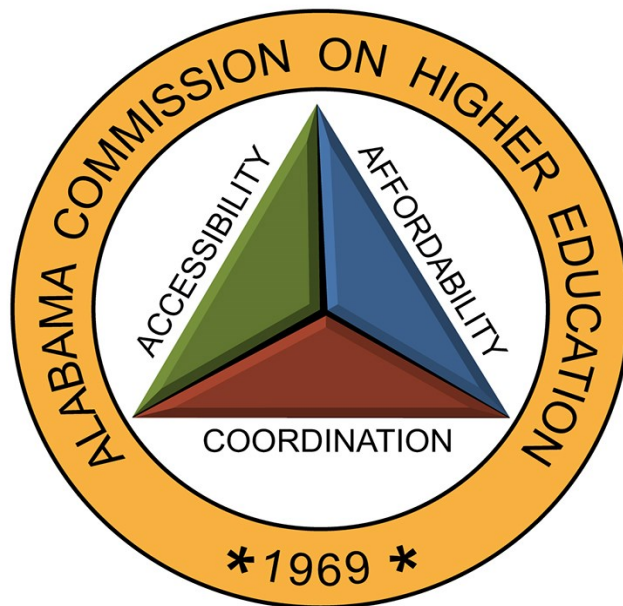


COMMISSION MEETING

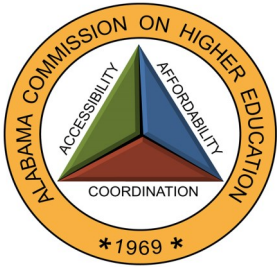
Public Service Commission Hearing Room
RSA Union Building, 9th Floor
100 North Union Street
Montgomery, Alabama 36104

September 14, 2018

10:00 a.m.



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.edu



AGENDA

ALABAMA COMMISSION ON HIGHER EDUCATION

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

September 14, 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 June 8, 2018	1
V.	Chairman’s Report <i>Commissioner Charles Ball</i>	
VI.	Election of Officers <i>Nominating Committee Report</i>	
VII.	Executive Director’s Report <i>Dr. Jim Purcell</i>	
VIII.	Tour of Commission’s New Website <i>Staff Presenter: Mrs. Shelia McFarland</i>	
IX.	Discussion Items	
	A. Trends in College Tuition Pricing, 2009-10 through 2018-19	7
	<i>Staff Presenter: Ms. Subrena Simpkins</i>	
	B. Survey of Institutional Preparedness for a Variety of Hazards	8
	<i>Staff Presenter: Mr. Ron Leonard</i>	
X.	Decision Items	
	A. Fiscal Year 2018-19 Operations Plan	9
	<i>Staff Presenter: Ms. Veronica Harris</i>	
	B. Approval of 2019 Meeting Schedule	11
	<i>Staff Presenter: Mr. Tim Vick</i>	
	C. Final Approval of Amendments to the Administrative Procedures for Chapter 300-1-1: Organization of the Alabama Commission on Higher Education	12
	<i>Staff Presenter: Mr. Tim Vick</i>	
	D. Final Approval to Repeal the Administrative Procedures for the State of Alabama Chiropractic Scholarship Program for Chapter 300-4-6	25
	<i>Staff Presenter: Mr. Tim Vick</i>	
	E. Final Approval of Administrative Procedures for the Alabama Math and Science Teacher Education Program – Loan Repayment Program for Chapter 300-4-12	41
	<i>Staff Presenter: Mr. Tim Vick</i>	



F. Final Approval of Amendments to the Administrative Procedures for Fiscal and Information Systems for Chapter 300-2-3 48
Staff Presenter: Mr. Tim Vick

G. Final Approval of Amendments to the Administrative Procedures for Education Assistance Programs (Academic Common Market and SREB Contract Programs) for Chapter 300-2-4 66
Staff Presenter: Mr. Tim Vick

H. Preliminary Approval of Amendments to the Administrative Procedures for Chapter 300-2-1.02: Review and Approval Or Disapproval of Proposed Postsecondary Course Offerings in Alabama by Non-Alabama Institutions Seeking State Authorization 76
Staff Presenter: Mr. Tim Vick

I. Preliminary Approval of a New Rule to the Administrative Procedures for Chapter 300-2-1-.10: Distance Education Policy 83
Staff Presenter: Mr. Tim Vick

J. Approval of List of School Systems with Critical Teaching Shortages in Math and/or Science for use in the AMSTEP Loan Repayment Program 85
Staff Presenter: Mr. Tim Vick

K. Academic Programs

ALABAMA COMMUNITY COLLEGE SYSTEM (ACCS)

ENTERPRISE STATE COMMUNITY COLLEGE

1. Associate in Applied Science and Certificate in Industrial Maintenance Technology (CIP 47.0303) 86
Staff Presenter: Ms. Margaret Pearson

FOUR-YEAR INSTITUTIONS

UNIVERSITY OF ALABAMA (UA)

1. Bachelor of Science in Musical Audio Engineering (CIP 14.1099) 92
Staff Presenter: Ms. Margaret Pearson

2. Bachelor of Science in Computer Engineering in Computer Engineering (CIP 14.0901) 100
Staff Presenter: Ms. Margaret Pearson

3. Bachelor of Science in Educational Neuroscience (CIP 13.0607) 109
Staff Presenter: Ms. Margaret Pearson

4. Master of Science in Business Analytics (CIP 52.1302) 121
Staff Presenter: Ms. Margaret Pearson

5. Master of Arts in Biological Sciences (CIP 26.0101) 133
Staff Presenter: Ms. Margaret Pearson

6. Doctor of Social Work in Social Work (CIP 44.0701) 148
Staff Presenter: Ms. Margaret Pearson

UNIVERSITY OF ALABAMA IN HUNTSVILLE (UAH)

- 1. Master of Arts in Teaching - P-12 Education (CIP 13.1206) 161
Staff Presenter: Ms. Margaret Pearson

UNIVERSITY OF WEST ALABAMA (UWA)

- 1. Bachelor of Science in Health and Physical Education (CIP 13.999) 172
Staff Presenter: Ms. Margaret Pearson

UNIVERSITY OF NORTH ALABAMA (UNA)

- 1. Bachelor of Science in Applied Health Science (CIP 51.0799) 182
Staff Presenter: Ms. Margaret Pearson

L. Extensions/Alterations of Existing Doctoral Programs

- 1. University of Alabama, Alteration of the PhD in Communication and Information Sciences (CIP 09.0102) 190
Staff Presenter: Ms. Margaret Pearson
- 2. University of Alabama at Birmingham, Alteration of the DSc in Administration-Health Services (CIP 51.0701) 191
Staff Presenter: Ms. Margaret Pearson

M. Request to Amend Post-Implementation Conditions

- 1. Auburn University, Bachelor of Music (CIP 50.0901) 192
Staff Presenter: Ms. Margaret Pearson
- 2. University of Alabama in Huntsville, Bachelor of Science in Economics and Computational Analysis (CIP 52.0601) 195
Staff Presenter: Ms. Margaret Pearson

N. Public Drawing to Determine the Order of Payment of Alabama Student Grant Program (ASGP) Funds for the 2018-2019 Academic Year 198

Staff Presenter: Ms. Cheryl Newton

O. Information Items

- 1. Implementation of Approved Programs 199
Staff Presenter: Ms. Margaret Pearson
 - 2. Implementation of Distance Education Programs 202
Staff Presenter: Ms. Margaret Pearson
 - 3. Summary of Post Implementation Reports 203
Staff Presenter: Ms. Margaret Pearson
 - 4. Implementation of New Short Term Certificate Programs (Less than 30 Semester Hours) 209
Staff Presenter: Ms. Margaret Pearson
 - 5. Changes to the Academic Program Inventory 211
Staff Presenter: Ms. Margaret Pearson
-

6. Implementation of Non-Degree Programs at Senior Institutions 213
Staff Presenter: Ms. Margaret Pearson

7. Change in the Name and Establishment of Centers and Departments 215
Staff Presenter: Ms. Margaret Pearson

8. University of South Alabama, Addition of Music Certifications to the Existing
Master of Music (CIP 50.0901) 217
Staff Presenter: Ms. Margaret Pearson

9. Extensions/Alterations to Existing Programs of Instruction..... 218
Staff Presenter: Ms. Margaret Pearson

10. Distribution of 2018-2019 Alabama Student Assistance Program (ASAP) Funds..... 226
Staff Presenter: Ms. Cheryl Newton

XI. Adjournment

The Work Session will immediately follow the Commission Meeting in the Public Service Commission Hearing Room.

Work Session Agenda

Guest Presenter: Education Commission of the States

**Longitudinal Data System
Financial Aid**

Lunch provided for Commissioners in the Commissioners Conference Room, 7th floor, Suite 779



ALABAMA COMMISSION ON HIGHER EDUCATION

MINUTES OF MEETING

June 8, 2018

I. Call to Order

The Alabama Commission on Higher Education met in regular session on Friday, June 8, 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 institutional representatives and guests and followed with a prayer and lead the audience in the Pledge of Allegiance.

II. Roll Call of Members and Determination of Quorum

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

III. Approval of Agenda

RESOLVED: Commissioner Price moved to approve the agenda. Commissioner McKinney seconded. The agenda was approved.

IV. Consideration of Minutes of March 8, 2018.

RESOLVED: Commissioner Crow moved for approval of the March 8, 2017 minutes. Commissioner Gyan seconded. Motion carried. The minutes were approved.

V. Chairman's Report

Commissioner Ball announced the appointment of the Nominating Committee for election of officers. Committee members are Commissioners Calametti-Chair, Price, and Buntin. The committee will report at the September meeting of the Commission.

Commissioner Ball then presented Commissioner Randy McKinney with a plaque in recognition of his service to the Commission. Commissioner McKinney thanked the Commission for the opportunity to serve and offered his assistance to the Commission when called upon.

VI. Executive Director's Report

Dr. Purcell thanked Commissioner McKinney for his service to the Commission. He also announced that Commissioner Norman Crow was confirmed by the Senate.

He reported on the following activities:

- Programs funded during the legislative session
- Complete College Alabama Kickoff event
- AKeep (Alabama Korea Education & Economic Partnership)
- Update on FAFSA Completion Project
- AIR Summer Melt Project
- Update on Open Education Resources Project
- Alabama Tuition Rates

A copy of the power point presentation can be found on the ACHE website at www.ache.alabama.gov.

VIII. Decision Items

Mr. Tim Vick presented the following amendments to the ACHE Administrative Procedures for preliminary approval:

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

RESOLVED: Commissioner Price moved to accept the staff recommendation for approval related to Chapter 300-1-1: Organization of the Alabama Commission on Higher Education. Commissioner Calametti seconded. Motion carried.

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

RESOLVED: Commissioner Buntin moved to accept the staff recommendation to repeal the Alabama Chiropractic Scholarship Program, Chapter 300-4-6: Commissioner Price seconded. Motion carried.

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

RESOLVED: Commissioner Calametti moved to accept the staff recommendation for approval related to Chapter 300-4-12: Alabama Math and Science Teacher Education Program – Loan Repayment Program. Price seconded. Motion carried.

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

RESOLVED: Commissioner Frost moved to accept the staff recommendation for approval related to Chapter 300-2-3: Fiscal and Information Systems. McGriff seconded. Motion carried.

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

RESOLVED: Commissioner Frost moved to accept the staff recommendation for approval related to Chapter 300-2-4: Education Assistance Programs (Academic Common Market and SREB Contract Programs). Price seconded. Motion carried.

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)

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

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

TRENHOLM STATE COMMUNITY COLLEGE

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

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 McGriff seconded. Motion carried.

FOUR-YEAR INSTITUTIONS

AUBURN UNIVERSITY

1. Alteration of the PhD in Applied Economics (CIP 52.0601)

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 McGriff seconded. Motion carried.

2. Alteration of the PhD in Public Administration and Public Policy (CIP 44.0401)

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 Price seconded. Motion carried.

TROY UNIVERSITY

1. Bachelor of Science in Health Promotion (CIP 51.0001)

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

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

2. Bachelor of Arts/Bachelor of Science in Cyber Security (CIP 11.0101)

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.

UNIVERSITY OF ALABAMA (UA)

1. Master of Fine Arts in Dance (CIP 50.0301)

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

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

2. Master of Science in Human Development and Family Studies (CIP 19.0701)

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

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

3. Alteration of the PhD in Educational Administration (CIP 13.0401)

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 Crow seconded. Motion carried.

4. University of Alabama and University of Alabama in Huntsville Joint Doctor of Philosophy in Nursing Science (CIP 51.3808)

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

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

UNIVERSITY OF ALABAMA AT BIRMINGHAM (UAB)

1. Master of Science in Engineering Management (CIP 14.9999)

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 McGriff seconded. Motion carried.

2. Alteration of the Joint EdD in Educational Administration at UA and UAB (CIP 13.0401)

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.

UNIVERSITY OF NORTH ALABAMA (UNA)

1. Master of Accountancy in Accountancy (CIP 52.0301)

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

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

UNIVERSITY OF SOUTH ALABAMA (USA)

1. Master of Science in Physical Therapy (CIP 51.2308)

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 Calametti seconded. Motion carried.

UNIVERSITY OF WEST ALABAMA (UWA)

1. Bachelor of Arts in Music (CIP 50.0901)

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 Price seconded. Motion carried.

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

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 Price seconded. Motion carried.

H. Information Items

RESOLVED: Commissioner Gyan moved that the Commission accept Information Items 1 through 11 for approval. Commissioner Price seconded. Motion carried.

1. University of North Alabama, Implementation of a Dual Degree Program: MBA in Business Administration and MS in Family Studies
2. University of South Alabama, Addition of Class B Certification in Health (6-12) and Physical Education (P-12) (CIP 13.1314)
3. University of Alabama at Birmingham, Addition of EdS Certification in Teaching English to Speakers of Other Languages (CIP 13.1401)
4. University of Alabama, Implementation of a Dual Degree Program: Master of Business Administration and Master of Science in Aerospace Engineering and Mechanics
5. Implementation of Approved Programs
6. Summary of Post Implementation Reports
7. Implementation of New Short Certificate Programs (Less than 30 Semester Hours)
8. Changes to the Academic Program Inventory
9. Implementation of Non-Degree Programs at Senior Institutions
10. Change in the Name and Establishment of Centers and Departments
11. Extensions/Alterations to Existing Programs of Instruction

VIII. Adjournment

The meeting was adjourned at 11:20 a.m. The next meeting of the Commission is scheduled for September 14, 2018.

Charles Ball, Chairman

Sworn to and subscribed before
me this the ____ day of _____
2018.

Jim Purcell, Executive Director

Notary Public

DISCUSSION ITEM A

Trends in College Tuition Pricing,
2009-10 thru 2018-19

Staff Presenter:

Mrs. Subrena Simpkins
Director of Research Services

Staff Recommendation:

For discussion only

Background:

This PowerPoint presentation details the changes over time in undergraduate and graduate annual tuition and required fees at Alabama public institutions. These college pricing trends are disaggregated by sector, by institution, and by award level for both resident and non-resident students.

Tuition amounts are annualized using an undergraduate load of 30 hours and a graduate load of 24 hours, or a per term amount furnished by the institution.

Supporting Documentation:

Sources: Alabama Commission on Higher Education Annual Tuition and Fee Schedule, the Integrated Postsecondary Education Data System (IPEDS), and The College Board.

DISCUSSION ITEM B: Survey of Institutional Preparedness for a Variety of Hazards

Staff Presenter: Ron Leonard
Director of Special Initiatives

Staff Recommendation: For discussion purposes only.

Background: During the June 8 meeting, Commissioner McGriff asked a question regarding security measures provided on individual campuses. As a result of this inquiry, ACHE's staff, worked with the Alabama Emergency Management Agency (AEMA,) to develop a survey on institutional preparedness for a variety of hazards. The survey was conducted in August, 2018. A summary of the results will be provided during the Commission meeting.

Supporting Documentation: Available upon request.

DECISION ITEM A: Fiscal Year 2018-19 Operations Plan

Staff Presenter: Veronica Harris
Director of Agency Fiscal Services and Accounting

Staff Recommendation: That the Commission approve the proposed Operations Plan for Fiscal Year 2018-19

Background: The purpose of the Operations Plan is to ensure that the objectives of the Legislature's FY 2019 appropriations are satisfied. Each agency is required to submit a plan for each budget unit showing expenditures for each quarter of the fiscal year. This plan, which was due to the Executive Budget Office on July 31, 2018, was submitted in draft form, pending approval of the Commission.

In Fiscal Year 2018-19, the Commission's total budget will be \$32,023,933. This is a \$1,227,239 increase from FY 2017-18 budget of \$30,796,694.

The following programs received the following increases in the FY 2018-19 budget:

Operations and Maintenance	\$ 100,000
Alabama Student Assistance Program	\$1,250,000
Alabama Student Grant Program	\$ 550,000
Alabama Math & Science Teacher Education Program	\$ 400,000
Alabama Agricultural Land Grant Alliance	\$ 75,000
Resource Conservation & Development	\$ 250,000
Alabama Black Belt Treasures	\$ 30,000
Alabama Civil Air Patrol	\$ 25,000
Alabama Trails Foundation	\$ 100,000

All of the other programs were level funded.

As for sources of revenue, in the coming fiscal year, approximately 98.3% of the Commission's funds come from the state's Education Trust Fund, .3% from federal funds and 1.4% from local funds.

In FY 2018-19, approximately 84.8% of the Commission's budget will be directed toward Grants and Benefits. The operations portion of the budget represents approximately 15.2% of the total funds available.

Supporting Documentation: 1. EBO Form 8. Agency Summary. Attached.
2. FY 2018-19 Operations Plan. Entire Document. Available upon request.

STATE OF ALABAMA
 EBO FORM NO. 8
 REVISION NO.:

OPERATIONS PLAN
 FISCAL YEAR 2018-2019

AGENCY NO. 319

DATE: _____ AGENCY NAME: ALABAMA COMMISSION ON HIGHER EDUCATION

APPROPRIATION UNIT NAME: _____ AGENCY SUMMARY _____ APPROPRIATION UNIT NO.: 152, 153,
 172, 189, 151
 ACTIVITY NAME: ALL ACTIVITIES ACTIVITY NO.: ALL

BUDGET ORG. NAME: _____ BUDGET ORG NO.: _____

OBJECTIVE	1ST QUARTER	2ND QUARTER	3RD QUARTER	4TH QUARTER	TOTAL
NUMBER OF EMPLOYEES:	26	30	31	31	XXXXXXXXXX

CODE NO.	EXPENDITURES BY MAJOR OBJECT:	1ST QUARTER	2ND QUARTER	3RD QUARTER	4TH QUARTER	TOTAL
01	PERSONNEL COSTS	939,671	717,955	687,432	574,131	2,919,189
02	EMPLOYEE BENEFITS	260,323	221,747	219,015	198,494	897,579
03	TRAVEL-IN-STATE	8,050	8,425	10,431	8,425	35,331
04	TRAVEL-OUT-OF-STATE	13,000	9,200	10,345	12,000	44,545
05	REPAIRS AND MAINTENANCE	1,700	1,300	1,800	1,300	6,100
06	RENTALS & LEASES	121,850	118,756	127,121	129,662	497,389
07	UTILITIES & COMMUNICATIONS	12,052	6,700	8,000	9,100	35,852
08	PROFESSIONAL SERVICES	40,900	13,090	13,985	45,640	113,615
09	SUPPLIES & OPERATIONS	88,644	32,611	35,500	54,107	210,862
10	TRANSPORTATION EXPENSES	2,500	2,000	4,500	4,600	13,600
11	GRANTS, BENEFITS & CLAIMS	6,782,875	6,778,453	6,790,227	6,806,480	27,158,035
12	CAPITAL OUTLAY					
13	TRANSPORTATION PURCHASES					
14	OTHER EQUIPMENT PURCHASES	5,750	5,303	7,183	73,600	91,836
15	DEBT SERVICE					
16	NON-EXPENDITURE DISB.					
	TOTAL EXPENDITURES	8,277,315	7,915,540	7,915,539	7,915,539	32,023,933

SOURCE OF FUNDS	FUND NO.	FUND NAME	1ST QUARTER	2ND QUARTER	3RD QUARTER	4TH QUARTER	TOTAL
	403	FUNDS BROUGHT FWD(FEDERAL)					107,000
	754	FUNDS BROUGHT FWD (TSPAT)					
	200	ETF	8,061,256	7,806,480	7,806,479	7,806,479	31,480,694
	403	FEDERAL AND LOCAL	109,059	109,060	109,060	109,060	436,239
	458	AGSLP					
	1160	FUNDS BROUGHT FWD(MONITOR)					
	778	SAILS					
	200	COLA SALARY INCREASE					
	1170	AL STUDENT ASSISTANCE KNIGHT					

TOTAL SOURCE OF FUNDS	8,277,315	7,915,540	7,915,539	7,915,539	32,023,933
-----------------------	-----------	-----------	-----------	-----------	------------

EBO USE ONLY
 DATE: _____ APPROVED: _____
 A: _____ DATE: _____

DECISION ITEM B: Approval of 2019 Meeting Schedule

Staff Presenter: Tim Vick
Director of Operations and Fiscal Services

Staff Recommendation: That the Commission approve the proposed meeting schedule for 2019.

Proposed Meeting Schedule for 2019

March 15, 2019
June 7, 2019
September 13, 2019
December 6, 2019

Background: The proposed schedule was developed with the following considerations:

1. The statute requires the Commission to meet at least once every three months.
2. A meeting is necessary in December to adopt the Consolidated Budget Recommendation.
3. The proposed schedule attempts to accommodate state and federal holidays.

Supporting Documentation: None.

DECISION ITEM C: Final 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 give final approval to the proposed amendments related to Chapter 300-1-1 of the administrative procedures entitled, Organization.

Background: Preliminary approval of the proposed amendments to this rule was granted by the Commission on Friday, June 8, 2018. The proposed changes were filed with the Legislative Services Agency on June 12, 2018 and published in *Alabama Administrative Monthly* on June 29, 2018. Interested parties had until August 8, 2018 to comment. No comments were received. Should the Commission grant final approval to these proposed changes, the proposed changes will go into effect 35 days after the changes are certified by the Executive Director, and subsequently filed with the Legislative Services Agency.

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.~~

~~(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 g)~~ 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 h)~~ 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 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.

ALABAMA COMMISSION ON HIGHER EDUCATION
September 14, 2018

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 D: Final Approval to Repeal the Administrative Procedures for the State of Alabama Chiropractic Scholarship Program

Tim Vick
Director of Operations and Fiscal Services

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

Background: Preliminary approval to repeal this rule was granted by the Commission on Friday, June 8, 2018. The notice to repeal was filed with the Legislative Services Agency on June 14, 2018 and published in *Alabama Administrative Monthly* on June 29, 2018. Interested parties had until August 8, 2018 to comment. No comments were received. Should the Commission grant final approval, the repeal of this rule will go into effect 35 days after the changes are certified by the Executive Director, and subsequently filed with the Legislative Services Agency.

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).

REPEAL

**~~ALABAMA COMMISSION ON HIGHER EDUCATION
STUDENT ASSISTANCE
ADMINISTRATIVE CODE
CHAPTER 300-4-6
STATE OF ALABAMA CHIROPRACTIC SCHOLARSHIP PROGRAM
TABLE OF CONTENTS~~**

- ~~300-4-6-.01 Goal~~
- ~~300-4-6-.02 Organization~~
- ~~300-4-6-.03 Planning~~
- ~~300-4-6-.04 Definition Of Terms~~
- ~~300-4-6-.05 Awarding Procedures~~
- ~~300-4-6-.06 Disbursement Of Funds~~
- ~~300-4-6-.07 Refund Policies And Procedures~~
- ~~300-4-6-.08 Review Procedures~~
- ~~300-4-5-.09 Maintenance Of Records~~

~~**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 course load 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 E:

Final Approval of Administrative Procedures for the Alabama Math and Science Teacher Education Program – Loan Repayment Program

Staff Presenter:

Tim Vick
Director of Operations and Fiscal Services

Staff Recommendation:

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

Background:

Preliminary approval of the proposed amendments to this rule was granted by the Commission on Friday, June 8, 2018. The proposed changes were filed with the Legislative Services Agency on June 13, 2018 and published in *Alabama Administrative Monthly* on June 29, 2018. Interested parties had until August 8, 2018 to comment. No comments were received. Should the Commission grant final approval to these proposed changes, the proposed changes will go into effect 35 days after the changes are certified by the Executive Director, and subsequently filed with the Legislative Services Agency.

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**

TABLE OF CONTENTS

300-4-12-.01 Organization
300-4-12-.02 Definition Of Terms
300-4-12-.03 Disbursement Of Funds
300-4-12-.04 Maintenance Of Records
300-4-12-.05 Appeals
300-4-12-.06 Reporting
300-4-12-.07 Organization for Loan Repayment Program
300-4-12-.08 Purpose of Loan Repayment Program
300-4-12-.09 Definitions for Loan Repayment Program
300-4-12-.10 Rule Making Authority for Loan Repayment Program
**300-4-12-.11 Eligible Applicants and Award Amounts for Loan
Repayment Program**
**300-4-12-.12 Application Procedures for Loan Repayment
Program**
300-4-12-.13 Procedures for Loan Repayment Program
300-4-12-.14 Appeal for Loan Repayment Program

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 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 F: Final Approval of Amendments to the Administrative Procedures for Fiscal and Information Systems

Staff Presenter: Tim Vick
Director of Operations and Fiscal Services

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

Background: Preliminary approval of the proposed amendments to this rule was granted by the Commission on Friday, June 8, 2018. The proposed changes were filed with the Legislative Services Agency on June 12, 2018 and published in *Alabama Administrative Monthly* on June 29, 2018. Interested parties had until August 8, 2018 to comment. No comments were received. Should the Commission grant final approval to these proposed changes, the proposed changes will go into effect 35 days after the changes are certified by the Executive Director, and subsequently filed with the Legislative Services Agency.

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**

TABLE OF CONTENTS

300-2-3-.01	Data Collection
300-2-3-.02	Budget And Capital Recommendations
300-2-3-.03	Policy On Eligibility For Alabama Resident Tuitions
300-2-3-.04	Policy On Distance Education
300-2-3-.01	<u>Data Collection.</u>

(4) 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 timetables. 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.

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

			Heard
			Paulding
			Polk
Ayers State Tech. Col.	Anniston	Georgia	Carroll
			Floyd

Alabama College Campus	Location	Adj State	50-Mile Co.
			Haralson
			Heard
			Paulding
			Polk
Southern Union State Jr. Col.	Wadley	Georgia	Carroll
			Chattahoochee
			Goweta
			Haralson
			Harris
			Heard
			Marion
			Meriwether
	Valley		Muscogee
			Pike
			Stewart
			Falbot
			Taylor
			Troup
			Upton
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	Phenix City	Georgia	Chattahoochee
Chattahoochee Valley Com. Col.			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
			Upton
			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	Bay Minette	Florida	Escambia
Faulkner State Jr. Col.			Santa Rosa
University of South Alabama	Mobile	Florida	Escambia
Bishop State Com. Col.		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
			Pontotoc
			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

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

~~(c) 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 G: Final 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 give final approval to the proposed amendments related to Chapter 300-2-4 of the administrative procedures for Education Assistance Programs.

Background: Preliminary approval of the proposed amendments to this rule was granted by the Commission on Friday, June 8, 2018. The proposed changes were filed with the Legislative Services Agency on June 14, 2018 and published in *Alabama Administrative Monthly* on June 29, 2018. Interested parties had until August 8, 2018 to comment. No comments were received from the public.

However, upon further review, the Commission staff identified some technical changes that needed to be made. These changes have been incorporated into the final version of this document.

Should the Commission grant final approval to these proposed changes, the proposed changes will go into effect 35 days after the changes are certified by the Executive Director, and subsequently filed with the Legislative Services Agency.

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.

From June 8 - Old language is struck-through and new language is underlined in **normal** typeface.

Language changed since the June 8, 2018 meeting is in **italics** and 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.
2. Provide updated information.

ALABAMA COMMISSION ON HIGHER EDUCATION
Friday, September 14, 2018

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**

TABLE OF CONTENTS

300-2-4-.01 Administration of the Academic Common Market Program
~~**300-2-4-.02 Educational Assistance Contracts**~~
**300-2-4-.03 Determining Alabama Residency for Purposes of the Academic
Common Market and Contract Programs With the Southern
Regional Education Board**

**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. A list of participating states can be found on the SREB webpage under: Programs and Services/Academic Common Market/Participating SREB States.~~

(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 their 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 a website link to the on-line application or an email containing an application. ~~The applicant must provide 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)~~ Applicants may be asked to provide documentation that a program is not duplicative of an in-state program.

(d) ~~9~~ If the State Coordinator determines that the program is available to the ACM and should be made available to Alabama residents, ~~he or she~~ the Coordinator 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 10) 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~~ believes the State Coordinator's decision was made:

~~(1)~~ 1. In error based on a misinterpretation of the facts or

~~(2)~~ 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)~~ 1. An ACM application

~~(2)~~ 2. Proof of Alabama residency

~~(3)~~ 3. Proof of unconditional admittance to the university and the approved program

~~(4)~~ 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)~~ 11) 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.

Author: Brenda T. Carter; Paul B. Mohr, Sr.
Statutory Authority: Code of Ala. 1975, §§16-5-1, et seq.
History: Filed April 10, 1989. Amended: Filed March 11, 2003;
effective April 15, 2003. Filed June 14, 2018.

~~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.~~

Author: Brenda T. Carter; Paul B. Mohr, Sr.
Statutory Authority: Code of Ala. 1975, §§16-5-1, et seq.
History: Filed April 10, 1989. Filed June 14, 2018.

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.~~

~~(1 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.

~~(2 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 3)~~ 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 taxes as a resident on earned income. An Alabama address must appear on the tax form.~~

~~(e) Registers all owned motor vehicles in Alabama.~~

~~(f) b Possesses a valid Alabama driver's license, if licensed or a non-driver identification card.~~

~~(g) Registers to vote in Alabama, if registered.~~

~~(h) Gives an Alabama home address on income tax forms.~~

~~(5) 4 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) 5 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~~ 6) 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.

Author: Brenda T. Carter; Paul B. Mohr, Sr.
Statutory Authority: Code of Ala. 1975, §§16-5-1, et seq.
History: Filed April 10, 1989. Filed June 14, 2018.

DECISION ITEM H: Preliminary Approval of Amendments to the Administrative Procedures for 300-2-1-.02: Review And Approval Or Disapproval Of Proposed Postsecondary Course Offerings In Alabama By Non-Alabama Institutions Seeking State Authorization.

Staff Presenter: Tim Vick
Director of Operations and Fiscal Services

Staff Recommendation: That the Commission give preliminary approval to the proposed amendments related to the Chapter 300-2-1-.02 of the administrative procedures related to the programmatic review of Non-Alabama institutions seeking state authorization.

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.

Also, the Code of Alabama, 1975, Section 16-5-10(14) states, "The commission under its rule-making authority shall establish criteria for the approval of such institutions and programs."

Staff believes that these two citations allow the Commission to determine the nature and scope of the programmatic reviews.

The reasons for the proposed amendments to these administrative procedures are as follows:

1. The advent of the National Council for State Authorization Reciprocity Agreements (NC-SARA) has drastically reduced the number of institutions that must seek state authorization.
2. The staff questions the need to review the programs of institutions that are exempt from the licensure process by the Alabama Private School Licensure Law, found in the Code of Ala. 1975, §§16-46-1, et seq. Since those institutions do not have to be granted a license by the state and are free to operate without state regulation, why is a programmatic review necessary.
3. Although the Commission is charged to review and approve postsecondary course offerings of Non-Alabama institutions seeking state authorization, it does not have enforcement authority to deny a license should programs be found to be of inadequate quality.

