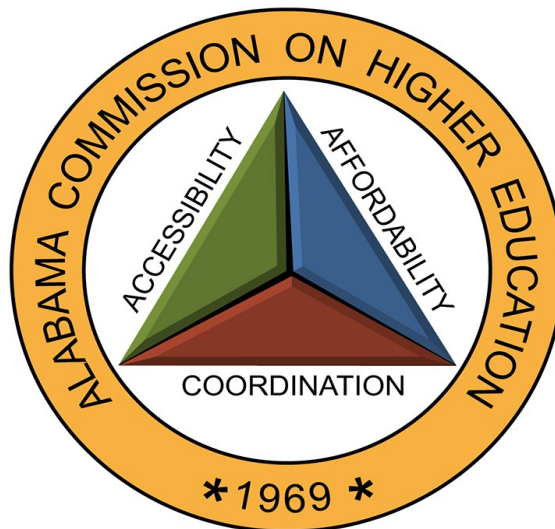


Alabama Commission on Higher Education  
RSA Union Building, 100 North Union Street, Room 782  
Montgomery, Alabama 36104  
Office: 334-242-1998  
Fax: 334-242-0268  
Website: [www.ache.alabama.gov](http://www.ache.alabama.gov)

# COMMISSION MEETING

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

June 8, 2018  
10:00 a.m.



# Alabama Commission on Higher Education 2018 Committees

## Executive Committee

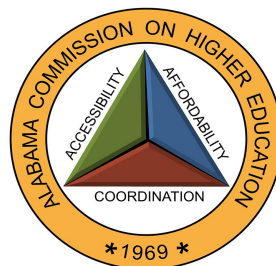
*Charles Ball, Chairman*  
*Randle McKinney, Vice-Chairman*  
*Charles E. Sanders*

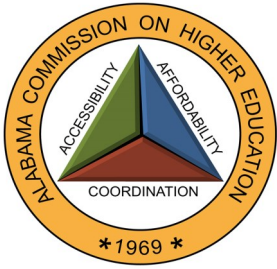
## Instructional Affairs Committee

*Charles E. Sanders, Chairman*  
*Karen Calametti*  
*Stan R. Pylant*  
*Miranda Bouldin Frost*

## Finance Committee

*Patricia McGriff, Chairman*  
*Charles Buntin*  
*Amy Price*  
*Timothy Gyan*





# AGENDA

## ALABAMA COMMISSION ON HIGHER EDUCATION

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

June 8, 2018  
10:00 a.m.

- I. **Call to Order / Pledge of Allegiance**
- II. **Roll Call of Members and Determination of Quorum**
- III. **Approval of Agenda**
- IV. **Consideration of Minutes of March 9, 2018** ..... 1
- V. **Chairman’s Report**  
*Commissioner Charles Ball*
- VI. **Executive Director’s Report**  
*Dr. Jim Purcell*
- VII. **Decision Items**
  - A. **Preliminary Approval of Amendments to the Administrative Procedures for Chapter 300-1-1: Organization of the Alabama Commission on Higher Education** ..... 8  
*Staff Presenter: Mr. Tim Vick*
  - B. **Preliminary Approval to Repeal the Administrative Procedures for the State of Alabama Chiropractic Scholarship Program for Chapter 300-4-6** ..... 22  
*Staff Presenter: Mr. Tim Vick*
  - C. **Preliminary Approval of Administrative Procedures for the Alabama Math and Science Teacher Education Program – Loan Repayment Program for Chapter 300-4-12** ..... 37  
*Staff Presenter: Mr. Tim Vick*
  - D. **Preliminary Approval of Amendments to the Administrative Procedures for Fiscal and Information Systems for Chapter 300-2-3** ..... 44  
*Staff Presenter: Mr. Tim Vick*
  - E. **Preliminary Approval of Amendments to the Administrative Procedures for Education Assistance Programs (Academic Common Market and SREB Contract Programs) for Chapter 300-2-4** ..... 63  
*Staff Presenter: Dr. Paul Mohr, Sr.*
  - F. **Academic Programs**

### ALABAMA COMMUNITY COLLEGE SYSTEM (ACCS)

#### LURLEEN B. WALLACE COMMUNITY COLLEGE

- 1. Associate in Applied Science in Physical Therapy Assistant (CIP 51.0806) ..... 71  
*Staff Presenter: Ms. Margaret Pearson*

#### TRENHOLM STATE COMMUNITY COLLEGE

- 1. Associate in Applied Science and Certificate in Business Administration (CIP 52.0201) ..... 77  
*Staff Presenter: Ms. Margaret Pearson*

## FOUR-YEAR INSTITUTIONS

### AUBURN UNIVERSITY

1. Alteration of the PhD in Applied Economics (CIP 52.0601) ..... 83  
*Staff Presenter: Dr. Lenny Lock*
2. Alteration of the PhD in Public Administration and Public Policy (CIP 44.0401) ..... 84  
*Staff Presenter: Dr. Lenny Lock*

### TROY UNIVERSITY

1. Bachelor of Science in Health Promotion (CIP 51.0001) ..... 85  
*Staff Presenter: Ms. Margaret Pearson*
2. Bachelor of Arts/Bachelor of Science in Cyber Security (CIP 11.0101) ..... 93  
*Staff Presenter: Ms. Margaret Pearson*

### UNIVERSITY OF ALABAMA (UA)

1. Master of Fine Arts in Dance (CIP 50.0301) ..... 100  
*Staff Presenter: Dr. Lenny Lock*
2. Master of Science in Human Development and Family Studies (CIP 19.0701) ..... 112  
*Staff Presenter: Dr. Lenny Lock*
3. Alteration of the PhD in Educational Administration (CIP 13.0401) ..... 131  
*Staff Presenter: Dr. Lenny Lock*
4. University of Alabama and University of Alabama in Huntsville Joint Doctor of Philosophy  
in Nursing Science (CIP 51.3808) ..... 132  
*Staff Presenter: Dr. Lenny Lock*

### UNIVERSITY OF ALABAMA AT BIRMINGHAM (UAB)

1. Master of Science in Engineering Management (CIP 14.9999) ..... 149  
*Staff Presenter: Dr. Lenny Lock*
2. Alteration of the Joint EdD in Educational Administration at UA and UAB (CIP 13.0401) ..... 163  
*Staff Presenter: Dr. Lenny Lock*

### UNIVERSITY OF NORTH ALABAMA (UNA)

1. Master of Accountancy in Accountancy (CIP 52.0301) ..... 164  
*Staff Presenter: Dr. Lenny Lock*

### UNIVERSITY OF SOUTH ALABAMA (USA)

1. Master of Science in Physical Therapy (CIP 51.2308) ..... 179  
*Staff Presenter: Dr. Lenny Lock*

### UNIVERSITY OF WEST ALABAMA (UWA)

1. Bachelor of Arts in Music (CIP 50.0901) ..... 191  
*Staff Presenter: Ms. Margaret Pearson*

**G. Request to Amend Post-Implementation Conditions: Troy University, Bachelor of Fine Arts in Dance (CIP 50.0301) ..... 204**

**H. Information Items**

1. University of North Alabama, Implementation of a Dual Degree Program: MBA in Business Administration and MS in Family Studies ..... 208  
*Staff Presenter: Dr. Lenny Lock*

2. University of South Alabama, Addition of Class B Certification in Health (6-12) and Physical Education (P-12) (CIP 13.1314) ..... 210  
*Staff Presenter: Dr. Lenny Lock*

3. University of Alabama at Birmingham, Addition of EdS Certification in Teaching English to Speakers of Other Languages (CIP 13.1401) ..... 211  
*Staff Presenter: Dr. Lenny Lock*

4. University of Alabama, Implementation of a Dual Degree Program: Master of Business Administration and Master of Science in Aerospace Engineering and Mechanics ..... 212  
*Staff Presenter: Dr. Lenny Lock*

5. Implementation of Approved Programs ..... 215  
*Staff Presenter: Dr. Lenny Lock*

6. Summary of Post Implementation Reports ..... 218  
*Staff Presenter: Dr. Lenny Lock*

7. Implementation of New Short Certificate Programs (Less than 30 Semester Hours) ..... 222  
*Staff Presenter: Ms. Margaret Pearson*

8. Changes to the Academic Program Inventory ..... 225  
*Staff Presenter: Ms. Margaret Pearson*

9. Implementation of Non-Degree Programs at Senior Institutions ..... 227  
*Staff Presenter: Ms. Margaret Pearson*

10. Change in the Name and Establishment of Centers and Departments ..... 230  
*Staff Presenter: Dr. Lenny Lock*

11. Extensions/Alterations to Existing Programs of Instruction ..... 232  
*Staff Presenter: Dr. Lenny Lock*

**VIII. Adjournment**

# ALABAMA COMMISSION ON HIGHER EDUCATION

## MINUTES OF MEETING

March 9, 2018

### I. Call to Order

The Alabama Commission on Higher Education met in regular session on Friday, March 9, 2018 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.

Commissioner Ball said a prayer and asked the audience to recite the Pledge of Allegiance.

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

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

### III. Approval of Agenda

RESOLVED: Commissioner Pylant moved to approve the agenda with the following amendments:

1. The date on the printed Agenda should read March 9th instead of March 8th.
2. Addition of a Decision Item to add Forever Wild Nominee for the central district appointment.  
Dr. Douglas Watson, Associate Chair, Dept. of Biology, UAB will replace Dr. Jason Bond from Auburn University, who is resigning.
3. Information Item #1 is amended to include a date change.
4. Information Item #5 is amended to add an additional non-degree program.

The amended agenda items were distributed to the Commissioners.

Commissioner Price seconded. Motion carried. The agenda was approved as amended.

### IV. Consideration of Minutes of December 8, 2017

RESOLVED: Commissioner Sanders moved for approval of the December 8, 2017 minutes. Commissioner Pylant seconded. Motion carried. The minutes were approved.

### V. Chairman's Report

There was no report.

### VI. Executive Director's Report

Dr. Purcell reported that staff has initiated corrective actions for addressing three findings of the recent audit by the Examiners of Public Accounts.

He reminded Commissioners of calendar events that they have been invited to participate in: Governance Institute for Student Success (April 9-10, 2018) and Complete College America Kickoff Event (April 27, 2018). Alabama Ethics Commission forms are due (April 30, 2018).

He then gave a power point presentation with updates on the following issues:

- ◆ Education Trust Fund Budget
- ◆ Math and Science Teacher Education Programs
- ◆ FAFSA Completion Project
- ◆ Open Education Resources Workshops
- ◆ MIT Technology Review
- ◆ Strategic Plan Priorities
- ◆ State Report Card

A copy of the presentation is attached or can be found on the Commission's website at [www.ache.alabama.gov](http://www.ache.alabama.gov).

## **VII. Discussion Item**

### **A. Fall Enrollment Trends Report, 2013-2017**

Ms. Subrena Simpkins gave a power point presentation on data trends. Her report included data on the following:

- ◆ High School Graduation
- ◆ Remedial English and Math
- ◆ Alabama Fall Enrollment Trends 2013-2017
- ◆ College Graduation Completion 2016-2017
- ◆ IPEDS Completions 2013-2017

A copy of the presentation is attached or can be found on the Commission's website at [www.ache.alabama.gov](http://www.ache.alabama.gov).

## **VIII. Decision Items**

### **A. Administrative Code: Proposed Amendment to Program Review Chapter 300-2-1.02**

Dr. Elizabeth French presented the staff recommendation to the Commission with a recommendation for approval.

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

### **B. Final Approval of Procedural Changes Regarding Post-Implementation Conditions Review**

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

RESOLVED: Commissioner McKinney moved to accept the staff recommendation for approval. Commissioner Pylant seconded. Motion carried.

**C. Academic Programs**

**ALABAMA COMMUNITY COLLEGE SYSTEM (ACCS)**

**CALHOUN COMMUNITY COLLEGE**

1. Associate in Applied Science in Dental Hygiene (CIP 51.0602)

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

RESOLVED: Commissioner Frost moved to accept the staff recommendation for approval. Commissioner Crow seconded. Motion carried.

**ENTERPRISE STATE COMMUNITY COLLEGE**

1. Associate in Applied Science and Certificate in Medical Assistant Technology (CIP 51.0801)

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

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

**SHELTON STATE COMMUNITY COLLEGE**

1. Associate in Applied Science in Welding (CIP 48.0508)

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

RESOLVED: Commissioner Crow moved to accept the staff recommendation for approval. Commissioner Pylant seconded. Motion carried.

2. Associate in Applied Science and Certificate in Computer Science Technology (CIP 11.0101)

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

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

**FOUR-YEAR INSTITUTIONS**

**AUBURN UNIVERSITY**

1. Bachelor of Science in Sustainable Biomaterials and Packaging (CIP 03.0599)

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

RESOLVED: Commissioner Frost moved to accept the staff recommendation for approval. Commissioner Gyan seconded. Motion carried.



**AUBURN UNIVERSITY (Cont'd)**

2. Bachelor of Science in Neuroscience (CIP 26.1501)

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

RESOLVED: Commissioner Pylant moved to accept the staff recommendation for approval. Commissioner Buntin seconded. Motion carried.

3. Bachelor of Arts in Law and Justice (CIP 22.0000)

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

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

4. Bachelor of Computer Engineering in Computer Engineering (CIP 14.0901)

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

RESOLVED: Commissioner Frost moved to accept the staff recommendation for approval. Commissioner Buntin seconded. Motion carried.

5. Master of Engineering in General Engineering (CIP 14.0101)

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

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

6. Master of Science in Cybersecurity Engineering (MSCE) in Cybersecurity Engineering (CIP 11.1003)

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

RESOLVED: Commissioner McKinney moved to accept the staff recommendation for approval. Commissioner Frost seconded. Motion carried.

7. Doctor of Philosophy in Earth System Science (CIP 40.0699)

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

RESOLVED: Commissioner Pylant moved to accept the staff recommendation for approval. Commissioner Gyan seconded. Motion carried.

**AUBURN UNIVERSITY AT MONTGOMERY (AUM)**

1. Master of Science in Computer Science (CIP 11.0701)

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

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

**TROY UNIVERSITY**

1. Action on Troy University's Request to Extend the AA and AS in General Education (Montgomery Campus) CIP 24.0199 to the Troy Campus

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

RESOLVED: Commissioner Pylant moved to accept the staff recommendation for approval. Commissioner Frost seconded. Motion carried.

**UNIVERSITY OF ALABAMA (UA)**

1. Bachelor of Science in Addiction and Recovery (CIP 19.0707)

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

RESOLVED: Commissioner Pylant moved to accept the staff recommendation for approval. Commissioner Crow seconded. Motion carried.

**UNIVERSITY OF ALABAMA AT BIRMINGHAM (UAB)**

1. Bachelor of Science in Bioinformatics (CIP 26.1103)

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

RESOLVED: Commissioner Frost moved to accept the staff recommendation for approval. Commissioner Buntin seconded. Motion carried.

2. Master of Science in Anatomical Sciences Education (CIP 26.0403)

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

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

### **UNIVERSITY OF ALABAMA AT BIRMINGHAM (UAB) (Cont'd)**

3. Master of Science in Data Science (CIP 11.0401)

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

RESOLVED: Commissioner McKinney moved to accept the staff recommendation for approval. Commissioner Frost seconded. Motion carried.

4. Master of Science in Clinical Pathologist Assistant (CIP 51.1099)

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

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

### **UNIVERSITY OF ALABAMA IN HUNTSVILLE (UAH)**

1. Bachelor of Science in Sport and Fitness Management (CIP 31.0504)

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

RESOLVED: Commissioner Frost moved to accept the staff recommendation for approval. Commissioner Price seconded. Motion carried.

2. Master of Arts in Teaching-Elementary Education (CIP 13.1202)

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

RESOLVED: Commissioner Gyan moved to accept the staff recommendation for approval. Commissioner Buntin seconded. Motion carried.

3. Master of Science in Applied Behavior Analysis (CIP 42.2814)

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

RESOLVED: Commissioner Frost moved to accept the staff recommendation for approval. Commissioner McKinney seconded. Motion carried.

### **UNIVERSITY OF WEST ALABAMA (UWA)**

1. Master of Arts in Integrated Marketing Communications (CIP 09.0199)

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

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

**Forever Wild Nominee**

This decision item was added and the official agenda was amended. Ms. Margaret Gunter presented the staff recommendation to replace Dr. Jason Bond-Auburn University with Dr. Douglas Watson, Associate Chair, Department of Biology, University of Alabama at Birmingham as the central district nominee for the Forever Wild Board.

RESOLVED: Commissioner Buntin moved to accept the staff recommendation for the Forever Wild Board nominee. Commissioner Crow seconded. Motion carried.

**D. Information Items**

Information Items 1 and 5 were amended and distributed to Commissioners.

RESOLVED: Commissioner Sanders moved that the Commission accept Information Items 1 through 7 as amended. McKinney seconded. Motion carried.

1. Implementation of Approved Programs
2. Summary of Post Implementation Reports
3. Implementation of New Short Certificate Programs (Less than 30 Semester Hours)
4. Changes to the Academic Program Inventory
5. Implementation of Non-Degree Programs at Senior Institutions
6. Implementation of a Distance Education Program
7. Extensions/Alterations to Existing Programs of Instruction

**IX. Adjournment**

The meeting was adjourned at 11:25 a.m. The next meeting of the Commission is scheduled for June 8, 2018.

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

Sworn to and subscribed before  
me this the \_\_\_\_ day of \_\_\_\_\_  
2018.

\_\_\_\_\_  
Jim Purcell, Executive Director

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

DECISION ITEM A: Preliminary Approval of Amendments to the Administrative Procedures for Chapter 300-1-1: Organization of the Alabama Commission on Higher Education

Staff Presenter: Tim Vick  
Director of Operations and Fiscal Services

Staff Recommendation: That the Commission preliminarily approve the proposed amendments related to Chapter 300-1-1 of the administrative procedures entitled, Organization.

Background: The Code of Alabama, 1975, Section 16-5-10(10) authorizes the Alabama Commission on Higher Education to make rules and regulations for its meetings, procedures and execution of the powers and duties delegated to it.

The reasons for the proposed amendments to these administrative procedures are described below and shown in Attachment 1. Old language is struck-through and new language is underlined.

The purpose of these amendments are to eliminate outdated language and to streamline the administrative procedures per Code of Alabama, 1975, Section 41-22-5.2.

Supporting Documentation: Proposed amendments to Chapters 300-1-1 of the Alabama Administrative Code (attached).

Attachment 1

ALABAMA COMMISSION ON HIGHER EDUCATION  
ADMINISTRATIVE CODE  
CHAPTER 300-1-1  
ORGANIZATION  
TABLE OF CONTENTS

300-1-1-.01 Goals And Responsibilities  
300-1-1-.02 Commission Membership And Tenure  
300-1-1-.03 Commission Organization  
300-1-1-.04 Commission Meetings  
300-1-1-.05 Executive Director  
300-1-1-.06 Staff  
300-1-1-.01 Goals And Responsibilities.

(1) The Alabama Commission on Higher Education was created by Alabama law, Act No. 14, Special Session, 1969, and reenacted by Act 461, Regular Session, 1979, to ensure that the state's system of higher education would provide the citizens of Alabama with the highest possible quality of collegiate and university education.

(2) As the statewide coordinating board for postsecondary education, the Commission works with all public institutions. The powers and duties of the Commission shall apply equally to all postsecondary institutions regardless of any authority that may be, or has been, conferred upon them by the Constitution or by statutes.

(3) The Commission is vested with the authority to carry out and enforce the provisions of Code of Ala. 1975, §§16-5-1 through 16-5-15 and to promulgate policies and procedures consistent with carrying out the required statutory functions.

(3 4) Major functions of the Commission include:

(a) Planning. The Commission shall be responsible for statewide long-range planning for postsecondary education in Alabama. Such planning shall be the result of continuous study, analysis and evaluation. Plans will include the establishment of statewide objectives and priorities with methods and guidelines for achieving them (Refer to Chapter 300-2-2).

(b) Establishing and Maintaining a State University and College Information System. The Commission, after affording a full opportunity to the public institutions of higher education to be heard, shall design and establish a state university and college information system to provide comprehensive, meaningful

and timely information pertinent to the formulation of decisions and recommendations by the Commission (Refer to Chapter 300-2-3).

~~1. The information submitted by the public institutions of higher education shall be in comparable terms and the reports developed through the system shall conform to the procedures established by the Commission.~~

~~2. The Commission shall be the state coordinating agency for all data collection requirements of the federal government which require state level coordination related to postsecondary education.~~

~~3. The Commission will make every effort to minimize the reporting burden on the institutions by using the existing reports of the federal government.~~

~~4. The Commission shall establish an advisory committee comprised of, but not limited to, representatives of the public institutions of higher education to assure that the expertise and concerns of the institutions, both individually and collectively, shall be provided to the Commission.~~

(c) Reviewing Units or Programs of Instruction, Research or Public Service. The Commission on Higher Education is authorized to review periodically all new and existing programs and units of instruction, research and public service funded by state appropriations at the state universities and colleges and to share with the appropriate governing board, through the president of the institutions, and state legislature, its recommendations (Refer to Chapter 300-2-1).

~~1. The Commission shall seek through the use of advisory committees to study needless duplication of education, research or service programs and programs which are not adequately provided in the state, and shall make findings and recommendations to the institutions, the governor and the legislature that would strengthen the total program of higher education in the state.~~

~~2. The governing boards of public institutions of higher education in this state and the campuses under their governance or supervision shall not hereafter undertake the establishment of any 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. No state funds shall be expended by any public institution on any new unit or program of instruction which has not been approved by the Commission.~~

ALABAMA COMMISSION ON HIGHER EDUCATION  
June 8, 2018

~~(i) Procedures for submitting program proposals for review are outlined in Chapter 300-2-1.~~

~~3. Any program proposal transmitted by the chief executive officer of the institution or system which does not receive final action by the Commission within ten months of submission shall be considered approved.~~

4 1. The Commission shall have the authority to authorize and regulate off-campus offerings, new or existing (Refer to Rule 300-2-1-.05).

~~5. Nothing in this action shall be construed to prohibit any institution of higher education in this state from seeking and securing by separate bill the approval of the legislature for any new unit or program of instruction, research, or public service denied approval by the Commission, in which case the action of the legislature, when approved by the governor or otherwise upon becoming law, is final.~~

(d) Reviewing Budget Proposals and Making Recommendations. The governing boards of the public institutions of higher education shall submit to the Commission through their appropriate administrative officers, not later than ninety days prior to each legislative session, its budget proposals for the operation and capital needs of the institutions under its governance or supervision (Refer to Chapter 300-2-3).

(e) Coordinating and Administering State and Federal Student Financial Aid Programs (Refer to Chapter 300-4-1, et seq.).

(f) Additional Powers and Duties of the Commission. The Commission shall also exercise the following powers and duties:

1. To cause to be made such surveys and evaluations of higher education as are believed necessary for the purpose of providing appropriate information to carry out its powers and duties.

2. To recommend to the Legislature of Alabama the enactment of such legislation as it deems necessary or desirable to ensure the highest quality of higher education in this state taking into consideration the orderly development and maintenance of the state system of public higher education to meet trends in population and the change in social and technical requirements of the economy.

3. To advise and counsel the governor, at his or her



request, regarding any area of, or matter pertaining to, postsecondary education.

4. To establish definitions of a junior college, a community college, a technical college or institute, a senior college, a university and university system; provided that nothing herein shall be construed as authorizing the Commission to establish or create any university system, nor to alter any university system presently existing.

5. To develop and publish criteria which may be used by the legislature as a basis for:

(i) changing the classification of any public institution of higher education.

(ii) determining the need for new public junior colleges, public senior colleges, universities or university systems. Any proposed statute which would establish an additional institution of higher education may be submitted, either prior to introduction or by the standing Committee considering same to the Commission for its opinion as to the need for the state therefore, and the Commission shall report its findings to the governor and the legislature.

6. To cause studies to be made for the purpose of classifying and prescribing the role and scope for each public institution of higher education in Alabama and to recommend such changes in classification or role and scope for such institutions as it deems necessary and which may be agreed to by the governing board of the said institution.

~~(i) In making studies and recommendations for the purpose of classifying and prescribing the role and scope of institutions, the Commission shall do so without regard for race and traditional role of the institution, provided, however, that in the absence of compelling reasons to the contrary the Commission shall give priority to institutions having seniority in years of operation in the service area.~~

~~(ii) When making recommendations for the elimination of duplication of educationally unnecessary programs, absent justifiable reasons to the contrary, the Commission shall recommend the replacement of such programs and/or services with programs and/or services that will strengthen and enhance the role of the institution affected.~~

7. To hear applications from the institutions for changes in classification or role and scope and to recommend to

the legislature for clarification such classifications in role or scope which may not be agreed to by the governing board of any institution.

8. To make continuing studies, on its own initiative or upon the request of the governor or the legislature, of the financial needs of public higher education and issue such reports to the governor and the legislature as may result from its studies.

9. To submit to the governor and the legislature on or before the first day in January of each year a written report covering the activities of the Commission and the state of higher education in Alabama. ~~The report shall include:~~

~~(i) statements of the nature, progress or result of any studies undertaken or completed during the past fiscal year.~~

~~(ii) comments upon major developments, trends, new policies, budgets, and financial considerations which, in the judgment of the Commission, will be useful in planning a sound program on higher education.~~

~~(iii) recommendations respecting postsecondary education in this state as may be appropriate.~~

10. To make rules and regulations for its meetings, procedures, and execution of the powers and duties delegated to it by this Act.

11. To encourage the establishment and development of formal consortia for the advancement of higher education comprised of institutions of higher education in this state.

12. To conduct a program of public information in order to inform citizens of the matters of importance to higher education in Alabama.

13. To serve as the state agency for the administration of those Titles of the Higher Education Act of 1965 (P.L. 89-329) as amended for those programs requiring a single state agency for which the Commission qualifies unless otherwise designated by executive order.

14. To authorize and regulate instructional programs or units offered by non-Alabama institutions of postsecondary education in the state of Alabama. ~~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 rule-making authority shall establish criteria for the approval of such institutions and programs (Refer to Rule 300-2-1-.02).~~

15. To serve as the state agency responsible for the administration of those functions under the Southern Regional Compact for Education (Act 227, HJR 42, 1949; Act 40 HJR 21, 1955) and those functions in Section 16-3-32 through 16-3-35, Code of Ala. 1975, heretofore, assigned to the State Board of Education with funds that may be appropriated to it by the legislature for that purpose (Refer to Chapter 300-2-4).

16. To analyze and evaluate on a continuing basis the present and future needs for instruction, research, and public service in postsecondary education in the state, including facilities, and assess the present and future capabilities. In order to facilitate such analysis and evaluation, the Commission will consult with the agencies and institutions concerned with higher education in this state and may use advisory groups and consultants, as deemed desirable.

~~(i) One such advisory committee shall be the Council of Presidents, consisting of the president of each public four-year institution of higher education, the Chancellor of the Alabama Department of Postsecondary Education, and the presidents of three public two-year institutions of higher education, to be selected by the Chancellor of the Alabama Department of Postsecondary Education.~~

**Author:** William O. Blow; Timothy W. Vick

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

**History:** Filed September 30, 1982. **Amended:** Filed

December 12, 1989. **Ed. Note:** Previous Rule No. 300-1-1-.07 entitled "Commission Evaluation" incorporated into this rule by this amendment.

**300-1-1-.02 Commission Membership And Tenure.**

(1) The Commission consists of 12 members, 10 appointed by the governor, one by the lieutenant governor, and one by the speaker of the house of representatives. All proposed members must be confirmed by the senate.

(a) One person shall be appointed from each United States Congressional District in Alabama, and shall reside or maintain an office or place of business within the congressional district from which he or she is appointed.

(b) The remaining members shall be appointed from the

state at large with no more than two of the total twelve members being from the same congressional district.

(c) Each commissioner shall be a citizen of the state.

(d) Commissioners shall be appointed, as far as may be practicable, based on their interest in higher education.

(e) Appointees shall be selected without regard to political affiliation and shall be of a nature as to aid the work of the Commission and to inspire the highest degree of cooperation and confidence.

(f) No member of the Commission shall be on the governing boards, be employed by or directly connected with any institution of higher education in the state, the State Department of Education, or any county or other local board of education.

(g) No member of the Commission shall act as the representative of any particular region or of any particular institution of higher learning. All members of the Commission are deemed members at large charged with the responsibility of serving the best interests of the entire system of higher education in the state.

(h) New appointments to the Commission are made so that the total membership of the Commission is broadly representative of the total population of the state of Alabama.

(2) Tenure

(a) Members of the Commission shall be selected for nine-year terms expiring on August 31 of the respective year.

(b) The members of the Commission shall continue to serve after the expiration of their terms until their successors have been appointed.

(c) In the event that the number of congressional districts shall change, incumbents on the Commission shall complete their terms as members of the Commission. The membership would remain at twelve with the number of at-large memberships being adjusted, if necessary, so that each congressional district is represented.

(d) If the senate is not in session or is in recess when the term of a member expires, the initial appointing authority shall make a temporary appointment of a succeeding

member who shall serve subject to subsequent senate approval of the appointment.

(e) Vacancies and new appointments on the Commission are filled by appointment of the ex officio officer responsible for the initial appointment. If the senate is not in session or is in recess when the appointment is made, the appointee shall serve subject to subsequent approval of the appointment.

(f) Any person who serves five or more years as a member of the Commission shall not be eligible for reappointment to succeed himself or herself until the next vacancy occurs after his or her successor is named.

~~(g) No member of the Commission shall serve past June 30 following his or her 70th birthday.~~

(h) If any member of the Commission does not attend three consecutive regular meetings for reasons other than personal illness or family illness, that member ~~shall~~ may be requested by the chairman to submit his or her resignation to the governor.

(i) Members of the Commission shall serve without compensation but shall be reimbursed for actual expenses incurred in the performance of their duties.

**Author:** William O. Blow; Timothy W. Vick

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

**History:** Filed September 30, 1982. **Amended:** Filed December 12, 1989.

### **300-1-1-.03 Commission Organization.**

#### (1) Election of Officers

(a) The Commission shall annually elect from its membership a chairman and a vice chairman.

(b) Such election will be held at the first regular meeting of the Commission after August 1.

(c) Elections shall be presided over by the chairman, or in his or her absence, the vice chairman.

(d) The election of officers shall require the concurrence of a majority of the members of the Commission.

(e) Terms of office shall begin on October 1,

following the election.

(f) In the event of a vacancy in one of the offices, written notice shall be given to all members and a special election shall be held at the next regular meeting following the occurrence of the vacancy.

(g) Should a vacancy occur in the office of the chairman, the vice chairman shall become interim chairman and shall preside over the special election to elect a chairman.

(h) Officers elected in a special election shall take office immediately upon election and shall serve for the remainder of the unexpired term and one full term thereafter unless such member elects to give up such office, or is elected to another office on the Commission, or a vacancy occurs in the appointment occupied by the officer.

(i) No officer shall be elected to the same office more than two consecutive full terms.

(j) The vote for the election of officers shall be taken by secret ballot.

(k) The presiding officer shall count the votes.

(2) The chairman of the Commission shall appoint four as many committees ~~— Financial Affairs, Academic Affairs, Student Assistance, and Personnel/Administration —~~ and others as deemed necessary by the Commission. These committees shall meet as needed to review all matters before the Commission, but no action is to be considered final until and unless adopted by the full Commission in a public meeting.

(3) The executive committee shall consist of the chairman, the vice chairman, and two other commissioners as appointed by the chairman. The executive committee is empowered to act on behalf of the Commission between regularly scheduled meetings of the Commission with said action being subject to ratification by the full Commission at a regular or special meeting held in accordance with all laws requiring open and public meetings.

(4) The executive director shall be the secretary of the Commission.

**Author:** William O. Blow; Timothy W. Vick

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

**History:** Filed September 30, 1982. **Amended:** Filed

December 12, 1989.

**300-1-1-.04 Commission Meetings.**

(1) Meetings

(a) The Commission shall hold regular meetings as provided by the annual adoption of a calendar of regular meeting dates.

(b) Special meetings may be held at any time by call of the chairman or by call of two-thirds of the membership or upon call by the governor.

1. For special meetings, notice of at least three days is required, except in cases of extreme emergency.

(c) The Commission shall meet at least once every three months.

(d) The chairman shall preside over all meetings of the Commission. In absence of the chairman, the vice chairman shall preside.

(e) In the absence of both the chairman and the vice chairman, the chairman shall designate a member to preside.

(f) The executive director as the secretary of the Commission shall present the minutes of the last previous meeting to the Commission at least ten days prior to the next regularly scheduled meeting.

(g) The chairman or other presiding member shall witness Commission approval of minutes by appropriate notarized signature.

(h) The Commission may invite or designate representatives of the various postsecondary education segments or institutions to sit with the Commission during regular meetings for the purpose of ensuring that perspectives and concerns of the educational community might be made known to the Commission.

1. Such advisory representatives shall be free to participate in deliberations but shall have no vote on formal Commission business.

(2) Agenda

(a) An agenda which lists those items on which action is expected at the meeting shall be published in advance of the meeting date as required by law and shall be distributed to the Commission members, the president of each postsecondary education institution, the chairman of the governing board of each such institution and the public upon request.

(b) Any public institution of postsecondary education or the State Board of Education may place an item for discussion on the agenda of the next Commission meeting by informing the executive officer of the Commission, in writing, of such request at least three weeks prior to the meeting.

(3) Location

(a) At least half of the regular meetings each year, insofar as possible, shall be held on the campuses of institutions of higher education in the state.

(4) Procedure

(a) A majority of the members of the Commission shall constitute a quorum for the purpose of conducting official business. No vote may be taken on any matter which requires Commission action unless a quorum is present.

(b) The positive recommendation of a new unit of instruction, research, or public service or a new public institution of higher education shall require the concurrence of a majority of all the members of the Commission.

(c) To ensure that all programs receive fair and consistent evaluation and determination, the Commission has established operational policies on the approval, disapproval, deferral, and withdrawal of new programs of instruction, as described in Rule 300-2-1-.06.

(d) Roberts' Rules of Order, where not in conflict with the commission's bylaws, will be used as a procedural guide for conducting all business.

**Author:** William O. Blow; Timothy W. Vick

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

**History:** Filed September 30, 1982. **Amended:** Filed December 12, 1989.

**300-1-1-.05 Executive Director.**

(1) Appointment of the Executive Director. The



ALABAMA COMMISSION ON HIGHER EDUCATION  
June 8, 2018

Commission is authorized to appoint a highly qualified person as its Executive Director who shall, with the consent and approval of the Commission, select and supervise the Commission's staff and perform such other duties as may be delegated to him or her by the Commission, within the amounts made available for the Commission's operation.

(a) The appointment of the Executive Officer shall be subject to a one-time confirmation by the Senate.

(b) Failure of the Senate to confirm the Executive Director shall result in his or her dismissal within 90 days thereafter.

(2) Duties and Powers of the Executive Director.

(a) The Executive Director shall, with the consent and approval of the Commission, employ such professional and clerical staff and other assistants, including specialists and consultants, upon a full-or part-time basis as are necessary to assist the Commission and the Executive Director in performing the duties assigned by this Act.

**Author:** William O. Blow; Timothy W. Vick

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

**History:** Filed September 30, 1982. **Amended:** Filed December 12, 1989. **Amended:** Filed June 4, 1997; effective July 9, 1997.

**300-1-1-.06 Staff.**

~~(1) The staff is divided into two major functional divisions: Planning and Coordination, and Student Assistance.~~

~~(2 1) The number of employees, their compensation, and the other expenditures of the Commission shall be within the limits and in compliance with the appropriations made therefor by the legislature and within budgets that shall be approved from time to time by the Commission.~~

~~(3 a) The Commission shall annually approve its budget prior to the fiscal year, for which it is effective.~~

~~(4) The Commission shall approve, after each fiscal year, new staff appointments made by the executive director during that year.~~

~~(5) All full-time employees of the Commission shall be eligible to participate in the state teacher's retirement system.~~

(~~6~~ 2) The Commission establishes such policies regarding staff personnel as deemed necessary. Such policies may be established by resolution at any regular meeting or at any special meeting.

**Author:** William O. Blow; Timothy W. Vick

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

**History:** Filed September 30, 1982. **Amended:** Filed December 12, 1989.

DECISION ITEM B: Preliminary Approval to Repeal the Administrative Procedures for the State of Alabama Chiropractic Scholarship Program for Chapter 300-4-6

Tim Vick  
Director of Operations and Fiscal Services

Staff Recommendation: That the Commission repeal the administrative procedures related to the State of Alabama Chiropractic Scholarship Program located in Chapter 300-4-6 of the Administrative Code.

Background: The Code of Alabama, 1975, Section 16-5-10(10) authorizes the Alabama Commission on Higher Education to make rules and regulations for its meetings, procedures and execution of the powers and duties delegated to it.

This program is no longer operational.

Supporting Documentation: Chapter 300-4-6 of the Alabama Administrative Code (attached).

~~Chiropractic Scholarships Repeal~~

~~ALABAMA COMMISSION ON HIGHER EDUCATION  
STUDENT ASSISTANCE  
ADMINISTRATIVE CODE  
CHAPTER 300-4-6  
STATE OF ALABAMA CHIROPRACTIC SCHOLARSHIP PROGRAM  
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~~300-4-6-.01 Goal. The goal of the State of Alabama Chiropractic Scholarship Program is to provide scholarship assistance to residents of the State of Alabama for professional study in United States chiropractic colleges accredited by a regional accrediting agency recognized by the Alabama Commission on Higher Education and the Council on Chiropractic Education and to make available funds for chiropractic scholarships for advanced education in health-related advanced education courses at the post-doctoral level at public or private non-profit colleges and universities within this state.~~

~~Author: Tim Vick~~

~~Statutory Authority: Code of Ala. 1975, §16-5-11.~~

~~History: Filed November 6, 1985. Amended: Filed January 6, 2011; effective February 10, 2011.~~

~~300-4-6-.02 Organization.~~

~~(1) It is the responsibility of the Alabama Commission on Higher Education to establish policies and procedures for the implementation of the State of Alabama Chiropractic Scholarship Program (SACSP). The State of Alabama Chiropractic Scholarship Program is administered in accordance with the policies and procedures established by the Alabama Commission on Higher Education.~~

~~(2) The Alabama Commission on Higher Education appoints such staff as are necessary to ensure efficient operation of the program.~~

~~(3) The Alabama State Chiropractic Association, Incorporated appoints a council of professional chiropractors, representing a geographic cross section of the State of Alabama, as an advisory body to the Alabama Commission on Higher Education~~

~~for the State of Alabama Chiropractic Scholarship Program.~~

~~**Author:**~~

~~**Statutory Authority:** Code of Ala. 1975, §16-5-11.~~

~~**History:** Filed November 6, 1985.~~

~~**300-4-6-.03 Planning.** It is the responsibility of the staff of the Alabama Commission on Higher Education and the Scholarship Council of the Alabama State Chiropractic Association, Incorporated to provide continuous study, analyses, evaluation, planning, reporting, and recommendations as a basis for long-range planning with established priorities on a statewide basis to assure a sound, vigorous, progressive, and coordinated system of higher education for the state.~~

~~**Author:**~~

~~**Statutory Authority:** Code of Ala. 1975, §16-5-11.~~

~~**History:** Filed November 6, 1985.~~

~~**300-4-6-.04 Definition Of Terms.**~~

~~(1) Academic Qualifications and Standing of Eligible Students: A student is considered academically qualified if he/she is currently enrolled and matriculated in an eligible program at an approved institution.~~

~~(2) Academic Year: An academic year is a period of time, usually twelve months, during which a full-time student is expected to complete the equivalent of two semesters, three trimesters, or four quarters.~~

~~(3) Alabama Resident: A permanent resident of the State of Alabama is a person who has established residence within the State of Alabama for at least a twelve-month period immediately preceding his/her application for a scholarship under the State of Alabama Chiropractic Scholarship Program. Five (5) or more of the following proofs are required as support for the claim of Alabama residency.~~

~~(a) Certification by the student of his/her permanent Alabama residence;~~

~~(b) Certification of the student's Alabama voter registration;~~

~~(c) Evidence of full-time employment within Alabama for the preceding twelve (12) months;~~

~~(d) Evidence of the payment of income tax to the State of Alabama for the preceding academic year;~~

~~(e) Evidence of home ownership or ownership of other real property in Alabama;~~

~~(f) Evidence of attendance at, or graduation from, an Alabama postsecondary institution during the previous academic year; and~~

~~(g) Other evidence that an Alabama domicile has been established and maintained for the previous twelve (12) months.~~

~~(4) Approved Institution:~~

~~(a) An approved institution for doctoral level studies is a public or private, nonprofit chiropractic school or college which:~~

- ~~1. Is located within the United States;~~
- ~~2. Is accredited by the Council on Chiropractic Education, Commission on Accreditation, and the appropriate regional accrediting association recognized by the Alabama Commission on Higher Education; and~~
- ~~3. Files a signed agreement with the Alabama Commission on Higher Education to comply with all regulations and procedures of the State of Alabama Chiropractic Scholarship Program.~~

~~(b) An approved institution for post-doctoral level studies is a public or private non-profit college or university which offers advanced education in health-related advanced education courses at the post-doctoral level which:~~

- ~~1. Is located in Alabama;~~
- ~~2. Is accredited by a regional accrediting body recognized by the Alabama Commission on Higher Education; and~~
- ~~3. Files a signed agreement with the Alabama Commission on Higher Education to comply with all regulations and procedures of the State of Alabama Chiropractic Scholarship Program.~~

~~(5) Eligible Program: An eligible program is a course of study leading to the degree of doctor of chiropractic at an approved institution as defined in .04(4).~~

~~(6) Eligible Student:~~

~~(a) An eligible doctoral level student is an applicant who completes an annual application for a scholarship, and~~

- ~~1. Is classified as a graduate or professional student as defined in .04(12);~~
- ~~2. Is a citizen of the United States, or is in the United States for other than a temporary purpose and intends to become a permanent resident of the State of Alabama;~~
- ~~3. Is enrolled or accepted for enrollment as a full-time student, as defined in .04(11), in an eligible program, as defined in .04(5), at an approved institution, as defined in .04(4);~~
- ~~4. Is an Alabama resident, as defined in .04(3);~~
- ~~5. Demonstrates a record of high performance in his/her academic program;~~
- ~~6. Demonstrates to the Scholarship Council evidence of satisfactory academic progress;~~
- ~~7. Demonstrates a financial need of at least \$1,000 for the academic year;~~
- ~~8. Does not owe a refund on a grant previously received through the Pell Grant Program, Supplemental Educational~~

~~Opportunity Program, the Alabama Student Assistance Program, or the Alabama Student Grant Program; and~~

~~9. Is not in default on a loan made, insured, or guaranteed under the National Direct Student Loan Program, the Guaranteed Student Loan Program, or the Emergency Secondary Education Scholarship Program.~~

~~(b) An eligible post doctoral level student is an applicant who completes an annual application for a scholarship, and~~

~~1. Is enrolled as a full or part-time student in good standing in an Alabama public or private institution offering advanced education in health-related advanced education courses at the post-doctoral level;~~

~~2. Is an Alabama resident, as defined in .04(3);~~

~~3. Holds a doctor of chiropractic degree from an accredited institution;~~

~~4. Does not owe a refund on a previously awarded grant;~~

~~5. Is not in default on a student loan.~~

~~(7) False Statement or 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, No. 11, p. 812).~~

~~(8) Family Contribution: The 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 made available to the student by the parents or legal guardians to meet the student's cost of education. The 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.~~

~~(9) Financial Need: An applicant's financial need is the difference between the applicant's available financial resources, as defined in .04(10), and the applicant's anticipated educational costs, including, but not limited to, tuition, mandatory fees, room and board, transportation costs, books, supplies, and equipment, and reasonable miscellaneous expenses.~~

~~(10) 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 scholarship, grant, work, or loan assistance of which the student~~

~~and the institution have knowledge.~~

~~(11) Full-Time Student: A full-time student is defined as an individual who is carrying a full-time academic workload measured in terms of course work or other required activities which the institution requires of the student in order to be considered as being engaged in full-time study.~~

~~(12) Part-time Student: A part-time student is defined as an individual who is carrying less than a full-time academic workload measured in terms of course work or other required activities which the institution requires of the student in order to be considered as being engaged in full-time study. Students pursuing course work at the post-doctoral level may be classified as either a full-time student or part-time student.~~

~~(13) Graduate or Professional Student: A graduate or professional student is a student enrolled in an academic program of study at an institution of higher education, including a program leading to a first professional degree if the institution requires at least 2 years of study, as required by the Council on Chiropractic Education at the college level for entrance into the program.~~

~~(14) Post-doctoral Student: A student who has completed the doctor of chiropractic degree and now wishes to take advanced education in health-related advanced education courses at the post-doctoral level.~~

~~(15) Institutional-Related Expenses: Institutional-related expenses are educational expenses, including tuition, mandatory fees, room and board, transportation, books, supplies, and equipment, and other reasonable miscellaneous expenses anticipated by an eligible student.~~

~~(16) Matriculated Status: To be eligible for a State of Alabama Chiropractic Scholarship Program payment, a student must have completed all the required steps in the enrollment procedure and be considered registered in an eligible program, as defined in .04(5), leading to a degree at an approved institution, as defined in .04(4).~~

~~(17) Over-Award of Established Need: If a student receives other gift aid awards, loans, scholarships, assistantships, or stipends that are nonadjustable, meet the established institutional education budget, and cannot be applied to other educational costs, the student is not eligible to receive a State of Alabama Chiropractic Scholarship Program award.~~

~~(18) Refund Policies and Procedures:~~

~~(a) If a student transfers, withdraws, or becomes ineligible for a State of Alabama Chiropractic Scholarship Program award during the academic term of the award but prior to his/her receipt of scholarship funds, the institutional financial~~



~~aid administrator will not disburse State of Alabama Chiropractic Scholarship Program funds to the student.~~

~~(b) If a student withdraws from school or reduces his/her courseload after receiving State of Alabama Chiropractic Scholarship Program funds, but before the end of the academic term, and is not entitled to a refund in accordance with the institution's refund policy, the State of Alabama Chiropractic Scholarship Program will not require a refund of any portion of the scholarship award which was utilized by the student toward payment of the institution's net charges to the student for the period of actual attendance. However, if the State of Alabama Chiropractic Scholarship Program payment to the student exceeds the amount of the direct educational cost to the student, the institution must return to the State of Alabama Chiropractic Scholarship Program the refund amount and the institution must maintain with the student's record documentation listing (1) the date the student withdrew, (2) the net institutional charges to the student for the period of the student's attendance, (3) the amount of the student's State of Alabama Chiropractic Scholarship Program award, and (4) the amount of refund due to the State of Alabama Chiropractic Scholarship Program.~~

~~(19) Renewal of Scholarship Awards: A scholarship award may be renewed if (1) the student continues to meet the eligibility criteria specified in .04(6), (2) the student has received less than the equivalent of five years of funds through the State of Alabama Chiropractic Scholarship Program, and (3) the student has submitted an annual State of Alabama Chiropractic Scholarship Program application as defined in these regulations.~~

~~(20) Scholarship: A scholarship is defined as a merit-based financial award to the State of Alabama Chiropractic Scholarship Program applicant who is designated to be an eligible student, as defined in .04(6), enrolled in or accepted for enrollment in an approved institution, as defined in .04(4), and is awarded to the student to defray direct institutional-related expenses: tuition, mandatory fees, room and board, transportation, books, supplies and equipment, and other miscellaneous expenses reasonably anticipated by the student.~~

~~(21) Student Application Procedure: Each applicant for a State of Alabama Chiropractic Scholarship Program award must submit to the Alabama State Chiropractic Association, Incorporated, a State of Alabama Chiropractic scholarship Program application along with a financial statement utilizing the uniform methodology approved by the U.S. Secretary of Education. Priority consideration will be given to applicants who submit completed applications to the State of Alabama Chiropractic Association, Incorporated, by November 1, 1985, during the first year of the operation of the program, and June 1 thereafter.~~

~~(22) Tuition: Tuition is defined as the cost of~~

~~instruction and mandatory fees to the student as stated in the institution's catalog, plus the average cost of books, supplies, equipment and other educational-related expenses.~~

~~Author:~~ Tim Vick

~~Statutory Authority:~~ Code of Ala. 1975, §16-5-11.

