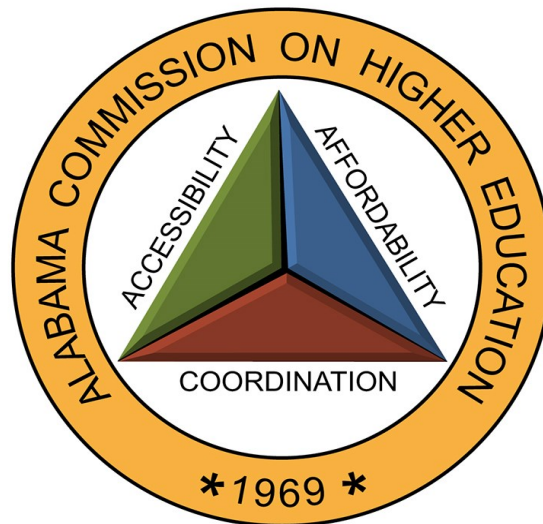


Alabama Commission on Higher Education  
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## COMMISSION MEETING

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



**March 11, 2016**  
**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*

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# **Alabama Commission on Higher Education 2015-2016 Committee Structure**

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# AGENDA

## ALABAMA COMMISSION ON HIGHER EDUCATION

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

March 11, 2016  
10:00 a.m.

<b>I. Call to Order</b>	
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**IX. Adjournment**

# ALABAMA COMMISSION ON HIGHER EDUCATION

## MINUTES OF MEETING

December 4, 2015

### I. Call to Order

The Alabama Commission on Higher Education met in regular session on Friday, December 4, 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 Miranda Bouldin Frost and Timothy Gyan.

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

Members present: Charles Ball, Charles Sanders, Karen Calametti, Larry Hughes, Randle McKinney, Charles Buntin, Stan Pylant, Patricia McGriff, Miranda Bouldin Frost, and Timothy Gyan. Members absent: Darius Foster and William Jones. A quorum was determined by roll call of members present.

### III. Approval of Agenda

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

### IV. Consideration of Minutes of September 11, 2015

RESOLVED: Commissioner Calametti moved for approval of the September 11, 2015 minutes. Commissioner Pylant seconded. Motion carried. The minutes were approved.

### V. Chairman's Report

Commissioner Hughes introduced and welcomed the newest Commissioners to ACHE. Commissioner Miranda Bouldin Frost from Huntsville and Commissioner Timothy Gyan from Birmingham.

### VI. Executive Director's Report

Dr. Fitch reported on ACHE's role as the SARA portal agency for the state of Alabama. He stated that many questions have been raised and the ACHE website has received over 400 hits.

He added that a registry will be developed on the ACHE website for non-resident institutions who participate in SARA and want to offer programs in Alabama. In addition, there will be a registration process for in-state institutions participating in SARA beginning February 1, 2016.

## **VII. Discussion Items**

### **A. Annual Report: Alabama Articulation & General Studies Committee**

Dr. Keith Sessions, Chair, Articulation & General Studies Committee, reported on some of the accomplishments and activities of the AGSC/STARS program. The STARS system has generated over 1.1 million transfer guides to students who are attending community colleges in the state. Each transfer guide prevents the loss of course credit, saves money, and approves the time to degree for thousands of students each year.

Reverse transfer has also become a focus of the program this year. The process applies to students who transfer to a four-year college without completing their associate degree. The reverse transfer allows for the granting of associate degrees by four-year institutions, sometimes retroactively, for previously earned credits, or where transfer students finish their associate degree at a four-year college.

Ongoing activities include keeping the legislature informed, electronic surveys to institutional points of contact, and contracting with the UA Center for Educational Policy to conduct an external evaluation of AGSC/STARS. The STARS staff continues to increase visibility and communication across the state through campus visits/presentations, online training, and promotional efforts.

Dr. Sessions thanked the Commission for their support and the opportunity to provide an update of the work of the AGSC/STARS. A copy of the AGSC/STARS Annual Report was distributed to Commissioners (copy attached) and is available on the STARS website.

Commissioner Hughes stated that his son has benefitted from the articulation program and expressed his appreciation for the work being done.

### **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**

Dr. Conely informed the Commission that it is likely that state agencies of higher education will not be included in the new reauthorization of the federal ESEA legislation (NCLB). However, until that happens ACHE can continue to administer NCLB programs for institutions to provide professional development for teachers in K-12. One category of these grants support projects for lead teacher enhancement in selected school districts of the Alabama Math/Science Technology Initiative (AMSTI).

He then introduced Dr. Richard Littleton, a recognized authority on project evaluation and ACHE's evaluator of the AMSTI Lead Teacher projects. Dr. Littleton presented a power point presentation highlighting the project.

After Dr. Littleton's presentation, Dr. Conely announced the 2015-2016 Competitive Grant Awards (copy of the list of awards is attached).



Dr. French added that ACHE works in collaboration with the State Department of Education on the professional development component of AMSTI in which Dr. Littleton has been evaluator for the past six years.

**C. Annual Report: Non-Resident Institutional Review Activities for Calendar Year 2015**

Dr. French reported on the Non-Resident Institutional Review Activities for Calendar Year 2015. She stated that there are approximately 289 institutions operating in the state as foreign corporations with headquarters located in states other than Alabama. These institutions offer both on-line and on-site programs in the state and are required to have state authorization in order to operate in Alabama.

There are 46,700 Alabama residents that are enrolled with more than 5,200 programs being offered. Posted on the Commission's website is an inventory of the 289 institutions with their profiles and an in-depth programmatic profile of all the degree granting institutions. This is a research and reference document to many individuals who are looking for a particular program to take on-line and one to survey what is authorized in the state. For several years the activity has increased and more and more institutions are operating in the state with full authorization.

Dr. French also reported that SARA reciprocity agreements will be implemented in Alabama January 1, 2016. SARA allows member institutions to offer distance education programs in other member states without having to seek state authorization. Institutions must join the National SARA to participate and apply to their state portal (ACHE).

In closing remarks, Dr. French referenced Dr. Fitch's comments in the Executive Director's Report regarding the implementation of SARA. She pointed out that there is an import as well as an export component to SARA. Alabama institutions choosing to become members in SARA will be able to export their programs across state lines with less restriction than those imposed through state authorization. A very much larger component is the import component that involves all SARA non-resident institutions which will be offering their programs in Alabama without oversight.

**D. Annual Report: Alabama Experimental Program to Stimulate Competitive Research (EPSCOR)**

Dr. Chris Lawson, Executive Director, EPSCoR, reported that ALEPSCoR brought in over \$8 million of new federal grants into Alabama with over \$17 million of federally funded research expenditures spent in FY2014. He stated that the ALEPSCoR Graduate Research Scholars Program (GRSP) which was established by the legislature, attracts graduate students in research and high tech human resources.

He then introduced Karim I. Budhwani, a Ph.D. student in Materials Science & Engineering and Biomedical Engineering at the University of Alabama at Birmingham. Mr. Budhwani gave a power point presentation on his research to develop improved drug delivery techniques for treating cardiovascular disease and various types of cancers. A copy of the presentation is attached.

The 2014-15 Alabama EPSCoR Annual Report, along with *Volume 8, Graduate Research Scholars Program (GRSP)* publication was distributed to Commissioners. Copies are attached.

Commissioner Hughes and Dr. Fitch thanked Dr. Lawson and Mr. Budhwani for their presentations.

**E. Annual Report: Alabama Commission on Higher Education 2014-2015**

ACHE Annual Report: Dr. Fitch commented that the Annual Report will give an explanation of who ACHE is, what ACHE does, and what ACHE has done in the past year. The Annual Report can also be accessed from the ACHE website.

The report was distributed to Commissioners and formally received by the Commission. A copy of the report is attached.

**VIII. Decision Items**

**A. Executive Budget Request for FY 2016-2017**

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

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

**B. Consolidated Budget Recommendation (CBR) FY 2016-2017**

Ms. Susan Cagle presented the staff recommendation to the Commission with a recommendation for approval. A copy of the FY2016-2017 CBR was distributed to Commissioners (copy attached).

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

**C. Report on the Facilities Master Plan & Capital Projects Requests FY 2016-2017 - FY 2020-2021**

Ms. Susan Cagle 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. Calametti seconded. Motion passed.

**D. Academic Programs**

1. University of Alabama at Birmingham, Master of Arts in Education in School Psychometry (CIP 13.0604)

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. Ball seconded. Motion passed.

2. University of West Alabama, Master of Science in Conservation Biology (CIP 26.1307)

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. Buntin seconded. Motion passed.

3. University of North Alabama, Bachelor of Arts in German (CIP 16.0501)

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. Sanders seconded. Motion passed.

4. University of North Alabama, Bachelor of Arts in French (CIP 16.0901)

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

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

5. University of North Alabama, Bachelor of Arts in Spanish (CIP 16.0905)

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. Sanders seconded. Motion passed.

6. Trenholm State Community College, Associate in Science in Transfer Associate in Science (CIP 24.0102)

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. Ball seconded. Motion passed.

7. Trenholm State Community College, Associate in Arts in Transfer Associate in Arts (CIP 24.0101)

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. McGriff seconded. Motion passed.

8. University of North Alabama, Bachelor of Science in Geographic Information Science (GIS) (CIP 45.0702)

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

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

9. Gadsden State Community College, Associate in Applied Science and Certificate in Salon & Spa Management (CIP 12.0412)

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. Pylant seconded. Motion passed.

10. Athens State University, Bachelor of Arts in Drama & Theatre Arts (CIP 50.0501)

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

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

11. Auburn University, Bachelor of Science in Food Science (CIP 01.1001)

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. Pylant seconded. Motion passed.

12. Auburn University at Montgomery, Bachelor of Science in Communication Disorders (CIP 51.0204)

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. Sanders seconded. Motion passed.

**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)

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. Buntin seconded. Motion passed.

2. Lawson State Community College, Addition of a Primary/Secondary Specialty Area Combination to the Existing Associate in Occupational Technologies Program

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. Sanders seconded. Motion passed.

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

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. Calametti seconded. Motion passed.

4. Alabama A&M University, Addition of a Concentration in Food Science to the Existing BS in Food Science (CIP 01.1001)

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. Ball seconded. Motion passed.

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)

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. Frost seconded. Motion passed.

6. Auburn University at Montgomery, Addition of an Option in Art History to the Existing BA in Fine Arts (CIP 50.0701)

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. Buntin seconded. Motion passed.

7. Auburn University, Alteration of the PhD in Kinesiology (CIP 13.1314)

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

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

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

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. Calametti seconded. Motion passed.

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

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. Frost seconded. Motion passed.

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

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. Calametti seconded. Motion passed.

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

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. Calametti seconded. Motion passed.

12. Jacksonville State University, Addition of a Concentration in Community Nutrition to the Existing BS in Family and Consumer Sciences (CIP 19.0101)

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. Sanders seconded. Motion passed.

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

1. Alabama A&M University, Bachelor of Science in Construction Management (CIP 15.1001)

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. Frost seconded. Motion passed.

2. Auburn University at Montgomery, Bachelor of Science in Organizational Leadership (CIP 52.0213)

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. Sanders seconded. Motion passed.

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

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. Buntin seconded. Motion passed.

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

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. Pylant seconded. Motion passed.

#### **IX. Information Items**

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

1. University of Alabama at Birmingham, Establishment of the Center for Interprofessional Education and Simulation
2. Jacksonville State University, Establishment of the Center for Autism Studies (CAS)
3. Jacksonville State University, Change in the Name of the Department of Technology and Engineering to the Department of Applied Engineering
4. Alabama A&M University, Establishment of the Center for Global Service Research
5. Notification of Name Change for Trenholm State Community College
6. University of South Alabama, New Exempt Off-Campus Site: Mary G. Montgomery High School - Mobile, Alabama
7. Wallace State Community College-Hanceville, New Exempt Off-Campus Site: Oneonta Armory - Oneonta, Alabama
8. Wallace State Community College-Selma, New Exempt Off-Campus Site: Selma High School - Selma, Alabama
9. Wallace State Community College-Selma, New Exempt Off-Campus Site: Dallas County Career Technical Center - Selma, Alabama



10. Annual Off-Campus Site Report for Academic Year 2014-2015
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. Implementation of Distance Education Programs
15. Implementation of Approved Programs
16. Summary of Post-Implementation Reports

**X. Adjournment**

The meeting was adjourned at 12:05 p.m. The next meeting of the Commission is scheduled for March 11, 2016.

\_\_\_\_\_  
Larry Hughes, Chairman

Sworn to and subscribed before  
me this the \_\_\_\_ day of \_\_\_\_\_  
2016.

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

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

DECISION ITEM A: Administrative Code: Proposed Amendments to Program Review  
Chapter 300-2-1-.02

**EXECUTIVE SUMMARY**

**Reason for Action:** To amend Program Review Chapter 300-2-1-.02 in compliance with The Red Tape Reduction Act (Act 2013-88 (HB101))

**Rationale for Staff Recommendation** The Red Tape Reduction Act requires state agencies to review all rules and regulations within five years of the passage of the ACT to determine which ones should remain and which should be amended or repealed.

ALABAMA COMMISSION ON HIGHER EDUCATION  
Friday, March 11, 2016

DECISION ITEM A: Administrative Code: Proposed Amendments to  
Program Review Chapter 300-2-1-.02

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

Staff Recommendation: That the Commission approve the proposed amendments to Chapter 300-2-1-.02 regarding the operation of non-resident institutions in Alabama in accord with The Red Tape Reduction Act. The amendments are intended to: 1) clarify the state authorization process; 2) update references to administrative oversight of the licensure function; and 3) delete previously established protocols that are no longer relevant to current practice or congruent with the Memorandum of Understanding between the Commission and the Alabama Community College System.

Statutory Authority: The Red Tape Reduction Act (ACT 2013-88) signed into law on April 4, 2013 requires state agencies to review all rules and regulations within five years of the passage of the ACT to determine which ones should remain and which should be amended or repealed.

No institution of postsecondary education located outside of Alabama may offer units or programs of instruction within Alabama without prior approval of the Commission, except for those units or programs approved by regional accrediting authorities located in states participating in reciprocity agreements entered into by the Governor or the Commission. The Commission under its rulemaking authority shall establish criteria for the approval of such institutions and program.

Supporting Documentation: a) Proposed amendment to Chapter 300-2-1.02, Administrative Code (attached).  
b) Act No. 2013-88 (April 4, 2013) available upon request.

ALABAMA COMMISSION ON HIGHER EDUCATION  
ADMINISTRATIVE CODE

~~PLANNING AND COORDINATION~~  
INSTITUTIONAL EFFECTIVENESS AND PLANNING

CHAPTER 300-2-1  
PROGRAM REVIEW

**300-2-1-.02 Review And Approval Oor Disapproval Of Proposed  
Postsecondary Course Offerings In Alabama By Non-Alabama  
Institutions Seeking State Authorization.**

(1) **Purpose.** It is the responsibility of the Alabama Commission on Higher Education to establish policies and procedures for the review and approval or disapproval of all proposed postsecondary credit courses or program of instruction offered in the State of Alabama by non-Alabama institutions of higher education. These institutions must also be licensed to do business in Alabama by the ~~Alabama Department of Postsecondary Education~~ Community College System.

(2) **Definitions.** For purposes of this rule, the following definitions apply:

(a) **Programs of Instruction (Courses):** Any course or sequence of courses for which credit toward any postsecondary degree, certificate, or diploma is to be awarded.

(b) ~~Department: The Alabama Department of Postsecondary Education.~~ System: The Alabama Community College System.

(c) **Exempt Institutions:** Those postsecondary institutions that are granted a certificate of exemption from licensure by the ~~Alabama Department of Postsecondary Education~~ Alabama Community College System and for which the ~~Department System~~ System has waived formal licensure application and review.

(d) **Faculty:** A faculty member who has a contract for formal teaching responsibilities with the proposing institution.

(e) **Main Campus:** The physical boundaries of the location of an institution's principal administrative offices. In the case of an institution eligible for Title IV funds, the

Friday, March 11, 2016

campus designated by the U.S. Department of Education's Office of Postsecondary Education identification number (OPEID).

(f) Non-Alabama Institutions: A postsecondary educational institution, public or private, profit or nonprofit, whose main campus or headquarters is located outside the State of Alabama.

(g) Unaccredited Institution: An institution not accredited by an agency recognized by the United States Department of Education or Council on Higher Education Accreditation.

**(3) Procedures for Program Approval of an Unaccredited Institution.** ~~When the Department receives an application for licensure, it will, if it appears that the applying institution will qualify for such license, forward that information to the Commission for its review of the proposed course(s) or program(s) of instruction. The Commission will forward an Application for Review and Approval of a Course or Program of Instruction Proposed by a Non Alabama Institution of Higher Education to the applying institution. When the completed forms with programmatic review fee are returned, the Commission will undertake its review.~~

As a prerequisite to program approval, an unaccredited institution requesting to offer degree programs in Alabama must undergo an external review of its programs of study by an outside consultant(s) chosen by the Commission. The unaccredited institution will underwrite all costs related to the external review.

**(4) Institutions exempt under the Alabama Private School License Law.** Those non-Alabama institutions that are granted a certificate of exemption from licensure by the Department System and for which the Department System has waived formal licensure application and review shall nonetheless apply for Commission review and approval of courses or programs of instruction. Every application for approval of a course or program of instruction shall be accompanied by a certificate of exemption from formal licensure issued by the Alabama ~~Department of Postsecondary Education~~ Community College System.

**(5) Commission Review Criteria.** The Commission shall establish review criteria designed to evaluate the academic quality of proposed courses or programs of instruction. The review includes, but is not restricted to: The qualifications of

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faculty and supporting staff, the quality of academic support resources (library, laboratories, etc.), and the academic validity of the proposed courses. In general, program proposals must meet standards used by the Commission proposals for new off-campus offerings by in-state public institutions and in doing so be in full compliance with the Southern Association of Colleges and Schools/Commission on Colleges (SACS/COC) guidelines. Since the use of state appropriated funds is not involved, the question of unnecessary duplication is not an issue when proposals of non-Alabama institutions are reviewed.

(6) **Site visits.** The Commission reserves the right to conduct a site visit to the proposed location for an evaluation of a course or program of instruction before or subsequent to concluding its review of a pending application. There is no charge for mileage or per diem payments to staff employees of the Commission for such visits. In the event that the Commission appoints other education or external specialists as on-site visit consultants, the appointees will be paid a consulting fee as well as expenses.

(7) **Timeline for Review.** In the absence of unavoidable delays, the Commission will report its approval or disapproval of proposed courses or program(s) of instruction to the Department System and to the applying institution within sixty (60) working days following receipt of the required data and information forms from the applying institution.

(8) **Fees.** Application materials for initial program approval or for renewal shall be accompanied by a programmatic review fee in accord with the programmatic review fee schedule published within the Commission's application(s) for programmatic approval and posted to the Commission's website. The programmatic review fee schedule may be revised from time to time upon reasonable notice at the discretion of the commission. ~~The most current fee schedule is posted on the Commission's website at~~  
<http://www.ache.alabama.gov/InstEffectiveness/Indes.htm>.

(9) **Appeals.** Any person or institution aggrieved by the action of the Commission in its administration of this rule may, by written petition filed with the Commission within thirty (30) days after notice of the aggrieving action, request a rehearing by the Commission. The Commission shall schedule the requested rehearing to be held no less than twenty (20) nor more than thirty (30) days after receipt of the petition. The aggrieved party may present written and oral evidence supporting

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its petition and may be represented by counsel, if desired. The decision of the Commission following the rehearing shall be final.

**Author:** Elizabeth French

**Statutory Authority:** Code of Ala. 1975, §§16-5-1, et seq.

**History:** Filed December 10, 1985. Rule 300-2-1-.02 was formerly referenced as Chapter 300-2-1; it has been repealed and reinserted as a rule within this chapter. The rule title remains unchanged from its previous chapter title. The contents are also unchanged except for slight format changes and the addition and deletion of certain definitions: Filed April 10, 1989. **Amended:** Filed August 21, 1996; effective September 25, 1996. **Amended:** Filed January 6, 2003; effective February 10, 2003. **Amended:** Filed May 6, 2004; effective June 10, 2004. **Amended:** Filed February 8, 2010; effective March 15, 2010. **Amended:** Filed November 5, 2013; effective December 10, 2013.

DECISION ITEM B: Administrative Code: Proposed Amendments to Federal Programs Chapters 300-2-6-.01; 300-2-6-.02; 300-2-6-.03

**EXECUTIVE SUMMARY**

**Reason for Action:** To amend Federal Programs Chapters 300-2-6-.01; 300-2-6-.02; 300-2-6-.03 in compliance with The Red Tape Reduction Act (Act 2013-88 (HB101))

**Rationale for Staff Recommendation:** The Red Tape Reduction Act requires state agencies to review all rules and regulations within five years of the passage of the ACT to determine which ones should remain and which should be amended or repealed.



DECISION ITEM B: Administrative Code: Proposed Amendments to Federal Programs Chapters 300-2-6-.01; 300-2-6-.02; 300-2-6-.03

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

Staff Recommendation: That the Commission approve the proposed amendments to Chapters 300-2-6-.01; 300-2-6-.02; 300-2-6-.03 regarding the operations of the U. S. Department of Education's No Child Left Behind competitive grant program administered by the Commission in accord with The Red Tape Reduction Act. The amendments are editorial.

Statutory Authority: The Red Tape Reduction Act (ACT 2013-88) signed into law on April 4, 2013 requires state agencies to review all rules and regulations within five years of the passage of the ACT to determine which ones should remain and which should be amended or repealed.

The Commission on Higher Education is designated the State Agency for Higher Education (SAHE) responsible for administering Alabama's higher education programs and activities (P.L. 107-110, Section 2132).

Supporting Documentation: a) Proposed amendments to Chapters 300-2-6-.01; 300-2-6-.02; 300-2-6-.03 of the Administrative Code (attached)

b) Act No. 2013-88 (April 4, 2013) available upon request.

ALABAMA COMMISSION ON HIGHER EDUCATION  
ADMINISTRATIVE CODE

~~PLANNING AND COORDINATION~~  
Institutional Effectiveness and Planning

CHAPTER 300-2-6  
FEDERAL PROGRAMS

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300-2-6-.01 Goal  
300-2-6-.02 Administration  
300-2-6-.03 Appeals

**300-2-6-.01 Goal.** Title II, Part A of the Elementary and Secondary Education Act of 1965 (ESEA) (the Act), amended in the Augustus F. Hawkins-Robert T. Stafford Elementary and Secondary Improvement Amendments of 1988 (P.L. 100-297) and reauthorized in No Child Left Behind Act of ~~2002~~ 2001 (P.L. 107-110) as the professional development program. Title II, Part A of the No Child Left Behind Act of ~~2002~~ 2001(Teacher and Principal Training and Recruiting Fund, Subpart 3) revises several of the provisions of the predecessor statutes (Title II of the Education for Economic Security Act and the Dwight D. Eisenhower Mathematics and Science Education Act, and the Dwight D. Eisenhower Professional Development Program). The purpose of the program is to (1) increase student academic achievement through strategies such as improving teacher and principal quality and increasing the number of highly qualified teachers in the classroom and highly qualified principals and assistant principals in schools; and (2) hold local educational agencies and schools accountable for improvements in student academic achievement (107-110, Title II, Part A, Section 2101).

**Author:** Elizabeth French

**Statutory Authority:** Code of Ala. 1975, §§16-5-1, et seq.

**History:** Filed December 2, 1988. **Amended:** Filed April 10, 1989. **Amended:** Filed May 12, 1995; effective

June 16, 1995. **Amended:** Filed August 27, 2002;  
effective  
October 1, 2002.

**300-2-6-.02 Administration.** The Commission on Higher Education is designated the State Agency for Higher Education (SAHE) responsible for administering Alabama's higher education programs and activities (P.L. 107-110, Section 2132). The Executive Director of the Commission is designated the certifying representative for these programs and activities. Administration of the higher education programs and activities under the No Child Left Behind Act of 2001 (Teacher and Principal Training and Recruiting Fund, Subpart 3) ~~Teacher and Principal Training and Recruiting Fund~~ program will be in accord with the terms and conditions of federal regulations and an approved plan filed with the U.S. Department of Education.

**Author:** Elizabeth French

**Statutory Authority:** Code of Ala. 1975, §§16-5-1, et seq.

**History:** Filed December 2, 1988. **Amended:** Filed April 10, 1989. **Amended:** Filed June 22, 1995; effective July 27, 1995. **Amended:** Filed August 27, 2002; effective October 1, 2002.

**300-2-6-.03 Appeals.** Any person or institution aggrieved by the actions of the Commission in its administration of these rules may, by written petition filed with the Commission within (30) days after notice of the action complained of, request a rehearing by the Commission. The Commission shall schedule the requested rehearing to be held no less than twenty (20) days, nor more than thirty (30) days after receipt of the petition. The aggrieved party may present written and oral evidence supporting its petition and may be represented by counsel, if desired. The decision of the Commission following the rehearing shall be final.

**Author:** Elizabeth French

**Statutory Authority:** Code of Ala. 1975, §§16-5-1, et seq.

**History:** Filed December 2, 1988.

**DECISION ITEM C:** Alabama Commission on Higher Education Privacy and Security Policy and Plan

**Staff Presenter:** Tom Willard  
Director of Technology Services

**Staff Recommendation:** The Commission authorizes the Executive Director to put into place an advanced privacy and security policy and plan to meet the Family Education Rights and Privacy Act (FERPA) and other State policies. Further the Commission authorizes the Executive Director to make periodic changes, as necessary, to meet requirements in this rapidly changing technical environment.

**Background:** FERPA is a federal law that provides for the privacy of parents and students with regards to education records. To comply with FERPA and other State policies, the following tenets apply:

1. ACHE's objective is to continuously enhance the procedures that must be followed to ensure compliance with FERPA and other State policies.
2. Applies to all ACHE personnel and includes policies and procedures to ensure that all student data is collected, managed, stored, transmitted, used, reported, disclosed, and destroyed in a way that preserves privacy and ensures confidentiality and security.
3. Applies to any record maintained by ACHE from which a student can be personally identified.
  - a. Name
  - b. Student ID
  - c. Date of Birth
  - d. Possibly Race and Gender
4. The Office of Information Technology mandated adoption of the Federal Information Processing Standard (FIPS) as the guide to ensure privacy.
  - a. Establishes information security system controls to ensure compliance with FERPA.
  - b. FIPS adopts these controls from the National Institute of Standards and Technology (NIST).
5. ACHE will incorporate these standards into a new privacy and security policy and plan that complies with U.S. Department of Education and FERPA.
6. Security threats change daily, and we are under constant attack. ACHE values the privacy of every individual whose data resides within our system and is making every effort to enhance our security standards to provide the proper level of protection.

**Supporting Documentation:** None

DECISION ITEM D-1: University of Alabama in Huntsville, Bachelor of Science/Bachelor of Arts in Professional Studies (CIP 30.9999)

### **EXECUTIVE SUMMARY**

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

**Program Description/Objectives:** The Bachelor of Science and Bachelor of Arts in Professional Studies is an interdisciplinary undergraduate program for adult learners who are typically 24 years or older with prior college and/or work experience and who lack a four-year degree. The adult degree completion program will provide a pathway for adults to complete their bachelor's degree, whether they have taken time off from school, pursued independent careers, or are returning from active military duty, and who now strive for professional advancement and/or personal enrichment.

**Role:** The proposed program is within the instructional role recognized for the University of Alabama in Huntsville (UAH).

**Mode of Delivery:** According to the proposal, the program will begin as a hybrid degree program, with the goal of attaining a curriculum that could be completed with a combination of online, evenings and weekend offerings. The required courses in the Department of Professional Studies will be designed as online or hybrid, to provide adult learners the flexibility and autonomy to better manage their learning process around their other responsibilities. Select courses that fulfill general education requirements will also be identified and offered in online, evening, and/or weekend formats.

