



Alabama Commission on Higher Education

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COMMITTEE MEETINGS

September 18, 2008

2:00 p.m. - 4:00 p.m.

COMMISSION MEETING

September 19, 2008

9:00 a.m.

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



AGENDA

ALABAMA COMMISSION ON HIGHER EDUCATION

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

September 19, 2008
9:00 a.m.

- I. Call to Order
- II. Roll Call of Members and Determination of Quorum
- III. Approval of Agenda
- IV. Consideration of Minutes of June 27, 2008 1
- V. Chairman’s Report
- VI. Executive Director’s Report
- VII. Nominating Committee Report and Election of Officers
- VIII. Institutional Accountability Reports on Progress Toward Goals Identified in the State Plan
 - A. Auburn University-*Guest Presenter: Dr. Jay Gogue, President*
- IX. Discussion Items
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 - B. College Accountability Performance Profile Project 7
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3. Wallace State Community College (Hanceville), Associate in Applied Science and Certificate in Culinary Arts with an Option in Hospitality Management (CIP 12.0503) 94
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2. University of Alabama at Birmingham, Addition of an Option in Long Term Care Administrator to the Existing Bachelor of Science in Health Sciences (CIP 51.9999) 109
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3. Wallace State Community College Dothan, Addition of Options in Electrical Technology, Industrial Electronics, and Industrial Maintenance to the Existing AAS in Industrial Maintenance (CIP 47.0303) 110
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F. New Off-Campus Sites (Policies and Procedures Manual, Tab 9, Guidelines for the Regulation of Off-Campus Instruction)

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- G. 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)**
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 2. University of Alabama at Birmingham/University of Alabama in Huntsville, Joint Doctor of Philosophy in Civil Engineering (CIP 14.0801)..... 116
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 2. University of Alabama at Birmingham and University of Alabama in Huntsville, Shared Doctor of Philosophy in Computer Engineering (CIP 14.0901)..... 127
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Staff Presenter: Ellen Haulman
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Staff Presenter: Ellen Haulman

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1. Northwest Shoals Community College, Associate in Applied Science in Industrial Maintenance (CIP 47.0303) 137
Staff Presenter: Ellen Haulman
2. Wallace State Community College Hanceville, Associate in Applied Science and Certificate in Pharmacy Technology (CIP 51.0805) 139
Staff Presenter: Ellen Haulman

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

1. University of Alabama at Birmingham, New Exempt Off-Campus Sites 141
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ALABAMA COMMISSION ON HIGHER EDUCATION

MINUTES OF MEETING

June 27, 2008

I. Call to Order

The Alabama Commission on Higher Education met in regular session on Friday, June 27, 2008 in the Public Service Commission Hearing Room, RSA Union Building, Montgomery, Alabama. Commissioner Brooks called the meeting to order at 9:00 a.m.

Commissioner Brooks welcomed guests, institutional representatives, and Presidents in attendance.

II. Roll Call of Members and Determination of Quorum

Members present: J. R. Brooks, Tom Davis, Charles Ball, Steve Shaw, William Powell, Larry Hughes, Drew Linn, Ralph Buffkin, and Ron Wise. A quorum was determined by voice roll call of members present.

III. Approval of Agenda

RESOLVED: Commissioner Davis moved for approval of the agenda. Commissioner Ball seconded. The agenda was approved.

IV. Consideration of Minutes

RESOLVED: Commissioner Ball moved for the approval of the March 28, 2008 minutes. Commissioner Linn seconded. The minutes were approved.

V. Chairman's Report

Commissioner Brooks announced the appointment of a Nominating Committee: Commissioners Drew Linn, Chair, Missy Smith, and Billy Powell. The purpose of the committee is to submit candidates for Chair and Vice-Chair of the Commission at the September, 2008 meeting. Meetings held by the Nominating Committee are subject to the Open Meetings Act.

Commissioner Brooks thanked Dr. Fitch and the staff for their efforts with the PK-20 Initiative. He stated that the concept is a very important one and conveyed special thanks for the efforts taken in attempting to include the Governor's staff and others.

He also commended Margaret Gunter for the work done during the legislative session.

Commissioner Brooks stated that in his opinion, the selection of Dr. Fitch as executive director of ACHE was the best work done by the Commission in his eight years of service.

VI. Executive Director's Report

Dr. Fitch pointed out that the Statewide Plan for Alabama Higher Education will be presented by Dr. Pamela Arrington, which includes for the first time, members of business and industry and the Dothan Chamber of Commerce. In addition, there are representatives from all levels of education. To monitor information and progress on the State Plan, a website has been developed and can be accessed by logging on to: www.highered.alabama.gov/spac. The Commission's agenda items for the Plan will be reported under discussion and information items.

He then thanked the four-year institutions, K-12, and postsecondary education for their continued support for ACHE's information technology and research. He stated that neither the Statewide Plan

nor the PK-20 efforts could be accomplished without the work of the ACHE research department, IT, and the collaboration of K-12, postsecondary education, and the higher education institutions.

Dr. Fitch responded to questions regarding the purpose of the ACHE Committee of the Whole meeting. He stated that historically the Commission has met many times during the year which gave opportunity for members to break into smaller committee groups and carry information over to the next meeting. Currently, the Commission meets on a quarterly basis according to statute. Therefore, the Committee of the Whole meeting satisfies several issues: 1) agenda items can be considered by all the Commissioners at the same time; 2) allows the Commissioners and interested parties to discuss controversial issues in an open environment; 3) creates a work session that allows for questions, responses to Commission concerns, and allows for public comment; 4) reduces the time spent repeating items from a small committee and reduces the politics surrounding controversial issues to provide for objective and open decision making; and 5) saves time and expense for Commissioners and institutional representatives. The Chairman may call for other committee meetings -- of the standing committees -- as needed.

After encouraging suggestions and recommendations to improve the process, Dr. Fitch thanked the Chair and the Commissioners.

VII. Institutional Accountability Reports on Progress Toward Goals Identified in the State Plan

A. Trenholm State Technical College-Guest Presenter: Mr. Sam Munnerlyn, President

A power point presentation of institutional progress on meeting the goals of the Alabama State Plan for Higher Education 2003-04 to 2008-09 for Trenholm State Technical College was given by Mr. Sam Munnerlyn. A copy of the presentation is attached.

Commissioner Brooks commended President Munnerlyn on his presentation.

VIII. Discussion Items

Items for discussion were presented at the Committee of the Whole meeting on June 26, 2008:

A. 2008 Regular and First Special Session Update ACHE O&M Budget

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

IX. Decision Items

RESOLVED: Commissioner Davis stated that the Committee of the Whole recommends to the Commission the approval of Decision Items A-1 through A-9. The Chair called for the vote. The recommendation of the Committee of the Whole was unanimously approved.

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

1. Auburn University, Master of Science in Geography (CIP 45.0701)
2. Alabama State University, Master of Rehabilitation Counseling in Rehabilitation Counseling (CIP 51.2310)
3. The University of Alabama, University of Alabama at Birmingham, and the University of Alabama in Huntsville, Joint Doctor of Nursing Practice in Nursing (CIP 51.1602)
4. University of Alabama in Huntsville, Bachelor of Science in Earth System Science with Specialty Tracks (CIP 40.9999)

5. Chattahoochee Valley Community College, Associate in Applied Science and Certificate in Medical Assisting (CIP 51.0801)
6. Trenholm State Technical College, Associate in Applied Technology in Physical Therapy Assistant (CIP 51.0806)
7. Wallace State Community College-Dothan, Associate in Applied Science in Criminal Justice with Options (CIP 43.0107)
8. Wallace State Community College-Hanceville, Associate in Applied Science in Electroneurodiagnostic Technology (CIP 51.0903)
9. Wallace State Community College-Selma, Associate in Applied Science and Certificate in Industrial Maintenance Technology (CIP 47.0303)

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

RESOLVED: Commissioner Davis stated that the Committee of the Whole recommends to the Commission the approval of Decision Items B-1 through B-5. The Chair called for the vote. The recommendation of the Committee of the Whole was unanimously approved.

1. Return of Shared Programs to Independent Program Status: Auburn University and Auburn University at Montgomery, Bachelor of Arts in French (Shared) CIP 16.0901, and Bachelor of Arts in German (Shared), CIP 16.1605
2. Auburn University at Montgomery, Addition of a Track in Homeland Security and Emergency Management to the Existing Master of Science in Justice and Public Safety (MSJPS) in Criminal Justice Studies (CIP 43.0104)
3. University of North Alabama, Addition of a Concentration in Finance to the Existing Master of Business Administration (MBA) in Business Administration (CIP 52.0201)
4. University of Alabama at Birmingham, Merger of the Department of Critical Care with the Department of Diagnostic and Therapeutic Science
5. University of Montevallo, Addition of Tracks in Acting, Directing, Costume Design, and Scenic/Lighting to the Existing Bachelor of Fine Arts (BFA) in Theatre (CIP 50.0501)

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

RESOLVED: Commissioner Davis stated that the Committee of the Whole recommends to the Commission the approval of Decision Items C-1 and C-2. The Chair called for the vote. The recommendation of the Committee of the Whole was unanimously approved.

1. Wallace State Community College-Hanceville, New Off Campus Sites
2. Enterprise-Ozark Community College, New Off-Campus Site

X. Information Items

RESOLVED: Commissioner Ball moved for the acceptance of Information Items A through N as recommended by the Committee of the Whole. Commissioner Buffkin seconded. The recommendation of the Committee of the Whole was unanimously approved.

- A. Alabama State University, Implementation of a Transitional Curriculum in the Doctor of Physical Therapy (DPT) Program (CIP 51.2308)
- B. University of Alabama at Birmingham, Establishment of the Deep South Resources Center for Minority Aging Research
- C. University of Alabama at Birmingham, Establishment of the Center for Urban Education
- D. Implementation of Distance Education Programs
- E. University of Alabama at Birmingham, Restructuring of the Department of Nutrition Sciences
- F. Auburn University, Merger of the Department of Counselor Education, Counseling Psychology and School Psychology with the Department of Rehabilitation and Special Education into the Department of Special Education, Rehabilitation, and Counseling/ School Psychology
- G. Programs Meeting Post-Implementation Conditions (Policies and Procedures Manual, Tab 6, Guidelines for Consideration of Post-Implementation Reports That Do Not Meet Approved Conditions)**
 1. Auburn University and Auburn University at Montgomery, Spanish (Shared) (CIP 16.0905)
- H. 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. Auburn University and Auburn University at Montgomery, Bachelor of Arts in French (CIP 16.0901)
 2. Auburn University and Auburn University at Montgomery, Bachelor of Arts in German (CIP 16.1605)
- I. New Exempt Off-Campus Sites (Policies and Procedures Manual, Tab 9, Guidelines for the Regulation of Off-Campus Instruction)**
 1. Auburn University at Montgomery, New Exempt Off-Campus Sites
 2. University of Alabama at Birmingham, New Exempt Off-Campus Site
 3. Chattahoochee Valley Community College, New Exempt Off-Campus Sites
 4. Jefferson State Community College, New Exempt Off-Campus Sites
 5. Lurleen B. Wallace Community College, New Exempt Off-Campus Site
 6. Wallace State Community College Hanceville, New Exempt Off-Campus Site

- J. Implementation of New Certificate Programs (Less than or Equal to 29 Semester Hours)**
- K. Comprehensive List of Short Certificates at Two-Year Colleges Recognized by the Commission and the Alabama Department of Postsecondary Education**
- L. Implementation of Non-Degree Programs at Senior Institutions**
- M. Implementation of Approved Programs**
- N. Changes to the Academic Program Inventory**

XI. Adjournment

The meeting was adjourned at 9:45 a.m. The next meeting of the Commission is scheduled for September 18-19, 2008.

J.R. Brooks, Chairman

Sworn to and subscribed before
me this the ____ day of _____
2008.

Gregory G. Fitch, Executive Director

Notary Public

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

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

Staff Recommendation: For discussion only.

Activities for 2008: The AGSC and the STARS staff will continue to work to improve and enhance the Alabama Articulation Program. A brief review of the 2007-2008 academic year activities as well as a discussion of 2008-2009 priorities for the AGSC will be presented by Dr. Keith Sessions, the Executive Director of the AGSC & STARS Program.

Background: The AGSC was established by Act 94-202 in March 1994. The primary goals of the legislation were: 1) To provide for a uniform articulation agreement among all institutions of higher education as well as a statewide general studies curriculum; 2) To provide for the computation of grade point averages of certain transferred students; 3) To specify that the Act would not impede the objectives of historically black institutions; 4) To provide for implementation conditioned on the participation of certain institutions; and 5) To specify certain reporting requirements. This legislation called for the Committee to:

- 1) Develop no later than September 1, 1998, a statewide freshman and sophomore-level general studies curriculum to be taken at all public colleges and universities;
- 2) Develop and adopt by September 1, 1999, a statewide articulation agreement for the freshman and sophomore years for the transfer of credit among all public institutions of higher education in Alabama;
- 3) Examine the need for a uniform course numbering system, course titles, and course descriptions; and
- 4) Resolve problems in the administration or interpretation of the articulation agreement of the general studies curriculum.

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

The membership of the AGSC is established by statute. In 2008-2009 the Chair of the Committee is Dr. Susan Price, Vice Chancellor for Instructional and Student Services for the Alabama Department of Post Secondary Education. The Vice-Chair is Dr. Dan Osborn, Director of Academic Programs and Policy at UAB. The Executive Director of the Commission serves as an ex-officio member of the Committee. The AGSC/STARS Executive Director is responsible for the management, administration, and implementation of the articulation program.

Supporting Documentation: AGSC/STARS Home Page: <http://stars.troy.edu>
AGSC/STARS Annual Report/To Be Distributed
AGSC/STARS Usage Reports –
<http://stars.troy.edu/agsc/reports/reports.htm>

ALABAMA COMMISSION ON HIGHER EDUCATION
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DISCUSSION ITEM B: CAPP – College Accountability Performance Project

Staff Presenter: Diane Sherman
Director of Research Services

Guest Presenters: Dr. Kandis Steele, Alabama Department of
Postsecondary Education (ADPE)

Dr. Don Crump, Consultant for ADPE

Staff Recommendation: For discussion only.

Background: The College Accountability Performance Profile (CAPP) is an institutional performance assessment used on a yearly basis among Alabama's two-year college system. The CAPP includes 10 mission-related performance components that include enrollment management, educational programs, learning resources, student services, financial and physical resources, workforce training, and adult education. Measures of performance include the ACHE student database system, personnel and enrollment data from Postsecondary Education, data from STARS, and assessment data provided by each college. Results from the CAPP provide the basis for institutional assessment and planning and are incorporated in the Institutional Management Plan required annually by the Alabama Community College System.

Supporting Documents: Summary CAPP documents are available upon request.

DISCUSSION ITEM C: Status Report: Alabama Experimental Program to Stimulate Competitive Research (EPSCoR) Graduate Research Scholars Program (GRSP)

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

Staff Recommendation: For discussion only.

Three (3) rounds of competitive grant awards have been offered to Alabama's next generation of research scholars who are destined to become the industrial and academic leaders of tomorrow. A wide variety of research topics are represented in the work of these ninety-one (91) recipients whose fields of study range from biomedical and life sciences to nano-materials and engineering. Volume 2 of the GRSP publication (July 2008) is intended to showcase accomplishments of this project to date by including a profile of each recipient and his/her research, brief biographies of the Campus Coordinators responsible for the coordination of these projects at the institutions, the geographical distribution of talent, and a Quick Reference guide that gives visibility to the scope of effort and provides an historical reference to the ongoing work.

A fourth round of competition was conducted in July. The recipients of these awards are attached to this report.

Background: The Graduate Research Scholars Program (GRSP) is designed to strengthen and enhance the research capacity of member institutions of the Alabama EPSCoR. A significant goal of the GRSP is to position these institutions to be more competitive in attracting eminent senior faculty and as well as to prepare graduate students for careers in disciplines related to science and engineering.

The Alabama EPSCoR GRSP was established in 2006 with funding through the Alabama State Legislature with a \$1 million increase in the Alabama EPSCoR line item appropriation to the Alabama Commission on Higher Education. Initially the funding was targeted to support graduate students contributing to the research of the four (4) Centers of Excellence funded by the National Science Foundation (NSF) Infrastructure Improvement Award (RII2). Due to the initial success of the program and with continued legislative funding in FY 2007-2008, the program was expanded to include qualified students at all Alabama EPSCoR universities whose proposed research or field of study and career interests were congruent with the funded science and technology programs of the NSF, Department of Energy (DOE), National Aeronautics Space Administration (NASA), U.S. Department of Agriculture (USDA), Energy Protection Agency (EPA), and Department of Defense (DOD).

In accord with the intent of the legislative appropriation, this expanded effort not only establishes a resource base to attract distinguished faculty and researchers, but also addresses the economic need for a highly trained workforce to ensure the growth of emerging technology companies.

While the GRSP is an investment in Alabama EPSCoR universities, students who receive support through the GRSP do not incur formal obligations to the State of Alabama. Alabama is best served, however, if graduates from the program pursue further studies or careers in this state within disciplines relevant to EPSCoR funded science and technology programs. Additional information on Alabama EPSCoR activities is available at <http://alepscor.ua.edu>.

Supporting Documentation:

Recipients of the GRSP Awards/August 2008, attached. *Graduate Research Scholars Program, Volume 2, July 2008*. To be distributed.

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GRSP AWARDEES (August 2008)

Ranking	Applicant Last Name	Applicant First Name	Department	Degree	EPSCoR Supported Funding Agency Working on	Expected Date of Graduation	Work Topic
AAMU							
1	Sileshi	Redahegn	Physics	MS	NSF	June, 2009	Surface relief Holographic Grating
2	Duressa	Dechassa	Mol. Bio	PhD	NSF	May, 2009	Aluminum Induced Transcriptome Dynamics Analysis
3	Calzzani	Fernando	Physics	MS	NSF	June, 2009	Photodissociation of Hydrogen from water
4	Taguenang	Jean-Michel	Physics	PhD	NSF	June, 2009	Photodegradation of Polymers
5	Roberts	Kathleen Ann	Biology	PhD	DoE	May, 2010	Ecological Assessment of CO2 injected enhance oil recovery
6	Malek	Abunaemeh	Physics	PhD	NSF	June, 2010	Ion Beam/Material Science
7	Freeman	Stephanie	Forestry/Rem. Sen	PhD	DoE	May, 2011	Forestry Urbanization Remote Sensing and ARC Geographical Information Systems
AUBURN							
1	Booher	Christina M.	Biological Sciences	PhD	NSF	3-Jul-05	Calcium Availability & Bone Loss: Implications for Reproductive Perf in Mammals
2	Cannon	Johanna	Biological Sciences	PhD	NSF	3-Jul-05	Molrvulst phylogenetic and evolution of the phylum Hemichordata
3	Yang	Qing	Computer Science	PhD	NSF, NASA & DOD	1-Sep-09	Using Channel Diversity to Increase Communication Capacity of Vehicular Ad hoc networks
4	Ahluwalia	Sudhir	Veterinary Sciences	PhD	AUBURN	Fall 2009	Ruminant Mastitis Associated with Chlamydoiphila Spp. Infection: Prevalence
5	Sandey	Maninder	Veterinary medicine	PhD	NSF	Fall 2011	Cancer Therapy Using Adenoviral Vectors
6	Balenger	Susan	Biological Sciences	PhD	NSF	1-Dec-11	Searching for good Genes in the House Finch
7	Huang	Chengdong	Chemical Engineering	PhD		1-Dec-09	Membrane Protein # D Structure Determination by NMR
TU							
1	Baah	David	Materials Sci Eng	PhD	NSF	1-May-11	Microfluidic Synthesis and Rheological Characterization of Non-Spherical Nanostructures
2	Allie	Aldinton	Materials Sci Eng	PhD	NSF	1-May-11	Fracture and Fatigue Evaluation of In-Situ Welded Railhead Repairs
3	Rogers	Mary	Materials Sci Eng	PhD	NSF	1-May-09	Fabrication and Characterization of Silicate Nanocomposites and Sandwich Composite Panels Based on Resole Phemolic Resins
4	Wright	Nydeia	Materials Sci Eng	PhD	NSF	1-May-09	Synthesis of Magnetic Nanoparticles for Uses in Drug Delivery Applications
5	Shoeib	Shaik	Electrical Eng	Master	NSF	1-May-09	Growth and Characterization of Solar Cells Using CuInSe2 and CuGeSe2
6	Hassan	Tarig	Materials Sci Eng	PhD	NSF	1-May-10	Synthesis, Fabrication, Thermal and Mechanical Characterization of Bio-Nanocomposites
7	Harding	Hannah	Materials Sci Eng	PhD	NSF	1-May-11	Development and Evaluation of Nanostructured Perlite Cementitious Surface Compounds for Building Skin Applications

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Ranking	Applicant Last Name	Applicant First Name	Department	Degree	EPSCoR Supported Funding Agency Working on	Expected Date of Graduation	Work Topic
UA							
1	Fu	Bianzhu	MTE	PhD	NSF	Spring 2011	Multi-component thin films
2	Zhu	Huizhen	CH	PhD	DOE	Dec, 2009	Fuel cells
3	Togawa	Noboru	CCEE	PhD	NSF	Dec, 2009	Up-flow filtration
4	Li	Wei	ChBE	PhD	DOE	Dec 2009	Fuel cells
5	Sims	Hunter	PH	PhD	NSF	May 2012	Rutiles for GMR
6	Dumitrescu	Cosmin	ME	PhD	DOE	Dec 2008	Laser Diagnostics/Combustion
7	Lu	Yuhao	MTE		DOE	no info	Fuel cells
UAB							
1	Sheff	Justin	Chemistry	PhD	NSF/EPSCoR	1-Aug-09	Hard Metal binding & substrate scaffolding hydroforylation reactions
2	Changsu	Kim	Physics	PhD	NSF/EPSCoR	1-May-09	Characterization of TM doped ZnSe and ZnS nanocrystals for Mid-IR lasers
3	Williams	Jonathan	Physics	PhD	NSF/EPSCoR	1-Dec-09	Growth of Chromium doped ZnSe film by pulsed laser depostion
4	Martinez	Alan	Physics	PhD	NSF/EPSCoR	1-Dec-10	Mid-IR laser and Q-Switch development for Mid-IR lasers
5	Myoung	NoSoung	Physics	PhD	NSF/EPSCoR	1-May-10	Development of Fe doped ZnSe/ZnS for Mid-IR lasing
6	Hastings	Sam	Chemistry	PhD	NSF/EPSCoR	1-May-13	Transition Metal complexes as sensors for chemical warfare agents & sensor prot.
7	Veronese	Keith	Chemistry	PhD	NSF/EPSCoR	1-Dec-09	Thermodynamic linkage and the assembly of E Coli CiPa
UAH							
1	Byrne	Miranda	BSE	PhD	NSF	SPR 2009	X-ray Structure Determination of DNA Replication proteins from Hyperthermophilic
2	Hughes	Ronny	BSE	PhD	NSF	FALL 2009	Structural Biology: The development and implementation of a mini structural genomics
3	Caudle	Talitha Holmes	BSE	PhD	NSF	SPR 2010	Biotechnology/Drug design
4	Qiu	Li	BSE	PhD	NSF	FALL 2011	Structural Studies of Type II Restriction Endonnclease EcoRII - DNA Complexes
5	Gordon	Emily Roth	Biology	PhD	NSF	SPR 2012	Continuation of analyzing the structure of RAb9 with data
6	Cassidy	Caitlin	Chemistry	PhD	NSF	SPR 2012	Biotechnology Drug Discovery
7	Wilson	Randall	BSE	PhD	NSF	SPR 2010	Structural & Functional Characterization of Proteins involved in Neurodegenerative Disease

ALABAMA COMMISSION ON HIGHER EDUCATION
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Ranking	Applicant Last Name	Applicant First Name	Department	Degree	EPSCoR Supported Funding Agency Working on	Expected Date of Graduation	Work Topic
USA							
1	Andrews	Joel F.	Biochemistry & Molecular Biology	PhD	NSF	1-Dec-09	Association of Host Organelles with the intracellular parasite Toxoplasma gondii: Mechanisms and Significance
2	Wong	Yong K.	Mechanical Engineering	MS	NSF	1-Dec-09	Experimental and Modelling Studies of the Fracture Behavior of Nano-Particulate Composite Materials
3	Swedan	Samer F.	Biochemistry & Molecular Biology	PhD	NSF	3-Jul-05	Effect of Nonstructural Proteins 1 & 2 (NS1 & NS2) of the Human Respiratory Syncytial Virus on host Interferon Response
4	Sampayo	Ines E.	Mechanical Engineering	MS	NSF	Summer 2009	A hybrid atomistic-continuum technique using FEA and quantized fracture mechanics for dynamic fracture modeling of nanofiber-reinforced composites
5	Hasoun	Luai Z.	Pharmacology	PhD	NSF	1-May-12	Protection by folates against UV-induced DNA damage
6	Skarra	Danalea V.	Biochemistry & Molecular Biology	PhD	NSF	1-May-10	Determination of the protein phosphatase type 5 static interaction network

DISCUSSION ITEM D: Annual Report: Non-Resident Institutional Review Activities for Calendar Year 2008

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

Non-Resident Institutions: As of July 31, 2008, sixty-two (62) private, proprietary institutions licensed or exempted from licensure by the Alabama Department of Postsecondary Education (ADPE), were operating as foreign corporations or non-resident public institutions in Alabama. This is an eight percent (8%) increase over the past year.

Full-Scale Programmatic Reviews: The Commission conducted full-scale programmatic reviews in accord with ACHE Procedures and Regulations for twenty-five (25) institutions, a sixteen percent (16%) increase over the past year. Protocols mirrored the Commission's programmatic review process for approval of new programs to be offered by public institutions, albeit without consideration of duplication of programs. Regional or national accreditation did not eclipse the full-scale review process.

Of the twenty-five (25) institutions subjected to full-scale programmatic review in 2008, seventeen (17) institutions were approved to offer degree or certificate programs at twenty-seven (27) locations in the state. Nationwide, a total of more than six hundred thirty thousand (630,000) students are enrolled at these institutions with more than twenty eight hundred (2800) enrolled as Alabama residents.

Waiver from Full-Scale Programmatic Review: In accord with ACHE protocols/practice, thirty-seven (37) institutions received grants of waiver from the requirements of the Commission's full-scale programmatic review process: Twenty-three (23) institutions offered programs of less than three (3) academic quarters in length; seven (7) limited their activities in state to the recruitment of students by licensed agents, and seven (7) institutions were incorporated in Alabama.

Inventory of Non-Resident Private Degree and Non-Degree Granting Institutions: An inventory of private institutions under the jurisdiction of the Commission is available on the Commission's website at www.ache.state.al.us.

Archival Records. The Commission maintains an inventory of more than four- hundred (400) files of non-public institutions, both in state and out of state, which includes those currently operating in state as resident institutions as well as archival records of closed or inactive schools.

Legislative Update: During the 2008 regular session of the Alabama Legislature, House Bill 120 and Senate Bill 57 each proposed the additions of Ala. Code §16-5-16 and amendment of Ala. Code §16-60-115.

Taken together these bills would have transferred the Private School Licensure Program from the Alabama Department of Postsecondary Education to the Commission. While Senate Bill 57 passed, House Bill 120 died in the Education Policy Committee.