During the 2018 legislative session, HB 374 was introduced. This bill would have consolidated the licensure and program review functions at the Commission. This bill generated significant opposition from the proprietary sector and quickly failed. There is little reason to believe that this opposition will diminish in the near future. This event along with other recently occurring circumstances left the Commission staff with little choice but to reevaluate how these programmatic reviews were being conducted.

4. The staff believes that accreditation by a United States Department of Education recognized regional or national accreditation agency is a sufficient indicator of the quality of programs being offered by an institution; thus, an additional review is not necessary.
5. The staff questions the need to do any sort of review of non-degree programs and/or non-credit courses, which do not lead to a postsecondary degree.
6. Recently the Commission has been told in a court opinion that if an institution originated as an Alabama institution, it is still considered an Alabama institution if it is owned by a company whose headquarters is in another state. As a result, the institution/campus is no longer subject to Commission regulation.

The following process changes also are recommended.

1. Presently once the Commission approves an off-campus program for a public institution; it does not have to be reviewed again as long as it does not change facilities. Staff proposes that this same practice be put in place for Non-Alabama institutions.
2. Due to the fact that typically once a program is put in place only minor curricula changes are made, staff believes that it is not necessary to review an institution every two years and recommends that institutional

programmatic review be placed on a
four-year cycle.

In the attachment, old language is struck-through
and new language is underlined.

Supporting Documentation:

1. Proposed amendments to Chapters 300-2-1-.02
of the Alabama Administrative Code (attached).

Attachment 1

300-2-1-.02 Review and Approval or Disapproval of Proposed Postsecondary Course Offerings in Alabama by Non-Alabama Institutions Seeking State Authorization.

(1) Purpose. Per the Code of Alabama, 1975, Sections 16-5-10 (14). It is the responsibility of the Alabama Commission on Higher Education to establish policies and procedures for the review and approval or disapproval of all proposed postsecondary credit courses or program of instruction offered in the State of Alabama by non-Alabama institutions of higher education. The Code of Alabama, 1975, Section 16-5-10(10) authorizes the Commission to make rules and regulations for its meetings, procedures and execution of the powers and duties delegated to it by this article. These institutions must also be licensed to do business in Alabama by the Alabama Community College System.

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

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

(b) System: The Alabama Community College System.

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

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

(e) Main Campus: The physical boundaries of the location of an institution's principal administrative offices. In the case of an institution eligible for Title IV funds, the campus designated by the U.S. Department of Education's Office of Postsecondary Education identification number (OPEID).

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

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

(3) Procedures for Program Approval of an Unaccredited Institution. As

a prerequisite to program approval, an unaccredited institution requesting to offer degree programs in Alabama must undergo an external review of its programs of study, which may include an onsite Commission staff review and will include a review by an outside consultant(s) chosen by the Commission. The unaccredited institution will underwrite all costs related to the external review. The review process for unaccredited institutions shall not exceed six months following receipt of the required data and information forms from the applying institution. These forms/applications can be found on the Commission's website at www.ache.edu.

(4) Exemptions from programmatic review. The following are exempt from programmatic review by the Commission, but are not exempt from the licensure process conducted by the Alabama Community College System under the provisions stated in Alabama Private School Licensure Law, found in the Code of Ala. 1975, §§16-46-1, et seq. If an institution wishes to claim an exemption from Commission program review, proper documentation must be provided to the Commission. The Commission will then determine based on the following Commission guidelines if programs/institutions are exempt from review. The Commission will then inform the Alabama Community College System concerning the disposition of these applications.

(4) (a) Institutions exempt under the Alabama Private School License Law. Those non-Alabama institutions that are granted a certificate of exemption from licensure by the System and for which the System has waived formal licensure application and review shall nonetheless are not required to apply for Commission review and approval of courses or programs of instruction. Every application for approval of a course or program of instruction shall be accompanied by a certificate of exemption from formal licensure issued by the Alabama Community College System. This includes programs proposed by institutions that are members of the National Council of State Authorization and Reciprocity Agreements (NC-SARA) or any approved successor organization wishing to establish a physical presence in Alabama (includes internships and clinical rotations).

(b) Programs submitted by institutions that are accredited by a regional, national or specialized/programmatic accrediting body recognized by the United States Department of Education, a list of which can be found on the United States Department of Education's website under the Database of Accreditation of Postsecondary Institutions and Programs. Documentation concerning accreditation is required.

(c) Non-degree programs or non-credit courses.

(d) Programs offered by institutions that were originally incorporated as an Alabama institution that are now owned by institutions and corporations headquartered in other states. These institutions must have been in continuous operation in Alabama since their inception, with no more than a one-year interruption of operations due to a change in ownership. Legal

documentation of Alabama origin must be submitted to the Commission.

(e) Once a program has been approved by the Commission to be offered at an Alabama location, it does not have to be reviewed again as long as the location of the program (facility, not city) does not change. Should a program change physical location, it must be approved again.

(5) Commission Review Criteria. The Commission shall establish review criteria designed to evaluate the academic quality of proposed courses or programs of instruction. ~~The review includes, but is not restricted to: The qualifications of faculty and supporting staff, the quality of academic support resources (library, laboratories, etc.), and the academic validity of the proposed courses.~~ In general, program proposals must meet standards used by the Commission proposals for new off-campus offerings by in-state public institutions and in doing so be in full compliance with the Southern Association of Colleges and Schools Commission on Colleges (SACS COS) guidelines or those of other regional, national or specialized/programmatic accrediting bodies recognized by the United States Department of Education. Since the use of state appropriated funds is not involved, the question of unnecessary duplication is not an issue when proposals of non-Alabama institutions are reviewed.

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

(7) Timeline for Review for non-exempt programs.

(a) New programs or previously approved programs being relocated to new facilities will be reviewed in a four-year cycle to coincide with the license renewal cycle established by the System for the institution.

1. If new programs are to be implemented at an existing site or previously approved programs are to be moved to a new facility in the midst of a licensure review cycle, the institution will notify the Commission of those changes by letter and the review will take place at the time of the next licensure renewal with the System.

(b) In the absence of unavoidable delays, the Commission will report its approval or disapproval of proposed courses or program(s) of instruction to the System and to the applying institution within sixty (60) working days following receipt of the required data and information forms from the applying institution. These forms/applications can be found on the Commission's

website at www.ache.edu.

~~(8) Fees. Application materials for initial program approval or for renewal shall be accompanied by a programmatic review fee in accord with the programmatic review fee schedule published within the Commission's application(s) for programmatic approval and posted to the Commission's website. The programmatic review fee schedule may be revised from time to time upon reasonable notice at the discretion of the commission. By statute, the Commission is authorized to promulgate a schedule of programmatic fees, commensurate with the cost of Commission activities related to the programmatic review, not to exceed fifteen thousand dollars (\$15,000). At this time, the Commission will not assess a fee for its programmatic reviews, but retains the right to do so in the future, upon six months' notice, should circumstances warrant.~~

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

Author: ~~Elizabeth French~~ James E. Purcell

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

History: Filed December 10, 1985. Rule 300-2-1-.02 was formerly referenced as Chapter 300-2-1; it has been repealed and reinserted as a rule within this chapter. The rule title remains unchanged from its previous chapter title. The contents are also unchanged except for slight format changes and the addition and deletion of certain definitions: Filed April 10, 1989. Amended: Filed August 21, 1996; effective September 25, 1996. Amended: Filed January 6, 2003; effective February 10, 2003. Amended: Filed May 6, 2004; effective June 10, 2004. Amended: Filed February 8, 2010; effective March 15, 2010. Amended: Filed November 5, 2013; effective December 10, 2013. Amended: Filed May 9, 2016; effective June 23, 2016. Amended: Filed

DECISION ITEM I: Preliminary Approval of Administrative Procedures for Distance Education (Chapter 300-2-1-.10)

Staff Presenter: Dr. Leonard Lock
Director of Instruction and Special Studies

Staff Recommendation: That the Commission preliminarily approve the proposed rules related to Distance Education.

Background: The Code of Alabama, 1975, §§16-5-1, et seq. authorizes the Alabama Commission on Higher Education to adopt any rules necessary for the administration of its statutory responsibilities.

Previously, the Distance Education administrative rules were located in the Fiscal and Information Systems section of the Administrative Procedures (§300-2-3). At the June 8, 2018 meeting of the Commission, references to Distance Education were removed from that section due to the fact that these rules more appropriately should be placed in the Program Review section (§300-2-1). Due to the action taken at the June meeting, these are now considered “new” rules.

Supporting Documentation: 1. Proposed new rule to the Alabama Administrative Code to be entitled Chapter 300-2-1.10 (attached).

Attachment 1

NEW RULE

Chapter 300-2-1-.10: Distance Education

(1) Units of instruction offered by Alabama public institutions, including distance education offerings, are subject to Commission approval per the Code of Alabama, 1975, Section 16-5-8.

(2) **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.]

(3) 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) 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.

(5) 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.

(6) The Commission on Higher Education does not require approval of individual courses for distance education purposes.

Author: Leonard Lock

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

History: Filed; Amended:

DECISION ITEM J: Approval of List of School Systems with Critical Teaching Shortages in Math and/or Science for use in the AMSTEP Loan Repayment Program

Staff Presenter: Tim Vick
Director of Operations and Fiscal Services

Staff Recommendation: That the Commission approve the proposed list of Alabama public school systems with critical teaching shortages in Math and/or Science for use in the Alabama Math and Science Teacher Education Program – Loan Repayment Program (AMSTEP).

Background: The AMSTEP enabling legislation, Alabama Act 2018-504, includes a provision to provide a supplemental loan repayment to qualifying teachers that are teaching in Alabama public school systems that are experiencing an acute shortage of teachers in math and/or science. The Act further states that the Commission is to consult with the Alabama State Board of Education/Alabama State Department of Education (ALSDE) in developing the list of eligible school systems. The eligible districts will be based upon a combination of factors including: economics, geography and documented teacher shortages in math and/or science.

The list will be provided to the Commission on the day of the meeting.

Supporting Documentation: None.

DECISION ITEM ENT-1: Enterprise State Community College, Associate in Applied Science and Certificate in Industrial Maintenance Technology (CIP 47.0303)

EXECUTIVE SUMMARY

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

Program Description/Objectives: The proposed Industrial Maintenance Technology program will prepare individuals to apply technical knowledge and skills to repair and maintain industrial machinery and equipment such as cranes, pumps, engines and motors, pneumatic tools, conveyor systems, production machinery, marine deck machinery, and steam propulsion, refinery, and pipeline-distribution systems. The Industrial Maintenance program will be designed to provide training in multiple crafts, such that students will be able to achieve the following:

- Gain a detailed working knowledge of schematics and blueprints.
- Complete OSHA 10 certification to demonstrate understanding of basic safety in an industry setting.
- Gain a basic understanding of AC/DC electrical concepts, three-phase electricity, plumbing/pipefitting, hydraulics, pneumatics, motor controls, microprocessors, PLCs, material handling and HVAC/refrigeration.
- Perform basic mechanical alignment and installation.
- Understand mechanical systems and problem solving.
- Develop experience in troubleshooting techniques for a variety of equipment.
- Earn a Manufacturing Skill Standards Council (MSSC) Certified Production Technician credential.

Role: The proposed program is within the instructional role recognized for Enterprise State Community College (ENT).

Mode of Delivery: Although students may elect to enroll in general education courses via online delivery, core courses in the program will be delivered in a traditional classroom setting with additional lab hours.

Similar Programs: The following institutions have similar programs listed at CIP 47.0303: Beville State Community College, Coastal Alabama Community College, Gadsden State Community College, Northeast Alabama Community College, Northwest-Shoals Community College, Snead State Community College, Southern Union State Community College, Trenholm State Community College, Wallace Community College (Dothan), and Wallace Community College (Selma).

Collaboration: Collaboration has not been sought at this time.

Licensure: Although licensure is not required for the proposed Industrial Maintenance Technology program, students will have the opportunity to earn a Manufacturing Skill Standards Certification (MSSC).

Resources: A total of \$875,370 in new funds will be needed for the program in the first five years. A total of \$1,173,430 will be available through internal reallocation and tuition.

Public Review: The program was posted on the Commission website from July 19 until August 7 (twenty days) for public review and comments. No comments were received.

Rationale for Staff Recommendation:

1. The increased adoption of sophisticated manufacturing machinery will require more mechanics and millwrights to keep machines in good working order.
2. Increased automation, including the use of many computer-controlled machines in factories and manufacturing plants, will raise the demand for machinery maintenance workers in order to keep machines functioning properly.
3. Projected job openings indicate Industrial Maintenance related jobs have an average annual demand of more than 6,000 positions in ENT's service area.

DECISION ITEM ENT-1: Enterprise State Community College, Associate in Applied Science and Certificate in Industrial Maintenance Technology (CIP 47.0303)

Staff Presenter: Ms. Margaret Pearson
Academic Program Review Analyst

Staff Recommendation: That the Commission approve the proposed Associate in Applied Science and Certificate in Industrial Maintenance Technology.

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

Implementation Date: The proposed program will be implemented August 2019. Based on Commission policy, the proposed program must be implemented by March 14, 2021, 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 2020-21 through 2025-26 will be at least 12, based on the proposal.
2. That the annual average number of graduates for the period 2020-21 through 2025-26 (six-year average) will be at least 7.5, 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 will 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.

Enterprise State Community College (ENT) 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, 2026.

Supporting Documentation:

1. New Academic Degree Program Application Summary, attached.
2. Summary of Background Information, attached.
3. Curriculum for Proposed Program, attached.

4. Enterprise State Community College proposal, dated June 6, 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

Enterprise State Community College
 Associate in Applied Science and Certificate in
 Industrial Maintenance Technology

ESTIMATED NEW FUNDS REQUIRED TO SUPPORT PROPOSED PROGRAM								
	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	TOTAL
FACULTY	\$85,000	\$85,000	\$85,000	\$85,000	\$85,000	\$85,000	\$85,000	\$595,000
LIBRARY	\$3,000	\$1,500	\$1,500	\$1,000	\$1,000	\$1,000	\$1,000	\$10,000
FACILITIES	\$25,000	0	0	0	0	0	0	\$25,000
EQUIPMENT	\$100,000	\$71,370	\$10,000	\$10,000	\$10,000	\$10,000	\$10,000	\$221,370
STAFF	0	0	0	0	0	0	0	0
ASSISTANTSHIPS	0	0	0	0	0	0	0	0
OTHER	\$6,000	\$3,000	\$3,000	\$3,000	\$3,000	\$3,000	\$3,000	\$24,000
TOTAL	\$219,000	\$160,870	\$99,500	\$99,000	\$99,000	\$99,000	\$99,000	\$875,370
SOURCES OF FUNDS AVAILABLE FOR PROGRAM SUPPORT								
	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	TOTAL
INTERNAL REALLOCATIONS	\$175,000	\$75,000	\$20,000	\$5,000	\$5,000	0	0	\$280,000
EXTRAMURAL	0	0	0	0	0	0	0	0
TUITION	\$53,280	\$101,250	\$116,280	\$131,670	\$147,420	\$163,530	\$180,000	\$893,430
TOTAL	\$228,280	\$176,250	\$136,280	\$136,670	\$152,420	\$163,530	\$180,000	\$1,173,430
ENROLLMENT PROJECTIONS								
<i>Note: "New Enrollment Headcount" is defined as unduplicated counts across years.</i>								
	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	6-YEAR AVERAGE
FULL TIME HEADCOUNT	Year 1 - No data reporting required	8	9	10	11	12	13	11
PART TIME HEADCOUNT	Year 1 - No data reporting required	7	8	9	10	11	12	10
TOTAL HEADCOUNT	Year 1 - No data reporting required	15	17	19	21	23	25	20
NEW ENROLLMENT HEADCOUNT	Year 1 - No data reporting required	9	10	11	12	13	14	12
DEGREE COMPLETION PROJECTIONS								
<i>Note: Do not count Lead "0"s and Lead 0 years in computing the degree completions projections average.</i>								
	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	AVERAGE
DEGREE COMPLETION PROJECTIONS	Year 1 - No data reporting required	6	7	8	9	10	11	9

ATTACHMENT 2

**Enterprise State Community College
 Associate in Applied Science and Certificate in
 Industrial Maintenance Technology**

	Course #	Course Name	Sem. Hours
Semester 1	ORI 110	Freshman Seminar	1
	AUT 102	Lean Manufacturing and Industrial Safety	3
	ADM 106	Quality Control Concepts	3
	AUT 144	Manufacturing Systems, Methods, and Processes	3
	MET 220	Mechanical Systems I	3
	MTH 103	Technical Math	3
		<i>Eligible for Manufacturing Skills Standards Council (MSSC) Certified Production Technician credential</i>	
Semester 2	ILT 160	Concepts of Direct Current	3
	ILT 161	Concepts of Alternating Current	3
	ILT 162	Concepts of Solid State	3
	ILT 164	Circuit Fabrication I	1
	ENG 101	English Composition I	3
Semester 3	ILT 163	Concepts of Digital Electronics	3
	ILT 218	Industrial Robotics Concepts	3
	AUT 138	Principles of Industrial Mechanics	3
	ILT 135	Local Area Networks	3
	Nat Sci	Natural Science Course	3
Semester 4	ILT 195	Troubleshooting Techniques	3
	ILT 240	Sensors Technology and Application	3
	ILT 169	Hydraulics/Pneumatics	3
	ILT 291	Cooperative Education	3
	Area II	Humanities and Fine Arts	3
Semester 5	ILT 194	Introduction to PLCs	3
	ILT 196	Advanced Programmable Controllers	3
	ILT 197	Motor Controls I	3
	ILT 293	Cooperative Education	3
	Area IV	Social Science	3
		<i>Eligible for AAS in Mechatronics</i>	
		Total Hours Required for Degree	74

DECISION ITEM UA-1: University of Alabama, Bachelor of Science in Musical Audio Engineering (CIP 14.1099)

EXECUTIVE SUMMARY

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

Program Description: The Musical Audio Engineering (B.S.M.A.E.) degree program is designed to prepare students for the broadest spectrum of recording studio operations, the equipment used in recording studios, live recording environments, and in-depth understanding of equipment design, maintenance, and operations. Graduates of this program will not only be able to operate audio equipment, but they will also be able to design audio equipment as skilled musicians. The University of Alabama has the opportunity to be a leader in this field. As both fully trained audio experts and qualified audio engineers, with a direct understanding of music and its context(s), graduates of the proposed program would be at the cutting edge of the current discipline and are predicted to be in high demand in the marketplace. This degree will embolden the University's mission of providing quality programs in the areas of teaching, research, and service.

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

Mode of Delivery: The program will be delivered using traditional, seminar, lab, and lecture settings.

Similar Programs: There are no other programs listed at CIP 14.1099 in the Academic Program Inventory.

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

Resources: The proposal projected that a total of \$0 in estimated new funds will be required to support the proposed program. A projected total of \$4,371,840 will be available through tuition.

Public Review: The program was posted on the Commission website from July 19 until August 7 (twenty days) for public review and comments. No comments were received.

Rationale for Staff Recommendation:

1. The Musical Audio Engineering program will educate and prepare a new generation of highly skilled professionals capable of engaging every aspect of the job market within the state of Alabama as it relates to technology, cultural development, and economic impact.
2. Audio engineering is integral to advertising, marketing, entertainment, religious institutions of all kinds, performance venues of all kinds, educational institutions at the primary, secondary and collegiate level, retail establishments, and companies who are both designing and building audio equipment.
3. Market research shows that there is a wide demand for individuals with this unique skill set, as very few academic programs of this nature yet exist. Specifically, the National Association of Schools of Music (NASM) and the Accreditation Board for Engineering Technology (ABET) have already recognized the need for such training and education, and are proactively offering the opportunity for joint accreditation by both agencies for any institutions bringing a qualified program forward.

DECISION ITEM UA-1: University of Alabama, Bachelor of Science in Musical Audio Engineering (CIP 14.1099)

Staff Presenter: Ms. Margaret Pearson
Academic Program Review Analyst

Staff Recommendation: That the Commission approve the proposed Bachelor of Science in Musical Audio Engineering.

The program 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 March 14, 2021, 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 2020-21 through 2025-26, will be at least 12 based on the proposal.
2. That the annual average number of graduates for the period 2022-23 through 2025-26 (four-year average) will be at least 7.5, 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, 2026

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, received June 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

NEW ACADEMIC DEGREE PROGRAM PROPOSAL SUMMARY								
INSTITUTION: The University of Alabama								
PROGRAM: Musical Audio Engineering (B.S.M.A.E.)								
ESTIMATED NEW FUNDS REQUIRED TO SUPPORT PROPOSED PROGRAM								
	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	TOTAL
FACULTY	0	0	0	0	0	0	0	0
LIBRARY	0	0	0	0	0	0	0	0
FACILITIES	0	0	0	0	0	0	0	0
EQUIPMENT	0	0	0	0	0	0	0	0
STAFF	0	0	0	0	0	0	0	0
ASSISTANTSHIPS	0	0	0	0	0	0	0	0
OTHER	0	0	0	0	0	0	0	0
TOTAL	0	0	0	0	0	0	0	0
SOURCES OF FUNDS AVAILABLE FOR PROGRAM SUPPORT								
	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	TOTAL
INTERNAL REALLOCATIONS	0	0	0	0	0	0	0	0
EXTRAMURAL	0	0	0	0	0	0	0	0
TUITION	242,880	\$242,880	\$485,760	\$728,640	\$971,520	\$971,520	\$971,520	\$4,614,720
TOTAL	242,880	\$242,880	\$485,760	\$728,640	\$971,520	\$971,520	\$971,520	\$4,614,720
ENROLLMENT PROJECTIONS								
<i>Note: "New Enrollment Headcount" is defined as unduplicated counts across years.</i>								
	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	6-YEAR AVERAGE
FULL TIME HEADCOUNT	Year 1 - No data reporting required	12	24	36	48	48	48	36
PART TIME HEADCOUNT	Year 1 - No data reporting required	0	0	0	0	0	0	0
TOTAL HEADCOUNT	Year 1 - No data reporting required	12	24	36	48	48	48	36
NEW ENROLLMENT HEADCOUNT	Year 1 - No data reporting required	12	12	12	12	12	12	12
DEGREE COMPLETION PROJECTIONS								
<i>Note: Do not count Lead "0"s and Lead 0 years in computing the degree completions projections average.</i>								
	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	AVERAGE
DEGREE COMPLETION PROJECTIONS	Year 1 - No data reporting required	0	0	12	12	12	12	12

Attachment 2
Summary of Background Information

Bachelor of Science in Musical Audio Engineering
University of Alabama

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

Program Description: The Musical Audio Engineering (B.S.M.A.E.) degree program is designed to prepare students for the broadest spectrum of recording studio operations, the equipment used in recording studios, live recording environments, and in-depth understanding of equipment design, maintenance, and operations. Graduates of this program will not only be able to operate audio equipment, but they will also be able to design audio equipment as skilled musicians. The University of Alabama has the opportunity to be a leader in this field. As both fully trained audio experts and qualified audio engineers, with a direct understanding of music and its context(s), graduates of the proposed program would be at the cutting edge of the current discipline and are predicted to be in high demand in the marketplace. This degree will embolden the University's mission of providing quality programs in the areas of teaching, research, and service.

Upon successful completion of the proposed program:

1. Students will apply common practices of the music/recording industry in labs and internships.
2. Students will demonstrate skills in the recording studio as an engineer in the use of both analog equipment and Digital Audio Workstations (DAW's).
3. Students will both record and master final projects for commercial release, jingles and/or film scores and other expected media, i.e.: spoken work, running live sound for performances, etc.
4. Students will understand/apply terminology, creative use of effects (plugins), mixdown procedures, and digital editing techniques.
5. Students will be able to design a recording studio, including the ability to interface all equipment and acoustically treat the space for recording/mixdown.

Administration: The program will be administered by the College of Engineering, Charles Karr Dean; and the Department of Electrical and Computer Engineering, Tim Haskew, Chair.

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

Accreditation: According to the program proposal, NASM (National Association of Schools of Music) and ABET (Accreditation Board for Engineering Technology) have recognized the need for such training and education and are proactively offering the opportunity for joint accreditation by both agencies for any institutions bringing a qualified Musical Audio Engineering (B.S.M.A.E.) program forward.

Curriculum: A total of four new courses will be added to the program: Recording Techniques, Applied Recording, ProTools, and Audio Networks and Signals.

Credit hours required in major: 47 semester hours (sh)
Credit hours in general education or core curriculum: 24 (sh)
Credit hours required in minor: n/a

ALABAMA COMMISSION ON HIGHER EDUCATION
Friday, September 14, 2018

Credit hours required in support courses: 49
Credit hours required in free electives: 6
Credit hours required for completion: 126 (sh)

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

Distance Education: The program will be delivered using traditional, seminar, lab, and lecture settings

Admissions: The program has no special admissions requirements.

Need: Consistent with many parts of the country, the state of Alabama is growing at an exponential rate relative to technology, cultural development, and economic impact. The Musical Audio Engineering (B.S.M.A.E.) program will educate and prepare a new generation of highly skilled professionals capable of engaging every aspect of the job market within the state of Alabama as it relates to technology, cultural development, and economic impact. Audio engineering is integral to advertising, marketing, entertainment, religious institutions of all kinds, performance venues of all kinds, educational institutions at the primary, secondary and collegiate level, retail establishments, and companies who are both designing and building audio equipment. Highly trained and qualified individuals capable of contributing to these specific professional fields (and more), will be in high demand through the next generation and beyond as growth continues. The state of Alabama will be financially and competitively ahead of the market by training these individuals at an "instate" institution with direct ties and opportunities existing in a variety of churches and religious institutions, colleges and universities, professional media firms, advertising agencies, professional corporations with media needs, professional and educational musical organizations, professional recording companies and studios, radio and television studios, and any and all corporations and entities associated with the entertainment field. The number of institutions, entities, corporations, public groups, and professional affiliations aligned with the job opportunities articulated are continuing to grow at an exponential rate.

Student Demand: Based upon feedback from current faculty and students in both the College of Engineering and the School of Music, and in consultation with professionals in the industry, it is apparent that a great need exists for the proposed program. It is worth noting that a substantial number of current students are double majoring in music and electrical and computer engineering, three to five students on an annual basis, many of whom are very excited by this potential program.

Additionally, the largest cohort of students in the University of Alabama Million Dollar Band are students in the College of Engineering, majoring in engineering fields. On an annual basis, the number runs as high as 70 to 80 students. This stands as a very strong testament to the number of students who share an interest and a passion for both engineering and music and would seek the opportunity to combine these interests.

Resources:

Faculty:

Current Primary Faculty—

Full-time: 9

Part-time: 0

Support Faculty—

Full-time: 12

Part-time: 0

Additional Faculty to Be Hired:

Primary Faculty—

Full-time: 0

Part-time: 0

ALABAMA COMMISSION ON HIGHER EDUCATION
Friday, September 14, 2018

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

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

Facilities: No new facilities will be required.

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

Program Budget: The proposal projected that a total of \$0 in estimated new funds will be required to support the proposed program. A projected total of \$4,614,720 will be available through tuition.

Attachment 3

**The University of Alabama
 Bachelor of Science in Musical Audio Engineering**

Degree: BS – Musical Audio Engineering

Program Supervisor(s): TBA

Number of Years to Complete the Program: 4 (8 semesters)

Major Area MUS/MUA ECE	Supportive Courses	General Studies	Electives	Total Number of Credits
47 Credits	49 Credits	65 Credits	6 Credits	126 Credits

<u>Major Area (Music –Engineering)</u>	<u>Credits</u>
Applied Recording 300/400	10
MUS 2xx Pro Tools	3
MUS 340 Intro Recording Techniques	3
MUS 341 Recording Techniques	3
MUA 399 Junior Recital (Recording)	1
MUA 499 Senior Recital (Recording)	1
ECE 225 Electric Circuits	4
ECE 327 Audio Networks and Signals	3
ECE 332 Electronics I	4
ECE 333 Electronics II	4
ECE 370 Signals and Systems	3
ECE 380 Digital Logic	4
ECE 383 Microcomputers	4
Total Major Area Credits	47

<u>Supportive Courses</u>	<u>Credits</u>
Secondary Instrument (100 level)	2
Secondary Instrument (200 level)	2
Large Ensembles (two semesters)	2
MUS 115 Music Theory I	4
MUS 250 Music in World Cultures	3
MUS 351 Fundamentals of Conducting	2
MUA 010 Convocation	0
MUA 121-4 OR MUA 299 Piano	0-4
MA 125 Calculus I	4
MA 126 Calculus II	4
MA 227 Calculus III	4
MA 237 Intro to Linear Algebra	3
MA 238 Applied Differential Eqs I	3
PH 105 General Physics with Calculus I	4
PH 106 General Physics with Calculus II	4
CS 100 Computer Science I	4
Total Supportive Credits	49

<u>General Studies</u>	<u>Credits</u>
Freshman Composition	6
Foreign Language or CS	7*
Humanities and Fine Arts	9
History, Social/Behavioral Sciences	9
Natural Science	8*
Mathematics	18*
Writing Designated Courses	8*
*Contained within courses required for major.	
Total General Credits	65

<u>Electives</u>	<u>Credits</u>
MUS Elective (300 or 400 level)	3
ECE Elective (400 level)	3
Total Elective Credits	6

TOTAL DEGREE CREDITS 126

NOTE: Courses in RED represent new Music courses proposed for this program. Only two (2) new Music courses are proposed.

NOTE: Courses in GREEN represent new ECE courses proposed for this program. Only one (1) new ECE course is proposed.

DECISION ITEM UA-2: University of Alabama, Bachelor of Science in Computer Engineering in Computer Engineering (CIP 14.0901)

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 Description: The proposed Computer Engineering program will give students a broad knowledge of the software and hardware components of modern computing systems, detailed computer-systems design, and the role of computer systems in various engineering disciplines. Students completing the program will be prepared for a computer-oriented engineering career with emphasis on design and applications of embedded computing systems.

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

Mode of Delivery: Distance education will not be used for the program. The proposed program will be lab intensive and, offering hands-on lab experiences via distance will not be viable.

Similar Programs: The following institutions have similar programs at CIP 14.0901 in the Academic Program Inventory: Auburn University (Bachelor of Computer Engineering in Computer Engineering and Bachelor of Software Engineering in Software Engineering); University of Alabama in Huntsville (Bachelor of Science in Computer Engineering in Computer Engineering); and the University of South Alabama (Bachelor of Science in Computer Engineering).

Collaboration: According to UA officials, the area of study has been in place for over 15 years and has been successful in its current form without formal collaboration with other institutions. Future collaboration is possible, but it is not necessary for this program to succeed. Future collaboration will be considered as those opportunities arise.

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 \$22,323,300 will be available through tuition.

Public Review: The program was posted on the Commission website from July 19 until August 7 (twenty days) for public review and comments. No comments were received.

Rationale for Staff Recommendation:

1. The existing computer engineering option will be elevated to program status, as recommended by the Accreditation Board for Engineering and Technology (ABET). The degree program will more accurately represent the educational background of graduates in this area of study.
2. Courses for the proposed program will come from two existing programs at UA: Electrical Engineering and Computer Science.
3. This particular degree will be different from others in the state. Specifically, it will focus on devices that use a computing core, but are not "computers," such as smart phones, automobiles, and medical equipment. These systems, called cyber-physical systems, are ubiquitous in our society, and education in this area will prepare graduates for many types of industry.

DECISION ITEM UA-2: University of Alabama, Bachelor of Science in Computer Engineering in Computer Engineering (CIP 14.0901)

Staff Presenter: Ms. Margaret Pearson
Academic Program Review Analyst

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

The program 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 March 14, 2021, 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 2020-21 through 2025-26 will be at least 28, based on the proposal.
2. That the annual average number of graduates for the period 2020-21 through 2025-26 (six-year average) will be at least 7.5, 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, 2026.