**Similar Programs:** The following institutions have similar programs located at CIP 30.9999 in the Academic Program Inventory: Alabama A&M University (Interdisciplinary Studies, BA/BS); Athens State University (Behavioral Science, BS); the University of Alabama in Huntsville (Individualized Bachelor of Science, BS); the University of Montevallo (Interdisciplinary Studies, BS/BA); and the University of West Alabama (Interdisciplinary Arts, BS/BA).

**Collaboration:** UAH plans to seek collaboration with two-year institutions in the north Alabama region. The proposed program will provide a pathway for adult learners who started and/or completed an Associate's Degree but did not continue to another college or university to complete a four-year degree. The required core competencies are consistent with those of the State of Alabama mandated articulation agreement under ACT 94-303, which ensures the transferability of credits from the State's two-year institutions to its four-year institutions.

**Resources:** The proposal projected that a total of \$947,500 in estimated new funds will be required to support the proposed program. A total of \$968,000 will be available through internal reallocations and tuition.

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

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

1. Graduates from interdisciplinary undergraduate degree programs move on to careers in a wide variety of fields including public administration; for profit and non-profit management; sales and marketing; publishing and journalism; public relations; public policy; community development; library sciences; consulting; environmental planning and advocacy; and health and human services.

DECISION ITEM D-1: University of Alabama in Huntsville, Bachelor of Science/Bachelor of Arts in Professional Studies (CIP 30.9999)

Staff Presenter: Margaret Pearson  
Academic Program Review Analyst

Staff Recommendation: That the Commission approve the proposed Bachelor of Science/Bachelor of Arts in Professional Studies.

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 March 11, 2018 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 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.

The University of Alabama in Huntsville (UAH) 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. The University of Alabama in Huntsville (UAH) program proposal, dated September 18, 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 Alabama in Huntsville (UAH)

PROGRAM Bachelor of Science/Bachelor of Arts in Professional Studies

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

	2016-17	2017-18	2018-19	2019-20	2020-21	TOTAL
FACULTY	\$90,000	\$100,000	\$110,000	\$120,000	\$130,000	\$550,000
LIBRARY	\$0	\$0	\$0	\$0	\$0	\$0
FACILITIES	\$0	\$0	\$0	\$0	\$0	\$0
EQUIPMENT	\$10,000	\$10,000	\$5,000	\$1,000	\$1,000	\$27,000
STAFF	\$62,500	\$65,000	\$67,500	\$70,000	\$72,500	\$337,500
OTHER	\$9,000	\$9,000	\$5,000	\$5,000	\$5,000	\$33,000
TOTAL	\$171,500	\$184,000	\$187,500	\$196,000	\$208,500	\$947,500

**SOURCES OF FUNDS AVAILABLE FOR PROGRAM SUPPORT**

	2016-17	2017-18	2018-19	2019-20	2020-21	TOTAL
INTERNAL REALLOCATIONS	\$133,000	\$104,500	\$51,500	\$10,000	\$0	\$299,000
EXTRAMURAL	\$0	\$0	\$0	\$0	\$0	\$0
TUITION	\$38,500	\$79,500	\$136,000	\$186,000	\$229,000	\$669,000
TOTAL	\$171,500	\$184,000	\$187,500	\$196,000	\$229,000	\$968,000

**ENROLLMENT AND DEGREE COMPLETION PROJECTIONS**

	2016-17	2017-18	2018-19	2019-20	2020-21	5-YEAR AVERAGE
TOTAL HEADCOUNT ENROLLMENT	7	14	22	28	34	21
NEW ENROLLMENT HEADCOUNT	7	7	8	11	14	9 3-YEAR AVERAGE
DEGREE COMPLETION PROJECTIONS	0	0	5	8	11	8



## Attachment 2

### Summary of Background Information

Bachelor of Science/Bachelor of Arts in Professional Studies  
University of Alabama in Huntsville (UAH)

**Role:** The proposed program is within the instructional role recognized for the University of Alabama in Huntsville (UAH).

**Description/Objectives:** The Bachelor of Science and Bachelor of Arts in Professional Studies is an interdisciplinary undergraduate program for adult learners who are typically 24 years or older with prior college and/or work experience and who lack a four-year degree. The adult degree completion program will provide a pathway for adults to complete their bachelor's degree, whether they have taken time off from school, pursued independent careers, or are returning from active military duty, and now who strive for professional advancement and/or personal enrichment. The adult degree completion program will provide age-based services, personalized advising, flexible scheduling, academic skills training, and credit for prior learning to meet the specialized needs of adult students. The proposed program will offer students a well-rounded education that allows them to blend several areas of educational interests into a meaningful curriculum that best suits their individual needs and interests.

The following student learning outcomes will be used to determine student success in meeting the proposed program accomplishments:

- 1) Students will understand the purpose, value, and application of interdisciplinary studies.
- 2) Students will have the ability to communicate professionally and effectively, both oral and written.
- 3) Students will develop competencies in problem solving, teamwork, critical thinking, and decision making.
- 4) Students will be able to critically analyze and apply disciplinary and interdisciplinary processes and strategies to enlarge their understanding of a problem.
- 5) Students will demonstrate requisite skills and abilities for meaningful employment in their chosen field.

**Administration:** The program will be administered by the College of Professional and Continuing Studies, Dr. Karen M. Clanton, Dean; and the Department of Professional Studies.

**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 no accrediting body for the proposed program.

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

#### Program Completion Requirements:

Credit hours required in major: 30-33 semester hours (sh)  
Credit hours in general education or core curriculum: 41-42 (sh)  
Credit hours required in minor: 15-18 (sh)  
Credit hours required in free electives: 27-34  
Credit hours required for thesis: varies  
Credit hours required for completion: 120 (sh)

Students will be required to earn a minimum of 120 credit hours, complete the university's undergraduate general education requirements, 15-18 credit hours of professional studies courses, and at least 30 credit hours of approved coursework within two to three different academic areas, based on their approved plan of study. Students will be required to complete two 3-hour capstone

courses, PS 498 (Capstone I Experience: Research and Thesis Proposal) and PS 499 (Capstone II Experience: Research Thesis) where they will be able to apply their specialized coursework through an integration-focused process. Students will identify an interdisciplinary problem related to their approved areas of study and follow the stages of interdisciplinary research to complete a senior research thesis and oral presentation.

**Collaboration:** UAH plans to seek collaboration with two-year institutions in the north Alabama region. The proposed program will provide a pathway for adult learners who started and/or completed an Associate's Degree but did not continue to another college or university to complete a four-year degree. The required core competencies are consistent with those of the State of Alabama mandated articulation agreement under ACT 94-202, which ensures the transferability of credits from the State's two-year institutions to its four-year institutions.

**Distance Education:** According to the proposal, the program will begin as a hybrid degree program, with the goal of attaining a curriculum that could be completed with a combination of online, evenings and weekend offerings. The required courses in the Department of Professional Studies will be designed as online or hybrid, to provide adult learners the flexibility and autonomy to better manage their learning process around their other responsibilities. Select courses that fulfill general education requirements will also be identified and offered in online, evening, and/or weekend formats.

**Admissions:** Students who enter the program with less than 60 credit hours or have not been enrolled in higher education for an extended period are required to take PS 301: Theories and Practices of Adult Learning the first semester of enrollment in the proposed program. The course introduces basic theories and learning practices of adult education, defines competencies for academic success, and explains the concept and application of prior learning assessments.

The proposed program requires students to complete the university's undergraduate general education requirements and at least 30 credit hours of approved coursework within two to three different academic areas of study. Due to the varied course requirement in the interdisciplinary program's individualized Plan of Study, the required 15-18 credit hours of professional studies courses provide all Professional Studies students a strong and consistent academic base in interdisciplinary studies, writing skills, critical thinking, and thesis development.

**Need:** According to UAH, there is an increasing need within the State of Alabama, and particularly in the north Alabama region, for adult re-entry and interdisciplinary degree programs designed for adult learners with prior college and/or work experience who have not completed a four-year degree. Current options for traditional students and adults to complete degree programs cannot fulfill the State's projected demand or maintain the current rate of attainment trend projected by the U.S. Census Bureau.

In addition, the Huntsville/Madison County area serves as the primary economic engine for the northern Alabama and southern Tennessee region. This region's highly specialized workforce creates an above average demand for college-educated workers. The proposed program will increase the number of college graduates in Alabama, specifically in north Alabama. The program will provide adult learners with an interdisciplinary education and perspective for addressing today's complex social, cultural, and professional issues, and prepare students to demonstrate requisite skills and abilities for meaningful employment in their chosen field.

**Student Demand:** UAH provided information on student demand based on non-traditional adult learners (veterans) who are looking to re-enter higher education through an adult degree program such as the Bachelor of Professional Studies. Veteran undergraduates, most being "non-traditional" students, make up roughly 4 percent of the national student body, a number that is expected to increase as more service members return home from Iraq and Afghanistan. Approximately 20,000 veteran undergraduates were enrolled in Alabama universities in 2012. UAH's fall term enrollment of veteran undergraduates increased from 295 in 2014, to 335 in 2015. To serve its veteran population, the State of Alabama passed HB 424 in 2013 making benefits more readily available to the qualifying veteran population in Alabama. The bill allows veterans and their dependent spouse or child in-state tuition upon enrollment at a public university. It also provides residency status for veterans living

within 90 miles of an Alabama institution who live out of state. With the major military and Department of Defense presence at Redstone Arsenal in Huntsville, and 17-19 percent of its population being retired veterans, it is likely that the veteran population will become a significant source of students for the proposed program.

**Faculty:**

Current Primary Faculty—

Full-time: 0

Part-time: 0

Support Faculty—

Full-time: 0

Part-time: 0

Additional Faculty to be hired:

Primary Faculty—

Full-time: 1

Part-time: 3

Support Faculty—

Full-time: 1

Part-time: 0

According to the proposal, an Assistant/Associate Professor with a background in Interdisciplinary Studies and experience with adult learners will be required. The incumbent's teaching qualifications will include communication skills, critical thinking, and interdisciplinary research and analysis. This individual will teach courses, develop depth study plans, coordinate depth study areas with other academic departments, and assist with the development of online courses. Additional full-time and adjunct faculty will be required to teach the Professional Studies core courses, as the program expands.

An Adult Degree Program Coordinator/Lecturer will also be required to provide specialized advising, prior learning assessment, and develop and coordinate specialized student services. During the first couple years, the Assistant/Associate Professor will assist with the responsibilities for program advising and prior learning assessment. As an adult degree completion program, operational student support positions are an important component. As enrollment increases, additional staff may be required.

The depth study areas will not require additional faculty since they consist of courses already taught within the various colleges. Current faculty within the various academic colleges will also assist the program staff and faculty with developing a student's plan of study and reviewing their Capstone thesis, based on the student's selected career path and depth of study interests.

**Equipment:** According to the proposal, additional equipment would be minimal. Special software, online tools, and some additional computers will be needed to set up appropriate online services and a small support lab. Furniture will also be required for the new staff and faculty.

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

**Library:** The M. Louis Salmon Library at The University of Alabama in Huntsville, established in 1969, supports the many diverse fields of study offered at UAH. Because the interdisciplinary nature of the Professional Studies program will draw upon the existing course offerings from the other academic departments, a broad overview of the library's resources and services that support those other programs demonstrates how the library can support this new interdisciplinary program.

**Program Budget:** The proposal projected that a total of \$947,500 in estimated new funds will be required to support the proposed program. A total of \$968,000 will be available through internal reallocations and tuition.

**Attachment 3**

**The University of Alabama in Huntsville  
 Bachelor of Arts in Professional Studies**

Course Number and Title	Number of Credit Hours	
<b>GENERAL EDUCATION REQUIREMENTS (41 -42 Hours)</b>		
Area I: Communication Skills	6	
Area 11**: Fine Arts Literature, and/or Humanities	12	
Area III: Mathematics* **	3-4	
Natural Sciences (includes 2 hr. lab)	8	
Area IV**: History and/or Social Sciences	12	
<b>DEPTH STUDY (30-33 Hours)</b>		
Depth Study requires an approved Plan of Study and a minimum of 2 disciplines	30-33	
<b>PROFESSIONAL STUDIES CORE (15 - 18 Hours)</b>		
PS 301: Theories and Practices of Adult Learning	3	
PS 310: Writing Skills and Strategies for Interdisciplinary Studies	3	
PS 320: Introduction to Interdisciplinary Studies	3	
PS 325. • Interdisciplinary Research and Applications	3	
PS 498: Capstone I Experience: Research and Thesis Proposal	3	
PS 499: Capstone II Experience: Research Thesis	3	
<b>Electives (27 — 34 Hours)</b>		
<b>TOTAL DEGREE REQUIREMENTS (120 Hours)</b>	<b>120</b>	

\*\* Take either 1 EH (Literature) + 2 HY (History) or 2 EH (Literature) + 1 HY (History). Take no more than six hours in a single discipline in Area II or Area IV.

\*\*\* B.S. requires Math 125 or higher.

\*\*\* Required for students who enter the Adult Degree Program with less than 60 hours or have not been enrolled in higher education for an extended period. Should be taken the first semester of enrollment in the Adult Degree Program.

DECISION ITEM D-2: University of Montevallo, Bachelor of Arts/Bachelor of Science in Environmental Studies (CIP 03.0103)

### **EXECUTIVE SUMMARY**

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

**Program Description:** According to the proposal, Environmental Studies is an interdisciplinary academic program that incorporates perspectives from the social and natural sciences, the arts and humanities, and business. The purpose of the program is to provide students with the skills, knowledge, and attitudes they will need as citizens and as members of the workforce to make informed decisions with respect to ecological issues.

**Role:** The proposed program is within the instructional role recognized for the University of Montevallo (UM).

**Mode of Delivery:** Approximately 5 percent of the general education courses will be offered online. Instructional delivery of the proposed program will be primarily traditional courses; however, experiential, service, and inquiry-based learning will be incorporated.

**Similar Programs:** Although there are other institutions (Auburn University – BS in Environmental Science; Auburn University Montgomery – BS in Environmental Science; the University of Alabama – BS in Environmental Science; and Troy University – BS/BA in Environmental Science) with Environmental Science programs located at CIP 03.0102 in the Academic Program Inventory, there are no Environmental Studies programs in the inventory under CIP 03.0103.

**Collaboration:** According to the proposal, there are no plans to formally collaborate with other institutions at this time.

**Resources:** The proposal projected that a total of \$14,000 in new funds will be required to support the proposed program. A total of \$830,240 will be available through tuition.

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

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

1. A degree in Environmental Studies prepares students for occupations such as Environmental Analysts; Pollution Analysts; Naturalists; Environmental Planners; and Environmental Consultants to name a few.
2. Environmental Studies centers on topics that will become increasingly relevant as environmental concerns grow.

DECISION ITEM D-2: University of Montevallo, Bachelor of Arts/Bachelor of Science in Environmental Studies (CIP 03.0103)

Staff Presenter: Margaret Pearson  
Academic Program Review Analyst

Staff Recommendation: That the Commission approve the proposed Bachelor of Arts/Bachelor of Science in Environmental Studies.

Implementation Date: The proposed program will be implemented in August 2016. Based on Commission policy, the proposed program must be implemented by March 11, 2018 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 8, based on the proposal.
2. That the annual average number of graduates for the period 2019-20 through 2020-21 (two-year average) will be at least 8, based on the proposal.
3. That a follow-up survey be conducted after the first five years that will show at least 75 percent of the graduates were successful in acquiring related employment or in acceptance to graduate school.
4. That information regarding an overall assessment of the program be provided, particularly as related to objectives and assessment measures stated in the proposal.

The University of Montevallo (UM) 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. University of Montevallo (UM) program proposal, dated November 13, 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 Montevallo (UM)

PROGRAM Bachelor of Arts/Bachelor of Science in Environmental Studies

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

	2016-17	2017-18	2018-19	2019-20	2020-21	TOTAL
FACULTY	\$0	\$6,000	\$0	\$6,000	\$0	\$12,000
LIBRARY	\$400	\$400	\$400	\$400	\$400	\$2,000
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	\$400	\$6,400	\$400	\$6,400	\$400	\$14,000

**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	\$42,960	\$107,400	\$193,320	\$214,800	\$271,760	\$830,240
TOTAL	\$42,960	\$107,400	\$193,320	\$214,800	\$271,760	\$830,240

**ENROLLMENT AND DEGREE COMPLETION PROJECTIONS**

	2016-17	2017-18	2018-19	2019-20	2020-21	5-YEAR AVERAGE
TOTAL HEADCOUNT ENROLLMENT	4	10	18	20	24	15
NEW ENROLLMENT HEADCOUNT	4	6	8	10	12	8 2-YEAR AVERAGE
DEGREE COMPLETION PROJECTIONS	0	0	0	8	8	8



## Attachment 2

### Summary of Background Information

Bachelor of Arts/Bachelor of Science in Environmental Studies  
University of Montevallo (UM)

**Role:** The proposed program is within the instructional role recognized for the University of Montevallo (UM).

**Description/Objectives:** According to the proposal, Environmental Studies (ES) is an interdisciplinary academic program that incorporates perspectives from the social and natural sciences, the arts and humanities, and business. The purpose of the program is to provide students with the skills, knowledge, and attitudes they will need as citizens and as members of the workforce to make informed decisions with respect to ecological issues.

Student learning outcomes for the Environmental Studies program are as follows:

- 1) ES majors will understand dynamics of complex socio-environmental systems.
- 2) ES majors will integrate and apply diverse disciplinary perspectives to complex environmental problems.
- 3) ES majors will develop the ability to work effectively as a member of an interdisciplinary team on a complex environmental problem with real-world stakeholders.
- 4) ES majors will communicate about environmental problems (both written and oral) in a way that is appropriate for both general and specialized audiences.
- 5) ES majors will collect and analyze original data relating to a sustainability challenge in the local context.

**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 recognized accreditation for the proposed program.

**Curriculum:** There will be no new courses in the proposed program.

#### Program Completion Requirements:

Credit hours required in major: 37 semester hours (sh)  
Credit hours in general education or core curriculum: 47 (sh)  
Credit hours required in minor: n/a  
Credit hours required in support courses: 12 (sh)  
Credit hours required in free electives: 24  
Credit hours required for completion: 120 (sh)

**Collaboration:** According to the proposal, there are no plans to formally collaborate with other institutions at this time.

**Distance Education:** Approximately 5 percent of the general education courses will be offered online. Instructional delivery of the proposed program will be primarily traditional courses; however, experiential, service, and inquiry-based learning will be incorporated.

**Admissions:** According to the proposal, any student in good standing with UM may apply for admission to the proposed Environmental Studies program. There are no specific admission requirements for the program.

**Need:** While there are several programs in Environmental Science in the state, there are no majors in Environmental Studies currently offered in public higher education in Alabama. According to UM officials, Alabama needs Environmental Studies because it will serve students who are interested in environmental careers who do not wish to pursue a degree focused on natural science topics, as is the case with Environmental Science. The proposed Environmental Studies program will capitalize on the academic depth, breadth, and rigor of a liberal arts education to address the growing need to engage in interdisciplinary environmental problem-solving.

A degree in Environmental Studies will prepare students for diverse post-graduate endeavors. First, as an interdisciplinary, inquiry-oriented program, students will develop skills in systems thinking and problem-solving that will be of value to any career they pursue. Second, students will be prepared for graduate programs in a variety of fields, including environmental law, policy, business, or management. Third, graduates of the proposed program will be able to pursue jobs in multiple sectors. While there are a variety of environmentally-focused sectors in which employment opportunities are available including environmental management, policy, advocacy, education, or monitoring, graduates can also find employment in many other sectors as a sustainability specialist. Businesses and non-profits of all sizes frequently hire sustainability staff, whose central job is to ensure that the operations of the organizations are maximizing economic, environmental, and social sustainability opportunities.

**Student Demand:** According to the proposal, a survey was conducted online of current UM students to gauge interest in and support for the proposed program. The survey was open for two weeks in March-April 2015, and 118 students responded (approximately 4 percent of the current student body). Of those students, 39 percent were underclassmen, 53 percent were upperclassmen, and 8 percent were graduate students. The respondents identified diverse majors, and only 6 identified as current Environmental Studies minors. A total of 27 percent of respondents have already taken an Environmental Studies course, and another 12 percent plan to take an Environmental Studies course.

Nineteen percent of respondents stated that they were somewhat likely or very likely to have declared an Environmental Studies major had it been available when they started college, and another 9 percent indicated that they are somewhat or very likely to declare an Environmental Studies major if it becomes available in the Fall of 2016. Seventy-eight percent of respondents indicated that they have friends at Montevallo who would be interested in pursuing a BA or BS in Environmental Studies, and 92 percent support the idea of an Environmental Studies major at Montevallo (only 3 percent did not support the idea, 5 percent had no opinion). Overall, the survey showed strong student support for and interest in the proposed program at Montevallo.

**Faculty:**

Current Primary Faculty—

Full-time: 1  
Part-time: 0

Support Faculty—

Full-time: 40  
Part-time: 3

Additional Faculty to be hired:

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

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

**Support Staff:** A staff assistant is currently available to help with requisitions and other financial matters.

**Equipment:** According to the proposal, no new equipment will be needed.

**Facilities:** No new facilities will be required.

**Library:** Current library resources are sufficient for the proposed program.

**Program Budget:** The proposal projected that a total of \$14,000 in new funds will be required to support the proposed program. A total of \$830,240 will be available through tuition.

**Attachment 3**

**University of Montevallo  
 Bachelor of Arts/Bachelor of Science  
 in Environmental Studies**

**Key Courses For General Education (47 hours)**

1. **Written Composition (6)**  
 Choose ENG 101 or 103 3\_\_\_\_  
 Choose ENG 102 or 104 3\_\_\_\_
2. **Humanities & Fine Arts (18)**  
 Choose one: ENG 231, 233, 232, or 234 3\_\_\_\_  
 Choose COMS 101 or 102 3\_\_\_\_  
 Choose one Fine Arts: ART 100, 218, 219; 3\_\_\_\_  
 MC 325; MUS 121/122, 125, 211, 255, 342;  
 THEA 120/122.  
 Choose one Humanities:  
 ENG 231/233, 232/234; FRN 101, 102, 150, 3\_\_\_\_  
 201, 202, 250; SPN 101/103, 102,104, 150,  
 201, 202, 250; GER 101, 102, 201, 202;  
 PHIL 110/111, 180, 220/221, 230, 280, 290.  
 Choose two of the following (not used above):  
 ART 100, 218, 219; ENG 231/233, 232/234; 3\_\_\_\_  
 FRN/SPN 101, 102, 150, 201, 202, 250; 3\_\_\_\_  
 GER 101, 102, 201, 202; MC 325;  
 MUS 121/122, 125, 211, 255, 342; PHIL 110/111,  
 180, 220/221, 230, 280, 290; THEA 120/122.
3. **Natural Sciences & Mathematics (11)**  
 Choose BIO 106; 4\_\_\_\_  
 Choose one lab science:  
 CHEM 100 or higher; GEOL 110, 115 4\_\_\_\_  
 Choose MATH 147 or 157 (or MATH 144 or higher) 3\_\_\_\_
4. **History, Social & Behavioral Sciences (12)**  
 Choose one: HIST 101/103 or 102/104\* 3\_\_\_\_  
 \*Students must take at least one six hour sequence in Literature or History. Students are free to take both sequences.  
 Choose three of the following not used above:  
 EC 231, 232; FCS 291, 402; GEOG 231; 3\_\_\_\_  
 HIST 101/103, 102/104; POS 200, 250; PSYC 201; 3\_\_\_\_  
 PSYC/SWK 203, 322; SOC 101; SWK 260 3\_\_\_\_
5. **Personal Development (3)**  
 Choose: ES 200 3\_\*

\* Indicates requirement is satisfied in major course requirements

**Additional Requirements for Degree (7-12 hours)**

Choose and complete only one requirement below:

1. **Bachelor of Science Requirements (7)**  
 Choose additional 7 hours in mathematics and/or science not used toward requirement #3 above.  
 \_\_\_\_\_ 3-4\_\_\_\_  
 \_\_\_\_\_ 3-4\_\_\_\_
2. **Bachelor of Arts Requirements (12)**  
 Complete the second-year course sequence in FRN, GER, SPN.  
 Courses may also be used to satisfy requirement #2 (Humanities) above.  
 101 3\_\_\_\_ 201 3\_\_\_\_  
 102 3\_\_\_\_ 202 3\_\_\_\_  
 150 6\_\_\_\_ 250 6\_\_\_\_

**Major Course Requirements (37 hours)**

ES 200 (Environment and Society)	3	___
BIO 205 (Ecology)	4	___
ES 250 (Principles of Sustainability)	3	___
ES 350 (Environmental Policy)	3	___
SOC/POS 370 (Res. Methods in Social Science)	3	___
ES 300/401 (Interdisciplinary Approaches to ES)	3	___
ES 300/401 (Interdisciplinary Approaches to ES)	3	___
ES Elective with natural science content (300/400)	3	___
ES Elective (300/400)	3	___
ES Elective (300/400)	3	___
ES Elective (300/400)	3	___
ES 475 (Environmental Studies in Action)	3	___

**Approved ES Electives**

- ES 310/410^ (Special Topics in ES)
- ES 300/401^ (Interdisciplinary Approaches to ES)
- ART 405 (Art and the Environment)
- COMS 410 (Environmental Communication)
- BIO 435 (Conservation Biology)
- BIO 405^ (Biological Topics in Environmental Studies)
- GEOG 405 (Urbanism and Sustainability)
- HIST 424 (Colonial Latin America)
- POS 310 (National Parks and Public Lands)
- POS 444 (Public Policy)
- MG 308 (Business and Society)
- MG 420 (Social Entrepreneurship and Sustainability) OR
- MG 371 (Nonprofit Organizations)

^Indicates course can be taken multiple times with different content

**General Electives (24-29 hours)**

**Minor Course Requirements (Optional)**

**GENERAL GRADUATION REQUIREMENTS**

1. 50% of hrs in major area at UM
2. 30 hrs at the 300/400 level at UM
3. 30 of last 40 hours at UM
4. 64 hr limit from 2-year school
5. 45 hr limit of non-traditional credit
6. 6-hr sequence in history or literature
7. Capstone experience within major
8. 2.0 or higher UM GPA and in all major and minor areas

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Total Hours Required:

120

DECISION ITEM D-3: University of North Alabama, Bachelor of Science in Exercise Science (CIP 31.0505)

### **EXECUTIVE SUMMARY**

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

**Program Objective:** The purpose of the proposed program is to transition exercise science from a concentration under the umbrella of the current B.S. in Health, Physical Education and Recreation to a new stand-alone B.S. in Exercise Science with concentrations in clinical exercise physiology, applied exercise physiology, and pre-professional studies.

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

**Mode of Delivery:** According to the proposal, the proposed program is limited to the number of courses that can be considered for development as distance technology education due to the laboratory/hands-on nature of program coursework.

**Similar Programs:** Similar programs listed at CIP 31.0505 in the Commission's Academic Program Inventory at the following institutions are as follows: the University of West Alabama (Exercise Science, BA/BS); Auburn University in Montgomery (Exercise Science, BS); Troy University (Exercise Science, BS); and the University of Alabama in Huntsville (Kinesiology, BS).

**Collaboration:** There are no plans to collaborate with other institutions in delivery of the proposed academic program at this time. However, the University is open to the possibility of establishing collaborative ventures with other institutions relative to the proposed program in the future if feasible opportunities develop.

**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 \$2,034,430 will be available through internal reallocation and tuition.

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

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

1. The proposed program will have concentrations in Clinical Exercise Physiology; Applied Exercise Physiology; and Pre-Professional Studies.
2. A total of 122 projected job openings will be available in UNA's service area over the next five years.
3. There will be 3,200 projected job openings in the state related to Exercise Science by the year 2020.

