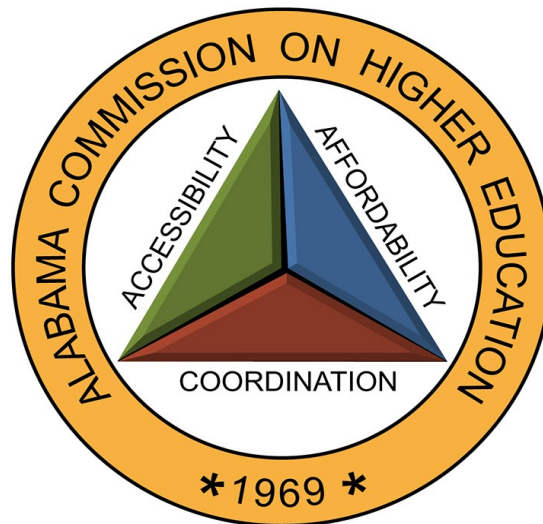


Alabama Commission on Higher Education  
RSA Union Building, 100 North Union Street, Room 782  
Montgomery, Alabama 36104  
Office: 334-242-1998  
Fax: 334-242-0268  
Website: [www.ache.alabama.gov](http://www.ache.alabama.gov)

## COMMISSION MEETING

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



**December 9, 2016**  
**10:00 a.m.**

# **Alabama Commission on Higher Education 2016-17 Committee Structure**

## **Executive Committee**

*Charles Ball, Chairman  
Randle McKinney, Vice-Chairman  
Charles E. Sanders  
William R. Jones, Jr.*

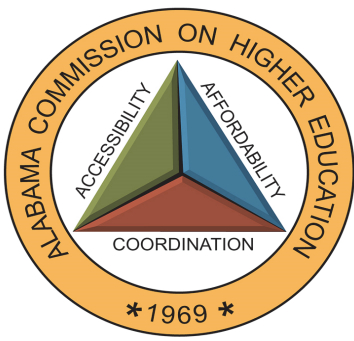
## **Instructional Affairs Committee**

*Charles E. Sanders, Chairman  
Karen Calametti  
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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# AGENDA

## ALABAMA COMMISSION ON HIGHER EDUCATION

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

December 9, 2016

10:00 a.m.

- I. **Call to Order**
- II. **Roll Call of Members and Determination of Quorum**
- III. **Approval of Agenda**
- IV. **Consideration of Minutes of September 9, 2016** .....1
- V. **Chairman’s Report**
- VI. **Executive Director’s Report**
- VII. **Discussion Items**
  - A. Annual Report: Articulation and General Studies Committee (AGSC & STARS) 2016 ..... 13  
**Guest Presenter: Dr. Suzanne Ozment, Chair, University of Montevallo**
  - B. Annual Report: U.S. Department of Education No Child Left Behind (NCLB) Title II (P.L. 107-110) FY 2015-16 / Announcement of Continuation Awards FY 2016-17 ..... 14  
**Staff Presenter: Dr. Elizabeth C. French/Dr. James Conely**
  - C. Annual Report: Alabama Experimental Program to Stimulate Competitive Research (EPSCoR) ..... 17  
**Staff Presenter: Dr. Elizabeth C. French**  
**Guest Presenter: Dr. Chris Lawson, Executive Director EPSCoR**
  - D. Annual Report: State Authorization of Non-Resident Institutions ..... 24  
**Staff Presenter: Dr. Elizabeth C. French**
  - E. Annual Report: Alabama Commission on Higher Education 2015-2016 ..... 26  
**Staff Presenter: Margaret Gunter**
- VIII. **Decision Items**
  - A. Designation of an Acting Executive Director ..... 27  
**Presenter: Commissioner Charles Ball**
  - B. Executive Budget Request for FY 2017-2018 ..... 28  
**Staff Presenter: Mrs. Veronica Harris**
  - C. Consolidated Budget Recommendation for FY 2017-2018 ..... 34  
**Staff Presenter: Ms. Susan Cagle**
  - D. Report on the Facilities Master Plan & Capital Projects Requests for FY 2017-2018 - FY 2021-2022 ..... 35  
**Staff Presenter: Ms. Susan Cagle**

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**Staff Presenter: Dr. Lenny Lock**
5. University of Alabama, Juris Masters with Concentration in Taxation (CIP 22.0211)..... 96  
**Staff Presenter: Dr. Lenny Lock**
6. University of Alabama, Master of Arts in Religion in Culture (CIP 38.0201) ..... 106  
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7. University of West Alabama, Master of Education in Learning, Design, and  
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9. Auburn University, Bachelor of Science in Applied Biotechnology (CIP 26.1201)..... 137  
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10. Auburn University, Bachelor of Science in Industrial Design Studies  
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11. Amendments to the Administrative Procedures for the Alabama Student Grant  
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**Staff Presenter: Ms. Cheryl Newton**
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**G. Request to Amend Post Implementation Conditions**

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2. Jacksonville State University, Master of Fine Arts in Visual Communication and Design (CIP 50.0401) ..... 190  
**Staff Presenter: Dr. Lenny Lock**
3. University of Alabama at Birmingham, Master of Arts in Education in Reading (CIP 13.1315) ..... 194  
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4. University of Alabama at Birmingham, Master of Science in Computer Forensics and Security Management (CIP 11.1003) ..... 197  
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5. Jacksonville State University, Establishment of the Center for Best Practices in Law Enforcement .....	213
<b>Staff Presenter: Ms. Margaret Pearson</b>	
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7. Auburn University, Establishment of an Educational Complex in Gulf Shores, AL .....	215
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15. Implementation of Distance Education Programs .....	247
<b>Staff Presenter: Ms. Margaret Pearson</b>	

**X. Adjournment**

# ALABAMA COMMISSION ON HIGHER EDUCATION

## MINUTES OF MEETING

September 9, 2016

### I. Call to Order

The Alabama Commission on Higher Education met in regular session on Friday, September 9, 2016 in the Public Service Commission Hearing Room, RSA Union Building, Montgomery, Alabama. Commissioner Ball called the meeting to order at 10:00 a.m.

Commissioner Ball welcomed presidents, institutional representatives, and guests.

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

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

### III. Approval of Agenda

RESOLVED: Commissioner McKinney moved to approve the agenda with the amendments of moving Decision Item D to Decision Item A and withdrawing Discussion Item C. Calametti seconded. The agenda was approved as amended.

### IV. Consideration of Minutes of June 10, 2016

RESOLVED: Commissioner Calametti moved for approval of the June 10, 2016 minutes. Commissioner Sanders seconded. Motion carried. The minutes were approved.

### V. Chairman's Report

Commissioner Ball yielded the floor to Dr. Elizabeth French. Dr. French announced the passing of Dr. John F. Porter, who served as executive director of the Alabama Commission on Higher Education from 1972 until 1981. She expressed the important role Dr. Porter played in higher education in assisting with the creation of numerous advisory councils such as the graduate deans, the deans of education, and the deans of arts and sciences.

A copy of Dr. Porter's obituary was distributed to Commission members and is attached and will be made a part of the minutes.

### VI. Executive Director's Report

Dr. Fitch commented on the consolidation of Faulkner State Community College, Alabama Southern Community College, and Jefferson Davis Community College. He stated that the ACHE is not a governing board and does not make decisions for the institutions; however, the Commission is required by law (Code of Alabama, Section 16-5-10) to ensure the integrity of programs offered, services to students, financial aid, and student data.

He announced that the final decision on the two-year consolidation will be held on September 14, 2016 at 10:00 a.m. at the Board of Trustees meeting of the Alabama Community College System.

## **VII. Discussion Items**

### **A. Statewide Strategic Plan 2017-2021**

Dr. Fitch presented a power point presentation that suggested a format for a new Strategic Plan for 2017-2021. A copy of the power point is attached. He also distributed general information to the Commissioners regarding the Commission's responsibilities for long range planning, reference information on strategic boards, and a State Education Policy checklist. A copy of these documents are attached.

### **B. Alabama Experimental Program to Stimulate Competitive Research (ALEPSCoR) State Science and Technology Roadmap (AESSTR)**

Dr. French introduced Dr. Lynne Chronister, Chair, Alabama EPSCoR Steering Committee and Vice President for Research and Economic Development at the University of South Alabama. She explained how the ALEPSCoR State Science and Technology Roadmap was developed to support the Accelerate Alabama Economic plan. A copy of the power point presentation is attached.

## **VIII. Decision Items**

### **A. Alabama Community College Consolidation**

1. Administrative and Programmatic Consolidation of Faulkner State Community College, Alabama Southern Community College, and Jefferson Davis Community College

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

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

### **B. Fiscal Year 2016-17 Operations Plan**

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

Commissioner Jones stated that he continues to have concerns regarding the line items placed in the Commission's budget that have nothing to do with education. Commissioner McKinney agreed and stated that hopefully at some point these items will be placed in the state budget where they should be.



Commissioner McKinney had questions regarding the difference in personnel costs in the first and fourth quarters. Ms. Harris explained that the first quarter includes longevity pay for employees and the executive director's termination pay is also included in the first quarter.

RESOLVED: Commissioner Calametti moved to accept the staff recommendation for approval. Commissioner Frost seconded. The Chair called for the vote. 8 voted yes. 1 voted no. Motion carried.

### **C. Approval of 2017 Meeting Schedule**

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

RESOLVED: Commissioner Sanders moved to accept the staff recommendation for approval. Commissioner Jones seconded. Motion carried.

### **D. Academic Programs**

1. Bevill State Community College, Associate in Applied Science and Certificate in Salon and Spa Management (CIP 12.0412)

Ms. Margaret Pearson 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. Commissioner Buntin seconded. Motion carried.

2. Gadsden State Community College, Associate in Applied Science and Certificate in Occupational Therapy Assistant (CIP 51.0803)

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

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

3. Auburn University at Montgomery, Bachelor of Fine Arts in Art (CIP 50.0701)

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

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

4. Auburn University, Bachelor of Computer Science in Computer Science (CIP 11.0701)

Ms. Margaret Pearson 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. Commissioner Jones seconded. Motion carried.

5. Alabama State University, Bachelor of Arts/Bachelor of Science in Interdisciplinary Studies (CIP 30.9999)

Ms. Margaret Pearson 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. Commissioner Buntin seconded. Motion carried.

6. University of Alabama at Birmingham, Bachelor of Science in Digital Forensics (CIP 43.0116)

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

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

7. University of Alabama at Birmingham, Bachelor of Science in Genetics and Genomic Sciences (CIP 26.0801)

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

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

8. University of West Alabama, Bachelor of Arts/Bachelor of Science in Sport Management (CIP 31.0504)

Commissioner Jones stated that he had concerns regarding the number of programs (9) being proposed by the University of West Alabama and how there is no financial impact indicated by the institution.

A representative from the University of West Alabama responded that the programs are already up and running as tracks under the Master of Science in Adult Continuing Education and that the faculty is also in place for the courses. The goal is to eventually phase out the Master of Science in Adult Continuing

Education making these programs separate degree programs since the Master of Science in each program is more recognizable.

RESOLVED: Commissioner Calametti moved to accept the staff recommendation for approval. Commissioner Sanders seconded. The Chair called for a vote. 8 voted yes. 1 voted no. Motion carried.

9. University of West Alabama, Bachelor of Arts/Bachelor of Science in Health Sciences (CIP 51.0000)

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

RESOLVED: Commissioner Sanders moved that the Commission accept the staff recommendation for approval. Commissioner Frost seconded. The Chair called for a vote. 8 voted yes. 1 voted no. Motion carried.

10. University of West Alabama, Associate in Applied Science in Automotive Engineering Technology (CIP 15.0803)

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

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

11. Jacksonville State University, Master of Social Work in Social Work (CIP 44.0701)

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

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

12. University of Alabama at Birmingham, Master of Arts in the Anthropology of Peace and Human Rights (CIP 45.0299)

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

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

13. Auburn University at Montgomery, Master of Science in Healthcare Informatics and Leadership (CIP 51.0701)

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

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

14. Auburn University, Master of Social Work in Social Work (CIP 44.0701)

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. Commissioner Calametti seconded. Motion carried.

15. University of West Alabama, Master of Science in Clinical Mental Health Counseling (CIP 51.1508)

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

RESOLVED: Commissioner Sanders moved that the Commission accept the staff recommendation for approval. Commissioner Frost seconded. The Chair called for a vote. 8 voted yes. 1 voted no. Motion carried.

16. University of West Alabama, Master of Science in Guidance and Counseling (CIP 13.1101)

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

RESOLVED: Commissioner Calametti moved that the Commission accept the staff recommendation for approval. Commissioner Price seconded. The Chair called for a vote. 8 voted yes. 1 voted no. Motion carried.

17. University of West Alabama, Master of Science in Family Counseling (CIP 51.1505) 171

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

RESOLVED: Commissioner Sanders moved that the Commission accept the staff recommendation for approval. Commissioner Buntin seconded. The Chair called for a vote. 8 voted yes. 1 voted no. Motion carried.

18. University of West Alabama, Master of Athletic Training (CIP 51.0913)

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

RESOLVED: Commissioner Calametti moved that the Commission accept the staff recommendation for approval. Commissioner Price seconded. The Chair called for a vote. 8 voted yes. 1 voted no. Motion carried.

19. University of West Alabama, Master of Science in Physical Education (CIP 13.1314)

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. Commissioner Sanders seconded. The Chair called for a vote. 8 voted yes. 1 voted no. Motion carried.

20. University of West Alabama, Master of Education in Student Affairs in Higher Education (CIP 13.0406)

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

RESOLVED: Commissioner Sanders moved that the Commission accept the staff recommendation for approval. Commissioner Buntin seconded. The Chair called for a vote. 8 voted yes. 1 voted no. Motion carried.

21. University of North Alabama, Master of Arts in Writing (CIP 23.1301)

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. Commissioner Calametti seconded. Motion carried.

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

1. Athens State University, Addition of an Option in Bioinformatics to the Existing BS in Biology (CIP 26.0101)

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

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

2. Central Alabama Community College, Addition of a Certificate in General Business to the Existing AAS in Business (CIP 52.0201)

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

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

3. Troy University, Addition of a Concentration in Security Studies to the Existing MS in Criminal Justice Administration (CIP 43.0103)

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

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

4. Troy University, Expansion of the Bachelor of Science in Nursing to the Dothan Campus (CIP 51.3801)

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. Commissioner Gyan seconded. Motion carried.

5. University of Alabama, Addition of a Nurse Practitioner Concentration in Mental Health for Rural Populations to the Existing MSN in Nursing (CIP 51.3801)

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

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

6. University of Alabama, Addition of a Nurse Practitioner Concentration in Nurse Administrator to the Existing MSN in Nursing (CIP 51.3801)

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

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

7. University of Alabama, Addition of a Nurse Practitioner Concentration in Primary Care for Rural Populations to the Existing MSN (CIP 51.3801)

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

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

8. University of Alabama at Birmingham, Departmental Restructuring and Renaming in the School of Optometry

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

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

9. University of Alabama at Birmingham, Addition of Tracks in Computational Physics, Applied Physics, and Advanced Physics to the Existing BS in Physics (CIP 40.0801)

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

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

10. University of Alabama in Huntsville, Addition of an Option in Art Education to the Existing BA in Studio Art (CIP 50.0701)

Ms. Margaret Pearson 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. Commissioner Buntin seconded. Motion carried.

11. University of Alabama in Huntsville, Establishment of the College of Professional and Continuing Studies

Ms. Margaret Pearson 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. Commissioner Sanders seconded. Motion carried.

12. University of South Alabama, Addition of a Concentration in Supply Chain Management to the Existing BS in Marketing (CIP 52.1401)

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

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

**F. Public Drawing to Determine the Order of Payment of Alabama Student Grant Program (ASGP) Funds for the 2016-2017 Academic Year**

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

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

**IX. Information Items**

RESOLVED: Commissioner Jones moved that the Commission accept Information Items 1 through 24. Commissioner Buntin seconded. Motion carried.

1. Alabama State University, SACSCOC Board Removal of ASU from Warning Status
2. Auburn University, Change in the Name of the Department of Aviation and Supply Chain Management to the Department of Systems and Technology
3. Auburn University at Montgomery, Establishment of the Department of Communication Disorders within the College of Nursing and Health Sciences
4. Jacksonville State University, Change in the Name of the Center for Business and Free Enterprise Education and Entrepreneurship to the Center for Economic Education



5. Jacksonville State University, Offering of a Health (6-12) and Physical Education (P-12) Dual Certification BSEd Program (CIP 13.1314)
6. University of Alabama, Establishment of the Integrative Center for Athletic and Sport Technology
7. University of Alabama, Establishment of the Department of Family, Internal, and Rural Medicine
8. University of Alabama, Establishment of the Department of Journalism and Creative Media
9. University of Alabama, Change in the Name of the Blount Undergraduate Initiative to the Blount Scholars Program in the College of Arts and Sciences
10. University of Alabama at Birmingham, Establishment of the Center for Disability Health and Rehabilitation Science (DHARS)
11. University of Alabama at Birmingham, Change in the Name of the Division of Trauma, Burns and Surgical Critical Care to the Division of Acute Care Surgery within the Department of Surgery
12. University of Alabama at Birmingham, Establishment of the UAB Microbiome Center
13. University of Alabama at Birmingham, Establishment of the Nathan Shock Center for Excellence in the Basic Biology of Aging
14. University of Alabama in Huntsville, Establishment of the Collaborative Learning Center (CLC)
15. University of Alabama in Huntsville, Establishment of the Early Learning Center as an Outreach of the College of Education
16. University of North Alabama, Change in the Name of the College of Nursing to the Anderson College of Nursing
17. University of South Alabama, Change in the Name of the Marketing Department to the Marketing and Quantitative Methods Department
18. Implementation of Approved Programs
19. Summary of Post Implementation Reports
20. Implementation of New Short Certificate Programs (Less than 30 Semester Hours)
21. Changes to the Academic Program Inventory

- 22. Implementation of Non-Degree Programs at Senior Institutions
- 23. Implementation of a Distance Education Program
- 24. Distribution of 2016-2017 Alabama Student Assistance Program (ASAP) Funds

**X. Adjournment**

The meeting was adjourned at 12:00 noon. The next meeting of the Commission is scheduled for December 9, 2016.

\_\_\_\_\_  
Charles Ball, Chairman

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

\_\_\_\_\_  
Gregory G. Fitch, Executive Director  
Tim Vick, Director of Operations on  
behalf of Gregory G. Fitch

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

DISCUSSION ITEM A: Annual Report: Articulation and General Studies Committee (AGSC & STARS) 2016

Staff Presenter: Dr. Elizabeth C. French

Staff Recommendation: For discussion only.

Background: The AGSC was established by Act 94-202 in March 1994. The primary goals of the legislation were: 1) To provide for a uniform articulation agreement among all institutions of higher education as well as a statewide general studies curriculum; 2) To provide for the computation of grade point averages of certain transferred students; 3) To specify that the Act would not impede the objectives of historically black institutions; 4) To provide for implementation conditioned on the participation of certain institutions; and 5) To specify certain reporting requirements. This legislation called for the Committee to: 1) Develop no later than September 1, 1998, a statewide freshman and sophomore-level general studies curriculum to be taken at all public colleges and universities; 2) Develop and adopt by September 1, 1999, a statewide articulation agreement for the freshman and sophomore years for the transfer of credit among all public institutions of higher education in Alabama; 3) Examine the need for a uniform course numbering system, course titles, and course descriptions; and 4) Resolve problems in the administration or interpretation of the articulation agreement of the general studies curriculum.

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

Membership of the AGSC is established by statute. Officers for 2016-2017 are: Chair - Dr. Suzanne Ozment, Provost and Vice-President for Academic Affairs — University of Montevallo, who succeeded Dr. Bruce Crawford, Vice President for Instructional Services — Lawson State Community College. Dr. Herbert Riedel, President — Lurleen B. Wallace Community College, is Vice-Chair. The Executive Director of the Commission serves as an ex-officio member of the Committee. Dr. Keith Sessions, AGSC/STARS Executive Director is responsible for the management, administration, and implementation of the articulation program. The STARS Office is located on the campus of Troy University.

Supporting Documentation: AGSC/STARS Home Page: <http://stars.troy.edu> or <http://stars.trov.edu/get the guide.html>

AGSC/STARS Annual Report/Distributed  
<http://stars.troy.edu/reports/2015-2016 Annual Report.pdf>

DISCUSSION ITEM B: Annual Report: U. S. Department of Education No Child Left Behind (NCLB) Title II [P.L. 107-110] Competitive Grant Awards FY 2015-2016;  
Announcement of Continuation Awards FY 2016-2017.

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

Staff Recommendation: For discussion only.

**Competitive Grant Awards FY 2015-2016:**

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

Access. During the past year an estimated 944 teachers, 165 principals, and 14 para-professionals in 72 public school districts and 21 private schools participated in one or more of 12 federally-funded ACHE NCLB projects (FY 2015-2016). More than 70,000 students were directly impacted by these participants.

As required by NCLB legislation to serve high need school districts and to assure that this program reaches all regions of the state, 80 districts were identified as "high need". All twelve funded projects met that requirement and also were able to serve other districts not identified as "high need." About 700 of the participating teachers serve public school districts identified as "high need."

Quality. Proposals accepted for the "Improving Teacher Quality: Mastery of Content" competition were designed to meet the performance objectives of the legislation, specifically the objective that all teachers of core academic subjects become "highly qualified." All twelve projects (100%) exceeded 40 total hours of content instruction, including two projects that exceeded 80 hours. All projects had formal professional development averaging 10 months during the year with project activities.

Recognition of these competitive grant projects occurred in national presentations to the National Science Teacher Association, the NIH Science Education Partnership, the American Society for Engineering Education, news reports published in the Anniston *Star*, and in international interest evidenced in ten representatives from the Royal Thai Ministry of Education participating in one project (UA: PS-21).

Resources. The U. S. Department of Education allocation to the Alabama Commission on Higher Education for FY 2015-2016 was \$949,571 for both administration and project grants. This amount was a slight decrease from the FY 2014-2015 award of \$953,849. Thirteen (13) proposals were received from nine (9) institutions with a combined budget of nearly \$1.9 million and project requests for federal funds of more than \$1.4 million. With

an available balance carried over from the previous year, twelve (12) projects were funded at a total of \$941,525.00.

In addition to federal funding, external funding and in-kind support was provided by the host institutions, school district partners, and others including the International Paper Foundation, the JK Lowder Family Foundation, Montgomery Museum of Fine Art, the Alabama Shakespeare Festival, Alabama State Council on the Arts, Southeast Center for Education in the Arts, and McWane Science Center among others. The estimated total funding and in-kind services leveraged from all external sources was more than \$650,000 not including volunteer and other unspecified resources.

*Representative Project.* The University-School Partnership for Secondary Science Education (also known as “BioTeach”) conducted by the University of Alabama at Birmingham (UAB). BioTeach is a program in cell and molecular biology for high school teachers. As the only ACHE NCLB project in biology, it offers a high level of content knowledge, hands-on research, teaching experiences, and training in inquiry-based learning methods. The project provides a three-week summer classroom experience with additional one-day sessions during the school year. Mentoring during the academic year reinforces “best practices” for teaching Alabama biology. Participants also have the opportunity to have their classes visit the GENEius Lab in Birmingham’s McWane Science Center to experience state-of-the-art biology research.

#### **Continuation Awards FY 2016-2017:**

On December 10, 2015 the Every Student Succeeds Act (ESSA) was signed into law, replacing No Child Left Behind (NCLB) and ending direct allocations of federal funding in this program to State Agencies of Higher Education (SAHE). However, ESSA regulations allowed the NCLB program to continue in a transition year under the same NCLB requirements until September 30, 2018. Accordingly, the U. S. Department of Education allocation to the Alabama Commission on Higher Education for FY 2016-2017 is \$932,572.00 for both administration and project grants, a slight decrease from the FY 2015-2016 award of \$949,571.00.

Because this is a transition and final year for this program, ACHE opted for a continuation of FY2015-2016 projects for an additional year rather than have an open competition for new projects. This option allows the previously funded projects to complete their objectives during a transition year. Continuation awards were level funded in accord with the competitive grant awards issued for FY 2015-2016.

In August 2016 ACHE issued a call for Statements of Intent (SOI) for the previously funded projects to continue. The deadline for receipt of SOIs was October 15, 2016. All previously funded projects submitted SOIs which were reviewed for compliance by ACHE staff. A roster of continuation awards will be distributed at the December 2016 meeting.

Background:

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

Supporting Documentation:

The call for SOI continuation awards is available on the ACHE website through the *No Child Left Behind* link at <http://www.ache.alabama.gov/Content/Departments/NCLB/RFP-2016-17.pdf>.

Roster of Continuation Awards for FY2016-2017 to be distributed.

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

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

Staff Recommendation: For discussion only.

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

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

The Alabama Legislature continued funding for the Graduate Research Scholars Program (GRSP), which has supported nearly 250 graduate students since 2006. Thirty-six students are currently funded as of August 2016; twenty-three are new awardees. The goal of the GRSP is to attract high quality graduate students to Alabama's research universities. Since its inception, exceptional graduate students have been selected competitively to receive awards up to \$25,000.

This next generation of GRSP research scholars is destined to become Alabama's industrial and academic leaders of tomorrow. As of December 2016, a total of 48 M.S. degrees and 145 Ph.D. degrees have been awarded to recipients of GRSP awards in high tech research fields.

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

ALEPSCoR brings external funding into the state from four federal EPSCoR agencies. These federal EPSCoR funding agencies are National Science Foundation (NSF) EPSCoR, U.S. Department of Energy (DOE) EPSCoR, U.S Department of Agriculture (USDA) EPSCoR, and the National Aeronautics and Space Administration (NASA)

EPSCoR. In FY 2015, ALEPSCoR was awarded nearly \$9M in new federal grants from these four federal EPSCoR agencies, while federally funded research expenditures for FY15 exceeded \$12.3M. In FY 2016, new awards exceeded \$11M while research expenditures exceeded \$11.5M. Thus, Alabama's investment in ALEPSCoR (\$343K for administration and \$765K for GRSP in FY 2015) led to a federal return on state investment in research expenditures of more than 11 to 1 for ALEPSCoR in FY 2015.

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

### **NATIONAL SCIENCE FOUNDATION (NSF) EPSCOR**

NSF EPSCoR has provided three types of Research Infrastructure Improvement (RII) grants: Tracks 1, 2, and 3. A new Track 4 solicitation was announced in October 2016.

Track 1 awards work to improve the research competitiveness of jurisdictions (states) by improving the academic research infrastructure in areas of science and engineering that align with state Science and Technology (S&T) priorities.

Track 2 awards support collaborative teams of EPSCoR investigators from at least two EPSCoR states in scientific focus areas such as “*Understanding the Brain*” and “*Sustainable Food, Energy, and Water Systems*”.

Track 3 awards seek to broaden the participation in Science, Technology, Engineering, and Math (STEM) by underrepresented minorities, women, persons with disabilities and those in underserved rural regions of the country.

Track 4 awards provide opportunities for non-tenured investigators to further their individual research potential through extended collaborative visits to the nation's premier research centers. Track 4 proposals are due in February 2017.

In FY 2015 and FY 2016, NSF EPSCoR provided federal funding for ALEPSCoR programs through RII Tracks 1, 2 and 3 and EPSCoR Co-Funding, as described below:

NSF EPSCoR RII-Track 1: Alabama EPSCoR was awarded an \$11.3M NSF Research Infrastructure Improvement Cooperative Agreement from September 1, 2011 to August 31, 2016 entitled, “*Enhancing Alabama's Research Capacity in Nano/BioScience and Sensors.*” This award provides funding to ALEPSCoR research institutions across the state for developing Alabama high technology



research capability. Research institutions involved in the project are: Alabama A&M University (AAMU), Auburn University (AU), Tuskegee University (TU), University of Alabama (UA), University of Alabama at Birmingham (UAB), University of Alabama in Huntsville (UAH), and the University of South Alabama (USA). The high technology research capabilities being developed are: (i) the Alabama Nanotechnology Materials Research Thrust (led by TU, with USA, AU, UAB, UA, AAMU) is developing new nanostructured materials with enhanced thermal, physical, mechanical, and biodegradable properties; (ii) the Environmental Cellular Signal Transduction Research Thrust (led by AU, with AAMU, TU, UAB) is developing model biosystems to facilitate the development of nanomaterials and nanoscale devices; (iii) the Optical Sensors and Spectroscopies Research Thrust (led by UAB, with UA and UAH) is developing new optical and molecular sensing technologies for applications in environmental monitoring, counter-terrorism, industrial process control, and medical diagnosis; (iv) the Interdisciplinary Discovery via Engineered Nanofabrication Research Thrust (led by AAMU, with UAB, UA, UAH, TU) is applying cutting-edge nanoengineering to develop molecular sensors, regimented nanomaterials and nanostructures with applications in chemical, biological, and thermo-electric devices.

NSF RII Track 1 (new)- Alabama EPSCoR performed a selection process for the single state-wide submission for the next round of NSF EPSCoR RII Track 1 Grant funding at an estimated \$20M over 5 years. The proposal selected for submission by August 2, 2016 was entitled, "*CPU2AL: Connecting the Plasma Universe to Plasma Technology of Low-Temperature Plasma*", led by Dr. Gary Zank, Alabama's only member on the National Academy of Sciences, (elected in May 2016). Dr. Zank serves as the Director of the Center for Space Plasma and Aeronomic Research and Chair of the UAH Department of Space Science. Institutions involved in this proposed research include AAMU, AU, TU, UA, UAB, UAH, USA, Alabama State University, Oakwood University along with Computational Fluid Dynamics Research Corporation.

NSF Track 2- During FY 2015, Alabama researchers were awarded portions of two collaborative multi-state Track 2 projects. 1) Drs. John Sweatt and Paul Gamlin at UAB are collaborating with the Medical University of South Carolina (lead institution), Furman University, the University of South Carolina (Baufort Campus) on a \$4M (total) project entitled, *RII Track 2 FEC: Bridging Cognitive Science and Neuroscience Using Innovative Imaging Technologies*. Alabama's

portion of this grant is \$1.6M, with August 1, 2015 – July 31, 2019 as the period of performance. 2) Dr. Shanlin Pan (UA) is collaborating with the University of Mississippi (lead institution), Mississippi State University and Tulane University on a \$3M (total) project entitled, *RII Track 2 FEC: Feeding and Powering the World – Capturing Sunlight to Split Water and Generate Fertilizer and Fuels*. Dr. Pan's portion is \$828K. The period of performance for this project is August 1, 2015 to July 31, 2019. In addition, this project is awarding small seed grant funding to individual investigators of which UA's Dr. Elizabeth Papish is a two-time recipient.

During FY 16, Alabama researchers were awarded portions of three NSF Track 2 awards. 1) Drs. Mario Bonizzoni and Natasha Dimova (UA) along with Dr. Eugenia Kharlampieva (UAB) are collaborating with the University of Southern Mississippi (lead institution), and the University of Mississippi in a project entitled, *RII Track- 2 FEC: Emergent Polymer Sensing Technologies for Gulf Coast Water Quality Monitoring* which began August 1, 2016 and expected to end July 31, 2020. Alabama's portion is \$1.04M of the total \$4M project.

2) UAB Drs. Jerzy Szaflarski, Sandipan Pati, Timothy Gawne, and Roy Martin are working on a project entitled, *RII Track-2 FEC: Probing and Understanding the Brain: Micro and Macro Dynamics of Seizure and Memory Networks* with collaborators at Louisiana Tech (lead institution) and the University of Arkansas. This \$6M (total) project began September 1, 2016 and is expected to end in August 2020. UAB's portion exceeds \$1.39M.

3) Drs. Lori McMahon, Gary Gray, Lynn Dobrunz, Mark Boli, and Kazu Nakazawa at UAB are collaborating with Clemson University (lead institution), and the University of New Mexico on a project entitled *RII Track-2 FEC: The Creation of the Next Generation Tools for Neuroscience- Noninvasive Radioluminescence Approaches to Optogenetics*. This \$6M (total) project began September 1, 2016 and is expected to end August 31, 2020. Alabama's portion is \$2.02M.

NSF Track 3- In March 2014, Auburn University was awarded a 5-year, NSF Track 3 RII grant for \$742K. The project is entitled "*STEM-IQ: Science, Technology, Engineering and Mathematics Inquiry- Enhancing Science Education in Southeast Alabama*". The project will focus on advancing secondary school teachers' motivation and ability to lead students in science fair projects, and develop a long-term appreciation for the effectiveness of inquiry-based learning. It targets rural, high-need schools and economically disadvantaged students

from underrepresented minority groups with a goal of leading students through a strong STEM pipeline for increased participation in higher education and potentially STEM careers. The lead Principal Investigator is Dr. Allen Landers.

NSF EPSCoR Co-Funding: When a proposal is sent to a NSF directorate and found meritorious, opportunities within NSF exist for the project to be jointly funded by the specific NSF directorate and the NSF EPSCoR office. In FY 2015, nine new awards were awarded to Alabama researchers at AU, UA, UAH, and, Alabama State University for a total amount exceeding \$2.46M. Research expenditures for NSF co-funded projects during FY15 exceeded \$8.3 M.

In FY 2016, sixteen new NSF co-funded awards were received by AU, UA, UAB, UAH, and Alabama State University, for a total of \$6.3M while research expenditures exceeded \$8.51M. These include four prestigious CAREER awards, four collaborative awards, a REU (Research Experience for Undergraduates), several individual awards and an equipment award.

#### **U.S. DEPARTMENT OF AGRICULTURE (USDA) EPSCOR**

The USDA EPSCoR program is “designed to help institutions develop competitive research, education and extension/outreach programs in high priority areas of national need in agriculture, food, and environmental sciences.” In FY 2015, eight new USDA Strengthening awards were brought into the state totaling \$2.9M, while research expenditures exceeded \$1.67M.

As of FY 2016, Alabama has surpassed eligibility requirements for the USDA AFRI (Agriculture and Food Research Initiative) FASE (Food and Agriculture Science Enhancement) program. Eligibility is determined annually based on a 3-year rolling average. Ongoing USDA projects brought \$1.15M into the state during FY 2016.

#### **NATIONAL AERONAUTICS AND SPACE ADMINISTRATION (NASA) EPSCOR**

The Alabama NASA EPSCoR program provides funding for research in fields of interest to both NASA and the State of Alabama through large CAN (Cooperative Agreement Notice) awards or RID (Research Infrastructure Improvement) Seed Grants. The CAN awards are typically \$750K and are split

between management (\$75K) and research (\$675K) components. A federal RID award is typically \$125K, which is then awarded to several researchers during a state-wide competition.

In early FY 2014, Alabama NASA EPSCoR received a new CAN award entitled "*Experimental Investigation of Noise and Thermoacoustic Instabilities in Low-Emission, High-Efficiency Combustion Systems for Aviation*" for \$750K which continued until September 2016. The research component was led by Drs. Agrawal and Fisher at UA.

A new CAN award entitled, *Development of Dust Free Binders for Spacecraft Air Revitalization Systems* was selected for funding starting Oct. 1, 2016. USA's Dr. Grant Glover is leading the project and was a former RID Seed Grant recipient.

Alabama had one ongoing RID award with seed grant funding going to researchers at UA, UAH, and USA. In FY 2015, Alabama was awarded a new RID Award, which will fund five researchers at AU, UA, and UAH until 2018 with \$15K grants per year for a total of \$45K each.

#### **DEPARTMENT OF ENERGY (DOE) EPSCOR**

DOE EPSCoR Implementation Grant: Implementation Grant awards consist of a research program and a human resource development program. A grant was awarded in 2009. The Research Cluster is headquartered at AU and included researchers at UA, USA, TU, and AU/Montgomery. ALEPSCoR was awarded an extension to fund graduate student work at AU and USA until mid-August 2016 for \$294K. This grant has been extended until August 2017. The Human Resource Development (HRD) program continues to fund DOE-related travel to visit a national laboratory or present at an energy related conference.

DOE EPSCoR State Laboratory Partnership Awards: These awards encourage collaborations between researchers at the seven research institutions and Federal Laboratory personnel. In October 2015, a new solicitation for State Laboratory Partnership awards was announced; Alabama had over twenty-five pre-applications. In July 2016, Dr. Lin Li, (UA), was awarded a \$420,756 State Laboratory Partnership award entitled, *Multiscale Modeling of Shear Banding in Metallic Glasses* starting September 1, 2016 with an expected end date of August 31, 2017.

In FY 2015, Alabama DoE EPSCoR research expenditures from ongoing grants were estimated at \$ 98,000. There were no new DOE EPSCoR awards in FY 2015. During FY 2016, new awards totaled \$420,756, while research expenditures were estimated at \$108,563.

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

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

Background:

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

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

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

Dr. Christopher Lawson, Professor of Physics at UAB has been Executive Director of the Alabama EPSCoR since September 2010. The Executive Director is responsible for overall program supervision and coordination of all EPSCoR activities within the state, under the supervision of the ALEPSCoR Steering Committee. In October 2016, Dr. Lawson was elected Chair of the Coalition for EPSCoR States, which represents all EPSCoR states on a national level.

Supporting Documentation:

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

DISCUSSION ITEM D: Annual Report: State Authorization of Non-Resident Institutions

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

Scope of Activity: As of September 30, 2016, two hundred and thirty-five (235) public, private, and proprietary institutions are operating as foreign corporations in Alabama under state authorization. This is a 18.69% decrease compared to the 289 non-resident schools recorded in the previous year. The decrease represents a stabilization to the annual, steady, accelerated increase during the past 15 years in the number of institutions operating under state authorization.

Archival records include an additional 800 institutions of closed or inactive institutions and those pending submission of applications.

Programmatic Review: Full-scale programmatic reviews were conducted for 189 institutions. The remaining were subject to desk audits for non-degree granting institutions (39) and Southern Regional Education Board (SREB) Electronic Campus Reciprocity Agreement (SECCRA) Registrations (7).

Enrollment: A total of 34,916 Alabama residents are enrolled in the 235 state authorized institutions. Of those, 27,036 are enrolled in online courses and programs offered by 172 institutions. An additional 7,880 Alabama students are enrolled in 54 site-based operations conducted by 33 institutions.

Programmatic Scope: The 235 institutions currently offer a total of 4,576 programs of study which are identified in the publication, *Programmatic Profiles of Non-Resident Degree Granting Institutions* available on the Commission's website at:

<http://www.ache.alabama.gov/Content/Departments/NRI/NRI.aspx>

Institutional Closures: As a result of bankruptcies filed by Corinthian Colleges, Inc. (CCI) in 2015 and ITT Educational Services, Inc. in 2016 there has been heightened activity in monitoring school closures in Alabama to ensure that students enrolled in these institutions had options for the completion of their degree programs (teach-out provisions; transfer opportunities; etc.) or loan forgiveness. This focused activity included conversations with staff at corporate headquarters and regularly scheduled conference calls and webinars with the U. S. Department of Education and accrediting agencies.

CORINTHIAN COLLEGES, INC. (CCI). At the time that CCI ceased operations in May 2015, three of its acquisitions were operating in Alabama. Everest University (Pompano Beach, FL) and Everest College (Phoenix, AZ) conducted online programs; and WyoTech (Wyoming, Pennsylvania, and Florida) recruited students through licensed agents. The total number of students enrolled from all institutions was 589.

Resolution: In February 2015, Zenith Education Group, a newly created nonprofit provider of career school training, finalized its acquisition of more than 50 Everest and WyoTech campuses from CCI. As a result, Everest University and WyoTech continue to operate in Alabama. The online division (Everest College/Phoenix) ceased operations. Students who chose not to complete their programs were eligible for loan cancellations.

ITT EDUCATIONAL SERVICES, INC. (ITT). At the time that ITT ceased operations in September 2016, there were three campuses operating in Alabama: Bessemer, Mobile and Madison. The total number of students enrolled in all campuses was 882.

Resolution: Pending. Securing official transcripts and accessing student records on campuses remains problematic. Students who chose not to complete their programs were eligible to apply for full loan cancellations.

Background:

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

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

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

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

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

Supporting Documentation:

1. Ala. Code, Section 16-5-10 (14) (1975) is available upon request.
2. Publications available via the Commission's website at:  
<http://www.ache.alabama.gov/Content/Departments/NRI/NRI.aspx>
  - a. Programmatic Profiles of Non-Resident Degree Granting Institutions
  - b. Inventory of Non-Resident Private Degree and Non Degree Granting Institutions
  - c. State Authorization Program Review Procedures, Application, and Regulations

DISCUSSION ITEM E: Annual Report: Alabama Commission on Higher Education 2015-2016

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

Staff Recommendation: For discussion only

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

Supporting Documentation: 2015-2016 Annual Report – Alabama Commission on Higher Education will be sent electronically to Commissioners prior to the December 9, 2016 meeting. Printed copies will be distributed at the meeting.



DECISION ITEM A: Designation of an Acting Executive Director

Presenter: Charles Ball, Chairman

Recommendation: That an Acting Executive Director be appointed until such time as a permanent Executive Director reports for work.

Background: With the impending retirement of the current Executive Director, Gregory G. Fitch, Ph.D., on January 1, 2017, it is necessary for the Commission to designate an Acting Executive Director. The Acting Executive Director will serve until such time as a permanent replacement reports for work.

Supporting Documentation: None.

DECISION ITEM B: Executive Budget Request for FY 2017-18

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

Staff Recommendation: Staff recommends that the Commission approve the Alabama Commission on Higher Education's (ACHE) Executive Budget Request for FY 2017-18, as presented.

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

The Executive Budget Office's (EBO) due date for the FY 2017-18 budget requests was November 1, 2016. The budgeting guidelines from EBO and the FY 2016 year-end automated reports from the State financial systems were not available until October 2016. Therefore, sufficient data and required cost projection figures were not available to develop the detailed budget request in time for presentation to the Commission at the September meeting. In order to comply with the designated submission deadline, ACHE's budget request was submitted to EBO. If any changes are required, a revised budget request will be submitted to EBO. A summary of the request can be found under Attachment 1.

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

The following planning assumptions were used in developing the FY 2017-18 Executive Budget Request.

Planning and Coordination (O&M):

1. An increase is needed for employee termination costs (retirements).
2. Increased costs for employer contributions for health insurance and retirement.
3. Increased costs for building operations and rent.

Other ACHE Programs:

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

Based on these assumptions, the staff recommends a five percent (5%) increase in all activities in the ACHE budget, with the exception of Appropriation 189, Support of State Programs. Level funding is requested for all of these programs, which are funds passed through ACHE's budget. Additionally, an increase of 62.02% is requested for the Alabama Student Assistance Program, the need based student assistance program.

Supporting Documentation:

1. Attachment 1: Budget Request Summary is attached.
2. Attachment 2: ACHE Program Descriptions.
3. Executive Budget Request for Fiscal Year 2017-18 is available upon request.

Attachment 1

STATE OF ALABAMA EBO Form No. 2		AGENCY BUDGET REQUEST SUMMARY BUDGET REQUEST		Agency: Alabama Commission on Higher Education Agency No.: 319 Page 1 of 2		
CODE NO.	PROGRAMS AND ACTIVITIES	ACTUAL EXPENDITURES 2016	BUDGETED EXPENDITURES 2017	REQUESTED EXPENDITURES 2018	INCREASE (DECREASE) FROM PRIOR YEAR	
					AMOUNT	PERCENT
172	PLANNING AND COORDINATION SERVICES					
0144	Postsecondary Education (ACHE O&M)	3,126,694	3,252,892	3,415,536	162,644	5.00%
0322	Non Resident Institutions	47,044	225,000	225,000		
1687	SARA-Reciprocity		200,000	200,000		
	TOTAL	3,173,738	3,677,892	3,840,536	162,644	4.42%
153	STUDENT ASSISTANCE					
0121	Alabama Student Assistance Program	2,696,594	2,897,551	4,694,519	1,796,968	62.02%
0122	Alabama Educational Grants Program	3,470,504	4,470,970	4,694,519	223,549	5.00%
0124	Alabama National Guard Educational Assistance Program	583,581	624,498	655,723	31,225	5.00%
0794	Police and Firefighter's Survivors Tuition Program	222,634	250,725	263,261	12,536	5.00%
0126	Chiropractic Scholarship Program					.....
0128	Washington Center Internship Program					.....
0125	Teacher Education Scholarship Program (TSPAT)					
	TOTAL	6,973,313	8,243,744	10,308,022	2,064,278	25.04%
152	SUPPORT OF OTHER EDUCATIONAL ACTIVITIES					
0109	Southern Regional Education Board	624,931	624,950	656,197	31,247	5.00%
0118	Network of Alabama Academic Libraries	301,175	301,248	316,310	15,062	5.00%
0107	AGSC/STARS	174,867	374,867	393,610	18,743	5.00%
0116	Experimental Program to Stimulate Competitive Research	1,142,986	1,143,088	1,200,242	57,154	5.00%
0144	No Child Left Behind (Title II)	947,423	1,671,000	1,671,000		
0807	School & University Partnership Educational Renewal Pgr	40,276				.....
	TOTAL	3,231,658	4,115,153	4,237,359	122,206	2.97%
151	SUPPORT OF STATE UNIVERSITIES					
0800	Alabama Agricultural Land Grant Alliance	5,241,283	5,241,283	5,503,347	262,064	5.00%
0115	Knight Monitor					.....
	TOTAL	5,241,283	5,241,283	5,503,347	262,064	5.00%
189	SUPPORT OF STATE PROGRAMS					
0306	Resource Conservation & Development Program (RC &D)	1,187,744	1,587,744	1,587,744		
0307	Soil and Water Conservation Committee Program	1,173,376	1,573,376	1,573,376		
0308	Alabama Forestry Foundation Black Belt Initiative	242,000	267,000	267,000		
0315	Alabama Black Belt Adventures	300,000	300,000	300,000		
0316	Alabama Black Belt Treasures	150,000	200,000	200,000		
1110	Humanities Foundation		330,000	330,000		
0318	Alabama Civil Air Patrol	75,000	75,000	75,000		
0319	National Computer Forensics Institute	250,000	250,000	250,000		
0320	Adaptive Sports Scholarship	210,000	60,000	60,000		
0324	Motorsports Hall of Fame	150,000	200,000	200,000		
	TOTAL	3,738,120	4,843,120	4,843,120		
	TOTAL EXPENDITURES	22,358,112	26,121,192	28,732,384	2,611,192	10.00%

**ALABAMA COMMISSION ON HIGHER EDUCATION  
Program Descriptions**

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**APPROPRIATIONS:**

**Appropriation Unit 172 - Planning and Coordination Services:**

1. **Operations and Maintenance** – Provides funds for ACHE’s mission objectives and for operating costs associated with ACHE’s statutorily mandated functions.
2. **Non-Resident Institution Program Review Fee (Local Fund)** – these are funds collected from non-resident institutions related to ACHE’s academic program reviews. These funds are considered non-reverting.

**Appropriation Unit 153 - Student Financial Aid Programs:**

1. **Alabama Student Assistance Program (ASAP)** – Provides funds for need-based scholarships to Alabama students attending in-state institutions. There is not a specific statute requiring that this program be funded from the ETF. If an institution qualifies to offer Pell Grants, it can participate in ASAP. The maximum award a recipient may receive is \$5,000 per academic year. This program was created in FY 1975-76
2. **Alabama Student Grant Program** (also known as the Alabama Educational Grant Program) – Provides tuition equalization grant funds to Alabama students attending in-state private, non-profit colleges and universities and to students attending other legislatively identified institutions. Funds are to be expended in accordance with *Code of Alabama 1975*, Sections 16-33A-1 through 16-33A-11. This program was created in 1978.
3. **Alabama National Guard Educational Assistance Program** – Provides scholarships for Alabama National Guard members attending in-state institutions. Recipients may receive a maximum of \$2,000 annually. Funds are to be spent in accordance with *Code of Alabama 1975*, Sections 31-10-1 through 31-10-4 and Sections 31-10-20 through 31-10-25. This program was created in 1984.
4. **Police Officer’s and Firefighter’s Survivor Educational Assistance Program** - Provides scholarships for spouses and dependents of police officers and firefighters that were either killed or permanently disabled in the line of duty. Statute requires funding from the ETF per *Code of Alabama 1975*, Section 36-21-105. This program was created in 1987.
5. **Washington Internship Program** - Provided selected students from Alabama’s public four year institutions challenging opportunities to work and learn in Washington, D.C. at various federal government agencies for academic credit. This program received no appropriation in FY 2015-16.

