

Alabama Commission on Higher Education

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MEETING OF THE COMMITTEE OF THE WHOLE

March 13, 2009

9:30 a.m.

COMMISSION MEETING

March 13, 2009

10:00 a.m.

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

**Alabama Commission on Higher Education
2008-2009 Committee Structure**

EXECUTIVE COMMITTEE

Tom Davis, Chair
Steve Shaw, Vice-Chair
Ralph Buffkin
Charles Ball
J.R. Brooks

COMMITTEE OF THE WHOLE

Steve Shaw, Chair
Tom Davis
Ralph Buffkin
Charles Ball
J.R. Brooks
Missy M. Smith
Jeff Coleman
Drew Linn
Larry Hughes
William Powell
Ron Wise
Roberta Watts

INSTRUCTIONAL AFFAIRS COMMITTEE

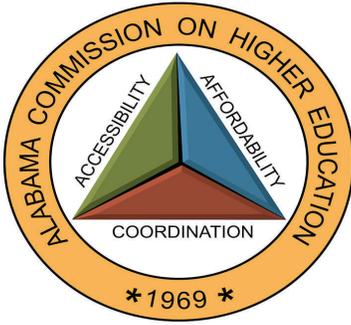
Charles Ball, Chair
J.R. Brooks
Missy M. Smith
Jeff Coleman

FINANCE & ACCOUNTABILITY COMMITTEE

Ralph Buffkin, Chair
Drew Linn
Larry Hughes
Steve Shaw

PLANNING COMMITTEE

Drew Linn, Chair
William Powell
Ron Wise
Roberta Watts



AGENDA

ALABAMA COMMISSION ON HIGHER EDUCATION
 RSA Union Building, 9th Floor
 Public Service Commission Hearing Room

March 13, 2009
 10:00 a.m.

- I. Call to Order
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- III. Approval of Agenda
- IV. Consideration of Minutes of December 12, 2008 1
- V. Chairman’s Report
- VI. Executive Director’s Report
- VII. Discussion Items
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 Ms. Miranda Byrne, GRSP Award Recipient*
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ALABAMA COMMISSION ON HIGHER EDUCATION

MINUTES OF MEETING

December 12, 2008

I. Call to Order

The Alabama Commission on Higher Education met in regular session on Friday, December 12, 2008 in the Public Service Commission Hearing Room, RSA Union Building, Montgomery, Alabama. Commissioner Shaw called the meeting to order at 9:00 a.m.

Commissioner Shaw welcomed guests, institutional representatives, and presidents in attendance.

II. Roll Call of Members and Determination of Quorum

Members present: J. R. Brooks, Charles Ball, Steve Shaw, William Powell, Larry Hughes, Ralph Buffkin, Jeff Coleman, Missy Smith, and Ron Wise. A quorum was determined by voice roll call of members present.

III. Approval of Agenda

RESOLVED: Ball moved for the approval of the agenda as mailed. Powell seconded. The agenda was approved.

IV. Consideration of Minutes of September 19, 2008

RESOLVED: Commissioner Coleman moved for the approval of the September 19, 2008 minutes. Commissioner Ball seconded. The minutes were approved.

V. Chairman's Report

Commissioner Shaw stated that Commissioner Davis was not in attendance and that the official Chairman's Report will be deferred until the next meeting. He commended Commissioner Davis for his enthusiasm and commitment as this year's chairman. He also thanked Commissioner Brooks for his leadership during the transition of officers and he thanked the other Commissioners for agreeing to serve on the newly appointed committees.

VI. Executive Director's Report

Dr. Fitch reported that a new orientation manual has been created and distributed to each Commissioner which includes the recent updates to the Bylaws and new policies adopted by the Commission.

Also distributed to Commissioners is the 2008 Measuring Up Report. Dr. Fitch stated that although Alabama has a long way to go, K-12 and particularly the institutions of higher education have moved up on the grading scale and are recognized.

He then presented a Certificate of Appreciation to Mr. Gene Murphree, Vice Chancellor for Fiscal Services, Alabama Department of Postsecondary Education, who is retiring this month. He commended Mr. Murphree on his support and contributions to ACHE and the citizens of Alabama.

VII. Institutional Accountability Reports on Progress Toward Goals Identified in the State Plan 2003-04 to 2008-09

A. Annual Boards of Trustees Report/Volume V and Executive Summaries of Boards of Trustees Reports 2003-04 to 2008-09

President Richard Holland, University of West Alabama, presented the final performance report on the Commission's Accountability Agenda for Implementing the State Plan for Higher Education 2003-04 to 2008-09. The reports represent the efforts of ten (10) four-year institutions and the Alabama College System of public two-year colleges. The current report and all those produced during the five-year period record the statewide progress toward the five goals approved by the Commission in 2003: 1) access; 2) cooperation; 3) quality; 4) resources; and 5) workforce development.

He stated that it is quite obvious from the Report that the citizens of the state have truly benefited from the institutions and what they have accomplished during this five-year period.

Commissioner Shaw stated that he was very impressed with the Report. He commended President Holland on the recent increase in hiring of administrators in minority recruitment and retention. He also thanked him for his leadership as chair of the Council of Presidents and his leadership in workforce development.

Commissioner Shaw encouraged Commissioners and institutional representatives to study, review, and share the reports with others .

VIII. Decision Items

A. Executive Budget Request for FY 2009-2010

RESOLVED: Commissioner Buffkin moved that the Commission accept the recommendations of the Finance Committee and the Committee of the Whole for approval of the PK-20 Initiative with the amendment to increase the budget amount to \$1.5 million dollars. The chair called for the vote. Motion carried.

B. Unified Budget Recommendation for FY 2009-2010

RESOLVED: Commissioner Buffkin moved that the Commission accept the recommendations of the Finance Committee and the Committee of the Whole for approval of the UBR with the amendment of the PK-20 Initiative to the ACHE Executive Budget Request FY 2009-10. It is also recommended that the funds appropriated to the institutions be distributed on a pro rata share based on the FY 2008 allocation. The Chair called for the vote. The vote was 6 yes, and 3 no. Motion carried.

**C. Report on the Facilities Master Plan & Capital Projects Requests for FY 2009-2010
FY 2013-2014**

RESOLVED: Commissioner Buffkin moved that the Commission accept the recommendations of the Finance Committee and the Committee of the Whole for approval. The Chair called for the vote. Motion carried.

D. Administrative Procedures for the Alabama Teacher Recruitment and Incentive Program

RESOLVED: Commissioner Buffkin moved that the Commission accept the recommendations of the Finance Committee and the Committee of the Whole for approval with the amendment that specific dates regarding loan write-offs be added after consultation with the Board of Examiners. The Chair called for the vote. Motion carried.

E. Accountability Report 2008: Submitted to the Governor and Alabama Legislature

RESOLVED: Commissioner Buffkin moved that the Commission accept the recommendations of the Finance Committee and the Committee of the Whole to accept the report. The Chair called for the vote. Motion carried.

F. Academic Programs (Policies and Procedures Manual, Tab 5B. Criteria for the Evaluation of Proposals for New Programs of Instruction)

1. University of Alabama at Birmingham, Master of Science in Genetic Counseling (CIP 51.1509)

RESOLVED: Commissioner Ball moved that the Commission accept the recommendations of the Instructional Affairs Committee and the Committee of the Whole to approve the program. The Chair called for the vote. Motion carried.

2. Faulkner State Community College, Associate in Applied Science in Industrial Maintenance Technology with Options (CIP 47.0303)

RESOLVED: Commissioner Ball moved that the Commission accept the recommendations of the Instructional Affairs Committee and the Committee of the Whole to approve the program. The Chair called for the vote. Motion carried.

3. Wallace State Community College (Hanceville), Associate in Applied Science and Certificate in Culinary Arts with an Option in Hospitality Management (CIP 12.0503)

RESOLVED: Commissioner Ball moved that the Commission accept the recommendations of the Instructional Affairs Committee and the Committee of the Whole to approve the program. The Chair called for the vote. Motion carried.

G. Extensions/Alterations of Existing Programs and Units of Instruction (Policies and Procedures Manual, Tab 6. Guidelines for Review of Extensions & Alterations of Existing Programs)

1. University of Alabama at Birmingham, Addition of a Track in Applied Physics to the Ph.D. in Physics (CIP 40.0801)

RESOLVED: Commissioner Ball moved that the Commission accept the recommendations of the Instructional Affairs Committee and the Committee of the Whole to approve the program. The Chair called for the vote. Motion carried.

2. University of North Alabama, Addition of an Option in Cellular and Molecular Biology to the Existing BA/BS in Biology (CIP 26.0101)

RESOLVED: Commissioner Ball moved that the Commission accept the recommendations of the Instructional Affairs Committee and the Committee of the Whole to approve the program. The Chair called for the vote. Motion carried.

H. New Off-Campus Sites (*Policies and Procedures Manual, Tab 9, Guidelines for the Regulation of Off-Campus Instruction*)

1. The University of Alabama, New Off-Campus Program: Executive Master of Business Administration (EMBA) (CIP 52.0201) at the University of Alabama in Huntsville

RESOLVED: Commissioner Ball moved that the Commission accept the recommendations of the Instructional Affairs Committee and the Committee of the Whole to approve the program. The Chair called for the vote. Motion carried.

2. Action on the Administrative Establishment Phase of the Separation of Enterprise-Ozark Community College into Two Units, Enterprise State Community College and Alabama Aviation College

RESOLVED: Commissioner Ball moved that the Commission accept the recommendations of the Instructional Affairs Committee and the Committee of the Whole to approve the program. The Chair called for the vote. Motion carried.

I. Request to Amend Post-Implementation Conditions (*Policies and Procedures Manual, Tab 6, Guidelines for Consideration of Post-Implementation Reports That Do Not Meet Approved Conditions*)

1. Beville State Community College, Associate in Applied Science in Legal Assistant/ Paralegal (CIP 22.0302)

RESOLVED: Commissioner Ball moved that the Commission accept the recommendations of the Instructional Affairs Committee and the Committee of the Whole to approve the request. The Chair called for the vote. Motion carried.

2. University of South Alabama, Master of Education in Reading Education (CIP 13.1315)

RESOLVED: Commissioner Ball moved that the Commission accept the recommendations of the Instructional Affairs Committee and the Committee of the Whole to approve the request. The Chair called for the vote. Motion carried.

J. Programs Not Meeting Post-Implementation Conditions (*Policies and Procedures Manual, Tab 6, Guidelines for Consideration of Post-Implementation Reports That Do Not Meet Approved Conditions*)

1. Alabama State University, Master of Accountancy in Accountancy (CIP 52.0301) Second Report (2007)

RESOLVED: Commissioner Ball moved that the Commission accept the recommendations of the Instructional Affairs Committee and the Committee of the Whole to approve the request with the condition that if the program does not meet post-implementation conditions by December 2009, the program will automatically be deleted from the program inventory requiring no further action by the Commission. The Chair called for the vote. Motion carried.

2. University of Alabama at Birmingham, Doctor of Philosophy in Nursing (CIP 51.1608) (Second Report)

RESOLVED: Commissioner Ball moved that the Commission accept the recommendations of the Instructional Affairs Committee and the Committee of the Whole to approve the request with the condition that if the program does not meet post-implementation conditions by December 2009, the program will automatically be deleted from the program inventory requiring no further action by the Commission. The Chair called for the vote. Motion carried.

IX. Discussion Items

A. Annual Report: U.S. Department of Education No Child Left Behind (NCLB) Title II (P.L. 107-110) FY 2007-2008 / Announcement of Competitive Grant Awards 2008-2009

Dr. French reported that the NCLB program is the largest professional development program for teachers funded through the U.S. Department of Education; the state of Alabama receives approximately \$45M a year. The vast majority of those funds go directly to the school districts but the Commission on Higher Education, as well as all state agencies for higher education across the country, get a small portion of the funds to distribute competitively to institutions of higher education. There were 800 teachers and administrators that participated and 45,000 students impacted by the program for FY 2007-08. Dr. French encouraged Commissioners to visit the project/institutions.

An external assessment of the program is currently in the second year of reporting from the Center for Education Accountability/University of Alabama at Birmingham.

The NCLB Competitive Grant Awards recommended for FY 2008-09 were presented to Commission members. The Commission accepted the grant awards. A copy of the Announcement of Awards is attached.

B. Final Report: Alabama Commission on Higher Education's Accountability Agenda for the Implementation of the State Plan for Higher Education 2003-04 to 2008-09

Dr. French reported that this report is the last in the series of reports initiated over a five-year period as part of the accountability agenda. She stated that without the cooperation and input of the faculty and staff and presidents of the institutions, there would have been no way the process would have occurred. She thanked Dr. Richard Holland for assisting in the presentation of the Board of Trustees Report.

A video presentation of the implementation and highlights of the five-year planning cycle concluded the presentation.

C. Annual Report: Network of Alabama Academic Libraries (NAAL)

Dr. Medina presented a power point presentation of the activities of the Network of Alabama Academic Libraries for FY 2008. A copy of the presentation is attached.

The mission of the Network of Alabama Academic Libraries is to ensure that Alabama students, faculty, and other researchers have the information needed for their study and research regardless of their location and where the information is located. The state funds appropriated for NAAL are used to coordinate resource sharing among the state's four-year colleges and universities.

D. State Plan for Alabama Higher Education 2009-10 to 2013-14

Dr. Arrington reported on the activities of the Statewide Planning Advisory Council (SPAC) through their November 10, 2008 meeting. She stated that three of the four phases of the planning process have been completed. The highest priorities that will be included in the 2009-10 to 2013-14 State Plan have been redefined as follows: 1) increase students' preparedness for college and career; 2) establish a PK-20 Workforce Council; 3) increase graduates in science, technology, engineering, mathematics (STEM) fields; 4) seek necessary financial resources for Alabama postsecondary education; and 5) establish a comprehensive workforce development plan.

She reminded Commissioners of the quarterly reports available to them on the SPAC website, www.highered.alabama.gov/spac.

A draft of the State Plan for Alabama Higher Education 2009-10 to 2013-14 will be presented in spring 2009.

X. Information Items

RESOLVED: Commission members accepted Information Items A through L.

- A. Accreditation Update
- B. Measuring Up 2008
- C. Summary of Post-Implementation Reports Submitted in 2008
- D. Annual Off-Campus Follow-Up Reports for Academic Year 2007-08
- E. New Exempt Off-Campus Sites (*Policies and Procedures Manual, Tab 9, Guidelines for the Regulation of Off-Campus Instruction*)
 - 1. Faulkner State Community College, New Exempt Off-Campus Sites
 - 2. Northeast Alabama Community College, New Exempt Off-Campus Site
- F. University of Alabama at Birmingham, Establishment of the Division of Research in the Department of Genetics
- G. University of Alabama at Birmingham, Establishment of the Division of Informatics in the Department of Pathology
- H. University of Alabama at Birmingham, Establishment of a Center for Sales Leadership
- I. Implementation of a Non-Degree Program at a Senior Institution
- J. Implementation of New Certificate Programs (Less than or Equal to 29 Semester Hours)
- K. Changes to the Academic Program Inventory
- L. Implementation of Approved Programs

XI. Adjournment

The meeting was adjourned at 10:05 a.m. The next meeting of the Commission is scheduled for March 13, 2009.

Steve Shaw, Vice-Chairman

Sworn to and subscribed before
me this the ____ day of _____
2009.

Gregory G. Fitch, Executive Director

Notary Public

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

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

Staff Recommendation: For discussion only.

University research is crucial for fostering economic development in Alabama. The Alabama EPSCoR (ALEPSCoR) program is dedicated to the advancement of economic development via scientific and engineering research through a collaborative effort among the State's research universities. The focus of activities is designed to attract and retain distinguished scientists and researchers for Alabama; to develop new cutting-edge technologies, companies and opportunities; and to stimulate state competitiveness in medicine, biotechnology, engineering, mathematics and other applied sciences.

Alabama's investment in the ALEPSCoR program (averaging 470K/year since 2006) has led to \$24M in new federal awards (CY2008) being brought into the state. **This is a return on investment of over 51 to one.** Over the duration of these grants, impacts will continue to be made. Since 2005, the NSF EPSCoR grant alone has had more than 750 participants from high school students and teachers to Graduate and Ph.D. candidates; purchased equipment, developed instructional materials, and resulted in numerous publications and patents. The \$1M annual ACHE funded Graduate Research Scholars Program has supported more than 70 graduate students with projections of supporting 48 in 2009.

Notable ALEPSCoR achievements in CY2008 include the receipt of \$24M in new EPSCoR related federal research awards including: 1) a \$15M/5 year National Science Foundation Research Infrastructure Improvement (RII) Cooperative Agreement awarded in September 2008; 2) two DOE EPSCoR State Laboratory Awards, totaling \$900K, and 3) active grants totaling \$11M in research expenditures.

In addition, the Alabama legislature continued funding for the Graduate Research Scholars Program (GRSP); two (2) NSF RII investigators from the Extended Alabama Structural Biology Consortium (EASBC) established offices at the Hudson-Alpha Institute for Biotechnology; the first GRSP Legislative Day was held February 2008; members of the Steering Committee agreed to participate in the development of a state-wide science and technology plan; and a \$2M proposal was submitted to NSF to upgrade high speed networking capabilities in the state.

State EPSCoR Research Awards

• Graduate Research Scholars Program

In 2006, 2007, and 2008 the Alabama Legislature increased the line item appropriation to EPSCoR through the Alabama Commission on Higher Education for the purpose of funding a Graduate Research Scholars Program (GRSP). The goal of the GRSP is to attract high quality graduate students to Alabama's research universities. Senator Steve French, a member of the EPSCoR Steering Committee, was a major supporter of this effort. Since its inception, exceptional graduate students have been selected competitively to receive awards in the amount of \$25,000. Two GRSP brochures have been published and distributed to state and national audiences.

Federal EPSCoR Research Awards

• NSF EPSCoR (RII-2)

Alabama EPSCoR was in the last year of a NSF Research Infrastructure Improvement (RII) grant from May 1, 2005 to Dec. 31, 2008 (extended) and was given \$333,278 in supplemental funding for an overall award total of \$6,333,278. An additional \$3 million in state matching funds supplemented the grant. These funds were used to establish four research centers of excellence.

- Alabama Center for Nanotechnology Materials (ACNM), Tuskegee University (collaborating institutions: AAMU, AU, UAH, USA)
- Center for Environmental Cellular Signal Transduction (CECST), Auburn University (collaborating institutions: AAMU, TU, UAB)
- Center of Optical Sensors and Spectroscopies (COSS), University of Alabama at Birmingham (collaborating institutions: UA, UAH)
- Extended Alabama Structural Biology Consortium (EASBC), University of Alabama in Huntsville (collaborating institutions: USA, UAB)

Since 2005, when the NSF EPSCoR RII \$6.3M grant was awarded the four Centers of Excellence have generated \$17.4M in additional federal awards. This testifies to the impact of ACHE funding for EPSCoR programs across the state.