**DECISION ITEM D-3:** University of North Alabama, Bachelor of Science in Exercise Science (CIP 31.0505)

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

**Staff Recommendation:** That the Commission approve the proposed Bachelor of Science in Exercise Science with Concentrations in Clinical Exercise Physiology; Applied Exercise Physiology; and Pre-Professional Studies. Consistent with Commission policy and operational definitions, these concentrations will not be identified separately in the Commission's Academic Program Inventory, and the institution may not identify them as degree programs.

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

**Implementation Date:** The proposed program will be implemented in August 2016. Based on Commission policy, the proposed program must be implemented by March 11, 2018 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 2018-19 through 2020-21 (three-year average) will be at least 10, based on the proposal.
3. That a follow-up survey be conducted after the first five years that will show at least 75 percent of the graduates were successful in acquiring related employment or in acceptance to graduate school.
4. That information regarding an overall assessment of the program be provided, particularly as related to objectives and assessment measures stated in the proposal.

The University of 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 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. University of North Alabama proposal, dated November 17, 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 Exercise Science (CIP 31.0505)

**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	\$289,406	\$289,406	\$289,406	\$289,406	\$289,406	\$1,447,030
EXTRAMURAL	\$0	\$0	\$0	\$0	\$0	\$0
TUITION	\$99,000	\$112,200	\$118,800	\$125,400	\$132,000	\$587,400
TOTAL	\$388,406	\$401,606	\$408,206	\$441,806	\$421,406	\$2,034,430

**ENROLLMENT AND DEGREE COMPLETION PROJECTIONS**

	2016-17	2017-18	2018-19	2019-20	2020-21	5-YEAR AVERAGE
TOTAL HEADCOUNT ENROLLMENT	15	17	18	19	20	18
NEW ENROLLMENT HEADCOUNT	8	10	12	12	13	11
DEGREE COMPLETION PROJECTIONS	0	0	8	10	12	10

## Attachment 2

### Summary of Background Information

Bachelor of Science in Exercise Science  
University of North Alabama

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

**Objectives:** The purpose of the proposed program is to transition exercise science from a concentration under the umbrella of the current B.S. in Health, Physical Education and Recreation to a new stand-alone B.S. in Exercise Science with concentrations in clinical exercise physiology, applied exercise physiology, and pre-professional studies.

Through assessment of the following student learning outcomes, students will:

- 1) Demonstrate mastery of technology related to the field. Assessment Method: Using Microsoft PowerPoint, students will complete a presentation of data that incorporates statistical analysis using Microsoft Excel.
- 2) Demonstrate mastery of use of laboratory equipment designed for testing diverse aspects of health and fitness. Assessment Method: Students will provide evidence of data collected by use of laboratory equipment and comprehension and evaluation of collected information.
- 3) Develop basic expertise in research as a participant, data collector, co-investigator, or through professional presentation of a completed research project. Assessment Method: Report of engagement in professional activities must be presented in the Senior Portfolio.
- 4) Demonstrate understanding and application of basic statistical procedures as applicable to the field of exercise science. Assessment Method: Students will complete class/laboratory assignments requiring the use of basic statistical procedures in exercise science.
- 5) Demonstrate proficiency in professional writing skills. Assessment Method: Students will complete multiple article critiques and at least one major research project in required exercise science courses.
- 6) Develop a presentation of a major internship project. Assessment Method: Students will work with their internship field supervisor to develop, complete and present findings from a collaborative internship project.

**Administration:** The program will be administered by Dr. Donna Lefort, College of Education and Human Sciences, Dean; and the Department of Health, Physical Education and Recreation, Dr. Tom Coates, 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, currently there is no well-established specialized accreditation agency for Exercise Science at the state or regional level.

**Curriculum:** There will be no new courses in the proposed program.

**Program Completion Requirements:**

- Credit hours in institutional general education: 43
- Credit hours in core: 61
- Credit hours in supporting courses: 16-19
- Credit hours in required or free electives: N/A
- Total credit hours required for completion: 120-123

The proposed program will have concentrations in clinical exercise physiology, applied exercise physiology, and pre-professional studies. Additionally, a six (6) credit hour (200 contact hours) internship is required for completion of the proposed Exercise Science program.

**Collaboration:** There are no plans to collaborate with other institutions in delivery of the proposed academic program at this time. However, the University is open to the possibility of establishing collaborative ventures with other institutions relative to the proposed program in the future if feasible opportunities develop.

**Distance Education:** According to the proposal, the proposed program is limited to the number of courses that can be considered for development as distance technology education due to the laboratory/hands-on nature of program coursework.

**Admissions:** According to the proposal, admission to the proposed program requires no additional conditions beyond the standard university admission requirements.

**Need:** According to UNA officials, Alabama is currently in a state of crisis relative to the health of its general citizenry. Almost 70 percent of Alabamians are overweight or obese as well as almost 20 percent of children between the ages of 10 and 17. More than 37 percent of adults have high blood pressure, and one in ten has been diagnosed with diabetes. Adults in Alabama are some of the least physically active in the nation with almost 60 percent having less than 30 minutes of moderate physical activity per day. Exercise science graduates are on the frontline in combatting this poor health epidemic from establishing and administering programs focused on encouraging wellness (e.g. personal trainers and corporate wellness coordinators) to dealing with the consequences of poor nutrition and lifestyle factors related to obesity (e.g. cardiac rehabilitation specialist, physical and occupational therapists). It is unlikely this trend's momentum will turn anytime soon creating a growing network of career opportunities for graduates of programs such as exercise science with a focus specifically on preparing students to address social and health consequences of negative lifestyles practices. Additionally, other professional fields coupled with this degree option, such as cardiac rehabilitation, physical/occupational therapy, among others, are longstanding and continue to view exercise science not only as a viable, but preferred credential.

**Student Demand:** Information in the proposal states that a survey was developed and administered to students currently enrolled in the B.S. in Health, Physical Education and Recreation with a concentration in exercise science. From the students surveyed, 95 percent indicated a desire to move to the proposed B.S. in Exercise Science. As to preference of concentration, 28 percent indicated an interest in pursuing a concentration in Applied Exercise Physiology, 30 percent indicated an interest in pursuing a concentration in Clinical Exercise Physiology, and 42 percent indicated an interest in pursuing a concentration in Pre-Professional Studies. These data indicate a strong interest on the part of students currently enrolled in the B.S. in Health, Physical Education and Recreation with an exercise science concentration in moving to the proposed new B.S. in Exercise Science.

**Resources:**

Current Primary Faculty—

- Full-time: 4
- 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

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

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

**Facilities:** No new facilities will be required at this time.

**Library:** According to the proposal, the current library collections 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 \$2,034,430 will be available through internal reallocation and tuition.

**Attachment 3**

University of North Alabama  
 Bachelor of Science in  
 Exercise Science

<b>General Education Requirements</b>		<b>61</b>			
HPE 000 Senior Portfolio		0			
HPE 235 Medical Terminology		1			
HPE 352 Kinesiology		3			
HPE 353W Physiology of Exercise		3			
HPE 360 Introduction to Fitness Testing		3			
HPE 401 Adapted Physical Education		3			
HPE 402 Exercise Prescription for Healthy Individuals		3			
HPE 403 Essentials of Prescribing Resistance Training		3			
HPE 405 Exercise Leadership		3			
HPE 430 Behavioral Modification Intervention		3			
HPE 443 Management of Health and Physical Education		3			
HPE 451 Applied Statistics in Health and Exercise Science		3			
HPE 466W Legal Issues and Risk Management		3			
HPE 498 Internship		6			
Psy/Soc 300/400 (Advisor approved course)		3			
<b>Pre-Professional Studies Concentration</b>			<b>Clinical Exercise Physiology Concentration</b>	<b>Applied Exercise Physiology Concentration</b>	
CH 111 General Chemistry	3	HPE 410 Health Promotion	3	HPE 350 Applied Nutrition/Lifespan	3
CH 111 General Chemistry Lab	1	HPE 420 Health and Aging	3	HPE 351 Chronic Disease and Health Promotion	3
CH 112 General Chemistry	3	HPE 422 Public Health	3	HPE 408 Consumer Health	3
CH 112 General Chemistry Lab	1	HPE 494 Exercise Prescription/ Moderate Risk Individuals	3	HPE 410 Health Promotion	3
PH 241 General Physics I	4	HPE 496 Cardiopulmonary Rehabilitation	3	HPE 420 Health and Aging	3
PH 242 General Physics II	4	HPE 496 Cardiopulmonary Rehabilitation Lab	1	HPE 450 Motor Learning	3
HPE 450 Motor Learning	3				
<b>TOTAL</b>	<b>123</b>	<b>TOTAL</b>	<b>120</b>	<b>TOTAL</b>	<b>122</b>

DECISION ITEM D-4: University of North Alabama, Bachelor of Science in Sport and Recreation Management (CIP 31.0504)

### **EXECUTIVE SUMMARY**

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

**Program Objective:** The purpose of this new degree program is to transition the sport management and recreation concentrations from under the umbrella of the current BS in Health, Physical Education and Recreation to a new stand-alone Bachelor of Science in Sport and Recreation Management with concentrations in sport management and recreation.

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

**Mode of Delivery:** Both traditional and non-traditional instructional methods will be utilized for the proposed program.

**Similar Programs:** The following institutions have similar programs located at CIP 31.0504: Alabama A&M University (Sport Management, BS); Athens State University (Health & Wellness Management, BS); and Troy University (Sport Management, BS/BA).

**Collaboration:** According to UNA officials, there are no immediate plans for collaboration 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 \$1,692,270 will be available through tuition and internal reallocations.

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

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

1. No new funds are required for the implementation of this program.
2. The proposed program will provide both a Sport Management concentration with distinct emphasis in Management, Marketing and Communications, and a Recreation concentration with distinct emphasis in Coaching and Officiating, Community Recreation and Outdoor Recreation.
3. Career and College Readiness/Preparation Projected Job Openings indicate a total of 3,509 occupations in the state related to Sport and Recreation Management will be available over the next five years.

DECISION ITEM D-4: University of North Alabama, Bachelor of Science in Sport and Recreation Management (CIP 31.0504)

Staff Presenter: Margaret Pearson  
Academic Program Review Analyst

Staff Recommendation: That the Commission approve the proposed Bachelor of Science in Sport and Recreation Management with a Concentration in Recreation and a Concentration in Sport Management. Consistent with Commission policy and operational definitions, these concentrations will not be identified separately in the Commission's Academic Program Inventory, and the institution may not identify them as degree programs.

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

Implementation Date: The proposed program will be implemented in August 2016. Based on Commission policy, the proposed program must be implemented by March 11, 2018, 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 7, 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.

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 September 1, 2021.

ALABAMA COMMISSION ON HIGHER EDUCATION  
Friday, March 11, 2016

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 November 17, 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 Sport and Recreation Management (CIP 31.0504)

**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	\$242,094	\$242,094	\$242,094	\$242,094	\$242,094	\$1,210,470
EXTRAMURAL	\$0	\$0	\$0	\$0	\$0	\$0
TUITION	\$79,200	\$85,800	\$99,000	\$105,600	\$112,200	\$481,800
TOTAL	\$321,294	\$327,894	\$341,094	\$347,694	\$354,294	\$1,692,270

**ENROLLMENT AND DEGREE COMPLETION PROJECTIONS**

	2016-17	2017-18	2018-19	2019-20	2020-21	5-YEAR AVERAGE
TOTAL HEADCOUNT ENROLLMENT	12	13	15	16	17	15
NEW ENROLLMENT HEADCOUNT	5	6	7	7	8	7
DEGREE COMPLETION PROJECTIONS	0	0	6	8	10	8

## Attachment 2

### Summary of Background Information

Bachelor of Science in Sport and Recreation Management  
University of North Alabama

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

**Objectives:** The purpose of this new degree program is to transition the sport management and recreation concentrations from under the umbrella of the current BS in Health, Physical Education and Recreation to a new stand-alone Bachelor of Science in Sport and Recreation Management with concentrations in sport management and recreation.

The following Student Learning Outcomes will be accessible for assessment as part of the student's senior portfolio:

- 1) **SLO:** Demonstrate foundational knowledge of sport and recreation management including historical development, socio-psychological aspects, management, marketing, finance, communications, legal issues, leadership, and governance in sport and recreation. **Assessment Method:** Students will complete multiple article critiques and at least one major research project in required sport and recreation management courses.
- 2) **SLO:** Demonstrate ability to work as a team member employing effective skills in written and oral communications and basic research skills. **Assessment Method:** Students will complete multiple group projects relative to sport and recreation management course content by submitting final research papers and delivering group presentations which will include the use of Microsoft PowerPoint.
- 3) **SLO:** Demonstrate ability to conduct methodological secondary research and apply basic statistical procedures applicable to the fields of sport and recreation management. **Assessment Method:** Students will complete research assignments requiring the use of basic statistical procedures applicable to sport and recreation management using statistical software and present research results using Microsoft Excel.
- 4) **SLO:** Demonstrate ability to participate in sport and recreation management research. **Assessment method:** Students will design and implement research projects resulting in the distribution of surveys, data collection and interpretation of survey data and present research results using Microsoft PowerPoint and Microsoft Excel.
- 5) **SLO:** Develop and present a major internship project. **Assessment Method:** Students will work with their internship field supervisor to develop, complete and present findings from a collaborative internship project.

**Administration:** The program will be administered by Dr. Donna Effort, College of Education and Human Sciences, Dean; and Dr. Tom Coates, Department of Health, Physical Education and Recreation, 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 are specialized accreditation agencies for both the sport management concentration (Commission on Sport Management Accreditation or COSMA) and the recreation concentration (the National Recreation and Park Association or NRPA) in the proposed B.S. in Sport and Recreation Management. Program curricula, as proposed, for both concentrations have been developed according to current standards established by both accrediting agencies with the intent of providing high quality educational

experiences for all students choosing this academic degree program. Following implementation of the proposed new degree program, a realistic timeline will be developed to move toward accreditation of both concentrations.

**Curriculum:**

Program Completion Requirements:

Credit hours required in major courses	27
Credit hours required in minor	0
Credit hours in institutional general education or core curriculum	60
Credit hours required in support courses	33
Credit hours in required or free electives	0

Total credit hours required for completion = 120.

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

**Distance Education:** Both traditional and non-traditional instructional methods will be utilized for the proposed program.

**Admissions:** Admission to the proposed B.S. in Sport and Recreation Management requires no additional conditions beyond the standard University admission requirements. The proposed degree is closely aligned with the current sport management concentration and recreation concentration under the B.S. in Health, Physical Education and Recreation. As with the current sport management concentration and recreation concentration, a twelve (12) credit hour (400 contact hours) internship is required for this proposed degree program. All students enrolled in the proposed major will also be required to complete HPE 000, Senior Portfolio, which will serve as a culminating experience and include specified artifacts from a number of major courses and details on the required major internship project.

**Need:** The purpose of this new degree program is to transition the sport management concentration and recreation concentration from under the umbrella of the current B.S. in Health, Physical Education and Recreation to a new stand-alone B.S. in Sport and Recreation Management with concentrations in sport management and recreation. The B.S. in Health, Physical Education and Recreation will continue serving a large number of students as more growth in the program is anticipated.

Recent research has shown rapid growth in the global sport industry with a current industry value between \$480 and \$620 billion or 1 percent of global gross domestic product. Specifically, this places the sport industry among the top fifteen largest industries in the United States. Furthermore, the Outdoor Industry Association reported that while outdoor recreation generates \$646 billion in consumer spending (outdoor gear, vehicles, trips, travel-related expenses, etc.) and 6.1 million American jobs directly, the field also generated \$7.5 billion in consumer spending and 86,000 direct jobs in Alabama. According to the proposal, in order to capitalize on these global, national and state trends, it is important to develop and promote academic programs in sport and recreation management that will prepare students to assume leadership roles in the sport and recreation industries. In fact, since it was first proposed at the University of North Alabama as part of a strategic curriculum revision, enrollment in the sport management concentration has gone from 0 in 2010 to approximately 90 undergraduate students in 2015. The recreation concentration has sustained enrollment during this same period and currently the two concentrations combined represent approximately 120 majors. The strategic curriculum revisions made in 2009, have provided the foundation for this proposed new B.S. in Sport and Recreation Management. A move in this direction to create the proposed new degree program with concentrations in both sport management and recreation is in line with and strongly supports the mission of the University which states, "As a regional, state-assisted institution of higher education, the University of North Alabama pursues its mission of engaging in teaching, research, and service in order to provide educational opportunities for students, an environment for discovery and creative accomplishment, and a variety of outreach activities meeting the

professional, civic, social, cultural, and economic development needs of our region in the context of a global community.”

**Student Demand:** A survey was developed and administered to students currently enrolled in the current B.S. in Health, Physical Education and Recreation who are pursuing concentrations in sport management and recreation. From the students surveyed, 72 percent indicated a desire to move to the proposed B.S. in Sport and Recreation Management.

**Faculty:**

Current Primary Faculty—

Full-time: 3

Part-time: 1

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: 1

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:** The Collier Library at UNA and the Departmental Library provide access to a wide variety of in print items and electronic access to all major journals akin to the proposed B.S. in Sport and Recreation Management. Considering knowledge of the local collection and all of the data reviewed and outlined above, the University’s collection supports a B.S. in Sport and Recreation Management.

**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 \$1,692,270 will be available through tuition and internal reallocations.

**Attachment 3**

University of North Alabama  
 Bachelor of Science in Sport and Recreation Management

Course Number and Title	Number of Credit Hours	* If New Course
General Education Requirements	60	
HPE 000 Senior Portfolio	0	
HPE 466W Legal Issues and Risk Management	3	
HPE 498 Internship	6	
SRM 305 Marketing of Sport and Recreation Activities	3	
SRM 310 Sport Facilities and Event Management	3	
SRM 410 Management of Sport and Recreation Organizations	3	
SRM 498 Internship	6	
COM 410 Layout and Design	3	
<b>Recreation Concentration</b>		<b>Sport Management Concentration</b>
HPE 102 Weight Training <u>OR</u> HPE 105 Walking, Jogging/Running	1	SRM 230 Sociology of Sport 3
HPE 130 Beginning Swim <u>OR</u> HPE 131 Intermediate Swim	1	SRM 240 Economics of Sport 3
Lifetime Activity (Advisor Approved)	1	SRM 300 Sport Finance 3
SRM 341 Recreational Programs and Leadership	3	SRM 315 Governance and Leadership in Sport 3
SRM 441 Outdoor Education	3	SRM 320 Sport Communication 3
SRM 444 Recreation for Special Populations	3	SRM 420 Seminar in Sport Management <u>OR</u> HPE 490 Research Methods: Introduction to Concepts and Analyses 3
SRM 480 Recreational Leadership <u>OR</u> HPE 490 Research Methods: Introduction to Concepts and Analyses	3	Choose <u>ONE</u> Course from the Following
Choose <u>ONE</u> of the Following Emphases		HPE 370 Theory and Practice in Coaching <u>OR</u> HPE 421 Psychology of Coaching <u>OR</u> SRM 372 Golf for the Business Professional 3
<u>Coaching and Officiating Emphasis</u>		Choose <u>ONE</u> of the Following Emphases
HPE 226 Introduction to Team Sports	3	<u>Communication Emphasis</u>
HPE 275 Officiating Sports	3	COM 215 Media Writing 3
HPE 352 Kinesiology	3	COM 230 Foundations to Public Relations 3
HPE 378 Athletic Training and Conditioning	3	COM 243 Aural-Visual Production 3
HPE 421 Psychology of Coaching	3	COM Elective (Advisor Approved) 3
HPE 450 Motor Learning	3	Management Emphasis (Select 12 credit hours from the following)
<u>Community Recreation Emphasis</u>		MG 330 Principles of Management 3

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 Friday, March 11, 2016

HPE 300 Methods of Teaching Physical Education, Grades 6-12	3	MG 331 Leadership and Organization Behavior	3
SRM 335 interpretation of Cultural and Natural Resource	3	MG 362 Human Resource Management	3
SRM 340 Commercial Recreation and Tourism	3	MG 382W Managerial Communication	3
COM 230 Foundations to Public Relations	3	MG 391 Entrepreneurship	3
MK 360 Principles of Marketing <u>OR</u> SRM 372 Golf for the Business Professional	3	<u>Marketing Emphasis (Select 12 credit hours from the following)</u>	
SO 403 Gerontology <u>OR</u> HPE 401 Adapted Physical Education	3	MK 360 Principles of Marketing	3
<u>Outdoor Recreation Emphasis</u>		MK 363 Integrated Marketing Communications	3
SRM 250 Wilderness First responder <u>OR</u> SRM 252 Wildland Firefighter	3	MK 395 Entrepreneurial Marketing	3
SRM 330 Camp Leadership	3	MK 461 Sales and Sale Management	3
SRM 335 Interpretation of Cultural and Natural Resources	3	MK 476 Consumer and Marketing Behavior	3
SRM 345 Natural Resource Management	3		
SRM 346 National Parks and the National Park Service <u>OR</u> SRM 451 Expedition Leadership	3		
GE 225 Maps and Map Interpretation	3		
<b>TOTAL</b>	<b>120</b>	<b>TOTAL</b>	<b>120</b>

DECISION ITEM D-5: Shelton State Community College, Associate in Applied Science in Auto Mechanics (CIP 47.0604)

### **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:** Program objectives are to:

- Increase program enrollment and retention by offering an Associate of Applied Science degree that is more appealing to students when they are evaluating their career options.
- Establish multiple career pathways for students that will provide relevance and employment security in a global workforce.
- Provide graduates with the credentials currently considered by most industries as the minimum qualifications needed for entry level employment and opportunities for advancement within those organizations.
- Create a much needed pipeline of employees for local automotive manufacturers, dealerships, and independent repair facilities in Region 3 (of the Workforce Development Council of Alabama) that are experiencing growth and attrition.

**Role:** The proposed program is within the instructional role for Shelton State Community College (SHC).

**Mode of Delivery:** The program will be comprised of partial distance learning delivery of approximately twenty-five percent.

**Similar Programs:** The proposed new instructional program closely resembles, and is modeled after, the AAS programs in Automotive Technology currently offered at Lawson State Community College, Bessemer Campus. The manufacturer partnerships at Lawson State are with Ford, General Motors and Toyota and are geared primarily toward service technicians in the dealership work environment. The Mercedes Benz U.S. International (MBUSI) partnership is custom tailored to meet the needs of Mercedes Benz U.S. International in a manufacturing environment. The automotive technician program at Lawson State primarily serves the Birmingham metro area, the largest market in the state. Shelton State is situated in West Alabama and serves a need independent of the area served by Lawson State.

**Collaboration:** In 2012 Shelton State entered into a partnership with Mercedes Benz U.S. International to provide pre-employment automotive technical training for Mercedes production team member candidates. The scope of that initiative has expanded since 2012 to include post assembly line repair of vehicles that did not pass quality control standards at the end of the production process.

**Licensure:** Licensure is not required for employment as an automotive technician.

**Resources:** A total of \$63,000 in new funds will be needed for the program in the first five years, and a total of \$683,400 will be available through tuition.

**Public Review:** The program was posted on the Commission website from January 4, 2016 until January 24, 2016 (twenty days) for public review and comments. No comments were received.

**Rationale for Staff Recommendation:**

1. Shelton State has a partnership with Mercedes Benz U.S. International to provide pre-employment automotive technical training for Mercedes production team member candidates. Additionally, the scope of the partnership has recently expanded.
2. According to the Bureau of Labor Statistics, employment of automotive service technicians and mechanics is projected to grow 9 percent from 2012 to 2022, about as fast as the average for all occupations. As the number of vehicles in use continues to rise, more entry-level service technicians will be needed to do basic maintenance and repair such as replacing brake pads and changing oil. The increasing lifespan of late-model cars and light trucks will further increase demand for qualified workers.
3. The proposed new instructional program is designed to meet the needs of employers in Workforce Development Region 3.
4. The total funds anticipated to be available through tuition are over ten (10) times the funds required to support the program.



DECISION ITEM D-5: Shelton State Community College, Associate in Applied Science in Auto Mechanics (CIP 47.0604)

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

Staff Recommendation: That the Commission approve the proposed Associate in Applied Science in Auto Mechanics.

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

Implementation Date: The proposed program will be implemented July 2016. Based on Commission policy, the proposed program must be implemented by March 11, 2018, 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 6, 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 8, based on the proposal.
3. That a follow-up survey be conducted after the first five years that will show at least 75 percent of the graduates were successful in acquiring related employment.
4. That information regarding an overall assessment of the program will be provided, particularly as related to objectives and assessment measures stated in the proposal.

Shelton State Community College (SHC) 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 August 1, 2021.

Supporting Documentation:

1. New Academic Degree Program Application Summary, attached.
2. Summary of Background Information, attached.
3. Curriculum for Proposed Program, attached.
4. Shelton State Community College proposal, dated December 4, 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 Shelton State Community College

PROGRAM Associate in Applied Science in Auto Mechanics (CIP 47.0604)

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

	2016-17	2017-18	2018-19	2019-20	2020-21	TOTAL
FACULTY	\$12,600	\$12,600	\$12,600	\$12,600	\$12,600	\$63,000
LIBRARY	\$0	\$0	\$0	\$0	\$0	\$0
FACILITIES	\$0	\$0	\$0	\$0	\$0	\$0
EQUIPMENT	\$0	\$0	\$0	\$0	\$0	\$0
STAFF	0	0	0	0	0	\$0
OTHER	\$0	\$0	\$0	0	\$0	\$0
TOTAL	\$12,600	\$12,600	\$12,600	\$12,600	\$12,600	\$63,000

**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	\$136,680	\$136,680	\$136,680	\$136,680	\$136,680	\$683,400
TOTAL	\$136,680	\$136,680	\$136,680	\$136,680	\$136,680	\$683,400

**ENROLLMENT AND DEGREE COMPLETION PROJECTIONS**

	2016-17	2017-18	2018-19	2019-20	2020-21	5-YEAR AVERAGE
TOTAL HEADCOUNT ENROLLMENT	10	10	10	10	10	10
NEW ENROLLMENT HEADCOUNT	6	6	6	6	6	6
DEGREE COMPLETION PROJECTIONS	0	8	8	8	8	8

**Attachment 3**

**Shelton State Community College  
 Associate in Applied Science in  
 Auto Mechanics**

Academic Requirements			
ORI	101	Orientation to College	1
ENG	101	English Composition	3
CIS	146	Microcomputer Applications	3
MTH	100	College Algebra	3
SPH	107	Fundamentals of Public Speaking	3
DDT	104	Basic CAD	3
PSY	276	Human Relations	3
Fine Art		Fine Art or Humanities Elective	3
Academic Total			22
Core			
AUM	101	Fundamentals of Automotive Technology	3
AUM	112	Electrical Fundamentals	3
AUM	124	Automotive Engines	3
AUM	162	Electrical Electronic Systems	3
AUM	239	Engine Performance	3
AUM	127	Braking/Steering & Suspension Systems	3
AUM	212	Advanced Electrical/Electronic Systems	3
AUM	133	Heating Ventilation & Air Conditioning	3
Core Total			24
MBUSI Systems Skills Pathway Requirements			
AUM	127	Automotive Braking & Steering/Steering and Suspension Systems	3
AUM	291	Work Based Learning	3
AUM	293	Work Based Learning	3
AUM	235	Automatic Transmissions Drive Trains & Axles	3
AUM	248	Engine Performance, Diagnostics and Emissions	3
Pathway Total			15
Degree Total			61
Automotive Mechanics Pathway Requirements			
AUM	121	Braking Systems	3
AUM	122	Steering and Suspension	3
AUM	220	Advanced Automotive Engines	3
AUM	224	Manual Transmission and Trans Axle	3
AUM	230	Automatic Transmission and Trans Axle	3
AUM	244	Engine Performance & Diagnostics	3
AUM	246	Automotive Emissions	3
Pathway Total			21
Degree Total			67

DECISION ITEM D-6: Shelton State Community College, Associate in Applied Science and Certificate in Logistics/Supply Chain Management (CIP 52.0203)

### **EXECUTIVE SUMMARY**

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

**Program Objective:** Program objectives are to provide a student learning experience that includes both theoretical knowledge and practical experience in all of the following areas:

- The procurement of capital, supply and services
- Basic and advanced warehouse/distribution center operation/management
- Automated logistics systems
- Warehouse health & safety requirements
- Material handling equipment operation
- Workplace essential skills
- Professional certifications
- Introduction to Logistics/Supply Chain Management professional organizations
- Data/Value analysis
- Vendor relationship management
- Transportation
- Logistics/Supply chain strategic planning
- Budgeting
- Inventory control
- Receiving and Distribution
- Quality Management

**Role:** The proposed program is within the instructional role for Shelton State Community College (SHC).

**Mode of Delivery:** Some of the academic course requirements of the program can be taken through online course delivery methods. More specifically, the program will be comprised of approximately a one-third interactive distance delivery component.