~~History:~~ Filed November 6, 1985. ~~Amended:~~ Filed January 6, 2011; effective February 10, 2011.

~~**300-4-6-.05 Awarding Procedures.** The following procedures shall be the method used by the Alabama Commission on Higher Education for making available State of Alabama Chiropractic Scholarship Program awards to eligible students at approved institutions:~~

~~(a) Applications may be obtained from the Alabama State Chiropractic Association, Incorporated.~~

~~(b) Each applicant must submit to the Alabama State Chiropractic Association, Incorporated, a scholarship application which includes a financial statement utilizing the uniform methodology approved by the U.S. Secretary of Education.~~

~~(c) Applications must be completed each academic year by student applicants. All information requested on the State of Alabama Chiropractic Scholarship Program application must be completed and the form delivered to the Alabama State Chiropractic Association, Incorporated. If all items and information requested on the application form are not provided or completed, the application is invalid and the applicant is ineligible to receive a scholarship.~~

~~(d) During the first year of the operation of the State of Alabama Chiropractic Scholarship Program, priority consideration will be given to complete applications received by November 1. Consideration will be given to complete scholarship applications received after November 1 if funds are available.~~

~~(e) Following the first year of the operation of the State of Alabama Chiropractic Scholarship Program, priority consideration will be given to complete applications received by June 1. Consideration will be given to complete applications received after June 1 if funds are available.~~

~~(f) An applicant may receive consideration for a State of Alabama Chiropractic Scholarship Program award at only one institution per academic term. If a student wishes to receive consideration for a scholarship award at another approved institution, he/she must follow the procedures outlined in .05(b).~~

~~(g) Applications received by the Alabama State Chiropractic Association, Incorporated, shall be dated when received. Each application shall have a preliminary review by the association to determine if the application is complete and meets the eligibility criteria for a scholarship award. Each~~

~~student applicant shall be notified by the Alabama State Chiropractic Association, Incorporated, when an application is incomplete and additional information is needed. The Alabama State Chiropractic Association, Incorporated, shall notify each student who does not meet the eligibility criteria and is, therefore, ineligible for a State of Alabama Chiropractic Scholarship Program award.~~

~~(h) All applications which pass the preliminary review for eligibility shall be evaluated by the Scholarship Council of the Alabama State Chiropractic Association, Incorporated.~~

~~(1) All applicant's need shall be determined by the financial statements utilizing the uniform methodology.~~

~~(2) The financial need of student applicants shall be compared with monies available.~~

~~(3) Awards will be determined in accordance with the priority schedule specified in .06(1).~~

~~(4) For students who are determined to be eligible for a State of Alabama Chiropractic Scholarship Program award, an award list shall be made. The award list shall contain the names, Social Security numbers, classifications, notations of initial or renewal status, educational costs, other aid amounts, demonstrated need, and scholarship award amounts.~~

~~(5) All scholarships to students shall be no more than \$10,000 for the academic year.~~

~~(6) Awards may be given for chiropractic scholarships for advanced education in health related advanced education courses at the post doctoral level at public or private non-profit colleges and universities within the State of Alabama; however, priority will be given to students seeking the Doctor of Chiropractic degree over post-doctoral students. At no time should post doctoral awards exceed 25% of available funds.~~

~~(7) The Chairman of the Scholarship Council shall sign the award list certifying that each student on the roster is eligible for an award and has submitted to the Alabama State Chiropractic Association, Incorporated, a complete and acceptable scholarship application for the terms in which payments are requested.~~

~~(i) Disbursement of all scholarships shall be made by checks to individual students and approved institutions. The Alabama Commission on Higher Education shall have checks prepared for eligible awardees.~~

~~(1) The Alabama Commission on Higher Education shall prepare vouchers for eligible students for whom funds are available.~~

~~(2) The Alabama Commission on Higher Education shall verify each check is properly prepared.~~

~~(3) Checks shall be mailed along with a certification roster to the institutional financial aid officer for delivery to~~

students.

~~4) The institution shall issue checks to students and insure that the institutional officer who issues the checks signs and dates the roster whenever such checks are issued. The completed certification roster shall be returned to the Alabama Commission on Higher Education no later than sixty (60) calendar days after receipt of the certification roster at the institution.~~

~~(5) All checks which are not delivered by the institution to individual students shall be returned to the Alabama Commission on Higher Education along with the reason(s) for returning the checks, no later than sixty (60) calendar days after receipt of the checks.~~

~~Author: Tim Vick~~

~~Statutory Authority: Code of Ala. 1975, §16-5-11.~~

~~Higher Education Chapter 300-4-6~~

~~Supp. 3/31/11 4-6-11~~

~~History: Filed November 6, 1985. Amended: Filed January 6, 2011; effective February 10, 2011.~~

#### ~~300-4-6-.06 Disbursement Of Funds.~~

~~(1) Doctoral Level Awards — The Alabama State Chiropractic Association Scholarship Council shall determine from the completed applications of eligible applicants the sufficiency of available funds. Priority consideration for awards will be granted according to the following order:~~

~~(a) First priority. Applicants who are previous State of Alabama Chiropractic Scholarship Program recipients and who continue to meet the eligibility criteria specified in .04(6).~~

~~(b) Second priority. Applicants who are first year professional students with greater than a cumulative "B" average on all work attempted at the undergraduate level and who meet the eligibility criteria specified in .04(6).~~

~~(c) Third priority. Applicants who are second year professional students with greater than a cumulative "B" average on all work attempted at the undergraduate level and who meet the eligibility criteria specified in .04(6).~~

~~(d) Fourth priority. Applicants who are third year professional students with greater than a cumulative "B" average on all work attempted at the undergraduate level and who meet the eligibility criteria specified in .04(6).~~

~~(e) Fifth priority. applicants who are first year professional students with a cumulative "B" average or less on all work attempted at the undergraduate level and who meet the eligibility criteria specified in .04(6).~~

~~(f) Sixth priority. Applicants who are second year professional students with a cumulative "B" average or less on all work attempted at the undergraduate level and who meet the~~

~~eligibility criteria specified in .04(6).~~

~~(2) Awards will be issued to all eligible first priority applicants before any awards are made to eligible second priority applicants; awards will be made to all eligible second priority applicants before any awards are made to eligible third priority students; awards will be made to all eligible third priority applicants before any awards are made to eligible fourth priority applicants; awards will be made to all eligible fourth priority applicants before any awards are made to eligible fifth priority applicants; awards will be made to all eligible fifth priority applicants before any awards are made to eligible sixth priority applicants.~~

~~(3) Awards will be issued to eligible post-doctoral level awards once the needs of the doctoral level students have been addressed. The Alabama State Chiropractic Association Scholarship Council shall determine from the completed applications of eligible applicants the sufficiency of available funds for students who are seeking advanced education in health related advanced education courses at the post doctoral level at public or private non profit colleges and universities within the State of Alabama.~~

~~(4) Should funds be insufficient to offer scholarship awards to all eligible applicants in any priority category, the Scholarship Council shall select from among the eligible applicants those students considered most deserving of scholarship awards.~~

~~(5) No eligible scholarship recipient shall receive more than \$10,000 per academic year, nor shall any student receive a scholarship at more than one approved institution during any one academic term. Each scholarship recipient must demonstrate an academic year financial need of at least \$1,000.~~

~~(6) The Alabama Commission on Higher Education shall determine the dollar amount of each scholarship award and shall submit a voucher each term to the state comptroller.~~

~~(7) The state comptroller shall prepare a check payable to the student (by name) and the approved institution for each scholarship recipient listed on the roster. Such checks and a certification roster with the amount of the scholarship indicated for each eligible student shall be forwarded to the institution for delivery to the student(s). No later than sixty (60) calendar days after receipt of the scholarship check(s), the approved institution shall deliver the individual check(s) to the eligible student(s) and return the completed certification roster to the Alabama Commission on Higher Education.~~

~~(8) If a student whose eligibility for a scholarship has been certified by an approved institution and the Scholarship Council becomes ineligible for a scholarship before the expiration of the institutional tuition refund period, the~~

~~scholarship funds shall not be delivered to the student, but shall be returned to the Alabama Commission on Higher Education.~~

~~Author: Tim Vick~~

~~Statutory Authority: Code of Ala. 1975, §16-5-11.~~

~~Higher Education Chapter 300-4-6~~

~~Supp. 3/31/11 4-6-13~~

~~History: Filed November 6, 1985. Amended: Filed January 6, 2011; effective February 10, 2011.~~

~~**300-4-6-.07 Refund Policies and Procedures.** Scholarship funds are considered received by a student when the State of Alabama Chiropractic Scholarship Program check is delivered to the student.~~

~~(a) If a student whose eligibility for a scholarship has been certified by an approved institution and the Scholarship Council becomes ineligible for a scholarship before the expiration of the institutional tuition refund period, the scholarship funds shall not be delivered to the student but shall be returned to the Alabama Commission on Higher Education.~~

~~(b) If a student becomes ineligible for a scholarship at an approved institution after funds are received by the student (following certification as eligible for a State of Alabama Chiropractic Scholarship Program award) prior to the end of the academic term and is entitled to a refund in accordance with the institution's written refund policy, the policy, the institution shall refund to the State of Alabama Chiropractic Scholarship Program any portion of the scholarship payment that exceeds the institution's direct charges to the student for the period of actual enrollment.~~

~~(c) Each refund payment to the State of Alabama Chiropractic Scholarship Program shall include:~~

- ~~1. The name of the approved institution involved;~~
- ~~2. The name and social security number of the student;~~
- ~~3. The action which necessitated the refund, and the date of that action;~~
- ~~4. The direct institutional charges to the student for the academic term involved;~~
- ~~5. The amount of the student's scholarship payment for that term; and~~
- ~~6. The amount of the refund due the State of Alabama Chiropractic Scholarship Program.~~

~~Author:~~

~~Statutory Authority: Code of Ala. 1975, §16-5-11.~~

~~History: Filed November 6, 1985.~~

~~**300-4-6-.08 Review Procedures.**~~

- ~~(1) The institutional review will enable the Alabama~~

~~Commission on Higher Education to express an opinion of the administrative controls and the compliance aspects of the State of Alabama Chiropractic Scholarship Program at the approved institution.~~

~~(2) The primary objectives of the institutional review are:~~

~~(a) To determine whether the institution's reports present information accurately and in conformity with the State of Alabama Chiropractic Scholarship Program Regulations, and whether all reports are prepared on a consistent basis from one period to the next;~~

~~(b) To determine whether the institution has implemented and is utilizing, reasonable procedures and internal controls for effectively discharging management responsibilities, and for adequately protecting the State's interest; and~~

~~(c) To provide constructive recommendations to the institution.~~

~~(3) The institution shall make all reports and information relative to the State of Alabama Chiropractic Scholarship Program available to the Alabama Commission on Higher Education.~~

~~(4) A written report shall be provided by the reviewer to the institution and shall include:~~

~~(a) Any findings of inaccuracies in institutional reports;~~

~~(b) Any inconsistencies in institutional reports;~~

~~(c) Conclusions regarding the adequacy of administrative controls;~~

~~(d) Any areas of noncompliance; and~~

~~(e) Recommendations for improvement.~~

~~(5) If the approved institution does not concur with all items in the written review report, a written appeal should be submitted to the executive director of the Alabama Commission on Higher Education.~~

~~(6) When an institutional review reveals sufficient problems pertaining to the State of Alabama Chiropractic Scholarship Program at an institution, the executive director of the Alabama Commission on Higher Education may:~~

~~(a) Impose a temporary suspension of scholarship payments to the approved institution;~~

~~(b) Suspend the institution from participation in the Program for an indefinite period of time; or~~

~~(c) Demand payment of any State of Alabama Chiropractic Scholarship Program funds to a student or repayment of funds to the State of Alabama to remedy a violation of applicable laws, regulations, or agreements.~~

~~(7) A suspended institution may request a hearing by the Commission. The institution shall be notified in writing of~~

~~the time and place of such Commission hearing.~~

~~(8) After such hearing, the Alabama Commission on Higher Education shall determine (at an official meeting of the Commission) whether to:~~

~~(a) Continue the suspension, pending the receipt of any additional information the Commission may require;~~

~~(b) Continue the executive director's suspension subject to limitations or exceptions;~~

~~(c) Revoke or lift the suspension and restore the institution to full participation as authorized under the Regulations;~~

~~(d) Terminate the institution's eligibility for an indefinite period of time;~~

~~(e) Demand payment of any State of Alabama Chiropractic Scholarship Program funds to a student or repayment of funds to the State of Alabama to remedy a violation of applicable laws, regulations, or agreements; or~~

~~(f) Take any other appropriate action the Commission deems necessary, including referral to the Attorney General of the State of Alabama for appropriate legal action.~~

~~**Author:**~~

~~**Statutory Authority:** Code of Ala. 1975, §16-5-11.~~

~~**History:** Filed November 6, 1985.~~

### ~~300-4-6-.09 Maintenance Of Records.~~

~~(1) Each approved institution shall establish and maintain on a current basis adequate records which reflect all transactions with respect to program and fiscal activity as they relate to the administration of the State of Alabama Chiropractic Scholarship Program.~~

~~(2) The academic records for any award period shall be retained for a period of five (5) years following the date of certification of an application, unless a longer retention period is necessitated because of program review problems. In the event an approved institution closes or otherwise ceases operation and fails to matriculate students, institutional State of Alabama Chiropractic Scholarship Program records of the approved institution shall be forwarded to the Alabama Commission on Higher Education.~~

~~(3) Forms must be used to gather data in a uniform manner from each scholarship applicant; such forms shall contain information relative to all eligibility criteria for a State of Alabama Chiropractic Scholarship Program award.~~

~~4) The executive director of the Alabama Commission on Higher Education, or any of the director's duly authorized representatives will have access, for the purpose of review and examination, to State of Alabama Chiropractic Scholarship Program records and supporting documents maintained by the approved~~



~~institution.~~

~~(5) The records involved in any claim or expenditure which has been questioned by a program review or by a state audit must be retained until resolution of such review or audit questions.~~

~~**Author:**~~

~~**Statutory Authority:** Code of Ala. 1975, §15-5-11.~~

~~**History:** Filed November 6, 1985.~~

DECISION ITEM C:

Preliminary Approval of Administrative Procedures for the Alabama Math and Science Teacher Education Program – Loan Repayment Program for Chapter 300-4-12

Staff Presenter:

Tim Vick  
Director of Operations and Fiscal Services

Staff Recommendation:

That the Commission preliminarily approve the proposed additions to Chapter 300-4-12 of the administrative procedures for the Alabama Math and Science Teacher Education Program (AMSTEP).

Background:

Alabama Act 2018-504, Section 4(a) authorizes the Alabama Commission on Higher Education to adopt any rules necessary for the administration of AMSTEP - Loan Repayment Program.

The purpose of the proposed additions to the AMSTEP Administrative Procedures begins the process transitioning the current scholarship program to a loan repayment program. At the end of FY 2018-19, upon approval of the Commission, the scholarship program will no longer be in existence and references to the scholarship program will be deleted from the Administrative Procedures.

Supporting Documentation:

1. Proposed additions to Chapter 300-4-12 of the Alabama Administrative Code (attached).

Attachment 1

ALABAMA COMMISSION ON HIGHER EDUCATION  
STUDENT ASSISTANCE  
ADMINISTRATIVE CODE

CHAPTER 300-4-12  
ALABAMA MATH AND SCIENCE TEACHER EDUCATION PROGRAM

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300-4-4-.07 Organization for Loan Repayment Program

(1) It is the responsibility of the Alabama Commission on Higher Education (ACHE) to establish rules and regulations for the administration and implementation of the Alabama Math and Science Teacher Education Program (AMSTEP) Loan Repayment Program. The program will be administered in accordance with the policies and procedures established by the Alabama Commission on Higher Education.

(2) The Alabama Commission on Higher Education appoints such staff as are necessary to ensure efficient operation of the program and is the final authority in determining eligible program applicants.

300-4-12-.08 Purpose of Loan Repayment Program

(1) To encourage individuals to enroll in and complete programs leading to Alabama certification in mathematics or science.

(2) To improve the educational system in Alabama by encouraging those who complete the program to accept math or science teaching positions in Alabama public schools, preferably in public school systems where the shortage of math or science teachers, or both, is most acute.

### **300-4-12-.09 Definitions for Loan Repayment Program**

(1) APPROVED INSTITUTION. A state-supported institution of higher education or a private nonprofit institution of higher education that satisfies all of the following:

(a) Is accredited by the Southern Association of Colleges and Schools Commission on Colleges.

(b) Is approved by the Alabama State Board of Education (ALSBE) to prepare teachers of secondary math or science, or both.

(c) Is eligible to receive Title IV federal student aid program funds.

(d) Maintains its primary headquarters in Alabama.

(2) COMMISSION. The Alabama Commission on Higher Education.

(3) ELIGIBLE APPLICANT. A person who satisfies the criteria set out in this act and is found to be eligible by rules adopted by the Alabama Commission on Higher Education.

(4) PROGRAM. The Alabama Math and Science Teacher Education Program created by this act and administered by the commission that provides loan repayments to a teacher with a valid Alabama professional educator certificate endorsed in math or science, who teaches math or science full-time in the Alabama public school system.

(5) SCIENCE. Biology, chemistry, physics, and general science. The ALSBE approved general science certificate includes all sciences with the exception of computer science.

(6) YEAR. A school year that shall be divided into fall and spring semesters. The term does not mean calendar, fiscal, or scholastic year.

### **300-4-12-.10 Rule Making Authority for Loan Repayment Program**

(1) The Alabama Math and Science Teacher Education Program shall be administered by the commission, which may adopt any rules necessary for the administration of the program.

### **300-4-12-.11 Eligible Applicants and Award Amounts for Loan Repayment Program**

(1) Base Program: To be eligible for the base loan repayment program of two thousand five hundred dollars (\$2,500) per semester worked or \$5,000 per year, for a maximum of four consecutive years, an applicant shall satisfy all of the following:

(a) Be a graduate of a ALSBE approved program in math or science beginning with the Spring term of 2018, at the baccalaureate or master's level, from an approved institution leading to an initial secondary professional educator certificate endorsed in math or science. A teacher who only earns a passing score on the Praxis test in math or science to add a certificate endorsement for math or science, and who has not completed an entire approved program, does not satisfy this requirement.

(b) Holds a valid Alabama professional educator certificate endorsed in secondary math or science, or both.

(c) Is teaching math or science full-time in an Alabama public school district or at an Alabama Public Charter School Commission approved charter school.

(d) Is a citizen or a lawful permanent resident of the United States.

(e) Has been a resident of Alabama for at least 12 months before the application deadline and provides documentation proving a permanent connection to the State of Alabama. The commission shall accept any one of the following as proof of residency:

1. A current valid Alabama driver's license.
2. A current valid Alabama vehicle registration.
3. A current valid Alabama voter registration card.

(f) Has outstanding federal student loans, subsidized or unsubsidized.

(2) Supplemental Program: In order to receive a supplement pursuant to this act, in addition to all of the criteria listed above, a recipient shall also teach math or science, or both, in a geographic area within the state with an acute teacher shortage in math or science, or both. The supplement is an additional two thousand five hundred dollars (\$2,500) per year, or one thousand two hundred fifty dollars (\$1,250) per semester worked, for a maximum of four consecutive years.

(a) Geographic areas with acute shortages in math or science or both will be identified by the Commission in consultation with the State Department of Education.

(b) The Commission will approve the geographic areas in which

teachers will be eligible for the supplement.

(c) The list of eligible geographic areas will be published on the Commission's website.

### **300-4-12-12 Application Procedures for Loan Repayment Program**

(1) Information concerning the Loan Repayment Program shall be:

(a) Sent to the Alabama State Department of Education for distribution to the local school districts;

(b) Sent to the Alabama Education Association for distribution to its members;

(c) Sent to the Schools/Colleges of Education at all Alabama State Board of Education approved institutions;

(d) Posted on the ACHE website.

(2) Applications shall be made to the Commission on Higher Education. Applications shall be posted on the Commission's website.

(3) Applications must be received by ACHE by August 1 of each year.

(4) Loan repayment award recipients must reapply for the program annually.

(5) In addition to the application, each applicant must submit the following:

(a) Documentation that they are a graduate of an approved institution offering ALSBE approved certification programs in math or science. Submitted one time.

(b) Documentation that they hold a valid Alabama professional educator certificate endorsed in secondary math or science, or both. Submitted one time and then again when renewed.

(c) documentation from the employing school district or at an Alabama Public Charter School Commission approved charter school that they taught the previous semester. This may be a letter from either their superintendent's office or the their supervising principal. Submitted prior to each requested payment.

(d) documentation that they hold a federal student loan.

Documentation must include the amount owed. If the award amount is larger than the outstanding loan balance, the award amount shall be reduced to the amount of the loan balance. Submitted prior to each requested payment.

### **300-4-12-13 Procedures for Loan Repayment Program**

(1) The requirements of this program, are contingent upon available funding for the program. If funding is not adequate to cover the cost of all applicants, funds will be distributed based on a first come first serve basis.

(2) Loan repayment awards shall be distributed directly to the recipient teacher in two disbursements during the applicable year: One disbursement after January 1 and the second disbursement after June 1.

(3) Payments will not be distributed for partial completion of a semester of work.

(4) The recipient shall notify the commission in writing of any change in status within 30 days after the change. Failure to notify the commission of a change in status shall affect future eligibility. All of the following constitute a change in status:

- a. A change in name.
- b. A change in residence.
- c. A change in employment status.

(5) To receive a loan repayment check pursuant to this act, an approved applicant must register online with the State of Alabama's Comptroller Office. It is the responsibility of the individual to register, the Commission cannot register someone on the Vender Services System (VSS).

(6) A loan repayment check is considered income by the United States Internal Revenue Service and must be reported as such. Recipients shall be made aware of that fact.

(7) Any funds appropriated to the program are considered non-reverting.

### **300-4-12-14 Appeal for Loan Repayment Program**

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

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



DECISION ITEM D: Preliminary Approval of Amendments to the Administrative Procedures for Fiscal and Information Systems for Chapter 300-2-3

Staff Presenter: Tim Vick  
Director of Operations and Fiscal Services

Staff Recommendation: That the Commission preliminarily approve the proposed amendments related to the Chapter 300-2-3 of the administrative procedures for Fiscal and Information Systems.

Background: The Code of Alabama, 1975, Section 16-5-10(10) authorizes the Alabama Commission on Higher Education to make rules and regulations for its meetings, procedures and execution of the powers and duties delegated to it.

The reasons for the proposed amendments to these administrative procedures are described below and shown in Attachment 1. Old language is struck-through and new language is underlined.

The purpose of these amendments are to eliminate outdated language and to streamline the administrative procedures per Code of Alabama, 1975, Section 41-22-5.2.

Supporting Documentation: 1. Proposed amendments to Chapters 300-2-3 of the Alabama Administrative Code (attached).

Attachment 1

ALABAMA COMMISSION ON HIGHER  
EDUCATION PLANNING AND  
COORDINATION ADMINISTRATIVE  
CODE

CHAPTER 300-2-3  
FISCAL AND INFORMATION  
SYSTEMS

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300-2-3-.03	Policy On Eligibility For Alabama Resident Tuitions
<del>300-2-3-.04</del>	<del>Policy On Distance Education</del>
300-2-3-.01	<u>Data Collection.</u>

(1) In order to fulfill its responsibilities for designing and maintaining a statewide information system and for coordinating all collection requirements for the federal government which require state level coordination, the Commission requests certain information from each institution of higher education at varying intervals. The nature and content of reports and data files requested from the institutions have been developed in consultation with various institutional advisory groups. ~~including, but not limited to, the Chief Academic Officers, the Institutional Financial Officers, the Institutional Research Officers and special advisory groups appointed by the Council of University and College Presidents.~~ The reporting dates are established annually and will be posted in advance on the Commission website. ~~determined yearly based on the legislative and executive budget office time tables.~~ Each institution shall receive ample time to complete and return the regularly requested reports and data files. ~~Principal reports include, but are not limited to, the following:~~

(a) ~~Credit Hour Production Reports.~~ ~~These reports are submitted each term by each public institution of higher education. These reports list student credit hours by level and by academic program category (Classification of Instructional Programs (CIP) Codes).~~

~~(b) Enrollment Data. These reports are submitted each Fall term by each public institution of higher education. These reports list the headcount of students by undergraduate, graduate, first professional, and professional health levels. The reports also show the headcount by on campus, approved branch campuses and "other" off campus sites.~~

~~(c) Tuition and Fees Survey. This report is submitted annually by each public senior institution. The survey provides each institution's charge per credit hour per term by resident and nonresident students.~~

~~(d) Sponsored Research. This report is submitted annually by each public senior institution. The report indicates all funds expended during the reporting period for activities specifically organized to produce research outcomes and commissioned by an agency external to the institution.~~

~~(e) Facilities Inventory and Space Utilization. This report is submitted by all public institutions of higher education. The report provides gross and net assignable building areas by functional category and utilization of building space. It also calls for additional historical information on each building such as date and type of construction along with any renovation activities.~~

~~(f) Space Data Report. This report is submitted annually by all public institutions of higher education and provides data updates on current and projected building space.~~

~~(g) Utilities Cost and Consumption Reports. This report is submitted annually by all public institutions of higher education. This report provides data on utilities cost and consumption by funding category (E&G, Auxiliary and Total Space) for heating fuels, gas, electricity, water, and sewage.~~

~~(h) Integrated Postsecondary Education Data Systems (IPEDS). This report is submitted annually and is required by the United States Department of Education. The Commission serves as the collection coordinator for Alabama. The nature and content of the report is determined by the federal government and varies year to year.~~

~~(i) The Facilities Master Plan. All public institutions of higher education are required to submit annually to the Commission a five year Facilities Master Plan. This plan shall include all proposals~~

~~concerning capital projects and shall include the  
prioritizing of capital improvement budget requests  
required by statute. (Act 96-539)~~

**Author:** William O. Blow; Timothy W. Vick

**Statutory Authority:** Code of Ala. 1975, §§16-5-7, 16-5-10(1), 16-5-15.

**History:** Filed April 10, 1989. **Amended:** Filed June 4, 1997;  
effective July 9, 1997.

**300-2-3-.02 Budget And Capital Recommendation.**

(1) The Commission is vested with the authority to carry out and enforce the provisions of Code of Ala. 1975, §§16-5-9 and 16-5-15 and to promulgate policies and procedures consistent with carrying out the required statutory functions.

~~(1) The Commission staff shall receive, evaluate and coordinate budget and capital requests for the public institutions of higher education of Alabama pursuant to statutory authority as set out in Code of Ala. 1975, §§.~~

~~(2) The Commission shall hold an open public hearing on the institutional requests.~~

~~(3) The Commission shall present to each institution, the governor and the legislature, a single unified budget recommendation containing budget and capital recommendations for separate appropriations to each institution.~~

~~(4) This recommendation shall be based on but not limited to, institutional requests, standard techniques of objective measurement, need and unit cost figures arrived at through the use of comparative and verified data from other states.~~

~~(5) The reporting dates are determined yearly based on the legislative and executive budget office time tables. Each institution shall receive ample time to complete and return all required reports.~~

**Author:** William O. Blow; Timothy W. Vick

**Statutory Authority:** Code of Ala. 1975, §§16-5-9, 16-5-15

**History:** Filed April 10, 1989.

**300-2-3-.03 Policy On Eligibility For Alabama Resident Tuitions.**

(1) The Commission is vested with the authority to carry out and enforce the provisions assigned by Code of Ala. 1975, §16-64 and to promulgate policies and procedures consistent with carrying out the required statutory functions.

(a) The Commission shall develop and maintain a list of counties within fifty miles of a campus of a public institution whose students shall qualify for resident tuition rates in compliance with §16-64-4(b). This list is available upon request from the Commission.

~~(1) The policy on eligibility for Alabama resident tuitions has several purposes. First, the policy establishes procedures for implementing Act 96-663. Secondly, it sets guidelines concerning the classification of resident and nonresident students. Further, it establishes minimum documentation which must be provided by all individuals claiming Alabama residency (see paragraph (4)(a) following). Next, the policy states a minimum standard in accordance with Act 96-663 regarding tuition charges for non resident students. Finally, the policy provides a list of counties in adjacent states meeting the definition of Fifty Mile County found in (2)(f) following and sets minimum documentation required for any person claiming to be a resident of a Fifty Mile County (see subparagraph (a) of paragraph (6) following). (Act 96-663; Commission policy adopted December 16, 1988, and revised in accordance with Act 96-663 on December 13, 1996.)~~

~~(2) Definitions related to the policy. For the purposes of this policy, the following terms have the following meanings.~~

~~(a) Minor: An individual who, because of age, lacks the capacity to contract under Alabama law. Under current law, this means a single individual under 19 years of age and a married individual under 18 years of age, but excludes an individual whose disabilities of nonage have been removed by a court of competent jurisdiction for a reason other than establishing a legal residence in Alabama. If current law changes, this definition shall change accordingly.~~

~~(b) Residence: The single location at which a person resides with the intent of remaining in that location indefinitely as evidenced by more substantial connections with that place than with any other place. A residence location is not defined by a~~

~~postal service mailing address which may be assigned without regard to county or state boundaries.~~

~~(c) Resident: One whose residence is in the State of Alabama.~~

~~(d) Resident/Nonresident Student: In determining resident or nonresident classification, the primary issue is one of intent. If a person is in Alabama primarily for the purpose of obtaining an education, that person shall be considered a nonresident student.~~

~~(e) Supporting Person: Either or both of the parents of the student, if the parents are living together, or if the parents are divorced or living separately, then either the parent having legal custody or, if different, the parent providing the greater amount of financial support. If both parents are deceased or if neither has legal custody, supporting person shall mean, in the following order: the legal custodian of the student, the guardian, and the conservator.~~

~~(f) Fifty Mile County: A county of an adjacent state that is within fifty miles of a campus of an institution; provided, however, that campus existed and operated as of January 1, 1996. The Commission on Higher Education will maintain a list of qualifying fifty mile counties for each qualifying campus of an Alabama public college or university. See paragraph (11) of this rule for a list of the counties recognized as Fifty Mile Counties for each institution.~~

~~(3) Persons eligible for resident tuitions. For purposes of admission and tuition, a public institution of higher education may consider that the term resident student includes any of the following:~~

~~(a) One who, at the time of registration, is not a minor and satisfies one of the following:~~

~~1. Is a full-time permanent employee of the institution at which the student is registering or is the spouse of such an employee.~~

~~2. Can verify full-time permanent employment within the State of Alabama, or is the spouse of such an employee, and will commence said employment within 90 days of registration with the institution.~~

~~3. Is a member or the spouse of a member of the United States military on full-time active duty~~

~~stationed in Alabama under orders for duties other than attending a public institution of higher education.~~

~~4. Is employed as a graduate assistant or fellow by the institution at which the student is registering.~~

~~5. Is an accredited member of or the spouse of an accredited member of a consular staff assigned to duties in Alabama.~~

~~6. Is, at the time of passage of Act 96-663, a student enrolled at a public college or university and who is currently classified as a resident for tuition purposes provided such student maintains continuous enrollment at that institution.~~

~~(b) One who, at the time of registration, is a minor and whose supporting person satisfies one of the following:~~

~~1. Is a full-time permanent employee of the institution at which the student is registering.~~

~~2. Can verify full-time permanent employment within the State of Alabama and will commence said employment within 90 days of registration with the institution.~~

~~3. Is a member of the United States military on full-time active duty stationed in Alabama under orders for duties other than attending a public institution of higher education.~~

~~4. Is an accredited member of a consular staff assigned to duties in Alabama.~~

~~(4) Initial Determination of Eligibility.— The following are criteria by which initial eligibility as an Alabama resident is determined.~~

~~(a) An individual claiming to be an Alabama resident for purposes of this policy shall certify by a signed statement each of the following:~~

~~1. A specific address or location within the State of Alabama as his or her residence, as defined in (2)(b) above.~~

~~2. An intention to remain at that location indefinitely.~~

~~3. Possession of more substantial connections~~

~~with the State of Alabama than with any other state.~~

~~(b) Though certification of a residence location and an intent to remain in the state indefinitely shall be prerequisites to establishing status as a resident, ultimate determination of that status shall be made by the institution by evaluating the presence or absence of connections with the State of Alabama. This evaluation shall include the consideration of all of the following connections.~~

~~1. Consideration of the location of high school graduation.~~

~~2. Payment of Alabama state income taxes as a resident.~~

~~3. Ownership of a residence or other real property in the state and payment of state ad valorem taxes on the residence or property.~~

~~4. Full-time employment in the state.~~

~~5. Residence in the state of a spouse, parents, or children.~~

~~6. Previous periods of residency in the state continuing for one year or more.~~

~~7. Voter registration and voting in the state; more significantly, continuing voter registration in the state that initially occurred at least one year prior to the initial registration of the student in Alabama at a public institution of higher education.~~

~~8. Possession of state or local licenses to do business or practice a profession in the state.~~

~~9. Ownership of personal property in the state, payment of state taxes on the property, and possession of state license plates.~~

~~10. Continuous physical presence in the state for a purpose other than attending school, except for temporary absences for travel, military service, and temporary employment.~~

~~11. Membership in religious, professional, business, civic, or social organizations in the state.~~

~~12. Maintenance in the state of checking and savings accounts, safe deposit boxes, or investment accounts.~~



~~13. In-state address shown on selective-service registration, driver's license, automobile title registration, hunting and fishing licenses, insurance policies, stock and bond registrations, last will and testament, annuities, or retirement plans.~~

~~(5) Nonresident tuition charges. In accordance with Act 96-663 each Alabama public institution of higher education shall charge each undergraduate student who is registered as a nonresident a minimum tuition of two times the resident tuition rate charged by that institution. This rate shall be effective for students who register at an institution beginning August 1, 1997. A nonresident graduate student at an institution shall be charged a rate of tuition that is at least at the level of tuition charged to a nonresident undergraduate.~~

~~(6) The governing boards of each four-year public institution of higher education shall retain the power to extend resident tuition rates to students who reside in any county within fifty miles of a campus of the institution; provided, however, that campus must be in existence and operating as of January 1, 1996. For public two-year institutions, the State Board of Education, upon the recommendation of the Chancellor of the Department of Postsecondary Education, shall retain the power to extend resident tuition rates to students who reside in any county within fifty miles of a campus of the institution; provided, however, that campus must be in existence and operating as of January 1, 1996. In determining residence within a fifty-mile county, institutions will take special care not to rely on postal-service mailing addresses which may be assigned without consideration of county or state boundaries.~~

~~(a) An individual claiming to be a resident of a fifty-mile county for purposes of this policy shall certify by a signed statement each of the following:~~

~~1. A specific address or location within that fifty-mile county as his or her residence, as defined in Section 1.~~

~~2. An intention to remain at that location indefinitely.~~

~~3. Possession of more substantial connections with that fifty-mile county than with any other county.~~

~~(b) Though certification of a residence location and an intent to remain in the fifty-mile county~~

~~indefinitely shall be prerequisites to establishing status as a resident of that county, ultimate determination of that status shall be made by the institution by evaluating the presence or absence of connections with the specific fifty mile county. This evaluation shall include the consideration of all of the following connections.~~

~~1. Consideration of the location of high school graduation.~~

~~2. Payment of state income taxes as a resident of that fifty mile county by the student or supporting person.~~

~~3. Ownership of a residence or other real property in the fifty mile county and payment of ad-valorem taxes on the residence or property by the student or supporting person.~~

~~4. Full-time employment of the student or supporting person in the fifty mile county.~~

~~5. Residence in the fifty mile county of a spouse, parents, or children.~~

~~6. Previous periods of residency in the fifty mile county continuing for one year or more.~~

~~7. Voter registration and voting in the fifty mile county; more significantly, continuing voter registration in the fifty mile county that initially occurred at least one year prior to the initial registration of the student at a public institution of higher education in Alabama.~~

~~8. Possession of state or local licenses to do business or practice a profession in the fifty mile county by the student or supporting person.~~

~~9. Ownership of personal property in the fifty mile county, payment of state taxes on the property, and possession of state license plates by the student or supporting person.~~

~~10. Continuous physical presence in the fifty mile county for a purpose other than attending school, except for temporary absences for travel, military service, and temporary employment.~~

~~11. Membership in religious, professional, business, civic, or social organizations in the fifty mile county.~~

~~12. Maintenance in the fifty-mile county of checking and savings accounts, safe deposit boxes, or investment accounts by the student or supporting person.~~

~~13. Address of the student shown on selective service registration, driver's license, automobile title registration, hunting and fishing licenses, insurance policies, stock and bond registrations, last will and testament, annuities, or retirement plans which is located in the fifty-mile county.~~

~~14. Eligibility of a student for Alabama resident tuition as a resident of a fifty-mile county is campus specific and not transferrable to any other campus. Enrollment at any other campus of a public college and university will require re-certification at the new campus.~~

~~(7) Each institution will keep sufficient records of its tuition practices and decisions that it will be prepared for an annual audit by either the Alabama Commission on Higher Education or by the Examiners of Public Accounts, to include provision of a roster of students enrolled and extended resident tuition privilege as residents of a fifty-mile county.~~

~~(8) Each institution shall submit an annual report to the Commission on Higher Education regarding the number of students determined to be eligible for resident tuitions as well as those determined to be ineligible. This report will reflect these data by student class level (freshman, sophomore, etc.) and will be submitted to the Commission no later than December 10 of each academic year.~~

~~(9) A four-year public institution of higher education, at the discretion of its governing board and a two-year public institution of higher education at the discretion of the chancellor of the Department of Postsecondary Education may elect to adopt policies regarding nonresident tuition which are more rigorous than those specified in this policy.~~

~~(10) The provisions of this policy shall not apply to those off-campus offerings on military bases conducted by colleges and universities.~~

~~(11) Following is the list of Alabama institutions with the respective counties (Fifty-Mile Counties) in adjacent states for which the fifty-mile county definition applies.~~

<del>Alabama College Campus</del>	<del>Location</del>	<del>Adj State</del>	<del>50-Mile Co.</del>
<del>Northeast Ala. State Jr. Col.</del>	<del>Rainsville</del>	<del>Tennessee</del>	<del>Franklin</del>
			<del>Hamilton</del>
			<del>Lincoln</del>
			<del>Marion</del>
		<del>Georgia</del>	<del>Bartow</del>
			<del>Catoosa</del>
			<del>Chattooga</del>
			<del>Dade</del>
			<del>Floyd</del>
			<del>Gordon</del>
			<del>Haralson</del>
			<del>Polk</del>
			<del>Walker</del>
			<del>Whitfield</del>
<del>Snead State</del>	<del>Boaz</del>	<del>Georgia</del>	<del>Chattooga</del>
			<del>Floyd</del>
			<del>Polk</del>
			<del>Walker</del>
<del>Gadsden St. Com Col.</del>	<del>Gadsden</del>	<del>Georgia</del>	<del>Carroll</del>
			<del>Chatooga</del>
			<del>Floyd</del>
			<del>Haralson</del>
			<del>Polk</del>
<del>Jacksonville State Univ.</del>	<del>Jacksonville</del>	<del>Georgia</del>	<del>Bartow</del>
			<del>Carroll</del>
			<del>Chatooga</del>
			<del>Coweta</del>
			<del>Douglas</del>
			<del>Floyd</del>
			<del>Haralson</del>
			<del>Heard</del>
			<del>Paulding</del>
			<del>Polk</del>
<del>Ayers State Tech. Col.</del>	<del>Anniston</del>	<del>Georgia</del>	<del>Carroll</del>
			<del>Floyd</del>

Alabama College Campus	Location	Adj State	50-Mile Co.
			Haralson
			Heard
			Paulding
			Polk
Southern Union State Jr. Col.	Wadley	Georgia	Carroll
			Chattahoochee
			Coweta
			Haralson
			Harris
			Heard
			Marion
			Meriwether
	Valley		Muscogee
			Pike
			Stewart
			Falbot
			Taylor
			Troup
			Upson
Central Al. Com. Col.	Alexander City	Georgia	Harris
			Heard
			Troup
Auburn Univ.	Auburn	Georgia	Chattahoochee
			Harris
			Heard
			Meriwether
			Muscogee
			Quitman
			Stewart
			Falbot
			Troup
Opelika State Tech. Col.	Opelika	Georgia	Chattahoochee
			Harris
			Heard
			Marion
			Meriwether
			Muscogee
			Quitman
			Stewart
			Falbot
			Troup
Troy State Univ - Phenix City Chattahoochee Valley Com. Col.	Phenix City	Georgia	Chattahoochee
			Clay
			Heard
			Harris
			Macon
			Marion
			Meriwether
			Muscogee
			Quitman

Alabama College Campus	Location	Adj State	50-Mile Co.
			Randolph
			Schley
			Stewart
			Sumter
			Talbot
			Taylor
			Terrell
			Troup
			Upson
			Webster
Sparks State Tech. Col.	Eufaula	Georgia	Baker
			Chattahoochee
			Calhoun
			Clay
			Dougherty
			Early
			Marion
			Miller
			Muscogee
			Quitman
			Randolph
			Stewart
			Sumter
			Terrell
			Webster
Troy State Univ. at Dothan	Dothan	Georgia	Baker
George C. Wallace Dothan		Calhoun	
			Clay
			Decatur
			Early
			Miller
			Quitman
			Randolph
			Seminole
		Florida	Bay
			Calhoun
			Holmes
			Jackson
			Washington
			Walton
Enterprise State Jr. Col.	Enterprise	Georgia	Early
		Florida	Jackson
			Holmes
			Okaloosa
			Walton
			Washington
Ala. Aviation Tech. Col.	Ozark	Georgia	Clay
			Early
			Miller
			Quitman
			Randolph

Alabama College Campus	Location	Adj State	50-Mile Co.
			Seminole
		Florida	Holmes
			Jackson
			Walton
			Washington
MacArthur State Tech. Col.	Opp	Florida	Jackson
			Holmes
			Okaloosa
			Santa Rosa
			Walton
			Washington
L.B. Wallace St. Jr. Col.	Andalusia	Florida	Holmes
			Okaloosa
			Santa Rosa
			Walton
Jefferson Davis State Jr. Col.	Brewton	Florida	Escambia
			Okaloosa
			Santa Rosa
			Walton
Jefferson Davis State Jr. Col.	Atmore	Florida	Escambia
			Okaloosa
			Santa Rosa
Reid State Tech. Col.	Evergreen	Florida	Escambia
			Okaloosa
			Santa Rosa
Alabama Southern	Monroeville	Florida	Escambia
			Santa Rosa
University of South Alabama Faulkner State Jr. Col.	Bay Minette	Florida	Escambia
			Santa Rosa
University of South Alabama Bishop State Com. Col.	Mobile	Florida	Escambia
		Mississippi	Santa Rosa
			George
			Greene
			Harrison
			Jackson
			Perry
			Stone
Ala Southern Com. Col.	Thomasville	Mississippi	Clarke
			Lauderdale
			Wayne
Univ of West Alabama	Livingston	Mississippi	Clarke
			Jasper
			Kemper
			Lauderdale
			Neshoba

Alabama College Campus	Location	Adj State	50-Mile Co.
			Newton
			Noxubee
			Winston
University of Alabama	Tuscaloosa	Mississippi	Lowndes
Shelton State Com. Col.			Noxubee
Bevill State Jr. Col.	Fayette	Mississippi	Clay
			Itawamba
			Lowndes
			Monroe
			Noxubee
Northwest Ala Com. Col.	Hamilton	Mississippi	Chickasaw
Northwest Shoals Com. Col.	Phil		Clay
	Campbell		Itawamba
			Lee
			Lowndes
			Monroe
			Pentototee
			Prentiss
			Tishomingo
Northwest Shoals Com. Col.	Phil	Tennessee	Lawrence
	Campbell		Wayne
University of North Alabama	Florence	Mississippi	Alcorn
			Itawamba
			Prentiss
			Tishomingo
		Tennessee	Decatur
			Giles
			Hardin
			Lawrence
			Lewis
			McNairy
			Wayne
Northwest Shoals Com. Col.	Muscle Shoals	Mississippi	Alcorn
			Itawamba
			Prentiss
			Tishomingo
		Tennessee	Hardin
			Giles
			Lawrence
			McNairy
			Wayne
Athens State Col.	Athens	Tennessee	Bedford
			Franklin
			Giles
			Lawrence
			Lincoln
			Marshall
			Maury



<del>Alabama College Campus</del>	<del>Location</del>	<del>Adj State</del>	<del>50-Mile Co.</del>
			Moore
			Wayne
<del>Calhoun State Com. Col.</del>	<del>Decatur</del>	<del>Tennessee</del>	<del>Giles</del>
			Lawrence
			Lincoln
			Wayne
<del>Univ. of Ala. in Huntsville</del>	<del>Huntsville</del>	<del>Tennessee</del>	<del>Bedford</del>
<del>Drake State Tech. Col.</del>			Coffee
			Franklin
			Giles
			Lawrence
			Lincoln
			Marion
			Marshall
			Moore
<del>Alabama A&amp;M Univ.</del>	<del>Normal</del>	<del>Tennessee</del>	<del>Bedford</del>
			Coffee
			Franklin
			Giles
			Lawrence
			Lincoln
			Marion
			Marshall
			Moore

**Author:** Edward P. Rutledge; Timothy W. Vick

**Statutory Authority:** ~~Code of Ala. 1975, §16-64 §§16-5-1, et seq. (This rule is based on Act 96-663 and Commission policy adopted December 16, 1988, and December 13, 1996.)~~

**History: New Rule:** June 4, 1997; effective July 9, 1997.

~~300-2-3-.04~~ **Policy on Distance Education.**

~~(1)Definition of Distance Education: A formal educational process using technological delivery in which instruction occurs where students and instructors are not in the same place. Instruction may be synchronous or asynchronous. Distance education may employ audio, video, or computer technologies. Distance education, distance learning, and e-learning are recognized by the Commission as being synonymous terms. Academic courses or programs are considered to be distance education entities when over fifty percent of the content is delivered through distance education modes. [Based on the Council on Occupational Education (COE) and the Southern Association of Colleges and Schools/Commission on Colleges (SACS/COC) definitions.]~~

~~(2) The Role of Distance Education in Alabama Higher Education: The Commission on Higher Education supports the use of distance education by public higher education institutions in the state as one means of providing higher education opportunities to Alabama citizens and to other students who are enrolled at Alabama public institutions.~~

~~(3) Institutional Responsibility: Institutions are to set tuition for distance education offerings, ensuring that they meet statutory requirements. Institutions providing distance education courses or programs are expected to be in full compliance with the standards and/or requirements of any appropriate governing or accreditation authorities.~~

~~(4) Commission Responsibility: Units of instruction offered by Alabama public institutions and funded by state appropriations, including distance education offerings, are subject to Commission approval by statute. The Commission also has statutory responsibility for data collection related to funding recommendations, statewide planning, and various state and national reports. Therefore, the Commission's distance education policy addresses three fundamental areas, listed below.~~

~~(a) Relationship to the ACHE Standard: For the purpose of inclusion in state formula calculations, student data from distance education offerings must meet one of the following criteria [See 5. Implementation]:~~

~~1. Students who are enrolled at Alabama public higher education institutions and whose legal permanent address is within the state of Alabama;~~

~~2. Students who are enrolled at Alabama public higher education institutions and whose domicile is within the state of Alabama;~~

~~3. Students who are enrolled at Alabama public higher education institutions who are residents of counties in adjacent states within fifty miles of a campus of an institution, provided that the campus existed and operated as of January 1, 1996 (Fifty Mile County). (Administrative Code, Chapter 300-2-3, Rule .03.)~~

~~(b) Data Collection:~~

~~1. The Commission will collect data as deemed necessary on all distance learning students enrolled in credit courses at Alabama public institutions to meet federal, regional, and state requirements.~~

~~(e) Relationship to the Commission's Academic Program Inventory:~~

~~1. In order for student data from such programs to be included in state formula calculations and any Commission data collection, academic programs offered through distance education by Alabama public institutions must have been approved by the Commission on Higher Education and must be listed in the Commission's Academic Program Inventory with no restriction to a military base.~~

~~2. Programs approved by the Commission on Higher Education do not require additional Commission 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.~~

~~3. The Commission on Higher Education does not require approval of individual courses for distance education purposes.~~

~~(5) Implementation: For data collection purposes, implementation in relation to the ACHE Standard will begin in Academic Year 2008-09 (FY 2010-11) and will not be fully implemented until the Fiscal Year 2012-13 Unified Budget Recommendation.~~

**Author:** Tim Vick

**Statutory Authority:** Code of Ala. 1975, §§16-5-1, et seq. **History:** **New Rule:** Filed September 6, 2007; effective October 11, 2007.