Background:

Alabama Private School License Act. Alabama is the only state within the United States where authority over private school licensure and programmatic review and approval of non-resident programs of higher education, postsecondary instruction, is divided between two (2) state agencies, ADPE and the Commission. Under provisions of Ala. Code §16-46-1, et seq. (1975), the Alabama Private License School Act, as amended in 2004, responsibility for licensure of private institutions of higher education in Alabama, whether resident or non-resident, rests with ADPE.

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

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

Supporting Documentation:

1. Summary of Programs Approved by the Commission following Full-Scale Programmatic Review is attached.
2. The Commission's Inventory of Non-Resident Private Degree and Non-Degree Granting Institutions is available at the Non-Resident Institutional Review link on the Commission's website at www.ache.state.al.us.
3. Ala. Code, Section 16-5-10 (14) (1975) is available upon request.
4. Procedures, Regulations (Chapter 300-2-1.02, Alabama Administrative Code), and Application for the Review and Approval or Disapproval of Proposed Postsecondary Course Offerings in Alabama by Non-Alabama Institutions are available upon request or at the Non-Resident Institutional Review link on the Commission's website at www.ache.state.al.us.

American Public University System

Parent Corporation: American Public Education, Inc.

Corporate Headquarters: Charles Town, W. VA

Accreditation: NCA

Instructional Delivery System: Online

Total Enrollment: 27,724 (Source NCA)

Alabama Enrollment: Not known

Associate of Arts in General Studies
Associate of Science in Database Application Development
Associate of Science in Web Publishing
Bachelor of Arts in Child and Family Development
Bachelor of Arts in Criminal Justice
Bachelor of Arts in Emergency and Disaster Management
Bachelor of Arts in English
Bachelor of Arts in History
Bachelor of Arts in Homeland Security
Bachelor of Arts in Hospitality Management
Bachelor of Arts in Intelligence Studies
Bachelor of Arts in International Relations
Bachelor of Arts in Management
Bachelor of Arts in Marketing
Bachelor of Arts in Middle Eastern Studies
Bachelor of Arts in Military History
Bachelor of Arts in Military Management and Program
Acquisition
Bachelor of Arts in Philosophy
Bachelor of Arts in Political Science
Bachelor of Arts in Psychology
Bachelor of Arts in Religion
Bachelor of Arts in Security Management
Bachelor of Arts in Sociology
Bachelor of Arts in Transportation and Logistics
Management
Bachelor of Business Administration
Bachelor of Science in Environmental Studies
Bachelor of Science in Fire Science Management
Bachelor of Science in Information Systems Security
Bachelor of Science in Information Technology
Bachelor of Science in Information Technology
Management
Bachelor of Science in Legal Studies
Bachelor of Science in Public Health
Bachelor of Science in Space Studies
Bachelor of Science in Sports and Health Sciences
Master of Arts in Criminal Justice

American Public University System – Cont'd

Master of Arts in Emergency and Disaster Management
Master of Arts in History
Master of Arts in Homeland Security
Master of Arts in Humanities
Master of Arts in Intelligence Studies
Master of Arts in International Relations and Conflict
Resolution
Master of Arts in Management
Master of Arts in Military History
Master of Arts in Military Studies
Master of Arts in National Security Studies
Master of Arts in Public Administration
Master of Arts in Public Health
Master of Arts in Political Science
Master of Arts in Security Management
Master of Arts in Sports Management
Master of Arts in Transportation and Logistics Management
Master of Science in Environmental Policy and Management
Master of Science in Space Studies
Master of Business Administration
Master of Education in Administration and Supervision
Master of Education in Guidance and Counseling
Master of Education in Teaching

Capella University

Parent Corporation: Capella University
Corporate Headquarters: Minneapolis, Minnesota
Accreditation: NCA
Instructional Delivery System: Online
Total Enrollment: 21,773 (Source: NCA)
Alabama Enrollment: Not known

Bachelor of Science in Business
Bachelor of Science in Information Technology
Master of Business Administration
Master of Science in Organization and Management
Master of Science in Information Technology
Master of Science in Education
Master of Science in Human Services
Master of Science in Psychology
Doctor of Philosophy in Organization and Management
Doctor of Philosophy in Education
Doctor of Philosophy in Human Services
Doctor of Philosophy in Psychology
Doctor of Psychology

Central Michigan University

Parent Institution: Central Michigan University
Main Campus: Mount Pleasant, Michigan
Accreditation: NCA
Instructional Delivery System: Site Based
Total Enrollment: 26,611 (Source: NCA)
Alabama Enrollment: Program implementation
pending

Master of Arts in Education

Chamberlain College of Nursing

Parent Corporation: DeVry, Inc.
Corporation Headquarters: Oakbrook Terrace, IL
Accreditation: NCA
Instructional Delivery System: Online
Total Enrollment: 2,176 (Source: NCA)
Alabama Enrollment: Not known

Associate of Science in Nursing
Bachelor of Science in Nursing

College for Financial Planning

Parent Corporation: The Apollo Group
Headquarters: Phoenix, Arizona
Accreditation: NCA
Instructional Delivery System: Online
Total Enrollment: 233 (Source: NCA)
Alabama Enrollment: Not known

Chartered Retired Plans Specialist
Accredited Wealth Management Advisor
Certified Financial Planner
Chartered Retired Planning Counselor
Chartered Mutual Fund Counselor
Registered Paraplanner
Accredited Asset Management Specialist
Master of Science in Financial Analysis
Master of Science in Personal Financial Planning
Master of Science in Finance

Columbia College

Parent Corporation: Columbia College
Corporate Headquarters: Columbia, Missouri
Accreditation: NCA
Instructional Delivery System: On site and online
Total Enrollment: 12,947 (Source: NCA)
Alabama Enrollment: On site – 231, online – 84

Associate in Arts
Associate in General Studies
Associate in Science in Business Administration

Columbia College – Cont'd

Associate in Science in Criminal Justice Administration
Bachelor of Arts in Business Administration
Bachelor of Arts in Criminal Justice Administration
Bachelor of Arts in General Studies
Bachelor of Arts in Interdisciplinary Studies
Bachelor of Science in Business Administration
Bachelor of Science in Management Information Systems
Master of Business Administration

DeVry University

Parent Corporation: DeVry, Inc.
Corporate Headquarters: Oakbrooke Terrace, IL
Accreditation: NCA
Instructional Delivery System: Online
Total Enrollment: 53,466 (Source: NCA)
Alabama Enrollment: Not known

Associate of Applied Science in Accounting
Associate of Applied Sci. in Electronics and Computer Tech.
Associate of Applied Science in Health Information Tech.
Associate of Applied Science in Network Systems
Administration
Associate of Applied Science in Web Graphic Design
Bachelor of Science in Biomedical Engineering Technology
Bachelor of Science in Business Administration
Bachelor of Science in Computer Engineering Technology
Bachelor of Science in Computer Information Systems
Bachelor of Science in Electronics Engineering Technology
Bachelor of Science in Game and Simulation Programming
Bachelor of Science in Network and Communications
Management
Bachelor of Science in Technical Management
Master of Science in Educational Technology
Master of Business Administration
Master of Accounting and Financial Management
Master of Human Resource Management
Master of Project Management
Master of Public Administration
Master of Information Systems Management
Master of Network and Communications Management

Embry-Riddle Aeronautical University

Parent Corporation: Embry-Riddle Aeronautical
University

Corporate Headquarters: Daytona Beach, Florida

Accreditation: SACS

Instructional Delivery System: Site Based

Total Enrollment: Not known

Alabama Enrollment: 113

Associate of Science in Technical Management
Associate of Science in Professional Aeronautics
Associate of Science in Aviation Business Administration
Associate of Science in Aviation Maintenance
Bachelor of Science in Professional Aeronautics
Bachelor of Science in Technical Management
Bachelor of Science in Aviation Business Administration
Bachelor of Science in Aviation Maintenance Management
Master of Aeronautical Science
Master of Science in Technical Management
Master of Science in Management
Master of Science in Project Management
Undergraduate Certificate in Aviation Maintenance
Technology
Undergraduate Certificate in Aviation Safety
Undergraduate Certificate in Logistics
Undergraduate Certificate in Management
Undergraduate Certificate in Occupational Safety and Health
Undergraduate Certificate in Security and Intelligence
Undergraduate Certificate in Space Studies
Undergraduate Certificate in Supply Chain Management
Graduate Certificate in Air Transportation Management
Graduate Certificate in Aviation/Aerospace Industrial
Management
Graduate Certificate in Aviation Enterprises in the Global
Environment
Graduate Certificate in Aviation/Aerospace Safety
Graduate Certificate in Instructional System Design
Graduate Certificate in Integrated Logistics Management
Graduate Certificate in Project Management

Florida Institute of Technology

Parent Corporation: Florida Institute of
Technology
Corporate Headquarters: Melbourne, Florida
Accreditation: SACS
Instructional Delivery System: Site Based
Total Enrollment: Not known
Alabama Enrollment: 372

Professional Master of Business Administration
Master of Science in Management
Master of Science in Acquisition and Contract Management
Master of Science in Engineering Management
Master of Science in Logistics Management
Master of Science in Material Acquisition Management
Master of Science in Project Management
Master of Science in Systems Management
Master of Science in Human Resource Management
Master of Science in Computer Information Systems
Master of Public Administration

Grand Canyon University

Parent Corporation: Significant Education, Inc.
Corporate Headquarters: Phoenix Arizona
Accreditation: NCA
Instructional Delivery System: Online
Total Enrollment: 13,415 (Source: NCA)
Alabama Enrollment: Not known

Bachelor of Science in Accounting
Bachelor of Science in Applied Management
Bachelor of Science in Business Administration
Bachelor of Science in Marketing
Bachelor of Science in Elementary Education Master of
Business Administration
Bachelor of Arts in Christian Studies
Bachelor of Arts in Christian Leadership
Bachelor of Science in Psychology
Bachelor of Science in Public Safety Administration
Master of Business Administration/Master of Science in
Leadership
Executive Master of Business Administration
Master of Arts in Teaching
Master of Education in Education Administration
Master of Education in Elementary Education
Master of Education in Curriculum and Instruction: Reading
Master of Education in Curriculum and Instruction:
Technology
Master in Secondary Education

Grand Canyon University – Cont'd

Master of Education in Special Education
Master of Education Teaching English to Speakers of Other
Languages
Bachelor of Science in Nursing
Master of Science in Nursing
Master of Business Administration/Master of Science in
Nursing: Nursing Leadership in Health Care Systems
Master of Science in Executive Fire Service Leadership

Herzing College

Parent Corporation: Herzing Institutes
Corporate Headquarters: Milwaukee, Wisconsin
Accreditation: NCA
Instructional Delivery System: Site Based
Total Enrollment: 4,578 (Source: NCA)
Alabama Enrollment: 405

Bachelor of Science in Business Administration
Bachelor of Science in Homeland Security and Public Safety
Bachelor of Science in Computer Science
Bachelor of Science in Technology Management
Bachelor of Science in Health Care Management
Bachelor of Science in Health Information
Bachelor of Science in Accounting
Associate of Science in Business Administration
Associate of Science in Computer Electronics and
Telecommunications Technology
Associate of Science in Computer Information Systems
Associate of Science in Computer Network Technology
Associate of Science in Health Care
Associate of Science in Interactive and Graphic Arts
Associate of Science in Legal Assisting/Paralegal
Associate of Science in Medical Assisting
Associate of Science in Medical Billing and Insurance Coding
Associate of Science in Health Care
Associate of Science in Computer Science
Diploma in Medical Assisting
Diploma in Medical Billing and Insurance Coding
Diploma in Practical Nursing

Hood Theological Seminary

Parent Corporation: Hood Theological Seminary
Corporate Headquarters: Salisbury, North Carolina
Accreditation: ATS
Instructional Delivery System: Site Based
Total Enrollment: 264 (Source: ATS)
Alabama Enrollment: 11

Master of Divinity

ITT Technical Institute

Parent Corporation: ITT Educational Services, Inc.
Corporate Headquarters: Carmel, Indiana
Accreditation: ACCSCT
Instructional Delivery System: Site Based
Total Enrollment: 20,000+ (Source: ITT
Marketing materials)
Alabama Enrollment: 703

Associate of Applied Science in Information Technology
Associate of Applied Science in Computer Drafting and
Design
Associate of Applied Science in Computer and Electronics
Engineering Technology
Associate of Applied Science in Criminal Justice
Associate of Applied Science in Visual Communications
Bachelor of Science in Construction Management
Bachelor of Science in Electronics and Communications
Engineering Technology
Bachelor of Science in Technical Project Management
Bachelor of Science in Information Systems Security
Bachelor of Science in Digital Entertainment and Game
Design
Bachelor of Science in Software Engineering Technology
Bachelor of Science in Business Administration
Bachelor of Science in Criminal Justice

Lesley University

Parent Corporation: Lesley University
Corporate Headquarters: Cambridge, Massachusetts
Accreditation: NEA
Instructional Delivery System: Site Based
Total Enrollment: 12,344 (Source: Institutional
website)
Alabama Enrollment: 22

Master of Education in Curriculum and Instruction with
Specialization in Integrated Teaching through the Arts
Master of Education in Curriculum and Instruction with
Specialization in Literacy
Master of Education in Technology in Education
Master of Education in Science (K-8)
Master of Education in Elem. Ed. Profession & Practice

Master's International School of Divinity

Parent Corporation: Christian Education
Enterprises, Inc.
Corporate Headquarters: Evansville, Indiana
Accreditation: Not accredited
Instructional Delivery System: Online
Total Enrollment: Not known
Alabama Enrollment: Not known

Bachelor Level Certificates: Biblical Counseling, Biblical
Preaching, Biblical Studies, Law Enforcement Chaplaincy,
Life-Issues Counseling, Life-Issues Counseling with Abortion
Recovery Emphasis, and Pastoral Ministry
Postgraduate Certificates: Biblical Counseling, Biblical
Leadership, Biblical Preaching, Life-Issues Counseling, and
Pastoral Ministry
Diploma in Christian Studies
Associate in Ministry (Non-Academic)

National Graduate School of Quality Management

Parent Corporation: National Graduate School of
Quality Management, Inc.

Corporate Headquarters: Falmouth, Massachusetts

Accreditation: NEA

Instructional Delivery System: Site Based

Master of Science in Quality Systems Management

Total Enrollment: Not known

Alabama Enrollment: 6

New Orleans Baptist Theological Seminary

Parent Corporation: New Orleans Baptist
Theological Seminary

Corporate Headquarters: New Orleans, Louisiana

Accreditation: SACS and ATS

Instructional Delivery System: Site Based

Associate in Christian Ministry

Total Enrollment: 2,604 (Source: ATS)

Bachelor of Arts in Christian Ministry

Alabama Enrollment: 200

Master of Arts in Christian Education

Master of Divinity

Doctor of Ministry

Doctor of Education Ministry

Undergraduate Certificates: Certificate of Excellence, Biblical
Teaching, Christian Education, Church Music, Church
Planting, Pastoral Ministry, Pastoral Ministry in African
American Church Studies, Advance Preschool and Children's
Ministry, Women's Ministry, and Advanced Women's Ministry

Nova Southeastern University

Parent Corporation: Nova Southeastern University

Corporate Headquarters: Ft. Lauderdale, Florida

Accreditation: SACS

Instructional Delivery System: Site Based

Doctor of Education

Total Enrollment: 25,690 (Source: University
marketing materials)

Alabama Enrollment: 64

Prince Institute

Parent Corporation: Stenograph, L.L.C.
Corporate Headquarters: Mount Prospect, Illinois
Accreditation: ACICS
Instructional Delivery System: Site Based
Total Enrollment: 60 (Source: Site Visit)
Alabama Enrollment: 60

Associate Degree: Realtime Reporting with a Concentration
in Judicial Reporting

Southern Baptist Theological Seminary

Parent Corporation: Southern Baptist Theological
Seminary
Corporate Headquarters: Louisville, Kentucky
Accreditation: SACS and ATS
Instructional Delivery System: Site Based
Total Enrollment: 1,542 (Source: ATS)
Alabama Enrollment: 15

Master of Divinity

Strayer University

Parent Corporation: Strayer Education, Inc.
Corporate Headquarters: Arlington, Virginia
Accreditation: MSA
Instructional Delivery System: Online/Site Based
Total Enrollment: Not known
Alabama Enrollment: 185

Associate of Arts in Accounting
Associate of Arts in Acquisition and Contract Management
Associate in Arts in Business Administration
Associate of Arts in Information Systems
Associate of Arts in Economics
Associate of Arts in General Studies
Associate of Arts in Marketing
Bachelor of Business Administration
Bachelor of Science in Accounting
Bachelor of Science in Computer Information Systems
Bachelor of Science in Information Systems
Bachelor of Science in Economics
Master of Business Administration
Master of Science in Professional Accounting
Master of Health Services Administration

Strayer University – Cont'd

Master of Public Administration
Master of Education
Diploma in Accounting
Diploma in Acquisition and Contract Management
Diploma in Information Systems
Exec. Graduate Certificate in Business Administration
Exec. Graduate Certificate in Professional Accounting
Exec. Graduate Certificate in Information Systems
Undergraduate Certificate in Accounting
Undergraduate Certificate in Business Administration
Undergraduate Certificate in Information Systems

University of Phoenix

Parent Corporation: The Apollo Group
Corporate Headquarters: Phoenix, Arizona
Accreditation: NCA
Instructional Delivery Systems: Online/Site Based
Total Enrollment: 368,442 (Source: NCA)
Alabama Enrollment: On site – 106, online – 227

Bachelor of Science in Business
Bachelor of Science in Health Administration
Bachelor of Science in Criminal Justice Administration
Bachelor of Science in Human Services
Bachelor of Science in Information Technology
Bachelor of Science in Management
Master of Information Systems
Master of Business Administration
Master of Management
Associate of Arts in Accounting
Associate of Arts in Business
Associate of Arts in Criminal Justice
Associate of Arts in Communications
Associate of Arts in Elementary Education
Associate of Arts in Financial Services
Associate of Arts in General Studies
Associate of Arts in Health Care Administration
Associate of Arts in Hospitality, Travel and Tourism
Associate of Arts in Human Services Management
Associate of Arts in Information Technology
Associate of Arts in Paraprofessional Education
Associate of Arts in Psychology
Associate of Arts in Sport Management
Associate of Arts Degree through Credit Recognition

**Summary of Non-Resident Programs Approved
by the Commission -- 2008 Update**

University of Phoenix – Cont'd

Bachelor of Science in Communication
Bachelor of Science in Psychology
Master of Psychology
Bachelor of Science in Nursing
Bachelor of Science in Organizational Security and
Management
Master of Health Administration
Master of Science in Organization Security and Management
Master of Science in Nursing
Master of Science in Nursing/Master of Business
Administration Health Care
Master of Science in Nursing/Master of Health
Administration
Master of Science in Counseling
Gerontology Health Care Certificate
Graduate Health Care Informatics Certificate
Bachelor of Science in Education/Elementary
Master of Information Systems Management
Visual Communications Certificate
Master of Management
Technology Management Certificate
Global Management Certificate
Graduate Accounting Certificate
Graduate Marketing Certificate
Master of Arts in Education
Doctor of Business Administration
Doctor of Educational Leadership
Doctor of Health Administration
Doctor of Management in Organizational Leadership
Doctor of Philosophy in Higher Education Administration
Doctor of Philosophy in Industrial/Organizational Ps

University of St. Francis

Parent Corporation: University of St. Francis
Corporate Headquarters: Joliet, Illinois
Accreditation: NCA
Instructional Delivery System: Site Based
Total Enrollment: 3,502 (Source: NCA)
Alabama Enrollment: 19

Bachelor of Science in Health Arts
Bachelor of Science in Health Care Leadership
Bachelor of Science in Organizational Leadership
Master of Science in Health Services Administration

Walden University

Parent Corporation: Laureate Education, Inc.
Corporate Headquarters: Baltimore, Maryland
Accreditation: NCA
Instructional Delivery System: Online
Total Enrollment: 29,322 (Source: NCA)
Alabama Enrollment: Not known

Bachelor of Science in Business Administration
Doctor of Business Administration
Doctor of Education
Doctor of Education in Curriculum and Instruction
Doctor of Education in Educational Leadership/Educational
Technology
Doctor of Education Leadership
Doctor of Health Administration
Doctor of Management in Organizational Leadership
Doctor of Philosophy in Applied Management
and Decision Science
Doctor of Philosophy in Education
Doctor of Philosophy in Health Services
Doctor of Philosophy in Human Services
Doctor of Philosophy in Psychology
Doctor of Philosophy in Public Health
Doctor of Philosophy in Public Policy and Administration
High-Tech Master of Business Administration
Master of Business Administration
Master of Electrical Engineering
Master of Engineering Management
Master of Health Administration
Master of Public Health
Master of Public Policy and Administration
Master of Science in Administration of Justice and Security
Master of Science in Computer Engineering
Master of Science in Computer Science
Master of Science in Counseling

Walden University – Cont'd

Master of Science in Education
Master of Science in Mental Health Counseling
Master of Science in Nursing
Master of Science in Psychology
Master of Science in Psychology
Master of Science in Software Engineering
Master of Science in Systems Engineering
Post Doctoral Certificate in Psychology

DISCUSSION ITEM E: The Nursing Education Capacity Summit

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

Staff Recommendation: For discussion only.

Background: Alabama was one of eighteen states selected to participate in the Nursing Education Capacity Summit, held in Arlington, Virginia, June 26-27. Sponsors of the summit were the Office of Workforce Investment of the U.S. Department of Labor, Employment and Training Administration; the Robert Wood Johnson Foundation; and the Center to Champion Nursing in America, an initiative of AARP.

The goal of the Summit was to address educational issues contributing to the growing nationwide nursing shortage. Organizers noted that, nationwide, many college and university nursing programs do not have the physical space, faculty, clinical resources, or funds to enroll and educate the numbers of students to meet future nursing demands. The Summit provided a forum for participants to share best practices, learn about innovative strategies, and develop solutions-based approaches.

States participating in the Summit were selected through a competitive application process. Representatives of the Alabama Hospital Association and the Alabama Board of Nursing coordinated the development of the Alabama application. During the development of the application, potential team members for the Summit were identified and, in turn, supplied information for the application as well as letters of support. On the basis of the application, Alabama was among the eighteen states selected out of forty-nine that applied.

Alabama team members are listed below.

Jeffrey M. Brannon, RN, *Team Leader*
CEO, Enterprise Medical Center
Representing the Alabama Hospital Association

Allison Terry, PhD, RN, *Team Facilitator*
Director of the Alabama Center for Nursing
Representing the Alabama Board of Nursing and the
Center for Nursing

Sara Barger, DPA, RN, FAAN
Dean, Capstone College of Nursing
University of Alabama
Representing the Alabama State Nurses Association

Linda Cater, MSN, RN
Director of Health Programs, Alabama Department of
Postsecondary Education (ADPE)
Representing ADPE and the Governor's Workforce
Development Office

Debra Clark, MSN, RN
Practical Nurse Instructor
Lurleen B. Wallace Community College
Representing the Alabama Council of Practical Nurse
Educators

Debra Davis, DSN, RN
Dean of the College of Nursing
University of South Alabama
Representing the State of Alabama Association of
Colleges of Nursing

Ellen Haulman
Assistant Director for Instruction
Alabama Commission on Higher Education

Bill Hawkins
Deputy State Director
AARP/Alabama

Katrina Magdon
Director of Professional Development and Regulatory
Affairs
Alabama Nursing Home Association

Linda North, PhD, RN
Dean of Health Sciences
Southern Union Community College
Representing the Alabama Council of Administrators of
Professional Nursing Education Programs

Instate activities related to the summit are being developed. The organizations that sponsored the summit have committed technical assistance and mentoring to help accomplish state projects. Team Alabama's initial projects include the following:

- Identification, acquisition, and implementation of software to facilitate clinical placement of nursing students.
- Development of a plan to encourage both older nurses and nursing faculty to remain in the work force longer.
- An attempt at alignment of nursing faculty salaries with the market.

ALABAMA COMMISSION ON HIGHER EDUCATION
Friday, September 19, 2008

DISCUSSION ITEM F: State Plan for Alabama Higher Education 2009-10 to 2013-14

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 Commission established The Statewide Planning Advisory Council (Council). The Council is now comprised of 29 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 2009-10 to 2013-14** was officially launched May 8, 2008. The process includes four steps: Identify highest priorities, conduct SWOT analyses, develop strategies, and present plan.

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. Increasing students' preparedness for college/workforce preparedness;
2. Need for a Pre K to 20 Workforce Council;
3. Shortage of graduates in Science, Technology, Engineering, Mathematics (STEM);
4. Funding and Tuition; and
5. A comprehensive Workforce Development plan for Higher Education which fully aligns with the most critical occupational needs, now and in the future.

In May, a website page, www.highered.alabama.gov/spac, was created to facilitate the Council's work. Subcommittees are able to complete assignments online via the website. Pertinent planning documents and research papers are available on the same website.

During June and July, each subcommittee met and defined/refined its assigned priority; incorporated other related priorities, as previously agreed on; and conducted a SWOT analysis regarding its assigned priority area, by listing strengths, weaknesses, opportunities, and threats that can serve as enablers or barriers to achieving key priorities.