**Similar Programs:** SHC is aware of other institutions, considerably outside of their service area, that are working on establishing similar programs. If the other programs are established, the programs will pull from a different student pool and from a different community.

**Collaboration:** SHC is committed to collaborating with other institutions to achieve shared goals.

**Licensure:** Licensure is not required for employment in the proposed field of study.

**Resources:** A total of \$63,000 in new funds will be needed for the program in the first five years, and a total of \$268,000 will be available through tuition.

**Public Review:** The program was posted on the Commission website from January 4, 2016 until January 24, 2016 (twenty days) for public review and comments. No comments were received.

**Rationale for Staff Recommendation:**

1. SHC reports that according to the U.S. Bureau of Labor Statistics, jobs in supply chain are estimated to grow by 28 percent between 2010 and 2020, an average growth rate that is nearly twice as fast as 14 percent of all occupations.
2. SHC states that a search of Indeed.com, a popular employment website, conducted on October 1, 2015 revealed 198 jobs within a 50 mile radius of Tuscaloosa, Alabama matching the keyword search "Logistics" and 67 jobs matching the keyword search "Supply Chain Management". Jobs included a Logistics Coordinator, Supply Chain Leader, Material Planner, Data Entry Warehouse Clerk, Warehouse Technician, Supply Chain Manager and Spec-Supply.
3. This program does not duplicate, but complements an existing secondary Logistics program being offered to local high school juniors and seniors. SHC is actively collaborating with the leadership of this secondary program in regards to the potential for dual enrollment/articulation opportunities.
4. Sources of funds from tuition are projected to be more than four (4) times the new estimated funds needed to support the proposed program.

DECISION ITEM D-6: Shelton State Community College, Associate in Applied Science and Certificate in Logistics/Supply Chain Management (CIP 52.0203)

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

Staff Recommendation: That the Commission approve the proposed Associate in Applied Science and Certificate in Logistics/Supply Chain Management.

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 March 11, 2018, 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 2017-18 through 2020-21 (four-year average) will be at least 8, based on the proposal.
3. That a follow-up survey be conducted after the first five years that will show at least 75 percent of the graduates were successful in acquiring related employment.
4. That information regarding an overall assessment of the program will be provided, particularly as related to objectives and assessment measures stated in the proposal.

Shelton State Community College (SHC) 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 Application Summary, attached.
2. Curriculum for Proposed Program, attached.
3. Shelton State Community College proposal, dated December 4, 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 Shelton State Community College

PROGRAM Associate in in Logistics/Supply Chain Management (CIP 52.0203)

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

	2016-17	2017-18	2018-19	2019-20	2020-21	TOTAL
FACULTY	\$12,600	\$12,600	\$12,600	\$12,600	\$12,600	\$63,000
LIBRARY	\$0	\$0	\$0	\$0	\$0	\$0
FACILITIES	\$0	\$0	\$0	\$0	\$0	\$0
EQUIPMENT	\$0	\$0	\$0	\$0	\$0	\$0
STAFF	0	0	0	0	0	\$0
OTHER	\$0	\$0	\$0	0	\$0	\$0
TOTAL	\$12,600	\$12,600	\$12,600	\$12,600	\$12,600	\$63,000

**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	\$53,600	\$53,600	\$53,600	\$53,600	\$53,600	\$268,000
TOTAL	\$53,600	\$53,600	\$53,600	\$53,600	\$53,600	\$268,000

**ENROLLMENT AND DEGREE COMPLETION PROJECTIONS**

	2016-17	2017-18	2018-19	2019-20	2020-21	5-YEAR AVERAGE
TOTAL HEADCOUNT ENROLLMENT	8	15	17	19	21	16
NEW ENROLLMENT HEADCOUNT	8	9	10	11	12	10
DEGREE COMPLETION PROJECTIONS	0	6	7	8	9	8

**Attachment 2**

**Shelton State Community College  
Associate in Applied Science and Certificate in  
Logistics/Supply Chain Management  
Credit Hours**

<b>Logistics/Supply Chain Management Short Certificate</b>	<b>Credit Hours</b>
General Education Requirements	0
Technical Core	21
<b>Total Certificate</b>	<b>21</b>

<b>Logistics/Supply Chain Management Long Certificate</b>	<b>Credit Hours</b>
General Education Requirements	12
Technical Core	31
<b>Total Certificate</b>	<b>43</b>

<b>Associate in Applied Science in Logistics/Supply Chain Management</b>	<b>Credit Hours</b>
General Education Requirements	21
Technical Core	40
<b>Total Degree</b>	<b>61</b>

**Attachment 2 (continued)**

**Shelton State Community College  
 Associate in Applied Science and Certificate in  
 Logistics/Supply Chain Management  
 Curriculum**

	Course #	Course Name	Sem. Hours
<b>Semester 1</b>	ORI 101	Orientation To College*	1
	LGT 106	Workplace Essentials ( <i>Alabama Career Readiness Certificate</i> )	3
	LGT 108	Introduction to Logistics	3
	LGT 110	Warehouse Operations I	3
	CIS 146	Microcomputer Applications*	3
	LGT 296	Directed Studies in Logistics *	3
		<b>SEMESTER HOURS:</b>	<b>16</b>
<b>Semester 2</b>	LGT 111	Warehouse Operations II	3
	LGT 114	Supply Chain Fundamentals	3
	LGT 115	Purchasing in Logistics	3
	LGT 117	Survey of Automated Logistics Systems	3
	ENG 101	English Composition I*	3
		<b>SEMESTER HOURS:</b>	<b>15</b>
		<i>Eligible for Short Term Certificate (STC) – Logistics/Supply Chain Management</i> <i>*Students selecting the STC track only are not required to take these courses.</i>	<b>31 Hours (21 Hours-STC)</b>
<b>Semester 3</b>	MTH 100	MTH 100 or numerically higher	3
	PSY 276	Human Relations**	3
	SPH 107	Fundamentals of Public Speaking	3
	LGT 233	Co-op in Warehouse Logistics (selected concentration : Manufacturing/Production, Healthcare, Transportation/Movement)	3
	Area II	Humanities & Fine Arts Elective**	3
		<b>SEMESTER HOURS:</b>	<b>15</b>
		<i>Eligible for Certificate – Logistics/Supply Chain Management</i> <i>**Students selecting the Certificate track only are not required to take these courses.</i>	<b>46 Hours (43 Hours-Certificate)</b>
<b>Semester 4</b>	LGT 101	Transportation & Distribution Logistics	3
	LGT 271	Supply Chain Analytics	3
	LGT 210	Quality Improvement in Supply Chain Management	3
	BUS 186	Elements of Supervision	3
	Area III	Natural Science or Mathematics Elective	3
		<b>SEMESTER HOURS:</b>	<b>15</b>
		<i>Eligible for AAS in Logistics/Supply Chain Management</i> <i>* Students selecting the AAS track must register for LGT 296 as a three (3) semester hour directed study.</i>	
		Total Hours Required for Degree	<b>61 Hours</b>

DECISION ITEM D-7: University of Alabama at Birmingham, Master of Science in Health Physics (CIP Code 51.2205)

### **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:** Health Physics is a discipline that involves the application of physics and nuclear science to address protecting individuals from the harmful effects of ionizing radiation in a variety of places where radiation is used such as universities, research institutes, hospitals, and nuclear power plants. Advances in biomedical research and diagnostic radiology have created a growing need for professionals with expertise in this field.

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

**Mode of Delivery:** All courses offered through the Master of Science in Health Physics program will be web-enhanced but will be delivered in a campus-based format. Some courses may offer part or all of their didactic content asynchronously via a web-based learning system. Due to the hands-on nature of many of the courses (laboratories, experiential practice), however, there are no plans currently to deliver the entire curriculum through distance education.

**Similar Programs:** The program at UAB will be the only one its kind in Alabama and one of only about 20 such programs in the country.

Clemson University (South Carolina) has an MS in Environmental Engineering and Science program with an emphasis in Environmental Health Physics. Duke University (North Carolina) offers a Master of Science in Medical Physics with a Medical Health Physics track. Louisiana State University and Texas A&M University offer students an MS in Health Physics. University of Florida offers an MS in Nuclear Engineering Sciences with an emphasis in Health Physics. The University of Tennessee also offers an MS in Nuclear Engineering with a concentration in Radiological Engineering. Vanderbilt University (Tennessee) offers an MS in Physics and Astronomy with a concentration in Health Physics.

**Collaboration:** No similar programs exist in Alabama for collaboration; the proposed Health Physics program will be unique in the state. Given the specialized nature of this program and that this is the only program of its kind in the state, UAB has not reached out to UA system institutions for collaboration at this time.

**Resources:** The proposal projected that a total of \$1,093,956 in estimated new funds will be required to support the proposed program. A projected total of \$1,113,202 in new funds will be available from tuition and internal reallocations.

**Public Review:** The program was posted on the Commission website from January 4, 2016 until January 24, 2016 (twenty days) for public review and comments. No comments were received.

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

1. This is an emerging field. Advances in biomedical research and diagnostic radiology have created a growing demand for professionals with expertise in health physics and the impact of ionizing radiation on individuals.
2. The program is unique in Alabama.

3. The program graduates will be prepared for Part I of the certification examination administered by the American Board of Health Physics or the American Board of Radiology.
4. There appears to be high student demand.
5. The proposed program will prepare graduates for employment in a variety of settings such as nuclear power plants, manufacturing facilities, and research institutions where knowledge of radiation safety is critical.

DECISION ITEM D-7: University of Alabama at Birmingham, Master of Science in Health Physics (CIP Code 51.2205)

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

Staff Recommendation: That the Commission approve the proposed Master of Science in Health Physics.

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 March 11, 2018, 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 5, based on the proposal.
3. That a follow-up survey be conducted after the first five years that will show at least 75 percent of the graduates were successful in acquiring related employment or 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 at Birmingham (UAB) will be required to phase out the program if any of the post-implementation conditions are not met. The institution must present documentation regarding the post-implementation conditions, as well as a general assessment of the program, in a report submitted to the Commission no later than September 1, 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 Alabama at Birmingham program proposal, received September 18, 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 Science in Health Physics (CIP Code 51.2205)

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

	2016-17	2017-18	2018-19	2019-20	2020-21	TOTAL
FACULTY	\$195,000	\$200,850	\$206,875	\$213,082	\$219,474	\$1,035,281
LIBRARY	\$3,735	\$3,735	\$3,735	\$3,735	\$3,735	\$18,675
FACILITIES	\$0	\$0	\$0	\$0	\$0	\$0
EQUIPMENT	\$0	\$0	\$0	\$0	\$0	\$0
STAFF	\$0	\$0	\$0	\$0	\$0	\$0
ASSISTANTSHIPS	\$0	\$0	\$0	\$0	\$0	\$0
OTHER	\$12,000	\$10,000	\$8,000	\$5,000	\$5,000	\$40,000
TOTAL	\$210,735	\$214,585	\$218,610	\$221,817	\$228,209	\$1,093,956

**SOURCES OF FUNDS AVAILABLE FOR PROGRAM SUPPORT**

	2016-17	2017-18	2018-19	2019-20	2020-21	TOTAL
INTERNAL REALLOCATIONS	\$150,000	\$100,000	\$45,000	\$0	\$0	\$295,000
EXTRAMURAL	\$0	\$0	\$0	\$0	\$0	\$0
TUITION	\$96,045	\$130,440	\$149,649	\$194,946	\$247,122	\$818,202
TOTAL	\$246,045	\$230,440	\$194,649	\$194,946	\$247,122	\$1,113,202

**ENROLLMENT AND DEGREE COMPLETION PROJECTIONS**

	2016-17	2017-18	2018-19	2019-20	2020-21	5-YEAR AVERAGE
TOTAL HEADCOUNT ENROLLMENT	5	5	6	8	10	7
NEW ENROLLMENT HEADCOUNT	5	5	5	5	5	5
DEGREE COMPLETION PROJECTIONS	0	4	4	5	7	5



## Attachment 2

### Summary of Background Information

Master of Science in Health Physics  
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 program objectives are to:

- To provide didactic and practical coursework to prepare students to perform the job roles and functions of a health physicist.
- To prepare students for Part I of the certification examination administered by the American Board of Health Physics (ABHP).
- To provide students with the knowledge and skills to secure employment in fields where radiation protection and planning are essential — industry, universities, medicine, national laboratories, government, nuclear power generation, and radioactive waste management.
- To provide training to develop non-cognitive skills desirable of health professionals including the ability to relate well to people, deal with stressful situations, and display sound judgment and integrity.

**Assessment:** Ongoing evaluation of program operations and graduate outcomes will be the responsibility of the Program Director and the Chair of the Department of Clinical and Diagnostic Sciences. The Master of Science in Health Physics program will be evaluated annually, and this evaluation will be informed by data from the multiple sources.

- An application database will be used to track the number of applicants, accepts, matriculations, and graduations.
- Graduates will be eligible to sit for national board exams. Pass rates on these exams will be tracked annually.
- Employers of former students will be asked to complete a survey about expected performance quality of graduates and this information will be tracked.
- Each semester students will complete Student Ratings for each course to ensure learning objectives are met.
- Exit interviews will be performed before graduation and will allow the program to gather data regarding the student's overall perception of program effectiveness and the placement of graduates.
- Assignments, quizzes, and exams in individual didactic courses will be used to assess attainment of program and course learning objectives.

**Administration:** The program will be administered by the School of Health Professions Dean, Dr. Harold Jones; Department of Clinical and Diagnostic Sciences, Chairperson, Dr. Janelle Chiasera.

**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 votes were received, with all four recommending that the program be approved.

**Accreditation:** Health Physics programs may be accredited by the Applied Science Accreditation Commission (ASAC) of the Accreditation Board for Engineering and Technology (ABET). ABET/ASAC accreditation will be sought for this masters program once the eligibility criteria are met. According to ABET, "program requesting an initial accreditation review must have at least one graduate prior to the academic year when the on-site review occurs."

**Curriculum:** This program will need a total of 22 semester hours of new courses spread over the 6 courses listed here:

MHP 601 Principles of Health Physics (3 hours)  
MHP 611 Physics of Diagnostic Imaging (3 hours)  
MHP 620 Principles of Dosimetry (3 hours)  
MHP 621 Nonionizing Radiation (3 hours)  
MHP 691 Supervised Practice (6 hours)  
MHP 698 Non-Thesis Research (4 hours)

The master's degree curriculum is being proposed as a 53-credit-hour degree that full-time students can complete in three terms, one academic year.

Program Completion Requirements:

Credit hours required in major courses:	36
Credit hours required in support courses:	7
Credit hours in required or free electives:	6
Credit hours for non-thesis project:	4
Total Credit hours:	53

Students must complete a total of 12 semester hours (480 contact hours) of supervised applied Health Physics practice which is a part of the total 53 hours needed for the degree.

**Collaboration:** No similar programs exist in Alabama for collaboration; the proposed Health Physics program will be unique in the state. Given the specialized nature of this program and that this is the only program of its kind in the state, UAB has not reached out to UA system institutions for collaboration at this time.

**Distance Education:** All courses offered through the Master of Science in Health Physics program will be web-enhanced but will be delivered in a campus-based format. Some courses may offer part or all of their didactic content asynchronously via a web-based learning system. Due to the hands-on nature of many of the courses (laboratories, experiential practice), however, there are no plans currently to deliver the entire curriculum through distance education.

**Admissions:** Applicants must meet the UAB Graduate School criteria for admissions. Applicants must have a B.S. degree in physics, engineering, or other related science fields (biology, chemistry, biochemistry, biomedical sciences, etc.), a minimum overall GPA of 3.0, and a minimum grade of C in all prerequisite courses. Applicants must submit their results of the Graduate Record Examination (GRE). Student scores on admission exams will be compared with national percentiles for program admissions purposes. Applicants must submit a statement of interest to the program and three letters of recommendation. The Admissions Committee, composed of the program director and program faculty, will review the applications and select applicants for an interview. Applicants are evaluated on the quality of their personal statement and interview, recommendation letters, GPA, and standardized test scores.

**Need:** Health physicists are vital in places where radiation is used because their job is to protect human health from the harmful effects of ionizing radiation. Places where radiation is used include universities, research institutes, hospitals, and nuclear power plants. There are only about 20 Health Physics programs at the master's degree level in the nation and this would be the only one in the State of Alabama. The Health Physics profession started in the 1940s after the Manhattan project began, when scientists began to have concerns about the health effects of ionizing radiation on the human body, and to develop ways to protect the public from the harmful effects of ionizing radiation. In almost 70 years of existence, this field has experienced fluctuation, especially with the rise and fall of nuclear power energy funding.

Concurrently with the rise of nuclear power energy, most practicing health physicists were educated in the 1960s and 1970s. Due to subsequent funding cuts, very few new graduates entered the work force during the 1990s and early 2000s. Now, there is an increasing need to educate new health physicists, not only

because those educated in the 60s and 70s are reaching retirement age, but also because over the past 10 years ionizing radiation use has increased significantly due to advances in biomedical research and new technologies in diagnostic radiology.

The U.S. Bureau of Labor Statistics does not collect employment data for health physicists specifically, but collects employment data for physicists as a whole, and it shows that the number of job openings in physics is projected to grow 10 percent from 2012 to 2022, about as fast as the average for all occupations. Additionally, according to the 2014 survey data collected by the Health Physics Society, a certified health physicist with a masters degree earns an average salary of \$131,440 which is almost 4 times the national average wage of all occupations, and twice the average of salary of occupations with the same educational level, according to the Bureau of Labor Statistics data.

Projected Job Openings

	Year 1	Year 2	Year 3	Year 4	Year 5	Total
Local	270	281	292	304	316	1,463
State	1,350	1,404	1,460	1,518	1,579	7,311
SREB	2,112	2,196	2,284	2,375	2,470	11,437
Nation	20,600	21,424	22,281	23,172	24,099	111,576

**Student Demand:** A survey of interest was administered to current UAB undergraduate juniors and senior students majoring in a natural science or engineering to determine their interest in pursuing a Master of Science in Health Physics should such a program become available. A summary of the results indicated:

- Of the 48 students who responded to the query "How likely or unlikely are you to consider enrolling in this program if it were offered at UAB", a total of 42 percent answered somewhat likely or very likely.
- Of the 46 students who responded to the question "Would you like additional information regarding the proposed Health Physics Master of Science degree at UAB when it becomes available", a total of 39 percent answered yes.
- Of the 18 students who responded 'yes' to the previous question, 95 percent (17 students) provided their contact information in the question "Please provide your contact information in order to receive additional information about the proposed Health Physics Master of Science Degree at UAB".

**Resources:**

Faculty:

Current Primary Faculty—

Full-time: 3

Part-time: 0

Support Faculty—

Full-time: 1

Part-time: 0

Additional Faculty to Be Hired:

Primary Faculty—

Full-time: 1

Part-time: 0

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

It is anticipated that one full-time faculty will need to be hired initially for the program. This position will minimally require a doctoral degree in Physics, Health Physics, Medical Physics, or a closely related field; and certification by the American Board of Health Physics (ABHP), the American Board of Medical Physics (ABMP), or the American Board of Radiology (ABR). Preference will be given to applicants with three to five years' experience in teaching and expertise in design and development of a curriculum for graduate level Health/Medical Physics courses, or a strongly related field.

**Support Staff:** The Department of Clinical and Diagnostic Sciences currently has seven (7) administrative support staff available to assist the program director with the day-to-day operations of the Master of Science in Health Physics. No additional support staff are anticipated to be needed.

**Assistantships:** No assistantship or fellowship stipends are planned for students in the Master of Science in Health Physics Program.

**Equipment:** The current Nuclear Medicine Technology laboratory space in the School of Health Professions is sufficient for program needs. We do not anticipate the purchase of any new or additional equipment to be required for the program. Specialized equipment will be utilized at clinical practice sites.

**Facilities:** New courses proposed in the Master of Science in Health Physics can be accommodated by the facilities currently available to the Department of Clinical and Diagnostic Sciences.

**Library:** Lister Hill Library's print monograph collection includes 132,773 cataloged volumes that support instruction, research, and patient care. Print volumes are organized by the National Library of Medicine classification system while newer ebooks are added to the catalog but not classified. Lister Hill Library's catalog has 151 book/e-book titles on health or medical physics, radiation safety, radiation dosimetry, or ionizing radiation. We have an additional 819 books/ebooks on radiology, some of which will discuss radiation safety issues. Of these total 970 titles on health or medical physics, radiation safety, radiation dosimetry, ionizing radiation or radiology, 226 were published since 2000.

For collection development purposes, Lister Hill Library of the Health Sciences primarily supports the ongoing biomedical, life sciences, and clinical patient care activities of the UAB Schools, as well as the I-UAB Health System. Access to recently published knowledge is supplied in digital format with increasing efforts to integrate unmediated demand driven systems to deliver content. The goal is to promote a user centered collection that represents the unique and real-time needs of the UAB community. Access to e-book collections is available through the online catalog and Serials Solutions with 107,182 ebooks available via Serials Solutions.

UAB currently has access to 39,499 full-text electronic journals of which 9,283 are directly related to the health sciences with 163 electronic journals in the subject category of radiology, MRI, ultrasonography, and medical physics. Within the Lister Hill Library catalog, there are 10 electronic journals in health or medical physics, radiation safety, radiation dosimetry, or ionizing radiation.

**Program Budget:** The proposal projected that a total of \$1,093,956 in estimated new funds will be required to support the proposed program. A projected total of \$1,113,202 will be available from tuition and internal reallocations.

**Attachment 3**

**The University of Alabama at Birmingham**  
 Master of Science in Health Physics

Proposed Curriculum

<b>Course Number-Title</b>	<b>Credits</b>
First Year - Fall	3
MHP 601 Principles of Health Physics	4
NMT 610 Medical Radiation Physics & Lab	4
NMT 621 Nuclear Medicine Instrumentation & Lab CDS	3
610 Research Design and Statistics	
<b>Total</b>	<b>14</b>
First Year — Spring	
MHP 611 Physics of Diagnostic Imaging	3
MHP 620 Principles of Dosimetry	3
NMT 641 Regulations, Radiation Protection/Biology & Lab	4
CDS 625 Analysis of Scientific Publication	3
<b>Total</b>	<b>13</b>
First Year — Summer	
MHP 621 Non-ionizing Radiation	3
MHP 691 Supervised Practice	6
Elective I	3
<b>Total</b>	<b>12</b>
Second Year — Fall	
MHP 691 Supervised Practice	6
MHP 698 Non-thesis research	4
CDS 504 Professional Development	1
Elective II	3
<b>Total</b>	<b>14</b>
<b>Total hours</b>	<b>53</b>

Prerequisite Courses — (8 hours)  
 Calculus-based General Physics I and II (8 hours)

DECISION ITEM D-8: University of Alabama in Huntsville, Master of Arts in Professional Communication (CIP 09.0100)

### **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 proposed Master of Arts in Professional Communication is to prepare students to work in communication-intensive jobs and further graduate study. Students with bachelor's degrees in communication and other fields can benefit from advanced study that makes them more competitive in the job market and prepares them for growing or continuing opportunities in social media management, public relations, technical writing, advertising, training, human resource management, theatrical staging, and other areas, as well as for Ph.D. study in Communication.

**Role:** The proposed program is not within the instructional role recognized by the Commission for the University of Alabama in Huntsville (UAH). Approval of the program will expand academic subdivision groupings "Communications and Related Technologies" to the Master's Level.

**Mode of Delivery:** Most communication classes, given their focus on face-to-face communication, will be taught in a traditional classroom. Some classes will utilize a hybrid format, with some lectures and content online.

**Similar Programs:** While there are five institutions offering similar type programs, none of the programs has the same CIP code (CIP 09.0100) as the proposed program.

**Collaboration:** The institution does plan on collaborating with other institutions in the delivery of this program. The Chair of Communication Arts and the Dean of the Graduate School at UAH met twice with the Director of Alabama A&M University's MA in Communication Specialist, as well as the Dean and Graduate Dean over that program. UAH determined that while the differences in the programs were significant, some collaboration would be useful.

**Resources:** The proposal projected that a total of \$50,500 in new funds will be required to support the proposed program. A total of \$262,328 will be available through tuition and internal reallocations.

**Public Review:** The program was posted on the Commission website from January 4, 2016 until January 24, 2016 (twenty days) for public review and comments. No comments were received.

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

1. There has been a 30 percent national growth in masters degrees awarded in Communication (2007 – 2012), reflecting the growing need for people with advanced training in communication, from public relations to technical writing to social media management.
2. There is no place in north Alabama to earn a speech communication degree such as the one proposed herein.
3. UAH has a 30-year old BA program in Communication Arts that has been very successful (averaging 24 graduates in the past 10 years), making that program one of the most popular majors in the college. That popularity supports the strength of the program and suggests UAH will be successful in this graduate program.

DECISION ITEM D-8: University of Alabama in Huntsville, Master of Arts in Professional Communication (CIP 09.0100)

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

Staff Recommendation: That the Commission approve the proposed Master of Arts in Professional Communication.

Implementation Date: The proposed program will be implemented in August 2016. Based on Commission policy, the proposed program must be implemented by March 11, 2018, 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 2018-19 through 2020-21 (three-year average) will be at least 4, based on the proposal.
3. That a follow-up survey be conducted after the first five years that will show at least 75 percent of the graduates were successful in acquiring related employment or in acceptance to graduate school.
4. That information regarding an overall assessment of the program be provided, particularly as related to objectives and assessment measures stated in the proposal.

The University of Alabama in Huntsville (UAH) 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. The University of Alabama in Huntsville program proposal, submitted November 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	University of Alabama in Huntsville
PROGRAM	Master of Arts in Professional Communication (CIP 09.0100)

**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
ASSISTANTSHIPS	\$10,000	\$10,000	\$10,000	\$10,000	\$10,000	\$50,000
OTHER	\$500	\$0	\$0	\$0	\$0	\$500
<b>TOTAL</b>	<b>\$10,500</b>	<b>\$10,000</b>	<b>\$10,000</b>	<b>\$10,000</b>	<b>\$10,000</b>	<b>\$50,500</b>

**SOURCES OF FUNDS AVAILABLE FOR PROGRAM SUPPORT**

	2016-17	2017-18	2018-19	2019-20	2020-21	TOTAL
INTERNAL REALLOCATIONS	\$500	\$0	\$0	\$0	\$0	\$500
EXTRAMURAL	\$0	\$0	\$0	\$0	\$0	\$0
TUITION	\$12,468	\$37,404	\$58,184	\$70,652	\$83,120	\$262,328
<b>TOTAL</b>	<b>\$12,968</b>	<b>\$37,404</b>	<b>\$58,184</b>	<b>\$70,652</b>	<b>\$83,120</b>	<b>\$262,328</b>

**ENROLLMENT AND DEGREE COMPLETION PROJECTIONS**

	2016-17	2017-18	2018-19	2019-20	2020-21	5-YEAR AVERAGE
TOTAL HEADCOUNT ENROLLMENT	4	8	11	11	12	9
NEW ENROLLMENT HEADCOUNT	4	4	4	6	6	5
						3-YEAR AVERAGE
DEGREE COMPLETION PROJECTIONS	0	0	3	4	5	4

## Attachment 2

### Summary of Background Information

Master of Arts in Professional Communication  
University of Alabama in Huntsville

**Role:** The proposed program is not within the instructional role recognized by the Commission for the University of Alabama in Huntsville (UAH). Approval of the program will expand academic subdivision groupings "Communications and Related Technologies" to the Master's Level.

