staff Presenter: Ms. Margaret Pearson</b>	
7. Wallace State Community College-Hanceville, New Exempt Off-Campus Site: Oneonta Armory - Oneonta, Alabama .....	201
<b>Staff Presenter: Ms. Margaret Pearson</b>	
8. Wallace State Community College-Selma, New Exempt Off-Campus Site: Selma High School - Selma, Alabama .....	204
<b>Staff Presenter: Ms. Margaret Pearson</b>	
9. Wallace State Community College-Selma, New Exempt Off-Campus Site: Dallas County Career Technical Center - Selma, Alabama .....	207
<b>Staff Presenter: Ms. Margaret Pearson</b>	
10. Annual Off-Campus Site Report for Academic Year 2014-2015 .....	210
<b>Staff Presenter: Ms. Margaret Pearson</b>	
11. Changes to the Academic Program Inventory .....	212
<b>Staff Presenter: Ms. Margaret Pearson</b>	
12. Implementation of Non-Degree Programs at Senior Institutions .....	214
<b>Staff Presenter: Ms. Margaret Pearson</b>	
13. Implementation of New Short Certificate Programs (Less Than 30 Semester Hours) .....	216
<b>Staff Presenter: Ms. Margaret Pearson</b>	
14. Implementation of Distance Education Programs .....	218
<b>Staff Presenter: Ms. Margaret Pearson</b>	
15. Implementation of Approved Programs .....	219
<b>Staff Presenter: Ms. Margaret Pearson</b>	
16. Summary of Post-Implementation Reports .....	222
<b>Staff Presenter: Dr. Lenny Lock</b>	

# ALABAMA COMMISSION ON HIGHER EDUCATION

## MINUTES OF MEETING

September 11, 2015

### 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 11<sup>th</sup>.

## **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](http://stars.troy.edu/get_the_guide.html)

AGSC/STARS Annual Report/Distributed  
[http://stars.troy.edu/reports/2014-2015\\_Annual\\_Report.pdf](http://stars.troy.edu/reports/2014-2015_Annual_Report.pdf)

DISCUSSION ITEM B: Annual Report: U. S. Department of Education No Child Left Behind (NCLB) Title II [P.L. 107-110] FY 2014-2015  
Announcement of Competitive Grant Awards FY 2015-2016

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.

Supporting Documentation:

The RFP is available on the ACHE website through the *No Child Left Behind* link at <http://www.ache.alabama.gov/Content/Departments/NCLB/RFP-2015-16.pdf>.

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 SECRRR 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
2. Publications: on the Commission's website at <http://www.ache.alabama.gov/Content/Departments/NRI/NRI.aspx>
  - 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)

EPSCoR. 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 \$16.7 M. 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 \$11.3 M 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 thermo-electric 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 early FY 2014, Alabama NASA EPSCoR received a new CAN award entitled "*Experimental Investigation of Noise and Thermoacoustic Instabilities in Low-Emission, High-Efficiency Combustion Systems for Aviation*" for \$750K which will continue until September 2016. The FY09 CAN award, "*High Temperature Shape Memory Alloys for Improved Efficiency in Aeronautic Turbomachinery*"; FY10 CAN, "*Development of Prepreg and Out-of-Autoclave Process for Z-Aligned Carbon Nanofiber Toughened Lightweight Composites*"; and FY11 CAN, "*Electron Beam Additive Fabrication Technology for Rapid Manufacturing of Space Vehicle Hardware*" are ongoing.

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

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

Higher Education (ACHE). The Commission serves as the fiscal agent for the state EPSCoR appropriation.

In April 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.

ALABAMA COMMISSION ON HIGHER EDUCATION  
Friday, December 4, 2015

DISCUSSION ITEM E: Annual Report: Alabama Commission on Higher Education 2014-2015

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.

**DECISION ITEM A:** 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.



ALABAMA COMMISSION ON HIGHER EDUCATION  
Friday, December 4, 2015

Attachment 1					
Alabama Commission on Higher Education					
All Funds					
Appropriation Class and Function	Actual	Budgeted	Requested	Increase (Decrease)	
	Expenditures	Expenditures	Expenditures	From Prior Year	
	FY 2015	FY 2016	FY 2017	Amount	Percent
<b>Planning &amp; Coordination Services (O&amp;M)</b>					
Operations and Maintenance	3,036,321	3,252,892	3,480,702	227,810	7.00%
Non-Resident Institution Fees (Local Funds)	2,150	186,000	225,000	39,000	20.97%
Subtotal Planning and Coordination	3,038,471	3,438,892	3,705,702	266,810	27.97%
<b>Student Financial Aid Programs</b>					
Alabama Student Assistance Program	2,695,642	2,697,551	2,886,380	188,829	7.00%
Alabama Educational Grant Program	1,970,770	3,470,970	3,713,938	242,968	7.00%
National Guard Educational Assistance Program	582,192	583,643	624,498	40,855	7.00%
Police/Firefighter Survivor's Scholarships	197,567	148,358	252,000	103,642	69.86%
Washington Center Internship Program	23,040				
Subtotal Student Financial Aid	5,469,211	6,900,522	7,476,816	576,294	8.35%
<b>Support of Other Educational Activities</b>					
Southern Regional Education Board (SREB)	624,929	624,950	668,697	43,747	7.00%
Network of AL. Academic Libraries (NAAL)	301,159	301,248	322,335	21,087	7.00%
Experimental Program to Stimulate Competitive Rsch.	1,142,328	1,143,088	1,223,104	80,016	7.00%
AGSC/STARS	774,848	174,867	393,348	218,481	124.94%
No Child Left Behind (Federal Funds)	1,022,219	1,671,000	1,671,000		
SUPER - Humanities Foundation	40,276	40,276	43,095	2,819	7.00%
Subtotal Support of Other Educational Activities	3,905,759	3,955,429	4,321,579	366,150	9.26%
<b>Support of State Universities</b>					
Alabama Agricultural Land Grant Alliance	5,041,282	5,241,283	5,608,173	366,890	7.00%
<b>Support of State Programs</b>					
Resource Conservation and Development Program	1,087,744	1,187,744	1,270,886	83,142	7.00%
Soil and Water Conservation Committee Program	1,073,376	1,173,376	1,255,512	82,136	7.00%
Alabama Forestry Foundation Black Belt Initiative	192,000	242,000	258,940	16,940	7.00%
Black Belt Adventures	300,000	300,000	321,000	21,000	7.00%
Black Belt Treasures	150,000	150,000	160,500	10,500	7.00%
Civil Air Patrol	75,000	75,000	80,250	5,250	7.00%
National Computer Forensics Institute	250,000	250,000	267,500	17,500	7.00%
Adaptive & Disability Sports Education	210,000	210,000	224,700	14,700	7.00%
Alabama Motorsports Hall of Fame		150,000	160,500	10,500	7.00%
Subtotal Support of State Programs	3,338,120	3,738,120	3,999,788	261,668	7.00%
<b>Total</b>	<b>20,792,843</b>	<b>23,274,246</b>	<b>25,112,058</b>	<b>1,837,812</b>	<b>7.90%</b>
<b>Source of Funds</b>					
State Funds	19,768,474	21,417,246	23,216,058	1,798,812	8.40%
Federal Funds	1,022,219	1,671,000	1,671,000		
Local Funds	2,150	186,000	225,000	39,000	20.97%
<b>Total</b>	<b>20,792,843</b>	<b>23,274,246</b>	<b>25,112,058</b>	<b>1,837,812</b>	<b>7.90%</b>

**Attachment 2**  
**ALABAMA COMMISSION ON HIGHER EDUCATION**  
**Program Descriptions**

---

**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 4-12<sup>th</sup> 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.

ALABAMA COMMISSION ON HIGHER EDUCATION

Friday, December 4, 2015

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.

Supporting Documentation: 1. Consolidated Budget Recommendation, FY 2016-2017, will be presented at the December 4, 2015 Commission meeting.

DECISION ITEM C: Report on the Facilities Master Plan and Capital Projects Requests for FY 2016-2017 – FY 2020-2021

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

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

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

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

Supporting Documentation: Report on the Facilities Master Plan and Capital Projects Requests for FY 2016-2017 – 2020-2021, attached.

Copies of each institution's Facilities Master Plan and Capital Projects Requests reports for FY 2016-2017 – 2020-2021 can be found at  
<http://www.ache.alabama.gov/Content/Departments/InstFinance/FMP/2017-2021/FMP2017-2021Inst.aspx>.

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.

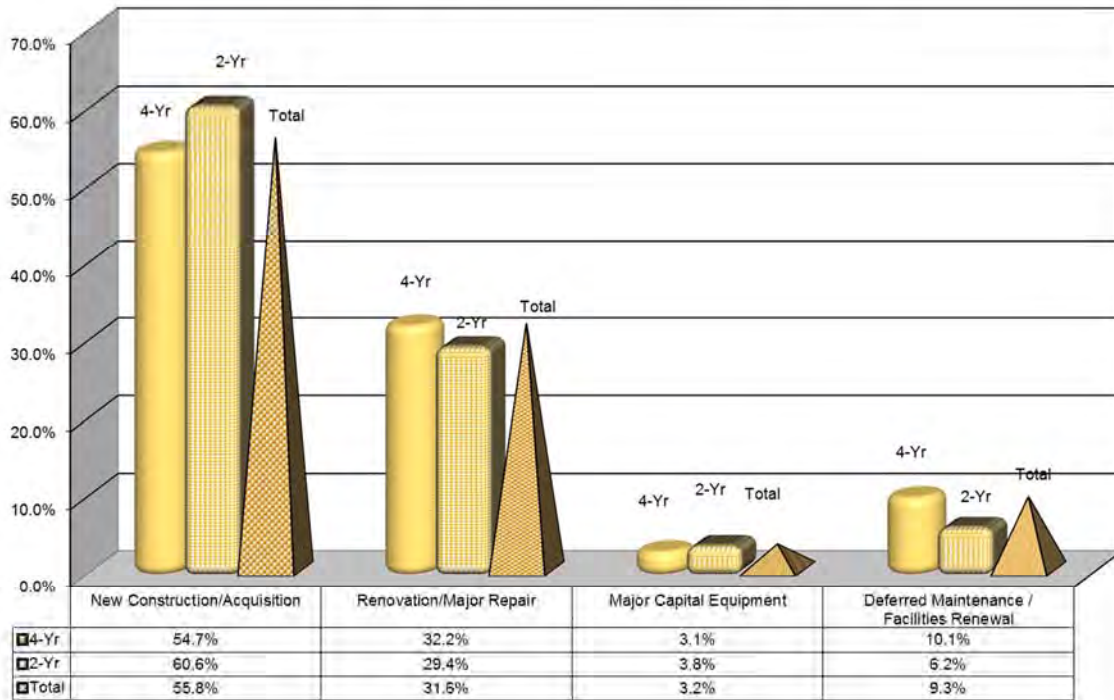
### Age of Buildings

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.

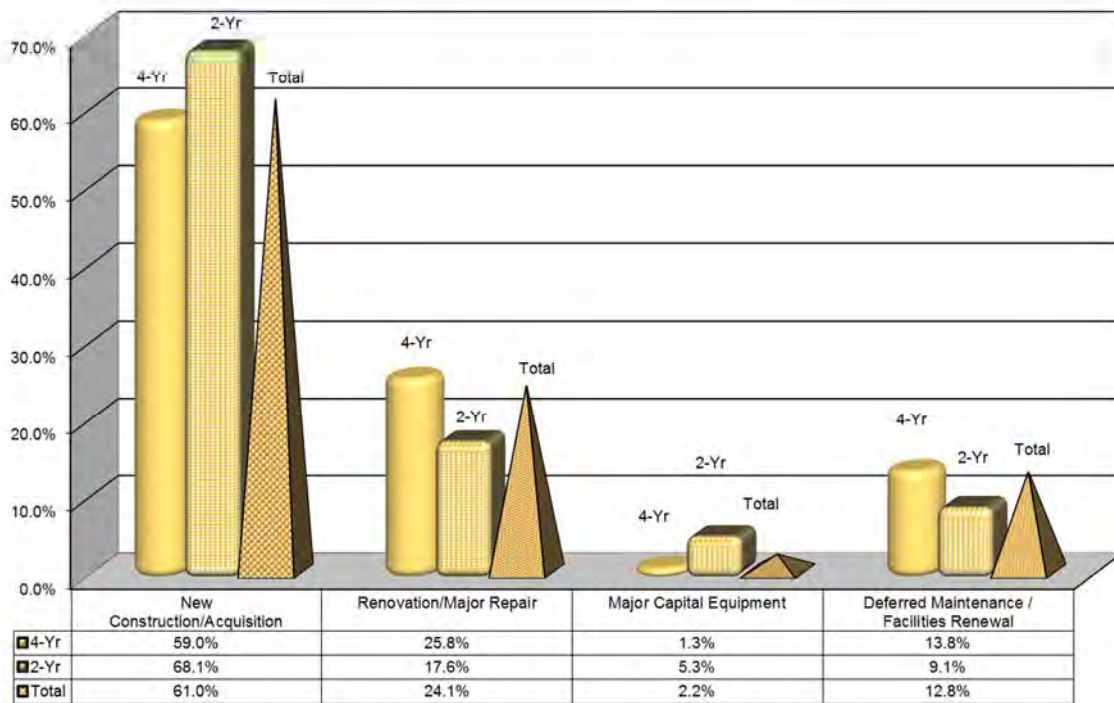
### Institutional Facilities Master Plans and Capital Projects Requests

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>.

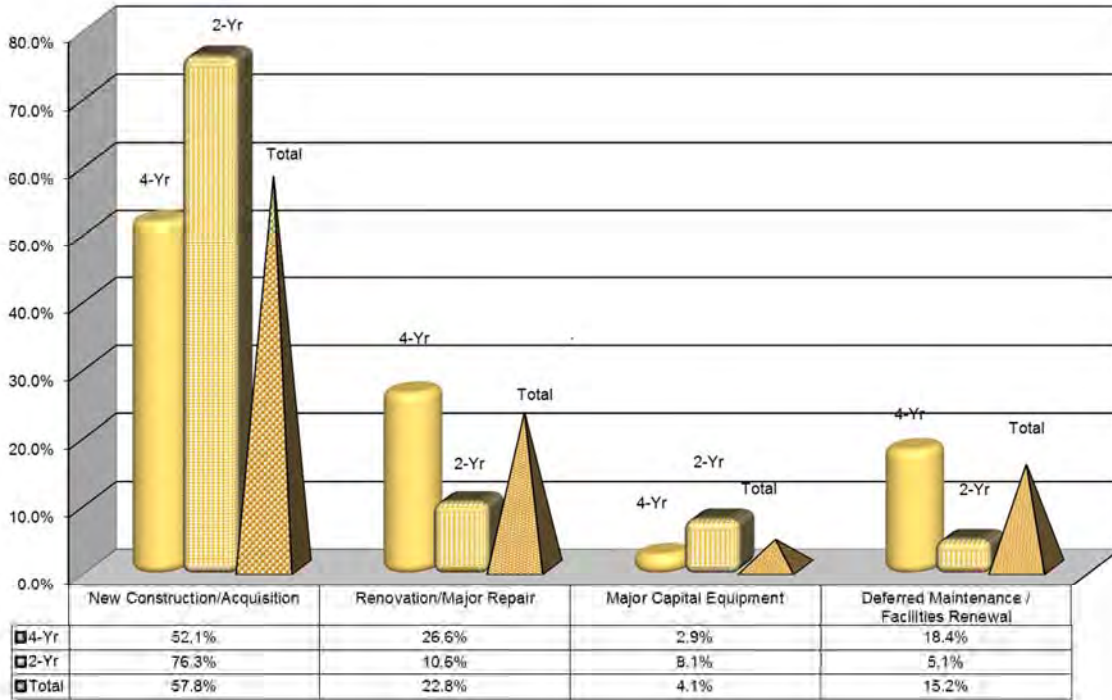
Immediate Capital Requirements Projects by Category - FY 2016-2017