At the Statewide Planning Advisory Council August 8th meeting, teams presented a description of their priority areas and discussed why each is a priority for the state. Teams reviewed their SWOT analyses for their priority areas. The Council provided feedback after each presentation. After the five team presentations, the Council agreed on a Statewide SWOT, summarizing the state's most important enablers and obstacles to overcome in order to advance postsecondary education in the state over the next five years. (See Meeting Notes on SPAC website, www.highered.alabama.gov/spac) The next assignment for the Council is to develop goals, strategies, and action plans for each priority. These papers will be presented at the third statewide meeting on Friday, November 7, 2008. (See attached Statewide Planning Advisory Council August 8, 2008 Meeting Handout)

A project timeline allows for quarterly reports to the Commission board members with presentation of the plan to the Commission March 2009. (See attached Project Timeline)

Background:

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. August 8, 2008, Meeting Notes, attached.
2. State Plan Timeline, attached.
3. www.highered.alabama.gov/spac

Attachment 1

Statewide
Planning
Advisory
Council

Statewide Planning Advisory Council

Meeting #2

Confirm S.W.O.T. Analyses

Develop Strategies

Meeting Notes

August 8, 2008

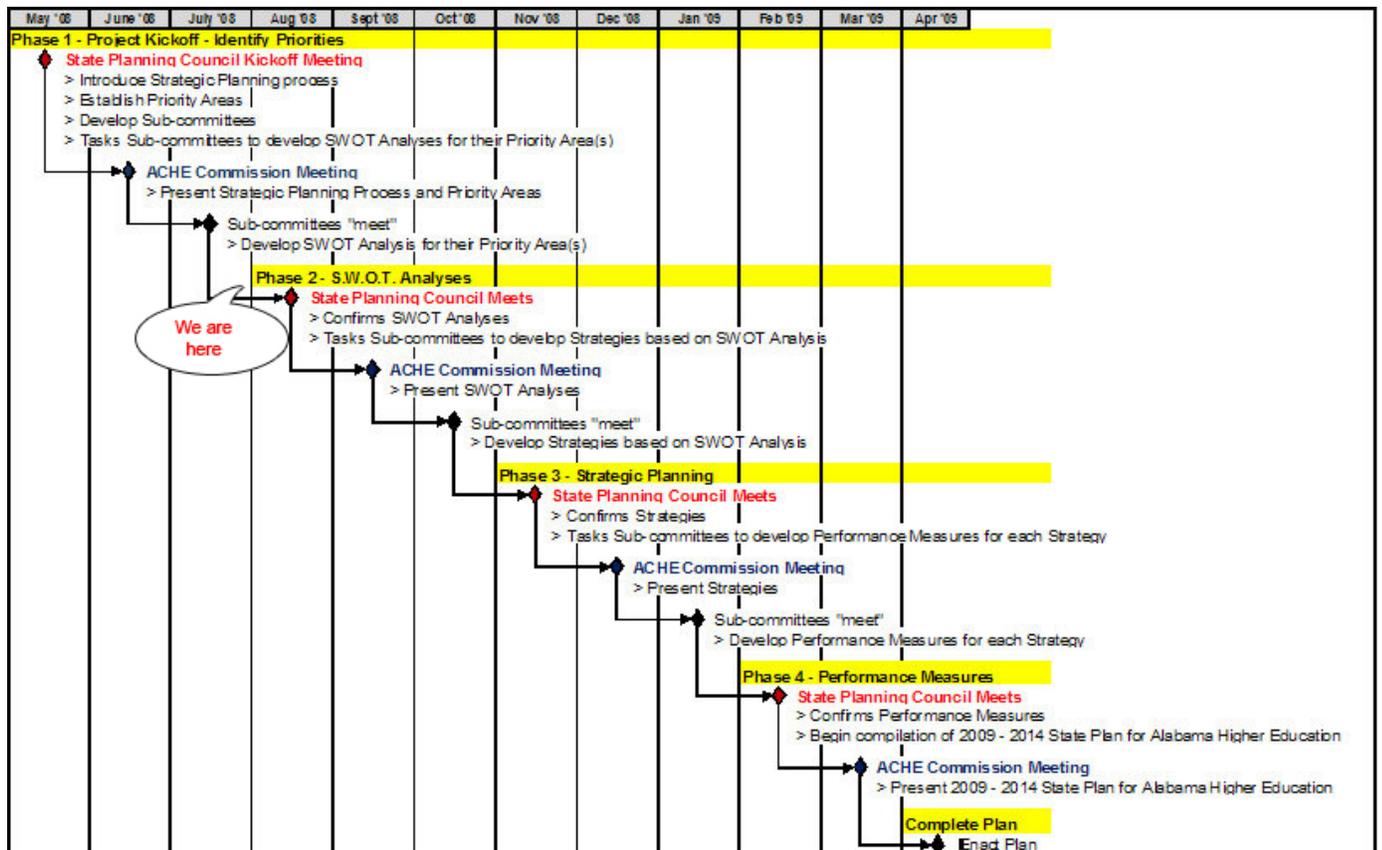
Meeting #2: Confirm S.W.O.T. Analyses, Develop Strategies

INTRODUCTION

Opening Remarks from Dr. Gregory Fitch, Executive Director

Today's Meeting – Dr. Pamela Arrington

TIMELINE



Meeting #2: Confirm S.W.O.T. Analyses, Develop Strategies

AGENDA, August 8, 2008, 9:30 a.m. — 1:30 p.m.

9:30 a.m. – 9:40 a.m. Welcome and IntroductionsDr. Arrington

9:40 a.m. – 10:00 a.m. Opening Remarks Dr. Fitch

10:00 a.m. – 10:30 a.m. Team Presentations (15 minutes each team)

Each team presents...

- Definition, refinement of assigned priority
- Presentation of Strengths, Weaknesses, Opportunities, Threats
- What conclusions have you drawn?

Team #1 - Increasing Students' Preparedness for College generally

Team #2 - Coordinated Pre K to 20 system with participation from all stakeholders

10:30 a.m. – 10:45 a.m. Break

10:45 a.m. – 11:30 a.m. Team Presentations – 15 minutes each

Team #3 - Shortage of graduates in Science, Technology, Engineering, Mathematics fields

Team #4 - Tuition increase and other costs, such as fees and textbooks

Team #5 - Skills students will need in the future, and on defining appropriate college preparation and admission standards

11:30 a.m. — 12:30 p.m. Develop a Statewide SWOTDr. Arrington & Mr. Ashurst

12:30 p.m. — -1:00 p.m. Working Lunch

1:00 p.m. — -1:30 p.m. Assignment –Developing Strategy. Dr. Arrington & Mr. Ashurst

- Set Goals – an overall goal for your priority
- Develop strategies to achieve the goal

Guidelines

- How will we achieve the goals associated with our priority?
- Cannot be just about one campus; they need to be statewide
- Think about who will implement the strategy

1:30 p.m. Closing

Meeting #2: Confirm S.W.O.T. Analyses, Develop Strategies

TEAM PRESENTATIONS

Each team presents...

1. A description of their priority area and overview why it is a priority for the state.
2. Review of Strengths, Weaknesses, Opportunities, Threats
3. Response from the group
4. Vote to identify critical issues to address based on SWOT

Team #1 - Increasing Students' Preparedness for College generally

Team #2 - Coordinated Pre K to 20 system with participation from all stakeholders

Team #3 - Shortage of graduates in Science, Technology, Engineering, Mathematics fields

Team #4 - Tuition increase and other costs, such as fees and textbooks

Team #5 - Skills students will need in the future, and on defining appropriate college preparation and admission standards

Meeting #2: Confirm S.W.O.T. Analyses, Develop Strategies

Strategic Planning

Goals – Strategy – Actions - a planning process to develop a strategy for each priority.

Profile of Success and Result Areas

1. Identify what success looks like. How do you describe success?
2. Summarize success into several result areas. Ask which of the result areas are most important to the priority.

Goals

3. Set a goal or goals in each result area. A goal is an outcome that is measurable, has an end date and the achievement represents significant accomplishment in the priority area.
4. Identify 3 to 5 goals representing success in the result area.

Strategy

5. Once you set your goals, ask how you think you need to achieve the goal. Brainstorm all the ideas you can think of to achieve the goal. Narrow the scope to the best ideas that will get you there. Group the ideas into two to 3 strategies to achieve the goal. A strategy is a plan of action or set of actions, an approach to achieving the goal. Some strategies may influence more than one goal.
6. As you develop strategies, consider your strengths and opportunities as enablers. How can you take advantage of those strengths? Weaknesses and threats are obstacles. How can you eliminate or diminish the weaknesses or defend against the threats?

Action Steps

7. Once you identify strategies to achieve your goals, identify some action steps to take to implement the strategy. Only identify the most important actions that will bring you closer to achieving the goal.

Meeting #2: Confirm S.W.O.T. Analyses, Develop Strategies

Actions should have a behavioral step to take, a date for its completion and a person's name to see that the action is taken and complete.

Strategic Planning
(Practice example)

Priority Area:

The changing demographics of faculty, students, and administrative staff.

What does success look like in this area?

Profile of success:

1. *Increased participation of minorities in higher education*
2. *Increased diversity among faculty and administrators at colleges and universities*
3. -
4. -
5. -

In what "result areas" do we need to set goals? What are some goals in each result area?

<u>Result areas?</u>	<u>Goals?</u>
<ul style="list-style-type: none">• <i>Number of students transferring from community colleges to 4-yr. institutions</i>• <i>Percentage of economically disadvantaged students attending 2-yr. and 4-yr. colleges and universities</i>	<ul style="list-style-type: none">• <i>Increase the second year retention rate for minority students from 21percent to 24 percent.</i>• <i>Increase the percentage of minority undergraduate students enrolled from 41 percent to 43 percent.</i>

Meeting #2: Confirm S.W.O.T. Analyses, Develop Strategies

<ul style="list-style-type: none"> <i>Percentage of African-American undergraduate students enrolled</i> 	<ul style="list-style-type: none"> <i>Increase the percentage of African-American faculty and staff from 10 percent to 12 percent.</i>
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Strategy

What can you do to achieve this goal? (Brainstorm ideas)?

<p><u>Strategic ideas:</u></p> <ul style="list-style-type: none"> <i>Through a Pk-20 Council and other cooperative ventures, continue to increase programs for minorities that facilitate transitions between high school and college, and between baccalaureate programs and graduate/professional programs</i> <i>Continue to increase transfer agreements that link colleges and universities to community colleges with high minority enrollments. Dual enrollment, aligned majors, faculty collaboration and joint support services will characterize these programs.</i> 	<p><u>Strategies</u></p> <ul style="list-style-type: none"> <i>Strengthen existing programs for minorities that facilitate transitions between high school and college, and between baccalaureate programs and graduate/professional programs</i> <i>Develop and implement new programs for minorities that facilitate transitions between high school and college, and between baccalaureate programs and graduate/professional programs</i> <i>Organize statewide conferences on effective and efficient ways to deliver education to a more diverse student base.</i>
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Actions

For each strategy, identify action steps, dates and responsibilities.

S1:		
<u>Action Step</u>	<u>Completion date</u>	<u>Responsibility</u>
<i>1. Continue to update and monitor for accuracy articulation agreements.</i>	<i>9/30/08</i>	<i>Pamela Arrington</i>
<i>2. Establish learning communities for cohorts of freshmen and sophomores to ease the transition from high school to college.</i>	<i>10/15/08</i>	<i>Pamela Arrington</i>

Meeting #2: Confirm S.W.O.T. Analyses, Develop Strategies

<i>3. Establish "grow your own" programs whereby graduate students are nurtured and groomed for faculty positions.</i>	<i>11/30/08</i>	<i>Jane Smith</i>
<i>4. Report annually on strategic diversity plans results.</i>	<i>11/30/08</i>	<i>Bob Ashurst</i>

Closing: Assignment

Develop a strategy for your priority area using the input of your team.

1. Gain agreement as a team of the definition of your area of priority.
2. Brainstorm as a team a profile of success in your priority area. Answer, what does success look like?
3. Identify several areas in which you think we should achieve results.
4. Set at least one, no more than three, measurable goals for your priority area. Gather information as a team to enable you to set a meaningful goal.
5. Plan strategy and actions to achieve the goal.
6. Be prepared to present your strategy to the Council at our next meeting.

Meeting #2: Confirm S.W.O.T. Analyses, Develop Strategies

Goal, Strategy, Actions Planning Template

Priority Area:

Profile of success:

Result areas?

Goals

Meeting #2: Confirm S.W.O.T. Analyses, Develop Strategies

<u>Goal:</u>		
<u>Strategic ideas:</u>		
<u>Strategy 1:</u>		
<u>Action Step</u>	<u>Completion date</u>	<u>Responsibility</u>
<u>Strategy 2:</u>		
<u>Action Step</u>	<u>Completion date</u>	<u>Responsibility</u>
<u>Strategy 3:</u>		
<u>Action Step</u>	<u>Completion date</u>	<u>Responsibility</u>

Meeting #2: Confirm S.W.O.T. Analyses, Develop Strategies

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Goal:

Strategic ideas:

Strategy 1:

<u>Action Step</u>	<u>Completion date</u>	<u>Responsibility</u>

Strategy 2:

<u>Action Step</u>	<u>Completion date</u>	<u>Responsibility</u>

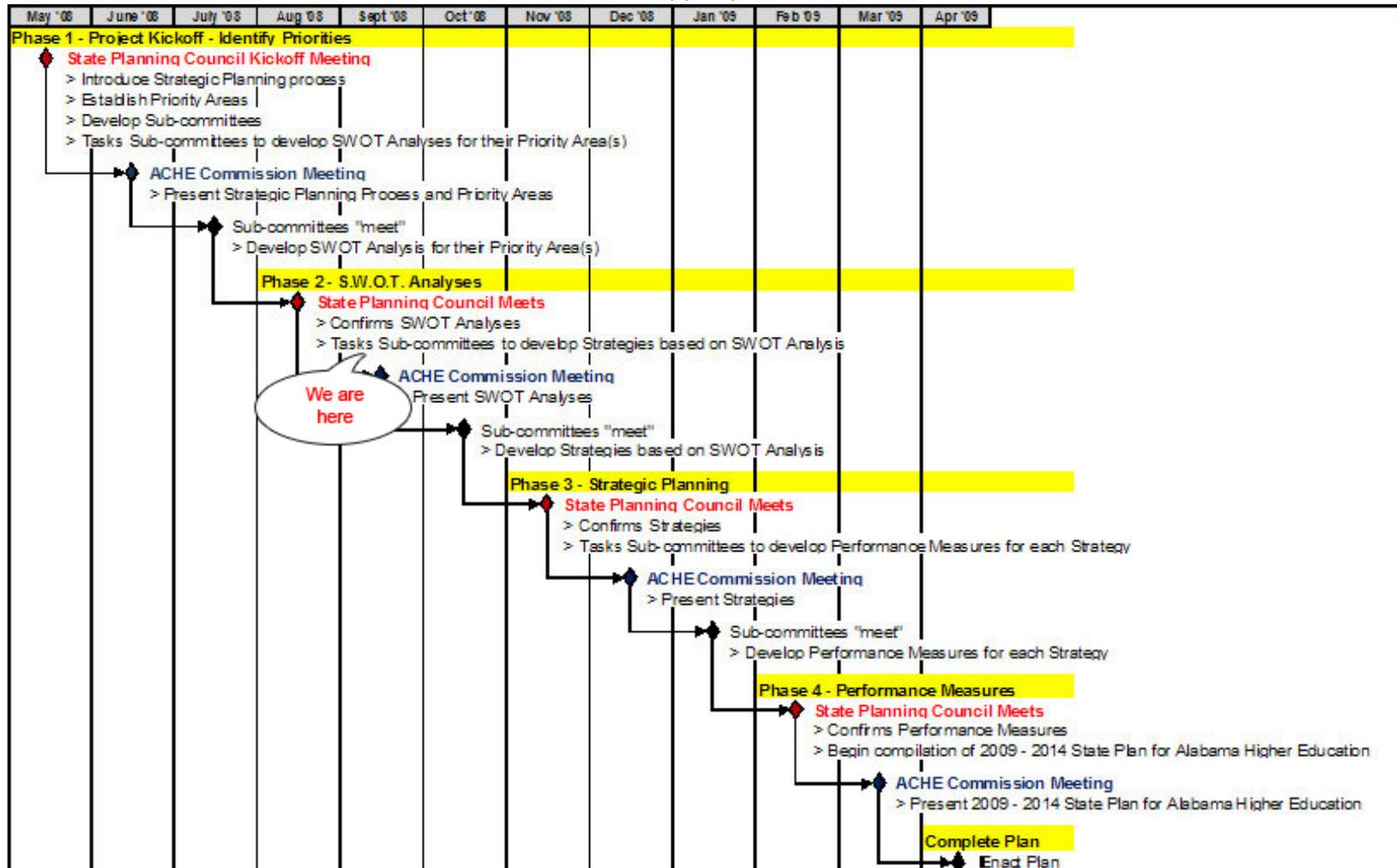
Strategy 3:

<u>Action Step</u>	<u>Completion date</u>	<u>Responsibility</u>

Meeting #2: Confirm S.W.O.T. Analyses, Develop Strategies

<u>Goal:</u>		
<u>Key Strategies</u>		
<u>Strategy 1:</u>		
<u>Action Step</u>	<u>Completion date</u>	<u>Responsibility</u>
<u>Strategy 2:</u>		
<u>Action Step</u>	<u>Completion date</u>	<u>Responsibility</u>
<u>Strategy 3:</u>		
<u>Action Step</u>	<u>Completion date</u>	<u>Responsibility</u>

PROJECT TIMELINE
Attachment 2



DISCUSSION ITEM G: Review of Instructional Role and Scope Policy

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

Staff Recommendation: For discussion only.

The instructional role and scope policy adopted by the Commission, October 2001, states the following:
“The Commission will approve no new program proposals for any university or two-year college that would result in role expansion to a higher degree level for the institution. [Example: An institution that currently offers master’s programs in field “X” could propose a new master’s program in field “Y. However, the Commission will not approve a master’s program in field “X” for an institution that does not currently offer any independent master’s programs.” The instructional role and scope policy further states that “no role expansion will be approved for any institution at a higher degree level than currently offered unless required by any consent or remedial decrees related to the Title VI desegregation case.” (ACHE Statutory Authority, Ala. Code Section 16-5-6, and 16-5-10, and through guidelines outlined in the ACHE Academic Affairs and Planning Policies and Procedures Manual, 2001)

Background:

ACHE staff in collaboration with Dr. Susan Price and Dr. Kandis Steele, Alabama Department of Postsecondary Education Instructional Services, administered instructional role surveys to two-year and four-year institutions. (See attached Instructional Role and Scope Survey) The survey was designed to measure institutional need for new program development as defined by the current instructional role and scope policy. The survey results will assist staff in recommending revisions to the current policy, if any.

Chief Academic Officers and Deans of Instruction completed the survey, 13 of 14 four-year institutions and 22 of 26 two-year institutions, for a total of 35 respondents. (See List of Respondents)

The number of respondents and the percentages are given to report views about the present policy. Results are first reported in the aggregate (see Table 1 attached) for all 35 respondents, followed by results for the 22 two-year institutions (see Table 2 attached), and the 13 four-year institutions (see Table 3 attached). Table 4 lists answers to the question, “What changes to the policy statement should be considered?”

For all respondents, 66 percent responded yes, they agreed with the policy. Seventy-seven (77) percent

agreed the Commission should use the approval of academic programs as the means to review any requests to expand instructional role and scope. Sixty-six (66) percent stated the Commission should limit expansion of instructional role and scope to the current degree-granting level of the institution. Ninety-one (91) percent agreed the policy should be reviewed every five years as a part of the Commission's statutory long-range planning efforts. Similarly, ninety-one (91) percent agreed the Commission should consider the approval of specific academic programs outside the instructional role and scope when there is exceptionally strong demonstrated state need for the program. Eighty-three (83) percent agreed that the offering of the specific program would not change the institution's instructional role and scope, but would be limited to the approved program only. (See Table 1 attached)

The survey results show differences in the degree of agreement with the current instructional role and scope policy by institutional type. More two-year respondents, 73 percent, agree with the current policy than four-year respondents, 54 percent. Eighty-six (86) percent of the two-year respondents agreed the Commission should use the approval of academic programs as the means to review any requests to expand institutions' instructional role and scope compared to 62 percent of the four-year respondents. Almost seventy (68) percent of the two-year respondents reported the Commission should limit expansion of instructional role and scope; about half (54 percent) of the four-year institutions agreed with the statement. All two-year respondents (100 percent) agreed the Commission should consider the approval of specific academic programs outside the instructional role and scope when there is exceptionally strong demonstrated state need for the program, and that the offering of the program would not change the institution's instructional role and scope. Likewise, the majority (83 percent) of the four-year respondents said yes to the approval of specific academic programs outside the instructional role and scope when there is exceptionally strong demonstrated state need for the program. About two-thirds (64 percent) of the four-year respondents agreed that the offering of the specific program would not change the institution's role and scope. (See Table 2 and Table 3 attached)

In response to Question 9, "Considering the next five years, list your institution's priorities for academic program development in terms of certificate and/or degree level some of the programs listed included the following: Industrial Maintenance, Physical and Respiratory therapy, Computer and Forensics Sciences,

Emergency Management (DSc.), and Doctorate in Education. (See Summary of Instructional Role and Scope Survey Comments attached).

Supporting Documentation:

1. Instructional Role and Scope Survey, attached.
2. List of Respondents, attached
3. Instructional Role and Scope Survey Results, attached.
4. Summary of Instructional Role and Scope Survey Comments, attached
5. ACHE Statutory Authority, Ala. Code Section 16-5-6 and 16-5-10, and through guidelines outlined in the ACHE Academic Affairs and Planning Policies and Procedures Manual, 2001. Available upon request.

Instructional Role Survey

BACKGROUND

Instructional role is defined as the matrix of academic subdivision groupings (ASG) and degree award levels approved for a university or two-year college by the Commission. There are two instructional role matrix templates¹; one for universities and one for two-year colleges. Each institution's instructional role matrix is generated by applying the programs in the Commission's academic program inventory to the appropriate instructional role matrix template. Cells in the matrix are either empty or display an "X". Empty cells are not considered within the institution's current role, and "X" cells indicate that the ASG and degree level are within the institution's role and that at least one program is currently offered.

Role expansion is defined as approval of a new program proposal that would: a) replace an empty cell on an institution's matrix with an "X," and/or b) add a new CIP code to the instructional role matrix template. Role expansion can occur by expanding to a higher degree level and/or expanding to a new academic subdivision grouping. Through the adoption of general parameters guiding role expansion, the instructional role process allows the Commission to set the parameters for new program development through broad guidelines for a five-year planning period.

Historically, the Commission adopted the policy for 1996-2000 that, "During 1996-2000, no role expansion will be approved for any institution at a higher degree level than currently offered unless required by any consent or remedial decrees related to the Title VI desegregation case." Likewise, the instructional role policy adopted in October 2001 continued this policy for doctoral role and restricted role expansion at other levels as well. The policy has not been revised since October 2001.

(over)

¹Instructional Role Matrices for Public Two-Year Colleges, Public Universities, December 2007.

²Alabama A&M University, Alabama State University, Auburn University, The University of Alabama, University of Alabama at Birmingham, University of Alabama in Huntsville, and the University of South Alabama.

³Academic Program Inventory at <http://www.ache.state.al.us/Acadaffr/ProgInv/Index>.

INSTRUCTIONAL ROLE SURVEY

Presently, the Commission is reviewing its policies related to instructional role and scope⁴. The results of this survey will serve to inform long-range planning efforts for the State Plan for Alabama Higher Education 2009-2014. To assist the Commission staff in the review of its instructional role policies, please complete the survey below and return by April 30, 2008, in the self-addressed enclosed envelope, to Dr. Pamela G. Arrington, ACHE, Instruction, Planning, and Special Services, 100 N. Union St., P.O. Box 302000, Montgomery, AL 36104-3758. This survey form can be accessed from the ACHE website at www.ache.state.al.us under Reports and Forms.

1. The instructional role policy adopted in October 2001 states the following:
The Commission will approve no new program proposals for any university or two-year college that would result in role expansion to a higher degree level for the institution. (Example: An institution that currently offers master's programs in field "X" could propose a new master's program in field "Y." However, the Commission will not approve a master's program in field "x" for an institution that does not currently offer any independent master's programs.) (Alabama Commission on Higher Education Academic Affairs and Planning Policies and Procedures Manual, 2001)

Do you agree with the policy as stated?

Yes

No

2. If no, what change(s) to the policy statement should be considered?

3. The Commission should use the approval of academic programs as defined in Question #1 above as the means to review any requests from colleges and universities to expand their instructional role and scope.

Yes

No

Comments: _____

⁴Code of Alabama.1975.Section 16-5-5, 16-5-6, and 16-5-10, paragraph 6.

4. The Commission should limit expansion of instructional role and scope to the current degree-granting level of the institution.

Yes

No

Comments: _____

5. The instructional role and scope policy should be reviewed every five-years as a part of the Commission's statutory long-range planning efforts.

Yes

No

Comments: _____

6. The Commission should consider the approval of specific academic programs outside the instructional role and scope of an institution when there is exceptionally strong demonstrated state need for the program.

Yes

No

Comments: _____

7. If yes, the offering of the specific program would not change the institution's instructional role and scope, but would be limited to the approved program only.⁵

Yes

No

Comments: _____

8. Considering the next five years, list your institution's priorities for academic technical, or workforce program development in terms of fields of study.

Comments: _____

⁵The development of such a program typically would require that the institution also receive the approval of a substantive change by the appropriate accrediting agency.

- a. Of the above named academic technical, or workforce program priorities, which ones have the greatest importance as part of a state incentive and/or economic development effort?

Comments: _____

- b. How do the above listed program priorities relate to state incentive and/or economic development efforts?

Comments: _____

9. Considering the next five years, list your institution's priorities for academic program development in terms of certificate and/or degree level.

Comments: _____

10. Name and title of Person completing the survey

11. Name of Institution

12. Check the Carnegie classification⁶ below that best describes your institution:

- Research university (very high research activity) _____
- Research university (high research activity) _____
- Doctoral/Research university _____
- Master's Colleges and Universities _____
- Baccalaureate Colleges – Arts & Sciences _____
- Special-Focus Institutions _____
- Community College _____
- Junior College _____
- COE⁷-accredited technical colleges _____

⁶Definitions of 2005 Carnegie Foundation for the Advancement of Teaching. The following classifications are based on degree data from 2003-4. Research Universities include institutions that award at least 20 doctoral degrees per year (excluding doctoral-level degrees that allow recipients to enter professional practice, such as the J.D. or M.D.). Research institutions, which are differentiated based on an explicit measures of their amount of research activity, are divided into three categories: very high research activity, high research activity, and Doctoral/Research universities. Master's Colleges and universities award at least 50 master's degrees per year, but fewer than 20 doctoral degrees, or none at all. Baccalaureate Colleges – Arts & Sciences institutions are institutions where bachelor's degrees represent at least half of all undergraduate degrees. Those with at least half of bachelor's degree majors in arts and sciences are included in the Arts & Sciences group. Special-Focus institutions award at least 75 percent of their undergraduate or graduate degrees in a single field or set of related fields, i.e., art, music, and design; schools of business and management; schools of engineering; schools of law, and medical schools and medical centers.

⁷Council on Occupational Education.

Attachment 2

Instructional Role Survey Respondents

1	Alice Roberts	Bevill State Community College
2	Judy Miller	Enterprise-Ozark Community College
3	Camille Cochran	Shelton State Community College
4	Greg Chapman	Snead State Community College
5	Rod Britt	Southern Union State Community College
6	Mary M. Yarbrough	Calhoun Community College
7	Jim Jolly	Gadsden State Community College
8	Jenny Folsom	Wallace State Community College-Hanceville
9	Joe Burke	Northeast Alabama Community College
10	John Reutter, III	J.F. Drake State Technical College
11	Robert McConnell	Wallace Community College-Selma
12	John Fergus	Wallace Community College-Dothan
13	Nancy Chandler	Faulkner State Community College
14	Kathleen V. Hall	Jefferson Davis Community College
15	Melenie Bolton	Central Alabama Community College
16	William Robbin	Reid State Technical College
17	Barbara Anne Spears	Trenholm State Technical College
18	Anita Norton	Jefferson State Community College
19	Glenda Colagross	Northwest- Shoals Community College
20	Jim Merk	J.F. Ingram State Technical College
21	Peggy Linton	Lurleen B. Wallace Community College
22	Latitia McCane	Bishop State Community College
23	David Taylor	University of West Alabama
24	Glenna Brown	University of Alabama Birmingham
25	Ed Roach	Troy University
26	John Heilman	Auburn University
27	Charles Nash	University of Alabama System
28	Alfred S. Smith	Alabama State University
29	Terry Roberson	University of Montevallo
30	Pat Covey	University of South Alabama
31	Rebecca Turner	Jacksonville State University
32	Lewis Radonovich	University of Alabama Huntsville
33	Garry Warren	University of North Alabama
34	Janet Warren	Auburn University Montgomery
35	Michael Orok	Alabama A&M University

Attachment 3

Instructional Role and Scope Survey Results

TABLE 1 *Instructional Role and Scope Survey Results from All Institutions*

Survey Question	Yes N (%)	No N (%)
1. Do you agree with the instructional role policy adopted in 2001?	23(66)	12(34)
2. If no, what changes to the policy should be considered? (see Table 4 Summary of responses)		
3. The Commission should use the approval of academic programs defined in Question #1 above as the means to review any requests from colleges and universities to expand their instructional role and scope.	27(77)	8(23)
4. The Commission should limit expansion of instructional role and scope to the current degree-granting level of the institution.	22(66)	13(34)
5. The instructional role and scope policy should be reviewed every five years as a part of the Commission's statutory long-range planning efforts.*	32(91)	2(8)
6. The Commission should consider the approval of specific academic programs outside the instructional role and scope when there is exceptionally strong demonstrated state need for the program.*	32(91)	2(8)
7. If yes, the offering of the specific program would not change the institution's instructional role and scope, but would be limited to the approved program only.*	29(83)	4(17)

* denotes Missing response(s) to selected question

TABLE 2 displays information from two-year colleges. The number of respondents and their respective percentages show how they agree or disagree with the present policy.