**Appropriation Unit 152 - Support of Other Educational Activities:**

1. **Southern Regional Education Board (SREB)** – This line item provides funds for the State’s membership dues and for student and institutions’ participation in the SREB Data Exchange, the Minority Doctoral Scholars Program, the Academic Common Market and the Electronic Campus.
2. **Network of Alabama Academic Libraries (NAAL)** – This line item provides funds for the coordination and development of activities associated with Alabama academic

libraries. NAAL encourages and facilitates the sharing of resources and also provides shared resources through the purchase of electronic databases.

3. **Experimental Program to Stimulate Competitive Research (EPSCoR)** – This line item provides state funds for the administration of Alabama-EPSCoR and for Graduate Research Scholars Awards. The program is dedicated to the advancement of economic development via scientific and engineering research through a collaborative effort among the State's research universities. The focus of activities is designed to attract and retain distinguished scientists and researchers for Alabama; to develop new cutting-edge technologies and high-tech industry; and to stimulate state competitiveness in medicine, biotechnology, engineering, and other applied sciences.
4. **Articulation and General Studies Committee (AGSC) / Statewide Transfer and Articulation Reporting System (STARS)** – This line item provides funds for the development and operation of the State's articulation system by Troy University. The computer-based articulation system, known as STARS, generates an agreement between two-year college students and senior universities to accept courses from the school they are transferring from to the school they are transferring to so the student will not lose credit for courses taken.
5. **No Child Left Behind** (also known as Post-Secondary Education) (Federal Fund) – provides federal funds to Alabama institutions for the professional development of Alabama K-12 teachers and for innovative teaching programs in math and science.
6. **School and University Partnership for Educational Renewal (SUPER)** – This program is administered by the Alabama Humanities Foundation. The purpose of SUPER is to provide graduate level professional development to 4-12<sup>th</sup> grade teachers, librarians, and administrators on particular subjects and/or themes within the Humanities field.

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

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

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

1. **Alabama Resource Conservation and Development Council (RC&D)** - The funds from this line item are used to coordinate the activities of the nine (9) regional RC&D councils and to promote resource conservation activities in Alabama and on the national level. This line item first appeared in the Commission's budget in FY 2011-12.
2. **Soil and Water Conservation Committee** - The purpose of this line item is to support local landowners within the 67 soil and water conservation districts within the state in securing federal grant money for conservation activities. This line item first appeared in the Commission's budget in FY 2011-12.

ALABAMA COMMISSION ON HIGHER EDUCATION

Friday, December 9, 2016

- 3. Alabama Forestry Foundation's Black Belt Initiative** - The purpose of the Black Belt Initiative is to increase the number of minority students enrolled in forestry programs at the university level. Funds also are used to support the promotion of math and science at the upper elementary school level in the Black Belt. This line item first appeared in the Commission's budget in FY 2011-12.
- 4. Black Belt Adventures** – Funds from this line item are used to promote the activities of Alabama Black Belt Adventures (ALBBA), which is a non-profit organization committed to promoting outdoor recreation and tourism opportunities in the state's 23-county Black Belt region. ALBBA is composed of a consortium of over 50 hunting and fishing lodges. This line item first appeared in the Commission's budget in FY 2012-13.
- 5. Black Belt Treasures** – Funds from this line item are used to help stimulate the economy in Alabama's Black Belt region through the promotion of regional art and fine crafts, provide regional artisans a means to promote and sell their products to a larger market, and provide arts education to area residents. This line item first appeared in the Commission's budget in FY 2012-13.
- 6. Civil Air Patrol** – The funds from this line item are used to support: educational meetings, conferences and professional development seminars; aerospace training and workshops; educational products and services for teachers and students; activities and competitions for cadets at local, state, regional and national levels; the purchase of emergency services equipment, supplies and training materials; ground team and aircrew training and corporate missions not otherwise provided under federal authority; and the ancillary administrative costs related to these areas.
- 7. National Computer Forensics Institute** - The funds from this line item are used to help provide highly specialized extended training courses to judges, prosecutors and law enforcement personnel in order to increase their proficiency and general understanding in the use and application of computer crime and digital evidence. These funds are provided to the Office of Prosecution Services (OPS) and support two full-time OPS employees located at the Institute. This line item first appeared in the Commission's budget in FY 2012-13.
- 8. Adaptive and Disability Sports Education** – This program, which goes by the name Disability Sports Network (DSN), is housed on the campus of Huntingdon College. DSN was established to serve youth and young adults with disabilities in the River Region who have the desire to participate in Disability Sports. Through partnerships with other colleges and universities, Montgomery Public Schools, collegiate sport teams, state and city offices, and community groups, Huntingdon College has established comprehensive program goals, coordinated all activities in the network, delivered wheelchair sport programs, assessed the program outcomes and assisted in the development of new adapted physical activity and disability sport professionals. This line item first appeared in the Commission's budget in FY 2013-14.
- 9. International Motor Sports Hall of Fame** – Funds from this line item will be used to perform deferred maintenance on the existing facility and to supplement salaries for personnel.
- 10. Alabama Humanities Foundation** – Funds from this line item will be used to support the bicentennial celebrations of Alabama's statehood. This line item first appeared in the Commission's budget in FY 2016-17.

DECISION ITEM C: Consolidated Budget Recommendation for FY 2017-2018

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

Staff Recommendation: That the Commission approve the FY 2017-2018 Consolidated Budget Recommendation (CBR) as presented by the Commission staff.

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

Staff prepared the FY 2017-2018 ACHE Standard Calculation and sent it to the institutions for review. Estimations of the cost of the rate increases for PEEHIP, TRS, and the four-year institutions' retirees included in PEEHIP have been prepared by staff. The FY 2017-2018 requests presented by the institutions in the Executive Budget Office request forms are being reviewed.

Staff is drafting and will send to the Commissioners, Presidents and Chancellors a FY 2017-2018 CBR scenario in preparation for discussion at the December 9, 2016 Commission meeting.

Supporting Documentation: 1. Consolidated Budget Recommendation, FY 2017-2018, will be presented at the December 9, 2016 Commission meeting.



**DECISION ITEM D:** Report on the Facilities Master Plan and Capital Projects Requests for FY 2017-2018 – FY 2021-2022

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

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

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

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

Supporting Documentation: Report on the Facilities Master Plan and Capital Projects Requests for FY 2017-2018 – 2021-2022, attached.

Copies of each institution's Facilities Master Plan and Capital Projects Requests reports for FY 2017-2018 – 2021-2022 can be found at <http://www.ache.alabama.gov/Content/Departments/InstFinance/FMP/2018-2022/FMP2018-2022Inst.aspx>.

ALABAMA COMMISSION ON HIGHER EDUCATION

REPORT ON FACILITIES MASTER PLAN

AND

CAPITAL PROJECTS REQUESTS

FY 2018 - 2022

FOR ALL PUBLIC  
HIGHER EDUCATION INSTITUTIONS

December 2016

## FACILITIES MASTER PLAN AND CAPITAL PROJECTS REQUESTS

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

### Project Requests

All public two and four-year institutions submitted the Facilities Master Plan to the Alabama Commission on Higher Education in accordance with Section 16-5-15. The five years reported are broken into three time segments: Immediate, Intermediate, and Long-Term capital projects. Immediate projects are defined as those within the first year of the master planning cycle (FY 2017-2018). Intermediate projects are defined as those within the second year of the planning cycle (FY 2018-2019) while Long-Term projects fall into the last three years of the planning cycle (FY 2019-2020, 2020-2021, and 2021-2022). The projects are further divided into four separate project categories: New Construction/Acquisition; Renovation and Remodeling; Major Capital Equipment; and Deferred Maintenance/Facilities Renewal. The charts immediately following this section show the percentage of Immediate, Intermediate, Long-Term, and Total projects broken into the project categories and into the projected funding sources.

### New Funding Category

The Education Trust Fund (ETF) Advancement and Technology Fund was created by Section 29-9-4 of the Code of Alabama. Accordingly, each fiscal year, if the total revenues deposited into the Education Trust Fund during the immediately preceding fiscal year exceed the fiscal year appropriation cap for the immediately preceding fiscal year, the excess shall be transferred to the ETF Budget Stabilization Fund and the ETF Advancement and Technology Fund. Any excess remaining, up to one percent of the previous year's ETF appropriations, shall be transferred to the ETF Budget Stabilization Fund annually until it reaches seven and one-half percent of the previous year's appropriations from the ETF. Funds in excess of this amount shall be transferred to the Education Trust Fund Advancement and Technology Fund each year. Amounts in the ETF Advancement and Technology Fund shall be appropriated by an independent supplemental appropriation bill for repairs or deferred maintenance of facilities for public education purposes in the state. These funds, however, shall not be used as a pledge for the issuance or payment of debt service. The annual appropriation of these funds shall be divided between the public schools and institutions of higher education in the state in accordance with the percentage split between these two sectors of education

as certified by the Legislative Fiscal Office at the end of the preceding fiscal year. For FY 2014-2015, which ended September 30, 2015, \$21,810,211 was transferred into the (ETF) Advancement and Technology Fund for use in FY 2015-2016. Higher Education's share of these funds was \$5,866,947. All of these funds were allocated to the two-year colleges. It is anticipated that this amount will increase in the coming years and that any funds transferred from this account will be shared equitably between the four- and two- year institutions.

### Immediate Capital Projects

Table 1 summarizes the Immediate (Year 1) capital projects proposed by the institutions. As detailed on Table 1, \$1,290,841,500 was requested in Immediate capital projects, 25% (\$323,654,588) of which entail requests for funds from the Education Trust Fund (ETF) (Table 4). An additional 8.43% (\$108,801,693) of funds were projected to come from other State sources such as bond issues or the ETF Advancement and Technology Fund. Institutions also use funds they have raised in capital campaigns and federal and local funds, along with other sources to fund proposed capital projects.

Approximately 25.41% of all funds requested for Immediate capital projects are going for Renovation/Major Remodeling and Deferred Maintenance/Facilities Renewal Projects. An additional 2.9% of the funds requested are for Major Capital Equipment. Many of the projects in this category would also qualify in the Deferred Maintenance/Facilities Renewal column. As can be seen by this, almost half of all funds requested for Immediate Capital projects would go toward projects for the maintenance, alteration, and repair of existing facilities.

### Intermediate and Long-Term Projects

Table 2 provides a summary of the Intermediate (Year 2) Capital Projects Requests. The Intermediate Projects amount to \$869,862,539. Table 5 shows that almost 50% of these projects are projected to be funded with either ETF or other State funds. Thirty-nine percent (39.03%) of the requested funds for these projects fall in categories other than New Construction/Acquisition. Funding sources for the Long-Term projects are often just estimates at this point, but currently, as shown on Table 6, over sixty percent (62.77%) of the funding is anticipated to come from the ETF or other State-related fund. Over Forty-five percent, of all of the Long-Term projects fall into categories other than New Construction/Acquisition.

### Summary

In summary, almost 40% of all capital projects requests are maintenance, alterations, or repairs of existing facilities or equipment. Fifty-two percent or about \$2.4 billion, of all of the funds requested for the projects listed on the Facilities Master Plans were projected to come from either ETF or other State funds. A total of almost \$4.6 billion is projected as being needed to cover the capital projects requests of the four and two-year institutions over the next five years.

### Bond Issues

The State of Alabama does not provide regular funding for capital projects for education; this is true for K-12 as well as Postsecondary Education. In order to pay for capital projects the institutions must find funds from other sources. One of these sources is bonds. The institutions in Alabama are allowed to float their own bond issues. The four- and two-year institutions currently have approximately \$3.3 billion in bonds outstanding, as shown on Table 7. As with all debt, these funds must be paid back and the institutions paid approximately \$495 million in debt service in the last fiscal year to pay these bonds off. The source of revenue to pay these bonds is usually through tuition or fees that the students pay.

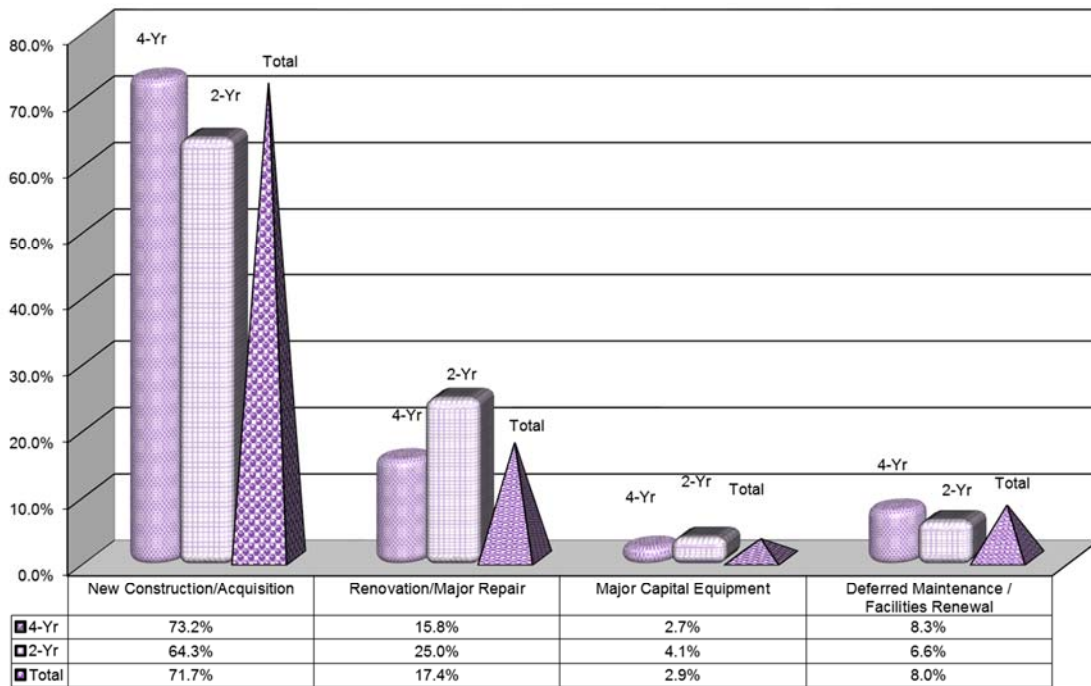
### Age of Buildings

Many readers may be struck by the magnitude of the estimated five-year capital needs and the amount of debt being incurred by the institutions for bond issues. Much of the need reflected in these requests is the inevitable outcome of decades of inadequate and inconsistent attention to capital needs in appropriations for Alabama's Public Colleges and Universities. According to the Fall 2016 Facilities Inventory Report forty percent of the buildings being used by the public colleges and universities in Alabama were built between 1960 and 1989. The newest of these buildings have twenty-seven years of use and the oldest are over 50 years of age, beyond the "useful life" of major building components. Add to this group the 14% of our buildings built prior to 1960 and there should be no surprise at significant requests for capital funds to deal with repairs and replacements.

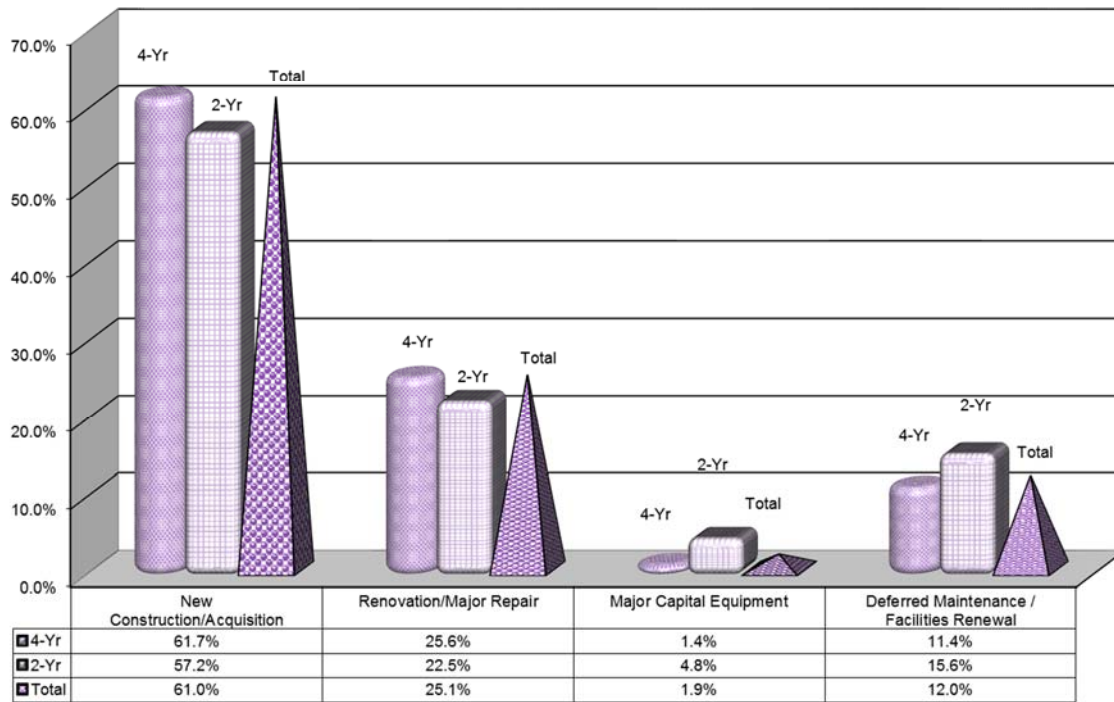
### Institutional Facilities Master Plans and Capital Projects Requests

Copies of each institution's Facilities Master Plan and Capital Projects Requests for the five year reporting period, along with the bond report and projects descriptions have been placed on the Commission's website. These reports go into more detail about each Immediate and Intermediate Capital Requirements project. Estimated cost and net and gross square footage are detailed in these reports. A brief statement of justification for the project is also included for each project. The reports can be found at <http://www.ache.alabama.gov/Content/Departments/InstFinance/FMP/2018-2022/FMP2018-2022Inst.aspx>.

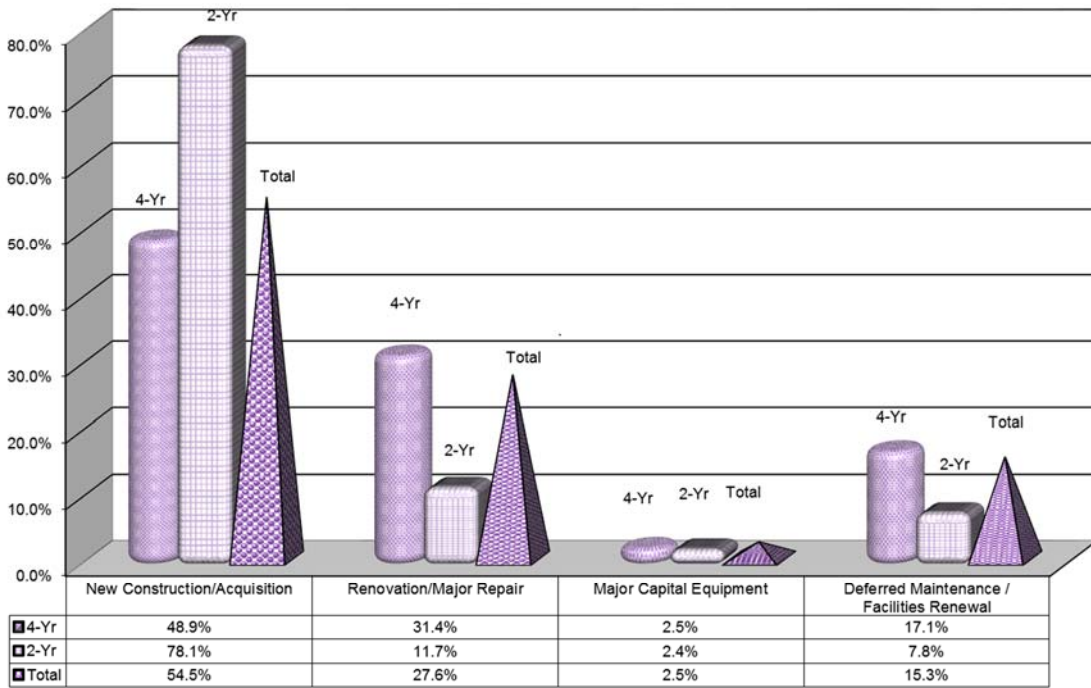
Immediate Capital Requirements Projects by Category - FY 2017-2018



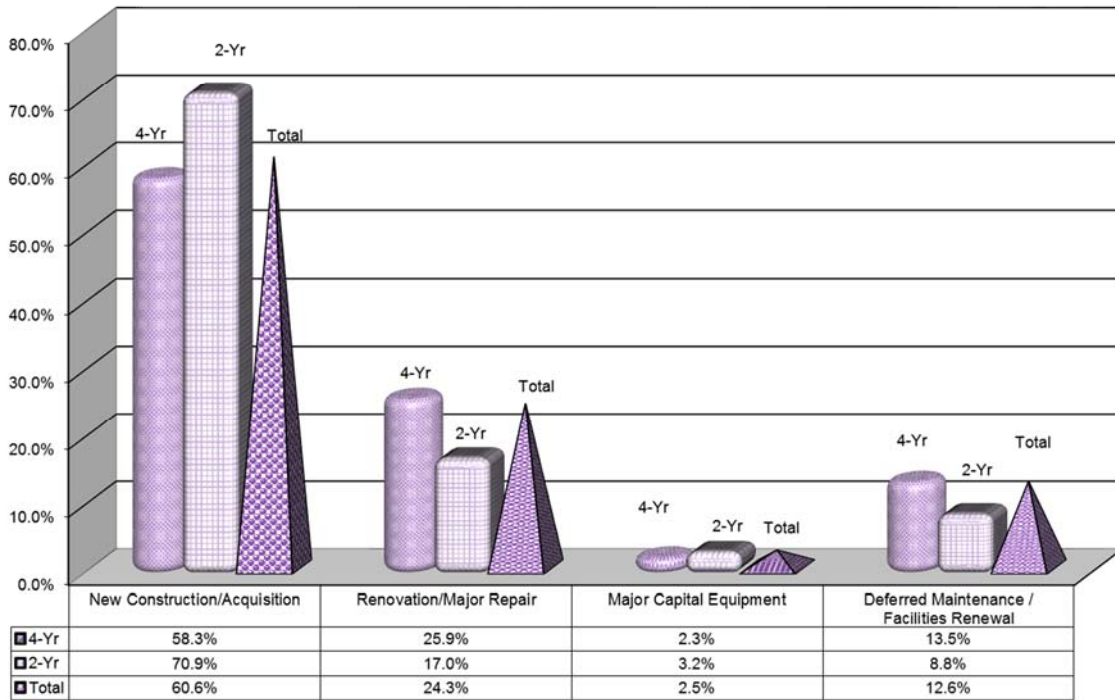
Intermediate Capital Requirements by Category - FY 2018-2019



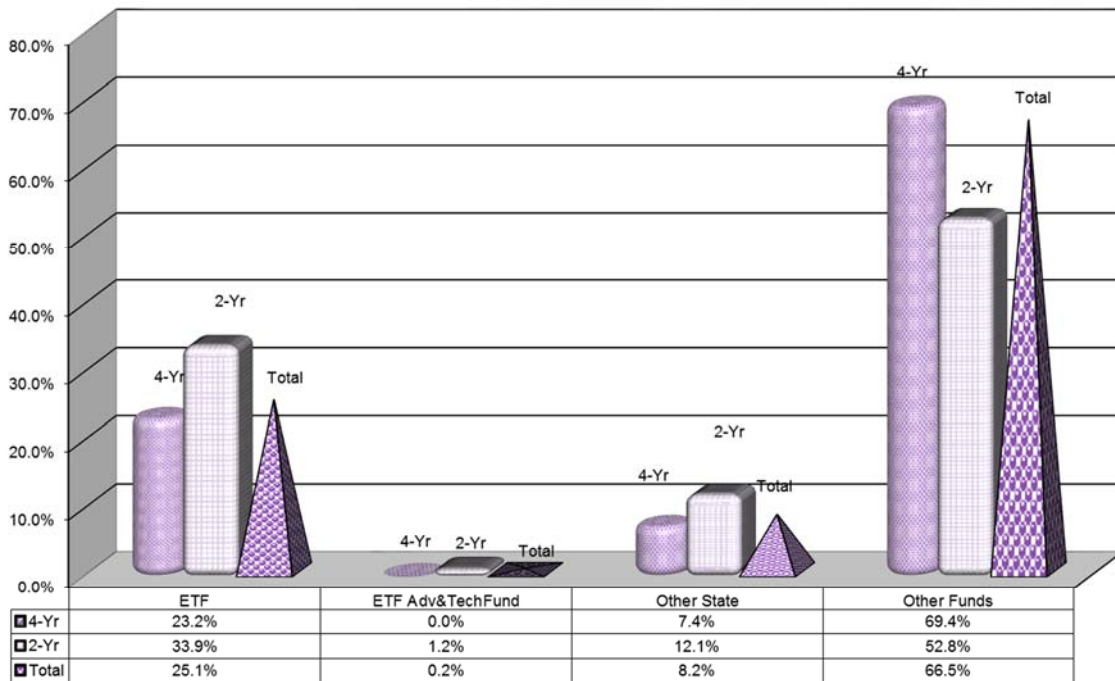
Long-Term Capital Requirements by Category FY 2019-2020 - 2021-2022



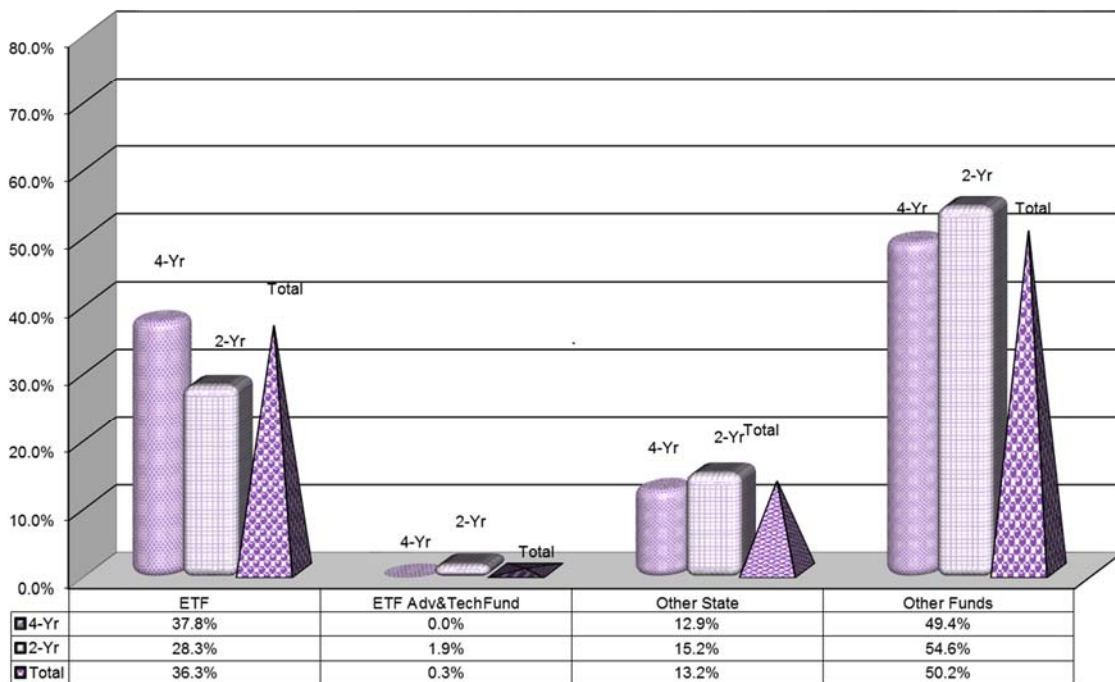
Total Capital Requirements by Category FY 2017-2018 - 2021-2022



Immediate Capital Requirements Projects by Projected Funding Source - FY 2017-2018

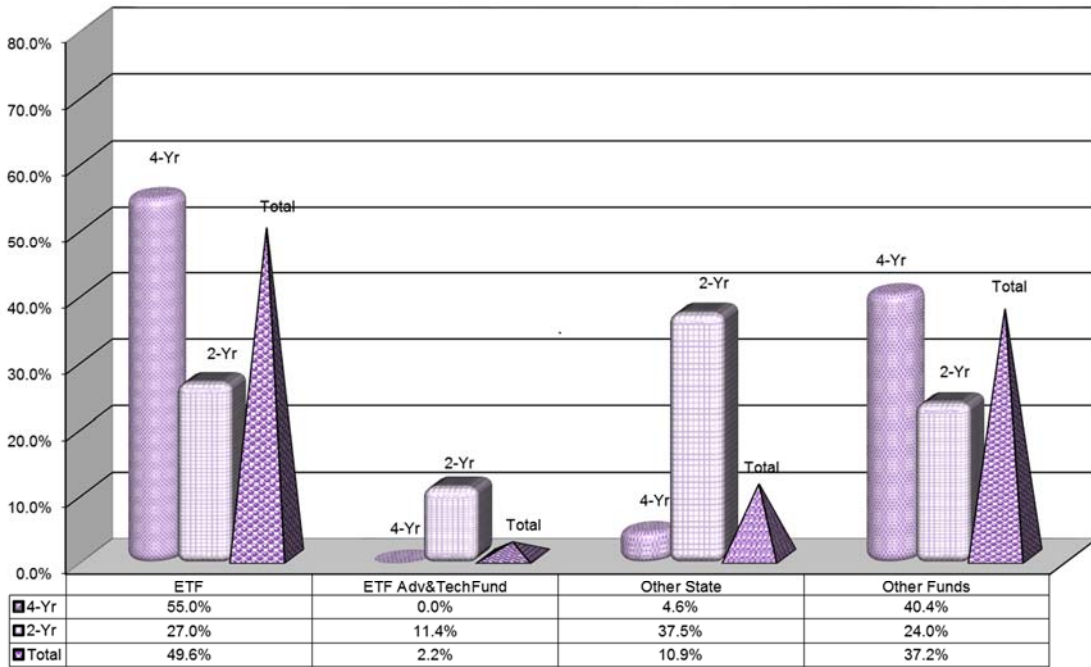


Intermediate Capital Requirements by Projected Funding Source - FY 2018-2019

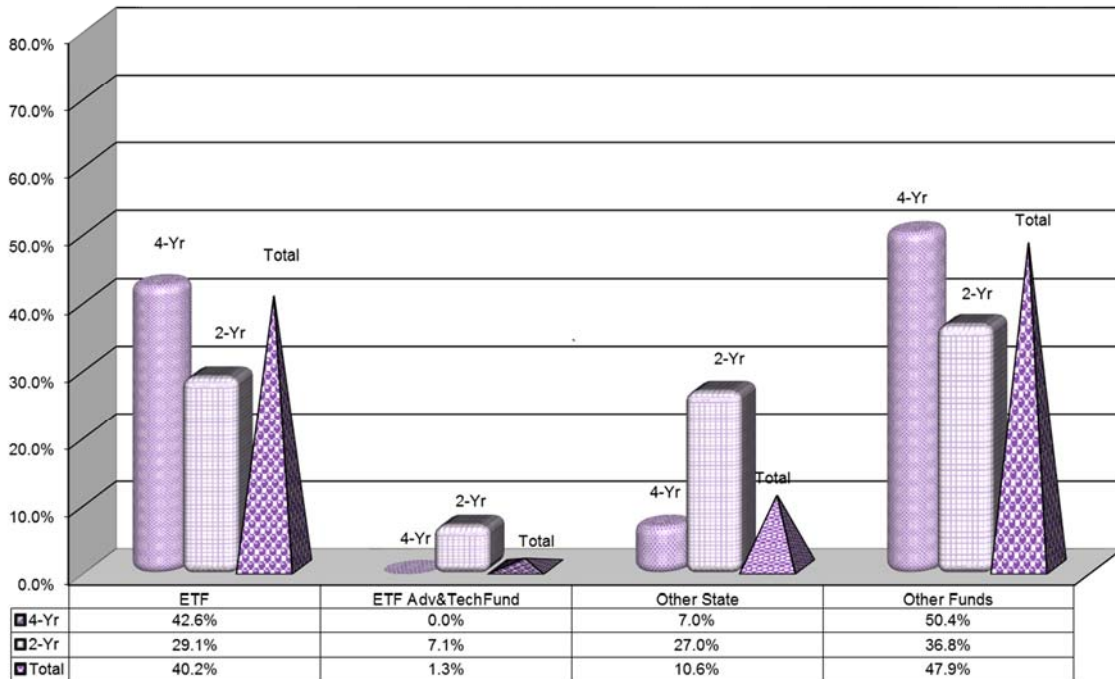




Long-Term Capital Requirements by Projected Funding Source FY 2019-2020 - 2021-2022



Total Capital Requirements by Projected Funding Sources FY 2017-2018 - 2021-2022



## Summary Tables

ALABAMA COMMISSION ON HIGHER EDUCATION  
Friday, December 9, 2016  
Decision Item D

Table 1

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

Immediate Capital Projects - Year 1 (FY 2017-2018)					
Institution	New Construction	Renovation/ Major Remodeling	Major Capital Equipment	Deferred Maintenance/ Fac Renewal	Total Estimated Cost
Alabama A&M University	\$350,000	\$9,350,000		\$5,475,000	\$15,175,000
Alabama State University	59,842,000	3,500,000		2,000,000	65,342,000
Athens State University	500,000	4,250,000	750,000	1,030,000	6,530,000
Auburn University	178,000,000	17,000,000		5,500,000	200,500,000
Auburn Univ Montgomery		600,000		1,300,000	1,900,000
Jacksonville State Univ				2,750,000	2,750,000
Troy University	31,000,000	31,500,000	900,000	15,819,270	79,219,270
University of Alabama	302,979,904	58,146,927		26,000,000	387,126,831
Univ of Alabama at Birmingham	91,000,000	30,150,000	19,300,000	10,000,000	150,450,000
Univ of Alabama in Huntsville	56,558,706	6,500,000	2,500,000	4,085,000	69,643,706
University of Montevallo		650,000	1,275,000	1,350,000	3,275,000
University of North Alabama	20,000,000	2,335,000		3,000,000	25,335,000
University of South Alabama	21,128,077	1,464,764	3,300,000	5,313,000	31,205,841
University of West Alabama	12,000,000	3,150,000		4,771,000	19,921,000
Dauphin Isl Sea Lab /MESC	8,500,000	550,000	465,000		9,515,000
SR & Dauphin Isl Total	781,858,687	169,146,691	28,490,000	88,393,270	1,067,888,648
Alabama Southern Comm Coll		2,789,325		507,834	3,297,159
Bevill State Community College		8,800,000		400,000	9,200,000
Bishop State Comm College	20,000,000	1,300,000	1,850,000	1,500,000	24,650,000
Calhoun State Comm College		4,690,693			4,690,693
Central Alabama Comm College	350,000	1,100,000	50,000		1,500,000
Chatt Valley Community College		50,000	50,000	120,000	220,000
Drake State Com & Tech College		200,000		100,000	300,000
Enterprise State Comm College	300,000	6,250,000	850,000	1,800,000	9,200,000
Faulkner State Comm College	28,050,000	7,000,000	3,500,000		38,550,000
Gadsden State Comm College	34,500,000	9,650,000	1,000,000	2,800,000	47,950,000
Ingram State Technical College	250,000		80,000	110,000	440,000
Jefferson Davis Comm College	250,000	775,000	250,000	1,000,000	2,275,000
Jefferson State Comm College				395,000	395,000
Lawson St Community College	20,275,000			450,000	20,725,000
L. B. Wallace Comm College				400,000	400,000
Marion Military Institute	132,000	943,000			1,075,000
Northeast AL Comm College			90,000	50,000	140,000
Northwest-Shoals Com College	900,000	310,000	425,000	200,000	1,835,000
Reid State Technical College				275,000	275,000
Shelton State Comm College	1,780,000	800,000	500,000	1,225,000	4,305,000
Snead State Comm College	1,000,000	2,000,000	225,000	825,000	4,050,000
Southern Union St Comm Coll	14,000,000				14,000,000
Trenholm St Comm College		6,100,000		300,000	6,400,000
Wall St Comm College - Dothan	1,909,000	2,492,000		260,000	4,661,000
Wall St Comm Coll - Hanceville	7,900,000			769,000	8,669,000
Wall St Comm College - Selma	11,700,000	500,000	300,000	1,250,000	13,750,000
Total Comm & Tech	143,296,000	55,750,018	9,170,000	14,736,834	222,952,852
<b>TOTAL</b>	<b>\$925,154,687</b>	<b>\$224,896,709</b>	<b>\$37,660,000</b>	<b>\$103,130,104</b>	<b>\$1,290,841,500</b>

Source: Facilities Master Plan / Capital Project Request, FY 2018 - 2022.

ALABAMA COMMISSION ON HIGHER EDUCATION  
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Table 2

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

Intermediate Capital Projects - Year 2 (FY 2018-2019)					
Institution	New Construction	Renovation/ Major Remodeling	Major Capital Equipment	Deferred Maintenance/ Fac Renewal	Total Estimated Cost
Alabama A&M University		\$1,909,000		\$3,190,000	\$5,099,000
Alabama State University	55,000,000	33,240,000		3,853,000	\$92,093,000
Athens State University	2,000,000	8,250,000	450,000	400,000	\$11,100,000
Auburn University	141,000,000	2,000,000		4,500,000	\$147,500,000
Auburn Univ Montgomery					
Jacksonville State Univ	3,500,000	12,000,000		10,000,000	\$25,500,000
Troy University	1,400,000	1,300,000	75,000	8,491,064	\$11,266,064
University of Alabama	9,588,700	47,866,392		14,450,000	\$71,905,092
Univ of Alabama at Birmingham	94,500,000	62,000,000		10,000,000	\$166,500,000
Univ of Alabama in Huntsville	80,500,000	4,000,000	6,500,000	6,070,000	\$97,070,000
University of Montevallo		500,000		2,800,000	\$3,300,000
University of North Alabama	25,200,000	13,000,000		9,000,000	\$47,200,000
University of South Alabama	15,000,000		3,000,000	5,680,500	\$23,680,500
University of West Alabama	25,150,000	1,800,000		5,150,000	\$32,100,000
Dauphin Isl Sea Lab /MESC					
SR & Dauphin Isl Total	452,838,700	187,865,392	10,025,000	83,584,564	734,313,656
Alabama Southern Comm Coll		1,074,585		795,867	\$1,870,452
Bevill State Community College		3,100,000		1,667,400	\$4,767,400
Bishop State Comm College			1,950,000		\$1,950,000
Calhoun State Comm College	8,982,575	725,781		5,079,000	\$14,787,356
Central Alabama Comm College	3,500,000	930,000	50,000	100,000	\$4,580,000
Chatt Valley Community College		70,000	50,000	220,000	\$340,000
Drake State Com & Tech College				225,000	\$225,000
Enterprise State Comm College		400,000	500,000	625,000	\$1,525,000
Faulkner State Comm College	10,600,000	2,650,000	1,670,000		\$14,920,000
Gadsden State Comm College	25,300,000	8,250,000	1,000,000	4,653,000	\$39,203,000
Ingram State Technical College					
Jefferson Davis Comm College	10,000,000	800,000		1,300,000	\$12,100,000
Jefferson State Comm College				400,000	\$400,000
Lawson St Community College		5,500,000		450,000	\$5,950,000
L. B. Wallace Comm College		1,000,000		200,000	\$1,200,000
Marion Military Institute					
Northeast AL Comm College				550,000	\$550,000
Northwest-Shoals Com College	3,000,000			85,000	\$3,085,000
Reid State Technical College		500,000		250,000	\$750,000
Shelton State Comm College	1,000,000	350,000	750,000		\$2,100,000
Snead State Comm College	1,200,000	3,000,000	250,000	400,000	\$4,850,000
Southern Union St Comm Coll		500,000			\$500,000
Trenholm St Comm College		1,500,000			\$1,500,000
Wall St Comm College - Dothan	2,252,675	100,000	250,000	600,000	\$3,202,675
Wall St Comm Coll - Hanceville	1,250,000			2,543,000	\$3,793,000
Wall St Comm College - Selma	10,400,000			1,000,000	\$11,400,000
Total Comm & Tech	77,485,250	30,450,366	6,470,000	21,143,267	135,548,883
<b>TOTAL</b>	<b>\$530,323,950</b>	<b>\$218,315,758</b>	<b>\$16,495,000</b>	<b>\$104,727,831</b>	<b>\$869,862,539</b>

Source: Facilities Master Plan / Capital Project Request, FY 2018 - 2022.

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Table 3

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

Institution	Long Term Capital Projects - Years 3-5 (FY 2019-2020 - 2021-2022)					Estimated 5-Year Project Cost
	New Construction	Renovation/ Major Remodeling	Major Capital Equipment	Deferred Maintenance/ Fac Renewal	Total Estimated Cost	
Alabama A&M University		\$4,964,000		\$10,500,000	\$15,464,000	\$35,738,000
Alabama State University	65,000,000	30,000,000		8,500,000	\$103,500,000	260,935,000
Athens State University	5,750,000	200,000		275,000	\$6,225,000	23,855,000
Auburn University	214,500,000	128,900,000		53,000,000	\$396,400,000	744,400,000
Auburn Univ Montgomery						1,900,000
Jacksonville State Univ	67,000,000	90,000,000		10,500,000	\$167,500,000	195,750,000
Troy University	82,320,000	21,400,000	32,650,000	13,960,771	\$150,330,771	240,816,105
University of Alabama	298,930,816	273,586,119		38,750,000	\$611,266,935	1,070,298,858
Univ of Alabama at Birmingham	45,000,000	7,500,000	17,000,000	34,000,000	\$103,500,000	420,450,000
Univ of Alabama in Huntsville	87,500,000	13,500,000		12,830,000	\$113,830,000	280,543,706
University of Montevallo	14,000,000			1,000,000	\$15,000,000	21,575,000
University of North Alabama	25,000,000			10,000,000	\$35,000,000	107,535,000
University of South Alabama	53,000,000	29,000,000		140,024,988	\$222,024,988	276,911,329
University of West Alabama	500,000	17,000,000		1,895,000	\$19,395,000	71,416,000
Dauphin Isl Sea Lab /MESC						9,515,000
SR & Dauphin Isl Total	958,500,816	616,050,119	49,650,000	335,235,759	1,959,436,694	3,761,638,998
Alabama Southern Comm Coll		837,486		1,333,236	\$2,170,722	7,338,333
Bevill State Community College	500,000	1,000,000		150,000	\$1,650,000	15,617,400
Bishop State Comm College	6,600,000	350,000		1,250,000	\$8,200,000	34,800,000
Calhoun State Comm College	1,672,938	8,926,294	1,368,773	5,675,327	\$17,643,332	37,121,381
Central Alabama Comm College		525,000	30,000	800,000	\$1,355,000	7,435,000
Chatt Valley Community College	290,000	1,120,000	450,000	920,000	\$2,780,000	3,340,000
Drake State Com & Tech College	24,000,000	3,400,000		6,000,000	\$33,400,000	33,925,000
Enterprise State Comm College	3,320,000	1,000,000		250,000	\$4,570,000	15,295,000
Faulkner State Comm College	10,600,000	150,000	1,000,000	1,552,500	\$13,302,500	66,772,500
Gadsden State Comm College	38,300,000	8,770,000		4,785,000	\$51,855,000	139,008,000
Ingram State Technical College	62,000,000				\$62,000,000	62,440,000
Jefferson Davis Comm College	12,500,000	1,900,000	500,000	1,800,000	\$16,700,000	31,075,000
Jefferson State Comm College	26,000,000				\$26,000,000	26,795,000
Lawson St Community College	2,000,000			450,000	\$2,450,000	29,125,000
L. B. Wallace Comm College	6,500,000	1,500,000			\$8,000,000	9,600,000
Marion Military Institute	19,402,089	13,450,527		2,228,303	\$35,080,919	36,155,919
Northeast AL Comm College	16,000,000				\$16,000,000	16,690,000
Northwest-Shoals Com College	5,000,000		185,000	1,070,000	\$6,255,000	11,175,000
Reid State Technical College	250,000	500,000	200,000	550,000	\$1,500,000	2,525,000
Shelton State Comm College	62,000,000	1,500,000			\$63,500,000	69,905,000
Snead State Comm College	9,500,000	4,000,000	300,000	2,650,000	\$16,450,000	25,350,000
Southern Union St Comm Coll		1,500,000			\$1,500,000	16,000,000
Trenholm St Comm College		300,000		1,500,000	\$1,800,000	9,700,000
Wall St Comm College - Dothan	7,675,000	3,620,916		590,000	\$11,885,916	19,749,591
Wall St Comm Coll - Hanceville	15,100,000			998,500	\$16,098,500	28,560,500
Wall St Comm College - Selma	35,000,000		7,000,000	2,000,000	\$44,000,000	69,150,000
Total Comm & Tech	364,210,027	54,350,223	11,033,773	36,552,866	466,146,889	824,648,624
<b>TOTAL</b>	<b>\$1,322,710,843</b>	<b>\$670,400,342</b>	<b>\$60,683,773</b>	<b>\$371,788,625</b>	<b>\$2,425,583,583</b>	<b>4,586,287,622</b>

Source: Facilities Master Plan / Capital Project Request, FY 2018 - 2022.