**Objectives:** The purpose of the proposed Master of Arts in Professional Communication is to prepare students to work in communication-intensive jobs and further graduate study. Students with bachelor's degrees in Communication and other fields can benefit from advanced study that makes them more competitive in the job market and prepares them for growing or continuing opportunities in social media management, public relations, technical writing, advertising, training, human resource management, theatrical staging, and other areas, as well as for Ph.D. study in Communication.

UAH's mission is "to explore, discover, create, and communicate knowledge, while educating individuals in leadership, innovation, critical thinking, and civic responsibility and inspiring a passion for learning." This program will communicate knowledge about communication theories and processes and help students develop critical thinking skills, especially with respect to effective communication.

Seven (7) of the most prominent student learning outcomes of the program are:

- Student understanding of the major theoretical concepts and practical applications associated with the study of human communication.
- Student ability to conduct scientific research ethically and effectively, to interpret statistical information, and to assess its practical import for understanding communication in the world.
- Student understanding of variables in communication situations, including the number (especially as it impacts interaction), background, interests, and values of participants; language, communication purposes, and contextual factors.
- Student understanding of the implications of a multicultural world on appropriate and effective forms of communication.
- Student understanding of how to adapt to variable communication situations for informative and persuasive purposes.
- Student understanding of special forms of communication such as that related to advertising, public relations, social media, technical writing, and communication technology, among others.
- Student ability to effectively produce and critically analyze persuasive messages.

**Assessment:** The program will continually assess student learning outcomes, taking two direct measures for three different learning outcomes each year. For example, to assess the learning outcome about how to effectively produce and critically analyze persuasive messages, the process would focus on the critical analysis learning outcome by using final papers in "Rhetorical Criticism" to evaluate the effectiveness of student analysis of persuasive messages, as well as selected examination questions on methods of analysis. Assessment measures will also include the following:

- Exit surveys of graduates: Each student will complete an exit survey within six months of graduating from the program. Surveys will ask students about their learning experiences in the major, their ideas for improvement of program's curriculum or structure, and their post-graduation goals and success in meeting those goals.

- **Self-Study:** The program will undergo self-study every five years (as part of the department's self-study) to evaluate its performance and receive recommendations about potential areas for improvement and growth.

**Administration:** The program will be administered by the Dean of the College of Arts, Humanities, and Social Sciences, Dr. Mitch Berbrier; as well as the Chair of the Department of Communication Arts, Dr. Clarke Rountree.

**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). Three votes were received; all three indicated an overall recommendation of proposal approval. One evaluation form indicated no opinion regarding whether the external review convincingly supports the proposal.

**Accreditation:** There is no formal accreditation agency for Communication programs.

**Curriculum:** Program Completion Requirements -

Credit hours required in core courses:	15
Credit hours required in support courses:	0
Credit hours in required or free electives:	15-18
Credit hours for thesis:	0-6
Total semester hours:	33

Students may choose a thesis or non-thesis option. The thesis option includes 6 hours of CM 699 Master's Thesis as part of the 33-hour degree. For non-thesis students, those 6 hours are taken up in other electives.

**Collaboration:** The institution does plan on collaborating with other institutions in the delivery of this program. The Chair of Communication Arts and the Dean of the Graduate School at UAH met twice with the Director of Alabama A&M University's MA in Communication Specialist, as well as the Dean and Graduate Dean over that program. UAH determined that while the differences in the programs were significant, some collaboration would be useful.

More specifically, UAH will allow their MA students to take up to 12 hours in either the Psychology/Counseling or the Telecommunications emphasis areas in Alabama A&M's MA and transfer those credits back to UAH's MA program. UAH states that it does not offer these areas and some of their students may find them useful.

UAH also offered their areas of emphasis as possible courses that students in Alabama A&M's program might wish to take—in advertising/public relations, social media, professional writing, communication studies, and communication technology.

**Distance Education:** Most communication classes, given their focus on face-to-face communication, will be taught in a traditional classroom. Some classes will utilize a hybrid format, with some lectures and content online.

UAH will investigate the possibility of using distance education; however, given the lack of experience the Department has with this means of delivering classes, which deal primarily with issues involving face-to-face communication, the proposers cannot guarantee to what extent they will be able to use this modality in the future.

The decisions will be driven by pedagogical considerations. On the other hand, UAH relates that given the foray into hybrid classes (notably in the undergraduate counterpart of CM 551 Organizational Training & Development [CM 451]), it is not averse to considering that option. UAH officials relate that they are aware that working students in particular may be interested in this method of delivering courses and UAH will adapt to that interest to the fullest extent as feasible and practicable.

**Admissions:** There are no special admission requirements beyond standard admission to the graduate school.

**Need:** An MA in Communication is offered at many institutions in Alabama, including Auburn University, The University of Alabama (which also has a Ph.D.), The University of Alabama in Birmingham, The University of South Alabama, and Alabama A&M University. It is important to note that none are located in the specific CIP code of the proposed program.

The proliferation of “Communication” programs reflects strong interest in graduate study in this area. Over the past 40 years or so the number of master's degrees awarded nationally in Communication has quintupled. From 2007-12, the number of masters degrees awarded in Communication has increased more than 30 percent. This national growth reflects the growing need for people with advanced training in communication, from public relations to technical writing to social media management. UAH officials assert that this bodes well for the proposed program.

Projected Job Openings

	Year 1	Year 2	Year 3	Year 4	Year 5	Total
Local	84	84	84	84	84	420
State	147	147	147	147	147	735
SREB	2,233	2,233	2,233	2,233	2,233	11,165
Nation	3,860	3,860	3,860	3,860	3,860	19,300

**Student Demand:** The department surveyed current students in several advanced Communication Arts classes in spring 2015 (including CM 251, CM 316, CM 331, CM 333, CM 375, and CM 455) to identify those who might be interested in continuing on to an MA program with UAH or elsewhere. This population represents the most likely applicants to the program which the proposers can readily survey. The results of the survey suggest UAH is likely to convert a number of its undergraduate majors to graduate students in the proposed program.

The data included 46 respondents. Of those 34 were Communication Arts majors, 28 of whom were interested in graduate school in communication (with varying degrees of support or timeliness) and 25 of whom were interested in an MA program in Communication at UAH. In total, that means that the institution has 25 of 34 (74 percent) of their current majors as potential applicants to a graduate program in Communication at UAH. Since the department has graduated an average of 24 undergraduate majors a year in the last decade, it is expected that 18 students per year have some interest in the proposed graduate program.

UAH asserts that if it attracted only a quarter of that number per year to the graduate program (6.25), graduating that number alone would be sufficient for viability, without touching the huge pool of potential students in North Alabama. Additionally, of the 12 non-Communication Arts majors who took UAH classes (as minor classes or electives) and participated in this survey, one-third of those respondents were interested in an MA degree program in Communication at UAH.

**Resources:**

Faculty:

Current Primary Faculty to teach in the program—

Full-time: 6  
 Part-time: 0

Support Faculty—

Full-time: 6\*  
 Part-time: 0

Additional Faculty employed to teach in the first five years:

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

\*Note: Support faculty come from English, Management, and History disciplines.

**Support Staff:** No additional staff members are requested.

**Fellowships and Assistantships:** There are two assistantships specifically associated with this proposed program.

**Equipment:** No new special equipment purchases will be required for implementation of the proposed Professional Communication program.

**Facilities:** No new facilities are required.

**Library:** Current library resources are sufficient to support the program because both the Department of Communication Arts and the Department of English have been purchasing relevant volumes in rhetoric, writing, composition, and theatre arts for decades. There is no deficiency in the UAH library collection to support this program.

UAH has leading journals in communication, particularly covered by the EBSCO database Communication and Mass Media Complete. A brief review of the catalog by library staff indicates the following resources (with some overlap in subject searches of books and serials):

**Rhetoric** (and rhetoric and composition and style)

-Books = 587  
-E books = 160

**Communication**

-Books = 772  
-Ebooks = 423  
-Serials (5 print & 400 online)

**Theatre**

-Books = 2,798  
-Serials = 77

**Composition and authorship**

-Books = 229  
-E books = 95

As UAH prepares to launch the new MA program, faculty will take advantage of the Humanities Center's annual funding for book purchases beyond what departments normally buy to selectively supplement these holdings.

**Program Budget:** A total of \$50,500 in estimated new funds will be required to support the proposed program over the first five years. A total of \$262,328 will be available through tuition and internal reallocations.

**Attachment 3**

The University of Alabama in Huntsville  
 Master of Arts in Professional Communication

**Proposed Program of Study**

Course Number and Title	Number of Credit Hours	*If New Course
<b>Core Courses</b>		
CM 6XX Advanced Communication Theory	3	*
CM 6XX Advanced Communication Research	3	*
CM 6XX Communication and Culture	3	*
CM 6XX Rhetorical Criticism	3	*
CM 6XX Interpersonal Communication	3	*
<b>Areas of Emphasis (may choose 1 or take any of the classes in these areas as electives)</b>		
<i>Advertising/Public Relations</i>		
CM 5XX Advanced Media Writing	3	*
CM 544 Advertising	3	*
CM 5XX Public Relations Writing	3	*
CM 6XX Public Relations Campaigns	3	*
<i>Social Media</i>		
CM 5XX Advanced Media Writing	3	*
CM 6XX Social Media	3	*
CM 5XX Video Production	3	*
EH 5XX New Media Writing and Rhetoric	3	*
<i>Communication Studies</i>		
CM 509 Contemporary Rhetorical Theory	3	*
CM 5XX Small Group Communication	3	*
CM 526 Burkeian Theory & Criticism or CM 533	3 (each)	*

<i>Dark Side of Interpersonal Communication</i>		
CM 6XX Communication Pedagogy	3	*
<i>Professional Writing</i>		
EH 5XX Writing and Rhetoric	3	*
EH 601 Writing Studies	3	
EH 501 Theory and Practice in Technical AND EH 502 Problems in Technical Editing OR	3 (each)	
CM 5XX Advanced Media Writing AND EH 5XX New Media Writing and Rhetoric	3 (each)	*
<i>Communication Technology</i>		
TH 526 Production Design	3	*
TH 5XX Stage Lighting and Video	3	*
TH 6XX Theatre Mainstage	3	*
TH 5XX Advanced Video Production	3	*
<i>Human Resources Management</i>		
MGT 600 Organizational Theory, Behavior and Environment	3	
MGT 631 Strategic Human Resource Management in a Technological Environment	3	
<b>And take two of the following:</b>		
MGT 560 Employee Staffing and Development	3	
MGT 561 Strategic Compensation Management	3	
MGT 562 Employment Law for Managers	3	
<b>Other electives</b>		
CM 530 Mass Media in America	3	
CM 551 Organizational Training & Development	3	
CM 620 Practicum in Communication	3	*
CM 6XX Special Topics in Communication	3	*
CM 699 Master's Thesis	6	*
EH 500 Composition Studies for Teachers	3	
EH 512 Special Topics in Writing	3	
EH 514 Creative Nonfiction Writing	3	

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EH 5XX Rhetoric of Science & Technology	3	*
EH 601 Writing Pedagogy	3	
EH 602 Practicum in Technical Writing	3	
EH 6XX Grant Writing	3	*
HY 510 Public History	3	

Note: The program includes the indicated areas of emphasis above as options, though students need not follow an area of emphasis. The areas of emphasis seek to give students depth in particular areas of study, including advertising/public relations, social media, communication studies, professional writing (with an emphasis on either technical or media writing), communication technology, or human resource management.

Students who do not elect one of these areas of emphasis simply take 12-18 hours of electives from any area (12 hours for those in the thesis option who must take CM 699).



DECISION ITEM D-9: Jacksonville State University, Master of Science in Instructional Technology (CIP 13.0501)

### **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 master's level Instructional Technology degree program will equip individuals with the knowledge and skills necessary to guide educational practitioners in the use of emerging technologies to improve teaching and learning. Program participants will develop knowledge and skills in foundations of instructional design, software applications, e-learning modules and course development, and assessment and evaluation techniques.

**Role:** The proposed program is within the instructional role recognized for Jacksonville State University (JSU).

**Mode of Delivery:** According to the proposal, one-hundred percent of this program will be delivered via distance education technologies.

**Similar Programs:** The following institutions offer similar programs at this level: Auburn University at Montgomery — Master of Education in Instructional Technology; and the University of Alabama — Master of Arts in Computers and Applied Technology.

While other Alabama institutions include some of the components of the JSU program in their Instructional Technology masters programs, JSU proposes separate, specialized classes in Diversity and Online Course Design as part of its curriculum. Given the geographical locations of The University of Alabama and Auburn University at Montgomery, the JSU program will serve a population distinct from the populations served by the other universities.

Numerous surrounding states currently have programs in Instructional Technology that are similar to the one being proposed at JSU. Georgia has seven (7) institutions that offer masters degrees, five (5) that offer specialist degrees, and one (1) that offers a doctoral degree in Instructional Technology. North Carolina has nine (9) institutions offering masters degrees, one (1) offering a specialist degree, and one (1) offering a doctoral degree.

Both Georgia and North Carolina offer state-level certification in Instructional Technology. Mississippi has one (1) institution offering a masters and a doctoral degree in Instructional Technology. Alabama currently has two (2) institutions with masters degrees, one (1) with a specialist degree, and one (1) with a doctoral program.

Based on the availability of these programs, there is opportunity for more programs in Instructional Technology in the state.

**Collaboration:** While there are no current plans for collaboration, JSU is open to future collaboration with other institutions.

**Resources:** The proposal projected that a total of \$124,000 in estimated new funds will be required to support the proposed program. A total of \$145,215 will be available through tuition.

**Public Review:** The program was posted on the Commission website from January 4, 2016 through January 24, 2016 (twenty days) for public review and comments. No comments were received.

**Rationale for Staff Recommendation:**

1. In Alabama, there has been a 19 percent increase in Instructional Coordinators from May 2102 to May 2014.
2. As mentioned several times in the JSU survey, the one-hundred percent online program maximizes the potential enrollment pool as well as study flexibility for school system educators. Further, a master's degree in Instructional Technology can be pursued not only by K-12 educators but also corporate trainers, instructional designers, and educational providers/vendors such as educational testing companies.
3. As high school students are becoming more adept and skillful with technology, teachers will need to continue to refine their skill sets in this regard.
4. JSU proposes specialized classes in diversity and online course design as part of the curriculum.
5. Several other surrounding states currently have programs in Instructional Technology.
6. All the JSU graduates from any discipline are potential enrollees in this proposed program.

DECISION ITEM D-9: Jacksonville State University, Master of Science in Instructional Technology (CIP 13.0501)

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

Staff Recommendation: That the Commission approve the proposed Master of Science in Instructional Technology with the implementation date and post-implementation conditions listed below:

Implementation Date: The proposed program will be implemented in May 2016. Based on Commission policy, the proposed program must be implemented by March 11, 2018 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 8, 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 6, based on the proposal.
3. That a follow-up survey be conducted after the first five years that will show at least 75 percent of the graduates were successful in acquiring related employment.
4. That information regarding an overall assessment of the program be provided, particularly as related to objectives and assessment measures stated in the proposal.

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

Supporting Documentation:

1. New Academic Degree Program Proposal Summary, attached.
2. Summary of Background Information, attached.
3. Curriculum for Proposed Program, attached.
4. Jacksonville State University program proposal, dated June 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 Jacksonville State University

PROGRAM Master of Science in Instructional Technology (CIP 13.0501)

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

	2016-17	2017-18	2018-19	2019-20	2020-21	TOTAL
FACULTY	\$0	\$0	\$0	\$50,000	\$50,000	\$100,000
LIBRARY	\$0	\$0	\$0	\$0	\$0	\$0
FACILITIES	\$0	\$0	\$0	\$0	\$0	\$0
EQUIPMENT	\$0	\$0	\$0	\$0	\$0	\$0
STAFF	\$0	\$0	\$0	\$0	\$0	\$0
OTHER	\$0	\$0	\$0	\$12,000	\$12,000	\$24,000
TOTAL	\$0	\$0	\$0	\$62,000	\$62,000	\$124,000

**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	\$11,064	\$26,277	\$31,809	\$35,958	\$40,107	\$145,215
TOTAL	\$11,064	\$26,277	\$31,809	\$35,958	\$40,107	\$145,215

**ENROLLMENT AND DEGREE COMPLETION PROJECTIONS**

	2016-17	2017-18	2018-19	2019-20	2020-21	5-YEAR AVERAGE
TOTAL HEADCOUNT ENROLLMENT	6	14	17	19	21	15
NEW ENROLLMENT HEADCOUNT	6	8	8	8	8	8
DEGREE COMPLETION PROJECTIONS	0	5	6	6	8	6

## Attachment 2

### Summary of Background Information

Master of Science in Instructional Technology  
Jacksonville State University

**Role:** The proposed program is within the instructional role recognized for Jacksonville State University (JSU).

**Objectives:** The master's level Instructional Technology degree program will equip individuals with the knowledge and skills necessary to guide educational practitioners in the use of emerging technologies to improve teaching and learning. Program participants will develop knowledge and skills in foundations of instructional design, software applications, e-learning modules and course development, and assessment and evaluation techniques.

The most prominent student learning outcomes of the program are:

- The student will apply best practices in pedagogy when implementing technology into instruction, incorporating research-based models such as the TPACK (Technological Pedagogical Content Knowledge) framework.
- The student will incorporate generally accepted principles of instructional design when creating and implementing technology principles into instruction.
- The student will learn and implement modern educational technology tools, software, and hardware into professional practice.
- The student will model collaboration across disciplines to incorporate technology into multiple subjects, areas, and grade levels.
- The student will apply research-based strategies into the implementation of technology principles, while keeping abreast of trends and issues in the field at large.
- The student will honor diversity, special needs, learning styles, and other extenuating factors when implementing technology into instruction.

The program's objectives also directly relate to four of Jacksonville State University's seven stated goals which are described in the Conceptual Framework of the College of Education and Professional Studies. These include: 1) Educate students to be productive, responsible citizens and effective leaders, 2) Advance student learning through academic excellence, 3) Create a diverse learning community that facilitates academic and professional excellence, 4) Effectively use technology to support learning, research, information management and evidence based decision-making.

**Assessment:** There are key assessment points in every graduate program, beginning with the admissions process. In Instructional Technology, specific artifacts per class that support the proposed student outcomes are chosen. These may include projects, tests, products, papers, and other authentic assessments. At the end of the degree, a comprehensive exam will be required, in the form of a portfolio, presentation, and written exam.

**Administration:** The program will be administered by Dr. John Hammett, Dean, College of Education and Professional Studies.

**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). Six votes were received; all six indicated an overall recommendation of proposal approval.

**Accreditation:** There is no accrediting body for Instructional Technology programs. The International Society for Technology in Education (ISTE) impacts the Council for the Accreditation of Educator Preparation (CAEP) standards indirectly, but they are not separately applied to individual technology majors within CAEP-approved programs.

**Curriculum:** Program Completion Requirements –  
Credit hours required in major: 18 semester hours (sh)  
Credit hours required in minor (if applicable): N/A  
Credit hours in institutional general education or core curriculum: 6 sh  
Credit hours in required or free electives: 6  
**Total credit hours required for completion: 30 sh**

**Collaboration:** While there are no current plans for collaboration, JSU is open to future collaboration with other institutions.

**Distance Education:** This program will be delivered via distance education technologies, including Live Text and Blackboard. One-hundred percent of the total program's courses offered will be provided by distance education.

**Admissions:** The formula for unconditional acceptance is as follows: 450 times the undergraduate GPA plus the total score of verbal and quantitative sections of the General Test of the GRE is equal to or greater than a total of 2,100 points, OR 15 times the undergraduate GPA plus the MAT score is equal to or greater than a total of 80 points.

The formula for conditional acceptance is as follows: Any applicant failing to meet the requirements for unconditional admission must meet one of the following conditional formula requirement: 450 times the undergraduate GPA plus the total score of verbal and quantitative sections of the General Test of the GRE is equal to or greater than a total of 1,600 points (currently reviewed and recommended by the graduate faculty in the applicant's major and approved by the Dean of the College of Graduate Studies).

**Need:** The need for such a program is found in the Alabama State Department of Education's (ALSDE) educational technology plan, referred to as Transform 2020. Specifically, as stated in Goal #2 - Educator Learning, "Teachers/Faculty members and leaders (PK-21) will be prepared to use and help students to use digital resources and technology tools in order to provide quality, engaging learning experiences that best prepare PK-12 students with the knowledge, skills, and dispositions necessary to be successful in school (PK-21), careers, and adulthood." JSU officials state that based on this ALSDE initiative, the need for more individuals with a degree in educational technology is seemingly unambiguous.

Additionally, JSU recently surveyed administrators in its service area and the results indicate a distinct need in local school systems for professionals trained in Instructional Technology. Several administrators responded that their system is currently considering placing a technology coordinator at each school as well as adding technology integration specialists in their central office. They also mentioned that their schools were in need of technology resource teachers. Ninety-five percent of the respondents indicated that their teachers and staff would benefit from further study in Instructional Technology and 100 percent stated that they would recommend a program of this nature at JSU to their employees. Also, 100 percent of the administrators who responded to the survey indicated that having a program of this nature available to their faculty and staff would help fulfill Goal 2 of Alabama's "Transform 2020" plan.

Finally, when examining Computer and Information Technology Occupations via the Bureau of Labor Statistics, the projected growth rate for these jobs ranges from 8 percent to 37 percent by the year 2022. Similarly, Instructional Coordinators, defined as those individuals who "develop instructional material, coordinate its implementation with teachers and principals, and assess its effectiveness" are projected to increase 13 percent by 2022.

Projected	Job Openings					
	Year 1	Year 2	Year 3	Year 4	Year 5	Total
Local	495	510	525	541	557	2,628
State	1,226	1,263	1,301	1,340	1,380	6,510
SREB	52,555	53,238	53,930	54,631	55,342	269,696
Nation	153,535	155,531	157,553	159,601	161,676	787,896

**Student Demand:** JSU surveyed all juniors and seniors currently enrolled at JSU in any degree field as to their interest in an online masters degree in instructional technology. JSU also surveyed JSU alumni that had graduated in the past 5 years with a degree in education. Thirty-eight of 282 alumni answered the Survey (13 percent), and 379 of 3,360 (11 percent) juniors and seniors responded. Of alumni, 74.51 percent indicated they would be interested in returning to JSU for the degree; 59.63 percent of undergraduates indicated similar interest. Most alumni who stated "no interest" either already had completed or were currently pursuing a masters degree; most undergraduates with "no interest" were not interested in the field of instructional technology or stated they preferred in-person classes.

**Faculty:**

Current Primary Faculty—

Full-time: 2  
 Part-time: 0

Support Faculty—

Full-time: 0  
 Part-time: 0

Additional Faculty to be hired:

Primary Faculty—

Full-time: 1  
 Part-time: 0

Support Faculty—

Full-time: 0  
 Part-time: 0

Ideally JSU will seek a faculty member whose educational experiences complement current Instructional Technology professors. Since both the current faculty have held local school-based positions at the secondary level, JSU will attempt to seek a person with elementary school, middle school, or central office experience in addition to a solid instructional technology background. JSU may also utilize occasional part-time or adjunct professors to meet class needs.

**Support Faculty:** Once personnel are in place and students are admitted, a clerical assistant will be hired to support the needs of the program.

**Fellowships and Assistantships:** There are no assistantships specifically associated with this proposed program.

**Equipment:** No special equipment will be needed specifically for this program.

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

**Library:** The Houston Cole Library's collection supports the proposed program for a Master of Science in Instructional Technology through an extensive collection of monographs, serials, and access to online databases in Education. The Education



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Collection includes 36,544 titles specifically in the Library of Congress Classification L (for Education). Over 8,200 titles are specifically classified as "Theory & Practice of Education," which includes instructional research, education technology, and computer-assisted instruction.

Additionally, a wide range of databases are available through the Library' Web site for research in instructional technology. Full text articles, citations, and abstracts are available through databases such as ERIC, Education Full Text (Wilson), Education Index Retrospective: 1929-1983 (Wilson), Education Index Retrospective: 1929-1983, (Wilson), The Alabama Virtual Library, Mental Measurements Yearbook, PsycInfo, PsychArticles, and ProQuest's Digital Dissertations. JSU also currently has an Office of Educational Technology that assists with online course development, implementation, and troubleshooting.

**Program Budget:** The proposal projected that a total of \$124,000 in estimated new funds will be required to support the proposed program. A total of \$145,215 will be available through internal reallocation, extramural funds, and tuition.

**Attachment 3**

**Curriculum  
 Jacksonville State University  
 Master of Science in Instructional Technology**

Course Number and Title	Number of Credit Hours	* If New Course
<u>Foundational Classes</u> EFD 500: Research in Education (3) EFD 552: Diversity Issues in Education (3)	6	
<u>Instructional Technology Classes</u> EIM 503: Technology-Enhanced Teaching and Learning (3) EIM 504: Learning Through Interactive Technologies (3) EIM 505: Digital Literacy in the Classroom (3) EIM 517: Designing Virtual Learning Spaces (3)* EIM 555: Instructional Design (3)* EIM 551: Technology in School Environments (3)*	18	*See asterisks beside EIM 517, 555, and 551.
<u>Electives (Select 2 via advisement)</u> EFD 502: Curriculum Development (3) EFD 560: Psychological Principles of Learning (3) ESE 505: Educational Methods, Assessments, and Technology in Secondary Schools (3) EED 509: 21st Century Teaching and Learning (3) EED 532: Issues and Trends in Elementary Education (3) SPE 500: Survey Course in Special Education (3) SPE 509: Data Analysis, K-12 (3)	6	

DECISION ITEM E-1: Statement of Intent Regarding the Consolidation-Merger of Central Alabama Community College, Chattahoochee Valley Community College, and Southern Union State Community College

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

Staff Recommendation: That the Commission recognize and approve the proposed Statement of Intent regarding the Consolidation-Merger of Central Alabama Community College, Chattahoochee Valley Community College, and Southern Union State Community College.

Supporting Documentation: December 11, 2015 Letter to SACSCOC from Dr. Mark Heinrich, Chancellor. Attachment 1.

December 11, 2015 Letter to ACHE Executive Director Dr. Gregory Fitch from Dr. Mark Heinrich, Chancellor. Attachment 2.

Alabama Community College System Resolution Approving Chancellor's recommendation to initiate the consolidation planning process and authorizing Notification to the Alabama Commission on Higher Education and The Southern Association Of Colleges and Schools Commission On Colleges, December 10, 2015, Action Item Number VIII.A.4. Attachment 3.

ACCS President letters to SACSCOC:  
December 16, 2015 Letter from Chatahoochee Valley Community College Interim President Mark Ellard to SACSCOC President Dr. Belle Wheelan; December 21, 2015 Letter from Central Alabama Community College President Dr. Susan Burrow to SACSCOC President Dr. Belle Wheelan; and December 17, 2015 Letter from Southern Union State Community College Interim President Dr. Glenda Colagross to SACSCOC President Dr. Belle Wheelan. Attachment 4.

Guidelines For The Review And Approval Of The Consolidation Or Merger Of Two-Year Postsecondary Institutions," Ala. Admin. Code (Commission on Higher Education), Chapter 300-2-1-.09. Available upon request.