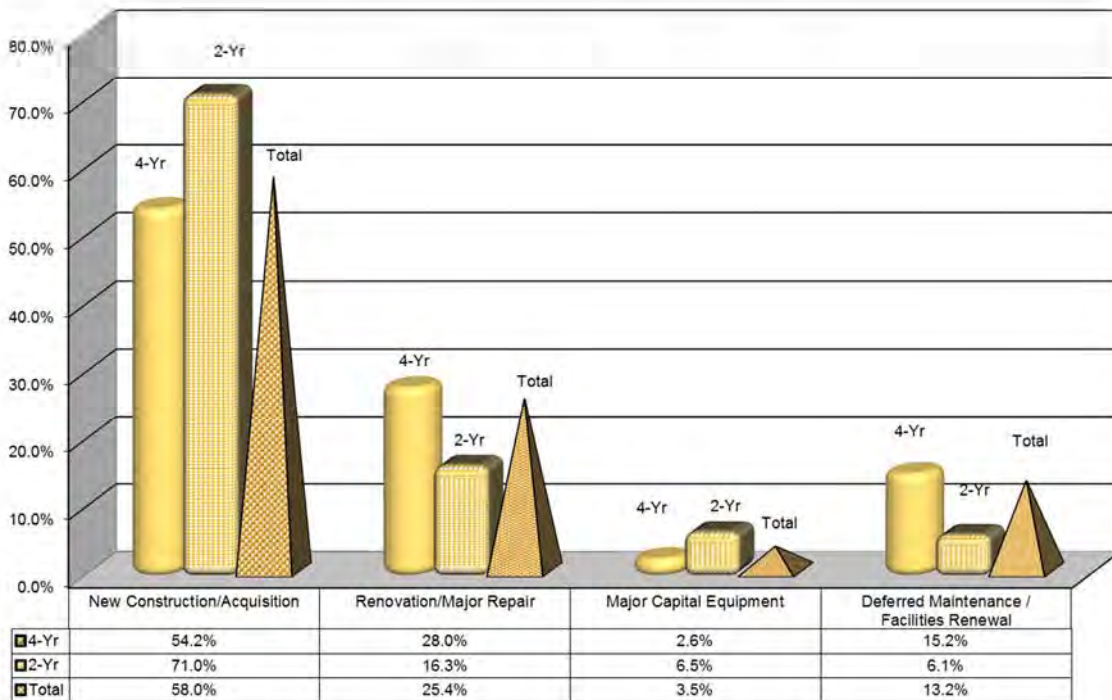
Intermediate Capital Requirements by Category - FY 2017-2018



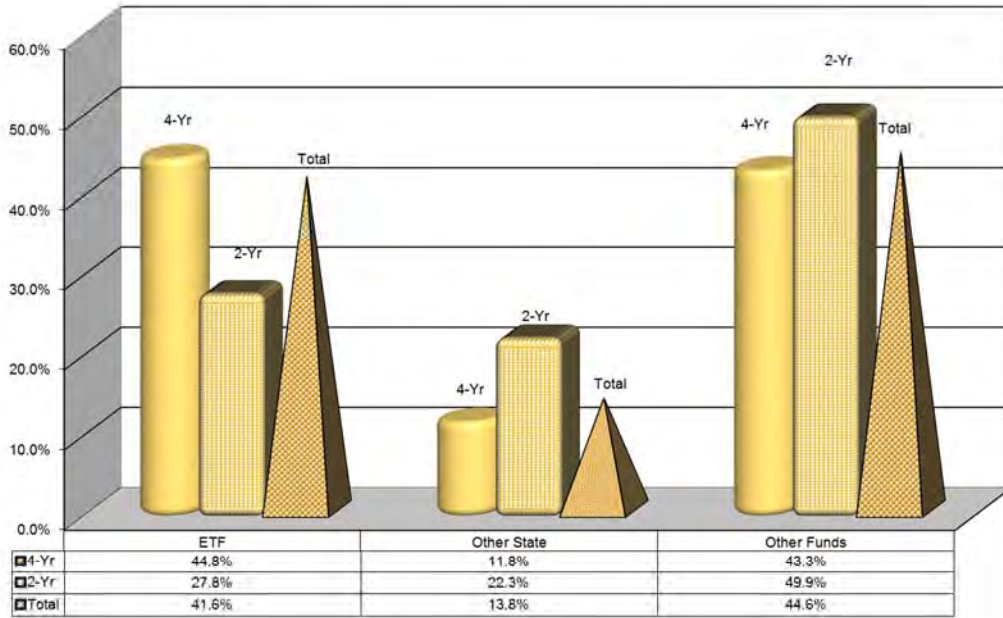
Long-Term Capital Requirements by Category FY 2018-2019 - 2020-2021



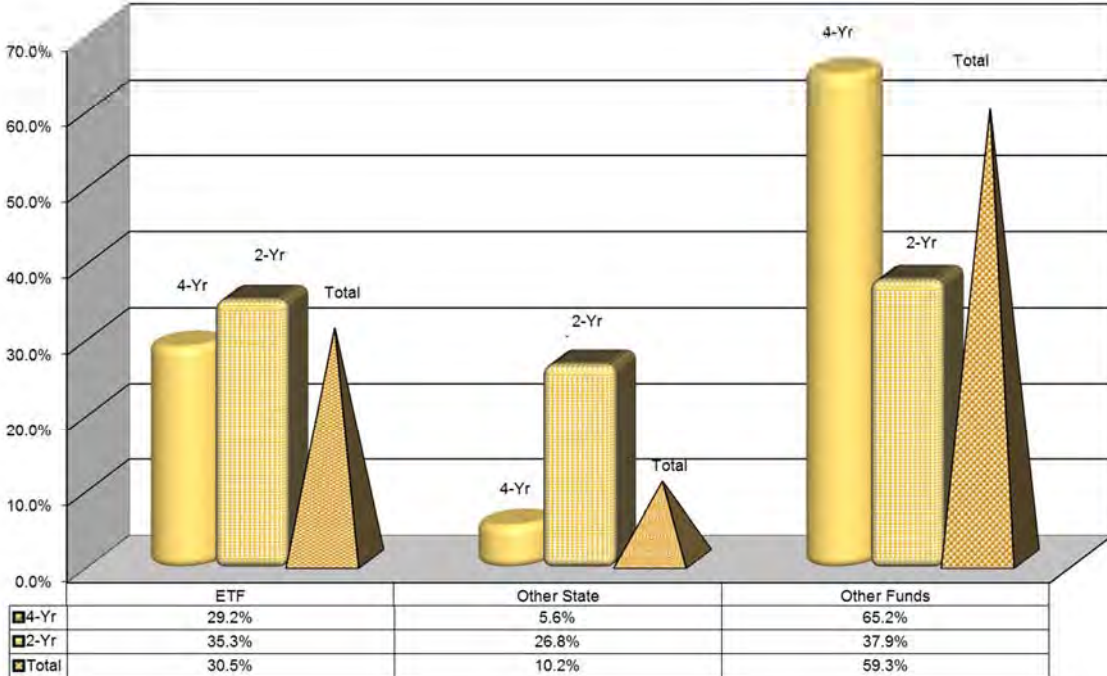
Total Capital Requirements by Category FY 2016-2017 - 2020-2021



Immediate Capital Requirements Projects by Projected Funding Source - FY 2016-2017

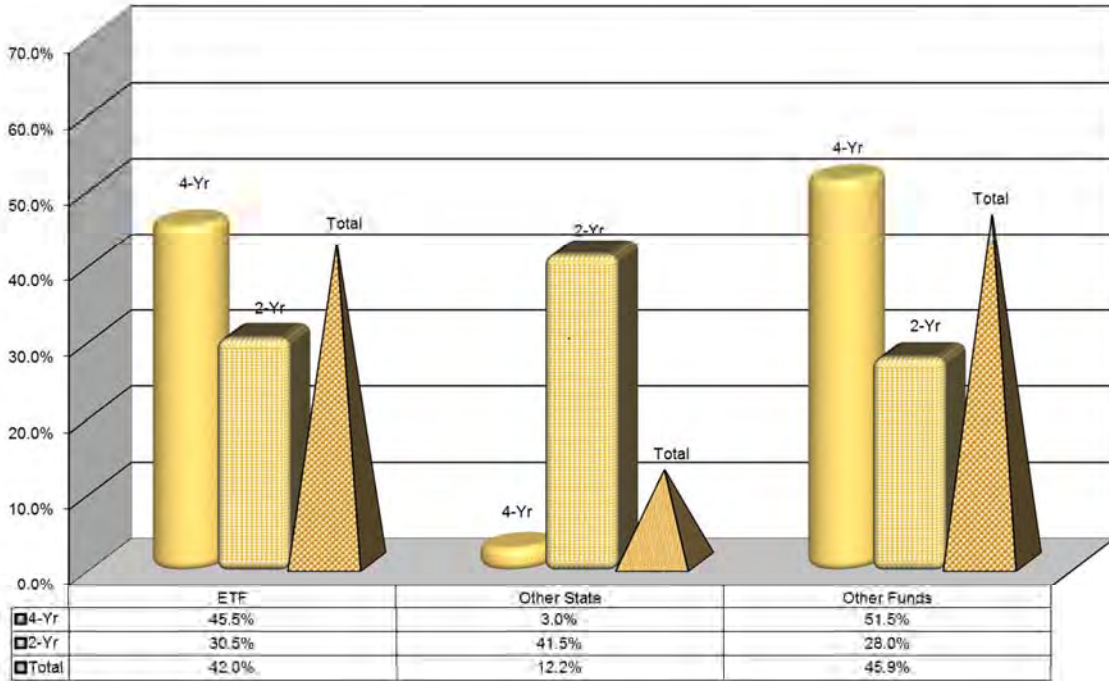


Intermediate Capital Requirements by Projected Funding Source - FY 2017-2018

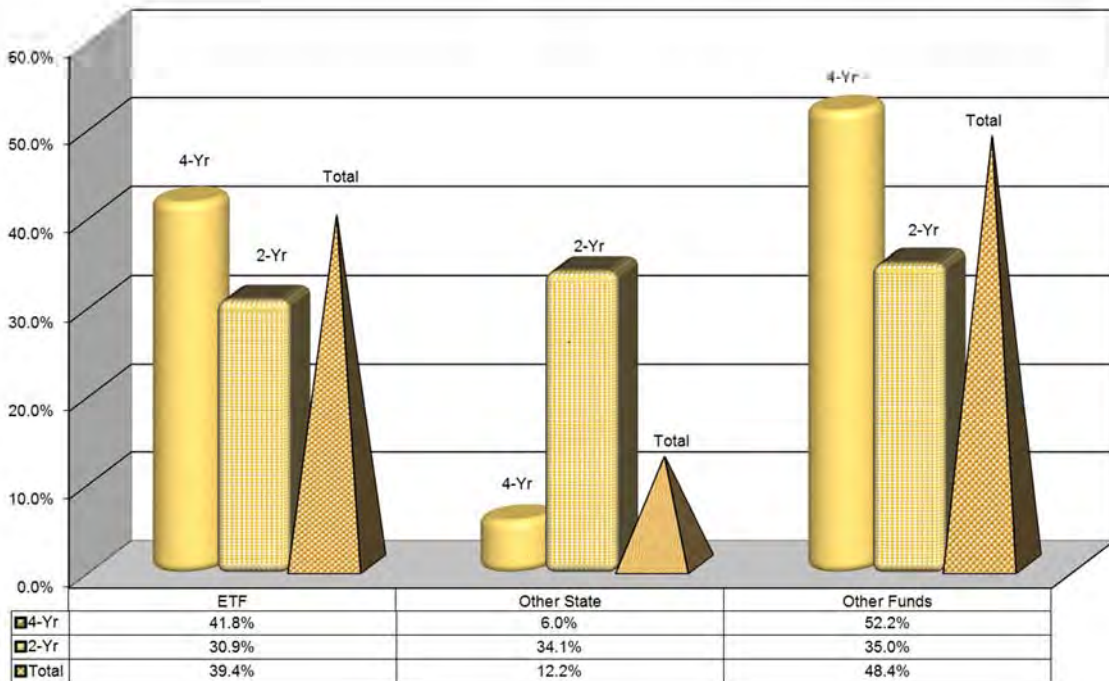




Long-Term Capital Requirements by Projected Funding Source FY 2018-2019 - 2020-2021



Total Capital Requirements by Projected Funding Sources FY 2016-2017 - 2020-2021



## Summary Tables

ALABAMA COMMISSION ON HIGHER EDUCATION  
Friday, December 4, 2015

Table 1

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

Immediate Capital Projects - Year 1 (FY 2016-2017)					
Institution	New Construction	Renovation/ Major Remodeling	Major Capital Equipment	Deferred Maintenance/ Fac Renewal	Total Estimated Cost
Alabama A&M University	\$31,200,000	\$19,900,000	\$2,100,000	\$14,500,000	\$67,700,000
Alabama State University	59,842,000	3,500,000		2,000,000	65,342,000
Athens State University	500,000	3,450,000	700,000	975,000	5,625,000
Auburn University	64,400,000	52,000,000		5,500,000	121,900,000
Auburn Univ Montgomery	5,000,000	1,000,000		1,000,000	7,000,000
Jacksonville State Univ				8,500,000	8,500,000
Troy University	38,000,000	28,900,000	800,000	15,779,270	83,479,270
University of Alabama	87,752,000	148,005,331		20,773,769	256,531,100
Univ of Alabama at Birmingham	132,500,000	30,300,000	19,300,000	10,000,000	192,100,000
Univ of Alabama in Huntsville	52,000,000	6,000,000	2,500,000	4,485,000	64,985,000
University of Montevallo	6,000,000	1,300,000	800,000	350,000	8,450,000
University of North Alabama	17,000,000		150,000	2,750,000	19,900,000
University of South Alabama	15,000,000		2,500,000	5,313,000	22,813,000
University of West Alabama		9,560,000		3,562,492	13,122,492
Dauphin Isl Sea Lab /MESC	8,500,000	550,000	465,000		9,515,000
<b>SR &amp; Dauphin Isl Total</b>	<b>517,694,000</b>	<b>304,465,331</b>	<b>29,315,000</b>	<b>95,488,531</b>	<b>946,962,862</b>
Alabama Southern Comm Coll		2,656,500		347,294	3,003,794
Bevill State Community College		8,800,000		400,000	9,200,000
Bishop State Comm College	350,000	1,400,000		1,200,000	2,950,000
Calhoun State Comm College		3,750,000	250,000		4,000,000
Central Alabama Comm College	6,000,000	2,250,000	50,000		8,300,000
Chatt Valley Community College		50,000	50,000	170,000	270,000
Drake State Com & Tech College	18,100,000	4,400,000	750,000	1,180,000	24,430,000
Enterprise State Comm College		2,200,000	400,000	350,000	2,950,000
Faulkner State Comm College	28,050,000	7,000,000	3,500,000		38,550,000
Gadsden State Comm College	34,800,000	15,750,000	1,000,000	2,800,000	54,350,000
Ingram State Technical College	250,000		180,000	110,000	540,000
Jefferson Davis Comm College	250,000	500,000	250,000	1,000,000	2,000,000
Jefferson State Comm College		350,000		325,000	675,000
Lawson St Community College				450,000	450,000
L. B. Wallace Comm College				400,000	400,000
Marion Military Institute	132,000	1,293,000			1,425,000
Northeast AL Comm College			300,000		300,000
Northwest-Shoals Com College	900,000	35,000	250,000	235,000	1,420,000
Reid State Technical College	500,000				500,000
Shelton State Comm College	1,800,000		500,000	950,000	3,250,000
Snead State Comm College	1,300,000	8,000,000	225,000	475,000	10,000,000
Southern Union St Comm Coll	14,000,000				14,000,000
Trenholm St Comm College		4,600,000		300,000	4,900,000
Wall St Comm College - Dothan	3,258,500	2,898,300	187,100	571,600	6,915,500
Wall St Comm Coll - Hanceville	9,400,000			2,100,000	11,500,000
Wall St Comm College - Selma	16,700,000		700,000	500,000	17,900,000
<b>Total Comm &amp; Tech</b>	<b>135,790,500</b>	<b>65,932,800</b>	<b>8,592,100</b>	<b>13,863,894</b>	<b>224,179,294</b>
<b>TOTAL</b>	<b>\$653,484,500</b>	<b>\$370,398,131</b>	<b>\$37,907,100</b>	<b>\$109,352,425</b>	<b>\$1,171,142,156</b>

Source: Facilities Master Plan / Capital Project Request, FY 2017 - 2021.