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, received June 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

**University of Alabama
 Bachelor of Science in Computer Engineering in Computer Engineering**

ESTIMATED NEW FUNDS REQUIRED TO SUPPORT PROPOSED PROGRAM								
	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	TOTAL
FACULTY	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
LIBRARY	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
FACILITIES	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
EQUIPMENT	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
STAFF	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
ASSISTANTSHIPS	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
OTHER	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
TOTAL	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
SOURCES OF FUNDS AVAILABLE FOR PROGRAM SUPPORT								
	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	TOTAL
INTERNAL REALLOCATIONS	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
EXTRAMURAL	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
TUITION	\$2,916,000	\$2,969,900	\$3,110,400	\$3,164,300	\$3,304,800	\$3,358,700	\$3,499,200	\$22,323,300
TOTAL	\$2,916,000	\$2,969,900	\$3,110,400	\$3,164,300	\$3,304,800	\$3,358,700	\$3,499,200	\$22,323,300
ENROLLMENT PROJECTIONS								
<i>Note: "New Enrollment Headcount" is defined as unduplicated counts across years.</i>								
	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	6-YEAR AVERAGE
FULL TIME HEADCOUNT	Year 1 - No data reporting required	155	160	165	170	175	180	167.5
PART TIME HEADCOUNT	Year 1 - No data reporting required	0	0	0	0	0	0	0
TOTAL HEADCOUNT	Year 1 - No data reporting required	155	160	165	170	175	180	168
NEW ENROLLMENT HEADCOUNT	Year 1 - No data reporting required	20	25	25	30	30	35	28
DEGREE COMPLETION PROJECTIONS								
<i>Note: Do not count Lead "0"s and Lead 0 years in computing the degree completions projections average.</i>								
	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	AVERAGE
DEGREE COMPLETION PROJECTIONS	Year 1 - No data reporting required	20	20	25	25	25	30	24.2

Attachment 2
Summary of Background Information

Bachelor of Science in Computer Engineering in Computer Engineering
University of Alabama

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

Program Description: The proposed Computer Engineering program will give students a broad knowledge of the software and hardware components of modern computing systems, detailed computer-systems design, and the role of computer systems in various engineering disciplines. Students completing the program will be prepared for a computer-oriented engineering career with emphasis on design and applications of embedded computing systems. The following student learning outcomes are specified by the Accreditation Board for Engineering and Technology (ABET) for the proposed program.

1. An ability to identify, formulate, and solve complex engineering problems by applying principles of engineering, science, and mathematics.
2. An ability to apply engineering design to produce solutions that meet specified needs with consideration of public health, safety, and welfare, as well as global, cultural, social, environmental, and economic factors.
3. An ability to communicate effectively with a range of audiences.
4. An ability to recognize ethical and professional responsibilities in engineering situations and make informed judgments, which must consider the impact of engineering solutions in global, economic, environmental, and societal contexts.
5. An ability to function effectively on a team whose members together provide leadership, create a collaborative and inclusive environment, establish goals, plan tasks, and meet objectives.
6. An ability to develop and conduct appropriate experimentation, analyze and interpret data, and use engineering judgment to draw conclusions.
7. An ability to acquire and apply new knowledge as needed, using appropriate learning strategies.

Administration: The program will be administered by the College of Engineering, Dr. Charles Karr, Dean; and the Department of Electrical and Computer Engineering, Dr. Tim Haskew, Chair.

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

Accreditation: The Computer Engineering Area of Study has been accredited by the Accreditation Board for Engineering and Technology (ABET) since 1994. UA officials plan to seek ABET accreditation for the new Computer Engineering program once it is approved.

Curriculum: No new courses will be added to the proposed program. All courses in the program will be existing.

Credit hours required in major: 27 semester hours (sh)
Credit hours in general education or core curriculum: 51 (sh)
Credit hours required in minor: n/a

Credit hours required in support courses: 39
Credit hours required in free electives: 6
Credit hours required for completion: 123 (sh)

Collaboration: According to UA officials, the area of study has been in place for over 15 years and has been successful in its current form without formal collaboration with other institutions. Future collaboration is possible, but it is not necessary for this program to succeed. Future collaboration will be considered as those opportunities arise.

Distance Education: Distance education will not be used for the program. The proposed program will be lab intensive, and offering hands-on lab experiences via distance will not be viable.

Admissions: The program has no special admissions requirements.

Need: The State of Alabama continues to attract new business and industry through focused efforts on many levels. One area of particular growth is the technology sector as the state continues to attract high tech companies in the automotive, aerospace, defense, and information technology (IT) sectors. Huntsville, Alabama was recently named the fastest growing tech city in the nation by CBS News and boasts the highest percentage of employment in STEM (Science, Technology, Engineering, and Mathematics) disciplines in the country at 17 percent of the workforce. Tech growth in Huntsville rose 309 percent from 2016 to 2017, with the top tech jobs being: Software Engineer, Systems Engineer, Systems Specialist, Help Desk Support, and Information Technology Specialist. Computer Engineering graduates are qualified for all of these jobs.

In June 2017, the Alabama Department of Labor's Labor Market Information Division in cooperation with the U.S. Bureau of Labor Statistics published the top 25 most high demand jobs in the State of Alabama through 2024. Jobs needing Computer Engineers included three of the top six positions on the list: #1 Application software developers with an average yearly number of job openings of 165 (growth of 1.78 percent); #3 Computer Systems Analysts with 160 annual job openings (2.17 percent); #6 System software developers with 150 annual job openings (1.83 percent growth).

Student Demand: Student enrollment in the Computer Engineering option increased from 71 in fall 2010 to 153 in fall 2017. UA anticipates a slight but steady increase in enrollment, if the option is elevated to a degree program.

Resources:

Faculty:

Current Primary Faculty—

Full-time: 25

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

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

Facilities: No new facilities will be required.

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

Program Budget: The proposal projected that a total of \$0 in estimated new funds will be required to support the proposed program. A projected total of \$22,323,300 will be available through tuition.

Attachment 3

**The University of Alabama
 Bachelor of Science in Computer Engineering in Computer Engineering**

Core Courses		
Freshman Composition		
EN 101	English Composition	3
EN 102	English Composition	3
		Credit Hours Subtotal: 6
Writing		
ECE 332	Electronics I	4
ECE 333	Electronics II	4
		Credit Hours Subtotal: 8
HU/L/FA		
HU/L/FA Elective		3
HU/L/FA Elective		3
HU/L/FA Elective		3
		Credit Hours Subtotal: 9
HI/SB		
HI/SB Elective		3
HI/SB Elective		3
HI/SB Elective		3
		Credit Hours Subtotal: 9
Math/Natural Sciences		
MATH 125	Calculus I	4
PH 105	General Physics W/Calc I	4
PH 106	General Physics W/Calc II	4
		Credit Hours Subtotal: 12
Computing		
ECE 370	Signals And Systems	3
ECE 383	Microcomputers	4
		Credit Hours Subtotal: 7
Support Courses		
CH 101	General Chemistry	4
MATH 126	Calculus II	4
MATH 227	Calculus III	4
MATH 237	Introduction to Linear Algebra	3
MATH 238	Appld Diff Equations I	3
MATH 301	Discrete Mathematics	3
MATH 355	Theory Of Probability	3
CS 100	CS I for Majors	4
CS 101	CS II for Majors	4
CS 201	Data Structures and Algorithms	4

ENGR 103	Engineering Foundations	3
Credit Hours Subtotal:		39
Major Courses		
Select one of the following courses:		1
ECE 121	Intro to ECE	
ENGR 111	Engineering for the Future	
Any other engineering discipline-specific intro course		
ECE 225	Electric Circuits	4
ECE 326	Electric Networks	3
ECE 380	Digital Logic	4
Select one of the following three lecture courses:		3
ECE 408	Communications	
ECE 475	Control Systems Analysis	
ECE 480	Digital Systems Design	
Select one of the following three labs corresponding to the lecture:		1
ECE 409	Communications Lab	
ECE 476	Control Systems Lab	
ECE 481	Digital Systems Design Lab	
ECE 484	Computer Architecture	3
ECE 486	Embedded Systems	3
ECE 487	Embedded Systems Laboratory	1
ECE 492	Capstone Design I	2
ECE 494	Capstone Design II	2
Credit Hours Subtotal:		27
Required Electives		
ECE Restricted Area Elective		3
Select one of the following two courses:		3
ECE Professional Elective		
ECE Restricted Area Elective		
Credit Hours Subtotal:		6
Total Hours		123

DECISION ITEM UA-3: University of Alabama, Bachelor of Science in Educational Neuroscience
(CIP 13.0607)

EXECUTIVE SUMMARY

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

Program Objective: The purpose of the Educational Neuroscience (B.S.) is to train the future educational practitioners, administrators, and researchers, in the interdisciplinary field of educational neuroscience. The rapidly expanding area of behavioral neuroscience has led to new ways of understanding the learning process and the conditions under which learning occurs. Tomorrow's educators will need to be well-versed in these new research traditions to be current in the field and to better design and deliver instruction. The proposed program provides this foundation and prepares students for further study in education, educational research and other professional careers. This purpose aligns with UA's mission for innovation both in teaching and research, and training high quality educational professionals.

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

Mode of Delivery: Approximately 0 percent of the total program's courses offered are to be provided via distance learning.

Similar Programs: There are no undergraduate programs using the same CIP code 13.0607 in the State of Alabama. The University of Alabama at Birmingham offers a neuroscience undergraduate degree with a focus in neurobiology. UA states that this program differs from the proposed one in that, the UAB program focuses training students explicitly in neuroscience, whereas UA's proposed program has a more interdisciplinary focus; providing training both in neuroscience and education, and preparing students for careers in educational research and practice.

Collaboration: The institution does plan on collaborating with other institutions in the delivery of this program.

Resources: The proposal projected that \$0 in new funds will be required to support the proposed program. A total of \$12,925,375 will be available through tuition.

Public Review: The program was posted on the Commission website from July 19 until August 7 (twenty days) for public review and comments. No comments were received.

Rationale for Staff Recommendation:

1. This program will be the first of its kind. The University of Alabama can become a pioneering institution in training undergraduate students in educational neuroscience.
2. There is a nation-wide need for scholarly work on what recent neuroscience findings mean for educational practice and policy. The undergraduate program will train the future professionals that are capable of doing this kind of interpretive work.
3. The undergraduate program will complement the Educational Neuroscience Initiative at UA, which involves five research labs and a Ph.D. concentration, and will lead to synergistic relations. The undergraduate students will have ample opportunity to acquire hands-on research experiences. The

mentor/ mentee relations between the undergraduate and graduate students will benefit both undergraduate and graduate students.

4. The undergraduate program will offer courses that will benefit teacher education undergraduate students in the College of Education. There is an extensive body of research showing that misconceptions about brain mechanisms for learning and cognition (e.g., learning styles, right brain vs. left brain, brain training) are the culprit for a wide range of detrimental learning practices. The courses that will be opened under the Educational Neuroscience Program will innovate and increase the quality of UA's teacher education programs.

DECISION ITEM UA-3: University of Alabama, Bachelor of Science in Educational Neuroscience (CIP 13.0607)

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

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

Implementation Date: The proposed program will be implemented in August 2019. Based on Commission policy, the proposed program must be implemented by March 14, 2021, 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 period 2020-21 through 2025-26, will be at least 33, based on the proposal.
2. That the annual average number of graduates for the period 2022-23 through 2025-26 (four-year average) will be at least 7.5, 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, 2026.

Supporting Documentation:

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

NEW ACADEMIC DEGREE PROGRAM PROPOSAL SUMMARY								
INSTITUTION: <i>The University of Alabama</i>								
PROGRAM: <i>Educational Neuroscience (B.S.)</i>								
ESTIMATED NEW FUNDS REQUIRED TO SUPPORT PROPOSED PROGRAM								
	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	TOTAL
FACULTY	0	0	0	0	0	0	0	0
LIBRARY	0	0	0	0	0	0	0	0
FACILITIES	0	0	0	0	0	0	0	0
EQUIPMENT	0	0	0	0	0	0	0	0
STAFF	0	0	0	0	0	0	0	0
ASSISTANTSHIP S	0	0	0	0	0	0	0	0
OTHER	0	0	0	0	0	0	0	0
TOTAL	0	0	0	0	0	0	0	0
SOURCES OF FUNDS AVAILABLE FOR PROGRAM SUPPORT								
	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	TOTAL
INTERNAL REALLOCATIONS	0	0	0	0	0	0	0	0
EXTRAMURAL	0	0	0	0	0	0	0	0
TUITION	\$487,750	\$487,750	\$975,500	\$1,707,125	\$2,438,750	\$3,414,250	\$3,414,250	\$12,925,375
TOTAL	\$487,750	\$487,750	\$975,500	\$1,707,125	\$2,438,750	\$3,414,250	\$3,414,250	\$12,925,375
ENROLLMENT PROJECTIONS								
<i>Note: "New Enrollment Headcount" is defined as unduplicated counts across years.</i>								
	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	6-YEAR AVERAGE
FULL TIME HEADCOUNT	Year 1 - No data reporting required	20	20	30	30	40	40	30
PART TIME HEADCOUNT	Year 1 - No data reporting required	10	10	15	15	20	20	15
TOTAL HEADCOUNT	Year 1 - No data reporting required	30	30	45	45	60	60	45
NEW ENROLLMENT HEADCOUNT	Year 1 - No data reporting required	30	30	30	30	40	40	33
DEGREE COMPLETION PROJECTIONS								
<i>Note: Do not count Lead "0"s and Lead 0 years in computing the degree completions projections average.</i>								
	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	AVERAGE
DEGREE COMPLETION PROJECTIONS	Year 1 - No data reporting required	0	0	20	20	30	30	25

Attachment 2

Summary of Background Information

Bachelor of Science in Educational Neuroscience
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 Bachelor of Science in Educational Neuroscience degree program will be able to:

- Explain cognitive and brain development;
- Describe how different brain systems support cognitive processes and abilities (e.g., reading, language, math);
- Identify major learning theories in STEM, language, and social science education;
- Apply evidence-based learning design strategies supported by current cognitive neuroscience and learning sciences research, for specific content disciplines (e.g., STEM, reading, special education);
- Analyze learning, cognitive and behavioral disorders (e.g., ADHD, Autism Spectrum Disorder, Dyslexia), and develop learning interventions, supported by current neuroscience and learning sciences research, addressing these disorders; and
- Understand statistics and research methodology to lay the foundation for reading and understanding learning sciences and neuroscience research.

Assessment: A program evaluation plan will be developed. The evaluation plan will include data collection from the following sources:

Objective 1: explain cognitive and brain development.

- Successful completion of an oral proposal defense for the senior project in the first semester of the sophomore year, as judged by the student's advisor.

Objective 2: describe how different brain systems support cognitive processes and abilities (e.g., reading, language, math).

- Performance in lab sequence (Scored using a rubric for lab performance).

Objective 3: identify major learning theories in STEM, language, and social science education.

- Performance in lab sequence, based on application of basic theory to development of interventions and experiment design.

Objective 4: apply evidence-based learning design strategies supported by current cognitive neuroscience and learning sciences research, for specific content disciplines (e.g., STEM, reading, special education).

- Successful completion of the senior project (As judged by the student's advisor and an additional faculty member teaching in the lab sequence using a rubric).

Objective 5: analyze learning, cognitive and behavioral disorders (e.g., ADHD, Autism Spectrum Disorder, Dyslexia), and demonstrated ability to develop learning interventions, supported by current neuroscience and learning sciences research, addressing these disorders.

- Performance in lab sequence, judged by the ability to develop interventions and experiments during research in one of the program research labs conducting research on cognitive and behavioral disorders.

Objective 6: understand statistics and research methodology to lay the foundation for understanding learning sciences and neuroscience research.

- The ability to successfully complete a senior project (i.e., design, implement and analyze the data) as judged by the student's advisor and an additional faculty member assigned to the lab sequence.

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. A bi-annual review of graduates will be completed. Data collected will include graduate outcomes-employment status and graduate education success and completion. UA College of Education works with an outside vendor who conducts surveys to track post-graduation activities of UA graduates. The data is managed by the College of Education (COE) assessment staff. In addition, the COE assessment staff works with the UA Career Center to collect employment information. Finally, the assessment staff tracks graduates through social media, faculty input, and direct communication with recent graduates.

Administration: The program will be administered by the UA College of Education, Dr. Peter Hlebowitsh, Dean; and by Department of Educational Studies in Psychology, Research Methodology, and Counseling, Dr. Aaron Kuntz, 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 the program proposal.

Accreditation: Currently, there is no accrediting body in the area of Educational Neuroscience.

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

Credit hours required in major courses	58 semester hours (sh)
Credit hours in minor courses	NA
Credit hours in institutional general education/ core	62
Credit hours in support courses	NA
Credit hours in required or free electives	9
Credit hours for thesis or dissertation	NA
Total credit hours required for completion	129 sh

Collaboration: The institution does plan on collaborating with other institutions in the delivery of this program.

Institution Name	Basis of Collaboration
The University of Alabama	Psychology, Biology, Human Development, and Anthropology Programs/Departments UA has shared interests and on-going collaborations with faculty and students in relevant programs/departments, such as psychology, biology, human development, and anthropology at UA. UA already has undergraduate students from these departments working in our labs. Likewise, our undergraduate students will have training opportunities with faculty in these departments.
UAB, AU, USA	UA has on-going collaborations with several UAB faculty. UA is part of the Alabama Advanced Imaging Consortium, which is a formal structure that promotes research and training activities across the neuroscience groups at UAB, Auburn, University of South Alabama, and UA. UA students will have opportunities to do lab rotations in these institutions to learn new research methodologies, and to use facilities that are not available at UA.

Distance Education: Approximately 0 percent of the total program's courses offered are to be provided via distance learning. Many, if not the most, of the courses in the program will have lab/practicum (either in research labs or at schools) components that cannot take place in an online environment.

Admissions: The program has no special admission requirements.

Need: Recent advances in neuroscience research have offered new insights in the key domains of development and learning. Thanks to this body of research, we now have a better understanding of how competencies in domains like mathematics and reading develop, and how specific genetic conditions and environmental factors lead to interference of brain systems supporting these skills — as, for example, in dyslexia.

The K12 education system in Alabama faces a significant achievement gap. This gap is indicated by scores from a range of standardized tests which show that Alabama consistently falls behind the nation's averages across different grade levels and subject domains. The *US News* ranks Alabama 47th out of the 50 states in terms of the general quality of the K 12 education system (<https://www.usnews.com/news/best-states/rankings/education>). According to the Public Affairs Research Council of Alabama (<http://parcalabama.org/2016-act-results-by-system-and-school/>) in 2016 only 32 percent of Alabama high school graduates achieved the benchmark for college readiness in reading, 22 percent in math, and 22 percent in science. Only 15 percent of students statewide scored, met or exceeded all four college-ready benchmarks. According to the National Assessment of Educational Progress (NAEP) assessment results, as it was in previous years, in 2015 Alabama was below the nation's average in both reading and mathematics, across both fourth- and eighth-grades, based on scores from about 279,000 fourth-graders and 273,000 eighth-graders in Alabama.

Educational neuroscience research has so far provided invaluable insights on learning mechanisms, particularly in reading and mathematics, and these were used in designing and implementing new interventions both for typical populations and students with learning disabilities. Given Alabama's move to comply with ESSA (Every Student Succeeds Act) and the vital need to close its marked achievement gap, Alabama needs qualified educators who are capable of following and interpreting the most current research, and implementing innovative evidence-based practices in classrooms.

Thus a chief purpose of this proposal is to further the integration of neuroscience and educational practice and provide students with the skills to create and evaluate educational environments broadly defined. Graduates of the Educational Neuroscience Program who pursue additional certification or advanced degrees in other domains (e.g., special, mathematics, or literacy education) will be able to incorporate the cutting-edge research in brain and cognitive sciences into their educational practice, thanks to their unique backgrounds. This new content can bring unprecedented innovations to the educational institutions in the State of Alabama.

In addition the Educational Neuroscience Program will provide opportunities for students majoring in other programs in the College of Education to receive information not covered in their more traditional courses. In multiple leading Colleges of Education increasingly UA notes that educational neuroscience courses are offered for students from all teacher training programs. The Educational Neuroscience Program will therefore have a wider impact by providing a foundational background to all students in the college.

In addition to the need to develop practitioners, UA also notes that there is a lack of researchers who have a grounding in both neuroscience and in school-based teaching and learning and have the training to develop interdisciplinary research that takes into account the brain mechanisms that support learning and educational policy. A second purpose of the proposed program is to help develop a next generation of educational researchers in the State of Alabama who can take advantage of the increased interest and opportunities associated with the educational neuroscience movement.

UA suggests that having a program within the State will allow them to access the resources available from funding sources and apply them to problems specific to our state and population. By building an undergraduate program that benefits from the current expansion of educational neuroscience, UA states

it can also inform a new generation of educators and develop a feeder program for the recent UA educational neuroscience concentration at the graduate level (one of the first in the nation). Having both an undergraduate and graduate toehold in the field can enhance Alabama's role as a leader in the educational neuroscience movement.

Career and College Readiness/Preparation -- Projected Job Openings

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Total
Local	1	1	1	1	1	1	1	7
State	50	50	50	50	50	50	50	350
SREB	750	750	750	750	750	750	750	5,250
Nation	3,000	3,000	3,000	3,000	3,000	3,000	3,000	21,000

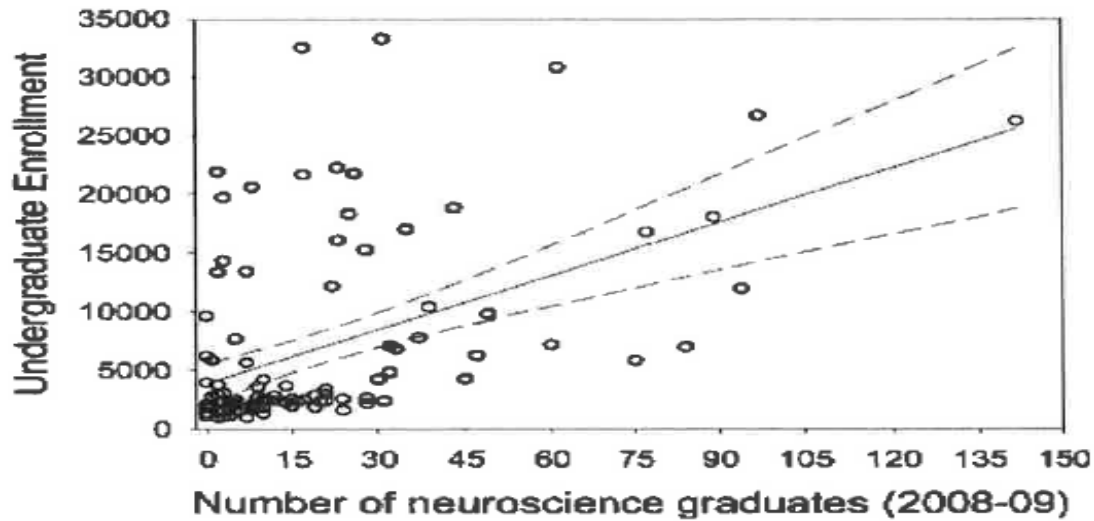
Given their interdisciplinary training, the graduates of the program will be eligible for a range of future careers, such as becoming teachers and administrators at schools, going to graduate school either to receive a PhD in a research field (e.g., educational neuroscience, learning sciences, STEM education) or a master's degree that would qualify them to become a practitioner in a relevant area (e.g., community counseling, school psychology). With appropriate mentoring and course selections students may also enter advanced programs in related root disciplines such as psychology, anthropology, biology and medical fields. Additionally, students will have the requisite skills to work in the growing private sector initiatives that focus on the delivery of educational programs to schools and industry.

The Bureau of Labor Statistics Occupational Outlook for psychologists projects a 19 percent job growth from 2014-2024. This results in 32,500 additional jobs in the next ten years. The training provided in the Educational Neuroscience Program will constitute a niche portion of this trend, encompassing people who can do applied work in educational settings. In addition, the various trajectories that UA expects its students to follow after graduation all show an increasing demand; for example the Bureau of Labor Statistics Occupational Outlook projects a 6 percent for special education teachers, 7 percent for instructional coordinators, 7 percent for preschool teachers, 6 percent for high school teachers, 8 percent for medical scientists (including neuroscientists), and 13 percent for health educators and community health workers. The proposal states that the training provided in UA's program would allow students to pursue either advanced degrees or certification programs to qualify them in a wide range of occupations.

The Indeed website job listing reports 3,365 national job opportunities under the keyword search, "Educational Neuroscience". Many of the jobs require graduate training, so UA lists this number as a pathway or readiness number, meaning that an undergraduate degree in Educational Neuroscience would be the perfect pathway and best readiness for preparing for a career in Educational Neuroscience. The undergraduate job market for an Educational Neuroscience degree is virgin territory. As indicated earlier, UA believes that they can design an innovative program that will also offer a teaching career option for their graduates. The local, state and regional numbers are rough estimates based on population proportions of the national number. Given the interdisciplinary training provided in the program, UA states that its graduates will be well-qualified to pursue certifications and advanced degrees in a wide range of domains, for example STEM, language, or special education, in addition to careers in companies and private foundations doing educationally relevant work.

Student Demand: A study published in *The Journal of Undergraduate Neuroscience Education* (2011) gives a sense of the numbers that can reasonably expect to enroll in an undergraduate program. The figure listed below indicates that if it stays close to the solid regression line, given an undergraduate population of about 28,000, UA's anticipated enrollment would be in the 150 range. Because this study was conducted some years ago, this is likely a conservative number, but because UA is pursuing an Educational Neuroscience degree, which is a unique variation on a pure Neuroscience major, UA believes that its number is likely in the 50-75 range. This number is corroborated by a report published by

the Association of Neuroscience Departments and Programs in 2011, indicating the average number of applications for neuroscience undergraduate majors as 90.



Current projections of student interest in the proposed program come from a variety of sources. First, current UA undergraduates from a number of fields have increasingly applied to UA labs to participate in research projects. In the five research labs under UA's program, there are currently about 10 undergraduate students working as research assistants. Many of these students participate in the labs as part of the Emerging Scholars Program, which is a campus-wide initiative seeking to promote undergraduate research activity on campus.

Secondly, it is stated that there is a growing student interest in behavioral and cognitive neuroscience. Given the current interest in educational neuroscience, UA expects similar increased demand at the undergraduate level. UA states that it routinely fields questions from other universities about its program and as the field begins to recognize its offerings UA expects an increase in student interest across all levels.

Further, UA believes that students enrolled in the proposed program will contribute to current college programs, since additional coursework in traditional educational training programs will be needed to achieve state certification. Thus, through this program UA asserts it may be able to bring into the college students who might not otherwise have considered traditional education majors. Similarly, graduates of the program will be well-positioned to move into graduate programs both at UA (e.g., psychology, human development) and in other institutions.

Resources:

Faculty:

Current Primary Faculty to teach in the program—

- Full-time: 5
- Part-time: 0

Support Faculty

- Full-time: 2
- Part-time: 0

Additional Faculty employed to teach in the first five years

Primary Faculty:

- Full-time: 1*
- Part-time: 0

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

***Note:** The new faculty will be responsible for overseeing the undergraduate program, and teaching courses in the program. The College is reserving a dedicated faculty line for the new faculty hire and no new funds are requested for this purpose.

The new faculty will be a person who has expertise both in education and neuroscience, and has an invested interest in undergraduate education. Specifically, UA will seek the following qualifications in the applicants:

- Ph.D. in a relevant field (e.g., neuroscience, education, psychology, cognitive science, learning sciences).
- Evidence of expertise in one or more neuroimaging techniques.
- Interest in educational applications broadly defined.
- Ability to work with students and faculty in a variety of disciplines.
- Strong writing and communication skills.
- Commitment to working with diverse populations at both the undergraduate and graduate levels.

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

Fellowships and Assistantships: No (0) 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: The library resources are sufficient for the proposed program. Examples of current relevant journals in the UA library are:

- Mind, Brain, and Education Journal,
- Trends in Neuroscience and Education,
- Educational Psychologists,
- Journal of Learning Sciences,
- Journal of Cognitive Neuroscience,
- Cognition,
- Human Brain Mapping, and
- Journal of Undergraduate Neuroscience Education.

In addition, there is an extensive collection of books in relevant fields, including, educational psychology, and neuroscience, among others.

Program Budget: The proposal projected that \$0 in new funds will be required to support the proposed program. A total of \$12,925,375 will be available through tuition.

**Attachment 3
 Curriculum**

University of Alabama
 Bachelor of Science in Educational Neuroscience

General Educational or Core Curriculum		Hours
ANT 100	Intro To Anthropology	3
PHL 100	Intro To Philosophy	3
SPE 100	Except Lives in Society	3
CH 101	General Chemistry	4
EN 101	English Composition	3
PH 101	General Physics I	4
PY 101	Intro To Psychology	3
CH 102	General Chemistry	4
EN 102	English Composition	3
BSC 108	Intro Biology Non Maj I	4
BSC 109	Intro Biology Non Maj II	4
MATH 125	Calculus I	4
MATH 126	Calculus II	4
BSC 215	Human Anatomy & Physiology I	4
BSC 220	Biol Evol	3
General Educational or Core Curriculum		Hours
PHL 260	Mind and Nature	3
BER 345	Educational Statistics	3
BEP 360	Social Psychol Foundtns Educ	3
Total Hours		62
Major Courses		Hours
HD 101	Life Span Human Development	3
BEP 110	Intro Learning Strateg Skills	3
HD 205	Child Dev-Preschool	3
BEP 305	Educational Psychology	3
BEP 310	Lab-based Research Practicum - This course will be required four times for a total of eight hours (two hours each))	8
PY 313	Sensation and Perception	3
BEP 320	Brain, Learning, and Cognition	3
BEP 330	Computational Methods in Educational Neuroscience	3
PY 352	Developmental Psych	3
BEP 420	Science Learning	3
BEP XXX	Math Learning	3
BEP 450	Moral Psych & Ethical Development	3
PY 450	Intro Cognitive Psych	3
BEP 460	Reading, Language, and the Brain	3
BEP 350	Experimental Methods in Educational Neuroscience	3
BEP 480	Human Brain Mapping	4
BEP 490	Electrophysiology	4
Total Hours		58

Curriculum Plan		styles
YEAR 1		
Semester 1		
Course Number/Name	Credits	
PY 101 intro To Psychology	3	
EN 101 English Composition	3	
PH 101 General Physics I	4	
BSC 108 Intro Biology Non Maj I	4	
MATH 125 Calculus I	4	
Semester 2		
HD 101 Life Span Human Development	3	
ANT 100 Intro To Anthropology	3	
EN 102 English Composition	3	
BSC 109 Intro Biology Non Maj II	4	
MATH 126 Calculus	4	
YEAR 2		
Semester 1		
BEP 110 Intro Learning Strategy Skills	3	
HD 205 Child Devel-Preschool	3	
PHL 100 Intro To Philosophy	3	
SPE 100 Exceptional Lives in Society	3	
CH 101 General Chemistry	4	
BSC 215 Human Anatomy & Physiology I	4	
Semester 2		
BEP 305 Educational Psychology	3	
CH 102 General Chemistry	4	
BSC 220 Biological Evolution	3	
PHL 260 Mind and Nature	3	
-Elective 1-	3	
YEAR 3		
Semester 1		
BEP 310 Lab-based Research Practicum	2	
PY 352 Developmental Psych	3	
BEP 350 Experimental Methods in Educational Neuroscience	3	
BEP 360 Social Psych Foundtns Educ	3	
BER 345 Educational Statistics	3	
Semester 2		
BEP 310 Lab-based Research Practicum	2	
PY 313 Sensation and Perception	3	
BEP 320 Brain, Learning, and Cognition	3	
BEP 330 Computational Methods in Educational Neuroscience	3	
-Elective 2-	3	
YEAR 4		
Semester 1		
BEP 310 Lab-based Research Practicum	2	
BEP XXX Topics in Ed Neuro: Math Learning	3	
PY 450 Intro Cognitive Psych	3	
BEP 460 Topics in Ed Neuro: Reading, Language, and the Brain	3	
BEP 490 Electrophysiology	4	
Semester 2		
BEP 310 Lab-based Research Practicum	2	
BEP 420 Topics in Ed Neuro: Science Learning	3	
BEP 450 Topics in Ed Neuro: Moral Psych & Ethical Devel	3	
BEP 480 Human Brain Mapping	4	
-Elective 3-	3	
Total Credits	129	

DECISION ITEM UA-4: University of Alabama, Master of Science in Business Analytics (CIP 52.1302)

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 Business Analytics (M.S.B.A.) program is an on campus, full-time program that will prepare students for analytics positions in industry and government to manage data, apply cutting-edge methodologies, use current software, interpret and effectively communicate results, make recommendations, and manage implementations. The proposed M.S.B.A. program will also equip students to continue learning about analytics throughout their careers.