DECISION ITEM E:

Preliminary Approval of Amendments to the Administrative Procedures for Education Assistance Programs (Academic Common Market and SREB Contract Programs) for Chapter 300-2-4

Staff Presenter:

Paul B. Mohr, Sr.  
Director of Special Programs

Staff Recommendation:

That the Commission preliminarily approve the proposed amendments related to the Chapter 300-2-4 of the administrative procedures for Education Assistance Programs.

Background:

The Code of Alabama, 1975, Section 16-5-10(10) authorizes the Alabama Commission on Higher Education to make rules and regulations for its meetings, procedures and execution of the powers and duties delegated to it.

The reasons for the proposed amendments to these administrative procedures are described below and shown in Attachment 1. Old language is struck-through and new language is underlined.

The purpose of the proposed changes are to:

1. Delete obsolete or superfluous language due to programmatic changes. For example,
  - a. the Meharry Medical College and Tuskegee contract programs are no longer operative.
  - b. North Carolina no longer participates in the Academic Common Market.
2. Provide updated information.

Supporting Documentation:

1. Proposed amendments to Chapters 300-2-4 of the Alabama Administrative Code (attached).

Attachment 1

ALABAMA COMMISSION ON HIGHER EDUCATION  
ADMINISTRATIVE CODE  
PLANNING AND COORDINATION  
CHAPTER 300-2-4  
EDUCATIONAL ASSISTANCE PROGRAMS

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**300-2-4-.01 Administration of the Academic Common Market Program.**

(1) Purpose. It is the responsibility of the Alabama Commission on Higher Education to establish policies and procedures for administering the Academic Common Market (ACM) Program in Alabama.

(2) Definition. The Academic Common Market is a consortium of 16 Southern states that belong to the Southern Regional Education Board (SREB). Through this program, students wishing to pursue study in uncommon programs not available within their home states may be able to attend out-of-state graduate programs at in-state tuition rates. Selected baccalaureate programs also are available to residents of 15 of these states.

(3) Participants. The following states are partners in the ACM consortium and abide by the policies of the SREB: Alabama, Arkansas, Delaware, Florida (graduate programs only), Georgia, Kentucky, Louisiana, Maryland, Mississippi, ~~North Carolina (graduate programs only with restrictions)~~, Oklahoma, South Carolina, Tennessee, Texas (graduate programs only), Virginia, and West Virginia.

(4) Program Access. The State of Alabama will access programs through the ACM for its residents only if three conditions are met:

(a) The program does not duplicate a program offered by an Alabama institution.

(b) The program is offered to the ACM by the other state.

(c) The resident is unconditionally admitted to the university and the program.

(5) Program Selection. Public universities in Alabama appoint ACM coordinators who work with the Commission staff to make program selections for the State. Each fall, coordinators review the list of programs available to the ACM, and select those programs that are uncommon to the State to be available to Alabama residents for the next year. The list of available programs changes, **throughout the year**, ~~each year~~ depending on the willingness of other states to make programs available, and the development of new programs in Alabama institutions that duplicate those programs offered to the ACM. Access to programs is based on a decision that similar programs (curriculum configurations, not necessarily degree titles) are not available in Alabama and meet the following criteria:

(a) The program must be designed to culminate in the conferral of a baccalaureate, master's or doctoral degree and the institution must be able to classify the participant as degree seeking. Degrees or awards at the less-than associate, associate, and first professional level, and post-baccalaureate and postmaster's awards and certificate, are not eligible for the ACM.

(b) Correspondence and other degree programs operating out-of-state (relative to the teaching institution) are not eligible for the ACM.

(c) Under the premise that such study may be arranged in the home state, the independent combinations of available degree programs such as biology and music should not be considered, nor should double major or major/minor combinations that are independently set by students. If both major programs of study qualify for inclusion in the ACM, then the state and institution may allow the student to enroll in both programs. Coordinated degree programs, such as joint Master of Business Administration (MBA)/Master of Public Health (MPH) programs, should have a defined, published structure.

(d) Degree program titles do not necessarily define program content. As a guideline, at least one-half of the courses in the major should consist of courses not available in similar programs in the home state.

(e) Concentrations, options tracks, or specialization within more general (and otherwise ineligible) degree programs must be extraordinary, specific, and structured to merit eligibility for the ACM. They must materially change the nature of the degree such that it is markedly different from degree programs that exist in the state.

(f) Curricular differences will always exist between two programs of study at different institutions. State coordinators are responsible for determining whether to seek access to out-of-state programs, based on the extent of the differences in curriculum.

(6) Factors Explicitly Excluded from Consideration for Eligibility of Programs for the ACM. Several factors are explicitly excluded from consideration in determining the eligibility of programs for the ACM. These include:

- (a) Specific programmatic accreditation or state licensure requirements.
- (b) The difficulty of access to in-state programs.
- (c) The unavailability of a similar in-state degree program with unique student services.
- (d) Student amenities or other non-academic features.
- (e) The geographic location of programs within the State of Alabama.

(7) Alabama Resident Participation in the Current ACM. If an Alabama resident requests ACM access to one of the programs currently listed in the ACM Inventory for Alabama residents, the Commission staff will send the Alabama resident an application that requires proof of:

- (a) Alabama residency
- (b) Unconditional admittance to the university and the approved program.

(8) Alabama Resident Requests for Access to Programs Not Currently Listed with ACM. If an Alabama resident requests ACM access to a program not listed in the ACM Inventory for Alabama residents, the Commission staff will send the Alabama resident an application that requires proof of:

- (a) Alabama residency
- (b) Unconditional admittance to the university and the approved program.
- (c) Program non-duplication (proof must be consistent with ACM guidelines)

(d) If the State Coordinator determines that the program is available to the ACM and should be made available to Alabama residents, he or she will send a request to SREB and the university to add the program to the ACM. Once the access is available, the State Coordinator will send a certification letter to the Alabama resident and his/her university's ACM Coordinator, provided the Alabama resident has fulfilled all ACM/ACHE requirements.

(9) Appeals Process. Should the State Coordinator deny access to the program based on the assessment of the information provided by the student,

the student may appeal the decision to the Executive Director of the Commission?

(a) The Executive Director will consider an appeal only when a student feels the State Coordinator's decision was made:

- (1) In error based on a misinterpretation of the facts or
- (2) Contrary to ACM policies

(b) An appeal stating all pertinent points must be submitted in writing no later than 15 days after the State Coordinator's decision has been made and the Alabama resident must have on file the following:

- (1) An ACM application
- (2) Proof of Alabama residency
- (3) Proof of unconditional admittance to the university and the approved program
- (4) An official program guide that includes the courses and descriptions in the program that the student desires to access through the ACM.

(c) The decision of the Executive Director will be final.

(10) Guidelines for Students Enrolling in Programs under the ACM Agreement.

(a) The student must first be accepted for admission to the desired degree program by following the normal admission procedure for the institution.

(b) The student must be accepted as a degree-seeking student in the specified major with a regular admission status.

(c) Students with a probationary, provisional, or non-degree-seeking status at the institution are ineligible for ACM participation.

(d) Institutions that do not classify undergraduate students as degree seeking in a major until a fixed point in their studies (e.g. sophomore or junior year) may elect to accept ACM students as first-year students or only at the point official acceptance into a major occurs. This decision is at the discretion of the institution and may vary among different disciplines. In addition, institutions may determine additional student eligibility standards such as full-time status.



### **~~300-2-4-.02 Educational Assistance Contracts.~~**

~~(1) The purpose of educational assistance contracts is to provide four types of aid to Alabama residents. This aid includes:~~

~~(a) Assistance for graduate and professional instruction not available at state-supported institutions;~~

~~(b) Assistance for instruction on the college or university level at private nondenominational institutions when such instruction is not available to such residents at public, state-supported educational institutions in Alabama;~~

~~(c) Assistance at Tuskegee Institute in veterinary medicine, engineering, vocational agriculture, vocational home economics, chemistry, nursing education, and such other educational services at Tuskegee which are in great enough demand to justify the assistance; and~~

~~(d) Assistance at Meharry Medical College through SREB in medical and dental education.~~

~~(2) Two conditions must be satisfied before a request for assistance in a specific program that is not available to Alabama residents at a state-supported educational institution may be considered by the Commission. These conditions include:~~

~~(a) A sufficient legislative appropriation must be specifically designated for the purpose of the initiation of the educational assistance contract; and~~

~~(b) The institution and program of instruction under consideration for contract must be fully accredited by the appropriate national, regional, and professional accrediting body.~~

~~(3) The Commission has the responsibility to periodically review its contract programs and consider termination of those programs, which meet one or more of the following conditions:~~

~~(a) The contract program becomes available through the Academic Common Market;~~

~~(b) The same degree as that offered by the contract program becomes available through the Academic Common Market at a different institution;~~

~~(c) No certifications are made to a contract program for a period of three academic years.~~

**300-2-4-.02 Determining Alabama Residency for Purposes Of The Academic Common Market and Contract Programs with the Southern Regional Education Board.**

(1) The purpose of determining Alabama residency for the Academic Common Market ~~and Contract Programs~~ is to provide an equitable opportunity for persons who are not native to the state, but who meet certain other criteria, to participate in these programs.

(2) It is the responsibility of the Alabama Commission on Higher Education to establish policies and procedures for determining Alabama residency for purposes of the Academic Common Market ~~and Contract Programs~~.

(3) The following definitions apply in this rule:

(a) A student is financially dependent if he or she receives half or more of his or her income from another person or persons, or appears as a dependent on the state income tax return of any other person.

(b) A student is financially independent if he or she declares himself or herself so, if he or she received less than half of his support from any other person or persons, and if he or she does not appear as a dependent on the state income tax return of any other person.

(c) A parent is a natural parent, an adoptive parent, a legally appointed guardian, or a person who stands in loco parentis to the student.

(d) A domicile is a person's permanent place of abode, that location with which a person is considered to have the most settled and permanent connection. A person must demonstrate intent to live permanently or indefinitely in Alabama, and cannot have more than one domicile at a given time.

(e) A spouse is a partner in a legally contracted marriage.

(4) In determining domicile, the Commission staff shall take into consideration, but shall not be limited to, whether an applicant:

~~(a) Owns or rents and occupies real property in Alabama as one's domicile on a year-round basis.~~

~~(b) Maintains a substantially uninterrupted presence within Alabama for twelve (12) consecutive months prior to the anticipated date of enrollment in the Common Market or Contract Program.~~

~~(c) Maintains all, or substantially all, personal possessions in the State of Alabama.~~

- (~~d~~ a) Pays Alabama income tax on earned income.
- (~~e~~) Registers all owned motor vehicles in Alabama.
- (~~f~~ b) Possesses a valid Alabama driver's license, if licensed.
- (~~g~~) Registers to vote in Alabama, if registered.
- (~~h~~ c) Gives an Alabama home address on income tax forms.

(5) In conjunction with the above, the Commission will certify Alabama residency, for purposes of the Academic Common Market ~~and Contract Programs~~, for United States citizens and immigrant aliens lawfully admitted for permanent residence in the U.S., in the following cases:

(a) A student is financially dependent upon a parent(s) or spouse domiciled in Alabama for at least twelve (12) months prior to the date of the residency application.

(b) A student is financially independent and has maintained domicile in Alabama for at least twelve (12) months prior to the date of the residency application.

(c) A student has been classified as an in-state resident by an Alabama institution, and is still enrolled at that institution at the time he or she makes residency application for the Common Market ~~or contract program~~.

(6) A student requesting certification of Alabama residency must complete a residency application form available from the State Academic Common Market Coordinator. Any student who asserts that he or she is financially dependent upon a parent(s) or spouse domiciled in Alabama must also produce a copy of the state income tax form which shows the student claimed as a dependent ~~or a signed notarized statement from the parent(s) or spouse which indicates the most recent year the student was claimed as a dependent on the Alabama income tax form~~. Completed applications will be sent to the State Academic Common Market Coordinator for evaluation of the residency claim.

(7) A student may appeal the State Academic Common Market Coordinator's denial of his or her residency application by filing written request for appeal within thirty (30) days of the date of denial. The request for appeal shall be sent to the executive director of the Commission and shall include the reasons the petitioner believes the denial is erroneous and all other evidence in support of his appeal. The decision of the executive director shall be final.

DECISION ITEM LBW-1: Lurleen B. Wallace Community College, Associate in Applied Science in Physical Therapist Assistant (CIP 51.0806)

### **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/Objective:** The Physical Therapist Assistant program will prepare individuals, under the supervision of a physical therapist, to implement physical therapy treatment care plans, train patients, conduct treatment interventions, use equipment, and observe and record patient progress. The program will include instruction in applied anatomy and physiology, applied kinesiology, principles and procedures of physical therapy, basic neurology and orthopedics, physical therapy modalities, documentation skills, psychosocial aspects of health care, wound and injury care, electrotherapy, working with orthotics and prostheses, and personal and professional ethics.

**Role:** The proposed program is within the instructional role for Lurleen B. Wallace Community College (LBW).

**Mode of Delivery:** PTA courses will be traditional classroom with some web-enhanced components. Delivery will include classroom lectures, activities and discussions.

**Similar Programs:** Currently, Bishop State Community College (BIS), Calhoun Community College (CAL), Jefferson State Community College (JSC), Reid State Technical College (REI), Southern Union State Community College (SOU), Wallace State Community College-Dothan (WSD), and Wallace State Community College-Hanceville (WSH) all have an Associate in Applied Science (AAS) in Physical Therapy Assistant, with the exception of REI that has an Associate in Applied Technology program.

**Collaboration:** According to LBW officials, collaborations will not be sought at this time.

**Licensure/Accreditation:** After program completion, students must pass the National Physical Therapy Examination to become a licensed/certified Physical Therapist Assistant.

Additionally, the program implementation date reflects the timeline for accreditation of the proposed Physical Therapy assistant program at LBW according to the Commission on Accreditation in Physical Therapy Education (CAPTE). According to CAPTE timelines, the "Developing Program Information form" must be submitted in September 2018 since the earliest date for a candidacy visit would be July 2019. A final decision regarding program candidacy will be made in November 2019. Students would then be permitted by CAPTE to enroll in the proposed Physical Therapy Assistant program in January 2020 if the program is approved.

**Clinical Sites:** The college has established clinical agreements with the following facilities: TherapySouth (Andalusia), LHC HomeCare South Alabama (Opp), Crenshaw Community Hospital (Luverne), L.V. Stabler Memorial Hospital (Greenville), Mitzell Memorial Hospital (Opp), and Therapy Management Corporation (Montgomery).

**Resources:** A total of \$892,343 in estimated new funds will be needed for the program in the first five years, and a total of \$2,230,335 will be available through internal reallocations, extramural funds and tuition.

**Public Review:** The program was posted on the Commission website from April 2 until April 22 (twenty days) for public review and comments. No comments were received.

**Rationale for Staff Recommendation:**

1. According to the program application, Physical Therapy Assistant is a high demand occupation in Alabama, with an annual average salary of over \$54,000 a year with 130 average annual openings.
2. According to the Alabama Department of Labor, job opportunities for physical therapist assistants are expected to grow at a percentage rate of 41 percent from 2014 to 2024.
3. The American Physical Therapy Association states, "The need for PTAs is expected to increase into the foreseeable future as the U.S. population ages and the demand for physical therapy services grows" ([www.apta.org](http://www.apta.org)).

DECISION ITEM LBW-1: Lurleen B. Wallace Community College, Associate in Applied Science in Physical Therapist Assistant (CIP 51.0806)

Staff Presenter: Ms. Margaret Pearson  
Academic Program Review Analyst

Staff Recommendation: That the Commission approve the proposed Associate in Applied Science in Physical Therapist Assistant.

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

Implementation Date: The proposed program will be implemented January 2020. Based on Commission policy, the proposed program must be implemented by December 8, 2020, 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 13, based on the proposal.
2. That the annual average number of graduates for the period 2020-21 through 2024-25 (five-year average) will be at least 7.5, based on the adopted graduation rates as stated in ACHE policy.
3. That information regarding an overall assessment of the program will be provided, particularly as related to objectives and assessment measures stated in the proposal, and to include data showing related employment.

Lurleen B. Wallace Community College (LBW) 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, 2025.

Supporting Documentation:

1. New Academic Degree Program Application Summary, attached.
2. Summary of Background Information, attached.
3. Curriculum for Proposed Program, attached.
4. Lurleen B. Wallace Community College proposal, dated March 8, 2018. Available upon request.

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

**Attachment 1**

INSTITUTION Lurleen B. Wallace Community College

PROGRAM Associate in Applied Science in Physical Therapist Assistant (CIP 51.0806)

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

	2020-21	2021-22	2022-23	2023-24	2024-25	TOTAL
FACULTY	\$155,503	\$159,812	\$161,966	\$166,276	\$168,430	\$811,987
LIBRARY	\$1,000	\$1,000	\$1,000	\$1,000	\$1,000	\$5,000
FACILITIES	\$0	\$0	\$0	\$0	\$0	\$0
EQUIPMENT	\$36,356	\$6,000	\$6,000	\$6,000	\$6,000	\$60,356
STAFF	\$0	\$0	\$0	\$0	\$0	\$0
OTHER	\$3,000	\$3,000	\$3,000	\$3,000	\$3,000	\$15,000
TOTAL	\$195,859	\$169,812	\$171,966	\$176,276	\$178,430	\$892,343

**SOURCES OF FUNDS AVAILABLE FOR PROGRAM SUPPORT**

	2020-21	2021-22	2022-23	2023-24	2024-25	TOTAL
INTERNAL REALLOCATIONS	\$0	\$0	\$171,276	\$176,276	\$178,430	\$525,982
EXTRAMURAL	\$195,859	\$169,812	\$0	\$0	\$0	\$365,671
TUITION	\$198,342	\$218,152	\$267,732	\$317,312	\$337,144	\$1,338,682
TOTAL	\$394,201	\$387,964	\$439,008	\$493,588	\$515,574	\$2,230,335

**ENROLLMENT AND DEGREE COMPLETION PROJECTIONS**

	2020-21	2021-22	2022-23	2023-24	2024-25	5-YEAR AVERAGE
TOTAL HEADCOUNT ENROLLMENT	10	10	12	15	17	13
NEW ENROLLMENT HEADCOUNT	10	10	12	15	17	13
DEGREE COMPLETION PROJECTIONS	6	6	7	9	10	8



**Attachment 3**

**LBW  
 Associate in Applied Science in  
 Physical Therapist Assistant**

	<b>Course #</b>	<b>Course Name</b>	<b>Semester Hours</b>
<b>Semester 1</b>	BIO 201	Human Anatomy & Physiology I	4
	PSY 200	General Psychology	3
	ENG 101	English Composition I	3
	ORI 101	Orientation to College	1
	MTH 100	Intermediate College Algebra	3
		<b>Total Semester Hours</b>	<b>14</b>
<b>Semester 2</b>	BIO 202	Human Anatomy & Physiology II	4
	SPH106	Fundamentals of Oral Communication	3
	PSY 210	Human Growth & Development	3
	CIS 146	Microcomputer Applications	3
		Humanities Elective	3
		<b>Total Semester Hours</b>	<b>16</b>
<b>Semester 3</b>	PTA 220	Functional Anatomy & Kinesiology	3
	PTA 221	Kinesiology Lab (45 Lab Hours)	1
	PTA 240	Physical Disabilities I	2
	PTA 250	Therapeutic Procedures I (90 Lab Hours)	4
	PTA 202	PTA Communication Skills	2
		<b>Total Semester Hours</b>	<b>12</b>
<b>Semester 4</b>	PTA 241	Physical Disabilities II	2
	PTA 232	Orthopedics for the PTA	2
	PTA 230	Neuroscience	2
	PTA 260	Clinical Education I (45 Contact Hours)	1
	PTA 251	Therapeutic Procedures II (90 Lab Hours)	4
	PTA 231	Rehabilitation Techniques (90 Lab Hours)	2
		<b>Total Semester Hours</b>	<b>13</b>
<b>Semester 5</b>	PTA 201	Physical Therapist Assistant Seminar	2
	PTA 268	Clinical Practicum (375 Contact Hours)	5
	PTA 263	Clinical Affiliation I (135 Contact Hours)	3
	PTA 200	PT Issues and Trends	2
		<b>Total Semester Hours</b>	<b>12</b>
		<b>Total Hours Required for Degree</b>	<b>67</b>

DECISION ITEM TREN-1: Trenholm State Community College, Associate in Applied Science and Certificate in Business Administration (CIP 52.0201)

### **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 Description:** Business Administration is a program that generally prepares individuals to plan, organize, direct, and control the business functions and processes of a firm or organization. This includes instruction in management theory, human resources management and behavior, accounting and other quantitative methods, purchasing and logistics, organization and production, marketing, and business decision-making.

The proposed program will provide the knowledge and skills necessary to prepare its graduates for a career in business administration or to transfer to a baccalaureate degree program.

To achieve this objective, the program will accomplish the following:

- Offer the Associate in Applied Science in Business Administration with options in *Accounting Technology, General Business, Management, Entrepreneurship* and *Office Administration*.
- Offer Certificate and Short Certificate options so that students will have multiple career pathways to fulfill their career objectives and provide employment security in today's workforce.
- Provide instruction in business development and encourage students to pursue entrepreneurial opportunities.
- Provide student-friendly program delivery methods to enhance completion.
- Create a program evaluation process and revise the program as necessary based on input from internal and external stakeholders.

**Role:** The proposed program is within the instructional role recognized for Trenholm State Community College (TRE).

**Mode of Delivery:** Classes will be offered live, online (synchronous and asynchronous) as well as with a hybrid mix of online and live options. TRE will use the Moodle® Learning Management System for all courses.

**Similar Programs:** The following schools have programs listed at CIP 52.0201 in the Academic Program Inventory: Beville State Community College (Business, AAS), Coastal Alabama Community College (Business, AAS), Calhoun Community College (Business, C/AAS), Central Alabama Community College (Business, C/AAS), Chattahoochee Valley Community College (Business, AAS), Drake State Community and Technical College (Business Administration, AAS), Enterprise State Community College (Business, C/AAS), Lawson State Community College (Business, C/AAS), Northeast Alabama Community College (Business, AAS), Snead State Community College (Applied Business, C/AAS), Wallace State Community College-Hanceville (Business, AAS), and Wallace State Community College-Selma (Business, AAS).

**Collaboration:** There are no plans to collaborate with other institutions at this time.

**Licensure:** The proposed program does not require special or additional licensing.

**Resources:** A total of \$1,517,739 in estimated new funds will be needed for the program in the first five years, and a total of \$1,517,739 will be available through internal reallocation, extramural funds, and tuition.

**Public Review:** The program was posted on the Commission website from April 2 until April 22 (twenty days) for public review and comments. No comments were received.

**Rationale for Staff Recommendation:**

1. The proposed Business Administration program will have the following options: Accounting Technology, General Business, Entrepreneurship, Management, and Office Administration Technology.
2. Projected job openings related to Business Administration indicated 7,800 job openings in TRE's service area of Montgomery and surrounding counties.

DECISION ITEM TREN-1: Trenholm State Community College, Associate in Applied Science and Certificate in Business Administration (CIP 52.0201)

Staff Presenter: Ms. Margaret Pearson  
Academic Program Review Analyst

Staff Recommendation: That the Commission approve the proposed Associate in Applied Science and Certificate in Business Administration.

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

Implementation Date: The proposed program will be implemented August 2018. Based on Commission policy, the proposed program must be implemented by December 8, 2020, or Commission approval will expire. The institution must notify the Commission in writing when the program is implemented or if there is any delay in implementation.

Post-Implementation Conditions:

1. That the annual average new enrollment headcount for the first five years will be at least 10, based on the proposal.
2. That the annual average number of graduates for the period 2019-20 through 2022-23 (four-year average) will be at least 7.5 based on the adopted graduation rates as stated in ACHE policy.
3. That information regarding an overall assessment of the program will be provided, particularly as related to objectives and assessment measures stated in the proposal, and to include data showing related employment.

Trenholm State Community College (TRE) 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, 2023.

Supporting Documentation:

1. New Academic Degree Program Proposal Summary, attached.
2. Curriculum for Proposed Program, attached.
3. Trenholm State Community College proposal, dated March 8, 2018. Available upon request.
4. "Evaluation and Review of New Instructional Program Proposals of Public Postsecondary Institutions," Ala. Admin.

ALABAMA COMMISSION ON HIGHER EDUCATION  
Friday, June 8, 2018

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

**Attachment 1**

INSTITUTION Trenholm State Community College

PROGRAM Associate in Applied Science and Certificate in Business Administration (CIP 52.0201)

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

	2018-19	2019-20	2020-21	2021-22	2022-23	TOTAL
FACULTY	<u>\$292,925</u>	<u>\$258,477</u>	<u>\$281,279</u>	<u>\$281,279</u>	<u>\$281,279</u>	<u>\$1,395,239</u>
LIBRARY	<u>\$500</u>	<u>\$500</u>	<u>\$500</u>	<u>\$500</u>	<u>\$500</u>	<u>\$2,500</u>
FACILITIES	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>
EQUIPMENT	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$100,000</u>	<u>\$100,000</u>
STAFF	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>
OTHER	<u>\$4,000</u>	<u>\$4,000</u>	<u>\$4,000</u>	<u>\$4,000</u>	<u>\$4,000</u>	<u>\$20,000</u>
TOTAL	<u>\$297,425</u>	<u>\$262,977</u>	<u>\$285,779</u>	<u>\$285,779</u>	<u>\$385,779</u>	<u>\$1,517,739</u>

**SOURCES OF FUNDS AVAILABLE FOR PROGRAM SUPPORT**

	2018-19	2019-20	2020-21	2021-22	2022-23	TOTAL
INTERNAL REALLOCATIONS	<u>\$274,077</u>	<u>\$193,933</u>	<u>\$188,532</u>	<u>\$176,394</u>	<u>\$261,043</u>	<u>\$1,093,979</u>
EXTRAMURAL	<u>\$500</u>	<u>\$500</u>	<u>\$500</u>	<u>\$500</u>	<u>\$500</u>	<u>\$2,500</u>
TUITION	<u>\$22,848</u>	<u>\$68,544</u>	<u>\$96,747</u>	<u>\$108,885</u>	<u>\$124,236</u>	<u>\$421,260</u>
TOTAL	<u>\$297,425</u>	<u>\$262,977</u>	<u>\$285,779</u>	<u>\$285,779</u>	<u>\$385,779</u>	<u>\$1,517,739</u>

**ENROLLMENT AND DEGREE COMPLETION PROJECTIONS**

	2018-19	2019-20	2020-21	2021-22	2022-23	5-YEAR AVERAGE
TOTAL HEADCOUNT ENROLLMENT	<u>8</u>	<u>15</u>	<u>17</u>	<u>19</u>	<u>21</u>	<u>16</u>
NEW ENROLLMENT HEADCOUNT	<u>8</u>	<u>9</u>	<u>10</u>	<u>11</u>	<u>12</u>	<u>10</u>
DEGREE COMPLETION PROJECTIONS	<u>0</u>	<u>6</u>	<u>7</u>	<u>8</u>	<u>9</u>	<u>8</u>

**Attachment 2**

**Trenholm State Community College  
 Associate in Applied Science and Certificate in  
 Business Administration**

	Course #	Course Name	Sem. Hours
Semester 1	ENG 101	English Composition I (Area I)	3
	BUS 100	Introduction to Business (Area V)	3
	MTH 100	Intermediate Algebra (MTH 100 or numerically higher) (Area III)	3
	CIS 146	Microcomputer Applications (Area V)	3
	ORI 101	Orientation to College (Area V)	1
Semester 2	ENG 102	English Composition II (Area II)	3
	BUS 241	Principles of Accounting I (Area V)	3
	ECO 231	Principles of Macroeconomics (Area IV)	3
	OAD 133 or BUS 215	Business Communications (Area V)	3
Semester 3	BUS 275	Principles of Management (Area V)	3
	ENG271	World Literature I (Area II)	3
	BUS 242	Principles of Accounting II (Area V)	3
	ECO 232	Principles of Microeconomics (Area IV)	3
Semester 4	BIO 103	Principles of Biology (Area III)	4
	BUS 271	Business Statistics (Area V)	3
	BUS 276	Human Resources Management (Area V)	3
	BUS 263	Legal and Social Environment of Business(Area V)	3
Semester 5	ACT 254	Business Income Tax	3
	BUS 279	Small Business Management (Area V)	3
	BUS 296	Business Internship/Co-op (Area V)	3
	MUS 101	Music Appreciation (Area II)	3
		Total Hours Required for Degree	62

**DECISION ITEM AU-1:** Auburn University, Alteration of the PhD in Applied Economics (CIP 52.0601)

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

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

**Background:** All changes in award nomenclature at the doctoral level require Commission approval as a substantive change.

Auburn University (AU) currently has the Doctor of Philosophy (PhD) in Applied Economics (CIP 52.0601) in the Commission's Academic Program Inventory. AU has proposed an alteration of the program CIP code from 52.0601, Business/Managerial Economics, to 45.0602, Applied Economics. There is no change in the program title.

The proposed change will bring the program CIP code into an alignment that more closely matches the program curriculum and instructional topics and principles within the course of study. The proposed change will allow AU to more accurately report program completers in this field of study. AU's Board of Trustees approved the request at its February 9, 2018 meeting.

The content and character of the affected program will not be altered. The change is in CIP code only.

- **Budgetary Impact: None.**

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

**Supporting Documentation:**

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



DECISION ITEM AU-2: Auburn University, Alteration of the PhD in Public Administration and Public Policy (CIP 44.0401)

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

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

Background: All changes in award nomenclature at the doctoral level require Commission approval as a substantive change.

Auburn University (AU) currently has the Doctor of Philosophy (PhD) in Public Administration and Public Policy (CIP 44.0401) in the Commission's Academic Program Inventory. AU has proposed an alteration of the program CIP code from 44.0401, Public Administration, to 45.1099, Political Science and Government. There is no change in the program title.

The proposed change will bring the program CIP code into an alignment that more accurately reflects the breadth of this program of study. The proposed change will allow AU to more accurately report program completers in this field of study. A major element of the program includes political science and federal, state, and local government topics, as well as topics related to public policy. AU's Board of Trustees approved the request at its February 9, 2018 meeting.

The content and character of the affected program will not be altered. The change is in CIP code only.

- **Budgetary Impact: None.**

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

Supporting Documentation:

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

DECISION ITEM TU-1 : Troy University, Bachelor of Science in Health Promotion  
(CIP 51.0001)

### **EXECUTIVE SUMMARY**

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

**Program Objective/Description:** The Health Promotion program will provide necessary knowledge to students interested in providing and managing health education programs that help individuals, families and their communities maximize and maintain healthy lifestyles. Students who are not interested in teaching health education in a school system, but are interested in collecting and analyzing data to identify community needs prior to planning, implementing, monitoring and evaluating programs designed to encourage healthy lifestyles, policies and environments in a corporate, private or non-private sector, will benefit from this program.

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

**Mode of Delivery:** All general education courses at TROY are offered online. The proposed program will integrate face-to-face delivery with an online format.

**Similar Programs:** The following institutions have programs located at CIP 51.0001 in the Academic Program Inventory: Jacksonville State University (Exercise Science & Wellness, BS), and the University of Alabama at Birmingham (Community Health & Human Services, BSEd).

**Collaboration:** TROY recognizes the value of collaborating with other Alabama universities who have current and past experience in the discipline of health promotion and will work cooperatively with those universities, if the program is approved. As part of the program proposal, no specific collaboration is planned or requested.

**Resources:** The proposal projected that \$15,000 in estimated new funds will be required to support the proposed program over the first five years. A total of \$2,365,000 will be available through internal reallocations and tuition.

**Public Review:** The program was posted on the Commission website from April 2 through April 22 (twenty days) for public review and comments. No comments were received.

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

1. Health promotion occupations teach people about behaviors that promote healthy lifestyles and behaviors. They develop and implement strategies to improve the health of individuals and communities. They work in a variety of settings, including hospitals, nonprofit organizations, government, private business, corporate businesses and gyms.
2. According to the Bureau of Labor Statistics Occupational Outlook Handbook, 2017 Edition, health promotion providers held about 118,500 jobs in 2016, with 57,570 of those specifically health educators. This was an increase from 99,400 jobs in 2012.

**DECISION ITEM TU-1:** Troy University, Bachelor of Science in Health Promotion (CIP 51.0001)

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

**Staff Recommendation:** That the Commission approve the proposed Bachelor of Science in Health Promotion.

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

Implementation Date: The proposed program will be implemented in August 2018. Based on Commission policy, the proposed program must be implemented by December 8, 2020, or Commission approval will expire. The institution must notify the Commission in writing when the program is implemented or if there is any delay in implementation.

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

Post-Implementation Conditions:

1. That the annual average new enrollment headcount for the first five years, will be at least 17, based on the proposal.
2. That the annual average number of graduates for the period 2020-21 through 2022-23 (three-year average) will be 7.5, based on the adopted graduation rates as stated in ACHE policy.
3. That information regarding an overall assessment of the program be provided, particularly as related to objectives and assessment measures stated in the proposal, and to include data showing related employment and/or acceptance into a graduate program.

Troy University (TROY) 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, 2023.

- Supporting Documentation:**
1. New Academic Degree Program Proposal Summary, attached.
  2. Summary of Background Information, attached.
  3. Curriculum for Proposed Program, attached.
  4. Troy University proposal, dated March 9, 2018. Available upon request.

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

**Attachment 1**

INSTITUTION Troy University

PROGRAM Bachelor of Science in Health Promotion (CIP 51.0001)

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

	2018-19	2019-20	2020-21	2021-22	2022-23	TOTAL
FACULTY	\$0	\$0	\$0	\$0	\$0	\$0
LIBRARY	\$0	\$0	\$0	\$0	\$0	\$0
FACILITIES	\$0	\$0	\$0	\$0	\$0	\$0
EQUIPMENT	\$5,000	\$5,000	\$5,000	\$0	\$0	\$15,000
STAFF	\$0	\$0	\$0	\$0	\$0	\$0
OTHER	\$0	\$0	\$0	\$0	\$0	\$0
TOTAL	\$5,000	\$5,000	\$5,000	\$0	\$0	\$15,000

**SOURCES OF FUNDS AVAILABLE FOR PROGRAM SUPPORT**

	2018-19	2019-20	2020-21	2021-22	2022-23	TOTAL
INTERNAL REALLOCATIONS	\$5,000	\$5,000	\$5,000	\$0	\$0	\$15,000
EXTRAMURAL	\$0	\$0	\$0	\$0	\$0	\$0
TUITION	\$150,000	\$300,000	\$450,000	\$600,000	\$850,000	\$2,350,000
TOTAL	\$155,000	\$305,000	\$455,000	\$600,000	\$850,000	\$2,365,000

**ENROLLMENT AND DEGREE COMPLETION PROJECTIONS**

	2018-19	2019-20	2020-21	2021-22	2022-23	5-YEAR AVERAGE
TOTAL HEADCOUNT ENROLLMENT	15	30	45	60	85	47
NEW ENROLLMENT HEADCOUNT	15	15	15	15	25	17 3-YEAR AVERAGE
DEGREE COMPLETION PROJECTIONS	0	0	10	15	20	15

**Attachment 2**

**Summary of Background Information**

Bachelor of Science in Health Promotion  
Troy University

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

**Objectives/Description:** The Health Promotion program will provide necessary knowledge to students interested in providing and managing health education programs that help individuals, families and their communities maximize and maintain healthy lifestyles. Students who are not interested in teaching health education in a school system, but are interested in collecting and analyzing data to identify community needs prior to planning, implementing, monitoring and evaluating programs designed to encourage healthy lifestyles, policies and environments in a corporate, private or non-private sector, will benefit from this program.

Based on the Student Learning Outcomes outlined in the proposal, the proposed program aims to:

- ❖ Increase supply of individuals who are able to apply theoretical models of human performance or health promotion by implementing practical experiences in various settings.
- ❖ Provide exemplary leadership through communication and application of knowledge in various settings.
- ❖ Prepare students for successful entrance into the workforce in wellness, fitness or health promotion related fields.
- ❖ Plan, collect, comprehend and distribute health promotion data successfully to individuals and communities through data analyzation.
- ❖ Be informed in the field of human movement and lifelong physical activity and its benefits, to deliver information to their audience (students, athletes, clients and patients).

**Administration:** The program will be administered by Dr. Denise Green, Health & Human Services, Dean; and Dr. Jay Garner, Department of Kinesiology & Health Promotion, Chairperson.

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

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

**Curriculum:** Program Completion Requirements:

Credit hours required in major courses	42
Credit hours in minor courses	18
Credit hours in institutional general education or core curriculum	60
Credit hours required in support courses	0
Credit hours in required or free electives	0
Total credit hours required for completion	120

**Collaboration:** TROY recognizes the value of collaborating with other Alabama universities who have current and past experience in the discipline of health promotion and will work cooperatively with those universities, if the program is approved. As part of the program proposal, no specific collaboration is planned or requested.

**Distance Education:** All general education courses at TROY are offered online. The proposed program will integrate face-to-face delivery with an online format.

**Admissions:** There are no special admission requirements for the program.

**Need:** The B.S. in Health Promotion fulfills the need for students wishing to work in the wellness/fitness/health promotion field without pursuing a degree in a teaching or pre-professional field. With the increase of focus on health for all populations, jobs are readily available for students interested in pursuing personal training and/or working in corporate health facilities.

Health promotion occupations teach people about behaviors that promote healthy lifestyles. They develop and implement strategies to improve the health of individuals and communities. They work in a variety of settings, including hospitals, nonprofit organizations, government, private business, corporate businesses and gyms.

According to the Bureau of Labor Statistics Occupational Outlook Handbook, 2017 Edition, health promotion providers held about 118,500 jobs in 2016, with 57,570 of those specifically health educators. This was an increase from 99,400 jobs in 2012. Many employers require the Certified Health Education Specialist (CHES) credential (which the proposed degree program offers).

**Student Demand:** According to the proposal, enrollment projections were determined by current growth of jobs in the field of health promotion, student expressed demand in advisor and class interactions.

**Faculty:**

Current Primary Faculty—

Full-time: 10

Part-time: 0

Support Faculty—

Full-time: 1

Part-time: 0

Additional Faculty to be hired:

Primary Faculty—

Full-time: 0

Part-time: 0

Support Faculty—

Full-time: 0

Part-time: 0

**Equipment:** According to TROY officials, the following equipment will be needed for the program: laptop (1), mobile/portable projection unit (1), ipads/tablets (14), software per ipad (14), and miscellaneous supplies.

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

**Library:** The Troy Campus Library, Troy University has over 400,000 volumes, 260,000 book titles and 2,300 periodical subscriptions. The library's databases of online journals provide access to over 58,000 titles, 22,000 are unique. Of the 141 online databases, the following are useful to wellness and health promotion:

Academic OneFile  
Academic Search Complete  
ALT-Health Watch

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DIRLINE (Directory of Information Resources Online) National Library of  
Medicine  
ERIC  
ERIC Plus Text  
Expanded Academic ASAP  
HaPI-Health and Psychosocial Instruments  
Health and Wellness Resource Center  
Health Source: Consumer Edition  
Health Source: Nursing and Academic Edition  
HSTAT-Health Services/Technology Assessment Text  
Medical Search Plus  
ProQuest Education Journals  
ProQuest Health & Medical Complete  
SPORTDiscus with Full Text

**Resources:** The proposal projected that \$15,000 in estimated new funds will be required to support the proposed program over the first five years. A total of \$2,365,000 will be available through internal reallocations and tuition



**Attachment 3**

Troy University  
 Bachelor of Science in Health Promotion

<b>1<sup>st</sup> Semester</b>	<b>Hours</b>	<b>2<sup>nd</sup> Semester</b>	<b>Hours</b>
TROY 1101	1	PHYSICAL ACTIVITY COURSE	1
BIO 1100/L100	4	AREA IV SS COURSE	3
AREA II HUM/FA COURSE (COM 2241 recommended)	3	AREA III SCI/LAB COURSE	4
MTH 1112	3	AREA IV HIS COURSE	3
ENG 1101/1103	3	ENG 1102/1104	3
		AREA II LIT COURSE	
	14		14
<b>3<sup>rd</sup> Semester</b>	<b>Hours</b>	<b>4<sup>th</sup> Semester</b>	<b>Hours</b>
KHP 2200	1	IS 2241	3
KHP 2240	3	AREA IV SS COURSE	3
AREA IV SS COURSE	3	HSTM 3340	3
KHP 2211	3	HTSM 3301	3
KHP 2202	2	KHP 2260	2
HS 3370	3	KHP 3350	3
	15		17
<b>5<sup>th</sup> Semester</b>	<b>Hours</b>	<b>6<sup>th</sup> Semester</b>	<b>Hours</b>
KHP 3310	3	MINOR COURSE	3
KHP L310	1	MINOR COURSE	3
AREA IV SS COURSE	3	AREA II HUM/FA COURSE	3
AREA II FINE ARTS COURSE	3	KHP 3316	3
KHP 2251	3	PHYSICAL ACTIVITY COURSE	1
AREA V ELECTIVE	3	AREA V ELECTIVE	3
	16		16
<b>7<sup>th</sup> Semester</b>	<b>Hours</b>	<b>8<sup>th</sup> Semester</b>	<b>Hours</b>
MINOR COURSE	3	MINOR COURSE	3
SOC 3365	3	MINOR COURSE	3
MINOR COURSE	3	KHP 4458	3
KHP 4427	3	KHP 4442	3
AREA V ELECTIVE	2	KHP 3391	3
	14		15

**Total 120**

DECISION ITEM TU-2: Troy University, Bachelor of Arts/Bachelor of Science in Cyber Security (CIP 11.0101)

**EXECUTIVE SUMMARY**

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

**Program Objective/Description:** The Bachelor's program in Cyber Security at TROY will provide a unique and up-to-date curriculum that will introduce students to the theoretical foundations and laboratory experiments in cyber security. The program will offer courses in Information Assurance, Cyber Security, Cryptology, Practice and Policies. As such, the curriculum will place Troy University's undergraduate major in Cyber Security as a program with a number of unique components.

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

**Mode of Delivery:** According to the proposal, 50 percent of the program will be offered online. The general studies courses in the program can be completed via distance learning while, the upper level courses will be taken in the classroom on the Troy University- Troy campus. In the future, there are plans to offer the upper level courses via distance learning as well.

**Similar Programs:** Baccalaureate programs similar to the proposed program are located at the following institutions: University of Alabama at Birmingham (Computer Science, BA/BS), Alabama A&M University (Computer Science, BS), Athens State University (Computer Science, BS), Auburn University (Computer Science, BS), Jacksonville State University (Computer Science, BS), University of Alabama in Huntsville (Computer & Information Sciences, BS), Troy University (Applied Computer Science, BA/BS), University of Alabama (Computer Science, BSCS), and the University of North Alabama (Computer Science, BSCS).

**Collaboration:** Troy University is always open to partnerships and collaboration with both 2-year and 4-year institutions. At this time, there is no active partnership in place as part of the request for approval for the proposed program.

**Resources:** The proposal projected that \$445,000 in estimated new funds will be required to support the proposed program over the first five years. A total of \$2,415,000 will be available through internal reallocations and tuition.

**Public Review:** The program was posted on the Commission website from April 2 through April 22 (twenty days) for public review and comments. No comments were received.

**Rationale for Staff Recommendation:**

1. Projected job openings locally for TROY indicate there will be more than 800 open positions in the next five years.
2. According to the Bureau of Labor Statistics Occupational Outlook Handbook, 2017 Edition, health promotion providers held about 118,500 jobs in 2016, with 57,570 of those specifically health educators. This was an increase from 99,400 jobs in 2012.

**DECISION ITEM TU-2:** Troy University, Bachelor of Arts/Bachelor of Science in Cyber Security (CIP 11.0101)

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

**Staff Recommendation:** That the Commission approve the proposed Bachelor of Arts/Bachelor of Science in Cyber Security.

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

Implementation Date: The proposed program will be implemented in August 2018. Based on Commission policy, the proposed program must be implemented by December 8, 2020, or Commission approval will expire. The institution must notify the Commission in writing when the program is implemented or if there is any delay in implementation.

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

Post-Implementation Conditions:

1. That the annual average new enrollment headcount for the first five years, will be at least 17, based on the proposal.
2. That the annual average number of graduates for the period 2021-22 through 2022-23 (two-year average) will be 7.5, based on the adopted graduation rates as stated in ACHE policy.
3. That information regarding an overall assessment of the program be provided, particularly as related to objectives and assessment measures stated in the proposal, and to include data showing related employment and/or acceptance into a graduate program.

Troy University (TROY) 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, 2023.

- Supporting Documentation:**
1. New Academic Degree Program Proposal Summary, attached.
  2. Summary of Background Information, attached.
  3. Curriculum for Proposed Program, attached.
  4. Troy University proposal, dated March 9, 2018. Available upon request.

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

**Attachment 1**

INSTITUTION Troy University

PROGRAM Bachelor of Arts/Bachelor of Science in Cyber Security (CIP 11.0101)

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

	2018-19	2019-20	2020-21	2021-22	2022-23	TOTAL
FACULTY	\$75,000	\$75,000	\$75,000	\$75,000	\$75,000	\$375,000
LIBRARY	\$0	\$0	\$0	\$0	\$0	\$0
FACILITIES	\$25,000	\$0	\$0	\$0	\$0	\$25,000
EQUIPMENT	\$20,000	\$5,000	\$5,000	\$10,000	\$5,000	\$45,000
STAFF	\$0	\$0	\$0	\$0	\$0	\$0
OTHER	\$0	\$0	\$0	\$0	\$0	\$0
TOTAL	\$120,000	\$80,000	\$80,000	\$85,000	\$80,000	\$445,000

**SOURCES OF FUNDS AVAILABLE FOR PROGRAM SUPPORT**

	2018-19	2019-20	2020-21	2021-22	2022-23	TOTAL
INTERNAL REALLOCATIONS	\$5,000	\$5,000	\$5,000	\$0	\$0	\$15,000
EXTRAMURAL	\$0	\$0	\$0	\$0	\$0	\$0
TUITION	\$150,000	\$300,000	\$450,000	\$650,000	\$850,000	\$2,400,000
TOTAL	\$155,000	\$305,000	\$455,000	\$650,000	\$850,000	\$2,415,000

**ENROLLMENT AND DEGREE COMPLETION PROJECTIONS**

	2018-19	2019-20	2020-21	2021-22	2022-23	5-YEAR AVERAGE
TOTAL HEADCOUNT ENROLLMENT	15	30	50	70	90	51
NEW ENROLLMENT HEADCOUNT	15	15	15	15	25	17
DEGREE COMPLETION PROJECTIONS	0	0	0	15	25	20

## Attachment 2

### Summary of Background Information

Bachelor of Arts/Bachelor of Science in Cyber Security  
Troy University

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

**Objectives/Description:** The Bachelor's program in Cyber Security at TROY will provide a unique and up-to-date curriculum that will introduce students to theoretical foundations and laboratory experiments in cyber security. The program will offer courses in Information Assurance, Cyber Security, Cryptology, Practice and Policies. As such, the curriculum will place Troy University's undergraduate major in Cyber Security as a program with a number of unique components.