ALABAMA COMMISSION ON HIGHER EDUCATION  
 Friday, December 4, 2015

Table 2

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

Intermediate Capital Projects - Year 2 (FY 2017-2018)					
Institution	New Construction	Renovation/ Major Remodeling	Major Capital Equipment	Deferred Maintenance/ Fac Renewal	Total Estimated Cost
Alabama A&M University	\$12,000,000	\$27,750,000	\$400,000	\$3,100,000	\$43,250,000
Alabama State University	55,000,000	33,240,000		3,853,000	\$92,093,000
Athens State University	1,000,000	7,650,000	600,000	400,000	\$9,650,000
Auburn University	218,000,000	14,000,000		4,500,000	\$236,500,000
Auburn Univ Montgomery					
Jacksonville State Univ	3,500,000	12,000,000		10,000,000	\$25,500,000
Troy University	1,400,000	1,300,000	75,000	8,491,064	\$11,266,064
University of Alabama	32,385,845	75,611,628		18,900,000	\$126,897,473
Univ of Alabama at Birmingham	49,500,000	6,000,000		29,000,000	\$84,500,000
Univ of Alabama in Huntsville	51,700,000	2,500,000	1,500,000	4,335,000	\$60,035,000
University of Montevallo			500,000	350,000	\$850,000
University of North Alabama		10,000,000	3,000,000	9,000,000	\$22,000,000
University of South Alabama	15,000,000		3,800,000	5,680,500	\$24,480,500
University of West Alabama	100,000	2,300,000		5,359,992	\$7,759,992
Dauphin Isl Sea Lab /MESC					
SR & Dauphin Isl Total	439,585,845	192,351,628	9,875,000	102,969,556	744,782,029
Alabama Southern Comm Coll		1,023,414		757,969	\$1,781,383
Bevill State Community College		3,100,000		1,667,400	\$4,767,400
Bishop State Comm College	6,000,000	1,725,000	1,445,000	2,025,000	\$11,195,000
Calhoun State Comm College		4,000,000		250,000	\$4,250,000
Central Alabama Comm College	3,500,000	780,000	55,000	104,000	\$4,439,000
Chatt Valley Community College		110,000	40,000	240,000	\$390,000
Drake State Com & Tech College	6,000,000			2,385,000	\$8,385,000
Enterprise State Comm College	20,000,000	2,600,000	5,600,000	300,000	\$28,500,000
Faulkner State Comm College	10,600,000	2,650,000	1,670,000		\$14,920,000
Gadsden State Comm College	25,000,000	2,250,000	1,000,000	4,653,000	\$32,903,000
Ingram State Technical College					
Jefferson Davis Comm College	2,500,000	800,000		1,300,000	\$4,600,000
Jefferson State Comm College		450,000		150,000	\$600,000
Lawson St Community College	20,275,000	5,500,000		450,000	\$26,225,000
L. B. Wallace Comm College	6,500,000	1,000,000		200,000	\$7,700,000
Marion Military Institute					
Northeast AL Comm College				250,000	\$250,000
Northwest-Shoals Com College	3,000,000			125,000	\$3,125,000
Reid State Technical College	150,000			250,000	\$400,000
Shelton State Comm College	2,350,000	1,200,000	500,000		\$4,050,000
Snead State Comm College	5,200,000	5,000,000	250,000	400,000	\$10,850,000
Southern Union St Comm Coll		500,000			\$500,000
Trenholm St Comm College		3,000,000			\$3,000,000
Wall St Comm College - Dothan	2,212,675	100,000	250,000	560,000	\$3,122,675
Wall St Comm Coll - Hanceville				2,100,000	\$2,100,000
Wall St Comm College - Selma	25,400,000			275,000	\$25,675,000
Total Comm & Tech	138,687,675	35,788,414	10,810,000	18,442,369	203,728,458
TOTAL	\$578,273,520	\$228,140,042	\$20,685,000	\$121,411,925	\$948,510,487

Source: Facilities Master Plan / Capital Project Request, FY 2017 - 2021.

ALABAMA COMMISSION ON HIGHER EDUCATION  
Friday, December 4, 2015

Table 3

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

Institution	Long Term Capital Projects - Years 3-5 (FY 2018-2019 - 2020-2021)					Estimated 5-Year Project Cost
	New Construction	Renovation/ Major Remodeling	Major Capital Equipment	Deferred Maintenance/ Fac Renewal	Total Estimated Cost	
Alabama A&M University	\$7,200,000	\$34,650,000		\$8,600,000	\$50,450,000	\$161,400,000
Alabama State University	65,000,000	30,000,000		8,500,000	\$103,500,000	260,935,000
Athens State University	5,750,000	200,000		275,000	\$6,225,000	21,500,000
Auburn University	184,500,000	134,900,000		53,000,000	\$372,400,000	730,800,000
Auburn Univ Montgomery						7,000,000
Jacksonville State Univ	104,000,000	93,000,000		10,500,000	\$207,500,000	241,500,000
Troy University	73,870,000	20,400,000	32,600,000	13,960,771	\$140,830,771	235,576,105
University of Alabama	235,892,087	107,541,191		48,200,000	\$391,633,278	775,061,851
Univ of Alabama at Birmingham	45,000,000	7,500,000	17,000,000	34,000,000	\$103,500,000	380,100,000
Univ of Alabama in Huntsville	110,700,000	13,000,000		8,510,000	\$132,210,000	257,230,000
University of Montevallo	8,000,000	3,000,000	1,750,000	5,800,000	\$18,550,000	27,850,000
University of North Alabama	25,000,000			10,000,000	\$35,000,000	76,900,000
University of South Alabama	53,000,000	29,000,000	1,200,000	127,644,625	\$210,844,625	258,138,125
University of West Alabama	19,070,000	6,300,000		2,076,824	\$27,446,824	48,329,308
Dauphin Isl Sea Lab /MESC						9,515,000
SR & Dauphin Isl Total	936,982,087	479,491,191	52,550,000	331,067,220	1,800,090,498	3,491,835,389
Alabama Southern Comm Coll		797,606		1,269,748	\$2,067,354	6,852,531
Bevill State Community College	500,000	1,250,000		150,000	\$1,900,000	15,867,400
Bishop State Comm College	6,600,000	575,000	540,000	1,350,000	\$9,065,000	23,210,000
Calhoun State Comm College	7,500,000		1,250,000	1,100,000	\$9,850,000	18,100,000
Central Alabama Comm College		525,000		550,000	\$1,075,000	13,814,000
Chatt Valley Community College	290,000	1,120,000	450,000	920,000	\$2,780,000	3,440,000
Drake State Com & Tech College	82,000,000	3,470,000		1,730,000	\$87,200,000	120,015,000
Enterprise State Comm College		6,300,000	3,500,000	500,000	\$10,300,000	41,750,000
Faulkner State Comm College	10,600,000	150,000	1,000,000	1,552,500	\$13,302,500	66,772,500
Gadsden State Comm College	38,300,000	9,570,000	24,000,000	4,435,000	\$76,305,000	163,558,000
Ingram State Technical College	62,000,000				\$62,000,000	62,540,000
Jefferson Davis Comm College	4,500,000	4,400,000	3,500,000	1,800,000	\$14,200,000	20,800,000
Jefferson State Comm College	26,000,000		1,500,000	150,000	\$27,650,000	28,925,000
Lawson St Community College	2,000,000			450,000	\$2,450,000	29,125,000
L. B. Wallace Comm College		1,500,000			\$1,500,000	9,600,000
Marion Military Institute	19,826,289	13,450,527		2,258,741	\$35,535,557	36,960,557
Northeast AL Comm College	12,000,000				\$12,000,000	12,550,000
Northwest-Shoals Com College	5,000,000		185,000	1,070,000	\$6,255,000	10,800,000
Reid State Technical College	22,500,000	575,000	2,000,000	1,000,000	\$26,075,000	26,975,000
Shelton State Comm College	62,000,000	3,100,000			\$65,100,000	72,400,000
Snead State Comm College	9,325,000	8,000,000	300,000	2,500,000	\$20,125,000	40,975,000
Southern Union St Comm Coll	3,500,000	1,000,000			\$4,500,000	19,000,000
Trenholm St Comm College		300,000		1,500,000	\$1,800,000	9,700,000
Wall St Comm College - Dothan	7,675,000	3,620,916		940,000	\$12,235,916	22,274,091
Wall St Comm Coll - Hanceville	15,100,000			1,200,000	\$16,300,000	29,900,000
Wall St Comm College - Selma	31,000,000		7,000,000	2,000,000	\$40,000,000	83,575,000
Total Comm & Tech	428,216,289	59,704,049	45,225,000	28,425,989	561,571,327	989,479,079
<b>TOTAL</b>	<b>\$1,365,198,376</b>	<b>\$539,195,240</b>	<b>\$97,775,000</b>	<b>\$359,493,209</b>	<b>\$2,361,661,825</b>	<b>4,481,314,468</b>

Source: Facilities Master Plan / Capital Project Request, FY 2017 - 2021.

ALABAMA COMMISSION ON HIGHER EDUCATION  
 Friday, December 4, 2015

Table 4

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

Institution	Immediate Capital Projects - Year 1 (FY 2016-2017)						
	Education Trust Fund	Other State Funding	Other Funds	Total Estimated Cost	Percent Requested From ETF Funds	Percent Requested From Other State Funds	Percent Requested From Other Funds
Alabama A&M University	\$19,500,000	\$6,300,000	\$41,900,000	\$67,700,000	28.80%	9.31%	61.89%
Alabama State University		200,000	\$65,142,000	\$65,342,000	None	0.31%	99.69%
Athens State University	4,825,000		800,000	\$5,625,000	85.78%	None	14.22%
Auburn University			121,900,000	\$121,900,000	None	None	100.00%
Auburn Univ Montgomery		1,000,000	6,000,000	\$7,000,000	None	14.29%	85.71%
Jacksonville State Univ	8,500,000			\$8,500,000	100.00%	None	None
Troy University	83,479,270			\$83,479,270	100.00%	None	None
University of Alabama	214,475,331		42,055,769	\$256,531,100	83.61%	None	16.39%
Univ of Alabama at Birmingham		104,500,000	87,600,000	\$192,100,000	None	54.40%	45.60%
Univ of Alabama in Huntsville	50,485,000		14,500,000	\$64,985,000	77.69%	None	22.31%
University of Montevallo		200,000	8,250,000	\$8,450,000	None	2.37%	97.63%
University of North Alabama	19,900,000			\$19,900,000	100.00%	None	None
University of South Alabama	500,000		22,313,000	\$22,813,000	2.19%	None	97.81%
University of West Alabama	13,122,492			\$13,122,492	100.00%	None	None
Dauphin Isl Sea Lab /MESC	9,515,000			\$9,515,000	100.00%	None	None
SR & Dauphin Isl Total	424,302,093	112,200,000	410,460,769	\$946,962,862	44.81%	11.85%	43.34%
Alabama Southern Comm Coll	3,003,794			\$3,003,794	100.00%	None	None
Bevill State Community College	9,200,000			\$9,200,000	100.00%	None	None
Bishop State Comm College		2,700,000	250,000	\$2,950,000	None	91.53%	8.47%
Calhoun State Comm College		4,000,000		\$4,000,000	None	100.00%	None
Central Alabama Comm College		2,300,000	6,000,000	\$8,300,000	None	27.71%	72.29%
Chatt Valley Community College		270,000		\$270,000	None	100.00%	None
Drake State Com & Tech College	900,000	5,430,000	18,100,000	\$24,430,000	3.68%	22.23%	74.09%
Enterprise State Comm College		2,950,000		\$2,950,000	None	100.00%	None
Faulkner State Comm College		2,500,000	36,050,000	\$38,550,000	None	6.49%	93.51%
Gadsden State Comm College	10,150,000		44,200,000	\$54,350,000	18.68%	None	81.32%
Ingram State Technical College	540,000			\$540,000	100.00%	None	None
Jefferson Davis Comm College	1,500,000		500,000	\$2,000,000	75.00%	None	25.00%
Jefferson State Comm College	675,000			\$675,000	100.00%	None	None
Lawson St Community College		200,000	250,000	\$450,000	None	44.44%	55.56%
L. B. Wallace Comm College		400,000		\$400,000	None	100.00%	None
Marion Military Institute			1,425,000	\$1,425,000	None	None	100.00%
Northeast AL Comm College		300,000		\$300,000	None	100.00%	None
Northwest-Shoals Com College		1,420,000		\$1,420,000	None	100.00%	None
Reid State Technical College	500,000			\$500,000	100.00%	None	None
Shelton State Comm College		1,750,000	1,500,000	\$3,250,000	None	53.85%	46.15%
Snead State Comm College	10,000,000			\$10,000,000	100.00%	None	None
Southern Union St Comm Coll		14,000,000		\$14,000,000	None	100.00%	None
Trenholm St Comm College	1,600,000	2,600,000	700,000	\$4,900,000	32.65%	53.06%	14.29%
Wall St Comm College - Dothan	6,364,500	551,000		\$6,915,500	92.03%	7.97%	None
Wall St Comm Coll - Hanceville		8,550,000	2,950,000	\$11,500,000	None	74.35%	25.65%
Wall St Comm College - Selma	17,900,000			\$17,900,000	100.00%	None	None
Total Comm & Tech	62,333,294	49,921,000	111,925,000	\$224,179,294	27.81%	22.27%	49.93%
TOTAL	\$486,635,387	\$162,121,000	\$522,385,769	\$1,171,142,156	41.55%	13.84%	44.60%

Source: Facilities Master Plan / Capital Project Request, FY 2017 - 2021.

ALABAMA COMMISSION ON HIGHER EDUCATION  
 Friday, December 4, 2015

Table 5

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

Institution	Intermediate Capital Projects - Year 2 (FY 2017-2018)						
	Education Trust Fund	Other State Funding	Other Funds	Total Estimated Cost	Percent Requested From ETF Funds	Percent Requested From Other State Funds	Percent Requested From Other Funds
Alabama A&M University	\$4,000,000		\$39,250,000	\$43,250,000	9.25%	None	90.75%
Alabama State University		3,853,000	\$88,240,000	\$92,093,000	None	4.18%	95.82%
Athens State University	9,650,000			\$9,650,000	100.00%	None	None
Auburn University			236,500,000	\$236,500,000	None	None	100.00%
Auburn Univ Montgomery					None	None	None
Jacksonville State Univ	25,500,000			\$25,500,000	100.00%	None	None
Troy University	11,266,064			\$11,266,064	100.00%	None	None
University of Alabama	86,864,389		40,033,084	\$126,897,473	68.45%	None	31.55%
Univ of Alabama at Birmingham		37,500,000	47,000,000	\$84,500,000	None	44.38%	55.62%
Univ of Alabama in Huntsville	46,835,000		13,200,000	\$60,035,000	78.01%	None	21.99%
University of Montevallo		700,000	150,000	\$850,000	None	82.35%	17.65%
University of North Alabama	22,000,000			\$22,000,000	100.00%	None	None
University of South Alabama	3,500,000		20,980,500	\$24,480,500	14.30%	None	85.70%
University of West Alabama	7,759,992			\$7,759,992	100.00%	None	None
Dauphin Isl Sea Lab /MESC					None	None	None
SR & Dauphin Isl Total	217,375,445	42,053,000	485,353,584	\$744,782,029	29.19%	5.65%	65.17%
Alabama Southern Comm Coll	1,781,383			\$1,781,383	100.00%	None	None
Bevill State Community College	4,767,400			\$4,767,400	100.00%	None	None
Bishop State Comm College	11,195,000			\$11,195,000	100.00%	None	None
Calhoun State Comm College		4,250,000		\$4,250,000	None	100.00%	None
Central Alabama Comm College		939,000	3,500,000	\$4,439,000	None	21.15%	78.85%
Chatt Valley Community College		390,000		\$390,000	None	100.00%	None
Drake State Com & Tech College	2,250,000	6,135,000		\$8,385,000	26.83%	73.17%	None
Enterprise State Comm College		28,500,000		\$28,500,000	None	100.00%	None
Faulkner State Comm College			14,920,000	\$14,920,000	None	None	100.00%
Gadsden State Comm College	5,153,000		27,750,000	\$32,903,000	15.66%	None	84.34%
Ingram State Technical College					None	None	None
Jefferson Davis Comm College	4,600,000			\$4,600,000	100.00%	None	None
Jefferson State Comm College	600,000			\$600,000	100.00%	None	None
Lawson St Community College		475,000	25,750,000	\$26,225,000	None	1.81%	98.19%
L. B. Wallace Comm College		2,700,000	5,000,000	\$7,700,000	None	35.06%	64.94%
Marion Military Institute					None	None	None
Northeast AL Comm College		250,000		\$250,000	None	100.00%	None
Northwest-Shoals Com College		3,125,000		\$3,125,000	None	100.00%	None
Reid State Technical College	400,000			\$400,000	100.00%	None	None
Shelton State Comm College		3,700,000	350,000	\$4,050,000	None	91.36%	8.64%
Snead State Comm College	10,850,000			\$10,850,000	100.00%	None	None
Southern Union St Comm Coll		500,000		\$500,000	None	100.00%	None
Trenholm St Comm College	1,500,000	1,500,000		\$3,000,000	50.00%	50.00%	None
Wall St Comm College - Dothan	3,122,675			\$3,122,675	100.00%	None	None
Wall St Comm Coll - Hanceville		2,100,000		\$2,100,000	None	100.00%	None
Wall St Comm College - Selma	25,675,000			\$25,675,000	100.00%	None	None
Total Comm & Tech	71,894,458	54,564,000	77,270,000	\$203,728,458	35.29%	26.78%	37.93%
TOTAL	\$289,269,903	\$96,617,000	\$562,623,584	\$948,510,487	30.50%	10.19%	59.32%

Source: Facilities Master Plan / Capital Project Request, FY 2017 - 2021.