It will advance the university by creating an emphasis on the dissemination of knowledge in concentrations in the growing technological world of analytics. By accomplishing these objectives, the proposed M.S.B.A. program will support the University of Alabama's mission by: 1) filling current state-wide and nation-wide needs for trained analytics professionals, and 2) creating a more technically prepared workforce that will help the state attract new industry and employers.

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

Mode of Delivery: Approximately zero (0) percent of the total program's courses offered will be provided by distance education.

Similar Programs: This emphasis on development of the skills required to acquire/collect data from a wide variety of sources and manage data across a wide variety of computer platforms is not only unique in Alabama, it is unique among similar programs offered by S.R.E.B. institutions. The University of Alabama in Huntsville does have a Master of Science in Business Analytics at CIP 52.1301; however, this has a somewhat distinct curricular emphasis. There are approximately 30 SREB state programs that have some nominal similarity.

Collaboration: At the present moment, the college will be offering the Master of Science Business Analytics (M.S.B.A.) only at The University of Alabama in Tuscaloosa, Alabama. However, UA is open to collaborating with the University of Alabama in Huntsville and the University of Alabama at Birmingham in the future as the program grows. The college is open and willing to explore other such collaborations in the future, if a promising opportunity arises.

Resources: The proposal projected that \$250,355 in new funds will be required to support the proposed program. A total of \$3,471,218 will be available through tuition and internal reallocations.

Public Review: The program was posted on the Commission website from July 19 until August 7 (twenty days) for public review and comments. No comments were received.

Rationale for Staff Recommendation:

1. The proposed M.S.B.A. program incorporates coursework in all disciplines that make up the field of analytics (statistics, management information systems, operations research, data mining, and machine learning).
2. The proposed M.S.B.A. program is integrated. That is, courses in the proposed program integrate concepts covered in courses completed earlier in the proposed program.

3. The proposed M.S.B.A. program has been designed to allow for rapid incorporation of new developments in analytics through a seminar program.
4. The proposed M.S.B.A. program is designed to provide students with exposure to analytics professionals from a wide spectrum of industries.
5. The proposed M.S.B.A. program is designed to provide students with experience working on real analytics problems from a wide spectrum of industries.

DECISION ITEM UA-4: University of Alabama, Master of Science Business Analytics (CIP 51.1302)

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

Staff Recommendation: That the Commission approve the proposed Master of Science Business Analytics.

Implementation Date: The proposed program will be implemented in August 2019. Based on Commission policy, the proposed program must be implemented by March 14, 2021, 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 2020-21 through 2025-26, will be at least 29, based on the proposal.
2. That the annual average number of graduates for the period 2020-21 through 2025-26 (six-year average) will be at least 3.75, based upon the adopted graduation rates 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, 2026.

- Supporting Documentation:**
1. New Academic Degree Program Proposal Summary, attached.
 2. Summary of Background Information, attached.
 3. Curriculum for Proposed Program, attached.
 4. Proposed MSBA Program Assessment Rubric, attached.
 5. University of Alabama program proposal, submitted June 8, 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

NEW ACADEMIC DEGREE PROGRAM PROPOSAL SUMMARY								
INSTITUTION: The University of Alabama								
PROGRAM: Business Analytics (M.S.B.A.)								
ESTIMATED NEW FUNDS REQUIRED TO SUPPORT PROPOSED PROGRAM								
	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	TOTAL
FACULTY	0	0	0	0	0	0	0	0
LIBRARY	0	0	0	0	0	0	0	0
FACILITIES	0	0	0	0	0	0	0	0
EQUIPMENT	0	0	0	0	0	0	0	0
STAFF	0	0	0	0	0	0	0	0
ASSISTANTSHIPS	\$30,950	\$32,418	\$33,956	\$35,569	\$37,260	\$39,123	\$41,079	\$250,355
OTHER	0	0	0	0	0	0	0	0
TOTAL	\$30,950	\$32,418	\$33,956	\$35,569	\$37,260	\$39,123	\$41,079	\$250,355
SOURCES OF FUNDS AVAILABLE FOR PROGRAM SUPPORT								
	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	TOTAL
INTERNAL REALLOCATIONS	\$30,950	\$32,418	\$33,956	\$35,569	\$37,260	\$39,123	\$41,079	\$250,355
EXTRAMURAL	0	0	0	0	0	0	0	0
TUITION	0	\$388,080	\$441,441	\$499,168	\$561,564	\$628,952	\$701,658	\$3,220,863
TOTAL	\$30,950	\$420,498	\$475,397	\$534,737	\$598,824	\$668,075	\$742,737	\$3,471,218
ENROLLMENT PROJECTIONS								
Note: "New Enrollment Headcount" is defined as unduplicated counts across years.								
	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	6-YEAR AVERAGE
FULL TIME HEADCOUNT	Year 1 - No data reporting required	24	26	28	30	32	34	29
PART TIME HEADCOUNT	Year 1 - No data reporting required	0	0	7	10	15	18	13
TOTAL HEADCOUNT	Year 1 - No data reporting required	24	26	35	40	47	52	37
NEW ENROLLMENT HEADCOUNT	Year 1 - No data reporting required	24	26	28	30	32	34	29
DEGREE COMPLETION PROJECTIONS								
Note: Do not count Lead "0"s and Lead 0 years in computing the degree completions projections average.								

	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	AVERAG E
DEGREE COMPLE TION PROJEC TIONS	Year 1 - No data reporting required	20	22	24	26	28	30	25

Attachment 2

Summary of Background Information

Master of Science in Business Analytics
 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 Science Business Analytics degree program will be able to:

- Apply appropriate analytical tools to solve business problems.
- Utilize new, cutting-edge analytics methodologies in business applications.
- Employ most current data management and analytics software for data analysis.
- Interpret and effectively communicate results of analyses.
- Identify or recommend appropriate strategies based on analyses.
- Collaborate effectively with teammates to implement recommended strategies.

Assessment: A rubric will be used to assess the capstone project that is to be completed by all students (working in teams) in the proposed M.S.B.A. program (refer to attachment 4). Results for the first year of the proposed M.S.B.A. program will be compared to target levels set by the faculty, and results for subsequent years will also be compared to results from recent years. For goals for which results do not meet expectations, strategies for remediating the issue(s) will be developed and implemented during the following academic year.

In addition, the Business Analytics (M.S.B.A.) program coordinator will collect and maintain a database of contact information, current resumes, information on job placement, and other information on professional and academic achievements for graduates of the M.S.B.A. program. The M.S.B.A. program coordinator will conduct an annual survey of graduates of the M.S.B.A. program to update this database and track the career progression and professional accomplishments of graduates from the M.S.B.A. program.

Administration: The program will be administered by the UA Culverhouse College of Business, Dr. Kay M. Palan, Dean; and by Department of Information Systems, Statistics, and Management Science, Dr. John Mittenthal, 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). One vote was received, with that respondent recommending that the program be approved.

Accreditation: The proposed M.S.B.A. program will be subject to accreditation review by the Association to Advance Collegiate Schools of Business (AACSB International).

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

Credit hours required in major courses	36 semester hours (sh)
Credit hours in required or free electives	0 sh
Credit hours for thesis or dissertation	0 sh
Total credit hours required for completion	36 sh

Note: The proposed Business Analytics (M.S.B.A.) program will replace the Analytics track in the M.S. in Applied Statistics program.

Collaboration: At the present moment, the college will be offering the Master of Science Business Analytics (M.S.B.A.) only at The University of Alabama in Tuscaloosa, Alabama. However, UA is open to collaborating with the University of Alabama in Huntsville and the University of Alabama at Birmingham in the future as the program grows. The college is open and willing to explore other such collaborations in the future, if a promising opportunity arises.

Distance Education: Approximately zero (0) percent of the total program's courses offered will be provided by distance education. The proposed M.S.B.A. program is a full-time program that will frequently require students to work in teams and complete team assignments quickly, so the M.S.B.A. program is not conducive to distance education.

Admissions: The proposed Business Analytics (M.S.B.A.) program requires students to have strong quantitative skills, completed an undergraduate introductory statistics course with a letter grade of B or higher, and achieved either a total GMAT score of 600 or a total GRE score of 300. This program is designed for recent college graduates with limited or no full-time, postgraduate work experience; however, relevant work experience may also be considered in the application process.

For students who do not meet the minimum GPA or GMAT/GRE standards, the M.S.B.A. admissions committee may grant "permission to continue." Because the demand for graduates from similar programs far exceeds the supply of students who are graduating from these programs, the proposed Culverhouse M.S.B.A. should be able to hold to these standards.

Need: As a result of rapid increases in the quantity and quality of accessible data, improvement in methodologies and algorithms, and available computing power, the importance of analytics to industry and government is growing dramatically statewide and nationwide. These trends have led to a rapid increase in demand for graduates with analytics skills, particularly at the Master's level. Although several top U.S. universities have created analytics programs, primarily at the Master's level, to address this demand, the demand for graduates with the requisite analytics skills continues to substantially exceed the supply.

Key industries in Alabama's economy that have been identified by the Economic Development Partnership of Alabama (<http://www.edpa.org/key-industries/>), each utilize analytics heavily and at an increasing rate:

- **Manufacturing** (i.e., Aerospace, Automotive, Medical Devices) - use analytics for predictive maintenance; vehicle and performance tracking; weather forecasting; route planning; increasing reliability; streamlining and automating processes; and assessing the efficiency of devices; and designing new devices for existing and new uses.
- **Raw Materials and Refinement** (i.e., Chemicals, Forest Products, Metals, Plastics, Rubber, Food Production) - use analytics for developing, designing, and enhancing products; reducing false positive and false negative results in experiments; generating new chemical entities with drug-like properties and desired biological activities in a directed fashion; planning sustainable land testing and replanting; reducing erosion; evaluating the environmental impact of deforestation; increasing yields; planning fertilization; developing new crops; planning crop rotations; and designing irrigation systems;

- Business and Supply Chain Management (i.e., Distribution, Information Technology) - use analytics for designing warehouse and distribution systems; improving management of inventories; reducing incidences of stock-outs; reducing transportation costs; finding more efficient ways to store, retrieve, analyze, and report data; proactively monitor control service performance and availability; and predicting future system states and assessing the impact of those states on performance.

Career and College Readiness/Preparation -- Projected Job Openings

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Total
Local	312	324	335	348	360	372	384	2,435
State	1,194	1,237	1,283	1,329	1378	1428	1478	9,327
SREB	33,198	34,412	35,671	36,975	38,327	39,679	41,031	259,293
Nation	92,574	95,960	99,469	103,106	106,877	110,652	114,427	723,065

Because analytics is a broad discipline with a deep reach into a wide variety of occupations, a search for Analytics in the U.S. Bureau of Labor Statistics' online Government Employment Outlook Handbook does not yield a single entry. The search does show dozens of job titles that reference analytics. Below is a listing of twenty such titles, from a total of over sixty provided within the proposal.

- Management Analysts
- Market Research Analysts
- Information Security Analysts
- Operations Research Analysts
- Computer Systems Analysts
- Financial Analysts
- Psychologists
- Economists
- Medical and Health Services Managers
- Computer and Information Systems Managers
- Mathematicians and Statisticians
- Computer and Information Technology Occupations
- Logisticians
- Budget Analysts
- Forensic Science Technicians
- Political Scientists
- Web Developers
- Actuaries
- Cost Estimators
- Business and Financial

Masters programs in Analytics also continue to place their graduates at a very high rate. For example, the University of San Francisco's M.S. in Analytics program reports 100 percent placement of its degree recipients over three recent academic years. The University of Alabama was an innovator in adding data mining courses to its Masters degree in Applied Statistics. Now Culverhouse has responded to the demand for M.B.A. students with business analytics skills with a concentration to its Master of Business Administration degree. It has become one of the first in the nation to offer this type of degree. Graduates with this concentration are attracting starting salaries \$10,000 to \$15,000 higher than some other M.B.A. concentrations, with 100 percent job placement within 90 days (<http://www.sas.com/en-us/customers/university-of-alabamaenterprise-miner.html>).

Projections provided in the Career and College Readiness/Preparation Projected Job Openings table were generated in the following manner:

Nation projections are based on IBM's projected national growth in demand for data scientists (an acronym for analytics) of 28 percent by 2020 (reported by Forbes on May 13, 2017).

SREB projections are based on the projected national number of jobs in row 4 x SREB States' proportion of Total U.S. White Collar Jobs in 2016 (Kaiser Foundation).

State projections are based on the projected national number of jobs in row 4 x Alabama proportion of Total US. White Collar Jobs in 2016 (Kaiser Foundation).

Local (Birmingham/Tuscaloosa/Northport) projections are based on the projected national number of jobs in row 4 x Birmingham/Tuscaloosa/ Northport proportion of Total U.S. White Collar Jobs in 2016 (Kaiser Foundation).

Note also that Deloitte's Analytics Trends 2016 reports that university analytics and data science programs in the U.S. cannot produce enough sufficiently trained people to meet demand.

Student Demand: The Master of Science Business Analytics (M.S.B.A.) will have a cohort of no more than thirty students who will be admitted to the Business Analytics program in its first year. This decision was made based on both the newness of the program and the desire for discussion-based learning. This number will be allowed to increase as warranted by the supply of qualified applicants, industry demand for the program's graduates, and available resources.

UA conducted informal interviews with the directors of five prominent, successful M.S.B.A. programs (i.e. University of Cincinnati, Wake Forest University, University of Tennessee at Knoxville, University of Iowa, and North Carolina State University) with which the proposed M.S.B.A. program would compete. Each of these programs admits between 60 and 100 students each academic year from all over the world. Each director indicated that her or his program is overwhelmed by the number of qualified applicants and cannot meet demand. We therefore conclude that the number of applications that will be for the proposed M.S.B.A. program will far exceed the number of students the program will initially be able to admit.

Resources:

Faculty:

Current Primary Faculty to teach in the program -

Full-time: 26

Part-time: 0

Support Faculty

Full-time: 0

Part-time: 0

Additional Faculty employed to teach in the first five years -

Primary Faculty:

Full-time: 0

Part-time: 0

Support Faculty—

Full-time: 0

Part-time: 0

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

Fellowships and Assistantships: There will be five (5) assistantships being offered specifically for this program. Five will be offered each year, totaling 15 once the program is fully operational in year 3 and beyond. Funding to support assistantships is reallocated from current funding for undergraduate

programs. Graduate assistants do not pay tuition; therefore, tuition for graduate assistants is not included in the tuition line items of the summary.

Equipment: No new equipment will be required.

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

Library: Students in the proposed M.S.B.A. program will occasionally require access to academic journals and technical publications. The current library collections that will support the proposed M.S.B.A. program are sufficient.

In addition, students will utilize the Marilyn A. Hewson Data Analytics Lab. The Marilyn A. Hewson Data Analytics Lab serves as a premier research center for data analytics that provides collaboration and research across government, industry, and academia to help companies anticipate and solve critical problems.

Program Budget: The proposal projected that \$250,355 in new funds will be required to support the proposed program. A total of \$3,471,218 will be available through tuition and internal reallocations.

**Attachment 3
 Curriculum**

University of Alabama
 Master of Science Business Analytics

Course Number and Title	Number of Credit Hours	* If New Course
MIS 501 Application Development for the Data-Driven Organization	3	*
MIS 502 Database Design and Management in the Data-Driven Organization	3	*
ST 521 Statistical Data Management	3	
ST 522 Adv Statistical Data Mgt	3	
ST 531 Data Mining I	3	
ST 532 Advanced Data Mining (Applied Statistical Modeling for Analytics)	3	
ST 541 Applied Statistical Modeling for Analytics II	3	*
ST 542 Applied Statistical Modeling for Analytics III	3	*
OM 500 MGT Science & Spreadsheet Mod	3	
OM 501 Advanced Applied Modeling and Analysis	3	*
GBA 591 Independent Study (Analytics Seminar)**	6	
** GBA 591 will function as the six hour Analytics Seminar Capstone course. Students will have the opportunity to choose between Sports Analysis, Text Mining, and Political Analysis.		
Total Credit Hours	36	

Attachment 4
 Proposed MSBA Program Assessment Rubric

University of Alabama
 Master of Science Business Analytics

Proposed MSBA Program Assessment Rubric

Performance Assessment	Exceeds Expectations	Meets Expectations	Below Expectations
Goal 1: Recognition, identification, and definition of a business problem	<ul style="list-style-type: none"> Fully recognizes the problem and its ramifications Demonstrates very good understanding of the nature of the problem Successfully identifies all of the important characteristics of the problem 	<ul style="list-style-type: none"> Recognizes the problem and most of its ramifications Demonstrates adequate understanding of the nature of the problem (with perhaps some minor flaws) Successfully identifies most of the important characteristics of the problem 	<ul style="list-style-type: none"> Fails to fully recognize the problem Fails to demonstrate sufficient understanding of the nature of the problem Fails to identify important characteristics of the problem
Goal 2: Selection of appropriate tools and techniques to achieve desired improvement	<ul style="list-style-type: none"> Selects appropriate and effective tools and/or techniques and/or software for the problem(s) identified 	<ul style="list-style-type: none"> Selects some appropriate tools and/or techniques and/or software for the problem(s) identified, but with perhaps some flawed or inappropriate selections 	<ul style="list-style-type: none"> Fails to select appropriate tools and/or techniques and/or software for the problem(s) identified
Goal 3: Correct and complete application of tools and techniques to achieve desired improvement	<ul style="list-style-type: none"> Correct and complete application of all selected tools, techniques and/or software selected Analysis was performed correctly and completely 	<ul style="list-style-type: none"> Correct application of some, but not all, selected tools, techniques, and/or software or Analysis performed was only partially complete and/or has minor flaws 	<ul style="list-style-type: none"> Incorrect application of most selected tools, techniques, and/or software Analysis performed was incomplete and/or has major flaws
Goal 4: Satisfactory oral communication of technical subject matter	<ul style="list-style-type: none"> Good presentation with excellent command of topic Makes eye contact with audience Use of appropriate visual aids (pictures, graphics, animation) and technology 	<ul style="list-style-type: none"> Presentation conveys material in a professional manner with adequate command of topic Makes some eye contact with audience Uses some appropriate visual aids (pictures, graphics, animation) and technology 	<ul style="list-style-type: none"> Lack of professionalism in appearance or delivery and/or shows poor command of topic Makes little to no eye contact (reading content of slides) Uses little to no appropriate visual aids (pictures, graphics, animation) or technology
Goal 5: Satisfactory written communication of technical subject matter	<ul style="list-style-type: none"> Well-written and organized report Provides complete documentation of work (e.g., program code) Each of the Goal 1 – Goal 3 elements is clearly addressed 	<ul style="list-style-type: none"> Report conveys material in a professional manner Provides adequate documentation (e.g., program code), but more detail would be helpful Each of the Goal 1 – Goal 3 elements is adequately addressed 	<ul style="list-style-type: none"> Written report is presented poorly (e.g., repetitious, does not use tables and/or figures effectively) Fails to provide adequate documentation (e.g., program code) At least one the Goal 1 – Goal 3 elements is inadequately addressed

DECISION ITEM UA-5: University of Alabama, Master of Arts in Biological Sciences (CIP 26.0101)

EXECUTIVE SUMMARY

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

Program Objective: The purpose of this proposal is to establish a Master of Arts (M.A.) in Biological Sciences at the University of Alabama to better serve the academic needs of UA students, graduates and state residents. A key value in the University of Alabama's mission is to provide "Graduate education that is deeply vested in subject matter knowledge, professional content, research skills and creative activity" while also "enhancing the quality of life for the citizens of Alabama" through, among other strategic goals, increasing the "University's productivity and innovation in research, scholarship and creative activities that impact economic and societal development."

The current -- and productive -- Master of Science (M.S.) degree program in Biological Sciences at the University of Alabama embeds students in a research-focused academic framework with the bulk of students' education centered on hypothesis-driven laboratory research. Many potential applicants seek advanced education -- without the commitment to data-driven research -- as a means to advance to other professional preparation programs. Furthermore, M.S. enrollment is limited by the availability of faculty mentors and funded research projects.

The proposed Biological Sciences (M.A.) program will augment the graduate curriculum in the Department of Biological Sciences by meeting this unfilled need for advanced education. The proposed degree will draw enrollment from current Bachelor of Science undergraduates who are qualified for participation in the University's Accelerated Master's Program (AMP) as well as Baccalaureate alumni and graduates from other institutions who seek to enhance their professional preparation for diverse careers in the STEM disciplines.

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

Mode of Delivery: The primary mode of course delivery will be lecture-based courses at the Tuscaloosa campus of The University of Alabama.

Similar Programs: According to the proposal, there are no similar programs in Alabama. There are fourteen similar or closely resembling programs in other SREB states.

Collaboration: At this time, there is not a plan to collaborate with other institutions as all coursework and training programs necessary for successful implementation of the program are currently available in the Department of Biological Sciences.

Resources: The proposal projected that \$0 in new funds will be required to support the proposed program. A total of \$1,194,105 will be available through tuition.

Public Review: The program was posted on the Commission website from July 19 until August 7 (twenty days) for public review and comments. No comments were received.

Rationale for Staff Recommendation:

- 1 . The tuition for graduate education for Alabama residents is considerably lower at the University of Alabama than at universities in other states that offer similar course-work in Biological Sciences and there is no other Master of Arts in Biological Sciences in the State of Alabama. Therefore, this graduate program will provide a more economical option for students that have completed a Bachelor's degree and wish to pursue graduate studies.
2. Participation of current undergraduate students in the Accelerated Masters Program (AMP) is limited by faculty numbers and faculty ability to train and oversee master's research projects. Additionally, there are a substantial number of potential applicants who are not interested in research, but rather in continuing their education and career preparedness through advanced coursework.
3. Graduates of this proposed program can help meet the growing need in the state of Alabama for education professionals who are knowledgeable in the STEM disciplines.
4. The proposed program will be administered by faculty with strong academic and pedagogical experience in teaching graduate students. The body of over 30 faculty members has a track record of positive student-outcomes and excel in the areas of teaching, scholarship and service.

DECISION ITEM UA-5: University of Alabama, Master of Arts in Biological Sciences (CIP 26.0101)

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

Staff Recommendation: That the Commission approve the proposed Master of Arts in Biological Sciences.

Implementation Date: The proposed program will be implemented in August 2019. Based on Commission policy, the proposed program must be implemented by March 14, 2021, 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 2020-21 through 2025-26, will be at least 8, based on the proposal.
2. That the annual average number of graduates for the period 2021-22 through 2025-26 (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 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, 2026.

- 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 The University of Alabama, President, Dr. Stuart R. Bell, attached.
 5. Letter from The University of Alabama, Executive Vice President and Provost, Dr. Kevin Whitaker, attached.
 6. University of Alabama program proposal, submitted April 6, 2018. Available upon request.
 7. "Evaluation and Review of New Instructional Program

ALABAMA COMMISSION ON HIGHER EDUCATION
Friday, September 14, 2018

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: <i>The University of Alabama</i>								
PROGRAM: <i>Biological Sciences (M.A.)</i>								
ESTIMATED NEW FUNDS REQUIRED TO SUPPORT PROPOSED PROGRAM								
	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	TOTAL
FACULTY	0	0	0	0	0	0	0	0
LIBRARY	0	0	0	0	0	0	0	0
FACILITIES	0	0	0	0	0	0	0	0
EQUIPMENT	0	0	0	0	0	0	0	0
STAFF	0	0	0	0	0	0	0	0
ASSISTANTSHIPS	0	0	0	0	0	0	0	0
OTHER	0	0	0	0	0	0	0	0
TOTAL	0	0	0	0	0	0	0	0
SOURCES OF FUNDS AVAILABLE FOR PROGRAM SUPPORT								
	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	TOTAL
INTERNAL REALLOCATIONS	0	0	0	0	0	0	0	0
EXTRAMURAL	0	0	0	0	0	0	0	0
TUITION	\$83,020	\$83,020	\$130,460	\$177,900	\$213,480	\$237,200	\$269,025	\$1,194,105
TOTAL	\$83,020	\$83,020	\$130,460	\$177,900	\$213,480	\$237,200	\$269,025	\$1,194,105
ENROLLMENT PROJECTIONS								
<i>Note: "New Enrollment Headcount" is defined as unduplicated counts across years.</i>								
	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	6-YEAR AVERAGE
FULL TIME HEADCOUNT	Year 1 - No data reporting required	5	7	10	14	14	16	11
PART TIME HEADCOUNT	Year 1 - No data reporting required	0	1	2	2	2	2	2
TOTAL HEADCOUNT	Year 1 - No data reporting required	5	8	12	16	16	18	13
NEW ENROLLMENT HEADCOUNT	Year 1 - No data reporting required	5	7	8	8	10	10	8
DEGREE COMPLETION PROJECTIONS								
<i>Note: Do not count Lead "0"s and Lead 0 years in computing the degree completions projections average.</i>								
	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	AVERAGE
DEGREE COMPLETION PROJECTIONS	Year 1 - No data reporting required	0	4	6	8	10	12	8

Attachment 2

Summary of Background Information

Master of Arts in Biological Sciences
University of Alabama

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

Objectives: Upon completion of the Biological Sciences (M.A.) program:

- **Broad Biological Concepts:** Students will demonstrate, through summative assessment, a comprehensive understanding of the integrative nature of Biology as it applies to all levels of life; from the ecosystem, to the population, the individual and the cell.
- **Discipline Specific Concepts:** Based on the chosen field of study, students will demonstrate, through summative assessment, a mastery of the fundamental concepts and defining principles of Cellular and Molecular Biology or Ecology and Evolutionary Biology.
- **Discourse and Communication:** Students will demonstrate an ability to articulate these broad and field specific concepts through formal presentation and informal conversation.
- **Applied Techniques:** Students will develop mastery of a set of critical experimental skills through laboratory training exercises.
- **Data analysis:** Students will demonstrate mastery of processing and critically evaluating a wide range of data sets, with competence in formulating hypotheses and designing experiments to test those hypotheses.

Assessment: The Department will establish a single faculty Advisory Committee to oversee all students enrolled in the Biological Sciences (M.A.) program, with annual rolling graduate faculty membership. Establishment of a single Advisory Committee will provide consistency in gathering data and assessing effectiveness of the program. Evaluation of the M.A. program will be consistent with the systematic evaluation plan that has been approved by the faculty in the Department of Biological Sciences for existing programs. In addition to course-based summative assessments of student performance, the Advisory Committee will oversee the students' navigation through the degree program and provide formative assessment on a semi-annual basis. The Advisory Committee will meet with each student twice yearly to review course progress, establish the Capstone project topic, review progress in its development and oversee its completion and public oral delivery.

Evaluation of student academic progress will be made both through summative and formative assessment in course-based studies. The academic load of this program consists of 24 credit hours of lecture and lab-based courses. Each instructor has established assessment matrices for graduate students rooted in a combination of structured examinations, written term-paper assignments and presentation of data to peers. Professors provide formative assessments of written assignments as they progress from the outline to draft and final document stage. Likewise, presentation components in these courses also contain formative assessment on style, an adherence to scientific practices, as well as formative assessment based on overall performance.

The Advisory Committee will receive semester reports on each M.A. student from the instructors of courses in which they are enrolled and incorporate those results into the semester review of student performance. Each semester review will therefore contain an assessment of student progress within each of the five student learning outcomes and provide guidance on methods to improve performance, if deficiencies are noted. In the course of Advisory Committee meetings, committee members will also assess student progress toward efficiency in each of the learning outcomes through oral investigation of

applicable knowledge. Data collected by the Advisory Committee will be reviewed annually by the Curriculum Committee and be used to modify teaching and revise the curriculum as appropriate. An annual report will provide a summary of data related to key program outcomes. This report will be provided to the Alabama Commission on Higher Education for the first five years of the program.

The evaluation plan will include not only include assessment of student academic success, but will also monitor program completion rates, employment rates and enrollment rates into advanced degree programs compared to national averages, participant perception of program quality, and alumni perception of program quality.

The Department of Biological Sciences will request from all graduates of the M.A. program current contact information including email addresses. A survey will be distributed to graduates 6 months and 3 years after completion to evaluate graduate success rates.

Administration: The program will be administered by the UA College of Arts and Sciences, Dr. Robert Olin, Dean; and by the Department of Biological Sciences, Dr. Janis O'Donnell, 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 two votes were received, with both respondents recommending that the program be approved.

Accreditation: There is no accrediting body for this type of program.

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

Credit hours required in major courses	9-12 semester hours (sh)
Credit hours required in support courses	NA
Credit hours in required or free electives	12-15
Credit hours for thesis or dissertation	6
Total credit hours required for completion	30 sh

In addition to lecture-based coursework, all M.A. students will be required to enroll in one laboratory skills course. Additionally, as is required of all master's students in the UA Graduate School, all-Biological Sciences (M.A.) students must complete a Capstone Experience. For this degree, the Capstone Experience will entail the writing of a literature-based survey of a biological topic selected by the student and approved by a departmental faculty Advisory Committee and culminate with a final oral, public presentation on the topic. There are no options/concentrations for this proposed degree in Biological Sciences.

Collaboration: At this time, there is not a plan to collaborate with other institutions as all coursework and training programs necessary for successful implementation of the program are currently in place. However, the department would be open to areas of collaboration in the future.

Distance Education: The primary mode of course delivery will be lecture-based courses at the Tuscaloosa campus of The University of Alabama. Although the degree program will not be research-based, in addition to lecture-based coursework, all students will be required to enroll in one of several laboratory training options in order to gain hands on experience in modern experimental methods as well as data collection and analysis. Approximately zero (0) percent of the total program's courses offered will be provided by distance education.

Admissions: Admission to the Biological Sciences (M.A.) Degree program will be based on an overall appraisal of the ability to undertake master's education. Official transcripts from all colleges and universities attended will be reviewed for coursework and for a cumulative grade point average (GPA) of 3.0 or better on a 4.0 scale. Recent (within the past 5 years) Graduate Record Examination (GRE) scores will be required of all applicants with minimum criteria for regular admission being a combined score of 300 on the revised GRE scale. Permission to continue admission may be considered and will follow those

guidelines set forth by the University of Alabama Graduate School. For international applicants, requirements for this degree program will adhere to the University of Alabama Graduate School policies concerning test scores for English as a Second Language.

Need: State-wide efforts to develop biotechnology industries require, in addition to research professionals, a workforce that is knowledgeable concerning biological/biotechnological matters, but with other areas of expertise on the management and legal sides of such industries. Therefore, students graduating from the Biological Sciences (M.A.) degree program will be better qualified to enter the growing science-based workforce in Alabama and contribute to its continued development. Future growth of Alabama's economy brings a growth in population with impacts on land use and environmental concerns. Graduates of this program can bring biological expertise to government agencies charged with monitoring environmental health and developing policy for sustainable growth.