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Table 4

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

Immediate Capital Projects - Year 1 (FY 2017-2018)									
Institution	Education Trust Fund	ETF Advancement & Technology Fund	Other State Funding	Other Funds	Total Estimated Cost	Percent Requested From ETF Funds	Percent Requested From Advancement & Tech Funds	Percent Requested From Other State Funds	Percent Requested From Other Funds
Alabama A&M University			\$10,175,000	\$5,000,000	\$15,175,000	None	None	67.05%	32.95%
Alabama State University			200,000	\$65,142,000	\$65,342,000	None	None	0.31%	99.69%
Athens State University	5,730,000			800,000	\$6,530,000	87.75%	None	None	12.25%
Auburn University				200,500,000	\$200,500,000	None	None	None	100.00%
Auburn Univ Montgomery	600,000		1,300,000		\$1,900,000	31.58%	None	68.42%	None
Jacksonville State Univ	2,750,000				\$2,750,000	100.00%	None	None	None
Troy University	79,219,270				\$79,219,270	100.00%	None	None	None
University of Alabama	84,673,159			302,453,672	\$387,126,831	21.87%	None	None	78.13%
Univ of Alabama at Birmingham			67,500,000	82,950,000	\$150,450,000	None	None	44.87%	55.13%
Univ of Alabama in Huntsville	18,785,000			50,858,706	\$69,643,706	26.97%	None	None	73.03%
University of Montevallo	1,000,000			2,275,000	\$3,275,000	30.53%	None	None	69.47%
University of North Alabama	25,335,000				\$25,335,000	100.00%	None	None	None
University of South Alabama	500,000			30,705,841	\$31,205,841	1.60%	None	None	98.40%
University of West Alabama	19,921,000				\$19,921,000	100.00%	None	None	None
Dauphin Isl Sea Lab /MESC	9,515,000				\$9,515,000	100.00%	None	None	None
SR & Dauphin Isl Total	248,028,429		79,175,000	740,685,219	\$1,067,888,648	23.23%		7.41%	69.36%
Alabama Southern Comm Coll	3,297,159				\$3,297,159	100.00%	None	None	None
Bevill State Community College	9,200,000				\$9,200,000	100.00%	None	None	None
Bishop State Comm College	24,650,000				\$24,650,000	100.00%	None	None	None
Calhoun State Comm College			4,690,693		\$4,690,693	None	None	100.00%	None
Central Alabama Comm College			800,000	700,000	\$1,500,000	None	None	53.33%	46.67%
Chatt Valley Community College			220,000		\$220,000	None	None	100.00%	None
Drake State Com & Tech College			50,000	250,000	\$300,000	None	None	16.67%	83.33%
Enterprise State Comm College	1,500,000		5,900,000	1,800,000	\$9,200,000	16.30%	None	64.13%	19.57%
Faulkner State Comm College			2,500,000	36,050,000	\$38,550,000	None	None	6.49%	93.51%
Gadsden State Comm College	7,750,000			40,200,000	\$47,950,000	16.16%	None	None	83.84%
Ingram State Technical College	440,000				\$440,000	100.00%	None	None	None
Jefferson Davis Comm College	1,875,000			400,000	\$2,275,000	82.42%	None	None	17.58%
Jefferson State Comm College	395,000				\$395,000	100.00%	None	None	None
Lawson St Community College			475,000	20,250,000	\$20,725,000	None	None	2.29%	97.71%
L. B. Wallace Comm College			400,000		\$400,000	None	None	100.00%	None
Marion Military Institute				1,075,000	\$1,075,000	None	None	None	100.00%
Northeast AL Comm College			140,000		\$140,000	None	None	100.00%	None
Northwest-Shoals Com College			1,835,000		\$1,835,000	None	None	100.00%	None
Reid State Technical College				275,000	\$275,000	None	None	None	100.00%
Shelton State Comm College			2,305,000	2,000,000	\$4,305,000	None	None	53.54%	46.46%
Snead State Comm College	2,850,000	1,200,000			\$4,050,000	70.37%	29.63%	None	None
Southern Union St Comm Coll				14,000,000	\$14,000,000	None	None	None	100.00%
Trenholm St Comm College	3,100,000		2,600,000	700,000	\$6,400,000	48.44%	None	40.63%	10.94%
Wall St Comm College - Dothan	4,050,000		611,000		\$4,661,000	86.89%	None	13.11%	None
Wall St Comm Coll - Hanceville	2,769,000	1,500,000	4,400,000		\$8,669,000	31.94%	17.30%	50.76%	None
Wall St Comm College - Selma	13,750,000				\$13,750,000	100.00%	None	None	None
Total Comm & Tech	75,626,159	2,700,000	26,926,693	117,700,000	\$222,952,852	33.92%	1.21%	12.08%	52.79%
TOTAL	\$323,654,588	\$2,700,000	\$106,101,693	\$858,385,219	\$1,290,841,500	25.07%	0.21%	8.22%	66.50%

Source: Facilities Master Plan / Capital Project Request, FY 2018 - 2022.

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Table 5

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

Intermediate Capital Projects - Year 2 (FY 2018-2019)									
Institution	Education Trust Fund	ETF Advancement & Technology Fund	Other State Funding	Other Funds	Total Estimated Cost	Percent Requested From ETF Funds	Percent Requested From Advancement & Tech Funds	Percent Requested From Other State Funds	Percent Requested From Other Funds
Alabama A&M University			\$5,099,000		\$5,099,000	None	None	100.00%	None
Alabama State University			3,853,000	\$88,240,000	\$92,093,000	None	None	4.18%	95.82%
Athens State University	11,100,000				\$11,100,000	100.00%	None	None	None
Auburn University				147,500,000	\$147,500,000	None	None	None	100.00%
Auburn Univ Montgomery						None	None	None	None
Jacksonville State Univ	25,500,000				\$25,500,000	100.00%	None	None	None
Troy University	11,266,064				\$11,266,064	100.00%	None	None	None
University of Alabama	60,527,000			11,378,092	\$71,905,092	84.18%	None	None	15.82%
Univ of Alabama at Birmingham			85,500,000	81,000,000	\$166,500,000	None	None	51.35%	48.65%
Univ of Alabama in Huntsville	85,070,000			12,000,000	\$97,070,000	87.64%	None	None	12.36%
University of Montevallo	1,000,000			2,300,000	\$3,300,000	30.30%	None	None	69.70%
University of North Alabama	47,200,000				\$47,200,000	100.00%	None	None	None
University of South Alabama	3,500,000			20,180,500	\$23,680,500	14.78%	None	None	85.22%
University of West Alabama	32,100,000				\$32,100,000	100.00%	None	None	None
Dauphin Isl Sea Lab /MESC						None	None	None	None
<b>SR &amp; Dauphin Isl Total</b>	<b>277,263,064</b>		<b>94,452,000</b>	<b>362,598,592</b>	<b>\$734,313,656</b>	<b>37.76%</b>		<b>12.86%</b>	<b>49.38%</b>
Alabama Southern Comm Coll	1,870,452				\$1,870,452	100.00%	None	None	None
Bevill State Community College	4,767,400				\$4,767,400	100.00%	None	None	None
Bishop State Comm College	1,950,000				\$1,950,000	100.00%	None	None	None
Calhoun State Comm College			8,787,356	6,000,000	\$14,787,356	None	None	59.42%	40.58%
Central Alabama Comm College			1,080,000	3,500,000	\$4,580,000	None	None	23.58%	76.42%
Chatt Valley Community College			340,000		\$340,000	None	None	100.00%	None
Drake State Com & Tech College			112,500	112,500	\$225,000	None	None	50.00%	50.00%
Enterprise State Comm College			400,000	1,125,000	\$1,525,000	None	None	26.23%	73.77%
Faulkner State Comm College				14,920,000	\$14,920,000	None	None	None	100.00%
Gadsden State Comm College	7,053,000			32,150,000	\$39,203,000	17.99%	None	None	82.01%
Ingram State Technical College						None	None	None	None
Jefferson Davis Comm College	2,100,000			10,000,000	\$12,100,000	17.36%	None	None	82.64%
Jefferson State Comm College	400,000				\$400,000	100.00%	None	None	None
Lawson St Community College			200,000	5,750,000	\$5,950,000	None	None	3.36%	96.64%
L. B. Wallace Comm College			1,200,000		\$1,200,000	None	None	100.00%	None
Marion Military Institute						None	None	None	None
Northeast AL Comm College			550,000		\$550,000	None	None	100.00%	None
Northwest-Shoals Com College			3,085,000		\$3,085,000	None	None	100.00%	None
Reid State Technical College	750,000				\$750,000	100.00%	None	None	None
Shelton State Comm College			2,100,000		\$2,100,000	None	None	100.00%	None
Snead State Comm College	4,850,000				\$4,850,000	100.00%	None	None	None
Southern Union St Comm Coll				500,000	\$500,000	None	None	None	100.00%
Trenholm St Comm College			1,500,000		\$1,500,000	None	None	100.00%	None
Wall St Comm College - Dothan	3,202,675				\$3,202,675	100.00%	None	None	None
Wall St Comm Coll - Hanceville		2,543,000	1,250,000		\$3,793,000	None	67.04%	32.96%	None
Wall St Comm College - Selma	11,400,000				\$11,400,000	100.00%	None	None	None
<b>Total Comm &amp; Tech</b>	<b>38,343,527</b>	<b>2,543,000</b>	<b>20,604,856</b>	<b>74,057,500</b>	<b>\$135,548,883</b>	<b>28.29%</b>	<b>1.88%</b>	<b>15.20%</b>	<b>54.64%</b>
<b>TOTAL</b>	<b>\$315,606,591</b>	<b>\$2,543,000</b>	<b>\$115,056,856</b>	<b>\$436,656,092</b>	<b>\$869,862,539</b>	<b>36.28%</b>	<b>0.29%</b>	<b>13.23%</b>	<b>50.20%</b>

Source: Facilities Master Plan / Capital Project Request, FY 2018 - 2022.

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Table 6

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

Long Term Capital Projects - Years 3-5 (FY 2019-2020 - 2021-2022)									
Institution	Education Trust Fund	ETF Advancement & Technology Fund	Other State Funding	Other Funds	Total Estimated Cost	Percent Requested From ETF Funds	Percent Requested From Advancement & Tech Funds	Percent Requested From Other State Funds	Percent Requested From Other Funds
Alabama A&M University			\$15,464,000		\$15,464,000	None	None	100.00%	None
Alabama State University				\$103,500,000	\$103,500,000	None	None	None	100.00%
Athens State University	6,225,000				\$6,225,000	100.00%	None	None	None
Auburn University				396,400,000	\$396,400,000	None	None	None	100.00%
Auburn Univ Montgomery						None	None	None	None
Jacksonville State Univ	167,500,000				\$167,500,000	100.00%	None	None	None
Troy University	150,330,771				\$150,330,771	100.00%	None	None	None
University of Alabama	448,398,551			162,868,384	\$611,266,935	73.36%	None	None	26.64%
Univ of Alabama at Birmingham			45,000,000	58,500,000	\$103,500,000	None	None	43.48%	56.52%
Univ of Alabama in Huntsville	83,830,000		30,000,000		\$113,830,000	73.64%	None	26.36%	None
University of Montevallo	1,000,000			14,000,000	\$15,000,000	6.67%	None	None	93.33%
University of North Alabama	35,000,000				\$35,000,000	100.00%	None	None	None
University of South Alabama	166,183,988			55,841,000	\$222,024,988	74.85%	None	None	25.15%
University of West Alabama	19,395,000				\$19,395,000	100.00%	None	None	None
Dauphin Isl Sea Lab /MESC						None	None	None	None
SR & Dauphin Isl Total	1,077,863,310		90,464,000	791,109,384	\$1,959,436,694	55.01%		4.62%	40.37%
Alabama Southern Comm Coll	2,170,722				\$2,170,722	100.00%	None	None	None
Bevill State Community College	1,650,000				\$1,650,000	100.00%	None	None	None
Bishop State Comm College	8,200,000				\$8,200,000	100.00%	None	None	None
Calhoun State Comm College			11,643,332	6,000,000	\$17,643,332	None	None	65.99%	34.01%
Central Alabama Comm College				1,355,000	\$1,355,000	None	None	None	100.00%
Chatt Valley Community College			2,780,000		\$2,780,000	None	None	100.00%	None
Drake State Com & Tech College	9,400,000		23,500,000	500,000	\$33,400,000	28.14%	None	70.36%	1.50%
Enterprise State Comm College			4,570,000		\$4,570,000	None	None	100.00%	None
Faulkner State Comm College				13,302,500	\$13,302,500	None	None	None	100.00%
Gadsden State Comm College	10,000,000		20,000,000	21,855,000	\$51,855,000	19.28%	None	38.57%	42.15%
Ingram State Technical College	12,000,000	50,000,000			\$62,000,000	19.35%	80.65%	None	None
Jefferson Davis Comm College	16,700,000				\$16,700,000	100.00%	None	None	None
Jefferson State Comm College			26,000,000		\$26,000,000	None	None	100.00%	None
Lawson St Community College				2,450,000	\$2,450,000	None	None	None	100.00%
L. B. Wallace Comm College			6,500,000	1,500,000	\$8,000,000	None	None	81.25%	18.75%
Marion Military Institute				35,080,919	\$35,080,919	None	None	None	100.00%
Northeast AL Comm College				16,000,000	\$16,000,000	None	None	None	100.00%
Northwest-Shoals Com College	6,255,000				\$6,255,000	100.00%	None	None	None
Reid State Technical College	950,000			550,000	\$1,500,000	63.33%	None	None	36.67%
Shelton State Comm College			63,500,000		\$63,500,000	None	None	100.00%	None
Snead State Comm College	14,450,000	2,000,000			\$16,450,000	87.84%	12.16%	None	None
Southern Union St Comm Coll			1,500,000		\$1,500,000	None	None	100.00%	None
Trenholm St Comm College	300,000			1,500,000	\$1,800,000	16.67%	None	None	83.33%
Wall St Comm College - Dothan				11,885,916	\$11,885,916	None	None	None	100.00%
Wall St Comm Coll - Hanceville		1,200,000	14,898,500		\$16,098,500	None	7.45%	92.55%	None
Wall St Comm College - Selma	44,000,000				\$44,000,000	100.00%	None	None	None
Total Comm & Tech	126,075,722	53,200,000	174,891,832	111,979,335	\$466,146,889	27.05%	11.41%	37.52%	24.02%
TOTAL	\$1,203,939,032	\$53,200,000	\$265,355,832	\$903,088,719	\$2,425,583,583	49.64%	2.19%	10.94%	37.23%

Source: Facilities Master Plan / Capital Project Request, FY 2018 - 2022.



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

Institution	Total Original Value	Total Amount Outstanding 9/30/2016	Total Amount of Principal Debt Service 9/30/2016	Total Amount of Interest Debt Service 9/30/2016	Total Amount of Debt Service 9/30/2016	Sources of Payment
						Various pledged revenues, which includes but is not limited to proceeds from tuition, fees, and auxiliary operations
Alabama A&M University	95,491,473	92,243,906	3,534,843	1,378,931	4,913,774	Tuition and Fee Revenue
Alabama State University	241,358,000	211,330,000	7,185,000	9,770,909	16,955,909	Tuition & Fees
Athens State University	29,535,000	16,452,529	8,743,100	890,642	9,633,742	2014 A Issue, General Fund, Student Fees, Housing Revenue, Athletic Revenue, & Dining Revenue
Auburn University	1,207,852,607	664,719,362	243,308,719	33,426,561	276,735,280	Auxiliary Revenue
Auburn Univ Montgomery	3,279,000	410,000	130,000	17,912	147,912	Housing/Ath, Tuition & Fees
Jacksonville State University	101,455,000	71,940,000	3,130,000	2,798,660	5,928,660	General Student Fees
Troy University	158,535,000	135,495,000	5,580,000	6,339,400	11,919,400	Tuition, Housing, Athletics, Parking fees, Food Service, Fraternities, Sororities, Hillel
University of Alabama	957,415,000	867,755,000	17,895,000	40,533,113	58,428,113	E&G & Auxiliary
Univ of Alabama at Birmingham (Does not include Bonds for Hospital)	527,460,000	392,370,000	20,920,000	15,164,736	36,084,736	Housing Fees & Student Tuition/Fees
Univ of Alabama in Huntsville	114,797,000	97,194,000	4,502,000	3,579,150	8,081,150	Pledged Revenues
University of Montevallo	28,916,000	24,571,000	866,000	1,018,183	1,884,183	Housing Revenues & Tuition/Fees
University of North Alabama	79,975,000	75,405,000	1,000,000	3,678,151	4,678,151	Tuition & Fee revenues, portion of revenues USA Children's & Women's Hospital, gross revenues from Auxiliary Enterprises
University of South Alabama	478,035,001	348,260,684	13,873,347	14,409,954	28,283,301	General Fee Revenue, Capitalized Interest, BAB subsidy
University of West Alabama	54,600,000	50,615,000	1,170,000	2,034,610	3,204,610	Prog. SVC Rev.
Dauphin Isl Sea Lab /MESC	2,000,000	1,730,000	180,000	45,263	225,263	
SR & Dauphin Isl Total	4,080,704,081	3,050,491,481	332,018,009	135,086,175	467,104,184	

Source: Facilities Master Plan / Capital Project Request, FY 2018-2022.

ALABAMA COMMISSION ON HIGHER EDUCATION  
Friday, December 9, 2016  
Decision Item D

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

Institution	Total Original Value	Total Amount Outstanding 9/30/2016	Total Amount of Principal Debt Service 9/30/2016	Total Amount of Interest Debt Service 9/30/2016	Total Amount of Debt Service 9/30/2016	Sources of Payment
Alabama Southern Comm Coll	3,000,000	1,640,000	145,000	72,024	217,024	Building Fee
Bevill State Community College	18,945,000	9,580,000	1,165,000	460,053	1,625,053	Tuition
Bishop State Comm College	3,552,000	3,090,000	462,000	66,752	528,752	Plant Funds
Calhoun State Comm College	39,325,000	32,674,000	2,836,000	1,180,954	4,016,954	Tuition & Fees
Central Alabama Comm College	11,145,000	8,640,000	340,000	327,574	667,574	Tuition Revenue
Chatt Valley Comm. College	9,000,000	7,260,000	270,000	344,638	614,638	Tuition & Fees
Drake State Com & Tech College	1,712,000	1,488,000	224,000	17,706	241,706	Tuition
Enterprise State Comm College	6,440,000	5,315,000	175,000	262,263	437,263	Facilities Renewal Fees & Building Fee
Faulkner State Comm College	16,903,000	13,456,000	982,000	505,178	1,487,178	Tuition & Fees, Bldg Fees
Gadsden State Comm College	23,109,000	9,694,000	862,000	302,072	1,164,072	Tuition/Local Government Contribution
Ingram State Technical College					0	
Jefferson Davis Comm College					0	
Jefferson State Comm College	48,817,000	40,421,000	2,751,000	1,637,446	4,388,446	Tuition & Fees
Lawson St Community College	10,485,000	7,365,000	705,000	255,609	960,609	Tuition and Fees & Room Charges
L. B. Wallace Comm College	3,700,000	2,030,000	180,000	91,903	271,903	Tuition & Fees
Marion Military Institute					0	
Northeast AL. Comm College	11,729,000	11,380,000	349,000	393,258	742,258	Tuition & Fees
Northwest-Shoals Comm College	6,000,000	5,154,168	337,579	160,136	497,715	Plant Funds
Reid State Technical College	2,045,000	1,560,000	205,000	45,135	250,135	Tuition & Fees Payable by Students
Shelton State Comm College						
Snead State Comm College	12,855,000	7,867,000	542,000	216,707	758,707	Tuition & Fees
Southern Union St Comm Coll	40,410,000	33,030,000	1,555,000	1,201,131	2,756,131	Tuition & Fees
Trenholm St Comm College	7,500,000	6,215,000	145,000	359,698	504,698	Tuition and Special Building Fees
Wall St Comm College - Dothan	16,211,000	12,688,000	1,335,000	326,384	1,661,384	Tuition & Fees & Special Building Fee
Wall St Comm Coll - Hanceville	45,918,000	40,171,000	1,967,000	1,681,212	3,648,212	Tuition & Fees & Building Fees
Wall St Comm College - Selma						
Total Comm & Tech	338,801,000	260,718,168	17,532,579	9,907,833	27,440,412	
TOTAL	4,419,505,081	3,311,209,649	349,550,588	144,994,008	494,544,596	

Source: Facilities Master Plan / Capital Project Request, FY 2018-2022.

DECISION ITEM E-1: University of Alabama, Doctor of Philosophy in Geography (CIP 45.0701)

### **EXECUTIVE SUMMARY**

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

**Program Objective:** The proposed Ph.D. in Geography at the University of Alabama will support the training and professional development of highly-skilled STEM knowledge workers able to meet the growing academic, governmental, and private sector demand for scientists focused on the utilization and management of natural resources within the framework of human- environment interaction. Particular strengths of the program will include a strong emphasis on an Earth systems approach, numerous faculty with expertise in water science and/or policy, and the application of powerful geospatial analytical techniques and technologies to understanding the complex biogeochemical systems that not only sustain environmental and social systems, but also pose emerging risks to society.

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

**Mode of Delivery:** Ph.D. level instruction is generally not amenable to online delivery, particularly given the small number of students likely to be in any one Ph.D. level course. Obviously a great deal of communication (teaching/mentoring) goes on between faculty and students at the Ph.D. level, but UA does not foresee a need to develop specific online courses at this time.

**Similar Programs:** There are no Geography (or similar) Ph.D. programs offered by any institution in Alabama. Alabama is one of only three of the 16 SREB states that does not offer a Ph.D. in Geography (also e.g., Arkansas, Virginia). Eighteen universities in the SREB region offer a Ph.D. in Geography and six others are not Geography Ph.D. programs, but do offer geography concentrations or some similar curricula for the Ph.D. However, the academic foci of most of the listed programs are substantially different from the program envisioned by the UA Geography Department.

**Collaboration:** UA believes that they will have opportunities to develop collaborative relationships with members of the faculty of the department of Atmospheric Science at the University of Alabama in Huntsville. As one consequence of discussion between the programs, UA has proposed that initial collaborations could involve UAH faculty members serving as co-chairs on dissertation committees for former UAH (and possibly other) students, when appropriate.

UA has also suggested its interest in developing articulation agreements whereby some of the UAH techniques courses in remote sensing and GIS could satisfy some of UA core course requirements. UA is receptive to developing additional means of collaboration as well.

**Resources:** The proposal projected that \$0 in new funds will be required to support the proposed program. A total of \$515,360 will be available through tuition and extramural sources.

**Public Review:** The program was posted on the Commission website from September 26 until October 16 (twenty days) for public review and comments. No comments were received.

**Rationale for Staff Recommendation:**

1. Alabama is one of only eight states in the Nation and three in the southeastern United States that do not offer doctoral education in geography at their flagship university.
2. In addition to traditional Geography, there is a growing need for training that focuses on research into opportunities and risks associated with complex coupled human- environment interaction and resources, such as energy and water.
3. The National Oceanic and Atmospheric Administration (NOAA) – new National Water Center represents a unique opportunity for not only research collaboration for our faculty, but also Ph.D. training, given the access to world class facilities and researchers.
4. The UA Geography Department faculty states that it can be competitive with other Research 1 (*R1*) Highest Research Activity level institutions and other highly ranked programs in terms of research productivity, but are seriously handicapped both in scholarly output and competitiveness for external funding by its current inability to offer Ph.D. level training to the nation's best students.

DECISION ITEM E-1: University of Alabama, Doctor of Philosophy in Geography (CIP 45.0701)

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

Staff Recommendation: That the Commission approve the proposed Doctor of Philosophy in Geography degree.

Implementation Date: The proposed program will be implemented in August 2017. Based on Commission policy, the proposed program must be implemented by December 9, 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 2017-18, will be at least 5, based on the proposal.
2. That the annual average number of graduates for the period 2018-19 through 2021-22 (four-year average) will be at least 3, based on the proposal.
3. That a follow-up survey be conducted after the first five years that will show at least 75 percent of the graduates were successful in acquiring related employment or in acceptance to graduate school.
4. That information regarding an overall assessment of the program be provided, particularly as related to objectives and assessment measures stated in the proposal.

The University of Alabama (UA) will be required to phase out the program if any of the post-implementation conditions are not met. The institution must present documentation regarding the post-implementation conditions, as well as a general assessment of the program, in a report submitted to the Commission no later than September 1, 2022.

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 program proposal, submitted June 17, 2016. 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
PROGRAM	Doctor of Philosophy in Geography

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

	2017-18	2018-19	2019-20	2020-21	2021-22	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	\$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**

	2017-18	2018-19	2019-20	2020-21	2021-22	TOTAL
INTERNAL REALLOCATIONS	\$0	\$0	\$0	\$0	\$0	\$0
EXTRAMURAL	\$0	\$31,000	\$46,500	\$62,000	\$62,000	\$201,500
TUITION	\$46,290	\$46,290	\$56,460	\$82,410	\$82,410	\$313,860
TOTAL	\$46,290	\$77,290	\$102,960	\$144,410	\$142,410	\$515,360

**ENROLLMENT AND DEGREE COMPLETION PROJECTIONS**

	2017-18	2018-19	2019-20	2020-21	2021-22	5-YEAR AVERAGE
TOTAL HEADCOUNT ENROLLMENT	4	6	8	10	12	8
NEW ENROLLMENT HEADCOUNT	4	4	5	5	6	5
DEGREE COMPLETION PROJECTIONS	0	2	3	3	4	3

## Attachment 2

### Summary of Background Information

Doctor of Philosophy in Geography  
University of Alabama

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

**Objectives:** UA's learning outcomes follow the guidance of The National Research Council (2010), which has stated that: training the next generation of geographical scientists will require an updated curriculum to promote geographical understanding, spatial thinking, and geographical research skills, and to teach students how to make use of recent technological advances. At the conclusion of the program, students will have met the following program goals and outcomes:

1. Spatial Understanding and Reasoning Program Goal - Students will demonstrate an ability to see meaning in the arrangement of natural, social, or cultural phenomena in space, by creating new geographic information through measurement and observation as well as manipulating and querying spatial data, and modeling spatial relations.

Related learning outcomes:

- Demonstrate scholarly proficiency in geography, as well as distinctive scholarly achievement in coupled human-environment systems and geospatial analysis.
- Demonstrate specialized knowledge of geography at a level sufficient to conduct independent research.

2. Research Practice Program Goal - Students will demonstrate an understanding of relevant geospatial techniques and methods of research by developing strong hypothesis-driven research proposals suitable for funding by external institutions and agencies.

Related learning outcomes:

- Understand the range of methodologies and tools used in their geography sub-field. This can include measurement, analysis, and modeling methods. Demonstrate scholarly proficiency in geography, as well as distinctive scholarly achievement in one or more of the following fields: physical systems, water sciences, and geospatial techniques.
- Review, synthesize and critically evaluate research in their subfield of geography.
- Understand how research tools and results in their subfield of geography fit into a broader context of geography and science.
- Students will design and implement an original research project using innovative and novel methods.

3. Communication Skills Program Goal- Students will demonstrate clear and effective communication skills by engaging in formal and/or informal teaching in the Department and other settings. They will also present research results at departmental colloquia as well as at national and international disciplinary conferences, and in peer-reviewed scientific journals.

Related learning outcomes:

- Communicate effectively to large and small groups in pedagogical settings in both lecture and discussion formats, using a variety of instructional formats.
- Understand and follow research and professional ethics, according to standards set forth by the Association of American Geographers (AAG) or other relevant professional and academic organizations in geography and related disciplines.
- Structure a coherent and convincing academic argument.
- Review and synthesize relevant literature.
- Write at a level and in a style consistent with scholarly publications in geography and related fields.



- Understand and properly use styles of citing, referencing, and formatting found in scholarly publications in geography and related fields.
- Make clear and cogent oral presentations.

4. Independent Research- Students will demonstrate preparation for a career of independent research by developing original research proposals, seeking out external funding support for and carrying out research projects. They will also develop presentations of their research outcomes through international disciplinary conferences, and in peer- reviewed scientific journals.

Related learning outcomes:

- Develop independent, original research projects that are of high theoretical and methodological quality.
- Submit at least one external grant proposal relevant to their research and at least one other proposal for research funding as Co-Principal Investigator or Principal Investigator from a professional society or other granting body.
- Deliver three or more presentations related to their research at national or international professional meetings.
- Produce three or more high-quality peer-reviewed scholarly publications in geography and related fields as a result of their Ph.D. research.

5. Professional Development Program Goal - Students will be highly prepared for professional careers in Geography or allied fields as faculty or research scientists in colleges and universities or as research staff and/or upper-level management in government, non-profit entities, and/or the private sector.

- Prepare talks or posters suitable for presentation at a research conference.
- Prepare manuscripts that meet the standards of scholarly publications in geography and related fields.
- Select appropriate conference venues to present their research.
- Select appropriate fellowship or grant opportunities and prepare competitive proposals.
- Supervise and/or mentor research assistants effectively.
- Demonstrate effort at professional networking including the development of an online portfolio of research networking.

These proficiency goals will form the basis for the assessment process for UA's proposed Ph.D. program. Beyond these goals, the program states that it will also emphasize the socialization of doctoral students into the ethics, mores, and expectations of the academic and professional communities.

**Assessment:** Assessment of these outcomes will include oral and written candidacy exams, a written and oral defense of the dissertation proposal, a committee review of the dissertation and an oral defense of the dissertation. The student's committee will also require submission of a proposal for external funding of the proposed research as well as multiple presentations of the student's research at professional meetings and preparation of at least three manuscripts for publication in peer-reviewed journals.

**Administration:** The program will be administered by the UA College of Arts and Sciences, Dr. Robert Olin, Dean; and by the Department of Geography, Dr. Douglas Sherman, Chairperson.

**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, with all three recommending that the program be approved.

**Accreditation:** There is no accrediting or body for this proposed degree program.

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

Credit hours required in the major:	21 semester hours (sh)
Credit hours in support courses:	3
Credit hours in required or free electives:	24 sh
Credit hours for thesis or dissertation:	24 sh
<b>Total semester hours required:</b>	<b>72 sh</b>

An individualized plan of study is to be designed in consultation with the student's major advisor/doctoral committee. In addition to dissertation credits, a minimum total of 48 semester hours of course credit beyond the baccalaureate degree is required for the Ph.D., of which a minimum of 18 must be earned in continuous residence as a full-time student beyond the M.S. Twenty four (24) hours may be transferred from a completed Master's program.

Four required Geography (GY) courses focused on quantitative and geospatial methods: I) GY 600 *Research Traditions and Methods in Geography* (must be passed in the first semester of graduate residence), GY 520 *Remote Sensing*, GY 530 *Intro to Geographic Information Systems*, and GY 623 *Quantitative Methods*, for a total of fourteen required (14) major hours. Doctoral students must take at least 9 hours of courses above the 600 level with the remaining hours at 500 level or higher.

**Collaboration:** UA believes that they will have opportunities to develop collaborative relationships with members of the faculty of the department of Atmospheric Science at the University of Alabama in Huntsville. As one consequence of discussion between programs, UA has proposed that initial collaborations could involve UAH faculty members serving as co-chairs on dissertation committees for former UAH (and possibly other) students, when appropriate.

UA has also suggested its interest in developing articulation agreements whereby some of the UAH techniques courses in remote sensing and GIS could satisfy some of UA core course requirements. UA is receptive to developing additional means of collaboration as well.

**Distance Education:** Ph.D. level instruction is generally not amenable to online delivery, particularly given the small number of students likely to be in any one Ph.D. level course. Obviously a great deal of communication (teaching/mentoring) goes on between faculty and students at the Ph.D. level, but UA does not foresee a need to develop specific online courses at this time.

**Admissions:** Requirements for admission to the program will be similar to those for the M.S., e.g., a completed application, including a Statement of Purpose, minimum combined GRE score of 300, and minimum GPA of 3.0 on completed coursework. Conditional admission may be considered if a student satisfies one of the two scoring criteria and has notable experience or outstanding recommendations. Normally students will identify a major advisor at the time of application. However, in all cases students are required to name a major advisor within six weeks of entering the program. No students will be admitted without support from a potential advisor.

A completed M.S. degree in Geography, (or equivalent), will be required for formal admission to the Ph.D. program. Any students accepted for graduate study with a B.A. or B.S. degree will be placed in the M.S. program. Admission to the Ph.D. program from the Geography M.S. program is made only with the written recommendation of the Department Chair to the Dean of the Graduate School, and is contingent upon excellent performance at the M.S. level and a strong expectation of success at the doctoral level, as determined by the Graduate Studies Committee.

**Need:** Alabama is one of only eight states in the Nation and three in the southeastern United States that do not offer doctoral education in geography at their flagship university. Many of the existing doctoral programs can be considered retrogressive considering the level of advanced training they provide to their

Ph.D. students. These two parallel facts underpin the need to implement a Ph.D. program in geography at the University of Alabama. At present, students graduating from universities in Alabama who wish to pursue doctoral training must leave the state to obtain their degrees.

According to the records, at least 15 students who received Master's degrees in Geography from Auburn University, University of Alabama, and the University of North Alabama in the past five years have left the state to seek doctoral education elsewhere. Current geography faculty members at the University of Alabama routinely (2-3 inquiries/year/research active faculty member) receive numerous inquiries from students wishing to seek a Ph.D. from our program, not realizing that we are not able to meet that demand.

UA states that it is very likely that there is currently a need for at least five Ph.D. geography positions in academia alone in Alabama each year. With continued growth of higher education institutions this number is likely to increase, as is the demand for geography Ph.D.s not affiliated with higher education. In addition to the actual need for Ph.D.s, the development of a geography Ph.D. program will lead to an increase in the number of Ph.D.s who come to our program from out-of-state (including international students) and some of those students will end up staying in Alabama and contributing to the growth of the Alabama economy by building the "intellectual infrastructure to generate new knowledge and discoveries" (State Science and Technology Institute, 2006).

More generally, UA asserts that its need justification is primarily based on data from the Southern Regional Education Board (SREB) and the Alabama Commission on Higher Education (ACHE) as well as our discipline's national organization, the Association of American Geographers (AAG), regarding both academic departments and job demand in non-academic fields as expressed in various AAG data and by the Bureau of Labor Statistics (BLS). UA also relied upon data developed by the Carnegie Initiative on the Doctorate and the Center for Innovation and Research in Graduate Education.

Career and College Readiness/Preparation -- Projected Job Openings

	Year 1	Year 2	Year 3	Year 4	Year 5	Total
Local	1	1	1	1	1	5
State	4	5	4	5	4	22
SREB	78	80	82	83	85	408
Nation	729	741	753	765	777	3,765

UA projections here are made based upon the current number of Ph.D. geographers employed in Geography (or closely related) departments and programs in the SREB states. A survey of web sites indicates that as of March, 2016 there were 787 faculty members holding Ph.D.s in geography employed in the 16 SREB states. UA uses this as its base number and assumes an 8 percent decadal growth in demand for post-secondary geography educators (projected by the Bureau of Labor Statistics, U.S. Department of Labor) will occur during the five-year period represented in the Table (i.e., 1.6 percent per year) and replacement rates (of 10 percent) as projected by Kaminski and Geisler (2012). UA states that these numbers consider only academic openings in SREB and are therefore conservative values.

According to the Bureau of Labor Statistics, U.S. Department of Labor there are currently (2014) approximately 5,400 people employed as postsecondary geography teachers. According to Babbit et. al. (2008) about 75 percent of geography Ph.D.s work in the academic sector. This suggests an approximate employment of 7,182 geography Ph.D.s across the nation. Applying the same formulas as UA used to determine annual job openings in the SREB region UA calculates that a little over 700 jobs are available to geography Ph.D.s annually. Note however that the BLS data do not identify whether postsecondary geography teachers do in fact have Ph.D.s and therefore these estimates may be somewhat high.

**Student Demand:** UA calculated the number of UA Geography MS students (past ten years) who enrolled in Ph.D. programs at other institutions to determine how many UA students would potentially pursue Geography Ph.D. studies at UA, if a program were in place. The proposers also requested data from other Alabama Geography programs to determine how many students from those programs pursued Geography Ph.D.s outside Alabama.

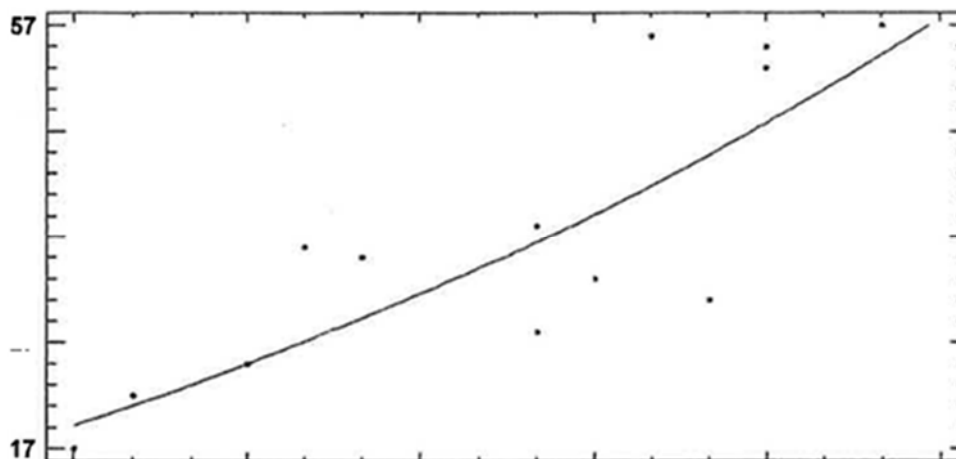
UA estimated student demand by comparing UA with enrollment at relevant competing Ph.D. programs throughout the nation, with special emphasis on SREB schools. UA also estimated potential student demand by examining enrollment in Geography Departments at SREB region schools.

Data from American Association of Geographers Guide to Programs and/or departmental web sites.

University	Ph.D.. Students	Faculty Size	Ph.D./Faculty Member
Ok St.*	22	14	1.6
FIU*	55	25	2.2
TX St*	57	27	2.1
UNCG*	17	13	1.3
LSU	53	25	2.1
FL	36	17	2.1
TN	35	18	1.9
KT	33	22	1.5
GA	56	23	2.4
SC	28	21	1.3
TAMU	31	24	1.3
average	38	21	1.8
Future UA**	22	17	1.3

\*Program less than about 20 years old, \*\*10 year target enrollment.

Plot of Fitted Model  $\text{Ph.D. Students} = 1/(-0.0129257 + 0.846727/\text{Faculty Size})$



Relationship between faculty size and number of Ph.D. students enrolled for the programs is listed in above Table.

According to this model, UA predicts that it should enroll about 22 Ph.D. students.

**Resources:**

Faculty:

Current Primary Faculty to teach in the program—

Full-time: 14\*

Part-time: 2

Support Faculty—

Full-time: 2

Part-time: 2

Additional Faculty employed to teach in the first five years

Primary Faculty:

Full-time: 4

Part-time: 0

Support Faculty—

Full-time: 0

Part-time: 0

\* Including three faculty who will start in Fall 2016.

Note: The additional new Faculty appointments are not contingent upon the PhD program being approved; and are therefore not included in the “Estimated New Funds Required to Support the Program” Staff line item.

**Support Staff:** No additional support staff will be needed for the proposed program.

**Fellowships and Assistantships:** UA anticipates offering an average of 10 Ph.D. assistantships over the course of the first five years of the program. Regarding Ph.D. assistantships, UA currently has budgeted for 15 permanently funded Graduate Assistant (GA) lines per year.

UA also routinely support graduate research assistants through external funding secured by faculty, as well as Graduate Council Fellowships and other lines of support. These lines currently support MS students.

As Ph.D. students are admitted to the program, the GA lines supporting MS students will be converted to Ph.D. positions and therefore do not represent new costs for the program.

**Equipment:** No new equipment will be required.

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

**Library:** The Geography faculty states that that the current library collections are more than sufficient for a research-oriented department of UA’s size and scope. At the proposer’s request, the UA Libraries Associate Dean for Research and Instruction undertook an examination of UA holdings and found them to be comparable to other relevant UA departments.

**Program Budget:** The proposal projected that \$0 in new funds will be required to support the proposed program. A total of \$515,360 will be available through tuition and extramural sources.

**Attachment 3**

**Curriculum**

University of Alabama  
 Doctor of Philosophy in Geography

Course Number	Course Title	Credit Hours
GY 600	Research Traditions and Methods in Geography	3 <sup>#</sup>
GY 502	Climatology	3
GY 504	Physical Geography of the Southeastern USA	3
GY 505	Directed Research in Physical Geography	3
GY 506	Directed Research in Human Geography	3
GY 507	Boundary Layer Climates	3
GY 509	Forest Restoration	3
GY 512	Hydroclimatology	3
GY 513	Applied Climatology	3
GY 515	Endangered Species	3
GY 517	Extreme Weather and Society	3
GY 520	Remote Sensing	4
GY 623	Quantitative Methods	3 <sup>#</sup>
GY 530	Intro to Geographic Information Systems	4
GY 535	Remote Sensing II	4
GY 536	Advanced GIS	4
GY 538	Application Issues in GIS	4

GY 539	GIS Programming	4
GY 540	Community Facilities Planning	3
GY 541	Land Use Regulations	3
GY 544	Field Studies in Africa	6
GY 552	Environmental Decision Making	3
GY 553	Environment and Society	3
GY 554	Field Studies in Costa Rica	4
GY 558	Urban Planning and Analysis	3
GY 560	Environmental Management	3
GY 561	Social Impact Assessment	3
GY 563	Ecosystem Services	3
GY 565	Regional Planning and Analysis	3
GY 566	Regional and Urban Transportation Systems	3
GY 567	Global Environmental Change	3
GY 572	Soil Science	3
GY 586	Drainage Basin Dynamics	3
GY 589	Forest Ecology and Vegetation Analysis	3
GY 591	Fluvial Geomorphology	3
GY 594	Forest Measurement and Analysis	3
GY 595	Coastal Geomorphology	3
GY 599	Colloquium	1*
GY 610	Seminar in Biogeography	1-4*
GY 609	Seminar in Climatology	1-4*
GY 612	Seminar in Planning	1-4*
GY 617	Seminar in Human-Environment Interaction	1-4*
GY 630	Seminar in Geospatial Analysis	1-4*

GY 663	Seminar in Geomorphology	1-4*
GY 685	Seminar in Water Science and Resources	1-4*
GY 699	Dissertation Research	Var.

#course level change, \*new course

DECISION ITEM E-2: Auburn University, Master of Arts in Counseling Psychology  
(CIP 42.2803)

### **EXECUTIVE SUMMARY**

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

**Program Objective:** The proposed program will enable students enrolled in the Auburn University doctoral program in Counseling Psychology (hereafter referred to as CP) who enter with a Bachelor's degree to earn a credential at the master's level en route to their doctorate.

Although this degree will be limited to students enrolled in the existing CP doctoral program, the degree program would provide students with a graduate level credential, signifying their successful fulfillment of the requirements expected of those holding master's degrees in the area of CP.

The master's degree will be awarded to students gaining skills to be competent to provide supervised psychotherapy services to clients. By definition, these individuals are providing services to individuals living in Alabama to support their adjustment and psychological well-being (the coursework completed in the first two years of the doctoral program in CP, which would form the coursework for this master's degree, is primarily geared toward facilitating the skills needed to provide quality psychotherapy services under supervision), thus supporting the land-grant mission of the university.

Upon completing the Master's of Arts in Counseling Psychology program, students will be able to:

- Form good relationships with clients (based on research documenting the importance of the client-therapist relationship for therapeutic outcomes).
- Work with a range of clients in terms of diversity of background.
- Use supervision to better meet the needs of their clients.
- Engage in assessment to ensure they are meeting clients' needs.

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

**Mode of Delivery:** At the present, use of distance education is very rare in Counseling Psychology and could adversely influence the success of degree program graduates in obtaining accredited internships (predoctoral internships in health service psychology disciplines, including Counseling Psychology, are also accredited by the American Psychological Association).

**Similar Programs:** The following institutions offer similar programs at this level: Alabama A&M University (offers M.S.); Troy University (offers M.S.); University of North Alabama (offers combined M.A. degree with clinical mental health counseling). Because each of the above degrees is at an institution that does not offer a Ph.D., none are the same as the degree proposed. The only other institution that offers a doctoral level degree that includes Counseling Psychology is the University of South Alabama. However, USA does not offer a degree at the master's level in Counseling Psychology. Because the program will only be open to those individuals enrolled in the doctoral program in Counseling Psychology at Auburn University, it does not duplicate other state programs.

Approximately a dozen institutions in other states in the southeastern region have comparable degree programs (defined as a doctoral degree in Counseling Psychology that is accredited by the American Psychological Association). Because comparable programs by definition do not



admit students with the intent of providing a terminal master's degree, it is difficult to determine how many offer a master's degree specifically in counseling psychology. Most do allow for students to earn a master's degree en route to their doctorate.

**Collaboration:** The students this degree program will serve are those who are already enrolled in the Auburn University Counseling Psychology doctoral program and the degree will not require additional resources. Because the doctoral degree program does not require collaboration with other institutions for program delivery, the master's program also will not require collaboration.

**Resources:** The proposal projected that \$0 in new funds will be required for the program over the first five years, and that \$0 will be available over the same period through tuition and extramural funds.

**Public Review:** The program was posted on the Commission website from September 26 until October 16 (twenty days) for public review and comments. No comments were received.

**Rationale for Staff Recommendation:**

1. The Master of Arts degree in Counseling Psychology will provide students who have completed appropriate training and coursework with a credential that reflects their accomplishment. It will also be useful in applying for internships and when working with mental health clients.
2. The degree fits well with the Mission of Auburn University, while also requiring no additional resources.
3. The degree will help with recruitment of strong students to the Counseling Psychology doctoral program at Auburn University.
4. The proposed degree program is aligned with the emphasis the American Psychological Association places on outcome assessment to ensure that mental health providers are providing services that improve the lives of their clients.
5. Minimum additional resources are required in order to offer this master's.

DECISION ITEM E-2: Auburn University, Master of Arts in Counseling Psychology (CIP 42.2803)

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

Staff Recommendation: That the Commission approve the proposed Master of Arts in Counseling Psychology (CIP 42.2803) and post-implementation conditions listed below:

Implementation Date: The proposed program will be implemented in January 2017. Based on Commission policy, the proposed program must be implemented by December 9, 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 2017-18, will be at least 5, based on the proposal.
2. That the annual average number of graduates for the period 2017-18 through 2021-22 (five-year average) will be at least 7, based on the proposal.
3. That a follow-up survey be conducted after the first five years that will show at least 75 percent of the graduates were successful in acquiring related employment or entering a doctoral program.
4. That information regarding an overall assessment of the program be provided, particularly as related to objectives and assessment measures stated in the proposal.

Auburn University will be required to phase out the program if any of the post-implementation conditions are not met. The institution must present documentation regarding the post-implementation conditions, as well as a general assessment of the program, in a report submitted to the Commission no later than February 1, 2022.

Supporting Documentation:

1. New Academic Degree Program Proposal Summary, attached.
2. Summary of Background Information, attached.
3. Curriculum for Proposed Program, attached.
4. Auburn University program proposal, received June 21, 2016. Available upon request.

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

**Attachment 1**

**NEW ACADEMIC DEGREE PROGRAM PROPOSAL SUMMARY**

INSTITUTION Auburn University

PROGRAM Master of Arts in Counseling Psychology (CIP 42.2803)

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

	2017-18	2018-19	2019-20	2020-21	2021-22	TOTAL
FACULTY	\$0	\$0	\$0	\$0	\$0	\$0
LIBRARY	\$0	\$0	\$0	\$0	\$0	\$0
FACILITIES	\$0	\$0	\$0	\$0	\$0	\$0
EQUIPMENT	\$0	\$0	\$0	\$0	\$0	\$0
ASSISTANTSHIPS	\$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**

	2017-18	2018-19	2019-20	2020-21	2021-22	TOTAL
INTERNAL REALLOCATIONS	\$0	\$0	\$0	\$0	\$0	\$0
EXTRAMURAL	\$0	\$0	\$0	\$0	\$0	\$0
TUITION*	\$0	\$0	\$0	\$0	\$0	\$0
TOTAL	\$0	\$0	\$0	\$0	\$0	\$0

**ENROLLMENT AND DEGREE COMPLETION PROJECTIONS**

	2017-18	2018-19	2019-20	2020-21	2021-22	5-YEAR AVERAGE
TOTAL HEADCOUNT ENROLLMENT	22	10	10	10	10	12
NEW ENROLLMENT HEADCOUNT	5	5	5	5	5	5
DEGREE COMPLETION PROJECTIONS	17	5	5	5	5	7

**\* Note:** The reason that tuition dollars are not considered to be sources of funds is that the courses for the Master of Arts in Counseling Psychology are courses that are required for all doctoral students in the doctoral degree in Counseling Psychology.

The new degree will enable students in the doctoral program (which is a minimum of 5 years) to earn a degree en route reflecting the mastery of content and skill they have accumulated over the first two years of graduate study.

Similarly, no additional funds for assistantships or courses are required because any student in the Master of Arts in Counseling Psychology degree program will also be a student in the doctoral program (courses and assistantships are attached to and accounted for within the funding that already exists for that degree program).

## Attachment 2

### Summary of Background Information Master of Arts in Counseling Psychology Auburn University

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

**Description and Objectives:** The proposed program will enable students enrolled in the Auburn University doctoral program in Counseling Psychology (hereafter referred to as CP) who enter with a Bachelor's degree to earn a credential at the master's level en route to their doctorate. Although this degree will be limited to students enrolled in the existing CP doctoral program, the degree program would provide students with a graduate level credential, signifying their successful fulfillment of the requirements expected of those holding master's degrees in the area of CP.