TABLE 2 *Instructional Role and Scope Surveys 22 of the 26 2-Year Institutions*

Survey Question	Yes N (%)	No N (%)
1. Do you agree with the instructional role policy adopted in 2001?	16(73)	6(27)
2. If no, what changes to the policy should be considered? (see Table 4 Summary of responses))		
3. The Commission should use the approval of academic programs defined in Question #1 above as the means to review any requests from colleges and universities to expand their instructional role and scope.	19(86)	3(14)
4. The Commission should limit expansion of instructional role and scope to the current degree-granting level of the institution.	15(68)	7(32)
5. The instructional role and scope policy should be reviewed every five years as a part of the Commission's statutory long-range planning efforts.*	21(100)	0(0)
6. The Commission should consider the approval of specific academic programs outside the instructional role and scope when there is exceptionally strong demonstrated state need for the program.	22(100)	0(0)
7. If yes, the offering of the specific program would not change the institution's instructional role and scope, but would be limited to the approved program only.	22(100)	0(0)

* denotes Missing response(s) to selected question

TABLE 3 displays information from four-year universities. The number of respondents and their respective percentages shows how colleges and universities agree or disagree with the present policy.

TABLE 3 *Instructional Role and Scope Surveys 13 of the 14 4-year Institutions*

Survey Question	Yes N (%)	No N (%)
1. Do you agree with the instructional role policy adopted in 2001?	7(54)	6(46)
2. If no, what changes to the policy should be considered? (see Table 4 Summary of responses))		
3. The Commission should use the approval of academic programs defined in Question #1 above as the means to review any requests from colleges and universities to expand their instructional role and scope.	8(62)	5(38)
4. The Commission should limit expansion of instructional role and scope to the current degree-granting level of the institution.	7(54)	6(46)
5. The instructional role and scope policy should be reviewed every five years as a part of the Commission's statutory long-range planning efforts.	11(85)	2(15)
6. The Commission should consider the approval of specific academic programs outside the instructional role and scope when there is exceptionally strong demonstrated state need for the program.*	10(83)	2(17)
7. If yes, the offering of the specific program would not change the institution's instructional role and scope, but would be limited to the approved program only.*	7(64)	4(36)

* denotes Missing response to selected question

TABLE 4 *Written responses to open-ended Question #2*

Question 2 If no, what changes to the policy statement should be considered?	
R1:	No response
R2:	Two-year colleges should be able to offer expanded coursework/degree program in high-demand field where appropriate
R12:	Given changing times and economic development activities in Alabama, policy should be revised to offer the opportunity for institutions to request approval for such expansion.
R13:	Current policy does not allow institutions to expand role and scope
R17:	This policy should be discontinued, and new program proposals should be judged on their merits. Such artificial constraints do not acknowledge the dynamic nature of a university and the growing shifting educational needs of its service area.
R19:	The 2001 policy does not give the Commission the flexibility to take into account the changing workforce development needs in Alabama and the need for our citizens to pursue a variety of degrees as their career change over time. Rather than using academic programs as the operational definition for role and scope, the Commission would be better served by adopting the definitions of the 2005 Carnegie Foundation for the Advancement of Teaching.
R22:	The policy stifles institutional growth and development regardless of factors that might warrant expansion which might be beneficial to the community and state.
R25:	If new program proposals would result in a role expansion for any university or two-year college, the NISP step should inform ACHE of that result.

Summary of Instructional Role and Scope Survey Comments

Question 1

Do you agree with the stated policy?

Only one respondent disagreed with the present policy.

Question 2

If no, what changes to the policy statement should be considered?

Most comments stated that the policy should allow for institutional expansion and growth. The present policy should be amended to include new program proposals based on merits and the dynamics of the institution. Moreover, the policy stifles institutional growth as it applies today.

Question 3

The Commission should use the approval of academic programs as defined in Questions #1 as the means to review any requests from colleges and universities to expand their instructional role and scope.

The comments state that the policy suggests any approved program is translated into role expansion. This may not be the case because any changes are primarily industry-driven, especially at the same degree level. Adding new CIP programs is different than seeking a higher degree program.

Question 4

The Commission should limit expansion of instructional role and scope to the current degree-granting level of the institution.

The institutions are industry-driven and should not be limited in considering changes to their programs to meet the needs of the surrounding community.

Question 5

The instructional role and scope policy should be reviewed every five-years as part of the Commission's statutory long-range planning efforts.

Most agreed to review the policy every 3-5 years because demographics may change impacting program demand. One respondent stated that it was left to the Commission to decide what is in the best interest of Alabama.

Question 6

The Commission should consider the approval of specific academic programs outside the instructional role and scope of an institution when there is exceptionally strong demonstrated state need for the program.

All respondents agreed with this statement noting changing community needs and an industry-driven economy.

Question 7

If yes to #6, the offering of the specific program would not change the institution's instructional role and scope, but would be limited to the approval program only.

There were only five responses to this item. Of the five, 80 percent agreed with the statement.

Question 8

Considering the next five years, list your institution's priorities for academic technical, or workforce program development in term of fields of study.

Ranked in order of most in common

1. Industrial Maintenance
2. Automotive Manufacturing
3. Health Programs/Nursing
4. Electronics
5. Biotechnology/Nanotechnology

Section A

Of the above named academic technical, or workforce program priorities, which ones have the greatest importance as part of a state incentive and/or economic development effort?

Ranked in order of most in common

1. Industrial Maintenance
2. Health Care
3. Robotics

Section B

How do the above listed program priorities relate to state incentive and/or economic development efforts?

Most agreed that the priority programs are related to their respective institution's role and scope. Suggestions include Boeing/United Launch Alliance & NASA, Federal Department of Labor, the Governor's Workforce, UWA Regional Center for Community and Economic Development, and the State's health delivery system.

Question 9

Considering the next five years, list your institution's priorities for academic program development in terms of certificate and/or degree level.

Some of the listed programs included the following: Industrial Maintenance, Physical and Respiratory Therapy, Computer and Forensics Sciences, Emergency Management (DSc.), and Doctorate in Education.

1. UAH – Develop 10 new interdisciplinary programs
2. Enterprise –Ozark Community College – Forensic Science, Nanotechnology
3. Snead State Community College – Certificate Technical programs
4. Southern Union State – Industrial Maintenance/Electronics
5. Calhoun Community – Physical and Respiratory Therapy, Robotics, Nanotechnology
6. Wallace State-Hanceville – Computer Forensics
7. J.F. Drake State Technical – Expand math and science technology programs
8. Wallace Community-Selma – Robotics, INT
9. Wallace Community-Dothan – Expand general education
10. Faulkner State Community – Offer short-term certificates
11. Jefferson Davis Community – Health care and Industrial electronics
12. Central Alabama Community – New Certificate and/or Associate programs
13. Beville State Community – Continue academic transfer courses
14. UAB – Health care, engineering, business, education, technology, social sciences and the arts
15. Troy University – Priorities depend on community needs
16. Auburn University – On-going technical areas
17. University of Alabama System – Engineering, Biotechnology, STEM, Teacher Education, Biomedical
18. Alabama State University – At the Bachelor's and Master's level
19. Jacksonville State University - DSc. In Emergency Management, M.F.A, Doctorate in Education (for administrators), M.S.W, certificate in Community Development
20. Reid State Technical College – Clinical Laboratory Technology, Registered Nursing, Machine Shop Technology
21. University of North Alabama – Civic Leadership, Geospatial, and Engineering Technology, Biotechnology, Film/Digital Media, International Studies, Master's in ESL, and Culinary Arts.

Attachment 4

Summary of Instructional Role and Scope Survey Comments

Question 1

Do you agree with the stated policy?

Only one respondent disagreed with the present policy.

Question 2

If no, what changes to the policy statement should be considered?

Most comments stated that the policy should allow for institutional expansion and growth. The present policy should be amended to include new program proposals based on merits and the dynamics of the institution. Moreover, the policy stifles institutional growth as it applies today.

Question 3

The Commission should use the approval of academic programs as defined in Questions #1 as the means to review any requests from colleges and universities to expand their instructional role and scope.

The comments state that the policy suggests any approved program is translated into role expansion. This may not be the case because any changes are primarily industry-driven, especially at the same degree level. Adding new CIP programs is different than seeking a higher degree program.

Question 4

The Commission should limit expansion of instructional role and scope to the current degree-granting level of the institution.

The institutions are industry-driven and should not be limited in considering changes to their programs to meet the needs of the surrounding community.

Question 5

The instructional role and scope policy should be reviewed every five-years as part of the Commission's statutory long-range planning efforts.

Most agreed to review the policy every 3-5 years because demographics may change impacting program demand. One respondent stated that it was left to the Commission to decide what is in the best interest of Alabama.

Question 6

The Commission should consider the approval of specific academic programs outside the instructional role and scope of an institution when there is exceptionally strong demonstrated state need for the program.

All respondents agreed with this statement noting changing community needs and an industry-driven economy.

Question 7

If yes to #6, the offering of the specific program would not change the institution's instructional role and scope, but would be limited to the approval program only.

There were only five responses to this item. Of the five, 80 percent agreed with the statement.

Question 8

Considering the next five years, list your institution's priorities for academic technical, or workforce program development in term of fields of study.

Ranked in order of most in common

1. Industrial Maintenance
2. Automotive Manufacturing
3. Health Programs/Nursing
4. Electronics
5. Biotechnology/Nanotechnology

Section A

Of the above named academic technical, or workforce program priorities, which ones have the greatest importance as part of a state incentive and/or economic development effort?

Ranked in order of most in common

1. Industrial Maintenance
2. Health Care
3. Robotics

Section B

How do the above listed program priorities relate to state incentive and/or economic development efforts?

Most agreed that the priority programs are related to their respective institution's role and scope. Suggestions include Boeing/United Launch Alliance & NASA, Federal Department of Labor, the Governor's Workforce, UWA Regional Center for Community and Economic Development, and the State's health delivery system.

Question 9

Considering the next five years, list your institution's priorities for academic program development in terms of certificate and/or degree level.

Some of the listed programs included the following: Industrial Maintenance, Physical and Respiratory Therapy, Computer and Forensics Sciences, Emergency Management (DSc.), and Doctorate in Education.

1. UAH – Develop 10 new interdisciplinary programs
2. Enterprise –Ozark Community College – Forensic Science, Nanotechnology
3. Snead State Community College – Certificate Technical programs
4. Southern Union State – Industrial Maintenance/Electronics
5. Calhoun Community – Physical and Respiratory Therapy, Robotics, Nanotechnology
6. Wallace State-Hanceville – Computer Forensics
7. J.F. Drake State Technical – Expand math and science technology programs
8. Wallace Community-Selma – Robotics, INT
9. Wallace Community-Dothan – Expand general education
10. Faulkner State Community – Offer short-term certificates
11. Jefferson Davis Community – Health care and Industrial electronics
12. Central Alabama Community – New Certificate and/or Associate programs
13. Beville State Community – Continue academic transfer courses
14. UAB – Health care, engineering, business, education, technology, social sciences and the arts
15. Troy University – Priorities depend on community needs
16. Auburn University – On-going technical areas
17. University of Alabama System – Engineering, Biotechnology, STEM, Teacher Education, Biomedical
18. Alabama State University – At the Bachelor's and Master's level
19. Jacksonville State University - DSc. In Emergency Management, M.F.A, Doctorate in Education (for administrators), M.S.W, certificate in Community Development
20. Reid State Technical College – Clinical Laboratory Technology, Registered Nursing, Machine Shop Technology
21. University of North Alabama – Civic Leadership, Geospatial, and Engineering Technology, Biotechnology, Film/Digital Media, International Studies, Master's in ESL, and Culinary Arts.

DECISION ITEM A: Revisions to the Bylaws and Administrative Code of the Alabama Commission on Higher Education

Staff Presenter: Tim Vick
Director of Operations and Fiscal Services

Staff Recommendation: That the Commission approve the proposed revisions to the ACHE Bylaws and to the following chapters of the ACHE Administrative Code:

300-1-1-.02
300-1-1-.03
300-1-1-.04
300-1-1-.06

Background: The purpose of the proposed revisions is to reflect current practices and law, provide clarity, and insure consistency between the two documents.

Supporting Documentation:

1. By-laws for the Alabama Commission on Higher Education.
2. Administrative Code for the Alabama Commission on Higher Education, Selected Chapters.

BYLAWS

ALABAMA COMMISSION ON HIGHER EDUCATION

ARTICLE I: Origin

The Alabama Commission on Higher Education was created by Alabama law: ~~Act No. 14, Special Session, 1969, reenacted by Act 461, Regular Session, 1979. Acts 1969, Ex. Sess., No. 14; Acts 1979, No. 79-461; Acts 1982, No. 82-486; Acts 1993, No. 93-369; Acts 1994, No. 94-202; Acts 1995, No. 95-255; Acts 1996, No. 96-497; Acts 1996, No. 96-509; Acts 1996, No. 96-539; Acts 1996, No. 96-557; Acts 1996, No. 96-771; and Acts 2000, No. 2000-409 (Codified; Code of Alabama, Title 16, Chapter 5).~~

ARTICLE II: Purpose

The purpose of this organization shall be to promote an educational system that will provide the highest possible quality of collegiate and university education to all persons in the State able and willing to profit from it; and to provide for continuous study, analysis, evaluation, planning, reporting, and recommendations as a basis for long-range planning with established priorities on a statewide basis to assure a sound, vigorous, progressive, and coordinated system of higher education for this State.

ARTICLE III: Members

The twelve members of the Alabama Commission on Higher Education are appointed and confirmed as set forth in ~~Act 461, Regular Session, 1979~~ Code of Alabama, 16-5-2 and 16-5-3 and are charged with representing no particular institution nor region but rather are deemed members at large, serving the best interests of the entire system of higher education in the state.

If any member of the Commission shall not be in attendance at two consecutive regular meetings for reasons other than personal illness, or family illness, or a Commission approved absence, that member shall be requested by the chairman to submit his or her resignation to the appointing authority.

The Commission may invite or designate representatives of the various postsecondary education segments or institutions to sit with the Commission during regular meetings for the purpose of ensuring that perspectives and concerns of the educational community might be made known to the Commission. Such advisory representatives shall be free to participate in deliberations but shall have no vote on formal Commission business.

ARTICLE IV: Officers and Committees

The Commission shall annually elect from its membership a chairman and a vice-chairman. Such election will be held at the closest regular meeting of the Commission ~~prior to August 31~~ after August 1 of each year. Elections shall be presided over by the chairman, or in the chairman's absence, the vice-chairman. The election of officers shall require the concurrence of a majority of all members of the Commission. The election shall be determined by a voice vote or a show of hands of Commission members present. No officer shall be elected to the same office more than two consecutive full terms. Terms of office shall begin October 1, following the election. In the event of a vacancy in one of the offices, written notice shall be given to all members and a special election shall be held at the next regular meeting following the occurrence of the vacancy. Should a vacancy occur in the office of the chairman, the vice-chairman shall become interim chairman and shall preside over the special election to elect a chairman. Officers in a special election shall take office immediately upon election and shall serve for the remainder of the unexpired term and one full term thereafter unless such member elects to give up such office, is elected to another office on the Commission, or a vacancy occurs in the appointment occupied by the officer. ~~No officer shall be elected to the same office more than two consecutive full terms.~~

~~The vote for the election of officers shall be taken by secret ballot. The presiding officer shall count the votes. In the event there is only one nominee for the position of chairman or vice-chairman, no ballot shall be necessary for the respective uncontested office. Election by a majority of Commission members shall be determined by a voice vote or a show of hands of Commission members present. and voting at a duly authorized meeting of the Commission.~~

There shall be committees appointed by the chairman as deemed necessary by the Commission. Committee chairs and vice-chairs shall be appointed by the chairman of the Commission. The Commission may under certain circumstances, and/or as desired, meet as a committee of the whole. As with the other Commission committees, the chair of the committee of the whole will be appointed by the chairman of the Commission. Committees shall meet as needed to review all matters before the Commission, but no action is to be considered final until and unless adopted by the full Commission in a public meeting.

Additionally, there shall be an Executive Committee of the Alabama Commission on Higher Education to consist of the chairman, vice-chairman, and ~~two~~ three other commissioners as appointed by the chairman.

~~These committees shall meet as needed to review the matters before the Commission but no action is to be considered final until and unless adopted by the full Commission in a public meeting.~~

The Executive Committee is empowered to act on behalf of the Commission between regular scheduled meetings of the Commission with said action being subject to ratification by the full Commission at a regular or special meeting held in accordance with all laws requiring open and public meetings.

The Executive Director shall be the secretary of the Commission. He shall present the minutes of the previous meeting to the Commission at least ten days prior to the next regularly scheduled meeting. The chairman or other presiding member shall witness Commission approval of minutes by appropriate notarized signature.

ARTICLE V: Meetings

The Alabama Commission on Higher Education shall hold regular meetings as provided by the annual adoption of a calendar of regular meeting dates. Special meetings may be held at any time by call of the chairman or by call of two-thirds (2/3) of the membership or upon call by the Governor. Per the Alabama Open Meetings Act, for special meetings, notice of at least ~~three~~ seven days is required, except in cases of extreme emergency. In the event of emergency a minimum of a one hour notice is required. An emergency is defined as an item requiring immediate action to avoid physical injury to persons or damage to property; or the meeting is being held solely to accept the resignation of a public official or employee. In no case shall the Commission meet less than two times in any calendar year. The Commission shall meet at least once every three months. The chairman shall preside over all meetings of the Commission. In the absence of the chairman, the vice-chairman shall preside. In the absence of both the chairman and the vice-chairman, the chairman shall designate a member to preside. Roberts' Rules of Order will be used as a procedural guide for conducting all business, unless they conflict with the Commission's stated bylaws.

An agenda which lists those items on which action is expected at the meeting shall be published in advance of the meeting date as required by law and shall be distributed to the Commission members, the president of each postsecondary education institution, the chairman of the governing board of each such institution, and the public upon request. At least half of the regular meetings each year, insofar as possible, shall be held on the campuses of institutions of higher education in the State. The Commission will meet as often as seems desirable on the campuses of the institutions of higher education in the state.

ALABAMA COMMISSION ON HIGHER EDUCATION
Friday, September 19, 2008

A majority of the members of the Commission shall constitute a quorum for the purpose of conducting official business. No vote may be taken on any matter which requires Commission action unless a quorum is present. Commission action shall be determined by a voice vote or a show of hands of Commission members present; however, any Commissioner may request a roll call vote on a specific matter and/or the chair may request a roll call vote if the outcome of a voice vote or a show of hands is in question. A show of hands vote or a roll call vote may become necessary if an action requires more than a simple majority vote. Proxy voting shall not be allowed. Commission members must be physically present in order to vote.

The positive recommendation of a new unit of instruction, research, or public service or a new public institution of higher education (as provided in ~~Section 8, Act 461, Regular Session (1979)~~ Code of Alabama, 16-5-4(b)) shall require the concurrence of a majority (7) of all the members of the Commission.

A program that receives a negative recommendation by a majority vote of Commission members present may be reconsidered after one year provided that in the judgment of the staff substantive changes indicate the need for reconsideration.

A program that receives a favorable vote of a majority of the members present, but which falls short of receiving a favorable vote by a majority of the members of the Commission, may be reconsidered at the next regularly scheduled meeting.

At the Commission's discretion, a "consent agenda" may be used to expedite action on common issues; however, any Commissioner may request that a specific issue(s) be held from the consent approval for further review and/or action.

Expenses incurred by Commission members in the performance of their duties shall be reimbursed at the rate authorized for state employees.

The Commission shall approve the Commission's annual budget request prior to the fiscal year for which it is effective. ~~The Commission shall approve, after each fiscal year, new staff appointments made by the Executive Director during the year.~~ The Commission shall establish such personnel policies regarding staff personnel as deemed necessary. Such policies may be established by resolution at any regular meeting or at any special meeting.

Bylaws amended by the Commission February 19, 1988; July 21, 1989; October 8, 1999; ~~and~~ June 16, 2000; and September 19, 2008.

ALABAMA COMMISSION ON HIGHER EDUCATION

CHAPTER 300-1-1 ORGANIZATION

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

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

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

(b) The remaining members shall be appointed from the state at large with no more than two of the total twelve members being from the same congressional district.

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

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

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

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

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

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

(2) Tenure

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

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

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

(d) If the senate is not in session or is in recess when the term of a member expires, the initial appointing authority shall make a temporary appointment of a succeeding member who shall serve subject to subsequent senate approval of the appointment.

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

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

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

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

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

Author: William O. Blow

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

History: Filed September 30, 1982. Amended: Filed December 12, 1989. Amended: Filed ?, 2008.

300-1-1-.03 Commission Organization.

(1) Election of Officers

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

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

(c) Elections shall be presided over by the chairman, or in his or her absence, the vice chairman. The presiding officer shall count the votes.

(d) The election of officers shall require the concurrence of a majority of the members of the Commission. The election shall be determined by a voice vote or a show of hands of Commission members present.

(e) Terms of office shall begin on October 1, following the election.

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

(g) Special Elections

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

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

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

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

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

~~(k) The presiding officer shall count the votes.~~

(2) Committees

~~(a) The chairman of the Commission shall appoint four committees -- Financial Affairs, Academic Affairs, Student Assistance, and Personnel/Administration -- and others as deemed necessary by the Commission. There shall be committees appointed by the chairman as deemed necessary by the Commission. Committee chairs and vice-chairs shall be appointed by the chairman of the Commission.~~

(b) The Commission may under certain circumstances, and/or as desired, meet as a committee of the whole. As with other Commission committees, the chair of the committee of the whole will be appointed by the chairman of the Commission.

~~(c) These Committees shall meet as needed to review all matters before the Commission, but no action is to be considered final until and unless adopted by the full Commission in a public meeting.~~

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

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

Author: William O. Blow

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

History: Filed September 30, 1982. Amended: Filed December 12, 1989. Amended: Filed ?, 2008

300-1-1-.04 Commission Meetings.

(1) Meetings

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

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

1. Per the Alabama Open Meeting Act, for special meetings, notice of at least ~~three~~ seven days is required, except in cases of extreme emergency. In the event of emergency a minimum of a one hour notice is required. An emergency is defined as an item requiring immediate action to avoid physical injury to persons or damage to property; or the meeting is being held solely to accept the resignation of a public official or employee.

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

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

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

(f) The executive director as the secretary of the Commission shall present the minutes of the last previous meeting to the Commission at least ten days prior to the next regularly scheduled meeting. The chairman or other presiding member shall witness Commission approval of minutes by appropriate notarized signature

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

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

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

(2) Agenda

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

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

(3) Location

~~(a) At least half of the regular meetings each year, insofar as possible, shall be held on the campuses of institutions of higher education in the state. The Commission will meet as often as seems desirable on the campuses of the institutions of higher education in the state.~~

(4) Procedure

(a) A majority of the members of the Commission shall constitute a quorum for the purpose of conducting official business. No vote may be taken on any matter which requires Commission action unless a quorum is present. Commission action shall be determined by a voice vote or a show of hands of Commission members; however, any Commissioner may request a roll call vote on a specific matter and/or the chair may request a roll call vote if the outcome of a voice vote or a show of hands is in question. A show of hands vote or a roll call vote may become necessary if an action requires more than a simple majority vote. Proxy voting shall not be allowed. Commission members must be physically present in order to vote.

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

(c) A program that receives a negative recommendation by a majority vote of Commission members present may be reconsidered after one year, provided that in the judgment of the staff substantive changes indicate the need for reconsideration.

(d) At the Commission's discretion, a "consent agenda" may be used to expedite action on common issues; however, any Commissioner may request that a specific issue(s) be held from the consent approval for further review and/or action.

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

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

Author: William O. Blow

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

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

300-1-1-.06 Staff.

(1) ~~The staff is divided into two major functional divisions: Planning and Coordination, and Student Assistance~~ The executive director is responsible for organizing the staff in such a manner as to promote efficiency and effectiveness in fulfilling the responsibilities assigned to the Commission in its enabling legislation.

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

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

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

(4 ~~5~~) All full-time employees of the Commission shall be eligible to participate in the state teacher's retirement system.

(5 ~~6~~) The Commission establishes such policies regarding staff personnel as deemed necessary. Such policies may be established by resolution at any regular meeting or at any special meeting.

Author: William O. Blow

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

History: Filed September 30, 1982. Amended: Filed December 12, 1989. Amended: Filed ?,2008.

DECISION ITEM B: Fiscal Year 2008-09 Operations Plan

Staff Presenter: Mrs. Veronica M. Harris
Director of Agency Fiscal Services & Accounting

Staff Recommendation: That the Commission on Higher Education approve the Fiscal Year 2008-09 Operating Plan.

Background: The purpose of the Operations Plan is to ensure that the objectives of the Legislature's FY 2009 appropriations are satisfied. Each agency is required to submit a plan for each budget unit showing expenditures for each quarter of the fiscal year. This plan, which was due to the Executive Budget Office on August 1, 2008, was submitted in draft form pending approval of the Commission.

In Fiscal Year 2008-09, the Commission's total budget will be \$24,333,656. This is a **(\$9,345,493)** decrease from FY 2007-08's budget of \$33,679,149. This budget is basically in line with fiscal year 2006-2007 appropriation with the exception of the Alabama Student Assistance Program. The programs listed below received the following decreases/increases in the FY 2008-09 budgets:

Alabama Student Assistance Program	\$(919,458)
Knight ASAP	(4,611,845)
Alabama Student Grant Program	(750,000)
Experimental Program Stimulate Research	50,000
Alabama Agricultural Land Grant Alliance	(1,750,000)
ACHE Planning and Coordination (O &M)	(181,177)
No Child Left Behind Title II	4,500
Network of Academic Libraries	(424,345)
Network of Academic Libraries (Federal)	(66,068)
Southern Regional Education Board	(124,000)
Articulation System	(50,000)
SUPER	(100,000)
Knight v Alabama Monitor	(25,000)
Student Assistance Initiated Loan Servicing	(398,100)
Total	\$ 9,345,493

As for sources of revenue, in the coming fiscal year, approximately 79.0% of the Commission's funds come from the state's Education Trust Fund, 9.0% from the federal government, 2.0% from local funds and 10.0% from Knight v Alabama Settlement (Diversity Scholarships). In FY 2008-09, approximately 86.0% of the Commission's budget will be directed toward Grants and Benefits. The operations portion of the budget represents approximately 14.0% of the total funds available.