ALABAMA COMMISSION ON HIGHER EDUCATION  
 Friday, December 4, 2015

Table 6

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

Institution	Long Term Capital Projects - Years 3-5 (FY 2018-2019 - 2020-2021)						
	Education Trust Fund	Other State Funding	Other Funds	Total Estimated Cost	Percent Requested From ETF Funds	Percent Requested From Other State Funds	Percent Requested From Other Funds
Alabama A&M University	\$11,000,000	\$9,450,000	\$30,000,000	\$50,450,000	21.80%	18.73%	59.46%
Alabama State University			\$103,500,000	\$103,500,000	None	None	100.00%
Athens State University	6,225,000			\$6,225,000	100.00%	None	None
Auburn University			372,400,000	\$372,400,000	None	None	100.00%
Auburn Univ Montgomery					None	None	None
Jacksonville State Univ	207,500,000			\$207,500,000	100.00%	None	None
Troy University	140,830,771			\$140,830,771	100.00%	None	None
University of Alabama	135,162,925		256,470,353	\$391,633,278	34.51%	None	65.49%
Univ of Alabama at Birmingham		45,000,000	58,500,000	\$103,500,000	None	43.48%	56.52%
Univ of Alabama in Huntsville	102,210,000		30,000,000	\$132,210,000	77.31%	None	22.69%
University of Montevallo	300,000		18,250,000	\$18,550,000	1.62%	None	98.38%
University of North Alabama	35,000,000			\$35,000,000	100.00%	None	None
University of South Alabama	153,803,625		57,041,000	\$210,844,625	72.95%	None	27.05%
University of West Alabama	27,446,824			\$27,446,824	100.00%	None	None
Dauphin Isl Sea Lab /MESC					None	None	None
SR & Dauphin Isl Total	819,479,145	54,450,000	926,161,353	\$1,800,090,498	45.52%	3.02%	51.45%
Alabama Southern Comm Coll	2,067,354			\$2,067,354	100.00%	None	None
Bevill State Community College	1,900,000			\$1,900,000	100.00%	None	None
Bishop State Comm College	9,065,000			\$9,065,000	100.00%	None	None
Calhoun State Comm College		9,850,000		\$9,850,000	None	100.00%	None
Central Alabama Comm College			1,075,000	\$1,075,000	None	None	100.00%
Chatt Valley Community College		2,780,000		\$2,780,000	None	100.00%	None
Drake State Com & Tech College	7,000,000	27,200,000	53,000,000	\$87,200,000	8.03%	31.19%	60.78%
Enterprise State Comm College		10,300,000		\$10,300,000	None	100.00%	None
Faulkner State Comm College			13,302,500	\$13,302,500	None	None	100.00%
Gadsden State Comm College	45,555,000	20,000,000	10,750,000	\$76,305,000	59.70%	26.21%	14.09%
Ingram State Technical College	12,000,000	50,000,000		\$62,000,000	19.35%	80.65%	None
Jefferson Davis Comm College	14,200,000			\$14,200,000	100.00%	None	None
Jefferson State Comm College	150,000		27,500,000	\$27,650,000	0.54%	None	99.46%
Lawson St Community College			2,450,000	\$2,450,000	None	None	100.00%
L. B. Wallace Comm College		1,500,000		\$1,500,000	None	100.00%	None
Marion Military Institute			35,535,557	\$35,535,557	None	None	100.00%
Northeast AL Comm College			12,000,000	\$12,000,000	None	None	100.00%
Northwest-Shoals Com College	6,255,000			\$6,255,000	100.00%	None	None
Reid State Technical College	575,000	25,500,000		\$26,075,000	2.21%	97.79%	None
Shelton State Comm College		65,100,000		\$65,100,000	None	100.00%	None
Snead State Comm College	20,125,000			\$20,125,000	100.00%	None	None
Southern Union St Comm Coll		4,500,000		\$4,500,000	None	100.00%	None
Trenholm St Comm College	300,000		1,500,000	\$1,800,000	16.67%	None	83.33%
Wall St Comm College - Dothan	12,235,916			\$12,235,916	100.00%	None	None
Wall St Comm Coll - Hanceville		16,300,000		\$16,300,000	None	100.00%	None
Wall St Comm College - Selma	40,000,000			\$40,000,000	100.00%	None	None
Total Comm & Tech	171,428,270	233,030,000	157,113,057	\$561,571,327	30.53%	41.50%	27.98%
TOTAL	\$990,907,415	\$287,480,000	\$1,083,274,410	\$2,361,661,825	41.96%	12.17%	45.87%

Source: Facilities Master Plan / Capital Project Request, FY 2017 - 2021.

ALABAMA COMMISSION ON HIGHER EDUCATION  
 Friday, December 4, 2015

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

Institution	Total Original Value	Total Amount Outstanding 9/30/2015	Total Amount of Principal Debt Service 9/30/2015	Total Amount of Interest Debt Service 9/30/2015	Total Amount of Debt Service 9/30/2015	Sources of Payment
Alabama A&M University	60,936,000	44,355,000	3,420,000	2,188,335	5,608,335	General Fees
Alabama State University	266,508,000	218,515,000	5,846,000	9,872,632	15,718,632	Tuition and Fee Revenue
Athens State University	21,495,000	17,154,352	905,648	1,323,223	2,228,871	Tuition & Fees
Auburn University	989,922,607	690,098,081	179,358,361	33,532,499	212,890,860	2014 A Issue, General Fund, Student Fees, Housing Revenue, Athletic Revenue, & Dining Revenue
Auburn Univ Montgomery	3,279,000	540,000	125,000	21,787	146,787	Auxiliary Revenue
Jacksonville State University	83,345,000	72,960,000	3,130,000	2,999,346	6,129,346	Housing/Ath, Tuition & Fees
Troy University	171,535,000	141,075,000	5,435,000	5,583,352	11,018,352	General Student Fees
University of Alabama	957,415,000	885,650,000	17,840,000	39,594,554	57,434,554	Tuition, Housing, Athletics, Parking fees, Food Service, Fraternities, Sororities, Hillel
Univ of Alabama at Birmingham (Does not include Bonds for Hospital)	527,460,000	413,290,000	20,920,000	14,846,361	35,766,361	E&G & Auxiliary
Univ of Alabama in Huntsville	123,377,000	101,696,000	4,455,000	3,595,096	8,050,096	Housing Fees & Student Tuition/Fees
University of Montevallo	28,916,000	25,437,000	841,000	1,044,588	1,885,588	Pledged Revenues
University of North Alabama	79,975,000	77,385,000	980,000	3,334,286	4,314,286	General Fees & Housing Revenues
University of South Alabama	392,430,001	366,254,944	13,560,326	14,092,981	27,653,307	Tuition & Fee revenues, portion of revenues USA Children's & Women's Hospital, gross revenues from Auxiliary Enterprises
University of West Alabama	54,600,000	51,785,000	2,815,000	10,285,354	13,100,354	General Fee Revenue, Capitalized Interest, BAB subsidy
Dauphin Isl Sea Lab /MESC	2,000,000	1,910,000	90,000	18,957	108,957	Prog. SVC Rev.
SR & Dauphin Isl Total	3,763,193,608	3,108,105,377	259,721,335	142,333,351	402,054,686	

Source: Facilities Master Plan / Capital Project Request, FY 2017-2021.

ALABAMA COMMISSION ON HIGHER EDUCATION  
 Friday, December 4, 2015

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

Institution	Total Original Value	Total Amount Outstanding 9/30/2015	Total Amount of Principal Debt Service 9/30/2015	Total Amount of Interest Debt Service 9/30/2015	Total Amount of Debt Service 9/30/2015	Sources of Payment
Alabama Southern Comm Coll	3,000,000	1,785,000	140,000	77,725	217,725	Building Fee
Bevill State Community College	18,945,000	10,745,000	1,130,000	500,033	1,630,033	Tuition
Bishop State Comm College	8,677,000	3,552,000	405,000	111,337	516,337	Tuition & Fees
Calhoun State Comm College	39,325,000	35,510,000	2,836,000	1,180,954	4,016,954	Tuition & Fees
Central Alabama Comm College	11,145,000	8,970,000	330,000	339,704	669,704	Tuition Revenue
Chatt Valley Comm. College	9,000,000	7,530,000	250,090	355,533	605,623	Tuition & Fees
Drake State Com & Tech College	3,990,000	1,935,000	200,000	93,243	293,243	Tuition
Enterprise State Comm College	6,440,000	5,490,000	170,000	267,533	437,533	Facilities Renewal Fees & Building Fee
Faulkner State Comm College	29,278,000	21,663,000	7,275,000	712,819	7,987,819	Tuition & Fees, Dorm Revenue, Bldg Fees
Gadsden State Comm College	23,109,000	10,556,000	928,000	236,434	1,164,434	Tuition/Local Government Contribution
Ingram State Technical College					0	
Jefferson Davis Comm College					0	
Jefferson State Comm College	79,242,000	44,082,000	2,450,000	1,659,741	4,109,741	Tuition & Fees
Lawson St Community College	10,485,000	8,070,000	675,000	280,459	955,459	Tuition and Fees & Room Charges
L. B. Wallace Comm College	3,700,000	2,210,000	170,000	99,463	269,463	Tuition & Fees
Marion Military Institute					0	
Northeast AL Comm College	11,729,000	11,686,197	320,000	387,865	707,865	Tuition & Fees
Northwest-Shoals Comm College	6,000,000	5,491,747	327,615	170,101	497,716	Plant Funds
Reid State Technical College	2,045,000	1,770,000	200,000	50,235	250,235	Tuition & Fees Payable by Students
Shelton State Comm College						
Snead State Comm College	12,855,000	8,423,000	536,000	235,181	771,181	Tuition & Fees
Southern Union St Comm Coll	40,410,000	34,585,000	1,515,000	1,245,071	2,760,071	Tuition & Fees
Trenholm St Comm College	7,500,000	6,290,000	140,000	366,438	506,438	Tuition & Fees & IRS Interest Subsidy
Wall St Comm College - Dothan	16,211,000	14,023,000	746,000	101,841	847,841	Tuition & Fees & Special Building Fee
Wall St Comm Coll - Hanceville	50,690,000	42,090,000	1,810,000	1,841,290	3,651,290	Tuition & Fees & Building Fees
Wall St Comm College - Selma						
Total Comm & Tech	393,776,000	286,456,944	22,553,705	10,313,000	32,866,705	
TOTAL	4,156,969,608	3,394,562,321	282,275,040	152,646,351	434,921,391	

Source: Facilities Master Plan / Capital Project Request, FY 2017-2021.

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.

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

**Attachment 1**

**NEW ACADEMIC DEGREE PROGRAM PROPOSAL SUMMARY**

INSTITUTION	The University of Alabama at Birmingham
PROGRAM	Master of Arts in Education in School Psychometry (CIP Code 13.0604)

ESTIMATED NEW FUNDS REQUIRED TO SUPPORT PROPOSED PROGRAM						
	2016-17	2017-18	2018-19	2019-20	2020-21	TOTAL
FACULTY	\$0	\$0	\$0	\$0	\$0	\$0
LIBRARY	\$6,059	\$3,233	\$3,233	\$3,233	\$3,233	\$18,991
FACILITIES	\$0	\$0	\$0	\$0	\$0	\$0
EQUIPMENT	\$2,000	\$2,000	\$2,000	\$2,000	\$2,000	\$10,000
STAFF	\$0	\$0	\$0	\$0	\$0	\$0
ASSISTANTSHIPS	\$0	\$0	\$0	\$0	\$0	\$0
OTHER	\$0	\$0	\$0	\$0	\$0	\$0
TOTAL	\$8,059	\$5,233	\$5,233	\$5,233	\$5,233	\$28,991

SOURCES OF FUNDS AVAILABLE FOR PROGRAM SUPPORT						
	2016-17	2017-18	2018-19	2019-20	2020-21	TOTAL
INTERNAL REALLOCATIONS	\$0	\$0	\$0	\$0	\$0	\$0
EXTRAMURAL	\$0	\$0	\$0	\$0	\$0	\$0
TUITION	\$57,834	\$63,617	\$69,400	\$73,256	\$77,112	\$341,219
TOTAL	\$57,834	\$63,617	\$69,400	\$73,256	\$77,112	\$341,219

ENROLLMENT AND DEGREE COMPLETION PROJECTIONS						
	2016-17	2017-18	2018-19	2019-20	2020-21	5-YEAR AVERAGE
TOTAL HEADCOUNT ENROLLMENT	15	20	22	24	25	21
NEW ENROLLMENT HEADCOUNT	5	6	5	6	5	5 4-YEAR AVERAGE
DEGREE COMPLETION PROJECTIONS	0	8	9	10	11	10

## 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 to 3 by 2020 (Curtis, Grier, and Hunley, 2004).

Projected Job Openings

	Year 1	Year 2	Year 3	Year 4	Year 5	Total
Local*	1	1	1	1	1	5
Nation	820	820	820	820	820	4,100
SREB	130	130	130	130	130	650
Alabama	3	3	3	3	3	15

\* 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, psychodiagnostics, 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.



**Attachment 3**

**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.

Semester	Courses Offered	Course Titles	Hours
Fall	<b>EDU600</b> <b>ECY600</b> ECT 620 <b>ECT623</b> <b>ECT625</b> <b>EPR614</b> ESP 689	<b>Education as a Profession</b> <b>Introduction to Sp Educ (if needed)</b> <b>Formative &amp; Summative Assessment</b> <b>Instructional Methods</b> <b>Positive Behavior Supports</b> <b>Lifespan Human Development</b> Internship in School Psychometry	<b>1</b> <b>3</b> <b>3</b> <b>3</b> <b>3</b> <b>3</b> 6
Spring	<b>EDU 600</b> <b>ECY 600</b> <b>ESP600</b> ECT 620 <b>ECT623</b> <b>ECT625</b> ESP 689	<b>Education as a Profession</b> <b>Introduction to Sp Educ (if needed)</b> <b>Sem in School Psychometry</b> <b>Formative &amp; Summative Assessment</b> <b>Instructional Methods</b> <b>Positive Behavior Supports</b> Internship in School Psychometry	<b>1</b> <b>3</b> <b>3</b> <b>3</b> <b>3</b> <b>3</b> 6
Summer	ESP 627 ESP 628 ESP 629 <b>EDU 600</b> <b>ECY600</b> <b>EPR 614</b> ESP 689	Practicum in School Psychometry Ind Assess of Child & Youth-Part I Ind Assess of Child & Youth-Part II <b>Education as a Profession</b> <b>Introduction to Sp Educ (if needed)</b> <b>Lifespan Human Development</b> Internship in School Psychometry	1 3 3 <b>1</b> <b>3</b> <b>3</b> 6

Total 32 credit hours.