• NSF EPSCoR (RII-3)

Alabama EPSCoR was awarded a \$15M NSF Research Infrastructure Improvement Cooperative Agreement from September 1, 2008 to August 31, 2013 entitled, *"Enhancing Alabama's Research Capacity in Nano/Bio Science and Sensors."* Three Centers of Excellence from the previous NSF RII continue research objectives while two new centers have been established.

The three continuing Centers of Excellence:

- Alabama Center for Nanotechnology Materials (ACNM), Tuskegee University (collaborating institutions: USA, AU, UAB, UA, AAMU)
- Center for Environmental Cellular Signal Transduction (CECST), Auburn University (collaborating institutions: AAMU, TU, UAB)
- Center of Optical Sensors and Spectroscopies (COSS), University of Alabama at Birmingham (collaborating institutions: UA, UAH)

The two new Centers of Excellence:

- Center for Interdisciplinary Discovery via Engineered Nanofabrication (CIDEN), Alabama A&M University (collaborating institutions: UAB, UA, UAH, TU)
- ALEPSCoR Education Outreach Initiative (AEOI), The University of Alabama (collaborating institutions: AAMU, TU, USA)

Dr. Chris Lawson, Acting Alabama EPSCoR Executive Director serves as the Alabama NSF EPSCoR Agency Director.

• **NSF EPSCoR Katrina Study**

NSF EPSCoR awarded a \$200,000 grant (2005-2008) to the Alabama EPSCoR program, in conjunction with Mississippi and Louisiana, to develop a recovery plan for educational research facilities damaged by Hurricane Katrina and established priorities for reconstruction.

Alabama EPSCoR submitted the following reports:

- NSF EPSCoR Katrina Impact Assessment Study: Alabama Gulf Coast
- NSF EPSCoR Katrina Planning Grant: Final Report

This project has led to the January 2009 submission of a NSF Track 2 Proposal entitled, "*Research on Innovative Cyber Infrastructure to Support Emergency Planning/Evacuation and Cybersecurity*", a collaboration among Mississippi, Louisiana and Alabama EPSCoR. If funded, the \$2M project will support researchers at five Alabama EPSCoR institutions.

• **NSF EPSCoR Co-funding**

These awards provide Alabama researchers and institutions another opportunity to obtain federal NSF EPSCoR funds. When a proposal is sent to a NSF directive and found meritorious, opportunities within NSF exist for support of the project to be jointly funded by the specific NSF directive and the NSF EPSCoR office.

In the past few years, Alabama EPSCoR has been very successful with these awards. In 2008, new direct co-funding awards totaled \$3.2M with a balance of \$3.3M from other NSF directives bringing a future \$6.5M into the state. New awards were received by all seven

EPSCoR institutions, (AAMU, AU, TU, UA, UAB, UAH, USA), as well as Troy University, and Lawson State Community College. With declining federal research dollars across the board, Alabama continues to demonstrate national confidence in its research capabilities.

During CY2008, active co-funding awards (awarded 2004 to 2008) brought in \$2.3M while the NSF balance of co-funding brought in \$4.4M for a total of \$6.7M.

• **United States Department of Agriculture (USDA) EPSCoR**

The USDA EPSCoR program operates under the auspices of the Cooperative State Research Education and Extension Service (CSREES). The funding division is the National Research Initiative (NRI) Competitive Grants Program. The Food, Conservation, and Energy Act of 2008 will require the establishment of a new research, education, and extension program called the Agriculture and Food Research Initiative (AFRI). Future AFRI Program grants will be awarded to address: a) plant health and production and plant products; b) animal health and production and animal products; c) food safety, nutrition, and health; d) renewable energy, natural resources, and environment; e) agriculture systems and technology; and f) agriculture economics and rural communities.

In CY2008, Alabama USDA EPSCoR was awarded \$865K in new research funding. One additional award (\$725K) which will begin Jan 1, 2009 brings the total to \$1.5M.

Dr. Frank (Skip) F. Bartol serves as the Alabama USDA EPSCoR Agency Director and is a Professor of Reproductive Biology and Director of the Cellular and Molecular Biosciences Program at Auburn University.

• **National Aeronautics and Space Administration (NASA) EPSCoR**

The goal of NASA EPSCoR is to develop academic research activities that are long-term, self-sustaining, and nationally competitive for non-EPSCoR dollars. The Alabama NASA EPSCoR program is a full research program, competitively selected in a field of interest to both NASA and the State of Alabama. In 2008, six new NASA Seed Grant RID (Research Infrastructure Development) awards at \$30K each were funded for a total of \$180K. Several ongoing projects include the six Seed Grant awards which began in 2007 and the Cooperative Agreement Notice (CAN) award under the direction of Dr. John Gregory.

In CY2008 Alabama NASA EPSCoR research expenditures totaled \$337K.

Dr. John Gregory serves as the Director of the Alabama Space Grant Consortium at UAH and the Alabama NASA EPSCoR Agency Director.

• **Department of Energy (DoE) EPSCoR**

DoE Implementation Grant

The 2008 Alabama DoE EPSCoR Implementation Grant proposal submission was not successful.

State Laboratory Partnership Program

DOE EPSCoR State Laboratory Partnership Awards encourage collaborations between researchers at the seven research institutions and Federal Laboratory personnel. Alabama has two ongoing projects, one awarded in 2006 and one awarded in 2007. During 2008, DOE invested \$5.2M in basic research projects across the nation, twelve universities were awarded. Alabama was fortunate to receive two new federal-state partnership awards for a total of \$900K.

In CY2008 Alabama DoE EPSCoR research expenditures totaled \$477K.

Dr. John Steadman serves as the Alabama DOE EPSCoR Agency Director and is Dean of Engineering at the University of South Alabama.

• **Environmental Protection Agency (EPA) EPSCoR**

The federal EPA EPSCoR program was not funded in 2008.

Dr. Bill Deutsch serves as the Alabama EPA EPSCoR Agency Director and is a Research Fellow in the Department of Fisheries and Allied Aquacultures at Auburn University.

• **National Institutes of Health (NIH) EPSCoR**

Currently Alabama is ineligible for NIH IDeA funding.

In 2008, the Alabama EPSCoR Steering Committee voted to appoint a State Agency Director for the purpose of securing eligibility for non-IDeA funded institutions in the state.

Dr. Mike Hardin, Senior Associate Dean, Culverhouse College of Commerce and Business Administration at The University of Alabama was elected to serve as the Alabama NIH EPSCoR Agency Director in Feb 2009.

• **Department of Defense (DEPSCoR) EPSCoR**

Currently Alabama is ineligible for DEPSCoR funding.

In 2008, the Alabama EPSCoR Steering Committee voted to appoint a State Agency Director for the purpose of securing eligibility for areas of the state not supported through DEPSCoR funding.

Dr. John Wiest, Professor of Chemical and Biological Engineering and Associate Dean of the College of Engineering at the University of Alabama was elected as the Alabama DEPSCoR Agency Director in Feb 2009.

Background:

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

The Steering Committee of the Alabama EPSCoR Program is responsible for fiscal and programmatic aspects of the operations. Members include representatives from the seven (7) research institutions (Alabama A&M University, Auburn University, Tuskegee University, The University of Alabama, University of Alabama at Birmingham, University of Alabama in Huntsville, University of South Alabama), the Alabama Development Office, the Economic Development Partnership of Alabama, the Alabama Legislature, Alabama Department of Economic and Community Affairs, and the Alabama Commission on Higher Education.

The Chair of the Steering Committee is Dr. Richard Marchase, Vice President for Research at the University of Alabama at Birmingham. Dr. Chris Lawson, Center Director of the NSF Center for Optical Sensors and Spectroscopies (COSS) and the Professor of Physics at the University of Alabama at Birmingham serves as Acting Executive Director of the Alabama EPSCoR. The Executive Director is responsible for overall program supervision and coordination of all EPSCoR activities within the state. In addition to appointing the Executive Director, the Steering Committee also appoints Agency Directors for each of the federal programs responsible for the administration of activities of their respective components in collaboration with the Executive Director.

The fiscal agent for the state EPSCoR appropriation is the Alabama Commission on Higher Education.

Supporting Documentation:

Annual Report to the Alabama Commission on Higher Education. To be distributed. Additional information on activities is available at <http://epscor.aamu.edu/>.

DISCUSSION ITEM B: Forging Strategic Alliances
State Plan for Alabama Higher Education 2009-2014

Staff Presenter: Dr. Pamela G. Arrington
Director, Instruction, Planning, and Special Services

Staff Recommendation: For discussion only.

The Alabama Commission on Higher Education is statutorily charged with developing a long-range plan for all postsecondary education in Alabama.

Last March the Council of Presidents in collaboration with Commission staff established the Statewide Planning Advisory Council (SPAC). The SPAC is now comprised of 28 representatives from business and industry, the K-12 sector, and four-year and two-year colleges and universities. The planning process for the next ***State Plan for Alabama Higher Education 2009-2014*** was officially launched May 8, 2008. The process included four phases: identify highest priorities, conduct strengths, weaknesses, opportunities, threats (SWOT) analyses, strategic planning (set goals and strategies), and develop performance measures. All four phases are now complete.

From March to May, the Council identified the highest priorities that will be included in the plan. Since May, the priorities have been redefined as follows:

1. Increase students' preparedness for college and career;
2. Establish a PK-20 Council;
3. Increase graduates in Science, Technology, Engineering, Mathematics (STEM) fields;
4. Seek necessary financial resources for Alabama postsecondary education; and
5. Establish a comprehensive Workforce Development Plan.

At its first organizational meeting in May, the Statewide Planning Advisory Council organized into five teams. Since May, each team has conducted strengths, weaknesses, opportunities, and threats (SWOT) analysis for each priority area as well as a statewide SWOT analysis. At the Statewide Planning Advisory Council August 8 meeting, teams presented these analyses.

Since August, teams met and developed goals, strategies, and action steps for the five priority areas. These goals and strategies were presented at the third statewide meeting of the SPAC, Monday, November 10, 2008.

Since November, performance measures were developed for each goal as a way of monitoring progress in achieving the previously agreed upon goals and strategies outlined in the draft plan. The performance measures were presented at the February 13, 2009 meeting of the SPAC.

A project timeline allows for quarterly reports to the Commission members with presentation of a draft State Plan to the Commission in spring 2009. For a summary of all work completed to date, see attached summary pages.

Background:

According to statute, 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. Ala. Code §16-5-6 (1975)

Supporting Documentation:

1. Summary pages for each priority area and cumulative proposed outline for the state plan, attached.
2. Statewide Planning Advisory Council website, go to www.highered.alabama.gov/spac.

ALABAMA COMMISSION ON HIGHER EDUCATION
INCREASING STUDENTS' PREPAREDNESS FOR COLLEGE AND CAREER

STRENGTHS

- Dual enrollment programs in place
ACCESS in place
Commitment to increase K-20 student success; interest in K-20 collaboration/partnerships
Positive working relations between higher ed and county and city school systems
High school teachers often teach as college adjuncts
Availability of 10 years of statewide student data on Math and English remediation
More people attending college
Commitment to the value and importance of individuals
Stringent high school graduation requirements

WEAKNESSES

- Alabama continuing to be ranked low in national student success rankings
Lack of individualized tutorial plans
Lack of intrusive mentoring/tracking strategies
Lack of informed parental involvement
Lack of comprehensive career counseling
Large number of students not passing placement exams in English, reading and especially math
When placed in a developmental class, students often struggle to complete the course
Lack of statewide common definition of remedial courses
More single parent, educationally disadvantaged, low income families
More students from homes where English is not the primary language

OPPORTUNITIES

- Best practices from other states

- National interest in improving student success
Innovations in technology
The number of students earning high school diplomas
Better prepared work force
Early assessment opportunities so high schools can work with student deficiencies
Professional development opportunities with college instructors and K-12 teachers
Closely align high school curriculum with college expectations to ensure successful transition from high school to college
County of origin analysis of remedial students is available and could lead to further discussions with K-12
More effective, information-based economy

THREATS

- Lack of funding
Economic impact of citizens unprepared to sustain their cost of living
Cost of student under-preparedness
Rapid changes in technology. Current generation of students is more adept at technology than faculty/teachers.

KEY GOALS, OBJECTIVES and STRATEGY

G1: Increase graduation rates among two-year and four-year colleges and universities based on current institutional rates.

S1: Prepare students for college and once enrolled provide the necessary support and financial resources for academic success.

- A. Prepare more well-qualified teachers for middle grades and high schools. (Annually)(University Colleges of Education)
B. Provide a recommended freshman course to orient students to the benefits of earning a degree and how to succeed. (30 Sept 2013)(Colleges and Universities)
C. Ask colleges and universities to establish realistic goals for increased student graduation rates at 150% of the normal program length. (30 Sept 09)(ACHE)
D. Report annually on graduation results. (30 Sept 09)(ACHE)

PM1: State-wide -year college Graduation Rate: The state-wide graduation rate for two-year public colleges is the percentage of the entering freshman cohort who graduates within 150 percent of expected program time. In most cases the graduation rate for community colleges is the percentage of the entering freshman group who completed their degrees or certificates within three years.

PM2: State-wide four-year university Graduation Rate: The graduation rate for four-year public colleges is the percentage of the entering freshman cohort who graduates within 150 percent of expected program time. In most cases the graduation rate for an earned bachelor's degree is six years.

ALABAMA COMMISSION ON HIGHER EDUCATION
INCREASING STUDENTS' PREPAREDNESS FOR COLLEGE AND CAREER

**G2: Decrease the percentage of students
requiring remediation statewide by 20% by
2014.**

- S1: Focus on academic and social transitions between high school and college to prepare students for success on the university level.
 - A. Identify by the end of 11th grade those students planning to enroll in four-year, two-year or technical colleges who have not yet met placement requirements to enroll directly into college-credit classes
 - B. Develop English/reading and mathematics transitional courses that can be taught during the senior year to assist unprepared student to become prepared to enroll in college without having to take remedial classes
 - C. Develop and implement a strategic comprehensive school improvement plan to improve high school to college and career transitions

- S2: Review the number of students requiring remediation statewide using data gathered by the Alabama Commission on Higher Education and share data with impacted constituencies.

- S3: Conduct research and study the number of 9th graders graduating from high school who require remediation compared to peers in the same cohort who do not require remediation

- S4: Collect, compile, and disseminate information on best practices aimed at increasing student preparedness for college and career.

**ALABAMA COMMISSION ON HIGHER EDUCATION
ESTABLISH A PK-20 COUNCIL**

STRENGTHS

- There are currently more than 25 educational initiatives in Alabama aimed at varied educational goals and/ or segments.
- Over \$191M is appropriated annually for these programs by the state legislature
- The state is continuing to produce significant growth in jobs
- The business community demonstrates a significant interest and willingness to invest in education
- Capacity exists within the higher education system to meet the more demanding educational requirements needed to support this job growth

WEAKNESSES

- Leadership, oversight, and budgeting on educational issues, interest, and programs are fragmented between the Governor, the State Legislature, the State Board of Education, the Alabama Commission on Higher Education, and the colleges and universities.
- A coordinating body does not exist to provide a vehicle for apolitical collaboration and advocacy on educational issues between all of the stakeholders.
- A consolidated data system does not exist that allows tracking of students from PK through college and into the workplace or that enables a decision-making body to evaluate the success or failure of currently funded educational programs
- There is no direct formal conduit for input from the business community into the state’s educational process
- Independent secondary education and independent higher education provide a significant portion of the state’s educational capacity but are not always a part of the statewide educational process

OPPORTUNITIES

- Provide apolitical leadership in the educational arena by forming a PK-20 to Workforce Council

empowered to develop, coordinate, and advocate for educational needs/initiatives in the state.

- View educational issues from a PK-20 to workforce perspective
- Seek funding for a unified student data system that can track students across all grades and institutions and into the workforce and that provides the ability to evaluate the effectiveness of educational programs
- Seek passage of legislation and policies that reduce academic, structural, financial, and informational barriers that restrict or prevent students’ successful movement through the state’s educational systems
- Provide the ability to advocate for student incentives that produce degrees and certificates in areas of greatest need by the state (i.e. nurses, teachers, science, engineering, math, etc.)

THREATS

- Inability to secure cooperation and participation of leaders versus proxies as members of the council
- Continuation of state funded initiatives that compete annually for funding but produce minimal to no results
- Lack of data to track students through all levels of education and into the workplace to determine success and failure points in the system
- Lack of ability to continue to produce a trained workforce that meets the state’s employment needs
- Lost federal dollars because of a lack of coordination of educational efforts
- Missed opportunities to compete for private foundation grants
- Continuation of the negative competitive environment surrounding funding.
- Continuation of the Us versus Them, K-12 versus Higher Education, 2 year versus 4 year colleges, public versus private colleges, and urban versus rural attitudes.

- The silo educational process which excludes others.
- Lack of state government partnerships, e. g. Dept of Labor, Dept of Social Services, with the colleges and universities.
- Fear of change!

**KEY GOALS, STRATEGIES and
PERFORMANCE MEASURES**

G1: Establish a PK-20 to Workforce Council, to coordinate and advocate toward a fully integrated educational system with funding, assigned administrative responsibilities and a commitment from the membership to sustain the work.

S1: Establish PK-20 Council via Executive Order.

S2: Secure funding to support the work of the Council.

S3: Assign administrative responsibilities to support the Council.

S4: Sustain council through changes in executive leadership through legislature.

S5: Write and publish a policy setting forth parameters of Council operations and membership.

S6: Gain a commitment from all “principal” members of the appointed council to agree to membership and attendance at meetings – no proxies.

S7: Establish and fund an administrative support arm for the Council administered by ACHE.

S8: Hold first meeting and hold regular meetings through the timeline of the plan.

PM1: Establish a PK -20 Council by Executive Order.

ALABAMA COMMISSION ON HIGHER EDUCATION
ESTABLISH A PK-20 COUNCIL

PM2: Conduct a SWOT assessment of the PK–20 system in Alabama and use the results to launch a Strategic Plan of Action of the Council.

ALABAMA COMMISSION ON HIGHER EDUCATION
SHORTAGE OF GRADUATES IN SCIENCE, TECHNOLOGY, ENGINEERING AND MATHEMATICS (STEM)
STRATEGIC PLAN WORKSHEET

STRENGTHS

- Strong academic programs with national accreditation at the university level in STEM fields.
- According to the Addy Report (p .17), the state is a high degree production state and has the capacity to produce college graduates.
- There is a strong commitment and interest in the development of higher ed and K-12 partnerships demonstrated through such programs as Engineering Academies and AMSTI
- There are collaborative partnerships in the area of research (EPSCOR).
- The state has developed collaborative information resources such as Alabama Virtual Library and NAAL Advanced Research Database program.

WEAKNESSES

- Student performance on National Assessment of Educational Progress (NAEP) assessments indicates weak preparation in K-12 in the area of Math and Science.
- There is a shortage of teachers at K-12 level who are secure in teaching advanced levels of STEM courses.
- There is a lack of financial support for students who pursue these fields of studies.
- The cost for institutions to provide programs in these technical fields is increasing.
- There is insufficient information to the general population concerning opportunities in STEM areas.