**Background:** As detailed in Higher Education Chapter 300-2-1 Supp. 12/31/13 2-1-53, Attachment To Rule 300-2-1-.09 "Guidelines For The Review And Approval Of The Consolidation Or Merger Of Two-Year Postsecondary Institutions" (Passed January 25, 1996), the Chancellor may cause two or more institutions within the Alabama College System to consolidate or merge for the purpose of forming a comprehensive community college by presenting for approval, first to the Alabama Commission on Higher Education for review, comments and/or action, and then to the Alabama State Board of Education [Alabama Community College System] a Statement of Intent to Consolidate or Merge which shall incorporate and conform to several stipulations and provisions. Historically, the Guidelines were developed jointly by ACHE and ACCS.

**Next steps:** The next step in the consolidation process, will be that ACCS seek approval from the Commission regarding administrative consolidation changes. Then, ACCS will seek Commission approval for instructional and programmatic consolidation changes. For all three phases of the consolidation (intent, administrative, and programmatic/instructional), ACHE will utilize the Guidelines in reviewing and evaluating these ACCS requests.

Following are the nineteen (19) Guideline provisions and stipulations that specify the scope and detail of elements that must be successfully addressed in order to meet the Commission's merger/consolidation requirements.

**1. A description of the institutions to be consolidated or merged and the designation of a name for the newly created comprehensive community college.** A regionally focused comprehensive community college will be developed, formed and implemented through the consolidation of CENTRAL ALABAMA COMMUNITY COLLEGE (CACC), CHATTAHOOCHEE VALLEY COMMUNITY COLLEGE (CVCC) AND SOUTHERN UNION STATE COMMUNITY COLLEGE (SUSCC) (the "consolidated colleges").

*Central Alabama Community College (CACC).* The College operates with the following mission: Central Alabama Community College promotes student success in comprehensive and diverse academic and career learning environments to advance quality of life through economic, community and workforce development. CACC offers Associate degrees for students planning to transfer to a four-year college. In addition, the College offers thirteen (13) technical programs.

Other workforce development initiatives at CACC include Adult Education and GED preparation, Ready to Work, and Skills Training including Truck Driver Training and Office Administration. The College is also home to an Alabama Technology Network (ATN) Center and the Lake Martin Area Economic Development Alliance.

*Chattahoochee Valley Community College (CVCC).* The College is dedicated to providing accessible and affordable education of excellent quality preparing students for transfer to senior colleges and universities or employment or career advancement through associate degrees and certificate programs. Developmental courses are offered to assist students in improving learning skills and overcoming educational deficiencies.

Student success is fostered by providing a student-centered environment and support services that respect uniqueness and value diversity. The College supports partnerships advancing community, workforce development and life-long learning.

In addition to offering a full range of transferable coursework for which students can earn the Associate in Arts and the Associate in Science, CVCC offers thirteen (13) technical programs. Other workforce development initiatives of CVCC include Adult Education and GED preparation, Ready to Work classes, Continuing Education offerings, and Training for Existing Business and Industry.

Southern Union State Community College (SUSCC). Its three-faceted educational emphasis is on academic programs for transferability, technical programs for specialized career competencies and health sciences programs for specialized training in the health field. In addition, SUSCC offers a comprehensive Fine Arts program located on the Wadley campus.

The College's mission reads: Southern Union State Community College, an open admission, public two-year college and member of the Alabama Community College System, provides quality and relevant teaching and learning in academic, technical, and health science programs that are affordable, accessible, equitable, and responsive to the diverse needs of its students, community, business, industry, and government. The College offers Associate degrees as well as eighteen (18) technical programs.

Other workforce development initiatives include skills training through Southern Union's Ready to Work and Truck Driver Training Programs. The College also offers Adult Education and GED preparation.

- 2. A statement of personnel assurances addressing the individual identities, missions, and histories of the affected institutions; the status, right, privileges, and benefits of employees of both the consolidated or merged institutions and the new community college; the status, rights, and privileges of students of both the consolidated or merged institutions and the new community college; employment practices and related and relevant matters of law; and such other information as the Chancellor shall deem appropriate.**
- 3. Assurance that personnel at the institutions to be consolidated or merged have been involved in the preparation of the Statement of Intent to Consolidate or Merge, and that close consultation between personnel at the institutions to be consolidated or merged and staff members will continue during the consolidation or merger process.**
- 4. A description of the benefits to be derived from the consolidation or merger in terms of enhancement of programs and services available to residents of the new college service area.**
- 5. A description of the benefits to be derived from the consolidation or merger in terms of efficiency of management, leadership, and coordination of instructional and student support activities.**
- 6. A plan to secure and/or maintain appropriate accreditation for the newly formed community college, including the Prospectus for Substantive Change as required by the Commission on Colleges of the Southern Association of Colleges and Schools.**
- 7. The results of an audit of the effectiveness of educational programs at each of the affected institutions, and especially a description of the impact of the consolidation or merger upon existing and/or potential occupational/technical programs to be used to provide entry-level job training skills to residents of the new college service area.**
- 8. A description of the library/learning resources to support the programs at the newly consolidated or merged institution.**
- 9. A description of the impact of the consolidation or merger upon the ability of the new community college to provide training for business and industry within the college service area.**
- 10. A description of the impact of the consolidation or merger upon the ability of the new community college to provide community service and continuing education opportunities to the residents of the service area.**

- 11. A student population projection and student demographic analysis for the new community college.**
- 12. A disposition of existing facilities, equipment, and supplies for the consolidated or merged institution as it affects the new community college.**
- 13. A description of the fiscal support available for the new community college, including a copy of the most recent financial audits of the affected institutions and a financial impact statement regarding their consolidation or merger.**
- 14. A plan setting forth the steps to be taken and time lines to achieve the administrative and programmatic consolidation or merger of the institutions involved into a single comprehensive community college, developed with input from and consultation between personnel at the institutions to be consolidated or merged.**
- 14A. The consolidation or merger of institutions shall proceed in two phases, commencing with an administrative consolidation or merger, for which a detailed plan shall be developed which shall contain a description of the administrative organization for the new institution, and a specific time line noting the initiation and completion dates of the administrative phase of the consolidation or merger.**
- 14B. A detailed plan for the final phase of the consolidation or merger, the programmatic phase, shall be developed and shall contain a description of the educational program at the new institution, including an inventory of programs, as well as other specific information related to programmatic realignments, and a specific time line noting the initiation and completion dates of the programmatic phase of the consolidation or merger.**
- 15. Provisions for planned professional development to enhance and support the growth of the new comprehensive community college.**
- 16. A description of the geographic area to be served by the new community college.**
- 17. A specific time line defining the entire consolidation or merger process.**
- 18. The Commission on Colleges of the Southern Association of Colleges and Schools and the Alabama Commission on Higher Education shall be notified at the beginning of the planning process for consolidations or mergers and at least six months in advance of the designated date for final approval, in accordance with its provisions for substantive change.**
- 19. The Alabama State Board of Education [Alabama Community College System] directs the president(s) and the Chancellor, when necessary, to visit the Southern Association of Colleges and Schools personally to assure understanding and communication concerning pending consolidations or mergers.**

**Attachment 1**  
**December 11, 2015 Letter to SACSCOC from Dr. Mark Heinrich, Chancellor**

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

December 11, 2015

Dr. Belle Wheelan, President  
Southern Association of Colleges and Schools  
Commission on Colleges  
1866 Southern Lane  
Decatur, Georgia 30033

RE: Notice of Plan to Merge and/or Consolidate Central Alabama Community College,  
Southern Union State Community College, and Chattahoochee Valley Community College

Dear Dr. Wheelan:

This letter is to confirm our previous conversations regarding the potential mergers and/or consolidations of the above referenced Alabama community colleges. Specifically, please accept this letter on behalf of the Alabama Community College System as our official initial notification to the Southern Association of Colleges and Schools Commission on Colleges ("SACSCOC") that I have recommended that the Board of Trustees of the Alabama Community College System authorize the commencement of plans to consider the merger/consolidation of Central Alabama Community College, Southern Union State Community College and Chattahoochee Valley Community College, all of whom are SACSCOC accredited institutions. The merged college will establish a more sustainable regional institution, which we would intend to be fully accredited by SACSCOC.

On November 12, 2015, the possible merger of these institutions was discussed at the Board of Trustees monthly work session. On December 10, 2015, the Board of Trustees, by Resolution, approved my recommendation to commence the planning process for this merger/consolidation. I have attached a true and correct copy of the Resolution hereto for your ease of reference.

The newly constituted regional community college will create a unified vision for the region and create a comprehensive network for the delivery of localized education and work force training that will bring ultimate efficiencies and greater accountability to meet the needs of the communities they serve. The academic transfer programs offered by these colleges will provide the new regional college with the critical mass and stability to ensure a sustainable and accessible education in the local communities served by these institutions.

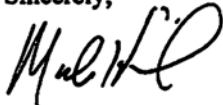
**Attachment 1 (Continued)**  
**December 11, 2015 Letter to SACSCOC from Dr. Mark Heinrich, Chancellor**

**Dr. Belle Wheelan, President**  
**Page 2**  
**December 11, 2015**

**As Chancellor, I truly believe that this regionalization will allow these institutions to fully engage as one regional college. The regional college will continue to serve each community, but this service will be offered through a position of strength that will enhance access, allow regional partnerships, improve collective purchasing, and create opportunities for external funding, both private and public. The regional college structures to be planned, with your approval, will provide a network of highly skilled professionals who work daily to ensure that the citizens of Alabama are prepared with 21<sup>st</sup> Century skills. These skills are essential to meet the future workforce demands; a prepared workforce truly forms the cornerstone of economic and community growth and sustainability. My recommendation of this planned consolidation is grounded in my fundamental plan to create regional colleges that function from a collective regional vision reflective of the citizens' dreams, values, and hopes of a high quality and sustainable community. The Board of Trustees and I believe that with these changes, once approved by SACSCOC, the Board of Trustees, and other necessary bodies will provide a strong and versatile educational resource.**

**Thank you for your consideration.**

**Sincerely,**



**Mark A. Heinrich, Ph.D.**  
**Chancellor**

**c: Dr. Susan Burrow, Central Alabama Community College**  
**Dr. Glenda Colagross, Southern Union State Community College**  
**Mr. Mark Ellard, Chattahoochee Valley Community College**



**Attachment 2**  
**December 11, 2015 Letter to ACHE Executive Director Dr. Gregory Fitch  
from Dr. Mark Heinrich, Chancellor**

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

December 11, 2015

Dr. Gregory G. Fitch, Executive Director  
Alabama Commission on Higher Education  
Post Office Box 302000  
Montgomery, Alabama 36130-2000

RE: Notice of Plan to Merge and/or Consolidate Central Alabama Community College,  
Southern Union State Community College and Chattahoochee Valley Community College

Dear Dr. Fitch:

This letter is to confirm our previous conversations regarding the potential mergers and/or consolidations of the above referenced Alabama community colleges. Specifically, please accept this letter on behalf of the Alabama Community College System as our official initial notification to the Alabama Commission on Higher Education ("the Commission") that I have recommended that the Board of Trustees of the Alabama Community College System authorize the commencement of plans to consider the merger/consolidation of Central Alabama Community College, Southern Union State Community College and Chattahoochee Valley Community College, all of whom are SACSCOC accredited institutions. The merged college will establish a more sustainable regional institution, which we would intend to be fully accredited by SACSCOC.

On November 12, 2015, the possible merger of these institutions was discussed at the Board of Trustees monthly work session. On December 10, 2015, the Board of Trustees, by Resolution, approved my recommendation to commence the planning process for this merger/consolidation. I have attached a true and correct copy of the Resolution hereto for your ease of reference.

The newly constituted regional community college will create a unified vision for the region and create a comprehensive network for the delivery of localized education and work force training that will bring ultimate efficiencies and greater accountability to meet the needs of the communities they serve. The academic transfer programs offered by these colleges will provide the new regional college with the critical mass and stability to ensure a sustainable and accessible education in the local communities served by these institutions.

As Chancellor, I truly believe that this regionalization will allow these institutions to fully engage as one regional college. The regional college will continue to serve each community, but this service will be offered through a position of strength that will enhance access, allow regional partnerships, improve collective purchasing, and create opportunities for external funding, both

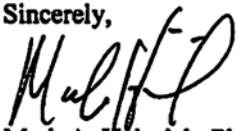
**Attachment 2 (continued)**  
**December 11, 2015 Letter to ACHE Executive Director Dr. Gregory Fitch  
from Dr. Mark Heinrich, Chancellor**

**Dr. Gregory G. Fitch, Executive Director**  
**Page 2**  
**December 11, 2015**

private and public. The regional college structures to be planned, with your approval, will provide a network of highly skilled professionals who work daily to ensure that the citizens of Alabama are prepared with 21<sup>st</sup> Century skills. These skills are essential to meet the future workforce demands; a prepared workforce truly forms the cornerstone of economic and community growth and sustainability. My recommendation of this planned consolidation is grounded in my fundamental plan to create regional colleges that function from a collective regional vision reflective of the citizens' dreams, values, and hopes of a high quality and sustainable community. The Board of Trustees and I believe that with these changes, once approved by the Commission, the Board of Trustees, and other necessary bodies, will provide a strong and versatile educational resource.

Thank you for your consideration.

Sincerely,



**Mark A. Heinrich, Ph.D.**  
**Chancellor**

**Attachment**

**c: Dr. Susan Burrow, Central Alabama Community College**  
**Dr. Glenda Colagross, Southern Union State Community College**  
**Mr. Mark Ellard, Chattahoochee Valley Community College**

Attachment 3  
Alabama Community College System Resolution  
Approving Chancellor's recommendation to initiate the  
consolidation planning process and authorizing Notification to the Alabama  
Commission on Higher Education and The Southern Association Of Colleges and Schools  
Commission On Colleges, December 10, 2015, Action Item Number VIII.A.4

December 10, 2015  
Date of Board Meeting Action

Action Item Number VIII.A.5.

**RESOLUTION APPROVING CHANCELLOR'S RECOMMENDATION TO INITIATE THE PLANNING PROCESS FOR THE MERGER AND/OR CONSOLIDATION OF CENTRAL ALABAMA COMMUNITY COLLEGE, SOUTHERN UNION STATE COMMUNITY COLLEGE, CHATTAHOOCHEE VALLEY COMMUNITY COLLEGE AND AUTHORIZING NOTIFICATION TO THE ALABAMA COMMISSION ON HIGHER EDUCATION AND THE SOUTHERN ASSOCIATION OF COLLEGES AND SCHOOLS COMMISSION ON COLLEGES**

**WHEREAS**, the Board of Trustees of the Alabama Community College System was established by Act No. 2015-125 (the "Act") of the Alabama Legislature and approved as law by the Governor of Alabama on May 5, 2015; and

**WHEREAS**, pursuant to the Act, the Alabama Community College System (the "ACCS") was created as a department of state government, which replaced and succeeded to the duties of the Department of Postsecondary Education and is now governed by the Board of Trustees (the "Board") created by the Act; and

**WHEREAS**, in August 2015, in accordance with the Southern Association of Colleges and Schools Commission on Colleges ("SACSCOC") Substantive Change policy, the colleges within the Alabama Community College System that are accredited by SACSCOC gave formal notice of the change in system governance to SACSCOC; and

**WHEREAS**, the Act authorizes the Board to appoint a Chancellor who serves as the Chief Executive Officer of the ACCS to assist the Board in carrying out its authority and responsibility; and

**WHEREAS**, pursuant to the authority vested in the Chancellor, under the Act and as prescribed by the Board's policy on Consolidations and Merger of ACCS Institutions approved on November 12, 2015, the Chancellor has the authority and responsibility, subject to the approval of the Board, for the operation, management and improvement of the community colleges, including but not limited to the recommendation of mergers and/or consolidations of community and technical colleges; and

**WHEREAS**, the Chancellor has determined and recommended that it is in the best interest of the ACCS, the affected community colleges and the general public to initiate the review, evaluation and planning process for the merger and/or consolidation of Central Alabama Community College, Southern Union State Community College and Chattahoochee Valley Community College; and

Attachment 3 (Continued)  
Alabama Community College System Resolution  
Approving Chancellor's recommendation to initiate the  
consolidation planning process and authorizing Notification to the Alabama  
Commission on Higher Education and The Southern Association Of Colleges and Schools  
Commission On Colleges, December 10, 2015, Action Item Number VIII.A.4


**WHEREAS, SACSCOC's Substantive Chance Policy and the regulatory rules promulgated by the Alabama Commission on Higher Education ("ACHE") require notification of a merger and/or consolidation planning process at least six (6) months in advance of a designated date anticipated for final approval of a merger and/or consolidation; and**

**WHEREAS, the merger and/or consolidation will not be final until the prerequisites of both SACSCOC and ACHE have been satisfied and approved and the Chancellor recommends final approval after public meetings with the affected communities and college personnel;**

**NOW, THEREFORE, BE IT RESOLVED, that the Chancellor, in accordance with applicable rules and guidelines, is hereby authorized and directed to give immediate written notice to SACSCOC and ACHE of the beginning of the planning process for a merger and/or consolidation of Central Alabama Community College, Southern Union State Community College and Chattahoochee Valley Community College.**

**BE IT FURTHER RESOLVED, that the merger and/or consolidation of these colleges shall be recommended only after public meetings concerning the proposed merger and/or consolidation are held in each community where an affected college is located; that the Chancellor shall approve all elements of the transition plan for carrying out the consolidation or merger of institutions and monitor all actions taken and evaluate their effectiveness; that the merged and/or consolidated colleges, other than as required for efficient administration under the appropriate guidelines and rules governing the administrative phase for the merger and/or consolidation, shall not be recognized as one institution until the administrative and programmatic phases are completed, the Southern Association of Colleges and Schools Commission on Colleges and the Alabama Commission on Higher Education have recognized and approved the merger and/or consolidation; and the Board of Trustees of the Alabama Community College System has rendered final approval**

**BE IT FURTHER RESOLVED, that the Presidents, administrators and staff of Central Alabama Community College, Southern Union State Community College and Chattahoochee Valley Community College are instructed to cooperate with the Chancellor in this planning process and submit copies of all correspondence with and materials provided to and received from the Southern Association of Colleges and Schools Commission on Colleges to the Alabama Community College System for conveyance to the Board of Trustees.**

  
Vice President  
Board of Trustees  
System Alabama Community College System

  
Chancellor  
Alabama Community College  
Action by Board:

Tabled  
 12/10/15 Approved  
 Disapproved  
 Amended (describe)

**Attachment 4**  
**December 16, 2015 Letter from Chatahoochee Valley Community College**  
**Interim President Mark Ellard to SACSCOC President Dr. Belle Wheelan**



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CHATAHOOCHEE VALLEY COMMUNITY COLLEGE

*Office of the President*

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December 16, 2015

Dr. Belle Wheelan, President  
Southern Association of Colleges and Schools  
Commission on Colleges  
1866 Southern Lane  
Decatur, GA 30033

Dear Dr. Wheelan,

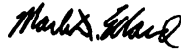
Upon the recommendation of Alabama Community College System (ACCS) Chancellor, Dr. Mark Heinrich, the Alabama Community College System Board of Trustees voted December 10, 2015, to allow Central Alabama Community College (CACC), Southern Union State Community College (SUSCC) and Chattahoochee Valley Community College (CVCC) to begin the planning process for consolidation and to name Dr. Susan Burrow as the President leading the newly consolidated institution. **Please accept this letter as official notification of Chattahoochee Valley Community College's intent to consolidate with these sister institutions, all of which are currently SACSCOC accredited.**

The combined prospectus for the newly created regional college will be submitted on or before April 8, 2016, for consideration at the June 2016 SACSCOC Board of Trustees meeting. **The intended implementation date is July 1, 2016.** CVCC will continue to meet all of the Principles of Accreditation until the new institution receives final SACSCOC approval.

We recognize the extent of this undertaking, and we are committed to excellence in this process so that we can provide enhanced opportunities to the students throughout the service area for the new regional college. In addition, the consolidation will allow a more efficient and effective delivery of service throughout the region while creating a more sustainable regional institution. We are committed to a college that works for the future of Alabama's citizens to provide quality education and workforce development that meets the needs of the many communities we serve throughout the East Central region of Alabama.

We will look forward to receiving acknowledgement of this notification, and we look forward to working closely with the SACSCOC vice presidents in this exciting new venture.

Regards,



Mark Ellard,  
Interim President

cc: Dr. Mark Heinrich, Chancellor ACCS  
Vice President, SACSCOC  
Dr. Susan Burrow, President CACC  
Dr. Glenda Colagross, Interim President SUSCC

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[www.cv.edu](http://www.cv.edu)

2602 College Drive • Phenix City, Alabama 36849  
Phone: 334.291.4900



**Attachment 4 (continued)**  
**December 21, 2015 Letter from Central Alabama Community College  
President Dr. Susan Burrow to SACSCOC President Dr. Belle Wheelan**



# Central Alabama Community College

Alexander City Campus • 1675 Cherokee Road • Alexander City, AL 35010 • 256-234-6346

*Office of the President*

December 21, 2015

Dr. Belle Wheelan, President  
Southern Association of Colleges and Schools  
Commission on Colleges  
1866 Southern Lane  
Decatur, GA 30033

Dear Dr. Wheelan,

Upon the recommendation of Alabama Community College System (ACCS) Chancellor, Dr. Mark Heinrich, the Alabama Community College System Board of Trustees voted December 10, 2015, to allow Central Alabama Community College (CACC), Southern Union State Community College (SUSCC) and Chattahoochee Valley Community College (CVCC) to begin the planning process for consolidation and to name me as the President leading the newly consolidated institution. **Please accept this letter as official notification of Central Alabama Community College's intent to consolidate with these sister institutions, all of which are currently SACSCOC accredited.**

The combined prospectus for the newly created regional college will be submitted on or before April 8, 2016, for consideration at the June 2016 SACSCOC Board of Trustees meeting. **The intended implementation date is July 1, 2016.** CACC will continue to meet all of the Principles of Accreditation until the new institution receives final SACSCOC approval.

We recognize the extent of this undertaking, and we are committed to excellence in this process so that we can provide enhanced opportunities to the students throughout the service area for the new regional college. In addition, the consolidation will allow a more efficient and effective delivery of service throughout the region while creating a more sustainable regional institution. We are committed to a college that works for the future of Alabama's citizens to provide quality education and workforce development that meets the needs of the many communities we serve throughout the East Central region of Alabama.

We will look forward to receiving acknowledgement of this notification, and we look forward to working closely with the SACSCOC vice presidents in this exciting new venture.

Regards,

Susan L. Burrow, Ph.D.  
President

cc: Dr. Mark Heinrich, Chancellor ACCS  
Dr. John S. Hardt, Vice President, SACSCOC  
Dr. Glenda Colagross, Interim President SUSCC  
Mr. Mark Ellard, Interim President CVCC

Attachment 4 (continued)  
December 17, 2015 Letter from Southern Union State Community College  
Interim President Dr. Glenda Colagross to SACSCOC President Dr. Belle Wheelan

## ***SOUTHERN UNION STATE COMMUNITY COLLEGE***

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*Dr. Glenda Colagross, Interim President*

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December 17, 2015

Dr. Belle Wheelan, President  
Southern Association of Colleges and Schools  
Commission on Colleges  
1866 Southern Lane  
Decatur, GA 30033

Dear Dr. Wheelan,

Upon the recommendation of Alabama Community College System (ACCS) Chancellor, Dr. Mark Heinrich, the Alabama Community College System Board of Trustees voted December 10, 2015, to allow Central Alabama Community College (CACC), Southern Union State Community College (SUSCC) and Chattahoochee Valley Community College (CVCC) to begin the planning process for consolidation and to name Dr. Susan Burrow as the President leading the newly consolidated institution. **Please accept this letter as official notification of Southern Union State Community College's intent to consolidate with these sister institutions, all of which are currently SACSCOC accredited.**

The combined prospectus for the newly created regional college will be submitted on or before April 8, 2016, for consideration at the June 2016 SACSCOC Board of Trustees meeting. **The intended implementation date is July 1, 2016.** SUSCC will continue to meet all of the Principles of Accreditation until the new institution receives final SACSCOC approval.

We recognize the extent of this undertaking, and we are committed to excellence in this process so that we can provide enhanced opportunities to the students throughout the service area for the new regional college. In addition, the consolidation will allow a more efficient and effective delivery of service throughout the region while creating a more sustainable regional institution. We are committed to a college that works for the future of Alabama's citizens to provide quality education and workforce development that meets the needs of the many communities we serve throughout the East Central region of Alabama.

We will look forward to receiving acknowledgement of this notification, and we look forward to working closely with the SACSCOC vice presidents in this exciting new venture.

Regards,



Glenda Colagross  
Interim President

cc: Dr. Mark Heinrich, Chancellor ACCS  
Dr. Crystal Baird, Vice President, SACSCOC  
Dr. Susan Burrow, President CACC  
Mr. Mark Ellard, Interim President CVCC

**Wadley Campus**  
P. O. Box 1000  
Wadley, AL 36276  
256/395-2211

**Opelika Campus**  
1701 LaFayette Pkwy.  
Opelika, AL 36801  
334/745-6437

**Valley Campus**  
Fob James Drive  
Valley, AL 36854  
334/756-4151

DECISION ITEM E-2: Statement of Intent Regarding the Consolidation-Merger of Faulkner State Community College, Jefferson Davis Community College, and Alabama Southern Community College

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

Staff Recommendation: That the Commission recognize and approve the proposed Statement of Intent regarding the Consolidation-Merger of Faulkner State Community College, Jefferson Davis Community College, and Alabama Southern Community College.

Supporting Documentation: December 11, 2015 Letter to SACSCOC from Dr. Mark Heinrich, Chancellor. Attachment 1.

December 11, 2015 Letter to ACHE Executive Director Dr. Gregory Fitch from Dr. Mark Heinrich, Chancellor. Attachment 2.

Alabama Community College System Resolution Approving Chancellor's recommendation to initiate the consolidation planning process and authorizing Notification to the Alabama Commission on Higher Education and The Southern Association Of Colleges and Schools Commission On Colleges, December 10, 2015, Action Item Number VIII.A.4. Attachment 3.

ACCS President letters to SACSCOC:  
January 6, 2016 Letter from Faulkner State Community College President Gary Branch to SACSCOC President Dr. Belle Wheelan; December 16, 2015 Letter from Jefferson Davis Community College Interim President Dr. William Blow to SACSCOC President Dr. Belle Wheelan; and January 6, 2015 Letter from Alabama Southern Community College President Dr. Reginald Sykes to SACSCOC President Dr. Belle Wheelan. Attachment 4.

Guidelines For The Review And Approval Of The Consolidation Or Merger Of Two-Year Postsecondary Institutions," Ala. Admin. Code (Commission on Higher Education), Chapter 300-2-1-.09. Available upon request.



**Background:** As detailed in Higher Education Chapter 300-2-1 Supp. 12/31/13 2-1-53, Attachment To Rule 300-2-1-.09 "Guidelines For The Review And Approval Of The Consolidation Or Merger Of Two-Year Postsecondary Institutions" (Passed January 25, 1996), the Chancellor may cause two or more institutions within the Alabama College System to consolidate or merge for the purpose of forming a comprehensive community college by presenting for approval, first to the Alabama Commission on Higher Education for review, comments and/or action, and then to the Alabama State Board of Education [Alabama Community College System] a Statement of Intent to Consolidate or Merge which shall incorporate and conform to several stipulations and provisions. Historically, the Guidelines were developed jointly by ACHE and ACCS.

**Next steps:** The next step in the consolidation process, will be that ACCS seek approval from the Commission regarding administrative consolidation changes. Then, ACCS will seek Commission approval for instructional and programmatic consolidation changes. For all three phases of the consolidation (intent, administrative, and programmatic/instructional), ACHE will utilize the Guidelines in reviewing and evaluating these ACCS requests.