Career and College Readiness/Preparation -- Projected Job Openings

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Total
Local	2	3	5	5	10	10	15	50
State	15	20	35	60	95	130	165	520
SREB	150	200	350	600	950	1,300	1,650	5,200
Nation	3,000	4,000	7,000	12,000	19,000	26,000	33,000	104,000

The principle cohort of applicants targeted by this program aspires for admission into pre-professional health-related graduate education programs. However, other prospective students may utilize the broad training provided by this program to matriculate into other health and science related careers. The projected job openings presented in the above table reflect both potential entries into post-graduate education programs as well as non-education career paths, based on the data presented below. These projections were made considering job potential for all applicants holding Master's degrees in Biological Sciences, and presented as 10 percent of those estimates to reflect the employment/admission potential of M.A. degree holders specifically.

Data from the Bureau of Labor Statistics project an overall national growth of 7.4 percent in occupational employment from 2016 to 2026. Projected to be fastest growing occupational groups in this decade are healthcare support (23.7 percent) and healthcare practitioners and technical occupations (15.2 percent). Likewise, according to the state Labor Department, Alabama occupational employment in Healthcare and Social Assistance has seen an 85 percent increase since 2011 and Professional, Scientific and Technical services job numbers increased by 56 percent in that same period. Data compiled in 2016 by the Alabama Department of Labor, specifically focusing on the Biosciences sector of employment, identified 11,835 employees in the four broad categories of: 1) agricultural chemical manufacturing 2) pharmaceutical and medical manufacturing 3) scientific research and development services, and 4) medical and diagnostic laboratories.

Specifically, within the divisions of pharmaceutical/medical manufacturing and medical and diagnostic occupations, occupational numbers have experienced explosive growth over the past 15 years with increases of 230 percent and 430 percent, respectively. While the chemical manufacturing industry in Alabama is projected to see declines in job numbers over the next 10 years, the other 3 categories are expected to continue expanding with projected growth between 2014 and 2024 of 14.85 percent (pharmaceutical and medical manufacturing), 18.05 percent (scientific research and development services) and 32.8 percent (medical and diagnostic laboratories). This equates to an expected increase of 2,240 jobs (for a total of 12,400) in those three sectors by 2024.

A December 1, 2017 search of job listings on the national employment service Indeed.com was performed using the keywords Alabama and Biologist. At that time there were 181 job listings across the state of Alabama searching for employees across a range of industrial, academic, government, not-for profit organizations and healthcare support. A separate search for healthcare related jobs in Alabama produced over 6,000 relevant job searches.

The majority of posted jobs on Indeed.com (for both categories) were listed as entry level (80 percent) and most state a minimum requirement of a bachelor's degree for consideration. The advanced training and education provided by an M.A. degree in Biological Sciences will translate into a more competitive application for students wishing to enter the job force rather than matriculate to pre-professional education programs. In order to assess the impact of a Biological Sciences (M.A.) degree program on successful matriculation into pre-professional education programs, data from the American Association of Medical Colleges was analyzed. For the 11 year period from 2006-2016, an average of 19,100 students entered medical schools nationwide from an average applicant pool of 45,500. The largest percentage of the matriculants (34 percent) held Bachelor's of Sciences degrees in Biological Sciences with no advanced degree earned. In that same time period 2 percent of matriculants had earned Masters degrees in Biology disciplines and of that number a total of 251 had specifically earned Masters of Arts degrees in Biological Sciences.

The projected job openings estimated in the above chart reflect the combined projections of occupational positions and admissions numbers for health career specific pre-professional programs such as medical, dental and pharmacy school. National data were obtained from the Bureau of Labor Statistics website at the following link: <https://www.bls.gov/bls/news-release/home.htm#ECOPRO> State specific data were obtained from the Alabama Department of Labor website at the following link: <http://www2.labor.alabama.gov/WorkforceDev/Default.aspx> In addition, the following website was utilized for state data: <http://indeed.com>

Student Demand: To evaluate student demand for a Biological Sciences (M.A.) degree program, an online Qualtrics poll was conducted in November 2017 of both currently enrolled undergraduate Biological Sciences majors (1,413 total; 168 respondents), as well as students who graduated with a Bachelors degree in Biological Sciences from The University of Alabama within the past 5 years (1,060 total; 80 respondents).

Results of this survey indicate that of those surveyed 86 percent of former UA Biological Sciences majors had considered applying to graduate programs while enrolled at The University of Alabama. The majority of these students (71 percent) stated preparation for pre-professional education programs (i.e., medical, dental, pharmacy, veterinary schools, etc.) as the principle reason for considering graduate studies, and 81 percent stated they had considered master's education exclusively. However, only 12 percent of polled graduates had matriculated to master's degree programs. Importantly, 74 percent of respondents indicated that had there been a non-research based master's degree option in Biological Sciences when they attended The University of Alabama they would have strongly considered applying for admission.

Additionally, 38 percent of responding graduates indicated they would still consider applying for admission to a non-research based Masters of Arts degree in Biological Sciences at The University of Alabama. In a similar vein, 78 percent of current Biological Sciences majors at the University indicate that admission to pre-professional health related programs (i.e., medical, dental, pharmacy, veterinary schools, etc.) was the principle reason for declaring their current major. Additionally, 67 percent of current majors have considered applying for admissions to master's degree programs and 41 percent indicate they have considered applying to the Accelerated Master's Program (AMP) in Biological Sciences at The University of Alabama. However, 70 percent of respondents indicated a combination of two factors has limited their interest in applying for admission to the AMP program. These factors include: 1) limited number of positions available in faculty members' labs to conduct M.S.-based research (38 percent); and 2) a lack of interest on the part of the student in pursuing a research-based M.S. degree (32 percent).

Lastly, during the 2017-2018 graduate admissions cycle, the Director of Graduate Studies in the Department of Biological Sciences fielded six e-mail inquiries from students wishing to pursue a non-

research based master's degree. Additionally, four applications were initiated through the Graduate School Application portal by students interested in coursework-only graduate studies.

Resources:

Faculty:

Current Primary Faculty to teach in the program-

Full-time: 32

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

This program will not require the hiring of additional faculty.

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

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

Equipment: No new equipment will be required.

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

Library: The University of Alabama Library System supports the graduate courses offered in the Department of Biological Sciences: most directly, the Amelia Gayle Gorgas Library and the Rogers Library for Science and Engineering. Specifically, the Rogers Library houses more than 220,000 books and bound journals and provides access to numerous specialized databases with electronic journals. The Library System has digital access/subscription to over 30,000 journals including approximately 2,500 specific to fields of Biology and Biotechnology.

The Library System is also a participant in the Alabama Libraries Exchange system called ALLIES and the broader national interlibrary loan system Iliad. Both loan systems allow students to conduct simultaneous searches in participating libraries to find a needed text. Books are then delivered to the University of Alabama home library for use by the student of faculty member.

Program Budget: The proposal projected that \$0 in new funds will be required to support the proposed program. A total of \$1,194,105 will be available through tuition.

**Attachment 3
Curriculum**

University of Alabama
Master of Arts in Biological Sciences

Biology MA Curriculum Chart

Total of 30 credits
80% Academic (A) courses (24 credit hours total)
20% Development (D) courses (6 credit hours total)

Year 1

Semester 1 Fall (9 – 11 credits)		Semester 2 Spring (12 credits)	
Intro to Graduate Studies (A)	2	Scientific Writing (A)	3
BioSciences Seminar (A)	1	BioSciences Seminar (A)	1
Elective Course (A)	3 – 4	Elective Course (A)	3 – 4
Elective Course (A)	3 – 4	Resident Study (D)	3

Year 2

Semester 3 Fall (9 credits)		Semester 4 Spring (optional)	
BioSciences Seminar (A)	1	BioSciences Seminar (A)	1
Elective Course (A)	3 – 4	Elective Course (A)	3 – 4
Elective Course - optional (A)	3 – 4	Elective Course - optional (A)	3 – 4
Resident Study (D)	3	Resident Study (D)	3

- One elective course must be or include a laboratory exercise component
- Resident study devoted to development of Capstone Experience written survey

Course Number and Title	Number of Credit Hours	* If New Course
Courses required for all M.A. students		
BSC 695 Introduction to Graduate Studies	2	
BSC 604 Scientific Writing and Data Presentation	3	
BSC 601 Biological Sciences Seminar – required each semester in residence at the Tuscaloosa campus	1 - 3	
At least one course designated as laboratory (L)	3 - 4	
Cellular, Molecular and Developmental Biology		
BSC 597 Cell Biology Lab (L)	3	
BSC 524 Human Physiology	3	
BSC 525 Human Physiology Lab (L)	2	
BSC 529 Pathophysiology	3	
BSC 531 Pathogenic Microbiology	3	
BSC 532 Pathogenic Microbiology Lab	3	
BSC 535 Immunology	3	
BSC 539 Molecular Biology Lab (L)	3	
BSC 541 Developmental Biology	3	
BSC 542 Integrated Genomics (L)	3	
BSC 544 General Virology	3	
BSC 549 Endocrinology	3	
BSC 550 Biochemistry	3	
BSC 551 Molecular Biology	3	
BSC 552 Biology of Cancer	3	
BSC 560 Human Developmental Biology	4	
BSC 565 Principles of Toxicology	3	
BSC 569 Histology of Vertebrates (L)	4	
BSC 573 Bioinformatics (L)	3	
BSC 581 Foundations of Advanced Biostatistics (L)	3	
BSC 593 Cell Cycle Regulation	3	
BSC 594 Signal Transduction in Neurobiology	3	
BSC 595 Advanced Cell Biology	3	
BSC 635 Developmental Genetics	3	
BSC 656 Microscopy Techniques (L)	3	
BSC 666 Disease Models and Mechanisms	3	
BSC 681 Topics in Drosophila Biology	1	
Ecology, Evolution, Systematics and Organismal Biology		
BSC 500 Vertebrate Functional Morphology (L)	4	
BSC 512 Limnology	3	
BSC 515 Wetland Plant Ecology	3	
BSC 517 Environmental Modeling	3	
BSC 520 Principles of Systematics	3	
BSC 521 Coastal Ornithology	4	

BSC 528 Biology of Fishes	3	
BSC 533 Microbial Diversity	3	
BSC 534 Plant Systematics	4	
BSC 548 Animal Behavior	3	
BSC 556 Microbial Ecology	3	
BSC 564 Biology of Algae (L)	4	
BSC 570 Principles of Population Genetics	3	
BSC 571 Plant Physiology	3	
BSC 572 Mycology (L)	4	
BSC 573 Bioinformatics	3	
BSC 575 General Entomology (L)	4	
BSC 576 Aquatic Insects (L)	4	
BSC 580 Plant Ecology	3	
BSC 582 Conservation Biology	3	
BSC 583 Evolution	3	
BSC 586 Stable Isotope Ecology	3	
BSC 587 Biogeography	3	
BSC 590 Stream Ecology	3	
BSC 613 Ecosystem and Global Ecology	4	
BSC 620 Molecular Systematics	4	
BSC 651 Population Ecology	3	
BSC 652 Community Ecology	3	
BSC 653 Ecosystem and Global Ecology	3	
BSC 654 Sediment Biogeochemistry	3	
BSC 675 Global Change Biology	3	
BSC 695 Computational Biology	3	

Attachment 4
Letter of Support
University of Alabama
Master of Arts in Biological Sciences

Letter from The University of Alabama, President, Dr. Stuart R. Bell



February 19, 2018

Chancellor C. Ray Hayes
The University of Alabama System
500 University Boulevard East
Tuscaloosa, Alabama 35401

Dear Chancellor Hayes:

I am pleased to endorse the recommendation from Provost Kevin Whitaker and Deans Susan Carvalho of the Graduate School and Robert Olin of the College of Arts and Sciences for approval of the attached proposal for a Master of Arts (M.A.) degree in Biological Sciences. This proposed program will provide students with the opportunity to enhance their knowledge of foundational concepts in Biological Sciences and gain practical hands-on training in laboratory exercises.

If you approve of this proposal, I would appreciate you forwarding this request to the Board of Trustees for their approval.

Sincerely,

A handwritten signature in black ink, appearing to read "Stuart R. Bell".

Stuart R. Bell
President

Enclosures

cc: Executive Vice President and Provost Kevin Whitaker
Dean Susan Carvalho
Dean Robert Olin



Attachment 5
Letter of Support
University of Alabama
Master of Arts in Biological Sciences

Letter from The University of Alabama, Executive Vice President and Provost, Dr. Kevin Whitaker.



February 19, 2018

President Stuart R. Bell
The University of Alabama
203 Rose Administration Building
Tuscaloosa, Alabama 35487

Dear President Bell:

I join Dean Susan Carvalho, the Graduate School, and Dean Robert Olin, College of Arts and Sciences, in recommending for your approval the attached proposal for a Master of Arts (M.A.) degree in Biological Sciences. This proposed program will provide students with the opportunity to enhance their knowledge of foundational concepts in Biological Sciences and gain practical hand-on training in laboratory exercises.

If you approve of this proposal, please forward this request to the Chancellor at your earliest convenience.

Sincerely,

A handwritten signature in black ink, appearing to read "Kevin Whitaker".

Dr. Kevin Whitaker
Executive Vice President and Provost

Enclosures

c.c.: Dean Robert Olin
Dean Susan Carvalho

DECISION ITEM UA-6: University of Alabama, Doctor of Social Work in Social Work (CIP 44.0701)

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 purpose of the Social Work (D.S.W.) program is to prepare students for excellence in advanced clinical social work practice and organizational leadership. The Social Work (D.S.W.) program is consistent with the mission and goals of the University of Alabama. The graduates of this program will be uniquely trained to address complex social and health issues that impact vulnerable populations. More specifically, this program will directly benefit social service, health and educational arenas for the most vulnerable citizens in Alabama. The graduates of this program will work in social service sectors and provide a higher quality of services to the citizens of Alabama and the surrounding regions.

The University's primary mission of advancing the intellectual and social condition of the people of the state, the nation and the world through the creation, translation and dissemination of knowledge with an emphasis on quality programs in the areas of teaching, research and service is consistent with not only the mission, but the core value of the D.S.W. Program. The graduates of the D.S.W. Program will address social issues facing vulnerable populations in the state, nation and world. Additionally, having a D.S.W. program in Alabama will advance the intellectual and professional capacity of social workers in the state through teaching, research and service.

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

Mode of Delivery: Approximately 75 percent of the total program's courses offered will be provided by distance education.

Similar Programs: According to the proposal, the Doctor of Social Work degree is not currently available in the State of Alabama. There are three similar or closely resembling programs in other SREB states.

Collaboration: At this time, there is not a plan to collaborate with other institutions in the state since there are no other D.S.W. programs. However, collaboration with other programs and institutions will be explored in the future in terms of recruitment efforts of graduates of the other M.S.W. programs in the state.

Resources: The proposal projected that \$227,978 in new funds will be required to support the proposed program. A total of \$1,156,800 will be available through tuition and internal reallocations.

Public Review: The program was posted on the Commission website from July 19 until August 7 (twenty days) for public review and comments. No comments were received.

Rationale for Staff Recommendation:

1. The UA D.S.W. program will have the support and resources of a very established and successful School of Social Work. The UA School of Social Work is one of the top 50 Schools of Social Work in the US (out of over 600 social work programs).
2. The UA D.S.W, program will be supported by faculty members with strong records of clinical and administrative practice and active research agendas.

ALABAMA COMMISSION ON HIGHER EDUCATION
Friday, September 14, 2018

3. The UA D.S.W. program will be one of the most affordable D.S.W. options in the U.S. The expected tuition is significantly lower than the tuition rates of D.S.W. Programs in surrounding areas, including Florida, Tennessee and Louisiana.
4. The Doctor of Social Work degree is not currently available in the state of Alabama.

DECISION ITEM UA-6: University of Alabama, Doctor of Social Work in Social Work (CIP 44.0701)

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

Staff Recommendation: That the Commission approve the proposed Doctor of Social Work (DSW) in Social Work. The proposed program offers two concentrations: Advanced Clinical Practice and Organizational Leadership.

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 March 14, 2021, 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 2020-21 through 2025-26, will be at least 12, based on the proposal.
2. That the annual average number of graduates for the period 2022-23 through 2025-26 (four-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) 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, 2026.

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 April 6, 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: <i>The University of Alabama</i>								
PROGRAM: <i>Social Work (D.S.W.)</i>								
ESTIMATED NEW FUNDS REQUIRED TO SUPPORT PROPOSED PROGRAM								
	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	TOTAL
FACULTY	\$28,000	\$29,400	\$30,870	\$32,415	\$34,034	\$35,736	\$37,523	\$227,978
LIBRARY	0	0	0	0	0	0	0	0
FACILITIES	0	0	0	0	0	0	0	0
EQUIPMENT	0	0	0	0	0	0	0	0
STAFF	0	0	0	0	0	0	0	0
ASSISTANTSHIPS	0	0	0	0	0	0	0	0
OTHER	0	0	0	0	0	0	0	0
TOTAL	\$28,000	\$29,400	\$30,870	\$32,415	\$34,034	\$35,736	\$37,523	\$227,978
SOURCES OF FUNDS AVAILABLE FOR PROGRAM SUPPORT								
	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	TOTAL
INTERNAL REALLOCATIONS	\$35,000	0	0	0	0	0	0	\$35,000
EXTRAMURAL	0	0	0	0	0	0	0	0
TUITION	0	\$65,500	\$135,000	\$178,875	\$202,530	\$253,125	\$286,770	\$1,121,800
TOTAL	\$35,000	\$65,500	\$135,000	\$178,875	\$202,530	\$253,125	\$286,770	\$1,156,800
ENROLLMENT PROJECTIONS								
<i>Note: "New Enrollment Headcount" is defined as unduplicated counts across years.</i>								
	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	6-YEAR AVERAGE
FULL TIME HEADCOUNT	Year 1 - No data reporting required	10	20	23	25	30	33	24
PART TIME HEADCOUNT	Year 1 - No data reporting required	0	0	7	10	15	17	8
TOTAL HEADCOUNT	Year 1 - No data reporting required	10	20	30	35	45	50	32
NEW ENROLLMENT HEADCOUNT	Year 1 - No data reporting required	10	10	12	12	15	15	12
DEGREE COMPLETION PROJECTIONS								
<i>Note: Do not count Lead "0"s and Lead 0 years in computing the degree completions projections average.</i>								
	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	AVERAGE
DEGREE COMPLETION PROJECTIONS	Year 1 - No data reporting required	0	0	7	10	12	14	11

Attachment 2

Summary of Background Information

Doctor of Social Work in Social Work
University of Alabama

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

Objectives: Upon completion of the Doctor of Social Work (DSW) program, students will be able to:

- Demonstrate advanced social work practice skills in assessment, intervention and supervision.
- Develop systematic analyses and collective action plans to address critical issues faced by vulnerable and underserved communities.
- Apply principles of social work advocacy and policy practice to advanced clinical practice or organizational leadership.
- Develop and implement best practices in clinical practice or organizational leadership.

Assessment: The University of Alabama Doctorate of Social Work (D.S.W.) program prepares students for excellence in advanced clinical social work practice and organizational leadership. Therefore the graduates of the D.S.W. program will meet the following program goals:

Learning Outcome 1: Demonstrate advanced social work practice skills in assessment, intervention and supervision.

Outcome: Students will demonstrate proficiency in designing and implementing culturally-responsive assessment and intervention strategies based on current research and best practices. Measure: Assessment, intervention and supervision planning assignments.

Where measured:

- Assessment and Intervention Assignments in SW 715 Assessment and Diagnosis in Evidence-based Clinical Practice or SW 723 Organizational Assessment and Intervention,
- SW 710 Neuroscience in Clinical Practice OR SW 720 Organizational Leadership Theory and Practice,
- SW 711 Psychopharmacology OR SW 721 Leadership and Organizational Change,
- SW 723 Cognitive Behavioral Therapy OR SW 723 Organizational Assessment and Intervention,
- SW 714 Brief Behavioral Interventions OR SW 724 Non-Profit and Social Service Management,
- SW 704 The Capstone Project Proposal and SW 705 The Capstone Project.

Learning Outcome 2: Develop systematic analyses and collective action plans to address critical issues faced by vulnerable and under-served communities.

Outcome: Students will demonstrate the ability to address etiology and dynamics of social problems and social needs by using research in the field. Measure: Analysis and Evaluation assignments.

Where measured:

- SW 701 Research for Clinical and Community Practice I,
- SW 702 Research for Clinical and Community Practice II,
- SW 715 Assessment and Diagnosis in Evidence-based Clinical Practice OR SW 725 Program Development and Evaluation, and
- SW 704 The Capstone Project Proposal and SW 705 The Capstone Project.

Learning Outcome 3: Apply principles of social work advocacy in advanced social work clinical practice or organizational leadership, management and supervision.

Outcome: Students will design clinical or organizational assessment and intervention plan that promotes social change, advocacy and collaboration. Measure: Advocacy principles in clinical practice or organizational leadership intervention assignments.

Where Measured:

- SW 700 Advanced Advocacy and Policy Practice, and
- SW 704 The Capstone Project Proposal and SW 705 The Capstone Project.

Learning Outcome 4: Develop and implement evidence-based practices in clinical practice and organizational leadership.

Outcome: Students will use current research on best practices to develop pedagogical, clinical and administrative needs of agencies and organizations. Measure: Lesson plan/ strategic plan assignment, SWOT analysis.

Where measured:

- SW 712 Teaching Clinical Social Work OR SW 722 Teaching Social Work Administration.

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).

UA will expand the use of their graduate survey to follow-up with graduates of the D.S.W. Program to determine their accomplishments, including employment information.

Administration: The program will be administered by the UA School of Social Work, Dr. Vikki Vandiver, Dean; and by the Department of Social Work, Dr. Vikki Vandiver, 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 three votes were received, with all three respondents recommending that the program be approved.

Accreditation: There is no accrediting body for the DSW degree.

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

Credit hours required in major courses	39 semester hours (sh)
Credit hours required in support courses	0
Credit hours in required or free electives	6
Credit hours for thesis or dissertation	0
Total credit hours required for completion	45 sh

Comprehensive Exams: Upon completion of the first semester of the specialization coursework (2nd year), students will take comprehensive exams. The exams will cover either of the specialization focus areas (Advanced Clinical Practice or Social Work Administration and Organizational Leadership). Exams will be offered during the fall semester.

Capstone Project: All students will be required to complete a Capstone Project in order to fulfill graduation requirements for the D.S.W. Degree. The Capstone Project will consist of three parts: 1) a proposal, 2) proposal defense, and 3) a final project defense.

The curriculum for the Social Work (D.S.W.) degree is not duplicative or competitive with the Ph.D. in Social Work degree that is currently offered in the School of Social Work. The notable difference is that the Ph.D. is "a research-oriented degree preparing graduates for advanced research and academic positions that are research intensive. A D.S.W. degree includes practice-oriented research and evaluation

that focuses on preparing students for innovative, complex, and sophisticated areas of practice (i.e., evidence-based practices in areas that focus on the health and mental health needs" (Carter & Hawkins, 2014). Given the clear differences in these curricula, the prospective student profiles would also be very different, and therefore the programs would not compete for students. The D.S.W. would be a more viable option for experienced, licensed social workers, who want additional expertise in clinical practice and community and agency-based research (Thyer, 2015).

The proposed program offers two concentrations:

Concentration: Advanced Clinical Practice

Courses: 3 credit hours each

SW 710 Neuroscience in Clinical Social Work Practice

SW 711 Psychopharmacology

SW 712 Teaching Clinical Social Work

SW 713 Cognitive Behavioral Therapy

SW 714 Brief Behavioral Interventions

SW 715 Assessment and Diagnosis in Evidence Based Clinical Practice

Concentration: Organizational Leadership

Courses: 3 credit hours each

SW 720 Organizational Leadership Theory and Practice

SW 721 Teaching Social Work Administration

SW 723 Organizational Assessment and Intervention

SW 724 Non-Profit and Social Service Management

SW 725 Program Development and Evaluation

SW 722 Leadership and Organizational Change

Collaboration: At this time, there is not a plan to collaborate with other institutions in the state since there are no other D.S.W. programs. However, collaboration with other programs and institutions will be explored in the future in terms of recruitment efforts of graduates of the other M.S.W. programs in the state.

Distance Education: Approximately 75 percent of the total program's courses offered will be provided by distance education. The D.S.W. Program is a 45-credit distance education program. All courses for the fall and spring are offered in an on-line format with once a month face-to-face seminar sessions. All summer courses are offered during a summer residency term.

Admissions: The criteria for admission to the D.S.W. Program will require: a Master's Degree from a CSWE Accredited Program and at least two years social work practice experience providing social work services to individuals, families, groups, organizations, or communities.

Need: Currently, there is a need for social workers with advanced clinical knowledge beyond that of an M.S.W. (Master of Social Work) degree. Edward, Rittner and Holmes (2011) stated that "The advanced practice doctorate is an important recent development in community- based professional social work practice and this degree is expected to fill any number of growing needs in social service agencies, health and mental health care institutions, and community organizations". There is a need in Alabama for more social workers with advanced training to address the myriad of social, health and educational challenges. Alabama has seen a rise in several very serious social issues including mental health needs, substance abuse treatment, support services for at risk youth, and support services for veterans and military connected-families.

There has also been a tremendous growth of Master of Social Work (M.S.W.) programs in Alabama. There are currently eight M.S.W. programs in Alabama. These programs need faculty members that have doctorate degrees and relevant clinical practice experience. While the Ph.D. degree is certainly widely recognized in preparing faculty members to teach in social work, the D.S.W. degree will specifically prepare faculty teach micro and macro practice courses, which is a major focus of the M.S.W. degree.

The Social Work (D.S.W.) degree would provide social workers additional opportunities to capitalize on their relevant practice experience and serve the growing need for social work educators and agency leaders in Alabama. Social workers interested in filling these needs must leave the state to obtain a D.S.W. degree (there is currently not a D.S.W. degree option in Alabama) or they are forced to use sporadic continuing education training to develop advanced clinical and administrative skills. The Social Work (D.S.W.) program at The University of Alabama will be designed to address these needs.
 Reference: Edwards, R., Rittner, B., Holmes, J. (2011). The Doctorate in Social Work (DSW) Degree Emergence of a New Practice Doctorate Report of the Task Force on the DSW Degree Convened by the Social Work Leadership Forum.

Career and College Readiness/Preparation -- Projected Job Openings

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Total
Local	10	11	12	13	13	14	15	88
State	100	103	106	111	120	123	126	789
SREB	300	308	317	326	335	343	352	2,281
Nation	500	514	528	543	558	572	586	3,801

In order to determine estimates for employment opportunities for D.S.W. graduates UA conducted a market analysis. UA states that they searched the job listings for each of the designated geographic areas. UA used search terms that would be appropriate for Social Work (D.S.W.) graduates including: mental health agencies, substance abuse centers, behavioral health centers, VA facilities, hospitals and social work faculty positions. UA counted the number of positions and multiplied them according to the projected job growth for advanced level social workers.
 (<http://www.projectionscentral.com/Projections/ShortTerm>)

Student Demand: UA surveyed potential students at local and regional conferences and meetings. The surveys were available on both paper and in an on-line format through qualtrics. The survey consisted of three multiple choice, one multi-item Likert scale and one open-ended question. The survey had 50 respondents; with most of the respondents (approximately 64 percent) having a degree in social work. More than half of the respondents agreed or strongly agreed with the statement "I would be interested in enrolling in a D.S.W. Program at the University of Alabama."

Resources:

Faculty:

Current Primary Faculty to teach in the program-

Full-time: 10

Part-time: 2

Support Faculty

Full-time: 2

Part-time: 0

Additional Faculty employed to teach in the first five years-

Primary Faculty:

Full-time: 0

Part-time: 5

Support Faculty—

Full-time: 1

Part-time: 0

The additional faculty members to be hired will include a Program Director for the D.S.W. Program. The director will have a doctorate in social work and at least two years practice experience. Additionally, the Director will have a record of research and scholarship commensurate with an associate or full professor and previous academic administrative experience. The additional faculty positions will include faculty members who can teach and serve as advisors for the D.S.W. students. These faculty members will need to meet the same qualifications as the current faculty (a doctorate degree in social work and two years practice experience and expertise in clinical social work practice and organizational leadership.)

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

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

Equipment: No new equipment will be required.

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

Library: The Social Work faculty attest that the current library collections are more than sufficient to support the D.S.W. Degree Program. Currently the library holdings support the B.S.W., M.S.W., and Ph.D. Programs. The School of Social Work employs a full-time librarian. Her office is in Little Hall, our school's main building. Students and faculty also have access to the library faculty at the main and branch libraries on campus, which include the business, education, health sciences and science and engineering libraries. The total number of books associated with social work is approximately 56,500 out of an overall collection of over 3 million in the University Libraries.

Approximately 105 journals in the collection are associated with social work, including both print and electronic subscriptions. The total number of electronic resources related to social work (databases, bibliographic management tools) is approximately 30. These numbers do not include the extensive regional government documents collection in the University Libraries. Distance students have access to the University's library through the on-line library tools. The School of Social Work librarian also has virtual meetings and office hours to accommodate the distance learning students in the School of Social Work.

Program Budget: The proposal projected that \$227,978 in new funds will be required to support the proposed program. A total of \$1,156,800 will be available through tuition and internal reallocations.

**Attachment 3
 Curriculum**

University of Alabama
 Doctor of Social Work

Course Number and Title	Number of Credit Hours	* If New Course
SW 700 Advanced Advocacy and Policy Practice	3	*
SW 701 Research for Clinical and Community Practice I	3	*
SW 702 Research for Clinical and Community Practice II	3	*
SW 703 Introduction to the Capstone Project	1	*
SW 704 Capstone Project Proposal	2	*
SW 705 Capstone Project(Repeatable up to 9 credit hours)	9	*
Total Core Hours	21	
Concentration Hours (See below, #8)	18	
Electives	6	
D.S.W. Program Total	45	

DSW PROGRAM OF STUDY - CLINICAL TRACK									
Year	Fall		Spring		Summer		Credits		
	Course	Credit Hours	Course	Credit Hours	Course	Credit Hours	Course	Credit Hours	Credits
Foundation	Neuroscience in Clinical Practice	3	Research for Clinical and Community Practice I	3	Teaching Clinical Social Work	3			
	Advocacy and Policy	3	Psychopharmacology	3	Research for Clinical and Community Practice II	3			
TOTAL CREDITS		6		6		6			18
Specialization Year	Cognitive Behavioral Therapy	3	Assessment and Diagnosis in Evidence Based Clinical Practice	3	Capstone Prep Independent Study Proposal	2			
	Introduction to Capstone Project	1	Elective	3	Elective	3			
TOTAL CREDITS	Brief Behavioral Interventions	3							
		7		6		5			18
Capstone Year	Capstone Project	3	Capstone Project	3	Capstone Project	3			
TOTAL CREDITS									9
PROGRAM TOTAL									45

DSW PROGRAM OF STUDY - ORGANIZATIONAL LEADERSHIP TRACK									
Year	Fall		Spring		Summer		Credits		
	Course	Credit Hours	Course	Credit Hours	Course	Credit Hours			
Foundation	Organizational Leadership Theory and Practice	3	Research for Clinical and Community Practice I	3	Teaching social work administration	3			
	Advanced Advocacy and Policy Practice	3	Leadership and Organizational Change	3	Research for Clinical and Community Practice II	3			
TOTAL CREDITS		6		6		6	18		
Specialization Year	Organizational Assessment and Intervention	3	Program Development and Evaluation	3	Capstone Prep	2			
	Introduction to Capstone Project	1	Elective	3	Independent Study Proposal				
	Non-Profit and Social Service Management	3			Elective	3			
TOTAL CREDITS		7		6		5	18		
Capstone Year	Capstone Project	3	Capstone Project	3	Capstone Project	3			
TOTAL CREDITS							9		
PROGRAM TOTAL							45		

226

DECISION ITEM UAH-1: University of Alabama in Huntsville, Master of Arts in Teaching – P-12 Education (CIP 13.1206)

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 mission of UAH is to educate individuals in leadership, innovation, critical thinking, and civic responsibility while inspiring a passion for learning. The Master of Arts in Teaching: P-12 (M.A.T. P-12) will focus on educating individuals who already possess a baccalaureate degree but wish to pursue teacher education to prepare leaders of tomorrow. The M.A.T. degree will provide a unique opportunity for individuals with diverse backgrounds to earn a graduate degree while simultaneously achieving initial certification to teach students in multiple concentrations.