Supporting Documentation:

1. EBO Form 8. Agency Summary. Attached.
2. FY 2008-09 Operations Plan. Entire Document. Available upon request.

ALABAMA COMMISSION ON HIGHER EDUCATION
 Friday, September 19, 2008

Attachment 1

EBO FORM NO. 8 OPERATIONS PLAN AGENCY NO. 319
 REVISION NO.: FISCAL YEAR 2008-2009

DATE: AGENCY NAME: ALABAMA COMMISSION ON HIGHER EDUCATION

=====

APPROPRIATION UNIT NAME: AGENCY SUMMARY APPROPRIATION UNIT NO.: 152, 153,
 172, 176, 151

ACTIVITY NAME: ALL ACTIVITIES ACTIVITY NO.: ALL

BUDGET ORG. NAME: BUDGET ORG NO.:

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

CODE NO.	EXPENDITURES BY MAJOR OBJECT:	1ST QUARTER	2ND QUARTER	3RD QUARTER	4TH QUARTER	TOTAL
01	PERSONNEL COSTS	648,209	492,123	492,515	426,220	2,059,067
02	EMPLOYEE BENEFITS	197,804	167,182	167,182	161,036	693,204
03	TRAVEL-IN-STATE	10,400	6,450	7,150	9,600	33,600
04	TRAVEL-OUT-OF-STATE	13,100	3,600	5,900	5,600	28,200
05	REPAIRS AND MAINTENANCE	1,400	600	900	600	3,500
06	RENTALS & LEASES	96,200	85,700	85,700	85,700	353,300
07	UTILITIES & COMMUNICATIONS	9,250	6,250	7,250	9,250	32,000
08	PROFESSIONAL SERVICES	50,150	27,650	27,650	28,650	134,100
09	SUPPLIES & OPERATIONS	67,855	55,645	52,645	66,634	242,779
10	TRANSPORTATION EXPENSES	1,000	1,000	1,000	1,000	4,000
11	GRANTS, BENEFITS & CLAIMS	6,760,836	4,654,209	4,651,517	4,654,344	20,720,906
12	CAPITAL OUTLAY					
13	TRANSPORTATION PURCHASES					
14	OTHER EQUIPMENT PURCHASES	2,000	3,000	4,000	20,000	29,000
15	DEBT SERVICE					
16	NON-EXPENDITURE DISB.					
	TOTAL EXPENDITURES	7,858,204	5,503,409	5,503,409	5,468,634	24,333,656

SOURCE OF FUNDS	FUND NO.	FUND NAME	1ST QUARTER	2ND QUARTER	3RD QUARTER	4TH QUARTER	TOTAL
403	FUNDS BROUGHT FWD(FEDERAL)		372,975				372,975
754	FUNDS BROUGHT FWD (TSPAT)		104,475	104,475	104,475	104,475	417,900
200	ETF		4,878,262	4,765,870	4,765,870	4,731,096	19,141,098
403	FEDERAL AND LOCAL		1,869,273				1,869,273
458	AGSLP						
1160	FUNDS BROUGHT FWD(MONITOR)		18,750	18,750	18,750	18,750	75,000
778	SAILS						
200	COLA SALARY INCREASE		17,430	17,275	17,275	17,275	69,255
1170	AL STUDENT ASSISTANCE KNIGHT		597,039	597,039	597,039	597,038	2,388,155
	TOTAL SOURCE OF FUNDS		7,858,204	5,503,409	5,503,409	5,468,634	24,333,656

EBO USE ONLY

DATE: APPROVED: _____

A: DATE: _____

DECISION ITEM C: Approval of 2009 Commission Meeting Schedule

Staff Presenter: Tim Vick
Director of Operations and Fiscal Services

Staff Recommendation: That the Commission approve the proposed meeting schedule for 2009.

Proposed Meeting Schedule for 2009

March 13, 2009
June 19, 2009
September 11, 2009
December 4, 2009

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

1. The statute requires the Commission to meet at least once every three months.
2. A meeting is necessary in December to adopt the Unified Budget Recommendation.
3. The proposed schedule attempts to accommodate state and federal holidays; K-12 spring breaks; and state, regional, and national meetings that involve colleges and universities of which we are aware.

Supporting Documentation: None.

DECISION ITEM D-1: The University of Alabama at Birmingham, Bachelor of Science in Neuroscience (CIP 30.2401)

Staff Presenter: Mrs. Ellen Haulman
Assistant Director for Instruction

Staff Recommendation: That the Commission approve the proposed Bachelor of Science in Neuroscience 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 September 19, 2010, 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 2009-10, will be at least 13, based on the proposal.
2. That the annual average number of graduates for the period 2012-13 through 2013-14 (two-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 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 University of Alabama at Birmingham (UAB) will be required to phase out the program if any of the post-implementation conditions are not met. The institution must present documentation regarding the post-implementation conditions, as well as a general assessment of the program, in a report submitted to the Commission no later than September 2014.

EXECUTIVE SUMMARY

Program Objective: The proposed program would be an interdepartmental Bachelor of Science (BS) degree program in Neuroscience. Neuroscience is the study of the structure and function of the nervous system with a special focus on the brain and its role in behavioral processes, the mechanisms of behavior, and the nature of cognitive function. Students completing the program would have academic, intellectual, and research skills that would make them highly competitive for professional schools in health-related sciences and research. The program is designed as a departmental honors program for undergraduates.

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

Mode of Delivery: No type of distance technology will be used in the delivery of the program. The junior and senior year of the program will require hands-on laboratory research at Dauphin Island Sea Lab and research laboratories at UAB. Therefore, UAB does not expect to be able to deliver the program through distance education.

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

Collaboration: Because the program will be unique, UAB will not be collaborating with other institutions in this program.

Resources: No new funds will be needed for the program in the first five years, and a total of \$26,448,460 will be available through extramural funding, tuition, and internal reallocation.

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

Rationale for Staff Recommendation:

1. The multidisciplinary program will supply highly qualified graduates for employment in neuroscience jobs or for graduate and professional schools.
2. The program will make use of UAB's unique resources related to this area, including existing faculty, facilities, and equipment.
3. There are no other programs in Neuroscience listed in the Academic Program Inventory, and only approximately fifty such programs exist in the United States.

Supporting Documentation:

1. New Academic Degree Program Proposal Summary, attached.
2. Summary of Background Information, attached.
3. Curriculum for Proposed Program, attached.
4. University of Alabama at Birmingham program proposal, dated April 15, 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 University of Alabama at Birmingham
 PROGRAM Bachelor of Science in Neuroscience, CIP 30.2401

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	\$0	\$0	\$0	\$0	\$0	\$0
FACILITIES	\$0	\$0	\$0	\$0	\$0	\$0
EQUIPMENT	\$0	\$0	\$0	\$0	\$0	\$0
STAFF	\$0	\$0	\$0	\$0	\$0	\$0
OTHER	\$0	\$0	\$0	\$0	\$0	\$0
TOTAL	\$0	\$0	\$0	\$0	\$0	\$0

SOURCES OF FUNDS AVAILABLE FOR PROGRAM SUPPORT

	2009-10	2010-11	2011-12	2012-13	2013-14	TOTAL
INTERNAL REALLOCATIONS	\$120,000	\$120,000	\$120,000	\$120,000	\$120,000	\$600,000
EXTRAMURAL	\$5,000,000	\$5,000,000	\$5,000,000	\$5,000,000	\$5,000,000	\$25,000,000
TUITION	\$33,180	\$104,280	\$165,900	\$237,000	\$308,100	\$848,460
TOTAL	\$5,153,180	\$5,224,280	\$5,285,900	\$5,357,000	\$5,428,100	\$26,448,460

ENROLLMENT AND DEGREE COMPLETION PROJECTIONS

	2009-10	2010-11	2011-12	2012-13	2013-14	5-YEAR AVERAGE
TOTAL HEADCOUNT ENROLLMENT	7	22	35	50	65	36
NEW ENROLLMENT HEADCOUNT	7	15	15	15	15	13
						2-YEAR AVERAGE
DEGREE COMPLETION PROJECTIONS	0	0	0	6	12	9

Attachment 2

Summary of Background Information

Bachelor of Science in Neuroscience
The University of Alabama at Birmingham

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

Objectives: The proposal describes an interdepartmental Bachelor of Science (BS) degree program in Neuroscience. Neuroscience is the study of the structure and function of the nervous system with a special focus on the brain and its role in behavioral processes, the mechanisms of behavior, and the nature of cognitive function. The proposed program is designed to provide a broad sequence of courses in biology, psychology, chemistry, mathematics, and physics, in addition to introductory and advanced courses in neuroscience. Students completing the program will have academic, intellectual, and research skills that will make them highly competitive for professional schools in health-related sciences and research.

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

- Attract highly qualified students who are interested in pursuing neuroscience and provide a high-caliber undergraduate major to those students.
- Provide a solid educational foundation with core courses in biology, chemistry, physics, mathematics, and psychology. This core will be supplemented by an advanced curriculum that emphasizes molecular, cellular, and physiological mechanisms and processes underlying nervous system functioning, behavior, and cognitive processes.
- Provide an educational and research experience that maximizes the chances of students successfully pursuing future career goals in academia, health sciences, and research.
- Provide the opportunity for students to participate in hands-on independent laboratory research and complete a senior research thesis as part of their undergraduate education in an academic environment where a diverse group of neuroscience faculty will serve as mentors.
- Provide the opportunity for students to participate actively in the UAB neuroscience community. The intended result is to increase the number and quality of students in all levels at UAB and establish UAB as a pre-eminent university for training in the neurosciences.

According to the proposal, the program will be evaluated annually by the program director and the steering committee by gathering information and suggestions for improvement from five major sources:

1. A database with information on students who are admitted, matriculate, and graduate to monitor the quality of the students who progress through the program.
2. Formal and informal surveys given annually to all current students to measure satisfaction with research mentor and research environment; satisfaction with core and advanced courses; satisfaction with opportunities for interaction with colloquium speakers; necessary preparation for next step in the student's career; and suggestions for improvement of the program.
3. Anonymous student evaluations of instructor and course effectiveness, which will be evaluated by the program steering committee.
4. Informal surveys of faculty teachers and mentors for feedback about the selection of students, training program structure, curriculum and requirements, and interest in mentoring students.

Student success will be measured by performance in coursework and research activity. The program will be deemed a success if graduates are eventually placed in positions at leading universities or in government or industry.

Administration: The program will be administered by the School of Medicine, Robert Rich, MD, dean, and the School of Social and Behavioral Sciences, Jean Linney, PhD, dean. The program will be housed in the departments of Neurobiology and Psychology. Department chairpersons are David Sweatt, PhD, and Carl McFarland, PhD. Anne Theibert, PhD, will be director of the program.

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 Chief Academic Officers (CAO) for review. Two responses were received, both of which were favorable. One CAO made suggestions regarding a few additional course requirements for the program. The CAO group does not vote on program proposals.

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

Curriculum: According to the proposal, the program will have a multidisciplinary curriculum. The curriculum has been developed in consultation with representatives from departments and honors programs in the Schools of Medicine, Optometry, Natural Science and Mathematics, and Social and Behavioral Sciences. Though the home of the program will be shared by the Departments of Neurobiology and Psychology, the teaching faculty, research mentors, and steering committee will derive from neuroscience faculty in departments in four schools at UAB. It is anticipated that the program will be designated as a departmental honors program.

Program Completion Requirements:

Total credit hour requirements: 120

Credit hours required in major courses:	50 semester hours (sh)
General Education Requirements:	47 sh
Minor:	16 sh
Free electives	7 sh

Because of the number of hours required in biology and chemistry, students will likely minor in one of the two areas. Independent research projects in the junior and senior years will be supervised by approved faculty in the Departments of Neurobiology, Psychology, Physiology, Biophysics, Vision Science, Neurology, Psychiatry, and Behavioral Neurobiology.

Several courses that were recently developed will be included in the program:

Principles of Cellular Neuroscience Module I-II: Genes, Molecules, and Cells of the Nervous System	3 sh
Principles of Cellular Neuroscience Module III: Membrane Biophysics, Synaptic Transmission, Integration and Plasticity	3 sh
Principles of Cellular Neuroscience Module IV: Discussion of Classical and Contemporary Research Articles	1 sh
Colloquium in Basic, Cognitive, and Clinical Neuroscience	1 sh
Introduction to Neurobiology	6 sh
Diseases of the Nervous System	3 sh
Developmental Neuroscience	3 sh
From Molecules to Behavior	3 sh

Only one additional course will be developed for the program:

Mechanisms of Memory	3 sh
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Collaboration: According to the proposal, there is no similar program in the state. Consequently, UAB will not be collaborating with other institutions in the state.

Distance Education: No type of distance technology will be used in the delivery of the program. The junior and senior year of the program will require hands-on laboratory research at Dauphin Island Sea Lab and research laboratories at UAB. Therefore, UAB does not expect to be able to deliver the program through distance education.

Admissions: The program will initially be limited to the admission of fifteen students per year. Beginning with the second year, competition for spaces in the program is expected to be keen. Students will be chosen on the basis of prior academic performance, an essay explaining the student's interest in neuroscience and the program, and a telephone interview. For incoming freshmen, UAB's regular admission requirements must be met, along with additional course and academic requirements. The program is intended to be a departmental honors program, so students will have to maintain at least a 3.25 grade point average to remain in the program.

Need: There currently are no programs in Neuroscience listed in the Academic Program Inventory. The proposal stated only approximately fifty universities in the United States have such programs. The program is designed to develop young neuroscientists to meet a growing need for persons who can study, treat, and discover cures for nervous system dysfunction.

According to the proposal, the incidence of neuroscience-related diseases is projected to increase steadily over the next few decades. Consequently, Alabama will need physicians and clinical and basic researchers in related areas.

Developers of the proposal used information collected from UAB chairs in Psychiatry, Neurology, Pediatrics, Neurosurgery, Ophthalmology, Vision Science, Neurobiology, and Psychology in projecting clinical and research jobs in these areas. Information on job availability at local and state institutions and companies was obtained from personnel offices and websites at UAB, the Southern Research Institute, and the Alabama Department of Economic Development.

Projected job openings in the local area total 122 over a five year period, while statewide the total is 183 over the same period. Nationally, neuroscience-related jobs openings over the five-year period are projected to be over 6,100.

Based on the success of other UAB Honor's Programs, it is anticipated that more than 75 percent of the neuroscience graduates will go directly to graduate, medical, or professional schools following graduation. The program is expected to provide a pool of well-trained students for the UAB professional programs, as well as generating students for other noted professional and graduate schools across the country.

Student Demand: UAB reported that at least forty inquiries have been received from students who have been interested in studying neuroscience. At a recent meeting with UAB science honors students, twelve expressed interest in the program.

The proposal stated that enrollment projections were also determined by the number of applications to a related undergraduate summer program in neuroscience. On average, sixty applications per year are received for twelve openings in the summer program. The applications are submitted by students from approximately twenty different states.

Resources:

Faculty/Staff: The program is interdisciplinary and will be taught by existing faculty from a number of departments. The proposal stated that currently over 100 faculty members from approximately ten departments participate in undergraduate, graduate, and postdoctoral training related to the neurosciences.

The proposed program's director, Dr. Anne Theibert, is an associate professor and graduate program director of Neurobiology. She will spend approximately fifty percent of her effort on Neuroscience program duties. Dr. David Schwebel, associate professor and undergraduate program director in Psychology, will serve as assistant director with five percent of his effort committed to the program. Approximately fifty faculty members will devote 1 to 2 percent of their effort to teaching or mentoring program students.

Most courses in the program already have been established and are currently running. Therefore, no additional teaching will be required of the faculty.

Support Staff: Two administrative assistants will be available to support the program.

Equipment: The proposal stated that UAB has made a major investment in neuroscience over the last decade, including equipment to support neuroscience research. The proposal stated that no additional equipment is needed at this time.

Facilities: UAB relocated the Department of Neurobiology to the newly constructed Shelby Interdisciplinary Biomedical Research Building. No renovations or additional facilities will be required for the program.

Library: The Lister Hill Library of the Health Sciences, the largest biomedical library in Alabama and one of the leading such libraries in the country, will be available for the program. The volumes of books, bound journals, microforms, and other media currently held total approximately 318,000 volumes. The Mervyn Sterne Library, the general library for UAB, also will be available for students in the program.

Program Budget: No new funds will be needed for the program in the first five years, and a total of \$26,448,460 will be available through extramural funding, tuition, and internal reallocation.

Attachment 3

**Bachelor of Science in Neuroscience
Typical Four-Year Curriculum**

Freshman Year

Fall Semester Credits: 15

BY 123	Introductory Biology I & Laboratory	4
CH 115/116	General Chemistry I & Laboratory	4
MA 125	Calculus I	4
EH 101	English Composition I	3

Spring Semester Credits: 14

BY 124	Introductory Biology II & Laboratory	4
CH 117/118	General Chemistry II & Laboratory	4
-----	Core Course in Area IV	3
EH 102	Scientific Communication	3

Sophomore Year

Fall Semester Credits: 14

CH 235/236	Organic Chemistry I & Laboratory	4
PH 201/221	College/General Physics I & Laboratory	4
PY 201/101	Honors/Introduction to Psychology	3
CS 101	Fluency with Information Technology	3
NBL 4XX	Colloquium in Basic, Cognitive and Clinical Neuroscience (optional)	

Spring Semester Credits: 14

CH 237/238	Organic Chemistry II & Laboratory	4
PH 202/222	Elective, e.g. College/General Physics I & Lab	4
STH 301	Statistics and Design Overview	3
PY 353	Behavioral Neuroscience	3
NBL 4XX	Colloquium in Basic, Cognitive and Clinical Neuroscience (optional)	

Junior Year

Fall Semester Credits: 15

CH 461	Elective, e.g. Biochemistry I	3
PY 453	Advanced Behavioral Psychology	4
PHL116	Bioethics	3
-----	Core Course in Area II	3
PY 398	Neuroscience Research	1
NBL 4XX	Colloquium in Basic, Cognitive and Clinical Neuroscience	1

Spring Semester		Credits: 15
BY 330	Cell Biology	3
PY 363	Cognitive Psychology	3
-----	Core Course in Area II (EH Lit course)	3
-----	Core Course in Area IV (HY core)	3
PY 398	Neuroscience Research	2
NBL 4XX	Colloquium in Basic, Cognitive and Clinical Neuroscience	1

Summer Semester		
NEUR 4XX	Introduction to Neurobiology at Dauphin Island Sea Laboratory	6

Senior Year

Fall Semester		Credits: 14
PY 441-444	Principles of Cellular Neuroscience I-IV	7
-----	Core Course in Area II (FA Core)	3
PY 398	Thesis Neuroscience Research	3
NBL 4XX	Colloquium in Basic, Cognitive and Clinical Neuroscience	1

Spring Semester		Credits: 13
NBL 4XX	Electives in Advanced Neuroscience: Developmental Neuroscience/Integrative Neuroscience/Mechanisms of Memory/ Diseases of Nervous System	3
PHL 100	Introduction to Philosophy	3
-----	Core Course in Area IV	3
PY 398	Thesis Neuroscience Research	3
NBL 4XX	Colloquium in Basic, Cognitive and Clinical Neuroscience	1

Credit hours required in major: 50
Credit hours required in minor: 16
Credit hours in institutional general education or core curriculum:
47 Total (41 Core plus 6 for A and S track)
Credit hours in required or free electives: 07
Total credit hours required for completion: 120

DECISION ITEM D-2: Lawson State Community College, Certificate in Automotive Body Repair (CIP 47.0603)

Staff Presenter: Ms. Margaret Pearson
Academic Program Review Analyst

Staff Recommendation: That the Commission approve the proposed Certificate in Automotive Body Repair with the implementation date and post-implementation conditions listed below:

Implementation Date: The proposed program will be implemented January 2009. Based on Commission policy, the proposed program must be implemented by September 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 will be at least 14, based on the proposal.
2. That the annual average number of graduates for the Academic Years 2009-10 through 2013-14 will be at least 8, based on the proposal.
3. That a follow-up survey be conducted after the first five years that will show at least 75 percent of the graduates were successful in acquiring related employment.
4. That information regarding an overall assessment of the program be provided, particularly as related to objectives and assessment measures stated in the proposal.

Lawson State Community College (LAW) will be required to phase out the program if any of the post-implementation conditions are not met. The institution must present documentation regarding the post-implementation conditions, as well as a general assessment of the program, in a report submitted to the Commission no later than February 2014.

EXECUTIVE SUMMARY

Program Objective: This program is designed to educate students in repairing vehicles to the highest standards. Students will learn foundational academic skills in math, reading, computers, and technical writing in order to use print and digital technical manuals.

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

Mode of Delivery: Distance education technology is not being considered at this time due to the hands-on lab training associated with the program.

Similar Programs: The following institutions have similar auto body repair programs: Wallace State Community College (Dothan), Reid State Community College, Southern Union State Community College, Ingram State Community College, Jefferson Davis Community College, Northwest Shoals Community College, Beville State Community College, Bishop State Community College, Gadsden State Community College, and Wallace State Community College (Hanceville). The closest program is located at Beville State Community College, 25.62 miles away from WSH.

Collaboration: According to the proposal, the expense of equipment and shop intensive training prevent collaboration with institutions other than LAW's Bessemer and Birmingham campuses.

Resources: A total of \$18,000 in new funds will be needed for the program in the first five years, and a total of \$1,143,960 will be available through tuition, extramural funds, and internal reallocation.

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

Rationale for Staff Recommendation:

1. The Jefferson County Center for Workforce Development identifies auto mechanics as one of the top 40 high demand occupations through 2014.
2. The goal of the proposed certificate is to produce a multi-skilled auto body/collision repair technician who will be more employable with stronger earning power.
3. Job opportunities are expected to be excellent due to a growing number of retirements in this occupation.

Supporting Documentation:

1. New Academic Degree Program Proposal Summary, attached.
2. Summary of Background Information, attached.
3. Curriculum for Proposed Program, attached.
4. Lawson State Community College proposal, dated June 26, 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 Lawson State Community College

PROGRAM Certificate in Auto Body Repair

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	\$0	\$0	\$0	\$0	\$0	\$0
FACILITIES	\$0	\$0	\$0	\$0	\$0	\$0
EQUIPMENT	\$5,000	\$5,000	\$5,000	\$0	\$0	\$15,000
STAFF	\$0	\$0	\$0	\$0	\$0	\$0
OTHER	\$1,000	\$1,000	\$1,000	\$0	\$0	\$3,000
TOTAL	\$6,000	\$6,000	\$6,000	\$0	\$0	\$18,000

SOURCES OF FUNDS AVAILABLE FOR PROGRAM SUPPORT

	2009-10	2010-11	2011-12	2012-13	2013-14	TOTAL
INTERNAL REALLOCATIONS	\$15,000	\$15,000	\$15,000	\$15,000	\$15,000	\$75,000
EXTRAMURAL	\$6,000	\$6,000	\$6,000	\$6,000	\$6,000	\$30,000
TUITION	\$207,360	\$207,360	\$172,800	\$220,320	\$231,120	\$1,038,960
TOTAL	\$228,360	\$228,360	\$193,800	\$241,320	\$252,120	\$1,143,960

ENROLLMENT AND DEGREE COMPLETION PROJECTIONS

	2009-10	2010-11	2011-12	2012-13	2013-14	5-YEAR AVERAGE
NEW ENROLLMENT HEADCOUNT	11	13	15	16	17	14
DEGREE COMPLETION PROJECTIONS	4	7	10	10	10	8

Attachment 2

Summary of Background Information

Certificate in Auto Body Repair
Lawson State Community College

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

Objectives: This program is designed to educate students in repairing vehicles to the highest standards. Students will learn foundational academic skills in math, reading, computers, and technical writing in order to use print and digital technical manuals. Additional objectives of the proposed program are as follows:

- a) Increasing job opportunities for present workers through additional training in relevant auto body and collision repair techniques;
- b) Preparing graduates who will be ready for immediate employment as comprehensive collision repair technicians;
- c) Promoting training for additional student certifications by the National Institute for Automotive Service Excellence (ASE);
- d) Awarding an industry standard certificate developed with the assistance of industrial leaders;
- e) Teaching foundational academic skills in math, reading, computers, speech and technical writing.

Administration: The program will be administered by Charles Murray, Associate Dean, Career/ Technical Education.

Curriculum: The following new courses will be added to the curriculum for the proposed program:

<u>Course Number</u>	<u>Title</u>	<u>Hours</u>
ABR 223	Automotive Mechanical Components	3 semester hours (sh)
ABR 224	Automotive Electrical Components	3 sh
ABR 255	Steering and Suspension	3 sh
ABR 258	Heating and AC in Collision Repair	3 sh
ABR 261	Restraint Systems	3 sh
ABR 265	Paint Defects and Final Repair	3 sh

Program Completion Requirements:

<u>Certificate:</u>	
General Education	12 sh
Major	45 sh
Electives	2 sh
Total	59 sh

Certification: According to the proposal, LAW offers training in the following: General Motors – Automotive Service Education Program (GM-ASEP), Ford – Automotive Student Service Education Training (Ford-ASSET), Toyota – Technical Education Network (T-TEN), Automotive Mechanics, and Medium and Heavy Truck Technician. These training programs are certified by the National Automotive Technicians Education Foundation (NATEF). The Auto Body/Collision Repair program will submit the required paperwork for a site visit and certification once the certificate program is approved.

Collaboration: According to the proposal, the expense of equipment and shop intensive training prevent collaboration with institutions other than LAW's Bessemer and Birmingham campuses.

Distance Education: Distance education modalities have not been considered due to the hands-on lab training that is associated with the proposed program.

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

Student Demand: According to LAW's proposal, since 2005, unduplicated headcount in the auto body repair short certificate has steadily grown to over 80 students. Those enrolled in the program in 2006-2007 were polled by phone or in person as to the need for the six proposed mechanical courses. Eighty-two percent or 71 students indicated there was a need for the additional courses to supplement their current curriculum. Of those 71 students, 23 indicated they would be interested in earning the full certificate.

Need: Similar auto body repair programs can be found at the following institutions: Wallace State Community College (Dothan), Reid State Community College, Southern Union State Community College, Ingram State Community College, Jefferson Davis Community College, Northwest Shoals Community College, Bevill State Community College, Bishop State Community College, Gadsden State Community College, and Wallace State Community College (Hanceville). The closest program is located at Bevill State Community College, 25.62 miles away from WSH. The proposed program at LAW will serve the Birmingham metropolitan area.

Officials at LAW provided information from the Jefferson County Center for Workforce Development identifying auto mechanics as one of the top 40 high demand occupations through 2014. The number of jobs for automotive service technicians and mechanics is projected to grow faster than average for all occupations over the next decade. Job openings will be significantly larger because many skilled technicians are expected to retire during the next eight years. For auto body repair technicians the median hourly wage is \$16.92 (Occupational Outlook Handbook, 2008-09 Edition).