OPPORTUNITIES

- The growing number of positions resulting from location of new companies in the state as well as the expansion of existing companies requires technical skills. In particular, there are numerous opportunities in the automotive and aerospace industries.
- There will be an increased need for individuals with knowledge in the STEM fields who can

provide instruction from K-12 through higher education.

- The recent announcement of the use of \$11 million to expand ACCESS will result in Increased access to technology in schools allowing for more knowledge sharing, better preparation of K-12 students in schools with more limited resources (increased access to resources at other locations), and more collaboration among institutions.

THREATS

- In order to compete economically for opportunities for new industry or to retain existing industry the state must overcome both the internal and external perception that Alabama does not have the ability to provide the technical workforce.
- There is the potential of loss of graduates to other states. According to the Addy report (p. 17), Georgia, Florida, and Tennessee fall in the quadrant of the low degree production and net importer of college degree-holders.
- The high tech fields will require constant retraining of the workforce at all levels including existing business administrators and there is a shortage of retraining opportunities.
- The socio-political culture in Alabama is the “status-quo” and that needs to be overcome.

KEY GOALS, STRATEGIES AND PERFORMANCE MEASURES

G1: Increase the number of students majoring in STEM fields.

- S1: Recruit students.
- A. Heighten awareness of career opportunities at early ages. (State Department of Education, Higher Education, ACHE, Business and Industry) (Ongoing)
 - B. Increase scholarship support for students majoring in STEM, including identifying external sources of support. (Higher Education,

Business and Industry) (Ongoing)

- C. Work with two-year schools to prepare more students to transfer into four-year STEM programs. (Higher Education, ACHE (AGSC-STARS) (Ongoing)

S2: Enhance the preparation of entering students in STEM fields.

- A. Maintain and strengthen efforts such as AMSTI, A+ College Ready Program, Science in Motion, and Engineering Academies (State Department of Education, Higher Education, ACHE) (Ongoing)
- B. Utilize technologies such as ACCESS to provide advanced instruction in STEM fields to underserved areas. (State Department of Education, Higher Education, ACHE, Business and Industry) (Ongoing)

PM1: Track the percentage of entering freshmen who place in Calculus I.

PM2: Track the number and percentage of entering freshmen who declare pre-engineering, math, science or technology majors at postsecondary schools.

PM3: Track the number and percentage of students who graduate in STEM fields.

ALABAMA COMMISSION ON HIGHER EDUCATION
SHORTAGE OF GRADUATES IN SCIENCE, TECHNOLOGY, ENGINEERING AND MATHEMATICS (STEM)
STRATEGIC PLAN WORKSHEET

G3: Advance programs that strengthen preparation of both students and teachers in STEM-related fields.

G2: Increase the number, preparation, and retention of K -12 teachers in natural sciences, mathematics, and related career technology fields.

S1: Increase financial incentives for teachers in STEM fields. (State Department of Education) (Ongoing)

S2: Enhance alternative pathways to certification in STEM fields.
 A. Develop a mechanism to certify retired professionals in STEM fields. (State Department of Education) (2009)

S3: Strengthen professional development opportunities for K-12 teachers
 A. Develop a Master's degree option for Elementary and Middle School teachers with a focus on STEM education (State Department of Education, Higher Education) (2010)
 B. Strengthen programs such as Team Math and Science in Motion (State Department of Education, Higher Education) (Ongoing)

PM1: Track the number of new graduates from Alabama postsecondary institutions that are certified to teach STEM-related fields upon graduation.

PM2: Track the number of certified teachers in STEM fields who maintain their certification

PM3: Track the number and percentage of filled K-12 positions in STEM-related fields.

S1: Create greater collaboration and coordination among various leaders in these existing initiatives (State Department of Education, Higher Education, ACHE, Business and Industry)
 A. Compile an inventory of existing best practices (2009)
 B. Convene the key players of various STEM initiatives (2009)

S2: Launch a media campaign to underscore the importance of STEM fields (State Department of Education, Higher Education, ACHE, Business and Industry) (2009)

S3: Strengthen collaborative programs in research (EPSCOR). (Higher Education, ACHE) (Ongoing)

S4: Maintain statewide data on numbers of STEM graduates, STEM teachers, and the effectiveness of various activities designed to increase their numbers. (State Department of Education, ACHE) (2009)

PM1: Collect, compile, and disseminate information on existing programs that promote and/or support STEM education.

ALABAMA COMMISSION ON HIGHER EDUCATION
SEEK NECESSARY FINANCIAL RESOURCES FOR ALABAMA POSTSECONDARY EDUCATION
STRATEGIC PLAN WORKSHEET

STRENGTHS

- Academic programs at Alabama’s institutions are viable in terms of enrollment numbers.
The state has several institutions with very strong academic reputations.
For its population, Alabama has invested in a large number of public colleges and universities, creating diverse and convenient educational opportunities.
Many of Alabama’s public universities enjoy warm, even fanatical, loyalty and support from their graduates and well-wishers, increasing goodwill and leading in some cases to greater financial stability.
The state’s higher education system provides access to students across the state, particularly with increased course and program offerings online.
Alabama’s two-year and four-year institutions are relatively stable without any major issues with the regional accrediting body regarding governance, financial stability or management.
Tuition decisions are made at the institution level by each Board of Trustees and by the State Board of Education in the two-year sector.
Limited state-level bureaucracy enables each Board of Trustees to make the best tuition decisions possible in consideration of the funding requirements relative to the differing missions of each institution.

WEAKNESSES

- Campuses have many aging building that are of architectural and/or historical significance to the state. These buildings are expensive to maintain and costly to renovate. The state does not provide adequate renovation and renewal funding to care for its architectural and historical treasures.
The state’s education funding model continues to pit higher education and K-12 education against each other.

- In-state enrollments (FTE) in two-year institutions decreased from 1996 to 2006 and four-year institutions experienced only modest gains during that time.
Access may exceed demand in some communities where there are strong two-year institutions and strong four-year institutions.
State level guidance on tuition policies does not allow institutions to be responsive to market demands related to their mission.
Decentralized governance of higher education makes coordinated action difficult and weakens control on “mission creep.”
Alabama does not have a workable approach to formula funding for higher education.
The funding process is not able to adequately meet the need for technically advanced equipment in the state’s workforce training venues.

OPPORTUNITIES

- Information technology is cheaper and more widely distributed than ever, creating an opportunity for expansion of distance education offerings that can provide access options to “place bound” students in Alabama’s rural communities and can reduce or eliminate travel costs for commuters.
While the number of high-school graduates in Alabama is not projected to rise over the next decade, rates of participation in higher education continue to increase, creating opportunities for increased service to the state by public colleges and universities.
Strong population surges in several adjacent or nearby states are taxing the educational capacity of their public colleges and universities, creating opportunities for Alabama’s public institutions to enhance revenues and increase the diversity of their educational experiences by attracting Georgians, Floridians, and Texans into their programs. This same growth creates opportunities

for Alabama’s institutions to enhance revenues by providing online educational programs to students outside of Alabama.

- The declining value of the U.S. dollar is making higher education in the United States more affordable to international students, creating an opportunity for Alabama’s public universities to compete for these enrollments by offering excellent educational value at affordable prices.
Students seeking the comprehensive college campus experience are likely to shift from commuter to residential status.
Despite fluctuations in the business cycle, powerful long-term economic and demographic forces favor development in Southern and Southwestern states, creating opportunities and demand for increased and improved public services, including higher education.
Opportunities exist for coordination of grant management and compliance structure among Alabama’s colleges to enhance federal and private funding.
Financial management and internal controls can be strengthened to promote greater efficiency and ensure compliance with laws and policies.

THREATS

- Rising fuel costs could negatively impact out-of-state enrollments and deter students from commuting to campuses, particularly those in rural communities who drive an hour or more to reach a campus, resulting in losses in this important funding stream.
The slowing economy could further impact education budgets in Alabama.
Private universities and even public universities in other states with healthier funding models in higher education will be able to pick the best faculty from Alabama’s institutions by offering significant salary increases. Alabama will lose years of investment it has made in developing these faculty

ALABAMA COMMISSION ON HIGHER EDUCATION
SEEK NECESSARY FINANCIAL RESOURCES FOR ALABAMA POSTSECONDARY EDUCATION
STRATEGIC PLAN WORKSHEET

who will be frustrated by not receiving raises in a time when the cost of living is being driven up by rising fuel prices. Institutions will also have to incur the expense of conducting searches to replace these faculty.

- Rising fuel costs could negatively impact the higher education workforce as employees who are unwilling to relocate closer to work and to continue commuting seek employment closer to home.
- As increases in the price of goods and services outstrip increases in funding revenues, colleges are likely to find themselves producing less with less.
- The same technology developments that are creating distance education opportunities for Alabama's public colleges and universities are also attracting accredited for-profit providers that in many cases will have more experience and deeper pockets. Because these providers concentrate on profitable degree offerings, they could divert important enrollments and sources of tuition revenue – leading to less vital or less diversified program mixes at public universities.
- The continuing growth of lottery-funded merit- and need-based scholarships may eventually weaken the appeal of Alabama institutions to students from surrounding states.
- Cultural stereotypes that created suspicion of the “ivory tower” or of irrelevant research may persist, even in the presence of increasing demand for educational credentials, making it more difficult for public universities to develop the full range of their capacities.
- The number of high school graduates in Alabama is projected to remain flat for the next decade.

**KEY GOALS, STRATEGIES, AND
 PERFORMANCE MEASURES**

G1: Manage higher education costs by identifying and sharing proven methods to improve efficiency.

- S1: Identify opportunities for collaboration in areas such as information technology, purchasing, energy conservation, and other strategies to lower operational costs.
- A. Appoint a task force in each of the areas (technology, purchasing, and energy conservation) to discuss opportunities for collaboration.
 - B. Discuss and develop a forum for the exchange of ideas.
 - C. Review opportunities pursued in other states and within Alabama.
 - D. Communicate opportunities for collaboration based on the exchange of ideas.
- S2: Organize an academic best practices initiative to encourage institutions to share their successes in retention and student affairs, recognizing that improved retention results in more tuition revenue and improved outcomes.
- A. Establish a Best Practices program in the areas of student success programs, global initiatives, distance learning, and academic partnerships.
 - B. Determine timeline and procedures for annual submissions.
 - C. Form review committees to judge submissions in each area.
 - D. Announce winners.

PM1: Establish and operationalize task forces to discuss opportunities for efficiencies.

PM2: Establish and operationalize a Best Practices

Efficiency Awards in the areas of student success programs, global initiatives, distance learning and academic partnerships.

G2: Expand sources of higher education revenue to supplement, not replace, state allocations.

- S1: Pursue entrepreneurial initiatives to support institutions of higher learning and Alabama's economic development needs.
- A: Invite college and university presidents to address the topic of entrepreneurship in their Plan updates to the Commission.
- S2: Develop a common advertising strategy, "Study in Alabama," to encourage out-of-state students and international students to pursue higher education in Alabama. Brand the opportunities of higher education study in Alabama for marketing and recruiting by universities, business, and industry.
- A. Contact the US Department of Commerce and obtain guidance on and examples of similar programs in existence
 - B. Contact Alabama Council of International Programs to determine what work has been accomplished on similar ideas to date.
 - C. Design a logo for “Study in Alabama”
 - D. Host and design a website
 - E. Offer a link to the website to the Dept of Commerce, ADO, Chambers of Commerce, businesses, and education institutions in Alabama.

PM1: Develop and execute a “Study Alabama” program to attract students

PM2: Pursue entrepreneurial initiatives to support institutions of higher learning and Alabama's economic development needs.

**ALABAMA COMMISSION ON HIGHER EDUCATION
ESTABLISH A COMPREHENSIVE WORKFORCE DEVELOPMENT PLAN
STRATEGIC PLAN WORKSHEET**

STRENGTHS

- Postsecondary is actively expanding technical training statewide (e.g. robotics, Industrial Maintenance)
- Expanded adult education mission to include, in addition to GED, preparation for worker/job training.
- Regional approach leading to identifying and addressing occupational needs (skill sets and workforce needs)
- AIDT (incumbent worker and pre-employment training and education)
- Postsecondary accessibility and affordability
- Reputation of major Research Institutions; Regional Institutions focus on community issues.
- Career Center System

WEAKNESSES

- Turf protection mentality
- Silo culture
- Budgetary constraints and financial issues
- Political polarization
- System redundancy
- Fragmentation
- Inflexibility of curriculum development and time lag regarding implementation
- Inadequate preparation for higher education and workforce development (e.g., high school dropout rate, higher education retention rate, etc.)

OPPORTUNITIES

- Dual enrollment
- Redefine higher education's role in workforce development.
- Expand articulation agreements related to workforce development through a uniform, statewide standard or model.

- Reevaluate and streamline ACHE's processes relative to Workforce Development (e.g. timeliness and flexibility).
- Partner with related organizations (public and private) to achieve a cohesive, aligned Workforce Development Plan.
- Enhance coordination and communication with K-12 to achieve workforce development goals and increase workforce development outcomes.
- Initiate different delivery system to respond to education and training needs of a new/different population (e.g. due to "backfill" issues).
- Actively engage business and industry in alliance with higher education regarding workforce development needs and issues.

THREATS

- Budget and financial concerns (e.g. leading to increased tuition)
- Retention and dropout rates
- State of economy (inflation, recession, markets, etc.)
- State legislature funding process
- Shifting business and industry sectors impacting workforce development needs and required skill sets
- Limited resources (capital, human, physical)

KEY GOALS, STRATEGIES AND PERFORMANCE MEASURES

G1: Increase labor force participation rates

S1: Expand existing and potential workers' opportunities to acquire and/or update their career skills through educational and training pathways that meet occupational demands.

A. Promote use of technology to communicate employment training opportunities to younger members of the labor force (Podcasts, INTERNET, phone text messages, social networking websites).

S2: Expand information access to unserved and underserved populations.

- A. Identify gaps with access to education and training and increase use of distance technology to provide information access to labor force.
- B. Periodically engage members of those unserved and underserved groups in small group sessions to get feedback on methods to use in information dissemination.

S3: Identify labor force participation rates for all populations.

- A. Improve the reporting and data systems that provide labor needs information and skill requirements for potential employees
- B. Annually review labor force participation rates, determine areas of weakness and plot strategies to overcome the areas of weakness.

S4: Improve alignment of potential employees with educational programs

- A. Maintain the current level of community involvement and responsiveness, while striving to keep tuition affordable.
- B. Continue to develop certification programs.
- C. Create a required course in employability skills for students at four-year and two-year institutions.

PM1: The number of persons 16 years of age and over who are working divided by the total number of persons 16 years of age or older in the population.

PM2: Increase in the average wage per job.

ALABAMA COMMISSION ON HIGHER EDUCATION
ESTABLISH A COMPREHENSIVE WORKFORCE DEVELOPMENT PLAN
STRATEGIC PLAN WORKSHEET

G2: Build a flexible, unified workforce education and training system that addresses occupational skills in a range of industry sectors.

- S1: Create uniform statewide standard or model (via expanded articulation agreements regarding workforce development) that is interdisciplinary, experiential and applied
- A. Design curricular modules and alternative multidisciplinary technology based delivery systems that include credit and non-credit programs and entrepreneurship related courses.
- S2: Expand use of Dual Enrollment programs to train more people for the work force
- A. Create/identify degree programs that align with community college workforce development programs
 - B. Increase 4-year degree programs that articulate with technical certification programs
- S3: Enhance K-12 partnerships to achieve Workforce Development goals /outcomes
- A. Identify students with skills/academic ability to pursue major STEM related programs earlier in their academic careers
 - B. Provide more opportunities for high school career and technical students to complete requirements by enrolling at community colleges.
 - C. Train aspiring teachers to integrate applied learning in lesson plans for K-12 courses of study.

PM1: Increase in the number of Dual Enrollment /Early College Enrollment programs that allow high school students to take academic coursework at community colleges and that provide an opportunity for high school students to earn college credits toward a technical or health certificate and/or degree that meets local, regional, or state high-skill, high-wage, and high-demand critical workforce training needs.

PM2: Increase in the number of college and university articulation agreements that allow for students to receive more academic and training credit toward degree/certification completion.

PM1: Percentage of college and university graduates with degrees and certifications that remain and become employed within the State of Alabama.

PM2: Increase in the number of graduates who are working in jobs for which they were trained and/or educated.

G3: Address labor market demands and/or needs

- S1: Align higher education programs with labor market information
- A. Study the migration pattern of graduates of four-year Alabama colleges
 - B. Study the connection of and strengthen the ties between in-state labor and education needs and college output.
 - C. Require applied learning for applicable courses at four-year and two-year institutions.
- S2: Actively engage business and industry with higher education regarding workforce development needs and issues
- A. Create more partnerships with advisory groups from business and industry to identify educational skills to support labor force requirements.
- S3: Reevaluate and streamline ACHE's processes relative to Workforce Development

**ALABAMA COMMISSION ON HIGHER EDUCATION
STRATEGIC PLAN WORKSHEET**

“The Commission cannot lead alone. Nor can it expect to lead by formal authority. It must lead by the goals it articulates, the quality of its analysis, its reputation for objectivity and fairness, and its capacity to enable and support others who can take a visible leadership role. The Commission must shape an agenda that makes the compelling case for the link between the future of Alabama and its higher education/postsecondary education system.”

The Report of the Seventh Quadrennial Evaluation Committee
February 1999

MISSION STATEMENT

The Alabama Commission on Higher Education, a statewide 12-member lay board appointed by the Governor, Lieutenant Governor, and Speaker of the House and confirmed by the Senate, is the state agency responsible for the overall statewide planning and coordination of higher education in Alabama, the administration of various student aid programs, and the performance of designated regulatory functions. The Commission seeks to provide reasonable access to quality collegiate and university education for the citizens of Alabama. In meeting this commitment, the Commission facilitates informed decision making and policy formulation regarding wise stewardship of resources in response to the needs of students and the goals of institutions. The agency also provides a state-level framework for institutions to respond cooperatively and individually to the needs of the citizens of the State

STRENGTHS

- For education (PK – 20), coordination across state agencies and collaborative private/public partnerships exist.
- Alabama colleges and universities are nationally recognized for their high quality academic programs, cutting edge research, and technology.
- Growing STEM workforce with the growing number of positions resulting from new companies coming

into the state as well as the expansion of existing companies, especially in the automotive and aerospace industries.

- The Alabama Department of Postsecondary Education is actively expanding technical training programs like AIDT and PACT across Alabama.
- Alabama is a high degree production state with the capacity to produce college graduates.
- There is strong commitment to programs like the Alabama Reading Initiative, Career Technical Education, Engineering Academies, State Scholars Initiative, Dual Enrollment, Articulation General Studies Curriculum, and the Alabama Math, Science and Technology Initiative (AMSTI) that promote college and career readiness.
- AMSTI is a national model.
- There are nine regional development councils to determine workforce development training needs.
- State average ACT score for African American students is higher than the national average for African American students.
- For its population (4,599,030), Alabama has invested in a large number of colleges and universities, creating diverse and convenient educational opportunities.
- The state’s higher education system provides access to students across the state, particularly with increased course and program offerings online.
- Alabama’s two-year and four-year institutions are relatively stable without any major issues with the regional accrediting body regarding governance, financial stability, or management.
- In 2007, the State Board of Education adopted the Alabama Quality Teaching Standards and the Alabama Teacher Mentoring Program.