Following are the nineteen (19) Guideline provisions and stipulations that specify the scope and detail of elements that must be successfully addressed in order to meet the Commission's merger/consolidation requirements.

**1. A description of the institutions to be consolidated or merged and the designation of a name for the newly created comprehensive community college.** It is the intent of the Alabama Community College System Board of Trustees to consolidate Alabama Southern Community College (Alabama Southern), Jefferson Davis Community College (Jefferson Davis) and Faulkner State Community College (Faulkner State).

Alabama Southern Community College (ASCC). Alabama Southern Community College mission is to provide comprehensive educational opportunities and services in diverse learning environments to enhance community and economic development for the citizens of Southwest Alabama. Alabama Southern Community College (ASCC) is a fully accredited, comprehensive two-year college with more than 80,000 alumni and campuses in Jackson, Gilbertown, Monroeville and Thomasville. The college was created when Patrick Henry State Junior College and Hobson State Technical College were consolidated in 1991. Patrick Henry and Hobson were both part of the system of community colleges created by the Legislature in 1963.

In 1997, the Alabama Legislature designated Monroeville and Monroe County as the Literary Capital of Alabama in recognition of the region's remarkable literary heritage. Technical programs are another key element of the ASCC campus in Monroeville. The college purchased a 69,000 square-foot building from Vanity Fair Inc., in 2010 and created the Workforce Development Center. Alabama Southern's Thomasville campus is also home to the LifeTech Institute. The Life Tech Institute is an innovative parolee transition program operated in partnership with the Alabama Board of Pardons and Parole. The program, for example, teaches life and technical skills to help parolees make the transition from prison to society.

Jefferson Davis Community College (JDCC). Jefferson Davis Community College mission is to provide accessible quality educational opportunities through traditional classroom and distance learning formats, promote economic growth, and enhance the quality of life for the college service area. Jefferson Davis Community College is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools to award associate degrees.

Jefferson Davis Community College has been successfully preparing students for the world of work for almost 50 years. Jefferson Davis was one of the original junior colleges

created in 1963. Classes began with 186 students on September 30, 1965. In 1983, the W. T. (Tom) Neal Jr. Park was added on the campus. The park includes a lake, tennis courts, a baseball field, maintenance building, a public three-hole golf course, and a driving range. Today JDCC consists of two full-service campuses in Brewton and Atmore. JDCC has instructional sites at Holman Prison and the Fountain Correctional Center. JDCC provides general education courses at the first and second year levels leading to associate in arts and associate in science degrees. It also provides career technical education that prepares students for employment in occupational fields and which lead to an associate in applied science and/or certificate. The college has several technical programs, including a masonry program, an accredited nursing program, and a welding program that that is endorsed by the Central Gulf Industrial Alliance (CGIA).

*Faulkner State Community College (FSCC)*. Faulkner State is one of the 13 original two-year colleges created by an act of the Alabama Legislature in 1963. Located in one of the fastest growing counties in the State, Faulkner State offers cutting edge services and convenient locations for the Baldwin community. For the first few months of operation, the college was called Bay Minette State Junior College. In early 1966; the State Board of Education renamed the college in honor of pre-Civil War Statesman and Educator William Lowndes Yancey. In 1970, the name was changed again to James H. Faulkner State Junior College in honor of James H. Faulkner Sr., a prominent Baldwin County citizen. Faulkner State Community College was renamed in 1991 to more accurately reflect the college's mission and purpose. The college has experienced extensive growth over the past 50 years, expanding to three campuses. The land for the present-day Bay Minette campus, which sits on almost 147 acres, was originally acquired from the Bay Minette Chamber of Commerce and several local citizens.

Faulkner State began offering courses in Fairhope in 1970, The campus expanded programs and hired permanent faculty and staff in 1975. In 1987, the Fairhope campus, which consists of almost 10 acres, was acquired from the City of Fairhope. The Gulf Shores campus was established in 1993 after the acquiring almost 15 acres of property where the campus now sits. Faulkner State also offers career technical programs for high school and college students at the North Baldwin Center for Technology located in Bay Minette, and the South Baldwin Center for Technology in Robertsedale. The Baldwin County Public School System, Faulkner State Community College, Enterprise State Community College and the Fairhope Airport Authority have partnered to offer high school and college students courses in aviation; industrial maintenance and welding. The Academy at Fairhope Airport provides critical training in these growing career-technical fields.

When the college opened in 1965, it had an initial enrollment of 401 students and one campus. Today, Faulkner State serves more than 5,000 students across multiple campuses and instructional sites. These students can choose from multiple career paths in more than 100 areas of study.

**2. A statement of personnel assurances addressing the individual identities, missions, and histories of the affected institutions; the status, right, privileges, and benefits of employees of both the consolidated or merged institutions and the new community college; the status, rights, and privileges of students of both the consolidated or merged institutions and the new community college; employment practices and related and relevant matters of law; and such other information as the Chancellor shall deem appropriate.**

**3. Assurance that personnel at the institutions to be consolidated or merged have been involved in the preparation of the Statement of Intent to Consolidate or Merge, and that close consultation between personnel at the institutions to be consolidated or merged and staff members will continue during the consolidation or merger process.**

**4. A description of the benefits to be derived from the consolidation or merger in terms of enhancement of programs and services available to residents of the new college service area.**

**5. A description of the benefits to be derived from the consolidation or merger in terms of efficiency of management, leadership, and coordination of instructional and student support activities.**

**6. A plan to secure and/or maintain appropriate accreditation for the newly formed community college, including the Prospectus for Substantive Change as required by the Commission on Colleges of the Southern Association of Colleges and Schools.**

**7. The results of an audit of the effectiveness of educational programs at each of the affected institutions, and especially a description of the impact of the consolidation or merger upon existing and/or potential occupational/technical programs to be used to provide entry-level job training skills to residents of the new college service area.**

**8. A description of the library/learning resources to support the programs at the newly consolidated or merged institution.**

**9. A description of the impact of the consolidation or merger upon the ability of the new community college to provide training for business and industry within the college service area.**

**10. A description of the impact of the consolidation or merger upon the ability of the new community college to provide community service and continuing education opportunities to the residents of the service area.**

**11. A student population projection and student demographic analysis for the new community college.**

**12. A disposition of existing facilities, equipment, and supplies for the consolidated or merged institution as it affects the new community college.**

**13. A description of the fiscal support available for the new community college, including a copy of the most recent financial audits of the affected institutions and a financial impact statement regarding their consolidation or merger.**

**14. A plan setting forth the steps to be taken and time lines to achieve the administrative and programmatic consolidation or merger of the institutions involved into a single comprehensive community college, developed with input from and consultation between personnel at the institutions to be consolidated or merged.**

**14A. The consolidation or merger of institutions shall proceed in two phases, commencing with an administrative consolidation or merger, for which a detailed plan shall be developed which shall contain a description of the administrative organization for the new institution, and a specific time line noting the initiation and completion dates of the administrative phase of the consolidation or merger.**

**14B. A detailed plan for the final phase of the consolidation or merger, the programmatic phase, shall be developed and shall contain a description of the educational program at the new institution, including an inventory of programs, as well as other specific information related to programmatic realignments, and a specific time line noting the initiation and completion dates of the programmatic phase of the consolidation or merger.**

**15. Provisions for planned professional development to enhance and support the growth of the new comprehensive community college.**

**16. A description of the geographic area to be served by the new community college.**

**17. A specific time line defining the entire consolidation or merger process.**

**18. The Commission on Colleges of the Southern Association of Colleges and Schools and the Alabama Commission on Higher Education shall be notified at the beginning of the planning process for consolidations or mergers and at least six months in advance of the designated date for final approval, in accordance with its provisions for substantive change.**

**19. The Alabama State Board of Education [Alabama Community College System] directs the president(s) and the Chancellor, when necessary, to visit the Southern Association of Colleges and Schools personally to assure understanding and communication concerning pending consolidations or mergers.**

Attachment 1  
December 11, 2015 Letter to SACSCOC from Dr. Mark Heinrich, Chancellor

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

December 11, 2015

Dr. Belle Wheelan, President  
Southern Association of Colleges and Schools  
Commission on Colleges  
1866 Southern Lane  
Decatur, Georgia 30033

RE: Notice of Plan to Merge and/or Consolidate Faulkner State Community College, Jefferson Davis Community College, and Alabama Southern Community College

Dear Dr. Wheelan:

This letter is to confirm our previous conversations regarding the potential mergers and/or consolidations of the above referenced Alabama community colleges. Specifically, please accept this letter on behalf of the Alabama Community College System as our official initial notification to the Southern Association of Colleges and Schools Commission on Colleges ("SACSCOC") that I have recommended that the Board of Trustees of the Alabama Community College System authorize the commencement of plans to consider the merger/consolidation of Faulkner State Community College, Jefferson Davis Community College, and Alabama Southern Community College. All of these community colleges are accredited SACSCOC institutions. The merged college will establish a more sustainable regional institution, which we would intend to be fully accredited by SACSCOC.

On November 12, 2015, the possible merger of these institutions was discussed at the Board of Trustees monthly work session. On December 10, 2015 the Board of Trustees, by Resolution, approved my recommendation to commence the planning process for this merger/consolidation.

The newly constituted regional community college will create a unified vision for the region and create a comprehensive network for the delivery of localized education and work force training that will bring ultimate efficiencies and greater accountability to meet the needs of the communities they serve. The academic transfer programs offered by these colleges will provide the new regional college with the critical mass and stability to ensure a sustainable and accessible education in the local communities served by these institutions.

As Chancellor, I truly believe that this regionalization will allow these institutions to fully engage as one regional college. The regional college will continue to serve each community, but this

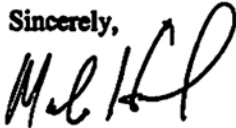
Attachment 1 (Continued)  
December 11, 2015 Letter to SACSCOC from Dr. Mark Heinrich, Chancellor

**Dr. Belle Wheelan, President**  
**Page 2**  
**December 11, 2015**

service will be offered through a position of strength that will enhance access, allow regional partnerships, improve collective purchasing, and create opportunities for external funding, both private and public. The regional college structures to be planned, with your approval, will provide a network of highly skilled professionals who work daily to ensure that the citizens of Alabama are prepared with 21<sup>st</sup> Century skills. These skills are essential to meet the future workforce demands; a prepared workforce truly forms the cornerstone of economic and community growth and sustainability. My recommendation of this planned consolidation is grounded in my fundamental plan to create regional colleges that function from a collective regional vision reflective of the citizens' dreams, values and hopes of a high quality and sustainable community. The Board of Trustees and I believe that with these changes, once approved by SACSCOC, the Board of Trustees, and other necessary bodies, will provide a strong and versatile educational resource.

Thank you for your consideration.

Sincerely,



Mark A. Heinrich, Ph.D.  
Chancellor

c: Dr. Gary L. Branch, Faulkner Community College  
Dr. William Blow, Jefferson Davis Community College  
Dr. Reginald Sykes, Alabama Southern Community College

**Attachment 2**  
**December 11, 2015 Letter to ACHE Executive Director Dr. Gregory Fitch**  
**from Dr. Mark Heinrich, Chancellor**

**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**

December 11, 2015

Dr. Gregory G. Fitch, Executive Director  
Alabama Commission on Higher Education  
Post Office Box 302000  
Montgomery, Alabama 36130-2000

**RE:** Notice of Plan to Merge and/or Consolidate Faulkner State Community College, Jefferson Davis Community College, Alabama Southern Community College, and Reid State Technical College

Dear Dr. Fitch:

This letter is to confirm our previous conversations regarding the potential mergers and/or consolidations of the above referenced Alabama community colleges. Specifically, please accept this letter on behalf of the Alabama Community College System as our official initial notification to the Alabama Commission on Higher Education ("the Commission") that I have recommended that the Board of Trustees of the Alabama Community College System authorize the commencement of plans to consider the merger/consolidation of Faulkner State Community College, Jefferson Davis Community College, Alabama Southern Community College, and Reid State Technical College. All of these community colleges except Reid State Technical College are accredited SACSCOC institutions and Reid State Technical College is accredited by the Council on Occupational Education ("COE"). The merged college will establish a more sustainable regional institution, which we would intend to be fully accredited by SACSCOC.

On November 12, 2015, the possible merger of these institutions was discussed at the Board of Trustees monthly work session. On December 10, 2015 the Board of Trustees, by Resolution, approved my recommendation to commence the planning process for this merger/consolidation. I have attached a true and correct copy of the Resolution hereto for your ease of reference.

The newly constituted regional community college will create a unified vision for the region and create a comprehensive network for the delivery of localized education and work force training that will bring ultimate efficiencies and greater accountability to meet the needs of the communities they serve. The academic transfer programs offered by these colleges will provide the new regional college with the critical mass and stability to ensure a sustainable and accessible education in the local communities served by these institutions.

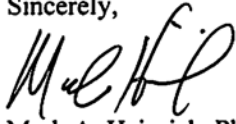
**Attachment 2 (continued)**  
**December 11, 2015 Letter to ACHE Executive Director Dr. Gregory Fitch  
from Dr. Mark Heinrich, Chancellor**

Dr. Gregory G. Fitch, Executive Director  
Page 2  
December 11, 2015

As Chancellor, I truly believe that this regionalization will allow these institutions to fully engage as one regional college. The regional college will continue to serve each community, but this service will be offered through a position of strength that will enhance access, allow regional partnerships, improve collective purchasing, and create opportunities for external funding, both private and public. The regional college structures to be planned, with your approval, will provide a network of highly skilled professionals who work daily to ensure that the citizens of Alabama are prepared with 21<sup>st</sup> Century skills. These skills are essential to meet the future workforce demands; a prepared workforce truly forms the cornerstone of economic and community growth and sustainability. My recommendation of this planned consolidation is grounded in my fundamental plan to create regional colleges that function from a collective regional vision reflective of the citizens' dreams, values and hopes of a high quality and sustainable community. The Board of Trustees and I believe that with these changes, once approved by the Commission, the Board of Trustees, and other necessary bodies, will provide a strong and versatile educational resource.

Thank you for your consideration.

Sincerely,



Mark A. Heinrich, Ph.D.  
Chancellor

Attachment

c: Dr. Gary L. Branch, Faulkner Community College  
Dr. William Blow, Jefferson Davis Community College  
Dr. Reginald Sykes, Alabama Southern Community College  
Mr. Jeff Rhodes, Reid State Technical College



Attachment 3  
Alabama Community College System Resolution  
Approving Chancellor's recommendation to initiate the  
consolidation planning process and authorizing Notification to the Alabama  
Commission on Higher Education and The Southern Association Of Colleges and Schools  
Commission On Colleges, December 10, 2015, Action Item Number VIII.A.4

December 10, 2015  
Date of Board Meeting Action

Action Item Number VIII.A.4.

**RESOLUTION APPROVING CHANCELLOR'S RECOMMENDATION TO INITIATE THE PLANNING PROCESS FOR THE MERGER AND/OR CONSOLIDATION OF FAULKNER STATE COMMUNITY COLLEGE, JEFFERSON DAVIS COMMUNITY COLLEGE, ALABAMA SOUTHERN COMMUNITY COLLEGE AND REID STATE TECHNICAL COLLEGE, AND AUTHORIZING NOTIFICATION TO THE ALABAMA COMMISSION ON HIGHER EDUCATION AND THE SOUTHERN ASSOCIATION OF COLLEGES AND SCHOOLS COMMISSION ON COLLEGES**

**WHEREAS**, the Board of Trustees of the Alabama Community College System was established by Act No. 2015-125 (the "Act") of the Alabama Legislature and approved as law by the Governor of Alabama on May 5, 2015; and

**WHEREAS**, pursuant to the Act, the Alabama Community College System (the "ACCS") was created as a department of state government, which replaced and succeeded to the duties of the Department of Postsecondary Education and is now governed by the Board of Trustees (the "Board") created by the Act; and

**WHEREAS**, in August 2015, in accordance with the Southern Association of Colleges and Schools Commission on Colleges ("SACSCOC") Substantive Change policy, the colleges within the Alabama Community College System that are accredited by SACSCOC gave formal notice of the change in system governance to SACSCOC; and

**WHEREAS**, the Act authorizes the Board to appoint a Chancellor who serves as the Chief Executive Officer of the ACCS to assist the Board in carrying out its authority and responsibility; and

**WHEREAS**, pursuant to the authority vested in the Chancellor, under the Act and as prescribed by the Board's policy on Consolidations and Merger of ACCS Institutions approved on November 12, 2015, the Chancellor has the authority and responsibility, subject to the approval of the Board, for the operation, management and improvement of the community colleges, including but not limited to the recommendation of mergers and/or consolidations of community and technical colleges; and

**WHEREAS**, the Chancellor has determined and recommended that it is in the best interest of the ACCS, the affected community colleges and the general public to initiate the review, evaluation and planning process for the merger and/or consolidation of Faulkner State Community College, Jefferson Davis Community College, Alabama Southern Community College and Reid State Technical College; and

**Attachment 3 (Continued)**  
**Alabama Community College System Resolution**  
**Approving Chancellor's recommendation to initiate the**  
**consolidation planning process and authorizing Notification to the Alabama**  
**Commission on Higher Education and The Southern Association Of Colleges and Schools**  
**Commission On Colleges, December 10, 2015, Action Item Number VIII.A.4**


**WHEREAS, SACSCOC's Substantive Chance Policy and the regulatory rules promulgated by the Alabama Commission on Higher Education ("ACHE") require notification of a merger or consolidation planning process at least six (6) months in advance of a designated date anticipated for final approval of a merger and/or consolidation; and**

**WHEREAS, the merger and/or consolidation will not be final until the prerequisites of both SACSCOC and ACHE have been satisfied and approved and the Chancellor recommends final approval after public meetings with the affected communities and college personnel;**

**NOW, THEREFORE, BE IT RESOLVED, that the Chancellor, in accordance with applicable rules and guidelines, is hereby authorized and directed to give immediate written notice to SACSCOC and ACHE of the beginning of the planning process for a merger and/or consolidation of Faulkner State Community College, Jefferson Davis Community College, Alabama Southern Community College and Reid State Technical College.**

**BE IT FURTHER RESOLVED, that the merger and/or consolidation of these colleges shall be recommended only after public meetings concerning the proposed merger and/or consolidation are held in each community where an affected college is located; that the Chancellor shall approve all elements of the transition plan for carrying out the merger and/or consolidation of institutions and monitor all actions taken and evaluate their effectiveness; that the merged and/or consolidated colleges, other than as required for efficient administration under the appropriate guidelines and rules governing the administrative phase for the merger and/or consolidation, shall not be recognized as one institution until the administrative and programmatic phases are completed, the Southern Association of Colleges and Schools Commission on Colleges and the Alabama Commission on Higher Education have recognized and approved the merger and/or consolidation; and the Board of Trustees of the Alabama Community College System has rendered final approval**

**BE IT FURTHER RESOLVED, that the Presidents, administrators and staff of Faulkner State Community College, Jefferson Davis Community College, Alabama Southern Community College and Reid State Technical College are instructed to cooperate with the Chancellor in this planning process and submit copies of all correspondence with and materials provided to and received from the Southern Association of Colleges and Schools Commission on Colleges to the Alabama Community College System for conveyance to the Board of Trustees.**

  
Vice President  
Board of Trustees  
System Alabama Community College System

  
Chancellor  
Alabama Community College System

<b>Action by Board:</b>	
<input type="checkbox"/>	<b>Tabled</b>
<input checked="" type="checkbox"/>	<b>Approved</b>
<input type="checkbox"/>	<b>Disapproved</b>
<input type="checkbox"/>	<b>Amended (describe)</b>
<input type="checkbox"/>	<b>Additional action</b>

12/10/15

**Attachment 4**  
**January 6, 2016 Letter from Faulkner State Community College**  
**President Gary Branch to SACSCOC President Dr. Belle Wheelan**



BALDWIN COUNTY'S AND ALABAMA'S GULF COAST COMMUNITY COLLEGE  
1900 HWY. 31 SOUTH  
BAY MINETTE, ALABAMA 36507-2698

OFFICE OF THE PRESIDENT

January 6, 2016

Dr. Belle Wheelan, President  
Southern Association of Colleges and Schools  
Commission on Colleges  
1866 Southern Lane  
Decatur, GA 30033

Dear Dr. Wheelan,

Upon the recommendation of Alabama Community College System (ACCS) Chancellor, Dr. Mark Heinrich, the Alabama Community College System Board of Trustees voted December 10, 2015, to allow James H. Faulkner State Community College (FSCC), Alabama Southern Community College (ASCC), Jefferson Davis Community College (JDCC), and Reid State Technical College (RSTC) to begin the planning process for consolidation and to name me as the President leading the newly consolidated institution. **Please accept this letter as official notification of James H. Faulkner State Community College's intent to immediately commence the consolidation planning process with ASCC and JDCC, both of whom are SACSCOC accredited institutions.** We anticipate working with SACSCOC to determine the most efficient and effective process by which to accomplish this merger. We respectfully request that SACSCOC meet with us to discuss our process as soon as possible.

The combined prospectus for the newly created regional college will be submitted on or before April 8, 2016, for consideration at the June 2016 SACSCOC Board of Trustees meeting. **The intended implementation date is July 1, 2016.** FSCC will continue to meet all of the Principles of Accreditation until the new institution receives final SACSCOC approval.

We recognize the extent of this undertaking, and we are committed to excellence in this process so that we can provide enhanced opportunities to the students throughout the service area for the new regional college. In addition, the consolidation will allow a more efficient and effective delivery of service throughout the region while creating a more sustainable regional institution. We are committed to a college that works for the future of Alabama's citizens to

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BAY MINETTE

•

FAIRHOPE

•

GULF SHORES

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1-(800)-231-3752

ALABAMA COMMISSION ON HIGHER EDUCATION  
Friday, March 11, 2016

**provide quality education and workforce development that meets the needs of the many communities we serve throughout the South Western region of Alabama.**

**We will look forward to receiving acknowledgement of this notification, and we look forward to working closely with the SACSCOC vice presidents in this exciting new venture.**

Regards,



**Gary L. Branch  
President**

**cc: Dr. Mark Heinrich, Chancellor, Alabama Community College System  
Dr. Charles Taylor, Vice President, Southern Association of Colleges and Schools, Commission on Colleges  
Dr. William O. Blow, Interim President, Jefferson Davis Community College  
Dr. Reginald Sykes, President, Alabama Southern Community College**

**Attachment 4 (continued)**  
**December 16, 2015 Letter from Jefferson Davis Community College**  
**Interim President Dr. William Blow to SACSCOC President Dr. Belle Wheelan**



December 16, 2015

Dr. Belle Wheelan, President  
Southern Association of Colleges and Schools  
Commission on Colleges  
1866 Southern Lane  
Decatur, GA 30033

Dear Dr. Wheelan,

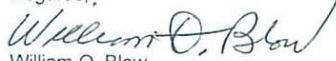
Upon the recommendation of Alabama Community College System (ACCS) Chancellor, Dr. Mark Heinrich, the Alabama Community College System Board of Trustees voted December 10, 2015, to allow James H. Faulkner State Community College (FSCC), Alabama Southern Community College (ASCC), and Jefferson Davis Community College (JDCC), to begin the planning process for consolidation and to name Dr. Gary Branch as the President leading the newly consolidated institution. **Please accept this letter as official notification of Jefferson Davis Community College's intent to immediately commence the consolidation planning process with FSCC and ASCC, both of which are SACSCOC accredited institutions.** We anticipate working with SACSCOC to determine the most efficient and effective process by which to accomplish this merger. We respectfully request that SACSCOC meet with us to discuss our process as soon as possible.

The combined prospectus for the newly created regional college will be submitted on or before April 8, 2016, for consideration at the June 2016 SACSCOC Board of Trustees meeting. **The intended implementation date is July 1, 2016.** JDCC will continue to meet all of the Principles of Accreditation until the new institution receives final SACSCOC approval.

We recognize the extent of this undertaking, and we are committed to excellence in this process so that we can provide enhanced opportunities to the students throughout the service area for the new regional college. In addition, the consolidation will allow a more efficient and effective delivery of service throughout the region while creating a more sustainable regional institution. We are committed to a college that works for the future of Alabama's citizens to provide quality education and workforce development that meets the needs of the many communities we serve throughout the South Western region of Alabama.

We will look forward to receiving acknowledgement of this notification, and we look forward to working closely with the SACSCOC vice presidents in this exciting new venture.

Regards,

  
William O. Blow  
Interim President

cc: Dr. Mark Heinrich, Chancellor ACCS  
Dr. Larry Earvin, Vice President, SACSCOC  
Dr. Reginald Sykes, President, ASCC  
Dr. Gary Branch, President, FSCC



Atmore Campus  
(251) 368-8118

P.O. Box 958  
Brewton, AL 36427-0958  
www.jdcc.edu

Brewton Campus  
(251) 867-4832



**Attachment 4 (continued)**  
**January 6, 2016 Letter from Alabama Southern Community College  
President Dr. Reginald Sykes to SACSCOC President Dr. Belle Wheelan**



**ALABAMA SOUTHERN**

Community College

January 6, 2016

Dr. Belle Wheelan, President  
Southern Association of Colleges and Schools  
Commission on Colleges  
1866 Southern Lane  
Decatur, GA 30033

Dear Dr. Wheelan,

Upon the recommendation of Alabama Community College System (ACCS) Chancellor, Dr. Mark Heinrich, the Alabama Community College System Board of Trustees voted December 10, 2015, to allow James H. Faulkner State Community College (FSCC), Alabama Southern Community College (ASCC), and Jefferson Davis Community College (JDCC) to begin the planning process for consolidation and to name Dr. Gary Branch as the President leading the newly consolidated institution. **Please accept this letter as official notification of Alabama Southern Community College's intent to immediately commence the consolidation process with FSCC and JDCC, both of whom are SACSCOC accredited institutions.** We do not want to delay the consolidation of FSCC, ASCC and JDCC and respectfully request that SACSCOC meet with us to discuss our process as soon as possible.

The combined prospectus for the newly created regional college will be submitted on or before April 8, 2016, for consideration at the June 2016 SACSCOC Board of Trustees meeting. **The intended implementation date is July 1, 2016.** ASCC will continue to meet all of the Principles of Accreditation until the new institution receives final SACSCOC approval.

We recognize the extent of this undertaking, and we are committed to excellence in this process so that we can provide enhanced opportunities to the students throughout the service area for the new regional college. In addition, the consolidation will allow a more efficient and effective delivery of service throughout the region while creating a more sustainable regional institution. We are committed to a college that works for the future of Alabama's citizens to provide quality education and workforce development that meets the needs of the many communities we serve throughout the South Western region of Alabama.

We will look forward to receiving acknowledgement of this notification, and we look forward to working closely with the SACSCOC vice presidents in this exciting new venture.

Regards,  
  
Reginald Sykes, Ph.D.  
President

cc: Dr. Mark Heinrich, Chancellor ACCS ✓  
Dr. Michael Hoefler, Vice President, SACSCOC  
Dr. William O. Blow, Interim President, JDCC  
Dr. Gary Branch, President, FSCC



DECISION ITEM F-1: University of Montevallo, Addition of a Concentration in Criminality to the BA/BS in Sociology (CIP 45.1101)

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 Montevallo (UM) currently has the BA/BS in Sociology listed at CIP 45.1101 in the Commission's Academic Program Inventory. UM has proposed the addition of a concentration in Criminality to the existing program.

The program with the proposed concentration will require a total of 120 semester hours (sh):

General Education	47 sh
Program Core	18 sh
Concentration	15 sh
Electives	40 sh
Total	120 sh

The program core consists of the following courses: SOC 101 Introductory Sociology (3 sh); SOC 240 Social Problems (3 sh); SOC 324 Social Stratification (3 sh); SOC 355 Research in Social Welfare or SOC 370 Research Methods (3 sh); SOC 480 Development of Sociological Theory (3 sh); and SOC 499 Sociology Capstone (3 sh).