Local collision repair employers in automotive dealerships and independent shops voiced overwhelming support for the new certificate. Forty-nine prospective employers returned surveys in regard to the certificate. The responders indicated that graduates with the additional skills would be more employable and that they would hire graduates with the certificate. They also indicated that the average wages for a graduate with the added skills is \$42,000 per year in the Birmingham Metropolitan area.

Resources:

Faculty/Staff: Currently, there are two full-time primary faculty members available to teach in the proposed program. Additionally, there will be seven support faculty members available to teach in the proposed program. A total of six will be full-time and one will be part-time.

Equipment/Facilities: The proposal stated that the only additional equipment needed will be hand tools which are projected to cost approximately \$5,000 per year for five years. The remaining equipment will be provided through current program offerings. According to LAW officials, facilities are adequate to offer the additional program. LAW has over twenty-five bays for automotive training and auto body/collision repair has three bays. A schedule will be developed to provide adequate facilities for all courses offered by the college.

Library: According to the proposal, LAW's library has adequate holdings for the current short certificate in auto body repair and automotive technician, requiring no additional expenditures. Currently, the most utilized resource for both programs is *Mitchell on Demand*, which is an online automotive repair information system.

Program Budget: WSH projects that a total of \$18,000 in estimated new funds will be required for the first five years to support the proposed program, and a total of \$1,143,960 will be available through internal allocation, extramural funds, and tuition.

Attachment 3
Certificate in Auto Body Repair

CURRICULUM BY SEMESTER

First Semester

PSY 100 Orientation to College	1
WKO 107 Workplace Skills Preparation	1
ABR 111 Non-Structural Repair	3
ABR 114 Non-Structural Panel Replacement	3
ABR 122 Surface Preparation	3
MAH 101 Career Technical Mathematics	3

Second Semester

ABR 123 Paint Preparation	3
ABR 265 Paint Defects and Final Repair	3
ABR 151 Safety and Environment Practices	3
ABR 154 Automotive Glass and Trim	3
DPT 103 Introductory Computer Skills	3

Third Semester

ABR 223 Automotive Mechanical Components	3
ABR 224 Automotive Electrical Components	3
ABR 213 Automotive Structural Analysis	3
ABR 156 Cutting and Welding	3
COM 100 Career Technical English	3

Fourth Semester

ABR 214 Automotive Structural Repair	3
ABR 255 Steering and Suspension	3
ABR 258 Heating and AC in Collision Repair	3
ABR 261 Restraint Systems	3
SPC 103 Career Technical Speech	3

DECISION ITEM D-3: Wallace State Community College (Hanceville), Associate in Applied Science and Certificate in Culinary Arts with an Option in Hospitality Management (CIP12.0503)

Staff Presenter: Ms. Margaret Pearson
Academic Program Review Analyst

Staff Recommendation: That the Commission approve the proposed Associate in Applied Science and Certificate in Culinary Arts with the implementation date and post-implementation conditions listed below:

Implementation Date: The proposed program will be implemented January 2009. Based on Commission policy, the proposed program must be implemented by September 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 will be at least 10, based on the proposal.
2. That the annual average number of graduates for the Academic Years 2008-09 through 2010-13 will be at least 8, based on the proposal.
3. That information be provided regarding progress toward accreditation of the program by the American Culinary Federation.
4. 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.
5. That information regarding an overall assessment of the program will be provided, particularly as related to objectives and assessment measures stated in the proposal.

Wallace State Community College (Hanceville) (WSH) will be required to phase out the program if any of the post-implementation conditions are not met. The institution must present documentation regarding the post-implementation conditions, as well as a general assessment of the program, in a report submitted to the Commission no later than February 2014.

EXECUTIVE SUMMARY

Program Objective: This program is designed to provide the training and development of skills for students to become competent in the field of culinary arts, food preparation and service.

Role: Wallace State Community College Hanceville (WSH) currently is approved to award degrees at the associate level. Approval of the proposed program will be an expansion of role to the academic subdivision grouping, "Personal & Culinary Services".

Mode of Delivery: The use of distance education is not anticipated for this program at this time.

Similar Programs: The following institutions have similar culinary arts programs: Drake State Technical College, Trenholm State Technical College, and Shelton State Community College. The nearest program is at Drake State Technical College, which is 68.87 miles away.

Collaboration: WSH will collaborate with three local K12 school systems as well as with Alabama A&M University.

Resources: A total of \$604,000 in new funds will be needed for the program in the first five years, and a total of \$1,057,800 will be available through tuition, extramural funds, and internal reallocation.

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

Rationale for Staff Recommendation:

1. The proposed program will replace the current commercial food services certificate at WSH.
2. The culinary arts and management needs of greater north Alabama are in a high growth rate at this time.
3. Job opportunities are expected to be excellent due to projected job openings in WSH's service area.

Supporting Documentation:

1. New Academic Degree Program Proposal Summary, attached.
2. Summary of Background Information, attached.
3. Curriculum for Proposed Program, attached.
4. Wallace State Community College (Hanceville) proposal, dated June 26, 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 Wallace State Community College (Hanceville)

PROGRAM Associate in Applied Science and Certificate in Culinary Arts

ESTIMATED NEW FUNDS REQUIRED TO SUPPORT PROPOSED PROGRAM

	2008-09	2009-10	2010-11	2011-12	2012-13	TOTAL
FACULTY	\$0	\$0	\$38,000	\$38,000	\$38,000	\$114,000
LIBRARY	\$0	\$0	\$0	\$0	\$0	\$0
FACILITIES	\$0	\$0	\$250,000	\$120,000	\$120,000	\$490,000
EQUIPMENT	\$0	\$0	\$0	\$0	\$0	\$0
STAFF	\$0	\$0	\$0	\$0	\$0	\$0
OTHER	\$0	\$0	\$0	\$0	\$0	\$0
TOTAL	\$0	\$0	\$288,000	\$158,000	\$158,000	\$604,000

SOURCES OF FUNDS AVAILABLE FOR PROGRAM SUPPORT

	2008-09	2009-10	2010-11	2011-12	2012-13	TOTAL
INTERNAL REALLOCATIONS	\$0	\$50,000	\$50,500	\$51,500	\$52,000	\$204,000
EXTRAMURAL	\$0	\$0	\$125,000	\$125,000	\$125,000	\$375,000
TUITION	\$0	\$119,700	\$119,700	\$119,700	\$119,700	\$478,800
TOTAL	\$0	\$169,700	\$295,200	\$296,200	\$296,700	\$1,057,800

ENROLLMENT AND DEGREE COMPLETION PROJECTIONS

	2008-09	2009-10	2010-11	2011-12	2012-13	5-YEAR AVERAGE
TOTAL HEADCOUNT ENROLLMENT	10	22	24	26	28	22
NEW ENROLLMENT HEADCOUNT	10	10	10	10	12	10
DEGREE/CERT COMPLETION PROJECTIONS	6	8	8	8	8	8

Attachment 2

Summary of Background Information

Associate in Applied Science and Certificate in Culinary Arts
Wallace State Community College (Hanceville)

Role: Wallace State Community College Hanceville (WSH) currently is approved to award degrees at the associate level. Approval of the proposed program will be an expansion of role at the associate level to the academic subdivision grouping, "Personal & Culinary Services". There is an existing Certificate in this academic area.

Objectives: The proposed program is designed to provide the training and development of skills for students to become competent in the field of culinary arts, food preparation, and service. Students graduating and completing a program in this area at the certificate and/or associate degree level are expected to do the following:

- a) Develop an understanding of the food service industry and career opportunities in the field;
- b) Maintain high standards of industry and workplace sanitation and safety;
- c) Apply nutrition principles to menu selection, menu planning, and food preparation;
- d) Demonstrate proper cooking and baking techniques;
- e) Perform necessary math calculations in food planning, preparation, purchasing, receiving, and inventorying;
- f) Demonstrate effective administrative, communications, and human relations skills required to work in the food service environment;
- g) Perform dining room service functions;
- h) Produce quality food products using various culinary materials, instruments, and equipment;
- i) Utilize technology needed to successfully complete culinary arts and program requirements.

Administration: The program will be administered by Chris Villa, Program Director.

Curriculum: There will be an AAS in Culinary Arts which will include an option in Hospitality Services, a certificate in Culinary Arts, and a short certificate in Culinary Arts. The AAS will require 72-74 semester hours (sh), the certificate program will require 50 sh, and the short certificate will require 29 sh.

Program Completion Requirements:

AAS:

General Education and Institutional Requirements	23-24 sh
Culinary Arts or Hospitality Services Option	49-50 sh
Total	72-74 sh

Certificate:

General Education	14 sh
Major	36 sh
Total – Certificate	50 sh

Short Certificate:

General Education	2 sh
Major	27 sh
Total -- Short Certificate	29 sh

The program will replace the current certificate in Commercial Food Service.

Accreditation: WSH will seek accreditation of the proposed program from the American Culinary Federation (ACF). The ACF is an accrediting body that provides national accreditation for culinary programs.

Collaboration: WSH will collaborate with three local K-12 school systems having culinary arts programs to support articulation of secondary students from their programs, as well as with the Department of Food and Animal Sciences at Alabama A&M University. Collaborations with K-12 will include sharing of curriculum ideas, joint faculty meetings, student tours, and joint collaboration with local food service industries. The collaboration with Alabama A&M will include articulation of postsecondary culinary arts graduates into the Food and Animal Sciences baccalaureate program.

Distance Education: The use of distance education technology is not anticipated for this program at this time.

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

Student Demand: According to WSH's proposal, requests for a culinary arts program were received from teachers of local high school culinary arts programs and human resources directors of major restaurants and hospitality service industries. A survey was conducted and its results identified over 200 individuals (both employed and unemployed persons who may become students) interested in a culinary arts program. Ninety-four students currently enrolled in a high school culinary arts program expressed interest in furthering their studies at the postsecondary level. A total of three area high school culinary arts programs will provide a pool of potential students interested in working on an associate degree in the discipline. Letters of support were included from all three high schools.

Need: Similar culinary arts programs can be found at the following institutions: Drake State Technical College (DRA), Trenholm State Technical College (TRE), and Shelton State Community College (SHC). The nearest program is at DRA, which is 68.87 miles away. The proposed Culinary Arts program will replace the current commercial food services certificate at WSH. According to WSH, the culinary arts and management needs of greater north Alabama are in a high growth rate at this time. Employment market research for graduates of the proposed program indicates the following total projected job openings, including both growth and replacement demands in WSH service area:

Projected Job Openings

	2007	2008	2009	2010	2011	Total
College Service Area	108	109	111	113	114	555
State	980	995	1,010	1,025	1,040	5,050

Resources:

Faculty/Staff: Currently, there is one full-time primary faculty member available to teach in the program. An additional full-time primary faculty member will be employed to teach in the program for the first five years.

Equipment/Facilities: According to WSH's proposal, their current commercial foods equipment will be used for the proposed program. This equipment will require updating to give students realistic and current technological training in today's food service environments. WSH is currently working to secure a grant for \$854,000 for structural and equipment upgrades to the current facility. The upgrade plan is based on a three year overhaul of the interior to bring the learning environment up to today's standard in the food service industry. Items will include a walk-in freezer and cooler, a bakery area for intense intermediate to advanced baking and pastry instruction. Other items include

ovens, deep fryers (both gas and electric) to give the student experience in both arenas, and a quick unit to ensure proper food cooling, which is critical in today's commercial kitchen. Other upgrades will be subject to available funding.

Library: The library has over \$15,000 worth of culinary learning aids in its collection to accommodate the needs of students enrolled and to be enrolled in culinary arts. The library dedicated a room just for culinary viewing that is stocked with detailed culinary demonstrations for students to use in small group or individual learning settings. Additional trade journals will be added as part of the regular acquisitions process of the library.

Program Budget: WSH projects that a total of \$604,000 in estimated new funds will be required for the first five years to support the proposed program, and a total of \$1,057,800 will be available through internal allocation, extramural funds, and tuition.

**Attachment 3
 Associate in Applied Science in Culinary Arts**

(Suggested Course Sequence)		Theory Contact Hours/Wk	Lab Contact Hours/Wk	Total Credit Hours
Course #	Course Title			
First Semester				
CUA-100	Orientation to the Culinary Arts	1	0	1
CUA-102	Catering	2	0	2
CUA-110	Basic Food Preparation	2	3	3
CUA-112	Sanitation, Safety, and Food Services	2	0	2
ORI-101	Orientation to College	1	0	1
ENG-101	English Composition I	3	0	3
Total First Semester				12
Second Semester				
CUA-111	Foundations in Nutrition	3	0	3
CUA-213	Food Purchasing And Cost Control	3	0	3
CIS 146	Mathematics of Finance or Finite Mathematics	3	0	3
ENG-102	English Composition II	3	0	3
Total Second Semester				12
Third Semester				
CUA-173	Culinary Arts Apprenticeship	0	30	3
CUA-262	Restaurant Management And Supervision	3	0	3
CIS-146	Microcomputer Applications Humanity/Fine Arts Course	3	0	3
Total Third Semester				12
Fourth Semester				
CUA-173	Culinary Arts Apprenticeship	0	30	3
CUA-208	Advanced Baking	1	3	2
CUA-210	Beverage Management	2	0	2
PSY-200	General Psychology	3	0	3
Total Fourth Semester				12
Fifth Semester				
CUA-173	Culinary Arts Apprenticeship	0	30	3
CUA-251	Menu Design	2	0	2
HSM-112	Hospitality Law	3	0	3
CUA-115	Advanced Food Preparation	2	3	3
WKO107	Workplace Skills Preparation	0	2	1
Total Fifth Semester				12
Sixth Semester				
CUA-173	Culinary Arts Apprenticeship	0	30	3
CUA-261	Culinary Apprenticeship Practicum	1	0	1
CUA-271	Management Of Food And Beverage Service	2	0	2
CUA-281	Apprenticeship: Qualifying Dinner Approved science or approved math course	2 3-4	3 0	3 3-4
Total Sixth Semester				12-13
Total Hours (72-73 credit hours)				

**Associate in Applied Science in Culinary Arts
 w/Option in Hospitality Management**

(Suggested Course Sequence)		Theory Contact Hours/Wk	Lab Contact Hours/Wk	Total Credit Hours
Course #	Course Title			
First Semester				
CUA-100	Orientation to the Culinary Arts	1	0	1
CUA-110	Basic Food Preparation	2	3	3
CUA-112	Sanitation, Safety, and Food Services	2	0	2
CUA-262	Restaurant Management and Supervision	3	0	3
ORI-101	Orientation to College	1	0	1
ENG-101	English Composition I	3	0	3
Total First Semester				12
Second Semester				
CUA-113	Table Service	2	0	2
HSM-122	Human Resource Management for Hospitality	3	0	3
CUA-102	Catering	2	0	2
CUA-251	Menu Design	2	0	2
ENG-102	English Composition II	3	0	3
Total Second Semester				12
Third Semester				
CUA-111	Foundations in Nutrition	3	0	3
CUA-213	Food Purchasing And Cost Control	3	0	3
CIS-146	Microcomputer Applications	3	0	3
	Approved science or approved math course	3-4	0	3-4
Total Third Semester				12-13
Fourth Semester				
HSM-111	Introduction to the Hospitality Industry	3	0	3
HSM-112	Hospitality Law	3	0	3
HSM-113	Introduction to Hospitality Marketing	3	0	3
MAH-246	Mathematics of Finance	3	0	3
Total Fourth Semester				12
Fifth Semester				
HSM-121	Cost Control for Hospitality Industry	3	0	3
CUA-271	Management Of Food And Beverage Service	2	0	2
HSM-123	Hospitality Field Experience I	0	30	3
PSY-200	General Psychology	3	0	3
WKO-107	Workplace Skills Preparation	0	2	1
Total Fifth Semester				13
Sixth Semester				
HSM-131	Finance for the Hospitality Industry	3	0	3
HSM-132	Managerial Accounting for the Hospitality Industry	3	0	3
CUA-281	Apprenticeship: Qualifying Dinner	2	3	3
	Approved humanities course	3	0	3
Total Sixth Semester				12
Total Hours (73-74 credit hours)				

**Culinary Arts
 Certificate**

(Suggested Course Sequence)		Theory Contact Hours/Wk	Lab Contact Hours/Wk	Total Credit Hours
Course #	Course Title			
First Semester				
CUA-110	Basic Food Preparation	2	3	3
CUA-112	Sanitation, Safety, and Food Services	2	0	2
CUA-150	Basic Culinary Lab I	0	6	2
CUA-173	Culinary Arts Apprenticeship	0	30	3
ENG-101	English Composition I	3	0	3
ORI-101	Orientation to College	1	0	1
Total First Semester				14
Second Semester				
CUA-113	Table Service	2	0	2
CUA-122	Fundamentals of Quantity Cooking	3	0	3
CUA-201	Meat Preparation and Processing	1	3	2
CUS-204	Foundations of Baking	2	3	3
CUA-241	Basic Culinary Lab II	0	6	2
Total Second Semester				12
Third Semester				
CUA-102	Catering	2	0	2
CUA-111	Foundations in Nutrition	3	0	3
CUA-132	Restaurant Operations	3	0	3
CUA-261	Culinary Apprenticeship Practicum	1	0	1
CIS-146	Microcomputer Applications	3	0	3
Total Third Semester				12
Fourth Semester				
HSM-111	Introduction to the Hospitality Industry	3	0	3
HSM-123	Hospitality Field Experience I	0	30	3
HSM-113	Introduction to Hospitality Marketing	3	0	3
WKO-107	Workplace Skills Preparation	0	2	1
MAH-246	Mathematics of Finance	3	0	3
Total Fourth Semester				13
Total Hours (51 credit hours)				

**Culinary Arts
 Short Certificate**

(Suggested Course Sequence)		Theory Contact Hours/Wk	Lab Contact Hours/Wk	Total Credit Hours
Course #	Course Title			
First Semester				
CUA-110	Basic Food Preparation	2	3	3
CUA-111	Foundations in Nutrition	3	0	3
CUA-112	Sanitation, Safety, and Food Services	2	0	2
CUA-113	Table Service	2	0	2
CUA-150	Basic Culinary Lab I	0	6	2
CUA-201	Meat Preparation and Processing	1	3	2
ORI-101	Orientation to College	1	0	1
Total First Semester				15
Second Semester				
CUA-204	Foundations of Baking	2	3	3
CUA-122	Fundamentals of Quantity Cooking	3	0	3
CUA-173	Culinary Arts Apprenticeship	0	30	3
CUA-102	Catering	2	0	2
CUA-251	Menu Design	2	0	2
WKO-107	Workplace Skills Preparation	0	2	1
Total Second Semester				14
Total Hours (29 credit hours)				

ALABAMA COMMISSION ON HIGHER EDUCATION
Friday, September 19, 2008

DECISION ITEM D-4: Action on the Notice of Intent to Separate Enterprise-Ozark Community College into Two Units, Enterprise Community College and Alabama Aviation College

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

Staff Recommendation: That the Commission 1) accept the notice of intent from the Alabama Department of Postsecondary Education to separate Enterprise-Ozark Community College into two separately accredited units and 2) approve the attached review guidelines and procedures.

Background: On August 27, 2008, the staff received a letter from Bradley Byrne, Chancellor of the Alabama Department of Postsecondary Education, stating intent to separate Enterprise-Ozark Community College into two institutions, Enterprise Community College and Alabama Aviation College. The letter requested that the item be brought before the Commission at the September 19, 2008, Commission meeting.

If the proposed separation is approved, Enterprise Community College would continue its accreditation by the Southern Association of Colleges and Schools (SACS). Alabama Aviation College, which would be comprised of the aviation campuses in Ozark and Mobile, would seek accreditation from the Council on Occupational Education (COE).

Attached are guidelines and procedures for the sequential review of this proposed action. These are based on guidelines that were developed for the consideration of institutional mergers or consolidations submitted by ADPE in the past.

Alabama Aviation and Technical College was merged with Wallace State Community College (Dothan) in 1997. In 2003, the Aviation Campus and Aviation Center of Wallace Community College (Dothan) was consolidated with Enterprise State Junior College to form Enterprise-Ozark Community College.

Supporting Documentation:

1. Letter of intent from Chancellor Bradley Byrne, received August 27, 2008, available upon request.
2. Attachment 1: "Guidelines for Review of the Separation of Enterprise-Ozark Community College into Two Units."
3. Attachment 2: "Sequential Procedures."
4. Ala. Code §16-5-8 (1975) and "Definitions Recognized by the Commission," Ala. Admin. Code (Commission on Higher Education), r. 300-2-1-.01, available upon request.

Attachment 1

**Guidelines for Review of the Separation of
Enterprise-Ozark Community College into Two Units**

The guidelines for the division of existing institutions into separately accredited entities include three components:

1. Requirements Established by the Commission
2. Sequential Procedures
3. Concurrence with the State Board of Education's Policies

Requirements Established by the Commission:

The following specific requirements must be addressed:

- I. Proposed program offerings for the new entities must be clearly identified. Any new academic program proposals must undergo the regular new program review and approval process.
- II. The division of the existing academic program inventory must be delineated clearly. An existing academic program cannot be listed in the new inventories of more than one new institution without Commission approval of a new academic program.
- III. Documentation of specific educational benefits to be derived from the establishment of the new two-year institution must be presented.
- IV. Evidence must be presented of economic and/or societal benefits in the establishment of the new unit of instruction.
- V. Evidence must be presented of operational capability to meet accreditation standards during accreditation application and review.

Only new units that are educationally and economically beneficial should be submitted to the Commission for consideration and approval.

Attachment 2

Sequential Procedures

I. Statement of Intent Phase

- A. The Chancellor of the Alabama Department of Postsecondary Education (ADPE) presents a Statement of Intent to the Alabama Commission on Higher Education (ACHE) for review, comment, and approval.
- B. The Chancellor of ADPE presents the Statement of Intent to the Alabama State Board of Education for approval.
- C. ADPE notifies the Commission on Colleges of the Southern Association of Colleges and Schools (SACS/COC) of the pending change.

II. Administrative Establishment Phase

- A. The Chancellor of ADPE presents a formal request to ACHE for approval of the administrative separation into two institutions.
- B. The Chancellor of ADPE presents a resolution to the Alabama State Board of Education for approval of the administrative separation into two new institutions.

III. Institutional (Programmatic) Establishment Phase

- A. Preparation and submission of required notification and application to the appropriate accrediting body.
- B. Compliance with the requirements of the accrediting body for the operation of the new institution during accreditation application and review.
- B. Visit by the appropriate accrediting body.
- C. Approval of each institution by the appropriate accrediting body.
- D. Submission of the Proposal for Institutional Establishment to ACHE for review and approval. Note: It is the intention of the ACHE staff that the notification and application submitted to the accrediting body serve as the basis of the Proposal for Institutional Establishment.
- E. Final approval for the establishment of the new institutions by the Alabama State Board of Education.

IV. Final Notifications

- A. ADPE must notify ACHE by letter when approval by the accrediting agency has been obtained.
- B. ADPE must notify ACHE by letter when the United States Department of Education has recognized the establishment of each of the new institutions. The National Center for Education Statistics' (NCES) recognition for Integrated Postsecondary Education Data System's (IPEDS) purposes is dependent on Program Participation Agreement (PPA) approval by the Office of Postsecondary Education (OPE). ADPE must notify ACHE by letter when OPE approves the PPA.

V. Data Reporting

- A. For the purposes of Integrated Postsecondary Education Data System (IPEDS) reporting, guidelines set by the National Center for Education Statistics (NCES) will be followed.
- B. The ACHE staff will work with NCES to assign the institution its IPEDS reporting number upon completion of the approval process. The ACHE staff will notify ADPE and the institution when this number has been assigned.
- C. In the case of an existing institution divided into separate institutions, reporting for the purpose of the Alabama Statewide Student Database will continue under the original institution identifier until the next term reporting cycle after ACHE has approved the establishment of the new institutions.

DECISION ITEM E-1: Auburn University at Montgomery, Addition of an Option in Hospitality and Tourism to the Existing BSBA in Marketing Management (CIP 52.1401)

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

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

Background: Auburn University at Montgomery (AUM) currently has a Bachelor of Science in Business Administration (BSBA) in Marketing Management at CIP 52.1401 in the Academic Program Inventory. AUM proposes the addition of an option in Hospitality and Tourism to the program.

The program with the proposed option will require a total of 122 semester hours (sh):

General Education Core	41 sh
Program Core	57 sh
Approved Marketing Electives	15 sh
Option	9 sh

Students will share core program courses, such as Marketing Research, Consumer Behavior, and Marketing Strategy, as well as other business courses related to such areas as Accounting, Economics, Legal Environment, and Management. The Hospitality and Tourism option will require courses in Professional Sales and Sales Management; Services Marketing (a new offering); and an internship related to the option.

According to AUM officials, the proposed option was developed in response to suggestions from leaders in the hospitality and tourism industry, as well as the state tourism director. The option will enable employees in this field to have a solid background in specific marketing topics.

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.

DECISION ITEM E-2: The University of Alabama at Birmingham, Addition of an Option in Long Term Care Administrator to the Existing Bachelor of Science in Health Sciences (CIP 51.9999)

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: The University of Alabama at Birmingham (UAB) currently has the Bachelor of Science in Health Sciences at CIP 51.9999 in the Academic Program Inventory. UAB proposes the addition of an option in Long Term Care Administrator to the program.

The program with the proposed option will require a total of 134 semester hours (sh):

General Education Core	41 sh
Required Pre-requisites	6 sh
Program Core	53 sh
Long Term Care Option	34 sh

UAB plans to add the following new courses to the Health Sciences program core:

Personnel Management
Facilities Management
Financial & Reimbursement Issues in Long Term Care
Legal & Regulatory Issues in Long Term Care
Documentation Requirements in Long Term Care
Resident Care & Quality of Life
Internship in Long Term Care

In addition, the Long Term Care Administrator option will include courses in Health and Safety Management, Bio-Psych-Social Issues of Aging, Independent Study, and Leadership for Health Professionals.

According to information submitted by UAB, the proposed option will prepare students to work in administrative positions in long term care facilities and will specifically be of value to those who plan to pursue licensure as a nursing home administrator. UAB will seek accreditation for the proposed option from the National Association of Boards of Examiners of Nursing Home Administrators (NAB).

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.

DECISION ITEM E-3: Wallace State Community College (Dothan), Addition of Options in Electrical Technology, Industrial Electronics, and Industrial Maintenance to the Existing AAS in Industrial Maintenance (CIP 47.0303)

Staff Presenter: Ms. Margaret Pearson
Academic Program Review Analyst

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

Background: Wallace State Community College (Dothan) (WSD) currently has an Associate in Applied Science in Industrial Maintenance at CIP 47.0303 in the Academic Program Inventory. WSD proposes the addition of options in Electrical Technology, Industrial Electronics, and Industrial Maintenance to the program.

The proposed options will each require a total of 68 semester hours (sh):

General Education Core	23 sh
Technical Core	24 sh
Option	21 sh

Students will share core technical courses such as AC and DC Fundamentals, Intro to Programmable Logic Controls, and Motor Controls I and II. The Electrical Technology option will offer courses in Wiring Methods, Residential Wiring I and II, and AC/DC Machines. The Industrial Electronics option will cover coursework such as Electrical Blueprint Reading I, Digital Fundamentals, and Solid State Fundamentals. Coursework offered to students who choose the Industrial Maintenance option will be courses in Preventive Maintenance, Troubleshooting Techniques, and Industrial Robotics.