The three initial concentrations offered in the P-12 M.A.T. degree at UAH will include Music-Instrumental, Music-Choral, and Physical Education (PE). Interest expressed by prospective students with baccalaureate degrees in these three areas of Music-Instrumental, Music-Choral, and Physical Education indicate an immediate need for a M.A.T. P-12 degree.

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

Mode of Delivery: The majority of the courses in the M.A.T. P-12 program will be provided using traditional, face-to-face delivery methods. Approximately 13 percent of the total program's courses offered will be provided by distance education.

Similar Programs: Based upon the 6-digit CIP code, the following universities use 13.1206 at the Master's level: Alabama State University, Auburn University, Troy University, and University of North Alabama. The following institutions offer similar programs at this level in MUSIC EDUCATION: Alabama A&M University, Alabama State University, Jacksonville State University, Troy University, University of Alabama, University of Alabama at Birmingham, University of Montevallo, and University of North Alabama. The following institutions offer similar programs at this level in PHYSICAL EDUCATION: Alabama A&M University, Alabama State University, Auburn University, Auburn University Montgomery, Jacksonville State University, Troy University, University of Alabama, University of Alabama at Birmingham, University of North Alabama, and University of West Alabama.

The M.A.T. P-12 program with Music-Choral, Music-Instrumental, and Physical Education concentration at UAH will duplicate a very common alternative program in Alabama. Currently, most of the major universities in the state have a similar "Alternative-Class A" teacher education program as this was a major initiative of the Alabama State Department of Education in the past.

The M.A.T. P-12 program at UAH will provide an innovative approach to support individuals with a bachelor's degree within the specific content area to teach, in particular music and physical education. The Huntsville/Madison area has a highly diverse population, including those with undergraduate degrees in exercise science, science, and music. The M.A.T. P-12 program at UAH will provide an opportunity for the highly-skilled and highly-educated who are seeking a "new" or "second" career to earn a graduate degree and become licensed teachers to work in local school districts.

While this program may duplicate other programs around the state, the UAH College of Education is positioned to provide focused, innovative, and localized training for future educators in northeast Alabama and southern Tennessee. It is UAH's contention that expanding their rigorous P-12 education program focuses not only on teaching instructional strategies, but also growing educational leaders. Expanding the

current undergraduate options to support graduate students with authentic "life experiences" will only benefit the local schools and students as another means of producing certified teachers.

Collaboration: The M.A.T. P-12 program at UAH will focus on rigorous evidence-based teaching strategies infused throughout the program. While this type of program already exists at many universities within the state, UAH would like to focus on developing a program that reflects its university's mission and goals. Additionally, each college or university must submit and gain approval from the Alabama State Department of Education for each of its Class A Alternative (Alt-A) teaching certification programs.

Resources: The proposal projected that a total of \$0 in new funds will be required to support the proposed program. A total of \$460,080 will be available through tuition.

Public Review: The program was posted on the Commission website from July 19 until August 7 (twenty days) for public review and comments. No comments were received.

Rationale for Staff Recommendation:

1. The M.A.T. P-12 program at UAH would provide an opportunity for graduates with backgrounds in music, kinesiology, exercise science, or related fields to pursue a career focused on teaching students in public and/or private education.
2. The program will complement UAH's current undergraduate program, which is taught by leading research faculty with strong teaching backgrounds in education.
3. The M.A.T. P-12 program would complement UAH's current M.A.T. offerings at UAH. At this time, the M.A.T. degree is currently focused on secondary education and will soon include elementary education; this program would expand UAH's offerings.
4. The M.A.T. P-12 program will provide a graduate option for many who are pursuing an opportunity to pursue a teaching career.
5. Students within the M.A.T. P-12 degree may be provided opportunities to participate in research and other professional development activities with UAH faculty.

DECISION ITEM UAH-1: University of Alabama in Huntsville, Master of Arts in Teaching – P-12 Education (CIP 13.1206)

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

Staff Recommendation: That the Commission approve the proposed Master of Arts in Teaching – P-12 Education.

Implementation Date: The proposed program will be implemented in August 2019. Based on Commission policy, the proposed program must be implemented by March 14, 2021, 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 2020-21 through 2025-26, will be at least 5, based on the proposal.
2. That the annual average number of graduates for the period 2022-23 through 2025-26 (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.

University of Alabama in Huntsville (UAH) will be required to phase out the program if any of the post-implementation conditions are not met. The institution must present documentation regarding the post-implementation conditions, as well as a general assessment of the program, in a report submitted to the Commission no later than September 1, 2026.

- Supporting Documentation:
1. New Academic Degree Program Proposal Summary, attached.
 2. Summary of Background Information, attached.
 3. Curriculum for Proposed Program, attached.
 4. The University of Alabama in Huntsville program proposal, submitted April 5, 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								
<i>INSTITUTION: The University of Alabama in Huntsville</i>								
<i>PROGRAM: Master of Arts in Teaching P-12</i>								
ESTIMATED NEW FUNDS REQUIRED TO SUPPORT PROPOSED PROGRAM								
	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	TOTAL
FACULTY	0	0	0	0	0	0	0	0
LIBRARY	0	0	0	0	0	0	0	0
FACILITIES	0	0	0	0	0	0	0	0
EQUIPMENT	0	0	0	0	0	0	0	0
STAFF	0	0	0	0	0	0	0	0
ASSISTANTSHIPS	0	0	0	0	0	0	0	0
OTHER	0	0	0	0	0	0	0	0
TOTAL	0	0	0	0	0	0	0	0
SOURCES OF FUNDS AVAILABLE FOR PROGRAM SUPPORT								
	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	TOTAL
INTERNAL REALLOCATIONS	0	0	0	0	0	0	0	0
EXTRAMURAL	0	0	0	0	0	0	0	0
TUITION	0*	\$20,448	\$51,120	\$71,568	\$92,016	\$112,464	\$112,464	\$460,080
TOTAL	0	\$20,448	\$51,120	\$71,568	\$92,016	\$112,464	\$112,464	\$460,080
ENROLLMENT PROJECTIONS								
<i>Note: "New Enrollment Headcount" is defined as unduplicated counts across years.</i>								
	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	6-YEAR AVERAGE
FULL TIME HEADCOUNT	Year 1 - No data reporting required	2	5	7	9	11	11	8
PART TIME HEADCOUNT	Year 1 - No data reporting required	0	0	0	0	0	0	0
TOTAL HEADCOUNT	Year 1 - No data reporting required	2	5	7	9	11	11	8
NEW ENROLLMENT HEADCOUNT	Year 1 - No data reporting required	2	3	4	6	8	8	5
DEGREE COMPLETION PROJECTIONS								
<i>Note: Do not count Lead "0"s and Lead 0 years in computing the degree completions projections average.</i>								
	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	AVERAGE
DEGREE COMPLETION PROJECTIONS	Year 1 - No data reporting required	0	0	2	3	5	6	4

*UAH needs to wait for SACSCOC approval after they receive approval from ACHE, before they can place students in the major and show tuition from those students. SACSCOC approval often takes between 6 and 9 months, and sometimes more, in these type instances.

Attachment 2

Summary of Background Information

Master of Arts in Teaching – P-12 Education
University of Alabama in Huntsville

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

Objectives: The objectives of the MAT- P-12 program are as follows:

- Graduates will be able to pass all state required assessments including, but not limited to, PRAXIS II content-specific examinations and edTPA, for initial licensure.
- Graduates will be able to create rigorous and challenging teaching units (or learning segments) using evidenced-based practices appropriate for the classroom.
- Graduates will be able to differentiate instruction during all teaching opportunities to meet the learning needs of their students.
- Graduates will be able to execute age-appropriate lessons focused on age- or grade-appropriate learning standards.

Assessment: Outcome 1: Graduates will be able to pass all state required assessments including, but not limited to, PRAXIS and edTPA. Students will be required to pass all Praxis exams before entering the internship in the final semester. Data on Praxis exams are routinely gathered throughout the year and score data are maintained in our current data management system (Watermark). For any student who does not pass a Praxis exam, a remediation plan will be developed and students will be provided supports. The edTPA assessment is completed during the internship in the final semester of enrollment. All final scoring reports are provided to the College of Education by Pearson after teacher education candidates submit each semester. The College analyzes data from the edTPA assessments to inform focus areas for improvement within its programs. For students who do not pass edTPA, a remediation plan will be developed to support them as they prepare to resubmit the assessment.

Outcome 2: Graduates will be able to create rigorous teaching units (or learning segments) that use evidenced-based practices for the appropriate classroom. At the course level, students will complete daily lesson plans that will be analyzed and graded using a College-level grading rubric. These lesson plan assessments are considered "key assessments" and the graded rubrics will be housed in the Watermark database for formative analysis. This analysis will allow the department to review students' planning ability in order to reflect continually and respond to areas of strengths and weaknesses. As part of the internship, the learning segment (a 3-5 day unit) will be submitted with the internship notebook for grading for the internship grade. Two faculty members, using a common rubric, will score this learning segment assignment and the data will be housed within our database. This analysis will serve as a summative assessment for lesson planning.

Outcome 3: Graduates will be able to differentiate instruction during all teaching opportunities based upon the learning needs of their students. Ongoing formative assessment will be conducted at the class level to determine students' ability to plan lessons that are differentiated based upon student learning needs. During the internship, students will be asked to provide a written commentary and evidence of how they collected student-learning needs and how they used those data to inform their instruction. Two faculty members will score this section of the internship notebook and the results will be housed in Watermark database for further analysis.

Outcome 4: Graduates will be able to execute age-appropriate lessons focused on age- or grade-appropriate learning standards. During the internship, students will complete an array of lessons,

including multiple lessons which will be videoed. The students will complete a commentary along with the video and submit it as part of their internship documentation. The university supervisor will assess the video and accompanying lesson plan and commentary to determine if the lesson focused on important content and was age-appropriate. All graded materials will be housed in the Watermark database for analysis by faculty.

All graduates of the M.A.T. P-12 degree program will be included in the Department's current longitudinal data-gathering schedule. Currently, the UAH Coordinator of Field Experiences collects follow-up contact data and maintains a database of students' job placements. UAH uses a variety of mechanisms to collect long-term data on students, including launching annual surveys to employers and graduates. The annual survey gathers data concerning graduates' admission to higher degree programs (Educational Specialist or doctoral programs).

Administration: The program will be administered by the Dean of the College of Education, Dr. Beth Quick; and Chair, Dr. Derrick Smith, Department of Curriculum and Instruction.

Peer Review: The Notification of Intent to Submit a Proposal (NISP) and the program proposal were reviewed by the Alabama Council of Graduate Deans (ACGD). Two votes were received; one recommended approval; and one voted to abstain.

Accreditation: The program must adhere to all standards established by the ALSDE as well as the National Council for Accreditation of Teacher Education (NCATE). UAH Teacher Education has full NCATE accreditation and all licensure programs are approved by the ALSDE until May 31, 2020. The newly formed Council for the Accreditation of Educator Preparation (CAEP) will review the next accreditation submission.

The Department of Music is an accredited institutional member of the National Association of Schools of Music (NASM). The NASM Commission on Accreditation reviews membership eligibility and accreditation status every 10 years; the next review for UAH will occur in 2020. The Commission on Accreditation requires notice and review of new curricula, programs, or degrees under development. UAH would therefore necessarily seek approval from NASM for the music portion of the M.A.T. degree.

Curriculum: Program Completion Requirements -

Credit hours required in major courses:	43-46
Credit hours required in minor:	0
Credit hours required in support courses:	0
Credit hours in required or free electives:	0
Credit hours for thesis or dissertation:	0

Total semester hours: 43-46

Note: The M.A.T. P-12 program is being submitted with three initial concentrations: Music Education-Choral, Music Education-Instrumental, and Physical Education. For the Music Education concentration, students are required to either select "choral" or "instrumental" as their area of expertise. The specific selection is reflected on the initial teaching license issued by the Alabama State Department of Education.

The Dean of the College of Education has initiated the process for program approval with the Alabama State Department of Education for these three licensure options. It should be noted additional concentrations may later be added to the M.A.T. P-12 degree, if an established need is demonstrated in the future. Each concentration will lead to a Class A Alternative P-12 license issued by the Alabama State Department of Education.

Collaboration: The MAT Elementary program at UAH will focus on rigorous evidence-based teaching strategies infused throughout the program. This type of program already exists at many universities within the state, but UAH would like to focus on developing a program that is further attuned and reflects the university's specific mission and goals. Additionally, each college or university must submit and gain

approval from the Alabama State Department of Education for each of its Alternative A teaching certification programs. All of the UAH M.A.T. programs are designed for local individuals who desire a career change, but who do not have the opportunity to move to pursue the degree. The proposed M.A.T. P-12 program will offer individuals in Northern Alabama and southern Tennessee the opportunity to pursue this degree and certification.

Distance Education: The majority of the courses in the M.A.T. P-12 program will be provided using traditional, face-to-face delivery methods. However, two courses (ED 530 and ED 604) in the program will utilize online delivery. UAH utilizes Canvas, an online Learning Management System (LMS), to supplement and support traditional classroom learning, and as a means to share instructional resources and facilitate communication beyond scheduled class meetings. Additionally, lecture capture technology is utilized to allow instructors to post classroom instruction in the Canvas LMS to give students the opportunity to view the material remotely. Approximately 13 percent of the total program's courses offered will be provided by distance education.

Education faculty members also utilize asynchronous discussion boards and synchronized class meetings via the LMS. Distance education technology will be embraced and utilized as needed to optimize course and program delivery to maximize enrollment and participation in the program. Some courses lend themselves to hybrid delivery format or online delivery, while others require traditional courses to facilitate instructor/student interaction and learning.

Since this program is an initial certification program, the Department of Curriculum and Instruction believes the majority of the coursework should be completed using a traditional face-to-face delivery method. In particular, the "Teaching Field" courses focus on authentic instructional practices that must be modeled and practiced in the classroom before implementing them in a P-12 classroom. In many ways, the "Teaching Field" courses are similar to "laboratory" courses where students practice skills. The two courses which will be delivered online are foundational courses that focus more on theoretical frameworks than practice.

Admissions: Teacher education candidates will be required to pass the Praxis II Content-specific exam as a requirement for admission into the program. During the first semester, they will be required to complete a background check with the ALSDE and pass the Praxis Core Academic Skills for Educators test to gain unconditional admission into the (UAH Teacher Education Program. This is consistent with state regulations.

Candidates in Music must also meet appropriate performance competencies as measured through live audition and juried by the faculty of the Department of Music before admittance to the program as prescribed by the National Association of Schools of Music (NASM).

In further detail, before being admitted to the UAH Teacher Education Program (TEP), all students must pass a FBI/ABI background check and pass the Praxis Core Academic Skills for Educators and the Praxis II content exam for their selected licensure area. All students in the M.A.T. P-12 program will be required to complete an internship (ED 696) as required by state law in the final semester of their degree program. The internship will require students to be placed in two classrooms for an entire semester (9 weeks in one middle/secondary classroom and 6 weeks in an elementary classroom). As part of the internship, students are required to attend a weekly seminar and complete an internship portfolio.

As per state law, students will also be required to complete and pass the edTPA assessment, a nationally administered and scored performance assessment completed during the internship experiences. Teacher education candidates in music must also meet appropriate performance competencies as measured through live audition and juried by the faculty of the Department of Music before admittance to the program as prescribed by the National Association of Schools of Music (NASM).

Music education students are required to complete a "piano proficiency" examination and complete a "capstone" activity which is typically a formal performance juried by faculty members in the Department of Music.

Need: In 2017-2018, 726,924 students are served in K-12 classrooms in Alabama (Alabama State Department of Education (ALSDE), 2018). The United States Bureau of Labor Statistics (2018) indicates the overall need for teachers in these classrooms will increase by 7.5 percent through the year 2026, which is considered above-average when compared to the mean growth of all occupations. Growth is expected for this field because of projected increases in student enrollment.

This program was first discussed with the enrollment of two students in the undergraduate Physical Education Teacher Education program for a second Bachelor's degree because there was no M.A.T. degree option to provide them the necessary coursework and experiences for licensure in the state. If an M.A.T. P-12 program been in place, this degree would have likely been a more reasonable choice. Additionally, UAH has experienced exponential growth in enrollment in the Exercise Science program. A number of these students have expressed interest in education and coaching, but did not want to change majors due to their approaching graduation. This M.A.T. program addition would provide these students an opportunity to further their knowledge and skills and to expand their job opportunities by earning both a graduate degree and initial certification to teach.

The Alabama Music Educators Association (AMEA, 2013) reports in its "Census of Music Educators in Alabama" that 64 percent of the music educators in the state hold Master's degrees, a figure well above national estimates, indicating the importance of graduate education to Alabama music teachers. Of those, only nine percent (9 percent) were granted by north Alabama universities (University of North Alabama: 5.5 percent, Jacksonville State University: 3.7 percent). The remaining 91 percent of the graduate degrees held by music educators in Alabama was granted by institutions south of I-20 or out-of-state. Degree granting institutions ranked from most to least are: University of Alabama, University of Montevallo, Auburn University, Troy University, Alabama State University, UAB, and University of Southern Mississippi. These data make a clear case for the need for access to graduate degrees in Music teaching in the North Alabama region.

The purpose of the M.A.T. P-12 program at UAH is to support the development of highly-qualified Music Education (both choral and instrumental options) and Physical Education educators through a non-traditional route. Many highly educated and highly motivated scholars complete non-education baccalaureate degrees and then seek a path to become a certified teacher. This M.A.T. P-12 program will provide an opportunity for nontraditional students to pursue simultaneously a graduate degree and teaching certification. Preparing highly skilled educators representing diverse educational backgrounds has the potential to strengthen education in the state.

Career and College Readiness/Preparation – Projected Job Openings

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Total
Local	29	29	29	29	29	29	29	203
State	61	61	61	61	61	61	61	427
SREB	1,018	1,018	1,018	1,018	1,018	1,018	1,018	7,126
Nation	3,183	3,183	3,183	3,183	3,183	3,183	3,183	22,281

The primary employment opportunities for graduates of the M.A.T. P-12 degree program will be in public and/or private school classrooms teaching within their specific content areas (particularly music or physical education). However, students with this degree may also pursue advanced degrees (Education Specialist and/or doctoral degrees) in any related educational field, including curriculum and development, music education, educational leadership, special education, educational technology, etc.

Data were compiled by reviewing online information provided by the Bureau of Labor & Statistics, the Southern Regional Educational Board (SREB), and the Alabama State Department of Education (ALSDE). States represented by the SREB were searched for potential job openings in

Adapted Physical Education, Band, Chorus, Coaching, Music, and Physical Education to establish an average need for the region. Numbers were multiplied by 7 percent, as this is the expected growth in the education field over the next five years according to the Bureau of Labor and Statistics. This analysis helped identify national need as Music and Physical Education are not separate occupational codes from classroom teachers in the Bureau of Labor & Statistics database. Alabama state and local data were derived specifically from the Alabama State Department of Education.

Student Demand: Enrollment projections were based upon a historical review of similar programs across the state, job projections, and analysis of current education major trends at UAH. Enrollment projections reflect conservative anticipated growth supported by students indicating interest in pursuit of graduate degree and initial certification simultaneously, increased marketing and visibility, and a sustained continuation of an upward trajectory of enrollment. The Department of Curriculum and Instruction also maintains a running record of requests for programs.

Physical Education enrollment numbers were gauged by polling current Kinesiology majors to determine interest in furthering their careers through coaching or teaching. A number of these students expressed interest, especially in the opportunity to coach, but failed to realize that a teaching credential would often be a prerequisite to employment in the school system. Also taken into account were a number of inquiries to the Department of Kinesiology regarding graduate degree opportunities for people taking a nontraditional path to the field of physical education.

In the Music discipline, a number of entities exist across the region with M.A.T. ready populations. This population is comprised of professional musicians with at least a baccalaureate degree in Music, but without a license to teach in Alabama public schools. They are: the Redstone Arsenal Army Materiel Command Band, the Huntsville Symphony Orchestra, the Arts Nova Community Music School, the Shoals Symphony, and the Valley Conservatory. Another increasingly viable M.A.T. ready population would be recent graduates from the UAH Department of Music, of whom about 25 percent typically pursue graduate studies upon graduation from UAH.

Resources:

Education Faculty:

Current Primary Faculty to teach in the program—

Full-time: 15

Part-time: 3

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

Music Faculty:

Current Primary Faculty to teach in the program—

Full-time: 6

Part-time: 28

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 staff members are requested.

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

Equipment: No special equipment purchases will be required for implementation of the proposed M.A.T. P-12 program.

Facilities: No new facilities are required.

Library: The M. Louis Salmon Library is a 105,000 square foot facility with an Information Arcade, coffee shop, study areas, group study rooms, art gallery and five computer classrooms that serve the University. The second floor also houses the Faculty Resource Center and its staff. The library's collection includes 359 online databases (101 paid subscriptions in 2011), 628 paid subscriptions for individual serial titles (print and/or electronic), 113 standing orders for titles, over 63,000 e-books (from EBSCOhost, NCBI Bookshelf, Wiley Online Library, and three Springer collections), over 13,000 pieces of microforms, and more than 277,000 books. Including the archives, the library contains more than 392,550 items. The library also has access to a number of databases provided by the Alabama Virtual Library (AVL) and the Network for Alabama Academic Libraries (NAAL).

Currently the library has four accredited MLS librarians providing reference service, library instruction, interlibrary loan, and collection development. The faculty librarians are also subject specialists for the colleges on campus. Support at the reference desk and for library instruction is supplemented by two full-time MLS librarians. The librarians use the LibGuide software to create specialized library guides to assist the students in finding materials in the library for individual classes, doing research, and locating appropriate subject databases. A number of LibGuides have been created to support classes taught by the subject specialists for various colleges. The M. Louis Salmon Library also has total reciprocity with the Network of Alabama Academic libraries. Interlibrary loan is also offered for the borrowing and lending of monographs and journal articles.

The Louse Salmon Library currently has access to 7,047 items in its "Education Collection". The Louis Salmon Library currently subscribes to fifteen education journals in print. All other education periodicals are available electronically either as individual subscriptions or as part of the content of the licensed databases. According to libraries' A to Z list from the vendor EBSCO, they have access to approximately 1,924 journals that have the subject of education. This number and access to individual titles may vary from year to year according to the accessibility of the titles from the publishers and database vendors.

Program Budget: A total of \$0 in estimated new funds will be required to support the proposed program. A total of \$460,080 will be available through tuition.

Attachment 3

University of Alabama in Huntsville
 Master of Arts in Teaching – P-12 Education

Proposed Program of Study

Course Number and Title	Number of Credit Hours	* If New Course
M.A.T. P-12: CORE COURSES (Taken by all students)		
ED 501: Introduction to Education	1	
ED 604: Contributions of Psychology in Education	3	
ED 609: Classroom & Behavior Management	3	
ED 530: Applied Multiculturalism	3	
ED 575: Reading in the Primary Grades	3	*
ED 520: Computer-Based Instructional Technology	3	
ED 607: Educator as an Evaluator	3	
ED 593: Teaching Exceptional Children	3	
M.A.T. P-12: Physical Education Concentration		
KIN 540: School/Community Health	3	*
KIN 570: Adapted Physical Education	3	*
KIN 621: Instructional Approaches to Sport Pedagogy	3	*
KIN 655: Motor Learning and Development	3	*
KIN 665: Teaching Physical Education in Secondary Schools	3	*
KIN 662: Teaching Physical Education in Elementary Schools	3	*
ED 696: P-12 Internship PE	3-6	
M.A.T. P-12: Music Education Concentration (Choral or Instrumental)		
MUE 527: Teaching General Music	3	*
MUE 528: Choral Methods or MUE 529: Instrumental Methods	3	*
MU 501: Form and Analysis	2	*
MU 516: Orchestration	2	*
MU 611: Music History Seminar	3	*
MUA 5XX: Applied Instruction (This course is private lessons for voice or a specific instrument; 1 hour per semester)	3	*
MU 525: Advanced Conducting	2	*
Select one course based upon area of expertise: MUX 599: Wind Ensemble or MUX 598: Orchestra or MUX 591: Chamber Choir or MUX 590 Concert Choir	3	*
ED 696: P-12 Internship Music	3	

DECISION ITEM UWA-1: University of West Alabama, Bachelor of Science in Health and Physical Education (CIP 13.9999)

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 purpose of the proposed Health and Physical Education Major is to prepare candidates to become a certified teacher in health and physical education. Candidates who complete the program will have the knowledge and ability to implement a quality health and physical education program that develops skillful movers who value lifelong health and well-being. This overall degree program is related to the University of West Alabama' mission of serving and providing opportunities for students to pursue a quality education that meets the educational need of the state of Alabama as well as neighboring states. Within the curricula, importance is placed on knowledge and development of enhanced skills in critical thinking communication, and leadership.

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

Mode of Delivery: According to the proposal, approximately 75 percent of the program will be offered via distance education.

Similar Programs: The following schools have similar baccalaureate programs located at CIP 13.9999: Athens State University and the University of South Alabama.

Collaboration: UWA has no plans for formal collaboration at this time.

Resources: The proposal projected that \$195,000 in estimated new funds will be required to support the proposed program over the first five years. A total of \$836,550 will be available through tuition.

Public Review: The program was posted on the Commission website from July 19 through August 7 (twenty days) for public review and comments. No comments were received.

Rationale for Staff Recommendation:

1. Graduates of the proposed program may work in public and private K-12 settings, teach health as a core subject for grades (6-12) and will promote healthy school environments and school-community partnerships.
2. According to UWA officials, there is a need in the state of Alabama to produce graduates who will provide an integrated set of planned, sequential activities, and services designed to promote physical, cognitive, and social development, as well as health literacy.
3. Candidates of the proposed program will have excellent opportunities to participate in service learning projects that promote Alabama Champions for Healthy Active Schools, which also includes family/community involvement and health promotion.

DECISION ITEM UWA-1: University of West Alabama, Bachelor of Science in Health and Physical Education (CIP 13.9999)

Staff Presenter: Margaret Pearson
Academic Program Review Analyst

Staff Recommendation: That the Commission approve the proposed Bachelor of Science in Health and Physical Education.

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

Implementation Date: The proposed program will be implemented in January 2019. Based on Commission policy, the proposed program must be implemented by March 14, 2021, 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 2020-21 through 2025-26, will be at least 9, based on the proposal.
2. That the annual average number of graduates for the period 2020-21 through 2025-26 (six-year average) will be 7.5, 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 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 February 1, 2026.

- 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 June 1, 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: The University of West Alabama								
PROGRAM: Bachelor of Science in Health and Physical Education								
ESTIMATED NEW FUNDS REQUIRED TO SUPPORT PROPOSED PROGRAM								
	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	TOTAL
FACULTY	0	\$65,000	0	\$65,000	0	\$65,000	0	\$195,000
LIBRARY	0	0	0	0	0	0	0	0
FACILITIES	0	0	0	0	0	0	0	0
EQUIPMENT	0	0	0	0	0	0	0	0
STAFF	0	0	0	0	0	0	0	0
ASSISTANTSHIP	0	0	0	0	0	0	0	0
OTHER	0	0	0	0	0	0	0	0
TOTAL	0	\$65,000	0	\$65,000	0	\$65,000	0	\$195,000
SOURCES OF FUNDS AVAILABLE FOR PROGRAM SUPPORT								
	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	TOTAL
INTERNAL REALLOCATIONS	0	0	0	0	0	0	0	0
EXTRAMURAL	0	0	0	0	0	0	0	0
TUITION	\$33,800	\$67,600	\$101,400	\$126,750	\$169,000	\$169,000	\$169,000	\$836,550
TOTAL	\$33,800	\$67,600	\$101,400	\$126,750	\$169,000	\$169,000	\$169,000	\$836,550
ENROLLMENT PROJECTIONS								
Note: "New Enrollment Headcount" is defined as unduplicated counts across years.								
	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	6-YEAR AVERAGE
FULL TIME HEADCOUNT	Year 1 No data reporting required	8	12	15	20	20	20	16
PART TIME HEADCOUNT	Year 1 No data reporting required	0	0	0	0	0	0	0
TOTAL HEADCOUNT	Year 1 No data reporting required	8	12	15	20	20	20	16
NEW ENROLLMENT HEADCOUNT	Year 1 No data reporting required	6	8	10	10	10	10	9
DEGREE COMPLETION PROJECTIONS								
Note: Do not count Lead "0"s and Lead 0 ears in computing the degree completions projections average.								
	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	AVERAGE
DEGREE COMPLETION PROJECTIONS	Year 1 No data reporting required	6	8	8	8	8	9	8

Attachment 2

Summary of Background Information

Bachelor of Science in Health and Physical Education
University of West Alabama

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

Objectives: The purpose of the proposed Health and Physical Education major is to prepare candidates to become a certified teacher in health and physical education. Candidates who complete the program will have the knowledge and ability to implement a quality health and physical education program that develops skillful movers who value lifelong health and well-being. This overall degree program is related to the University of West Alabama' mission of serving and providing opportunities for students to pursue a quality education that meets the educational need of the state of Alabama as well as neighboring states. Within the curricula, importance is placed on knowledge and development of enhanced skills in critical thinking communication and leadership.

According to UWA's program proposal, student-learning outcomes will be measured based on the following:

1. Demonstrate and model sound research-based teaching methods and assessment to evaluate learning in health and physical education.
2. Apply content knowledge, research, and theoretical concepts to enhance learning in health and physical education.
3. Utilize differentiated experiences to engage diverse learners.
4. Enhance teaching and learning in health and physical education through effective communication and technology integration.
5. Demonstrate appropriate professional practices in health and physical education.

Administration: The program will be administered by Dr. John McCall, College of Natural Sciences, Dean; and Dr. R.T. Floyd, Department of Physical Education and Athletic Training, 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: All teacher certification programs are approved by the Alabama State Department of Education (ALSDE). In addition, all certification programs have been accredited by the National Council for Accreditation of Teacher Education (NCATE). This accreditation covers UWA's initial and advanced educator preparation programs. UWA's next accreditation review will fall under the Council for the Accreditation of Educator Preparation (CAEP).

Curriculum:

Program Completion Requirements:

Credit hours required in major courses	30 semester hours
Credit hours required in minor	0
Credit hours in institutional general education or core curriculum	60 (sh)
Credit hours required in support courses	39 (sh)
Credit hours in required or free electives	0
Total credit hours required for completion	129 (sh)

Collaboration: UWA has no plans for formal collaboration at this time.

Distance Education: According to the proposal, approximately 75 percent of the program will be offered via distance education.

Admissions: Once candidates are provisionally accepted into the educator preparation program, they must provide the following documentation to be considered for internship placement: Passing score for the Praxis II Content Knowledge.

Graduation requirements include the following:

1. A grade point average of a 2.75 or higher overall, 2.75 or higher in the teaching field, and 2.75 or higher in the professional field.
2. Complete a successful internship with a "C" or higher
3. Passing Score for Education Teacher Performance Assessment (EdTPA)

Need: According to the National Association for Sport and Physical Education (NASPE), 16 percent of the nation's children are overweight and a growing number are developing diabetes and high blood pressure. Nancy Ray, Alabama Department of Education Health and Physical Education Specialist, reported that "today's children are the first generation to have a shorter life expectancy than that of their parents!" Why is this happening? Several experts cite poor nutritional habits and lack of physical activity as the main cause of the health issues faced by youth today.