WEAKNESSES

- Academic programs at Alabama institutions of higher education are viable in terms of enrollment but the state continues a low, national ranking in

students’ academic success, defined as retention and graduation rates.

- Demographic changes suggest a need for a focus on racial disparities among Alabama college educated adults.
- Weak funding support leads institutions to increase tuition in order to attract and retain qualified faculty and to attempt to maintain campus resources and programs.

OPPORTUNITIES

- Leadership, oversight, and budgeting for education is fragmented among several entities such as the Governor’s office, Alabama Legislature, Alabama State Board of Education, Alabama Commission on Higher Education, and the colleges and universities.
- Becoming economically competitive will necessitate the creation of a technically skilled workforce.
- Need for accountability and outcomes for programs and budgets.
- Alabama State Department of Education has a plan to increase graduation rates and reduce dropout rates.
- Increasing students PK-20 preparation and performance.
- Alabama is the first state to accept a new definition of high school graduation rate as defined by U.S. Department of Education.
- Financial management and internal controls should be strengthened to promote greater efficiency and ensure compliance with laws and policies.
- In 2009, the Governor’s Commission on Quality Teaching has recommended reforms aimed at increasing student achievement through improved teacher effectiveness.

**ALABAMA COMMISSION ON HIGHER EDUCATION
STRATEGIC PLAN WORKSHEET**

THREATS

- There is a need to address PK – 20 STEM teacher/faculty shortages.
- There is a need to understand and collaborate on the core issues that affect Alabama’s low scores in education rankings.
- Current reductions in state support for higher education due to national and state economic downturn.
- Large number of students not passing placement exams in English, reading, and especially mathematics.
- State culture of competition between K-12 and higher education for funding.

PA3: Shortage of graduates in Science, Technology, Engineering and Mathematics (STEM) fields.

- G1: Increase the number of students majoring in STEM fields.
- G2: Increase the number, preparation, and retention of K-12 teachers in natural sciences, mathematics and related career technology fields.
- G3: Advance programs that strengthen preparation of both students and teachers in STEM-related fields.

PRIORITY AREAS AND GOALS

PA1: Student preparedness for College and Career

- G1: Increase graduation rates among two-year and four-year colleges and universities
- G2: Decrease the percentage of students requiring remediation statewide by 20% by 2014.
- G3: Increase diversity among faculty, administrators and students at colleges and universities based on current institutional rates.

PA2: Need for a PK - 20 Council

- G1: Establish a PK-20 Council, to coordinate and advocate toward a fully integrated educational system with funding, assigned administrative responsibilities and a commitment from the membership to sustain the work.

PA4: Seek necessary financial resources for Alabama postsecondary education.

- G1: Manage higher education costs by identifying and sharing proven methods to improve efficiency.
- G2: Expand sources of higher education revenue.

PA5: Establish a Comprehensive Workforce Development Plan

- G1: Increase labor force participation rates and average wage per job
- G2: Build a flexible, unified workforce education and training system that addresses occupational skills in a range of industry sectors.
- G3: Address labor market demands and/ or needs.

DECISION ITEM A: Revision to the Administrative Policies for the Alabama Teacher Recruitment Incentive Program (ATRIP).

EXECUTIVE SUMMARY

Reason for Action: Act of Alabama 2007-361 established the Alabama Teacher Recruitment Incentive Program. This act authorized the Alabama Commission on Higher Education to administer the scholarship funds associated with the program.

Rationale for Staff Recommendation:

1. At its December 12, 2008, meeting, the Commission approved a set of administrative policies for the ATRIP program. Questions were raised during the meeting concerning the "Write-Offs" section of the document. Staff was instructed by the Commission to contact the Examiners of Public Accounts to ascertain if it was possible to include a time frame after which write-offs could occur.
2. Since the December meeting, staff has been advised by the Examiners of Public Accounts to delete this section of the procedures. The Examiners Office has informed the staff that the State of Alabama has no general provision that allows loans to be written-off. In order to write-off the loans, there would have had to have been specific language in the bill that created ATRIP which allowed this to occur. Since the bill that created ATRIP was the Education Trust Fund Appropriations Bill for FY 2007-08, there is little possibility of that occurring since appropriation bills are not typically amended.
3. The staff also recommends some additional language be added in the "Student Eligibility" section to state clearly that undergraduate recipients must be continuously enrolled, full-time students.

Note: New language not included in the December 12, 2008 decision item is underlined. The language to be deleted is indicated by strike-out.

DECISION ITEM A: Revision to the Administrative Policies for the Alabama Teacher Recruitment Incentive Program (ATRIP).

Staff Presenter: Tim Vick
Director of Operations and Fiscal Services

Staff Recommendation: That the Commission approve the attached revisions to the Administrative Policies for the Alabama Teacher Recruitment Incentive Program (ATRIP).

Background: Act of Alabama, 2007-361 established the Alabama Teacher Recruitment Incentive Program. All scholarships are based on a commitment by the recipient to teach in an Alabama public school one year for each year they receive scholarship funds. The recipient must be enrolled in courses leading to a degree in one of four critical areas of teaching: Math, Special Education, General Science, and English Language Arts. In order to qualify, applicants had to have meet admission requirements for their institution of choice, demonstrate financial need, and plan to enroll in college for fall semester 2008.

ATRIP is a scholarship/loan which must be repaid at eight percent interest if the recipient does not: (a) complete the courses for which scholarship/loan assistance is received, (b) does not maintain at least half-time enrollment status and/or (c) does not maintain the specified grade point averages. Upon determination that any requirement has not been met, a repayment schedule will be established and repayment will begin promptly. Failure to repay may place the account with a private collection agency. ACHE also can collect any reasonable attorney's fees and other legally permissible costs incurred. ACHE may ask the Alabama Attorney General or any District Attorney to initiate legal proceedings to recover any funds owed to the State of Alabama.

Supporting Documentation: 1. Administrative Policies for the Alabama Teacher Recruitment Incentive Program. Attached.

Attachment

**Alabama Teacher Recruitment Incentive Program Scholarship
Administrative Policies**

Statutory Citation: Act of Alabama 2007-361.

Goal: The goal of the Alabama Teacher Recruitment Incentive Program (ATRIP) is to provide a scholarship/loan program to attract qualified students into the teaching profession in designated critical need areas.

Organization:

Alabama Commission on Higher Education (ACHE) It is the responsibility of ACHE to establish policies and procedures for the implementation of the ATRIP. The program will be administered in accordance with the policies and procedures established by ACHE.

Alabama State Board of Education (ASBOE) It is the responsibility of the ASBOE to designate the critical needs areas. These needs may be in the areas of: subject matter, grade level, geographic location, race or gender.

Alabama State Department of Education (ASDE) It is also the responsibility of ASDE to select the recipients of ATRIP awards and to provide written notifications of awards to both the student, institutions and to ACHE.

Definition of Terms.

Eligible Institution: In order to participate in ATRIP, an institution must:

1. Be a public or private nonprofit four-year accredited Alabama postsecondary educational institution which offers teacher education programs approved by the ASBOE;
2. Submit a complete application to the ATRIP for scholarship/loan assistance to its students;
3. Comply with all regulations of ACHE.

Eligible Student: An eligible student is an applicant who completes an annual ATRIP application, and

1. 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;
2. Is admitted to an institution of higher education and classified as an undergraduate student or Alternative Class A graduate student;
3. Is continuously enrolled as a full-time undergraduate student or at least a half-time Alternative Class A Certificate program student in a teacher education program approved in the critical need areas at an institution where the teacher education program has been approved by the ASBOE. For the purposes of this program, continuous enrollment is defined as enrollment from the semester of admission until the completion of all degree requirements with no stop-outs. Summer sessions in which there are no program requirements are not included;
4. Maintains the required grade point averages in the area of certification;
5. Enters into an agreement with ACHE to teach in the public schools of Alabama for one year for each year the scholarship is received;
6. Does not owe a refund on a grant previously received through Pell Grant, FSEOG, ASAP, or ASGP;
7. Has not defaulted on a loan made, insured or guaranteed by the government of the United States of America or the State of Alabama or does not owe a refund

on a grant issued or awarded by the government of the United States of America or the State of Alabama.

8. The initial distribution of undergraduate awards was targeted toward first-time entering freshmen. However, should these students not fulfill the terms of their agreement, and funds become available for redistribution, prorated awards may be given to students who are juniors or seniors, provided they meet all the criteria stated above.

Eligible Program: The critical need areas are determined by the ASDE (For FY 2007-08, the designated subject matter areas were Mathematics, General Science, Special Education and English/Language Arts).

Application Procedures: The following procedures shall be the method used for making ATRIP awards to eligible students at eligible institutions:

1. Applications may be obtained from eligible institutions;
2. Applications must be completed each academic year by student applicants. Applications are renewable each award year;
3. Each application shall have a preliminary review to determine if application is complete and if the applicant meets the eligibility criteria.

Scholarship Selection Criteria:

Undergraduate Level - The following criteria will be used to select ATRIP recipients at the undergraduate level:

1. Complete Application – Incomplete applications will not be considered.
2. Diploma Tracks:
 - a. Public High Schools – Applicants must demonstrate that they are in a course of study that will lead to a diploma with an Advanced Endorsement or a Local Education Agency (LEA) Honors designation.
 - b. Non-Public High Schools – Applicants must demonstrate that they are completing a college track curriculum.
3. Cumulative High School Grade Point Average (GPA) at the end of the first semester of senior year.
4. American College Test (ACT) or Scholastic Aptitude Test (SAT) score as submitted to the applicant's institution of choice.
5. Applicants must demonstrate that they have student financial need. The term "need," as used in financial aid, usually refers to the difference between the resources available to the student and the cost of attending the student's selected postsecondary institution.
6. Tie Breaker: The number of Advanced Placement (AP) or Dual Enrollment courses taken by the applicant.
7. The ASDE will use the eight ASBOE districts as a method of distributing scholarships across the state. If the applicant pool does not reach the number of scholarships allocated, additional awards may be granted in either one or all of the other critical need areas within an SBE district.

Alternative Class A Certificate Program - The following criteria will be used to select ATRIP recipients at the Alternative Class A level:

1. Complete Application – Incomplete applications will not be considered.
2. Earned at least a baccalaureate undergraduate degree from a regionally accredited U. S. college or university in an area leading to Alternative Class A Certification in one of the four critical need areas.
3. Unconditional admission to an Alternative Class A Certificate Program.
4. Undergraduate Overall Grade Point Average (GPA).

5. For mathematics, general science, or English language arts applicants, the GPA in a major in the chosen field or in coursework in the chosen field of study. For special education applicants, the GPA will be computed on the courses used to meet the "4X12" requirement for program admission. (It is unlikely that a special education applicant would have taken a course in special education.)
6. Applicants must demonstrate that they have student financial need. The term "need," as used in financial aid, usually refers to the difference between the resources available to the student and the cost of attending the student's selected postsecondary institution.
7. At-large scholarships will be awarded to Alternative A candidates. The State Department of Education shall determine the number directed toward each of the critical need areas. If the applicant pool does not reach the number of scholarships allocated, additional awards may be granted in either one or all of the other critical need areas.

Awarding Procedures: ACHE will send a lump sum payment of funds for eligible students each semester. All awards made by ACHE shall be made payable to eligible institutions on behalf of eligible students. The lump sum disbursement will be sent to the Financial Aid Office of the eligible recipients.

1. Each eligible undergraduate student will be awarded \$20,000 to be disbursed over four years with a maximum award amount of \$5,000 per academic year. Each eligible scholarship recipient award shall be \$2,500 per semester. Undergraduate eligible recipients may use funds for tuition, fees, books, supplies, room and board.
2. Each eligible Class A student will be awarded \$6,000 disbursed over three years with a maximum award amount of \$2,000 per academic year. Each eligible scholarship recipient award amount shall be \$1,000 per semester. Alternative Class A eligible recipients may use funds for tuition, fees, books and supplies.
3. Institutions must request payment by invoice each semester of all eligible students.
4. A verification roster must be submitted of all eligible students each semester.

Refund Procedures: Funds are considered received by a student when the ATRIP check is received by the institution and credited to the student's account. If the student is not enrolled in the designated critical need area, drops below half-time status at the time of verification, or does not meet minimum grade point requirements, funds must be returned to ACHE.

Notifications: Recipients must remain in contact with ACHE until such time as they have fulfilled their obligations by either (a) teaching in an Alabama public school system, or (b) repaying the scholarship amount, plus interest. Thus, recipients are required to notify ACHE:

1. within 10 days of any change of address until all of their obligations are fulfilled;
2. within 10 days if they withdraw from a course or courses of study;
3. if they enroll in an institution of higher education, in-state, other than the institution stated on the original application;
4. in the event that they are no longer enrolled as a full-time or part-time student at an approved postsecondary institution during their scholarship term;
5. of the date of their graduation from an approved postsecondary institution;
6. when they secure employment as a teacher (documented verification of initial employment is required);
7. of continued employment (annual documented verification of employment is required);
8. of any change in their employment status as a teacher.

Repayment of Loan Provisions: Any breach of contract on the part of the student shall cause the scholarship to be converted to a loan and makes him/her liable for the unpaid balance of the loan.

Interest: Any recipient who fails to complete a program of study or who fails to teach in a public school in Alabama shall repay to ACHE, in full, the scholarship amount received with 8% interest.

Payment Schedules:

1. If in violation of the said agreement, the terms of repayment may provide for equal installment repayments.
2. Repayment in full on all scholarship loan funds must be completed within ten years.
3. An ATRIP recipient may make a prepayment of the whole or any part of an ATRIP scholarship/loan repayment due at any time without penalty.

Grace Period: Payment shall begin six months after the withdrawal or removal from the institution. All applicable collection fees will be added to the recipient's account.

Loan Default: Failure to concur with the repayment agreement will result in deferral to a collection agency. All applicable collection fees or attorney fees will be added to the recipient's account.

Deferments: Deferment of ATRIP repayment is authorized during periods when an ATRIP recipient is engaged in one of the following activities:

1. not in excess of three years during which the ATRIP recipient is temporarily totally disabled as established by a sworn affidavit of a qualified physician.
2. not in excess of three years during which the ATRIP recipient is serving on active duty as a member of the armed services of the United States.

Cancellations: Cancellation of any ATRIP repayment obligation, including principal and interest, shall be given if an ATRIP recipient dies or becomes permanently and totally disabled.

Record Withholding: The Executive Director of ACHE shall require Alabama institutions of higher education to withhold the release of any records of a recipient who fails to satisfy his/her agreement with ACHE.

~~**Write Offs:** ATRIP loans may be written off as uncollectible if ACHE shows due diligence to satisfy the collection of the debt, and documents in the recipient's file that:~~

- ~~1. The cost of litigation would exceed the likely recovery if litigation were commenced;~~
~~or~~
- ~~2. The recipient and/or co-signer do not have the means to satisfy a judgment on the debt, or a substantial portion thereof.~~

Privacy Act Notice: The Privacy Act of 1974 (5 U.S.C. 552a) requires that an agency provide the following notice to each individual whom it asks to supply information:

1. The authority for collecting the requested information is Act 2007-361 of the 2007 Alabama Legislature. Applicants are advised that participating in the Alabama Teacher Recruitment Incentive Program (ATRIP) is voluntary, but the requested information is necessary for participating in the program.
2. The principal purposes of this information are as follows: to verify the identity of the scholarship loan applicant; to determine program eligibility and benefits; to permit servicing of the scholarship loan; and, in the event it is necessary, to locate the scholarship loan recipient and to collect on a delinquent or defaulted loan.
3. Applicants must provide all of the information requested in order to have their application processed.

Section 7(b) of the Privacy Act of 1974 (5 U.S.C. 552a) requires that when any Federal, State or local government agency requests an individual to disclose his or her Social Security Number (SSN), that the individual must also be advised whether that disclosure is mandatory or voluntary, by what statutory or other authority the SSN is solicited, and what uses will be made of it. The SSN will be used to verify the identity of the scholarship loan applicant and as an account number through the life of the scholarship loan to record necessary data accurately. As an identifier, the SSN is used in such program activities as determining program eligibility, certifying school attendance and student status, determining eligibility for deferment of repayments, determining eligibility for disability or death claims, and for tracing and collecting in cases of delinquent or defaulted loans.

DECISION ITEM B-1: The University of Alabama at Birmingham and the University of Alabama, Shared Bachelor of Arts in African-American Studies (CIP 05.0201)

EXECUTIVE SUMMARY

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

Program Objective: The proposed program is designed as a shared Bachelor of Arts (BA) program in African-American Studies. The program will be multidisciplinary in nature. It will build on the existing BA in African-American Studies at the University of Alabama at Birmingham (UAB) and an African-American Studies minor at the University of Alabama (UA). Among other objectives, the program is designed to inculcate critical thinking and to develop related skills such as analytical reading, writing, quantitative literacy, and public speaking so that students are equipped to critically engage, incorporate, and/or represent issues and perspectives regarding race and African-Americans.

Role: The proposed program is within the instructional role recognized for both institutions.

Mode of Delivery: The shared program will incorporate distance learning and/or teleconferencing for those courses required for students that may not be taught on both campuses to facilitate participation and satisfy graduation requirements. Approximately seven per cent of the program can be taken online currently. Program officials anticipate offering several additional courses through distance modalities.

Similar Programs: There are no similar programs in the state.

Collaboration: The proposal describes a collaborative shared program to be offered by UAB and UA. Commission guidelines for shared programs are contained in Appendix 4 of this item. The program will be built on an existing program at UAB and a minor at UA, requiring no new resources.

Resources: The program will share existing resources at UAB and UA. The proposal projected that a total of \$11,491 in estimated new funds will be required to support the proposed program over the first five years. A total of \$1,284,900 is expected to be available through tuition over the same period.

Public Review: The program proposal was posted on the Commission website from January 5 until January 26 (over twenty days) for public review and comment. No comments were received.

Rationale for Staff Recommendation:

1. The program will be a collaborative program between the University of Alabama at Birmingham (UAB) and the University of Alabama (UA) which will replace the existing stand-alone program at UAB.
2. The program will use existing resources, faculty, and coursework.
3. The program will be the only one of its kind in the state.

DECISION ITEM B-1:

The University of Alabama at Birmingham and the University of Alabama, Shared Bachelor of Arts in African-American Studies (CIP 05.0201)

Staff Presenter:

Mrs. Ellen Haulman
Assistant Director for Instruction

Staff Recommendation:

That the Commission approve the Bachelor of Arts in African-American Studies, to be shared by the University of Alabama at Birmingham (UAB) and the University of Alabama (UA), with the implementation date and post-implementation conditions listed below:

Implementation Date: The proposed program will be implemented August 2009. Based on Commission policy, the proposed program must be implemented by March 13, 2011, or Commission approval will expire. The institutions must notify the Commission in writing when the program is implemented or if there is any delay in implementation.