The proposed concentration entails the following courses: SOC 342 Criminology (3 sh); SOC 303 Crime and Deviance (3 sh); SOC 300/400-level elective focused on deviance/crime (3 sh) - example currently in the curriculum: SOC 341 Juvenile Delinquency; SOC 300/400-level elective focused on social control/corrections (3 sh) - example currently in the curriculum: SOC 393 Probation and Parole; SOC 300/400-level general criminology elective (3 sh) - example currently in the curriculum: SOC 311 Substance Abuse. (Total in concentration is five 3 sh courses, or 15 sh.)

According to the proposal, a high level of interest in criminology and related fields continues to be apparent at national and state levels. Locally, the University of Montevallo admissions personnel report regular inquiries about opportunities to study topics related to crime and deviance. UM believes that a criminology concentration will help prepare students for careers and graduate programs in sociology, criminology, criminal justice, law, public administration, and social services.

UM also asserts that Intellectually, students who study criminology from within the sociological discipline are well-positioned to understand the broad social contexts in which social deviance, crime, social control, and corrections occur. In addition to focusing on the internal workings of the criminal justice system, students of sociology are equipped with the conceptual tools to examine the justice system as imbedded within a larger social system and as interacting with other social subsystems such as education, family, government, economy, science, military, and religion.

**Budgetary Impact:** Support for this concentration will require an additional faculty member.

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 F-2: University of North Alabama, Addition of an Emphasis in Organizational Leadership to the Existing BIS in Interdisciplinary Studies (CIP 30.0000)

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

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

Background: The University of North Alabama (UNA) currently has the BIS in Interdisciplinary Studies at (CIP 30.0000) in the Commission's Academic Program Inventory. UNA has proposed the addition of an emphasis in Organizational Leadership to the existing program.

The program with the emphasis will require a total of 120 semester hours (sh):

General Education	44 sh
Program Core	4 sh
Emphasis	42 sh
Additional Coursework	30 sh
Total	120 sh

Courses in the program core are: IDS 199 (1 credit hour) Introduction to Interdisciplinary Studies; and IDS 499 (3 credit hours) Capstone Project.

Required courses in the emphasis are: Ethics in Administrative Leadership (PS/PHL 415); Principles of Management (MG 330); Applied Leadership (MG 336); Managerial Communication (MG 382W); Group Communication (COM 330); and Organizational Communication (COM 440). Each of these six courses is 3 semester hours.

Students pursuing this emphasis will also complete 9 credits of Interpersonal Relationship coursework; 6 credits from a selection of Internationalization coursework; 6 credits of Data Management and Analysis coursework (or any departmental applied methodology/research design course and any departmental applied data analysis course with the BIS student's academic advisor approval); and 3 credits of Direct Professional Experience.

The rationale for this emphasis is three fold: 1) the emphasis immerses students in learning experiences taught within multiple academic disciplines as well as applied experiences external to the classroom, and a Capstone Project that provides students an opportunity to demonstrate the synthesis and application of knowledge. This emphasis builds a multifaceted skill set and is interdisciplinary in nature.

2) The Bureau of Labor Statistics, Occupational Outlook Handbook, (2014-15 Edition) projects an 11 percent job growth rate through 2022 for organizational trainers and managers with a bachelor's degree. UNA asserts that graduates of this program will be competitive for those positions.

3) The proposed Organizational Leadership emphasis is anticipated to attract a pool of new students including community college transfers and adult learners to the program.

**Budgetary Impact: The proposed emphasis will produce a negligible budgetary impact as all the courses identified above are currently taught at UNA as part of each academic department's normal rotation of courses. As the program grows, an adjunct may need to be hired or a current faculty member paid a stipend.**

Consistent with Commission policy and operational definitions, the emphasis 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 emphasis 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 F-3:** University of South Alabama, Addition of Four Concentrations in Performance Brass, Performance Woodwind, Conducting Choral, and Conducting Instrumental to the Existing MM in Music, General (CIP 50.0901)

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

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

Background: The University of South Alabama (USA) currently has the Master of Music (MM) in Music, General at CIP 50.0901 in the Academic Program Inventory. USA proposes the addition of four concentrations in Performance Brass, Performance Woodwind, Conducting Choral, and Conducting Instrumental to the existing program.

For each of the four concentrations, the program will consist of the following pattern of coursework:

Proposed Core	18 sh (semester hours)
Proposed Concentrations	14 sh
Additional Coursework	0
Total	32 sh

For each of the concentrations the program core consists of: Graduate Research in Music (MUL 501) —2 hours; and selecting 12 hours from the following courses:

American Music (MUL 535) - 4 hours,  
Topics in Music History (MUL 590) - 4 hours,  
Introductory Analysis of Music Literature (MUT 512) - 4 hours,  
Pedagogy of Theory (MUT 513), - 4 hours  
Graduate Performing Ensembles (MUO 500-level) - 3 hours, and  
Graduate Recital (MUA 500) — 1 hour.

Courses in the proposed concentrations are:

Performance Brass Concentration:

Brass Pedagogy (MUE 519) — 3 hours,  
Brass Literature (MUL 519) — 3 hours,  
Applied Studies — 8 hours:  
Applied Trumpet (MUB 551, 552, or 553), Applied French Horn (MUB 561, 562, or 563), Applied Trombone (MUB 571, 572, or 573), Applied Baritone Horn (MUB 581, 582, or 583), or Applied Tuba (MUB 586, 587, or 588).

Performance Woodwind Concentration:

Woodwind Pedagogy (MUE 564) — 3 hours,  
Woodwind Literature (MUL 564) — 3 hours,  
Applied Studies - 8 hours:  
Applied Flute (MUB 501, 502, or 503), Applied  
Oboe (MUB 511, 512, or 513), Applied Clarinet  
(MUB 521, 522, or 523), Applied Bassoon (MUB  
531, 532, or 533), or Applied Saxophone (MUB  
541, 542, or 543).

Conducting Choral Concentration:

Score and Technique Development (MUT 561)  
— 2 hours,  
Choral Literature (MUL 540) — 3 hours,  
Choral Techniques (MUS 540) — 3 hours, and  
Choral Conducting Practicum (MUT 540) — 6  
hours

Conducting Instrumental Concentration:

Score and Technique Development (MUT 561)  
— 2 hours,  
History of the Wind Band (MUL 562) — 3 hours,  
Seminar in Wind Conducting (MUS 562) — 3  
hours, and  
Graduate Applied Wind Conducting (MUT 562)  
— 6 hours.

As rationale for the four concentrations, USA states that it has potential graduate students interested in pursuing graduate degrees in Brass Performance, Performance Woodwind, Conducting Choral, and Conducting Instrumental.

USA further states that after very careful deliberation and consideration of inquiries from the community, the institution believes that there is substantive interest and that the institution is well prepared and able to further meet the needs of their area by offering these concentrations. Without adding faculty, facilities, or equipment, USA reports that it would be able to accommodate these students.

- **Budgetary Impact:** The budgetary impact will be minimal. There will be no additional faculty, facilities, or equipment required to add these four proposed concentrations.

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

The staff recommends that the proposed four concentrations 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. Written unpublished documentation provided by the institution. Available upon request.

DECISION ITEM F-4: Calhoun Community College, Addition of an Option in Advanced Manufacturing Technology to the Existing AAS in Advanced Manufacturing Technology (CIP 15.0613)

Staff Presenter: Ms. Margaret Pearson  
Academic Program Review Analyst

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

Background: Calhoun Community College (CAL) currently has the Associate in Applied Science (AAS) in Advanced Manufacturing Technology at CIP 15.0613 in the Commission's Academic Program Inventory. CAL has proposed the addition of an option in Advanced Manufacturing Technology to the existing program.

The program with the proposed option will require a total of 71 semester hours (sh).

General Education	22 sh
Program core	21 sh
Option	28 sh
Total	71 sh

The program core consists of the following 3 semester hour courses: Industrial Safety; Precision Measurement; Fluid Systems; DC Fundamentals; AC Fundamentals; AC/DC Machines; and Motor Controls I.

Courses in the proposed option are: Motor Controls II; Intro to Programmable Controllers; Advanced Programmable Controllers; Principles of Industrial Mechanics; Principles of Industrial Pumps and Piping; Principles of Robotic Systems; Principles of Robotic Programming; Special Topics; and five Technical Co-Op Education courses (1 sh) each.

**Budgetary Impact:** NONE

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 F-5:** Auburn University, Alteration of the DVM in Veterinary Medicine (CIP 51.2401)

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

**Staff Recommendation:** That the Commission approve the proposed 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 Veterinary Medicine in Veterinary Medicine at CIP 51.2401 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 51.2401 to 26.0102.

**Budgetary Impact: None.**

According to AU officials, the CIP code currently applied to the program is not a STEM-approved category. Subsequently, international students are unable to take advantage of all visa options that might otherwise be available to them if a STEM-approved CIP category were recorded on their visa form. The resulting situation places international graduate students at a professional disadvantage as they compete for jobs and transition into careers in the United States.

The staff recommends that the proposed alteration to the DVM in Veterinary Medicine 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 F-6: University of Alabama at Birmingham, Addition of a Dietitian Education Program Track to the Existing MS in Nutrition Sciences (CIP 51.3102)

Staff Presenter: Ms. Margaret Pearson  
Academic Program Review Analyst

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

Background: The University of Alabama at Birmingham (UAB) currently has the Master of Science (MS) in Nutrition Sciences at CIP 51.3102 in the Commission's Academic Program Inventory. UAB has proposed the addition of a Dietitian Education Program Track to the existing program.

The program with the proposed track will require a total of 58 semester hours (sh):

Program Core	14 sh
Track	44 sh
Total	58 sh

The program core contains the following 4 courses: Nutritional Biochemistry (6 sh); Statistical Methods in Nutrition Sciences I (3 sh); Applied Research in Nutrition Sciences (3 sh); and Seminar (2 sh).

Courses in the proposed track include: Community Interventions for Health Lifestyles (3 sh); Nutrition Counseling and Education (4 sh); Communications in Nutrition (1 sh); Principles of Food Science Operations and Menu Planning (3 sh); Advanced Medical Nutrition (3 sh); Principles and Practice of Nutrition Support (3 sh); and Advanced Food Systems and Resources Management (3 sh).

According to UAB officials, there are many undergraduate students at UAB who realize late in their program of study that they are interested in becoming a Registered Dietitian Nutritionist (RDN), yet UAB has no mechanism to accommodate this goal. The proposed track will allow undergraduate students an opportunity to accomplish the goal of becoming a RDN by a 2-step process. Step 1 – Complete undergraduate pre-requisite coursework, and Step 2 – Entrance into the MS in Nutrition Sciences Dietitian Education Program Track, complete graduate coursework (program core and track) along with supervised practice.

The pre-requisite requirements for the proposed track include a total of 27 semester hours of undergraduate coursework that includes 18 semester hours as the undergraduate minor in Nutrition Sciences and 9 semester hours of undergraduate coursework in biology (3 sh), chemistry (3 sh), and physiology (3 sh).

**Budgetary Impact:** It is estimated that the proposed track will annually require approximately \$20,000 to pay for program expenses, (supplies, Program Director travel to internship sites, professional development training, program accreditation fees, and cloud-based technology) management, and reporting for accreditation purposes.

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

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

Supporting Documentation:

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

**DECISION ITEM F-7:** University of West Alabama, Addition of a Track in Graphic Design to the Existing BA/BS in Integrated Marketing Communications (CIP 09.0199)

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

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

**Background:** The University of West Alabama (UWA) currently has the BA/BS in Integrated Marketing Communications at CIP 09.0199 in the Commission's Academic Program Inventory. UWA has proposed the addition of a track in Graphic Design to the existing program.

The program with the proposed track will require a total of 120 semester hours (sh):

General Education	48 sh
Program Core	47 sh
Track	12 sh
Electives	13 sh
Total	120 sh

The program core is comprised of courses such as Journalism Practicum: Print I (1 sh); Journalism Practicum: Publishing (1 sh); Creative Photography (2 sh); and Photography and Vector Lab (1 sh).

The proposed Graphic Design track will consist of the following five courses: Exploring Graphic Arts (2 sh); Commercial Photography (2 sh); Graphic Design II (3 sh); Media Buying (2 sh); and Media Campaigns (3 sh).

According to the proposal, the Graphic Design track will prepare students for graduate study and employment opportunities in areas such as advertising; layout; print, web design; and media buying.

**Budgetary Impact:** No additional resources will be required at this time.

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

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

**Supporting Documentation:**

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

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

**DECISION ITEM F-8:** University of West Alabama, Addition of a Concentration in Health and Sports Psychology to the Existing MS in Experimental Psychology (CIP 42.2704)

Staff Presenter: Ms. Margaret Pearson  
Academic Program Review Analyst

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

Background: The University of West Alabama (UWA) currently has the MS in Experimental Psychology at CIP 42.2704 in the Commission's Academic Program Inventory. UWA has proposed the addition of a concentration in Health and Sports Psychology to the existing program.

The program with the proposed concentration will require a total of 36-51 semester hours (sh):

Program Core	15 sh
Concentration	15-27 sh
Electives	6-9 sh
Total	36-51 sh

The program core consists of the following courses: Statistics and Research Methods I & II; Advanced Sports Psychology; The Diagnostic Process for Mental Disorders; and Health Psychology.

The proposed concentration contains 27 hours of coursework in which students may choose from the following: Advanced Development Psychology; Psychopharmacology; Advanced Social Psychology; Cognitive Psychology; Techniques of Counseling; Exercise Physiology; Psychology and Sociology of Human Performance; Professional Orientation and Ethics; and Psychology Practicum.

According to the proposal, the concentration will prepare students for highly competitive doctoral programs in health and sports psychology or closely related fields.

**Budgetary Impact:** No additional resources will be required at this time.

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 F-9:** University of West Alabama, Addition of a Track in Creative Writing to the Existing BA/BS in English (CIP 23.0101)

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

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

**Background:** The University of West Alabama (UWA) currently has the BA/BS in English at CIP 23.0101 in the Commission's Academic Program Inventory. UWA has proposed the addition of a track in Creative Writing to the existing program.

The program with the proposed track will require a total of 120 semester hours (sh):

General Education	48 sh
Program Core	27 sh
Track	9 sh
Electives	36 sh
Total	120 sh

The program core includes courses such as Advanced Composition; Intro to Research; Shakespeare; British Literature; and American Literature.

The proposed track will consist of the following five courses: Creative Writing (3 sh); Creative Writing Practicum (3 sh); Journalism Practicum Publishing (1 sh); Journalism Practicum Print (1 sh); and Journalism Practicum Literary Magazine (1 sh).

According to the proposal, the Creative Writing track will allow students to focus more on creative writing, and give them a credential without committing to a 21-hour minor, and without excessively compromising on the English major.

Creative nonfiction merges the boundaries between literary art (fiction, poetry) and research nonfiction (statistical, fact-filled, run of the mill journalism). It is writing composed of the real, or of facts, that employs the same literary devices as fiction, such as setting, voice/tone, character development, etc.

**Budgetary Impact:** No additional resources will be required at this time.

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

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

Supporting Documentation:

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



INFORMATION ITEM 1: 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 June 2016:

Alma Bryant High School - Irvington, Alabama

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 January 13 until February 3 for public review and comment. No comments were received.

Supporting Documentation:

1. Proposal for New Off-Campus Site at Alma Bryant High School, Irvington, 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 - College of Arts and Sciences  
**Telephone:** (251) 460-6280  
**Fax:** (251) 460-7928  
**E-Mail:** awierzbicki@southalabama.edu  
**Contact Person at Site If Other Than Administrator Above**  
**Name & Title:** Dr. Andzej Wierzbicki, Dean - College of Arts and Sciences  
**Telephone:**  
**Fax:**  
**E-Mail:**  
**Location of Proposed Site**  
**Facility:** Alma Bryant High School  
**Street Address:** 14001 Hurricane Blvd.  
**City:** Irvington **County:** Mobile  
**When will you begin offering instruction at this site?** Jan-16

Type of Site	Check One:
<b>Non-Exempt</b>	
<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: 2-5-16



INFORMATION ITEM 2: Jacksonville State University, Change in the Name of the Department of Health, Physical Education, and Recreation to the Department of Kinesiology

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 Health, Physical Education, and Recreation to the Department of Kinesiology.

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

Supporting Documentation:

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

INFORMATION ITEM 3: Jacksonville State University, Change in the Name of the Office of Educational Technology and Support to the Office of Teaching, Learning, and Technology

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 Office of Educational Technology and Support to the Office of Teaching, Learning, and Technology.

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

Supporting Documentation:

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

**INFORMATION ITEM F-4:**                    University of South Alabama, Change in the Name of the Department of Foreign Languages and Literatures to the Department of Modern and Classical Languages and Literature

Staff Presenter:                         Ms. Margaret Pearson  
Academic Program Review Analyst

Staff Recommendation:                 For information only.

Background:                                The University of South Alabama (USA) Board of Trustees has approved the change in the name of the Department of Foreign Languages and Literatures to the Department of Modern and Classical Languages and Literature.

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

Supporting Documentation:             1. "Reasonable Extensions and Alterations of Existing Units and Programs of Instruction," Alabama Administrative Code, Chapter 300-2-1-.06. Available upon request.

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

INFORMATION ITEM 5: University of South Alabama, Change in the Name of the Department of Civil Engineering to the Department of Civil, Coastal, and Environmental Engineering

Staff Presenter: Ms. Margaret Pearson  
Academic Program Review Analyst

Staff Recommendation: For information only.

Background: The University of South Alabama (USA) Board of Trustees has approved the change in the name of the Department of Civil Engineering to the Department of Civil, Coastal, and Environmental Engineering.

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

Supporting Documentation:

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

INFORMATION ITEM 6: Auburn University, Addition of a Class AA Collaborative Teacher (K-6 & 6-12) Certificate to the EdS in General Education, CIP 13.0101

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

Staff Recommendation: For information only.

Background: Auburn University (AU) has provided documentation that it has received approval from the State Board of Education (SBE) to offer a Class AA Collaborative Teacher (K-6 & 6-12) certificate. The certificate completions will be reported at CIP 13.0101, the Education Specialist (EdS) in General Education, an existing listing in the Academic Program Inventory.

According to the Commission's operational definitions, new teacher certification programs are exempt from Commission review and approval but are required to be submitted to the Commission as information items. No entry will be added to the Commission's Academic Program Inventory as a result of the SBE approval of the new teacher education certificate.

In addition, Commission guidelines state that new Educational Specialist degree programs are exempt from Commission review, if documentation is provided that they are implemented in conjunction with SBE approved sixth-year (AA) teacher certification programs.

Supporting Documentation:

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



INFORMATION ITEM 7: University of West Alabama, Change in the Name of the College of Business to the College of Business and Technology

Staff Presenter: Ms. Margaret Pearson  
Academic Program Review Analyst

Staff Recommendation: For information only.

Background: The University of West Alabama (UWA) Board of Trustees has approved the change in the name of the College of Business to the College of Business and Technology.

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

Supporting Documentation:

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

**INFORMATION ITEM 8:** 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.

Snead State Community College  
Program: Industrial Technician, A.A.S./C,  
CIP 47.0303  
Approval date: September 11, 2015  
Implementation date: January 2016 (on schedule)  
Post-implementation report date: February 1, 2021.

University of Alabama in Huntsville  
Program: Master of Arts in Teaching, M.A.T.,  
CIP 13.1205  
Approval date: June 12, 2015  
Implementation date: January 2016 (on schedule)  
Post-implementation report date: February 1, 2021.

University of North Alabama  
Program: Bachelor of Arts in Spanish, B.A.,  
CIP 16.0905  
Approval date: December 4, 2015  
Implementation date: January 2016 (on schedule)  
Post-implementation report date: February 1, 2021.

Program: Bachelor of Arts in French, B.A.,  
CIP 16.0901  
Approval date: December 4, 2015  
Implementation date: January 2016 (on schedule)  
Post-implementation report date: February 1, 2021.

University of North Alabama (continued)

Program: Bachelor of Arts in German, B.A.,  
CIP 16.0501

Approval date: December 4, 2015

Implementation date: January 2016 (on schedule)

Post-implementation report date: February 1, 2021.

Program: Bachelor of Arts in Theatre, B.A.,  
CIP 50.0501

Approval date: September 11, 2015

Implementation date: January 2016 (on schedule)

Post-implementation report date: February 1, 2021.

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.

<u>INFORMATION ITEM 9:</u>	<u>Summary of Post-Implementation Reports</u>
<u>Staff Presenter:</u>	Dr. Lenny Lock Director of Instruction and Special Projects
<u>Staff Recommendation:</u>	For information only.
<u>Background:</u>	Program that met post-implementation conditions: <ul style="list-style-type: none"><li>• University of Alabama at Birmingham, Program: Bachelor of Science in Neuroscience (CIP 30.2401)</li><li>• University of Alabama at Birmingham, Program: Executive Doctor of Science – Health Services (CIP 51.0701)</li><li>• Calhoun Community College, Program: Associate in Applied Science Physical Therapy Assistant (CIP 51.0806)</li></ul>
<u>Supporting Documentation:</u>	<ol style="list-style-type: none"><li>1. Unpublished post-implementation reports submitted by the institutions. Available upon request.</li><li>2. “Summary of Reports on Post-Implementation</li></ol>

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

Meeting Conditions:

**University of Alabama at Birmingham (2015 Report)**

- Program: Bachelor of Science in Neuroscience (CIP 30.2401)

Approved by Commission: September 2008

Proposed Implementation Date: August 2009

Actual Implementation Date: January 2009

Post-Implementation Conditions:

1. That the annual average new enrollment headcount for the first five years beginning in 2009-10 will be at least 13.
2. That the average number of graduates for the academic years 2012-13 and 2013-14 (two-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.

Bachelor of Science in Neuroscience (CIP 30.2401)	Average New Enrollment Headcount 2009-10 through 2013-14	Average Number of Graduates, 2012-13 and 2013-14	Percentage of Graduates Employed in Field
Required	13	9	75%
Reported	14	13	100%*

\* 91 percent of program graduates are enrolled in medical, graduate or professional school programs, and the other 9 percent are employed in industry or research.

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's specific objectives was met as documented by (a) core coursework content/curriculum assessments; (b) hands-on independent laboratory research; (c) development of skills in scientific methodology and experimental analysis and demonstration of how to effectively communicate results orally and in writing; (d) focus on successful pursuit of future career goals in academia, medicine, the health sciences and research; as well as (e) providing a program for UAB undergraduates to become active participants in the UAB Neuroscience community.

Meeting Conditions:

**University of Alabama at Birmingham** [*second report*] (2016 Report)

- Program: Executive Doctor of Science – Health Services (CIP 51.0701)

Approved by Commission: March 2008 [*additional review period granted June 2015*]

Proposed Implementation Date: June 2009

Actual Implementation Date: June 2009

Post-Implementation Condition: [*second report*]

1. That the annual average new enrollment headcount for 2014-15 and 2015-16 years will be at least 10.

Executive Doctor of Science – Health Services (CIP 51.0701)	Average New Enrollment Headcount 2014-15 and 2015-16
Required	10
Reported	11

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

The graduates, employment, and assessment conditions had been previously met.

The first post-implementation report was ACHE June 12, 2015, agenda item D-2.

Meeting Conditions:

**Calhoun Community College** (2015 Report)

- Program: Associate in Applied Science Physical Therapy Assistant (CIP 51.0806)

Approved by Commission: March 2008

Proposed Implementation Date: August 2008

Actual Implementation Date: August 2009

Post-Implementation Conditions:

1. That the annual average new enrollment headcount for the first five years beginning in 2009-10 will be at least 9.
2. That the average number of graduates for the academic years 2010-11 through 2013-14 (four-year average) will be at least 11.
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.

Associate in Applied Science Physical Therapy Assistant (CIP 51.0806)	Average New Enrollment Headcount 2009-10 through 2013-14	Average Number of Graduates, 2010-11 through 2013-14	Percentage of Graduates Employed in Field
Required	9	11	75%
Reported	24	20	100%

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's specific objectives was met as documented by various measures of obtaining the student learning objectives: a) provide safe and effective treatments under the direction and supervision of the physical therapist; b) exhibit ethical, legal, and professional behavior that adheres to the practice standards of a PTA; c) demonstrate clinical competencies of an entry level PTA; and, d) communicate effectively with patients, families and healthcare team members regarding physical therapy.

Note: Commission on Accreditation in Physical Therapy Education (CAPTE) was obtained in January 2011 for five years.

**INFORMATION ITEM 10:** 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>
Culinary Arts w/emp in Craft Beer Brewing	12.0503

**Jefferson State Community College**

<u>Field of Study</u>	<u>CIP Code</u>
Emergency Medical Services w/emp in Basic EMT & Advanced EMT	51.0904

<u>Field of Study</u>	<u>CIP Code</u>
Child Development	19.0708

**Northeast Alabama Community College**

<u>Field of Study</u>	<u>CIP Code</u>
Culinary Arts	12.0503

**Shelton State Community College**

<u>Field of Study</u>	<u>CIP Code</u>
Logistics/Supply Chain Management	52.0203

<u>Field of Study</u>	<u>CIP Code</u>
Maintenance & Light Repair Tech	47.0604

**Southern Union State Community College**

<u>Field of Study</u>	<u>CIP Code</u>
Industrial Maintenance	47.0303

**Wallace State Community College (Dothan)**

<u>Field of Study</u>	<u>CIP Code</u>
Automotive Service	15.0803



**Wallace State Community College (Hanceville)**

<u>Field of Study</u>	<u>CIP Code</u>
Agriculture Foundations	01.0301

<u>Field of Study</u>	<u>CIP Code</u>
Diesel Mechanics w/emp In Transportation Trailer Technology	47.0605

<u>Field of Study</u>	<u>CIP Code</u>
Child Development	19.0708

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 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.

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.

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	<del>51.2404</del> <u>26.0102</u>	Veterinary Medicine, DVM
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C. Programs Placed on Inactive Status

**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:

Auburn University Montgomery

Graduate Certificate in Technology Leadership

Consisting of 12 hours (4 courses), the proposed graduate certificate is interdisciplinary; therefore, the certificate will consist of courses from the College of Education's Instructional Leadership and Instructional Technology programs. The courses in the certificate program are: FNDS 7200: Designing and Leading 21<sup>st</sup> Century Learning Environments; FNDS 6253: Coordinating Technology; LEAD 6500: The Role of the Instructional Leader in Technology; and FNDS 7500: Trends, Issues, & Ethics in Technology.

Graduate Certificate in Online Teaching & Learning

The proposed certificate will require the completion of 4 courses (3 semester hours each): FNDS 6010: Innovations in E-Learning; FNDS 7400 Principles of Teaching at a Distance; FNDS 7300: Digital & Interactive Media Design; and FNDS 6243: Instructional Design. Required courses are core or elective course options offered in the Instructional Technology Master's and Educational Specialist degree programs.

University of North Alabama

Graduate Certificate in Innovative Economic Development

The proposed certificate consists of 6 (3 semester hours each) courses that educate the student to build successful strategies in today's economy. The certificate will emphasize a hand-on approach that includes collaborative techniques and skills that allow the student to understand and analyze regional ecosystems. It will also include learning strategic policy

tools that encourage innovation-based development and sustainable collaborations.

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 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 have reported plans to implement the distance education programs listed.

Auburn University:

Early Childhood Education, MS – CIP 13.1206

Reading Education, MS – CIP 13.1206

Spanish Education, MS – CIP 13.1205

Music Education, MS – CIP 13.1206

Nursing, BS – CIP 51.3801

Business Administration, BS – CIP 52.0201

University of Montevallo:

Instructional Leadership, EdS – CIP 13.0401

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.

# INSTITUTIONS OF HIGHER EDUCATION