The master's degree will be awarded to students gaining skills to be competent to provide supervised psychotherapy services to clients. By definition, these individuals are providing services to individuals living in Alabama to support their adjustment and psychological well-being (the coursework completed in the first two years of the doctoral program in CP, which would form the coursework for this master's degree, is primarily geared toward facilitating the skills needed to provide quality psychotherapy services under supervision), thus supporting the land-grant mission of the university.

Four (4) of the most prominent student learning outcomes of the program are:

- 1) Students will be able to form good relationships with clients (based on research documenting the importance of the client-therapist relationship for therapeutic outcomes).
- 2) Students will be able to work with a range of clients in terms of diversity of background.
- 3) Students will be able to use supervision to better meet the needs of their clients.
- 4) Students will be able to engage in assessment to ensure they are meeting clients' needs.

**Assessment:** The following are required for successful completion of the program:

(A) Accumulation of 100 hours of direct provision of psychotherapy services to clients. Thus demonstrating accumulation of experience providing psychotherapy services to clients that is commensurate with the expectations for someone holding a Master of Arts degree in Counseling Psychology;

(B) Receive ratings of "meets expectations" or better in two semesters of practicum for the following items (which appear on the evaluation form completed by external supervisors) by demonstrating skill in forming good relationships with clients, working with diverse clients, and effectively using supervision that are commensurate with the expectations of someone holding a Master of Arts degree in Counseling Psychology. They should have the: ability to form good relationships with clients; ability to work with diverse clients (a rating of "cannot judge" is acceptable for one of the two semesters of this particular outcome, but no ratings of "below expectations" or worse are acceptable for the two semesters used to meet this required outcome for the degree; the allowance of "cannot judge" reflects the difficulty in obtaining diverse clients in some clinical settings); and the ability to handle cases more effectively as a result of supervision.

(C) Two semesters of practicum ratings in which the student did not receive a rating suggesting that the supervisor believes the student violated ethical principles of psychologists demonstrating the ability to engage in ethical practice, while providing psychotherapy services.

(D) Successful completion of an outcome assessment assignment used in COUN 7910 (Practicum) demonstrating an ability to use outcome assessment to determine if the client is being helped by the psychotherapy services and identify needed changes to promote improvement in the functioning and well-being of clients;

(E) The student must receive a rating of “satisfactory” on making progress in research from degree program faculty during annual faculty evaluations of students.

Because the proposed degree program will be part of the existing Counseling Psychology doctoral program, the same individual will be responsible for tracking outcomes of both programs. This individual collects and monitors practicum evaluations each semester to identify any students receiving ratings falling below “meets expectations” or indications of concerns about unethical behavior. The individual also collects and monitors clinical hours accrued each semester. Finally, the same individual oversees the annual evaluation meeting of all students in the program.

**Administration:** The program will be administered by the College of Education, Dean Dr. Betty Lou Whitford; Acting Department Head, Dr. Jamie Carney, Special Education, Rehabilitation, and Counseling. The Program Director is Dr. Annette S. Kluck.

**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). Two members of the ACGD participated in the final vote. Both voted to approve the proposal.

**Accreditation:** Although AU will not seek accreditation for the Master of Arts degree program, this program will support AU’s doctoral program in Counseling Psychology, which is accredited by the American Psychological Association. There is currently no accrediting body recognized by the Council for Higher Education Accreditation (CHEA) for master’s degrees in Counseling Psychology.

**Curriculum:** Program completion requirements are as follows:

Credit hours required in major courses:	33
Credit hours required in support courses:	N/A
Credit hours in required or free electives:	0
Credit hours for thesis or dissertation:	0
<b>Total credit hours required for completion:</b>	<b>33</b>

Also, the degree program will require completion of a practicum. In addition, as a student in the program, students are expected to work with faculty on research (despite a lack of requirement for a formal independent research project for this particular degree program). The student must receive a rating of “satisfactory” on making progress in research from degree program faculty during annual faculty evaluations of students.

**Collaboration:** The students in this degree program are already enrolled in the Auburn University Counseling Psychology doctoral program and the degree will not require additional resources. Because the doctoral degree program does not require collaboration with other institutions for program delivery, the master’s program also will not require collaboration.

**Distance Education:** Zero (0) percent of the program will be provided by distance education. The degree program will support the existing doctoral program in Counseling Psychology at Auburn University. The doctoral program requires four years in residence and the Master of Arts degree would be completed during the first two of these four years. In addition, the accrediting body for the doctoral program requires additional documentation when programs offer distance education courses.

Specifically, there are limits on the extent to which the program can be based on distance education, which requires that the program notify the potential students and accrediting body if and when distance education is utilized. At the present, use of distance education is very rare in Counseling Psychology and could adversely influence the success of degree program graduates in obtaining accredited internships (predoctoral internships in health service psychology disciplines, including Counseling Psychology, are also accredited by the American Psychological Association).

**Admissions:** Admission requires the student to be accepted into and enroll in the Auburn University Counseling Psychology doctoral program.

**Need:** Alabama is one of the states with the lowest number of mental health providers and has the lowest number of provider-to-resident ratio of any state (Parity or Disparity: The State of Mental Health in America, 2015). In more detail, Alabama ranked 49th in terms of access to mental health services, suggesting a need for multiple efforts directed toward increasing access to such care.

Offering an MA in Counseling Psychology can assist in recruiting individuals to attend Auburn University. While attending Auburn University, the students will provide mental health services to individuals, providing a benefit to residents of the state. In addition, the doctoral program to which this MA program will be attached recruits a large number of students from out-of-state and some of those individuals remain in the state and region when they graduate. The low number of providers in the state makes the potential recruitment of psychologist professionals to the state a critical benefit the program would provide the state. Currently, there are very few master's programs in CP in the state.

Career and College Readiness/Preparation -- Projected Job Openings

	Year 1	Year 2	Year 3	Year 4	Year 5	Total
Local	4	4	4	4	4	20
State	8	8	8	8	8	40
SREB	467	467	467	467	467	2,335
Nation	2,049	2,049	2,049	2,049	2,049	10,245

Numbers were computed by examining the Association of Psychology Postdoctoral and Internship Centers (APPIC) directory for internship programs that indicated that Counseling Psychology students were acceptable. Areas within 30 minutes of Auburn University were considered local. The following states were used to limit the search to the SREB: Alabama, Georgia, Florida, South Carolina, North Carolina, Mississippi, Louisiana, Tennessee, and Kentucky. To compute national need, the number of sites located within the directory (683) that accept Counseling Psychology students was multiplied by 3 (internship sites range from 2 to near 20 in number of slots each year).

Internships are typically single year experiences, so AU asserts, the pattern of open positions is generally stable and easy to predict. The internship is one of the last steps prior to the completion of the doctorate (dissertation is the other), at which time the students would have earned another degree enabling them to apply for positions as psychologists and to pursue doctoral level licensure. Because the proposed program would only be open to students enrolled in the existing Counseling Psychology program at Auburn University, there is not a plan to admit students hoping to pursue jobs as counselors or psychometricians within the state.



**Student Demand:** Student demand was computed based on the enrollment in the Counseling Psychology doctoral program over the past 9 years. Including the cohort of students who will enter in the Fall semester of 2016, 35 of 61 students entered without a master's in Counseling Psychology or a related applied field. These students are individuals who would benefit from being able to obtain a master's degree in Counseling Psychology when they have completed the appropriate amount of training.

The degree would provide them with a credential that reflects their level of training both for working directly with clients and in applying to the predoctoral internship program. Although some of the individuals who entered in the past 9 years without a master's in Counseling Psychology or a related applied discipline have graduated, over half of the students, across time, would be eligible for and benefit from this degree option.

**Resources:**

Faculty:

Current Primary Faculty—

Full-time: 4  
Part-time: 0

Support Faculty—

Full-time: 6  
Part-time: 0

Additional Faculty to Be Hired:

Primary Faculty—

Full-time: 0  
Part-time: 0

Support Faculty—

Full-time: 0  
Part-time: 0

**Support Staff:** No additional support staff will be required.

**Fellowships and Assistantships:** No new assistantships or fellowships are being offered to support the program.

**Equipment:** No additional (or special) equipment will be needed to support the proposed program.

**Facilities:** No additional facilities are needed.

**Library:** The Auburn University library collections include access to relevant databases for graduate degree programs in Psychology (e.g., psychinfo) and already exist to support multiple doctoral programs in Psychology and related disciplines.

**Program Budget:** The proposal projected that \$0 in new funds will be required over the program in the first five years, and that \$0 will be available over the same period through tuition.

**Attachment 3**

**Curriculum**

Auburn University  
Master of Arts in Counseling Psychology

Course Number and Title	Number of Credit Hours	* If New Course
COUN 8530: Contemporary Issues in Counseling Psychology	3	
COUN 7250: Advanced Assessment and Diagnosis in Counseling	3	
COUN 7320: Counseling Theories	3	
COUN 7330: Counseling Diverse Populations	3	
COUN 7340: Group Counseling	3	
COUN 7350: Introduction to Counseling Practice	3	
COUN 7910: Practicum	6	
ERMA 8350: Advanced Measurement Theory	3	
Stats courses approved by program	6	

**TOTAL Number of Credit Hours = 33**

DECISION ITEM E-3: Auburn University, Master of Science in Industrial and Organizational Psychology (CIP 42.2804)

### **EXECUTIVE SUMMARY**

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

**Program Objective:** The proposed program is designed to train students with the skills and knowledge to enable students to become Industrial/Organizational (I/O) practitioners in an applied setting. I/O Psychology focuses on understanding, predicting, and modifying behavior in organizational settings, typically, but not limited to, work environments.

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

**Mode of Delivery:** Currently, all graduate level courses are taught using the face-to-face instructional delivery method. AU is open to offering graduate courses through distance education, if the need arises for this method of instruction (e.g., students on internship and cannot come to campus) and/or there is sufficient demand and/or need from students to have flexible instructional delivery methods.

**Similar Programs:** No master's degree programs in Industrial and Organizational Psychology exist in the State of Alabama. The University of Alabama in Huntsville (UAH) offers a Master's of Arts in General Psychology. The UAH website describes their master's program as having a general-experimental program focus with coursework in a number of areas including I/O Psychology. Several SREB states, and over 20 Universities within SREB, do offer master's level programs that have an I/O Psychology focus or degree.

**Collaboration:** At this juncture, Auburn University has sufficient faculty and resources to coordinate the delivery of this program.

**Resources:** The proposal projected that \$0 in new funds will be required for the program over the first five years, and that \$838,548 will be available over the same period through tuition.

**Public Review:** The program was posted on the Commission website from September 26 until October 16 (twenty days) for public review and comments. No comments were received.

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

1. AU asserts that its program is unique in that it builds off the strength of its strong faculty in its Industrial/Organizational Psychology program, and offers a strong foundation in I/O content areas courses, as well as provides students with the opportunity to gain practical experience in the field.
2. AU's program incorporates the Guidelines for Education and Training in Industrial-Organizational Psychology provided by the Society for Industrial and Organizational Psychology (SIOP).
3. The high demand for students with this level of training will benefit students in the program as they will become active members of the future work force to fulfill needs of the nation.
4. There is an existing student demand for master's level program in Alabama that is not filled.

5. The proposed master's program will increase opportunities for community partnerships where industry and organizations can benefit from I/O Psychology field.

DECISION ITEM E-3: Auburn University, Master of Science in Industrial and Organizational Psychology (CIP 42.2804)

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

Staff Recommendation: That the Commission approve the proposed, Master of Science in Industrial and Organizational Psychology and post-implementation conditions listed below:

Implementation Date: The proposed program will be implemented in August 2017. Based on Commission policy, the proposed program must be implemented by December 9, 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 2017-18, will be at least 8, based on the proposal.
2. That the annual average number of graduates for the period 2018-19 through 2021-22 (four-year average) will be at least 7, based on the proposal.
3. That a follow-up survey be conducted after the first five years that will show at least 75 percent of the graduates were successful in acquiring related employment or entering a doctoral program.
4. That information regarding an overall assessment of the program be provided, particularly as related to objectives and assessment measures stated in the proposal.

Auburn University will be required to phase out the program if any of the post-implementation conditions are not met. The institution must present documentation regarding the post-implementation conditions, as well as a general assessment of the program, in a report submitted to the Commission no later than September 1, 2022.

Supporting Documentation:

1. New Academic Degree Program Proposal Summary, attached.
2. Summary of Background Information, attached.
3. Curriculum for Proposed Program, attached.
4. Auburn University program proposal, received July 29, 2016. Available upon request.

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

**Attachment 1**

**NEW ACADEMIC DEGREE PROGRAM PROPOSAL SUMMARY**

INSTITUTION Auburn University

PROGRAM Master of Science in Industrial and Organizational Psychology (CIP 42.2804)

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

	2017-18	2018-19	2019-20	2020-21	2021-22	TOTAL
FACULTY	\$0	\$0	\$0	\$0	\$0	\$0
LIBRARY	\$0	\$0	\$0	\$0	\$0	\$0
FACILITIES	\$0	\$0	\$0	\$0	\$0	\$0
EQUIPMENT	\$0	\$0	\$0	\$0	\$0	\$0
ASSISTANTSHIPS	\$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**

	2017-18	2018-19	2019-20	2020-21	2021-22	TOTAL
INTERNAL REALLOCATIONS	\$0	\$0	\$0	\$0	\$0	\$0
EXTRAMURAL	\$0	\$0	\$0	\$0	\$0	\$0
TUITION	\$53,480	\$147,532	\$187,268	\$212,520	\$237,748	\$838,548
TOTAL	\$53,480	\$147,532	\$187,268	\$212,520	\$237,748	\$838,548

**ENROLLMENT AND DEGREE COMPLETION PROJECTIONS**

	2017-18	2018-19	2019-20	2020-21	2021-22	5-YEAR AVERAGE
TOTAL HEADCOUNT ENROLLMENT	5	12	15	17	19	14
NEW ENROLLMENT HEADCOUNT	5	7	8	9	10	8 4-YEAR AVERAGE
DEGREE COMPLETION PROJECTIONS	0	5	7	8	9	7

## **Attachment 2**

### **Summary of Background Information**

Master of Science in Industrial and Organizational Psychology  
Auburn University

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

**Description and Objectives:** The proposed program is designed to train students with the skills and knowledge to enable students to become Industrial/Organizational (I/O) practitioners in an applied setting. I/O Psychology focuses on understanding, predicting, and modifying behavior in organizational settings, typically, but not limited to, work environments.

This program will also increase the visibility of Industrial/Organizational Psychology program as well as promote Auburn University's reputation for academic success. This program directly relates to the Auburn University's Mission Statement and Strategic Plan associated with the commitment for offering high quality programs and education. Strategic Plan Goal #1 emphasizes enhancing student success.

Four (4) of the most prominent student learning outcomes of the program are:

1. Be able to apply psychological principles to organizations and workplace settings.
2. Be knowledgeable in the practice of I/O Psychology by applying concepts in the field of I/O Psychology to the functioning of organizations and workplace settings.
3. Be proficient in the domains that comprise the core of I/O Psychology such as personnel selection and training, performance management, motivation and leadership, data analysis and methods in I/O, applied theories of organizational behavior, ethics, and practice.
4. Be able to demonstrate knowledge of basic applied research methods, data collection and statistical analysis skills and abilities, oral presentation skills, and writing skills.

**Assessment:** The assessment process for the student learning outcomes is as follows:

1. Students will be assessed via graded courses as they progress through the program.
2. Students will complete a comprehensive exam at the end of coursework (typically, spring semesters of their second graduate year) to assess competencies in the necessary skills and knowledge required to practice I/O Psychology in applied settings.
3. Students will be evaluated annually by the faculty in the I/O program to make sure they are making progress towards successful completion of their master's degree.

The program will also assess the career placements of its students via a survey to determine the type of employment setting, and general information about job search feasibility after successful graduation from the master's program.



**Administration:** The program will be administered by the College of Liberal Arts, Dean Dr. Joseph Aistrup; Department Chair, Dr. Peter Chen, Department of Psychology.

**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 members of the ACGD participated in the final vote. All three voted to approve the proposal.

**Accreditation:** There is no accrediting body for this degree program (not applicable).

**Curriculum:** Program completion requirements are as follows:

Credit hours required in major courses	36
Credit hours required in minor	N/A
Credit hours required in support courses	N/A
Credit hours in required or free electives	N/A
Credit hours for thesis or dissertation	N/A
<b>Total credit hours required for completion</b>	<b>36</b>

1. Students will complete a practicum in Psychology (i.e., internship) for 6 credit hours.
2. A comprehensive exam of the student's knowledge of Industrial/Organizational Psychology will be required at the end of the program to establish competency in the necessary skills and knowledge required to practice I/O Psychology. Students will complete the comprehensive exam at the end of their coursework (typically, spring semesters of their second graduate year). The comprehensive exam may be taken only twice. Failure to pass the comprehensive exam twice will result in the dismissal from the program.

**Collaboration:** At this juncture, Auburn University has sufficient faculty and resources to coordinate the delivery of this program.

**Distance Education:** Zero (0) percent of the program's courses will be provided by distance education. Currently, all graduate level courses are taught using the face-to-face instructional delivery method. AU is open to offering graduate courses through distance education if the need arises for this method of instruction (e.g., students on internship and cannot come to campus) and/or there is sufficient demand and/or need from students to have flexible instructional delivery methods.

**Admissions:** The admission requirements are:

1. Completion of a Bachelor's Degree in Psychology or Business. Other degrees will be taken into consideration on a case-by-case basis.
2. A minimum GPA of 3.0 (out 4.0 scale).
3. General Record Exam (GRE) scores will be used as part of the admission requirements. GRE scores above the 50th percentile are expected as minimum requirements.
4. Three letters of recommendation.
5. Official transcripts from all undergraduate and graduate credits from each institution attended by the student.
6. A letter of intent that addresses their interest in I/O Psychology and the training at Auburn University and how their qualifications will enable them to be successful in the master's program.
7. All application materials will be completed and submitted electronically using Auburn University's Graduate School Application Portal.

The Industrial/Organizational Psychology faculty will review all applications to determine student's suitability and entrance into the program, and subsequently, make a recommendation to the Graduate School at Auburn University. Admission to the program is granted by the Dean of the Graduate School upon the recommendation of the department of the proposed study program.

**Need:** No master's degree programs in Industrial and Organizational Psychology exist in the State of Alabama, so AU states that the proposed program is unique to the state and there is a demand from students to have a terminal master's program for students who do not wish to pursue a doctoral degree.

Each year, the I/O faculty at Auburn University write letters of recommendation for current undergraduate students to pursue master's degrees in I/O Psychology in many states (e.g., Florida, Tennessee, and Kentucky), and many students go to these out-of-state programs because such a program is not offered in the State of Alabama. Because Auburn University has faculty and resources devoted to Industrial and Organizational Psychology in the Department of Psychology, AU asserts that it is equipped to provide this unique opportunity to the citizens of Alabama.

Career and College Readiness/Preparation -- Projected Job Openings

	Year 1	Year 2	Year 3	Year 4	Year 5	Total
Local	2	2	2	2	2	2
State	65	65	65	65	65	325
SREB	650	650	650	650	650	3,250
Nation	3,250	3,250	3,250	3,250	3,250	16,250

This program is designed as a terminal master's program, and students will be able to work in applied settings after completing the degree. Because of the increased demand for I/O Psychology, graduates of the master's program will find employment opportunities in businesses and organizations. The American Psychological Association has documented that students with this degree can apply principles of psychology to business, industry, labor, public (including non-profit), academic, community and health organizations. Furthermore, the Society for Industrial and Organizational Psychology indicates that master's level graduates are more highly represented in jobs such as compensation, training, data analysis, and generalist human resource management.

**Student Demand:** There is demand from students to have a terminal master's program for students who do not wish to pursue a doctoral degree. Each year, the I/O faculty at Auburn University write letters of recommendation for its current undergraduate students to pursue master's degrees in I/O Psychology in many states (e.g., Florida, Tennessee, and Kentucky), and many students go to these out-of-state programs because such a program is not offered in the State of Alabama.

More specifically, in the spring 2015, the proposers surveyed their undergraduate students in Psychology to determine whether students were interested in pursuing a master's degree in Industrial and Organizational Psychology. Their initial survey of 103 students, indicated that 38 percent of students were highly interested in pursuing such an opportunity and an additional 32 percent of students who expressed interest in pursuing such an opportunity.

Furthermore, AU states that it has many undergraduate students who expressed interest in pursuing a master's degree in I/O during its open house forum for undergraduate students. As such, AU is confident that there is interest in students wishing to pursue a master's degree.

Finally, as indicated by applications to AU's doctoral program, there is a very high interest in students pursuing an I/O degree as AU states that they received 68 applications and accepted 4

(acceptance rate of 6 percent). Thus, AU anticipates a similar demand for its proposed master's program. The master's program students will be trained concurrently with first year doctoral students; however, those students will also have unique courses that emphasize more applied work.

**Resources:**

Faculty:

Current Primary Faculty—

Full-time: 6  
Part-time: 0

Support Faculty—

Full-time: 0  
Part-time: 0

Additional Faculty to Be Hired:

Primary Faculty—

Full-time: 0  
Part-time: 0

Support Faculty—

Full-time: 0  
Part-time: 0

**Support Staff:** No additional support staff will be required.

**Fellowships and Assistantships:** No new assistantships or fellowships are being offered to support the program.

**Equipment:** No additional (or special) equipment will be needed to support the proposed program.

**Facilities:** No additional facilities are needed.

**Library:** The Auburn University Library has current digital and physical collections of journals in Industrial and Organizational Psychology as well as Business and Management journals to support the needs of the proposed master's program.

**Program Budget:** The proposal projected that \$0 in new funds will be required over the program in the first five years, and that \$838,548 will be available over the same period through tuition.

**Attachment 3**

**Curriculum**

Auburn University  
 Master of Science in Industrial and Organizational Psychology

Course Number and Title	Number of Credit Hours	* If New Course
<b>PSYC 7700: Foundations in Industrial and Organizational Psychology</b>	3	No
<b>PSYC 7690 Analytics in Industrial/Organizational Psychology</b>	3	Yes
<b>PSYC 7720: Personnel Selection</b>	3	No
<b>PSYC 7730: Research Methods in Industrial/Organizational Psychology</b>	3	No
<b>PSYC 7750- Ethics and Professional Issues in I/O Psychology</b>	3	No
<b>PSYC 7710: Training and Development in Organizations</b>	3	No
<b>PSYC 7910 Practicum in Applied Psychology</b>	6	No
<b>Graduate PSYC Electives <sup>1</sup></b>	12	No

<sup>1</sup> Graduate PSYC Elective: Students may select elective courses offered in the Department of Psychology at the 7000 level and above. Students should consult with the Program Director to make certain that the elective course is suitable for the Master of Science in Industrial and Organizational Psychology degree.

**Total credit hours required for completion = 36**

DECISION ITEM E-4: University of Alabama at Birmingham, Master of Science in Instructional Design and Development (CIP 13.0301)

### **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 Masters of Science in Instructional Design and Development (IDD) program is to train qualified instructional designers who effectively analyze, design, develop, evaluate, and implement quality online, blended, and on-ground instruction. The program promotes the UAB mission by providing support for teaching and application of knowledge within the university, state, and globally. The program will enhance UAB goals of transforming graduate and professional studies, expanding research and scholarship, and partnering in service to the community and state.

**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 of the program's courses will be offered online.

**Similar Programs:** The following institution offers a similar program at this level: University of South Alabama-Education Other-Instructional Design and Development, M.S. at CIP 13.9999. There are six SREB institutions (outside Alabama) that offer similar programs.

**Collaboration:** Even though collaborative efforts have not been utilized yet, one area of possible collaboration with the University of South Alabama, as well as local and national providers/entities, would be exploring the need for a standardized method of ensuring that instructional designers are properly trained and educated prior to entering their respective fields based on the International Board of Standards for Training, Performance and Instruction (IBSTPI) standards which were used in the development of the program.

**Resources:** The proposal projected that a total of \$52,500 in estimated new funds will be required to support the proposed program. A projected total of \$311,108 in new funds will be available from tuition.

**Public Review:** The program was posted on the Commission website from September 26 until October 16 (twenty days) for public review and comments. No comments were received.

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

1. There is a need for instructional designers locally, nationally, and internationally.
2. This program offers a graduate degree option for students from a variety of fields and disciplines with a baccalaureate degree.
3. The only other IDD program is in the southern part of the state. This proposed program would serve central and north Alabama.

**DECISION ITEM E-4:** University of Alabama at Birmingham, Master of Science in Instructional Design and Development (CIP 13.0301)

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

**Staff Recommendation:** That the Commission approve the proposed Master of Science in Instructional Design and Development.

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

**Implementation Date:** The proposed program will be implemented in January 2017. Based on Commission policy, the proposed program must be implemented by December 9, 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 2017-18, will be at least 6 based on the proposal.
2. That the annual average number of graduates for the period 2018-19 through 2021-22 (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 February 1, 2022.

- 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 June 17, 2016. 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 at Birmingham
PROGRAM	Master of Science in Instructional Design and Development (CIP 13.0301)

ESTIMATED NEW FUNDS REQUIRED TO SUPPORT PROPOSED PROGRAM						
	2017-18	2018-19	2019-20	2020-21	2021-22	TOTAL
FACULTY	\$7,500	\$7,500	\$7,500	\$15,000	\$15,000	\$52,500
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	\$0	\$0	\$0	\$0	\$0	\$0
OTHER	\$0	\$0	\$0	\$0	\$0	\$0
TOTAL	\$7,500	\$7,500	\$7,500	\$15,000	\$15,000	\$52,500

SOURCES OF FUNDS AVAILABLE FOR PROGRAM SUPPORT						
	2017-18	2018-19	2019-20	2020-21	2021-22	TOTAL
INTERNAL REALLOCATIONS	\$0	\$0	\$0	\$0	\$0	\$0
EXTRAMURAL	\$0	\$0	\$0	\$0	\$0	\$0
TUITION	\$53,116	\$60,704	\$60,704	\$60,704	\$75,880	\$311,108
TOTAL	\$53,116	\$60,704	\$60,704	\$60,704	\$75,880	\$311,108

ENROLLMENT AND DEGREE COMPLETION PROJECTIONS						
	2017-18	2018-19	2019-20	2020-21	2021-22	5-YEAR AVERAGE
TOTAL HEADCOUNT ENROLLMENT	8	10	10	10	12	10
NEW ENROLLMENT HEADCOUNT	8	2	8	2	10	6 4-YEAR AVERAGE
DEGREE COMPLETION PROJECTIONS	0	8	2	8	2	5



## Attachment 2

### Summary of Background Information

Master of Science in Instructional Design and Development  
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:

- **Professional Foundations:** Exhibit knowledge of the professional foundations in the field of instructional design, including professional communication and research skills, and a commitment to ethical, legal, and political considerations.
- **Planning and Analysis:** Ability to analyze stakeholder needs, target audience, and instructional environment for determining, selecting, and implementing appropriate instructional design methodologies.
- **Design and Development:** Ability to design and develop learning opportunities, utilizing established instructional design models, including effective adaptation of the scope, goals, objectives, and interventions for instructional and non-instructional design as well as implement reliable and valid assessment methods that align with the goals, objectives, and strategies. Also, demonstrate the ability to select, modify, and develop instructional materials.
- **Evaluation and Implementation:** Ability to evaluate, revise, and/or develop, and implement instructional and non-instructional interventions for continual improvement.
- **Management:** Manage instructional design projects utilizing standards, competencies, and performance statements from the International Board of Standards for Training, Performance, and Instruction (IBSTPI); project planning for staffing and budget; and the inclusion of effective partnerships and relationship management.

**Assessment:** The IDD Program will participate in the UAB database for collection of program outcomes data and analyses. The data are collected annually and tracks program outcomes in major areas. At the completion of the IDD program, graduates will defend an oral comprehensive examination based on IDD coursework, submit a publication from a research practicum, and present virtually a digital portfolio based on prescribed requirements.

Graduates of the IDD program will engage in a Professional Learning Network (PLN) that will provide information on current career opportunities and professional development and engagement with the program through mentorship and supervision roles.

In order to determine accomplishments of graduates, such as employment or admittance to a doctoral program, all graduates will be encouraged to complete an exit questionnaire as well as join a mailing list and a social network group set-up specifically for UAB graduates. UAB asserts that not only will this aid in efforts to follow-up with their graduates, but also will promote continued effort to build a community of professionals who can share research, information, and opportunities.

**Administration:** The program will be administered by the School of Education, Dean, Dr. Deborah Voltz; Department of Curriculum and Instruction, Chairperson; Dr. Lynn Kirkland.

**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. Three recommended program approval; one voted for non-approval, based upon similarity to an existing program.

**Accreditation:** There is no specialized accreditation agency within this field, however instructional designer standards, including competencies and performance standards from the International Board of Standards for Training, Performance, and Instruction (IBSTPI), were used in the design of the program.

**Curriculum:** This program will require a total of 30 semester hours as detailed in the following table:

Course Number and Title	Number of Credit Hours	* If New Course
IDD 600 Trends and Issues in Instructional Design and Technology	3	*
IDD 610 Instructional Design	3	*
IDD 620 Universal Differential Instructional Design and Development	3	*
IDD 630 Performance Systems Technology	3	*
IDD 640 Learning, Cognition, and Instructional Design and Development	3	*
IDD 650 Alternate Instructional Design and Development Models	3	*
IDD 660 Assessment and Evaluation in Instructional Design and Development	3	*
IDD 670 Multimedia Design and Development for Instruction and Training	3	*
IDD 680 Instructional Design and Development Elective	3	*
IDD 690 Research Practicum	3	*

The master's degree curriculum is being proposed as a 30-credit-hour degree.

**Program Completion Requirements:**

Credit hours required in major courses:	24
Credit hours required in support courses:	--
Credit hours in required or free electives:	3
Credit hours for thesis	3
Total Credit hours:	30

Additional requirements include an oral comprehensive examination, practicum, research publication, and digital portfolio. The practicum consists of 240 hours and a final report must be submitted at the close of the practicum process. Each student must submit a research article ready for submission to a scholarly, peer-reviewed journal within the field of instructional design and development. The research must originate from the student's practicum experience. Finally, each student must build a web-based digital portfolio throughout their time in the program, showing knowledge, expertise, growth and range in each of the program outcomes.

**Collaboration:** Even though collaborative efforts have not been utilized yet, one area of possible collaboration with the University of South Alabama, as well as local and national providers/entities, would be exploring the need for a standardized method of ensuring that instructional designers are properly trained and educated prior to entering their respective fields based on the International Board of Standards for Training, Performance and Instruction (IBSTPI) standards. Digital collaboration could be utilized between the entities to keep costs at a minimum and access at a maximum.

**Distance Education:** One-hundred percent of the program's courses will be provided by distance education. UAB will use the web-based Learning Management System (LMS) supported by the University

in the delivery of all courses. All courses will follow the University support online quality instruction checklist (currently Quality Matters).

**Admissions:** The program has no special admission requirements. Prospective students must meet graduate school minimum general requirements.

**Need:** According to Hanover Research, 2013, student conferrals of master’s degrees in the State of Alabama increased 47 percent in Instructional Design and Development as compared to an increased rate of 22 percent in other disciplines. The demand for students with IDD master’s degrees is expected to continue to increase at a rate of 18 percent within the state over the next ten years. Alabama employers in education, health, military, corporate, and government settings continue to post job opportunities in this area as indicated by online job postings and websites reviewed by Hanover Research.

Projected Job Openings

	Year 1	Year 2	Year 3	Year 4	Year 5	Total
Local	3	3	3	3	3	15
State	20	20	20	20	20	100
SREB	21	21	21	21	21	105
Nation	464	464	464	464	464	2,320

National data provided by the Bureau of Labor Statistics (BLS), as well as the SREB states, and State of Alabama labor statistics were researched. The BLS shows an 18.9 percent national increase through the year 2020, which is higher than the economy-wide average growth for all occupations. The State of Alabama shows an increase of 18.2 percent through the year 2020. The SREB average was 16.9 percent growth through the year 2020.

**Student Demand:** The market for new Instructional Design and Development programs at UAB appears to be viable. Recent completions data and occupational projections indicate growing demand for programs of this type. Although this growth does not appear to be rapid or excessive, there will likely be an increased need for Instructional Design and Development programs in coming years.

Student demand for master’s degrees in Instructional Design and Development programs is growing, both within Alabama and regionally. According to recent completions data, master’s-level conferrals in subjects related to instructional design increased 47 percent within Alabama’s local region. Over that same time period, degree awards increased 22 percent within Alabama and 9 percent nationally.

Student demand for relevant graduate certificates witnessed growth that was strong, but also volatile. Although the sample size within Alabama was too small to draw meaningful conclusions, the number of graduate certificates in Instructional Design and Development awarded in the region local to Alabama’s increased 53 percent from 2007 to 2011.

Labor market demand for individuals with Instructional Design and Development expertise is also growing. From 2010 to 2020 the number of instructional-design related jobs is expected to increase 18 percent within Alabama, 17 percent regionally, and 19 percent nationally. All of these rates outpace the national average for all occupations (14.3 percent). Although this growth varies by geographic level, occupations projected to increase the fastest include “Education Administrators, Preschool and Child Care Center/Program,” “Training and Development Specialists,” and “Elementary Administrators, Postsecondary.” The proposers assert that, offering Instructional Design and Development programs in

an online format appears to be both feasible and fairly common. Among institutions that provide instructional design programs at the graduate level, many appear to offer them via online instruction.

**Resources:**

Faculty:

Current Primary Faculty—

Full-time: 2

Part-time: 0

Support Faculty—

Full-time: 0

Part-time: 1

Additional Faculty to Be Hired:

Primary Faculty—

Full-time: 0

Part-time: 1

Support Faculty—

Full-time: 0

Part-time: 0

UAB envisions hiring one additional professor, with a Ph.D. in Instructional Design and Development or closely related field.

**Support Staff:** No additional support staff are anticipated to be needed.

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

**Equipment:** No new or additional special equipment to be required for the proposed program.

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

**Library:** The major Library of Congress Subject Heading (LCSH) for the field of instructional design is “Instructional Systems – Design.” Since instructional designers often use technology to enhance instruction, other relevant subject terms include educational technology, human-computer interaction, computer-assisted instruction, and blended learning. Another related subject term is curriculum planning. A holdings count in the Sterne Library online catalog indicates that the collection contains approximately 1,802 circulating print monographs, 657 electronic books, 45 reference resources, 43 print periodicals, and 19 videos.

While the Library report analysis demonstrates that the UAB Libraries’ collections are sufficient to support the proposed program, it will be necessary to maintain the current periodical subscriptions and acquire new monographs in years going forward.

**Program Budget:** The proposal projected that a total of \$ \$52,500 in estimated new funds will be required to support the proposed program. A projected total of \$311,108 will be available from tuition.

**Attachment 3**

**Curriculum**

Master of Science in Instructional Design and Development  
 University of Alabama at Birmingham

Semester	Fall 2017	Spring 2018	Summer 2018	Fall 2018	Spring 2019
Course for A term	IDD 600 Trends & Issues in Instructional Design & Technology	IDD 620 Universal Differential Instructional Design and Development	IDD 640 Learning, Cognition, and Instructional Design and Development	IDD 660 Assessment and Evaluation in Instructional Design and Development	IDD 680 Instructional Design and Development Elective
Course for B term	IDD 610 Instructional Design	IDD 630 Performance Systems Technology	IDD 650 Alternate Instructional Design and Development Models	IDD 670 Multimedia Design and Development for Instruction/Training	IDD 690 Research Practicum (240 hours)

DECISION ITEM E-5: University of Alabama, Juris Masters with Concentration in Taxation (CIP 22.0211)

### **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 Law School proposes the establishment of a new 30-hour graduate degree program, the Juris Master's (JM), in order to open up its existing LLM Concentration in Taxation program to qualified accountants and business people who have not earned the Juris Doctor (JD) degree. The Law School currently offers an online Master of Laws (LLM degree) with a concentration in Taxation. This program in the form of a master's degree will benefit accountants, who typically need an additional 30 hours of graduate work to sit for the Certified Public Accountant (CPA) Exam.

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

**Mode of Delivery:** The JM program, like the LLM program, will be delivered exclusively through distance education technologies, except for a required trip to campus for comprehensive examinations.

**Similar Programs:** There are no other programs offered at CIP 22.0211 in the Academic Program Inventory.

**Collaboration:** The Law School collaborates with the University of Alabama's Culverhouse College of Commerce (CCC) Master of Tax Accounting Program (MTA). Students from the MTA Program regularly take tax classes offered by the Law School because the MTA program does not have sufficient courses to meet their needs. It should be noted that the MTA program chooses to remain a residence program, requiring students to come to campus for courses.

**Resources:** The proposal projected that \$0 in new funds will be required to support the proposed program. A total of \$1,011,825 will be available through tuition.

**Public Review:** The program was posted on the Commission website from September 26 until October 16 (twenty days) for public review and comments. No comments were received.

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

1. The Juris Master's program will attract new students to the LLM program – students whose qualifications for this course of study are equal to or greater than the existing student body.
2. Adding accountants to the existing LLM courses will be pedagogically beneficial because the accountants bring with them a different perspective and prior understanding of the tax code.
3. Opening the program to accountants across the country will create awareness and contribute to the academic reputation of the Law School, the University, and the State of Alabama.
4. The program will also result in providing CPAs with legal training, which will enhance the quality of professional services that graduates of the JM program will provide.
5. The new program will not involve any new resource costs or faculty and will generate additional revenue used to support the University of Alabama, the College of Continuing Studies, and the Law School's JD program.

6. Marketing and recruiting for the JM program will not compete with the MTA program, but will support and maintain the existing collaborative relationship between the Law School and the Business School.

DECISION ITEM E-5: University of Alabama, Juris Masters with Concentration in Taxation (CIP 22.0211)

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

Staff Recommendation: That the Commission approve the proposed Juris Masters with Concentration in Taxation.

Implementation Date: The proposed program will be implemented in August 2017. Based on Commission policy, the proposed program must be implemented by December 9, 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 2017-18, will be at least 5, based on the proposal.
2. That the annual average number of graduates for the period 2018-19 through 2021-22 (four-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 (UA) will be required to phase out the program if any of the post-implementation conditions are not met. The institution must present documentation regarding the post-implementation conditions, as well as a general assessment of the program, in a report submitted to the Commission no later than September 1, 2022.

- 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 program proposal, submitted June 17, 2016. 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
PROGRAM	Juris Masters with Concentration in Taxation (CIP 22.0211)

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

	2017-18	2018-19	2019-20	2020-21	2021-22	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	\$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**

	2017-18	2018-19	2019-20	2020-21	2021-22	TOTAL
INTERNAL REALLOCATIONS	\$0	\$0	\$0	\$0	\$0	\$0
EXTRAMURAL	\$0	\$0	\$0	\$0	\$0	\$0
TUITION	\$112,425	\$224,850	\$224,850	\$224,850	\$224,850	\$1,011,825
TOTAL	\$112,425	\$224,850	\$224,850	\$224,850	\$224,850	\$1,011,825

**ENROLLMENT AND DEGREE COMPLETION PROJECTIONS**

	2017-18	2018-19	2019-20	2020-21	2021-22	5-YEAR AVERAGE
TOTAL HEADCOUNT ENROLLMENT	5	10	10	10	10	9
NEW ENROLLMENT HEADCOUNT	5	5	5	5	5	5
DEGREE COMPLETION PROJECTIONS	0	4	4	4	4	4

**Attachment 2**

**Summary of Background Information**

Juris Masters with Concentration in Taxation  
University of Alabama

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

**Objectives:** At the end of the 30-hour JM Program, students will have met the following outcomes:

1. Have a basic understanding of the principles and underlying policies of the United States taxing system and various sources of federal tax law and have learned many of the basic personal, business and estate planning rules from the Internal Revenue Code, regulations, cases, and rulings;
2. Have established a competency in the fundamentals of Taxation including mastery of a basic proficiency in Personal Income Tax, Corporate Tax, Tax Procedure, Partnership, Capital Transactions and Tax Research.
3. Be able to apply a systematic tax methodology in solving complex taxpayer-oriented tax problems and have developed critical thinking skills in analyzing various tax law sources, allowing construction of alternative solutions to tax problems in a manner that will help to attain the taxpayer's financial and tax planning goals.
4. Have and demonstrate a high level of professional responsibility as it relates to the practice of tax matters. Students will also master the ability to identify and avoid conflicts with professional norms.

**Assessment:** The chart below identifies methods of assessment for the specific student learning outcomes identified in the objectives.

Outcome	Assessment Process
1.	Comprehensive exams are given at the end of each semester and reviewed by the program director and professors. Other formative assessments are conducted during the semester, such as formal and informal polls, quizzes, and course-related projects.
2.	Students will be required to come to campus after completing the first year of required courses to complete a comprehensive exam. The results of the exam will be evaluated for competencies in these six areas.(see objective 2)
3.	Students will be evaluated on their ability to solve specific tax problems related to complex issues. Professors will utilize polling devices during panels to monitor success of solutions, interactions, and critical analysis of the problems.
4.	Embedded questions on course exams will deal with specific ethical issues related to components of the course. The answers to these questions will be collected and reviewed by the program director and professors.

**Administration:** The program will be administered by the UA School of Law, Mark Brandon, Dean, and by the Department of Graduate Law, Daniel Powell, Chairperson.

**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, with all three recommending that the program be approved.

**Accreditation:** The American Bar Association does not accredit programs other than the first degree (JD) in law. Standard 308 of the ABA Standards of Approval of Law Schools states that an ABA approved law school may establish a degree program in addition to its JD program as long as the additional program will not detract from a law school's ability to maintain a sound JD program. The ABA only requires schools to complete a brief application notifying them of the proposed program so they may grant "acquiescence." The American Bar Association requesting acquiescence has been filed, with a response due by January 12, 2017.

Because the proposed program will not detract from the Law School's JD program, but will rather provide courses and revenue which support it, the proposer's anticipate that ABA acquiescence will not be difficult to obtain.

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

Credit hours required in the major:	12 semester hours (sh)
Credit hours required in minor courses:	----
Credit hours required in general education or core curriculum:	----
Credit hours in required or free electives:	18 sh
Credit hours for thesis or dissertation:	----
<b>Total semester hours required:</b>	<b>30 sh</b>

Students are required to attend an online orientation session, which exposes them to their field of study and covers administrative policies and procedures. All degree candidates must also pass comprehensive exams covering the first-year required courses. These exams are administered in person at the Law School. The required courses for the LLM Concentration in Tax include Personal Income Tax, Corporate Tax, Capital Transactions, Partnership Tax, Civil Tax Procedure, and Tax Research. Any student who fails to pass the comprehensive exams after two attempts is subject to dismissal from the program.

**Collaboration:** The Law School collaborates with the University of Alabama's Culverhouse College of Commerce (CCC) Tax Accounting Program (MTA). Students from the MTA Program regularly take tax classes offered by the Law School because the MTA program does not have sufficient courses to meet their needs. But the MTA program chooses to remain a residence program, requiring students to come to campus for courses.

Although the Law School's LLM Tax Program and thus subsequent Juris Masters Program do not compete for students given the difference in focus, nevertheless the programs have agreed upon a collaboration plan to address any risk that the MTA program might lose students to the JM program. The Law School and the Business School have agreed that the JM program will not recruit students in states from which the MTA could conceivably draw students to its residence program.

Because of this collaboration plan, the higher percentage of state need will still be filled by the MTA program. However, Alabama residents and applicants from other states who already have an MTA degree or CPA license, will be considered for the JM program. The JM program will also recruit accountants outside these states, some of which may be intending to return to Alabama. Finally, it is anticipated that recruiting efforts will be mutually beneficial to both programs and as a consequence help satisfy the state need for qualified CPAs.

**Distance Education:** The JM program, like the LLM program, will be delivered exclusively (100 percent) through distance education technologies, except for a required trip to campus for comprehensive examinations.

**Admissions:** The JM standard for admissions, like the LLM standard, will be based on "likelihood to succeed" considering all relevant academic and work experience. However, candidates for the JM degree must also have a baccalaureate degree in accounting or business from an accredited university.

Candidates must also have a minimum of 300 on the revised GRE test or 500 on the GMAT. These are the minimum standards set and revised by the University's Graduate School. Also, per the Graduate School's policy, an applicant may be considered for conditional admission if he or she has both a grade point average of 2.5 overall and an entrance examination score acceptable for conditional admission. An applicant may also be considered for conditional admission if he or she has a cumulative 3.0 grade point average or the admissions test score requirement.

The GMAT or GRE will be waived for applicants who have successfully completed all four parts of the CPA exam. Applicants who have successfully completed other professional licensing requirements (e.g., Certified Financial Planner, Chartered Financial Analysts, Certified Management Accountant, etc.) can petition the Admissions Committee for a waiver of the GMAT requirement.

**Need:** The Law School collaborates with the University of Alabama's Culverhouse College of Commerce (CCC) Tax Accounting Program (MTA). Students from the MTA Program regularly take tax classes offered by the Law School because the MTA program does not have sufficient courses to meet their needs. But the MTA program chooses to remain a residence program, requiring students to come to campus for courses.

Although the Law School's LLM Tax Program and thus subsequent Juris Masters Program do not compete for students given the difference in focus, nevertheless the programs have agreed upon a collaboration plan to address any risk that the MTA program might lose students to the JM program. The Law School and the Business School have agreed that the JM program will not recruit online students in states from which the MTA could conceivably draw students to its residence program (Alabama, Florida, Georgia, Kentucky, North Carolina, Mississippi, Oklahoma, South Carolina, Tennessee, Texas, and Virginia).

Because of this collaboration plan, the higher percentage of state need will still be filled by the MTA program. However, Alabama residents and applicants from these other states, who already have an MTA degree or CPA license, will be considered for the JM program. The JM program will also recruit all accountants outside these states, some of which may be intended to return to Alabama. Finally, it is anticipated that recruiting efforts will be mutually beneficial to both programs and as a consequence help satisfy the state need for qualified CPAs.

Career and College Readiness/Preparation -- Projected Job Openings

	Year 1	Year 2	Year 3	Year 4	Year 5	Total
Local	8	8	8	10	10	44
State	8	8	8	10	10	44
SREB	740	740	745	750	755	3,730
Nation	4,583	4,600	4,675	4,700	4,725	23,283

**Student Demand:** First, the Law School Graduate Department receives enough regular inquiries from non-lawyer accountants, who would like to enroll in the existing program, to make a JM program sustainable. Since the JM program will not include additional costs, the approximately dozen inquiries UA receives annually, along with students UA would recruit from advertising, will justify offering the new degree.

Second, the target market for the JM with a concentration in taxation is accountants who are trying to earn the requisite number of hours to sit for the CPA Exam. Over 250,000 accountants sit for the CPA exam annually. The American Institute of CPAs reports that all states require a minimum of 150 credit hours to sit for the CPA Exam. As a consequence, accounting students need to add a 30-hour master's

degree to the 120-hour undergraduate degree. Most states also require a minimum number of hours in accounting and business law topics. The Law School's JM would be particularly suited for this purpose because the existing LLM programs offer tax and business electives.

Third, through partnership with the Tax Law Institute (TLI), the Law School expects to receive approximately 15 students a year to the JM program. TLI is a distance education provider authorized by the IRS to offer training to non-lawyers who want to practice in U.S. Tax Court. See <http://www.taxlawinstitute.com/> for more information on TLI. CPAs and Enrolled Agents (EAs) receive training from TLI to sit for the U.S. Tax Court Practitioner Exam and then may also earn a 12-hour certificate from our Law School. Up to this point, few EAs have participated in the certificate program because if they are going to earn 12 graduate tax credits or more, they would prefer to have them apply toward a master's degree.