The following Student Learning Outcomes will be used to review and assess the proposed program:

- Students will be able to understand the attack methodology and defend such attacks with available tools and technologies.
- Students will be able to identify security issues in software. Evaluate such risks and perform risk analysis.
- Students will be able to understand basic cryptographic algorithms and identify and analyze cryptographic flaws in software application.
- Students will be able to understand and appreciate the legal and ethical aspects of cyber security and their impact on business decisions.

**Administration:** The program will be administered by Dr. Steven Taylor, College of Arts and Sciences, Dean; and Dr. Jiling Zhong, Department of Computer Science, Chairperson.

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

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

**Curriculum:** Program Completion Requirements:

Credit hours required in major courses	54
Credit hours in minor courses	0
Credit hours in institutional general education or core curriculum	50
Credit hours required in support courses	0
Credit hours in required or free electives	16
Total credit hours required for completion	120

**Collaboration:** Troy University is always open to partnerships and collaboration with both 2-year and 4-year institutions. At this time, there is no active partnership in place as part of the request for approval for the proposed program.

**Distance Education:** According to the proposal, 50 percent of the program will be offered online. The general studies courses in the program can be completed via distance learning while the upper level courses will be taken in the classroom on the Troy University- Troy campus. In the future, there are plans to offer the upper level courses via distance learning as well.

**Admissions:** There are no special admission requirements for the program.

**Need:** According to the proposal, cyber security occupations are on the rise. The US Bureau of Labor Statistics (BLS) projects cyber security jobs to increase to 18 percent through 2024, which is more than twice the average for all occupations. Cyber security professionals are needed in all industries as companies struggle to find qualified individuals. A global shortage of two million cyber security professionals has been predicted by 2019.

**Student Demand:** Enrollment projections were determined by current growth of jobs in the field of cyber security, as well as student expressed demand in advisor and class interactions.

**Faculty:**

Current Primary Faculty—

Full-time: 8

Part-time: 0

Support Faculty—

Full-time: 0

Part-time: 0

Additional Faculty to be hired:

Primary Faculty—

Full-time: 1

Part-time: 0

Support Faculty—

Full-time: 1

Part-time: 0

**Equipment:** According to information submitted by TROY officials, the proposed cybersecurity program will need computer servers, 20 desktop computers, switches, and routers. The total cost for the equipment is estimated to be \$20,000.

**Facilities:** The proposal states the cost of a new lab for the proposed program will be approximately \$25,000.

**Library:** The library subscribes to a number of digital journal databases that include computer science, computer security, criminal justice, and computer engineering.

**Resources:** The proposal projected that \$445,000 in estimated new funds will be required to support the proposed program over the first five years. A total of \$2,415,000 will be available through internal reallocations and tuition.

**Attachment 3**

Troy University  
Bachelor of Arts/Bachelor of Science in Cyber Security

**Year 1 Semester 1**

ENG 1101 English Comp I (3)  
General Studies- Math (3)  
TROY 1101 Orientation (1)  
General Studies- History (3)  
General Studies- Fine Arts (3)  
General Studies-Area IV (3)

**Year 1 Semester 2**

ENG 1102 English Comp II (3)  
MTH 1125 Calculus I (4)  
CS 2250 Computer Science I (3)  
General Studies- 2<sup>nd</sup> History (sequence) (3)  
General Studies- Area II (3)

**Year 2 Semester 1**

General Studies -Literature (3)  
CS 2255 Computer Science II (3)  
MTH 2215 Applied Discrete Mathematics (3)  
General Studies-Lab Science (4)  
General Studies-Area IV (3)

**Year 2 Semester 2**

CS 3323 Data Structures (3)  
MTH 2210 Intro to Statistics (3)  
General Studies-Lab Science (4)  
CS 3360 Object Oriented Programming (3)  
General Studies-Area II elective (3)

**Year 3 Semester 1**

CS 3333 Introduction to Cryptography (3)  
CS 3334 Foundation to Cyber Security (3)  
CS 3365 Intro to Computer Organization and Architecture (3)  
CS 4445 Data Communication and Networking (3)

**Year 3 Semester 2**

CS 3336 Information Assurance (3)  
CS 4420 Intro to Database (3)  
3000 to 4000 Level CS Elective (3)  
CS 4448 Operating Systems (3)  
Free Elective (3)

**Year 4 Semester 1**

CS 4453 Secure Software Development (3)  
CS 4455 Cyber Security Techniques and Practices (3)  
CJ 4472 Cyber Crime (3)  
Unrestricted Electives –Area V (6)

**Year 4 Semester 2**

CS 4452 Cyber Security Policies and Compliances (3)  
CS4453 Ethical Hacking (3)  
CJ4473 Computer Forensics (3)  
Unrestricted Electives-Area V (5)



DECISION ITEM UA-1 : University of Alabama, Master of Fine Arts in Dance (CIP 50.0301)

### **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 Masters of Fine Arts (M.F.A) degree in Dance at the University of Alabama will develop students' creative, performance, and scholarly work and prepare them for multiple professional destinations as dance artists, administrators, scholars, and teachers. The Dance (M.F.A.) degree program will support the development of diverse skills in classical and contemporary dance techniques, dance pedagogy, historical perspectives and critical theory, as well as technical and artistic integration of dance-specific technologies. The program strongly aligns with UA's missions and goals to advancing the intellectual and social condition of people, in the state and beyond, through a commitment to collaboration, diversity, inclusivity, and innovative creative, pedagogical, and scholarly practices.

The Dance (M.F.A.) program is considered a terminal degree in the profession and will provide students with the necessary training to work professionally as dance performers, choreographers, faculty in higher education, arts administrators, instructors in K-12 programs, directors of arts organizations or dance companies, artistic directors, more informed studio owners, grant reviewers, or Arts Council members. Graduates could also continue research studies in a dance Ph.D. program, if they so desire.

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

**Mode of Delivery:** None of the courses (0 percent) are to be provided via the distance learning option. The nature of training in the performing arts dictates live student-teacher interaction, so courses will not be delivered through distance education.

**Similar Programs:** Currently, there are no Dance (M.F.A.) programs in the state of Alabama. For the southeastern region of the US, there are only two Dance (M.F.A.) programs Florida State University (FL) and Belhaven (MS).

**Collaboration:** Collaborations with a variety of professional and academic institutions, associations, organizations, and production companies will continue to be developed.

**Resources:** The proposal projected that \$162,000 in new funds will be required to support the proposed program. A total of \$576,480 will be available through internal reallocations and tuition.

**Public Review:** The program was posted on the Commission website from April 2 until April 22 (twenty days) for public review and comments. No comments were received.

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

1. The M.F.A. in Dance will provide a training program for advanced studies in dance, prepare graduates for employment in the dance profession, and provide credentials needed for employment and teaching positions that require a "terminal" degree.
2. Graduate Assistants will expose UA undergraduates to a wider range of movement styles, aesthetics, and techniques, as well as increase the Dance Program's ability to serve the general population through non-major dance courses.

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3. The graduate program will increase the overall level of technique, choreography and production elements of public performances and raise the level of productions for the University, Tuscaloosa, and Alabama community audiences.
4. Since some graduates will be preparing for the teaching profession, they will improve the level of dance education for the state, region, and nation.

DECISION ITEM UA-1: University of Alabama, Master of Fine Arts in Dance  
(CIP 50.0301)

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

Staff Recommendation: That the Commission approve the proposed Master of Fine Arts in Dance.

Implementation Date: The proposed program will be implemented in August 2019. Based on Commission policy, the proposed program must be implemented by December 8, 2020, 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 5, based on the proposal.
2. That the annual average number of graduates for the period 2021-22 through 2023-24 (three-year average) will be at least 3.75, based on the adopted graduation rates as stated in the Code of Alabama 16-5-8 (2).
3. That information regarding an overall assessment of the program be provided, particularly as related to objectives and assessment measures stated in the proposal, and to also include data showing related employment and/or acceptance into a graduate program.

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, 2024.

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 February 9, 2018. 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 Fine Arts in Dance

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

	2019-20	2020-21	2021-22	2022-23	2023-24	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	\$54,000	\$54,000	\$54,000	\$0	\$0	\$162,000
OTHER	\$0	\$0	\$0	\$0	\$0	\$0
TOTAL	\$54,000	\$54,000	\$54,000	\$0	\$0	\$162,000

**SOURCES OF FUNDS AVAILABLE FOR PROGRAM SUPPORT**

	2019-20	2020-21	2021-22	2022-23	2023-24	TOTAL
INTERNAL REALLOCATIONS	\$54,000	\$54,000	\$54,000	\$0	\$0	\$162,000
EXTRAMURAL	\$0	\$0	\$0	\$0	\$0	\$0
TUITION	\$34,540	\$69,080	\$103,620	\$103,620	\$103,620	\$414,480
TOTAL	\$88,540	\$123,080	\$157,620	\$103,620	\$103,620	\$576,480

**ENROLLMENT AND DEGREE COMPLETION PROJECTIONS**

	2019-20	2020-21	2021-22	2022-23	2023-24	5-YEAR AVERAGE
TOTAL HEADCOUNT ENROLLMENT *	5	10	15	15	15	12
NEW ENROLLMENT HEADCOUNT	5	5	5	5	5	5 3-YEAR AVERAGE
DEGREE COMPLETION PROJECTIONS	0	0	5	5	5	5

\*All students are projected to be full-time.

**Attachment 2**

**Summary of Background Information**

Master of Fine Arts in Dance  
 University of Alabama

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

**Objectives:** Graduates of the Master of Fine Arts in Dance degree program will be able to:

- analyze and develop technical skills in dance;
- develop appropriate pedagogy skills for teaching dance;
- demonstrate scholarly and creative research skills; and
- integrate the intellectual and artistic foundations of the discipline.

**Assessment:**

<b>Student Learning Outcomes</b>	<b>Assessment Measures</b>
Students will analyze and develop technical skills in dance.	Students will receive ongoing assessment of artistic and technical elements of physical expression through observation, critique, and review in all courses in dance technique and movement practice. Midterm and final presentations include video self-assessment and faculty
	feedback through the use of rubrics. Daily observation with verbal and physical feedback is part of all technique and movement practice. In addition, assessment occurs in the presentation of dance in concert in formal and informal settings. Faculty will observe and assess publicly performed student choreography and/or performances. Faculty assessments of student performance, artistry, and research endeavors are based on standards inherent within the profession.
Students will develop appropriate pedagogy skills for teaching dance.	Students will receive ongoing assessment of pedagogical practice through observation, critique, and review in all courses in pedagogy as well as student teaching assignments. Ongoing assessment of student teaching includes the students' attention to lesson planning, assessment measures, feedback and evaluation techniques, movement design, and knowledge of the aesthetic tradition with consideration for advances in health and science.
Students will demonstrate scholarly and creative research skills.	Students will receive ongoing assessment of scholarly work and artistic elements of physical expression through observation, critique, and review in all courses in dance composition, research, and scholarly activity. Faculty will review and critique scholarly works submitted by students. Ongoing assessment of student work in the creative process includes the students' attention to movement exploration, concept development, manipulation of ideas and movement vocabulary, skills in the craft of choreography, and the development of original creative work for performance. In addition, assessment occurs in the presentation of dance in concert in formal and informal settings. Faculty will observe and assess publicly performed student choreography and film. Faculty assessments of student artistry and research endeavors are based on standards inherent within the profession.  Students are encouraged to present their creative and scholarly work at local, state, regional, national and international conferences, festivals, and other venues.
Students will integrate the intellectual and artistic foundations of	Students will complete a Thesis Project demonstrating a synthesis of craft, artistic vision and conceptual rigor, as well as professional competence in their selected research area. The thesis is rooted in creative work and

Student Learning Outcomes	Assessment Measures
the discipline.	accompanied by a paper. An oral defense of the project and paper is required before a faculty committee.

The Department will maintain files on all graduates that will include contact information, up-to-date resumes, job placement, announcements and reviews of professional productions or publications, and other information related to their professional and academic achievements. Each year, the Department will contact graduates through email to update files and records. Additionally, M.F.A. students will create personal websites (a necessity in creative industries) and be strongly encouraged to maintain them after graduation.

**Administration:** The program will be administered by the UA College of Arts and Sciences, Dr. Robert Olin, Dean; and by Department of Theatre and Dance, Dr. William Teague, 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). A total of 3 votes were received, with all 3 recommending that the program be approved.

**Accreditation:** The National Association of Schools of Dance (NASD) accredits UA's Dance (B.A.) program and UA states that they will seek NASD accreditation for the Dance (M.F.A.). UA states that the graduate program and this proposal have been designed following NASD guidelines.

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

Credit hours required in major courses	48 semester hours (sh)
Credit hours in required or free electives	6
Credit hours for thesis or dissertation	6
<b>Total credit hours required for completion</b>	<b>60 sh</b>

**Collaboration:** Collaborations with a variety of professional and academic institutions, associations, organizations, and production companies will continue to be developed. As examples, Roehampton University; American College Dance Association; Alabama Dance Festival; Broadway Dance Center, New York; Dance-Forms Productions; Edinburgh Fringe Festival; Gus Giordano Dance School; and the National Dance Education Organization.

**Distance Education:** None of the courses (0 percent) are to be provided via the distance learning option. The following instructional delivery methods will be utilized:

- Traditional lecture courses.
- Traditional studio-based, movement practice courses.
- Experiential courses in which students actively perform, collaborate, and innovate.
- Thesis research and creative projects under the guidance of faculty members.
- Participation in productions that are planned and presented in class.
- Participation in productions that are presented to the public.
- Internships with professional dance companies and schools.
- Supervised teaching opportunities at local schools and community organizations.
- Workshops and master classes with visiting artists.
- Participation in regional, national, and international conferences.

The nature of training in the performing arts dictates live student-teacher interaction, so courses will not be delivered through distance education.

**Admissions:** An audition is required for all M.F.A. applicants. The audition will include movement classes to demonstrate technical and performance proficiency. Each prospective M.F.A. student will be scheduled for a 20-30 minute individual interview with members of the faculty during the audition process. Applicants will open the interview with a brief presentation that highlights their interests in graduate work at UA and

outlines possible areas of emphasis. Acceptance into the Department of Theatre and Dance (M.F.A.) program requires the fulfillment both of general criteria established by the UA Graduate School, as well as particular criteria established by the Department.

Statement of Purpose: Applicants will compose a narrative, relating research and movement practice interests to pursuing a degree within the UA program. The essay should situate candidates within the field at the present time, gathering significant details of candidates' previous experiences, clarifying current involvement and interest in dance, and speculating about the candidates' future intentions within the field. Reviewers are interested in getting to know something about the candidates as dance professionals through this writing.

Curriculum Vitae: This document should accurately reflect candidates' completed educational background and all of their professional and related experiences to date. Document should be thorough and comprehensive.

Work Sample(s): Candidates will list Vimeo, YouTube or similar resources as hyperlinks in a Word or PDF attachment. These samples should demonstrate candidates' expertise and interests, such as excerpts of choreography, documentation of performances, samples of lighting plots, dance notation, or dance media projects.

Writing Sample: The Dance Faculty will review writing samples to determine applicants' potential research and creative interests and to assess their competency as writers. Candidates will submit a substantive piece of writing, one that demonstrates their thoughtfulness and capacity to handle language with fluency. This writing submission must be at least four (4) pages double-spaced, but no more than 20 pages; this might take the form of a critical review, process paper, or scholarly essay.

At least three letters of recommendation must be submitted. Letters should speak to candidates' artistic and academic strengths. At least two letters should be from someone at an academic institution (past or present) who can speak to these strengths, even if previous academic work was not in Dance.

GRE scores are not required. The Dance Program is aware of the Graduate School waiver process, and will apply at the appropriate time.

**Need:** The proposal reports that The University of Alabama's Department of Theatre and Dance is a thriving academic unit. The department currently offers a Dance (B.A.), Theatre (B.A.), Theatre (M.F.A.), and recently received approval to offer a Theatre (B.F.A.). The University of Alabama Dance Program is currently the only NASD (National Association of Schools of Dance) accredited institution in the State of Alabama. In addition, in 2015, Dance-Colleges.com ranked the UA Dance Program 15th in the nation and 1st in the state. The success of this program has encouraged members of the dance faculty to pursue expanding its offerings beyond the Dance (B.A.) to include a Masters in Fine Arts in Dance.

There are between 30-35 Dance (M.F.A.) programs in the U.S. Currently, there are no Dance (M.F.A.) programs in the State of Alabama. For the southeastern region of the US, there are only two Dance (M.F.A.) programs: Florida State University (FL) and Belhaven (MS). The Southeast could benefit from having another option for the students in this part of the country.

The Strategic Plan for The University of Alabama includes four main goals. The first goal states that UA should "provide a premier undergraduate and graduate education..." One of the objectives is to "increase the quality and number of graduate students to support the University's research, scholarship and creative activity." Other objectives include, enhancing "co-curricular activities that encourage collaboration among students, faculty, staff and the community" and to "promote an educational environment that values contributions from all levels of teaching faculty." The other three goals state that UA should increase productivity and innovation in research, scholarship and creative activities that impact economic and societal development, foster inclusive communities, and encourage work-life balance.

UA states that with the success and reputation of the Dance Program, an M.F.A. in Dance would increase the number of quality graduate students at UA. Currently, the Dance Program presents faculty and student collaborative research, scholarship and creative activities through regional, national and international productions. The addition of the M.F.A. in Dance would not only increase the number of collaborative projects possible, but give faculty and students (graduate and undergraduate) the opportunity to contribute to the educational environment and share their work through outreach to communities. Achieving these goals would not only improve the status of The University of Alabama, but the State of Alabama, as well. The Dance (M.F.A.) degree program would complement the current Dance (B.A.) program at The University of Alabama. The M.F.A. degree program would also enhance and complement the current degrees in Theatre (B.A. and M.F.A.).

The University of Alabama is in the process of planning and building a new Performing Arts Academic Center to house the Department of Theatre and Dance. With the new academic performance space and Dance (M.F.A.) program, the expanded facilities and curriculum will provide educational opportunities and broaden the training available for students in the State of Alabama, the Southeast region, and help attract students from around the country to this region. In addition, the Dance Program graduates have been successful in securing positions in dance companies (ballet and contemporary), commercial dance (regional theatre, cruise lines, television, etc.), choreography, Broadway touring shows, teaching positions and graduate dance programs in the U.S. and abroad (England) and have brought national recognition to UA and Alabama. The addition of a Dance (M.F.A.) at The University of Alabama, would increase the potential for expanding this recognition.

Career and College Readiness/Preparation -- Projected Job Openings

	Year 1	Year 2	Year 3	Year 4	Year 5	Total
Local	14	14	14	14	15	71
State	29	29	29	30	30	147
SREB	220	230	239	248	258	1,195
Nation	882	918	955	993	1,032	4,780

Note: Projected job openings are for years 2019- 2023.

Based on the broad types of employment available to persons with an MFA degree in dance (dance performers, choreographers, faculty in higher education, arts administrators, instructors in K-12 programs, film makers, directors of arts organizations or dance companies, artistic directors, studio owners, arts organization and management, etc.), the Department of Theatre and Dance used information published by the United States Department of Labor, Bureau of Labor Statistics (1) to track data for the following job titles relevant to the Dance MFA: Dancer and Choreographer.

The latest Bureau of Labor Statistics (BLS) data sets are from 2016 in which the BLS projects a 4 percent growth per year in these field(s) through 2026. Based on the number of people employed as dancers and choreographers in 2016 (20,400), the above chart demonstrates projected new jobs from 2019-2023. The SREB numbers were determined by taking 25 percent of the national numbers, as no data was available for concentrations of major cities where dance is more or less likely. Due to a lack of data for the State of Alabama, the Department took into consideration the number of Dance Schools/Companies in the State of Alabama along with the number of Public Schools and the number of Higher Education campuses who offer dance classes in their curriculum and are likely to employ a full-time or part-time dance professional. These numbers, once calculated, were extrapolated into a total number of professionals trained in dance working locally and statewide. Local is defined in the proposal by the cities of Tuscaloosa, Birmingham, and Montgomery,



**Student Demand:** The University of Alabama dance faculty created a Qualtrics survey distributable via an anonymous link. The survey link was posted on UA Theatre and Dance Facebook pages. In addition, the survey links were sent to faculty representatives of universities within the Southern Region of the American College Dance Association. The Alabama Dance Council also posted the link on its community bulletin board: [www.alabamadanceexchange.org](http://www.alabamadanceexchange.org).

At the time of proposal submission, 132 responses had been received. Of those respondents, 57 percent said they would be "very interested" in attending an MFA in Dance at the University of Alabama, with 44 percent providing their email addresses and requesting further information. An additional 30 percent of respondents listed themselves as "moderately interested." "Very interested" respondents listed their places of residence throughout the South, as well as in Ohio, New Hampshire, New York, Maryland, Illinois, Oregon, Pennsylvania, Michigan, and California. There was also an interested international student. Of respondents, 54 percent expressing an interest in a Dance M.F.A. said they would enroll as out-of-state students. The majority of interested students responded that they would apply/enroll for the 2019 and 2020 academic year.

Despite this sampled enthusiastic demonstration of interest, UA anticipates limiting its MFA program to five graduate students per academic year. This will allow each MFA candidate significant faculty mentoring in both teaching and research. It will guarantee each graduate student access to performance opportunities, choreographic opportunities, and spaces, and it will insure that our graduate students have ample opportunities to gain teaching experience in a wide variety of undergraduate dance courses. Limiting the enrollment will also allow the program to accept only the most promising and highly-qualified MFA candidates.

**Resources:**

Faculty:

Current Primary Faculty to teach in the program—

Full-time: 6

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

Note: Two additional faculty are anticipated to be hired within the Department related to the BA Dance Program,

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

**Fellowships and Assistantships:** A total of twelve (12) assistantships will be offered for this program.

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

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

**Library:** UA's Gorgas Library maintains extensive collections of books, recordings, videos, music scores and data bases relating to all aspects of dance. Materials related to dance music, dance videos and music scores are housed in the Gorgas Music Library. Books related to dance history are grouped together in the general section. There is also a special collection of books that were donated by Gage

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Bush England, former dancer with the American Ballet Theatre and a native of Alabama. There are additional books on general kinesiology and science housed in the Rodgers' Science Library and additional books on education in the McClure Library.

The Library continuously updates collections and responds to dance faculty requests for new acquisitions. The Performing Arts Librarian schedules classes and visits dance academic classes to assist with library research at the request of dance faculty. There are additional resources through the library that are online, and through inter-library loans.

**Program Budget:** The proposal projected that \$162,000 in new funds will be required to support the proposed program. A total of \$576,480 will be available through internal reallocations and tuition.

**Attachment 3  
 Curriculum**

University of Alabama  
 Master of Fine Arts in Dance

Course Number and Title	Number of Credit Hours	* If New Course
<b>STUDIO/CREATIVE/PERFORMANCE (39 credits)</b> Students will choose from the following options, up to 39 credits	39 total	*All courses are new
DN511 Graduate Contemporary Technique	1-3	
DN512 Graduate Contemporary Technique	1-3	
DN521 Graduate Ballet Technique	1-3	
DN522 Graduate Ballet Technique	1-3	
DN551 Graduate Jazz Technique	1-3	
DN552 Graduate Jazz Technique	1-3	
DN611 Graduate Contemporary Technique	1-3	
DN612 Graduate Contemporary Technique	1-3	
DN621 Graduate Ballet Technique	1-3	
DN622 Graduate Ballet Technique	1-3	
DN651 Graduate Jazz Technique	1-3	
DN652 Graduate Jazz Technique	1-3	
DN631 Graduate Movement Practice	1-3	
DN632 Graduate Movement Practice	1-3	
DN540 Graduate Improvisation & Composition I	3	
DN541 Graduate Improvisation & Composition II	3	
DN505 Graduate Teaching Practicum	1	
DN605 Graduate Teaching Practicum	1	
DN535 Rhythm, Music, and Dance	3	
DN640 Collaborative Practice	3	
DN650 Creative Process	3	
DN670 Dance in the Digital Age	3	
DN680 Laban Movement Analysis/Bartenieff Fundamentals	3	
DN500 Performance Practicum	1-3	
DN501 Performance Practicum	1-3	
DN600 Performance Practicum	1-3	
DN601 Performance Practicum	1-3	
DN602 Staging Repertoire	1-3	
DN510 Thesis	1-3	
DN515 Thesis	1-3	
<b>ACADEMIC (15 credits)</b> Students will choose from the following options, up to 15 credits	15 total	*All courses are new
DNCA503 Graduate Teaching Methods	3	
DNCA565 Science of Dance Training	3	
DNCA660 Body Politics in Dance	3	
DNCA570 Research Methods in Dance	3	
DNCA630 Dance Administration	3	
DNCA610 Thesis	1-3	
DNCA615 Thesis	1-3	
<b>ELECTIVES (6 credits)</b> Students will choose 6 credits of electives based on their research focus. Courses may be within the dance degree or without.	6 total	

### Dance MFA Curriculum Chart

Total of 60 credits over 3 years

65% Studio (S) courses (39 credit hours total)

25% Academic (A) courses (15 credit hours total)

10% Elective (N) courses (6 credit hours total)

#### Year 1

Semester 1 Fall (12 credits)

Movement Practice (S) 3

Improv & Comp I (S) 3

Teaching Methods (A) 3

Body Politics (A) 3

Semester 2 Spring (12 credits)

Movement Practice (S) 3

Improv & Comp II (S) 3

Rhythm, Music and Dance (S) 3

Research Methods (A) 3

#### Year 2

Semester 3 Fall (9 credits + teaching)

Movement Practice (S) 2-3

LMA/BF (S) 3

Science of Teaching (A) 3

Teaching Practicum (S) 1

Semester 4 Spring (9 credits + teaching)

Movement Practice (S) 2-3

Collaborative Practice (S) 3

Elective (N) 3

Thesis (S) 1

#### Year 3

Semester 5 Fall (9 credits + teaching)

Movement Practice (S) 1-3

Thesis (S/A) 2

Digital (S) 3

Elective (N) 3

Semester 6 Spring (9 credits + teaching)

Movement Practice (S) 1-3

Thesis (A/S) 3

Elective (S) 3-6

DECISION ITEM UA-2: University of Alabama, Master of Science in Human Development and Family Studies (CIP 19.0701)

**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 Master of Science in Human Development and Family Studies (M.S.) at the University of Alabama will prepare students for advanced employment as supervisors and/or leaders in a variety of occupations serving children, adults, and families and/or to pursue doctoral study. This program will support the university's mission "to advance the intellectual and social condition of the people of the State, the nation, and the world." Most directly, the program will advance the intellectual condition of graduates by improving their knowledge of human development and their research and clinical skills. During their training and after completing their degree, students will disseminate this knowledge, engage in research, and apply their clinical skills to improve the health and quality of life of the residents of the state of Alabama, nationally, and worldwide.

The proposed Human Development and Family Studies (M.S.) program provides graduates with the theoretical foundation and research skills necessary for advanced employment in a wide variety of occupations serving children, adults, and families. Graduates of the Parent and Family Life Education (PAFLE) concentration can become Certified Family Life Educators. Graduates of the Marriage and Family Therapy concentration can become licensed Marriage and Family Therapists. Graduates of the Child Life concentration can become Certified Child Life Specialists.

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

**Mode of Delivery:** Approximately 10 percent of the program's total courses are to be offered via distance learning.

**Similar Programs:** According to the proposal, similar programs are as follows:

Institution Name	Program Name	CIP Code	Justification
Alabama A & M	M.S. in Family and Consumer Sciences with a concentration in Human Development and Family Studies	19.0101	The program at Alabama A & M emphasizes preparing Family and Consumer Science Teachers at the Secondary School Level, which does not overlap with the proposed program. Alabama A & M does not offer training in Marriage and Family Therapy, Child Life, or Parent and Family Life Education.
University of North Alabama	M.S. in Family Studies	19.0704	The University of North Alabama's M.S. in Family Studies is offered online only, is primarily focused on family sociology and does not include human development. UNA does not offer training in Marriage and Family Therapy or Child Life.
Auburn University	M.S. in Human Development and Family Studies	19.0799	Auburn's program is similar to the proposed degree with no concentration, and to the proposed Marriage and Family Therapy concentration. Auburn does not offer a Child Life program at the graduate level, nor does Auburn offer a concentration in Parent and Family Life Education.
University of West Alabama	M.S. in Family Counseling	51.1505	The University of West Alabama's M.S. in Family Counseling is similar to one of the proposed concentrations; however, the proposed Marriage and Family Therapy concentration meets the credit hour, educational, and practicum requirements for Licensure in Marriage and Family Therapy for the State of Alabama. The University of West Alabama Family Counseling Program does not meet any of these requirements.

**Collaboration:** At this time, there is not a plan to collaborate with other institutions as all coursework necessary for successful implementation of the program is currently in place. However, the department would be open to areas of collaboration in the future.

**Resources:** The proposal projected that \$0 in new funds will be required to support the proposed program. A total of \$1,516,925 will be available through tuition.

**Public Review:** The program was posted on the Commission website from April 2 until April 22 (twenty days) for public review and comments. No comments were received.

**Rationale for Staff Recommendation:**

1. UA has provided substantive documentation that the Human Development and Family Studies Department has the qualified faculty for this program, and they have been providing the coursework, and the supervision for the culminating experience for students enrolled in this area of study for more than 20 years. Likewise, the current faculty members have the strong research training and productivity needed to successfully mentor the research of students desiring to continue on to doctoral programs.
2. Human Development and Family Studies (HDFS) researchers and clinicians do not perform their work in isolated silos, but rather in a large, versatile, shared research space (The Child Development Research Center) focused on developing, implementing, and evaluating family-focused services.
3. Students will receive research training and hands-on applied experiences in a collaborative team-based environment which will prepare them well for the collaborative nature of modern human service professions.
4. Three concentrations will be offered to accommodate a wide range of candidate interests and needs in pursuing this degree.
5. No new funds are estimated to be required to support the proposed program.

DECISION ITEM UA-2: University of Alabama, Master of Science in Human Development and Family Studies (CIP 19.0701)

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

Staff Recommendation: That the Commission approve the proposed Master of Science in Human Development and Family Studies.

There are three concentrations: Parent and Family Life Education; Marriage and Family Therapy; and Child Life.

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

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

Implementation Date: The proposed program will be implemented in August 2019. Based on Commission policy, the proposed program must be implemented by December 8, 2020, 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 17, based on the proposal.
2. That the annual average number of graduates for the period 2020-21 through 2023-24 (four-year average) will be at least 3.75, based on the adopted graduation rates as stated in the Code of Alabama 16-5-8 (2).
3. That information regarding an overall assessment of the program be provided, particularly as related to objectives and assessment measures stated in the proposal, and to also include data showing related employment and/or acceptance into a graduate program.

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, 2024.

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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 February 13, 2018. 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 Science in Human Development and Family Studies

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

	2019-20	2020-21	2021-22	2022-23	2023-24	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**

	2019-20	2020-21	2021-22	2022-23	2023-24	TOTAL
INTERNAL REALLOCATIONS	\$0	\$0	\$0	\$0	\$0	\$0
EXTRAMURAL	\$0	\$0	\$0	\$0	\$0	\$0
TUITION	\$239,620	\$255,790	\$319,500	\$334,025	\$367,990	\$1,516,925
TOTAL	\$239,620	\$255,790	\$319,500	\$334,025	\$367,990	\$1,516,925

**ENROLLMENT AND DEGREE COMPLETION PROJECTIONS**

	2019-20	2020-21	2021-22	2022-23	2023-24	5-YEAR AVERAGE
TOTAL HEADCOUNT ENROLLMENT	27	32	39	42	47	37
NEW ENROLLMENT HEADCOUNT	15	15	17	17	20	17 4-YEAR AVERAGE
DEGREE COMPLETION PROJECTIONS	0	10	14	15	17	14

## Attachment 2

### Summary of Background Information

Master of Science in Human Development and Family Studies  
University of Alabama

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

**Objectives:** Graduates of the Human Development and Family Studies program will be able to:

- Critically evaluate current research, and recommend future research, in human development and family studies.
- Apply newly acquired advanced knowledge and research findings to the design of research projects or applied practice.
- Demonstrate their knowledge of professional ethics in the conduct of research, and/or applied practice.
- Integrate, synthesize and apply research and theory when interpreting research results, and/or in applied practice.

**Assessment:** Four Student Learning Outcomes (SLOs) will be used to assess the Human Development and Family Studies (M.S.) degree program. A listing of each SLO followed by a description of the direct and indirect measures used to assess whether students are achieving that SLO follows.

SLO1: Students will be able to critically evaluate current research, and recommend future research, in human development and family studies.

Measure 1 (Direct) Student Artifact: Graduate students write a critique of the research literature on a selected topic in the field of child development and family studies in HD 500.

Measure 2 (Direct) Student Artifact: Students identify gaps in what is known about the selected topic and list several directions for future research in HD 500.

Measure 3 (Indirect) Informal Feedback from course instructors about students' performance and why some students may have difficulty successfully completing this learning task.

Expectation of Achievement: 90 percent of graduate students will demonstrate (by scoring at least "acceptable," which is a 4 on a 6-point scale ranging from "unacceptable" to "exceptional") the ability to critically evaluate the research literature on a selected topic of child development or family studies, and make recommendations for future research. Schedule for Data Collection: Data are collected at the end of the fall semester every year.

SL02: Students will be able to apply newly acquired advanced knowledge and research findings to the design of research projects and/or applied practice.

Measure 1 (Direct) Student Artifact: HDFS Thesis Research Project: Graduate students critique the research literature on a topic, identify gaps of knowledge on the topic, and propose a new study that fills one or more gaps of knowledge.

Measure 2 (Direct) Clinical Internship Supervisor's Evaluation of HDFS Students' ability to apply new knowledge and new clinical skills to practice.

Measure 3 (Direct) Student Artifact: Students complete a comprehensive exam demonstrating newly acquired knowledge in the field.

Measure 4 (Direct) Student Artifact: Students complete a license exam demonstrating newly acquired knowledge in the field.

Expectation of Achievement: 90 percent of graduate students will successfully demonstrate their ability to apply new knowledge to the development and completion of a thesis research project or to clinical practice (by scoring at least "acceptable," which is a 4 on a 6-point scale ranging from "unacceptable" to "exceptional") or by passing a comprehensive or licensing exam. Schedule for Data Collection: Graduate faculty report on the progress of their students each April.

SL03: Students will be able to demonstrate their knowledge of professional ethics in the conduct of research, and/or applied practice.

Measure 1 (Direct) Student Artifact: Graduate students complete the CITI Training on Ethical Issues in Research Involving Human Subjects.

Measure 2 (Direct) Student Artifact: Graduate Students complete training module entitled, "Ethical Thinking and Practice for Parent and Family Life Educators." Expectation of Achievement: 100% of graduate students will demonstrate the ability to apply newly acquired knowledge to conducting research and family practice. Schedule for Data Collection: Graduate faculty report on the progress of their students each April.

SL04: Students will be able to integrate, synthesize and apply research and theory when interpreting research results, and/or in applied practice.

Measure 1 (Direct) Student Artifact: HDFS Thesis Research Project: Graduate students integrate, synthesize and apply research and theory when interpreting research results from their thesis.

Measure 2 (Direct) Student Artifact: HDFS Comprehensive Exam: Graduates students integrate, synthesize, and apply research and theory when developing a therapeutic plan, or planning/evaluating a family educational or child life program

Measure 3 (Direct) Internship Supervisor's Evaluation of HDFS Students' ability to integrate, synthesize and apply research when developing a therapeutic plan or planning/evaluating a family educational or child life program.

Expectation of Achievement: 90 percent of graduate students will successfully demonstrate their ability (by scoring at least "acceptable" which is a 4 on a 6-point scale ranging from 'unacceptable' to "exceptional") to integrate, synthesize and apply research and theory when interpreting research results, developing a therapeutic plan, or planning/evaluating a family educational or child life program. Schedule for Data Collection: Graduate faculty report on the progress of their students each April.

As a follow-up plan to determine accomplishments graduates of the MS program in Human Development and Family Studies are surveyed every two years to determine current employment and satisfaction with experience in the HDFS MS program. Every April, during UA's graduate student review meeting, accomplishments of current and former students are updated and shared by faculty.

**Administration:** The program will be administered by the UA College of Human Environmental Sciences, Dr. Milla Boschung, Dean; and by the Department of Human Development and Family Studies Dr. Robert Laird, 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). A total of 4 votes were received, with all 4 recommending that the program be approved.

**Accreditation:** The PAFLE concentration is approved by the National Council on Family Relations for provisional Certified Family Life Educator, which permits graduates to apply for provisional certification using an abbreviated application process.

UA plans to seek accreditation of the Marriage and Family Therapy concentration from the Committee on Accreditation for Marriage and Family Therapy Education in the near future.

UA plans to seek accreditation of the Child Life concentration from the Association of Child Life Professionals as the 2022 requirement for a master's degree for certification approaches.

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

Credit hours required in major courses	12 semester hours (sh)
Credit hours required in support courses	9-39
Credit hours in required or free electives	0-3
Credit hours for thesis or dissertation	0-6
<b>Total credit hours required for completion</b>	<b>30-51 sh</b>

Students must complete a Capstone experience. Students completing a M.S. in Human Development and Family Studies and choosing no concentration will complete a thesis (6 credit hours), whereas students completing the Parent and Family Life Education, Marriage and Family Therapy, and Child Life concentrations complete an internship and comprehensive exam (3-9 credit hours).

**Collaboration:** At this time, there is not a plan to collaborate with other institutions as all coursework necessary for successful implementation of the program is currently in place. However, the department would be open to areas of collaboration in the future.

**Distance Education:** Approximately 10 percent of the program's total courses are to be offered via distance learning. All courses are currently in place and are offered on campus. Due to the research and practicum-heavy emphasis of the curriculum (including research labs and Capstone Family Therapy clinical located at the Child Development Research Center) only 1 required course is currently offered through distance education. UA states that certain courses, and perhaps one full concentration, could be offered through distance education in the future.

**Admissions:** The program has no special admission requirements.

**Need:** Alabama ranks among the poorest, least educated states in America. Nearly 800,000 Alabamians, about 1/6 of the state's population live in poverty, and the median household income in Alabama ranks 47th among the 50 states. Alabama also ranks in the bottom 10 states for educational attainment, with 1 in 6 Alabamians failing to earn a high school degree, 3 in 4 failing to earn a college degree, and 9 in 10 failing to earn an advanced degree. High poverty and low education radically degrade the well-being and overall quality of life for children and families. High poverty and low education increase the risk of serious mental health problems, including depression, anxiety, and suicide. High poverty and low education increase instability in the family unit via instances of child abuse, child neglect, domestic violence, and divorce. They increase the risk for developmental and/or academic delays in children and increase substance use and abuse, creating a much higher likelihood for long-term dependency. Problems like these create a tremendous demand within the state for resources, services, and, most importantly, resource and service-providers. Graduate programs in Human Development and Family Studies help meet these demands.

Students are trained to work with children and families by developing, delivering, and/or directing parent education programs, prevention and intervention programs, individual and family therapies, advocacy groups, community-based services, family and child resource centers, non-profit and faith-based organizations, educational services and programming, child care programs, basic and applied research initiatives, and ongoing evaluations and assessment of programs. Effective services and programming for Alabama's families requires individuals with the advanced training and expertise provided by a graduate program in HDFS. Master's level degrees are becoming increasingly important for certification (e.g., as Child Life Specialists) or licensure (e.g., as Marriage and Family Therapists), and especially crucial for employment in supervisory or leadership positions in the human services fields.

**Sources:** U.S. Census Bureau (2016). Percent of Persons in Poverty, by State. Retrieved September 14, 2017 from <https://www.census.gov/data/tabtes/time-series/demo/income-poverty/historicalpoverty-people.html>. Median Annual Household Income. The Henry J. Kaiser Family Foundation. Retrieved

September 14, 2017 from <http://www.kff.org/other/state-indicator/median-annual-income>. U.S. Census Bureau (2016). Quick Facts, Alabama. Retrieved September 14, 2017 from <https://www.census.gov/quickfacts/AL>.

Career and College Readiness/Preparation -- Projected Job Openings

	Year 1	Year 2	Year 3	Year 4	Year 5	Total
Local	12	12	12	12	12	60
State	590	600	605	610	620	3,025
SREB	6,417	6,500	6,583	6,667	6,750	32,917
Nation	77,000	78,000	79,000	80,000	81,000	395,000

**National:** According to the United States Department of Labor, Bureau of Labor Statistics, the Healthcare and Social Assistance industry is the fastest growing industry, with a 22 percent projected growth in employment for 2014-2024. This sector is estimated to become the largest employing sector in that decade. Within this sector are community and social service occupations, which frequently employ graduates of HDFS programs. The projected growth in employment for community and social service occupations is 10.5 percent within the same decade.

There will be an estimated 792,600 job openings due to growth and replacement needs during 2014-2024 for community and social service occupations. This breaks down to roughly 78,000 position openings in any given year in that 10 year time period, with the number of job openings progressively increasing over the course of the decade. Typical qualifications for these jobs includes certification or licensure, which is only available at the master's level for Marriage and Family Therapists and is available for Certified Family Life Educators at the bachelor's and master's level, with employer preference for master's level employees. Certification for Child Life Specialists is moving from the bachelor's to the master's level in 2022. Master's degrees are preferred for all supervisory and leadership positions in community and social service occupations.

**Regional:** The US Census acknowledges nine regions in the United States, and the region designated as "East South Central" contains Alabama, Kentucky, Mississippi, and Tennessee. A rough estimate of the job openings in this region is 1/9th or less (given that many of the other designated regions are more densely populated). For a conservative estimate, regional estimates in the chart above are 1/12th of the job openings for the country.

**State:** According to the National Center for Charitable Statistics, in 2012, Alabama had over 18,000 non-profit organizations. In 2013, there were over 12,000 public charities, over 1,000 social welfare organizations, and over 600 social/recreational clubs (13,600 total). Estimates of Alabama job openings for our graduates at these 13,600 organizations are based on the conservative estimate that 30 percent of these organizations directly serve children and families (4,080) and that 15 percent of these organizations will have only one supervisory/leadership job opening per year for the next five years for which a M.S. in HDFS would be a preferred degree, with steady growth over time (approximately 612 per year).

**Local:** There are 26 nonprofit organizations listed on the United Way of West Alabama's website, including Tuscaloosa's One Place, an organization that provides support services to families. There are several additional non-profit agencies that are separate from United Way, such as the Parent Resource Institute on Drug Education (PRIDE), and other agencies that serve children and families. The proposers state that they used a conservative estimate of 12 places of employment, each with one supervisory/leadership job opening per year for the next five years for which a M.S. in HDFS would be a preferred degree.

**Student Demand:** The enrollment projection is based on current enrollment of students in the Master of Science in Human Environmental Sciences program who are taking courses in Human Development and Family Studies. Future enrollment is projected based on previous numbers and growth. Over the last five years, enrollment has remained between 25 to 35 students per year. However, the Marriage and Family Therapy area of study has recently been revitalized with new faculty and UA states that it is experiencing a strong increase in student demand. A strong increase in demand is anticipated for Child Life in 2022 when certification will begin requiring a masters' degree.

**Resources:**

Faculty:

Current Primary Faculty to teach in the program-

Full-time: 10

Part-time: 0

Support Faculty

Full-time: 2

Part-time: 2

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

The Department of Human Development and Family Studies is in the process of searching for three open faculty positions. One faculty member is being hired to fill a vacant position due to retirement. The other two positions are being hired to support a new undergraduate program in addiction and recovery, but the faculty members will also work with students completing their M.S. in Human Development and Family Studies.

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

**Fellowships and Assistantships:** Three (3) assistantships will be offered for this program.

Three assistantships for students in the M.S. Human Environmental Sciences degree program are informally assigned to HDFFS and are funded through the Human Development and Family Studies Department budget. Moving the HDFFS program of study from the M.S. in Human Environmental Sciences to become the proposed M.S. in Human Development and Family Studies will formally assign the assistantships to HDFFS. The assistantships will not be new lines nor require reallocation of resources away from current use.

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

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

**Library:** The University of Alabama libraries are well equipped to support the proposed program. For example, the Social Science Citation Index includes 40 journals in the Family Studies category and 66 journals in the Developmental Psychology category, which are the two primary categories of journals that would be read, cited, and published by faculty and students in the proposed program. The University of Alabama libraries maintains current subscriptions with 94 of the 102 journals in these two categories (92 percent; 4 journals appear in both categories).

Additionally, all students have access to interlibrary loan. The library provides access to key databases including: PsycINFO, CINAHL Plus with Full Text, PubMed, Cochrane Collection Plus, Health Source:

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Nursing/Academic Edition, PsycBOOKS, Counseling and Psychotherapy Collection: Sage Video, PsycARTICLES, Social Sciences Citation Index. Sage Research Methods Online.

In terms of books, the library has a total of 28,873 titles in the major call number ranges that support the program, including 742 titles added in the last three years (at a cost of \$29,347.53).

**Program Budget:** The proposal projected that \$0 in new funds will be required to support the proposed program. A total of \$1,516,925 will be available through tuition.

**Attachment 3  
Curriculum**

University of Alabama  
Master of Science in Human Development and Family Studies

Marriage and Family Therapy Concentration:

The Marriage and Family Therapy (MFT) concentration is a non-thesis concentration, which prepares students to take the licensure examination leading to Clinical Membership in the American Association for Marriage and Family Therapy. In addition to the 12 credit hour Program Core, students pursuing the MFT program of study will complete 39 credit hours (24 didactic + 15 practica and internship) of concentration courses, and a comprehensive examination. Clinical opportunities are provided in the College's Capstone Family Therapy.

<b>MFT Concentration Courses</b>	<b>Hours</b>
HD 535 Parent/Child Relationship	3
HD 561 Theories Family Studies	3
HD 640 Couple and Sex Therapy	3
HD 641 Marriage and Family Therapy Ethics*	3
HD 645 Cultural Diversity in Marriage and Family Therapy	3
HD 664 Family Therapy	3
HD 665 Advanced Family Therapy	3
SW 515 Psychopathology	3
HD 567 Pract Marriage Family Therapy	3
HD 568 Pract I Marriage Family Therapy	3
HD 667 Pract II Marriage Family Therapy	3
HD 668 Intern Marriage Family Therapy	6
<b>Total Hours</b>	<b>39</b>



Parent and Family Life Education Concentration:

The Parent and Family Life Education (PAFLE) concentration allows students the opportunity to develop professional skills to plan and implement preventive educational programs and intervention services for children and families, as well as the opportunity to become a Certified Family Life Educator by The National Council on Family Relations. In addition to the 12 credit hour Program Core, the PAFLE concentration requires 18 credit hours and the completion of an internship and comprehensive exam. Students without prior undergraduate or graduate coursework in human sexuality, program evaluation, and public policy will need to complete additional coursework.