According to WSD officials, the proposed options were created to meet student and industry needs. The existing Industrial Maintenance program will serve as an umbrella program that would allow students to take common courses that apply to either of the proposed options.

The staff recommends that the proposed options be approved as reasonable extensions/alterations of an existing program.

Supporting Documentation:

1. "Reasonable Extensions and Alterations of Existing Units and Programs of Instruction," Ala. Admin. Code (Commission on Higher Education), r. 300-2-1 .03. Available upon request.
2. Written unpublished documentation provided by the institution. Available upon request.

DECISION ITEM F-1: Wallace State Community College (Hanceville), New Off-Campus Site

Staff Presenter: Ms. Margaret Pearson
Academic Program Review Analyst

Staff Recommendation: That the Commission approve the following new off-campus site for Wallace State Community College (Hanceville).

Proposal: Wallace State Community College (WSH) plans to offer courses at the following new off-campus site beginning in spring 2009:

Alabama Southern Community College, Monroeville

Discussion: An official with the institution has signed the institutional certification for the proposed site pledging that a) the new site is in full compliance with the Commission's Guidelines for the Regulation of Off-Campus Instruction; and b) the required annual site follow-up reports will be sent. The institutional certification was reviewed and transmitted by the Alabama Department of Postsecondary Education.

The proposal was posted on the Commission website from July 2, 2008 until July 22, 2008 (twenty days) for public review and comment. No comments were received.

Supporting Documentation:

1. Proposal for New Off-Campus site at Alabama Southern Community College, Monroeville, attached.
2. "Review of Off-Campus Instruction offered by Public Postsecondary Institutions," Ala. Admin. Code (Commission on Higher Education), r. 300-2-1-.06. Available upon request.

Attachment 1

Alabama Commission on Higher Education

PROPOSAL FOR A NEW OFF-CAMPUS SITE

SITE INFORMATION

Institution: Wallace State Community College
Administrator Responsible for Site
Name & Title: Nancy C. Corser, Dean of Health Sciences
Telephone: 1-256-352-8306
Fax: 1-256-352-8311
E-mail: nancy.corser@wallacestate.edu
Contact Person at Site If Other Than Administrator Above
Name & Title: Kiki Moore, ETS Specialist and Jackson Campus Director
Telephone: 1-251-246-0010
Fax: 1-251-246-9998
E-mail: kmoore@ascc.edu
Location of Proposed Site
Facility: Alabama Southern Community College
Street Address: 2800 South Alabama Avenue
City: Monroeville
When will you begin offering instruction at this site? County: Monroe
 Fall 2008 Spring 09

Type of Site	Check One:
Non-Exempt	√
Exempt from Review by Statute	
Fall 1978 registration exceeded 500.	
University operated site prior to 1960.	
Site located on military reservation.	
Business & industry site where employees only are enrolled.	
Exempt from Review by Commission Policy	
Courses delivered via distance learning technology.	
Prison site - courses delivered exclusively to inmates and prison employees.	
High school site exclusively for early admission, accelerated/dual enrollment.	
2-year college site located within SBE approved service area.	
University site located within home or contiguous counties.	

Note: Follow-up report is not required for individual study courses.

Certification

I hereby certify that if the Commission approves/accepts this proposal, the site will be in full compliance with the Commission's Guidelines for the Regulation of Off-Campus Instruction. The required annual follow-up report will be sent.

Signature of President/Chancellor:

Kiki P. Conway

Date:

3/24/08

Summary of Report on Post-Implementation Conditions

Snead State Community College

Program: Office Administration, AAS, CIP 52.0401

Approved by Commission: August 9, 2002

Proposed Implementation Date: Fall 2002

Actual Implementation Date: Fall 2002

Post-Implementation Conditions:

- 1) That the annual average admissions (headcount) for the first five years be at least 17, based on admissions projections in the proposal.
- 2) That the average number of graduates for the Academic Years 2002-03 through 2006-07 will be at least 11, based on graduate projections in the proposal.
- 3) That a follow-up survey will be conducted after the first five years that will show that at least 75 percent of the graduates were successful in acquiring related employment.
- 4) That information regarding an overall assessment of the program be provided, particularly as related to objectives and assessment measures stated in the proposal.

Office Administration, AAS, CIP 52.0401	Admissions Headcount	Average Graduates (2002-03 through 2006-07)	Percentage of Graduates Employed in Field
Required	17	11	75%
Reported	62	9.4	81%

- Condition 2: SND had 18 graduates at the associate level reported in 2006 and 17 reported in 2007.
- Condition 4: The post-implementation report included extensive information on the evaluation of objectives and outcomes concerning the program. SND has ensured program quality through internal certification of competencies. The occupational skill preparation also has met the Microsoft Office User Specialist (MOUS) recognized skill standards, giving graduates the option of pursuing this certification.

DECISION ITEM G-2: Request to Amend Post-Implementation Conditions: University of Alabama at Birmingham/ University of Alabama in Huntsville, Joint Doctor of Philosophy in Civil Engineering (CIP 14.0801)

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

Staff Recommendation: That the Commission approve the request from the University of Alabama at Birmingham (UAB) and the University of Alabama in Huntsville (UAH) to retain the original conditions and grant an additional review period for the joint program. A second post-implementation report for the period 2008-09 through 2010-11 will be submitted to the Commission no later than October 1, 2011. The second post-implementation report must demonstrate that the program met the post-implementation condition for graduates during the second review period.

Rationale:

1. The program exceeded the requirements in the post-implementation conditions for enrollment and employment.
2. The program did not meet the post-implementation condition of an average of 4 graduates for the period 2004-05 through 2006-07. However, in addition to the average of 2 reported for the review period, 3 students who transferred from other academic programs completed the program in the first two years.
3. Eighteen students are projected to graduate in the requested second review period.

Background: The program was approved on August 10, 2001, and implemented in the fall of 2002. UAB/UAH submitted the post-implementation report in October 2007. The program met conditions for enrollment and employment, but did not meet the graduation condition. While the requirement was an average of 4 over the period 2004-05 through 2006-07, an average of 2 was reported. On August 6, 2008, the University of Alabama System office submitted a request for additional time in meeting the post-implementation condition for graduates.

Regarding the graduation condition, the request stated that most of the students are part-time, delaying completions. However, 3 students who transferred from other programs at UAB and UAH completed the program in the first two years of its implementation, prior to the period for the reporting of graduates. The request stated that 18 students are projected to graduate in the second review period.

Supporting Documentation:

1. "Summary of Report on Post-Implementation Conditions," attached.

2. Unpublished post-implementation report for the University of Alabama at Birmingham/University of Alabama in Huntsville. Available upon request.
3. Request for the alteration of post-implementation conditions submitted by the University of Alabama System on August 6, 2008. Available upon request.
3. "Guidelines for Consideration of Post-Implementation Reports that Do Not Meet Approved Conditions." Available upon request.

Summary of Report on Post-Implementation Conditions

The University of Alabama at Birmingham/the University of Alabama in Huntsville (UAH)

Program: Civil Engineering, Doctor of Philosophy, CIP 14.0801

Approved by Commission: August 10, 2001

Proposed Implementation Date: September 2002

Actual Implementation Date: January 2002 (ahead of schedule)

Post-Implementation Conditions:

- 1) That the annual average full-time equivalent (FTE) enrollment for the first five years will be at least 11.
- 2) That the annual average number of graduates for Academic Years 2004-2005 through 2006-2007 be at least 4.
- 3) That a follow-up survey will be conducted after the first five years which will show that at least 75 percent of the graduates were successful in acquiring related employment.
- 4) That information regarding an overall assessment of the program be provided, particularly as related to objectives and assessment measures stated in the proposal.

Civil Engineering, PhD, CIP 14.0801	Enrollment	Average Graduates (2004-05 through 2006-07)	Percentage of Graduates Employed in Field/ Entered Graduate Schools
Required	11	4	75%
Reported	19	2	89%

Condition 4: The report included an overall assessment of the program. The joint program has benefited from the collaboration of the faculty at both institutions, who have worked together on joint research projects and have secured funding in support of the PhD students in the program. Equipment and facilities have been shared, enhancing faculty interactions and collaboration. Collaborative faculty projects have included "Gearing Up for Transportation Engineering" summer institutes; "Deploying Advanced Public Transportation in Birmingham;" and "Corridor X Access Management and Development," among others.

The joint program primarily serves the needs of part-time students in the Birmingham and Huntsville areas. According to data included in the request, 18 students are expected to graduate in the requested second review period.

Both institutions outlined measures that have been taken to increase enrollment and completions in the joint program, including recruitment of students from throughout the U.S. In addition, Base Realignment and Closure (BRAC) activities in the Huntsville area are expected to increase the pool of local students interested in the program.

DECISION ITEM G-3:

Request to Amend Post-Implementation Conditions:
University of South Alabama, Master of Science in
Occupational Therapy (CIP 51.2306)

Staff Presenter:

Mrs. Ellen E. Haulman
Associate Director for Instruction

Staff Recommendation:

That the Commission approve the request to amend post-implementation condition 2, regarding average number of graduates, as follows:

- 2) That ~~beginning in 2003-2004~~, the annual average number of graduates for the ~~first five years of the program~~ three year period 2007-08 through 2009-10 will be at least ~~22~~ 18.

The institution will be required to submit, no later than October 1, 2010, a second post-implementation report, demonstrating that the program met the revised post-implementation condition.

Rationale:

1. There was a delay in the program's implementation related to transition from a baccalaureate program to a master's program.
2. Though the program did not meet the post-implementation condition of an average of 22 graduates, it has averaged 12 graduates over the review period.
3. The original projection for graduates was too high, given changes in the field of Occupational Therapy.
4. USA has taken steps to improve the graduation rate through change of the admissions cap for the program and through additional retention strategies.

Background:

The program was approved on February 11, 2000, and implemented in June 2002. USA submitted a post-implementation report on June 27, 2007. The program met conditions for enrollment and employment, but did not meet the graduation condition.

Regarding the graduation condition, USA stated that the initial target of averaging 22 graduates had proven to be unrealistic, given changes in the field. The elevation of the degree award from a baccalaureate to post-baccalaureate degree had been mandated by the accrediting agency by 2007. The shift from an undergraduate to a post-baccalaureate level degree resulted in a significant decline in enrollment as programs adjusted. In addition, changes in healthcare reimbursement had a negative effect on the OT profession, reducing demand for practitioners. However, employment of occupational therapists is expected to begin increasing again, based on the cyclical nature of healthcare professions and the aging population.

USA has implemented strategies to increase graduation rates, including the naming last year of a new program director. Enrollment policy has been revised to cap enrollment at 30 students rather than 25, since typically several students drop out of the program for various reasons. USA also has intensified retention efforts, including identifying at-risk students early and providing assistance to help them succeed.

USA reported that 91 percent of the program's graduates passed the national credentialing examination on the first attempt and 100 percent passed with the second attempt. Students entering the program this fall have an average grade point average (GPA) of 3.38.

Supporting Documentation:

1. "Summary of Report on Post-Implementation Conditions," attached.
2. Unpublished post-implementation report for the University of South Alabama. Available upon request.
3. Request for the alteration of post-implementation conditions, dated July 18, 2008. Available upon request.
3. "Guidelines for Consideration of Post-Implementation Reports that Do Not Meet Approved Conditions." Available upon request.

Summary of Report on Post-Implementation Conditions

University of South Alabama

Program: Occupational Therapy, MS, CIP 51.2306

Approved by the Commission: February 11, 2000

Proposed Implementation Date: June 2001

Actual Implementation Date: June 2002

Post-Implementation Conditions:

- 1) That the annual average headcount enrollment for the first five years be at least 44 FTE.
- 2) That beginning in 2003-04, the annual average number of graduates for the first five years of the program will be at least 22.
- 3) That a follow-up survey will be conducted after the five years which will show that at least 75 percent of the graduates who actively sought employment have found employment in the field.

Occupational Therapy, MS, CIP 51.2306	Average Enrollment for the First Five Years	Average Number of Graduates, Beginning 2003-04	Percentage of Graduates Employed in Field
Required	44	22	75%
Reported	68	12	100%

USA provided a general assessment of the program that included background information on the factors affecting the program. The change in program requirements to the post-baccalaureate degree caused some students to choose other professions. Cost-containment measures resulted in the laying-off of occupational therapists. According to the American Occupational Therapy Association, total enrollment in accredited OT programs fell from a high of 17,655 in 1999 to a low point of 10,008 in 2004.

However, enrollment nationwide is increasing, with 10,861 enrolled in 2006. Occupational therapy is listed as one of the fastest growing occupations in the state of Alabama by the Alabama Department of Industrial Relations.

The report stated that 91 percent of the program's graduates passed the national credentialing examination on the first attempt and 100 percent passed on the second attempt. Students entering the program this fall have an average grade point average (GPA) of 3.38.

DECISION ITEM H: Public Drawing to Determine the Order of Payment of Alabama Student Grant Program (ASGP) Funds for the 2008-2009 Academic Year

Staff Presenter: Mrs. Cheryl Newton
Grants Coordinator

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

Background: Chapter 300-4-.04 of the Alabama Student Grant Program Regulations states the order in which institutions will be issued Fall term checks shall be determined by a random and public drawing of institutions. Pursuant to the regulations, sealed envelopes with the names of the institutions which have declared their intentions to apply for participation in the ASGP for the 2008-2009 academic year have been provided to the Commission Chairman, Mr. Brooks, in order for the drawing to be held.

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

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

INFORMATION ITEM A: The University of Alabama at Birmingham,
Establishment of the Pulmonary Injury and Repair
Center

Staff Presenter: Ms. Margaret Pearson
Academic Program Review Analyst

Staff Recommendation: For information only.

Background: The University of Alabama at Birmingham (UAB) plans to establish a Pulmonary Injury and Repair Center.

According to information submitted by UAB, the overall mission of the center is to promote, support, and enhance cutting edge cellular, molecular and translational research on lung biology. The proposed center will establish the infrastructure suitable for research considering the molecular and cellular bases of lung disease pathogenesis and progression with the goal of translating findings to optimally treat patients. The center will also have a commitment to enhancing the academic enterprise by improving academic opportunities and establishing a series of lectures and outreach programs to discuss major advances in the treatment of lung diseases to the research and lay communities.

According to the Commission's operational definitions, units of instruction, research, and service which do not offer courses or other activities for academic credit do not require Commission approval, but are submitted to the Commission as information items prior to implementation.

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 B: The University of Alabama at Birmingham,
Establishment of the Diabetes Research and Training
Center

Staff Presenter: Ms. Margaret Pearson
Academic Program Review Analyst

Staff Recommendation: For information only.

Background: The University of Alabama at Birmingham (UAB) plans to establish a Diabetes Research and Training Center.

According to information submitted by UAB, the primary goal of the center will be to promote excellence in diabetes research as it seeks to decrease morbidity/mortality and improve the quality of life for patients with diabetes. This new center will work collaboratively with the existing UAB Comprehensive Diabetes Center to enhance efforts focused on this disease which is so prevalent in the state of Alabama.

According to the Commission's operational definitions, units of instruction, research, and service which do not offer courses or other activities for academic credit do not require Commission approval, but are submitted to the Commission as information items prior to implementation.

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 C-1: Program Meeting Post-Implementation Conditions:
Auburn University, Bachelor of Arts in Chemistry
(CIP 40.0501)

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

Staff Recommendation: That the Commission receive this report documenting
that the program meets the post-implementation
conditions adopted at the time of the Commission
approval of the program.

Background: The post-implementation report for this program has
been reviewed by the staff and has been found to meet
the conditions adopted at the time of the Commission
approval of the program.

Supporting Documentation: 1. Unpublished post-implementation report submitted
by Auburn University. Available upon request.

Summary of Report on Post-Implementation Conditions

Auburn University

Program: Chemistry, Bachelor of Arts, CIP 40.0501

Approved by Commission: August 9, 2002

Proposed Implementation Date: August 2002

Actual Implementation Date: Fall 2003

Post-Implementation Conditions:

- 1) That the combined annual average new admissions for the Bachelor of Science (BS) and Bachelor of Arts (BA) programs for 2002-03 to 2006-07 will be at least 13, based on the institution's admissions projections.
- 2) That the combined annual average number of graduates for the BS and BA programs for the Academic Years 2003-04 through 2006-07 will be at least 9, based on the institution's graduation projections.
- 3) That a follow-up survey will be conducted after the first five years that will show that at least 75 percent of the graduates were successful in acquiring related employment.
- 4) That information regarding an overall assessment of the program be provided, particularly as related to objectives and assessment measures stated in the proposal.

Chemistry, BA, CIP 40.0501	New Admissions	Average Graduates (2003-04 through 2006-07)	Percentage of Graduates Employed in Field
Required	13	9	75%
Reported	16	10	94%

- Condition 1: In addition to the new admissions, the report also stated that the average headcount enrollment was 51.
- Condition 3: All respondents to the employment survey (eight graduates) were successful in acquiring related employment. In addition, eighteen students were in related graduate schools (Chemistry, Public Health, or Nursing) or professional schools (Medicine, Dentistry, Pharmacy, or Optometry). Two graduates were applying to professional schools.
- The report provided an overall assessment of the program. A long-time department head retired and the department had interim leadership for two years. A permanent chair was hired in fall 2006 and has provided stable leadership since that time. Policy changes within the department initiated in 2006-07 are expected to benefit the program. These changes include an increased number of faculty advisers and improved communication with freshmen and students who have not declared a major.

- INFORMATION ITEM C-2: Program Meeting Post-Implementation Conditions: The University of Alabama at Birmingham and the University of Alabama in Huntsville, Shared Doctor of Philosophy in Computer Engineering (CIP 14.0901)
- Staff Presenter: Mrs. Ellen E. Haulman
Assistant Director for Instruction
- Staff Recommendation: That the Commission receive this report documenting that the program meets the post-implementation conditions adopted at the time of the Commission approval of the program.
- Background: The post-implementation report for this program has been reviewed by the staff and has been found to meet the conditions adopted at the time of the Commission approval of the program.
- Supporting Documentation: 1. Unpublished post-implementation report submitted by the University of Alabama at Birmingham and the University of Alabama in Huntsville. Available upon request.

Summary of Report on Post-Implementation Conditions

The University of Alabama at Birmingham/the University of Alabama in Huntsville (UAH)

Program: Computer Engineering, Doctor of Philosophy, CIP 14.0901

Approved by Commission: August 10, 2001

Proposed Implementation Date: September 2002

Actual Implementation Date: September 2002

Post-Implementation Conditions:

- 1) That the annual average full-time equivalent (FTE) enrollment for the first five years will be at least 17.
- 2) That the annual average number of graduates for Academic Years 2003-04 through 2006-07 be at least 4.
- 3) That a follow-up survey will be conducted after the first five years which will show that at least 75 percent of the graduates were successful in acquiring related employment.
- 4) That information regarding an overall assessment of the program be provided, particularly as related to objectives and assessment measures stated in the proposal.

Computer Engineering, PhD, CIP 14.0901	Enrollment	Average Graduates (2004-05 through 2006-07)	Percentage of Graduates Employed in Field/ Entered Graduate Schools
Required	17	4	75%
Reported	23	4	95%

- Additional Graduates: At the time the report was submitted, seven more graduates were anticipated in Academic Year 2007-08.
- Condition 4: The report included information on the results of various assessments and on how the information is used. It further stated that the program fulfills the purpose of a shared program by offering a collaborative program of greater depth, breadth, academic quality, productivity, and economy than would generally be possible through independent single programs. The faculty at UAH has extensive expertise in computer hardware, while the UAB faculty has extensive expertise in computer software. The program has promoted synergistic activities and course offerings through distance education.

Other information from the report included the following:

- An \$840,000 grant funded by the Office of Naval Research (ONR) supported faculty and students from 2003 to 2006. The grant was awarded by ONR largely because of the shared program component.
- UAB and UAH are connected through a two-way distance education video link, allowing students to attend classes at the other institution and reducing the number of duplicate course offerings.

INFORMATION ITEM C-3: Program Meeting Post-Implementation Conditions:
University of Alabama in Huntsville, Master of Science in
Software Engineering (CIP 14.0901)

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

Staff Recommendation: That the Commission receive this report documenting
that the program meets the post-implementation
conditions adopted at the time of the Commission
approval of the program.

Background: The post-implementation report for this program has
been reviewed by the staff and has been found to meet
the conditions adopted at the time of the Commission
approval of the program.

Supporting Documentation: 1. Unpublished post-implementation report submitted
by the University of Alabama in Huntsville. Available
upon request.

Summary of Report on Post-Implementation Conditions

The University of Alabama in Huntsville

Program: Software Engineering, Master of Science, CIP 14.0901

Approved by Commission: August 10, 2001

Proposed Implementation Date: Fall 2002

Actual Implementation Date: Fall 2002

Post-Implementation Conditions:

- 1) That the annual average FTE [full-time equivalency] enrollment for the first five years will be at least 20.
- 2) That the annual average number of graduates for Academic Years 2004-2005 through 2006-2007 be at least 5.
- 3) That a follow-up survey will be conducted after the first five years that will show that at least 75 percent of the graduates were successful in acquiring related employment or were admitted to graduate programs or professional schools.
- 4) That information regarding an overall assessment of the program be provided, particularly as related to objectives and assessment measures stated in the proposal.

Software Engineering, MS, CIP 14.0901	Enrollment	Average Graduates (2004-05 through 2006-07)	Percentage of Graduates Employed in Field/ Entered Graduate Schools
Required	20	5	75%
Reported	29	9	100%

- Additional Graduates: The report stated that 12 additional students graduated in fall 2007. Since fall 2004, a total of forty students have graduated from the program.
- Condition 4: The report included the results of various assessment surveys for the program, including a learning outcomes analysis and an alumni survey.

The report included comments from Dr. William Craig, Director of the Software Engineering Directorate (SED) at Redstone Arsenal. SED, the main beneficiary of the program, is part of the US Army Research Development and Engineering Command, Aviation and Missile Research, Development, and Engineering Center. Dr. Craig stated, "The program is not just important to us, but is critical to us. Our workforce (government and contractors) of approximately 1,300 is constituted of scientists and engineers.... Your MSSE Program is what we count on for the academic element of our strategy to maintain the High Technology Workforce." Dr. Craig further wrote, "Our utilization of your MSSE Program is one of the key incentives that we successfully use in hiring some of the best engineering graduates from the outstanding Engineering Universities from South Carolina to Missouri." A total of 23 SED engineers have graduated from the program.

INFORMATION ITEM C-4: Program Meeting Second Report Post-Implementation Condition: The University of Alabama at Birmingham, Bachelor of Arts in African American Studies (CIP 05.0201)

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

Staff Recommendation: That the Commission receive this report documenting that the program met the condition of the second post-implementation report, as approved by the Commission on September 22, 2006.

Background: On September 22, 2006, the Commission granted the request of the University of Alabama at Birmingham (UAB) for an extension to the post-implementation period until October 1, 2007. The purpose of the extension was to allow UAB to explore offering a collaborative program in this area with the University of Alabama (UA).

UAB provided the required second post-implementation report on October 1, 2007. The report stated that UAB and UA were exploring the possibility of proposing a shared program. The discussions were slowed by the departure of program directors at both institutions but were continuing. The report also stated that the headcount enrollment for the program over the last four years had averaged just over 27 students.

According to the report, graduates of the program had found employment in the following varied positions: program specialists with the Birmingham Civil Rights Institute, teachers in public schools, a position in the diversity training office of a large regional corporation, a news correspondent at a local television station, and a student adviser at a college. One graduate who is a registered nurse is pursuing a master's degree in Community Health Education, focusing on the underserved population among African American patients. Five graduates have entered graduate school and two others have plans to do so.

In June 2008, the University of Alabama System submitted a Notification of Intent to Submit a Proposal (NISP) for a shared baccalaureate program in African American Studies at UAB and UA. The planned program is intended to replace the current program at UAB. The NISP noted that UAB currently offers the only program in African-American Studies in the state, and UA offers the only minor in the area of study. The shared program would build on the existing offerings.

Supporting Documentation:

1. Unpublished post-implementation report submitted by the UAB, October 1, 2007. Available upon request.

2. Notification of Intent to Submit a Proposal for UAB and UA: Shared BA in African-American Studies, submitted June 20, 2008. Available upon request.

INFORMATION ITEM C-5: Program Meeting Second Report Post-Implementation Condition: University of Alabama in Huntsville, Master of Science in Materials Science (CIP 30.9999)

Staff Presenter: Mrs. Ellen Haulman
Assistant Director for Instruction

Staff Recommendation: That the Commission receive this report documenting that the program met the condition of the second post-implementation report, as approved by the Commission on September 23, 2005.

Background: On September 23, 2005, the Commission approved an extension to the post-implementation review period for the MS in Materials Science until October 1, 2007. The purpose of the extension was to allow the University of Alabama at Huntsville (UAH) "to demonstrate that strategies implemented to increase enrollment and graduation are having a positive effect."

In accordance with the Commission's action, UAH submitted a second post-implementation report for the period 2002-03 through 2006-07. The data indicated that UAH met the enrollment requirement of an average of eight over the review period. The report also stated that the program had met the requirement of an average of four graduates over the two years since the last post-implementation report. Ninety-three percent of the graduates in the review period have pursued a PhD or found employment in related fields.

The report gave a description of the program. Materials Science as a discipline addresses the future development of or current problems with materials used by industry. Development issues include lightweight structural elements for planetary exploration, lighter, higher-operating-temperature propulsion components, materials with better thermal transport or thermal resistance, and understanding how material processing is influenced by planetary and deep-space environments. Continuing problems with materials include corrosion, fatigue resistance, understanding of the process parameters affecting composite properties, and structural health monitoring.

The program is the only MS in Materials Science offered in the state and only one of two in the United States. The shifting of Department of Defense personnel to the Huntsville area in the next two years is expected to increase further the number of individuals seeking a master's degree in Materials Science.

Supporting Documentation: 1. "Request to Amend Post-Implementation Conditions: University of Alabama in Huntsville, Master of Science in Materials Science (CIP 30.9999)." Amendment approved September 23, 2005, available upon request.

2. Second Post-Implementation Report, submitted November 2007, available upon request.

UAH Materials Science MS:

Original Post-Implementation Conditions:

- 1) That the annual average enrollment for the first five years is at least 8 FTE students.
- 2) That beginning in 1997-98, the annual average number of graduates for the first five years of the program will be at least 4.
- 3) That a follow-up survey will be conducted after five years, which will show at least 75 percent of the graduates who actively sought employment have found employment in the field.

Materials Science, MS, CIP 30.9999	FTE Enrollment	Average Number of Graduates	Percentage of Graduates Employed in Field
Required	8	4	75%
Reported	8	4 for the last two years	93%

INFORMATION ITEM D-1: Program Not Meeting Post-Implementation Conditions:
Northwest Shoals Community College, Associate in
Applied Science in Industrial Maintenance (CIP 47.0303)

Staff Presenter: Ellen E. Haulman
Assistant Director for Instruction

Disposition of the Program: Officials at the Alabama Department of Postsecondary Education have notified the Commission staff that the Associate in Applied Science (AAS) in Industrial Maintenance, CIP 47.0303, at Northwest Shoals Community College (NWS) will be phased out. The program is being deleted from the Commission's Academic Program Inventory (see "Changes to the Academic Program Inventory" in this packet.) Though no new students will be admitted, students currently enrolled will be allowed to complete the program.