The Tax Law Institute (TLI) also has an apprenticeship program directed at CPAs and EAs who are preparing for or have recently passed the U.S. Tax Court Practitioners Exam. This proposed program provides specific training in representing taxpayers in small and regular tax cases or in negotiated settlements. TLI has indicated that they would like to partner with the Law School through this program as well. As part of that partnership, TLI would require students to earn UA's 30-hour JM degree. It is anticipated that this could lead to increasing enrollments by 10 to 15 additional students a year.

**Resources:**

Faculty:

Current Primary Faculty to teach in the program—

Full-time: 1  
Part-time: 24

Support Faculty—

Full-time: 0  
Part-time: 0

Additional Faculty employed to teach in the first five years

Primary Faculty:

Full-time: 0  
Part-time: 0

Support Faculty—

Full-time: 0  
Part-time: 0

**Support Staff:** No additional support staff will be needed for the proposed program.

**Fellowships and Assistantships:** There are no fellowships/assistantships specifically associated with the proposed program.

**Equipment:** No new equipment will be required.

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

**Library:** All students have online access to the Law School Library. Each student is also given academic access to Westlaw and Lexis, the two legal databases useful in performing legal and tax research. Through the Law School website, JM students will also have access to CCH's Intelliconnect, RIA Checkpoint, and the BNA tax materials. These are considered among the important tax law databases.

**Program Budget:** The proposal projected that \$0 in new funds will be required to support the proposed program. A total of \$1,011,825 will be available through tuition.

**Attachment 3  
 Curriculum**

The University of Alabama  
 Juris Masters with Concentration in Taxation

<b>Required Tax Courses</b>		<b>Credit Hours</b>
Law 801	Personal Income Tax	2
Law 803	Capital Transactions	2
Law 807	Partnership Tax	2
Law 805	Corporate Tax	2
Law 808	Tax Procedure (Civil)	2
Law 611	Tax Research	2
<b>Tax Electives</b>		
Law 813	State and Local Tax	2
Law 796	Tax Exempt Organizations	2
Law 811	Advanced Capital Transactions	2
Law 831	Criminal Tax Procedure	2
Law 820	Adv. Partnership Tax	1
Law 812	Adv Corporate Tax	1
Law 761	International Tax	2
Law 806	Income Tax of Estates and Trusts	2
Law 809	Executive Compensation/Employee Benefits	2
Law 810	Estate Planning	2
Law 748	Special Problems in Corporate Law-Caymans	2
Law 797	Independent Study	1
Law TBA	Consolidated Returns	1
Law TBA	Financial Reporting and Analysis	1
Law TBA	Professional Ethics	1
Law TBA	Business Evaluation and Performance	1
Law TBA	Non-profit Accounting	1
<b>Business Courses (tax students can take business courses as electives too)</b>		
Law 645	Business Organizations/Choice of Business Entities	2
Law 760	Principles in Accounting	2
Law 709	Advanced Securities Regulation	2
Law 839	Intellectual Property for Technology and Business Development	2
Law 703	Mergers and Acquisitions/Corporate Reorganization	2
Law 816	Business Drafting	2
Law 685	Business Planning	2
Law 748	Advanced Corporate Law: Private Equity	2
Law 840	Advanced Intellectual Property; Technology Licensing	2
Law 765	Advanced Corporate Finance	2
Law 737	Business Bankruptcy	2

DECISION ITEM E-6: University of Alabama, Master of Arts in Religion in Culture (CIP 38.0201)

### **EXECUTIVE SUMMARY**

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

**Program Objective:** The propose of the proposed degree, which applies social theory to the study of religion with an emphasis on the public humanities and which utilizes expertise of current Religious Studies faculty (thus requiring no new faculty resources), combines the two specialties of the Department; it will therefore prepare students for doctoral level work in the academic study of religion while also giving them practical writing and online communication skills that they can also use in a variety of alternative careers outside the university. UA states that this proposed degree ensures that all students not only acquire academic tools to examine religion as a cultural and historical site where social groups are made and remade but also, it is asserted, gain expertise in effectively sharing these findings with audiences well beyond the academy.

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

**Mode of Delivery:** Distance education is not being utilized. The proposed degree requires students to participate in face-to-face lectures, seminars, language training.

**Similar Programs:** UA states that Athens State, the University of Mobile, and Samford University have only minimal resemblance to the proposed program. Unlike the three other graduate programs in the state, the proposed program uniquely combines a wide variety of innovative communication skills with the rigorous analytical training in the cross-cultural study of religion as carried out across the humanities and social sciences. As such, UA asserts that there is no program like this in the state or, when taking into account the practical communications aspects of the degree, even in the United States.

**Collaboration:** UA states there are no other publicly funded Religious Studies departments in the state that have resources or expertise to enhance the proposed degree.

**Resources:** The proposal projected that \$202,500 in new funds will be required to support the proposed program. A total of \$366,120 will be available through tuition.

**Public Review:** The program was posted on the Commission website from September 26 until October 16 (twenty days) for public review and comments. No comments were received.

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

1. The proposed program uniquely combines a wide variety of innovative communication skills with the rigorous analytical training in the cross-cultural study of religion as carried out across the humanities and social sciences.
2. The program will equip students with academic and technical writing skills that will serve them in both post-graduate and professional contexts.
3. The program will provide students with the opportunity to develop analytical proficiencies by working with nationally recognized scholars in areas of social theory as applied to the academic study of religion.



4. The program will provide students with teaching experience both in the lecture classroom and in online courses, including completion of internal professional development opportunities for faculty and graduate students from UA's College of Continuing Studies.
5. The program will equip students with grant-writing skills that will serve them in a variety of academic and professional settings.

DECISION ITEM E-6: University of Alabama, Master of Arts in Religion in Culture (CIP 38.0201)

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

Staff Recommendation: That the Commission approve the proposed Master of Arts in Religion in Culture degree.

Implementation Date: The proposed program will be implemented in August 2017. Based on Commission policy, the proposed program must be implemented by December 9, 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 2017-18, will be at least 8, based on the proposal.
2. That the annual average number of graduates for the period 2018-19 through 2021-22 (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 acceptance to graduate school.
4. That information regarding an overall assessment of the program be provided, particularly as related to objectives and assessment measures stated in the proposal.

The University of Alabama (UA) will be required to phase out the program if any of the post-implementation conditions are not met. The institution must present documentation regarding the post-implementation conditions, as well as a general assessment of the program, in a report submitted to the Commission no later than September 1, 2022.

- 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 program proposal, submitted June 17, 2016. 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
PROGRAM	Master of Arts in Religion in Culture

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

	2017-18	2018-19	2019-20	2020-21	2021-22	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	\$40,500	\$40,500	\$40,500	\$40,500	\$40,500	\$202,500
OTHER	\$0	\$0	\$0	\$0	\$0	\$0
<b>TOTAL</b>	<b>\$40,500</b>	<b>\$40,500</b>	<b>\$40,500</b>	<b>\$40,500</b>	<b>\$40,500</b>	<b>\$202,500</b>

**SOURCES OF FUNDS AVAILABLE FOR PROGRAM SUPPORT**

	2017-18	2018-19	2019-20	2020-21	2021-22	TOTAL
INTERNAL REALLOCATIONS	\$0	\$0	\$0	\$0	\$0	\$0
EXTRAMURAL	\$0	\$0	\$0	\$0	\$0	\$0
TUITION	\$40,680	\$81,360	\$81,360	\$81,360	\$81,360	\$366,120
<b>TOTAL</b>	<b>\$40,680</b>	<b>\$81,360</b>	<b>\$81,360</b>	<b>\$81,360</b>	<b>\$81,360</b>	<b>\$366,120</b>

**ENROLLMENT AND DEGREE COMPLETION PROJECTIONS**

	2017-18	2018-19	2019-20	2020-21	2021-22	5-YEAR AVERAGE
TOTAL HEADCOUNT ENROLLMENT	8	16	16	16	16	14
NEW ENROLLMENT HEADCOUNT	8	8	8	8	8	8
DEGREE COMPLETION PROJECTIONS	0	4	5	5	6	5

## Attachment 2

### Summary of Background Information

Master of Arts in Religion in Culture  
University of Alabama

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

**Objectives:** At the conclusion of the program, students will have met the following outcomes:

- Teaching: Students will learn to effectively communicate to undergraduate students through teaching (thereby gaining teaching experience both in lecture and online classes).
- Peer Editing: Students will learn to effectively communicate within academic contexts through editing skills demonstrated by proficiency in responding to the work (in such forms as formal essays, blogs, podcasts, etc.) of their peers.
- Research and Publication: Students will learn to carry out independent research and effectively communicate their findings to academic readers through pursuing peer-reviewed publications (facilitated in some cases by articles and essays co-authored with supervising professors) that apply social theory to a variety of data sets in the study of religion.
- Public Engagement: Students will learn to communicate to both academic and non-academic audiences through such venues as public presentations, podcasts, blogs, videos, etc.
- Technological Proficiencies: Students will gain proficiency in a variety of technological and computer-based skills that facilitate teaching, research, and marketability.
- Grant Writing: Students will learn to (co-)write and submit grant applications to facilitate their work.

#### **Assessment:**

Teaching: Assessment 1: Working with a faculty member, each student will develop two guest lectures for the same undergraduate class, workshopping the draft lectures with peers in the MA program prior to delivering them in-class, to peer input. Assessment 2: Under the supervision of a faculty member, students will deliver at least two guest lectures in the same undergraduate class with in-class assessments at their completion to solicit feedback from the undergraduate students. The professor will then meet with the MA student to discuss the results and plan revisions for their next lecture.

Peer Editing: Assessment 1: All MA classes will incorporate a model of peer assessment into their overall assessment plans, such that all major written assignments (e.g., essays) will require drafts to be pre-circulated among at least 2 classmates to solicit feedback. Assessment 2: All MA classes will incorporate a model of peer assessment into their overall assessment plans, such that each social media project will require the input of at least two other students not already involved, to solicit their feedback.

Research and Publication: Assessment 1: Apart from a variety of research projects throughout this degree, each MA student will be directed by a supervisor in the preparation of a final thesis that will be read by and defended before the Religious Studies faculty. Assessment 2: During their two year program each student will be required to submit their own original research to an academic journal of their choice (including graduate student journals) or co-write an academic paper with a faculty member and participate in submitting it to a peer reviewed academic journal.

**Public Engagement: Assessment 1:** The Public Humanities foundations course will end with a showcase event in which students each present their final digital project to REL faculty and students (among other invited guests), using this opportunity to solicit feedback, before it goes live/public, on the degree to which the project engages a wide array of viewers/listeners/readers. In conversation with their instructor the students will then revise projects in light of these comments. **Assessment 2:** The feedback of readers/viewers/listeners will be solicited for all public humanities productions and all such feedback will be discussed with the student(s) involved in producing the content and their faculty supervisor, to determine revisions that will enhance their next project.

**Technological Proficiencies: Assessment 1:** In cooperation with the Alabama Digital Humanities Center, the Public Humanities foundations course each Fall will develop a final assessment tool to determine the awarding of the Digital Humanities Certificate. **Assessment 2:** All students will complete the Online Pedagogy Certificate, offered by the College of Continuing Studies, and pass its various assessment measures.

**Grant Writing: Assessment 1:** All students will be required to attend the College of Arts & Sciences Fall grant writing workshop for graduate students and to attend the monthly Graduate Colloquium where grant writing is discussed. This is an open workshop. **Assessment 2:** Over their two year program, all students will be required to assist, in consultation with the Graduate Director and Religious Studies Director of Grants, in researching and writing at least one grant application.

Additionally, one year after graduation, all MA grads will be initially contacted online (1) to determine what they have done with their degree, and (2) to solicit feedback on the applicability of the skills they acquired in their MA. Separate from this, a survey will go to all grads every two years, soliciting feedback concerning their career progress. When possible, UA states that it will also invite graduates back to talk to current MA students—a successful process currently operating in UA's BA program and which will be applied to the MA as well.

**Administration:** The program will be administered by the UA College of Arts and Sciences, Robert Olin, Dean; and by the Department of Religious Studies, Russell T. McCutcheon, Chairperson.

**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, with all three recommending that the program be approved.

**Accreditation:** There is no accrediting or body for this proposed degree program.

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

Credit hours required in the major:	9 semester hours (sh)
Credit hours in required or free electives:	21 sh
Credit hours for thesis or dissertation:	6 sh
<b>Total semester hours required:</b>	<b>36 sh</b>

All MA students will complete 6 thesis hours in their second/culminating year of study. These hours will be completed under the supervision of a faculty advisor and will require a public defense at its completion.

Also, the students will complete a Graduate Colloquium: A non-credit requirement, consisting of monthly meetings, the colloquium will be an opportunity for students to be professionalized by discussing in greater depth—under the guidance of the Graduate Director—matters related to their course of study (e.g., pedagogy, social theory, technology, grant-writing, etc.)

**Collaboration:** UA states there are no other publicly funded Religious Studies departments in the state that have resources or expertise to enhance the proposed degree.

**Distance Education:** Distance education is not being utilized. The proposed degree requires students to participate in face-to-face lectures, seminars, and language training. No (0 percent) of the total program's courses offered will be provided by distance education.

It is noteworthy that those selected as Teaching Assistants will experience working with undergraduate students in person. However, the skills the students gain in this degree will be directly relevant for training graduates to be involved in developing and working with a variety of distance learning technologies that creatively and effectively deliver information to wide constituencies. To that end, MA students in this proposed program will gain supervised online teaching experience through their involvement with the Department's current online undergraduate courses and, will earn an Online Pedagogy certificate through the College of Continuing Studies, to better prepare them for digital instructional innovations.

**Admissions:** There are no special admission requirements beyond those of the Graduate School.

**Need:** The proposed program is unique within the universities in Alabama (not to mention the nation). Not only is this proposed graduate program to be housed in the largest Department of Religious Studies in a public institution in the state, but no other program in the state combines the analytical approaches of the academic study of religion with the communication skills particularly geared towards the current social media environment. The value of this unique program for the state is that its combination of skills (critical thinking and analysis along with effective social media communication) is applicable in many contexts well beyond what is typically identified as religion and the study of religion.

UA states that these skills will enable graduates of the program to contribute to a range of fields that are important for the development of Alabama, including teaching, fundraising and grant writing, marketing (both ideas and products), non-profit work, and web development, among a wide array of other areas. In fact, a variety of business leaders now look for employees with these varied skills (of persuasive communication that helps employers reach their target audience effectively) and critical thought (that enables them to analyze both problems and opportunities and develop creative alternatives and solutions). These skills therefore can help graduates of the proposed program not only to excel in doctoral degrees, but also help to make businesses and organizations across Alabama more competitive in the contemporary environment.

Career and College Readiness/Preparation -- Projected Job Openings

	Year 1	Year 2	Year 3	Year 4	Year 5	Total
Local	59	59	59	59	59	295
State	190	190	190	190	190	950
SREB	11,350	11,350	11,350	11,350	11,350	56,750
Nation	37,720	37,720	37,720	37,720	37,720	188,600

The MA in Religion in Culture enables students to develop skills in multiple areas that are important in the contemporary occupational environment. Graduates of the program will be able to pursue further graduate work in Religious Studies or related fields, if desired, and these students will have a range of skills (grant-writing, teaching, social analysis, public engagement, social media, research) that will distinguish them from others with an MA. For those who do not have an interest in further graduate study, this unique combination of skills prepares them to contribute in a wide-range of occupations. Business leaders frequently emphasize their desire to hire workers with the analytical and writing skills that graduates of this program will have developed.

To analyze the occupational prospects for graduates, UA selected six occupational groups from the US Department of Labor to highlight specifically, though these six do not exhaust the career options of graduates of the program. These six categories include: Post-secondary Educators, specifically in

Philosophy and Religious Studies (teaching and research skills, especially); Fundraisers (grant-writing and social analysis, especially); Web developers (writing and public engagement/social media skills, especially); Marketing Research Analysts (social analysis and writing, especially); Advertising and Marketing (public engagement, social media, social analysis, and writing, especially); and Editors (writing and public engagement especially). These specific categories collectively produce a more than 20 percent rate of projected growth, which is considerably higher than the typical rate of growth for all occupations (drawing on the data from the US Department of Labor projecting growth from 2012-2022). The projected national job openings in these six categories for that decade are just under 200,000.

**Student Demand:** As part of UA's research they report that they contacted all of the participants in the Wabash Center for Teaching and Learning in Theology and Religion's grant-funded "Stand-Alone MA Programs in Religion Seminar". The participating programs report receiving, on average, approximately 15-20 applications per year. They accept roughly 50-75 percent of their respective applicants into their programs, though the number of students who ultimately enroll is lower (based on funding opportunities/limitations). UA asserts that these overall figures, as well as specific programs' numbers, support UA's goal to admit 8 prospective MA students per year. UA also notes that none of the terminal MA programs reviewed include UA's proposed emphasis on practical, marketable computer-based communication skills in the public humanities. This, UA asserts, should only help opportunities for advertising and national recruitment.

Survey of student interest: All Religious Studies graduates with reliable email addresses in the data base, as well as all current Religious Studies majors and minors were contacted in early February 2016 and asked to complete an online survey that queried their opinion concerning the values that drive this degree proposal. The proposers also held a focus group with the current Religious Studies 490 class (the required capstone senior seminar) concerning the MA proposal. The online survey went to a total of 197 graduates; UA received 53 responses for a 27 percent response rate (44 of the respondents added a qualitative comment, all of them positive). The online survey of current majors/minors was sent to 65 students; UA received 22 responses for a 34 percent response rate. Religious Studies 490 surveyed 16 current senior students.

Summary Results of Current Major/Minor Survey: Ninety-nine percent strongly agree or agree that it is important to communicate the critical thinking skills gained in the department to wider audiences outside the university. Ninety-one percent strongly agree or agree that social media provides a way to engage in that form of communication. Eighty-seven percent strongly agree or agree that a combination of social theory and practical computing skills would have benefit in a variety of job settings. Ninety-five percent reported that they would have considered enrolling in an UA proposed MA degree, premised upon its uniquely combined social theory in the study of religion with innovative communication skills.

Summary Results of Capstone Senior Seminar Focus Group: Sixteen undergraduate students enrolled in Religious Studies 490 (Spring 2016) participated (February 9, 2016) in a focus group to discuss the relevance of their Religious Studies degree and interest in further graduate studies. They emphasized the quality of the Department's current undergraduate program and the applicability of the skills acquired in Religious Studies to their other course work. The proposers assert that the students themselves have therefore long thought that the Department ought to have an MA degree. Because the MA will focus on social theory and public humanities, and prompt MA students to interact with BA students, UA undergraduates report that the MA will strengthen the undergraduate program. The proposers state that students appreciate the close-knit nature of the Department and are eager to see the Department continue to grow.

Conclusions from Survey/Focus Group: The proposers conclude that there is an overwhelming interest in the MA degree/program being proposed among current students and graduates—note in particular that 95 percent of the current 65 majors/minors report that they would consider applying to the unique MA program that is being proposed.



**Resources:**

Faculty:

Current Primary Faculty to teach in the program—

Full-time: 10

Part-time: 0

Support Faculty—

Full-time: 0

Part-time: 0

Additional Faculty employed to teach in the first five years

Primary Faculty:

Full-time: 0

Part-time: 0

Support Faculty—

Full-time: 0

Part-time: 0

**Support Staff:** No additional support staff will be needed for the proposed program.

**Fellowships and Assistantships:** There are three (3) assistantships to be offered associated with the proposed program.

**Equipment:** No new equipment will be required.

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

**Library:** Though the library budget specific to Religious Studies is a relatively small percentage of the Libraries' budgeting support, there is a high level of dispersed support from other spending. The Religious Studies Department also benefits from the overlapping subject matter and therefore purchases in history, anthropology, philosophy, political science, languages and literature.

Also, religious studies benefits from the purchase of journal packages and interdisciplinary databases such as JSTOR, Academic Search Premier, ATLA Religion Databases, Arab World Research and Cambridge journals, which costs are not assigned to departments but to an overarching fund of interdisciplinary. An approximate journal title count with religious studies subject headings are 660 titles with current access.

**Program Budget:** The proposal projected that \$202,500 in new funds will be required to support the proposed program. A total of \$366,120 will be available through tuition.

**Attachment 3  
 Curriculum**

University of Alabama  
 Master of Arts in Religion in Culture

Course Number and Title	Number of Credit Hours	* If New Course
REL500 Foundations in Social Theory and Religion	3	*
REL 501 Foundations in Public Humanities	3	*
REL 502 Capstone Seminar	3	*
REL 503 Thesis	3 (repeatable up to 6 hours)	*
REL 504 Special Topics	3 (repeatable up to 9 hours if course is different)	*
REL 5XX: a small variety of exclusively MA courses will be developed, as needed, once the degree is underway.	3	*
<p>Note: All current 400 level REL undergraduate seminars will be redeveloped as “slash” 400/500 level courses, to allow MA students to benefit from senior-level seminars while completing additional course requirements. The degree will sparingly use these courses; however, to deliver graduate credit hours—thereby allowing flexibility in the program but ensuring MA students largely interact with other MA students in their classes.</p>		

DECISION ITEM E-7: University of West Alabama, Master of Education in Learning, Design, & Technology (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 of Education in Learning, Design, and Technology (M.Ed. in LD&T) is designed to meet the needs of those individuals who are interested in advancing their careers through designing, developing, and implementing programs/courses and tools that support effective learning in K/12 and higher education settings, as well as corporate environments. This program is directly related to the University's mission of providing opportunities for students to enhance skills in critical thinking and computer literacy and the promotion of lifelong learning. The program is also directly related to the University's goals of retaining highly qualified staff and providing quality online and on-campus programs that are accessible to those who seek to enhance their professional credentials. To that end, program completers may choose to continue to advance their careers through pursuance of a doctoral degree in any number of fields, such as teaching, marketing, sales, and others.

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

**Mode of Delivery:** The M.Ed. in Learning, Design, and Technology will be offered both on campus (face-to-face) and online.

**Similar Programs:** The following institutions offer similar programs at this level: 1. Auburn University, 2. Auburn University at Montgomery, and 3. Jacksonville State University.

There is no institution within a 100+ mile radius of UWA that currently offers a Master of Education in Learning, Design & Technology that is similar to the proposed program; therefore, residents in the rural area of the Blackbelt region do not have access to such a program in a face-to-face environment. There are approximately eighty (80) similar programs in other SREB states.

**Collaboration:** Although UWA does not currently have plans to collaborate with other institutions, UWA is not opposed to doing so.

**Resources:** The proposal projected that \$186,589 in new funds will be required for the program in the first five years, and that \$868,532 will be available over the same period through tuition and internal reallocations.

**Public Review:** The program was posted on the Commission website from September 26 until October 16 (twenty days) for public review and comments. No comments were received.

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

1. The proposed program would provide an opportunity for all K/12 teachers in UWA's region and beyond to increase their technological literacy and improve their technology skills, thus improving the effective use of technology to improve K/12 students learning outcomes.
2. The proposed program would provide an opportunity for community college and higher education faculty in UWA's region and beyond to become more technologically literate, thus improving classroom instruction and student learning outcomes.

3. The proposed program is needed at UWA as supported by survey data. UWA states that data indicate as many as 500 students would enroll in the M.Ed. in LD&T at UWA within the next five years.
4. The proposed program is appropriate for any professional who provides training either face-to-face or digitally, thus has the ability to improve the skills and credentials of the Blackbelt area workforce.
5. All graduate programs at UWA could be strengthened by requiring or offering as electives some of the courses in the proposed program.

DECISION ITEM E-7: University of West Alabama, Master of Education in Learning, Design, & Technology (13.0501)

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

Staff Recommendation: That the Commission approve the proposed Master of Education in Learning, Design, & Technology with the implementation date and post-implementation conditions listed below:

Implementation Date: The proposed program will be implemented in June 2017. Based on Commission policy, the proposed program must be implemented by December 9, 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 2017-18, will be at least 10, based on the proposal.
2. That the annual average number of graduates for the period 2017-18 through 2020-22 (five-year average) will be at least 9, based on the proposal.
3. That a follow-up survey be conducted after the first five years that will show at least 75 percent of the graduates were successful in acquiring related employment or in admission to related graduate programs.
4. That information regarding an overall assessment of the program be provided, particularly as related to objectives and assessment measures stated in the proposal.

The University of West Alabama will be required to phase out the program if any of the post-implementation conditions are not met. The institution must present documentation regarding the post-implementation conditions, as well as a general assessment of the program, in a report submitted to the Commission no later than July 1, 2022.

Supporting Documentation:

1. New Academic Degree Program Proposal Summary, attached.
2. Summary of Background Information, attached.
3. Curriculum for Proposed Program, attached.
4. Letter of Support, attached.

5. University of West Alabama program proposal, received August 19, 2016. Available upon request.
6. "Evaluation and Review of New Instructional Program Proposals of Public Postsecondary Institutions," Ala. Admin. Code (Commission on Higher Education), r. 300-2-1-.03. Available upon request.

**Attachment 1**

**NEW ACADEMIC DEGREE PROGRAM PROPOSAL SUMMARY**

INSTITUTION University of West Alabama

PROGRAM Master of Education in Learning, Design, & Technology (13.0501)

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

	2017-18	2018-19	2019-20	2020-21	2021-22	TOTAL
FACULTY	\$0	\$0	\$0	\$0	\$0	\$0
LIBRARY	\$0	\$0	\$0	\$0	\$0	\$0
FACILITIES	\$0	\$0	\$0	\$0	\$0	\$0
EQUIPMENT	\$58,976	\$12,417	\$21,728	\$31,040	\$37,428	\$161,589
ASSISTANTSHIPS	\$0	\$0	\$0	\$0	\$0	\$0
STAFF	\$0	\$0	\$0	\$0	\$0	\$0
OTHER	\$5,000	\$5,000	\$5,000	\$5,000	\$5,000	\$25,000
<b>TOTAL</b>	<b>\$63,976</b>	<b>\$17,417</b>	<b>\$26,728</b>	<b>\$36,040</b>	<b>\$42,428</b>	<b>\$186,589</b>

**SOURCES OF FUNDS AVAILABLE FOR PROGRAM SUPPORT**

	2017-18	2018-19	2019-20	2020-21	2021-22	TOTAL
INTERNAL REALLOCATIONS	\$10,000	\$10,000	\$10,000	\$10,000	\$10,000	\$50,000
EXTRAMURAL	\$0	\$0	\$0	\$0	\$0	\$0
TUITION	\$154,440	\$154,440	\$162,162	\$169,884	\$177,606	\$818,532
<b>TOTAL</b>	<b>\$164,440</b>	<b>\$164,440</b>	<b>\$172,162</b>	<b>\$179,884</b>	<b>\$187,606</b>	<b>\$868,532</b>

**ENROLLMENT AND DEGREE COMPLETION PROJECTIONS**

	2017-18	2018-19	2019-20	2020-21	2021-22	5-YEAR AVERAGE
TOTAL HEADCOUNT ENROLLMENT	15	15	16	17	18	16
NEW ENROLLMENT HEADCOUNT	15	4	7	10	12	10
DEGREE COMPLETION PROJECTIONS	4	7	9	11	12	9

## Attachment 2

### Summary of Background Information

Master of Education in Learning, Design, & Technology  
University of West Alabama

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

**Description and Objectives:** Graduates of the M.Ed. in LD&T will be able to:

- Demonstrate knowledge of how humans learn.
- Demonstrate knowledge of instructional principles for developing an effective learning environment and learning materials.
- Demonstrate understanding of and abilities to apply best practices in education and corporate training.
- Demonstrate abilities to improve learning through effective evaluation and assessment.
- Demonstrate knowledge of innovative instructional strategies for improving the learning experience and learning outcomes.
- Demonstrate the ability to identify, select, and efficiently use appropriate instructional technologies to design effective training and instructional materials.
- Demonstrate attitudes and abilities of the responsible use of technological tools, techniques and resources.

**Assessment:** Key assignments will be linked to student learning outcomes and assessed by instructors using a rubric that measures mastery. Each student will upload key assignments to an online portfolio system, LiveText. Data will be aggregated and disaggregated and discussed bi-annually by the program committee on Assessment Days in the fall and spring. In addition to the student learning outcomes, student professional dispositions are assessed by instructors in each course using a rubric created by the College of Education.

The planning process at the University of West Alabama is a tiered process, beginning at the unit level, then moving to the Dean/Vice President level at the Dean's Council and culminating at the President's Council, where the direction and budget is set for the upcoming year. It is a continuous process designed to involve all areas of the institution and maintain comprehensive participation. By the end of May, all units complete the planning portion of the process for the upcoming academic year. This process includes developing, reviewing, and/or updating objectives that link to specific University goals and determining expected results to form a comprehensive assessment plan. This plan is designed to guide academic units in assessing the quality of academic programs or the operations/services of non-academic units. The planning process is done collectively, allowing all vested individuals a voice in the process. By the end of September, all units perform a self-study to analyze the results of assessment activities from the previous academic year. Using the self-study results, all units develop strategic action plans and note any resources needed to accomplish set outcomes/objectives. This process allows each unit to determine which parts of their current comprehensive assessment plan are working well and/or which areas need improvement. When the self-study process is complete at the unit level, all planning and assessment documents are forwarded to the Dean/Vice President. Documents are then reviewed and approved by the Dean/Vice President by the end of October. For both academic and non-academic units, the Deans/Vice Presidents then develop executive summaries once the planning and assessment documents have been revised according to the Dean's recommendations. These summaries are comprised of key accomplishments from the previous academic year and needed resources for the upcoming academic year.



The Deans then forward the summaries and budget requests to the Office of Institutional Effectiveness and the Provost. The Office of Institutional Effectiveness and Retention (OIER) posts the summaries online on the UWA OIER web page. Also at this point, the Provost convenes the Deans' Council to aid in the integration of the summaries and planning statements for presentation to the President's Council.

During the Spring Semester, the Dean's Council and President's Council are convened. The executive summaries and budget requests are reviewed by the Dean's Council members. The Council works to integrate the planning statements with budget requests and establish institutional priorities. The planning priorities established at the Dean's Council serve to guide final budget prioritization and budget recommendations to the President's Council. The President's Council considers the recommendations of the Dean's Council as a University Plan is developed that determines the direction the University will take, which plans are to be supported and implemented immediately, and identifies available and needed resources. Final budget proposals are then presented to the Board of Trustees for approval.

A follow-up plan to determine accomplishments of graduates, such as obtaining relevant employment or being admitted to a masters or doctoral program (graduate or professional), is then created. The Office of Alumni Affairs' database will be used to survey graduates to determine career or educational advancement. The survey will be distributed annually via email.

**Administration:** The program will be administered by the UWA College of Education, Dr. Jan Miller, Dean; and by the Department of Instructional Leadership and Support, Dr. Reenay Rogers, Chair.

**Peer Review:** The Notification of Intent to Submit a Proposal (NISP) and the program proposal were reviewed by the Alabama Council of Graduate Deans (ACGD). Three responses were received. All three voted to recommend approval of the proposed program.

**Accreditation:** There is no accrediting body for this degree program.

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

Credit hours required in major courses	N/A
Credit hours required in support (Foundation) courses	9
Credit hours in required or free electives	21
Credit hours for thesis or dissertation	N/A
<b>Total credit hours required for completion</b>	<b>30</b>

The M.Ed. in Learning, Design, and Technology requires a comprehensive examination for program completion which does not carry credit hours and is evaluated on a pass/fail basis.

It should be noted that two embedded certificates are included to address the growing need for skilled online instructors in pedagogy, course design, and use of technology tools in K/12, higher education, and corporate settings. The certificates give students the option to choose the certificate option that best meets their needs. Additionally, some students may need to increase their technology skills, but not need to complete an entire degree.

The certificate options allow students to have multiple choices to enhance professional credentials.

Certificate in Learning, Design and Technology courses:

- OT 500 Introduction to Online Teaching and Learning
- OT 501 Course Design and Development in Online Education
- ED 510 Interactive eLearning Design

- ED 507 Learning Theories and Instructional Design

Certificate in Online Teaching courses:

- OT 500 Introduction to Online Teaching and Learning
- OT 501 Course Design and Development in Online Education
- OT 502 Instructional Technology Tools
- OT 509 Teaching Online (internship)

**Collaboration:** Although UWA does not currently have plans to collaborate with other institutions, UWA is not opposed to doing so. UWA is a teaching institution, rather than a research institution; therefore, its mission and goals are somewhat different than many other institutions within commuting distance from the UWA campus. However, it should be noted that UWA does value scholarly research, and UWA faculty participate in research that contributes to the scholarly research knowledge base in their perspective fields.

**Distance Education:** The M.Ed. in Learning, Design, and Technology will be offered both on campus (face-to-face) and online. One-hundred percent of the total program's courses will be offered by distance education.

**Admissions:** Students admitted to the proposed program must meet all requirements of admission to the School of Graduate Studies. Students must provide:

- Official transcript documenting completion of a bachelor's degree from a regionally accredited college or university with a minimum 2.75 grade point average (four-point scale).
- A student who has an undergraduate grade-point average below 2.75 or a graduate grade-point average below 3.00 will be admitted conditionally and will be allowed to take 12 hours of graduate work. If a grade point average of 3.00 or higher is achieved in the first twelve (12) hours, regular admission to the graduate program may be granted and these credit hours may apply toward a degree.
- Official transcripts from all universities attended.

**Need:** There are three institutions in Alabama that offer an M.Ed. or M.S. directly related to Instructional Technology that do not concentrate on Library Educational Media. These institutions are Auburn University, Auburn University at Montgomery, and Jacksonville State University. Each of these institutions is well over one-hundred miles from UWA. Therefore, a degree such as the M.Ed. in LD&T proposed by UWA is not an option for those students in the heart of Alabama's Black Belt region.

Additionally, the degree would provide a much needed skill booster for the many K/12 teachers in our State that did not have training in how to use technology effectively for instruction in their undergraduate or graduate programs. According to the proposers, knowledge of effective technology practices is severely needed for teachers in UWA's In-Service Region according to the Technology in Motion specialist and school principals. Further evidence of this need is noted by the lack of technology preparation of many in-service teachers currently enrolled in UWA graduate certification programs.

Career and College Readiness/Preparation -- Projected Job Openings

	Year 1	Year 2	Year 3	Year 4	Year 5	Total
Local	10	11	12	13	14	60
State	1,000	1,030	1,061	1,093	1,126	5,310
SREB	10,310	10,620	10,938	11,266	11,604	54,738
Nation	36,220	37,307	38,426	39,579	40,766	192,298

A review of SearchSoft – Alabama resulted in identifying 12 jobs statewide for technology teachers. Additionally, there were nineteen Career Tech positions and four administrative positions posted on the site in July 2016 for which candidates in the M.Ed. in LD&T program would benefit. The Southern Regional Education Board (SREB) currently has two positions for which this degree would be beneficial. The proposed program addresses 4 of the 10 education technology issues identified by SREB that must be addressed by K/20 schools to meet goals for education improvement. Thus, UWA asserts that any certified teacher or higher education faculty member would benefit from the knowledge gained from the proposed program.

Jobs.com/Monster had over 1,000 Technology Teacher Jobs listed as of July 1, 2016 in Alabama. Other possible employment nationally included staff training (32,000+ postings), customer training (32,000+ postings), technical training (16,000+ postings), and knowledge of emerging technology (13,000+ postings).

HigherEdJobs.com shows a need for 34 Instructional Technology and Design positions at community colleges and 192 positions at four-year institutions nationally. Of these job opportunities, 27 are located in the SREB region. According to Recruiter.com, the job outlook for instructional designers and technologists has been positive since 2004, with an average 3.52 percent average annual growth resulting in 36,220 new jobs in this field by 2018.

The Occupational Outlook Handbook published by the Bureau of Labor Statistics provides information regarding career opportunities for persons with the skills associated with the M.Ed. in LD&T. For example, this data shows favorable occupational outlooks for web developers, graphic designers, multimedia artists and animators, instructional coordinators, among others.

**Student Demand:** An eight-item Interest Survey was sent to the following target populations: current UWA undergraduate and graduate students, UWA alumni, faculty and professional staff, seventy (70) Teacher Connect contacts in seventy Alabama school systems, and three Teacher Connect contacts in three school systems in Mississippi. Two hundred twenty-four responses were received. The relationship of the respondents to UWA are identified as follows:

Survey Respondents Demographic Data

Undergraduate Student	7	3.1%
Graduate Student	158	70.5%
Alumni	18	8%
UWA Professional Staff	15	6.7%
UWA Staff	5	2.2%
Other	36	16.1%

In response to the item, "I would like to enroll in the M.Ed. program in Learning, Design, and Technology at UWA as soon as possible," 74 respondents said yes. Additionally, 151 respondents indicated that they would be interested in enrolling at some point in the future. Respondents (100) who were not interested in enrolling responded that they cumulatively knew of approximately 350 persons who would be interested in enrolling in the proposed program at UWA.

UWA reports that comments from respondents were overwhelmingly positive. For example, one respondent stated, "I currently hold a M.Ed. in Instructional Technology, I manage several instructional technology specialists, and am in constant contact with the 2,800+ teachers of ..... Public Schools. I know at least 15-20 people that would be seriously interested in the program. Excited to see UWA expanding program offerings!"

**Resources:**

Faculty:

Current Primary Faculty—

Full-time: 4

Part-time: 2

Support Faculty—

Full-time: 4

Part-time: 4

Additional Faculty to Be Hired:

Primary Faculty—

Full-time: 0

Part-time: 0

Support Faculty—

Full-time: 0

Part-time: 0

UWA has four full-time faculty members who have earned doctorates in Instructional Technology or a closely related field. Additionally, two full-time faculty members have earned doctorates in Special Education; therefore, staffing needs for the foreseeable future will be able to be met by the current faculty.

**Support Staff:** No additional support staff will be needed.

**Fellowships and Assistantships:** No assistantships will be offered specifically for this program.

**Equipment:** Special equipment will be needed specifically for this program. More specifically:

- Adobe Captivate – course design
- Adobe InDesign - desktop publishing
- Adobe Photoshop – graphic design
- Dreamweaver – webpage design
- Strata 3D – graphic 3D design
- Lectora Inspire – gaming and interactive course design

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

**Library:** The Resources and Technical Services Division of the American Library Association (ALA) has drafted descriptive codes for use in identifying existing collection strength and current collection intensity for colleges and universities. According to these guidelines, the University of

West Alabama's collection that prepares candidates in the area of Instructional Technology is at Level 3 collection strength and intensity. A library that ranks at Level 3 can support instruction and research in Instructional Technology at the master's degree level.

The Expert Appraisal is the method that was used to arrive at the current Level 3 Collection Strength. This expert opinion is based on the Reaffirmation Reports of the Southern Association of Colleges and Schools (2013) and the National Council for the Accreditation of Teacher Education (NCATE) (2014) that visited the University of West Alabama in April 2013 and November, 2014. The Visiting Committees found no deficiencies in the Library and noted in its report that library resources are more than adequate to support graduate research and instruction in the field of Instructional Technology.

**Program Budget:** The proposal projected that \$186,589 in new funds will be required for the program in the first five years, and that \$868,532 will be available over the same period through tuition and internal reallocations.

**Attachment 3**

**University of West Alabama  
 Master of Education in Learning, Design, & Technology**

Course Number and Title	Number of Credit Hours	* If New Course
<b>Required Foundation Courses</b>		
ED 504 Techniques of Educational Research	3	
ED 506 Educational Statistics	3	
ED 507 Learning Theories and Instructional Design	3	*
<b>Electives (21 hours)</b>		
ED 505 Technology and Education	3	
ED 510 Interactive E-learning Design:	3	*
ED 512 Learning Systems Design	3	*
ED 513 Digital Citizenship	3	*
ED 515 Educational Technology 2.0	3	
ED 517 Educational Games, Simulations and Mobile Applications	3	*
ED 519 Imaging Technology and Learning	3	*
JN 590. Methods of Social Media	3	
OT 500 Introduction to Online Teaching and Learning	3	*
OT 501 Course Design and Development in Online Education	3	*
OT 502 Instructional Technology Tools	3	*
OT 509 Teaching Online Practicum	3	*
SE 508 (3) Assistive Technology and the Law	3	*

DECISION ITEM E-8: University of Alabama at Birmingham, Bachelor of Science in Medical Sociology (CIP 45.1101)

### **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:** The Bachelor of Science degree in Medical Sociology is designed for students seeking a scientific methodical approach to the discipline of Medical Sociology, which provides "an analytic framework for understanding the social contexts of health, illness, and health care" (American Sociological Association 2015). The proposed program is a research-focused degree that prepares students for graduate studies in Medical Sociology or a career in health-related services, medical (social) research, or government data analysis. In addition, when the program is paired with pre-professional medical program requirements, students will be provided with additional rigor in the social dynamics of the careers of their choice (nursing, medical school, and the health professions). The B.S. in Medical Sociology highlights the university's mission to "discover, teach, and apply knowledge for the intellectual, cultural, and social and economic benefit of Birmingham, the state, and beyond" by training students to apply the sociological imagination and critical thinking skills through social science research to a career in the medical field and responsible citizenship.

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

**Mode of Delivery:** According to the proposal, approximately 60 percent of the courses, both required and electives, are currently offered in an online format, in addition to traditional face-to-face offerings.

**Similar Programs:** UAB has the only other Medical Sociology program (PhD) listed at CIP 45.1101 in the Academic Program Inventory.

**Collaboration:** There are no plans for collaboration at this time.

**Resources:** The proposal projected that a total of \$0 in estimated new funds will be required to support the proposed program. A projected total of \$1,048,000 will be available through internal reallocation and tuition.

**Public Review:** The program was posted on the Commission website from September 26 until October 16 (twenty days) for public review and comments. No comments were received.

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

1. The BS in Medical Sociology will prepare students for careers in medical fields, focusing on societal and community dynamics, problems, issues and challenges, placement in rigorous graduate programs in the fields of Medical Sociology, medicine, nursing, public health, and other health professional, graduate/professional programs.
2. UAB has the only other Medical Sociology program in the state, which is a PhD program.
3. No new funds will be needed since all of the core and elective courses in Medical Sociology are existing coursework currently being offered in UAB's Department of Sociology.

DECISION ITEM E-8: University of Alabama at Birmingham, Bachelor of Science in Medical Sociology (CIP 45.1101)

Staff Presenter: Ms. Margaret Pearson  
Academic Program Review Analyst

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

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

Implementation Date: The proposed program will be implemented in August 2017. Based on Commission policy, the proposed program must be implemented by December 9, 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 9, based on the proposal.
2. That the annual average number of graduates for the period 2018-19 through 2021-22 (four-year average) will be at least 10, based on the proposal.
3. That a follow-up survey be conducted after the first five years that will show at least 75 percent of the graduates were successful in acquiring related employment or in continuing in related graduate work.
4. That information regarding an overall assessment of the program be provided, particularly as related to objectives and assessment measures stated in the proposal.

The University of Alabama 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, 2022.

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 June 17, 2016. 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 at Birmingham

PROGRAM Bachelor of Science in Medical Sociology (CIP 45.1101)

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

	2017-18	2018-19	2019-20	2020-21	2021-22	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	\$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**

	2017-18	2018-19	2019-20	2020-21	2021-22	TOTAL
INTERNAL REALLOCATIONS	\$60,000	\$60,000	\$60,000	\$60,000	\$60,000	\$300,000
EXTRAMURAL						
TUITION	\$57,000	\$134,000	\$173,000	\$192,000	\$192,000	\$748,000
TOTAL	\$117,000	\$194,000	\$233,000	\$252,000	\$252,000	\$1,048,000

**ENROLLMENT AND DEGREE COMPLETION PROJECTIONS**

	2017-18	2018-19	2019-20	2020-21	2021-22	5-YEAR AVERAGE
TOTAL HEADCOUNT ENROLLMENT	6	14	18	20	20	16
NEW ENROLLMENT HEADCOUNT	6	8	8	12	12	9 4-YEAR AVERAGE
DEGREE COMPLETION PROJECTIONS	0	4	10	12	12	10

## Attachment 2

### Summary of Background Information

Bachelor of Science in Medical Sociology  
University of Alabama at Birmingham

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

**Program Description:** The Bachelor of Science degree in Medical Sociology is designed for students seeking a scientific methodical approach to the discipline of Medical Sociology, which provides "an analytic framework for understanding the social contexts of health, illness, and health care" (American Sociological Association 2015). The proposed program is a research-focused degree that prepares students for graduate studies in Medical Sociology or a career in health-related services, medical (social) research, or government data analysis. In addition, when the program is paired with pre-professional medical program requirements, students will be provided with additional rigor in the social dynamics of the careers of their choice (nursing, medical school, and the health professions). The B.S. in Medical Sociology highlights the university's mission to "discover, teach, and apply knowledge for the intellectual, cultural, and social and economic benefit of Birmingham, the state, and beyond" by training students to apply the sociological imagination and critical thinking skills through social science research to a career in the medical field and responsible citizenship.

**Cognitive Outcomes:** A student graduating with a Bachelor of Science in Medical Sociology will:

- 1) Analyze the dimensions of the medical field from a scientific perspective, utilizing advanced research methods and statistical analysis;
- 2) Apply sociological concepts to the analysis of daily life, work, community, and society;
- 3) Explain the effects/causes/dynamics of the medical institution and the effects of these dynamics on individuals and groups utilizing scientific data;

**Affective Outcomes:** A student graduating with a Bachelor of Science in Medical Sociology will:

- 4) Think critically about society and medicine, especially medical dynamics of inequality and disparity (i.e. race, class, gender, age etc.);
- 5) Gain a heightened awareness of medical citizen/community responsibility and how their behaviors can influence social change;

**Behavioral Outcomes:** A student graduating with a Bachelor of Science in Medical Sociology will be able to:

- 6) Pursue and obtain careers in medical fields, governmental agencies, medical advocacy groups, medical business and industry;
- 7) Be prepared to gain admittance into top tier graduate sociology programs with a focus on Medical Sociology, and with proper pairing of classes/requirements, medical school, nursing and other health professional graduate programs.

**Administration:** The program will be administered by the College of Arts and Sciences, Dr. Robert Palazzo, Dean; and the Department Sociology, Dr. William C. Cockerham, Chair.

**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 the program proposal.

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

**Curriculum:** The proposed program is designed to work in synchronization with other options in Sociology. Students who enter the Sociology program will have several opportunities, over their tenure at UAB, to decide on career goals and learning objectives, leading to either a B.A. in Sociology, B.A. in Sociology with a concentration in Social Psychology, or a B.S. in Medical Sociology.

Credit hours required in program core:	38 semester hours
Credit hours required in general education:	41
Credit hours required in free electives:	41
Total hours for completion:	120

**Collaboration:** There are no plans for collaboration at this time.

**Distance Education:** According to the proposal, approximately 60 percent of the courses, both required and electives, are currently offered in an online format, in addition to traditional face-to-face offerings.

**Admissions:** The program will have no special admission requirements. The general UAB admission requirements for students applying to any major at UAB will be applied. For students who transfer into the major, the University will require a GPA of 2.0 or better, and a GPA of 2.0 or better in any UAB Sociology courses that have been taken.

**Need:** The advantage to the State of Alabama for a BS in Medical Sociology at UAB is that it prepares Alabama residents to pursue further education in medicine, nursing, public health, and other health-related professions when combined with specific electives in biology and other fields required by the respective professional schools. The advantage of having a BS in Medical Sociology is the training in theory and methodology provided, along with the provision of expertise in the social disparities of health that are highly relevant to the state's population. Additionally, the degree prepares students to enter UAB's PhD program in Medical Sociology that qualifies them to teach and do research in Alabama's institutions of higher learning.

**Student Demand:** A survey of undergraduate interest reveals considerable interest in the proposed BS degree in Medical Sociology. An online questionnaire was emailed to 140 active Sociology majors in May 2015. Eighty-two percent of respondents were "very interested" or "somewhat interested" in completing a degree in Medical Sociology, if UAB were to offer such a program. Many students saw the possible offering of a B.S. in Medical Sociology as being important for future job opportunities, as well as acceptance into graduate programs.