DECISION ITEM D-2: University of West Alabama, Master of Science in Conservation Biology (CIP 26.1307)

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

**Attachment 1**

**NEW ACADEMIC DEGREE PROGRAM PROPOSAL SUMMARY**

INSTITUTION University of West Alabama

PROGRAM Master of Science in Conservation Biology (CIP 26.1307)

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

	2016-17	2017-18	2018-19	2019-20	2020-21	TOTAL
FACULTY	\$0	\$0	\$0	\$0	\$0	\$0
LIBRARY	\$0	\$0	\$0	\$0	\$0	\$0
FACILITIES	\$0	\$0	\$0	\$0	\$0	\$0
EQUIPMENT	\$0	\$0	\$0	\$0	\$0	\$0
ASSISTANTSHIPS	\$7,776	\$7,776	\$7,776	\$7,776	\$7,776	\$38,880
STAFF	\$0	\$0	\$0	\$0	\$0	\$0
OTHER	\$0	\$0	\$0	\$0	\$0	\$0
<b>TOTAL</b>	<b>\$7,776</b>	<b>\$7,776</b>	<b>\$7,776</b>	<b>\$7,776</b>	<b>\$7,776</b>	<b>\$38,880</b>

**SOURCES OF FUNDS AVAILABLE FOR PROGRAM SUPPORT**

	2016-17	2017-18	2018-19	2019-20	2020-21	TOTAL
INTERNAL REALLOCATIONS	\$7,776	\$7,776	\$7,776	\$7,776	\$7,776	\$38,880
EXTRAMURAL	\$0	\$0	\$0	\$0	\$0	\$0
TUITION	\$183,744	\$150,336	\$200,448	\$200,448	\$200,448	\$935,424
<b>TOTAL</b>	<b>\$191,520</b>	<b>\$158,112</b>	<b>\$208,224</b>	<b>\$208,224</b>	<b>\$208,224</b>	<b>\$974,304</b>

**ENROLLMENT AND DEGREE COMPLETION PROJECTIONS**

	2016-17	2017-18	2018-19	2019-20	2020-21	5-YEAR AVERAGE
TOTAL HEADCOUNT ENROLLMENT	22	32	32	32	32	30
NEW ENROLLMENT HEADCOUNT	22	10	14	8	8	12
						4-YEAR AVERAGE
DEGREE COMPLETION PROJECTIONS	0	18	18	18	18	18

## Attachment 2

### Summary of Background Information

Master of Science in Conservation Biology  
University of West Alabama

**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 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
<b>Total credit hours required for completion</b>	<b>36</b>

**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
<b>Total credit hours required for completion</b>	<b>36</b>

**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

	Year 1	Year 2	Year 3	Year 4	Year 5	Total
Local	8	8	8	8	8	40
State	50	50	50	50	50	250
SREB	1,232	1,232	1,232	1,232	1,232	6,160
Nation	3,330	3,330	3,330	3,330	3,330	16,650

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.

**Attachment 3**

**The University of West Alabama  
 Master of Science in Conservation Biology**

**Thesis Track**

<b>Course Number and Title</b>	<b>Number of Credit Hours</b>	<b>* If New Course</b>
<b>Required</b>		
BY 500 – Graduate Seminar (repeated 3 times)	1 (total of 3)	
BY 504 – Research Design and Data Analysis	3	
BY 554 – Conservation Biology	3	
BY 5XX – Methods in Conservation Biology	3	*
BY 598 – Thesis in Conservation Biology (may be twice)	3 (total of 6)	
Committee-approved electives (Examples of existing courses below)	18	
<b>Total</b>	<b>36</b>	

**Non-Thesis Track**

<b>Course Number and Title</b>	<b>Number of Credit Hours</b>	<b>* If New Course</b>
<b>Required</b>		
BY 500 – Graduate Seminar (repeated 3 times)	1 (total of 3)	
BY 504 – Research Design and Data Analysis	3	
BY 508 – Teaching College Biology	3	
BY 554 – Conservation Biology	3	
BY 5XX – Critical Issues in Conservation Biology	3	*
Committee-approved electives (Examples of existing courses below)	21	
<b>Total</b>	<b>36</b>	

**Attachment 4**

**The University of West Alabama  
Master of Science in Conservation Biology  
Letter of Support**



**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 support unities 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,

A handwritten signature in blue ink, appearing to read "Jason D. Cassity".

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.

ALABAMA COMMISSION ON HIGHER EDUCATION  
Friday, December 4, 2015

Supporting Documentation:

1. New Academic Degree Program Proposal Summary, attached.
2. Summary of Background Information, attached.
3. Curriculum for Proposed Program, attached.
4. University of North Alabama proposal, dated September 9, 2015. Available upon request.
5. "Evaluation and Review of New Instructional Program Proposals of Public Postsecondary Institutions," Ala. Admin. Code (Commission on Higher Education), r. 300-2-1-.03. Available upon request.

**Attachment 1**

INSTITUTION University of North Alabama

PROGRAM Bachelor of Arts in German (CIP 16.0501)

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

	2016-17	2017-18	2018-19	2019-20	2020-21	TOTAL
FACULTY	\$0	\$0	\$0	\$0	\$0	\$0
LIBRARY	\$0	\$0	\$0	\$0	\$0	\$0
FACILITIES	\$0	\$0	\$0	\$0	\$0	\$0
EQUIPMENT	\$0	\$0	\$0	\$0	\$0	\$0
STAFF	\$0	\$0	\$0	\$0	\$0	\$0
OTHER	\$0	\$0	\$0	\$0	\$0	\$0
TOTAL	\$0	\$0	\$0	\$0	\$0	\$0

**SOURCES OF FUNDS AVAILABLE FOR PROGRAM SUPPORT**

	2016-17	2017-18	2018-19	2019-20	2020-21	TOTAL
INTERNAL REALLOCATIONS	\$0	\$0	\$0	\$0	\$0	\$0
EXTRAMURAL	\$0	\$0	\$0	\$0	\$0	\$0
TUITION	\$90,780	\$163,404	\$236,028	\$245,106	\$263,262	\$998,580
TOTAL	\$90,780	\$163,404	\$236,028	\$245,106	\$263,262	\$998,580

**ENROLLMENT AND DEGREE COMPLETION PROJECTIONS**

	2016-17	2017-18	2018-19	2019-20	2020-21	5-YEAR AVERAGE
TOTAL HEADCOUNT ENROLLMENT	10	18	26	27	29	22
NEW ENROLLMENT HEADCOUNT	8	8	9	10	10	9
DEGREE COMPLETION PROJECTIONS	0	0	8	8	8	8

## 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

<b>Interpreters and Translators</b>						
	Year 1	Year 2	Year 3	Year 4	Year 5	Total
Local	4.4	4.4	4.4	4.4	4.4	20
State	20	20	20	20	20	100
SREB	1,448	1,448	1,448	1,448	1,448	1,448
Nation	3,810	3,810	3,810	3,810	3,810	19,050

<b>Secondary School Teachers, Except Special and Career/Technical Education</b>						
	Year 1	Year 2	Year 3	Year 4	Year 5	Total
Local	90	90	90	90	90	90
State	410	410	410	410	410	2,050
SREB	11,879	11,879	11,879	11,879	11,879	59,394
Nation	31,260	31,260	31,260	31,260	31,260	156,300

<b>Foreign Language and Literature Teachers, Postsecondary</b>						
	Year 1	Year 2	Year 3	Year 4	Year 5	Total
Local	2.2	2.2	2.2	2.2	2.2	11
State	10	10	10	10	10	50
SREB	410	410	410	410	410	2,052
Nation	1,080	1,080	1,080	1,080	1,080	5,400

**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.

	2008*	2009	2010	2011	2012	2013	2014
Foreign Language majors with a concentration in German	8	5	5	3	1	4	8
German Minors	4	3	0	1	2	6	6
Completions (FL majors with a concentration in German)	0	0	2	0	0	1	1

\* 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: 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.

**Attachment 3**

University of North Alabama  
 Bachelor of Arts in German

Proposed Program Courses

Course Number and Title	Number of Credit Hours	* If New Course
<b>Major Core Requirements</b>		
Introductory German (101-102)	6	
Intermediate German (201-202)	6	
Conversation and Composition (GR 351)	3	
Survey of German Literature I (GR 405W)	3	
Advanced German Grammar (GR 420)	3	
Senior Thesis (GR 495)	0	
Senior Seminar (FL 498)	1	
<b>Option I: German – Language and Culture</b>		
18 additional hours from 300- or 400-level courses (minimum 9 hours at the 400-level)	18	
For Option I, a minor or second major is required.		
<b>Option II: German for Commerce</b>		
Commercial German (GR 353)	3	
9 hours at the 400 level, including Advanced Commercial	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.		

DECISION ITEM D-4: University of North Alabama, Bachelor of Arts in French (CIP 16.0901)

### **EXECUTIVE SUMMARY**

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

**Program Objective:** The 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.

ALABAMA COMMISSION ON HIGHER EDUCATION  
Friday, December 4, 2015

Supporting Documentation:

1. New Academic Degree Program Proposal Summary, attached.
2. Summary of Background Information, attached.
3. Curriculum for Proposed Program, attached.
4. University of North Alabama proposal, dated September 9, 2015. Available upon request.
5. "Evaluation and Review of New Instructional Program Proposals of Public Postsecondary Institutions," Ala. Admin. Code (Commission on Higher Education), r. 300-2-1-.03. Available upon request.

**Attachment 1**

INSTITUTION University of North Alabama

PROGRAM Bachelor of Arts in French (CIP 16.0901)

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

	2016-17	2017-18	2018-19	2019-20	2020-21	TOTAL
FACULTY	\$0	\$0	\$0	\$0	\$0	\$0
LIBRARY	\$0	\$0	\$0	\$0	\$0	\$0
FACILITIES	\$0	\$0	\$0	\$0	\$0	\$0
EQUIPMENT	\$0	\$0	\$0	\$0	\$0	\$0
STAFF	\$0	\$0	\$0	\$0	\$0	\$0
OTHER	\$0	\$0	\$0	\$0	\$0	\$0
TOTAL	\$0	\$0	\$0	\$0	\$0	\$0

**SOURCES OF FUNDS AVAILABLE FOR PROGRAM SUPPORT**

	2016-17	2017-18	2018-19	2019-20	2020-21	TOTAL
INTERNAL REALLOCATIONS	\$0	\$0	\$0	\$0	\$0	\$0
EXTRAMURAL	\$0	\$0	\$0	\$0	\$0	\$0
TUITION	\$90,780	\$163,404	\$236,028	\$245,106	\$263,262	\$998,580
TOTAL	\$90,780	\$163,404	\$236,028	\$245,106	\$263,262	\$998,580

**ENROLLMENT AND DEGREE COMPLETION PROJECTIONS**

	2016-17	2017-18	2018-19	2019-20	2020-21	5-YEAR AVERAGE
TOTAL HEADCOUNT ENROLLMENT	10	18	26	27	29	22
NEW ENROLLMENT HEADCOUNT	8	8	9	10	10	9
DEGREE COMPLETION PROJECTIONS	0	0	8	8	8	8



## Attachment 2

### 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 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

<b>Interpreters and Translators</b>						
	Year 1	Year 2	Year 3	Year 4	Year 5	Total
Local	4.4	4.4	4.4	4.4	4.4	20
State	20	20	20	20	20	100
SREB	1,448	1,448	1,448	1,448	1,448	1,448
Nation	3,810	3,810	3,810	3,810	3,810	19,050

<b>Secondary School Teachers, Except Special and Career/Technical Education</b>						
	Year 1	Year 2	Year 3	Year 4	Year 5	Total
Local	90	90	90	90	90	90
State	410	410	410	410	410	2,050
SREB	11,879	11,879	11,879	11,879	11,879	59,394
Nation	31,260	31,260	31,260	31,260	31,260	156,300

<b>Foreign Language and Literature Teachers, Postsecondary</b>						
	Year 1	Year 2	Year 3	Year 4	Year 5	Total
Local	2.2	2.2	2.2	2.2	2.2	11
State	10	10	10	10	10	50
SREB	410	410	410	410	410	2,052
Nation	1,080	1,080	1,080	1,080	1,080	5,400

**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.

	2008*	2009	2010	2011	2012	2013	2014
Foreign Language majors with a concentration in French	14	14	16	13	14	16	16
French Minors	10	5	9	10	14	6	12
Completions (FL majors with a concentration in French)	1	4	2	3	1	3	3

\* 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.

**Attachment 3**

University of North Alabama  
 Bachelor of Arts in French

Proposed Program Courses

Course Number and Title	Number of Credit Hours	* If New Course
Major Core Requirements		
Introductory French (101-102)	6	
Intermediate French (201-202)	6	
Written Expression in French (FR 351)	3	
Survey of French literature I (FR 410W)	3	
Survey of French Literature II (FR 411W)	3	
Senior Thesis (FR 495)	0	
Senior Seminar (FL 498)	1	
Option I: French -Language and Culture		
18 additional hours from 300- or 400-level courses (minimum 9 hours at the 400-level)	18	
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.		

DECISION ITEM D-5: University of North Alabama, Bachelor of Arts in Spanish (CIP 16.0905)

### **EXECUTIVE SUMMARY**

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

**Program Objective:** The 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.

DECISION ITEM D-5: 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.

ALABAMA COMMISSION ON HIGHER EDUCATION  
Friday, December 4, 2015

Supporting Documentation:

1. New Academic Degree Program Proposal Summary, attached.
2. Summary of Background Information, attached.
3. Curriculum for Proposed Program, attached.
4. University of North Alabama proposal, dated September 9, 2015. Available upon request.
5. "Evaluation and Review of New Instructional Program Proposals of Public Postsecondary Institutions," Ala. Admin. Code (Commission on Higher Education), r. 300-2-1-.03. Available upon request.



**Attachment 1**

INSTITUTION University of North Alabama

PROGRAM Bachelor of Arts in Spanish (CIP 16.0905)

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

	2016-17	2017-18	2018-19	2019-20	2020-21	TOTAL
FACULTY	\$0	\$0	\$0	\$0	\$0	\$0
LIBRARY	\$0	\$0	\$0	\$0	\$0	\$0
FACILITIES	\$0	\$0	\$0	\$0	\$0	\$0
EQUIPMENT	\$0	\$0	\$0	\$0	\$0	\$0
STAFF	\$0	\$0	\$0	\$0	\$0	\$0
OTHER	\$0	\$0	\$0	\$0	\$0	\$0
TOTAL	\$0	\$0	\$0	\$0	\$0	\$0

**SOURCES OF FUNDS AVAILABLE FOR PROGRAM SUPPORT**

	2016-17	2017-18	2018-19	2019-20	2020-21	TOTAL
INTERNAL REALLOCATIONS	\$0	\$0	\$0	\$0	\$0	\$0
EXTRAMURAL	\$0	\$0	\$0	\$0	\$0	\$0
TUITION	\$181,560	\$272,340	\$363,120	\$408,510	\$417,588	\$1,643,118
TOTAL	\$181,560	\$272,340	\$363,120	\$408,510	\$417,588	\$1,643,118

**ENROLLMENT AND DEGREE COMPLETION PROJECTIONS**

	2016-17	2017-18	2018-19	2019-20	2020-21	5-YEAR AVERAGE
TOTAL HEADCOUNT ENROLLMENT	20	30	40	45	46	36
NEW ENROLLMENT HEADCOUNT	10	10	11	12	12	11
DEGREE COMPLETION PROJECTIONS	0	0	5	11	11	9

## 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

<b>Interpreters and Translators</b>						
	Year 1	Year 2	Year 3	Year 4	Year 5	Total
Local	4.4	4.4	4.4	4.4	4.4	20
State	20	20	20	20	20	100
SREB	1,448	1,448	1,448	1,448	1,448	1,448
Nation	3,810	3,810	3,810	3,810	3,810	19,050

<b>Secondary School Teachers, Except Special and Career/Technical Education</b>						
	Year 1	Year 2	Year 3	Year 4	Year 5	Total
Local	90	90	90	90	90	90
State	410	410	410	410	410	2,050
SREB	11,879	11,879	11,879	11,879	11,879	59,394
Nation	31,260	31,260	31,260	31,260	31,260	156,300

<b>Foreign Language and Literature Teachers, Postsecondary</b>						
	Year 1	Year 2	Year 3	Year 4	Year 5	Total
Local	2.2	2.2	2.2	2.2	2.2	11
State	10	10	10	10	10	50
SREB	410	410	410	410	410	2,052
Nation	1,080	1,080	1,080	1,080	1,080	5,400

**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.

	2008*	2009	2010	2011	2012	2013	2014
Foreign Language majors with a concentration in Spanish	40	37	41	44	46	48	50
Spanish Minors	47	46	58	67	57	54	43
Completions (FL majors with a concentration in Spanish)	8	5	2	9	9	11	7

\* 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

Course Number and Title	Number of Credit Hours	* If New Course
Major Core Requirements		
Introductory Spanish (101-102)	6	
Intermediate Spanish (201-202)	6	
Conversation and Composition (SP 350)	3	
Introduction to Hispanic Literature (SP 360)	3	
Advanced Spanish Grammar (SP 420)	3	
Senior Thesis (SP 495)	0	
Senior Seminar (FL 498)	1	
Option I: Spanish-Language and Culture		
18 additional hours from 300- or 400-level courses (minimum 9 hours at the 400-level)	18	
For Option I, a minor or second major is required.		
Option II: Spanish for Commerce		
Commercial Spanish (SP 353)	3	
9 hours at the 400 level, including Advanced Commercial Spanish (SP 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.		
Option III: Spanish -Literature		
18 hours from the following (minimum 9 hours at 400 level):		
Spanish Civilization (SP 351)	3	
Latin American Civilization (SP 352)	3	
Survey of Spanish Literature I (SP 405W)	3	
Survey of Spanish Literature II (SP 406W)	3	
Survey of Latin American Literature I (SP 410W)	3	
Survey of Latin American Literature II (SP 411W)	3	
Special Topics in International Studies: Abroad (SP 490)	3	
Independent Study (SP 499)	3	
For Option III, a minor or second major is required.		