<b>Parent and Family Life Education Concentration Courses</b>	<b>Hours</b>
HD 561 Theories Family Studies	3
HD 535 Parent/Child Relationship	3
HD 591 Special Problems Human Development and Family Study	3
<i>Choose two from the following developmental courses</i>	6
HD 602 Advanced Infant Development	
HD 601 Advanced Child Development	
HD 603 Advanced Adolescent Development	
<i>Choose one Elective (Approved by Advisor)</i>	3
<b>Total Hours</b>	<b>18</b>

Child Life Concentration:

The concentration in Child Life is a non-thesis concentration, which prepares students to take the Child Life Professional Certification Exam to become a Certified Child Life Specialist. In addition to the 12 credit hour Program Core, students pursuing the Child Life concentration will complete 24 credit hours and a comprehensive examination.

<b>Child Life Concentration Courses</b>	<b>Hours</b>
HD 550 Hospitalized Child & Youth	3
HD 551 Loss And Bereavement	3
HD 535 Parent/Child Relationship	3
HD 591 Special Problems Human Development and Family Study	3
<i>Choose one Developmental Course</i>	3
HD 602 Advanced Infant Development	
HD 601 Advanced Child Development	
HD 603 Advanced Adolescent Development	
HD 670 Internship in Child Life	9
<b>Total Hours</b>	<b>24</b>

HDFS M.S. Curriculum Plan

**No Concentration**

Course		Hours
	<b>Fall Year 1</b>	
HD 500 Lifespan Human Development*		3
HD 562 Dynamics of Family Reltn*		3
HD 509 Research Methods*		3
	<b>Total</b>	<b>9</b>
	<b>Spring Year 1</b>	
Developmental Course		3
Family Studies Course		3
BER 540 Statistical Methods in Educ*		3
	<b>Total</b>	<b>9</b>
	<b>Fall Year 2</b>	
Elective Course		3
Statistics Course		3
HD 599 Thesis Research		3
	<b>Total</b>	<b>9</b>
	<b>Spring Year 2</b>	
HD 599 Thesis Research		3
	<b>Total</b>	<b>3</b>

**PAFLE Concentration**

Course		Hours
	<b>Fall Year 1</b>	
HD 500 Lifespan Human Development*		3
HD 562 Dynamics of Family Reltn*		3
HD 509 Research Methods*		3
	<b>Total</b>	<b>9</b>
	<b>Spring Year 1</b>	
HD 561 Theories Family Studies		3
HD 535 Parent/Child Relationship		3
BER 540 Statistical Methods in Educ*		3
	<b>Total</b>	<b>9</b>
	<b>Fall Year 2</b>	
Developmental Course		3
Developmental Course		3
Elective		3
	<b>Total</b>	<b>9</b>
	<b>Spring Year 2</b>	
HD 591 Sp Prob Hum Dev Fam Stdy		3
	<b>Total</b>	<b>3</b>

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**Child Life Concentration**

Course		Hours
	Fall Year 1	
HD 500 Lifespan Human Development*		3
HD 562 Dynamics of Family Reltn*		3
HD 509 Research Methods*		3
	<b>Total</b>	<b>9</b>
	Spring Year 1	
HD 550 Hospitalized Child & Youth		3
HD 535 Parent/Child Relationship		3
BER 540 Statistical Methods in Educ*		3
	<b>Total</b>	<b>9</b>
	Fall Year 2	
HD 551 Loss And Bereavement		3
HD 591 Sp Prob Hum Dev Fam Stdy		3
Developmental Course		3
	<b>Total</b>	<b>9</b>
	Spring Year 2	
HD 670 Internship in Child Life		9
	<b>Total</b>	<b>9</b>

**Marriage and Family Therapy Concentration**

Course		Hours
	Fall Year 1	
HD 500 Lifespan Human Development*		3
HD 640 Couple and Sex Therapy		3
HD 664 Family Therapy		3
HD 567 Pract Marriage Family Therapy		3
	<b>Total</b>	<b>12</b>
	Spring Year 1	
HD 561 Theories Family Studies		3
HD 665 Advanced Family Therapy		3
HD 641 MFT Ethics		3
HD 568 Pract I Marriage Family Thery		3
	<b>Total</b>	<b>12</b>
	Summer Year 1	
HD 667 Pract II Marriage Family Ther		3
HD 645 Cultural Diversity in Marriage and Family Therapy		3
	<b>Total</b>	<b>6</b>
	Fall Year 2	
HD 562 Dynamics of Family Reltn*		3
HD 509 Research Methods*		3
BER 540 Statistical Methods in Educ*		3
HD 668 Intern Marriage Family Therapy		3
	<b>Total</b>	<b>12</b>
	Spring Year 2	
HD 535 Parent/Child Relationship		3
SW 515 Psychopathology		3
HD 668 Intern Marriage Family Therapy		3
	<b>Total</b>	<b>9</b>

### Course List

Course Number and Title	Number of Credit Hours	* If New Course
Required Courses/Program Core (12 hours)		
HD 500 Lifespan Human Development	3	
HD 562 Dynamics Of Family Relationships	3	
HES 509 Research Methods	3	
BER 540 Statistical Methods In Education	3	
Total Hours	12	
Support Courses		
HD 512 Adult Development	3	
HD535 Parent/Child Relationship	3	
HD 545 Addiction and the Family	3	
HD 550 Hospitalized Child & Youth	3	
HD 551 Loss and Bereavement	3	
HD 561 Theories Family Studies	3	
HD 567 <u>Pract</u> Marriage Family Therapy	3	
HD 568 <u>Pract 1</u> Marriage Family Therapy	3	
HD 576 Seminar Human Sexuality	3	
HD 580 Children and Divorce	3	
HD 591 Special Problems Human Development Family Study	1-6	
HD 598 Research Practicum	1-6	

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HD 599 Thesis Research	1-6	
HD 601 Advanced Child Development	3	
HD 602 Advanced Infant Development	3	
HD 603 Advanced Adolescent Development	3	
HD 631 Readings Human Development	3	
HD 640 Couple and Sex Therapy	3	
HD 641 Marriage and Family Ethics	3	
HD 645 Cultural Diversity in Marriage and Family Therapy	3	
HD 664 Family Therapy	3	
HD 665 Advanced Family Therapy	3	
HD 667 <u>Pract II</u> Marriage Family Therapy	3	
HD 668 Intern Marriage Family Therapy	1-6	
HD 689 Practicum Human Development	3-6	
HD 670 Internship in Child Life	9	
HDFS (M.S.) with no concentration		
Statistics Course (approved by Advisor)	3	
HD599 Thesis Research or HD 598 Research Practicum	1-6	
Developmental Course (Choose One)		
HD 602 Advanced Infant Development	3	
HD 601 Advanced Child Development	3	
HD 603 Advanced Adolescent Development	3	
HD 512 Adult Development	3	
Family Studies Course (Choose One)		

HD 561 Theories Family Studies	3	
HD535 Parent/Child Relationship	3	
Elective (approved by Advisor)	3	

**DECISION ITEM UA-3:** University of Alabama, Alteration of the PhD in Educational Administration (CIP 13.0401)

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

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

**Background:** All changes in award nomenclature at the doctoral level require Commission approval as substantive changes.

The University of Alabama (UA) currently has the Doctor of Philosophy (PhD) in Educational Administration at CIP 13.0401 in the Commission's Academic Program Inventory. UA has proposed an alteration of the program title from Educational Administration to Educational Leadership. There is no change in the CIP code.

The proposed change will bring the program name into alignment by more accurately reflecting the diverse educational needs of administrators in Alabama's schools today. The new title represents the broader principles and techniques needed in a variety of educational institutions in the State's K-12 schools.

The content and character of the affected program will not be altered. The change is in title only.

- **Budgetary Impact: None, no additional resources are required.**

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

**Supporting Documentation:**

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



DECISION ITEM UA-4: University of Alabama and University of Alabama in Huntsville Joint Doctor of Philosophy in Nursing Science (CIP 51.3808)

### **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 primary purposes of the proposed Joint Nursing Science Ph.D. program (69 credit hours post-master's entry and 84 credit hours post-baccalaureate entry) is: 1) to prepare nurse scholars who will advance nursing science by generating new knowledge through interprofessional research initiatives and 2) to improve the health of rural and medically underserved populations. The program is proposed as a joint program between the University of Alabama (UA) and the University of Alabama at Huntsville (UAH), where students will be dually enrolled, and faculty and staff resources will be shared to deliver a high quality research-based program.

It will be the first online Nursing Science Ph.D. program, as well as the first joint Nursing Science Ph.D. program in the State of Alabama. This flexible delivery modality will attract students from across the country. Additionally, the proposed Nursing Science Ph.D. program will address the educational and research mission and goals of both institutions. For example, the proposed program will help to: 1) increase graduate level programming and enrollment while providing a premier research-focused, doctoral education characterized by outstanding teaching, high-quality scholarship, and distinctive curricular and co-curricular programming, and 2) increase both Universities' productivity and innovation in research and scholarship that impacts economic and societal development focused on rural and medically underserved populations.

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

**Mode of Delivery:** The approximate percent of total programs courses offered that will be provided by distance education is 100 percent.

**Similar Programs:** The only Nursing Ph.D. program in the State of Alabama with the same CIP Code 51.3808 is at the University of Alabama at Birmingham (UAB) School of Nursing. In the UAB program students are encouraged to attend full-time and participate in on-site collaboration with research faculty. These on-site and full-time requirements may limit access for potential students who live in rural and/or underserved areas. In comparison, all surrounding states have significantly more Nursing Ph.D. programs. For example, there are four programs in Georgia, four in Tennessee, three in Mississippi, and eight programs in Florida. UA and UAH believe that the proposed Joint Nursing Science Ph.D. program will offer a unique approach to advance nursing science.

**Collaboration:** The Colleges of Nursing at UAH and UA are proposing the first Joint Nursing Science Ph.D. program, where students are dual-enrolled, and faculty and staff resources are shared to deliver a high quality research-based program. In addition to faculty and staff, student support services, expenses, and revenue will be shared between the two institutions. Nursing Science Ph.D. students will be admitted annually using the cohort model. Nursing Science Ph.D. students will be admitted to both the UAH College of Nursing and the UA, Capstone College of Nursing. Ph.D. students will graduate with seals from both universities.

**Resources:** The proposal projected that \$431,772 in new funds will be required to support the proposed program. A total of \$802,608 will be available through tuition, internal reallocations, and extramural sources.

**Public Review:** The program was posted on the Commission website from April 12 until May 2 (twenty days) for public review and comments. No comments were received.

**Rationale for Staff Recommendation:**

1. The Joint Nursing Science Ph.D. program will have the support and resources of UAH and UA. These are institutions with high research activity Carnegie classifications.
2. The planned online approach is an additional strength of the proposed program. The Institute of Medicine 2010 report, "The Future of Nursing: Leading Change, Advancing Health", documented the need to "double the number of nurses with doctoral degrees by 2020 ". One way to reach nurses who have travel, personal, and occupational barriers is to offer online programs.
3. Online programs meet the needs of adult learners and nurses prefer online degree programs due to price and convenience. Currently, only 23 percent of the 125 Nursing Ph.D. programs in the U.S. are fully online programs. Therefore, this online program will meet the preferences and needs of the target population for an asynchronous delivery model.
4. A fourth strength is the explicit focus on rural and medically underserved populations. In Alabama, where 33.6 percent of the population lives in rural areas and several small rural hospitals have recently closed, graduates of this program will be prepared to conduct research to discover strategies and interventions to respond to educational and health care delivery needs in these rural communities.

**DECISION ITEM UA-4:** University of Alabama and University of Alabama in Huntsville  
Joint Doctor of Philosophy in Nursing Science (CIP 51.3808)

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

**Staff Recommendation:** That the Commission approve the proposed Joint Doctor of  
Philosophy in Nursing Science.

**Implementation Date:** The proposed program will be implemented in June 2019. Based on Commission policy, the proposed program must be implemented by December 8, 2020, 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 2019-20, will be at least 5, based on the proposal.
2. That the annual average number of graduates for the period 2021-22 through 2023-24 (three-year average) will be at least 2.25, based on the adopted graduation rates as stated in the Code of Alabama 16-5-8 (2).
3. That information regarding an overall assessment of the program be provided, particularly as related to objectives and assessment measures stated in the proposal, and to also include data showing related employment and/or acceptance into a graduate program.

The University of Alabama (UA) and the University of Alabama in Huntsville (UAH) will be required to phase out the program if any of the post-implementation conditions are not met. The institution must present documentation regarding the post-implementation conditions, as well as a general assessment of the program, in a report submitted to the Commission no later than July 1, 2024.

- 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 and University of Alabama in Huntsville joint program proposal, submitted February 16, 2018. 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 and University of Alabama in Huntsville  
 PROGRAM Joint Program - Doctor of Philosophy in Nursing Science

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

	2019-20	2020-21	2021-22	2022-23	2023-24	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	\$30,000	\$30,900	\$60,900
ASSISTANTSHIPS	\$43,632	\$65,448	\$87,264	\$87,264	\$87,264	\$370,872
OTHER	\$0	\$0	\$0	\$0	\$0	\$0
TOTAL	\$43,632	\$65,448	\$87,264	\$117,264	\$118,164	\$431,772

**SOURCES OF FUNDS AVAILABLE FOR PROGRAM SUPPORT**

	2019-20	2020-21	2021-22	2022-23	2023-24	TOTAL
INTERNAL REALLOCATIONS	\$20,000	\$20,000	\$20,000	\$0	\$0	\$60,000
EXTRAMURAL	\$21,816	\$32,724	\$43,632	\$43,632	\$43,632	\$185,436
TUITION	\$33,264	\$74,844	\$124,740	\$158,004	\$166,320	\$557,172
TOTAL	\$75,080	\$127,568	\$188,372	\$201,636	\$209,952	\$802,608

**ENROLLMENT AND DEGREE COMPLETION PROJECTIONS**

	2019-20	2020-21	2021-22	2022-23	2023-24	5-YEAR AVERAGE
TOTAL HEADCOUNT ENROLLMENT	4	9	15	19	20	13
NEW ENROLLMENT HEADCOUNT	4	5	6	6	5	5 3-YEAR AVERAGE
DEGREE COMPLETION PROJECTIONS	0	0	1	3	4	3

## Attachment 2

### Summary of Background Information

Joint Doctor of Philosophy in Nursing Science  
University of Alabama and University of Alabama in Huntsville

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

**Objectives:** The student learning outcomes are:

1) Knowledge Synthesis - As assessed by a comprehensive exam, students will: (1 ) demonstrate substantive knowledge related to the body of literature and theories about rural and/or medically underserved populations to inform nursing practice, and (2) appraise and synthesize models and theories from previously conducted research.

2) Research Conduct - As assessed by a successfully defended dissertation, students will: demonstrate the ability to design and conduct ethical and culturally competent nursing research that is theoretically, methodologically, and analytically sound with the potential to influence health outcomes and generate new knowledge.

3) Research Dissemination - Students will contribute to nursing science by generating new knowledge and actively disseminating research at national and/or international venues and in respected peer-reviewed journals.

4) Collaborative Leadership - Students will demonstrate collaborative leadership as evidenced by serving as lead author on a professional presentation or manuscript by an interprofessional team which has been accepted for publication.

**Assessment:** The assessments are aligned with the goals and outcomes and are detailed as follows:

The process of program evaluation is complex, but the primary outcome which demonstrates that the four learning outcomes outlined directly above have been met is the successful defense of the dissertation. The dissertation demonstrates that the graduate, as a nurse leader, has the requisite knowledge and ability to synthesize theories, and conduct research in interprofessional settings, generating and translating new nursing science knowledge.

Additional program evaluation will be guided by the current evaluation plans of UA and UAH. Specific required data elements to be collected include, but are not limited to: enrollment rates; graduation rates; graduate perception of program quality; alumni perception of program quality; employment rates; employment settings; and employer satisfaction. Evaluation of the final student product, the dissertation, will be by committees in congruence with established policies and procedures of the respective Graduate Schools.

The evaluation plan outlines data collection for assessment of the effectiveness of the curriculum, and of individual student and program outcomes. At each campus, evaluation plans are already in place to assess graduate level programs; thus, the evaluation plan for this program will follow those general guidelines. In addition, UA/UAH will establish a Joint Nursing Science Ph.D. Oversight Committee, consisting of 2 to 4 faculty members from each university. The committee will meet a minimum of twice yearly. The committee will be charged with developing, monitoring, and revising assessment plans to meet the requirement of both universities.

In particular, data collected from the Joint Nursing Science Ph.D. program will be reviewed by the Joint Oversight Committee and used to modify teaching and assist with curriculum revision as appropriate. These discussions of curriculum needs and student learning outcomes will result in the identification of

common concerns and issues across the joint program. Opportunities for improvement in courses, resources, admission-enrollment-progression processes, faculty workload, student/faculty resources, and overall curriculum will be monitored and assessed by the Joint Nursing Science Ph.D. Oversight Committee.

A registry of students and alumni will be maintained to facilitate collection of outcome data. Surveys will be disseminated electronically via email, and numerous follow-up reminders will be sent out to encourage new graduates, alumni, and employers to participate in the survey process. Databases will track student enrollment, progression, and graduation, as well as subsequent employment. Information will be monitored and collected about program alumni employment and scholarly accomplishments. These data are important to the assessment of program outcomes; however, as demonstrated by other programs it may be difficult to obtain information about such products as publications, presentations, or grants awarded, mainly because alumni do not inform programs of their accomplishments.

To proactively manage this, a database will be developed of student and post-graduate accomplishments of those students who have notified the institution, as well as adding data gleaned from conference attendance, journal searches for authorship, and faculty listings. An attempt to collect as much of this information as possible will be completed regularly by searching PubMed and other data bases for alumni publications. Graduates from Ph.D. programs typically create a strong, lasting bond with the dissertation chair, and many faculty have ongoing contact with alumni; thus, we will encourage faculty to provide information about accomplishments for program records. Information will be aggregated and evaluated on an annual basis by the Joint Oversight Committee.

**Administration:** The program will be administered by the UAH College of Nursing and the UA Capstone College of Nursing, UAH Dean Dr. Marsha Howell Adams; UA Dean Dr. Suzanne Prevost.

**Peer Review:** The program proposal was reviewed by the Alabama Council of Graduate Deans (ACGD). 2 votes were received, with both recommending that the program be approved.

**Accreditation:** There is no accreditation body for Nursing Ph.D. programs.

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

Post-masters to PhD curriculum:

Credit hours required in major courses	39 semester hours (sh)
Credit hours in required or free electives	6 sh
Credit hours for thesis or dissertation	24 sh
<b>Total credit hours required for completion</b>	<b>69 sh</b>

A minimum of 24 non-dissertation credits must be from UA/UAH courses.

Post-baccalaureate to PhD curriculum:

Credit hours required in major courses	54 semester hours (sh)
Credit hours in required or free electives	6 sh
Credit hours for thesis or dissertation	24 sh
<b>Total credit hours required for completion</b>	<b>84 sh</b>

A minimum of 30 non-dissertation credits must be from UA/UAH courses.

**Collaboration:** The Colleges of Nursing at UAH and UA are proposing the first Joint Nursing Science Ph.D. program, where students are dual-enrolled, and faculty and staff resources are shared to deliver a high quality research-based program. In addition to faculty and staff, student support services, expenses, and revenue will be shared between the two institutions. Nursing Science Ph.D. students will be admitted annually using the cohort model. Nursing Science Ph.D. students will be admitted to both the UAH College of Nursing and the UA, Capstone College of Nursing. Ph.D. students will graduate with seals from both universities.

In more detail, courses in the Joint Nursing Science Ph.D. program will be taught by faculty from each campus at a ratio of 50/50 per academic year. At the end of the program of study, each campus will have taught half the course work. Students will pay tuition to both Universities based on the number of credit hours taken. Using the cohort model, the number of students will be the same for each course taken. This approach will allow both campuses to pool their faculty and resources (student support services, staff, and expenses) together.

**Distance Education:** The approximate percent of total programs courses offered that will be provided by distance education is 100 percent. Distance technology is being utilized except for the annual five day on-site summer intensives.

**Admissions:** Admission requirements for the Joint Nursing Science Ph.D. Program:

Admission of any student to the Joint Nursing Science Ph.D. program at both universities will be based on an overall evaluation of the applicant's ability to undertake doctoral study and conduct research that will contribute to the advancement of nursing science, with emphasis on improving patient outcomes, and decreasing health disparities. Official transcripts from all colleges and universities attended will be reviewed for course work undertaken. Applicants must have a minimum grade-point average of 3.0 on a 4-point scale on all higher education courses attempted, or from the last 60 hours of coursework attempted. A total score of 300, and a score of 3.0 on the Analytical Writing portion on the Graduate Record Examination (GRE), or a minimum of 410 on the Miller Analogies Test (MAT) is required. Applicants must have an unencumbered registered nurse license.

<b>Nursing Science (Ph.D.)</b>	<b>Admission Requirements for Joint Nursing Science Ph.D. Applicants</b>
	Have a minimum GPA of 3.0 overall on a 4.0 scale on all higher education courses attempted or in the last 60 hours of earned credit.
	Have a minimum total score of 300 on the GRE with a 3.0 on the Analytical Writing portion. Or, have a minimum of 410 on the MAT
	Official transcripts from all colleges and universities attended
	Evidence of a current Registered Nurse license
	Professional Statement
	Resume or Curriculum Vitae
	Three (3) Letters of Reference
	Payment of appropriate application fee
	Meet deadlines for admission

Students enrolled in the Joint Nursing Science Ph.D. program will have the following requirements:  
 Preliminary exam: prospective students will have a minimum total score of 300 on the Graduate Record Examination (GRE) with a 3.0 on the Analytical Writing portion, or have a minimum of 410 on the MAT.

Three, one-week on-campus intensive experiences to be hosted on alternating campuses, in the summer semesters. All intensives will be attended by faculty from both campuses.

The initial intensive is orientation to the program and to the first semester courses. This provides an opportunity to meet faculty and access student resources such as library, writing centers, and financial aid. Intensive 2 is designed to integrate cohorts into the study of Nursing Science and provides opportunities for social support among faculty and students. Dissertation teams will be formed at this time. Each team will consist of at least five members; two from UA, two from UAH, and one additional external member selected by the student.



All members will hold graduate faculty status. At the conclusion of coursework, the third intensive provides students and faculty mentors with the opportunity to finalize plans for implementing the dissertation. The student will present a dissertation proposal defense at that time.

Qualifying/Comprehensive Examination. At the end of semester 6, students will be given an exam that will evaluate writing and critical thinking skills, and will assess the synthesis of knowledge of the program's core concepts. Successful completion of this exam will qualify the student for admission to doctoral candidacy.

Final Dissertation Defense. At the conclusion of a minimum of 24 dissertation hours, students will present the findings and implications of their dissertation. Students may need to complete more than 24 credits of dissertation hours, and students will only graduate when they have clearly demonstrated the ability to carry out independent research as evidenced by a successful dissertation defense.

**Need:** The program will focus on preparing nurse leaders who engage in nursing science and generate new nursing knowledge through interprofessional research initiatives that target rural populations and medically underserved areas. This will benefit the people of Alabama, who reside in a predominately rural state. Rural people dwell in a geographical area of less than 2,500 people. In the United States, 60 percent of counties are mostly or totally rural, accounting for 19.3 percent of the U.S. population. In Alabama, 72 percent of counties are mostly or totally rural. This represents a much higher percent of the population at 33.6 percent.

Attention to rural and medically underserved populations is important because access is impaired and health disparities exist. Health outcomes for all-cause mortality and among people with cancer and heart disease are worse for rural dwellers. Research by nurse scientists holding Ph.D.s is needed to provide evidence related to improvements in data measurement and rural specific interventions to affect health outcomes, change public policy, and improve allocation of resources.

Students who come from or train in rural areas are more likely to return to those areas to practice after they obtain their degrees. It is, therefore, reasonable to conclude that they will develop research interests in rural and underserved population health. In addition, it is difficult to recruit nurse researchers who have experience with rural populations and who desire to explore rural health issues, unless they come from, or are trained in, rural areas.

National data on the number of Nursing Ph.D. programs in the U.S. per state and on a per capita basis in each state indicates that there are 45 states that have Nursing Science Ph.D. programs. There is one Nursing Ph.D. program for every 2,571,500 people in those states. The State of Alabama has a population of 4,858,979, with only one program, which far exceeds the average per capita rate for Nursing Ph.D. programs by 2,287,479. An opportunity exists in Alabama to not only meet the state need by increasing the number of Nursing Ph.D. programs, but also respond to the national need with the online modality. In addition, 8 states with populations between 2 million and 6 million have two or more Ph.D. in Nursing programs, including the southeastern states of Mississippi with three programs, and Kentucky and South Carolina with two programs each.

Based on delivery method, the State of South Carolina offers both online (1) and on campus (1) programs, and their population mirrors the State of Alabama with 4.9 million people. It seems logical that the State of Alabama could accommodate more than one Nursing Ph.D. program, particularly if it is an online program. Of the total number of Nursing Ph.D. programs offered nationally, 23 percent are offered online.

National data emphasizing demand for Nursing Ph.D shows that in 2015, Schools/Colleges of Nursing in the U.S. turned away more than 1,900 qualified students who applied to doctoral nursing programs in part because of insufficient numbers of faculty and classroom space. Approximately 11,000 job openings are currently available at the local, state, regional, and national level that require a doctoral degree in nursing. It is projected that over the next five years there will be nearly 60,000 job openings requiring a nurse doctorate. UAH and UA can position themselves to help meet this projected demand.

National data emphasizing nursing preferences for Nursing Ph.D. Programs highlights that online programs meet the need of adult learners who have employment responsibilities and need to learn in an asynchronous environment. Study shows that nurses prefer online degree programs due to price and convenience. Currently, of the 125 total Nursing Ph.D. programs in the U.S., approximately 77 percent are offered in the traditional on-campus format. Therefore, this program, proposed to be fully online, will meet the need of this population for asynchronous delivery. This program will draw from a broader and different applicant pool than the Ph.D. program currently offered at UAB. An online doctoral education gap exists, and UAH and UA are poised to address the online education need for a nursing research Ph.D.

Moving forward, it is expected that the Nursing Science Ph.D. degree will provide an employment advantage to graduates as the nation's complex healthcare environment demands that nurses in specialty positions have the highest possible level of education, practice expertise, and scientific knowledge. The Bureau of Labor Statistics Standard Occupational Classification list does not include a job category specific to the Ph.D. prepared nurse. However, the 2014 2024 projections list healthcare occupations and industries as the most rapidly growing occupational groups that will add the most jobs during this timeframe. Healthcare jobs are expected to increase from 12 percent of the nation's jobs in 2014 to 13.6 percent in 2024. State of Alabama data shows that in 2016, the Alabama Board of Nursing (ABN) most recent survey data, indicates that there are approximately 95,000 registered nurses (RNs) in Alabama. In the 2016 ABN survey, of 34,401 RNs who responded only 197 (0.05 percent) of these have a Ph.D.

Career and College Readiness/Preparation -- Projected Job Openings

	Year 1	Year 2	Year 3	Year 4	Year 5	Total
Local	8	8	8	9	9	42
State	205	209	213	218	222	1,067
SREB	3,840	3,880	3,958	4,037	4,118	19,833
Nation	11,507	11,737	11,971	12,211	12,455	59,881

Online job postings were available from the collection of Career and College Readiness/Preparation-Projected Job Openings; and therefore an employment survey was not conducted. The local projection is based on the average number of new full-time nursing faculty members hired each year for the past five years, between UA and UAH combined. The Year 1 figures provided in Table 1 for state, Southern Regional Education Board (SREB), and the nation were derived by using the averages of the current jobs listed on Monster.com online job and professional websites.

The search terms Nurse Researcher and Nurse Faculty were used. Positions within the State were those identified in Alabama. The SREB is comprised of 16 states and this search identified positions in Alabama, Arkansas, Delaware, Florida, Georgia, Kentucky, Louisiana, Maryland, Mississippi, North Carolina, Oklahoma, South Carolina, Tennessee, Texas, Virginia, and West Virginia. Positions identified as national were the total of those located in the 50 states. Data from these sources were averaged and an annual 2 percent increase was projected for the next four years. An important limitation in reviewing the employment market is the lack of consistent results while searching for roles appropriate for the Ph.D. prepared nurse, as this is an educational degree and not a standard job title. Ph.D. prepared nurses may also be employed in a purely clinical role. However, a search for these positions was not included as the majority would have been applicable to degrees ranging from LPN to Ph.D.

Ph.D. prepared nurse graduates are poised to advance nursing science through a variety of roles beyond nurse faculty and clinical practice. Nurses with a Ph.D. in Nursing Science, which prepares nurses to conduct research, will contribute to creating evidence to inform nursing practice, improve patient outcomes and reduce health disparities. These roles include positions of influence in pharmaceutical

companies, health advocacy organizations, local, state and federal agencies to affect public policy, health information technology corporations, private foundation settings, and nursing and/or health publishing.

Nursing faculty shortages are reported across the nation and contribute to a decreased student capacity in Schools/Colleges of Nursing. In 2015, Schools/Colleges of Nursing in the U.S. turned away more than 1,900 qualified students who applied to doctoral nursing programs in part because of insufficient numbers of faculty. Filling the 1,328 nurse faculty vacancies reported nationwide for 2015-2016 was complicated by a limited pool of doctorally prepared faculty and with difficulty finding faculty who were able and/or willing to conduct research. Another complicating factor is the age of faculty who currently hold faculty positions in Schools/Colleges of Nursing nationwide. The average age ranges from 51-62, and in Alabama the average age of nurse faculty is 50 years old. In 2015, there were 25 nurse faculty vacancies reported in Alabama.

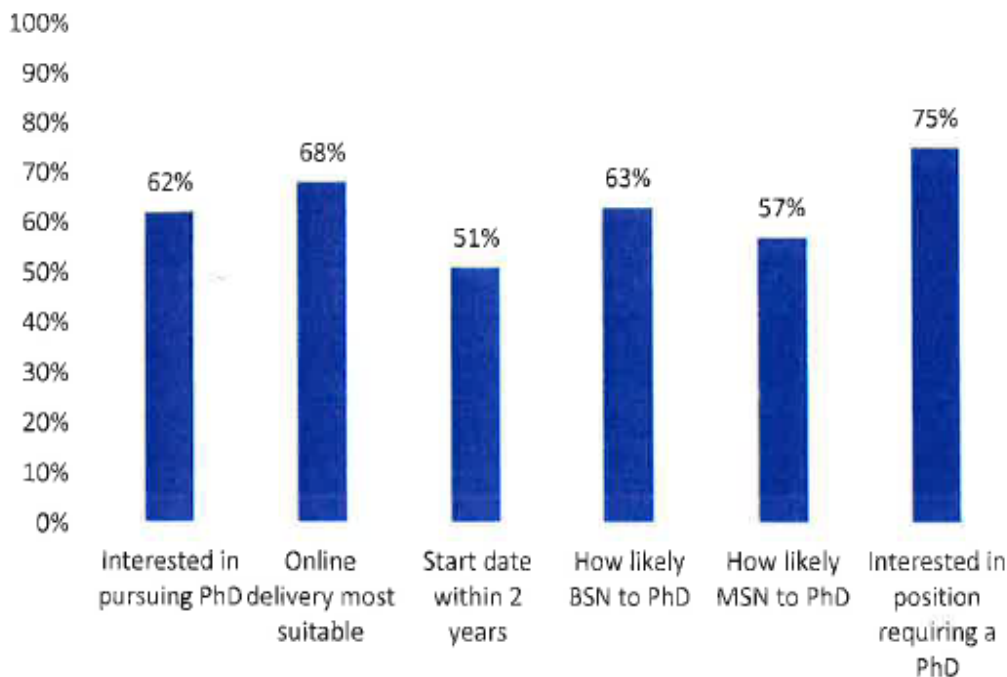
The Joint Nursing Science Ph.D. program is intended to meet market demands for highly skilled professional nurse scientists in the local, state, SREB and national markets. These graduates are needed to serve as faculty in schools of nursing, as well as other positions to contribute to nursing science. The curriculum will include cognates for nursing education, as well as several other areas.

**Student Demand:** Nursing faculty from UA and UAH jointly developed a 21 item Needs Assessment instrument using the Qualtrics electronic survey platform. The tool included several demographic factors, as well as questions about the respondents' plans for future education, employment, and perceived barriers. The survey was distributed by email to approximately 3,000 faculty, students, and alumni from both campuses beginning Thursday, July 6, 2017. The needs assessment yielded a 31 percent (n=929) return rate after one month.

Demographics revealed the majority of respondents were female (87.63 percent), white (80.93 percent), not Hispanic or Latino (96.53 percent), and currently working in practice (53.82 percent) or academic (18.66 percent) settings. The respondents' age range spread from 20-29 (27.99 percent) to over 60 (9.15 percent). There was an even distribution among respondents 30-59 years of age. The majority of respondents were not presently in the student role (54.30 percent) and had an MSN (37.76 percent). Those who were in school were enrolled primarily in either a traditional BSN (33.76 percent) or MSN (19.75 percent) program.

Further results provides selected data from the needs assessment. The results revealed that 572 (62 percent) respondents were interested in pursuing a Nursing Ph.D., and 75 percent wanted to do so within the next five years. The majority of respondents (68 percent) wanted an online method of delivery and 29.31 percent supported a hybrid method. Only 2.93 percent of respondents wanted an on-campus experience. Of the respondents eligible to pursue a BSN to Ph.D., 305 (63 percent) desired to attend this type of program while 335 (57 percent) were likely to attend a post-masters to Ph.D. program. The majority of respondents plan to seek an academic researcher/faculty position once obtaining a Nursing Ph.D. (75 percent). The number one barrier to pursuing a Nursing Ph.D. was cost. This included tuition, fees, and books (52 percent). The needs assessment data clearly supports having a cost effective online Ph.D. in Nursing Science program.

UAH and UA Joint PhD Needs Assessment: Selected Data Presentation



Note: The "how likely" items reflect percent of respondents with that type of basic preparation, not the total population.

**Resources:**

Faculty:

Current Primary Faculty to teach in the program—

Full-time: 32

Part-time: 4

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:** Two to four assistantships will be offered per year.

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

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

**Library:** Faculty and students have online access to five libraries on the UA campus. The University of Alabama Libraries web page includes information on searching resources (including library catalogs, databases, electronic journals, digital archives, and subject guides) and support services (including "Ask a librarian", interlibrary loan, citation sources, and free reference management. Special support services for distance education students include specific distance education classes, and support for remote library connections, interlibrary loans, and electronic document delivery services.

The UA library system has designated a full-time librarian for distance education students. The Rodgers Science and Engineering Library houses biological life science collections, including a core nursing collection of over 21,000 volumes. The library offers access to over 400 nursing and allied health journals, many of which are available in electronic format. The library's e-book collections include the R2 Digital Library (over 600 e-books in Nursing, Medicine and Allied Health) and other ebook packages such as those published by Elsevier and Wiley. Students and faculty can access over 37 major Nursing and Medcat electronic databases such as Health Source, Cumulative Index to Nursing & Allied Health Literature (CINAHL), the Cochrane Evidence-Based Library, International Nursing Index, PubMed, PubMed Central, MEDLINE, and ScienceDirect (<http://www.lib.ua.edu/libraries|sel/>).

In addition to the UA librarian dedicated to distance students, there is a dedicated reference librarian that serves as the nursing information specialist. Both are available by email or phone. Other libraries support the distance learning needs of the Nursing Science Ph.D. students. For example, the Bruno Business Library houses collections in management, finance, and health-care management, and the McClure Education Library houses collections in educational theory and health education.

The M. Louis Salmon Library at UAH has online holdings that support the academic needs of the Ph.D. student. It provides online collections to support the academic and research programs of UAH. The library offers a broad selection of journals, newspapers, and other serials in electronic form. Nearly 120,000 unique managed online resources, including journals and reports, over 62,000 electronic books, and over 300 databases can be accessed via the Library website at [www.uah.edu/library](http://www.uah.edu/library). The Library provides InterLibrary Loan service (ILL) through OCLC WorldCat, to retrieve additional materials held by libraries across the US. The Library uses a daily shipping service to borrow materials from other libraries within the Network of Alabama Academic Libraries (NAAL). For the College of Nursing in particular, the Library provides online access to over 7,000 serial titles. This includes journals available through the CINAHL Plus with Full Text, OVID Nursing Journals (with no embargo), and ProQuest: Health and Medicine, and ScienceDirect databases (among others). Tutorials and subject-specific library guides are available on the UAH Library website at [www.uah.edu/librarcy](http://www.uah.edu/librarcy). Real-time chats with librarians are available to students experiencing difficulty locating resources.

Students will have electronic access to library resources at both UA and UAH. These additional library resources provide excellent support for the program and are equally and easily accessible to faculty and students.

**Program Budget:** The proposal projected that \$431,772 in new funds will be required to support the proposed program. A total of \$802,608 will be available through tuition, internal reallocations, and extramural sources.

**Attachment 3  
 Curriculum**

University of Alabama and University of Alabama in Huntsville  
 Joint Doctor of Philosophy in Nursing Science

Post-masters to Ph.D. Curriculum

<b>Course Number and Title</b>	<b>Number of Credit Hours</b>	<b>* If New Course</b>
NUR 750: Philosophy of Science	3	Yes
NUR 752: Informatics for Healthcare Teams	3	Yes
NUR 754: Ethical Conduct and Legal Issues in Research	3	Yes
NUR 756: Application of Theoretical Models	3	Yes
NUR 758: Quantitative Research Methods and Designs	3	Yes
NUR 760: Statistics I	3	Yes
NUR 762: Healthcare Policy for Rural and Medically Underserved Populations	3	Yes
NUR 764: Scientific Writing	3	Yes
NUR 766: Epidemiology in Rural and Medically Underserved Populations	3	Yes
NUR 768: Statistics II	3	Yes
NUR 770: Grant Writing	3	Yes
NUR 772: Qualitative Research Methods	3	Yes
NUR ___ : Elective/Cognate see below	3	Yes
NUR ___ : Elective/Cognate see below	3	Yes
NUR 774: Advanced Research Methods	3	Yes
NUR 799: Dissertation	24	Yes
<b>Cognates:</b>		
Nursing Education		
Nursing Technology		
Omics/ Microbiome		

The proposed Joint Nursing Science Ph.D. program includes 6 credit hours of cognates to allow students an opportunity to develop a breadth of knowledge in specific areas of interest. This customized program of study will assist with recruiting and marketing targets, promote retention, and yield graduates who are research-ready to contribute to the advancement of nursing science.

Post-Baccalaureate to Ph.D. Curriculum (Courses below in addition to post-master's courses)

<b>Course Number and Title</b>	<b>Number of Credit Hours</b>	<b>* If New Course</b>
NUR 750: Introduction to Rural and Medically Underserved Populations	3	Yes
NUR 752: Critical Appraisal of Research	3	Yes
NUR 754: Special Topics in Nursing Education	3	Yes
NUR 756: Seminar in Nursing Research	3	Yes
NUR 758: Application of Statistical Models	3	Yes



The University of Alabama in Huntsville



The University of Alabama  
 Curriculum Plan

College: UAH College of Nursing and UA Capstone College of Nursing  
 Department: Nursing  
 Proposed Program: Joint Nursing Science Ph.D.

Curriculum Plan

YEAR 1	
Summer	
Course Number/Name	Credits
NUR 750: Philosophy of Science	3
NUR 752: Informatics for Healthcare Teams and Scholarly Inquiry	3
Fall	
Course Number/Name	Credits
NUR 754: Ethical Conduct and Legal Issues in Research	3
NUR 756: Application of Theoretical Models	3
NUR 758: Quantitative Research Methods and Designs	
Spring	
Course Number/Name	Credits
NUR 760: Statistics I (include data management)	3
NUR 762: Healthcare Policy for Rural and Medically Underserved Populations	3
NUR 764: Scientific Writing	3
Year 2	
Summer	
Course Number/Name	Credits
NUR 766: Epidemiology in Rural and Medically Underserved Populations	3
NUR 768: Statistics II	3
Fall	
Course Number/Name	Credits
NUR 770: Grant Writing	3
NUR 772: Qualitative Research Methods	3
NUR 774: Elective/Cognate	3



<b>Spring</b>	
<b>Course Number/Name</b>	
<b>NUR 776: Elective/Cognate</b>	<b>3</b>
<b>NUR 774: Advanced Research Methods (Mixed Methods)</b>	<b>3</b>
<b>Year 3</b>	
<b>Summer</b>	
<b>Course Number/Name</b>	
<b>NUR 799: Dissertation</b>	<b>12</b>
<b>Fall</b>	
<b>Course Number/Name</b>	
<b>NUR 799: Dissertation</b>	<b>12</b>
<b>Total Credits</b>	<b>69<sup>1</sup></b>

**Cognates:**

- Nursing Education**
- Nursing Technology**
- Omics/Microbiome**

<sup>1</sup>In addition, 3 hours will be transferred from the prior master's degree.

DECISION ITEM UAB-1: University of Alabama at Birmingham, Master of Science in Engineering Management (CIP 14.9999)

### **EXECUTIVE SUMMARY**

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

**Program Objective:** The Master of Science in Engineering Management (MSEM) is a joint degree between the School of Engineering and the Collat School of Business. The MSEM will further develop the technical, managerial, and professional capabilities of engineering graduates, preparing them for earlier entry into positions of leadership within a wide variety of industries and organizational types. The technical engineering coursework will emphasize a systems oriented, multidisciplinary approach to solving complex problems. The managerial and professional coursework will develop essential business acumen, an ability to think strategically, and a commitment to professional work habits that are the hallmark of excellence in engineering. Graduates will be well prepared for leadership roles and professional growth to serve their organizations, their communities, and contribute to the UAB mission of having an economic impact in the region.

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

**Mode of Delivery:** A blended instructional delivery method will be utilized, making content available within a live classroom setting or via distance education, either synchronously or asynchronously.

**Similar Programs:** The following institutions offer similar programs at this level:

A. Programs with the same CIP Code: 1) Alabama A&M University - Masters in Engineering - Focused on Materials Engineering in the electrical domain; 2) University of Alabama in Huntsville - M.S. in Operations Research — Focused on concepts similar to Industrial Engineering.

B. Similar Programs with other CIP Codes: 1) University of Alabama in Huntsville (UAH) — Engineering Management concentration in the Master of Science degree; 2) UAB Master of Engineering Program (MEng) with online concentrations in design and commercialization, construction, information, and safety engineering management; 3) Auburn University will begin offering a Master of Engineering Management starting Spring 2018.

Further explanation of similarity: Auburn, UAB, and UAH all have similar programs. However, the proposal asserts that existing programs do not offer the combination of 1) a comprehensive engineering management program to prepare engineering managers in any industry, 2) a partnership with a business school to provide a perspective of the business environment, and 3) access to new graduates, as well as professionals.

The Auburn program in Engineering Management requires 5 years of industry experience and has a focus on manufacturing elements. The UAB Masters in Engineering (MEng) concentrations contain some elements of engineering management, but each concentration is targeted at a specific industry. UAH only has a concentration in engineering management as part of their Masters of Science in Engineering degree.

In contrast, the proposed MSEM program is a complete engineering management program, a partnership between the School of Engineering and the Collat School of Business, and will serve the new graduates, as well as professionals, and offer more areas on specialization to help meet the growing technology needs in Alabama that go beyond those in manufacturing. There are 29 similar programs in other SREB states.

**Collaboration:** While there are not immediate plans for collaboration, UAB states that they are open to collaboration.

**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 \$1,665,070 in new funds will be available from tuition.

**Public Review:** The program was posted on the Commission website from April 2 until April 22 (twenty days) for public review and comments. No comments were received.

**Rationale for Staff Recommendation:**

1. The program is a partnership between the School of Engineering and the Collat School of Business (CSOB). This partnership is the only joint program serving the need of engineering talent in Alabama — and one of the few joint programs in the nation.
2. UAB is planning to add the MSEM to the current CSOB accreditation through AACSB International - The Association to Advance Collegiate Schools of Business.
3. The MSEM will provide training in the missing elements for engineering leadership including 1) critical thinking in uncertain business environments, 2) team work and leadership development, and 3) communications.
4. The MSEM will offer students multiple concentrations for specialization.
5. The MSEM will introduce graduates to essential business concepts that will improve their organizational effectiveness and expand their career opportunities.

DECISION ITEM UAB-1: University of Alabama at Birmingham, Master of Science in Engineering Management (CIP 14.9999)

Staff Presenter: Lenny Lock  
Director of Instruction and Special Projects

Staff Recommendation: That the Commission approve the proposed Master of Science in Engineering Management.

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

Implementation Date: The proposed program will be implemented in August 2018. Based on Commission policy, the proposed program must be implemented by December 8, 2020, 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 2018-19, will be at least 18 based on the proposal.
2. That the annual average number of graduates for the period 2020-21 through 2022-23 (three-year average) will be at least 3.75, based on the adopted graduation rates as stated in the Code of Alabama 16-5-8 (2).
3. That information regarding an overall assessment of the program be provided, particularly as related to objectives and assessment measures stated in the proposal, and to also include data showing related employment and/or acceptance into a graduate program.

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, 2023.

- Supporting Documentation:
1. New Academic Degree Program Proposal Summary, attached.
  2. Summary of Background Information, attached.
  3. Curriculum for Proposed Program, attached.
  4. Letter from Rusty Yeager, Senior Vice President and Chief Information Officer, Health South – Information Technology Group, attached.
  5. Letter from Steve Spencer, President, Economic Development Partnership of Alabama (EDPA), attached.

6. Letter from Dr. Iwan D. Alexander, Dean, UAB School of Engineering and Dr. Eric Jack, Dean, UAB Collat School of Business, attached.
7. University of Alabama at Birmingham program proposal, received February 9, 2018. Available upon request.
8. "Evaluation and Review of New Instructional Program Proposals of Public Postsecondary Institutions," Ala. Admin. Code (Commission on Higher Education), r. 300-2-1-.03. Available upon request.

**Attachment 1**

**NEW ACADEMIC DEGREE PROGRAM PROPOSAL SUMMARY**

INSTITUTION	University of Alabama at Birmingham
PROGRAM	Master of Science in Engineering Management (CIP 14.9999)

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

	2018-19	2019-20	2010-21	2021-22	2022-23	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**

	2018-19	2019-20	2020-21	2021-22	2022-23	TOTAL
INTERNAL REALLOCATIONS	\$0	\$0	\$0	\$0	\$0	\$0
EXTRAMURAL	\$0	\$0	\$0	\$0	\$0	\$0
TUITION	\$52,540	\$235,980	\$393,300	\$471,960	\$511,290	\$1,665,070
TOTAL	\$52,540	\$235,980	\$393,300	\$471,960	\$511,290	\$1,665,070

**ENROLLMENT AND DEGREE COMPLETION PROJECTIONS**

	2018-19	2019-20	2020-21	2021-22	2022-23	5-YEAR AVERAGE
TOTAL HEADCOUNT ENROLLMENT *	20	30	50	60	65	43
NEW ENROLLMENT HEADCOUNT	10	20	20	20	20	18
						3-YEAR AVERAGE
DEGREE COMPLETION PROJECTIONS	0	0	10	15	20	15

\*All students are projected to be part-time.

## Attachment 2

### Summary of Background Information

Master of Science in Engineering Management  
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:** Upon completion of this program, graduates will be able to:

- Demonstrate a critical thinking mindset when making decisions, even in uncertain environments.
- Demonstrate their ability to both lead and to work effectively in teams.
- Apply effective communication skills, both oral and written, for situations commonly encountered in the professional environment.
- Effectively evaluate the business impact of engineering and technology in a business.