Following the implementation of the shared program, the existing entry for the BA in African-American Studies for UAB will be deleted from the Commission's Academic Program Inventory.

Post-Implementation Conditions:

1. That the annual average new enrollment headcount for the first five years, beginning 2009-10, will be at least 11, based on the proposal.
2. That the annual average number of graduates for the period 2009-10 through 2013-14 (five-year average) will be at least 10, based on the proposal.
3. That a follow-up survey be conducted after the first five years that will show at least 75 percent of the graduates were successful in acquiring related employment or in entering graduate or professional school.
4. That information regarding an overall assessment of the program be provided, particularly as related to objectives and assessment measures stated in the proposal.

The institutions (UAB and UA) will be required to phase out the program if any of the post-implementation conditions are not met. The institutions must present a joint report regarding the post-implementation conditions, including a general assessment of the program, to be submitted to the Commission no later than September 2014.

Supporting Documentation:

1. New Academic Degree Program Proposal Summary, attached.

2. Summary of Background Information, attached.
3. Curriculum for Proposed Program, attached.
4. Commission Guidelines Regarding Shared Programs, attached.
5. UAB/UA program proposal, dated November 2008. 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 at Birmingham and the University of Alabama
PROGRAM	Shared Bachelor of Arts in African-American Studies

ESTIMATED NEW FUNDS REQUIRED TO SUPPORT PROPOSED PROGRAM

	2009-10	2010-11	2011-12	2012-13	2013-14	TOTAL
FACULTY	\$0	\$0	\$0	\$0	\$0	\$0
LIBRARY	\$691	\$0	\$400	\$0	\$0	\$1,091
FACILITIES	\$0	\$0	\$0	\$0	\$0	\$0
EQUIPMENT	\$3,000	\$2,000	\$1,000	\$3,000	\$1,400	\$10,400
STAFF	\$0	\$0	\$0	\$0	\$0	\$0
OTHER	\$0	\$0	\$0	\$0	\$0	\$0
TOTAL	\$3,691	\$2,000	\$1,400	\$3,000	\$1,400	\$11,491

SOURCES OF FUNDS AVAILABLE FOR PROGRAM SUPPORT

	2009-10	2010-11	2011-12	2012-13	2013-14	TOTAL
INTERNAL REALLOCATIONS	\$0	\$0	\$0	\$0	\$0	\$0
EXTRAMURAL	\$0	\$0	\$0	\$0	\$0	\$0
TUITION	\$250,900	\$256,000	\$257,000	\$260,000	\$261,000	\$1,284,900
TOTAL	\$250,900	\$256,000	\$257,000	\$260,000	\$261,000	\$1,284,900

ENROLLMENT AND DEGREE COMPLETION PROJECTIONS

	2009-10	2010-11	2011-12	2012-13	2013-14	5-YEAR AVERAGE
TOTAL HEADCOUNT ENROLLMENT	32	35	38	41	44	38
NEW ENROLLMENT HEADCOUNT [includes current students transferring into shared program]	32	5	5	6	6	11
						5-YEAR AVERAGE
DEGREE COMPLETION PROJECTIONS	7	7	10	12	14	10

Attachment 2

Summary of Background Information

Shared Bachelor of Arts in African-American Studies
The University of Alabama at Birmingham and the University of Alabama

Role: The proposed shared program is within the instructional role recognized for both institutions.

Objectives: The proposed program is designed as a shared Bachelor of Arts (BA) program in African-American Studies. The program will be multidisciplinary in nature. It will build on the existing BA in African-American Studies at the University of Alabama at Birmingham (UAB) and an African-American Studies minor at the University of Alabama (UA).

According to the proposal, the program will have the following specific academic objectives:

1. To provide a program of in-depth study of African-American experiences in the Western world, including origins and cultural contributions globally, that illuminates the complexity of race and African-American experience.
2. To promote understanding and appreciation of human equality and social justice as a way of addressing conflicts over race and ethnicity and to promote understanding of how these issues relate to matters of diversity in modern American life and the global community.
3. To inculcate critical thinking regarding society and self, and to develop related skills such as analytical reading, writing, quantitative literacy, and public speaking so that students are equipped to critically engage, incorporate, and/or represent issues and perspectives regarding race and African-Americans.

According to the proposal, objectives will be assessed in the following ways:

1. The program will assess student learning through a set of measurable criteria, and where necessary, provide measurement actions for improved learning. Student learning will be measured through examinations, writing assignments, and research papers.
2. The program will maintain a database of program graduates and track their employment and graduate school acceptance results.

Administration: The multi-disciplinary program will be administered at UAB by the School of Arts and Humanities; the School of Natural Sciences & Mathematics; and the School of Social and Behavioral Sciences. At UA the College of Arts & Sciences will administer the program. There will be program directors at each institution: Dr. DoVeanna S. Fulton at UA and Dr. Dellita Martin-Ogunsola.

Review of Proposal by Persons External to Institution:

Peer Review: The Notification of Intent to Submit a Proposal and the program proposal were distributed to the Council of Chief Academic Officers (CAO) for review and comment. The CAO group does not vote formally on proposals. Five members submitted reviews of the proposal and all supported implementation of the shared program. One member stated that individuals reviewing the proposal at his institution had applauded the collaborative nature of the program.

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

Curriculum: The program will make use of existing courses at both UAB and UA. No new courses will be implemented. Program completion requirements are shown below.

Credit hours in institutional general education curriculum:	47
Credit hours required in the major	39
Credit hours in required or free electives	34
Total credit hours required:	120

Collaboration: The proposal describes a collaborative shared program to be offered by UAB and UA. Commission guidelines for shared programs are contained in Appendix 4 of this item. The program will be built on an existing program at UAB and a minor at UA, requiring no new resources.

Distance Education: Currently, approximately seven per cent of the core courses at UAB can be taken online. Program officials anticipate offering several additional courses through distance modalities. The proposal provided the following information regarding the program's delivery through distance education modalities:

The shared program will incorporate distance learning and/or teleconferencing for those courses required for majors that may not be taught on both campuses to facilitate participation and satisfy graduation requirements. UAB provides these services through its Instructional Technology unit where instructors have access to WebCT Vista. UAB's AskIT service is the gateway and information center for the use of WebCT in academic courses. Instructional Technology services provide an e-learning system, faculty and staff education in using instructional technology, course design assistance, learning objective development (video and audio production, tutorials, viewlets, technology-based activities), faculty and staff communities of interest/expertise, and a website resource and guidelines for using instructional technology.

The Center for Instructional Technology (CIT) at UA offers a full range of services for distance learning and online courses. CIT includes the Faculty Resource Center that supports faculty in developing and incorporating technology into courses. Additionally, the College of Arts and Sciences' [Office of Educational Technology](#) (eTech) was created as a resource for faculty who use or wish to use technology in their teaching and research. eTech serves Arts and Sciences with College-wide technology initiatives such as multimedia rooms, computer labs, instructional resources, and more.

Some courses will be offered using the H323 system in which students from both campuses are enrolled. H323 allows instructors to teach students in real-time, face-to-face in different locations and simultaneously engage both groups of students by transmitting audio and video via the internet. Using television monitors, video cameras, and microphones, students and instructors can fully engage in class discussion and lectures with minimal barriers.

Costs associated with development of electronically delivered courses will be reflected in the shared program's annual budget although many of the above-named resources are provided free-of-charge.

Admissions: Students in the program must meet established UAB and UA entrance requirements for admission into the program.

Need: UAB's current BA program in African-American Studies is the only such program in the state. UA offers the only minor in the field. The program at UAB capitalizes on Birmingham's reputation as one of the primary historic sites of the Civil Rights Movement. The proximity of the proposed shared program to the Black Belt through UA participation will provide a rich resource for scholarly and field research. The enrollment of African-American students at UAB is significantly higher than those at many other state institutions. In addition, there has been growing interest in the minor at UA.

As with other liberal arts programs, the shared program is expected to prepare graduates with strong critical thinking skills and good reading, writing, and public speaking skills. Employment

obtained by graduates of the current UAB program includes such positions as: research and program specialist at the Birmingham Civil Rights Institute; social studies teacher and multicultural club advisor; university student advisor; social worker; and television news correspondent. Several graduates have entered graduate programs in African-American Studies, Public Health, Community Health Education, and Health Care.

Student Demand: Enrollment projections for the program were based on past enrollment in the existing program at UAB. Because students will be able to make use of resources at both institutions, the shared program is expected to have enrollment over the current UAB program.

Resources:

Faculty/Staff:

Current Primary Faculty—

Full-time:	UAB – 2	UA – 1
Part-time:	UAB – 3	UA – 0

Current Support Faculty--

Full-time:	UAB –13	UA – 31
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No additional faculty will be hired for the program.

Support Staff: As with the current program and minor, the program will be supported by a full-time office associate and part-time student assistants at UAB and a full-time office associate and a part-time student assistant at UA. One additional part-time student assistant will be hired for the shared program.

Equipment: Existing equipment will be used for the program with only minor additions for both institutions. These additions include a digital recorder, VHS duplicator, and a digital camera to record colloquia presented by speakers and visiting scholars.

Facilities: The shared program will use existing facilities at the two institutions. At UAB, the program office and student advising will be in the Heritage Hall building. At UA, the program will be housed in renovated space in ten Hoor Hall. At both institutions, courses will be taught in classrooms associated with the academic areas associated with the program.

Library: According to the proposal, an evaluation was made of the related library holdings of both institutions. The evaluation, which was summarized in the proposal, indicated that the combined holdings of both libraries are adequate to support the shared program at the desired Intermediate Study/Instructional Support level.

Program Budget: The proposal projected that a total of \$11,491 in estimated new funds will be required to support the proposed program. A total of \$1,284,900 will be available through tuition.

Attachment 3

Shared Bachelor of Arts in African-American Studies

Program Requirements

Credit hours in institutional general education curriculum:	47
Credit hours required in the major	39
Credit hours in major core courses:	15
(AAS 200; AAS 320; AAS 330; AAS 420; AAS 490)	
Credit hours in required or free electives	34
Total credit hours required:	120

Shading below indicates program core courses:

Course Title	UAB	UA	CH
Introduction to African-American Studies	AAS 200	AAST/AM 201	3
African-American History: To the Civil War	AAS/ HY223		3
African-American History: From the Civil War	AAS/ HY224		3
Reading, Writing, and Research for Literature **	EH 301		3
The Civil Rights Movement	AAS/ HY 304		3
The African Identity and Personality	AAS 320 *		3
African Aesthetics and Traditional Religion	AAS 330		3
Intro to the Study of African History	HY200-001		3
19 th Century Black History	AAST/ HY 319		3
20 th Century Black History	AAST/ HY 320		3
History of Independent Africa	HY 400-001		3
Women in Southern African History	HY 400-001		3
Slavery in American Popular Culture: 1845-Present	AAST/ HY 412		3
The Black Church in America	AAST/ AMS 302		3
Islam	REL 236		3
African-American Literature, 1746-1954	AAS/ EH 365		3
African-American Literature, 1954-Present	AAS/ EH 366		3
African-American English	AAS/ EH 393		3
African Literature	AAS/ EH 422		3
African Women's Literature	AAS/ EH 423		3
Special Topics in African-American literature	AAS/ EH 445		3
African-American Poetry Tradition	AAS/ EH 448		3
Black Women Writers	AAS/ EH 467		3
African-American Autobiography	AAS/ EH 446		3
African-American Poetry Tradition	AAS/ EH 448		3
The Slave Narrative and Its Literary Expression	AAS/ EH 466		3
African-American Literature	AAST 249		3
Freedom Stories	AMS 300		3
Topics in African-American Literature	EN 350		3
Advanced Studies in African-American Literature	EN 488		3
Public Health & Medical Issues in African Communities	AAS 420		3
Directed/Independent Study	AAS 490		3
The African-American Experience/ Independent Study	AAST 401		3
Special Topics	AAS 250		3
African-American Music	AAS 300		3
Black Image: Screen and Television	AAS 310		3
Medieval African Technology: Foundation of Modern Inventions	AAS 340		3
Seminar in African-American Studies	AAS 400		3
African, American Indian and Oceanic Art	ARH 105		3
African Art	ARH 376		3

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Friday, March 13, 2009

Course Title	UAB	UA	CH
Jazz Styles: History and Appreciation	MU 165		3
The Evolution of Jazz	MU 365		3
Exploring the African-American Creative Experience	THR 300		3
Peoples of the World: Caribbean	ANTH 241		3
Peoples of the World: Africa	ANTH 244		3
Race, Crime and Justice	JS 442		3
Communication and Diversity	AAST/ COM 413		3
African-American Womanhood in Media and Communications		COM 395	3
Geography of Africa		GY344	3
African-Americans and the American Political System		PSC 364	3
Africans in the Americas		ANT 455	3
Gender, Ethnicity and Health		ANT 405	3
Multicultural Issues in Speech and Hearing		CD 304	3
Internship in Community Health		HHE488	3
African Political Systems	PSC 204		3
Minority Politics	PSC 211		3
Psychology of the African-American Child	PY 413		3
Race and Ethnic Relations	SOC 250		3
Social Structure of Black America	SOC 350		3
Political Economy of Race in Birmingham	UA 415		3
Internship (Currently AMS 400)		AAST 400	3
Special Topics in African-American Studies		AAST 402	3
Elementary Swahili		SWA 101/102	3
Culture of Southern Black Women		WS 240	3
African-American Lives		AMS 202	3
African-American Folk Art		AMS 321	3
African-American Art		AMS 341	3
Black Film		EN 311-002	3
Black Popular Culture		EN 311-003	3
The Movies of Spike Lee		TCF 389	3
Oppression and Social Injustice		SW 351	3
Social Inequality		AAST 352	3
Women in the South		AMS 340	3
Intermediate Jazz Dance I		DN 251	3
Field Studies in Ghana		GY 470 (570)	3

Attachment 4
Commission Guidelines Regarding Shared Programs

Shared Program: A program of instruction that is mutually sponsored by two or more institutions and leads to a single degree or other award of completion which is jointly conferred by all participating institutions. A shared program is very similar to a joint program. However, the withdrawal of one or more participating institutions from a shared program does not automatically preclude the continuation of the program by the remaining participants or the reversion to independent program status by institutions which offered independent programs prior to entering the shared program agreement. The purpose of a shared program is to allow institutions to pool their resources in order to offer a collaborative program of greater depth, breadth, academic quality, productivity, and economy than would generally be possible through independent single programs. It is also expected that shared programs will help reduce program duplication. Guidelines for shared programs are listed below.

1. An institution may participate in a shared program only at a degree level currently recognized within its Commission-approved Instructional Role Matrix.
2. At least one of the participating institutions must have an independent program in the same area and at the same level in operation at the time the shared program is proposed.
3. No institution may offer a separate independent program in the same area and at the same level while participating in a shared program.
4. Should one or more participating institutions withdraw from the shared program, it may be continued if at least two institutions remain. This would constitute an alteration of an existing program and would require Commission approval as such.
5. Should the shared program be discontinued, participating institutions which previously had independent programs may revert back to independent program status subject to program alteration approval by the Commission.
6. The shared program is treated as a single program for viability purposes.
7. Proposals for shared programs must include documentation that necessary approval has been received from all relevant accrediting agencies. Similar documentation must be presented if the program is altered in any way or when an institution wishes to revert to independent program status.
8. The program is planned, implemented, and monitored by a joint committee comprised of representatives from all participating institutions and is managed by an academic administrator or by co-academic administrators jointly appointed by and responsible to all participating institutions.
9. The program has a common faculty who hold joint appointments at all participating institutions.
10. The program has common entrance requirements, curriculum, and degree requirements agreed upon by all participating institutions.
11. For shared graduate programs, common qualifying examinations should be given and jointly graded by the participating institutions.
12. The program is based on carefully prescribed and explicitly stated procedures for sharing resources at participating institutions.

13. The program leads to a single degree granted under the seals of all participating institutions. If a shared program is to be offered by two or more institutions which are within the same system but are under a single executive head, explicit procedures must be developed and stated that will assure equal administrative oversight of the program.

DECISION ITEM B-2: Auburn University, Master of Real Estate Development in Real Estate Development (CIP 03.0206)

EXECUTIVE SUMMARY

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

Program Objective: The proposed program is designed as an executive master's degree program aimed at professionals who have been working in the field for three to five years. Students will participate in a distance learning format supplemented by brief, intense on-campus residencies and field studies. The program will prepare graduates to understand and employ a collaborative and multi-disciplinary approach to real estate development, including putting into practice principles of ecologically sustainable development.

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

Mode of Delivery: The program will be offered as a distance learning program (33 of 39 total credits, 85 percent of the coursework), similar to AU's Executive MBA. The program will employ a variety of technologies and methods. Faculty members will decide whether specific courses will be taught in a synchronous or an asynchronous format.

Similar Programs: There are no similar programs in the state, and there are only five programs in the United States. The closest similar program is at Clemson University in South Carolina.

Collaboration: Because the program will be unique in the state, AU will not collaborate with other institutions in offering this program.

Resources: The proposal projected that a total of \$2,322,150 in estimated new funds will be required to support the proposed program. A total of \$2,433,175 will be available through tuition and internal reallocations. In addition, two corporations have expressed an interest in providing a \$10,000,000 naming gift for the program.

Public Review: The program proposal was posted on the Commission website from January 5 until January 26 (over twenty days) for public review and comment. No comments were received.

Rationale for Staff Recommendation:

1. The program will make use of existing resources at Auburn University (AU), including faculty and facilities. AU has appropriate resources and expertise for the program in the two sponsoring administrative units, the College of Architecture, Design, and Construction and the College of Business.
2. The program will be unique in Alabama and will address emerging issues— such as sustainability, green building, and smart growth— which are related to the university's mission and program mix.
3. The distance format of the program will make it attractive to working professionals, the target group for the program.
4. Focus meetings and surveys demonstrated significant industry and professional industry in the program.

DECISION ITEM B-2: Auburn University, Master of Real Estate Development in Real Estate Development (CIP 03.0206)

Staff Presenter: Mrs. Ellen Haulman
Assistant Director for Instruction

Staff Recommendation: That the Commission approve the proposed Master of Real Estate Development (MRED) in Real Estate Development with the implementation date and post-implementation conditions listed below:

Implementation Date: The proposed program will be implemented in May 2010. Based on Commission policy, the proposed program must be implemented by March 13, 2011, or Commission approval will expire. The institution must notify the Commission in writing when the program is implemented or if there is any delay in implementation.

Post-Implementation Conditions:

1. That the annual average new enrollment headcount for the first five years, beginning 2010-11, will be at least 11, based on the proposal.
2. That the annual average number of graduates for the period 2011-12 through 2014-15 (four-year average) will be at least 9, based on the proposal.
3. That a follow-up survey be conducted after the first five years that will show at least 75 percent of the graduates were successful in acquiring related employment or in applying skills acquired in the program in their current positions.
4. That information regarding an overall assessment of the program be provided, particularly as related to objectives and assessment measures stated in the proposal.