**Resources:**

Faculty:  
Current Primary Faculty—  
    Full-time: 11  
    Part-time: 2  
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

**Equipment:** It is not anticipated that any new or additional special equipment will be required for the program.

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

**Library:** According to the proposal, there is sufficient library resources to support the proposed program.

**Program Budget:** The proposal projected that a total of \$0 in estimated new funds will be required to support the proposed program. A projected total of \$1,048,000 will be available through internal reallocation and tuition

**Attachment 3**

**The University of Alabama at Birmingham  
 Bachelor of Science in Medical Sociology**

**Proposed Four-Year Plan of Study  
 B.S. in Medical Sociology**

**Required for Major (16 hours)**

SOC 100	Introduction to Sociology	3
SOC 280	Introduction to Medical Sociology	3
SOC 310	Sociological Literacy	3
SOC 408	Medical Sociology and Social Theory	3
SOC 489	The Research Experience (Capstone)	4

**Research Methods/Statistic Requirements (10 hours):**

SOC 400	Quantitative Research Methods	3
SOC 401	Qualitative Research Methods	3
SOC 410	Social Statistics	4

**Medical Sociology electives (3 hours):**

	Three (3) credit hours at the 200-level or higher (at least ONE of the following)	3
SOC 282	Minority Health	
SOC 283	Sociology of Mental Health	
SOC 285	Introduction to Aging	

**Nine (9) credit hours at the 300-level or higher from the following**

		9
SOC 335	Human Sexuality	
SOC 370	Population Problems	
SOC 395	HIV/AIDS and Society	
SOC 445	Biology and Society	
SOC 455	Minority Aging	
SOC 456	Death and Dying	
SOC 480	Sociology of Health and Illness	
SOC 482	Gender and Health	

**TOTAL SOC: 38 Credit Hours**

**CAS Core Curriculum**

Area I: Written Composition	6
Area II: Humanities and Fine Arts	12
Area III: Natural Sciences and Mathematics	11
Area IV: History, Social, and Behavioral Sciences	12
SOC 100 or SOC 245 (may be taken as part of Area IV)	

**TOTAL CAS: 41 Credit Hours**

**General Electives**

**41**

**TOTAL HOURS for DEGREE**

**120**

SOC 489 must be completed at UAB, a total of 9 hours at 400+ must be taken in residence at UAB. Transfer students must earn at least 12 semester hours in residence. A grade of C or better is required in all courses applied toward the major, including transfer courses.

DECISION ITEM E-9: Auburn University, Bachelor of Science in Applied Biotechnology (CIP 26.1201)

**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 new Bachelor of Science degree in Applied Biotechnology is to educate the next generation in the use of scientific knowledge and engineering tools/techniques to modify living organisms, make products, reduce production costs, increase yields, manage crop damage, and ultimately meet the needs of today's demands for food. The agricultural biotechnology program has been designed for students interested in plant biotechnology, plant and animal breeding, genetics/genomics and physiology.

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

**Mode of Delivery:** According to the proposal, approximately 16 percent of the program will be available through distance education modalities.

**Similar Programs:** Alabama A&M University has a Bachelor of Science in Plant Biotechnology listed at CIP 26.1201.

**Collaboration:** There are no plans for collaboration at this time. However, according to AU officials, the university may explore ways to improve, enhance, and strengthen the proposed program through collaboration with the following institutions with biotechnology programs: the University of Georgia, the University of Kentucky, Washington State University, and North Carolina State University.

**Resources:** The proposal stated that the program will require \$0 in new funds over the first five years. A total of \$998,858 through internal reallocation and tuition will be available over that period.

**Public Review:** The program was posted on the Commission website from September 26 until October 16 (twenty days) for public review and comments. No comments were received.

**Rationale for Staff Recommendation:**

1. The program will meet the needs of today's rapidly growing biotechnology industries and organizations in pharmaceutical, agricultural, and biomedical research; assist students developing the specialized skills, and acquiring the specialized knowledge for future work in this developing scientific field; and prepare students for careers or future higher educational degrees in the biological sciences and biotechnology.
2. The proposed program will not require any new funds, since it is related to all of the existing programs in AU's College of Agriculture, and many of the courses are currently being taught.

DECISION ITEM E-9: Auburn University, Bachelor of Science in Applied Biotechnology (CIP 26.1201)

Staff Presenter: Ms. Margaret Pearson  
Academic Program Review Analyst

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

Implementation Date: The proposed program will be implemented in August 2017. Based on Commission policy, the proposed program must be implemented by December 9, 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 11, based on the proposal.
2. That the annual average number of graduates for the period 2019-20 through 2021-22 (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 entering graduate school.
4. That information regarding an overall assessment of the program be provided, particularly as related to objectives and assessment measures stated in the proposal.

Auburn University will be required to phase out the program if any of the post-implementation conditions are not met. The institution must present documentation regarding the post-implementation conditions, as well as a general assessment of the program, in a report submitted to the Commission no later than September 1, 2022.

Supporting Documentation:

1. New Academic Degree Program Proposal Summary, attached.
2. Summary of Background Information, attached.
3. Curriculum for Proposed Program, attached.
4. Auburn University program proposal, received July 22, 2016. 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.

NEW ACADEMIC DEGREE PROGRAM PROPOSAL SUMMARY

INSTITUTION Auburn University

PROGRAM Bachelor of Science in Applied Biotechnology (CIP 26.1201)

ESTIMATED NEW FUNDS REQUIRED TO SUPPORT PROPOSED PROGRAM

	2017-18	2018-19	2019-20	2020-21	2021-22	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	\$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

	2017-18	2018-19	2019-20	2020-21	2021-22	TOTAL
INTERNAL REALLOCATIONS	\$54,400	\$55,488	\$56,875	\$58,297	\$59,754	\$284,814
EXTRAMURAL	\$0	\$0	\$0	\$0	\$0	\$0
TUITION	\$41,696	\$88,604	\$135,512	\$198,056	\$250,176	\$714,044
TOTAL	\$96,096	\$144,092	\$192,387	\$256,353	\$309,930	\$998,858

ENROLLMENT AND DEGREE COMPLETION PROJECTIONS

	2017-18	2018-19	2019-20	2020-21	2021-22	5-YEAR AVERAGE
TOTAL HEADCOUNT ENROLLMENT	8	10	12	15	20	13
NEW ENROLLMENT HEADCOUNT	6	9	11	12	15	11 3-YEAR AVERAGE

DEGREE  
COMPLETION  
PROJECTIONS

0      0      6      10      8      8

**ATTACHEMENT 1**  
**Attachment 2**

**Summary of Background Information**

Bachelor of Science in Applied Biotechnology  
Auburn University

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

**Objectives:** The purpose of the new Bachelor of Science degree in Applied Biotechnology is to educate the next generation in the use of scientific knowledge and engineering tools/techniques to modify living organisms, make products, reduce production costs, increase yields, manage crop damage, and ultimately meet the needs of today's demands for food. The Agricultural Biotechnology program has been designed for students interested in plant biotechnology, plant and animal breeding, genetics/genomics and physiology.

Student learning outcomes for the program are as follows:

1. Students will demonstrate an understanding of basic biotechnology concepts.
2. Students will be able to explain the application of biotechnology to agricultural systems.
3. Students will be able to explain the methods and techniques associated with biotechnology.
4. Students will demonstrate a practical knowledge of agriculture sciences including environmental, plant, animal, food, and renewable energy areas.
5. Students will identify and describe holistic management production system options for plants or animals to enhance the world food or energy supply.
6. Students will communicate the practical application of applied biotechnology in written and verbal settings.
7. Students will demonstrate critical thinking skills and problem solving ability in the field of Applied Biotechnology.

**Administration:** The program will be administered by the College of Agriculture, Dr. Paul Patterson, Dean; and the Department of Entomology & Plant Pathology, Dr. Nannan Liu, Chair.

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

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

**Curriculum:** A total of 4 new courses will be added for the program: Applied Biotechnology; Biotechnology I; Biotechnology II; and an Internship.

Program Completion Requirements:

Credit hours in general education core:      42 semester hours (sh)

Credit hours required in the major:	30 sh
Support Courses	44 sh
Free electives:	6 sh
Total:	122 sh

**Collaboration:** There are no plans for collaboration at this time. However, according to AU officials, the university may explore ways to improve, enhance, and strengthen the proposed program through collaboration with the following institutions with biotechnology programs: the University of Georgia, the University of Kentucky, Washington State University, and North Carolina State University.

**Distance Education:** According to the proposal, approximately 16 percent of the program will be available through distance education modalities.

**Admissions:** The proposed program has no special admission requirements.

**Need:** The U.S. Department of Labor *Occupational Outlook Handbook* was reviewed and two occupational fields were determined to be pertinent for students completing the Applied Biotechnology program: (1) Agricultural and Food Scientists and (2) Biological Technicians. Each occupational field is expecting to see an approximate five percent increase in the number of employees in the United States between 2014 and 2024 to 38,000 for agricultural and food scientists and 83,500 for biological technicians. Students completing the proposed B.S. in Applied Biotechnology will be well prepared for certain positions in these occupational fields.

**Student Demand:** According to AU officials, a survey of employers was conducted and it indicated a lack of sufficient numbers of students graduating with a degree in an agricultural discipline and a need for students with molecular and biotechnology experience.

**Faculty/Staff:**

Current Primary Faculty—

Full-time: 6  
Part-time: 0

Current 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

**Equipment:** No new equipment is needed for the program.

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

**Library:** The Auburn University library carries many agriculture and biotechnology text books and journals. Numerous other resources are available electronically as well. The library has been supporting agriculture and the bioscience for many years. The formalization of the applied biotechnology B.S. program will not change the services provided by the library.

**Program Budget:** The proposal stated that the program will require \$0 in new funds over the first five years. A total of \$998,858 through internal reallocation and tuition will be available over that period.

**Attachment 3**

**Curriculum  
 Bachelor of Science in Applied Biotechnology**

<b>Freshman year</b>	
MATH 1130 Pre-Calculus Trigonometry	3
CHEM 1030 Fundamental Chemistry I	3
CHEM 1031 Fundamental Chemistry I Laboratory	1
ENGL 1100 English Composition I	3
<b>AGBT 1000 Applied Biotechnology</b>	<b>2</b>
COMM 1000 Public Speaking	3
BIOL 1020 Principles of Biology & BIOL 1021 Principles of Biology Laboratory	4
CHEM 1040 Fundamental Chemistry I	3
CHEM 1041 Fundamental Chemistry I Laboratory	1
ENGL 1120 English Composition II	3
Core Humanities (Fine Arts)	3
<b>Sophomore year</b>	
BIOL 1030 Principles of Biology & BIOL 1031 Principles of Biology Laboratory	4
STAT 2510 Statistics for Biological and Health Sciences	3
ECON 2020 Principles of Microeconomics	3
Core Humanities (English Lit)	3
Free electives	2
CHEM 2030 Survey of Organic Chemistry	3
CSES 2040 Basic Soil Science or ENTM PLPA 2000 Pest, Pathogens, and People	4/3
PHYS 1000 Fundamentals of Physics	4
Core History I	3
Free electives	2
<b>Junior year</b>	
BIOL 3000 Genetics or *CSES 5100 Plant Genetics	4
BIOL 3100 Plant Biology or BIOL 3200 General Microbiology or *BIOL 3020 Genomic Biology	4

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BCHE 3200 Principles of Biochemistry	3
Core History II	3
Free electives	2
PLPA 3000 General Plant Pathology or ENTM 3040 General Entomology or CSES 3120 Principles of Weed Science	4
ANSC 3400 Animal Nutrition or ANSC 3610 Animal Growth and Development	4
<b>AGBT 3100 Biotechnology I</b>	4
Core Humanities	3
AGBT 5920 Internship	3
<b>Senior year</b>	
<b>AGBT 4100 Biotechnology II</b>	4
Plant or Animal Science core electives	21
Core Social Science	<b>3</b>
<b>ENTM/PLPA 4950 Senior Seminar</b>	<b>1</b>
UNIV 4AA0 University Graduation	0

DECISION ITEM E-10: Auburn University, Bachelor of Science in Industrial Design Studies (CIP 50.0499)

### **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 Bachelor of Science in Industrial Design Studies (BSIDS) is being proposed as a means of addressing Auburn University's mission to "provide traditional and non-traditional students broad access to the institution's educational resources." The proposed program is structured to accommodate second-degree-seeking students that have already received an accredited baccalaureate degree in a field other than Industrial Design and have a cumulative GPA of 2.5 or higher. The program consists of 43 credit hours of specific Industrial Design classes, 41 credit hours of institutional general studies or core curriculum, and 36 hours of electives (see curriculum model) designed to ensure that degree recipients of the Bachelor of Science in Industrial Design Studies have the necessary skill, technical understanding and intellectual background to succeed in an industrial design graduate program.

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

**Mode of Delivery:** Traditional delivery methods of lecture and studio instruction will be used to deliver instruction in the proposed degree program. Courses in the program are structured to make use of existing curricular and classroom structures.

**Similar Programs:** There are no other baccalaureate programs listed at CIP 50.0499.

**Collaboration:** According to AU officials, the proposed program is fully integrated into the existing industrial design course offerings within the School of Industrial and Graphic Design, thus it will not require collaboration with other institutions.

**Resources:** The proposal stated that the program will require \$50,000 in new funds over the first five years. A total of \$426,000 through internal reallocation and tuition will be available over that period.

**Public Review:** The program was posted on the Commission website from September 26 until October 16 (twenty days) for public review and comments. No comments were received.

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

1. The proposed Industrial Design Studies program will provide a pathway for students who have a baccalaureate degree in another discipline to become Industrial Designers.
2. The external accrediting agency for Industrial and Graphic Design programs, the National Association of Schools of Art and Design (NASAD), has recommended that the post-baccalaureate degree be appropriately distinct from other College of Architecture Design and Construction degree programs.

DECISION ITEM E-10: Auburn University, Bachelor of Science in Industrial Design Studies (CIP 50.0499)

Staff Presenter: Ms. Margaret Pearson  
Academic Program Review Analyst

Staff Recommendation: That the Commission approve the proposed Bachelor of Science in Industrial Design Studies.

Implementation Date: The proposed program will be implemented in August 2017. Based on Commission policy, the proposed program must be implemented by December 9, 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 8, based on the proposal.
2. That the annual average number of graduates for the period 2017-18 through 2021-22 (five-year average) will be at least 8, based on the proposal.
3. That a follow-up survey be conducted after the first five years that will show at least 75 percent of the graduates were successful in acquiring related employment or in entering graduate school.
4. That information regarding an overall assessment of the program be provided, particularly as related to objectives and assessment measures stated in the proposal.

Auburn University will be required to phase out the program if any of the post-implementation conditions are not met. The institution must present documentation regarding the post-implementation conditions, as well as a general assessment of the program, in a report submitted to the Commission no later than September 1, 2022.

Supporting Documentation:

1. New Academic Degree Program Proposal Summary, attached.
2. Summary of Background Information, attached.
3. Curriculum for Proposed Program, attached.
4. Auburn University program proposal, received August 30, 2016. 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.

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

INSTITUTION Auburn University

PROGRAM Bachelor of Science in Industrial Design Studies (CIP 50.0499)

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

	2017-18	2018-19	2019-20	2020-21	2021-22	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	\$50,000	\$50,000
ASSISTANTSHIPS	\$0	\$0	\$0	\$0	\$0	\$0
OTHER	\$0	\$0	\$0	\$0	\$0	\$0
TOTAL	\$0	\$0	\$0	\$0	\$50,000	\$50,000

**SOURCES OF FUNDS AVAILABLE FOR PROGRAM SUPPORT**

	2017-18	2018-19	2019-20	2020-21	2021-22	TOTAL
INTERNAL REALLOCATIONS	\$12,000	\$12,500	\$13,000	\$14,000	\$14,500	\$66,000
EXTRAMURAL	\$0	\$0	\$0	\$0	\$0	\$0
TUITION	\$36,000	\$54,000	\$72,000	\$90,000	\$108,000	\$360,000
TOTAL	\$48,000	\$66,500	\$85,000	\$140,000	\$122,500	\$426,000

**ENROLLMENT AND DEGREE COMPLETION PROJECTIONS**

	2017-18	2018-19	2019-20	2020-21	2021-22	5-YEAR AVERAGE
TOTAL HEADCOUNT ENROLLMENT	4	6	8	10	12	8
NEW ENROLLMENT HEADCOUNT	4	6	8	10	12	8
DEGREE COMPLETION PROJECTIONS	4	6	8	10	12	8

## Attachment 2

### Summary of Background Information

Bachelor of Science in Industrial Design Studies  
Auburn University

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

**Objectives:** The Bachelor of Science in Industrial Design Studies (BSIDS) is being proposed as a means of addressing Auburn University's mission to "provide traditional and non-traditional students broad access to the institution's educational resources." The proposed program is structured to accommodate second-degree-seeking students that have already received an accredited baccalaureate degree in a field other than Industrial Design and have a cumulative GPA of 2.5 or higher. The program will consist of 43 credit hours of specific Industrial Design classes, 41 credit hours of institutional general studies or core curriculum, and 36 hours of electives (see curriculum model) designed to ensure that degree recipients of the Bachelor of Science in Industrial Design Studies have the necessary skill, technical understanding and intellectual background to succeed in an industrial design graduate program.

The most prominent student learning outcomes of the proposed program are as follows:

*Design Communication: Conveying and Presenting Information.*  
Students will demonstrate proficiency in visual communication.

*Design Development: Idea Production*  
Students will demonstrate a proficiency in the application of idea production, generating possible solutions and processing of ideas and concepts. A student should be able to recognize the need for multiple ideas, which are reasonable and identify possible solutions. In addition, the student should be able to develop ideas into workable/creative solutions.

*Design Development: Critical thinking.*  
Students will demonstrate proficiency in the application of critical thinking in the form of well-informed concepts that meet the project criteria. Students will demonstrate the ability to develop concepts that are well informed and that address the criteria of the project.

*Design Development: Resolution of form.*  
Students will demonstrate a proficiency in the resolution of form as related to purpose and implementation, including the use of product semantics — object language and communication. Students will demonstrate the ability to develop the form of an object so that it is understandable and useable.

*Design Research: Problem Identification and Preparation.*  
Students will demonstrate an ability to select and effectively apply specific methodology to the design or redesign of a product. They will be evaluated on their aptitude of research skills. These skills will include, but are not limited to, demonstration of understanding the problem and identifying specific factors that influence the approach used for problem solving. Also, the ability to extract and assimilate and explain data in an understandable and professional manner will be evaluated.

**Administration:** The program will be administered by the College of Architecture Design and Construction, Vini Nathan, Dean; and the School of Industrial and Graphic Design, Clark Lundell, Chair.

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

**Accreditation:** The School of Industrial and Graphic Design (SIGD) has offered an accredited post baccalaureate degree program for the past twenty years under the title of bachelor of environmental design, a general design degree track within the College of Architecture Design and Construction (CADC). As a result of its most recent accreditation visit to Auburn University in Spring 2015, the National Association of Schools of Art and Design (NASAD), which is the external accrediting agency for industrial and graphic design programs, has recommended that the post baccalaureate degree be appropriately distinct from other CADC degree programs. According to AU officials, the proposed degree creates the clear differentiation required by NASAD.

**Curriculum:** The program will consist of 43 credit hours of specific Industrial Design classes designed to ensure that degree recipients of the proposed program have the necessary skill, technical understanding and intellectual background to succeed in an industrial design graduate program. In addition to this, students have 41 hours of general studies (core) and 36 hours of elective course credit accepted from their previously earned baccalaureate degree. Students who have successfully completed the proposed program with a 3.0 or better average are eligible to apply to the Master of Industrial Design program at AU.

Program Completion Requirements:

Credit hours in general education core:	41 semester hours (sh)
Credit hours required in the major courses:	43 sh
Free electives:	36 sh
Total:	120 sh

**Collaboration:** According to AU officials, the proposed program is fully integrated into the existing industrial design course offerings within the School of Industrial and Graphic Design, thus it will not require collaboration with other institutions.

**Distance Education** Traditional delivery methods of lecture and studio instruction will be used to deliver instruction in the proposed degree program. Courses in the program are structured to make use of existing curricular and classroom structures.

**Admissions:** The BS in Industrial Design Studies is a three-semester program. In order to be eligible for the proposed program, students must have an accredited baccalaureate degree in a field other than Industrial Design and have a cumulative GPA of 2.5 or higher. Students begin in the summer semester. During the first semester of the program, students must successfully complete INDD 1310: Synthesis of Drawing with an overall score that is equal to or above the lowest undergraduate student accepted into the undergraduate professional program in order to continue in the proposed degree program.

**Need:** According to AU officials, this program is unique within the State of Alabama and the surrounding states. The BS in Industrial Design Studies is structured to accommodate second-degree-seeking students that have already received an accredited baccalaureate degree in a field other than Industrial Design and have a cumulative GPA of 2.5 or higher. The degree will prepare these students for graduate-level programs in Industrial Design. Alternatively, students who successfully complete this degree are prepared to work in a support capacity in the Industrial Design industry.

**Student Demand:** Current student enrollment (4-7 students per year) indicates that there is consistent and sustained interest in the proposed program.

**Faculty/Staff:**

Current Primary Faculty—

Full-time: 10

Part-time: 0

Current Support Faculty—

Full-time: 5

Part-time: 0

Additional faculty to be hired:

Primary Faculty—

Full-time: 0

Part-time: 0

Support Faculty—

Full-time: 0

Part-time: 0

**Equipment:** No new equipment will be needed for the program.

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

**Library:** According to the proposal, AU has sufficient library resources for the proposed program.

**Program Budget:** The proposal stated that the program will require \$50,000 in new funds over the first five years. A total of \$426,000 through internal reallocation and tuition will be available over that period.

**Attachment 3**

**Curriculum  
 Bachelor of Science in Industrial Design Studies**

Course Number and Title	Number of Credit Hours
Industrial Design courses	
INDD 1310 Synthesis of Drawing	10
INDD 1320 Prototype Fabrication	3
INDD 1400 Careers in Industrial Design	2
INDD 2110 Two Dimensional Principles	6
INDD 2120 Computer Design and Communications	3
INDD 2130 Rendering	3
INDD 3120 Industrial Design Methods	3
INDD 3210 Product Design	6
INDD 3220 Materials and Technology	3
INDD 2220 Anthropometry	3
INDD 5960 Special Problems	1
Institutional general studies or core curriculum	41*
Electives	36*
Total Hours	120

**\*Indicates credit hours accepted from previous earned bachelor's degree from accredited institution**

DECISION ITEM E-11: Amendments to the Administrative Procedures for the Alabama Student Grant Program.

Staff Presenter: Cheryl Newton  
Grants Coordinator

Staff Recommendation: That the Commission approve the proposed amendments to Chapters 300-4-3-.01 of the administrative procedures relating to the Alabama Student Grant Program (ASGP).

Proposed new language is underlined. Language to be removed has been lined-through.

Rationale for Staff Recommendation: The purpose of these changes is to update the procedures in order to maintain compliance with the statutory authority granted by the Title IV Higher Education Act of 1965, as amended, by which the institutional satisfactory academic progress for program completion are established.

Supporting Documentation: 1. Proposed amendments to Chapters 300-4-3-.01, Alabama Administrative Code (attached).

**ATTACHMENT 1**

ALABAMA COMMISSION ON HIGHER EDUCATION

STUDENT ASSISTANCE

ADMINISTRATIVE CODE

CHAPTER 300-4-3

ALABAMA STUDENT GRANT PROGRAM

300-4-3-.01 Definition Of Terms.

(1) Academic Progress - A student must make satisfactory academic progress in an eligible program at an approved institution in order to receive an Alabama Student Grant Program payment. Satisfactory academic progress shall be defined in writing by each approved institution and must be approved by the Alabama Commission on Higher Education (ACHE). ACHE shall not approve any definition of satisfactory academic progress that permits a student to remain enrolled in an approved institution when a student's projected completion date ~~exceeds by more than twenty five (25%) the specified period of time~~ does not comply with the Code of Federal Regulations definitions of maximum time frame for his/her program of study.

(2) Academic Qualifications of Eligible Students - A student is considered academically qualified if he/she is currently enrolled and matriculated in an eligible program of an eligible institution. It is considered that current enrollment by the institution has been based upon satisfactory demonstration to the institution of probable successful completion of the program. Satisfactory academic progress by a student shall be evaluated in terms of all course work attempted and all course hours for which ASGP payments were issued, whether or not credit hours were received by the student. Chapter 300-4-3 Higher Education Supp. 3/31/11 4-3-2

(3) Academic Year - The academic year for Alabama Student Grant Program purposes is from October 1 of one year to September 30 of the next year.

(4) Alabama Resident - A person who has been domiciled in the State of Alabama for a period of at least twelve (12) consecutive months immediately preceding application for a grant under the Alabama Student Grant Program. Any student in Alabama only for purposes of attending an Alabama postsecondary educational institution shall not be eligible for a grant. Five (5) or more of the following are required as support for the claim of Alabama residency:

- (a) Certification by the student of his/her permanent Alabama residence;
- (b) Certification by the student's parents or guardians of their permanent Alabama residence;
- (c) Certification of the student's Alabama voter registration;
- (d) Certification of the student's parents' or guardians' Alabama voter registration;
- (e) A photocopy of the student's or parent's (guardian's) valid Alabama driver's license;
- (f) Evidence of full-time employment by the student or parents (guardians) within Alabama for the preceding twelve (12) months;



- (g) Evidence of payment of income tax to the State of Alabama by the student or parents (guardians) for the preceding calendar year;
  - (h) Evidence of home ownership or ownership of other real property in Alabama by the student or parents (guardians);
  - (i) Evidence of graduation from an Alabama secondary school, or a copy of a State of Alabama High School Equivalency Certificate; and
  - (j) Other evidence that an Alabama domicile has been established and maintained for the previous twelve (12) months.
- (5) Approved Institution - An approved institution is an independent, nonprofit postsecondary institution or any independent postsecondary institution of higher learning with a permanent facility offering classroom instruction located in Higher Education Chapter 300-4-3 Supp. 3/31/11 4-3-3 Montgomery County, Alabama, which has been incorporated and in continuous operation for over 50 years and which has been accredited for over 10 years by the Commission on Colleges of the Southern Association of Colleges and Schools, prior to the effective date of amendatory act contained in AL ACT 2010-686 which with the exception specifically cited immediately above:
- (a) Has its principal base of operation located within the State of Alabama;
  - (b) Is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools or, if not so accredited,
    1. Is classified in an exemption status and is licensed to operate in the State of Alabama by the State Approving agency of the State Department of Education or its successor agency; and
    2. Is in the formal process of attaining accreditation by the Commission on Colleges of the Southern Association of Colleges and Schools, or is an institution where credits are currently accepted, on transfer, by at least three (3) institutions within Alabama and which are accredited by the Commission on Colleges of the Southern Association of Colleges and Schools.
  - (c) Files a signed agreement with ACHE to comply with all regulations and procedures of the Alabama Student Grant Program;
  - (d) Has an academic curriculum which is not comprised principally of sectarian instruction or preparation of students for a sectarian vocation;
  - (e) Does not award primarily theological or religious degrees;
  - (f) Performs essentially secular educational functions which are distinct and separable from religious activity;
  - (g) Does not discriminate in its admissions practices on the basis of religious or denominational preference; and
  - (h) Does not, during the applicable fiscal year, receive a direct institutional appropriation from the State of Alabama. Chapter 300-4-3 Higher Education Supp. 3/31/11 4-3-4
- (6) Eligible Program - An eligible program is a nonsectarian, secular educational program of at least six (6) months duration, and whose contents have been approved by ACHE.

(7) Eligible Student - An eligible student is an applicant for a grant under the Alabama Student Grant Program who:

(a) Has obtained a certificate of graduation from a secondary school or the recognized equivalent of such graduation;

(b) Is classified as an undergraduate student;

(c) Is an Alabama resident;

(d) Is a citizen of the United States or in the process of becoming a citizen of the United States;

(e) Is enrolled as a full-time student or part-time student in an eligible program in an approved institution;

(f) Is making satisfactory academic progress; and

(g) Is not enrolled, and does not intend to enroll, in a course of study leading to an undergraduate degree in theology, divinity, or other field of preparation for a religious vocation.

(8) False Statement of Misrepresentation - Any person who knowingly makes or furnishes any false statement or misrepresentation, or who accepts such false statement or misrepresentation knowing the same to be false, for the purpose of enabling an individual or institution to obtain monies wrongfully under this program, shall be guilty of a Class A misdemeanor, and upon conviction thereof, shall be subject to a fine or to imprisonment, or to both, as such misdemeanor is defined in Act No. 607, S. 33 of the 1977 Regular Session (Acts 1977, Vol. 11, p. 812).

(9) Full-Time Student - A full-time student is defined as an eligible student who is carrying a full-time academic workload, other than by correspondence, measured in terms of course work or other required activities, including courses, work experience, research or special studies which the institution requires of the student to be considered as being engaged in full-time study, and which amount to the equivalent of a minimum of twelve (12) semester hours or twelve (12) quarter hours per academic term; or the student is charged the tuition and fees for full-time study by the institution. For purposes of this program, no more than one course [with a maximum of four (4) credit hours] per academic term for courses in religion or Higher Education Chapter 300-4-3 Supp. 3/31/11 4-3-5 theology shall be considered when calculating a student's full-time status.

(10) Grant - A grant is a monetary award of a maximum of \$1200 per academic year for full-time recipients, and a maximum of \$600 per academic year for half-time recipients, under the Alabama Student Grant Program, to an approved institution on behalf of and to the credit of eligible students enrolled in eligible programs commencing after August 1, 1989.

(11) Half-time Student - A half-time student is defined as an eligible student who is carrying a half-time academic workload, other than by correspondence, measured in terms of course work or other required activities, including courses, work experience, research, or special studies which the institution requires of the student to be considered as being engaged in half-time study, and which amounts to the equivalent of a minimum of six (6) semester hours or six (6) quarter hours per academic term; or the student is charged the tuition and fees for half-time study by the institution. Any student enrolled for less than the equivalent of six (6) semester hours or six (6) quarter hours is ineligible for an Alabama Student Grant Program payment. For purposes of this program, no more than one course (with a maximum of four (4) credit hours per academic term for courses in religion and theology) shall be considered when calculating a student's half-time status.

(12) Institutional-Related Expenses - Institutionalrelated expenses are nonsectarian, secular educational expenses, including tuition, mandatory fees, room and board, transportation, books and supplies, and routine miscellaneous expenses incurred by an eligible student.

(13) Matriculated Status - To be eligible for an Alabama Student Grant Program payment, a student must have completed all the required steps in the enrollment procedure and be considered registered by the institution in an eligible program leading to a degree, diploma, or certificate.

(14) Proration of Funds - Should funds appropriated to the Alabama Student Grant Program be insufficient to provide such eligible student with a full grant payment for any term(s) during an academic year, each eligible student shall receive a pro rata grant share of the available funds.

(15) Renewal of Grants - Each grant shall be renewable annually for the number of hours normally required by the institution for the course of study in which the individual student is enrolled. Total hours attempted shall not exceed by more than twenty-five percent (25%) the number of hours required Chapter 300-4-3 Higher Education Supp. 3/31/11 4-3-6 for the individual student's course of study or until such time as the student receives a baccalaureate degree. ACHE shall grant a renewal only upon the student's annual application as defined in these regulations.

(16) Transfer Student - Each Alabama Student Grant Program award is made on the basis of the student applicant attending the postsecondary educational institution listed on his/her student application form. A student grant recipient who elects to transfer to another educational institution may apply for a new grant in accordance with the student application procedures. The original grant will automatically be cancelled. An Alabama Student Grant Program award is not transferable from one educational institution to another.

(17) Undergraduate Student - An undergraduate student is an eligible student who is in attendance at an approved institution and has not earned a baccalaureate or professional degree. Students who have previously earned a baccalaureate or professional degree, even though they may be enrolled in an undergraduate course of study, are not eligible for an Alabama Student Grant Program grant.

Authors: Joseph T. Sutton, Henry J. Hector, Tim Vick Statutory Authority: Code of Ala. 1975, §§16-33A-1, et seq. History: Filed September 30, 1982. Amended: Filed March 9, 1992. Amended: Filed January 6, 2011; effective February 10, 2011. Amended: December 2016

DECISION ITEM E-12: Amendments to the Administrative Procedures for the Alabama Student Assistance Program.

Staff Presenter: Cheryl Newton  
Grants Coordinator

Staff Recommendation: That the Commission approve the proposed amendments to Chapters 300-4-2-.04, .05, .06 and .07 of the administrative procedures relating to the Alabama Student Assistance Program (ASAP).

Proposed new language is underlined. Language to be removed has been lined-through.

Rationale for Staff Recommendation: The purpose of these changes is to update the procedures in order to maintain compliance with the statutory authority granted by the Title IV Higher Education Act of 1965, as amended, by which the ASAP program was established.

Supporting Documentation: 1. Proposed amendments to Chapters 300-4-2-.04, .05, .06 and .07, Alabama Administrative Code (attached).

**ATTACHMENT 1**

**ALABAMA COMMISSION ON HIGHER EDUCATION**

**STUDENT ASSISTANCE**

**ADMINISTRATIVE CODE**

**CHAPTER 300-4-2**

**ALABAMA STUDENT ASSISTANCE PROGRAM**

**300-4-2-.04: Definition Of Terms.**

(1) Academic Qualifications and Satisfactory Progress of Eligible students: A student is considered academically qualified if he/she is currently enrolled and matriculated in an eligible program of an eligible institution and is maintaining satisfactory progress in a course of study he or she is pursuing according to the standards and practices of the institution in which the student is in attendance. The regulations regarding academic qualifications and satisfactory progress of eligible students participating in this ~~State Student Incentive Grant~~ Leveraging Educational Assistance Program are the same regulations which apply to all Title IV programs.

(2) Academic Year: An academic year is a period of time, usually nine months, during which a full-time student is expected to complete the equivalent of two semesters, two trimesters, three quarters, or 900 clock hours of instruction.

(3) Alabama Resident: An Alabama resident is a person who has established residence within the State of Alabama for at least a twelve-month period prior to the beginning of the term for which financial assistance is requested, and is in the State of Alabama for other than a temporary purpose.

(4) Clock Hours: A clock hour is a period of time which is the equivalent of either: (a) a 50- to 60-minute class, lecture, or recitation, or (b) a 50- to 60-minute period of faculty-supervised laboratory, shop training, or internship.

(5) Educational Grant: A grant is defined as a financial award by the State of Alabama to an Alabama Student Assistance Program applicant who is designated to be an eligible student enrolled in or accepted for enrollment in an eligible institution, and is to be awarded to the student to defray direct educational-related expenses: tuition, mandatory fees, room rent, board, transportation, books, supplies, and personal expenses.

(6) Eligible Institution: An eligible institution is a public or private nonprofit institution of higher education, proprietary institution of higher education, or postsecondary vocational educational institution ~~or a department, division, or other administrative unit in a junior college, community college, college, or university~~ which provides ~~primarily or exclusively~~ an accredited program in professional nursing and allied subjects leading to an associate degree, ~~in nursing, or equivalent degree,~~ the degree of bachelor of science in nursing, or to an equivalent degree, and which submits a complete application to the Alabama Student Assistance Program for financial assistance to its students and complies with all reporting requirements of the previous fiscal year. ~~If the institution advertised job placement rates as a means of attracting students, the institution shall provide those students with recent data on employment and graduation statistics.~~ The institution must also certify to the Alabama Student Assistance

Program Office the availability of a drug abuse prevention program for officers, employees, and students of the institution.

(7) **Eligible Program:** An eligible program is any program (except theology, divinity, or other program of preparation for a religious profession) that is separately identifiable and leads to a degree or certificate, and meets the requirements for eligibility at a particular type of institution. An eligible program must admit as regular students only persons who have a high school diploma, have a General Education Development (GED) Certificate, or who are beyond the age of compulsory school attendance and have the ability to benefit from the education or training offered. An eligible program must lead to an associate or bachelor's degree, or be a program which is at least a two-year program that is acceptable for full credit toward a bachelor's degree, or be a program which is at least a one-year program leading to a certificate or diploma that prepares a student for gainful employment in a recognized occupation, or be a program which for a proprietary institution or a postsecondary vocational institution, is at least a 6-month program leading to a certificate or diploma which prepares students for gainful employment in a recognized occupation.

(8) **Eligible Student:** An eligible student is an applicant who completes ~~an annual institutional application for financial aid~~ the Free Application for Federal Student Aid, and

- (a) Is classified as an undergraduate student as defined in 04(26);
- (b) Is a citizen or an eligible non-citizen as defined by the U.S. Department of Education;
- (c) Is a resident of the State of Alabama, as defined in 04(3);
- (d) Is enrolled or accepted for enrollment as a full-time student, as defined in 04(13), or a part-time student, as defined in 04(19), in an eligible program within an eligible institution;
- (e) Is not enrolled in a course of study leading to a degree in theology, religion, or other field of preparation for a religious profession;
- (f) Is making satisfactory academic progress as defined by the eligible institution and consistent with guidelines applicable to all Title IV programs at the institution;
- (g) Cannot complete his/her education at the institution without financial assistance, and has established financial need for an Alabama Student Assistance Program grant by means of a federally-approved need analysis system for the academic year;
- (h) Is not in default on a student loan or owes a refund on a student grant from the federally-funded student financial aid programs;
- (i) Has not borrowed in excess of the annual or aggregate limits for the federally-funded or federally-guaranteed student financial aid programs; and
- (j) Files a Statement of Education Purpose/Certification Statement on Refunds and Default, a Statement of Registration Status, and a Statement of Updated Information.

(9) **Expected Family Contribution:** The expected family contribution of a dependent student is the sum of the amount which reasonably may be expected from the student and spouse, plus the amount which reasonably may be expected to be made available to the student by the parents or legal guardians to meet the student's cost of education. The expected family contribution of an independent or self-supporting student means the amount

of money which reasonably may be expected from the student and spouse to meet the student's cost of education.

(10) Family Status of Eligible Students: The Alabama Student Assistance Program provides a supplemental source of financial assistance to students with an established financial need following a determination of the student's family status--i.e., dependent or ~~self-supporting~~ independent.

(11) Financial Need: An applicant's financial need is the difference between the applicant's available financial resources, as defined in 04(12), and the applicant's anticipated educational cost, including tuition and fees applicable to such student together with the institution's estimate of other expenses reasonably related to cost of attendance at such institution, including, but not limited to, the cost of room and board, transportation costs, and costs for books and supplies. An approved institution may not charge students fees for processing data or determining student eligibility for Alabama Student Assistance Program awards.

(12) Financial Resources: Financial resources must include, but may not necessarily be limited to, family financial support, anticipated awards under all federally-supported financial aid programs, veterans' educational benefits, plus other benefits, and scholarships, grants, work, or loan assistance of which the institution has knowledge.

(13) Full-Time Student: A full-time student is defined as an individual who is carrying a full-time academic workload, other than by correspondence, measured in terms of (a) course work or other required activities, including any combination of courses, work experience, research, or special studies which the institution requires of the student in order to be considered as being engaged in full-time study, and which amounts to the equivalent of a minimum of 12 semester hours or 12 quarter hours per academic term, or a minimum of 24 clock hours per week, and (b) is charged the tuition and fees customarily charged for full-time study by the institution.

(14) Graduate or Professional Student: A graduate or professional student is a student enrolled in an academic program of study above the baccalaureate level at an institution of higher education, including (a) a program leading to a first professional degree if the institution requires at least 3 years of study at the college level for entrance into the program; and (b) course work beyond the fourth year of study, except any undergraduate study outlined in 04(26).

(15) Half-Time Student: A half-time student is an enrolled student who is carrying a half-time academic work load as determined by the institution according to its own standards and practices. However, the institution's half-time standards must equal or exceed the equivalent of the following minimum requirements: (a) 6 semester hours or 6 quarter hours per academic term in an institution using standard semester, trimester, or quarter systems; (b) 12 semester hours or 12 quarter hours per academic year for an institution using credit hours to measure progress, but not using a standard semester, trimester, or quarter system, or the prorated equivalent for a program of less than 1 year; and (c) 12 clock hours per week for an institution using clock hours.

(16) Matriculated Status of Eligible Students:

a) To be eligible for an Alabama Student Assistance Program grant, a student must be in a "matriculated status" in an eligible program leading to a degree, diploma, or certificate approved for a grant award. For purposes of the Alabama Student Assistance Program, a student shall be considered in "matriculated status" if the student is enrolled in an appropriate degree, diploma, or certificate program.

b) A student is to be considered matriculated and eligible only if the courses pursued by the student are fully recognized at that time as contributing toward fulfillment by the student of the requirements for completion of the program. That the student may be required to complete certain courses to make up deficiencies in background or training does not necessarily negate the student's status as an enrolled and recognized degree candidate, so long as acceptance and credit are not contingent upon additional and special requirements designed to establish his/her qualifications to pursue the program successfully. If credit toward the degree is conditional upon satisfactory completion of additional special requirements, then the student must be considered not fully matriculated and ineligible for assistance during his/her present program of study.

c) A student who meets all eligibility requirements for the Alabama Student Assistance Program and who is permitted to enroll in an eligible postsecondary educational institution on an early admission basis is eligible to receive a State grant provided he/she meets all other matriculated status criteria of these procedures.

(17) Nonprofit Institution: A "nonprofit" institution means a school, college, agency, organization, or institution, in Alabama and owned and operated by one or more nonprofit corporations, or associations in which no part of the net earnings of the corporation(s) or association(s) lawfully inure to the benefit of any private shareholder or individual, and which meets other requirements defined in 04(6).

(18) Over-Award of Established Need: If a student receives other gift aid awards, loans, scholarships, or work-study that are non-adjustable and meet the student's financial need as defined in 04(11), the student is not eligible to receive an Alabama Student Assistance Program grant.

(19) Part-Time Student: A part-time student is an individual who is enrolled as a half-time student as defined in 04(15).

(20) Postsecondary Vocational Institution: A "postsecondary vocational institution" is a public or private nonprofit educational institution which, (a) is in Alabama; (b) admits as regular students only persons who have a high school diploma, have the recognized equivalent of a high school diploma, or are beyond the age of compulsory school attendance in Alabama and have the ability to benefit from the training offered; (c) is legally authorized to provide an educational program beyond secondary education and is physically located in Alabama; (d) provides at least a six-month program of training to prepare students for gainful employment in a recognized occupation; (e) is accredited by a nationally recognized accrediting agency or association, or, is approved by the ~~State Department of Education~~ Alabama Community College System, if the institution is a public postsecondary vocational institution, or, has satisfactorily assured the U.S. Secretary that it will meet the accreditation standards of an approved agency or association within a reasonable time, considering the resources available to the institution, the period of time it has operated and its efforts to meet accreditation standards, or an institution whose credits are determined by the U.S. Secretary to be accepted on transfer by at least three accredited institutions on the same basis as transfer credits from fully accredited institutions; and, (f) has been in existence for at least two years. The U.S. Secretary considers an institution to have been in existence for two years if it has been legally authorized to provide, and has provided, a training program on a continuous basis to prepare students for gainful employment in a recognized occupation during the 24 months (except for normal vacation periods) preceding the date of application for eligibility.

(21) Proprietary Institution of Higher Education: A "proprietary institution of higher education" is an educational institution which, (a) is not a public or other nonprofit institution;



(b) is in Alabama; (c) admits as regular students only persons who have a high school diploma, have the recognized equivalent of a high school diploma, or are beyond the age of compulsory school attendance in Alabama and have the ability to benefit from the training offered; (d) is legally authorized to provide postsecondary education and is physically located in Alabama; (e) provides at least a six-month program of training to prepare students for gainful employment in a recognized occupation; (f) is accredited by a nationally recognized accrediting agency or association; and (g) has been in existence for at least two years. The U.S. Secretary considers a school to have been in existence for two years if it has been legally authorized to provide, and has provided, a continuous training program to prepare students for gainful employment in a recognized occupation during the 24 months (except for normal vacation periods) preceding the date of application for eligibility.

(22) Public or Private Nonprofit Institution of Higher Education: A "public or private nonprofit institution of higher education" is: an educational institution which (a) is in Alabama; (b) admits as regular students only persons who have a high school diploma, or have the recognized equivalent of a high school diploma, or are beyond the age of compulsory school attendance in Alabama, and have the ability to benefit from the training offered; (c) is legally authorized to provide an educational program beyond secondary education and is physically located in Alabama; (d) provides an educational program for which it awards an associate, baccalaureate, graduate, or professional degree, or at least a two-year program which is acceptable for full credit toward a baccalaureate degree, or at least a one-year training program which leads to a certificate or diploma and prepares students for gainful employment in a recognized occupation; and (e) is accredited by a nationally recognized accrediting agency or association or, if not accredited, is approved by the ~~State Department of Education~~ Alabama Community College System, if the institution is a public postsecondary vocational institution, or is an institution which has satisfactorily assured the U.S. Secretary of Education it will meet the accreditation standards of an approved agency or association within a reasonable time, considering the resources available to the institution, the period of time it has operated and its efforts to meet accreditation standards, or an institution whose credits are determined by the U.S. Secretary to be accepted on transfer by at least three accredited institutions on the same basis as transfer credits from fully accredited institutions.

(23) Refunds.

a) If a student becomes ineligible for a state grant during the academic year of the award, and prior to the delivery of Alabama Student Assistance Program funds to the student, the institutional financial aid administrator will not disburse Alabama Student Assistance Program grant funds to the student.

b) Whenever an institution refunds monies to the Alabama Student Assistance Program, the institution must provide to the Alabama Student Assistance Program the refund amount and the institution must maintain with the student's records documentation listing (a) the date the student withdrew, (b) the net institutional charges to the student for the period of the student's attendance, (c) the amount of the student's grant award, and (d) the amount of refund due the Alabama Student Assistance Program.

(24) ~~State Student Incentive Grant Program~~ Leveraging Educational Assistance Partnership Program: The ~~SSIGP LEAP Program~~ is a federal grant made to the several states by the U.S. Department of Education to encourage creation and/or expansion of state student assistance programs. Federal funds must be matched with at least an equal amount of state funding. All federal funds received plus the state matching funds must be returned to students. Administrative cost of the program must be borne entirely by state appropriations and/or institutional funds. Federal regulations require that a single agency designated by the state shall administer the program.

(25) Student Application Procedure: Each Alabama Student Assistance program applicant must submit ~~a financial statement utilizing a need analysis system approved by the U.S. Secretary of Education~~ the Free Application for Federal Student Aid application. Award priorities will be given to ~~completed need analysis reports~~ in accordance with dates established by the individual eligible institutions.

(26) Undergraduate Student: An undergraduate student is defined as a person who is in attendance at an Alabama postsecondary educational institution and who has not earned a baccalaureate or first professional degree. A student who is enrolled in a program of study designed to extend for more than four academic years shall not be considered an undergraduate student in that portion of the program that involves study beyond the fourth academic year, unless the program leads to a first degree and is designed to extend for a period of five academic years.

**Author:** Joseph T. Sutton

**Statutory Authority:** Title IV of the Higher Education Act of 1965 as amended.

**History:** Filed September 30, 1982. **Emergency Amendment:** Filed October 13, 1987.

**Amended:** Filed December 7, 1987; April 6, 1988; April 9, 1992. Amended: December 2016.

#### **300-4-2-.05 Fund Allocation Procedure.**

(1) The institutional need of all students at an institution as reflected on the most recent FWSP worksheet of the federal FISAP shall be reported to the Alabama Student Assistance Program office by a reporting date established by the Alabama Commission on Higher Education. Percentage figures of the institution's relative state need indicated on the most recent FWSP Worksheet for all participating institutions shall be adjusted, as necessary, to exclude from the institutional award pro rata calculations reflecting non-resident students, graduate students, and religion or theology majors.