Background: The program was approved August 9, 2002, and implemented in fall 2002. The post-implementation report was submitted in August 2007.

The program did not meet the post-implementation conditions. The report stated that the program had been intended as a capstone for students enrolled in Air Conditioning/Refrigeration Technology and Electrical Technology Certificate programs. However, most students completed a Certificate program and did not continue for the AAS. The report stated that enrollment in the AAS program is increasing.

Supporting Documentation:

1. Unpublished post-implementation report submitted by the institution. Available upon request.
2. Deletion Notification from the Alabama Department of Postsecondary Education, dated July 23, 2008.

Summary of Report on Post-Implementation Conditions

Northwest-Shoals Community College

Program: Industrial Maintenance, AAS, CIP 47.0303

Approved by Commission: August 9, 2002

Proposed Implementation Date: Fall 2002

Actual Implementation Date: Fall 2002

Post-Implementation Conditions:

- 1) That the annual average admissions (headcount) for the first five years be at least 30, based on admissions projections in the proposal.
- 2) That the average number of graduates for the Academic Years 2002-03 through 2006-07 will be at least 23, based on graduation projections in the proposal.
- 3) That a follow-up survey will be conducted after the first five years that will show that at least 75 percent of the graduates were successful in acquiring related employment.
- 4) That information regarding an overall assessment of the program be provided, particularly as related to objectives and assessment measures stated in the proposal.

Industrial Maintenance, AAS, CIP 47.0303	Admissions Headcount	Average Graduates (2002-03 through 2006-07)	Percentage of Graduates Employed in Field
Required	30	23	75%
Reported	11	7	Not reported

- Condition 3: Because of the low number of graduates, a follow-up survey returned minimal results.
- Condition 4: The report stated that the program had not met the conditions, but that the recent influx of new businesses as well as the expansion of existing businesses will have an effect.

INFORMATION ITEM D-2:

Program Not Meeting Post-Implementation Conditions:
Wallace State Community College (Hanceville),
Associate in Applied Science and Certificate in
Pharmacy Technology (CIP 51.0805)

Staff Presenter:

Ellen E. Haulman
Assistant Director for Instruction

Disposition of the Program:

Officials at the Alabama Department of Postsecondary Education have notified the Commission staff that the Associate in Applied Science (AAS) and Certificate in Pharmacy Technology, CIP 51.0805, at Wallace State Community College (Hanceville) [WSH] will be phased out. The program is being deleted from the Commission's Academic Program Inventory (see "Changes to the Academic Program Inventory" in this packet.) Though no new students will be admitted, students currently enrolled will be allowed to complete the program. WSH will continue to offer a short certificate in the area.

Background:

The program was approved February 22, 2002, and implemented in fall 2002. The post-implementation report was submitted in August 2007.

The program did not meet the graduation requirement. Current credentialing requirements do not require a formal degree for practice, which the report stated was an obstacle to higher completion rates.

Supporting Documentation:

1. Unpublished post-implementation report submitted by the institution. Available upon request.

Summary of Report on Post-Implementation Conditions

Wallace State Community College (Hanceville)

Program: Pharmacy Technology, AAS and Certificate, CIP 51.0805

Approved by Commission: February 22, 2002

Proposed Implementation Date: Fall 2002

Actual Implementation Date: Fall 2002

Post-Implementation Conditions:

- 1) That the annual average headcount enrollment for the first five years be at least 10, based on the proposal.
- 2) That the average number of graduates for the Academic Years 2002-03 through 2006-07 will be at least 10, based on the proposal.
- 3) That a follow-up survey will be conducted after the first five years that will show that at least 75 percent of the graduates were successful in acquiring related employment.
- 4) That information regarding an overall assessment of the program be provided, particularly as related to objectives and assessment measures stated in the proposal.

Pharmacy Technology, AAS and Certificate, CIP 51.0805	Headcount Enrollment	Average Graduates (2002-03 through 2006-07)	Percentage of Graduates Employed in Field
Required	10	10	75%
Reported	20	4	100%

The report stated that the program received accreditation through the American Society of Health-System Pharmacists. Regarding program completions, the report stated that some students left the program to take positions working as a Pharmacy Technologists. Current credentialing requirements do not require a formal degree for practice.

INFORMATION ITEM E-1: The University of Alabama at Birmingham, New Exempt Off-Campus Sites

Staff Presenter: Ms. Margaret Pearson
Academic Program Review Analyst

Staff Recommendation: For information only.

Proposal: The University of Alabama at Birmingham (UAB) plans to offer courses at the following new off-campus sites beginning in spring 2009:

Moody Middle School, Moody, Alabama

Simmons Middle School, Hoover, Alabama

Discussion: An official with UAB has signed the institutional certification for the proposed sites pledging that a) the new sites are in full compliance with the Commission's Guidelines for the Regulation of Off-Campus Instruction; and b) the required annual site follow-up reports will be sent.

These new off-campus requests are in response to the State Department of Education's new program standard for educational leadership, requiring the School of Education to establish formal partnership agreements with K-12 schools.

The new off-campus sites proposed by UAB are exempt from Commission approval by policy because the proposed sites are located within UAB's service area.

The proposal was posted on the Commission website from July 2, 2008 until July 22, 2008 (twenty days) for public review and comment. No comments were received.

Supporting Documentation:

1. Proposal for New Off-Campus Site at Moody Middle School, Moody, AL, attached.
2. Proposal for New Off-Campus Site at Simmons Middle School, Hoover, AL, attached.
3. "Review of Off-Campus Instruction offered by Public Postsecondary Institutions," Ala. Admin. Code (Alabama Commission on Higher Education), r. 300-2-1-.06. Available upon request.

ATTACHMENT 1

Alabama Commission on Higher Education

PROPOSAL FOR A NEW OFF-CAMPUS SITE

SITE INFORMATION

Institution: The University of Alabama at Birmingham
Administrator Responsible for Site
 Debra Allred, Principal
 Telephone: (205)640-2190
 Fax: (205)640-7903
 E-Mail: mmsstclair@yahoo.com
Contact Person at Site if Other Than Administrator Above
Name & Title:
Telephone:
Fax:
E-Mail:
Location of Proposed Site
Facility: Moody Middle School
Street Address: 1010 HL Blocker Circle
City: Moody, AL 35004-2635
When will you begin offering instruction at this site?

County: St. Clair
 Spring 2009

Type of Site	Check One:
Non-Exempt	<input type="checkbox"/>
Exempt from Review by Statute	<input checked="" type="checkbox"/>
Fall 1978 registration exceeded 500.	<input type="checkbox"/>
University operated site prior to 1960.	<input type="checkbox"/>
Site located on military reservation.	<input type="checkbox"/>
Business & industry site where employees only are enrolled.	<input type="checkbox"/>
Exempt from Review by Commission Policy	<input checked="" type="checkbox"/>
Courses delivered via distance learning technology.	<input type="checkbox"/>
Prison site - courses delivered exclusively to inmates and prison employees.	<input type="checkbox"/>
High school site exclusively for early admission, accelerated/dual enrollment.	<input type="checkbox"/>
2-year college site located within SBE approved service area.	<input type="checkbox"/>
University site located within home or contiguous counties.	<input checked="" type="checkbox"/>

Note: Follow-up report is not required for individual study courses.

Certification

I hereby certify that if the Commission approves/accepts this proposal, the site will be in full compliance with the Commission's Guidelines for the Regulation of Off-Campus Instruction. The required annual follow-up report will be sent.

Signature of President/Chancellor: *Carol Z. Ba*

Date: *5-19-08*

ATTACHMENT 2

Alabama Commission on Higher Education

PROPOSAL FOR A NEW OFF-CAMPUS SITE

SITE INFORMATION

Institution: The University of Alabama at Birmingham
Administrator Responsible for Site
Name & Title: Brian Cain, Principal
Telephone: (205)438-2100
Fax: (205)438-2101
E-Mail: bcain@hoover.K12.al.us
Contact Person at Site If Other Than Administrator Above
Name & Title:
Telephone:
Fax:
E-Mail:

Location of Proposed Site
Facility: Simmons Middle School
Street Address: 1575 Patton Chapel
City: Hoover, AL 35226-2298

County: Jefferson
 Spring 2009

When will you begin offering instruction at this site?

Type of Site	Check One:
Non-Exempt	
Exempt from Review by Statute	
Fall 1978 registration exceeded 500.	
University operated site prior to 1960.	
Site located on military reservation.	
Business & industry site where employees only are enrolled.	
Exempt from Review by Commission Policy	
Courses delivered via distance learning technology.	
Prison site - courses delivered exclusively to inmates and prison employees.	
High school site exclusively for early admission, accelerated/dual enrollment.	
2-year college site located within SBE approved service area.	
University site located within home or contiguous counties.	X

Note: Follow-up report is not required for individual study courses.

Certification

I hereby certify that if the Commission approves/accepts this proposal, the site will be in full compliance with the Commission's Guidelines for the Regulation of Off-Campus Instruction. The required annual follow-up report will be sent.

Signature of President/Chancellor: 
 Date: 5-19-08

INFORMATION ITEM F: 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.

Faulkner State Community College

<u>Field of Study</u>	<u>CIP Code</u>
Automotive Technology	15.0803
Avionics Technology	47.0609
Building Construction Technology	46.0499
Cosmetology	12.0401
Welding	48.0508

Jefferson Davis Community College

<u>Field of Study</u>	<u>CIP Code</u>
Masonry	46.0101

Lurleen B. Wallace Community College

<u>Field of Study</u>	<u>CIP Code</u>
Surgical Technology	51.0909

Northeast Alabama Community College

<u>Field of Study</u>	<u>CIP Code</u>
Diagnostic Medical Sonographer	51.0910

Reid State Technical College

<u>Field of Study</u>	<u>CIP Code</u>
Phlebotomy	51.9999

Southern Union State Community College

<u>Field of Study</u>	<u>CIP Code</u>
Industrial Electricity/Electronics	47.0105

Wallace State Community College (Dothan)

<u>Field of Study</u>	<u>CIP Code</u>
Electrical Technology	46.0302

INFORMATION ITEM G: Implementation of Distance Education Programs

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

Staff Recommendation: For information only.

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

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

Auburn University at Montgomery:

Teacher Certification Programs:

AA Teacher Certification in Elementary Education and Early Childhood Education, reported at CIP 13.0202, Elementary Education, Ed.S.

Supporting Documentation:

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

INFORMATION ITEM H: Implementation of Non-Degree Programs at Senior Institutions

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

Staff Recommendation: For information only.

Background: Commission guidelines state that non-degree programs of senior institutions, including pre-baccalaureate, post-baccalaureate, and post-master's certificates do not require Commission approval, but that they must be reported to the Commission prior to implementation. The guidelines further state that these certificates are not listed in the Commission's Academic Program Inventory.

In accordance with these guidelines, the following institution has sent notification regarding the non-degree program indicated:

University of Alabama at Birmingham

Post-DMD/DDS Certificate in Implant Dentistry

To receive the certificate, students holding the DMD or DDS must complete the 12 month curriculum, which consists of 36 credit hours. The course of study is intended to provide in-depth training in implant dentistry to the general practitioner.

University of South Alabama

Post-Baccalaureate Certificate in Pre-Health Areas

To receive the certificate, post-baccalaureate students will be required to complete a minimum of 24 semester hours with a 3.0 grade point average. The certificate is designed for students who decide later in life to pursue a health profession or who completed pre-health courses but were not competitive for professional schools at the time of graduation. The certificate will be available in the following areas of study: pre-dentistry studies; pre-medicine/pre-medical studies; pre-pharmacy studies; and pre-veterinary studies.

Supporting Documentation: "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.

INFORMATION ITEM I: 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.

Calhoun Community College

Program: Advanced Manufacturing, AAS/C, CIP 15.0613
Approval date: December 7, 2007
Implementation date: August 2008 (on schedule)
Post-implementation report date: September 1, 2013

Chattahoochee Valley Community College

Program: Homeland Security, AAS/C, CIP 43.9999
Approval date: September 21, 2007
Implementation date: January 2008 (on schedule)
Post-implementation report deadline: February 1, 2013

Faulkner State Community College

Program: Emergency Medical Services, AAS/C, CIP 51.0904
Approval date: September 21, 2007
Implementation date: January 2008 (on schedule)
Post-implementation report deadline: February 1, 2013

Alabama A&M University

Program: Construction Management, BS, CIP 51.1001
Approval date: September 21, 2007
Implementation date: August 2008 (delayed from January 2008 because of administrative changes at the university)
Post-implementation report deadline: September 1, 2013

Alabama A&M University (continued)

Program: Materiel Engineering, MEng, CIP 14.9999

Approval date: September 21, 2007

Implementation date: August 2008 (delayed from January 2008 because of administrative changes at the university)

Post-implementation report deadline: 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 J: 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.state.al.us.
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.

Northwest Shoals Community College 47.0303 Industrial Maintenance, AAS (Post Implementation Review)

Wallace Community College (Hanceville) 51.0805 Pharmacy Technician, AAS, C (Post Implementation Review)

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

The following changes in CIP codes, program titles, or degree nomenclature represent no changes in program requirements, content, and objectives and are recommended as information items.

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

None.

C. Program Placed on Inactive Status

In Accordance with Commission policy, the following program inventory entry is placed on inactive status as of September 19, 2008. The institution may reinstate this program to active status within five years of September 19, 2008, 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.

Jefferson State Community College: 19.0605 Interior Design, AAS

INFORMATION ITEM K: Distribution of 2008-2009 Alabama Student Assistance Program (ASAP) Funds

Staff Presenter: Mrs. Cheryl Newton
Grants Coordinator

Staff Recommendation: For information only.

Background: The Alabama Student Assistance Program is funded through a combination of Federal Leveraging Educational Assistance Partnership (LEAP) Program and state appropriations. All LEAP funds that states receive must be used for assistance to students. This program was awarded additional state funds as a result of the Knight v. Alabama settlement.

ASAP provides need-based grants to Alabama students to meet their educational costs of attending Alabama postsecondary institutions. Awards range from \$300 to \$5,000 for an academic year.

The ASAP distribution schedule used for the ASAP complies with the procedure outlined in the Alabama Student Assistance Program Regulations and Commission policy approved on August 21, 1987. Following these guidelines, ACHE staff has compiled the 2008-2009 ASAP Distribution Schedule.

Because most institutions in Alabama have converted from the quarter to the semester system, there were insufficient funds in January to process second term payments at that time – the normal time for making second term payments. For this reason, second term payments cannot be made until July, 2009 – well after the completion of the second semester.

Supporting Documentation:

1. ASAP distribution policy approved by the Commission on August 21, 1987 (available upon request).
2. 2008-2009 Alabama Student Assistance Program Institutional Distribution of State and Federal Leveraging Educational Assistance Partnership (LEAP) Program Funds. Available upon request.

2008-2009 ALABAMA STUDENT ASSISTANCE PROGRAM INSTITUTIONAL DISTRIBUTION OF STATE AND FEDERAL LEVERAGING EDUCATIONAL ASSISTANCE PARTNERSHIP (LEAP) PROGRAM FUNDS						
Institution	Relative State Need	% Religion Majors	% Out-of-State Students	Adjusted State Need	ASAP FY 09 Funding	
Alabama A&M University	3.039267%	0.000000%	32.000000%	2.066701%	118,837	
Alabama Southern Comm College	0.496423%	1.000000%	4.000000%	0.476765%	19,410	
Alabama State University	3.403612%	0.000000%	33.000000%	2.280420%	133,083	
Athens State University	1.230205%	0.008000%	0.045000%	1.229651%	48,102	
Auburn University	6.606376%	0.000000%	35.380000%	4.269040%	258,312	
Auburn University at Montgomery	2.023453%	0.000000%	5.000000%	1.922281%	79,118	
Bevill State Community College	1.628005%	0.000000%	5.160000%	1.544000%	63,656	
Birmingham-Southern College	2.076002%	1.000000%	28.000000%	1.500534%	81,072	
Bishop State Community College	1.911193%	0.000000%	0.050000%	1.910238%	74,728	
Calhoun Community College	3.243940%	0.000000%	1.000000%	2.243940%	126,839	
Central Alabama Community College	1.109365%	0.000000%	0.900000%	1.099380%	43,377	
Chattahoochee Valley Community College	0.682260%	0.000000%	0.100000%	0.681578%	26,677	
Concordia College	0.695880%	0.000000%	0.395000%	0.693131%	27,209	
Drake State Technical College	0.393007%	0.000000%	1.000000%	0.389076%	15,367	
Enterprise State Junior College	0.485163%	0.000000%	0.804000%	0.481262%	18,970	
Faulkner State Community College	1.085219%	0.000000%	1.000000%	1.074367%	42,433	
Faulkner University	2.296695%	1.000000%	11.000000%	2.046585%	89,802	
Gadsden State Community College	1.524988%	0.100000%	5.180000%	1.446073%	59,628	
Herzing College	0.631672%	0.000000%	0.500000%	0.628514%	24,699	
Huntingdon College	0.576330%	3.342000%	14.000000%	0.498341%	22,535	
Jacksonville State University	5.482532%	0.000000%	21.140000%	4.323525%	214,369	
Jeff Davis Community College	0.418152%	0.000000%	15.940000%	0.351499%	16,350	
Jefferson State Community College	2.072915%	0.100000%	3.000000%	2.010790%	81,052	

2008-2009 ALABAMA STUDENT ASSISTANCE PROGRAM INSTITUTIONAL DISTRIBUTION OF STATE AND FEDERAL LEVERAGING EDUCATIONAL ASSISTANCE PARTNERSHIP (LEAP) PROGRAM FUNDS						
						2008-2009
Institution	Relative State Need	% Religion Majors	% Out-of-State Students	Adjusted State Need	ASAP Funding	
Judson College	0.165389%	2.000000%	27.000000%	0.121627%	6,467	
Lawson State Community College	2.101225%	0.000000%	0.012000%	2.100973%	82,159	
L.B. Wallace State Community College	0.505578%	0.000000%	3.800000%	0.486366%	19,768	
Miles College	1.590135%	0.000000%	21.960000%	1.240942%	62,175	
Northeast Alabama State Community College	0.887457%	0.001600%	0.002500%	0.887435%	34,700	
Northwest-Shoals Community College	1.119926%	0.000000%	5.700000%	1.056091%	43,790	
Oakwood College	1.277827%	8.000000%	80.000000%	0.337346%	49,964	
Reid State Technical College	0.330233%	0.000000%	3.000000%	0.320326%	12,912	
Remington College	0.000000%	0.000000%	2.000000%	0.000000%	5,000	
Samford University	0.905840%	2.130000%	59.000000%	0.382778%	35,419	
Shelton State Community College	1.450647%	0.000000%	3.000000%	1.407127%	56,721	
Snead State Community College	1.211997%	0.130000%	1.080000%	1.198924%	47,390	
South University	0.965405%	0.000000%	0.500000%	0.960578%	37,748	
Southern Union State Community College	1.399544%	0.000000%	5.100000%	1.328167%	54,723	
Spring Hill College	1.115080%	2.000000%	56.000000%	0.503124%	43,600	
Stillman College	0.748455%	0.620000%	33.580000%	0.498682%	29,265	
Trenholm State Technical College	0.624907%	0.000000%	0.001500%	0.624898%	24,434	
Troy University	9.382130%	0.000000%	14.000000%	8.068632%	366,845	
Tuskegee University	2.292998%	0.000000%	36.000000%	1.467519%	89,657	
United States Sports Academy	0.026848%	0.000000%	90.000000%	0.002685%	5,000	
University of Alabama	5.592905%	0.000000%	24.900000%	4.200272%	218,685	
University of Alabama at Birmingham	6.296860%	0.000000%	10.000000%	5.667174%	246,210	
University of Alabama Huntsville	1.842238%	0.000000%	14.000000%	1.584325%	72,032	

2008-2009 ALABAMA STUDENT ASSISTANCE PROGRAM INSTITUTIONAL DISTRIBUTION OF STATE AND FEDERAL LEVERAGING EDUCATIONAL ASSISTANCE PARTNERSHIP (LEAP) PROGRAM FUNDS						
						2008-2009
Institution	Relative State Need	% Religion Majors		% Out-of-State Students	Adjusted State Need	ASAP Funding
University of Mobile	1.492437%	10.000000%		12.000000%	1.331253%	58,355
University of Montevallo	0.831075%	3.000000%		0.000000%	0.831075%	32,495
University of North Alabama	1.211928%	0.000000%		32.000000%	0.824111%	47,387
University of South Alabama	4.136330%	0.000000%		15.800000%	3.482790%	161,732
University of West Alabama	1.685977%	0.000000%		31.300000%	1.158266%	65,922
Virginia College	0.553061%	0.000000%		0.480000%	0.550406%	21,625
Wallace State Community College - Dothan	1.090647%	0.000000%		4.650000%	1.039932%	42,645
Wallace State Community College - Hanceville	1.969275%	0.000000%		1.000000%	1.949582%	76,999
Wallace State Community College - Selma	2.082991%	0.000000%		0.010000%	2.082783%	81,446
						3,918,891

2008-2009 ALABAMA STUDENT ASSISTANCE PROGRAM						
KNIGHT VS. ALABAMA SETTLEMENT						
						ASAP
	Relative State	% Religion	% Out-of-State	Adjusted State	KNIGHT	
Institution	Need	Majors	Students	Need	FY 09 Funding	
Alabama A&M University	3.039267%	0.000000%	32.000000%	2.066701%	71,423	
Alabama Southern Comm College	0.496423%	1.000000%	4.000000%	0.476765%	11,666	
Alabama State University	3.403612%	0.000000%	33.000000%	2.280420%	79,986	
Athens State University	1.230205%	0.008000%	0.045000%	1.229651%	28,910	
Auburn University	6.606376%	0.000000%	35.380000%	4.269040%	155,251	
Auburn University at Montgomery	2.023453%	0.000000%	5.000000%	1.922281%	47,552	
Bevill State Community College	1.628005%	0.000000%	5.160000%	1.544000%	38,258	
Birmingham-Southern College	2.076002%	1.000000%	28.000000%	1.500534%	48,686	
Bishop State Community College	1.911193%	0.000000%	0.050000%	1.910238%	44,913	
Calhoun Community College	3.243940%	0.000000%	1.000000%	2.243940%	76,233	
Central Alabama Community College	1.109365%	0.000000%	0.900000%	1.099380%	26,070	
Chattahoochee Valley Community College	0.682260%	0.000000%	0.100000%	0.681578%	16,033	
Concordia College	0.695880%	0.000000%	0.395000%	0.693131%	16,353	
Drake State Technical College	0.393007%	0.000000%	1.000000%	0.389076%	9,236	
Enterprise State Junior College	0.485163%	0.000000%	0.804000%	0.481262%	11,401	
Faulkner State Community College	1.085219%	0.000000%	1.000000%	1.074367%	25,503	
Faulkner University	2.296695%	1.000000%	11.000000%	2.046585%	53,973	
Gadsden State Community College	1.524988%	0.100000%	5.180000%	1.446073%	35,838	
Herzing College	0.631672%	0.000000%	0.500000%	0.628514%	14,844	
Huntingdon College	0.576330%	3.342000%	14.000000%	0.498341%	13,544	
Jacksonville State University	5.482532%	0.000000%	21.140000%	4.323525%	128,841	
Jeff Davis Community College	0.418152%	0.000000%	15.940000%	0.351499%	9,827	
Jefferson State Community College	2.072915%	0.100000%	3.000000%	2.010790%	48,714	

2008-2009 ALABAMA STUDENT ASSISTANCE PROGRAM						
KNIGHT VS. ALABAMA SETTLEMENT						
						ASAP
	Relative State	% Religion	% Out-of-State	Adjusted State	ASAP	KNIGHT
Institution	Need	Majors	Students	Need	FY 09 Funding	
Judson College	0.165389%	2.000000%	27.000000%	0.121627%	5,000	
Lawson State Community College	2.101225%	0.000000%	0.012000%	2.100973%	49,379	
L.B. Wallace State Community College	0.505578%	0.000000%	3.800000%	0.486366%	11,881	
Miles College	1.590135%	0.000000%	21.960000%	1.240942%	37,369	
Northeast Alabama State Community College	0.887457%	0.001600%	0.002500%	0.887435%	20,855	
Northwest-Shoals Community College	1.119926%	0.000000%	5.700000%	1.056091%	26,319	
Oakwood College	1.277827%	8.000000%	80.000000%	0.337346%	30,029	
Reid State Technical College	0.330233%	0.000000%	3.000000%	0.320326%	7,761	
Remington College	0.000000%	0.000000%	2.000000%	0.000000%	5,000	
Samford University	0.905840%	2.130000%	59.000000%	0.382778%	21,287	
Shelton State Community College	1.450647%	0.000000%	3.000000%	1.407127%	34,091	
Snead State Community College	1.211997%	0.130000%	1.080000%	1.198924%	28,482	
South University	0.965405%	0.000000%	0.500000%	0.960578%	22,687	
Southern Union State Community College	1.399544%	0.000000%	5.100000%	1.328167%	32,890	
Spring Hill College	1.115080%	2.000000%	56.000000%	0.503124%	26,205	
Stillman College	0.748455%	0.620000%	33.580000%	0.498682%	17,589	
Trenholm State Technical College	0.624907%	0.000000%	0.001500%	0.624898%	14,685	
Troy University	9.382130%	0.000000%	14.000000%	8.068632%	220,482	
Tuskegee University	2.292998%	0.000000%	36.000000%	1.467519%	53,886	
United States Sports Academy	0.026848%	0.000000%	90.000000%	0.002685%	5,000	
University of Alabama	5.592905%	0.000000%	24.900000%	4.200272%	131,435	
University of Alabama at Birmingham	6.296860%	0.000000%	10.000000%	5.667174%	147,978	
University of Alabama Huntsville	1.842238%	0.000000%	14.000000%	1.584325%	43,293	

2008-2009 ALABAMA STUDENT ASSISTANCE PROGRAM						
KNIGHT VS. ALABAMA SETTLEMENT						
						ASAP
	Relative State	% Religion		% Out-of-State	Adjusted State	KNIGHT
Institution	Need	Majors		Students	Need	FY 09 Funding
University of Mobile	1.492437%	10.000000%		12.000000%	1.331253%	35,073
University of Montevallo	0.831075%	3.000000%		0.000000%	0.831075%	19,530
University of North Alabama	1.211928%	0.000000%		32.000000%	0.824111%	28,481
University of South Alabama	4.136330%	0.000000%		15.800000%	3.482790%	97,205
University of West Alabama	1.685977%	0.000000%		31.300000%	1.158266%	39,621
Virginia College	0.553061%	0.000000%		0.480000%	0.550406%	11,884
Wallace State Community College - Dothan	1.090647%	0.000000%		4.650000%	1.039932%	25,630
Wallace State Community College - Hanceville	1.969275%	0.000000%		1.000000%	1.949582%	46,278
Wallace State Community College - Selma	2.082991%	0.000000%		0.010000%	2.082783%	48,951
						2,359,291