DECISION ITEM D-6: Trenholm State Community College, Associate in Science (AS) in Transfer Associate in Science (CIP 24.0102)

### **EXECUTIVE SUMMARY**

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

**Program Objective:** 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.
3. Trenholm State Community College proposal, dated September 11, 2015. Available upon request.
4. "Evaluation and Review of New Instructional Program Proposals of Public Postsecondary Institutions" Ala. Admin. Code (Commission on Higher Education), r. 300-2-1.03. Available upon request.



**Attachment 1**

**NEW ACADEMIC DEGREE PROGRAM PROPOSAL SUMMARY**

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

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

	2016-17	2017-18	2018-19	2019-20	2020-21	TOTAL
FACULTY	\$0	\$174,857	\$222,857	\$270,857	\$318,857	\$987,428
LIBRARY	\$0	\$0	\$0	\$0	\$0	\$0
FACILITIES	\$0	\$0	\$0	\$0	\$0	\$0
EQUIPMENT	\$0	\$0	\$0	\$0	\$0	\$0
ASSISTANTSHIPS	\$0	\$0	\$0	\$0	\$0	\$0
STAFF	\$0	\$35,000	\$35,000	\$35,000	\$35,000	\$140,000
OTHER	\$0	\$0	\$0	\$0	\$0	\$0
TOTAL	\$0	\$209,857	\$257,857	\$305,857	\$353,857	\$1,127,428

**SOURCES OF FUNDS AVAILABLE FOR PROGRAM SUPPORT**

	2016-17	2017-18	2018-19	2019-20	2020-21	TOTAL
INTERNAL REALLOCATIONS	\$0	\$0	\$0	\$0	\$0	\$0
EXTRAMURAL*	\$0	\$142,857	\$142,857	\$142,857	\$142,857	\$571,428
TUITION	\$125,280	\$125,280	\$125,280	\$125,280	\$125,280	\$626,400
TOTAL	\$125,280	\$268,137	\$268,137	\$268,137	\$268,137	\$1,197,828

\*Extramural source is Title III funds.

**ENROLLMENT AND DEGREE COMPLETION PROJECTIONS**

	2016-17	2017-18	2018-19	2019-20	2020-21	5-YEAR AVERAGE
TOTAL HEADCOUNT ENROLLMENT	20	20	20	20	20	20
NEW ENROLLMENT HEADCOUNT	15	15	15	15	15	15 2-YEAR AVERAGE
DEGREE COMPLETION PROJECTIONS	0	0	0	10	10	10

**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)

YEAR ONE					
SEMESTER 1 (Fall)			SEMESTER 2 (Spring)		
Course	CH	Area	Course	CH	Area
ENG 101 English Composition I	3	I	ENG102 English Composition II	3	I
ART 100 Art Appreciation or MUS101 Music Appreciation	3	II	SPH106 Fundamentals of Oral Comm. or SPH 106 Fundamentals of Public Speaking	3	II
BIO 103 Principles of Biology I or PHS 111 Physical Science I	4	III	BIO 104 Principles of Biology II or PHS 111 Physical Science II	4	III
CIS 146 Microcomputer Applications	3	V	MTH 116 Mathematical Applications or MTH 112 Pre- Calculus Algebra	3	III
ORI 101 Orientation to College	1	V	Preprofessional, pre-major, and elective courses	3	V
Total Credits	14		Total Credits	16	

YEAR TWO					
SEMESTER 3 (Fall)			SEMESTER 4 (Spring)		
Course	CH	Area	Course	CH	Area
ENG 251 American Literature I or ENG 261 English Literature I	3	II	ENG 252 American Literature II or ENG 262 English Literature II	3	II
HIS 101 Western Civilization I or HIS 201 United States History I	3	IV	HIS 101 Western Civilization II or HIS 202 United States History II		IV
PSY 200 General Psychology Or PSY 210 Human Growth and Dev.	3	IV	POL 200 Introduction to Political Science or POL 211 American National Gov.	3	IV
Preprofessional, pre-major, and elective courses	3	V	Preprofessional, pre-major, and elective courses	3	V
Preprofessional, pre-major, and elective courses	3	V	Preprofessional, pre-major, and elective courses	3	V
Preprofessional, pre-major, and elective courses	3	V	Preprofessional, pre-major, and elective courses	3	V
Total Credits	18		Total Credits	15	

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)**

---

**Area I: Written Communication (6 hours)**

ENG	101	English Composition I	ENG	102	English
		Composition II			

---

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

ART	101	Art Appreciation	MUS	101	Music Appreciation
ENG	251	American Literature I	ENG	252	American Literature II
ENG	261	English Literature I	ENG	262	English Literature II
1. SPH	106	Fundamentals of Oral Comm.	SPH	107	Fundamentals of Public Speaking

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	BIO	104	Principles of Biology II
7. PHS	111	Physical Science I	PHS	111	Physical Science II
8. MTH	110	Finite Mathematics	MTH	116	Mathematical Applications
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	HIS	102	Western Civilization II
14. HIS	201	United States History I	HIS	202	United States History II
15. PSY	200	General Psychology	PSY	210	Human Growth and Dev.
16. POL	200	Introduction to Political Science	POL	211	American National Gov.

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

DECISION ITEM D-7: Trenholm State Community College, Associate in Arts (AA) in Transfer Associate in Arts (CIP 24.0101)

### **EXECUTIVE SUMMARY**

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

**Program Objective:** 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.
3. Trenholm State Community College proposal, dated September 11, 2015. Available upon request.
4. "Evaluation and Review of New Instructional Program Proposals of Public Postsecondary Institutions" Ala. Admin. Code (Commission on Higher Education), r. 300-2-1.03. Available upon request.



**Attachment 1**

**NEW ACADEMIC DEGREE PROGRAM PROPOSAL SUMMARY**

INSTITUTION	Trenholm State Community College
PROGRAM	Associate in Arts in Transfer AA (CIP 24.0101)

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

	2016-17	2017-18	2018-19	2019-20	2020-21	TOTAL
FACULTY	\$0	\$131,143	\$167,143	\$203,143	\$239,143	\$740,572
LIBRARY	\$0	\$0	\$0	\$0	\$0	\$0
FACILITIES	\$0	\$0	\$0	\$0	\$0	\$0
EQUIPMENT	\$0	\$0	\$0	\$0	\$0	\$0
ASSISTANTSHIPS	\$0	\$0	\$0	\$0	\$0	\$0
STAFF	\$0	\$35,000	\$35,000	\$35,000	\$35,000	\$140,000
OTHER	\$0	\$0	\$0	\$0	\$0	\$0
<b>TOTAL</b>	<b>\$0</b>	<b>\$166,143</b>	<b>\$202,143</b>	<b>\$238,143</b>	<b>\$274,143</b>	<b>\$880,572</b>

**SOURCES OF FUNDS AVAILABLE FOR PROGRAM SUPPORT**

	2016-17	2017-18	2018-19	2019-20	2020-21	TOTAL
INTERNAL REALLOCATIONS	\$0	\$0	\$0	\$0	\$0	\$0
EXTRAMURAL*	\$0	\$107,143	\$107,143	\$107,143	\$107,143	\$428,572
TUITION	\$93,960	\$93,960	\$93,960	\$93,960	\$93,960	\$469,800
<b>TOTAL</b>	<b>\$93,960</b>	<b>\$201,103</b>	<b>\$201,103</b>	<b>\$201,103</b>	<b>\$201,103</b>	<b>\$898,372</b>

\*Extramural source is Title III funds.

**ENROLLMENT AND DEGREE COMPLETION PROJECTIONS**

	2016-17	2017-18	2018-19	2019-20	2020-21	5-YEAR AVERAGE
TOTAL HEADCOUNT ENROLLMENT	15	15	15	15	15	15
NEW ENROLLMENT HEADCOUNT	10	10	10	10	10	10 2-YEAR AVERAGE
DEGREE COMPLETION PROJECTIONS	0	0	0	8	8	8

**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.

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 Arts

A student enrolled at Trenholm State in an Associate in Arts degree program in Liberal Arts 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 further 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.

Degree Requirements (General Education Studies Plan of Completion)

YEAR ONE					
SEMESTER 1 (Fall)			SEMESTER 2 (Spring)		
Course	CH	Area	Course	CH	Area
ENG 101 English Composition I	3	I	ENG102 English Composition II	3	I
ART 100 Art Appreciation or MUS101 Music Appreciation	3	II	SPH106 Fundamentals of Oral Comm. or SPH 106 Fundamentals of Public Speaking	3	II
BIO 103 Principles of Biology I or PHS 111 Physical Science I	4	III	BIO 104 Principles of Biology II or PHS 111 Physical Science II	4	III
CIS 146 Microcomputer Applications	3	V	MTH 116 Mathematical Applications or MTH 112 Pre- Calculus Algebra	3	III
ORI 101 Orientation to College	1	V	Preprofessional, pre-major, and elective courses	3	V
Total Credits	14		Total Credits	16	

YEAR TWO					
SEMESTER 3 (Fall)			SEMESTER 4 (Spring)		
Course	CH	Area	Course	CH	Area
ENG 251 American Literature I or ENG 261 English Literature I	3	II	ENG 252 American Literature II or ENG 262 English Literature II	3	II
HIS 101 Western Civilization I or HIS 201 United States History I	3	IV	HIS 101 Western Civilization II or HIS 202 United States History II		IV
PSY 200 General Psychology Or PSY 210 Human Growth and Dev.	3	IV	POL 200 Introduction to Political Science or POL 211 American National Gov.	3	IV
Preprofessional, pre-major, and elective courses	3	V	Preprofessional, pre-major, and elective courses	3	V
Preprofessional, pre-major, and elective courses	3	V	Preprofessional, pre-major, and elective courses	3	V
Preprofessional, pre-major, and elective courses	3	V	Preprofessional, pre-major, and elective courses	3	V
Total Credits	18		Total Credits	15	

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)**

---

**Area I: Written Communication (6 hours)**

ENG	101	English Composition I	ENG	102	English
		Composition II			

---

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

ART	101	Art Appreciation	MUS	101	Music Appreciation
ENG	251	American Literature I	ENG	252	American Literature II
ENG	261	English Literature I	ENG	262	English Literature II
SPH	106	Fundamentals of Oral Comm.	SPH	106	Fundamentals of Public Speaking

- 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

---

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

BIO	103	Principles of Biology I	BIO	104	Principles of Biology II
PHS	111	Physical Science I	PHS	111	Physical Science II
MTH	110	Finite Mathematics	MTH	116	Mathematical Applications
MTH	112	Pre-Calculus Algebra			

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

---

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

HIS	101	Western Civilization I	HIS	102	Western Civilization II
HIS	201	United States History I	HIS	202	United States History II
PSY	200	General Psychology	PSY	210	Human Growth and Dev.
POL	200	Introduction to Political Science	POL	211	American National Gov.

- 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.
4. University of North Alabama proposal, dated September 9, 2015. Available upon request.



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

**Attachment 1**

INSTITUTION University of North Alabama

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

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

	2016-17	2017-18	2018-19	2019-20	2020-21	TOTAL
FACULTY	\$0	\$0	\$0	\$0	\$0	\$0
LIBRARY	\$0	\$0	\$0	\$0	\$0	\$0
FACILITIES	\$0	\$0	\$0	\$0	\$0	\$0
EQUIPMENT	\$0	\$0	\$0	\$0	\$0	0
STAFF	\$0	\$0	\$0	\$0	\$0	\$0
OTHER	\$0	\$0	\$0	\$0	\$0	\$0
TOTAL	\$0	\$0	\$0	\$0	\$0	\$0

**SOURCES OF FUNDS AVAILABLE FOR PROGRAM SUPPORT**

	2016-17	2017-18	2018-19	2019-20	2020-21	TOTAL
INTERNAL REALLOCATIONS	\$0	\$0	\$0	\$0	\$0	\$0
EXTRAMURAL	\$0	\$0	\$0	\$0	\$0	\$0
TUITION	\$422,860	\$627,528	\$675,068	\$732,116	\$784,410	\$3,241,982
TOTAL	\$427,860	\$627,528	\$675,068	\$732,116	\$784,410	\$3,241,982

**ENROLLMENT AND DEGREE COMPLETION PROJECTIONS**

	2016-17	2017-18	2018-19	2019-20	2020-21	5-YEAR AVERAGE
TOTAL HEADCOUNT ENROLLMENT	50	72	77	84	90	75
NEW ENROLLMENT HEADCOUNT	20	25	25	30	30	26 4-YEAR AVERAGE
DEGREE COMPLETION PROJECTIONS	0	20	20	25	30	24

## 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**

Freshman Fall _____			Freshman Spring _____		
Course #	Course Title	Hrs	Course #	Course Title	Hrs
Year 1	EN 111	3	EN 112		3
	HI 101 (or 201)	3	HI 102 (or 202)		3
	CIS 125 (or 135)	3	MA 110 (or 112)		3
	Gen Ed. Elective (Area III)	3	GE 102		3
			COM 201		3
	<b>Fall Total Hours</b>		<b>12</b>	<b>Spring Total Hours</b>	
<b>Total Hours</b>		<b>12</b>			<b>27</b>
Sophomore Fall _____			Sophomore Spring _____		
Course #	Course Title	Hrs	Course #	Course Title	Hrs
Year 2	EN 211 (or 231)	3	EN 212 (or 232)		3
	CIS 225	3	GE 224		3
	MA 147	3	GE 260		3
	GE 111	4	GE 112		4
	GE 225	3	GE 325		3
	<b>Spring Total Hours</b>		<b>16</b>	<b>Spring Total Hours</b>	
<b>Total Hours</b>		<b>43</b>			<b>59</b>
<b><u>JUNIOR YEAR</u></b>					
Junior Fall _____			Junior Spring _____		
Course #	Course Title	Hrs	Course #	Course Title	Hrs
Year 3	GE 300W	3	GE 484		3
	GE 384	4	GE 454		4
	GE 323	3	CIS 366		3
	CIS 236	3	GE 464		3
	GE Elective	3	GE Elective		3
	<b>Fall Total Hours</b>		<b>16</b>	<b>Spring Total Hours</b>	

ALABAMA COMMISSION ON HIGHER EDUCATION  
 Friday, December 4, 2015

	<b>Total Hour</b>	75			91
	<b><u>SENIOR YEAR</u></b>				
	<b>Senior Fall _____</b>		<b>Senior Spring _____</b>		
<b>Year 4</b>	<b>Course #</b>	<b>Course Title</b>	<b>Hrs</b>	<b>Course #</b>	<b>Course Title</b>
			3		GE Elective
			3		GE Elective
			3		GE Elective
			3		GE Elective
			3		GE Elective
		<b>Fall Total Hours</b>	15	<b>Spring Total Hours</b>	15
		<b>Total Hour</b>	106		121

DECISION ITEM D-9: Gadsden State Community College, Associate in Applied Science and Certificate in Salon and Spa Management (CIP 12.0412)

### **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.
3. Gadsden State Community College proposal, dated September 11, 2015. Available upon request.

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

**Attachment 1**

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**

	2016-17	2017-18	2018-19	2019-20	2020-21	TOTAL
FACULTY	\$0	\$0	\$0	\$0	\$0	\$0
LIBRARY	\$0	\$1,000	\$0	\$2,000	\$0	\$3,000
FACILITIES	\$0	\$0	\$0	\$0	\$0	\$0
EQUIPMENT	\$0	\$0	\$0	\$0	\$0	\$0
STAFF (Lab Asst)	\$0	\$0	\$10,000	\$0	\$10,000	\$20,000
OTHER	\$0	\$1,000	\$0	\$1,000	\$0	\$2,000
TOTAL	\$0	\$2,000	\$10,000	\$3,000	\$10,000	\$25,000

**SOURCES OF FUNDS AVAILABLE FOR PROGRAM SUPPORT**

	2016-17	2017-18	2018-19	2019-20	2020-21	TOTAL
INTERNAL REALLOCATIONS	\$432,365	\$453,983	\$476,682	\$500,516	\$525,542	\$2,389,088
EXTRAMURAL	\$7,890	\$8,679	\$9,547	\$10,502	\$11,552	\$48,170
TUITION	\$116,580	\$122,409	\$128,529	\$134,956	\$141,704	\$644,178
TOTAL	\$556,835	\$585,071	\$614,758	\$645,974	\$678,798	\$3,081,436

**ENROLLMENT AND DEGREE COMPLETION PROJECTIONS**

	2016-17	2017-18	2018-19	2019-20	2020-21	5-YEAR AVERAGE
TOTAL HEADCOUNT ENROLLMENT	30	30	30	45	45	36
NEW ENROLLMENT HEADCOUNT	10	10	10	10	10	10
DEGREE COMPLETION PROJECTIONS	2	18	18	19	21	16

**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](mailto:mwhite@gadsdenstate.edu);  
**East Broad Campus:** Zora Garner, Cosmetology Building (256.549.8690) [zgarner@gadsdenstate.edu](mailto:zgarner@gadsdenstate.edu) Kristina Clifton, (256.549.8626) [kclifton@gadsdenstate.edu](mailto: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.