(2) The total funds available for eligible students attending eligible institutions which had no previous year Federal Work-Study Program recipients shall not be less than \$1,000 nor more than \$5,000 and based on a three-tiered payment schedule tied to enrollment levels as determined by the Alabama Student Assistance Program Office.

(3) If any institution does not have a sufficient number of eligible applicants by ~~March~~ April 30 of the award year to utilize its allocated percentage of funds, or if any institution fails to submit reports due in the Alabama Student Assistance Program office by that date (~~March~~ April 30), the remaining funds shall be reallocated among all eligible institutions as specified in 05(1).

**Author:** Joseph T. Sutton

**Statutory Authority:** Title IV of the Higher Education Act of 1965 as amended.

**History:** Filed September 30, 1982. **Emergency Amendment:** Filed October 13, 1987. **Amended:** Filed December 7, 1987. **Amended:** Filed November 7, 1997; effective December 12, 1997. Amended: December 2016.

#### **300-4-2-.06 Awarding Procedures.**

(1) Each applicant must submit to the eligible institution a yearly ~~application for financial aid and submit a financial statement utilizing a need analysis system approved by the U.S. Secretary of Education~~ Free Application for Federal Student Aid application.

(2) An applicant may receive consideration for an Alabama Student Assistance Program award at only one institution per academic term. If a student wishes to receive consideration for an Alabama Student Assistance Program award at another Alabama postsecondary educational institution, he/she must follow the procedures outlined in 06(1).

(3) Information received on applicants shall be evaluated by an institutional student financial aid officer.

(a) All applicants' need shall be determined by the expected family contribution figures provided on the students' ~~financial statements utilizing an approved federal need analysis system~~ aid report.

(b) Students with need shall be compared with monies available. In determining the priority order in which students will be awarded funds in any given award year, the school must:

1. first, choose those students with exceptional financial need -- that is, those with the lowest expected family contributions (EFCs) who will also receive Pell Grants in that award year, and

2. after awarding ASAP funds to all of its eligible Pell Grant recipients in order of lowest expected family contributions (EFCs), next award ASAP funds to those eligible students with the lowest EFCs who will not receive Pell Grants in that award year.

(c) An award list shall be made and sent to the Alabama Commission on Higher Education. The maximum award that a student may receive is \$5,000 per academic year. The maximum award shall be reduced proportionately for students who attend part-time.

(4) All grants to students enrolled at least half-time shall be not less than \$300 nor more than \$5,000 for the academic year.

(5) All awards made by the Alabama Student Assistance Program shall be made to individual students who are residents of ~~in~~ the State of Alabama.

(a) Each awardee shall be sent an award ~~letter~~ notice by the institution and informed of aid awarded through the Alabama Student Assistance Program.

(b) The institutional Financial Aid Officer will check each awardee for:

1. Number of hours enrolled;
2. Academic progress and program;
3. Residency and nationality; and
4. Status on previous grants and loans.

(c) The institutional Financial Aid Officer shall be responsible for ensuring that each student is not over-awarded.

(d) If the award is accepted, each student shall certify his/her eligibility and verify that the educational grant will be used only for educational expenses for attendance at the approved Alabama postsecondary institution.

(6) Disbursement of all grants shall be made by checks in accordance with the procedures outlined in 06(6)(a) or 06(6)(b).

(a) Certain approved institutions may prepare checks for eligible awardees under the following conditions:

1. An approved institution may prepare checks for eligible awards only after all steps in 06(5) have been completed.

2. The Alabama Student Assistance Program Office will send a lump sum payment of funds to the approved institution for deposit in a specific Alabama sStudent Assistance Program account.

3. The approved institution shall prepare individual checks on the account.

4. All checks which are undeliverable shall be cancelled, and the funds returned to the special Alabama Student Assistance Program account. Replacement awards may be issued to eligible students prior to the expiration of the term only after the ASAP Office is provided the following information: Social Security numbers of award recipients, full names of recipients, adjusted gross incomes of recipients, and amounts of awards per term.

5. All funds remaining in the institution's Alabama Student Assistance Program account must be returned to the Alabama Student Assistance Program Office no later than ~~April 30~~ August 31 each year. No awards may be issued for terms commencing after ~~April~~ June 30.

6. An approved institution's permission to write individual checks may be terminated at any time, upon written notice from the Alabama Student Assistance Program Office. Reasons for termination may include noncompliance with any Alabama Student Assistance Program Regulations or untimely delay in submitting required reports to the Alabama Student Assistance Program Office.

(b) Certain approved institutions may credit accounts of eligible awardees under the following conditions:

1. An approved institution may credit accounts of eligible awardees only after all steps in 06(5) have been completed.

2. The Alabama Student Assistance Program office will send a lump sum payment of funds to the approved institution for deposit in a specific Alabama Student Assistance Program account.

3. The approved institution shall provide each eligible awardee with documentation of an Alabama Student Assistance Program award.

4. Should the dollar amount of an award credited to an eligible student's account exceed the dollar amount due the institution by the student at the time an ASAP award is credited to an eligible student's account, a check in the amount of excess funds (credit) shall be issued within fourteen (14) work days to the student by the approved institution.

5. All checks which are undeliverable shall be cancelled, and the funds returned to the special Alabama Student Assistance program account. Replacement awards may be issued to eligible students prior to the expiration of the term only after the ASAP Office is provided the following information: Social Security numbers of award recipients, full names of recipients, adjusted gross incomes of recipients, and amounts of awards per term.
  6. All funds remaining in the institution's Alabama Student Assistance Program account must be returned to the Alabama Student Assistance Program Office no later than ~~April 30~~ August 31 each year. No awards may be issued for terms commencing after ~~April~~ June 30.
  7. An approved institution's permission to credit eligible students' accounts may be terminated at any time, upon written notice from the Alabama Student Assistance Program Office. Reasons for termination may include noncompliance with any Alabama Student Assistance Program Regulations or untimely delay in submitting required reports to the Alabama Student Assistance Program office.
- (7) All eligible institutions shall follow the recordkeeping procedures set forth by the Alabama Student Assistance Program Office.
- (a) Eligible institutions shall complete all requested accounting reports and return them to the Alabama Student Assistance Program office on or before ~~May~~ August 31 each year.
- (b) A summary of all fiscal reports pertaining to the Alabama Student Assistance Program shall be furnished to the Alabama Commission on Higher Education.

**Author:** Joseph T. Sutton

**Statutory Authority:** Title IV of the Higher Education Act of 1965 as amended.

**History:** Filed September 30, 1982. **Amended:** Filed May 18, 1984; July 5, 1984; June 11, 1985. **Emergency Amendment:** Filed October 13, 1987. **Amended:** Filed December 7, 1987; April 6, 1988; April 9, 1992. **Amended:** Filed December 6, 2007; effective January 10, 2008. Amended: December 2016.

**300-4-2.07      Refund And Repayment Requirements.**

- (1) Repayment of institutional refunds to the Alabama Student Assistance Program.
  - (a) An institution shall return a portion of a refund owed to a student to the Alabama Student Assistance Program if
    1. The student officially withdraws, drops out, or is expelled from the institution on or after his or her first day of class of a payment period; and
    2. The student received assistance under the Alabama Student Assistance Program.
  - (b) For purposes of this section, an institutional refund means the amount paid for institutional charges for a payment period by financial aid and/or cash payments minus the amount retained by the institution for the portion of the payment period that the student was actually enrolled at the institution. The amount retained by the institution for the student's actual period of enrollment is calculated according to the institution's refund policy.
  - (c) The portion of the refund that the institution shall return to the Alabama Student Assistance Program is the lesser of,

1. The amount of assistance received under the Alabama Student Assistance Program for the payment period; or

2. The amount obtained by multiplying the institutional refund by the following fraction:

Total amount of Alabama Student Assistance Program assistance awarded for the payment period/Total amount of assistance (exclusive of all work earnings) awarded for the payment period.

(2) Repayment to the Alabama Student Assistance Program of disbursements made to the student for noninstitutional costs.

(a) If a student officially withdraws, drops out, or is expelled on or after his or her first day of class of a payment period, the institution shall determine what portion, if any, of the Alabama Student Assistance Program assistance received for that payment period by the student for noninstitutional costs is an overpayment that must be repaid by the student. The institution shall make every reasonable effort to contact the student and recover the overpayment in accordance with program regulations.

(b) To determine if any of the Alabama Student Assistance Program assistance received by the student for noninstitutional costs constitutes an overpayment, the institution shall subtract the noninstitutional costs incurred by the student for that portion of the payment period during which the student was enrolled from the amount of assistance disbursed to the student. Noninstitutional costs may include, but are not limited to, room and board for which the student does not contract with the institution, books, supplies, transportation, and miscellaneous expenses.

(c) The portion of the overpayment as determined according to paragraph (2)(b) of this section that the institution shall return to the Alabama Student Assistance Program is the lesser of

1. The amount of assistance received under the Alabama Student Assistance Program for the payment period; or

2. The amount obtained by multiplying the overpayment by the following fraction:

Total amount of the Alabama Student Assistance Program assistance awarded for the payment/Total amount of assistance (exclusive of all work earnings and ~~GSL, PLUS, and SLS Direct~~ loans) awarded for the payment period.

3. Drop Out Date. For purposes of this section, a student is considered to have dropped out on the last recorded date of class attendance by the student as documented by the institution.

4. Distribution among the Title IV, HEA programs. An institution shall develop a written policy allocating the Title IV, HEA program portion of the refund determined under paragraph (1) of this section ~~of the Title IV, HEA program portion of~~ and the overpayment determined under paragraph (2) of this section ~~among the Title IV, HEA program(s)~~ from which the student received aid. This allocation policy must be applied consistently to all students who have received Title IV, HEA program assistance and must conform to the following:

(i) No amount of the Title IV, HEA program portion of the refund or of the overpayment may be allocated to the ~~CWS~~ FWS Program.

(ii) No amount of the Title IV, HEA program portion of the overpayment may be allocated to the ~~GSL, PLUS, or SLS~~ Direct Loan programs.

(iii) The amount of the Title IV, HEA program portion of the refund or of the overpayment allocated to a specific Title IV, HEA program may not exceed the amount that the student received from that program.

(iv) The amount of the Title IV, HEA program portion of the refund allocated to the ~~GSL, PLUS, and SLS~~ Direct Loan programs must be returned to the borrower's lender by the institution in accordance with program regulations.

(v) The amount of the Alabama Student Assistance Program portion of the refund allocated to this Title IV, HEA program must be returned to the program account by the institution within 30 days of the date that the student officially withdraws or is expelled or the institution determines that a student has unofficially withdrawn.

(vi) The amount of the Alabama Student Assistance Program portion of the overpayment allocated to the Alabama Student Assistance Program must be returned to the appropriate program account within 30 days of the date that the student makes the repayment.

**Author:** Joseph T. Sutton

**Statutory Authority:** Title IV of the Higher Education Act of 1965 as amended.

**History:** Filed April 6, 1988. **Amended:** Filed April 9, 1992. Amended: December 2016.

DECISION ITEM E-13:

Amendments to the Administrative Procedures for the  
Alabama National Guard Educational Assistance  
Program

Staff Presenter:

Tim Vick  
Director of Operations and Fiscal Services

Staff Recommendation:

That the Commission approve the proposed amendment related to the Chapter 300-4-4-.04 of the administrative procedures for the Alabama National Guard Educational Assistance Program.

Background:

The Code of Alabama Title 31-10, Sections 1-4 charge the Alabama Commission on Higher Education with the administration of the Alabama National Guard Educational Assistance Program (ANGEAP).

The reason for the proposed amendment to the administrative procedures is described below and shown in Attachment 1. Old language is struck-through and new language is underlined.

The purpose of the proposed change is to update procedures related to deadlines and processing in order to maintain institutional compliance with the statutory authority granted under Code of Alabama 1975, Title 31-10.

Supporting Documentation:

1. Proposed amendments to Chapters 300-4-4-.04: Alabama Administrative Code (attached).



## Attachment 1

### ALABAMA COMMISSION ON HIGHER EDUCATION

#### ADMINISTRATIVE CODE

#### STUDENT ASSISTANCE

#### CHAPTER 300-4-4: AWARDING PROCEDURES

#### ALABAMA NATIONAL GUARD EDUCATIONAL ASSISTANCE PROGRAM

300-4-4-.04 Awarding Procedures. The following procedures shall be the method used by the Alabama Commission on Higher Education for making available Alabama National Guard Educational Chapter 300-4-4 Higher Education Supp. 9/30/14 4-4-6 Assistance Program awards to eligible students at eligible institutions:

- (a) Applications may be obtained from eligible institutions, the Alabama Military Department, and from the Alabama Commission on Higher Education.
- (b) Applications shall be completed by student applicants. All information requested on the Alabama National Guard Educational Assistance Program Application must be completed and the form mailed or delivered to the Alabama National Guard Educational Assistance Program office. Applications will not receive consideration for grant payment if received in the Alabama National Guard Educational Assistance Program office after ~~August 4~~ September 30 of the academic year for which grant funds are being requested. If all items and information requested on the application form are not completed, the application is invalid and the student is ineligible to receive an Alabama National Guard Educational Assistance Program payment.
  - 1. Each application shall have a preliminary review of the Alabama Military Department and the institution to determine if the application is complete and meets the eligibility criteria for a grant.
  - 2. Each student applicant shall be notified by the Alabama Military Department or the institution, as appropriate, when the application is incomplete and additional information is needed. The Alabama Military Department, the institution or the Alabama Commission on Higher Education, as appropriate, shall notify each student who does not meet all eligibility criteria and is, therefore, ineligible for an Alabama National Guard Educational Assistance Program awards.
- (c) All applications which pass the preliminary review for eligibility shall be compared to other appropriate departmental or institutional records. Such records shall be used to verify that each student applicant is an eligible student as defined in section .02 (7).
- (d) ~~The Unit Commander and the~~ Adjutant General of the Alabama National Guard, or his representative, ~~as well as~~ and the institutional financial aid officer shall sign and complete each application of a student determined to be eligible for an Alabama National Guard Educational Assistance Program award.
- (e) Each completed application shall be forwarded to the Alabama National Guard Educational Assistance Program Office. Higher Education Chapter 300-4-4 Supp. 9/30/14 4-4-7
- (f) Information received from applicants shall be evaluated by the Alabama National Guard Educational Assistance Program Office.

- (1) Incomplete applications received shall be returned to the eligible institution or the student applicant.
- (2) Complete applications of eligible students shall be compared with monies available.
- (3) All Alabama Student Grant Program proceeds for which the student may be eligible shall be deducted from the tuition figure used for Alabama National Guard Educational Assistance Program purposes.
- (4) Awards will be determined on a first-in, first-out basis as long as funds are available and as specified in .02(3).
- (g) All awards made by the Alabama National Guard Educational Assistance Program shall be made to individual students enrolled in eligible programs at eligible institutions in the State of Alabama.
- (h) Disbursement of all grants shall be made by check to individual students (by name) or individual students (by name) and the institutions in the State of Alabama. The Alabama National Guard Educational Assistance Program shall have checks prepared for eligible awardees.
- (1) The Alabama National Guard Educational Assistance Program Office shall prepare vouchers for eligible students for whom funds are available.
- (2) The Alabama National Guard Educational Assistance Program Office shall verify that each check is properly prepared.
- (3) Checks shall be mailed along with a certification roster to the institutional Financial Aid Officer for issuing to students.
- (4) The institution shall issue checks to students and ensure that the institutional official who issues a check signs and dates the roster whenever such check is issued. The completed certification roster shall be returned to the Alabama National Guard Educational Assistance Program Office no later than sixty (60) calendar days after receipt of the certification roster.
- (5) All checks which are undeliverable by the institution shall be returned to the Alabama National Guard Educational Assistance Program along with the reason for Chapter 300-4-4 Higher Education Supp. 9/30/14 4-4-8 cancelling the checks, no later than sixty (60) calendar days after receipt of the checks.

Author: Statutory Authority: Code of Ala. 1975, §§31-10-1, et seq. History: Filed August 28, 1984.  
Amended: December 2016

DECISION ITEM F-1: University of Alabama, Addition of a Concentration in Production to the Existing BACIS in Creative Media (CIP 09.0799)

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 Alabama (UA) currently has the Bachelor of Arts in Communication and Information Sciences (BACIS) in Creative Media at CIP 09.0799 in the Commission's Academic Program Inventory. UA has proposed the addition of a concentration in Production to the existing program.

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

General Education	53 sh
Program Core	19 sh
Concentration	22 sh
Electives	26 sh
Total	120 sh

The program core is comprised of the following courses: Intro to Mass Communication; Intro to Story; Fundamentals of Media Technology; Mechanics of Media Writing; Intro to Post Production; Critical Media Studies; and Capstone.

The proposed Production concentration will consist of the following courses: Intro to Visual Storytelling; Scriptwriting; Production Internship or Practicum; 300 Level Production-Focused Electives; 400 Level-Production Focused Electives; and Creative Media Project Elective.

According to the proposal, the concentration is being added to prepare students for professional work in production.

**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-2:** University of Alabama, Addition of a Concentration in Sports Media to the Existing BACIS in News Media (CIP 09.0499)

**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 Alabama (UA) currently has the Bachelor of Arts in Communication and Information Sciences (BACIS) in News Media at CIP 09.0499 in the Commission's Academic Program Inventory. UA has proposed the addition of a concentration in Sports Media to the existing program.

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

General Education	53 sh
Program Core	28 sh
Concentration	12 sh
Electives	27 sh
Total	120 sh

The program core is comprised of the following courses: Intro to Mass Communication; Intro to Story; Fundamentals of Media Technology; Mechanics of Media Writing; Management, Ethics, & Diversity; and Capstone.

The proposed Sports Media concentration will have the following courses: Sports Writing and Reporting; Advanced Electronic Sports; and 300-400 Level Sports Electives – Reporting or Production.

**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-3:** Wallace State Community College (Hanceville), Addition of a Certificate in Child Development to the Existing AAS in Child Development (CIP 19.0708)

Staff Presenter: Ms. Margaret Pearson  
Academic Program Review Analyst

Staff Recommendation: That the Commission approve the addition of a Certificate award in Child Development to the Existing AAS in Child Development at Wallace State Community College (Hanceville) (WSH).

Background: In October 2001, the Commission approved "Guidelines for Approval of Certificate Programs in Existing Associate Applied Science (AAS) and Associate in Applied Technology (AAT) Programs." The guidelines provided that two-year colleges may add Certificate awards to existing AAS or AAT programs upon Commission approval as reasonable extensions/alterations of existing programs. The policy stated that the addition of the Certificate award is considered reasonable if all the following criteria are met:

1. The corresponding AAS or AAT must be an active program in the Commission's Academic Program Inventory.
2. The proposed certificate must be offered under the same six-digit CIP Code and program title as the existing AAS or AAT.
3. The institution must not add new courses to offer the certificate.
4. A recipient of the certificate must be qualified to practice the relevant occupation without completing a full degree program.

The Alabama Community College System and WSH submitted a Certificate program application, in accordance with the Commission guidelines. The requested Certificate met the criteria of the Commission policy. The Certificate will provide a credential for students as they complete the degree program or an exit point and credential for students who may be unable to complete the entire degree program.

**Budgetary Impact: NONE**

The proposed Certificate program will not require the addition of faculty, equipment, or new facilities.

The staff recommends that the proposed Certificate program be approved as a reasonable extension 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. "Guidelines for Approval of Certificate Programs in Existing Associate Applied Science (AAS) and Associate in Applied Technology (AAT) Programs." Available upon request.
3. Written unpublished documentation provided by the institution. Available upon request.



**DECISION ITEM F-4:** Auburn University, Addition of Options in Marine Resources Management, Pre-Professional, and Fisheries and Aquaculture to the Existing BS in Fisheries, Aquaculture, and Aquatic Sciences (CIP 01.0303)

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

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

Background: Auburn University currently has the Bachelor of Science (BS) in Fisheries, Aquaculture, and Aquatic Sciences at CIP 01.0303 in the Commission's Academic Program Inventory. AU has proposed the addition of three options: Marine Resources Management, Pre-Professional, and Fisheries and Aquaculture to the existing program.

The entire program regardless of option, is comprised of 120 semester hours.

The program core consists of 37 semester hours shared across all three options. The courses in the program core are: BIOL 1020, Principles of Biology (4 sh); BIOL 1021, Principles of Biology Lab (0 sh); CHEM 1030, Fundamentals of Chemistry I (3 sh); CHEM 1031, Chemistry Lab I (1 sh); BIOL 1030, Organismal Biology (4 sh); BIOL 1031, Organismal Biology Lab (0 sh); CHEM 1040, Fundamentals of Chemistry II (3 sh); CHEM 1041, Chemistry Lab II (1 sh); BIOL 3060, Principles of Ecology (4 sh); FISH 2100, Intro. Fish Science (3sh); FISH 5380, Ichthyology (4 sh); FISH 3950, Careers in Fisheries (1 sh); FISH 5510, Fish Bio and Mgmt. (4 sh); FISH 1100, Fisheries Orientation (1 sh); and a choice between BIOL 3030, Evol & Syst; BIOL 3010, Comp. Anat.; BIOL 3020, Genomic Biol.; BIOL 3200, Microbiology - Directed Science Elective (4 sh).

For each of the three options, the program also consists of General Education courses totaling 42 semester hours.

The Marine Resources Management and Fisheries and Aquaculture options are also comprised of 17 semester hours of other coursework (electives, supporting courses). The Pre-Professional option is comprised of 15 semester hours of other coursework (electives, supporting courses).

Marine Resources Management option courses-  
Twenty four (24) sh comprised as follows:

BCHE 3200, Prin. Biochem (3 sh); BCHE 3201, Marine Summer Prin. Biochem. Lab (1 sh).

At least one of the following classes (8-10 sh) ; BIOL 2425, Marine Biology (4 sh); BIOL 2015, Marine Sci I, Oceanography (5 sh); BIOL 3075, Intro Oceanography 4 sh); Marine Sci II, Marine Biology (5 sh).

Also, at least one of the following classes: BIOL 4485, Marine Ecology (5 sh); FISH 5725, Marine Ichthyology (6 sh); BIOL 4565, Marine Vert. Zoology 4 sh); BIOL 4515, Marine Invert. Zoology (4 sh).

Additionally, the candidate also selects between 10-12 semesters hours of elective emphasis courses from a wide range of possibilities.

Marine Resources Management option rationale-

The proposed degree option will meet Auburn's mission statement to serve the needs of the students in Alabama. In recent years, the interest for marine programs has increased among the student body and there is a demand by state and federal agencies for highly trained professionals with a Marine Sciences background. While other universities within the State offer Marine Biology and Marine Sciences programs, the proposed degree option emphasizes the applied aspects of Marine Sciences which, AU states, is unique.

Pre-professional option courses-

Twenty six (26 sh) comprised as follows:

FISH 5220, Water Sciences (3 sh); FISH 5320, Limnology (4 sh); BCHE 3200, Prin. Biochem (3 sh); FISH 5410, Intro to Fish Health (3 sh); and FISH 3950, Seminar (4 sh).

Also, 9 credits from the following emphasis courses: FISH 5210, Principles of Aquaculture (3 sh); FISH 5250, Aquaculture Production (4 sh); AGEC 4000, Principles of Agribusiness (3 sh); FISH 5240, Hatchery Management (4 sh); and FISH 5520, Management Small Impoundments (3 sh).

Pre-professional option rationale-

The proposed degree option will meet Auburn's mission statement to serve the needs of the students in Alabama. The proposed degree option emphasizes the applied aspects of fisheries and aquaculture, which is unique to AU's program.

Fisheries and Aquaculture option courses-

Twenty four (24) sh comprised as follows:

FISH 5220, Water Sciences (3 sh) and FISH 5320, Limnology 4 sh).

Also, 17 credits comprised of the following emphasis courses: FISH 5210, Principles of Aquaculture (3 sh); FISH 5250, Aquaculture Production (4 sh); AGECE 4000, Principles of Agribusiness (3 sh); FISH 5240, Hatchery Management (4 sh); FISH 5410, Introduction to Fish Health (3 sh); FISH 5520, Management Small Impoundments (3 sh); and BIOL 3000 Genetics (3 sh).

Fisheries and Aquaculture option rationale-

The proposed degree option will meet Auburn's mission statement to serve the needs of the students in Alabama. The proposed degree option emphasizes the applied aspects of fisheries and aquaculture, which is unique to AU's program.

**Budgetary Impact:** There is no anticipated budgetary impact associated with any of these three options.

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

The staff recommends that the proposed three options be approved as reasonable extensions/alterations of an existing program.

Supporting Documentation:

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

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DECISION ITEM F-5: Auburn University, Addition of Options in Culinary Science, Hotel and Restaurant Management, and Event Management to the Existing BS in Hospitality Management (CIP 52.0901)

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

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

Background: Auburn University currently has the Bachelor of Science (BS) in Hospitality Management at CIP 52.0901 in the Commission's Academic Program Inventory. AU has proposed the addition of three options: Culinary Science, Hotel and Restaurant Management, and Event Management to the existing program.

The entire program regardless of option, is comprised of 124 semester hours.

The program core consists of 24 semester hours shared across all three options. The courses in the program core are: HRMT1010, Introduction to Hospitality Management (2 sh); HRMT2300, Hospitality Law (3 sh); HRMT2400, Food Production Systems (4 sh); HRMT2940, Professional Development (1 sh); HRMT3200, Hospitality Finance (3 sh); HRMT3400, Hospitality Marketing (3 sh); HRMT4300, Food and Beverage Management (3 sh); HRMT4800, Senior Lecture Series (1 sh); and HRMT4920, Hospitality Internship (4 sh).

For each of the three options, the program also consists of the following curricular components:

General Education:	42 sh
Supporting Courses:	10 sh
Required College Core:	9 sh
Required Business Minor:	18 sh
Professional Electives:	6 sh

The supporting courses, required college core, and required business minor are shared across all three options.

Each of the proposed options consists of 15 semester hours as follows:

Culinary Science option courses -  
HRMT2350, Culinary Fundamentals (3)  
HRMT3550, Fundamentals of Baking (3)  
HRMT3750, Patisserie and Confectionary (3)  
HRMT4550, Global Cuisine (3)  
HRMT4600, Beverage Appreciation (3)

Culinary Science option rationale -

The Culinary Science Option will focus on preparing students who are interested in pursuing careers in the commercial, and non-commercial food production and service industry. While there has always been a great degree of interest among the citizens of Alabama in the culinary arts, there has been a recent increase in demand for programs that cater to this need; at the high school, two-year and four-year school levels.

Hotel and Restaurant Management option courses-

HRMT2500, Lodging Operations (2)  
HRMT2910, Hospitality Practicum (1)  
HRMT3800, Hospitality Info. Technology (3)  
HRMT4500, Strategic Hospitality Management (3)  
HRMT5530, Science of Quality Service in Hospitality (3)  
HRMT5570, Global Hospitality Management (3)

Hotel and Restaurant Management option rationale -

The proposers state that Auburn may not be fully highlighted with high school students and career teachers who tend to search for Hospitality Management programs when it comes to their search for a university. Consequently, AU believes it may not be reaching all of its intended audience when it comes to prospective students. This change will assist with the marketing and promotion of AU's program and serve to better reflect the content actually covered in the current curriculum model.

Event Management option courses -

HRMT2600, Event Operations (3)  
HRMT3800, Hospitality Info. Technology (3)  
HRMT4510, Special Events (3)  
HRMT4600, Beverage Appreciation (3)  
HRMT5460, Catering and Event Management (2)  
HRMT5461, Catering and Event Manag. Lab (1)

Event Management option rationale -

Over recent decades, event management has become increasingly recognized globally as a distinct and worthy profession and the roles and impacts of planned events throughout the broad tourism sector have been well documented, and are of increasing importance for destination competitiveness.

This theme was taken up, for example, by the  
UNWTO

Secretary-General, Taleb Rifai in a 2014 United Nations World Tourism Organization Global Report on the Meeting Industry. In his words "The Meetings Industry has come of age. It has firmly placed itself at the center of tourism as one of the key drivers of the sector's development and an important generator of income, employment and investment. " Not surprisingly, special events in, of and by themselves are important motivators of tourism, and figure prominently in the development and marketing plans of most destinations (Getz, 2008).

Further, the United States Department of Labor forecasts the employment outlook for event specialists to grow by some 10 percent annually between 2014-2024. The State of Alabama is no exception, where special events are now viewed as an integral part of the states burgeoning tourism industry.

**Budgetary Impact:** There is little, if any, anticipated budgetary impact associated with any of these three options.

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

The staff recommends that the proposed three options be approved as reasonable extensions/alterations of an existing program.

Supporting Documentation:

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

DECISION ITEM G-1: Request to Amend Post-Implementation Conditions:  
Jacksonville State University, Doctor of Science in  
Emergency Management (CIP 44.9999)

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

Staff Recommendation: That the Commission approve the request to amend  
post-implementation conditions, as follows:

- 1) That an additional one-year review period (2016-17)  
for the program be granted.
- 2) In this additional review period, the program will  
meet a post-implementation condition of an average  
of 3 graduates, revised from the original number of 4.

That the institution will submit, no later than  
September 1, 2017, a post-implementation report,  
demonstrating that the program met the post-  
implementation condition for graduates for the specified  
period.

Background: The Doctor of Science in Emergency Management  
(CIP 44.9999) was approved by the Commission on  
June 18, 2010.

The program did not meet post-implementation  
conditions for graduates. The conditions were met for  
enrollments, employment, the submission of an overall  
assessment of the program, annual reporting of the  
number of new students enrolled in the program and the  
state of residence of each new student, as well as  
annual employment placement information for each  
graduate. The post-implementation report was formally  
filed with the Commission on October 18, 2016.

The program is designed to equip senior emergency  
management professionals and future emergency  
management faculty with comprehensive knowledge and  
understanding of the requirements for managing and  
reducing risks from hazards, and for effectively  
responding to and recovering from disasters when they  
occur.

The basis for the request, as explained by JSU, is that  
all of the students enrolled in the doctoral program are  
career professionals, many in leadership positions, who  
are pursuing the degree on a part-time basis. The initial  
projections did not adequately anticipate the part-time  
nature of the program and associated challenges to  
program completion for students.



JSU reports that several candidates are currently actively working on their dissertations, and several will begin dissertations soon.

JSU also notes that the program has a sound and sustaining enrollment pattern and a low attrition rate.

The request is only for a revision in the projected graduation figure from 4 to 3.

Supporting Documentation:

1. "Summary of Report on Post-Implementation Conditions," attached.
2. Unpublished post-implementation reports and post-implementation requests for Jacksonville State University. Available upon request.
3. "Guidelines for Consideration of Post-Implementation Reports that Do Not Meet Approved Conditions." Available upon request.

**Summary of Report on Post-Implementation Conditions**

**Jacksonville State University** (2016 Report)

- Program: Doctor of Science in Emergency Management (CIP 44.9999)

Approved by Commission: June 2010

Proposed Implementation Date: August 2011

Actual Implementation Date: August 2011

Post-Implementation Conditions:

1. That the annual average new enrollment headcount for the first five years, beginning in 2011-12 will be at least 11, based on the proposal.
2. That the average number of graduates for the academic years 2014-15 through 2015-16 (two 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.
4. That information regarding an overall assessment of the program will be provided, particularly as related to objectives and assessment measures stated in the proposal.
5. That the institution will submit an annual report over the first five years on the number of new students enrolled in the program and the state of residence of each new student.
6. That the annual report includes employment placement information for each graduate of the program.

Doctor of Science in Emergency Management (CIP 44.9999)	Average New Enrollment Headcount 2011-12 through 2015-16	Average Number of Graduates, 2014-15 and 2015-16	Percentage of Graduates Employed in The Field
Required	11	4	75%
Reported	11	1	100%

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

Condition 2: The program did not meet the graduation post-implementation requirement. It should be noted that both (N = 2) graduates occurred during 2015-16.

Condition 3: One-hundred percent of the graduates were successful in acquiring related employment.

Condition 4: The assessment condition has been met. The attainment of this condition in relation to the program objectives and student learning outcomes has been demonstrated by evaluation of results on an integrative seminar assignment, written comprehensive exam, Institutional Review Board (IRB) training, and dissertation research, among other measures.

Condition 5: The program did meet the submission of an annual report (over the first five years) requirement on the number of new students enrolled in the program and the state of residence of each new student.

Condition 6: The program did meet the requirement that the annual reporting includes employment placement information for each graduate.

DECISION ITEM G-2: Request to Amend Post-Implementation Conditions:  
Jacksonville State University, Master of Fine Arts in  
Visual Communication and Design (CIP 50.0401)

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

Staff Recommendation: That the Commission approve the request to amend post-implementation conditions, as follows:

- 1) That an additional one-year review period (2016-17) for the program be granted.
- 2) In this additional review period, the program will meet a post-implementation condition of an enrollment of 5 students, revised from the original number of 10.
- 3) In this additional review period, the program will meet a post-implementation condition of 4 graduates, revised from the original number of 6.

That the institution will submit, no later than September 1, 2017, a post-implementation report, demonstrating that the program met the post-implementation condition for new headcounts and graduates for the specified period.

Background: The Master of Fine Arts (CIP 50.0401) was approved by the Commission on March 12, 2010.

The program did not meet post-implementation conditions for graduates or enrollments. The conditions were met for employment, and the submission of an overall assessment of the program. The post-implementation report was formally filed with the Commission on October 19, 2016.

The basis for the request, as explained by JSU, is extenuating circumstances. Over the past five years, the department has endured major turnover in faculty and administration, mitigating attaining dedicated, long-term leadership and significantly impacting enrollments and candidate completions.

In that time, the Department of Art had a key Graphic Design faculty member die; a second retired due to health reasons; a third resigned to move to California; a first-year Art Historian, who had been recruited to meet National Association of Schools of Art and Design (NASAD) recommended standards for the MFA, left the University; a fourth Graphic Design faculty member began employment in 2012-13 and left the University in January 2015; and the Department Head stepped down to return to full-time teaching in June of 2012.

However, in the past two years (June 2014 - August 2016), the University has hired a new Department Head and three new Graphic Design faculty members to lead and grow the MFA program, with much success.

Although the program was implemented as anticipated in August 2011, JSU asserts that all of these extenuating circumstances have severely impacted creating program stability, focus on recruitment, and achieving a critical mass for goal achievement.

JSU has only recently begun to build the program as originally intended. Since the hire of the new department head and three new Graphic Design faculty, the MFA program has shown growth and potential. The quality of application portfolios for MFA candidates has improved significantly and the new faculty hires bring areas of specialization that JSU sates have revitalized the program.

It is also noteworthy that the NASAD Visitor's report recommended a re-evaluation of enrollment and graduates projections to be more reasonable for a rural, regional University.

The request is only for a revision in the projected graduation figure from 6 to 4 and for a revised new headcount from 10 to 5.

Supporting Documentation:

1. "Summary of Report on Post-Implementation Conditions," attached.
2. Unpublished post-implementation reports and post-implementation requests for Jacksonville State University. Available upon request.
3. "Guidelines for Consideration of Post-Implementation Reports that Do Not Meet Approved Conditions." Available upon request.

### Summary of Report on Post-Implementation Conditions

#### Jacksonville State University

- Program: Master of Fine Arts in Visual Communication and Design (CIP 50.0401)

Approved by Commission: March 12, 2010

Proposed Implementation Date: August 2011

Actual Implementation Date: August 2011

Post-Implementation Conditions:

- 1) That the annual average new enrollment headcount for 2011-12 through 2015-16 will be at least 10.
- 2) That the annual average number of graduates for the Academic Years 2013-14 through 2015-16 will be at least 6.
- 3) That information be provided regarding the progress of accreditation of the program by the National Association of Schools of Art and Design (NASAD).
- 4) That a follow-up survey will be conducted after the first five years that will show that at least 75 percent of the graduates were successful in acquiring related employment.
- 5) That information regarding an overall assessment of the program be provided, particularly as related to objectives and assessment measures stated in the proposal.

Master of Fine Arts in Visual Communication and Design (CIP 50.0401)	Average New Enrollment Headcount 2011-12 through 2015-16	Average Number of Graduates 2013-14 through 2015-16	Percentage of Graduates Employed in Field
Required	10	6	75%
Reported	4	2	100%

Condition 1: According to the report, the enrollment count benchmark was not met. JSU requests a new enrollment figure of 5, revised from 10.

Condition 2: According to the report, the program did not meet the graduation post-implementation requirement. JSU requests a new graduation figure of 4, revised from to 6.

Condition 3: This condition has been met. The accrediting body, The National Association of Schools of Art and Design (NASAD), conducted a site visit for JSU Department of Art's MFA for Final Listing for Approval, and initial accreditation, in Spring 2016. The reviewers' report found that the MFA is in compliance with NASAD standards and regulations.

Condition 4: One-hundred percent of the graduates have secured employment upon graduation.

Condition 5: The program has met the objectives and assessment measures as stated in the proposal. The MFA in Visual Communication and Design at JSU utilizes a variety of multiple measures and triangulation of those assessment measures. JSU asserts that the aggregate of assessments utilized strongly supports that the program is meeting its objectives and students are achieving requisite competencies.

The MFA in Visual Communication and Design at Jacksonville State University uses the following assessment tools: NASAD reviews, Admissions Portfolio Review, Coursework and Advising, Semester Reviews, Mid-point/Candidacy Reviews, Thesis (paper, project, show, defense) Student Course Evaluations, JSU Graduate Student Exit Survey, and, Alumni Survey.

**DECISION ITEM G-3:**                                    Request to Amend Post-Implementation Conditions:  
University of Alabama at Birmingham, Master of Arts in  
Education in Reading (CIP 13.1315)

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

Staff Recommendation:                                    That the Commission approve the request to amend  
post-implementation conditions, as follows:

- 1) That an additional two-year review period (2016-17  
and 2017-2018) for the program be granted.
  
- 2) In this additional review period, the program will  
meet a post-implementation condition of an average  
of 4 graduates.

That the institution will submit, no later than  
September 1, 2018, a post-implementation report,  
demonstrating that the program met the post-  
implementation condition for graduates for the specified  
period.

Background:                                    The Master of Arts in Education in Reading  
(CIP 13.1315) was approved by the Commission on  
March 11, 2011.

The program did not meet post-implementation condition  
for graduates. The conditions were met for enrollments,  
employment, and the submission of an overall  
assessment of the program. The post-implementation  
report was filed with the Commission on August 18,  
2016.

The Reading Specialist program is composed of  
professional educators with varied backgrounds and  
teaching experiences. As working professionals within  
the field of education, a prolonged time period may be  
required to achieve graduation. This is due to several  
factors such as the typical number of hours an educator  
spends outside of school on lesson preparation,  
designing individualized instruction, reviewing student  
data, and evaluating student work.

Additionally, a lack of funding for graduate literacy  
scholarships may place educators with the sole  
responsibility for tuition. Further, based on Alabama  
State Department of Education (ALSDE) Code, denoting  
reading as a high-needs area, UAB expects this  
denotation to enhance the number of teachers and  
school districts that need trained reading teachers.



UAB has provided a listing of several action steps to meet the graduation figure:

- 1) Implementation of a further strategic marketing plan.
- 2) Strategic realignment of course schedule to promote accelerated completion.
- 3) Incorporation, development, and implementation of EDR 654: Dyslexia Research, Education, & Advocacy based on recent trends in teacher training and new ALSDE legislation.
- 4) Redesign of all required courses for program completion to be provided as 100% online offerings.
- 5) Incorporation, development, and implementation of EESL 640: Teaching New Languages through Reading & Writing based on educator feedback and recent Response to Intervention (RtI) legislation requiring Tier II classroom support for identified students struggling with dyslexia.
- 6) Professional Learning Community Partnership Pilot (PLC Partners) with one elementary school to support the development of a reading cohort.
- 7) Incorporation, development, and implementation of EDC 695: Coaching for Effective Instruction based on findings from a focus group study with current reading coaches within a school system.

The request is only for a timeframe extension to achieve the graduation figure of 4.

Supporting Documentation:

1. "Summary of Report on Post-Implementation Conditions," attached.
2. Unpublished post-implementation reports and post-implementation requests for Jacksonville State University. Available upon request.
3. "Guidelines for Consideration of Post-Implementation Reports that Do Not Meet Approved Conditions." Available upon request.

**Summary of Report on Post-Implementation Conditions**

**University of Alabama at Birmingham (2016 Report)**

- Program: Master of Arts in Education in Reading (CIP 13.1315)

Approved by Commission: March 2011

Proposed Implementation Date: August 2011

Actual Implementation Date: August 2011

Post-Implementation Conditions:

1. That the annual average new enrollment headcount for the first five years beginning in 2011-12 through 2015-16 will be at least 5.
2. That the annual average number of graduates for the Academic Years 2012-13 through 2015-16 (four-year average) will be at least 4.
3. That a follow-up survey will be conducted after the first five years that will show that at least 75 percent of the graduates were successful in acquiring related employment.
4. That information regarding an overall assessment of the program be provided, particularly as related to objectives and assessment measures stated in the proposal.

Master of Arts in Education in Reading (CIP 13.1315)	Average New Enrollment Headcount 2011-12 through 2015-16	Average Number of Graduates 2012-13 through 2015-16	Percentage of Graduates Employed in Field
Required	5	4	75%
Reported	5	3	100%

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

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

Condition 3: One-hundred percent of the graduates were successful in acquiring related employment.

Condition 4: Overall assessment of the program was provided and sufficient. The assessment of student learning outcomes were determined by the following data sources: high-stakes artifacts, reading internship requirements, a final portfolio review, and scores on the Alabama Educator Certification Testing Program (AECTP) Praxis II requirements for reading specialists. All students, 100 percent, have met the expectations for the high-stakes artifacts, the expectations for the reading internship requirements, the expectations for the final portfolio reviews, and all students, 100 percent, have passed the AECTP Praxis II on the first attempt.

DECISION ITEM G-4: Request to Amend Post-Implementation Conditions: University of Alabama at Birmingham, Master of Science in Computer Forensics and Security Management (CIP 11.1003)

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

Staff Recommendation: That the Commission approve the request to amend post-implementation conditions, as follows:

- 1) That an additional two-year review period (2016-17 and 2017-2018) for the program be granted.
- 2) In this additional review period, the program will meet a post-implementation condition of 4 graduates, revised from the original condition of 8 graduates.

That the institution will submit, no later than September 1, 2018, a post-implementation report, demonstrating that the program met the post-implementation condition for graduates for the specified period.

Background: The Master of Science in Computer Forensics and Security Management (CIP 11.1003) was approved by the Commission on December 10, 2010.

The program did not meet post-implementation condition for graduates. The conditions were met for enrollments, employment, and the submission of an overall assessment of the program. The post-implementation report was filed with the Commission on August 15, 2016.

The Departments of Justice Science (JS), Computer and Information Systems (CIS), and Accounting and Finance (now Management Information Systems and Quantitative Methods (MISQ) began a discussion to develop innovative solutions to rapidly emerging and enduring threats to global, domestic, and regional commerce and safety based on state-of-the-art research and advanced development activities.

To that end, these departments simultaneously developed the Center for Information Assurance and Joint Forensic Research (the Center) and the Master of Science in Computer Forensics and Security Management (MSCFSM) in 2010. As a part of this process, the departments applied for and received the prestigious certification by the National Security Agency as a Center for Academic Excellence – Research in 2012.

Combined, the Center and the MSCFSM program have advanced the knowledge of computer forensics, security management, and computer crime, and established itself as a leader at the local, state, national, and even international levels.

UAB asserts that MSCFSM is showing vibrancy at this point based on:

- 1) the number of students who choose the certificate option.
- 2) 2015-2016 shows the highest graduation rate to this juncture.
- 3) 2016-2017 has the highest number of people accepted into the program since its inception.

UAB states that the MSCFSM program has a strong local, state, national, and international reputation that continues to grow. The Bachelor of Science in Digital Forensics (BSDF) has been approved and will begin in January 2017. One of the issues of the MSCFSM was that it had no feeder program other than students in the respective departments. All other applicants came from outside UAB. With the addition of the BSDF, UAB states that it now have a natural feeder that will increase the number and quality of students in the MSCFSM program.

Also, UAB has been shortlisted to receive a \$2 million grant from NSF in the Scholarship for Service program. This grant will fund 4 students per year in the MSCFSM program. UAB asserts that this is a substantial step forward for the program, and is indicative of the uniqueness and quality that is recognized by external entities.

The request is for a timeframe extension to achieve the graduation figure of 4, revised from the original request of 8 graduates.

Supporting Documentation:

1. "Summary of Report on Post-Implementation Conditions," attached.
2. Unpublished post-implementation reports and post-implementation requests for the University of Alabama at Birmingham. Available upon request.
3. "Guidelines for Consideration of Post-Implementation Reports that Do Not Meet Approved Conditions." Available upon request.

**Summary of Report on Post-Implementation Conditions**

**University of Alabama at Birmingham (2016 Report)**

- Program: Master of Science in Computer Forensics and Security Management (CIP 11.1003)

Approved by Commission: December 2010

Proposed Implementation Date: August 2011

Actual Implementation Date: August 2011

Post-Implementation Conditions:

1. That the annual average new enrollment headcount for the first five years beginning in 2011-12 through 2015-16 will be at least 18.
2. That the annual average number of graduates for the Academic Years 2011-12 through 2015-16 (five-year average) will be at least 8.
3. That a follow-up survey will be conducted after the first five years that will show that at least 75 percent of the graduates were successful in acquiring related employment.
4. That information regarding an overall assessment of the program be provided, particularly as related to objectives and assessment measures stated in the proposal.

Master of Science in Computer Forensics and Security Management (CIP 11.1003)	Average New Enrollment Headcount 2011-12 through 2015-16	Average Number of Graduates 2011-12 through 2015-16	Percentage of Graduates Employed in Field
Required	18	8	75%
Reported	18	4	82%

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

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

Condition 3: Eighty-two percent of the graduates were successful in acquiring related employment.

Condition 4: Overall assessment of the program was provided and sufficient. Learning outcomes focus on having mastered basic knowledge and skills in computer security, digital forensics, and cyber security risks assessment and management; having a firm grasp of critical knowledge and technical skills required for the security risk assessment, intrusion detection, protection of critical infrastructures including power grids, the Internet, health care systems, telecommunication systems and others; and being familiar with best industry and professional practices for solving real world digital forensic problems through the application of critical thinking and innovative techniques. The achievement of the outcomes was evaluated through a variety assessments embedded within coursework.

DECISION ITEM G-5:

Request to Amend Post-Implementation Conditions:  
University of Montevallo, Bachelor of Arts/Bachelor of  
Science in Interdisciplinary Studies (CIP 30.9999)

Staff Presenter:

Dr. Lenny Lock  
Director of Instruction and Special Projects

Staff Recommendation:

That the Commission approve the request to amend post-implementation conditions, as follows:

- 1) That an additional review period (2016-17 and 2017-18) for the program be granted.
- 2) In this additional review period, the program will meet a post-implementation condition of an average enrollment headcount of 6, revised from the original condition of 8.
- 3) In this additional review period, the program will attain an average of 8 graduates, unchanged from the original condition.
- 4) That the institution will submit, no later than September 1, 2018, a second post-implementation report, demonstrating that the program met the post-implementation condition for enrollments and graduates for the specified period.

Background:

The Bachelor of Arts/Bachelor of Science in Interdisciplinary Studies was approved by the Commission on June 10, 2011.

The post-implementation report was submitted in September 2016. The program did not meet post-implementation conditions for enrollments or graduates. The program did meet conditions for employment (or continuing education), and the submission of an overall assessment of the program.

The program provides an interdisciplinary major program that will allow qualified students to work collaboratively and creatively with a faculty mentor to design and implement an approved individualized plan of study with a capstone experience.

The request is only for a time extension; and revision in the projected enrollment figure from 8 to 6 as well as an unchanged graduation figure of 8.

UM states that the IDS Coordinator and the IDS Oversight Committee are committed to do all they can in the next two years to increase enrollment and further support completion the IDS major while at the same time protecting the program's academic purpose and integrity.