Auburn University (AU) will be required to phase out the program if any of the post-implementation conditions are not met. The institution must present documentation regarding the post-implementation conditions, as well as a general assessment of the program, in a report submitted to the Commission no later than July 1, 2015.

Supporting Documentation:

1. New Academic Degree Program Proposal Summary, attached.
2. Summary of Background Information, attached.
3. Curriculum for Proposed Program, attached.
4. Auburn University program proposal, dated November 2008. Available upon request.

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

Attachment 1

NEW ACADEMIC DEGREE PROGRAM PROPOSAL SUMMARY

INSTITUTION	Auburn University
PROGRAM	Master of Real Estate Development (MRED) in Real Estate Development, CIP 03.0206

ESTIMATED NEW FUNDS REQUIRED TO SUPPORT PROPOSED PROGRAM

	2010-11	2011-12	2012-13	2013-14	2014-15	TOTAL
FACULTY	\$110,290	\$220,580	\$220,580	\$220,580	\$220,580	\$992,610
UNIV FEES/LIBRARY	\$10,725	\$21,450	\$21,450	\$23,595	\$25,740	\$102,960
INSTRUCTIONAL PRODUCTION COSTS	\$50,000	\$100,000	\$100,000	\$100,000	\$100,000	\$450,000
STUDENT MATERIALS/ SUBSCRIPTIONS	\$10,000	\$20,000	\$20,000	\$22,000	\$24,000	\$96,000
STAFF	\$0	\$0	\$0	\$0	\$0	\$0
OTHER	\$75,620	\$151,240	\$151,240	\$151,240	\$151,240	\$680,580
TOTAL	\$256,635	\$513,270	\$513,270	\$517,415	\$521,560	\$2,322,150

SOURCES OF FUNDS AVAILABLE FOR PROGRAM SUPPORT

	2010-11	2011-12	2012-13	2013-14	2014-15	TOTAL
INTERNAL REALLOCATIONS	\$6,635	\$13,270	\$13,270	\$0	\$0	\$33,175
EXTRAMURAL	\$0	\$0	\$0	\$0	\$0	\$0
TUITION	\$250,000	\$500,000	\$500,000	\$550,000	\$600,000	\$2,400,000
TOTAL	\$256,635	\$513,270	\$513,270	\$550,000	\$600,000	\$2,433,175

ENROLLMENT AND DEGREE COMPLETION PROJECTIONS

	2010-11	2011-12	2012-13	2013-14	2014-15	5-YEAR AVERAGE
TOTAL HEADCOUNT ENROLLMENT [PART-TIME]	10	20	20	22	24	19
NEW ENROLLMENT HEADCOUNT	10	10	10	12	12	11
DEGREE COMPLETION PROJECTIONS	0	8	8	10	10	9

Attachment 2

Summary of Background Information

Master of Real Estate Development in Real Estate Development
Auburn University

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

Objectives: The proposed program is designed as an executive master's degree program aimed at professionals who have been working in the field for three to five years. Students will participate in a distance learning format supplemented by brief, intense on-campus residencies and field studies. The blended delivery will allow students to continue their professional careers while pursuing the degree.

According to the proposal, the program will have the following specific academic objectives:

Students will be able to:

1. Understand and employ a collaborative and multi-disciplinary approach to real estate development.
2. Benefit from the combined strengths of the two participating colleges: the College of Architecture, Design, and Construction and the College of Business.
3. Benefit from exposure to innovative models and practices related to environmentally and socially responsible development.
4. Understand and put into practice principles of ecologically sustainable development.
5. Understand and address specific challenges facing real estate development professionals in Alabama and in the region, while also offering direct experience in other parts of the US and abroad.

The following will be programmatic objectives:

1. To recruit students with at least three to five years of professional practice in real estate development and related fields.
2. To recruit students with outstanding professional careers and the potential for successfully contributing to the development and growth of the region.
3. To provide instruction, through distance learning combined with brief on-campus residencies, that will allow students to pursue an advanced degree without suspending their professional careers.

According to the proposal, objectives will be assessed in the following ways:

1. The program and the faculty, both full and part-time, will be subject to the customary annual review by the two sponsoring colleges.
2. At the university level the program will be required to participate in the academic program review, which will collect information in the following categories: mission, governance, and quality; centrality, demand, and resources; curriculum and teaching-learning practices; and student performance and faculty accomplishments.
3. Student outcomes will be assessed by the following: faculty assigned grade; exit interviews with graduates; and a survey of graduates five years out including employment history, project types pursued, and salary range.
4. Importance of the program to external university stakeholders will be measured by external funding.

In response to a comment by the Alabama Council of Graduate Deans, program officials also stated that objectives also will be assessed through capstone projects. These projects will be judged by juries composed of faculty as well as external members who are professional real estate developers. Students will be required to explicitly address stated outcomes and jury members will be directed to judge specific objectives related to these outcomes.

Administration: The program will be administered by the College of Architecture, Design, and Construction, Daniel D. Bennett, dean, and the College of Business, Paul Brobowski, dean.

Review of Proposal by Persons External to Institution:

Peer Review: The Notification of Intent to Submit a Proposal and the program proposal were reviewed by the Alabama Council of Graduate Deans (ACGD). The preliminary review of the proposal by the ACGD asked questions on student demand, the program budget, and the process for accessing program outcomes. Another comment stated the difficulty in starting the program, given the economic environment. AU representatives provided responses to these questions and comments. After receiving the responses, members of ACGD voted 5 to 0 to recommend the program for approval. The staff also discussed the ACGD comments with AU representatives.

Accreditation: There is no specialized accreditation for the proposed program. Graduate programs in AU's College of Agriculture, Design, and Construction are accredited by the Landscape Architecture Accrediting Board (the Landscape Architecture program) and the Planning Accreditation Board (the Community Planning program).

All undergraduate and graduate programs in the College of Business are accredited by the Association to Advance Collegiate Schools of Business International (AACSB). If the program is approved and implemented, it will be reviewed by the accreditor at the next re-accreditation evaluation, which is scheduled for 2012.

Curriculum: Program completion requirements are shown below.

Credit hours required in major courses:	34 semester hours (sh)
Credit hours required in support courses:	0 sh
Credit hours in required or free electives:	0 sh
Credit hours for capstone project:	5 sh
Total	39 sh

The program will be presented in a blended format, with short, intense residencies on campus that will take place at the beginning of each semester. These residencies will allow students to become acquainted with faculty members and other students in their cohort, as well as become familiar with hardware and software required for that semester's course offerings.

The program also will require six intensive field experiences in which students will visit exemplary and innovative real estate development projects. During these one-semester-hour courses, students will meet at specific locations around the country with faculty and professional practitioners. Students also will complete capstone projects.

The following new courses will be developed for the program.

RDEV 7126	Field Studies in Real Estate Development	(1 credit x 6 =6 total credits)
RDEV 7136	Principles of Real Estate Development	(3 credits)
RDEV 7146/ LAND 7146	Real Estate Property Analysis	(3 credits)
RDEV 7236	Real Estate Market Analysis	(3 credits)
RDEV 7246	Building Design and Construction Principles for Real Estate Development	(3 credits)
RDEV 7256	Real Estate Investment	(3 credits)
RDEV 7346	Site Planning and Infrastructure Development	(3 credits)

RDEV 7436	Real Estate Development Project Management	(3 credits)
RDEV 7446	Real Estate Contract Negotiations	(1 credit)
RDEV 7536	Financial and Real Estate Securitization	(3 credits)
RDEV 7546	Real Estate Development Law	(3 credits)
RDEV 7636	Real Estate Development: Capstone Project	(5 credits)

Collaboration: There is no similar program in the state. The University of Alabama (UA) offers a concentration in finance/real estate in its MBA program and a track in real estate in its Master of Science in Finance.

Distance Education: The proposal stated that the program will be offered as a distance learning program (33 of 39 total credits, 85 percent of the coursework), similar to AU's Executive MBA. The program will employ a variety of technologies and methods. Faculty members will decide whether specific courses will be taught in a synchronous or an asynchronous format.

Admissions: Persons admitted to the program must fulfill the general graduate school requirements for admission. In addition, there is a requirement of three years work experience in a field related to real estate development or five years of work experience in another field. Finally, applicants will be required to submit a curriculum vitae or a portfolio of professional work.

Need: There are no similar programs listed in the Academic Program Inventory. The University of Alabama offers real estate tracks/concentrations in finance at the master's level, offered in the college of business.

In discussing need for the program, the proposal refers to June 2008 report by a United Nations agency, the Environment Programme Finance Initiative Property (UNEP FI) Working Group. The report, titled "Building Responsible Property Portfolios," sets forth the ideas of combining the strengths of multiple design and business disciplines to achieve financial success and to limit environmental impact. The proposed multidisciplinary program is designed to provide students with a diverse approach to real estate development by integrating business and design principles to achieve more environmentally-responsible and community-oriented development options.

The program is designed to enhance the skills of persons who are already employed. According to the proposal, the field of real estate development is a practicing profession which traditionally draws participants from numerous backgrounds, including finance, banking, real estate management, real estate brokerage, real estate appraisal, construction architecture, law, and community planning. The proposal further stated that, because real estate development is a broad entrepreneurial field, the use of traditional job data in measuring demand for the program is not adequate. Because of this, AU used focus groups in Birmingham, Atlanta, and Auburn, in part to discuss the program with practicing professionals in the field.

Student Demand: To determine student demand for the program, AU surveyed enrollment projections of peer institutions with similar programs. According to the proposal, there currently are five stand-alone programs in the country. These programs are located at the Massachusetts Institute of Technology, the University of Southern California, Arizona State University, the University of Maryland, and Clemson University. The latter two programs are located in Southern Regional Education Board states and are considered by program officials at AU as peer institutions. The program at Clemson, which is jointly offered by the Department of Planning and Landscape Architecture (in the College of Architecture, Arts, and Humanities) and the Department of Finance (in the College of Business and Behavioral Science) is the most similar to the program proposed by AU. AU surveyed the institutions to collect information on the number of applicants. The survey revealed that 570-575 applicants who qualified for the programs, only 169-184 were accepted into the programs.

In addition to the survey of existing programs, AU also conducted an interest survey of graduates of the College of Architecture, Design, and Construction and the College of Business. Approximately 125 graduates returned responses with 115 expressing interest in the program.

A series of focus meetings were also held in 2008 for the purpose of getting feedback on the need for the program and its orientation and format. The meetings were held in Atlanta, Birmingham, and Auburn in the period June 16 to September 19. Approximately 170 alumni and practicing professionals attended the meetings.

Resources:

Faculty/Staff:

Current Primary Faculty—

Full-time: 2

Part-time: 0

Current Support Faculty--

Full-time: 0

Part-time: 7

The program will use existing faculty in the first five years. Income generated by the program will finance overload and release time necessary for the faculty to prepare and administer online classes.

Support Staff: Existing staff in the College of Business associated with the executive MBA will be used for the program. Staff positions dedicated exclusively to this program likely will be developed as the program grows.

Equipment: The program's distance learning activities will be supported by the Office for Distance Learning and Outreach Technology and by the Media Production Group of the College of Business. No additional equipment will be required.

Facilities: As a program offered primarily through a distance learning format, no additional classroom space will be required. Residency components will take place in the summer when campus facilities are under-utilized. Faculty will use existing offices.

Library: A detailed analysis of library resources supporting the program was presented in the proposal. These resources include books, as well as print and online journals and databases related to real estate, architecture, business, community planning, and law. Other resources include government documents; the Geographic Information Systems (GIS) support network; the map collection; and an extensive law collection. AU Libraries provides document delivery for students through services such as Ingenta and AUBIExpress. Ingenta is a searchable database of over 20,000 journals. AUBIExpress provides desktop delivery of journal articles and book chapters from printed materials located in AU libraries.

Program Budget: The proposal projected that a total of \$2,322,150 in estimated new funds will be required to support the proposed program. A total of \$2,433,175 will be available through tuition and internal reallocations. In addition, two corporations have expressed an interest in providing a \$10,000,000 naming gift for the program.

The "University Fees/Library" line in Attachment 2 includes the portion of student tuition that is used for libraries and the Offices for Distance Learning and Outreach, among others. Student materials included in the budget include notebooks of course material prepared by the instructors, which may include copies of presentation slides, papers and articles, case studies, etc. Permission fees are often charged in order to distribute cases. Other student materials include required textbooks, subscriptions to certain software (such as GIS) and subscription to EMBANet, which will be used to facilitate electronic communication and information sharing.

Attachment 3

**Master of Real Estate Development
 Model Curriculum**

Semester	Course	Title	Credit
Semester 1 (Summer)			
On campus requirement - 1 st five			
Field Study on location - 3 days			
Semester 1	RDEV 7126	Field Studies in Real Estate Development	1
Semester 1	RDEV 7136	Principles of Real Estate Development	3
Semester 1	RDEV	Real Estate Property Analysis	3
Semester 2 (Fall)			
On campus requirement - 1 st five			
Field Study on location - 3 days			
Semester 2	RDEV 7236	Real Estate Market Analysis	3
Semester 2	RDEV 7246	Building Design and Construction Principles	3
Semester 2	RDEV 7126	Field Studies in Real Estate Development	1
Semester 3 (Spring)			
On campus requirement - 1 st five			
Field Study on location - 3 days			
Semester 3	RDEV 7256	Real Estate Investment	3
Semester 3	RDEV 7346	Site Planning and Infrastructure Development	3
Semester 3	RDEV 7126	Field Studies in Real Estate Development	1
Semester 4 (Summer)			
International seminar requirement -			
Field Study on location - 3 days			
Semester 4	RDEV 7436	Real Estate Development Project	3
Semester 4	RDEV 7446	Real Estate Contract Negotiations	1
Semester 4	RDEV 7126	Field Studies in Real Estate Development	1
Semester 5 (Fall)			
On campus requirement - 1 st five			
Field Study on location - 3 days			
Semester 5	RDEV 7536	Financial and Real Estate Securitization	3
Semester 5	RDEV 7546	Real Estate Development Law	3
Semester 5	RDEV 7126	Field Studies in Real Estate Development	1
Semester 6 (Spring)			
On campus requirement - 1 st five			
Field Study on location - 3 days			
Semester 6	RDEV 7636	Real Estate Development: Capstone Project	5
Semester 6	RDEV 7126	Field Studies in Real Estate Development	1
Total credit hours			39

DECISION ITEM B-3: Trenholm State Technical College, Associate in Applied Technology in Medical Radiologic Technology (CIP 51.0907)

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 goal of TRE's proposed Medical Radiologic Technology program is to provide educational opportunities in the radiologic sciences.

Role: The proposed program is within the instructional role recognized for Trenholm State Technical College.

Mode of Delivery: According to the proposal, five percent of the general education courses will be offered through distance education modalities.

Similar Programs: The following institutions have similar Medical Radiologic Technology programs: Wallace State Community College (Dothan), Wallace State Community College (Hanceville), Southern Union State Community College, Gadsden State Community College, and Jefferson State Community College. The closest program is located at Southern Union State Community College in Opelika, Alabama, 61 miles away from Trenholm.

Collaboration: According to the proposal, the proposed program is available for collaboration with other institutions that currently offer the program.

Resources: A total of \$1,132,000 in new funds will be needed for the program in the first five years, and a total of \$1,132,000 will be available through tuition, extramural funds, and internal reallocation.

Public Review: The program was posted on the Commission website from January 5 until January 25 (twenty days) for public review and comments. No comments were received.

Rationale for Staff Recommendation:

1. The proposed program represents the transfer of an existing program currently operated by Baptist Medical Center located in Montgomery to TRE.
2. By 2016, there will be a total of 980 job openings projected in the institution's service area for the proposed program.
3. A survey of 18 medical facilities in TRE's service area revealed the demand for Medical Radiologic Technologists will be high for the next five years.

DECISION ITEM B-3: Trenholm State Technical College, Associate in Applied Technology in Medical Radiologic Technology (CIP 51.0907)

Staff Presenter: Ms. Margaret Pearson
Academic Program Review Analyst

Staff Recommendation: That the Commission approve the proposed Associate in Applied Technology in Medical Radiologic Technology with the implementation date and the pre- and post-implementation conditions listed below:

Implementation Date: The proposed program will be implemented August 2009. Based on Commission policy, the proposed program must be implemented by March 2011 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.

Pre-Implementation Condition:

That, prior to implementation, a list of the names and credentials of faculty hired for the program be provided to the Commission staff.

Post-Implementation Conditions:

1. That the annual average new enrollment headcount for the first five years will be at least 24, based on the proposal.
2. That the annual average number of graduates for the Academic Years 2009-10 through 2011-13 (five-year average) will be at least 16, based on the proposal.
3. That a follow-up survey be conducted after the first five years that will show at least 75 percent of the graduates were successful in acquiring related employment.
4. That the institution provide information on accreditation of the program by the Joint Review Committee on Education in Radiologic Technology (JRCERT).
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.

Trenholm State Technical College (TRE) will be required to phase out the program if any of the pre- or 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, 2014.

Supporting Documentation:

1. New Academic Degree Program Proposal Summary, attached.
2. Summary of Background Information, attached.
3. Curriculum for Proposed Program, attached.
4. Trenholm State Technical College proposal, dated December 4, 2008. Available upon request.
5. "Evaluation and Review of New Instructional Program Proposals of Public Postsecondary Institutions," Ala. Admin. Code (Commission on Higher Education), r. 300-2-1-.03. Available upon request.

Attachment 1

INSTITUTION Trenholm State Technical College

PROGRAM Associate in Applied Technology in Medical Radiologic Technology

ESTIMATED NEW FUNDS REQUIRED TO SUPPORT PROPOSED PROGRAM

	2009-10	2010-11	2011-12	2012-13	2013-14	TOTAL
FACULTY	\$207,000	\$210,000	\$212,000	\$215,000	\$215,000	\$1,059,000
LIBRARY	\$1,000	\$1,000	\$1,000	\$1,000	\$1,000	\$5,000
FACILITIES	\$5,000	\$3,000	\$1,000	\$1,000	\$1,000	\$11,000
EQUIPMENT	\$5,000	\$5,000	\$5,000	\$5,000	\$5,000	\$25,000
STAFF	0	0	0	0	0	0
OTHER	\$12,000	\$5,000	\$5,000	\$5,000	\$5,000	\$32,000
TOTAL	\$230,000	\$224,000	\$224,000	\$227,000	\$227,000	\$1,132,000

SOURCES OF FUNDS AVAILABLE FOR PROGRAM SUPPORT

	2009-10	2010-11	2011-12	2012-13	2013-14	TOTAL
INTERNAL REALLOCATIONS	\$81,880	\$69,040	\$62,200	\$68,360	\$66,520	\$348,000
EXTRAMURAL	\$25,000	\$25,000	\$25,000	\$15,000	\$10,000	\$100,000
TUITION	\$123,120	\$129,960	\$136,800	\$143,640	\$150,480	\$684,000
TOTAL	\$230,000	\$224,000	\$224,000	\$227,000	\$227,000	\$1,132,000

ENROLLMENT AND DEGREE COMPLETION PROJECTIONS

	2009-10	2010-11	2011-12	2012-13	2013-14	5-YEAR AVERAGE
TOTAL HEADCOUNT ENROLLMENT	36	38	40	42	44	40
NEW ENROLLMENT HEADCOUNT	20	22	24	26	28	24
DEGREE COMPLETION PROJECTIONS	15	14	16	17	17	16

Attachment 2

Summary of Background Information

Associate in Applied Technology in Medical Radiologic Technology
Trenholm State Technical College

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

Objectives: The following are objectives of the proposed program:

Objective 1:

Provide local employers with a pool of qualified, highly-skilled radiologic technologists who are able to perform routine, emergency, mobile, surgical and special medical imaging procedures in a global society.