DECISION ITEM D-10: Athens State University, Bachelor of Arts in Drama and Theatre Arts  
(CIP 50.0501)

### **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 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.
  4. Athens State University program proposal, submitted September 11, 2015. Available upon request.
  5. "Evaluation and Review of New Instructional Program Proposals of Public Postsecondary Institutions," Ala. Admin.



ALABAMA COMMISSION ON HIGHER EDUCATION  
Friday, December 4, 2015

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

**Attachment 1**

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**

	2016-17	2017-18	2018-19	2019-20	2020-21	TOTAL
FACULTY	\$0	\$0	\$0	\$0	\$0	\$0
LIBRARY	\$0	\$0	\$0	\$0	\$0	\$0
FACILITIES	\$0	\$0	\$0	\$0	\$0	\$0
EQUIPMENT	\$0	\$0	\$0	\$0	\$0	\$0
STAFF	\$0	\$0	\$0	\$0	\$0	\$0
OTHER	\$5,000	\$3,500	\$3,000	\$2,500	\$2,500	\$16,500
TOTAL	\$5,000	\$3,500	\$3,000	\$2,500	\$2,500	\$16,500

**SOURCES OF FUNDS AVAILABLE FOR PROGRAM SUPPORT**

	2016-17	2017-18	2018-19	2019-20	2021-22	TOTAL
INTERNAL REALLOCATIONS	\$0	\$0	\$0	\$0	\$0	\$0
EXTRAMURAL	\$0	\$0	\$0	\$0	\$0	\$0
TUITION	\$30,096	\$40,128	\$47,652	\$40,128	\$52,668	\$210,672
FEES	\$0	\$0	\$0	\$0	\$0	\$0
TOTAL	\$30,096	\$40,128	\$47,652	\$40,128	\$52,668	\$210,672

**ENROLLMENT AND DEGREE COMPLETION PROJECTIONS**

	2016-17	2017-18	2018-19	2019-20	2020-21	5-YEAR AVERAGE
HEADCOUNT ENROLLMENT	7	10	12	11	13	11
NEW ENROLLMENT HEADCOUNT	7	4	5	4	6	5
DEGREE COMPLETION PROJECTIONS	0	4	10	11	9	4-YEAR AVERAGE 9

## 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**

<b>FALL</b>	<b>CREDITS</b>	<b>SPRING</b>	<b>CREDITS</b>
ENG 101 English Comp 1	3	ENG 102 English Comp II	3
ENG 251 American Literature 1	3	ENG 252 American Literature II	3
THR 120 Theatre Appreciation	3	THR 126 Intro to Theatre	3
General Education Math	3	General Education Natural Science	3
HIS 121 World History 1	3	HIS 122 World History II	3
THR 113 Theatre Workshop 1		THR 114 Theatre Workshop II	2
<b>TOTAL CREDIT HOURS</b>	<b>17</b>	<b>TOTAL CREDIT HOURS</b>	<b>17</b>

**YEAR 2**

<b>FALL</b>	<b>CREDITS</b>	<b>SPRING</b>	<b>CREDITS</b>
THR 131 Acting Techniques 1	3	THR 241 Voice/Speech Performance	3
General Education History, Social/Behavioral Sciences	3	General Education History, Social/Behavioral Sciences	3
CIS146 Microcomputer Applications	3	General Education Elective	3
General Education Natural Science	3	General Education Elective	3
General Education Elective		General Education Elective	3
<b>TOTAL CREDIT HOURS</b>	<b>14</b>	<b>TOTAL CREDIT HOURS</b>	<b>15</b>

**Completion of BA in Drama & Theatre Arts at Athens State University**

**YEAR 3**

<b>FALL</b>	<b>CREDITS</b>	<b>SPRING</b>	<b>CREDITS</b>
EH312 Dramatic Lit	3	EH 425 Shakespeare	3
EH 325 Myth: Ritual & Culture	3	EH 311 Drama Production	3
EH 333 Acting 1	3	EH 334 Acting II	3
Minor Course or Elective	3	EH 331 Dramatic Theory & Criticism	3
EH 466 Practicum in Production	3	Minor Course or Elective	3
<b>TOTAL CREDIT HOURS</b>	<b>15</b>	<b>TOTAL CREDIT HOURS</b>	<b>15</b>

**YEAR 4**

<b>FALL</b>	<b>CREDITS</b>	<b>SPRING</b>	<b>CREDITS</b>
EH 431 Poetry & Poetics	3	EH 313 Modern American Drama	3
EH 426 Renaissance Drama	3	EH 322 Costume Design	3
EH310orEH332orEH405	3	EH 469 Capstone Project	1
Minor Course or Elective	3	Minor Courses or Electives	6
Minor Course or Elective	3	Electives	3
<b>TOTAL CREDIT HOURS</b>	<b>15</b>	<b>TOTAL CREDIT HOURS</b>	<b>16</b>

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.



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

**Attachment 1**

NEW ACADEMIC DEGREE PROGRAM PROPOSAL SUMMARY

INSTITUTION	Auburn University
PROGRAM	Bachelor of Science in Food Science (CIP 01.1001)

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

	2016-17	2017-18	2018-19	2019-20	2020-21	TOTAL
FACULTY	\$0	\$0	\$0	\$0	\$0	\$0
LIBRARY	\$0	\$0	\$0	\$0	\$0	\$0
FACILITIES	\$0	\$0	\$0	\$0	\$0	\$0
EQUIPMENT	\$0	\$0	\$0	\$0	\$0	\$0
STAFF	\$0	\$0	\$0	\$0	\$0	\$0
TOTAL	\$0	\$0	\$0	\$0	\$0	\$0

**SOURCES OF FUNDS AVAILABLE FOR PROGRAM SUPPORT**

	2016-17	2017-18	2018-19	2019-20	2020-21	TOTAL
INTERNAL REALLOCATIONS	\$172,821	\$177,705	\$182,736	\$187,919	\$193,256	\$914,437
EXTRAMURAL	\$0	\$0	\$0	\$0	\$0	\$0
TUITION	\$349,408	\$447,184	\$544,960	\$621,888	\$719,664	\$2,683,104
TOTAL	\$522,229	\$624,889	\$727,696	\$809,807	\$916,920	\$3,597,541

**ENROLLMENT AND DEGREE COMPLETION PROJECTIONS**

	2016-17	2017-18	2018-19	2019-20	2020-21	5-YEAR AVERAGE
TOTAL HEADCOUNT ENROLLMENT	20	26	32	36	42	31
NEW ENROLLMENT HEADCOUNT	6	9	11	12	15	11
						5-YEAR AVERAGE
DEGREE COMPLETION PROJECTIONS	3	5	8	9	13	8

## Attachment 2

### 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**

<b>Freshman</b>			
<b>Fall</b>	<b>Hours</b>	<b>Spring</b>	<b>Hours</b>
CHEM 1030 Fundamentals Chemistry I	3	CHEM 1040 Fundamental Chemistry II	3
CHEM 1031 Fundamental Chemistry I Lab	1	CHEM 1041 Fundamental Chemistry II Lab	1
ENGL 1100 English Composition I	3	ENGL 1120 English Composition II	3
MATH 1610 Calculus I	4	Core Fine Arts	3
<b>FDSC 1000 Introductory Food Science</b>	<b>3</b>	BIOL 1020 Principles of Biology & BIOL 1021 Principles of Biology Lab	4
		NTRI 2000 Nutrition And Health	3
	14		17
<b>Sophomore</b>			
<b>Fall</b>	<b>Hours</b>	<b>Spring</b>	<b>Hours</b>
Core History 1	3	Core History 2	3
PHYS 1000 Foundations of Physics	4	ECON 2020 Principles of Microeconomics <i>or</i> ECON 2030 Principles of Macroeconomics	3
Core Literature	3	BIOL 3200 General Microbiology	4
COMM 1000 Public Speaking	3	CHEM 2030 Survey of Organic Chemistry	3
Food Science Elective <sup>1</sup>	3	Free Elective or ROTC	3
	16		16
<b>Junior</b>			
<b>Fall</b>	<b>Hours</b>	<b>Spring</b>	<b>Hours</b>
BCHE 3200 Prin of Biochemistry <i>or</i> BCHE 3180 Nutr Biochemistry	3	<b>BIOL 5660 Food Microbiology</b>	<b>5</b>
Core Social Science	3	<b>FDSC 5450 Food Analysis and Quality Control</b>	<b>4</b>
<b>POUL 5140 Poultry Processing and Products <i>or</i> ANSC 4700 Meat Processing</b>	<b>4</b>	<b>FDSC 5730 Sensory Evaluation</b>	<b>3</b>
<b>FDSC 5430 Food Chemistry</b>	<b>4</b>	Food Science Electives or ROTC <sup>1</sup>	3
	14		15
<b>Junior Summer</b>			
<b>FDSC 4910 Food Science Internship</b>	<b>3</b>		
	3		
<b>Senior</b>			
<b>Fall</b>	<b>Hours</b>	<b>Spring</b>	<b>Hours</b>
<b>FDSC 5770 Food Plant Sanitation</b>	<b>4</b>	Humanities Core (PHIL)	3
<b>FDSC 4290 Profess Devel in Food Sci</b>	<b>1</b>	<b>FDSC 5640 Food Product Development</b>	<b>4</b>
<b>BSEN 5550 Prin of Food Engineer Technol</b>	<b>4</b>	<b>POUL 5160 Principles of Food Safety</b>	<b>3</b>

ALABAMA COMMISSION ON HIGHER EDUCATION  
Friday, December 4, 2015

STAT 2510 Statistics for Biol and Health Sci	3		Food Science Electives <sup>1</sup>	4
Food Science Elective <sup>1</sup>	3		UNIV 4AA0 University Graduation	0
	15			14

<sup>1</sup>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.



DECISION ITEM D-12: Auburn University at Montgomery, Bachelor of Science in Communication Disorders (CIP 51.0204)

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.
4. Auburn University at Montgomery program proposal, dated September 11, 2015. Available upon request.

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

**Attachment 1**

INSTITUTION Auburn University at Montgomery

PROGRAM Bachelor of Science in Communication Disorders (CIP 51.0204)

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

	2016-17	2017-18	2018-19	2019-20	2020-21	TOTAL
FACULTY	\$0	\$0	\$0	\$0	\$0	\$0
LIBRARY	\$4,000	\$0	\$0	\$0	\$0	\$4,000
FACILITIES	\$0	\$0	\$0	\$0	\$0	\$0
EQUIPMENT	\$0	\$0	\$0	\$0	\$0	\$0
STAFF	\$0	\$0	\$0	\$0	\$0	\$0
OTHER	\$0	\$0	\$0	\$0	\$0	\$0
TOTAL	\$4,000	\$0	\$0	\$0	\$0	\$4,000

**SOURCES OF FUNDS AVAILABLE FOR PROGRAM SUPPORT**

	2016-17	2017-18	2018-19	2019-20	2021-21	TOTAL
INTERNAL REALLOCATIONS	\$0	\$0	\$0	\$0	\$0	\$0
EXTRAMURAL	\$0	\$0	\$0	\$0	\$0	\$0
TUITION	\$320,340	\$320,340	\$320,340	\$320,340	\$320,340	\$1,601,700
TOTAL	\$320,340	\$320,340	\$320,340	\$320,340	\$320,340	\$1,601,700

**ENROLLMENT AND DEGREE COMPLETION PROJECTIONS**

	2016-17	2017-18	2018-19	2019-20	2021-21	5-YEAR AVERAGE
TOTAL HEADCOUNT ENROLLMENT	38	38	38	38	38	38
NEW ENROLLMENT HEADCOUNT	38	11	11	11	11	16
DEGREE COMPLETION PROJECTIONS	9	9	9	9	9	9

## 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

ENGL 1010	English Composition I *WI	3 hours
VISU 1000	Art Appreciation	3 hours
MATH 1100	Finite Math	3 hours
HIST 1010	World History I	3 hours
UNIV1000	University Success	3 hours

Spring Semester

ENGL 1020	English Composition II *WI	3 hours
PSYC2110	Introduction to General Psychology	3 hours
BIOL 1010/1011	Principles of Biology I and Lab	3 hours/1 hour
HIST 1020	World History II	3 hours

Fall Semester II

PHIL 2100	Applied Ethics	3 hours
ENGL 2530	English Literature I	3 hours
CHEM 1100/1101	General Chemistry I with lab	3 hours/1 hour
PSYC2193	Research Design *WI	4 hours

Spring Semester II

ENGL 2540	English Literature II	3 hours
SOCI 2000	Introduction to Sociology	3 hours
COMM 1010	Introduction to Human Communication	3 hours
PSYC3193	Research Statistics	4 hours

Fall Semester III

CMDS 4570	Neurophysiological Aspects	3 hours
CMDS4911	Observation in Speech	1 hour
CMDS 4410	Phonetics	3 hours
CMDS 4530	Language Development	3 hours
CMDS 4600	Introduction to Audiology	3 hours
CMDS 4601	Clinical Practicum I in Audiology	1 hour

Spring Semester III

CMDS 4500	Methods and Procedures	3 hours
CMDS 4510	Articulation and Phonology	3 hours
CMDS 4650	Dysphagia	3 hours
CMDS 4914	Clinical Procedures in Speech	1 hour
CMDS 4620	Aural Rehabilitation	3 hours
CMDS 4621	Clinical Practicum II in Audiology	1 hour

ALABAMA COMMISSION ON HIGHER EDUCATION  
 Friday, December 4, 2015

CMDS 3400	Speech and Hearing Mechanism	3 hours
CMDS 4560	Speech and Hearing Science	3 hours
CMDS 4640	Language and Cognitive Disorders	3 hours
CMDS 4914	Clinical Procedures in Speech	1 hour
Concentration Elective	Concentration Elective	3 hours

CMDS 4520	Voice and Craniofacial Anomalies	3 hours
CMDS 4590	Diagnosis and Clinical Management	3 hours
CMDS 4580	Fluency Disorders *WI	4 hours
CMDS 4610	Writing for Speech-Language Pathology and Audiology *WI	4 hours
CMDS 4914	Clinical Procedures in Speech	1 hour

Concentration Elective	Concentration Elective	3 hours
Concentration Elective	Concentration Elective	3 hours
Concentration Elective	Concentration Elective	3 hours
General Elective	General Elective	3 hours



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: Jefferson 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:

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

DECISION ITEM 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:

1. "Reasonable Extensions and Alterations of Existing Units and Programs of Instruction," Ala. Admin. Code (Commission on Higher Education), r. 300-2-1.06. Available upon request.
2. Staff Recommendation, Associate in Occupational Technologies (CIP 30.9999), State Community, Junior, and Technical Colleges, dated August 7, 1998. Available upon request.
3. 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:

Primary Specialty Area

Secondary Specialty Area

Barbering Management

Business Management

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:

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

**DECISION ITEM 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):

General Education	60 sh
Program Core	43 sh
Concentration	22 sh
Electives	3
Total	128 sh

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:

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



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

**DECISION ITEM 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):

General Education	58 sh
Program Core	45 sh
Concentration	24 sh
Electives	3
Total	130 sh

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:

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

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

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

**DECISION ITEM 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:**

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

**DECISION ITEM 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:

General Education	53-55 sh
Program Core (BA and BFA)	12 sh
Electives (BA)	41-43 sh
Electives (BFA)	49-51 sh
Proposed Concentration (BA and BFA)	12 sh
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:

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



**DECISION ITEM 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 courses 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:

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

DECISION ITEM 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:

General Education	53 sh
Program Core	18 sh
Electives	35 sh
Proposed Track	14 sh
Total for B.A.	120 sh

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:

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

DECISION ITEM 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 2014-2015 *US News & World Report* named 17 hospitals as "best hospital." Of those 17, all classified Otolaryngology as a department.

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:

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

**DECISION ITEM 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:

General Education	60 sh
Program Core	20 sh
Electives	0 sh
Proposed Concentration	40 sh
Total	120 sh

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:

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



DECISION ITEM F-1:

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:

1. "Summary of Report on Post-Implementation Conditions," attached.
2. Unpublished post-implementation report and post-implementation extension request for the Alabama A&M University. Available upon request.
3. "Guidelines for Consideration of Post-Implementation Reports that Do Not Meet Approved Conditions." Available upon request.