Within the state of Alabama, candidates have had to choose either pursuing a degree in health education or physical education. By creating a dual degree program, candidates will be given the option to receive certification in both areas. By getting a degree in both areas, candidates will be more marketable. In addition, as a health and physical education teacher, one can begin to bridge the gap of improving the health of our nation's children by teaching them the skills and knowledge necessary to lead an active healthy lifestyle. By combining both program areas, candidates will receive a multicomponent approach to tackling the issue at hand and implementing a comprehensive wellness approach that includes health, physical, and nutrition education.

Student Demand: The total number of undergraduate majors in physical education at the UWA has averaged over 75 students. Over the last few years, several undergraduates and recent graduates in physical education have expressed an interest in obtaining a degree or certification in health education at the UWA. The expectation is that the numbers will maintain or grow within this new program if it is approved.

Faculty:

Current Primary Faculty:

Full-time: 6

Part-time: 0

Support Faculty—

Full-time: 1

Part-time: 0

ALABAMA COMMISSION ON HIGHER EDUCATION
Friday, September 14, 2018

Additional Faculty to be hired:

Primary Faculty—

Full-time: 0

Part-time: 0

Support Faculty—

Full-time: 0

Part-time: 0

Support Faculty: No further staff support is anticipated.

Equipment: No new equipment will be needed for the program.

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

Library: The Library at UWA has sufficient titles to support study and research in the field of Health and Physical Education.

Program Budget: The proposal projected that \$195,000 in estimated new funds will be required to support the proposed program over the first five years. A total of \$836,550 will be available through tuition.

Attachment 3

University of West Alabama
 Bachelor of Science in Health and Physical Education

Basic Curriculum	
Written Composition	6
EH 101 Written English I	3
EH 102 Written English II	3
Or	
EH 103 Honors English I	3
EH 104 Honors English II	3
Humanities and Fine Art	12
Six semester hours from the following:	6
EH 221 British Literature I	3
EH 222 British Literature II	3
Or	
EH 231 American Literature I	3
EH 232 American Literature II	3
Or	
EH 213 Honors Literature I	3
EH 214 Honors Literature II	3
Three semester hours from the following:	3
SH 100 Public Speaking	3
Or	
SH 150 Professional Speaking	3
Three semester hours from the following:	3
AT 100 Introduction to Art	3
MU 100 Introduction to Music	3
TH 100 Introduction to Theatre	3
Or	
HR 100 Honors Forum	1
HR 200 Honors Special Topics: Interdisciplinary	2
Natural Science and Mathematics	11
BY 101 Introduction to Biology I	4
Or	
BY 103 Honors Biology	4
Three semester hours:	
MH 113 Precalculus Algebra or higher	3
Four semester hours from the following:	
BY 102 Introductory Biology II	4
BY 232 Anatomy and Physiology II	4
CH 101 Introductory General Chemistry	4
CH 113 General Chemistry	4
EN 100 Introduction to Environmental Science	4
ES 100 Introduction to Geology	4
PH 190 Astronomy	4
History, Social, and Behavioral Sciences	12
Six semester hours from the following sequence:	6
HY 101 History of Western Civilization I	3
HY 102 History of Western Civilization II	3
Or	
HY 103 Honors Western Civilization I	3
HY 104 Honors Western Civilization II	3

Or	
HY 211 American History I	3
HY 212 American History II	3
Six semester hours from Social and/or Behavioral Sciences:	6
AN 100 Introduction to Anthropology	3
EC 201 Principles of Microeconomics	3
EC 202 Principles of Macroeconomics	3
PS 110 American Government	3
PH 100 General Psychology	3
SY 100 Principles of Sociology	3
SY 110 Social Problems	3
Other Core Requirements	13
BY 231 Human Anatomy and Physiology I	4
HPE/PE 200 Foundations of Health and Physical Education	3
HPE/PE 250 First Aid and CPR Professional Rescuer-AED	1
HPE/PE 251 Concepts of Health, Wellness, and Fitness	3
HPE/PE 282 Teaching, Coaching, Officiating Sports	3
Activity Classes (choose any 2 hours from PE 100-PE 126)	2
Foundation courses	2
Choose two hours from any of the following:	
Activity Based Group	2
PE 202 Racquet and Paddle Sports	2
PE 203 Recreational Activities	2
PE 204 Indoor Team Sports	2
PE 205 Outdoor Team Sports	2
Fitness Based Group	
EX 241 Strength, Speed, and Power Training	2
EX 242 Flexibility	2
EX 246 Endurance Training	2
UWA Experience	2
UWA 101 Freshman Seminar	2
Professional Courses	38
ED 300 Introduction to Teaching and Learning	3
ED 333 Reading Methods P-12	3
ED 335 Field Experiences I	1
ED 336 Field Experience II	1
ED 384 Methods of Teaching and Physical Education	3
ED 387 Methods of Teaching Health	3
ED 400 Measurement & Assessment	3
ED 405 Technology & Education	3
ED 408 Technology Portfolio	1
ED 435 Field Experience III	1
ED 436 Field Experience IV	1
SE 400 Introduction to Special Education	3
ED 409 Internship	12

Teaching Field	30
HPE 201 Health Promotion and Prevention	3
HPE/PE 321 Teaching Elementary Games & Activities	3
HPE/PE 345 Motor Learning & Development	3
HPE/PE 373 Introduction to Athletic Training	3
HPE 401 Trends and Critical Issues in Health Education	3
HPE/PE 423 Adapted Physical Education	3
HPE/PE 424 Curriculum and Teaching Instruction for Health and Physical Education	3
HPE/PE 432 Organization & Administration in Human Performance	3
HPE/PE 443 Kinesiology	3
HPE/PE 444 Exercise Physiology	3
Total Curriculum	129

DECISION ITEM UNA-1: University of North Alabama, Bachelor of Science in Applied Health Science (CIP 51.0799)

EXECUTIVE SUMMARY

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

Program Objective: The Bachelor of Science in Applied Health Science (AHS) program, with a track in Health Administration, will prepare students to work in a multitude of nonclinical health careers. The AHS degree is a non-clinical degree option. Students who desire work in health care, who do not wish to pursue a clinical degree, will have an alternative path for achieving their professional goal. The degree program will not lead to licensure. Students will not be required to complete a licensure exam to be eligible for employment. There are currently an estimated 700 students who have declared nursing as their major at UNA. More than half of these students will not be accepted into the nursing program. The addition of the proposed health care degree will improve retention according to UNA officials.

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

Mode of Delivery: General education courses will be available to students in a face-to-face or online format. After admission into the Applied Health Science program, all courses will be offered in a distance learning format.

Similar Programs: There are no other baccalaureate programs listed at CIP 51.0799.

Collaboration: According to UNA officials, the university is always open to collaboration and willing to explore these options in the future.

Resources: The proposal projected that \$0 estimated new funds will be required to support the proposed program over the first five years. A total of \$352,344 will be available through tuition.

Public Review: The program was posted on the Commission website from July 19 through August 7 (twenty days) for public review and comments. No comments were received.

Rationale for Staff Recommendation:

1. The proposed degree program is a unique opportunity for students who would like to seek employment in a number of diverse health care settings (e.g., management roles in hospitals, clinics, physician offices, public health organizations and government health organizations).
2. The proposed Health Administration track within the proposed program will be based on a foundation of business, yet inclusive of essential health care concepts such as ethics, grant writing, capstone project, epidemiology, research, and informatics.
3. Graduates of the proposed Bachelor of Science in Applied Health Science will be well prepared with a solid educational foundation in business and healthcare administration that is essential to meet this growing demand in our state.

DECISION ITEM UNA-1: University of North Alabama, Bachelor of Science in Applied Health Science (CIP 51.0799)

Staff Presenter: Margaret Pearson
Academic Program Review Analyst

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

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

Implementation Date: The proposed program will be implemented in January 2019. Based on Commission policy, the proposed program must be implemented by March 14, 2021 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 years 2020-21 through 2025-26, will be at least 4, based on the proposal.
2. That the annual average number of graduates for the period 2020-21 through 2025-26 (six-year average) will be at least 7.5, 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 (UNA) will be required to phase out the program if any of the post-implementation conditions are not met. The institution must present documentation regarding the post-implementation conditions, as well as a general assessment of the program, in a report submitted to the Commission no later than February 1, 2026.

- Supporting Documentation:
1. New Academic Degree Program Proposal Summary, attached.
 2. Summary of Background Information, attached.
 3. Curriculum for Proposed Program, attached.

4. University of North Alabama proposal, dated June 7, 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 North Alabama								
PROGRAM: Bachelor of Science in Applied Health Science (CIP Code 51.0799)								
ESTIMATED NEW FUNDS REQUIRED TO SUPPORT PROPOSED PROGRAM								
	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	TOTAL
FACULTY	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
LIBRARY	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
FACILITIES	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
EQUIPMENT	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
STAFF	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
ASSISTANTSHIPS	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
OTHER	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
TOTAL	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
SOURCES OF FUNDS AVAILABLE FOR PROGRAM SUPPORT								
	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	TOTAL
INTERNAL REALLOCATIONS	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
EXTRAMURAL	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
TUITION	\$26,592	\$29,916	\$39,888	\$49,860	\$59,832	\$66,480	\$79,776	\$352,344
TOTAL	\$26,592	\$29,916	\$39,888	\$49,860	\$59,832	\$66,480	\$79,776	\$352,344
ENROLLMENT PROJECTIONS								
<i>Note: "New Enrollment Headcount" is defined as unduplicated counts across years.</i>								
	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	6-YEAR AVERAGE
FULL TIME HEADCOUNT	Year 1 - No data reporting required	3	4	5	6	8	10	6
PART TIME HEADCOUNT	Year 1 - No data reporting required	3	4	5	6	4	4	4
TOTAL HEADCOUNT	Year 1 - No data reporting required	6	8	10	12	12	14	10
NEW ENROLLMENT HEADCOUNT	Year 1 - No data reporting required	1	5	5	5	5	5	4
DEGREE COMPLETION PROJECTIONS								
<i>Note: Do not count Lead "0"s and Lead 0 years in computing the degree completions projections average.</i>								
	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	AVERAGE
DEGREE COMPLETION PROJECTIONS	Year 1 - No data reporting required	3	6	7	8	9	15	8

Attachment 2

Summary of Background Information

Bachelor of Science in Applied Health Science
University of North Alabama

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

Program Objective: The Bachelor of Science in Applied Health Science (AHS) program, with a track in Health Administration, will prepare students to work in a multitude of nonclinical health careers. The AHS degree is a non-clinical degree option. Students who desire work in health care, who do not wish to pursue a clinical degree, will have an alternative path for achieving their professional goal. The degree program will not lead to licensure. Students will not be required to complete a licensure exam to be eligible for employment. There are currently an estimated 700 students who have declared nursing as their major at UNA. More than half of these students will not be accepted into the nursing program.

Student Learning Outcomes associated with the program are as follows:

1. Utilize critical thinking and decision-making skills in a variety of health care settings and situations with diverse populations.
2. Explore current research to improve health outcomes for individuals and communities.
3. Develop effective leadership and management strategies in common health care environments.
4. Demonstrate knowledge of legal and ethical parameters of the health care system.
5. Integrate effective communication skills into professional roles.
6. Apply information technology in the delivery of health care.
7. Explore the social determinants of health that shape health behavior and health inequalities.

Administration: The program will be administered by Vicki Pierce, Anderson College of Business Nursing and Health Professions, Dean; and Clarissa Hall, Doctor of Nursing Practice, Chairperson.

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

Accreditation: According to the proposal, there is no recognized or specialized accrediting bodies for the proposed program.

Curriculum: The following 12 upper division courses will be added to the proposed program:

AHS 300R Leadership and Healthcare Delivery - 6 semester hours (sh)
AHS 301R Health Communication and Cultural Diversity - 6 sh
AHS 302R Informatics - 3 sh
AHS 303R Health Policy, Ethics, and Legal Issues - 6 sh
AHS 304R Epidemiology and Population Health - 6 sh
AHS 305R Consumer Health – 3 sh
AHS 306R Research in Health - 3 sh
AHS 307R Grant Writing and Capstone – 6 sh
AHS 308R Healthcare Economics – 3 sh
AHS 404R Health Administration and Strategic Planning – 6 sh

AHS 405R Budgeting and Finance - 6 sh

AHS 406R Principles of Resource Management and Supervision - 6 - sh

Program Completion Requirements:

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

Collaboration: According to UNA officials, the university is always open to collaboration and willing to explore these options in the future.

Distance Education: Both traditional and non-traditional instructional methods will be utilized for the proposed program. General education courses will be available to students in a face-to-face or online format. After admission into the Applied Health Science program, all courses will be offered in a distance learning format.

Admissions: The proposed program has no special admission requirements.

Need: According to the US Bureau of Labor Statistics (2018), employment of medical and health services managers is projected to grow 20 percent from 2016 to 2026, much faster than the average for all occupations. The Alabama Department of Labor (DOL) placed healthcare administrators on its list of top 40 high-demand occupations.

The Alabama DOL expects strong growth in the field of healthcare administration, with an increase of 20.27 percent in the number of jobs expected by 2022 statewide. One of the driving forces behind this growth is an increasing aging population. As the large baby-boom population ages and people remain active later in life, there should be increased demand for healthcare services. Demand in medical group practice management is also projected to grow as medical group practices become larger and more complex. This is due in part to the health issues specific to the state. For example, Alabama is ranked 3rd in the nation for obesity and hypertension (APH, 2017; The State of Obesity, 2018) and 15.4 percent of the adult population have diabetes mellitus (ADA, 2018). In addition, many services previously provided in hospitals will shift to physicians' offices and other outpatient facilities. This means greater needs for physicians and other healthcare workers, medical procedures, and healthcare facilities, and therefore greater needs for administrators who organize and manage medical information and healthcare staff. Graduates of the Bachelor of Science in Applied Health Science will be well prepared with a solid educational foundation in business and healthcare administration that is essential to meet this growing demand in our state.

Student Demand: The following methodology was used to determine the student demand for the proposed Applied Health Science program. An anonymous Qualtrics Survey was electronically distributed to current UNA students by the Office of Vice President for Academic Affairs and Provost. There were 304 respondents, 89 percent indicated an interest in UNA and Anderson College of Nursing (ACON) and Health Professions offering this degree. Further analysis of data from 2014-2018 revealed the traditional BSN program received 868 applications. A total of 351 students were denied admission to the program. ACON faculty routinely receive inquiries from students who have been denied admission to our traditional Bachelor of Science in Nursing Program regarding potential health related degree alternatives. Alternative health care degree options are currently limited at UNA. The addition of this degree, which will be available in an online format, will increase current overall enrollment and improve retention rates. This program will also expand enrollment by meeting student demand outside of UNA's immediate geographic region.

ALABAMA COMMISSION ON HIGHER EDUCATION
 Friday, September 14, 2018

Semester	Applications Received	Denied	Percentage
Spring 2014	80	29	36%
Fall 2014	98	39	40%
Spring 2015	90	36	40%
Fall 2015	83	38	46%
Spring 2016	70	21	30%
Fall 2016	75	27	36%
Spring 2017	61	14	23%
Fall 2017	88	43	49%
Spring 2018	88	38	43%
Fall 2018	135	66	49%

Faculty:

Current Primary Faculty—

Full-time: 16

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

Support Faculty: No further staff support is anticipated.

Equipment: No special equipment is needed at this time.

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

Library: The libraries at the University of North Alabama (UNA) currently house more than 350,000 cataloged volumes, including 56,658 bound periodical volumes. The libraries' holdings also include 1,082,476 microform units (including government documents in microform) and 469,260 electronic books. The libraries provide access to more than 32,000 periodical titles, the vast majority in electronic format. The libraries' physical collection of audiovisual and other media materials contains over 12,000 items; physical holdings are supplemented by more than 77,000 streaming videos and thousands of streaming audio files. The libraries also provide access to over 180 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 \$0 estimated new funds will be required to support the proposed program over the first five years. A total of \$352,344 will be available through tuition.

Attachment 3

University of North Alabama
 Bachelor of Science in Applied Health Science

A. General Education Component.....	60
hours	
For General Education Requirements and additional requirements for UNA students, refer to Academic Procedures and Requirements.	
Applied Health Science (AHS) majors must complete:	
Area III: MA 110 (3), MA 147 (3), BI 101(4), BI 241(4), Natural Science Elective (4)	
Area IV: ED 299 and PSY 201	
Electives (6) such as SOC 221 (3) Area V: Additional undergraduate requirements specific to applied health science	
CNH 342 (3)	
CIS 125 (3)	
 B. Major Core Requirements (online):	
Applied Health Science 300R.....	6
Applied Health Science 301R	6
Applied Health Science 302R.....	3
Applied Health Science 303R.....	6
Applied Health Science 304R.....	6
Applied Health Science 305R.....	3
Applied Health Science 306R.....	3
Applied Health Science 307R.....	6
Applied Health Science 308R.....	3
	42 hours
Health Administration Track	
Applied Health Science 404R.....	6
Applied Health Science 405R.....	6
Applied Health Science 406R.....	6
	18 hours
Total.....	120 hours

DECISION ITEM L-1: University of Alabama, Alteration of the PhD in
Communication and Information Sciences (CIP 09.0102)

Staff Presenter: Margaret Pearson
Academic Program Review Analyst

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

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

The University of Alabama (UA) currently has the Doctor of Philosophy (PhD) in Communication and Information Sciences at CIP 09.0102 in the Commission's Academic Program Inventory. UA has proposed a change in the program CIP code from 09.0102 to CIP 09.0199. There will be no change in the program title. The change for the Academic Program Inventory is indicated below:

~~09.0102~~ 09.0199 Communication and Information Sciences, PhD

The proposed change will aid UA's doctoral graduates who accept faculty positions that are aligned with their areas of study and research.

- **Budgetary Impact: No additional resources are required.**

The staff recommends that the proposed change 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 L-2: University of Alabama at Birmingham, Alteration of the DSc in Administration-Health Services (CIP 51.0701).

Staff Presenter: Margaret Pearson
Academic Program Review Analyst

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

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

The University of Alabama at Birmingham (UAB) currently has the Doctor of Science (DSc) in Administration-Health Services at CIP 51.0701 in the Commission's Academic Program Inventory. UAB has requested a change in the program name from Administration-Health Services to Healthcare Leadership. There will be no change in the program CIP code. The change for the Academic Program Inventory is indicated below:

51.0701 ~~Administration-Health Services~~, Healthcare Leadership, DSc

The proposed change will provide clarification to those who are seeking a Doctor of Science degree, and reduce the confusion for students. The program has evolved and is focused on preparing people for senior-level leadership positions in the healthcare industry, rather than academic research.

- **Budgetary Impact: No additional resources are required.**

The staff recommends that the proposed change 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 M-1: Request to Amend Post-Implementation Conditions:
Auburn University, Bachelor of Music (CIP 50.0901)

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 (2018-19 and 2019-2020) for the program be granted.
- 2) In this additional review period, the program will meet a post-implementation condition of 8* annual graduates.

*The program projects that there will be a total of 15 graduates from this program during the two-year period. (An average of 7.5 for the two year period will be attained.)

That the institution will submit, no later than September 1, 2020, a post-implementation report, demonstrating that the program met the post-implementation condition for graduates for the specified period.

Background: The Bachelor of Music (CIP 50.0901) was approved by the Commission on September 14, 2012. The program was implemented in January 2013, 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 upon completion of count checking of the program graduates for 2017-2018, AU timely filed the post-implementation report.

Auburn University has met three of the four post-implementation conditions for this program. AU offers the following four considerations for Commission consideration in support of a two-year extension:

- There were 30 new enrollments in the Bachelor of Music program in 2015—16 and 2016—17, and those students are likely to graduate over the next two years.
- The Bachelor of Music program shares many courses and instructors with two related programs, so students may need more time to discover that it is their best degree option.

- College and department advising will re-emphasize the distinctive advantages of the Bachelor of Music program.
- To enhance the program's appeal to sought-after student-musicians, Auburn's College of Liberal Arts has decided to revise its criteria for some of the scholarships it awards.

The request is for a two-year timeframe extension to achieve the graduation figure total of 15 graduates (7.5 average) for 2018-2019 and 2019-2020. Staff is recommending approval.

Supporting Documentation:

1. "Summary of Report on Post-Implementation Conditions," attached.
2. Unpublished post-implementation reports and post-implementation requests for Auburn University. Available upon request.
3. "Guidelines for Consideration of Post-Implementation Reports that Do Not Meet Approved Conditions." Available upon request.

Auburn University (2018 Report)

- Program: Bachelor of Music (CIP 50.0901)

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 will be at least 6, based on the proposal.
2. That the average number of graduates for the academic years 2016-17 through 2017-18 (two-year average) will be at least 8, based on the proposal.
3. That a follow-up survey be conducted after the first five years that will show at least 75 percent of the graduates' were successful in acquiring related employment.
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 Music (CIP 50.0901)	Average New Enrollment Headcount 2013-14 through 2017-18	Average Number of Graduates, 2016-17 and 2017-18	Percentage of Graduates Employed in The Field
Required	6	8	75%
Reported	14	4	83%

Condition 1: According to the report, the enrollment count benchmark was met.

Condition 2: The program did not meet the graduation post-implementation requirement.

Condition 3: Eighty-three percent of the graduates were successful in acquiring related employment or were continuing their education.

Condition 4: The assessment condition has been met. Student learning outcomes were clearly documented and multiple modes of assessment well delineated. Formal rubrics were used to measure and document attainment of the student learning outcomes. Data is reviewed at least annually and, in appropriate aggregated form, is shared and discussed among the Music faculty. There is clear evidence presented that the assessment information is used for program improvement. Modes of assessment include: semester juries, Sophomore comprehensive, and junior/ senior recital juries.

DECISION ITEM M-2: Request to Amend Post-Implementation Conditions:
University of Alabama in Huntsville, Bachelor of Science
in Economics and Computational Analysis (CIP 52.0601)

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 (2018-19
and 2019-2020) for the program be granted.
- 2) In this additional review period, the program will
meet a post-implementation condition of 8* annual
average graduates.

* A total of 15 graduates is required for the two-year
additional review period. (An average of 7.5 for the two
year period will be attained.)

That the institution will submit, no later than September
1, 2020, a post-implementation report, demonstrating
that the program met the post-implementation condition
for graduates for the specified period.

Background: The Bachelor of Science in Economics and
Computational Analysis (CIP 52.0601) was
approved by the Commission on September 14, 2012.
The program was implemented in August 2013
(delayed).

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
in a timely manner, on July 31, 2018.

The University of Alabama in Huntsville has met three of
the four post-implementation conditions for this program.
UAH offers the following three considerations for
Commission consideration in support of a two-year
extension:

- First, in the 2018-19 academic year, UAH will have
economics faculty visit high schools and community
colleges to expose the students to the opportunities
in economics and business. When possible, UAH
will be visiting AP economics classes because those
students have already demonstrated an interest in
commerce.

- Second, UAH is planning a concerted effort to find internship opportunities for economics majors. UAH majors have experience working with data and in the Huntsville area there are opportunities for individuals with that skill. UAH's goal is to ease the students' transition into internships and ultimately into the job market.
- Third, UAH states that they have had remarkable success placing their graduates in careers and graduate school. In fact, UAH reports that all of their majors have successfully moved to the next stage of their career. For example, UAH has students continuing their education at Princeton, the University of Maryland and UA Tuscaloosa. Additionally, UAH graduates have jobs across the country.

With such success, UAH asserts they have a growing reputation as a high-quality program. In the coming years they intend to more actively promote that success and to have their current students network with the alumni.

The request is for a two-year timeframe extension to achieve the graduation figure total of 15 graduates for 2018-2019 and 2019-2020. Staff is recommending approval.

Supporting Documentation:

1. "Summary of Report on Post-Implementation Conditions," attached.
2. Unpublished post-implementation reports and post-implementation requests for University of Alabama in Huntsville. Available upon request.
3. "Guidelines for Consideration of Post-Implementation Reports that Do Not Meet Approved Conditions." Available upon request.

Summary of Report on Post-Implementation Conditions

University of Alabama in Huntsville (2018 Report)

- Program: Bachelor of Science in Economics and Computational Analysis (CIP 52.0601)

Approved by Commission: September 2012

Proposed Implementation Date: January 2013

Actual Implementation Date: August 2013

Post-Implementation Conditions:

1. That the annual average new enrollment headcount for the first five years will be at least 9, based on the proposal.
2. That the average number of graduates for the academic years 2013-14 through 2017-18 (five-year average) will be at least 8, based on the proposal.
3. That a follow-up survey be conducted after the first five years that will show at least 75 percent of the graduates' were successful in acquiring related employment.
4. That information regarding an overall assessment of the program will be provided, particularly as related to objectives and assessment measures stated in the proposal.

Bachelor of Science in Economics and Computational Analysis (CIP 52.0601)	Average New Enrollment Headcount 2013-14 through 2017-18	Average Number of Graduates, 2013-14 through 2017-18	Percentage of Graduates Employed in The Field
Required	9	8	75%
Reported	23	4	100%

Condition 1: The new enrollment count benchmark attained.

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: Based upon data provided for and measures of progress for two assessment cycles (2015-16, 2017-18), the assessment condition has been met. Overall, data analysis and findings support that the macroeconomic concepts and microeconomic concepts showed significant progress. Further, the attainment of concepts of impact technology and market structure were supported. The data overall, also showed that program graduates are able to create, implement, and communicate an agent based economic model (for example, exceptional rate: 81 percent in 2017-2018 cycle). There is very convincing documented evidence presented that the assessment information is used for and had a very positive impact on program improvement.

DECISION ITEM N: Public Drawing to Determine the Order of Payment of Alabama Student Grant Program (ASGP) Funds for the 2018-2019 Academic Year

Staff Presenter: Mrs. Cheryl Newton
Manager of Grants and Scholarships

Staff Recommendation: That the Commission conduct a public drawing to determine the order of payment to institutions.

Background: Chapter 300-4-.04 of the Alabama Student Grant Program Regulations states the order in which institutions will be issued Fall term checks shall be determined by a random and public drawing of institutions. Pursuant to the regulations, sealed envelopes with the names of the institutions which have declared their intentions to apply for participation in the ASGP for the 2018-2019 academic year have been provided to the Commission Chairman, Mr. Ball, in order for the drawing to be held.

The results of the drawing at this meeting will determine the order in which grant funds will be released to institutions for the Fall term. After all Fall term payments are issued, the order will be reversed – so the institution ranked first for Fall term drops to last place for second term payment.

Supporting Documentation: Chapter 300-4-.04 of the Alabama Student Grant Program Regulations (available upon request).

INFORMATION ITEM 1: 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: Master of Engineering Management in Engineering Management, MEM, CIP 15.1501
Approval date: September 28, 2017
Implementation date: January 2018
Post-implementation report date: February 1, 2023

Auburn University
Program: Master of Science in Nursing in Nursing, MSN, CIP 51.3801
Approval date: September 28, 2017
Implementation date: May 2018
Post-implementation report date: July 1, 2023

Auburn University
Program: Doctor of Nursing Practice in Nursing, DNP, CIP 51.3801
Approval date: December 8, 2017
Implementation date: May 2018
Post-implementation report date: July 1, 2023

Bishop State Community College
Program: Associate in Applied Science and Certificate in Medical Assistant Technology, AAS/Cert, CIP 51.0801
Approval date: September 28, 2017
Implementation date: January 2018
Post-implementation report date: February 1, 2023

Gadsden State Community College
Program: Associate in Applied Science in
Diagnostic Medical Sonography, CIP 51.0910
Approval date: December 8, 2017
Implementation date: January 2018
Post-implementation report date: February 1, 2023

Ingram State Technical College
Program: Certificate in Carpentry, Cert,
CIP 46.0201
Approval date: December 8, 2017
Implementation date: January 2018
Post-implementation report date: February 1, 2023

Ingram State Technical College
Program: Certificate in Cosmetology, Cert,
CIP 12.0401
Approval date: December 8, 2017
Implementation date: January 2018
Post-implementation report date: February 1, 2023

Ingram State Technical College
Program: Certificate in Logistics and Supply Chain
Technology, Cert, CIP 52.0203
Approval date: December 8, 2017
Implementation date: January 2018
Post-implementation report date: February 1, 2023

Southern Union State Community College
Program: Associate in Applied Science and
Certificate in Medical Assistant Technology, Cert/
AAS, CIP 51.0801
Approval date: September 28, 2017
Implementation date: January 2018
Post-implementation report date: February 1, 2023

Troy University
Program: Bachelor of Science in Interdisciplinary
Studies, BS, CIP 30.9999
Approval date: December 8, 2017
Implementation date: January 2018
Post-implementation report date: February 1, 2023

Troy University
Program: Bachelor of Science in Applied Health
Sciences, BS, CIP 51.0000
Approval date: December 8, 2017
Implementation date: January 2018
Post-implementation report date: February 1, 2023

Troy University
Program: Bachelor of Science in Occupational
Education, BS, CIP 13.1319
Approval date: December 8, 2017
Implementation date: January 2018
Post-implementation report date: February 1, 2023

ALABAMA COMMISSION ON HIGHER EDUCATION
Friday, September 14, 2018

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 2: Implementation of Distance Education Programs

Staff Presenter: Ms. Margaret Pearson
Academic Program Review Analyst

Staff Recommendation: For information only.

Background: Commission policy states that academic programs approved by the Commission do not require additional approval to be configured and offered as distance education programs. However, institutions preparing to offer existing programs as distance education offerings must report this intent to the Commission prior to implementation.

In compliance with the Commission's policy on distance education, the following institutions have reported plans to implement the distance education programs listed.

Auburn University:

Educational Administration, MEd, PhD– CIP 13.0401

University of North Alabama:

Geospatial Science, MS – CIP 45.0799

Writing, MA – CIP 23.1301

Supporting Documentation:

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

INFORMATION ITEM 3:

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:

- Northwest-Shoals Community College, Program: Associate in Applied Science and Certificate in Salon and Spa Management (CIP 12.0412)
- Coastal Alabama Community College (Approved under Faulkner State Community College), Program: Associate in Applied Science in Veterinary Technology (CIP 51.0808)

Program that did not meet post-implementation conditions:

- Auburn University, Program: Bachelor of Music (CIP 50.0901) *[A request for an additional post implementation review period is on the agenda as a decision item]*
- University of Alabama in Huntsville, Program: Bachelor of Science in Economics and Computational Analysis (CIP 52.0601) *[A request for an additional post implementation review period is on the agenda as a decision item]*

Supporting Documentation:

1. Unpublished post-implementation report submitted by the institution. Available upon request.
2. "Summary of Reports on Post-Implementation Conditions," attached.

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

Meeting Conditions:

Northwest-Shoals Community College (2018 Report)

- Program: Associate in Applied Science and Certificate in Salon and Spa Management (CIP 12.0412)

Approved by Commission: June 2013

Proposed Implementation Date: August 2013

Actual Implementation Date: August 2013

Post-Implementation Conditions:

1. That the annual average new enrollment headcount for the first five years will be at least 9, based on the proposal.
2. That the average number of graduates for the academic years 2013-14 through 2017-18 (five-year average) will be at least 8, based on the proposal.
3. That a follow-up survey be conducted after the first five years that will show at least 75 percent of the graduates' were successful in acquiring related employment.
4. That the institution provide information on recognition of the program by appropriate State regulatory boards.
5. That the institution report on the passage rate of graduates obtaining licensure related to the proposed program.
6. That information regarding an overall assessment of the program will be provided, particularly as related to objectives and assessment measures stated in the proposal.