Expected Learning Outcome 1

Upon completion, graduates will be able to demonstrate the ability to perform routine, emergency, mobile, surgical and special medical imaging procedures in a variety of medical facilities as measured by data from graduate and employer surveys.

Expected Learning Outcome 2

Over a five-year period, eighty percent of those students taking the American Registry of Radiologic Technologist (ARRT) certification examination will pass on the first attempt as measured from data provided by the ARRT.

Objective 2:

Develop graduates who will recognize the need for life-long learning in a global society.

Expected Learning Outcome 1

While enrolled, seventy-five percent of the students will have participated in a minimum of one local or state professional seminar over a five-year period as measured by data from students' records.

Expected Learning Outcome 2

The program will graduate eighty percent of those students who enter and remain in the program averaged over a five-year period as measured by data from student records.

Expected Learning Outcome 3

Over a five-year period, one-hundred percent of those students taking the ARRT certification examination will pass on the second or subsequent attempt as measured by data from the ARRT.

Objective 3:

Graduate students with the ability to demonstrate a compassionate, ethical and professional manner in a global society.

Expected Learning Outcome 1

Eighty percent of the final evaluations will indicate that the student "fulfills the basic requirement" regarding his/her ability to show compassion as measured by data from student evaluations and graduate and employer surveys.

Expected Learning Outcome 2

Ninety percent of returned employer survey data will indicate that graduates either meet or exceed the standard regarding compassionate behavior.

Expected Learning Outcome 3

Eighty percent of final evaluation data will indicate that the students perform at "average or higher" standard regarding ethical behaviors.

Expected Learning Outcome 4

Ninety percent of returned employer survey data will indicate that graduates either meet or exceed the standard regarding ethical behavior.

Expected Learning Outcome 5

Eighty percent of final evaluation data will indicate that the students perform at "average or higher" standard regarding the ability to perform in a professional manner.

Expected Learning Outcome 6

Ninety percent of returned employer survey data will indicate that graduates either meet or exceed the standard regarding the ability to perform in a professional manner.

Objective 4:

Develop graduates who will successfully meet the entry-level expectations of employers representing a global society.

Expected Learning Outcome 1

Graduates will score an average of seventy-five percent or higher on all clinical category competency evaluations as measured by data from student records.

Expected Learning Outcome 2

Seventy-five percent of returned graduate survey data will indicate that the graduate received "excellent or good" preparation for entry-level work as a radiographer.

Expected Learning Outcome 3

One-hundred percent of graduates will find employment within six months post-graduation as measured by data from graduate and employer surveys.

Expected Learning Outcome 4

Seventy-five percent of returned employer survey data will indicate that the graduate either meets or exceeds preparation for entry level work.

Expected Learning Outcome 5

Eighty percent of final evaluation data will indicate the performance of the student at "average or higher" regarding the ability to demonstrate effective written communication skills.

Expected Learning Outcome 6

Eighty percent of final evaluation data will indicate the performance of the student at "average or higher" regarding the ability to demonstrate effective oral communication skills.

Expected Learning Outcome 7

Seventy-five percent of returned employer survey data will indicate the graduate either meets or exceeds effective communication skills.

Expected Learning Outcome 8

Eighty percent of final evaluation data will indicate the performance of the student at "average or higher" regarding the ability to demonstrate effective critical thinking and problem solving skills.

Expected Learning Outcome 9

Seventy-five percent of returned employer survey data will indicate that the graduate either meets or exceeds the ability to demonstrate effective critical thinking and problem solving skills.

Administration: The program will be administered by Dr. Tracie Carter, Program Director.

Curriculum: The following new courses will be developed for the program:

Course#	Title	Credit Hour
RAD 111	Introduction to Radiology	2 semester hours (sh)
RAD 112	Radiographic Procedures I	4 (sh)
RAD 113	Patient Care	2 (sh)
RAD 114	Clinical Education I	2 (sh)
RAD 122	Radiographic Procedures II	2 (sh)
RAD 124	Clinical Education II	5 (sh)
RAD 125	Imaging Equipment	3 (sh)
RAD 134	Clinical Education III	5 (sh)
RAD 135	Exposure Principles	3 (sh)
RAD 136	Radiation Protection & Biology	2 (sh)
RAD 212	Image Evaluation & Pathology	2 (sh)
RAD 214	Clinical Education IV	8 (sh)
RAD 224	Clinical Education V	8 (sh)
RAD 227	Review Seminar	2 (sh)

Program Completion Requirements:

- Credit hours required in skills emphasis – 52 sh
- Credit hours in institutional general education or core curriculum – 24 sh
- Total credit hours required for completion – 76 sh

Accreditation: According to the proposal, TRE will seek transfer of accreditation from the Baptist Medical Center South School of Medical Radiologic Technology by the Joint Review Committee on Education in Radiologic Technology (JRCERT). A transfer of sponsorship and accreditation application will be submitted to JRCERT once the proposed program is approved.

Licensure: According to TRE officials, graduates of the proposed program will be eligible to sit for the national certification examination in radiography administered by the American Registry of Radiologic Technologists (ARRT). The ARRT is an independent, non-profit organization founded in 1922 that tests, certifies, and annually registers more than a quarter-of-a-million radiologic technologists. Certification by ARRT is voluntary, not mandatory; however, employers, state licensing agencies, and federal regulators view ARRT's credential as an indicator that a person has met recognized national standards for medical imaging and radiation therapy for professionals.

Collaboration: According to officials at TRE, the proposed program is available for collaboration with other institutions that currently offer the program.

Distance Education: According to the proposal, five percent of the general education courses will be offered through distance education modalities.

Admission: Students must meet admission requirements as prescribed for all students.

Need: According to information submitted by TRE, the Alabama Department of Industrial Relations projected job openings reveal that by the year 2016 there will be a total of 980 medical radiologic technologists vacancies in the college's service area, and 18,028 in the state.

According to TRE, Baptist Medical Center South will close the medical radiologic technology program due to financial reasons. The need for the proposed program left officials at Baptist Medical Center South concerned with not having a program of its kind in the area. TRE was chosen by Baptist to provide training in the proposed program area because of TRE's success in other healthcare related programs, as well as the cost of tuition for the proposed program compared to other area institutions.

Student Demand: According to the proposal, because the program is currently in operation, enrollment projections are based on current enrollment, current demand, clinical site availability, space availability, and realistic instructor-student ratios. The existing program which is to be transferred from Baptist Health had the following number of applicants, admissions, and graduates:

	<u>2005</u>	<u>2006</u>	<u>2007</u>	<u>2008</u>	<u>Total</u>
Applicants	87	106	76	78	347
Admissions	16	16	16	16	64 (18%)
Graduates	14	15	13	15	57 (89%)

Resources:

Faculty/Staff: Since the proposed program is new to TRE, there currently are no faculty members available to teach in the program. According to the proposal, the college will employ three additional full-time primary faculty members to teach in the proposed program during the first five years. The Health Services Technology Division has a full-time secretary who will provide staff support for the proposed program. Additionally, support will be provided by the administrative assistant to the Dean of Academic Services.

Equipment/Facilities: According to TRE, equipment will be donated by Baptist Health as part of the program's transition. The college will be responsible for cost of installation, maintenance and inspection costs associated with this equipment. The college will also be responsible for new equipment in upcoming years, but equipment to be donated is currently in good working order.

Additionally, the program will be housed in the underutilized Library Tower on the Selma-Mobile Highway. Office space, laboratory space, darkroom space, and classroom space is available. No renovations will be required with the possible exception of electrical wiring that may be necessary upon placement of equipment transferred from the Baptist facility.

Clinical Agreements: TRE has provided documentation that clinical agreements have been reached with the following medical facilities: Baptist Medical Center East, Baptist Medical Center South, Troy Medical Center (Troy), Carmichael Imaging Center, East Alabama Medical Center, East Montgomery Imaging Center, Mulberry Diagnostic Imaging Center LTD, Montgomery Imaging Center, Montgomery Vascular Surgery, Prattville Baptist Hospital, Physicians for Women, Prattville Imaging Center, and Community Hospital (Tallasse).

Library: According to information provided in the proposal, adequate program and course-specific library materials are being donated by the current sponsor of the program. The college will be responsible for integrating these materials into its existing library holdings for use by enrolled students in the proposed program. Additionally, TRE will add to library holdings annually to update the current collection.

Program Budget: TRE projects a total of \$1,132,000 in estimated new funds will be required to support the proposed program. A total of \$1,132,000 will be available through internal allocation, extramural funds, and tuition.

Attachment 3

TRE
Associate in Applied Technology in
Medical Radiologic Technology

APPENDIX A

PREREQUISITES (RADIOLOGIC TECHNOLOGY)

ORI 101	ORIENTATION TO COLLEGE	1
ENG 101	ENGLISH COMPOSITION I	3
ENG 102	ENGLISH COMPOSITION II	3
MTH 100	INTERMEDIATE ALGEBRA	3
BIO 201	A&P I	4
BIO 202	A & P II	4
PSY 200	GENERAL PSYCHOLOGY	3
ELECTIVE	HUMANITIES ELECTIVE	3
		<hr/>
		24

MAJOR COURSES

FALL – 1st Semester

RAD 111	INTRO TO RADIOGRAPHY	2
RAD 112	RADIOGRAPHIC PROCEDURES I	4
RAD 113	PATIENT CARE	2
RAD 114	CLINICAL EDUCATION I	2

Spring – 2nd Semester

RAD 122	RADIOGRAPHIC PROCEDURES II	4
RAD 124	CLINICAL EDUCATION II	5
RAD 125	IMAGING EQUIPMENT	3

Summer – 3rd Semester

RAD 134	CLINICAL EDUCATION III	5
RAD 135	EXPOSURE PRINCIPLES	3
RAD 136	RADIATION PROTECTION & BIO	2

Fall – 4th Semester

RAD 212	IMAGE EVAL & PATHOLOGY	2
RAD 214	CLINICAL EDUCATION V	8

Spring – 5th Semester

RAD 224	CLINICAL EDUCATION IV	8
RAD 227	REVIEW SEMINAR	2
		<hr/>
		52

TOTAL HOURS = 76

DECISION ITEM B-4: Trenholm State Technical College, Associate in Applied Technology in Diagnostic Medical Sonography (CIP 51.0910)

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 goal of TRE's proposed Diagnostic Medical Sonography program is to provide educational opportunities in the ultrasound sciences.

Role: The proposed program is within the instructional role recognized for Trenholm State Technical College.

Mode of Delivery: According to the proposal, five percent of the general education courses will be offered through distance education modalities.

Similar Programs: The following institution has a similar Diagnostic Medical Technology program: Wallace State Community College (Hanceville).

Collaboration: According to the proposal, TRE will coordinate their curriculum with Wallace-Hanceville in the same manner that all curricula are coordinated by program in the Alabama Community College System.

Resources: A total of \$616,200 in new funds will be needed for the program in the first five years, and a total of \$616,200 will be available through tuition, extramural funds, and internal reallocation.

Public Review: The program was posted on the Commission website from January 5 until January 25 (twenty days) for public review and comments. No comments were received.

Rationale for Staff Recommendation:

1. The proposed program represents the transfer of an existing program currently operated by Baptist Medical Center South located in Montgomery.
2. By 2013, there will be a total of 390 job openings projected in the state for the proposed program.
3. A survey of 18 medical facilities in TRE's service area revealed the demand for Diagnostic Medical Sonographers will be high for the next five years.

DECISION ITEM B-4: Trenholm State Technical College, Associate in Applied Technology in Diagnostic Medical Sonography (CIP 51.0910)

Staff Presenter: Ms. Margaret Pearson
Academic Program Review Analyst

Staff Recommendation: That the Commission approve the proposed Associate in Applied Technology in Diagnostic Medical Sonography with the implementation date and the pre- and post-implementation conditions listed below:

Implementation Date: The proposed program will be implemented August 2009. Based on Commission policy, the proposed program must be implemented by March 2011 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.

Pre-Implementation Condition:

That, prior to implementation, a list of the names and credentials of the faculty hired for the program be provided to the Commission staff.

Post-Implementation Conditions:

1. That the annual average new enrollment headcount for the first five years will be at least 16, based on the proposal.
2. That the annual average number of graduates for the Academic Years 2010-11 through 2012-13 (four-year average) will be at least 13, 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 accreditation of the program by the Joint Review Committee on Diagnostic Medical Sonography (JRC-DMS).
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.

Trenholm State Technical College (TRE) will be required to phase out the program if any of the pre- or 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, 2014.

Supporting Documentation:

1. New Academic Degree Program Proposal Summary, attached.
2. Summary of Background Information, attached.
3. Curriculum for Proposed Program, attached.
4. Trenholm State Technical College proposal, dated December 4, 2008. Available upon request.
5. "Evaluation and Review of New Instructional Program Proposals of Public Postsecondary Institutions," Ala. Admin. Code (Commission on Higher Education), r. 300-2-1-.03. Available upon request.

Attachment 1

INSTITUTION Trenholm State Technical College

PROGRAM Associate in Applied Technology in Diagnostic Medical Sonography

ESTIMATED NEW FUNDS REQUIRED TO SUPPORT PROPOSED PROGRAM

	2009-10	2010-11	2011-12	2012-13	2013-14	TOTAL
FACULTY	\$114,000	\$118,000	\$118,000	\$122,000	\$122,000	\$594,000
LIBRARY	\$1,000	\$1,000	\$1,000	\$1,000	\$1,000	\$5,000
FACILITIES	\$1,000	\$1,000	\$1,000	\$1,000	\$1,000	\$5,000
EQUIPMENT	\$1,000	\$1,000	\$1,000	\$1,000	\$1,000	\$5,000
STAFF	0	0	0	0	0	0
OTHER	\$2,800	\$2,000	\$800	\$800	\$800	\$7,200
TOTAL	\$119,800	\$123,000	\$121,800	\$125,800	\$125,800	\$616,200

SOURCES OF FUNDS AVAILABLE FOR PROGRAM SUPPORT

	2009-10	2010-11	2011-12	2012-13	2013-14	TOTAL
INTERNAL REALLOCATIONS	\$62,500	\$22,240	\$21,040	\$21,620	\$19,200	\$146,600
EXTRAMURAL	\$6,000	\$5,000	\$5,000	\$5,000	\$4,000	\$25,000
TUITION	\$51,300	\$95,760	\$95,760	\$99,180	\$102,600	\$444,600
TOTAL	\$119,800	\$123,000	\$121,800	\$125,800	\$125,800	\$616,200

ENROLLMENT AND DEGREE COMPLETION PROJECTIONS

	2009-10	2010-11	2011-12	2012-13	2013-14	5-YEAR AVERAGE
TOTAL HEADCOUNT ENROLLMENT	15	28	28	29	30	26
NEW ENROLLMENT HEADCOUNT	15	15	15	16	17	16
DEGREE COMPLETION PROJECTIONS	0	12	12	13	14	13

Attachment 2

Summary of Background Information

Associate in Applied Technology in Diagnostic Medical Sonography
Trenholm State Technical College

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

Objectives: The following are objectives of the proposed program:

Objective 1:

Provide local employers with a pool of qualified, highly-skilled radiologic technologists who are able to perform routine, emergency, mobile, surgical, and special medical imaging procedures in a global society.

Objective 2:

Provide students with the support and materials needed to succeed in the desired field.

Objective 3:

Graduate students with the ability to demonstrate the knowledge base (cognitive domain) in order to succeed in the Ultrasound field.

Objective 4:

Graduate students with the ability to demonstrate the clinical proficiency (psychomotor domain) in order to succeed in the Ultrasound field.

Objective 5:

Graduate students with the ability to demonstrate the behavioral skills (affective domain) in order to succeed in the Ultrasound field.

Objective 6:

Develop graduates who will successfully meet the entry-level expectations of employers representing a global society.

Administration: The program will be administered by Dr. Tracie Carter, Program Director.

Curriculum: The following new courses will be developed for the program:

<u>Course#</u>	<u>Title</u>	<u>Credit Hour</u>
DMS 202	Basic Sonography	1 semester hours (sh)
DMS 203	Sonographic Terms	2 (sh)
DMS 205	Abdominal Sonography with Lab	4 (sh)
DMS 206	Gynecologic Sonography with Lab	4 (sh)
DMS 207	Abdominal Pathology	3 (sh)
DMS 208	Sonography Clinic	2 (sh)
DMS 210	Introduction to Sonography Clinic	2 (sh)
DMS 215	Introduction to Physics	2 (sh)
DMS 216	Acoustic Physics & Instrumentation	3 (sh)
DMS 220	Obstetrical Sonography I	3 (sh)
DMS 221	Obstetrical Sonography II	3 (sh)
DMS 225	Superficial Parts	1 (sh)
DMS 230	Sonography Preceptorship I	2 (sh)
DMS 231	Sonography Preceptorship II	4 (sh)
DMS 232	Sonography Preceptorship III	5 (sh)

ALABAMA COMMISSION ON HIGHER EDUCATION
Friday, March 13, 2009

DMS 240	Sonography Seminar I	2 (sh)
DMS 241	Sonography Seminar II	3 (sh)
DMS 245	Conference	2 (sh)
DMS 250	Introduction to Advanced Sonography	3 (sh)

Program Completion Requirements:

- Credit hours required in skills emphasis – 51 sh
- Credit hours in institutional general education or core curriculum – 25
- Total credit hours required for completion – 76 sh

Accreditation: According to the proposal, TRE will seek transfer of accreditation from the Baptist Medical Center South School of Medical Radiologic Technology by the Joint Review Committee on Diagnostic Medical Sonography (JRC-DMS). A transfer of sponsorship and accreditation application will be submitted to JRC-DMS once the proposed program is approved.

Licensure: According to TRE officials, licensure is not required for employment. The State of Alabama does not require sonographers to be licensed; however, the sonographer must be licensed if the healthcare provider wishes to receive full insurance reimbursement from insurance companies. Thus, most employers will require licensure as a condition of employment.

Graduates of the proposed program will be eligible to sit for the national certification examination in sonography administered by the American Registry of Diagnostic Medical Sonography (ARDMS). The ARDMS, incorporated in June 1975, is an independent, non-profit organization that administers examinations and awards credentials in the areas of diagnostic medical sonography, diagnostic cardiac sonography, vascular interpretation and vascular technology.