Graduates will be well prepared for positions as engineers, project managers, program managers, product managers, consultants, technical sales representatives, technical sales support specialists, and engineering managers. They will have the knowledge and skills to manage an organization's relationship with technology vendors, evaluate technical proposals, develop internal technical training and education programs, or bring both a business and a technical perspective to cross-functional teams focused on strategic alignment or evaluation of emerging technologies. While the focus is employment, graduates will also be prepared to pursue advanced degrees in management, engineering management, interdisciplinary engineering PhD programs and other similar programs.

**Assessment:** Each learning outcome will be measured in the following courses looking for the specified traits:

Outcome 1 - Students will demonstrate a critical thinking mindset when making decisions, even in uncertain environments. Courses: MBA 651 Marketing Strategy, ME 677 Systems Engineering, and IEM 610 Project Leadership. Traits to be developed include the ability to — a) think critically, b) identify the root causes of the problem, and c) use appropriate tools to develop a solution.

Outcome 2 - Students will demonstrate their ability to both lead and to work effectively in teams. Courses: IEM 620 Technical Entrepreneurship and IEM 610 Project Leadership. Traits: Students will demonstrate their ability to a) work effectively in teams and to b) lead others.

Outcome 3 - The student will apply effective communication skills, both oral and written, for situations commonly encountered in the professional environment. Course: IEM 610 Project Leadership. Traits developed: a) Ability to convey complex ideas in presentations, b) ability to communicate the value of a technical operation to the business, and c) ability to effectively use written communication.

Outcome 4 - Students will effectively evaluate the business impact of engineering and technology in a business. Course: IEM 620 Technical Entrepreneurship. Traits: Students will develop the ability to convey the financial impact technology teams have on the business to the leaders of a business.

Additionally, 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) will be developed. Alumni accomplishments will be tracked via a periodic survey, alumni engagement activities, and by mining data on LinkedIn and/or other professional social media tools.

**Administration:** The program will be administered by Dr. Iwan D. Alexander, Dean, UAB School of Engineering.

**Review:** The Notification of Intent to Submit a Proposal (NISP) and the program proposal were reviewed by the Alabama Council of Graduate Deans (ACGD). A total of 4 votes were received; all 4 recommended program approval.

**Accreditation:** The Collat School of Business (CSOB) is accredited by the Association to Advance Collegiate Schools of Business (AACSB), and UAB plans to add this program as part of its AACSB accreditation. This accreditation will allow the CSOB to market the program on their website and will allow the MSEM to stand out among engineering management programs.

UAB discusses that another alternative would be to seek accreditation from the Accreditation Board for Engineering and Technology (ABET). UAB does not plan to seek ABET accreditation since this would limit the applicants to only those who have graduated from an ABET accredited undergraduate program in engineering. Only one program in the United States — the Air Force Institute Of Technology - is accredited for engineering management at the master's degree level.

**Curriculum:** The master's degree curriculum is being proposed as a 33 credit-hour degree.

**Program Completion Requirements:**

Credit hours required in major courses:	21
Credit hours required in minor:	N/A
Credit hours required in support courses:	N/A
Credit hours in institutional general education or core curriculum:	N/A
Credit hours in required or free electives:	12
Credit hours for thesis:	N/A
<b>Total Credit hours:</b>	<b>33</b>

The MSEM will allow students to focus on specific industry segments or technical fields through specific concentrations. Industry segment tracks are 1) Design and Commercialization, 2) Biomaterials and Tissue Engineering 3) Safety Engineering, 4) Vehicle and Robotics Engineering, 5) Construction Engineering, 6) Software Engineering, 7) Power Systems Engineering, 8) Manufacturing Engineering and 9) Environmental Engineering. If a student is not interested in one of the specified concentrations, they will have the ability to design their own concentration, with the help of their advisor, by using any set of 4 graduate level engineering or MBA courses.

**Collaboration:** While there are not immediate plans for collaboration, UAB states that they are open to collaboration.

**Distance Education:** A blended instructional delivery method will be utilized, making content available within a live classroom setting or via distance education, either synchronously or asynchronously. Approximately 50 percent of the total program's courses offered will be provided by distance education.

**Admissions:** a) Applicants to the proposed program are expected to have one of the following:

- Accreditation Board for Engineering and Technology (ABET) engineering degree with a 3.0 GPA.
- Professional experience in engineering or related field with an undergraduate GPA of 3.0.
- Engineering student (junior or senior) in good standing with 3.0 GPA.
- An ABET equivalent degree from an international university as reviewed by the entrance committee.
- A STEM undergraduate degree in a field related to engineering.

b) International students must have TOEFL (or equivalent) with a score of 20 or above on each subsection and an 80 or above overall score.

c) An interview with the committee or committee member.



**Need:** During the August 2017 Birmingham Business Alliance Workforce Supply Demand Study, the issue came up about technical talent. Business leaders at the table all agreed that finding engineering skillsets was a challenge, but the biggest challenge was finding technological leaders — employees who can bridge the gap between the complex technologies and the business sector. When asked what was needed, the group indicated it was 1) critical thinking applied to business and technology together, 2) leadership/teamwork skills, 3) being able to effectively communicate across the lines of business, and 4) being able to communicate the value of their technical roles to the bottom line of the organization.

According to Peter Vogt of Monster, engineering skills alone will not prepare you for management. He says they have found "...engineering management is at the intersection of things, people and money." Engineers tend to be experts at the "things" part, but have little education or skill with the money and people. Furthermore, in a study done by Harris Interactive, nine of ten managers said they need their engineers to "demonstrate the initiative to lead."

The demand for these skills is significant. According to a 2017 survey of employers by Glassdoor, the top in demand jobs include IT manager (2,700 openings), technology manager (2,200 openings), engineering manager (5,200 openings), and software engineering manager (1,300 openings). The growth in manufacturing and technology in Alabama has yielded a powerful demand for technology leaders in the state. As of October 2017, Indeed.com has 134 open positions in Alabama related to engineering management.

In Alabama engineering is in high demand — and therefore we can be assured the engineering leaders are also in high demand. Forbes stated that as of 2015, Huntsville had the highest concentration of engineers per capita as any other area in the United States. However, Alabama is one of the few states in the nation that does not have a comprehensive engineering management program. Even Auburn's new engineering management program is focused primarily on the manufacturing sector. Therefore, any one of the engineers operating in the state that seeks to further their technical leadership skills will be driven out of state — mostly to one of the online programs.

Projected Job Openings

	Year 1	Year 2	Year 3	Year 4	Year 5	Total
Local	689	675	665	657	634	3,320
State	4,025	3,909	3,837	3,784	3,574	19,129
SREB	113,695	110,502	108,481	107,137	101,066	540,881
Nation	329,464	321 ,272	316,077	312,588	297,528	1.57 million

The methodology for determining employment opportunities was: occupational codes requiring technology leadership and management skills were chosen using the Standard Occupational Classification (SOC). The data was then sourced from the EMSI, Annual Openings by Occupations 2016-2021 , <http://www.economicmodeling.com/> as provided by the Economic Development Partnership of Alabama (EDPA).

**Student Demand:** Student demand was determined by 1) demand of UAB's existing Masters of Engineering (MEng) program and 2) a survey by Hanover.

First, the MEng has been a strong success, graduating 517 engineers over the last five years. Secondly, a survey by Hanover was distributed online to current UAB undergraduate and graduate students, recent UAB School of Engineering alumni, and current high school students considering UAB for undergraduate engineering programs.

There were 533 responses – 47 percent current undergraduate students, 25 percent UAB alumni, and 28 percent high school students. The responses indicated a strong interest in the MSEM at UAB.

About one-third of respondents express a strong interest in acquiring the proposed MSEM degree. Over 40 percent of these were "extremely" or "very" interested in the proposed program at UAB.

Three-fourths of respondents find a program that provides the opportunity to improve skills by working on real-world projects "extremely" or "very" appealing.

Nearly 80 percent of respondents indicate being "extremely" or "very interested" in a MSEM program that offers interdisciplinary projects working on "real-world" issues.

One-third indicated they would be most likely to apply within the next two years.

**Resources:**

Faculty:

Current Primary Faculty—

Full-time: 9

Part-time: 7

Support Faculty—

Full-time: 2

Part-time: 0

Additional Faculty to Be Hired:

Primary Faculty—

Full-time: 0

Part-time: 0

Support Faculty—

Full-time: 0

Part-time: 0

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

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

**Equipment:** There will be no need for new equipment.

**Facilities:** There will be no need for new facilities.

**Library:** UAB states that the resources of UAB Libraries are well suited to support a graduate program in engineering management, as they already provide strong support for existing Master's level programs of the School of Engineering (especially the Information Engineering and Management track in the Master of Engineering program) and the Collat School of Business (especially the Master of Business Administration program). These resources include databases such as ABI/Inform, Business Source Premier, Compendex, and Scopus; a solid collection of academic journals in both business- and engineering-related fields; and a growing collection of online books and monographs.

**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 \$1,665,070 will be available from tuition.

**Attachment 3**

**Curriculum**

Master of Science in Engineering Management (Nine Tracks)  
 University of Alabama at Birmingham

The MSEM degree consists of 18 hours of core courses, 3 hours of capstone and 12 hours of a student selected concentration.

Course Number and Title	Number of Credit Hours	* If New Course
<b>MSEM CORE (6 courses / 18 hours)</b>		
MBA 601 Accounting and Finance for Managers	3	
MBA 651 Marketing Strategy	3	
MBA 681 From Idea to IPO or MBA 683 Leading Innovation	3	
ME 677 Systems Engineering	3	
IEM 620 Technical Entrepreneurship	3	
IEM 610 Project Leadership	3	
<b>Design and Commercialization Concentration (4 courses / 12 hours)</b>		
MSE 610 Advanced Materials & Manufacturing	3	
EE 605 Embedded Systems	3	
EGR 602 Methods for Engineering Practice	3	
BME 630 Engineering Design & Commercialization	3	
<b>Biomaterials and Tissue Engineering Concentration (4 courses / 12 hours)</b>		
BME 535 Tissue Engineering	3	
BME 520 Implant-Tissue Engineering	3	
BME 590 Industrial Bioprocessing and Manufacturing	3	
BME 630 Engineering Design & Commercialization	3	
<b>Safety Engineering Concentration (4 courses / 12 hours)</b>		
ASEM 610 Introduction to System Safety - Prevention through Design	3	
ASEM 611 Hazard Analysis & Waste Elimination	3	
ASEM 612 Engineering Risk - Assessment, Reduction & Liability	3	
ASEM 615 Leading through Climates of Change	3	
<b>Vehicle and Robotics Engineering Concentration (4 courses / 12 hours)</b>		
ME672 Advanced Dynamics	3	
ME531 Introduction to Vehicle Drive System Engineering	3	
ME530 Vehicle Dynamics or ME633 Dynamics and Mobility of Vehicles	3	
ME632 Autonomous Wheel Power Management Systems	3	
<b>Software Engineering Concentration (4 courses / 12 hours)</b>		
EE 640 Object-Oriented Design	3	
EE 650 Software Engineering	3	
EE 654 Mobile Computing	3	
EE 656 Introduction to Big Data Analytics	3	
<b>Power Systems Engineering Concentration (4 courses / 12 hours)</b>		
EE 571 Power Systems I	3	
EE 572 Power Systems II	3	
EE 573 Protective Relaying of Power Systems	3	
EE 574 Industrial Power Systems	3	
<b>Manufacturing Engineering Concentration (4 courses / 12 hours)</b>		
MSE xxx Introduction to Manufacturing Engineering	3	* See note 1
MSE xxx Measurement Systems Analysis	3	* See note 1
MSE xxx Process Characterization and Advanced Statistical Analysis	3	* See note 1
MSE xxx Human Safety and Risk Management	3	* See note 1
<b>Construction Engineering Concentration (4 courses / 12 hours)</b>		
CECM 670 Construction Estimating and Bidding	3	
CECM 689 Building Information Modeling (BIM) Techniques	3	
CECM 672 Construction Methods and Equipment	3	
CECM 674 Overview of Green Building Design and Construction (LEED)	3	
<b>Environmental Engineering Concentration (4 courses / 12 hours)</b>		
CE 580 Water and Wastewater Treatment	3	
CE 600 Green Construction	3	
CE 585 Engineering Hydrology	3	

CE 531 Energy Resources	3	
<b>Student Designed Concentration (4 courses / 12 hours)</b>		
Select 4 courses from either engineering (500 level or above) of the MBA	12	
<b>Capstone Activity (1 course / 3 hours)</b>		
IEM 695 IEM Design Project or IEM 696 IEM Internship	3	

<sup>1</sup> The manufacturing engineering courses are currently being developed as part of the Materials Engineering departmental effort but do not yet have course numbers. They are not being developed for this proposal – but are included since they will be a valuable option to MSEM students.

**Attachment 4**

Letter from Rusty Yeager, Senior Vice President and Chief Information Officer,  
Health South – Information Technology Group



Dale Callahan, Ph.D., P.E.  
Associate Dean, School of Engineering  
University of Alabama at Birmingham  
1375 13<sup>th</sup> Street South; Hoehn 370  
Birmingham, AL 35694-4440

Dear Dale,

It is great to see that the UAB School of Engineering and the UAB Collat School of Business are working together to meet the need for training in both technology and business. The blending of these areas is not something that is common and it is definitely needed today, especially for those who have recently completed their undergraduate degrees.

I support this Master of Science in Engineering Management, which will help to develop the technical, managerial, and professional capabilities of graduates. I believe that this degree will give students the business and technology perspectives as well as the skills to work in any company and be successful. From my perspective, students that achieve this degree will have a distinct advantage in today's and tomorrow's workforce.

Sincerely,

A handwritten signature in black ink, appearing to be "Rusty Yeager".

Rusty Yeager  
Senior Vice President and Chief Information Officer

**Information Technology Group**  
3640 Grandview Parkway • Birmingham, AL 35243  
205-970-5545 • Fax 205-970-5544  
[healthsouth.com](http://healthsouth.com)

**HLS**  
**NYSE**

**Attachment 5**  
Letter from Steve Spencer, President,  
Economic Development Partnership of Alabama (EDPA)



November 3, 2017

Dale Callahan, Ph.D., P.E.  
Associate Dean, School of Engineering  
University of Alabama at Birmingham  
1375 13<sup>th</sup> Street South; Hoehn 370  
Birmingham, AL 35694-4440

Dear Dale,

It is great to see that the UAB School of Engineering and the UAB Collat School of Business are working together to meet the need for training in both technology and business. The blending of these areas is not something that is common and it is definitely needed today, especially for those who have recently completed their undergraduate degrees.

EDPA supports this Master of Science in Engineering Management, which will help to develop the technical, managerial, and professional capabilities of graduates. This degree will give students the business and technology perspectives as well as the skills to work in any company and be successful.

Sincerely,

A handwritten signature in black ink, appearing to read "Steve R. Spencer", is written over a light blue horizontal line.

Steve R. Spencer  
President



**Attachment 6**

Letter from Dr. Iwan D. Alexander, Dean, UAB School of Engineering and Dr. Eric Jack,  
Dean, UAB Collat School of Business



*Office of the Dean*

November 16, 2017

To: UAB Graduate Curriculum Committee

Subject: Proposed Joint Masters degree

We are pleased to support the creation of a joint Masters in Engineering Management. We believe this cooperative effort between the School of Engineering and the Collat School of Business will have a powerful impact on the lives of the engineers it produces allowing them to develop leadership skills in the technology sector. These skills bridge the gap between business and engineering and will serve to grow the technology leadership in the State of Alabama. We both look forward to jointly growing this program.

*J. Iwan D. Alexander*

*Eric P. Jack*

**DECISION ITEM UAB-2:** Alteration of the Joint EdD in Educational Administration (CIP 13.0401) at the University of Alabama and the University of Alabama at Birmingham

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

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

Background: All changes in award nomenclature at the doctoral level require Commission approval as substantive changes.

The University of Alabama (UA) and University of Alabama at Birmingham currently have a joint Doctor of Education (EdD) in Educational Administration at CIP 13.0401 in the Commission's Academic Program Inventory. UA (jointly with UAB) have proposed an alteration of the program title from Educational Administration to Educational Leadership. There is no change in the CIP code and no change in the joint nature of the program. The joint program is designed for school administrators and teachers who hold Educational Specialist (EdS) and Class AA certification in an instructional, instructional leadership, or instructional support area and who seek to enhance their analytical, management, and leadership skill sets.

The proposed change will bring the program name into alignment by more accurately reflecting the diverse educational needs of administrators in Alabama's schools today. The new title represents the broader principles and techniques needed in a variety of educational institutions in the State's K-12 schools.

The content and character of the affected program will not be altered. The change is in title only.

- **Budgetary Impact: None, no additional resources are required.**

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

Supporting Documentation:

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



DECISION ITEM UNA-1: University of North Alabama, Master of Accountancy in Accountancy (CIP 52.0301)

### **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 Master of Accountancy is a program for individuals who wish to have a more thorough knowledge of accounting theory and practice as compared with individuals pursuing an MBA. These students will be better positioned for work in accountancy, and they will be better equipped to complete certification exams, such as the Certified Public Accountant, Certified Management Accountant, Certified Internal Auditor, and Certified Fraud Examiner. Employers in the field of accountancy often value a MAcc over an MBA, because they will not have to wait as long for their employees who begin work during the middle of the degree program to be eligible and prepared for the desired certifications. This program is directly related to the University's mission of engaging in teaching in order to provide educational opportunities for students meeting the professional needs of the region.

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

**Mode of Delivery:** One-hundred percent of the total program's courses will be offered in a distance learning format. All courses will be offered via traditional face-to-face instruction, and each of those classes is also offered in a distance-learning format.

**Similar Programs:** The following institutions offer similar programs at this level: 1. Alabama State University, 2. University of South Alabama; 3. University of Alabama in Huntsville; 4. University of Alabama at Birmingham; 5. University of Alabama; 6. Auburn University; 7. Auburn University at Montgomery; and 8. Troy University. There are over 60 Master of Accountancy/MS in Accountancy/MA in Accountancy degrees currently offered by many schools in other SREB member states.

Of the universities in Alabama that also offer a Master of Accountancy, the nearest in proximity to the University of North Alabama is 70 miles away. Also, UNA's location near the borders of Mississippi and Tennessee give it an opportunity to draw applicants to the program from those states. Additionally, 100 percent of the courses in the Master of Accountancy program would be offered in a distance-learning format, allowing for an opportunity to draw applicants from across the nation.

**Collaboration:** Over the last eight years, UNA has worked with Athens State University to help meet their students' needs for graduate accounting education. In some years, UNA has offered face-to-face classes on the Athens State Campus. UNA plans to continue to develop that relationship.

**Resources:** The proposal projected that \$50,000 will be required for the program in the first five years, and that \$1,455,620 will be available over the same period through internal reallocations and tuition.

**Public Review:** The program was posted on the Commission website from April 2 until April 22 (twenty days) for public review and comments. No comments were received.

**Rationale for Staff Recommendation:**

1. The new program will allow accounting graduate students to participate in a variety of specialized courses that they would otherwise be unable to schedule under the current MBA program. These courses include Fraud Examination in which the students prepare for and complete the Certified Fraud Examiner exam; Study Away: Connecticut/New York, in which students will be able to visit the accounting standard-setting bodies; and Accounting Research, in which the students learn how to research various standards, as well as gain an introduction to the theoretical research a typical PhD student would complete.
2. With the distance-education technology UNA is currently utilizing, the institution has been able to grow its online program considerably, while still offering the students the advantages of a classroom setting. This additional degree program would give students from the online demographic an additional option for a more thorough focus in accounting.
3. UNA has a successful MBA with a concentration in accounting taught by highly qualified faculty who are committed to the success of a new accountancy program. The new program will complement the existing MBA with a concentration in accounting, and it will share human and physical resources with that program.

DECISION ITEM UNA-1: University of North Alabama, Master of Accountancy in Accountancy (CIP 52.0301)

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

Staff Recommendation: That the Commission approve the proposed Master of Accountancy in Accountancy and post-implementation conditions listed below:

Implementation Date: The proposed program will be implemented in August 2018. Based on Commission policy, the proposed program must be implemented by December 8, 2020 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 2018-19, will be at least 22, based on the proposal.
2. That the annual average number of graduates for the period 2018-19 through 2022-23 (five-year average) will be at least 3.75, based on the adopted graduation rates as stated in the Code of Alabama 16-5-8 (2).
3. That information regarding an overall assessment of the program be provided, particularly as related to objectives and assessment measures stated in the proposal, and to also include data showing related employment and/or acceptance into a graduate program.

The University of North Alabama will be required to phase out the program if any of the post-implementation conditions are not met. The institution must present documentation regarding the post-implementation conditions, as well as a general assessment of the program, in a report submitted to the Commission no later than September 1, 2023.

Supporting Documentation:

1. New Academic Degree Program Proposal Summary, attached.
2. Summary of Background Information, attached.
3. Curriculum for Proposed Program, attached.
4. Letter from Martin R. Abrams, CPA, Managing Shareholder, Abrams and Associates, Certified Public Accountants, attached.

5. Letter from N. Scott Hand, CPA, Partner and Department Head of Tax and Advisory Services, Anglin, Reichmann, Snellgrove, and Armstrong P.C., Certified Public Accountants and Business Advisors, attached.
6. Letter from Rita Prince, CPA, Partner, Patterson, Prince, and Associates P.C., Certified Public Accountants, attached.
7. Letter from Paul W. Demastus, Shareholder, Audit and Recovery Services, LBMC, P.C.
8. University of North Alabama program proposal, received February 15, 2018. Available upon request.
9. "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 North Alabama

PROGRAM Master of Accountancy in Accountancy (CIP 52.0301)

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

	2018-19	2019-20	2020-21	2021-22	2022-23	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	\$10,000	\$10,000	\$10,000	\$10,000	\$10,000	\$50,000
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**

	2018-19	2019-20	2020-21	2021-22	2022-23	TOTAL
INTERNAL REALLOCATIONS	\$10,000	\$10,000	\$10,000	\$10,000	\$10,000	\$50,000
EXTRAMURAL	\$0	\$0	\$0	\$0	\$0	\$0
TUITION	\$230,850	\$251,370	\$277,020	\$307,800	\$338,580	\$1,405,620
TOTAL	\$240,850	\$261,370	\$287,020	\$317,800	\$348,580	\$1,455,620

**ENROLLMENT AND DEGREE COMPLETION PROJECTIONS**

**Note: "New Enrollment Headcount" is defined as unduplicated counts across years.**

	2018-19	2019-20	2020-21	2021-22	2022-23	5-YEAR AVERAGE
TOTAL HEADCOUNT ENROLLMENT	42	46	50	56	61	51
NEW ENROLLMENT HEADCOUNT	17	19	22	25	27	22 5-YEAR AVERAGE
DEGREE COMPLETION PROJECTIONS	15	17	19	21	23	19

**Attachment 2**

**Summary of Background Information**

Master of Accountancy in Accountancy  
University of North Alabama

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

**Objectives:** The major student learning outcomes are:

- Students will gain an understanding of authoritative standards for accounting, auditing, and taxation, as well as an understanding of the standard-setting process, both domestically and globally.
- Students will be able to research authoritative standards and laws and will be able to effectively communicate the results of that research.
- Students will demonstrate an expertise in fraud prevention, detection, and deterrence.
- Students will be able to evaluate ethical problems and be able to make recommendations for appropriate action.
- Students will obtain the educational requirements and knowledge necessary for obtaining various certifications in the accounting field.

**Assessment:** Program outcomes will be assessed using a variety of direct and indirect measures.

The University of North Alabama, the College of Business, and the Department of Accounting and Business Law continually assess student learning outcomes to facilitate improvements in our programs. UNA uses both direct and indirect measures. The same assurance of learning processes are planned for the Master of Accountancy program. Every two years, UNA assesses outcomes within the department specifically for the accounting content. Every five years, the university asks departments to complete a comprehensive review. We also complete at least two assurance of learning cycles for the Association to Advance Collegiate Schools of Business (AACSB) in each five-year reporting period.

UNA uses the following outcomes to assess its graduate business programs:

1. UNA graduates will be able to communicate effectively at a management level. They will have the ability to write coherently and persuasively and compile materials and develop effective presentations.
2. UNA graduates will synthesize knowledge across business disciplines to make effective management decisions. They will have the ability to gather, validate, and structure information, leveraging technology in support of decision-making.
3. UNA graduates will evaluate ethical problems and be able to make recommendations for appropriate action.
4. UNA graduates will exhibit a global perspective of managing business operations and opportunities effectively.

Additionally, UNA plans to administer a series of exit surveys (prior to graduation and after graduation), to assess each student's career plans, plans for accounting certifications, and plans for additional graduate education. UNA follow-up surveys will assess the students' accomplishments.

**Administration:** The program will be administered by the College of Business, Dean, Dr. Greg Carnes; and Accounting and Business Law Department, Chairperson, Dr. Corey Cagle.

**Peer Review:** The Notification of Intent to Submit a Proposal (NISP) and the program proposal were reviewed by the Alabama Council of Graduate Deans (ACGD). A total of 4 members of the ACGD participated in the final vote; all 4 members voted to recommend approval of the proposal.

**Accreditation:** UNA's College of Business is accredited by the Association to Advance Collegiate Schools of Business (AACSB). The Master of Accountancy degree will follow the current curricula guidelines provided by the AACSB. The AACSB does currently offer accounting accreditation, and if the Master of Accountancy program is approved, UNA plans to evaluate the benefits of obtaining specialized accounting accreditation.

**Curriculum:** The Master of of Accountancy in Accountancy Degree entails 30 semester hours of credit.

Credit hours required in major courses	23
Credit hours required in support courses	7
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>30</b>

After completing this curriculum, students will be able to sit for the Certified Public Accountant (CPA) Exam. As part of the curriculum, students will sit for the Certified Fraud Examiner (CFE) Exam. This is a standard requirement in AC 650: Fraud Examination, which is a required course in the curriculum.

**Collaboration:** Over the last eight years, UNA has worked with Athens State University to help meet their students' needs for graduate accounting education. In some years, UNA has offered face-to-face classes on the Athens State Campus. UNA plans to continue to develop that relationship.

**Distance Education:** One-hundred percent of the total program's courses will be offered in a distance learning format. All courses will be offered via traditional face-to-face instruction, and each of those classes is also offered in a distance-learning format that will allow for students to either participate as the class session is taking place or to access a recording of the class session at a later time. Students may choose the delivery method they prefer.

**Admissions:** Admission to the Master of Accountancy program requires:

- (1) Bachelor's Degree or equivalent from a regionally-accredited U.S.-based institution or an institution recognized by the government of another country, AND
- (2) An overall undergraduate grade point average of at least 2.5 on a 4.0 scale, as reported on the transcript of the qualifying degree granting institution, AND
- (3) At least 4 years of demonstrated responsibility in professional or entrepreneurial positions, or a GMAT score of 450 or higher (or an acceptable equivalent GRE or MAT score), AND

Undergraduate Accounting Prerequisites for the MAcc: A MAcc Coordinator will evaluate a student's academic record and determine which, if any, of the following undergraduate accounting courses are required for admission to the MAcc Program:

AC 390, Accounting Information Systems.

AC 391, Intermediate Accounting I.  
 AC 392, Intermediate Accounting II. Prerequisite: AC 391.  
 AC 471, Cost Accounting. Prerequisite: AC 390.  
 AC 472, Tax Accounting. Prerequisite: AC 391.  
 AC 473, Auditing. Prerequisite: AC 392.

For students applying for the MAcc program while already holding a CPA license, the GMAT requirement for admission into the program will be waived.

**Need:** Of the universities in Alabama that also offer a Master of Accountancy, the nearest in proximity to the University of North Alabama is 70 miles away. Also, UNA's location near the borders of Mississippi and Tennessee give it an opportunity to draw applicants to the program from those states. Additionally, 100 percent of the courses in the Master of Accountancy program would be offered in a distance-learning format, allowing for an opportunity to draw applicants from across the nation.

UNA expects the demand for Master of Accountancy degrees to grow. According to the Bureau of Labor Statistics, employment of accountants and auditors is projected to grow 10 percent from 2016 to 2026, faster than the average for all occupations. Technological change is expected to affect the role of accountants over the next 10 years, and with the automation of routine tasks, the advisory and analytical duties of accountants will become more prominent. Accountants and auditors who have earned professional recognition, especially as a CPA, should have the best prospects. Job applicants who have a master's degree in accounting also may have an advantage. Source: Bureau of Labor Statistics, U.S. Department of Labor, Occupational Outlook Handbook, Accountants and Auditors, on the Internet at <https://www.bls.gov/ooh/business-and-financial/accountants-and-auditors.htm>

Career and College Readiness/Preparation -- Projected Job Openings

	Year 1	Year 2	Year 3	Year 4	Year 5	Total
Local	190	190	190	190	190	950
State	630	630	630	630	630	3,150
SREB	22,250	22,250	22,250	22,250	22,250	111,250
Nation	49,800	49,800	49,800	49,800	49,800	249,000

**Student Demand:** Student demand projections are based on the growth rate of current offerings in the Accounting department and interviews with current and former students. UNA also conducted a survey to gauge student interest. In a survey of 53 University of North Alabama students who intend to enroll in an accounting masters program, 42 (79 percent) indicated they prefer a Master of Accountancy, 7 (13 percent) indicated they prefer an MBA with a Concentration in Accounting, and 4 were indifferent between the two options.

UNA has conducted interviews with hiring managers and members of the UNA Accounting Advisory Council. Without exception, these stakeholders have supported the implementation of the proposed program, and some have responded with letters of support, which UNA has provided as part of this proposal. The core competencies addressed in the program are consistently identified as skills in high demand in the accounting industry.

**Resources:**



Faculty: At present, no new faculty will be needed to fully implement this proposed program.

Current Primary Faculty—

Full-time: 8

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

Five of UNA's full-time accounting faculty have doctorates in accounting. Three fulltime faculty members from other departments in the College of Business, who will be teaching the non-accounting courses required in the Master of Accountancy program, all have doctorates in their respective fields. All of these faculty are qualified to teach in the Master of Accountancy program. No new faculty will be required to implement the program.

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

**Fellowships and Assistantships:** Two (2) assistantships will be offered.

**Equipment:** No additional equipment is necessary specifically for the proposed program.

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

**Library:** The libraries at the University of North Alabama (UNA) currently house more than 349,000 cataloged volumes, including 56,283 bound periodical volumes. The libraries' holdings also include 1,081,886 microform units (including government documents in microform) and more than 401,000 electronic books. The libraries provide current access to more than 32,395 periodical titles, the vast majority in electronic format. The library's physical collection of audiovisual and other media materials contains more than 12,900 items; physical holdings are supplemented by more than 34,000 streaming videos and thousands of streaming audio files.

The libraries also provide access to 150 electronic databases, including the databases of the Alabama Virtual Library. The libraries' collections are enhanced by UNA's participation in the Network of Alabama Academic Libraries (NAAL), LYRASIS (the nation's largest regional membership organization serving libraries), and the Online Computer Library Center (OCLC). Materials not available locally can be obtained through interlibrary loan (ILL) services, which are made available to students and faculty free of charge.

**Program Budget:** The proposal projected that \$50,000 will be required for the program in the first five years, and that \$1,455,620 will be available over the same period through internal reallocations and tuition.

**Attachment 3**

**University of North Alabama  
 Master of Accountancy in Accountancy  
 Curriculum for the Proposed Master's Degree**

Course Number and Title	Number of Credit Hours	* If New Course
<b>Required Courses</b>	<b>24</b>	
AC 630: Research in Accounting	2	
AC 650: Fraud Examination	3	
AC 674: Advanced Accounting Theory	3	
AC 675: Advanced Tax Accounting	3	
AC 694: Business Combinations	3	
AC 697: Advanced Auditing	3	
CIS 622: Information Systems Design and Project Management	2	
EMB 612: Business Ethics and Responsibility in a Global Economy	2	
MG 640: Management Policy	3	
<b>Elective Courses (choose two)</b>	<b>6</b>	
AC 581: Financial Statement Analysis	3	
AC 628: Seminar in Accounting	3	
AC 651: Special Topics	3	
AC 680: International Experience/Internship	3	
AC 682: Valuation Tools for Professional Accounting	3	
AC 686: Controllership	3	

**Curriculum for the Proposed Master's Degree - Typical course sequence by semester**

**Semester #1 (Fall):**

AC 630: Research in Accounting  
AC 674: Advanced Accounting Theory  
CIS 622: Information Systems Design and Project Management

**Semester #2 (Spring):**

AC 650: Fraud Examination  
AC 694: Business Combinations  
AC 697: Advanced Auditing

**Semester #3 (Summer):**

AC 628: Seminar in Accounting (Elective)  
AC 686: Controllership (Elective)

**Semester #4 (Fall):**

AC 675: Advanced Tax Accounting  
EMB 612: Business Ethics and Responsibility in a Global Economy  
MG 640: Management Policy

**Attachment 4**

Letter from Martin R. Abroms, CPA, Managing Shareholder, Abroms and Associates,  
Certified Public Accountants

**ABROMS<sup>CPA</sup>  
AND ASSOCIATES**

CERTIFIED PUBLIC ACCOUNTANTS • MEMBERS OF THE AICPA TAX DIVISION

*SunTrust Bank Building*  
201 South Court Street • Suite 610 • P.O. Box 1426 • Florence, AL 35631  
Phone (256) 767-0740 Fax (256) 767-0406

February 8, 2018

Mr. Corey Cagle  
University of North Alabama  
Florence, Alabama

Mr. Cagle:

I am writing this letter to express our firm's full support for the addition of the Master of Accountancy program to the offerings at UNA. We feel that this degree program will greatly enhance UNA students' understanding of the accounting field and will better prepare them to enter the workforce and obtain the certifications that we value in our field.

Our firm certainly appreciates the relationship it has with UNA faculty, students, and alumni. Over the years, we have had a number of positive experiences in hiring UNA accounting students, and we certainly look forward to continuing that relationship. We strongly believe that the addition of this program will produce only positive results. As such, we have no reservations in fully supporting this program.

Very truly yours,



Martin R. Abroms, CPA  
Managing Shareholder

Abroms & Associates, PC  
Florence, AL

**Attachment 5**

Letter from N. Scott Hand, CPA, Partner and Department Head of Tax and Advisory Services, Anglin, Reichmann, Snellgrove, and Armstrong P.C., Certified Public Accountants and Business Advisors

**Anglin·Reichmann·Snellgrove & Armstrong P.C.**

*Certified Public Accountants & Business Advisors*

MEMBER: American Institute of Certified Public Accountants • AICPA Private Companies Practice Section • Employee Benefit Plan and Governmental Audit Quality Centers • Alabama Society of Certified Public Accountants • CPAmerica, International

Gary S. Anglin, CPA	Melissa D. Jone, CPA
Jay A. Reichmann, CPA	Jason L. Miller, CPA
Stephen E. Armstrong, CPA	Luke C. Kinzer, CPA, CFE
Tracy L. Sims, CPA, CVA	Christopher D. Taylor, CPA, CVA
Kandy E. Gardner, CPA	Michelle A. Jenkins, CPA
Ryan J. Campbell, CPA	Jonathan H. Goodwin, CPA
Brandon C. Sault, CPA	Denise D. Miles, CPA, CGMA
N. Scott Hand, CPA	Jessica D. Cassidy, CPA
Jenny D. Mosteller, CPA	Kavitha Y. Hichkai, CPA
	M. Angela Sparks, CPA
	Andrew E. Labosier, CPA, CVA
	Dustin M. Schaefer, CPA
	Christopher D. Cook, CPA
	Rachel A. Bray, CPA

February 9, 2018

Dr. Corey Cagle  
University of North Alabama  
Florence, Alabama

Dear Dr. Cagle,

I am writing this letter in support of the University of North Alabama's proposed Master of Accountancy degree program. It is my belief that this degree is desired by the students and will also benefit the firms that hire them.

Anglin, Reichmann, Snellgrove & Armstrong, P.C. has hired several students from the University of North Alabama. We currently employ three graduates of UNA; LeAnne Goode, Emily Zirbel and myself. The proposed Master of Accountancy degree program will continue to increase the confidence that we already have in graduates of UNA. Please accept this letter as confirmation that we strongly support this proposal and believe it will be of great benefit to UNA students and the community.

Sincerely,



N. Scott Hand, CPA  
Partner and Department Head of Tax & Advisory Services

**Attachment 6**

Letter from Rita Prince, CPA, Partner, Patterson, Prince, and Associates P.C.,  
Certified Public Accountants



*Lisa C. Patterson, CPA*

*Rita M. Prince, CPA*

*Joshua H. Russell, CPA*

February 7, 2018

Dr. Greg Carnes  
University of North Alabama  
Florence, Alabama

Dr. Carnes:

As a partner at Patterson, Prince and Associates and on behalf of our firm, I would like to express my support for a proposed Master of Accountancy degree program within the College of Business at the University of North Alabama. I believe this proposal represents an incredible opportunity for current and prospective undergraduate students to be able to further their education within a recognized and respected degree program at the University of North Alabama.

Our firm has consistently viewed accounting graduates from the University of North Alabama as the future of Patterson, Prince and Associates, and we have hired many outstanding students as interns and full time staff. As the accounting profession continues to grow and change, we believe the expectations of top accounting students are changing as well as they seek to be competitive in the local, national, and global marketplace. We feel that the additional focus of a Master of Accountancy program would distinguish your graduates from other candidates as they prepare to enter the workforce and begin their careers. Furthermore, the Master of Accountancy program is an important tool for students as they are preparing for the CPA exam, which we see as essential in achieving the highest levels of success in the accounting profession.

As a graduate of the University of North Alabama, I am confident in the university's support for and preparation of accounting students. We highly support the Master of Accountancy program as the university continues to prepare students at the highest level. We look forward to continuing to pursue students from UNA who have attained this additional degree from the institution we already love and respect. Thank you for your consideration of this program, which will benefit the University of North Alabama and this community for years to come.

Sincerely,

Rita Prince, CPA  
Partner  
Patterson, Prince and Associates, PC  
Florence, Alabama

*Members, American Institute of Certified Public Accountants & Alabama Society of Certified Public Accountants*  
475 South Seminary Street • Florence, Alabama 35630 • (P) 256.766.8915 • (F) 256.766.8920 • pattersonprince.com

**Attachment 7**

Letter from Paul W. Demastus, Shareholder, Audit and Recovery Services, LBMC, P.C.



Nashville | 615-377-4600 | LBMC.com  
PO Box 1869 | Brentwood, TN 37027

February 9, 2018

Dr. Corey Cagle  
University of North Alabama  
Florence, Alabama

Dear Dr. Cagle:

I am writing this letter to express our firm's full support for the addition of the Master of Accountancy program to the offerings at UNA. We feel that this degree program will greatly enhance UNA students' understanding of the accounting field and will better prepare them to enter the workforce and obtain the certifications that we value in our field.

Our firm certainly appreciates the relationship it has with UNA faculty, students, and alumni. Over the years, we have had a number of positive experiences in hiring UNA accounting students, and we certainly look forward to continuing that relationship. We strongly believe that the addition of this program will produce only positive results. As such, we have no reservations in fully supporting this program.

Sincerely,

A handwritten signature in black ink that reads 'Paul W. Demastus'. The signature is written in a cursive style with a clear, legible font.

Paul W. Demastus  
Shareholder, Audit & Advisory Services

LBMC, PC  
Brentwood, Tennessee

DECISION ITEM USA-1: University of South Alabama, Master of Science in Physical Therapy (CIP 51.2308)

### **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 Masters of Physical Therapy is an International Linkage Program between the University of South Alabama and a select group of universities in China. The purpose of this program is to create global linkages, foster innovation, and provide powerful learning experiences through an exchange of students and faculty.

This program would directly support the mission of the University of South Alabama (USA), which is to be a leading comprehensive public university internationally recognized for educational, research and health care excellence, as well as for its positive intellectual, cultural, and economic impact on those it serves. At the core of this vision are commitments to Diversity and a Global Perspective, which are manifested in institutional priorities that enhance research and graduate education and foster global engagement.

The proposed Master of Physical Therapy program will be designed to meet the needs of Chinese clinicians. As such, the program will increase opportunities for USA's current undergraduate and graduate students to interact with international students, increase the number of international collaborations in research, scholarly, and creative activities, increase the global dissemination and impact of research and scholarship produced by USA faculty and postdoctoral fellows, increase the diversity of the student body, increase the incorporation of global perspectives into the educational environment, and increase engagement with international healthcare businesses and organizations.

Although the program will be designed to meet the needs of Chinese clinicians based on memoranda of understanding with Chinese institutions, it is anticipated that students from other countries with Master's-level entry into the rehabilitation sciences may also be interested in the program, and that collaboration with other international institutions could be developed in the future.

As an International Linkage Program, graduates of this program will be eligible to practice as rehabilitation professionals in China and will either return to their home country for employment in these positions or enroll in Doctor of Physical Therapy or graduate programs in Occupational Therapy or Speech-Language Pathology in the United States. Graduates will return home with the enhanced skills necessary to practice as a rehabilitation specialist.

**Role:** The University of South Alabama (USA) is authorized to offer programs at the master's level.

**Mode of Delivery:** According to the proposal, none of the total program's courses offered will be provided by distance education (0 percent).

**Similar Programs:** There are no similar programs in the State of Alabama. Currently, there are only two such programs in the nation: Creighton University in Omaha and Duquesne University in Pittsburgh. The Dean of Allied Health at USA was the developer of the successful program at Duquesne University.



**Collaboration:** There are no other master's degree programs in the rehabilitation sciences providing linkages to international universities in the State of Alabama. This program will have no impact on the recruitment or enrollment of the Doctor of Physical Therapy, Master of Occupational Therapy, or Master of Speech Language Pathology programs at the University of South Alabama or at other Alabama institutions. The University of South Alabama is currently working with Duquesne University who offers a similar program.

**Resources:** The proposal projected that \$765,000 in new funds would be needed over the first five years for the program and that \$1,624,000 would be available from tuition. (includes program fees and is calculated at current rate based on projected headcount enrollment).

**Public Review:** The program was posted on the Commission website from April 2, until April 22, (twenty days) for public review and comments. No comments were received.

**Rationale for Staff Recommendation:**

1. The Department of Physical Therapy has a 46-year history of excellence in producing physical therapy clinicians.
2. The program will help the University of South Alabama meet its commitment to diversity and a global perspective.
3. The program will increase opportunities for USA's current undergraduate and graduate students to interact with international students.
4. The proposed program will increase the number of international collaborations in research, scholarly, and creative activities, increase the global dissemination and impact of research and scholarship produced by USA faculty and postdoctoral fellows, increase the diversity of the student body, increase the incorporation of global perspectives into the educational environment, and increase engagement with international businesses and organizations.
5. This program will collaborate with Chinese Universities for funding programs. Financial Resources, as outlined in the proposal, over its first five years the program have the potential to generate over \$850,000 of revenue in excess of the costs of delivery.
6. A significant portion of this revenue will be allocated to support the student, technology, and equipment needs of the Doctor of Physical Therapy program.
7. Notification to the Commission on Accreditation in Physical Therapy Education (CAPTE) - CAPTE was informed on May 3, 2018 of USA's intent to offer this program. Dr. Sandra Wise, Executive Director of CAPTE, responded affirmatively to offering the program (see attached).
8. The model for this program can be expanded to other countries and, potentially, other disciplines.
9. Currently there are only two such programs in the nation: Creighton University in Omaha and Duquesne University in Pittsburgh. The Dean of Allied Health at USA was the developer of the successful program at Duquesne University.
10. Clinical Education in the Master of Science in Physical Therapy program - There will be no clinical education assignments made as part of this program. There will, therefore, be no interference with or impact upon the availability or number of clinical sites to the Doctor of Physical Therapy program or any other clinical training program.
11. Opportunities for domestic students - The program can also serve as a bridge program to allow international or domestic students an avenue of entry into clinical rehabilitation

programs. Graduates of the proposed program would be qualified to apply to Doctor of Physical Therapy programs. Graduates would also be qualified to apply for programs such as Occupational Therapy (OT) and, in these programs, up to 12 hours of credit from the proposed program could be accepted. At USA, for example, applicants who have completed the proposed program would be better positioned for acceptance into the OT program and would be able to apply credit for several courses to the OT program curriculum.

DECISION ITEM USA-1: University of South Alabama, Master of Science in Physical Therapy (CIP 51.2308)

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

Staff Recommendation: That the Commission approve the proposed Master of Science in Physical Therapy (MSPT).

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

Implementation Date: The proposed program will be implemented in August 2018. Based on Commission policy, the proposed program must be implemented by December 8, 2020, 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 2018-19, will be at least 12, based on the proposal.
2. That the annual average number of graduates for the period 2018-19 through 2022-23 (five-year average) will be at least 3.75, based on the adopted graduation rates as stated in the Code of Alabama 16-5-8 (2).
3. That information regarding an overall assessment of the program be provided, particularly as related to objectives and assessment measures stated in the proposal, and to also include data showing related employment and/or acceptance into a graduate program.
4. USA agrees to ensure, document, and report that all expenses incurred to operate the MSPT program will be funded from revenues generated from the program.
5. Further, in the event that MSPT program revenues are not sufficient to cover all expenses, USA agrees that no state funding will be utilized to support the program.
6. USA agrees to provide an annual accounting of program expenditures to the Commission.
7. USA agrees to utilize net revenue from the program to enhance or expand the Doctor of Physical Therapy (DPT) program.

8. USA agrees to notify ACHE upon modification of the terms if any Memoranda of Understanding with international institutions related to the proposed program.

The University of South Alabama (USA) 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, 2023.

Supporting Documentation:

1. New Academic Degree Program Proposal Summary, attached.
2. Summary of Background Information, attached.
3. Curriculum for Proposed Program, attached.
4. Letter from Accreditation in Physical Therapy Education (CAPTE) Executive Director, Dr. Sandra Wise (May 3, 2018), attached.
5. University of South Alabama program proposal, received February 22, 2018. 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**

INSTITUTION University of South Alabama (USA)

PROGRAM Master of Science in Physical Therapy (CIP 51.2308)

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

	2018-19	2019-20	2020-21	2021-22	2022-23	TOTAL
FACULTY	\$55,000	\$55,000	\$55,000	\$55,000	\$55,000	\$275,000
LIBRARY	\$0	\$0	\$0	\$0	\$0	\$0
FACILITIES	\$0	\$0	\$0	\$0	\$0	\$0
EQUIPMENT	\$0	\$0	\$0	\$0	\$0	\$0
STAFF	\$6,250	\$10,000	\$12,500	\$18,750	\$25,000	\$72,500
ASSISTANTSHIPS	\$8,000	\$8,000	\$8,000	\$8,000	\$8,000	\$40,000
OTHER	\$75,500	\$75,500	\$75,500	\$75,500	\$75,500	\$377,500
TOTAL	\$144,750	\$148,500	\$151,000	\$157,250	\$163,500	\$765,000

**SOURCES OF FUNDS AVAILABLE FOR PROGRAM SUPPORT**

	2018-19	2019-20	2020-21	2021-22	2022-23	TOTAL
INTERNAL REALLOCATIONS	\$0	\$0	\$0	\$0	\$0	\$0
EXTRAMURAL	\$0	\$0	\$0	\$0	\$0	\$0
TUITION	\$140,000	\$224,000	\$280,000	\$420,000	\$560,000	\$1,624,000
TOTAL	\$140,000	\$224,000	\$280,000	\$420,000	\$560,000	\$1,624,000

**ENROLLMENT AND DEGREE COMPLETION PROJECTIONS**

	2018-19	2019-20	2020-21	2021-22	2022-23	5-YEAR AVERAGE
TOTAL HEADCOUNT ENROLLMENT	5	8	10	15	20	12
NEW ENROLLMENT HEADCOUNT	5	8	10	15	20	12
DEGREE COMPLETION PROJECTIONS	4	6	8	12	15	9

## Attachment 2

### Summary of Background Information

Master of Science in Physical Therapy  
University of South Alabama

**Role:** The University of South Alabama is authorized to offer programs at the master's level.

**Description and Objectives:** Students will be able to:

- Describe and discuss entry-level and advanced clinical services in a variety of healthcare settings.
- Produce evidence-based research, thereby contributing to the scholarly body of evidence-based practice in the field of Physical Therapy.
- Describe and investigate leadership skills that impact the delivery of high quality care to patients.
- Describe and investigate skills necessary to fulfill the role as patient educator, clinical educator, and faculty member.