Associate in Applied Science and Certificate in Salon and Spa Management (CIP 12.0412)	Average New Enrollment Headcount 2013-14 through 2017-18	Average Number of Graduates, 2013-14 and 2017-18	Percentage of Graduates Employed in The Field
Required	9	8	75%
Reported	47	20	96%

Condition 1: According to the report, the enrollment count benchmark was met.

Condition 2: The program meet the graduation post-implementation requirement.

Condition 3: Ninety-six percent of the graduates were successful in acquiring related employment or were continuing their education.

Meeting Conditions:

Northwest-Shoals Community College (2018 Report) - Continued

- Program: Associate in Applied Science and Certificate in Salon and Spa Management (CIP 12.0412)

Condition 4: There is no State regulatory board for this program.

Condition 5: The condition has been met. Ninety-six percent of the graduates were awarded their Alabama Board of Barbering and Cosmetology License.

Condition 6: The assessment condition has been met. Employer satisfaction surveys were completed on a variety of aligned criteria including speed, quality of work, cleanliness, integrity, attitude towards others, observation of safety rules, leadership abilities, initiative, personal appearance, and attendance during their internship. During the past four years, the program has been well represented at SkillsUSA with 31 state medals, 3 National medals, and 2 other students who placed in the top 10 nationally for both technical and leadership skills.

Meeting Conditions:

**Coastal Alabama Community College (Approved under Faulkner State Community College
(2018 Report)**

- Program: Associate in Applied Science in Veterinary Technology (CIP 51.0808)

Approved by Commission: June 2013

Proposed Implementation Date: August 2013

Actual Implementation Date: January 2014

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 average number of graduates for the academic years 2014-15 through 2017-18 (four-year average) will be at least 8, based on the proposal.
3. That a follow-up survey be conducted after the first five years that will show at least 75 percent of the graduates' were successful in acquiring related employment.
4. That information regarding an overall assessment of the program will be provided, particularly as related to objectives and assessment measures stated in the proposal.

Associate in Applied Science in Veterinary Technology (CIP 51.0808)	Average New Enrollment Headcount 2013-14 through 2017-18	Average Number of Graduates, 2014-15 and 2017-18	Percentage of Graduates Employed in The Field
Required	10	8	75%
Reported	24	10*	96%

*The program commenced in January 2014. There were no graduates in 2013-2014. The four-year average was 13.

Condition 1: According to the report, the enrollment count benchmark was met.

Condition 2: The program meet the graduation post-implementation requirement.

Condition 3: Ninety-six percent of the graduates were successful in acquiring related employment or were continuing their education.

Condition 4: The assessment condition was met. The program underwent review by the American Veterinary Medical Association's division responsible for overseeing veterinary technology programs, the Committee on Veterinary Technician Education and Activities (CVTEA), and was awarded initial accreditation with the next review set for 2020. This designation allows graduates of the program ability to sit for the national veterinary technician licensing exam.

Not Meeting Conditions:

Auburn University (2018 Report)

- Program: Bachelor of Music (CIP 50.0901)

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 will be at least 6, based on the proposal.
2. That the average number of graduates for the academic years 2016-17 through 2017-18 (two-year average) will be at least 8, based on the proposal.
3. That a follow-up survey be conducted after the first five years that will show at least 75 percent of the graduates' were successful in acquiring related employment.
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 Music (CIP 50.0901)	Average New Enrollment Headcount 2013-14 through 2017-18	Average Number of Graduates, 2016-17 and 2017-18	Percentage of Graduates Employed in The Field
Required	6	8	75%
Reported	14	4	83%

Condition 1: According to the report, the enrollment count benchmark was met.

Condition 2: The program did not meet the graduation post-implementation requirement.

Condition 3: Eighty-three percent of the graduates were successful in acquiring related employment or were continuing their education.

Condition 4: The assessment condition has been met. Student learning outcomes were clearly documented and multiple modes of assessment well delineated. Formal rubrics were used to measure and document attainment of the student learning outcomes. Data is reviewed at least annually and, in appropriate aggregated form, is shared and discussed among the Music faculty. There is clear evidence presented that the assessment information is used for program improvement.

Not Meeting Conditions:

University of Alabama in Huntsville (2018 Report)

- Program: Bachelor of Science in Economics and Computational Analysis (CIP 52.0601)

Approved by Commission: September 2012

Proposed Implementation Date: January 2013

Actual Implementation Date: August 2013

Post-Implementation Conditions:

1. That the annual average new enrollment headcount for the first five years will be at least 9, based on the proposal.
2. That the average number of graduates for the academic years 2013-14 through 2017-18 (five-year average) will be at least 8, based on the proposal.
3. That a follow-up survey be conducted after the first five years that will show at least 75 percent of the graduates' were successful in acquiring related employment.
4. That information regarding an overall assessment of the program will be provided, particularly as related to objectives and assessment measures stated in the proposal.

Bachelor of Science in Economics and Computational Analysis (CIP 52.0601)	Average New Enrollment Headcount 2013-14 through 2017-18	Average Number of Graduates, 2013-14 through 2017-18	Percentage of Graduates Employed in The Field
Required	9	8	75%
Reported	23	4	100%

Condition 1: According to the report, the enrollment count benchmark was attained.

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: Based upon data provided for and measures of progress for two assessment cycles (2015-16, 2017-18), the assessment condition has been met. Overall, data analysis and findings support that the macroeconomic concepts and microeconomic concepts showed significant progress. Further, the attainment of concepts of impact technology and market structure were supported. The data overall, also showed that program graduates are able to create, implement, and communicate an agent based economic model (for example, exceptional rate: 81% in 2017-2018 cycle). There is very convincing documented evidence presented that the assessment information is used for and had a very positive impact on program improvement.

INFORMATION ITEM 4: 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.

Chattahoochee Valley Community College

<u>Field of Study</u>	<u>CIP Code</u>
Automotive Technology	15.0803

Central Alabama Community College

<u>Field of Study</u>	<u>CIP Code</u>
Administrative Medical Assistant	51.0801
Multi-Skilled Patient Care Technician	51.0801
Phlebotomy Technician	51.0801

Drake State Community and Technical College

<u>Field of Study</u>	<u>CIP Code</u>
Logistic and Supply Chain Management	52.0203
Business w/emp in Accounting	52.0201
Business w/ emp in Business Management	52.0201
Welding w/emp in GTAW Pipe	48.0508
Welding w/emp in SMAW Grooves	48.0508
Welding w/emp in SMAW Pipe	48.0508
Welding w/emp im Welding Blueprint	48.0508
Welding w/emp in Consumable Welding	48.0508
Welding w/emp in AWS Certification	48.0508
Medical Asst. w/emp in Medical Admin	51.0801
Medical Asst. w/emp in Phlebotomy	51.0801
Medical Asst. w/emp Insurance Billing & Coding	51.0801

Ingram State Technical College

<u>Field of Study</u>	<u>CIP Code</u>
Commercial Food Service	19.0505

Northwest Shoals Community College

<u>Field of Study</u>	<u>CIP Code</u>
MRI Post-Primary Medical Imaging	51.0901
CT Post Primary Medical Imaging	51.0901

Southern Union State Community College

<u>Field of Study</u>	<u>CIP Code</u>
Industrial Electronics w/emp in Water Quality & Waste Management	47.0105

Wallace Community College (Dothan)

<u>Field of Study</u>	<u>CIP Code</u>
Multi-Interdisciplinary Studies	30.9999

Wallace State Community College (Hanceville)

<u>Field of Study</u>	<u>CIP Code</u>
Criminal Justice w/emp in Crime Scene Technician w/emp in Law Enforcement	43.0107

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 5:

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.
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, September 14, 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	54.0101	History, MA
University of Alabama	14.1101	Engineering Science & Mechanics, MSES
	42.2805	School Psychology, EdD
University of South Alabama	13.9999	Instructional Design & Performance Improvement, BS

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.

Chattahoochee Valley Community College	15.0612 <u>15.0613</u>	Industrial Technology, AAS/C <u>Manufacturing Technology</u>
University of Alabama	09.0102 <u>09.0199</u>	Communication and Information Sciences, PhD
University of Alabama at Birmingham	51.0701	Administration—Health Services, DSc <u>Healthcare Leadership</u>
Troy University	31.0504	Sport and Fitness Management, MS <u>Sport Management</u>
University of North Alabama	45.0799 <u>45.0702</u>	Geospatial Science, MS

C. Programs Placed on Inactive Status

INFORMATION ITEM 6: 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:

University of Alabama

Undergraduate Crossing Point Certificate in Occupational Studies

The proposed 24-credit hour certificate will be a comprehensive transition program, for young adults with intellectual disabilities who are interested in pursuing postsecondary education at the University of Alabama.

University of Alabama in Huntsville

Graduate Certificate in User Experience

The certificate will consist of 18 hours and will provide a venue to prepare professionals in the humanistic disciplines that focus on user behavior, needs, and emotions along with the functions of technology. The addition of this certificate will also prepare professionals to evaluate the effectiveness of products, technologies, and services in providing a satisfying experience for intended users.

Troy University

Graduate Certificate in Public Health

The proposed 18-credit hour graduate certificate will feature six courses available to students in the MS in Public Administration program, as well as students who wish to return to school for additional training who already have a graduate degree. The knowledge gained in this certificate program will allow those who complete the degree to work in the public health field.

University of North Alabama

Graduate Certificate in Instructional Technology and Design

The proposed 12-credit hour graduate certificate will address an opportunity to support professionals who create instructional content for a variety of audiences from P-12 environments, college campuses, corporations, and non-profit organizations, such as libraries. The major outcome of this certificate program will include an instruction design filed experience in the students' field.

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 7: 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. Reorganization

- The College of Arts and Sciences (COAS) at Athens State University is dividing the current Department of Humanities and Social Sciences into two departments: the Department of Humanities and Social Sciences and the Department of Fine and Performing Arts. A new Department of Fine and Performing Arts with a chair will provide academic administration on site at the Alabama Center for the Arts (ACA) in Decatur, which is the location for all of Athens State's fine and performing arts programs. This change will facilitate communication between departments on the Athens campus and the ACA. Creating this new department will also result in a total of five departments in the COAS of relatively equal size.

INFORMATION ITEM 8: University of South Alabama, Addition of Music Certifications to the Existing Master of Music, CIP 50.0901

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

Staff Recommendation: For information only.

Background: The University of South Alabama (USA) has notified the Commission that that it is in the process of obtaining approval from the Alabama State Department of Education (ALSDE) to begin offering certifications in Music under the existing Master of Music degree (MM).

The specific certification offerings are: Alt A – Music Education – Instrumental, Alt A – Music Education – Vocal, Traditional A – Music Education – Instrumental, and Traditional A – Music Education – Vocal. These certifications will be reported under CIP 50.0901, Music, General.

According to the information submitted by the University of South Alabama, the decision to add the certificates was driven by student demand and by the need for teachers certified in these areas in Alabama K-12 schools.

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 ALSDE approval of this new teacher education certificate. If a certification approved by ALSDE 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 9: 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
September 14, 2018

Alabama Community College System

(1) Wallace State Community College - Hanceville, Addition of an option in Building Construction Technology to the existing AAS in Engineering Technology (CIP 15.0000)

WSH has an AAS in Engineering Technology (CIP 15.0000). WSH has proposed the addition of an option in Building Construction Technology to the existing program. The program with the option will require a total of 62 semester hours. The option will consist of 33 semester hours. **Budgetary Impact: None.**

(2) Wallace State Community College - Hanceville, Addition of an option in Biomedical Technician to the existing CERT in Industrial Electronics Technology (CIP 47.0105)

WSH has a CERT in Industrial Electronics Technology (CIP 47.0105). WSH has proposed the addition of an option in Biomedical Technician to the existing program. The program with the option will require a total of 50 semester hours. The option will consist of 22 semester hours. **Budgetary Impact: None.**

(3) Wallace State Community College - Hanceville, Addition of an option in Tool and Die to the existing AAS in Machine Tool Technology (CIP 48.0507)

WSH has an AAS in Machine Tool Technology (CIP 48.0507). WSH has proposed the addition of an option in Tool and Die to the existing program. The program with the option will require a total of 76 semester hours. The option will consist of 39 semester hours. **Budgetary Impact: None.**

(4) Wallace State Community College - Hanceville, Addition of an option in Computer Numerical Control (CNC) to the existing AAS in Machine Tool Technology (CIP 48.0507)

WSH has an AAS in Machine Tool Technology (CIP 48.0507). WSH has proposed the addition of an option in CNC to the existing program. The program with the option will require a total of 76 semester hours. The option will consist of 30 semester hours. **Budgetary Impact: None.**

(5) Wallace State Community College - Hanceville, Addition of an option in Injection Molding to the existing AAS in Machine Tool Technology (CIP 48.0507)

WSH has an AAS in Machine Tool Technology (CIP 48.0507). WSH has proposed the addition of an option in Injection Molding to the existing program. The program with the option will require a total of 62 semester hours. The option will consist of 27 semester hours. **Budgetary Impact: None.**

(6) Wallace State Community College - Hanceville, Addition of an option in SMAW/GTAW Pipe Welding to the existing CERT in Welding Technology (CIP 48.0508)

WSH has a CERT in Welding Technology (CIP 48.0508). WSH has proposed the addition of an option in SMAW/GTAW Pipe Welding to the existing program. The program with the option will require a total of 49 semester hours. The option will consist of 24 semester hours. **Budgetary Impact: None.**

(7) Wallace State Community College - Hanceville, Addition of an option in Welding and Metal Fabrication to the existing CERT in Welding Technology (CIP 48.0508)

WSH has a CERT in Welding Technology (CIP 48.0508). WSH has proposed the addition of an option in Welding and Metal Fabrication to the existing program. The program with the option will require a total of 55 semester hours. The option will consist of 24 semester hours. **Budgetary Impact: None.**

Four Year Institutions

Alabama A&M University

(1) Alabama A&M University, Addition of a concentration in Animal Health to the existing PhD in Food Science (CIP 01.1001)

AAMU has a PhD in Food Science (CIP 01.1001). AAMU has proposed the addition of a concentration in Animal Health to the existing program. The program with the concentration will require a total of 76-77 semester hours. The concentration will consist of 26 semester hours. **Budgetary Impact: None.**

(2) Alabama A&M University, Addition of a concentration in Animal Health to the existing MS (non-thesis) in Food Science (CIP 01.1001)

AAMU has a MS (non-thesis) in Food Science (CIP 01.1001). AAMU has proposed the addition of a concentration in Animal Health to the existing program. The program with the concentration will require a total of 58-59 semester hours. The concentration will consist of 22 semester hours. **Budgetary Impact: None.**

(3) Alabama A&M University, Addition of a concentration in Animal Health to the existing MS (thesis) in Food Science (CIP 01.1001)

AAMU has a MS (thesis) in Food Science (CIP 01.1001). AAMU has proposed the addition of a concentration in Animal Health to the existing program. The program with the concentration will require a total of 52-53 semester hours. The concentration will consist of 22 semester hours. **Budgetary Impact: None.**

(4) Alabama A&M University, Addition of a concentration in Food Chemistry/Biochemistry to the existing PhD in Food Science (CIP 01.1001)

AAMU has a PhD in Food Science (CIP 01.1001). AAMU has proposed the addition of a concentration in Food Chemistry/Biochemistry to the existing program. The program with the concentration will require a total of 75-76 semester hours. The concentration will consist of 25 semester hours. **Budgetary Impact: None.**

(5) Alabama A&M University, Addition of a concentration in Food Chemistry/Biochemistry to the existing MS (non-thesis) in Food Science (CIP 01.1001)

AAMU has a MS (non-thesis) in Food Science (CIP 01.1001). AAMU has proposed the addition of a concentration in Food Chemistry/Biochemistry to the existing program. The program with the concentration will require a total of 57-58 semester hours. The concentration will consist of 21 semester hours. **Budgetary Impact: None.**

(6) Alabama A&M University, Addition of a concentration in Food Chemistry/Biochemistry to the existing MS (thesis) in Food Science (CIP 01.1001)

AAMU has a MS (thesis) in Food Science (CIP 01.1001). AAMU has proposed the addition of a concentration in Food Chemistry/Biochemistry to the existing program. The program with the concentration will require a total of 51-52 semester hours. The concentration will consist of 21 semester hours. **Budgetary Impact: None.**

(7) Alabama A&M University, Addition of a concentration in Food Product Development to the existing PhD in Food Science (CIP 01.1001)

AAMU has a PhD in Food Science (CIP 01.1001). AAMU has proposed the addition of a concentration in Food Product Development to the existing program. The program with the concentration will require a total of 75-76 semester hours. The concentration will consist of 25 semester hours. **Budgetary Impact: None.**

(8) Alabama A&M University, Addition of a concentration in Food Product Development to the existing MS (non-thesis) in Food Science (CIP 01.1001)

AAMU has a MS (non-thesis) in Food Science (CIP 01.1001). AAMU has proposed the addition of a concentration in Food Product Development to the existing program. The program with the concentration will require a total of 57-58 semester hours. The concentration will consist of 21 semester hours. **Budgetary Impact: None.**

(9) Alabama A&M University, Addition of a concentration in Food Product Development to the existing MS (thesis) in Food Science (CIP 01.1001)

AAMU has a MS (thesis) in Food Science (CIP 01.1001). AAMU has proposed the addition of a concentration in Food Product Development to the existing program. The program with the concentration will require a total of 51-52 semester hours. The concentration will consist of 21 semester hours. **Budgetary Impact: None.**

(10) Alabama A&M University, Addition of a concentration in Food Safety and Processing to the existing PhD in Food Science (CIP 01.1001)

AAMU has a PhD in Food Science (CIP 01.1001). AAMU has proposed the addition of a concentration in Food Safety and Processing to the existing program. The program with the concentration will require a total of 75-76 semester hours. The concentration will consist of 25 semester hours. **Budgetary Impact: None.**

(11) Alabama A&M University, Addition of a concentration in Food Safety and Processing to the existing MS (non-thesis) in Food Science (CIP 01.1001)

AAMU has a MS (non-thesis) in Food Science (CIP 01.1001). AAMU has proposed the addition of a concentration in Food Safety and Processing to the existing program. The program with the concentration will require a total of 57-58 semester hours. The concentration will consist of 21 semester hours. **Budgetary Impact: None.**

(12) Alabama A&M University, Addition of a concentration in Food Safety and Processing to the existing MS (thesis) in Food Science (CIP 01.1001)

AAMU has a MS (thesis) in Food Science (CIP 01.1001). AAMU has proposed the addition of a concentration in Food Safety and Processing to the existing program. The program with the concentration will require a total of 51-52 semester hours. The concentration will consist of 21 semester hours. **Budgetary Impact: None.**

(13) Alabama A&M University, Addition of a concentration in Molecular/Nutritional Biochemistry/Toxicology to the existing PhD in Food Science (CIP 01.1001)

AAMU has a PhD in Food Science (CIP 01.1001). AAMU has proposed the addition of a concentration in Molecular/Nutritional Biochemistry/Toxicology to the existing program. The program with the concentration will require a total of 75-76 semester hours. The concentration will consist of 25 semester hours. **Budgetary Impact: None.**

(14) Alabama A&M University, Addition of a concentration in Molecular/Nutritional Biochemistry/ Toxicology to the existing MS (non-thesis) in Food Science (CIP 01.1001)

AAMU has a MS (non-thesis) in Food Science (CIP 01.1001). AAMU has proposed the addition of a concentration in Molecular/Nutritional Biochemistry to the existing program. The program with the concentration will require a total of 57-58 semester hours. The concentration will consist of 21 semester hours. **Budgetary Impact: None.**

(15) Alabama A&M University, Addition of a concentration in Molecular/Nutritional Biochemistry/Toxicology to the existing MS (thesis) in Food Science (CIP 01.1001)

AAMU has a MS (thesis) in Food Science (CIP 01.1001). AAMU has proposed the addition of a concentration in Molecular/Nutritional Biochemistry/Toxicology to the existing program. The program with the concentration will require a total of 51-52 semester hours. The concentration will consist of 21 semester hours. **Budgetary Impact: None.**

(16) Alabama A&M University, Addition of a concentration in Molecular Food Biotechnology to the existing PhD in Food Science (CIP 01.1001)

AAMU has a PhD in Food Science (CIP 01.1001). AAMU has proposed the addition of a concentration in Molecular Food Biotechnology to the existing program. The program with the concentration will require a total of 75-76 semester hours. The concentration will consist of 25 semester hours. **Budgetary Impact: None.**

(17) Alabama A&M University, Addition of a concentration in Molecular Food Biotechnology to the existing MS (non-thesis) in Food Science (CIP 01.1001)

AAMU has a MS (non-thesis) in Food Science (CIP 01.1001). AAMU has proposed the addition of a concentration in Molecular Food Biotechnology to the existing program. The program with the concentration will require a total of 57-58 semester hours. The concentration will consist of 21 semester hours. **Budgetary Impact: None.**

(18) Alabama A&M University, Addition of a concentration in Molecular Food Biotechnology to the existing MS (thesis) in Food Science (CIP 01.1001)

AAMU has a MS (thesis) in Food Science (CIP 01.1001). AAMU has proposed the addition of a concentration in Molecular Food Biotechnology to the existing program. The program with the concentration will require a total of 51-52 semester hours. The concentration will consist of 21 semester hours. **Budgetary Impact: None.**

(19) Alabama A&M University, Addition of a specialization in Human Resource Management to the existing MBA in Business Management and Administration (CIP 52.0201)

AAMU has a MBA in Business Management and Administration (CIP 52.0201). AAMU has proposed the addition of a specialization in Human Resource Management to the existing program. The program with the specialization will require a total of 45 semester hours. The specialization will consist of 9 semester hours. **Budgetary Impact: None.**

(20) Athens State University, Addition of a concentration in Information Technology to the existing BS in Information Technology (CIP 11.0103)

ATSU has a BS in Information Technology (CIP 11.0103). ATSU has proposed the addition of a concentration in Information Technology to the existing program. The program with the concentration will require a total of 128-132 semester hours. The concentration will consist of 19 semester hours. **Budgetary Impact: None.**

(21) Athens State University, Addition of a concentration in Health Information Technology to the existing BS in Information Technology (CIP 11.0103)

ATSU has a BS in Information Technology (CIP 11.0103). ATSU has proposed the addition of a concentration in Health Information Technology to the existing program. The program with the concentration will require a total of 125-129 semester hours. The concentration will consist of 34 semester hours. **Budgetary Impact: None.**

(22) Athens State University, Addition of a concentration in Computer Science to the existing BS in Computer Science (CIP 11.0101)

ATSU has a BS in Computer Science (CIP 11.0101). ATSU has proposed the addition of a concentration in Computer Science to the existing program. The program with the concentration will require a total of 125-129 semester hours. The concentration will consist of 22-23 semester hours. **Budgetary Impact: None.**

(23) University of Alabama, Addition of a concentration in Acting to the existing MFA in Theatre (CIP 50.0501)

UA has a MFA in Theatre (CIP 50.0501). UA has proposed the addition of a concentration in Acting to the existing program. The program with the concentration will require a total of 60 semester hours. The concentration will consist of 45 semester hours. **Budgetary Impact: None.**

(24) University of Alabama, Addition of a concentration in Arts Management to the existing MFA in Theatre (CIP 50.0501)

UA has a MFA in Theatre (CIP 50.0501). UA has proposed the addition of a concentration in Arts Management to the existing program. The program with the concentration will require a total of 60 semester hours. The concentration will consist of 45 semester hours. **Budgetary Impact: None.**

(25) University of Alabama, Addition of a concentration in Directing to the existing MFA in Theatre (CIP 50.0501)

UA has a MFA in Theatre (CIP 50.0501). UA has proposed the addition of a concentration in Directing to the existing program. The program with the concentration will require a total of 60 semester hours. The concentration will consist of 45 semester hours. **Budgetary Impact: None.**

(26) University of Alabama, Addition of a concentration in Stage Management to the existing MFA in Theatre (CIP 50.0501)

UA has a MFA in Theatre (CIP 50.0501). UA has proposed the addition of a concentration in Stage Management to the existing program. The program with the concentration will require a total of 60 semester hours. The concentration will consist of 45 semester hours. **Budgetary Impact: None.**

(27) University of Alabama, Addition of a concentration in Costume Design and Production to the existing MFA in Theatre (CIP 50.0501)

UA has a MFA in Theatre (CIP 50.0501). UA has proposed the addition of a concentration in Costume Design and Production to the existing program. The program with the concentration will require a total of 60 semester hours. The concentration will consist of 45 semester hours. **Budgetary Impact: None.**

(28) University of Alabama, Addition of a concentration in Design and Technical Production to the existing MFA in Theatre (CIP 50.0501)

UA has a MFA in Theatre (CIP 50.0501). UA has proposed the addition of a concentration in Design and Technical Production to the existing program. The program with the concentration will require a total of 60 semester hours. The concentration will consist of 45 semester hours. **Budgetary Impact: None.**

(29) University of Alabama, Addition of a concentration in Applied Communication to the existing PhD in Communication and Information Sciences (CIP 09.0199)

UA has a PhD in Communication and Information Sciences (CIP 09.0199). UA has proposed the addition of a concentration in Applied Communication to the existing program. The program with the concentration will require a total of 72 semester hours. The concentration will consist of 12 semester hours. **Budgetary Impact: None.**

(30) University of Alabama, Addition of a concentration in Book and Publishing Studies to the existing PhD in Communication and Information Sciences (CIP 09.0199)

UA has a PhD in Communication and Information Sciences (CIP 09.0199). UA has proposed the addition of a concentration in Book and Publishing Studies to the existing program. The program with the concentration will require a total of 72 semester hours. The concentration will consist of 15 semester hours. **Budgetary Impact: None.**

(31) University of Alabama, Addition of a concentration in Interpersonal Communication to the existing PhD in Communication and Information Sciences (CIP 09.0199)

UA has a PhD in Communication and Information Sciences (CIP 09.0199). UA has proposed the addition of a concentration in Interpersonal Communication to the existing program. The program with the concentration will require a total of 72 semester hours. The concentration will consist of 15 semester hours. **Budgetary Impact: None.**

(32) University of Alabama, Addition of a concentration in Media Processes and Effects to the existing PhD in Communication and Information Sciences (CIP 09.0199)

UA has a PhD in Communication and Information Sciences (CIP 09.0199). UA has proposed the addition of a concentration in Media Processing and Effects to the existing program. The program with the concentration will require a total of 72 semester hours. The concentration will consist of 12 semester hours. **Budgetary Impact: None.**

(33) University of Alabama, Addition of a concentration in Rhetoric and Political Discourse to the existing PhD in Communication and Information Sciences (CIP 09.0199)

UA has a PhD in Communication and Information Sciences (CIP 09.0199). UA has proposed the addition of a concentration in Rhetoric and Political Discourse to the existing program. The program with the concentration will require a total of 72 semester hours. The concentration will consist of 15 semester hours. **Budgetary Impact: None.**

(34) University of Alabama, Addition of a concentration in Advertising Creative to the existing MA in Advertising and Public Relations (CIP 09.0903)

UA has a MA in Advertising and Public Relations (CIP 09.0903). UA has proposed the addition of a concentration in Advertising Creative to the existing program. The program with the concentration will require a total of 33 semester hours. The concentration will consist of 15 semester hours.

Budgetary Impact: None.

(35) University of Alabama, Addition of a concentration in Media Strategy to the existing MA in Advertising and Public Relations (CIP 09.0903)

UA has a MA in Advertising and Public Relations (CIP 09.0903). UA has proposed the addition of a concentration in Media Strategy to the existing program. The program with the concentration will require a total of 33-36 semester hours. The concentration will consist of 15 semester hours.

Budgetary Impact: None.

(36) University of Alabama in Huntsville, Addition of a concentration in General Business to the existing BSBA in Business Administration (CIP 52.0201)

UAH has a BS in Business Administration (CIP 52.0201). UAH has proposed the addition of a concentration in General Business to the existing program. The program with the concentration will require a total of 120 semester hours. The concentration will consist of 24 semester hours.

Budgetary Impact: None.

(37) University of North Alabama, Addition of a track in Family Nurse Practitioner to the existing MSN in Registered Nursing/Nurse (CIP 51.3801)

UNA has a MSN in Registered Nursing/Nurse (CIP 51.3801). UNA has proposed the addition of a track in Family Nurse Practitioner to the existing program. The program with the track will require a total of 41 semester hours. The concentration will consist of 26 semester hours. **Budgetary Impact: None.**

(38) University of North Alabama, Addition of a track in Family Psychiatric Nurse Practitioner to the existing MSN in Registered Nursing/Nurse (CIP 51.3801)

UNA has a MSN in Registered Nursing/Nurse (CIP 51.3801). UNA has proposed the addition of a track in Family Psychiatric Nurse Practitioner to the existing program. The program with the track will require a total of 41 semester hours. The concentration will consist of 26 semester hours. **Budgetary Impact: None.**

(39) University of North Alabama, Addition of an option in Biochemistry to the existing BS/BA in Chemistry (CIP 40.0501)

UNA has a BS/BA in Chemistry (CIP 40.0501). UNA has proposed the addition of an option in (Professional) Biochemistry to the existing program. The program with the option will require a total of 122 semester hours. The concentration will consist of 25 semester hours. **Budgetary Impact: Addition of three adjunct faculty.**

(40) University of South Alabama, Addition of a concentration in Global Health to the existing BA in International Studies (CIP 30.2001)

USA has a BA in International Studies (CIP 30.2001). USA has proposed the addition of a Global Health concentration to the existing program. The program with the concentration will require a total of 120 semester hours. The concentration will consist of 18 semester hours. **Budgetary Impact: None.**

INFORMATION ITEM 10: Distribution of 2018-2019 Alabama Student Assistance Program (ASAP) Funds

Staff Presenter: Mrs. Cheryl Newton
Manager of Grants and Scholarships

Staff Recommendation: For information only.

Background: Due to the elimination of the Federal Leveraging Educational Assistance Partnership (LEAP) Program, the Alabama Student Assistance Program is funded through state appropriations only.

ASAP provides need-based grants to Alabama students to meet their educational costs of attending Alabama postsecondary institutions. Awards range from \$300 to \$5,000 for an academic year.

The ASAP distribution schedule used for the ASAP complies with the procedure outlined in the Alabama Student Assistance Program Regulations and Commission policy approved on August 21, 1987. Following these guidelines, ACHE staff has compiled the 2018-2019 ASAP Distribution Schedule.

Because most institutions in Alabama have converted from the quarter to the semester system, there will be insufficient funds in January to process second term payments – the normal time for making second term payments. For this reason, second term payments cannot be made until July, 2019 – well after the completion of the second semester.

Supporting Documentation:

1. ASAP distribution policy approved by the Commission on August 21, 1987 (available upon request).
2. 2018-2019 Alabama Student Assistance Program Institutional Distribution of State Funds. Attached.

2018-2019 ALABAMA STUDENT ASSISTANCE PROGRAM						
INSTITUTIONAL DISTRIBUTION OF STATE FUNDS						
						Adjusted \$
	Relative State	% Religion	% Out-of-State	Adjusted State		ASAP
Institution	Need	Majors	Students	Need		FY 19 Funding
University of Mobile	1.230089%	4.000000%	21.000000%	0.982103%		49,426
University of Montevallo	0.973354%	0.000000%	11.000000%	0.866285%		39,111
University of North Alabama	2.138809%	0.000000%	17.500000%	1.764517%		85,940
University of South Alabama	4.703233%	0.000000%	28.300000%	3.372218%		188,982
University of West Alabama	0.987858%	0.000000%	23.700000%	0.753735%		39,693
Wallace State Community College - Dothan	1.600772%	0.000000%	0.990000%	1.584924%		64,321
Wallace State Community College - Hanceville	1.869401%	0.000000%	1.000000%	1.850707%		75,115
Wallace State Community College - Selma	0.881109%	0.000000%	0.009000%	0.881030%		35,404
	1.000000					4,023,124

Alabama Institutions of Higher Education