Collaboration: According to the proposal, TRE will coordinate their curriculum with Wallace-Hanceville in the same manner that all curricula are coordinated by program in the Alabama Community College System.

Distance Education: According to the proposal, five percent of the general education courses will be offered through distance education modalities.

Admission: Students must meet admission requirements as prescribed for all students.

Need: According to information submitted by TRE, the Alabama Department of Industrial Relations growth projections for the State of Alabama in this field increased from 780 in 2006 to 970 in 2016. Across a 10-year span, this indicates an average of 19 new jobs per year. However, with a conservative replacement rate of 10 percent per year due to retirement, career change, and mobility of workers, the state can expect a turnover of an additional 78 sonographers each year. During the five year period indicated, these numbers indicate statewide openings totaling approximately 535. With TRE serving a major city in the state, one-fifth of new jobs and one-sixth of replacement jobs can be expected in this area, totaling 20 new and 65 replacements over the same five year period.

According to additional information submitted by TRE, Baptist Medical Center South will close the diagnostic medical sonography program due to financial reasons. The need for the proposed program left officials at Baptist Medical Center South concerned with not having a program of its kind in the area. TRE was chosen by Baptist to provide training in the proposed program area because of TRE's success in other healthcare related programs, as well as the cost of tuition for the proposed program compared to other area institutions.

Student Demand: According to the proposal, the existing program which is to be transferred from Baptist Medical Center South pending Commission's approval, had approximately 28 applicants with 12 admissions, and their attrition rate has historically been 1-2 per year. The current program limited its pool to 12 because of space constraints; however, in a larger facility, the program can easily handle 15 students per class. Projections are based on an admission of 15 students for the first three years with a gradual increase. Consideration of the current attrition rate plus expectation of a gradual increase in student numbers led to enrollment projections. Since discussion of the program transfer began, both

TRE and the Alabama Department of Education (ADPE) have received numerous inquiries regarding the program from potential students.

Resources:

Faculty/Staff: Since the proposed program is new to TRE, there currently are no faculty members available to teach in the program. According to the proposal, the college will employ two additional full-time primary faculty members during the first five years. According to TRE officials, Baptist Medical Center South currently employs two full-time members and one part-time faculty member in its program. If the proposed program is approved, these individuals will be eligible to apply for two full-time faculty positions.

Equipment/Facilities: According to TRE, as part of the terms of the Memorandum of Agreement negotiated between the President of TRE and the CEO of Baptist Health Systems, equipment currently used by the diagnostic medical sonography program will be transferred to TRE at no charge to the college. The program will be housed in the College's underutilized Library Tower on the Selma-Mobile Highway. This building has available classroom space, computer labs, faculty offices, and space available for use as labs. Equipment from Baptist will be moved to this facility; the only renovations would be any necessary wiring or partial walls necessary for installation of equipment.

Clinical Agreements: TRE has provided documentation that clinical agreements have been reached with the following medical facilities: Baptist Medical Center East, Baptist Medical Center South, Troy Medical Center (Troy), Carmichael Imaging Center, East Alabama Medical Center, East Montgomery Imaging Center, Mulberry Diagnostic Imaging Center LTD, Montgomery Imaging Center, Montgomery Vascular Surgery, Prattville Baptist Hospital, Physicians for Women, Prattville Imaging Center, and Community Hospital (Tallasse).

Library: According to the proposal, since the proposed program will transfer from Baptist Health, they have agreed to allow transfer of their library collection. TRE will supplement and update the collection as needed.

Program Budget: TRE projects a total of \$616,200 in estimated new funds will be required to support the proposed program. A total of \$616,200 will be available through internal allocation, extramural funds, and tuition.

Attachment 3

TRE
Associate in Applied Technology in
Diagnostic Medical Sonography

APPENDIX A

PREREQUISITES (PRESONOGRAPHY)

ORI 101	ORIENTATION TO COLLEGE	1
ENG 101	ENGLISH COMPOSITION I	3
PHY 115	TECHNICAL PHYSICS	4
MTH 116	MATHEMATICAL APPLICATIONS	3
BIO 211	HUMAN A&P FOR HEALTH OCCUPATIONS II	4
		<hr/>
		15

CORE COURSES

FALL

DMS 202	BASIC SONOGRAPHY	1
DMS 203	SONOGRAPHIC TERMS	2
DMS 205	ABDOMINAL SONOGRAPHY I W/ LAB	4
DMS 206	GYNECOLOGIC SONOGRAPHY W/ LAB	4
DMS 208	SONOGRAPHY CLINIC I	2
DMS 215	INTRO TO PHYSICS	2
		<hr/>
		15

SPRING

DMS 207	ABDOMINAL PATHOLOGY	3
DMS 210	INTRO TO SONOG CLINIC	2
DMS 216	PHYSICS & INSTRUMENTATION	3
DMS 220	OBSTETRICAL SONOGRAPHY I	3
DMS 245	SONOGRAPHY CONFERENCE	2
DMS 230	SONOGRAPHY PRECEPT I	2
		<hr/>
		15

SUMMER

BIO 103	PRINCIPLES OF BIOLOGY I	4
PSY 200	GENERAL PSYCHOLOGY	3
PHL 210	ETHICS & HEALTH SCIENCE	3
DMS 221	OBSTETRICAL SONOGRAPHY II	3
DMS 231	SONOGRAPHY PRECEPT II	4
		<hr/>
		17

FALL

DMS 225	SUPERFICIAL SONOGRAPHY	1
DMS 232	SONOGRAPHY PRECEPT III	5
DMS 240	SONOGRAPHY SEMINAR I	2
DMS 241	SONOGRAPHY SEMINAR II	3
DMS 250	INTRO TO ADV SONOGRAPHY	3
		<hr/>
		14

TOTAL HOURS = 76

DECISION ITEM C-1: The University of Alabama at Birmingham, Addition of a Track in Biotechnology to the Existing MSCLS in Clinical Laboratory Science (CIP 51.1005)

EXECUTIVE SUMMARY

Reason for Action: The University of Alabama at Birmingham has requested an addition of a track in Biotechnology in accordance with the Commission's "Guidelines for the Review of Extensions & Alterations of Existing Programs."

Factors for Consideration:

- The biotechnology sector spans multiple markets and includes manufacturing services and research activities.
- The program with the biotechnology track will require a total of 34 semester hours to complete.

DECISION ITEM C-1: The University of Alabama at Birmingham, Addition of a Track in Biotechnology to the Existing MSCLS in Clinical Laboratory Science (CIP 51.1005)

Staff Presenter: Ms. Margaret Pearson
Academic Program Review Analyst

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

Background: The University of Alabama at Birmingham (UAB) currently has the Master of Science in Clinical Laboratory Science (MSCLS) at CIP 51.1005 in the Academic Program Inventory. UAB proposes the addition of a track in Biotechnology to the existing program.

The program with the proposed track will require the following:

Program Core	6 semester hours (sh)
Proposed Track	24 sh
Thesis/Non Thesis	4 sh
Total	34 sh

The program core includes courses in health and safety management, scientific publications analysis, and laboratory techniques. The track will include such courses as molecular diagnostics, biostatistics, protein chemistry, immunology, and emerging diagnostic technologies.

The proposed track prepares students for diverse careers in the broadly-defined biotechnology industry. These careers may include research positions in laboratories, management and sales positions with manufacturing facilities and management positions in biotechnology facilities and laboratories.

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

Supporting Documentation:

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

DECISION ITEM C-2: Calhoun State Community College, Addition of an Option in Paralegal to the Existing AAS in Business Administration (CIP 52.0201)

EXECUTIVE SUMMARY

Reason for Action: Calhoun State Community College has requested an addition of an option in Paralegal in accordance with the Commission's "Guidelines for the Review of Extensions & Alterations of Existing Programs."

Factors for Consideration:

- The proposed option addition to business administration will allow students the opportunity to develop more in-depth skills in disciplines such as microcomputer applications, economics, general business, management and accounting.
- These broader course offerings will enhance the employability of students in Calhoun's service area.

DECISION ITEM C-2: Calhoun State Community College, Addition of an Option in Paralegal to the Existing AAS in Business Administration (CIP 52.0201)

Staff Presenter: Ms. Margaret Pearson
Academic Program Review Analyst

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

Background: Calhoun State Community College (CAL) currently has the Associate in Applied Science (AAS) in Business Administration at CIP 52.0201 in the Academic Program Inventory. CAL proposes the addition of an option in Paralegal to the existing program. The existing AAS in Paralegal (CIP 22.0302) is being deleted from the Academic Program Inventory.

The program core will include business courses in computer application, communications, accounting, legal and social environment, and management. The courses in the option will include basic legal research and writing, domestic law, and civil law and procedures, among others.

The proposed option will require the following:

General Education	19-20 semester hours (sh)
Program Core	24 sh
Option	21 sh
Total	64-65 sh

According to information submitted by CAL, paralegal students are typically employed by law offices with up to 4 attorneys in Lawrence, Limestone, Morgan, and Madison counties. These students must often perform the duties of legal office managers, as well as those of a legal assistant.

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

Supporting Documentation:

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

INFORMATION ITEM A: Gadsden State Community College, New Off-Campus Program at an Existing Exempt Site

Staff Presenter: Ms. Margaret Pearson
Academic Program Review Analyst

Staff Recommendation: For information only.

Proposal: Gadsden State Community College (GAD) plans to offer the Associate in Applied Science and Certificate in Machine Tool Technology at the Anniston Army Dept, beginning summer 2009.

Background: An official with GAD has signed the institutional certification for the proposed program pledging that a) the new offering is in full compliance with the Commission's Guidelines for the Regulation of Off-Campus Instruction; and b) the required annual site follow-up report will be sent.

Location of the Program: Gadsden State Community College will deliver the program at the existing site at Anniston Army Depot. The site is within GAD's service area.

Relationship to the Commission's Academic Program Inventory: GAD currently has the Associate in Applied Science and Certificate in Machine Tool Technology listed at CIP 48.0507 in the Commission's Academic Program Inventory.

Description of the Machine Tool Technology Program: The program prepares students to apply technical knowledge and skills to operate machine tools used in the forming of metal components, as well as the fabrication of special tools, dyes, jigs, and fixtures used in cutting, working and finishing metal components.

Strength of the Existing Program: Since the fall of 2003, a total of 439 students have enrolled in the program. A total of 74 students have completed the AAS/Certificate in the program, and a total of 42 students have received a short-term certificate.

Adequate Student Demand: The Anniston Army Career Academy (AADCA) currently has 80 high school senior co-op students recruited from 47 area high schools. These students will receive career/technical credit toward high school graduation and are selected from over 300 applicants. The AADCA is in its 7th year of operation and has been the model program for the Mercedes apprenticeship program in Vance, Alabama, and others. The program has also been cited as exemplary by the Secretary of the Army.

Need for Program: According to information submitted by GAD, this program was developed to prepare a highly-skilled workforce for the years to come,

reinforcing and justifying the need for education delivery on-site, that includes comprehensive technical instruction in Machine Tool Technology provided by GAD. Officials at Anniston Army Depot requested the program be taught on their site, using their facility and equipment for training.

Effect on the Existing Program: According to the proposal, as enrollment in the Ayers Campus machine tool technology program maintains a consistent, viable capacity, the new site will not adversely affect enrollment in the program on the Ayers Campus.

Resources: The Anniston Army Depot recently completed the construction of a \$2 million, 10,000 square foot facility that is furnished with state-of-the-art equipment for technical instruction. No college funds were required for the facility, the equipment, or its operation.

Admission and Program Completion Requirements: Admission requirements for the program will remain the same. Full certificate completion in machine tool technology is the minimum required by the Anniston Army Depot (AAD); however, completing the AAS degree is highly recommended. The AAD assumes responsibility for all tuition and fees associated with completing the full degree.

Public Review: The proposal was posted on the Commission website from January 5, 2009 until January 25, 2009 (twenty days) for public review and comment. No comments were received.

Supporting Documentation:

1. Proposal for New Off-Campus Site at Anniston Army Depot, Anniston, AL, attached.
2. "Review of Off-Campus Instruction offered by Public Postsecondary Institutions," Ala. Admin. Code (Commission on Higher Education), r. 300-2-1-.06. Available upon request.

INFORMATION ITEM B: Auburn University, Change in the Name of the Department of Industrial Design to the Department of Industrial and Graphic Design

Staff Presenter: Ms. Margaret Pearson
Academic Program Review Analyst

Staff Recommendation: For information only.

Background: The Board of Trustees at Auburn University has approved the change in the name of the Department of Industrial Design to the Department of Industrial and Graphic Design at Auburn University (AU). The change is being made to better clarify the function and content of the department.

This change involves only a change in name and does not create or alter the administrative unit itself. Therefore, the item does not require Commission approval.

Supporting Documentation:

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

INFORMATION ITEM C: Jacksonville State University, Addition of a Class A Teaching Certificate in Family and Consumer Sciences to the Existing Master of Science in Education in Secondary Education, CIP 13.1205

Staff Presenter: Mrs. Ellen E. Haulman
Assistant Director for Instruction

Staff Recommendation: For information only.

Background: Jacksonville State University (JSU) has notified the Commission that it has received approval from the State Department of Education (SDE) to offer the Class A teaching certificate in Family and Consumer Sciences. The certificate will be reported at CIP 13.1205, Secondary Education, Master of Science in Education (MSEd).

According to information submitted by JSU, there is a shortage of family and consumer sciences master's programs in the state of Alabama. Two-thirds of family and consumer sciences teachers in the state do not have an advanced degree. This new teaching certificate will be available to students seeking non-traditional and traditional certification in secondary education at the master's level.

According to the Commission's operational definitions, new teacher certification programs are exempt from Commission review and approval but are required to be submitted to the Commission as information items. No entry will be added to the Commission's Academic Program Inventory as a result of the SDE approval of this new teacher education certificate. If a certification approved by SDE requires the addition of a new degree program, which will be added to the Commission's Inventory and identified in the institution's catalog or other publications, Commission review and approval as a new academic program is required.

Supporting Documentation:

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

INFORMATION ITEM D: Implementation of Approved Programs

Staff Presenter: Mrs. Ellen E. Haulman
Assistant Director for Instruction

Staff Recommendation: For information only.

Background: Commission guidelines state that a new program should be implemented in accordance with the timeline presented in the proposal. They further state that any institution having an approved program must notify the Commission in writing when the program is implemented (that is, when the institution has admitted the first student or students into the program). The institution also must notify the Commission in writing if the stated date or academic term of implementation changes. If the program is not implemented within 24 months of the date of approval, regardless of whether the Commission has been notified of the delay, the approval will expire, and the program will be removed from the Commission's Academic Program Inventory. Once an approval has expired, an institution must submit a new program proposal and receive Commission approval of the new proposal in order to offer the program.

Programs Implemented: In accordance with these guidelines, the following institutions have sent notification that the programs listed have been implemented.

Faulkner State Community College

Program: Industrial Maintenance Technology, AAS, CIP 47.0303
Approval date: December 12, 2008
Implementation date: January 2009
Post-implementation report date: February 1, 2014.

Lawson State Community College

Program: Automotive Body Repair, Certificate, CIP 47.0603
Approval Date: September 19, 2008
Implementation date: January 2009 (on schedule)
Post-implementation report date: February 1, 2014.

Wallace State Community College (Hanceville)

Program: Culinary Arts, AAS, CIP 12.0503
Approval Date: December 12, 2008
Implementation date: January 2009 (on schedule)
Post-implementation report date: February 1, 2014.

Wallace State Community College (Selma)

Program: Industrial Maintenance Technology, AAS and Certificate, CIP 47.0303
Approval date: June 27, 2008
Implementation date: January 2009 (delayed)

Post-implementation report date: February 1, 2014
(adjusted).

University of Alabama in Huntsville

Program: Earth System Science, BS, CIP 40.9999
Approval Date: June 27, 2008
Implementation date: August 2008 (on schedule)
Post-implementation report date: September 1, 2013.

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 E: Implementation of New Certificate Programs (Less than or Equal to 29 Semester Hours)

Staff Presenter: Ms. Margaret Pearson
Academic Program Review Analyst

Staff Recommendation: For information only.

Background: The Alabama Department of Postsecondary Education reports the approval of short certificate programs (less than or equal to 29 semester hours) at the following two-year colleges in the fields of study listed below.

Northwest Shoals Community College

<u>Field of Study</u>	<u>CIP Code</u>
Industrial Maintenance	47.0303

Trenholm State Technical College

<u>Field of Study</u>	<u>CIP Code</u>
Echocardiology	51.0910

Commission policy requires that new short certificates be presented to the Commission by information item. Such certificates are not listed in the Commission's Academic Program Inventory since they do not require Commission review and approval.

Supporting Documentation:

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

INFORMATION ITEM F:

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 Commission's Website: www.ache.alabama.gov
2. "Reasonable Extensions and Alterations of Existing Units and Programs of Instruction in Review of Programs & Other Units of Instruction," Ala. Admin. Code (Commission on Higher Education), r. 300-2-1.06. Available upon request.
3. Written unpublished documentation provided by the institutions. Available upon request.

A. Program Inventory Deletions

Institutions may voluntarily elect to delete program entries/awards from the Commission's Academic Program Inventory. However, institutions understand that these programs/awards cannot be reinstated to the Academic Program Inventory in the future without undergoing the regular process for new program review and approval.

<u>Calhoun State Community College</u>	22.0302	Paralegal, AAS
	51.0908	Respiratory Therapist Assistant, AAS
<u>Lurleen B. Wallace Community College</u>	48.0303	Upholstery, C
<u>Shelton State Community College</u>	43.0107	Criminal Justice, C
<u>The University of South Alabama</u>	51.1005	Medical Technology, BS
<u>The University of Alabama</u>	05.0103	Asian Studies, BA
<u>The University of Alabama</u>	44.0401	Public Administration, DPA (Maxwell-Gunter only)
<u>The University of Alabama</u>	51.0202	Audiology, MS

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.

B. Changes in CIP Codes, Program Titles, or Degree Nomenclature

Bishop State Community College	15.0404	Instrumentation Technology <u>Process and Maintenance Technology, C,AAS</u>
Jacksonville State University	13.0401	Educational Administration <u>Instructional Leadership, M.S.</u>
University of Montevallo	13.0401	Education Administration, <u>Instructional Leadership, M.Ed, Ed.S</u>

Note: "Strike Outs" indicate original CIP code, program title, or degree nomenclature and "Underlines" indicate changes.

C. Program Placed on Inactive Status

In Accordance with Commission policy, the following program inventory entry is placed on inactive status as of March 13, 2009. The institution may reinstate this program to active status within five years of March 13, 2009, without submitting a program proposal for approval. However, the institution will inform the Commission of program reinstatement by information item that provides evidence of adequate resources and student demand to reactivate the program. If the program has not been reinstated within five years after being placed on inactive status, it will be removed from the Commission's Academic Program Inventory. If an institution wishes to offer a program that has been deleted from the inventory based on its inactive status, a new program proposal must be submitted for Commission review and action.

None.

Institutions of Higher Education