Specific plans to achieve the conditions are as follows:

- 1) Redesign the program's brochure and promotional materials to raise the IDS major's profile on campus.
- 2) Build new, and strengthen existing, connections with various resources on campus, such as the Career Resource Center, the Service Learning Program, the Honors Program, and the Office of Student Success.
- 3) Raise awareness of the IDS program among the student body by holding events that feature past and present IDS students, such as general IDS interest meetings, and showcases for the accomplishments of IDS students (presentations, public displays, etc.).
- 4) Integrate the IDS major more strongly into new student recruitment and retention efforts.
- 5) Increase awareness of the IDS major among UM's faculty and staff by providing testimonials from past and present IDS mentors on the fulfilling nature of working with IDS students.
- 6) Find ways for the IDS major to be a part of Welcome Week and Preview Day so that incoming and prospective students are made aware of the IDS major as an option.
- 7) Consult with faculty, staff and administration regularly to find new ways to promote IDS and to improve the functioning of the program.

Supporting Documentation:

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

**Summary of Report on Post-Implementation Conditions**

**University of Montevallo (2016 Report)**

- Program: Bachelor of Arts/Bachelor of Science in Interdisciplinary Studies (CIP 30.9999)

Approved by Commission: June 2011

Proposed Implementation Date: August 2011

Actual Implementation Date: August 2011

Post-Implementation Conditions:

1. That the annual average new enrollment headcount for the first five years beginning in 2011-12 through 2015-16 will be at least 8.
2. That the annual average number of graduates for the Academic Years 2013-14 through 2015-16 (three-year average) will be at least 8.
3. That a follow-up survey will be conducted after the first five years that will show that at least 75 percent of the graduates were successful in acquiring related employment.
4. That information regarding an overall assessment of the program be provided, particularly as related to objectives and assessment measures stated in the proposal.

Bachelor of Arts/Bachelor of Science in Interdisciplinary Studies (CIP 30.9999)	Average New Enrollment Headcount 2011-12 through 2015-16	Average Number of Graduates 2013-14 through 2015-16	Percentage of Graduates Employed in Field*
Required	8	8	75%
Reported	4	4	77%*

\*Or continuing education.

Condition 1: According to the report, the enrollment count benchmark was not met.

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

Condition 3: Seventy-seven percent of the graduates were successful in acquiring related employment (or continuing her/his education).

Condition 4: An overall assessment of the program was provided. All Interdisciplinary (IDS) students met the student learning outcomes: the IDS major will use the perspectives of two or more disciplines to analyze a contemporary issue or problem and the IDS Major will provide a creative solution to an issue or problem using the combined tools of two or more disciplines. Further, the mentor and IDS student explore the possibilities of careers and/or future academic opportunities at the onset of the process, and this content is included in the IDS major proposal.



DECISION ITEM G-6: Request to Amend Post-Implementation Conditions: Lawson State Community College, Associate in Applied Science and Certificate in Automotive Manufacturing Technology (CIP 15.0613)

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

Staff Recommendation: That the Commission approve the request to amend post-implementation conditions, as follows:

- 1) That an additional review period (2016-17 through 2017-18) for the program be granted.
- 2) In this additional review period, the program will attain an average of 8 graduates, revised from 14 in the original condition.
- 3) That the institution will submit, no later than September 1, 2018, a second post-implementation report, demonstrating that the program met the post-implementation condition for enrollments and graduates for the specified period.

Background: The Associate in Applied Science in Automotive Manufacturing Technology was approved by the Commission on December 10, 2010.

The post-implementation report was submitted in August 2016. The program did not meet post-implementation conditions graduates. The program did meet conditions for enrollments, employment (or continuing education), and the submission of an overall assessment of the program.

The automotive manufacturing technology program has four primary objectives: (1) enhance the automotive technology curriculum by integrating aspects of modern production systems and sustainable manufacturing; (2) address regional skilled workforce needs by utilizing innovative approaches that will increase student awareness of career pathway options and/or manufacturing degrees provided through the Consortium for Alabama Regional Center for Automotive Manufacturing (CARCAM) and the Alabama Community College System; (3) redesign and deliver automotive and related manufacturing technical courses utilizing distance education, such as e-learning, webcast and hybrid techniques, as well as the integration of relevant collaborative National Science Foundation (NSF) projects and partner Advanced Technological Education (ATE) centers; (4) collaborate with ATE centers, Department of Labor, educational and governmental entities to progressively develop and deliver industry-relevant educational offerings

and professional development workshops for faculty, students and incumbent workers.

It is noteworthy that due to timeline approval processes considerations, the program was not eligible for Pell grant funding until 2013. However, the short robotics program was covered under the Industrial Electronics program at that time and could receive funding. Many of the students who wanted a degree in this program changed their major to Industrial Electronics since it was eligible for funding.

Lawson states that another reason for the low graduation rate is that many of the students who are currently enrolled in the program are also working full-time in a related field and are employed by local manufacturers.

Thirty-three of the fifty-seven students currently enrolled in the program are seeking a degree. Lawson further asserts that data shows there has been a steady and significant increase in the number of students enrolled in the program. This includes those attending in part-time status (less than 12 credit hours) as well as full time status (12 or more credit hours).

The request is only for a timeframe extension to achieve the graduation figure of 8, revised from the original condition of 14 graduates.

Supporting Documentation:

1. "Summary of Report on Post-Implementation Conditions," attached.
2. Unpublished post-implementation report and post-implementation extension request for Lawson State Community College. Available upon request.
3. "Guidelines for Consideration of Post-Implementation Reports that Do Not Meet Approved Conditions." Available upon request.

**Summary of Report on Post-Implementation Conditions**

**Lawson State Community College (2016 Report)**

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

Approved by Commission: December 2010

Proposed Implementation Date: August 2011

Actual Implementation Date: May 2012

Post-Implementation Conditions:

1. That the annual average new enrollment headcount for the first five years beginning in 2011-12 through 2015-16 will be at least 8.
2. That the annual average number of graduates for the Academic Years 2012-13 through 2015-16 (four year average) will be at least 14.
3. That a follow-up survey will be conducted after the first five years that will show that at least 75 percent of the graduates were successful in acquiring related employment.
4. That information regarding an overall assessment of the program be provided, particularly as related to objectives and assessment measures stated in the proposal.

Associate in Applied Science and Certificate in Automotive Manufacturing Technology (CIP 15.0613)	Average New Enrollment Headcount 2011-12 through 2015-16	Average Number of Graduates 2012-13 through 2015-16	Percentage of Graduates Employed in Field*
Required	8	14	75%
Reported	11	1*	100%

\* 1 AAS and 1 Certificate. (There were also two short term certificates.)

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

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

Condition 3: One-hundred percent of the graduates were successful in acquiring related employment.

Condition 4: Overall assessment of the program was provided and sufficient. As examples, the curricula include modern production systems, sensor technology, and lean manufacturing. The curriculum is reviewed bi-annually by external industry partners and stakeholders (the advisory committee). The program utilizes a system approach for study of overall functioning as well as study of the subsystems (mechanical, electrical, and control) and the components of each subsystem.

DECISION ITEM G-7:

Request to Amend Post-Implementation Conditions:  
Chattahoochee Valley Community College (CVCC),  
Associate in Applied Science and Certificate in Applied  
Technology (CIP 15.0613)

Staff Presenter:

Dr. Lenny Lock  
Director of Instruction and Special Projects

Staff Recommendation:

That the Commission approve the request to amend post-implementation conditions, as follows:

- 1) That a two year additional review period (2016-17 and 2017-18) for the program be granted.
- 2) In this additional review period, the program will attain an average of 12 graduates, revised from 23 in the original request.
- 3) That the institution will submit, no later than September 1, 2018, a second post-implementation report, demonstrating that the program met the post-implementation condition for graduates for the specified period.

Background:

The Associate in Applied Science and Certificate in Applied Technology was approved by the Commission on June 10, 2011.

The post-implementation report was submitted in August 2016. The program did not meet the post-implementation condition for graduates. The program did meet conditions for enrollments, employment (or continuing education), and the submission of an overall assessment of the program.

The Associate in Applied Science Degree in Applied Technology was implemented with four options to include industrial maintenance; sustainable construction; heating, ventilation and air conditioning; and automotive manufacturing. Industry-specific certifications and, in some cases, licenses in the field of study are offered.

CVCC states that during the application process (2010-11) they lost a president, lost an instructional dean, hosted two interim presidents for six-months each, and operated without an instructional dean for 12 months. In addition, CVCC transferred information/data from an original application to a new ACHE program application form. CVCC states that these changes in conjunction with a mathematical calculation problem created opportunity for the inadvertent error which occurred in submitting to graduation figures to ACHE.

CVCC states that there are currently 56 students in the program pursuing degrees in different program areas

such as Automotive Technology, Industrial Maintenance, HVAC, and Sustainable Construction.

CVCC has recently added another program option of Welding which they report has proven to be extremely popular.

CVCC indicates that the state dual-enrollment scholarship has supported enrollment in these Career Technical Education program areas because they are high-wage and high-demand fields.

The college has hired two full-time instructors in the Applied Technology program bringing the total to three full-time faculty and adjuncts supporting instruction in the program.

CVCC asserts that the program has not only stabilized, but it is poised for growth.

The request is only for a timeframe extension to achieve the graduation figure of 12, revised from the original condition of 23 graduates.

Supporting Documentation:

1. "Summary of Report on Post-Implementation Conditions," attached.
2. Unpublished post-implementation report and post-implementation extension request for Chattahoochee Valley Community College (CVCC. Available upon request.
3. "Guidelines for Consideration of Post-Implementation Reports that Do Not Meet Approved Conditions." Available upon request.

**Summary of Report on Post-Implementation Conditions  
 Chattahoochee Valley Community College (2016 Report)**

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

Approved by Commission: June 2011

Proposed Implementation Date: August 2011

Actual Implementation Date: August 2011

Post-Implementation Conditions:

1. That the annual average new enrollment headcount for the first five years, beginning in 2011-12 will be at least 11, based on the proposal.
2. That the average number of graduates for the academic years 2012-12 through 2015-16 (four year average) will be at least 23, 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.

Associate in Applied Science and Certificate in Applied Technology (CIP 15.0613)	Average New Enrollment Headcount 2011-12 through 2015-16	Average Number of Graduates, 2012-13 through and 2015-16	Percentage of Graduates Employed in The Field
Required	11	23	75%
Reported	27	17	82%

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

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

Condition 3: Eighty-two percent of the graduates were successful in acquiring related employment.

Condition 4: The assessment condition has been met. Each academic program has identified expected outcomes (Program and Student Learning). The Unit Plans for each program provide a 3-year comparison allowing for the monitoring of assessment, use of results for improvements, actions taken for improvement, and budget needs. Surveys, institutional research, annual reports, and external reports from colleges and universities provided feedback to the program areas. Areas not performing or with comments for improvement were reviewed by department and division chairs. Action plans were developed to make improvements.

**INFORMATION ITEM 1:** Annual Off-Campus Site Follow-Up Report for Academic Year 2015-2016

Staff Presenter: Ms. Margaret Pearson  
Academic Program Review Analyst

Staff Recommendation: For information only.

Background: Annual off-campus site follow-up reports (fall 2015 through summer 2016) were collected from 2-year and 4-year institutions on October 1, 2016. The following institutions submitted reports:

2-year: Alabama Southern Community College  
Bevill State Community College  
Bishop State Community College  
Calhoun State Community College  
Central Alabama Community College  
Chattahoochee Valley Community College  
Drake State Community & Technical College  
Enterprise State Community College  
Faulkner State Community College  
Gadsden State Community College  
Ingram State Technical College  
Jefferson Davis Community College  
Lurleen B. Wallace Community College  
Northeast Alabama Community College  
Northwest-Shoals Community College  
Reid State Technical College  
Snead State Community College  
Southern Union State Community College  
Wallace State Community College (Dothan)  
Wallace State Community College (Hanceville)  
Wallace State Community College (Selma)

4-year: Alabama A&M University  
Athens State University  
Auburn University  
Auburn University at Montgomery  
Jacksonville State University  
Troy University  
University of Alabama at Birmingham  
University of Montevallo  
University of South Alabama

A total of 30 (75 percent) of 40 institutions deliver off-campus instruction. There are 21 (81 percent) of 26 two-year colleges delivering off-campus instruction; 9 (64 percent) of 14 universities deliver off-campus instruction. The total number of approved sites is 93.

Currently, there are a total of 69 active sites that are offering off-campus instruction: a total of 67 two-year sites (97 percent of the total number of approved sites) and 21 university sites (30 percent). In addition, there are 24 approved sites that are not offering off-campus courses at this time.

Supporting Documentation:

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



**INFORMATION ITEM 2:** University of Alabama, Change in the Name of the Department of Criminal Justice to the Department of Criminology and Criminal Justice

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

**Staff Recommendation:** For information only.

**Background:** The University of Alabama Board of Trustees has approved the change in the name of Department of Criminal Justice to the Department of Criminology and Criminal Justice in the College of Arts and Sciences at the University of Alabama.

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: University of North Alabama, Establishment of the Center for the Study of Sport and Recreation

Staff Presenter: Ms. Margaret Pearson  
Academic Program Review Analyst

Staff Recommendation: For information only.

Background: The University of North Alabama (UNA) has submitted plans to the Commission for the establishment of the Center for the Study of Sport and Recreation. The center will not award academic credit to students; therefore, it does not require Commission approval.

According to information submitted by UNA, the purpose of the new center is to enhance the quality and quantity of scholarly endeavors and service-based initiatives in sports, recreation, and related fields as cultural, social, and economic dimensions of the human experience.

Supporting Documentation:

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

INFORMATION ITEM 4: University of North Alabama, Establishment of the Center for the Study of Exercise Science and Health Promotion

Staff Presenter: Ms. Margaret Pearson  
Academic Program Review Analyst

Staff Recommendation: For information only.

Background: The University of North Alabama (UNA) has submitted plans to the Commission for the establishment of the Center for the Study of Exercise Science and Health Promotion. The center will not award academic credit to students; therefore, it does not require Commission approval.

According to information submitted by UNA, the purpose of the Center for the Study of Exercise Science and Health Promotion is to enhance quality and quantity of scholarly endeavors and service-based initiatives in exercise science, health promotion, and related fields.

Supporting Documentation:

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

INFORMATION ITEM 5: Jacksonville State University, Establishment of the Center for Best Practices in Law Enforcement

Staff Presenter: Ms. Margaret Pearson  
Academic Program Review Analyst

Staff Recommendation: For information only.

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

According to information submitted by JSU, the Center for Best Practices in Law Enforcement will provide education, training and services for law enforcement and social service agencies and the communities they serve in solution-focused community policing. Goals of the Center include the following:

1. Evaluate and assess current crime problems in the community.
2. Facilitate engagement between law enforcement and the community.
3. Train law enforcement in ethical and legal issues related to problem oriented/solution-focused policing.
4. Promote a community policing approach to law enforcement practice.

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 Jacksonville State University. Available upon request.

**INFORMATION ITEM 6:** Troy University, Establishment of the Center for Public Service

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

Staff Recommendation: For information only.

Background: Troy University reports the establishment of the Troy University Center for Public Service. The Center is located within the organizational structure of the existing College of Arts and Sciences and is physically located on the Montgomery Campus. The Center will not award academic credit to students; therefore, it does not require Commission approval. Additionally, The Center has no curricular function within the College of Arts and Sciences.

The primary mission of the Center for Public Service is to provide expert assistance to Alabama state and local government agencies, as well as nonprofit organizations in the state. The Center supports Troy University's strong commitment to community outreach and utilizes both University faculty and staff, as well as outside consultants to provide research and analysis to its clients. A secondary objective is to develop opportunities for University involvement in international technical assistance and capacity building to coincide with the University's global reach and impact.

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 Troy University. Available upon request.

**INFORMATION ITEM 7:** Auburn University, Establishment of an Educational Complex in Gulf Shores, Alabama

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

Staff Recommendation: For information only.

Background: The facility will be located in Gulf Shores, Alabama, and will house the College of Veterinary Medicine's Satellite Surgery Center. Additionally, the complex will serve as a hub for ongoing research efforts in areas such as aquaculture and marine science, for economic development and collaboration initiatives, expanded work within the Alabama Cooperative Extension System, and for the offering of non-credit training courses in aviation-related activities.

As a Land-Grant Institution for the State of Alabama, Auburn University's mission is to serve the entire state of Alabama through its programs of instruction, outreach, and research. Auburn's veterinary specialty referral center in Gulf Shores, for example, will provide opportunities to achieve each of these three mission elements in a region currently underserved by the College of Veterinary Medicine. Didactic coursework will not be conducted in the Gulf Shores specialty referral center. No classrooms are being constructed.

The establishment of this complex will not involve the migration or transfer of any existing programs, nor will it involve the development of new academic programs or credit-bearing courses.

The request has received the necessary approval from the University's Board of Trustees.

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 Auburn University. Available upon request.

INFORMATION ITEM 8: 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 August 2016:

Hoover High School - Hoover, 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 course will be delivered via distance learning technology to high school students. No other public institution in the Birmingham Metropolitan area offers similar instruction.

The proposal was posted on the Commission website from September 26 until October 16 for public review and comment. No comments were received.

Supporting Documentation:

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

ATTACHMENT 1

Alabama Commission on Higher Education

PROPOSAL FOR A NEW OFF-CAMPUS SITE

**SITE INFORMATION**

**Institution:**  
Administrator Responsible for Site  
 Dr. Andrzej 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:**  
**Telephone:**  
**Fax:**  
**E-Mail:**  
Location of Proposed Site  
**Facility:** Hoover High School  
**Street Address:** 1000 Buccaneer Drive  
**City:** Hoover  
**When will you begin offering instruction at this site?**


County: Jefferson  
 August, 2016

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.	X
Prison site - courses delivered exclusively to inmates and prison employees.	
High school site exclusively for early admission, accelerated/dual enrollment.	X
2-year college site located within SBE approved service area.	
University site located within Commission recognized off-campus service area.	

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

**Certification**

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

Signature of President/Chancellor:   
 Date: 8-5-16





<u>INFORMATION ITEM 9:</u>	<u>University of South Alabama, New Exempt Off-Campus Site</u>
<u>Staff Presenter:</u>	Ms. Margaret Pearson Academic Program Review Analyst
<u>Staff Recommendation:</u>	For information only.
<u>Proposal:</u>	The University of South Alabama (USA) plans to offer courses at the following new off-campus site beginning in August 2016:  Saraland High School - Saraland, Alabama
<u>Discussion:</u>	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 September 26 until October 16 for public review and comment. No comments were received.
<u>Supporting Documentation:</u>	<ol style="list-style-type: none"><li>1. Proposal for New Off-Campus Site at Saraland High School, Mobile, AL, attached.</li><li>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.</li></ol>

ATTACHMENT 1

*Alabama Commission on Higher Education*

**PROPOSAL FOR A NEW OFF-CAMPUS SITE**

**SITE INFORMATION**

**Institution:**

**Administrator Responsible for Site**

Dr. Andrzej 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:

Telephone:

Fax:

E-Mail:

**Location of Proposed Site**

Facility: Saraland High School

Street Address: 1115 Industrial Parkway

City: Saraland

County: Mobile

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

August, 2016

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.	X
2-year college site located within SBE approved service area.	
University site located within Commission recognized off-campus service area.	

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

**Certification**

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

Signature of President/Chancellor:



Date: 8-5-16



**INFORMATION ITEM 10:**                    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.

Athens State University  
Program: Master of Science in Global Logistics and Supply Chain Management, MS, CIP 52.0203  
Approval date: December 5, 2014  
Implementation date: January 2016 (Delayed from August 2015)  
Post-implementation report date: February 1, 2021  
(revised from September 1, 2020 because of delayed implementation)

Program: Bachelor of Science in Education in Educational Studies, BSEd, CIP 13.9999  
Approval date: June 10, 2016  
Implementation date: August 2016 (on schedule)  
Post-implementation report date: September 1, 2021

Auburn University at Montgomery  
Program: Bachelor of Science in Business Administration in Entrepreneurship, BS, CIP 52.0701  
Approval date: June 10, 2016  
Implementation date: August 2016 (on schedule)  
Post-implementation report date: September 1, 2021

Gadsden State Community College

Program: Associate in Applied Science and  
Certificate in Salon and Spa Management,  
AAS/Cert., CIP 12.0412

Approval date: December 4, 2015

Implementation date: August, 2016 (on schedule)

Post-implementation report date: September 1,  
2021

Northeast Alabama Community College

Program: Associate in Applied Science and  
Certificate in Air Conditioning and Refrigeration,  
AAS/Cert., CIP 47.0201

Approval date: June 10, 2016

Implementation date: August, 2016 (on schedule)

Post-implementation report date: September 1,  
2021

Shelton State Community College

Program: Associate in Applied Science in Auto  
Mechanics, AAS, CIP 47.0604

Approval date: March 11, 2016

Implementation date: July, 2016 (Implemented  
Fall 2016)

Post-implementation report date: September 1,  
2021 (revised from August 1, 2021 because of  
delayed implementation)

Program: Associate in Applied Science and  
Certificate in Logistics/Supply Chain Management,  
AAS/Cert., CIP 52.0203

Approval date: March 11, 2016

Implementation date: August, 2016 (on schedule)

Post-implementation report date: September 1,  
2021

Trenholm State Community College

Program: Associate in Science in Transfer  
Associate in Science, AS, CIP 24.0102

Approval date: December 4, 2015

Implementation date: August 2016 (Delayed from  
January, 2016)

Post-implementation report date: Because transfer  
programs (both the AS and AA) are fundamental  
to the operation and the offerings of a community  
college, this program will be exempt from the post-  
implementation review process.

Trenholm State Community College (cont.)

Program: Associate in Science in Transfer Associate in Arts, AA, CIP 24.0101

Approval date: December 4, 2015

Implementation date: August 2016 (Delayed from January, 2016)

Post-implementation report date: Because transfer programs (both the AS and AA) are fundamental to the operation and the offerings of a community college, this program will be exempt from the post- implementation review process.

University of North Alabama

Program: Bachelor of Science in Exercise Science, BS, CIP 31.0505

Approval date: March 11, 2016

Implementation date: August, 2016 (on schedule)

Post-implementation report date: September 1, 2021

Program: Bachelor of Science in Sport and Recreation Management, BS, CIP 31.0504

Approval date: March 11, 2016

Implementation date: August, 2016 (on schedule)

Post-implementation report date: September 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.

INFORMATION ITEM 11:

Summary of Post-Implementation Reports

Staff Presenter:

Dr. Lenny Lock  
Director of Instruction and Special Projects

Staff Recommendation:

For information only.

Background:

Programs that met post-implementation conditions:

- Trenholm State Community College, Program: Associate in Applied Science in Diagnostic Medical Sonography (CIP 51.0910) *[second report]*
- Northeast Alabama Community College, Program: Associate in Applied Science and Certificate in Engineering Technology (CIP 15.0000)
- University of Alabama at Birmingham, Program: Master of Arts in Education: English as a Second Language (MAEd/ESL) (CIP 13.1401)
- Jacksonville State University, Program: Master of Science in Manufacturing Systems Technology (CIP 15.9999) *[third report]*
- University of Alabama at Birmingham and the University of Alabama, Program: Shared Bachelor of Arts in African- American Studies (CIP 05.0201) *[second report]*

Program that did not meet post-implementation conditions:

- University of Alabama at Birmingham, Program: Master of Arts in Education: Reading Specialist Program (MAEd/Reading) (CIP 13.1315) *[A request for an additional post implementation review period is on the agenda as a decision item]*
- University of Alabama at Birmingham, Program: Master of Science in Computer Forensics and Security Management (CIP 11.1003) *[A request for an additional post implementation review period is on the agenda as a decision item]*
- University of Montevallo, Program: Bachelor of Arts/Bachelor of Science in Interdisciplinary Studies (CIP 30.9999) *[A request for an additional post implementation review period is on the agenda as a decision item]*
- Lawson State Community College, Program: Associate in Applied Science and Certificate in Automotive Manufacturing Technology (CIP 15.0613) *[A request for an additional post*



*implementation review period is on the agenda as a decision item]*

- Jacksonville State University, Program: Doctor of Science in Emergency Management (CIP 44.9999) *[A request for an additional post implementation review period is on the agenda as a decision item]*
- Jacksonville State University, Program: Master of Fine Arts in Visual Communication and Design (CIP 50.0401) *[A request for an additional post implementation review period is on the agenda as a decision item]*
- Chattahoochee Valley Community College, Program: Associate in Applied Science and Certificate in Applied Technology (CIP 15.0613) *[A request for an additional post implementation review period is on the agenda as a decision item]*

Supporting Documentation:

1. Unpublished post-implementation reports submitted by the institutions. Available upon request.
2. "Summary of Reports on Post-Implementation Conditions," attached.

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

Meeting Conditions:

**Trenholm State Community College** *[second report]* (2016 Report)

- Program: Associate in Applied Science in Diagnostic Medical Sonography (CIP 51.0910)

Approved by Commission: March 2009 *[additional review period granted December 2014]*

Proposed Implementation Date: August 2009

Actual Implementation Date: August 2009 (on schedule)

Post-Implementation Condition *[second report]*:

1. That the average number of graduates for the academic years 2014-15 and 2015-16 will be at least 13, based on the proposal.

<u>Associate in Applied Science in Diagnostic Medical Sonography (CIP 51.0910)</u>	<u>Average Number of Graduates, 2014-15 and 2015-16*</u>
Required	13
Reported	17

Condition 1: The program did meet the graduation post-implementation requirement.

The program had previously met the post-implementation conditions for enrollments, related employment, and the submission of an overall assessment of the program.

\*In addition, Trenholm reports that the program is slated to graduate 20 cohort students in December 2016.

Meeting Conditions:

**Northeast Alabama Community College (2016 Report)**

- Program: Associate in Applied Science and Certificate in Engineering Technology (CIP 15.0000)

Approved by Commission: December 2010

Proposed Implementation Date: August 2011

Actual Implementation Date: August 2011

Post-Implementation Conditions:

1. That the annual average new enrollment headcount for the first five years, beginning in 2011-12 will be at least 12, based on the proposal.
2. That the average number of graduates for the academic years 2012-13 through 2015-16 (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.

Associate in Applied Science and Certificate in Engineering Technology (CIP 15.0000)	Average New Enrollment Headcount 2011-12 through 2015-16	Average Number of Graduates, 2012-13 through and 2015-16	Percentage of Graduates Employed in The Field*
Required	12	8	75%
Reported	44	27	76%

\* An additional 8 percent were continuing their education.

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: Eighty-four percent of the graduates were successful in acquiring related employment or were continuing their education.

Condition 4: The assessment condition has been met. The assessment of learning outcomes were determined by a 2014 program review. Main strengths of the program were reported as including a strong engineering core with concentration courses and electives that utilize the latest technology and equipment, taught by professionals with industry experience. The program also reported on the student learning objectives and goals set forth in the program application and the evaluation of those goals. Finally, the program included actions and initiatives to be taken emphasizing continued ongoing improvement for students and for the community.

Meeting Conditions:

**University of Alabama at Birmingham (2016 Report)**

- Program: Master of Arts in Education: English as a Second Language (MAEd/ESL) (CIP 13.1401)

Approved by Commission: March 2011

Proposed Implementation Date: August 2011

Actual Implementation Date: August 2011

Post-Implementation Conditions:

1. That the annual average new enrollment headcount for the first five years, beginning in 2011-12 will be at least 28, based on the proposal.
2. That the average number of graduates for the academic years 2011-12 through 2015-16 (five year average) will be at least 23, 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.

Master of Arts in Education: English as a Second Language (CIP 13.1401)	Average New Enrollment Headcount 2011-12 through 2015-16	Average Number of Graduates, 2011-12 through and 2015-16	Percentage of Graduates Employed in The Field
Required	28	23	75%
Reported	58	47	93%

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: Ninety-three percent of the graduates were successful in acquiring related employment.

Condition 4: The assessment condition has been met. The assessment of student learning outcomes were determined by the following data sources: key course assessments, comprehensive examinations, and scores on the Praxis test in English to Speakers of Other Languages (ESOL). Over 95 percent of the MAEd/ESL students met the expectations for their key course assessments. Also, over 95 percent of the MAEd/ESL students passed the ESL comprehensive exam. And, in the Traditional and Alternative Tracks (i.e., students who are seeking teacher certification), at least 80 percent of graduates passed the ESOL Praxis by reaching or surpassing the cut score established by the Alabama State Department of Education.

Meeting Conditions:

**Jacksonville State University** [third report] (2016 Report)

- Program: Master of Science in Manufacturing Systems Technology (CIP 15.9999)

Approved by Commission: March 2005 [additional review periods granted June 2011 and June 2014]

Proposed Implementation Date: August 2007

Actual Implementation Date: August 2007 (on schedule)

Post-Implementation Condition [third report]:

1. That the annual average new enrollment headcount for the three years, beginning in 2013-14 will be at least 8, based on the proposal.
2. That the average number of graduates for the academic years 2013-14 and 2015-16 will be at least 6, based on the proposal.

Master of Science in Manufacturing Systems Technology (CIP 15.9999)	Average New Enrollment Headcount 2013-14 through 2015-16	Average Number of Graduates, 2013-14 through 2015-16
Required	8	6
Reported	9	6

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

Condition 2: The program did meet the graduation post-implementation requirement.

The program had previously met the post-implementation conditions for related employment and the submission of an overall assessment of the program.

The program states that it looks forward to working towards national accreditation and continued program growth.

Meeting Conditions:

**University of Alabama at Birmingham and the University of Alabama, [second report]**  
(2016 Report) – UA/UAB Shared Program

- Program: UA/UAB Shared Bachelor of Arts in African-American Studies (CIP 05.0201)

Approved by Commission: March 2009 [additional review period granted June 2015]

Proposed Implementation Date: August 2009

Actual Implementation Date: August 2009 (on schedule)

Post-Implementation Condition [second report]:

1. That the average number of graduates for the academic years 2014-15 and 2015-16 will be at least 8, based on the proposal.

UA/UAB Shared Bachelor of Arts in African-American Studies (CIP 05.0201)	Average Number of Graduates, 2014-15 through 2015-16
Required	8
Reported	9

Condition 1: The program did meet the graduation post-implementation requirement.

The program had previously met the post-implementation conditions for enrollment, related employment, and the submission of an overall assessment of the program.

Not Meeting Conditions:

**University of Alabama at Birmingham (2016 Report)**

- Program: Master of Arts in Education in Reading (CIP 13.1315)

Approved by Commission: March 2011

Proposed Implementation Date: August 2011

Actual Implementation Date: August 2011

Post-Implementation Conditions:

1. That the annual average new enrollment headcount for the first five years beginning in 2011-12 through 2015-16 will be at least 5.
2. That the annual average number of graduates for the Academic Years 2012-13 through 2015-16 (four-year average) will be at least 4.
3. That a follow-up survey will be conducted after the first five years that will show that at least 75 percent of the graduates were successful in acquiring related employment.
4. That information regarding an overall assessment of the program be provided, particularly as related to objectives and assessment measures stated in the proposal.

Master of Arts in Education in Reading (CIP 13.1315)	Average New Enrollment Headcount 2011-12 through 2015-16	Average Number of Graduates 2012-13 through 2015-16	Percentage of Graduates Employed in Field
Required	5	4	75%
Reported	5	3	100%

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

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

Condition 3: One-hundred percent of the graduates were successful in acquiring related employment.

Condition 4: Overall assessment of the program was provided and sufficient. The assessment of student learning outcomes were determined by the following data sources: high-stakes artifacts, reading internship requirements, a final portfolio review, and scores on the Alabama Educator Certification Testing Program (AECTP) Praxis II requirements for reading specialists. All students, 100 percent, have met the expectations for the high-stakes artifacts, the expectations for the reading internship requirements, the expectations for the final portfolio reviews, and all students, 100 percent, have passed the AECTP Praxis II on the first attempt.

Not Meeting Conditions:

**University of Alabama at Birmingham (2016 Report)**

- Program: Master of Science in Computer Forensics and Security Management (CIP 11.1003)

Approved by Commission: December 2010

Proposed Implementation Date: August 2011

Actual Implementation Date: August 2011

Post-Implementation Conditions:

1. That the annual average new enrollment headcount for the first five years beginning in 2011-12 through 2015-16 will be at least 18.
2. That the annual average number of graduates for the Academic Years 2011-12 through 2015-16 (five-year average) will be at least 8.
3. That a follow-up survey will be conducted after the first five years that will show that at least 75 percent of the graduates were successful in acquiring related employment.
4. That information regarding an overall assessment of the program be provided, particularly as related to objectives and assessment measures stated in the proposal.

Master of Science in Computer Forensics and Security Management (CIP 11.1003)	Average New Enrollment Headcount 2011-12 through 2015-16	Average Number of Graduates 2011-12 through 2015-16	Percentage of Graduates Employed in Field
Required	18	8	75%
Reported	18	4	82%

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

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

Condition 3: Eighty-two percent of the graduates were successful in acquiring related employment.

Condition 4: Overall assessment of the program was provided and sufficient. Learning outcomes focus on having mastered basic knowledge and skills in computer security, digital forensics, and cyber security risks assessment and management; having a firm grasp of critical knowledge and technical skills required for the security risk assessment, intrusion detection, protection of critical infrastructures including power grids, the Internet, health care systems, telecommunication systems and others; and being familiar with best industry and professional practices for solving real world digital forensic problems through the application of critical thinking and innovative techniques. The achievement of the outcomes was evaluated through a variety assessments embedded within coursework.



Not Meeting Conditions:

**University of Montevallo** (2016 Report)

- Program: Bachelor of Arts/Bachelor of Science in Interdisciplinary Studies (CIP 30.9999)

Approved by Commission: June 2011

Proposed Implementation Date: August 2011

Actual Implementation Date: August 2011

Post-Implementation Conditions:

1. That the annual average new enrollment headcount for the first five years beginning in 2011-12 through 2015-16 will be at least 8.
2. That the annual average number of graduates for the Academic Years 2013-14 through 2015-16 (three-year average) will be at least 8.
3. That a follow-up survey will be conducted after the first five years that will show that at least 75 percent of the graduates were successful in acquiring related employment.
4. That information regarding an overall assessment of the program be provided, particularly as related to objectives and assessment measures stated in the proposal.

Bachelor of Arts/Bachelor of Science in Interdisciplinary Studies (CIP 30.9999)	Average New Enrollment Headcount 2011-12 through 2015-16	Average Number of Graduates 2013-14 through 2015-16	Percentage of Graduates Employed in Field*
Required	8	8	75%
Reported	4	4	77%*

\*Or continuing education.

Condition 1: According to the report, the enrollment count benchmark was not met.

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

Condition 3: Seventy-seven percent of the graduates were successful in acquiring related employment (or continuing her/his education).

Condition 4: An overall assessment of the program was provided. All Interdisciplinary (IDS) students met the student learning outcomes: the IDS major will use the perspectives of two or more disciplines to analyze a contemporary issue or problem and the IDS Major will provide a creative solution to an issue or problem using the combined tools of two or more disciplines. Further, the mentor and IDS student explore the possibilities of careers and/or future academic opportunities at the onset of the process, and this content is included in the IDS major proposal.

Not Meeting Conditions:

**Lawson State Community College** (2016 Report)

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

Approved by Commission: December 2010

Proposed Implementation Date: August 2011

Actual Implementation Date: May 2012

Post-Implementation Conditions:

1. That the annual average new enrollment headcount for the first five years beginning in 2011-12 through 2015-16 will be at least 8.
2. That the annual average number of graduates for the Academic Years 2012-13 through 2015-16 (four year average) will be at least 14.
3. That a follow-up survey will be conducted after the first five years that will show that at least 75 percent of the graduates were successful in acquiring related employment.
4. That information regarding an overall assessment of the program be provided, particularly as related to objectives and assessment measures stated in the proposal.

Associate in Applied Science and Certificate in Automotive Manufacturing Technology (CIP 15.0613)	Average New Enrollment Headcount 2011-12 through 2015-16	Average Number of Graduates 2012-13 through 2015-16	Percentage of Graduates Employed in Field*
Required	8	14	75%
Reported	11	1*	100%

\* 1 AAS and 1 Certificate. (There were also two short term certificates.)

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

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

Condition 3: One-hundred percent of the graduates were successful in acquiring related employment.

Condition 4: Overall assessment of the program was provided and sufficient. As examples, the curricula include modern production systems, sensor technology, and lean manufacturing. The curriculum is reviewed bi-annually by external industry partners and stakeholders (the advisory committee). The program utilizes a system approach for study of overall functioning as well as for study of the subsystems (mechanical, electrical, and control) and the components of each subsystem.

Not Meeting Conditions:

**Jacksonville State University** (2016 Report)

- Program: Doctor of Science in Emergency Management (CIP 44.9999)

Approved by Commission: June 2010

Proposed Implementation Date: August 2011

Actual Implementation Date: August 2011

Post-Implementation Conditions:

1. That the annual average new enrollment headcount for the first five years, beginning in 2011-12 will be at least 11, based on the proposal.
2. That the average number of graduates for the academic years 2014-15 through 2015-16 (two 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.
4. That information regarding an overall assessment of the program will be provided, particularly as related to objectives and assessment measures stated in the proposal.
5. That the institution will submit an annual report over the first five years on the number of new students enrolled in the program and the state of residence of each new student.
6. That the annual report includes employment placement information for each graduate of the program.

Doctor of Science in Emergency Management (CIP 44.9999)	Average New Enrollment Headcount 2011-12 through 2015-16	Average Number of Graduates 2014-15 and 2015-16	Percentage of Graduates Employed in The Field
Required	11	4	75%
Reported	11	1	100%

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

Condition 2: The program did not meet the graduation post-implementation requirement. It should be noted that both (N = 2) graduates occurred during 2015-16.

Condition 3: One-hundred percent of the graduates were successful in acquiring related employment.

Condition 4: The assessment condition has been met. The attainment of this condition in relation to the program objectives and student learning outcomes has been demonstrated by evaluation

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of results on an integrative seminar assignment, written comprehensive exam, Institutional Review Board (IRB) training, and dissertation research, among other measures.

Condition 5: The program did meet the submission of an annual report (over the first five years) requirement on the number of new students enrolled in the program and the state of residence of each new student.

Condition 6: The program did meet the requirement that the annual reporting includes employment placement information for each graduate.

Not Meeting Conditions:

**Jacksonville State University**

- Program: Master of Fine Arts in Visual Communication and Design (CIP 50.0401)

Approved by Commission: March 12, 2010

Proposed Implementation Date: August 2011

Actual Implementation Date: August 2011

Post-Implementation Conditions:

- 1) That the annual average new enrollment headcount for 2011-12 through 2015-16 will be at least 10.
- 2) That the annual average number of graduates for the Academic Years 2013-14 through 2015-16 will be at least 6.
- 3) That information be provided regarding the progress of accreditation of the program by the National Association of Schools of Art and Design (NASAD).
- 4) That a follow-up survey will be conducted after the first five years that will show that at least 75 percent of the graduates were successful in acquiring related employment.
- 5) That information regarding an overall assessment of the program be provided, particularly as related to objectives and assessment measures stated in the proposal.

Master of Fine Arts in Visual Communication and Design (CIP 50.0401)	Average New Enrollment Headcount 2011-12 through 2015-16	Average Number of Graduates 2013-14 through 2015-16	Percentage of Graduates Employed in Field
Required	10	6	75%
Reported	4	2	100%

Condition 1: According to the report, the enrollment count benchmark was not met. JSU requests a new enrollment figure of 5, revised from 10.

Condition 2: According to the report, the program did not meet the graduation post-implementation requirement. JSU requests a new graduation figure of 4, revised from to 6.

Condition 3: This condition has been met. The accrediting body, The National Association of Schools of Art and Design (NASAD), conducted a site visit for JSU Department of Art's MFA for Final Listing for Approval, and initial accreditation, in Spring 2016. The reviewers' report found that the MFA is in compliance with NASAD standards and regulations.

Condition 4: One-hundred percent of the graduates have secured employment upon graduation.

Condition 5: The program has met the objectives and assessment measures as stated in the proposal. The MFA in Visual Communication and Design at JSU utilizes a variety of multiple measures and triangulation of those assessment measures. JSU asserts that the aggregate of assessments utilized strongly supports that the program is meeting its objectives and students are achieving requisite competencies.

The MFA in Visual Communication and Design at Jacksonville State University uses the following assessment tools: NASAD reviews, Admissions Portfolio Review, Coursework and Advising, Semester Reviews, Mid-point/Candidacy Reviews, Thesis (paper, project, show, defense) Student Course Evaluations, JSU Graduate Student Exit Survey, and, Alumni Survey.

Not Meeting Conditions:

**Chattahoochee Valley Community College (2016 Report)**

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

Approved by Commission: June 2011

Proposed Implementation Date: August 2011

Actual Implementation Date: August 2011

Post-Implementation Conditions:

1. That the annual average new enrollment headcount for the first five years, beginning in 2011-12 will be at least 11, based on the proposal.
2. That the average number of graduates for the academic years 2012-12 through 2015-16 (four year average) will be at least 23, 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.

Associate in Applied Science and Certificate in Applied Technology (CIP 15.0613)	Average New Enrollment Headcount 2011-12 through 2015-16	Average Number of Graduates, 2012-13 through and 2015-16	Percentage of Graduates Employed in The Field
Required	11	23	75%
Reported	27	17	82%

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

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

Condition 3: Eighty-two percent of the graduates were successful in acquiring related employment.

Condition 4: The assessment condition has been met. Each academic program has identified expected outcomes (Program and Student Learning). The Unit Plans for each program provide a 3-year comparison allowing for the monitoring of assessment, use of results for improvements, actions taken for improvement, and budget needs. Surveys, institutional research, annual reports, and external reports from colleges and universities provided feedback to the program areas. Areas not performing or with comments for improvement were reviewed by department and division chairs. Action plans were developed to make improvements.

**INFORMATION ITEM 12:** 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.

**Calhoun Community College**

<u>Field of Study</u>	<u>CIP Code</u>
Computer Graphics w/emp	50.0401

**Chattahoochee Valley Community College**

<u>Field of Study</u>	<u>CIP Code</u>
Child Development w/emp	19.0708

**Central Alabama Community College**

<u>Field of Study</u>	<u>CIP Code</u>
Cosmetology w/emp	12.0401

**Jefferson State Community College**

<u>Field of Study</u>	<u>CIP Code</u>
Welding w/emp	48.0508

**Wallace State Community College (Dothan)**

<u>Field of Study</u>	<u>CIP Code</u>
Cosmetology w/emp	12.0401

**Wallace State Community College (Hanceville)**

<u>Field of Study</u>	<u>CIP Code</u>
Industrial Electronics Technology w/emp	47.0105

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 13:** 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.

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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.

Chattahoochee Valley Community College 43.9999 Homeland Security, C

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	14.1901	Mechanical Engineering, MS/ <del>MEE</del>
	01.0303	<del>Fisheries and Allied Aquacultures, BS</del> <u>Fisheries, Aquaculture, &amp; Aquatic Sciences</u>
	52.0901	<del>Hotel and Restaurant Management, BS</del> <u>Hospitality Management</u>
Bishop State Comm. College	<del>19.0505</del> 12.0503	<del>Commercial Food Service, AAS, C</del> <u>Culinary Arts</u>
University of Alabama	<del>51.3104</del> <u>19.0504</u>	Food and Nutrition, BSHES
University of North Alabama	13.1206	Teacher Education, Multiple Levels <del>N-12</del> , BSEd, MAEd <u>Teacher Education, Multiple Levels</u>

C. Programs Placed on Inactive Status

INFORMATION ITEM 14: 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:

Alabama State University

Undergraduate Certificate in Media Account Executive

The proposed certificate requires one semester and will consist of 6 credit hours. It is intended to be offered only during the summer semester. This highly specialized certificate is aimed at full-time executives and others, such as recent college graduates or undergraduate students in other academic disciplines who might be interested in media sales as a future career.

Graduate Certificate in Applied Social Science

The certificate will consist of three courses (9 semester hours), and is designed for those who wish to pursue further graduate work in the social sciences and for individuals seeking to complete the graduate certificate. The certificate program proposes three main areas of concentration: Family, Gerontology, and Community Health and Policy, with specializations in Family and Community Violence, Gerontology, and Community Health. The certificate is intended to introduce new knowledge and provide graduates with interdisciplinary skills that expand employment opportunities, making them employable with interdisciplinary skills that expand employment opportunities.

University of Alabama

Undergraduate Certificate in Rural Community Health

Consisting of 15 credit hours, the proposed certificate will prepare individuals for leadership positions dealing with rural community health issues as health care providers. After completing the certificate program,

students will be able to: (1) Identify rural public health problems and solutions; (2) Analyze data related to rural health issues; (3) Design an epidemiological study and analyze results; (4) Understand health policy and planning at the state and national level; and (5) Develop leadership skills relevant to rural populations.

University of Alabama at Birmingham

Undergraduate Certificate in Accounting

The proposed certificate will require the completion of 24 credit hours (8 courses) with a grade of 2.0 or better for each course. The objective of the certificate in Accounting is to recognize post-graduate students who successfully complete a rigorous program of undergraduate accounting courses that are required for admission to UAB's Master of Accounting degree. These students have an undergraduate degree in a different field, but are interested in a career change to accounting.

University of Alabama in Huntsville

Graduate Certificate in Business Analytics

Consisting of 18 semester hours, the main goal of the proposed certificate in Business Analytics is to serve the working professionals who are interested in developing and/or enhancing their knowledge and skills in Business Analytics without the need for pursuing a MS degree. The goals of the certificate are: (1) Interface with business professionals, translating business problems into analytical problems when appropriate; (2) Apply analytical methods to solve business problems; and (3) Translate analytical solutions into recommendations for management.

Graduate Certificate in Human Resource Management

The proposed certificate will consist of 18 credit hours and is designed to serve working professionals that are interested in business management with a specific focus on Human Resource Management. Goals of the graduate certificate are to: (a) Use their knowledge of employee and labor relations, employment law, strategy, compensation, benefits, training, development, staffing, and workforce planning; (b) Understand how human resources can be a strategic partner in the formulation and implementation of an organization's corporate strategy; and (c) Use analytical methods to solve problems.

University of North Alabama

Baccalaureate Certificate in Sport and Entertainment Management

The proposed certificate consists of 21 hours and will allow undergraduate students to combine the fields of sport management and entertainment management to develop skills necessary to qualify for employment in a wide array of sport and entertainment settings. Many live venues, such as arenas, auditoriums and city facilities, offer both sport and entertainment events and resident constituency organizations. As part of the certificate curriculum, students have an opportunity to complete an approved internship in a specific area of their related choice. Through the internship requirement, students will gain valuable experience while working in a professional setting.

University of West Alabama

Graduate Certificate in Online Teaching

The certificate in Online Teaching requires the completion of 12 semester hours (4 courses) that will provide a means for students to improve their knowledge of online teaching without having to complete an entire degree. The certificate program is designed to prepare candidates to plan, design, and deliver instruction in online environments. Admission to the certificate program will require a baccalaureate degree.

Graduate Certificate in Learning, Design & Technology

The certificate in Learning, Design, and Technology consists of 12 semester hours (4 courses) designed to assist students in improving their knowledge of course design, pedagogy and technology tools used in instruction. Students can increase their knowledge without having to complete an entire degree. Admission to the certificate program will require a baccalaureate degree.

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 15:** 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 institutions have reported plans to implement the distance education programs listed.

University of Alabama at Birmingham:  
Nutrition Sciences, MS – CIP 51.3102  
General Studies, BGS – CIP 24.0102  
Interdisciplinary Engineering, PhD – CIP 14.9999  
Criminal Justice, BS – CIP 43.0199

Troy University  
Secondary Education, MS – CIP 13.1205

Supporting Documentation:

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