**Assessment:** The assessment process for the International Linkage Program courses will include a variety of assignments designed to measure student learning and prepare graduates to provide entry-level and advanced clinical services in various healthcare settings. All of these assessments will be used to track and monitor student acquisition of learning outcomes. The International Linkage Program assessment methods are designed to give students the opportunity to develop their clinical, scholarly, and leadership skills so that they may serve as patient educators, clinical educators, and/or clinicians.

The intent of the program is to demonstrate improved health outcomes by improving the quality of care through fostering specific skills in students. The International Linkage Program will be a tangible and deliverable academic product that is continually reviewed and evaluated by the faculty. Course assessment activities will include reflective writings, presentations, practical exams, and laboratory testing of both psychomotor and cognitive domains. Faculty will use the course assessment activities to evaluate accomplishment of course objectives. Program oversight will be provided by the College of Allied Health Professions Director of Graduate Studies and program faculty. Students will submit course assignments directly to course faculty or through USA's learning management software, USAOnline.

The overall evaluation of the program will be guided by the USA Annual Assessment Program, which requires that faculty review data for each Student Learning Outcome (SLO) and target action planning for any SLO that does not meet benchmarks. The Dean of the Covey College of Allied Health will monitor the progress each semester, as well as more formally on an annual basis, via the USA Annual Assessment Program.

As follow-up, an annual survey of graduates will be completed to evaluate the program's success. Questions will include employment and graduate education questions. Students will be expected to return to hold enhanced positions with greater clinical authority and responsibility after graduation.

**Administration:** The program will be administered by the Pat Capps Covey College of Allied Health Professions, Gregory H. Frazer, Dean; and R. Barry Dale, Chairperson, Department of Physical Therapy.

**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). 3 deans participated in the final review of the proposal. All 3 recommended approval of the program.

**Accreditation:** According to the proposal, there is no accrediting body for this program. Graduates of this program will not be eligible for licensure in the United States and all program materials will include this information.

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

Major courses:	30 semester hours
Required or Free Electives:	0
Thesis or dissertation:	0
<b>Total:</b>	<b>30</b>

Course Number and Title	Number of Credit Hours	* If New Course
PT 620 Kinesiology w/ Lab	3	
PT 621 Foundational Concepts of Medical Rehabilitation w/ Lab	3	*
PT 625 Therapeutic Modalities w/ Lab	3	
PT 627 Physical Therapy Examination Methods	3	
PT 628 Prosthetics and Orthotics w/ Lab	3	
PT 650 Orthopedic Science and Practice w/ Lab	3	*
PT 651 Neurologic Science and Practice w/ Lab	3	*
PT 652 Cardiovascular and Pulmonary Science w/ Lab	3	*
PT 653 Differential Diagnosis and Assessment w/ Lab	3	*
PT 654 Therapeutic Exercise w/ Lab	3	*

**Collaboration:** There are no other master's degree programs in the rehabilitation sciences providing linkages to international universities in the State of Alabama. This program will have no impact on the recruitment or enrollment of the Doctor of Physical Therapy, Master of Occupational Therapy, or Master of Speech Language Pathology programs at the University of South Alabama or at other Alabama institutions. The University of South Alabama is currently working with Duquesne University who offers a similar program.

**Distance Education:** According to the proposal, none of the total program's courses offered will be provided by distance education (0 percent). Distance education would not be effective in meeting USA's diversity and global perspective goals and programs in which students integrate into U.S. culture are more attractive to international students than are online programs. Some components of distance education within courses may be utilized, but all courses will be delivered in a face-to-face setting.

**Admissions:** Applicants must have earned an undergraduate degree in a closely related field and meet the general USA requirements for entry into graduate study.

**Need:** The State of Alabama's innovation ecosystem is becoming increasingly global and must be so to remain competitive. The link between networking, international exchanges, and innovation is well known as a driving force in job creation. For example, the State's fifth

place ranking in the US for medical technology job creation is in large part due to global innovation partnerships. This International Linkage Program will provide the State an additional platform for global collaboration in education, research, and healthcare. This program will bring highly trained international clinicians to the Pat Capps Covey College of Allied Health Professions to interact with USA's Physical Therapy and Occupational Therapy faculty and students.

This East-West exchange will provide a rich environment for our students and clinical and didactic faculty to learn about population and socialized medicine as well as traditional Eastern forms of Traditional Chinese Medicine. Student and faculty participation in international rehabilitation research teams and extramural grants will foster innovation in education and healthcare, thus accelerating the State's ability to absorb and leverage emerging trends and innovations.

Career and College Readiness/Preparation -- Projected Job Openings

	Year 1	Year 2	Year 3	Year 4	Year 5	Total
Local	N/A	N/A	N/A	N/A	N/A	N/A
State	N/A	N/A	N/A	N/A	N/A	N/A
SREB	N/A	N/A	N/A	N/A	N/A	N/A
Nation	N/A	N/A	N/A	N/A	N/A	N/A

Note: U.S. employment opportunities for this International Linkage Program are not applicable.

Graduates will be eligible to become practicing rehabilitation professionals in China and will return to their home country unless accepted into advanced educational programs in the US upon graduation. Graduates of this program will not be eligible for licensure in the United States and all program materials will include this information.

The spillover effect of this program will be to increase the State's ability to create local jobs as a result of the networking and exchange of students and faculty and the partnerships that are developed with Chinese and potentially other international institutions and Chinese healthcare partners.

**Student Demand:** Student demand for the program is based on the need for rehabilitation clinicians in China. It is conservatively estimated that there are over 85 million adults and children in China who meet the international definition for disability (Zhang & Shen, 2014). Prior to the 1980's, the Chinese government used Traditional Chinese Medicine to treat these individuals. Unfortunately, the use of acupuncture, moxibustion, massage, and Qigong did not positively impact the effected individuals.

In recent years, over 2 million Chinese suffer cerebrovascular accidents every year that render 80 percent of these patients unable to live independently (Wang, 2014). Beginning in 1986, the central government began an initiative to provide community-based care. Since 1988, 24.6 million Persons with Disabilities have benefited from the key rehabilitation programs. By the end of 2013, community-based rehabilitation work had been carried out in 2,915 counties (cities, districts) across the country. As a result of the catastrophic effects of stroke and the overwhelming need for rehabilitation services, the central government has not been



able to develop an effective “rehabilitation infrastructure” to prepare a sufficient number of clinicians to treat this large number of patients.

The government encourages universities with medical schools and health programs to partner with international universities to provide the education and training of physicians, nurses, rehabilitation technicians, physical therapists, and occupational therapists to enhance the rehabilitation skill set within China. It is estimated that 19,000 physical and occupational therapists and speech language pathologists are needed in Shanghai to meet the needs for rehabilitation service in that city alone. The current coalition of universities is unable to graduate a sufficient number of clinicians to satisfy the demand.

Currently, the University of South Alabama has Memoranda of Understanding with Shanghai University of Traditional Chinese Medicine, Fugian University of Traditional Chinese Medicine, and Nanjing University of Traditional Chinese Medicine, Tongji University, Sanda University, Zheziang Chinese Medical University, and Qiqihar Medical University. All MOU's were executed by March 2018. All executed documents are held in residence on USA's campus.

**Resources:**

Faculty:

Current Primary Faculty—

Full-time: 10

Part-time: 5

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

There will be no additional faculty hired for the program. The faculty who teach in the program will be members of the Department of Physical Therapy. USA does not anticipate new hires for either category. The \$55,000 annually would be used to compensate those current primary (10) and support (5) faculty.

**Support Staff:** No additional support staff are needed.

**Fellowships and Assistantships:** One (1) assistantship will be offered.

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

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

**Library:** The Charles M. Baugh Biomedical Library is a 35,000 square foot facility that serves students in the College of Medicine, the College of Nursing, and the 11 programs in the College of Allied Health Professions. The collections housed at the Biomedical Library include scholarly books and journals, indexing and abstracting tools, and reference materials appropriate for this subject area in print and electronic formats and students are also able to access additional materials through interlibrary loan. As the Biomedical

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Library has already been judged to adequately support the needs of USA's Physical Therapy, Occupational Therapy, and Speech-Language Pathology students, the Executive Director of the Libraries has indicated that no additional library resources will be necessary for the proposed program.

**Program Budget:** The proposal projected that \$765,000 in new funds would be needed over the first five years for the program and that \$1,624,000 would be available from tuition.

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**Attachment 3**

Letter from Accreditation in Physical Therapy Education (CAPTE),  
Executive Director, Dr. Sandra Wise (May 3, 2018),

5/2018

University of South Alabama Mail - Fwd: FW: China program



Charles Guest <cguest@southalabama.edu>

**Fwd: FW: China program**

1 message

Charles Guest <cguest@southalabama.edu>  
To: Charles Guest <cguest@southalabama.edu>

Fri, May 4, 2018 at 10:02 AM

From: Wise, Sandra [mailto:sandrawise@apta.org]  
Sent: Thursday, May 03, 2018 9:12 AM  
To: Gregory Frazer <frazer@southalabama.edu>  
Cc: Bahner, Candy <candybahner@apta.org>; Donley, Eva <evadonley@apta.org>  
Subject: RE: China program

Greg,

First, I want to thank you for all you have done for CAPTE. The programs are much stronger as a result of your guidance and dedication.

As for your question related to the program in China, I do not see any reason that you and your institution could not participate. I just caution you of the rule below when using the CAPTE logo. If you have any further questions, please do not hesitate to reach out to me.

Accredited programs are required to include the "Accredited by CAPTE" logo supplied by the Accreditation staff on the program home page to indicate that CAPTE has accredited the program. Programs are expected to contact the Accreditation staff to obtain instructions for adding the logo to the webpage. The logo may also be used on other institutional web pages where the program's accreditation status is described. The supplied logo will be protected from use by anyone other than approved users. It may NOT be used, however, on any webpage where its use could imply that CAPTE accredits programs that are not subject to CAPTE accreditation (e.g., post-professional degree programs, residency or fellowships) unless there is clear language that indicates those programs are NOT accredited by CAPTE.

Best regards,

Sandra

Sandra L Wise, PhD

Sr. Director of Accreditation

1111 North Fairfax Street

Alexandria, VA 22314

Phone: 703-706-3240 or 1-800-999-2782, ext 3240

E-mail: sandrawise@apta.org

DECISION ITEM UWA-1: University of West Alabama, Bachelor of Arts in Music  
(CIP 50.0901)

### **EXECUTIVE SUMMARY**

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

**Program Objective:** The proposed Music degree program, according to institutional officials, will be flexible, allowing students with differing music interests to prepare for music occupations and life activities that may be pursued full-time, part-time, or as an avocational endeavor. The program seeks to produce not only graduates that are excellent performing artists, singers, church musicians, educators, and technicians, but also graduates who have strategic leadership, communication, and business skills who can gainfully and meaningfully position themselves in a very diverse and radically changing musical world.

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

**Mode of Delivery:** According to the proposal, music training is performance-based and therefore highly interactive; much is taught on an individual basis. This does not lend itself to Internet-based media transmission.

**Similar Programs:** The following schools have similar baccalaureate programs located at CIP 50.0901: Alabama A&M University (BM in Music), Alabama State University (BA in Music), Auburn University (BA/BS in Music), Jacksonville State University (BA in Music), University of Alabama (BM/BA in Music), University of Alabama at Birmingham (BA in Music), University of Alabama in Huntsville (BA in Music), Troy University (BA/BS in Music), University of Montevallo (BM/BA in Music), University of North Alabama (BM/BSM/BAM in Music), and the University of South Alabama (BM in Music).

**Collaboration:** While UWA has no plans for formal, ongoing collaborations in delivering degree content, the institution is currently engaged in informal collaborations such as performing with a regional high school, as well as tentatively planning a joint concert with Shelton State Community College next year.

**Resources:** The proposal projected that \$83,000 in estimated new funds will be required to support the proposed program over the first five years. A total of \$453,033 will be available through tuition.

**Public Review:** The program was posted on the Commission website from April 2 through April 22 (twenty days) for public review and comments. No comments were received.

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

1. Many schools in UWA's service area must utilize music teachers without proper certification due to a lack of local music graduates and a limited number of properly trained private teachers.
2. Churches in UWA's service area have difficulty locating trained directors, pianists, and other musicians to play at worship services.

DECISION ITEM UWA-1: University of West Alabama, Bachelor of Arts in Music (CIP 50.0901)

Staff Presenter: Margaret Pearson  
Academic Program Review Analyst

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

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

Implementation Date: The proposed program will be implemented in August 2018. Based on Commission policy, the proposed program must be implemented by December 8, 2020, or Commission approval will expire. The institution must notify the Commission in writing when the program is implemented or if there is any delay in implementation.

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

Post-Implementation Conditions:

1. That the annual average new enrollment headcount for the first five years, will be at least 8, based on the proposal.
2. That the annual average number of graduates for the period 2019-20 through 2022-23 (four-year average) will be 7.5, based on the adopted graduation rates as stated in ACHE Policy.
3. That information regarding an overall assessment of the program be provided, particularly as related to objectives and assessment measures stated in the proposal, and to include data showing related employment and/or acceptance into a graduate program.

The University of West Alabama (UWA) 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, 2023.

- 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 West Alabama proposal, dated March 8, 2018.  
Available upon request.
5. "Evaluation and Review of New Instructional Program Proposals of Public Postsecondary Institutions," Ala. Admin. Code (Commission on Higher Education), r. 300-2-1-.03. Available upon request.

**Attachment 1**

INSTITUTION University of West Alabama

PROGRAM Bachelor of Arts in Music (CIP 50.0901)

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

	2018-19	2019-20	2020-21	2021-22	2022-23	TOTAL
FACULTY	\$0	\$0	\$0	\$0	\$0	\$0
LIBRARY	\$1,500	\$1,500	\$1,500	\$1,500	\$1,500	\$7,500
FACILITIES	\$0	\$2,000	\$1,000	\$1,000	\$1,000	\$5,000
EQUIPMENT	\$8,500	\$6,000	\$10,000	\$3,000	\$3,000	\$30,500
STAFF	\$0	\$0	\$0	\$0	\$0	\$0
OTHER	\$0	\$10,000	\$10,000	\$10,000	\$10,000	\$40,000
TOTAL	\$10,000	\$19,500	\$22,500	\$15,500	\$15,500	\$83,000

**SOURCES OF FUNDS AVAILABLE FOR PROGRAM SUPPORT**

	2018-19	2019-20	2020-21	2021-22	2022-23	TOTAL
INTERNAL REALLOCATIONS	\$0	\$0	\$0	\$0	\$0	\$0
EXTRAMURAL	\$0	\$0	\$0	\$0	\$0	\$0
TUITION	\$30,456	\$79,947	\$98,982	\$121,824	\$121,824	\$453,033
TOTAL	\$30,456	\$79,947	\$98,982	\$121,824	\$121,824	\$453,033

**ENROLLMENT AND DEGREE COMPLETION PROJECTIONS**

	2018-19	2019-20	2020-21	2021-22	2022-23	5-YEAR AVERAGE
TOTAL HEADCOUNT ENROLLMENT	5	11	17	22	22	15
NEW ENROLLMENT HEADCOUNT	5	6	9	11	11	8
DEGREE COMPLETION PROJECTIONS	0	2	6	10	13	8

## Attachment 2

### Summary of Background Information

Bachelor of Arts in Music  
University of West Alabama

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

**Objectives:** The proposed Music degree program, according to institutional officials, will be flexible, allowing students with differing music interests to prepare for music occupations and life activities that may be pursued full-time, part-time, or as an avocational endeavor. The program seeks to produce not only graduates that are excellent performing artists, singers, church musicians, educators, and technicians, but also graduates who have strategic leadership, communication, and business skills who can gainfully and meaningfully position themselves in a very diverse and radically changing musical world.

According to UWA's program proposal, student-learning outcomes will be measured based on:

*Performance Skills in Solo and Ensemble Contexts* - Through faculty jury evaluated applied instruction, faculty jury evaluated live performances, and other informal public performances appropriate to the discipline, students will develop competent proficiency in their area of music performance, both in their principal instrument and any other secondary instrument necessary for the student's academic goals. Through small and large group performing experiences, students will gain vital developmental musical experiences through performance of diverse music literature. Music ensembles allow students to develop many professionally significant social skills and ethics as well. The "team-sport" mentality of music making is essential to any working music ensemble, and, is vital to any musical group's artistic success.

*Musicianship* - Through a series of competency hurdles in music literacy, ear training, melodic dictation, rhythmic dictation, chord progressions, conducting, and keyboard proficiency, students will develop the practical competencies needed to function as music professionals.

*Music Theory* - Through courses in Music Theory, students will develop sufficient mastery of the theoretical development of Western music for them to understand major musical forms and compositional techniques so that they can make educated analytical decisions in preparing their own musical performances.

*Music History and Literature* - Through courses in the development of Western Music, students will gain familiarity with the composers, compositions, historical contexts, and the distinctive aesthetic perspectives, which characterize the various historical periods of Western music. Besides being familiar with the history, students should be foundationally equipped to make historically well-informed decisions in preparing music performances from each of the periods. Standard performance practice bibliography will be introduced for future reference.

*Cultural Context* – Through seminars, exploring various layers of culture context from local to global, students will be able to demonstrate an understanding music in culture. By exploring various layers of local to global cultural context, students will be made aware that, though music is a globally universal phenomenon, it is not a universal language. Students will become aware that musical culture does not exist in isolation from other aspects of culture, but, is impacted by every dimension of culture and can likewise affect every aspect to some degree. Musical cultures can vary from being highly isolated in remote areas to being a true melting pot, a fusion of ideas, in urban contexts. Students will see that music technology, media, and the Internet are powerful influencers of musical culture in our day. Students will be challenged to see their own musical art as part of a larger, constantly changing, global context.



*Music Technology* - Through practical hands-on experiences and instruction, students will be introduced to foundational music technology. Students should be aware of the constantly changing landscape of music technology that exists and be aware of career opportunities that emphasize the technical aspects of music.

*Leadership and Business Skills* - Through seminar instruction, all music students will gain an understanding of the foundations of leadership and will be able to demonstrate an understanding of the topics of business administration pertinent to music organizations

**Administration:** The program will be administered by Dr. Mark Davis, College of Liberal Arts, Dean; and Erik Larson, Department of Fine Arts, Chairperson.

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

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

**Curriculum:**

Program Completion Requirements:

Credit hours required in major courses	66
Credit hours required in minor	0
Credit hours in institutional general education or core curriculum	52
Credit hours required in support courses	0
Credit hours in required or free electives	2
Total credit hours required for completion	120

**Collaboration:** While UWA has no plans for formal, ongoing collaborations in delivering degree content, the institution is currently engaged in informal collaborations, such as performing with a regional high school, as well as tentatively planning a joint concert with Shelton State Community College next year.

**Distance Education:** According to the proposal, music training is performance-based and therefore highly interactive; much is taught on an individual basis. It does not lend itself to Internet-based media transmission.

**Admissions:** Special admission requirements for the proposed Music program will be:

*Auditions for Admission to Major* - In addition to the requirements for admission to UWA, potential music students must be admitted by appropriate faculty for entrance into the music emphasis programs. Faculty must assess each student's aptitude to be able to be a successful graduate in the degree emphasis.

*Auditions for Admission to Private Study* – Auditions are required for admission to private study. Beginning non-majors in piano, voice, and guitar, are generally taught in fundamental, group lesson, courses. Students with sufficient a background can be admitted into private study by audition.

*Auditions for Admission to Ensembles* – Auditions are required for admission to ensembles. A music emphasis major must qualify for at least one ensemble.

*Juries for Applied Lessons* – As is typical in all music schools, individual applied lessons are performance courses, requiring a graded performance evaluation by a jury of the music faculty.

*Proficiency Juries* – For non-pianists, proficiency is required in piano as a secondary instrument. Students must pass a performance jury, according to the established rubric for proficiency in piano. Students who are not proficient upon admission should take lessons in the required instrument until proficiency is achieved, preferably by the end of the sophomore year.

*Juries for Recitals and Projects:* Every First or Second Recital / Project must pass a jury of the music faculty, followed by a three-week recital/project settling interval, allowing for several stabilizing run-through rehearsals, before a recital is presented to the public.

*Literature Exams* – Each musical discipline has a body of literature with which a music major in that discipline should be thoroughly familiar. Literature exams ensure sufficient time has been spent listening to the standard literature within the major and that the major works can be identified by auditory samples.

*Retrospective Comprehensive Exam* – After a retrospective review of a student's music emphasis topics, UWA music will administer to all graduates with a BA in Music a comprehensive test, touching all areas of their major emphasis, in their last semester of study as a requirement for graduation and for the School of Music's use in its own self-assessment.

**Need:** According to the proposal, UWA is a vital educational institution serving an economically disadvantaged, and, therefore, an artistically disadvantaged region of the state and nation. The area is remote enough that local manifestations of artistic culture and musical culture exist, but they are far too rare. Churches have trouble finding trained directors and pianists and many churches must import musicians from Tuscaloosa or Meridian, MS, or they simply do without musical professionals, relying on recorded music in worship. Many schools must utilize music teachers without proper certification due to a lack of local music graduates and there are few properly trained private teachers. Many extraordinary talents in Alabama's Black Belt are being unrealized due to a lack of artistic investment. The University of West Alabama can identify and affect local talent by reaching out to local schools and creating avenues for advanced musical growth and ultimately professional training at UWA.

UWA acknowledges the region's economic conditions. With the proposed BA in Music, school officials intend cutting-edge training for musicians that includes training in leadership and business skills, teaching graduates to market their musical talents for their own well-being as well as for societal impact. The University of West Alabama wants to lead the way in higher education music training by refashioning music training to include entrepreneurial acumen. Trained musical graduates fortify the musical culture in a region.

**Student Demand:** Over the past two years, UWA officials have surveyed over 50 students who have expressed serious interest in the proposed Music program.

**Faculty:**

Current Primary Faculty:

Full-time: 4

Part-time: 0

Support Faculty—

Full-time: 0

Part-time: 0

Additional Faculty to be hired:

Primary Faculty—

Full-time: 0

Part-time: 0

Support Faculty—

Full-time: 0

Part-time: 0

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

**Equipment:** A group piano lab will be needed for the proposed Music program.

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

**Library:** The Library at UWA has a book collection of 4,528 titles to support study and research in the field of Music.

**Program Budget:** The proposal projected that \$83,000 in estimated new funds will be required to support the proposed program over the first five years. A total of \$453,033 will be available through tuition.

**Attachment 3**

University of West Alabama  
 Bachelor of Arts in Music

Course Number and Title	Number of Credit Hours
<b>APPLIED MUSIC INTERMEDIATE - 4 Hours of the following</b>	
MU 240. Applied Music: Intermediate Voice	1
MU 241. Applied Music: Intermediate Flute	1
MU 242. Applied Music: Intermediate Oboe	1
MU 243. Applied Music: Intermediate Clarinet	1
MU 244. Applied Music: Intermediate Bassoon	1
MU 245. Applied Music: Intermediate Saxophone	1
MU 246. Applied Music: Intermediate Piano	1
MU 247. Applied Music: Intermediate Organ	1
MU 248. Applied Music: Intermediate Guitar	1
MU 250. Applied Music: Intermediate Percussion	1
MU 251. Applied Music: Intermediate Trumpet	1

MU 252. Applied Music: Intermediate Horn	1
MU 253. Applied Music: Intermediate Baritone Horn	1
MU 254. Applied Music: Intermediate Trombone	1
MU 255. Applied Music: Intermediate Tuba	1
<b>APPLIED MUSIC ADVANCED – 8 Hours of the following</b>	
MU 340. Applied Music: Advanced Voice	2
MU 341. Applied Music: Advanced Flute	2
MU 342. Applied Music: Advanced Oboe	2
MU 343. Applied Music: Advanced Clarinet	2
MU 344. Applied Music: Advanced Bassoon	2
MU 345. Applied Music: Advanced Saxophone	2
MU 346. Applied Music: Advanced Piano	2
MU 347. Applied Music: Advanced Organ	2
MU 348. Applied Music: Advanced Guitar	2
MU 350. Applied Music: Advanced Percussion	2
MU 351. Applied Music: Advanced Trumpet	2
MU 352. Applied Music: Advanced Horn	2
MU 353. Applied Music: Advanced Baritone Horn	2
MU 354. Applied Music: Advanced Trombone	2
MU 355. Applied Music: Advanced Tuba	2

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<b>APPLIED MUSIC ADVANCED – 8 Hours of the following</b>	
MU 340. Applied Music: Advanced Voice	2
MU 341. Applied Music: Advanced Flute	2
MU 342. Applied Music: Advanced Oboe	2
MU 343. Applied Music: Advanced Clarinet	2
MU 344. Applied Music: Advanced Bassoon	2
MU 345. Applied Music: Advanced Saxophone	2
MU 346. Applied Music: Advanced Piano	2
MU 347. Applied Music: Advanced Organ	2
MU 348. Applied Music: Advanced Guitar	2
MU 350. Applied Music: Advanced Percussion	2
MU 351. Applied Music: Advanced Trumpet	2
MU 352. Applied Music: Advanced Horn	2
MU 353. Applied Music: Advanced Baritone Horn	2
MU 354. Applied Music: Advanced Trombone	2
MU 355. Applied Music: Advanced Tuba	2
<b>MUSIC LITERACY / MUSIC KINESTHETICS / MUSIC THEORY / EAR TRAINING – 18 Hours</b>	
MU 116. Orff / Music Kinesthetics / Basic Conducting Lab I	2
MU 117. Kodaly Ear Training Lab I	1
MU 216. Orff / Music Kinesthetics Lab / Basic Conducting Lab II	2
MU 217. Kodaly Ear Training Lab II	1
MU 122. Music Theory I	3
MU 222. Music Theory II	3
MU 322. Music Theory III	3
MU 422. Music Theory IV	3
<b>PROFESSIONAL KEYBOARD SKILL LABS - 4 Hours</b>	
MU 118. Basic Keyboard Progressions in All Keys Lab I	1
MU 119. Advanced Keyboard Progressions in All Keys Lab II	1
MU 120. Major / Minor Piano Proficiency Lab I	1

Total

120

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<b>MUSIC SURVEYS / MUSIC HISTORY / MUSIC LITERATURE / WORLD MUSIC - 9 Hours</b>	
MU 309. History and Literature of Western Music I	3
MU 311. History and Literature of Western Music II	3
MU 304. World Music and Comparative Aesthetics	3
<b>SCHOOL OF MUSIC ENSEMBLES – 6 Hours</b>	
MU 273. UWA Choral Union	1
MU 274. UWA Choral Camerata	1
MU 277. UWA Woodwind Ensemble	1
MU 278. UWA Brass Ensemble	1
MU 279. UWA Percussion Ensemble	1
MU 280. UWA Flex Ensemble	1
<b>MUSIC LEADERSHIP / BUSINESS / TECHNOLOGY – 6 Hours</b>	
MU 381. Leading, Equipping, and Managing Musical Organizations	3
MU 382. Music Technology and Production	3
<b>REQUIRED MUSIC ELECTIVE COURSES – 6 Hours of the following</b>	
MU 305. Introduction to Jazz	3
MU 306. Twentieth-Century Music	3
MU 307. Independent Study in Music	1-3
MU 308. Selected Topics in Music	1-3
MU 303. American Music	3
<b>COMPREHENSIVE RETROSPECTIVE / RECITALS - 5 Hours</b>	
MU 383. First Recital 25-30 minutes	1
MU 323. Second Recital 50-60 minutes	2
MU 326. Comprehensive Retrospective	2

Total

120

## UWA BA MUSIC COURSE SEQUENCE GRID - 66 Hrs in Major (40 Upper Level) 120 TOTAL

<p>SEMESTER ONE (15)</p> <p>UWA Music Performance Class (non-credit meeting)                      (Various Course #s) Music Ensemble (1)                      (Various Course #s) Applied Music (1)                      MU 116. Orff / Music Kinesthetics / Basic Conducting Lab I (2)                      MU 117. Kodaly Ear Training Lab I (1)                      MU 118. Basic Keyboard Progressions in All Keys Lab I (1)                      MU 120. Major / Minor Piano Proficiency Lab I (1)                      UWA 101. Freshman Seminar (2)                      EH 101. Written English I (3) or EH 103. Honors English I (3)                      HY 101. History of Western Civilization I (3) or HY 103. Honors Western Civilization (3)</p>	<p>SEMESTER TWO (16)</p> <p>UWA Music Performance Class (non-credit meeting)                      (Various Course #s) Music Ensemble (1)                      (Various Course #s) Applied Music (1)                      MU 216. Orff / Music Kinesthetics Lab / Basic Conducting Lab II (2)                      MU 217. Kodaly Ear Training Lab II (1)                      MU 119. Advanced Keyboard Progressions in All Keys Lab II (1)                      MU 121. Major / Minor Piano Proficiency Lab II (1)                      EH 102. Written English II (3) or EH 104. Honors English II (3)                      HY 102. History of Western Civilization II or (3)HY 104. Honors Western Civilization II (3)                      Elective (3)</p>
<p>SEMESTER THREE (15)</p> <p>UWA Music Performance Class (non-credit meeting)                      (Various Course #s) Music Ensemble (1)                      (Various Course #s) Applied Music (1)                      MU 122. Music Theory I (3)                      EC 201. Principles of Microeconomics (3)                      AT 100. Introduction to Art (3)                      PH 101. Introduction to Physical Sciences (4)</p>	<p>SEMESTER FOUR (15)</p> <p>UWA Music Performance Class (non-credit meeting)                      (Various Course #s) Music Ensemble (1)                      (Various Course #s) Applied Music (1)                      MU 222. Music Theory II (3)                      EC 202. Principles of Macroeconomics (3)                      TH 100. Introduction to Theatre (3)                      BY 101. Introductory Biology I (4) or BY 231. Human Anatomy and Physiology I (4)</p>
<p>SEMESTER FIVE (15)</p> <p>UWA Music Performance Class (non-credit meeting)                      (Various Course #s) Music Ensemble (1)                      (Various Course #s) Applied Music (2)                      MU 322. Music Theory III (3)                      MU 381. Leading, Equipping, and Managing Musical Organizations (3)                      EH 221. British Literature I (3)                      Electives (3)</p>	<p>SEMESTER SIX (16)</p> <p>UWA Music Performance Class (non-credit meeting)                      (Various Course #s) Music Ensemble (1)                      (Various Course #s) Applied Music (2)                      MU 383 Junior Recital (1)                      MU 422. Music Theory IV (3)                      MU 382. Music Technology and Production (3)                      MH 105. Finite Mathematics (3) or MH 113. Precalculus Algebra (3)                      Electives (3)</p>

<p>SEMESTER SEVEN (14) UWA Music Performance Class (non-credit meeting) (Various Course #s) Music Ensemble (0, but required) (Various Course #s) Applied Music (2) (Various Course #s) Music Elective (3) MU 309. History and Literature of Western Music I (3) MU 304. World Music and Comparative Aesthetics (3) SH 100. Principles of Public Speaking (3)</p>	<p>SEMESTER EIGHT (14) UWA Music Performance Class (non-credit meeting) (Various Course #s) Music Ensemble (0, but required) (Various Course #s) Applied Music (2) (Various Course #s) Music Elective (3) MU 323 Senior Recital (2) MU 311 History and Literature of Western Music II (3) MU 326 Comprehensive Retrospective (2) SP 102. Introductory Spanish II (3) or FR 102. Introductory French II (3)</p>
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DECISION ITEM G: Request to Amend Post-Implementation Conditions:  
Troy University, Bachelor of Fine Arts in Dance  
(CIP 50.0301)

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 (2017-18 and 2018-2019) for the program be granted.
- 2) In this additional review period, the program will meet a post-implementation condition of 9\* annual graduates, revised from the original condition of 8 graduates.

\*The program projects that there will be a total of 19 graduates from this program during the two-year period.

That the institution will submit, no later than September 1, 2019, a post-implementation report, demonstrating that the program met the post-implementation conditions for graduates for the specified period.

Background: The Bachelor of Fine Arts in Dance (CIP 50.0301) was approved by the Commission on June 8, 2012. The program was implemented in August 2012, as approved by the Commissioners.

The program did not meet post-implementation conditions 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 September 12, 2017.

Troy University has met three of the four post-implementation conditions for this program, Troy states that due to unexpected administrative and faculty adjustments, the average number of students graduated over the post-implementation period was not met. The unexpected administrative changes were at the Dean and Chairperson levels, delaying the program's initial expected/projected progress.

Troy states that there are currently 63 dance majors at the University. This includes a new, first-year (2017-18) dance major class of 19.

Further, Troy has hired two new Dance faculty members (fall 2017) who are highly qualified in ballet, contemporary/modern, and commercial areas, with professional performance, teaching, and choreographic experience.

Additionally, Troy has recently hired new dance adjuncts and has developed a plan for the steady rotation of guest domestic and international artists.

As another major change, Troy has also refined the BFA Dance major degree map (2016) to include a progressive order of courses, major requirements, and electives. The program has carefully revised course descriptions and listings in its academic catalog.

Troy states that faculty and administrators are further working together to put increased emphasis on student advisement and degree planning. All of these efforts are designed to increase graduation rates.

It is also noteworthy that Troy has completed a new state-of-the-art dance facility (2013).

With changes then in place, the Dance program has continued to increase in new admissions each year, and Troy asserts data has indicated that these new admissions will increase after the post-implementation reporting period as well.

Troy relates that the unique complexity and demand of its "three prong" dance program featuring ballet, contemporary/modern, and commercial dance has provided a challenging and satisfying program for students seeking diversity in training and post-graduation opportunities and employment. The program is committed to upholding its vision and goals to provide such a "three prong" approach, and Troy states that the results support continuation of this unique program.

Troy also conveys that graduates' employment and placement data, student opportunity and autonomy within the program, and increased recognition of the program's positive reputation regionally, nationally, and internationally are indicators of current and future success.

The request is for a two-year timeframe extension to achieve the graduation figure annual average figure of 9, 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 Auburn University at Montgomery. Available upon request.
3. "Guidelines for Consideration of Post-Implementation Reports that Do Not Meet Approved Conditions." Available upon request.

**Summary of Report on Post-Implementation Conditions**

**Troy University (2017 Report)**

- Program: Bachelor of Fine Arts in Dance (CIP 50.0301)

Approved by Commission: June 2012

Proposed Implementation Date: August 2012

Actual Implementation Date: August 2012

Post-Implementation Conditions:

1. That the annual average new enrollment headcount for the first five years, beginning in 2012-13 will be at least 8, based on the proposal.
2. That the average number of graduates for the academic years 2014-15 through 2016-17 (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.
4. That information regarding an overall assessment of the program will be provided, particularly as related to objectives and assessment measures stated in the proposal.

Bachelor of Fine Arts in Dance (CIP 50.0301)	Average New Enrollment Headcount 2012-13 through 2016-17	Average Number of Graduates, 2014-15 through and 2016-17	Percentage of Graduates Employed in The Field
Required	8	8	75%
Reported	10	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 or were continuing their education.

Condition 4: The assessment condition has been met. Student outcomes were assessed through multiple measures. Formal rubrics were used to measure and document progress regarding the student learning outcomes. A jury process was also used for mentoring and measuring individual student progress. Assessment data indicates that the performance targets have been met.

**INFORMATION ITEM 1:** University of North Alabama, Implementation of a Dual Degree Program: MBA in Business Administration and MS in Family Studies

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

**Staff Recommendation:** For information only.

**Background:** The University of North Alabama has notified the Commission that it seeks to offer a dual degree program between the UNA College of Business and the UNA College of Arts and Sciences that allows students to complete a total of 45 semester hours in simultaneously obtaining both a Master of Business Administration (MBA) degree (CIP 52.0201) and a Master of Science (MS) in Family Studies (CIP 19.0704) degree. Both degrees are listed in the Academic Program Inventory.

The dual degree program will commence August 2018. The two existing independent degree programs have 34 and 31 credit hour requirements for the MBA and MS degrees, respectively. If the student is pursuing both of these degrees simultaneously (as a dual degree), a total of 45 semester hours is required.

The courses in the program core with the number of semester hours for each are: Accounting Information for Strategic Decision Making (2 hours); Information Systems Design and Project Management (2 hours); Strategic Microeconomic Analysis for Managers (2 hours); Business Ethics and Responsibility in a Global Economy (2 hours); Global Business (2 hours) Corporate Financial Strategy (2 hours); Foundations of Business Part 1 (2 hours); Foundations of Business Part 2 (2 hours); Leadership and MBA Essentials (2 hours); Management Policy (3 hours); Strategic Marketing Analysis and Concepts (2 hours); and Analytical Tools for Strategic Decision Making (2 hours).

Students must meet admissions requirements in both the MBA and MS programs in order to be admitted, and students must meet the graduation requirements in both programs in order to successfully complete the program. Students can complete both degrees within two years with the Joint Curriculum Two Degrees Program. Students will be advised from both programs to ensure timely completion.

UNA states that this Joint Curriculum Two Degrees program will be highly beneficial to students who want to be prepared to work as administrators for government, nonprofit, and for-profit agencies that serve children and families.

All of the courses are existing and currently being taught either by business or sociology and family studies departmental faculty and adjuncts, so there are no additional budgetary requests.

Supporting Documentation:

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

**INFORMATION ITEM 2:** University of South Alabama, Addition of Class B Certification in Health (6-12) and Physical Education (P-12) (CIP 13.1314)

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

**Staff Recommendation:** For information only.

**Background:** The University, through the Department of Health, Kinesiology, and Sport, currently provides two State of Alabama Department of Education (ALSDE) Class B Teacher Certifications in: 1) Health Education (6-12) and 2) Physical Education (P-12).

ALSDE approved on March 8, 2018 a Class B Teacher Certification in Health (6-12) and Physical Education (P-12). This combined Health (6-12) and Physical Education (P-12) Certification provides for students to become certified to teach both Health Education and Physical Education and expand their professional knowledge, skills, and abilities.

This certification responds to the demand in the schools for teachers to be certified in both health education and physical education.

The addition of a teacher certification in "Health (6-12) and Physical Education (P-12)" is under the existing ACHE-approved Bachelor of Science in Physical Education (CIP 13.1314).

According to the Commission's operational definitions, new teacher certification programs are exempt from Commission review and approval but are required to be submitted to the Commission as information items. No entry will be added to the Commission's Academic Program Inventory as a result of the SDE approval of this new teacher education certificate. If a certification approved by SDE requires the addition of a new degree program, which will be added to the Commission's Inventory, and identified in the institution's catalog or other publications, Commission review and approval as a new academic program is required.

**Supporting Documentation:**

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

**INFORMATION ITEM 3:** University of Alabama at Birmingham, Addition of EdS Certification in Teaching English to Speakers of Other Languages (CIP 13.1401)

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

**Staff Recommendation:** For information only.

**Background:** The University of Alabama at Birmingham (UAB) has provided documentation of a AA teacher certification approved by the Alabama State Board of Education (SBE) in English to Speakers of Other Languages (ESOL).

The Teaching English to Speakers of Other Languages (TESOL) EdS primary purpose will be to provide educators with advanced training in the teaching and learning of English as a Second Language (ESL) and English as a Foreign Language (EFL). A related purpose will be to prepare ESL teachers for assuming mentorship and leadership roles to guide other educators in meeting the needs of our nation's growing population of English learners. The Ed.S.-TESOL degree will lead to advanced teacher certification in English to Speakers of Other Languages (ESOL) for teachers who already hold initial P-12 certification in ESOL from the Alabama State Department of Education (ALSDE).

ESL teachers with Class A certification in ESOL who had previously pursued Class AA ESOL certification through UAB's EdS in Education will now do so through the Certification concentration in UAB's proposed EdS in TESOL. The Certification concentration of the proposed EdS-TESOL is only for graduate students who hold ALSDE-issued Class A teacher certification in ESOL.

Commission guidelines state that new Educational Specialist degree programs are exempt from Commission review, if documentation is provided that they are implemented in conjunction with SBE approved sixth-year (AA) teacher certification programs. UAB's request for the addition of this EdS program meets this requirement.

**Supporting Documentation:**

1. "Reasonable Extensions and Alterations of Existing Units and Programs of Instruction," Ala. Admin. Code (Commission on Higher Education), r. 300-2-1.06. Available upon request.
2. "Definitions Recognized by the Commission," Ala. Admin. Code (Commission on Higher Education), r. 300-2-1.01. Available upon request.
3. Written unpublished documentation provided by the institution. Available upon request.



**INFORMATION ITEM 4:** University of Alabama, Implementation of a Dual Degree Program: Master of Business Administration and Master of Science Aerospace Engineering and Mechanics

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

**Staff Recommendation:** For information only.

**Background:** The University of Alabama has notified the Commission that it seeks to offer a dual degree program between the UA College of Business and the UA College of Engineering that allows students to simultaneously complete 66 semester hours to obtain both a Master of Business Administration (MBA) degree (CIP 52.0201) and a Master of Science Aerospace Engineering and Mechanics (MSAEM) degree (CIP14.0201). Both degrees are listed in the Academic Program Inventory.

The dual degree program, approved by UA's Graduate Council on Feb. 6, 2018 and to commence August 2018, combines two existing degree programs and removes the duplication of coursework to reduce the requirement of 78 semester hours to obtain these degrees separately.

Students will be awarded two degrees at commencement. They may follow a traditional path of enrollment in the dual degree program, i.e. apply to both programs after graduating with a bachelor's degree, or follow UA's STEM to MBA pathway as qualified undergraduates who pursue MBA studies while completing an undergraduate degree in a STEM area. Students must meet the admission requirements of both the MBA and MSAEM programs.

The dual degree also addresses a small but sustainable demand from students with undergraduate degrees in Aerospace Engineering that are interested in pursuing an MBA and the MSAEM. Students will enter the program in a cohort. No additional courses, outside of the approved curriculum for each degree program, will be required. No additional resources are needed to implement this dual degree program, which will be comprised of students enrolled full-time.

**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. Program Requirements, attached.
3. "Definitions Recognized by the Commission," Ala. Admin. Code (Commission on Higher Education),
4. Written unpublished documentation provided by the institution. Available upon request.

**Attachment 1**  
Program Requirements



**Program Requirements for the STEM MBA/MSAEM Dual Degree**

**YEAR ONE (Final Undergraduate Year)**

**Summer Semester\* (Hours vary)**

AC 506	Managerial Accounting (3 hours)
MGT 517	Leadership/Ethics (3 hours)
OM 506	Business Spreadsheet Analytics (3 hours)

**Fall Semester (Hours vary)**

GBA 571	STEM Business Honors VII (1.5 hours)
Undergraduate Coursework	

**Spring Semester (Hours vary)**

GBA 572	STEM Business Honors VII (1.5 hours)
Undergraduate Coursework	

**YEAR TWO (Final MBA Year)**

**Summer Semester\* (Hours vary)**

EC 500	Managerial Economics (3 hours)
IBA 550	Global Business (3 hours)
ST 560	Statistical Methods (3 hours)
MATH 5XX	Graduate Mathematics Elective Approved by AEM (3 hours)

**Fall Semester (Hours vary)**

FI 504	Financial Management (3 hours)
MKT 518	Marketing Management (3 hours)
OM 516	Operations Management (3 hours)
AEM ____	AEM Graduate Core Course (3 hours)
AEM ____	AEM Graduate Elective (3 hours)

**Spring Semester (Hours vary)**

GBA 525	Business Policy (3 hours)
MGT 542	Management Communication (3 hours)
MIS 511	Management Info. Systems (3 hours)
AEM ____	AEM Graduate Core Course (3 hours)
AEM ____	AEM Graduate Elective (3 hours)

**YEAR THREE (Final MSAEM Year)**

**Summer and Fall Semesters\* (Hours vary)**

AEM ____	AEM Graduate Elective (3 hours)
AEM ____	AEM Graduate Elective (3 hours)
ENG ____	General Engineering Graduate Elective or AEM Graduate Elective (3 hours)**
ENG ____	General Engineering Graduate Elective or AEM Graduate Elective (3 hours)**

*MBA – 39 hours; AEM – 27 hours; Program Total – 66 hours*

*\*At least one summer internship is encouraged, if possible, in addition to the summer coursework.*

*\*\*18 hours of AEM coursework required. Consult your advisor regarding acceptable ENG and MATH electives.*

8/2017

**Concentration Advisor**

Dr. James P. Hubner, 221 Hardaway Hall: 205-348-1617 or phubner@eng.ua.edu.



## Program Requirements for the Traditional MBA/MSAEM Dual Degree

### YEAR ONE

#### Fall Semester (15 hours)

AC 506	Managerial Accounting (3 hours)
MGT 517	Leadership/Ethics (3 hours)
MKT 518	Marketing Management (3 hours)
OM 516	Operations Management (3 hours)
ST 560	Statistical Methods (3 hours)

#### Spring Semester (15 hours)

EC 500	Managerial Economics (3 hours)
FI 504	Financial Management (3 hours)
MIS 511	Management Info. Systems (3 hours)
OM 506	Business Spreadsheet Analytics (3 hrs)
MATH 5XX	Approved Grad Math Elective (3 hours)

#### Summer Semester\*

*MBA Internship or coursework (hours vary)*

### YEAR TWO

#### Fall Semester (Hours vary)

GBA 525	Business Policy (3 hours)
MGT 542	Management Communication (3 hours)
MBA ____	MBA Elective (3 hours)
AEM ____	AEM Graduate Core Course (3 hours)
AEM ____	AEM Graduate Elective (3 hours)

#### Spring Semester (Hours vary)

IBA 550	Global Business (3 hrs)
AEM ____	AEM Graduate Core Course (3 hours)
AEM ____	AEM Graduate Elective (3 hours)
AEM ____	AEM Graduate Elective (3 hours)
AEM ____	AEM Graduate Elective (3 hours)

#### Summer and Fall Semesters\* (Hours vary)

ENG ____	General Engineering Graduate Elective or AEM Graduate Elective (3 hours)**
ENG ____	General Engineering Graduate Elective or AEM Graduate Elective (3 hours)**

*MBA – 39 hours; AEM – 27 hours; Program Total – 66 hours*

*\*Summer courses may be taken in first summer of program in addition to or in lieu of an internship.*

*\*\*18 hours of AEM coursework required. Consult your advisor regarding acceptable ENG and MATH electives.*

#### Concentration Advisor

Dr. James P. Hubner, 221 Hardaway Hall: 205-348-1617 or phubner@eng.ua.edu.

ALABAMA COMMISSION ON HIGHER EDUCATION  
Friday, June 8, 2018

**INFORMATION ITEM 5:** 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 notifications that the programs listed have been implemented.