### Summary of Report on Post-Implementation Conditions

#### Alabama 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.

Bachelor of Science in Construction Management (CIP 15.1001)	Average New Enrollment Headcount 2013-14 and 2014-15	Average Number of Graduates, 2013-14 and 2014-15
Required	14	8
Reported	25	5

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:

1. "Summary of Report on Post-Implementation Conditions," attached.
2. Unpublished post-implementation report and post-implementation extension request for the Auburn University at Montgomery. Available upon request.
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.

Bachelor of Science in Organizational Leadership (CIP 52.0213)	Average New Enrollment Headcount 2010-11 through 2014-15	Average Number of Graduates, 2011-12 through 2014-15	Percentage of Graduates Employed in Field
Required	24	15	75%
Reported	23	8	100%

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:

1. "Summary of Report on Post-Implementation Conditions," attached.
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.

Master of Science in Cybersecurity (CIP 11.1003)	Average New Enrollment Headcount 2010-11 through 2014-15	Average Number of Graduates, 2011-12 through 2014-15	Percentage of Graduates Employed in Field
Required	31	10	75%
Reported	33	9	93%

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:

1. "Summary of Report on Post-Implementation Conditions," attached.
2. Unpublished post-implementation report and post-implementation extension request for the University of North Alabama. 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 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.

Bachelor of Science or Bachelor of Arts in Mass Communication (CIP 09.0102)	Average New Enrollment Headcount 2010-11 through 2014-15	Average Number of Graduates, 2011-12 through 2014-15	Percentage of Graduates Employed in Field
Required	56	16	75%
Reported	41	22	86%

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:

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

INFORMATION ITEM 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:

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

**INFORMATION ITEM 3:** 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.



<u>INFORMATION ITEM 4:</u>	<u>Alabama A&amp;M University, Establishment of the Center for Global Service Research</u>
<u>Staff Presenter:</u>	Ms. Margaret Pearson Academic Program Review Analyst
<u>Staff Recommendation:</u>	For information only.
<u>Background:</u>	<p>Alabama A&amp;M University (AAM) has submitted plans to the Commission for the establishment of the Center for Global Service Research.</p> <p>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.</p>
<u>Supporting Documentation:</u>	<ol style="list-style-type: none"><li>1. "Reasonable Extensions and Alterations of Existing Units and Programs of Instruction," Ala. Admin. Code (Commission on Higher Education), r. 300-2-1.06. Available upon request.</li><li>2. Written unpublished documentation provided by the Alabama A&amp;M University. Available upon request.</li></ol>

DECISION 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:

1. October 7, 2015 Letter from Mark A. Heinrich, Chancellor, ACCS. Attached.
2. Act 2015-236, "Relating to H. Council State Technical College; to change the name of the college to H. Council Trenholm State Community College College." Available upon request.

ALABAMA COMMISSION ON HIGHER EDUCATION  
Friday, December 4, 2015

Post Office Box 302130  
Montgomery, AL 36130-2130



T 334.293.4500 F 334.293.4504  
www.accs.cc

**MARK A. HEINRICH, PH.D.**  
Chancellor

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. Councilll Trenholm State Technical College to H. Councilll 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,

A handwritten signature in black ink, appearing to read 'Mark Heinrich', is written over a light blue circular stamp.

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

ATTACHMENT 1

Alabama Commission on Higher Education

PROPOSAL FOR A NEW OFF-CAMPUS SITE

SITE INFORMATION

**Institution:** University of South Alabama

**Administrator Responsible for Site**

**Name & Title:** Dr. Andzej Wierzbicki, Dean, Arts & Sciences & Dr. Andrea Kent, Interim Dean, Education

**Telephone:** Dr. Wierzbicki (251) 460-6280, Dr. Kent (251) 380-2657

**Fax:** Dr. Wierzbicki (251) 460-7928, Dr. Kent (251) 380-2748

**E-Mail:** awierzbicki@southalabama.edu , akent@southalabama.edu

**Contact Person at Site If Other Than Administrator Above**

**Name & Title:** Dr. John Morrow, Science Teacher & Ken Boatman, Signature Academy Specialist

**Telephone:** 251-221-3153

**Fax:** 251-221-3150

**E-Mail:** kboatman@mcps.com and jmorrow@mcps.com

**Location of Proposed Site**

**Facility:** Mary G. Montgomery High School

**Street Address:** 4275 Snow Road

**City:** Semmes

**County:** Mobile

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


August, 2015

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

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

**Certification**

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

Signature of President/Chancellor: 

Date: 8-7-15



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

ATTACHMENT 1

Alabama Commission on Higher Education

PROPOSAL FOR A NEW OFF-CAMPUS SITE

SITE INFORMATION

Institution: Wallace State Community College *Pranceville*  
Administrator Responsible for Site  
 Name & Title: Vicki Karolewicz  
 Telephone: 256-352-8130  
 Fax: 256-352-8228  
 E-Mail: vicki.hawsey@wallacestate.edu  
Contact Person at Site if Other Than Administrator Above  
 Name & Title: Beth Bownes Johnson  
 Telephone: 256-352-8190  
 Fax: N/A  
 E-Mail: beth.johnson@wallacestate.edu  
Location of Proposed Site  
 Facility: Oneonta Armory  
 Street Address: 1626 Pocota Drive  
 City: Oneonta  
When will you begin offering instruction at this site?

County: Blount  
 Spring 2016

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

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: Vicki P. Karolewicz

Date: 2/12/15





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

ATTACHMENT 1

Alabama Commission on Higher Education

PROPOSAL FOR A NEW OFF-CAMPUS SITE

SITE INFORMATION

**Institution:** Wallace Community College Selma  
**Administrator Responsible for Site**  
**Name & Title:** Mr. Raji Gourdine  
**Telephone:** 334-876-9292  
**Fax:** 334-876-9322  
**E-Mail:** raji.gourdine@wccs.edu  
**Contact Person at Site if Other Than Administrator Above**  
**Name & Title:** Mr. Calvin Griffin  
**Telephone:** 334-876-9350  
**Fax:** 334-876-9322  
**E-Mail:** calvin.griffin@wccs.edu  
**Location of Proposed Site:** Dallas County  
**Facility:** Selma High School  
**Street Address:** 2194 Broad Street  
**City:** Selma **County:** Dallas  
**When will you begin offering instruction at this site?** Fall 2015

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

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

**Certification**

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

Signature of President/Chancellor: Dr. James M. Mitchell



Date: 8/25/15



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

ATTACHMENT 1

Alabama Commission on Higher Education

PROPOSAL FOR A NEW OFF-CAMPUS SITE

SITE INFORMATION

Institution: Wallace Community College Selma  
Administrator Responsible for Site  
 Name & Title: Mr. Raji Gourdlne  
 Telephone: 334-876-9292  
 Fax: 334-876-9322  
 E-Mail: rajl.gourdlne@wccs.edu  
Contact Person at Site If Other Than Administrator Above  
 Name & Title: Mr. Calvin Griffin  
 Telephone: 334-876-9390  
 Fax: 334-876-9322  
 E-Mail: calvin.griffin@wccs.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	Check One:
Non-Exempt	<input type="checkbox"/>
Exempt from Review by Statute	<input type="checkbox"/>
Fall 1978 registration exceeded 500.	<input type="checkbox"/>
University operated site prior to 1960.	<input type="checkbox"/>
Site located on military reservation.	<input type="checkbox"/>
Business & industry site where employees only are enrolled.	<input type="checkbox"/>
Exempt from Review by Commission Policy	<input type="checkbox"/>
Courses delivered via distance learning technology.	<input type="checkbox"/>
Prison site - courses delivered exclusively to inmates and prison employees.	<input type="checkbox"/>
High school site exclusively for early admission, accelerated/dual enrollment.	<input type="checkbox"/>
2-year college site located within SBE approved service area.	<input checked="" type="checkbox"/>
University site located within home or contiguous counties.	<input type="checkbox"/>

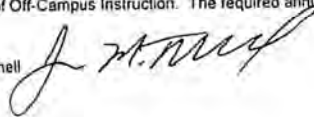
Note: Follow-up report is not required for individual study courses.

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





**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.



ALABAMA COMMISSION ON HIGHER EDUCATION  
Friday, December 4, 2015

Supporting Documentation:

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

**INFORMATION ITEM 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:**

1. Academic Program Inventory. Available on the Commission's Website: [www.ache.alabama.gov](http://www.ache.alabama.gov).
2. "Reasonable Extensions and Alterations of Existing Units and Programs of Instruction," Ala. Admin. Code (Commission on Higher Education), r. 300-2-1.06. Available upon request.
3. Written unpublished documentation provided by the institutions. Available upon request.

ALABAMA COMMISSION ON HIGHER EDUCATION  
 Friday, December 4, 2015

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 11.0804	Modeling & Simulation, MS 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	<del>Criminal Justice Studies, BS</del> <u>Justice and Public Safety</u>
	43.0104	<del>Criminal Justice Studies, MSJPS</del> <u>Justice and Public Safety, MS</u>
	<del>24.0101</del> <u>30.0000</u>	<del>Liberal Arts, BLA</del> <u>Interdisciplinary Studies, BIS</u>
Auburn University	<del>43.1307</del> <u>26.0908</u>	Physical Activity and Health, BS
	<del>43.1314</del> <u>26.0908</u>	Health and Physical Education, BS, MS
Jacksonville State University	31.0101	<del>Recreation, BS</del> <u>Sport Management &amp; Recreation Studies</u>
	24.0101	<del>Liberal Studies, BA</del> <u>Integrated Studies</u>

C. Programs Placed on Inactive Status

Auburn University	Polymer & Fiber Engineering, BPFE (Polymer Option and Fiber Option)	14.3201
-------------------	--	---------

**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:

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

**INFORMATION ITEM 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**

<u>Field of Study</u>	<u>CIP Code</u>
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	15.0613

**Faulkner State Community College**

<u>Field of Study</u>	<u>CIP Code</u>
Automotive Technology w/emp in Automotive Fundamentals Training	15.0803
Industrial Maintenance w/emp in Foundations of Industrial Construction and Shield Metal Arc Welding Technology	47.0303

**Gadsden State Community College**

<u>Field of Study</u>	<u>CIP Code</u>
Welding Technology w/emp in FCAW and SMAW	48.0508
Diesel Technology w/emp in Intro to Diesel Technology and Diesel Systems	47.0605
Civil Engineering Technology w/emp in Mechanical Design	15.0201
Machine Tool Technology w/emp in Intro to Machine Tool Technology and CNC	48.0501

**Southern Union State Community College**

<u>Field of Study</u>	<u>CIP Code</u>
Industrial Electricity/Electronics w/emp in Basic Electricity; Construction Wiring; Solid State Digital Industrial Motor Controls; Industrial Process Control; Basic Robotics	47.0105

<u>Field of Study</u>	<u>CIP Code</u>
Manufacturing Technology w/emp in Basic Electricity; Industrial Safety; Industrial Motors; Industrial Motors Controls; Industrial Systems	15.0613

<u>Field of Study</u>	<u>CIP Code</u>
Engineering, Graphics and Design w/emp in Basic CAD; 3-D Modeling; Geographic Information Systems; Additive Manufacturing; Architectural Drafting	15.1301

<u>Field of Study</u>	<u>CIP Code</u>
Welding Technology w/emp in Basic Shielded Metal Arc Welding; Basic Gas Metal Arc Welding; Carbon Pipe Arc Welding	48.0508

<u>Field of Study</u>	<u>CIP Code</u>
Machine Tool Technology w/emp in Conventional Machining; CNC Machining; CNC Turning; CNC Milling CAD; Die Mold Maintenance	48.0507

**Wallace Community College (Dothan)**

<u>Field of Study</u>	<u>CIP Code</u>
Automotive Service Engineering Technology w/emp in Agricultural Technology/Equipment Servicing and Repair	15.0803

Supporting Documentation:

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

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

ALABAMA COMMISSION ON HIGHER EDUCATION  
Friday, December 4, 2015

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.

Supporting Documentation:

“Guidelines on Implementation of a New Program,”  
adopted by the Commission on October 12, 2001,  
revision approved on September 23, 2005.  
Available upon request.

INFORMATION ITEM 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.
2. "Summary of Reports on Post-Implementation Conditions," attached.

**Summary of Reports on Post-Implementation Conditions  
[Listed by Institution]**

Meeting Conditions:

**Alabama A&M University** *[second report]* (2015 Report)

- 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.

Master of Engineering in Material Engineering (CIP 14.9999)	Average New Enrollment Headcount 2013-14 and 2014-15	Average Number of Graduates, 2013-14 and 2014-15
Required	12	5
Reported	18	6

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.

Bachelor of General Studies in General Studies (CIP 24.0102)	Average New Enrollment Headcount 2010-11 through 2014-15	Average Number of Graduates, 2011-12 through 2014-15	Percentage of Graduates Employed in Field
Required	20	13	75%
Reported	32	27	96%

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.

Master of Rehabilitation Counseling (CIP 51.2310)	Average New Enrollment Headcount 2013-14 and 2014-15	Average Number of Graduates, 2013-14 and 2014-15
Required	12	10
Reported	16	16

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.

Certificate and AAS in Industrial Maintenance Technology (CIP 47.0303)	Average New Enrollment Headcount 2010-11 through 2014-15	Average Number of Graduates, 2010-11 through 2014-15	Percentage of Graduates Employed in Field
Required	10	15	75%
Reported	41	19	88%

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.

Master of Business Administration (CIP 52.0201)	Average New Enrollment Headcount 2010-11 through 2014-15	Average Number of Graduates, 2011-12 through 2014-15	Percentage of Graduates Employed in Field
Required	20	6	75%
Reported	23	18	92%

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.

Master of Science in Genetic Counseling (CIP 51.1509)	Average New Enrollment Headcount 2010-11 through 2014-15	Average Number of Graduates, 2011-12 through 2014-15	Percentage of Graduates Employed in Field
Required	6	5	75%
Reported	6	6	100%

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.

Master of Arts in Art (CIP 50.0701)	Average New Enrollment Headcount 2010-11 through 2014-15	Average Number of Graduates, 2011-12 through 2014-15	Percentage of Graduates Employed in Field
Required	15	9	75%
Reported	18	10	97%

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.

Master of Science in Biosystems Engineering (CIP 14.0301)	Average New Enrollment Headcount 2010-11 through 2014-15	Average Number of Graduates, 2011-12 through 2014-15	Percentage of Graduates Employed in Field
Required	5	5	75%
Reported	7	5	86%

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.

Doctor of Philosophy in Biosystems Engineering (CIP 14.0301)	Average New Enrollment Headcount 2010-11 through 2014-15	Average Number of Graduates, 2012-13 through 2014-15	Percentage of Graduates Employed in Field
Required	3	3	75%
Reported	4	3	89%

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.

Bachelor of Science in Information Systems (CIP 11.0401)	Average Number of Graduates, 2013-14 and 2014-15
Required	13
Reported	19

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.

Bachelor of Science in Information Technology (CIP 11.0103)	Average Number of Graduates, 2013-14 and 2014-15
Required	24
Reported	24

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.

Master of Science in Geospatial Science (CIP 45.0799)	Average New Enrollment Headcount 2010-11 through 2014-15	Average Number of Graduates, 2012-13 through 2014-15	Percentage of Graduates Employed in Field
Required	6	4	75%
Reported	8	4	88%

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.

Bachelor of Science in Construction Management (CIP 15.1001)	Average New Enrollment Headcount 2013-14 and 2014-15	Average Number of Graduates, 2013-14 and 2014-15
Required	14	8
Reported	25	5

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.

Bachelor of Science in Organizational Leadership (CIP 52.0213)	Average New Enrollment Headcount 2010-11 through 2014-15	Average Number of Graduates, 2011-12 through 2014-15	Percentage of Graduates Employed in Field
Required	24	15	75%
Reported	23	8	100%

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.

Master of Science in Cybersecurity (CIP 11.1003)	Average New Enrollment Headcount 2010-11 through 2014-15	Average Number of Graduates, 2011-12 through 2014-15	Percentage of Graduates Employed in Field
Required	31	10	75%
Reported	33	9	93%

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.

Bachelor of Science or Bachelor of Arts in Mass Communication (CIP 09.0102)	Average New Enrollment Headcount 2010-11 through 2014-15	Average Number of Graduates, 2011-12 through 2014-15	Percentage of Graduates Employed in Field
Required	56	16	75%
Reported	41	22	86%

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