Auburn University  
Program: Bachelor of Science in Aviation Management, BS, CIP 49.0104  
Approval date: June 9, 2017  
Implementation date: August 2017  
Post-implementation report date: September 1, 2022

Program: Bachelor of Science in Professional Flight, BS, CIP 49.0102  
Approval date: June 9, 2017  
Implementation date: August 2017  
Post-implementation report date: September 1, 2022

Program: Bachelor of Science in Applied Biotechnology, BS, CIP 26.1201  
Approval date: December 9, 2016  
Implementation date: August 2017  
Post-implementation report date: September 1, 2022

Program: Bachelor of Science in Agricultural Science, BS, CIP 01.0000  
Approval date: March 10, 2017  
Implementation date: August 2017  
Post-implementation report date: September 1, 2022

Auburn University (continued)

Program: Bachelor of Science in Industrial Design Studies, BS, CIP 50.0499

Approval date: December 9, 2016

Implementation date: May 2017

Post-implementation report date: September 1, 2022

Program: Bachelor of Science in Geospatial and Environmental Informatics, BS, CIP 45.0702

Approval date: March 10, 2017

Implementation date: August 2017

Post-implementation report date: September 1, 2022

Program: Master of Science in Industrial and Organizational Psychology, MS, CIP 42.2804

Approval date: December 9, 2016

Implementation date: August 2017

Post-implementation report date: September 1, 2022

Bevill State Community College

Program: Associate in Applied Science in Business, AAS, CIP 52.0201

Approval date: June 9, 2017

Implementation date: August 2017

Post-implementation report date: September 1, 2022

Calhoun Community College

Program: Associate in Applied Science and Certificate in Automotive Technology, C/AAS, CIP 47.0604

Approval date: March 10, 2017

Implementation date: August 2017

Post-implementation report date: September 1, 2022

Lawson State Community College

Program: Associate in Applied Science in Diagnostic Medical Sonography, AAS, CIP 51.0910

Approval date: March 10, 2017

Implementation date: August 2017

Post-implementation report date: September 1, 2022

Lurleen B. Wallace Community College

Program: Associate in Applied Science in Diesel and Heavy Equipment Mechanics, CIP 47.0605

Approval date: June 9, 2017

Implementation date: August 2017

Post-implementation report date: September 1, 2022

Shelton State Community College

Program: Associate in Applied Science and Certificate in  
Salon and Spa Management, C/AAS, CIP 12.0412  
Approval date: March 10, 2017  
Implementation date: January 2018 (Delayed)  
Post-implementation report date: February 1, 2023

Troy University

Program: Master of Science in Kinesiology, MS,  
CIP 31.0505  
Approval date: June 9, 2017  
Implementation date: January 2018 (Delayed)  
Post-implementation report date: February 1, 2023

University of Alabama

Program: Doctor of Philosophy in Geography, PhD,  
CIP 45.0701  
Approval date: December 9, 2016  
Implementation date: August 2017  
Post-implementation report date: September 1, 2022

Program: Master of Arts in Religion in Culture, MA,  
CIP 38.0201  
Approval date: December 9, 2016  
Implementation date: August 2017  
Post-implementation report date: September 1, 2022

University of Alabama in Huntsville

Program: Bachelor of Science in Early Childhood  
Education/Early Childhood Special Education, BS,  
CIP 13.1015  
Approval date: June 12, 2015  
Implementation date: June 2018 (Delayed)  
Post-implementation report date: August 1, 2023

University of West Alabama

Program: Master of Education in Learning, Design, and  
Technology, MEd, CIP 13.0501  
Approval date: December 9, 2016  
Implementation date: January 2018 (Delayed)  
Post-implementation report date: February 1, 2023

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 6:**

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:

- University of West Alabama, Program: Bachelor of Business Administration in Finance (CIP 52.0801)
- University of South Alabama, Program: Doctor of Business Administration in Business Administration (CIP 52.0201)

Program that did not meet post-implementation conditions:

- Troy University, Program: Bachelor of Fine Arts in Dance (CIP 50.0301) *[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:

**University of West Alabama** (2018 Report)

- Program: Bachelor of Business Administration in Finance (CIP 52.0801)

Approved by Commission: September 2012

Proposed Implementation Date: January 2013

Actual Implementation Date: January 2013

Post-Implementation Conditions:

1. That the annual average new enrollment headcount for the first five years, beginning in 2013-14 will be at least 15, based on the proposal.
2. That the average number of graduates for the academic years 2014-15 through 2017-18 (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.
4. That information regarding an overall assessment of the program will be provided, particularly as related to objectives and assessment measures stated in the proposal.

Bachelor of Business Administration in Finance (CIP 52.0801)	Average New Enrollment Headcount 2013-14 through 2017-18	Average Number of Graduates, 2014-15 through and 2017-18	Percentage of Graduates Employed in The Field
Required	15	10	75%
Reported	32	18	80%

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 percent of the graduates were successful in acquiring related employment or were continuing their education.

Condition 4: The assessment condition has been met. As per University policy, all programs are assessed on an annual basis and included in the planning and assessment documents presented by the college.

The Finance program annually follows the student learning outcomes (SLOs) for the College of Business and Technology, and sufficiently assessed the extent to which the program has met those SLOs using various rubrics and assessment tools.



Meeting Conditions:

**University of South Alabama (2018 Report)**

- Program: Doctor of Business Administration in Business Administration (CIP 52.0201)

Approved by Commission: September 2011

Proposed Implementation Date: May 2013

Actual Implementation Date: May 2013

Post-Implementation Conditions:

1. That the annual average new enrollment headcount for the first five 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 2015-16 through 2017-18 (three-year average) will be at least 5 based on the proposal.
3. That a follow-up survey be conducted after the first five years that will show at least 75 percent of the graduates' were successful in acquiring related employment.
4. That information regarding an overall assessment of the program will be provided, particularly as related to objectives and assessment measures stated in the proposal.

Doctor of Business Administration in Business Administration (CIP 52.0201)	Average New Enrollment Headcount 2013-14 through 2017-18	Average Number of Graduates, 2015-16 through and 2017-18	Percentage of Graduates Employed in The Field
Required	8	5	75%
Reported	12	2*	100%

\*Note: Actual figure is 2.33; 2.25 is the required standard for doctoral programs.

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

Condition 2: The program did meet the graduation post-implementation requirement. (The condition was met based upon the Commission "Final Approval of Procedural Changes Regarding Post-Implementation Conditions Review" (March 9, 2018). The graduation standard as stated in the Code of Alabama, 1975, 16-5-8 is 2.25 for doctoral programs.

Condition 3: One-hundred percent of the graduates were successful in acquiring related employment or were continuing their education.

Condition 4: The assessment condition has been met. The program examined the learning goals, sub-goals, and provided a detailed description of the assessment methods. The review indicated that, overall, 89.4 percent of the goals/outcomes were met or exceeded. (unweighted average). The program also provided a listing of program candidates' scholarly publications and publications.

Not Meeting Conditions:

**Troy University** (2017 Report)

- Program: Bachelor of Fine Arts in Dance (CIP 50.0301)

Approved by Commission: June 2012

Proposed Implementation Date: August 2012

Actual Implementation Date: August 2012

Post-Implementation Conditions:

1. That the annual average new enrollment headcount for the first five years, beginning in 2012-13 will be at least 8, based on the proposal.
2. That the average number of graduates for the academic years 2014-15 through 2016-17 (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.
4. That information regarding an overall assessment of the program will be provided, particularly as related to objectives and assessment measures stated in the proposal.

Bachelor of Fine Arts in Dance (CIP 50.0301)	Average New Enrollment Headcount 2012-13 through 2016-17	Average Number of Graduates, 2014-15 through and 2016-17	Percentage of Graduates Employed in The Field
Required	8	8	75%
Reported	10	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 or were continuing their education.

Condition 4: The assessment condition has been met. Student outcomes were assessed through multiple measures. Formal rubrics were used to measure and document progress regarding the student learning outcomes. A jury process was also used for mentoring and measuring individual student progress. Assessment data indicates that the performance targets have been met.

**INFORMATION ITEM 7:** 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 Science w/emp in Computer Science Essentials	11.0101
Advanced Manufacturing w/emp in Renewable Energy	15.0613
Advanced Manufacturing	15.0613
Advanced Manufacturing w/emp in Manufacturing Engineering Technology	15.0613

**Chattahoochee Valley Community College**

<u>Field of Study</u>	<u>CIP Code</u>
AC & Refrigeration (HVAC)	15.0613
Automotive Manufacturing	15.0613
Industrial Maintenance	15.0613
Basic Accounting	52.0301
Administrative Technology	52.0401
Child Care Development	19.0708
Networking Technology	11.0101
Fire Science	43.0202
Medical Assisting	51.0801
Multimedia Graphic Design	50.0401

**Coastal Alabama Community College**

<u>Field of Study</u>	<u>CIP Code</u>
Pipefitting	46.0502
Mobile App Development (Swift)	11.0101
Basic Substantive Law	22.0302
Substantive Law	22.0302
Paralegal Training – Legal Analysis	22.0302

**Ingram State Technical College**

<u>Field of Study</u>	<u>CIP Code</u>
Industrial Maintenance w/emp in Plant Mechanical Helper	47.0303
Industrial Maintenance w/emp in Basic Concentration	47.0303

Industrial Maintenance 47.0303  
 w/emp in Millwright Helper

**Northeast Alabama Community College**

Field of Study CIP Code  
 Industrial Maintenance w/emp 47.0303  
 in Industrial Systems-Basic Electrical

Machine Tool Technology w/emp 48.0507  
 in Stamping and Forming

**Northwest Shoals Community College**

Field of Study CIP Code  
 Basic Cabinetmaking 48.0703  
 Advanced Cabinetmaking 48.0703  
 Basic Carpentry 46.0201  
 Advanced Carpentry 46.0201

**Reid State Technical College**

Field of Study CIP Code  
 Multi-Interdisciplinary Studies 30.9999

**Southern Union State Community College**

Field of Study CIP Code  
 Medical Assistant Technology w/emp 51.0801  
 in Phlebotomy

**Trenholm State Community College**

Field of Study CIP Code  
 Management 52.0201  
 Accounting Technology 52.0201  
 Office Administration 52.0201  
 General Business 52.0201  
 Entrepreneurship 52.0201  
 Guided Pathways/Maps 30.9999  
 Engineering Design Technology 15.0613  
 Architecture Design Technology 15.0613  
 Robotics/Mechatronics 15.0613  
 Industrial Automation 15.0613

**Wallace State Community College (Hanceville)**

Field of Study CIP Code  
 Engineering Technology 15.0000  
 w/emp in Civil Engineering Technology

Engineering Technology 15.0000  
 w/emp in Mechanical Engineering Technology

Industrial Electronics Technology 47.0105  
 w/emp in Advanced Electronics

Computer Science App Development	11.0101
Computer Science Cyber Technician	11.0101
Computer Science Information Technology	11.0101
Computer Science Microcomputer Applications	11.0101
Computer Science Network Technician	11.0101
Computer Science Web Technology	11.0101

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 8:** Changes to the Academic Program Inventory

Staff Presenter: Ms. Margaret Pearson  
Academic Program Review Analyst

Staff Recommendation: For information only.

Background: According to the Commission's definitions relating to program review (Alabama Administrative Code, Chapter 300-2-1, Review of Programs & Other Units of Instruction), additions and certain extensions or alterations of units and programs of instruction must be submitted as information items not requiring Commission approval. Examples of information items, according to the operational definitions, include: 1) changes in program titles or CIP codes or degree nomenclatures at the same level (except doctoral) provided no changes in program requirements, content, or objectives are made, and provided the new nomenclature replaces the current designation; 2) programs placed on inactive status or deleted from the Academic Program Inventory; 3) change in award for completion from Diploma to Associate in Applied Technology in technical colleges provided certain conditions are met; 4) change in award for completion from Associate in Applied Technology to Associate in Applied Science in technical colleges provided certain conditions are met; and 5) change in award for completion from Diploma and/or Certificate to Associate in Applied Science in community colleges.

Supporting Documentation:

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

ALABAMA COMMISSION ON HIGHER EDUCATION  
 Friday, June 8, 2018

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.

Troy University	45.0201	Liberal Studies, BA/BS
University of Alabama	42.2806	Educational Psychology, EdD
University of Alabama in Huntsville	14.9999	Optical Engineering, BSOE

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.

Trenholm State Community College	15.0613	<del>Automotive Manufacturing Technology</del> <u>Automotive/Advanced Manufacturing</u>
University of Alabama at Birmingham	11.1003	<del>Computer Forensics and Security Management, MS</del> <u>Cyber Security</u>
University of Alabama	22.0211	<del>Law (Tax), LLM</del> <u>Law (Taxation/Business Transactions)</u>
	<del>22.0299</del>	<del>Law, LLM</del>
	<u>22.0202</u>	<u>U.S. Law for International Lawyers</u>
University of Alabama / University of Alabama at Birmingham (Joint program)	13.0401	<del>Educational Administration, EdD</del> <u>Educational Leadership</u>
University of Alabama	13.0401	<del>Educational Administration, PhD</del> <u>Educational Leadership</u>

C. Programs Placed on Inactive Status

**INFORMATION ITEM 9:** 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 postmaster's certificates do not require Commission approval, but they must be reported to the Commission prior to implementation. The guidelines further state that these certificates are not listed in the Commission's Academic Program Inventory.

In accordance with these guidelines, the following institutions have sent notification regarding the non-degree programs indicated:

Auburn University

Graduate Certificate in Inclusive Elementary Education Practices

The proposed 15-credit hour graduate certificate will align with Auburn University's mission to solve problems and develop knowledge that is important to the quality of life of Alabama citizens. The state of Alabama, as well as states throughout the US have implemented K-12 educational initiatives to ensure that all children achieve high standards through preventive intervention frameworks.

University of Alabama

Graduate Certificate in Literacy Research, Theory, and Pedagogy

The graduate certificate will consist of 15 credit hours of coursework currently offered through the Elementary and Secondary EdD/PhD program. Students who earn this certificate will have successfully completed five (5) courses all with a specific focus on literary research, theory, and pedagogy. Further, the required fieldwork course will afford all students the opportunity to employ their skills in the field, thereby gaining valuable hands-on experience through which to deepen their research line of inquiry and future work.

Graduate Certificate in Social and Cultural Studies

Students who complete the proposed 18-hour graduate certificate will be provided formal recognition of their expertise in the field. This recognition will communicate to prospective employers that graduates have the skills and academic preparation necessary to teach in this



area, an area crucial to understanding and engaging various national standards, such as those outlined by The National Council for Accreditation of Teacher Education (NCATE) and the Council for the Accreditation of Educator Preparation (CAEP).

#### Graduate Certificate in Conflict Resolution

The proposed 15-hour certificate will be offered through a distance education format. Students pursuing the certificate will develop a skill set that is applicable in most career fields and will set them apart in industry. Training in conflict resolution provides an entry to many career paths and settings, and teaches skills in communications, problem solving, and working with diversity.

#### University of Alabama at Birmingham

#### Undergraduate Certificate in Inter-professional Nonprofit Leadership

The proposed 15-credit hour undergraduate certificate will help students and working professionals advance in their careers by improving their understanding of nonprofit organizational leadership. The proposed certificate is suited for individuals currently working in nonprofit related fields, and to those seeking success in nonprofit careers.

#### University of North Alabama

#### Undergraduate Certificate in Kitchen and Bath Design (Level 1)

The proposed 12-hour Kitchen and Bath Design certificate will combine existing and National Kitchen and Bath Association affiliated interior design courses to teach skills and technology related to the thriving kitchen and bath industry. Students will develop the following skills: hand drafting, AutoCAD, SketchUp, Revit 2020, space planning, kitchen and bath industry product knowledge, lighting and mechanical systems, and kitchen and bath construction technology. The certificate would be appropriate for students interested in drafting, architecture, interior design, property management, real estate, construction/management, showroom management, etc.

#### Undergraduate Certificate in Kitchen and Bath Design (Level 2)

The 18-hour Level 2 Kitchen and Bath Design certificate will create an opportunity for current students, non-traditional students, and alumni interested in the kitchen and bath segment of the architecture/interior design industry to take related courses and build related skills without earning a full minor or degree. The certificate will

use existing courses to expand current opportunities offered by the Interior Design program.

Undergraduate Certificate in Design Build Technology  
(Level 1)

The proposed 12-hour Design Build Technology certificate combines existing interior design courses to teach skills and technology used in the visualization and communication of built environments. Students will develop the following skills: hand drafting, AutoCAD, SketchUp, Revit. Students will also receive an overview of construction technology and an overview of lighting and mechanical systems. This certificate would be appropriate for students interested in drafting, architecture, interior design, engineering, computer aided design, computer aided rendering, property management, real estate, construction/management, etc. Students will have the opportunity to travel to Design & Construction Week each year.

Undergraduate Certificate in Design Build Technology  
(Level 2)

The 18-hour Level 2 Design Build Technology certificate will create an opportunity for current students, non-traditional students, and alumni interested in the kitchen and bath segment of the architecture/interior design industry to take related courses and build related skills without earning a full minor or degree. The certificate will use existing courses to expand current opportunities offered by the Interior Design program.

University of South Alabama

Post-Graduate Certificate in Emergency Nurse  
Practitioner

This 15-credit hour, post-graduate certificate is designed to prepare nurses to deliver emergent and urgent health care to individuals of all ages and all acuities. Students will care for patients utilizing adult obstetric, pediatric, gynecologic, and geriatric advanced emergency diagnostic and management skills. Graduates will be eligible to take the Emergency Nurse Practitioner certification examination offered by the American Academy of Nurse Practitioners.

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 10:** Change in the Name and Establishment of Centers and Departments

**Staff Presenter:** Lenny Lock  
Director of Instruction and Special Programs

**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), departments are an instructional unit encompassing a discrete branch of study; usually located within a division and/or a school or college.

Administrative changes at the department level, such as establishing a new department, combining two or more departments into a single department, or dividing a department into two or more departments are considered non-substantive and do not require Commission approval. However, before any of these changes may be implemented, they must be presented to the Commission as information items. If the administrative change creates a more prominent unit of instruction such as a division or school, Commission approval as a new unit is required.

**Supporting Documentation:**

1. "Definitions Recognized By The Commission," Ala. Admin. Code (Commission on Higher Education), r. 300-2-1.01. Available upon request.
2. "Reasonable Extensions and Alterations of Existing Units and Programs of Instruction," Ala. Admin. Code (Commission on Higher Education), r. 300-2-1.06. Available upon request.
3. Written unpublished documentation provided by the institutions. Available upon request.

A. Establishment of Units

- University of North Alabama, Establishment of the School of Arts within the College of Arts and Sciences
- University of Montevallo, Establishment of the Malone Center for Excellence in Teaching
- University of Alabama in Huntsville, Establishment of the Regional Traffic Management Center (RTMC)
- University of Alabama, Establishment of the Center for Complex Hydrosystems Research (A Research Center at the University of Alabama)
- Troy University, Establishment of a new unit, Department of Geospatial Informatics within the College of Arts and Sciences. The Department of Geospatial Informatics will house the disciplines of geomatics, geography, geographic information systems, and unmanned aerial systems together for the first time, rather than leaving these related disciplines spread among several other departments. No curricular or key assessment changes are involved in this consolidation of related academic offerings into a new Department.

B. Unit Name Changes

- University of Alabama, Change in the name from the Culverhouse College of Commerce and Business Administration to the Culverhouse College of Business
- University of Alabama at Birmingham, Change in the name from the Department of Ophthalmology at the School of Medicine at UAB to the Department of Ophthalmology and Visual Sciences at the School of Medicine at UAB
- University of Alabama, Change in the name of the Environmental Institute to the Center for Water Quality Research (A Research Center at The University of Alabama)
- Troy University, the Department of Modern Languages and Classics within the College of Communication and Fine Arts will change its name to the Department of World Languages and Cultures. This is a change in name only. No curricular or key assessment changes are involved in the Department's academic offerings.

C. Reorganization

- Auburn University at Montgomery, Academic Reorganization. There are no curricular, academic program, or CIP code changes. The change is limited to reorganizing Departments in another fashion and is neutral monetarily. No new departments or units of instruction will be created and no additional resources are needed for the reorganization; additionally, the number of Colleges will remain the same (5).
- Auburn University, University College, Administrative Realignment. The University College has been nested into the College of Liberal Arts. There are no changes to academic programs or plans of study. Those programs that are housed within the University College, however (i.e.: Interdisciplinary Studies, Professional Flight, Aviation Management) will be relocated to Liberal Arts.

D. Dissolution

- University of North Alabama, Dissolution of the Entertainment Industry Center

INFORMATION ITEM 11: Extensions/Alterations to Existing Programs of Instruction

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

Staff Recommendation: For information only.

Background: The Code of Alabama, 1975, Section 16-5-8 (c) states,

“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 any 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. No state funds shall be expended by any public institution on any new unit or program of instruction which has not been approved by the commission.... The term "new unit of instruction,".... does not include reasonable extensions or alterations of existing curricula, or programs which have a direct relationship to existing programs. The commission may, under its rulemaking power, define the character of the reasonable extensions and alterations.”

As directed in the Code of Alabama Section cited above, the Alabama Commission on Higher Education has defined what is considered as “reasonable.” See Alabama Administrative Code (Commission on Higher Education), r. 300-2-1-.06”.

The staff has reviewed the items listed in Attachment 1 and has determined that they are reasonable extensions/alterations of existing programs.

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

Supporting Documentation:

1. Attachment 1: Proposed Extensions and Alterations to Existing Programs.
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. “Guidelines for Approval of Certificate Programs in Existing Associate Applied Science (AAS) and Associate in Applied Technology (AAT) Programs.” Available upon request.
4. Written unpublished documentation provided by the institutions. Available upon request.

**Attachment 1**

Proposed Extensions and Alterations to Existing Programs of Instruction  
June 8, 2018

**Alabama A&M University, BSME in Mechanical Engineering**

**(1) Alabama A&M University, Addition of a concentration in Nuclear Systems to the existing BSME in Mechanical Engineering (CIP 14.1901)**

AAMU has a BSME in Mechanical Engineering (CIP 14.1901). AAMU has proposed the addition of a concentration in Nuclear Systems to the existing program. The program with the concentration will require a total of 130 semester hours. The concentration will consist of 22 semester hours. **Budgetary Impact: None.**

**(2) Alabama A&M University, Addition of a concentration in General Mechanical Engineering to the existing BSME in Mechanical Engineering (CIP 14.1901)**

AAMU has a BSME in Mechanical Engineering (CIP 14.1901). AAMU has proposed the addition of a concentration in General Mechanical Engineering to the existing program. The program with the concentration will require a total of 130 semester hours. The concentration will consist of 22 semester hours. **Budgetary Impact: None.**

**Alabama A&M University, Other**

**(3) Alabama A&M University, Addition of a concentration in Environmental Management to the existing BS in Environmental Science (CIP 01.9999)**

AAMU has a BS in Environmental Science (CIP 01.9999). AAMU has proposed the addition of a concentration in Environmental Management to the existing program. The program with the concentration will require a total of 121 semester hours. The concentration will consist of 21 semester hours. **Budgetary Impact: None.**

**University of Alabama, BS in Anthropology**

**(4) University of Alabama, Addition of an extension in Archeology of the Americas to the existing BA in Anthropology (CIP 45.0201)**

UA has a BA in Anthropology (CIP 45.0201). UA has proposed the addition of an extension in Archeology of the Americas to the existing program. The program with the extension will require a total of 120 semester hours. The extension will consist of 9 semester hours. **Budgetary Impact: None.**

**(5) University of Alabama, Addition of an extension in Health Professions to the existing BA in Anthropology (CIP 45.0201)**

UA has a BA in Anthropology (CIP 45.0201). UA has proposed the addition of an extension in Health Professions to the existing program. The program with the extension will require a total of 120 semester hours. The extension will consist of 9 semester hours. **Budgetary Impact: None.**

**University of Alabama, BSHES in Consumer Sciences**

**(6) University of Alabama, Addition of an extension in Consumer Affairs to the existing BSHES in Consumer Sciences (CIP 19.0401)**

UA has a BSHES in Consumer Sciences (CIP 19.0401). UA has proposed the addition of an extension in Consumer Affairs to the existing program. The program with the extension will require a total of 120 semester hours. The extension will consist of 27 semester hours. **Budgetary Impact: None.**

**(7) University of Alabama, Addition of an extension in Family Financial Planning and Counseling to the existing BSHES in Consumer Sciences (CIP 19.0401)**

UA has a BSHES in Consumer Sciences (CIP 19.0401). UA has proposed the addition of an extension in Family Financial Planning and Counseling to the existing program. The program with the extension will require a total of 120 semester hours. The extension will consist of 32 semester hours. **Budgetary Impact: None.**

**University of Alabama, BS/BA in Geography**

**(8) University of Alabama, Addition of an extension in Earth System Science to the existing BS/BA in Geography (CIP 45.0701)**

UA has a BS/BA in Geography (CIP 45.0701). UA has proposed the addition of an extension in Earth System Science to the existing program. The program with the extension will require a total of 120 semester hours. The extension will consist of 12 semester hours. **Budgetary Impact: None.**

**(9) University of Alabama, Addition of an extension in Geographic Information Techniques to the existing BS/BA in Geography (CIP 45.0701)**

UA has a BS/BA in Geography (CIP 45.0701). UA has proposed the addition of an extension in Geographic Information Techniques to the existing program. The program with the extension will require a total of 120 semester hours. The extension will consist of 12 semester hours. **Budgetary Impact: None.**

**(10) University of Alabama, Addition of an extension in Regional, Urban, and Environmental Planning to the existing BS/BA in Geography (CIP 45.0701)**

UA has a BS/BA in Geography (CIP 45.0701). UA has proposed the addition of an extension in Regional, Urban, and Environmental Planning to the existing program. The program with the extension will require a total of 120 semester hours. The extension will consist of 12 semester hours. **Budgetary Impact: None.**

**University of Alabama, BS in Hospitality Management**

**(11) University of Alabama, Addition of an extension in Food and Beverage Management to the existing BS in Hospitality Management (CIP 52.0901)**

UA has a BS in Hospitality Management (CIP 52.0901). UA has proposed the addition of an extension in Food and Beverage Management to the existing program. The program with the extension will require a total of 120 semester hours. The extension will consist of 18 semester hours. **Budgetary Impact: None.**

**(12) University of Alabama, Addition of an extension in Hotel/Lodging to the existing BS in Hospitality Management (CIP 52.0901)**

UA has a BS in Hospitality Management (CIP 52.0901). UA has proposed the addition of an extension in Hotel/Lodging to the existing program. The program with the extension will require a total of 120 semester hours. The extension will consist of 15 semester hours. **Budgetary Impact: None.**

**(13) University of Alabama, Addition of an extension in Meetings and Events to the existing BS in Hospitality Management (CIP 52.0901)**

UA has a BS in Hospitality Management (CIP 52.0901). UA has proposed the addition of an extension in Meetings and Events to the existing program. The program with the extension will require a total of 120 semester hours. The extension will consist of 19 semester hours. **Budgetary Impact: None.**

**University of Alabama, BSHES in Human Development and Family Studies**

**(14) University of Alabama, Addition of an extension in Adolescence and Youth Development to the existing BSHES in Human Development and Family Studies (CIP 19.0701)**

UA has a BSHES in Human Development and Family Studies at CIP 19.0701. UA has proposed the addition of an extension in Adolescence and Youth Development to the existing program. The program with the extension will require a total of 120 semester hours. The extension will consist of 26 semester hours. **Budgetary Impact: None.**

**(15) University of Alabama, Addition of an extension in Child Life to the existing BSHES in Human Development and Family Studies (CIP 19.0701)**

UA has a BSHES in Human Development and Family Studies (CIP 19.0701). UA has proposed the addition of an extension in Child Life to the existing program. The program with the extension will require a total of 120 semester hours. The extension will consist of 43 semester hours. **Budgetary Impact: None.**

**(16) University of Alabama, Addition of an extension in Child Development Practitioners to the existing BSHES in Human Development and Family Studies (CIP 19.0701)**

UA has a BSHES in Human Development and Family Studies (CIP 19.0701). UA has proposed the addition of an extension in Child Development Practitioners to the existing program. The program with the extension will require a total of 120 semester hours. The extension will consist of 21 semester hours. **Budgetary Impact: None.**

**(17) University of Alabama, Addition of an extension in Family Life Education Advocacy to the existing BSHES in Human Development and Family Studies (CIP 19.0701)**

UA has a BSHES in Human Development and Family Studies (CIP 19.0701). UA has proposed the addition of an extension in Family Life Education and Advocacy to the existing program. The program with the extension will require a total of 120 semester hours. The extension will consist of 29 semester hours. **Budgetary Impact: None.**



**University of Alabama, LLM in Law**

**(18) University of Alabama, Addition of a concentration in Business Transactions to the existing LLM in Law (CIP 22.0211)**

UA has a LLM in Law (CIP 22.0211). UA has proposed the addition of a concentration in Business Transactions to the existing program. The program with the concentration will require a total of 24 semester hours. The concentration will consist of 13 semester hours. **Budgetary Impact: None.**

**(19) University of Alabama, Addition of an concentration in Taxation to the existing LLM in Law (CIP 22.0211)**

UA has a LLM in Law (CIP 22.0211). UA has proposed the addition of a concentration in Taxation to the existing program. The program with the concentration will require a total of 24 semester hours. The concentration will consist of 10 semester hours. **Budgetary Impact: None.**

**University of Alabama, BS in Mathematics**

**(20) University of Alabama, Addition of an extension in Applied Mathematics to the existing BS in Mathematics (CIP 27.0101)**

UA has a BS in Mathematics (CIP 27.0101). UA has proposed the addition of an extension in Applied Mathematics to the existing program. The program with the extension will require a total of 120 semester hours. The extension will consist of 12 semester hours. **Budgetary Impact: None.**

**(21) University of Alabama, Addition of an extension in Mathematics Education to the existing BS in Mathematics (CIP 27.0101)**

UA has a BS in Mathematics (CIP 27.0101). UA has proposed the addition of an extension in Mathematics Education to the existing program. The program with the extension will require a total of 120 semester hours. The extension will consist of 13 semester hours. **Budgetary Impact: None.**

**(22) University of Alabama, Addition of an extension in Pure Mathematics to the existing BS in Mathematics (CIP 27.0101)**

UA has a BS in Mathematics (CIP 27.0101). UA has proposed the addition of an extension in Pure Mathematics to the existing program. The program with the extension will require a total of 120 semester hours. The extension will consist of 12 semester hours. **Budgetary Impact: None.**

**(23) University of Alabama, Addition of an extension in Statistics and Optimization to the existing BS in Mathematics (CIP 27.0101)**

UA has a BS in Mathematics (CIP 27.0101). UA has proposed the addition of an extension in Statistics and Optimization to the existing program. The program with the extension will require a total of 120 semester hours. The extension will consist of 12 semester hours. **Budgetary Impact: None.**

**University of Alabama, BM and BA in Music**

**(24) University of Alabama, Addition of an extension in Jazz Studies to the existing BM in Music (CIP 50.0901)**

UA has a BM in Music (CIP 50.0901). UA has proposed the addition of an extension in Jazz Studies to the existing program. The program with the extension will require a total of 145 semester hours. The extension will consist of 37 semester hours. **Budgetary Impact: None.**

**(25) University of Alabama, Addition of an extension in Organ to the existing BM in Music (CIP 50.0901)**

UA has a BM in Music (CIP 50.0901). UA has proposed the addition of an extension in Organ to the existing program. The program with the extension will require a total of 144 semester hours. The extension will consist of 29 semester hours. **Budgetary Impact: None.**

**(26) University of Alabama, Addition of an extension in Piano to the existing BM in Music (CIP 50.0901)**

UA has a BM in Music (CIP 50.0901). UA has proposed the addition of an extension in Piano to the existing program. The program with the extension will require a total of 138 semester hours. The extension will consist of 23 semester hours. **Budgetary Impact: None.**

**(27) University of Alabama, Addition of an extension in Voice to the existing BM in Music (CIP 50.0901)**

UA has a BM in Music (CIP 50.0901). UA has proposed the addition of an extension in Voice to the existing program. The program with the extension will require a total of 152 semester hours. The extension will consist of 37 semester hours. **Budgetary Impact: None.**

**(28) University of Alabama, Addition of an extension in Woodwind, Brass, and Percussion to the existing BM in Music (CIP 50.0901)**

UA has a BM in Music (CIP 50.0901). UA has proposed the addition of an extension in Woodwind, Brass, and Percussion to the existing program. The program with the extension will require a total of 136 semester hours. The extension will consist of 21 semester hours. **Budgetary Impact: None.**

**(29) University of Alabama, Addition of an extension in Strings to the existing BM in Music (CIP 50.0901)**

UA has a BM in Music (CIP 50.0901). UA has proposed the addition of an extension in Strings to the existing program. The program with the extension will require a total of 136 semester hours. The extension will consist of 21 semester hours. **Budgetary Impact: None.**

**(30) University of Alabama, Addition of an extension in Arts Administration to the existing BA in Music (CIP 50.0901)**

UA has a BA in Music (CIP 50.0901). UA has proposed the addition of an extension in Arts Administration to the existing program. The program with the extension will require a total of 125-128 semester hours. The extension will consist of 9-12 semester hours. **Budgetary Impact: None.**

**University of Alabama, BA in Philosophy**

**(31) University of Alabama, Addition of an extension in Mind-Brain to the existing BA in Philosophy (CIP 38.0101)**

UA has a BA in Philosophy (CIP 38.0101). UA has proposed the addition of an extension in Mind-Brain to the existing program. The program with the extension will require a total of 120 semester hours. The extension will consist of 15 semester hours. **Budgetary Impact: None.**

**(32) University of Alabama, Addition of an extension in Philosophy and Medicine to the existing BA in Philosophy (CIP 38.0101)**

UA has a BA in Philosophy (CIP 38.0101). UA has proposed the addition of an extension in Philosophy and Medicine to the existing program. The program with the extension will require a total of 120 semester hours. The extension will consist of 9 semester hours. **Budgetary Impact: None.**

**(33) University of Alabama, Addition of an extension in Jurisprudence to the existing BA in Philosophy (CIP 38.0101)**

UA has a BA in Philosophy (CIP 38.0101). UA has proposed the addition of an extension in Jurisprudence to the existing program. The program with the extension will require a total of 120 semester hours. The extension will consist of 18 semester hours. **Budgetary Impact: None.**

**University of Alabama, BS in Physics**

**(34) University of Alabama, Addition of an extension in Biophysics to the existing BS in Physics (CIP 40.0801)**

UA has a BS in Physics (CIP 40.0801). UA has proposed the addition of an extension in Biophysics to the existing program. The program with the extension will require a total of 122 semester hours. The extension will consist of 22 semester hours. **Budgetary Impact: None.**

**(35) University of Alabama, Addition of an extension in Graduate School Prep to the existing BS in Physics (CIP 40.0801)**

UA has a BS in Physics (CIP 40.0801). UA has proposed the addition of an extension in Graduate School Prep to the existing program. The program with the extension will require a total of 120 semester hours. The extension will consist of 12 semester hours. **Budgetary Impact: None.**

**(36) University of Alabama, Addition of an extension in Physics Education to the existing BS in Physics (CIP 40.0801)**

UA has a BS in Physics (CIP 40.0801). UA has proposed the addition of an extension in Physics Education to the existing program. The program with the extension will require a total of 120 semester hours. The extension will consist of 12 semester hours. **Budgetary Impact: None.**

**(37) University of Alabama, Addition of an extension in Astrophysics to the existing BS in Physics (CIP 40.0801)**

UA has a BS in Physics (CIP 40.0801). UA has proposed the addition of an extension in Astrophysics to the existing program. The program with the extension will require a total of 120 semester hours. The extension will consist of 17 semester hours. **Budgetary Impact: None.**

**University of Alabama, MSW in Social Work**

**(38) University of Alabama, Addition of an extension in Adults and Their Families to the existing MSW in Social Work (CIP 44.0701)**

UA has a MSW in Social Work (CIP 44.0701). UA has proposed the addition of an extension in Adults and Their Families to the existing program. The program with the extension will require a total of 30 semester hours. The extension will consist of 6 semester hours. **Budgetary Impact: None.**

**(39) University of Alabama, Addition of an extension in Children, Adolescence and Their Families to the existing MSW in Social Work (CIP 44.0701)**

UA has a MSW in Social Work (CIP 44.0701). UA has proposed the addition of an extension in Children, Adolescence and Their Families to the existing program. The program with the extension will require a total of 30 semester hours. The extension will consist of 6 semester hours. **Budgetary Impact: None.**

**University of Alabama, BFA in Studio Art**

**(40) University of Alabama, Addition of extensions in Primary Ceramics and Secondary Ceramics to the existing BFA in Studio Art (CIP 50.0702)**

UA has a BFA in Studio Art (CIP 50.0702). UA has proposed the addition of extensions in Primary Ceramics and Secondary Ceramics to the existing program. The program with the extensions will require a total of 134 semester hours. The Primary Ceramics extension will consist of 27 semester hours. The Secondary Ceramics extension will consist of 12 semester hours. Students who major in Studio Art (BFA) at The University of Alabama must declare an area of study in one of seven media: Ceramics, Digital Media, Drawing, Painting, Photography, Printmaking, or Sculpture. This is the student's Primary Concentration. Studio Art (BFA) majors must also declare a Secondary Concentration, which focuses on a medium outside of the Primary Concentration. **Budgetary Impact: None.**

**(41) University of Alabama, Addition of extensions in Primary Digital Media and Secondary Digital Media to the existing BFA in Studio Art (CIP 50.0702)**

UA has a BFA in Studio Art (CIP 50.0702). UA has proposed the addition of extensions in Primary Digital Media and Secondary Digital Media Primary to the existing program. The program with the extensions will require a total of 134 semester hours. The Primary Digital Media extension will consist of 27 semester hours. The Secondary Digital Media extension will consist of 12 semester hours. Students who major in Studio Art (BFA) at The University of Alabama must declare an area of study in one of seven media: Ceramics, Digital Media, Drawing, Painting, Photography, Printmaking, or Sculpture. This is the student's Primary Concentration. Studio Art (BFA) majors must also declare a Secondary Concentration, which focuses on a medium outside of the Primary Concentration. **Budgetary Impact: None.**

**(42) University of Alabama, Addition of extensions in Primary Painting and Secondary Painting to the existing BFA in Studio Art (CIP 50.0702)**

UA has a BFA in Studio Art (CIP 50.0702). UA has proposed the addition of extensions in Primary Painting and Secondary Painting to the existing program. The program with the extensions will require a total of 134 semester hours. The Primary Painting extension consists of 27 hours. The Secondary Painting extension will consist of 12 semester hours. Students who major in Studio Art (BFA) at The University of Alabama must declare an area of study in one of seven media: Ceramics, Digital Media, Drawing, Painting, Photography, Printmaking, or Sculpture. This is the student's Primary Concentration. Studio Art (BFA) majors must also declare a Secondary Concentration, which focuses on a medium outside of the Primary Concentration. **Budgetary Impact: None.**

**(43) University of Alabama, Addition of extensions in Primary Photography and Secondary Photography to the existing BFA in Studio Art (CIP 50.0702)**

UA has a BFA in Studio Art (CIP 50.0702). UA has proposed the addition of extensions in Primary Photography and Secondary Photography to the existing program. The program with the extensions will require a total of 134 semester hours. The Primary Photography extension will consist of 27 semester hours. The Secondary Photography extension will consist of 12 semester hours. Students who major in Studio Art (BFA) at The University of Alabama must declare an area of study in one of seven media: Ceramics, Digital Media, Drawing, Painting, Photography, Printmaking, or Sculpture. This is the student's Primary Concentration. Studio Art (BFA) majors must also declare a Secondary Concentration, which focuses on a medium outside of the Primary Concentration.  
**Budgetary Impact: None.**

**(44) University of Alabama, Addition of extensions in Primary Printmaking and Secondary Printmaking to the existing BFA in Studio Art (CIP 50.0702)**

UA has a BFA in Studio Art (CIP 50.0702). UA has proposed the addition of extensions in Primary Printmaking and Secondary Printmaking to the existing program. The program with the extensions will require a total of 134 semester hours. The Primary Printmaking extension will consist of 27 semester hours. The Secondary Printmaking extension will consist of 12 semester hours. Students who major in Studio Art (BFA) at The University of Alabama must declare an area of study in one of seven media: Ceramics, Digital Media, Drawing, Painting, Photography, Printmaking, or Sculpture. This is the student's Primary Concentration. Studio Art (BFA) majors must also declare a Secondary Concentration, which focuses on a medium outside of the Primary Concentration.  
**Budgetary Impact: None.**

**(45) University of Alabama, Addition of extensions in Primary Sculpture and Secondary Sculpture to the existing BFA in Studio Art (CIP 50.0702)**

UA has a BFA in Studio Art (CIP 50.0702). UA has proposed the addition of extensions in Primary Sculpture and Secondary Sculpture to the existing program. The program with the extensions will require a total of 134 semester hours. The Primary Sculpture extension will consist of 27 semester hours. The Secondary Sculpture extension will consist of 12 semester hours. Students who major in Studio Art (BFA) at The University of Alabama must declare an area of study in one of seven media: Ceramics, Digital Media, Drawing, Painting, Photography, Printmaking, or Sculpture. This is the student's Primary Concentration. Studio Art (BFA) majors must also declare a Secondary Concentration, which focuses on a medium outside of the Primary Concentration.  
**Budgetary Impact: None.**

**University of Alabama, Other**

**(46) University of Alabama, Addition of an extension in Software Engineering to the existing BSCS in Computer Science (CIP 11.0101)**

UA has a BSCS in Computer Science (CIP 11.0101). UA has proposed the addition of an extension in Software Engineering to the existing program. The program with the extension will require a total of 120 semester hours. The extension will consist of 12 semester hours. **Budgetary Impact: None.**

**(47) University of Alabama, Addition of an extension in Computer Engineering (Option 2) to the existing BSEE in Electrical Engineering (CIP 14.1001)**

UA has a BSEE in Electrical Engineering (CIP 14.1001). UA has proposed the addition of an extension in Computer Engineering (Option 2) to the existing program. The program with the extension will require a total of 123 semester hours. The extension will consist of 22 semester hours.  
**Budgetary Impact: None.**

**(48) University of Alabama, Addition of an extension in Musical Theatre to the existing BA in Theatre (CIP 50.0501)**

UA has a BA in Theatre (CIP 50.0501). UA has proposed the addition of an extension in Musical Theatre to the existing program. The program with the extension will require a total of 120 semester hours. The extension will consist of 24 semester hours. **Budgetary Impact: None.**

**(49) University of Alabama, Addition of an extension in Nutrition Sciences to the existing BSHES in Food and Nutrition (CIP 19.0504)**

UA has a BSHES in Food and Nutrition (CIP 19.0504). UA has proposed the addition of an extension in Nutrition Sciences to the existing program. The program with the extension will require a total of 120 semester hours. The extension will consist of 12 semester hours. **Budgetary Impact: None.**

**(50) University of Alabama, Addition of an extension in Biochemistry to the existing BS Chem in Chemistry (CIP 40.0501)**

UA has a BS Chem in Chemistry (CIP 40.0501). UA has proposed the addition of an extension in Biochemistry to the existing program. The program with the extension will require a total of 120 semester hours. The extension will consist of 9 semester hours. **Budgetary Impact: None.**

**University of Alabama at Birmingham, MPH and DrPH in Public Health**

**(51) University of Alabama at Birmingham, Addition of a concentration in Population Health to the existing MPH in Public Health (CIP 51.2201)**

UAB has a MPH in Public Health (CIP 51.2201). UAB has proposed the addition of a concentration in Population Health to the existing program. The program with the concentration will require a total of 42-43 semester hours. The concentration will consist of 19-20 semester hours. **Budgetary Impact: None.**

**(52) University of Alabama at Birmingham, Addition of a concentration in Biostatistics to the existing DrPH in Public Health (CIP 51.2201)**

UAB has a DrPH in Public Health (CIP 51.2201). UAB has proposed the addition of a concentration in Biostatistics to the existing program. The program with the concentration will require a total of 53-65 semester hours with an MPH or higher degree. The program with the concentration will require a total of 53-65 semester hours with an MPH or higher degree. For candidates with an undergraduate degree, the program with the concentration will require a total of 71-74 semester hours. The concentration will consist of 15 semester hours. **Budgetary Impact: None.**

**University of Alabama at Birmingham, Other**

**(53) University of Alabama at Birmingham, Addition of a Non-certification concentration to the existing Educational Specialist – Teachers of English as a Second/Foreign Language (TESOL) (CIP 13.1401)**

UAB has an EdS (CIP 13.1401) English as a Second/Foreign Language approved by the by the Alabama State Board of Education (SBE). UAB has proposed the addition of a non-certification concentration to the existing program. The program with the concentration will require a total of 30 semester hours. The concentration consists of 12 semester hours. **Budgetary Impact: None.**

**University of Alabama in Huntsville**

**(54) University of Alabama in Huntsville, Addition of a concentration in Optics and Photonics to the existing BSEE in Electrical, Electronics and Communications Engineering (CIP 14.1001)**

UAH has a BSEE in Electrical, Electronics, and Communications Engineering (CIP 14.1001). UAH has proposed the addition of a concentration in Optics and Photonics to the existing program. The program with the concentration will require a total of 129 semester hours. The concentration will consist of 15 semester hours. **Budgetary Impact: None.**

**(55) University of Alabama in Huntsville, Addition of a concentration in Special Education – Visual Impairments to the existing MEd in Differential Instruction (CIP 13.1206)**

UAH has a MEd in Differential Instruction (CIP 13.1206). UAH has proposed the addition of a concentration in Special Education – Visual Impairments to the existing program. The program with the concentration will require a total of 33 semester hours. The concentration will consist of 18 semester hours. **Budgetary Impact: None.**

**University of South Alabama, BS in Mechanical Engineering**

**(56) University of South Alabama, Addition of a track in Aerospace Engineering to the existing BS in Mechanical Engineering (CIP 14.1901)**

USA has a BS in Mechanical Engineering (CIP 14.1901). USA has proposed the addition of a track in Aerospace Engineering to the existing program. The program with the track will require a total of 126 semester hours. The track will consist of 9 semester hours. **Budgetary Impact: None.**

**(57) University of South Alabama, Addition of a track in Biomedical Engineering to the existing BS in Mechanical Engineering (CIP 14.1901)**

USA has a BS in Mechanical Engineering (CIP 14.1901). USA has proposed the addition of a track in Biomedical Engineering to the existing program. The program with the track will require a total of 129 semester hours. The track will consist of 15 semester hours. **Budgetary Impact: None.**

**University of South Alabama, Other**

**(58) University of South Alabama, Addition of a track in Education in the Health Professions existing MS in Instructional Design and Development (CIP 13.9999)**

USA has a MS in Instructional Design and Development (CIP 13.9999). USA has proposed the addition of a track in Education in the Health Professions (EHP) to the existing program. The program with the track will require a total of 30 semester hours. The track will consist of 12 semester hours. **Budgetary Impact: None.**

**Bishop State Community College**

**(59) Bishop State Community College, Addition of a Primary/Secondary Specialty Area Combination to the Existing Associate in Occupational Technologies Program (CIP 30.9999)**

On August 7, 1998, the Commission approved the implementation of the Associate in Occupational Technologies (AOT) (CIP 30.9999) for state community, junior, and technical colleges. The AOT degree was developed by the Alabama Community College System and approved by the Commission for students seeking the opportunity to become multi-skilled technicians. The Primary

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Technical Specialty requires a minimum of 28 semester hours in a single content area, while the Secondary Technical Specialty requires a minimum of 12 semester hours in an additional single content area that is closely related to the Primary Specialty. The general education requirement for the AOT is 18-24 semester hours. A total of 60-76 semester hours is required for the degree, depending on the specialty areas involved. Bishop State Community College will offer the AOT in the following primary and secondary technical specialty combinations: Primary Specialty Area: Welding Technology. Secondary Specialty Area: Shipfitting. **Budgetary Impact: None.**



# INSTITUTIONS OF HIGHER EDUCATION

